

Unit S The school fair

Unit overview

Key Competences and Key Learning Outcomes



- 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)

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

Key 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.
- Go to the Activity Book.

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

The Pupil's Book pages are divided into two sections: Starter Unit and Lesson 1. The Starter Unit features a large photo of a school fair with various stalls like 'G. SMITH'S OLDE TYME COCONUT SHY' and 'FRUIT'. Below the photo are profiles for Callum Dawson, Jess King, and Tom Smith, each with their name, age, birthday, family, favourite school subject, favourite food, physical description, and character description. Lesson 1 includes objectives, a 'Read and find' exercise with five numbered tasks, a 'Listen and find' exercise, and a 'Communicate' task where students think of five things they would like to have at their school fair. At the bottom, there are key learning outcomes for both sections.

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Extension**
- Write a famous person's profile.

Activity Book

The Activity Book page is titled 'Unit 1 The school fair Lesson 1'. It contains four main exercises: 1. Write the school subjects (with icons for Maths, Science, Literature, Geography, History, Art); 2. Write the adjectives (with numbered sentences and a bedroom photo); 3. Order and write the questions (with numbered questions and blank lines for answers); 4. Complete your profile. Draw a picture (with a 'My Profile' form and a drawing box).

Activity Book

Activity 1

- Write the school subjects.

Activity 2

- Write the adjectives.

Activity 3

- Order and write the questions.

Activity 4

- Complete your profile. Draw a picture.

Detailed Lesson Plan

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 you?

- 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

Extension

- 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.

Key Competences and Key Learning Outcomes



- Complete a listening and writing task on definitions



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



- Personalise ideas about a school fair



- Learn about school fairs

Key language

- bananas, coconut, eggs, flour, pineapple, sugar; borrow, cook, drink, eat, sell tickets, sing, throw; guitar; 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

Starter Unit **The school fair**

Lesson 1

Objectives In this unit, I will ...

- review the vocabulary I know.
- read and write personal descriptions.
- use relative pronouns in definitions.
- learn about balloon races.

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

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

Name: Callum Davson
Age: 11 **Birthday:** 16th September
Family: one brother
Favourite school subject: Art
Favourite food: hot smoothies, pasta
Physical description: short brown hair, brown eyes, short
Character description: confident, kind, tidy

Name: Jess King
Age: 10 **Birthday:** 3rd February
Family: one brother and one sister
Favourite school subject: Maths
Favourite food: eggs, chocolate
Physical description: straight blonde hair, brown eyes, tall
Character description: friendly, active, a bit noisy!

Name: Tom Smith
Age: 10 **Birthday:** 25th May
Family: no brother or sister
Favourite school subject: Science
Favourite food: pizza, tomatoes
Physical description: short black hair, brown eyes, medium height
Character description: quiet, shy, a bit un tidy

3 Listen, answer and check.

4 **Communicate** Ask and answer.

What's Tom like? He's a bit untidy, quiet and shy.
Yes, that's right.
What does Jess look like? She's got straight blonde hair and brown eyes. She's tall.

Lesson 2

1 Read and find.

- He's the person who's wearing blue jeans and a blue and white shirt.
- It's the place where you can win a coconut.
- It's the food that's made from flour, eggs and sugar.
- She's the person who's buying a smoothie and has got straight blonde hair.
- It's something which you use to take photos.

2 Listen and find.

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

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

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

Key learning outcomes: complete a listening and writing task on definitions; review transport, fruit, verbs, nouns and practise the use of relative pronouns.

Ending the lesson

- 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

Starting the lesson

- Review vocabulary from Lesson 1.
- Set learning objectives.

Activity 1

- Read and find.

Activity 2

- Listen and find.
- ▶ CD1 Track 2 p275

Activity 3

- Think of five things that you would like to have at your school fair.
- ➔ Go to the Activity Book.

Extra activity

Reinforcement

- Play a guessing game.

Activity Book

Lesson 2

1 Find and circle the words. Write.

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

1 smoothie _____ 5 _____

2 _____ 6 _____

3 _____ 7 _____

4 _____ 8 _____

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

- It's the object _____ you use to drink from.
- It's the person _____ cooks the food.
- It's the place _____ you can borrow books.
- It's the object _____ you throw at the coconuts.
- It's the place _____ people play football.
- It's the person _____ brings you your food and drinks.

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

- A teacher is a person _____
- A guitar is a musical instrument _____
- A fridge is something _____
- A submarine is something _____
- A garage is a place _____
- An airport is a place _____

Activity Book

Activity 1

- Find and circle the words. Write.

- Match the sentences to the pictures.

Activity 2

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

Activity 3

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

Detailed Lesson Plan

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 questions.

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.

Key Competences and Key Learning Outcomes

-  Listen to and act out a conversation about balloon races
-  Review superlative adjectives
-  Ask and answer personal information questions
-  Learn about balloon races

Key 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

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.


Pupil's Book

S Lesson 3

1  Communicate Listen and read. Act out.

1 


Tom: What are all these balloons for?
Callum: There's going to be a balloon race.
Jess: What's a balloon race?
Callum: People buy a balloon. They write a question and their email address on a label. Then we let go of all the balloons.
Tom: And then what?
Callum: The balloons float away. Some of them land near here, but some land in other countries.

2 

Tom: They land in other countries? Really?
Callum: Yes. A few years ago, a balloon went from England to China.
Tom: What happens when a balloon lands?
Callum: Hopefully, someone reads the question on the label and sends a message. The balloon that travels the furthest is the winner.
Jess: What a great idea! Let's buy some balloons.

2 Say the sentences in the correct order.

- The balloon lands somewhere.
- Someone sends you a message.
- You write a question and your email address on the label.
- Someone finds the label.
- You buy a balloon.
- Everyone lets their balloons float away.

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

- What is your favourite item of clothing?
- What do you like doing in your free time?
- Where do you live?
- 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?

6 Key learning outcomes: listen to and act out a conversation about balloon races; review superlative adjectives; ask and answer personal information questions.

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


S Lesson 3

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

- The balloon that goes the furthest (far) is the winner.
- The cheetah is the fastest (fast) cat.
- The Jungle Book is the best (good) film I have seen.
- Look at these photos. The funniest (funny) one is this photo of Dad!
- I think Belinda is the most confident (confident) girl in the class.
- The Sahara Desert is one of the hottest (hot) places on Earth.

2 Read and match.

- What's your favourite item of clothing? a Yes, I love listening to music and going to art galleries.
- What do you like doing in your free time? b I like playing table tennis and flying my kite in the park.
- Where do you live? c I love the mountains and beaches in Wales.
- How often do you use a computer? d I've got a pair of blue and silver trainers that I love!
- Which wild animals can you see in your country? e Every day, I play games and do my homework.
- Do you like music, art, films and plays? f I walk to school and recycle our rubbish.
- How do you help others? g I live in Edinburgh. It's in Scotland.
- How do you look after the environment? h We can see many kinds of birds and rabbits.
- What are your favourite natural places? i I help my parents carry the shopping and put it away.

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

4

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.



Detailed Lesson Plan

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: e c f a d b

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

Answers: 1 d 2 b 3 g 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.

- Say **Today 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.

Key Competences and Key Learning Outcomes



- 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

Lesson 4 S

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

- a light gas
- to explode
- the material that balloons are made of

Balloon races

How does a balloon race work?
The balloons have got a gas called helium inside them. Helium is lighter than air. Each balloon usually rises about eight kilometres and then bursts, but some travel a long way and land in other countries.

What are the rules for balloon races?

- The balloons must be made of latex and the labels must be made of paper.
- Latex and paper are organic, so they will degrade naturally.
- The balloons shouldn't have the string attached when they're released.
- You mustn't tie the balloons together.
- You mustn't let go of more than 5,000 balloons at the same time.

FUN FACT
In 2007, a four-year-old girl released a balloon in Manchester, England. A boy found the balloon six weeks later. The boy lived in China, 9,500 km away!

2 Read and say *true* or *false*.

- 1 Air is heavier than helium.
- 2 The balloons usually burst.
- 3 There aren't any rules for balloon races.
- 4 It's OK to tie the balloons together.
- 5 It's OK to release 4,000 balloons at the same time.
- 6 A boy in China found a balloon that a girl released in Manchester.

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

Key learning outcomes: read an information text about the science behind balloon races; review countries; review 'must' and 'mustn't'

Activity 3

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

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

- Play a country guessing game.

Activity Book

Lesson 4 S

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

From Manchester to China

Alice Maines was 1 _____ years old.
Her dad 2 _____ her address on the label and Alice let go of the balloon.
A boy in China found the label on 3 _____ August while he was playing 4 _____.
The balloon travelled about 5 _____ kilometres.
The prize for the person who found the balloon was a ticket to a 6 _____.
The boy couldn't travel to England, so the school sent him a box with letters and 7 _____.

2 Write the countries in the puzzle.

1 gl eP lura	1	_____
2 eeFanr	2	_____
3 zilBar	3	_____
4 maNiabi	4	_____
5 ssiuaR	5	_____
6 niCah	6	_____
7 yllia	7	_____

The secret country is _____

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.



Detailed Lesson Plan

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 the notes.
- 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.

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?
