

Our important places

元

key learning outcomes

in Unit 6, the students 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

Vacation 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 line

Transportation: airport, bus, cable car, ferry, minibus, subway

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.

Speaking

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)

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Ask and answer questions about past events and future plans.

Development indicator:

Working towards: taking part in a conversation of 4 exchanges, using a range of tenses and descriptive language and, at the highest level, being 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 and, at the highest level, being 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.



Lesson 1 - Vocabulary

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 line
 - 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 vacation, 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

Wonder

- Encourage students to think about what they do to get ready for their vacations. 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., sales clerks, 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; Picture Cards



Starting the lesson: warm up

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

Big Picture: What can you see?



Refer students 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 students' attention to the I wonder question. Ask them why they think people enjoy traveling to other places. Brainstorm ideas of things people often do when on vacation and write them on the board.





Listen and explore.

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

Listen, point, and say.

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



















Watch the video.

- Tell students they are going to watch the *Our World* video about a family that go on an adventure. Before watching, ask students what they think the family will do.
- Have students 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 students to look at the Big Picture and model the activity for a few items with the class.
- Place students in pairs and have them do the activity.
 SUPPORT On the board, write: I am learning English. Ask students 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 students in pairs. Explain that one student 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 students to think about their vacations. Say I always pack a suitcase. I always go sightseeing. I usually read a guidebook. Have students then say their own sentences with the vocabulary.

FUTURE SKILLS: enquiry and imagination

Ask students to think about where they live. If it's a touristy area, ask students 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 students to think about what they do before they go on vacation, what they do on the trip there, and what they do on the vacation. Draw a table with three columns on the board. Put the follow headings at the top of each column: Before vacation, On trip there, On vacation. Have students copy the chart into their notebook and complete it using the vocabulary they have learned in the lesson. Put the picture Picture Cards on the board to help prompt the students but try to encourage them to remember the vocabulary with their books closed. Weaker students can have their books open for support.

Ending the lesson

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

Workbook page 48



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

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

1 Look and write. Students look at the pictures 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 line, 7 buy a ticket, 8 take a taxi, 9 exchange money, 10 go on a tour

2 Look at Activity 1 and write. Students look at the pictures and complete the sentences.

ANSWER KEY:

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

Wonder helper: Students answer the question with their own ideas.

Extra time: Students discuss the question with a partner.

Activity 1

Audio script

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 line to take a bus.

That bus takes you to all the sites in the city.

People go on walking tours, too. The city center is pretty 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 have a guidebook for the city here. Let's take a look and choose something to go and see.







Activity 3

















Lesson 2 - Structures

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 dialogs.

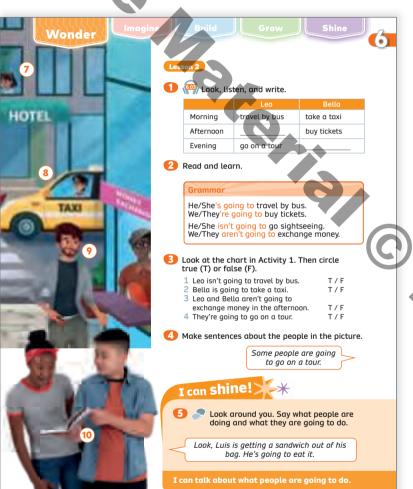
Wonder: sparking curiosity

Wonder

- Engage students with the Big Picture by asking them to look at it and imagine they are going on vacation. 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



Starting the lesson

 Review unit vocabulary by playing a game. In pairs, students take turns saying the items one by one (so that each student 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 Student's Book for one minute.

Look, listen, and write.

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

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

Read and learn.

- Refer students to the Grammar box. Explain that we use going to to express an action in the future.
- Have students read the Grammar box quietly. Ask them how the negative is formed. SUPPORT Access the audio script from the Pearson English Portal and ask them to find all the examples of going to. STRETCH Place students in pairs. Explain that one student 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.
- Look at the chart in Activity 1 Then circle true (T) or false (F).
- Read the sentences in 1–4 and refer students to the chart they completed in Activity 1.
- Have students complete the activity and compare their answers with a partner. Check answers as a class.

ANSWER KEY: 1 F, 2 T, 3 T, 4 T







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











- 4 Make sentences about the people in the picture.
- Model the activity for the class for a few items.
- Place students in pairs and have them complete the activity. Monitor for correct use of language.
- 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 student to come to the front of the class, show that they are going to do an action, and then do it.
- Place students in pairs and have them complete the activity. You could bring in pictures to help, or students can walk around the class or look out of the window and describe what they can see.

I can shine!

Assess

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

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

Extra activity

To help students become more confident with the grammar and provide them with more opportunities to use it, use the *Our World* video from lesson 1. Students 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 students 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 students 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.

Workbook page 49

1

Listen and check (🗸) or put an 🗴. Then

write. Students listen and complete the chart, then complete the sentences.

ANSWER KEY:

	Picture 1	Picture 2	Picture 3	Picture 4	Picture 5
Cristina	1	✓	X	✓	X
Max	1	×	✓	✓	X

- 2 by bus
- 3 going to travel by bus
- 4 going to take a taxi
- 5 're going to go on a tour (of the castle)
- 6 aren't going to wait in line
- **2** Read, think, and write. Use *going to*. Students 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 a taxi.

I can shine!

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

Extra time: Students draw and label four vacation activities.

Activity 1

Audio script

Sam Did you know Leo is going to go on vacation 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

Nadia That's a great 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 mom 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 theater. 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!















Lesson 3 - Story

Objectives

- Lesson aim: to read and understand a travel diary
- Target language: airport, bus, cable car, ferry, minibus, subway
- Recycled language: go to bed, play soccer, 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 students to be imaginative and creative. After students read the diary, ask how they would feel if they were on that vacation. Ask students to imagine they are going to have the vacation 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 vacation.

Materials

Audio: Picture Cards



Starting the lesson



• Put the transportation Picture Cards on the board, word side up. Teach the words if necessary. Ask students if they have ever used these forms of transportation on vacation.

Look and circle. What kind of text is this?

- Ask students to say what features a poem, a diary, and a playscript
- Refer students to the text. Ask if they have ever seen this kind of text before. Then have them circle the answer.
- 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.

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

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

park and travel on a cable car.

ANSWER KEY: She's going to play soccer at the

FUTURE SKILLS: enquiry and imagination Ask students to imagine they are in the year 2050. Ask if they think the same forms of transportation will exist and if so, which

ones. Then ask them how they think forms of transportation will change. Ask if they think they will be cleaner and more efficient, and if so, how.

Match the words in the text to the pictures.

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

ANSWER KEY: 1 ferry, 2 cable car, 3 subway, 4 bus, 5 minibus, 6 airport

RECEPTIVE SKILLS TIP

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



















Activity 1



- Read again. Then match.
- Give students some time to complete the activity. Check answers as a class.

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



LAGINE HELPER

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

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

- 5 Imagine you are on the Spanish team. Talk about what you are going to do.
- Place students 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 students answer the questions, have students read the entry for Sunday, April 4th. Have them tell you what Lara's travel plans are. Repeat for all the days. STRETCH Ask students 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....

POSSIBLE ANSWERS: On Monday, we're going to meet the English team at the airport.

On Tuesday, we're going to play soccer at the park. On Wednesday, we're going to play our big game. On Thursday, we're going to say goodbye to the English team.

TEACHER TIME TO SHINE: showing hospitality

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

I can shine!





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

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

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

Story extension

Place students in pairs. Have students add one more thing Lara is going to do before her day ends. Students 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 students to say what kind of diary they would like to keep, and why. Ask them to say what they would write in it.

Workbook page 50

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

ANSWER KEY:

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

Read and circle a or b. Then write. Students choose the correct answers and then complete the summary.

ANSWER KEY: 2 a, subway, 3 b, cable car, 4 a, bus

Imagine helper: Students complete the sentences about the diary.

an shine!

3 Plan your perfect vacation. Students imagine their perfect vacation, school trip, or day trip, then answer the questions with information about their plans.

Extra time: Students discuss the question in pairs.







Activity 5





Practice















Lesson 4 - Structures and song

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

GŠE

- Receptive: Listening: Can understand basic personal information in short, simple dialogs, 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.

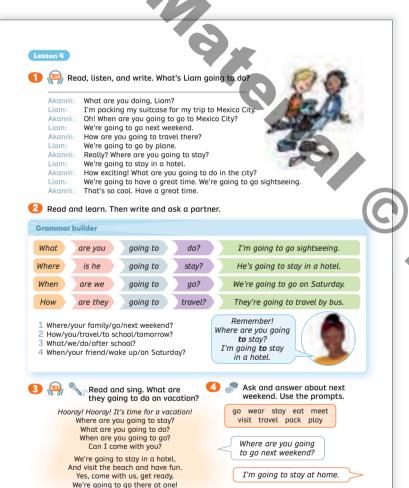
Build: building confidence

Build

- Build confidence in English learning by having students 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 students 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



Starting the lesson



- Tell students to refer to the Big Picture in Lesson 1 and say what the people are going to do.
- Then ask students questions based on the picture in Lesson 1, e.g., point to the woman waiting in line 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. Students may make errors with the language at this stage, as the question and answer form will be explored more in this lesson.

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

- Ask students 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 vacation.
- Play the audio for students 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 students if they can remember the answers. Play the audio with pauses for students to answer. STRETCH On the board, write: next weekend, by plane, a hotel, sightseeing. Have students make sentences using going to, showing what these words refer to, e.g., He's going to go to Mexico City next weekend. He's going to travel by plane. He's going to stay in a hotel. He's going to go sightseeing.

ANSWER KEY:

He's going to go sightseeing in Mexico City.







Structures and song What are you going to do? Where are they going to (stay)?









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 <u>is he</u> going to stay? and answer <u>He is</u> going to stay in a hotel. Point out the different word order in questions and answers.
- Have students 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 students give an answer.

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

ANSWER KEY:

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





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

- Tell students to read the song quietly and then tell you in their own words what it is about.
- Play the audio and have students follow along in their books.
 Elicit the answer. Note that the chorus lines are repeated in the song but not on the Student's Book page and so weaker students may need support following along in their book.
- Repeat the audio for students to sing along. Ask the students if they like this song and why.
- Once students 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 students to say how the people in the song feel. Ask if they think people traveling to another country for a vacation will have more fun than people who are going to explore their own country. Encourage students to explain why/why not. Ask students to say what forms of transportation they can use to travel in their own country.

- Ask and answer about next weekend. Use the prompts.
- Tell students to look at the verbs in the box.
- Model the activity for the first two verbs with confident students.
- Place students 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 students further.

STRETCH To extend the activity, tell students their partners are going on vacation. Ask them to form their own questions using What, Where, When, How, and going to and use their imagination to answer.

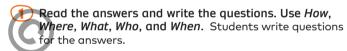
Extra activity

Explain that the class is going to travel to the moon in a few weeks. Ask students if they know any words related to space, e.g., rocket, stars, rocks. Write key words on the board. Place students 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 dialog like the one in Activity 1. Invite pairs to role-play their dialog to the class

Ending the lesson

- Tell students you are going on an amazing vacation. Have them ask you questions to find out more about your vacation plans.
- Have more confident students ask follow up questions, while less confident students 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 students ask a classmate about an imaginary vacation in small groups.

Workbook page 51



ANSWER KEY:

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

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

Grammar extension

Grammar 6 Lesson on page 93 of the Student'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.













Build



Lesson 5 - Communication

Objectives

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

GŠE

- Receptive: Listening: Can recognize 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 students 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



Starting the lesson

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







ஹ Read, listen, and write. Which attraction are the children going

- Ask students to close their books. Play the audio and elicit the answer.
- Play the audio again. Have students write the answer, then say what other options the children discuss (going on a stadium tour, going to the art gallery).

ANSWER KEY: The music festival



Listen again and repeat the words in blue.

- With books open, ask students to listen to the audio and follow along in their books. Pause after the words in blue and have students repeat them.
- Place students in pairs and have them role-play the dialog. (SUPPORT) Explain to students that when we disagree with someone, it is usually good to give a reason explaining why. Go through the dialog and have students find the reasons each person gives when they disagree. STRETCH Place students in pairs. Tell students to read the dialog again and change the reasons Leo and Bella give when disagreeing. Have them read their new dialog to the class.
- Complete the sentences with agree/disagree. Then say with a partner.
- Complete items 1–3 as a class activity.

















• Place students in pairs and have them practice 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





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 students to complete the words.
- Check answers as a class. (SUPPORT) Give students a dictionary and have them find more words with the sounds sp and st. STRETCH Have students make three sentences with three words of their choice with sounds sp or st.

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

Talk with a partner. Agree or disagree.

With Communication Cards:

 Place students in pairs and give each pair a set of cards. Students put the eight statement cards in a pile, face down. They have the opinion cards face up. One student takes a statement card and reads it aloud to their partner. The other student 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 transportation, eating junk food. Place students in pairs and have one student 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 students make their own statements for their partners to agree or disagree with. As per the conversation in Activity 1, students can do this role play as if on the phone, using the model dialog in Activity 1 as a guide.

FUTURE SKILLS: collaboration and communication

Ask students to think of a time when a person disagreed with them. Ask how they felt. Tell students that when we disagree, we should always do this politely as we should respect what other people think and feel. Place students in groups and have them discuss the following statement: We should only eat healthy food. Tell students 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.

l can shine





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

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

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

Ending the lesson

• Place students 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.

Workbook page 51





Read and number. Then listen and check. Students identify the correct order and then

listen to check their answers.

ANSWER KEY:

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

I can shine!

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

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

ANSWER KEY: red: storm; blue: Spain





practice





Practice









Lesson 6 - Global citizenship

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, bus, city, clean up, environment, forest, habitat, plants, quiet, train, travel, sightseeing, 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 dialogs.

ecotourism

Grow: nurturing growth in society

Grow

- Promote global citizenship by increasing students' awareness of how tourism can impact a country. Show them pictures of overcrowded beaches, streets full of tourists, trash in the country or on beaches. Ask them what these pictures show and how tourism has harmed the local environment. Then have students 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

Think before you travel

also be dangerous for animals that live there.

people. Tourists stay in hotels and

they go to restaurants and stores.

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

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 bus,

train, or bike. It's a better way to go

Conservation projects can help

endangered animals and their

habitats. Some tourists spend their

vacation taking part in projects like

this. They care for animals, study

local plants and wildlife, or clean up

beaches and forests. So before you

at the same time!

travel, think about how you can help

sightseeing

home is cheaper and more interesting.

They buy food and souvenirs.

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

But tourism can be good, too, because it makes jobs for local











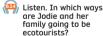
- What are two ways tourism is bad for the environment?
- What's one way tourism is good? 3 Find an example of eco-
- friendly accommodation in the text. 4 What can tourists learn from
- local people?
- 5 How can tourists help the environment when they're on vacation?

In which ways is tourism good for vour country?











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

Global Citizenship Ecotourism

Starting the lesson



- Write the word ecotourism on the board and ask students if they know what it means.
- Ask students why they think ecotourism is a good idea and how it could help the environment.
- Look. What are the people doing?
- Pre-teach the words: accommodation, culture, and souvenir.
- Have students look at the pictures and say what the people in each one are doing.
- Ask students if they have ever taken part in ecotourism.
 - ANSWER KEY: picking up trash, dancing

Read and listen. What is ecotourism?

- Ask students 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 students 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.

Read again. Then answer.

- Give students a few minutes to read the text again and answer the questions.
- Tell students to note where they found the answers
- Check answers as a class.
- Ask students what kind of ecotourism they would like to take part in, and why. (SUPPORT) Place students 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.







dance and food are

part of a culture













Repeat for all the paragraphs.

STRETCH On the board, write: Tourism is always bad for the environment. Have students look at the text and work in pairs. Students 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 take care of animals, study plants and wildlife, and clean beaches and forests.
- 4 Listen. In which ways are Jodie and her family going to be ecotourists?
- Have students think about some possible answers. Then play the audio and ask students if their guesses were correct.
- Play the audio again, if necessary, then elicit answers.

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

- 5 615 Listen again. Then circle.
- Tell students to read the questions and see if they can remember the answers.
- Play the audio again for students to complete the activity.
 Check answers as a class.

ANSWER KEY: 1c, 2a, 3b



GROW HELPER

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

Background information (Culture and CLIL)

Encourage students 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 students to think about what kinds of things they enjoy doing on vacation. Then ask students if they would enjoy going on an ecovacation. Encourage students to explain why/why not.

Extra activity

Tell students they have to organize 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 students in groups and have them plan where they will take tourists and what they will see. Students have to explain how this tour will help tourists understand more about the area and the wildlife in it

Ending the lesson

Refer students to the pictures for souvenirs and ask them if
they sometimes get a souvenir when they go on vacation or
a day trip (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 vacation in.....

Workbook page 52

1 Read and match. Then write. Students 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 check (/). Then write. Students listen and check 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 take care of, 5 souvenir

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

Extra time: Students discuss the question in small groups.

Activity 4

Audio script

- Boy Where are you going to go for the summer vacation, Jodie?
- Girl We're going to visit Turkey! We aren't going to fly. We're going to travel by ferry, bus, and minibus.
- Boy Wow! That's great!
- Girl I know. I'm so excited.
- Boy Are you going to stay in a hotel at 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









Lesson 7 - Writing

Objectives

- Lesson aim: to write an email about a vacation
- 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 chart 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

Grow

- Encourage a further sense of social responsibility by having students 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



Starting the lesson



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



Read, listen, and write. How does Pablo start and end his email?

- Play the audio for students to read along in their books and answer the question. Elicit the answers.
- Ask students 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

🔼 🕵 Read again. Then write.

- Explain that when we write an email about a vacation, we usually write about where we're staying, how we traveled there, the weather, the things we're doing, and if we are having a good time.
- Ask students to copy the chart 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

(6.18), Ideas generator Listen and write

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









Writing An email 71







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

Give it a go Plan your vacation email to a friend.

Tell students they are going to write their own email to a friend about a vacation. They can make it up or use experiences from a past vacation 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.
- Students work through the planning steps. SUPPORT Before going through the above steps, brainstorm ideas for what kinds of things people do on vacation, including ecotourism vacations, and write them on the board. Also write any useful vocabulary on the board. STRETCH Tell students that when we write emails to friends, we write as if we are talking to them. Ask students to say what expressions they use when talking to friends. Write them on the board.

Planning support

Tell students that when we write vacation emails, we usually write the events in order – past, present, future. Tell students 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 students to each paragraph in the model and ask them to say what tense is used in each one.

Write your email.

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

l can shine!



Assess

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

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

EXCEED The student 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

Students 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 students say phrases or short sentences in these tenses that they can use in their vacation emails. Write them on the board. Tell students they can refer to them as they write.

Ending the lesson

 Place students 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.

Workbook page 53

1 Read and answer. Students read the email and answer the questions.

ANSWER KEY: 1 She's going to go snorkeling.

2 She feels very excited.

Quive it a go Plan your vacation email. Students use the chart to plan their email.

I can shine!

3 Now write your email. Use your notes from Activity 2. Students write their email based on their notes.

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

Activity 3

Audio script

Hi, Gemma!
We're having a great time! The weather is beautiful.
It rained one day, but it's sunny today! We're staying at a campsite. We traveled 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

















Student's Book page 72



- Lesson aim: to review the language from Unit 6
- Reviewed language: vacation words and phrases, forms of transportation, *going to* for future, *l agree/disagree*.

GSE

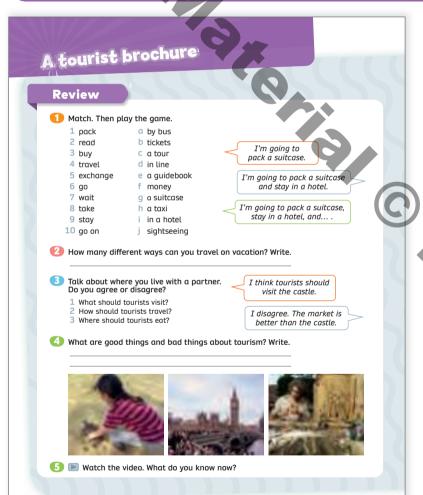
- Receptive: Listening: Can recognize simple expressions of agreement and disagreement in short, informal discussions, if the speakers talk slowly and clearly.
- Productive: Speaking: Can talk about plans for the near future in a simple way. Can express agreement and disagreement using simple fixed expressions. 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 students to recognize
 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 favorite place or activities.
- Point to "Shine" on the progress path and write the learning objective on the board: We're reviewing what we've learned in the unit.

Materials

Picture Cards; Our World video



Starting the lesson

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

Review

- The Review consolidates the target language of the unit from the *I Can Shine* checkpoints and helps prepare students 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 students to further explore the global citizenship theme.
- Ahead of the students completing the activities, reviewing the song from Lesson 4 can help them recall vocabulary and language learned earlier in the unit.

Match. Then play the game.

- Match verbs 1–10 to words/phrases a-j as a class activity.
- Explain that students will continue the activity in groups. Student A has to complete the sentence I'm going to... with a phrase made up of a verb from 1–10 matched to a word/phrase from a–j. Then student 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 students.
 Then place the students in small groups and have them complete the activity.





Unit review Unit objectives review













ANSWER KEY: 1 g, 2 e, 3 b, 4 a, 5 f, 6 j, 7 d, 8 h, 9 i, 10 c

- How many different ways can you travel on vacation?
 Write.
- Ask students to read the diary in Lesson 3 again.
- Give students a few minutes to complete the activity. Check answers as a class.
- Say I'm going to go the Opera house by ferry. I'm going to fly to New York. Then have students make sentences using the modes of transportation.

POSSIBLE ANSWERS: car, bus, tram, train, plane, bike, ferry, subway, minibus, taxi

- 3 Talk about where you live with a partner. Do you agree or disagree?
- Ask students to read the speech pubbles. Ask what speaking function they are presenting (agreeing and disagreeing).
- Model the activity for the second item with a confident student.
- Place students in pairs and have them continue the activity.
 Encourage students to give reasons if they can. Monitor students for correct use of language.
- Invite pairs to come to the front to role-play the activity.
- 4 What are good things and bad things about tourism? Write.
- Refer students to the pictures and do the activity as a class.
 As students give ideas, write them on the board under the headings good and bad.
- 5 Natch the video. What do you know now?
- Tell students they will watch the Our World video again.
 Ask students to try and remember all of the activites the family do.
- Play the video and elicit answers, helping with vocabulary where necessary (stay in a castle, travel by ferry, do yoga in water, go to a festival and go on a slide, visit an adventure park and climb really high, watch a sheep race at a farm).
- As a follow-up discussion question, ask What activities from the video do you want to do? SUPPORT Watch the video with pauses and have students say what they just saw and what they learned from each segment. STRETCH Have students write three questions about the video to ask and answer with their partner.

Extra activity

Place students in small groups. Have them choose one lesson from the unit and write a few sentences about it, saying what it was about and what they learned in it. Groups present their work to the class.

Ending the lesson

Tell students they have to add one more lesson to the unit.
 Ask them what it will be about and what kind of activities it will have, e.g., a text, a grammar box, new vocabulary. Have students give reasons for their choices.

Workbook page 54

Read and write. Students unscramble the letters to complete the text.

ANSWER KEY: 2 subway, 3 airport, 4 take a taxi, 5 hotel, 6 wait in line, 7 buy a ticket, 8 cable car, 9 go sightseeing

Write the questions and answers. Then listen and check. Students look at the pictures, reorder the words to make questions and complete the answers using going to. Then they listen to check.

ANSWER KEY:

- 1 She's going to play volleyball. She isn't going to play hockey.
- Where's Paul going to go on the weekend? He's going to go to the park. He isn't going to go to the beach.
- 3 Who are they going to visit tonight? They're going to visit their friends. They aren't going to visit their grandparents.
- 3 Read and write *I agree* or *I disagree*. Then talk with a partner. Students complete the sentences and discuss.

ANSWER KEY: 1 l agree, 2 l disagree, 3 l disagree, 4 l agree

xtra time: Students work together to solve the riddle.

ANSWER KEY: cable car

Unit 6 review notes

 Use this space to take notes on what your students might need to revisit based on their performance in the review lesson.







Activity 5











Lesson 9 - Project: A tourist brochure

Objectives

- Lesson aim: to make a tourist brochure
- Reviewed language: going to for future, I agree/disagree, forms of transportation, 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 students of all abilities to demonstrate progress by modifying lesson objectives, adapting pair or group work, 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

Coloring pencils, letter-size paper, sample tourist brochures



Create

- This section focuses on personalization, communication, and collaboration. In Activity 6, students think about their own region and make notes supported by vocabulary learned 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, students work together to create their tourist brochure.
- Make sure that students 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:
 - 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 color, pictures, and a title.
- Think of an attraction in your region for tourists to visit. Write.
- Show students 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 students 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 students present their ideas to the class.
- Share your ideas with your group. Choose an attraction and make notes about information tourists need.
- Place students in small groups.
- Tell students to share their ideas and discuss.

Starting the lesson



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













- **Skill Up** Refer students 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 students to work together to write notes about the attraction they have chosen.
- Monitor as students work and help as necessary.

8 Make your tourist brochure.

- Refer students to the tourist brochure in their Student's Book. Remind them that a brochure often includes practical information like where an attraction is and how to get there.
- Ask students 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 digitalization

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

Time to shine!

- Showcase your tourist brochure.
- Tell students that each group is going to present their tourist brochure to the class.
- Invite two students 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.
- Ohoose a place to visit in a tourist brochure. Ask questions.
- Place all the brochures around the classroom and place students in pairs.
- Tell students 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 students to the speech bubbles to reinforce how they should be asking and answering the questions.
- Ask a confident student to choose a place to visit and model the activity, focusing on the use of going to and Whquestions, e.g., Teacher: Where are you going to go? Student: We're going to visit the castle.
- Students complete the activity in pairs. One student 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 roleplay in front of the class.

SHINE ON! Can you plan a school trip?

Tell students to imagine they are planning a school trip and take a class vote on which of the places described in students' 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 students to look back through the unit and to write down three things that they learned, two things they enjoyed doing, and one thing they would like to review.
- Refer students to the Progress Chart on page 3 in the Student's Book. Have them read the sentences for each skill and notice what they have achieved so far.

Workbook page 55

1 Think and complete. Then add an extra phrase to each category. Students complete the spidergram with the phrases supplied and then add their own ideas.

ANSWER KEY:

Before you go on vacation: read a guidebook Before you go on a tour: wait in line, buy a ticket Travel: go to the airport, take a taxi, travel by subway Accommodation: stay in a hotel

- **2** Complete your journal. Students follow the steps to complete a short journal about vacation plans.
- **3** Think and write. Students complete a brief evaluation of the unit with personal responses.

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

Time to shine



Assess

Actieve The student can talk about travel using vocabulary learned 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 student 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 simple present and/or present progressive and one other tense.

EXCEED The student 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











Objective

• Lesson aim: to review language from Units 5 and 6

GSE

- **Receptive:** Listening: Can identify activities occurring in the past in short, simple dialogs. Can identify key information about future plans in short, simple dialogs.
- Receptive: Reading: Can follow the sequence of events in a short text on a familiar, everyday topic. Can identify words and phrases from different places in a simple text to support their answers.
- Productive: Speaking: Can ask basic questions about things that happened in the past.
- Productive: Writing: Can write short, simple texts on familiar topics in linked sentences.

Materials

 Audio; Picture Cards from Unit 5 and 6; letter-size paper, coloring pencils

Starting the lesson: warm up



 Place students in groups. Give them a minute to write as many words or expressions as they can from Units 5 and 6. Groups read their lists to the class. The group that writes the most wins.

1 620 Listen and write.

- Ask students what they can see in the picture. Encourage them to describe it using adjectives.
- Play the audio and have students complete the activity. Then check answers as a class.

ANSWER KEY:

- 1 They traveled around the city by bus.
- 2 They're going to go on a tour of the castle.
- 3 They're going to go to the palace garden with Ella.

Cover the picture. Ask and answer.

- Model the activity with confident students.
- Students work in pairs to complete the activity. (SUPPORT) If students
 are stuck for ideas, give them prompts, e.g., (nouns) backpack/suitcase/
 seat, (verbs) see/carry/offer/share. STRETCH Ask students to look at the
 picture and write sentences about it using as many different tenses as
 they can.

Think and answer.

- Ask students to say what they remember about tourism in Unit 6. Ask why
 it is important to help visitors in our regions.
- Have students complete the activity in pairs.

Read. Why are they starting an eco-project at the palace garden?

- Ask students to look at the text and say what type of text it is and where they might see it (a leaflet about a tourist attraction, in a tourist office).
- Give students a couple of minutes to read the text and think about the answer. Check the answer as a class.

ANSWER KEY: To make the garden more beautiful and a good place for people to visit.

Review 3 Our future

1 How did Tom and Erik travel yesterday?
2 What are they going to do

today?
3 Where are they going to go this weekend?

Cover the picture. Ask and answer.

Where did... visit? How did... travel? What did... ? Did... have a suitcase?

Where did Erik and Tom visit?

They visited the town square.

- 3 Think and answer.
 - How can we help people in our community?
 How can we improve tourism where we live?
- Read. Why are they starting an eco-project at the palace garden?
- eco-project at the palace gard

 Read again. Then write.
 - What was different about the garden in 1877?
 Who donated money for trees and
 - flowers?

 3 How are people going to help to make the garden a beautiful place?
 - 4 How can you get to the garden?





different then. There weren't any trees, and the lake was a small point. Then in 1901, a famou explorer wanted the town to have a garden, so she donated money to plant trees and flowers. Now we're starting a big eco-project here. On Saturday and Sunday, we want people to come to the garden and help us. We're going plant trees, water the plants, paint the fences and clean up the trash. Please come clong! We're going to have a big plant, You can truck there by the subject of the plants of

THE PALACE GARDEN

Read again. Then write.

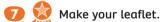
- Have students identify the key words in the questions, then complete the activity individually.
- Check answers as a class.

ANSWER KEY:

- 1 There weren't any trees, and the lake was a small pond.
- 2 A famous explorer.
- 3 They're going to plant trees, water the plants, paint the fences, and clean up the trash.
- 4 By bike, bus, train, or the subway.

6 Plan a leaflet for an eco-project in your community. Write.

- Place students in groups to read the questions and brainstorm ideas. Have groups share their ideas with the class.
- Read the model leaflet and have students find the answers to the questions.



- Give groups enough time to write a leaflet.
- Invite groups to read their leaflets to the class.

















Time to shine!

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- Read and complete your puzzle.
- Read through the I can... statements with the class and ask students to think and talk about what they have achieved.
- Tell students to look at the puzzle pieces on the page. Point out that six pieces are now completed which means that they have completed the final two units.
- Refer students to their own puzzles, which they created in the Welcome Unit and have been adding to in every Review Lesson.
- They can now complete the last two pieces, writing new vocabulary, language, and information they have learned on the back of each corresponding piece.

FUTURE SKILLS: self-management and leadership

Have students look over their work from the year and think about lessons earlier in the year. Encourage students to say what they have learned. Ensure students feel a sense of achievement for all the learning they have done over the year.

Ending the lesson

Ask students which unit from the course they liked best. Give each student
a sheet of letter-size paper for them to draw and write some notes about
their favorite parts of the Student's Book. Students present their work to
the class.

Workbook pages 56 and 57

Listen and circle. Then write. Students listen and choose the correct answer to the questions, then complete the sentences.

ANSWER KEY: 2 No, she didn't. 3 By ferry and taxi. 4 Yes, they did. 5 An animal sanctuary.

- b Tom's mom didn't exchange money yesterday.
- c They're going to travel by ferry and taxi.
- d Tom's parents stayed in a hotel last year.
- e They're going to visit an animal sanctuary.
- Ask and answer. Students ask and answer the questions.
- 3 Write and match. Then talk with a partner. Students complete the words and match the sentences.

ANSWER KEY: 1 c, because, 2 a, disagree, 3 b, agree

Read and answer. Students read the text and write answers to the questions.

ANSWER KEY:

- 2 It opened in 1990.
- 3 They're going to care for the rabbits, carry food to the horses, and clean up trash.
- 4 You can travel by minibus or take a taxi.
- 5 Imagine you were at the Rigby animal sanctuary. Write your review. Students complete the sentences to write a review.

Time to shine!

6 Read and check (✓). Students evaluate their progress across Units 5 and 6.

Activity 1

Audio script

- Ella Hey, Tom! Hi, Erik! How are you? Did you go sightseeing yesterday?

 Tom Yes, we traveled all around the city by bus. We started in the town square and finished at the City Hall.
- Ella You should take Erik to the museum. It's really interesting.
- Tom I disagree. I think it's boring. Today, we're going to go on a tour of the castle. I think that's a good place to learn about the history of our city.
- Ella Yes, I agree. The palace garden is a good attraction, too. I'm going to help with an eco-project there this weekend.
- Tom What are you going to do?
- Ella We're going to work in the garden and clean up the trash. We want to make the garden more beautiful and a good place for people to visit. You and Erik can come with me!
- Boy Thank you, Ella. That's a great idea.
- Ella You're welcome!











