



 Understand and act out a dialogue (Lesson 3)



- Listen and read information about a balloon race (Lesson 4)
- Review countries of the world (Lesson 4)



- Review vocabulary: school subjects, character adjectives, transport, fruit and verbs (Lessons 1 and 2)
- Review the use of relative pronouns (Lesson 2)
- Review superlative adjectives (Lesson 3)
- Review 'must' and 'mustn't' for obligation (Lesson 4)



 Read personal descriptions and write a personal profile (Lesson 1)



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



 Learn about school fairs and balloon races (Lessons 2 and 3)

Vocabulary

Core vocabulary

balloon race, school fair; borrow, cook, drink, eat, sell tickets, sing, throw

Other vocabulary

air, at the same time, coconut shy, email address, heavy, helium, kilometres, latex, light, organic, paper, rules, winner; burst, degrade, explode, float away, label, land, let go, release, rise, tie the balloons together

Recycled vocabulary

brother, sister; bananas, chocolate, coconut, eggs, flour, pasta, pineapple, pizza, smoothies, sugar, tomatoes; Art, Geography, History, ICT, Maths, Science; active, confident, friendly, lazy, noisy, quiet, shy, tidy, unfriendly, untidy; dates; black / blonde / short / straight hair; guitar, Brazil, China, France, Germany, Italy, Mexico, Portugal, Russia

Structures

Core structures

What's (Tom) like? He's (a bit untidy, quiet and shy). What does (Jess) look like? She's got (straight blonde hair and brown eyes). She's (tall). He's / She's the person who's (buying a smoothie and has got straight blonde hair). It's the place where (you can win a coconut). It's a food that's (made from flour, eggs and sugar). It's something which (you use to take photos). You mustn't tie the balloons together. The balloons must be made of latex.

Other structures

There's going to be a balloon race. What's your favourite item of clothing? What do you like doing in your free time? Where do you live? What interesting things can you see there? How often do you use a computer? Which wild animals can you see in your country? Do you like music, art, films and plays? How do you help others? How do you look after the environment? What are your favourite natural places?

Thinking skills

Hypothesising (Lesson 1); Finding information (Lesson 1); Matching words and pictures (Lessons 1 and 2); Ordering information (Lesson 3); Analysing and applying rules (Lesson 4); Logical thinking (Lesson 4); Reflecting on learning (Lesson 4)

Cooperative learning

Working together (Lessons 1–4); Collaborating (Lessons 1–4); Checking learning (Lessons 1–4); Participating (Lessons 1–4); Helping and encouraging (Lessons 1–4); Reflecting and setting goals (Lesson 1–4)

Lesson 1

Key Competences and Key Learning Outcomes



· Review vocabulary: school subjects and character adjectives



- Read personal descriptions and find information
- Write a personal profile



 Ask and answer questions about the course characters

Kev language

- chocolate, eggs, pasta, pizza, smoothies, tomatoes; Art, Geography, History, ICT, Maths, Science; active, confident, friendly, lazy, noisy, quiet, shy, tidy, unfriendly, untidy; brown / black / blonde / short hair; brother, sister, school fair; dates
- What's (Tom) like? He's (a bit untidy, quiet and a bit shy). What does (Jess) look like? She's got (straight blonde hair and brown eyes). She's tall.

Materials

• Pupil's Book pp4-5; Activity Book p2; Class CD1; Teacher's App on Navio

At a Glance Lesson Plan

Starting the lesson

- · Greet the class.
- Set learning objectives.

Activity 1



- · Look at the photos.
- What are the people doing?
- Does your school have a fair?

Activity 2



- Read the profiles for Callum. Jess and Tom.
- Who's most like you?

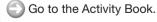
Activity 3



- Listen, answer and check.
- ► CD1 Track 1 p275

Activity 4

· Ask and answer.



Ending the lesson

Listen, answer and check.

· Review the lesson and reflect on learning.

Digital resources

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

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



Pupil's Book

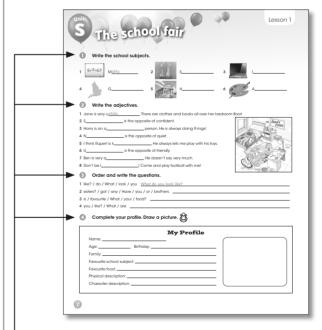


Extra activity

Extension

• Write a famous person's profile.

Activity Book



Activity 1



· Write the school subjects.

Activity 2

· Write the adjectives.

Activity 3

· Order and write the auestions.

Activity 4

• Complete your profile. Draw a picture.

Starting the lesson

Greet the class

• Introduce yourself and ask the pupils to tell you their names.

Set learning objectives.

• Say Today we're going to start our new English book. We're going to meet the main characters in the book and we're going to write about ourselves too.

Pupil's Book Activity 1



Look at the photos. What are the people doing? Does your school have a fair?

- (Books open.) Ask the pupils to look at the photos. Ask What's happening? (It's a school fair.) Ask them to look at the photos for one minute and try to remember as much as possible.
- (Books closed.) Ask What are the people doing? Can you remember? What objects can you remember?
- (Books open.) The pupils check their answers.
- Ask Does our school have a fair? If it does, ask the pupils to describe what happens.

Pupil's Book Activity 2



Read the profiles for Callum, Jess and Tom. Who's most like vou?

- Ask the pupils to look at the profiles for Callum, Jess and Tom. Ask them to find each child in the main photos. Ask What's Tom / Callum / Jess doing?
- Invite individual pupils to read each profile to the class. Check understanding of some of the words with the class. Ask What's the opposite of 'confident'? Can you find (smoothies) in the photo?

Pupil's Book Activity 3



Listen, answer and check.

- ▶ CD1 Track 1 p275
- Ask the pupils to look at the profiles for Callum, Jess and Tom. Ask How old is Callum? When's Jess's birthday?

• Tell the pupils that they are going to hear five more questions. Play the CD. Stop after the beep and ask a pupil the answer. Then play the answer. Repeat with the other questions.

Pupil's Book Activity 4



Ask and answer.



- Invite the pupils to read the speech bubbles.
- Ask the pupils to remember the information in the profiles.
- (Books closed.) In pairs, the pupils ask questions about Tom, Callum and Jess and see how much they can remember.

Activity Book



Activity 1

Write the school subjects.

- In pairs, ask the pupils to name as many school subjects as they can. Remind the pupils that English school subjects are divided differently to those in Spain. Ask Can anyone think of ten subjects?
- Check the answers with the class orally.
- The pupils complete the activity individually.

Answers: 1 Maths 2 Science 3 ICT 4 Geography 5 History 6 Art

Activity 2

Write the adjectives.

- Ask What are Callum, Jess and Tom like? Can you remember the adjectives they use on their profiles?
- Check the answers with the class orally.
- The pupils complete the activity individually. Check the answers with the class, asking the pupils to spell the words.

Answers: 1 untidy 2 Shy 3 active 4 Noisy 5 kind 6 Unfriendly 7 quiet 8 lazy

Activity 3

Order and write the questions.

- Ask the pupils to order the words to make questions.
- Check the answers with the class. The pupils can also ask the questions to each other as a preparation for the next task.

Answers: 1 What do you look like? **2** Have you got any brothers or sisters? **3** What is your favourite food? 4 What are you like?

Activity 4

Complete your profile. Draw a picture.



- The pupils complete their own profiles.
- The pupils can ask about each other in pairs. Encourage them to find two things that make them similar, and two things that make them different.

Ending the lesson

Review the lesson and reflect on learning.

- Say We've learnt about the new characters of our English course and we have read and written personal profiles.
- Ask Which was your favourite activity? Which activity was easy / difficult?

Extra activity



- Ask the pupils to imagine a famous person, either living or dead. Ask the pupils for a suggestion and work with them to produce a profile for that person. You will need to imagine many of the answers. Ask What was his / her favourite school subject? What does he / she look like?
- Now ask the pupils to do the same for someone else. They should write the profile in their notebooks.
- Invite the pupils to present their profiles to the class.



• Complete a listening and writing task on definitions



- Review vocabulary: transport, fruit, verbs
- Review and practise the use of relative



· Personalise ideas about a school fair



• Learn about school fairs

Kev language

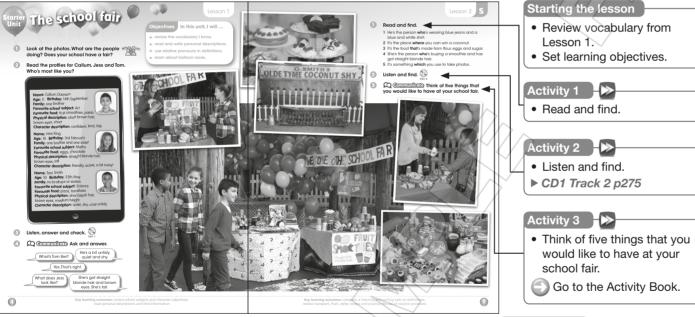
- bananas, coconut, eggs, flour, pineapple, sugar; borrow, cook, drink, eat, sell tickets, sing, throw; quitar: coconut shy
- He's / She's the person who's (buying a smoothie and has got straight blonde hair). It's the place where (you can win a coconut). It's a food that's (made from flour, eggs and sugar). It's something which (you use to take photos).

Materials

• Pupil's Book pp4-5; Activity Book p3; Class CD1; Teacher's App on Navio

At a Glance Lesson Plan

Pupil's Book



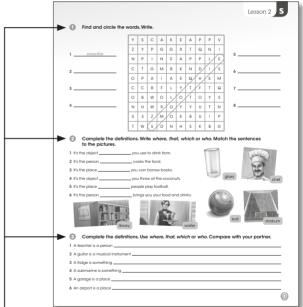
· Review the lesson and reflect on learning.

Reinforcement

• Play a guessing game.

Extra activity

Activity Book



Activity Book



Activity 1

• Find and circle the words. Write.

Activity 2

· Complete the definitions. Write where, that, which or who.

• Match the sentences to the pictures.

Activity 3

· Complete the definitions. Use where, that, which or who. Compare with your partner.

Digital resources

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

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

Ending the lesson



Starting the lesson

Review vocabulary from Lesson 1.

- (Books closed.) Ask questions about the profiles and the photos on Pupil's Book pages 4 and 5. See how much the pupils can remember. Ask Which child is the oldest? Who likes chocolate? What does Tom look like? What food can you remember? How many people are in the photos?
- Invite one pupil to open their book and ask more auestions.

Set learning objectives.

• Say Today we're going to remember how to use 'who', 'which', 'that' and 'where' in sentences.

Pupil's Book Activity 1



Read and find.

- Ask the pupils to read the sentences and find all five things in the photos. When they have all finished, they compare answers in pairs.
- Check the answers with the class. Check the meaning of 'coconut'. Ask What colour is the inside of a coconut? Explain that the place is called a 'coconut shy'.
- Ask What is the relative pronoun in sentence 1? Why is it 'who'? (Because it is a person.) Ask the same question for the other sentences. Make it clear to the pupils that 'that' and 'which' can be used interchangeably in these examples.

Pupil's Book Activity 2



Listen and find.

- ▶ CD1 Track 2 p275
- Tell the pupils that they are now going to hear some more definitions.
- Play the CD. Pause, if necessary, after each definition.
- Play the CD again. Invite different pupils to give the answer. Ask What is the relative pronoun in the sentence? Why?

Pupil's Book Activity 3



Think of five things that you would like to have at your school fair.

- Ask about school fairs. Ask Why do schools have fairs? (To raise money for the school or for charity.) Ask what 'charity' means. (People do activities to collect money for people who need it more than we do.) Schools also have fairs to have fun!
- The pupils think of five things they would like to have at a school fair in pairs.
- Ask the pupils to get into groups of four and compare lists. They agree which five things they would like to do. Encourage the pupils to make suggestions using 'Let's ...'.
- Ask the groups to share their ideas with the class.

Activity Book



Activity 1

Find and circle the words. Write.

- The pupils find, circle and write words from the lesson.
- · Check the answers as a class.

Answers: 1 smoothie 2 coconut 3 balloon 4 cake 5 pineapple 6 toys 7 books 8 camera

Activity 2

Complete the definitions. Write where, that, which or who. Match the sentences to the pictures.

• The pupils complete the sentences with the correct relative pronoun. Then they match them to the pictures.

Answers: 1 which / that; glass 2 who; chef 3 where; library 4 which / that; ball 5 where; stadium 6 who; waiter

Activity 3

Complete the definitions. Use where, that, which or who. Compare with your partner.

- The pupils write definitions of the words and compare them with a partner.
- Invite the pupils to read their definitions to the class.

Ending the lesson

Review the lesson and reflect on learning.

- Say We've learnt about relative pronouns and writing definitions.
- Ask Which was your favourite activity today? Which activity was easy / difficult?

Extra activity

Reinforcement

- Ask the pupils to work in pairs. They should write definitions of objects, people or places in the classroom for others to guess. (It's something which ... It's the person who ...) Ask each pair to write three sentences.
- Ask one pair to choose another pair. They each say three sentences and see which pair gets the most correct answers.





 Listen to and act out a conversation about balloon races



Review superlative adjectives



• Ask and answer personal information auestions



Learn about balloon races

Kev language

- confident / most confident, far / furthest, fast / fastest, funny / funniest, good / best, hot / hottest; balloon race, email address, float away, label, land, winner
- There's going to be a balloon race. What's your favourite item of clothing? What do you like doing in your free time? Where do you live? What interesting things can you see there? How often do you use a computer? Which wild animals can you see in your country? Do you like music, art, films and plays? How do you help others? How do you look after the environment? What are your favourite natural places?

Materials

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

At a Glance Lesson Plan

Pupil's Book

Starting the lesson

- Review relative pronouns.
- · Set learning objectives.

Activity 1

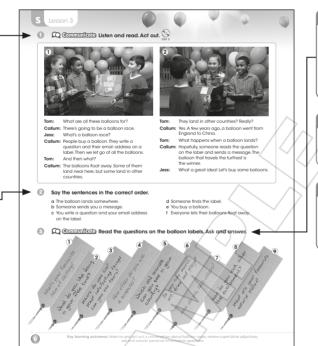


- · Listen and read
- ► CD1 Track 3 p275
- · Act out.

Activity 2



• Say the sentences in the correct order.



Activity 3



- Read the questions on the balloon labels.
- · Ask and answer.
- Go to the Activity Book.

Ending the lesson

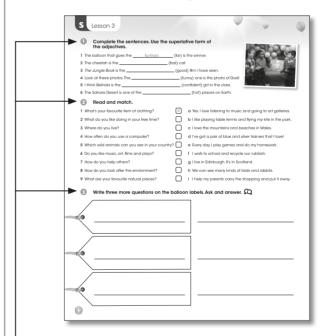
 Review the lesson and reflect on learning.

Extra activity

Extension

· Write and draw a sequence of balloon race instructions.

Activity Book



Activity Book



Activity 1 · Complete the sentences. Use the superlative form of the adjectives.

Activity 2

· Read and match.

Activity 3

· Write three more questions on the balloon labels. Ask and answer.

Digital resources

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

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



Starting the lesson

Review relative pronouns.

- Play a point and say game. Say Point to something that is orange. Then say Point to someone who's got long hair.
- Invite a pupil to say the sentences.
- Then change the sentence to **Say something that** is bigger than an aeroplane. Children put up their hands to answer.
- Invite the pupils to say other sentences using 'say' and 'point'.

Set learning objectives.

Say Today we're going to learn about balloon races.

Pupil's Book Activity 1



Listen and read. Act out.

- ▶ CD1 Track 3 p275
- (Books closed.) Write Balloon Race on the board. Ask the pupils to guess what it is. Ask for a lot of detail from the pupils and let them discuss and disagree between themselves. Write a few of the ideas on the board.
- (Books open.) Look at the photos with the pupils. Invite a pupil to describe Callum. Ask another two pupils to describe Jess and Tom.
- Say Let's listen to see if our ideas about balloon races are correct. Play the CD.
- Play the CD again if necessary. Ask the pupils if their ideas were correct.
- Put the pupils into groups of three. They read and act out the dialogue. Invite a group to perform it to the class.

Pupil's Book Activity 2



Say the sentences in the correct order.

- Ask the pupils to look at the sentences individually. They put the sentences in the correct order.
- Invite the pupils to share their answers.

Answers: ecfadb

Pupil's Book Activity 3



Read the questions on the balloon labels. Ask and answer.

- Explain that each child writes a question on their balloon label. Say Here are nine of the balloon labels.
- Read the guestions with the class and explain any. difficult words. Ask What is another way to say 'spare time'? What's the difference between a wild animal and a pet? What's the environment?
- Ask the pupils to look at the questions for a few minutes and think of some answers.
- The pupils ask and answer the questions about themselves in pairs.
- Check with the class. Invite a pupil to choose another pupil to ask the first question to. That pupil then chooses another pupil to ask the second question to. Continue this chain for all the questions.
- Ask the pupils to decide which is the most interesting question. Ask Can you think of any more interesting questions to ask?

Activity Book



Activity 1

Complete the sentences. Use the superlative form of the adjectives.

- Ask the pupils to look at the dialogue on page 6 of the Pupil's Book. Ask Can you find a superlative adjective? (Furthest.)
- To check meaning, ask Who is the fastest runner in the world? or Where is the highest mountain in the world?
- Remind the pupils that with short adjectives you add '-est' but with longer adjectives you use the word 'most'. For adjectives that end in '-y', you need to remove the '-y' and add '-iest'.
- The pupils complete the sentences.

Answers: 1 furthest 2 fastest 3 best 4 funniest 5 most confident 6 hottest

Activity 2

Read and match.

- The pupils read the questions and answers and match
- Check the answers by inviting pairs of pupils to read the questions and answers.

Answers: 1 d 2 b 3 q 4 e 5 h 6 a 7 i 8 f 9 c

Activity 3

Write three more questions on the balloon labels. Ask and answer.

- Individually, the pupils write three more questions.
- The pupils ask a partner their questions and note down the answers they receive.
- Invite some pupils to report back to the class giving the question they wrote and some of the answers they received.

Ending the lesson

Review the lesson and reflect on learning.

- Sav Todav we've learnt about balloon races and asked more personal information questions.
- Ask Which was your favourite activity today? Which activity was easy / difficult?

Extra activity

Extension

- Ask the class in pairs or in groups of three to create some visual instructions about how a balloon race works. They can do this as a sequence of pictures with text below.
- Ask the pupils to present their instructions to the class or put some of them up on the wall.



- Read an information text about the science behind balloon races
- Review countries and where they are



- Do a listening and completing task
- Review 'must' and 'mustn't'

Key language

- air, at the same time, balloon race, burst, degrade, explode, find / found, gas, heavy, helium, kilometres, label, latex, let go, light, organic, paper, release, rise, rules, tie the balloons together; Brazil, China, France, Germany, Italy, Namibia, Portugal, Russia
- You mustn't tie the balloons together. The balloons must be made of latex. There aren't any rules. The balloons usually burst.

Materials

 Pupil's Book p7; Activity Book p5; Class CD1; Teacher's App on Navio

At a Glance Lesson Plan

Starting the lesson

- · Review countries.
- Set learning objectives.

Activity 1



- Listen and read about balloon races.
- ► CD1 Track 4 p275
- Find the words in the text with these meanings.

Activity 2



• Read and say true or false.



Pupil's Book



 Name five countries that you think the balloons will go to.
 Go to the Activity Book.

Ending the lesson

Activity 3

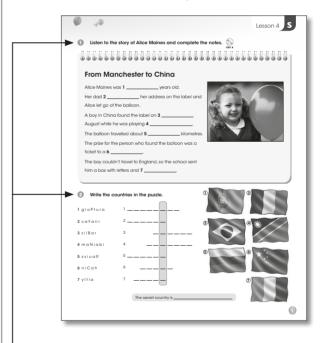
 Review the lesson and reflect on learning.

Extra activity

Reinforcement

• Play a country guessing game.

Activity Book



Activity Book Activity 1



 Listen to the story of Alice Maines and complete the notes.

▶ CD1 Track 5 p275

Activity 2

Write the countries in the puzzle.

Digital resources

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

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



Starting the lesson

Review countries.

- Remind the pupils that the balloons in the balloon race could land in different countries. Ask How many countries do you know in English?
- Play a chain game. Say that you are going to go round the class and each pupil has to name a country that has not yet been named. The pupils all stand up and sit down again when they are out. They will be out of the game if they repeat a country. The last pupil standing is the winner.

Set learning objectives.

 Say Today we are going to learn about the science of balloon races and review some countries of the world.

Pupil's Book Activity 1



Listen and read about balloon races. Find the words in the text with these meanings.

- ▶ CD1 Track 4 p275
- The pupils look at the photo of the balloons. Ask What's happening in the photo? (The balloons are rising into the air.) Ask Why do the balloons rise? Is the material inside the balloons important? Say that they need to listen and check the answers.
- Play the CD. Ask the pupils to follow the text. Check understanding by repeating the two questions.
- Ask the pupils to look at the text and find the words that are defined above. (Helium, burst, latex.)
- Ask Why are the balloons made of latex and the labels made of paper? How many balloons can there be in a balloon race?

Pupil's Book Activity 2



Read and say true or false.

- Invite the pupils to read the sentences. Don't let them say if they think the sentences are true or false yet.
- The pupils do the activity individually.

Answers: 1 true 2 true 3 false 4 false 5 true 6 true

Pupil's Book Activity 3



Name five countries that you think the balloons will go to.

- Review some countries by giving the pupils clues. Say Paris is in this country. People dance the Samba in this country. Invite some pupils to think of clues for countries too.
- In pairs, ask the pupils to choose five countries where they think the balloons will go to.
- The pupils share their ideas with the class.
- Then ask the pupils to flick through the book to see if they can tell where the balloons go. Ask them to look at the world map on pages 134-135 in the Activity Book and find the five countries that they chose.

Activity Book



Activity 1

Listen to the story of Alice Maines and complete the notes.

- ► CD1 Track 5 p275
- Ask the pupils Can you remember? In 2007, a girl released a balloon in Manchester. Where did it go? (China.) Tell them that they are going to hear some information about this. The pupils need to complete
- Play the CD. The pupils write the answers. Play the CD again.
- Ask the pupils if they think this is possible. Ask them what some people believe happened. (The balloon got stuck to a plane.)

Answers: 1 four 2 wrote 3 25th 4 basketball 5 9.500 6 zoo 7 pictures

Activity 2

Write the countries in the puzzle.

- Discuss using a capital letter. Say that in English a capital letter is also used for the nationality.
- The pupils complete the puzzle and then work out the secret country.

Answers: 1 Portugal 2 France 3 Brazil 4 Namibia 5 Russia 6 China 7 Italy The secret country is Germany.

Ending the lesson

Review the lesson and reflect on learning.

- Say Today we've learnt about the science and rules of balloon races.
- Ask Which was your favourite activity today? Which activity was easy / difficult?

Extra activity

Reinforcement

- Play a country guessing game. Ask the pupils to prepare some facts about a country of their choice. This could be done for homework. They have to write five facts. The first needs to be a difficult clue, the next one a little easier and so on. They can use the Internet to research the facts with their family at home.
- When the pupils bring their facts to class, they will need to read the clues out one by one and see how many clues people need to guess the country. You could do this as a team game with each team having one guess after each clue.



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