

# What Does It Do?



## Unit Overview

### Themes

Technology  
Inventors and inventions

### Synopsis

In this unit, students will explore how and why people invent things, how technology impacts on our lives, and how children learn in different ways around the world. They will plan and prepare a presentation about technology and write a technology survey using target vocabulary and grammar from the unit.



### Vocabulary

alarm clock, cell phone, computer, keyboard, laptop, mouse, radio, screen, tablet, TV, video game

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### Think It Over

Review and Reflection

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### Explore Language

Simple Present with Adverbs of Frequency: *How often ...?* Always, Often, Sometimes, Rarely, Never

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## Language Book

### Write About It

A Technology Survey  
Punctuation: periods and question marks

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### Global Citizenship

How is technology in schools different around the world?  
*bookcase, cafeteria, classroom, gym, hallway, language lab, playground, projector, whiteboard*

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### Take the Stage

Presentation: describing technology

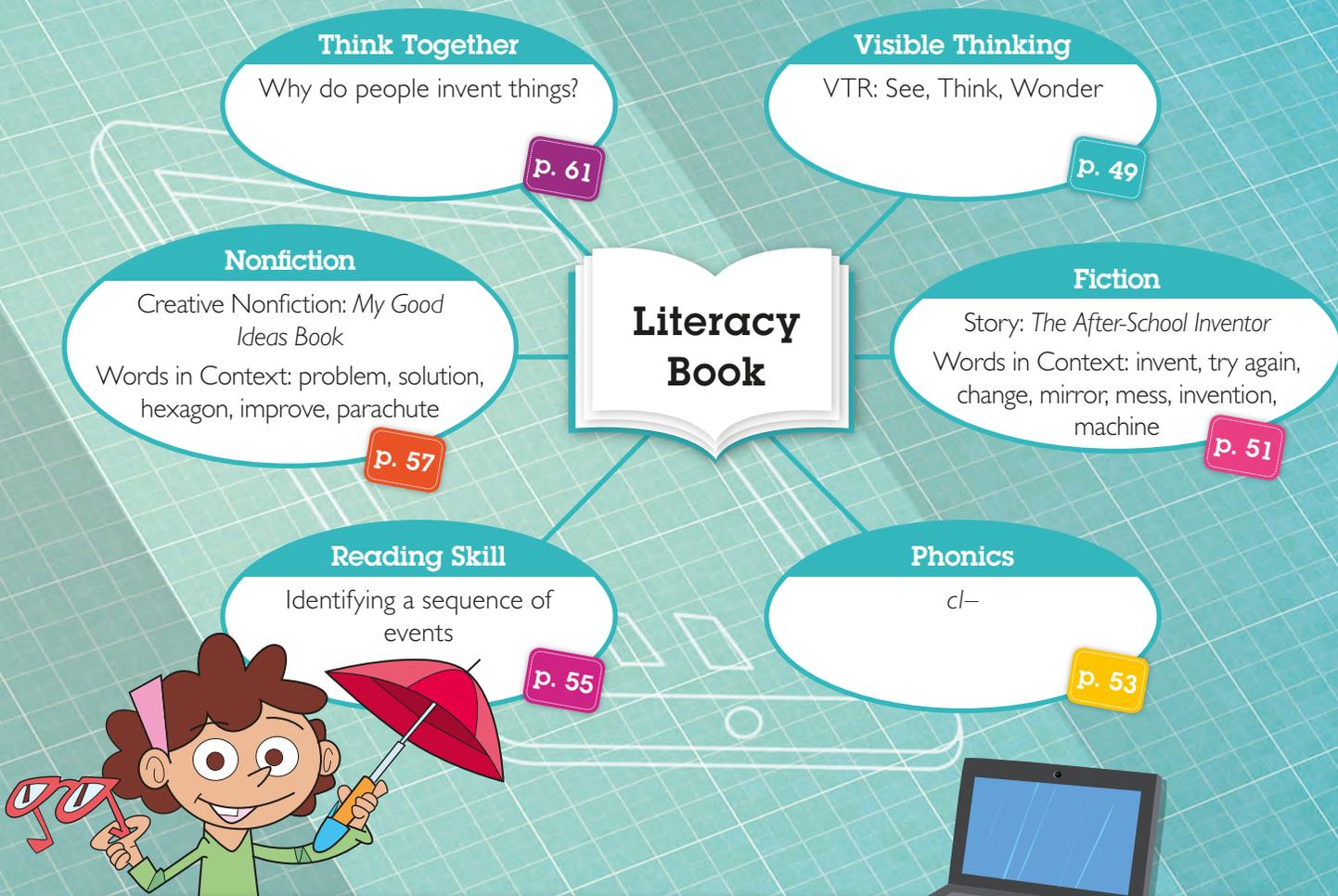
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### Explore Language

Present Progressive Review

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## Language and Literacy Connections

The connecting theme in Unit 1 is technology and how we use it.



	Language	Literacy
<b>Vocabulary</b>	Set 1: gadgets Set 2: places in school	Fiction: <i>alarm clock</i> Think Together: <i>computer, projector, TV</i>
<b>Grammar</b>	Simple Present with Adverbs of Frequency: <i>How often ...? Always, Often, Sometimes, Rarely, Never</i> We sometimes watch movies. How often do you use this tablet? Present Progressive Review I'm talking to Luis. Are you talking to me?	Fiction I always try again. It's changing all my clothes. Nonfiction My pencil always rolls off the table.
<b>Skills</b>	Pronunciation: /ei/ and /e/	Reading: identifying the sequence of events Phonics: cl-
<b>International English</b>	<i>cell phone / mobile phone; rarely / hardly ever; hallway/corridor</i>	<i>eraser/rubber; clean/tidy; favorite/favourite</i>

## Lesson 1 Walkthrough: Vocabulary

This lesson introduces the theme of the unit, and presents and practices the first vocabulary set.

### Warm Up

Warm Up activities are either language or topic-based. Their purpose is not to pre-teach new vocabulary, but to engage students, activate prior knowledge, and prepare students cognitively for the lesson ahead.

The digital **Enhanced Teacher's eBook (ETB)** also contains Two-Minute Review activities to recall previously taught language or skills. These activities are quick to do, so time is not taken away from the rest of the lesson, and are easy to integrate into a classroom routine. You can choose to do both the Two-Minute Review and the Warm Up, or just one or the other, to suit the needs of your class.

### Activity A Contextualized Presentation: Picture Dictionary Scene

**Activity A** contextualizes the first lexical set (eight to twelve words) in an illustrated scene. This scene is designed to support learning by providing word-picture association. Alongside this, its purpose is to get students thinking about the unit topic, reviewing language, and making connections to their own world. It includes key characters from the corresponding **Literacy Book** unit and the previous unit of the **Language Book** for students to identify. This is to help students make connections between the two books, between units, and between the topics and characters showing how communities are made up. **Literacy Book** Links are highlighted in the digital **ETB**. The picture can be exploited through VTR to activate schema (see **TB p. 19**).

The new language is contextualized aurally in a dialogue or monologue. The audio includes at least six of the target vocabulary items to encourage students to explore the image and develop discrimination skills. Students should be encouraged to point to the pictures or words as they hear them mentioned. The process of listening, searching for, and finding vocabulary items helps students to engage with the target language.

There is always a gist or comprehension question to focus students and help them understand the general meaning of the dialogue. The digital **ETB** provides further comprehension check questions to explore the picture and audio in more detail.

### International English

See **TB p. 35**.

### Activity B Drill & Controlled Vocabulary Practice

**Activity B** is a drill and provides initial practice of all the target vocabulary. Pausing the audio will give all students enough time to say the words and enable you to give immediate feedback on pronunciation. For ideas on how to make drills fun, see **TB p. 22**.

The listen and number task asks students to write numbers next to the vocabulary items in the picture in the order they hear them mentioned. This gets students thinking about the target language, which will help them to learn it. Make sure you pause the audio to give students enough time to think and write.

### Activity C Visualization

**Activity C** is a visualization activity and offers a different pathway for students to interact with the target language. The audio prompts students to create their own mental images of the vocabulary and to do actions where appropriate. This personalized approach makes learning more meaningful and therefore more memorable. Students are not expected to articulate (in English) what they have visualized because sometimes this may be harder than the target word. However, a variety of pair work, class work, and exchanging ideas have been provided to give students a means for creative output. See **TB p. 21** for how to set up the visualization activity.

### Activity D Controlled Practice & Critical Thinking

**Activity D** provides further language practice by getting students to interact with the picture dictionary. Critical thinking skills are developed as students complete a categorization task such as a Venn diagram, graphic organizer, or table, and sometimes more than one answer is possible.

### Activity E Song

**Activity E** is always a song connected to a unit theme and provides additional context for the target language: any words not in the dialogue in Activity A will be included here. The song allows students to have fun with the language and helps them to learn through rhythm, rhyme, and repetition. There is usually a link to a Social and Emotional Learning (SEL) competency.

The song is supported by an animated video with the lyrics displayed to encourage heads-up participation. When the song lends itself to it, students can invent actions or movements to do while singing; a Total Physical Response (TPR) approach will help them to learn and retain the new language. Additional Video Focus ideas are provided in the digital **ETB**.

### Cool Down

The Cool Down is a final game or activity that provides an opportunity to wrap up the lesson. It reviews and reinforces the lesson objectives.

## Vocabulary

## Lesson Objectives

- to learn vocabulary of gadgets: *alarm clock, cell phone, computer, keyboard, laptop, mouse, radio, screen, tablet, TV, video game*
- to sing a song about the benefits of gadgets in the modern world

## Materials

Audio Tracks 3 to 6; Video

## Warm Up

Play *Stand Up, Sit Down* with sentences about gadgets (see TB p. 26). Suggested sentences: *Stand up if ... you like watching TV / you like playing games / there are two TVs in your house / there are two computers in your house / you use a phone every day / you don't listen to music.*

 **A TRACK 3 TB p. 213 Listen and find. Where's Luke?**

- Have students say what they can see in the picture on pp. 10–11. Ask *Where are they?* (in a house) *What are they doing?* Ask students if they recognize anyone in the picture. (the girl with the laptop is Zara from the Review unit)
- Tell students they are going to listen to a conversation about Zara's family. Play the audio and have students point to the words or pictures they hear as they listen. Note: not all the words are on the audio.
- Ask the gist question *Where's Luke?* Have students point to him in the picture. Ask a student to say where he is, and ask if the others agree. Play the audio again for students to check.

**Answer**

Luke is under the table.

 **B TRACK 4 TB p. 213 Listen, say, and number the pictures in A.**

- Play the audio and have students point to the pictures and say the words.
- Tell students to listen again and number the pictures in the order they hear them. Look at the example together first. (*computer*)
- Then check answers.

**Answers**

1 *computer* 2 *TV* 3 *cell phone* 4 *tablet* 5 *mouse*  
6 *video game* 7 *keyboard* 8 *alarm clock* 9 *screen*  
10 *laptop* 11 *radio*



## International English



Say *Can you find the flags? Point to the US flag. Point to the British flag. Do you know what a cell phone is called in the UK?*

Point to the words *mobile phone* and ask students if they know why it has this name. (*mobile* means it can move around)

Point out that although both *cell phone* and *mobile phone* are correct, it's a good idea to choose one type of English and always use that. Ask *Which word do we use?*

**C TRACK 5 TB p. 213 Listen. Close your eyes and visualize.** 

- Prepare students for the visualization. (See TB p. 21)
- Play the audio, allowing students to visualize the gadgets and situations as they listen. Make sure students know not to speak until they hear the word *say*. Put your finger to your lips if necessary.
- Get feedback from some students by asking the questions again and having volunteers share their ideas.

**D Look and write.** 

Students are going to classify the vocabulary into two columns. This encourages critical thinking.

- Have students look at the picture, or project and enlarge it using the Tap & Teach Lessons (TTL). Ask them to find the cell phone in the picture and point at the screen. Then ask students to find and name a gadget that doesn't have a screen. Have them complete the table individually.
- To check answers, draw or project the table on the board. Invite students to write the gadgets in the correct columns. Discuss any incorrect answers.

**Answers**

Has a screen: *cell phone, TV, computer, laptop, tablet*  
Doesn't have a screen: *keyboard, alarm clock, radio, mouse, video game*

**E TRACK 6 TB p. 213 Listen and sing. Then watch and sing.**

- With books closed, write or project the song title on the board. Ask *Is the song about our world today or about the past?* and elicit answers.
- Play the song and have students listen and raise their hands every time they hear an item from B.
- Have students open their books. Give them a moment to look at the lyrics. Play the song again and stop after each line for students to repeat.
- Play the song again without pausing and encourage students to sing along.
- Play the song video and encourage students to sing as they watch. They can move to the music or invent actions or a dance.

**Cool Down**

Play *Draw It!* (see TB p. 25) using the technology items in this lesson.

## Lesson 2 Walkthrough: Explore Language

The grammar lessons present and practice the target structures using a simplified inductive approach. This encourages the students to think about the patterns of language and to make and test assumptions through carefully staged and scaffolded activities. By laying the groundwork for the kinds of tasks they will do in higher levels, they are supported to become independent thinkers from the very beginning.

### Activity A Contextualized Presentation

**Activity A** presents the lesson's grammar focus through the context of a dialogue or story. Students listen and read, but the target language is not highlighted at this point. The gist question gives students a reason to listen and supports them to understand the story. The digital **ETB** provides questions to check students' comprehension. If you don't use the **ETB**, try to think of simple comprehension questions to ask your students to help them make connections with prior knowledge and personalize the scenario.

### International English

This feature exposes students to differences in vocabulary, language, and spelling between American English (US) and British English (UK). Point to the box with the flags. Ask students if they know which countries the flags represent. Tell them that the flag with stars and stripes is for the USA (United States of America) and the flag with crosses is for the UK (United Kingdom). Ask students if they know which language is spoken in these countries. (English) Tell them that in both countries people speak English but that some words are different and some words are pronounced the same, but spelled differently. Equally, some words are spelled the same and pronounced differently! Tell students that they will see American English words used in this course, but that British English is also correct. It is important that while they are aware of the differences, you and they choose one variety to use, especially in exams.

To make the most of this feature, build up a display of British and American English words throughout the year. One way to do this is to print out or draw the two flags and create word cards that students stick around the relevant flag.

### Activity B Grammar Analysis Table

**Activity B** is a grammar table with sections for students to fill out, focusing on form. Most of the sentences come from the dialogue in Activity A; if they are not there, the answers will be filled in, with the key word(s) highlighted. Students need to identify the sentences and copy the missing words, thereby drawing their attention to the grammar structure and to language patterns. This task is heavily scaffolded for the first three units. After this, the level of challenge is increased, as students are expected to identify and write more missing words. This task can be done initially as a whole class activity. Once students feel more confident, encourage them to complete it in pairs or small groups.

Attached to the table is a language tip, pointing out additional information related to the grammar point that needs further support. There are three types of tip:

- **Remember** when students have most likely already seen this language feature, e.g. contractions.
- **Look** a new, additional piece of information about the grammar, e.g. a spelling pattern or anomaly.
- **Watch Out** highlights typical mistakes learners make.

### Activity C Inductive Analysis

**Activity C** is a continuation of the language analysis, as students are asked to focus on the meaning and usage of the grammar structure. Concise concept statements are given to explain how the language is used. Students have to think critically to choose between different options, which helps them to interact with the language. Encourage students to discuss their ideas in pairs before checking answers as a class. First language (L1) can be used to support this task when language in the concept statements is above level.

### Activity D Drill: Sentence Level

See TB p. 40.

### Activity E Controlled Practice: Written

See TB p. 40.

### Activity F Freer Practice: Communication

See TB p. 40.

## Explore Language

### Lesson Objectives

- to learn to make simple present statements with adverbs of frequency
- to talk about how often people do things

### Materials

Audio Tracks 6 to 8; (optional) Video

#### TRACK 6 TB p. 213 Warm Up

Sing *Living in a Modern World* again (audio or video).

#### A TRACK 7 TB p. 213 Listen and read. Who does Grandpa email?

- Project the story or have students look in their books. Ask students what they can see happening in the pictures. Ask *Who is the man?* (Grandpa from the previous lesson) *Who do you think the boy is?* (his grandson)
- Play the audio and have students follow in their books.
- Ask the gist question *Who does Grandpa email?* and elicit the answer. Play the audio again for students to check. Ask further comprehension questions (see **ETB**) and play the audio again.

#### Answer

his friend, Sidney



### International English



Have students find *rarely* in the story. Ask them to say the same sentence using *hardly ever*. Ask if they can remember hearing either version before. Ask *Which do we use?*

#### B Look at A. Complete.

- Write or project the table on the board. Point to the example answer in the table. (How often) Have students find it in the story in A. Ask *Who says it?* (the boy)
- Point to the blank after *How often* and ask students to go back to the story to find the word. (do) Elicit the word and write it in the table on the board.
- Have students work in pairs to complete the table. Point out that all the sentences with the answers are in the story.
- Complete the table on the board, and have students check or correct their answers. Highlight the auxiliary verbs *do* and *does* and ask students to tell you which pronouns we use with each one.
- Have students look at the Grammar tip *Remember*. Ask them to find and explain the differences in the two sentences (*It/she, use/uses*). Remind students we use the *s* on the verb when we talk about one person.
- Still looking at the *Remember* box, ask students where in the affirmative sentence they would put *always*, *never*, or *rarely*. Look at the table for examples. Point out the order of subject + adverb + verb.

### Answers

*How often*; do; use; rarely

- C Think and discuss. Then choose and complete.**  
- Read the two options and ask students to circle which they think is correct. Refer students to the sentences in the table in B to help. Have them compare ideas with a partner.
  - Read the options again and have students raise their hands for the one they chose.
  - Elicit the adverbs of frequency to complete the line from *never* to *always*. Invite students to come and write the missing words on the board in the correct place.

### Answers

1 how many times 2 (never) rarely; sometimes; often (always)

#### D TRACK 8 TB p. 214 Listen and say.

- Play the audio and have students tell you how many technology items they heard mentioned. (five: tablet, video games, TV, radio, alarm clock)
- Play the audio again and have students listen and repeat.
- For ideas on how to vary the drill, see TB p. 22.

#### E Put the words in order.

- Highlight the example answer for number 1, and use this to reinforce the word order (subject-adverb-verb).
- Have students complete the activity individually and then compare answers with a friend. Check answers together.

### Answers

- 1 My dad never watches TV.
- 2 I rarely play video games on a tablet.
- 3 My grandparents often listen to the radio.
- 4 I sometimes watch movies on my dad's laptop.

#### F Write questions about your friends. Then ask and answer.

- Write a *How often* question on the board about a student and say, e.g. *How often does Jess use her cell phone?* Invite students to tell you how to ask that question directly. (*How often do you use your cell phone?*)
- Have students think of *How often* questions they would like to ask their friends. Brainstorm examples on the board. Then have students write *How often* questions for three friends not sitting next to them, using third-person pronouns.
- Next, have students turn their questions into direct, first-person questions. Have students walk around the classroom, asking and answering the questions and recording answers in their notebooks.
- Have students report back their findings to the person sitting next to them.

### Cool Down

Play *Pass the Whisper!* (see TB p. 26) with sentences from this lesson (E and F).



## Lesson 3 Walkthrough: Global Citizenship

This lesson presents and practices the second vocabulary set, practices listening for gist and specific details, and gives students the opportunity to learn about the lives of other children around the world and to make connections with their own lives.

### Opening Question

The **opening question** takes the place of the Warm Up and is designed to activate interest and curiosity in the Global Citizenship topic by helping students to make connections to prior knowledge. Don't correct students at this point or give too much feedback. The lesson is structured so that they develop ideas to discuss at the end of the class.

### Activity A Contextualized Vocabulary

**Activity A** presents the new vocabulary through eye-catching photos or pictures, to provide a real-world context. There is a contextualized listening activity which presents at least six of the target vocabulary items through a dialogue or monologue. This listening activity provides an introduction to the Global Citizenship part of the lesson on the facing page. Students will be able to make connections between this audio and the audio for D and E.

### Activity B Drill & Controlled Vocabulary Practice

See TB p. 34.

### Activity C Vocabulary Practice: Game

**Activity C** is a game. This is a chance for students to communicate and collaborate while using and practicing the target language. Students learn more by working with different people, rather than the same friend each time. One way to achieve this is by giving students a word or picture card and asking them to find another student with the same card. Students with matching cards will work together in the activity.

### Visualization

There is a visualization audio track for this vocabulary set on the TTL. See TB p. 34.

### Activity D Listening for Gist and Main Idea

**Activity D** provides input for the Global Citizenship discussion at the end of the lesson. There are usually two speakers for each lesson (or one speaker explaining differences, e.g. Unit 4) who explore the Global Citizenship theme in connection to different countries around the world. Students listen for the main idea of the audio topic and answer a gist question.

Before they listen, give students some time to look at the pictures. You could let them find the countries mentioned on a world map and ask them what they already know about these countries to activate prior knowledge. Tell students to listen out for key vocabulary they recognize. Explain that thinking about these words in order will help them to understand what the listening is about and answer the gist question. Some of the new vocabulary from Activity A is always recycled here.

### Activity E Listening for Detail

**Activity E** encourages students to listen out for specific details and ignore anything that is not relevant. Ask them how many of the questions they can answer from information they have remembered from D, but reassure them that this is not a memory test and that it doesn't matter if they don't remember. Then play the audio again, so they can listen and check their answers and answer any questions they missed.

### Discussion Questions

**The discussion questions** address the key holistic learning concepts that run through the unit. The discussion can be done in pairs with some whole-class input at the end. The Global Citizenship strand at this level raises students' awareness of the world around them. It asks them to compare themselves with other children from around the world, and think about how they fit into it.

There is usually one personalization question and one question that asks students to look further and see the bigger picture. Deal with each one in turn, giving students time to think and discuss in their pairs or small groups. Allow use of LI for new words and more complex ideas as this will enable students to express themselves and develop a clearer understanding of the key concepts. You can also challenge students to provide sentences beyond their ability by translating words and phrases from LI into English.

Bring the class together to discuss the conclusions they have reached. Use graphic organizers on the board to present students' ideas. Revisit the opening question and see if students answer it differently now. In-depth ideas to help you structure the discussion can be found in the digital **ETB**.

## Global Citizenship

### Lesson Objectives

- to learn vocabulary for places and objects in a school: *bookcase, cafeteria, classroom, gym, hallway, language lab, playground, projector, whiteboard*
- to explore similarities and differences between different schools
- to think about the uses of technology in a school
- to practice listening for gist and details

### Materials

Audio Tracks 9 to 11; (optional) Audio Track A

### Opening Question

Ask the opening question: *How is technology in schools different around the world?* Elicit ideas and encourage students to think about how other schools are similar to or different from yours. Don't correct them or give much feedback. Focus on activating students' prior knowledge and awakening curiosity; students will find out more about the topic during the lesson.

### **A** TRACK 9 TB p. 214 Listen to Teddy talk to Olivia about his school. Does Teddy's school have technology?

- Tell students they are going to listen to a dialogue about two different schools. Have students listen to decide if their school is more like Teddy's or Olivia's.
- Ask the gist question *Does Teddy's school have technology?* and elicit the answer. Play the audio again to check.

### Answer

Yes, it does.

### **B** TRACK 10 TB p. 214 Listen, say, and number the pictures in A.

- Play the audio and have students listen, point, and repeat.
- Play the audio again and have students listen again and number the pictures in the order they hear them. Point out the example answer. (whiteboard)
- Check answers as a class.

### Answers

1 whiteboard 2 playground 3 bookcase  
4 language lab 5 gym 6 classroom 7 hallway  
8 cafeteria 9 projector



### International English



Have students look at the two words and ask if they can remember which was used in the dialogue. (Olivia says the hallway is long.) Point out that both are correct and ask *Which do we use?*

### TRACK A TB p. 214 Visualization

The TTL has a visualization audio track for this vocabulary set (see TB p. 21).

**Practice** Student's App: Vocabulary Practice;  
Listening Comprehension Practice

### **C** Play *Word Tennis* with a friend.

- Point out that some of the new vocabulary items are made of two words; for example, *book + case*; *white + board*. Elicit these words and write them on the board. (*bookcase, language lab, hallway, classroom, whiteboard, playground*)
- Say the first part of a word and have the whole class recall the second part. Repeat this a few times and then have students continue in pairs, taking turns to say the first parts. (See *Word Tennis*, TB p. 27)

### **D** TRACK 11 TB p. 214 Now listen to Olivia and Akash. Number the pictures. Who uses technology at school?



- Listening for gist: tell students they are going to hear two children—one from the UK and one from Bangladesh—talking about their families. The first time they listen, students should number the pictures. Play the audio. Then check answers.
- Ask the gist question *Who uses technology at school?* Play the audio again to check.

### Answers

a 2 b 1 Akash uses technology.

### **E** Listen again. Write *True* or *False*.

- Listening for detail: play the beginning of the audio again, up to ... *projector and a big screen*. Point out the example answer (*True*) next to number 1.
- Have students look at the other sentences and see if they can remember any answers. Play the rest of the audio and have students complete the activity individually.
- To check answers, ask pairs of students to read a sentence—one student reads the sentence, and the other says *true* or *false*. Ask if everyone agrees and discuss why the false sentences are false.

### Answers

1 True 2 True 3 False 4 True 5 False

### Discussion Questions

- Draw students' attention to the discussion questions: *What technology do you like using? Do people need technology to learn? Why?* Have students discuss the questions in pairs or small groups (see **ETB**).
- At the end, you can make a list of the technology students like using to learn and create a bar graph on the board to show the results.
- Return to the opening question to ask again *How is technology in schools different around the world?* Discuss the differences and similarities students have discovered in this lesson. Ask *Are there more similarities or differences? Are you surprised by anything?*

### Cool Down

Play the *Yes/No Game* (see TB p. 27) with sentences about technology, e.g. *There's a projector in my classroom.*

## Lesson 4 Walkthrough: Explore Language

This lesson presents and practices the second grammar structure(s) and has the same structure and purpose as Lesson 2.

### Activity A Contextualized Presentation

See TB p. 36.

### Activity B Grammar Analysis Table

See TB p. 36.

### Activity C Inductive Analysis

See TB p. 36.

### Activity D Drill: Sentence Level

**Activity D** is a drill of four to five sentences/questions to allow students to familiarize themselves with the new language. Drills give students intensive practice in hearing and saying new phrases.

The first time you play the audio, focus on pronunciation. Then play it again, this time encouraging students to concentrate on intonation. Using different activities will help you to keep drills fun and stop them from becoming repetitive. See **TB p. 22** for a variety of drill ideas.

### Activity E Controlled Practice: Written

**Activity E** is a controlled practice activity and gives students some heads-down time to use the new grammar structure. Encourage students to do this as independently as possible, using the table in Activity B, so that they can process what they have learned and you can assess their level of understanding.

### Activity F Freer Practice: Communication

**Activity F** allows students to practice the target language through a freer, more communicative activity or game. Where there is text inside speech bubbles, this provides a model, but make sure students understand that they can choose what to say.

Throughout the digital **ETB** there are ideas to differentiate lesson content in a mixed ability class. *Support* ideas suggest a simpler pathway for completing an activity or provide scaffolding to enable less confident students to complete the activity. *Challenge* ideas encourage more confident students to use additional language to take activities further. For more activity specific differentiation ideas, see **TB p. 24**.

### Competencies

Icons throughout the teaching notes highlight which activities are connected to one of the five competencies: Me, Act, Think, Learn, and Communicate.

See **TB p. 19** for more information.

## Explore Language

### Lesson Objectives

- to review the present progressive for actions happening now
- to ask and answer about what people are doing

### Materials

Audio Tracks I2 and I3

### Warm Up

Play a Total Physical Response (TPR) game. Call out different activities and have students act them out, e.g. *You're using a cell phone; you're playing on the playground; you're using a laptop.*

#### **A** TRACK 12 TB p. 214 Listen and read. Who sends Dad a message?

- Ask students what they can see happening in the images on p. 16. Ask *Who is the boy?* (Luis, who was helping his grandpa in Lesson 2) *Who do you think the other two people are?* (his mom and dad) *What gadgets can you see?* (two cell phones, two laptops, and a mouse)
- Play the audio and have students follow in their books.
- Ask the gist question *Who sends Dad a message?* and elicit the answer. Play the audio again for students to check. Ask further comprehension questions (see ETB).

### Answer

Luis

#### **B** Look at A. Complete.

- Write or project the table on the board. Tell students that the sentences they need are all in the dialogue.
- Look at the first sentence in the table and the example answer in blue. (talking) Have students find it in the dialogue in A. Ask *Who says it?* (mom)
- Point to the blank before *talking* and ask students to go back to the story to find the word. ('m) Elicit the word and write it on the board. Elicit that *I'm* is short for *I am*.
- Have students work in pairs to complete the other blanks in the table.
- Complete the table on the board and have students check or correct their answers.
- Ask students how we make the present progressive. (subject + *be* + verb + *-ing*) Ask for an example. (e.g. I am walking, she is listening)
- Ask students how we make a negative sentence in the present progressive. (add *not/n't* to *be*)
- Have students look at the Grammar tip *Remember* and ask them what happened to make the *-ing* form of the verb. (removed the *e*) Ask two students to come to the board and make the *-ing* form of *make* and *live*. Explain that all verbs that end in *e* follow this rule.

### Answers

'm; ing; 's; ing; Are; I'm not

#### **C** Think and discuss. Then choose.

- Read both options aloud to the class, and then give students some time to decide their answers on their own.
- Write *PAST* on the left of the board and *NOW* on the right. Read the options to the students again and have them point left or right to show their choice. Check that everyone agrees and confirm which answer is correct.

### Answer

I happening now

#### **D** TRACK 13 TB p. 214 Listen and say.

- Play the audio track and have students listen for how many *-ing* verbs they hear mentioned. (five: talking, using, doing, sitting, playing)
  - Play the audio again and have students listen and repeat.
  - For ideas on how to vary the drill, see TB p. 22.
- #### **E** Read and complete in present progressive.
- Have students scan the text and find all the activities in it. Ask them to raise a hand to say an activity they found.
  - Point out the example answer in number 1 to students. Elicit whether it is positive or negative. (positive) Have students continue the activity individually. Remind them they can look at the table in B.
  - To check answers, ask students to read a sentence each. Ask if everyone agrees.

### Answers

1 'm writing 2 're playing 3 isn't listening 4 Are; using

#### **F** Play a guessing game. Mime. Then ask and answer.

- To help students remember the vocabulary they will need, call out a word from the box and have them find an image of it in their books as quickly as they can.
- Have two students read the example dialogue aloud.
- Brainstorm all the different actions students do in the different places in your school and all the actions they use with different gadgets. Write the verbs they say on the board.
- Mime doing one of the actions, and have students guess what you are doing and where you are. Remind them of the form *Are you ...-ing in the ...?*
- Have students work in pairs to continue the game, taking turns to mime and guess.

### Cool Down

Play *Running Sentences* (see TB p. 26) with present progressive sentences from this lesson (from A, E, or F).

## Lesson 5 Walkthrough: Take the Stage / Talk About It

The first productive skills lesson is dedicated to speaking and functional language. Take the Stage lessons present and practice a presentation. Talk About It lessons present and practice a conversation. The productive task is modeled by a child or children in a video, which shows the students what they are going to do themselves and helps to bring the language alive. Ideally the video should be watched in class. However, if this isn't possible, use the Flipped Classroom Approach (see TB p. 15) and have students watch the video before the lesson.

Building students' confidence in speaking is a key part of the language learning classroom and the activities are carefully staged to help them analyze the language, brainstorm their own ideas, and plan what they will say. Performing successfully, in a conversation or a presentation, helps ensure learners are receptive to future learning.

### Activity A Video Showcase

**Activity A** asks students to watch the video and answer a gist question. Ask some additional comprehension questions to make sure students understand the video. This is important because the video models the spoken practice students will do later on in the lesson. Comprehension questions have been provided in the digital **ETB**. The digital **ETB** also provides a Video Focus idea in every speaking lesson.

There is a *Watch* callout question, which encourages students to notice something about the model conversation/presentation in the video (e.g. body language). This feature is often picked up in the *Reflect* callout and serves as a reminder that communication is more than just the words you use. Notes for the *Watch* callout are provided in the **ETB**.

### Activity B Functional Language

**Activity B** asks students to watch the video again, this time with their books open; the functional language is highlighted for students to notice. Students can try to do the activity from memory first and then check their answers when you re-play the video. Giving students a critical thinking task, such as analyzing and categorizing the key phrases, will help them to prepare for structuring their presentation or conversation later in the lesson.

### Pronunciation

**Pronunciation** in the **Language Book** is not linked to the phonics work in the **Literacy Book**. While phonics focuses on helping students decode a combination of letters to read a word, the pronunciation activities are about communicating clearly and intelligibly.

Students will practice saying sounds and words accurately, first by watching and copying your mouth movements and then by listening to and repeating the audio. The sounds featured here have been chosen because they are difficult for many learners and may require additional practice.

### Activity C Planning

**Activity C** is the planning stage of the presentation/conversation; it allows students to personalize their ideas using the functional language from the video. It is important to teach students to brainstorm ideas and plan before giving a presentation. C helps them prepare their ideas before organizing them in D.

### Activity D Preparation

**Activity D** is where students use their ideas from C to prepare a presentation/conversation, guided by the template provided in the book. Students will prepare presentations individually and conversations in pairs. Often students are asked to choose one or two ideas to take forward from C. Encouraging students to make choices is an important part of this course, because it promotes engagement and critical thinking.

At this level it is a good idea for students to write their notes out in full, although you may feel that stronger students don't need to do this.

### Activity E Practice and Production

**Activity E** is an opportunity for students to practice with a partner and perform/present. For the presentation lessons, choose a few students each lesson to perform to the class—keep a record so each student gets a chance to perform over the course of the year. If students don't perform to the whole class, have them perform to each other in small groups. At this age, it may not be appropriate to ask students to reflect on how their peers did, in order to avoid any negative comments; instead suggest ways of appreciating each other's efforts, e.g. by clapping or saying *Good job!* For the conversation lessons, it is enough that they have the conversation with a friend; they don't need to perform it. You can go round to monitor and offer praise and support.

The activity ends with a *Reflect* callout feature for students to think about how they did and circle. Encourage them to be honest here and tell them that it is easy to forget to do things when we are nervous, but that speaking gets easier with practice! Notes for the *Reflect* callout are provided in the digital **ETB**.

## Take the Stage

### Lesson Objectives

- to prepare and give a presentation about using technology
- to recognize and reproduce /ei/ and /e/

### Materials

Video; Audio Track 14

### Warm Up

Do a TPR activity. Say and mime the following actions. Then have students copy you.

Phrases: *Open the laptop case* [unzip]. *Take the laptop out of the case.* *Open the laptop.* *Press "on."* *Type your password* [look around to make sure no one is watching]. *Start to work!*

### A TB p. 234 Watch and listen. Why is a laptop useful?

- Tell students they are going to watch a video of a girl talking about the technology she uses and why it is useful.
- Play the beginning of the video up to *my presentation is about laptops*. Ask students what the presentation is about. Ask what words they think they will hear, and write their ideas on the board. Play the video and then ask students which of their words she used.
- Ask students the gist question *Why is a laptop useful?* Play the video again to check the answer. Ask further comprehension questions (see ETB).

### Answer

because it has a screen, a keyboard, and a mouse (because it has everything you need)

### B Watch again. Check (✓) the phrases you hear.

- Have students read the phrases and draw attention to the example.
- Play the video again and have students check the other phrases they hear.
- Then check answers. If necessary, watch again to clarify.
- Have students analyze when to use the phrases. Ask *What does Grace say to introduce herself and her subject?* (1, 2—this is the beginning) *Which phrases tell us information about laptops and about how Grace uses laptops?* (3, 4, 5, 7—this is the middle, the main part of the presentation) *What does she say to finish?* (9—the end)
- Have students write B (beginning), M (middle), and E (end) after each of the phrases. Then have them add a letter after the two unused phrases, too. (both M)

### Answers

1; 2; 3; 4; 5; 7; 9 (6 and 8 are not said)

- Ask students if they think Grace did a good presentation. Ask if they think she spoke clearly and was easy to understand. If necessary, play the video again.

### Pronunciation /ei/ and /e/

TRACK 14 TB p. 216 Listen and say.

The long diphthong /ei/ and the shorter /e/ sound can be difficult for some students.

- Demonstrate the shorter, wider mouth position for the /ei/ sound, as in *name*. Demonstrate the /e/ sound, as in *help*, and encourage students to copy you.
- Play the audio and have students repeat each word under their breath after they hear it. Play the audio again and have them say the words aloud. Play it one more time and have students say the /ei/ words loudly and the /e/ words softly.
- Say *These words are used in the video. What other words do you know with these sounds?* Have students discuss in pairs, then elicit ideas (e.g. *radio, lesson*) and write them on the board in two sections. Drill all the words at the end.

### C Plan. Think about the technology you like.

Choose (✓) two and complete.   

- Tell students that they are going to plan a presentation about technology, like Grace did. Have them choose two items they like from the box.
- Draw students' attention to the table, and to the example provided in the first row. Discuss each answer with students, ensuring that they understand how to form a sentence with each of the column headings. Complete one row of the table on the board by eliciting suggestions from students.
- Have students work individually to complete the table for their own choices.
- Have students compare their ideas with a friend.

### D Prepare your presentation. Use your ideas from C and phrases from B.

- Play the video from A one more time to give students a model.
- Ask students to look at the plan they made in C and choose one gadget to talk about. Have them use this plan and phrases from B to complete the presentation notes. Remind them which phrases to use at the beginning, middle, and end of their presentation.

### E Practice with a friend. Then share with your class.

- Have students practice their presentations with a friend as many times as they need to. Remind them to smile and speak slowly and clearly. Encourage them to pause after each phrase.
- Invite volunteers to come to the front of the classroom to give their presentation. Have the audience give a round of applause after each presentation.

### Cool Down

Invite students to say one thing they liked about the presentations they listened to.

## Lesson 6 Walkthrough: Write About It

The second productive skills lesson focuses on the mechanics of writing, e.g. punctuation and spelling, while laying the groundwork for a process-writing approach in higher levels. There is always a model text as well as a brainstorm/planning stage for the final production task. The structure of the lesson is similar to Lesson 5.

### Activity A Contextualized Writing Mechanics

**Activity A** presents the lesson's writing focus through a model text. It is important to ask students comprehension questions to ensure they have understood the text, since they will be expected to produce their own writing based on this model by the end of the lesson. Some comprehension questions are provided in the digital **ETB**. The teaching notes take a simplified inductive approach, by encouraging students to look at the model and notice the mechanic.

### Activity B Controlled Practice

**Activity B** builds on A by having students practice using the target writing mechanic. Encourage them to use the model in A as a guide.

### Activity C Planning

**Activity C** teaches students to brainstorm and plan before writing by providing a graphic organizer to help students collate their ideas. Stronger students can be given the Challenge printout from the Resource Bank which has another column/section to complete.

### Activity D Production: Writing Task

**Activity D** is the productive writing task. Encourage students to do a draft version, then either peer- or self-correct, before writing their final version. Research shows that feedback is more useful between drafts and it gets students into the habit of self-correcting.

As well as the Challenge printout mentioned for C, there are two other writing printouts which can be downloaded from the Resource Bank: the Standard template can be used by most of the students for their final written piece. Less confident students can have the Support printout which gives them more scaffolding to complete the same task as the rest of the class. Stronger students should be encouraged to expand on the model given in A by recycling language from previous lessons and giving more examples where relevant.

As with the Speaking lesson, there is a *Reflect* callout which relates to the mechanic explored in A and B. Focus on this callout before students write their final draft and give students time to self-correct their work where necessary. Notes are provided in the digital **ETB**.

### Cool Down

Cool Down activities give closure to the lesson. They are designed to get students thinking about what they learned and might include a game to review new language/ concepts, or provide an opportunity to share classwork completed during the lesson.

## Write About It

### Lesson Objectives

- to review the use of periods and question marks
- to plan and answer a technology survey

### Materials

(Optional) Support, Standard, and Challenge writing printouts from the Resource Bank (one per student) (Activities C, D)

### Warm Up

Play *Missing Vowels* (see TB p. 26). Write on the board the following sentences, which have the vowels removed:  
 \_ \_ s \_ \_ t\_b\_l\_t \_nd \_ TV. / My f\_v\_r\_t\_ t\_chn\_l\_gy  
 \_s my t\_b\_l\_t. / Sh\_'s \_s\_ng \_ l\_pt\_p.  
 (Solution: I use a tablet and a TV. / My favorite technology is my tablet. / She's using a laptop.)

### A Read the survey and answers. Underline the question marks (?) and circle the periods (.).

- Have students scan the survey and count how many different types of technology they find. (there are four) Ask students why they think the student completed the survey. (To see how much technology is a part of his/her life.)
- Ask students what comes at the end of the first sentence in the survey. (a question mark) Ask them how many question marks they can find in the survey. (four) Have students underline them all.
- Ask students what other punctuation marks they can see in A. (there are periods, a comma, and two exclamation points; students might also mention apostrophes) Have them count the periods (six) and circle them.
- Refer students to the callout question: *When do we use question marks?* Check understanding of the word *question*, then have students find the questions in the table (column 1) and say what punctuation is used (question marks at the end).

### Answers

There are four questions marks and six periods.

### Let's Talk Technology!

What technology do you use?

How often do you use it?

What's your favorite technology?

Is your teacher using technology today?

I use a tablet and a TV. I often watch the TV and

I sometimes use the tablet. My favorite technology is

my tablet. I use it to play games. Today, my teacher

isn't using her cell phone. She's using a laptop.

We use technology a lot!

### B Write the question marks and periods.

- Refer students to the example sentence and ask why there is a period at the end. (It's the end of a complete sentence.)
- Have students continue the activity individually. While they are doing this, write or project the unpunctuated sentences on the board.
- To check answers, invite students to come to the board and place one punctuation mark each until all are complete. Ask if everyone agrees.

### Answers

1 My school has a cafeteria.

2 Do you use a laptop?

3 How often does your dad use his cell phone?

4 My grandma has a computer.

5 Are you doing your homework?

### C Plan. Think about the survey questions.

Complete.  

- Tell students they are going to write their own answers to a technology survey like the one they read in A.
- Elicit one item of technology and discuss how often it is used. Have students then think about the technology they see and use during their own day and complete the table in their books with their own ideas. Tell students that at this stage they only have to write single words. Challenge printouts can be handed out now.
- Have them share their plan with a friend.

### D Write your answers to the survey.

- Have students complete the survey using their ideas from C. Encourage them to use full sentences with correct punctuation.
- Have students write their final versions neatly on paper. Alternatively, hand out the Support and Standard printouts from the Resource Bank. Point out that a well-presented text is easier and more enjoyable to read. Display the finished surveys around the classroom.

### Cool Down

Play *How Many Periods?* Read the first seven sentences from the script of Grace's presentation about laptops (see video script TB p. 236). Ask students to listen carefully and count the periods. They should raise their hands when they think they know how many there are.

## Lesson 7 Walkthrough: Think It Over

The final lesson in the **Language Book** encourages students to reflect on what they have learned and what they want to explore further. Students are not expected to articulate all their ideas in English. It is important that the students reflect for themselves rather than being told what they studied as this gives them another opportunity to develop as independent thinkers while also beginning to take responsibility for their learning and learning styles. At this level, their responses will help you to adapt future lessons to suit your learners' needs and to make targeted suggestions for further practice. This lesson also helps establish a home-school connection as parents can ask their children to explain their reflections.

### What did I do?

This question focuses students on the activities they did during the unit, both in and outside of the **Language Book**. Help them to recognize that they are able to do a lot of different things, and bring in props to trigger memories.

Encourage students to make a personal and **roman** response to the question when choosing activities to draw or write about. This allows you to see what students found interesting and challenging, and what they feel they've achieved. Ask students to think about why they enjoyed certain activities and didn't enjoy others. Ask them how they felt when they were doing something they found hard and how they felt after they did it.

### What did I learn?

The purpose of this question is to find out what students think they have learned, rather than what *you* think they have learned. Explain that ideas can be content-related, as well as to do with language. In early units, brainstorm ideas on the board and tell students they can either choose one idea to draw/write about, or think of their own idea. In later units, have students discuss their ideas in pairs, but be careful not to pair quieter students with dominant ones, as it is important for each student to have the opportunity to make a personal response. Try not to limit your students to think only about vocabulary and grammar; the reflection should take in all aspects of learning and be inclusive. The digital **ETB** provides differentiation activities to support this question.

### How did I learn? / What was my favorite part?

These two questions alternate across the units. Their purpose is to help students to begin to identify personalized learning strategies.

*How did I learn?* Encourage students to think about what helped them to remember something, e.g. repeating something lots of times in a drill, through a cooperative learning routine, using the **Student's App** on **Navio** at home, or creating a mental picture of the vocabulary in their head.

*What was my favorite part?* At the end of the level you may be able to point out that our favorite part is often the way we learn best—that when we enjoy doing something we usually find it easier to learn. Encourage students to think about how they can make the learning more enjoyable for themselves. This helps them to start taking responsibility for their personal learning journey.

### How well did I do?

This question asks students to evaluate their own progress. However, answers will only be valuable if students feel they can be honest. You may find it helpful to explain what it means to analyze ourselves and to provide some concrete examples to help them understand, e.g. *if you can remember 20 words color in the happiest face. If you can remember 15, color in the next happiest face. If you can remember one or two, color in the sad face.* Let them know that it's OK to color in the sad face, it just means they need to do more practice. You can suggest targeted practice to suit different students' needs, such as the grammar printouts or the practice on the **Student's App** on **Navio**.

### What can I do next?

Encourage students to think of all the different ways they can continue their English learning journey outside of the classroom, including use of new media, e.g. apps, video games, vlogs. Brainstorm ideas as a class, using the suggested words as prompts. Make additional suggestions based on the things students identified as enjoyable, e.g. if they loved the Lesson 1 song, suggest they sing it at home. Make sure you follow up in the next lesson by asking questions, e.g. *What did your mom say when you sang the song? Tell me about the English movie you watched.*

### Looking Forward

This features a teaser question about the next unit. To create excitement and interest in learning more, brainstorm possible answers and review these predictions in the first lesson of the next unit to see who was correct.

### Further Review and Recycling

Regular recycling of new language helps increase exposure and build confidence and understanding.

**Put It Together** communicative games come after every two units, providing an opportunity to review and recycle the language learned in the previous lessons. These fun activities are designed to encourage students to use the language in context and to want to play again and again. Some of the games are based on Cambridge English exam activity types, thereby preparing them in an enjoyable way.

**Plays** review and recycle language from Units 1–5 and Units 6–10 in amusing contexts which could be used as a performance pieces mid-year or end-of-year.

## Think It Over

### Lesson Objectives

- to review what has been learned in the unit
- to reflect on the unit and their progress
- to think about learning strategies and how to continue learning at home

### Warm Up

Play the *Yes/No Game* (see TB p. 27) for technology that appears in the unit.

Suggested items: *tablet* (Y), *spaceship* (N), *computer* (Y), *cell phone* (Y), *mouse* (Y), *projector* (Y), *time machine* (N), *printer* (N), *video game* (Y), *homework machine* (N)

### Read the questions and draw or write your answers.

- Encourage review of the language and reflection on the ideas from the unit to help students make connections to past learning experiences. Give students time to think about and discuss activities in the unit before they complete the questions. Explain that they can choose to either write a few words or sentences, or to draw a picture. Allowing students to make a personal response will help them retain knowledge and engage with the learning.

### What did I do?

- Give students a few minutes to look back through the unit at the different activities they did. Ask questions about the unit; for example, *What did you sing about? What activities and actions did you do? What did you talk about?*
- Encourage students to identify something in the unit that they found challenging but which they completed and feel proud of. Alternatively, ask them to choose something that was particularly memorable for them—either because it was interesting, or it was different, or even because it was noisy! You can use LI to explain these ideas to students. Tell them they can draw or write about this activity.

### What did I learn?

- Ask questions about the unit; for example, *What words do you know now? What sentences can you say? What do you know about different countries?* Brainstorm some ideas on the board.
- Encourage students to draw a picture or write sentences about the outcome of their learning.

### How did I learn?

- Ask students how they learned the gadgets words in Lesson 1. Elicit ideas (e.g. by seeing the words next to the pictures, by doing the visualization activity, by hearing the words in a story, by doing a writing or a speaking activity). Encourage students to think about the pronunciation and spelling of the words they learned in this unit. Ask *What helps you remember how to say/spell these words?*
- Encourage students to draw a picture or write about some of the activities that helped them learn.

### How well did I do?

- Tell students to color in the number of batteries that best expresses how well they have learned the unit content (i.e., the more they color, the more they feel they have learned). Ask *What do you remember? What do you understand? What do you need to practice more?* Encourage students to look back through the unit to see how much they remember, what they did well, and what they found difficult.

### What can I do next?

- Brainstorm ideas with the class about what students can do to continue to learn (e.g. watch the videos again, play the game on p. 17 again, talk to a friend about technology).
- Encourage students to think about what they can do at home to improve their English, using the verbs in the box as a prompt, for example, read the stories to family members, sing the song to a family member, play English games on a tablet or phone, talk to a family member about technology, and so on.
- Ask students to choose one or more activities from the list (read, sing, play, talk) that they will do to practice their English.
- Once students have completed the page in their books, have them discuss with a friend what they drew or wrote. Did they choose the same activities or different ones?

### Looking Forward

Draw students' attention to the character at the bottom of the page. Ask *Who's this?* and elicit what they remember about her: (she is Luis's mom in Lesson 4, p. 16) Ask students to think what foods she might like. Elicit ideas, then tell students that they will find out in the next unit.

## Lesson 1 Walkthrough: Get Ready to Read

There are two sections to this lesson: Section 1 is always a Visible Thinking Routine (VTR). See TB p. 16 for more on VTRs. Section 2 contains pre-reading activities and previews a reading skill which will be explored in more detail in later lessons. The teaching notes on this page are flexible, so you can tailor lessons to suit your learners. You can either choose to do the VTR and pre-reading activities in one lesson, or alternatively spend longer developing the VTR discussion and start the next lesson with the pre-reading activities, then go straight into the reading. There is no Cool Down activity in the main teaching notes, but an extension activity provided in the digital **Enhanced Teacher's eBook (ETB)** may be used as a Cool Down.

### Warm Up

**Warm Up** activities are designed to generate interest in the topic and activate schema to help students make connections between their own experiences and the readings. Activities are purposely not vocabulary-focused to give the **Literacy Book** a distinct first language (L1) feel. The digital **ETB** provides a quick Two-Minute Review activity for each Lesson 1, to review ideas generated by the previous unit. You can choose to do both the Two-Minute Review and the Warm Up or just one or the other, to suit the needs of your class.

### Activities A, B, C Visible Thinking Routine: See, Think, Wonder / Think, Pair, Share

**Activities A, B, and C** are either a See, Think, Wonder or a Think, Pair, Share VTR. Each routine uses a striking image related to the unit's topic to foster thoughtful and constructive classroom discussions. For both routines, use the Visible Thinking Routine graphic organizer printout from the Resource Bank to help students formulate their ideas.

For See, Think, Wonder, allow students to think silently for one minute at each step of the routine. Then take ideas from the class. After the first flurry of ideas, encourage students to keep looking and to see more things. Explore the difference between students seeing on their own and seeing things together (group discovery). You can allow some discussion in L1 here, but try to re-formulate students' ideas into simple English. Avoid leading students to an answer by keeping supporting questions open, e.g. *What (else) do you see/think/wonder about the picture? What colors/shapes do you see?*

For Think, Pair, Share, give students a minute to look at the picture before you introduce the discussion question and encourage them to think about what they can see. Have them share their ideas and write useful words on the board. This provides students with a bank of vocabulary to draw on during the discussion part of the routine. When you introduce the question, make sure students have enough time to think about their own ideas before they discuss in pairs, as this will lead to a richer discussion.

The teaching notes include a list of vocabulary students will most likely find in the picture. Model conversations for the VTR are also provided. The parentheses are there as a reminder that students don't have to produce full sentences; the goal here is for them to communicate their ideas in whatever way they can. You may also find it helpful to have students express their ideas through drawing. Make sure you keep a record of students' ideas on construction paper or sticky notes, so you can revisit them later in the unit and see if opinions have changed.

### Transition

The **Transition** is a discussion question designed to move you smoothly between the two sections of this lesson (VTR and pre-reading activities). This helps students make connections between the ideas they explored in the VTR and the reading. Alternatively, you can use this question as a Warm Up, if you decide to start the pre-reading activities in the next lesson.

### Activity D Activate Schema

**Activity D** poses a discussion question for students to apply the work they did in the VTR even more closely to the unit's topic. Have students discuss the question in pairs before sharing their ideas as a class. You can write up their ideas and suggestions in graphic organizers on the board, to develop critical thinking skills.

### Activity E Skill Preview

**Activity E** previews the unit's reading skill. This will be addressed fully in the second Get Ready to Read lesson. You are not expected to teach the skill actively in Lesson 1. The goal is to introduce the concept gently and attune students to look for and/or use it as they read.

## Get Ready to Read

## Lesson Objectives

- to activate prior knowledge about inventors and inventions
- to encourage students to observe and interpret through a See, Think, Wonder VTR
- to preview the reading skill of identifying the sequence of events

## Materials

(Optional) VTR printout from the Resource Bank (Activities A, B, C)

## Warm Up

- Use this activity to engage students in the topic.
- Write the word *invention* on the board. Ask students what they think it means. Tell them that an invention is the first one of something. Tell them that the first TV was made in 1927—it was invented in 1927.
- Ask students to think of all the important inventions they can—elicit one or two examples (e.g. the car, the computer) to start their ideas. Give students a minute to think of ideas. Then ask them to raise their hands to give their suggestions. Write some of their ideas on the board. Take a class vote to find out the most popular invention.

See, Think, Wonder 

## A Look at the picture. What do you see?

Students are going to do a See, Think, Wonder VTR to explore the image of a young boy who is a keen inventor.

- Ask students *What do you see?* and elicit answers.
- Give students one minute to look at the picture before sharing more answers in small groups or pairs. Then bring the groups together to share ideas as a class.
- Students will likely find: a boy, a lot of books, a robot, a machine for making tea, a (rocking) chair, a bookcase, a lamp, a cup, sugar.
- Students may also notice: a window, the boy's glasses, his shirt and overalls, a computer, a gold teapot.

Here's an example of this part of the routine.

**Teacher:** What do you see?

**Student:** I (can) see a boy.

**Teacher:** What else do you see?

**Student:** A lot of books.

## B What do you think?

- Say *I think the boy likes reading. What do you think about the picture?* Give students one to three minutes to think about the picture silently. Then have students work in small groups to share their ideas, before sharing ideas as a class. Monitor and provide language help when needed.
- Answers will vary depending on students' opinions. Remind them to respect each other's thoughts and opinions.

Here's an example of this part of the routine.

**Teacher:** What do you think?

**Student A:** I think it's night.

**Teacher:** What makes you say that?

**Student A:** It's dark. There's a lamp.

**Teacher:** That's interesting. Anything else?

## C What do you wonder?

- Say *I wonder if the chair is old. What do you wonder? What questions do you have?* Give students one to three minutes to think about the picture silently.
- Have students share their ideas in groups or as a class. Allow students to be creative and encourage them to share. There are no wrong answers. Language does not need to be perfect.

Here's an example of this part of the routine.

**Teacher:** What do you wonder?

**Student A:** What's the boy reading?

**Teacher:** OK, what else?

**Student B:** Do his robots work?

**Teacher:** Good question!

## Transition

Ask students if the boy looks like an inventor. Ask *Where do inventors work? What do they use? Is it easy to be an inventor?*

D Think and discuss. What do inventors do? 

- Have students read the question. Ask *Do inventors just wait for a good idea to come? How do they get their ideas?* Elicit from students one or two things that they think inventors do. Give students time to think and then have them share their ideas in pairs or small groups.
- When they have had time to discuss, ask students if they agreed on an answer. Have them share some of their answers with the class.

E Think and discuss. Which of these things do you think inventors do first? Check (✓). 

This is a preview of the reading skill of identifying the sequence of events.

- Have students read the three actions and think about the correct order for inventors. They should check the action they think comes first.
- Elicit the action they think comes first, then ask which action comes second and which comes last. (suggested order: have ideas, draw a picture, make changes) Check everyone agrees, and discuss why these things are in this order.

Now read **The After-School Inventor**

## Lesson 2 Walkthrough: Reading 1, Fiction

The reading lessons aim to support the development of literacy and to foster a love of reading, to encourage students to become lifelong readers.

There is one **fiction** and one **nonfiction** text in each unit. Fiction texts are laid out to emulate storybooks inspired by ESL/LI materials and expose students to language in context which may be slightly above level. This is because research shows that with the right support, reading slightly above level can significantly improve overall reading skills.

Nonfiction texts give students a chance to learn new concepts and vocabulary, as well as broaden their view of the world. They also often appeal to reluctant readers. Nonfiction texts are laid out to look like nonfiction books, websites, and articles to give a realistic and aspirational feel to the book.

### Warm Up

This Warm Up allows you to review the ideas generated at the end of the previous lesson in preparation for the reading. Alternatively, if you are carrying the lesson straight on from the previous page, use this activity to transition between the pre-reading and reading part of the lesson.

Warm Ups in the **Literacy Book** are about setting the scene for the upcoming lesson and activating students' memory, curiosity, and desire to learn. Don't correct language unless the students ask you to.

### Reading Approach

#### First Reading: Listen and Engage

The purpose of the first reading stage is to engage students and help them become familiar with the text. This sets the scene for the comprehension and analysis work that will come next. Before they read, encourage students to identify things in the pictures that they find interesting, surprising, or unusual. Engagement is more important than vocabulary at this stage, so it's fine for students to point if they are unable to name what they see.

For this first exposure to the text, read it out loud or have students listen to the audio and follow along in their books. To help students feel comfortable and enjoy watching/listening to the story, have everyone seated in a circle at the front of the class. This is a great opportunity for students to see and hear how to read fluently and with expression, so if you are reading, do character voices and facial expressions where appropriate. Pause only to ask prediction questions, which can help to motivate students and encourage them to want to find out what happens next. Do not spend time analyzing the language at this point, full comprehension is not necessary for students to enjoy a text.

### Words in Context

See p. 58.

### Second Reading: Analyze the Text and Features

Ensure students get to explore the text in a variety of ways to keep them motivated and active participants in the learning process. If you read the text out loud in the first reading stage, have students read chorally in the second stage, or have them read silently with or without the audio.

The purpose of the second reading stage is to analyze the text and features using the callout questions from the colored boxes in the **Literacy Book**. The teaching notes tell you the purpose of the questions, e.g. gist, detail, text focus, making connections, personalization, and give ideas about how to exploit them.

### International English

This feature exposes students to differences in vocabulary, language, and spelling between American English and British English. Point to the box with the flags. Ask students if they know which countries the flags represent. Tell them that the flag with stars and stripes is for the USA (United States of America), and the flag with crosses is for the UK (United Kingdom). Ask students if they know which language is spoken in these countries (English). Tell them that in both countries people speak English but that some words are different and some words are pronounced the same, but spelled differently. Tell students that they will see American English words used in this course, but that British English is also correct. It is important that while they are aware of the differences, you and they choose one variety to use, especially in exams.

To make the most of this feature, build up a display of British and American English words throughout the year. One way to do this is to print out or draw the two flags and create word cards that students stick around the relevant flag.

### Third Reading: Interact with the Text

The third reading stage gives students the chance to interact with the text on a more personal level. With fiction texts students are encouraged to read aloud or role-play the text. This activity allows students to explore what characters are thinking and how they are feeling. They can also experiment with different voices and patterns of intonation. For ideas on setting up role-plays in class, see **TB p. 23**.

## Fiction: *The After-School Inventor—A Story*

### Lesson Objectives

- to read a rhyming story about an inventor
- to explore the SEL competency of self-awareness by accurately recognizing strengths and limitations
- to make a personal connection to the reading

### Materials

Audio Tracks 9 and 10

### Warm Up

Ask students to choose and hold up their favorite possession from their desk or backpack. Have students see if they can find any of their favorite items, or anything similar, on pp. 10–15 of the **Literacy Book**.

### TRACK 9 TB p. 228 Reading Approach

#### First Reading: Listen and Engage

- Ask students to notice the title, the genre, the pictures, and the text on the page. Have them point to Clara.
- Tell students that the reading is about inventions. Ask them if there are any inventions they would like to make (e.g. something to put away toys).
- Play the audio while students read. Encourage them to move a finger along the text in time with the audio.
- Read the whole story before asking *Is Clara the same age as you? How is her life similar to yours? How is it different?*
- Then look at the Words in Context.

### TRACK 10 TB p. 228 Words in Context

- Play the audio and have students repeat the words.
- Have a race to find the words in the reading.
- Tell students they can **use the pictures** to help establish the meaning of new words. Have them work in pairs to do this, using Language 1 (L1) as necessary.
- Then bring the class together and use these discussion points to confirm the meanings.

**invent** Students met this word in the previous lesson. Ask them to look at the sentence—*I invent things after school*. Ask for suggestions for the meaning of the word and confirm the correct ideas. (to think of or make something new)

**try again** Have students find the phrase *I always try again*. Look at the pictures. Ask what happened before and what she does next. Mime looking disappointed and then getting enthusiastic again.

**change** Have students find the word and sentence. Ask what happened before and what she does next. Mime drawing, erasing, and drawing again.

**mirror** Have students find the word and point to the mirror in the picture. Have them mime looking at themselves in a mirror.

**mess** Refer students to the sentence and picture. Ask *Why is Mom not happy?*

**invention** Students may remember this word from the previous lesson. Have them point to the sentence the word appears in and ask what the invention is. Have students point to other inventions in the story.

**machine** Have students point to the word and picture. Ask what machines they have in their homes. Give them an example if necessary (e.g. washing machine).

### Second Reading: Analyze the Text and Features

- Read the rhyming story chorally. Encourage students to make each line feel rhythmic, to highlight the verse form.
- Ask some questions to check comprehension. Then have students discuss the questions in the green boxes using Think, Pair, Share. (see TB p. 20)
  - **Gist** (p. 10): *Are all of Clara's inventions good?* Ask students to look at the pictures, as well as the text, to decide. Ask for examples of inventions that are good / not so good. (the rain glasses, umbrella pen, and special mirror aren't so good)
  - **Detail** (p. 14): *Look at the buttons on the mirror. What can the mirror do?* (*small/big* makes the reflection smaller or bigger; *back/front* shows a reflection of the back or front of the person in the reflection)
  - **Personalization** (p. 15): *Which invention is your favorite?* Ask one student to name their favorite and have the others raise their hands if they agree. Ask another student for his/her favorite and continue until all students have voted.



### International English



Point to the two boxes with flags and elicit which words are American English and which words are British English. Point out that all of these words are correct English, and ask *Which words do we use?*

### Third Reading: Interact with the Text

- Listen to the audio again and have students join in with the rhyming words. Then have them repeat the lines of the poem with appropriate rhythm and intonation.
- Put students into pairs to practice saying the poem, taking turns to say pairs of lines.

### Cool Down

Ask students what part of the story they liked best and why. Then ask if they think Clara will get better at inventing. Reinforce the idea that the more we practice, the better we get, and we can always learn from our mistakes.

## Lesson 3 Walkthrough: Explore the Reading

This lesson allows students to explore the previous text further with comprehension, analysis and discussion activities.

### Activity A Reading Comprehension

Start this lesson with oral comprehension questions to remind students about the text. Arrange them in a circle and have a discussion about the story. The teaching notes suggest *Wh- questions* (who, where, what, when, why) you can ask to help students to remember the gist and details of the reading. Play the video to review the story if you don't want to read the text as a class again.

The lesson then moves on to a heads-down activity which allows you to check students' understanding of the reading. If there are areas that you find students don't understand, you can return to the text and address these before moving on to the analysis part of the lesson.

### Activity B Text Analysis

**Activity B** is an age-appropriate analysis task, which asks students to begin to think critically about what they have read and to consider the causes, problems, solutions, or consequences. They will need to look back at the reading to answer questions. Help students find a strategy for doing this by encouraging them to look at the pictures and scan the text for key words, rather than re-reading the whole text again.

### Activity C Post-Reading Discussion & SEL focus

The teaching notes for the fiction text include places to highlight the SEL competency of the unit. There are discussion questions to help students personalize the SEL competency and make connections between the text and their own knowledge and understanding of the world. There are often opportunities here for critical literacy, as students can be encouraged to consider the point of view of different characters. See **TB p. 17** for more on SEL.

### Phonics

A phonics box is always attached to one Explore the Reading lesson in each unit. This features a high frequency sound from the previous lesson's reading, to help students decode the combination of letters to read words. Show students that the same sound in English can often be represented by different letters and encourage them to apply this skill of decoding to other unfamiliar words.

The phonics activity is supported by audio to help students recognize the sounds within the words, but the focus of the activity should be on reading and spelling rather than accurate pronunciation (there is targeted pronunciation work in the **Language Book**). See **TB p. 13** for more about the phonics approach in *Global Stage*.

## Explore the Reading

### Lesson Objectives

- to understand and analyze *The After-School Inventor* through reading comprehension activities
- to explore the SEL competency of self-awareness by accurately recognizing strengths and limitations
- to make a personal connection to the reading
- to recognize and reproduce *cl*- blends

### Materials

Audio Tracks 9 (Activity A) and 11

### Warm Up

Play *What's the Next Word?* (see TB p. 27) with sentences from *The After-School Inventor*.

#### A Read and match.

- Before students open their books, find out what they remember. Use some of the five *W* words to ask questions: *What does Clara do after school?* (invent things) *Why does she do it?* (to make her life easier/better) *Who helps her?* (no one—she does it by herself) *What are her best inventions?* (students' own answers)
- Ask a student to read the first sentence and its pair in the right-hand column. Have students look back at the reading and find the clean-up machine (p. 15).
- Have students work individually to match the other descriptions with the inventions and find them in the reading.
- To check answers, play the audio (Track 9) again and have students raise their hands to ask you to pause when one of the answers comes up.

#### Answers

1 d 2 e 3 a 4 c 5 b

#### B Read and choose the answer.

- Read the first question and have the class read the example answer chorally. Have students find the information for the answer in the reading (p. 10).
- Have students choose the answers for the other questions on their own or in pairs.
- To check answers, nominate pairs of students to read a question and the relevant answer. Ask if everyone agrees.

#### Answers

1 She invents things after school. 2 She tries again.  
3 She makes a plan. 4 The mirror doesn't work.  
5 Her mom does. 6 It cleans her room.

#### C Think and discuss. Do you think it is easy or difficult to be an inventor? Why?

- Have students remember and say what an inventor does (they can look back at the reading for ideas). List their ideas on the board.
- Refer students to the question in C and give them some time to think of their answers.
- Ask the class for their opinions. Try to include as many students as possible. Encourage students to phrase their answers like the example given (*I think ... because ...*).
- Ask students if their opinion changed while listening to their friends' ideas.
- Use this discussion point to explore the SEL competency of self-awareness by accurately recognizing strengths and limitations.
- Ask students *What are Clara's goals?* (to invent new things) *How does she overcome problems to make progress?* (she keeps trying) *Do you think she likes solving problems?* (she is very happy with her inventions that help her) Point out that Clara is very independent and enjoys it. It helps her feel she can do anything she wants!

### Phonics *cl*

 TRACK 11 TB p. 228 Listen and say.

- Play the audio and have students look at the words in the box. Ask them what sound all the words have in common.
- Play the audio again and have students repeat the words. Ask a few individual students to repeat each word.
- Ask students to choose their favorite word from the list and to tell a friend.
- Have students find more words in the reading starting with *cl*-. Give a two-minute time limit. Ask volunteers to write a word they found on the board. Then invite students to read them out loud.

#### Answers

Clara; clock; click; clothes; clean

### Cool Down

Play *Physical Spelling* (see p. TB 26) with vocabulary from the phonics section.

## Lesson 4 Walkthrough: Get Ready to Read

This lesson provides pre-reading activities, including a reading skill focus, to prepare students for the second text.

### Activity A Reading Skill Focus

**Activity A** practices the reading skill that was previewed in Lesson 1. It takes an inductive approach to learning, with students being encouraged to practice the reading skill and notice how it can help them understand the reading before the skill is named in the skills box. Where the reading skill involves pictures, you could do a See, Think, Wonder routine before the students answer the questions to help them make connections between the pictures and their own experiences. This will help them to make sense of the reading in the next lesson.

### Activity B Reading Skill Practice

**Activity B** allows students to practice the reading skill from A and apply it to the forthcoming reading. When they have finished, discuss what students think and encourage them to say why they think it.

### Activity C Pre-Reading Discussion

**Activity C** is a discussion question relating to the reading on the next pages. The discussion question personalizes the learning and encourages students to become active participants, by asking them either to connect the reading to their own lives or to think and express opinions. You can vary the activity by using a cooperative learning routine such as a Round Robin or a ChalkTalk (see TB p. 17 for more about cooperative learning routines).

## Get Ready to Read

### Lesson Objectives

- to practice the reading skill of identifying a sequence of events
- to activate prior knowledge about inventors and their notebooks

### Warm Up

Do a mime sequence with students. Say and mime *Open your book. Read. Pick up your pen. Write the answer. Put down your pen. Raise your hand.*

Encourage students to join in with you, first with the mimes and then with the phrases. Then do the actions and say the phrases in a different, random order. Finally, have students say and do everything in the correct order, this time without your help.

### A Look and read. Then write the instructions in order.

This lesson practices the skill of identifying a sequence of events. Students previewed this skill in Lesson 1.

- Ask students what they can see in the pictures. If you are using the TTL, enlarge the pictures on the board to help students focus.
- Have one student read the four answer options.
- Ask students which instruction they think goes with the first picture (Press on).
- Have them decide the order for the other instructions and write them under the pictures.
- To check answers, call out the numbers in the correct order and have students respond with the relevant instruction.
- Have students mime the sequence in the order they have proposed. Ask them *Does it work?* Check everyone agrees.
- Point out the skills box below the activity. Read it aloud to students. Ask them what another word for *sequence* is (order). Ask students why this order is important (some things, e.g. computer games, don't work if we don't do things in the right order).

#### Answers

- 1 Press on. 2 Type password. 3 Press play.  
4 Play the game.

### B Read and put in order.

- Point out to students that the words in the box are in the correct order. The sentences below the box are not.
- Ask students to decide which is the first instruction and take a class vote. When the correct answer is chosen, have them write *First* next to it.
- Have them work individually to decide which instructions are second, third, and last.
- To check answers, ask four volunteers to read the sequence of instructions, saying them in the order that they should be followed. After each sentence, ask the class *Is that correct?*

#### Answers

Third; First; Last; Second

### C Think and discuss. Why do you think inventors have notebooks?

- Give students some time to think of their answers to the question.
- Ask students to work with a partner to discuss the question. Remind them to use phrases such as *Me, too* and *I don't think so* to respond to their partner's opinions.
- When they have had time to discuss in pairs, elicit some opinions from the class. Try to include as many students as possible in the discussion.
- Ask students if their ideas changed as they listened to their friends' ideas.
- Ask them *Where do inventors get their ideas from?* Give students time to think and then ask for suggestions.

### Cool Down

Ask students a question about inventors. It can be a question they have already answered; for example, *Why do inventors have notebooks? What do inventors do with a new idea? What's the last thing that inventors do?*

Have students build an answer around the class, each student contributing one word to the answer until they make a complete sentence. If one student gets stuck, other students can help.

Then ask a new question until every student has contributed one word.

Now read **My Good Ideas Book**

## Lesson 5 Walkthrough: Reading 2, Nonfiction

The structure of the reading lessons allows students to be exposed to the text multiple times. This helps them to connect oral and written forms, which is important for the development of reading skills. There is a focus on reading for analysis and pleasure, rather than simple mechanics. Students will gain independence with each reading as you progress through the course.

One reading lesson in each unit is supported by a video. Digital storytelling is helpful because it transcends language and culture by engaging students in a way that is both visual and auditory, as well as textual. Learners can make connections to previous experiences more easily, think critically about new information, and use their own knowledge to fill in any gaps in understanding. Videos can be used as part of the overall reading strategy: as a way of engaging students with the text; as part of the process of analysis; and as a tool to help them interact with the text on a more personal level. The digital **ETB** provides extension activities for each video lesson. If you aren't able to play the video in class, have students watch it at home prior to the lesson. See **TB** p. 15 for more information about the Flipped Classroom Approach.

### Warm Up

See **TB** p. 50.

### Reading Approach

See **TB** p. 50.

### Words in Context

Each reading lesson has a **Words in Context** box which pulls out certain key words from the text for students to explore in greater detail. It is recommended you look at these Words in Context after the students have read the text (or watched the video) at least once through. This is so that the first reading can be about enjoyment and engagement, rather than vocabulary learning. Don't pre-teach these words. It is more valuable to offer students strategies to help them decode the meaning for themselves. Different strategies are suggested in the notes, with more detail on **TB** p. 15.

Introduce a different strategy in each lesson and encourage pairs of students to use a combination of strategies to help them decode the words. It is fine for students to use LI for this, to enable them to express their thoughts and ideas clearly.

Then ask questions (provided in the notes) to check understanding and clarify meaning. Effectively you are providing students with tools which will help them to work out the meaning of other unfamiliar words they encounter in the future. Review the meaning of all the Words in Context by having a student choose one, and the others point to the relevant part of the picture or make an appropriate gesture.

It should be noted that these words have been highlighted to help students' comprehension of the texts. They are not part of the course's key language and will not appear in any assessment material.

## Nonfiction: *My Good Ideas Book*— An Instructional Text

### Lesson Objectives

- to read an instructional text about inventions
- to make a personal connection to the reading

### Materials

Audio Tracks 12 and 13; Video; access to an internet search engine (Warm Up, WU)

### Warm Up

Have students look around the classroom and identify inventions, no matter how simple (e.g. the pencil, the ruler, the backpack). Have students guess how long ago each one was invented, and use the internet to find the answer (in English if possible) with the search query *When was the \_\_\_\_\_ invented?* The answer will usually come up in the first result.



TRACK 12 TB p. 228 Reading Approach  

### First Reading: Listen and Engage

- Have students look quickly at pp. 18–21 and predict what they will read about. (inventions)
- Play the video and ask students if their predictions were correct. Alternatively, play the audio and have students listen and follow in their books.
- Then look at the Words in Context.



TRACK 13 TB p. 228 Words in Context

- Play the audio and have students repeat the words.
- Have a race to find the words in the reading.
- Play the video again and tell students to **use the images and actions in the video to help establish the meaning of the new words** (see Words in Context on TB p. 23). Have them discuss their ideas with a partner, using LI if necessary.
- Then bring the class together and use these discussion points to confirm the meanings.

**problem / solution** Have students find both words in the sentence on p. 18 of their books. Ask *What comes first, the problem or the solution?*

**hexagon** In this case the most useful tool for understanding the new word is the diagram next to it. Have students draw a hexagon of their own. Ask *How many sides does it have?*

**improve** Draw a basic stick person on the board and say *Hmmm, it's OK ...* Then change it and say *Excellent! Now it's great! What did I do?* (improved it)

**parachute** Point to the pictures on the page and ask *Which is the parachute?* Have students mime using a parachute.

### Second Reading: Analyze the Text and Features

- Play the audio and have students listen and follow in their books. Alternatively, have them read silently.
- Ask students to think about the following question while they read: *Is this reading a story or real information?* (information)
- Ask some questions about the reading to check comprehension.
- Then use Think, Pair, Share (see TB p. 20) to discuss the questions and information in the green boxes.
  - **Making Connections** (p. 18): *Thomas Edison had thousands of notebooks.* Ask students what they think this fact tells us about Thomas Edison. (he probably had a lot of ideas and wrote them all down—even if they didn't seem like very good ideas at the time!) Ask students if they know what his inventions (movie projector, sound recorder, light bulb) do and which is the most important.
  - **Making Connections** (p. 19): *Where do new ideas come from?* Have students look at the pictures and captions and ask them if they can see where some ideas come from (e.g. from inventions already made, from nature, from old things used in a new way). Ask them where their own ideas come from.
  - **Personalization** (p. 21): *Do you like drawing or making new things?* Ask students to raise their hands if they like to do this. Point out that not everyone likes doing the same things—some people are good at making things, some people at using them, and some people at describing them!

### Third Reading: Interact with the Text

- Play the video one more time, telling students to say the text aloud while they are watching. Tell them that after this, they will be the voice of the video so they should listen carefully to the timings.
- Mute the video and have individual students narrate the text, one page at a time. Have the others mime the actions that are in the phrase or around it.
- Alternatively, have one group of students read the text while another group of students mimes the actions alongside them.

### Cool Down

Play *Mime It!* (see TB p. 26) using the inventions from pp. 18–21.

## Lesson 6 Walkthrough: Explore the Reading

This lesson follows the same structure as the first Explore the Reading lesson with comprehension, analysis, and discussion activities to explore the second reading text. It also provides further practice of the reading skill.

### Activity A Reading Comprehension

Before doing **Activity A**, have a Circle Time discussion (see **TB p. 21**) with books closed to check students' comprehension of the text. This can be a nice routine to have at the beginning of each Explore the Reading lesson.

### Activity B Text Analysis and Practice

**Activity B** is a text analysis activity that usually involves practicing the unit reading skill. Have students answer the questions individually from memory first. Then they can look back on the reading in pairs to check their answers.

### Activity C Post-Reading Discussion and CLIL focus

**Activity C** is a discussion question which encourages students to be active participants in the learning process. The question involves an element of personalization to help students make connections between the text and their own lives.

Have students discuss the question in pairs or small groups. Bring it together with a class discussion and write students' key ideas on the board in the style of a survey. Display results in a bar graph or tally chart to lay the foundations for reasoning skills and teaching students to analyze data.

There is a Content and Language Integrated Learning (CLIL) focus in every nonfiction Explore the Reading lesson to allow students to explore the texts through a real-world context. See **TB p. 18** for more on CLIL.

### Competencies

Icons in the teaching notes highlight which activities in the **Literacy Book** are connected to one of the five competencies: Me, Act, Think, Learn, and Communicate. See **TB p. 19** for more information.

### Cool Down

Cool Down activities give closure to the lesson. They are designed to get students thinking about what they learned and might include a game to review new concepts.

## Explore the Reading

### Lesson Objectives

- to understand and analyze *My Good Ideas Book* through reading comprehension activities
- to practice the reading skill of identifying a sequence of events
- to learn through CLIL (science): inventions and understanding how technology helps us
- to make a personal connection to the reading

### Materials

(Optional) Video or Audio Track 12 (A); pictures of a parachute, a train, a pencil, and a light bulb (Activity C)

### Warm Up

Play *Stand Up, Sit Down* using sentences about *My Good Ideas Book* (see TB p. 26).

Suggested sentences: *To get started, you need ideas, time, and a computer.* (False; You don't need a computer.) *When you have a problem, look for a solution.* (True) *Plants and animals can give you good ideas.* (True) *The fast train is shaped like a shoe.* (False; It's shaped like a kingfisher.) *If your idea isn't right, give up.* (False; Try again and again and again.)

### A Read and put in order.

This activity reviews the reading skill of sequencing events.

- If more than a day has passed since students first read *My Good Ideas Book*, allow them some time to review the reading by themselves—or you could have them watch the video or listen to the audio.
- With books closed, find out what students remember about the reading. Use the five *W* words to ask questions: *Where can you write your ideas?* (in a notebook) *Who invented the light bulb?* (Thomas Edison) *Where can you get ideas from?* (nature, things we use every day, old objects) *Why is a drawing important?* (It can help you see your idea.) *Who can give us help and opinions?* (family and friends)
- In this activity, students will think about the process for inventing something. If you are using the TTL, project A. Ask students to look at the phrases in the box and then use the reading to decide which is the first in the sequence. Check everyone agrees and have students write it in the space.
- Have students work alone to decide on the correct order for the other phrases. Then ask them to compare their answers with a friend.
- To check answers, have students raise their hands to contribute one phrase each in the correct order. Ask if everyone agrees.

### Answers

- 1 have a good idea 2 draw a picture  
3 make a model 4 share your idea 5 try again

### B Read and complete.

- Have students work in groups to decide on answers to the first part of the diagram by referring to p. 18.
- Have students work independently to complete the spaces in the other parts. While they are doing this, draw the diagram on the board (at child-friendly height) or project it on the board.
- To check answers, invite students to come and write an item each on the board. Ask if everyone agrees.

### Answers

1 ideas; time; a notebook; a pencil 2 a problem; objects you use; animals; plants 3 draw a picture; make a model; test your idea; improve your idea; show it to friends/family

### C Think and discuss. How are these inventions helpful?



This activity allows students to explore the science objective of understanding how inventions help us.

- If possible, show students a picture of each invention. Ask them to match each picture to the name in their book.
- Tell students they are going to have a discussion about why these four inventions are useful.
- Read the example answer about parachutes. Then ask students for more suggestions for why parachutes are helpful. (getting help, food, and water to places where cars can't go; entertainment—parachute jumping; getting to places quietly with no one seeing you—secret agents!)
- Have students think about all the possible ways the other items can help us. Tell them they can make notes if they want to, and they can ask you for help with vocabulary.
- Then give students time to discuss their ideas in pairs or small groups. While they are doing this, write the other three inventions on the board with a circle around each one and space to write around them.
- Ask students for suggestions about any of the inventions. Involve as many students as possible. For each suggestion, write a key word or phrase on the board extending from the circle around the invention.

### Cool Down

Play *Find Someone Who*. Have students write down their favorite invention from the reading. Then ask them to mingle with the other students in the class, saying their choice and listening to the choices of others. When they find someone who likes the same invention as them, they sit down together and discuss why they chose it.

## Lesson 7 Walkthrough: Think Together

This lesson brings the unit full circle to consider the key concept question. This acts as the thread for all the lessons related to the readings. The teaching notes support you to address this question.

Students are also encouraged to revisit the Lesson 1 VTR image to see if their perceptions have changed or shifted now that they know more about the topic. Review their initial ideas and see if students can offer more information or link the image more explicitly to the unit's topic.

### Activity A Text Comparison

**Activity A** is a text-to-text comparison task which lays the foundations for more communicative comparison analysis in higher levels. Learning how to compare and contrast is an important skill which has been shown to: improve students' ability to memorize content; develop higher-order thinking skills; strengthen comprehension skills; and improve writing skills.

If you have not done the Two-Minute Review, it may be beneficial to have students brainstorm what they remember about both texts before you start.

### Activity B Speaking Routine

**Activity B** has a text-to-world base which is explored through a cooperative learning routine, such as Round Robin, Three-step Interview, or Numbered Heads Together (see **TB p. 20**). Cooperative learning routines create opportunities for purposeful communication and collaboration which encourages students to become actively engaged in their learning.

See **TB p. 21** for more about setting up class discussions and speaking routines.

### My Reading Journal

**My Reading Journal** allows students to give a personalized response to the readings and reflect on the unit as a whole. The goal is to foster self-reflection as a learning tool, to help students to see the importance of the learning process, to encourage them to think critically about texts and to express preferences, and motivate and empower them to want to learn more.

## Think Together

### Lesson Objectives

- to make connections between the readings
- to explore the key concept: *Why do people invent things?*
- to reflect on the unit and provide personal thoughts and opinions

### Warm Up

Have students look at the key concept question at the top of the page: *Why do people invent things?* Give students two minutes to discuss the answer in pairs, then bring the class together and ask them for their best idea. Write the reasons on the board in a spidergram.

#### A Read and match the inventions to the inventors.

Complete the *Invention* column. 

- Ask students how many inventions they can remember from both readings—have them raise their hands when they remember one. Write the inventions on the board.
- Have students identify Clara Doodle's invention in the box and write it in the table.
- Have students identify and complete the table for the other inventions.
- To check answers, draw or project the table on the board and invite students to complete the *Invention* column. Ask if everyone agrees.

#### Answers

See answers in B

#### B Look at A. What is the reason for each invention?

Complete the *Reason* column. 

- Ask students to look in the box, find the reason for Clara Doodle's alarm clock pillow (*to wake up on time*), and write it in the table.
- Have them identify the reasons for the other inventions. They can refer back to the readings if necessary.
- To check answers, invite students to complete the *Reason* column on the board. Ask if everyone agrees.

#### Answers

Clara Doodle: the alarm clock pillow; to wake up on time  
Karl Benz: the car; to travel quickly with no horses  
Leonardo da Vinci: the parachute; to travel in the air  
Thomas Edison: the movie projector; to show movies



#### C Think and share. Why are these inventions important?

Give reasons. Do a Round Robin.  

Students are going to make connections between what they know and what they have learned in the unit.

- Set the class up for a Round Robin cooperative learning routine (see TB p. 20).

- Elicit one or two ideas about why robots are an important invention. (they make work easier; they can do dangerous things or go to dangerous places for us, they can help people who can't do things for themselves, they can do things faster than people)
- Give students time to think about why each invention is important. Then put students in groups of four and demonstrate the Round Robin with one group. Ask *Why are robots important?* and point to each student in turn to give an answer.
- Have students do the Round Robin in their groups, focusing on one invention at a time. Then invite groups to share their ideas.

### My Reading Journal

Write three interesting things from this unit.

This task encourages students to review and remember what they learned. Tell the class one interesting thing that you learned from this unit; for example, *I learned that Leonardo da Vinci invented the parachute hundreds of years ago!* Have students look back at the readings to choose and write three interesting things they learned. Then have them compare with a friend. Ask some students to tell the class which three things they chose.

#### Example Answers

- 1 I learned that Thomas Edison invented the movie projector.
- 2 I learned that you can get ideas from animals and plants.
- 3 I learned that inventors make a plan.

What's an invention you want to know about?  
How can you learn about it?

This question focuses on personalization. Tell students about an invention you want to know more about (e.g. LED lights). Ask for suggestions about how you could learn about them. (use the internet, look in a book, ask someone who knows more than me about it)

Have students complete the sentences about the invention they'd like to learn more about. Help where necessary with vocabulary and phrasing. Then encourage students to compare with a friend. Invite students to share their ideas with the class.

#### Answers

Student's own answers

### Cool Down

Have students look back at the unit opener picture on pp. 8–9 or project it on the board. Ask if they now have more ideas about what's happening in the picture. (perhaps the books are notebooks with his ideas and drawings; perhaps the tea-making machine is a first model and he needs to improve it; perhaps he is concentrating so hard because he is trying to find a solution to a problem)