

6

Our important places

Key learning outcomes

in Unit 6, the pupils will:

Wonder

Name or describe people or common objects or express basic opinions in a few words

Imagine

Understand the sequence of ideas in a structured written text

Build

Participate in informational exchanges in English

Grow

Write a short text on common topics using simple language

Shine

Create a tourist brochure

Unit overview

Target vocabulary

Holiday activities: buy a ticket, exchange money, go on a tour, go sightseeing, pack a suitcase, read a guidebook, stay in a hotel, take a taxi, travel by bus, wait in a queue

Transport: airport, cable car, coach, ferry, minibus, underground

Ecotourism: accommodation, culture, ecotourism, souvenir

Functional language

I agree. I disagree.

Recycling and building

Are you going to... ? Yes, I am. / No, I'm not.

Language stretch

I hope they're friendly.

Target structures

He / She's going to (buy a ticket). We / They aren't going to (exchange money).

What are you going to (do)? Where is he going to (stay)?
When are we going to (go)? How are they going to (travel)?

Pronunciation

speaking /sp/, stadium /st/

Values

Learning about ecotourism.

Competency focus

Respect and appreciate the importance of cultural diversity. Be willing to learn about and understand cultural legacy and the role of culture in daily life.

Key progress indicator chart

GSE range for Level 5: 31–39 (stretch 42)

Development indicator:

Speaking

Ask and answer questions about past events and future plans.

Working towards: taking part in a conversation of 4 exchanges, using a range of tenses and descriptive language. At the highest level, be able to present on a topic of interest and engage with an audience.

Can talk about plans for the near future in a simple way. (38)

Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech.

Can contribute to simple discussions when asked a question by the teacher. (39)

Participate in common informational, academic or transactional exchanges using simple language and expressions.

Can understand most of the concrete details in informal conversations on familiar everyday topics, if the speakers talk slowly and clearly. (37)

Follow simple social and interpersonal exchanges.

Writing

Use the correct phrases for different text types.

Working towards: writing 3–4 compound sentences in a structured paragraph on familiar topics. At the highest level, be able to write for a range of informal and formal purposes.

Can use appropriate standard greetings and closings in simple informal personal messages (e.g. postcards or emails). (37)

Write short texts using simple language for social and interpersonal purposes.

Objectives

- **Lesson aim:** to talk about things we do when we travel
- **Target language:** *buy a ticket, exchange money, go on a tour, go sightseeing, pack a suitcase, read a guidebook, stay in a hotel, take a taxi, travel by bus, wait in a queue*
- **Recycled language:** *Is he / she... -ing? Yes, he / she is. / No, he / she isn't. There is / are... , adverbs of frequency (always, often, etc.), go on holiday, read a map*

GSE

- **Productive: Speaking:** Can ask a range of questions in guessing games to find the answer. Can describe everyday activities in town using simple language.
- **Receptive: Listening:** Can understand most of the concrete details in informal conversations on familiar everyday topics. Can get the gist of authentic recorded material on topics of personal interest, if delivered in clear standard speech.

Wonder: sparking curiosity

- Encourage pupils to think about what they do to get ready for their holidays. Have them think about where they go to buy tickets, bags or clothes, how they travel and the different people they meet along the way, e.g. shop assistants, ticket sellers, bus drivers.
- Point to 'Wonder' on the progress path and write the learning objective on the board: *We're learning to talk about things we do when we travel.*

Materials

- Audio; *Our World* video; Flashcards

Wonder

6 Our important places

Rise & Shine

- Say what people are going to do.
- Understand a travel diary.
- Agree and disagree.
- Write an email about a holiday.
- Make a tourist brochure.

I wonder...
Why do people travel?

- 1 travel by bus
- 2 go sightseeing
- 3 buy a ticket
- 4 go on a tour
- 5 wait in a queue
- 6 pack a suitcase
- 7 stay in a hotel
- 8 take a taxi
- 9 exchange money
- 10 read a guidebook

Lesson 1

- 1 **6.01** Listen and explore.
- 2 **6.02** Listen, point and say.
- 3 Watch the video.
- 4 What are the people doing? Ask and answer.

What do you do on holiday?

Is he buying a ticket?

No, he isn't. He's exchanging money.

64 Vocabulary Holiday activities

Starting the lesson: warm up

- Ask pupils to think about their holidays. Ask what they do to get ready for the holiday and how they feel before leaving home.
- Place all the flashcards on the board. Ask pupils if they know any of the words. Then point to a card and have pupils say the phrase. Ask pupils which of these things they have done when on holiday.

Big Picture: What can you see?

- Refer pupils to the Big Picture and ask what they can see. Ask how all these things are related to travel, e.g. *read a guidebook* – helps a tourist find interesting places to visit.

I wonder

- Draw pupils' attention to the I wonder question. Ask them why they think people enjoy travelling to other places. Brainstorm ideas of things people often do when on holiday and write them on the board.

1 Diagnose 6.01 Listen and explore.

- Ask pupils to look at the Big Picture and say what they think the conversation will be about.
- Ask pupils who they heard speaking in the audio (Sam and Nadia).

2 6.02 Listen, point and say.

- Place all the flashcards on the board. Play the audio. As the audio says an item, point to its corresponding flashcard.
- Then play the audio with pauses for pupils to repeat. **SUPPORT** Have pupils look at the vocabulary list and the corresponding numbers on the artwork to help familiarise themselves with the new vocabulary before they listen to the audio. **STRETCH** Say the first part of a phrase for pupils to say the second part, e.g. say *pack*. Elicit *a suitcase*.

3 Watch the video.

- Tell pupils they are going to watch the *Our World* video about a family that go on an adventure. Before watching, ask pupils what they think the family will do.
- Have pupils watch the video and say which items from the new vocabulary they can see (pack a suitcase, go on a tour, go sightseeing, stay in a hotel / castle).

4 What are the people doing? Ask and answer.

- Tell pupils to look at the Big Picture and model the activity for a few items with the class.
- Place pupils in pairs and have them do the activity.

SUPPORT On the board, write: *I am learning English*. Ask pupils if they remember when we use the *-ing* form of the present tense (to talk about something that is happening now and to describe what is happening in pictures).

STRETCH Place pupils in pairs. Explain that one pupil makes a negative statement about an action happening in the picture, e.g. *The man isn't going sightseeing. He's packing his suitcase.*



WONDER HELPER

Ask the class which helper they can see (Bella – the Wonder helper).

Read Bella's question to the class. Encourage pupils to think about their holidays. Say *I always pack a suitcase. I always go sightseeing. I usually read a guidebook.* Have pupils then say their own sentences with the vocabulary.

FUTURE SKILLS: enquiry and imagination

Ask pupils to think about where they live. If it's a touristy area, ask pupils what they think makes a responsible tourist (e.g. keeping places clean, being respectful of local people). If they don't live in a touristy area, ask them to think about what their area can offer and what might encourage tourists to visit.

Extra activity

Ask pupils to think about what they do before they go on holiday, what they do on the journey and what they do on the holiday. Draw a table with three columns on the board. Put the follow headings at the top of each column: *Before holiday, On journey, On holiday*. Have pupils copy the table into their notebook and complete it using the vocabulary they have learnt in the lesson. Put the picture flashcards on the board to help prompt the pupils but try to encourage them to remember the vocabulary with their books closed. Weaker pupils can have their books open for support.

Ending the lesson

- Play a game to review the target vocabulary. Place pupils in small groups. In turn, invite each group to the front to act out an activity from the target vocabulary for the rest of the class to guess. Continue for a few rounds so that all pupils have a chance to act.

Activity Book page 48



Write three places you can visit in a city. Pupils write their own ideas.

POSSIBLE ANSWERS: a museum; an art gallery, a stadium

- 1 **Look and write.** Pupils look at the photos and complete the phrases.

ANSWER KEY: 2 stay in a hotel, 3 read a guidebook, 4 go sightseeing, 5 travel by bus, 6 wait in a queue, 7 buy a ticket, 8 take a taxi, 9 exchange money, 10 go on a tour

- 2 **Look at Activity 1 and write.** Pupils look at the photos and complete the sentences.

ANSWER KEY:

- 2 Her family stayed in a hotel.
- 3 They travelled by bus to the museum.
- 4 Her dad waited in a queue to buy a ticket.
- 5 Her mum exchanged money at the bank.

Wonder Helper: Pupils answer the question with their own ideas.

Extra time: Pupils discuss the question with a partner.

Activity 1

Pupil's Book audioscript

- Sam** *I love it when it's summer. Everyone comes to visit our wonderful city.*
- Nadia** *Yes, there are a lot of tourists. Look at all those people waiting in a queue to take a bus.*
- Sam** *That bus takes you to all the sites in the city. People go on walking tours, too. The city centre is quite small so it is easy to walk around it.*
- Nadia** *Yes, I like to go sightseeing when I arrive in a new place. What's that man at the hotel doing?*
- Sam** *It looks like he is packing his suitcase. How strange! Maybe he is looking for something in his suitcase.*
- Nadia** *The woman is waiting in the taxi. She doesn't look happy! I wonder where they are going to take the taxi to.*
- Nadia** *Come on, let's go and explore! Sam, you can show me all the best places to visit in the city.*
- Sam** *Sure, I've got a guidebook for the city here. Let's take a look and choose something to go and see.*



Extra activity



Our World video: Activity 3



Practice: Activity 4



Wonder Helper



Activity Book: Practice



Ending the lesson



Learning path

Objectives

- Lesson aim: to talk about future activities using *going to*
- Target language: *He / She's going to (buy a ticket). We / They aren't going to (exchange money).*
- Recycled language: *travel by bus, take a taxi, go sightseeing, buy tickets, go on a tour*

GSE

- Productive: Speaking: Can ask simple questions about people or things in their immediate surroundings or in pictures. Can talk about plans for the near future in a simple way.
- Receptive: Listening: Can identify key information about future plans in short, simple dialogues.

Wonder: sparking curiosity

- Engage pupils with the Big Picture by asking them to look at it and imagine they are going on holiday. Ask them to say which of these things they would like to do.
- Point to 'Wonder' on the progress path and write the learning objective on the board: *We're learning how to talk about future activities.*

Materials

- Audio

Wonder

Wonder Imagine Build Grow Shine

Lesson 2

1 **6.03** Look, listen and complete.

	Leo	Bella
Morning	travel by bus	take a taxi
Afternoon	...	buy tickets
Evening	go on a tour	...

2 Read and learn.

Grammar

He / She's **going to** travel by bus.
 We / They're **going to** buy tickets.
 He / She **isn't going to** go sightseeing.
 We / They **aren't going to** exchange money.

3 Look at the table in Activity 1. Then answer. **True or false?**

- 1 Leo isn't going to travel by bus.
- 2 Bella is going to take a taxi.
- 3 Leo and Bella aren't going to exchange money in the afternoon.
- 4 They're going to go on a tour.

4 Make sentences about the people in the picture.

Some people are going to go on a tour.

I can shine!

5 Look around you. Say what people are doing and what they are going to do.

Look, Luis is getting a sandwich out of his bag. He's going to eat it.

I can talk about what people are going to do.

Structures He's going to (buy a ticket). They aren't going to (exchange money).

Starting the lesson

- Review unit vocabulary by playing a game. In pairs, pupils take turns to say the items one by one (so that each pupil must say five items). If they say all the items, they switch pairs. They cannot switch pairs unless they have said all ten items. Pairs that get stuck can look at the new vocabulary in their Pupil's Book for one minute.

1 6.03 Look, listen and complete.

- Tell pupils to copy the table into their notebooks.
- Play the audio for pupils to complete the table. Check answers as a class. **SUPPORT** Have pupils predict what activities the children will do ahead of listening. **STRETCH** After pupils have checked answers, ask what other activities they heard in the audioscript.

ANSWER KEY: Leo, afternoon: go sightseeing, Bella, evening: go on a tour

2 Read and learn.

- Refer pupils to the Grammar box. Explain that we use *going to* to express an action in the future.
- Have pupils read the Grammar box quietly. Ask them how the negative is formed. **SUPPORT** Access the audioscript from the Pearson English Portal and ask them to find all the examples of *going to*. **STRETCH** Place pupils in pairs. Explain that one pupil has to make a sentence with the new vocabulary using *going to* in the affirmative, and their partner has to change it to the negative.

3 Look at the table in Activity 1 Then answer. True or false?

- Read the sentences in 1–4 and refer pupils to the table they completed in Activity 1.
- Have pupils complete the activity and compare their answers with a partner. Check answers as a class.

ANSWER KEY: 1 False, 2 True, 3 True, 4 True

4 Make sentences about the people in the picture.

- Model the activity for the class for a few items.
- Place pupils in pairs and have them complete the activity. Monitor for correct use of language.

5 Look around you. Say what people are doing and what they are going to do.

- In front of the class, go towards the door of the room and reach for the handle. Say *I'm going to open the door*. Then open the door, and as you do so, say *I'm opening the door*. Then ask a pupil to come to the front of the class, show that they are going to do an action, and then do it.
- Place pupils in pairs and have them complete the activity. You could bring in pictures to help, or pupils can walk around the class or look out of the window and describe what they can see.

I can shine!



ACHIEVE The pupil can form simple sentences about actions happening now with the present continuous, and about actions in the future with *be going to*.

ADJUST The pupil can form simple sentences about actions in the future with *be going to* with support, after referring to examples and the grammar table.

EXCEED The pupil can form sentences about actions happening now with the present continuous, and about actions in the future with *be going to*, with little or no support. The pupil can correctly give both affirmative and negative forms, and use a wider range of vocabulary.

Extra activity

To help pupils become more confident with the grammar and provide them with more opportunities to use it, use the *Our World* video from lesson 1. Pupils will be confident with the storyline, but they could watch the video one more time to remind themselves. Then, play the video again, pausing regularly throughout just before the people in the video are about to do something. Have pupils talk to each other and make sentences about what the people are going to do.

Ending the lesson

- Play a game to review the grammar. Explain that you will say different sentences for the pupils to say *now* or *future*. Say *I'm buying a ticket*. Elicit *now*. Then say *I'm going to take a taxi*. Elicit *future*. Continue with at least six verbs in each tense.

Activity Book page 49

- 1 Listen and tick (✓) or cross (X). Then write. Pupils listen and complete the table, then complete the sentences.

ANSWER KEY:

	Photo 1	Photo 2	Photo 3	Photo 4	Photo 5
Cristina	✓	✓	X	✓	X
Max	✓	X	✓	✓	X

- 2 by bus
 3 going to travel by bus
 4 is going to take a taxi
 5 're going to go on a tour (of the castle)
 6 aren't going to wait in a queue

- 2 Read, think and write. Use *going to*. Pupils write logical sentences using the phrases given.

ANSWER KEY: 2 She's going to buy a ticket. 3 He's going to go sightseeing. 4 We're going to exchange money. 5 They're going to take taxi.

I can shine!

- 3 Imagine you're going to go on holiday tomorrow. Write. Pupils write sentences using *going to* in the affirmative and negative.

Extra time: Pupils draw and label four holiday activities.

Activity 1 Pupil's Book audioscript

- Sam** Did you know Leo is going to go on holiday tomorrow?
Nadia No, I didn't. That's nice. Bella is going to visit her grandparents this weekend, too. They live in a different city.
Sam Leo is going to travel by bus in the morning with his mum.
Nadia That's a good idea. Bella isn't going to travel by bus because there isn't a bus to her grandparents' house. She's going to take a taxi.
Sam In the afternoon, Leo and his mum are going to go sightseeing.
Nadia Great! It's nice to explore a new city. When Bella's with her grandparents, they're going to buy tickets for a show at the theatre. Bella loves watching shows! She isn't going to go sightseeing because she often visits her grandparents, so she knows the city well.
Sam That's cool. In the evening, Leo is going to go on a tour of the city by boat.
Nadia Wow! That will be fun! Bella is going to go on a tour in the evening, too. There's a new museum in the city and they are doing night tours – I hope it isn't too scary!



Objectives

- Lesson aim: to read and understand a travel diary
- Target language: *airport, cable car, coach, ferry, minibus, underground*
- Recycled language: *go to bed, play football, go on a tour, travel by bus, go sightseeing, exchange money, read a guidebook*

GSE

- Receptive: Reading: Can understand short paragraphs on subjects of personal interest (e.g. sports, music, travel) if written using simple language and supported by pictures. Can understand the order in which events happen (e.g. in diary entries or a story).
- Receptive: Listening: Can guess the meaning of new words from a familiar vocabulary set by relating them to known words in the same set.

Imagine: fostering imagination

Imagine

- Encourage pupils to be imaginative and creative. After pupils read the diary, ask how they would feel if they were on that holiday. Ask pupils to imagine they are going to have the holiday of their dreams and say what they are going to do.
- Point to 'Imagine' on the progress path and write the learning objective on the board: *We're reading a diary about a holiday.*

Materials

- Audio; Flashcards

Lesson 3

1 Look. What type of text is this?
 a poem b a diary c a playscript

2 Read and listen. What is Lara going to do on Tuesday afternoon?

3 Match the words in the text to the pictures.

4 Read again. Then match.

1 On Monday
 2 On Tuesday morning
 3 On Tuesday evening
 4 On Wednesday morning

1 they're going to go to bed early
 2 they're going to play their match
 3 they're going to travel to Madrid
 4 they're going to go sightseeing

I can shine!

4 Imagine you are in the Spanish team. Talk about what you are going to do.

Monday	Meet the English team at the airport
Tuesday	Play football in the park
Wednesday	Play our big match
Thursday	Say goodbye to the English team

I can understand the order of events in a travel diary.

Vocabulary: Transport

Story value: Understanding why people travel to different places.

ANSWER KEY: She's going to play football in the park and travel on a cable car.

FUTURE SKILLS: enquiry and imagination

Ask pupils to imagine they are in the year 2050. Ask if they think the same forms of transport will exist and if so, which ones. Then ask them how they think forms of transport will change. Ask if they think they will be cleaner and more efficient, and if so, how.

3 Match the words in the text to the pictures.

- Tell pupils to look at the words in bold in the text.
- Give pupils some time to complete the activity. Encourage them to first complete any matches they immediately know so that it will be easier to work out the rest.
- Check answers as a class. **SUPPORT** To further reinforce the vocabulary, have pupils find the correct transport in the text to match these sentences: *We're going to travel to the airport.* (minibus) *We're going to go sightseeing.* (bus, underground) *We're going to go to the Bernabéu stadium.* (coach) **STRETCH** Have fast finishers make sentences with the words.

ANSWER KEY: 1 ferry, 2 cable car, 3 underground, 4 coach, 5 minibus, 6 airport

RECEPTIVE SKILLS TIP

To help pupils understand a sequence of events, read parts of the diary in any order without saying the days, dates or times. Ask pupils to say if they have understood how Lara will spend her holiday and if not, why not (because there was no coherent order or time information). Then place pupils in pairs and have them say five things Lara will do in order.

Starting the lesson



- Put the transport flashcards on the board, word side up. Teach the words if necessary. Ask pupils if they have ever used these forms of transport on holiday.

1 Look. What type of text is this?

- Ask pupils to say what features a poem, a diary and a playscript have.
- Refer pupils to the text. Ask if they have ever seen this type of text before.
- Elicit the answer. Ask how they came to understand that it is a diary, or if necessary explain that it is a diary and how we know this.

ANSWER KEY: b – We know because of the dates, and because it's written by hand, with pictures.

2 6.05 Read and listen. What is Lara going to do on Tuesday afternoon?

- Ahead of listening, have pupils look at the pictures and guess what Lara is going to do.
- Tell pupils to listen as they follow along in their books.
- Check the answer as a class.

4 Read again. Then match.

- Give pupils some time to complete the activity.
- Check answers as a class.

ANSWER KEY: 1 c, 2 d, 3 a, 4 b

**IMAGINE HELPER**

Ask the class which helper they can see (Sam – the Imagine helper).

Read Sam's question aloud. Give pupils a few minutes to think and discuss their ideas in pairs.

5 Imagine you are in the Spanish team. Talk about what you are going to do.

- Place pupils in small groups. Explain that they have to use the plan to make sentences about what they are going to do.
- Monitor and help as necessary.
- Invite groups to do the activity in front of the class.

SUPPORT Before pupils answer the questions, have pupils read the entry for Sunday, 4th April. Have them tell you what Lara's travel plans are. Repeat for all the days.

STRETCH Ask pupils to think about what they are going to do next week and make sentences which are true for them beginning with phrases 1 to 4 in the activity, e.g. *On Monday, I'm going to...*

SUGGESTED ANSWERS: On Monday, we're going to meet the English team at the airport.
On Tuesday, we're going to play football in the park.
On Wednesday, we're going to play our big match.
On Thursday, we're going to say goodbye to the English team.

TEACHER TIME TO SHINE: showing hospitality

Tell pupils that when guests from another place visit us, it is always nice to be hospitable. Ask pupils to think of different things they can do to make a guest feel welcome and happy.

I can shine!  **Assess**

ACHIEVE The pupil can understand a travel diary with no support.

ADJUST The pupil can understand a travel diary when supported with vocabulary prompts.

EXCEED The pupil can understand a travel diary with no support and retell the sequence of events.

Story extension

Place pupils in pairs. Have pupils add one more thing Lara is going to do before her day ends. Pupils read their work to the class.

Ending the lesson

- Explain that we keep diaries for different things, e.g. travel, food, exercise, or just to describe what happens in our lives each day. Ask pupils to say what kind of diary they would like to keep, and why. Ask them to say what they would write in it.

Activity Book page 50

- 1 Read and write a-g.** Pupils read and identify the correct sentences for each day.

ANSWER KEY:

Monday, 5th April: a, g
Tuesday, 6th April: c, f
Wednesday, 7th April: d, e

- 2 Read and circle a or b. Then write.** Pupils choose the correct answers and then complete the summary.

ANSWER KEY: 2 a, underground, 3 b, cable car, 4 a, coach

Imagine helper: Pupils complete the sentences about the diary.

I can shine!

- 3 Plan your perfect holiday.** Pupils imagine their perfect holiday, school trip or day trip, then answer the questions with information about their plans.

Extra time: Pupils discuss the question in pairs.

Objectives

- **Lesson aim:** to ask and answer questions about the future using *going to*
- **Target language:** *What are you going to do? Where is he / she going to (stay)? When are we going to (go)? How are they going to (travel)?*
- **Recycled language:** *go, travel, wear, stay, eat, meet, visit, travel, pack, play*

GSE

- **Receptive: Listening:** Can understand basic personal information in short, simple dialogues, if spoken slowly and clearly and guided by written prompts.
- **Productive: Speaking:** Can talk about plans for the near future in a simple way.
- **Productive: Writing:** Can write simple sentences about future plans using fixed expressions.

Build: building confidence

Build

- Build confidence in English learning by having pupils compare the sentence structure of their own language and English. Ask them to write a sentence using the new grammar in their notebooks and then translate it into their own language. Have pupils note the word order difference or similarities between the two languages.
- Point to 'Build' on the progress path and write the learning objective on the board: *We're learning to ask and answer questions about the future using 'going to'.*

Materials

- Audio

Lesson 4

1  Read and listen. What's Liam going to do?

- Akanni: What are you doing, Liam?
 Liam: I'm packing my suitcase for my trip to London.
 Akanni: Oh! When are you going to go to London?
 Liam: We're going to go next weekend.
 Akanni: How are you going to travel there?
 Liam: We're going to go by train.
 Akanni: Really? Where are you going to stay?
 Liam: We're going to stay in a hotel.
 Akanni: How exciting! What are you going to do in the city?
 Liam: We're going to have a great time. We're going to go sightseeing.
 Akanni: That's so cool. Have a great time.



2 Read and learn. Then write and ask a partner.

Grammar builder

What	are you	going to	do?	I'm going to go sightseeing.
Where	is he	going to	stay?	He's going to stay in a hotel.
When	are we	going to	go?	We're going to go on Saturday.
How	are they	going to	travel?	They're going to travel by coach.

- 1 Where / your family / go / next weekend?
- 2 How / you / travel / to school / tomorrow?
- 3 What / we / do / after school?
- 4 When / your friend / wake up / on Saturday?

Remember!
 Where are you going to stay?
 I'm going to stay in a hotel.

3  Read and sing. What are they going to do on holiday?

Hooray! Hooray! It's time for a holiday!
 Where are you going to stay?
 What are you going to do?
 When are you going to go?
 Can I come with you?

We're going to stay in a hotel,
 And visit the beach and have fun.
 Yes, come with us, get ready,
 We're going to go at half past one!

4  Ask and answer about next weekend. Use the prompts.

go wear stay eat meet
 visit travel pack play

Where are you going to go next weekend?

I'm going to stay at home.

Starting the lesson



- Tell pupils to refer to the Big Picture in Lesson 1 and say what the people are going to do.
- Then ask pupils questions based on the picture in Lesson 1, e.g. point to the woman waiting in a queue to buy a ticket. Ask *What is she going to buy?* (She's going to buy a ticket.) Point to the people behind her. Ask *How are they going to travel?* (They're going to travel by bus.) Continue using a range of question words where possible. Pupils may make errors with the language at this stage, as the question and answer form will be explored more in this lesson.

1  Read and listen. What's Liam going to do?

- Ask pupils to look at the picture and to say what they see. Ask them to say what they think the boy is going to do, e.g. *He's going to go on holiday.*
- Play the audio for pupils to read along and answer the question. Elicit answers. **SUPPORT** On the board, write: *When are you going to go to London? How are you going to travel there? Where are you going to stay? What are you going to do in the city?* Explain that these are the questions that Liam is asked. Ask pupils if they can remember the answers. Play the audio with pauses for pupils to answer. **STRETCH** On the board, write: *next weekend, by train, a hotel, a guidebook.* Have pupils make sentences using *going to*, showing what these words refer to, e.g. *He's going to go to London next weekend. He's going to travel by train. He's going to stay in a hotel. He's going to go sightseeing.*

ANSWER KEY:

He's going to go sightseeing in London.

2 Read and learn. Then write and ask a partner.

- Explain that we use question words with *going to* when we want to ask specific questions about actions in the future.
- On the board, write: *Where is he going to stay?* and answer *He is going to stay in a hotel.* Point out the different word order in questions and answers.
- Have pupils read the Grammar builder box.



BUILD HELPER

Ask the class which helper they can see (Nadia – the Build helper).

Model the first item with the class. Say *Where are your family going to go next weekend?* and have one or two confident pupils give an answer.

Place pupils in pairs to complete the activity, using the prompts to make questions, then answer them using their own ideas.

ANSWER KEY:

- Where are your family going to go next weekend?
- How are you going to travel to school tomorrow?
- What are we going to do after school?
- When is your friend going to wake up on Saturday?

3 Read and sing. What are they going to do on holiday?

- Tell pupils to read the song quietly and then tell you in their own words what it is about.
- Play the audio and have pupils follow along in their books. Elicit the answer. Note that the chorus lines are repeated in the song but not on the Pupil's Book page and so weaker pupils may need support following along in their book.
- Repeat the audio for pupils to sing along. Ask the pupils if they like this song and why.
- Once pupils are confident with the words, play the karaoke version for them to sing along to (audio track 6.08).

ANSWER KEY: stay in a hotel, visit a beach, have fun

RECEPTIVE SKILLS TIP

Play the song again and ask pupils to say how the people in the song feel. Ask if they think people travelling to another country for a holiday will have more fun than people who are going to explore their own country. Encourage pupils to explain why / why not. Ask pupils to say what forms of transport they can use to travel in their own country.

4 Ask and answer about next weekend. Use the prompts.

- Tell pupils to look at the verbs in the box.
- Model the activity for the first two verbs with confident pupils.
- Place pupils in pairs and have them complete the activity. Monitor for correct use of language.

- Invite pairs to come to the front and role play their ideas.
 - SUPPORT** Write question words on the board to help prompt pupils further.
 - STRETCH** To extend the activity, tell pupils their partners are going on holiday. Ask them to form their own questions using *What, Where, When, How* and *going to* and use their imagination to answer.

Extra activity

Explain that the class is going to travel to the Moon in a few weeks. Ask pupils if they know any words related to space, e.g. *rocket, stars, rocks*. Write key words on the board. Place pupils in pairs. Ask them to make notes about how they are going to travel, what they are going to do and see there, etc. Then have pairs write a dialogue like the one in Activity 1. Invite pairs to act out their dialogue to the class.

Ending the lesson

- Tell pupils you are going on an amazing holiday. Have them ask you questions to find out more about your holiday plans.
- Have more confident pupils ask follow up questions, while less confident pupils can use prompts from earlier in the lesson to help and write down any questions before they ask them.
- To extend the activity further, have pupils ask a classmate about an imaginary holiday in small groups.

Activity Book page 51

- Read the answers and write the questions. Use *How, Where, What, Who* and *When*. Pupils write questions for the answers.

ANSWER KEY:

- How is she going to travel?
- Where are they going to go?
- When are they going to arrive?
- What is he going to do / watch?
- Who is he going to meet?

Build helper: In pairs, pupils ask and answer the questions from Activity 1 about themselves.

Grammar extension

Grammar 6 Lesson on page 93 of the Pupil's Book offers extended practice of the grammar introduced in Unit 6. Further teacher's notes can be found in the teacher resources on the Pearson English Portal.



Objectives

- Lesson aim: to learn how to agree and disagree; to practise the sounds *sp /sp/* and *st /st/*
- Speaking function: agreeing and disagreeing
- Functional language: *I agree. I disagree.*
- Recycled language: *Let's... , Shall we... ? I'm going to... , That sounds fun, go on a tour, art gallery, stadium, festival*

GSE

- Receptive: Listening: Can recognise simple expressions of agreement and disagreement in short, informal discussions, if the speakers talk slowly and clearly. Can understand specific information in a short, simple phone call. Can understand people's preferences in informal conversations, if the speakers talk slowly and clearly.
- Productive: Speaking: Can express agreement and disagreement using simple fixed expressions. Can introduce themselves and ask to speak to someone on the phone using basic informal language.

Build: building confidence

- Build confidence in English by telling pupils that it is fine to express disagreement. Say a few sentences that will elicit disagreement, e.g. *We should do more homework. We shouldn't sleep late. We should have more hours at school.*
- Point to 'Build' on the progress path and write the learning objective on the board: *We're learning how to agree and disagree.*

Materials

- Audio; Communication cards

Build

Wonder

Imagine

Build

Grow

Shine

6

Lesson 5

- 1 6.09 Read and listen. Which attraction are the children going to visit?



- 2 6.10 Listen again and repeat the words in blue.

Leo: Hello?
 Bella: Hello, Leo! It's Bella.
 Leo: Hi, Bella! How are you?
 Bella: Fine, thanks. Shall we do something fun tomorrow? My cousin's staying with us for the holidays! He's from Spain.
 Leo: Let's go on a stadium tour. Everyone likes sports.
 Bella: **I disagree.** I don't like stadium tours. What about the art gallery?
 Leo: Hmm, I'm not sure. The tickets are expensive.
 Bella: **I agree.** There's a music festival tomorrow. That sounds fun!
 Leo: Sure! Let's go to the music festival!
 Bella: OK! I'm going to find out what time it starts.
 Leo: OK! Bye!

- 3 Complete the sentence with *agree / disagree*. Then say with a partner.

- 1 Travelling by train is better than travelling by ferry. (I... I like travelling by ferry.)
 2 Old buildings are more interesting than new buildings. (I... Old buildings are beautiful.)
 3 Hot food is more delicious than cold food. (I... Ice cream is my favourite food!)

Travelling by train is better than travelling by car.

I disagree! I like travelling by ferry.

Pronunciation

- 4 6.11 Listen and write the missing letters. Then listen again and check.

...eaking ...adium
 ...ain ...orts
 ...ay ...arts

I can shine!

- 5 Talk with a partner. Agree or disagree.

Sugar is very healthy.

I disagree! Sugar isn't very healthy. It's bad for your teeth.

I can agree and disagree.

Communication Agreeing and disagreeing. 69

Starting the lesson

- Give the following situations to the class, and for each one, ask pupils if they agree or disagree: *Holidays are good. We should spend more time inside. Everybody loves playing games.*
- Ask pupils what expressions they use to agree or disagree with others. On the board, write: *I agree. I disagree.* Ask pupils if they have used these expressions before.

- 1 Diagnose 6.09 Read and listen. Which attraction are the children going to visit?

- Ask pupils to close their books. Play the audio and elicit the answer.
- Play the audio again and this time pupils have to say what other options the children discuss (going on a stadium tour, going to the art gallery).

ANSWER KEY: The music festival

- 2 6.10 Listen again and repeat the words in blue.

- With books open, ask pupils to listen to the audio and follow along in their books. Pause after the words in blue and have pupils repeat them.
- Place pupils in pairs and have them role play the dialogue. **SUPPORT** Explain to pupils that when we disagree with someone, it is usually good to give a reason explaining why. Go through the dialogue and have pupils find the reasons each person gives when they disagree. **STRETCH** Place pupils in pairs. Tell pupils to read the dialogue again and change the reasons Leo and Bella give when disagreeing. Have them read their new dialogue to the class.

- 3 Complete the sentences with *agree / disagree*. Then say with a partner.

- Complete items 1-3 as a class activity.



Starting the lesson



Learning path



Presentation: Activity 1



Presentation: Activity 2



Practice: Activity 3



Speaking support

- Place pupils in pairs and have them practise saying the sentences. Explain that one person says the first sentence, and the other the second one beginning *I agree / disagree...*
- Invite pairs to the front of the class to role play their exchanges.

ANSWER KEY: 1 disagree, 2 agree, 3 disagree

4 **6.11** Pronunciation Listen and write the missing letters. Then listen again and check.

- On the board, write: *st* and *sp*. Point to the sounds and say them. Say one or two examples of familiar words that start with *sp* or *st*, e.g. *spell, station*, and write them on the board.
- Play the audio and ask pupils to complete the words.
- Check answers as a class. **SUPPORT** Give pupils a dictionary and have them find more words with the sounds *sp* and *st*.
- STRETCH** Have pupils make three sentences with three words of their choice with sounds *sp* or *st*.

ANSWER KEY: speaking, Spain, stay, stadium, sports, starts

5 Talk with a partner. Agree or disagree.

With communication cards:

- Place pupils in pairs and give each pair a set of cards. Pupils put the eight statement cards in a pile, face down. They have the opinion cards face up. One pupil takes a statement card and reads it out to their partner. The other pupil has to find the suitable opinion reply and fill in the gap with *agree* or *disagree*, depending on the reply.

Without communication cards:

- Write a list of topics on the board, e.g. *watching TV, playing video games, using a car versus public transport, eating junk food*. Place pupils in pairs and have one pupil give a statement with their opinion about one of the topics. Their partner agrees or disagrees (e.g. *I think playing video games is interesting. I disagree, I don't like video games.*) Monitor for correct use of vocabulary and key language.

Extra activity

Have pupils make their own statements for their partners to agree or disagree with. As per the conversation in Activity 1, pupils can do this role play as if on the phone, using the model dialogue in Activity 1 as a guide.

FUTURE SKILLS: collaboration and communication

Ask pupils to think of a time when a person disagreed with them. Ask how they felt. Tell pupils that when we disagree, we should always do this politely as we should respect what other people think and feel. Place pupils in groups and have them discuss the following statement: *We should only eat healthy food*. Tell pupils they have to give one reason why they agree and one reason why they disagree. They then report back telling the class the reason(s) why people disagreed, and why this is acceptable.

I can shine! Assess

ACHIEVE The pupil can politely agree and disagree in a range of situations.

ADJUST The pupil can politely agree and disagree in a range of situations when provided with a model and support.

EXCEED The pupil can politely agree and disagree in a range of situations and explain their reasons for doing so.

Ending the lesson

- Place pupils in groups. Tell them to imagine an important person is coming to visit their town / city for one day. Have them decide where they will take this person, expressing why. As they discuss their ideas, encourage them to give their opinions and respond to others' suggestions using *I agree / disagree*.

Activity Book page 51

- 2 **6.12** Read and number. Then listen and check. Pupils identify the correct order and then listen to check their answers.

ANSWER KEY:

- I disagree. Theatre tickets are very expensive.
- That's a good idea. It's interesting, but it's going to be very busy.
- You're right. They are expensive. There's a boat trip on the river. That's fun.
- How about a bike tour of the city? Bike tours are great.
- Let's do something fun tomorrow. How about the Science Museum? It's interesting.
- Yes, great idea. Let's go on a boat trip tomorrow.
- I disagree. I don't like bike tours. The theatre is better.
- I agree. OK, so not the Science museum.

I can shine!

- 3 Read and think. Then talk with a partner. Pupils discuss in pairs, making suggestions and agreeing or disagreeing.

Extra time: Pupils colour the sounds red and blue and then say the tongue twister several times, as fast as they can.

ANSWER KEY: red: storm; blue: Spain



Grow

Objectives

- **Lesson aim:** to learn about tourism and what is good or bad about it
- **Cross-curricular connection:** Social Science, Geography
- **Global citizenship theme:** Learning about ecotourism
- **Target language:** *accommodation, culture, ecotourism, souvenir*
- **Recycled language:** *beach, beautiful, city, coach, environment, forest, habitat, plants, quiet, train, travel, sightseeing, tidy up, wildlife*

GSE

- **Receptive: Reading:** Can understand the main ideas in simple informational texts, if supported by pictures. Can identify words and phrases from different places in a simple text to support their answers.
- **Receptive: Listening:** Can identify key information about future plans in short, simple dialogues.

Grow: nurturing growth in society

- Promote global citizenship by increasing pupils' awareness of how tourism can impact a country. Show them pictures of overcrowded beaches, streets full of tourists, rubbish in the countryside or on beaches. Ask them what these pictures show and how tourism has harmed the local environment. Then have pupils say how these problems can be reversed.
- Point to 'Grow' on the progress path and write the learning objective on the board: *We're reading about ecotourism.*

Materials

- Audio



Lesson 6

Think before you travel

It's fun to travel to new places. But tourism can be bad for the environment. There are too many tourists in some cities and on some beaches. Tourists usually arrive by car or plane. So places that are usually quiet and beautiful are noisy and dirty. This can also be dangerous for animals that live there.

But tourism can be good too because it makes jobs for local people. Tourists stay in hotels and they go to restaurants and shops. They buy food and souvenirs.

Ecotourism means your trip is good for the environment and helps people in the place you're visiting, too. You don't have to stay in a big hotel.

Accommodation in a local family's home is cheaper and more interesting. You learn more about the culture of the country – the history, food and music. You don't have to fly or travel by car, you can travel by coach, train or bike. It's a better way to go sightseeing.

Conservation projects can help endangered animals and their habitats. Some tourists spend their holiday taking part in projects like this. They look after animals, study local plants and wildlife or tidy up beaches and forests. So before you travel, think about how you can help at the same time!



ecotourism



accommodation



souvenirs



dance and food are part of a culture

1 Look. What are the people doing?

2 ^{6.13} Read and listen. What is ecotourism?

3 Read again. Then answer.

- 1 What are two ways tourism is bad for the environment?
- 2 What's one way tourism is good?
- 3 Find an example of eco-friendly accommodation in the text.
- 4 What can tourists learn from local people?
- 5 How can tourists help the environment when they're on holiday?

In which ways is tourism good for your country?

4 ^{6.14} Listen. In which ways are Jodie and her family going to be ecotourists?

5 ^{6.15} Listen again. Then answer.

- 1 How's Jodie going to travel?
 - a plane
 - b ferry
 - c train
- 2 Where are they going to stay?
 - a with a family
 - b hotel
 - c with friends
- 3 What's Turkey famous for?
 - a food
 - b dance
 - c crafts

70 Global Citizenship Ecotourism

Starting the lesson



- Write the word *ecotourism* on the board and ask pupils if they know what it means.
- Ask pupils why they think ecotourism is a good idea and how it could help the environment.

1 Look. What are the people doing?

- Pre-teach the words: *accommodation, culture* and *souvenir*.
- Have pupils look at the photos and say what the people in each one are doing.
- Ask pupils if they have ever taken part in ecotourism.

ANSWER KEY: picking up rubbish, dancing

2 ^{6.13} Read and listen. What is ecotourism?

- Ask pupils to scan the text quickly and say what it is about. At this moment, tell them not to worry about any unknown words.
- Play the audio and have pupils follow along in their books. Elicit answers.

ANSWER KEY: Ecotourism is when your trip is good for the environment and helps people in the place you are visiting, too.

3 Read again. Then answer.

- Give pupils a few minutes to read the text again and answer the questions.
- Tell pupils to note where they found the answers.
- Check answers as a class.
- Ask pupils what type of ecotourism they would like to take part in, and why. (SUPPORT) Place pupils in pairs. Ask them to read the first paragraph and tell each other what it says. Then have pairs share their answers with the class. Repeat for all the paragraphs.



154 Starting the lesson



Learning path



Presentation: Activity 1



Practice: Activity 2



Extra activity



Practice: Activity 3

STRETCH On the board, write: *Tourism is always bad for the environment.* Have pupils look at the text and work in pairs. Pupils find one reason why they agree and one reason why they disagree and give reasons.

ANSWER KEY:

- 1 It's noisy and dirty and it's dangerous for animals.
- 2 It helps local people because tourists spend money.
- 3 A local family's home
- 4 They can learn about their culture – history, food and music.
- 5 They can look after animals, study plants and wildlife and tidy up beaches and forests.

4  **Listen. In which ways are Jodie and her family going to be ecotourists?**

- Have pupils think about some possible answers. Then play the audio and ask pupils if their guesses were correct.
- Play the audio again, if necessary, then elicit answers.

ANSWER KEY: They're going to travel by ferry, coach and minibus. They're going to stay with a local family.

5  **Listen again. Then answer.**

- Tell pupils to read the questions and see if they can remember the answers.
- Play the audio again for pupils to complete the activity. Check answers as a class.

ANSWER KEY: 1 b, 2 a, 3 c



GROW HELPER

Remind pupils that Alex is the Grow helper. Read his question and ask pupils to think about how tourism is good for their country. Discuss as a class.

Background information (Culture and CLIL)

Encourage pupils to learn more about ecotourism and become more familiar with this concept. People take part in it because it helps them learn more about their environment and respect it. Some forms of ecotourism benefit local people by sustaining jobs and businesses, e.g. working on a farm helps local farmers. Ecotourism can help to develop and preserve local communities and therefore be a positive thing for people who live there, as well as tourists.

FUTURE SKILLS: critical and reflective thinking

Ask pupils to think about what kinds of things they enjoy doing on holiday. Then ask pupils if they would enjoy going on an ecoholiday. Encourage pupils to explain why / why not.

Extra activity

Tell pupils they have to organise an ecotour (group tours with up-close-and-personal views of nature, led by a tour guide who understands birds, insects, animals and plants of the region). Place pupils in groups and have them plan where they will take tourists and what they will see. Pupils have to explain how this tour will help tourists understand more about the area and the wildlife in it.

Ending the lesson

- Refer pupils to the photo for *souvenirs* and ask them if they sometimes get a souvenir when they go on holiday or a day out (explain this doesn't have to be something they buy, it could be something interesting they find, like a shell or stone. Ask them to draw a picture of a souvenir they have and write two or three simple sentences to describe it, e.g. *This is a... , It's from my holiday in...*

Activity Book page 52

- 1** **Read and match. Then write.** Pupils match words to definitions and then label the pictures.

ANSWER KEY: 2 c; 3 d; 4 a
b culture, c ecotourism, d souvenir

- 2**  **Listen and tick (✓). Then write.** Pupils listen and tick the correct pictures. They then complete the summary with the correct words.

ANSWER KEY: 2 b, 3 a, 4 b
2 hotel, 3 farm, 4 look after, 5 souvenir

Grow helper: Pupils write two reasons ecotourism is a good thing.

Extra time: Pupils discuss the question in small groups.

Activity 4 Pupil's Book audioscript

- Boy** *Where are you going to go for the summer holiday, Jodie?*
- Girl** *We're going to visit Turkey! We aren't going to fly. We're going to travel by ferry, coach and minibus.*
- Boy** *Wow! That's great!*
- Girl** *I know. I'm so excited.*
- Boy** *Are you going to stay in a hotel on the beach?*
- Girl** *We're going to the beach, but we aren't going to stay in a hotel. We're going to stay with a local family and learn to cook Turkish food!*
- Boy** *That's a great way to find out about Turkish culture. Are you going to learn Turkish, too?*
- Girl** *Yes, I am! I want to learn some words like 'Please' and 'Thank you'!*
- Boy** *Turkey is famous for crafts, you know.*
- Girl** *Yes, Manu! Don't worry, I am going to buy you a souvenir!*



Practice:
Activity 4



Practice:
Activity 5



Grow
Helper



Activity Book:
Practice



Ending the
lesson



Learning
path

Objectives

- Lesson aim: to write an email about a holiday
- Text type: a personal email
- Recycled language: *going to, accommodation, culture, ecotourism, minibus, go on a tour*

GSE

- **Receptive: Reading:** Can understand the main points in simple descriptive texts on familiar topics. Can identify the parts of some short, non-fictional text types.
- **Productive: Writing:** Can complete a table or form with specific information extracted from a short, simple written text on a familiar topic. Can use appropriate standard greetings and closings in simple informal personal messages and write short, simple personal emails / letters about familiar topics, given prompts or a model.

Grow: nurturing growth in society

- Encourage a further sense of social responsibility by having pupils think about what they can do as individuals to be ecotourists and help protect the environment.
- Point to 'Grow' on the progress path and write the learning objective on the board: *We're learning how to write an email to a friend.*

Materials

- Audio

Grow

Wonder
Imagine
Build
Grow
Shine

Lesson 7

1 **6.17** Read and listen. How does Pablo start and end his email?

2 **skill Up** Read again. Then copy and complete.

Holiday information form	
1 Way to travel to village	...
2 Things to do	...
3 Accommodation	...
4 Ecotourism project	...

Hi, Celeste!

We're having a fantastic time on holiday! We travelled here in a local minibus. We're staying in a tree house in the village! The tree is in a local family's garden. We have dinner with them in their house. They're teaching us about their culture and we're learning Portuguese! Tomorrow, we're going to join an ecotourism project. We're going to learn about local wildlife and how to protect it.

On Wednesday, we're going to go on a tour in the rainforest. I'm going to take a lot of photos.

From
Pablo

Our writing workshop

3 **6.18** **Ideas generator** Listen and complete.

- 1 We're staying at a....
- 2 We travelled here by....
- 3 Tomorrow, we're going to....
- 4 I'm going to learn....

4 **Give it a go** Plan your holiday email to a friend.

What's the holiday and the weather like?

How did you travel?

What's your accommodation like?

What activities do you do every day?

What are you going to do next?

I can shine! ✨

5 **Write your email.**

I can write an email to a friend about a holiday.

71 Writing An email

Starting the lesson

- Ask pupils if they ever write emails to friends and if so, what they write about. Tell pupils to imagine they are on holiday at the moment. What will they write about in an email to a friend?

1 **6.17** Read and listen. How does Pablo start and end his email?

- Play the audio for pupils to read along in their books and answer the question. Elicit the answers.
- Ask pupils to read the email quietly and say what things Pablo talks about. Ask if they mentioned these things in the opening activity.

ANSWER KEY: Hi, Celeste!, From Pablo

2 **skill Up** Read again. Then copy and complete.

- Explain that when we write an email about a holiday, we usually write about where we're staying, how we travelled there, the weather, the things we're doing and if we are having a good time.
- Ask pupils to copy the table into their notebooks. Then give them a minute or two to complete the activity. Elicit answers.

ANSWER KEY:

- 1 minibus
- 2 learn about the culture, go on a tour
- 3 tree house
- 4 learn about local wildlife and how to protect it

3 **6.18** **Ideas generator** Listen and complete.

- Tell pupils that in this activity they are going to start thinking of ideas for an email to a friend.
- Ask pupils to look at the prompts and say how they think they will be completed.
- Play the audio and have pupils complete the activity. Check answers as a class.



156 Starting the lesson



Learning path



Presentation: Activity 1



Practice: Activity 2



Practice: Activity 3

ANSWER KEY: 1 a campsite, 2 bus, 3 an eco-farm, 4 about bees and how they make honey

4 Give it a go Plan your holiday email to a friend.

- Tell pupils they are going to write their own email to a friend about a holiday. They can make it up or use experiences from a past holiday to help them. Explain that they are to make notes in their notebooks.
- Ahead of writing, elicit other expressions that can signal the beginning of an email, e.g. *Dear...*, *Hello! Hey!* or the end, e.g. *From*, *Speak soon*, *Love*, *Take care*.
- Pupils work through the planning steps. **SUPPORT** Before going through the above steps, brainstorm ideas for what types of things people do on holiday, including ecotourism holidays, and write them on the board. Also write any useful vocabulary on the board. **STRETCH** Tell pupils that when we write emails to friends, we write as if we are talking to them. Ask pupils to say what expressions they use when talking to friends. Write them on the board.

Planning support

Tell pupils that when we write holiday emails, we usually write the events in order – past, present, future. Tell pupils that in the opening sentences, we usually tell our friends where we are and if we are having a good time or not. Then refer pupils to each paragraph in the model and ask them to say what tense is used in each one.

5 Write your email.

- Remind pupils to include the greeting and sign-off for their email. Have pupils write their email in their notebooks, using their notes from the previous stages. As they are writing, monitor and provide support as required.
- Have pupils exchange emails with a partner and read each other's emails. Are their holiday ideas similar or different?
- Then invite pupils to share their emails with the class. Encourage pupils to give each other feedback on their work, focusing on the positives.

I can shine!



Assess

ACHIEVE The pupil can write a simple email to a friend with a logical structure, using some descriptive language and examples of different tenses.

ADJUST The pupil can write an email to a friend using simple sentences when provided with a model.

EXCEED The pupil can write an email to a friend with a logical structure, using a wider range of descriptive vocabulary and more complex sentences in a range of tenses.

TEACHER TIME TO SHINE: using different tenses in a piece of work

Pupils could get confused about which tenses to use in an email, and how / where to use them. On the board, write: *present, past, future*. Have pupils say phrases or short sentences in these tenses that they can use in their holiday emails. Write them on the board. Tell pupils they can refer to them as they write.

Ending the lesson

- Place pupils in small groups and have them share their emails. Then have the groups choose one email which they would like to be read to the class.

Activity Book page 53

- 1 **Read and answer.** Pupils read the email and answer the questions.

ANSWER KEY: 1 She's going to go snorkelling.
2 She feels very excited.

- 2 **Give it a go Plan your holiday email.** Pupils use the table to plan their email.

I can shine!

- 3 **Now write your email. Use your notes from Activity 2.** Pupils write their email based on their notes.

Check your work: Pupils use a dictionary to check any new words they have used in their emails.

Activity 3

Pupil's Book audioscript

Hi Gemma!
We're having a great time! The weather is lovely. It rained one day, but it's sunny today! We're staying at a campsite. We travelled here by bus. There's a local restaurant down the road – we go there every day. The food is delicious! We asked the owner of the restaurant about where to visit. We're going to go to an eco-farm tomorrow. We're going to learn about bees and how they make honey. I'm really excited.
From, Sonia



Shine

Objectives

- Lesson aim: to review the language from Unit 6
- Revised language: holiday words and phrases, forms of transport, *going to* for future, *I agree / disagree*.

GSE

- Receptive: Listening: Can recognise simple expressions of agreement and disagreement in short, informal discussions, if the speakers talk slowly and clearly.
- Productive: Speaking: Can talk about plans for the near future in a simple way. Can express agreement and disagreement using simple fixed expressions. Can describe basic differences between two pictures showing familiar activities, using simple language.

Shine: Time to shine!

- Promote global citizenship by fostering empathy and encouraging pupils to recognise and accept diversity of interests. Encourage them to consider places of interest for tourists that are suitable for a range of people, not just their own favourite place or activities.
- Point to 'Shine' on the progress path and write the learning objective on the board: *We're reviewing what we've learnt in the unit.*

Materials

- Flashcards; *Our World* video

A tourist brochure

Review

1 Match. Then play the game.

- | | |
|------------|---------------|
| 1 pack | a by bus |
| 2 read | b tickets |
| 3 buy | c a tour |
| 4 travel | d in a queue |
| 5 exchange | e a guidebook |
| 6 go | f money |
| 7 wait | g a suitcase |
| 8 take | h a taxi |
| 9 stay | i in a hotel |
| 10 go on | j sightseeing |

I'm going to pack a suitcase.

I'm going to pack a suitcase and stay in a hotel.

I'm going to pack a suitcase, stay in a hotel, and....

2 How many different ways can you travel on holiday? Write.

3 Talk about where you live with a partner. Do you agree or disagree?

- 1 What should tourists visit?
- 2 How should tourists travel?
- 3 Where should tourists eat?

I think tourists should visit the castle.

I disagree. The market is better than the castle.

4 What are good things and bad things about tourism?



5 Watch the video. What do you know now?

72 Unit review Unit objectives review

Starting the lesson

- In pairs, ask pupils to look back at the unit and say what they learnt about tourism. Ask them to say a few good and bad things about tourism.
- Place the unit flashcards on the board and go through each item. Take the flashcards down. Tell pupils you will say a part of the phrase for them to say the whole phrase. Say *a taxi*. Elicit *take*. Continue for all the flashcards.

Review

- The Review consolidates the target language of the unit from the I Can Shine checkpoints and helps prepare pupils for the unit project. Vocabulary and target grammar from the Wonder spread is reviewed through Activity 1. Activity 2 helps review receptive vocabulary from the Imagine spread. The speaking element in Activity 3 consolidates the functional language in the Build spread. Activity 4 and the video question in Activity 5 encourage pupils to further explore the global citizenship theme.
- Ahead of the pupils completing the activities, reviewing the song from lesson 4 can help them recall vocabulary and language learnt earlier in the unit.

1 Match. Then play the game.

- Match verbs 1–10 with words / phrases a–j as a class activity.
- Explain that pupils will continue the activity in groups. Pupil A has to complete the sentence *I'm going to...* with a phrase made up of a verb from 1–10 matched with a word / phrase from a–j. Then pupil B has to repeat the sentence, and add another phrase. The game continues around the group with each member adding another phrase.
- The game continues until all phrases have been used. A player is out of the game when they forget the correct order.
- Model the activity with a few confident pupils. Then place the pupils in small groups and have them complete the activity.



Starting the lesson



Learning path



Review: Song



Review: Activity 1



Review: Activity 2



Review: Activity 3

Objectives

- Lesson aim: to make a tourist brochure
- Revised language: *going to* for future, *I agree / disagree*, forms of transport, *castle, ecotourism, map, stadium, travel*

GSE

- Productive: Speaking: Can answer simple questions after giving a presentation on a school topic. Can express agreement and disagreement using simple fixed expressions. Can contribute to simple discussions when asked a question by the teacher.
- Productive: Writing: Can write a short text of 3–4 compound sentences.
- Receptive: Reading: Can understand basic details in simple informational texts (e.g. brochures, leaflets).

Shine: Time to shine!**Shine**

- Allow pupils of all abilities to demonstrate progress by modifying lesson objectives, adapting pair or groupwork, or being creative with learning goals.
- Point to 'Shine' on the progress path and write the learning objective on the board: *We're going to make a tourist brochure.*

Materials

- Colouring pencils, A4 paper, sample tourist brochures

Wonder Imagine Build Grow Shine 6

Create

6 Think of an attraction in your region for tourists to visit.

7 Share your ideas with your group. Choose an attraction and make notes about information tourists need.

I think the castle is a good place for tourists to visit.

I agree. Tourists need to know what time the castle is open and how to get there.

8 Make your tourist brochure.

Skill Up

Do you agree or disagree? Don't forget to say why you disagree!

Attractions and History

The castle is an interesting place to visit. The king and queen lived there in 1276.

Ecotourism projects

You can help in the castle gardens. Ask about our ecotourism projects at the information desk.

How to get here

You can travel to the castle by bus or underground.

Time to shine!

9 Showcase your tourist brochure.

The castle is a good place for tourists to visit. It's very old. The king and queen lived there in 1276.

10 Choose a place to visit in a tourist brochure. Ask questions.

How are you going to travel to the castle?

We're going to travel there by bus.

Shine on!

Can you plan a school trip?

I can talk about a tourist brochure.

Unit project A tourist brochure 73

Create

- This section focuses on personalisation, communication and collaboration. In Activity 6, pupils think about their own region and make notes supported by vocabulary learnt in the unit. Activities 7 and 8 foster collaboration and communication skills. In Activity 7, they work in small groups to share ideas and plan their tourist brochure. In Activity 8, pupils work together to create their tourist brochure.
- Make sure that pupils understand the steps to success for the project. To enable them to carry out the project to the best of their ability, give them clear step-by-step instructions:
 - 1 Decide a tourist attraction you want to write about and what information you want to include.
 - 2 Share your ideas with your group. Have each person in the group research and write a different part of the brochure.
 - 3 Bring the parts together to create the brochure.
 - 4 Add colour, pictures and a title.
- 6 Think of an attraction in your region for tourists to visit.
 - Show pupils the different travel brochures. Ask if they find the brochures interesting and why / why not. Ask if the brochures persuade them to visit the places shown.
 - Tell pupils they have to think of an attraction in their region that tourists would find interesting to visit. If they can't think of one in their own region, they can choose something from another area they know about.
 - Have one or two confident pupils present their ideas to the class.

Starting the lesson

- Have a class discussion on how people decide where to go and what to do on holiday. How do people find information about the place they want to visit?
- Ask pupils to look in their Pupil's Books at the diary in Lesson 3 and the email in Lesson 7. Ask them to say which of the two holidays they would prefer to go on, and why.

- 7 Share your ideas with your group. Choose an attraction and make notes about information tourists need.

- Place pupils in small groups.
- Tell pupils to share their ideas and discuss.



- **Skill Up** Refer pupils to the *Skill Up* box, and remind them that they can disagree as long as they do so politely and explain their reasons. They should reach an agreement on what they are going to write about.
- Now ask pupils to work together to write notes about the attraction they have chosen.
- Monitor as pupils work and help as necessary.

8 Make your tourist brochure.

- Refer pupils to the tourist brochure in their Pupil's Book. Remind them that a brochure often includes practical information like where an attraction is and how to get there.
- Ask pupils what pictures they would put in their brochures.
- Groups now use their notes and other ideas or materials to put together their brochure.

PROJECT TIP digitalisation

Pupils can make a video or photo collage of their holiday ideas using a photo or video app. They could make a new digital version, or take photos of their paper brochure, upload it and then add a soundtrack.

Time to shine!

9 Showcase your tourist brochure.

- Tell pupils that each group is going to present their tourist brochure to the class.
- Invite two pupils from each group to come to the front with their brochure and present it.
- Ask the rest of the class to say what they think about the brochure after each presentation.

10 Choose a place to visit in a tourist brochure. Ask questions.

- Place all the brochures around the classroom and place pupils in pairs.
- Tell pupils to imagine they are planning a school trip. They are going to choose a place to visit from one of the tourist brochures, and their partner will ask them questions about their plans.
- Refer pupils to the speech bubbles to reinforce how they should be asking and answering the questions.
- Ask a confident pupil to choose a place to visit and model the activity, focusing on the use of *going to* and *Wh-* questions, e.g. Teacher: *Where are you going to go?* Pupil: *We're going to visit the castle.*
- Pupils complete the activity in pairs. One pupil chooses a place to visit and the other asks them one or two questions. They then swap roles.
- Monitor and help as necessary. Invite confident pairs to role play in front of the class.

SHINE ON! Can you plan a school trip?

Tell pupils to imagine they are planning a school trip and take a class vote on which of the places described in pupils' tourist brochures they would choose. As a class, discuss travel arrangements, the itinerary and what people on the trip need to bring or wear.

Ending the lesson

- Ask pupils to look back through the unit and to write down three things that they learnt, two things they enjoyed doing, and one thing they would like to revise.
- Refer pupils to the progress chart on page 3 in the Pupil's Book. Have them read the sentences for each skill and notice what they have achieved so far.

Activity Book page 55

- 1 **Think and complete. Then add an extra phrase to each category.** Pupils complete the spider diagram with the phrases supplied and then add their own ideas.

ANSWER KEY:

Before you go on holiday: read a guidebook

Before you go on a tour: wait in a queue, buy a ticket

Travel: go to the airport, take a taxi, travel by underground

Accommodation: stay in a hotel

- 2 **Complete your journal.** Pupils follow the steps to complete a short journal about holiday plans.

- 3 **Think and write.** Pupils complete a brief evaluation of the unit with personal responses.

Home-school link: Pupils discuss the topic with family members.

Time to shine!



Assess

ACHIEVE The pupil can talk about travel using vocabulary learnt in the unit. They can ask and answer questions about future plans using *going to*. They can write a personal email with appropriate use of tenses to express actions or situations in the present, past or future. They can politely show that they agree / disagree.

ADJUST The pupil can talk about travel when given vocabulary prompts. They can ask and answer questions about future plans using *going to*, but with errors. When provided with a model, they can write a short personal email using the present simple and / or continuous and one other tense.

EXCEED The pupil can talk about travel using a broader range of vocabulary and more complex sentences. They can ask and answer questions about future plans using *going to*. They can write a personal email with confident use of a range of tenses to express actions or situations in the present, past or future. They can politely show that they agree / disagree and add information to explain their reasons.

