

3

Unit overview

Vocabulary

School subjects: art, English, geography, history, ICT (information and communication technology), maths, PE (physical education), science

Classroom objects: calculator, chair, desk, exercise book, pen, pencil, pencil case, rubber, ruler, whiteboard

Grammar

a / an

Plural nouns

have got affirmative and negative

Functions

In the classroom:

Teacher

Open/Close your books.

Look at the photos.

Read the text.

Work in pairs.

Put your hand up.

Be quiet.

Sit down. / Stand up.

Don't stand up.

Don't write in your books.

Student

Excuse me.

I haven't got a book.

I've got a question.

What page?

What's 'desk' in Spanish?

Sorry, Miss/Sir.

Skills

Reading: Understanding questions with *to be* and identifying answers; understanding texts about different types of schools

Listening: Understanding a description of a school

Writing: Describing your school

Speaking: Talking about which school you prefer and why

Pronunciation

/s/

Sustainable Development Goal 4

Quality education

Future skills

Future skills project 3: Creativity: using objects in a creative way

GSE Learning objectives

Development indicators

Speaking

- Can describe objects (e.g colour, number) with pictures to help. (GSE 19)
- Can answer short questions about basic personal information in one or two words. (GSE 19)
- Can show interest (using simple words and gestures). (GSE 26)
- Can ask about likes or dislikes in a simple way. (GSE 29)
- Can answer simple questions about their daily routines. (GSE 29)
- Can give a classmate instructions to complete a task using single words. (GSE 32)

- Use a few words to name, talk about or describe familiar situations.
- Use simple language to talk about and describe familiar objects and situations or express basic opinions or attitudes in short stretches of speech.
- Use simple language to inform, instruct or direct a listener.
- Use simple words and phrases in basic, brief social and interpersonal exchanges.
- Participate appropriately in simple social and interpersonal exchanges using simple language.

Writing

- Can copy short, printed, sentences using words I know. (GSE 13)
- Can write simple sentences about myself (from a written model). (GSE 26)
- Can write simple sentences about everyday objects (from a model). (GSE 27)
- Can write a simple sentence about daily routines/activities. (GSE 28)
- Can write simple sentences with a model to help. (GSE 29)

- Accurately copy out, trace or write letters and number symbols in isolation or to form simple words or phrases.
- Write simple sentences on familiar topics and situations.
- Use simple words and phrases in basic, brief written social and interpersonal exchanges.

3

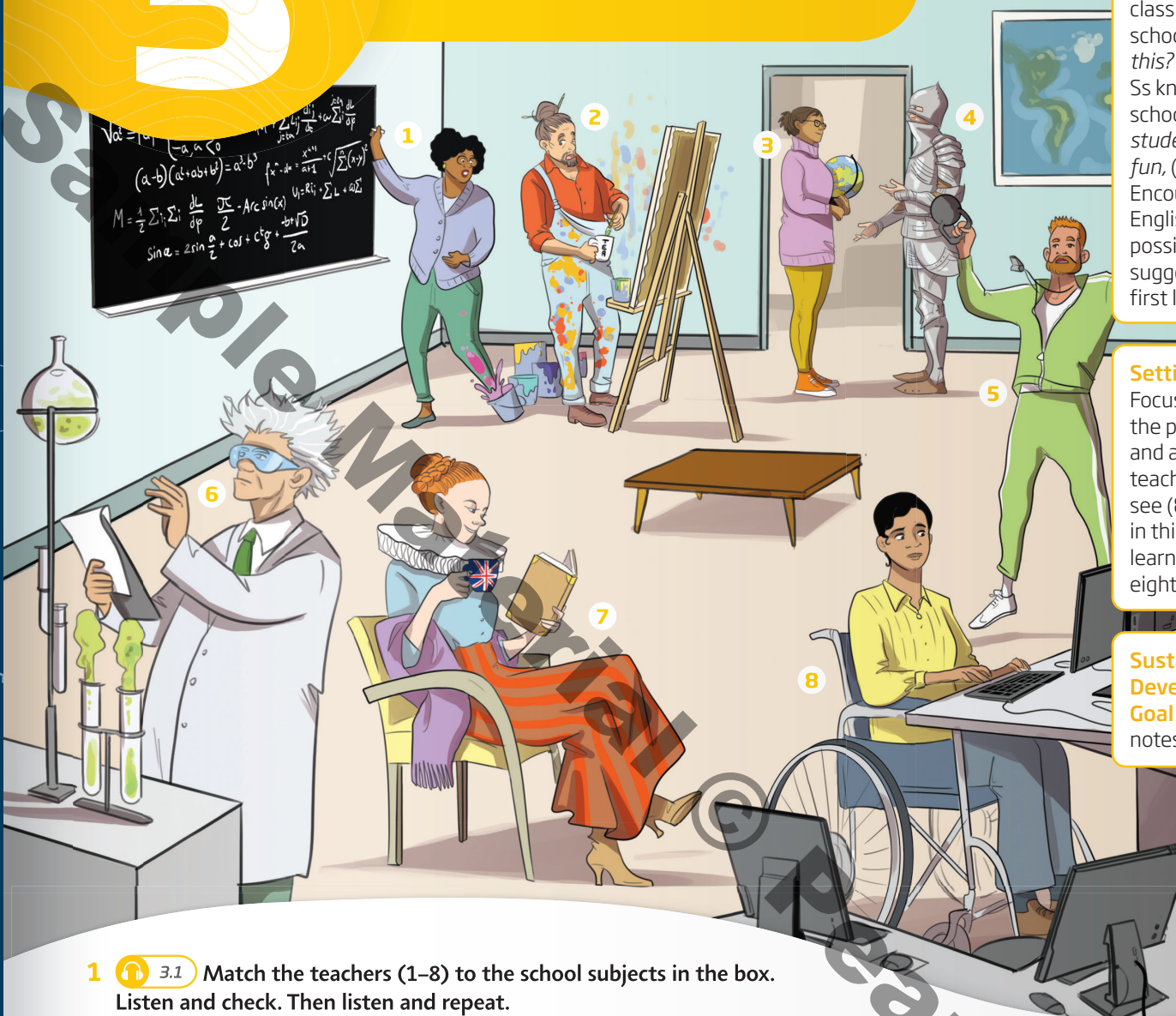
School life

Lesson goal: Ss can talk about school subjects.

Warm-up: Show the class a picture of a school and ask: *What's this?* Elicit any words Ss know connected to school, e.g. *teacher, students, friends, fun, (English) lessons.* Encourage Ss to use English as much as possible, but accept suggestions in their first language, too.

Setting the goal: Focus attention on the picture on p. 31 and ask Ss how many teachers they can see (8). Explain that in this lesson, Ss will learn the names of eight school subjects.

Sustainable Development Goal 4: Teaching notes page 167



1 3.1 Match the teachers (1–8) to the school subjects in the box. Listen and check. Then listen and repeat.

2 art 7 English 3 geography 4 history 8 ICT 1 maths 5 PE 6 science

2 3.2 Listen to six lessons. Write the school subject.

English 2 maths 4 ICT
1 geography 3 PE 5 history

3 **Your turn** Number the eight school subjects in Exercise 1 in order of preference for you (1 = favourite).

4 **Your turn** Ask and answer about the subjects.

- A What's your number 1 subject?
B My number 1 subject is art. It's great!
A What's your number 8 subject?

4 QUALITY EDUCATION



In the world, 2/3 of school children haven't got internet connection at home.

☐ I can talk about school subjects. **thirty-one 31**

Teacher's resources

- Teaching notes page 166
- Audioscript page 217

On the Portal:

- Sustainable Development Goals worksheet

Students' resources

- Workbook page 24

On the Portal:

- Digital Workbook

Reflecting on the goal: Write the goal on the board and say: *Is it true for you?* Ask Ss to show thumbs up or thumbs down to indicate their answer. You can ask them to do this with their eyes closed to allow shy Ss to show their true feelings. If there are a lot of thumbs down, reassure Ss that they will have more chances to practise the words throughout the unit.

Lesson goal:
Ss can name
classroom objects.

3

Vocabulary

Warm-up: Before the lesson, prepare pictures that show school subjects from the previous lesson. Stick them on the board and number each one. Say: *I'll say a number, you say the subject.* Say the numbers, in a random order, encouraging each S to say the subject each time.

Setting the goal:
Gesture to the room and say: *What's in our classroom?* Encourage Ss to name any classroom objects they know. Explain that in this lesson, they will learn how to name classroom objects.

Classroom objects

- 1 3.3 Match the photos (1–10) to the classroom objects in the box. Listen and check. Then listen and repeat.

4 calculator 9 chair 8 desk 3 exercise book 5 pen
2 pencil 7 pencil case 10 rubber 6 ruler 1 whiteboard



Exercise 3

- 1 a chair
- 2 a exercise book
- 3 b calculator
- 4 a pencil case
- 5 a pen

- 2 Complete the classroom objects with the missing letters.

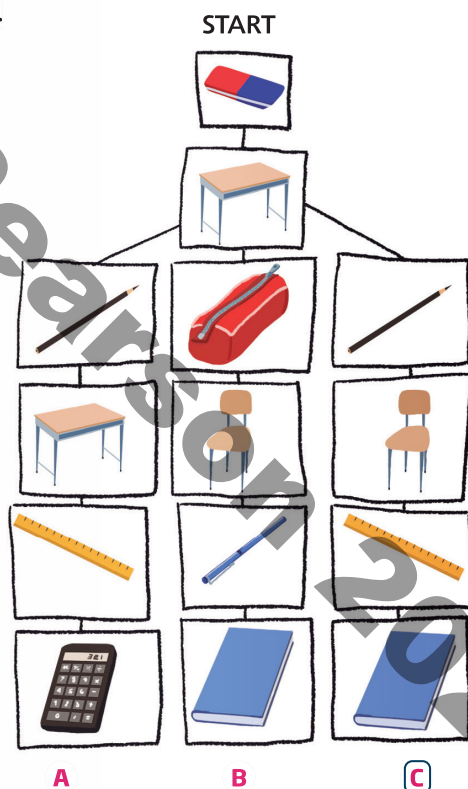
1 a chair
b pencil
2 a exercise book
b desk
3 a whiteboard
b calculator
4 a pencil case
b ruler
5 a pen
b rubber

- 3 3.4 Listen and choose the object from Exercise 2 you hear.

Fun time

- 4 3.5 Look at the maze on the right. You are at START. Listen to the instructions to the exit. Which exit is it: A, B or C?

- 5 A: give your partner instructions from START to exit A, B or C. B: follow the instructions and say the correct exit. Swap roles.



Fast finishers page 97

32 thirty-two ☐ I can name classroom objects.

Reflecting on the goal: Write the goal on the board. Gesture to the room and repeat the question: *What's in our classroom?* Ss should now be able to name more objects in English. Point out the words they didn't give you at the start of the lesson but can use now and praise them for the efforts they made in the lesson.

Teacher's resources

- Teaching notes page 167
- Audioscript page 217
- On the Portal:
 - Extra practice activities
 - Vocabulary game
 - Unit 3 Quick Test Vocabulary

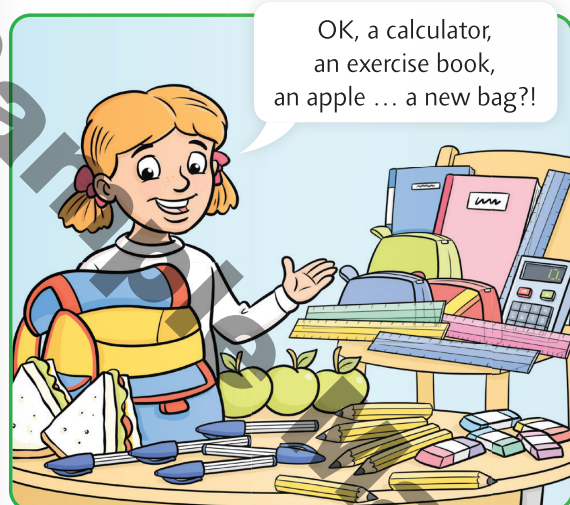
Students' resources

- Workbook pages 24–25
- On the Portal:
 - Digital Workbook
 - Extra practice activities
 - Vocabulary game

Grammar 1

Lesson goal: Ss can use *a / an* and plural nouns.

- 1 Look at the cartoon. Which objects can you name?



a / an

a bag	an exercise book
a ruler	an apple

- 2 3.5a Listen and look at the cartoon and the grammar box. Choose *a* or *an*.

- a* / an classroom
 1 *a* / an photo 4 *a* / *an* animal
 2 *a* / *an* uncle 5 *a* / an family
 3 *a* / an toy 6 *a* / an lesson

- 3 Complete the sentences with *a* or *an*.

- Jake is *a* teacher.
 1 He isn't *an* uncle.
 2 Our pet is *a* cat. Its name is Elmo.
 3 It isn't *a* pen. It's a blue pencil.
 4 Trudy is *an* animal – she's my dog!
 5 It's *an* apple. It's red!
 6 She's *a* student at our school.

Plural nouns

+ s	book pencil case	books pencil cases
+ es	class sandwich	classes sandwiches
-y + ies	country	countries

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- 4 Look at the cartoon and the grammar box. Count the objects and write the plural forms.

- 5 pens 3 *5* rubber *s*
 1 *6* pencil *s* 4 *3* apple *s*
 2 *2* sandwich *es* 5 *5* ruler *s*

Look!

- man → **men**
 woman → **women**
 child → **children**

- 5 3.6 **Pronunciation** Listen and repeat the chant with the /s/ sound.

Six serious **s**isters in a **s**cience lesson.
 Seven **s**cience students in a **s**erious school.

- 6 Write the plural of the words in brackets.

AMAZING GEOGRAPHY IN NUMBERS

- **2,300** = (language) **l**anguages in Asia.
 • **687** = (city) **c**ities in China.
 • **138** = (pyramid) **p**ramids in Egypt.
 • **24** = (country) **c**ountries in Africa.
 • **11** = (time zone) **t**ime zones in Russia.
 • **7** = (continent) **c**ontinents in the world.
 • **4** = (airport) **a**irports in London.

- 7 3.7 Which two facts in Exercise 6 are **not** correct? Listen and check. Correct the facts.
 54 countries in Africa, 6 airports in London

Fun time

- 8 In pairs, take turns to guess the objects in your partner's bag and pencil case.

- A** What's in my bag?
B Five books?
A No.
B OK, three books?

Warm-up: Prepare pictures of the classroom objects from the previous lesson. Stick 6–8 of the pictures on the board and check that Ss remember each word. When you say: 1, 2, 3, Go!, one S must jump up and say the first word. Then another S jumps up and says the second word. Any S can jump up at any time, but if two Ss jump up at the same time, the game starts again at the beginning. The class wins when a single student says the last word.

Setting the goal:

Hold up your bag and say: *It's a bag*. Pick up a second bag and say: *two bags*. Then hold up an exercise book and say: *It's an exercise book*. Pick up a second exercise book and say: *two exercise books*. Explain that in this lesson, Ss will learn how to use *a* and *an*, and plural nouns.

Fast finishers page 97

☐ I can use *a / an* and plural nouns. **thirty-three 33**

Teacher's resources

- Teaching notes page 168
- Audioscript page 217

On the Portal:

- Extra practice activities
- Grammar 3.1 worksheet
- Grammar map
- Unit 3 Quick Test Grammar 1

Students' resources

- Workbook page 26

On the Portal:

- Digital Workbook
- Extra practice activities

Reflecting on the goal: Read out the goal and ask Ss to write one sentence using *a* or *an* and one using a plural noun. Then ask them to show their sentences to a partner. Encourage them to help each other with any doubts or corrections. Finally, ask Ss to tell each other if they think they have achieved the lesson goal. They may do this in their first language.

Lesson goal: Ss can use *have got* and *haven't got*.

3

Grammar 2 presentation

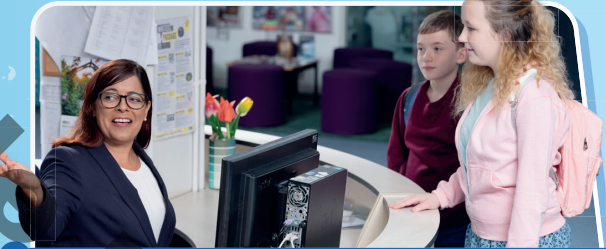


Warm-up: Prepare four cards with the following: +s, +es, +ies and *irregular*. Stick them up in the four corners of the room. Ask Ss to stand in the middle of the room. Say a singular noun. Ss move to the poster they think shows the correct rule. Each time, elicit the correct plural form from a S standing next to the correct poster. Repeat with different nouns from the previous lesson.

Setting the goal: Prepare some classroom objects and show them to the class: e.g. hold up a calculator and say: *It's a calculator*. Then hold the calculator close to you and say: *I've got a calculator*. *I haven't got two calculators*. Repeat with other items such as a pencil and a ruler. Explain that in this lesson, Ss will learn how to use *have got* and *haven't got*.

We've got time!

- 1
- Sam** Come on, Andy!
Andy Oh, am I late?
Sam Yes! We've got one hour for our history project now.
Andy We've got time, don't worry.



- 2
- Sam** Excuse me, where are the history books?
Ms Walker The history section is there.
Sam Thank you.
Andy Look, Sam, they've got lots of history books in this library!



- 3
- Andy** Sam?
Sam What is it?
Andy I haven't got a pencil!
Sam Here, I've got two pencils.
Andy Thanks.
Ms Walker Shhh ... Be quiet, please!
Andy Sam!
Sam What is it?
Andy I've got a music lesson now.
Sam What? So you *haven't* got time for our project!
Andy Sorry, but we've got time tomorrow before school.
Sam At six o'clock in the morning?!



- 4
- Andy** Oh no! Erm, Sam ...
Sam Don't tell me. You haven't got your library card!

Cool talk

Translate into your language.
Come on! lots of Sorry.

- 1 Look at the photos. Who are the people?
Andy, Sam, a teacher/librarian
- 2 12 3.8 Read, watch or listen.
Are the sentences true (T) or false (F)?
T Sam is late.
1 T Andy and Sam are at the library.
2 T Andy and Sam have got a history project.
3 F Sam has got a music lesson now.
4 F Andy has got his library card.



Story extra



Ms Walker says ...

- 3 13 3.9 Watch or listen to the extra scene. Tick (✓) the books the library has got.

- history ☒ geography ☒ art ☒
sport ☒ science ☒ dance ☐
French language ☐ maths ☒
computers and technology ☒

34 thirty-four

Teacher's resources

- Teaching notes page 169
- Audio-/Videoscript page 218

On the Portal:

- Extra practice activities
- Grammar 3.2 worksheet
- Grammar map
- Unit 3 Quick Test Grammar 2

Students' resources

- Workbook page 27

On the Portal:

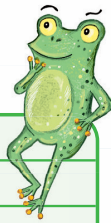
- Digital Workbook
- Extra practice activities

Grammar 2 practice

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3

have got affirmative and negative



+	I've got (have got) a pen.
	You've got (have got) a pen.
	We've got (have got) a pen.
	You've got (have got) a pen.
	They've got (have got) a pen.
-	I haven't got (have not got) a pen.
	You haven't got (have not got) a pen.
	We haven't got (have not got) a pen.
	You haven't got (have not got) a pen.
	They haven't got (have not got) a pen.

- 4 Read the story again and look at the grammar box. Complete the sentences.

Sam 'I've got two pencils.'

1 Andy 'We _____ time.'

2 Ms Walker 'We _____ a history section.'

3 Andy 'They _____ lots of books.'

4 Andy 'I _____ a pencil.'

5 Sam 'So you _____ time for our project.'

- 5 Write sentences with the correct form of *have got*.

I / two cousins X

I haven't got two cousins.

1 You / a blue bag ✓ You've got a blue bag.

2 They / a funny science teacher ✓ They've got a funny science teacher.

3 We / a black cat X We haven't got a black cat.

4 My parents / two cars X My parents haven't got two cars.

5 I / a brother ✓ I've got a brother.

- 6 Listen to Tom and Mia talking about their lessons. Can you find three mistakes in the timetable?

Class 5GE

Week 4 Timetable

Monday	Tuesday	Wednesday	Thursday
science	PE	science	history
maths	art	geography	English
Lunch			
ICT	English	maths	PE
ICT	history	English	ICT



- 7 Write three true sentences and two false sentences about the timetable in Exercise 6. Read your sentences to your partner. Your partner says 'true' or 'false'.

A They've got science on Tuesday morning.

B False. They've got art on Tuesday morning.

- 8 Your turn Create your ideal timetable. Tell your partner about your lessons.

Mon	Tues	Wed	Thurs	Fri
Lunch				

A OK, Monday morning.

B I've got art on Monday morning.

A I've got art, too!

Fast finishers page 98

☐ I can use *have got* and *haven't got*. thirty-five 35

Reflecting on the goal: Read out the goal and tell Ss that you would like to hear about their next school day. They should tell you one lesson they have got and one they haven't got. Give them a moment to think about what they are going to say. As they leave, stand by the door and have each S tell you their sentences. Reformulate any mistakes so that Ss hear the correct form and thank each student for sharing the information with you.

Individual learning:

Exercise 5

Make sure all Ss have their red Traffic light cards. Tell them that if they'd like some help with the exercise, they should place the red card on their desk so you know to go to them. Before the lesson, prepare an answer key so that Ss can check the answers by themselves.

Exercise 6

They haven't got PE on Tuesday morning, English on Wednesday afternoon or ICT on Thursday afternoon.

Lesson goal: Ss can understand and give classroom instructions.

3 Functions

Warm-up: Prepare some classroom objects such as pencils, rulers, pens, etc. Don't show them to Ss. Select an item or items and hold them behind your back. Invite Ss to guess what you are hiding. Write a model dialogue on the board to help Ss:

T I've got two things.
S You've got two pens.
T No.
S You've got a pen and a pencil.
T Yes!
Repeat with different objects.

Setting the goal: Show a gesture for one of the phrases in the lesson that your Ss will recognise, e.g. put your finger to your lips to show 'Be quiet'. Ask Ss to say what the gesture means, in English or in their first language. Explain that in this lesson, Ss will learn some useful classroom instructions.

In the classroom

1 Look at the photo. What classroom objects can you see?

Miss Davies Good morning.
Students Good morning, Miss.
Miss Davies Sit down, please. Now open your books.
Joe What page, Miss?
Miss Davies Erm ... Sshhh! Be quiet, please!
It's page 23, Joe.

Miss Davies OK, now look at the photos.
Mike Miss?
Miss Davies Put your hand up, please.
Mike Sorry, Miss? I've got a question.
Miss Davies OK. Yes?
Mike What's 'desk' in Spanish?

Miss Davies OK, close your books, please.
Students YES!!
Miss Davies Erm ... Don't stand up now. Wait! ...
OK, stand up, please.

Students Goodbye, Miss ...
Miss Davies Goodbye, class.



- 2 15 3.11 Read, watch or listen.
What lesson is it? a Spanish lesson
- 3 3.12 **Key expressions** Read the phrases in the box. Then underline the phrases in the dialogue. Then listen and repeat.

Teacher	Student
Open/Close your books.	Excuse me.
Look at the photos.	I haven't got a book.
Read the text.	I've got a question.
Work in pairs.	What page?
Put your hand up.	What's 'desk' in Spanish?
Be quiet.	Sorry, Miss/Sir.
Sit down. / Stand up.	
Don't stand up.	
Don't write in your books.	

4 Complete the dialogues. Then act them out in pairs.

- 1 **Teacher** Sit ¹ down and open your ² books, please.
Student What ³ page ?
Teacher It's page 45.
2 **Student** Excuse me.
Teacher Yes?
Student I ⁴ haven't got a pen.
Teacher Here, have this pen.

Fun time

- 5 Play the teacher game.
Take turns to stand up and give the class an instruction.
The class does the instruction.
Close your books!

36 thirty-six ☐ I can understand and give classroom instructions.

Reflecting on the goal: Read out the goal and say: *Let's check.* Give instructions from the lesson and allow some time for Ss to respond. Make a note of any phrases Ss found more challenging and aim to use these in upcoming lessons to give Ss further in-context practice.

Teacher's resources
• Teaching notes page 170

Students' resources
• Workbook page 28
On the Portal:
• Digital Workbook

Reading

1 Look at the questions. Which can you answer with Yes or No?

Are you from London? ✓

1 What is your favourite colour?

2 Is she your sister? ✓

3 Where is your teacher?

4 How old is your brother?

5 Are they in your class? ✓

2 Match the question words (1–4) to possible answers (a–e).

How many? — a 12 years old

1 Where? — b three students

2 How old? — c at school

3 Who? — d a science book

4 What? — e Ms Peters

3 It is the end of the first day of school for Richard. His dad has got lots of questions. Draw a line from the questions (1–5) to Richard's answers (a–g). There is one extra answer.



Is your new school nice?

1 Who is your teacher?

2 Is Mr White funny?

3 How many children are in your class?

4 Are all the children British?

5 What is your favourite subject?

a Yes, he is.

b It's science.

c Yes, it is.

d Yes, she is.

e About 25.

f No, they aren't. They're from different countries.

g Mr White. He's great.

Reading tip

Types of questions

Look carefully at the question words. First find the questions that have a Yes or No answer.

Then look at the question words again and think about the type of answer they need.

Warm-up: Write a word on a piece of paper, but don't show Ss what you wrote. Say: *It's a classroom object. Guess what it is.* Ask questions with *to be*. Write a prompt on the board: *Is it a pencil/ruler?* Invite Ss to ask you questions. When they ask about the correct word, you can show them the paper to confirm. Put Ss in pairs to repeat the activity.

Setting the goal:

Hold up a pen and ask: *Is it a pencil?* Elicit the answer. Ask: *Is it a pen?* Elicit the answer. Finally, ask: *How many pens?* Elicit the answer. Explain that in this lesson, Ss will learn to understand different questions with *to be* and identify answers.

☐ I can understand questions with the verb *to be* and identify answers. **thirty-seven 37**

Teacher's resources

- Teaching notes page 171

On the Portal:

- Skills and language support

Students' resources

- Workbook page 29

On the Portal:

- Digital Workbook

Reflecting on the goal: Read out the goal and write two questions on the board that use *to be*, one with a question word and one with a yes/no answer. Ask Ss how the two questions are different and elicit that the first question has a question word and we must answer it with specific information. The second question doesn't have a question word. We answer it with Yes or No.

Lesson goal: Ss can understand texts about different types of schools and describe them.

Warm-up: Give Ss 30–60 seconds to think of as many words as they can connected to school, then put them in pairs to make a list of all the words they know between them. Ask pairs to form groups of four, share their words and add any that are missing to their list. Finally, elicit all the ideas from Ss and write them on the board.

Setting the goal: Ask Ss to look at the photos and say: *Look at the classrooms. Are they the same as your classroom or different?* Use Ss' first language if necessary. Explain that in this lesson, Ss will read about different types of schools and classrooms, and write about their own school.

3 Culture and skills

WHAT IS A CLASSROOM?

Is your classroom big or small? What's in it? Have you got computers and whiteboards? What about desks and chairs? Look at these different classrooms:

School 1

Students at a school in Bali haven't got uniforms or traditional classrooms. Their classrooms haven't got walls! The school is beautiful and **modern**, with computers and technology. Lessons are **interesting**, but they aren't always in the classroom. Lessons about nature are in the garden. The students are happy and **relaxed**.



School 2

In a Japanese school, the children in the class are the same age. They've got desks, chairs and computers, and the children have got uniforms. Tests and exams are part of daily life and the homework is sometimes **difficult**. Students have got homework every day. School isn't **boring**, but it is hard work!



School 3

At a school in Finland, the children in a class are different ages. Classrooms aren't **traditional** because they haven't got desks and chairs, and different activities are in different areas. Students have got computers and books, but they haven't got uniforms or a timetable. Lessons aren't **easy**, but the children aren't **stressed out** because they've got a choice of lessons.



Glossary

What are these words in your language?

beautiful	hard work	uniform
choice	nature	wall
garden		

Teacher's resources

- **Teaching notes** page 171
- **On the Portal:**
 - Skills and language support

Students' resources

- **Workbook** page 30
- **On the Portal:**
 - Digital Workbook

Reading

1 **SEE • THINK • WONDER** Look at the photos on page 38 and do the task.

1 **SEE** Tick (✓) the objects you see.

- | | | | |
|---------------------------------|--------------------------------------|--------------------------------|-------------------------------------|
| <input type="checkbox"/> pencil | <input type="checkbox"/> pencil case | <input type="checkbox"/> desk | <input type="checkbox"/> calculator |
| <input type="checkbox"/> tree | <input type="checkbox"/> computer | <input type="checkbox"/> chair | <input type="checkbox"/> whiteboard |

2 **THINK** Where are the schools? Which is your favourite?

3 **WONDER** Why are they special?

2 Find these words in the texts. Then match them to their opposites.

- | | |
|---------------|----------------|
| traditional | a boring |
| 1 relaxed | b easy |
| 2 interesting | c modern |
| 3 difficult | d stressed out |

3 **3.13** Read and listen. Write *School 1*, *School 2* or *School 3* next to the sentences.

The students have got a lot of tests and homework. **School 2**

1 Children of different ages are in the same class. School 3

2 The students haven't got a timetable. School 3

3 Lessons about nature aren't in the classroom. School 1

4 The classrooms are very traditional. School 1

Reading tip

Predicting

Before you read, look at the photos. Photos can help you guess where the places in the text are.

Individual learning:

Exercise 1

Ss do the task individually. Encourage them to think about how they would answer the questions as they work. This will help them decide which questions they can answer with Yes or No more easily.

Feedback:

Exercise 3

Have all Ss answer at the same time by holding up one finger for School 1, two fingers for School 2 and three fingers for School 3.

Listening

4 **3.14** Listen to the description and complete the text about Miguel. Listen again and check.

My name is Miguel and my school is in **Mexico**. It's a modern school. We've got ¹ whiteboards in every classroom and a tablet for every student. Our classes are ² big. We've got about 25 students in a class. My favourite subject is ³ art, and my favourite teacher is Ms Perez. She's tall and her hair is ⁴ long and blonde. She's very ⁵ funny and her lessons are great!



5 **3.15** Listen to the same recording with a different accent. Can you hear the difference?



Writing

6 **Your turn** Write about your school. Use the description in Exercise 4 to help you. Include:

- name
- school
- classrooms
- favourite subject
- favourite teacher

My name is Katia and my school is in Argentina. ...

Speaking

7 **Your turn** Which school on page 38 is your favourite? Explain your answer to your partner.

- My favourite school is _____ because the school is / isn't _____.
- They 've got / haven't got _____.
- The lessons / classes / students are / aren't _____.

Peer learning:

Exercise 6

Display Ss' descriptions around the classroom and ask Ss to walk around and read them. Ask them to choose one description they like, write why on a sticky note (in their first language if necessary) and stick it next to the description. They should not put their name on the note. Encourage Ss to choose successful elements from each description to use the next time they do a writing task.

Reflecting on the goal: Ask Ss to choose one interesting piece of information from each reading text. Elicit answers from different Ss. Then read out the goal and ask them to think about whether they achieved it. You can explain that since they all came up with interesting information about the schools, they achieved the goal.

Word list activity:

Ask Ss to look at the word list on p. 107 and choose ten words they are less confident about. They should put them into a winding word snake, with 2-3 random letters between each word. They can then swap with a partner and find the hidden words.

Review Unit 3

Word list 3 page 107

Vocabulary

1 Write the names of the school subjects.



maths



1 history



2 geography



3 PE

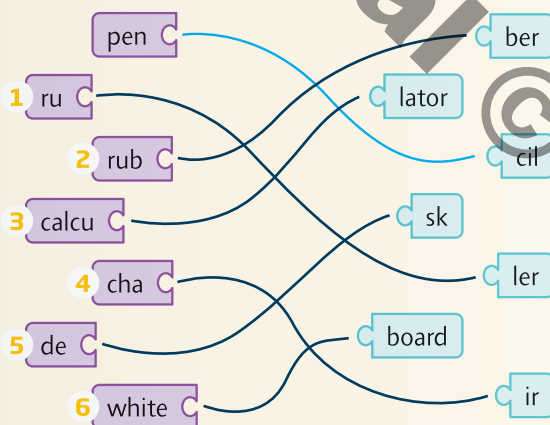


4 art



5 science

2 Match the fragments to make words.



Grammar

3 Complete the sentences with *a* or *an*.

Is it a pencil or a pen?

1 I've got a sandwich in my bag.

2 Is Asia a country?

3 My sister isn't a child, she's 21 years old!

4 I've got a bike and a ball.

5 I haven't got an aunt.

6 Our homework is an exercise on page 5.

4 Write the plural forms of the nouns in bold in Exercise 3.

pencils sandwiches, countries, children, bikes, aunts, exercises

5 Look at the class survey and complete the sentences.

Class survey				
Number of students	✓✓ ✓✓	✓✓	✓✓✓ ✓✓ ✓✓	✓✓✓ ✓✓

Four students **have got** blonde hair.

We **haven't got** 30 students in our class.

1 Two students **have got** red hair.

2 Seven students **have got** brown hair.

3 Five students **have got** black hair.

4 We **haven't got** 20 students in our class.

6 Use the prompts to write sentences with *have got* and *haven't got* so they are true for you.

In my country ...

classrooms / whiteboards

classrooms haven't got whiteboards.

1 teachers / tablets teachers have/haven't got tablets.

2 parks / cafés parks have/haven't got cafés.

3 houses / gardens houses have/haven't got gardens.

4 schools / uniforms schools have/haven't got uniforms.

5 students / tests every day students have/haven't got tests every day.

Functions

7 Match 1-5 to a-f to make instructions.

Sit a in pairs.

1 Open your b down.

2 Work c a question.

3 I've got d up.

4 Don't stand e books.

5 Put your f hand up.

40 forty

Teacher's resources

- Teaching notes page 172
- Future skills project 3 page 63

On the Portal:

- Unit 3 Tests

Students' resources

- Workbook page 31

On the Portal:

- Digital Workbook

Using objects in a creative way

A creative painting

Lesson goals

- Students can create a portrait.
- Students can use objects in a creative way.
- Students develop their creative thinking.

Future skills

Creativity: using objects in a creative way

Recycled vocabulary

Countries, nationalities, colours, classroom objects


Recycled grammar

have got affirmative



Materials

Printout of an Arcimboldo portrait, big pieces of paper, colouring pencils or markers

Warm-up

- Write the alphabet down the left-hand side of the board. Encourage students to help you by saying each letter before you write it. Give groups of four a piece of paper and ask them to copy the alphabet down the left-hand side of the paper. Point to the letter A and elicit any words students know that begin with that letter. Choose one and write it next to the letter. Tell groups that they have two minutes to write one English word for each letter. When the time is up, invite students to come to the board one by one to write one of their words on the board. Tell them that they can't repeat a word that is already on the board. Keep inviting different students until all their words have been added.
-  **Setting the goal** Draw a simple stick figure on the board with a lightbulb icon in a thought bubble. Ask students to suggest what the lesson will be about in their first language. Write the word *creativity* in English and the students' first language on the board and ask pairs to tell each other what it means to them. If necessary, give a short definition in their first language, e.g. *using your imagination or original ideas to create something*.
- Set some questions in the students' first language to get them thinking about creativity, e.g.:
 - *Are you a creative person?*
 - *Why do you think so?*
 - *Is creativity important? Why? In what situations?*
- Ask different students to share their answers with the class. Then tell students that in this lesson, they will work together on a project and they should focus on being as creative as possible.

Procedure

- **Step 1** Ask students to work individually to choose three words from the board and write them down. Then explain that they should draw a quick sketch to represent each word. Model this by writing three of the words on the board and representing each one with a sketch. Choose a concrete noun, an abstract noun and an adjective e.g., *pencil* (draw a pencil), *Wednesday* (draw what you usually eat on Wednesdays, e.g. spaghetti) and *grey* (draw an elephant). Explain, in the students' first language, the connection between the abstract noun and the adjective and the sketches. Ask students to draw their pictures, making sure they know they have to think more creatively for some of the words.
 - **Step 2** Demonstrate by pointing at your sketches on the board and saying: *I've got a pencil, I've got spaghetti and I've got an elephant*. Ask students to work in the same groups as in the warm-up to share their sketches and say what each one is. They will know the concrete nouns. For more creative ideas, allow them to use their first language.
 - **Step 3** Show the class an example of an Arcimboldo portrait and ask some questions, e.g.: *Do you like the painting? Is it creative? Why? / Why not?*
 - Tell students that they will make a portrait in the style of Arcimboldo in their groups. In their portrait, they can only use the objects they have sketched. Give each group a big piece of paper and ask them to draw an outline of a head and shoulders so that it fills the page. Model this on the board. Tell students that they need to fill the outline using only the objects their group members sketched in the previous step, and that they have to work collaboratively. Remind them about the Unit 1 Future skills lesson: in particular, they need to make sure everyone participates and everyone is involved in deciding where to place each item. They may also wish to allocate who will draw which items.
 - **Step 4** Display all the portraits gallery style around the classroom. Ask groups to split into pairs to view all the portraits. Give them two tasks to complete as they view the portraits:
 - 1 *Decide which portrait is the most creative.*
 - 2 *Name as many of the items as possible.* (Model the language you want them to use, e.g. *It's an elephant.*)
 -  **Feedback** Invite different students to tell the class which portrait they think is the most creative.
 -  **Reflecting on the goal** Give students some questions in their first language to help them reflect on the task. They should reflect individually before sharing ideas with their group. Suggested questions:
 - *How easy or difficult did you find the task?*
 - *Do you know any strategies to become more creative?*
- Wrap up the lesson by sharing some ways to develop creativity, e.g., journaling, practising mindfulness and working outside.