نتقدم بثقة
Moving Forward with Confidence

رؤية عُمان 2040
OmanVision

MINISTRY OF EDUCATION

TEAM Together OMAN 8B

Teacher's Book

with Digital Resources

Trial Edition
2026



His Majesty
Sultan Haitham Bin Tarik



The Late Sultan
Qaboos Bin Said

SULTANATE OF OMAN

(Governorates & Wilayats)



MINISTRY OF EDUCATION

TEAM Together OMAN 8B

Teacher's Book

with Digital Resources



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Pearson

YORK PRESS

Global Scale of English

Fast-track your progress

Scope and sequence

Unit	Vocabulary	Grammar	Skills
4 Let's talk!	**Communication:** *receive a text message, chat to friends, give someone a call, insert an emoji, listen to a podcast, watch a vlog, tell the truth, tell a lie, keep a secret, keep a promise, get on well, have an argument* **Feelings:** *embarrassed, disappointed, jealous, upset, confused, curious, delighted, nervous, calm, serious, proud, miserable*	***(not) as ... as*** *Podcasts can be as good as vlogs.* *I think emojis are as good as words.* *Podcasts aren't as interesting as vlogs.* **Question tags** *Your name is Laith, isn't it?* *You're 13 years old, aren't you?* *You don't like blogging, do you?*	**Reading:** an opinion essay about the best way to communicate **Listening:** dialogues about how people are feeling and why **Speaking:** talking about how we communicate **Writing:** an opinion essay about why it is important to have friends
5 Inventions	**Inventions:** *electricity, light bulb, spacecraft, battery, photography, radio, wheel, steam engine, aeroplane, X-ray, vaccination, antibiotics* **Health and medicine:** *feel ill, feel better, get a prescription, take some pills, have an injection, have a temperature, have an X-ray, have an operation, do some research, carry out an experiment, make a discovery, win a prize*	**Relative pronouns** *Marconi is the person who invented it.* *That's the radio that / which my great-grandmother told me about.* *This is the room where you can see lots of old inventions.* **Embedded questions** *Can you tell us what we should do?* *Do you know if / whether it's a new discovery?* *I wonder if / whether you like Science.*	**Reading:** a story about a time capsule **Listening:** dialogues about health and medicine **Speaking:** talking about inventions **Writing:** a story about something exciting that happened to you
6 Celebrating learning	**Working hard at school:** *work hard, achieve good grades, concentrate, revise, take a test, pass a test, fail a test, do your best, feel nervous, stay calm, give a presentation, study abroad* **The end of the school year:** *prizegiving, speech, certificate, report card, prize, trophy, achievement, grateful, enthusiastic, optimistic, relieved, thrilled*	**Verb patterns: verbs + *-ing* / infinitive** *I always enjoy working hard in Science lessons.* *When we finish making notes, we create quiz questions.* *I hope to study Science at university one day.* *I learned to make quizzes at my old school.* **Verb patterns: verb + object + infinitive** *Do you want us to put out these chairs?* *I asked them to get some more chairs.* *I told them not to carry too many though!*	**Reading:** a description of an end-of-year event **Listening:** dialogues about school and the end of the school year **Speaking:** talking about studying **Writing:** a letter about my favourite memory of the school year
WOW! Learning Club 2	**Review:** *working hard at school* and *the end of the school year* vocabulary **Expressions to say goodbye:** *I've got to go.; I have to go now.; See you soon/later/tomorrow/next week!; Bye!; Goodbye!* **Chronology:** *printed writing, atlas, adding machine, cello, viola*		**Think like a scientist:** How can we talk about chronology?

Fun corners
Grammar reference
English in action reference
How to write...
Get ready for...
Progress path
Word list
Graded readers activities

	Culture and Project	English in action	Pronunciation	Get ready for…	Graded readers
	Culture: Communicating without words **Project:** A poster about a language that doesn't have words	**Giving your opinion:** *Personally, I think that friends should always keep secrets.* *I bet that Molly didn't mean it.* *I'm sure that I'll be able to forgive her in a day or two.*	Rising and falling intonation in question tags	**Class Book:** B1 Preliminary for Schools Reading Part 1 B1 Preliminary for Schools Speaking Part 3 **Activity Book:** B1 Preliminary for Schools Listening Part 2 B1 Preliminary for Schools Reading Part 5	**Graded reader 1:** The Puzzle Box **Graded reader 2:** Saeed's Football Vlog
	Culture: Young inventors **Project:** A fact file about a famous inventor	**Talking about how sure you are:** *Are you sure about that?* *Do you really think that?* *I'm absolutely sure.* *I'm quite sure.* *Maybe.* *I'm not sure.*	Sentence stress in relative clauses	**Class Book:** B1 Preliminary for Schools Listening Part 1 B1 Preliminary for Schools Writing Part 2 **Activity Book:** B1 Preliminary for Schools Listening Part 3 B1 Preliminary for Schools Writing Part 2	**Graded reader 1:** At the Science Fair **Graded reader 2:** Our Health Research
	Culture: Useful learning techniques! **Project:** A website about a useful learning technique	**Saying thank you and responding to thanks:** *Thanks a lot.* *Thanks so much.* *Thanks a million.* *I'm really grateful.* *Many thanks.* *It's a pleasure.* *Don't mention it.* *You're welcome.* *No problem.* *No worries.*	Sentence stress in verb patterns with the infinitive	**Class Book:** B1 Preliminary for Schools Reading Part 2 B1 Preliminary for Schools Writing Part 2 **Activity Book:** B1 Preliminary for Schools Listening Part 4 B1 Preliminary for Schools Reading Part 6	**Graded reader 1:** The School Open Day **Graded reader 2:** We Thank Our Teacher
	Project: A chronological report about the life of a famous person	**Talking about chronology:** *The first piano was invented in Italy in about 1700.* *The first modern classical guitar was made in Spain in 1850.*			

Introduction

About *Team Together Oman*

Learn Together! Succeed Together! *Team Together!*

Team Together Oman is an engaging and enjoyable, eight-level 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.

Team Together Oman incorporates dedicated support for the inclusion of deaf/hard of hearing students. This Teacher's Book provides standard procedures, practical suggestions for adapting activities, and specific guidance on modifying listening and speaking tasks. To ensure these resources are easy to locate, all relevant sections are clearly marked with the following icon: .

Course features

Vocabulary

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

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

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

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

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

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

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

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

Grammar

Grammar structures are taught in a clear, scaffolded, step-by-step approach in every unit. The new structures presentation is contextualised through the Team Talk dialogues and Book Club texts. Grammar boxes on the Class Book page contain clear, child-friendly examples of the grammar rules and 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.

These sections have been adapted for deaf/hard of hearing students.

Team Talk

Team Together Oman Grade 8 features a group of children who run an online magazine called the World of Wonder! or WOW! Magazine. Ali, Manar, Rosie and Eric interact with the students, asking questions that encourage them to reflect on their learning and their knowledge of the world.

Skills

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

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

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

The speaking skill is practised through a variety of contexts:

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

Suggestions on how to adapt listening and speaking activities for deaf/hard of hearing students have been included throughout. These can be found easily with the specific icon .

Culture

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

Learning club: Language booster and CLIL

After Unit 3, there is a *Learning club* section. This consists of a *Language booster* lesson and a *CLIL* lesson. The *Language booster* lesson extends language and topics taught in the preceding units. The *CLIL* lesson helps students learn key concepts of other subjects in the school curriculum in a more integrated manner. The CLIL sections in *Team Together Oman* Grade 8 help students learn key concepts of English, Social Studies and Science in a more integrated manner.

External tests preparation

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

The *Get ready for…* section at the end of each unit both in the Class Book and Activity Book focuses specifically on exam practice. *Team Together Oman* fully prepares learners for Cambridge English Qualifications and in *Team Together Oman* Grade 8, this focuses on B1 Preliminary for Schools. As well as exam task-type practice, all vocabulary and structures are covered in the series. Further vocabulary practice is offered in the *Team Together Oman* Vocabulary Booster books.

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

Future skills

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

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

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

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

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

Assessment for learning: See pages 16–17 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.

Support for deaf and hard of hearing students

Team Together Oman provides support for deaf/hard of hearing students in every unit. Some general guidelines for teaching English to these students include:

- Every deaf/hard of hearing person has different needs, preferences and levels of hearing loss. For example, some students might have teacher microphones, others might need sign interpreters or rely on lipreading. It is good to establish this at the beginning of the year.
- Concentration fatigue can be an issue for deaf/hard of hearing learners, who have to work harder to follow what is going on. Keep presentations short and simple and break down complex information or longer activities into smaller, manageable chunks.
- Regularly check that deaf/hard of hearing students have understood and are following and allow them extra processing time.
- Sitting deaf/hard of hearing students at the front of the classroom can be helpful, where they have a clear view of the teacher. This might need to be handled sensitively, so as not to single students out. Having a clear view includes the teacher not standing in front of windows, where light glare might obstruct the student's view.
- Sharing the lesson objectives and outlining the structure of the lesson at the beginning can be very helpful for deaf/hard of hearing students to follow along. These could be on display throughout the lesson and the teacher can regularly point to these to indicate where they are in the lesson. This gives the student context.
- As a general rule, all teaching should be as visual as possible. This benefits all students and not only deaf/hard of hearing learners. Some ideas around making lessons more visual:
  - It can be helpful to create a 'Word Wall' before the lesson, with flashcards and their accompanying word cards. The teacher can point to the flashcard and the words for visual support as needed.
  - Support language points with diagrams, graphics and visuals on the board where possible. For example, grammatical elements can be colour-coded (e.g. verbs in red, nouns in blue) to enhance visual processing of the language structure. Some specific suggestions for this have been included within lessons.
  - Support everything with facial expressions, body language and gestures.
- The teacher should obtain silence in the class and ensure they have the student's attention before speaking. Use a mutually agreed on signal if needed (e.g. a light tap on the desk, a wave).
- Speak at a natural pace and volume. Avoid exaggerating lip movements or shouting. Keep your face visible to provide additional context cues; avoid covering your mouth, turning away while talking or having excessive facial hair that obscures your lips.
- Always have subtitles/closed captions switched on for videos.

Pairwork and Speaking activities

Whole class or large group activities can be difficult for deaf/hard of hearing students, especially where there is a lot of background noise. Pairwork is better for these students. Ideally place deaf/hard of hearing students and their partners in a quiet area for these activities. Some possible adaptations for Speaking tasks have been suggested within the lessons.

Listening activities

Team Together Oman includes suggestions for how to adapt the Listening activities depending on your students' needs. For deaf/hard of hearing students with some level of hearing, who can participate in standard listening activities, headphones can be useful to cancel out background noise. The option for students to control the volume and speed of the audio themselves and pause and replay as needed is also helpful. Further adaptations are needed for profoundly deaf students and these are supplied in the notes for Listening activities.

Checking answers, sharing ideas and presenting to the class

When eliciting answers from students or inviting students to share ideas or present their work, ask them to stand up or come to the front of the classroom, so that deaf/hard of hearing students have a clear view of them. Repeat, paraphrase, write or sign what the presenting student has said, depending on the needs of your students.

Course components

The course for Grade 8 (Semesters 1 and 2) includes the following components:

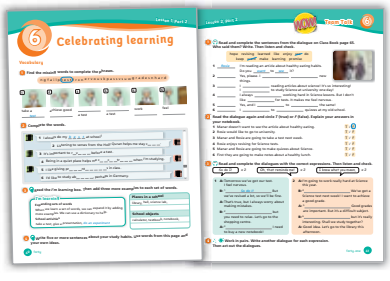
- Class Book
- Teacher's Book
- Flashcards
- Posters
- Photocopiable practice sheets and worksheets
- Videos and animations
- Activity Book
- Class Audio
- Word Cards

Class Book



The Class Book provides materials to present the target language effectively. 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

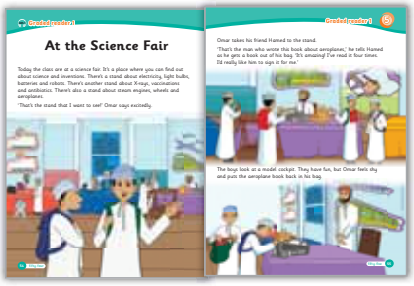


The Activity Book provides reinforcement and consolidation of the language presented in the Class Book. It contains controlled and freer practice

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.

Graded readers

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



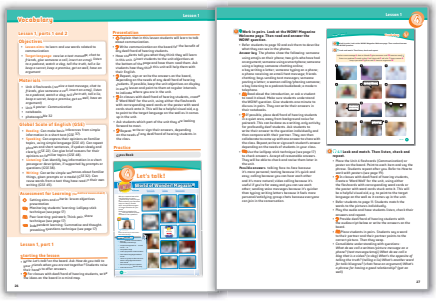
Teacher's Book

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

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

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

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



Class Audio

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

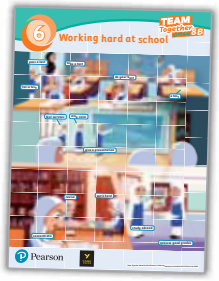
Flashcards and Word Cards

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



Posters

The Posters designed for *Team Together Oman* are a great visual aid for presenting or consolidating vocabulary.
The level-specific posters are created from the unit opener illustrations, and provide a lot of opportunities for revision and speaking practice.



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.

Unit walkthrough

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

Go-to links for the accompanying Activity Book lessons

Lessons 2–3

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

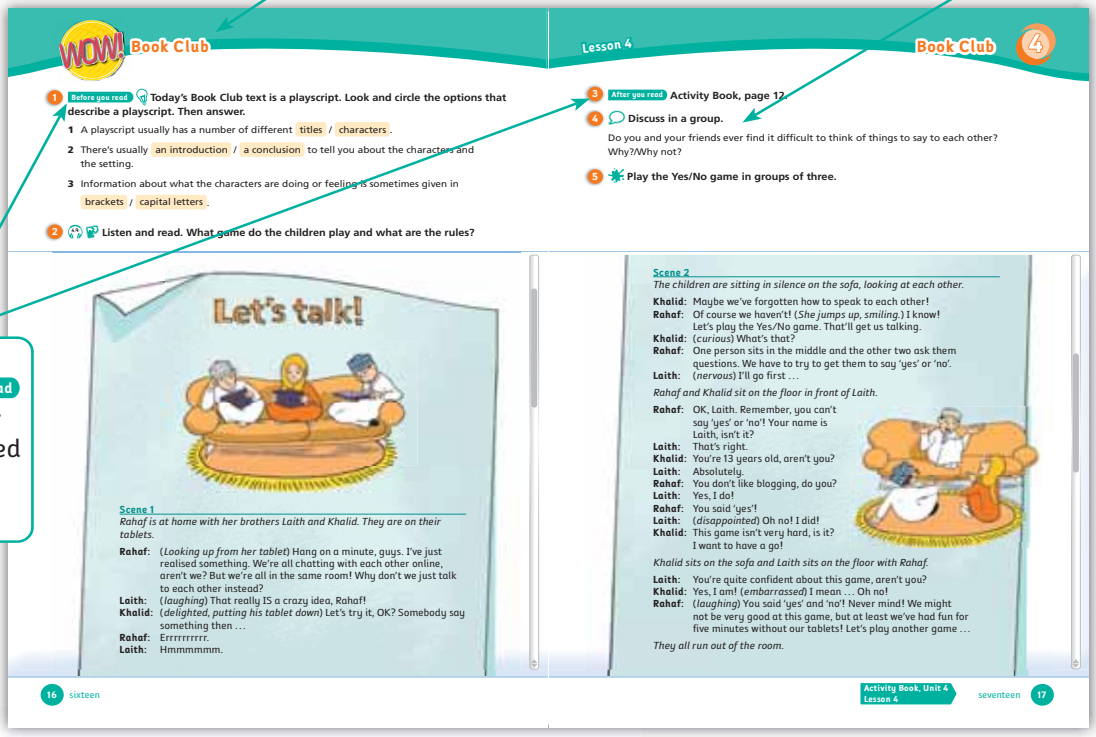
Students work with a grammar rules box for better understanding

Lesson 4

A section to work with literature and different text genres

Future skills practice

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



WOW! Book Club

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

1 A playscript usually has a number of different titles / characters.
2 There's usually an introduction / a conclusion to tell you about the characters and the setting.
3 Information about what the characters are doing or feeling is sometimes given in brackets / capital letters.

2 Listen and read. What game do the children play and what are the rules?

Let's talk!

Scene 1
Rahaf is at home with her brothers Laith and Khalid. They are on their tablets.

Rahaf: (*Looking up from her tablet*) Hang on a minute, guys. I've just realised something. We're all chatting with each other online, aren't we? But we're all in the same room! Why don't we just talk to each other instead?
Laith: (*laughing*) That really IS a crazy idea, Rahaf!
Khalid: (*delighted, putting his tablet down*) Let's try it, OK? Somebody say something then …
Rahaf: Errrrrrrrr.
Laith: Hmmmmmm.

16 sixteen

Lesson 4 — Book Club 4

3 After you read Activity Book, page 12.

4 Discuss in a group.
Do you and your friends ever find it difficult to think of things to say to each other? Why?/Why not?

5 Play the Yes/No game in groups of three.

Scene 2
The children are sitting in silence on the sofa, looking at each other.

Khalid: Maybe we've forgotten how to speak to each other!
Rahaf: Of course we haven't! (*She jumps up, smiling.*) I know! Let's play the Yes/No game. That'll get us talking.
Khalid: (*curious*) What's that?
Rahaf: One person sits in the middle and the other two ask them questions. We have to try to get them to say 'yes' or 'no'.
Laith: (*nervous*) I'll go first …

Rahaf and Khalid sit on the floor in front of Laith.

Rahaf: OK, Laith. Remember, you can't say 'yes' or 'no'! Your name is Laith, isn't it?
Laith: That's right.
Khalid: You're 13 years old, aren't you?
Laith: Absolutely.
Rahaf: You don't like blogging, do you?
Laith: Yes, I do!
Rahaf: You said 'yes'!
Laith: (*disappointed*) Oh no! I did!
Khalid: This game isn't very hard, is it? I want to have a go!

Khalid sits on the sofa and Laith sits on the floor with Rahaf.

Laith: You're quite confident about this game, aren't you?
Khalid: Yes, I am! (*embarrassed*) I mean … Oh no!
Rahaf: (*laughing*) You said 'yes' and 'no'! Never mind! We might not be very good at this game, but at least we've had fun for five minutes without our tablets! Let's play another game …

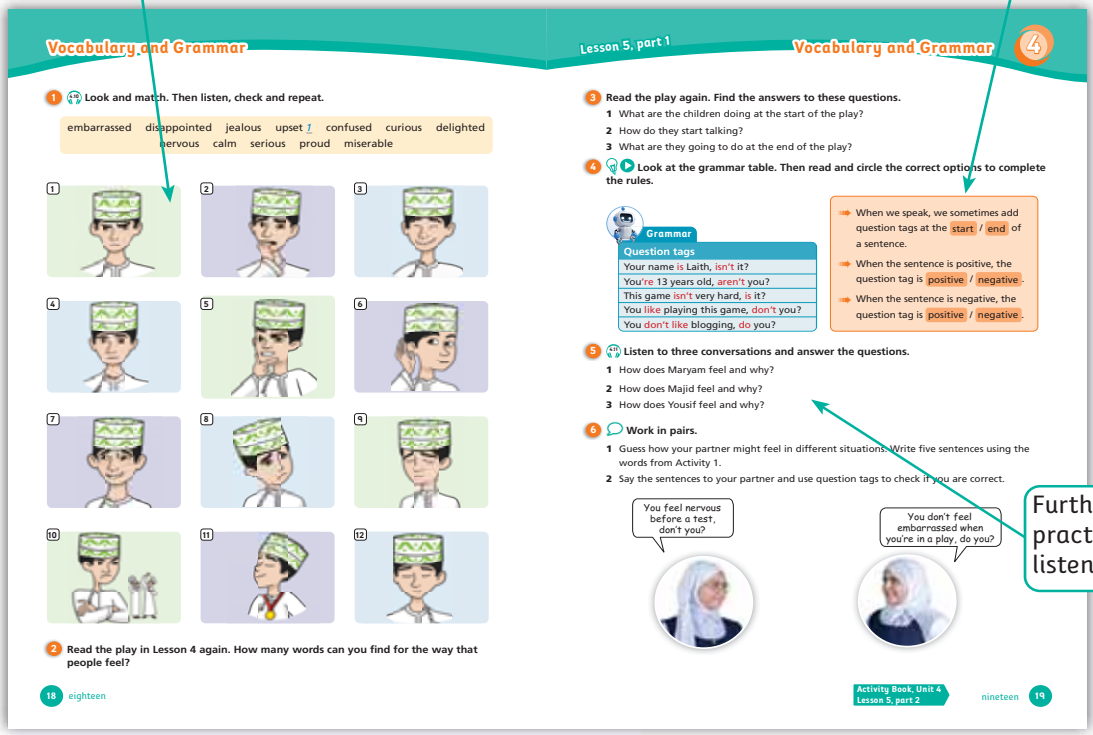
They all run out of the room.

Activity Book, Unit 4 Lesson 4 — seventeen 17

Lesson 5

Visual vocabulary presentation

Students work with a grammar rules box for better understanding



Vocabulary and Grammar

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

embarrassed disappointed jealous upset confused curious delighted nervous calm serious proud miserable

2 Read the play in Lesson 4 again. How many words can you find for the way that people feel?

18 eighteen

Lesson 5, part 1 — Vocabulary and Grammar 4

3 Read the play again. Find the answers to these questions.
1 What are the children doing at the start of the play?
2 How do they start talking?
3 What are they going to do at the end of the play?

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

Grammar

Question tags
Your name is Laith, isn't it?
You're 13 years old, aren't you?
This game isn't very hard, is it?
You like playing this game, don't you?
You don't like blogging, do you?

- When we speak, we sometimes add question tags at the start / end of a sentence.
- When the sentence is positive, the question tag is positive / negative.
- When the sentence is negative, the question tag is positive / negative.

5 Listen to three conversations and answer the questions.
1 How does Maryam feel and why?
2 How does Majid feel and why?
3 How does Yousif feel and why?

6 Work in pairs.
1 Guess how your partner might feel in different situations. Write five sentences using the words from Activity 1.
2 Say the sentences to your partner and use question tags to check if you are correct.

You feel nervous before a test, don't you?

You don't feel embarrassed when you're in a play, do you?

Further practice of listening skills

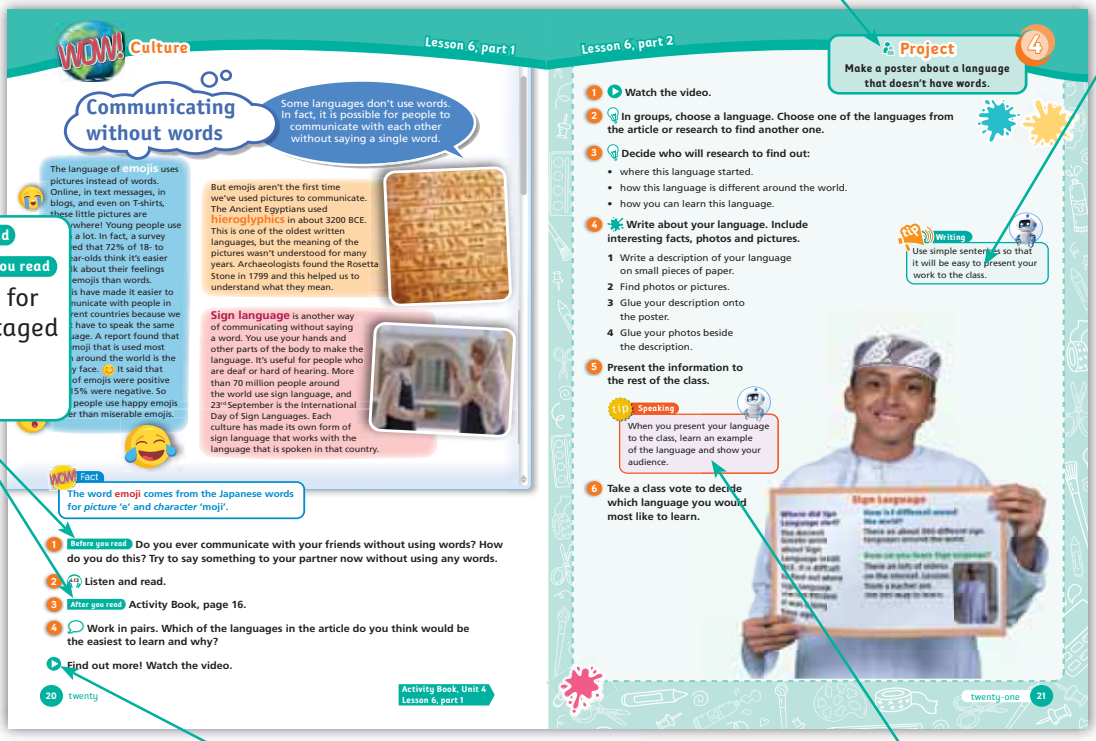
Activity Book, Unit 4 Lesson 5, part 2 — nineteen 19

Unit walkthrough

Lesson 6

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

Writing tips help with written tasks



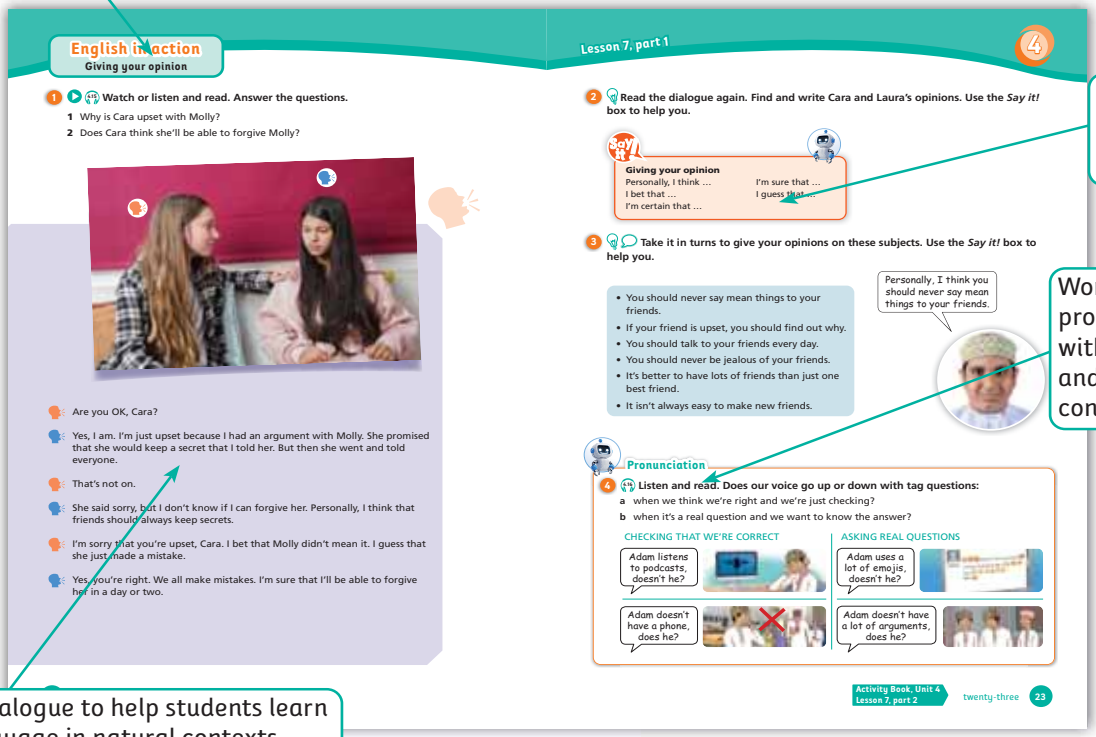
Before you read and After you read activities for clearly staged reading practice

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

Speaking tips give advice for presentations

Lesson 7

Focus on functional language



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

Lessons 8–9

Literacy sections for dedicated reading and writing skills practice

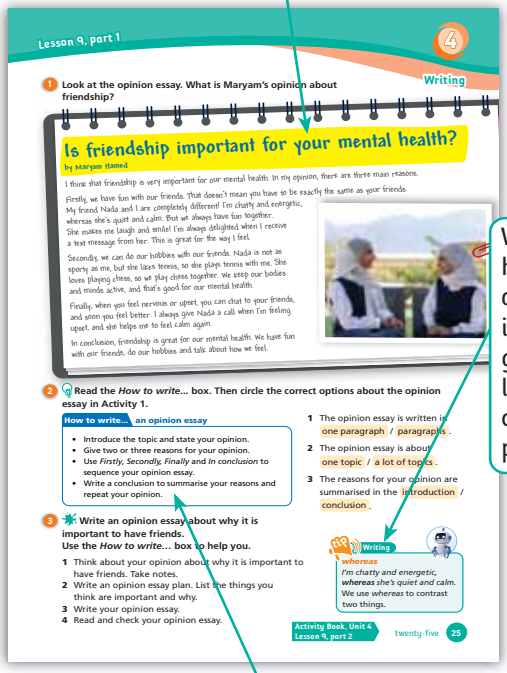
Recorded text for modelling pronunciation

Model text

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

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





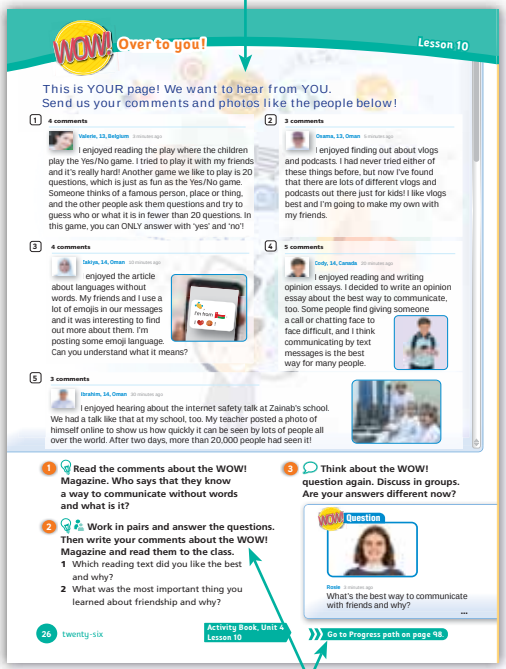
Words and expressions which students try to guess their meaning from context

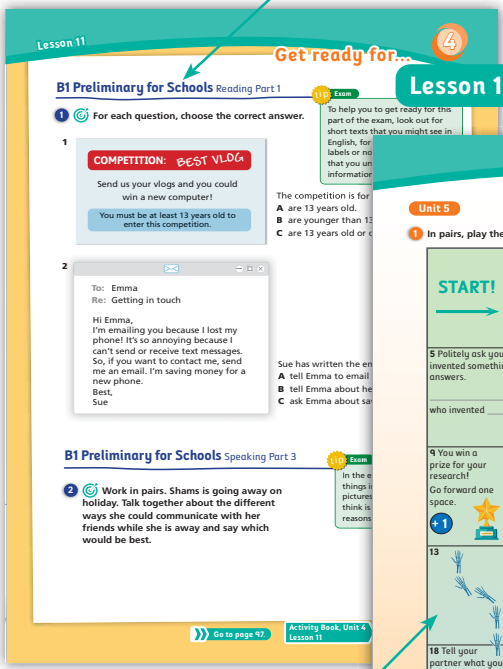
Scaffolded step-by-step instruction for the writing task

Lessons 10–11

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

External exams practice section

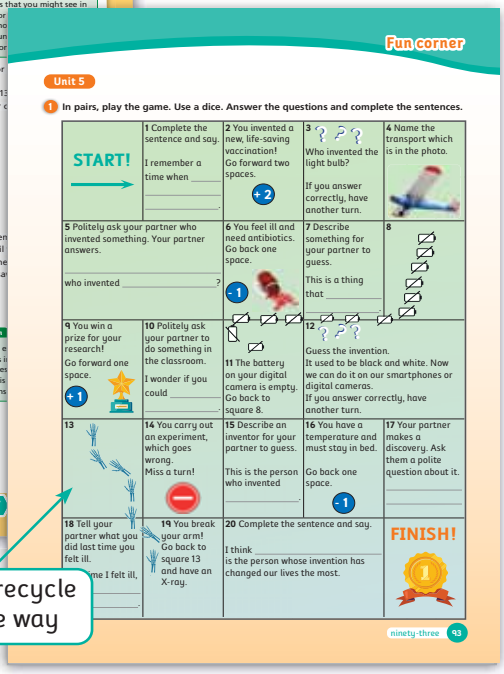




Collaborative task for engaging and motivating revision; additional self-assessment activity: Progress path at the end of every unit

Fun tasks and games to recycle language in an enjoyable way

Lesson 12 (optional)



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 halfway 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! If teaching deaf/hard of hearing students, ensure that students come to the front and face the rest of the class when answering questions. Repeat, write or sign their answers depending on the needs of students in your class.
- **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. This can be especially useful for checking that deaf/hard of hearing students have understood the instructions.

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. See page 10 for guidance on pair and whole class work for deaf/hard of hearing students. Tools that can be used for peer work and peer learning are:

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

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

Independent learning and long-term formative assessment

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

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

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

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

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

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

How to work with projects

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

Collaborative work

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

Cooperative work

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

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

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

- Keep a flexible project schedule and involve students in project design when possible. Having the schedule written down and visible can be helpful for deaf/hard of hearing students. If the schedule changes, indicate and display this visually. Promote parent involvement.
- Prepare students by having them think about the project in advance. A rubric can be very useful to show them what they are aiming for and trying to accomplish. Have this rubric visible during all stages of the project, for the benefit of deaf/hard of hearing students. 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 timeline with the work sessions, worksheets with instructions or steps to follow, a project goals checklist to tick, a webquest to develop critical thinking skills, etc.
- Assess the quality of projects by using professional work as a reference. Boost the quality of your students' work by showing them good examples of other students' work. Develop scaffolding to help students reach the standards and include both individual and group grades.
- Promote full participation by using a checklist for active observation of students that will give you objective evidence of their performance. Set realistic alternatives and consequences for non-participation such as suggesting individual ways of working on the project, negative individual grades, etc.
- Foster reflection strategies both for the process and for the final product from a critical point of view to improve future performance.

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

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

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

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

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

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

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

Additionally, there are Speaking and Writing tips for students to refer to in the project lessons.

General guidelines on collaborative work for deaf/hard of hearing students

- Noise levels during group work can be an issue for deaf/hard of hearing students. If practical, have each group work in a separate room or space to avoid background noise. Smaller groups can work better for these students, or pairwork, depending on the individual students.

- Monitor groups with deaf/hard of hearing students as closely as possible, especially at the start of the project. Repeat, paraphrase or sign as needed. Alternatively or in addition, assign one student as 'interpreter', whose main responsibility is to ensure that everyone in the group understands each other and communicates or repeats information to other group members as needed. Defining group roles at the outset is especially important for groups with deaf/hard of hearing students, and ensures that everyone in the group understands everyone else's role.
- Consider establishing a gesture that students must use when they want to address the group as a whole, e.g. raising one hand. If anyone in the group makes the gesture, the rest of the group must stop what they are doing and give their attention to that individual.

How to use the graded readers

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

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

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

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

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

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

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

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

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

How to work with posters

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

In *Team Together Oman* Grade 8, Semester 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. inventions. 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 phone, a television, a radio, a wheel,* etc. Then, stick the poster to the wall and check together how many words the students predicted correctly.

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

Finding and pointing. Ask individual students to come to the poster, find and point to appropriate objects, e.g. *Point to the* (*aeroplane*), 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 (battery) next to the (spacecraft)? 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 prescription and say, *It's an X-ray.* 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.

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

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

How to work with videos and animations

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

How is the video material presented?

In *Team Together Oman* Grade 8 there are four types of video material for each unit: grammar animations, Project videos, English in action and Culture videos.

When to use the video material?

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

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

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

What are the techniques of working with the video material?

- Listening with the screen covered (*blind listening*). Note that this is not suitable for deaf/hard of hearing students.
- 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/Group work

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. *Inventions*. Collect the papers and stick them to students' backs without revealing to them what the pictures present. For deaf/hard of hearing students, stick the papers to their foreheads so that they can face the people speaking to them at the same time. 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 (radio)?* 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. *Feelings*). 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.

Write, repeat or sign the words you read out depending on the needs of any deaf/hard of hearing students in the class.

Catch and say it!

Ask students to stand in a big circle. Say a category of vocabulary (e.g. *communication*) 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. *light bulb* if the vocabulary set is inventions. However, if somebody catches the ball when the forbidden word is said, 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 212.

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 212.

Answer and draw points

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

Parachute

Divide students into two teams. On the board draw a big falling parachute with a parachutist. Think of a word from the current unit and draw as many strokes or lines attached to the parachute as there are letters 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.

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 (👂 note that this isn't suitable for classes with deaf/hard of hearing students), 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, 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 target language in a controlled way, with different partners.

Don't say it!

Students work in teams, pairs or as a whole class. The aim is to describe a word or phrase without naming it for another student, team or the class to name. The ready-made picture and word charades cards on pages 212 and 213 can be used for this game. For a more challenging game, use the *Don't say it!* cards on page 214, 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 pages 212 and 213.

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 Let's talk!

Unit objectives

To talk about communication and feelings

Language

Vocabulary	**Communication:** *receive a text message, chat to friends, give someone a call, insert an emoji, listen to a podcast, watch a vlog, tell the truth, tell a lie, keep a secret, keep a promise, get on well, have an argument* **Feelings:** *embarrassed, disappointed, jealous, upset, confused, curious, delighted, nervous, calm, serious, proud, miserable*
Grammar	*(not) as ... as* Question tags
Functions	**Giving your opinion:** *Personally, I think that friends should always keep secrets. I bet that Molly didn't mean it. I'm sure that I'll be able to forgive her in a day or two.*
Pronunciation	Rising and falling intonation in question tags

Learning outcomes

Listening	Listen and identify core vocabulary; Listen and extract information to accomplish a task; Listen and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics; Identify the main idea of an aural text; Identify the participants and their roles; Distinguish between relevant and irrelevant ideas; Respond to referential questions based on aural texts; Listen and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topics; Infer the meaning of unknown words when listening to texts on familiar and concrete topics; Make predictions when listening to simple, extended texts on familiar and concrete topics
Speaking	Articulate sounds in connected speech; Manipulate variation in stress in connected speech; Produce basic intonation patterns; Respond to direct questions, instructions, suggestions, offers, etc.; Ask questions about routine matters; Produce connected speech using correct intonation and rhythm; Speak coherently in extended exchanges using basic repair strategies to maintain the flow of communication; Use simple and complex language structures when speaking; Express own ideas and respond to the ideas of others; Retell detailed information; Narrate a story based on visual input; Describe a sequence of events based on visual inputs; Narrate a story based on personal experience; Ask and answer questions for clarification, elaboration and understanding; Initiate and participate in a wide range of interactions on familiar and concrete topics; Make a rehearsed or unrehearsed presentation about a familiar topic
Reading	Read familiar material with correct intonation and pronunciation; Read and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics; Read and understand details in simple, extended texts on some unfamiliar concrete topics; Answer factual, inferential, judgement or evaluation questions; Generate questions about a reading text; Make inferences about a reading text; Skim for gist or general impression of text or graphics; Distinguish fact from opinion; Infer mood, author's attitude or tone; Analyse components of text such as setting, theme, characters, etc.; Identify a range of features of text organization and structure; Read texts in a variety of genres; Infer the meaning of unknown words when reading texts on familiar and concrete topics; Understand short messages in emails, text messages, social media posting; Make predictions when reading simple, extended texts on familiar and concrete topics
Writing	Use capital letters and punctuation (period, comma, question mark, quotation mark) correctly; Write a text dictated at a reasonable speed using correct punctuation; Write answers to questions based on reading material; Write about a familiar topic; Extract and synthesize information from different sources into written text using appropriate discourse markers and transitions; Produce a written text in imitation of a model; Write simple, extended texts on familiar and concrete topics; Write structured paragraphs that contain a topic sentence and supporting details; Write short descriptive texts on familiar topics; Use own and other's ideas to plan and develop writing; Revise, edit and rewrite own work

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; Ask for and give information; Find information; Be aware of when and how to take turns and when and how to interrupt; Be aware of how to clarify ideas; Take part in tasks by interacting with others and stay on task; Communicate own knowledge; Ask others questions about a topic; Respect the importance of doing a fair share of group work; Keep to the instructions to complete the task; Invite others to give their opinions during the task; Encourage others to join in and share ideas about familiar topics; Encourage others to try to say something about unfamiliar topics; Communicate how well others are contributing to the group task by giving positive comments; 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; Plan and reflect on learning

Key competences

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

Mathematical, science and technological competences: order phrases (L. 7)

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

Social and civic competences: learn to be creative (L. 2, 4, 6 and 9); learn to give an opinion (L. 7)

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

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

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

Future skills

Critical thinking	Predicting (L. 1 and 8); Problem solving (L. 2 and 4); Logical thinking (L. 1, 2 and 8); Defining and describing (L. 1, 2, 4 and 5); Finding information (L. 6); Planning (L. 6 and 9); Reflecting on learning (L. 1–12)
Creativity	Making a poster about a language that doesn't have words (L. 6); Writing an opinion essay (L. 9); Writing magazine comments (L. 10)
Communication	Talking about communication and friends (L. 1, 2, 4, 5 and 8); Comparing people and things with *(not) as … as* (L. 3); Talking about feelings (L. 5); Functional dialogue (L. 7)
Collaboration	Project group work (L. 6); Acting out (L. 2, 3, 5 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, 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**
B1 Preliminary for Schools:	B1 Preliminary for Schools:
Reading Part 1	Listening Part 2
Speaking Part 3	Reading Part 5

Lesson 1, parts 1 and 2

Objectives

- **Lesson aims:** to learn and use words related to communication
- **Target language:** *receive a text message, chat to friends, give someone a call, insert an emoji, listen to a podcast, watch a vlog, tell the truth, tell a lie, keep a secret, keep a promise, get on well, have an argument*

Materials

- Unit 4 flashcards (*receive a text message, chat to friends, give someone a call, insert an emoji, listen to a podcast, watch a vlog, tell the truth, tell a lie, keep a secret, keep a promise, get on well, have an argument*)
- Unit 4 poster: *Communication*
- notebooks
- photocopiable 32

Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Listening:** Can identify key information in a short passage or description, if supported by prompts or questions (GSE 38).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can reuse words from a text they have read in their own writing (GSE 45).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17)
- Peer learning: pairwork; Think-pair-share technique (see page 17)
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 1, part 1

Starting the lesson

- Write *Let's talk!* on the board. Ask *How do you talk to your friends when you are not together?* Students raise their hands to offer answers.
- For classes with deaf/hard of hearing students, write the ideas on the board in a mind map.

Presentation

- Explain that in this lesson students will learn to talk about communication.
- Write *communication* on the board for the benefit of any deaf/hard of hearing students.
- 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.
- Repeat, sign or write the answers on the board, depending on the needs of any deaf/hard of hearing students. If possible, keep the unit objectives on display in every lesson and point to them at regular intervals to indicate where you are in the unit.
- In classes with deaf/hard of hearing students, create a 'Word Wall' for the unit, using either the flashcards with corresponding word cards or the poster with word cards stuck onto it. This will be a helpful visual aid, e.g. to point to the target language on the wall as it comes up in the unit.
- Ask students which part of the unit they are looking forward to most.
- Repeat, write or sign their answers, depending on the needs of any deaf/hard of hearing students in the class.

Practice

Class Book



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

- Refer students to page 10 and ask them to describe what they can see in the photos.

Answer key The photos show the following: someone using emojis on their phone; two girls who have had an argument; someone using a smartphone; someone using a laptop; someone chatting online; a boy writing a letter; someone typing on a phone; a phone receiving an email/text message; friends chatting; boys sending text messages; someone posting a letter; a woman calling/phoning someone; a boy listening to a podcast/audiobook; a modern telephone.

- Read aloud the introduction, or ask a student to read it aloud. Make sure students understand the WOW! question. Give students one minute to discuss in pairs. They can write their answers in their notebooks.
- If possible, place deaf/hard of hearing students in a quiet area, away from background noise for pairwork. This can be done as a writing-only activity for profoundly deaf students. Ask students to write their answer to the question individually and then compare with their partner. They can then collaborate to come up with one answer to share with the class. Repeat, write or sign each student's answer depending on the needs of students in your class.
- Use the Lollipop stick technique (see page 17) to check answers. Accept all reasonable answers. They will be able to check and revise them later in the unit.

Possible answers talking face-to-face because it's more personal; texting because it's quick and easy; calling because you can hear each other and it's more natural; video calling because it's useful if you're far away and you can see each other; sending voice messages because it's quicker than typing; writing letters because it feels more personal/satisfying; group chats because everyone can join in the conversation.



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

- Place the Unit 4 flashcards (Communication) or poster on the board. Point to each item and say the phrase. Students repeat after you. Refer to *How to work with posters* (see page 19).
- In classes with deaf/hard of hearing students, create a 'Word Wall' for the unit, using either the flashcards with corresponding word cards or the poster with word cards stuck onto it. This will be a helpful visual aid, e.g. to point to the target language on the wall as it comes up in the unit.
- Refer students to page 11. Students match the words to the pictures individually.
- Play the audio and have students listen, check their answers and repeat.
- Provide deaf/hard of hearing students with the audioscript below or write the answers on the board.
- Place students in pairs. Students say a word to their partner and their partner points to the correct picture. Then they swap.
- Consolidate understanding with questions: *What do we call a written/picture message on a phone? (text message/emoji) What do we call a blog that is a video? (a vlog) What's the opposite of telling the truth? (telling a lie) What's another word for talk/disagree? (chat/have an argument) What's a phrase for having a good relationship? (get on well)*

- Follow the standard procedure for pairwork for deaf/hard of hearing students (see page 10) and write, repeat or sign as needed.

4.1

1 insert an emoji **2** listen to a podcast **3** get on well **4** watch a vlog **5** tell the truth **6** receive a text message **7** tell a lie **8** keep a secret **9** chat to friends **10** have an argument **11** keep a promise **12** give someone a call



3 4.2 Listen and read. Which children are talking about communication and which children are talking about friendship?

- Elicit or explain the meaning of *friendship* (the relationship between friends). Write, repeat or sign, depending on the needs of any deaf/hard of hearing students.
- Play the audio and have students read along in their Class Books.
- This can be done as a reading-only activity for profoundly deaf students.
- Students answer the question individually.
- Use the Lollipop stick technique (see page 17) to check answers.

Diversity

Support

- Tell students to find the new vocabulary in the blog and raise their hands to offer answers, e.g. '*Send a text message' is in Ali's blog.*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Challenge

- Students find the new vocabulary in the blog and report to the class what the children said, using reported speech, e.g. *Ali said that he liked sending and receiving text messages.*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

4.2

WOW! Blog

1 Ali: My favourite way of communicating with my friends is chatting to them! Talking to someone online isn't as nice as talking face to face. But if that isn't possible, then I like sending and receiving text messages from my friends. Sometimes we send a lot of messages to each other every week!

2 Eric: I love inserting emojis into my messages. It's an easy way to show how I'm feeling without using words! Can you guess how I'm feeling today? I think that emojis are as good as words! There are so many different, funny emojis and there are always lots of new ones, too!

3 Rosie: My friends and I get on well most of the time, but sometimes we have arguments. It doesn't matter because the arguments never last for long and we soon forget about them!

4 Manar: I think friends should always tell you the truth, even if you don't always want to hear it. Also, a friend should always keep your secrets.

4 Work in pairs.

- Give students a couple of minutes to think about the answers to the questions and make notes in their notebooks.
- Place students in pairs to complete the activity.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary. Make sure they are clarifying their ideas and keeping to the instructions.
- Ask different students to offer ideas. Encourage them to say whether they agree or disagree with some of the ideas about friendship.
- Follow the standard procedure for sharing ideas for deaf/hard of hearing students. See page 10.

5 **Work in pairs. Answer the questions.**

- Place students in different pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary, and make sure they are inviting their partner to share opinions during the task and encouraging each other to contribute ideas.
- Ask different students to offer answers. Promote class discussion: *Who does the same? Do you have a different idea? Do you agree/disagree?*
- Follow the standard procedure for sharing answers for deaf/hard of hearing students. See page 10.

Extra activity **Collaborative work**

- Play *Broken telephone*. One student whispers a 'secret' (it can be a simple sentence using the new vocabulary, e.g. *I always tell the truth*) to another student. That student then whispers the 'secret' to the next student, and so on. The last student says the 'secret' aloud. Ask the first student if the 'secret' is still the same.
- Note that this game isn't suitable for deaf/hard of hearing students. Instead, it could be adapted by placing students in groups of 4. Have Student A mime a simple idea to Student B while Students C and D close their eyes. Student B then draws the idea for Student C. Student C writes, says or signs the idea for Student D. Ask Student A whether the idea understood by the Student D is the same as the original idea.
- Ask *Does this happen when people talk about others? Do facts get changed?*

Finishing the lesson

- Students close their books. Call out the communication phrases, but say *beep* for one of the words. Students say the missing word.
- In classes with deaf/hard of hearing students, write the phrases on the board with gaps and invite students up to complete the gaps.
- Using the Summative and thought-provoking questions technique (see page 17), ask *Do you think these words are useful? Why?*

Lesson 1, part 2

Starting the lesson

- Play *Charades* (see page 23) with the phrases for communication.

Activity Book



Lesson 1, part 2

4 Let's talk!

Vocabulary

1 Read and circle the correct options.

1 I'm going to insert / listen / use to a podcast about technology.
2 Faisal likes to chat / receive / get to friends online in the evening.
3 If my sister gets bored, she uses / gives / writes someone a call.
4 We'd like to watch / get / use a vlog about life in Italy.
5 If I don't get / have / keep a promise, I usually feel bad about it.
6 Most people think that it's wrong to tell / listen / receive a lie.

2 Unscramble the survey questions. Then ask and answer with your partner.

What are you like?

1 Do you get on well egt no lelw with most people?
2 Do you often receive text messages ceevrie xett samsegse from your friends?
3 Could you keep a secret pkee a creste if your friend told you one?
4 Do you usually tell the truth itle eth utthr to your friends?
5 How often do you insert an emoji rnsiet na jmeoi in messages?
6 Did you have an argument veah na tngrumae with anyone yesterday?

3 Read the *I'm learning* box. Then match the pairs of opposites.

I'm learning
Remembering opposites
Some verbs and expressions have opposites. We can learn them as pairs.
speak to me / listen to me
tell the truth / tell a lie
keep a promise / break a promise

arguments keep truth send tell

1 If you can't keep a secret, people won't tell you any.
2 I get on well with Hassan, but I often have arguments with his brother.
3 There's no mobile phone signal, so I can't receive or send a text message.
4 You know you shouldn't tell lies. You should always tell the truth.
5 You should try to keep a promise. You shouldn't break it.

4 Write five or more sentences about how you communicate with other people. Use expressions from this lesson and any other expressions you know.

8 eight

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

- Students complete the activity individually and then compare answers with a partner.
- Use the Lollipop stick technique (see page 17) to check answers.

2 **Unscramble the survey questions. Then ask and answer with your partner.**

- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Place students in pairs and have them ask and answer the questions. They can write their partner's answers in their notebooks.
- Ask volunteer pairs to ask and answer the questions for the class.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

3 **Read the *I'm learning* box. Then match the pairs of opposites.**

- Ask a student to read aloud the *I'm learning* box and direct students to read along in their books.
- Explain that some verbs and expressions have opposites and that learning them in pairs, like *tell the truth* and *tell a lie*, can help students to remember their meanings more easily and use them correctly in conversation.
- Students complete the activity using the Think-pair-share technique (see page 17).
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

4 **Write five or more sentences about how you communicate with other people. Use expressions from this lesson and any other expressions you know.**

- Students complete the activity individually.
- Monitor for proper use of language.
- Place students in pairs and have them read their sentences to each other.
- Follow the standard procedures for pairwork and sharing with the class for deaf/hard of hearing students. See page 10.
- Use the Lollipop stick technique (see page 17) to choose students to read aloud one of their sentences for the class.

Finishing the lesson

- Ask students which communication phrases they can remember from the first part of the lesson.
- Play *Parachute* (see page 23) with the new vocabulary. Use the Unit 4 flashcards (Communication) or poster as prompts if necessary.
- Using the Summative and thought-provoking questions technique (see page 17), ask students which part of the lesson they found the most interesting.

Extra activity **Photocopiable 32**

- Ask students to do photocopiable 32.

Lesson 2, parts 1 and 2

Objectives

- **Lesson aims:** to listen to and read a dialogue about getting on well with people
- **Target language:** *What are you up to? That's not on! Never mind!*

Materials

- Unit 4 flashcards (Communication)
- Unit 4 poster: *Communication*
- Happy/Sad face cards
- True/False response cards
- notebooks
- photocopiable T4

Global Scale of English (GSE)

- **Reading:** Can understand a simple written dialogue on a familiar topic (GSE 30). 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). Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can write a simple story in the form of a dialogue between characters (GSE 43). Can reuse words from a text they have read in their own writing (GSE 45).

Assessment for Learning (formative assessment)

- Setting aims and criteria: Lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17); Happy/Sad face technique (see page 17); True/False response cards technique (see page 17)
- Peer learning: pairwork; group work; acting out; Expert envoy technique (see page 17)
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 2, part 1

Starting the lesson

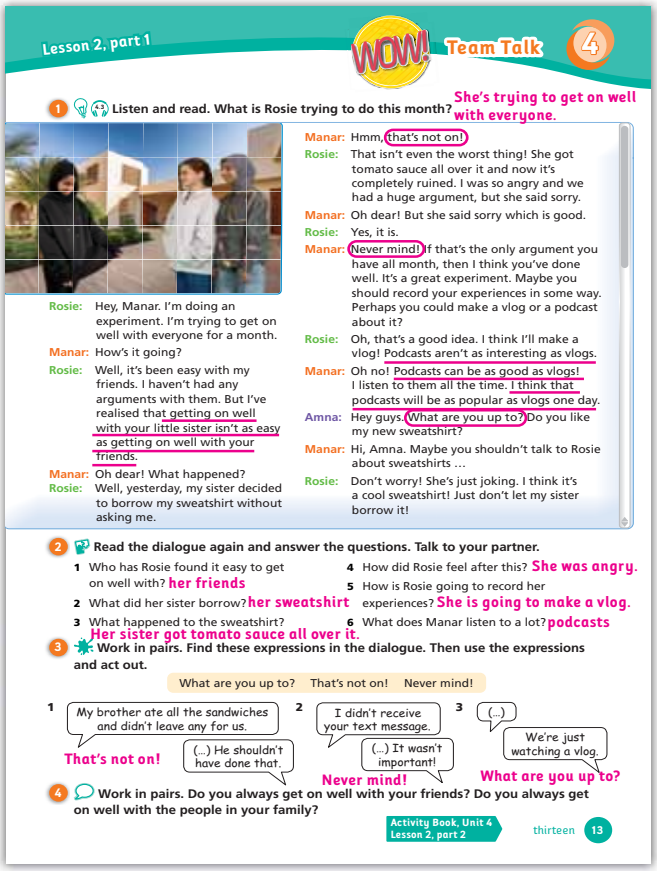
- Place students in pairs. Ask them to write down as many phrases from Lesson 1 as they can in one minute.
- Use the Unit 4 flashcards (Communication) or poster to check their answers against.

Presentation

- Explain that in this lesson students will listen to and read a dialogue about getting on well with people.
- On the board, write *Is it possible to get on well with everyone? Why or why not?* Place students in groups to discuss the question. Have groups share their ideas with the class.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

Practice

Class Book


Lesson 2, part 1

WOW! Team Talk 4

1 Listen and read. What is Rosie trying to do this month? She's trying to get on well with everyone.

Rosie: Hey, Manar. I'm doing an experiment. I'm trying to get on well with everyone for a month.
Manar: How's it going?
Rosie: Well, it's been easy with my friends. I haven't had any arguments with them. But I've realised that getting on well with your little sister isn't as easy as getting on well with your friends.
Manar: Oh dear! What happened?
Rosie: Well, yesterday, my sister decided to borrow my sweatshirt without asking me.
Manar: Hmm, that's not on!
Rosie: That isn't even the worst thing! She got tomato sauce all over it and now it's completely ruined. I was so angry and we had a huge argument, but she said sorry.
Manar: Oh dear! But she said sorry which is good.
Rosie: Yes, it is.
Manar: Never mind! If that's the only argument you have all month, then I think you've done well. It's a great experiment. Maybe you should record your experiences in some way. Perhaps you could make a vlog or a podcast about it?
Rosie: Oh, that's a good idea. I think I'll make a vlog! Podcasts aren't as interesting as vlogs.
Manar: Oh no! Podcasts can be as good as vlogs! I listen to them all the time. I think that podcasts will be as popular as vlogs one day.
Amna: Hey guys. What are you up to? Do you like my new sweatshirt?
Manar: Hi, Amna. Maybe you shouldn't talk to Rosie about sweatshirts …
Rosie: Don't worry! She's just joking. I think it's a cool sweatshirt! Just don't let my sister borrow it!

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

1 Who has Rosie found it easy to get on well with? her friends
2 What did her sister borrow? her sweatshirt
3 What happened to the sweatshirt? Her sister got tomato sauce all over it.
4 How did Rosie feel after this? She was angry.
5 How is Rosie going to record her experiences? She is going to make a vlog.
6 What does Manar listen to a lot? podcasts

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

What are you up to? That's not on! Never mind!

1 My brother ate all the sandwiches and didn't leave any for us. That's not on! (…) He shouldn't have done that.
2 I didn't receive your text message. Never mind! (…) It wasn't important!
3 (…) What are you up to? We're just watching a vlog.

4 Work in pairs. Do you always get on well with your friends? Do you always get on well with the people in your family?

Activity Book, Unit 4 Lesson 2, part 2

1 4.3 Listen and read. What is Rosie trying to do this month?

- Explain the differences between blogs, vlogs and podcasts: *a blog is a website where a person regularly writes about recent events and topics they're interested in; a vlog is similar to a blog, but it's in video format; a podcast is a digital audio file that can be downloaded and played on a device.*
- Refer students to page 13.
- Ask students to look at the photo. Ask them to identify the people and the setting.
- Play the audio and have students read along in their Class Books.
- This can be done as a reading-only activity for profoundly deaf students.
- Check the answer as a class.

- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

4.3

Rosie: Hey, Manar. I'm doing an experiment. I'm trying to get on well with everyone for a month.
Manar: How's it going?
Rosie: Well, it's been easy with my friends. I haven't had any arguments with them. But I've realised that getting on well with your little sister isn't as easy as getting on well with your friends.
Manar: Oh dear! What happened?
Rosie: Well, yesterday, my sister decided to borrow my sweatshirt without asking me.
Manar: Hmm, that's not on!
Rosie: That isn't even the worst thing! She got tomato sauce all over it and now it's completely ruined. I was so angry and we had a huge argument, but she said sorry.
Manar: Oh dear! But she said sorry which is good.
Rosie: Yes, it is.
Manar: Never mind! If that's the only argument you have all month, then I think you've done well. It's a great experiment. Maybe you should record your experiences in some way. Perhaps you could make a vlog or a podcast about it?
Rosie: Oh, that's a good idea. I think I'll make a vlog! Podcasts aren't as interesting as vlogs.
Manar: Oh, no! Podcasts can be as good as vlogs! I listen to them all the time. I think that podcasts will be as popular as vlogs one day.
Amna: Hey guys. What are you up to? Do you like my new sweatshirt?
Manar: Hi, Amna. Maybe you shouldn't talk to Rosie about sweatshirts …
Rosie: Don't worry! She's just joking. I think it's a cool sweatshirt! Just don't let my sister borrow it!

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

- Tell students to read the dialogue again.
- Using the Happy/Sad face technique (see page 17), ask students if they have understood the dialogue enough to continue with the activity. Elicit or explain the meanings of any words or expressions they might not know.
- Write, repeat or sign, depending on the needs of any deaf/hard of hearing students.
- Place students in pairs to complete the activity. They write the answers in their notebooks.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Use the Lollipop stick technique (see page 17) to check answers.

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

- Give students time to find the expressions and check they understand their meanings.
- Students act out the expressions in pairs.
- Deaf/hard of hearing students can act out in their preferred method of communication.
- Use the Lollipop stick technique (see page 17) to choose pairs to act out the dialogues for the class.

4 Work in pairs. Do you always get on well with your friends? Do you always get on well with the people in your family?

- Place students in pairs and have them discuss the questions.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.
- Ask different pairs to share their answers with the class.
- Follow the standard procedure for sharing ideas with the class for deaf/hard of hearing students. See page 10.

Diversity

Support
- Use the Expert envoy technique (see page 17) when choosing pairs so stronger students work with weaker ones.

Challenge
- Tell students to give detailed reasons for their answers.

Extra activity **Critical thinking**
- On the board, write *What should you do after you've had an argument with someone? Why do you think people have arguments? Are arguments always bad?* Discuss the questions as a class.
- Write, repeat or sign, depending on the needs of deaf/hard of hearing students.

Finishing the lesson

- Using the True/False response cards technique (see page 17), quiz students on the dialogue in Activity 1, e.g. *Rosie has had some arguments with friends. (False) Rosie's little sister asked to borrow the sweatshirt. (False) She ruined the sweatshirt. (True) Manar thinks that podcasts will never be as popular as vlogs. (False),* etc.

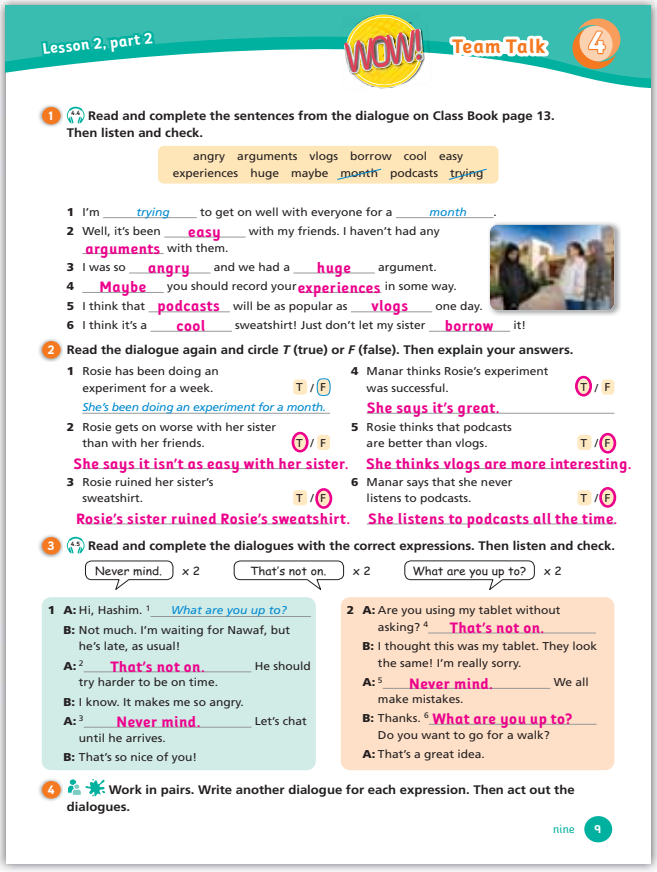
Lesson 2, part 2

Starting the lesson

- Show students the Unit 4 poster quickly. Then play *The ball is burning* (see page 22) with the communication phrases.

Practice

Activity Book



Lesson 2, part 2 — WOW! Team Talk 4

1 Read and complete the sentences from the dialogue on Class Book page 13. Then listen and check.

angry arguments vlogs borrow cool easy
experiences huge maybe ~~month~~ podcasts ~~trying~~

1 I'm *trying* to get on well with everyone for a *month*.
2 Well, it's been **easy** with my friends. I haven't had any **arguments** with them.
3 I was so **angry** and we had a **huge** argument.
4 **Maybe** you should record your **experiences** in some way.
5 I think that **podcasts** will be as popular as **vlogs** one day.
6 I think it's a **cool** sweatshirt! Just don't let my sister **borrow** it!

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

1 Rosie has been doing an experiment for a week. T / (F)
She's been doing an experiment for a month.
2 Rosie gets on worse with her sister than with her friends. (T) / F
She says it isn't as easy with her sister.
3 Rosie ruined her sister's sweatshirt. T / (F)
Rosie's sister ruined Rosie's sweatshirt.
4 Manar thinks Rosie's experiment was successful. (T) / F
She says it's great.
5 Rosie thinks that podcasts are better than vlogs. T / (F)
She thinks vlogs are more interesting.
6 Manar says that she never listens to podcasts. T / (F)
She listens to podcasts all the time.

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

Never mind. × 2 | That's not on. × 2 | What are you up to? × 2

1 A: Hi, Hashim. 1 *What are you up to?*
B: Not much. I'm waiting for Nawaf, but he's late, as usual!
A: 2 **That's not on.** He should try harder to be on time.
B: I know. It makes me so angry.
A: 3 **Never mind.** Let's chat until he arrives.
B: That's so nice of you!

2 A: Are you using my tablet without asking? 4 **That's not on.**
B: I thought this was my tablet. They look the same! I'm really sorry.
A: 5 **Never mind.** We all make mistakes.
B: Thanks. 6 **What are you up to?** Do you want to go for a walk?
A: That's a great idea.

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

nine 9

1 4.4 Read and complete the sentences from the dialogue on Class Book page 13. Then listen and check.

- Check that students understand the meanings of the words in the box.
- Students complete the activity individually.
- Play the audio for students to check answers.
- Check answers as a class.
- Provide deaf/hard of hearing students with the audioscript for them to check their answers. Then share answers as a class, following the standard procedure for deaf/hard of hearing students. See page 10.

4.4

1 I'm trying to get on well with everyone for a month.
2 Well, it's been easy with my friends. I haven't had any arguments with them.
3 I was so angry and we had a huge argument.
4 Maybe you should record your experiences in some way.
5 I think that podcasts will be as popular as vlogs one day.
6 I think it's a cool sweatshirt! Just don't let my sister borrow it!

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

- Students complete the activity individually. At this stage, they just say whether the sentences are true or false.
- Check answers as a class.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.
- Now ask students to explain why the sentences are true or false. Look at the example answer as a class. Ask the class to look at the dialogue and find the sentence(s) that confirm the answer is false (*I'm trying to get on well with everyone for a month*).
- Students write why the remaining sentences are true or false by going through the text and finding the sections that confirm their answers.
- Ask them to check their explanations in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Check explanations as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

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

- Students complete the activity individually.
- Play the audio to check answers.
- Provide deaf/hard of hearing students with the audioscript for them to check their answers. Then share answers as a class, following the standard procedure for deaf/hard of hearing students. See page 10.
- Place students in pairs and have them practise reading the dialogues.
- This can be adapted to a writing task for deaf/hard of hearing students. Have one student in a pair read and memorise the A lines and the other memorise the B lines. Then have them rewrite the dialogues from memory in their notebooks as best as they can, before checking against the Activity Book and correcting their work.

4.5

1 **A:** Hi, Hashim. What are you up to?
B: Not much. I'm waiting for Nawaf, but he's late, as usual!
A: That's not on. He should try harder to be on time.
B: I know. It makes me so angry.
A: Never mind. Let's chat until he arrives.
B: That's so nice of you!

2 **A:** Are you using my tablet without asking? That's not on.
B: I thought this was my tablet. They look the same! I'm really sorry.
A: Never mind. We all make mistakes.
B: Thanks. What are you up to? Do you want to go for a walk?
A: That's a great idea.

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

- Place students in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Ask pairs to write another dialogue in their notebooks, using the expressions from Activity 3.
- Monitor students, helping where necessary.
- Have pairs act out their dialogues for the class.
- For deaf/hard of hearing students, this can be done as a peer review task. Pairs swap their dialogues with another pair to check and correct any mistakes.

Extra activity **Fast finishers**

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

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to ask students what they have learned today and how they feel about the lesson.

Extra activity **Photocopiable T4**

- Ask students to do photocopiable T4.

Lesson 3, parts 1 and 2

Objectives

- **Lesson aims:** to learn and use *(not) as … as*; to compare people and things
- **Target language:** *Podcasts can be as good as vlogs. Podcasts aren't as interesting as vlogs.*

Materials

- Unit 4 flashcards (Communication)
- Unit 4 poster: *Communication*
- Traffic light cards
- Grammar animation
- notebooks
- photocopiables 35 and 53

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand simple comparisons between objects or people, if spoken slowly and clearly (GSE 31). Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can make simple, direct comparisons between two people or things using common adjectives, given a model (GSE 38).
- **Writing:** Can make simple comparisons between people, places or things (GSE 40).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)
- Peer learning: pairwork; Expert envoy technique (see page 17)
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 3, part 1

Starting the lesson

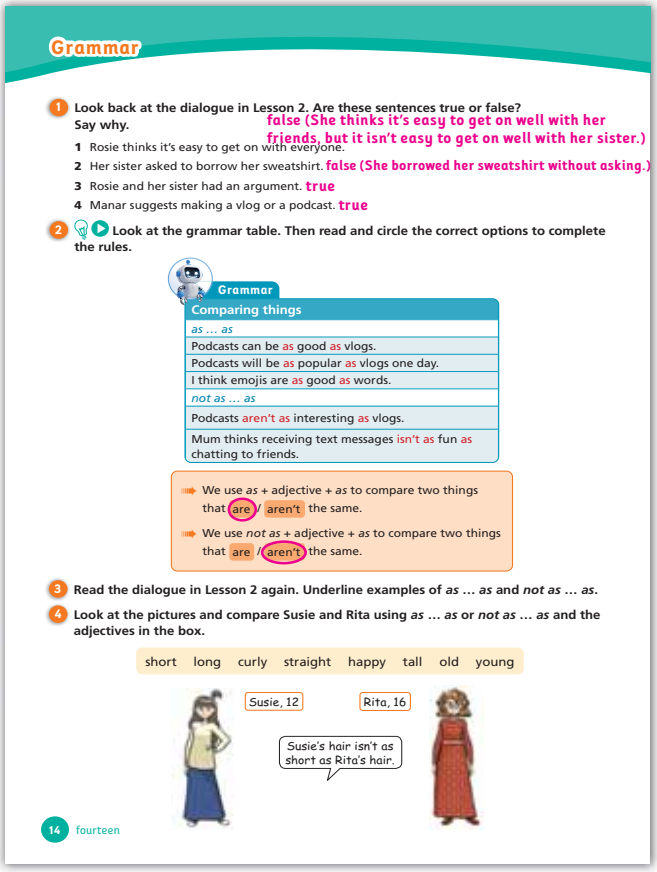
- Place the Unit 4 flashcards (Communication) or poster on the board and quickly review the vocabulary. Refer to *How to work with posters* (see page 19).
- Ask *What do you remember about the dialogue from Lesson 2?* Students raise their hands to offer answers.
- Write, repeat or sign, depending on the needs of deaf/hard of hearing students.

Presentation

- Explain that in this lesson students will learn to compare people or things using *as … as* and *not as … as*.
- On the board, write *Maths is as interesting as Science. Maths is not as interesting as Science.* Ask *Do you agree with either of these sentences?* Students raise their hands to give their opinion.

Practice

Class Book


Grammar

1 Look back at the dialogue in Lesson 2. Are these sentences true or false? Say why.
1 Rosie thinks it's easy to get on with everyone. false (She thinks it's easy to get on well with her friends, but it isn't easy to get on well with her sister.)
2 Her sister asked to borrow her sweatshirt. false (She borrowed her sweatshirt without asking.)
3 Rosie and her sister had an argument. true
4 Manar suggests making a vlog or a podcast. true

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

Grammar
Comparing things
as … as
Podcasts can be as good as vlogs.
Podcasts will be as popular as vlogs one day.
I think emojis are as good as words.
not as … as
Podcasts aren't as interesting as vlogs.
Mum thinks receiving text messages isn't as fun as chatting to friends.

We use *as* + adjective + *as* to compare two things that are / aren't the same.
We use *not as* + adjective + *as* to compare two things that are / aren't the same.

3 Read the dialogue in Lesson 2 again. Underline examples of *as … as* and *not as … as*.
4 Look at the pictures and compare Susie and Rita using *as … as* or *not as … as* and the adjectives in the box.

short long curly straight happy tall old young

Susie, 12
Rita, 16
Susie's hair isn't as short as Rita's hair.

14 fourteen

1 Look back at the dialogue in Lesson 2. Are these sentences true or false? Say why.

- Students complete the activity individually in their notebooks.
- Use the Lollipop stick technique (see page 17) to check answers. Make sure students provide reasons for their 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.
- Students complete the activity individually.
- Check answers as a class.

- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Explain to students that we always use the adjective in its basic form e.g. *popular, big, beautiful,* etc. We don't use *-er* adjectives (e.g. *bigger*) or *more* + adjective (e.g. *more interesting*).
- In classes with deaf/hard of hearing students, write the adjectives in their basic form on the board, with a tick next to them. Write some *-er* adjectives and *more beautiful* and cross them out.
- Tell students to write down the correct rules in their notebooks. Place students in pairs and have them check each other's explanations.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

3 Read the dialogue in Lesson 2 again. Underline examples of *as … as* and *not as … as*.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

4 Look at the pictures and compare Susie and Rita using *as … as* or *not as … as* and the adjectives in the box.

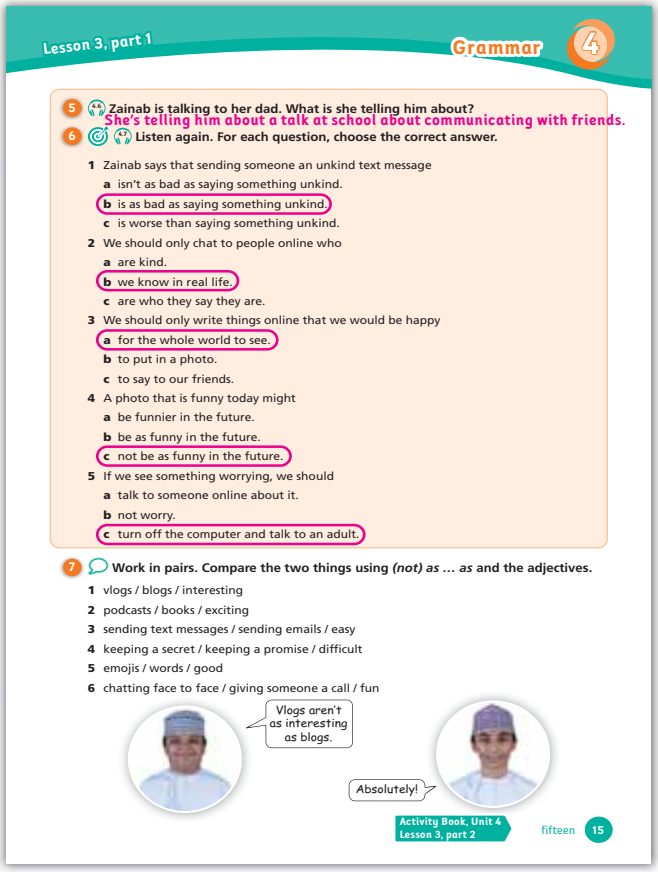
- Place students in pairs. Use the Expert envoy technique (see page 17) when forming pairs so stronger students work with weaker ones.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Ask students to look at the pictures. Ask them to describe each person and write their ideas on the board.
- Ask students to write the sentences to compare the two girls in their notebooks, using the sentences on the board and the words in the box to help.
- Monitor for correct use of the grammar.
- Use the Lollipop stick technique (see page 17) to check answers.

Suggested answers:

Susie's hair isn't as short as Rita's.
Rita's hair isn't as long as Susie's
Susie's hair isn't as curly as Rita's.
Rita's hair isn't as straight as Susie's.
Susie is as happy as Rita.
Rita is as tall as Susie.
Susie isn't as old as Rita.
Rita isn't as young as Susie.

Extra activity Critical thinking

- Students compare themselves with a partner using *(not) as … as*. They write four sentences in their notebooks and then compare sentences with their partner to see if they had the same ideas. Make sure students are respectful to one another when comparing.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.


Lesson 3, part 1 Grammar 4

5 Zainab is talking to her dad. What is she telling him about?
She's telling him about a talk at school about communicating with friends.

6 Listen again. For each question, choose the correct answer.

1 Zainab says that sending someone an unkind text message
a isn't as bad as saying something unkind.
b is as bad as saying something unkind.
c is worse than saying something unkind.
2 We should only chat to people online who
a are kind.
b we know in real life.
c are who they say they are.
3 We should only write things online that we would be happy
a for the whole world to see.
b to put in a photo.
c to say to our friends.
4 A photo that is funny today might
a be funnier in the future.
b be as funny in the future.
c not be as funny in the future.
5 If we see something worrying, we should
a talk to someone online about it.
b not worry.
c turn off the computer and talk to an adult.

7 Work in pairs. Compare the two things using *(not) as … as* and the adjectives.

1 vlogs / blogs / interesting
2 podcasts / books / exciting
3 sending text messages / sending emails / easy
4 keeping a secret / keeping a promise / difficult
5 emojis / words / good
6 chatting face to face / giving someone a call / fun

Vlogs aren't as interesting as blogs.
Absolutely!
Activity Book, Unit 4 Lesson 3, part 2
fifteen 15

5 4.6 Zainab is talking to her dad. What is she telling him about?

- Play the audio.
- Provide deaf/hard of hearing students with the audioscript before beginning this activity. Students with some level of hearing can follow along. Profoundly deaf students can use the script and complete the question on their own as a reading activity.
- Students write the answer in their notebooks.
- Use the Lollipop stick technique (see page 17) to check the answer.

4.6 & 4.7

Dad: Did you have a good day?
Zainab: Yes, I did. A speaker came in to talk to us about communicating with friends.
Dad: Oh, OK. That sounds interesting. What did they say?
Zainab: Well, he said that we must always be kind when we communicate with other people. Sending a mean text message is as bad as saying something mean to somebody's face.
Dad: Absolutely.
Zainab: He also said that we have to be careful online. We should only chat to people online who we know. People aren't always who they say they are.
Dad: That's a good point. You should also be careful with what you write online because anyone could read it.
Zainab: Yes! He said that we should never write something online that we wouldn't be happy for the whole world to see. It's the same with photographs. A silly photo might not be as funny in the future as it is now. But once it's online, it'll be there forever.
Dad: Did he say anything else?
Zainab: Yes, he said we must never write anything about ourselves online, for example our school or where we live. And he said that if we ever see anything that makes us feel worried, then we should turn off the computer and talk to an adult about it.
Dad: Yes, absolutely. You can always talk to me about anything.

6 4.7 Listen again. For each question, choose the correct answer.

- Tell students to read the sentences and options before they listen. Elicit or explain the meaning of any unknown words.
- Play the audio again with pauses for students to choose the correct answers.
- Deaf/hard of hearing students can use the audioscript to check their answers.
- Use the Lollipop stick technique (see page 17) to check answers.

Diversity

Support
- Read aloud the sentences and options to the class and explain meanings if necessary.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Challenge
- Students read the sentences and options to themselves before they listen.

7 Work in pairs. Compare the two things using *(not) as ... as* and the adjectives.

- Place students in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Give students a couple of minutes to look at the prompts and to think what they could say for each one. They can write their sentences in their notebooks first if they wish.
- Students then say their sentences to see if they agree or disagree. Encourage them to use the correct responses when agreeing or disagreeing (e.g. *I agree. Absolutely! Totally! You're right. Exactly*, etc.; *I disagree. No way! I'm not sure about that. I don't think so.*, etc.)
- Monitor for correct use of the grammar.
- Ask different pairs to share their opinions for one prompt each. Promote class discussion: *Who agrees/disagrees? What do you think?*
- Follow the standard procedure for sharing ideas for deaf/hard of hearing students. See page 10.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 17), ask *What did you learn today?* and have students raise their hands to offer answers.

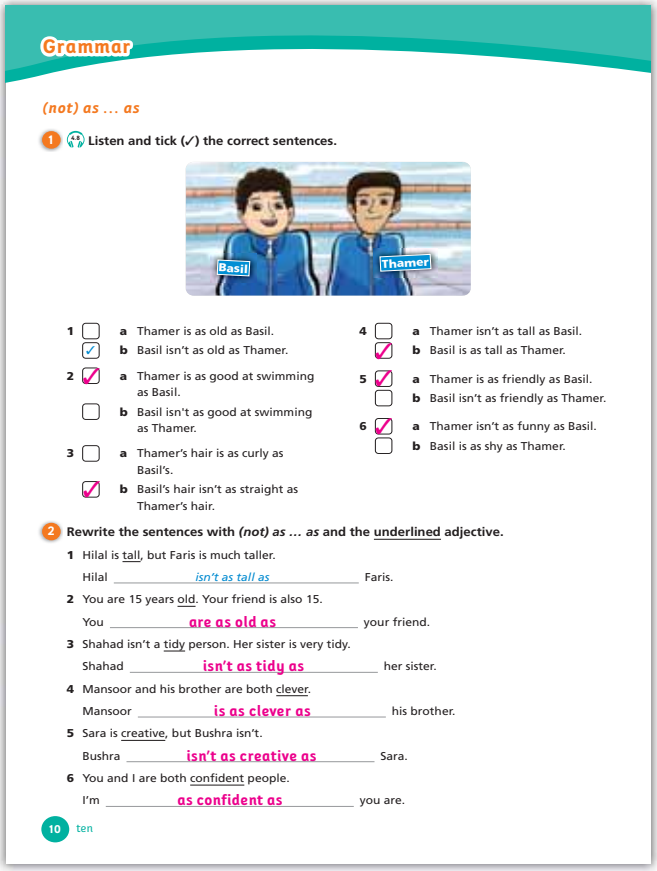
Lesson 3, part 2

Starting the lesson

- Say an adjective aloud (e.g. *cold, hot, fast, tall, big, interesting, tasty*, etc.) and ask students to say a sentence using *as … as* or *not as … as*, e.g. *Winter is not as hot as summer*, etc. Ask the class to say whether they agree or disagree with the statement.
- In classes with deaf/hard of hearing students, write the adjectives on the board and invite students to tell you a sentence using *as … as* or *not as … as*, or come and write their sentence on the board. Invite the rest of the class to say whether they agree or disagree with a show of hands.

Practice

Activity Book



Grammar

(not) as … as

1 Listen and tick (✓) the correct sentences.

1 ☐ a Thamer is as old as Basil.
☑ b Basil isn't as old as Thamer.

2 ☑ a Thamer is as good at swimming as Basil.
☐ b Basil isn't as good at swimming as Thamer.

3 ☐ a Thamer's hair is as curly as Basil's.
☑ b Basil's hair isn't as straight as Thamer's hair.

4 ☐ a Thamer isn't as tall as Basil.
☑ b Basil is as tall as Thamer.

5 ☑ a Thamer is as friendly as Basil.
☐ b Basil isn't as friendly as Thamer.

6 ☑ a Thamer isn't as funny as Basil.
☐ b Basil is as shy as Thamer.

2 Rewrite the sentences with *(not) as … as* and the underlined adjective.

1 Hilal is tall, but Faris is much taller.
Hilal *isn't as tall as* Faris.

2 You are 15 years old. Your friend is also 15.
You **are as old as** your friend.

3 Shahad isn't a tidy person. Her sister is very tidy.
Shahad **isn't as tidy as** her sister.

4 Mansoor and his brother are both clever.
Mansoor **is as clever as** his brother.

5 Sara is creative, but Bushra isn't.
Bushra **isn't as creative as** Sara.

6 You and I are both confident people.
I'm **as confident as** you are.

10 ten

1 4.8 Listen and tick (✔) the correct sentences.

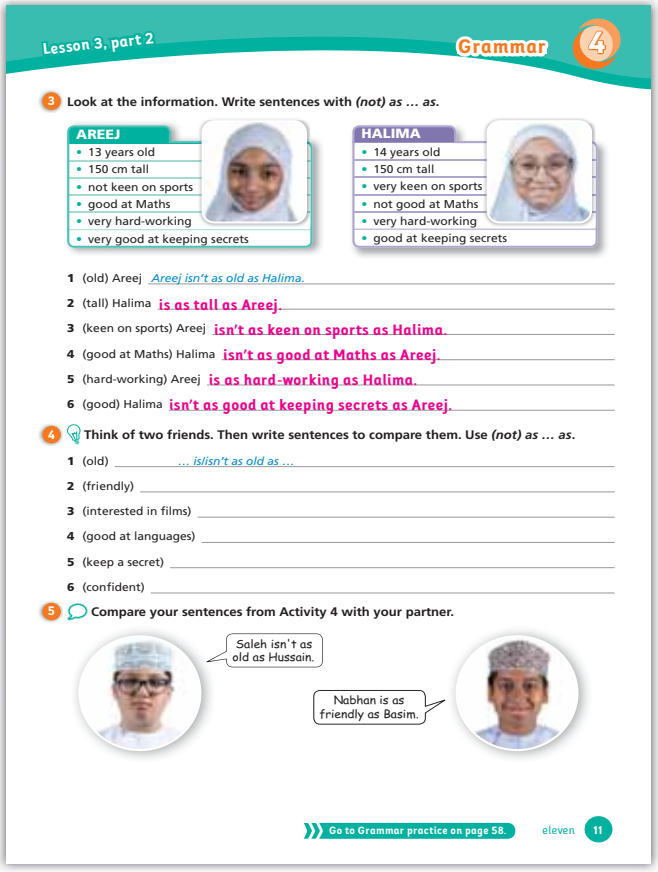
- Ask students to read the sentences and to look at the picture before they listen.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Play the audio. Play it again if necessary.
- Provide deaf/hard of hearing students with the audioscript and have them complete this as a reading task.
- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

4.8

Boy: So, Thamer. Who is your best friend?
Thamer: My best friend's name is Basil. He's a year younger than me, so we aren't in the same class. We met on the swimming team at the sports centre. We're both good swimmers because we practise a lot.
Boy: And how are you different?
Thamer: Well, I have straight hair and Basil's hair is curly. But we're the same height … We're both 150 centimetres tall. I'm a bit thinner, but not very much.
Boy: And your personalities?
Thamer: Hmm. We're both very friendly, but I'm more serious than Basil. He's funnier than me, and he's also very confident. I can be quite shy with new people.

2 Rewrite the sentences with *(not) as … as* and the underlined adjective.

- Students complete the activity individually.
- Monitor students, helping where necessary.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.


Lesson 3, part 2

Grammar 4

3 Look at the information. Write sentences with *(not) as … as.*

AREEJ
- 13 years old
- 150 cm tall
- not keen on sports
- good at Maths
- very hard-working
- very good at keeping secrets

HALIMA
- 14 years old
- 150 cm tall
- very keen on sports
- not good at Maths
- very hard-working
- good at keeping secrets

1 (old) Areej *Areej isn't as old as Halima.*
2 (tall) Halima **is as tall as Areej.**
3 (keen on sports) Areej **isn't as keen on sports as Halima.**
4 (good at Maths) Halima **isn't as good at Maths as Areej.**
5 (hard-working) Areej **is as hard-working as Halima.**
6 (good) Halima **isn't as good at keeping secrets as Areej.**

4 Think of two friends. Then write sentences to compare them. Use *(not) as … as.*

1 (old) *… is/isn't as old as …*
2 (friendly)
3 (interested in films)
4 (good at languages)
5 (keep a secret)
6 (confident)

5 Compare your sentences from Activity 4 with your partner.

Saleh isn't as old as Hussain.
Nabhan is as friendly as Basim.

Go to Grammar practice on page 58.
eleven 11

3 Look at the information. Write sentences with *(not) as … as.*

- Ask two students to read aloud an information card each and direct the rest of the class to follow along in their books. Elicit or explain the meaning of *keen* if necessary (*very interested*).
- Write, repeat or sign depending on the needs of deaf/hard of hearing students.
- Explain that students have to use the information and the adjectives in brackets to compare the two people. Ask students to look at the example answer and then do item 2 as a class. Write the answer on the board.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Place students in pairs to complete the activity.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Check answers as a class.

4 Think of two friends. Then write sentences to compare them. Use *(not) as … as.*

- Students complete the activity individually.
- Make sure that they show respect for others when writing their sentences.
- Monitor for correct use of the grammar.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

5 Compare your sentences from Activity 4 with your partner.

- Place students in pairs and have them compare sentences.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Have them write each other's sentences in their notebooks.

Grammar practice

1 Read and complete.

- Refer students to the Grammar practice on page 58 of their Activity Books.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.
- Refer to page 205 of the Teacher's Book for answers.

2 Compare yourself with people you know. Write sentences with *(not) as … as.*

- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Refer to page 205 of the Teacher's Book for answers.

Finishing the lesson

- Ask students to say a sentence about themselves and someone in their family using *(not) as … as.*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students, or invite students to come and write sentences on the board themselves.
- Use the Summative and thought-provoking questions technique (see page 17) to ask students how confident they feel using the new grammar. Review the grammar again if there are any students who require more guidance.

Extra activity **Photocopiables 35 and 53**
- Ask students to do photocopiables 35 and 53.

Lesson 4

Objectives

- **Lesson aims:** to understand a playscript; to introduce words for feelings
- **Target language:** the suffix *-ment*: *embarrassment, disappointment*

Materials

- notebooks
- examples of playscripts
- dictionaries

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48). Can ask a range of questions in guessing games to find the answer (GSE 36). Can explain the rules of a familiar game or sport, using simple language (GSE 44).
- **Listening:** 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). Can add common suffixes (e.g. *-ed*, *-s*, *-er*) to simple regular words (GSE 38).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17)
- Peer learning: pairwork; group work
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Starting the lesson

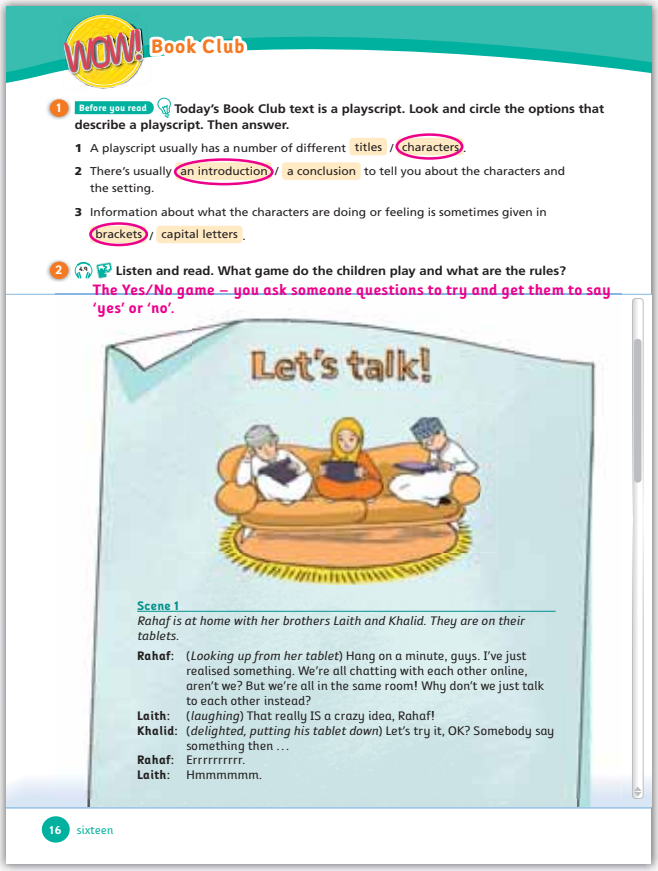
- Using the Lollipop stick technique (see page 17), ask students to say a word or phrase related to the topics of communication and friendship. Accept all reasonable answers.
- In classes with deaf/hard of hearing students, write the ideas on the board in a mind map.

Presentation

- Explain that in this lesson students will read a playscript.
- Write *Play* on the board. Elicit or explain the meaning *(a story that is written for actors to perform on a stage, usually in a theatre)*. Ask *Have you ever seen a play or acted in one? What was it about? What's the difference between a play and a film?*
- Show some examples of playscripts and ask students to say some of the features (*stage directions, character names before dialogue, scenes*, etc.)
- Write, repeat or sign depending on the needs of deaf/hard of hearing students.

Practice

Class Book


WOW! Book Club

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

1 A playscript usually has a number of different titles / characters.
2 There's usually an introduction / a conclusion to tell you about the characters and the setting.
3 Information about what the characters are doing or feeling is sometimes given in brackets / capital letters.

2 Listen and read. What game do the children play and what are the rules?
The Yes/No game – you ask someone questions to try and get them to say 'yes' or 'no'.

Let's talk!

Scene 1
Rahaf is at home with her brothers Laith and Khalid. They are on their tablets.

Rahaf: (*Looking up from her tablet*) Hang on a minute, guys. I've just realised something. We're all chatting with each other online, aren't we? But we're all in the same room! Why don't we just talk to each other instead?
Laith: (*laughing*) That really IS a crazy idea, Rahaf!
Khalid: (*delighted, putting his tablet down*) Let's try it, OK? Somebody say something then …
Rahaf: Errrrrrrrr.
Laith: Hmmmmmm.

16 sixteen

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

- Refer students to pages 16 and 17. Tell them to look at the pictures and predict what they think the playscript will be about.
- Write, repeat or sign depending on the needs of deaf/hard of hearing students.
- Students work in pairs to complete the activity in their notebooks.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Use the Lollipop stick technique (see page 17) to check answers.

Key word search
Tips for writing a play

2 4.9 Listen and read. What game do the children play and what are the rules?

- Play the audio and have students read along in their Class Books.
- This can be done as a reading-only activity for profoundly deaf students.
- Ask students to raise their hands to offer answers.
- Check comprehension with questions, e.g. *What are they looking at? (their tablets) Who suggests a game? (Rahaf) How many questions does Laith manage before answering 'yes'? (two) What about Khalid? (none)*
- Write, repeat or sign, depending on the needs of deaf/hard of hearing students.

4.9

Let's talk!

Scene 1

Rahaf is at home with her brothers Laith and Khalid. They are on their tablets.

Rahaf: (*Looking up from her tablet*) Hang on a minute, guys. I've just realised something. We're all chatting with each other online, aren't we? But we're all in the same room! Why don't we just talk to each other instead?
Laith: (*laughing*) That really IS a crazy idea, Rahaf!
Khalid: (*delighted, putting his tablet down*) Let's try it, OK? Somebody say something then …
Rahaf: Errrrrrrrrr.
Laith: Hmmmmmm.

Scene 2

The children are sitting in silence on the sofa, looking at each other.

Khalid: Maybe we've forgotten how to speak to each other!
Rahaf: Of course we haven't! (*She jumps up, smiling.*) I know! Let's play the Yes/No game. That'll get us talking.
Khalid: (*curious*) What's that?
Rahaf: One person sits in the middle and the other two ask them questions. We have to try to get them to say 'yes' or 'no'.
Laith: (*nervous*) I'll go first …

Rahaf and Khalid sit on the floor in front of Laith.

Rahaf: OK, Laith. Remember, you can't say 'yes' or 'no'! Your name is Laith, isn't it?
Laith: That's right.
Khalid: You're 13 years old, aren't you?
Laith: Absolutely.
Rahaf: You don't like blogging, do you?
Laith: Yes, I do!
Rahaf: You said 'yes'!
Laith: (*disappointed*) Oh no! I did!
Khalid: This game isn't very hard, is it? I want to have a go!

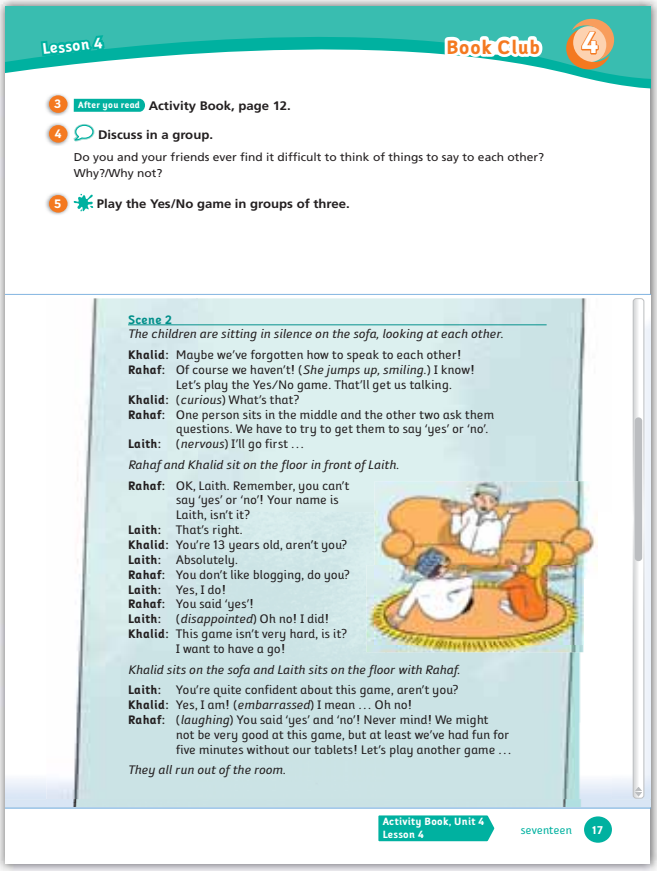
Khalid sits on the sofa and Laith sits on the floor with Rahaf.

Laith: You're quite confident about this game, aren't you?
Khalid: Yes, I am! (*embarrassed*) I mean … Oh no!
Rahaf: (*laughing*) You said 'yes' and 'no'! Never mind! We might not be very good at this game, but at least we've had fun for five minutes without our tablets! Let's play another game …

They all run out of the room.

Extra activity Critical thinking

- Students think of another question that Rahaf could ask that has a *yes* or *no* answer. Check answers and write them on the board.


Lesson 4 Book Club 4

3 After you read Activity Book, page 12.

4 Discuss in a group.

Do you and your friends ever find it difficult to think of things to say to each other? Why?/Why not?

5 Play the Yes/No game in groups of three.

Scene 2

The children are sitting in silence on the sofa, looking at each other.

Khalid: Maybe we've forgotten how to speak to each other!
Rahaf: Of course we haven't! (*She jumps up, smiling.*) I know! Let's play the Yes/No game. That'll get us talking.
Khalid: (*curious*) What's that?
Rahaf: One person sits in the middle and the other two ask them questions. We have to try to get them to say 'yes' or 'no'.
Laith: (*nervous*) I'll go first …

Rahaf and Khalid sit on the floor in front of Laith.

Rahaf: OK, Laith. Remember, you can't say 'yes' or 'no'! Your name is Laith, isn't it?
Laith: That's right.
Khalid: You're 13 years old, aren't you?
Laith: Absolutely.
Rahaf: You don't like blogging, do you?
Laith: Yes, I do!
Rahaf: You said 'yes'!
Laith: (*disappointed*) Oh no! I did!
Khalid: This game isn't very hard, is it? I want to have a go!

Khalid sits on the sofa and Laith sits on the floor with Rahaf.

Laith: You're quite confident about this game, aren't you?
Khalid: Yes, I am! (*embarrassed*) I mean … Oh no!
Rahaf: (*laughing*) You said 'yes' and 'no'! Never mind! We might not be very good at this game, but at least we've had fun for five minutes without our tablets! Let's play another game …

They all run out of the room.

Activity Book, Unit 4 Lesson 4 seventeen 17

3 After you read Activity Book, page 12.

- Refer students to page 12 of their Activity Books. Explain that they can refer to their Class Books while they do Activities 1 and 2. Activities 3 and 4 can be done after Activity 5 in the Class Book.
- See the Activity Book section below for more instructions.

4 **Discuss in a group.**

- Place students in groups of three to discuss the question.
- This can be adapted to a writing task for profoundly deaf students. In pairs or small groups, students write their questions. Once complete, have them read each other's and say whether they agree or disagree.
- Monitor students, helping where necessary. Remind students to take turns when speaking and to interrupt only when necessary and always respectfully. Prompt students to clarify their ideas when needed, using simple language or examples.
- Ask different groups to tell the class their ideas.
- Follow the standard procedure for sharing ideas for deaf/hard of hearing students. See page 10.

5 **Play the Yes/No game in groups of three.**

- Students play the game in the same groups. The student who answers the most questions without saying *yes* or *no* wins.
- In classes with deaf/hard of hearing students, this can be done as pairwork, following the standard procedure. See page 10.
- Elicit some simple *yes/no* question starters students could use (e.g. *Do you ...? Are you ...? Will you ...? Have you ...? Have you got ...?* etc.) and write them on the board.
- Monitor groups to ensure they are working together and staying focused. Encourage students to be kind and supportive if someone in their groups seems shy or lacks confidence.
- Ask volunteer groups to play the game in front of the class.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Diversity

Support

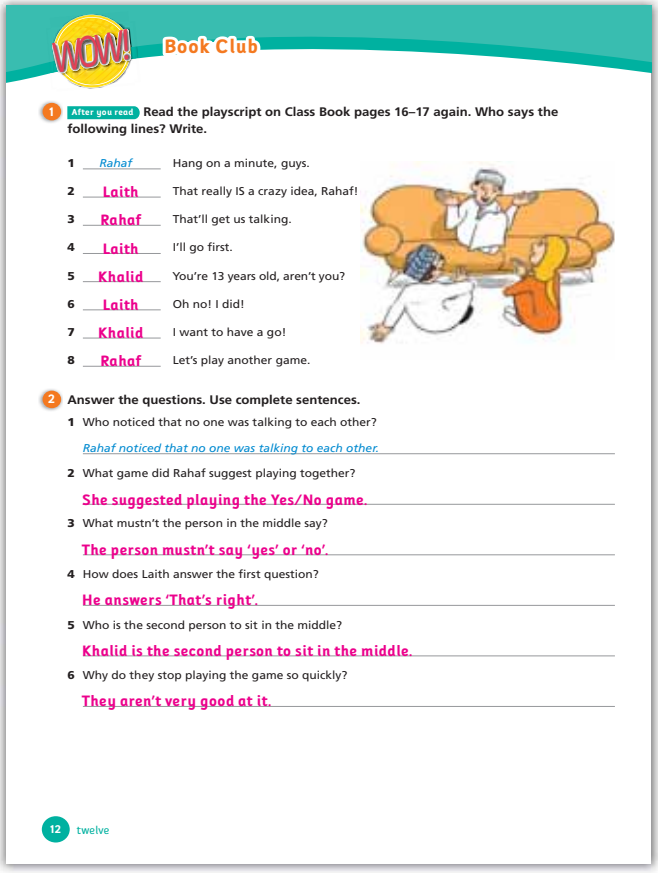
- Brainstorm words and phrases students could use instead of *yes* or *no* before they play the game.

Challenge

- Ask students to report back to the class and say what words and phrases they used instead of *yes* or *no*. Write these on the board.

Practice

Activity Book



WOW! Book Club

1 After you read **Read the playscript on Class Book pages 16–17 again. Who says the following lines? Write.**

1 Rahaf Hang on a minute, guys.
2 Laith That really IS a crazy idea, Rahaf!
3 Rahaf That'll get us talking.
4 Laith I'll go first.
5 Khalid You're 13 years old, aren't you?
6 Laith Oh no! I did!
7 Khalid I want to have a go!
8 Rahaf Let's play another game.

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

1 Who noticed that no one was talking to each other?
Rahaf noticed that no one was talking to each other.
2 What game did Rahaf suggest playing together?
She suggested playing the Yes/No game.
3 What mustn't the person in the middle say?
The person mustn't say 'yes' or 'no'.
4 How does Laith answer the first question?
He answers 'That's right'.
5 Who is the second person to sit in the middle?
Khalid is the second person to sit in the middle.
6 Why do they stop playing the game so quickly?
They aren't very good at it.

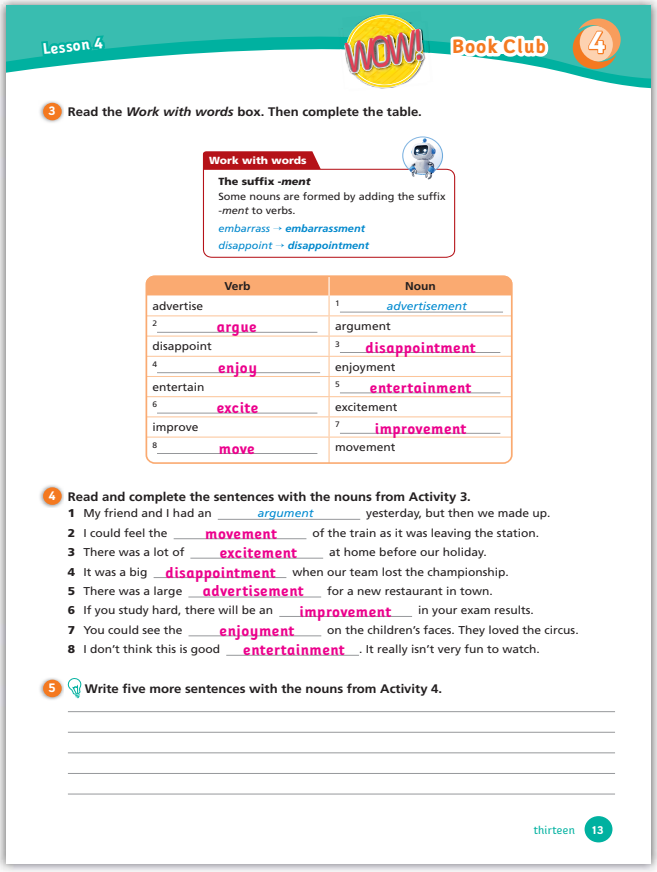
12 twelve

1 **After you read** **Read the playscript on Class Book pages 16–17 again. Who says the following lines? Write.**

- Ask students if they can remember the characters from the playscript.
- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

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

- Students complete the activity individually.
- Make sure they answer in complete sentences.
- Use the Lollipop stick technique (see page 17) to check answers.



Lesson 4 WOW! Book Club 4

3 Read the *Work with words* box. Then complete the table.

Work with words

The suffix *-ment*

Some nouns are formed by adding the suffix *-ment* to verbs.

embarrass → ***embarrassment***

disappoint → ***disappointment***

Verb	Noun
advertise	1 *advertisement*
2 argue	argument
disappoint	3 disappointment
4 enjoy	enjoyment
entertain	5 entertainment
6 excite	excitement
improve	7 improvement
8 move	movement

4 Read and complete the sentences with the nouns from Activity 3.

1 My friend and I had an *argument* yesterday, but then we made up.
2 I could feel the movement of the train as it was leaving the station.
3 There was a lot of excitement at home before our holiday.
4 It was a big disappointment when our team lost the championship.
5 There was a large advertisement for a new restaurant in town.
6 If you study hard, there will be an improvement in your exam results.
7 You could see the enjoyment on the children's faces. They loved the circus.
8 I don't think this is good entertainment. It really isn't very fun to watch.

5 Write five more sentences with the nouns from Activity 4.

thirteen 13

3 Read the *Work with words* box. Then complete the table.

- Read the *Work with words* box as a class. Point out that we can't add *-ment* to all verbs.
- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

4 Read and complete the sentences with the nouns from Activity 3.

- Students complete the activity individually and then compare answers in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Ask different students to read aloud the completed sentences to check answers.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

5 Write five more sentences with the nouns from Activity 4.

- Students complete the activity individually and then, in pairs, check each other's work and give feedback if necessary.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Ask different students to read aloud their sentences.
- Write, repeat or sign, depending on the needs of any deaf/hard of hearing students.

Extra activity Fast finishers

- Students find all the questions and answers in the playscript on the Class Book pages.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to have students say what they enjoyed about this lesson.
- Ask students if they play similar games with their friends.

Lesson 5, parts 1 and 2

Objectives

- **Lesson aims:** to learn and use words for feelings; to learn and use question tags
- **Target language:** *embarrassed, disappointed, jealous, upset, confused, curious, delighted, nervous, calm, serious, proud, miserable; Your name is Laith, isn't it? You're 13 years old, aren't you?*

Materials

- Unit 4 flashcards (*embarrassed, disappointed, jealous, upset, confused, curious, delighted, nervous, calm, serious, proud, miserable*)
- Grammar animation
- Traffic light cards
- dictionaries
- photocopiables 32, 36 and 41

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can make simple inferences about a character's feelings in a familiar story, if supported by questions or prompts (GSE 40).
- **Listening:** Can understand how people are feeling, if they use simple language and speak slowly and clearly (GSE 30). Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly (GSE 37). Can make simple inferences about the speaker's feelings or motives in a short conversation or passage (GSE 44).
- **Speaking:** Can say how they or someone else feels, giving a brief reason (GSE 38). Can express a range of feelings using fixed expressions (GSE 40). Can use a range of negative question tags (GSE 50). Can use a range of positive question tags (GSE 51).
- **Writing:** Can write correctly structured questions with question marks (GSE 35). Can write simple sentences to describe how they or others are feeling (GSE 36).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)
- Peer learning: pairwork; group work; Three facts and a fib technique (see page 17)
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 5, part 1

Starting the lesson

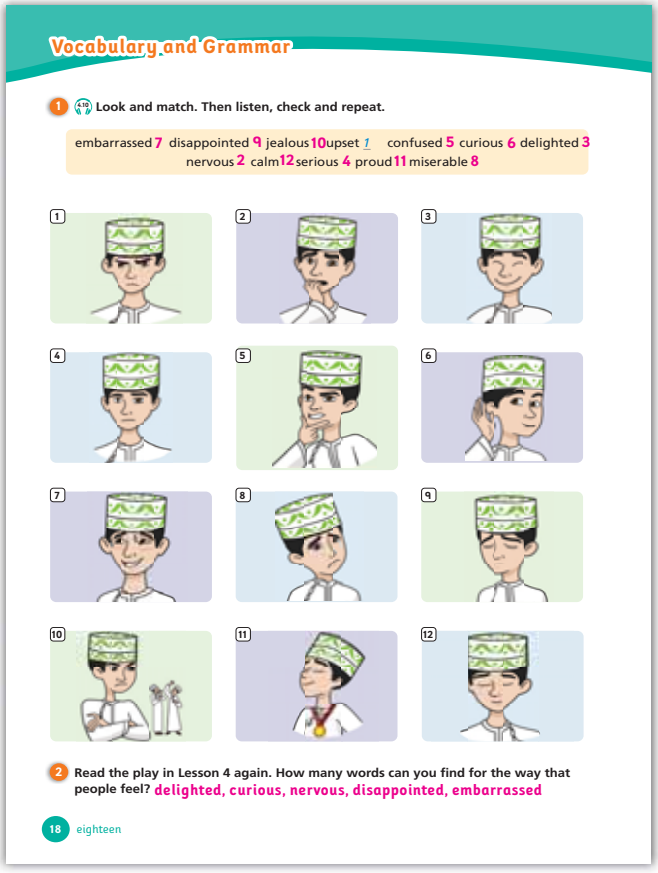
- Ask students questions with question tags and tell them to try and answer without saying *yes* or *no*, e.g. *Your name is (name), isn't it? You're ten, aren't you?*
- Write, repeat or sign, depending on the needs of any deaf/hard of hearing students in the class.

Presentation

- Explain that in this lesson students will learn words for feelings and how to use question tags.
- If teaching classes with deaf/hard of hearing students, write or sign *question tags* and give an example.
- Pre-teach the new words. Write them on the board and ask students which ones they know. Explain meanings with definitions, e.g. *calm is when you are relaxed and not worried. Embarrassed is when you feel shy or silly because of something you did. Disappointed is when something didn't happen the way you wanted it to. Jealous is when you want something that someone else has,* etc.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students in the class.

Practice

Class Book


Vocabulary and Grammar

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

embarrassed 7 disappointed 9 jealous 10 upset 1 confused 5 curious 6 delighted 3 nervous 2 calm 12 serious 4 proud 11 miserable 8

2 Read the play in Lesson 4 again. How many words can you find for the way that people feel? delighted, curious, nervous, disappointed, embarrassed

18 eighteen

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

- Place the Unit 4 flashcards (Feelings) on the board. Point to each item and say the word. Students repeat after you.
- In classes with deaf/hard of hearing students, create a 'Word Wall' for the unit, using either the flashcards with corresponding word cards or the poster with word cards stuck onto it. This will be a helpful visual aid, e.g. to point to the target language on the wall as it comes up in the unit.
- Refer students to page 18. Students match the words to the pictures individually.
- Play the audio and have students listen, check their answers and repeat.
- Provide deaf/hard of hearing students with the audioscript for them to check their answers or write the answers on the board.

4.10

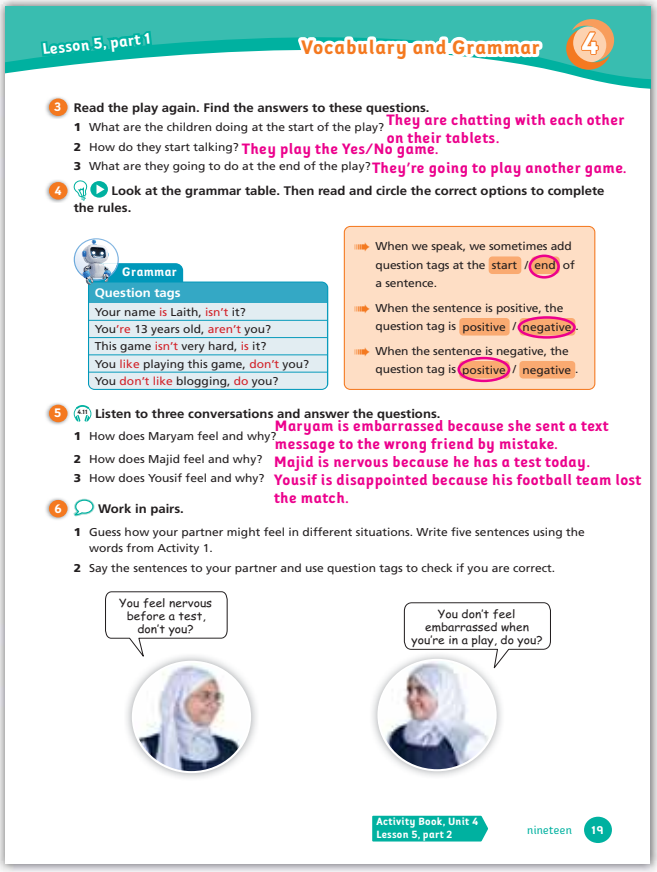
1 upset **2** nervous **3** delighted **4** serious
5 confused **6** curious **7** embarrassed **8** miserable
9 disappointed **10** jealous **11** proud **12** calm

Extra activity **Critical thinking**

- Place students in small groups and ask them to think about what situations make them have these feelings, e.g. *I feel nervous before an exam.* Ask groups to write down their ideas. Ask for class feedback and promote class discussion. Encourage students to contribute their own knowledge to the discussion. Remind them that they don't need to share anything that makes them feel uncomfortable.
- Follow the standard procedure for sharing ideas for deaf/hard of hearing students. See page 10.

2 **Read the play in Lesson 4 again. How many words can you find for the way that people feel?**

- Refer students to pages 16 and 17.
- Students work in pairs to find the words. Check answers as a class.
- Follow the standard procedures for pairwork and checking answers for deaf/hard of hearing students. See page 10.


Lesson 5, part 1

Vocabulary and Grammar 4

3 Read the play again. Find the answers to these questions.
1 What are the children doing at the start of the play? They are chatting with each other on their tablets.
2 How do they start talking? They play the Yes/No game.
3 What are they going to do at the end of the play? They're going to play another game.

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

Grammar

Question tags
Your name is Laith, isn't it?
You're 13 years old, aren't you?
This game isn't very hard, is it?
You like playing this game, don't you?
You don't like blogging, do you?

- When we speak, we sometimes add question tags at the start / end of a sentence.
- When the sentence is positive, the question tag is positive / negative.
- When the sentence is negative, the question tag is positive / negative.

5 4.11 Listen to three conversations and answer the questions.
1 How does Maryam feel and why? Maryam is embarrassed because she sent a text message to the wrong friend by mistake.
2 How does Majid feel and why? Majid is nervous because he has a test today.
3 How does Yousif feel and why? Yousif is disappointed because his football team lost the match.

6 Work in pairs.
1 Guess how your partner might feel in different situations. Write five sentences using the words from Activity 1.
2 Say the sentences to your partner and use question tags to check if you are correct.

Activity Book, Unit 4 Lesson 5, part 2

nineteen 19

3 **Read the play again. Find the answers to these questions.**

- Students complete the activity individually in their notebooks, and then compare answers with a partner.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Use the Lollipop stick technique (see page 17) to check answers.

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

- Play the Grammar animation.
- Place students in pairs. Give them a minute to work out the rules and then complete the activity in their notebooks.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Use the Lollipop stick technique (see page 17) to check answers.
- Tell students that question tags are short questions we add to the end of a sentence to check or confirm something, and to start conversations or keep them going. Tell them that they are very common in spoken English. Explain that we use the same tense, auxiliary verb (*do, does, are, will,* etc.) and pronoun (*he, she,* etc.) in the sentence and the tag. e.g. *You can swim, can't you?* Tell them that we also put a comma before the tag.

- Write, repeat or sign your explanation depending on the needs of any deaf/hard of hearing students. Write a full sentence with a question tag on the board and label the auxiliaries and pronouns and circle the tag.
- Tell students to write down the correct rules in their notebooks. Have students check each other's notes.
- Use the Traffic light cards technique (see page 17) to check students have understood the grammar.

5 4.11 Listen to three conversations and answer the questions.

- Ask students to read the questions first.
- Play the audio.
- Play the audio again if necessary.
- Provide deaf/hard of hearing students with the audioscript before beginning this activity. Students with some level of hearing can follow along. Profoundly deaf students can use the script and complete the questions on their own as a reading activity. Have them first underline where the answers are in the script before making notes to answer the questions in their notebooks.
- Students write their answers in their notebooks.
- Check answers as a class.

4.11

1 Girl: You look really upset, Maryam. What's the matter?
Maryam: I'm not upset. I'm embarrassed! I just sent a text message to the wrong friend by mistake. I meant to send it to Arwa and I sent it to Razan instead.
Girl: That doesn't matter, does it?
Maryam: Yes, it does! The text was about what we're going to buy Razan for her birthday.
Girl: Oh, don't worry about it. She'll probably just be a bit confused when she reads it.

2 Majid: I feel so nervous about the test today.
Mum: Don't worry, Majid, you'll be fine. You've worked really hard, haven't you? So just stay calm and it'll be fine. You'll be delighted when it's all over, won't you? Maybe we could go out for a pizza tonight to celebrate.
Majid: Thanks, Mum.

3 Mum: You look very miserable and serious. What's wrong, Yousif?
Yousif: Nothing's wrong. I'm just disappointed because my football team lost their match AGAIN.
Woman: Oh dear, that's the third time this month, isn't it? Maybe you should support another team.
Yousif: No way!

Diversity

Support
- Read aloud the questions to the class before playing the audio. Play the audio twice. Ask students for the answers. Play the audio again to confirm answers.

Challenge
- Students read the questions to themselves. Play the audio once. Ask for the answers. Play the audio again to confirm answers.

6 Work in pairs.

- Read aloud the instructions.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Elicit different situations (*watching a football match, performing in the school talent show, winning an award,* etc.) and write them on the board.
- Place students in pairs. Have them first write five sentences individually in their notebooks about how their partner might feel in certain situations.
- Monitor students, helping where necessary.
- Students then say their sentences to each other, adding the correct sentence tag to confirm answers.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor for correct use of the grammar.
- Ask some students to read aloud their sentences for the class.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Finishing the lesson

- Play *Draw the word* (see page 22) using the Unit 4 flashcards (Feelings) as prompts.

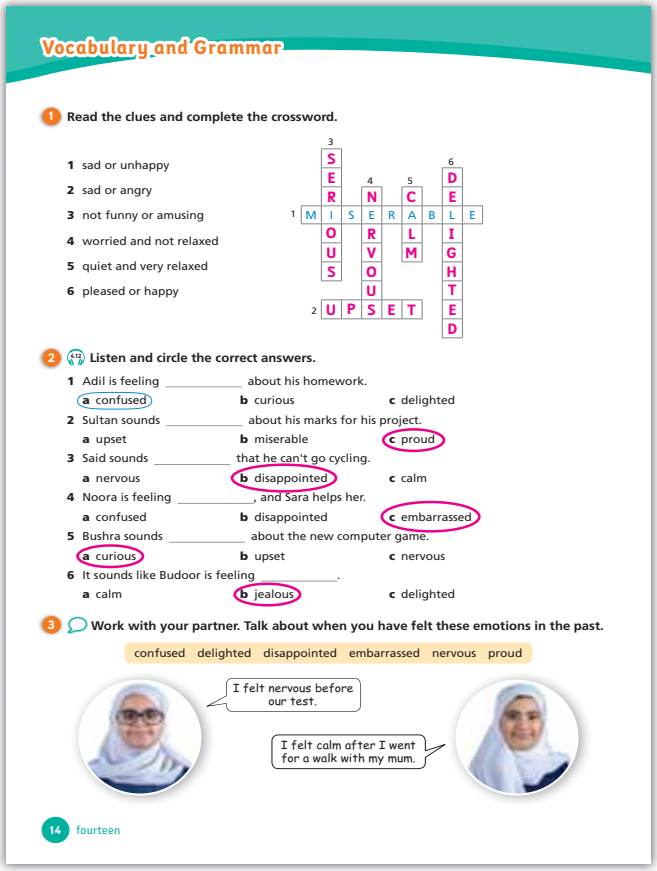
Lesson 5, part 2

Starting the lesson

- Read aloud sentences without question tags. Tell the students that they must say the correct question tag aloud after each one, e.g. *He's a doctor … (isn't he?).* Call out *He's your brother, …, They don't like football, … , You can help me, …, He seems upset, …* and have students add the correct tags *(isn't he? do they? can't you? doesn't he?).*
- In classes with deaf/hard of hearing students, write gapped sentences on the board and invite individual students up to complete them with the correct question tag.

Practice

Activity Book



Vocabulary and Grammar

1 Read the clues and complete the crossword.

1 sad or unhappy
2 sad or angry
3 not funny or amusing
4 worried and not relaxed
5 quiet and very relaxed
6 pleased or happy

MISERABLE
UPSET
SERIOUS
NERVOUS
CALM
DELIGHTED

2 Listen and circle the correct answers.

1 Adil is feeling _____ about his homework.
a confused b curious c delighted
2 Sultan sounds _____ about his marks for his project.
a upset b miserable c proud
3 Said sounds _____ that he can't go cycling.
a nervous b disappointed c calm
4 Noora is feeling _____, and Sara helps her.
a confused b disappointed c embarrassed
5 Bushra sounds _____ about the new computer game.
a curious b upset c nervous
6 It sounds like Budoor is feeling _____.
a calm b jealous c delighted

3 Work with your partner. Talk about when you have felt these emotions in the past.

confused delighted disappointed embarrassed nervous proud

I felt nervous before our test.
I felt calm after I went for a walk with my mum.

14 fourteen

1 Read the clues and complete the crossword.

- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

2 4.12 Listen and circle the correct answers.

- Ask students to read the sentences and answer options first so they know what to listen for.
- Play the audio.
- Students complete the activity individually.
- Play the audio again if necessary.
- Provide deaf/hard of hearing students with the audioscript. Students with some level of hearing can follow along. Profoundly deaf students can do this as a reading-only task.
- Use the Lollipop stick technique (see page 17) to check answers.

4.12

1 Adil: Urgh. Bassam, can you help me?
Bassam: Yes, of course, Adil. What's wrong?
Adil: I'm trying to do my homework, but I don't understand it.

2 Sultan: Look, Hamed! I got the best marks in my class for my Science project!
Hamed: Wow. That's really good, Sultan!
Sultan: I know! I'm amazing!

3 Said: Oh, no! It's raining.
Juma: I'm sorry, Said. Why is that a problem?
Said: Because I wanted to go cycling and now I can't.

4 Sara: Why is your face so red, Noora?
Noora: Hi, Sara. I just dropped all my books on the floor in the canteen, and everyone is laughing at me.
Sara: Oh, no. Well, never mind. I'll help you pick them up.

5 Bushra: Hey, Reem! What's that? It looks interesting!
Reem: Hey, Bushra! It's a new computer adventure game.
Bushra: That sounds cool! Tell me more about it.

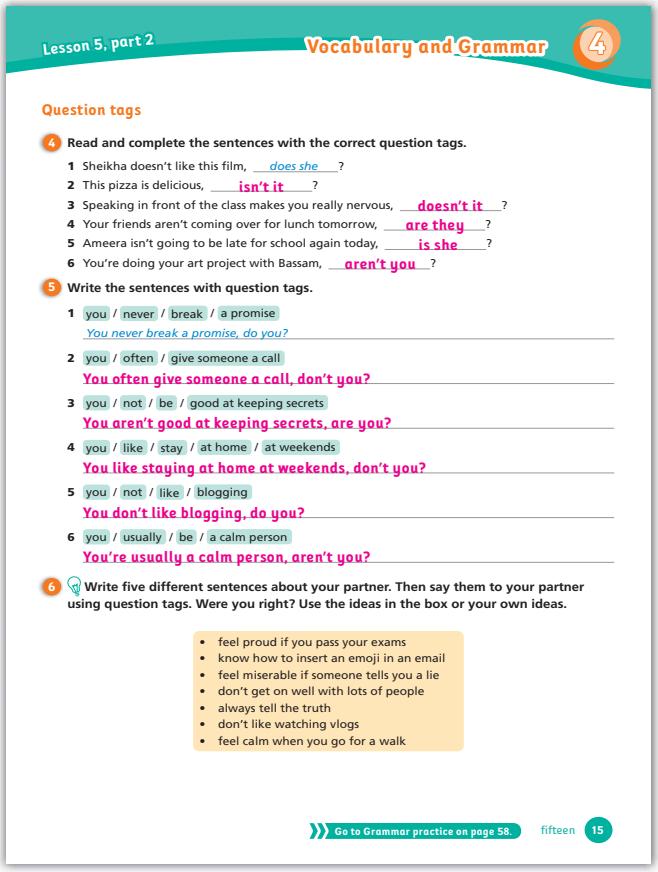
6 Maryam: Budoor, are you upset with me about something?
Budoor: Yes, I am, Maryam. You spend more time with Samira and Laila than you spend with me.
Maryam: Really? I'm sorry. I didn't notice that.

3 Work with your partner. Talk about when you have felt these emotions in the past.

- Place students in pairs and ask them to talk about times in the past when they've experienced one of the feelings in the box. Remind them that they don't need to share anything that makes them feel uncomfortable.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor for correct use of language.

4 Read and complete the sentences with the correct question tags.

- Remind students how we form question tags. Write the form on the board if necessary.
- Students complete the activity individually.
- Check answers as a class.



Lesson 5, part 2 — Vocabulary and Grammar 4

Question tags

4 Read and complete the sentences with the correct question tags.

1 Sheikha doesn't like this film, *does she*?
2 This pizza is delicious, **isn't it**?
3 Speaking in front of the class makes you really nervous, **doesn't it**?
4 Your friends aren't coming over for lunch tomorrow, **are they**?
5 Ameera isn't going to be late for school again today, **is she**?
6 You're doing your art project with Bassam, **aren't you**?

5 Write the sentences with question tags.

1 you / never / break / a promise
You never break a promise, do you?
2 you / often / give someone a call
You often give someone a call, don't you?
3 you / not / be / good at keeping secrets
You aren't good at keeping secrets, are you?
4 you / like / stay / at home / at weekends
You like staying at home at weekends, don't you?
5 you / not / like / blogging
You don't like blogging, do you?
6 you / usually / be / a calm person
You're usually a calm person, aren't you?

6 Write five different sentences about your partner. Then say them to your partner using question tags. Were you right? Use the ideas in the box or your own ideas.

- feel proud if you pass your exams
- know how to insert an emoji in an email
- feel miserable if someone tells you a lie
- don't get on well with lots of people
- always tell the truth
- don't like watching vlogs
- feel calm when you go for a walk

Go to Grammar practice on page 58. fifteen 15

5 Write the sentences with question tags.

- Before they begin, explain to students that as well as writing the correct question tags, they will also have to use the correct tense and verb forms, based on the prompts.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Students complete the activity individually.
- Monitor for correct use of the grammar.
- Check answers as a class and write them on the board.
- **Extension** Place students in pairs and have them take turns to ask and answer the questions.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

6 Write five different sentences about your partner. Then say them to your partner using question tags. Were you right? Use the ideas in the box or your own ideas.

- Tell students to write the sentences individually in their notebooks first, using the correct question tags. They can use the ideas in the box or their own.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Monitor for correct use of the grammar.
- Place students in pairs and have them say their sentences to each other to see if they were correct.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

Grammar practice

3 Read and complete.

- Refer students to the Grammar practice on page 58 of their Activity Books.
- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Refer to page 205 of the Teacher's Book for answers.

4 Write tag questions.

- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Refer to page 205 of the Teacher's Book for answers.

Extra activity Fast finishers

- Students write the new words from the lesson in their notebooks.

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 *Communication* and *Feelings* words that they know. Students can use a dictionary if they wish.
- Follow the standard procedure for pair/group work for deaf/hard of hearing students. See page 10.

Finishing the lesson

- Use the Three facts and a fib technique (see page 17) to have students write three true sentences and one false sentence about what they've learned in this and the previous part of the lesson. Students identify the false sentence and correct it.
- Use the Summative and thought-provoking questions technique (see page 17) to ask students how confident they feel using the grammar. Review the grammar again if there are any students who require more guidance.

Extra activity Photocopiables 32, 36 and 41

- Ask students to do photocopiables 32, 36 and 41.

Lesson 6, parts 1 and 2

Objectives

- **Lesson aims:** to learn about communicating without words; to make a poster about a language that doesn't have words
- **Target language:** *report, hieroglyphics, sign language, deaf*

Materials

- Culture video
- Project video
- Traffic light cards
- True/False response cards
- notebooks
- a world map
- photocopiable 44

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, factual school texts (GSE 41). Can guess the meaning of unknown words in simple texts from the context (GSE 46). Can scan several short, simple texts on the same topic to find specific information (GSE 47).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can give brief reasons for their opinions on familiar topics (GSE 48). Can make suggestions during structured classroom discussions (GSE 49).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33). Can create a poster to advertise an event or product, given a model (GSE 45).
- **Listening:** Can identify key information in a short passage or description, if supported by prompts or questions (GSE 38).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17); True/False response cards technique
- Peer learning: pairwork; group work; Expert envoy technique (see page 17); Two stars and a wish technique (see page 17)
- Independent learning: Summative and thought-provoking questions technique (see page 17); Learning diaries (see page 17)

Lesson 6, part 1

Starting the lesson

- Play *Alternative bingo* (see page 22) with the feelings words from Lesson 5.

Presentation

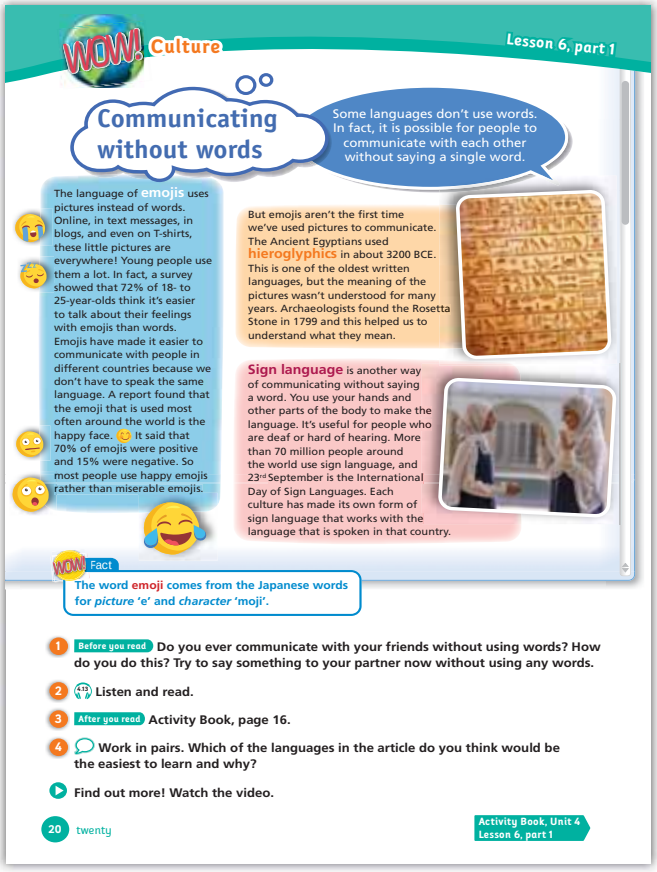
- Explain that in this lesson students will learn about communicating without words, and make a poster about a language that doesn't have words.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students in the class.
- Pre-teach the following words by writing them on the board: *report, hieroglyphics, sign language, deaf.* Elicit or explain their meanings: *report: a written description of events; hieroglyphics: ancient Egyptian writing system that uses pictures and symbols; sign language: a way of communicating with hand and body movements; deaf: unable to hear or hearing very little.*
- Ask students to find Egypt and Japan on a map. Use an online map if available.

Culture notes

- Emojis first appeared on Japanese mobile phones in 1999. They became popular around the world after they were added to many mobile systems in 2011.
- In ancient Egypt, only the highly educated were able to read and write hieroglyphics.
- There are more than 300 different sign languages which are spoken by more than 72 million deaf or hard-of-hearing people worldwide. The earliest known reference to sign language appears in a text attributed to Plato, dating back to the 5th century BCE.

Practice

Class Book



1 Before you read Do you ever communicate with your friends without using words? How do you do this? Try to say something to your partner now without using any words.

- Students answer the questions in pairs, and then try to communicate with one another without using words.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

2 4.13 Listen and read.

- Play the audio and have students read along in their Class Books.
- This can be done as a reading-only activity for deaf/hard of hearing students.
- Ask questions to check comprehension, e.g. *What do emojis use instead of words? (pictures) Which emoji do people use the most? (the happy face) What helped people to understand hieroglyphics? (the Rosetta Stone) How do people use sign language? (By using hands and body movements.) Who uses sign language? (people who are deaf or hard of hearing) Is sign language the same in all countries? (no).*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

4.13

Communicating without words

Some languages don't use words. In fact, it is possible for people to communicate with each other without saying a single word.

The language of emojis uses pictures instead of words. Online, in text messages, in blogs, and even on T-shirts, these little pictures are everywhere! Young people use them a lot. In fact, a survey showed that 72% of 18- to 25-year-olds think it's easier to talk about their feelings with emojis than words. Emojis have made it easier to communicate with people in different countries because we don't have to speak the same language. A report found that the emoji that is used most often around the world is the happy face. It said that 70% of emojis were positive and 15% were negative. So most people use happy emojis rather than miserable emojis.

But emojis aren't the first time we've used pictures to communicate. The Ancient Egyptians used hieroglyphics in about 3200 BCE. This is one of the oldest written languages, but the meaning of the pictures wasn't understood for many years. Archaeologists found the Rosetta Stone in 1799 and this helped us to understand what they mean.

Sign language is another way of communicating without saying a word. You use your hands and other parts of the body to make the language. It's useful for people who are deaf or hard of hearing. More than 70 million people around the world use sign language and the 23rd of September is the International Day of Sign Languages. Each culture has made its own form of sign language that works with the language that is spoken in that country.

Extra activity Critical thinking

- Students work in pairs and write down three things that they didn't know before they read the text. Then write the following questions on the board: *Do you think it is easy to learn a sign language? How many people in your family use emojis? Which emojis do you use the most? Why?* Discuss the questions as a class.
- Follow the standard procedure for sharing ideas for deaf/hard of hearing students. See page 10.

3 After you read Activity Book, page 16.

- Refer students to page 16 of their Activity Books. Explain that they can refer to their Class Books while they do Activities 1 and 2. Activities 3 and 4 can be done after Activity 4 in the Class Book.
- See the Activity Book section below for more instructions.

4 Work in pairs. Which of the languages in the article do you think would be the easiest to learn and why?

- Place students in pairs and have them discuss the question for one minute.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Students then write their answers in their notebooks individually. Make sure they give a reason for their answers.
- Monitor students, helping where necessary.
- Ask volunteers to read aloud their answers.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Find out more! Watch the video.

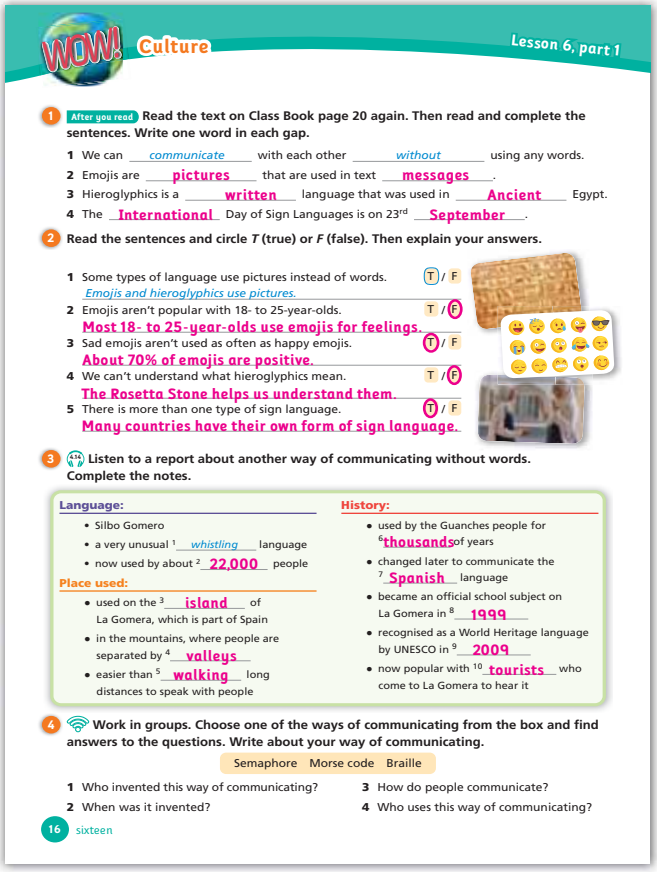
- Watch the video with students from the beginning to the end. Encourage students to say aloud the words which they remember from the recording. Write the words on the board.
- In classes with deaf/hard of hearing students, use the video with captions.
- Watch the video again, stopping the recording after each scene or step so that you can ask students questions about the things they see.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- After the video, have students write three things they found interesting about it to share with the class.
- Follow the standard procedure for sharing ideas for deaf/hard of hearing students. See page 10.

Practice

Activity Book

1 After you read Read the text on Class Book page 20 again. Then read and complete the sentences. Write one word in each gap.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.



WOW! Culture — Lesson 6, part 1

1 After you read **Read the text on Class Book page 20 again. Then read and complete the sentences. Write one word in each gap.**

1 We can *communicate* with each other *without* using any words.
2 Emojis are **pictures** that are used in text **messages**.
3 Hieroglyphics is a **written** language that was used in **Ancient** Egypt.
4 The **International** Day of Sign Languages is on 23rd **September**.

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

1 Some types of language use pictures instead of words. T / F
Emojis and hieroglyphics use pictures.
2 Emojis aren't popular with 18- to 25-year-olds. T / F
Most 18- to 25-year-olds use emojis for feelings.
3 Sad emojis aren't used as often as happy emojis. T / F
About 70% of emojis are positive.
4 We can't understand what hieroglyphics mean. T / F
The Rosetta Stone helps us understand them.
5 There is more than one type of sign language. T / F
Many countries have their own form of sign language.

3 Listen to a report about another way of communicating without words. Complete the notes.

Language:
- Silbo Gomero
- a very unusual 1 *whistling* language
- now used by about 2 **22,000** people

Place used:
- used on the 3 **island** of La Gomera, which is part of Spain
- in the mountains, where people are separated by 4 **valleys**
- easier than 5 **walking** long distances to speak with people

History:
- used by the Guanches people for 6 **thousands** of years
- changed later to communicate the 7 **Spanish** language
- became an official school subject on La Gomera in 8 **1999**
- recognised as a World Heritage language by UNESCO in 9 **2009**
- now popular with 10 **tourists** who come to La Gomera to hear it

4 Work in groups. Choose one of the ways of communicating from the box and find answers to the questions. Write about your way of communicating.

Semaphore Morse code Braille

1 Who invented this way of communicating?
2 When was it invented?
3 How do people communicate?
4 Who uses this way of communicating?

16 sixteen

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

- Students complete the activity individually. At this stage, they just write whether the sentences are true or false.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Now ask students to explain why the sentences are true or false, as in the example answer. They should use the text in the Class Book to support their explanations.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Students write why the remaining sentences are true or false.
- Have students compare their explanations in pairs.
- Check explanations as a class.
- Follow the standard procedures for pairwork and checking answers for deaf/hard of hearing students. See page 10.

3 4.14 **Listen to a report about another way of communicating without words. Complete the notes.**

- Students read the notes before listening so they know what to listen for.
- Elicit or explain the meaning of *whistle* (*to make a loud sound by breathing air out through a small hole you make with your lips*).
- Demonstrate with your mouth and write, repeat or sign the explanation depending on the needs of deaf/hard of hearing students.
- Play the audio and have students complete the notes individually.
- Play the audio again if necessary.
- This can be done as a reading-only activity for deaf/hard of hearing students. Provide them with the audioscript and have them first underline the information they need, before completing the notes.
- Check answers as a class.

4.14

Silbo Gomero is an unusual language because it doesn't have any spoken or written words. It uses whistling sounds to communicate. About 22,000 people use the language on the island of La Gomera. It's one of the Canary Islands, which belong to Spain. *Silbo Gomero* is used in the mountainous parts of the island, where people are separated by large valleys. It's much easier to whistle across the valley than to walk long distances for a conversation. *Silbo Gomero* is thousands of years old. It was used by the Guanches, who were the native people of the island. Later, the language changed and people used it to communicate the Spanish language. In 1999, *Silbo Gomero* became an official school subject on the island. And ten years later, in 2009, it was recognised as a World Heritage language by UNESCO. Nowadays, many tourists come to the island to hear people using this unusual language.

4 **Work in groups. Choose one of the ways of communicating from the box and find answers to the questions. Write about your way of communicating.**

- Place students in groups of four.
- Follow the standard procedure for group work for deaf/hard of hearing students. See page 10.
- Have students research online to find answers to the questions.
- Remind students everyone is responsible for doing their fair share in group tasks.
- Students write their answers in their notebooks.
- Invite groups to share their answers with the class.
- Follow the standard procedure for sharing answers for deaf/hard of hearing students. See page 10.

Extra activity Fast finishers

- Students write ten important words from the text in their notebooks.

Finishing the lesson

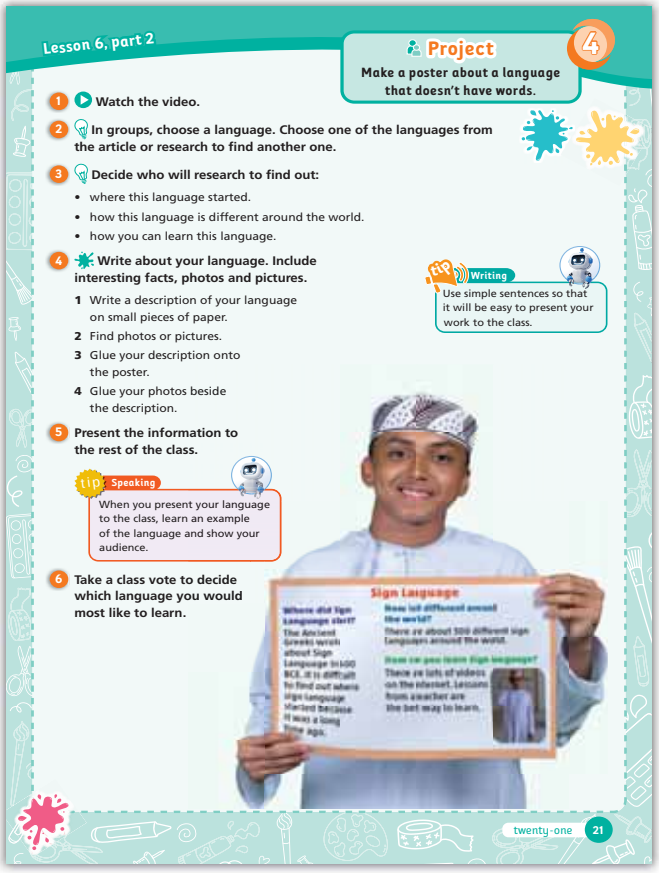
- Using the Summative and thought-provoking questions technique (see page 17), ask *What did you learn today?* and have students raise their hands to offer answers.

Lesson 6, part 2

Starting the lesson

- Using the True/False response cards technique (see page 17), say or write sentences about the text from the first part of the lesson for students to show the corresponding True/False card, e.g. *Emojis use pictures instead of words. (True) Many young people find emojis easier for feelings than words. (True) The sad face is the most popular emoji. (False) Hieroglyphics were first used by the ancient Romans. (False) The Rosetta Stone helped people understand hieroglyphics. (True),* etc.

Project



Make a poster about a language that doesn't have words.

1 Watch the video.

- Tell students that they are going to watch a video about the Project.
- Play the video (see *How to work with videos* on page 20).
- In classes with deaf/hard of hearing students, use the video with captions.
- Before they start, tell students that they have the option of creating a digital version of the project, such as an animation, video, infographic, digital poster, or any other suitable format, provided that the necessary technology and internet access are available.

2 In groups, choose a language. Choose one of the languages from the article or research to find another one.

- Place students in groups of three. Make sure there is an Expert envoy (see page 17) in each group.
- Ask groups to discuss which language without words they would like to make a poster about. They can choose a language from the article or choose their own. Remind students to take turns when discussing and to interrupt only when necessary and always respectfully.
- In classes with deaf/hard of hearing students, this can be done as pairwork. Follow the standard procedure. See page 10.

3 Decide who will research to find out:

- Give groups time to decide who will do what. Each group member should do one of the given tasks.

4 Write about your language. Include interesting facts, photos and pictures.

- Read the *Writing tip* and remind students to use short, simple sentences in their posters.
- Ask students to create their section of the poster, using interesting facts and pictures, based on the research they did. Tell groups to refer to the *Writing tip* and the model poster while making their own posters.
- Use the Traffic light cards technique (see page 17) to check students know what they have to do.
- When they have completed their individual tasks, ask them to put together their posters.

Diversity

Support

- Have students find useful words and grammar in the texts that they can use for their posters. Write their ideas on the board.

Challenge

- Students refer to the texts in their Class Books for help with vocabulary and grammar.

5 Present the information to the rest of the class.

- Read the *Speaking tip*.
- Have each group present their poster to the class. Encourage each student to say something in the presentation. Make sure each group demonstrates how the language without words is used as well.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.
- Use the Two stars and a wish technique (see page 17) to have students comment on the fact files presented.

6 Take a class vote to decide which language you would most like to learn.

- Ask students to look at each other's posters and then vote for the language they would most like to learn.

Finishing the lesson

- Refer students to their Learning diary (see page 17). Tell students to make a few notes about what they've learned about in this *Culture* lesson and what's interested them the most about it.

Extra activity **Photocopiable 44**

- Ask students to do photocopiable 44.

Lesson 7, parts 1 and 2

Objectives

- **Lesson aims:** to learn to give an opinion; to learn and practise the intonation in tag questions
- **Target language:** *Personally, I think that friends should always keep secrets. I bet that Molly didn't mean it. I'm sure that I'll be able to forgive her in a day or two.*

Materials

- Unit 4 flashcards (Feelings)
- English in action video
- Traffic light cards
- notebooks
- photocopiable 47

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can read aloud simple sentences with correct pronunciation, stress and intonation (GSE 37). Can act out a short dialogue or role play, given prompts (GSE 38).
- **Listening:** Can understand how people are feeling if they use simple language and speak slowly and clearly (GSE 30). Can make simple inferences about the speaker's feelings or motives in a short conversation or passage (GSE 44). Can understand differences in meaning created by word intonation or stress patterns in simple phrases or sentences (GSE 45).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)
- Peer learning: pairwork; group work; Expert envoy technique (see page 17)
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 7, part 1

Starting the lesson

- Review the vocabulary from Lesson 5 with the Unit 4 flashcards (Feelings) and then play a quick game of *Catch and say it!* (see page 22).
- Write *My opinion* on the board. Ask *Do you like giving your opinion? Do you listen to other people's opinions?* Place students in pairs and have them discuss the questions. Prompt students to clarify their ideas when needed, using simple language or examples.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

Presentation

- Explain that in this lesson students will learn to give their opinion, and then learn and practise the intonation in tag questions.
- Write, repeat or sign your explanation depending on the needs of any deaf/hard of hearing students.
- Place students in pairs and ask them to think of phrases they could say to give their opinion to a friend.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

Practice

Class Book


English in action
Giving your opinion

1 Watch or listen and read. Answer the questions.

1 Why is Cara upset with Molly? Because she told everyone her secret.

2 Does Cara think she'll be able to forgive Molly? Yes, she thinks she'll be able to forgive her in a day or two.

Are you OK, Cara?

Yes, I am. I'm just upset because I had an argument with Molly. She promised that she would keep a secret that I told her. But then she went and told everyone.

That's not on.

She said sorry, but I don't know if I can forgive her. Personally, I think that friends should always keep secrets.

I'm sorry that you're upset, Cara. I bet that Molly didn't mean it. I guess that she just made a mistake.

Yes, you're right. We all make mistakes. I'm sure that I'll be able to forgive her in a day or two.

22 twenty-two

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

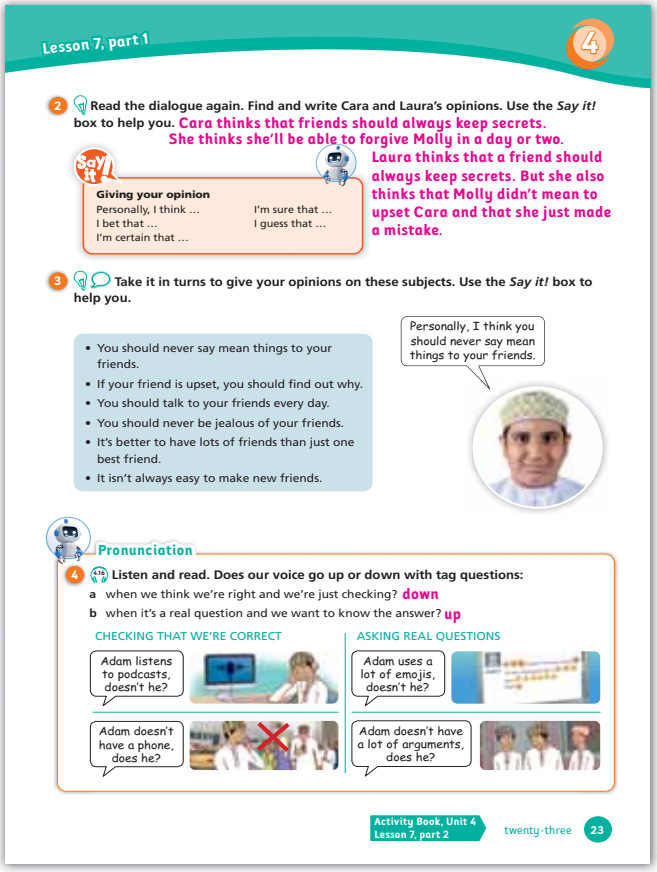
- Ask students to look at the picture and ask *Where are they? Who do you think they are? Why do you think one of the girls is upset?*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Play the video or audio for students to watch or listen and read. Play the audio or video again and have students write the answers to the questions in their notebooks.
- In classes with deaf/hard of hearing students, use the video with captions.
- Use the Lollipop stick technique (see page 17) to check answers.

4.15

Laura: Are you OK, Cara?
Cara: Yes, I am. I'm just upset because I had an argument with Molly. She promised that she would keep a secret that I told her. But then she went and told everyone.
Laura: That's not on.
Cara: She said sorry, but I don't know if I can forgive her. Personally, I think that friends should always keep secrets.
Laura: I'm sorry that you're upset, Cara. I bet that Molly didn't mean it. I guess that she just made a mistake.
Cara: Yes, you're right. We all make mistakes. I'm sure that I'll be able to forgive her in a day or two.

Extra activity **Critical thinking**

- On the board, write *Do you think Cara is right to be upset? How would you feel if a friend didn't keep a secret? Do you think people make mistakes? Is it easy to forgive someone?* Place students in groups and have them discuss the questions. Encourage students to involve all group members in discussions, and remind them to be kind and supportive if someone in their groups seems shy or lacks confidence.
- In classes with deaf/hard of hearing students, set this up as pairwork and follow the standard procedure. See page 10.



2 **Read the dialogue again. Find and write Cara and Laura's opinions. Use the *Say it!* box to help you.**

- Refer students to the *Say it!* box. Read aloud the sentence starters and have students follow along in the box and repeat as a class. Explain meanings if necessary.
- Ask students to read the dialogue on page 22 again, then find and write Cara's and Laura's opinions in their notebooks. Tell them to refer to the *Say it!* box to help them.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- **Extension** Place students in pairs and have them practise reading aloud the dialogue.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

3 **Take it in turns to give your opinions on these subjects. Use the *Say it!* box to help you.**

- Ask volunteer students to read aloud the subjects in the box. Make sure they understand each of them.
- Place students in pairs and have them give their opinions on each of the subjects, using the starter sentences in the *Say it!* box to help.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Ask different pairs to tell the class their opinions and compare ideas.
- Follow the standard procedure for sharing ideas for deaf/hard of hearing students. See page 10.

Diversity

Support

- Place students in groups after the pairwork. Use the Expert envoy technique (see page 17) when forming groups. They discuss their ideas and the Expert envoy reports back to the class.

Challenge

- Ask a confident student to promote class discussion by inviting other group members to share their opinion.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

Pronunciation

4 **4.16 Listen and read. Does our voice go up or down with tag questions:**

- Play the audio and have students read along in their Class Books, paying attention to the question tags. Ask them what they notice about the intonation.
- Play the audio again. Students answer individually and then compare answers in pairs.
- Explain that in tag questions, the intonation goes up if it's a 'real' question i.e. the speaker doesn't know the answer and is looking for more information; the intonation goes down if it's not a 'real' question, i.e. the speaker is just checking for confirmation, showing interest or asking for agreement.
- Play the audio again with pauses for students to listen and repeat. Then have students practise the intonation in pairs.
- Monitor students, helping with intonation.
- **Extension** If available, record individual students' pronunciation of one sentence and have them listen and check themselves.
- Note that this pronunciation feature can be omitted for deaf/hard of hearing students. Instead, have them write three new questions with question tags for a partner, and exchange them to write their answers.

4.16

Adam listens to podcasts, doesn't he?
Adam doesn't have a phone, does he?
Adam uses a lot of emojis, doesn't he?
Adam doesn't have a lot of arguments, does he?

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 17), ask students if people in their country express opinions in the same way. Invite them to explain the differences or similarities between how opinions are shared in their country compared to English-speaking countries.

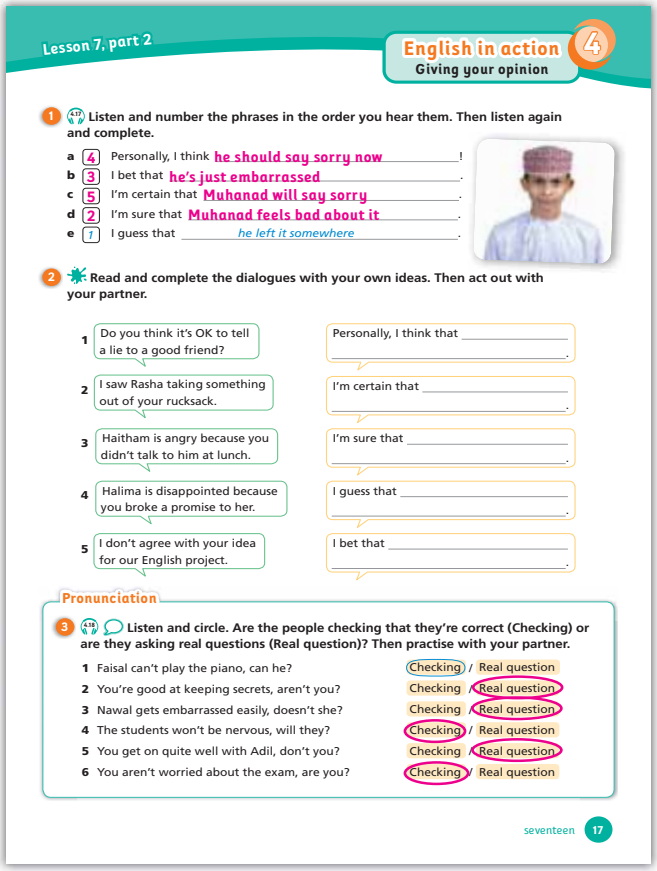
Lesson 7, part 2

Starting the lesson

- Play the audio from the first part of the lesson (4.16) and have students repeat chorally. Ask them which of the tag questions has a rising intonation and which has a falling intonation.
- In classes with deaf/hard of hearing students, elicit any questions with question tags they can remember from the first part of the lesson and write them on the board.

Practice

Activity Book



Lesson 7, part 2

English in action 4
Giving your opinion

1 4.17 Listen and number the phrases in the order you hear them. Then listen again and complete.

a [4] Personally, I think he should say sorry now!
b [3] I bet that he's just embarrassed.
c [5] I'm certain that Muhanad will say sorry.
d [2] I'm sure that Muhanad feels bad about it.
e [1] I guess that he left it somewhere.

2 Read and complete the dialogues with your own ideas. Then act out with your partner.

1 Do you think it's OK to tell a lie to a good friend? — Personally, I think that _____.
2 I saw Rasha taking something out of your rucksack. — I'm certain that _____.
3 Haitham is angry because you didn't talk to him at lunch. — I'm sure that _____.
4 Halima is disappointed because you broke a promise to her. — I guess that _____.
5 I don't agree with your idea for our English project. — I bet that _____.

Pronunciation

3 4.18 Listen and circle. Are the people checking that they're correct (Checking) or are they asking real questions (Real question)? Then practise with your partner.

1 Faisal can't play the piano, can he? Checking / Real question
2 You're good at keeping secrets, aren't you? Checking / Real question
3 Nawal gets embarrassed easily, doesn't she? Checking / Real question
4 The students won't be nervous, will they? Checking / Real question
5 You get on quite well with Adil, don't you? Checking / Real question
6 You aren't worried about the exam, are you? Checking / Real question

1 4.17 Listen and number the phrases in the order you hear them. Then listen again and complete.

- Students complete the activity individually.
- Play the audio and have students number the opinion phrases in the order they hear them.
- Provide deaf/hard of hearing students with the audioscript. Have them first guess what order the phrases might appear in before checking against the script.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Play the audio again, pausing after each opinion phrase, for students to complete.
- Have deaf/hard of hearing students follow along in the script, complete and number the sentences.
- Use the Lollipop stick technique (see page 17) to check answers.

4.17

Boy: Are you OK, Sultan? You look upset.
Sultan: I'm just angry because I had an argument with Muhanad.
Boy: Oh, no! What did you argue about this time?
Sultan: Muhanad borrowed my tablet and lost it. I guess that he left it somewhere.
Boy: Oh, that's a shame, but I'm sure that Muhanad feels bad about it.
Sultan: Yes, he does. But he hasn't said he's sorry.
Boy: That's not on. I bet that he's just embarrassed.
Sultan: I don't know if I can forgive him for this. I'm really disappointed.
Boy: Maybe he just needs some time to think about it. What do you think?
Sultan: Personally, I think he should say sorry now!
Boy: I agree with you, but give him some more time. I'm certain that Muhanad will say sorry.
Sultan: You're right. I guess we'll make up in a few days.

2 Read and complete the dialogues with your own ideas. Then act out with your partner.

- Students complete the dialogues with their own ideas individually.
- Monitor students, helping where necessary.
- Place students in pairs. They take turns saying the prompts for their partner to give their response.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor for proper use of language.
- Use the Lollipop stick technique (see page 17) to choose pairs to act out the dialogues for the class.

Pronunciation

3 4.18 Listen and circle. Are the people checking that they're correct (Checking) or are they asking real questions (Real question)? Then practise with your partner.

- Remind students that the intonation goes up if it's a real question but down if the speaker is just checking.
- Play the audio and have students read along in their Activity Books.
- Play the audio again and have them choose the correct options.
- Check answers as a class.

- Students practise saying the tag questions in pairs. Monitor for correct intonation.
- For deaf/hard of hearing students who can't hear intonation, this activity can be adapted to a writing task. Write the sentences on the board with gaps, and have students write an alternative question for each one. For example: *1 Faisal can't ___ , can he? 2 You're good at _____ , aren't you?* etc.

4.18

1 Faisal can't play the piano, can he?
2 You're good at keeping secrets, aren't you?
3 Nawal gets embarrassed easily, doesn't she?
4 The students won't be nervous, will they?
5 You get on quite well with Adil, don't you?
6 You aren't worried about the exam, are you?

Extra activity Fast finishers

- Students read the dialogue and find all the phrases for giving opinions.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to ask students how the *English in action* lessons and Pronunciation activities have helped them.

Extra activity Photocopiable 47

- Ask students to do photocopiable 47.

Lesson 8, parts 1 and 2

Objectives

- **Lesson aims:** to read and understand an opinion essay
- **Target language:** *communicate, conversation, convenient, emotions, mental health;* revision of vocabulary and grammar

Materials

- notebooks
- Traffic light cards
- True/False response cards
- photocopiable 50

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can guess the meaning of unknown words in simple texts from the context (GSE 46). Can distinguish between fact and opinion in a simple text (GSE 49). Can skim straightforward, extended texts with a clear structure to get a general idea of the content (GSE 55).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).
- **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 17); Traffic light cards technique (see page 17); True/False response cards technique (see page 17)
- Peer learning: pairwork; group work; Expert envoy technique (see page 17)
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 8, part 1

Starting the lesson

- Students work individually to write down as many adjectives for feelings from Lesson 5 as they can in one minute.
- Use the Lollipop stick technique (see page 17) to check answers.

Presentation

- Explain that in this lesson students will read an opinion essay.
- Write *Fact* and *Opinion* on the board. Elicit or explain the difference (a fact is something that is true and can be proven, e.g. *Muscat is the capital city of Oman;* an opinion is what someone thinks or feels and can't be proven because it's personal, e.g. *Muscat is the best city in the world.*)
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students in the class.
- Ask students to look at the *Words in context* box. Write the words on the board and ask students if they know the meanings. Explain meanings, e.g. *to communicate means to share information with others by speaking, writing, moving your body, etc.; a conversation is when two or more people talk to each other; convenient means something is easy to use or works well for you; emotions are strong feelings like happiness or anger; mental health is the state of health of somebody's mind.*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students in the class or have them look up the words in a dictionary.

Practice

Class Book



Lesson 8, part 1

Literacy: opinion essays

Reading

Because the writer uses phrases like 'in my opinion', 'I think', etc., and gives personal reasons to support her opinions.

1 Before you read Look at the text. How can you tell that this is an opinion essay?

Reading tip: An opinion essay has three parts: an introduction, reasons that support your opinion, and a conclusion.

2 Listen and read.

Is chatting face to face the best way to communicate?

by Razan Saleh

Many people today say that chatting face to face is the best way to communicate. Although I agree with this to a certain extent, in my opinion, our phones are also very useful tools for communication. Personally, I think that sending and receiving text messages is the best way to communicate. Here are my reasons.

Firstly, sometimes our friends live in different countries and time zones. If you don't live near your friend, you can still have a conversation with them by text message. You can save the time and money of the journey to your friend. In addition, you can send text messages at any time of day, so you can decide the best time for you. You don't have to reply to a text message straight away, either. You can wait till it is convenient for you.

Secondly, text messages can help you when you feel strong emotions about words a person says to you. They can prevent you from having arguments. If you feel upset about someone's words, you can think carefully about the words you use to reply. Then you can tell the truth, and also be kind and thoughtful. You can insert emojis to help you communicate without words. This can help you look after your mental health and get on well with people.

Finally, if you are using a new language, sometimes it helps to have more time and to be able to write your words down. Some people feel nervous about talking in a new language or embarrassed about their pronunciation, so sending messages is easier. It helps you to keep calm and happy.

In conclusion, I believe that text messages are a great way to communicate. Text messages are useful for friends who live in different places, they can prevent arguments and they are helpful when you are learning a new language.

Words in context: communicate conversation convenient emotions mental health

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

1 Razan gives her opinion about the best way to communicate. true
2 Razan cannot decide what she thinks is the best way to communicate. false – She clearly says that she thinks text messages are best.
3 Razan thinks chatting face to face is the best way to communicate. false – She says she doesn't think chatting face to face is the best way.
4 Razan says our friends always live in the same country as us. false – Razan says sometimes our friends live in different countries.
5 Razan believes text messages can help with our mental health. true
6 Razan says she feels nervous about talking in a new language. false – She says that 'people' feel nervous not that she feels nervous.

4 Work in pairs and discuss the questions.

1 Do you think it's good to send text messages or chat face to face? Why?/Why not?
2 Do you agree or disagree with what Razan says about communicating with friends in different countries? Why?
3 What do you think of her advice about emotions and mental health?

24 twenty-four

Activity Book, Unit 4 Lesson 8, part 2

1 Before you read Look at the text. How can you tell that this is an opinion essay?

- Ask students to read the opinion essay quickly.
- Students raise their hands to offer answers.
- Read the *Reading tip* to students.

- Ask students to point to the three parts of the opinion essay.
- Explain that an opinion essay is a text where a writer shares what they think about a topic and gives reasons to support their ideas. Opinion essays usually have three main parts: an introduction with an opinion; a middle part with reasons and examples; and a conclusion. Write this structure up on the board.

2 4.19 Listen and read.

- Play the audio and have students read along in their Class Books.
- This can be done as a reading-only task for deaf/hard of hearing students.
- Check comprehension with questions, e.g. *What does Razan think is the best way to communicate? (text messages) Does she think phones are useful? (yes) Why does she think texting is better than meeting face to face? (Because friends may live far away and texting saves time and money.) Why do some people prefer texting in a new language? (Because you don't have to worry about pronunciation.),* etc.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students in the class.

4.19

Is chatting face to face the best way to communicate? by Razan Saleh

Many people today say that chatting face to face is the best way to communicate. Although I agree with this to a certain extent, in my opinion, our phones are also very useful tools for communication. Personally, I think that sending and receiving text messages is the best way to communicate. Here are my reasons.

Firstly, sometimes our friends live in different countries and time zones. If you don't live near your friend, you can still have a conversation with them by text message. You can save the time and money of the journey to your friend. In addition, you can send text messages at any time of day, so you can decide the best time for you. You don't have to reply to a text message straight away, either. You can wait till it is convenient for you.

Secondly, text messages can help you when you feel strong emotions about words a person says to you. They can prevent you from having arguments. If you feel upset about someone's words, you can think carefully about the words you use to reply. Then you can tell the truth, and also be kind and thoughtful. You can insert emojis to help you communicate without words. This can help you look after your mental health and get on well with people.

Finally, if you are using a new language, sometimes it helps to have more time and to be able to write your words down. Some people feel nervous about talking in a new language or embarrassed about their pronunciation, so sending messages is easier. It helps you to keep calm and happy.

In conclusion, I believe that text messages are a great way to communicate. Text messages are useful for friends who live in different places, they can prevent arguments and they are helpful when you are learning a new language.

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

- Place students in pairs to complete the activity. They write the reasons in their notebooks.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Use the Lollipop stick technique (see page 17) to check answers. Ask different pairs to give reasons.

Extra activity Critical thinking

- Ask students to look at the opinion essay again in groups. Have them identify the facts and opinions in the essay, and to support their answers with reasons, e.g. *Personally, I think that sending and receiving text messages is the best way to communicate. (opinion – it's the writer's personal view), (You can have a conversation with someone by text message even if you don't live near them. (fact – Phones allow us to send messages to anyone, anywhere.),* etc.
- This could be done in pairs for deaf/hard of hearing students. Follow the standard procedure. See page 10.

4 Work in pairs and discuss the questions.

- Place students in pairs and have them discuss the questions. Encourage them to use the expressions for giving opinions from the previous lesson.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- As they work, monitor for proper use of language.
- Ask different pairs to share their ideas with the class.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

Diversity

Support

- Use the Expert envoy technique (see page 17) when pairing students for Activity 4.

Challenge

- During feedback for Activity 4, include all students in the discussion with prompts: *Do you agree, (name)? What do you think, (name)?*
- Write, repeat or sign depending on the needs of deaf/hard of hearing students.

Finishing the lesson

- Play *Backs to the board* (see page 23) with the words from the *Words in context* box, as well as other words from the unit.

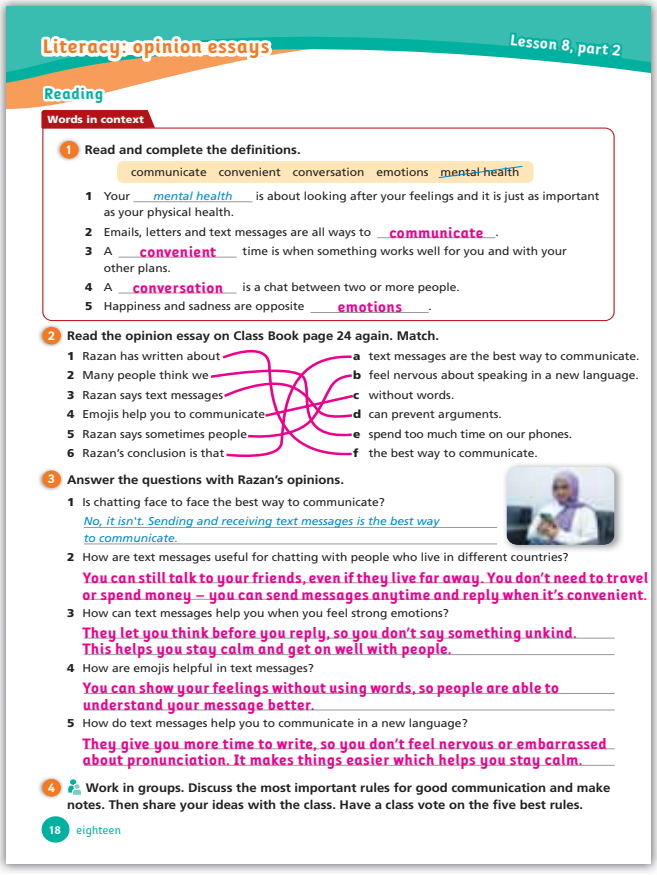
Lesson 8, part 2

Starting the lesson

- Using the True/False response cards technique (see page 17), say different statements about the text, and opinion essays in general, from the first part of the lesson for students to show the corresponding True/False card, e.g. *Razan thinks texting is the best way to communicate. (True) An opinion essay only gives facts. (False) Razan gives reasons to support her opinion. (True) Razan gives three reasons why she prefers texting. (True) Razan says texting is bad for friendships. (False) You can tell it's an opinion essay because she uses phrases like 'Personally' or 'In my opinion'. (True),* etc.
- For deaf/hard of hearing students write the statements on the board or on a hand-out.

Practice

Activity Book



Literacy: opinion essays — Lesson 8, part 2

Reading

Words in context

1 Read and complete the definitions.

communicate convenient conversation emotions ~~mental health~~

1 Your *mental health* is about looking after your feelings and it is just as important as your physical health.
2 Emails, letters and text messages are all ways to **communicate**.
3 A **convenient** time is when something works well for you and with your other plans.
4 A **conversation** is a chat between two or more people.
5 Happiness and sadness are opposite **emotions**.

2 Read the opinion essay on Class Book page 24 again. Match.

1 Razan has written about — a text messages are the best way to communicate.
2 Many people think we — b feel nervous about speaking in a new language.
3 Razan says text messages — c without words.
4 Emojis help you to communicate — d can prevent arguments.
5 Razan says sometimes people — e spend too much time on our phones.
6 Razan's conclusion is that — f the best way to communicate.

3 Answer the questions with Razan's opinions.

1 Is chatting face to face the best way to communicate?
No, it isn't. Sending and receiving text messages is the best way to communicate.
2 How are text messages useful for chatting with people who live in different countries?
You can still talk to your friends, even if they live far away. You don't need to travel or spend money – you can send messages anytime and reply when it's convenient.
3 How can text messages help you when you feel strong emotions?
They let you think before you reply, so you don't say something unkind. This helps you stay calm and get on well with people.
4 How are emojis helpful in text messages?
You can show your feelings without using words, so people are able to understand your message better.
5 How do text messages help you to communicate in a new language?
They give you more time to write, so you don't feel nervous or embarrassed about pronunciation. It makes things easier which helps you stay calm.

4 Work in groups. Discuss the most important rules for good communication and make notes. Then share your ideas with the class. Have a class vote on the five best rules.

18 eighteen

1 Read and complete the definitions.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

2 Read the opinion essay on Class Book page 24 again. Match.

- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

3 Answer the questions with Razan's opinions.

- Tell students to answer the questions using Razan's opinions from her essay on page 24 of the Class Book to help.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Students complete the activity individually and then compare answers in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 17) to choose students to share their answers with the class.

4 Work in groups. Discuss the most important rules for good communication and make notes. Then share your ideas with the class. Have a class vote on the five best rules.

- Elicit two or three rules for good communication (e.g. *to pay attention when someone else is speaking, to be polite,* etc.) and write them on the board.
- Place students in groups of four.
- Follow the standard procedure for group work for deaf/hard of hearing students or place them in pairs if it is more appropriate for your students. See page 10.
- Ask groups to discuss the question. Tell them to choose four or five rules and to make notes. Have students invite others to share their opinions during the activity.
- Monitor groups, helping where necessary.
- When they have finished, ask each group to share their ideas with the class. Write the rules on the board.
- Ask the class to vote for the five best rules.

Extra activity Fast finishers

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

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 17), ask students *Did you find the opinion essay interesting? Do you agree with Razan's opinion? Why? Have you read an opinion essay before? What do writers use to persuade us in an opinion essay?*

Extra activity Photocopiable 50

- Ask students to do photocopiable 50.

Lesson 9, parts 1 and 2

Objectives

- **Lesson aims:** to write an opinion essay
- **Target language:** unit vocabulary and grammar

Materials

- Traffic light cards
- notebooks
- photocopiable 56

Global Scale of English (GSE)

- **Reading:** Can skim a short text to get a general idea of the content (GSE 43). Can identify the key characteristics and structure of a limited range of factual text types, e.g. articles, instructions (GSE 47).
- **Writing:** Can write a simple plan for an activity (GSE 43). Can write a simple structured paragraph giving their opinion on a familiar topic, given a model (GSE 46). Can provide facts or examples to support a stated opinion in a simple structured paragraph, given a model (GSE 50).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)
- Peer learning: pairwork; Two stars and a wish technique (see page 17); Think-pair-share technique (see page 17)
- Independent learning: portfolios (see page 17); Learning diaries (see page 17)

Lesson 9, part 1

Starting the lesson

- Write *Friendship* on the board. Using the Lollipop stick technique (see page 17), students say what they think is the most important quality a friend should have. They can repeat each other's ideas if they agree. Write the different ideas on the board. Have the class vote for the most important quality.

Presentation

- Explain that in this lesson students will write an opinion essay.
- Elicit the three parts of an opinion essay from the *Reading tip* in the previous lesson (*an introduction, reasons that support your opinion, a conclusion*) and write them on the board.

Practice

Class Book


Lesson 9, part 1

4 Writing

1 Look at the opinion essay. What is Maryam's opinion about friendship? Maryam's opinion about friendship is that it is important for mental health because friends help you have fun, do your hobbies, and feel better.

Is friendship important for your mental health?

by Maryam Hamed

I think that friendship is very important for our mental health. In my opinion, there are three main reasons.

Firstly, we have fun with our friends. That doesn't mean you have to be exactly the same as your friends. My friend Nada and I are completely different! I'm chatty and energetic, whereas she's quiet and calm. But we always have fun together. She makes me laugh and smile! I'm always delighted when I receive a text message from her. This is great for the way I feel.

Secondly, we can do our hobbies with our friends. Nada is not as sporty as me, but she likes tennis, so she plays tennis with me. She loves playing chess, so we play chess together. We keep our bodies and minds active, and that's good for our mental health.

Finally, when you feel nervous or upset, you can chat to your friends, and soon you feel better. I always give Nada a call when I'm feeling upset, and she helps me to feel calm again.

In conclusion, friendship is great for our mental health. We have fun with our friends, do our hobbies and talk about how we feel.

2 Read the *How to write...* box. Then circle the correct options about the opinion essay in Activity 1.

How to write... an opinion essay

- Introduce the topic and state your opinion.
- Give two or three reasons for your opinion.
- Use *Firstly, Secondly, Finally* and *In conclusion* to sequence your opinion essay.
- Write a conclusion to summarise your reasons and repeat your opinion.

1 The opinion essay is written in one paragraph / paragraphs.
2 The opinion essay is about one topic / a lot of topics.
3 The reasons for your opinion are summarised in the introduction / conclusion.

3 Write an opinion essay about why it is important to have friends.
Use the *How to write...* box to help you.

1 Think about your opinion about why it is important to have friends. Take notes.
2 Write an opinion essay plan. List the things you think are important and why.
3 Write your opinion essay.
4 Read and check your opinion essay.

Writing
whereas
*I'm chatty and energetic, **whereas** she's quiet and calm.*
We use *whereas* to contrast two things.

Activity Book, Unit 4 Lesson 9, part 2
twenty-five 25

1 Look at the opinion essay. What is Maryam's opinion about friendship?

- Have students read the opinion essay quietly and complete the activity in their notebooks.
- Students compare answers in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Use the Lollipop stick technique (see page 17) to check answers.

2 Read the *How to write...* box. Then circle the correct options about the opinion essay in Activity 1.

- Invite a student to read the *How to write...* box aloud and direct the rest of the class to follow along in their Class Books. Tell students that this will help them with their opinion essays.
- Students read the opinion essay in Activity 1 again and answer the questions in their notebooks.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

- Check comprehension with questions, e.g. *What does Maryam think is very important for our mental health? (friendship) How many paragraphs does she use to support this? (three) How do Maryam and Nada keep their minds and bodies active? (They play tennis and chess together.) What does Maryam suggest doing if you're nervous or upset? (She suggests chatting to friends.) What does Maryam do when she's upset? (She calls Nada.) What is the conclusion of the essay? (Friendship is great for our mental health.).*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

3 Write an opinion essay about why it is important to have friends. Use the *How to write...* box to help you.

- Refer students to the *Writing tip*. Ask them to find the example of *whereas* in the opinion essay in Activity 1 (*I'm chatty and energetic, whereas she's quiet and calm.*). Explain that we use *whereas* to show a contrast between two things, e.g. *I like reading, whereas my brother prefers watching films.* Tell students that we usually put a comma before *whereas* and that the word is typically placed in the middle of the sentence.
- Invite a student to read the instructions in Activity 3 while the rest of the class follows along in their books.
- Place students in pairs. Ask them to write a plan for their opinion essays.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Have students write their opinion essays in pairs in their notebooks. Tell students to keep referring to the *How to write...* box while they write their opinion essays.
- Monitor students, helping where necessary.
- Before students present their work, ask them to read and check their opinion essays and rewrite sections if necessary.
- Students then present their opinion essays to the class.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.
- Use the Two stars and a wish technique (see page 17) to have students comment on each other's work.

Diversity

Support

- Monitor and help students while they write their opinion essays.

Challenge

- Students write their opinion essays individually.

Extra activity Creativity

- After checking their written work, students copy it onto a sheet of paper and find/draw a picture. They display their work on the classroom wall and later add it to their portfolios (see page 17).

Finishing the lesson

- Place students in pairs. On the board, write *I* _____, *whereas my partner* _____. Ask pairs to talk to each other and to find four or five differences between them (*likes, personality, hobbies, appearance,* etc.). Students write three sentences using the sentence frame on the board. Ask students to share their sentences with the class.
- Follow the standard procedure for pairwork and sharing with the class for deaf/hard of hearing students. See page 10.

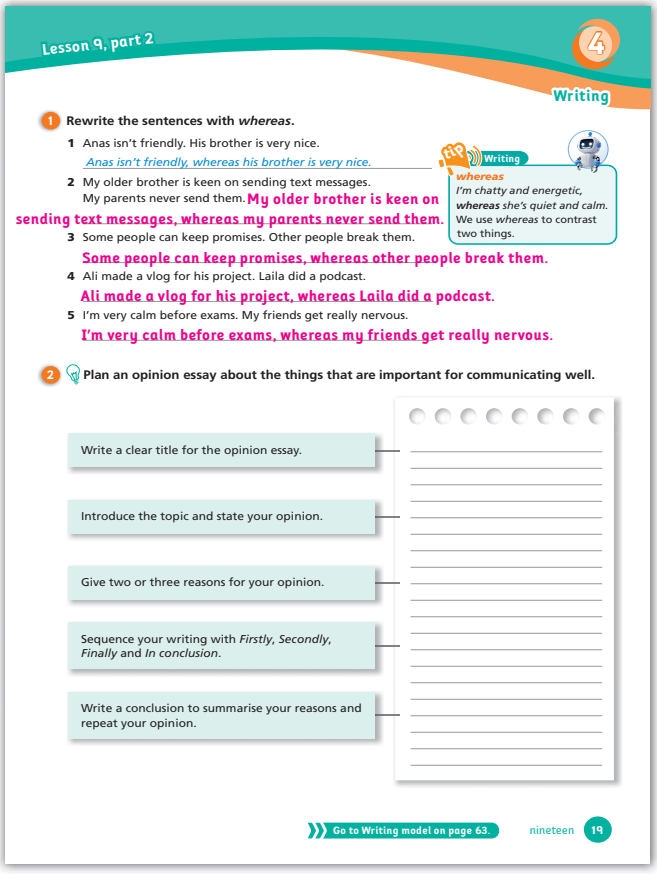
Lesson 9, part 2

Starting the lesson

- Use the Think-pair-share technique (see page 17) to have students discuss how to write an opinion essay from the *How to write...* box in the Class Book from the first part of the lesson. Encourage students not to look at their Class Books. Write the points on the board.

Practice

Activity Book



Lesson 9, part 2 — 4 — Writing

1 Rewrite the sentences with *whereas*.

1 Anas isn't friendly. His brother is very nice.
Anas isn't friendly, whereas his brother is very nice.

2 My older brother is keen on sending text messages. My parents never send them. **My older brother is keen on sending text messages, whereas my parents never send them.**

3 Some people can keep promises. Other people break them.
Some people can keep promises, whereas other people break them.

4 Ali made a vlog for his project. Laila did a podcast.
Ali made a vlog for his project, whereas Laila did a podcast.

5 I'm very calm before exams. My friends get really nervous.
I'm very calm before exams, whereas my friends get really nervous.

Writing
whereas
*I'm chatty and energetic, **whereas** she's quiet and calm.*
We use *whereas* to contrast two things.

2 Plan an opinion essay about the things that are important for communicating well.

Write a clear title for the opinion essay.

Introduce the topic and state your opinion.

Give two or three reasons for your opinion.

Sequence your writing with *Firstly, Secondly, Finally* and *In conclusion*.

Write a conclusion to summarise your reasons and repeat your opinion.

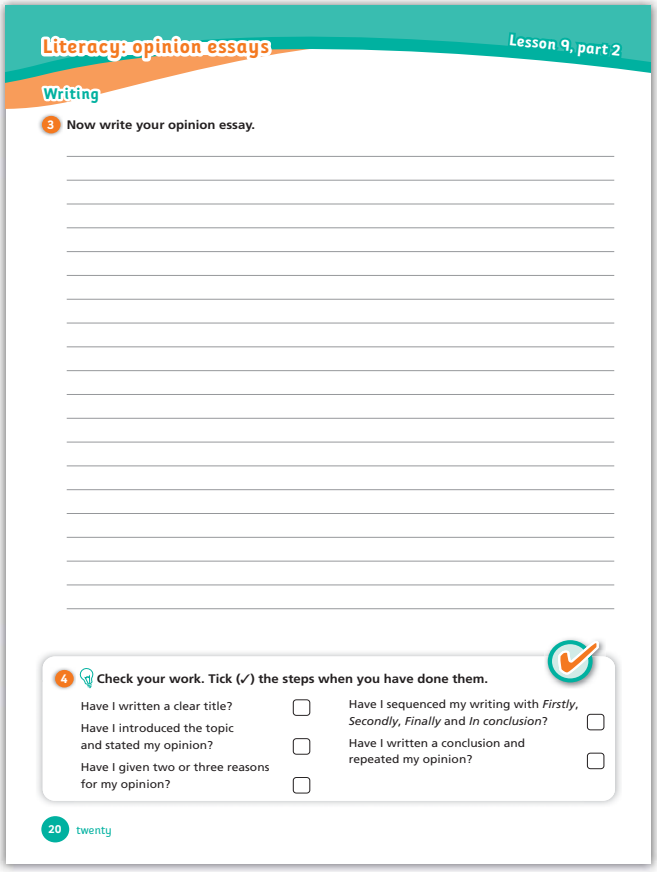
Go to Writing model on page 63. nineteen 19

1 Rewrite the sentences with *whereas*.

- Refer students to the *Writing tip*.
- Use the Traffic light cards technique (see page 17) to check students have understood how to use *whereas*.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

2 Plan an opinion essay about the things that are important for communicating well.

- Ask *How can you communicate well?* Elicit ideas and write them on the board (*e.g. listen carefully, speak clearly, be polite, etc.*).
- Students complete the plan individually.
- Use the Lollipop stick technique (see page 17) to have some students read their plans to the class.
- Before students write their opinion essays, refer them to the *Writing model* on page 63 of their Activity Books. Go through the model with students.


Literacy: opinion essays
Lesson 9, part 2
Writing
3 Now write your opinion essay.
4 Check your work. Tick (✓) the steps when you have done them.
Have I written a clear title?
Have I introduced the topic and stated my opinion?
Have I given two or three reasons for my opinion?
Have I sequenced my writing with *Firstly, Secondly, Finally* and *In conclusion*?
Have I written a conclusion and repeated my opinion?
20 twenty

3 Now write your opinion essay.

- Have students complete the activity individually.
- Tell students to keep referring to the *Writing model* and their plan while they write their opinion essays.
- Monitor students, helping where necessary.
- Have volunteers read their work to the class.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

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 find all the new vocabulary from the unit in this part and the previous part of the lesson.

Finishing the lesson

- Students write down what they achieved today in their Learning diary (see page 17): *Today I wrote an opinion essay about . . . .*
- Tell students that there will be a dictation in the next lesson.

Extra activity Photocopiable 56

- Ask students to do photocopiable 56.

Lesson 10

Objectives

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

Materials

- Unit 4 flashcards (Communication, Feelings)
- Unit 4 poster: *Communication*
- Traffic light cards
- photocopiable 59

Global Scale of English (GSE)

- **Reading:** Can understand short, school-related messages in emails, text messages and social media postings (GSE 39).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33). Can write short, simple personal messages giving information of immediate relevance, given prompts or a model (GSE 38).
- **Listening:** Can recognise simple phrases related to familiar topics in slow, clear speech (GSE 33).

Assessment for Learning (formative assessment)

- Setting aims and criteria: Key question technique (see page 16); lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)
- Peer learning: pairwork; group work; Expert envoy technique (see page 17)
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Starting the lesson

- Ask students a Key question about reviews (see page 16): *What do you expect to revise in the review today?* Accept all reasonable answers.
- Write, repeat or sign, depending on the needs of any deaf/hard of hearing students.

Presentation

- Explain that in this lesson students will read comments about the WOW! Magazine. Then they will do revision of the unit vocabulary and grammar in their Activity Books.
- Review the new vocabulary quickly with the Unit 4 flashcards (Communication, Feelings) or poster. Refer to *How to work with posters* (see page 19).
- Write the following underlined words on the board and ask students to write the missing parts of the phrases: *chat to friends, get on well, have an argument, insert an emoji, keep a promise, keep a secret, listen to a podcast, receive a text message, tell a lie, tell the truth, give someone a call, watch a vlog.*
- Revise the feelings vocabulary by saying each one aloud or writing it on the board and asking the class to show a corresponding facial expression.
- Revise *(not) as … as.* Write *I'm ____ my grandma (old)* and *A rabbit is ____ an elephant (big)* on the board. Students complete the sentences with the correct form in their notebooks.
- Revise question tags. Write *You're happy, _____? You like football, ____? You don't feel nervous, _____?* and ask students to say or write the question tags.

Practice

Class Book


WOW! Over to you! Lesson 10

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

1 4 comments
Valerie, 13, Belgium 3 minutes ago
I enjoyed reading the play where the children play the Yes/No game. I tried to play it with my friends and it's really hard! Another game we like to play is 20 questions, which is just as fun as the Yes/No game. Someone thinks of a famous person, place or thing, and the other people ask them questions and try to guess who or what it is in fewer than 20 questions. In this game, you can ONLY answer with 'yes' and 'no'!

2 3 comments
Osama, 13, Oman 5 minutes ago
I enjoyed finding out about vlogs and podcasts. I had never tried either of these things before, but now I've found that there are lots of different vlogs and podcasts out there just for kids! I like vlogs best and I'm going to make my own with my friends.

3 4 comments
Zakiya, 14, Oman 10 minutes ago
I enjoyed the article about languages without words. My friends and I use a lot of emojis in our messages and it was interesting to find out more about them. I'm posting some emoji language. Can you understand what it means?

4 5 comments
Cody, 14, Canada 20 minutes ago
I enjoyed reading and writing opinion essays. I decided to write an opinion essay about the best way to communicate, too. Some people find giving someone a call or chatting face to face difficult, and I think communicating by text messages is the best way for many people.

5 3 comments
Ibrahim, 14, Oman 30 minutes ago
I enjoyed hearing about the internet safety talk at Zainab's school. We had a talk like that at my school, too. My teacher posted a photo of himself online to show us how quickly it can be seen by lots of people all over the world. After two days, more than 20,000 people had seen it!

1 Read the comments about the WOW! Magazine. Who says that they know a way to communicate without words and what is it? Zakiya can speak emoji language.

2 Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.
1 Which reading text did you like the best and why?
2 What was the most important thing you learned about friendship and why?

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

WOW! Question
Rosie 3 minutes ago
What's the best way to communicate with friends and why?

26 twenty-six
Activity Book, Unit 4 Lesson 10
Go to Progress path on page 98.

1 Read the comments about the WOW! Magazine. Who says they know a way to communicate without words and what is it?

- Students write the answers in their notebooks.
- Use the Lollipop stick technique (see page 17) to check answers.

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

- Place students in pairs and have them answer the questions in their notebooks.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Students work individually to write their own comments about the magazine.
- Ask different students to read aloud their comments.
- Write, repeat or sign depending on the needs of deaf/hard of hearing students.

Diversity

Support

- Help and monitor students while they write their comments, correcting gently as necessary.

Challenge

- Students read aloud their comments to the class, who then say if they agree or disagree.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

Extra activity Creativity

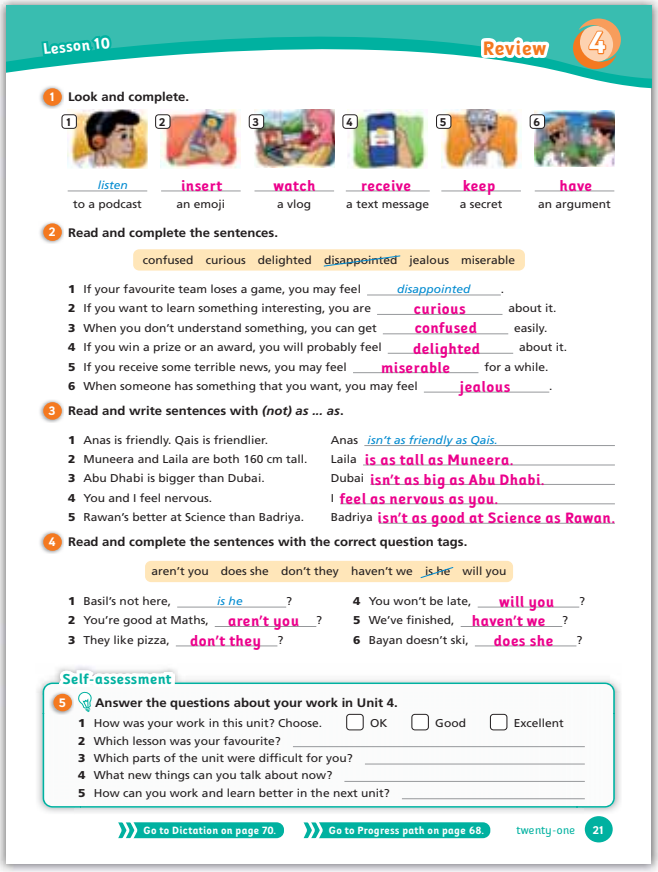
- Give each pair a sheet of paper. Students copy their comments and add them to the class comments folder.

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

- Place students in groups.
- This could be done in pairs for deaf/hard of hearing students. Follow the standard procedure. See page 10.
- Have them 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.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

Practice

Activity Book



Lesson 10 Review 4

1 Look and complete.

1 listen to a podcast
2 insert an emoji
3 watch a vlog
4 receive a text message
5 keep a secret
6 have an argument

2 Read and complete the sentences.

confused curious delighted ~~disappointed~~ jealous miserable

1 If your favourite team loses a game, you may feel disappointed.
2 If you want to learn something interesting, you are curious about it.
3 When you don't understand something, you can get confused easily.
4 If you win a prize or an award, you will probably feel delighted about it.
5 If you receive some terrible news, you may feel miserable for a while.
6 When someone has something that you want, you may feel jealous.

3 Read and write sentences with *(not) as ... as*.

1 Anas is friendly. Qais is friendlier. Anas isn't as friendly as Qais.
2 Muneera and Laila are both 160 cm tall. Laila is as tall as Muneera.
3 Abu Dhabi is bigger than Dubai. Dubai isn't as big as Abu Dhabi.
4 You and I feel nervous. I feel as nervous as you.
5 Rawan's better at Science than Badriya. Badriya isn't as good at Science as Rawan.

4 Read and complete the sentences with the correct question tags.

aren't you does she don't they haven't we ~~is he~~ will you

1 Basil's not here, is he?
2 You're good at Maths, aren't you?
3 They like pizza, don't they?
4 You won't be late, will you?
5 We've finished, haven't we?
6 Bayan doesn't ski, does she?

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. Go to Progress path on page 68. twenty-one 21

1 Look and complete.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

2 Read and complete the sentences.

- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

3 Read and write sentences with *(not) as ... as*.

- Use the Expert envoy technique (see page 17) to have stronger students help weaker students with this activity.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

4 Read and complete the sentences with the correct question tags.

- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.

- Students complete the activity individually and then compare answers in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

Self-assessment

5 Answer the questions about your work in Unit 4.

- Students do the self-assessment individually. Ask some students to share their answers using the Lollipop stick technique (see page 17).

Extra activity Fast finishers

- Students read the comments on page 26 of their Class Book again and decide who they agree with and why.

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 answers as a class.
- This can be adapted to a sentence ordering task for deaf/hard of hearing students. Write the three sentences in a jumbled order on the board and ask students to write them out in the correct order on the lines on page 70. For example, write:

  1 receiving text messages / chatting to friends / as / as / I think / is / good / .

  2 aren't / you're / you / confused, / ?

  3 podcasts, / listening to / you / you / like / don't / ?

4.20

1 I think receiving text messages is as good as chatting to friends.
2 You're confused, aren't you?
3 You like listening to podcasts, don't you?

Extra activity Progress path

Teacher's Book pages 203 (Class Book) and 204 (Activity Book)

- Students work in pairs through the questions from Unit 4 in the Class Book (page 98) and in the Activity Book (page 68).
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Depending on the amount of time you have, students could work through the Progress paths for both Class Book and Activity Book in class, or do the Class Book one in class and the Activity Book one for homework.

Finishing the lesson

- Write on the board *In Unit 4 I can …, I am good at …, I am not very good at …* . Students copy the sentences into their notebooks and complete them with their own evaluation. Ask different students *What do you need to practise more? How can you improve? What are you already doing to improve?*

Next lesson Unit 4 Practice

Extra activity Photocopiable 59

- Ask students to do photocopiable 59.

Lesson 11

Objectives

- **Lesson aims:** to practise for the B1 Preliminary for Schools Reading Parts 1 and 5, Speaking Part 3 and Listening Part 2 exams
- **Target language:** unit vocabulary and grammar

Materials

- Unit 4 flashcards (Communication, Feelings)
- Unit 4 poster: *Communication*
- Traffic light cards
- notebooks

Global Scale of English (GSE)

- **Reading:** Can understand everyday written signs and notices found in public places (e.g. rules, directions), if supported by the context (GSE 32). Can scan a simple text to find specific information (GSE 38). Can skim a short text to get a general idea of the content (GSE 43).
- **Listening:** Can make simple inferences about the speaker's feelings or motives in a short conversation or passage (GSE 44). Can understand the details of extended conversations on familiar topics, if delivered in clear standard speech (GSE 54). Can guess the meaning of unknown words from similarities with other words they know (GSE 54).
- **Speaking:** Can make simple, direct comparisons between two people or things using common adjectives, given a model (GSE 38).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)

Peer learning: pairwork; group work; Expert envoy technique (see page 17)

Independent learning: Summative and thought-provoking questions technique (see page 17)

Disability and requirements

Note that special arrangements can be made for anyone with visual, hearing, speaking or learning difficulties who is taking the Cambridge English exams. Specific adaptations have been suggested for activities within these practice lessons for students who are deaf/hard of hearing.

Starting the lesson

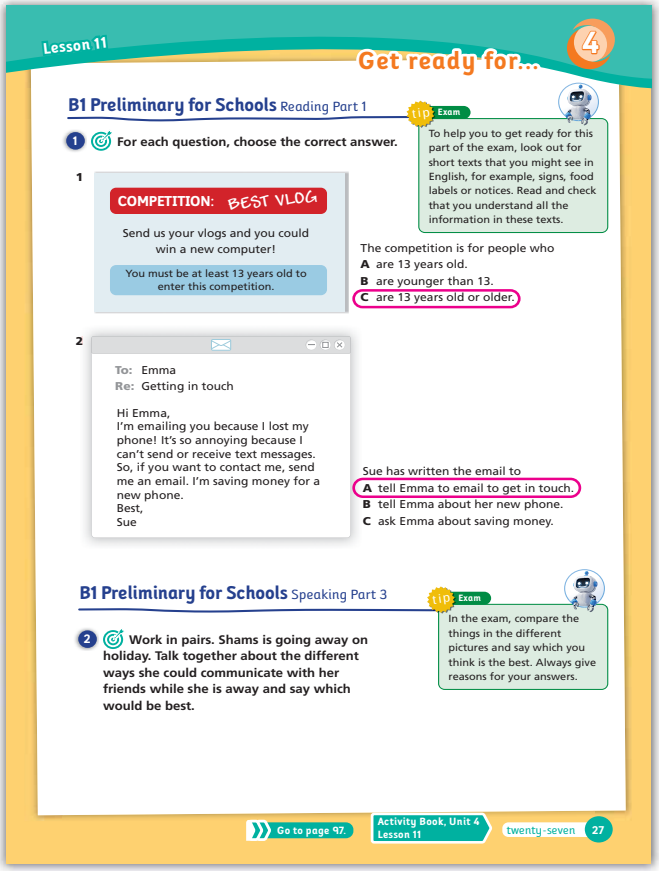
- Show students the Unit 4 flashcards (Communication, Feelings) or poster to quickly revise the vocabulary. Refer to *How to work with posters* (see page 19).

Presentation

- Explain that in this lesson students will practise for the B1 Preliminary for Schools exams in both the Class Book and the Activity Book.

Practice

Class Book


Lesson 11
Get ready for... 4
B1 Preliminary for Schools Reading Part 1
1 For each question, choose the correct answer.
1
COMPETITION: BEST VLOG
Send us your vlogs and you could win a new computer!
You must be at least 13 years old to enter this competition.
The competition is for people who
A are 13 years old.
B are younger than 13.
C are 13 years old or older.
Exam
To help you to get ready for this part of the exam, look out for short texts that you might see in English, for example, signs, food labels or notices. Read and check that you understand all the information in these texts.
2
To: Emma
Re: Getting in touch
Hi Emma,
I'm emailing you because I lost my phone! It's so annoying because I can't send or receive text messages. So, if you want to contact me, send me an email. I'm saving money for a new phone.
Best,
Sue
Sue has written the email to
A tell Emma to email to get in touch.
B tell Emma about her new phone.
C ask Emma about saving money.
B1 Preliminary for Schools Speaking Part 3
2 Work in pairs. Shams is going away on holiday. Talk together about the different ways she could communicate with her friends while she is away and say which would be best.
Exam
In the exam, compare the things in the different pictures and say which you think is the best. Always give reasons for your answers.
Go to page 97.
Activity Book, Unit 4 Lesson 11
twenty-seven 27

1 For each question, choose the correct answer.

- Tell students that this is the B1 Preliminary for Schools Reading Part 1 exam.
- Invite a volunteer to read the *Exam tip* aloud and have the rest of the class follow along in their books. Make sure students understand the tip. Ask them how they think it will help them.
- Tell students to read the texts carefully first. Ask questions about each one: *What kind of text is it? What is the main reason someone wrote it?* Remind students that in Part 1 they should always read the texts first.
- Tell students that once they have read the texts, they should read the three answer options. Explain that the correct option will use different words but have the same meaning.
- When they have chosen their answer, tell them to re-read the texts and answer options again and check their choice. To confirm their answer, they should think about why the other two options are incorrect.

- Check students have understood what they have to do using the Traffic light cards technique (see page 17).
- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

Diversity

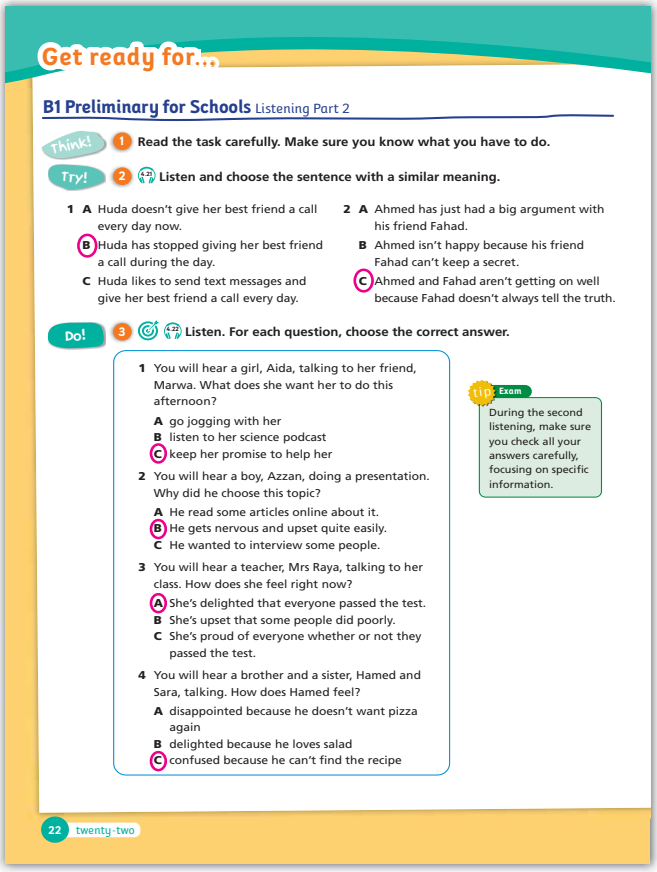
Support
- Read aloud the questions and options to students after they have read it to themselves.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Challenge
- Students read the text and questions to themselves.

2 Work in pairs. Shams is going away on holiday. Talk together about the different ways she could communicate with her friends while she is away and say which would be best.
- Tell students that this is the B1 Preliminary for Schools Speaking Part 3 exam.
- Read the *Exam tip* aloud and have students follow along in their books.
- Tell students that they should explain their ideas clearly and support them with reasons using *because*. Tell them that this demonstrates understanding and strengthens their answers.
- Ask students to turn to page 97 in their Class Books. Tell them to look at the pictures and to describe what they can see.
- Place students in pairs and ask them to discuss which of the means of communication they think would be best for Shams and why.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor for proper use of language.

Extra activity **Collaborative work**
- Divide the class into groups to discuss what they liked about the unit, using the Expert envoy technique (see page 17). Students write their opinion in their notebooks. The Expert envoy reports back to the class.
- Follow the standard procedure for group work and sharing with the class for deaf/hard of hearing students. See page 10.

Activity Book


Get ready for...

B1 Preliminary for Schools Listening Part 2

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

Try! 2 4.21 Listen and choose the sentence with a similar meaning.

1 A Huda doesn't give her best friend a call every day now.
B Huda has stopped giving her best friend a call during the day.
C Huda likes to send text messages and give her best friend a call every day.

2 A Ahmed has just had a big argument with his friend Fahad.
B Ahmed isn't happy because his friend Fahad can't keep a secret.
C Ahmed and Fahad aren't getting on well because Fahad doesn't always tell the truth.

Do! 3 4.22 Listen. For each question, choose the correct answer.

1 You will hear a girl, Aida, talking to her friend, Marwa. What does she want her to do this afternoon?
A go jogging with her
B listen to her science podcast
C keep her promise to help her

2 You will hear a boy, Azzan, doing a presentation. Why did he choose this topic?
A He read some articles online about it.
B He gets nervous and upset quite easily.
C He wanted to interview some people.

3 You will hear a teacher, Mrs Raya, talking to her class. How does she feel right now?
A She's delighted that everyone passed the test.
B She's upset that some people did poorly.
C She's proud of everyone whether or not they passed the test.

4 You will hear a brother and a sister, Hamed and Sara, talking. How does Hamed feel?
A disappointed because he doesn't want pizza again
B delighted because he loves salad
C confused because he can't find the recipe

tip Exam
During the second listening, make sure you check all your answers carefully, focusing on specific information.

22 twenty-two

B1 Preliminary for Schools Listening Part 2

1 Think! Read the task carefully. Make sure you know what you have to do.
- Tell students that this is the B1 Preliminary for Schools Listening Part 2 exam.
- Students read the activity carefully.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.

2 Try! 4.21 Listen and choose the sentence with a similar meaning.
- Explain to students that they will hear two short audios. They must choose the option that has a similar meaning to the audio.
- Play the audio.
- Provide deaf/hard of hearing students with the audioscript before beginning this activity. Students with some level of hearing can follow along. Profoundly deaf students can use the script and complete the questions on their own as a reading activity.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers. Ask for volunteers to explain their answers.

4.21

1 Huda used to give her friend a call every lunchtime and evening, but now she only gives her a call in the evening, after she's finished her homework.
2 Ahmed isn't getting on well with his friend Fahad at the moment because he is always telling lies and Ahmed isn't happy about this.

3 Do! 4.22 Listen. For each question, choose the correct answer.

- Invite a volunteer to read the *Exam tip* aloud and have the rest of the class follow along in their books. Tell students that they will hear the audio twice.
- Ask students to read the questions and answer options to know what they have to listen for. Tell them to underline keywords.
- Tell students that they have to choose an answer for each question. Remind them that they may hear all three options mentioned but only one is correct. Tell them that the correct answer often uses different words from the ones they will hear.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Play the audio.
- Play the audio again and have students check their answers, focusing on specific information and to make sure that the other two options are incorrect.
- Provide deaf/hard of hearing students with the audioscript before beginning this activity. Students with some level of hearing can follow along. Profoundly deaf students can use the script and complete the questions on their own as a reading activity.
- Use the Lollipop stick technique (see page 17) to check answers.

4.22

1 You will hear a girl, Aida, talking to her friend, Marwa. What does she want her to do this afternoon?

Marwa: Aida, I'm sorry, but I can't help you with your project this afternoon.
Aida: Oh, no. I'm really disappointed. I need your help with my science podcast.
Marwa: I know, but Aseel phoned and she wants me to go jogging with her.
Aida: But Marwa, you promised you'd help me with the podcast. Can't you go jogging with Aseel another time?
Marwa: Well, I suppose you're right. OK. Don't worry, I'll see you this afternoon. I can go jogging another time.
Aida: Thanks, Marwa.

2 You will hear a boy, Azzan, doing a presentation. Why did he choose this topic?

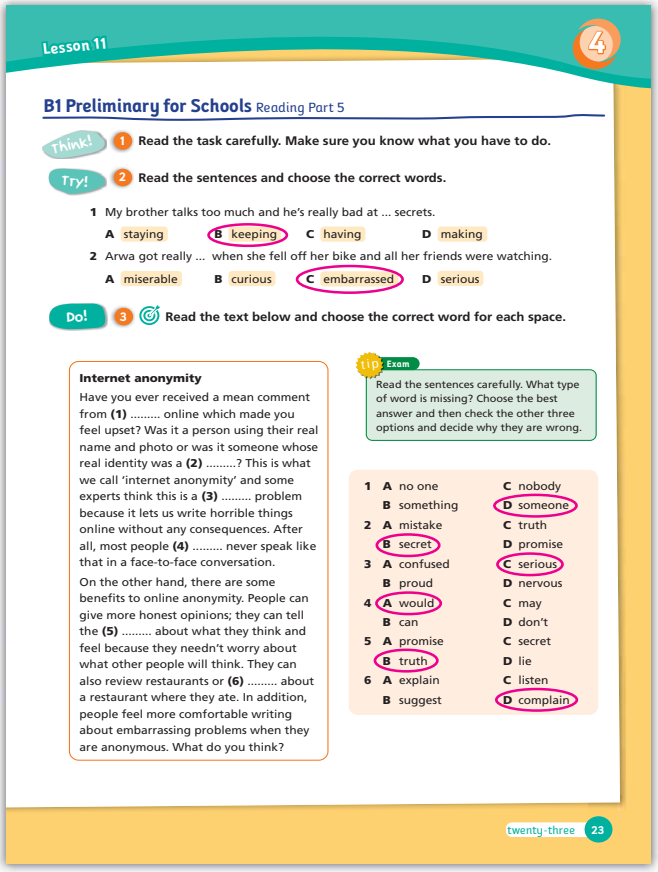
Azzan: Good morning, everyone. My presentation today is about everyday stress and what we can do to stay calm. I chose this topic because I'm a nervous person and I get upset quite easily when things go wrong. I wanted to learn more about stress, so I read lots of articles online about the subject. I also interviewed lots of people to get their opinions, and this is what I found out.

3 You will hear a teacher, Mrs Raya, talking to her class. How does she feel right now?

Mrs Raya: Everyone. I'd like your attention, please. I've finished marking the English test you did last week, and I'm very pleased with the results. Some of you need to study a bit more, but everyone passed and most of you did very well indeed. This is a big change from the English test you all did at the start of the year, when you all did quite poorly, so really, congratulations to all of you. You should all be very proud of yourselves. Now, let's get started with today's class …

4 You will hear a brother and sister, Hamed and Sara, talking. How does Hamed feel?

Hamed: Sara, I've just received a text message from Mum. We have to cook dinner tonight.
Sara: OK, so what shall we make? What about pizza? That's easy enough to prepare.
Hamed: No, thanks. I had that for lunch today. How about we make some burgers and salad?
Sara: OK, that's a good idea. I was listening to a good cooking podcast yesterday. I'm sure there was a recipe for burgers on there. Here, use my tablet. Can you try and find the recipe, please?
Hamed: Sara, I can't find a recipe for burgers!
Sara: OK, keep calm. I'll have a look for one online. You can start making a salad.
Hamed: OK, I can do that!


Lesson 11 4

B1 Preliminary for Schools Reading Part 5

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

Try! 2 Read the sentences and choose the correct words.

1 My brother talks too much and he's really bad at ... secrets.
A staying B keeping C having D making

2 Arwa got really ... when she fell off her bike and all her friends were watching.
A miserable B curious C embarrassed D serious

Do! 3 Read the text below and choose the correct word for each space.

Internet anonymity

Have you ever received a mean comment from **(1)** ..... online which made you feel upset? Was it a person using their real name and photo or was it someone whose real identity was a **(2)** .....? This is what we call 'internet anonymity' and some experts think this is a **(3)** ..... problem because it lets us write horrible things online without any consequences. After all, most people **(4)** ..... never speak like that in a face-to-face conversation.

On the other hand, there are some benefits to online anonymity. People can give more honest opinions; they can tell the **(5)** ..... about what they think and feel because they needn't worry about what other people will think. They can also review restaurants or **(6)** ..... about a restaurant where they ate. In addition, people feel more comfortable writing about embarrassing problems when they are anonymous. What do you think?

tip Exam
Read the sentences carefully. What type of word is missing? Choose the best answer and then check the other three options and decide why they are wrong.

1 A no one B something C nobody D someone
2 A mistake B secret C truth D promise
3 A confused B proud C serious D nervous
4 A would B can C may D don't
5 A promise B truth C secret D lie
6 A explain B suggest C listen D complain

twenty-three 23

B1 Preliminary for Schools Reading Part 5

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

- Tell students that this is the B1 Preliminary for Schools Reading Part 5 exam.
- Students read the activity carefully.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.

2 Try! Read the sentences and choose the correct words.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

3 Do! Read the text below and choose the correct word for each space.

- Read the *Exam tip* to students and have them read along in their Activity Books. Make sure students understand the tip.
- Tell students that they should read the complete text first to understand the general idea. Then tell them to look carefully at the words before and after each gap and think about what kind of word is missing (e.g. *verb*, *article*, *preposition*, etc.).
- Check students have understood what they have to do using the Traffic light cards technique (see page 17).
- Students complete the activity individually. When they have finished, ask them to re-read the text to check that it makes sense.
- Check answers as a class.

Extra activity Fast finishers

- Students write three sentences about the unit.

Finishing the lesson

- Ask students what they have learned and enjoyed in this unit. Use the Summative and thought-provoking questions technique (see page 17) to have students assess their learning.
- Ask *Which words were the most difficult to remember? Do you understand the grammar? What would you like to learn more about?*
- Congratulate students on completing the unit.

Graded readers Unit 4

- Focus a lesson on a graded reader with the class. Follow procedures as set out in the Teacher's Book Introduction (see page 19).

Unit 4 Practice

- Students now complete the Unit 4 Practice. Give students support where necessary and focus time on problem 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 (Communication, Feelings)
- Unit 4 poster: *Communication*
- Traffic light cards
- one spinner and four counters per group

Global Scale of English (GSE)

- **Reading:** Can follow basic instructions on how to play a simple board game, if supported by pictures (GSE 31). Can find appropriate words or phrases to describe a picture (GSE 38).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30).
- **Speaking:** Can make simple, direct comparisons between two people or things using common adjectives (GSE 37). Can use a range of positive question tags (GSE 51). Can use a range of negative question tags (GSE 50). 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
- Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)
- Peer learning: pairwork; group work
- Independent learning: Summative and thought-provoking questions technique (see page 17); Learning diaries (see page 17)

Starting the lesson

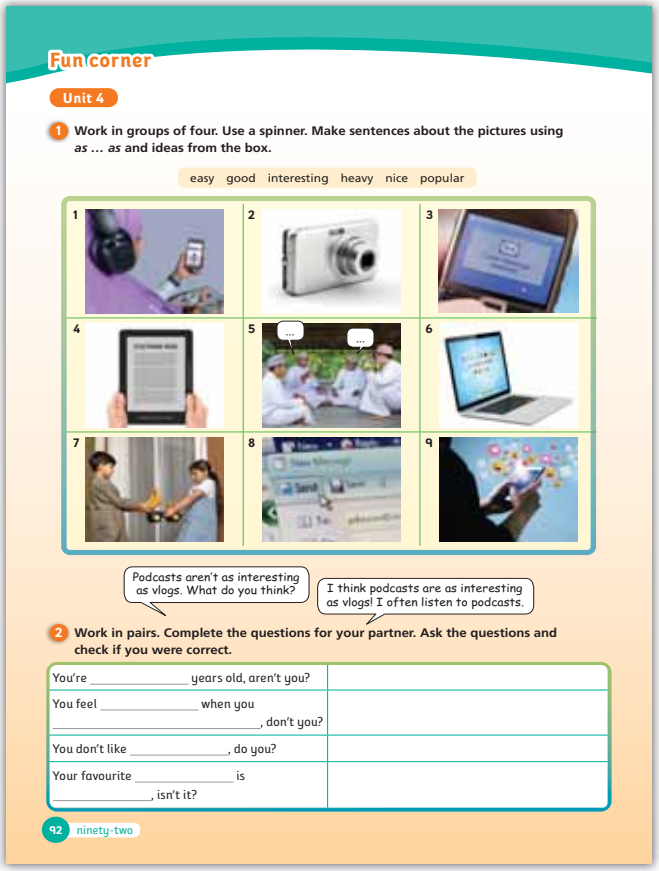
- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 4 flashcards (Communication, Feelings) or poster as prompts. Refer to *How to work with posters* (see page 17).
- Divide the class into two teams. Tell teams that they will each be given a word for a form of communication. They have to act out the form of communication to the other team without speaking. The other team guesses the word. Choose from the following words: *receive a text message, chat to friends, give someone a call, listen to a podcast, watch a vlog, keep a secret, get on well, have an argument.*
- Set a time limit of 30 seconds for each form of communication.
- Use the Traffic light cards technique (see page 17) to check students know what to do.

Presentation

- Explain that in this lesson students will play a game.
- Before students play, quickly review the unit grammar.
- Write *(not) as … as* on the board and ask students what we use it for (to compare things). Elicit examples, e.g. *Zahran is not as tall as Basim.*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- On the board, write *aren't you.* Ask students to make this into a question tag, e.g. *You're Dana, aren't you?*
- Repeat with other question tags, such as *…isn't it? …do you?* Use the Lollipop stick technique (see page 17) to choose students to answer.

Practice

Class Book



Fun corner

Unit 4

1 Work in groups of four. Use a spinner. Make sentences about the pictures using *as … as* and ideas from the box.

easy good interesting heavy nice popular

1 2 3 4 5 6 7 8 9

Podcasts aren't as interesting as vlogs. What do you think?

I think podcasts are as interesting as vlogs! I often listen to podcasts.

2 Work in pairs. Complete the questions for your partner. Ask the questions and check if you were correct.

You're _____ years old, aren't you?	
You feel _____ when you _____, don't you?	
You don't like _____, do you?	
Your favourite _____ is _____, isn't it?	

92 ninety-two

1 Work in groups of four. Use a spinner. Make sentences about the pictures using *as … as* and ideas from the box.

- Place students in groups of four and give each group a spinner (with numbers 1–9) and four counters.
- Ask students to read the words in the box and elicit what is shown in the pictures.

- Explain the rules. Each student takes it in turns to spin the spinner and move their counter to the corresponding square on the grid. They then identify what the picture shows and make a comparative sentence using *(not) as … as …* .
- If their sentence is correct, they can cross off the square on their grids. If their sentence is incorrect, they don't cross it off. Then it's the next student's turn.
- The student who crosses off the most squares is the winner. You may want to set a time limit of five minutes for each game.
- Use the Traffic light cards technique (see page 17) to check that students know what they have to do.
- Students play the game. Monitor them, helping where necessary, to make sure they are using the language and grammar correctly.
- In classes with deaf/hard of hearing students, this could be done in pairs, following the standard procedure. See page 10. Profoundly deaf students could do this as an individual timed activity. Set a timer for 3 minutes and have students make as many sentences using the box and pictures as they can in the time. Then swap with a partner for peer review.

Answer key (accept alternatives):

1 Podcasts are/aren't as interesting as vlogs.
2 Digital cameras are/aren't as good as smartphones.
3 Receiving a text message is/isn't as good as chatting to friends.
4 Books are/aren't as popular as e-readers.
5 Chatting with friends is/isn't as easy as sending a text message.
6 Smartphones are/aren't as heavy as laptops.
7 Having an argument is/isn't as nice as getting on well.
8 Sending a message is/isn't as nice as receiving a message.
9 Inserting emojis is/isn't as friendly as giving someone a call.

2 Work in pairs. Complete the questions for your partner. Ask the questions and check if you were correct.

- Place students in pairs.
- Ask students to complete the questions individually for their partner.
- Monitor students, helping where necessary.
- Students ask each other their questions to check if they were correct.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) 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 17): *Today, I played …, We reviewed …, I thought the game we played was …* .
- Ask volunteers to read aloud their diary entries.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Lessons 1 and 2

Objectives

- **Lesson aims:** to review the vocabulary, grammar and pronunciation 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 understand the main idea of a text; to skim a text for gist; to evaluate a text; to retell a story based on visual input
- **Target language:** *lock, digit, QR code, upside down, pause; bench, goalkeeper, pitch, to warm up, connect; We always get on well, don't we? A tablet is as good as a phone for reading QR codes, isn't it? Personally, I think that people who come and watch the team are as important as the players, aren't they? Most people aren't as creative as you!*
- **Pronunciation:** Rising and falling intonation in question tags

Materials

- Unit 4 flashcards (Communication, Feelings)
- Unit 4 poster: *Communication*
- True/False response cards
- photocopiables R7 and R8

Global Scale of English (GSE)

- **Reading:** Can identify key information in a text to answer simple yes/no questions (GSE 31). Can scan a simple text to find specific information (GSE 38). Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts (GSE 39).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can ask simple questions about very familiar topics (GSE 30). Can briefly say what they like or dislike about a simple story (GSE 32). Can read aloud simple sentences with correct pronunciation, stress and intonation (GSE 37). Can re-tell a familiar story, given prompts or a model (GSE 39).
- **Listening:** Can understand some unfamiliar words in a short description, if supported by pictures (GSE 31). Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17); True/False response cards technique (see page 17)
- Peer learning: pairwork; group work
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 1, option A

Starting the lesson

- Show students the Unit 4 flashcards (Communication) or poster. Have students say and spell the words.
- Ask *What do you think a puzzle box is?*
- Write the new vocabulary that students will encounter in the story on the board: *lock, digit, QR code, upside down, pause.* Ask students if they know the meaning of any of the words. Say the words and have students repeat after you.
- Say sentences using the new vocabulary to see if students can guess their meanings: *I need a new lock for my bike to keep it safe. A million (1,000,000) has seven digits. If you scan the QR code, it takes you to our website. Dad, this picture on the wall is upside down! Can you pause the video while I go to the bathroom, please?*
- Alternatively, you can write definitions on the board and have students match them to the words: *a device that keeps doors, windows, containers, etc. closed, and usually needs a key to open it (lock); any of the numbers from 0 to 9 (digit); black and white squares containing information that a smartphone camera can read – it means quick response code (QR code); turned so that the part that is usually at the top is at the bottom (upside down); to stop a video, etc. for a short time (pause).* This option is more suitable for deaf/hard of hearing students.

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 4, as well as the new vocabulary you just looked at, will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 102.
- Tell students that the story will also practise rising and falling intonation in tag questions. On the board, write *This is an English class, isn't it? Your favourite device is your smartphone, isn't it?* Read the questions aloud, the first with a falling intonation, the second with a rising intonation. Tell students to pay attention to the intonation. Read them again and ask students to repeat.

Before you read

1 Before you read

1) Match the words with the pictures.

- Before students read, ask them to turn to page 102 in their Class Books.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

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

- Tell students to refer to pages 28–31.
- Place students in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Ask them to look at the pictures only and describe what they think happens. Encourage them to use time expressions (*First, Then, Next, After that, Finally*).
- Monitor students, helping where necessary.
- Ask pairs to share their ideas with the class.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

Listen and read

Class Book

Graded reader 1

The Puzzle Box

Today, the students are working in pairs.

'Let's work together,' Nawal tells Muna. 'We always get on well, don't we?'

'Yes, we do!' says Muna.



Nawal can't open the box. She feels confused.

'It's a puzzle box!' says Muna. 'There's a lock with four digits. We must find the correct digits to open the box. Let's be calm and think carefully.'

On one side of the box, there's a QR code.

'Should we use your class tablet? A tablet is as good as a phone for reading QR codes, isn't it?' asks Nawal.

Muna smiles. 'Yes, it is. There's a photo of the number 7 close up,' she says. 'I bet that's the first digit! Let's look at the other side next.'





There are some numbers and a photo of an old phone. Muna is curious.

'Could old phones send and receive text messages?' she asks.

'Yes, they could,' says Nawal. 'You press 8 once for T, and three times for V. Oh, it's a code, isn't it?'

'You're right! 9 is W… 33 is E… The answer is TWELVE!' says Muna.



'We haven't checked the bottom of the box yet, have we?'

asks Muna. 'Let's turn it upside down.'

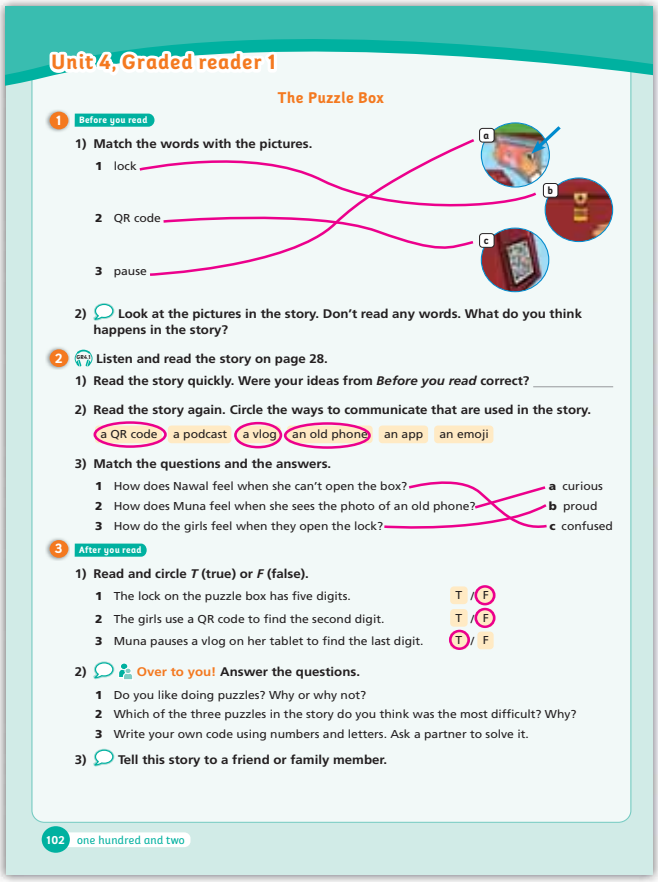
'There's a vlog address!' says Nawal, 'But what does 1:23 mean?'

The girls watch the vlog. Muna pauses the video after one minute and 23 seconds.

'Listen, the presenter says 'eight'!' she says. 'That's the last digit. The four digits are 7 1 2 8!'

Nawal and Muna open the lock. They feel very proud!





Unit 4, Graded reader 1

The Puzzle Box

1 Before you read

1) Match the words with the pictures.

1 lock
2 QR code
3 pause

a b c

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

2 GR4.1 Listen and read the story on page 28.

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

2) Read the story again. Circle the ways to communicate that are used in the story.

a QR code | a podcast | a vlog | an old phone | an app | an emoji

3) Match the questions and the answers.

1 How does Nawal feel when she can't open the box? — a curious
2 How does Muna feel when she sees the photo of an old phone? — b proud
3 How do the girls feel when they open the lock? — c confused

3 After you read

1) Read and circle *T* (true) or *F* (false).

1 The lock on the puzzle box has five digits. T / F
2 The girls use a QR code to find the second digit. T / F
3 Muna pauses a vlog on her tablet to find the last digit. T / F

2) Over to you! Answer the questions.

1 Do you like doing puzzles? Why or why not?
2 Which of the three puzzles in the story do you think was the most difficult? Why?
3 Write your own code using numbers and letters. Ask a partner to solve it.

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

102 one hundred and two

2 GR4.1 Listen and read the story on page 28.

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.
- Deaf/hard of hearing students can do this as a reading-only task.
- Remind students to look at the illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers on page 102 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.
- Follow the standard procedure for sharing answers for deaf/hard of hearing students. See page 10.

2) Read the story again. Circle the ways to communicate that are used 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 complete the activity on page 102 individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

3) Match the questions and the answers.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

Pronunciation

- Write the following tag questions from the story on the board: *We always get on well, don't we? A tablet is as good as a phone for reading QR codes, isn't it? Oh, it's a code, isn't it? We haven't checked the bottom of the box yet, have we?*
- Read the questions aloud with the correct intonation, or play the audio, and have students repeat. Ask *Which question tag has a rising intonation? (the second question) Which tag questions have a falling intonation? (all the others).* Remind students that when the intonation goes up in a tag question, it's a 'real' question (the speaker doesn't know the answer); and when it goes down, it's not a 'real' question (the speaker is just checking for confirmation, showing interest or asking for agreement).
- Place students in pairs and ask them to practise asking the questions with the correct intonation.
- Monitor for correct intonation.

- For deaf/hard of hearing students who can't hear intonation, this activity can be adapted to a writing task. Write the sentences on the board with gaps, and have students write an alternative question for each one. For example: *1 We always ____ , don't we? 2 A tablet is _____ , isn't it?* etc.

Finishing the lesson

- Write the new vocabulary words on the board: *lock, digit, QR code, upside down, pause.* Elicit their meanings again if necessary.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Place students in small groups. Have them write sentences using the new vocabulary.
- Follow the standard procedure for group work for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 17) 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 Puzzle Box.*
- Ask pairs to share what they can remember with the class.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

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.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Before you read

- Use the True/False response cards technique (see page 17) to say or write sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *Nawal and Muna were working at home. (False – They were working in school.) Nawal and Muna get on well. (True) Nawal opened the box easily. (False – She couldn't open it at first.) The box had a lock with five digits. (False – It had four digits.) The QR code was on the bottom of the box. (False – It was on one side.) They used a phone to read the QR code. (False – They used a class tablet.) The first digit was 7. (True) Muna knew how to type letters on old phones. (False – Nawal explained it to her.),* etc.

Listen and read

- **GR4.1** Play the audio and have students read the story again in their Class Books.
- Deaf/hard of hearing students can do this as a reading-only task.
- When students have finished reading, ask some questions to check understanding, e.g. *How do Nawal and Muna feel about working together? (Fine, because they get on well.) How does Nawal feel when she can't open the box? (She feels confused.) How many digits does the lock have? (four) What do they need to find to open the box? (the correct digits) What is on one side of the box? (a QR code) What number do they get from the QR code? (seven) What letters do they get from pressing 8 once and 8 three times? (T and V) What word do they get from the old phone code? (TWELVE) Where is the vlog address? (on the bottom of the box) What does the number 1:23 tell them to do? (to pause the vlog at that time).*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

After you read

3 After you read

1) Read and circle *T* (true) or *F* (false).

- Refer students to page 102 in their Class Books.
- Students complete the activity individually and then compare answers in pairs.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

2) Over to you! Answer the questions.

- Students answer the questions individually and compare answers in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.
- Invite students to share their answers with the class.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

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

- Students can do this for homework.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to ask students what they thought about the story.
- Encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to understand the vocabulary and whether they had a good understanding of the plot.

- Ask students if they would like to try to solve a puzzle box. Ask if they think they could work out a code from numbers and letters like Nawal and Muna did. Discuss as a class.

Extra activity **Photocopiable R7**

- Ask students to do photocopiable R7.

Lesson 1, option B

Starting the lesson

- Show students the Unit 4 flashcards (Feelings). Have students say and spell the words. Ask *Which are negative/positive/neutral?*
- Write the new vocabulary that students will encounter in the reading on the board: *bench, goalkeeper, pitch, to warm up, connect*. Ask students if they know the meaning of any of the words. Say the words and have students repeat after you.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Say sentences using the new vocabulary to see if students can guess their meanings: *The players sat on the bench before the match started. The goalkeeper jumped to the left and saved the penalty! It was raining earlier, so the pitch is very wet. Football players always warm up before a game. You need to connect the speaker to the computer for it to work.*
- Alternatively, you can write definitions on the board and have students match them to the words: *a long seat for people to sit on, usually made of wood (bench); a football player whose job is to stop the ball from going into their goal (goalkeeper); the field where you play football (pitch); to do gentle exercises before playing sports or doing exercise (warm up); to join or link one thing to another (connect).* This option is more suitable for deaf/hard of hearing students.

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 4, as well as the new vocabulary you just looked at, will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 103.
- Tell students that the story will also contain examples of question tags with rising and falling intonation. Elicit which type of tag questions have a falling intonation (when the speaker is just checking or showing interest) and which have a rising intonation (when the speaker doesn't know the answer).

Before you read

1 Before you read

1) Match the words with the pictures.

- Before students read, ask them to turn to page 103 in their Class Books.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

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

- Tell students to refer to pages 32–35.
- Place students in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Ask them to look at the pictures only and describe what they think happens. Encourage them to use time expressions (*First, Then, Next, After that, Finally*).
- Monitor students, helping where necessary.
- Ask pairs to share their ideas with the class.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

Listen and read

Class Book



'What a great idea!' thinks Saeed.
First, he asks his friends questions while they warm up on the pitch.
'If you're nervous before a match, what do you usually do?' he asks.
Sultan likes chatting to friends, Issa gives his grandparents a call, and Adam prefers listening to podcasts.



Then Saeed films the football match. He's delighted when his team wins!



Before the next match, Saeed shows Basil his vlog.

'You're very clever, aren't you?' says Basil. 'Most people aren't as creative as you!'

'Can you keep a secret?' says Saeed. 'I'm still disappointed that I can't play. But vlogs are fun too. I promise to make vlogs about our team until my leg's better, and I always keep my promises!'



In the evening, Saeed is upset.

'What's wrong?' asks his brother, Faisal.

'I'm trying to record an introduction for my vlog, but there isn't any sound,' says Saeed.

'Your microphone isn't broken, is it?' asks Faisal.



'No, it isn't,' says Saeed, 'but look! I didn't connect it to the computer. I'm really embarrassed!'

'Never mind' says Faisal. 'Everyone makes mistakes!'

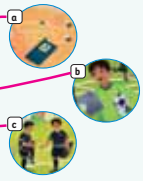


Saeed's Football Vlog

1 Before you read

1) Match the words with the pictures.

1 warm up
2 goalkeeper
3 podcast



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

2 GR4.2 **Listen and read the story on page 32.**

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

2) Read the story again. Circle the activities Saeed's friends do before a match.

chat to friends play video games listen to podcasts
have an argument give someone a call

3) Match the questions and the answers.

1 Where is Saeed sitting at the start of the story? — **a** at home
2 Where does he ask his friends questions? — **b** on the bench
3 Where does he finish his vlog? — **c** on the pitch

3 After you read

1) Read and circle *T* (true) or *F* (false).

1 Saeed likes Basil's idea to make a vlog about the match. T / F
2 Saeed didn't connect his microphone to the computer. T / F
3 Saeed is so embarrassed about his mistake that he stops making vlogs. T / F

2) Over to you! Answer the questions.

1 Do you like watching vlogs? Why or why not?
2 What questions could Saeed ask his friends in his next football vlog?
3 What sports or hobbies would you make a vlog about? Why? Share your ideas with a partner.

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

2 GR4.2 Listen and read the story on page 32.

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

- Play the audio and have students read along in their Class Books.
- Deaf/hard of hearing students can read without the audio.
- Remind students to look at the illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers on page 103 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

2) Read the story again. Circle the activities Saeed's friends do before a match.

- 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.
- Students compare answers in pairs.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

3) Match the questions and the answers.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

Pronunciation

- Write the following tag questions from the story on the board and say them aloud with the correct intonation: *Personally, I think that people who come and watch the team are as important as the players, aren't they? (say with falling intonation) Your microphone isn't broken, is it? (say with rising intonation) You're very clever, aren't you? (say with falling intonation).*
- Ask *Which of these tag questions has rising intonation? Why? (the second because the person doesn't know the answer) Which have a falling intonation? Why? (the first and third – the speaker is confirming the answer).*
- Place students in pairs and ask them to practise asking the questions with the correct intonation.
- Monitor for correct intonation.
- Students then write their own tag questions and practise saying them. Ask for volunteers to say their questions aloud, making sure they use the correct intonation.
- This can be adapted for deaf/hard of hearing students by writing the questions on the board and asking students to identify whether the person asking the questions knows the answer or is simply confirming the information, using context.

Finishing the lesson

- Write the new vocabulary words on the board: *bench, goalkeeper, pitch, to warm up, connect*. Elicit their meanings again if necessary.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Place students in small groups. Have groups write sentences using the new vocabulary.
- This could be done in pairs for deaf/hard of hearing students, following the standard procedure. See page 10.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 17) 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 *Saeed's Football Vlog*.
- Ask pairs to share what they can remember with the class.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

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 17) to say or write sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *Saeed is happy because he's going to play in a football match. (False – He's miserable because he broke his leg and can't play.) Basil thinks that the people who watch the team aren't important. (False – He says they are as important as the players.) Saeed interviews his friends before the match. (True) Sultan gives his grandparents a call before a match. (False – Issa calls his grandparents.) Adam listens to podcasts before a match. (True) Saeed is upset because his microphone is broken. (False – The microphone works; he just forgot to connect it.)*, etc.

Listen and read

- **GR4.2** Play the audio and have students read the story again in their books.
- Deaf/hard of hearing students can do this as a reading-only task.
- When students have finished reading, ask some questions to check understanding, e.g. *Why is Saeed feeling miserable? (Because he broke his leg and can't play in the match.) What position does Basil play? (He's the goalkeeper.) What idea does he give Saeed? (To make a vlog about the match.) Who does Saeed interview first? (his friends) How does Sultan/Issa/Adam calm his nerves before a match? (He chats with his friends./He calls his grandparents./He listens to podcasts.) How does Saeed feel when his team wins? (He is delighted.) Why couldn't Saeed record his vlog's introduction at first? (He forgot to connect the microphone to the computer.)*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

After you read

3 After you read

1) Read and circle *T* (true) or *F* (false).

- Refer students to page 103 in their Class Books.
- Students complete the activity individually and then compare answers in pairs.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

2) Over to you! Answer the questions.

- Students answer the questions individually and compare answers in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.
- Invite students to share their answers with the class.
- Follow the standard procedure for sharing answers for deaf/hard of hearing students. See page 10.

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

- Students can do this for homework.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to ask students what they thought about the story.
- Encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to understand the vocabulary and whether they had a good understanding of the plot.
- Ask *Have you ever been hurt and couldn't play a game? How did you feel? What would you do if you couldn't join in a team activity? How do you stay calm before a game or a test?* Discuss as a class.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Extra activity **Photocopiable R8**

- Ask students to do photocopiable R8.

5 Inventions

Unit objectives

To talk about inventions and health and medicine

Language

Vocabulary	**Inventions**: *electricity, light bulb, spacecraft, battery, photography, radio, wheel, steam engine, aeroplane, X-ray, vaccination, antibiotics* **Health and medicine**: *feel ill, feel better, get a prescription, take some pills, have an injection, have a temperature, have an X-ray, have an operation, do some research, carry out an experiment, make a discovery, win a prize*
Grammar	Relative pronouns Embedded questions
Functions	**Talking about how sure you are**: *Are you sure about that? I'm absolutely sure! I'm quite sure! Maybe. I'm not sure.*
Pronunciation	Sentence stress in relative clauses

Learning outcomes

Listening	Listen and identify core vocabulary; Listen and extract information to accomplish a task; Listen and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics; Identify the main idea of an aural text; Identify the participants and their roles; Distinguish between relevant and irrelevant ideas; Respond to referential questions based on aural texts; Listen and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topics; Infer the meaning of unknown words when listening to texts on familiar and concrete topics; Make predictions when listening to simple, extended texts on familiar and concrete topics
Speaking	Articulate stress patterns within words; Manipulate variation in stress in connected speech; Produce basic intonation patterns; Describe a sequence of events based on visual inputs; Narrate a story based on personal experience; Respond to direct questions, instructions, suggestions, offers, etc.; Respond to conditional or hypothetical questions; Ask questions about routine matters; Produce connected speech using correct intonation and rhythm; Speak coherently in extended exchanges using basic repair strategies to maintain the flow of communication; Use simple and complex language structures when speaking; Express own ideas and respond to the ideas of others; Retell detailed information; Narrate a story based on visual input; Initiate and participate in a wide range of interactions on familiar and concrete topics; Make a rehearsed or unrehearsed presentation about a familiar topic
Reading	Read familiar material with correct intonation and pronunciation; Read and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics; Read and understand details in simple, extended texts on some unfamiliar concrete topics; Answer factual, inferential, judgement or evaluation questions; Generate questions about a reading text; Make inferences about a reading text; Skim for gist for general impression of text or graphics; Distinguish fact from opinion; Infer mood, author's attitude or tone; Analyse components of text such as setting, theme, character, etc.; Identify a range of features of text organization and structure; Read texts in a variety of genres; Infer the meaning of unknown words when reading texts on familiar and concrete topics; Understand short messages in emails, text messages, social media posting; Make predictions when reading simple, extended texts on familiar and concrete topics
Writing	Use capital letters and punctuation (period, comma, question mark, quotation mark) correctly; Write a text dictated at a reasonable speed using correct punctuation; Write answers to questions based on reading material; Write about a familiar topic; Extract and synthesize information from different sources into written text using appropriate discourse markers and transitions; Transcode information in diagrammatic display into writing; Produce a written text in imitation of a model; Write simple, extended texts on familiar and concrete topics; Write structured paragraphs that contain a topic sentence and supporting details; Write short descriptive texts on familiar topics; Use own and other's ideas to plan and develop writing; Revise, edit, and rewrite own work

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; Find information; Ask for and give information; Share a sense of humour with peers and adults; Be aware of when and how to take turns and when and how to interrupt; Be aware of how to clarify ideas; Take part in tasks by interacting with others and staying on task; Communicate one's own knowledge; Ask others questions about a topic; Respect the importance of doing a fair share of group work; Keep to the instructions to complete the task; Invite others to give their opinions during the task; Encourage others to join in and share ideas about familiar topics; Encourage others to try to say something about unfamiliar topics; Communicate how well others are contributing to the group task by giving positive comments; 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; Plan and reflect on learning; Identify and describe people and objects

Key competences

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

Mathematical, science and technological competences: order events (L. 4)

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

Social and civic competences: learn to be creative (L. 1, 2, 4, 6 and 9); learn to talk about inventions, health and medicine (L. 1–12)

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

Learning to learn: reflect on what has been learned and self-evaluate progress (L. 1–12); use previous knowledge (L. 1); follow instructions (L. 1–12); personalisation of language learned (L. 3, 5, 7, 8, 9 and 10)

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

Future skills

Critical thinking	Predicting (L. 1 and 8); Problem solving (L. 1, 2 and 4); Logical thinking (L. 1, 2 and 8); Defining and describing (L. 1, 2, 4 and 5); Finding information (L. 7); Planning (L. 6 and 9); Reflecting on learning (L. 1–12)
Creativity	Making a fact file about a famous inventor (L. 6); Writing a narrative text (L. 9)
Communication	Talking about inventions and inventors (L. 1, 2, 4, 6 and 8); Describing a person, thing or place with relative pronouns (L. 3); Asking embedded questions (L. 5); Functional dialogue (L. 7); Comparing life in the past with life today (L. 8)
Collaboration	Project group work (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. 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, 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**
B1 Preliminary for Schools:	B1 Preliminary for Schools:
Listening Part 1	Listening Part 3
Writing Part 2	Writing Part 2

Lesson 1, parts 1 and 2

Objectives

- **Lesson aims:** to learn and use words for inventions
- **Target language:** *electricity, light bulb, spacecraft, battery, photography, radio, wheel, steam engine, aeroplane, X-ray, vaccination, antibiotics*

Materials

- Unit 5 flashcards (*electricity, light bulb, spacecraft, battery, photography, radio, wheel, steam engine, aeroplane, X-ray, vaccination, antibiotics*)
- Unit 5 poster: *Inventions*
- notebooks
- dictionaries
- photocopiable 33

Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can give brief reasons for their opinions on familiar topics (GSE 48). Can give reasons for a choice or course of action (GSE 51).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17)
- Peer learning: pairwork; group work; Think-pair-share technique (see page 17)
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 1, part 1

Starting the lesson

- Write *Inventions* on the board. Ask *What inventions do you know?* Place students in groups and have them discuss for a minute. Check answers as a class.
- In classes with deaf/hard of hearing students, do this as a whole class mind map activity on the board, inviting individual students to contribute.

Presentation

- Explain that in this lesson students will learn to talk about inventions.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Practice

Class Book



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

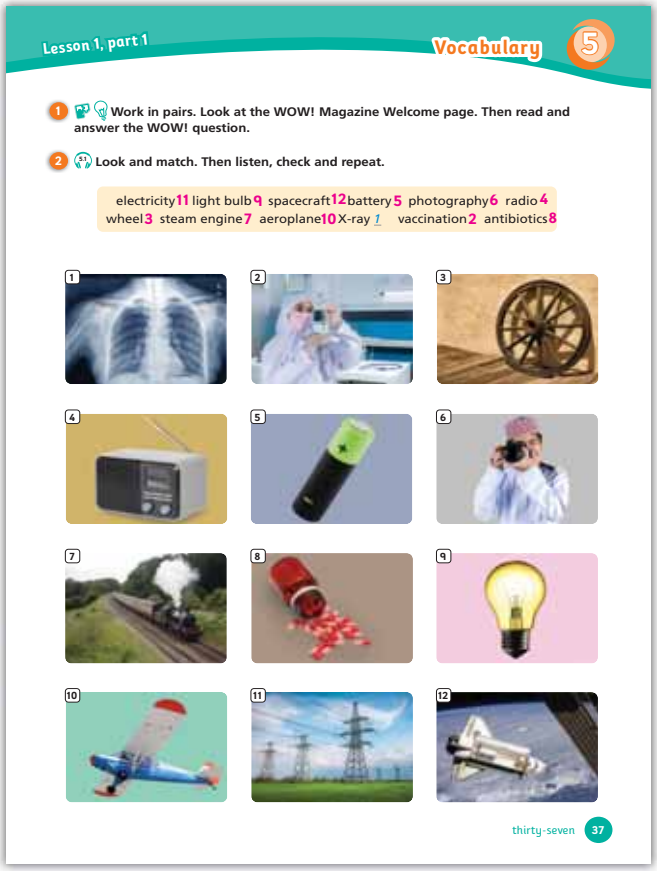
- Ask students to look at the pictures on page 36 and describe what they can see. Ask them to say anything they know about the inventions in the pictures.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Answer key The photos show the following: pylons and power lines, light bulbs, an old desktop computer, an old radio, a steam train, a doctor examining an X-ray, a syringe and a bottle of medicine/vaccination, a space shuttle, an old camera, an old plane, the internet/the World Wide Web, a fridge, a wheel, an old car.

- Use the Lollipop stick technique (see page 17) to have a student read the sidebar content.

- Place students in pairs and have them discuss the WOW! question for two minutes. They can then write their answers in their notebooks. Have students share their ideas with the class.
- If possible, place deaf/hard of hearing students in a quiet area, away from background noise for pairwork. This can be done as a writing-only activity for profoundly deaf students. Ask students to write their answer to the question individually and then compare with their partner. They can then collaborate to come up with one answer to share with the class. Repeat, write or sign each student's answer depending on the needs of students in your class.

Possible answers Electricity because we need it for almost all of the things that we use every day; The internet because it provides information, and helps people learn, work and communicate; The wheel because it made transport possible; Antibiotics because they help people fight infections and have saved millions of lives; Vaccines because they stop people from getting dangerous diseases, and they have also wiped out many diseases, e.g. smallpox; The aeroplane because it made global travel possible; The telephone because it changed the way people communicate.


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.

electricity 11 light bulb 9 spacecraft 12 battery 5 photography 6 radio 4
wheel 3 steam engine 7 aeroplane 10 X-ray 1 vaccination 2 antibiotics 8

thirty-seven 37

2 5.1 Look and match. Then listen, check and repeat.

- Students match the words to the pictures individually.
- Play the audio for students to listen, check their answers and repeat.
- Provide deaf/hard of hearing students with the audioscript below or write the answers on the board. You may wish to use the word cards here.
- Ask *How many words did you know?*
- Place students in pairs. Have students say a word to their partner and their partner points to the correct picture. Then they swap.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Consolidate understanding with questions: *Which four things are related to transport? (wheel, steam engine, aeroplane, space shuttle) Which two things provide energy? (battery, electricity) Which three things are related to medicine? (X-ray, vaccination, antibiotics) What can you use to listen to the news/take pictures? (radio, camera) What helps us see in the dark? (light bulb)*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Ask *Which invention do you use every day? Which invention do you think is the oldest? Which is the most modern?* Discuss the questions as a class.

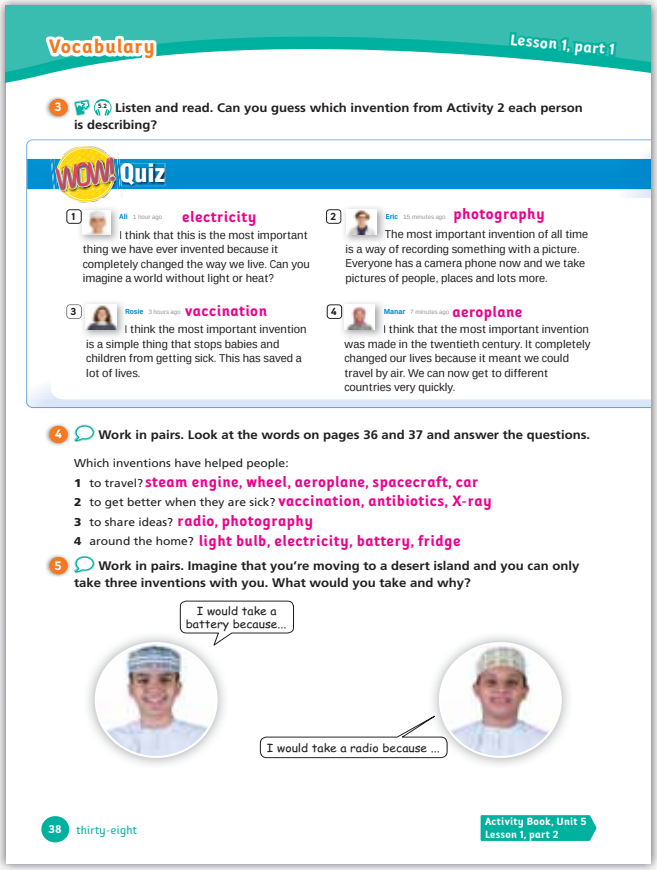
5.1

1 X-ray **2** vaccination **3** wheel **4** radio
5 battery **6** photography **7** steam engine
8 antibiotics **9** light bulb **10** aeroplane
11 electricity **12** spacecraft

Diversity

Support
- Tell students to write the new words in their notebooks in a vocabulary list. Provide them with explanations and/or translations to write next to each phrase.

Challenge
- Tell students to write the new words in their notebooks in a vocabulary list and to write definitions or example sentences. They can use a dictionary to help.


Vocabulary
Lesson 1, part 1
3 Listen and read. Can you guess which invention from Activity 2 each person is describing?
WOW! Quiz
1 Ali 1 hour ago electricity
I think that this is the most important thing we have ever invented because it completely changed the way we live. Can you imagine a world without light or heat?
2 Eric 15 minutes ago photography
The most important invention of all time is a way of recording something with a picture. Everyone has a camera phone now and we take pictures of people, places and lots more.
3 Rosie 3 hours ago vaccination
I think the most important invention is a simple thing that stops babies and children from getting sick. This has saved a lot of lives.
4 Manar 7 minutes ago aeroplane
I think that the most important invention was made in the twentieth century. It completely changed our lives because it meant we could travel by air. We can now get to different countries very quickly.
4 Work in pairs. Look at the words on pages 36 and 37 and answer the questions.
Which inventions have helped people:
1 to travel? steam engine, wheel, aeroplane, spacecraft, car
2 to get better when they are sick? vaccination, antibiotics, X-ray
3 to share ideas? radio, photography
4 around the home? light bulb, electricity, battery, fridge
5 Work in pairs. Imagine that you're moving to a desert island and you can only take three inventions with you. What would you take and why?
I would take a battery because...
I would take a radio because ...
38 thirty-eight
Activity Book, Unit 5 Lesson 1, part 2

3 5.2 Listen and read. Can you guess which invention from Activity 2 each person is describing?

- Play the audio and have students read along in their Class Books.
- This can be done as a reading-only activity for profoundly deaf students.
- Students write the answers in their notebooks.
- Use the Lollipop stick technique (see page 17) to check answers.

5.2

WOW! Quiz

1 Ali: I think that this is the most important thing we have ever invented because it completely changed the way we live. Can you imagine a world without light or heat?

2 Eric: The most important invention of all time is a way of recording something with a picture. Everyone has a camera phone now and we take pictures of people, places and lots more.

3 Rosie: I think the most important invention is a simple thing that stops babies and children from getting sick. This has saved a lot of lives.

4 Manar: I think that the most important invention was made in the twentieth century. It completely changed our lives because it meant we could travel by air. We can now get to different countries very quickly.

4 Work in pairs. Look at the words on pages 36 and 37 and answer the questions.

- Students complete the activity individually in their notebooks and then compare answers in pairs.
- Students raise their hands to offer answers.
- Follow the standard procedure for pairwork and sharing answers for deaf/hard of hearing students. See page 10.

5 Work in pairs. Imagine that you're moving to a desert island and you can only take three inventions with you. What would you take and why?

- Place students in pairs. As students work, monitor for proper use of language. Make sure they are giving reasons for their answers.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Use the Lollipop stick technique (see page 17) to check answers. Promote class discussion: *Who would take the same thing? Do you have a better idea? Do you agree/disagree?*

Extra activity Critical thinking

- Ask pairs to draw four inventions in their notebooks and then swap with another pair. Pairs label each other's inventions. Monitor students, helping where necessary.

Finishing the lesson

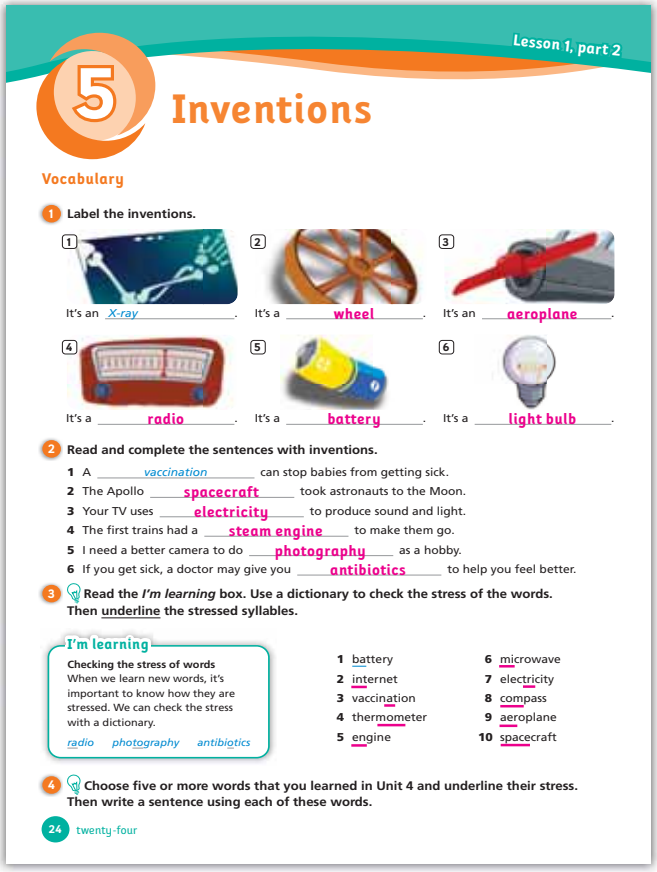
- Students close their books. Ask students to work in pairs and list the new words in alphabetical order. Encourage them to do the activity without looking at their Class Books.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

Lesson 1, part 2

Starting the lesson

- Place the Unit 5 flashcards (Inventions) 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 19).
- In classes with deaf/hard of hearing students, create a 'Word Wall' for the unit, using either the flashcards with corresponding word cards or the poster with word cards stuck onto it. This will be a helpful visual aid, e.g. to point to the target language on the wall as it comes up in the unit.

Activity Book



Lesson 1, part 2

5 Inventions

Vocabulary

1 Label the inventions.

1 It's an X-ray.
2 It's a wheel.
3 It's an aeroplane.
4 It's a radio.
5 It's a battery.
6 It's a light bulb.

2 Read and complete the sentences with inventions.

1 A vaccination can stop babies from getting sick.
2 The Apollo spacecraft took astronauts to the Moon.
3 Your TV uses electricity to produce sound and light.
4 The first trains had a steam engine to make them go.
5 I need a better camera to do photography as a hobby.
6 If you get sick, a doctor may give you antibiotics to help you feel better.

3 Read the *I'm learning* box. Use a dictionary to check the stress of the words. Then underline the stressed syllables.

I'm learning
Checking the stress of words
When we learn new words, it's important to know how they are stressed. We can check the stress with a dictionary.
radio photography antibiotics

1 battery
2 internet
3 vaccination
4 thermometer
5 engine
6 microwave
7 electricity
8 compass
9 aeroplane
10 spacecraft

4 Choose five or more words that you learned in Unit 4 and underline their stress. Then write a sentence using each of these words.

24 twenty-four

1 Label the inventions.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

2 Read and complete the sentences with inventions.

- Students complete the activity individually and then compare answers in pairs.
- Ask students to read aloud the sentences to check answers.
- Follow the standard procedure for pairwork and checking answers for deaf/hard of hearing students. See page 10.

3 Read the *I'm learning* box. Use a dictionary to check the stress of the words. Then underline the stressed syllables.

- Ask a student to read the *I'm learning* box aloud.
- Explain that you can find the stressed syllables in words by looking at their phonetic transcriptions (a way to show how words are pronounced using special symbols) in a dictionary. Tell them that a small symbol, similar to an apostrophe ('), shows where the stress is, and is placed before the stressed syllable, e.g. in the word *computer*, the stress is on the second syllable (kəm'pju:tər).
- For deaf/hard of hearing students, some visual clues can help identify stressed syllables, such as lip movements being more pronounced on a stressed syllable or the mouth being open for longer on a stressed vowel.
- Students complete the activity using the Think-pair-share technique (see page 17).
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

4 Choose five or more words that you learned in Unit 4 and underline their stress. Then write a sentence using each of these words.

- 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.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

Extra activity Fast finishers

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

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 17), ask *Are any of these words similar in your language? Does it make them easier or more difficult to learn?*

Extra activity Photocopiable 33

- Ask students to do photocopiable 33.

Lesson 2, parts 1 and 2

Objectives

- **Lesson aims:** to listen to and read a dialogue about a visit to a science museum
- **Target language:** *I'm not surprised. You're right. Nor have I.*

Materials

- Unit 5 flashcards (Inventions)
- Unit 5 poster: *Inventions*
- notebooks
- True/False response cards
- Happy/Sad face cards
- 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 extract factual information from short, simple dialogues or stories about past events if spoken slowly and clearly and guided by questions or prompts (GSE 39). Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can write a simple story in the form of a dialogue between characters (GSE 43). Can reuse words from a text they have read in their own writing (GSE 45).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Lollipop stick technique (see page 17); True/False response cards technique (see page 17); Happy/Sad face technique (see page 17)

Peer learning: pairwork; group work; acting out; Expert envoy technique (see page 17)

Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 2, part 1

Starting the lesson

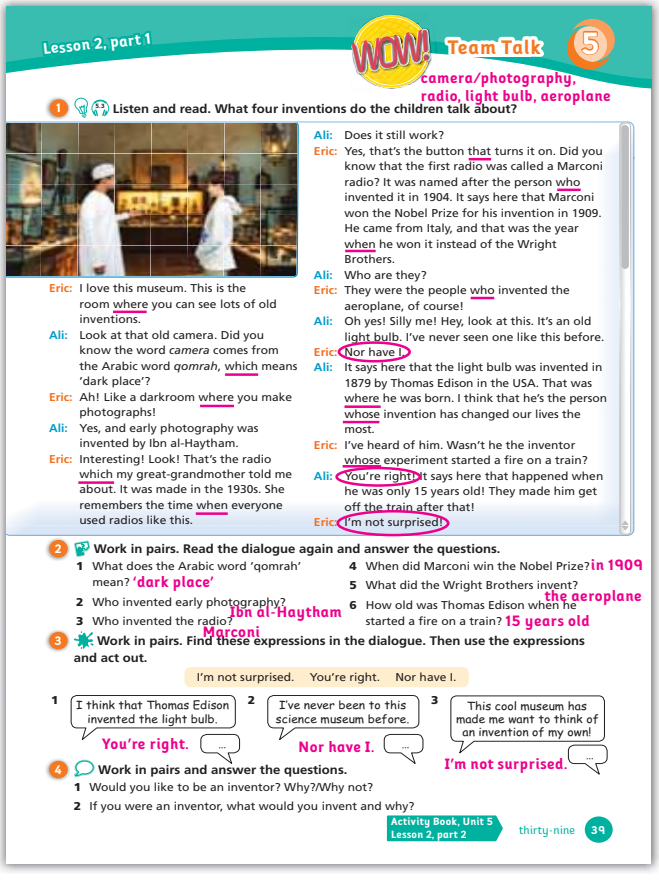
- Show students the Unit 5 flashcards (Inventions) one at a time. Say the incorrect word on purpose, e.g. show a light bulb, say *This is a wheel*, and have students correct you. Continue with the rest of the flashcards. You can also let students take turns saying the incorrect words for the class to correct.
- This can be adapted for deaf/hard of hearing students by giving them each a copy of the Unit 5 word cards or having them write their own. Then have them hold up the corresponding word card every time you hold up a flashcard.

Presentation

- Explain that in this lesson students will listen to and read a dialogue about a visit to a science museum.
- Write *visit to a science museum* on the board.
- On the board, write *I'm not surprised. You're right. Nor have I.*
- Elicit or explain meanings (*I'm not surprised* means you expected something or it's not new to you; *You're right* means you agree with someone; *Nor have I* is a short way to say you also haven't done or seen something).
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Practice

Class Book


Lesson 2, part 1

WOW! Team Talk 5

camera/photography, radio, light bulb, aeroplane

1 Listen and read. What four inventions do the children talk about?

Eric: I love this museum. This is the room where you can see lots of old inventions.
Ali: Look at that old camera. Did you know the word *camera* comes from the Arabic word *qomrah*, which means 'dark place'?
Eric: Ah! Like a darkroom where you make photographs!
Ali: Yes, and early photography was invented by Ibn al-Haytham.
Eric: Interesting! Look! That's the radio which my great-grandmother told me about. It was made in the 1930s. She remembers the time when everyone used radios like this.
Ali: Does it still work?
Eric: Yes, that's the button that turns it on. Did you know that the first radio was called a Marconi radio? It was named after the person who invented it in 1904. It says here that Marconi won the Nobel Prize for his invention in 1909. He came from Italy, and that was the year when he won it instead of the Wright Brothers.
Ali: Who are they?
Eric: They were the people who invented the aeroplane, of course!
Ali: Oh yes! Silly me! Hey, look at this. It's an old light bulb. I've never seen one like this before.
Eric: Nor have I.
Ali: It says here that the light bulb was invented in 1879 by Thomas Edison in the USA. That was where he was born. I think that he's the person whose invention has changed our lives the most.
Eric: I've heard of him. Wasn't he the inventor whose experiment started a fire on a train?
Ali: You're right! It says here that happened when he was only 15 years old! They made him get off the train after that!
Eric: I'm not surprised!

2 Work in pairs. Read the dialogue again and answer the questions.
1 What does the Arabic word 'qomrah' mean? 'dark place'
2 Who invented early photography? Ibn al-Haytham
3 Who invented the radio? Marconi
4 When did Marconi win the Nobel Prize? in 1909
5 What did the Wright Brothers invent? the aeroplane
6 How old was Thomas Edison when he started a fire on a train? 15 years old

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

I'm not surprised. You're right. Nor have I.

1 I think that Thomas Edison invented the light bulb. — You're right.
2 I've never been to this science museum before. — Nor have I.
3 This cool museum has made me want to think of an invention of my own! — I'm not surprised.

4 Work in pairs and answer the questions.
1 Would you like to be an inventor? Why?/Why not?
2 If you were an inventor, what would you invent and why?

Activity Book, Unit 5 Lesson 2, part 2

thirty-nine 39

1 5.3 Listen and read. What four inventions do the children talk about?

- Refer students to page 39. Ask students to look at the picture. Ask *Where do you think they are?*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

- Play the audio and have students read along in their Class Books.
- This can be done as a reading-only activity for profoundly deaf students.
- Students write the answers in their notebooks.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Ask students if they have ever visited a science museum. If so, ask them what they saw there and what they liked about it the most.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

5.3

Eric: I love this museum. This is the room where you can see lots of old inventions.
Ali: Look at that old camera. Did you know the word *camera* comes from the Arabic word *qomrah*, which means 'dark place'?
Eric: Ah! Like a darkroom where you make photographs!
Ali: Yes, and early photography was invented by Ibn al-Haytham.
Eric: Interesting! Look! That's the radio which my great-grandmother told me about. It was made in the 1930s. She remembers the time when everyone used radios like this.
Ali: Does it still work?
Eric: Yes, that's the button that turns it on. Did you know that the first radio was called a Marconi radio? It was named after the person who invented it in 1904. It says here that Marconi won the Nobel Prize for his invention in 1909. He came from Italy, and that was the year when he won it instead of the Wright Brothers.
Ali: Who are they?
Eric: They were the people who invented the aeroplane, of course!
Ali: Oh yes! Silly me! Hey, look at this. It's an old light bulb. I've never seen one like this before.
Eric: Nor have I.
Ali: It says here that the light bulb was invented in 1879 by Thomas Edison in the USA. That was where he was born. I think that he's the person whose invention has changed our lives the most.
Eric: I've heard of him. Wasn't he the inventor whose experiment started a fire on a train?
Ali: You're right! It says here that happened when he was only 15 years old! They made him get off the train after that!
Eric: I'm not surprised!

Extra activity **Critical thinking**

- Ask *What would you like to learn about at a science museum?* Place students in groups to discuss the question. Support students in asking each other relevant questions to explore the topic further.
- In classes with deaf/hard of hearing students, this could be done in pairs following the standard procedure. See page 10.

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

- Tell students to read the dialogue again.
- Using the Happy/Sad face cards technique (see page 17), ask students if they have understood the dialogue enough to continue with the activity. Elicit or explain the meanings of any words or expressions they might not know.
- Place students in pairs to complete the activity. They write the answers in their notebooks.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Use the Lollipop stick technique (see page 17) to check answers.

Diversity

Support
- Use the Expert envoy technique (see page 17) when choosing pairs so stronger students work with weaker ones.

Challenge
- After writing their answers in their notebooks, they swap with a partner and check each other's work.

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

- Place students in pairs and have them find the expressions in the box in the dialogue in Activity 1.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Pairs then match the expressions to the dialogues.
- Check answers by having pairs act out the dialogues for the class.
- **Extension** Students work in small groups and act out a visit to a science museum. They choose different inventions to look at.

4 Work in pairs and answer the questions.

- Place students in pairs and ask them to answer the questions.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 17) to have pairs share their ideas with the class.

Finishing the lesson

- Using the True/False response cards technique (see page 17), quiz students on the dialogue in Activity 1 for students to show the corresponding True/False card, e.g. *Eric and Ali are in a science museum. (True) The word 'camera' comes from Latin. (False) A darkroom is a place where you can make photos. (True) The radio Eric and Ali look at was made in the 1970s. (False). Marconi won the Nobel Prize in 1904. (False) Ali has never seen an old light bulb before. (True) Thomas Edison invented the light bulb in the UK. (False)*, etc.

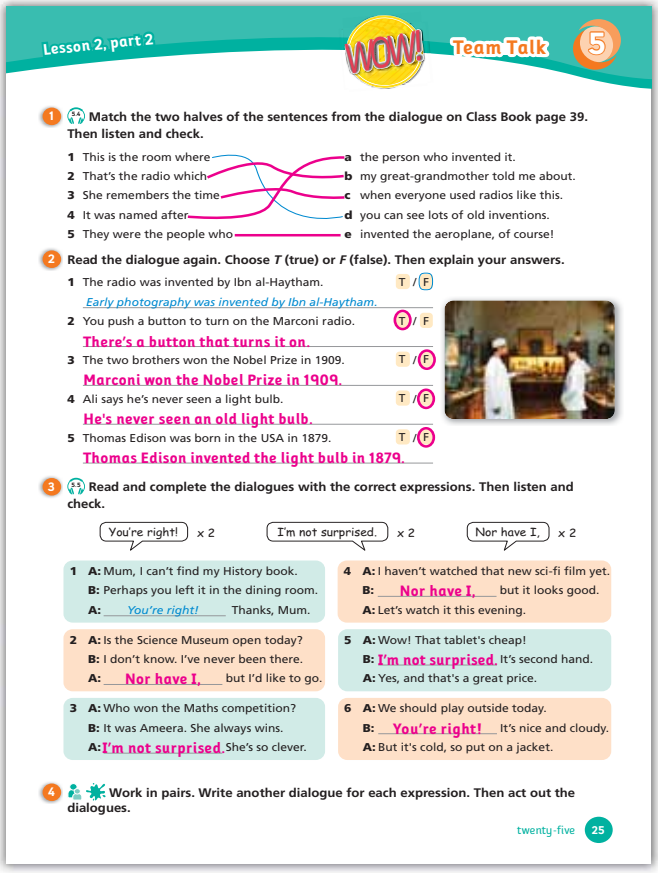
Lesson 2, part 2

Starting the lesson

- Play *Memory Game* with the Unit 5 poster (refer to *How to work with posters* on page 19).

Practice

Activity Book



Lesson 2, part 2 — WOW! Team Talk 5

1 Match the two halves of the sentences from the dialogue on Class Book page 39. Then listen and check.

1	This is the room where	a	the person who invented it.
2	That's the radio which	b	my great-grandmother told me about.
3	She remembers the time	c	when everyone used radios like this.
4	It was named after	d	you can see lots of old inventions.
5	They were the people who	e	invented the aeroplane, of course!

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

1 The radio was invented by Ibn al-Haytham. T / F
Early photography was invented by Ibn al-Haytham.
2 You push a button to turn on the Marconi radio. T / F
There's a button that turns it on.
3 The two brothers won the Nobel Prize in 1909. T / F
Marconi won the Nobel Prize in 1909.
4 Ali says he's never seen a light bulb. T / F
He's never seen an old light bulb.
5 Thomas Edison was born in the USA in 1879. T / F
Thomas Edison invented the light bulb in 1879.

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

You're right! x 2 — I'm not surprised. x 2 — Nor have I, x 2

1 A: Mum, I can't find my History book.
B: Perhaps you left it in the dining room.
A: *You're right!* Thanks, Mum.

2 A: Is the Science Museum open today?
B: I don't know. I've never been there.
A: Nor have I, but I'd like to go.

3 A: Who won the Maths competition?
B: It was Ameera. She always wins.
A: I'm not surprised. She's so clever.

4 A: I haven't watched that new sci-fi film yet.
B: Nor have I, but it looks good.
A: Let's watch it this evening.

5 A: Wow! That tablet's cheap!
B: I'm not surprised. It's second hand.
A: Yes, and that's a great price.

6 A: We should play outside today.
B: You're right! It's nice and cloudy.
A: But it's cold, so put on a jacket.

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

twenty-five 25

1 5.4 **Match the two halves of the sentences from the dialogue on Class Book page 39. Then listen and check.**

- Students complete the activity individually.
- Play the audio.
- Play the audio again to check answers.
- Provide deaf/hard of hearing students with the audioscript before beginning this activity. Students with some level of hearing can follow along. Profoundly deaf students can use the script and complete the questions on their own as a reading activity.

5.4

1 This is the room where you can see lots of old inventions.
2 That's the radio which my great-grandmother told me about.
3 She remembers the time when everyone used radios like this.
4 It was named after the person who invented it.
5 They were the people who invented the aeroplane, of course!

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

- Place students in pairs to complete the activity. At this stage, students just say whether the sentences are true or false.
- Check answers as a class.
- Follow the standard procedures for pairwork and checking answers as a class for deaf/hard of hearing students. See page 10.
- Now ask students to explain why the sentences are true or false. Ask them to look at the dialogue and find the sentence or sentences that confirm the answer.
- Have pairs write why the remaining sentences are true or false by going through the text and finding the sections that confirm their answers.
- Check explanations as a class.
- Follow the standard procedure for checking answers as a class for deaf/hard of hearing students. See page 10.

3 5.5 Read and complete the dialogues with the correct expressions. Then listen and check.

- Before students complete the activity, elicit or explain that *sci-fi* is an informal and common way of saying 'science fiction'.
- Students complete the activity individually.
- Play the audio to check answers.
- Provide deaf/hard of hearing students with the audioscript for them to check their answers.
- Place students in pairs and invite volunteer pairs to act out the dialogues for the class.
- Deaf/hard of hearing students can do this in their preferred method of communication.

5.5

1 **A:** Mum, I can't find my History book.
B: Perhaps you left it in the dining room.
A: You're right! Thanks, Mum.

2 **A:** Is the Science Museum open today?
B: I don't know. I've never been there.
A: Nor have I, but I'd like to go.

3 **A:** Who won the Maths competition?
B: It was Ameera. She always wins.
A: I'm not surprised. She's so clever.

4 **A:** I haven't watched that new sci-fi film yet.
B: Nor have I, but it looks good.
A: Let's watch it this evening.

5 **A:** Wow! That tablet's cheap!
B: I'm not surprised. It's second hand.
A: Yes, and that's a great price.

6 **A:** We should play outside today.
B: You're right! It's nice and cloudy.
A: But it's cold, so put on a jacket.

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

- Place students in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Ask pairs to write another dialogue in their notebooks, using the expressions from Activity 3.
- Monitor students, helping where necessary.
- Have pairs act out their dialogues for the class.
- For deaf/hard of hearing students, this can be done as a peer review task. Pairs swap their dialogues with another pair to check and correct any mistakes.

Extra activity Fast finishers

- Students write the words related to inventions in both parts of the lesson in their notebooks. They can also write the numbers as numerals.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to have students discuss what they think about today's lesson, what they've managed to learn and where they had difficulties.

Extra activity Photocopiable T5

- Ask students to do photocopiable T5.

Lesson 3, parts 1 and 2

Objectives

- **Lesson aims:** to learn and use relative pronouns
- **Target language:** *Marconi is the person who invented it. That's the radio that my great-grandmother told me about.*

Materials

- Unit 5 flashcards (Inventions)
- Traffic light cards
- Grammar animation
- notebooks
- two fly swats
- photocopiables 37 and 54

Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify basic, factual information in short, simple dialogues or stories on familiar, everyday topics, if spoken slowly and clearly (GSE 33). Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can ask a range of questions in guessing games to find the answer (GSE 36).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can create simple language puzzles for classmates to solve (GSE 47). Can use simple cohesive devices such as pronouns, conjunctions, etc. to structure a text (GSE 51).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation
Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)
Peer learning: pairwork; group work; Three facts and a fib technique (see page 17); Expert envoy technique (see page 17)
Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 3, part 1

Starting the lesson

- Divide the class into two teams. Place the Unit 5 flashcards (Inventions) randomly on the board. Ask a player from each team to come to the front. Give them each a fly swat. Call out a definition, description or clue for each of the words, e.g. *It's the activity of taking photos (photography)*. The two players race to swat the correct flashcard. The first player to hit the correct flashcard wins a point for their team. Swap players and repeat. The team with the most points wins.
- In classes with deaf/hard of hearing students, this can be adapted to a team spelling game. Draw a line down the middle of the board and place six Unit 5 flashcards (Inventions) in each team's section. The first student in each line takes a marker. When you say *Go!*, they run to the board and spell one of the extreme sports in their section. They come back and pass the marker to the next student in line. They continue until all words are spelled. The first team to complete their section wins but only if all words are spelled correctly. If not, they must correct any spelling mistakes before finishing.

Presentation

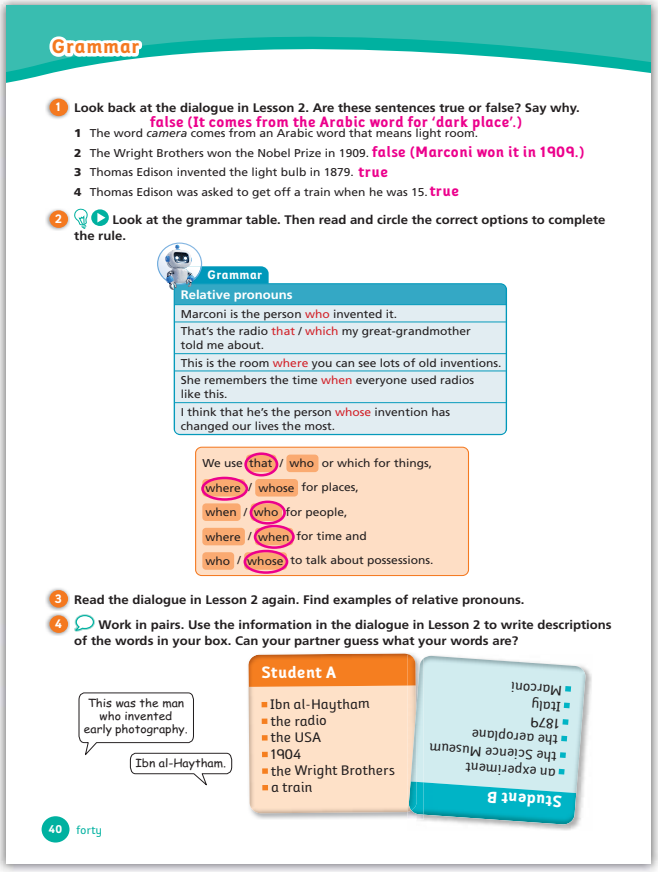
- Explain that in this lesson students will learn how to use relative pronouns. Write *relative pronouns* on the board. On the board, write *Thomas Edison invented the light bulb. / is the man who.* Tell students to try and combine the second phrase with the first one to make a sentence (*Thomas Edison is the man who invented the light bulb.*). Tell students that *who* is a relative pronoun and that we use relative pronouns to introduce relative clauses. Relative clauses tell us more about people and things.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Practice

Class Book

1 Look back at the dialogue in Lesson 2. Are these sentences true or false? Say why.

- Students complete the activity individually in their notebooks.
- Use the Lollipop stick technique (see page 17) to check answers.



Grammar

1 Look back at the dialogue in Lesson 2. Are these sentences true or false? Say why.
1 The word *camera* comes from an Arabic word that means light room. false (It comes from the Arabic word for 'dark place'.)
2 The Wright Brothers won the Nobel Prize in 1909. false (Marconi won it in 1909.)
3 Thomas Edison invented the light bulb in 1879. true
4 Thomas Edison was asked to get off a train when he was 15. true

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

Grammar

Relative pronouns
Marconi is the person who invented it.
That's the radio that / which my great-grandmother told me about.
This is the room where you can see lots of old inventions.
She remembers the time when everyone used radios like this.
I think that he's the person whose invention has changed our lives the most.

We use that / who or which for things,
where / whose for places,
when / who for people,
where / when for time and
who / whose to talk about possessions.

3 Read the dialogue in Lesson 2 again. Find examples of relative pronouns.
4 Work in pairs. Use the information in the dialogue in Lesson 2 to write descriptions of the words in your box. Can your partner guess what your words are?

This was the man who invented early photography.
Ibn al-Haytham.

Student A
- Ibn al-Haytham
- the radio
- the USA
- 1904
- the Wright Brothers
- a train

Student B
- Marconi
- Italy
- 1879
- the aeroplane
- the Science Museum
- an experiment

40 forty

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

- Play the Grammar animation.
- Have students read the grammar table.
- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers as a class for deaf/hard of hearing students. See page 10.
- Use the Traffic light cards technique (see page 17) to check students have understood the grammar.
- Explain that relative pronouns are words like *who, which, that, when, where* and *whose*. We use *who* and *that* for people; *which* and *that* for things; *when* for time; *where* for places; and *whose* to show possession. Remind them that these pronouns introduce relative clauses, which give us more information about a person, place, thing or time. You might also want to explain that we can leave out the pronoun if the next word is the subject, e.g. *That's the book (that) I read.*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

3 Read the dialogue in Lesson 2 again. Find examples of relative pronouns.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.
- Place students in pairs. Ask them to write their own sentences in their notebooks using each of the relative pronouns.
- Monitor students to make sure they are using the grammar correctly.
- Ask for volunteers to share their sentences with the class.

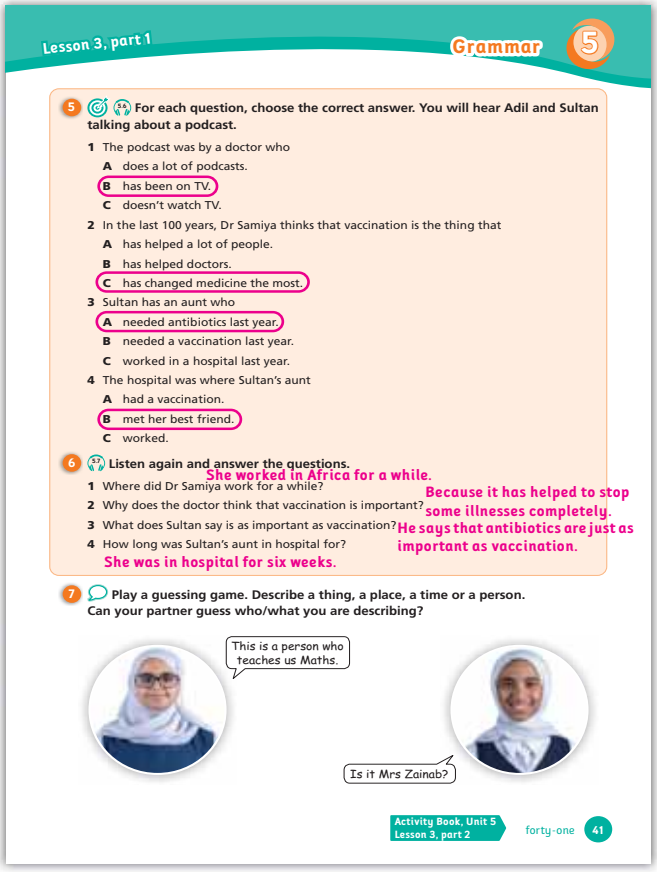
4 Work in pairs. Use the information in the dialogue in Lesson 2 to write descriptions of the words in your box. Can your partner guess what your words are?

- Place students in pairs and assign them A and B. Use the Expert envoy technique (see page 17) when forming pairs so stronger students work with weaker ones.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Ask students to look at the boxes. Explain that they have to write descriptions of the words in the box, using the correct relative pronouns, without saying who or what they are describing as in the examples in speech bubbles. Tell them to refer to the dialogue in Lesson 2 to help them write their descriptions. Explain that the words in the boxes are not related and that students should write a sentence for each item.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Monitor students as they write their sentences for correct use of the grammar.
- Students then say their sentences to their partner who has to guess who or what is being described.
- Deaf/hard of hearing students can exchange written sentences with a partner depending on their needs.

Suggested answers:

Student A
This was the invention which/that Eric's great-grandmother told him about.
This was the country where Edison was born.
This was the year when Marconi invented the radio.
These were the people who invented the aeroplane.
This was the vehicle where Edison started a fire.

Student B
This was the event that started a fire on a train.
This is the place where you can see lots of old inventions.
This was the machine which/that the Wright Brothers invented.
This was the year when Edison invented the light bulb.
This was the country where Marconi came from.
This was the man who invented the radio.


Lesson 3, part 1

Grammar 5

5 For each question, choose the correct answer. You will hear Adil and Sultan talking about a podcast.

1 The podcast was by a doctor who
A does a lot of podcasts.
B has been on TV.
C doesn't watch TV.

2 In the last 100 years, Dr Samiya thinks that vaccination is the thing that
A has helped a lot of people.
B has helped doctors.
C has changed medicine the most.

3 Sultan has an aunt who
A needed antibiotics last year.
B needed a vaccination last year.
C worked in a hospital last year.

4 The hospital was where Sultan's aunt
A had a vaccination.
B met her best friend.
C worked.

6 Listen again and answer the questions.
1 Where did Dr Samiya work for a while? She worked in Africa for a while.
2 Why does the doctor think that vaccination is important? Because it has helped to stop some illnesses completely.
3 What does Sultan say is as important as vaccination? He says that antibiotics are just as important as vaccination.
4 How long was Sultan's aunt in hospital for? She was in hospital for six weeks.

7 Play a guessing game. Describe a thing, a place, a time or a person. Can your partner guess who/what you are describing?

This is a person who teaches us Maths.

Is it Mrs Zainab?

Activity Book, Unit 5 Lesson 3, part 2 forty-one 41

5 5.6 For each question, choose the correct answer. You will hear Adil and Sultan talking about a podcast.

- Tell students to read the sentences and answer options before they listen.
- Provide deaf/hard of hearing students with the audioscript before beginning this activity. Students with some level of hearing can follow along. Profoundly deaf students can use the script and complete the questions on their own as a reading activity. Have them first underline the answer in each dialogue before answering the questions.
- Play the audio.
- Play the audio again if necessary.
- Students write the answers in their notebooks.
- Use the Lollipop stick technique (see page 17) to check answers.

5.6 & 5.7

Adil: I listened to an interesting podcast today. It was by the doctor who was on TV last week.
Sultan: Oh yes, I remember that programme. She's the doctor who worked in Africa for a while, isn't she?
Adil: Yes, that's right, Doctor Samiya.
Sultan: What was her podcast about?
Adil: She was talking about vaccination. She thinks that vaccination is the thing that has changed medicine most in the last 100 years.
Sultan: That's interesting. Why's that then?
Adil: She said that vaccination is important because it has helped us to stop some illnesses completely.
Sultan: I know that vaccination is important but don't you think that antibiotics are just as important? Do you remember my aunt who was in hospital last year? She had to stay there for six weeks because she didn't take the right type of antibiotics early enough.
Adil: Oh yes, I remember you telling me about her.
Sultan: But there was a happy ending to the story. The hospital was where she met her best friend! They talk every day now!

6 5.7 Listen again and answer the questions.

- Students read the questions and write down anything they remember in their notebooks before listening again.
- Have deaf/hard of hearing students look at the script again and circle where the information is found before answering the questions.
- Play the audio again.
- Students complete the activity individually in their notebooks. Make sure they answer in complete sentences.
- Use the Lollipop stick technique (see page 17) to check answers.

7 Play a guessing game. Describe a thing, a place, a time or a person. Can your partner guess who/what you are describing?

- Give students a couple of minutes to think about the things they could describe, using the example in the speech bubble to help. They can write their sentences in their notebooks first. Encourage students to write a sentence for each of the relative pronouns.
- Monitor students, helping where necessary.
- Place students in pairs to say their descriptions to each other.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10. Students can exchange written sentences instead, depending on their needs.
- When they have finished, ask the class *Were you able to guess the answers?*

Diversity

Support
- Brainstorm ideas as a class and write them on the board before students do the pairwork.

Challenge
- Students write down ideas individually before doing the pairwork.

Finishing the lesson

- Place students in small groups. Using the Three facts and a fib technique (see page 17), each student writes four sentences about themselves in their notebooks. Each sentence must use a different relative pronoun, e.g. *I know someone who speaks Spanish. China is the place where I usually go on holiday,* etc. Students say their sentences and the group identifies the fib.
- This could be done in pairs for deaf/hard of hearing students, following the standard procedure. See page 10.

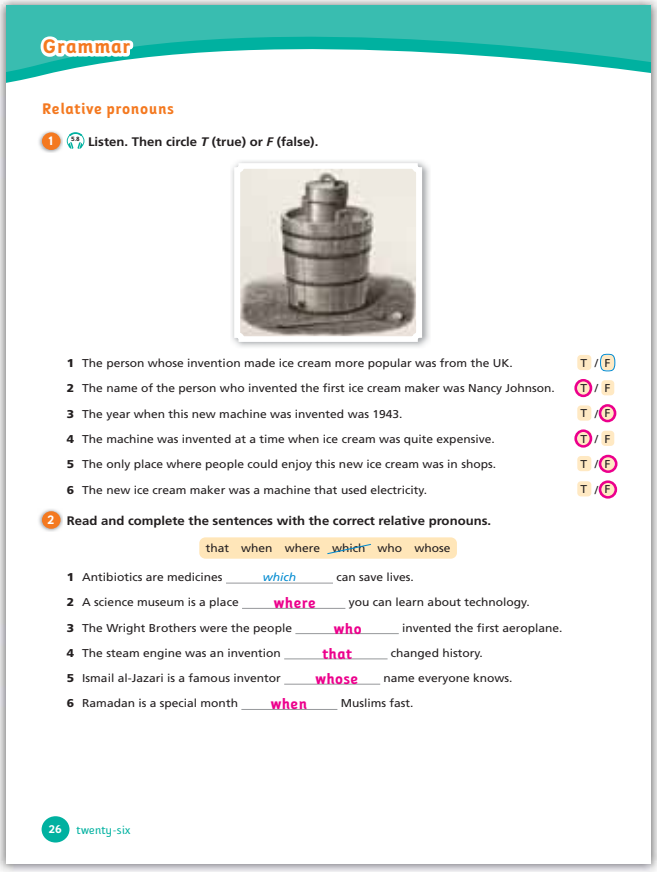
Lesson 3, part 2

Starting the lesson

- Elicit the relative pronouns (*who, which, that, where, when, whose*) and write these on the board. Then elicit what we use each one for (*person, thing, place, time, possession*). Place students in groups and ask them to think of example sentences using each pronoun. As they share, write their sentences on the board. Underline the relative pronouns and the relative clauses.

Practice

Activity Book



Grammar

Relative pronouns

1 5.8 Listen. Then circle *T* (true) or *F* (false).

1 The person whose invention made ice cream more popular was from the UK. T / F
2 The name of the person who invented the first ice cream maker was Nancy Johnson. T / F
3 The year when this new machine was invented was 1943. T / F
4 The machine was invented at a time when ice cream was quite expensive. T / F
5 The only place where people could enjoy this new ice cream was in shops. T / F
6 The new ice cream maker was a machine that used electricity. T / F

2 Read and complete the sentences with the correct relative pronouns.

that when where ~~which~~ who whose

1 Antibiotics are medicines ___which___ can save lives.
2 A science museum is a place ___where___ you can learn about technology.
3 The Wright Brothers were the people ___who___ invented the first aeroplane.
4 The steam engine was an invention ___that___ changed history.
5 Ismail al-Jazari is a famous inventor ___whose___ name everyone knows.
6 Ramadan is a special month ___when___ Muslims fast.

26 twenty-six

1 5.8 Listen. Then circle *T* (true) or *F* (false).

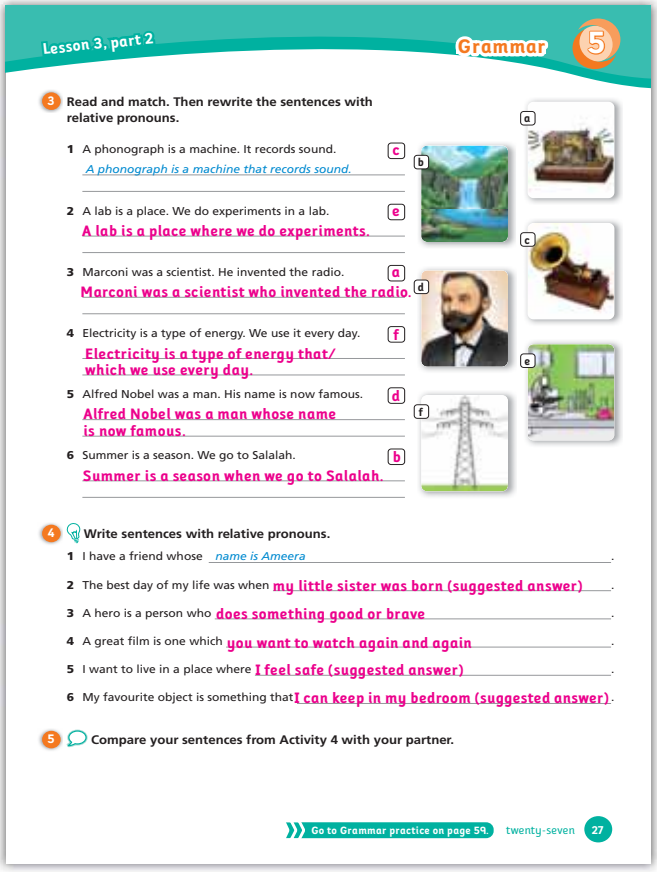
- Ask students to look at the picture. Ask them what they think it is. Students then read the sentences before they listen.
- Provide deaf/hard of hearing students with the audioscript before beginning this activity. Students with some level of hearing can follow along. Profoundly deaf students can use the script and answer the questions as a reading-only activity.
- Play the audio.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

5.8

Ice cream is a sweet, cold food which we love to eat on hot summer days. But who was the person who invented the first ice cream maker and made this cold dessert so popular? It was a woman from the USA whose name was Nancy Johnson. She invented a simple ice cream maker in 1843. That was a time when ice cream was something expensive that most people only had on special occasions. But Johnson's invention changed that. Suddenly, people could make ice cream at home. Some people also opened shops where customers could buy different types of ice cream. Nancy's invention was a simple machine that was operated by hand because that was a time when most people didn't have electricity at home. Things have changed so much since then!

2 Read and complete the sentences with the correct relative pronouns.

- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.


Lesson 3, part 2

Grammar 5

3 Read and match. Then rewrite the sentences with relative pronouns.

1 A phonograph is a machine. It records sound. c
A phonograph is a machine that records sound.

2 A lab is a place. We do experiments in a lab. e
A lab is a place where we do experiments.

3 Marconi was a scientist. He invented the radio. a
Marconi was a scientist who invented the radio.

4 Electricity is a type of energy. We use it every day. f
Electricity is a type of energy that/which we use every day.

5 Alfred Nobel was a man. His name is now famous. d
Alfred Nobel was a man whose name is now famous.

6 Summer is a season. We go to Salalah. b
Summer is a season when we go to Salalah.

4 Write sentences with relative pronouns.

1 I have a friend whose name is Ameera.
2 The best day of my life was when my little sister was born (suggested answer).
3 A hero is a person who does something good or brave.
4 A great film is one which you want to watch again and again.
5 I want to live in a place where I feel safe (suggested answer).
6 My favourite object is something that I can keep in my bedroom (suggested answer).

5 Compare your sentences from Activity 4 with your partner.

Go to Grammar practice on page 59. twenty-seven 27

3 Read and match. Then rewrite the sentences with relative pronouns.

- Students do the matching individually.
- Check answers as a class.
- Ask students to look at the example answer, and then do item 2 as a class.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Students complete the activity in pairs.
- Check answers as a class and write them on the board.
- Follow the standard procedures for pairwork and checking answers for deaf/hard of hearing students. See page 10.

4 Write sentences with relative pronouns.

- Students complete the activity individually.
- Monitor for correct use of the grammar.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

5 Compare your sentences from Activity 4 with your partner.

- Place students in pairs and ask them to read aloud their sentences to compare them.
- When they have finished, ask students if any of their answers were the same.
- Follow the standard procedures for pairwork and sharing ideas for deaf/hard of hearing students. See page 10.

Grammar practice

1 Read and complete.

- Refer students to the Grammar practice on page 59 of their Activity Books.
- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Refer to page 206 of the Teacher's Book for answers.

2 Circle the correct relative pronouns.

- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Refer to page 206 of the Teacher's Book for answers.

Extra activity Fast finishers

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

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to ask students how confident they feel using the new grammar. Review the grammar again if there are any students who require more guidance.

Extra activity Photocopiables 37 and 54

- Ask students to do photocopiables 37 and 54.

Lesson 4

Objectives

- **Lesson aims:** to understand a story; to introduce health and medicine words
- **Target language:** collocations with *take*: *take your time, take your medicine*

Materials

- Unit 5 poster: *Inventions*
- Traffic light cards
- notebooks

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can understand the main themes of a simplified story (GSE 36). Can understand the correct sequence of events in a simple story or dialogue (GSE 37). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).
- **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 17); Traffic light cards technique (see page 17)
- Peer learning: pairwork; group work; Think-pair-share technique (see page 17)
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Starting the lesson

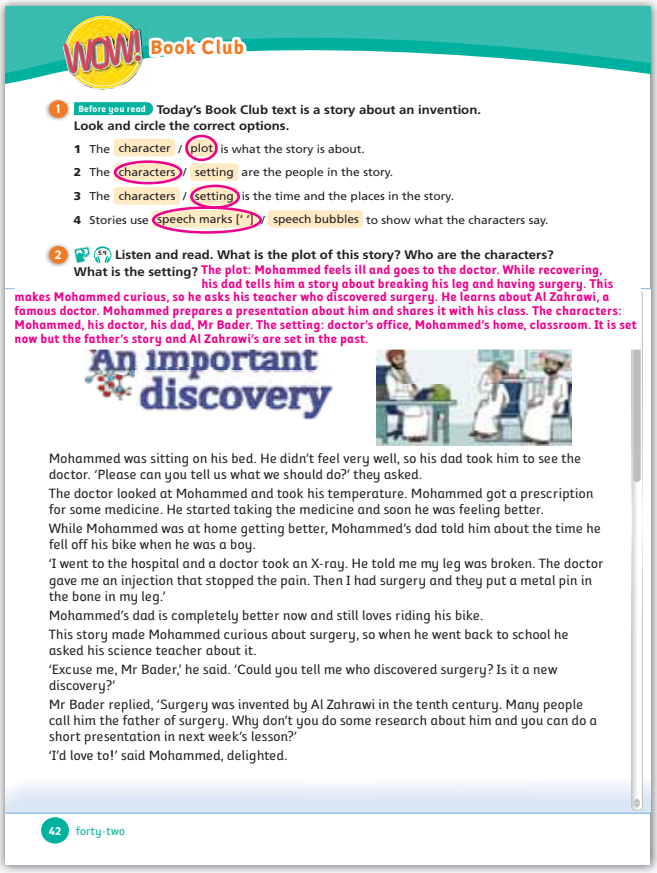
- Ask students to name any illness or symptoms of illnesses that they know, e.g. *cough, cold,* etc. Ask *What should you do when you are ill?* Students raise their hands to offer answers.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Play *Quiz* with the Unit 5 poster to quickly review the vocabulary. Refer to *How to work with posters* (see page 19).

Presentation

- Explain that in this lesson students will read a story about an invention.
- Ask *Have you or someone you know ever broken a bone? What happened? Do you know what doctors do when someone breaks a bone?* Discuss the questions as a class.
- Write, repeat or sign, depending on the needs of any deaf/hard of hearing students.

Practice

Class Book



WOW! Book Club

1 Before you read **Today's Book Club text is a story about an invention. Look and circle the correct options.**

1 The character / plot is what the story is about.
2 The characters / setting are the people in the story.
3 The characters / setting is the time and the places in the story.
4 Stories use speech marks (" ") / speech bubbles to show what the characters say.

2 **Listen and read. What is the plot of this story? Who are the characters? What is the setting?** The plot: Mohammed feels ill and goes to the doctor. While recovering, his dad tells him a story about breaking his leg and having surgery. This makes Mohammed curious, so he asks his teacher who discovered surgery. He learns about Al Zahrawi, a famous doctor. Mohammed prepares a presentation about him and shares it with his class. The characters: Mohammed, his doctor, his dad, Mr Bader. The setting: doctor's office, Mohammed's home, classroom. It is set now but the father's story and Al Zahrawi's are set in the past.

An important discovery

Mohammed was sitting on his bed. He didn't feel very well, so his dad took him to see the doctor. 'Please can you tell us what we should do?' they asked.
The doctor looked at Mohammed and took his temperature. Mohammed got a prescription for some medicine. He started taking the medicine and soon he was feeling better.
While Mohammed was at home getting better, Mohammed's dad told him about the time he fell off his bike when he was a boy.
'I went to the hospital and a doctor took an X-ray. He told me my leg was broken. The doctor gave me an injection that stopped the pain. Then I had surgery and they put a metal pin in the bone in my leg.'
Mohammed's dad is completely better now and still loves riding his bike.
This story made Mohammed curious about surgery, so when he went back to school he asked his science teacher about it.
'Excuse me, Mr Bader,' he said. 'Could you tell me who discovered surgery? Is it a new discovery?'
Mr Bader replied, 'Surgery was invented by Al Zahrawi in the tenth century. Many people call him the father of surgery. Why don't you do some research about him and you can do a short presentation in next week's lesson?'
'I'd love to!' said Mohammed, delighted.

42 forty-two

1 Before you read Today's Book Club text is a story about an invention. Look and circle the correct options.

- Ask students to look at the pictures on pages 42 and 43.
- Students work in pairs to complete the activity in their notebooks.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Use the Lollipop stick technique (see page 17) to check answers.

Key word search
Al Zahrawi, the invention of surgery

2 5.9 **Listen and read. What is the plot of this story? Who are the characters? What is the setting?**

- Ask students to explain what the plot and the setting of the story are in their own words.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Play the audio and have students read along in their Class Books.
- This can be done as a reading-only activity for profoundly deaf students.
- Tell students to note anything they don't understand in their notebooks as they read through the story. Explain where necessary.
- Ask students to write the answers in their notebooks.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Check comprehension with questions, e.g. *What did the doctor give Mohammed? (a prescription for medicine) What happened to Mohammed's dad when he was a boy? (He fell off his bike and broke his leg.) Who did Mohammed ask about surgery? (his science teacher, Mr Bader) Who invented surgery? (Al Zahrawi) How many books did he write? (thirty) How did Mohammed feel before the presentation? (a bit nervous),* etc.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

5.9

An important discovery

Mohammed was sitting on his bed. He didn't feel very well, so his dad took him to see the doctor. 'Please can you tell us what we should do?' they asked.

The doctor looked at Mohammed and took his temperature. Mohammed got a prescription for some medicine. He started taking the medicine and soon he was feeling better.

While Mohammed was at home getting better, Mohammed's dad told him about the time he fell off his bike when he was a boy.

'I went to the hospital and a doctor took an X-ray. He told me my leg was broken. The doctor gave me an injection that stopped the pain. Then I had surgery and they put a metal pin in the bone in my leg.'

Mohammed's dad is completely better now and still loves riding his bike.

This story made Mohammed curious about surgery, so when he went back to school he asked his science teacher about it.

'Excuse me, Mr Bader,' he said. 'Could you tell me who discovered surgery? Is it a new discovery?'

Mr Bader replied, 'Surgery was invented by Al Zahrawi in the tenth century. Many people call him the father of surgery. Why don't you do some research about him and you can do a short presentation in next week's lesson?'

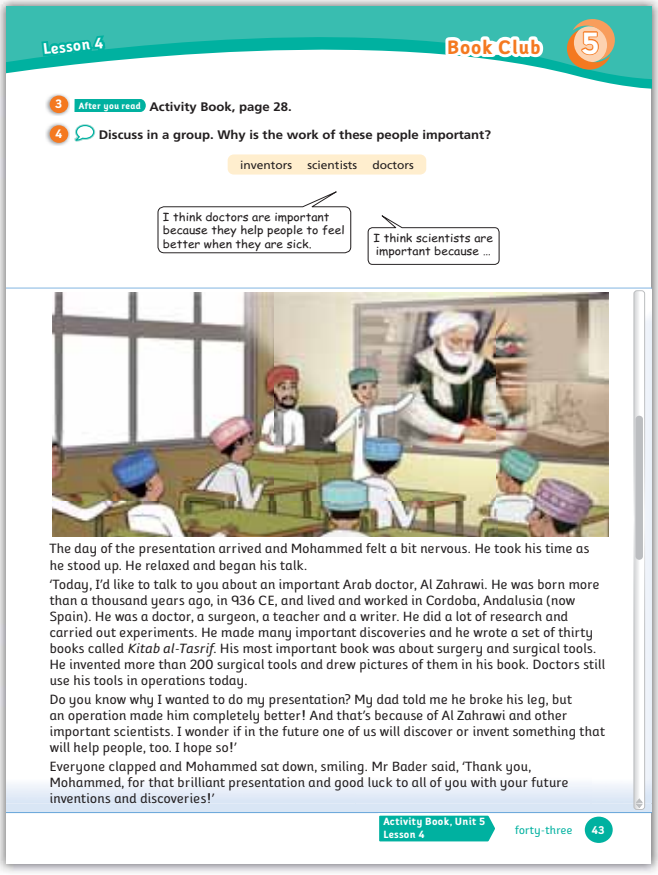
'I'd love to!' said Mohammed, delighted.

The day of the presentation arrived and Mohammed felt a bit nervous. He took his time as he stood up. He relaxed and began his talk.

'Today, I'd like to talk to you about an important Arab doctor, Al Zahrawi. He was born more than a thousand years ago, in 936 CE, and lived and worked in Cordoba, Andalusia (now Spain). He was a doctor, a surgeon, a teacher and a writer. He did a lot of research and carried out experiments. He made many important discoveries and he wrote a set of thirty books called *Kitab al-Tasrif*. His most important book was about surgery and surgical tools. He invented more than 200 surgical tools and drew pictures of them in his book. Doctors still use his tools in operations today.

Do you know why I wanted to do my presentation? My dad told me he broke his leg, but an operation made him completely better! And that's because of Al Zahrawi and other important scientists. I wonder if in the future one of us will discover or invent something that will help people, too. I hope so!'

Everyone clapped and Mohammed sat down, smiling. Mr Bader said, 'Thank you, Mohammed, for that brilliant presentation and good luck to all of you with your future inventions and discoveries!'


Lesson 4

Book Club 5

3 After you read Activity Book, page 28.

4 Discuss in a group. Why is the work of these people important?

inventors scientists doctors

I think doctors are important because they help people to feel better when they are sick.

I think scientists are important because ...

The day of the presentation arrived and Mohammed felt a bit nervous. He took his time as he stood up. He relaxed and began his talk.

'Today, I'd like to talk to you about an important Arab doctor, Al Zahrawi. He was born more than a thousand years ago, in 936 CE, and lived and worked in Cordoba, Andalusia (now Spain). He was a doctor, a surgeon, a teacher and a writer. He did a lot of research and carried out experiments. He made many important discoveries and he wrote a set of thirty books called *Kitab al-Tasrif*. His most important book was about surgery and surgical tools. He invented more than 200 surgical tools and drew pictures of them in his book. Doctors still use his tools in operations today.

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Everyone clapped and Mohammed sat down, smiling. Mr Bader said, 'Thank you, Mohammed, for that brilliant presentation and good luck to all of you with your future inventions and discoveries!'

Activity Book, Unit 5 Lesson 4 forty-three 43

3 After you read Activity Book, page 28.

- Refer students to page 28 of their Activity Books. Explain that they can refer to their Class Books while they do Activities 1 and 2. Activities 3, 4 and 5 can be done after Activity 4 in the Class Book.
- See the Activity Book section below for more instructions.

4 Discuss in a group. Why is the work of these people important?

- Place students in groups of three to discuss the question.
- Monitor students, helping where necessary. Remind students to take turns when speaking and to interrupt only when necessary and always respectfully. Prompt students to clarify their ideas when needed, using simple language or examples.
- Ask different groups to share their ideas with the class.
- Follow the standard procedures for group work and sharing ideas for deaf/hard of hearing students. See page 10.

Diversity

Support

- Brainstorm ideas as a class before the group activity and write them on the board. Students can choose from these ideas when they do the group work, as well as adding their own ideas.

Challenge

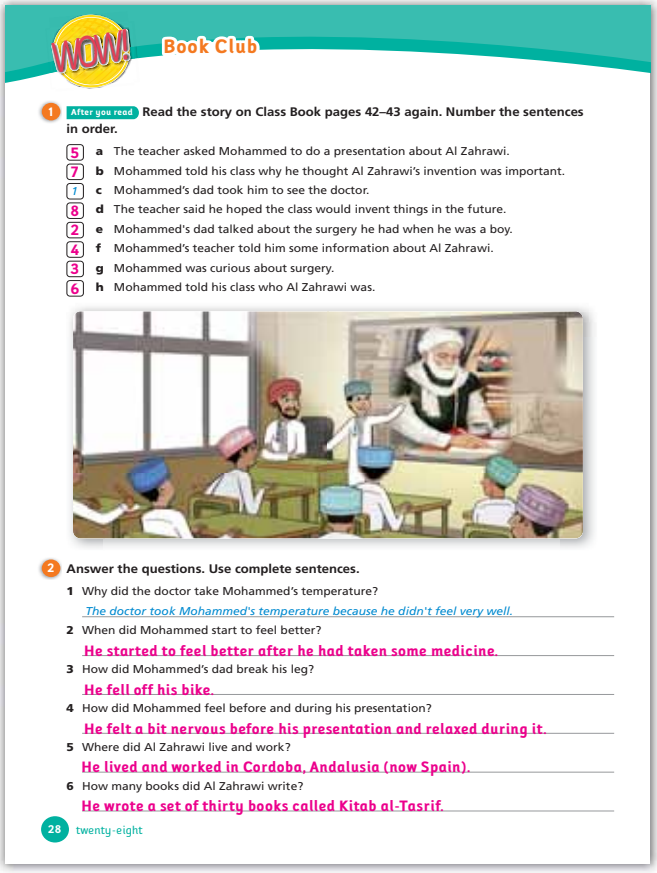
- Ask students to think of two ideas for each person.

Extra activity **Critical thinking**

- Play a game as a class. Write the following sentence starters on the board: *This is a story that … / It all happened in a place where … / It was a time when … / There was a girl who … / She had a friend whose … / It was surprising when … / In the end, … that …. .*
- Ask one student to write the first sentence on a piece of paper and then complete it. Then they pass the paper to the next student, who writes the next sentence, and so on. Continue until all sentence starters have been used. The last student reads the completed story aloud. Repeat with other students.
- Write, repeat or sign the completed story depending on the needs of any deaf/hard of hearing students.

Practice

Activity Book



WOW! Book Club

1 After you read Read the story on Class Book pages 42–43 again. Number the sentences in order.

5 a The teacher asked Mohammed to do a presentation about Al Zahrawi.
7 b Mohammed told his class why he thought Al Zahrawi's invention was important.
1 c Mohammed's dad took him to see the doctor.
8 d The teacher said he hoped the class would invent things in the future.
2 e Mohammed's dad talked about the surgery he had when he was a boy.
4 f Mohammed's teacher told him some information about Al Zahrawi.
3 g Mohammed was curious about surgery.
6 h Mohammed told his class who Al Zahrawi was.

2 Answer the questions. Use complete sentences.

1 Why did the doctor take Mohammed's temperature?
The doctor took Mohammed's temperature because he didn't feel very well.
2 When did Mohammed start to feel better?
He started to feel better after he had taken some medicine.
3 How did Mohammed's dad break his leg?
He fell off his bike.
4 How did Mohammed feel before and during his presentation?
He felt a bit nervous before his presentation and relaxed during it.
5 Where did Al Zahrawi live and work?
He lived and worked in Cordoba, Andalusia (now Spain).
6 How many books did Al Zahrawi write?
He wrote a set of thirty books called Kitab al-Tasrif.

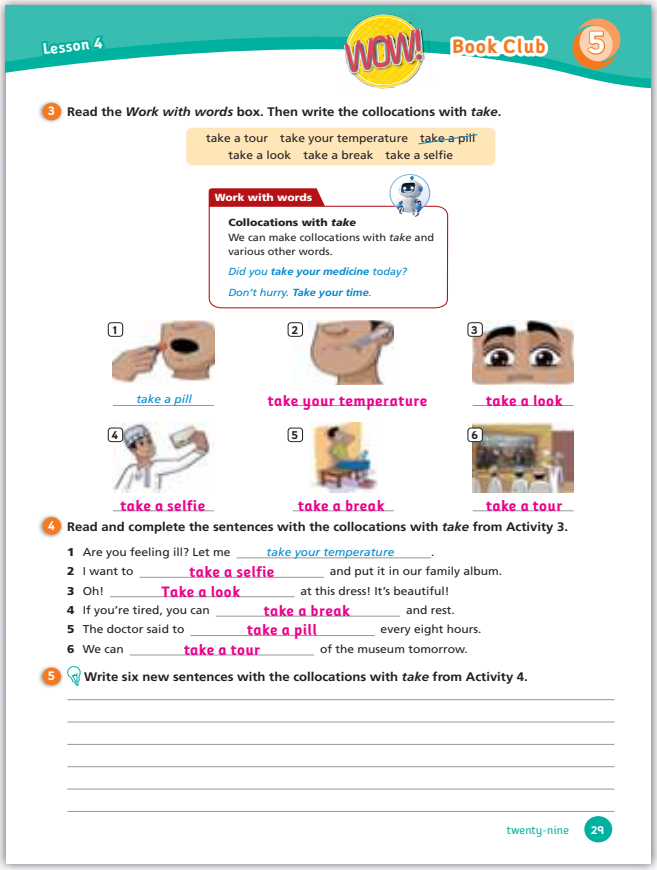
28 twenty-eight

1 After you read Read the story on Class Book pages 42–43 again. Number the sentences in order.

- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

2 Answer the questions. Use complete sentences.

- Students complete the activity individually.
- Monitor to check students are writing complete sentences.
- Use the Lollipop stick technique (see page 17) to check answers.


Lesson 4 WOW! Book Club 5

3 Read the *Work with words* box. Then write the collocations with *take*.

take a tour take your temperature ~~take a pill~~
take a look take a break take a selfie

Work with words
Collocations with *take*
We can make collocations with *take* and various other words.
*Did you **take your medicine** today?*
*Don't hurry. **Take your time**.*

1 take a pill
2 take your temperature
3 take a look
4 take a selfie
5 take a break
6 take a tour

4 Read and complete the sentences with the collocations with *take* from Activity 3.

1 Are you feeling ill? Let me take your temperature.
2 I want to take a selfie and put it in our family album.
3 Oh! Take a look at this dress! It's beautiful!
4 If you're tired, you can take a break and rest.
5 The doctor said to take a pill every eight hours.
6 We can take a tour of the museum tomorrow.

5 Write six new sentences with the collocations with *take* from Activity 4.

twenty-nine 29

3 Read the *Work with words* box. Then write the collocations with *take*.

- Read the *Work with words* box aloud as students follow along in their Activity Books. Remind students of what collocations are (a group of two or more words that are usually used together). Tell students that collocations with *take* are very common in English.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Use the Traffic light cards technique (see page 17) to check students have understood collocations with *take*.
- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

4 Read and complete the sentences with the collocations with *take* from Activity 3.

- Students complete the activity individually and then compare answers in pairs.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

5 Write six new sentences with the collocations with *take* from Activity 4.

- Ask students to complete the activity using the Think-pair-share technique (see page 17).
- Monitor students, helping where necessary.
- Have students read aloud their sentences to the class.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Extra activity Fast finishers

- Students find all the relative pronouns in the story on the Class Book pages.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 17), ask *What did you learn today? What did you find easy/difficult?*

Vocabulary and Grammar

Lesson 5, parts 1 and 2

Objectives

- **Lesson aims:** to learn and use words related to health and medicine; to learn and use embedded questions
- **Target language:** *feel ill, feel better, get a prescription, take some pills, have an injection, have a temperature, have an X-ray, have an operation, do some research, carry out an experiment, make a discovery, win a prize*

Materials

- Unit 5 flashcards (*feel ill, feel better, get a prescription, take some pills, have an injection, have a temperature, have an X-ray, have an operation, do some research, carry out an experiment, make a discovery, win a prize*)
- Grammar animation
- Traffic light cards
- notebooks
- dictionaries
- photocopiables 33, 38 and 42

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can identify specific information in a simple story, if guided by questions (GSE 35).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can act out a short dialogue or role play, given prompts (GSE 38). Can talk about basic personal experiences, using simple linking words (GSE 37).
- **Writing:** Can write correctly structured questions with question marks (GSE 35).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)
- Peer learning: pairwork; group work
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 5, part 1

Starting the lesson

- Ask *What can you remember about the plot, characters and setting in the story from the previous lesson?* Students raise their hands to offer ideas.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Presentation

- Explain that in this lesson students will learn words related to health and medicine, and learn to use embedded questions. Write *health, medicine* and *embedded questions* on the board.

Practice

Class Book


Vocabulary and Grammar

1 5.10 Look and match. Then listen, check and repeat.

feel ill 7 feel better 8 get a prescription 10 take some pills 12 have an injection 11 have a temperature 1 have an X-ray 9 have an operation 3 do some research 6 carry out an experiment 2 make a discovery 5 win a prize 4

2 Read the story in Lesson 4 again. How many of the phrases from Activity 1 can you find? temperature, got a prescription, feeling better, an X-ray, an injection, operation, carried out experiments, do some research

44 forty-four

1 5.10 Look and match. Then listen, check and repeat.

- Place the Unit 5 flashcards (Health and medicine) on the board. Point and say the phrase. Students repeat after you.
- In classes with deaf/hard of hearing students, create a 'Word Wall' for the unit, using either the flashcards with corresponding word cards or the poster with word cards stuck onto it. This will be a helpful visual aid, e.g. to point to the target language on the wall as it comes up in the unit.

- Students match the words to the pictures individually.
- Play the audio.
- Students listen, check their answers and repeat.
- Provide deaf/hard of hearing students with the audioscript for them to check their answers or write the answers on the board.

5.10

1 have a temperature **2** carry out an experiment **3** have an operation **4** win a prize **5** make a discovery **6** do some research **7** feel ill **8** feel better **9** have an X-ray **10** get a prescription **11** have an injection **12** take some pills

Extra activity **Critical thinking**

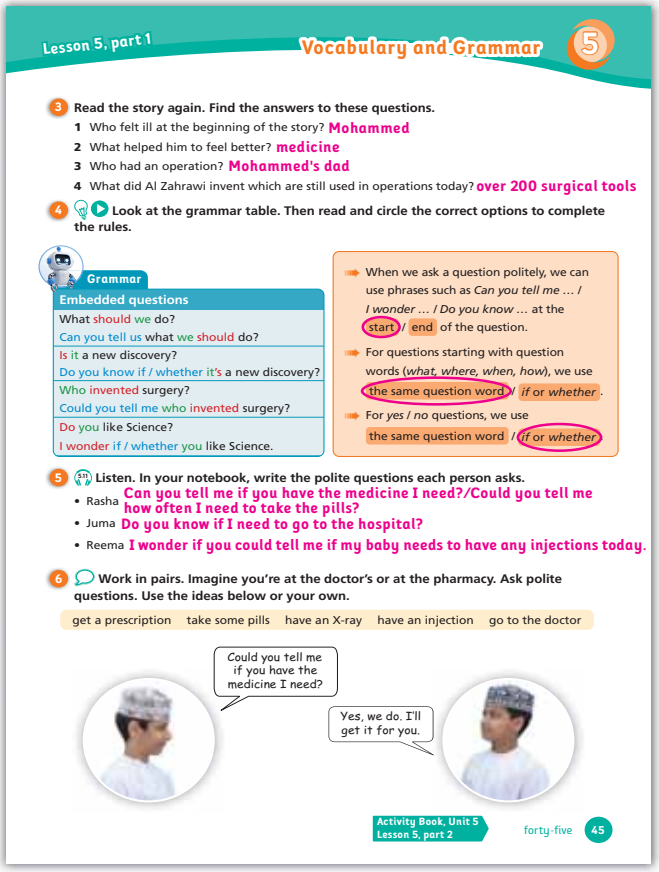
- Place students in small groups and ask them to write a list of other words or phrases related to health and medicine that they know. Check answers and write them on the board. Ask students to copy the list into their notebooks.
- Follow the standard procedure for group work for deaf/hard of hearing students. See page 10.

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

- Students read the story from Lesson 4 again and see how many of the phrases from Activity 1 they can find.
- Students compare their answers in pairs.
- Check answers as a class by having students read aloud the sentences from the story that the words are in.
- Follow the standard procedure for pairwork and checking answers for deaf/hard of hearing students. See page 10.

3 Read the story again. Find the answers to these questions.

- Students complete the activity individually in their notebooks.
- Use the Lollipop stick technique (see page 17) to check answers.



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

- Play the Grammar animation.
- Place students in pairs. Give them a minute to work out the rules and then complete the activity in their notebooks.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Use the Lollipop stick technique (see page 17) to check answers.
- Tell students to write down the correct rules in their notebooks. Have students check each other's notes.
- Tell students that embedded questions are polite or indirect ways of asking questions, and that we often use them after phrases like *Do you know ...*, *Can you tell me ...*, or *I wonder ... .*
- Explain that in embedded questions, we use a sentence word order, not a question word order, e.g. *Direct question: Where is he? Embedded question: Do you know where he is?* Ask students to notice the difference between the order of the words.
- Point out that we don't use *do*, *does* or *did* in the embedded part.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Use the Traffic light cards technique (see page 17) to check students have understood the grammar.

5 5.11 **Listen. In your notebook, write the polite questions each person asks.**

- Play the audio.
- Play the audio again if necessary.
- Provide deaf/hard of hearing students with the audioscript before beginning this activity. Students with some level of hearing can follow along. Profoundly deaf students can use the script and complete the question on their own as a reading activity.
- Students write their answers in their notebooks.
- Check answers as a class and write them on the board.

5.11

1 Rasha is at the pharmacy. She asks the pharmacist if she could tell her …

Rasha: Good morning, I have a prescription here from the doctor. Can you tell me if you have the medicine I need?
Pharmacist: Let me have a look. Yes, we have. I'll just get it for you. Here you go.
Rasha: Great, could you tell me how often I need to take the pills?
Pharmacist: Yes, of course, you need to take two pills every morning after food.
Rasha: Thanks very much.

2 Juma is talking to the doctor. He asks him if he knows …

Juma: I've cut my leg. Do you know if I need to go to the hospital?
Doctor: Let's have a look. Oh dear, that looks sore. I'm going to clean it up and then I'll put a plaster on it. It will hurt for a few days, but you don't need an X-ray, so you don't need to go to the hospital.
Juma: Thank you so much. It feels better already!

3 Reema is talking to the nurse. She wonders …

Reema: Hello, I wonder if you could tell me if my baby needs to have any injections today. He's six months old now.
Nurse: Yes, he does. It's very important that he has all his injections so that he doesn't get ill. I can do that for you today and it won't take long.
Reema: Thank you.

6 **Work in pairs. Imagine you're at the doctor's or at the pharmacy. Ask polite questions. Use the ideas below or your own.**

- Elicit how to make an embedded question using the first item in the box, e.g. *Can you tell me how to get a prescription*?
- Have students write their embedded questions first in their notebooks. They can use the phrases in the box or their own.
- Monitor for correct use of the grammar.
- Place students in pairs. Students take turns asking their questions and their partner gives a suitable response.
- Ask some students to read aloud their questions for the class.
- Follow the standard procedures for pairwork and sharing answers for deaf/hard of hearing students. See page 10.

Diversity

Support
- Before students ask their questions, brainstorm ways of answering them politely as a class. Write the students' ideas on the board.

Challenge
- Tell students to think of different ways of answering the polite questions so they can role play a customer and the pharmacist.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Finishing the lesson

- Play *Draw the word* (see page 22) with the new vocabulary. Use the Unit 5 flashcards (Health and medicine) as prompts.

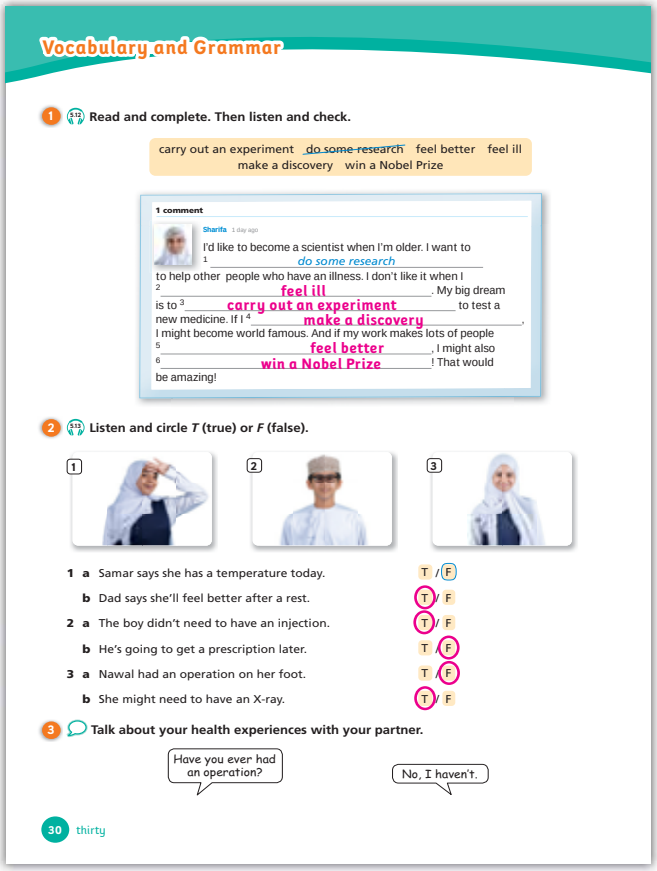
Lesson 5, part 2

Starting the lesson

- Place students in pairs. Write the following on the board: *Do you know what is the doctor's name? Can you tell me where does he work?* Tell them both questions are incorrect. Have pairs race to correct them in their notebooks. Write the correct answers on the board *(Do you know what the doctor's name is? Can you tell me where he works?)*.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

Practice

Activity Book


Vocabulary and Grammar

1 5.12 Read and complete. Then listen and check.

carry out an experiment ~~do some research~~ feel better feel ill
make a discovery win a Nobel Prize

1 comment

Sharifa 1 day ago

I'd like to become a scientist when I'm older. I want to
1 do some research
to help other people who have an illness. I don't like it when I
2 feel ill. My big dream
is to 3 carry out an experiment to test a
new medicine. If I 4 make a discovery,
I might become world famous. And if my work makes lots of people
5 feel better, I might also
6 win a Nobel Prize! That would
be amazing!

2 5.13 Listen and circle *T* (true) or *F* (false).

1 a Samar says she has a temperature today. T / F
b Dad says she'll feel better after a rest. T / F
2 a The boy didn't need to have an injection. T / F
b He's going to get a prescription later. T / F
3 a Nawal had an operation on her foot. T / F
b She might need to have an X-ray. T / F

3 Talk about your health experiences with your partner.

Have you ever had an operation?
No, I haven't.

30 thirty

1 5.12 Read and complete. Then listen and check.

- Ask students to read the text first. Elicit or explain the meaning of any unknown words.
- Students complete the activity individually.
- Play the audio to check answers.
- Provide deaf/hard of hearing students with the audioscript to check against or display the answers on the board.

5.12

I'd like to become a scientist when I'm older. I want to do some research to help other people who have an illness. I don't like it when I feel ill. My big dream is to carry out an experiment to test a new medicine. If I make a discovery, I might become world famous. And if my work makes lots of people feel better, I might also win a Nobel Prize! That would be amazing!

2 5.13 Listen and circle *T* (true) or *F* (false).

- Play the audio.
- Students complete the activity individually.
- Provide deaf/hard of hearing students with the audioscript before beginning this activity. Students with some level of hearing can follow along. Profoundly deaf students can use the script and do this as a reading task.
- Play the audio again for students to confirm answers.
- Use the Lollipop stick technique (see page 17) to check answers.

5.13

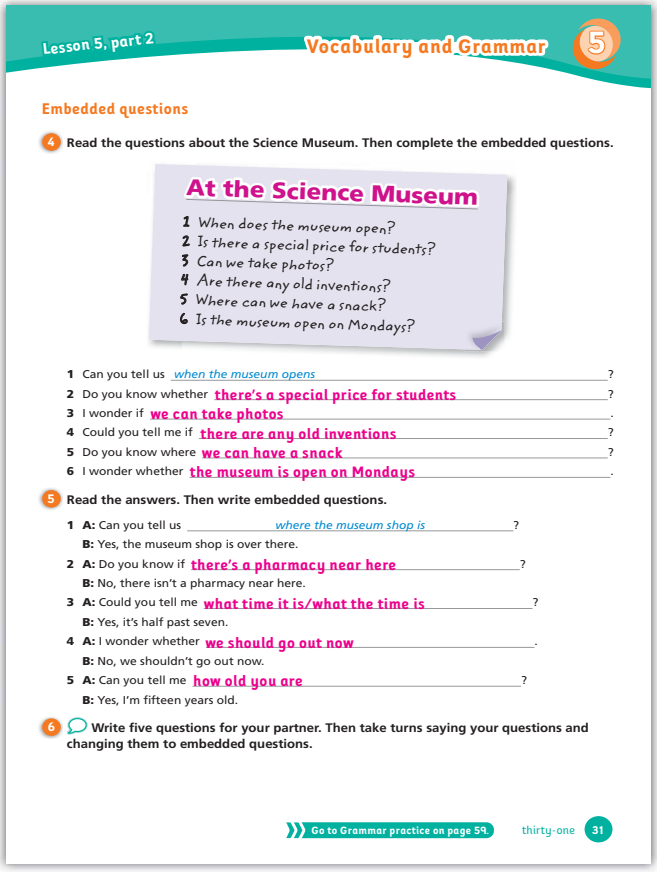
1
Dad: You look ill, Samar. Do you have a temperature?
Samar: No, and I don't feel ill. I'm just very tired today.
Dad: Well, maybe you should take a break and then have a rest.
Samar: You're right. I'll feel better after that.
Dad: I'm sure you will.

2
Hassan: I saw the doctor today.
Boy: Really? Did you have an injection?
Hassan: No, I didn't, but I got this. Look!
Boy: Oh! Is that to get a prescription?
Hassan: Yes, it is.
Boy: Oh, Hassan, remember to take the pills and you'll feel better soon!

3
Doctor: OK, Nawal. Does your foot hurt here?
Nawal: Ouch! Yes, it does! Do you think it's serious?
Doctor: It might be.
Nawal: Will I need to have an operation?
Doctor: No, I don't think so, but you should probably have an X-ray, just to be sure.

3 Talk about your health experiences with your partner.

- Place students in pairs and have them ask and answer about their health experiences.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Remind students that they don't have to share anything that makes them feel uncomfortable.



Lesson 5, part 2 — Vocabulary and Grammar 5

Embedded questions

4 Read the questions about the Science Museum. Then complete the embedded questions.

At the Science Museum

1 When does the museum open?
2 Is there a special price for students?
3 Can we take photos?
4 Are there any old inventions?
5 Where can we have a snack?
6 Is the museum open on Mondays?

1 Can you tell us *when the museum opens*?
2 Do you know whether **there's a special price for students**?
3 I wonder if **we can take photos**.
4 Could you tell me if **there are any old inventions**?
5 Do you know where **we can have a snack**?
6 I wonder whether **the museum is open on Mondays**.

5 Read the answers. Then write embedded questions.

1 **A:** Can you tell us *where the museum shop is*?
B: Yes, the museum shop is over there.
2 **A:** Do you know if **there's a pharmacy near here**?
B: No, there isn't a pharmacy near here.
3 **A:** Could you tell me **what time it is/what the time is**?
B: Yes, it's half past seven.
4 **A:** I wonder whether **we should go out now**.
B: No, we shouldn't go out now.
5 **A:** Can you tell me **how old you are**?
B: Yes, I'm fifteen years old.

6 Write five questions for your partner. Then take turns saying your questions and changing them to embedded questions.

Go to Grammar practice on page 59. thirty-one 31

4 Read the questions about the Science Museum. Then complete the embedded questions.

- Students complete the activity individually.
- Monitor for correct use of the grammar.
- Use the Lollipop stick technique (see page 17) to check answers and write them on the board.

5 Read the answers. Then write embedded questions.

- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Students complete the activity individually and then compare answers in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Check answers as a class and write them on the board.

6 Write five questions for your partner. Then take turns saying your questions and changing them to embedded questions.

- Tell students to write the direct questions individually in their notebooks first. Then have them change them to embedded questions. Tell them to use the embedded questions from Activities 4 and 5 to help.
- Monitor students, helping where necessary.
- Place students in pairs and have them ask and answer each other's questions.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

Grammar practice

3 Read and complete.

- Refer students to the Grammar practice on page 59 of their Activity Books.
- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Refer to page 206 of the Teacher's Book for answers.

4 Imagine you're at a museum. Ask questions at the information desk.

- Students complete the activity individually and then compare answers in pairs.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Refer to page 206 of the Teacher's Book for answers.

Extra activity Fast finishers

- Students write the new words from the lesson in their notebooks.

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 *Inventions* and *Health and medicine* vocabulary that they know. Students can use a dictionary if they wish.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to ask students how confident they feel using the grammar.
- Review the grammar again if there are any students who require more guidance.

Extra activity Photocopiables 33, 38 and 42

- Ask students to do photocopiables 33, 38 and 42.

Lesson 6, parts 1 and 2

Objectives

- **Lesson aims:** to learn about young inventors; to make a fact file about a famous inventor
- **Target language:** *fuel, poisonous, seeds, artificial, electricity, solar energy*

Materials

- Unit 5 flashcards (Inventions)
- Culture video
- Project video
- a world map
- notebooks
- Traffic light cards
- True/False response cards
- photocopiable 45

Global Scale of English (GSE)

- **Reading:** Can get the gist of short, factual school texts (GSE 41). Can scan a simple text to find specific information (GSE 38). Can guess the meaning of unknown words in simple texts from the context (GSE 46). Can scan several short, simple texts on the same topic to find specific information (GSE 47).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48). Can make suggestions during structured classroom discussions (GSE 49).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33). Can write a short, simple biography of a famous person with basic paragraph structure, given prompts or a model (GSE 45).
- **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 17); True/False response cards technique (see page 17); Traffic light cards technique (see page 17)

Peer learning: pairwork; group work; Expert envoy technique (see page 17); Two stars and a wish technique (see page 17)

Independent learning: Summative and thought-provoking questions technique (see page 17); Learning diaries (see page 17)

Lesson 6, part 1

Starting the lesson

- Play *Answer and draw points* (see page 23) with the vocabulary from Lesson 1. Use the Unit 5 flashcards (Inventions) as prompts.

Presentation

- Explain that in this lesson students will learn about young inventors, and make a fact file about a famous inventor.
- Ask students to find the United Arab Emirates and South Africa on a map. Use an online map if available.

Culture notes

- Nibras Al Shukaili, who studied at Sultan Qaboos University, also founded a startup that focused on environmental solutions and developed the biodiesel project further.
- Adeeb Alblooshi's other inventions include a heart-monitoring seatbelt, a smart firefighter's helmet and a weather-resistant umbrella. He became the first Emirati admitted early to UCLA's (University of California, Los Angeles) gifted programme.
- Thato Kgatlhanye's company, Rethaka, has provided more than 10,000 school bags to students in Africa and other countries. She has appeared on magazine covers and won numerous awards.

Practice

Class Book

1 Before you read Are you good at thinking of new ideas and inventions? Why?/Why not?

- Refer students to page 46.
- Students discuss the question in pairs for one minute. Then ask for class feedback. Students raise their hands to offer answers.
- Follow the standard procedure for pairwork and sharing with the class for deaf/hard of hearing students. See page 10.

Key word search
young inventors

2 5.14 Listen and read.

- Play the audio and have students read along in their Class Books.
- This can be done as a reading-only activity for deaf/hard of hearing students.

- Check comprehension with questions: *How old was Nibras when she won a prize at the Korea International Youth Olympiad? (16 years old) What did she invent? (a new kind of fuel called biodiesel) Where did she learn about the materials for her invention? (in Science at school) What kind of materials does her biodiesel use? (natural materials, including poisonous plant seeds) Why couldn't Adeeb's father swim? (Because his artificial leg couldn't go in water) What did Adeeb invent to solve this problem? (a special leg that could go in water) What materials are Thato's school bags made from? (recycled plastic shopping bags) How long can the bag store energy for? (up to 12 hours).*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

5.14

Young Inventors

Young people always have a lot of new and exciting ideas. These are three young people with creative ideas. Their brilliant inventions now help people every day.

Nibras Al Shukaili from Oman was only 16 years old when she won a prize for an invention at the Korea International Youth Olympiad. The prize was called the Renewable Energy Award, and her invention was a new kind of fuel called biodiesel. Nibras learned about materials in Science at school, and her biodiesel is made from natural materials. It uses poisonous Omani plant seeds to make clean energy, and solves the problem of the poisonous seeds at the same time. She believes that big ideas can start in the classroom.

Adeeb Alblooshi from the UAE was seven years old when he had a brilliant idea about how to help people like his father. Adeeb's father had an artificial leg, but the leg could not go in water, so he could not swim. Adeeb invented a special leg that can go in the water, so now his father can swim again. He won a prize for his invention, and his parents are very proud of him.

Thato Kgatlhanye from South Africa had an idea to help children who don't have electricity at home. She was 18 years old when she made a school bag using recycled plastic shopping bags. This bag stores solar energy for up to 12 hours, which means that children can study when they get home. The bag is also bright. This is important because it means that children are safer when they walk home from school after dark.

3 After you read Activity Book, page 32.

- Refer students to page 32 of their Activity Books. Explain that they can refer to their Class Books while they do Activities 1 and 2. Activities 3 and 4 can be done after Activity 4 in the Class Book.
- See the Activity Book section below for more instructions.



4 Work in pairs. Which of the inventions in the article do you think is the most important and why?

- Students discuss the question in pairs for one minute. Encourage class feedback and discussion.
- Follow the standard procedures for pairwork and sharing with the class for deaf/hard of hearing students. See page 10.

Extra activity Critical thinking

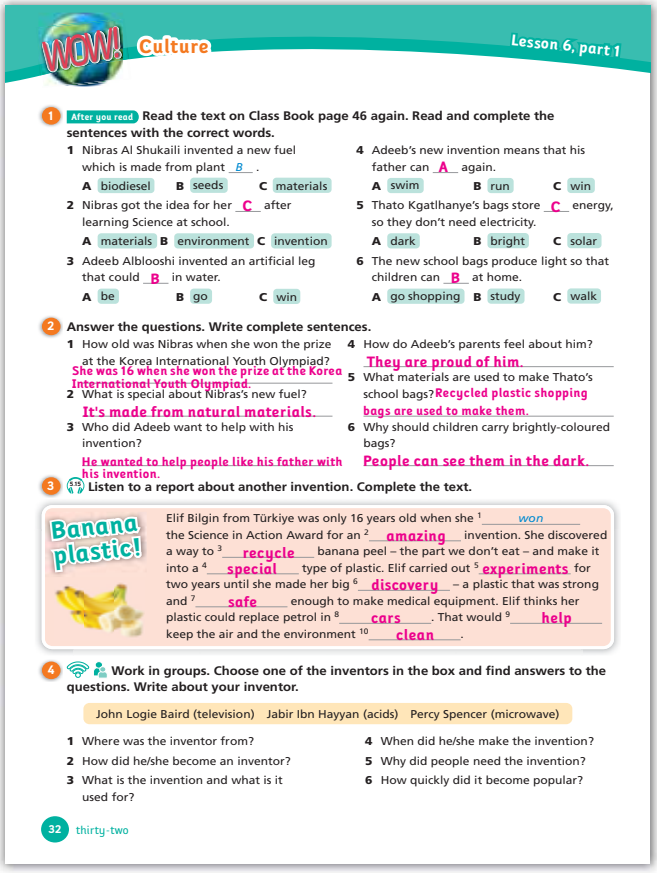
- Place students in pairs and have them write adjectives that could be used to describe the young inventors in the text.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

Find out more! Watch the video.

- Watch the complete video with students. After they watch, encourage students to say any words they remember from the video. Write the words on the board.
- In classes with deaf/hard of hearing students, use the video with captions.
- 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.
- Follow the standard procedure for class discussions for deaf/hard of hearing students. See page 10.

Practice

Activity Book



WOW! Culture — Lesson 6, part 1

1 After you read Read the text on Class Book page 46 again. Read and complete the sentences with the correct words.

1 Nibras Al Shukaili invented a new fuel which is made from plant B.
A biodiesel B seeds C materials

2 Nibras got the idea for her C after learning Science at school.
A materials B environment C invention

3 Adeeb Alblooshi invented an artificial leg that could B in water.
A be B go C win

4 Adeeb's new invention means that his father can A again.
A swim B run C win

5 Thato Kgatlhanye's bags store C energy, so they don't need electricity.
A dark B bright C solar

6 The new school bags produce light so that children can B at home.
A go shopping B study C walk

2 Answer the questions. Write complete sentences.

1 How old was Nibras when she won the prize at the Korea International Youth Olympiad?
She was 16 when she won the prize at the Korea International Youth Olympiad.

2 What is special about Nibras's new fuel?
It's made from natural materials.

3 Who did Adeeb want to help with his invention?
He wanted to help people like his father with his invention.

4 How do Adeeb's parents feel about him?
They are proud of him.

5 What materials are used to make Thato's school bags? Recycled plastic shopping bags are used to make them.

6 Why should children carry brightly-coloured bags?
People can see them in the dark.

3 5.15 Listen to a report about another invention. Complete the text.

Banana plastic!

Elif Bilgin from Türkiye was only 16 years old when she [1] won the Science in Action Award for an [2] amazing invention. She discovered a way to [3] recycle banana peel – the part we don't eat – and make it into a [4] special type of plastic. Elif carried out [5] experiments for two years until she made her big [6] discovery – a plastic that was strong and [7] safe enough to make medical equipment. Elif thinks her plastic could replace petrol in [8] cars. That would [9] help keep the air and the environment [10] clean.

4 Work in groups. Choose one of the inventors in the box and find answers to the questions. Write about your inventor.

John Logie Baird (television) Jabir Ibn Hayyan (acids) Percy Spencer (microwave)

1 Where was the inventor from?
2 How did he/she become an inventor?
3 What is the invention and what is it used for?
4 When did he/she make the invention?
5 Why did people need the invention?
6 How quickly did it become popular?

32 thirty-two

1 After you read Read the text on Class Book page 46 again. Read and complete the sentences with the correct words.

- Students complete the activity individually and then compare answers in pairs.
- Check answers as a class.
- Follow the standard procedures for pairwork and checking answers for deaf/hard of hearing students. See page 10.

2 Answer the questions. Write complete sentences.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

3 5.15 Listen to a report about another invention. Complete the text.

- Students look at the text and the gapped words before listening so they know what to listen for. Elicit or explain the meaning of any unknown words.
- In classes with deaf/hard of hearing students, write the missing words they need on the board in a random order and ask them to guess which words go in each space before checking the complete audioscript for the answers.
- Play the audio.
- Use the Lollipop stick technique (see page 17) to check answers.

5.15

Banana plastic!

Elif Bilgin from Türkiye was only 16 years old when she won the Science in Action Award for an amazing invention. She discovered a way to recycle banana peel – the part we don't eat – and make it into a special type of plastic. Elif carried out experiments for two years until she made her big discovery – a plastic that was strong and safe enough to make medical equipment. Elif thinks her plastic could replace petrol in cars. That would help keep the air and the environment clean.

4 Work in groups. Choose one of the inventors in the box and find answers to the questions. Write about your inventor.

- Place students in groups of four.
- Have students choose one of the inventors and research online to find answers to the questions.
- Monitor groups to ensure students are working together and staying focused.
- Students write their answers in their notebooks.
- Invite groups to share their answers with the class.
- Encourage the rest of the class to ask questions about the inventors.
- This can be adapted to an individual research task for deaf/hard of hearing students. Ask them to answer the questions about their chosen inventor in their notebook. Then swap with a partner to read each other's answers.

Extra activity Fast finishers

- Students write ten important words from the text in their notebooks.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 17), ask *What did you learn today?* and have students raise their hands to offer answers.

Lesson 6, part 2

Starting the lesson

- Using the True/False response cards technique (see page 17), say sentences about the text from the first part of the lesson for students to show the corresponding True/False card. Have them correct the false sentences.

Project



Make a fact file about a famous inventor.

1 Watch the video.

- Tell students that they are going to watch a video about the Project.
- Play the video (see *How to work with videos* on page 20).
- In classes with deaf/hard of hearing students, use the video with captions.
- Before they start, tell students that they have the option of creating a digital version of the project, such as an animation, video, infographic, digital poster, or any other suitable format, provided that the necessary technology and internet access are available.

2 In groups, discuss and choose an inventor to write about.

- Place students in groups of four. Make sure there is an Expert envoy (see page 17) in each group.
- Have groups discuss and choose a famous inventor they would like to make a fact file about. They can choose an inventor from the unit so far or choose one of their own. If possible, make sure groups each choose a different inventor. Remind students to take turns when discussing and to interrupt only when necessary and always respectfully.
- In classes with deaf/hard of hearing students, this can be done as pairwork. Follow the standard procedure. See page 10.

3 Decide who will research to find out:

- Give groups time to decide who will do what. Each group member should do one of the given tasks.

4 Write about the inventor you have chosen.

- Read the *Writing tip*. Make sure students understand it.
- Ask students to create their section of the fact file based on the research they did.
- Use the Traffic light cards technique (see page 17) to check students know what they have to do.
- When they have completed their individual tasks, ask them to put together their fact files.
- Monitor groups to ensure students are working together and staying focused.

Diversity

Support

- Students refer to the texts in their Class Books for help with vocabulary and grammar.

Challenge

- Suggest that students use relative pronouns and vocabulary from the texts in their Class Books for their fact files.

5 Present the information to the rest of the class.

- Read the *Speaking tip*.
- Have each group present their fact file to the class. Make sure each student speaks loudly and clearly.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.
- Use the Two stars and a wish technique (see page 17) to have students comment on the fact files presented.

6 Take a class vote to decide what the most important invention you heard about today was.

- Ask students to vote for the invention they think is the most important. Ask them to give reasons for the way they voted.

Finishing the lesson

- Refer students to their Learning diary (see page 17). Tell students to make a few notes about what they learned in this *Culture* lesson and what interested them the most. Students read their sentences to the class.

Extra activity **Photocopiable 45**

- Ask students to do photocopiable 45.

Lesson 7, parts 1 and 2

Objectives

- **Lesson aims:** to learn to talk about how sure you are; to practise sentence stress in relative clauses
- **Target language:** *Are you sure about that? Do you really think that? I'm absolutely/quite sure! Maybe. I'm not sure.*

Materials

- notebooks
- English in action video
- photocopiable 48

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can read aloud simple sentences with correct pronunciation, stress and intonation (GSE 37). Can act out a short dialogue or role play, given prompts (GSE 38). Can give their opinions on general topics, using a range of fixed expressions (GSE 50). Can express different degrees of certainty and doubt (GSE 56).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17)
- Peer learning: pairwork; group work
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 7, part 1

Starting the lesson

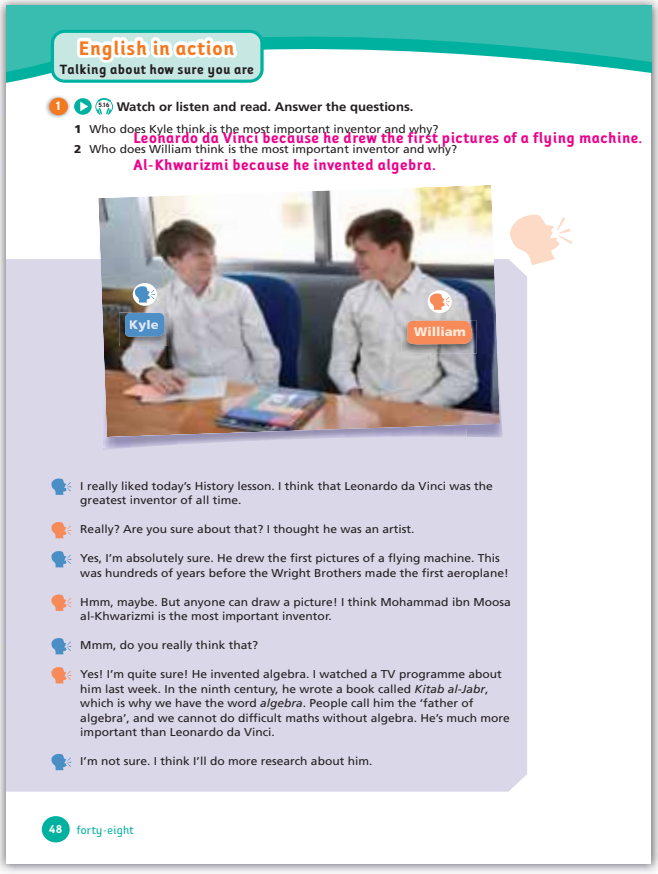
- Write the following names on the board: *Thomas Edison, Ibn al-Haytham, Leonardo da Vinci, Nikola Tesla, Alexander Graham Bell, Ibn Al Nafees, Jabir Ibn Hayyan, John Logie Baird, Percy Spencer, Ahmed Zewail.* Ask *What do these people have in common? (They are all famous inventors).* Ask students to say what they know about them. Ask them who they think is the most interesting inventor they have learned about in the unit so far and give reasons.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Presentation

- Explain that in this lesson students will learn to talk about how sure they are, and practise sentence stress in relative clauses.
- Ask students to work in pairs and think of a phrase they would use to say they are sure about something to a friend.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

Practice

Class Book


English in action
Talking about how sure you are

1 5.16 Watch or listen and read. Answer the questions.
1 Who does Kyle think is the most important inventor and why?
Leonardo da Vinci because he drew the first pictures of a flying machine.
2 Who does William think is the most important inventor and why?
Al-Khwarizmi because he invented algebra.

Kyle
William

I really liked today's History lesson. I think that Leonardo da Vinci was the greatest inventor of all time.
Really? Are you sure about that? I thought he was an artist.
Yes, I'm absolutely sure. He drew the first pictures of a flying machine. This was hundreds of years before the Wright Brothers made the first aeroplane!
Hmm, maybe. But anyone can draw a picture! I think Mohammad ibn Moosa al-Khwarizmi is the most important inventor.
Mmm, do you really think that?
Yes! I'm quite sure! He invented algebra. I watched a TV programme about him last week. In the ninth century, he wrote a book called *Kitab al-Jabr*, which is why we have the word *algebra*. People call him the 'father of algebra', and we cannot do difficult maths without algebra. He's much more important than Leonardo da Vinci.
I'm not sure. I think I'll do more research about him.

48 forty-eight

1 5.16 Watch or listen and read. Answer the questions.

- Refer students to page 48. Ask students to look at the picture and say who they think the people are, where they are and what they are talking about.
- Ask students to read the questions before they watch or listen so they know what information to look out for.
- Play the video or audio for students to watch or listen and read. Students write the answers in their notebooks.
- In classes with deaf/hard of hearing students, use the video with captions.
- Use the Lollipop stick technique (see page 17) to check answers.

5.16

Kyle: I really liked today's History lesson. I think that Leonardo da Vinci was the greatest inventor of all time.

William: Really? Are you sure about that? I thought he was an artist.

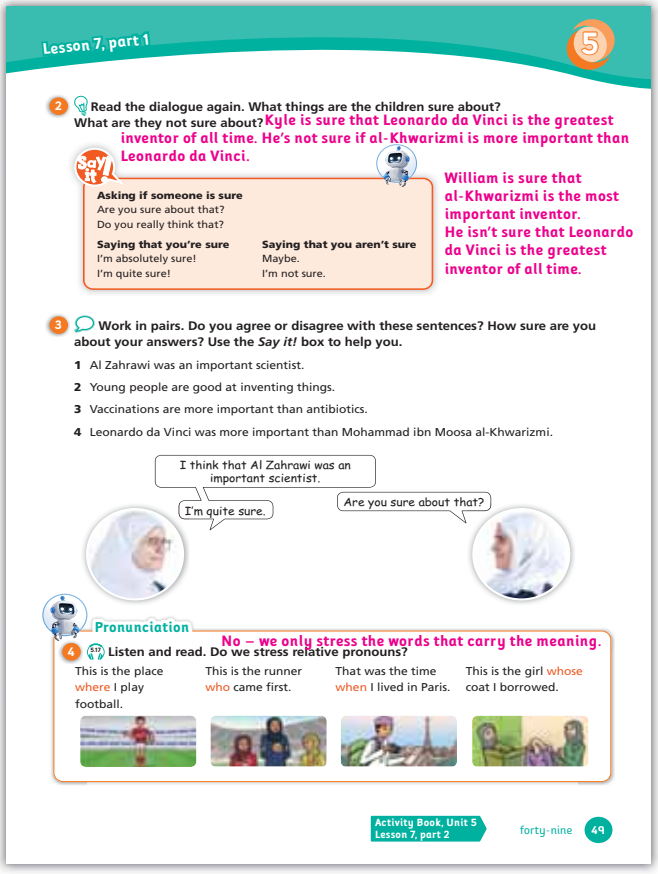
Kyle: Yes, I'm absolutely sure. He drew the first pictures of a flying machine. This was hundreds of years before the Wright Brothers made the first aeroplane!

William: Hmm, maybe. But anyone can draw a picture! I think Mohammad ibn Moosa al-Khwarizmi is the most important inventor.

Kyle: Mmm, do you really think that?

William: Yes! I'm quite sure! He invented algebra. I watched a TV programme about him last week. In the ninth century, he wrote a book called *Kitab al-Jabr*, which is why we have the word *algebra*. People call him the 'father of algebra', and we cannot do difficult maths without algebra. He's much more important than Leonardo da Vinci.

Kyle: I'm not sure. I think I'll do more research about him.



2 Read the dialogue again. What things are the children sure about? What are they not sure about?

- Refer students to the *Say it!* box. Read aloud the sentences and have students repeat as a class. Explain meanings if necessary.
- Ask students to read the dialogue on page 48 again and find the things they are sure about and the things they are unsure about. Tell them to refer to the *Say it!* box to help them.
- Place students in pairs and have them practise reading aloud the dialogue.
- Deaf/hard of hearing students can do this in their preferred method of communication.

3 Work in pairs. Do you agree or disagree with these sentences? How sure are you about your answers? Use the *Say it!* box to help you.

- Ask volunteer students to read aloud the statements. Make sure they understand each of them.
- Place students in pairs and ask them to discuss whether they agree or disagree with the statements, adding how sure they are. They can refer to the *Say it!* box to help.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor for correct use of language.
- Ask different pairs to tell the class their opinions and how sure they are.
- Place students in small groups and ask them to find out information about other inventors. They discuss which ones they think are the most important. Support students in helping others contribute ideas, even when the topic feels unfamiliar or difficult.
- Follow the standard procedure for group work or deaf/hard of hearing students. See page 10.

Extra activity Collaborative work

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

Pronunciation

4 5.17 Listen and read. Do we stress relative pronouns?

- Play the audio and have students read along in their Class Books, paying attention to the relative pronouns. Ask them to say what they notice about the stress. Remind students what word stress is, if necessary.
- Play the audio again. Students answer the question individually and then compare answers in pairs.
- Explain that we don't stress relative pronouns; we only stress the words that carry the meaning.

- Play the audio again with pauses for students to listen and repeat. Then have students practise saying the sentences in pairs.
- Monitor for correct word stress.
- **Extension** If available, record individual students' pronunciation of one sentence and have them listen and check themselves.
- This activity can be adapted for deaf/hard of hearing students with some level of hearing. Provide them with a copy of the audioscript, read the script yourself and ask them to lipread. Point out that your mouth shape is less exaggerated on the relative pronouns because they are unstressed. This activity can be skipped for profoundly deaf students.

5.17

This is the place where I play football.
This is the runner who came first.
That was the time when I lived in Paris.
This is the girl whose coat I borrowed.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 17), ask *Which phrases can you use to say you are sure? Which phrases can you use to say you are not sure?* Students raise their hands to offer answers.

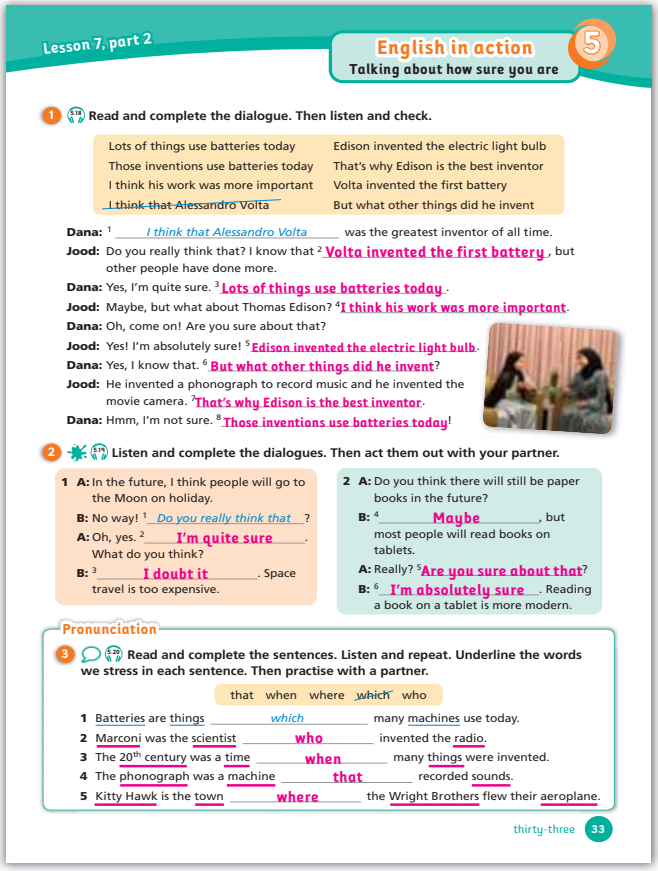
Lesson 7, part 2

Starting the lesson

- Elicit the expressions from the *Say it!* box from the first part of the lesson. Place students in groups and have them discuss which lesson in the unit they liked the most so far. Encourage them to use the questions *Are you sure about that? Do you really think that?* They should answer with phrases like *I'm absolutely sure. Maybe,* etc.
- This could be done in pairs for deaf/hard of hearing students, following the standard procedure. See page 10.

Practice

Activity Book



Lesson 7, part 2

English in action 5
Talking about how sure you are

1 5.18 Read and complete the dialogue. Then listen and check.

Lots of things use batteries today	Edison invented the electric light bulb
Those inventions use batteries today	That's why Edison is the best inventor
I think his work was more important	Volta invented the first battery
~~I think that Alessandro Volta~~	But what other things did he invent

Dana: 1 *I think that Alessandro Volta* was the greatest inventor of all time.
Jood: Do you really think that? I know that 2 **Volta invented the first battery**, but other people have done more.
Dana: Yes, I'm quite sure. 3 **Lots of things use batteries today**.
Jood: Maybe, but what about Thomas Edison? 4 **I think his work was more important**.
Dana: Oh, come on! Are you sure about that?
Jood: Yes! I'm absolutely sure! 5 **Edison invented the electric light bulb**.
Dana: Yes, I know that. 6 **But what other things did he invent**?
Jood: He invented a phonograph to record music and he invented the movie camera. 7 **That's why Edison is the best inventor**.
Dana: Hmm, I'm not sure. 8 **Those inventions use batteries today**!

2 5.19 Listen and complete the dialogues. Then act them out with your partner.

1 **A:** In the future, I think people will go to the Moon on holiday.
B: No way! 1 *Do you really think that*?
A: Oh, yes. 2 **I'm quite sure**. What do you think?
B: 3 **I doubt it**. Space travel is too expensive.

2 **A:** Do you think there will still be paper books in the future?
B: 4 **Maybe**, but most people will read books on tablets.
A: Really? 5 **Are you sure about that**?
B: 6 **I'm absolutely sure**. Reading a book on a tablet is more modern.

Pronunciation

3 5.20 Read and complete the sentences. Listen and repeat. Underline the words we stress in each sentence. Then practise with a partner.

that when where ~~which~~ who

1 Batteries are things *which* many machines use today.
2 Marconi was the scientist **who** invented the radio.
3 The 20th century was a time **when** many things were invented.
4 The phonograph was a machine **that** recorded sounds.
5 Kitty Hawk is the town **where** the Wright Brothers flew their aeroplane.

thirty-three 33

1 5.18 Read and complete the dialogue. Then listen and check.

- Students complete the activity individually and then compare answers in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Play the audio to check answers and then check answers as a class.
- Provide deaf/hard of hearing students with the audioscript for them to check against or write the answers on the board.

5.18

Dana: I think that Alessandro Volta was the greatest inventor of all time.
Jood: Do you really think that? I know that Volta invented the first battery, but other people have done more.
Dana: Yes, I'm quite sure. Lots of things use batteries today.
Jood: Maybe, but what about Thomas Edison? I think his work was more important.
Dana: Oh, come on! Are you sure about that?
Jood: Yes! I'm absolutely sure! Edison invented the electric light bulb.
Dana: Yes, I know that. But what other things did he invent?
Jood: He invented a phonograph to record music and he invented the movie camera. That's why Edison is the best inventor.
Dana: Hmm, I'm not sure. Those inventions use batteries today!

2 5.19 Listen and complete the dialogues. Then act them out with your partner.

- Play the audio and have students complete the dialogues individually.
- Use the Lollipop stick technique (see page 17) to check answers and write them on the board.
- Place students in pairs and have them act out the dialogues.
- Deaf/hard of hearing students can do this in their preferred method of communication or choose a smaller section of the dialogue to act out/mime.
- Monitor for language and pronunciation.

5.19

1 A: In the future, I think people will go to the Moon on holiday.
B: No way! Do you really think that?
A: Oh, yes. I'm quite sure. What do you think?
B: I doubt it. Space travel is too expensive.

2 A: Do you think there will still be paper books in the future?
B: Maybe, but most people will read books on tablets.
A: Really? Are you sure about that?
B: I'm absolutely sure. Reading a book on a tablet is more modern.

Pronunciation

3 5.20 Read and complete the sentences. Listen and repeat. Underline the words we stress in each sentence. Then practise with a partner.

- Ask students what the words in the box are (relative pronouns). If necessary, remind students that we use *who* and *that* for people, *which* and *that* for things, *when* for time, *where* for places and *whose* to show possession.
- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Play the audio for students to repeat the sentences. Play the audio again and have them underline the words we stress in each sentence.
- The pronunciation element can be skipped for deaf/hard of hearing students, or simply remind them that relative pronouns are unstressed, which is seen in lip movements being less pronounced.
- Check answers as a class.
- Place students in pairs to practise saying the sentences to each other.
- Monitor for correct word stress.

5.20

1 Batteries are things which many machines use today.
2 Marconi was the scientist who invented the radio.
3 The 20th century was a time when many things were invented.
4 The phonograph was a machine that recorded sounds.
5 Kitty Hawk is the town where the Wright Brothers flew their aeroplane.

Extra activity Fast finishers

- Students read the dialogues in Activities 1 and 2 in their Activity Books again and find all the phrases for asking and saying how sure you are.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to ask students about their learning so far. Ask them what they think their strengths and weaknesses are.

Extra activity Photocopiable 48

- Ask students to do photocopiable 48.

Lesson 8, parts 1 and 2

Objectives

- **Lesson aims:** to read and understand a story
- **Target language:** *time capsule, item, generation, list, row, blackboard;* revision of vocabulary and grammar

Materials

- notebooks
- photocopiable 51

Global Scale of English (GSE)

- **Reading:** Can recognise familiar words in unfamiliar contexts in descriptive texts and stories (GSE 38). Can guess the meaning of unknown words in simple texts from the context (GSE 46). Can scan extended stories and texts written in simple, familiar language, to find specific information (GSE 48). Can skim straightforward, extended texts with a clear structure to get a general idea of the content (GSE 55).
- **Speaking:** Can make suggestions during structured classroom discussions (GSE 49). Can talk about matters of personal information and interest in some detail (GSE 51).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).
- **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 17)
- Peer learning: pairwork; group work; Expert envoy technique (see page 17)
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 8, part 1

Starting the lesson

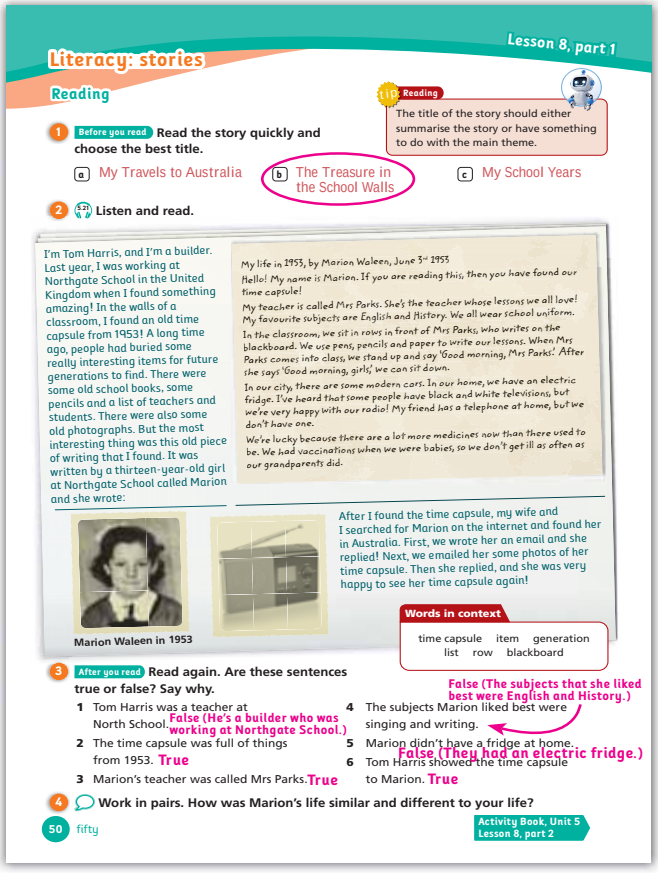
- Write *1953* on the board. Ask *What do you think was different about school in 1953?* Place students in small groups to discuss the question. Check ideas as a class.
- In classes with deaf/hard of hearing students, this could be done as a whole class mind map activity.

Presentation

- Explain that in this lesson students will read a story.
- Ask students to look at the *Words in context* box. Write the words on the board and ask students if they know the meanings. Explain meanings: *a time capsule is a container with objects from today, buried to be found in the future; an item is a thing; generation is all the people who were born around the same time, e.g. your parents are the generation before you; a list is lots of things, e.g. shopping items, written one below the other; a row is a straight line of something; a blackboard is a dark board for writing on in a classroom.*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Practice

Class Book



Literacy: stories
Lesson 8, part 1
Reading
Reading
The title of the story should either summarise the story or have something to do with the main theme.
1 Before you read Read the story quickly and choose the best title.
a My Travels to Australia
b The Treasure in the School Walls
c My School Years
2 Listen and read.
I'm Tom Harris, and I'm a builder. Last year, I was working at Northgate School in the United Kingdom when I found something amazing! In the walls of a classroom, I found an old time capsule from 1953! A long time ago, people had buried some really interesting items for future generations to find. There were some old school books, some pencils and a list of teachers and students. There were also some old photographs. But the most interesting thing was this old piece of writing that I found. It was written by a thirteen-year-old girl at Northgate School called Marion and she wrote:
My life in 1953, by Marion Waleen, June 3rd 1953
Hello! My name is Marion. If you are reading this, then you have found our time capsule!
My teacher is called Mrs Parks. She's the teacher whose lessons we all love! My favourite subjects are English and History. We all wear school uniform.
In the classroom, we sit in rows in front of Mrs Parks, who writes on the blackboard. We use pens, pencils and paper to write our lessons. When Mrs Parks comes into class, we stand up and say 'Good morning, Mrs Parks.' After she says 'Good morning, girls,' we can sit down.
In our city, there are some modern cars. In our home, we have an electric fridge. I've heard that some people have black and white televisions, but we're very happy with our radio! My friend has a telephone at home, but we don't have one.
We're lucky because there are a lot more medicines now than there used to be. We had vaccinations when we were babies, so we don't get ill as often as our grandparents did.
Marion Waleen in 1953
After I found the time capsule, my wife and I searched for Marion on the internet and found her in Australia. First, we wrote her an email and she replied! Next, we emailed her some photos of her time capsule. Then she replied, and she was very happy to see her time capsule again!
Words in context
time capsule item generation
list row blackboard
3 After you read Read again. Are these sentences true or false? Say why.
1 Tom Harris was a teacher at North School. False (He's a builder who was working at Northgate School.)
2 The time capsule was full of things from 1953. True
3 Marion's teacher was called Mrs Parks. True
4 The subjects Marion liked best were singing and writing. False (The subjects that she liked best were English and History.)
5 Marion didn't have a fridge at home. False (They had an electric fridge.)
6 Tom Harris showed the time capsule to Marion. True
4 Work in pairs. How was Marion's life similar and different to your life?
50 fifty
Activity Book, Unit 5 Lesson 8, part 2

1 Before you read Read the story quickly and choose the best title.

- Refer students to page 50.
- Students raise their hands to offer answers.
- Read aloud the *Reading tip*.
- Explain that a good title can help readers understand what the story is about before they start reading.

2 5.21 Listen and read.

- Play the audio and have students read along in their Class Books.
- This can be done as a reading-only task for deaf/hard of hearing students.
- Check comprehension with questions, e.g. *Who's telling the story? (Tom Harris) Where was he working when he found the time capsule? (Northgate School in the United Kingdom) What was in the time capsule? (old school books, pencils, a list of teachers and students, old photographs and a piece of writing) Who wrote the piece of writing? (Marion Waleen) What were Marion's favourite subjects? (English and History) What did the teacher used to write on? (a blackboard),* etc.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

5.21

The Treasure in the School Walls

Tom: I'm Tom Harris, and I'm a builder. Last year, I was working at Northgate School in the United Kingdom when I found something amazing! In the walls of a classroom, I found an old time capsule from 1953! A long time ago, people had buried some really interesting items for future generations to find. There were some old school books, some pencils and a list of teachers and students. There were also some old photographs. But the most interesting thing was this old piece of writing that I found. It was written by a thirteen-year-old girl at Northgate School called Marion and she wrote:

Marion: My life in 1953, by Marion Waleen, June 3rd 1953
Hello! My name is Marion. If you are reading this, then you have found our time capsule! My teacher is called Mrs Parks. She's the teacher whose lessons we all love! My favourite subjects are English and History. We all wear school uniform. In the classroom, we sit in rows in front of Mrs Parks, who writes on the blackboard. We use pens, pencils and paper to write our lessons. When Mrs Parks comes into class, we stand up and say 'Good morning, Mrs Parks.' After she says 'Good morning, girls,' we can sit down.
In our city, there are some modern cars. In our home, we have an electric fridge. I've heard that some people have black and white televisions, but we're very happy with our radio! My friend has a telephone at home, but we don't have one. We're lucky because there are a lot more medicines now than there used to be. We had vaccinations when we were babies, so we don't get ill as often as our grandparents did.

Tom: After I found the time capsule, my wife and I searched for Marion on the internet and found her in Australia. First, we wrote her an email and she replied! Next, we emailed her some photos of her time capsule. Then she replied, and she was very happy to see her time capsule again!

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

- Students complete the activity individually. Make sure they explain their answers.
- Use the Lollipop stick technique (see page 17) to check answers.

4 Work in pairs. How was Marion's life similar and different to your life?

- Place students in pairs to discuss the question.
- As they work, monitor for proper use of language.
- Ask different pairs for feedback.
- Follow the standard procedures for pairwork and sharing answers for deaf/hard of hearing students. See page 10.

Diversity

Support
- Ask students to say what topics are mentioned in the story and write their ideas on the board to use during pairwork.

Challenge
- Give students two minutes to write down some ideas and then discuss in pairs.

Finishing the lesson

- Place students in pairs. Ask them to think of three more true or false statements about the story. Then have them swap their statements with another pair. Each pair decides if the statements are true or false and explains their answers.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

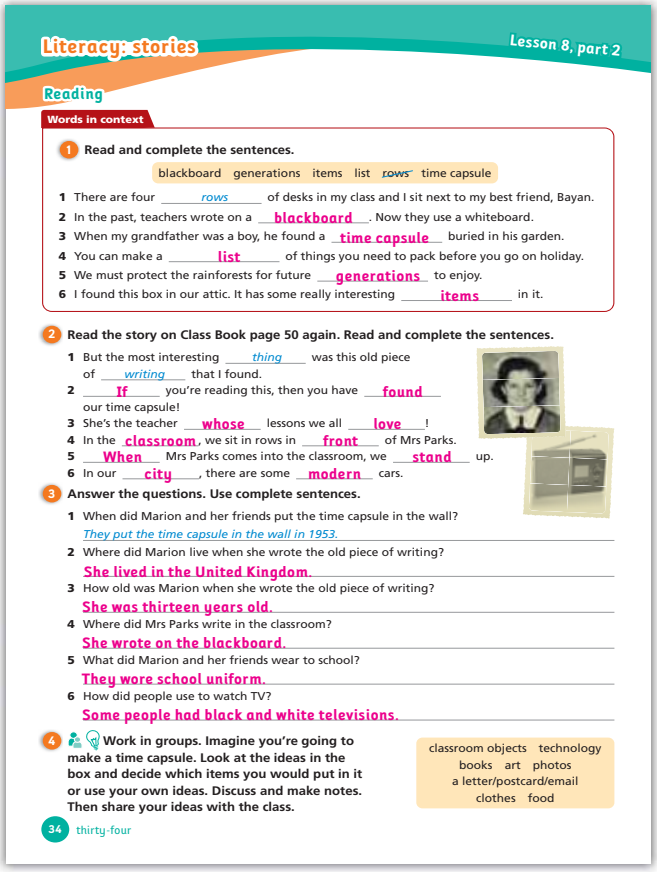
Lesson 8, part 2

Starting the lesson

- Play *Parachute* (see page 23) with the words from the *Words in context* box from the first part of the lesson.

Practice

Activity Book



Literacy: stories
Lesson 8, part 2
Reading
Words in context

1 Read and complete the sentences.

blackboard generations items list ~~rows~~ time capsule

1 There are four *rows* of desks in my class and I sit next to my best friend, Bayan.
2 In the past, teachers wrote on a **blackboard**. Now they use a whiteboard.
3 When my grandfather was a boy, he found a **time capsule** buried in his garden.
4 You can make a **list** of things you need to pack before you go on holiday.
5 We must protect the rainforests for future **generations** to enjoy.
6 I found this box in our attic. It has some really interesting **items** in it.

2 Read the story on Class Book page 50 again. Read and complete the sentences.

1 But the most interesting *thing* was this old piece of *writing* that I found.
2 **If** you're reading this, then you have **found** our time capsule!
3 She's the teacher **whose** lessons we all **love**!
4 In the **classroom**, we sit in rows in **front** of Mrs Parks.
5 **When** Mrs Parks comes into the classroom, we **stand** up.
6 In our **city**, there are some **modern** cars.

3 Answer the questions. Use complete sentences.

1 When did Marion and her friends put the time capsule in the wall?
They put the time capsule in the wall in 1953.
2 Where did Marion live when she wrote the old piece of writing?
She lived in the United Kingdom.
3 How old was Marion when she wrote the old piece of writing?
She was thirteen years old.
4 Where did Mrs Parks write in the classroom?
She wrote on the blackboard.
5 What did Marion and her friends wear to school?
They wore school uniform.
6 How did people use to watch TV?
Some people had black and white televisions.

4 Work in groups. Imagine you're going to make a time capsule. Look at the ideas in the box and decide which items you would put in it or use your own ideas. Discuss and make notes. Then share your ideas with the class.

classroom objects technology
books art photos
a letter/postcard/email
clothes food

34 thirty-four

1 Read and complete the sentences.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

Extra activity Fast finishers

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

2 Read the story on Class Book page 50 again. Read and complete the sentences.

- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

3 Answer the questions. Use complete sentences.

- Students complete the activity individually and then compare answers in pairs. They can refer to their Class Books if necessary.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 17) to check answers and write them on the board.

4 Work in groups. Imagine you're going to make a time capsule. Look at the ideas in the box and decide which items you would put in it or use your own ideas. Discuss and make notes. Then share your ideas with the class.

- Place students in groups of four. Use the Expert envoy technique (see page 17) when forming groups.
- This could be done in pairs for deaf/hard of hearing students.
- Ask groups to discuss which of the items they would put in their time capsule, or they can choose their own. Tell them to support their choices with reasons. Support students in helping others contribute ideas, even if the topic feels unfamiliar or difficult.
- Monitor groups to ensure students are working together and staying focused.
- When they have finished, ask each group to share which items they chose with the class.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 17), ask *Did you find the story interesting? What was your favourite part? Would you like to make/find a time capsule?* and encourage class discussion.

Extra activity Photocopiable 51

- Ask students to do photocopiable 51.

Literacy: Writing

Lesson 9, parts 1 and 2

Objectives

- **Lesson aims:** to write a story
- **Target language:** revision of vocabulary and grammar; *as much as*

Materials

- Unit 5 flashcards (Inventions, Health and medicine)
- notebooks
- stopwatch
- Traffic light cards
- photocopiable 57

Global Scale of English (GSE)

- **Reading:** Can recognise the use of simple linking words to connect ideas in short paragraphs (GSE 37). Can scan extended stories and texts written in simple, familiar language, to find specific information (GSE 48).
- **Writing:** Can write a simple plan for an activity (GSE 43). Can write a story, linking simple sentences together in a sequence (GSE 41). Can write a simple story with a clear sequence of events (GSE 47). Can write a short story containing a brief description of the characters and/or setting (GSE 48).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)
- Peer learning: pairwork; Two stars and a wish technique (see page 17); Think-pair-share technique (see page 17)
- Independent learning: portfolio (see page 17); Learning diaries (see page 17)

Lesson 9, part 1

Starting the lesson

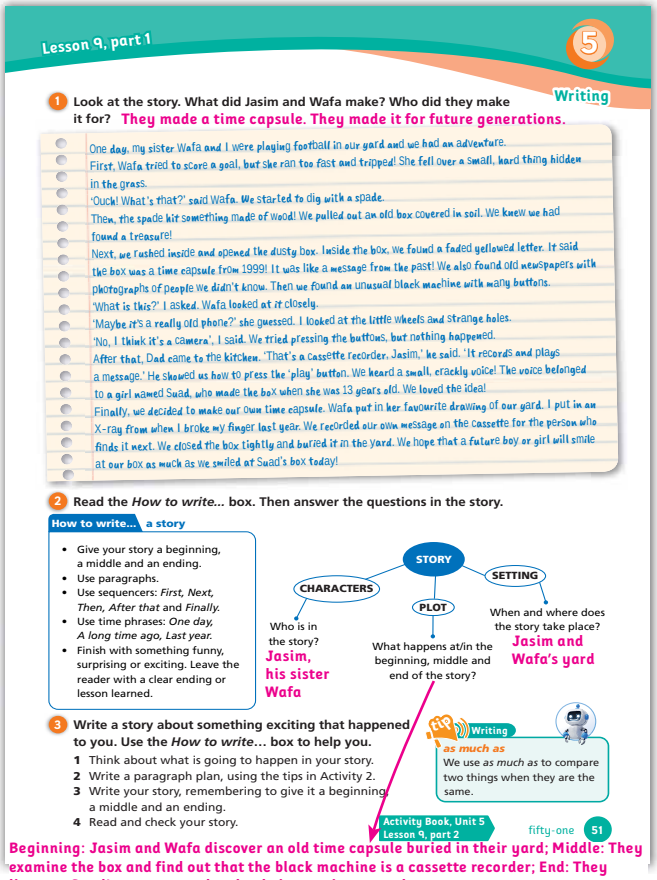
- Place the Unit 5 flashcards (Inventions, Health and medicine) on the board for 30 seconds and then remove them.
- Students work individually to write down as many invention words and health and medicine phrases as they can remember in one minute. Use a stopwatch to time students.
- Use the Lollipop stick technique (see page 17) to check answers.

Presentation

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

Practice

Class Book


Lesson 9, part 1

1 Look at the story. What did Jasim and Wafa make? Who did they make it for? They made a time capsule. They made it for future generations.

Writing

One day, my sister Wafa and I were playing football in our yard and we had an adventure. First, Wafa tried to score a goal, but she ran too fast and tripped! She fell over a small, hard thing hidden in the grass.
'Ouch! What's that?' said Wafa. We started to dig with a spade.
Then, the spade hit something made of wood! We pulled out an old box covered in soil. We knew we had found a treasure!
Next, we rushed inside and opened the dusty box. Inside the box, we found a faded yellowed letter. It said the box was a time capsule from 1999! It was like a message from the past! We also found old newspapers with photographs of people we didn't know. Then we found an unusual black machine with many buttons.
'What is this?' I asked. Wafa looked at it closely.
'Maybe it's a really old phone?' she guessed. I looked at the little wheels and strange holes.
'No, I think it's a camera', I said. We tried pressing the buttons, but nothing happened.
After that, Dad came to the kitchen. 'That's a cassette recorder, Jasim,' he said. 'It records and plays a message.' He showed us how to press the 'play' button. We heard a small, crackly voice! The voice belonged to a girl named Suad, who made the box when she was 13 years old. We loved the idea!
Finally, we decided to make our own time capsule. Wafa put in her favourite drawing of our yard. I put in an X-ray from when I broke my finger last year. We recorded our own message on the cassette for the person who finds it next. We closed the box tightly and buried it in the yard. We hope that a future boy or girl will smile at our box as much as we smiled at Suad's box today!

2 Read the *How to write...* box. Then answer the questions in the story.

How to write... a story

- Give your story a beginning, a middle and an ending.
- Use paragraphs.
- Use sequencers: *First, Next, Then, After that* and *Finally.*
- Use time phrases: *One day, A long time ago, Last year.*
- Finish with something funny, surprising or exciting. Leave the reader with a clear ending or lesson learned.

STORY
CHARACTERS — Who is in the story? Jasim, his sister Wafa
PLOT — What happens at/in the beginning, middle and end of the story?
SETTING — When and where does the story take place? Jasim and Wafa's yard

3 Write a story about something exciting that happened to you. Use the *How to write...* box to help you.
1 Think about what is going to happen in your story.
2 Write a paragraph plan, using the tips in Activity 2.
3 Write your story, remembering to give it a beginning, a middle and an ending.
4 Read and check your story.

Writing
as much as
We use *as much as* to compare two things when they are the same.

Activity Book, Unit 5 Lesson 9, part 2
fifty-one 51

Beginning: Jasim and Wafa discover an old time capsule buried in their yard; Middle: They examine the box and find out that the black machine is a cassette recorder; End: They listen to Suad's message and make their own time capsule.

1 Look at the story. What did Jasim and Wafa make? Who did they make it for?

- Refer students to page 51.
- Have students read the story quietly and complete the activity in their notebooks.
- Students compare answers in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Use the Lollipop stick technique (see page 17) to check answers.

2 Read the *How to write...* box. Then answer the questions in the story.

- Invite a student to read the *How to write...* box aloud and direct the rest of the class to follow along in their Class Books. Tell students that this will help when they write their stories.
- Students read the story in Activity 1 again and answer the questions in the story planner.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Check comprehension with questions, e.g. *Where were Jasim and Wafa playing football? (in their yard) Why did Wafa fall? (She tripped over something in the grass.) What did they find in the ground? (an old wooden box covered in soil) What did the letter in the box say? (That the box was a time capsule from 1999.) What did Wafa think the black machine was? (an old phone) What was it? (a cassette recorder) Who made the time capsule? (a girl called Suad) What did Jasim and Wafa put in their own time capsule? (a drawing, a toy camera, an X-ray, a recorded message and a letter).*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

3 Write a story about something exciting that happened to you. Use the *How to write...* box to help you.

- Refer students to the *Writing tip*.
- Ask them to find the example of *as much as* in the story in Activity 1 *(We hope that a future boy or girl will smile at our box as much as we smiled at Suad's box today!)*. Explain that we use *as much as* to say that two things are equal, e.g. *I ate as much as you. (We ate the same amount.) I like Maths as much as Science. (I like Maths and Science the same.)* We often use it to compare how much someone does something, or how much of something there is.
- Invite a student to read the instructions in Activity 3.
- Place students in pairs. Ask them to think about something exciting that has happened to them that they could write a story about.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Have students refer to Activity 2 and tell them to copy the story planner into their notebooks. Ask pairs to complete their planners with their own ideas.
- Students then write their stories in pairs. Tell students to keep referring to the *How to write...* box and the story planner while they write their stories.
- Monitor students, helping where necessary.
- Before students present their work, ask them to read and check their stories and rewrite sections if necessary.
- Students then present their stories to the class.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.
- Use the Two stars and a wish technique (see page 17) to have students comment on each other's work.

Diversity

Support
- Monitor and help students while they write their stories.

Challenge
- Students write their stories individually.

Extra activity **Creativity**
- After checking their written work, students copy it onto a sheet of paper and draw pictures of the exciting event. They display their work on the classroom wall and later add it to their portfolios (see page 17).

Finishing the lesson

- Write the following on the board: *I enjoy _____ as much as _____. I like _____ as much as _____.* Students complete the sentences individually. Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

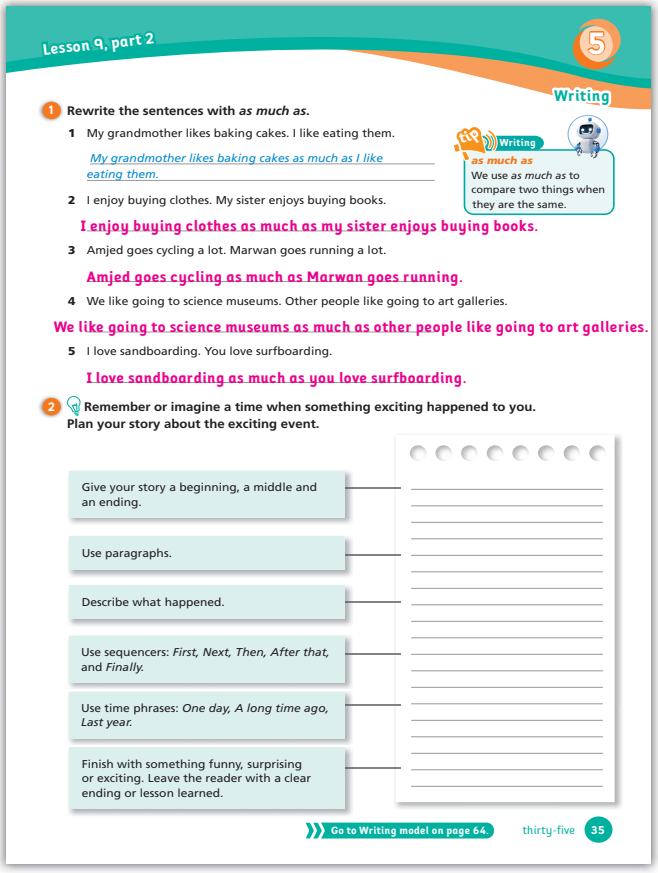
Lesson 9, part 2

Starting the lesson

- Use the Think-pair-share technique (see page 17) to have students discuss how to write a story from the *How to write...* box in the Class Book from the first part of the lesson. Encourage students not to look at their Class Books. Write the bullet points on the board.

Practice

Activity Book


Lesson 9, part 2

5

Writing

1 **Rewrite the sentences with *as much as*.**

1 My grandmother likes baking cakes. I like eating them.

My grandmother likes baking cakes as much as I like eating them.

2 I enjoy buying clothes. My sister enjoys buying books.

I enjoy buying clothes as much as my sister enjoys buying books.

3 Amjed goes cycling a lot. Marwan goes running a lot.

Amjed goes cycling as much as Marwan goes running.

4 We like going to science museums. Other people like going to art galleries.

We like going to science museums as much as other people like going to art galleries.

5 I love sandboarding. You love surfboarding.

I love sandboarding as much as you love surfboarding.

Writing

as much as

We use *as much as* to compare two things when they are the same.

2 **Remember or imagine a time when something exciting happened to you. Plan your story about the exciting event.**

Give your story a beginning, a middle and an ending.

Use paragraphs.

Describe what happened.

Use sequencers: *First, Next, Then, After that,* and *Finally.*

Use time phrases: *One day, A long time ago, Last year.*

Finish with something funny, surprising or exciting. Leave the reader with a clear ending or lesson learned.

Go to Writing model on page 64.

thirty-five 35

1 Rewrite the sentences with *as much as*.

- Refer students to the *Writing tip*.
- Use the Traffic light cards technique (see page 17) to check students have understood how to use *as much as*.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

2 Remember or imagine a time something exciting happened to you. Plan your story about the exciting event.

- Ask *What kind of exciting events would make a good story?* Elicit ideas and write them on the board.
- Students complete the plan individually.
- Use the Lollipop stick technique (see page 17) to have some students read their plans to the class.
- Before students write their stories, refer them to the *Writing model* on page 64 of their Activity Books. Go through the model with students.

3 Now write your story.

- Students complete the activity individually.
- Tell students to keep referring to the *Writing model* and the plan while they write their stories.
- Monitor students, helping where necessary.
- Have volunteers read their work to the class.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.


Literacy: stories

Lesson 9, part 2

Writing

3 **Now write your story.**

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

Have I given my story a beginning, a middle and an ending? ☐

Have I described the exciting thing that happened? ☐

Have I used paragraphs? ☐

Have I used sequencers correctly? ☐

36 thirty-six

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 find all the items in Jasim's time capsule from Class Book page 51 and write a list. They write a list of what they would put in a time capsule and compare.

Finishing the lesson

- Students write down what they achieved today in their Learning diary (see page 17): *Today I wrote a story about . . . .*
- Tell students that there will be a dictation in the next lesson.

Extra activity **Photocopiable 57**

- Ask students to do photocopiable 57.

Lesson 10

Objectives

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

Materials

- Unit 5 flashcards (Inventions, Health and medicine)
- Unit 5 poster: *Inventions*
- notebooks
- Traffic light cards
- photocopiable 60

Global Scale of English (GSE)

- **Reading:** Can understand short, school-related messages in emails, text messages and social media postings (GSE 39).
- **Speaking:** Can give brief reasons for their opinions on familiar topics (GSE 48). Can give an opinion in a structured discussion, if guided by questions (GSE 46).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).
- **Listening:** Can recognise simple phrases related to familiar topics in slow, clear speech (GSE 33).

Assessment for Learning (formative assessment)

Setting aims and criteria: Key question technique (see page 16); lesson objectives presentation

Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)

Peer learning: pairwork; group work; Expert envoy technique (see page 17)

Independent learning: Summative and thought-provoking questions technique (see page 17)

Starting the lesson

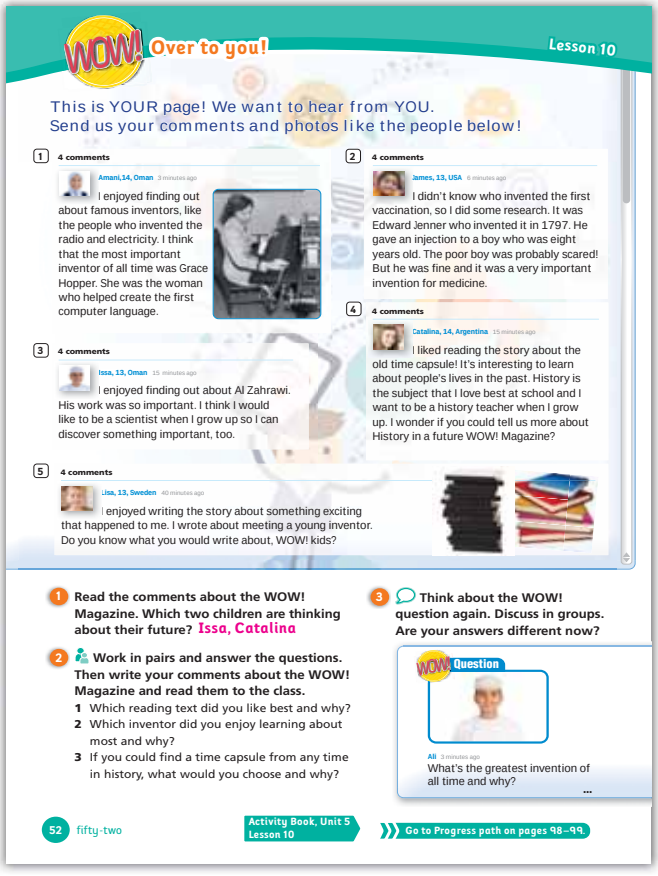
- Ask students a Key question (see page 16) about reviews: *What can you do as well as a review to learn new vocabulary and grammar?* Accept all reasonable answers.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Presentation

- Explain that in this lesson students will read comments for the WOW! Magazine. Then they will do revision of the unit vocabulary and grammar in their Activity Books.
- Review the vocabulary quickly with the Unit 5 flashcards (Inventions, Health and medicine) or poster. Refer to *How to work with posters* (see page 19).
- Revise the invention words by saying them aloud or writing them on the board and asking students to draw and write them in their notebooks.
- Revise the health and medicine phrases by dictating the underlined words below. Ask students to write them in their notebooks, adding the missing verbs: *carry out an experiment, do some research, feel better, feel ill, get a prescription, have a temperature, have an injection, have an operation, have an X-ray, make a discovery, take some pills, win a prize*
- Revise relative pronouns. Write *that, which, who, where, when* and *whose* on the board. Students work in pairs and write a sentence with each relative pronoun. Ask different pairs to share their sentences with the class and write them on the board.
- Revise embedded questions. Ask *What's the time?* Tell students to rewrite it as an embedded question, e.g. *Could you tell me what the time is?*
- Repeat with *Is this your watch? (Do you know if/ whether this is your watch?)*

Practice

Class Book



1 Read the comments about the WOW! Magazine. Which two children are thinking about their future?

- Refer students to page 52. Give students time to read the comments and then answer the question in their notebooks.
- Use the Lollipop stick technique (see page 17) to check answers.

Diversity

Support
- Monitor students, helping where necessary.

Challenge
- Students skim the comments quickly to find the information they need.

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

- Place students in pairs and have them answer the question in their notebooks.
- Check answers as a class.
- Follow the standard procedure for pairwork and checking answers for deaf/hard of hearing students. See page 10.
- Students work individually to write their own comments about the magazine.
- Ask volunteers to read aloud their comments.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Extra activity Creativity

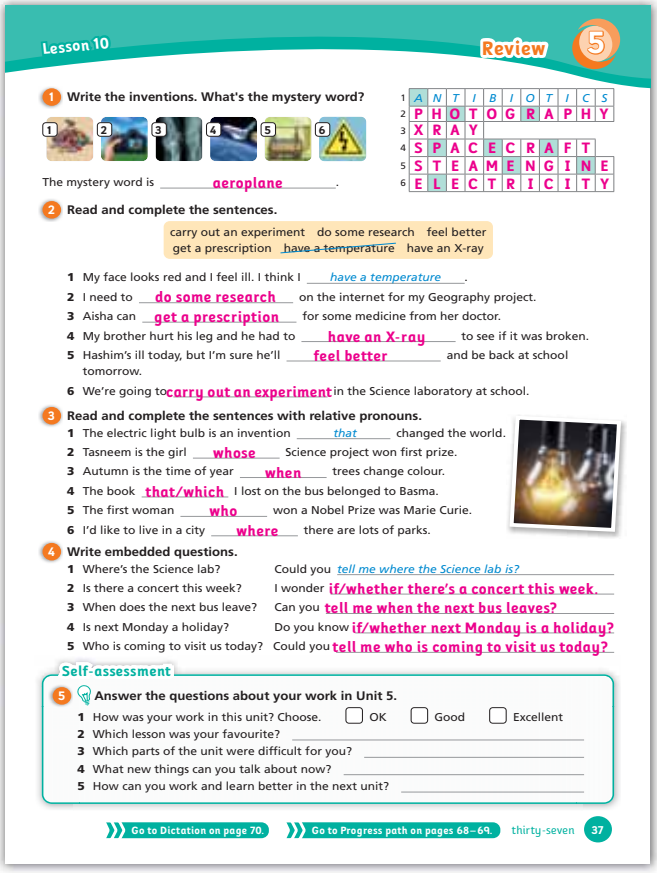
- Place students in pairs and give them a sheet of paper. Students copy their comments and add them to the class comments folder.

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

- Place students in groups.
- Have them 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.
- This can be done in pairs, depending on the needs of any deaf/hard of hearing students.

Practice

Activity Book



Lesson 10 — Review 5

1 Write the inventions. What's the mystery word?

1 ANTIBIOTICS
2 PHOTOGRAPHY
3 XRAY
4 SPACECRAFT
5 STEAMENGINE
6 ELECTRICITY

The mystery word is aeroplane.

2 Read and complete the sentences.

carry out an experiment | do some research | feel better | get a prescription | have a temperature | have an X-ray

1 My face looks red and I feel ill. I think I have a temperature.
2 I need to do some research on the internet for my Geography project.
3 Aisha can get a prescription for some medicine from her doctor.
4 My brother hurt his leg and he had to have an X-ray to see if it was broken.
5 Hashim's ill today, but I'm sure he'll feel better and be back at school tomorrow.
6 We're going to carry out an experiment in the Science laboratory at school.

3 Read and complete the sentences with relative pronouns.

1 The electric light bulb is an invention that changed the world.
2 Tasneem is the girl whose Science project won first prize.
3 Autumn is the time of year when trees change colour.
4 The book that/which I lost on the bus belonged to Basma.
5 The first woman who won a Nobel Prize was Marie Curie.
6 I'd like to live in a city where there are lots of parks.

4 Write embedded questions.

1 Where's the Science lab? Could you tell me where the Science lab is?
2 Is there a concert this week? I wonder if/whether there's a concert this week.
3 When does the next bus leave? Can you tell me when the next bus leaves?
4 Is next Monday a holiday? Do you know if/whether next Monday is a holiday?
5 Who is coming to visit us today? Could you tell me who is coming to visit us today?

Self-assessment

5 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. Go to Progress path on pages 68–69. thirty-seven 37

1 Write the inventions. What's the mystery word?

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

2 Read and complete the sentences.

- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

3 Read and complete the sentences with relative pronouns.

- Use the Expert envoy technique (see page 17) to have stronger students help weaker students with this activity.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

4 Write embedded questions.

- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Students complete the activity individually and then compare answers in pairs.
- Check answers as a class.
- Follow the standard procedure for pairwork and checking answers for deaf/hard of hearing students. See page 10.

Self-assessment

5 Answer the questions about your work in Unit 5.

- Students do the self-assessment individually. Ask some students to share their answers using the Lollipop stick technique (see page 17).

Extra activity Fast finishers

- Students read the comments again on page 52 of their Class Books and decide who they agree with and why.

Dictation

- Have students turn to page 70 in their Activity Books.
- **5.22** Play the audio for students to individually listen and write the sentences.
- Check answers as a class.
- This can be adapted to a sentence ordering task for deaf/hard of hearing students. Write the three sentences in a jumbled order on the board and ask students to write them out in the correct order on the lines on page 70. For example, write:

  1 the experiment / about / I told / that's / that / you /.
  2 invented / who / he's / photography / the person /.
  3 wonder / a temperature / if / I / you have /.

5.22

1 That's the experiment that I told you about.
2 He's the person who invented photography.
3 I wonder if you have a temperature.

Extra activity Progress path

Teacher's Book pages 203 (Class Book) and 204 (Activity Book)

- Students work in pairs through the questions from Unit 5 in the Class Book (pages 98 and 99) and in the Activity Book (pages 68 and 69).
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Depending on the amount of time you have, students could work through the Progress paths for both Class Book and Activity Book in class, or do the Class Book one in class and the Activity Book one for homework.

Finishing the lesson

- Write on the board *In Unit 5 I can …, I am good at …, I am not very good at …* . Students copy the sentences into their notebooks and complete them with their own evaluation. Ask different students *What do you need to practise more? How can you improve ? What are you already doing to improve?*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Next lesson Unit 5 Practice

Extra activity Photocopiable 60

- Ask students to do photocopiable 60.

Lesson 11

Objectives

- **Lesson aims:** to practise for the B1 Preliminary for Schools Listening Parts 1 and 3 and Writing Part 2 exams
- **Target language:** unit vocabulary and grammar

Materials

- Unit 5 flashcards (Inventions, Health and medicine)
- Unit 5 poster: *Inventions*
- Traffic light cards
- notebooks

Global Scale of English (GSE)

- **Listening:** Can identify the context in which an everyday conversation is taking place (GSE 35). Can make simple inferences based on stated and unstated information in a short conversation or passage (GSE 44). Can understand the details of extended conversations on familiar topics, if delivered in clear standard speech. (GSE 54).
- **Writing:** Can write short, simple texts about topics of personal relevance, given prompts or a model (GSE 38). Can write short, simple structured paragraphs on familiar topics, given prompts or a model (GSE 43). Can write a simple story with a clear sequence of events (GSE 47). Can write a short story containing a brief description of the characters and/or setting (GSE 47). Can use some simple persuasive language in their writing (GSE 53).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)

Peer learning: pairwork; group work; Expert envoy technique (see page 17)

Independent learning: Summative and thought-provoking questions technique (see page 17)

Disability and requirements

Note that special arrangements can be made for anyone with visual, hearing or speaking or learning difficulties who is taking the Cambridge English exams. Specific adaptations have been suggested for activities within these practice lessons for students who are deaf/hard of hearing.

Starting the lesson

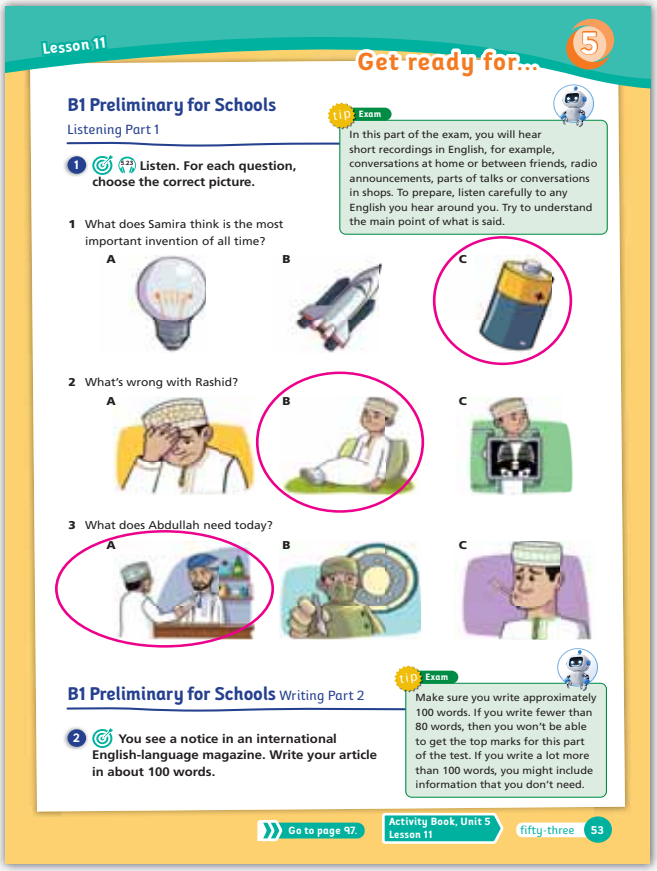
- Revise the new vocabulary quickly with the Unit 5 flashcards (Inventions, Health and medicine) and poster. Refer to *How to work with posters* (see page 19). Then play *Answer and draw points* (see page 23) with the vocabulary.

Presentation

- Explain that in this lesson students will practise for the B1 Preliminary for Schools exams in both the Class Book and the Activity Book.

Practice

Class Book


Lesson 11 5

Get ready for...

B1 Preliminary for Schools

Listening Part 1

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

tip Exam

In this part of the exam, you will hear short recordings in English, for example, conversations at home or between friends, radio announcements, parts of talks or conversations in shops. To prepare, listen carefully to any English you hear around you. Try to understand the main point of what is said.

1 What does Samira think is the most important invention of all time?

A B C

2 What's wrong with Rashid?

A B C

3 What does Abdullah need today?

A B C

B1 Preliminary for Schools Writing Part 2

2 You see a notice in an international English-language magazine. Write your article in about 100 words.

tip Exam

Make sure you write approximately 100 words. If you write fewer than 80 words, then you won't be able to get the top marks for this part of the test. If you write a lot more than 100 words, you might include information that you don't need.

Go to page 97. Activity Book, Unit 5 Lesson 11 fifty-three 53

1 5.23 Listen. For each question, choose the correct picture.

- Tell students that this is the B1 Preliminary for Schools Listening Part 1 exam.
- Read the *Exam tip* to students and have them read along in their Class Books.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Provide deaf/hard of hearing students with the audioscript before beginning this activity. Students with some level of hearing can follow along. Profoundly deaf students can use the script and complete the questions on their own as a reading activity.

- Play the audio. Students complete the activity individually in their notebooks.
- Use the Lollipop stick technique (see page 17) to check answers.

5.23

1 What does Samira think is the most important invention of all time?

Man: I wonder what you think about this, Samira? Could you tell me what the most important invention is?

Samira: I'm not sure. I think electricity is important – can you imagine what our life would be like without light? But I also think spacecrafts were important. That was the invention that changed the way we see our world because it meant we could go into space and understand our own planet better.

Man: Yeah, true.

Samira: Oh, no, my battery on my phone has nearly run out of power. I've changed my mind. The battery is the most important invention because I wouldn't be able to use my phone without it!

2 What's wrong with Rashid?

Man: Are you OK, Rashid? You don't look very well. Do you have a headache?

Rashid: No, I don't. I'm OK. I fell over when we were playing basketball this morning and I hurt my leg.

Man: Oh, no! Poor you, that's a big bandage. Did you have to go to hospital?

Rashid: Yes, I did. The doctor said it wasn't serious and I didn't need to have an X-ray.

3 What does Abdullah need today?

Pharmacist: Hello, can I help you?

Abdullah: Yes, please. I went to see my doctor this morning and he gave me this prescription. Can you tell me if you have these pills?

Pharmacist: Let me have a look. Yes, we have those. You had an operation last week, is that right?

Abdullah: Yes, I did. I had a temperature for a few days last week, but now I feel fine.

Pharmacist: OK, that's good. So, these are the pills that you have to take three times a day.

Abdullah: Thank you!

Diversity

Support
- Read aloud the questions to students.

Challenge
- Students read the questions to themselves.

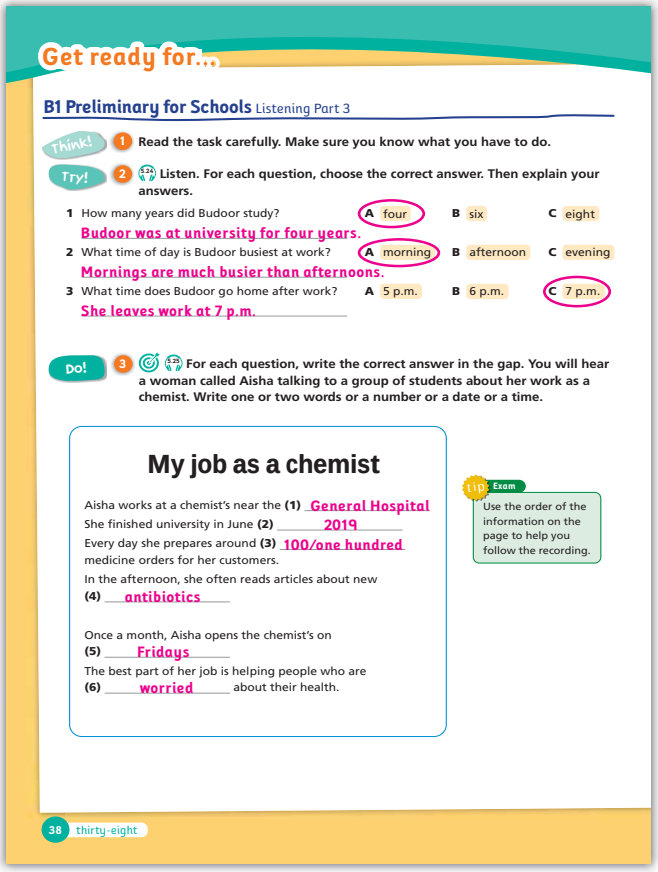
2 You see a notice in an international English-language magazine. Write your article in about 100 words.

- Tell students that this is the B1 Preliminary for Schools Writing Part 2 exam.
- Read the *Exam tip* to students and have them follow along in their books.
- Brainstorm important inventions as a class and write them on the board.
- Tell students to turn to page 97 in their Class Books. Read the task aloud. Ask *What do you have to write about? What questions do you need to answer? Will you have to give your opinion?*
- Elicit the structure of an article and write it on the board: *Title, Introduction, Main points (answers to the questions with reasons and examples), Conclusion.*
- Revise useful phrases for giving opinions and examples: *In my opinion …, I think …, For example …*, etc.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Give students time to write their articles individually. Remind them to write around 100 words and to use clear paragraphs. Tell them to check grammar, spelling and punctuation once they've finished.
- Ask students to hand in their work so you can check it and give feedback.

Extra activity **Collaborative work**

- Divide the class into groups to discuss what they liked about the unit, using the Expert envoy technique (see page 17). Students write their opinions in their notebooks. The Envoy reports back to the class.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

Activity Book



Get ready for...

B1 Preliminary for Schools Listening Part 3

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

Try! 2 Listen. For each question, choose the correct answer. Then explain your answers.

1 How many years did Budoor study? A four B six C eight
Budoor was at university for four years.

2 What time of day is Budoor busiest at work? A morning B afternoon C evening
Mornings are much busier than afternoons.

3 What time does Budoor go home after work? A 5 p.m. B 6 p.m. C 7 p.m.
She leaves work at 7 p.m.

Do! 3 For each question, write the correct answer in the gap. You will hear a woman called Aisha talking to a group of students about her work as a chemist. Write one or two words or a number or a date or a time.

My job as a chemist

Aisha works at a chemist's near the (1) General Hospital
She finished university in June (2) 2019
Every day she prepares around (3) 100/one hundred medicine orders for her customers.
In the afternoon, she often reads articles about new (4) antibiotics

Once a month, Aisha opens the chemist's on (5) Fridays
The best part of her job is helping people who are (6) worried about their health.

tip Exam
Use the order of the information on the page to help you follow the recording.

38 thirty-eight

B1 Preliminary 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 B1 Preliminary for Schools Listening Part 3 exam. Have students read the task carefully.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.

2 Try! 5.24 Listen. For each question, choose the correct answer. Then explain your answers.

- Explain to students that they will hear a dialogue in three parts.
- Provide deaf/hard of hearing students with the audioscript before beginning this activity. Students with some level of hearing can then follow along while you play the audio. Profoundly deaf students can instead do a detailed read-through of the scripts and complete the questions on their own as a reading activity.
- Play the audio.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers. Ask for volunteers to explain their answers.

5.24

1 Girl: How long have you been a nurse, Budoor?
Budoor: Since I got my degree, so for about eight years now.
Girl: And how long did you have to study for?
Budoor: I was at university for four years. It was hard work!
Girl: And where do you work, Budoor?
Budoor: I work in a busy city hospital. I've worked there for about six years now.

2 Girl: What time of day is the busiest for you at work? The afternoon?
Budoor: Not at all. The afternoons are usually quite quiet. Mornings are much busier. That's when everyone comes to see me to have their vaccinations. And I also help the doctors give out antibiotics to people who are sick. I'm lucky because I can go home in the evenings as I only work during the day.
Girl: Really? I thought afternoons or evenings would be worse.

3 Girl: And how many hours a day do you work?
Budoor: Well, I work from nine until six five days a week. But I don't mind because I love my job!
Girl: When do you usually leave work?
Budoor: I finish at six o'clock, but then I have to tidy up and get my room ready for the next day.
Girl: So what time do you leave? At seven o'clock?
Budoor: Yes, that's about right.

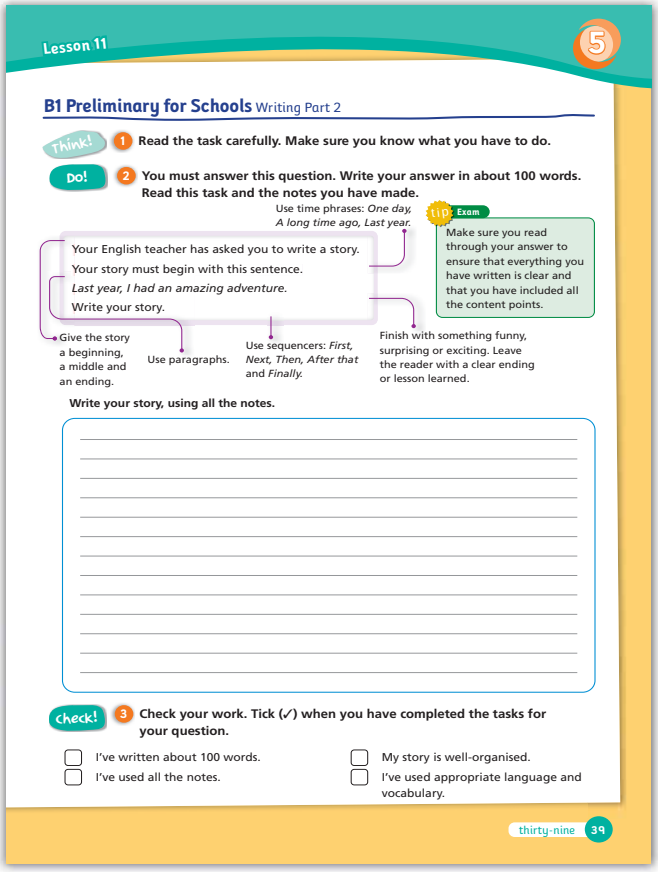
3 Do! 5.25 For each question, write the correct answer in the gap. You will hear a woman called Aisha talking to a group of students about her work as a chemist. Write one or two words or a number or a date or a time.

- Read the *Exam tip* to students and have them follow along in their books.
- Elicit or explain the meaning of *chemist* (someone who works in a chemist/pharmacy; it's the same as *pharmacist*).
- Ask students to read the form to see what kind of information is missing. Ask students to predict what they might hear.
- Tell students that they need to write one or two words or a number, date or time in each gap. Remind them to listen for key facts, e.g. location, date, number, day, activity, etc.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.

- Play the audio and have students fill in the form as best they can. Tell them not to worry if they miss a gap.
- Play the audio again and have students check answers.
- Check answers as a class.
- In classes with profoundly deaf students, write the missing information on the board in a jumbled order and have them first guess which gap each piece of information goes in. Then provide them with the audioscript to check their answers. Students with some level of hearing can follow along as you play with the audio. Profoundly deaf students can do this as a reading-only task.

5.25

Good morning, everyone. As your teacher told you, my name is Aisha and I'm a chemist here in town. The chemist's I work in is near the General Hospital on King Street. I started working here when I got my degree in June 2019.
On a typical day, I start at half past eight, organising the medicines that have arrived and preparing orders for patients. I probably prepare about 100 orders every day. When we open the doors at nine o'clock, the first customers are waiting outside. Mornings can be quite busy, because that's when most people collect their medicines.
I usually have a break for lunch at about twelve o'clock and then I'm back at work by one o'clock in the afternoon. I also spend time reading articles about new antibiotics, and salespeople often visit me to explain new vaccinations that I can give to my customers. During the last hour of the day, I tidy up the pharmacy so it's all ready for the next morning.
I usually work Sundays to Thursdays, but once a month we open the chemist's on Fridays, too. All the chemists in town do that, so people will always have a place to get their medicine. I spend a lot of time at work, which is tiring, but luckily, I really enjoy my job. The best part of my job is helping people who feel ill or who are worried about their health. I explain everything very carefully, and people go away feeling much calmer. In the future, I'd like to open a larger chemist's on the other side of town. My younger brother is also studying to be a chemist, so he can come and work with me when he finishes university. Being a chemist is a family tradition you see. My mother and father were both chemists, too!


Lesson 11 5

B1 Preliminary for Schools Writing Part 2

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

Do! 2 You must answer this question. Write your answer in about 100 words. Read this task and the notes you have made.

Use time phrases: *One day, A long time ago, Last year.*

Your English teacher has asked you to write a story.
Your story must begin with this sentence.
Last year, I had an amazing adventure.
Write your story.

Give the story a beginning, a middle and an ending.

Use paragraphs.

Use sequencers: *First, Next, Then, After that* and *Finally.*

Finish with something funny, surprising or exciting. Leave the reader with a clear ending or lesson learned.

Tip Exam
Make sure you read through your answer to ensure that everything you have written is clear and that you have included all the content points.

Write your story, using all the notes.

Check! 3 Check your work. Tick (✓) when you have completed the tasks for your question.

- ☐ I've written about 100 words.
- ☐ I've used all the notes.
- ☐ My story is well-organised.
- ☐ I've used appropriate language and vocabulary.

thirty-nine 39

B1 Preliminary for Schools Writing Part 2

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

- Tell students that this is the B1 Preliminary for Schools Writing Part 2 exam. Have students read the task carefully.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.

2 Do! You must answer this question. Write your answer in about 100 words. Read this task and the notes you have made.

- Read the *Exam tip* to students and have students follow along in their books.
- Read the task aloud. Ask *What do you have to write? How should you begin? What must your story include?*
- Brainstorm ideas for what could happen in the story as a class and elicit items to put in the time capsule. Write them on the board.
- Read the starter sentence aloud: *Last year, I had an amazing adventure.* Ask students whether the story takes place in the past or the future (past). Tell them that most stories are usually set in the past, and that they should use a variety of past tenses in their stories. Encourage them to include the Past simple to describe completed actions, the Past continuous to show what was happening at a certain moment and the Past perfect to talk about something that happened earlier in the past.

- In classes with deaf/hard of hearing students, draw a timeline on the board to illustrate when to use each past tense, with the title *Past* at the top. Write *Past continuous* at one end with an arrow to suggest an ongoing action. Then write *Past perfect* before *Past simple*, to show it is used for things completed before another past event.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Give students time to write their stories individually. Remind them to write around 100 words, a beginning, middle and end and to include sequence words.

3 Check! Check your work. Tick (✔) when you have completed the tasks for your question.

- Give students time to tick the boxes when they have completed the tasks correctly.
- Ask students to hand in their stories so you can check them and give feedback.

Extra activity Fast finishers

- Students write three sentences about the unit.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to ask how successful their learning is and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate students on completing the unit.

Graded readers Unit 5

- Focus a lesson on a graded reader with the class. Follow procedures as set out in the Teacher's Book (see page 19).

Unit 5 Practice

- Students now complete the Unit 5 Practice. Give students support where necessary and focus time on problem areas.

Lesson 12

Objectives

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

Materials

- Unit 5 flashcards (Inventions, Health and medicine)
- Unit 5 poster: *Inventions*
- Traffic light cards
- one dice and two counters per pair

Global Scale of English (GSE)

- **Reading:** Can follow basic instructions on how to play a simple board game, if supported by pictures (GSE 31). Can find appropriate words or phrases to describe a picture (GSE 38).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can answer simple questions about their life and experiences (GSE 37). Can talk about basic personal experiences, using simple linking words (GSE 37). Can talk about past events or experiences, using simple language (GSE 41).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)
- Peer learning: pairwork; group work
- Independent learning: Summative and thought-provoking questions technique (see page 17); Learning diaries (see page 17)

Starting the lesson

- Brainstorm all the topics, language and themes of the unit with the class and write the things you elicit on the board. Use the Unit 5 flashcards (Inventions, Health and medicine) or poster as prompts. Refer to *How to work with posters* (see page 19).
- Divide the class into four teams. Write the following grid on the board:

feel	get a	take some
have an	have a	do some
carry out an	make a	win a

- Ask one team member to draw the grid in their notebooks.
- Explain that the aim of the game is to think of as many words as possible that can follow the words in the grid that are related to health and medicine.
- Use the Traffic light cards technique (see page 17) to check students know what to do.
- Set a time limit of three minutes. The team that gets the most words is the winner.

Answer key (accept other answers):

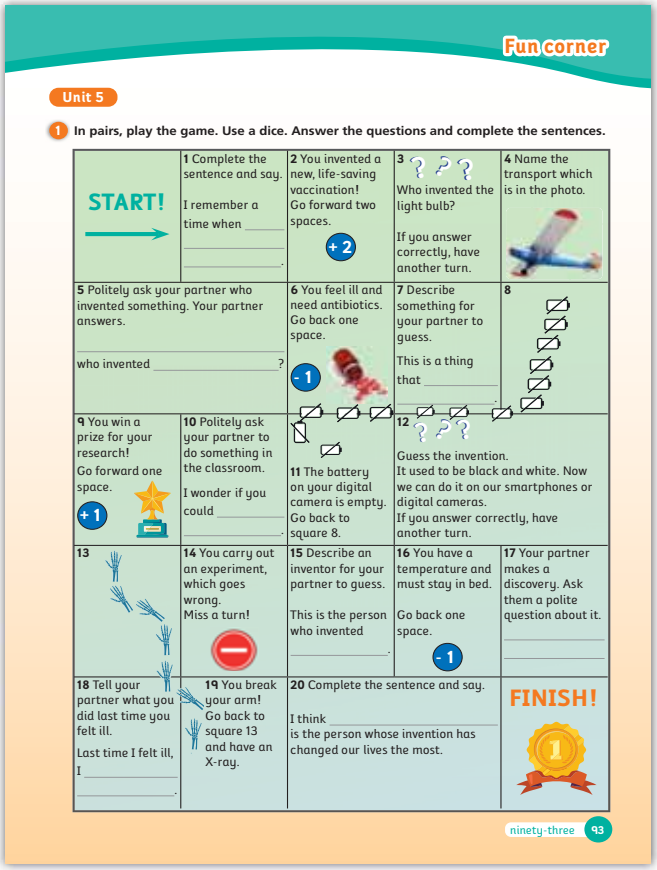
feel ill, feel better	get a prescription	take some pills
have an injection, have an X-ray, have an operation	have a temperature	do some research
carry out an experiment	make a discovery	win a prize

Presentation

- Explain that in this lesson students will play a game.
- Before students start, quickly review the unit grammar.
- Write *who*, *which*, *where* on the board. Ask students what these words have in common (we can use them to define or describe things).
- Write the following sentences in the board: *That's the man _____ lives next to me. This is the beach _____ I go swimming. This is the book _____ my friend likes.*
- Elicit the missing relative pronouns (*who, where, that/which*) and remind students that we use *who* for people, *where* for places and *which/that* for things.
- Now write the following gapped embedded questions on the board: _____ *you tell me your name?* _____ *you know if we have English tomorrow? I* _____ *whether she likes Science.*
- Use the Lollipop stick technique (see page 17) to check answers (*Can/Could, Do, wonder*) and remind students that we use embedded questions to ask for something politely and that we use a sentence word order, not a question word order.

Practice

Class Book



1 In pairs, play the game. Use a dice. Answer the questions and complete the sentences.

- Place students in pairs and give each pair a dice and two counters.
- Ask students to read the information in the squares.
- Explain the rules. Each student takes it in turns to roll the dice and move their counter the corresponding number of spaces. If they land on a square with a task, question or a sentence to complete, they must answer it. If they are correct, they stay on that square. If they are incorrect, they go back to where they were before. On other squares, they will either have to move back or forward, depending on what it says on that square. Then it's the next student's turn.
- This game can be adapted for deaf/hard of hearing students if needed. Students can play the game in pairs with a dice as normal, but instead of answering aloud, they can write their answers down and show their partner to check.
- The student who gets to *Finish!* first is the winner.
- Use the Traffic light cards technique (see page 17) to check that students know what they have to do and are happy to continue.
- Students play the game. Monitor them, helping where necessary, to make sure they are using the language and grammar correctly.

Suggested answers (accept alternatives):

1 I remember a time when we didn't use AI.
3 Thomas Edison
4 an aeroplane
5 Could you tell me who invented X-rays?
7 This is a thing that I am using to write. (a pen)
10 I wonder if you could pass me the book.
12 photography
15 This is the person who invented the steam engine. (Thomas Savery)
17 Can you tell us what your discovery is?
18 Last time I felt ill, I got a prescription.
20 I think Alexander Fleming is the person whose invention has changed our lives the most.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) 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 17): *Today, we played …, We reviewed …, I thought the game we played was … .*
- Ask volunteers to read aloud their diary entries.
- Write, repeat or sign, depending on the need of any deaf/hard of hearing students.

Lessons 1 and 2

Objectives

- **Lesson aims:** 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 understand the main idea of a text; to skim a text for gist; to evaluate a text; to retell a story based on visual input
- **Target language:** *science fair, stand, sign, cockpit, plasma ball; tour, health centre, surgeon, clipboard, elbow; It's a place where you can find out about science and inventions. Now, can you tell me if there's anything I can do to say thank you? It's the place where people have vaccinations! Do you know what this is?*
- **Pronunciation:** sentence stress in relative clauses

Materials

- Unit 5 flashcards (Inventions, Health and medicine)
- Unit 5 poster: *Inventions*
- True/False response cards
- photocopiables R9 and R10

Global Scale of English (GSE)

- **Reading:** Can identify key information in a text to answer simple yes/no questions (GSE 31). Can scan a simple text to find specific information (GSE 38). Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts (GSE 39).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can ask simple questions about very familiar topics (GSE 30). Can briefly say what they like or dislike about a simple story (GSE 32). Can read aloud simple sentences with correct pronunciation, stress and intonation (GSE 37). Can re-tell a familiar story, given prompts or a model (GSE 39).
- **Listening:** Can understand some unfamiliar words in a short description, if supported by pictures (GSE 31). Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17); True/False response cards technique (see page 17)
- Peer learning: pairwork; group work
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 1, option A

Starting the lesson

- Show students the Unit 5 flashcards (Inventions) or poster. Have students say and spell the words.
- Ask *Do you know what a science fair is? Have you ever been to one?*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Write the new vocabulary that students will encounter in the story on the board: *science fair, stand, sign, cockpit, plasma ball.* Ask students if they know the meaning of any of the words. Say the words and have students repeat after you.
- Say sentences using the new vocabulary to see if students can guess their meanings: *We saw lots of great experiments at the science fair. My aunt sells fruit at her stand in the market. When I got my library card, I had to sign the back of it. The pilot sat in the cockpit and checked the controls before take-off. When I touched the plasma ball, purple lightning followed my finger!*
- Alternatively, you can write definitions on the board and have students match them to the words: *a school event where students show their science experiments or projects (science fair); something you put things on to show or sell them (stand); to write your name on something (sign); the small space in a plane where a pilot sits (cockpit); a round lamp with colourful lines, similar to lightning, that move when you touch it (plasma ball).*
- This option is more suitable for deaf/hard of hearing students.

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, as well as the new vocabulary you just looked at, will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 104.
- Tell students that the story will also practise sentence stress in relative clauses. On the board, write *That's the park where I learned to ride a bike. That's the man whose car is yellow.* Ask students to identify the relative pronouns. Read aloud the sentences and tell students to pay attention to the stressed words. Read them again and ask students to repeat.

Before you read

1 Before you read

1) Look at the title of the story. Answer the questions.

- Before students read, ask them to turn to page 104 in their Class Books.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

2) Now look at the first picture on page 54. Answer the questions.

- Tell students to refer to the first picture on page 54.
- Students answer the questions individually and then compare answers in pairs.
- Ask pairs to share their ideas with the class.
- Follow the standard procedures for pairwork and checking answers for deaf/hard of hearing students. See page 10.

Listen and read

Class Book

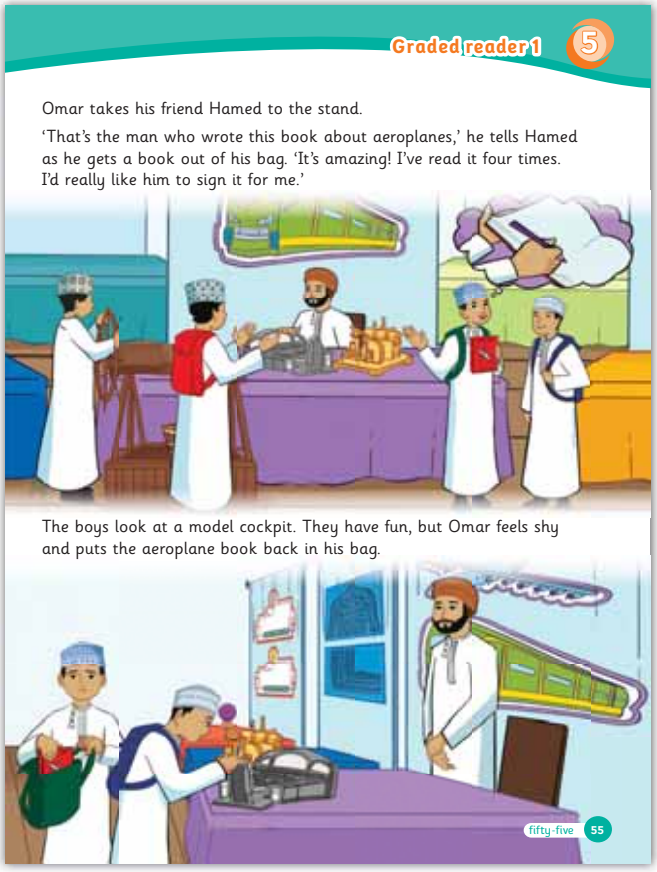

Graded reader 1

At the Science Fair

Today the class are at a science fair. It's a place where you can find out about science and inventions. There's a stand about electricity, light bulbs, batteries and robots. There's another stand about X-rays, vaccinations and antibiotics. There's also a stand about steam engines, wheels and aeroplanes.

'That's the stand that I want to see!' Omar says excitedly.

54 fifty-four

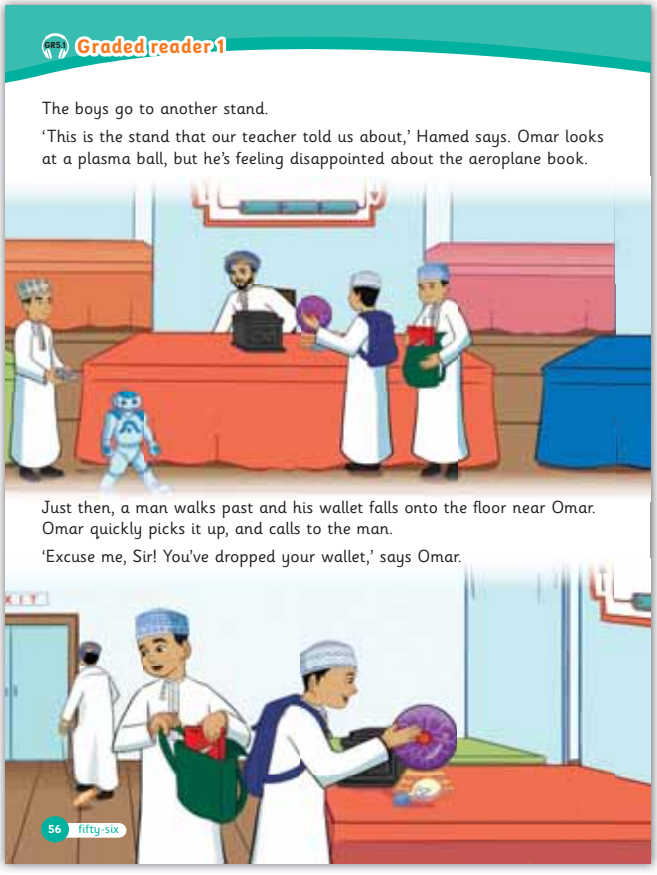

Graded reader 1 5

Omar takes his friend Hamed to the stand.

'That's the man who wrote this book about aeroplanes,' he tells Hamed as he gets a book out of his bag. 'It's amazing! I've read it four times. I'd really like him to sign it for me.'

The boys look at a model cockpit. They have fun, but Omar feels shy and puts the aeroplane book back in his bag.

55 fifty-five


Graded reader 1

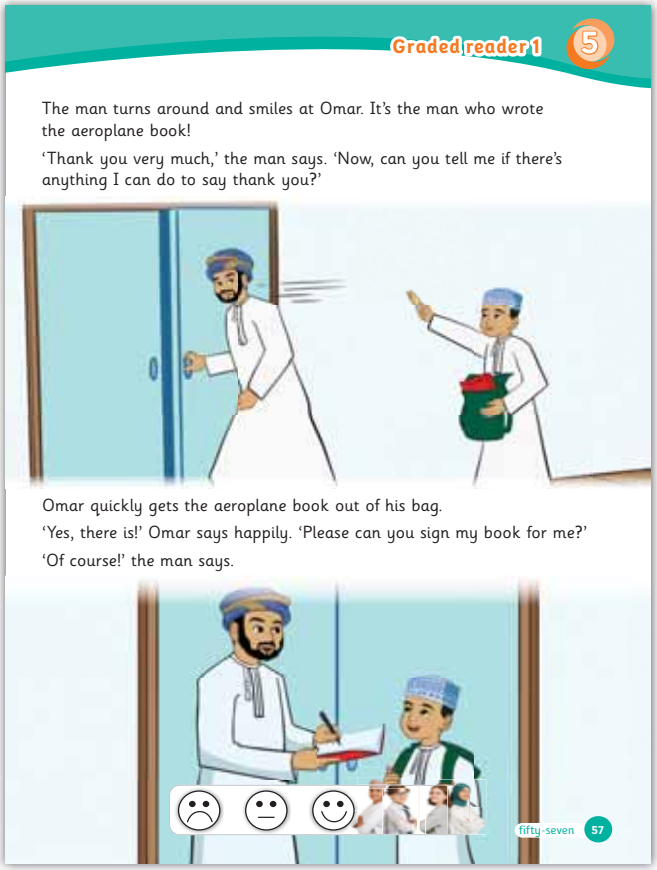
The boys go to another stand.

'This is the stand that our teacher told us about,' Hamed says. Omar looks at a plasma ball, but he's feeling disappointed about the aeroplane book.

Just then, a man walks past and his wallet falls onto the floor near Omar. Omar quickly picks it up, and calls to the man.

'Excuse me, Sir! You've dropped your wallet,' says Omar.

56 fifty-six



Graded reader 1 5

The man turns around and smiles at Omar. It's the man who wrote the aeroplane book!

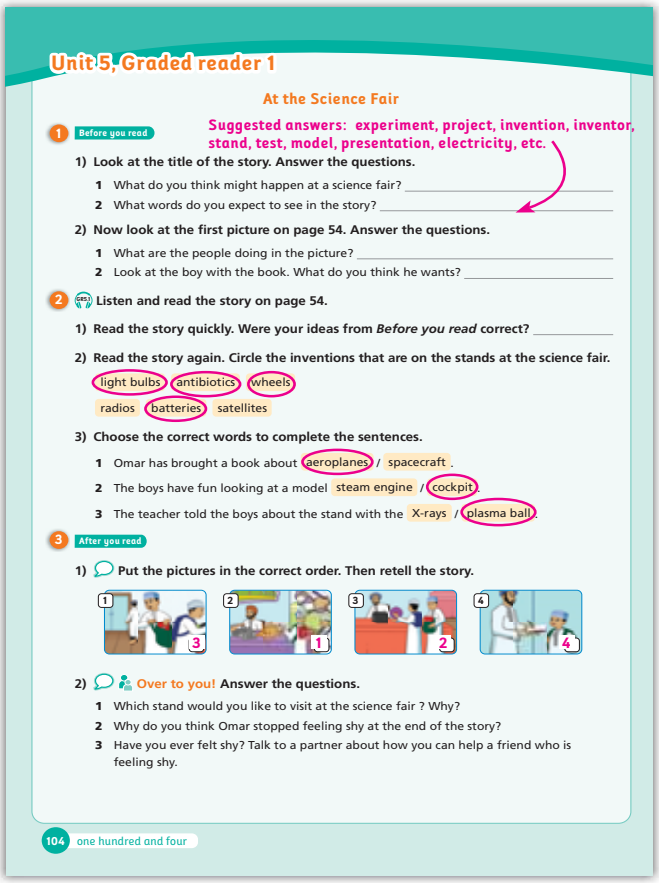
'Thank you very much,' the man says. 'Now, can you tell me if there's anything I can do to say thank you?'

Omar quickly gets the aeroplane book out of his bag.

'Yes, there is!' Omar says happily. 'Please can you sign my book for me?'

'Of course!' the man says.

fifty-seven 57



Unit 5, Graded reader 1

At the Science Fair

1 Before you read

Suggested answers: experiment, project, invention, inventor, stand, test, model, presentation, electricity, etc.

1) Look at the title of the story. Answer the questions.
1 What do you think might happen at a science fair? _____
2 What words do you expect to see in the story? _____

2) Now look at the first picture on page 54. Answer the questions.
1 What are the people doing in the picture? _____
2 Look at the boy with the book. What do you think he wants? _____

2 GR5.1 Listen and read the story on page 54.

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

2) Read the story again. Circle the inventions that are on the stands at the science fair.
light bulbs antibiotics wheels
radios batteries satellites

3) Choose the correct words to complete the sentences.
1 Omar has brought a book about aeroplanes / spacecraft.
2 The boys have fun looking at a model steam engine / cockpit.
3 The teacher told the boys about the stand with the X-rays / plasma ball.

3 After you read

1) Put the pictures in the correct order. Then retell the story.

2) Over to you! Answer the questions.
1 Which stand would you like to visit at the science fair ? Why?
2 Why do you think Omar stopped feeling shy at the end of the story?
3 Have you ever felt shy? Talk to a partner about how you can help a friend who is feeling shy.

104 one hundred and four

2 GR5.1 Listen and read the story on page 54.

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.
- Deaf/hard of hearing students can do this as a reading-only task.
- Remind students to look at the illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers on page 104 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

2) Read the story again. Circle the inventions that are on the stands at the science fair.

- 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.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

3) Choose the correct words to complete the sentences.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

Pronunciation

- Write the following sentences from the story on the board: *It's a place where you can find out about science and inventions. That's the stand that I want to see! That's the man who wrote this book about aeroplanes.*
- Read the sentences aloud, or play the audio, and have students repeat. Ask *Do we stress the relative pronouns? (no) Which words in each sentence are stressed? (the words that carry the meaning) What are they? (place, find, science, inventions; stand, want, see; man, wrote, book, aeroplanes).*
- Remind students that content words (e.g. nouns, main verbs, etc.) are usually stressed, whereas function words (e.g. prepositions, pronouns, etc.) are not stressed.
- Place students in pairs and ask them to practise saying the sentences with the correct stress.
- Monitor for correct word stress.

- This activity can be adapted for deaf/hard of hearing students with some level of hearing. Read the sentences yourself and ask them to lipread you. Point out that your mouth shape is less exaggerated on the relative pronouns because they are unstressed and more exaggerated on the content words. This activity can be skipped for profoundly deaf students.

Finishing the lesson

- Write the new vocabulary words on the board: *science fair, stand, sign, cockpit, plasma ball.* Elicit their meanings again if necessary.
- Place students in small groups. Have them write sentences using the new vocabulary.
- Follow the standard procedure for group work for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 17) 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 *At the Science Fair.*
- Ask pairs to share what they can remember with the class.
- Follow the standard procedures for pairwork and sharing answers for deaf/hard of hearing students. See page 10.

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.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Before you read

- Use the True/False response cards technique (see page 17) to say or write sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *There was a stand about dinosaurs at the science fair. (False – There wasn't a stand about dinosaurs.) There was a stand about steam engines, wheels, and aeroplanes. (True) Omar wants to see the robot stand. (False – He wants to see the aeroplane stand.) Omar has read the aeroplane book twice. (False – He's read it four times.) Omar wants the author to buy him a new book. (False – He wants him to sign his copy of the book.),* etc.

Listen and read

- **GR5.1** Play the audio and have students read the story again in their Class Books.
- Deaf/hard of hearing students can read without the audio.
- When students have finished reading, ask some questions to check understanding, e.g. *Which stand does Omar want to see? (The stand about steam engines, wheels and aeroplanes.) Who does Omar take to the stand (Hamed.) What did the man write a book about? (He wrote a book about aeroplanes.) What do the boys see at the aeroplane stand? (A model cockpit.) How does Omar feel when he puts the book back in his bag? (He feels shy.) What does Omar see at the other stand? (A plasma ball.) What does the man drop? (His wallet.) Who dropped the wallet? (The author of the aeroplane book.) What does Omar ask the man to do? (He asks him to sign his book.).*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

After you read

3 After you read

1) Put the pictures in the correct order. Then retell the story.

- Refer students to page 104 in their Class Books.
- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Place students in pairs and ask them to retell the story using the pictures to help.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.

2) Over to you! Answer the questions.

- Students answer the questions individually and compare answers in pairs.
- Monitor students, helping where necessary.
- Invite students to share their answers with the class.
- Follow the standard procedures for pairwork and sharing answers for deaf/hard of hearing students. See page 10.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to ask students what they thought about the story.
- Encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to understand the vocabulary and whether they had a good understanding of the plot.

- Ask students which of the stands they would visit at the science fair in the story and why.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Extra activity **Photocopiable R9**

- Ask students to do photocopiable R9.

Lesson 1, option B

Starting the lesson

- Show students the Unit 5 flashcards (Health and medicine). Then write the nouns on the board (e.g. *ill, better, a prescription, some pills,* etc.) and elicit the verbs that go with each one.
- Write the new vocabulary that students will encounter in the reading on the board: *tour, health centre, surgeon, clipboard, elbow.* Ask students if they know the meaning of any of the words. Say the words and have students repeat after you.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Say sentences using the new vocabulary to see if students can guess their meanings: *We went on a tour of the palace yesterday. The village has a health centre where people can go for vaccinations. A surgeon fixed the broken bone in my arm. The nurse used a clipboard to write down the patient's details. You shouldn't put your elbows on the table while you're eating!*
- Alternatively, you can write definitions on the board and have students match them to the words: *a visit to and around a place to see interesting things (tour); a building where people go to see doctors when they are ill (health centre); a doctor who does operations to help ill or injured people (surgeon); a flat board with a clip at the top that holds paper for writing (clipboard); the part your arm that bends and is between the shoulder and the hand (elbow).*
- This option is more suitable for deaf/hard of hearing students.

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, as well as the new vocabulary you just looked at, will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 105.
- Tell students that the story will also practise sentence stress in relative clauses. Elicit the types of content words we usually stress (*nouns, main verbs,* etc.) and those we don't (*prepositions, pronouns,* etc.).
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Before you read

1 Before you read

1) Look at the title of the story. Answer the questions.

- Before students read, ask them to turn to page 105 in their Class Books.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

2) Now look at the pictures on page 58. Answer the questions.

- Tell students to refer to the pictures on page 58.
- Students answer the questions individually and then compare answers in pairs.
- Ask pairs to share their ideas with the class.
- Follow the standard procedures for pairwork and sharing answers for deaf/hard of hearing students. See page 10.

Listen and read

Class Book



First, the girls go to a health centre.

'This is a good place to start,' Azza says. 'It's the place where people have vaccinations!'

Maryam smiles at her. 'Yes, it is! A nurse is going to give us a tour,' she says.



The girls go inside, and meet the nurse. First, the nurse shows them the room where people have injections. Then she shows them where people get their prescriptions. Azza writes down everything that the nurse tells them.



After the health centre, the girls go to a hospital.

'This is the place where people have X-rays and operations,' says Maryam.

This time, the girls talk to a surgeon. The surgeon tells them about an operation that she did that morning. Then she shows them an X-ray.

'Do you know what this is?' the surgeon asks.



The girls look at the X-ray. 'I think that it's a knee,' Maryam says.

'Or is it a finger?' Azza asks.

The surgeon looks at the girls and smiles.

'It's an elbow!' she says, and the girls laugh.

Outside the hospital, the girls look at Azza's clipboard.

'Our research is really good,' Azza says. 'We might even win the teacher's prize!'



Our Health Research

1 Before you read

Suggested answers: health centre, nurse, medicine, operation, X-ray, homework, tour, injections, surgeon, doctor, prescriptions, etc.

1) Look at the title of the story. Answer the questions.

1 What do you think 'health research' means? _____

2 What words do you expect to see in the story? _____

2) Now look at the pictures on page 58. Answer the questions.

1 Where are the girls and who do you think they are meeting?

_____

2 What other places might the girls visit in this story? Who might they meet?

_____

2 Listen and read the story on page 58.

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

2) Read the story again. Circle the things that the girls learn about.

injections antibiotics prescriptions operations experiments X-rays

3) Choose the correct words to complete the sentences.

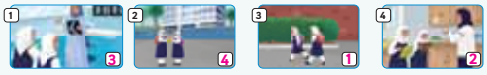
1 Azza and Maryam meet a nurse / doctor at the health centre.

2 The surgeon shows the girls an X-ray of a finger / an elbow.

3 Azza writes lots of notes on the X-ray / on her clipboard.

3 After you read

1) Put the pictures in the correct order. Then retell the story.



2) Over to you! Answer the questions.

1 Do you think the girls should win the teacher's prize? Why?

2 Would you like a tour of a health centre or hospital? What would you like to see?

3 What ways could Azza and Maryam use to do more research about health and medicine? Discuss with a partner.

2 GR5.2 Listen and read the story on page 58.

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

- Play the audio and have students read along in their Class Books.
- Deaf/hard of hearing students can read without the audio.
- Remind students to look at the illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers on page 105 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.
- Follow the standard procedure for sharing answers for deaf/hard of hearing students. See page 10.

2) Read the story again. Circle the things that the girls learn about.

- Students read the story again. Students can either read the story quietly themselves, or you can play the audio again and have students read along.
- When students have finished, ask them to complete the activity on page 105 individually.
- Students compare answers in pairs.
- Check answers as a class.

3) Choose the correct words to complete the sentences.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

Pronunciation

- Write the following sentences from the story on the board, e.g. *Today's the day that we can do our health research. It's the place where people have vaccinations! The surgeon tells them about an operation that she did that morning.*
- Ask students to write the sentences in their notebooks. Read the sentences aloud, or play the audio, and have students repeat. As students hear the sentences, ask them to underline the words that are stressed and circle the ones that aren't.
- Place students in pairs and ask them to practise saying the sentences with the correct stress.
- Monitor for correct word stress.
- This activity can be adapted for deaf/hard of hearing students with some level of hearing. Read the sentences yourself and ask them to lipread you. Point out that your mouth shape is less exaggerated on the relative pronouns because they are unstressed and more exaggerated on the content words. This activity can be skipped for profoundly deaf students.
- Students then write their own sentences with relative clauses and practise saying them. Ask for volunteers to say their sentences aloud, making sure they use the correct stress.

Finishing the lesson

- Write the new vocabulary words on the board: *tour, health centre, surgeon, clipboard, elbow.* Elicit their meanings again if necessary.
- Place students in small groups. Have groups write sentences using the new vocabulary.
- Follow the standard procedure for group work for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 17) 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 *Our Health Research*.
- Ask pairs to share what they can remember with the class.
- Follow the standard procedures for pairwork and sharing with the class for deaf/hard of hearing students. See page 10.

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 17) to say or write sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *The class is learning about science. (False – They're learning about health and medicine.) Maryam is unhappy about doing health research. (False – She is happy about it.) The girls go to a dentist's first. (False – They go to a health centre.) A doctor gives the girls a tour of the health centre. (False – A nurse gives them a tour.) Azza writes down everything the nurse tells them. (True) After the health centre, the girls go to a restaurant. (False – They go to a hospital.) The girls talk to a surgeon at the hospital. (True) The surgeon shows them an X-ray of a leg. (False – It's an X-ray of an elbow.)*, etc.

Listen and read

- **GR5.2** Play the audio and have students read the story again in their books.
- Deaf/hard of hearing students can do this as a reading-only task.
- When students have finished reading, ask some questions to check understanding, e.g. *What can Azza and Maryam find out about during their research? (They can find out about vaccinations, prescriptions, X-rays and operations.) Which two areas does the nurse show them first? (She shows them the room for injections, and then the room for prescriptions.) Who do the girls talk to at the hospital? (They talk to a surgeon.) What does the surgeon show them? (An X-ray.) What does Maryam think it's an X-ray of? (A knee.) What about Azza? (A finger.) What is the X-ray of? (An elbow.) What do the girls look at outside the hospital? (They look at Azza's clipboard.) What might the girls win for their research? (The teacher's prize.)*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

After you read

3 After you read

1) Put the pictures in the correct order. Then retell the story.

- Refer students to page 105 in their Class Books.
- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Place students in pairs and ask them to retell the story using the pictures to help.
- Follow the standard procedures for pairwork and sharing answers for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.

2) Over to you! Answer the questions.

- Students answer the questions individually and compare answers in pairs.
- Monitor students, helping where necessary.
- Invite students to share their answers with the class.
- Follow the standard procedures for pairwork and sharing answers for deaf/hard of hearing students. See page 10.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to ask students what they thought about the story.
- Encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to understand the vocabulary and whether they had a good understanding of the plot.
- Ask *Have you ever done research about health? What did you look at?*
- Write, repeat or sign, depending on the needs of any deaf/hard of hearing students.

Extra activity **Photocopiable R10**

- Ask students to do photocopiable R10.

6 Celebrating learning

Unit objectives

To talk about learning

Language

Vocabulary	**Working hard at school:** *work hard, achieve good grades, concentrate, revise, take a test, pass a test, fail a test, do your best, feel nervous, stay calm, give a presentation, study abroad* **The end of the school year:** *prizegiving, speech, certificate, report card, prize, trophy, achievement, grateful, enthusiastic, optimistic, relieved, thrilled*
Grammar	Verb patterns: verbs + *-ing* /infinitive Verb patterns: verb + object + infinitive
Functions	**Saying thank you and responding to thanks:** *Thanks a lot. Thanks so much. Thanks a million. I'm really grateful. Many thanks.*
Pronunciation	Sentence stress in verb patterns with the infinitive

Learning outcomes

Listening	Listen and identify core vocabulary; Listen and extract information to accomplish a task; Listen and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics; Identify the main idea of an aural text; Identify the participants and their roles; Distinguish between relevant and irrelevant ideas; Respond to referential questions based on aural texts; Listen and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topics; Infer the meaning of unknown words when listening to texts on familiar and concrete topics; Make predictions when listening to simple, extended texts on familiar and concrete topics
Speaking	Articulate stress patterns within words; Manipulate variation in stress in connected speech; Produce basic intonation patterns; Produce connected speech using correct intonation and rhythm; Speak coherently in extended exchanges using basic repair strategies to maintain the flow of communication; Use simple and complex language structures when speaking; Express own ideas and respond to the ideas of others; Narrate a story based on visual input; Initiate and participate in a wide range of interactions on familiar and concrete topics; Make a rehearsed or unrehearsed presentation about a familiar topic
Reading	Read familiar material with correct intonation and pronunciation; Read and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics; Read and understand details in simple, extended texts on some unfamiliar concrete topics; Answer factual, inferential, judgement or evaluation questions; Generate questions about a reading text; Make inferences about a reading text; Distinguish fact from opinion; Infer mood, author's attitude or tone; Identify a range of features of text organisation and structure; Read texts in a variety of genres; Infer the meaning of unknown words when reading texts on familiar and concrete topics; Understand short messages in emails, text messages, social media posting; Make predictions when reading simple, extended texts on familiar and concrete topics
Writing	Use capital letters and punctuation (period, comma, question mark, quotation mark) correctly; Write a text dictated at a reasonable speed using correct punctuation; Write answers to questions based on reading material; Write about a familiar topic; Produce a written text in imitation of a model; Write simple, extended texts on familiar and concrete topics; Write short personal emails/letters about familiar topics; Write structured paragraphs that contain a topic sentence and supporting details; Write short descriptive texts on familiar topics; Use own and other's ideas to plan and develop writing; Revise, edit and rewrite own work

Cognitive skills	Act out the roles of various characters in games and drama; Actively participate in investigative, exploratory and open-ended tasks; Narrate own stories using a model; Understand group talk; Find information; Ask for and give information; Share a sense of humour with peers and adults; Be aware of when and how to take turns and when and how to interrupt; Be aware of how to clarify ideas; Take part in tasks by interacting with others and stay on task; Communicate one's own knowledge; Ask others questions about a topic; Respect the importance of doing a fair share of group work; Keep to the instructions to complete the task; Invite others to give their opinions during the task; Encourage others to join in and share ideas about familiar topics; Encourage others to try to say something about unfamiliar topics; Communicate how well others are contributing to the group task by giving positive comments; 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; Plan and reflect on learning

Key competences

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

Mathematical, science and technological competences: number events (L. 4); plan a website (L. 6)

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

Social and civic competences: learn to be creative (L. 1, 2, 4, 5, 6, 9 and 10); learn ways of saying and responding to thanks (L. 7); learn words related to school and the end of the school year (L. 1 and 5)

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

Learning to learn: reflect on what has been learned and self-evaluate progress (L. 1–12); use previous knowledge (L. 1); follow instructions (L. 1–12); personalisation of language learned (L. 1, 2, 3, 5 and 7)

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

Future skills

Critical thinking	Predicting (L. 1, 4 and 8); Problem solving (L. 2 and 4); Logical thinking (L. 1, 2, 3, and 5); Defining and describing (L. 1, 2 and 5); Finding information (L. 6); Planning (L. 6 and 9); Reflecting on learning (L. 1–12)
Creativity	Planning a school prizegiving (L. 5); Planning a website (L. 6); Writing a letter (L. 9); Writing magazine comments (L. 10)
Communication	Talking about school (L. 1–12); Talking about studying techniques (L. 2, 3 and 7); Saying and responding to thanks (L. 7); Functional dialogue (L. 7)
Collaboration	Project group work (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. 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 2 Practice
- End-of-year Practice

External exams

Class Book	**Activity Book**
B1 Preliminary for Schools:	B1 Preliminary for Schools:
Reading Part 2	Listening Part 4
Writing Part 2	Reading Part 6

Lesson 1, parts 1 and 2

Objectives

- **Lesson aims:** to learn and use words related to learning
- **Target language:** *work hard, achieve good grades, concentrate, revise, take a test, pass a test, fail a test, do your best, feel nervous, stay calm, give a presentation, study abroad*

Materials

- Unit 6 flashcards (*work hard, achieve good grades, concentrate, revise, take a test, pass a test, fail a test, do your best, feel nervous, stay calm, give a presentation, study abroad)*
- Unit 6 poster: *Working hard at school*
- notebooks
- photocopiable 34

Global Scale of English (GSE)

- **Reading:** Can make basic inferences from simple information in a short text (GSE 37).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about everyday activities using simple language (GSE 32). Can state personal learning goals, given a model (GSE 45). Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Listening:** Can identify key information in a short passage or description, if supported by prompts or questions (GSE 38).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Lollipop stick technique (see page 17)

Peer learning: pairwork; group work; Think-pair-share technique (see page 17); Expert envoy technique (see page 17)

Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 1, part 1

Starting the lesson

- Write *Learning* on the board. Students work in groups to write as many words as they can related to learning in one minute. Write their answers on the board.

Presentation

- Explain that in this lesson students will learn to talk about learning.
- 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.
- Ask them which part of the unit they are looking forward to most.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Practice

Class Book



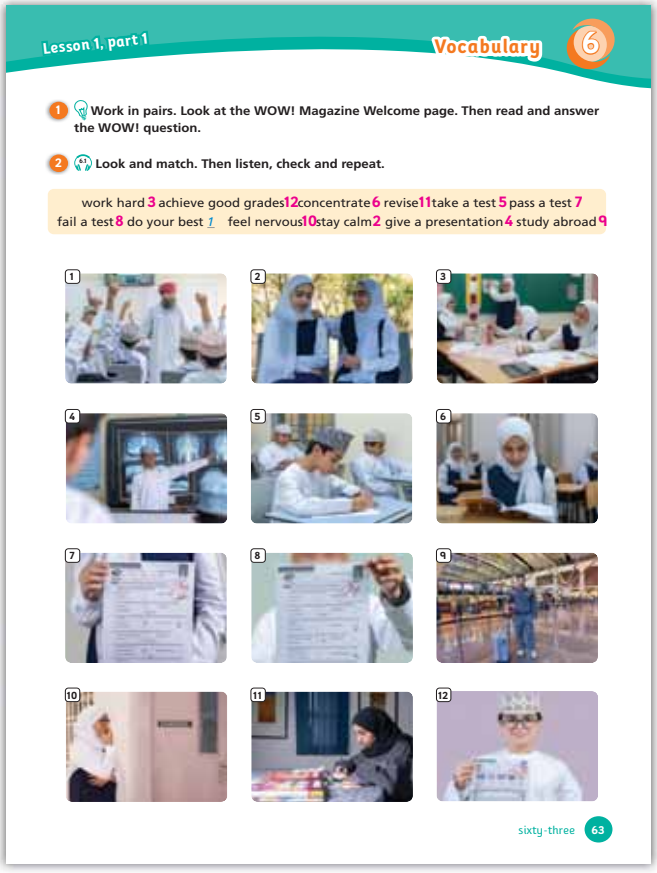
1 Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer the WOW! question.

- Refer students to page 62 and ask students to describe what they can see in the photos.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Answer key The photos show the following: students taking a test; students revising; someone studying abroad; a prizegiving/award ceremony; someone giving a speech; someone being awarded a certificate; a trophy; someone getting good grades; someone who's very excited/thrilled; a school library; students working in a science lab; someone working on a laptop.

- Use the Lollipop stick technique (see page 17) to have a student read the sidebar content.
- Place students in pairs and have them discuss the WOW! question for two minutes. They can write their answers in their notebooks. Have students share their ideas with the class.
- Follow the standard procedures for pairwork and sharing ideas for deaf/hard of hearing students. See page 10.

Possible answers by observing other people; by listening to explanations or instructions from teachers and parents; by reading books, articles, online content, etc.; through hands-on experience; by completing activities individually; by asking questions when we don't understand something; through play; by using digital tools and educational technology; by practising repeatedly; by making and reflecting on our mistakes and by trying again; through discussion and the sharing of ideas; by using visual aids, e.g. videos.


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 A1 Look and match. Then listen, check and repeat.

work hard 3 achieve good grades 12 concentrate 6 revise 11 take a test 5 pass a test 7
fail a test 8 do your best 1 feel nervous 10 stay calm 2 give a presentation 4 study abroad 9

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

sixty-three 63

2 6.1 Look and match. Then listen, check and repeat.

- Place the Unit 6 flashcards (Working hard at school) or poster on the board. Point to each item and say the phrase. Students repeat after you. Refer to *How to work with posters* (see page 19).
- In classes with deaf/hard of hearing students, create a 'Word Wall' for the unit, using either the flashcards with corresponding word cards or the poster with word cards stuck onto it. This will be a helpful visual aid, e.g. to point to the target language on the wall as it comes up in the unit.
- Students match the words to the pictures individually.
- Play the audio and have students listen, check their answers and repeat.
- Provide deaf/hard of hearing students with the audioscript or write the answers on the board.
- Use the Lollipop stick technique (see page 17) to check answers. Ask *How many words did you already know?*
- Place students in pairs. Students say a phrase to their partner and their partner points to the correct picture. Then they swap.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Consolidate understanding with questions, e.g. *How might you feel before a test? What should you try and do? (feel nervous, stay calm) What should you do if you want to improve at school and get good grades? (work hard, concentrate, revise) What can we do to show what we know, either by speaking or answering questions? (give a presentation, take a test) What should you try to do even if something is hard? (do your best) What can happen if you don't prepare for a test, and what is the opposite? (fail a test, pass a test) What do we call it when someone goes to another country to learn? (study abroad) What do we call it when you get good marks in all subjects? (achieve good grades)*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

6.1

1 do your best **2** stay calm **3** work hard
4 give a presentation **5** take a test **6** concentrate
7 pass a test **8** fail a test **9** study abroad
10 feel nervous **11** revise **12** achieve good grades


Vocabulary
Lesson 1, part 1
3 Listen and read. Which child is going to study abroad? Eric
WOW! Blog
1 Manar 5 minutes ago
I revise a lot when I have a test. I usually write notes and stick them on the noticeboard in my room. I read them again and again and this helps me to remember the information!
2 Rosie 1 hour ago
I always work hard and concentrate in my lessons. It's fun to learn new things! When we take tests, I like to achieve good grades. My mother is proud as long as I do my best!
3 Ali 7 minutes ago
I gave a presentation to my class yesterday about my favourite moment from this school year. I talked about our school trip to the museum! I felt a bit nervous in the morning. But I stayed calm by taking some deep breaths before I started talking.
4 Eric 3 hours ago
I'm going to study in the UK this summer. There's a special summer school for children who enjoy learning about science. We're going to learn about science from real scientists and we're going to do lots of experiments, too!
4 Work in pairs. Look at the words on pages 62 and 63 and answer the questions.
1 Which words or phrases mean how to do well at school?
work hard, concentrate, revise, do your best, take a test
2 Which words or phrases mean how to get ready for tests?
revise, concentrate, stay calm
3 Which words or phrases mean the results of tests?
achieve good grades, pass a test, fail a test
4 Which phrase means leaving home to learn?
study abroad
5 Work in pairs. Answer the questions.
1 What do you do to stay calm before a test?
2 How do you revise for a test?
3 When did you last give a presentation? What was it about?
4 Do you want to study abroad? Why?/Why not?
I stay calm by taking deep breaths before a test.
I stay calm by listening to some verses from the Holy Quran.
64 sixty-four
Activity Book, Unit 6 Lesson 1, part 2

3 6.2 Listen and read. Which child is going to study abroad?

- Elicit or explain the meaning of *noticeboard* if necessary (a board on a wall where you put adverts and announcements).
- In classes with deaf/hard of hearing students, show a photo of a real noticeboard or point out one in the classroom, if there is one.
- Play the audio and have students read along in their Class Books.
- This can be done as a reading-only activity for profoundly deaf students.
- Students answer the question individually.
- Use the Lollipop stick technique (see page 17) to check the answer.

6.2

WOW! Blog

1 Manar: I revise a lot when I have a test. I usually write notes and stick them on the noticeboard in my room. I read them again and again and this helps me to remember the information!

2 Rosie: I always work hard and concentrate in my lessons. It's fun to learn new things! When we take tests, I like to achieve good grades. My mother is proud as long as I do my best!

3 Ali: I gave a presentation to my class yesterday about my favourite moment from this school year. I talked about our school trip to the museum! I felt a bit nervous in the morning. But I stayed calm by taking some deep breaths before I started talking.

4 Eric: I'm going to study in the UK this summer. There's a special summer school for children who enjoy learning about science. We're going to learn about science from real scientists and we're going to do lots of experiments, too!

4 Work in pairs. Look at the words on pages 62 and 63 and answer the questions.

- Place students in pairs to complete the activity.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Use the Lollipop stick technique (see page 17) to check the answers.

5 Work in pairs. Answer the questions.

- Place students in different pairs to complete the activity.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary. Make sure they are inviting their partner to share their opinions during the task and encouraging each other to contribute ideas.
- Ask different students to share their answers. Promote class discussion: *Who does the same? What do you do differently? Do you agree/disagree?*
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

Diversity

Support

- Use the Expert envoy technique (see page 17) when forming pairs.

Challenge

- Encourage students to add details to their answers.

Extra activity Critical thinking

- Ask *What can you do to help a classmate who's struggling with schoolwork?* Discuss as a class and encourage students to explain their answers. Write the ideas you elicit on the board.

Finishing the lesson

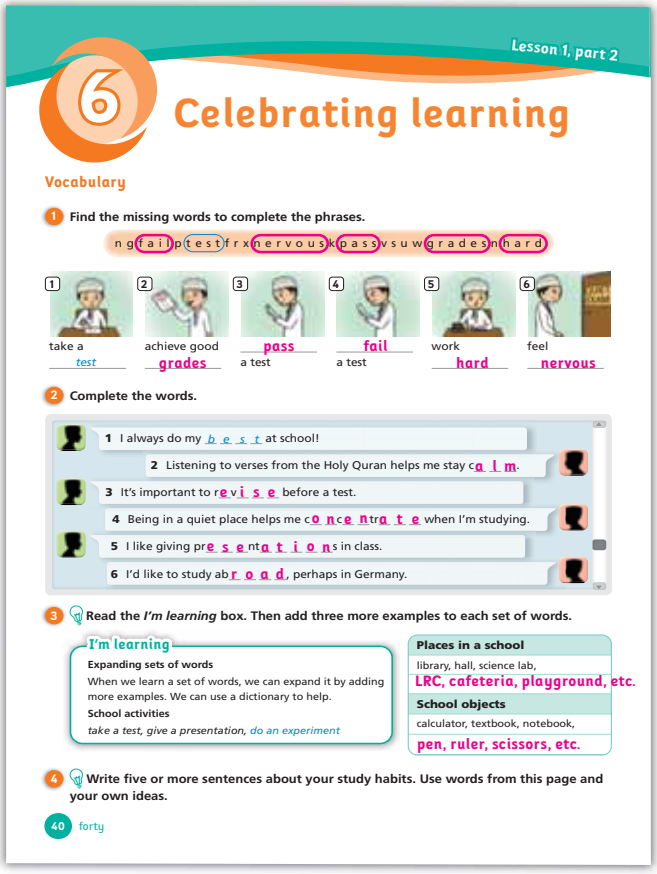
- Play *Picture charades* (see page 23) using the Unit 6 flashcards (Working hard at school) or poster as prompts.

Lesson 1, part 2

Starting the lesson

- Play *Parachute* (see page 23) with some of the new vocabulary. Use the Unit 6 flashcards (Working hard at school) or poster as prompts if necessary.

Activity Book



Lesson 1, part 2

6 Celebrating learning

Vocabulary

1 Find the missing words to complete the phrases.

n g f a i l p t e s t f r x n e r v o u s k p a s s v s u w g r a d e s n h a r d

1 take a test
2 achieve good grades
3 pass a test
4 fail a test
5 work hard
6 feel nervous

2 Complete the words.

1 I always do my b e s t at school!
2 Listening to verses from the Holy Quran helps me stay c a l m.
3 It's important to r e v i s e before a test.
4 Being in a quiet place helps me c o n c e n t r a t e when I'm studying.
5 I like giving p r e s e n t a t i o n s in class.
6 I'd like to study ab r o a d, perhaps in Germany.

3 Read the *I'm learning* box. Then add three more examples to each set of words.

I'm learning
Expanding sets of words
When we learn a set of words, we can expand it by adding more examples. We can use a dictionary to help.
School activities
take a test, give a presentation, do an experiment

Places in a school
library, hall, science lab,
LRC, cafeteria, playground, etc.

School objects
calculator, textbook, notebook,
pen, ruler, scissors, etc.

4 Write five or more sentences about your study habits. Use words from this page and your own ideas.

40 forty

1 Find the missing words to complete the phrases.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

2 Complete the words.

- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

3 Read the *I'm learning* box. Then add three more examples to each set of words.

- Ask a student to read aloud the *I'm learning* box and direct the rest of the class to follow along.
- Explain to students that when we learn a new set of words, it's helpful to add to that set by finding related examples. This helps to build vocabulary and gives us more choices when speaking or writing.
- Students complete the activity using the Think-pair-share technique (see page 17).
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

4 Write five or more sentences about your study habits. Use words from this page and your own ideas.

- Students complete the activity individually in their notebooks.
- Monitor for proper use of language.
- Place students in pairs and have them read their sentences to each other.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

Extra activity Fast finishers

- Students give themselves one minute to learn the new vocabulary. They close their books and see how many they can recite in their head.

Finishing the lesson

- Ask students how many *working hard at school* phrases they can remember from the first part of the lesson. Write them on the board as you elicit them.
- Using the Summative and thought-provoking questions technique (see page 17), ask students what they have learned today. Ask if they found it difficult or easy.

Extra activity Photocopiable 34

- Ask students to do photocopiable 34.

Lesson 2, parts 1 and 2

Objectives

- **Lesson aims:** to listen to and read a dialogue about revising for a test
- **Target language:** *So do I! Oh, that reminds me! I know what you mean.*

Materials

- Unit 6 flashcards (Working hard at school)
- Unit 6 poster: *Working hard at school*
- notebooks
- True/False response cards
- Traffic light cards
- 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). Can state personal learning goals, given a model (GSE 45).
- **Writing:** Can write a simple story in the form of a dialogue between characters (GSE 43). Can reuse words from a text they have read in their own writing (GSE 45).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17); True/False response cards technique (see page 17)
- Peer learning: pairwork; group work; acting out; Expert envoy technique (see page 17)
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 2, part 1

Starting the lesson

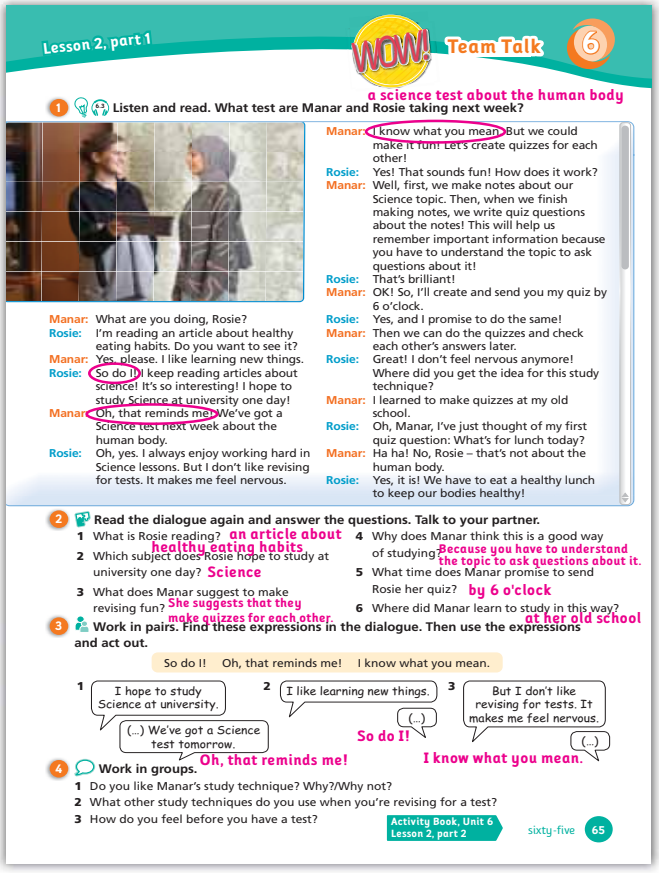
- Revise the new vocabulary using the Lollipop stick technique (see page 17). Choose students to say a phrase they remember from Lesson 1. They shouldn't repeat something that has already been said. Use the Unit 6 flashcards (Working hard at school) or poster as prompts if necessary.

Presentation

- Explain that in this lesson students will listen to and read a dialogue about revising for a test.
- Ask *Is it better to revise a bit every day or all at once before a test? Why?*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- On the board, write *So do I! Oh, that reminds me! 'I know what you mean.*
- Elicit or explain meanings (*'So do I' means the same as 'Me too'. 'That reminds me' means 'That made me think of something else'. 'I know what you mean' means 'I understand how you feel' or 'I agree'*).

Practice

Class Book


Lesson 2, part 1

WOW! Team Talk 6

1 Listen and read. What test are Manar and Rosie taking next week?

a science test about the human body

Manar: What are you doing, Rosie?
Rosie: I'm reading an article about healthy eating habits. Do you want to see it?
Manar: Yes, please. I like learning new things.
Rosie: So do I! I keep reading articles about science! It's so interesting! I hope to study Science at university one day!
Manar: Oh, that reminds me! We've got a Science test next week about the human body.
Rosie: Oh, yes. I always enjoy working hard in Science lessons. But I don't like revising for tests. It makes me feel nervous.
Manar: I know what you mean. But we could make it fun! Let's create quizzes for each other!
Rosie: Yes! That sounds fun! How does it work?
Manar: Well, first, we make notes about our Science topic. Then, when we finish making notes, we write quiz questions about the notes! This will help us remember important information because you have to understand the topic to ask questions about it!
Rosie: That's brilliant!
Manar: OK! So, I'll create and send you my quiz by 6 o'clock.
Rosie: Yes, and I promise to do the same!
Manar: Then we can do the quizzes and check each other's answers later.
Rosie: Great! I don't feel nervous anymore! Where did you get the idea for this study technique?
Manar: I learned to make quizzes at my old school.
Rosie: Oh, Manar, I've just thought of my first quiz question: What's for lunch today?
Manar: Ha ha! No, Rosie – that's not about the human body.
Rosie: Yes, it is! We have to eat a healthy lunch to keep our bodies healthy!

2 Read the dialogue again and answer the questions. Talk to your partner.
1 What is Rosie reading? an article about healthy eating habits
2 Which subject does Rosie hope to study at university one day? Science
3 What does Manar suggest to make revising fun? She suggests that they make quizzes for each other.
4 Why does Manar think this is a good way of studying? Because you have to understand the topic to ask questions about it.
5 What time does Manar promise to send Rosie her quiz? by 6 o'clock
6 Where did Manar learn to study in this way? at her old school

3 Work in pairs. Find these expressions in the dialogue. Then use the expressions and act out.
So do I! Oh, that reminds me! I know what you mean.
1 I hope to study Science at university. (...) We've got a Science test tomorrow. Oh, that reminds me!
2 I like learning new things. (...) So do I!
3 But I don't like revising for tests. It makes me feel nervous. (...) I know what you mean.

4 Work in groups.
1 Do you like Manar's study technique? Why?/Why not?
2 What other study techniques do you use when you're revising for a test?
3 How do you feel before you have a test?

Activity Book, Unit 6 Lesson 2, part 2
sixty-five 65

1 6.3 Listen and read. What test are Manar and Rosie taking next week?

- Refer students to page 65.
- Ask students to look at the photo. Ask them to identify the people and the setting. Ask *Do you ever revise for a test with a friend? How can a friend help you revise?*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Play the audio and have students read along in their Class Books.

- This can be done as a reading-only activity for profoundly deaf students.
- Students write the answer in their notebooks.
- Check the answer as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

6.3

Manar: What are you doing, Rosie?
Rosie: I'm reading an article about healthy eating habits. Do you want to see it?
Manar: Yes, please. I like learning new things.
Rosie: So do I! I keep reading articles about science! It's so interesting! I hope to study Science at university one day!
Manar: Oh, that reminds me! We've got a Science test next week about the human body.
Rosie: Oh, yes. I always enjoy working hard in Science lessons. But I don't like revising for tests. It makes me feel nervous.
Manar: I know what you mean. But we could make it fun! Let's create quizzes for each other!
Rosie: Yes! That sounds fun! How does it work?
Manar: Well, first, we make notes about our Science topic. Then, when we finish making notes, we write quiz questions about the notes! This will help us remember important information because you have to understand the topic to ask questions about it!
Rosie: That's brilliant!
Manar: OK! So, I'll create and send you my quiz by 6 o'clock.
Rosie: Yes, and I promise to do the same!
Manar: Then we can do the quizzes and check each other's answers later.
Rosie: Great! I don't feel nervous anymore! Where did you get the idea for this study technique?
Manar: I learned to make quizzes at my old school.
Rosie: Oh, Manar, I've just thought of my first quiz question: What's for lunch today?
Manar: Ha ha! No, Rosie – that's not about the human body.
Rosie: Yes, it is! We have to eat a healthy lunch to keep our bodies healthy!

Extra activity **Critical thinking**

- Ask *What helps you stay focused when you revise? What distracts you?* Place students in groups to discuss the question. Encourage students to offer new ideas and suggestions at different stages of the task.
- This could be done in pairs for deaf/hard of hearing students, following the standard procedure. See page 10.

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

- Tell students to read the dialogue again.
- Using the Traffic light cards technique (see page 17), ask students if they have understood the dialogue enough to continue with the activity.
- Students complete the activity individually in their notebooks and then compare answers in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Use the Lollipop stick technique (see page 17) to check answers.

Diversity

Support
- Use the Expert envoy technique (see page 17) when choosing pairs so stronger students work with weaker ones.

Challenge
- After writing their answers in their notebooks, students swap with a partner and check each other's work.

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

- Place students in pairs and have them find the expressions in the box in the dialogue in Activity 1. Remind students what each expression means.
- Pairs then match the expressions to the dialogues.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Use the Lollipop stick technique (see page 17) to choose pairs to act out the dialogues for the class.

4 Work in groups.

- Place students in groups and have them answer the questions.
- This could be done in pairs for deaf/hard of hearing students, following the standard procedure. See page 10.
- Monitor groups to ensure students are working together and staying focused. Encourage students to contribute their own knowledge to the discussion.
- Use the Lollipop stick technique (see page 17) to have groups share their ideas with the class.

Finishing the lesson

- Using the True/False response cards technique (see page 17), quiz students on the dialogue in Activity 2 for students to show the corresponding True/False card, e.g. *Rosie is reading an article about animals. (False) Manar enjoys learning new things. (True) Rosie wants to study History at university. (False) Rosie enjoys revising for tests. (False) Manar suggests they make quizzes to help revise. (True) Rosie thinks the quiz idea is boring. (False) Manar says it's important they understand the topic to write good quiz questions. (True).*

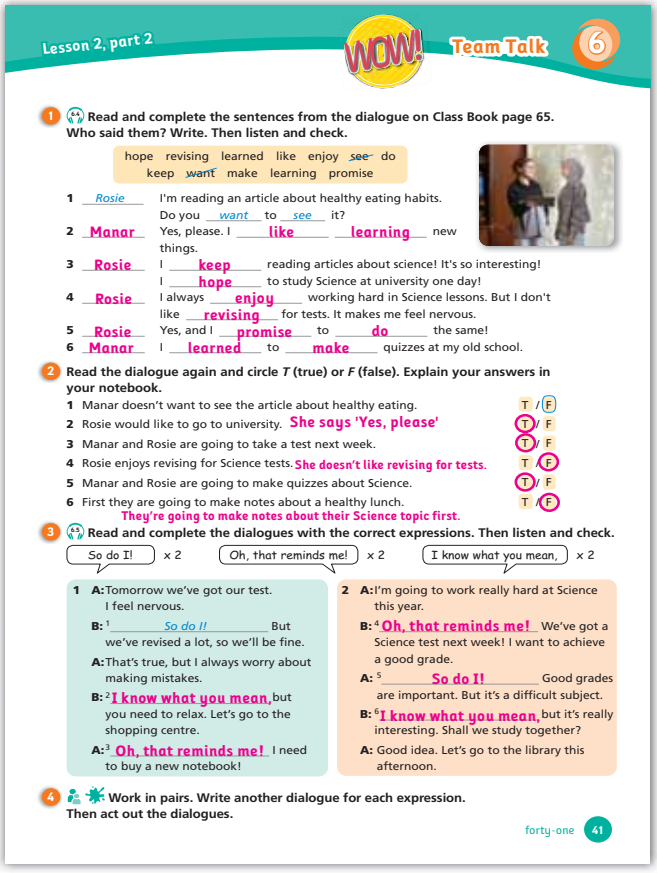
Lesson 2, part 2

Starting the lesson

- Write the following on the board: *So _____ I! Oh, that _____me! I _____ what you _____.* Ask the class to try and complete the expressions without looking at their Class Books.

Practice

Activity Book


Lesson 2, part 2 WOW! Team Talk 6

1 Read and complete the sentences from the dialogue on Class Book page 65. Who said them? Write. Then listen and check.

hope revising learned like enjoy see do keep want make learning promise

1 Rosie I'm reading an article about healthy eating habits. Do you want to see it?
2 Manar Yes, please. I like learning new things.
3 Rosie I keep reading articles about science! It's so interesting! I hope to study Science at university one day!
4 Rosie I always enjoy working hard in Science lessons. But I don't like revising for tests. It makes me feel nervous.
5 Rosie Yes, and I promise to do the same!
6 Manar I learned to make quizzes at my old school.

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

1 Manar doesn't want to see the article about healthy eating. T / F
2 Rosie would like to go to university. She says 'Yes, please' T / F
3 Manar and Rosie are going to take a test next week. T / F
4 Rosie enjoys revising for Science tests. She doesn't like revising for tests. T / F
5 Manar and Rosie are going to make quizzes about Science. T / F
6 First they are going to make notes about a healthy lunch. They're going to make notes about their Science topic first. T / F

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

So do I! × 2 Oh, that reminds me! × 2 I know what you mean, × 2

1 A: Tomorrow we've got our test. I feel nervous.
B: 1 So do I! But we've revised a lot, so we'll be fine.
A: That's true, but I always worry about making mistakes.
B: 2 I know what you mean, but you need to relax. Let's go to the shopping centre.
A: 3 Oh, that reminds me! I need to buy a new notebook!

2 A: I'm going to work really hard at Science this year.
B: 4 Oh, that reminds me! We've got a Science test next week! I want to achieve a good grade.
A: 5 So do I! Good grades are important. But it's a difficult subject.
B: 6 I know what you mean, but it's really interesting. Shall we study together?
A: Good idea. Let's go to the library this afternoon.

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

forty-one 41

1 6.4 Read and complete the sentences from the dialogue on Class Book page 65. Who said them? Write. Then listen and check.

- Students complete the sentences individually. See if they can remember who said each one.
- Play the audio to check answers.
- Display the answers on the board for deaf/hard of hearing students or provide them with the audioscript to check against.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

6.4

1 Rosie: I'm reading an article about healthy eating habits. Do you want to see it?

2 Manar: Yes, please. I like learning new things.

3 Rosie: I keep reading articles about science! It's so interesting! I hope to study Science at university one day!

4 Rosie: I always enjoy working hard in Science lessons. But I don't like revising for tests. It makes me feel nervous.

5 Rosie: Yes, and I promise to do the same!

6 Manar: I learned to make quizzes at my old school.

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

- Place students in pairs to complete the activity. At this stage, students just say whether the sentences are true or false.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Now ask students to explain why the sentences are true or false. Ask the class to look at the dialogue and find the sentence(s) that confirm the answer is false.
- Have pairs write why the remaining sentences are true or false in their notebooks by going through the text and finding the sections that confirm their answers.
- Check explanations as a class.
- Follow the standard procedures for pairwork and checking answers for deaf/hard of hearing students. See page 10.

3 6.5 Read and complete the dialogues with the correct expressions. Then listen and check.

- Students complete the activity individually.
- Play the audio to check answers.
- Display the answers on the board for deaf/hard of hearing students or provide them with the audioscript to check against.
- Place students in pairs and invite volunteer pairs to act out the dialogues for the class.
- Deaf/hard of hearing students can do this in their preferred method of communication.

6.5

1 A: Tomorrow we've got our test. I feel nervous.
B: So do I! But we've revised a lot, so we'll be fine.
A: That's true, but I always worry about making mistakes.
B: I know what you mean, but you need to relax. Let's go to the shopping centre.
A: Oh, that reminds me! I need to buy a new notebook!

2 A: I'm going to work really hard at Science this year.
B: Oh, that reminds me! We've got a Science test next week! I want to achieve a good grade.
A: So do I! Good grades are important. But it's a difficult subject.
B: I know what you mean, but it's really interesting. Shall we study together?
A: Good idea. Let's go to the library this afternoon.

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

- Place students in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Ask pairs to write another dialogue in their notebooks, using the expressions from Activity 3.
- Monitor students, helping where necessary.
- Have pairs act out their dialogues for the class.
- For deaf/hard of hearing students, this can be done as a peer review task. Pairs swap their dialogues with another pair to check and correct any mistakes.

Extra activity Fast finishers

- Students write any words related to learning in both parts of the lesson in their notebooks.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to have students discuss what they think about today's lesson, what they've managed to learn and where they had difficulties.

Extra activity Photocopiable T6

- Ask students to do photocopiable T6.

Lesson 3, parts 1 and 2

Objectives

- **Lesson aims:** to learn and understand verbs + *-ing* and verbs + infinitive.
- **Target language:** *I always enjoy working hard in Science lessons. I hope to study Science at university one day.*

Materials

- Unit 6 poster: *Working hard at school*
- Grammar animation
- notebooks
- Traffic light cards
- photocopiables 39 and 55

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand people's preferences in informal conversations, if the speakers talk slowly and clearly (GSE 38). Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can give simple reasons to explain preferences, given a model (GSE 35). Can talk about basic personal experiences, using simple linking words (GSE 37). Can state personal learning goals, given a model (GSE 45). Can talk about matters of personal information and interest in some detail (GSE 51).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can create simple language puzzles for classmates to solve (GSE 47).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)

Peer learning: pairwork

Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 3, part 1

Starting the lesson

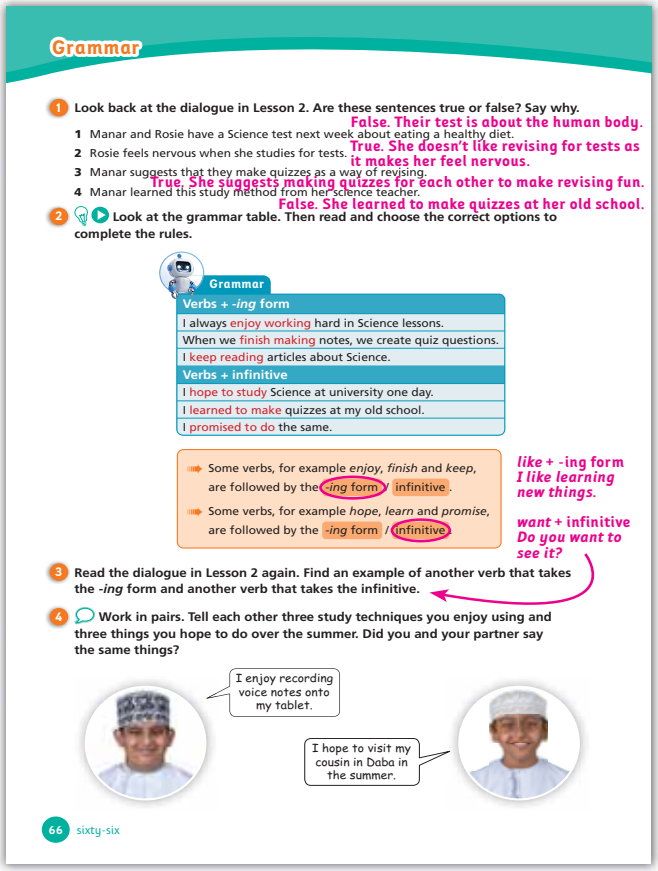
- Play *Finding and pointing* with the Unit 6 poster. Refer to *How to work with posters* on page 19.

Presentation

- Explain that in this lesson students will learn to use the *-ing* form (gerund) or the infinitive (*to* + verb) after certain verbs.
- In classes with deaf/hard of hearing students, write the headings *gerund* and *infinitive* on the board, with some example verbs in both columns.
- On the board, write *I enjoy learning new things. I hope to buy a new laptop.* Ask *Which verb has the* -ing *form after it? Which verb has the infinitive after it?* and elicit answers. Circle and label the verbs.

Practice

Class Book


Grammar

1 Look back at the dialogue in Lesson 2. Are these sentences true or false? Say why.

1 Manar and Rosie have a Science test next week about eating a healthy diet. False. Their test is about the human body.
2 Rosie feels nervous when she studies for tests. True. She doesn't like revising for tests as it makes her feel nervous.
3 Manar suggests that they make quizzes as a way of revising. True. She suggests making quizzes for each other to make revising fun.
4 Manar learned this study method from her science teacher. False. She learned to make quizzes at her old school.

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

Grammar

Verbs + *-ing* form
I always enjoy working hard in Science lessons.
When we finish making notes, we create quiz questions.
I keep reading articles about Science.
Verbs + infinitive
I hope to study Science at university one day.
I learned to make quizzes at my old school.
I promised to do the same.

- Some verbs, for example *enjoy*, *finish* and *keep*, are followed by the *-ing* form / infinitive.
- Some verbs, for example *hope*, *learn* and *promise*, are followed by the *-ing* form / infinitive.

like + -ing form *I like learning new things.*

want + infinitive *Do you want to see it?*

3 Read the dialogue in Lesson 2 again. Find an example of another verb that takes the *-ing* form and another verb that takes the infinitive.

4 Work in pairs. Tell each other three study techniques you enjoy using and three things you hope to do over the summer. Did you and your partner say the same things?

I enjoy recording voice notes onto my tablet.

I hope to visit my cousin in Daba in the summer.

66 sixty-six

1 Look back at the dialogue in Lesson 2. Are these sentences true or false? Say why.

- Students complete the activity individually in their notebooks. Remind student to give reasons for their answers.
- Use the Lollipop stick technique (see page 17) to check answers.

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

- Play the Grammar animation.
- Have students read the grammar table.
- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Explain that there's no rule for whether a verb is followed by *-ing* or the infinitive; it's just a case of learning them.
- Write some verbs that are usually followed by *-ing* on the board: *stop, finish, imagine, suggest, recommend, avoid, miss, enjoy*. Do the same with the infinitive: *hope, offer, fail, agree, forget, manage, learn, ask, expect, would like, decide, plan, promise, want*. Ask students to copy them into their notebooks.
- Use the Traffic light cards technique (see page 17) to check students have understood the grammar.

Diversity

Support

- Place students in pairs and ask them to think of a sentence for one verb and to write it in their notebooks. Ask different pairs to tell the class.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

Challenge

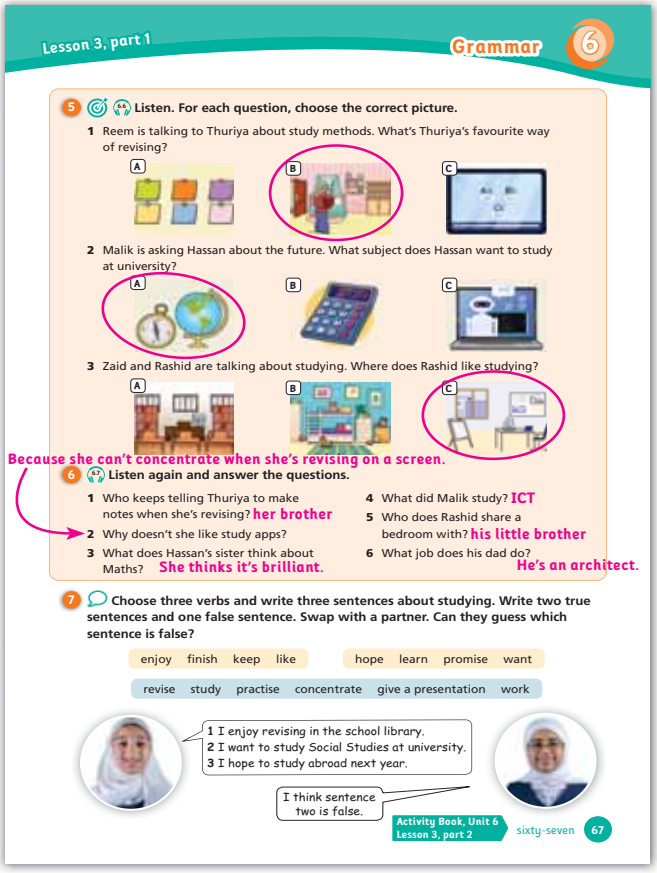
- Each student says their own sentence for one verb to the class.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

3 **Read the dialogue in Lesson 2 again. Find an example of another verb that takes the *-ing* form and another verb that takes the infinitive.**

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

4 **Work in pairs. Tell each other three study techniques you enjoy using and three things you hope to do over the summer. Did you and your partner say the same things?**

- Ask students to look at the examples in the speech bubbles. Ask *What verb do we use after* enjoy*? What do we use after* hope*?*
- Give students time to write the six sentences in their notebooks first.
- Monitor students for correct use of the grammar.
- Place students in pairs and have them say their sentences to each other.
- When they have finished, ask if any pairs said the same things.
- Follow the standard procedures for pairwork and sharing with the class for deaf/hard of hearing students. See page 10.


Lesson 3, part 1 Grammar 6

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

1 Reem is talking to Thuriya about study methods. What's Thuriya's favourite way of revising?

2 Malik is asking Hassan about the future. What subject does Hassan want to study at university?

3 Zaid and Rashid are talking about studying. Where does Rashid like studying?

Because she can't concentrate when she's revising on a screen.

6 Listen again and answer the questions.

1 Who keeps telling Thuriya to make notes when she's revising? her brother
2 Why doesn't she like study apps?
3 What does Hassan's sister think about Maths? She thinks it's brilliant.
4 What did Malik study? ICT
5 Who does Rashid share a bedroom with? his little brother
6 What job does his dad do? He's an architect.

7 Choose three verbs and write three sentences about studying. Write two true sentences and one false sentence. Swap with a partner. Can they guess which sentence is false?

enjoy finish keep like hope learn promise want revise study practise concentrate give a presentation work

1 I enjoy revising in the school library.
2 I want to study Social Studies at university.
3 I hope to study abroad next year.

I think sentence two is false.

Activity Book, Unit 6 Lesson 3, part 2 sixty-seven 67

5 **6.6 Listen. For each question, choose the correct picture.**

- Tell students to read the questions and look at the pictures first.
- Ask volunteers to describe the pictures.
- Provide deaf/hard of hearing students with the audioscript before beginning this activity. Students with some level of hearing can follow along. Profoundly deaf students can use the script and complete the questions on their own as a reading activity.
- Play the audio.
- Students complete the activity individually in their notebooks.
- Play the audio again if necessary.
- Use the Lollipop stick technique (see page 17) to check answers.

6.6 & 6.7

1 Reem is talking to Thuriya about study methods. What's Thuriya's favourite way of revising?

Reem: What study method do you use when you're revising for a test, Thuriya? Do you make notes in different colours?

Thuriya: No, I don't. My brother keeps telling me to make notes. But I don't find that very helpful. I like walking and talking! I walk around the house and I say information out loud to myself. I remember things when I move!

Reem: That sounds fun! I'm going to try it too! Have you ever used a study app on your tablet?

Thuriya: Yes, I have. But I can't concentrate when I'm revising on a screen.

2 Malik is asking Hassan about the future. What subject does Hassan want to study at university?

Malik: What do you hope to study when you grow up, Hassan?

Hassan: Hmm, I enjoy learning about the world, so I really want to study Social Studies at university!

Malik: Great!

Hassan: My sister is studying Maths and she keeps telling me how brilliant it is. It's always been her favourite subject – she loves it!

Malik: I really enjoy Maths, too, but I studied ICT at university.

Hassan: Oh, really? I like computers too. But I think Social Studies is the most interesting subject.

3 Zaid and Rashid are talking about studying. Where does Rashid like studying?

Zaid: Do you like revising in the school library?

Rashid: Oh, no, I can't concentrate in the library! There are too many people around!

Zaid: So, do you enjoy studying in your bedroom?

Rashid: No, I don't like studying in my bedroom. I share my room with my little brother so I can't do my best there because he always wants to play with me!

Zaid: So, where do you like studying?

Rashid: I enjoy studying in my dad's office! He's an architect. He has a spare desk in one corner, and I sometimes go there after school. When I finish studying and he finishes working, we come home together.

6 6.7 Listen again and answer the questions.

- Students read the questions and write down anything they remember before listening again.
- Play the audio again.
- Deaf/hard of hearing students can use the audioscript.
- Students complete the activity individually in their notebooks.
- Use the Lollipop stick technique (see page 17) to check answers.

7 Choose three verbs and write three sentences about studying. Write two true sentences and one false sentence. Swap with a partner. Can they guess which sentence is false?

- Ask students to look at the yellow boxes. Ask *What form do we use after the verbs in the first box? (-ing) What about the second box? (infinitive +* to*)*
- Give students a couple of minutes to think about things they could write, using the examples in the speech bubbles to help and the words in the blue box as prompts. They can write their sentences in their notebooks.
- Monitor students as they write for correct use of the grammar.
- Place students in pairs to read their sentences to each other.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- When they have finished, ask *Were you able to identify the false sentence?*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Finishing the lesson

- Tell students that you are going to say some sentences aloud. If the sentence is correct, students stand up; if the sentence is incorrect, they stay seated. Say, for example, *He enjoys to learn about animals. We want to study at university. I enjoy studying English. He decided taking a Maths course. We finished to do our homework. They promised helping with the project.*
- Depending on the needs of any deaf/hard of hearing students, this can be adapted by writing the sentences on the board instead.

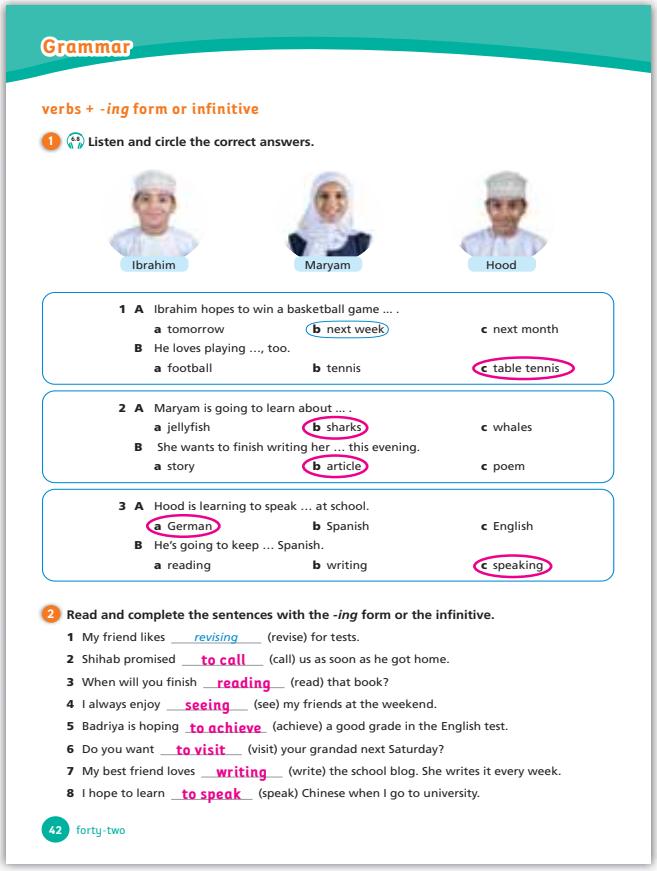
Lesson 3, part 2

Starting the lesson

- Ask students to name verbs that are followed by *-ing* and verbs that are followed by the infinitive. Then ask them to say example sentences using both forms. Write the verbs and sentences on the board.

Practice

Activity Book



Grammar

verbs + *-ing* form or infinitive

1 Listen and circle the correct answers.

Ibrahim Maryam Hood

1 A Ibrahim hopes to win a basketball game ... .
a tomorrow b next week c next month
B He loves playing ..., too.
a football b tennis c table tennis

2 A Maryam is going to learn about ... .
a jellyfish b sharks c whales
B She wants to finish writing her ... this evening.
a story b article c poem

3 A Hood is learning to speak ... at school.
a German b Spanish c English
B He's going to keep ... Spanish.
a reading b writing c speaking

2 Read and complete the sentences with the *-ing* form or the infinitive.

1 My friend likes revising (revise) for tests.
2 Shihab promised to call (call) us as soon as he got home.
3 When will you finish reading (read) that book?
4 I always enjoy seeing (see) my friends at the weekend.
5 Badriya is hoping to achieve (achieve) a good grade in the English test.
6 Do you want to visit (visit) your grandad next Saturday?
7 My best friend loves writing (write) the school blog. She writes it every week.
8 I hope to learn to speak (speak) Chinese when I go to university.

42 forty-two

1 6.8 Listen and circle the correct answers.

- Ask students to read the questions first.
- Provide deaf/hard of hearing students with the audioscript before beginning this activity. Students with some level of hearing can follow along. Profoundly deaf students can use the script and complete the questions on their own as a reading activity.
- Play the audio.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

6.8

1
Boy: What sports do you play, Ibrahim?
Ibrahim: Well, I play basketball. I'm in the school team.
Boy: That must take a lot of practice.
Ibrahim: Yes, it does. I'm not playing in the game tomorrow. I'm playing in the game next week though, and we hope to win!
Boy: And do you play football, too?
Ibrahim: No, I don't like playing football. I love playing table tennis, but I'm not very good at it!
Boy: I love table tennis, too. Let's play together one day!

2
Dad: Do you need any help with your homework, Maryam?
Maryam: Yes please, Dad. Can you help me find a website about ocean animals?
Dad: Yes, of course. What information do you need?
Maryam: Whales and jellyfish are really interesting … but I want to find out about sharks.
Dad: OK, good idea. What are you going to do with the information? Are you going to write a story?
Maryam: I'm going to write an article. I want to finish writing it this evening.

3
Boy: What languages can you speak, Hood?
Hood: Me? I can speak some English, and I'm learning to speak German at school.
Boy: That's great! Are you learning any other languages?
Hood: I had some Spanish lessons last year. I'm not having lessons now, but I have Spanish cousins.
Boy: Do you write to them in Spanish?
Hood: No, I don't, but I'm going to keep speaking to them in Spanish. It's not easy, but you know me – I love learning!

2 Read and complete the sentences with the *-ing* form or the infinitive.

- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

3 Read and complete the interview. Use the correct verb forms.

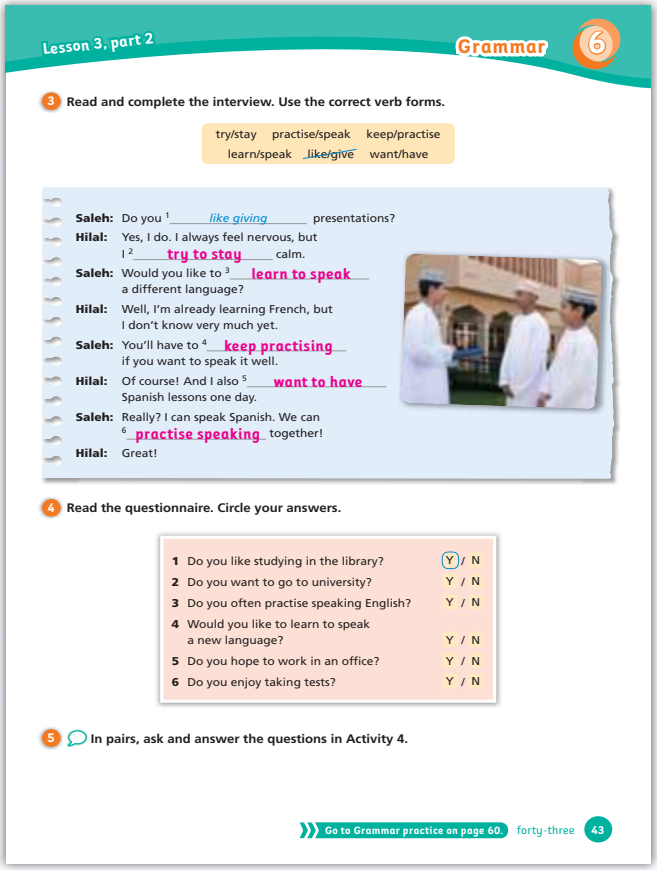
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do. Do item 2 as a class if necessary.
- Students complete the activity in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Check answers as a class.

4 Read the questionnaire. Circle your answers.

- Students complete the activity individually.
- Ask different students to read aloud their answers.
- Follow the standard procedure for sharing answers for deaf/hard of hearing students. See page 10.

5 In pairs, ask and answer the questions in Activity 4.

- Place students in pairs and have them ask and answer the questions from Activity 4.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor for correct use of the language.
- Write *but* and *also* on the board. Ask different students to say one sentence comparing their answers using *but* or *also*.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.



Lesson 3, part 2 — Grammar 6

3 Read and complete the interview. Use the correct verb forms.

try/stay practise/speak keep/practise
learn/speak ~~like/give~~ want/have

Saleh: Do you [1] *like giving* presentations?
Hilal: Yes, I do. I always feel nervous, but I [2] **try to stay** calm.
Saleh: Would you like to [3] **learn to speak** a different language?
Hilal: Well, I'm already learning French, but I don't know very much yet.
Saleh: You'll have to [4] **keep practising** if you want to speak it well.
Hilal: Of course! And I also [5] **want to have** Spanish lessons one day.
Saleh: Really? I can speak Spanish. We can [6] **practise speaking** together!
Hilal: Great!

4 Read the questionnaire. Circle your answers.

1	Do you like studying in the library?	(Y) / N
2	Do you want to go to university?	Y / N
3	Do you often practise speaking English?	Y / N
4	Would you like to learn to speak a new language?	Y / N
5	Do you hope to work in an office?	Y / N
6	Do you enjoy taking tests?	Y / N

5 In pairs, ask and answer the questions in Activity 4.

Go to Grammar practice on page 60. forty-three 43

Grammar practice

1 Read and complete.

- Refer students to the Grammar practice on page 60 of their Activity Books.
- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Refer to page 207 of the Teacher's Book for answers.

2 Complete the sentences with the *-ing* form or the infinitive.

- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Refer to page 207 of the Teacher's Book for answers.

Extra activity Fast finishers

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

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to ask students how confident they feel using the new grammar. Review the grammar again if there are any students who require more guidance.

Extra activity Photocopiables 39 and 55

- Ask students to do photocopiables 39 and 55.

Lesson 4

Objectives

- **Lesson aims:** to understand a story; to introduce words related to the end of the school year
- **Target language:** The negative prefix *un-*: *unlucky, unusual*

Materials

- Unit 6 poster: *Working hard at school*
- Traffic light cards
- notebooks

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Speaking:** Can talk about past events or experiences, using simple language (GSE 41). Can tell a simple story (GSE 38). Can answer simple questions about their life and experiences (GSE 37).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can answer simple questions in writing about people or things using basic words or phrases (GSE 33). Can write two or three related sentences on a familiar topic (GSE 33). Can add common prefixes (e.g. *un-*, *dis-*) to simple regular words (GSE 47).
- **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 17); Traffic light cards technique (see page 17)
- Peer learning: pairwork; group work
- Independent learning: Learning diaries (see page 17)

Starting the lesson

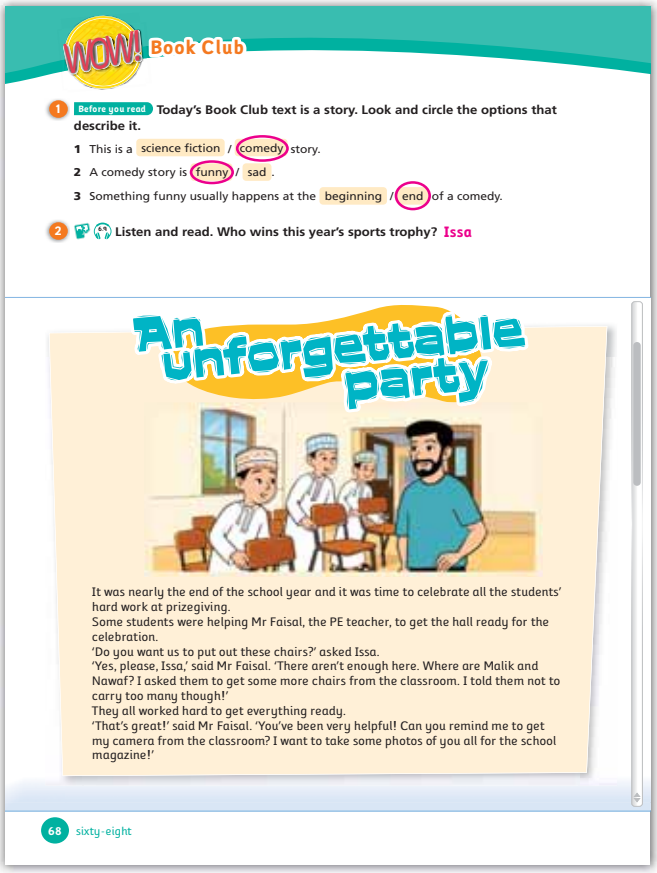
- Place the Unit 6 poster on the board and quickly review the vocabulary. Refer to *How to work with posters* (see page 19).
- Divide the class into two teams and have them play *Charades* (see page 23) with the new vocabulary.

Presentation

- Explain that in this lesson students will read a story about a prizegiving celebration in school.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Write *Prizegiving* on the board. Elicit what it means and then ask *Why do some schools have prizegiving ceremonies? When do you think they usually take place?* Accept all reasonable answers.

Practice

Class Book


WOW! Book Club

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

1 This is a science fiction / comedy story.
2 A comedy story is funny / sad.
3 Something funny usually happens at the beginning / end of a comedy.

2 Listen and read. Who wins this year's sports trophy? Issa

An unforgettable party

It was nearly the end of the school year and it was time to celebrate all the students' hard work at prizegiving.
Some students were helping Mr Faisal, the PE teacher, to get the hall ready for the celebration.
'Do you want us to put out these chairs?' asked Issa.
'Yes, please, Issa,' said Mr Faisal. 'There aren't enough here. Where are Malik and Nawaf? I asked them to get some more chairs from the classroom. I told them not to carry too many though!'
They all worked hard to get everything ready.
'That's great!' said Mr Faisal. 'You've been very helpful! Can you remind me to get my camera from the classroom? I want to take some photos of you all for the school magazine!'

68 sixty-eight

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

- Ask students to look at the pictures on pages 68 and 69.
- Students work in pairs to complete the activity in their notebooks.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Use the Lollipop stick technique (see page 17) to check answers.

2 6.9 Listen and read. Who wins this year's sports trophy?

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

- This can be done as a reading-only activity for profoundly deaf students.
- Tell students to note anything they don't understand in their notebooks as they read through the story. Explain where necessary.
- Ask students to write the answer in their notebooks.
- Check the answer as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Check comprehension with questions, e.g. *Why were the students celebrating? (It was the end of the school year.) What did Mr Faisal ask Malik and Nawaf to do? (To get more chairs from the classroom.) What did Mr Faisal want to take photos for? (the school magazine) Who gave a speech at the prizegiving? (the headteacher) What did Mr Hamed give out to the students? (certificates, prizes, trophies).*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

6.9

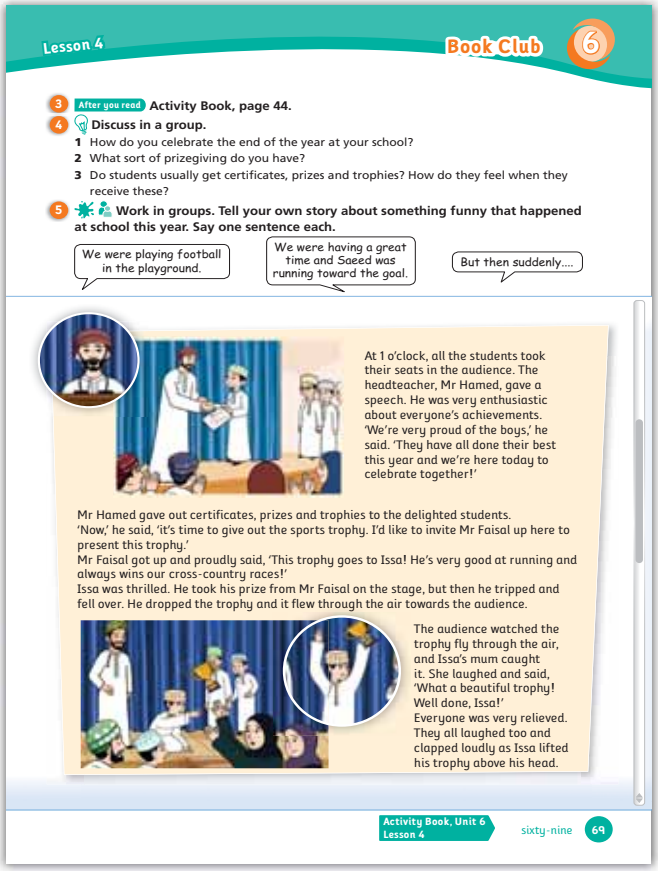
An unforgettable party

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'Yes, please, Issa,' said Mr Faisal. 'There aren't enough here. Where are Malik and Nawaf? I asked them to get some more chairs from the classroom. I told them not to carry too many though!'
They all worked hard to get everything ready.
'That's great!' said Mr Faisal. 'You've been very helpful! Can you remind me to get my camera from the classroom? I want to take some photos of you all for the school magazine!'
At 1 o'clock, all the students took their seats in the audience. The headteacher, Mr Hamed, gave a speech. He was very enthusiastic about everyone's achievements.
'We're very proud of the boys,' he said. 'They have all done their best this year and we're here today to celebrate together!'
Mr Hamed gave out certificates, prizes and trophies to the delighted students.
'Now,' he said, 'it's time to give out the sports trophy. I'd like to invite Mr Faisal up here to present this trophy.'
Mr Faisal got up and proudly said, 'This trophy goes to Issa! He's very good at running and always wins our cross-country races!'
Issa was thrilled. He took his prize from Mr Faisal on the stage, but then he tripped and fell over. He dropped the trophy and it flew through the air towards the audience.

The audience watched the trophy fly through the air, and Issa's mum caught it. She laughed and said, 'What a beautiful trophy! Well done, Issa!' Everyone was very relieved. They all laughed too and clapped loudly as Issa lifted his trophy above his head.

3 After you read Activity Book, page 44.

- Refer students to page 44 of their Activity Books. Explain that they can refer to their Class Books while they do Activities 1 and 2. Activities 3, 4 and 5 can be done after Activity 5 in the Class Book.
- See the Activity Book section below for more instructions.


Lesson 4 Book Club 6

3 After you read Activity Book, page 44.

4 Discuss in a group.
1 How do you celebrate the end of the year at your school?
2 What sort of prizegiving do you have?
3 Do students usually get certificates, prizes and trophies? How do they feel when they receive these?

5 Work in groups. Tell your own story about something funny that happened at school this year. Say one sentence each.

We were playing football in the playground.
We were having a great time and Saeed was running toward the goal.
But then suddenly....

At 1 o'clock, all the students took their seats in the audience. The headteacher, Mr Hamed, gave a speech. He was very enthusiastic about everyone's achievements. 'We're very proud of the boys,' he said. 'They have all done their best this year and we're here today to celebrate together!'

Mr Hamed gave out certificates, prizes and trophies to the delighted students.
'Now,' he said, 'it's time to give out the sports trophy. I'd like to invite Mr Faisal up here to present this trophy.'
Mr Faisal got up and proudly said, 'This trophy goes to Issa! He's very good at running and always wins our cross-country races!'
Issa was thrilled. He took his prize from Mr Faisal on the stage, but then he tripped and fell over. He dropped the trophy and it flew through the air towards the audience.

The audience watched the trophy fly through the air, and Issa's mum caught it. She laughed and said, 'What a beautiful trophy! Well done, Issa!' Everyone was very relieved. They all laughed too and clapped loudly as Issa lifted his trophy above his head.

Activity Book, Unit 6 Lesson 4 sixty-nine 69

4 Discuss in a group.

- Place students in groups of four to discuss the questions.
- This could be done as pairwork for deaf/hard of hearing students, following the standard procedure. See page 10.
- Monitor students, helping where necessary. Remind students to take turns when speaking and to interrupt only when necessary and always respectfully. Prompt students to clarify their ideas when needed, using simple language or examples.
- Ask different groups to share their ideas with the class.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

5 **Work in groups. Tell your own story about something funny that happened at school this year. Say one sentence each.**

- Students work in the same groups or pairs.
- Ask them to brainstorm ideas for their stories first. The stories can be real or invented. Then ask them to think about the vocabulary they will need to tell it. Finally, have them plan their stories and decide who is going to say each of the sentences.
- Monitor students, helping where necessary. Remind students that everyone is responsible for doing their fair share in group tasks.
- Ask different groups to tell the class their funny story.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

Diversity

Support

- Help students plan their stories with vocabulary and ideas.

Challenge

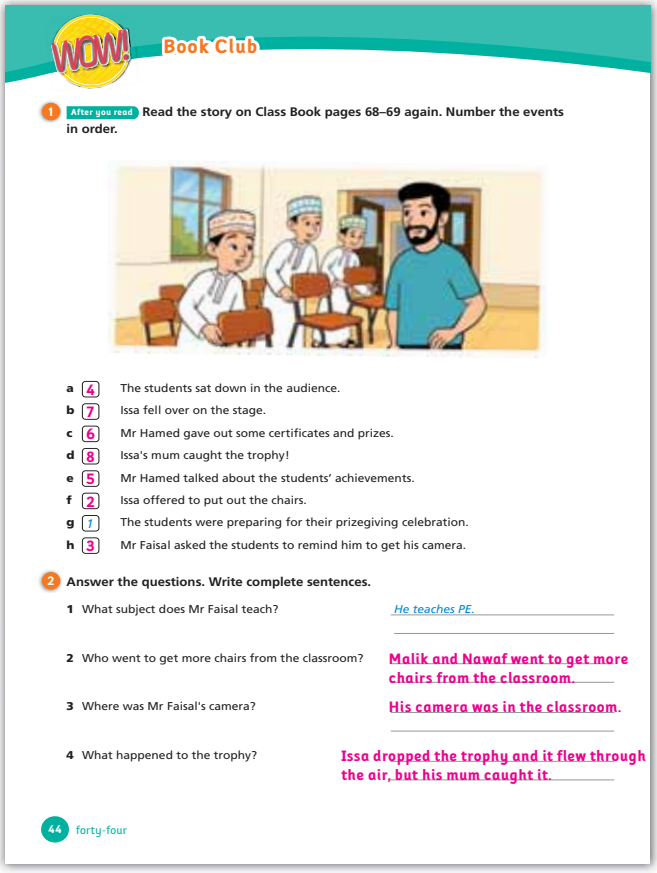
- Students plan their stories in groups.

Extra activity Creativity

- Ask students to draw a picture to illustrate their funny story from Activity 5.

Practice

Activity Book



WOW! Book Club

1 After you read Read the story on Class Book pages 68–69 again. Number the events in order.

a [4] The students sat down in the audience.
b [7] Issa fell over on the stage.
c [6] Mr Hamed gave out some certificates and prizes.
d [8] Issa's mum caught the trophy!
e [5] Mr Hamed talked about the students' achievements.
f [2] Issa offered to put out the chairs.
g [1] The students were preparing for their prizegiving celebration.
h [3] Mr Faisal asked the students to remind him to get his camera.

2 Answer the questions. Write complete sentences.

1 What subject does Mr Faisal teach? *He teaches PE.*
2 Who went to get more chairs from the classroom? Malik and Nawaf went to get more chairs from the classroom.
3 Where was Mr Faisal's camera? His camera was in the classroom.
4 What happened to the trophy? Issa dropped the trophy and it flew through the air, but his mum caught it.

44 forty-four

1 **After you read** **Read the story on Class Book pages 68–69 again. Number the events in order.**

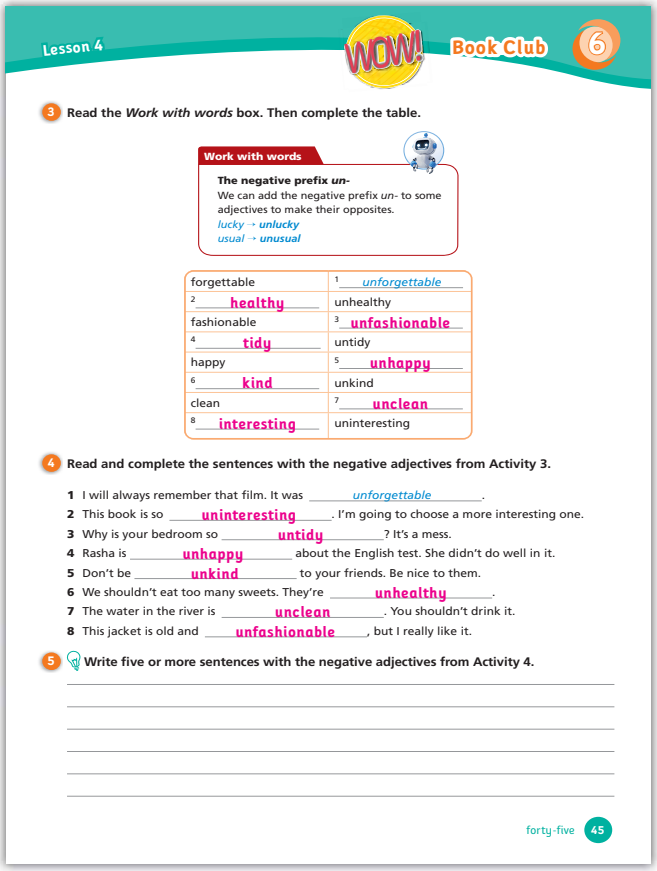
- Place students in pairs to complete the activity.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

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

- Students complete the activity individually.
- Make sure students are writing complete sentences.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

3 Read the *Work with words* box. Then complete the table.

- Read the *Work with words* box aloud as students follow along in their Activity Books. Elicit or explain what a *prefix* is (letters that we add to the beginning of a word to change its meaning). Tell students that the prefix *un-* means 'not' and that we can add it to some adjectives to give them the opposite meaning. Tell them that not all adjectives can take *un-*, so it's important to learn which ones do.
- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.



Lesson 4 — WOW! Book Club 6

3 Read the *Work with words* box. Then complete the table.

Work with words

The negative prefix *un-*
We can add the negative prefix *un-* to some adjectives to make their opposites.
lucky → ***unlucky***
usual → ***unusual***

forgettable	1 *unforgettable*
2 healthy	unhealthy
fashionable	3 unfashionable
4 tidy	untidy
happy	5 unhappy
6 kind	unkind
clean	7 unclean
8 interesting	uninteresting

4 Read and complete the sentences with the negative adjectives from Activity 3.

1 I will always remember that film. It was *unforgettable*.
2 This book is so uninteresting. I'm going to choose a more interesting one.
3 Why is your bedroom so untidy? It's a mess.
4 Rasha is unhappy about the English test. She didn't do well in it.
5 Don't be unkind to your friends. Be nice to them.
6 We shouldn't eat too many sweets. They're unhealthy.
7 The water in the river is unclean. You shouldn't drink it.
8 This jacket is old and unfashionable, but I really like it.

5 Write five or more sentences with the negative adjectives from Activity 4.

forty-five 45

4 Read and complete the sentences with the negative adjectives from Activity 3.

- Students complete the activity individually and then compare answers in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Use the Lollipop stick technique (see page 17) to check answers.
- Use the Traffic light cards technique (see page 17) to check students have understood the negative prefix *un-*.

5 Write five or more sentences with the negative adjectives from Activity 4.

- Students complete the activity individually.
- Monitor students, helping where necessary.
- Have students read aloud their sentences to the class.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Extra activity Fast finishers

- Students write a list of preparations the children did for the prizegiving.

Finishing the lesson

- Write *Today I have learned* ... on the board and have students complete the sentence in their Learning diary (see page 17). Encourage them to add more details to their diary entries.

Lesson 5, parts 1 and 2

Objectives

- **Lesson aims:** to learn and use words for the end of the school year; to learn and use verb + object + infinitive
- **Target language:** *prizegiving, speech, certificate, report card, prize, trophy, achievement, grateful, enthusiastic, optimistic, relieved, thrilled*

Materials

- Unit 6 flashcards (*prizegiving, speech, certificate, report card, prize, trophy, achievement, grateful, enthusiastic, optimistic, relieved, thrilled*)
- Traffic light cards
- notebooks
- dictionaries
- photocopiables 34, 40 and 43

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story, if guided by questions (GSE 35). Can scan a simple text to find specific information (GSE 38).
- **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 repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can give a short, basic description of a special event if guided by questions or prompts (GSE 39).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)
- Peer learning: pairwork; group work
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 5, part 1

Starting the lesson

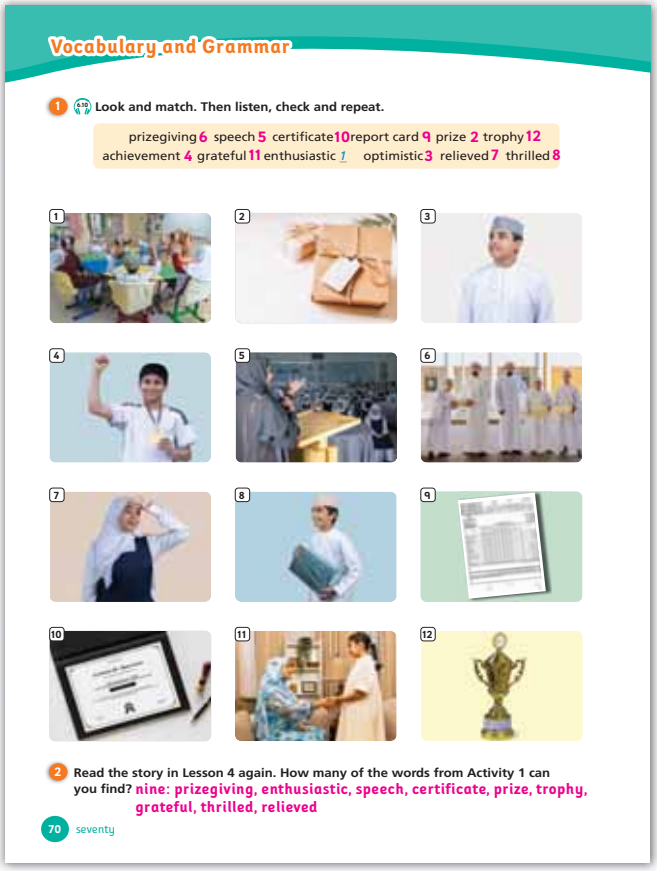
- Ask *What can you remember from the story in Lesson 4?* Student raise their hands to offer ideas.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Presentation

- Explain that in this lesson students will learn words related to the end of the school year, and learn to use a verb + object + *to* + verb. Write this on the board with an example: *They want us to help with the prizegiving.* Ask students to identify the verb, object and the *to*-infinitive. Label the sentence as they do so.

Practice

Class Book


Vocabulary and Grammar

1 6.10 Look and match. Then listen, check and repeat.

prizegiving 6 speech 5 certificate 10 report card 9 prize 2 trophy 12
achievement 4 grateful 11 enthusiastic 1 optimistic 3 relieved 7 thrilled 8

2 Read the story in Lesson 4 again. How many of the words from Activity 1 can you find? nine: prizegiving, enthusiastic, speech, certificate, prize, trophy, grateful, thrilled, relieved

70 seventy

1 6.10 Look and match. Then listen, check and repeat.

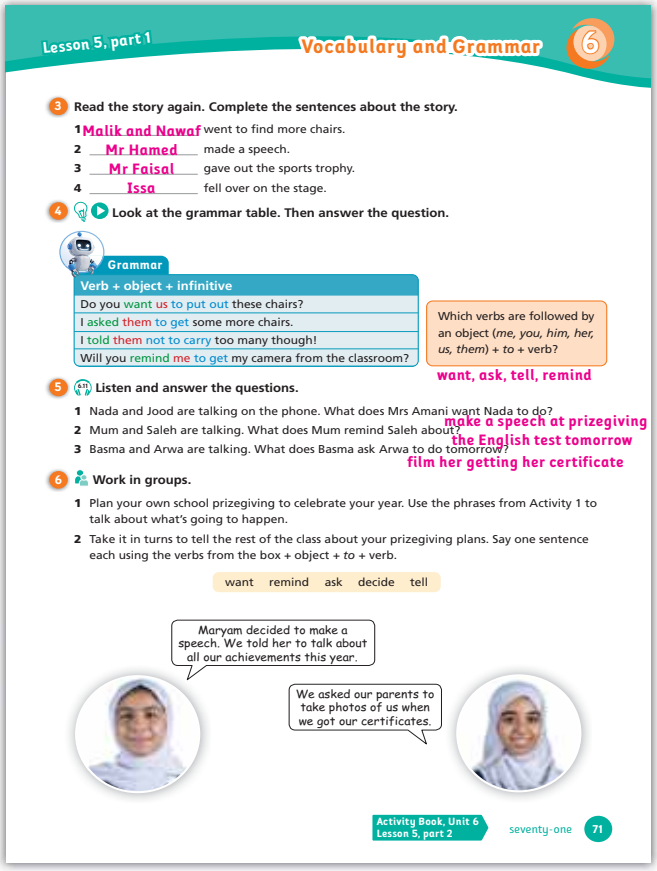
- Place the Unit 6 flashcards (The end of the school year) on the board. Point to each item and say the word. Students repeat after you.
- In classes with deaf/hard of hearing students, create a 'Word Wall' for the unit, using either the flashcards with corresponding word cards or the poster with word cards stuck onto it. This will be a helpful visual aid, e.g. to point to the target language on the wall as it comes up in the unit.
- Students match the words to the pictures individually.
- Play the audio.
- Students listen, check their answers and repeat.
- Provide deaf/hard of hearing students with the audioscript to check their answers against or write them on the board.

6.10

1 enthusiastic **2** prize **3** optimistic
4 achievement **5** speech **6** prizegiving **7** relieved
8 thrilled **9** report card **10** certificate **11** grateful
12 trophy

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

- Students read the story from Lesson 4 again and see how many of the words from Activity 1 they can find.
- Students check their answers in pairs.
- Check answers as a class by having students read aloud the sentences from the story.
- Follow the standard procedures for pairwork and checking answers for deaf/hard of hearing students. See page 10.


Lesson 5, part 1
Vocabulary and Grammar 6

3 Read the story again. Complete the sentences about the story.
1 Malik and Nawaf went to find more chairs.
2 Mr Hamed made a speech.
3 Mr Faisal gave out the sports trophy.
4 Issa fell over on the stage.

4 Look at the grammar table. Then answer the question.

Grammar

Verb + object + infinitive
Do you want us to put out these chairs?
I asked them to get some more chairs.
I told them not to carry too many though!
Will you remind me to get my camera from the classroom?

Which verbs are followed by an object (*me, you, him, her, us, them*) + *to* + verb?
want, ask, tell, remind

5 Listen and answer the questions.
1 Nada and Jood are talking on the phone. What does Mrs Amani want Nada to do? make a speech at prizegiving
2 Mum and Saleh are talking. What does Mum remind Saleh about? the English test tomorrow
3 Basma and Arwa are talking. What does Basma ask Arwa to do tomorrow? film her getting her certificate

6 Work in groups.
1 Plan your own school prizegiving to celebrate your year. Use the phrases from Activity 1 to talk about what's going to happen.
2 Take it in turns to tell the rest of the class about your prizegiving plans. Say one sentence each using the verbs from the box + object + *to* + verb.

want remind ask decide tell

Maryam decided to make a speech. We told her to talk about all our achievements this year.
We asked our parents to take photos of us when we got our certificates.

Activity Book, Unit 6 Lesson 5, part 2
seventy-one 71

3 Read the story again. Complete the sentences about the story.

- Students complete the activity individually in their notebooks.
- Use the Lollipop stick technique (see page 17) to check answers.

4 Look at the grammar table. Then answer the question.

- Play the Grammar animation.
- Ask students to read the grammar table quietly.
- Students write the answer individually in their notebooks and then compare answers in pairs.
- Check the answer as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Explain that some verbs (in green in the grammar table) are followed by an object (the person who 'gets' the action, in red in the grammar table) and then an infinitive (*to* + verb, in blue in the grammar table). Tell students that we can use this structure for requests or commands (*She asked me to help her. He told them to leave.*), wants, needs or preferences (*I want you to listen.*), advice (*The doctor advised her to rest.*) and invitations or instructions (*She invited me to come to her prizegiving*).
- In classes with deaf/hard of hearing students, write four headings (*requests or commands; wants, needs or preferences; advice; invitations or instructions*) with their example sentences underneath.
- Use the Traffic light cards technique (see page 17) to check students have understood the grammar.

5 6.11 Listen and answer the questions.

- Play the audio.
- This can be adapted to a reading task for deaf/hard of hearing students. Provide students with the audioscript. First have them scan the script for the information they need and circle it, before answering the questions.
- Students answer the questions individually in their notebooks.
- Play the audio again if necessary.
- Check answers as a class.

6.11

1 Nada: Hi Jood, it's Nada.
Jood: Hi, how are you?
Nada: I'm fine. Hey, I've got some exciting news about prizegiving.
Jood: Really? What is it?
Nada: Mrs Amani asked me to make a speech about our achievements this year.
Jood: That's so exciting! I'm thrilled for you!

2 Mum: Come on, Saleh. I know it's nearly the end of the year, but you've still got one more English test tomorrow. I want you to revise now.
Saleh: Oh yes! Don't worry. I'm going to work very hard! I really want to do my best tomorrow so I get the prize for English this year!

3 Basma: Hi, Arwa, can I ask you to do something for me?
Arwa: Sure, what is it?
Basma: Can you film me getting my certificate at prizegiving tomorrow? Then I can send the video to my grandma.
Arwa: Of course!
Basma: Thank you.

6 Work in groups.

- Ask a volunteer to read aloud the instructions.
- Tell students that they're going to plan an end-of-year prizegiving ceremony. Tell them to try and include some of these words and phrases from Activity 1 to help them plan their prizegiving.
- Place students in groups.
- This can be done as pairwork for deaf/hard of hearing students, following the standard procedure. See page 10.
- Give them five minutes to plan their ceremony and decide who will do what.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Monitor students, helping where necessary.
- Invite each group to share their plans with the class, using the verbs in the box and the correct grammar structure. Tell them to use the examples in speech bubbles to help them tell the class about what they planned. Each student should say a sentence.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

Diversity

Support

- Check students' sentences before they report back to the class.

Challenge

- Students check each other's sentences before they report back to the class.

Extra activity Critical thinking

- Students work in pairs and think of other events for a prizegiving and add them to the list at the appropriate stage. Ask students for ideas and write a list on the board.

Finishing the lesson

- Play *Draw the word* (see page 22) with the new vocabulary. Use the Unit 6 flashcards (The end of the school year) as prompts.

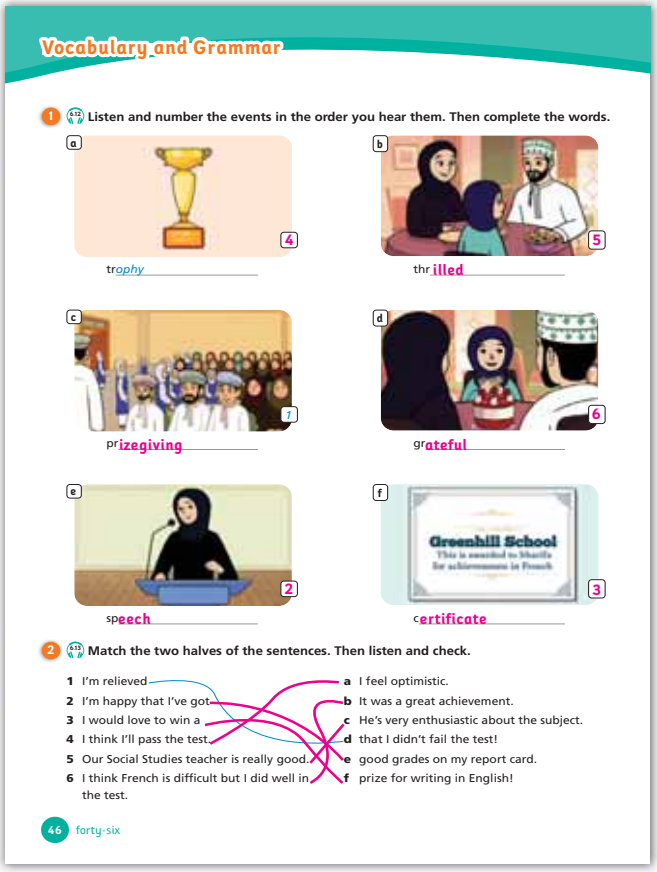
Lesson 5, part 2

Starting the lesson

- Tell students that you are going to say sentences with the verb structure they learned in the first part of the lesson. If the sentence is grammatically correct, they should do the action. If it's incorrect, they must call out *No!* Model a couple of sentences beforehand, e.g. *I asked you to touch your head. (Students touch their head) I want to you sit down (Students say* No!).
- In classes with deaf/hard of hearing students, this could be adapted to written sentences on the board.

Practice

Activity Book



Vocabulary and Grammar

1 6.12 Listen and number the events in the order you hear them. Then complete the words.

a 4 trophy

b 5 thrilled

c 7 prizegiving

d 6 grateful

e 2 speech

f 3 certificate

2 6.13 Match the two halves of the sentences. Then listen and check.

1 I'm relieved — d that I didn't fail the test!
2 I'm happy that I've got — e good grades on my report card.
3 I would love to win a — f prize for writing in English!
4 I think I'll pass the test. — a I feel optimistic.
5 Our Social Studies teacher is really good. — c He's very enthusiastic about the subject.
6 I think French is difficult but I did well in the test. — b It was a great achievement.

46 forty-six

1 6.12 Listen and number the events in the order you hear them. Then complete the words.

- Ask students to look at the pictures and say what each one shows. Explain that they have to number the events in the order they hear them mentioned.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Provide deaf/hard of hearing students with the audioscript. Students with some level of hearing can follow along; profoundly deaf students can do this as a reading-only task.

- Play the audio. Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- When students have finished, ask them to complete the words. Play the audio again if necessary.
- Use the Lollipop stick technique (see page 17) to check answers.

6.12

1 Razan: Hello, Grandma.
Grandma: Hello Razan! How was the prizegiving last night?
Razan: It was great! All the students and parents were there.

2 Grandma: What happened?
Razan: First, we went into the hall and sat down. Then the headteacher gave a speech.

3 Grandma: Were there many prizes?
Razan: Yes, there were. My friend Sharifa won a certificate for French. She was very happy.

4 Grandma: What about you?
Razan: I got a trophy for Science!
Grandma: Wow, well done! That's great news!
Razan: Thanks, Grandma!

5 Grandma: What time did you get home?
Razan: Well, after the prizegiving, we went to a restaurant to celebrate! Mum and Dad were thrilled about my achievements and they wanted to celebrate!
Grandma: Great!

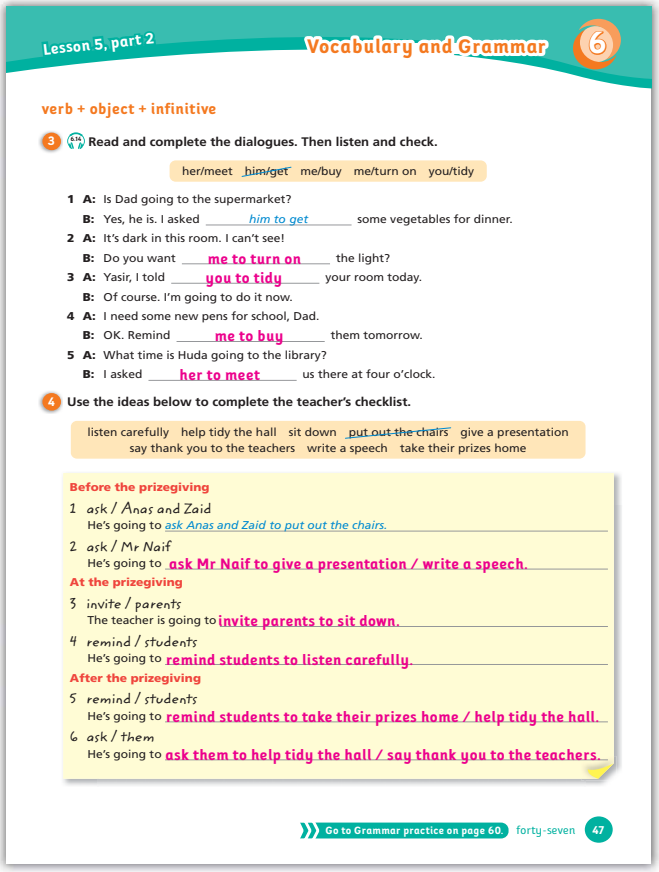
6 Grandma: What did you eat at the restaurant?
Razan: We had chicken and rice, then my parents bought a delicious cake for me. I was very grateful!
Grandma: Well done on your achievements. I'm very proud of you!

2 6.13 Match the two halves of the sentences. Then listen and check.

- Ask students to match the sentence halves individually.
- Play the audio for students to check their answers.
- Provide deaf/hard of hearing students with the audioscript to check against.
- Use the Lollipop stick technique (see page 17) to check answers.

6.13

1 I'm relieved that I didn't fail the test!
2 I'm happy that I've got good grades on my report card.
3 I would love to win a prize for writing in English!
4 I think I'll pass the test. I feel optimistic.
5 Our Social Studies teacher is really good. He's very enthusiastic about the subject.
6 I think French is difficult but I did well in the test. It was a great achievement.



Lesson 5, part 2 — Vocabulary and Grammar 6

verb + object + infinitive

3 6.14 Read and complete the dialogues. Then listen and check.

her/meet | ~~him/get~~ | me/buy | me/turn on | you/tidy

1 A: Is Dad going to the supermarket?
B: Yes, he is. I asked *him to get* some vegetables for dinner.
2 A: It's dark in this room. I can't see!
B: Do you want **me to turn on** the light?
3 A: Yasir, I told **you to tidy** your room today.
B: Of course. I'm going to do it now.
4 A: I need some new pens for school, Dad.
B: OK. Remind **me to buy** them tomorrow.
5 A: What time is Huda going to the library?
B: I asked **her to meet** us there at four o'clock.

4 Use the ideas below to complete the teacher's checklist.

listen carefully | help tidy the hall | sit down | ~~put out the chairs~~ | give a presentation | say thank you to the teachers | write a speech | take their prizes home

Before the prizegiving
1 ask / Anas and Zaid
He's going to *ask Anas and Zaid to put out the chairs.*
2 ask / Mr Naif
He's going to **ask Mr Naif to give a presentation / write a speech.**
At the prizegiving
3 invite / parents
The teacher is going to **invite parents to sit down.**
4 remind / students
He's going to **remind students to listen carefully.**
After the prizegiving
5 remind / students
He's going to **remind students to take their prizes home / help tidy the hall.**
6 ask / them
He's going to **ask them to help tidy the hall / say thank you to the teachers.**

Go to Grammar practice on page 60. forty-seven 47

3 6.14 Read and complete the dialogues. Then listen and check.

- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Students complete the activity individually and then compare answers in pairs.
- Provide deaf/hard of hearing students with the audioscript to check against or write the answers on the board.
- Play the audio to check answers.

6.14

1 **A:** Is Dad going to the supermarket?
B: Yes, he is. I asked him to get some vegetables for dinner.

2 **A:** It's dark in this room. I can't see!
B: Do you want me to turn on the light?

3 **A:** Yasir, I told you to tidy your room today.
B: Of course. I'm going to do it now.

4 **A:** I need some new pens for school, Dad.
B: OK. Remind me to buy them tomorrow.

5 **A:** What time is Huda going to the library?
B: I asked her to meet us there at four o'clock.

4 Use the ideas below to complete the teacher's checklist.

- Elicit or explain the meaning of *checklist* (a list of tasks someone needs to do; people use checklists to make sure they don't forget anything). Write the word *checklist* on the board with an example underneath, e.g. things students must do in the lesson. Tick off some of them as an example.
- Tell students that this is a checklist of the things the teacher needs to do before, during and after a prizegiving. Explain that they can use any of the ideas in the box to complete the checklist, or they can use their own. They should use the prompts to write their sentences.
- Write, repeat or sign, depending on the needs of any deaf/hard of hearing students.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Students complete the activity in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

Grammar practice

3 Read and complete.

- Refer students to the Grammar practice on page 60 of their Activity Books.
- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Refer to page 207 of the Teacher's Book for answers.

4 Order the words and write the sentences.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.
- Refer to page 207 of the Teacher's Book for answers.

Extra activity Fast finishers

- Students write and define the new words from Lesson 5 in their notebooks.

Word list

- Refer students to the *Word list* on page 62 of their Activity Books.
- Have students work in pairs or groups to add more *Working hard at school* and *The end of the school year* vocabulary that they know. Students can use a dictionary if they wish.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

Finishing the lesson

- Ask students to close their books. Ask *What do your parents remind you to do?* and elicit answers.
- Use the Summative and thought-provoking questions technique (see page 17) to ask students how confident they feel using the grammar. Review the grammar again if there are any students who require more guidance.

Extra activity Photocopiables 34, 40 and 43

- Ask students to do photocopiables 34, 40 and 43.

Lesson 6, parts 1 and 2

Objectives

- **Lesson aims:** to learn about useful learning techniques; to plan a website about a useful learning technique
- **Target language:** *fresh air, forests, parks, lakes, natural landscapes, virtual classrooms, trees, leaves, role plays, games, online, virtual classrooms, textbooks, apps, revise, artificial intelligence (AI)*

Materials

- Culture video
- Project video
- Traffic light cards
- True/False response cards
- notebooks
- a world map
- photocopiable 46

Global Scale of English (GSE)

- **Reading:** Can get the gist of short factual school texts (GSE 41). Can compare different facts or ideas in simple texts (GSE 44). Can guess the meaning of unknown words in simple texts from the context (GSE 46). Can scan several short, simple texts on the same topic to find specific information (GSE 47).
- **Listening:** Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36). Can identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly (GSE 38).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41). Can state personal learning goals, given a model (GSE 45). Can give an opinion in a structured discussion, if guided by questions (GSE 46). Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17); True/False response cards technique (see page 17)
- Peer learning: pairwork; group work; Expert envoy technique (see page 17); Two stars and a wish technique (see page 17)
- Independent learning: Summative and thought-provoking questions technique (see page 17); Learning diaries (see page 17)

Lesson 6, part 1

Starting the lesson

- Tell students they have one minute to write down as many of the vocabulary words and phrases from Lessons 1 and 5 as they can remember in their notebooks. Check answers and add any words or phrases that are missing.

Presentation

- Explain that in this lesson students will learn about useful learning techniques, and plan a website about a useful learning technique.
- Write *useful* on the board and elicit or explain its meaning if necessary (helping you to do or achieve what you want).
- Ask students to find Finland, Switzerland and South Korea on a map. Use an online map if available.

Culture notes

- Education in Finland emphasises Education Outside the Classroom (EOC), where lessons are often held in natural settings like forests or parks.
- In Switzerland, games are increasingly being used as a tool not only in education but also in vocational training, industry and health care. The theory is that games can act as a motivational incentive for people to learn new skills such as collaboration, loyalty and team work.
- In 2025, South Korea introduced AI-powered digital textbooks for students aged eight and above.

Practice

Class Book



1 Before you read Do you think students learn in the same way all over the world? Why?/ Why not?

- Ask students to look at the photos. Ask them what they think is happening in each one.
- Students discuss the question in pairs for one minute. Then ask for class feedback. Ask students to give reasons for their answers.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

2 6.15 Listen and read.

- Write the following words on the board: *landscape, fresh air, winner, loser, virtual classroom, artificial intelligence*. Elicit or explain their meanings: *landscape: an area of land that you can see; fresh air: clean air; winner: someone who wins a game or competition; loser: someone who loses a game or competition; virtual classroom: a way of teaching and learning in which teachers and students meet and work online rather than in person; artificial intelligence: computer systems that can copy intelligent human behaviour.*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Play the audio and have students read along in their Class Books.
- Profoundly deaf students can do this as a reading-only activity.
- Check comprehension with questions, e.g. *Where can students in Finland learn outside? (forests, parks and lakes) How does fresh air help them? (It helps them to stay calm and to focus.) What school subjects can games help with? (Maths and English) Where do students learn with a lot of technology? (South Korea) Why are teachers still important in South Korea? (They help students learn.)*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

6.15

Useful learning techniques!
Creative teachers have developed interesting and useful ways of helping their students to learn. Read on to find out about some of these fun and memorable learning techniques!

Learning through nature
In Finland, some students spend a lot of time outside exploring forests, parks and lakes. They don't just go on school trips once or twice a year – nature becomes a living classroom where students can learn about the world. They study Science by looking at real plants, they find ideas for Art in trees and leaves, and they learn about History by doing role plays in natural landscapes. Teachers say that fresh air helps their students to stay calm and concentrate so they can do their best.

Learning through games
In Switzerland, some students are learning through games! Swiss schools often use games to make lessons more interesting. But the lessons aren't only for fun. Through the games, students learn important skills such as how to follow rules, communicate well and work as a team. Some of the games also help their Maths and English. The winners of the game feel good, and the losers learn how to be better next time!

Learning with technology
In South Korea, technology plays an important role in the classroom. Many students study online in virtual classrooms and some even use textbooks that are designed with artificial intelligence (AI) – this can create an individual learning plan for each student. In addition, there are apps that help students to revise for tests. However, the role of teachers is still very important because they have to help students with their learning.

Extra activity Critical thinking

- Students work in pairs and write down three things that they didn't know before they read the text.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

3 After you read Activity Book, page 48.

- Refer students to page 48 of their Activity Books. Explain that they can refer to their Class Books while they do Activities 1 and 2. Activities 3, 4 and 5 can be done after Activity 4 in the Class Book.
- See the Activity Book section below for more instructions.

4 Work in pairs. Which of these learning techniques would you most like to try and why?

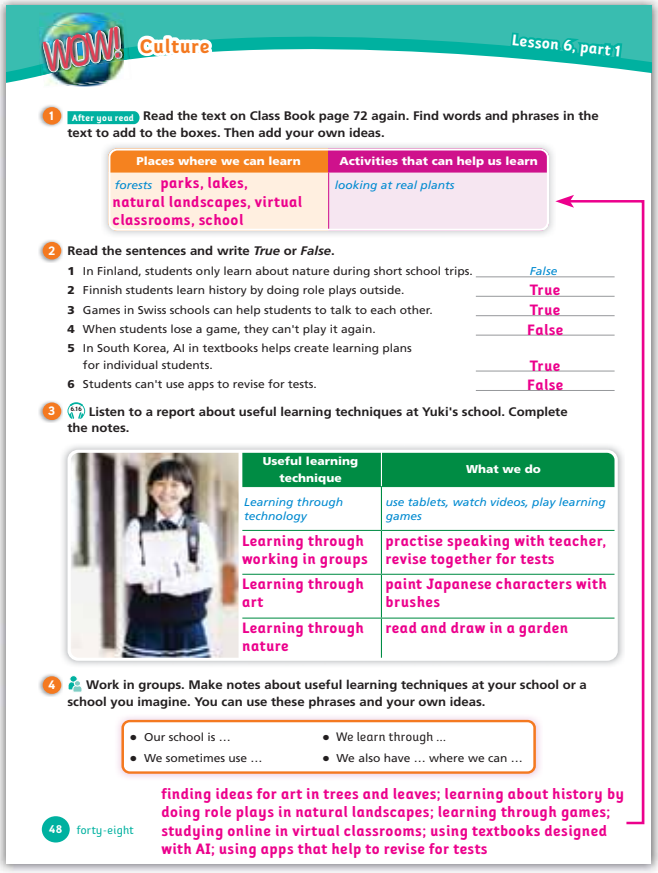
- Place students in pairs and have them discuss which learning technique they would like to try. Tell them to give reasons for their answers.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.
- Ask volunteers to share their ideas with the class.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

Find out more! Watch the video.

- Watch the complete video with students. After they watch, encourage students to say any words they remember from the video. Write the words on the board.
- In classes with deaf/hard of hearing students, use the video with captions.
- 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.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Practice

Activity Book


WOW! Culture
Lesson 6, part 1

1 After you read Read the text on Class Book page 72 again. Find words and phrases in the text to add to the boxes. Then add your own ideas.

Places where we can learn	Activities that can help us learn
forests parks, lakes, natural landscapes, virtual classrooms, school	*looking at real plants*

2 Read the sentences and write *True* or *False*.

1 In Finland, students only learn about nature during short school trips. *False*
2 Finnish students learn history by doing role plays outside. True
3 Games in Swiss schools can help students to talk to each other. True
4 When students lose a game, they can't play it again. False
5 In South Korea, AI in textbooks helps create learning plans for individual students. True
6 Students can't use apps to revise for tests. False

3 6.16 Listen to a report about useful learning techniques at Yuki's school. Complete the notes.

Useful learning technique	What we do
Learning through technology	*use tablets, watch videos, play learning games*
Learning through working in groups	practise speaking with teacher, revise together for tests
Learning through art	paint Japanese characters with brushes
Learning through nature	read and draw in a garden

4 Work in groups. Make notes about useful learning techniques at your school or a school you imagine. You can use these phrases and your own ideas.

- Our school is …
- We sometimes use …
- We learn through …
- We also have … where we can …

48 forty-eight

finding ideas for art in trees and leaves; learning about history by doing role plays in natural landscapes; learning through games; studying online in virtual classrooms; using textbooks designed with AI; using apps that help to revise for tests

1 After you read Read the text on Class Book page 72 again. Find words and phrases in the text to add to the boxes. Then add your own ideas.

- Ask students to read the text on page 72 of their Class Books again. While reading, ask them to take note of the places to learn and activities to help people learn in the text.
- Place students in pairs and have them compare notes and then complete the activity.
- When they have finished, ask them to add their own ideas to the table.
- Check answers as a class.

2 Read the sentences and write *True* or *False*.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

3 6.16 Listen to a report about useful learning techniques at Yuki's school. Complete the notes.

- Ask students to look at the picture and text and predict the answers.

- Provide deaf/hard of hearing students with the audioscript. Students with some level of hearing can follow along; profoundly deaf students can do this as a reading-only task. Have them first circle the information they need in the script before completing the notes.
- Play the audio.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

6.16

Hi! I'm Yuki and I go to a school in Tokyo, Japan. My school is big and clean, and we have lots of fun ways to learn. We learn through technology. In class, we sometimes use tablets to write, watch videos or play learning games. We learn through working in groups. In English class, we practise speaking with our teacher from Canada. Before we take a test, we revise together, and our teachers always tell us to do our best. We learn through art, too. One special thing is our writing club, where we learn to paint Japanese characters with brushes. Finally, we learn through nature. We have a garden where we can read or draw. It's quiet and helps us concentrate. I think school is fun when we learn in different ways!

4 Work in groups. Make notes about useful learning techniques at your school or a school you imagine. You can use these phrases and your own ideas.

- Place students in small groups.
- Have students make notes about learning techniques at their school in their notebooks. They can use some of the categories in Activity 3 to help with their notes.
- Remind students that everyone is responsible for doing their fair share in group tasks.
- This can be adapted to pairwork for deaf/hard of hearing students, following the standard procedure. See page 10. These students can write their presentation and display it visually.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 17), ask *What did you learn today?* and have students raise their hands to offer answers.

Lesson 6, part 2

Starting the lesson

- Using the True/False response cards technique (see page 17), say sentences about the text from the first part of the lesson for students to show the corresponding True/False card, e.g. *In Finland, students only go on nature trips once or twice a year. (False) Fresh air helps Finnish students to focus. (True) Games at Swiss schools are not fun. (False) South Korean students sometimes use AI textbooks. (True),* etc. Have students correct the false sentences.

Project



Plan a website about a useful learning technique.

1 Watch the video.

- Tell students that they are going to watch a video about the Project.
- Play the video (see *How to work with videos* on page 20).
- In classes with deaf/hard of hearing students, use the video with captions.
- Before they start, tell students that they have the option of creating a digital version of the project, such as an animation, video, infographic, digital poster, or any other suitable format, provided that the necessary technology and internet access are available.

- Write, repeat or sign, depending on the needs of any deaf/hard of hearing students.

2 In groups, find out more about other useful learning techniques.

- Place students in groups of four. Make sure there is an Expert envoy (see page 17) in each group.
- Have groups find out about other useful learning techniques and make a list of those they would like to focus on. Remind students to take turns when discussing and to interrupt only when necessary and always respectfully.
- In classes with deaf/hard of hearing students, this can be done as pairwork. Follow the standard procedure. See page 10.

3 Choose a learning technique that you would like to include.

- Have groups discuss and then choose one of the learning techniques. Make sure each group choses a different learning technique.

4 Decide who will research to find out:

- Give groups time to decide who will do what. Each group member should do one of the given tasks.

5 Write about the learning technique you have chosen.

- Read the *Writing Tip*. Tell students to use the phrases to help them write their sections of the website plan.
- Students create their section of the website based on the research they did.
- Use the Traffic light cards technique (see page 17) to check students know what they have to do.
- When they have completed their individual tasks, ask them to put together their website plans.
- Monitor groups to ensure students are working together and staying focused.

Diversity

Support

- Have students find useful words and grammar in the texts that they can use for their website plans. Write their ideas on the board.

Challenge

- Students refer to the texts in their Class Books for help with vocabulary and grammar.

6 Present your website plan to the rest of the class.

- Read the *Speaking tip*.
- Have each group present their website plan to the class. Make sure each student says something.
- Deaf/hard of hearing students can do this in their preferred method of communication.
- Use the Two stars and a wish technique (see page 17) to have students comment on the website plans presented.

7 Take a class vote to decide which of the useful learning techniques you would most like to try.

- Ask students to look at each other's website plans and their learning techniques and vote for one they would like to try.

Finishing the lesson

- Refer students to their Learning diary (see page 17). Tell students to make a few notes about what they learned in this *Culture* lesson and what interested them the most. Students read their sentences to the class.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Extra activity Photocopiable 46

- Ask students to do photocopiable 46.

English in action

Lesson 7, parts 1 and 2

Objectives

- **Lesson aims:** to learn to say thank you and to respond to thanks; to practise sentence stress in verb patterns with the infinitive
- **Target language:** *Thanks a lot. It's a pleasure.*

Materials

- English in action video
- notebooks
- Traffic light cards
- photocopiable 49

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can use a few basic words and phrases to show politeness (e.g. please, thank you) (GSE 19). Can act out a short dialogue or role play, given prompts (GSE 38). Can read aloud simple sentences with correct pronunciation, stress and intonation (GSE 37). Can act out a simple role-play or dialogue with correct intonation (GSE 41).
- **Listening:** Can identify the context in which an everyday conversation is taking place (GSE 35). Can understand some details in extended dialogues on familiar, everyday topics (GSE 46).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)
- Peer learning: pairwork; group work; acting out
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 7, part 1

Starting the lesson

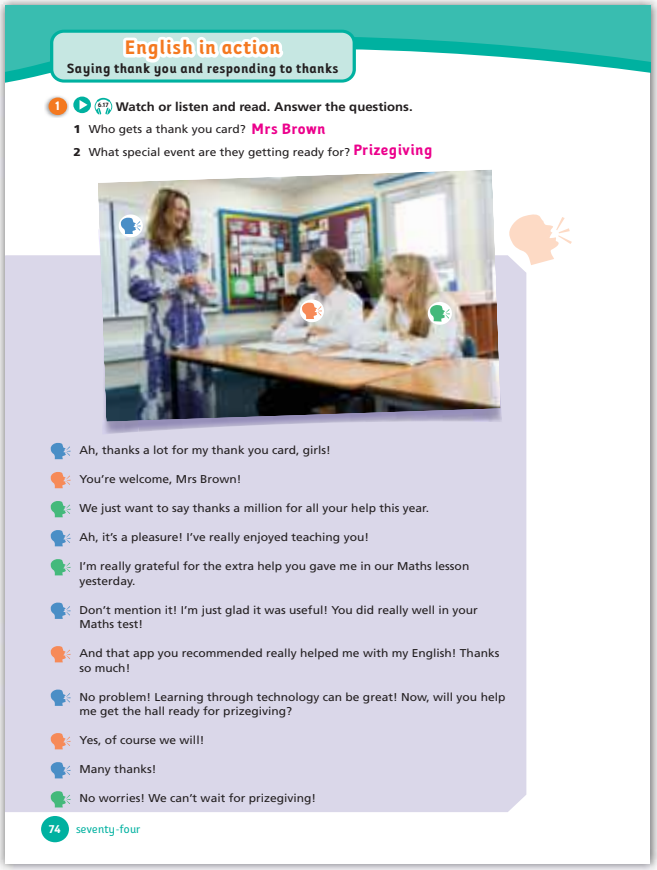
- Write *Thank you* on the board. Using the Lollipop stick technique (see page 17), ask *What do you say 'thank you' for?* and choose students to answer.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Presentation

- Explain that in this lesson students will learn to say thank you and to respond to thanks, and practise sentence stress in verb patterns with the infinitive.
- Ask students to work in pairs and think of a phrase they would say to respond to thanks from a friend.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

Practice

Class Book



English in action

Saying thank you and responding to thanks

1 6.17 Watch or listen and read. Answer the questions.

1 Who gets a thank you card? Mrs Brown

2 What special event are they getting ready for? Prizegiving

Ah, thanks a lot for my thank you card, girls!

You're welcome, Mrs Brown!

We just want to say thanks a million for all your help this year.

Ah, it's a pleasure! I've really enjoyed teaching you!

I'm really grateful for the extra help you gave me in our Maths lesson yesterday.

Don't mention it! I'm just glad it was useful! You did really well in your Maths test!

And that app you recommended really helped me with my English! Thanks so much!

No problem! Learning through technology can be great! Now, will you help me get the hall ready for prizegiving?

Yes, of course we will!

Many thanks!

No worries! We can't wait for prizegiving!

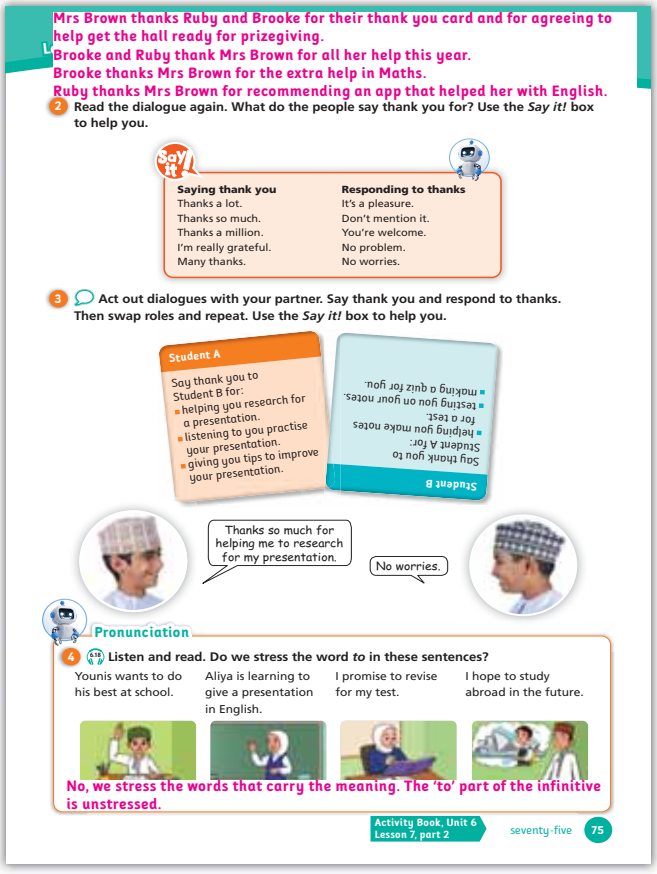
74 seventy-four

1 6.17 Watch or listen and read. Answer the questions.

- Refer students to page 74. Ask students to look at the picture and say who they think the people are, where they are and what they are talking about.
- Ask students to read the questions before they watch or listen so they know what to listen for.
- Play the video or audio for students to watch or listen and read. Students write the answers in their notebooks.
- In classes with deaf/hard of hearing students, use the video with captions.
- Use the Lollipop stick technique (see page 17) to check answers.

6.17

Mrs Brown: Ah, thanks a lot for my thank you card, girls!
Ruby: You're welcome, Mrs Brown!
Brooke: We just want to say thanks a million for all your help this year.
Mrs Brown: Ah, it's a pleasure! I've really enjoyed teaching you!
Brooke: I'm really grateful for the extra help you gave me in our Maths lesson yesterday.
Mrs Brown: Don't mention it! I'm just glad it was useful! You did really well in your Maths test!
Ruby: And that app you recommended really helped me with my English! Thanks so much!
Mrs Brown: No problem! Learning through technology can be great! Now, will you help me get the hall ready for prizegiving?
Ruby: Yes, of course we will!
Mrs Brown: Many thanks!
Brooke: No worries! We can't wait for prizegiving!


Mrs Brown thanks Ruby and Brooke for their thank you card and for agreeing to help get the hall ready for prizegiving.
Brooke and Ruby thank Mrs Brown for all her help this year.
Brooke thanks Mrs Brown for the extra help in Maths.
Ruby thanks Mrs Brown for recommending an app that helped her with English.
2 Read the dialogue again. What do the people say thank you for? Use the *Say it!* box to help you.
Say it!
Saying thank you: Thanks a lot. Thanks so much. Thanks a million. I'm really grateful. Many thanks.
Responding to thanks: It's a pleasure. Don't mention it. You're welcome. No problem. No worries.
3 Act out dialogues with your partner. Say thank you and respond to thanks. Then swap roles and repeat. Use the *Say it!* box to help you.
Student A: Say thank you to Student B for: helping you research for a presentation. listening to you practise your presentation. giving you tips to improve your presentation.
Student B: Say thank you to Student A for: helping you make notes for a test. testing you on your notes. making a quiz for you.
Thanks so much for helping me to research for my presentation.
No worries.
Pronunciation
4 Listen and read. Do we stress the word *to* in these sentences?
Younis wants to do his best at school. Aliya is learning to give a presentation in English. I promise to revise for my test. I hope to study abroad in the future.
No, we stress the words that carry the meaning. The 'to' part of the infinitive is unstressed.
Activity Book, Unit 6 Lesson 7, part 2
seventy-five 75

2 Read the dialogue again. What do the people say thank you for? Use the *Say it!* box to help you.

- Refer students to the *Say it!* box. Read aloud the sentences and have students repeat as a class.
- Place students in pairs and have them answer the question in their notebooks.
- Check answers as a class.
- Follow the standard procedures for pairwork and checking answers for deaf/hard of hearing students. See page 10.
- **Extension** Students practise reading the dialogue in pairs.

3 Act out dialogues with your partner. Say thank you and respond to thanks. Then swap roles and repeat. Use the *Say it!* box to help you.

- Place students in pairs and assign Student A and Student B.
- Ask them to read the information on their respective cards. Go through each card and make sure students understand all the information.
- Tell students to use the *Say it!* box and the dialogue on the previous page to help.
- Deaf/hard of hearing students can build their dialogues as a collaborative writing task. Student A writes the first line of dialogue and passes it to Student B to write a response. They continue until they have completed everything on their role-play cards and then swap roles.
- Use the Traffic light cards technique (see page 17) to check students know what to do.
- As they work, monitor for proper use of language. When they have finished, ask them to swap roles and repeat.
- Ask different pairs to act out their dialogues for the class.
- Deaf/hard of hearing students can do this in their preferred method of communication.

Extra activity **Collaborative work**

- Students remain in the same pairs as in Activity 3. They think of two more situations and say and respond to thanks.

Pronunciation

4 6.18 Listen and read. Do we stress the word *to* in these sentences?

- Play the audio and have students read along in their Class Books, paying attention to the stress on the word *to*.
- Play the audio again and check the answer.
- Explain that we don't stress the word *to* because it doesn't carry any meaning. Remind students that we only stress words that carry meaning.
- Play the audio again with pauses for students to listen and repeat. Then have students practise saying the sentences in pairs.
- Monitor students, helping with word stress.

- This activity can be adapted for deaf/hard of hearing students with some level of hearing. Have them read the sentences first and then watch you as you say them. Point out that your mouth hardly moves on the word *to* because it is unstressed, so it can be hard to lipread. This activity can be skipped for profoundly deaf students.

6.18

Younis wants to do his best at school.
Aliya is learning to give a presentation in English.
I promise to revise for my test.
I hope to study abroad in the future.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 17), ask *Do people say and respond to thanks like this in your country/language?* Ask students to say what is different or the same.

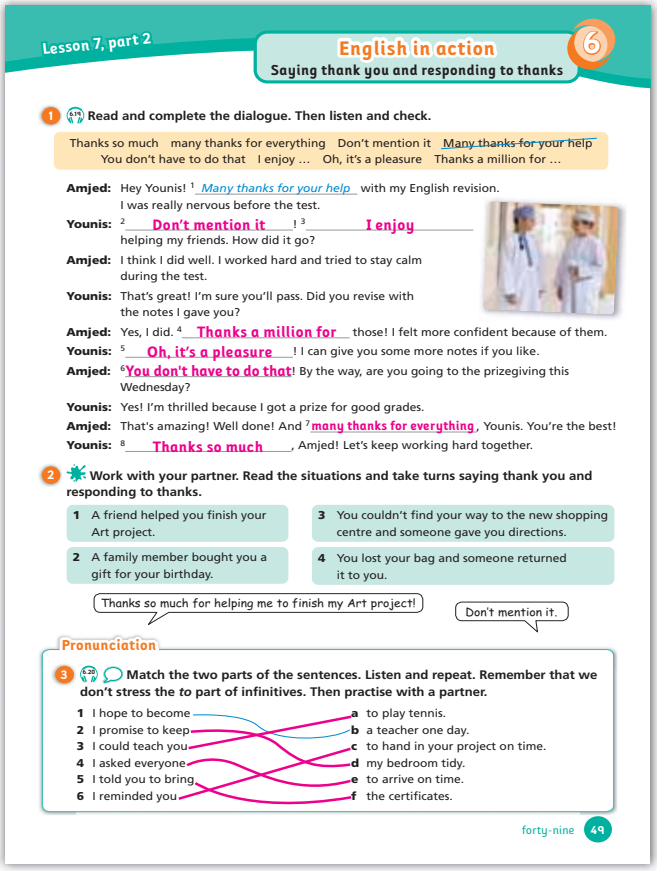
Lesson 7, part 2

Starting the lesson

- Place students in small groups. Give them one minute to remember as many ways of saying and responding to thanks as they can. Check answers as a class.
- Deaf/hard of hearing students can do this using their preferred method of communication.

Practice

Activity Book



Lesson 7, part 2

English in action

Saying thank you and responding to thanks

1 6.19 **Read and complete the dialogue. Then listen and check.**

Thanks so much | many thanks for everything | Don't mention it | ~~Many thanks for your help~~
You don't have to do that | I enjoy … | Oh, it's a pleasure | Thanks a million for …

Amjed: Hey Younis! [1] *Many thanks for your help* with my English revision. I was really nervous before the test.
Younis: [2] **Don't mention it** ! [3] **I enjoy** helping my friends. How did it go?
Amjed: I think I did well. I worked hard and tried to stay calm during the test.
Younis: That's great! I'm sure you'll pass. Did you revise with the notes I gave you?
Amjed: Yes, I did. [4] **Thanks a million for** those! I felt more confident because of them.
Younis: [5] **Oh, it's a pleasure** ! I can give you some more notes if you like.
Amjed: [6] **You don't have to do that**! By the way, are you going to the prizegiving this Wednesday?
Younis: Yes! I'm thrilled because I got a prize for good grades.
Amjed: That's amazing! Well done! And [7] **many thanks for everything** , Younis. You're the best!
Younis: [8] **Thanks so much** , Amjed! Let's keep working hard together.

2 **Work with your partner. Read the situations and take turns saying thank you and responding to thanks.**

1 A friend helped you finish your Art project.
2 A family member bought you a gift for your birthday.
3 You couldn't find your way to the new shopping centre and someone gave you directions.
4 You lost your bag and someone returned it to you.

Thanks so much for helping me to finish my Art project!
Don't mention it.

Pronunciation

3 6.20 **Match the two parts of the sentences. Listen and repeat. Remember that we don't stress the *to* part of infinitives. Then practise with a partner.**

1 I hope to become — a to play tennis.
2 I promise to keep — b a teacher one day.
3 I could teach you — c to hand in your project on time.
4 I asked everyone — d my bedroom tidy.
5 I told you to bring — e to arrive on time.
6 I reminded you — f the certificates.

forty-nine 49

1 6.19 **Read and complete the dialogue. Then listen and check.**

- Students complete the activity individually.
- Play the audio to check answers.
- Provide deaf/hard of hearing students with the audioscript for them to check against or write the answers on the board.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

6.19

Amjed: Hey Younis! Many thanks for your help with my English revision. I was really nervous before the test.
Younis: Don't mention it! I enjoy helping my friends. How did it go?
Amjed: I think I did well. I worked hard and tried to stay calm during the test.
Younis: That's great! I'm sure you'll pass. Did you revise with the notes I gave you?
Amjed: Yes, I did. Thanks a million for those! I felt more confident because of them.
Younis: Oh, it's a pleasure! I can give you some more notes if you like.
Amjed: You don't have to do that! By the way, are you going to the prizegiving this Wednesday?
Younis: Yes! I'm thrilled because I got a prize for good grades.
Amjed: That's amazing! Well done! And many thanks for everything, Younis. You're the best!
Younis: Thanks so much, Amjed! Let's keep working hard together.

2 Work with your partner. Read the situations and take turns saying thank you and responding to thanks.

- Read aloud the situations and check understanding.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Place students in pairs to complete the activity.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor for proper use of language.
- Use the Lollipop stick technique (see page 17) to choose pairs to act out their dialogues for the class.

Pronunciation

3 6.20 Match the two parts of the sentences. Listen and repeat. Remember that we don't stress the *to* part of infinitives. Then practise with a partner.

- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Play the audio and have students repeat, making sure they don't stress *to*.
- This part of the activity can be skipped for deaf/hard of hearing students, or you can read the sentences yourself to demonstrate that *to* is hard to lipread because it is unstressed.
- Place students in pairs and have them practise saying the sentences to each other. Monitor to check that students are using the correct stress.

6.20

1 I hope to become a teacher one day.
2 I promise to keep my bedroom tidy.
3 I could teach you to play tennis.
4 I asked everyone to arrive on time.
5 I told you to bring the certificates.
6 I reminded you to hand in your project on time.

Extra activity Fast finishers

- Students read the dialogue in Activity 1 and find all the phrases for saying and responding to thanks.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to ask students what they enjoyed about today's lesson and what they have learned.

Extra activity Photocopiable 49

- Ask students to do photocopiable 49.

Lesson 8, parts 1 and 2

Objectives

- **Lesson aims:** to read and understand a letter
- **Target language:** *experience, encourage, pay off, performance, cheer, refreshments*; revision of vocabulary and grammar

Materials

- notebooks
- photocopiable 52

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can recognise familiar words in unfamiliar contexts in descriptive texts and stories (GSE 38). Can guess the meaning of unknown words in simple texts from the context (GSE 46). Can skim straightforward, extended texts with a clear structure to get a general idea of the content (GSE 55).
- **Speaking:** Can give a short, basic description of a special event if guided by questions or prompts (GSE 39). Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).
- **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 17)
- Peer learning: pairwork; group work; Expert envoy technique (see page 17)
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 8, part 1

Starting the lesson

- Ask *Have you ever written or received a letter? Do your parents write letters? What do you have to do to write and send a letter?* Students raise their hands to offer answers.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Presentation

- Explain that in this lesson students will read a letter.
- Ask students to look at the *Words in context* box. Write the words on the board and ask students if they know the meanings. Explain meanings, e.g. *experience: something that happens to you that affects how you feel; encourage: to give someone support or confidence to do something; pay off: when a plan is successful and has a good result; performance: when someone sings, acts or speaks in front of others; cheer: to clap, shout or show support for someone; refreshments: snacks or drinks served during or after an event.*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Practice

Class Book



Literacy: letters

Lesson 8, part 1

Reading

Tip Reading

The tone of a text is the way a writer shares their feelings and attitudes with readers. Saif's tone is positive and excited. Look out for clues that give you this information, for example he uses adjectives such as *thrilled, wonderful* and *amazing*, and exclamation marks to finish sentences.

1 Before you read Read the letter quickly. What special event is Saif writing about? School prizegiving

2 Listen and read.

14 Al Shati Street
Al Qurum, Muscat
Oman
25th June

Dear School Magazine team,

I'm writing to you to share my experience at our school's prizegiving last week. It was a wonderful event. I was both nervous and excited!

First, our headteacher Mr Amer gave a speech. He told us that he was proud of our achievements this year and he encouraged us to always work hard and do our best. Then he gave out certificates to all students. I was thrilled to receive a prize for Geography! My parents and my friends were clapping very loudly when I went up on the stage! I felt relieved that all my hard work had paid off! My friend Yasir won a trophy for Maths and Ammar won a prize for English.

Next, my friends and I took part in a traditional musical performance. I've been learning to play the kasir – a special drum. I always enjoy playing traditional pieces of music. We all played our instruments together and we sang a song. Everyone in the audience was clapping and some of them were cheering, too! It was an amazing experience!

After we finished playing our music, we all enjoyed some delicious refreshments together. We talked about our favourite memories from the year. I remembered one of my favourite moments – our school's Science Fair. My team and I worked hard on our project about renewable energy and we won a prize!

I hope to achieve even better grades next year by continuing to concentrate in lessons and revising well for tests. My parents always remind me to do my best and I promise to make them proud. Prizegiving has made me feel very optimistic about my future and I hope to study Geography at university one day!

Thank you for letting me share my experience. I hope everyone else enjoyed prizegiving as much as me!

Best wishes,
Saif

Words in context

experience encourage pay off
performance cheer refreshments

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

1 Prizegiving started with the headteacher handing out certificates. False. First, the headteacher gave a speech.
2 Saif won a prize for Maths. False. He won a prize for Geography.
3 His friend Ammar is very good at English. True
4 Saif has learned to play a drum. True
5 Saif's favourite moment of the year was the Science Fair. True
6 Saif and his friends won a prize for their project about rivers. False. They won a prize for the project about renewable energy.

4 Ask and answer in pairs.

1 How is Saif's prizegiving similar to your prizegiving?
2 How is Saif's prizegiving different to your prizegiving?

76 seventy-six

Activity Book, Unit 6 Lesson 8, part 2

1 Before you read Read the letter quickly. What special event is Saif writing about?

- Ask students to read the letter quickly.
- Students raise their hands to offer answers.
- Follow the standard procedure for sharing answers for deaf/hard of hearing students. See page 10.
- Read the *Reading tip* aloud. Say other text types and elicit the type of tone a writer might use, e.g. *a funny story (humorous tone), news article (serious and formal), an email to a friend (friendly and casual), a scary story (frightening and suspenseful), an advertisement (persuasive), a Science textbook (informative)*, etc.

- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

2 6.21 Listen and read.

- Play the audio and have students read along in their Class Books.
- This can be done as a reading-only task for deaf/hard of hearing students.
- Check comprehension with questions, e.g. *Why was Saif nervous and excited? (because of the school's prizegiving) What did Mr Amer say in his speech? (He said that he was proud of the students.) What subject did Saif win a prize for? (Geography) How did his parents and friends react? (They clapped very loudly.) What did Yasir and Ammar win prizes for? (Yasir won a trophy for Maths, and Ammar won a prize for English),* etc.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

6.21

14 Al Shati Street
Al Qurum, Muscat
Oman
25th June

Dear School Magazine team,
I'm writing to you to share my experience at our school's prizegiving last week. It was a wonderful event. I was both nervous and excited!
First, our headteacher Mr Amer gave a speech. He told us that he was proud of our achievements this year and he encouraged us to always work hard and do our best. Then he gave out certificates to all students. I was thrilled to receive a prize for Geography! My parents and my friends were clapping very loudly when I went up on the stage! I felt relieved that all my hard work had paid off! My friend Yasir won a trophy for Maths and Ammar won a prize for English.
Next, my friends and I took part in a traditional musical performance. I've been learning to play the kasir – a special drum. I always enjoy playing traditional pieces of music. We all played our instruments together and we sang a song. Everyone in the audience was clapping and some of them were cheering, too! It was an amazing experience!
After we finished playing our music, we all enjoyed some delicious refreshments together. We talked about our favourite memories from the year. I remembered one of my favourite moments – our school's Science Fair. My team and I worked hard on our project about renewable energy and we won a prize!
I hope to achieve even better grades next year by continuing to concentrate in lessons and revising well for tests. My parents always remind me to do my best and I promise to make them proud. Prizegiving has made me feel very optimistic about my future and I hope to study Geography at university one day!
Thank you for letting me share my experience. I hope everyone else enjoyed prizegiving as much as me!
Best wishes,
Saif

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

- Place students in pairs to complete the activity. They write the reasons for their answers in their notebooks.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Use the Lollipop stick technique (see page 17) to check answers.

Extra activity Critical thinking

- Students work in pairs to think of two more true or false statements about the letter. They swap with another pair and decide if their statements are true or false. For false ones, they give reasons.

4 Ask and answer in pairs.

- Place students in pairs to discuss the questions.
- As they work, monitor for proper use of language.
- Ask different pairs for feedback.
- Follow the standard procedures for pairwork and sharing with the class for deaf/hard of hearing students. See page 10.

Diversity

Support
- Use the Expert envoy technique (see page 17) when choosing pairs for Activity 4.

Challenge
- During feedback for Activity 4, include all students in the discussion.

Finishing the lesson

- Students work in pairs to think of two comprehension questions about the letter. They then swap with another pair and answer each other's questions.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

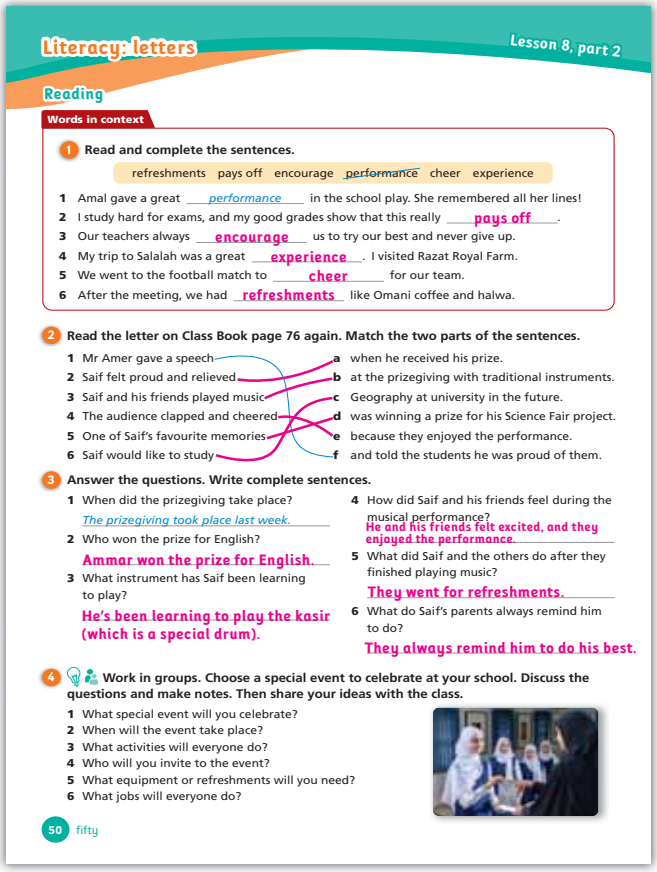
Lesson 8, part 2

Starting the lesson

- Play *Parachute* (see page 23) with the *Words in context* words from the first part of the lesson, as well as some of the new words from Lessons 1 and 5.

Practice

Activity Book



Literacy: letters — Lesson 8, part 2

Reading

Words in context

1 Read and complete the sentences.

refreshments pays off encourage performance cheer experience

1 Amal gave a great *performance* in the school play. She remembered all her lines!
2 I study hard for exams, and my good grades show that this really **pays off**.
3 Our teachers always **encourage** us to try our best and never give up.
4 My trip to Salalah was a great **experience**. I visited Razat Royal Farm.
5 We went to the football match to **cheer** for our team.
6 After the meeting, we had **refreshments** like Omani coffee and halwa.

2 Read the letter on Class Book page 76 again. Match the two parts of the sentences.

1 Mr Amer gave a speech — a when he received his prize.
2 Saif felt proud and relieved — b at the prizegiving with traditional instruments.
3 Saif and his friends played music — c Geography at university in the future.
4 The audience clapped and cheered — d was winning a prize for his Science Fair project.
5 One of Saif's favourite memories — e because they enjoyed the performance.
6 Saif would like to study — f and told the students he was proud of them.

3 Answer the questions. Write complete sentences.

1 When did the prizegiving take place?
The prizegiving took place last week.
2 Who won the prize for English?
Ammar won the prize for English.
3 What instrument has Saif been learning to play?
He's been learning to play the kasir (which is a special drum).
4 How did Saif and his friends feel during the musical performance?
He and his friends felt excited, and they enjoyed the performance.
5 What did Saif and the others do after they finished playing music?
They went for refreshments.
6 What do Saif's parents always remind him to do?
They always remind him to do his best.

4 Work in groups. Choose a special event to celebrate at your school. Discuss the questions and make notes. Then share your ideas with the class.

1 What special event will you celebrate?
2 When will the event take place?
3 What activities will everyone do?
4 Who will you invite to the event?
5 What equipment or refreshments will you need?
6 What jobs will everyone do?

50 fifty

1 Read and complete the sentences.

- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

Extra activity Fast finishers

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

2 Read the letter on Class Book page 76 again. Match the two parts of the sentences.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

3 Answer the questions. Write complete sentences.

- Students complete the activity individually and then compare answers in pairs. They can refer to their Class Books if necessary.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 17) to choose students to share their answers with the class.

4 Work in groups. Choose a special event to celebrate at your school. Discuss the questions and make notes. Then share your ideas with the class.

- Place students in groups of four.
- Deaf/hard of hearing students can do this in pairs, following the standard procedure. See page 10.
- Ask groups to choose a special event to celebrate at school, e.g. *sports day, a Science Fair, an art exhibition,* etc.
- Ask groups to discuss the questions and make notes. Encourage students to offer new ideas and suggestions at different stages of the task.
- Monitor groups to ensure students are working together and staying focused.
- When they have finished, ask each group to share their ideas with the class.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

Finishing the lesson

- Using the Summative and thought-provoking questions technique (see page 17), ask *Did you find the letter in the Class Book interesting? Was it easy or hard to understand? Do you have a better idea of how to write letters now?* and encourage class discussion.

Extra activity Photocopiable 52

- Ask students to do photocopiable 52.

Lesson 9, parts 1 and 2

Objectives

- **Lesson aims:** to write a letter
- **Target language:** revision of vocabulary and grammar; apostrophes

Materials

- notebooks
- Traffic light cards
- photocopiable 58

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can identify the key characteristics and structure of a limited range of factual text types, e.g. articles, instructions (GSE 47). Can skim straightforward, extended texts with a clear structure to get a general idea of the content (GSE 55).
- **Writing:** Can write a simple plan for an activity (GSE 43). Can write simple letters with appropriate paragraph breaks, given a model (GSE 45).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)
- Peer learning: pairwork; group work; Think-pair-share technique (see page 17); Three facts and fib technique (see page 17); Two stars and a wish technique (see page 17)
- Independent learning: portfolio (see page 17); Learning diaries (see page 17)

Lesson 9, part 1

Starting the lesson

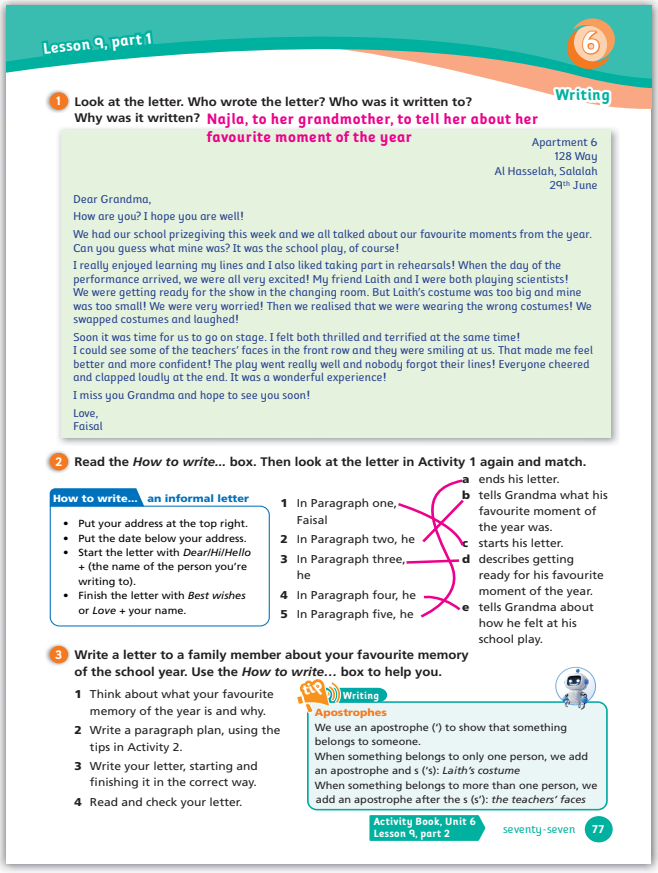
- Place students in groups and ask them to write as many words related to a prizegiving as they can in one minute. Check answers as a class.

Presentation

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

Practice

Class Book



Lesson 9, part 1 — 6 — Writing

1 Look at the letter. Who wrote the letter? Who was it written to? Why was it written? Najla, to her grandmother, to tell her about her favourite moment of the year

Apartment 6
128 Way
Al Hasselah, Salalah
29th June

Dear Grandma,

How are you? I hope you are well!

We had our school prizegiving this week and we all talked about our favourite moments from the year. Can you guess what mine was? It was the school play, of course!

I really enjoyed learning my lines and I also liked taking part in rehearsals! When the day of the performance arrived, we were all very excited! My friend Laith and I were both playing scientists! We were getting ready for the show in the changing room. But Laith's costume was too big and mine was too small! We were very worried! Then we realised that we were wearing the wrong costumes! We swapped costumes and laughed!

Soon it was time for us to go on stage. I felt both thrilled and terrified at the same time! I could see some of the teachers' faces in the front row and they were smiling at us. That made me feel better and more confident! The play went really well and nobody forgot their lines! Everyone cheered and clapped loudly at the end. It was a wonderful experience!

I miss you Grandma and hope to see you soon!

Love,
Faisal

2 Read the *How to write...* box. Then look at the letter in Activity 1 again and match.

How to write... an informal letter

- Put your address at the top right.
- Put the date below your address.
- Start the letter with *Dear/Hi/Hello* + (the name of the person you're writing to).
- Finish the letter with *Best wishes* or *Love* + your name.

1 In Paragraph one, Faisal
2 In Paragraph two, he
3 In Paragraph three, he
4 In Paragraph four, he
5 In Paragraph five, he

a ends his letter.
b tells Grandma what his favourite moment of the year was.
c starts his letter.
d describes getting ready for his favourite moment of the year.
e tells Grandma about how he felt at his school play.

3 Write a letter to a family member about your favourite memory of the school year. Use the *How to write...* box to help you.

1 Think about what your favourite memory of the year is and why.
2 Write a paragraph plan, using the tips in Activity 2.
3 Write your letter, starting and finishing it in the correct way.
4 Read and check your letter.

Writing
Apostrophes
We use an apostrophe (') to show that something belongs to someone.
When something belongs to only one person, we add an apostrophe and s ('s): *Laith's costume*
When something belongs to more than one person, we add an apostrophe after the s (s'): *the teachers' faces*

Activity Book, Unit 6 Lesson 9, part 2 — seventy-seven 77

1 Look at the letter. Who wrote the letter? Who was it written to? Why was it written?

- Refer students to page 77.
- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

2 Read the *How to write...* box. Then look at the letter in Activity 1 again and match.

- Invite a student to read the *How to write...* box aloud and direct the rest of the class to follow along in their Class Books.
- Use the Traffic light cards technique (see page 17) to check students have understood each of the points about how to write a letter.
- Students read the letter in Activity 1 again and match.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

- Check comprehension with questions, e.g. *What was Faisal's favourite moment from the year? (the school play) What did he enjoy about it? (Learning lines and taking part in rehearsals.) Who did he act with in the play? (Laith) What was wrong with their costumes? (Laith's costume was too big, and Faisal's was too small.) How did they fix the problem? (They swapped costumes.)*, etc.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

3 Write a letter to a family member about your favourite memory of the school year. Use the *How to write...* box to help you.

- Refer students to the *Writing tip*.
- Ask them to find examples of apostrophes in the letter. Explain to students that we use apostrophes to show possession. Write the following on the board: *This is Hudas textbook. This is my parents house.* Elicit where the missing apostrophes go. Explain that when the noun is plural, e.g. *parents*, the apostrophe goes after the *s (parents')*.
- Use the Traffic light cards technique (see page 17) to ask students if they are ready to do the activity.
- Invite a student to read the instructions in Activity 3.
- Place students in pairs. Ask them to think about their favourite memory from the year.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Ask students to write a plan for their letters.
- Students write their letters in pairs. Tell them to keep referring to the *How to write...* box while they write their letters.
- Monitor students, helping where necessary.
- Before students present their work, ask them to read and check their letters and rewrite sections if necessary.
- Students then present their letters to the class.
- In classes with deaf/hard of hearing students, letters can be swapped with another pair for peer review.
- Use the Two stars and a wish technique (see page 17) to have students comment on each other's work.

Diversity

Support

- Monitor and help students while they write the letters.

Challenge

- Students work individually on their letters.

Extra activity Creativity

- After checking their written work, students copy it onto a sheet of paper. They display their work on the classroom wall and later add it to their portfolios (see page 17).

Finishing the lesson

- Using the Three facts and a fib technique (see page 17), ask students to write three true sentences and one false sentence on how to write a letter, e.g. *We put the date on a letter (fact). The address of the sender always goes on the left (fib)*, etc. Ask them to swap sentences with a partner to see if they can identify the fib.

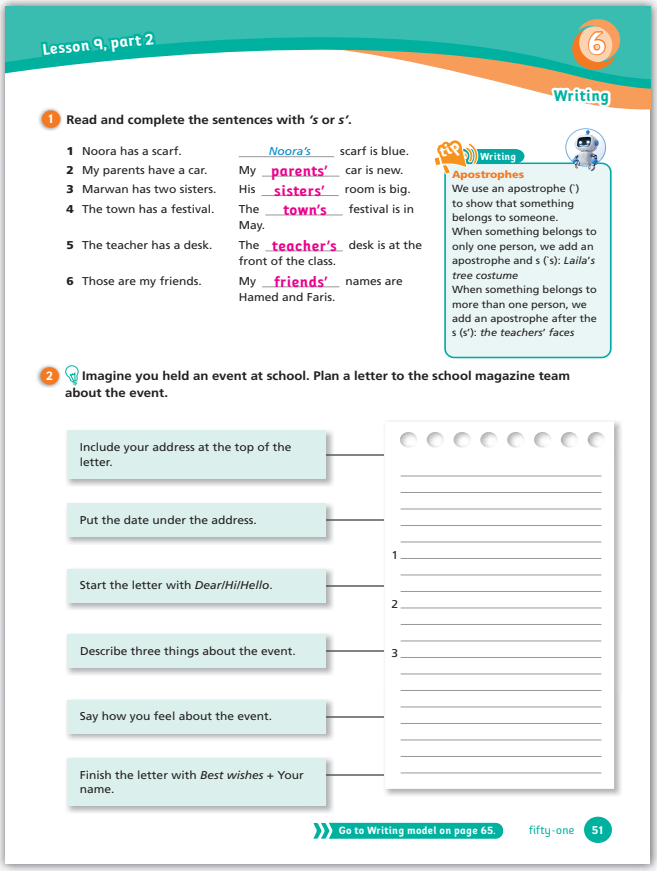
Lesson 9, part 2

Starting the lesson

- Using the Think-pair-share technique (see page 17), ask students to discuss how to write a letter from the *How to write...* box in the Class Book from the first part of the lesson. Encourage students not to look at their Class Books. Write the structure on the board.

Practice

Activity Book


Lesson 9, part 2

6

Writing

1 Read and complete the sentences with *'s or s'*.

1 Noora has a scarf. ___Noora's___ scarf is blue.
2 My parents have a car. My ___parents'___ car is new.
3 Marwan has two sisters. His ___sisters'___ room is big.
4 The town has a festival. The ___town's___ festival is in May.
5 The teacher has a desk. The ___teacher's___ desk is at the front of the class.
6 Those are my friends. My ___friends'___ names are Hamed and Faris.

Writing
Apostrophes
We use an apostrophe (') to show that something belongs to someone.
When something belongs to only one person, we add an apostrophe and s ('s): *Laila's tree costume*
When something belongs to more than one person, we add an apostrophe after the s (s'): *the teachers' faces*

2 Imagine you held an event at school. Plan a letter to the school magazine team about the event.

Include your address at the top of the letter.
Put the date under the address.
Start the letter with *Dear/Hi/Hello*.
Describe three things about the event.
Say how you feel about the event.
Finish the letter with *Best wishes* + Your name.
1
2
3

Go to Writing model on page 65.
fifty-one 51

1 Read and complete the sentences with *'s or s'*.

- Refer students to the *Writing tip*.
- Use the Traffic light cards technique (see page 17) to check students have understood how to use apostrophes.
- Students complete the activity individually.

- Use the Lollipop stick technique (see page 17) to check answers.

2 Imagine you held an event at school. Plan a letter to the school magazine team about the event.

- Tell students that they are going to write a letter to the school magazine about an event at school.
- Students complete the plan individually, using the letter on page 76 to help them.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 17) to have some students read their plans to the class.
- Before students write their letters, refer them to the *Writing model* on page 65 of their Activity Books. Go through the model with students.


Literacy: letters
Lesson 9, part 2
Writing
3 Now write your letter.
4 Check your work. Tick (✓) the steps when you have done them.
Have I written my address and the date?
Have I started the main part of my letter with *Dear* ... and ended it with *Love*/*Best wishes* + my name?
Have I written about different things that happened?
Have I used apostrophes correctly?
52 fifty-two

3 Now write your letter.

- Students complete the activity individually.
- Tell students to keep referring to the *Writing model* and the plan while they write their letters.
- Using the Two stars and a wish technique (see page 17), students read and check each other's work.
- Monitor students, helping where necessary.
- Have volunteers read their work to the class.
- In classes with deaf/hard of hearing students, they can swap their letters with a partner for peer review.

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

- Students write down what they achieved in their Learning diary (see page 17): *Today I wrote a letter about . . . .*
- Tell students that there will be a dictation in the next lesson.

Extra activity Photocopiable 58

- Ask students to do photocopiable 58.

Lesson 10

Objectives

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

Materials

- Unit 6 flashcards (Working hard at school, The end of the school year)
- Unit 6 poster: *Working hard at school*
- notebooks
- photocopiable 61

Global Scale of English (GSE)

- **Reading:** Can understand short, school-related messages in emails, text messages and social media postings (GSE 39).
- **Speaking:** Can give an opinion in a structured discussion, if guided by questions (GSE 46). Can give brief reasons for their opinions on familiar topics (GSE 48).
- **Writing:** Can answer simple questions in writing about people or things using basic words or phrases (GSE 33).
- **Listening:** Can recognise simple phrases related to familiar topics in slow, clear speech (GSE 33).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17)
- Peer learning: pairwork; group work
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Starting the lesson

- Ask a question about reviews: *Have the reviews helped you remember vocabulary and grammar?* Accept all reasonable answers.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Presentation

- Explain that in this lesson students will read comments from the WOW! Magazine. Then they will do revision of the unit vocabulary and grammar in their Activity Books.
- Review the new vocabulary quickly with the Unit 6 flashcards (Working hard at school, The end of the school year) or poster. Refer to *How to work with posters* (see page 19).
- Revise the working hard at school phrases by saying the phrase with the verb missing. Say *beep* for the missing verb. Have students call out the missing verb: *take a test, work hard, achieve good grades, pass a test, fail a test, feel nervous, stay calm, do your best, give a presentation, study abroad.* Ask students which two words are missing from the set *(revise, concentrate).*
- In classes with deaf/hard of hearing students, write the gapped phrases on the board and invite individual students up to complete the verbs.
- Revise the end of the school year vocabulary by writing these words on the board with the vowels missing and asking different students to complete them: *prizegiving, speech, certificate, report card, prize, achievement, thrilled , grateful, enthusiastic, trophy, optimistic, relieved.*
- Revise verbs + *–ing*/infinitive. Write on the board *I enjoy ___ (read) books. I hope ___ (study) Maths at university.* Ask two students to complete the sentences (*reading, to study*). Ask different students to say other verbs that often take the *-ing* form (*finish, keep, like,* etc.) or the infinitive form (*learn, promise, want,* etc.) after the main verb and give example sentences.
- Revise verb + object + *to* + verb. Ask *What do your parents ask you to do at the weekend?* Students answer in complete sentences. Encourage them to answer with other verbs (*want, remind, tell,* etc.).
- In classes with deaf/hard of hearing students, write these on the board.

Practice

Class Book



Over to you!

1 Read the comments on the WOW! Magazine. Which child fell over like Issa last year?

- Refer students to page 78. Give them time to read the comments and answer the question.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

Diversity

Support

- Students read the comments individually and then check answers in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

Challenge

- Give students one minute to skim the comments to find the answer.

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

- Place students in pairs and have them answer the questions in their notebooks.
- Check answers as a class.
- Follow the standard procedures for pairwork and checking answers for deaf/hard of hearing students. See page 10.
- Students work individually to write their own comments about the magazine.
- Ask different students to read aloud their comments.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Extra activity Creativity

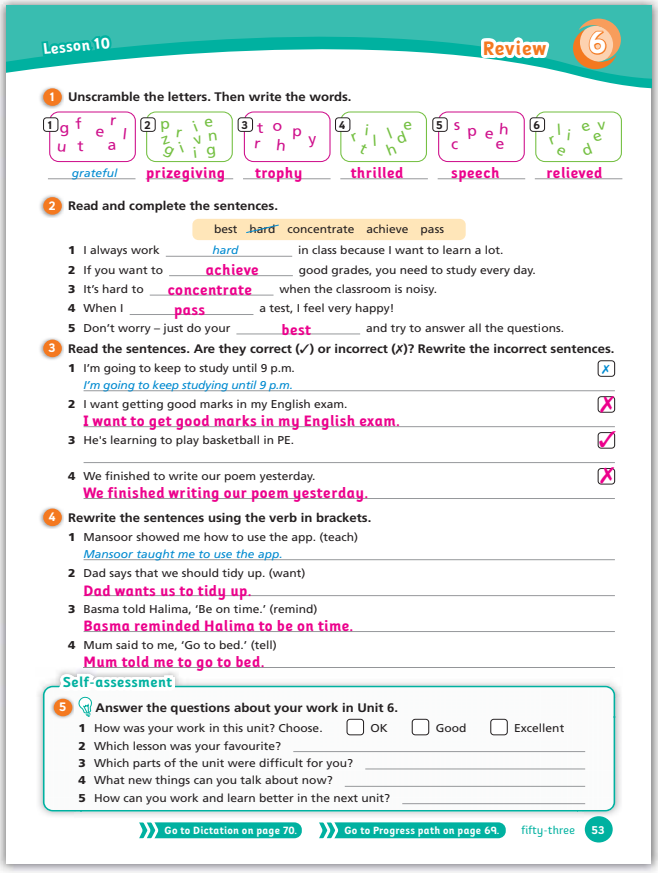
- Give each pair a sheet of paper. Students copy their comments and add them to the class comments folder.

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

- Place students in groups.
- Have them 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.
- This could be done as pairwork in classes with deaf/hard of hearing students, following the standard procedure. See page 10.

Practice

Activity Book



Lesson 10 Review 6

1 Unscramble the letters. Then write the words.

1	2	3	4	5	6
gfrelutaa	prizegiving	trophy	thrilled	speech	relieved
grateful	prizegiving	trophy	thrilled	speech	relieved

2 Read and complete the sentences.

best ~~hard~~ concentrate achieve pass

1 I always work *hard* in class because I want to learn a lot.
2 If you want to achieve good grades, you need to study every day.
3 It's hard to concentrate when the classroom is noisy.
4 When I pass a test, I feel very happy!
5 Don't worry – just do your best and try to answer all the questions.

3 Read the sentences. Are they correct (✓) or incorrect (✗)? Rewrite the incorrect sentences.

1 I'm going to keep to study until 9 p.m. ✗
I'm going to keep studying until 9 p.m.
2 I want getting good marks in my English exam. ✗
I want to get good marks in my English exam.
3 He's learning to play basketball in PE. ✓
4 We finished to write our poem yesterday. ✗
We finished writing our poem yesterday.

4 Rewrite the sentences using the verb in brackets.

1 Mansoor showed me how to use the app. (teach)
Mansoor taught me to use the app.
2 Dad says that we should tidy up. (want)
Dad wants us to tidy up.
3 Basma told Halima, 'Be on time.' (remind)
Basma reminded Halima to be on time.
4 Mum said to me, 'Go to bed.' (tell)
Mum told me to go to bed.

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?

Go to Dictation on page 70. Go to Progress path on page 69. fifty-three 53

1 Unscramble the letters. Then write the words.

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

2 Read and complete the sentences.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

3 Read the sentences. Are they correct (✓) or incorrect (✗)? Rewrite the incorrect sentences.

- Students complete the activity individually and then compare with a partner.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

4 Rewrite the sentences using the verb in brackets.

- Students complete the activity individually and then compare with a partner.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

- Monitor students, helping where necessary.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

Self-assessment

5 **Answer the questions about your work in Unit 6.**

- Students do the self-assessment individually. Ask some students to share their answers using the Lollipop stick technique (see page 17).

Dictation

- Have students turn to page 70 in their Activity Books.
- **6.22** Play the audio for students to individually listen and write the sentences.
- Check the answers as a class.
- This can be adapted to a sentence ordering task for deaf/hard of hearing students. Write the three sentences in a jumbled order on the board and ask students to write them out in the correct order on the lines on page 70.
  For example, write:
  1 always / working / English lessons / I / enjoy / hard / in / .
  2 abroad / one day / I / to / hope / study / .
  3 a presentation / give / my teacher / me / asked / to / .

6.22

1 I always enjoy working hard in English lessons.
2 I hope to study abroad one day.
3 My teacher asked me to give a presentation.

Extra activity Progress path

Teacher's Book pages 203 (Class Book) and 204 (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).
- After completing the Unit 6 questions, students can complete the Challenge activity in the Class Book with their partner. Tell students they should try to complete it in less than one minute.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Depending on the amount of time you have, students could work through the Progress paths for both the Class Book and the Activity Book in class, or do the Class Book one in class and the Activity Book one for homework.

Finishing the lesson

- Write on the board *In Unit 6 I can …, I am good at …, I am not very good at …* . Students copy the sentences into their notebooks and complete them with their own evaluation. Using the Summative and thought-provoking questions technique (see page 17), ask different students *What do you need to practise more? How can you do that? What are you already doing?*

Next lesson Unit 6 Practice

Extra activity Photocopiable 61

- Ask students to do photocopiable 61.

Lesson 11

Objectives

- **Lesson aims:** to practise for the B1 Preliminary for Schools Reading Parts 2 and 6, Writing Part 2 and Listening Part 4 exams
- **Target language:** unit vocabulary and grammar

Materials

- notebooks
- Traffic light cards

Global Scale of English (GSE)

- **Reading:** Can identify the connections between short phrases by recognising common linking words (GSE 43). Can identify supporting details in simple, structured paragraphs on familiar topics, if guided by questions (GSE 43). Can scan extended stories and texts written in simple, familiar language, to find specific information (GSE 48). Can scan several short, informational texts on the same theme to find relevant information (GSE 57).
- **Listening:** Can make simple inferences based on stated and unstated information in a short conversation or passage (GSE 44). Can understand the details of extended conversations on familiar topics, if delivered in clear standard speech (GSE 54).
- **Writing:** Can write a story, linking simple sentences together in a sequence (GSE 41). Can write a simple story with a clear sequence of events (GSE 47). Can write a short story containing a brief description of the characters and/or setting (GSE 47).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)

Peer learning: pairwork; group work; Expert envoy technique (see page 17)

Independent learning: Summative and thought-provoking questions technique (see page 17)

Disability and requirements

Note that special arrangements can be made for anyone with visual, hearing or speaking or learning difficulties who is taking the Cambridge English exams. Specific adaptations have been suggested for activities within these practice lessons for students who are deaf/hard of hearing.

Starting the lesson

- Ask *What did you learn in Unit 6? What was easy? What was hard? What was interesting? What wasn't very interesting? Have you learned the new words?* and elicit answers.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Presentation

- Explain that in this lesson students will practise for the B1 Preliminary for Schools exams.

Practice

Class Book


Lesson 11

Get ready for... 6

B1 Preliminary for Schools

Reading Part 2

1 The students below all want to do their best at school. There are eight extra study sessions that they can join. Decide which study session would be the most suitable for each student.

tip Exam

In this part of the exam, you will match descriptions of people to descriptions of things. When you first read, underline any matches that you find. Read again to make sure that ALL the parts of the description fit together, not just SOME words.

1 Lewis F
Lewis likes learning through technology, and he has his own tablet. He wants to achieve better grades in Science and Maths. He's free any lunchtime.

2 Mazin C
Mazin is very good at Science but he finds History difficult. He likes learning by listening to stories. He's free any day after school apart from Wednesday.

3 Darcy A
Darcy doesn't enjoy revising for tests and would like to learn some new study skills. She's free on Mondays and Tuesdays after school.

4 Lily H
Lily enjoys revising for tests and always does well! She feels nervous about giving presentations. She's only free on Monday and Friday lunchtimes.

5 Maymouna B
Maymouna wants to learn more about Science. She doesn't enjoy studying on screens and learns better when she's outside. She's free any lunchtime.

A Library support
Join Mr Thomas in the library every Tuesday after school. You can practise different techniques to help you prepare for tests. A great way to improve your grades!

B Nature's classroom
Do you want to improve your Science grades? Then come along to the school garden and learn about nature by planting seeds and growing plants! Every Monday lunchtime.

C Tell us a story
Learn about the past by listening to stories. Expert storyteller Mr Mudrik leads these sessions and can help you improve your History grade. Friday after school.

D Computer experts
Do you enjoy using technology? Do you want to get better at using a computer or tablet? Then come along to this special session to help improve your computer skills. Thursday after school.

E Music to my ears
Do you want to improve your History grade? Join Mr Johns in the music room on Thursday lunchtimes and find out about history by singing songs. A great way to learn!

F Science tech
Come to the Science lab on Tuesday lunchtimes and try out the new science study app on the computer. This has helped lots of students pass their tests!

G Learn to tell stories
If you want to improve your storytelling, then come to the drama room every Wednesday after school. Practise telling your own stories – useful for improving presentation skills, too!

H Perfect presentations
Drama teacher Mrs Raya shares tips and techniques for giving the perfect presentation every time. Friday lunchtime on the stage in the hall.

B1 Preliminary for Schools Writing Part 2

2 Your English teacher has asked you to write a story. Your story must begin with this sentence.

Mazin felt nervous, but he took a deep breath and walked into the classroom.

tip Exam

Write a plan for your story before you start writing, so it has a beginning, a middle and an end. Try to write about 100 words. Reading short stories in English will help you to improve your writing.

Activity Book, Unit 6 Lesson 11

seventy-nine 79

1 The students below all want to do their best at school. There are eight extra study sessions that they can join. Decide which study session would be the most suitable for each student.

- Refer students to page 79 and tell them that this is the B1 Preliminary for Schools Reading Part 2 exam.
- Read the *Exam tip* aloud and direct students to follow along in their Class Books. Make sure students understand the tip.
- Ask students to read the descriptions of people first and underline key details.

- Have students read all eight texts about study sessions carefully. Tell them that they will not need to use three of them. Explain that one text may seem to match more than one person; it's important that they choose the most relevant one.
- Tell them to check all the options carefully before choosing and to try and eliminate options that clearly don't match.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Students work individually to match.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

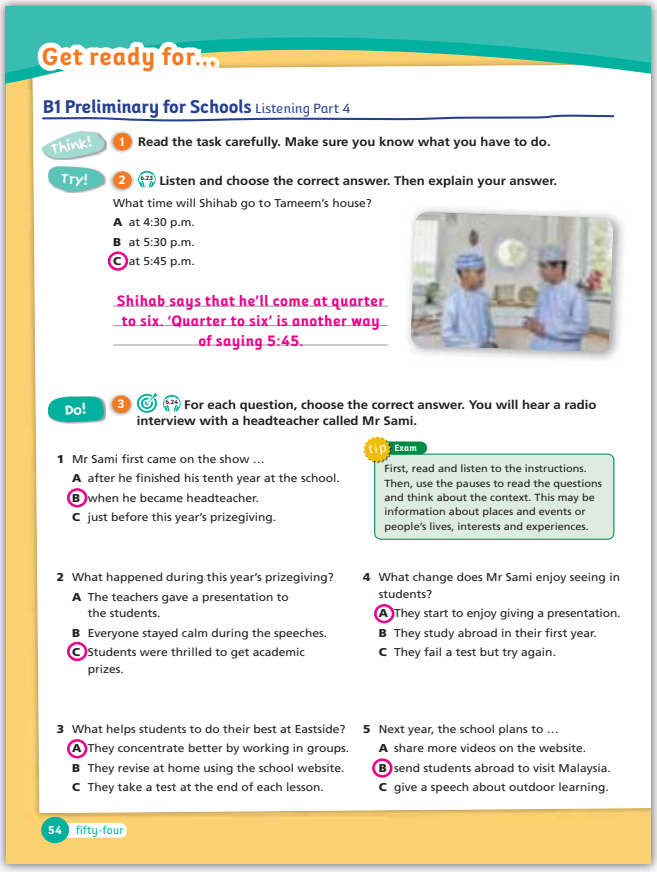
2 Your English teacher has asked you to write a story. Your story must begin with this sentence.

- Tell students that this is the B1 Preliminary for Schools Writing Part 2 exam.
- Read the *Exam tip* aloud and direct students to follow along in their Class Books.
- Read the starter sentence aloud. Ask students whether the story takes place in the past or the future (past). Tell them that most stories are usually set in the past, and that they should use a variety of past tenses in their stories. Encourage them to include the Past simple to describe completed actions, the Past continuous to show what was happening at a certain moment and the Past perfect to talk about something that happened earlier in the past.
- In classes with deaf/hard of hearing students, draw a timeline on the board to illustrate when to use each past tense, e.g. to show a past perfect event finishing before another past event.
- Brainstorm ideas for what could happen in the story as a class and write them on the board.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Place students in pairs using the Expert envoy technique (see page 17). Tell them to write around 100 words, and to include a beginning, middle and end and sequence words.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.
- Ask students to hand in their stories so you can check them and give feedback.

Extra activity Collaborative work

- Divide the class into groups to discuss what they liked about the unit, using the Expert envoy technique (see page 17). Students write their opinion about the unit under lesson headings in their notebooks. The Expert envoy reports back to the class.
- This could be done in pairs in classes with deaf/hard of hearing students, following the standard procedure. See page 10.

Activity Book


Get ready for...

B1 Preliminary for Schools Listening Part 4

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

Try! 2 6.23 Listen and choose the correct answer. Then explain your answer.

What time will Shihab go to Tameem's house?
A at 4:30 p.m.
B at 5:30 p.m.
C at 5:45 p.m.

Shihab says that he'll come at quarter to six. 'Quarter to six' is another way of saying 5:45.

Do! 3 6.24 For each question, choose the correct answer. You will hear a radio interview with a headteacher called Mr Sami.

1 Mr Sami first came on the show …
A after he finished his tenth year at the school.
B when he became headteacher.
C just before this year's prizegiving.

tip Exam
First, read and listen to the instructions. Then, use the pauses to read the questions and think about the context. This may be information about places and events or people's lives, interests and experiences.

2 What happened during this year's prizegiving?
A The teachers gave a presentation to the students.
B Everyone stayed calm during the speeches.
C Students were thrilled to get academic prizes.

4 What change does Mr Sami enjoy seeing in students?
A They start to enjoy giving a presentation.
B They study abroad in their first year.
C They fail a test but try again.

3 What helps students to do their best at Eastside?
A They concentrate better by working in groups.
B They revise at home using the school website.
C They take a test at the end of each lesson.

5 Next year, the school plans to …
A share more videos on the website.
B send students abroad to visit Malaysia.
C give a speech about outdoor learning.

54 fifty-four

B1 Preliminary for Schools Listening Part 4

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

- Tell students that this is B1 Preliminary for Schools Listening Part 4.
- Have students read the task carefully.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.

2 Try! 6.23 Listen and choose the correct answer. Then explain your answer.

- Ask students to read the question and the answer options carefully. Tell students that they will hear all the times mentioned but that only one is correct.

- Students complete the activity individually.
- Provide deaf/hard of hearing students with the audioscript before beginning this activity. Students with some level of hearing can follow along. Profoundly deaf students can use the script and complete the questions on their own as a reading activity.
- Play the audio.
- Use the Lollipop stick technique (see page 17) to check answers.
- Play the audio again and encourage students to explain their answer.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

6.23

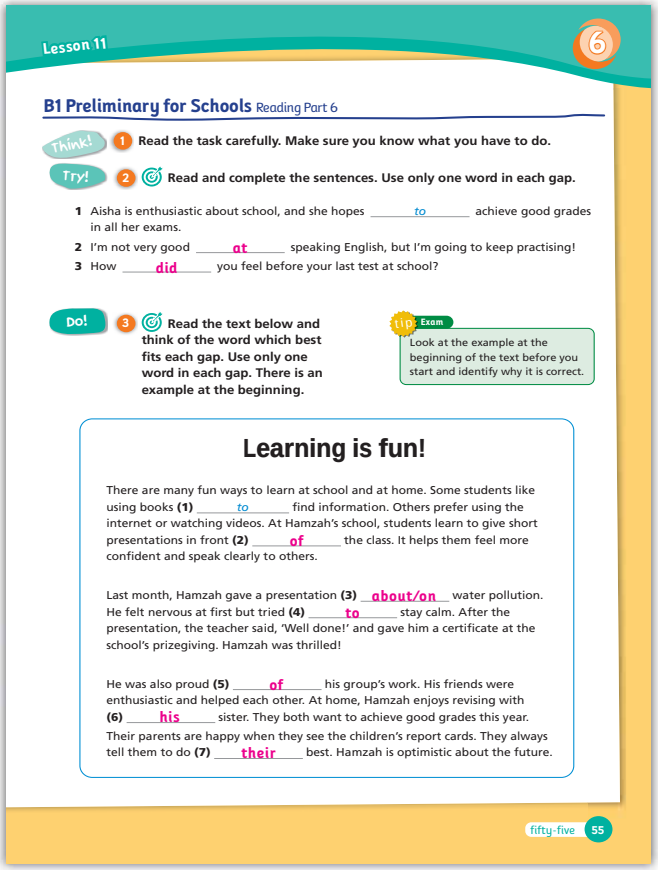
Tameem: Hi Shihab. Do you want to come to my house tomorrow to study for the Maths test?
Shihab: Good idea, Tameem! Shall I come at quarter to six? My swimming lesson finishes at half past five.
Tameem: OK, that sounds good. I'm going to go shopping with my mum at half past four.
Shihab: Perfect. I'll bring my notes.

3 Do! 6.24 For each question, choose the correct answer. You will hear a radio interview with a headteacher called Mr Sami.

- Invite a volunteer to read the *Exam tip* aloud and have the rest of the class follow along in their books.
- Ask students to read the questions and options so they know what to listen for. Tell them to underline key words.
- Tell students that they have to choose an answer for each question. Remind them that they may hear all three options mentioned but only one is correct. Tell them that the correct answer often uses different words from the ones they will hear. Tell them that they will hear the audio twice.
- Students complete the activity individually.
- Provide deaf/hard of hearing students with the audioscript before beginning this activity. Students with some level of hearing can follow along. Profoundly deaf students can use the script and complete the questions on their own as a reading activity.
- Play the audio.
- Play the audio again and have students check their answers, focusing on specific information and to make sure that the other two options are incorrect.
- Use the Lollipop stick technique (see page 17) to check answers.

6.24

Man: Today I've invited Mr Sami to the show. He's the headteacher at Eastside Secondary School and has just finished his tenth year in the job. Nice to have you here, Mr Sami.
Mr Sami: It's great to be here for the second time. The first time was when I first became headteacher – that feels like a long time ago now!
Man: Yes, I remember. Your school has had some great achievements recently. The students' exam results are excellent – and I heard prizegiving day was very special this year.
Mr Sami: It was. We gave certificates and prizes to the students, and they were thrilled. I felt very proud. The teachers work hard, and the students try to do their best every day.
Man: What helps them to achieve good grades?
Mr Sami: We've started using different ways of learning – like group projects and presentations. Students enjoy working together, and it helps them to concentrate and stay calm before tests.
Man: What do you enjoy most about being a headteacher?
Mr Sami: I enjoy seeing students get more confident. Some feel nervous at first, but after a year or two, they are happy to stand in front of the class and give a presentation! That's a big change.
Man: And what do you find difficult?
Mr Sami: It's not always easy to help every student. Some need more time, or different support. I also have a lot of paperwork to do.
Man: Do you have any exciting plans for next year?
Mr Sami: Yes, we want to do more outdoor learning, and we're starting a programme to study abroad. Some of our students will visit a school in Malaysia. Everyone is very enthusiastic about it!
Man: That sounds fantastic. Can people read more on the school's website?
Mr Sami: Yes, we always post updates there. There's even a video from this year's prizegiving!
Man: Many thanks for coming on the show today, Mr Sami.
Mr Sami: Oh, it's a pleasure!


Lesson 11 6

B1 Preliminary for Schools Reading Part 6

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

Try! 2 Read and complete the sentences. Use only one word in each gap.

1 Aisha is enthusiastic about school, and she hopes ___to___ achieve good grades in all her exams.
2 I'm not very good ___at___ speaking English, but I'm going to keep practising!
3 How ___did___ you feel before your last test at school?

Do! 3 Read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning.

Tip Exam
Look at the example at the beginning of the text before you start and identify why it is correct.

Learning is fun!

There are many fun ways to learn at school and at home. Some students like using books **(1)** ___to___ find information. Others prefer using the internet or watching videos. At Hamzah's school, students learn to give short presentations in front **(2)** ___of___ the class. It helps them feel more confident and speak clearly to others.

Last month, Hamzah gave a presentation **(3)** ___about/on___ water pollution. He felt nervous at first but tried **(4)** ___to___ stay calm. After the presentation, the teacher said, 'Well done!' and gave him a certificate at the school's prizegiving. Hamzah was thrilled!

He was also proud **(5)** ___of___ his group's work. His friends were enthusiastic and helped each other. At home, Hamzah enjoys revising with **(6)** ___his___ sister. They both want to achieve good grades this year. Their parents are happy when they see the children's report cards. They always tell them to do **(7)** ___their___ best. Hamzah is optimistic about the future.

fifty-five 55

B1 Preliminary for Schools Reading Part 6

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

- Tell students that this is B1 Preliminary for Schools Reading Part 6.
- Have students read the task carefully.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.

2 Try! Read and complete the sentences. Use only one word in each gap.

- Students complete the activity individually and then check answers in pairs.
- Check answers as a class.
- Follow the standard procedures for pairwork and checking answers for deaf/hard of hearing students. See page 10.
- Elicit or explain what parts of speech the missing words are (prepositions, an auxiliary verb).

3 Do! Read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning.

- Invite a volunteer to read the *Exam tip* aloud and have the rest of the class follow along in their books.
- Tell students that they will get clues about how to fill the gap from the word, or words, before and after it, and from the text as a whole.
- Explain that the focus of this task is mainly grammatical. They will need to write prepositions, articles, auxiliaries and pronouns, although there may also be an element of vocabulary too, such as phrasal verbs.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Tell students to read the text first. Ask them what it's about.
- Students complete the activity individually. Remind them that they only have to write one word in each gap and that they must spell the words correctly.
- Check answers as a class and write them on the board.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to ask how successful their learning is and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate students on completing the unit.

Graded readers Unit 6

- Focus a lesson on a graded reader with the class. Follow procedures as set out in the Teacher's Book Introduction (see page 19).

Unit 6 Practice

- Students now complete the Unit 6 Practice. Give students support where necessary and focus time on problem areas.

End-of-semester 2 Practice

- Students now complete the End-of-semester 2 Practice.
- Give students support where necessary and focus time on areas where students commonly needed extra help.

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 (Working hard at school, The end of the school year)
- Unit 6 poster: *Working hard at school*
- Traffic light cards

Global Scale of English (GSE)

- **Reading:** Can understand the correct sequence of events in a simple story or dialogue (GSE 37).
- **Writing:** Can write a very simple story, given prompts or a model (GSE 38). Can write a story, linking simple sentences together in a sequence (GSE 41). Can write simple sentences using familiar words, given prompts (GSE 30). Can write a simple story with a clear sequence of events (GSE 47).
- **Speaking:** Can read aloud a short, simple story in a way that can be understood (GSE 35). Can talk about plans for the near future in a simple way (GSE 38).

Assessment for Learning (formative assessment)

Setting aims and criteria: lesson objectives presentation

Monitoring students' learning: Traffic light cards technique (see page 17)

Peer learning: pairwork; group work; Expert envoy technique (see page 17)

Independent learning: Summative and thought-provoking questions technique (see page 17); Learning diaries (see page 17)

Starting the lesson

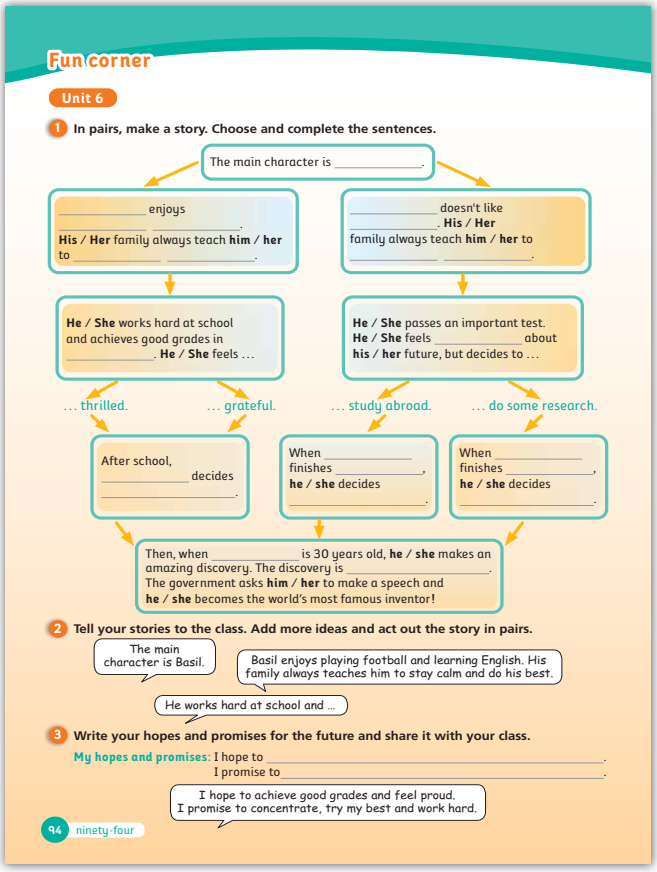
- Brainstorm all the topics, language and themes of the unit with the class. Use the Unit 6 flashcards (Working hard at school, The end of the school year) or poster as prompts. Refer *to How to work with posters* (see page 19).
- Divide the class into two teams. Write a word on the board with all the vowels removed, e.g. *przgvng*. The first team to guess the word wins a point (*prizegiving*). They get an extra point if they can spell the word.
- Before playing, you might want to review vowels and common vowel sounds to help students recognise missing letters.
- The team with the most points wins.

Presentation

- Explain that in this lesson students will create stories. Ask students to look at page 94 of their Class Books. Ask them what they think they have to do.
- Before students begin, quickly review the unit grammar.
- On the board, write *I always enjoy …, When we finish …, At home, my brother keeps …* . Ask students to say as many ways to finish the sentences as they can, e.g. *playing tennis; writing, we will start listening to something; forgetting to do the washing up.*
- On the board, write *One day, I hope … , At school yesterday, I learned …, This morning, I asked my friend …* . Ask students to say as many ways to finish the sentences as they can, e.g. *to get a good job; to do sums in Maths; to help me with my homework.* Ask students which verbs are followed by an object + *to* + verb (*ask, tell, remind, want,* etc). Remind them that we can use this structure for requests or commands, wants, needs or preferences, advice and invitations or instructions. Ask students to say example sentences, e.g. *The teacher asked me to close the window; I need you to buy some milk from the shop; The doctor advised me to rest for a few days; She invited me to come to her prizegiving.*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Practice

Class Book



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

- Place students in pairs. Use the Expert envoy technique (see page 17) when choosing pairs.
- Before students write their stories, ask them to read the information in the boxes. Elicit or explain the meaning of any unknown words.
- Use the Traffic light cards technique (see page 17) to check students know what they have to do and are happy to continue.
- Students work in pairs to complete their story.
- Follow the standard procedure for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.

Answer key (accept alternatives):

The main characters are [Students' own choice of names].

<table>
<tr><th>Option 1</th><th colspan="2">Option 2</th></tr>
<tr><td>Basil enjoys playing football and learning English. His family always teach him to stay calm and do his best.</td><td colspan="2">Basil doesn't like failing tests. His family always teach him to be curious and optimistic.</td></tr>
<tr><td>He works hard at school and achieves good grades in Maths, English and Science. He feels thrilled/grateful.</td><td colspan="2">He passes an important test. He feels nervous about his future but decides to study abroad/ do some research.</td></tr>
<tr><td>After school, Basil decides to work at the university.</td><td>When Basil finishes doing the research, he decides to work for the government.</td><td>When Basil finishes studying abroad, he decides to get a job.</td></tr>
<tr><td colspan="3">Then, when Basil is 30 years old, he makes an amazing discovery. The discovery is a new antibiotic. The government asks him to make a speech and he becomes the world's most famous inventor!</td></tr>
</table>

2 Tell your stories to the class. Add more ideas and act out the story in pairs.

- Ask students to look at their stories and to add more details. Then give students time to work out how they can act out their stories.
- Monitor students, helping where necessary.
- Pairs take it in turns to act out their stories.
- Deaf/hard of hearing students can do this in their preferred method of communication, or swap with another pair for peer review.

3 Write your hopes and promises for the future and share it with your class.

- Ask students to read the example, then to work in pairs to discuss what they can write.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Students complete the activity individually.
- Monitor students, helping where necessary.
- Students present their hopes and promises to the class.
- Follow the standard procedure for sharing with the class for deaf/hard of hearing students. See page 10.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) 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 17): *Today I wrote …, We reviewed …, I thought the story we wrote was … .*
- Ask volunteers to read aloud their diary entries.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Lessons 1 and 2

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; to retell a story based on visual input
- **Target language:** *modern, microphone, take notes, open day, art studio; assembly, sweet treats, sweet dumplings, decorate, banner; I hope to study Art at university when I'm older. Would you like me to show you? You learned to revise, stay calm and pass your tests. Do you want me to make the sweet dumplings?*
- **Pronunciation:** sentence stress in verb patterns with the infinitive

Materials

- Unit 6 flashcards (Working hard at school, The end of the school year)
- Unit 6 poster: *Working hard at school*
- True/False response cards
- photocopiables R11 and R12

Global Scale of English (GSE)

- **Reading:** Can identify key information in a text to answer simple yes/no questions (GSE 31). Can scan a simple text to find specific information (GSE 38). Can predict what a short, simple text is about from the title, a picture etc., if guided by questions or prompts (GSE 39).
- **Writing:** Can write simple sentences using familiar words, given prompts (GSE 30).
- **Speaking:** Can answer simple questions about very familiar topics, if delivered slowly and clearly (GSE 29). Can ask simple questions about very familiar topics (GSE 30). Can briefly say what they like or dislike about a simple story (GSE 32). Can read aloud simple sentences with correct pronunciation, stress and intonation (GSE 37). Can re-tell a familiar story, given prompts or a model (GSE 39).
- **Listening:** Can understand some unfamiliar words in a short description, if supported by pictures (GSE 31). Can follow the sequence of events in a simple story or narrative, if told slowly and clearly (GSE 36).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17); True/False response cards technique (see page 17)
- Peer learning: pairwork; group work
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Lesson 1, option A

Starting the lesson

- Show students the Unit 6 flashcards (Working hard at school) or poster. Then write the nouns on the board (e.g. *a test, hard, good grades,* etc.) and elicit the verbs that go with each one. Ask which two words in the vocabulary set are not collocations (*revise, concentrate*).
- Write the new vocabulary that students will encounter in the story on the board: *modern, microphone, take notes, open day, art studio.* 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: *Our school is very modern – there are computers in every classroom. He spoke into the microphone so everyone in the audience could hear him. During class, I take notes to help me remember the important points. The school had an open day for new students. The painter works in her art studio every day.*
- Alternatively, you can write definitions on the board and have students match them to the words: *using the latest ideas, design or technology (modern); a piece of equipment that you speak into to make your voice louder or to record it (microphone); to write words quickly to help you remember something (take notes); a day when people can visit a school to see what it's like (open day); a room or space where an artist works (art studio).*

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 6, as well as the new vocabulary you just looked at, will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 106.
- Tell students that the story will also practise sentence stress in verb patterns with the infinitive. On the board, write *Would you like me to show you?* Ask students to identify the infinitive with *to* in the question (*to show*). Read aloud the sentence. Tell students to pay attention to the stress on *to*. Read the question again and ask students to repeat it.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Before you read

1 Before you read

1) Read the title of the story and look at the picture on page 80. Answer the questions.

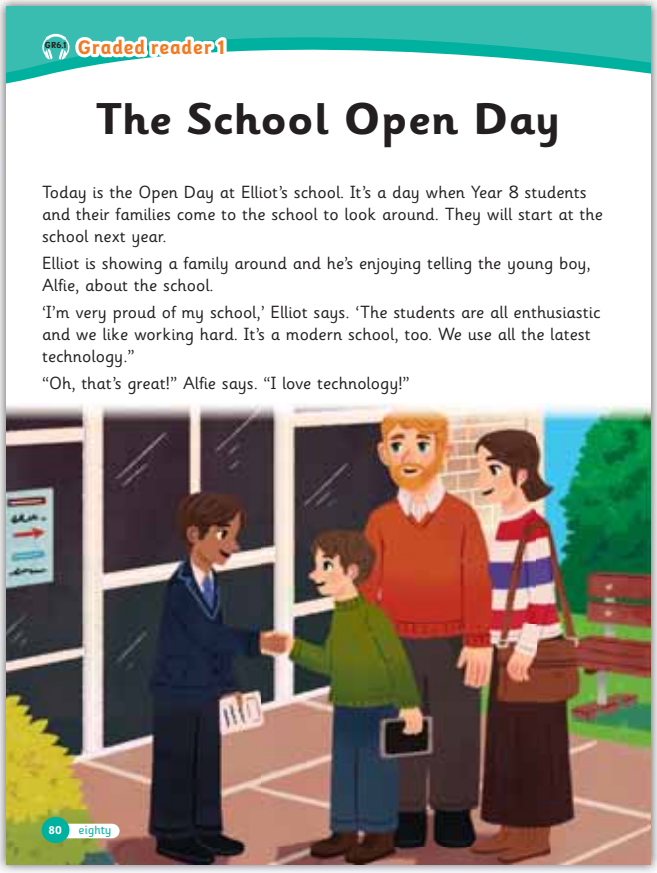
- Before students read, ask them to turn to page 106 in their Class Books.
- Students complete the activity individually. Tell students to refer to page 80 while doing the activity.
- Use the Lollipop stick technique (see page 17) to check answers.

2) Think about the title of the story. Write some words you expect to see in the story.

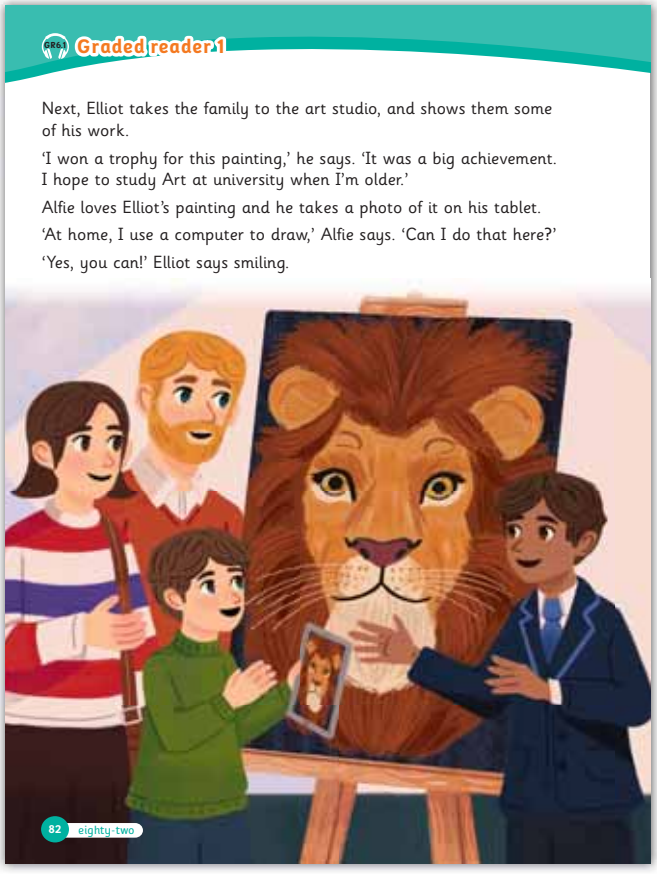
- Tell students to look at the title and write words they expect to see in the story.
- Students complete the activity in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.
- Ask a few students to share their words with the class and write them on the board.

Listen and read

Class Book









Graded reader 1 6

Next, it's time for the headteacher's speech. He always gives a presentation at the end of open days.

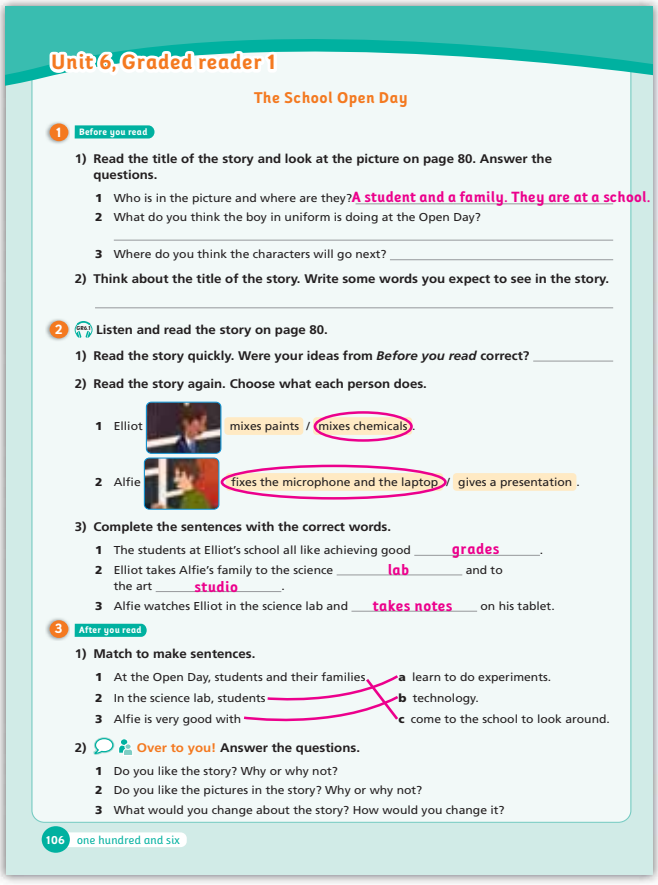
But, the headteacher's microphone and his laptop aren't working!

Elliot puts up his hand.

'Don't worry!' he says. 'Alfie can fix them. He's very good with technology!'

Alfie fixes the headteacher's microphone and his laptop.

'Thank you, Alfie!' says the headteacher. What a great open day!



Unit 6, Graded reader 1

The School Open Day

1 Before you read

1) Read the title of the story and look at the picture on page 80. Answer the questions.

1 Who is in the picture and where are they? A student and a family. They are at a school.

2 What do you think the boy in uniform is doing at the Open Day?

3 Where do you think the characters will go next?

2) Think about the title of the story. Write some words you expect to see in the story.

2 GR6.1 Listen and read the story on page 80.

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

2) Read the story again. Choose what each person does.

1 Elliot mixes paints / mixes chemicals.

2 Alfie fixes the microphone and the laptop / gives a presentation.

3) Complete the sentences with the correct words.

1 The students at Elliot's school all like achieving good grades.

2 Elliot takes Alfie's family to the science lab and to the art studio.

3 Alfie watches Elliot in the science lab and takes notes on his tablet.

3 After you read

1) Match to make sentences.

1 At the Open Day, students and their families — c come to the school to look around.

2 In the science lab, students — a learn to do experiments.

3 Alfie is very good with — b technology.

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?

106 one hundred and six

2 GR6.1 Listen and read the story on page 80.

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.
- Deaf/hard of hearing students can do this as a reading-only task.
- Remind students to look at the illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers on page 106 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.
- Follow the standard procedure for checking answers as a class for deaf/hard of hearing students. See page 10.

2) Read the story again. Choose what each person does.

- Students read the story again. Students can either read the story quietly themselves, or you can play the audio again and have students read along.
- When students have finished, ask them to complete the activity on page 106 individually.
- Students compare answers in pairs.
- Check answers as a class.
- Follow the standard procedures for pairwork and checking answers as a class for deaf/hard of hearing students. See page 10.

3) Complete the sentences with the correct words.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

Pronunciation

- Write the following sentences from the story on the board: *I hope to study Art at university when I'm older. I would like to see a real one! At home, I use a computer to draw.*
- Read the sentences aloud, or play the audio, and have students repeat. Ask *Do we stress the word* to *in these sentences? (no) Why? (Because it doesn't carry any meaning;* to *is a function word).*
- Remind students that function words (prepositions, pronouns, etc.) are not stressed.
- Place students in pairs and ask them to practise saying the sentences with the correct stress.
- Monitor for correct word stress.
- This task can be adapted for deaf/hard of hearing students. Have students watch your lip movements as you read the sentences and ask them whether they think *to* is stressed or unstressed (unstressed). This activity can be skipped for profoundly deaf students.

Finishing the lesson

- Write the new vocabulary words on the board: *modern, microphone, take notes, open day, art studio.* Elicit their meanings again if necessary.
- Place students in small groups. Have them write sentences using the new vocabulary.
- This can be done as pairwork in classes with deaf/hard of hearing students, following the standard procedure. See page 10.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 17) 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 School Open Day*.
- Ask pairs to share what they can remember with the class.
- Follow the standard procedures for pairwork and sharing answers for deaf/hard of hearing students. See page 10.

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.
- Write, repeat or sign, depending on the needs of any deaf/hard of hearing students.

Before you read

- Use the True/False response cards technique (see page 17) to say or write sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *Elliot's teacher asked him to be a guide for the school open day. (True) Alfie will start school this year. (False – He will start next year.) Elliot tells the family that the school is old-fashioned. (False – He tells them that the school is modern.) Elliot takes the family to the cafeteria first. (False – He takes them to the science lab.) Alfie has only seen experiments on his laptop. (True) Elliot has never won a trophy. (False – He won a trophy for one of his paintings.) Elliot wants to study Art at university when he's older. (True),* etc.

Listen and read

- **GR6.1** Play the audio and have students read the story again in their Class Books.
- Deaf/hard of hearing students can do this as a reading-only activity.
- When students have finished reading, ask some questions to check understanding, e.g. *Who is the open day for? (Year 8 students and their families.) How does Elliot feel about showing the family around? (He enjoys it.) How does he feel about his school? (He's very proud of his school.) What does Elliot say about the students at his school? (They are enthusiastic and like working hard.) What does Alfie do while Elliot is doing the experiment? (He takes notes on his tablet.) Where does Elliot take the family next? (The art studio.) What does Alfie use to draw with at home? (He uses his computer.) When does the headteacher give a speech? (At the end of the open day.)*

After you read

3 After you read

1) Match to make sentences.

- Refer students to page 106 in their Class Books.
- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Place students in pairs and ask them to retell the story using the pictures to help.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.

2) Over to you! Answer the questions.

- Students answer the questions individually and compare answers in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.
- Invite students to share their answers with the class.
- Follow the standard procedure for sharing answers for deaf/hard of hearing students. See page 10.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to ask students what they thought about the story.
- Encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to understand the vocabulary and whether they had a good understanding of the plot.
- Ask *If you were visiting Elliot's school, which part would you like to see? Why?*
- Write, repeat or sign, depending on the needs of any deaf/hard of hearing students.

Extra activity **Photocopiable R11**

- Ask students to do photocopiable R11.

Lesson 1, option B

Starting the lesson

- Show students the Unit 6 flashcards (The end of the school year). Have students say and spell the words.
- Write the new vocabulary that students will encounter in the reading on the board: *assembly, sweet treats, sweet dumplings, decorate, banner*. Ask students if they know the meaning of any of the words. Say the words and have students repeat after you.
- Say sentences using the new vocabulary to see if students can guess their meanings: *The headteacher spoke at the school assembly. My grandma always makes special sweet treats when we visit her at the weekend. At the festival, we ate sweet dumplings filled with fruit and nuts. She helped decorate the classroom with balloons. The students made a large banner for the science fair.*
- Alternatively, you can write definitions on the board and have students match them to the words: *a regular meeting of all the students and teachers at a school (assembly); foods, like cakes, that are often eaten on special occasions or as a reward (sweet treats); a mixture of fat and flour that has been cooked in hot liquid and has a sweet filling (sweet dumpling); to make something look more attractive by putting things on it (decorate); a long piece of material with words or a sign written on it (banner).*
- This option is more suitable in classes with deaf/hard of hearing students.

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 6, as well as the new vocabulary you just looked at, will feature in the story. In order to help them interpret what they read, tell students that they will also be completing reading comprehension activities on page 107.
- Tell students that the story will also practise sentence stress in verb patterns with the infinitive. Elicit the types of words we don't usually stress.

Before you read

1 Before you read

1) Read the title of the story and look at the picture on page 84. Answer the questions.

- Before students read, ask them to turn to page 107 in their Class Books.
- Students complete the activity individually. Tell students to refer to page 84 while doing the activity.
- Use the Lollipop stick technique (see page 17) to check answers.

2) Think about the title of the story. Write some words you expect to see in the story.

- Tell students to look at the title and write words they expect to see in the story.
- Students complete the activity in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.
- Ask a few students to share their words with the class and write them on the board.
- Follow the standard procedure for sharing answers for deaf/hard of hearing students. See page 10.

Listen and read

Class Book



Graded reader 2

Mrs Ruba is a good teacher and the girls want to say thank you to her. They love baking, so today they are making Mrs Ruba some sweet treats.

'Do you want me to make the sweet dumplings?' Zainab asks Halima.

'Yes, please,' Halima says. 'I asked Basma to make the cakes.'



The next day, the girls are taking the sweet treats to their classroom when they see Mrs Ruba going into the school!

'We don't want Mrs Ruba to see her treats,' Halima says. 'Let's wait here for a few minutes.'



Graded reader 2

Zainab and Halima go to find Mrs Ruba. When she walks into the classroom, the girls say, 'Thank you, Mrs Ruba!'

Then Halima says, 'We want to say thank you for being the best teacher ever!'

Mrs Ruba is very surprised – and thrilled! 'It's a pleasure, girls!' she says happily.



Graded reader 2

The girls are relieved when they get to their classroom. Some of the other girls have decorated the classroom with a big banner and pictures.

'The classroom looks amazing!' Zainab says. 'Thanks a million, everyone! Now, let's ask Mrs Ruba to come to class!'



Unit 6, Graded reader 2

We Thank Our Teacher

1 Before you read

1) Read the title of the story and look at the picture on page 84. Answer the questions.

1 Who is in the picture and where are they? Students and a teacher. They are at a school.
2 What do you think is happening in this picture? _____
3 Read the title. How do you think the students can thank their teacher? _____

2) Think about the title of the story. Write some words you expect to see in the story.

_____

2 Listen and read the story on page 84.

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

2) Read the story again. Choose what each person makes for Mrs Ruba.

1 Zainab  makes (sweet dumplings) / cakes.
2 Basma  makes sweet dumplings / (cakes).

3) Complete the sentences with the correct words.

1 Yesterday, there was a prizegiving in the morning assembly at school.
2 When the girls are taking all the sweet treats to their classroom, they hide from Mrs Ruba.
3 Some of the girls have decorated the classroom with a big banner.

3 After you read

1) Match to make sentences.

1 The girls are celebrating — a the end of the school year.
2 To thank Mrs Ruba, the girls have baked — b surprised and thrilled.
3 When she enters the classroom, Mrs Ruba is — c some sweet treats.

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 the story on page 84.

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

- Play the audio and have students read along in their Class Books.
- Deaf/hard of hearing students can do this as a reading-only task.
- Remind students to look at the illustrations while they read to help with understanding.
- When students have read the story, ask them to check their answers on page 107 in the *Before you read* section.
- Ask students if they predicted correctly. If not, ask them how their answers differed.
- Follow the standard procedure for sharing answers for deaf/hard of hearing students. See page 10.

2) Read the story again. Choose what each person makes for Mrs Ruba.

- Students read the story again. Students can either read the story quietly themselves, or you can play the audio again and have students read along.
- When students have finished, ask them to complete the activity on page 107 individually.
- Students compare answers in pairs.
- Check answers as a class.
- Follow the standard procedures for pairwork and checking answers for deaf/hard of hearing students. See page 10.

3) Complete the sentences with the correct words.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.
- Tell students they will complete the *After you read* section in the next lesson.

Pronunciation

- Write the following sentences from the story on the board: *You learned to revise, stay calm and pass your tests. Do you want me to make the sweet dumplings? I asked Basma to make the cakes. We don't want Mrs Ruba to see her treats.*
- Read the sentences aloud, or play the audio, and have students repeat. As students hear the sentences, ask them to notice how *to* sounds (short and soft). Ask *Do we stress* to? (no).
- Place students in pairs and ask them to practise saying the sentences with the correct stress.
- Monitor for correct pronunciation.
- Students then write their own sentences with the infinitive and practise saying them.
- This task can be adapted for deaf/hard of hearing students. Have students watch your lip movements as you read the sentences and ask them whether they think *to* is stressed or unstressed (unstressed). This activity can be skipped for profoundly deaf students.

Finishing the lesson

- Write the new vocabulary words on the board: *assembly, sweet treats, sweet dumplings, decorate, banner*. Elicit their meanings again if necessary.
- Place students in small groups. Have groups write sentences using the new vocabulary.
- This could be done as pairwork in classes with deaf/hard of hearing students, following the standard procedure. See page 10.
- Monitor students, helping where necessary.
- Use the Lollipop stick technique (see page 17) 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 *We Thank Our Teacher.*
- Ask pairs to share what they can remember with the class.
- Follow the standard procedures for pairwork and sharing with the class for deaf/hard of hearing students. See page 10.

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 17) to say or write sentences about the story. Students say whether they are true or false and correct the false sentences. For example: *The prizegiving was held in the afternoon. (False – It was held in the morning.) Some students received trophies. (True) Mrs Ruba told the girls they hadn't done their best. (False – She told them they'd done their best.) The girls in Mrs Ruba's class decided to make her some bread. (False – They decided to make her some sweet treats.) Zainab asked Halima to make cakes. (False – She asked Halima if she wanted her to make sweet dumplings.),* etc.

Listen and read

- **GR6.2** Play the audio and have students read the story again in their books.
- Deaf/hard of hearing students can read without the audio.
- When students have finished reading, ask some questions to check understanding, e.g. *What happened at morning assembly? (There was a prizegiving.) Which three things did Mrs Ruba say the girls had learned? (She said they'd learned to revise, stay calm and pass their tests.) Who offers to make the sweet dumplings? (Zainab) Who is going to make cakes? (Basma) Why do the girls wait before going to the classroom? (They don't want Mrs Ruba to see the surprise.) What had some other girls done in the classroom? (They'd decorated it with a banner and pictures.) What do the girls say when Mrs Ruba enters the classroom? (The girls say thank you to her.)*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

After you read

3 After you read

1) Match to make sentences.

- Refer students to page 107 in their Class Books.
- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

2) Over to you! Answer the questions.

- Students answer the questions individually and compare answers in pairs.
- Monitor students, helping where necessary.
- Invite students to share their answers with the class.
- Follow the standard procedures for pairwork and sharing with the class for deaf/hard of hearing students. See page 10.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to ask students what they thought about the story.
- Encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to understand the vocabulary and whether they had a good understanding of the plot.
- Ask *What does your class usually do at the end of the school year? Have you ever received a certificate, prize or trophy? What for? Have you ever surprised a friend? What did you do?* Discuss as a class.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Extra activity **Photocopiable R12**

- Ask students to do photocopiable R12.

Lesson 1, parts 1 and 2

Objectives

- **Lesson aims:** to consolidate and extend vocabulary and grammar from Units 4–6
- **Target language:** working hard at school and the end of the school year vocabulary; ways of saying goodbye: *I've got to go. I have to go now. See you soon/later/tomorrow/next week! Bye! Goodbye!*

Materials

- Unit 6 flashcards (*achieve good grades, fail a test, take a test, give a presentation, study abroad; prizegiving, prize, speech, certificate*)
- Traffic light cards
- stopwatch

Global Scale of English (GSE)

- **Reading:** Can extract factual details from a simple text (GSE 40). Can identify specific information in detailed written dialogues (GSE 53).
- **Speaking:** Can talk about basic personal experiences, using simple linking words (GSE 37). Can act out a simple role play or dialogue with correct intonation (GSE 41). Can add detail to descriptions of everyday topics (e.g. people, places, experiences) using a range of nouns and verbs (GSE 49).
- **Writing:** Can write simple sentences about familiar things, given prompts or a model (GSE 32). Can write a simple story in the form of a dialogue between characters (GSE 43).
- **Listening:** Can identify key information in short conversations on school-related topics e.g. 'subjects', 'timetables', 'homework' (GSE 34). 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: Lollipop stick technique (see page 17); Traffic light cards technique (see page 17)
- Peer learning: pairwork; group work; Expert envoy technique (see page 17)
- Independent learning: Summative and thought-provoking questions technique (see page 17); portfolio (see page 17)

Lesson 1, part 1

Starting the lesson

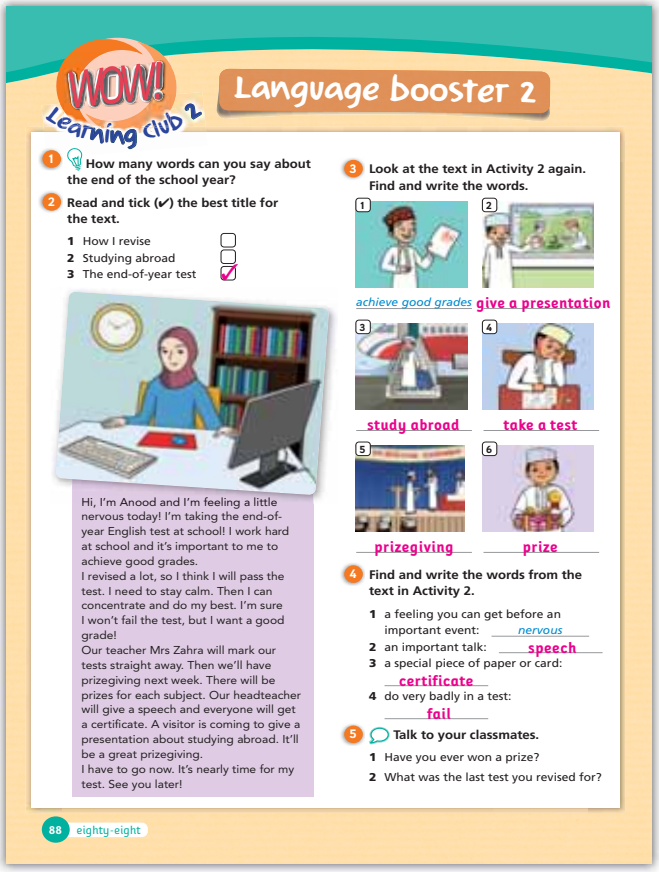
- Say *Put your hand up if you're excited for the holidays.* Ask *What are you looking forward to? What are you going to do?*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Presentation

- Explain that in this lesson students will talk more about working hard at school and the end of the school year, and learn different ways of saying goodbye.

Practice

Class Book


WOW! Learning club 2

Language booster 2

1 How many words can you say about the end of the school year?

2 Read and tick (✓) the best title for the text.

1 How I revise ☐
2 Studying abroad ☐
3 The end-of-year test ☑

Hi, I'm Anood and I'm feeling a little nervous today! I'm taking the end-of-year English test at school! I work hard at school and it's important to me to achieve good grades.
I revised a lot, so I think I will pass the test. I need to stay calm. Then I can concentrate and do my best. I'm sure I won't fail the test, but I want a good grade!
Our teacher Mrs Zahra will mark our tests straight away. Then we'll have prizegiving next week. There will be prizes for each subject. Our headteacher will give a speech and everyone will get a certificate. A visitor is coming to give a presentation about studying abroad. It'll be a great prizegiving.
I have to go now. It's nearly time for my test. See you later!

3 Look at the text in Activity 2 again. Find and write the words.

1 achieve good grades
2 give a presentation
3 study abroad
4 take a test
5 prizegiving
6 prize

4 Find and write the words from the text in Activity 2.

1 a feeling you can get before an important event: nervous
2 an important talk: speech
3 a special piece of paper or card: certificate
4 do very badly in a test: fail

5 Talk to your classmates.

1 Have you ever won a prize?
2 What was the last test you revised for?

88 eighty-eight

1 How many words can you say about the end of the school year?

- Review the vocabulary from the previous unit that students will need for this lesson. Show students the following Unit 6 flashcards: *achieve good grades, fail a test, take a test, give a presentation, study abroad; prizegiving, prize, speech, certificate.* Then say definitions for students to say the word or phrase. Say, e.g. *to get high marks in school (achieve good grades); this is when you don't pass a test (fail a test); when you speak in front of the class about something (give a presentation); go to another country to learn (study abroad); an event where students get awards (prizegiving); you get this when you win something (prize); a talk to an audience (speech); a piece of paper that shows you did something or finished something (certificate).*

- Set a stopwatch to one minute and have students think of as many words or phrases related to the end of the school year as they can and write them in their notebooks. Check their answers and count as they say them. Write the words or phrases on the board.
- **Extension** Students work in pairs and say what their favourite thing about the end of the school year is.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

2 Read and tick (✔) the best title for the text.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check the answer.
- Check comprehension with questions, e.g. *Why is Anood nervous? (Because she's going to take a test.) What did she do to prepare for the test? (She revised a lot.) When will the prizegiving take place? (next week) What will everyone get at the prizegiving? (a certificate)*, etc.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

3 Look at the text in Activity 2 again. Find and write the words.

- Students complete the activity individually and then compare answers in pairs.
- Check answers as a class.
- Follow the standard procedures for pairwork and checking answers for deaf/hard of hearing students. See page 10.

4 Find and write the words from the text in Activity 2.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

Extra activity **Fast finishers**

- Students write ten important words from the text in Activity 2 in their notebooks.

5 Talk to your classmates.

- Brainstorm types of prizes and write them on the board (e.g. *medals, trophies, certificates, books, gift cards*, etc.).
- Place students in pairs and have them ask and answer the questions. Encourage them to give details of the prize they won or the last test they revised for.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

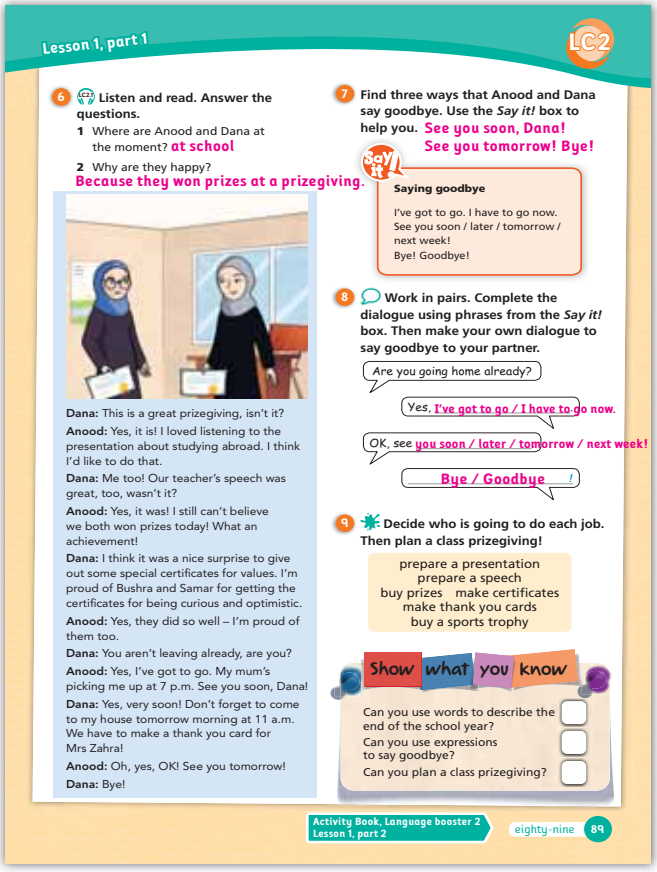
Diversity

Support

- Write sentences on the board to help students answer the questions: *Yes, I have. I won a prize for … ; It was … ; The prize was … ; The last test I revised for was … ; The test was … ; The mark I got was … .*

Challenge

- Students choose either a prize or a test and write a short story about it. It can be something that happened or invented. Students can place their work in their portfolios (see page 17).


Lesson 1, part 1 LC2

6 Listen and read. Answer the questions.
1 Where are Anood and Dana at the moment? at school
2 Why are they happy? Because they won prizes at a prizegiving.

Dana: This is a great prizegiving, isn't it?
Anood: Yes, it is! I loved listening to the presentation about studying abroad. I think I'd like to do that.
Dana: Me too! Our teacher's speech was great, too, wasn't it?
Anood: Yes, it was! I still can't believe we both won prizes today! What an achievement!
Dana: I think it was a nice surprise to give out some special certificates for values. I'm proud of Bushra and Samar for getting the certificates for being curious and optimistic.
Anood: Yes, they did so well – I'm proud of them too.
Dana: You aren't leaving already, are you?
Anood: Yes, I've got to go. My mum's picking me up at 7 p.m. See you soon, Dana!
Dana: Yes, very soon! Don't forget to come to my house tomorrow morning at 11 a.m. We have to make a thank you card for Mrs Zahra!
Anood: Oh, yes, OK! See you tomorrow!
Dana: Bye!

7 Find three ways that Anood and Dana say goodbye. Use the *Say it!* box to help you. See you soon, Dana! See you tomorrow! Bye!

Say it!
Saying goodbye
I've got to go. I have to go now.
See you soon / later / tomorrow / next week!
Bye! Goodbye!

8 Work in pairs. Complete the dialogue using phrases from the *Say it!* box. Then make your own dialogue to say goodbye to your partner.
Are you going home already?
Yes, I've got to go / I have to go now.
OK, see you soon / later / tomorrow / next week!
Bye / Goodbye !

9 Decide who is going to do each job. Then plan a class prizegiving!
prepare a presentation
prepare a speech
buy prizes make certificates
make thank you cards
buy a sports trophy

Show what you know
Can you use words to describe the end of the school year?
Can you use expressions to say goodbye?
Can you plan a class prizegiving?

Activity Book, Language booster 2 Lesson 1, part 2 eighty-nine 89

6 LC2.1 Listen and read. Answer the questions.

- Play the audio and have students read along in their Class Books.
- Students write the answers in their notebooks.
- Play the audio again for students to check their answers and write them on the board.
- Profoundly deaf students can do this as a reading-only task.
- Students practise the dialogue in pairs. Have some pairs act out the dialogue for the class.
- Deaf/hard of hearing students can do this in their preferred method of communication.

LC2.1

Dana: This is a great prizegiving, isn't it?
Anood: Yes, it is! I loved listening to the presentation about studying abroad. I think I'd like to do that.
Dana: Me too! Our teacher's speech was great, too, wasn't it?
Anood: Yes, it was! I still can't believe we both won prizes today! What an achievement!
Dana: I think it was a nice surprise to give out some special certificates for values. I'm proud of Bushra and Samar for getting the certificates for being curious and optimistic.
Anood: Yes, they did so well – I'm proud of them too.
Dana: You aren't leaving already, are you?
Anood: Yes, I've got to go. My mum's picking me up at 7 p.m. See you soon, Dana!
Dana: Yes, very soon! Don't forget to come to my house tomorrow morning at 11 a.m. We have to make a thank you card for Mrs Zahra!
Anood: Oh, yes, OK! See you tomorrow!
Dana: Bye!

7 Find three ways that Anood and Dana say goodbye. Use the *Say it!* box to help you.

- Refer students to the *Say it!* box.
- Students complete the activity individually and then compare answers in pairs.
- Use the Lollipop stick technique (see page 17) to check answers.
- Use the Traffic light cards technique (see page 17) to check students have understood the ways to say goodbye.

Extra activity TPR

- Ask volunteers to act as if they are leaving the room and to choose one of the ways of saying goodbye. Encourage students to say why they have to go, e.g. *I've got to go because . . . .*

8 Work in pairs. Complete the dialogue using phrases from the *Say it!* box. Then make your own dialogue to say goodbye to your partner.

- Students complete the dialogue individually using the expressions in the *Say it!* box.
- Place students in pairs and have them practise each other's dialogues.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor for proper use of the language.
- Ask volunteer pairs to act out their dialogues for the class.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

9 Decide who is going to do each job. Then plan a class prizegiving!

- Place students in groups of six. Use the Expert envoy technique (see page 17) when forming groups.
- Follow the standard procedure for group work for deaf/hard of hearing students. See page 10.
- Read aloud the jobs in the box and check everyone understands them.
- Ask each group to decide who will do each job. Encourage them to include all group members in the discussion.
- Once roles are chosen, groups discuss what each person needs to do and what materials or items they might need.
- Students write their plan for their prizegiving event together in a notebook.
- Support them by encouraging detailed and practical suggestions for how their group will carry out the activity.
- Students present their plan for their prizegiving ceremony. Each student should say something in the presentation.
- Have the class vote for the best prizegiving.

Show what you know

- Tell students they are going to think about what they have learned on the Learning Club pages. Students read and complete the *Show what you know* box individually.
- In pairs, students ask and answer the questions giving an example to show what they know.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- **Extension** Use games in the *Games bank* (see page 22) to review any new words.

Finishing the lesson

- Use the Summative and thought-provoking questions technique (see page 17) to ask students what they think about what they learned today. Ask *What did you like best?*

Lesson 1, part 2

Starting the lesson

- Play *Don't say it!* (see page 23). You can use the *Don't say it!* cards on page 214.

Practice

Activity Book



1 After you read Read the text on Class Book page 88 again. Answer the questions.

- Ask *Would you like to study abroad? Where would you go?*
- Students complete the activity individually.
- Check answers as a class and write them on the board.

2 Read and write the school words. What's the mystery word?

- Use the Unit 6 flashcards (*achieve good grades, fail a test, take a test, give a presentation, study abroad; prizegiving, prize, speech, certificate*) to quickly review the vocabulary from the first part of the lesson.
- Read the first clue aloud and point to the answer.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Students complete the activity individually.
- Check answers as a class and write them on the board.
- **Extension** Students work in pairs to test each other on the vocabulary. One says one of the definitions and the other says the answer.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

3 Read and match the sentence halves.

- Students complete the activity individually.
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- **Extension** Students think of alternative endings to the sentence halves, e.g. *I am grateful for my school.*

4 Answer the questions.

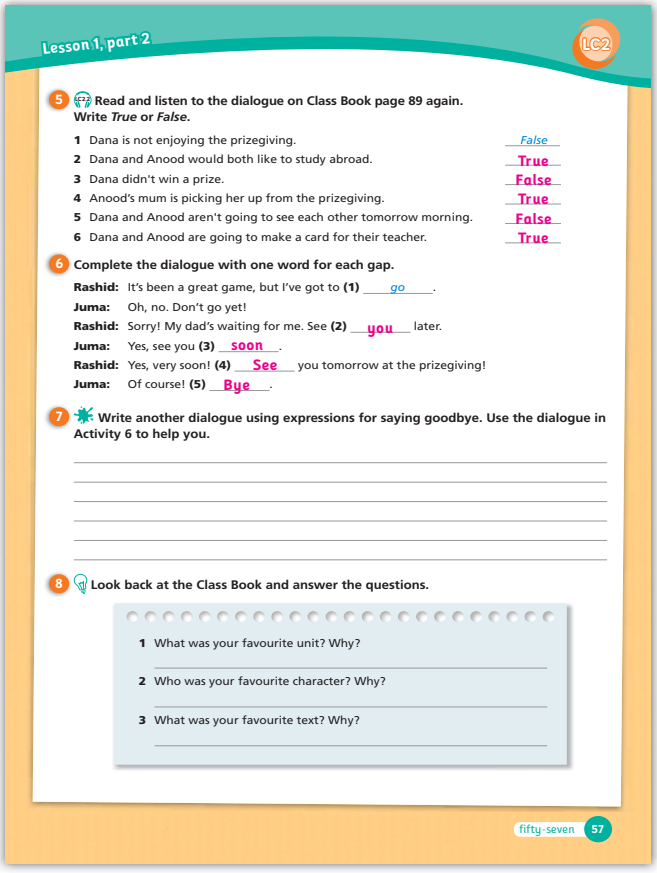
- Students complete the activity individually and then ask and answer the questions with a partner.
- **Extension** Write more questions on the board for students to answer in pairs: *What's the best thing you've learned in your favourite subject? Would you like to study it at university? What did you have to do to make your biggest achievement possible? What do you want to achieve next year?*
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

5 LC2.2 Read and listen to the dialogue on Class Book page 89 again. Write *True* or *False*.

- Ask students to turn to page 89 in their Class Books. Play the audio again and have students read along in their Class Books. Then tell them to turn back to page 57 in their Activity Books.
- Profoundly deaf students can do this as a reading-only activity.
- Students complete the activity individually. Play the audio again for students to check their answers.
- Use the Lollipop stick technique (see page 17) to check answers.

LC2.2

Dana: This is a great prizegiving, isn't it?
Anood: Yes, it is! I loved listening to the presentation about studying abroad. I think I'd like to do that.
Dana: Me too! Our teacher's speech was great, too, wasn't it?
Anood: Yes, it was! I still can't believe we both won prizes today! What an achievement!
Dana: I think it was a nice surprise to give out some special certificates for values. I'm proud of Bushra and Samar for getting the certificates for being curious and optimistic.
Anood: Yes, they did so well - I'm proud of them too.
Dana: You aren't leaving already, are you?
Anood: Yes, I've got to go. My mum's picking me up at 7 p.m. See you soon, Dana!
Dana: Yes, very soon! Don't forget to come to my house tomorrow morning at 11 a.m. We have to make a thank you card for Mrs Zahra!
Anood: Oh, yes, OK! See you tomorrow!
Dana: Bye!



Lesson 1, part 2 LC2

5 Read and listen to the dialogue on Class Book page 89 again. Write *True* or *False*.

1 Dana is not enjoying the prizegiving. *False*
2 Dana and Anood would both like to study abroad. True
3 Dana didn't win a prize. False
4 Anood's mum is picking her up from the prizegiving. True
5 Dana and Anood aren't going to see each other tomorrow morning. False
6 Dana and Anood are going to make a card for their teacher. True

6 Complete the dialogue with one word for each gap.

Rashid: It's been a great game, but I've got to **(1)** go.
Juma: Oh, no. Don't go yet!
Rashid: Sorry! My dad's waiting for me. See **(2)** you later.
Juma: Yes, see you **(3)** soon.
Rashid: Yes, very soon! **(4)** See you tomorrow at the prizegiving!
Juma: Of course! **(5)** Bye.

7 Write another dialogue using expressions for saying goodbye. Use the dialogue in Activity 6 to help you.

8 Look back at the Class Book and answer the questions.

1 What was your favourite unit? Why?
2 Who was your favourite character? Why?
3 What was your favourite text? Why?

fifty-seven 57

6 Complete the dialogue with one word for each gap.

- Students complete the activity individually.
- Monitor students, helping where necessary.
- Check answers as a class and write them on the board.
- Students practise reading the dialogue in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.

7 Write another dialogue using expressions for saying goodbye. Use the dialogue in Activity 6 to help you.

- To help students write their own dialogue, tell them which parts of the dialogue in Activity 6 they can change: *great game, dad's waiting for me, later, soon, tomorrow at the prizegiving.*
- Students complete the activity individually.
- Monitor students, helping where necessary.
- Ask for volunteers to read aloud their dialogues. They can choose a partner to help them.
- In classes with deaf/hard of hearing students, this can be adapted to a peer review task. Have students swap their dialogue for a partner to read and check.

Extra activity Fast finishers

- Students write three sentences about the lesson so far.

8 Look back at the Class Book and answer the questions.

- Remind students what the topics were for each unit *(Communication, Feelings, Inventions, Health and medicine, Working hard at school, The end of the school year).*
- Students answer the questions individually. Have students read aloud their answers.
- Ask other students *Do you agree? Why? Why not?*
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Finishing the lesson

- Write on the board *I'm good at …, I'm not good at …* for students to complete the sentences, thinking about what they have done in semester 2. Encourage them to think about where they might need more guidance.
- Divide the class into groups to discuss what they liked about semester 2 and have them report back to the class using the Expert envoy technique (see page 17).
- This could be done as pairwork in classes with deaf/hard of hearing students, following the standard procedure. See page 10.

Learning club 2

CLIL: Think like a scientist!

Lesson 2

Objectives

- **Lesson aims:** to learn how to talk about chronology
- **Target language:** *printed writing, atlas, adding machine*

Materials

- Learning club 2 flashcards (*printed writing, atlas, adding machine*)
- Learning club 2 poster: *Chronology*
- Traffic light cards
- True/False response cards
- notebooks

Global Scale of English (GSE)

- **Reading:** Can understand the main information in basic diagrams related to familiar topics (GSE 37). Can scan a simple text to find specific information (GSE 38). Can infer information from the labels on basic diagrams (e.g. bar charts, timelines) in simple informational texts (GSE 46). Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52).
- **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 17); Traffic light cards technique (see page 17); True/False response cards technique (see page 17)
- Peer learning: pairwork
- Independent learning: Summative and thought-provoking questions technique (see page 17)

Starting the lesson

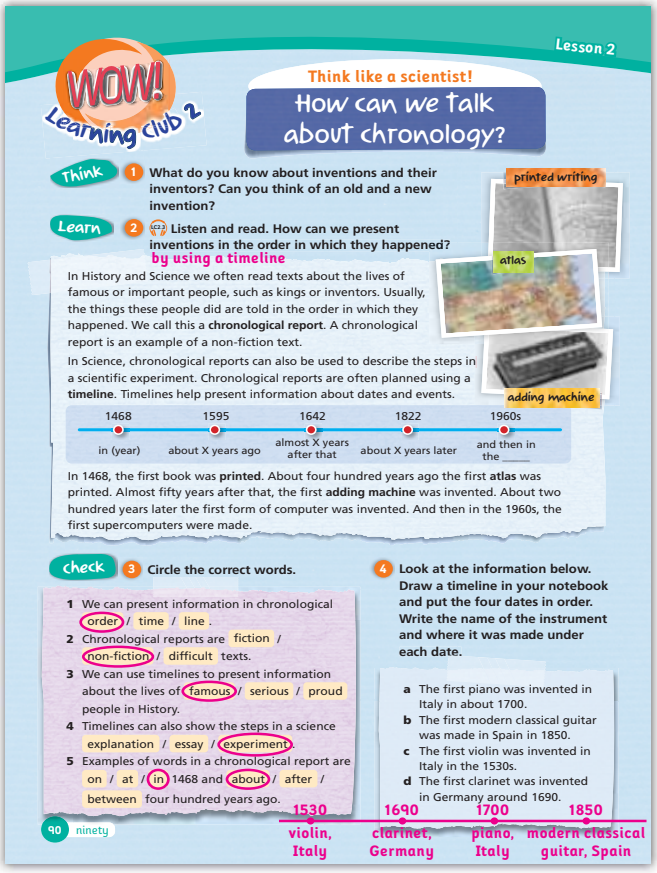
- On the board, write *2012: born, 2017: started school, 2019: started tennis lessons.* Ask *What does this list show?* Students raise their hands to offer answers. Accept all reasonable answers.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Presentation

- Explain that in this lesson students will learn how to talk about chronology. On the board, write *chronology = the order events happen.* Ask *Can we use this word to talk about the list on the board?* and elicit the answer *(yes).*

Practice

Class Book



1 Think What do you know about inventions and their inventors? Can you think of an old and a new invention?

- Refer students to page 90. Read the questions. Students discuss for one minute in pairs. They then raise their hands to share their ideas with the class.
- Follow the standard procedures for pairwork and sharing with the class for deaf/hard of hearing students. See page 10.
- Place the Learning club 2 flashcards *(printed writing, atlas, adding machine)* or poster on the board. Point to each item and say the word. Refer to *How to work with posters* (see page 19).
- Teach the words by writing them on the board and explaining meanings: *printed writing: words put onto paper with a machine, not written by hand; atlas: a map of the world; adding machine: a machine people used before calculators to add numbers together.*

2 Learn LC2.3 Listen and read. How can we present inventions in the order in which they happened?

- Play the audio and have students read along in their Class Books.
- This can be done as a reading-only task for profoundly deaf students.

- Elicit or explain the meaning of *supercomputer* (a very powerful computer).
- Check answers as a class.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.
- Check comprehension with questions, e.g. *In which subjects do we often see chronological reports? (History and Science) Which two examples of famous or important people are mentioned? (kings and inventors) Which invention is the oldest on the timeline? (the printed book)*, etc.
- Write, repeat or sign, depending on the needs of any deaf/hard of hearing students.

LC2.3

In History and Science we often read texts about the lives of famous or important people, such as kings or inventors. Usually, the things these people did are told in the order in which they happened. We call this a chronological report. A chronological report is an example of a non-fiction text.
In Science, chronological reports can also be used to describe the steps in a scientific experiment. Chronological reports are often planned using a timeline. Timelines help present information about dates and events.
In 1468, the first book was printed. About four hundred years ago the first atlas was printed. Almost fifty years after that, the first adding machine was invented. About two hundred years later the first form of computer was invented. And then in the 1960s, the first supercomputers were made.

Diversity

Support

- Tell students not to worry about understanding all the words in a text if they can understand the general idea, but remind them to learn the key words. Ask students to say which words are new and write them on the board. Have students copy them into their notebooks. Write definitions or translations on the board for students to copy.

Challenge

- Using the Summative and thought-provoking questions technique (see page 17), ask *Do you understand what the text is about? Do you need to understand all the words to do this? Are there any new words in the text? Can you work out what they mean from the sentence they are in? If not, where can you find their meanings?* Write the new words students suggest on the board and have them write them in their notebooks with definitions or translations.

3 Check Circle the correct words.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

Extra activity Critical thinking

- Students work in pairs. They each write a multiple-choice sentence, similar to those in Activity 3, based on the text. They swap work with each other and choose the correct word.

4 Look at the information below. Draw a timeline in your notebook and put the four dates in order. Write the name of the instrument and where it was made under each date.

- Ask students to read the information in the box.
- Use the Traffic light cards technique (see page 17) to check students have understood what they have to do.
- Students complete the activity in pairs.
- Follow the standard procedure for pairwork for deaf/hard of hearing students. See page 10.
- Monitor students, helping where necessary.
- Check answers as a class by drawing the timeline on the board.
- Follow the standard procedure for checking answers for deaf/hard of hearing students. See page 10.

Extra activity Fast finishers

- Have students write the new words from the lesson in their notebooks with definitions.

Finishing the lesson

- Students close their books. Using the True/False response cards technique (see page 17), say some false sentences and have students correct them, *e.g. We can't use chronological reports to talk about famous people. (False) A timeline doesn't show the order of events. (False) In the 1960s, the first supercomputers were made. (True).*
- Using the Summative and thought-provoking questions technique (see page 17), ask *What new information did you learn in this lesson?*

Lesson 3

Objectives

- **Lesson aims:** to reinforce how to talk about chronology; to write a chronological report
- **Target language:** *cello, viola*

Materials

- Learning club 2 flashcards (*cello, viola*)
- notebooks
- photocopiable 62

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can understand the main information in basic diagrams related to familiar topics (GSE 37). Can infer information from the labels on basic diagrams (e.g. bar charts, timelines) in simple informational texts (GSE 46). Can connect the information in a text with the information given in charts, graphs or diagrams (GSE 52).
- **Writing:** Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic (GSE 37). Can signal the sequence of actions or events using a limited range of linking words (e.g. 'first', 'then', 'next'), given prompts or a model (GSE 43).

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique (see page 17)
- Peer learning: pairwork; group work; Expert envoy technique (see page 17)
- Independent learning: Summative and thought-provoking questions technique (see page 17); Learning diaries (see page 17)

Starting the lesson

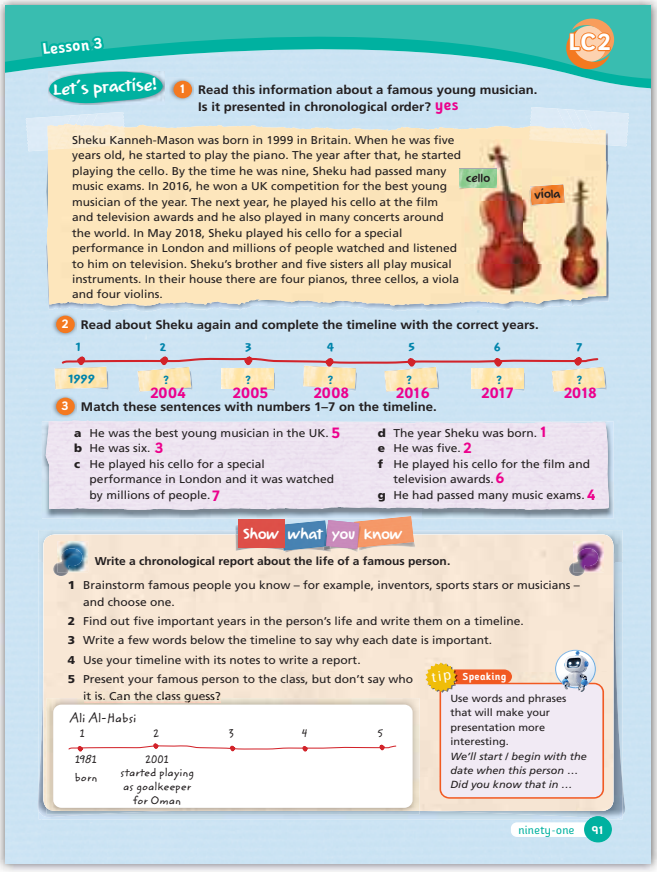
- Play *Parachute* (see page 23) with some of the new words and phrases from the last lesson (*chronological reports, timeline, printed writing, atlas, adding machine,* etc.). Then ask students to give a definition of each one.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Presentation

- Explain that in this lesson students will learn about a classical musician, and write a chronological report about someone they know.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.

Practice

Class Book


Lesson 3

LC2

Let's practise!

1 Read this information about a famous young musician. Is it presented in chronological order? yes

Sheku Kanneh-Mason was born in 1999 in Britain. When he was five years old, he started to play the piano. The year after that, he started playing the cello. By the time he was nine, Sheku had passed many music exams. In 2016, he won a UK competition for the best young musician of the year. The next year, he played his cello at the film and television awards and he also played in many concerts around the world. In May 2018, Sheku played his cello for a special performance in London and millions of people watched and listened to him on television. Sheku's brother and five sisters all play musical instruments. In their house there are four pianos, three cellos, a viola and four violins.

cello viola

2 Read about Sheku again and complete the timeline with the correct years.

1 1999 | 2 2004 | 3 2005 | 4 2008 | 5 2016 | 6 2017 | 7 2018

3 Match these sentences with numbers 1–7 on the timeline.

a He was the best young musician in the UK. 5
b He was six. 3
c He played his cello for a special performance in London and it was watched by millions of people. 7
d The year Sheku was born. 1
e He was five. 2
f He played his cello for the film and television awards. 6
g He had passed many music exams. 4

Show what you know

Write a chronological report about the life of a famous person.

1 Brainstorm famous people you know – for example, inventors, sports stars or musicians – and choose one.
2 Find out five important years in the person's life and write them on a timeline.
3 Write a few words below the timeline to say why each date is important.
4 Use your timeline with its notes to write a report.
5 Present your famous person to the class, but don't say who it is. Can the class guess?

Ali Al-Habsi
1 1981 born
2 2001 started playing as goalkeeper for Oman
3 4 5

Tip! Speaking
Use words and phrases that will make your presentation more interesting.
We'll start / begin with the date when this person ...
Did you know that in ...

ninety-one 91

1 Let's practise! Read this information about a famous young musician. Is it presented in chronological order?

- Place the remaining Learning club 2 flashcards (*cello, viola*) on the board. Point to each item and say the word.
- Elicit or explain their meanings, e.g. *A cello is like a large violin. You play it between your legs. A viola is a bit bigger than a violin. You play it like a violin.*
- Refer students to page 91. Read aloud the question. Give students one minute to read the text and work out the answer.
- Use the Lollipop stick technique (see page 17) to check answers.

2 Read about Sheku again and complete the timeline with the correct years.

- Students read the text again.
- Place students in pairs to complete the activity. Use the Expert envoy technique (see page 17) when forming pairs.
- Check answers as a class by drawing the correct timeline on the board.
- Follow the standard procedures for pairwork and checking answers for deaf/hard of hearing students. See page 10.

3 Match these sentences with numbers 1–7 on the timeline.

- Students complete the activity individually.
- Use the Lollipop stick technique (see page 17) to check answers.

Show what you know Write a chronological report about the life of a famous person.

- Read aloud the instructions.
- Place students in groups. Hand each group a sheet of paper for their timeline and another sheet of paper for their chronological report.
- This could be done in pairs in classes with deaf/hard of hearing students, following the standard procedure. See page 10.
- Students prepare their timelines to be checked before they write the report. The timelines can be checked by you or in peer groups.
- Students then write their reports.
- Before the presentations, read the *Speaking tip* to students.
- Make sure every student takes part in the presentation by having them take turns to read out sentences.

Diversity

Support

- Draw students' attention to the example timeline before they start to work in groups and deal with any problems. Help and monitor while they brainstorm, offering ideas for dates and vocabulary.

Challenge

- Students read the example timeline, brainstorm together as a group and ask if they have any problems. They also look at the example for help in their groups.

Extra activity Critical thinking

- Students write three points in a timeline for their own life. They give the timelines to their partner who writes full sentences.

Extra activity Fun Time

- Before the class, prepare multiple-choice quiz questions about the dates of famous inventions, e.g. *When was the telephone invented: 1876 or 1906?* Divide the class into two teams. They take part in a TV-style quiz and win a point for each correct answer.
- This could be a written quiz in classes with deaf/hard of hearing students, which they complete in pairs.

Extra activity Fast finishers

- Have students write in their notebooks three things they learned that they didn't know before these lessons.

Finishing the lesson

- Students close their books. Ask them to raise their hands and say a date and a piece of information they learned from a chronological report they read or listened to in Lessons 2 and 3. Ask the class to confirm whether the information is correct.
- Write, repeat or sign depending on the needs of any deaf/hard of hearing students.
- Using the Summative and thought-provoking questions technique (see page 17), ask *Did the timeline help you write the report? Did you include everything in your report? How did you feel about doing a presentation?*
- Students then write what they learned in the lesson, in their own words, in their Learning diaries (see page 17).

Extra activity Photocopiable 62

- Ask students to do photocopiable 62.

Progress path

In pairs, read and answer. Then tick (✓).

Unit 4

Draw two faces showing emotions from this unit. Can your partner guess them?

Unit 5

Make these questions more polite. **Suggested answers:**

1 Where's the swimming pool? **Could you tell me where the swimming pool is?**

2 Is this my book? **Do you know whether this is my book?**

Unit 4

1 You like listening to podcasts, don't you / do you ?

2 Your name is Adam, is it / isn't it ?



Unit 5

Say six inventions. Which do you think is the most important? **Suggested answers: internet, wheel, radio, antibiotics, vaccines, battery, etc.**

CHALLENGE

Say goodbye to your partner in three different ways.

Suggested answers: See you soon! Bye! Goodbye!

Unit 6

Say the words about working at school.

1  **revise**

2  **give a presentation**



Unit 6

Suggested answers:

Complete the sentences.

I learned **to write a story** / **in English** at school last semester.

I hope **to travel abroad** one day.

I **enjoy reading** articles about inventions.

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Progress path

Read and answer. Then tick (✓).

Unit 4

Add question tags.

1 You're embarrassed, aren't you? ?

2 This isn't a very good vlog, is it? ?

Unit 5

Add labels.

1 

It gives us light and heat. electricity

2 

It saves a lot of lives. vaccination

Unit 4

Write five words about communication. What is your favourite way to communicate?

Suggested answers:
text, chat, emoji, podcast, vlog, promise, secret, etc.

Unit 5

Complete the sentences.

1 I'm sorry you feel ill. I hope you feel better soon.

2 This is the room where we eat.

Unit 6

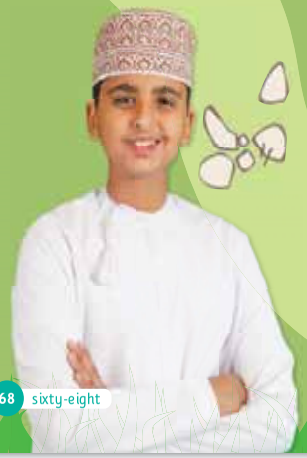
1 I enjoy to play / playing basketball.

2 We hope to go / going to the beach on Saturday.

Unit 6

Write five words about the end of the school year. What are you most looking forward to?

Suggested answers:
prizegiving, speech, certificate, prize, thrilled, etc.





4 Grammar practice

Lesson 3: *(not) as … as*

1 **Read and complete.**

big hot fast exciting good nervous ~~tall~~ well

as … as
I'm as [1] *tall* as my sister, but she's two years older than me.
You're as [2] *good* at sports as Talal. How much do you practise?
We play chess as [3] *well* as they do. We all play chess often.
Today is as [4] *hot* as it was yesterday. It's about 30°C outside.
not as … as
Tennis can be boring. It isn't as [5] *exciting* as football.
I'm not as [6] *nervous* about speaking in public as you. I'm more relaxed.
Sur isn't as [7] *big* as Muscat. Sur is smaller.
Mountain biking isn't as [8] *fast* as motor racing.

2 **Compare yourself with people you know. Write sentences with *(not) as … as*.**

1 tall *I'm (not) as tall as my sister.*
2 confident _____
3 good at Maths _____
4 keen on sports _____
5 bad at singing _____
6 nervous before a test _____

Lesson 5: Question tags

3 **Read and complete.**

are we does she do they aren't you has she haven't they ~~is it~~ isn't he

Question tags	
Today isn't Monday, [1] *is it*?	Your parents don't travel, [5] *do they*?
Amer's very friendly, [2] *isn't he*?	Noora doesn't like sandboarding, [6] *does she*?
We aren't late for our English lesson, [3] *are we*?	Your friends have left, [7] *haven't they*?
You're going out, [4] *aren't you*?	Muna hasn't arrived yet, [8] *has she*?

4 **Write tag questions.**

1 Jasim plays football, *doesn't he*?
2 Tomorrow isn't a holiday, *is it*?
3 Lamees has gone home, *hasn't she*?
4 The bus doesn't stop here, *does it*?
5 Zahran's quite clever, *isn't he*?
6 Your friends haven't phoned, *have they*?
7 We're in the same Maths class, *aren't we*?
8 You don't like eating fish, *do you*?

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Lesson 3: Relative pronouns

1 **Read and complete.**

that when where which ~~who~~ whose

Relative pronouns
Florence Nightingale was a woman [1] *who* started the first nursing school.
Penicillin is an antibiotic [2] **that** / [3] **which** is used all around the world.
Stockholm is the city [4] **where** the Nobel Prize is awarded every year.
I remember the time [5] **when** you and I visited the Oman Across Ages Museum in Manah.
Alexander Fleming was a scientist [6] **whose** invention has saved many lives.

2 **Circle the correct relative pronouns.**

1 I like people (whose) / that / who interests are similar to mine.
2 Summer is the time where / (when) / which most families take holidays.
3 Have you ever invented something when / (that) / whose was useful?
4 I need to find someone which / (who) / where can teach me to play the piano.
5 Buenos Aires is a city (where) / when / that you can visit lots of museums.
6 This is the tablet when / whose / (which) I got from my parents for my birthday.

Lesson 5: Embedded questions

3 **Read and complete.**

I wonder ~~can you~~ you know you tell

Embedded questions	
Where are we going?	[1] *Can you* tell us where we are going?
When does the film start?	Could [2] **you tell** me when the film starts?
Is this my medicine?	Do [3] **you know** if / whether this is my medicine?
Are these pills safe?	[4] **I wonder** if / whether these pills are safe.

4 **Imagine you're at a museum. Ask questions at the information desk.**

1 Can you tell me _____
2 I wonder if _____
3 Could you tell me _____
4 Do you know whether _____

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Lesson 3: Verb patterns: *-ing* / infinitive

1 **Read and complete.**

verb + *-ing* form	
I liked [1]	*giving* my presentation. It was fun!
Nada enjoys [2]	revising for Maths tests.
We finished [3]	doing our Science homework – it took two hours.
verb + infinitive	
You hope [4]	to get good marks in your final exam.
Sami is learning [5]	to make Italian food.
My parents promise [6]	to buy me a new bike this year.

doing
~~giving~~
revising
to buy
to get
to make

2 **Complete the sentences with the *-ing* form or the infinitive.**

1 When will you finish *preparing* (prepare) your speech for the prizegiving?
2 I promise to work (work) on my Science project today.
3 One day, I'll learn to speak (speak) French or German.
4 Zaid hopes to study (study) abroad in future.
5 I keep making (make) mistakes because I feel nervous.

Lesson 5: Verb patterns: object + infinitive

3 **Read and complete.**

to be to give to make ~~to revise~~ to work

verb + object + infinitive	
Our teacher told us [1]	*to revise* hard for our English test.
I wanted you [2]	to give out the trophies.
Mansoor taught us [3]	to make certificates on the computer.
We asked the children [4]	to be quiet during the speech.
My parents reminded me [5]	to work hard at school so that I learn lots.

4 **Order the words and write the sentences.**

1 asked friend help carry me books the to my — *My friend asked me to help carry the books.*
2 you certificates me out give do want to the ? — Do you want me to give out the certificates?
3 everyone stay I told to calm — I told everyone to stay calm.
4 you make me can remind to notes ? — Can you remind me to make notes?
5 teacher us give presentation a our taught to — Our teacher taught us to give a presentation.

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Extra resources

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Happy/Sad face cards

Cut out, fold and stick.

Fold here





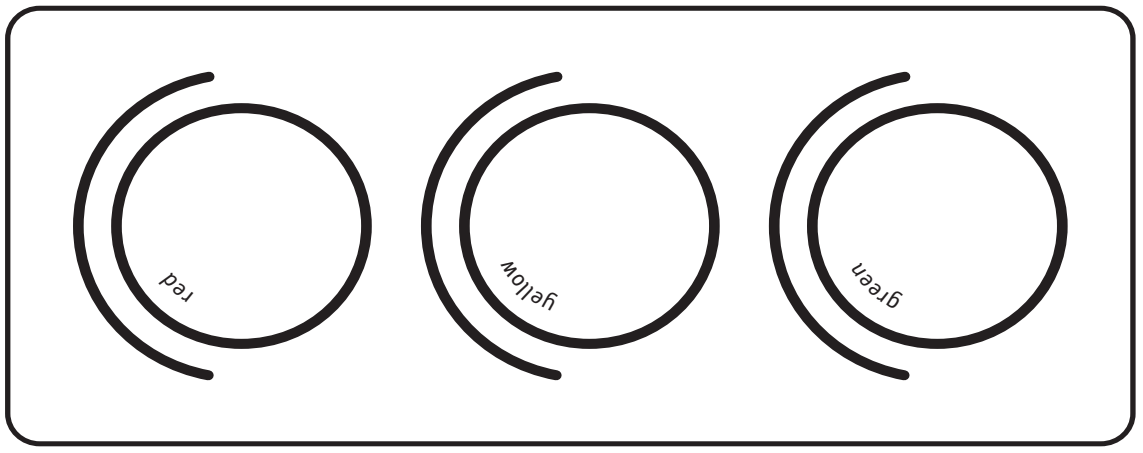
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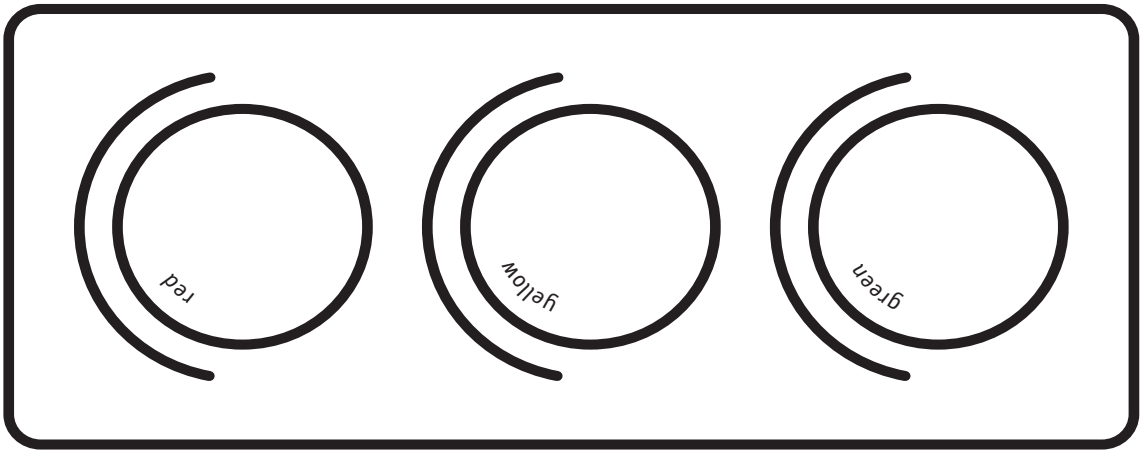


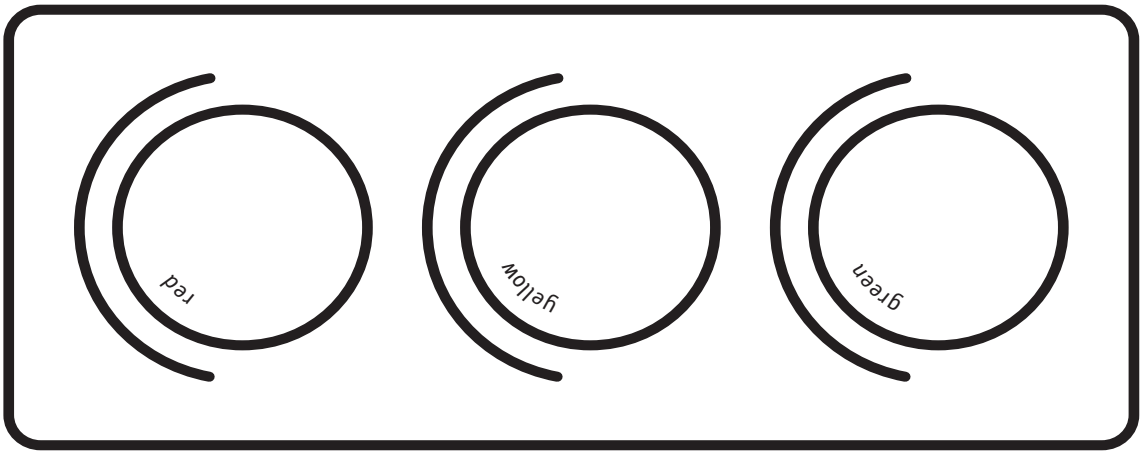


Traffic light cards

Cut out and colour.







Picture charades cards

Cut out and play.

receive a text message	keep a secret	jealous	nervous
embarrassed	light bulb	steam engine	vaccination
get a prescription	have an injection	win a prize	revise
fail a test	certificate	enthusiastic	timeline

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.

insert an emoji	tell a lie	have an argument	curious
serious	disappointed	electricity	battery
aeroplane	antibiotics	have a temperature	carry out an experiment
concentrate	give a presentation	prizegiving	grateful

Teacher note:
the words on these cards cover all of semester2, 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.

chat to friends ✗ talk ✗ conversation	**tell the truth** ✗ lie ✗ true	**keep a promise** ✗ break ✗ secret	**give someone a call** ✗ chat ✗ telephone
delighted ✗ happy ✗ smile	**confused** ✗ problem ✗ unsure	**miserable** ✗ sad ✗ lonely	**photography** ✗ camera ✗ photograph
spacecraft ✗ fly ✗ astronaut	**wheel** ✗ bike ✗ circle	**X-ray** ✗ picture ✗ bones	**radio** ✗ listen ✗ news
take some pills ✗ medicine ✗ ill	**study abroad** ✗ school ✗ country	**optimistic** ✗ hopeful ✗ excited	**speech** ✗ speak ✗ audience

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 2026

Ministry of Information Publication No. 10291/2025

Printed by: Muscat Printing Press L.L.C - +968 24794452, 24795069

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Grade 3	20–32	A1	Springboard	Level 2	Pre A1 Starters
Grade 4	24–39	A1/A2	Quickmarch	Level 3	A1 Movers
Grade 5	30–41	A2/A2+	Quickmarch/ Breakthrough	Level 3/4	A1 Movers and A2 Flyers
Grade 6	33–42	A2/B1	Breakthrough	Level 5	A2 Flyers and A2 Key for Schools
Grade 7	34–44	A2+/B1	Breakthrough	Level 5	A2 Flyers, A2 Key for Schools and B1 Preliminary for Schools
Grade 8	41–50	A2+/B1	Breakthrough	Level 5	B1 Preliminary for Schools

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Teacher's Book
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Trial Edition

ISBN 978-99992-1-388-2