



A new project

Unit overview

Key Competences and Key Learning Outcomes



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



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



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



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



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



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

Vocabulary

Core vocabulary

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

Other vocabulary

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

Recycled vocabulary

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

Structures

Core structures

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

Other structures

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

Recycled structures

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

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



Thinking skills

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



Cooperative learning

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

Key Competences and Key Learning Outcomes

- Understand and act out a dialogue
- Review and learn things you see in a town or city
- Set learning outcomes and reflect on learning
- Think about the importance of protecting natural habitats
- Express personal opinions and preferences

Key language

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

Materials

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

At a Glance Lesson Plan

Pupil's Book

Activity Book

Starting the lesson

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

Activity 1

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

Activity 2

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

Activity 3

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

Activity 4

- Which six things do the children see during the hot-air balloon ride?
- Listen and find out.
- ▶ **CD1 Track 2 p275**

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.



Unit 1 A new project

Objectives In this unit, I will ...

- > name things I see in a town or city.
- > listen to descriptions and identify people.
- > use question tags.
- > learn about global e-projects.

Lesson 1

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

- 1 What can you see in the photo?
- 2 What are the people going to do?
- 3 Have you ever had a ride in a hot-air balloon?
- 4 Would you like to have a ride in a hot-air balloon? Why? / Why not?

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

- 1 When can you have a hot-air balloon ride?
- 2 How long does the ride last?
- 3 Can children ride alone?
- 4 Which animals will people help if they have a hot-air balloon ride?

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

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

5 Communicate Ask and answer questions about where you live.

Are there any statues in our town?
Yes, there are a few statues in our town.

Key learning outcomes: review town and city language; review there is / aren't; read a poster and find information

Lesson 2

1 Read and identify the person in the queue.

Emma usually plays tennis on Saturday morning, but today she's waiting in the queue to have a ride in the hot-air balloon. She likes photography so she's carrying a camera. She wants to take lots of photos when she's in the air. Can you see her?

2 Listen and identify other people in the queue.

3 Read and answer these questions about Activity 1.

- 1 What's Emma's routine on Saturday morning? Do we use the present simple or the present continuous to talk about routines?
- 2 What's Emma doing now? Do we use the present simple or the present continuous to talk about things that are happening now?
- 3 Do we use the verbs want and like in the present simple, present continuous or both?

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

climb	climb	work	understand	believe	swim	know	want	prefer	eat	travel	go
Only present simple	Present simple and present continuous										

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

- 1 Which activities do you dislike doing? Why? Why not?
- 2 Do you prefer taking photos or making videos? Why?
- 3 Do you think hot-air balloons are dangerous? Why? / Why not?
- 4 What do you want to do this weekend? Why?

Key learning outcomes: complete a listening task about identifying people; review verbs in present simple and present continuous

Activity 5

- Ask and answer questions about where you live.
- ▶ Go to the Activity Book.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Extension**
- Create an alphabet list of things you see in a town or city.

Unit 1 A new project

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

- 1 nulten
- 2 ekast rapk
- 3 umtisda
- 4 cyeel apht
- 5 cyratof
- 6 eurgas

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

HOT-AIR BALLOON RIDES

Have you ever wanted to ride in a 1 hot-air balloon? There are hot-air balloon rides at 2 the park today. The hot-air balloon rises 150 metres so you'll have a fantastic view of 3 the town. The tickets are £25 for adults and only £15 4 for children. However, all children must have 5 an adult with them. The money will help protect local 6 birds, so come along and have fun!

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

- 1 (cycle paths) there _____ in my town.
- 2 (department store) _____
- 3 (statues) _____
- 4 (skate park) _____
- 5 _____
- 6 _____

Activity Book

Activity 1

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

Activity 2

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

Activity 3

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

Detailed Lesson Plan

Starting the lesson

Remember the course book characters.

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

Set learning outcomes.

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

Pupil's Book Activity 1

Look at the photo and read. Answer the questions.

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

Pupil's Book Activity 2

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

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

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

Pupil's Book Activity 3

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

▶ CD1 Track 1 p275

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

Pupil's Book Activity 4

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

▶ CD1 Track 2 p275

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

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

Pupil's Book Activity 5

Ask and answer questions about where you live.

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

Activity Book

Activity 1

Order the letters and write the words from the lesson.

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

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

Activity 2

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

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

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

Activity 3

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

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

Ending the lesson

Review the lesson and reflect on learning.

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

Extra activity

Extension

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

Detailed Lesson Plan

Starting the lesson

Review things I see in a town or city.

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

Set learning outcomes.

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

Pupil's Book Activity 1

Read and identify the person in the queue.

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

Pupil's Book Activity 2

Listen and identify other people in the queue.

► CD1 Track 3 p275

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

Pupil's Book Activity 3

Read and answer these questions about Activity 1.



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

Pupil's Book Activity 4

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

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

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

Pupil's Book Activity 5

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

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

Activity Book

Activity 1

Read and circle the correct tense.

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

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

Activity 2

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

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

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

Activity 3

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

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

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

Activity 4

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

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

Ending the lesson

Review the lesson and reflect on learning.

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

Extra activity

Reinforcement

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

Key Competences and Key Learning Outcomes

- Use the present passive to ask and say which languages are spoken in a country
- Complete a form
- Set learning outcomes and reflect on learning
- Review and learn the names of countries and languages
- Understand that people can make a difference in their community
- Learn about global projects and how children around the world can communicate

Key language

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

Materials

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

Optional materials

- World map

At a Glance Lesson Plan

Starting the lesson

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

Activity 1

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

Activity 2

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

Activity 3

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

Pupil's Book

S Lesson 3

1 Listen and read. Answer the questions.

Mr Owen: What did you do at the weekend, Jess?
 Jess: I had a hot-air balloon ride in the park.
 Mr Owen: Really? Was there a special reason for the ride?
 Jess: Yes, the money from the hot-air balloon rides is going to be used to protect wild birds.
 Tom: It's a great project. We'd like to find out how other people help in their communities.
 Mr Owen: I know about a global project called 'Make a difference'. Schoolchildren from different countries write and share their ideas about helping in the community. Their logo is a hot-air balloon. Why don't you join?
 Callum: It sounds amazing! And we can learn about life in other countries, too.

1 Who was in the park at the weekend?
 2 Why was the hot-air balloon ride a good idea?
 3 What's the global project called?
 4 What can you do if you join the project?

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

Welcome to the *Make a difference* project!

Do you know that there are schools around the world that are helping their local communities? Here's a list of the exciting projects organised by schools participating in the *Make a difference* project:

Project: Posters for passengers Country: Belgium Official languages: French, Dutch, German	Project: Theatre fun Country: Japan Official language: Japanese	Project: An 'almost new, safe' country of the UK Country: the UK Official language: English
Project: Sport for everyone Country: China Official language: Chinese	Project: Reading is cool! Country: Egypt Official language: Arabic	Project: Let's clean up! Country: Ecuador Official language: Spanish
Project: A community garden Country: Mexico Official language: Spanish	Project: A helping hand Country: Scotland Official languages: English, Gaelic, Scots	Project: Computer lessons Country: Sweden Official language: Swedish

Why don't you join our project and tell us how you're making a difference in your community? You can practise your English, too. To join, your class teacher must complete the online form at register/makeadifference.com

3 Communicate Play a memory game in pairs. Ask and answer.

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

Key learning outcomes: listen to and answer questions about helping communities, review countries and languages spoken there, ask and answer questions about languages

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Extension**
- Do more research on world languages.

Activity Book

S Lesson 3

1 Find and circle the countries. Write.

1 _____ Mexico _____

2 _____

3 _____

4 _____

5 _____

F	G	U	S	A	T	B	A
E	K	E	S	L	E	H	
M	E	X	T	C	O	L	D
A	G	W	N	O	M	G	D
V	F	S	C	T	A	T	T
O	P	U	H	L	U	L	
R	T	E	I	A	S	M	J
Y	L	F	N	N	P	G	A
E	C	U	A	D	O	R	P
O	S	H	G	U	I	P	A
T	T	S	W	E	D	E	N

6 _____

7 _____

8 _____

9 _____

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

1 (China) Chinese is spoken in China.

2 (Japan) _____

3 (Scotland) _____

4 (Belgium) _____

5 (Egypt) _____

6 (Ecuador) _____

7 (Sweden) _____

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

'Make a difference' project application form

1 Name of school: _____

2 Town: _____ 3 Country: _____

4 Teacher's name: _____

5 Number of pupils in class: _____ 6 Grade / course: _____

7 Why you want to join: _____

Activity Book: After you read

Activity 1

- Find and circle the countries. Write.

Activity 2

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

Activity 3

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

Digital resources

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

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



Detailed Lesson Plan

Starting the lesson

Review names of countries in English.

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

Set learning outcomes.

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

Pupil's Book Activity 1

Listen and read. Answer the questions.

► CD1 Track 4 p275

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

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

Pupil's Book Activity 2

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

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

Pupil's Book Activity 3

Play a memory game in pairs. Ask and answer.

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

Activity Book

Activity 1

Find and circle the countries. Write.

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

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

Activity 2

Which languages are spoken in these countries? Write sentences.

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

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

Activity 3

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

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

Ending the lesson

Review the lesson and reflect on learning.

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

Extra activity

Extension

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

Key Competences and Key Learning Outcomes

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

Key language

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

Materials

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

Optional materials

- Dice

At a Glance Lesson Plan

Starting the lesson

- Review countries and languages.
- Set learning outcomes.

Activity 1

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

Activity 2

- Read and find out.

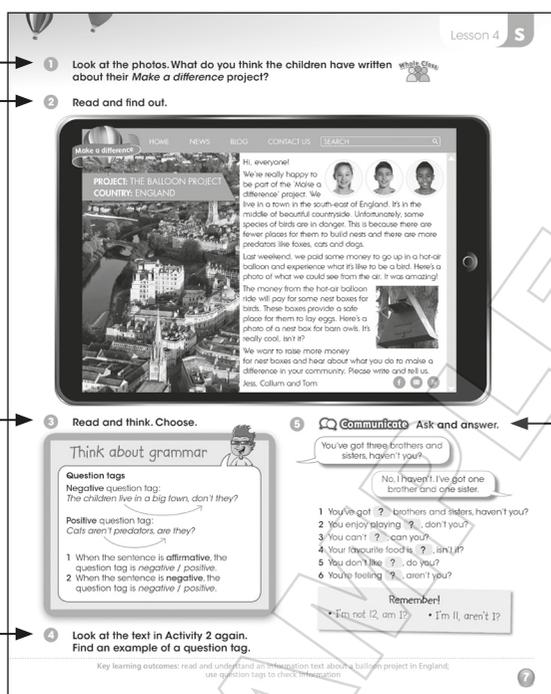
Activity 3

- Read and think.
- Choose.

Activity 4

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

Pupil's Book



Lesson 4 S

- Look at the photos. What do you think the children have written about their *Make a difference* project?
- Read and find out.
- Read and think. Choose.

Think about grammar

Question tags

Negative question tag:
The children live in a big town, don't they?

Positive question tag:
Cats aren't predators, are they?

1 When the sentence is affirmative, the question tag is negative / positive.
2 When the sentence is negative, the question tag is negative / positive.

Remember!
I'm not (I, am I)? • I'm ill, aren't I?
- Look at the text in Activity 2 again. Find an example of a question tag.
Key learning outcomes: read and understand an information text about a balloon project in England; use question tags to check information.

Communicate Ask and answer.

You've got three brothers and sisters, haven't you?
No, I haven't. I've got one brother and one sister.

- You've got ? brothers and sisters, haven't you?
- You enjoy playing ? , don't you?
- You can't ? , can you?
- Your favourite food is ? , isn't it?
- You don't like ? , do you?
- You're feeling ? , aren't you?

Activity 5

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

Ending the lesson

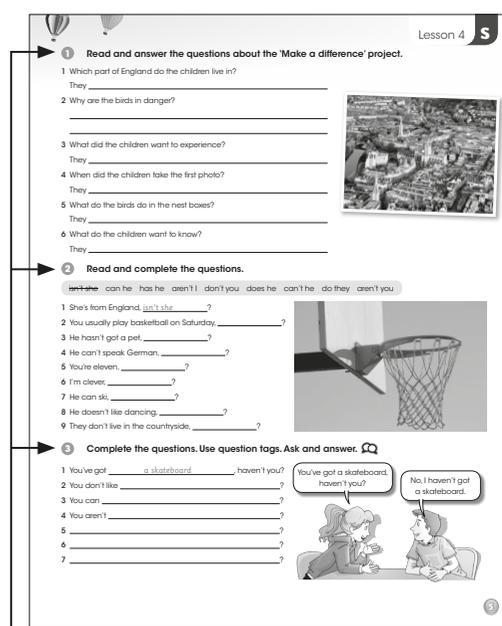
- Review the lesson and reflect on learning.

Extra activity

Reinforcement

- Play a question tag game.

Activity Book



Lesson 4 S

- Read and answer the questions about the 'Make a difference' project.
 - Which part of England do the children live in?
They _____
 - Why are the birds in danger?

 - What did the children want to experience?
They _____
 - When did the children take the first photo?
They _____
 - What do the birds do in the nest boxes?
They _____
 - What do the children want to know?
They _____
- Read and complete the questions.

_____ can he / has he / aren't! / don't you / does he / can't he / do they / aren't you?

 - She's from England, isn't she _____?
 - You usually play basketball on Saturday, _____?
 - He hasn't got a pet, _____?
 - He can't speak German, _____?
 - You're eleven, _____?
 - I'm clever, _____?
 - He can ski, _____?
 - He doesn't like dancing, _____?
 - They don't live in the countryside, _____?
- Complete the questions. Use question tags. Ask and answer. **IQ**
 - You've got _____ a skateboard, _____ haven't you?
You've got a skateboard, _____ haven't you?
No, I haven't got a skateboard.
 - You don't like _____, _____?
 - You can _____, _____?
 - You aren't _____, _____?
 - _____?
 - _____?
 - _____?

Activity Book

Activity 1

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

Activity 2

- Read and complete the questions.

Activity 3

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

Digital resources

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

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



Detailed Lesson Plan

Starting the lesson

Review countries and languages.

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

Set learning outcomes.

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

Pupil's Book Activity 1

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

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

Pupil's Book Activity 2

Read and find out.

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

Pupil's Book Activity 3

Read and think. Choose.

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

Pupil's Book Activity 4

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

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

Pupil's Book Activity 5

Ask and answer.

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

Activity Book

Activity 1

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

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

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

Activity 2

Read and complete the questions.

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

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

Activity 3

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

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

Ending the lesson

Review the lesson and reflect on learning.

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

Extra activity

Reinforcement

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

Date: _____

Unit: _____

1 What did my pupils learn in this unit?

2 How did my pupils work? (✓)

individually in pairs in small groups
 in large groups as a class

3 Which key competences did my pupils develop? Give a score from 1 to 5 (5 being the highest).Competence in linguistic communication Competence in mathematics, science and technology Digital competence Learning to learn Social and civic competences Sense of initiative and entrepreneurship Cultural awareness and expression **4 Which lessons / activities were the most successful and why?**

5 Which lessons / activities did my pupils find the most difficult and why?

6 What did I try in the classroom for the first time? How did it go?

7 Which resources did I find most useful? (including webpages)

8 What could I do differently next time I teach this unit?
