Lesson 1 Vocabulary

Clear objectives set the scene for learning and provide a suggestion for evaluation criteria.

Engaging photographs help contextualise language and motivate pupils to work together.

Whole Class activities encourage cooperative learning.

A real-world reading text helps contextualise new vocabulary and develop reading skills.

Pupils use a recycled structure to do a personalised speaking task in pairs.

A vocabulary quiz reinforces understanding of the new vocabulary, as well as develops listening skills.
Fun, game-like activities **motivate pupils to write** the new vocabulary items.

The pupils **practice reading and writing** definitions of the new vocabulary.

Pupils **review a language structure and use it in a personalised writing task.**

An odd-one-out activity on each Activity Book page allows pupils to have fun while developing **critical thinking skills.**

**Teachers App!** Teachers can teach lessons using the Teacher’s App.

**Pupil’s App!** Pupils can practise language on the Pupil’s App.
Lesson 2 Grammar

A short text-message conversation places grammar in a familiar context.

The Grammar Wall highlights language patterns.

Think about grammar encourages the pupils to reflect on language.

The pupils work in pairs to do a communicative speaking task using the new grammar.
A variety of activities allow pupils to practice manipulating the form of the new grammar.

Understanding of the content is consolidated through a Cambridge Key English Test-style listening activity.
Thinking skills activities invite the pupils to activate previous knowledge before reading an exciting cultural story.

Attractive, age-appropriate artwork and an exciting audio recordings support the pupils' understanding of the story.

The Values section encourages pupils to reflect on the story and relate a personal, social or civic value to their own lives.
Lesson 3 Culture around the world

Activities check the pupils’ understanding of the story.

Comprehension is reinforced through a listening activity.

Students are encouraged to give a personal response to the story.
Listening, reading and acting contextualises new language.

Oral fluency is developed through pronunciation boxes.

Between eight and ten new items of vocabulary are introduced and practiced using pictures and photographs.

Communicate icons indicate when pupils have the opportunity to practice speaking in pairs.
Reading and writing activities are carefully staged to build pupils’ confidence and ensure success.

Activities encourage the pupils to recognise and practise the Lesson 5 vocabulary.

Cambridge Exams Practice is provided to consolidate understanding of the content.

The Word Building section introduces and practices strategies for developing, recording and remembering vocabulary.
The Before you read activities help prepare the pupils to read. These include activating pupils’ existing knowledge.

The pupils are given the opportunity to communicate information, express ideas, opinions, feelings and interpretations and directed to the After you read activities in the Activity Book.

Texts act as scaffolding to prepare the pupils for the writing activities.

The Writing Skills section highlights a discrete writing skill such as time connectors.

The pupils are directed to the Activity Book to prepare their piece of writing.
A range of **After you read** activities reinforce and check the pupils’ understanding of the text.

Reading skills such as **skimming** and **scanning** are developed.

Pupils are given the opportunity to give a personal response.

Pupils have the opportunity to practice and consolidate a discrete writing skill.

Pupils work with a partner to plan, draft and revise their writing.

Pupils share their work with another student and are given self-assessment criteria to check their work.
Lesson 8 Speaking & Self Evaluation

Pupils work with a partner to plan, draft and revise their writing.

Examples are given to act as scaffolding.

Pupils are encouraged to reflect upon their learning based on the objectives set at the beginning of the unit.

Conversation time builds pupils' conversation skills.

Go to the Song Bank, page 126.
A framework helps pupils organise their ideas and select language for the speaking task.

The pupils reflect on their learning and set a personal learning objective for the next unit.
A full page review **checks and reinforces** all of the unit vocabulary and grammar.

Pupils **work cooperatively** to check their learning.
Pupils watch an engaging content-rich video - Channel 21 - as a way of introducing the lesson and raising interest in the theme relating to a 21st Century Skill.

Pupils are encouraged to review the video and answer questions to check understanding.

Pupils reflect on existing knowledge and think creatively about how it relates to their own lives.

Children of the same age present a question or problem for pupils to think about. This introduces the theme of the lesson and helps pupils foster a problem-solving and imaginative approach to learning.
The 21st century skill is **clearly visible** to remind pupils of the 21st century skill being developed.

**Meaningful language practice** contributes to understanding and skill development.

A **listening activity** provides further practice and consolidation.

Pupils **cooperate** and **build on existing knowledge** to be able to develop the skill independently.
Streamlined and manageable 2-page projects

Project aims are clear from the outset.

The lesson begins with a question to raise interest and activate and share existing knowledge about the topic.

Clear instructions guide pupils as they work together in groups.

Digital tips encourage pupils to develop digital skills. Pupils are set a range of fascinating tasks to promote this skill needed in the modern world.

Pupils work in small groups and are encouraged to talk meaningfully about a task.

Language for interaction is taught and practiced.

A final positive group outcome creates a sense of achievement.

Pupils have an opportunity to reflect on what they have learnt and their final piece of work.
Pupils are directed to the Activity Book to record their findings in the individual investigation task.

Pupils go to the Activity Book to record their decisions for the group task.

Pupils reflect on their cooperative skills and how they have worked as a group.
Grammar and Vocabulary Review

1 Present perfect

<table>
<thead>
<tr>
<th>Subject</th>
<th>Present perfect form</th>
<th>Example sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/they</td>
<td>have/haven't</td>
<td>have been to a pop concert, haven't visited China</td>
</tr>
<tr>
<td>he/she/it</td>
<td>has/haven't</td>
<td>has learned to play the piano, hasn't played soccer</td>
</tr>
</tbody>
</table>

Remember that you can also use haven't with the present perfect for negative sentences: I've never been to France.

2 Irregular past participles

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past simple form</th>
<th>Past participle form</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>ate</td>
<td>eaten</td>
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<td>give</td>
<td>gave</td>
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3 Present perfect & past simple

We use the present perfect to talk about our experiences. We use the past simple to talk about specific details of that experience.

Present perfect to ask about experiences:

Have you ever been to France?

Past simple to give details about an experience:

Yes, I have. I went to Paris last year.

Vocabulary

1 Forms of entertainment

- pop concert
- play
- film
- dance show
- circus
- comedy show
- art exhibition
- music concert
- ballet
- magazine
- sculpture
- draw a picture
- make a film
- compose music
- write a poem
- paint a portrait
- sing in a choir
- juggle
- create a comic
- make a sculpture
- play in an orchestra
1. Work in pairs and look at the exam question. Write down five words that are important in the story. Compare your list with another pair. Are they the same?

2. Two pupils, David and Milly, have written stories from the pictures. Answer the questions. Which story do you think will get the best mark?

   **David's story**
   Jenny is going to the circus with her dad. She is very excited. First of all, she watches the white horses. Then, they are very fast. Then they are a funny clown. He makes Jenny sing a song with him.

   **Milly's story**
   On Saturday, it was Isobel's birthday. She went to the circus with her dad. It was brilliant. Isobel sang with a clown. It was funny and her dad took lots of photos.

   1. Who hasn't written more than 35 words?
   2. Who has written their story in the past tense?
   3. What adjectives do they use? Who uses the most?
   4. Who has made three spelling mistakes?
   5. Who writes about all three pictures?
   6. Who uses time connectives in their story?

3. Write your version of the story in your notebook. Compare with a friend.