

4

Happy homes

WOW!

World of Wonder! Magazine

Welcome

Book Club

Culture

Over to you!

Do you sometimes help at home? Look at the photos here. How many jobs at home do you know?

Bobby loves doing the gardening, but he hates tidying up. He has a question for you. What do you think?



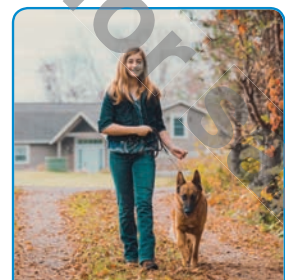
WOW! Question



Bobby 6 hours ago
How can we make our homes happy places?

In this unit I will ...

- learn some words for jobs at home and things in the kitchen
- use the Present perfect tense with *already, just* and *yet*
- use sense verbs (*look, smell, taste, sound, feel*)
- read a playscript
- find out about traditional food around the world
- work in a group to make a poster about traditional food
- learn how to offer to help
- read and write recipes



Unit objectives

Talk about chores, food and drink

Language

Vocabulary	Jobs at home <i>tidy up, clear the table, vacuum the carpet, dust the furniture, sweep the floor, do the washing-up, empty the bin, put away the clothes, load the dishwasher, cook the dinner, water the plants, take the dog for a walk</i> Food and drink things and verbs <i>knife, fork, spoon, chopsticks, salt, pepper, cut, bake, add, mix, chop, boil</i>
Grammar	Present perfect with <i>already, just</i> and <i>yet</i> Sense verbs: <i>look, smell, taste, sound, feel</i> + adjectives Sense verbs: <i>look, smell, taste, sound, feel like</i> + <i>like</i> + nouns
Functions	<i>I'll ..., Shall I ...?, Do you want me to ...?, Can I help you?, What do you want me/us to do (now)?</i>
Phonics	Rising and falling intonation in questions

Key competences

Linguistic competence: use language as an instrument for communication (Lessons 1–7)

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

Digital competence: use Pupil's Book eBook (L. 1–7)

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

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

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

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

21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1); Problem solving (L. 2, 4); Logical thinking (L. 2, 5); Defining and describing (L. 1–9); Finding information (L. 1–9); Planning (L. 3, 5); Reflecting on learning (L. 1–9)
Creativity	Make a tourist brochure about an ancient city (L. 6)
Communication	Talking about chores, food and drink (L. 1, 5); Offering help (L. 7); Functional dialogue (L. 6)
Collaboration	Project groupwork (L. 6); Dialogue (L. 7)

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Pupil's Book p. 58; Activity Book p. 51
- Unit 4 Extra practice: Activity Book p. 121
- Unit 4 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication game, Reading differentiation, Listening differentiation, Culture, English in action
- Unit 4 Test

External exams

Pupil's Book

A2 Key for Schools Listening Part 3
A2 Flyers Reading and Writing Part 3

Activity Book

A2 Flyers Listening Part 3
A2 Flyers Reading and Writing Part 5

Objectives

- **Lesson aims:** to talk about jobs at home
- **Target language:** *tidy up, clear the table, vacuum the carpet, dust the furniture, sweep the floor, do the washing-up, empty the bin, put away the clothes, load the dishwasher, cook the dinner, water the plants, take the dog for a walk*

Materials

- sheets of A4 paper, enough for each student
- index cards
- Resource 4A

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can talk about everyday activities using simple language (GSE 32). Can express their opinions on familiar topics, using simple language (GSE 41).
- **Writing:** Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model (GSE 30).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork; Think-pair-share technique
- Independent learning: Thought-provoking questions technique; Summative questions technique; portfolio

Starting the lesson

- Give ss one minute to write as many words from Units 1–3 as they can remember.
- Ss check their spelling by referring to their Pupil's Books.

Presentation

- Explain that in this lesson ss will learn about jobs at home.
- Direct ss to the unit objectives at the bottom of the page and have them read it.

Practice

Pupil's Book

- 1 **Work in pairs. Look at the WOW! Magazine Welcome page. Then read and answer.**
 - Ask ss to look at page 48. Ask which of the jobs they do at home.
 - Use the Lollipop stick technique to have a student read the sidebar content.
 - Place ss in pairs and have them discuss the question for two minutes. Have ss say their ideas to the class.
 - **Extension** In small groups, ss write different ways of making homes a happy place.

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

- In pairs, ss say and point to the words they know for one minute.
- Then say all the words in the pictures at random for ss to point to them. Use the Lollipop stick technique to have a student describe or say something about the picture.
- Play the audio and ss do the matching.
- **Extension** Ask ss to close their books. Say the first part of the new vocabulary words for them to say the second part. Say *clear*. Elicit *the table*. After a few rounds ss continue in pairs.

Diversity

Support

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

Challenge

- Have ss use the new vocabulary to write a small paragraph about the jobs they do at home. Place work in portfolio.

Extra activity Critical thinking

- Use the Thought-provoking questions technique to have a short class discussion on why it is important to help with the chores at home.

3 4.2 Listen and read. Which jobs does Bobby do? Which ones does he like? Which does he hate?

- Ss read along to the text, find the answer and check with their partners.

4 Work in pairs. Look at the jobs at home on pages 48 and 49 and answer the questions.

- Use the Think-pair-share technique to complete the activity.
- **Extension** Ask volunteer pairs to do the activity in front of the class.

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

- Remind ss that after *like* and *hate*, the main verb takes on the *-ing* form. Write *I like cooking the dinner, I hate washing up.* on the board.
- Have volunteer ss read their lists to the class. Vote for the favourite job and the job ss like least.

Activity Book

1 Read and circle the correct words.

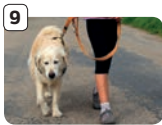
- Have ss say the words from the new vocabulary.
- Check answers as a class.

Answer key 2 dust, 3 tidy up, 4 vacuum, 5 water, 6 take

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

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

tidy up 11 clear the table 7 vacuum the carpet 8 dust the furniture 3 sweep the floor 7
do the washing-up 12 empty the bin 4 put away the clothes 5 load the dishwasher 6
cook the dinner 2 water the plants 10 take the dog for a walk 9



3 4.2 Listen and read. Which jobs does Bobby do? Which ones does he like? Which does he hate?

He tidies his room, clears the table, loads the dishwasher, does the washing-up, (last week he cooked dinner), puts away the clothes, waters the plants, takes the dog for a walk. He likes matching socks, watering the plants and taking the dog for a walk. He hates tidying his room.



Bobby 45 minutes ago

Hi guys! Who empties the bin in your home? I'm doing a survey to find out what jobs children do at home. My mum thinks other children help more often, but I'm not so sure. My dad empties the bins, but my mum vacuums the carpets and cleans the bathroom. My sister sometimes dusts the furniture and we both have to tidy our rooms. I'm very untidy so I hate tidying my room. At dinner time we have to clear the table and load the dishwasher or do the washing-up. I cooked the dinner last Friday, but I did it so badly that nobody asked me to do it again! We help put away the clothes, too. I like matching socks, but why is there always one extra sock?

My favourite jobs are outdoors. I water the garden plants in the summer and I take the dog for a walk after school nearly every day.

What about you? How do you help at home? Send me a message!

4 Work in pairs. Look at the jobs at home on pages 48 and 49 and answer the questions.

- 1 Which jobs do people do in the kitchen?
- 2 Which jobs do people do outdoors?
take the dog for a walk, water the plants, empty the bin
- 3 Which jobs do you sometimes do at home? *students' own answers*

clear the table, load the dishwasher, do the washing-up, cook the dinner, empty the bin, sweep the floor

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

I like cooking dinner.

I hate tidying my room.

forty-nine 49

2 Look at the pictures. Complete the sentences.

- Have a student say what they see in the pictures.

Answer key 2 sweep the floor; 3 empty the bin; 4 cook the dinner; 5 load the dishwasher; 6 clear the table

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

- Ask a student to read the box aloud. Explain that adverbs of frequency always go before the verb.
- Ss work individually to complete the activity.
- Ss read their work to their partners.

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

- Have ss read their sentences to the class.

Finishing the lesson

- Use the Summative questions technique to ask ss which part of the lesson they found the most interesting.

Objectives

- **Lesson aims:** to read and understand a dialogue in a kitchen
- **Target language:** *Surprise! Hang on! What a mess!*





Materials

- sheets of A4 paper, enough for each student

Global Scale of English (GSE)

- **Reading:** Can understand the main points of short, simple dialogues related to everyday situations, if guided by questions (GSE 34). Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can understand some details in extended dialogues on familiar everyday topics (GSE 46).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38). Can talk about plans for the near future in a simple way (GSE 38).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique; Stop/Go technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Summative questions technique; portfolio

Starting the lesson

- Tell ss you are going to say new vocabulary words, but they could sometimes be incorrect. If ss hear an incorrect word, they raise their hands to correct you.
- Say *tidy up*. Ss do nothing. Say *vacuum the plants*. Ss raise their hands. Elicit *vacuum the carpet* or *water the plants*.

Presentation

-  Explain that in this lesson ss will read a dialogue about a surprise birthday party plan and its jobs.
- Write *Surprise! Hang on! What a mess!* on the board.
- Ask ss when these exchanges are used.

Practice

Pupil's Book

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


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

Diversity



Support

- Ask questions about each line of the dialogue. For the first line ask *Is the room tidy? (No, it's a mess). What do they have to do? (Tidy up). Why must they hurry? (Because Lara is on her way).*


Challenge

-  Ss rewrite the dialogue with different chores on an A4 sheet of paper. They read their work to the class. Place work in portfolio.


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

- Have ss say what the dialogue is about.
-  Using the Stop/Go technique, ask ss if they have understood the text enough to continue with this activity.
- Ss complete the activity individually. Check answers as a class.
- **Extension**  Ss make three false statements for their partners to correct.


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

- Ask ss to raise their hands when they have found all the expressions. Choose random ss to read the exchange using the expressions aloud.
-  Use the Lollipop stick technique to have pairs come to the front and act out their sentences.
- **Extension** Have ss write three small exchanges with the new expressions.

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

-  Use the Lollipop stick technique to have ss read their lists to the class.

Extra activity Communication

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

Activity Book

1 4.4 Complete the sentences from the dialogue on Pupil's Book page 50. Who says them? Write. Then listen and check.

- Have ss quietly read the word box and prompts before completing the activity. Check answers as a class.

Answer key 2 Ting, floor; 3 Bobby, cake; 4 Ting, tidy; 5 Arlo, minute; 6 Bobby, bins

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

- Ss complete the activity individually.
- Have ss read their answers to the class.

Answer key 2 F – He hasn't done the washing-up yet.; 3 T – Arlo says he's just done that.; 4 F – She asks them if anyone has emptied the bins yet.; 5 F – Ting receives the message.; 6 T – Her birthday is next week.

Ting: **What a mess!** Hurry up! We have to tidy up! Lara will be here soon.

Bobby: Well, we've **already** made the cake.

Ting: Yes! And I've **just** cleared the table.

Arlo: Cool! But look at the mess over here!

Bobby: I've loaded the dishwasher, but I haven't done the washing-up **yet**.

Ting: And we haven't swept the floor **yet**.

Arlo: **Hang on,** Ting! I've **just** done that!

Ting: Oh sorry! Maybe we should vacuum it.

Bobby: What about the bins? Has anyone emptied the bins **yet**?

Ting: No, but we can do that later. I've **just** had a text. It says ... OMW. That means 'on my way'!

Arlo: So she's coming now? Quick! Hide!



Bobby/Ting/Arlo: **Surprise!** Happy birthday!

Lara: Oh dear! Erm ... my birthday is next week!

Bobby/Ting/Arlo: Oh no!

Arlo: Well, you can help us tidy up!

- Listen and read. Why are they tidying up? What's the surprise?**
They have made a cake and the kitchen is a mess. They made the cake as a surprise for Lara's birthday.
- Work in pairs. Read the dialogue again and answer the questions.**
 - Why have they made a cake?
They think it's Lara's birthday.
 - Who loaded the dishwasher?
Bobby
 - Has anybody swept the floor yet?
Yes, Arlo has just swept the floor.
 - What are they going to do later?
They're going to empty the bins.
 - What does 'OMW' mean?
It means 'On my way'!
 - When is Lara's birthday?
It's next week.

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

Surprise! Hang on! What a mess!

- 1 Can you load the dishwasher?
(...) I did it last time. It's your turn.
- 2 (...) It's OK. We're going to tidy up.
- 3 (...) This present is for you!
Oh, thank you!

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

We have to make a cake.

Then we have to do the washing-up.

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

• Have ss read the dialogue with their partners.

Answer key 2 What a mess!; 3 Hang on!; 4 What a mess!; 5 Hang on!; 6 Surprise!

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

• Ss present their work to the class.

Extra activity Fast finishers

- Ss write a reading comprehension activity about the dialogue to ask other fast finishers.

Finishing the lesson

- Use the Summative questions technique to have ss talk about their progress.

Objectives

- **Lesson aims:** to learn the Present perfect with *already*, *yet* and *just*
- **Target language:** *I've already/just swept the floor. I haven't cleared the table yet. Have you emptied the bin yet?*





Materials

- index cards
- Resources 16 and 49

Global Scale of English (GSE)

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


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation; Key question technique
-  Monitoring students' learning: Lollipop stick technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Thought-provoking questions technique

Starting the lesson


- Write six incorrect sentences using the grammar from previous units on the board. In their notebooks, ss correct the sentences. Write the correct sentences on the board.

Presentation

-  Explain that in this lesson ss will learn how to use the Present perfect.
- Explain that we use the Present perfect when we don't know exactly when the action happened in the past or the action has just been completed.
- Remind ss of regular and irregular verbs.

Practice

Pupil's Book

- 1 **Look back at the dialogue in Lesson 2. What have they done? What haven't they done?**
 - **Extension** As ss give answers, write the verbs on the board. Then have ss point out the irregular verbs.
- 2  **Look at the grammar table. Then read and circle the correct options to complete the rules.**
 - Explain to ss that *already* can come at the end of sentences, too. Elicit an example.

Diversity


Support







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

Challenge

- Ss look through previous units and find other verbs. They note them down and write their past and participle forms.

Extra activity Communication

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

- 3 **Read the dialogue in Lesson 2 again. Underline examples of *already, just* and *yet*.**
 -  Have ss work in pairs to complete the activity.
 -  Use the Lollipop stick technique to elicit answers. Write them on the board.
- 4 **Write three questions about the dialogue in Lesson 2. Then work in pairs and ask and answer.**
 - Have ss make questions using the Present perfect.
- 5  **4.6 Listen and match the people to the jobs.**
 - Play the audio with pauses for ss to match the answers.
 - **Extension** Have ss write the sentences in full using the Present perfect.
 - See page 274 for audioscript.
- 6  **4.7 Listen again and answer the questions.**
 - Ask ss to read the questions and guess their answers before listening to the audio again.
- 7  **Which jobs do you have to do most days? Which have you already done? Which haven't you done yet? Write them in two lists. Compare your lists with your partner. Who has done more jobs today?**
 -  Volunteers act out their dialogues.

Activity Book

- 1  **4.8 Listen and look at the picture. Circle the six mistakes.**
 - See page 274 for audioscript.

Answer key the cat has already been fed, the dinner has already been cooked, the plants haven't been watered yet, the washing-up has already been done, the bin hasn't been emptied yet, the dog has already been for a walk.
- 2 **Underline the mistakes and write the correct sentences.**

Answer key 2 Have you already swept the kitchen floor?; 3 Mum and I have just loaded the dishwasher.; 4 Thomas has just dusted the furniture.; 5 Carlotta has just emptied the bins.; 6 We've already watered all of the plants.
- 3 **Read the text. Then write sentences with the Present perfect and *already, just* or *yet*.**

Answer key 2 He hasn't tidied his room yet.; 3 Mum has already vacuumed the carpet.; 4 She hasn't watered the plants yet.; 5 Dad has just done the washing-up.

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

tidy up ✗ make the cake ✓ clear the table ✓
load the dishwasher ✓ do the washing-up ✗
sweep the floor ✓ vacuum the floor ✗
empty the bins ✗

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

Grammar

Present perfect with *already*, *just* and *yet*

I've	already just	swept the floor.	
He's		eaten lunch.	
They've		loaded the dishwasher.	
I haven't		watered the plants	yet.
She hasn't		cleared the table	
Have you		emptied the bins	yet?
Has anyone		done the washing-up	

We sometimes use the Present perfect with *already*, *just* and *yet*.

We use *already* / *just* / *yet* when we have done something a short time ago.

We use *already* / *just* / *yet* when we have done something earlier than someone expected.

We use *already* / *just* / *yet* in negative sentences and questions to talk or ask about something we haven't done, but we are going to do soon.

- 3 Read the dialogue in Lesson 2 again. Underline examples of *already*, *just* and *yet*.

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

Have they made the cake *yet*?

Yes, they've *already* made the cake.

- 5 Listen and match the people to the jobs.

- | | |
|-----------|-----------------------|
| 1 Mum | a make a cake |
| 2 Dad | b vacuum the carpet |
| 3 Ella | c lay the table |
| 4 George | d do the washing-up |
| 5 Grandma | e empty the bins |
| | f load the dishwasher |
| | g water the plants |
| | h clear the table |

- 6 Listen again and answer the questions.

- Whose party is it?
It's Dad's party.
- What has George already done?
He has already swept the floor.
- Why isn't Dad there?
He has taken the dog for a walk.
- How does Grandma get there?
by car.
- What is Dad going to do?
He's going to empty the bins.

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

Have you made your bed yet?

No, I haven't. Have you done your homework yet?

Yes, I have. I've just finished.



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

Answer key 2 Have you tidied your room yet?; 3 Has a teacher spoken to you yet?; 4 Have you used your smartphone yet?; 5 Have you sent a message yet?

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

- Refer ss to the Grammar reference on page 121 and do Activities 1 and 2.

Grammar reference

- 1 Read and complete.

Answer key 2 's, 3 haven't, 4 hasn't, 5 Have, 6 Has

- 2 Write sentences about your day. Use the Present perfect with *already*, *just* or *yet*.

- Ss read their work aloud.

Finishing the lesson

- Use the Thought-provoking questions technique to ask ss how successful their learning is so far. Invite ss to share learning tips.

Objectives

- **Lesson aims:** to read a play script
- **Target language:** collocations: verb + noun

Materials

- dice

Global Scale of English (GSE)

- **Reading:** Can identify specific information in a simple story if guided by questions (GSE 35). Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts (GSE 53).

Assessment for Learning

- Setting aims and criteria: Key question technique; lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; True/False response cards technique
- Peer learning: pairwork; groupwork
- Independent learning: Three facts and a fib technique; portfolio

Starting the lesson

- Use the Key question technique to have ss say how reading texts can help them with their English. Ask *How do texts teach us language? Do you study texts in your native language? What do you learn from them? Do you learn the same things from English texts?*

Presentation

- Explain that in this lesson ss will read a playscript.
- Have ss look at the layout and ask them to say how it is different to a dialogue (*it has scenes*).
- **Extension** Ask ss if they have ever seen a play and if they enjoyed it.

Practice

Pupil's Book

- 1 **Before you read** Today's Book Club text is a playscript. Look and circle the words that describe a playscript. Then answer.
 - Ss do the activity in pairs.
 - **Extension** Ask ss why they think plays are set up in scenes.
- 2 **4.9 Listen and read. Then answer the questions.**
 - Use the Lollipop stick technique to elicit answers.
 - **Extension** Use the True/False response cards technique to quiz ss on the text by making different false statements about it for ss to correct.
- 3 **After you read** Activity Book, page 45.
 - Refer ss to the Activity Book to do Activities 1 and 2.
- 4 **Discuss in groups.**
 - **Extension** Discuss question 2 as a class.

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

- Have a class discussion on what other things could happen in the play.
- Place ss in small groups. Have groups complete the activity and act out their endings to the class.

Diversity

Support

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

Challenge

- Have ss write another ending for the play.

Extra activity Creativity

- Explain to ss that the play answers why spiders have long legs. Ask ss what other queries they have about animals. Start by writing on the board *Why do giraffes have long necks? Why do elephants have long trunks?* Elicit seven more ideas and write them on the board. Number them 1–9. Place ss in groups and have them roll a die. The number on the die shows the statement from the board they take. Ss then write a short play or story to explain the story of that animal. Groups present their work to the class.
- Place work in portfolio.

Activity Book

- 1 **After you read** Read the play on Pupil's Book page 52 again. Who says these lines? Write.
 - Ss complete the activity in pairs.
 - Check answers as a class.

Answer key 2 Kiki, 3 Narrator, 4 Ronny, 5 Anansi, 6 Henry
- 2 **Read the sentences and circle T (true) or F (false). Explain your answers.**
 - Ss work in pairs. Have ss read out their answers.

Answer key 2 T – Kiki says 'I have to sweep the floor'; 3 F – He says Anansi can help him boil them.; 4 T – Lulu says 'I've added salt and pepper'; 5 T – In the park, Anansi was feeling hungry.; 6 F – Anansi's legs were growing longer and thinner because everyone was pulling them.
- 3 **Read the Work with words box. Then look and make collocations.**
 - Explain that we can use verbs and a noun to make a new word. These are called collocations.
 - Have ss give some more examples of collocations from the playscript on Pupil's Book, page 50 (*baked a cake, sweep the floor, lay the table*).
 - Ss complete the activity. Write answers on the board.
 - **Extension** Ask ss to make new collocations for *feed, make, read* and *write*.

Answer key 2 the cat, 3 the table, 4 sandwiches, 5 a story/stories, 6 the letter
- 4 **Write five sentences about you, your friends and your family. Use the collocations in the box or any other collocations you know.**
 - Have ss read out their sentences to the class.

Why do spiders have long legs?

Cast:

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

Scene 1:

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



Scene 2:

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



Scene 3:

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



Scene 4:

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



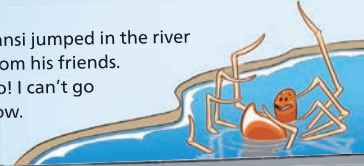
Scene 5:

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



Scene 6:

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



- 1 Before you read** Today's Book Club text is a playscript. Look and circle the words that describe a playscript. Then answer.
 - There is a list of **characters** / places at the beginning.
 - Different parts of the playscript are called **chapters** / **scenes**.
 - What playscripts have you read?
- 2 Listen and read.** Then answer the questions.
 - How many friends did Anansi meet? **eight**
 - Why did he want to come back later?
 Because he wanted to eat, but he didn't want to help/do any jobs.
- 3 After you read** Activity Book, page 45.
- 4 Discuss in groups.**
 - Why do you think that Anansi didn't want to help his friends?
 - What important things can we learn from the story?
- 5 Work in groups.** Write four more scenes, between scene 4 and scene 5, where Anansi meets four more friends. Their names are in the Cast at the top.

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Finishing the lesson

- Have ss talk about the lesson using the Three facts and a fib technique.

Objectives

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

Materials

- photocopy of audio from Pupil's Book Exercise 5
- Resources 4B and 17

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- **Listening:** Can extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts (GSE 39).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 22). Can describe objects in a basic way (e.g. colour, size) (GSE 25).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique
- Peer learning: pairwork; groupwork
- Independent learning: Summative questions technique; portfolio

Starting the lesson

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

Presentation

- Explain that in this lesson ss will learn words associated with food and drink and how to use sense verbs.

Practice

Pupil's Book

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

- Upon completing the activity have ss quiz each other on new vocabulary by pointing at a picture for their partners to say what it is.
- **Extension** Write *cut, bake, mix, chop, boil* on the board. Place ss in pairs and have them make as many collocations with these as possible, e.g. *cut the cake, cut some bread, cut paper*.
- Ss read their collocations to the class.

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

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

3 Read the playscript again. Then match.

- **Extension** Have ss make their own sentences using the words from a–e.

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

- Ask ss which parts of our bodies we use with each sense verb.
- Check answers as a class.

Diversity

Support

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

Challenge

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

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

- Play the audio and then check answers as a class.
- **Extension** Hand ss a copy of the audio and have them underline all the examples of sense verbs + nouns/ adjectives.
- See page 274 for audioscript.

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

- Ask ss to answer the questions in their notebooks first.
- Place ss in pairs to complete the activity.
- Ask volunteers to share their ideas with the class.

Extra activity Creativity

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

Activity Book

1 Label the picture. Then complete the sentences.

Answer key 2 pepper, 3 chopsticks, 4 knife, 5 spoon, 6 fork

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

Answer key 2 boil, 3 cut, 4 mix, 5 add, 6 bake

1 ^{4.10} Look and match. Then listen, check and repeat.

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



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

3 Read the playscript again. Then match.

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

4 ^{4.11} Look at the grammar table. Then read and circle the correct options to complete the rules.

Grammar

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

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

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

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

6 ^{4.11} Think of an interesting ice cream. What's it like? Talk to your classmates.

- 1 What does it look like?
- 2 What does it smell like?
- 3 What does it taste like?

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

Answer key 1 d, tastes; 2 b, sounds; 3 e, look; 4 a, smell; 5 c, feels

4 ^{4.11} Choose five topics from the box. Write sentences using each of the sense verbs. Then compare with your partner.

- Refer ss to the Grammar reference on page 121 and do Activities 3 and 4.

Grammar reference

3 Read and complete.

Answer key 2 smell, 3 sound, 4 like, 5 It, 6 looks, 7 tastes, 8 feels

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

Answer key 2 look, 3 smells, 4 sounds, 5 feel

Finishing the lesson

- ^{4.11} Use the Summative questions technique to ask ss what they enjoyed about this lesson.

Objectives

- **Lesson aims:** to learn about traditional food; to design a menu for an international food festival
- **Target language:** language from previous lessons

Materials

- menus with international food
- Resource 58

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38). Can get the gist of short factual school texts (GSE 41).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Happy/sad face technique
- Peer learning: pairwork; groupwork; Expert envoy technique; Two stars and a wish technique
- Independent learning: Learning diary

Starting the lesson

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

Presentation

- Explain that in this lesson ss will learn about traditional foods.
- Ask ss what traditional foods from other countries they have tasted and what they tasted like.

Practice

Pupil's Book

1 Before you read What traditional foods are there in your country? When do people eat them?

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

Culture notes

- Different South American countries and regions have different versions of tamales, e.g. using corn leaves instead of banana leaves.
- Chinese New Year is celebrated in accordance to the new moon. Celebrations last for days and families travel long distances to meet up. The red decorations they put up are for good luck. They sweep the floors as a symbol of cleaning away bad luck.

Key words search

tamales, croquembouche, Chinese New Year, dumplings, traditional foods, dishes, food festival

2 4.13 Listen and read.

- After listening to the audio, ask ss questions about the text.
- Use the Lollipop stick technique to get answers.

Extra activity

Support

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

Challenge

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

3 After you read Activity Book, page 47.

- Using the Happy/sad face technique, have ss tell you if they are ready to proceed with the activities in the Activity Book.
- Explain that ss can refer to their Pupil's Books.
- Have ss complete Activities 1 and 2 individually. Activities 3 and 4 can be done after all Pupil's Book activities have been completed.

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

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

Find out more! Watch the video.

- After the video, have a class discussion on what ss found interesting about it.

Extra activity Critical thinking

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

Project

- Explain that in this lesson ss will design a menu for an international food festival. Show ss different types of menus. Explain that international food menus say what's in the food and describe what it tastes like.
- Place ss in small groups, making sure there is an expert in each group. Have a volunteer read through the steps. Tell ss they have to keep referring to them as they work.
- Ss present their work to the class. Use the Two stars and a wish technique to have ss comment on the menus.
- Make a classroom display.

Activity Book

1 After you read Read the text on Pupil's Book page 54 again. Tick the foods that the sentences describe.

Answer key 2 dumplings, 3 tamales and dumplings, 4 croquembouches, 5 tamales, 6 tamales and dumplings

TRADITIONAL FOOD

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



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



At weddings and other celebrations in **France**, it is traditional to eat a croquembouche. This is a tall tower made from pastries and cream, decorated with sugar and sometimes nuts or sweets. Croquembouches can be 60 centimetres tall! People usually buy them from special cake shops and they taste delicious! The word croquembouche means 'crunch in the mouth'.



In **China**, the New Year starts in January or February. Many people celebrate for two weeks! They eat lots of tasty food. Families often make dumplings together on New Year's Eve. You make them with meat or vegetables and very thin dough. Then you boil the dumplings in water.

WOW! Fact

Families clean their homes and sweep the floors before Chinese New Year. Then they put up special red decorations.

Project

Design a menu for an international food festival.

- In groups, choose a country and find out about its traditional dishes.
- Decide who will research each dish and find out:
 - what the dish is called.
 - where people eat it.
 - what it is made with.
 - how it is made.
- Stick your notes on a big piece of paper and add photos or drawings to make a menu.
- Display the menus in the classroom.
- Imagine you're at the festival. Choose the dishes that you would most like to try.

- Before you read** What traditional foods are there in your country? When do people eat them?

- 4.13** Listen and read.

- After you read** Activity Book, page 47.

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

- Which food would you prefer to try? Why?
- Which food would you prefer to make?
- Do you make any traditional food at home?
- What traditional food do you like best?

- Find out more!** Watch the video.

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- Answer the questions. Write complete sentences.**

Answer key 2 Puerto Ricans put meat and vegetables inside the banana leaves.; 3 People buy croquembouches in special cake shops.; 4 A croquembouche is decorated with sugar, nuts and sweets.; 5 Chinese families make boiled dumplings on New Year's Eve.; 6 Chinese people celebrate the New Year in January or February.

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

• See page 274 for audioscript.

Answer key 2 cake, 3 mix, 4 beans, 5 large, 6 banana, 7 boil, 8 meat, 9 vegetables

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

• Make a classroom display.

Finishing the lesson

- Refer ss to the Learning diary. Tell ss to make a few notes about what they've learnt in this lesson what interested them the most. Ss read their sentences to the class.

Objectives

- **Lesson aims:** to learn how to offer to help; to practise the rising and falling intonation in questions
- **Target language:** *I'll ..., Shall I ...?, Do you want me to ...?, Can I help you?, What do you want me/us to do (now)?*





Materials

- Resource 67

Global Scale of English (GSE)

- **Reading:** Can scan a simple text to find specific information (GSE 38).
- **Listening:** Can identify specific information in short, simple dialogues in which speakers make arrangements to do something, if spoken slowly and clearly (GSE 36).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Lollipop stick technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Thought-provoking questions technique; portfolio

Starting the lesson




- Have ss write three sentences using the words from this unit.
- Explain that they have to read their sentences to their partners as dictation.
- Ss check their work by referencing the Pupil's Book.


Presentation



-  Explain that in this lesson ss will learn how to offer to help.
- Ask ss if they offer help to their friends and family.

Practice

Pupil's Book

- 1  **4.15 Listen and read. Answer the questions.**
 - Play the audio once for ss to read and listen to. Ask ss if they help with the cooking at home.
 - Play again with pauses for ss to answer the questions.
 - **Extension**  Place ss in pairs and have them choose roles. Ss act out the dialogue.
- 2 **Read the dialogue again. Find five offers that use language from the *Say it!* box.**
 - Refer ss to the *Say it!* box. Ss then complete the activity.
 -  Use the Lollipop stick technique to elicit answers.
 - **Extension** Ask ss to read the text again and find the responses to the offers of help. Ss then make simple exchanges with the words in the box.

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

- Model the activity with volunteer ss.
-  In pairs, ss complete the activity.
-  Use the Lollipop stick technique to have ss act out their dialogues in front of the class.

Extra activity Critical thinking

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


Pronunciation

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

- Explain that intonation generally goes up with *Yes/No* questions, and down with other questions.
- Play the audio several times for ss to complete the activity.

Diversity

Support


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

Challenge


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


Activity Book


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

- Ss read the dialogue and words in the box quietly. Have them try and guess the answers.
-  Have ss read the dialogue with each other.

Answer key 2 d, 3 a, 4 f, 5 e, 6 c

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

-  Ss complete the activity in pairs.
- Invite ss to the front of the class to act out their sentences.

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

- Check answers as a class.
- Ss read the sentences to their partners.

Answer key 2 down, 3 down, 4 up, 5 up, 6 down



- Hi, Mum. What are you doing?
- I'm emptying the dishwasher. After that, I'm going to cook dinner.
- Can I help you?
- Yes, of course.
- Do you want me to help, too?
- Yes, please!
- What's for dinner?
- Noodles with chicken and vegetables. Here's the recipe.
- Mmm, that looks delicious. I'll chop the vegetables.
- Thank you.
- Shall I cook the noodles?
- That would be great. I've already boiled the water.
- What do you want us to do now?
- How about laying the table? We need knives and forks and plates ...
- No, we don't need knives and forks. Let's use chopsticks!

1 4.15 Listen and read. Answer the questions.

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

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



Offering to help:
I'll ...
Shall I ...?
Do you want me to ...?
Can I help you?
What do you want *me/us* to do (now)?

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

clean the kitchen make a pizza
tidy my room

I'm going to clean the kitchen.

Do you want me to do the washing-up?



Pronunciation

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

Can I help you with the dinner? ↗

What do you want me to do? ↘

Who's going to do the washing-up? ↘

Is this your favourite food? ↗

Shall I sweep the floor? ↗

Where's my favourite plate? ↘

Where are the knives and forks? ↘

Mum, can I make a cake? ↗

Extra activity **Fast finishers**

- Ss write their own dialogue using the new expressions. They read their work to the class. Place work in portfolio.

Finishing the lesson

- Use the Thought-provoking questions technique to ask ss why learning different expressions and pronunciation is important for their English learning.
- Ask ss to say what else they think is important where learning a language is concerned.

Objectives

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

Materials

- index cards
- recipes
- Resource 40

Global Scale of English (GSE)

- **Reading:** Can identify key information in short, simple factual texts from the headings and illustrations (GSE 33). Can follow simple recipes, if supported by pictures (GSE 38).
- **Speaking:** Can say what people are doing at the time of speaking, if supported by pictures or gestures (GSE 30).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Lollipop stick technique; Yes/No technique
- Peer learning: pairwork; groupwork; Expert envoy technique
- Independent learning: Thought-provoking questions technique

2 4.19 Listen and read.

- Refer ss to the *Reading tip* box. Ask ss if they agree with it. Ask ss how they choose a recipe to make.
- Ask ss to say the title and ingredients in each recipe.
- Use the Yes/No technique to ask ss different questions about the text.

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

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

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

- Ask ss to say what activities are mentioned in the recipes.
- Use the Lollipop stick technique to have ss come to the front and do the activity.

Diversity

Support

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

Challenge

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

Starting the lesson

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

Presentation

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

Practice

Pupil's Book

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

- Give ss a little time to read the text. Have them point out any unknown words. Explain them.
- Use the Lollipop stick technique to have ss give their opinions.
- **Extension** Ask ss what type of food they make for their parties.

Activity Book

1 **Unscramble the words and complete the sentences.**

- Use the Expert envoy technique to have stronger ss help weaker ss through all the activities.
- Ask ss to say what new words they've learnt in this lesson.
- Check answers by asking volunteer ss to read the sentences aloud. Write words on the board.

Answer key 2 sauce, 3 butter, 4 teaspoon, 5 rolling pin, 6 cream

2 **Read the recipe for fruit sticks on Pupil's Book page 56 again. Number the instructions in order.**

- Ss check work with their partners.

Answer key 2 b, 3 a, 4 e, 5 c, 6 f

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

- Have ss underline key words in each question that will help them find the answer.
- Check answers as a class.

Answer key 2 We must beat the egg before we add it to the other ingredients.; 3 We need to rub the butter with our fingers to make small/tiny pieces.; 4 We cut the dough into long pieces.; 5 We must put them on a metal tray.; 6 The oven must be 180°C to cook the dough.

Literacy: recipes

Reading

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

2  Listen and read.

tip Reading



To help you choose recipes, look at the titles, the ingredients and the pictures.



FUN PARTY FOOD

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

A

 **Fruit on sticks with chocolate sauce** 
Ingredients:


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

What to do:

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



B

 **Cheese straws** 
Ingredients:

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

What to do:

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

**Words in context**

cream sauce butter
teaspoon rolling pin tray

Activity Book, page 49

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

Which recipe tells you to ...


- | | |
|-------------------------------|---|
| 1 use wooden sticks? | A |
| 2 make a dough? | B |
| 3 use the microwave? | A |
| 4 beat an egg? | B |
| 5 bake something in the oven? | B |
| 6 melt something? | A |


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


Are you chopping fruit?

Yes, I am.


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

-  Place ss in small groups and have them complete the activity. Groups elect a leader who will read their work to the class.
- The class says whether they would eat the food presented or not.

Extra activity Collaborative work

-  Have a class discussion on what types of food we should eat to be healthy. Write them on the board. Then place ss in small groups. Explain that they work in a health bar and have to write a recipe for a new healthy dish or drink.
- Ss present their work to the class. Have a class vote on the best recipe.

Finishing the lesson

-  Use the Thought-provoking questions technique to ask ss what they particularly liked about today's lesson. Ask ss what kind of recipes they would write in a cookbook.

Objectives

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

Materials

- sheets of A4 paper, enough for each student

Global Scale of English (GSE)

- **Reading:** Can follow simple recipes, if supported by pictures (GSE 38).
- **Writing:** Can write a short list of instructions for using or doing something (e.g. playing a game), given a model (GSE 42).

Assessment for Learning

- Setting aims and criteria: lesson objectives presentation
- Monitoring students' learning: Traffic lights cards technique
- Peer learning: pairwork; groupwork; Two stars and a wish technique
- Independent learning: Summative questions technique; Three facts and a fib technique

Starting the lesson

- Use the Three facts and a fib technique to have ss write four sentences that are cooking instructions. Remind ss that one mustn't be correct.
- Divide the class in pairs and have them say the statements to each other. Explain that they have to correct the false statements.

Presentation

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

Practice

Pupil's Book

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

- Ask ss what the pictures show. Have ss think of how the items in the pictures will be presented in the recipe instructions, e.g. *Cut the chocolate*.
- Have ss complete the activity individually.
- **Extension** Ask ss if the instructions for this recipe are easy to understand and if they think this is an easy recipe to make.

2 Read. Then answer the questions about the recipes on pages 56 and 57.

- Refer ss to the *How to write...* box. Explain that abbreviations are short forms for long words. Give a few more examples on the board, e.g. *cm = centimetre, litre = ltr*, etc.
- Discuss the answers as a class.

Diversity

Support

- Draw a table with three columns on the board and write: *Ingredients, Abbreviations* and *Cooking verbs*. Refer ss to the recipes on page 56 and go through them finding the information to complete the table. In pairs, ss do the same for the recipe on page 57.

Challenge

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

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

- Refer ss to the *Writing tip* box. Ask ss to look at the recipes in this and the previous lesson and say how the instructions have been ordered.
- Use the Traffic lights cards technique to ask ss if they are ready to do the activity.
- Ss work individually. First, have ss make notes on the recipe they are writing, its ingredients and instructions. Check their notes before they proceed to writing their story.
- Ss present their work to the class.
- Use Two stars and a wish technique to have ss comment on each other's work.

Extra activity Collaborative work

- Place ss in four groups and hand each group a sheet of A4 paper. Explain that the class will write a recipe for a banana and chocolate cake. Each group writes one part of the recipe. Tell ss you will call out the parts, e.g. *title, ingredients, method, picture*. Groups write that part and then swap papers with another group. When you get to the instructions tell ss that each group will only write one instruction because the next group will continue. Place the recipes on display. Have ss vote on the best written and presented recipe.

Activity Book

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

- Refer ss to the *Writing tip* box. Ask ss to describe the pictures using cooking instructions.
- Check work as a class.

Answer key Order of pictures: 1 c, 2 e, 3 b, 4 d, 5 a
Instructions: Then, Next, After That, Finally

2 Plan a recipe for a dish that you like.

- Ask ss what dish they will write about.
- Ss complete the activity individually.
- Have ss compare answers with their partners.

3 Now write your recipe.

- Have ss complete the activity individually.
- Have volunteer ss read their work to the class.

- 1 Read the recipe. Match the pictures to numbers 1–5. 1 b, 2 c, 3 e, 4 a, 5 d

CHOCOLATE COOKIES

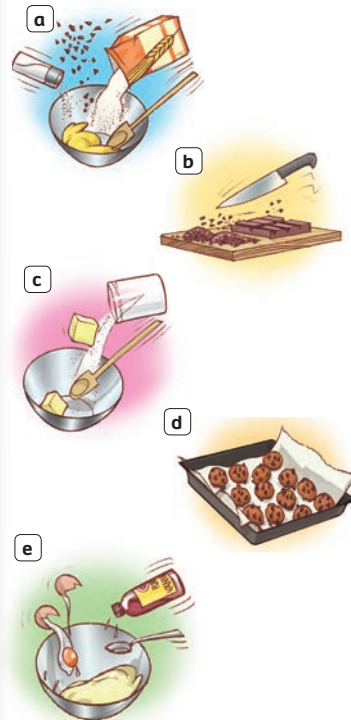


INGREDIENTS

- 100g brown sugar
- 125g butter
- 1 egg
- 1 teaspoon vanilla
- ½ teaspoon salt
- 225g flour
- 200g chocolate

WHAT TO DO

- 1 Cut the chocolate into small pieces. b
- 2 Mix the butter and sugar together to make a dough.
- 3 Add the egg and vanilla and mix again.
- 4 Now add the flour, salt and chocolate pieces and mix again.
- 5 Make small balls of dough with your hands and put them on a metal tray. Bake the cookies in the oven at 200°C for 15 to 20 minutes.



- 2 Read. Then answer the questions about the recipes on pages 56 and 57.

How to write... a recipe

- First write a title.
- Then write the ingredients. Use abbreviations, e.g. *g = grammes, ml = millilitres, °C = degrees Celsius*
- Then write what to do. Give instructions with cooking verbs, e.g. *Cut ... , Bake ... , Add ... , Don't boil ...*

- 1 Which recipe has the most ingredients? **Chocolate cookies**
- 2 What abbreviations do the recipes use? **g (grammes), ml (millilitres), °C (degrees centigrade)**
- 3 What cooking verbs can you find in the recipes? **chop, put, melt, boil, mix, heat, eat, cut, beat, rub, add, roll, bake**

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

tip Writing

When you write instructions, make sure the order is clear. You can use bullet points (•), numbers (1, 2, 3, etc.), and words like *first, next, then*.

fifty-seven **57**

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

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

Extra activity Fast finishers

- On a sheet of A4 paper, ss make a table of contents for a cookbook they would like to read or write. Have ss illustrate their work. Make a classroom display.

Finishing the lesson

- Use the Summative questions technique to ask ss how they managed in this lesson. Encourage ss to express where they had difficulties and what they did to overcome them.

Objectives

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

Materials

- sheets of A4 paper, enough for each student
- five strips of paper, enough for each student

Global Scale of English (GSE)

- **Reading:** Can understand short school-related messages in emails, text messages and social media postings (GSE 39).
- **Speaking:** Can express their opinions on familiar topics, using simple language (GSE 41).

Assessment for Learning

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring students' learning: Lollipop stick technique
- 👥 Peer learning: pairwork; groupwork; Think-pair-share technique; Expert envoy technique
- 🎓 Independent learning: Summative questions technique

Starting the lesson

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

Presentation

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

Practice

Pupil's Book

- 1 **Read the comments about the WOW! Magazine. Tick the comments from children who like cooking.**
 - Ask ss to read the text quietly. Elicit answers.
 - **Extension** Have ss think about which text they identify with most and why.
 - 🗨️ Use the Lollipop stick technique to elicit answers.

Diversity

Support

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

Challenge

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

- 2 👥 **Work in pairs and answer the questions. Then write your comments about the WOW! Magazine and read them to the class.**
 - 👥 Place ss in pairs and have them complete the activity. Have ss read their work to other pairs.
 - **Extension** Have ss think of other things in the unit they can comment on. Ss make notes and read them to the class.
- 3 🗨️ **Think about the WOW! Question again. Discuss in groups. Are your answers different now?**
 - 👥 Once ss have worked in groups have them discuss which answers they changed and why.

Activity Book

1 Complete the phrases for jobs at home.

- Explain to ss that they are now going to review what they have learnt.
- 👥 Use the Expert envoy technique to have stronger ss help weaker ss through all the activities.
- Ask ss what jobs they see in each picture.
- Ss complete the activity individually and check answers as a class.

Answer key 2 sweep the floor; 3 water the plants; 4 tidy your/my room; 5 dust the furniture; 6 take the dog for a walk; 7 empty the bin; 8 vacuum the carpet

2 Complete the texts with cooking words.

- Quickly revise all cooking words from Lesson 3.
- Ss complete the activity individually. Check answers as a class.

Answer key 2 forks, 3 spoons, 4 chopsticks, 5 salt, 6 pepper, 7 chop/cut, 8 boil, 9 mix, 10 add, 11 cut/chop, 12 Bake

3 Write Present perfect sentences.

- Have ss say how the Present perfect is formed and say a few irregular verbs in the Present perfect.
- 🗨️ Use the Lollipop stick technique to ask ss to read their sentences aloud.

Answer key 2 He's just watched a film.; 3 It hasn't stopped raining yet.; 4 We've already finished our homework.; 5 She hasn't called me yet.

4 Complete the sentences with the sense verbs.

- Elicit the sense verbs and write them on the board. Have ss tell you what grammar rule applies to them.
- 👥 Ss complete the activity and check answers with their partners.

Answer key 2 sounds like, 3 tastes, 4 feels like, 5 smells

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

1 3 comments



Adam 3 minutes ago

We eat a big roast dinner every Sunday. My favourite is roast chicken with roast potatoes and vegetables. The kitchen smells lovely. It's the only time when the whole family sits down to talk and eat together. We usually help cook the dinner and clear the table after we've finished.



2 8 comments



Cristina 4 minutes ago

We made fruit salad at school. It was easy. We chopped lots of different fruit and mixed them in a bowl. Then we added orange juice. There were so many colours. It looked beautiful. It tasted good, too, but we didn't have enough spoons, so I had to use a fork!



3 5 comments



Miguel 2 minutes ago

I've already read lots of Anansi stories, but I haven't seen a playscript before. We acted out the play about Anansi and his long, thin legs. We wore animal costumes. I was the spider. My costume had eight long legs that got longer and longer at the end of the story.

4 7 comments



Ali 7 minutes ago

This is our jobs chart. Mum made it because my brother and I argue about whose turn it is to load the dishwasher and sweep the floor. You can see my name on this chart more often than his, because I do more jobs!

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
load the dishwasher	Tamsin	Dad	Ricky				
put away the clothes	Ricky	Ali	Ali				
sweep the floor	Ali	Ali					
water the plants	Ali	Ricky					
take the dog for a walk	Mum	Ricky	Ali				
do the washing-up	Ali	Ali					

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

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

- 1 What did you like best?
- 2 What was the most interesting thing that you learned?
- 3 How can you make jobs at home easier and more fun?

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

WOW! Question

Bobby 6 hours ago
How can we make our homes happy places?
...

58 fifty-eight

Self-evaluation

5 Answer the questions about your work in Unit 4.

- Have a class discussion using the questions in this activity as a guide.
- Ask ss if there is anything else they would like to add to the discussion.

Extra activity Collaborative work

- Place ss in small groups and give them a sheet of A4 paper each. Have them make a word collage of the new vocabulary and grammar they have learnt in this unit. Ss also make sentences with their words or grammar structures. Groups present their work to the class and make a classroom display.

Finishing the lesson

- Using the Summative questions technique, ask ss if they are happy with their progress so far.

Next lesson Unit 4 Test

Objectives

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





Materials

- sheets of A4 paper, enough for each student
- photocopy of the Pupil's Book and Activity Book audio, enough for each pair of students

Global Scale of English (GSE)

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


Assessment for Learning

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring students' learning: Traffic lights cards technique; Stop/Go technique
-  Peer learning: pairwork; groupwork
-  Independent learning: Thought-provoking questions technique; portfolio

Starting the lesson



- Draw a pizza on the board. Bring ss to the front of the class and have them form a line.
- Tell ss you are going to say a word and they have to spell it. If they make a mistake you take away a piece of the pizza on the board. If they spell it correctly, you start drawing another pizza, piece by piece.

Presentation

-  Explain that in this lesson ss will practise for the A2 Key for Schools and A2 Flyers Listening exams, and A2 Flyers Reading and Writing exams in both the Pupil's Book and Activity Book.
- Ask ss to look at the tips they have learnt so far. Ask which one has helped them the most.

Practice

Pupil's Book


- 1   **4.20** For each question, choose the correct answer. You will hear Harry talking to his friend Lucia about last Saturday.
 - Invite a volunteer to read the *Exam tip* box aloud.
 - **Extension** Have ss write one more tip for this activity.
 - See page 274 for audioscript.


Diversity

Support

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


Challenge

-  Give ss the audioscript and a sheet of A4 paper to write four more multiple choice questions about the text. Then they swap papers with their partner to answer them.

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

- Read the *Exam tip* aloud. Ask ss why it's important to read the whole text.
- Have ss read the words in the box. Explain that they will only use five of the words.
- **Extension** Have ss say how they found their answers.

Extra activity Creativity

-  Place ss in pairs and give each one a sheet of A4 paper. Explain that ss have to write five sentences with a word missing in each sentence. Ss also draw a box and write the five words needed to complete the sentences, plus three extra words. Pairs swap papers with other pairs to complete the activity.

Now choose the best title for the story. Tick one box.

- Ask ss what made them pick their headings.
- **Extension** Have ss say other headings this story could have.

Activity Book



A2 Flyers Listening Part 3

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

- Tell ss that this is the A2 Flyers Listening Part 3 exam.

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

Answer key 2 A, 3 F, 4 B, 5 E, 6 G, 7 H, 8 C

- 3 **Do!**   **4.21** Which parts of the house are these things in? Listen and write a letter for each thing.

- See page 274 for audioscript.

Answer key 2 A, 3 G, 4 B, 5 H, 6 C

A2 Flyers Reading and Writing Part 5

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

- Tell ss that this is the A2 Flyers Reading and Writing Part 5 exam.

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

Answer key 2 when I was, 3 forgotten

A2 Key for Schools Listening Part 3

tip Exam

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

1 **4.20** For each question, choose the correct answer. You will hear Harry talking to his friend Lucia about last Saturday.

- | | | |
|---|--|--|
| <p>1 On Saturday morning, Harry was</p> <p>A playing hockey.</p> <p>B visiting his grandma.</p> <p>C doing the gardening.</p> | <p>2 He was there with</p> <p>A his uncle.</p> <p>B his mum.</p> <p>C his dad.</p> | <p>3 For lunch they had</p> <p>A sandwiches.</p> <p>B fish and chips.</p> <p>C fish and salad.</p> |
| <p>4 After lunch, Harry</p> <p>A tidied the kitchen.</p> <p>B did the washing-up.</p> <p>C made a cake.</p> | <p>5 Then he</p> <p>A watched TV.</p> <p>B took the dog for a walk.</p> <p>C washed Grandma's car.</p> | |

A2 Flyers Reading and Writing Part 3

tip Exam

Read the whole text before you start writing.

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

heard tidy lazy television floor dropped water happy saw bin

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



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

Mum's new plate Helping Mum Ana's house

fifty-nine **59**

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

- Refer ss to the Exam tip box.

Answer key 1 of people/friends; 2 because the weather; 3 tidied the; 4 so he was; 5 the food / some burgers; 6 smartphone from her parents / new smartphone; 7 do the washing-up

Extra activity Fast finishers

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

Finishing the lesson

- ss note the tips from the Pupil's Book and Activity Books.
- Use the Thought-provoking questions technique to ask how successful their learning is and, on a scale of 1–5, have them rate how much they enjoyed this unit.
- Congratulate ss on completing the unit.