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CAMBRIDGE Global English

Teacher's Resource 5

Nicola Mabbott with Helen Tiliouine



Second edition

Digital access



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Endorsed for teacher support

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CAMBRIDGE **Global English**

for Cambridge Primary English as a Second Language

Teacher's Resource 5

Nicola Mabbott

Series Editor: Kathryn Harper

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Digital resources

↓ The following items are available on Cambridge GO. For more information on how to access and use your digital resource, please see inside front cover.

Active learning

Assessment for Learning

Developing learner language skills

Differentiation

Improving learning through questioning

Language awareness

Metacognition

Skills for Life

Letter for parents

Lesson plan template

Curriculum framework correlation

Scheme of work

Audio files and audioscripts

Progress tests 1–3 and answers

Progress report

Learner's Book answers

Workbook answers

Word list

You can download the following resources for each unit:

Differentiated worksheets and answers

Photocopiables

Sample answers

End-of unit tests and answers



> Introduction

Welcome to the new edition of our Cambridge Global English series.

Since its launch, the series has been used by teachers and learners in over 100 countries for teaching the Cambridge International English as a Second Language curriculum framework.

This exciting new edition has been designed by talking to Global English teachers all over the world. We have worked hard to understand your needs and challenges, and then carefully designed and tested the best ways of meeting them.

As a result of this research, we've made some important changes to the series, whilst retaining the international and cross-curricular elements which you told us you valued. This Teacher's Resource has been carefully redesigned to make it easier for you to plan and teach the course. It is available in print for all Stages.

The series still has extensive digital and online support, including Digital Classroom which lets you share books with your class and play videos and audio. This Teacher's Resource also offers additional materials, including tests, available to download from Cambridge GO. (For more information on how to access and use your digital resource, please see inside front cover.)

The series uses successful teaching approaches like active learning and metacognition and takes a 21st Century Skills approach, with a focus on developing critical thinking skills. This Teacher's Resource gives you full guidance on how to integrate them into your classroom.

Formative assessment opportunities help you to get to know your learners better, with clear learning intentions and success criteria as well as an array of assessment techniques, including advice on self and peer assessment.

Clear, consistent differentiation ensures that all learners are able to progress in the course with tiered activities, differentiated worksheets, open-ended project tasks and advice about supporting learners' different needs.

All our resources are written for teachers and learners who use English as a second or additional language. In this edition of Global English we focus on four aspects of language:

- there is more grammar presentation and practice in the Workbook and on the Digital Classroom
- we have introduced scaffolded writing lessons with models of a range of text types
- we have retained the literature lessons
- and we have worked to ease the transition between stages, especially between primary and secondary.

We hope you enjoy using this course.

Eddie Rippeth

Head of Primary and Lower Secondary Publishing, Cambridge University Press



> About the authors



Jane Boylan

Jane Boylan is a freelance author, consultant, and creator of ESL materials for print and digital resources. She has worked for a range of publishers and educational organisations, creating and developing language learning materials for young learners and teachers of English. She has taken a leading role in educational resource projects for specific cultural contexts in East Asia, the United Arab Emirates, Pakistan, West Africa and Kazakhstan, consulting on content development and classroom application. Formerly, Jane worked on British Council teacher development projects primarily in East Asia, managing, writing and delivering a diverse range of training courses to state sector primary and secondary teachers of English. Earlier in her career, she worked as an English language teacher in Spain, Portugal, Thailand and Vietnam.



Claire Medwell

Passionate about quality English teaching, **Claire Medwell** is a teacher, teacher trainer and independent materials writer. She has 26 years of experience in ELT and ESL specializing in infant and primary learners.

Her publications include Cambridge Global English stages 4-6 and the New Fun Skills 1 and 2.



Nicola Mabbott

Nicola is a linguist who began her teaching career in Nottingham, England in 1998, teaching English as a Foreign Language to young adults. Since then, she has taught learners of all abilities and ages (from kindergarten age to retired adults) in Italy. She also regularly works as a Tutor in English for Academic Purposes, mainly at University of Nottingham.

Nicola has been writing for a variety publishers in the UK and Italy – mostly resources for teachers of EFL to young learners and adolescents – for over 10 years. These resources include games, quizzes, communicative activities, worksheets, self study resources, short stories and reading and listening activities for school course books.

Nicola has a passion for language and languages and also works as a translator.



Kathryn Harper

Kathryn Harper is a freelance writer, publisher and consultant. Early on in her career, she worked as an English Language teacher in France and Canada. As an international publisher at Macmillan and Oxford University Press, she published teaching materials for Europe, the Middle East, Africa, Pakistan and Latin America. Her freelance work includes publishing reading schemes, writing electronic materials, language courses and stories for markets around the world. Her primary French whiteboard course for Nelson Thornes, *Rigolo*, won the 2008 BETT award. She also volunteers as an English teacher for child refugees and a mentor for young African writers.



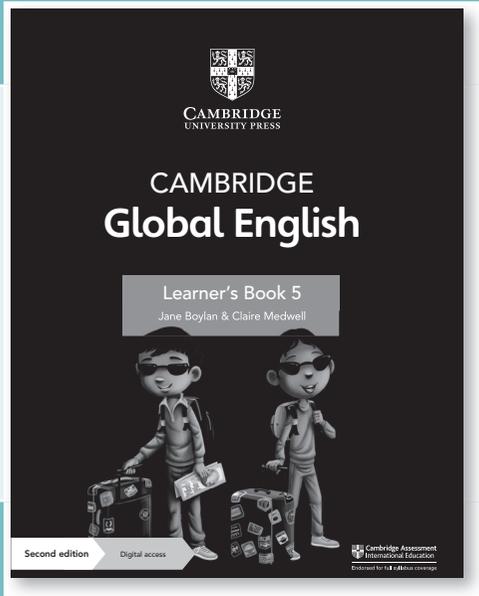


Helen Tiliouine

Helen Tiliouine is an experienced teacher and writer of test materials. She is currently Chair for Cambridge English Young Learners Reading and Writing exams at Cambridge Assessment. She has been Chair for Cambridge Secondary Checkpoint tests and a writer for Cambridge Primary Checkpoint tests.

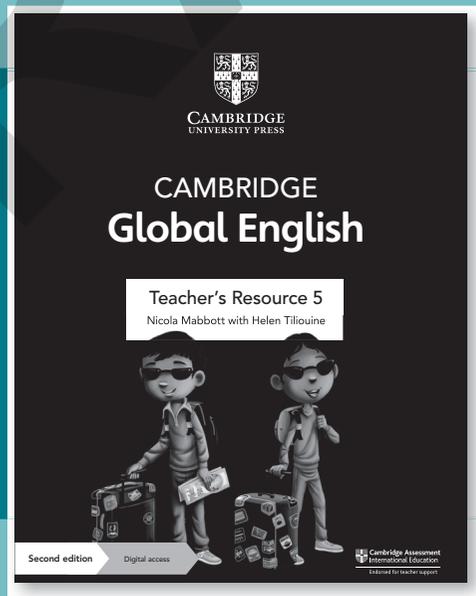
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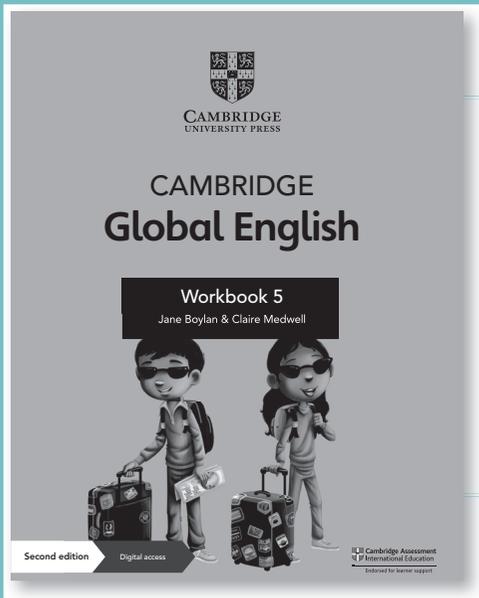
> How to use this series



The Learner's Book is designed for students to use in class with guidance from the teacher. It offers full coverage of the curriculum framework. The cross-curricular content supports success across the curriculum, with an international outlook. There is a focus on critical thinking, reading and writing skills with a literature section in every unit and a scaffolded approach the development of written skills, with model texts. End of unit projects provide opportunities for formative assessment and differentiation so that you can support each individual learners' needs.

The write-in Workbook offers opportunities to help students consolidate what they have learned in the Learner's Book and is ideal for use in class or as homework. It provides grammar presentations and plenty of differentiated grammar practice at three tiers so that learners have choice and can support or extend their learning, as required. Activities based on Cambridge Learner Corpus data give unique insight into common errors made by learners.

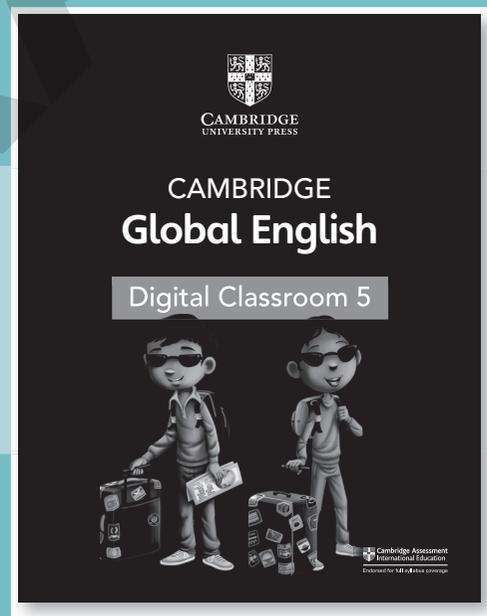




In the print Teacher's Resource you'll find everything you need to deliver the course, including teaching ideas, answers and differentiation and formative assessment support. Each Teacher's Resource includes

- A print book with detailed teaching notes for each topic
- A digital edition with all the material from the book plus editable unit and progress tests, differentiated worksheets and communicative games

The Digital Classroom is for teachers to use at the front of the class. It includes digital versions of the Learner's Book and Workbook, complete with pop-up answers, helping you give instructions easily and check answers. Zoom in, highlight and annotate text, and support better learning with videos, grammar slideshows and interactive activities.



↓ A letter to parents, explaining the course, is available to download from Cambridge GO (as part of this Teacher's Resource).

> How to use this Teacher's Resource

This Teacher's Resource contains both general guidance and teaching notes that help you to deliver the content in our Cambridge Global English resources. Some of the material is provided as downloadable files, available on **Cambridge GO**. (For more information about how to access and use your digital resource, please see inside front cover.) See the Contents page for details of all the material available to you, both in this book and through Cambridge GO.

Teaching notes

This book provides **teaching notes** for each unit of the Learner's Book and Workbook. Each set of teaching notes contains the following features to help you deliver the unit.

The **Unit plan** summarises the lessons covered in the unit, including the number of learning hours recommended for the lesson, an outline of the learning content and the Cambridge resources that can be used to deliver the lesson.

Lesson	Approximate number of learning hours	Outline of learning content	Learning objectives	Resources
1.1 What are you like?	1–1.5	Talk about our personalities	5Sc.01 5Ld.04 5Wca.04	Learner's Book Lesson 1.1 Workbook Lesson 1.1 Digital Classroom: Slideshow – Personal qualities; Activity – Guess the personality!

The **Background knowledge** feature provides information which helps the teacher to familiarise themselves with the cross-curricular and international content in the unit.

Learners' prior knowledge can be informally assessed through the **Getting started** feature in the Learner's Book.

The **Teaching skills focus** feature covers a teaching skill and suggests how to implement it in the unit.

BACKGROUND KNOWLEDGE

It is useful to have a good understanding of a range of different literary genres (historical fiction, traditional folk and fairy tales and myths, science fiction, mystery stories, fantasy fiction, adventure stories).

TEACHING SKILLS FOCUS

The challenge with active learning is to stop yourself telling learners things that they could discover for themselves.

Reflecting the Learner's Book, each unit consists of multiple lessons.

At the start of each lesson, the **Learning plan** table includes the learning objectives, learning intentions and success criteria that are covered in the lesson.

It can be helpful to share learning intentions and success criteria with your learners at the start of a lesson so that they can begin to take responsibility for their own learning

LEARNING PLAN		
Learning objective	Learning intentions	Success criteria
5Sc.01 5Ld.04 5Wca.04	<ul style="list-style-type: none"> Speaking: Give more detailed information about themselves and others using a sequence of sentences. 	<ul style="list-style-type: none"> Learners can give more detailed information about their personality and other people's personalities using a sequence of sentences.

There are often **common misconceptions** associated with particular grammar points. These are listed, along with suggestions for identifying evidence of the misconceptions in your class and suggestions for how to overcome them. At Cambridge University Press, we have unique access to the Cambridge Learner Corpus to help us identify common errors for key language groups. 

Misconception	How to identify	How to overcome
<i>About, for and of</i> are often incorrectly used with <i>worried, happy or excited</i> .	If learners are prone to making this mistake, write examples of their errors on the board and elicit the correct form.	Practise using these forms, for example in sentences or in the Workbook pages 12–13.

For each lesson, there is a selection of **starter ideas**, **main teaching ideas** and **plenary ideas**. You can pick out individual ideas and mix and match them depending on the needs of your class. The activities include suggestions for how they can be differentiated or used for assessment. **Homework ideas** are also provided.

<p>Starter ideas</p> <p>Adjectives fun (5 minutes)</p> <ul style="list-style-type: none"> Pre-teach/ elicit what an adjective is and elicit examples of adjectives used for personal qualities. Allow pairs of learners a couple of minutes to write down all the adjectives they can think of. Build up a list of adjectives on the board. Include the adjectives that learners will meet in Lesson 1 (see Vocabulary list above). 	<p>Main teaching ideas</p> <p>1 Write three adjectives to describe yourself (5 minutes)</p> <ul style="list-style-type: none"> Circulate and offer support while learners write their three adjectives, without showing their partner. Encourage them to use their three adjectives in sentences, giving reasons for choosing them, for example: <i>I think I'm hardworking because...</i> When learners have finished, tell them to share their sentences with a partner and see how similar they are.
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The **Language background** feature contains information to help you present the grammar in the unit.

LANGUAGE BACKGROUND

Common dependent prepositions

After the adjectives *worried, happy and excited*, we use the preposition *about* to say that we feel those things **about something**. For example, you might say: *I'm worried/happy/excited **about** your visit.*

The **Cross-curricular links** feature provides suggestions for linking to other subject areas.

CROSS-CURRICULAR LINKS

Citizenship: Learners express their own opinions and views on issues that affect themselves and their society.

> **Differentiation ideas:** This feature provides suggestions for how activities can be differentiated to suit the needs of your class.

> **Critical thinking opportunities:** This feature provides suggestions for embedding critical thinking and other 21st century skills into your teaching and learning.

> **Assessment idea:** This feature highlights opportunities for formative assessment during your teaching.

> **Digital Classroom:** If you have access to Digital Classroom, these links will suggest when to use the various multimedia enhancements and interactive activities.

Answers: Answers to Learner's Book exercises can be found integrated within the lesson plans and Learner's Book and Workbook answer keys are also available to download.

Digital resources to download

This Teacher's Resource includes a range of digital materials that you can download from Cambridge GO. (For more information about how to access and use your digital resource, please see inside front cover.) This icon  indicates material that is available from Cambridge GO.

Helpful documents for planning include:

- **Letter for parents:** a template letter for parents, introducing the Cambridge Global English resources.
- **Lesson plan template:** a Word document that you can use for planning your lessons. Examples of completed lesson plans are also provided.
- **Curriculum framework correlation:** a table showing how the Cambridge Global English resources map to the Cambridge English as a Second Language curriculum framework.
- **Scheme of work:** a suggested scheme of work that you can use to plan teaching throughout the year.

Each unit includes:

- **Differentiated worksheets:** these worksheets are provided in variations that cater for different abilities. Worksheets labelled 'A' are intended to support less confident learners, while worksheets labelled 'B' are designed to challenge more confident learners. Answer sheets are provided.
- **Photocopiable resources:** these can include communicative language game, templates and any other materials that support the learning objectives of the unit.
- **Sample answers:** these sample writing answers contain teacher comments, which allow learners and teachers to assess what 'good' looks like in order to inform their writing.
- **End-of-unit tests:** these provide quick checks of the learner's understanding of the concepts covered in the unit. Answers are provided. Advice on using these tests formatively is given in the Assessment for Learning section of this Teacher's Resource.
- **Self-evaluation checklists:** checklists for learners to use to evaluate their writing and project work.

Additionally, the Teacher's Resource includes:

- **Progress test 1:** a test to use at the beginning of the year to discover the level that learners are working at. The results of this test can inform your planning.
- **Progress test 2:** a test to use after learners have studied Units 1-5 in the Learner's Book. You can use this test to check whether there are areas that you need to go over again.
- **Progress test 3:** a test to use after learners have studied all units in the Learner's Book. You can use this test to check whether there are areas that you need to go over again, and to help inform your planning for the next year.
- **Progress report:** a document to help you formatively assess your classes' progress against the learning objectives.
- **Audioscripts:** available as downloadable files.
- **Answers to Learner's Book questions**
- **Answers to Workbook questions**
- **Wordlists:** an editable list of key vocabulary for each unit.

In addition, you can find more detailed information about teaching approaches.

 **Audio** is available for download from Cambridge GO (as part of this Teacher's Resource and as part of the digital resources for the Learner's Book and Workbook).

 **Video** is available through the Digital Classroom.

The collage features five overlapping worksheet pages:

- Photocopiable 1: Are you worried about...**
 - Aim:** Practise asking questions using adjectives from Lesson 1 (generous, shy, lazy, calm) and adjectives + prepositions from Lesson 2 (worried about, surprised with, excited about, good at).
 - Preparation time:** 5 minutes
 - Language focus:** Adjectives, adjective + prepositions
 - Materials:** One Are you worried about learner could focus on one topic.
 - Procedure:**
 - Give one Are you worried about
 - Remind learners of the rules
 - First, demonstrate the activity answer 'Yes' or 'No'. In their that less confident learners
 - Allow learners 10–15 minut dictionary. In their groups,
 - While learners ask the que question forms, prepositio
 - At the end of the activity,
- End of Unit 1 test**
 - Name _____ Date _____
 - Vocabulary 1**
 - Read the sentences about people and circle the correct word for each space.
 - Example:**
 - 0 My brother is not hardworking and he never wants to do anything – he's very _____
 - a talkative b confident c lazy
 - 1 I like meeting new people because I'm _____!
 - a quiet b nervous c outgoing
- End of Unit 2 test**
 - Name _____ Date _____
 - Vocabulary 1**
 - Read the sentences about feeling ill and circle the correct word for each space.
 - 1 I've got a blocked nose and a sore throat. I must _____
 - a shiver b cold
 - 2 My little brother has always got a _____
 - a lost b sick
 - 3 Giorgio can't speak because he has _____
 - a hurt b lost
 - 4 I've eaten three bags of sweets and now I _____
 - a lost b sore
 - 5 Karen's got no _____, so she _____
 - a virus b energy
- Photocopiable 4: Create a meal plan**
 - Aim:** Practise using the quantifiers and food words from Lesson 2.
 - Preparation time:** 5 minutes
 - Language focus:** Quantifiers; countable nouns: fewer, as many (as); uncountable nouns: less, as much (as), both, all; vocabulary from Lesson 2.
 - Materials:** One Create a new meal plan handout per pair of learners.
 - Procedure:**
 - Revise the rule for the quantifiers and countable/uncountable nouns from Lesson 2. Also revise food vocabulary from the lesson, including different food groups, protein, fibre, vitamins and bones.
 - Tell learners they are going to invent a new meal plan in pairs. Distribute one handout to each pair.
 - Learners write responses to question 1. Encourage them to be as creative as possible.
 - Learners fold back the section of the page, so it can't be read, before passing the handout on to the next pair to fill in question 2, and so on to question 4.
 - Unfold the handouts and ask learners to read them to the class. Give feedback on common errors.
- Progress test 1**
 - Name _____ Date _____
 - Read the sentences about people and circle the correct word for each space.
 - 1 My brother is not hardworking and he never wants to do anything – he's very _____
 - a talkative b confident c lazy
 - 2 I like meeting new people because I'm _____!
 - a quiet b nervous c outgoing
 - 3 Giorgio can't speak because he has _____
 - a hurt b lost
 - 4 I've eaten three bags of sweets and now I _____
 - a lost b sore
 - 5 Karen's got no _____, so she _____
 - a virus b energy

> About the curriculum framework

The information in this section is based on the Cambridge Primary and Lower Secondary English as a Second Language curriculum frameworks from 2020. You should always refer to the appropriate curriculum framework document for the year of your learners' examination to confirm the details and for more information. Visit www.cambridgeinternational.org/primary to find out more.

The Cambridge Primary and Lower Secondary English as a Second Language curriculum frameworks from 2020 are designed to enable young learners from an ESL background (who speak little or no English at home) to communicate effectively and with confidence in English. Children are not expected to have any experience of English before they start Stage 1. The curriculum frameworks involve developing the skills to access and understand a wide range of information, media and texts. It achieves this by focussing on active learning, developing critical thinking skills and intellectual engagement with a range of topics.

Further to this, the curriculum frameworks aim to develop learners' curiosity about other languages and cultures, and to build the learners' confidence as successful language learners, able to communicate effectively and to enjoy reading a variety of texts with confidence.

The curriculum frameworks support teachers by providing an integrated approach to planning and teaching to develop effective communication skills in English. The five strands, and their respective learning objectives, work together to support the development of knowledge, skills and understanding in:

- Reading
- Writing
- Use of English
- Listening
- Speaking.

The updated curriculum frameworks do not alter any of these fundamental aspects of the original curriculum frameworks, but there are some important changes. For example, there is a new sub-strand of learning objectives within the Speaking strand, with new learning objectives to help support learners to achieve fluency and accuracy of pronunciation. The curriculum frameworks are also underpinned by greater integration of metacognitive development and strategies within lessons. A further focus of the updates has been to ensure learning objectives are written in a concise, clear and consistent manner, to support teachers in applying the curriculum framework to their own planning.

> About the assessment

Information concerning the assessment of the Cambridge Primary and Lower Secondary English as a Second Language curriculum frameworks is available on the Cambridge Assessment International Education website: www.cambridgeassessment.org.

This set of resources has been endorsed by Cambridge Assessment International Education following a rigorous review process. The endorsement means the content is suitable for supporting teaching and learning required by the curriculum frameworks.

> Approaches to teaching and learning

The following are the teaching approaches underpinning our course content and how we understand and define them.

Active learning

Active learning is a teaching approach that places student learning at its centre. It focuses on how students learn, not just on what they learn. We, as teachers, need to encourage learners to 'think hard', rather than passively receive information. Active learning encourages learners to take responsibility for their learning and supports them in becoming independent and confident learners in school and beyond.

Assessment for Learning

Assessment for Learning (AfL) is a teaching approach that generates feedback which can be used to improve learners' performance. Learners become more involved in the learning process and, from this, gain confidence in what they are expected to learn and to what standard. We, as teachers, gain insights into a learner's level of understanding of a particular concept or topic, which helps to inform how we support their progression.

Differentiation

Differentiation is usually presented as a teaching approach where teachers think of learners as individuals and learning as a personalised process. Whilst precise definitions can vary, typically the core aim of differentiation is viewed as ensuring that all learners, no matter their ability, interest or context, make progress towards their learning intentions. It is about using different approaches and appreciating the differences in learners to help them make progress. Teachers therefore need to be responsive, and willing and able to adapt their teaching to meet the needs of their learners.

Language awareness

For many learners, English is an additional language. It might be their second or perhaps their third language. Depending on the school context, students might be learning all or just some of their subjects through English.

For all learners, regardless of whether they are learning through their first language or an additional language, language is a vehicle for learning. It is through language that students access the learning intentions of the lesson and communicate their ideas. It is our responsibility, as teachers, to ensure that language doesn't present a barrier to learning.

Metacognition

Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours. These processes help learners to think about their own learning more explicitly and ensure that they are able to meet a learning goal that they have identified themselves or that we, as teachers, have set.

Skills for Life

How do we prepare learners to succeed in a fast-changing world? To collaborate with people from around the globe? To create innovation as technology increasingly takes over routine work? To use advanced thinking skills in the face of more complex challenges? To show resilience in the face of constant change? At Cambridge, we are responding to educators who have asked for a way to understand how all these different approaches to life skills and competencies relate to their teaching. We have grouped these skills into six main Areas of Competency that can be incorporated into teaching, and have examined the different stages of the learning journey and how these competencies vary across each stage.

These six key areas are:

- Creativity – finding new ways of doing things, and solutions to problems
- Collaboration – the ability to work well with others
- Communication – speaking and presenting confidently and participating effectively in meetings
- Critical thinking – evaluating what is heard or read, and linking ideas constructively
- Learning to learn – developing the skills to learn more effectively
- Social responsibilities – contributing to social groups, and being able to talk to and work with people from other cultures.

Cambridge learner and teacher attributes

This course helps develop the following Cambridge learner and teacher attributes.

Cambridge learners	Cambridge teachers
Confident in working with information and ideas – their own and those of others.	Confident in teaching their subject and engaging each student in learning.
Responsible for themselves, responsive to and respectful of others.	Responsible for themselves, responsive to and respectful of others.
Reflective as learners, developing their ability to learn.	Reflective as learners themselves, developing their practice.
Innovative and equipped for new and future challenges.	Innovative and equipped for new and future challenges.
Engaged intellectually and socially, ready to make a difference.	Engaged intellectually, professionally and socially, ready to make a difference.

Reproduced from Developing the Cambridge learner attributes with permission from Cambridge Assessment International Education.

More information about these approaches to teaching and learning is available to download from Cambridge GO (as part of this Teacher's Resource).

> Setting up for success

Our aim is to support better learning in the classroom with resources that allow for increased learner autonomy while supporting teachers to facilitate student learning. Through an active learning approach of enquiry-led tasks, open-ended questions and opportunities to externalise thinking in a variety of ways, learners will develop analysis, evaluation and problem-solving skills.

Some ideas to consider to encourage an active learning environment are as follows:

- Set up seating to make group work easy.
- Create classroom routines to help learners to transition between different types of activity efficiently, e.g. move from pair work to listening to the teacher to independent work.
- Source mini-whiteboards, which allow you to get feedback from all learners rapidly.
- Start a portfolio for each learner, keeping key pieces of work to show progress at parent-teacher days.
- Have a display area with learner work and vocab flashcards.

Planning for active learning

↓ We recommend the following approach to planning. A blank Lesson Plan Template is available to download to help with this approach.

- 1 **Plan learning intentions and success criteria:** these are the most important feature of the lesson. Teachers and learners need to know where they are going in order to plan a route to get there.
- 2 **Plan language support:** think about strategies to help learners overcome the language demands of the lesson so that language doesn't present a barrier to learning.
- 3 **Plan starter activities:** include a 'hook' or starter to engage learners using imaginative strategies. This should be an activity where all learners are active from the start of the lesson.
- 4 **Plan main activities:** during the lesson, try to: give clear instructions, with modelling and written support; coordinate logical and orderly transitions between activities; make sure that learning is active and all learners are engaged; create opportunities for discussion around key concepts.
- 5 **Plan assessment for learning and differentiation:** use a wide range of Assessment for Learning techniques and adapt activities to a wide range of abilities. Address misconceptions at appropriate points and give meaningful oral and written feedback which learners can act on.
- 6 **Plan reflection and plenary:** at the end of each activity and at the end of each lesson, try to: ask learners to reflect on what they have learnt compared to the beginning of the lesson; build on and extend this learning.
- 7 **Plan homework:** if setting homework, it can be used to consolidate learning from the previous lesson or to prepare for the next lesson

↓ To help planning using this approach, a blank Lesson plan template is available to download from Cambridge GO (as part of this Teacher's Resource). There are also examples of completed lesson plans. For more guidance on setting up for success and planning, please explore the Professional Development pages of our website www.cambridge.org/education/PD

> 1 Talking about people

Unit plan

Lesson	Approximate number of learning hours	Outline of learning content	Learning objectives	Resources
1.1 What are you like?	1–1.5	Talk about our personalities	5Sc.01 5Ld.04 5Wca.04	Learner's Book Lesson 1.1 Workbook Lesson 1.1 Digital Classroom: Slideshow – Personal qualities; Activity – Guess the personality!
1.2 Make our world a better place!	1.5–2	Read about people who protect the environment and help others Use adjectives + prepositions to express how we feel about something	5Rd.03 5Rd.01 5Rm.01 5Uv.01 5So.01	Learner's Book Lesson 1.2 Workbook Lesson 1.2 📄 Photocopiable 1 Digital Classroom: Activity – How do they feel?
1.3 Speaking tasks	1.5–2	Interview our partners about their life	5Ld.04 5Ug.03 5Sc.03	Learner's Book Lesson 1.3 Workbook Lesson 1.3 📄 Photocopiable 2 📄 Differentiated worksheet 1 Digital Classroom: Activity – Interview expressions; Activity – Question words with Wh-; Grammar presentation – Present simple practice
1.4 Role models	1.5–2	Write about an inspirational person	5Wca.03 5Wca.02 5Wca.01	Learner's Book Lesson 1.4 Workbook Lesson 1.4 📄 Photocopiable 3 Digital Classroom: Activity – An inspirational person Sample answer for Unit 1
1.5 My favourite people	2–2.5	Read poems about special people	5Rm.02	Learner's Book Lesson 1.5 Workbook Lesson 1.5 Digital Classroom: Activity – Remembering words
1.6 Project challenge	1–1.5	Project A: Design a motivational poster for your classroom Project B: Special people.	5Rd.03 5Wc.03	Learner's Book Lesson 1.6 Workbook Lesson 1.6 Unit 1 test

(continued)

Lesson	Approximate number of learning hours	Outline of learning content	Learning objectives	Resources
Cross-unit resources Unit 1 Audioscripts Unit 1 End-of-unit test Unit 1 Progress report Unit 1 Wordlist				

BACKGROUND KNOWLEDGE

The title of Lesson 1 is *What are you like?*

Learners will be familiar with the question and its literal meaning. The meaning in Lesson 1 is the literal meaning.

In Lesson 2, learners will find out about Medi Bastoni and Emma Burkhart. Medi Bastoni is from a village in East Java. He is known for doing a 700 km backward walk to Indonesia's capital city, Jakarta. There, he met the president to ask him to plant trees on Mount Wilis. Emma Burkhart, from Oklahoma, USA, collected hundreds of blankets to donate to people, to help them keep warm.

The subject of Lesson 4 is role models. Individuals, especially teenagers, admire and try to copy their behaviour. However, different cultures, and even individuals within the same community, have different opinions on what constitutes a *good*

role model. All kinds of influential people are considered to be role models, including YouTube stars, TV personalities, sports people, climate activists, leaders and politicians. Role models can also be people from the learners' communities, such as teachers or police officers.

The expression 'chase your dreams' used in Lesson 4 means 'do what you really want', no matter how hard it may be.

Kenn Nesbitt and Jack Prelutsky wrote the humorous poems in Lesson 5. Nesbitt is a writer of children's poems (many of which make fun of school life) from the USA. He has been writing children's poems since 1994 and his first poetry book was published in 1998. Prelutsky, who is also from the USA, has written over 50 poetry collections and won many awards. Both poets have served as the US Children's Poet Laureate.

TEACHING SKILLS FOCUS

Differentiation

According to Carol Ann Tomlinson, there are four ways to differentiate your instructions in the classroom: content, learning process, product and the learning environment.

This section focuses on content and looks at different ways of presenting it to learners.

Ways to present content

There are several different ways in which the content of a lesson can be presented to learners.

- You can show visual images, like pictures, a slideshow or a video, to explain an idea or topic.
- Learners can read or listen to different types of text.

- Learners can also engage actively with the content, for example by playing 'games' and through communicative activities.

How much and what to present: tips for differentiation

If the lesson isn't challenging enough, more able learners can become bored. This can lower learners' motivation, and motivation is arguably the most important factor affecting learning potential. It is useful to include extra, more challenging activities if this is the case. For example, you could add extension questions to video activities, listen to podcasts or provide extensions for reading activities.

For learners who need more support, introducing fewer ideas can sometimes lead to a greater

CONTINUED

acquisition of knowledge. While it is useful to challenge learners, if the task is much too difficult, for example if a reading/listening task is long and contains lots of new words/ideas, there is the danger of learners becoming de-motivated and 'switching off'.

Often, giving less confident learners scaffolding (tailoring support for each class/learner) is useful for maximising learning potential.

There are differentiation ideas for more and less confident learners in all nine units.

Your challenge

Look through the content of the unit and think about your learners. What do you think their strengths and weaknesses will be?

- Think about the listening activities. Will these be easy or challenging for your learners? In addition to the differentiation ideas, think of ways to support less confident learners, for example a vocabulary matching activity to pre-teach the meaning of important values. If the activity is straightforward for a confident learner, think of ways to challenge learners more, for example by extending vocabulary or discussions.
- Think about the poems in Lesson 5. List ways to support less confident readers and challenge more confident learners.

1.1 Think about it: What are you like?

LEARNING PLAN

Learning objectives	Learning intentions	Success criteria
<p>5Sc.01 5Ld.04 5Wca.04</p>	<ul style="list-style-type: none"> • Speaking: Give more detailed information about themselves and others using a sequence of sentences. • Listening: Understand specific information and detail of short talk. • Writing: Use simple grammatical structures and sentence patterns correctly, allowing for occasional mistakes. • Vocabulary: talkative, generous, hardworking, outgoing, shy, bad-tempered, selfish, nervous, cheerful, lazy, calm, quiet. 	<ul style="list-style-type: none"> • Learners can give more detailed information about their personality and other people's personalities using a sequence of sentences. • Learners can understand specific information and detail of a short talk about the people in a class. • Learners can write a description of a friend using simple grammatical structures and sentence patterns correctly, allowing for occasional mistakes.

21st century skills

Critical thinking opportunity: Identify and discuss positive and negative characteristics in ourselves and others.

Critical thinking opportunity: Solve simple word puzzles.

Materials: Learner's Book pages 11–13; Workbook pages 10–11

Starter ideas

Adjectives fun (5 minutes)

- Pre-teach/elicite what an adjective is and elicit examples of adjectives used for personal qualities.
- Allow pairs of learners a couple of minutes to write down all the adjectives they can think of.
- Build up a list of adjectives on the board. Include the adjectives that learners will meet in Lesson 1 (see Vocabulary list above).

Getting started (5–10 minutes)

> **Critical thinking opportunity:** Encourage learners to identify whether the adjectives from the Starter activity are positive or negative. Discuss qualities such as being *talkative*, which may be positive or negative according to different cultures. Encourage critical thinking by asking learners for reasons why they think qualities are positive/negative and why they like/don't like to see them in other people.

- Learners work in pairs to answer questions a–c.
> **Differentiation ideas:** If some learners need more support for this task, elicit a description and qualities for the first picture.

Answers

Suggested answers:

- (left) generous, (top right) helpful, (centre right) selfish, (bottom right) angry, bad-tempered
- Positive – left and top right images; negative – centre right and bottom right images
- Learners' own answers.

> **Digital Classroom:** Use the slideshow 'Personal qualities' to introduce the topic of personal qualities. The *i* button will explain how to use the slideshow.

Main teaching ideas

1 Write three adjectives to describe yourself (5 minutes)

- Circulate and offer support while learners write their three adjectives, without showing their partner. Encourage them to use their

three adjectives in sentences, giving reasons for choosing them, for example: *I think I'm hardworking because...*

- When learners have finished, tell them to share their sentences with a partner and see how similar they are.

Answers

Learner's own answers.

2 Can you find these personality types in the picture? (5 minutes)

- Check that learners understand the adjectives *cheerful*, *nervous*, *selfish*, *talkative*, *hardworking* and *shy*.
- Encourage learners to identify the *cheerful* person in the picture (the teacher) and elicit *why* they know this is the *cheerful* person, e.g. *She looks happy/is smiling*.
- Ask learners to find the other personality types and give reasons for their choices.

Answers

((TO COME))

3 Listen and match each name to someone in the picture (10 minutes)

- Listen to the sentences about the people in the picture. Then ask learners to match each name (Agata, Wei, Louis, Ama, Miss Baker and Aarav) to someone in the picture.
- If some learners need more support for this task, play the first sentences about Agata and elicit the correct answer in order to demonstrate the activity. If necessary, pause the audio to allow learners time to process the information and select the correct child/teacher.



Audioscript: Track 1

See Learner's Book page 12

This is Heacham Primary and it's nine o'clock in the morning. Let's see what's going on! Class 1 are doing a test today. Agata is so nervous that her papers are falling on the floor!

Class 2 are working on their tablets. I think they're in Science class. Look at Wei, she doesn't want to work with her partner and she won't share the tablet. She's very selfish.

Class 3: The teacher hasn't arrived yet and Louis is chatting to all his classmates. He's so talkative!

Class 4: Aarav is one of the most studious pupils in our school. He's so hardworking, but look at his partner, oh dear!

Class 5: Look, it's Miss Baker! She's always so cheerful! Who's that arriving? Oh it's Ama, she's new to the class. She looks very shy.

Answers

Agata – nervous; Wei – selfish; Louis – talkative; Aarav – hardworking; Miss Baker – cheerful; Ama – shy

Listening tip (5 minutes)

- Ask learners if they remember any of the adjectives they heard. Don't worry if they don't remember them all; they will practise this skill in Activity 5.



4 Complete the sentences with the correct adjective. Listen again and write the names (5–10 minutes)

- Read the first sentence and elicit how a child might feel before a test.
 - > **Differentiation ideas:** Give less confident learners a list of adjectives to choose from.
- Encourage learners to make predictions about the names.
- Listen again for learners to check their predictions and write the names.

Answers

a nervous	d hardworking
b talkative	e shy
c selfish	f cheerful

> **Digital Classroom:** Use the activity 'Guess the personality!' to revise personality vocabulary. The i button will explain how to use the activity.

5 Match the adjectives to their opposite meanings (5–10 minutes)

- If you pre-taught these adjectives in the Starter activity, learners should be able to do this activity. If necessary, tell learners to use their dictionaries to check meanings and pronunciation.
- Check learners' pronunciation of the adjectives.

Answers

1f, 2e, 3b, 4a, 5c, 6d

6 In pairs, use opposite adjectives to compare your friends in class (5–10 minutes)

- Focus on the example in the Learner's Book. Then ask pairs of learners to elicit examples about the class. Remind learners that they should talk positively and sensitively about their classmates.

> **Differentiation ideas:** Encourage learners to use more complex structures. For example, *Ravi is (much) more talkative than Petra. / Petra isn't as talkative as Ravi. / Petra works more quietly than Ravi.*

Answers

Learner's own answers.

7 Write a short description about someone you know using the adjectives above (10–15 minutes)

- Focus on the example in the Learner's Book. Elicit examples of similar sentences learners could use to expand on the qualities. For example: *Liang is outgoing so she has lots of friends. Chaiya is very generous. She always shares with other people.*
- Circulate and offer support while learners write 35–50 words about a friend. Make sure they use adjectives from Lesson 1.

> **Assessment ideas:** When learners have finished writing their first draft, ask them to exchange their description with a partner. They give each other feedback on the use of adjectives and punctuation.

Answers

Learners' own answers.

Plenary ideas

The personality game (15 minutes)

- Give each group of four learners an A4 sheet cut into eight pieces.
- Each group writes one of the adjectives from Lesson 1 on each piece of paper.
- Each group places the pieces of paper face down in the middle of the table.
- Learners take turns to pick up a card, without showing it to their group.
- Learners act out the adjective or describe a person with that characteristic. For instance, for generous, a learner could say: *He always shares with other people.*
- The group guesses the adjective.

Homework ideas

Workbook

Activities 1–6 on pages 10–11.

> **Critical thinking opportunity:** To help learners learn the new adjectives in a fun way, ask them to solve simple word puzzles. You can make simple puzzles yourself, or generate a puzzle by following the instructions at the Puzzlemaker website.

1.2 Citizenship: Make our world a better place!

LEARNING PLAN

Learning objectives	Learning intentions	Success criteria
5Rd.03, 5Rd.01, 5Rm.01	<ul style="list-style-type: none"> • Reading: Deduce meaning from context in short texts. • Reading: Understand most specific information and detail in short texts. • Reading: Understand, with little or no support, most of the main points of short texts. 	<ul style="list-style-type: none"> • Learners can deduce meaning from context in short news reports about protecting the environment and helping others. • Learners can understand most specific information and detail in both of the reports.
5So.01	<ul style="list-style-type: none"> • Speaking: Express, with little or no support, opinions and feelings. 	<ul style="list-style-type: none"> • Learners can understand, with little or no support, most of the main ideas of the news reports about two active citizens.
5Uv.01	<ul style="list-style-type: none"> • Vocabulary: Begin to use common dependent prepositions following adjectives, with <i>good at, worried about, covered by, shocked by, interested in, pleased with, excited about.</i> • Vocabulary: amount, estimate, size, immense. 	<ul style="list-style-type: none"> • Learners can express opinions and feelings, with little or no support, on how to become an active citizen. • Learners can start to use common dependent prepositions following adjectives, for example <i>worried about, shocked by, interested in, pleased with.</i>

21st century skills

Communication: Manage a conversation by asking and responding to questions.

LANGUAGE BACKGROUND

Common dependent prepositions

After the adjectives *worried*, *happy* and *excited*, we use the preposition *about* to say that we feel those things about **something**. For example, you might say: *I'm worried/happy/excited **about** your visit.*

You cannot use *for* to say that you feel *worried*, *happy* or *excited* about **something**: *I'm happy/excited/worried **about/for** your exam results.* You use *for* to share an emotion with **someone** after the adjectives. You cannot use *about* in this context. For example: *Well done in your exam! I am happy/excited **about/for** you.*

Common misconceptions

Misconception	How to identify	How to overcome
<p><i>About</i>, <i>for</i> and <i>of</i> are often incorrectly used with <i>worried</i>, <i>happy</i> or <i>excited</i>.</p> <ul style="list-style-type: none"> <i>I'm worried/happy/ excited of/for about your visit.</i> 	<p>If learners are prone to making this mistake, write examples of their errors on the board and elicit the correct form. For example:</p> <ul style="list-style-type: none"> <i>I'm excited of about the party.</i> <i>I am worried for about my test.</i> <i>I'm happy for about your good news.</i> 	<p>Practise using these forms, for example in sentences or in the Workbook pages 12–13.</p>

Materials: Learner's Book pages 14–15; Workbook pages 12–13; **Photocopiable 1**

- Elicit the question forms *Are you good at/with...?* and the short answer *Yes, I am. / No, I'm not.*
- Allow learners time to ask and answer questions in pairs.

Starter ideas

Are you good at/with...? (10 minutes)

- Explain that in this lesson, learners are going to find out about someone who is *good at* protecting the environment and someone who is *good at* helping others.
- Start the lesson by talking about what learners *are good/not so good at*.
- Write these prompts on the board:

Prompt	Suggestions
<i>I'm (very) good at</i>	(subjects/activities) maths, science, golf.
<i>I'm not (very) good at</i>	(gerunds – <i>ing</i> forms) running, adding up
<i>I'm (very) good with</i>	numbers, dates, people
<i>I'm not (very) good with</i>	

- Build up a list of suggestions on the board; use the ones above as a starting point.

Answers
Learners' own answers.

Main teaching ideas

1 Work in pairs. Ask and answer these questions (10 minutes)

- Focus on the questions on page 14 in the Learner's book. Check learners understand what *local environment* means.
- Allow learners time to answer the questions in pairs before building up a list of suggestions. Try to include answers that reflect the content in the listening activity. Here are a few ideas:

Issues: the destruction of the rainforests, deforestation, carbon emissions from our industries and vehicles, habitats for endangered species, global warming.

People: children and the elderly

Ways to help: protesting, helping people keep warm and get food.

Answers

Learners' own answers.



2 Read and listen. How are these people doing things for the community? (10 minutes)

- Before reading and listening, focus on the photos and the titles. Ask *Wh-* questions (*why, what, where*) to encourage learners to make predictions about what they are going to read/hear.
- Learners read and listen to the text. Make sure they understand that they only need to read/listen for the main ideas.
- If learners find the text challenging, replay the audio. Pause to allow learners to understand the main ideas.

Audioscript: Track 2

See Learner's Book page 14

Key words: measurement (5 minutes)

- Write these sentences from the text on the board and encourage learners to guess the meaning of the words in bold from the context.

*Scientists...**estimate** that almost half of the world's rainforests have now disappeared.*

*Indonesia has 16 000 islands and most are covered by **immense** rainforests.*

- Learners read the definitions and make up sentences with the other two words (*amount* and *size*).

3 Read the texts again (10 minutes)

- Read the questions together and check learners understand which questions are asking for facts (c, d, f) and which are asking for the learners' opinions (a, b, e).

> **Communication:** Learners should discuss the questions in pairs and manage a conversation by asking and responding to the questions. Encourage speculation about why Medi Bastoni chose to walk backwards and whether it is difficult to do. Circulate and offer support.

- Give class feedback on the answers.

Answers

- a (suggested answer) He wants to go back in time to when the rainforests were respected by humans.
- b (suggested answers) To grow other types of plants and trees, e.g. palm trees, and for animal pasture.
- c It's important because they absorb carbon emissions.
- d She collects blankets and gives them to people who need them in her community.
- e Learners' own answers.
- f Learners' own answers.

4 Look at the Use of English box (5–10 minutes)

- First, focus on the sentences in the box. Check learners know what prepositions are and ask them to give examples. Check that learners know that *worried* and *interested* are adjectives and which preposition they can be used with.
- Allow time for learners to find similar patterns in the text. Build up a list of examples on the board.
- Please see Activities 1–3 on pages 12–13 in the Workbook.

Answers

Learners' own answers.

> **Digital Classroom:** Use the activity 'How do they feel?' to practise adjectives plus prepositions. The i button will explain how to use the activity.

5 How do these news reports make you feel? (5–10 minutes)

- Learners tell a partner how the reports make them feel using the words from the activity with words from the reports.

> **Differentiation ideas:** If learners need more support with this task, create a sentence starter worksheet to use during this activity; for example, *I'm worried about...; I'm sad about ... deforestation.* This should also help learners when they are doing their short presentation in the next activity.

Answers

Learners' own answers.

6 How can you become an active citizen? (10 minutes + 1–2 minutes for each presentation)

- For each topic, brainstorm ways of being an *active citizen*, for example raising money for an animal charity, collecting litter/recycling, taking part in a fundraising event for a local charity. Check each learner has chosen one topic.

› **Assessment ideas:** Before learners start the activity, write a short checklist as a class, so that learners understand what they are aiming to achieve in their presentations. For example: *Have I used the new language from Lesson 2 (adjectives with prepositions)?; Have I expressed my opinions and feelings on how to be an active citizen?*

CROSS-CURRICULAR LINKS

Citizenship: Learners express their own opinions and views on issues that affect themselves and their society.

› **Differentiation ideas:** If some learners need more support with this task, look at the examples as a group while the other learners start to write their notes. Write useful structures for learners to use on a whiteboard, for example: *I'm interested in...; because...; I'm worried/excited about...; I'm going to / I'd like to...*

- Circulate and offer support while learners write notes for their presentations.
- Allow learners time to give their presentations to the class and for the class to offer each other feedback through the checklist.

Answers

Learners' own answers.

Plenary idea

Consolidation (15 minutes)

- Learners could produce a mind map that focuses on the issue of one of the other learner's presentations.

› **Differentiation ideas:** If learners have completed their mind map, or would benefit from an extra challenge, they could use **Photocopiable 1** to practise asking questions using adjectives from Lesson 1 and adjectives + prepositions from Lesson 2.

Homework ideas

Workbook

Activities 1–3 on pages 12–13.

- If classroom time is short, learners could prepare their presentations at home.

1.3 Talk about it: Interviewing a friend

LEARNING PLAN

Learning objectives	Learning intentions	Success criteria
<p>5Ld.04 5Sc.03 5Ug.03</p>	<ul style="list-style-type: none"> • Listening: Understand specific information and detail of short talk • Speaking: Ask questions to find out general information on a range of topics and respond accordingly • Use of English: Use an increasing range of present simple forms to describe routines, habits and states • Vocabulary: for a long time, keen on, landscape drawing, games console 	<ul style="list-style-type: none"> • Learners can understand specific information and detail of a short interview between a teacher and student. • Learners can ask questions to find out about a partner's family, friends, favourite things, personality, sports and school, and respond accordingly. • Learners can use an increasing range of present simple forms to describe routines, habits and states.

21st century skills

Collaboration: Share thoughts about a test.

Learning to learn: Make notes about key information.

Communication: Contribute by asking questions.

Common misconceptions

Misconception	How to identify	How to overcome
<p>Subject-verb agreement</p> <p>Learners often make errors with subject-verb agreement, especially missing off the third person <i>s</i>, and using the wrong auxiliary for negatives and questions. For example:</p> <p><i>The jacket cost costs \$20.</i> <i>I does do homework in my bedroom.</i> <i>My mum don't doesn't want me to watch too much TV.</i></p> <p>Learners sometimes mix up present simple verbs with other word forms. For example:</p> <ul style="list-style-type: none"> • image/imagine: You image / imagine you are in the park • song/sing: He songs / sings really beautiful / beautifully. 	<p>If learners make this mistake, build up a list of word forms they mix up and practise making sentences using these forms.</p>	<p>Practise using the correct forms to make sure that learners get into the right habits.</p> <p>It may be useful for learners to do the activities on pages 14–15 in the Workbook and to complete Photocopiable 2.</p>

Materials: Learner's Book pages 16–17; Workbook pages 14–15; **Photocopiable 2**; **Differentiated worksheet 1**

Starter ideas

Thirty-second speaking challenge (10 minutes)

- Learners work in pairs. Tell them they are going to try to talk to a partner about six different topics. They will speak about each topic for 30 seconds.
- Write the first topic, *family*, on the board and tell the first learner in the pair to start talking. Start the clock and allow 30 seconds for each learner.
- Don't worry about correct grammar at this stage, as learners will expand on the topics later in the lesson.
- Repeat for the other topics: *friends, favourite things, personality, sports, school*.

Main teaching ideas

1 Have you ever done a speaking test in English? (5–10 minutes)

› **Collaboration:** This is a good opportunity for learners to share their thoughts about how they felt about having a speaking test and what they talked about. Use this as an opportunity to revise adjectives from Lessons 1 and 2 (*talkative, hardworking, outgoing, shy, nervous, cheerful, lazy, calm, quiet, worried about, interested in, pleased with, excited about*). Encourage learners to give reasons for their suggestions. For example: *I usually feel / felt nervous about my speaking exam because I'm quite quiet / I'm not very talkative; I'm quite talkative, so I was excited about the chance to speak English.*

- Encourage learners to use the past simple. For example: *We talked about; The teacher/ examiner asked me about ...*

Answers

Learners' own answers.



2 Listen to Ben doing a speaking task. Order the topics (10 minutes)

- Before listening, ask learners to work in small groups. Ask them to discuss the types of things that the teacher might ask about each topic. For example, *Family: Tell me about your family. Have you got a big family/any brothers and sisters?*
- Tell learners that they are listening for the main ideas. Explain that they will listen for details later.
- Play the audio. Pause, if necessary, after each topic so learners can order the topics Ben talks about.

Audioscript: Track 3

See Learner's Book page 16

English teacher: Hello Ben. How are you today?

Ben: I'm fine, thank you.

English Teacher: Tell me about your family. Have you got any brothers or sisters?

Ben: Yes, I've got a younger brother: Max. He's eight.

English Teacher: Tell me about yourself. What are you like?

Ben: (sounds nervous) Sorry, could you repeat that, please?

English Teacher: Yes, of course. What are you like?

Ben: Well, I'm a bit shy and I get nervous when I have an exam.

English Teacher: Who are your best friends?

Ben: Well, my best friend is Micky; he's really cheerful and fun to be with. We've known each other since we were really young!

English Teacher: OK, and what are you good at school?

Ben: Well, my teacher Mrs Jones says I'm good at singing. I'm not sure that I agree with her though. I'm good at drawing – I sometimes take part in competitions. In fact last year I won first prize for a landscape drawing.

English Teacher: Do you have a favourite sport?

Ben: Yes, I really like playing tennis. I play twice a week at the local tennis club. I'm really excited because I have an important tournament this weekend.

English Teacher: What are your favourite things?

Ben: Well, that has to be my video games console. I always play online at the weekends! Micky and I play a lot together. Then there's my comic collection. It's epic!

Answers

- | | |
|----------------------|-----------------|
| a family 1 | d personality 2 |
| b friends 3 | e sport 5 |
| c favourite things 6 | f school 4 |



3 Listen again (5–10 minutes)

- This time, learners listen to understand specific information and detail.
- Before listening, read the sentences together and check learners understand the meaning.
- Focus on Sentence 1 and elicit the information that helps us to know this is false. (Ben does have a brother called Max, but he's younger not older.)
- Re-read the other sentences. Tell learners to listen out only for this specific information and not worry about other things they don't understand.
- Listen to the rest of the audio so learners can decide if the sentences are true or false.
- If learners find the activity challenging, re-play the audio and pause after the information that is relevant to each sentence.

Answers

- | | |
|---------|---------|
| a false | d true |
| b false | e false |
| c true | f true |

4 Match the useful expressions in the Speaking tip box with the correct category (5–10 minutes)

- Demonstrate the activity. Focus on the first expression (*I really like*) and elicit that it belongs to Category c.
- If necessary, give examples to clarify the meaning of categories a, b, c, d and e.
- Learners work in pairs to match the other expressions with their categories. Ask learners to try to say the expressions as they are doing the activity.
- Give feedback on the answers and the intonation of the expressions.

Answers

- | | |
|-----------|--------|
| a 3 | d 7 |
| b 4 | e 6, 8 |
| c 1, 2, 5 | |

> **Digital Classroom:** Use the activity 'Interview expressions' to revise interview expressions. The i button will explain how to use the activity.

5 Listen and write the questions (5 minutes)

- If learners find it difficult to write the questions as they listen, pause the audio after each question and give them writing time.



Audioscript: Track 4

See Learner's Book page 17

What are you like?

Do you have a favourite sport?

What are your favourite things?

Have you got any brothers or sisters?

6 Listen again and mark the intonation (5 minutes)

- Listen to the audio again and repeat as many times as necessary, to allow learners to get used to the correct intonation.
- Support learners to mark the intonation by demonstrating how to do so on the board.
- Once learners have marked the correct intonation, listen again and repeat.

Answers

What are you like?

Do you have a favourite sport?

What are your favourite things?

Have you got any brothers or sisters?

> **Digital Classroom:** Use the activity 'Question words with Wh-' to revise question words. The i button will explain how to use the activity.

Use of English (5 minutes)

- Focus on the three examples in the Use of English box. Check learners understand what is meant by *states*, *routines* and *habits*.
- Elicit examples of learners' states, routines and habits.
- Please see Activities 1–4 on pages 14–15 in the Workbook.

› **Digital Classroom:** Use the grammar presentation 'Present simple practice' to revise the present simple: positive, negative and questions. The *i* button will explain how to use the grammar presentation.

7 Are these sentences examples of states or routines? (5 minutes)

- Elicit what is meant by *states* and *routines* and ask learners for examples.
- Look at the first example together. If necessary, elicit the difference between 'I am singing' and 'I'm good at singing'.
- Allow learners time to decide whether the other sentences express routines or states.
- Give class feedback.

Answers

a state

b routine

c state

d routine

8 In pairs prepare a speaking task (15–20 minutes)

› **Learning to learn:** Circulate and offer support while learners make notes about the topics from Activity 2.

- Prepare six pieces of paper each with the title of an Activity 2 topic. Give one to each group in the class. Ask the children to write information about the topic (friend, family, personality etc ...) in note form before passing the piece of paper to another group. Give a time limit for the activity. Meanwhile write questions on the board associated with each of the topics for learners to match prior to doing to the speaking activity with a partner.
- When learners have finished making their notes, demonstrate how to make questions by looking at the examples and making a couple of the learners' notes into questions.

- Allow learners time to write more questions to ask their partners.
- **Communication:** Learners contribute by asking and responding to the questions they have written in Part b. Make sure they use the expressions from the Speaking Tip.

› **Assessment ideas:** Circulate, during the interview, checking in particular for the intonation of questions, the use of the present simple and the useful expressions in the Speaking tip.

Answers

a–c Learners' own answers.

Plenary ideas

Reflection (10 minutes)

- Ask learners to share what they enjoyed about the lesson today and what they found challenging. Ask them to write down two things they think they did well and one thing they would like to improve on next time they do a speaking task.
- If learners would like to practise asking and answering questions about habits, states and routines using the present simple, please see **Photocopiable 2**.

Homework ideas

Workbook

Activities 1–4 on pages 14–15.

› **Differentiation ideas:** To practise the present simple for talking about states, habits and routines, learners can complete **Differentiated worksheet 1**.

1.4 Write about it: Role models

LEARNING PLAN		
Learning objectives	Learning intentions	Success criteria
<p>5Wca.03 5Wca.02 5Wca.01</p>	<ul style="list-style-type: none"> • Writing: Plan, write, edit and proofread short texts with support. • Writing: Spell high-frequency words accurately on an increasing range of familiar topics when writing independently. • Writing: Use legible handwriting in written work with increasing speed and fluency. • Vocabulary: role models, inspirational person, chase your dreams, autism, channel, recipes, foundation, achievements. 	<ul style="list-style-type: none"> • Learners can plan, write, edit and proofread a short description of an inspirational person, with support. • Learners can spell high-frequency words accurately in their descriptions about an inspirational person. • Learners can use legible handwriting in their descriptions with increasing speed and fluency.
<p>21st century skills</p> <p>Creative thinking opportunity: Generate ideas around the topic of being a role model; Respond to a text to produce a similar piece of writing about a role model.</p>		

Materials: Learner's Book pages 18–19; Workbook pages 16–17; **Photocopiable 3;** Sample answer for Unit 1; Magazines with pictures of role models and information about them to interest learners in the lesson topic.

Starter ideas

What is a role model? (10 minutes)

> **Creative thinking opportunity:** Check learners know what a *role model* is (see Background knowledge). Then give them a few minutes to generate ideas around the topic of being a role model. Discuss the kinds of people that could be considered (good) role models: for example, an author, YouTube star, sportsperson, TV personality, singer, actor, teacher, family member.

- Encourage learners to look for pictures of role models in the magazines.
- Elicit some of the vocabulary that learners will meet or need in this lesson (see Vocabulary box above). Also include adjectives with prepositions like those in Lesson 2, for example *excited/passionate about* and adjectives like those from Lesson 1, such as *funny, confident, creative*. These might be useful for the writing task later in the lesson.

Main teaching ideas

1 Do you have any role models? (5–10 minutes)

- Start by asking learners questions about their role models. For example, ask: *Why is he/she a role model for you? What is his/her message? What is he/she passionate about it?*
- Circulate and offer support while learners tell a partner about their role model.
- Explain that learners will have the chance to write about this role model later in the lesson. They are shortly going to read a text that they can use as a basis for their writing.

Answers

Learners' own answers.

> **Digital Classroom:** Use the activity 'An inspirational person' to revise verb forms and dependent prepositions in the unit. The *i* button will explain how to use the activity.

2 What does 'chase your dreams' mean? (5 minutes)

- Look at the photo and encourage speculation about what 'chase your dreams' means (see Background knowledge).
- Encourage predictions about *who* and *what* the text will be about. Do any of the learners know who Chase is? Ask questions like: *What is he doing? Where can you see cooking videos? What do you think he wrote?*

Answers

Suggested answers: follow your dreams, a boy who likes cooking, a famous young chef.

3 Read the text and answer the questions (10 minutes)

- Before reading the text, check learners understand the questions.
- Learners read and answer the questions on their own and then compare their answers with a partner.
- The focus of Lesson 4 is writing, so the main purpose of reading the text is to give learners a model for Activity 5. With this in mind, encourage learners to scan the text *quickly* to find the answers to the questions. If appropriate, to save time, rather than writing the answers out, learners could underline them in the text.

Answers

- a (suggested answer) Because he's young and he's a YouTube star with lots of followers.
- b He's confident, creative and funny.
- c Difficulties with food and eating; learning to speak correctly and presenting his shows.
- d He'd like his own cooking show and he wants to open five different types of restaurant.

4 Match these headings to the paragraphs in the text (5–10 minutes)

- The main purpose of the activity is to give learners a model structure for their own writing in the next activity. The titles are the same as the ones suggested in Activity 5.

› **Differentiation ideas:** For learners who need more support: in order to check learner's understanding of

1 Achievement, 2 Background, 3 An Inspiration, 4 Challenges and Personality draw 4 word clouds on the board labelled as above. Write the answers randomly on the board e.g. He has to think about words before he speaks (Challenges) Encourage the learners to actively match the examples to each section.

Challenge confident learners to write the answers for one of their role models using the same format as above.

Answers

Paragraph 1: Background; paragraph 2: Achievements; paragraph 3: Challenges; paragraph 4: An inspiration

5 Write a description about an inspirational person and Writing tip (20–30 minutes)

› **Assessment ideas:** First, print out the sample answer without the mark scheme comments. Ask learners to highlight the errors and assess the description against the checklist on page 19 of the Learner's Book before they write their own descriptions.

› **Creative thinking opportunity:** Learners respond to the text and produce a description of their role model by following Steps 1–3. For Step 1, explain to learners that they can either write about the role model they discussed in Activity 1 or research another inspirational person to write about. If they are doing research, they can use magazines, books from the library or the internet. Alternatively, you could select one or two role models and supply information about them. Ensure learners make notes under the four headings: 1 Background, 2 Achievements, 3 Personality and challenges, 4 An inspiration. If necessary, write the headings on the board and elicit examples.

- If time is short, or if conducting research on the internet is not practical, the research could be set for homework.
- For Step 2, before learners start writing, ask them to identify examples of the present simple and adjectives + prepositions.
- Once learners have written their descriptions, tell them to look for a photo of their role model, or, if it's a teacher or family member, to draw a picture.
- Read the Writing tip together. Explain that proofreading, to check for mistakes, is

important. After learners have proofread their work, ask them to swap their descriptions with a partner and circle any errors.

- Circulate and offer support while learners proofread their partners' work.

Answers

Learners' own answers.

6 Now you have finished your description (5–10 minutes)

> **Assessment ideas:** Encourage learners to work through the checklist on page 19 to self-assess their work.

Plenary idea

Consolidation (2–3 minutes per presentation)

- Learners present their descriptions to the whole class or in groups of 3–4.

Homework ideas

Workbook

Activities 1–4 on pages 16–17.

- Learners research their role model, if there wasn't time during the lesson.

1.5 Read and respond: My favourite people

LEARNING PLAN

Learning objectives	Learning intentions	Success criteria
5Rm.02	<ul style="list-style-type: none"> • Reading: Read, with little or no support, a range of short, simple fiction and non-fiction texts with confidence and enjoyment. • Vocabulary: superlatively, dozen, hoist, enormous, bulge, top to toe, ripple to and fro, impressive, juggle, mambo, tap (dance), waltz, airborne somersaults, chess, skill, possess, racing, masterful, bulls, wrestle, champion, comb, carry, expert. 	<ul style="list-style-type: none"> • Learners can read, with little or no support, and confidence and enjoyment, two poems about special people.

21st century skills

Critical thinking opportunity: Say whether something is true and give a reason.

Materials: Learner's Book pages 20–23; Workbook pages 18–19; Children's poetry books by Ken Nesbit and Jack Prelutsky for Activity 2 (if you don't have these, you can show pictures from the internet); 1 blank piece of A4 paper per group of 3–4 learners; Dictionaries

Starter ideas

Vocabulary matching activity (10–15 minutes)

- The poems in this lesson contain vocabulary that is fascinating but challenging for this level. The poems are likely to be more engaging and enjoyable

for learners if they learn some of the new words now. This will help learners read the poems more confidently. A good way to learn and remember new words is a matching activity.

- Distribute a blank piece of A4 paper to each group of learners. Show them how to fold the paper to make eight squares and then cut along the folds.

- Write the words from the Vocabulary box on the board, alongside the meaning in the learners' language. (Alternatively, learners could look up the words in their dictionary or write an English synonym, especially if learners speak more than one different first language.) Briefly explain whether each word is an adjective, a noun phrase, etc.
- Give each group eight of the words (one per square). Ask learners to write the meaning of each word on the back of each piece of paper.
- The game is now ready to play with the whole class. Spread out the cards with the words showing. Demonstrate the activity. Learners take turns to guess the meaning of the words then turn over the cards to check.
- Encourage learners to think of words that rhyme with the new words.

Main teaching ideas

1 Who inspires you? What is special about them? (5–10 minutes)

- Before asking learners to discuss these questions in pairs, demonstrate the activity. Build up a list of people and things that are special about them.
- While learners discuss the questions, circulate and offer support.

Answers

Learner's own answers.



2 Read and listen to the two poems. Match a name to each one (5–10 minutes)

- Gain interest in the poems by asking if anyone has heard of Kenn Nesbit and Jack Prelutsky. Show pictures of their books if possible.
- Focus on the two titles and check learners understand the meaning of *multi-talented*.
- Before playing the audio, make it clear that learners do not have to understand every word at this stage – they just need to match a name to each poem.

Audioscript: Track 5

See Learner's Book page 20

Answers

Poem A: Super Samson Simpson

Poem B: Our teacher's multi-talented

3 Match the illustrations with lines from the poems (5–10 minutes)

- Demonstrate how to do the activity. Focus on the first illustration and elicit what is happening. Elicit which line in the poems it corresponds to. If necessary, re-read the poems together.
- In small groups, learners match the rest of the pictures to the poems.
- Groups of learners could work together to explain what is happening in each picture.

Answers

1 Poem A, line 2 <example>

2 Poem B, line 14

3 Poem A, line 11

4 Poem B, line 17

5 Poem B, lines 7 and 8

6 Poem A, lines 15 and 16

7 Poem B, line 3

8 Poem B, line 15

9 Poem B, line 18

4 Tick the correct sentences and cross the incorrect sentences (5–10 minutes)

> **Critical thinking opportunity:** Learners need to look at the sentences, decide whether they are true and, if possible, give reasons for their answers. Demonstrate by focusing on the first sentence and eliciting whether it is correct. Ask learners to justify their opinions by looking at what it says in the text.

- Circulate and offer support while learners discuss the other sentences in pairs. Give feedback on whether the sentences are correct and the reasons.

Answers

- | | |
|---------|---------|
| a True | d True |
| b False | e False |
| c False | |

5 Match these definitions with the blue words in the poems (5–10 minutes)

- Brainstorm the words that learners can remember from the Starter activity and build up a list on the board.
- Start by focusing on the first definition. Look at the first of the blue words and read out the whole sentence (*I'm superlatively strong*). Elicit that 'twelve of something' is not the correct definition for this word.
- Focus on the next blue word and read out from *I like to carry elephants to hoist them in the air*. Elicit that this is the correct definition for *dozen* and that *half a dozen* refers to six elephants.
- Learners match the rest of the words in pairs or small groups.

> **Differentiation ideas:** If learners need more support with this task, circulate and help them match the next definition. Differentiate your explanation by identifying that 'very big' means that learners are looking for an adjective (big); then invite learners to locate the blue adjectives in the poems (enormous, impressive). Encourage learners to read the words around these two words and guess the answer from the context.

- Give feedback on the correct answers.

Answers

- | | |
|------------|--------------|
| a dozen | d wrestle |
| b enormous | e hoist |
| c champion | f impressive |

6 Read poem B again. Write the phrases that mean *to be good at something* (5–10 minutes)

> **Differentiation ideas:** Challenge learners to brainstorm the different things Super Samson Simpson is good at. Write a list on the board. Ask the learners if they are good at any of these things.

Ask the children to think of different ways to express 'to be good at something' Give an example: '*I play the piano well.*' Then scan to the poem to find similar expressions.

- Learners write the phrases in their notebook that mean *to be good at something*.
- Give feedback on the phrases learners have noted down.

Answers

He's also quite a ...
 He's something of a ...
 He's great at...
 He's masterful at...

7 Use your dictionary to write a definition for these words (5–10 minutes)

- Make sure learners have a dictionary.
- Read the words together. Refer back to the Starter activity and elicit the kind of words they are (verb, noun).
- Circulate and offer support while learners look up and write the definitions. In the case of a word having several different meanings, encourage learners to look at the word in its context in the poem and decide the most appropriate meaning.
- Don't give feedback until after the next activity.

Answers

Suggested answers:

- a impressive (adjective): something people admire because it is special, important or large.
- b to comb (verb): to make your hair look nice using a comb. A comb is different from a brush as it is much thinner.
- c to juggle (verb): to throw lots of objects in the air and catch them one at a time, again and again.
- d to carry (verb): to hold something/someone and take the person/object somewhere.
- e to bulge (noun): a shape (usually a curve) you can see because it's sticking out of something.
- f an expert (noun): a person with a lot of skill or knowledge about something.

8 Take turns to read your definitions for your partner to guess (5 minutes)

- Demonstrate the activity with the class.
- While learners read and guess the definitions, circulate and offer support.
- Give class feedback on the meaning of the words.

Answers

Learner's own answers.

9 Complete this poem about your role model (10 minutes)

- Encourage learners to think back to their role models from Lesson 4. On the board, build up examples of the different things the role models can do.
- Brainstorm words and phrases learners could use in their poems. Explain that although their poem doesn't have to rhyme, it might be fun for them to think of words/phrases that will rhyme/ give the poem rhythm.
- Group together words that rhyme, e.g. *juggling/ swimming*.
- Encourage learners to look back again at Poem B for inspiration, if necessary.

› **Assessment ideas:** When they have finished writing, learners could exchange their poems with a partner and provide feedback on the use of rhyming words and vocabulary.

Answers

Learner's own answers.

10 Values

- Demonstrate the activity by discussing some of the personal qualities of the learners' role models.
- Then encourage learners to be honest about their good, and not so good, qualities – and to talk about their special abilities.
- Offer support while learners write notes about 'The Best Me'.
- Allow a couple of minutes for learners to compare their notes with a partner.

Answers

Learner's own answers.

11 Match the words from the poems that rhyme. Then listen and check (5 minutes)



- Work together. Ask learners to try and pronounce the words in the bubbles.
- Elicit which words rhyme, and then listen and check.

Audioscript: Track 05

See Learner's Book page 20

Answers

air–spare, rings–sings, me–family, long–strong, possess–chess, cars–stars

12 Choose words from the box to complete the verse or use your own ideas (10 minutes)

- Read through the words and the verse and make sure learners understand the vocabulary. Elicit which words rhyme.
- Learners use what they have learned during the lesson to complete the verse. Or, if they prefer, learners can use their own ideas.
- When they have finished, learners work in groups of 3–4 and tell their groups what they have written.

Answers

Learner's own answers.

Digital Classroom: Use the activity 'Remembering words' to revise vocabulary learned in the lesson. The i button will explain how to use the activity.

Plenary ideas

Self-reflection (10–20 minutes)

- Ask learners to share their thoughts on the lesson. Ask: *What did they enjoy most – reading the poems or writing their own? Do they feel that they have learned some interesting new vocabulary? Were the poems challenging to read and understand? Has the lesson encouraged them to read more poetry by these poets or to explore more poems about special people?*

Homework ideas

Workbook

Activities 1–6 on pages 18–19.

- Ask learners to find an interesting poem, song or rap about a special person/people and bring it to the next lesson.

1.6 Project challenge

LEARNING PLAN

Learning objectives	Learning intentions	Success criteria
5Rd.03	<ul style="list-style-type: none"> • Reading: Deduce meaning from context in short texts. 	<ul style="list-style-type: none"> • Learners can deduce and discuss the meaning of motivational memes.
5Wc.03	<ul style="list-style-type: none"> • Writing: Express, with little or no support, opinions and feelings. 	<ul style="list-style-type: none"> • Learners can express opinions and feelings by choosing their favourite quotations and deciding which qualities a special person in their life has.

21st century skills

Collaboration: Participate actively in a group project about a special person.

Social responsibilities: Describe ways in which people can cooperate and help others.

Materials: Learner's Book pages 24–25; Workbook page 20. For Project A: examples of motivational quotes to demonstrate what they are; if you can't do an internet search in class, a prepared list of ten motivational quotes about learning and life, photocopied for each pair of learners (enter *motivational quotes* into a search engine); card for making a poster for each pair of learners. For Project B: For each group of learners, a roll of paper (preferably a different colour), big enough to draw the outline of a volunteer's body on the floor.

Starter ideas

Raise interest in the projects (10–15 minutes)

- Explain that Project A involves learners designing a motivational poster for the classroom. Explain what motivational means and show 3 or 4 motivational

quotes that you think the class will find interesting/inspiring.

> **Social responsibilities:** Explain that Project B involves thinking about the qualities a special person has and then presenting this person to their group. Give pairs of learners a few minutes to write down ways in which people can cooperate and help others, and the qualities that make a person special.

Main teaching ideas

Introduce projects (60 minutes)

- Encourage learners to choose one of the projects and then follow the steps for their chosen project.
- Learners work in groups, managing and sharing the tasks in the project.

Project A: Design a motivational poster for your classroom

- Read the quotes together and check learners understand the vocabulary.
- Focus on the first quote. Elicit learners' interpretation and, if possible, an example to demonstrate. For example: *The first quote means that if you see a person is sad and alone, you should be their friend and help them.*
- Circulate and support learners while they discuss the meaning of the quotes in groups of 3–4.
- Focus on the first picture. Ask learners to describe what they can see and then match it to one of the quotes.
- Repeat for the other pictures.
- For Step 3, ask learners to put up their hands to show which quote they like best. While learners have their hands raised for their favourite quote, ask learners for a simple reason why. For example: *I like quote number 1 because I think friendship and helping people are important.*
- Allow learners a couple of minutes to tell their partner about their favourite quote.

› **Assessment ideas:** Before learners start Step 4, look at the checklist on Photocopiable X as a class, so that learners understand what they are aiming to achieve in the project.

- For Step 4, if it isn't practical to do an internet search in class, give the pre-prepared motivational quotes to each pair.
- Circulate and support learners while they follow the instructions to make the poster.

› **Assessment ideas:** When learners have completed their posters, allow time for them to offer each other feedback using the project checklist.

Answers

Project A: 1–4 Learners' own answers.

Project B: Special people

› **Collaboration:** Learners participate actively in a group of 4–5 in a project about a special person.

- First, distribute a roll of paper to each group. Learners choose a special person, without telling their group who it is.

› **Assessment ideas:** Before learners start the second part of step 3, look at the checklist on Photocopiable X as a class, so that learners understand what they are aiming to achieve in the project.

- Learners follow the instructions in the Learner's Book to produce their outlines and write down the qualities. It may help learners to look back at the list of qualities they made in the Starter activity.
- Before each learner presents, read the checklist again and allow learners time to reflect and make changes accordingly.
- Each learner presents their special person to the group. They point to the personal qualities they have written to tell their group why this person is special.

› **Assessment ideas:** Learners look at the checklist again at the end of the project to assess how well they carried out the task and make suggestions for improvement.

Answers

Project B: 1–5 Learners' own answers.

Plenary ideas

Reflection (5 minutes)

- After learners have completed their projects, have a class discussion about what learners enjoyed best about the projects, and what they would improve next time. Are there any motivational quotes that are particularly powerful? Were any personal qualities particularly popular – were there ones that were only mentioned once or twice?

Homework ideas

Workbook

Questions 1–12 on page 20.

1.7 What do you know now?

What personal qualities do we like to see in other people?

> **Learning to learn:** Learners have the opportunity to reflect on and evaluate their own learning success.

- Reintroduce the question from the start of the unit: *What personal qualities do we like to see in other people?* Discuss learners' responses to the question now and compare with their comments at the beginning of the unit. How much has changed?
- Ask learners to work on the questions in pairs.
- Focus on the first task and elicit the opposites.
- For Activity 2, elicit and build up a list of possible adjectives for learners to use.
- For Activities 3–4, elicit questions for the first *Wh* words. Learners then write the remaining questions in pairs. Circulate and offer support. Build up a list of questions on the board and practise the pronunciation before allowing learners time to ask and answer the questions in pairs.
- For Activities 5–7, elicit possible answers for learners to choose from.

Answers

1 bad-tempered – cheerful; shy – outgoing; calm – nervous; generous – selfish; hardworking – lazy

2–6 Learners' own answers.

7 Learners' own answers. Possible answers:

- light – tight, fight, right
 - day – pay, grey, away
 - true – blue, few, blew
 - past – fast, grass, last
 - bring – thing, ring, sting
-

Look what I can do!

- There are six 'can do' statements. Learners read through the statements and tick the things they can do. Encourage them to reflect on how well they can do these things. Also invite them to think of ways they can improve further; for example, what strategies they can use or learn to use.
- If learners find it challenging to read the statements, look through the unit with them and support them to find the relevant information.
- Finally, ask learners to work through the questions on page 21 of the Workbook. Encourage them to talk about what they enjoyed and also about any further support they might need.