

# A new project

# **Unit overview**



## Key Competences and Key Learning Outcomes



- Understand and act out a dialogue (Lesson 1)
- Learn and practise how to use state verbs (Lesson 2)
- Use the present passive to ask and say which languages are spoken in a country (Lesson 3)
- Use question tags to check information (Lesson 4)



- Read a poster and find information (Lesson 1)
- Work with charts and graphic organisers (Lesson 2)
- Complete a form (Lesson 3)
- Analyse rules for forming question tags (Lesson 4)



- Review vocabulary: things you see in a town or city (Lesson 1), there is / there are (Lesson 1), countries and languages (Lesson 3)
- Review and compare present simple and present continuous (Lesson 2)



- Think about the importance of protecting natural habitats (Lessons 1 and 4)
- Understand that people can make a difference in their community (Lessons 3 and 4)



 Work in pairs or small groups to practise and reinforce learning (All lessons)



- Express personal opinions and preferences (Lessons 1 and 2)
- Learn about global projects (Lesson 3)
- Read and understand an information text about a balloon project in England (Lesson 4)

#### Vocabulary

#### Core vocabulary

block of flats, bridge, cycle path, department store, factory, hot-air balloon, skate park, stadium, statue, square, tunnel

#### Other vocabulary

barn owl, bird's eye view, community, global project, in danger, make a difference, nest, nest box, online form, predator, species; Arabic, Chinese, Dutch, Gaelic, Japanese, Scots, Swedish; Belgium, China, Ecuador, Egypt, Mexico, Scotland, Sweden

#### Recycled vocabulary

believe, climb, dislike, eat, go, know, prefer, swim, travel, want, work, understand; English, French, German, Spanish; USA, Japan; cat, countryside, dog, fox

#### **Structures**

#### **Core structures**

Are there any (statues in our town)? Yes, there are (a few statues in our town). She usually (plays tennis on Saturday morning). Today (she's waiting to have a ride in the hot-air balloon). The children live in a big city, don't they? Cats aren't predators, are they?

#### Other structures

Which languages are spoken in (Scotland)? (English, Gaelic and Scots) are spoken in (Scotland).

#### **Recycled structures**

You must be over seven years old to have a ride and children must be with an adult. Which school do you go to? Are you ready then? There is / isn't a (stadium). There are (two squares). There aren't any (bridges). Is there a (skate park in our town)? Are there any (statues in our town)?

Present simple affirmative, negative and question form; Present continuous affirmative, negative and question form



## Thinking skills

Using a chart to categorise (Lesson 2); Memorising (Lesson 3); Completing a form (Lesson 3); Analysing and applying rules and patterns (Lesson 4)



#### **Cooperative learning**

Contributing ideas (Lessons 1–4); Sharing ideas and opinions (Lessons 1–4); Reflecting and setting goals (Lessons 1–4); Checking learning (Lessons 1–4)



• Understand and act out a dialogue



- Review and learn things you see in a town
- Set learning outcomes and reflect on learning



 Think about the importance of protecting natural habitats



Express personal opinions and preferences

#### Key language

- block of flats, bridge, cycle path, department store, factory, hot-air balloon, skate park, stadium, statue, square, tunnel
- You must be over seven years old to have a ride and children must be with an adult. Which school do you go to? Are you ready then? There is / isn't a (stadium). There are (two squares). There aren't any (bridges). Is there a (skate park in our town)? Are there any (statues in our town)?

#### **Materials**

- Pupil's Book pp4-5; Activity Book p2; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Course character flashcards

## At a Glance Lesson Plan

#### Starting the lesson

- Remember the course book characters.
- Set learning outcomes.

#### Activity 1



- Look at the photo and read.
- Answer the questions.

#### Activity 2



- Read about the hot-air balloon rides.
- Answer the questions.

#### Activity 3



- · How old are Tom, Jess and Callum?
- · Listen and read. Act out.
- ▶ CD1 Track 1 p275
- Act out.

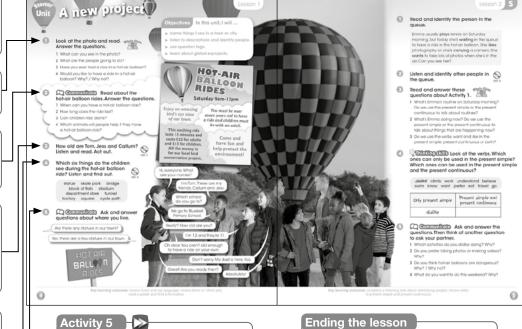
## Activity 4

• Which six things do the children see during the hot-air balloon ride?

**Digital resources** 

- · Listen and find out.
- ▶ CD1 Track 2 p275

# **Pupil's Book**



Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.

Ask and answer questions

Go to the Activity Book.

about where you live.



#### **Ending the lesson**

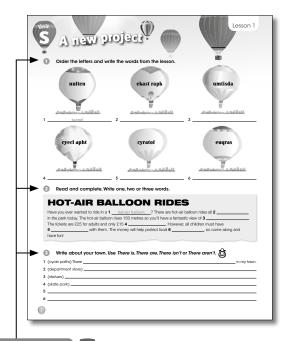
 Review the lesson and reflect on learning.

#### Extra activity

#### **Extension**

· Create an alphabet list of things you see in a town or city.

## **Activity Book**



## **Activity Book Activity 1**



• Order the letters and write the words from the lesson.

#### **Activity 2**

 Read and complete. Write one, two or three words.

#### **Activity 3**

• Write about your town. Use There is, There are, There isn't or There aren't.

#### Starting the lesson

#### Remember the course book characters.

- Introduce Give Me Five! 6 to the class. Ask the pupils to describe the cover.
- If the pupils previously used Give Me Five! 5, encourage them to name and describe the three characters, Tom, Jess and Callum, using the course character flashcards. Ask the pupils to explain what the balloon race was. (The children released some helium balloons at a school fair. Each balloon had a question attached to it. The balloons floated to different countries. The children who found the balloons then contacted Tom, Jess and Callum and answered their questions.)

#### Set learning outcomes.

• Say Today we're going to meet Tom, Jess and Callum and we're going to find out about where they live.

#### Pupil's Book Activity 1



#### Look at the photo and read. Answer the questions.

- Focus the pupils on the photo on pages 4–5. Encourage them to describe what they can see in detail.
- Invite a pupil to read out each question. Answer as a class.

#### Pupil's Book Activity 2



#### Read about the hot-air balloon rides. Answer the questions.

- Ask How much is the ride for children? What time do the rides begin? What can you see from the balloon? Encourage the pupils to scan the text for the information.
- The pupils read the text on their own.
- They answer the questions with a partner. They can do this orally or in their notebooks.

Answers: 1 On Saturday 2 15 minutes 3 No, they can't 4 Local birds

## Pupil's Book Activity 3



#### How old are Tom, Jess and Callum? Listen and read. Act out.

- ▶ CD1 Track 1 p275
- Ask the pupils if they know how old the course characters are.
- Play the CD. The pupils listen and read the dialogue to discover the ages. Confirm that the children are 12 and 11 years old.
- Check understanding. Ask Can the children have a ride on their own? Who's going to ride with them?
- Play the CD again, pausing after each sentence for the pupils to repeat.
- The pupils practise the dialogue in pairs.

## Pupil's Book Activity 4



#### Which six things do the children see during the hot-air balloon ride? Listen and find out.

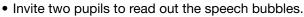
- ► CD1 Track 2 p275
- Read the words as a class.
- Play the CD. The pupils listen and name the six things that the children can see.

Answers: stadium, skate park, square, statue, block of flats, bridge

#### Pupil's Book Activity 5



## Ask and answer questions about where you live.



- If necessary, quickly review how to express quantity, i.e. a / an, some, a lot of, a few, not many, not any.
- The pupils ask and answer questions in pairs.

#### Activity Book



#### **Activity 1**

#### Order the letters and write the words from the lesson.

- Invite a pupil to order the letters to form the first word.
- The pupils work on their own to order and write the other words.

**Answers:** 1 tunnel 2 skate park 3 stadium 4 cycle path 5 factory 6 square

#### **Activity 2**

#### Read and complete. Write one, two or three words.

- Read out the text, pausing when there is a gap. The pupils listen and think about the missing words.
- The pupils work in pairs to complete the text.

**Answers:** 1 hot-air balloon 2 morning 3 our / the town 4 for children 5 an adult 6 birds

#### **Activity 3**

#### Write about your town. Use There is, There are, There isn't or There aren't. (me)



- Invite a pupil to read and complete the first sentence.
- The pupils write the remaining sentences.

#### Ending the lesson

#### Review the lesson and reflect on learning.

- Say Today we've found out about where Tom, Jess and Callum live.
- Ask What do you remember? The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

#### Extra activity

#### **Extension**

• In groups, the pupils create an alphabet list of things and places that you can see in a town or city.



• Learn and practise how to use state verbs



• Work with a chart to categorise verbs



- · Set learning outcomes and reflect on learning
- Review and compare the present simple and the present continuous



• Express personal opinions and preferences

#### Key language

- believe, climb, dislike, eat, go, know, prefer, swim, travel, want, work, understand
- Present simple affirmative, negative and question form; Present continuous affirmative, negative and question form

#### **Materials**

- Pupil's Book pp4-5; Activity Book p3; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Things I see in a town or city word cards

## At a Glance Lesson Plan

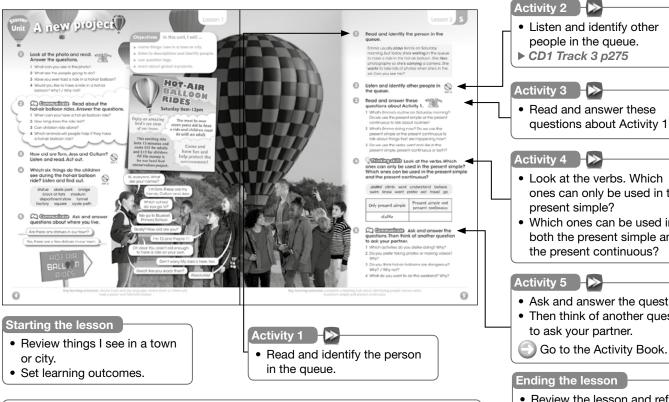
**Digital resources** 

Teacher's Digital: You can

Teacher's App on Navio.

also teach this lesson using the

## **Pupil's Book**



Pupil's Digital: Encourage your pupils

practise the activities from this lesson.

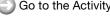
to use the Pupil's App on Navio to



- · Listen and identify other people in the queue.

· Read and answer these questions about Activity 1.

- ones can only be used in the
- Which ones can be used in both the present simple and the present continuous?
- Ask and answer the questions.
- Then think of another question to ask your partner.



• Review the lesson and reflect on learning.

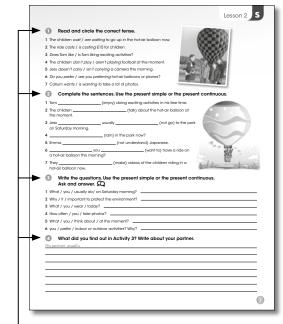
#### Extra activity

**NAVIO** 

#### Reinforcement

• Identify the untrue fact.

## **Activity Book**



#### **Activity Book**



## **Activity 1**

• Read and circle the correct tense.

#### **Activity 2**

• Complete the sentences. Use the present simple or the present continuous.

#### **Activity 3**

· Write the questions. Use the present simple or the present continuous. Ask and answer.

#### **Activity 4**

• What did you find out in Activity 3? Write about your partner.

#### Starting the lesson

#### Review things I see in a town or city.

- Stick the places in a town or city word cards on the board.
- Invite one pupil to come up to the board. The class help the pupil to alphabetically order the cards in 90 seconds.

#### Set learning outcomes.

 Say Today we're going to remember and compare the present simple and the present continuous tenses.

#### Pupil's Book Activity 1



#### Read and identify the person in the queue.

- Invite a pupil to read out the description.
- The pupils work on their own to identify the person in the picture.
- The pupils check their answer with a partner.
- · Check the answer as a class.

#### Pupil's Book Activity 2



#### Listen and identify other people in the queue.

- ▶ CD1 Track 3 p275
- Play the CD, pausing after the first description.
- Invite a pupil to identify the person in the picture. Encourage the pupils to explain their answer, rather than pointing, e.g. It's the (girl) who's (at the front of the queue).
- Repeat the procedure with the remaining descriptions.

#### Pupil's Book Activity 3



# Read and answer these questions about Activity 1.

- Read the information as a class. Prompt the pupils to answer the questions.
- Highlight that we use the present simple to talk about routines or if something is generally true. We use the present continuous when something is happening at the time of speaking. Highlight that some verbs are only used in the present simple (state verbs).
- If you wish, review the form of the two tenses on the board.

## Pupil's Book Activity 4



Look at the verbs. Which ones can only be used in the present simple? Which ones can be used in both the present simple and the present continuous?

- Copy the chart onto the board. Demonstrate how to classify the verbs by checking if it is possible to form the present continuous or not.
- The pupils copy the chart into their notebooks. In pairs, they classify the verbs. Encourage the pupils to add other verbs they know to their charts.
- Check answers as a class.

**Answers:** Only present simple dislike, understand, believe, know, want, prefer Present simple and present continuous climb, work, swim, eat, travel, go

#### Pupil's Book Activity 5



#### Ask and answer the questions. Then think of another question to ask your partner.

- Invite different pairs of pupils to ask and answer the questions. Highlight that the main verb is a state verb each time.
- In pairs, the pupils ask and answer the questions. They then think of another question to ask their partner.

#### Activity Book



#### **Activity 1**

#### Read and circle the correct tense.

• The pupils read and circle the correct form of the verb in each sentence.

**Answers:** 1 are waiting 2 costs 3 Does Tom like 4 aren't playing 5 isn't carrying 6 Do you prefer 7 wants

#### **Activity 2**

## Complete the sentences. Use the present simple or the present continuous.

• The pupils write the correct form of the verb in each sentence.

**Answers:** 1 enjoys 2 are talking 3 doesn't, go 4 ls it raining 5 doesn't understand 6 Do, want to 7 are making

#### **Activity 3**

#### Write the questions. Use the present simple or the present continuous. Ask and answer.

- The pupils write the questions, using the correct form of the verb each time.
- In pairs, the pupils ask and answer the questions.

**Answers: 1** What do you usually do on Saturday morning? **2** Why is it important to protect the environment? 3 What are you wearing today? 4 How often do you take photos? **5** What are you thinking about at the moment? 6 Do you prefer indoor or outdoor activities? Why?

#### Activity 4

#### What did you find out in Activity 3? Write about your partner.

- The pupils use the answers to Activity 3 to write about their partners.
- Invite different pupils to read out their sentences to the class.

#### Ending the lesson

#### Review the lesson and reflect on learning.

- Say Today we've remembered and compared the present simple and the present continuous tenses.
- Ask What do you remember? The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

#### Extra activity

#### Reinforcement

- Ask the pupils to write four sentences about their weekend routines. Three of these sentences should be true and one should be untrue.
- The pupils take turns to read out their sentences. The rest of the class should try to identify the untrue sentence.



 Use the present passive to ask and say which languages are spoken in a country



Complete a form



- Set learning outcomes and reflect on learning
- Review and learn the names of countries and languages



 Understand that people can make a difference in their community



 Learn about global projects and how children around the world can communicate

#### Key language

- Arabic, Belgium, China, Chinese, Dutch, Ecuador, Egypt, English, French, Gaelic, German, global project, Japan, Japanese, make a difference, Mexico, online form, Scotland, Scots, Spanish, Sweden, Swedish, USA
- Which languages are spoken in (Scotland)? (English, Gaelic and Scots) are spoken there.

#### **Materials**

 Pupil's Book p6; Activity Book p4; Class CD1; Teacher's App on Navio

#### **Optional materials**

World map

## At a Glance Lesson Plan

## **Pupil's Book**

## Starting the lesson

- Review names of countries in English.
- Set learning outcomes.

## Activity 1

- Listen and read.
- ▶ CD1 Track 4 p275
- Answer the questions.

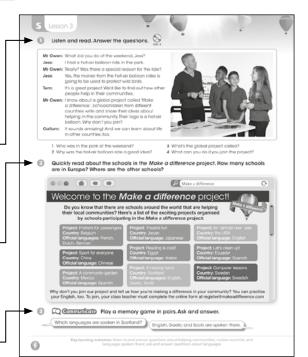
#### Activity 2



- Quickly read about the schools in the *Make a difference* project.
- How many schools are in Europe?
- Where are the other schools?

## Activity 3

- Play a memory game in pairs.
- Ask and answer.
- Go to the Activity Book.



#### Ending the lesson

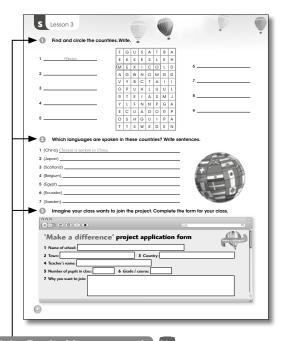
• Review the lesson and reflect on learning.

#### Extra activity

#### Extension

Do more research on world languages.

## **Activity Book**



#### Activity Book: After you read

## Activity 1

Find and circle the countries. Write.

#### **Activity 2**

 Which languages are spoken in these countries?
 Write sentences.

#### Activity 3

 Imagine your class wants to join the project. Complete the form for your class.

## **Digital resources**

**Teacher's Digital:** You can also teach this lesson using the Teacher's App on Navio.

**Pupil's Digital:** Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



#### Starting the lesson

#### Review names of countries in English.

- Elicit the names of the continents. Write them as headings on the board. (Europe, Asia, Africa, the Americas, Australia / Oceania, Antarctica.)
- As a class, the pupils write the countries they know in each continent. Allocate a class scribe to write the words. Remind the pupils that there are no countries in Antarctica.
- If you have a world map, ask the pupils to find the different countries. They can share any information they know about the different places.

#### Set learning outcomes.

 Say Today we're going to learn the names of more countries and find out which languages are spoken there.

#### Pupil's Book Activity 1



#### Listen and read. Answer the questions.

- ► CD1 Track 4 p275
- Prompt the class to describe the photo.
- Play the CD. The pupils listen and read the dialogue.
- In pairs, they read the questions and find the answers in the dialogue.

**Answers:** 1 Jess 2 The money is going to be used to protect wild birds. 3 Make a difference 4 You can write and share ideas about helping the community.

#### Pupil's Book Activity 2



#### Quickly read about the schools in the Make a difference project. How many schools are in **Europe? Where are the other schools?**

- Read the instructions as a class. Ask the pupils to quickly scan the text and find the answers.
- The pupils then read the text on their own.
- Check understanding. Confirm that there are three schools in Europe. The other schools are in Japan, the USA, China, Egypt, Ecuador and Mexico.
- Encourage the pupils to give their opinion on the project.

## Pupil's Book Activity 3



## Play a memory game in pairs. Ask and answer.



- Invite two pupils to read out the speech bubbles to demonstrate the activity.
- Quickly review the present passive form. Remind the pupils that we use the passive when we don't need to know who does the action.
- Give the class one minute to memorise the information about countries and languages.
- (Books closed.) Ask Which language is spoken in (China)? The pupils answer.
- The pupils play the memory game in pairs.

#### Activity Book



#### **Activity 1**

#### Find and circle the countries. Write.

 The pupils find and circle the countries in the puzzle. They write the words.

Answers: 1 Mexico 2 Ecuador 3 Sweden 4 Egypt 5 China 6 Scotland 7 Belgium 8 Japan 9 USA

#### Activity 2

#### Which languages are spoken in these countries? Write sentences.

• The pupils write sentences. They refer to the information in the Pupil's Book if necessary.

**Answers: 1** Chinese is spoken in China. **2** Japanese is spoken in Japan. 3 English, Gaelic and Scots are spoken in Scotland. 4 Dutch, French and German are spoken in Belgium. **5** Arabic is spoken is Egypt. **6** Spanish is spoken in Ecuador. 7 Swedish is spoken in Sweden.

#### Activity 3

#### Imagine your class wants to join the project. Complete the form for your class.

- Read out the information as a class. Check understanding.
- In pairs, the pupils complete the form.
- Invite different pupils to read out their answers to item 7.

#### Ending the lesson

#### Review the lesson and reflect on learning.

- Say Today we've learnt the names of other countries and found out which languages are spoken there.
- Ask What do you remember? The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

#### Extra activity

#### **Extension**

 Connect to a children's website to discover interesting facts about countries and world languages, such as www.childrensuniversity.manchester.ac.uk/ interactives/languages/words/map.



- Learn and practise how to use question tags in the present
- Analyse and apply rules for forming question tags in the present
- LEARN
  - Set learning outcomes and reflect on learning
- Think about the importance of protecting natural habitats
- Understand that people can make a difference in their community

#### Key language

- barn owl, cat, community, countryside, dog, fox, in danger, nest, nest box, predator, species
- The children live in a big town, don't they? Cats aren't predators, are they?

#### **Materials**

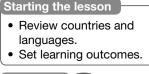
• Pupil's Book p7; Activity Book p5; Teacher's App on Navio

#### **Optional materials**

Dice

## At a Glance Lesson Plan

## **Pupil's Book**



## Activity 1

- Look at the photos.
- What do you think the children have written about their Make a difference project?

## Activity 2

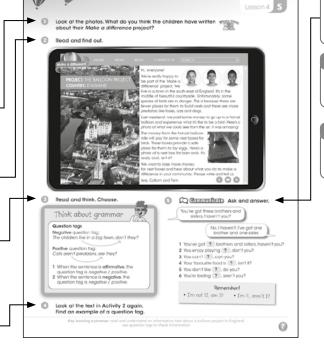
• Read and find out.

## Activity 3

- · Read and think.
- · Choose.

## Activity 4

- Look at the text in Activity 2 again.
- Find an example of a question



## Activity 5

- · Ask and answer.
- Go to the Activity Book.

#### **Ending the lesson**

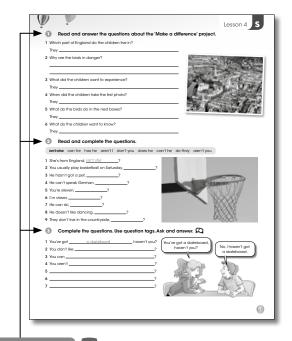
 Review the lesson and reflect on learning.

#### Extra activity

#### Reinforcement

• Play a question tag game.

## **Activity Book**



#### **Activity Book**

**Activity 1** 

· Read and answer the questions about the 'Make a difference' project.

#### **Activity 2**

• Read and complete the questions.

#### **Activity 3**

• Complete the questions. Use question tags. Ask and answer.

## **Digital resources**

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.



#### Starting the lesson

## Review countries and languages.

- Organise the class into pairs. Challenge the pupils to remember where the schools in the Make a difference project are. The pupils quickly write the nine countries in their notebooks.
- Review the languages that are spoken in each country.

#### Set learning outcomes.

• Say Today we're going to read a report from the Make a difference project and we're going to learn how to use mini-questions called question tags.

#### Pupil's Book Activity 1



Look at the photos. What do you think the children have written about their Make a difference project?

- Explain that Tom, Jess and Callum's class has written about the Make a difference project.
- Describe the photos as a class. Encourage the pupils to make predictions about the content of the text.

#### Pupil's Book Activity 2



#### Read and find out.

- Read the text to find out if the pupils' predictions in Activity 1 were correct.
- Check understanding. Ask Where do the children live? Why are some birds in danger? What are nest boxes?

#### Pupil's Book Activity 3



#### Read and think. Choose.

- · Read the information as a class.
- In pairs, the pupils discuss and complete each sentence (1 negative, 2 positive).
- · Check answers as a class.

## Pupil's Book Activity 4



Look at the text in Activity 2 again. Find an example of a question tag.

• In pairs, the pupils find an example of a question tag in the text.

#### Pupil's Book Activity 5



#### Ask and answer.



- Invite two pupils to read out the speech bubbles.
- Elicit possible ways of completing the different questions. Prompt different pupils to give their answers.
- In pairs, the pupils ask and answer the questions.

#### Activity Book



#### **Activity 1**

Read and answer the questions about the 'Make a difference' project.

- Read out the first question. Invite a pupil to answer it.
- The pupils read and answer the remaining questions.

**Answers: 1** live in the south east of England. **2** Because foxes, cats and dogs hunt the birds and there are fewer places for them to build nests. 3 wanted to experience what it's like to be a bird. 4 took the first photo when they were in the air. 5 lay eggs. 6 want to know what other children do to make a difference in their communities.

#### Activity 2

#### Read and complete the questions.

- The pupils write the question tags.
- Check answers as a class.

Answers: 1 isn't she 2 don't you 3 has he 4 can he 5 aren't you 6 aren't I 7 can't he 8 does he 9 do they

#### Activity 3

#### Complete the questions. Use question tags. Ask and answer.

- Invite a pupil to read out the first sentence. Elicit other ways of completing it. Repeat the procedure with the other sentences.
- The pupils write the sentences.
- The pupils then work in pairs to ask and answer the questions.

#### Ending the lesson

Review the lesson and reflect on learning.

- Say Today we've read a report from the Make a difference project and we've learnt how to use question tags.
- Ask What do you remember? The pupils do a three-minute review in pairs. (Cooperative Learning Strategies, page 19)

#### Extra activity

#### Reinforcement

- Write the following list on the board: 1 aren't !? 2 haven't you? 3 doesn't he? 4 can she? 5 do you? 6 is she?
- Demonstrate how to play the Question tag game. Throw the dice and look at the corresponding question tag on the board. Then invent a statement which matches the tag, e.g. 2 You've got a cat, haven't you?
- Repeat the procedure several times.
- Organise the class into groups of three. Give each group a dice. The pupils take turns to roll the dice and invent a matching statement. The rest of the group decides if the statement is correct.
- Check answers as a class.

Date: Unit:			
1	What did my pupils learn in this unit?	5	Which lessons / activities did my pupils find the most difficult and why?
2	How did my pupils work? (✓)  individually ☐ in pairs ☐ in small groups ☐  in large groups ☐ as a class ☐	6	What did I try in the classroom for the first time? How did it go?
3	Which key competences did my pupils develop? Give a score from 1 to 5 (5 being the highest).  Competence in linguistic communication  Competence in mathematics, science and technology  Digital competence  Learning to learn  Social and civic competences	7	Which resources did I find most useful? (including webpages)
4	Sense of initiative and entrepreneurship  Cultural awareness and expression  Which lessons / activities were the most successful and why?	8	What could I do differently next time I teach this unit?