



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

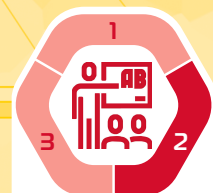


2022-2023

Bridge to Success

Teacher Guide

Book 4



Grade
04

UNIT 6 LESSON 1 TASKS/ACTIVITIES

Resources	Starter
<p>Learner's Book page 88</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Stick the numbered dinosaur picture flashcards around the classroom walls and encourage learners to stand up and look at them, discussing if they know any of them. Don't focus on the spelling of the dinosaur names but drill the names chorally and individually. 2. Ask learners to work in pairs/small groups and tell each other anything they know about dinosaurs, for example if they ate meat or plants, or if they were big or small. 3. Pre-teach the meaning of <i>extinct</i> and <i>alive</i> and drill the words. Point to the visuals and ask, <i>Are dinosaurs alive or extinct? Extinct. Are there any dinosaurs in the world today? No.</i> Elicit some other examples of extinct animals from the learners, for example sabre tooth tigers, or animals that may soon be extinct, for example the Arabian gazelle and the Arabian tahir. 4. Ask learners to work in pairs. Each pair has a piece of paper and learners write down examples of what they know about dinosaurs and what they want to know about dinosaurs, in two separate columns. Give some examples with the group, providing written model questions on the board to help support the what we want to know column, for example <i>What did dinosaurs eat? Where did dinosaurs live? When did dinosaurs live?</i>
Resources	Main activity
<p>Learner's Book page 88 Audio Track 52</p>	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture on page 88 of their Learner's Book and elicit details about the dinosaurs, for example <i>How many legs/teeth did it have? Were the dinosaurs big or small? Do you think they could run fast? Why/Why not?</i> 2. Ask learners to focus on their questions in the 'what we want to know' column from the previous task. Learners should listen and tick if their questions are answered. 3. Focus learners on the instruction in Activity 2. Play the audio a second time, making sure that they do not write anything until the audio has finished. Then ask them to discuss the information in pairs, and write down three facts about dinosaurs. <p>Feedback</p> <p>After the first task, nominate several learners to share their questions that were answered with the class. After the second task, ask learners to raise their hands to give the answers.</p> <p>Answers</p> <p>First listening task: learners' own answers.</p> <p>Second listening task: any answers from:</p> <p>Dinosaurs lived millions of years ago; there were many different kinds; some were very tall; some were small; some ate plants; some ate other dinosaurs; they laid eggs; they had four legs and a tail; we have found fossils of their bones, nests and footprints.</p>

	<p>Differentiation activities (Support):</p> <p>1. For the first task, ask these learners just to focus on one or two of their questions. The audio can be paused to support these learners' processing time. Make sure that you give adequate time to the feedback of the first task, as this stage will help these learners to identify three pieces of information for the second task.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to recall any additional information from the audio.</p>
<p>Learner's Book page 88 Audio Track 52</p>	<p>Listen: Activity 3</p> <p>1. Ask learners to read the sentences 1–6 on page 88 of the Learner's Book. Pre-teach <i>fossil</i> and drill pronunciation chorally and individually.</p> <p>2. Tell the learners to read the sentences and write T or F.</p> <p>3. Play the audio and learners complete the task.</p> <p>Feedback</p> <p>After learners have checked their answers in pairs, ask the learners to stand up if they think the answer is true, or sit down if the answer is false.</p> <p>Answers</p> <p>1 T; 2 F; 3 F; 4 T; 5 T; 6 T</p> <p>Differentiation activities (Support):</p> <p>1. Encourage learners to read the sentences before they listen to the audio. Pausing the audio after key information can help scaffold the task as there is no visual support. Alternatively, learners could listen for specific information for questions 1–4 only.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners can write one more true and one more false statement. Pairs swap their statements and decide which is true and which is false.</p>
<p>Learner's Book page 88 Audio Track 53</p>	<p>Read and listen: Activity 4</p> <p>1. Ask learners to look at their Learner's Book page 88, and read and listen to the information while you play the audio.</p> <p>2. Ask learners to complete the sentences. Play the audio a second time if you feel the learners need the help.</p> <p>Feedback</p> <p>After learners have checked their answers in pairs, check the answers as a class by asking individual learners to read out the numbers. Write the answers on the board to give learners a visual reference to check their own answers by.</p> <p>Answers</p> <p>1 animals; 2 dinosaurs; 3 Earth; 4 sixty-five; 5 humans</p>
<p>Activity Book page 52</p>	<p>Write: Activity 1</p> <p>1. Ask learners to write questions in the past simple about dinosaurs.</p> <p>2. For the yes/no questions, remind them to use the auxiliary <i>did</i> and to change the word order.</p> <p>Feedback</p> <p>Check by asking volunteers to write one of their questions on the board.</p>

Activity Book page 52	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions for the task and then complete the first example with the group. This activity shifts the past simple focus to negative and positive sentences. 2. Elicit why the past simple is used in the example, <i>Is this talking about the past, present or future? (Past) Is this period of time finished? (Yes)</i> 3. Learners work individually to complete the text. <p>Feedback</p> <p>After learners have compared their answers in pairs, nominate learners to feedback by asking them to raise their hands.</p> <p>Answers</p> <p>1 walked; 2 There; 3 were; 4 ate; 5 They; 6 lived; 7 had; 8 have</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to ask themselves if the sentences are about the past, present or future. Monitor carefully and step in to support as needed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write an additional example sentence with three choices for the gap, based on the examples given in the task. Learners then swap with a partner and complete the gap with the correct verb form.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to work in small groups and brainstorm everything they know about dinosaurs. You can give them examples to activate their background knowledge, for example <i>Dinosaurs lived millions of years ago. Some dinosaurs ate meat but others ate plants.</i> 2. In groups, give learners a time limit to write down as much as they can about dinosaurs on A3 paper. 3. Signal that the task is finished and ask learners to swap their papers with another group, who then counts up the number of facts. The team with the most answers wins.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 6 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they can remember from the previous lesson about dinosaurs. 2. Ask learners to work in small groups and brainstorm as many ideas as they can for two minutes. Set the buzzer for two minutes. 3. When the buzzer rings, ask learners to stop and share their ideas.
Resources	Main activity
Learner's Book page 90	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the pictures of the dinosaur on page 90 of their Learner's Book. 2. Using the questions (1-4), elicit some ideas from the learners about what the dinosaur could do based on the visual, for example <i>Do you think this dinosaur could run fast? Do you think this dinosaur ate meat?</i> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may need extra processing time to think of ideas about what the dinosaur could and couldn't do, so allow extra time for this. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners work with a partner and think of two more examples of what the dinosaur could and couldn't do.
Learner's Book page 90 Audio Track 54	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look again at the questions in Activity 1. 2. Learners listen, read and complete the task individually. 3. Ask learners to read the <i>Language detective</i> box. Explain that when we change <i>can</i> to the negative we combine two words <i>can</i> and <i>not</i> and use the apostrophe to replace the missing letter. <p>Feedback</p> <p>After learners have checked their answers in pairs/small groups, nominate learners for whole group feedback by asking them to raise their hands.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 No, it couldn't run fast. 2 It ate plants/leaves. 3 Perhaps, because it used its tail to fight. 4 Yes, it could. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pause the audio after key information so that learners have enough processing time to complete their notes for the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to recall an additional piece of information about the dinosaur from the audio.

<p>Activity Book page 53</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions on page 53 of their Activity Book. Highlight the <i>Writing Tip</i>, focusing on using a capital letter at the beginning of a sentence and a question mark to finish. 2. Give a couple of examples on the board to highlight the question word order and elicit answers from the learners, for example <i>Could dinosaurs play tennis? No, they couldn't. Could dinosaurs run? Yes, they could.</i> 3. Learners write the questions in the correct order and then match to the correct answer. <p>Feedback</p> <p>After learners have checked their answers in pairs, elicit answers by nominating. Write the correct answers on the board, so that learners can check their work.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Could dinosaurs read? c 2 Could Diplodocus run? a 3 Could most dinosaurs make sounds? b
<p>Activity Book page 53</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at their Activity Book page 53 and read the instructions. 2. Focus learners on the example on the board to raise awareness of the form. 3. Learners work individually to write the questions to the answers. Reassure them that they can write in cursive script or print. <p>Feedback</p> <p>After learners have checked their answers in pairs, ask learners to raise their hands. Write the answers on the board for learners to check and correct their own work.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. Could this dinosaur run? 2. Could this dinosaur use its tail as a weapon? 3. Could this dinosaur swim? <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to highlight the question word order by numbering, for example <i>Could (1) dinosaurs (2) read (3)?</i> to develop awareness of the patterns. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of two more <i>Could</i> questions and write them in an incorrect order. Learners then swap their mixed-up questions with their partner, who re-orders them correctly, and then answers them.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson use the flashcards of the dinosaurs from Lesson 1, and elicit from the group if they think each dinosaur could run, jump, make sounds, etc. Encourage the use of <i>Yes, it could</i> or <i>No, it couldn't</i>. 2. Ask learners to work in small groups and write down their answers for different dinosaur flashcards. 3. Groups then count up the number of correct answers.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 6 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to recall what the Diplodocus (you can either show a flashcard or refer back to the previous lesson) could and couldn't do, for example <i>It could use its tail as a weapon, it couldn't run very fast.</i> 2. Ask learners to look at the numbered pictures of different dinosaurs around the classroom walls and choose their favourite one. 3. Learners work in pairs and discuss which dinosaur they like the best and why. Elicit <i>herbivore (plant-eating)</i> and <i>carnivore (meat-eating)</i> and drill pronunciation, both chorally and individually.
Resources	Main activity
<p>Learner's Book page 91 Audio Track 55 PCM 5</p>	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Give learners the dinosaur cube template (PCM 5) and ask how many sides there are (there are six). Play numbers 1 and 2 of the audio and allow learners to complete. 2. Play numbers 3 and 4 of the audio and allow learners to complete. 3. Play numbers 5 and 6 on the audio and learners cut out their templates and glue the sides to complete the dinosaur cube. Play numbers 8 and 9. 4. Learners work in small groups. Give them the mini fact sheets about dinosaurs to use for additional information. One learner rolls their cube, and the other learners read out the fact about that specific dinosaur. If the learners can think of another fact or sentence about the dinosaur, they win a point (they can use the mini fact sheets if they want). This continues until all learners have had several turns of rolling their cubes, and contributing facts and information about the different dinosaurs. <p>Feedback</p> <p>During the small group discussion, monitor closely and take notes of accurate/inaccurate language use. Highlight good ideas as well. Write some examples of the language on the board and elicit from learners which are correct/incorrect. Learners can then correct the errors. Do not indicate which learners produced the correct/incorrect language.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use a range of lexis and structures to talk about the different dinosaurs, for example <i>It had a long tail and sharp teeth, it was a herbivore, it couldn't run quickly.</i>
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ensure there is a balance of able and less able learners in each group, so that the more able learners can help upgrade less able learners' language.

<p>Learner's Book page 91 Audio Track 56</p>	<p>Word Study and Listen: Activities 2 and 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the different dinosaur features and match the words to the correct pictures. Focus on pronunciation by giving clear oral models and then drilling chorally and individually. 2. Do an example with learners before they begin the task. 3. Learners work individually to match the dinosaur feature with the correct word. Play the audio so they can check their answers. <p>Feedback</p> <p>After learners have checked their answers in pairs, play the audio again for learners to self-check their answers. Play the audio again, if necessary.</p> <p>Answers</p> <p>c spikes; d tail; b horn; e beak; a sharp teeth; f footprints</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use the visuals and to make a guess if they are not sure. Ask them to complete the examples they know first, and then focus on the remaining examples. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to pair check their answers with less able learners before listening to the audio answer key.
<p>Activity Book page 54 Audio Track 11</p>	<p>Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to listen and read the stepped instructions about how to draw their own dinosaur. 2. Play the audio and allow learners to follow the instructions and use the space to draw their dinosaur. 3. When learners have completed the task, replay the audio to allow learners to check they have completed each stage. <p>Feedback</p> <p>After learners have compared their drawings, they work together in pairs to describe the dinosaur features and add features as required.</p> <p>Answers</p> <p>Learners' own drawings based on the instructions.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pause the audio between stages to give learners time to complete each step of the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If learners finish the task early, they can describe their picture to their partner, saying true or false sentences. Their partner listens and replies if the statements are true or false, for example <i>It was a carnivore. (false)</i> and <i>It had a very long tail (true)</i>. Learners then switch roles to recycle the task.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to work in small groups of four or five learners and to place their dinosaur cubes on the table. Learners recycle the game from before, but they have to include more of the dinosaur features lexis. 2. Give a couple of examples with the whole group before they begin the task, for example <i>This dinosaur had three horns on its face and was a herbivore.</i> 3. Ensure learners are using the dinosaur feature lexis as much as possible. Award points to teams with the most examples.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 6 LESSON 4 TASKS/ACTIVITIES

Resources	Starter <ol style="list-style-type: none"> 1. Ask learners what they can remember from the previous lesson, for example <i>What is a carnivore? Does a carnivore eat meat or plants?</i> 2. Ask learners to work in pairs to brainstorm ideas from the previous lesson. 3. Elicit some examples from the group and ask other learners if the information is correct or not.
Resources Learner's Book page 92 Audio Track 57	Main activity Read and listen: Activity 1 <ol style="list-style-type: none"> 1. Write some years on the board in numerals, for example <i>1976, 1999, 2016</i> and elicit the years from learners. Explain that with years that begin with 20__ there are two ways of saying them: two thousand and (sixteen) or twenty (sixteen). Drill chorally and individually. In pairs, learners look at the dates in the left-hand column and practise saying them together. 2. Learners read and listen to the five sentences. Pre-teach <i>feathers</i> by pointing to the picture. The sentences could be drilled chorally and then individually. 3. Ask learners to work with a partner and choose the dinosaur discovery that interested them the most. <p>Feedback</p> <p>After learners have compared their answers in pairs, nominate learners and write the answers on the board so that learners can correct their own work.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may feel anxious as there is not a correct answer for choosing the dinosaur discovery which interested them the most. Encourage learners to be considerate of each other's choices and opinions. You could group learners who have chosen the same dinosaur together, so that they can discuss why they have made their particular choice. Be on hand to discuss with any learners who are the only ones to have made the choice they have made. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to justify their answers by giving examples of why they found their chosen discovery surprising, interesting or funny.
Learner's Book page 92	Let's do it!: Activity 2 <ol style="list-style-type: none"> 1. Elicit the current year from learners and write it on the board. 2. Using the date 2009, elicit how many years ago this was. Provide a written model on the board, for example <i>This discovery was ___ years ago.</i> 3. Ask the learners to look at the other dates on the timeline and work out how many years ago these discoveries happened. <p>Feedback</p> <p>After learners have checked their answers with a partner, nominate learners to feed back, and write the answers on the board.</p> <p>Answers</p> <p>Learners' own answers</p>

<p>Learner's Book page 93</p>	<p>Read: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to match the paragraph headings with the discoveries on the timeline. 2. Learners work individually. Monitor to provide support and guide learners. 3. Learners check their answers in pairs. <p>Feedback</p> <p>Nominate learners by name and write the answers on the board.</p> <p>Answers</p> <p>A 3; B 1; C 5; D 2; E 4</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to underline the key words in the dinosaur discoveries and also in the paragraphs. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to support less able learners during this task when looking for key words in the texts.
<p>Activity Book page 55 Audio Track 12</p>	<p>Listen and write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the four sentences. Focus learners on the gaps and tell them that they have to listen to the audio and fill in the years in figures. 2. Play the audio and learners check their answers with a partner. 3. Replay the audio. <p>Feedback</p> <p>Nominate learners to feed back, and write the years in numerals on the board.</p> <p>Answers</p> <p>1 2000; 2 2006; 3 2012; 4 2015</p>
<p>Activity Book page 55</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the texts again and match them with the pictures. 2. Learners check their answers in pairs. <p>Feedback</p> <p>Write the answers on the board and learners check their partner's work.</p> <p>Answers</p> <p>1 C; 2 D; 3 B; 4 A</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to describe the four pictures before matching them to the texts to activate vocabulary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work with a partner and describe the four pictures to each other. Their partner guesses which picture is being described and then learners switch roles.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, ask learners to work in small groups and write 1 to 10 in a column on a piece of paper. 2. Call out different dates, giving learners enough time to write their answers, for example <i>Number 1 1945, Number 2 2008, Number 3 1972.</i> 3. Groups then swap their list with another group, and award points for the correct years. Write the answers on the board.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 6 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to recall some of the information from the previous lesson, for example <i>Can you tell me four different dinosaur parts of the body? Claws, horns, spikes, tails.</i> 2. Ask learners which dinosaur they think was the longest, tallest, fastest and scariest. You can use some of the flashcards from the previous lesson, or show some YouTube clips (be selective about the appropriacy of some of the clips, considering the age of the learners). 3. Ask learners to guess how tall/long/fast the dinosaurs were, using the flashcards to activate background knowledge. There are no correct answers to this task but it is essential to elicit some ideas from learners, for example <i>Do you think T-rex (show flashcard) was bigger than this classroom/taller than this school/ran faster than a car?</i>
Resources	Main activity
<p>Learner's Book page 94</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures on page 94 of their Learner's Book and elicit what they can see, for example <i>a dinosaur, a chicken, three buses, seventeen elephants and a small dinosaur.</i> 2. Ask learners to close their eyes and think of a dinosaur that is 37 metres long: that's around thirty teachers lying head to toe. Still with their eyes closed, ask learners to imagine a dinosaur that is as long as three buses. Elicit which image is easier for the learners to imagine. Ask learners to look at the first picture and elicit if the dinosaur and buses are the same length. Elicit the target language from the learners; for example, <i>the longest dinosaurs were as long as three buses.</i> 3. Learners then work individually to complete the next two examples. Feedback <hr/> <p>After learners have compared their answers in pairs, nominate learners and write the answers on the board so that learners can correct their own work.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. The longest dinosaurs were as long as three buses. 2. They were as heavy as seventeen elephants. 3. The smallest dinosaurs were as small as chickens. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to correct their work, as they are likely to drop the plural affix for questions two and three, for example learners may write <i>elephant</i> rather than <i>elephants</i>, and <i>chicken</i> rather than <i>chickens</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of other examples using the <i>as ... as</i> structure, using the headwords from the task as a prompt, for example <i>the longest dinosaurs were as long as eight cars, they were as heavy as 50 lions, the smallest dinosaurs were as small as ducks.</i>

<p>Learner's Book page 94 Audio Track 58</p>	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to unjumble the letters to make the adjectives. 2. Do an example with the whole group before learners begin the task. 3. At the end, play the audio so learners can check their answers. <p>Feedback</p> <p>After learners have checked their answers in pairs or small groups, focus the group and play the audio, pausing the audio between answers to give learners enough time to check their answers. If there are any issues with pronunciation, drill chorally and individually.</p> <p>Answers</p> <p>1 big; 2 small; 3 fast; 4 slow; 5 strong; 6 heavy; 7 loud; 8 quiet; 9 dangerous</p>
<p>Learner's Book page 94</p>	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to imagine a dinosaur and elicit if it was a herbivore or carnivore by asking: <i>Did it eat plants or meat?</i> 2. Learners read the <i>as ... as</i> examples in the Use of English box. Explain that these are similes and that a simile is a figure of speech that directly compares two things. With the whole group, brainstorm ideas for the different adjectives, for example <i>Can you think of something soft? A cloud, a pillow, a cat's fur. Can you think of something heavy? Fifty thousand cars, a hundred shopping malls, a planet.</i> 3. Learners work individually to write similes for their imagined dinosaur. Monitor carefully and take notes of creative use of language. <p>Feedback</p> <p>After learners have checked their answers in pairs, nominate learners with creative examples to read out their examples to the group.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. It is vital for these learners that they have enough time for stage 2 of the task, so that they can confirm the meaning of the adjectives and associated vocabulary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs and think of two more adjectives, for example <i>cold</i> and <i>scary</i>. Learners then work in pairs to write more examples using the <i>as ... as</i> structure. Pairs can then swap their examples with another pair, who can correct the examples as needed.
<p>Activity Book page 56</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to think of something soft and write some of their answers on the board. 2. Learners read the examples and choose the description they like the best by underlining it. 3. Encourage learners to give the reason why they chose a specific answer when they check with their partner. <p>Feedback</p> <p>Ask the learners who chose description a to raise their hands. Count how many learners chose this option and write the number on the board. Repeat this process for descriptions b and c as well. Ask some of the learners to give a reason why they preferred their chosen description.</p>
	<p>Answers</p> <p>Learners' own answers</p>

<p>Activity Book page 56</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> Learners read the adjectives in the box and choose six by circling the words. Learners write six sentences using the <i>as</i> + adjective + <i>as</i> structure. Monitor carefully when learners are on task and direct their attention to the written models on the board as needed. Pay attention to pronunciation and use of /əz/ for <i>as</i>. <p>Feedback</p> <p>After learners have checked their answers in pairs, nominate a few learners to give examples for each adjective.</p> <p>Answers</p> <p>Learners' own answers but should all include the <i>as</i> + adjective + <i>as</i> structure.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners may find it quite challenging to think of comparisons, so give them an extended time period for completing this task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners choose another three adjectives from the word bank and write three more example sentences using the <i>as</i> + adjective + <i>as</i> structure.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> Ask the learners to work in small groups of four or five. Call out an adjective, and each group has to orally brainstorm an example of the adjective using the <i>as ... as</i> structure. It is key that you give a couple of examples for the whole group before the game begins, for example you call out <i>blue</i>, and elicit or provide different examples, for example <i>Blue! As blue as the sky, as blue as the sea. Long! As long as a snake, as long as a river, as long as my grandmother's hair.</i> Allow 20 seconds for each group to decide on their example and then ask each group for their answer. Award points to the most creative or unusual answers. The team with the most points wins the game.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 6 LESSON 6 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to recall which dinosaur was the longest, the fastest, ate the most meat, had the most horns and had the most spikes. 2. Learners brainstorm their ideas in groups. Note key information on the board.
Resources	Main activity
Learner's Book page 95	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture, which compares different dinosaurs' sizes to a human being. Learners work in pairs/small groups and describe some of the differences, for example <i>Dinosaur A is as big as an aeroplane</i>, <i>Dinosaur x is as big as Dinosaur y</i>, using comparative language (<i>as ... as</i>). 2. Ask learners to look at the diagram again and answer the questions. 3. Learners work individually to complete the task. <p>Feedback</p> <p>Discuss the differences between the dinosaurs as a group.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Some learners may become quite anxious when faced with long and challenging dinosaur names, so focus them on using the accompanying letter for the dinosaur rather than the name. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners say four true or false statements about the diagram, and their partner decides if the statements are true or false. Learners then swap roles.
Learner's Book page 95	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the picture in Activity 1 again and answer the questions by writing the letter of the correct dinosaur next to each one. 2. Learners work individually to complete the task. <p>Feedback</p> <p>After pairs have completed their pair checks, nominate learners to come to the board and write up the question number and corresponding letter, not the dinosaurs' names, as this is not relevant for the task.</p> <p>Answers</p> <p>1 E; 2 B; 3 D; 4 E; 5 F; 6 B and D; 7 H; 8 C</p>
Learner's Book page 96 Audio Track 59	<p>Read and listen: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the text on page 96 of their Learner's Book. 2. Draw the learners' attention to the <i>Listening strategy</i> box. 3. Explain that the words in blue are incorrect and that learners will listen to the audio closely to hear the correct ones. 4. Play the audio and pause after the first word in blue: <i>thousand</i>. Elicit from learners if this is the same as the audio track. Elicit the correct word: <i>million</i>.

	<p><u>Feedback</u> After learners have checked their answers in pairs or small groups, give them a copy of the audioscript for Track 59, so that they can self-correct their work.</p> <p>Answers 1 million; 2 three; 3 five; 4 scientists; 5 toes; 6 leaves; 7 twenty; 8 a melon</p> <p>Differentiation activities (Support): 1. Pause the audio after each sentence which has a blue highlighted word in the reading text. This will give learners processing time to write the correct words.</p> <p>Differentiation activities (Stretch): 1. During the peer check, ask these learners to work with a less able learner to support with upgrading errors as needed.</p>
<p>Activity Book page 57</p>	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the information in the Fact File with learners, explaining anything difficult. Show how the first fact about the hadrosaur has been put into sentence form in the example. Complete the second sentence about the hadrosaur's size with the class. 2. Ask learners to write more sentences about the hadrosaur in the same way, so they complete the short report. Monitor learners as they write, assisting with vocabulary and sentence formation as appropriate. 3. Now explain that they are going to write about another dinosaur, using the hadrosaur sentences and Fact File as a guide. Stick the dinosaur flashcards around the classroom, to help learners choose a dinosaur to write about, and to discourage them from focusing on the pronunciation of the dinosaurs' names (which will be challenging, and not necessary for this lesson). 4. Ask learners to write a similar report about their favourite dinosaur, and draw a picture of it. Monitor closely to make sure learners are on task, and input and upgrade language as necessary. Reassure learners that they can use cursive script or print. <p><u>Feedback</u> After the pair check for accurate use of language, ask learners to work with a different partner and ask and answer questions about each other's text. Highlight correct/incorrect language on the board and encourage learners to correct the errors in small groups. Please do not indicate who produced the correct/incorrect language.</p> <p>Differentiation activities (Support): 1. Encourage learners to look through their Learner's Book to activate prior knowledge or find information about their specific dinosaur.</p> <p>Differentiation activities (Stretch): 1. Ask learners to add extra information to their texts.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the class, ask learners to leave their texts open on their desk and look at their peers' texts. Learners choose two texts they like (not their own). 2. Learners sit back in their small groups and tell each other which two texts they chose and why. 3. Ask some learners which texts they chose and encourage them to talk about whether the writing was clear, if there was good punctuation and if it was interesting. This will raise learners' awareness about presenting their work neatly.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 6 LESSON 7 TASKS/ACTIVITIES

Resources	Starter <ol style="list-style-type: none"> 1. Ask learners to think about dinosaur discoveries from a previous lesson. 2. Learners brainstorm in groups what they can remember, using their Learner's Book page 99 to activate their background language as necessary. 3. Write some examples of what scientists used to think about dinosaurs and what they think now, for example <i>scientists used to think that dinosaurs had no living relatives, but now they think that birds are living dinosaurs.</i>
Resources Learner's Book page 97	Main activity Read and write: Activity 1 <ol style="list-style-type: none"> 1. Ask the learners to read the texts on page 97 and underline the examples of <i>used to</i>. 2. Learners complete the gapped sentences using the words in the box. <p>Feedback</p> <p>After learners have checked their answers in pairs/small groups, nominate learners for feedback by asking them to raise their hands.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Some dinosaurs used to have feathers. 2 In China, some dinosaurs used to climb trees. 3 Scientists used to think there were no poisonous dinosaurs. 4 Some birds used to be small dinosaurs. 5 Scientists now believe that some dinosaurs used to be warm-blooded. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to take notes of the key information in the text on page 97. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of examples of things they used to do when they were younger, but don't do now.
Learner's Book page 97	Use of English: Activity 2 <ol style="list-style-type: none"> 1. Read the <i>Use of English</i> box with the learners to clarify the language point. 2. Ask learners to read the clues and then discuss the answers with their partner. 3. Elicit from learners, for example <i>In sentence one, is this talking about a person or a thing? (A person) Do we use who or which when we are talking about a person? (who)</i> Repeat the discussion for sentence two. 4. Learners individually read the sentences and choose the correct relative pronoun, <i>who</i> or <i>which</i>. <p>Feedback</p> <p>After learners have checked their answers in pairs, ask them to raise their hands if they think they have the correct answers. Encourage learners to give reasons for their choices, for example <i>Why did you choose who? (Because it is a person.)</i></p> <p>Answers</p> <p>1 who; 2 which; 3 who; 4 who; 5 which; 6 which</p>

<p>Activity Book page 58</p>	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions and join the sentence halves to create correct sentences. 2. Do an example with a more able learner to provide a model for the whole group. 3. Monitor learners while on task to ensure successful completion. <p>Feedback</p> <p>After the learners have checked their answers in pairs, nominate learners to give feedback by asking them to raise their hands if they think they have the correct answers. Answers should be given with the question number and letter, to keep the feedback stage efficient.</p> <p>Answers</p> <p>1 c; 2 a; 3 b; 4 e; 5 d</p>
<p>Activity Book page 58</p>	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the words in the box. 2. Read the example sentence to model the task. Give another example sentence with 'who'. 3. Ask small groups of learners to choose four of the words and think of definitions for them, using <i>who</i> or <i>which</i>. Monitor carefully as learners may need language or lexis input for this task. <p>Feedback</p> <p>After learners have brainstormed their ideas in small groups, ask them to join another small group to compare their answers and choose the definitions they like the best. Ask learners for their definitions and write them on the board. Upgrade language as necessary.</p> <p>Answers</p> <p>Learners' own answers but possibly: A teacher is someone who helps learners learn/teaches learners. A dinosaur is an animal which is extinct/lived a long time ago. My friend is someone who I love/have fun with/talk to. My father is someone who I love very much/takes care of me. A carnivore is an animal which eats meat. Spikes are sharp things which some dinosaurs have on their backs. An extinct animal is something which is no longer alive in the world. Claws are sharp nails which some dinosaurs have on their feet.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus these learners on examples on the board to help them complete the task successfully. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to think of three more examples of sentences using <i>which</i> and <i>who</i>.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, ask learners to reflect on the lesson and what they found easy or challenging about it. 2. Ask learners to look at their Learner's Book and Activity Book and discuss with their partner or small group which activities they found challenging/easy and which activities they liked/didn't like. 3. Use feedback from learners to inform future lessons.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 6 LESSON 8 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to look at the picture of the dinosaur on page 98 of their Learner's Book and describe it to their partner. 2. Encourage learners to use <i>as</i> + adjective + <i>as</i> structures to describe the dinosaur and also describe its appearance using dinosaur related lexis, for example <i>sharp teeth, claws ...</i>
Resources	Main activity
Learner's Book page 98 Audio Track 60	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the title of the poem <i>Unfortunately</i>. On the board, write the following example: <i>I want to buy a pen. Unfortunately, I don't have any money. I want to buy a pen. Fortunately, I have some money.</i> Elicit from the learners which is lucky and which is unlucky. Explain that the word <i>fortunately</i> can mean to have good luck and that <i>unfortunately</i> can mean to have bad luck. 2. Ask learners to read and listen to the poem. After the first listening, ask learners to clap or toe tap or use any other body percussion to mark the beat of the poem. Clarify any vocabulary issues. 3. Ask learners to work together as a whole class and practise saying the poem together, clapping in time to the rhythm. <p>Feedback</p> <p>Ask learners to work together in pairs and practise.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ensure learners follow the beat of the poem by clapping as this will help them keep the rhythm of the poem.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can work with a partner and memorise the poem. One learner says one line of the poem, and the other repeats. Then the roles are reversed. Finally, both learners say the poem together, relying on memory rather than the printed text.
	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read through the sentences. Discuss which words could go in each gap as a class.. 2. Learners listen to the audio and complete the sentences. <p>Feedback</p> <p>After learners have checked their answers in pairs, nominate learners by asking them to raise their hands and spell the words aloud. Write the words on the board so learners can self-correct as needed.</p>
Learner's Book page 98 Audio Track 61	<p>Answers</p> <p>1 fossils; 2 living; 3 old; 4 ice; 5 footprints</p>

<p>Activity Book page 59</p>	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences. 2. Give an example, <i>The United Arab Emirates was formed in 1971. How many years ago was that?</i> Write the question on the board. Give learners processing time to answer. 3. Ask learners to work with their partner to ask the same question about the remaining UAE events. <p>Feedback</p> <p>Nominate learners by asking them to raise their hands. Drill chorally and individually if there are issues with pronunciation of the numbers.</p> <p>Answers</p> <p>Answers will depend on the current year.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus these learners on the years given in each statement, and have them calculate the number of years between then and now. Then add the number to the phrase, ... years ago. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of an additional three questions to ask their partner using the <i>How many years ago ...</i> question form with other verbs, for example <i>How many years ago did the UAE football team play in the World Cup?</i> and the ... years ago structure in the response.
<p>Activity Book page 59</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Write the following dinosaur names on the board: <i>Stegosaurus, Brachiosaurus.</i> 2. Ask learners to look at the names of the dinosaurs written on the board. Do not ask learners to pronounce the names of the dinosaurs, but focus their attention on the final spelling <i>-osaurus</i>. Highlight this in colour for your learners by underlining, for example <i>stegosaurus</i>. 3. Ask learners to add their own name to the end ing <i>-osaurus</i>, in preparation for creating their own dinosaur. Focus them on the example on page 74. Go through the activity instructions, and elicit ideas for characteristics of the dinosaur. 4. Learners make up a name for their imagined pet dinosaur and draw a picture. Learners write three or four sentences about their pet dinosaur, describing what it looks like and what it can do. <p>Feedback</p> <p>After learners have pair-checked their three to four sentences, ask them to mingle with their peers, show each other their drawings and talk about their pet dinosaurs. Monitor for accurate and inaccurate language use and highlight some of these on the board, encouraging the learners to self-correct. Please do not indicate who produced the correct/incorrect examples of language.</p>

	<p>Answers</p> <p>Learners' own answers, but should include some description of body parts and ability using <i>can</i>.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus these learners on the model on page 74 and quickly draw the dinosaur described. Point to the characteristics described and ask them to find the equivalent sentences in the model text. 2. Then elicit some ideas for characteristics for their own drawings. Give these learners a strict time limit for their drawings, so they make time for the writing. Then monitor and input vocabulary and sentence structures, as appropriate. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to write additional sentences about their dinosaur, for example describing what their pet dinosaur eats, drinks, likes to do at the weekend ...
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, ask learners if they can remember the poem. Encourage learners to use their books as support if required initially. 2. Put the learners in small groups, and encourage them to clap the beat of the poem. Groups can take it in turns to recite the poem. 3. The whole class recites the poem together.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 6 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they like computer games and what kind of games they like to play. 2. Elicit some examples and encourage them to give reasons for their answers, for example <i>I like computer games because they are fun and I can play with my friends</i>, or <i>I don't like computer games because they are boring</i>.
Resources	Main activity
<p>Learner's Book pages 99 Audio Track 62</p>	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Pre-teach the following vocabulary, <i>a computer screen</i> (point at a computer screen/draw one on the board), <i>an icon</i> (show the WiFi icon on a phone/computer, or draw it on the board), <i>to shake</i> (mime) and <i>to hide</i> (mime). 2. Play the audio. Learners listen and read the story. 3. Learners read the questions and answer T or F. Elicit the true versions of the false sentences. Questions 1 and 5 can have different answers depending on which point in the story is focused on. Discuss with the class. <p>Feedback</p> <p>After learners have checked their answers in pairs, nominate learners by asking them to raise their hands.</p> <p>Answers</p> <p>1 T; 2 F; 3 T; 4 T; 5 F</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus learners on only listening for the information about Khulood liking/not liking the computer game. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to justify their choice in a little more depth, for example <i>In the picture, Khulood is smiling when her father gives her the computer game</i>.
<p>Learner's Book page 99</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Focus on the fact that these sentences are not in the same order as in the story. 2. Ask learners to read the sentence with a number 1 next to it. Ask them what happens next, for example <i>She switched on the computer, put the game in and looked at the screen</i>. 3. Ask learners to work in pairs for this task and monitor carefully to ensure all learners are on task. <p>Feedback</p> <p>After learners have checked their answers in pairs or small groups, nominate for feedback by asking learners to raise their hands. Ensure learners read out the number and the accompanying sentence to ensure feedback is clear for their peers.</p>

	<p>Answers</p> <table border="1" data-bbox="402 215 1422 420"> <tr> <td>1</td> <td>Khulood's father gave her a new computer game.</td> </tr> <tr> <td>2</td> <td>She switched on the computer, put the game in and looked at the screen.</td> </tr> <tr> <td>3</td> <td>Khulood clicked on the icon and suddenly POOM!</td> </tr> <tr> <td>4</td> <td>'We have to look for an old dinosaur bone.'</td> </tr> <tr> <td>5</td> <td>'Hmmm. Maybe I'll play a different game.'</td> </tr> </table> <p>Differentiation activities (Support):</p> <p>1. Give learners more time to complete the task. Ask them to tell you the story orally first and then they can choose from the sentences supplied. Alternatively, you can ask the learners to use the story for support.</p> <p>Differentiation activities (Stretch):</p> <p>1. When these learners have completed their task, encourage them to work with less able learners, not by just showing them their answers, but by helping them find the sequence information in the original text.</p>	1	Khulood's father gave her a new computer game.	2	She switched on the computer, put the game in and looked at the screen.	3	Khulood clicked on the icon and suddenly POOM!	4	'We have to look for an old dinosaur bone.'	5	'Hmmm. Maybe I'll play a different game.'
1	Khulood's father gave her a new computer game.										
2	She switched on the computer, put the game in and looked at the screen.										
3	Khulood clicked on the icon and suddenly POOM!										
4	'We have to look for an old dinosaur bone.'										
5	'Hmmm. Maybe I'll play a different game.'										
<p>Learner's Book page 99</p>	<p>Word Study: Activity 3</p> <p>1. Ask learners to read the vocabulary from the story in the left-hand column and match with the correct definitions on the right.</p> <p>2. Encourage learners to use dictionaries for words they do not know, or are unsure about.</p> <p>3. Learners check their answers with their partner or small group.</p> <p>Feedback</p> <p>Nominate learners for feedback and ask them for the number and the letter to keep the feedback stage efficient.</p> <p>Answers</p> <p>1 a; 2 c; 3 b; 4 d</p>										
<p>Activity Book page 60</p>	<p>Talk: Activity 1</p> <p>1. Ask learners to draw five pictures from Khulood's story.</p> <p>2. Provide prompts for learners if they are not sure.</p> <p>3. Learners use their pictures to tell each other the story.</p> <p>Feedback</p> <p>When finished, ask learners to check the story in the Learner's Book with their pictures.</p>										
<p>Activity Book page 60</p>	<p>Read and talk: Activity 2</p> <p>1. Ask learners to read the stepped instructions for the grid.</p> <p>2. Give a model for the task, working with a more able learner. Draw a grid on the board and draw a dinosaur bone in A3. Ask: <i>Is there a dinosaur bone in A2? No, there isn't. Is there a dinosaur bone in A3? Yes, there is.</i> Write the example question and answer for the task on the board.</p> <p>3. Learners then draw three bones and five dinosaurs in their grids (without showing anyone else) and ask and answer questions with a partner. Learners should keep a tally of the bones they successfully find. Explain that if learners choose a square with a dinosaur in it, they lose one of three points. Monitor and upgrade learners' accuracy during the task as needed.</p> <p>Feedback</p> <p>After learners have completed their games, ask them to raise their hands if any of them found all the bones before they lost their three points.</p>										

Resources	Plenary
	<ol style="list-style-type: none"><li data-bbox="440 225 1328 293">1. To round off the lesson, ask learners if they can remember Khulood's story in small groups.<li data-bbox="440 300 1463 477">2. Ask the groups to re-tell the story to the whole class: they could take turns to say a line each, or speak chorally. You could ask the groups to think of mimes and gestures for the story as well, to aid memory, for example <i>dinosaur claws</i>, <i>switching on the computer</i>, <i>hiding</i>, <i>POOM!</i><li data-bbox="440 484 1419 613">3. You re-tell the story, but explain that there will be some mistakes for learners to spot. Learners should listen carefully and raise their hands when they hear a mistake. The learner who indicates there is a mistake has to say what really happened in the story.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 6 LESSON 10 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Write the word <i>dinosaur</i> on the board and ask learners, <i>Does it have a long or short body? How many legs does it have?</i> Ask a learner to come to the board and draw the body and legs. 2. Continue asking learners what other features the dinosaur has and build up the drawing on the board, asking different learners to draw. 3. Ask learners to work in small groups to give a name to their dinosaur
Resources	Main activity
Learner's Book page 101	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners how long ago dinosaurs lived and prompt them, for example <i>Did they live one hundred years ago? (No), Did they live one thousand years ago? (No)</i> 2. Ask learners to work in pairs or small groups and discuss their ideas. Monitor while learners are on task to pick up learners' responses for feedback. 3. Upgrade learners' pronunciation as needed by providing clear oral models and choral and individual drills. <p>Feedback</p> <p>Nominate learners for feedback by asking them to raise their hands.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask these learners to work in pairs or small groups with stretch learners to provide additional support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to support their peers by doing the activity with them.
Learner's Book page 101	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the two sentences. 2. Learners work individually to complete the gaps. The timeline gives them a range of options to choose from. Tell them to use the numbers on the timeline to help them. 3. Ask learners to check their answers in pairs or small groups. Then, ask learners to read the text on page 101 of their Learner's Book and check their answers. <p>Feedback</p> <p>Monitor while learners are checking their own answers to ensure they are on task. After learners have compared their answers in pairs, randomly nominating learners by name to give the answers.</p> <p>Answers</p> <p>The first dinosaurs appeared <u>220 million</u> years ago. The last dinosaurs died <u>65 million</u> years ago</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may be anxious about guessing answers. It is important to praise their efforts to complete the sentences, even if their guesses are inaccurate. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Get fast finishers, to work with a partner or small group and ask them, <i>How many years did dinosaurs live on Earth? (285 million years).</i>

<p>Learner's Book page 101</p>	<p>Talk about it: Activity 3</p> <ol style="list-style-type: none"> 1. On the board, write the sentence, <i>The dinosaurs died 65 million years ago</i>. Draw a timeline on the board, clearly indicating now (the present), the past and the future. Ask learners, <i>Do dinosaurs live now? (No)</i>. <i>Did they live in the past (Yes)</i>. <i>When in the past? (65 million years ago)</i>. So is 'ago' before now or after now? Ensure that the concept-checking questions are supported by pointing to the timeline to help learners. 2. Write on the board the target question structure, <i>How many years ago were you born?</i> Elicit responses from learners and prompt them to use the past simple and <i>ago</i>. Elicit a few more examples from learners and then ask them to work in pairs or small groups to ask and answer the questions. Focus learners on the dialogue in the speech bubbles on page 108 and model the dialogue with a confident learner. Explain that they are going to carry out the same conversation with a partner, using the questions in the book, to ask and answer. <p>Feedback</p> <p>On the board, write some examples of accurate/inaccurate language use, but do not indicate which learner produced the utterances. Ask the learners to work in small groups and decide which examples are correct or not. The whole group then upgrades the inaccurate examples.</p> <p>Answers</p> <p>Learners own answers, but will use these sentence frames: I was born ... years ago, I started learning English ... years ago, I learned to read ... years ago, I lost my first tooth ... years ago</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Prompt these learners to use the examples on the board to help them achieve the task successfully. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. For these learners, ask them to think of two additional, <i>How many years ago did you + base..?</i> questions and work with a partner to ask and answer the questions.
<p>Activity Book page 61</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Focus learners on the activity instructions and the example sentence. Ask them to read the example sentence. Elicit the correct order of the second question too. 2. Now ask learners to work through the questions and write the correct form by sorting the parts. Monitor as they write, to ensure they are on task. 3. Ask learners to check their answers in pairs. <p>Feedback</p> <p>Nominate learners for feedback by asking them to raise their hands. When a correctly formed question is given, have all learners repeat and practise saying the question (in preparation for the next activity)</p> <p>Answers</p> <ol style="list-style-type: none"> 2 How many years ago did you start learning English? 3 How many years ago did you learn to read? 4 How many years ago did you lose your first tooth? 5 How many years ago did you start school?

<p>Activity Book page 61</p>	<p>Talk and write: Activity 2</p> <ol style="list-style-type: none"> 1. Focus learners on the activity instructions and explain that they are going to ask the questions in Activity 1 to five classmates, asking a different question to each classmate. 2. Have learners repeat each question in a choral drill, to help them build confidence in speaking. Vary choral drill techniques, for example loud and whispering drills; nominating one group of learners, then another (for example, everybody sitting on the back table or front table.) 3. The survey can be done as a mingle activity, with learners standing up and walking around asking different classmates the questions. If you choose this option, you might like to move all desks and chairs to one side, to give the learners space to circulate. Alternatively, sit learners in groups of six and have each learner write the names of five classmates on the top row of their survey table. Then they ask each classmate a different question. 4. Monitor learners closely to make sure they are on track. Help with pronunciation as you listen to them asking the questions. Note any repeated pronunciation errors for feedback. <p>Feedback</p> <p>Nominate some confident learners to give some examples of their survey findings. Model the correct response, for example <i>Mohammed learned to read 4 years ago</i>. Practise any repeated pronunciation errors with the class during this stage.</p> <p>Answers</p> <p>Learners' own answers, but will use these structures:</p> <ol style="list-style-type: none"> 1 [Name] was born ... years ago. 2 ... started learning English ... years ago. 3 ... learned to read ... years ago. 4 ... lost his/her first tooth ... years ago. 5 ... started school ... years ago.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, write three example sentences of past simple + <i>ago</i> on the board, for example <i>I lived in Sharjah three years ago, I learned English ... (as applicable) years ago</i> and <i>I learned to drive five years ago</i>. The example sentences should be a mixture of true and false statements. 2. Prompt the learners to ask questions and then guess if each sentence is true or false. 3. Ask the learners to write three sentences about themselves, some true and some false. Learners work in pairs and guess if their partner's sentences are true or not.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 7 LESSON 1 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Hold up a selection of classroom objects and describe them using size and colour words. Incorporate use of <i>with</i> and <i>without</i>, for example <i>This is a small blue ruler with numbers. This is a black jumper without stripes</i>. Elicit some sentences from the learners. 2. Explain that learners will be describing some flowers and bugs in the same way.
Resources	Main activity
Learner's Book page 102	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Look closely together at the picture on page 102. 2. Discuss with the class how the flowers and bugs are different from each other. 3. Point out that they are all quite similar, so precise descriptions are needed. Introduce suitable phrases, for example <i>with/without spots</i>, <i>with/without stripes</i> using the worked examples at the top of page 102. <p>Feedback</p> <p>Say: <i>A flower without a bug</i>. Call on individuals to give you the number of a flower matching this description. Repeat with: <i>A bug with six legs</i>.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 103 Audio Track 63	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. The audio contains a description of two flowers. Each one is described in three stages, giving more detail until there is just one option possible. 2. Explain to learners that they should listen in full while paying close attention to page 103. They should only write their response when they are certain of the answer. 3. Play the audio at least twice. Clarify any difficult vocabulary. Drill the pronunciation of any new words chorally and individually. <p>Feedback</p> <p>Ask learners to put a finger on the first flower and hold up their books. Repeat for the second flower. If there are any incorrect answers, focus your attention on these learners during Activities 3 and 4.</p> <p>Answers</p> <p>5 and 14</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You could just play the final, most complete instruction or read out the audioscript. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Explain that this activity is a puzzle. How many different answers can the learners find at each stage of the description?

Learner's Book page 103	<p>Word study: Activity 3</p> <ol style="list-style-type: none"> 1. Call out a word from the box on page 103 and ask the whole class to call the word back to you. Stress the correct pronunciation. 2. Model describing one of the bugs or flowers, for example <i>It is a bug with six legs. It is a blue bug with one spot.</i> 3. Learners work in pairs to give similar descriptions and ask each other questions. <p>Feedback</p> <p>Ask pairs to model one description to the rest of the class.</p> <p>Answers</p> <p>Learners' own answers</p>
Learner's Book page 103	<p>Write: Activity 4</p> <ol style="list-style-type: none"> 1. Read through the <i>Language tip</i> with the class. Write <i>Number, Size and Colour</i> on the board. 2. Ask learners to suggest words to go under each heading. Say a selection of sentences using their suggestions but supplying interesting nouns, for example <i>three little blue dinosaurs.</i> 3. Ask learners to then work independently to write their own instruction sentence. <p>Feedback</p> <p>Ask learners to check their own work against the example sentence in the Learner's Book. They can award a maximum of five ticks for: verb, number word, size word, colour word, noun. Ask learners to check each other's work and carry out the instructions.</p> <p>Answers</p> <p>Learners' own answers</p>
Activity Book page 62	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Read the instructions to learners and explain that they need to follow these instructions and colour the bugs. <p>Feedback</p> <p>Circulate while the learners are colouring in, checking they are following the instructions successfully.</p> <p>Answers</p> <p>a 3; b 1; c 4; d 2 and 5; 6 is uncoloured.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. As you read through the instructions together, allow less confident learners to put a dot of the correct colour on each bug, prior to independent colouring. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Give further examples of more complex colour terminology, for example <i>dark yellow, yellowish orange, sky blue.</i>

Activity Book page 62	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Read the instruction to learners and ask them to think carefully about the features of the bugs before they begin to write. 2. Circulate while they are writing and provide help with writing skills. <p>Feedback</p> <p>Write the sentence stems on the board and invite individuals to read you their sentences. Add these to the board and draw out key points, such as order of size and colour words and use of <i>with/without</i> for pinpointing the correct bug. At the end of the lesson, take in learners' written work for marking.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. I found two little yellow bugs with wings and stripes. 2. (possible answer) Find a big bug with wings. Colour it green and colour the spots pink. 		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Explain that you will give instructions for the learners to draw bugs and flowers and they should follow them. Give out colouring pencils and paper for this activity. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 7 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask the class if they like to solve puzzles. What sort of puzzles do they like? Give some examples, for example crossword puzzles and join-the-dots puzzles (if learners are unfamiliar with the latter you could demonstrate one quickly on the board). 2. Explain that the ‘Find the bug/flower’ activities in the previous lesson were a kind of puzzle and that today, they will be completing a more complex puzzle.
Resources	Main activity
Learner’s Book page 104	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Look closely at the picture of Matar’s barbecue. Identify the different food items visible in the picture: <i>salad, drink, burger, chicken, fruit, sweetcorn.</i> 2. Talk together about the learners’ experiences of eating outside. Encourage them to ask for additional food vocabulary. Consolidate any new vocabulary and check pronunciation.
Learner’s Book page 104	<p>Let’s do it!: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the class that they are going to solve a puzzle. 2. Read about the characters and ask individuals to identify each one in the picture. 3. Learners work in pairs to read and solve the clues. 4. While they are working, draw a copy of the seating plan on the board. <p>Feedback</p> <p>Say the name of one character and ask a learner to come to the front of the class and add the name to the plan on the board. Does everyone agree? Learners should copy the completed plan into their notebooks, taking care with the use of capital letters. Encourage use of a ruler when constructing the plan so that everything is neat and legible.</p> <p>Answers</p> <p>Top (from left to right): Khalid, Matar, Ebrahim Bottom (from left to right): Ghalib, Tariq, Jamal</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may find it easier to write each name on a small slip of paper so they can move the pieces around until they have solved the whole puzzle. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Discuss with learners <i>how</i> they solved the puzzle. Did they fill in Matar and Ebrahim’s names after reading Clue 2? Or did they wait for further information? 2. Is this a successful seating plan? From what the learners know of the characters, is everyone sitting where they would like?
Activity Book page 63	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Begin by practising, as a whole class, saying the words in the box on page 63 out loud chorally. If necessary, demonstrate the words in the box (<i>opposite, next to, each other, between</i>) in class by having learners do the actions. 2. Ask learners to use the seating plan on page 63 in order to complete the sentences. Point out that this time, they need to supply the prepositions and the phrase <i>each other</i> rather than the names. <p>Feedback</p> <p>Ask individuals for their answers and confirm whether or not they are correct by using the seating plan picture.</p>

	Answers		
	1 next to; 2 each other; 3 between; 4 opposite		
Activity Book page 63	<p>Write: Activity 2</p> <p>1. Ask learners to read the clues and write the answers. In particular, draw their attention to the corresponding pictures which help to make the maths involved clearer (1 x 4 for Puzzle 1; 5 – 2 for Puzzle 2). This activity can be organised as independent work or group work.</p> <p>2. Note that some variation is possible in the answers to puzzle 2.</p> <p>Feedback</p> <p>If possible, prove the answers to both puzzles by using blocks, rice and measuring cups.</p> <p>Answers</p> <p>1. Aisha will need four minutes to build a wall ten bricks long and ten bricks high. 2. First, fill the big pot with rice. 2 Then pour rice from the big pot into the little pot. 3 When the little pot is full, there will be three cups of rice left in the big cup.</p>		
Resources	Plenary		
	1. Review the prepositions used in the lesson by moving around the classroom and saying, for example <i>I am next to Azza. I am sitting opposite Sarah. I am between Hessa and Zainab.</i> Encourage learners to make similar statements.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 7 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Display play food items, or empty food packages, on a table. Model asking politely for an item: <i>I would like a ... / Please can I have ...</i> . Ask individuals to hand you the item you have asked for. Say: <i>Thank you.</i></p>
Resources	Main activity
<p>Learner's Book page 105</p>	<p>Word study: Activity 1</p> <p>1. Read the list of tableware items to the class. Draw attention to the silent 'k' in <i>knife</i> but the voiced 'k' in <i>napkin</i>.</p> <p>2. Ask learners to work in pairs to match the words and pictures, allowing access to dictionaries as support if needed.</p> <p>Feedback</p> <p>Read out a picture number and ask individuals to supply the answer in word form, for example <i>1 – plate</i>. If possible, allow the pairs to say the words to each other.</p> <p>Answers</p> <p>1 plate; 2 cup; 3 napkin; 4 knife; 5 spoon</p> <p>Differentiation activities (Support):</p> <p>1. Work with learners to create Total Physical Response gestures for each item for example taking a drink from a cup, wiping your lips with a napkin. Drill the vocabulary using these gestures.</p> <p>Differentiation activities (Stretch):</p> <p>1. Work with more confident learners to explore other 'silent k' words, such as <i>knock, know, knee</i>.</p>
<p>Learner's Book page 105</p> <p>Audio Track 64</p>	<p>Listen: Activity 2</p> <p>1. Review indirect pronouns as necessary using the <i>Language tip</i> box.</p> <p>2. Allow five minutes for learners to complete all the missing words.</p> <p>3. The class then listen to Matar giving instructions to his uncle and check their work. Play the audio at least twice.</p> <p>Feedback</p> <p>Allow learners to check and mark their work as they listen to the audio. Encourage them to mark using a tick or a cross (and no other markings). They could also assign themselves a mark out of eight. Take in learners' books to check and assess their work.</p> <p>Answers</p> <p>Khalid is missing a napkin. Please give it to him.</p> <p>Jamal and Ghalib are each missing a spoon. Please give the spoons to them.</p> <p>Tariq is missing a cup. Please give it to him.</p> <p>And I am missing a plate. Please give it to me.</p>

Learner's Book page 105	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> Briefly review suitable expressions for asking for things: <i>I would like ... / Please can I have ... ?</i> and for offering: <i>Would you like ... ? / What would you like?</i> Ask learners to work in pairs to roleplay as Matar and Uncle Aziz. <p>Feedback</p> <p>Call on pairs to model their work. Alternatively, explain that you are taking the part of Uncle Aziz and call on individuals to give you an instruction.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> The role-play should focus on asking Uncle Aziz for things he has forgotten to bring, as in Activity 2, giving further oral practice of indirect object pronouns. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Pairs could combine into groups to create a more complex role-play. Their work could also focus on personal preferences and be based in a broader restaurant/ cafe scenario.
Activity Book page 64	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> Ask learners to write the food words under the correct pictures. <p>Feedback</p> <p>Give the correct answers and check pronunciation chorally.</p> <p>Answers</p> <p>burger; salad; chicken; sweetcorn; drink; fruit</p>
Activity Book page 64	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> Look at the worked example with the class. Explain to learners that the rest of the sentences need to follow this same structure. The requests increase in difficulty. You may want to clarify that <i>fruit</i>, <i>chicken</i> and <i>salad</i> are uncountable in this context, which means they use <i>some</i>. <p>Feedback</p> <p>Ask learners to raise their hand if they know the missing words. Read the sentences and pause at each gap to see whose hand is raised. Select individuals to give the missing word(s).</p> <p>Answers</p> <ol style="list-style-type: none"> Ebrahim would like some chicken. Please give it to him. Tariq and Jamal would like some fruit. Please give it to them. Ghalib would like a drink. Please give it to him. I would like some salad. Please give it to me.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Place a number of classroom objects on your desk. Invite individuals to complete the instructions you give, for example <i>Shamsa is missing a pencil. Please give it to her. I am missing a notebook. Please give it to me.</i>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 7 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Write a coded message on the board, for example: URYYB PYNFF. Say: <i>This is a secret message</i>. Give the meaning of <i>secret</i> and <i>message</i>. 2. Challenge the class to read the message. When they can't, write the decoded message directly underneath: HELLO CLASS. Explain that in this lesson they will learn how to code and decode messages like this.
Resources	Main activity
Learner's Book page 106	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the class why and how they would send a secret message. Elicit ideas. Can they think of any codes used in a book or film? 2. Suggest that codes in today's world tend to be sent using computers. In the past, messages used different technology: pigeons and camels.
Learner's Book page 106–107	<p>Let's do it!: Activity 2</p> <ol style="list-style-type: none"> 1. Read the texts on pages 106-107 to the class. Focus on the practical instructions for each code. Demonstrate with your finger how to code the letters using the answer keys, as described in the text. So, for the letter code, demonstrate A and T, for the number code demonstrate H, for the tic-tac-toe code demonstrate BOOT. 2. Work through your coded/decoded message from the starter activity using the secret letter code on page 106. 3. Divide learners into small groups or pairs to decode the three messages. Alternatively, divide the class into groups and allocate one code only to each group (a technique which will ensure completion of the task in good time). Allow at least 15 minutes for this part of the lesson. <p>Feedback</p> <p>Move around the classroom and ensure that all learners are attempting to decode the message (rather than allowing more confident members of the group to take control). To confirm whether the groups have understood the coded instructions, when you say 'go' the groups need to act out all three instructions at the same time!</p> <p>Answers</p> <p>Letter code: Stand on your left leg. Number code: Rub your tummy. Tic-tac-toe code: Pat your head.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask individuals to write an uncoded message, using capital letters only. Help them to code it. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Challenge learners to write their own code and key. Remind them that a code is only as effective as its key so both need to be written neatly.

Learner's Book page 107	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Read the questions to the class and allow one minute for them to think of their answers. Request that they do not say their answers out loud, or write them down, as you will be finding out the whole class's ideas shortly. 2. Explain that there are now three 'stations' around the classroom: one each for the letter code, number code and tic-tac-toe code. Identify the locations of each 'station'. <p>Feedback</p> <p>When you say 'go' the learners need to move to the location of the code that was the most fun. Ask individuals to explain their choice. Repeat, with the learners moving to the location of the code that they found the most difficult.</p> <p>Encourage them to explain why a particular code was challenging. You could ask, <i>Are the simplest codes the most fun?</i></p> <p>Answers</p> <p>Learners' own answers</p>
Activity Book page 65	<p>Let's do it!: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that learners are going to write their own coded messages using the three different codes. 2. There is space to note down their uncoded and coded messages, plus all three code keys. <p>Feedback</p> <p>Ask a volunteer if you can borrow their Activity Book and write one their coded messages on the board. The other learners can race to decipher the message and raise their hands when they have done so. Confirm the answer. Repeat with other volunteers.</p> <p>Answers</p> <p>Learners' own answers</p>
Activity Book page 65	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to write the past simple tense of each verb in the spaces provided. Note that these six verbs will all be re-used in Lesson 5. 2. As a class, practise the pronunciation of each verb in its base form and simple past form. The irregular verb chart on page 150 of the Learner's Book also includes the past simple, if you would like to refer to that too. <p>Feedback</p> <p>Ask individuals to give their responses to 1–6. Write these on the board and confirm that the word revealed is 'secret'.</p> <p>Answers</p> <p>1 said; 2 ate; 3 caught; 4 wrote; 5 gave; 6 told; The revealed word is: secret.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Write a final message on the board and encourage the learners to decode it, for example: 22 – 53 – 53 – 41 – 21 – 55 – 51 (GOODBYE). Ask: <i>Can you remember which animal was used by messengers in ancient times?</i> (Camel.) Explain that in the next lesson, you will be looking at a different animal messenger.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 7 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Write a message on an A4 piece of paper: <i>Hello</i>. Fold it into a paper plane and throw it towards the learners. 2. Once a learner has read the message, talk as a class about the different ways you could send this message to (Dubai). (Choose an appropriate town for your region.) Explain that today learners will be exploring an early form of airmail: pigeon messengers.
Resources	Main activity
Learner's Book page 108	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Point to the picture and elicit the name of the bird (pigeon). Drill the pronunciation chorally and individually. Read the questions to learners. Use the ensuing conversation to draw out both positive and negative thoughts about pigeons. Many learners may think of these birds as a dirty nuisance. This is often true in cities. However, pigeons are still used in rural areas as their droppings make excellent fertiliser. Read the <i>Amazing fact</i> and ask, <i>Has anyone heard of pigeons being used to carry messages?</i> Finally, stand in a chosen location in the classroom and say decisively: <i>I don't like pigeons</i>. Move to a different location and say enthusiastically: <i>I like pigeons</i>. Encourage the learners to move to their preferred location.
Learner's Book page 108 Audio Track 65	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Read the words in the box on page 108 and practise the pronunciation chorally with the class. Together, look up each word in the irregular verb chart on page 175 and clarify its meaning. 2. Pre-teach new vocabulary for the reading passage as necessary for your class (<i>cherry/cherries</i>). 3. Read the text to the class, with a brief silence for each gap. Begin reading again, pause at the first gap and model how to locate the correct answer (<i>said</i>). Allow five minutes for learners to complete the rest of the task in their notebooks. <p>Feedback</p> <p>Play the audio and ask learners to mark their own work with a tick or cross.</p> <p>Answers</p> <p>1 said; 2 wrote; 3 gave; 4 flew; 5 caught; 6 told; 7 ate</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the initial letter of each answer and ask them to focus on understanding the meaning of each verb rather than selecting them for the gap-fill task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. More able learners will be curious about how pigeons are trained and how they find their way home. This can provide an interesting project, using Internet research or reference books. Learners can present what they discover to the rest of the class in a later session.

<p>Learner's Book page 108</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Look in detail at the <i>Language tip</i> box. 2. Work through question 1 on the board together. 3. Ask learners to complete questions 2 to 5 independently. Note that this activity utilises the verbs given in blue in the reading text. <p>Feedback</p> <p>Call out the correct answers and ask the learners to mark their own work with a tick or cross. Collect in the learners' written sentences for checking.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 The rich man didn't live in Dubai. 2 The servant didn't shout. 3 The servant didn't read the news. 4 The servant didn't make a cup of tea. 5 The pigeons didn't arrive at the post office.
<p>Activity Book page 65 Audio Track 14</p>	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Read the sentences to the class, with a brief silence for each gap. Begin reading again, pause at the first gap and model how to locate the correct answer (<i>travelled</i>) and reject the incorrect options. Allow five minutes for learners to complete the rest of the task. <p>Feedback</p> <p>Play the audio and ask learners to mark their own work with a tick or cross.</p> <p>Answers</p> <p>1 travelled; 2 didn't travel; 3 flew; 4 didn't catch; 5 liked; 6 lived</p>
<p>Activity Book page 66</p>	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Read out the example answer. 2. Ask learners to then work independently to transform sentences 2 to 7 into the negative form. <p>Feedback</p> <p>Call out the correct answers and ask the learners to mark their own work with a tick or cross. At the end of the lesson, collect in the learners' written sentences for checking.</p> <p>Answers</p> <ol style="list-style-type: none"> 2 He didn't write a menu. 3 The pigeon didn't fly very slowly. 4 A thief didn't catch the pigeon. 5 The servant didn't eat the cherries. 6 The servant didn't tell the cherry farmer a story. 7 The rich man didn't say, 'These are bad cherries.'
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Say this sentence: <i>I liked pigeons</i>. Ask for a volunteer to change the sentence to its negative form: <i>I didn't like pigeons</i>. Find out if learners have changed their opinion of pigeons by repeating the 'opinion locations' task from the beginning of the lesson. Encourage learners to try to explain the reasons for any change.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 7 LESSON 6 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Show pictures of people doing adventurous activities such as climbing mountains, doing extreme sports and sailing. Ask the class: <i>Have you ever climbed a mountain / sailed around the world / done karate, etc?</i> 2. Elicit answers from the learners. Encourage them to go beyond one-word responses and to say, 'Yes, I have.' or 'No, I haven't.'
Resources	Main activity
Learner's Book page 109 Audio Track 66 PCM 6	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that they are going listen to a person speaking about things he and his friends have done. 2. Read the sentences again and model how each one has been added into the chart. 3. Distribute PCM 6 and explain that the learners will now listen to Nadir talking. They need to add more names to the chart. 4. Play the audio at least twice. <p>Feedback</p> <p>Say: <i>Mansoor has climbed a mountain.</i> Then: <i>Adel has ...</i> and ask for help to complete the sentence orally. Continue reading the chart in this way, calling on individuals to complete the sentences.</p> <p>Answers</p> <p>Climbed a mountain: Mansoor, Theyab Visited another country: Adel, Jassim, Humaid, Ibrahim, Theyab Stayed awake until midnight: Nadir, Eissa, Yassir</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the names of the missing children on the board: Eissa, Humaid, Theyab, Yassir, Ibrahim. Less confident learners could initially complete the chart with the first letter of each name, and then complete the full names in a second stage. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask simple maths questions based on the chart, for example <i>How many children have climbed a mountain? Are there more children who have touched an elephant or more children who have stayed awake until midnight?</i>
Learner's Book page 109	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Read the rubric to the class and model two or three question and answer exchanges using the examples in the Learner's Book. Explain that learners will now have five minutes to ask and answer similar questions with a partner. 2. Encourage learners to ask other questions in addition to those on page 120. Supply additional vocabulary as necessary. Note that this lesson focuses on regular verbs but if learners ask for an irregular verb, supply it, and revisit in Lesson 8. <p>Feedback</p> <p>Circulate, listening to learners' interactions and take notes of mistakes for remedial work. Praise good language too.</p> <p>Answers</p> <p>Learners' own answers</p>

Learner's Book page 109	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to focus on producing one complex sentence, using <i>but</i> and a comma. 2. Draw their attention to the worked example and note that there are two clauses: one affirmative (with the verb written in full) and one negative (with the contracted form). Read the <i>Language tip</i> together to explore further examples of the contracted form. <p>Feedback</p> <p>Ask individuals to read their sentence aloud. Ask their partner from Activity 2 to confirm whether the information is correct. Focus on the content rather than on errors (for example, in the use of verbs).</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 110	<p>Class survey challenge: Activity 4</p> <ol style="list-style-type: none"> 1. This task provides work for a group of fast finishers, or a whole-class cross-curricular lesson using maths and ICT skills. <ol style="list-style-type: none"> a. In groups, learners follow the model conversation to identify countries visited. b. Learners record their group answers in the form of a table. It is recommended that each individual creates a neat table of results on paper or using ICT. After this, you may like to combine group results to provide class totals. c. Distribute graph paper and coloured pens. Learners can be organised into small groups, but must produce their own bar chart. Encourage use of a ruler. <p>Feedback</p> <p>Create a gallery showing a selection of results tables and bar charts. Ensure all learners have one item in the gallery.</p>
Activity Book page 67	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Read the instructions and the example to the class. Ask learners to look at the pictures and answer the questions using complete sentences. Ask them to focus on correct placement of commas and apostrophes. <p>Feedback</p> <p>Call on individuals to give you their answers. Use the images on page 67 to confirm the factual information. Check answers by asking learners to write on the board.</p> <p>Answers</p> <p>1 No, he hasn't. 2 Yes, he has. 3 He's visited Japan and Greece. 4 She's visited India, Mexico, Korea and Greece. 5 They've both visited Greece.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Use the information from the class survey to give sentences in the present perfect simple, for example <i>Saleh has travelled to Turkey</i>. If possible, show all locations on a globe or map of the world.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 7 LESSON 7 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Remind learners of the main question from the previous lesson: <i>Have you ever visited another country?</i> State that <i>visit</i> is a regular verb, which becomes <i>visited</i> in the past simple and <i>has/have visited</i> in the present perfect simple. 2. Now ask and answer: <i>Have you ever been to another country? Yes, I've been to Japan.</i> Explain that <i>be</i> is an irregular verb, which becomes <i>was/were</i> in the past simple and <i>has/have been</i> in the present perfect simple. 3. Repeat and show that the two verbs (<i>visited</i> and <i>be</i>) can be used interchangeably in the present perfect simple when talking about places you have visited: <i>Have you ever visited another country? Yes, I've been to Morocco.</i>
Resources	Main activity
Learner's Book page 111	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Read at least one sentence from each of the six boxes out loud to the class. Ask the questions around the class so learners can get used to responding naturally. Drill short answers. 2. Then allow at least ten minutes for pairs to ask and answer these and additional questions using the same verbs. 3. Remind everyone to use a full sentence response: <i>Yes, I have. No, I haven't.</i> <p>Feedback</p> <p>Circulate the room, listening to pairs and providing additional vocabulary as needed.</p> <p>Answers</p> <p>Learners' own answers.</p>
Learner's Book page 111	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Allow a few minutes for the learners to read the words out loud to themselves. 2. Note that there is additional pronunciation work on a selection of these verbs in Activity Book Activity 2. <p>Feedback</p> <p>Set up a 'relay race' around the room. Give a copy of the Learner's Book, open at page 175, to a learner at the front of the class. They read the first entry in the chart before passing the book on. The next learner reads the second entry, and so on.</p>
Learner's Book page 111	<p>Write: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to focus on producing one complex sentence, using the present perfect simple, <i>but</i> and a comma. 2. Help with vocabulary and sentence structure. <p>Feedback</p> <p>Ask individuals to read their sentences aloud. Challenge the listening learners to call out the base form of the past participle used.</p> <p>Answers</p> <p>Learners' own answers</p>

	<p>Differentiation activities (Support):</p> <p>1. Ask learners to take information for their sentence from the boxes in Activity 1. This should enable them to focus on writing a correct sentence, rather than the content creation.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners can produce a sentence for each of the six verbs given on Learner's Book page 111.</p>
<p>Activity Book page 68</p>	<p>Use of English: Activity 1</p> <p>1. Read the rubric to the class and model completion of the worked example. Ask learners to work independently to complete questions 2 to 4.</p> <p>Feedback</p> <p>Call out the answers and allow learners to mark their own work. Take in the learners' written work at the end of the lesson for checking.</p> <p>Answers</p> <p>1 eaten; 2 heard; 3 been; 4 seen; Plus learners' own short responses, depending on personal experience.</p>
<p>Activity Book page 68 Audio Track 14</p>	<p>Word study: Activity 2</p> <p>1. Talk through the worked example with the class. Tell learners that they need to complete the other four gaps in the same way.</p> <p>2. If appropriate for your learners, allow access to the irregular verb chart on page 175 of the Learner's Book.</p> <p>3. Play the audio to allow learners to check and mark their own work.</p> <p>Feedback</p> <p>Allow learners to mark their own work as they listen to the audio. Tell them to add a clear tick or cross (and no other markings) to their work. Play the audio a few more times and allow learners to read along, practising their pronunciation of these irregular verbs.</p> <p>Answers</p> <p>1 I've seen; 2 I've done; 3 I've found; 4 I've taken; 5 I've written</p>
<p>Activity Book page 68</p>	<p>Write: Activity 3</p> <p>1. Explain to the learners that they are now going to write two questions of their own using the verbs given in brackets, and draw a picture for each one.</p> <p>2. Encourage learners to use a dictionary for any unknown, interesting items to add to their sentences.</p> <p>Feedback</p> <p>Ask for volunteers to read their questions aloud and ensure that everyone is clear on the pronunciation of <i>eaten</i> and <i>heard</i>. Take in the learners' written work for checking.</p> <p>Answers</p> <p>Learners' own answers</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Repeat the relay race from earlier in the lesson. Learners should now be more confident. If appropriate, challenge them to complete the task with no mistakes and return to the start of the chart if anyone makes a reading error.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 7 LESSON 8 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Explain to learners that today you will be reading and exploring a piece of poetry. They will be writing a creative idea of their own. 2. Show learners the space you have created for the gallery. Stress that their final written work today will be on display, so they should take good care with their writing and drawing.
Resources	Main activity
Learner's Book page 112 Audio Track 67	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to open their books at page 112 and look at the pictures. What do they think the children shown are feeling and hearing? 2. Play the audio at least twice. Use the Vocabulary box to explain <i>tossed</i>, <i>whisper</i> and <i>kite</i> and drill pronunciation. Explain to the class that they will be using dictionaries to look up other new words shortly. <p>Feedback</p> <p>Ask basic questions and ask learners to respond by putting a finger on the correct picture, for example <i>Who has slept outside? Who has ridden in a boat? Who has whispered to the trees? Who has not slept outside?</i></p>
Learner's Book page 112	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Establish rules for contributing to a whole-class discussion, for example <i>If you have an idea, raise your hand. Please do not call out until I have said your name.</i> 2. Use the questions in the Learner's Book to analyse the poem in more detail. Allow at least ten minutes for this analysis. Invite contributions from as many learners as possible, for example <i>What do you think, Mohammad?</i> 3. Ask learners to work in pairs and use dictionaries to look up any unfamiliar words you choose to highlight. This can be set as a race, with pairs raising their hand as soon as they've found the correct head word. This is a good way to involve less confident speakers. <p>Feedback</p> <p>At points in the discussion where a correct answer is reached, signal this to the class. For the fourth bullet point question, practise saying the rhyming words chorally and individually.</p> <p>Answers</p> <p>The first picture shows a boy sleeping outside on a hot summer night. The second picture shows a boy riding a boat in a storm. The other questions are: <i>Have you ever slept outside on a hot summer night? Have you ever done that?</i> Each section has seven lines, which follow a very similar pattern. The rhymes in the first section are: <i>night, light, night (back, that)</i>. The rhymes in the second section are: <i>night, kite (back, that)</i>. The <i>w</i> words are: <i>whisper, wild, waves, wind</i>. The trees make a whispering sound as though they are talking quietly. The simile <i>like a kite</i> compares the second speaker in his boat with a kite. Learners' own answers based on personal experiences.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Recap the 'Have you ever slept/ridden ...?' and 'I've never slept/ridden ...' sentences which learners read in Lesson 8. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Review <i>as ... as</i> similes, for example <i>as cold as ice, as strong as a bull</i>.

Activity Book page 69	<p>Use of English: Activity 1</p> <p>1. Talk about the four pictures and read the captions to the class. Model completion of the first gap-fill, showing how to consider each option before deciding on the correct answer: <i>have eyes like a hawk</i>.</p> <p>2. Ask learners to complete the other three items.</p> <p>Feedback</p> <p>Give the class the correct answers and demonstrate how the other options are incorrect. Reinforce that these are all common expressions in English.</p> <p>Answers</p> <p>1 hawk; 2 baby; 3 wind; 4 fish</p>
Activity Book page 69	<p>Write: Activity 2</p> <p>1. Read the sentences to the class and pause for each gap. Model the first answer, demonstrating that the other options do not work.</p> <p>2. Ask learners to complete the other three items.</p> <p>Feedback</p> <p>Ask learners to raise their hands to give the answers.</p> <p>Answers</p> <p>1 swim like a fish; 2 sleep like a baby; 3 run like the wind; 4 has eyes like a hawk</p>
Activity Book page 69	<p>Let's do it!: Activity 3</p> <p>1. Reiterate that some <i>like a</i> phrases are common in English. Explain that people also use these phrases creatively, to make new and exciting combinations. Talk about the example in the Activity Book and explain that learners are going to create their own comparison phrase using <i>like a</i>.</p> <p>2. Allow access to dictionaries for individual work, or discuss possible options as a class. Keep the tone of the discussion light-hearted and emphasise that there are no correct answers.</p> <p>Feedback</p> <p>Circulate while learners are working, keeping everyone focused on neat letter formation. Encourage each learner to read one of their ideas to the class.</p> <p>Answers</p> <p>Learners' own answers</p>
Resources	<p>Plenary</p> <p>1. Play the poem audio (Track 67) a final time. Allow learners to read along so they can work on their pronunciation of the new vocabulary.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 7 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
	1. Ask the class if they have a favourite food smell, for example freshly baked bread or grilled meat or cakes.
Resources	Main activity
Learner's Book page 113	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Explain to learners that today they will be reading a folktale. 2. Ask some questions, including those in the Learner's Book, to draw out their existing knowledge of this type of tale: <i>Do you know any folktales from our region? Can you name any 'good' characters? 'Bad' characters? What happens to 'good' and 'bad' characters in these stories? Are the story endings always happy?</i> <p>Feedback</p> <p>During the conversation, teach the concepts of <i>fair/unfair</i>, and <i>solution/problem</i>. Draw attention to the name of the story.</p> <p style="text-align: center;">Answers</p> <p>Learners' own answers</p>
Learner's Book pages 113 Audio Track 68	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Read and discuss the <i>Reading strategy</i> box. Learners should realise that, as this is a traditional folktale, there will probably be a good character and a bad character, and that there will be a happy ending. 2. Learners will need to listen to the first part of the story at least twice, either using the audio or with you reading it to them. Do not explain further new vocabulary at this point. <p>Feedback</p> <p>Draw attention to the illustrations. Call on individual learners to name the characters shown, and perhaps say what these people are like, for example <i>angry, sad, hungry, proud</i>.</p>
Learner's Book page 114	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Lead learners through these comprehension questions orally. 2. Encourage use of the key story vocabulary, including character names, when you call on learners to give their ideas. <p>Feedback</p> <p>For each question, draw the learners' attention to the part of the story which gives the correct response.</p> <p style="text-align: center;">Answers</p> <ol style="list-style-type: none"> 1. A poor man and a rich restaurant owner 2. Outside a restaurant. 3. He thought of a delicious meal. 4. 'Stop! You're enjoying the smell of my food. You must pay me for that.' 5. Learners' own answers

<p>Activity Book page 87</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Write on the board: <i>No</i>. Say it out loud. Rub out the full stop and replace it with an exclamation mark: <i>No!</i> Say the sentence again but with more force. Remind the learners that sentences can end with a full stop, question mark or exclamation mark. 2. Draw the learners' attention to the Activity Book and model rewriting the first sentence, changing the full stop to an exclamation mark. Learners should then work individually to rewrite sentences 2 and 3. <p>Feedback</p> <p>Write the sentences on the board and invite individuals to come to the front, rub out the full stop, and replace it with an exclamation mark. Leave the final sentence on the board for Activity 2.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. 'Stop!' 2. 'The smells are mine!' 3. 'Pay me the money!'
<p>Activity Book page 87</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Add to the sentence on the board so it reads as follows: <i>'Pay me the money!' shouted the rich man</i>. Ask: <i>What did the rich man shout?</i> Circle the speech marks in the sentence and make clear that these indicate the words that were shouted. 2. Draw the learners' attention to the Activity Book and look in detail at the worked example, noting the removal of the speech marks and the change to a closing full stop. There are also many examples of speech bubbles in the Learner's Book which can be used for further modelling. 3. Learners can plan their writing in pairs but should produce individual written sentences. <p>Feedback</p> <p>Allow learners to mark their own work. Consider awarding a half mark for each of: the correct spoken words, an initial capital letter, a closing full stop, removal of the speech marks.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. I can pretend I have a lovely meal. 2. I haven't eaten your food. 3. That's not fair. 4. Learners' own answers
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Say spoken sentences from part 1 of the story and ask the learners, as a whole class, to indicate whether the rich man or the poor man said them. For example, they can make an angry face for the rich man and hold their tummies for the poor man.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 7 LESSON 10 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Remind the learners of the story of Nasreddin from the previous class and encourage them to re-tell it. Explain that today you will be looking in more detail at some of the words in the story. 2. Demonstrate using a dictionary to look up a word from part 2 of the story, for example <i>judge</i>.
Resources	Main activity
Learner's Book pages 114-115 Audio Track 69	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Look at the picture on page 115. Ask: <i>Who is this?</i> Learners should be able to tell that the man in blue is the rich man from part 1 of the story. Point at the man in red and ask again: <i>Who is this?</i> Volunteer that it is Nasreddin, who is named in the story title. 2. Play the second part of 'A fair solution' at least twice. Learners will need to follow the words on page 115. 3. Then through the comprehension questions as a class, sharing ideas, and using story vocabulary wherever possible. <p>Feedback</p> <p>For each question, draw the learners' attention to the part of the story which gives the correct response.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. clever, wise 2. He felt sad. He thought Nasreddin would give the money to the rich man. 3. He shook the bag next to the rich man's ear. 4. smell, sound, fair 5. No, he did not get the money. 6. Yes. Nasreddin's solution was fair and he kept the money.
Learner's Book page 115	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Assist learners to find the blue words in 'A fair solution' on Learner's Book pages 114 and 115. 2. Call on individuals to read the sentences which include these words. 3. Now ask learners to work through each of the items on page 115 independently. 4. Now ask learners to look at the <i>Language detective</i> box and tell you which three different words in the story mean 'very nice'. Answers: <i>delicious, wonderful</i> and <i>lovely</i>. <p>Feedback</p> <p>To confirm their answers, ask learners to look up each word in their dictionaries. Allow five minutes for this and explain that learners should check and change their answers if they wish. Then read the correct answers out loud for everyone to check.</p> <p>Answers</p> <p>1 a; 2 b; 3 a; 4 b; 5 b</p>

	<p>Differentiation activities (Support)</p> <p>1. Less able learners should be supported in this task by pairing them with a more able learner to help with activity.</p>
	<p>Differentiation activities (Challenge)</p> <p>1. Learners can write their own definition for a word from the story, without giving the head word. They swap definitions with another learner. Can they work out which word matches the definition?</p>
<p>Activity Book page 71</p>	<p>Read: Activity 1</p> <p>1. Ask learners to read the statements and order them correctly.</p> <p>2. Placing the six statements in order will take some trial and error. Encourage learners to write their answers in pencil so they can change their minds.</p> <p>Feedback</p> <p>Say the correct answers and ask the learners to mark their own work using a tick or cross for each item (and no other markings). Read the passage in the correct order to confirm for learners that it makes sense.</p> <p>Answers</p> <p>a 2; b 3; c 1; d 4; e 6; f 5</p>
<p>Activity Book page 71</p>	<p>Write: Activity 2</p> <p>1. Ask learners to punctuate the sentences correctly.</p> <p>2. Encourage everyone to concentrate on good letter formation for this activity and circulate to help any learners who might still be struggling to form Roman letters.</p> <p>Feedback</p> <p>The correct punctuation for these sentences can be found in the Learner's Book. Ask the learners to check and correct their own work using the Learner's Book. Then take in their books so you can assess their punctuation: for example, direct speech, formation of capital letters and commas.</p> <p>Answers</p> <p>1. 'This is all I have,' said the poor man.</p> <p>2. 'Can you hear the sound of this money?' Nasreddin asked the rich man.</p> <p>3. 'Good,' said Nasreddin. 'That is your payment.'</p> <p>4. 'We will go to the judge,' said the rich man. 'He will make you pay.'</p>
<p>Resources</p>	<p>Plenary</p> <p>1. Point to two locations in the classroom and explain that one is for 'A fair solution' and one is for a different folktale known to the learners. Ask everyone to move to the location for their preferred story. Call on individuals to explain why that story is their favourite.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 1 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what sports they do, what food they eat and what they do to take care of their body. 2. Elicit or input vocabulary and drill pronunciation.
Resources	Main activity
Learner's Book page 116	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners what they think we have inside our bodies, for example <i>heart, blood, lungs</i>. Write any words they say on the board. 2. Pre-teach <i>breathe, breath</i> and <i>fist</i> and drill pronunciation chorally and individually. Look at the picture with learners and discuss its content. <p>Feedback</p> <p>Check each new item of vocabulary in a round-up of the activity.</p>
Learner's Book page 117 Audio Track 70	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to name the body parts in the picture. 2. Ask learners to listen, read and follow the instructions. 3. Play the audio twice and learners answer the questions. Please note that the questions only ask learners to feel some different bones and muscles to the ones identified in the task. They are not required to name other bones and muscles, other than in relation to the associated body part (for example, leg muscle; bones in my hand). <p>Feedback</p> <p>Learners compare their answers in pairs or small groups, then you conduct group feedback. You can do the actions to support meaning.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Model the actions in the text to support meaning. Get learners to copy the actions, for example <i>Put your hand on your back ... , Feel your skull</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners work in pairs and test each other on the vocabulary from the task, for example one learner points to a part of the body, and their partner names it. Pairs then switch roles.

Activity Book page 72	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to label the skeleton with the words in the word box. Follow the ‘Test-teach-test’ strategy to give learners the opportunity to show words they may know already for parts of the body. 2. If learners do not know some of the vocabulary, different parts of the body can be taught by pointing, or drawing on the board. After this ‘teach’ stage, the learners can then return to completing the task. 3. Ask the learners to check in pairs or small groups. <p>Feedback</p> <p>Ask learners to raise their hands to give answers. Make sure students recognise the silent ‘w’ in wrist, and the silent ‘k’ in knee.</p> <p>Answers</p> <p>1 backbone; 2 ribs; 3 neck; 4 skull; 5 elbow; 6 wrist; 7 knee; 8 ankle</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners are having issues with spelling parts of the body, encourage them to look back at their Learner’s Book pages 116 and 117. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write extra labels for other parts of the body.
Learner’s Book page 117	<p>Let’s do it!: Activity 3</p> <ol style="list-style-type: none"> 1. Model how to take your pulse (gently press your fingers on your wrist or behind your ear) and encourage learners to do the same for 15 seconds. Learners should count the number of heart beats. 2. Learners do 25 jumping jacks and then take their pulse again for 15 seconds. <p>Feedback</p> <p>As a whole group, ask learners if their pulse and breathing changed and encourage learners to discuss how. Close the lesson by asking learners what other types of exercise they can do to increase their heartbeat.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Using the vocabulary from the lesson, play a spelling game with your learners. The learners can be in small groups for the game. 2. Point to a part of the body, or you can give a definition, and the first learner to put their hand up and spell the word correctly, wins the point for their team. 3. You can clarify any pronunciation issues by eliciting the correct pronunciation from learners.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners how often they brush their teeth, wash their hands, how many hours they sleep and whether they go to bed early or late. 2. Ask learners if they think they are healthy and strong and why. 3. Elicit from learners what happens if you do not stay healthy.
Resources	Main activity
Learner's Book page 118	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners what they can do to stay healthy and strong. Learners discuss in pairs. 2. On the board, write some of the learners' ideas and group them under different categories, for example, <i>healthy food, exercise, sleep</i> and <i>wash your hands</i>. 3. Encourage learners to spell out the lexis as you write it on the board. <p>Feedback</p> <p>Learners sit in a semi-circle, so that they can contribute freely.</p> <p>Answers</p> <p>Possible answers may include <i>eat fruit and vegetables, do sports, go to bed early, wash your hands with soap and water</i>.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. More able learners can support less able learners during the initial pairwork stage to discuss what they can do to stay healthy and strong. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners could think of another category for staying healthy and give some examples.
Learner's Book page 118 Audio Track 71	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the headings and the pictures and predict what information will be in the three paragraphs. 2. Learners read and listen while you play the audio. 3. Learners answer the questions in pairs. 4. Encourage the learners to do the <i>Try this!</i> activities. Clarify and consolidate vocabulary. <p>Feedback</p> <p>Learners can mingle to share ideas and listen to others in the pre-listening tasks. Once complete, nominate learners for feedback and write their predictions on the board.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to focus on the pictures to predict what the paragraphs will be about. Elicit vocabulary from learners to activate their background knowledge. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. More capable learners can help other learners come up with ideas for the prediction of content and explain their own predictions.

Activity Book page 73	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> Learners read the crossword clues and write the words in the crossword puzzle. Encourage learners to use the word box. You should monitor and encourage learners to support each other. Step in to correct accuracy issues as needed. <p>Feedback</p> <p>Learners swap their Activity Books with a partner. Give learners a copy of a completed crossword puzzle and ask them to correct their partner's puzzle, using the answer key.</p> <p>Answers</p> <p>Across: 5 exercise; 6 soap; 7 sleep</p> <p>Down: 1 vegetable; 2 muscles; 3 water; 4 beans</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Encourage learners to use their Learner's Books to check the spelling of crossword answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners write some gapped sentences/questions, based on the sentence/question frames in the crossword clues. Pairs then swap and complete. Learners can then peer-correct. 		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Ask the learners to ask their partner which 'Try this' task they enjoyed the most and why. You can take a class vote to see which is the most popular task for the group. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Elicit from learners some ideas of how to keep healthy. Give some examples of different ideas. If the idea is a healthy one, learners stand up. If it is unhealthy, learners sit down, for example <i>playing tennis, playing football and running, drinking a lot of fizzy drinks, eating a lot of sugar, sitting down all day</i>. Draw a picture of a face on the board, and elicit the facial features, ending with <i>mouth</i> and <i>teeth</i>.
Resources	Main activity
Learner's Book page 119	<p>Read: Activity 1</p> <ol style="list-style-type: none"> Ask learners to read the descriptions of the three games. Learners then match the descriptions to the pictures. Ask learners to draw a smiley face next to the game they think is the most fun. <p>Feedback</p> <p>You can write the answer key on the board and ask learners to check their own answers. Encourage learners to discuss with their group which game they think is the most fun. Have a show of hands to discover which is the most popular. Alternatively, ask all the learners that chose A to stand up, and the learners count the number. Ask all the learners who chose B to stand up and again, learners count the number. Finally, ask all the learners who chose C to stand up and the learners count the number.</p> <hr/> <p>Answers</p> <p>Game 1: Balloon knees = b Game 2: Crab walk = c Game 3: Keep it up = a</p>
Learner's Book page 119	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> Elicit a synonym for <i>plenty of</i> (<i>lots of, a lot of</i>). Give different examples of sentences with <i>plenty of</i>. Elicit that we use <i>plenty of</i> with countable (in the plural) and uncountable nouns in the affirmative. Ask them to work in pairs to decide if the sentences are correct or wrong. They can write the ticks and crosses separately, in their notebooks. <p>Feedback</p> <p>Nominate learners to give responses.</p> <hr/> <p>Answers</p> <p>1 ✓ ; 2 ✗; 3 ✓; 4 ✗; 5 ✓</p> <p>2 is wrong because it shows <i>plenty of</i> with a negative form, which is incorrect.</p> <p>4 is wrong because <i>T-shirt</i> should be in the plural.</p>

Activity Book page 74	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions and then nominate small groups to work together. 2. Learners write their answers using <i>I'll</i> or <i>I will</i>. 3. Learners then swap books and check each other's work. <p>Feedback</p> <p>While monitoring, you can pick up some good examples of language use and write them on the board for feedback. Please do not indicate who produced the examples.</p> <p>Answers</p> <p>Learners' own answers</p>
Activity Book page 74	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions. 2. Elicit some ideas from the whole class before they work in small groups and write ideas for how to look after teeth using the space in the Activity Book. 3. Give each group a piece of poster paper. Encourage them to draw pictures for each piece of advice for looking after their teeth. <p>Feedback</p> <p>Ask learners to put their posters on the classroom walls.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners more time to think about how they will organise their posters, for example where they will put the advice, where they will put the drawings, what drawings will they do. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ensure that there is a balance of more and less able learners working together in groups.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to look at their posters again. 2. Learners talk about their posters, using <i>plenty of</i> where applicable. 3. Learners pass their posters to another group, who recycle the task. When complete, the posters are displayed again on the classroom walls.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners they are going to act out a conversation. 2. Ask learners if they have felt unwell before and who they have told. 3. Encourage learners to give more details in their answers.
Resources	Main activity
Learner's Book page 120	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at page 120 in their Learner's Book and read through the dialogue framework. 2. You nominate A and B learners into pairs. Pairs read through the dialogues, using the prompts to help them. A and B then swap roles. 3. You monitor all pairs, taking note of accurate/inaccurate language use. Feedback <hr/> <p>Put A/B pairs of learners into small groups. Learners act out their dialogues with each other in their groups, one pair at a time. Monitor. At the end of the task, highlight both accurate and inaccurate examples of target language on the board (without indicating who said what). As a whole group, ask learners to identify the accurate/inaccurate language, and then correct the inaccurate language.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use the guided prompts to support them during the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to demonstrate the role-play in small groups to help support less able learners.
Learner's Book page 121	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to read through the <i>Use of English</i> box with you. 2. Ask learners to look at Activity 2 and read the task instructions. 3. Learners work individually and complete the gaps, using the vocabulary in the word boxes. <p>Feedback</p> <p>Ask learners to swap their books with a partner. Their partner reads through the dialogue and, if there are any errors, indicates this by underlining the word in pencil. Learners then swap books back and correct spelling as required. Learners could roleplay each other's dialogues.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Focus learners on the word boxes to support the task. You can encourage the learners to use their Learner's Book page 134 as well to help scaffold the task more. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Once learners have completed the dialogue, they can repeat the task, but using their own ideas.

<p>Activity Book page 75</p>	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Focus learners on the activity and instructions and read the sentences 1–4. Act out each sentence as you read, to help learners understand the meaning. 2. Ask learners how they would help a friend with these problems. What advice would they give? Elicit and input useful vocabulary as appropriate, and write suggestions on the board. 3. Ask learners to write a response for each problem using the imperative form (for example, <i>Put a plaster on it</i>) and using the vocabulary on the board to help. Circulate as learners are writing and assist with forming sentences. When they have finished, ask learners to compare their answers in pairs. <p>Feedback</p> <p>Ask a confident learner to come to the front and mime one of the sentences. Then ask for volunteers to give ‘advice’. As learners give their responses, sensitively correct any errors in form or vocabulary. Have learners take it in turns to come to the front to mime the sentences.</p> <p>Answers</p> <p>Learners’ own answers.</p> <p>Some suggestions: 1 Have a rest/sleep; go to a quiet place. 2 Put a plaster on it. 3 Put a bandage on it; have a rest; don’t run; walk slowly. 4 Have a drink of water; don’t eat lots of food; have a rest/sleep.</p>
<p>Activity Book page 75</p>	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Draw a head, a pair of eyes and a nose on the board and elicit the vocabulary from the learners. Make sure all learners can pronounce these three words correctly. 2. Learners look at their Activity Book page 75 and, in groups, sort the words in the box according to their rhyme. <p>Feedback</p> <p>Read out the words in the box and the learners hold up one, two or three fingers, indicating the category.</p> <p>Answers</p> <p><i>Words that rhyme with head:</i> bed, bread, red, said (1 finger raised to indicate category 1)</p> <p><i>Words that rhyme with eyes:</i> flies, wise, buys, prize (2 fingers raised to indicate category 2)</p> <p><i>Words that rhyme with nose:</i> toes, knows, rose, goes (3 fingers raised to indicate category 3)</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, put the learners into small groups and allocate team names, or the learners can decide the name of their team. You could direct the learners a little more by providing the topic, for example <i>animals</i>, and the groups choose an animal name for their team, for example <i>the lions</i>, <i>the tigers</i> and the <i>camels</i>. Say random vocabulary items taken from the previous task. 2. Learners must raise their hands and give a word that rhymes, for example, if you say <i>bed</i>, an answer could be <i>bread</i>, <i>red</i> or <i>said</i>. A correct answer gains one point for their team. 3. If the learner can also spell the word, s/he also gains another point for their team.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 5 TASKS/ACTIVITIES

Resources	Starter															
	<ol style="list-style-type: none"> 1. Tell learners they are going to listen to and read a poem. 2. Ask learners to cover the text on page 122 and look at pictures 1–4. Ask learners what they think the poem will be about. 3. Encourage learners to substantiate their answers (they will have used the visuals for clues). 															
Resources	Main activity															
Learner's Book page 122 Audio Track 72	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Hold up the Learner's Book page 122 and ask the learners to look at the same page in their books. Point to the pictures and model the words orally: <i>saddle</i>, <i>hooves</i>, <i>reins</i>, <i>rider</i>, <i>prize</i>. Drill the pronunciation chorally and individually. 2. Learners describe the pictures to their partner. 3. Play the audio and learners read and listen to the poem. <p>Feedback</p> <p>Ask the whole group if they liked the poem: What country they think the horse rider is from; do they think may people ride horses in the UAE; why do they think this?</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage the learners to write the vocabulary in their notebooks. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to point to the lexis in the pictures as they hear/read the vocabulary. 															
Learner's Book page 122	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to read the poem again and find words with the same vowel sounds. 2. Model the first example with the learners <i>horse</i> and <i>course</i>, drilling both words chorally and then individually. Then write both words on the board in separate columns, underlining the same vowel sound and eliciting/checking pronunciation with the learners. Explain that you can have different combinations of letters that make the same sound, as in the example. 3. Learners complete the remainder of the table. <p>Feedback</p> <p>After learners have checked their answers in pairs, nominate learners to write the correct word in the correct column on the board, underlining the letters that have the same vowel sounds.</p> <p>Answers</p> <table border="1" data-bbox="399 1758 786 1967"> <tbody> <tr> <td>1</td> <td>cheers</td> <td>disappears</td> </tr> <tr> <td>2</td> <td>hands</td> <td>sands</td> </tr> <tr> <td>3</td> <td>time</td> <td>line</td> </tr> <tr> <td>4</td> <td>heat</td> <td>seat</td> </tr> <tr> <td>5</td> <td>prize</td> <td>eyes</td> </tr> </tbody> </table>	1	cheers	disappears	2	hands	sands	3	time	line	4	heat	seat	5	prize	eyes
1	cheers	disappears														
2	hands	sands														
3	time	line														
4	heat	seat														
5	prize	eyes														

	<p>Differentiation activities (Support):</p> <p>1. Learners may find this task quite challenging as number 4 words have different letters representing different vowel sounds. Encourage them to focus on the pronunciation of the vowels rather than the spelling, and to say the words aloud. Play the audio for learners again.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners think of another word with the same vowel sounds as numbers 1–4.</p>
<p>Activity Book page 76</p>	<p>Read and write: Activity 1</p> <p>1. Check that learners understand what we mean by True and False.</p> <p>2. Learners work individually to complete the task, and then compare their answers with a partner/small group.</p> <p>Feedback</p> <p>Whole group feedback.</p> <p>Answers</p> <p>1. False; 2 True; 3 False; 4 False</p> <p>Differentiation activities (Support):</p> <p>1. Some learners may find question 3 more challenging as they must infer. Ask them to complete questions 1, 2 and 4. Then guide them to find clues in the words to find the answer to question 3.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to explain how they worked out their answers. Then create another question for their partner to answer.</p>
<p>Activity Book page 76</p>	<p>Read and match: Activity 2</p> <p>1. Ask learners to look at the pictures that are labelled a to d. Explain that they must look at the part of the picture that the arrow points to. Remind them that they met these words at the beginning of the lesson.</p> <p>2. Tell the learners they must find a word in the column on the left and draw a line to the matching picture on the right like the example.</p> <p>3. Learners work individually to complete activity.</p> <p>Feedback</p> <p>Select a learner who has completed the task successfully and have them go through the correct answers with the whole group.</p> <p>Answers</p> <p>1d; 2c; 3a; 4b</p>
<p>Resources</p>	<p>Plenary</p> <p>1. To round off the class, you can read the poem again with the whole group. Try varying your voice. For example, you could whisper the poem, sing the poem or say the poem in a happy voice.</p> <p>2. Learners can clap along to the beat of the poem or mime the actions.</p> <p>3. Organise the group into smaller groups and different groups say or chant different verses of the poem.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 6 TASKS/ACTIVITIES

Resources	Starter <ol style="list-style-type: none"> 1. Show the calendar and elicit the word, paying attention to the word stress by writing it on the board, for example <i>calendar</i> with a large circle above the first a, and two smaller circles above the e and the ar. Drill chorally and individually. 2. Elicit what a calendar is used for, for example <i>to remember important dates and things to do in the future</i>. 3. Elicit what day it is today, what day it will be tomorrow and what day it was yesterday paying attention to word stress and the pronunciation of the days.
Resources Learner's Book page 123	Main activity Talk about it: Activity 1 <ol style="list-style-type: none"> 1. Draw some activities on the board, for example playing tennis, playing football, walking, and elicit the vocabulary from the learners, paying attention to word stress. Alternatively, mime the actions, although provide a drawing for 'visiting Grandma'. 2. Ask learners to look at the calendar on page 123 of their Learner's Book, explain what it shows and ask <i>What is happening on Thursday? Who is going to visit their grandma? What day is this?</i> (by pointing) <i>What sport/activity is this?</i> (by pointing). 3. Model the task for the learners, using a more able learner as your partner, by asking and answering questions about the week. Pair learners off to work together and ask and answer questions about the table. <p>Feedback</p> <p>While the learners are on task, monitor carefully and step in to correct any errors with form and pronunciation.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. You could write some example questions and answers on the board to provide these learners with extra visual support. The written models can also be used as a self-correction tool, for example if you hear a learner is not using the auxiliary, or not contracting the auxiliary, you can indicate specific areas of the structure on the board so that the learner can self-correct. This makes it more memorable for the learner than a teacher correction. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If these learners finish the task more quickly than the rest of the group, you can ask them to cover the visuals on Learner's Book page 123 and ask and answer questions, based on their memory of the different activities.
Learner's Book page 123 PCM 7	Write and talk: Activity 2 <ol style="list-style-type: none"> 1. Draw a calendar grid on the board and elicit the days from the learners, encouraging them to spell them as you write. Hand out the photocopiable worksheet (PCM 7) with the calendar grid. Read through the days of the week again. 2. On the board, write one activity on three days and leave the other days blank. Learners then think of three activities (or they can use the ideas in the Learner's Book as a guide) and write them on different days on their own grids, again leaving the other days blank. At this stage, model the task with a more able learner, for example <i>What are you doing on Monday? I'm playing football. Are you doing anything on Friday? No, I'm not. Would you like to play computer games? Yes, please.</i> Show learners that you are both writing in the joint activity in your calendars. Using gestures, make learners aware that they should not show their calendar to their partners.

	<p>3. Write the target structures on the board, for example <i>What are you doing on _____? I'm tidying my room; Are you free on _____? Yes, I am/No, I'm not; Would you like to _____? Yes, please/No, thank you.</i> After drilling the examples, put the learners into A and B pairs. Monitor and input language as necessary. You could also refer to the <i>Language tip</i> box to help learners with phrases they can use to say that they have no plans.</p> <p>Feedback</p> <p>When monitoring the learners on task, note any particularly strong dialogues. When the task is complete, ask these pairs to deliver their dialogues in the class. Elicit from the learners, for example <i>Did you show each other your calendars? Did you use the structures? Did you sound polite? Did you take turns asking and answering?</i></p> <p>Differentiation activities (Support):</p> <p>1. Encourage these learners to use the structures on the board.</p> <p>Differentiation activities (Stretch):</p> <p>1. These learners could change partners and recycle the task, aiming to find another free day for an activity. If they cannot find a free day, they can move on to another partner.</p>
<p>Learner's Book page 124 Audio Track 73</p>	<p>Read and listen: Activity 3</p> <p>1. Ask learners to look at the three pictures on page 124 of their Learner's Book and elicit the names of the children, i.e. <i>Ali, Majed and Omar.</i></p> <p>2. Tell learners to read the six speech bubbles. Play the audio and learners match each speech bubble with one of the pictures. Do the first example with the group as a whole.</p> <p>3. Learners then work individually to match the numbered speech bubbles with the correct visual.</p> <p>Feedback</p> <p>After learners have checked their answers with a partner or small group, whole group feedback is managed quickly and effectively by you nominating the learners for the answers.</p> <p>Answers</p> <p>1 Majed; 2 Omar; 3 Ali; 4 Ali; 5 Omar; 6 Majed</p> <p>Differentiation activities (Support):</p> <p>1. Give learners a specific time to complete the task to help them focus.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners who complete the task quickly can work with a learner who needs some support. Another option may be to ask these learners to cover the speech bubbles 1–6 and listen for the information.</p>

Activity Book page 77	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the instructions for the task. Learners then work individually to read and then write the joint activity on the screen of the mobile phone. 2. Ask learners to read the conversation again and answer the two questions, paying attention to capital letters at the start of the sentences and full stops at the end. Highlight the use of <i>because</i> for learners. <p>Feedback</p> <p>Ask learners to swap their Activity Books with someone in their group and check for accurate punctuation. As there are only two answers, you can conduct whole group feedback quickly by asking learners to raise their hands.</p> <p>Answers</p> <p>Learners write <i>reading a book</i> on the mobile phone screen.</p> <ol style="list-style-type: none"> 1 Because Haya doesn't like computer games. 2 Because Haya doesn't like shopping.
Activity Book page 77	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Learners then think of three things they can do together. 2. Ask learners to write out their suggestions using the starting phrases in the box. <p>Feedback</p> <p>Invite learners to share some of their suggestions with the class.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the class and give some extra focus on suggesting joint activities, put learners into small groups and ask them to brainstorm some activities they want to do together. 2. The group then works together and writes down their suggestions in their notebooks, using the question beginnings from the Activity Book. 3. Ask learners to mingle and to find someone that accepts their invitation. When learners find a partner who accepts, they sit down. Pairs can then share what they are doing or where they are going with the rest of their peers.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 7 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. On the board, write the word <i>quiz</i> and ask learners if they like/don't like quizzes and why. 2. Elicit from learners why quizzes are fun, for example learners can work with friends, they can see what they remember. 3. Tell learners they are going to have fun and do a quiz with their partners.
Resources	Main activity
Learner's Book page 125	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs to answer the quiz questions 1–5, discussing each question and the possible answers. 2. Encourage learners to give reasons why they have chosen specific answers, for example <i>I think it is a, an elephant, because it is a very big animal.</i> 3. Draw a grid on the board with the numbers 1–5 written at the top of the five columns. Write <i>a, b</i> and <i>c</i> underneath. Ask learners to raise their hands if they chose that answer, and write up the number of learners for each choice. <p>Feedback</p> <p>The answers to the quiz are short, so you can manage whole group feedback by nominating learners.</p> <p>Answers</p> <p>1 a; 2 a; 3 b; 4 a; 5 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ensure learners are in small groups so that they receive extra support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can think of other questions using the question structures as guides.
Activity Book page 78	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Write examples on the board and elicit whether they are opinions or facts, for example <i>I think it's going to be sunny today.</i> (opinion); <i>Football is better than swimming.</i> (opinion); <i>Dubai is in the UAE.</i> (fact). Ask learners which sentence is about what I think or believe: an opinion (<i>I think it is going to be sunny today</i> and <i>Football is better than swimming.</i>). Ask which sentence is true: a fact (<i>Dubai is in the UAE.</i>). 2. Ask learners to read the five sentences and decide if they are opinions or facts. Learners circle either <i>opinion</i> or <i>fact</i>. 3. Learners write three sentences (opinions and facts) and then their partner guesses which is which. <p>Feedback</p> <p>After learners have checked their answers in small groups, manage whole group feedback. Say the question number: if the learners think it is a fact, they stand up, if they think it is an opinion, they sit down.</p> <p>Answers</p> <p>1 fact; 2 fact; 3 opinion; 4 fact; 5 opinion</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give extra support for learners by giving them more examples of facts and opinions.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. These learners can work with less able learners.
<p>Activity Book page 78</p>	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Drill the words in the box before the learners start the task. 2. Learners work individually and complete the sentences, using the words from the box. 3. Monitor carefully to ensure that learners are on task and spelling the words accurately. <p>Feedback</p> <p>After learners have checked in pairs/small groups, elicit the answers from the class, writing them on the board.</p> <p>Answers</p> <p>1 lips; 2 human; 3 forehead; 4 smile; 5 frown; 6 shark</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use the sentence contexts to help them by highlighting or underlining the key words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Once they have completed the task, learners can work in pairs. One learner reads out one of the sentences, but makes a hand gesture when there is a blank. Their partner cannot look at his/her book, but should try to remember what word goes in the blank. Learners take turns.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the lesson, split the class into teams of three or four learners. Nominate groupings so that there is a mixture of more and less abled learners in each team. Each team decides on a team name (you can use the topic of mammals). Write the team names on the board. 2. Give simple definitions or gestures/drawings for the vocabulary in today's lesson, for example <i>This is a mammal. It has two arms and two legs. It can walk, run and play football. It is not a human baby.</i> 3. Learners put their hands up and the first learner to answer correctly gains a point for their team. Scores are counted up at the end of the lesson.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 8 TASKS/ACTIVITIES

Resources	Starter <ol style="list-style-type: none"> 1. Ask learners to point to where their heart is and place their hand on their chest. Elicit from learners if they can feel anything, for example <i>their heartbeat</i>. Elicit some near-synonyms, for example <i>thump</i>. 2. Elicit from learners what the heart does, for example <i>it pumps blood around your body</i>. 3. Drill <i>thump(v)</i>, <i>pump(v)</i>, <i>beat (v)</i> and <i>blood(n)</i> and write the words in a separate section on the board. Elicit the word classes from learners, by asking, <i>Is this a verb, a noun or an adjective?</i>
Resources Learner's Book page 126 Audio Track 74	Main activity Read and listen: Activity 1 <ol style="list-style-type: none"> 1. Ask learners to read through the riddle before playing the audio. 2. Learners then listen to the audio and make a guess about <i>What am I?</i> 3. Ask learners to compare their answers in pairs or small groups. <p>Feedback</p> <p>After the pair comparison, ask learners to raise their hands for feedback. Encourage learners to support their guesses for example, by giving examples of particular vocabulary in the text like: <i>pump, a bright red river, thump and beat</i>.</p> <p>Answer</p> <p>A heart</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to listen to the beat of the riddle, as the key content words will be more stressed than the grammatical words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can think of a simple riddle for other parts of the body, for example <i>We can listen to every sound and we are on your head</i>. Answer: <i>Ears</i>.
Learner's Book page 126	Read and write: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to look at the chart and elicit the different vocabulary items, for example <i>a whale, an elephant, a human/a man, a rabbit, a mouse and a bat</i>. Drill chorally and individually. 2. Elicit the numbers on the chart and drill pronunciation, paying particular attention to word stress. Do the first example with the learners as a whole group, focusing their attention on the possessive 's. 3. Learners then work individually to read, look at the chart and answer the questions. <p>Feedback</p> <p>After learners have checked their answers in pairs/small groups, you can write the answers on the board and learners check their own sentences. While they are doing this, you monitor and note any answers that were incorrect. You can focus on these errors on the board, eliciting the correct answers from the learners as a whole group.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. A mouse's heart beats more quickly. 2. A bat's heart beats more quickly. 3. A whale's heart beats more slowly.

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to focus on the visuals and the numbers on the graph to help support the task.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If these learners complete the task before the rest of the group, you can ask them to work in pairs and ask and answer their own questions based on the chart, for example <i>Which heart beats more quickly, a bat's heart or a mouse's heart? A bat's heart.</i>
<p>Activity Book page 79</p>	<p>Over to you: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to work with a new partner. To ensure everyone in the class is chosen, you could prepare slips with different learners' names and fold them up, then ask learners to take a slip and work with the named person. Elicit and drill <i>quietly, neatly</i> and <i>quickly</i>, giving other examples/actions to clarify meaning as needed. 2. In pairs, learners complete the gapped questions. 3. Learners work together and do each physical task, for example <i>walk across the room quietly, write 'five big elephants' neatly, count to 20 quickly.</i> 4. They then circle the correct answer. <p>Feedback</p> <p>After pairs have compared their answers, ask for a show of hands, for example <i>Who can walk more quietly? Who can write 'five big elephants' more neatly? Who can count to 20 more quickly?</i></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to think of some other collocations using the verbs, for example <i>drink quietly/loudly/quickly/slowly.</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of two more examples for each adverb, for example <i>Who can speak more quietly, Who can write capital letters more neatly? Who can count backwards from 10 to 1 more quickly?</i>
<p>Activity Book page 79</p>	<p>Word study: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences. 2. Learners work individually to circle the correct adverbs. 3. Learners check their answers in pairs or small groups. <p>Feedback</p> <p>After pairs have compared their answers, you can nominate learners for feedback.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. When I run, I breathe quickly. 2. I am polite and eat quietly. 3. In an exam, I write quickly. 4. My brother is learning to write, so he writes slowly. 5. I can write Arabic neatly.

Resources	Plenary		
	<p>1. To round off the lesson, write the riddle from page 126 of the Learner's Book on the board. Ask the class to read the riddle out loud. Provide actions for the riddle, for example <i>clap</i> for the word <i>beat</i>, <i>hands on head</i> for <i>top of your head</i>, <i>hands pointing to feet</i> for <i>the tip of your toe</i>, <i>running action</i> for <i>exercise</i> and <i>close your eyes</i> for <i>sleep</i>. Read the riddle with the whole group at least twice and make sure all learners are standing up and participating.</p> <p>2. Now erase some of the words, or erase and leaving just the first letter of the word as a prompt for learners. You could erase <i>minute</i>, <i>pump</i>, <i>red</i>, <i>top</i>, <i>tip</i>, <i>thump</i>, <i>sleep</i>. Signal for the learners to say the riddle again, doing the same actions and saying the erased words.</p> <p>3. Erase more words until gradually the learners can say the riddle and do the actions without the support of the written text.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they can remember from the quiz on page 140 of the Learner's Book. 2. Still with books closed, ask the quiz questions again and ask for a show of hands, for example: <ul style="list-style-type: none"> • <i>Which animal has more bones in its body, an elephant or a mouse?</i> (Answer: an elephant) • <i>Who has more bones, a baby human or a grown-up?</i> (Answer: a baby human) • <i>Which has the most teeth, a whale, a shark or a human?</i> (Answer: a shark) • <i>Which grow more quickly, your fingernails or your toenails?</i> (Answer: your fingernails) • <i>Do you use more muscles to smile or frown?</i> (Answer: frown)
Resources	Main activity
<p>Learner's Book pages 127–128 Audio Track 75</p>	<p>Read and listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to read the five texts and the captions, then match the captions to the correct texts. Play the audio while learners do this. 2. Do the first example together with the whole group. 3. Learners work individually. <p>Feedback</p> <p>When learners have compared their answers in pairs/small groups, write the answer key on the board for learners to check their own work.</p> <p>Answers</p> <p>Text 1: C; Text 2: E; ext 3: B; Text 4: A; Text 5: D</p>
<p>Learner's Book page 128 Audio Track 76</p>	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to recall how many bones an adult has (Answer: 206) and how many muscles there are in a human face (Answer: 60). If learners are not sure, ask them to read Text 2 and Text 5 on pages 127 and 128 of their Learner's Book and underline the information. 2. Tell learners they are going to listen to a text and fill in the missing words. All the missing words are parts of the body. 3. Play the audio and pause after each gap. Ask learners to check their answers in pairs or small groups and monitor to decide whether another playing of the audio is needed. <p>Feedback</p> <p>After comparing their answers in pairs/small groups, write the answers on the board for learners to self-check in their notebooks.</p> <p>Answers</p> <p>1 bones; 2 backbone; 3 brain; 4 ribs; 5 wrists; 6 knees</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to point to the various bones and muscles to reinforce meaning. You can pause the audio, so that the learners have extra processing time to write the vocabulary items in their notebooks. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask these learners to work with less able learners to support them during the listening task.

Activity Book page 80	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Drill pronunciation of the words in the box. 2. Learners read the definitions and write the correct word next to each. <p>Feedback</p> <p>After comparing their answers with their pair/group, you can write the answers on the board for learners to self-correct.</p> <p>Answers</p> <p>1 bones; 2 ribs; 3 brain; 4 backbone; 5 skull</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to look at their Learner's Book for support. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Put the learners in pairs and they can ask their partner to point to the various bones and muscles, for example <i>Where is the skull? Where are the ribs?</i> Learners take it in turns to ask the questions and point.
Activity Book page 80	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to complete the sentences with <i>bones</i> or <i>muscles</i>. <p>Feedback</p> <p>Ask learners to raise their hands to give answers,</p> <p>Answers</p> <p>1 bones; 2 muscles; 3 Muscles; 4 Bones</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. To round off the class, play <i>Simon says</i> with the whole group, for example if you use the phrase <i>Simon says 'touch your skull'</i>, the learners touch their skull. However, if you do not say <i>Simon says</i> before the phrase, the learners should not move or do the actions. If a learner does the action when you haven't said 'Simon says', they are out of the game, but can come to the front to help you watch for who is out and who is still in the game. 2. Try to increase the speed that you give the instructions, and introduce other recent vocabulary such as <i>walk quickly</i>, <i>walk slowly</i>. 3. The last three learners left are the winners.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 8 LESSON 10 TASKS/ACTIVITIES

Resources	Starter																								
	<ol style="list-style-type: none"> 1. Ask learners what they can see in the classroom. If the classroom has a window, ask learners what they can see out of the window. Ask learners to close their eyes and listen carefully, <i>What can you hear?</i> 2. With their eyes still closed, give each learner a small piece of fruit and ask them to smell it, not eat it. Elicit what they can smell. 3. On the board, write <i>The five senses</i> and present the names, <i>hearing, touch, smell, taste</i> and <i>sight</i>. Model and drill pronunciation. Elicit the different parts of the body for each sense, <i>hand, ear, tongue, nose</i> and <i>eye</i>. Model and drill pronunciation as required. 																								
Resources	Main activity																								
Learner's Book page 129	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to say as many parts of the body as they can in the diagram. <p>Feedback</p> <p>Encourage learners' suggestions by discussing the diagram with them.</p> <p>Answers</p> <p>Learners' own answers</p>																								
Learner's Book page 129 Audio Track 77	<p>Listen and write: Activity 2</p> <ol style="list-style-type: none"> 1. Pre-teach the verbs associated with the five senses, for example <i>to smell, to lick, to listen, to watch, to hear, to point, to sniff, to chew, to blink, to stroke, to smell</i>. Use mime and gesture to convey meaning. Give oral models for the learners and then chorally drill the group. 2. Ask learners to look at Activity 2. Have learners listen to the audio and point to the verbs in the verb box on page 129, as they hear them. Draw learners' attention to the verb box on page 129, to help with spelling. 3. Learners write the two verbs that match each part of the body. Do the first example with the whole group, and then learners work individually. Draw learners' attention again to the verb box on page 129, to help with spelling. <p>Feedback</p> <p>After learners have checked their answers in pairs, manage whole group feedback by nominating learners and writing the correct spelling of the verbs on the board, highlighting the sound/spelling combinations.</p> <p>Answers</p> <table border="1" data-bbox="396 1593 945 1836"> <thead> <tr> <th></th> <th>word</th> <th>verb</th> <th>verb</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>hand</td> <td>point</td> <td>stroke</td> </tr> <tr> <td>2</td> <td>eye</td> <td>watch</td> <td>blink</td> </tr> <tr> <td>3</td> <td>ear</td> <td>listen</td> <td>hear</td> </tr> <tr> <td>4</td> <td>nose</td> <td>sniff</td> <td>smell</td> </tr> <tr> <td>5</td> <td>tongue</td> <td>lick</td> <td>chew</td> </tr> </tbody> </table>		word	verb	verb	1	hand	point	stroke	2	eye	watch	blink	3	ear	listen	hear	4	nose	sniff	smell	5	tongue	lick	chew
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3	ear	listen	hear																						
4	nose	sniff	smell																						
5	tongue	lick	chew																						
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Support learners by using mime and gesture to convey and confirm meaning. 																								

	<p>Differentiation activities (Stretch):</p> <p>1. Ask learners to think of another verb for each sense.</p>
Learner's Book page 129	<p>Word Study: Activity 3</p> <p>1. Ask learners to unjumble the letters to make sense words. 2. They can then check in pairs.</p> <p>Feedback</p> <p>Ask the learners to raise their hands to spell the answers.</p> <p>Answers</p> <p>1 taste; 2 smell; 3 touch; 4 sight; 5 hearing</p>
	<p>Differentiation activities (Support):</p> <p>1. Learners should be supported in this task by pairing them with a more able learner to help with spelling.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Ask learners to work with less able learners in pairs or small groups to provide support with spelling the vocabulary.</p>
Activity Book page 81	<p>Write and talk: Activity 1</p> <p>1. Ask learners to read through the chant and write in the missing parts of the body. 2. Give a clear model of the chant for learners, stressing the verbs and the nouns. The whole group should be standing. Encourage learners to listen initially but mimic your gestures, for example <i>I touch</i> (lift up hands and click your fingers in time to the beat) <i>with my hands</i>, <i>I smell</i> (point to nose and beat in time to the stress) <i>with my nose</i>, <i>I taste</i> (point to tongue/mouth and beat in time to the stress) <i>with my tongue</i>, <i>I hear</i> (cup hands behind ears and beat in time with the stress) <i>with my ears</i> and <i>I see</i> (mimic binoculars) <i>with my eyes</i>. The whole group chants and follows the actions.</p> <p>Feedback</p> <p>Elicit answers from the whole group.</p> <p>Answers</p> <p>1 hands; 2 nose; 3 tongue; 4 ears; 5 eyes</p>
Activity Book page 100	<p>Draw and write: Activity 2</p> <p>1. Ask learners to draw pictures which convey their favourite sound, taste and smell. They then write a sentence to describe each one. 2. Circulate and help learners with the sentences.</p> <p>Feedback</p> <p>Ask learners to swap books with their partner and then check their work. The learners swap back and corrections are made as needed.</p> <p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <p>1. Encourage learners to use more interesting vocabulary if possible.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Learners can swap books with one more learner, if they complete the task ahead of the rest of the group.</p>

Resources	Plenary
	<ol style="list-style-type: none"><li data-bbox="393 225 1412 293">1. To round off the lesson, repeat the senses chant twice with the whole group. Ask learners to stand up to begin.<li data-bbox="393 300 1412 438">2. Split the class into two teams facing each other. One team chants the beginning of the sentences, for example <i>I touch with my ...</i> , and the other team chants the end, ... <i>hands</i>. Teams can then swap roles. All learners do the gestures for all the rounds.<li data-bbox="393 445 1110 477">3. Include one round as a whole group to finish the lesson.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 1 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Show some pictures of big and small objects/animals (for example, a whale and a mouse, a palace and a small tent, a bus and a small scooter). 2. Ask the class to describe them. 3. Model answers for the class. ‘This is a big whale. This is a small mouse.’
Resources	Main activity
Learner’s Book page 130	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the class if they think their school is big or small. 2. Encourage them to say what they like about their school with reference to size, for example <i>I like the big playground. I like the small library.</i> 3. Ask them to compare their school with the schools in the pictures. <p>Feedback</p> <p>Call on individual learners, starting with more confident learners and then other members of the class. Repeat answers back to learners making any corrections and to model correct pronunciation.</p>
Learner’s Book page 130 Audio Track 78	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the class to read the questions and listen to the interview with Rashid and Tariq. Play the audio at least twice. Check for understanding and discuss any problems. Drill any new language individually and chorally. 2. Ask the class to listen again and find the answers to the questions. 3. Discuss the answers as a class. <p>Feedback</p> <p>Call on individual learners, starting with more confident learners and then other members of the class. Repeat answers back to learners making any corrections and to model correct pronunciation.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 It’s really friendly. There are older and younger children together, so the older ones can help the younger ones. 2 You can choose lots of different children to make friends with. There’s an enormous playground, so there’s lots of space to run around. They’ve got a swimming pool, a football pitch and a really big hall. 3 Learners’ own answers <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to listen out for the key words <i>like</i> and <i>good</i> as the answers will follow. 2. Ask them to find one reason each boy in the audio likes his school. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to write down at least three reasons for why each boy likes his school.
Learner’s Book page 131 Audio Track 78	<p>Read and listen: Activity 3</p> <ol style="list-style-type: none"> 1. Tell the class to read the sentences and decide who said them. 2. When they have finished, play the audio of the interview again at least twice. 3. Discuss the answers as a class. <p>Feedback</p> <p>Have a whole class discussion and invite the learners to contribute spontaneously.</p>

	<p>Answers</p> <p>1 Tariq; 2 Rashid; 3 Rashid; 4 Tariq; 5 Tariq</p> <p>Differentiation activities (Support):</p> <p>1. Learners can decide which the key word is from each sentence, then listen carefully for these words to help decide which boy has spoken them.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners should decide whether each sentence supports small schools or big schools before listening to the audio track.</p> <p>2. In pairs, learners can say why they think each sentence supports small or big schools.</p>		
Learner's Book page 131	<p>Over to you: Activity 4</p> <p>1. Ask the learners to discuss the questions in pairs.</p> <p>Feedback</p> <p>Hold a class discussion and ask all learners to contribute.</p>		
Learner's Book page 131	<p>Write: Activity 5</p> <p>1. Ask learners to write sentences about things they like and dislike about their school in their notebooks.</p> <p>2. Remind learners to use the vocabulary they have learned in the lesson. If necessary, write up keywords on the board. (size words: <i>big, small, enormous, tiny</i>; school words: <i>playground, hall, swimming pool, classroom</i>)</p> <p>3. Write up sentence starters: <i>At my school I like ... , At my school I don't like ...</i></p> <p>Feedback</p> <p>Pool the class's ideas.</p>		
Activity Book page 82	<p>Read: Activity 1</p> <p>1. Ask learners to read the text.</p> <p>2. Ask them to choose the right words and write them on the lines.</p> <p>3. Discuss the answers as a class.</p> <p>Feedback</p> <p>Nominate individual learners to answer, starting with more confident learners and then other members of the class.</p> <p>Answers</p> <p>1 village; 2 isn't; 3 because; 4 younger; 5 tiny; 6 playground; 7 there; 8 noisy; 9 scary</p>		
Resources	<p>Plenary</p> <p>1. Ask learners to say a sentence about their school.</p> <p>2. If necessary, repeat sentences back to learners with correct pronunciation. Drill again individually and chorally.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Show learners the different-sized objects/pictures. 2. Ask them which of the pair they prefer, the big or the small ones and why. 3. Model answers to the class: <i>I prefer the big pen because it's more beautiful.</i>
Resources	Main activity
Learner's Book page 132	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Following the starter, ask learners to think about when a bigger object is better and when a smaller object is better. 2. Model answers to the class: <i>I prefer a big car, because my family all fit inside.</i>
Learner's Book page 132 Audio Track 79	<p>Listen and talk: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to listen to Rashid and Tariq again. 2. Play the audio once and ask them what the children are talking about. 3. Explain any difficult vocabulary. 4. Play the audio twice again so that learners can answer questions 1 and 2. 5. Ask learners to then answer question 3. <p>Feedback</p> <p>Ask learners to put up their hands if they know the answers to questions 1 and 2. Have a class discussion about the learners' answers to question 3.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. Because they can put on subtitles for his grandma who can't hear very well. Because he can watch films with this friends and eat popcorn at the same time. 2. Because he can watch it by himself and he can watch the film that he likes best. Because you can take a small screen with you and watch it in the car, in your bedroom or anywhere. 3. Learners' own answers <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to listen out for key phrases <i>I love</i> and <i>I like</i>. They should try to identify at least one reason for each boy. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. How many reasons does each boy give? How many can learners write down?
Activity Book page 83	<p>Word study: Activity 1</p> <ol style="list-style-type: none"> 1. Ask various learners to read the phrases in the box and the column headings out loud. Correct pronunciation where necessary. Check for unknown vocabulary. 2. Ask learners to put the phrases from the box in the correct columns. 3. Get them to check answers with a partner. <p>Feedback</p> <p>Peer and whole class. Ask each pair for their answer. If there are any disagreements, ask the class what they think and call on two people with opposing views to explain their answers.</p> <p>Answers</p> <p>Good things about a big city: shops and cafes; different people; museums and cinemas Good things about a small town: more space and fresh air; less traffic; not many people</p>

Activity Book page 83	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to complete the table about where they live. 2. If possible, learners should use reasons of their own for what they like, and not just recycle the phrases from Activity 1. 3. Circulate around the class checking progress and helping with vocabulary as needed. 4. When complete, ask learners to share their reasons with a partner. <p>Feedback</p> <p>Peer discussion. Encourage learners to comment on each other's answers using <i>I agree</i> or <i>I don't agree</i>.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to read the phrases in Activity 1 and think about how to adapt them by changing one or two words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to write their own sentences in their notebooks without the scaffolding provided in the Activity Book. 		
Learner's Book page 132	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Focus on the picture and read the questions out loud as a class. 2. Ask learners to discuss them in pairs. 3. Ask each pair to tell the class their best suggestions for what is inside each present. 4. Ask the class to vote on whether they prefer big or small presents. <p>Feedback</p> <p>Ask two or three people from each side to give reasons for their preference. Then discuss as a whole class. Take the vote again to see if anyone has been persuaded to change their minds.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners are struggling for vocabulary, remind them of the objects discussed at the beginning of the lesson. Would any of those fit in a present? <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. When explaining why they prefer big or small presents, ask the learners to try and persuade the rest of the class. What adjectives can they use to describe small or big presents that will make them more appealing to the other learners? 		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask each learner to read out one of their own sentences describing a good thing about living in a small town/big city. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Show a few pictures of robots and ask learners what they are. Ask them if robots can do the same things as humans. Encourage learners to talk about how they are different.
Resources	Main activity
Learner's Book page 133	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Ask the class what they think robots can do. <p>Feedback</p> <p>Encourage the class to build on each other's answers, for example <i>That's a good idea, [learner name 1]. What do you think, [learner name 2]?</i></p>
Learner's Book page 133 Audio Track 80	<p>Read and Listen: Activity 2</p> <ol style="list-style-type: none"> Tell the class that they are going to read about robots. Focus on the photos and ask the class to predict what information they will read and listen to. Tell them not to read the text, just to have a quick look. Elicit ideas. How do they know? What helped them? (The heading and the pictures.) Play the audio, stopping after each section of the text. Discuss new vocabulary with the class. Drill again individually and chorally. <p>Feedback</p> <p>Ask learners if they know where the word 'Robobees' has come from (answer: putting <i>robot</i> and <i>bees</i> together). Call on individual learners, starting with more confident learners and then other members of the class. Repeat answers back to learners with any corrections and to model correct pronunciation.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Give learners shortened versions of some sentences. If vocabulary is unknown, suggest looking at pictures for hints, or suggest similarly derived words that learners may know for example, <i>scientists</i> is similar to <i>science</i>. Ensure that learners are working in pairs and encourage them to go through the detail of the pictures and look for key words from the text to match. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to think of their own ideas of words that could be similar when approaching unknown vocabulary.
Activity Book page 84	<p>Write: Activity 1</p> <ol style="list-style-type: none"> Ask learners to re-read the text in the Learner's Book on page 133. They should write in their own words to answer the questions on the Activity Book page. <p>Feedback</p> <p>Circulate around the class checking the work of individual learners and giving feedback. If there are common mistakes or misunderstandings, call on a learner who has found the correct answer and discuss why it is correct with the whole class. As ever with writing activities, make sure they are using capital letters at the beginning of sentences and full stops at end.</p> <p>Answers</p> <ol style="list-style-type: none"> They've been to the moon, the planet Mars, the ocean floor, burning buildings and buildings that have fallen down. They've taken photos, measured things, collected things for scientists, looked at plants and animals in the ocean, looked for ships on the ocean floor and searched for people to help.

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Prompt learners to use the key words <i>go</i> and <i>explore</i> to find answers for question 1. 2. Prompt learners to circle the active verbs in the text that show what the robots have done to help them find answers to question 2. For example, <i>take photos, measure, collect</i>. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to choose their own key words to help them find information from the text.
<p>Learner's Book page 133</p>	<p>Read and Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the text and the photographs above to answer the first question helping with useful vocabulary as needed, for example <i>wings, wheels, look like</i>. 2. Ask them to find some things that robots can do that humans can't do. <p>Feedback</p> <p>Learners should work in pairs and peer assess each other's answers. Circulate around the class listening in on each pair and correcting pronunciation. If there are common mistakes or misunderstandings, bring the class together at the end of the exercise and call on learners who have the correct answers, while explaining the answers to the rest of the class.</p> <p>Answers</p> <p>Possible answers:</p> <ol style="list-style-type: none"> 1 Some robots have wheels. Other robots have wings. Some robots look like snakes. Other robots look like spiders. Some robots are the size of a bee. 2 Some robots go deep into the ocean. Some robots can go into dangerous places, like burning buildings or buildings that have fallen down. Other robots can go into very small spaces.
<p>Activity Book page 84</p>	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they will read more about 'Robobees', then answer the questions. Ask them to look at the <i>Language tip</i> before reading the text. Because Robobees have only just been invented, the scientists are talking about what the Robobees will do in the future. Write up two sentences using <i>will</i> on the board, for example <i>Next week I will buy a present for my mother. When I grow up I will be a doctor.</i> 2. Going around the class, ask individual learners to read out a sentence each. Check for understanding and discuss any problems. Drill any new language individually and chorally. Check that learners know about pollen, and how it needs to be carried from one plant to another to make crops produce fruit and vegetables. 3. Ask learners to complete the two tasks. <p>Feedback</p> <p>Learners can discuss question 1 in pairs and then feedback their answers to the class. For question 2, go through the text as a class once learners have had time for a first pass.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Learners' own answers 2 Scientists have invented tiny lying robots called 'robobees'. Scientists hope that in the future, robobees will be able to do many things. Just like real bees, robobees will carry pollen (yellow powder) from flower to flower on farms. The flowers need the pollen so that fruit and vegetables can grow. Robobees will also fly through tiny holes in dangerous places, taking photographs for scientists. And they will help find people who are trapped in fallen buildings.

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Ask learners to think about the following questions in pairs: What robot animals might be useful? What might a 'robofish' do, for example? 2. Ask learners to share their best idea for a robot animal with the class. 3. Call learners up to the board and ask them to draw a picture of their animal for the class. They should then describe something it will do in the future using a <i>will</i> sentence. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to think back to the previous lesson. <i>What sort of robots did we find out about? Can you describe them?</i> 2. Model some answers. <i>The size of a bee. As big as a car.</i>
Resources	Main activity
Learner's Book page 134	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners about technology in their homes and schools. How does it help them? 2. Prompt with answers such as computers/tablets to communicate, air conditioning to keep cool, medical technology such as blood sugar testers to help us keep healthy. <p>Feedback</p> <p>Ask learners to join the discussion spontaneously. Call on individuals directly to get the discussion started.</p>
Learner's Book page 134	<p>Read: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to read some more information about robots. 2. Read out the first sentence yourself, modelling correct pronunciation. Check for understanding and any unknown vocabulary. Ask learners to guess at any unknown words, using the pictures to help. If not successful, ask one learner to look up the word in a dictionary. 3. Ask learners to take turns reading out a sentence each. For example, when looking at the second text, pause at the word <i>wheelchair</i> and ask learners to look at the picture and guess the meaning. 4. Pause after each turn to check vocabulary. <p>Feedback</p> <p>Nominate learners to give answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 They can hold tiny tools and lights and reach places that a doctor's hand can't reach. 2 They can walk, climb stairs, turn on the light, open doors and carry things.
Learner's Book page 134	<p>Write and talk: Activity 3</p> <ol style="list-style-type: none"> 1. In pairs, the learners can discuss the questions they want to ask and write some notes about them. 2. Write question words up on the board: <i>Who, How, Why, Where, What.</i> 3. Tell each pair to write out their questions neatly. 4. Ask each pair to swap questions with another pair and answer them in full sentences. <p>Feedback</p> <p>Circulate around the class checking that each pair is making progress. Ask what their questions are about. If some learners are taking too long over the task, allow just two questions. When the questions have been answered and handed back to the questioners, call on the pairs to read out a question to the class, and those that answered it to re-tell their answers. Repeat questions or answers back to the class as necessary, modelling correct grammar and pronunciation.</p> <p>Answers</p> <p>Learners' own answers</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Remind learners of the different question words and what each is used for. 2. Ask learners to choose two different facts from each text and then turn these into questions, for example <i>The hospital robot arms hold tiny tools and lights.</i> = <i>What do the hospital robot's arms hold?</i> 		
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to ask at least one question that requires information from both pieces of text. 		
Activity Book page 85	<p>Let's make it!: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to design their robot. They should draw a picture and write about it. 2. Allow a few minutes for notes and initial drawing before encouraging the learners to write their sentences. 3. When everyone has at least two sentences about their robot, ask half the learners to put their robot pictures and text on their desks while the other half circulate looking at the pictures. Tell them to ask questions about the robots. (For example, <i>How big is it?, What does it do?, How does it move?, Where does it go?</i>) 4. As they circulate, tell learners they will need to record at least one piece of information about someone else's robot to tell the class. Swap over. <p>Feedback</p> <p>Call on individual learners to share an observation about one of their classmate's robots. For example, <i>Rashid's robot is as big as a house. Mohammed's robot is bigger than Tariq's robot.</i></p>		
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ensure that learners write a sentence as they draw each relevant part of their robot. Try to avoid all writing being left to the end. 		
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to compare two or more of their classmates' robots. Can they make any more general statements? <i>Some robots ... , Other robots</i> 		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to say whose is the biggest/smallest/fastest robot. (<i>It is as big/small/fast as ...</i>) 2. Ask learners to say whether they think big robots or small robots are better and why. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to imagine they owned a robot. Ask learners to show you how big the robot was. Can they remember a word that matches this size? For example, huge, enormous, large, giant, gigantic, massive, great, small, tiny, teeny-weeny. 2. Ask learners to move like a robot of each size, saying the adjective, for example <i>I am a HUGE robot.</i>
Resources	Main activity
<p>Learner's Book page 135 Audio Track 81</p>	<p>Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they are going to hear about the young Emirati inventor Adeeb al Baloushi. They will need to answer the questions about him. 2. Ask learners to read through the questions carefully in pairs. Check if there is any unknown vocabulary. 3. Play the audio all the way through. 4. Ask the learners to listen to the audio again and answer the questions in their pairs. Play the audio a second time pausing after each paragraph <p>Feedback</p> <p>When each pair has a set of answers, tell them to work with another pair to check their answers.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Adeeb is 12 years old. 2 He invented an artificial leg for his father. 3 He invented a cleaning robot for his mother. 4 The robot was very small. 5 Adeeb invents things because he wants to help people.
<p>Learner's Book page 135 Audio Track 81</p>	<p>Listen: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read through the sentences from the audio track alone or in pairs. 2. Ask learners to put them into the correct order from their memory of the audio. 3. Now play the audio again and ask each pair to check their answers <p>Feedback</p> <p>Circulate checking that each pair has decided on their answer before you play the audio again. Remind learners who are struggling to look at some of the sequence words (first, then).</p> <p>Answer</p> <p>c, e, b, a, d</p>
<p>Learner's Book page 135</p>	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Working alone or in pairs, ask learners to match words from the audio track about Adeeb al Baloushi with their meanings. <p>Feedback</p> <p>Ask learners to compare answers with a partner, then ask for volunteers from the class to share the correct answers.</p> <p>Answers</p> <p>1 c, 2a, 3 e, 4 b, 5 d</p>

Activity Book page 86	<p>Write: Activity 1</p> <ol style="list-style-type: none"> 1. Read the <i>Writing tip</i> with the learners and clarify meaning. 2. Ask them to read the sentences in pairs and identify the errors. <p>Feedback</p> <p>Write or show the sentences on the board and ask individual learners to come and mark the corrections there. Discuss the changes in the incorrect sentences as a whole class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. I like eating ice cream, cake and chocolate. 2. Waleed took his pencil, pen and notebook to school in his backpack. 3. (Correct) 4. I'm going to the shopping mall. I need to buy books, a camera and a present for my brother.
	<p>Talk: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the question. Put learners into pairs. 2. Go through the examples. Write up I would like to help ... on the board. Ask the class for some ideas, for example my mother, my father, older people. Write up the second sentence starter on the board: I would invent ... Ask learners for any ideas. 3. Tell learners to work in their pairs and come up with at least one idea each that they can share with the class. 4. Ask learners to draw a picture of their invention to illustrate how it can help someone. <p>Feedback</p> <p>Circulate around the class checking for progress and correcting errors as you go. After two or three minutes, ask each pair to share their ideas with the class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. These learners may find it easier to draw their ideas for an invention first, then discuss the picture they have drawn, rather than talking about abstract ideas. They will also find it easier to ask for help with specific vocabulary with a visual aid. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to label their drawings, adding an adjective of size for each feature (<i>big wheels, huge arms, tiny buttons</i>). 2. Ask learners to write a sentence describing what their invention has, using commas and an 'and' to separate the features. (<i>My invention has big wheels, huge arms and tiny buttons.</i>)
Resources	<p>Plenary</p> <p>Ask learners to display their drawings of their inventions on their desks and then circulate around the room to look at others' drawings. Ask the class to vote on which is the most helpful invention.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 6 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Remind learners of the work they did with big numbers earlier in the year (Unit 5 for years and Unit 6 for long numbers). <i>What is the biggest number you know?</i> Write up some numbers in words on the board, for example one thousand; three hundred and twenty-three). Ask learners to come and write up the number in figures, or just call it out. Use numbers in single digits, tens, hundreds and thousands.</p>
Resources	Main activity
Learner's Book page 136	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Read the explanations of quantifiers with the class. 2. Discuss the questions and ask learners to give more examples. 3. Ask learners to ask each other more number questions. Consider writing some examples on the board and asking learners to copy them in their notebooks. <p>Feedback</p> <p>Nominate individual learners to answer the first two number questions, then ask for volunteers to make up some more. If necessary, explain to learners that the <i>Language detective</i> box is there to remind them of the rules on comparing two or more things.</p> <p>Answers</p> <p>Which is more, 32 or 38? 38 Which is less, 65 or 56? 56</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Start with smaller numbers up to 20, then build up to numbers up to 50. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of bigger numbers, using hundreds or thousands.
Learner's Book page 136 Audio Track 82 PCM 8	<p>Let's do it!: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to play a game called <i>Secret Number</i>. Hand out the number chart (PCM 8), one per learner. Explain the instructions (on page 136 of the Learner's Book) and ask them to listen and work out the answer. Play the audio at least twice and ask for an answer 2. Ask learners to play their own game with a partner. 3. Learners should use a pencil to mark the numbers on their number charts so that they can rub out their marks and use the chart for a second game of <i>Secret Number</i>. <p>Feedback</p> <p>Ask for a volunteer to give the correct answer for the game on the audio. Circulate listening to learners playing their own game and checking for correct pronunciation. Repeat back sentences correctly as necessary.</p> <p>Answer</p> <p>41</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use just the first half of the grid (PCM 8) until they are really confident with all their numbers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to do the game without the grid (PCM 8), writing down their partner's answers to help them to work out the solution.

<p>Learner's Book page 137</p>	<p>Write and talk: Activity 3</p> <ol style="list-style-type: none"> 1. Read the <i>Use of English</i> box out loud. Check that learners understand how to use <i>more/less/fewer</i> by asking them supplementary questions: <i>Who has more balls – Salma or Joud?</i> Answer– <i>Salma has more balls than Joud.</i> 2. Tell learners to write five sentences about the three girls in the picture. 3. When the sentences are complete, put learners into pairs to ask and answer questions. Model a question: <i>How many balls does Elham have? Is this more than Salma?</i> Answer: <i>Elham has ten balls. She has fewer balls than Salma.</i>) <p>Feedback</p> <p>Circulate around the class listening in and correcting pronunciation. Encourage learners to check their questions and answers with their partner.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Keep the questions simple, so that the answers are the same as the sentences written down in part 1. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to ask more complex questions and give more complex answers: <i>Does Elham have more balls than Joud? Yes, Elham has more balls than Joud, but she has fewer than Salma.</i>
<p>Activity Book page 87</p>	<p>Work it out: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they will be comparing the objects in the pictures. 2. Check vocabulary: <i>tall/short, heavy/light, fast/slow, big/small.</i> 3. Remind learners to use full sentences. <p>Feedback</p> <p>Ask learners to swap answers with a partner and explain their answers if there are differences. Call on volunteers to share their answers with the class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. Flower b is the tallest. Flower c is the shortest. No, flower a is taller than flower c./No, flower a isn't shorter than flower c. 2. Weight c is the heaviest. Weight b is the lightest. Yes, weight a is heavier than weight b. 3. Car a is the fastest. Car c is the slowest. No, car b isn't faster than car a. Car b is slower than car a. 4. Ball a is the biggest. Ball c is the smallest. Yes, ball b is smaller than ball a. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to read the questions carefully and see how they can use the words in the question to make their answer. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to write some comparative and superlative sentences of their own with the pairs of opposites. Once this is completed, you can ask them to think of other sets of opposites and use them in comparative and superlative sentences (<i>hard/soft, strong/weak, dark/bright, high/low</i>).
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Start by drawing an object on the board, for example a table. Draw a second object that is a different size. Tell the class about the difference: <i>The table is bigger than the chair.</i> 2. Ask learners to come and draw an object of their own on the board, then tell the class about its size in relation to the other pictures.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 7 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Show pictures of animals of different kinds. Ask learners to describe them briefly. Show pairs of pictures and ask learners to compare them, for example <i>A whale is bigger than a shark, a domestic cat is smaller than a cheetah.</i>
Resources	Main activity
Learner's Book page 138	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> Ask the class about the biggest and smallest animals they have ever seen. <p>Feedback</p> <p>Elicit answers by calling on individual learners, and encourage the class to say a few things about each, for example colour, size and where they saw it.</p>
Learner's Book page 138	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> Ask learners to look at the pictures of the very small animals and encourage them to describe the animals. Ask the class to read the Fact file about the very small animals. Remind learners what the following abbreviations stand for: m = metres, cm = centimetres, g = grams, kg = kilograms. Ask learners if they have ever seen one of the small animals shown. Now focus on the questions. Ask learners to answer the questions about the small animals, comparing and contrasting the information and the pictures. Then they copy the answers into their notebooks. Write the names of the big animals on the board. Ask learners to close their books. Read out the prediction questions and elicit answers to the questions about the very big animals. They copy the answers into their notebooks and check against the Fact file. Were they right? <p>Feedback</p> <p>Ask learners to join the discussion. If they need help to get started, nominate one learner, then ask others whether they agree or disagree.</p> <p>Answers</p> <p>Very small animals: 1 25 cm long; 2 The dart frog – 2 g; 3 The dart frog Very big animals: 1 Learners' own predictions; actual answer = giraffe; 2 Learners' own predictions; actual answer = Asian elephant</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Help learners with the relationship between <i>weigh</i> and <i>lighter/heavier</i>. Ensure that learners understand which key words to look for to answer each question. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to think about other ways to compare and contrast the animals. <i>Which animal do you think is fastest? Which animal has the longest legs? Ask learners to give an answer with a reason: The giraffe has the longest legs because it is the tallest.</i>

Learner's Book page 138	<p>Talk: Activity 3</p> <p>1. Ask learners to work in pairs, asking and answering questions to guess the animals.</p> <p>Feedback</p> <p>Call on pairs to join a class discussion about what they know about the animals.</p> <p>Answers:</p> <p>Learners' own answers</p>		
Activity Book page 88	<p>Use of English: Activity 1</p> <p>1. Ask learners to choose four objects, put them on their desk and line them up according to size, weight or length.</p> <p>2. Ask them to write three sentences comparing the objects.</p> <p>Feedback</p> <p>Circulate around the class checking on individuals' work and correcting mistakes. Call on individuals to share one of their sentences with the class.</p> <p>Differentiation activities (Support):</p> <p>1. Encourage learners to use the sample sentences, changing the words to their own objects to consolidate learning.</p> <p>Differentiation activities (Stretch):</p> <p>1. Encourage learners to write sentences with two clauses: <i>The pencil case is heavier than the ruler, but lighter than the rock.</i></p>		
Activity Book page 88	<p>Word study: Activity 2</p> <p>1. Tell learners they are going to think about time, starting with very small amounts of time and working up to bigger amounts of time. Check that everyone understands the vocabulary for time (<i>second, minute, hour, day, week, month, year</i>).</p> <p>2. Ask learners to work out the correct answers. Then they write the correct number on each line.</p> <p>Feedback</p> <p>Circulate around the class checking that learners are making progress.</p> <p>Answers</p> <p>1 60; 2 60; 3 24; 4 7; 5 12; 6 more; 7 less; 8 less; 9 more</p>		
Resources	<p>Plenary</p> <p>1. Ask learners to call out one comparison each. If necessary prompt with questions: <i>What is longer, the lesson or break time? Who is taller, Sami or Mohammed?</i></p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 8 TASKS/ACTIVITIES

Resources	Starter
	1. Ask learners what an experiment is for. What experiments have they done before? Help them to describe their experiments.
Resources	Main activity
Learner's Book page 139	<p>Talk: Activity 1</p> <ol style="list-style-type: none"> 1. Tell the class to read the questions about the containers, then to look at the containers carefully and answer the questions. Check for understanding of vocabulary, particularly <i>narrowest</i> and <i>widest</i>. 2. Discuss the answers as a class and encourage learners to justify them. <p>Feedback</p> <p>Draw the containers on the board then ask learners to come up and point to the containers as they speak.</p> <p>Answers</p> <p>1 C, A; 2 D, B; 3–7 Learners' own answers</p>
Activity Book page 89	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at the pictures and read the instructions. The instructions are jumbled up. 2. They put the instructions in the correct order by writing the numbers 1–6 in the boxes. <p>Feedback</p> <p>Call on an individual learner to describe what is happening in each picture. Ask for a volunteer to match this to the text. If learners are struggling, nominate one person to read out each sentence and then identify key words to match what happens in the pictures. You can ask a learner to come to the front of the class and do what each picture shows with the equipment (just miming water) and ask other learners to call out the verbs the demonstrator is performing.</p> <p>Answers</p> <p>6, 3, 4, 2, 1, 5</p>
Learner's Book page 139	<p>Let's find out!: Activity 2</p> <ol style="list-style-type: none"> 1. Tell the class that they are going to do their own experiment. They will need to carry out the experiment and write sentences about what they found out. They should use their notebooks for this. 2. Divide the class into groups of around four learners. Give each group four different containers, a large bottle, a funnel, a jug of water, a tray to catch spills and a marker pen. 3. Ask learners to start by labelling each container A–D, then guessing which will hold the most water and writing this down. 4. Ask learners to carry out the experiment to work out which container holds most water. They can look back at the Activity Book for guidance, or use another method of their own. At least one member of the group should write down notes about each thing they do. <p>Feedback</p> <p>Circulate around the class ensuring that each group is making progress and that all individuals within each group are engaged in the task. Ensure that each learner knows their own role within the group (see Differentiation activities). Ask learners to work as a group to ensure the sentences they write are correct.</p>

	<p>Differentiation activities (Support):</p> <p>1. Ensure that each group has a mix of abilities if possible. Learners needing more support may be keen to take on more practical roles in the group, such as pouring the water or marking the volume per container. Encourage learners working on these practical tasks to describe their actions in clear English as their contribution to the notetaking.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Encourage more able learners to take on the role of note-taker. The group will need a record of what they do and in what order, as well as the final results. Encourage the note taker to work with the group to find the correct vocabulary for their actions. The notes do not have to be in full sentences, as they will be used to help write the results for Activity Book Activity 2.</p>		
Activity Book page 89	<p>Over to you: Activity 2</p> <p>1. Learners draw the four containers they used in their experiment in Activity 2 in the Learner's Book.</p> <p>2. They label the containers and write three sentences about what they discovered about the containers in the experiment.</p> <p>Feedback</p> <p>When all groups have finished their experiments, ask each group to present their findings to the class. Learners can show their four containers and read out their sentences.</p>		
Resources	Plenary		
	<p>1. Ask learners to share their predictions for the experiment with the class and say what the results actually were. Were they correct?</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
	1. Remind the class of the stories they read in previous units. Ask them to re-tell the stories. Which one did they like most? Ask them to justify their answers.
Resources	Main activity
Learner's Book page 140	<p>Talk about it: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the class if they know any story that is about a very big or a very small character. Is the character a hero (a character who does good or brave things)? Or is she/he a bad character? 2. Elicit some answers, for example Thumbelina, local stories in the learners' own culture, etc. <p>Feedback</p> <p>Ask learners to join the discussion spontaneously. Write the names of stories mentioned on the board and ask if anyone else knows about them.</p>
Learner's Book pages 140-141 Audio Track 83	<p>Read and listen: Activity 2</p> <ol style="list-style-type: none"> 1. Read out the title. Ask learners what they think it means. 2. Look at the pictures and ask them to predict what the text is about. Is it a fiction or non-fiction text? How do they know? Play part one of the story at least twice. Were their predictions correct? 3. Tell the class about this story. <i>A Tall Tale</i> is a make-believe story about characters who are larger than life. It comes from North America. 4. Ask learners to re-read the story and look for words that are new to them. Encourage them to work out the meaning from the context. 5. Look at the <i>Language detective</i> box and discuss the word <i>earplugs</i>. Tell learners this is a compound word. Do they recognise any part of the word (prompt for <i>ear</i>). Look at the context with learners (loud noise). Elicit ideas for the meaning. <p>Feedback</p> <p>Nominate individual learners to start the discussion and then ask the class to join spontaneously. If necessary, ask follow up questions, <i>Do you agree with _____? What do you think?</i></p> <p>Answers</p> <p>The text is fiction.</p> <p>Example clues: Artwork shows that Paul is much bigger than a real human. Paul does many things which are impossible for a real person, for example he eats enormous quantities of food, he cries so loudly that the house shakes. Impossible events happen, for example the frogs wear earplugs, the ox turns blue.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners are struggling with the amount of text in the story, remind them about structure. The first sentence of each paragraph will tell them what the paragraph is about, the rest of the paragraph gives more information. Ask them to read just the first sentence of each paragraph and identify one or two key words. This will give them a summary of the whole text and should give them confidence to move on to look at the rest of the text in more detail.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to think about the words the author has chosen. Start with <i>tall tale</i> (an idiom for an exaggerated or untrue story, also referring to the fact that Paul is very big). 2. Why does the author list everything that Paul had for breakfast? Why didn't he just say that Paul ate a lot of food? (<i>It has more impact to list everything and makes it seem more real to the reader.</i>)

<p>Learner's Book page 141</p>	<p>Talk: Activity 3</p> <ol style="list-style-type: none"> 1. Put learners into groups of three or four. Ask each learner to take a turn explaining what is happening in each picture. They can work with a partner to explain to the others in the group. 2. Encourage the learners to ask each other questions about the pictures. 3. Ask each group to decide on their favourite part of the story so far then nominate someone to report back to the rest of the class. They will need to report on whether the group agreed on a favourite part, or not. <p>Feedback</p> <p>Draw learners' attention to different details in the story with questions, <i>What is Paul doing here? Why?</i> Ask learners to join in the discussion spontaneously, nominating individuals to start it off if no one volunteers.</p> <p>Answers</p> <p>Picture 1 Paul is lying next to the school because he is too big to go inside. The children are climbing on him. He is helping a child get his kite out of the tree.</p> <p>Picture 2 Paul is wrestling with Babe the Blue Ox.</p>
<p>Learner's Book page 141</p>	<p>Read: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read the sentences and decide if they are true or false. 2. Tell them to read the text again, if necessary. 3. Ask them to correct the false statements. <p>Feedback</p> <p>Ask learners to identify the key words in the question and then in the text. Ask for a show of hands for true and false.</p> <p>Answers</p> <p>1 false; 2 true; 3 true; 4 false; 5 false</p> <p>Sentence 1 is false because his parents were normal size.</p> <p>Sentence 4 is false because he met Babe in the winter (we know that because of the snow).</p> <p>Sentence 5 is false because his favourite food was pancakes.</p>

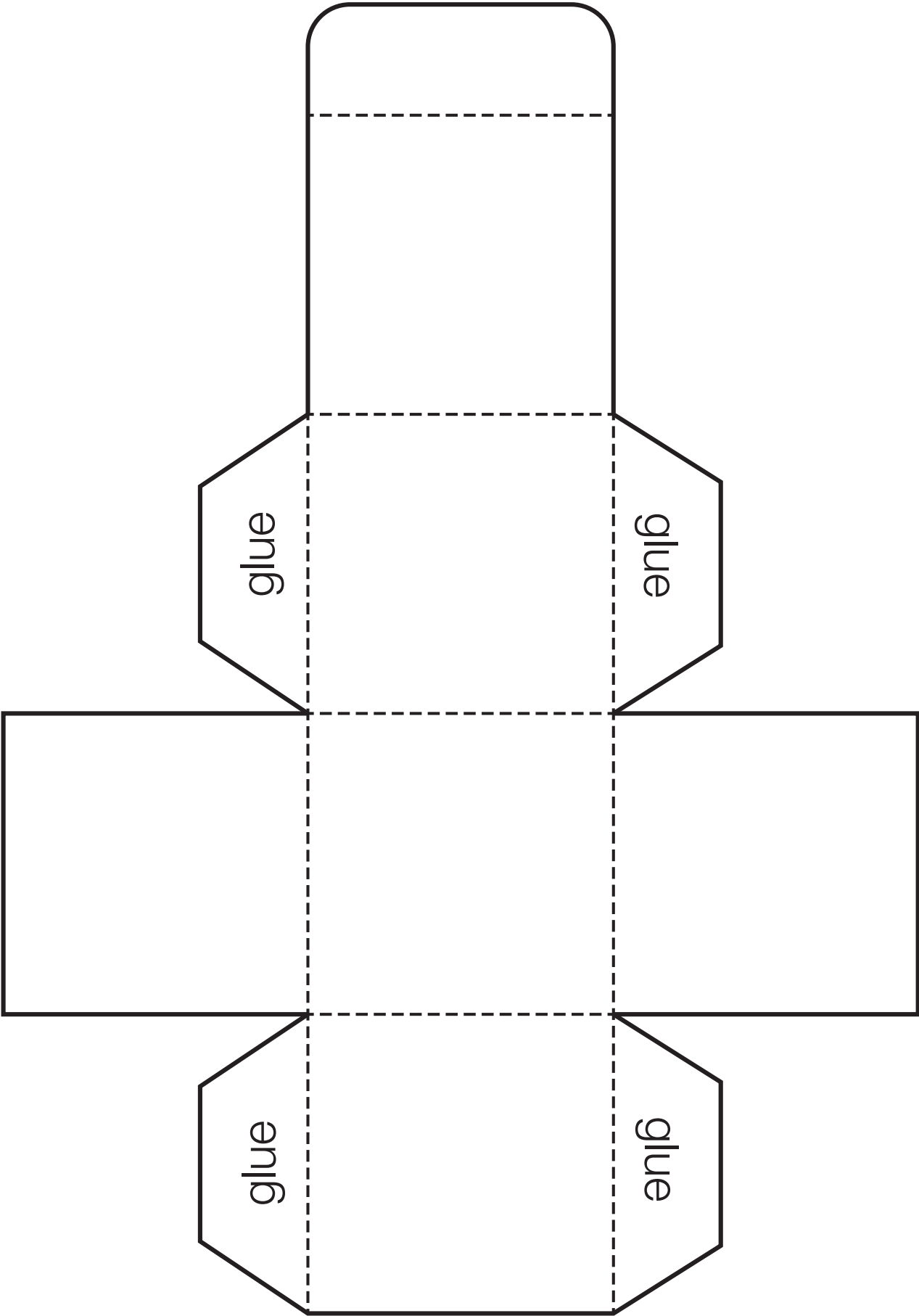
<p>Activity Book Page 90</p>	<p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the <i>Why ... ?</i> questions and find the answers on pages 140–1 in the Learner’s Book. 2. Remind them of the use of <i>because</i> in the answers to <i>Why ... ?</i> questions. 3. Work through the first question with the class. Ask them to find the key words from the first question (<i>frogs, earplugs</i>) in the story. Ask them to read the sentences before and after to see if they can find a reason for the earplugs (they should remember the meaning of <i>earplugs</i> from Learner’s Book Activity 2). Ask learners to put a ruler underneath the part of the text that shows the answer to the question. Now complete the answer using the information from the text. <p>Feedback</p> <p>Encourage discussion of answers in pairs for peer assessment, then call on pairs to share their answers with the class.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. The frogs started wearing earplugs because baby Paul cried so loudly. 2. Paul watched through the school window because he was too big to fit inside. 3. Paul went out in the snowstorm because he heard something crying. 4. The ox turned blue because it was so cold. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to identify key words in the questions and then in the text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask an additional question that requires inference from the text: <i>Why do you think Paul wanted a friend his own size?</i> Possible answer: <i>He wanted to be able to play games like wrestling without hurting people. He wanted someone who could play the same games as him.</i>
<p>Activity Book Page 90</p>	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Remind learners how to use the different punctuation: capital letters for the start of sentences and proper nouns; speech marks around speech; a comma after a speech which doesn’t have a question mark or an exclamation mark, just before a closing speech mark that is followed by <i>said</i>; question mark for a question; exclamation mark for an exclamation about something surprising; full stop at the end of a sentence. 2. Ask learners to punctuate the sentences correctly. <p>Feedback</p> <p>Circulate around the class checking that all learners are making progress. Ask learners to try to correct the punctuation themselves, without looking back at the story. When everyone has finished, write the sentences from the Activity Book on the board and call on individual learners to come and add the punctuation. Call on learners to give reasons for each change.</p> <p>Answers</p> <ol style="list-style-type: none"> 1. ‘What’s the matter?’ asked Paul’s mum. 2. ‘I wish I had a friend my size,’ said Paul. 3. ‘Hello!’ shouted Paul.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners what they think might happen next in the story.

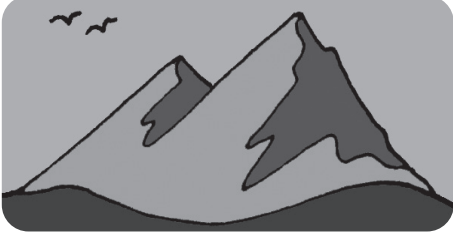



Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

UNIT 9 LESSON 10 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Ask learners to think back to the last lesson. What happened in the story? What did they think would happen next? Have learners re-tell the beginning of the story and ask prompting questions to encourage discussion.</p>
Resources	Main activity
<p>Learner's Book page 142</p> <p>Audio Track 84</p>	<p>Read and Listen: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures and think about what happens in part 2 of the story. 2. Play part 2 at least twice so learners can read and listen. Were their predictions correct? 3. Ask learners to re-read the story and look for words that are new to them. Encourage them to work out the meaning from the context. 4. Ask: <i>What happens to Paul?</i> <p>Feedback</p> <p>Call on individual learners for suggestions about unknown words. Encourage the whole class to think about similar words, and to look for clues in the pictures. Ask learners to join the discussion spontaneously.</p> <p>Answer</p> <p>Paul becomes a logger and cuts down trees. Paul and Babe straighten a river to stop the logs getting stuck.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. As in the previous lesson, ask learners to focus on the first sentence in each paragraph to help them work out what is happening in the story. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to find all the impossible things in the story (<i>cutting down a tree with one chop, straightening the river and making the big pan</i>).
<p>Activity Book page 91</p>	<p>Read: Activity 1</p> <ol style="list-style-type: none"> 1. Read through the questions as a class and check that there is no unknown vocabulary, and clarify if there is. 2. Ask learners to answer the questions individually, then swap with a partner and discuss. <p>Feedback</p> <p>Ask each pair to share the answer they have agreed on with the class. Ask the learners to point to where in the text they got their answer.</p> <p>Answers</p> <p>1 c; 2 b; 3 a; 4 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help learners to identify the key words from each question and then find them in the text. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to write up the answers as a complete sentence. You may need to remind learners to use 'because' for question 3.

Learner's Book page 142	<p>Values: Activity 2</p> <ol style="list-style-type: none"> 1. As a class, discuss what a hero is (a person who does something especially brave or good to help other people). 2. In pairs, learners read the words and decide which describe Paul best. Encourage them to explain their answers. <p>Feedback</p> <p>Ask learners to contribute spontaneously to the discussion. Promote participation by asking learners to name their own heroes and compare their qualities to those listed.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners' own answers</p>		
Activity Book page 91	<p>Write: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that Paul introduces Babe the Blue Ox to his friends Rosie and Max. They ask questions about Babe. Learners will need to write Paul's answers. 2. Encourage learners to be imaginative by having a short brainstorming session about the answered question (<i>Why is Babe blue?</i>). To get started, prompt learners with questions: <i>What colour were Babe's parents? Do you think Babe might have fallen in something blue? Do you think Babe might have eaten something that turned him blue?</i> Write up some of the suggestions on the board for each question. 3. Read and discuss the <i>Language tip</i> before doing the activity. Go through the first answer together, turning one of the ideas from the class brainstorm on the board into direct speech. <p>Feedback</p> <p>Circulate around the class checking that learners are making progress. If learners are struggling for ideas, return to the class discussion and write up some collective ideas on the board that learners can use to make their own sentences. Ask learners to roleplay their question and answer in front of the class.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write up some possible reasons on the board so that learners have vocabulary to use in their answers. Draw their attention to each piece of punctuation required: capital letters, speech marks, full stops or exclamation marks. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write two more questions that Rosie and Max ask about Babe. Ask them to write Paul's answers to those questions too. 		
Resources	<p style="background-color: #e0e0e0; padding: 2px;">Plenary</p> <ol style="list-style-type: none"> 1. Ask everyone to give a reason why they would like to be like Paul and one reason why they would not like it. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback



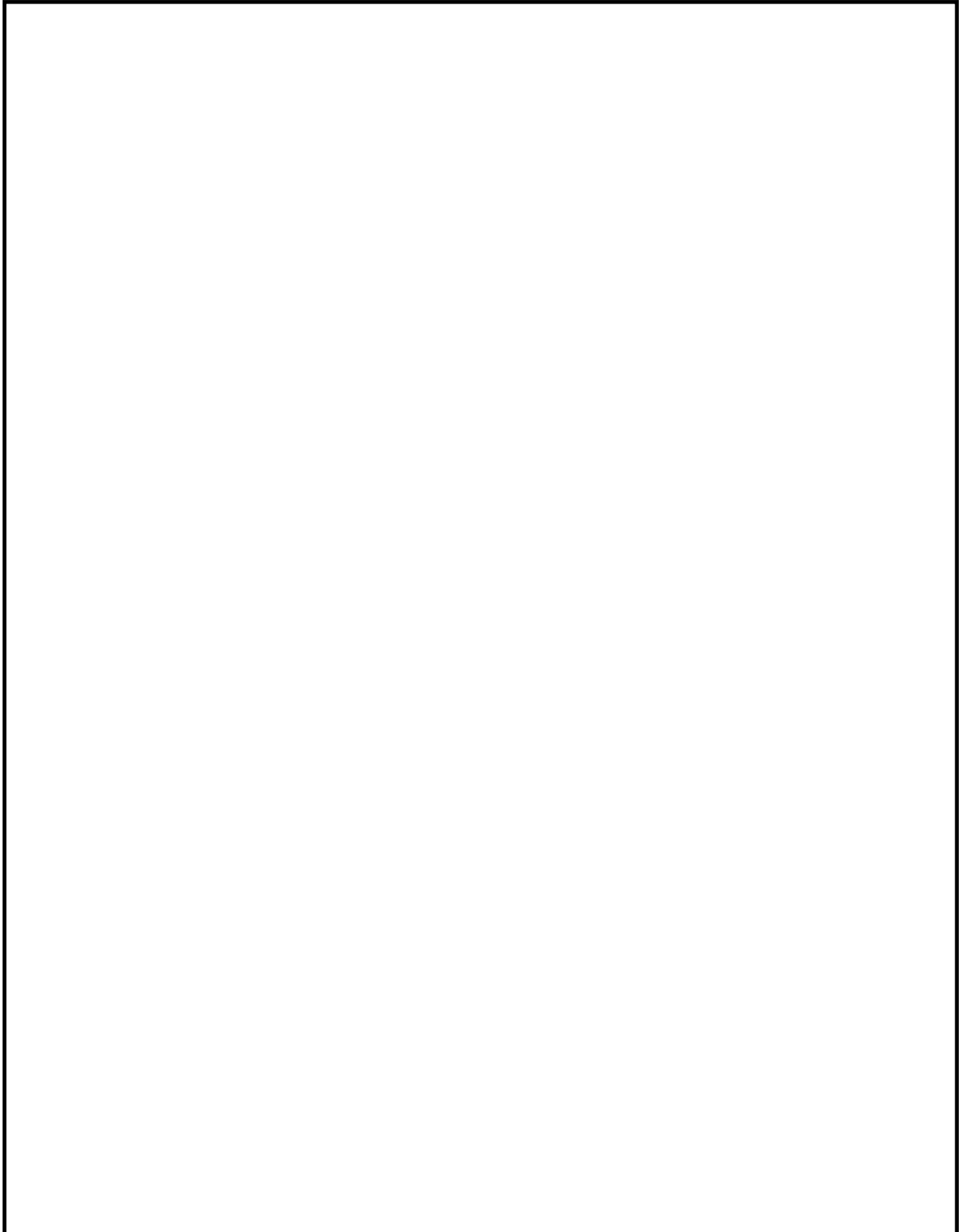
Have you ever ... ?					
<p>... climbed a mountain?</p> 	Mansoor				
<p>... visited another country?</p> 	Adel	Jassim			
<p>... stayed awake until midnight?</p> 	Nadir				
<p>... touched an elephant?</p> 					

Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

PCM 8 Number grid

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Our Character - Pictures



Our Character - Description

What is the character's name?

What does the character look like?

_____ was the size of _____

_____ was as small as _____

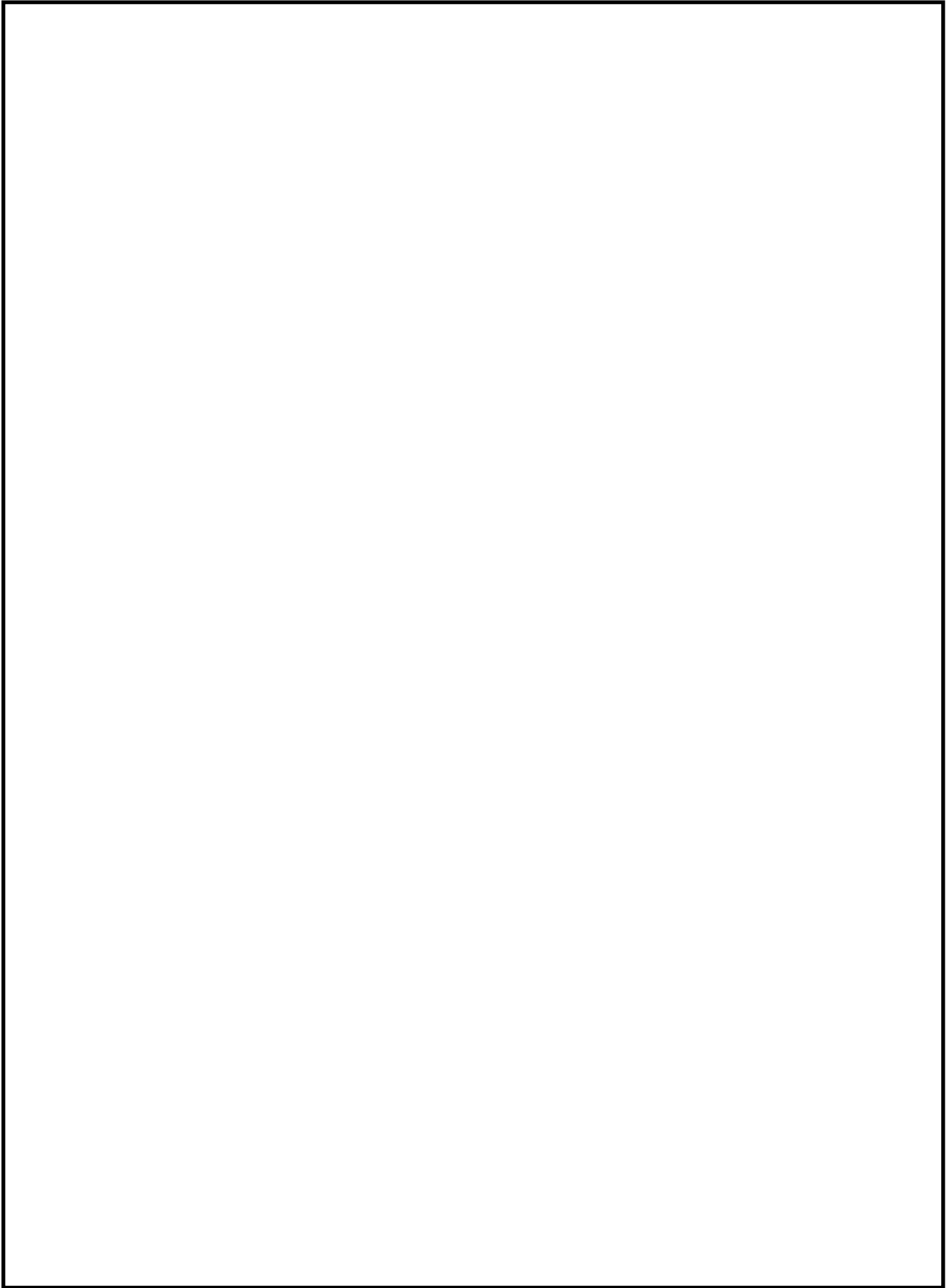
Where does the character live?

What does the character use for a bed?

How does the character travel from one place to another?

Other information about the character:

The Adventure - Pictures



The Adventure - Description

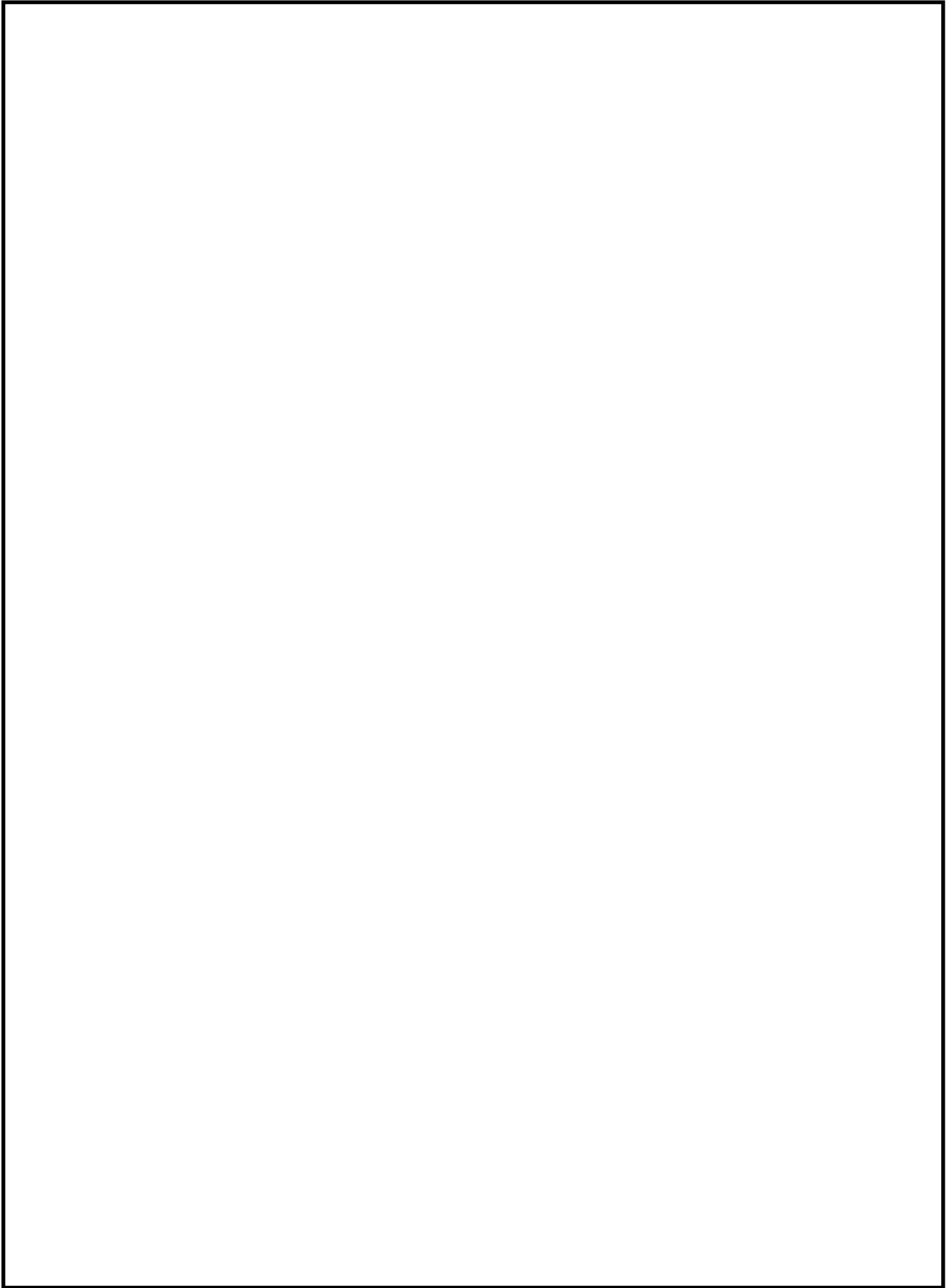
What happens to the character?

Where was the character?

How does the character feel?

Other information about the adventure:

How our character sees the world - pictures



How our character sees the world - description

What other characters, objects or places are in the story?

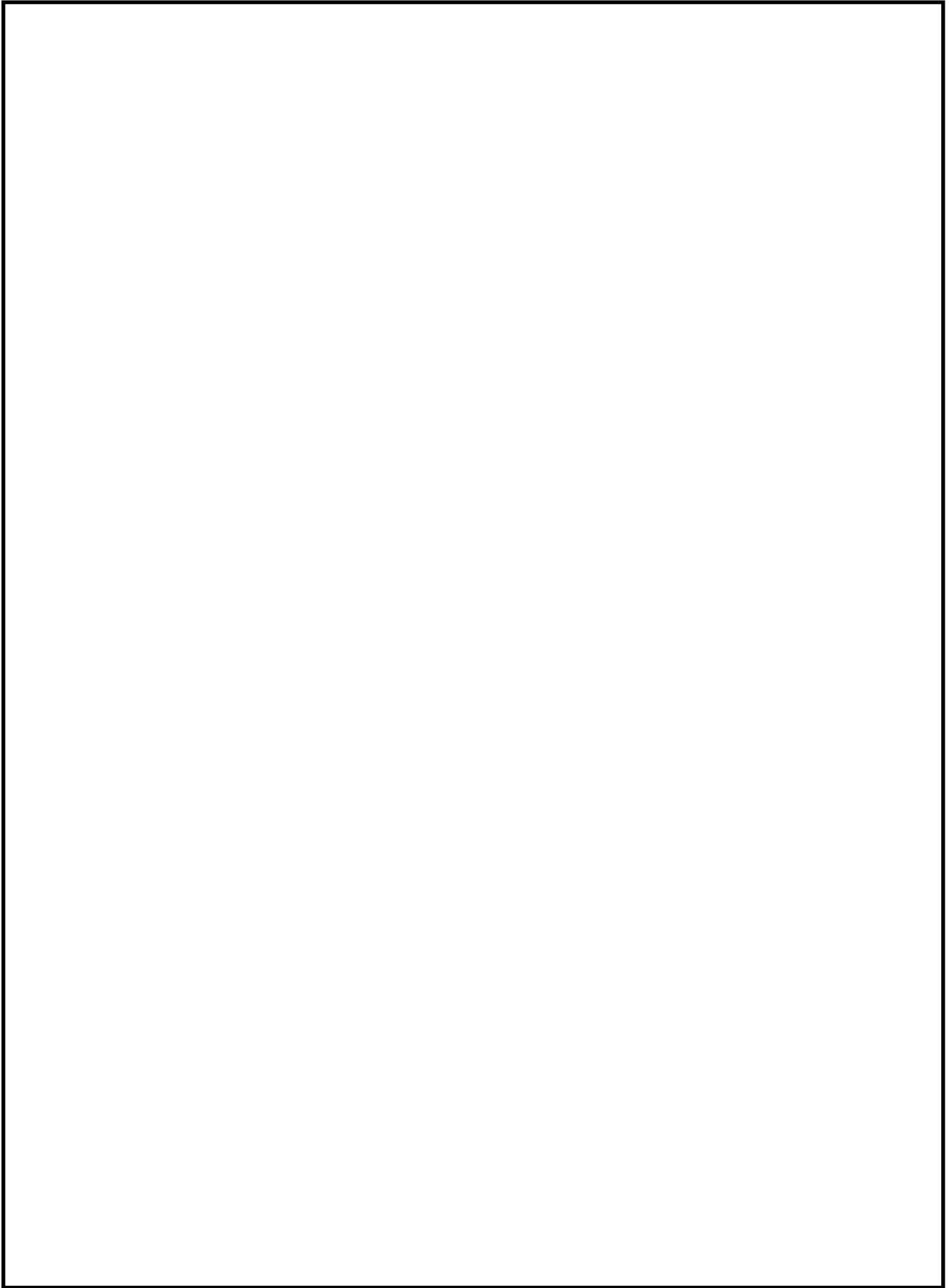
What do they look like to the character?

The _____ looked as big as _____

The _____ was like a _____

Other information the world the character sees:

The ending - pictures



The ending - description

How does the story end?

Is it a happy ending or a sad ending?

How does the character feel about his or her adventure?

Learner's Book

UNIT 6

Learner's Book

Track 52

Millions of years ago, dinosaurs walked the Earth. There were many different kinds of dinosaurs. Some were very tall, while others were very small. Some dinosaurs ate plants. Some dinosaurs ate other dinosaurs.

But there were some ways in which all dinosaurs were alike. They all lived millions of years ago. They all laid eggs. They all had legs and a tail.

We know about dinosaurs because we have found fossils of their bones, their nests and their footprints. Scientists study these fossils to learn about dinosaurs and their lives.

Scientists have learned many things about dinosaurs, but there are some things that they do not know for certain. For example, what colour were the dinosaurs? Did they have hard scaly skin like a crocodile or did they have feathers like a chicken? Did dinosaurs make any noise?

Track 53

Three hundred and fifty million years ago, the first animals appeared on the land. The first dinosaurs appeared two hundred and twenty million years ago. Dinosaurs lived on the Earth for a very, very long time. The last dinosaurs died sixty-five million years ago. Millions of years went by. Then, just one hundred thousand years ago, the first humans appeared.

Track 54

There were many different kinds of dinosaurs and they were all different sizes. Some ate meat and others ate plants.

Most dinosaurs had four legs, but some had two small front ones, like arms. This made it easier for dinosaurs to catch and kill animals.

This dinosaur is called Diplodocus and it weighed the same as five elephants. It couldn't run fast. You can see in the picture it had a very long neck so that it could eat leaves at the top of trees. It didn't eat meat at all.

Scientists believe that the Diplodocus used its tail to fight.

Track 55

1. Look at the flashcards around the room.
2. Now, draw a picture of each dinosaur on different faces of the cube. Don't fill the whole space because you will be writing as well.

3. Write one sentence about each dinosaur on each side of the cube. Remember to use capital letters and a full stop.
4. Colour your dinosaurs.
5. Now, carefully cut around the template. Your teacher will show you how to do this.
6. Now, glue the sides together. Your teacher will show you.
7. Fantastic! You now have your very own dinosaur cube!
8. Now listen to your teacher because you are going to play a game! Have fun!

Track 56

spikes
tail
horn
beak
sharp teeth
footprints

Track 57

- Timeline of dinosaur discoveries
- 1 Birds are living dinosaurs.
 - 2 Most dinosaurs were warm-blooded.
 - 3 Many dinosaurs had feathers.
 - 4 Some dinosaurs climbed trees.
 - 5 Some dinosaurs had poisonous bites.

Track 58

1 big 2 small 3 fast 4 slow 5 strong 6 heavy
7 loud 8 quiet 9 dangerous

Track 59

Triceratops is one of the most famous dinosaurs. It lived about sixty-eight million years ago. It had three horns on its face. One horn was on its nose and two longer horns were above the eyes.

Triceratops was about five metres tall and was nearly 10 metres long. It wasn't as tall or as big as a T-rex, but it was very big and weighed about 10000 kilos. From studying fossils, scientists know that Triceratops had four toes and its feet were a metre wide. Triceratops ate plants and leaves and was able to pull down leaves from trees with its horns. Triceratops could lay 20 eggs and covered them with plants to keep them warm. Babies hatched from eggs that were the size of a melon!

Track 60

Unfortunately

Dinosaurs lived so long ago
they never had a chance to know
how many kids would love to get
a dinosaur to be their pet.

Track 61

1. Living things that have turned into stone over millions of years are called fossils.
2. Fossils are made of living things that died.
3. Some fossils are very old.
4. Some animals were trapped in ice.
5. We can tell what an animal did from its footprints.

Track 62

Khulood's father gave her a new computer game.
'Digging for Dinosaurs!' said Khulood. 'Brilliant! That is exactly what I wanted.'

Khulood decided to try her new game. She switched on the computer, put the game in and looked at the screen. A strange icon appeared. Khulood clicked on the icon and suddenly POOM!

'Where am I?' asked Khulood.

'You're in the computer game Digging for Dinosaurs', said the girl next to her. 'We have to look for an old dinosaur bone.'

'Here's one!' said Khulood. She picked up a golden bone that was hidden under a stone.

Suddenly they heard a noise behind them. The ground began to shake. They heard a dinosaur roar.

Khulood and the girl hid behind a huge stone.

'Look!' shouted Khulood.

There was the same icon that she saw on her computer.

Khulood touched the icon. POOM!

Khulood was at home, sitting at her computer. She looked at the game.

'Bye, bye, dinosaur,' she said. 'Hmmm. Maybe I'll play a different game. That was very scary!'

UNIT 7

Track 63

Listen and find the flower.

Find a little flower.

Find a little flower with a brown centre.

Find a little flower with a brown centre and stripes.

Find a little flower with a brown centre and stripes and a bug on it without wings.

Have you found the flower?

Listen and find a different flower.

Find a big yellow flower without a brown centre and without stripes.

Find a big yellow flower without a brown centre and without stripes with a bug.

Find a big yellow flower without a brown centre and without stripes with a bug on it with spots on its wings.

Have you found the flower?

Track 64

Matar: Uncle Aziz, you've forgotten one plate, one cup, one napkin, one knife and two spoons.

Uncle Aziz: Oh dear. I'll get them right away.

Matar: Thank you, Uncle Aziz. Ebrahim is missing a knife. Please give it to him.

Uncle Aziz: Here you are, Ebrahim.

Ebrahim: Thank you.

Uncle Aziz: That's OK.

Matar: Khalid is missing a napkin. Please give it to him.

Uncle Aziz: Here is your napkin, Khalid.

Khalid: Thank you very much.

Matar: Jamal and Ghalib are each missing a spoon. Please give the spoons to them.

Uncle Aziz: Here you are, Jamal and Ghalib.

Jamal and Ghalib: No problem. Thank you.

Matar: Tariq is missing a cup. Please give it to him.

Uncle Aziz: Here is your cup, Tariq.

Tariq: Thank you very much.

Matar: And I am missing a plate. Please give it to me.

Uncle Aziz: Here you are, Matar. Would you like anything else?

Matar: Yes, please. We would like lunch! Is it nearly ready?

Track 65

A special delivery

In ancient times, a rich man lived in Cairo. One day, he said, 'I want to eat some of my favourite cherries.' The rich man didn't want cherries from Cairo. He wanted cherries from Antioch.

So the rich man wrote a message on a small piece of paper. He gave the message to his servant, who ran out of the house. 'Use the fastest pigeon in Cairo!' shouted the rich man.

That afternoon, one pigeon flew to Antioch. A servant caught the pigeon in his hands, read the message and made a plan. He told a cherry farmer to put 1,200 cherries into 1,200 tiny bags.

Three days later, 600 pigeons arrived at the rich man's house in Cairo. Each pigeon had two cherries in two bags. The rich man ate the cherries. He was very happy!

Track 66

People in my class have done lots of different things. Mansoor has climbed a mountain. But it wasn't a very big mountain. Theyab has climbed a big mountain in Europe with his father.

Adel and Jassim have visited another country. They both went to England last year! Humaid has visited Egypt! And Ibrahim has visited Brazil! Amazing!

I have stayed awake until midnight. It was my birthday! So have Eissa and Yassir.

But no one has touched an elephant!

Have you ever touched an elephant?

Track 67

Have you ever slept outside on a hot summer night?

Everything looks different
in the moon's strange light.

The trees seem to whisper
as you bravely whisper back.

Outside at night.

Have you ever done that?

I've never slept outside on a hot summer night

but I've ridden in a boat

being tossed like a kite

on dark wild waves

with the wind at my back.

On a boat in a storm.

Have you ever done that?

Track 68

A fair solution

One day, a poor man walked by a fine, expensive restaurant. He smelled the delicious food. The man was hungry and tired. He sat down outside the restaurant and took out a piece of dry bread. 'If I smell these wonderful smells while I eat my bread, I can pretend I'm eating a lovely meal,' he thought.

The man closed his eyes and imagined a delicious meal.

The rich restaurant owner came outside and shouted at the poor man, 'Stop! You're enjoying the smell of my food. You must pay me for that.'

'But I haven't eaten any of your food,' said the poor man.

'The smells are mine! They come from my delicious food. Pay me the money!' demanded the rich man.

'No,' said the poor man. 'That's not fair.'

'Then we will go to the judge,' said the rich man. 'He will make you pay.'

Track 69

The judge of the town was Nasreddin. Nasreddin was clever and wise. He listened to the problem and thought for a minute.

'You must pay for the smell of the food,' Nasreddin said to the poor man. 'Please give me your money.'

The poor man gave Nasreddin a small bag of coins.

'This is all I have,' he said in a sad voice.

Nasreddin took the bag of money and held it next to the rich man's ear. He shook it so the coins jingled. 'Can you hear the sound of this money?' Nasreddin asked.

The rich man nodded.

'Good,' said Nasreddin. 'That is your payment. This poor man enjoyed the smell of your food. Now you have enjoyed the sound of his money. That is a fair solution.'

Nasreddin handed the bag back to the poor man. 'You are free to go,' he said. 'The problem has been solved.'

'Thank you,' said the poor man.

'You're welcome,' said Nasreddin.

UNIT 8

Track 70

Brilliant bones and marvellous muscles

Our bones give our body its shape. Put your hand on your back. Feel your backbone. Your backbone helps you stand up and move.

Inside your head is your skull. Feel your skull.

Now put your hands on your ribs.

Your rib bones protect your heart and lungs.

What other bones can you feel in your body?

Muscles touch our bones. Muscles move our arms and legs when we run, jump, climb and lift things. Make a fist and feel the muscle in your upper arm. Smile and feel the muscles in your face. What other muscles can you feel?

Track 71

How can we stay healthy?

To keep your body healthy and strong, you need healthy food to eat and clean water to drink. You need plenty of exercise and plenty of sleep. You need to keep clean.

Healthy food

We need food to make our muscles strong – foods like eggs, beans, fish, meat, milk and cheese. Fruit and vegetables are also important.

Exercise

Exercise makes strong bones and muscles. There are many ways to exercise, for example: walking, running, climbing stairs and playing ball games.

Sleep

Your bones grow while you sleep. Your brain and body need to rest. Children need to sleep for about ten hours each night.

Track 72

The horse rider by Jennifer Law

He gets up at sun rise and saddles his horse
Eats a dish of shakshuka

Then goes off to the course.
The horses and men line up in a line
Hooves hit the earth
Then someone shouts 'time'!

He holds the reins tight with both of his hands
Takes a deep breath
Then rides over the sands.

A long time he must ride in the sun and the heat
Stay strong in the saddle
Never losing his seat.

He watches the sun with far seeing eyes
Counting the kilometres
He thinks of the prize.

Then on the fifth day as his strength disappears
He crosses the line
And everyone cheers.

Track 73

- 1 Playing football is exciting and fun!
- 2 Walking makes your heart beat more quickly.
- 3 People do karate in many different countries.
- 4 Doing karate is difficult. You will find it difficult, too.
- 5 I love going for walks. It's the best exercise.
- 6 Lots of people play football. It's good for your lungs and your muscles.

Track 74

What am I?

Every minute, every day,
Asleep, awake, I pump away.
I make a bright red river flow
From the top of your head to the tip of your toe.
Thump, thump, beat, beat, all day long,
Exercise and sleep will keep me strong.
What am I?

Track 75

Text 1

An elephant has bigger bones than a mouse.

Text 2

A baby human has 270 bones when it is born. The bones are soft but as the baby grows, the bones join together and become hard. An adult has 206 bones.

Text 3

A shark loses teeth all the time. New teeth grow quickly. A shark can have about 20 000 teeth during its life. Adult humans have 32 teeth and some whales have no teeth.

Text 4

Toenails grow 2.5 cm in two years but fingernails grow 2.5 cm in eight months. Nails grow faster in summer than winter and your middle fingernail grows the fastest of all.

Text 5

There are more than 60 muscles in your face. You use 40 muscles to frown and 18 to smile.

Track 76

The human body has muscles and bones. Your backbone is long and straight and runs down your back. It has 33 bones altogether. Your brain is like a big muscle in your head and gets stronger as you learn new things. Your ribs are bones that protect your heart and lungs. Your wrists join your hands and your arms, and your knees join the top and bottom of your legs..

Track 77

lick
listen
watch
hear
point
sniff
chew
blink
stroke
smell

UNIT 9

Track 78

Reporter: I'm going to talk to two children from two schools which are different sizes.

Hi, Rashid – can you tell me about your school?

Rashid: Hi. Yes, I live in a small village in the countryside. My school isn't very big: there are only 41 children there, and we have two teachers and two classrooms.

Reporter: What do you like about it?

Rashid: Umm, I like it because it's really friendly. There are older children and younger children all together in the same classroom, so the older ones can help the younger ones. At my school, everyone knows everyone else!

Reporter: Is there anything you don't like?

Rashid: Well, the only problem is that the playground is tiny: there's not much space to play football.

Reporter: Thanks, Rashid.

Reporter: Now I'm going to talk to Tariq. Can you tell me about your school, please?

Tariq: Hello, I'm Tariq. I go to a very big school in the town where I live. There are more than 800 children at my school, so you can choose lots of different children to make friends with.

Reporter: What else is good about it?

Tariq: Well, we've got an enormous playground so there's lots of space to run around. And we've got things like a swimming pool, a football pitch, and a really big hall. Small schools don't have things like that.

Reporter: Is there anything you don't like?

Tariq: Err – only that it can be very noisy sometimes, when we're all having our lunch at the same time. And when children start school, when they're only five years old, a big school can be quite scary.

Reporter: Thanks for giving me your opinions, Rashid and Tariq.

Track 79

Rashid: I'm watching a film on our big TV. I like watching films with my family on a big screen. My grandma can't hear very well, so we put on the subtitles so she can read the words. You can't see subtitles on a little screen. I like watching films with my friends too. We can watch and eat popcorn at the same time!

Tariq: I'm watching a film on my phone. I love watching films on a small screen because I can watch them by myself. I can watch the film that I like best. If you have a small screen, you can take it with you and watch films in the car, in your bedroom, anywhere! You can't do that with a big screen.

Track 80

Robots that explore.

Robots can go to places where it is hard for people to go. They can take photos, they can measure things or they can collect things for scientists to study.

Robots with wheels have been to the moon and the planet Mars. Some robots have gone into the ocean to look at plants and animals that live there. They have looked for old ships on the ocean floor.

Robots can go into dangerous places, like burning buildings or buildings that have fallen down. They search for people to help. Some of these robots look like

snakes. Others look like spiders. Each robot has a light and a camera, so it can send information to the people outside.

Scientists are now building tiny flying robots, the size of a bee. These 'Robobees' are designed to go to small spaces where bigger robots can't go.

Track 81

Adeeb al Baloushi is a twelve-year-old inventor from Dubai. He started inventing when he was nine.

First he helped his father with a new kind of artificial leg. Then he decided to help his mother. It was hard for her to reach under the sofa to clean.

Adeeb built a robot to do the job. It took him just one day. The robot is very small so it can go to places that are hard for a person to reach. It has a brush, a motor and batteries.

When Adeeb's mother went into the living room, she was surprised that Adeeb was sitting on the sofa. She looked under the sofa and it was clean. Adeeb showed her the robot. Now no one had to clean the floor, because the robot could do it for them.

Adeeb is a member of the Arab Robotics Association. Adeeb is still inventing. He hopes he will make many other new things that will help people.

Track 82

Adult: Listen to the Secret Number clues. Can you work out the secret number?

Girl 1: I am thinking of a secret number. It is between 1 and 100.

Girl 2: Is it more than 40?

Girl 1: Yes, it is.

Girl 2: Is it less than 60?

Girl 1: Yes, it is.

Girl 2: Is it more than 50?

Girl 1: No, it isn't.

Girl 2: Is it less than 45?

Girl 1: Yes, it is.

Girl 2: Is it less than 42?

Girl 1: Yes, it is.

Girl 2: I know what your secret number is!

Adult: Do you know what the secret number is?

Track 83

A Tall Tale – Part 1

Paul Bunyan was the biggest baby ever born. He was a good baby but he was always very hungry. When Paul was hungry, he cried so loudly that the house used to shake and the windows used to break. The frogs in the pond started wearing earplugs!

For breakfast every day, Paul Bunyan's mum and dad fed him 12 eggs, a loaf of bread, 10 bananas and 24 pancakes with lots of syrup. Pancakes were Paul's favourite food.

Paul grew bigger and bigger. He grew two centimetres every day. By the time Paul was seven, he was taller than the tallest home in his village.

Paul went to school, but he was too big to fit inside. He had to lie outside on the grass and watch through the window. After school, the children used to come and play with Paul. But sometimes he felt lonely.

'What's the matter?' Paul's mum asked.

'I wish I had a friend who was my size,' Paul said to his mum.

One winter, there was a huge snowstorm. Paul heard something crying outside. He went out in the storm to see who was there. He dug through the snow and found a baby ox – a very big baby ox, just the right size to be Paul's friend. 'Hello!' exclaimed Paul. The ox was so cold that it had turned blue. Paul brought the ox inside. He called the ox Babe.

Paul and Babe the Blue Ox became best friends. They loved wrestling together. At night, Paul used to read bedtime stories to Babe.

Track 84

Speaker: A Tall Tale – Part 2

On his 18th birthday, Paul's parents gave him a huge axe for cutting down trees. Paul loved his axe. He could cut down a tree with one chop of his axe. 'I'm going to be a logger,' said Paul.

Paul and Babe, the Blue Ox, set out for the big forests. They met a group of strong men and together they became a team of loggers. The men cut down trees with their axes and Babe dragged the logs to a long curvy river. The logs floated down the river to the town to be sold.

Paul and the loggers worked so fast that the river filled with logs. The logs got stuck in the curves of the river. Paul tied Babe to the end of the river. Babe pulled and pulled until the river was straight. The logs became unstuck and floated quickly to the town.

Activity Book

UNIT 6

Track 11

1. Draw a big potato shape.
2. Draw a neck and a tail on the body.
3. Draw two legs at the front of the body.
4. Draw two legs at the back of the body.
5. Draw a head, an eye and a smile.

6. What colour do you think this dinosaur was? It was dark green, but you can colour it any colour you like.
7. Draw some plants and trees in your picture.
8. You can finish your picture by colouring the plants and trees.

Track 12

1. In 2000, people in China found a dinosaur that climbed trees.
2. In 2006, people in Argentina found a huge dinosaur that was 35 to 40 metres long.
3. In 2012, there was a South African dinosaur found that was the size of a cat. It had a beak like a parrot and very big teeth.
4. In 2015, a strange dinosaur was found in Oman. It had a duck's mouth and a wing shape on its head.

UNIT 7

Track 13

1. In ancient times, camel caravans travelled for very long distances.
2. Messenger pigeons didn't travel for very long distances.
3. The pigeons always flew to their home.
4. Thieves didn't catch the pigeons because the birds flew away.
5. People liked the pigeon messengers because the birds worked hard.
6. In big cities, thousands of pigeons lived in special pigeon houses.

Track 14

1. I've seen
2. I've done
3. I've found
4. I've taken
5. I've written