



# Integrating Oracy into the English Language Classroom

The Sky Is the Limit Conference  
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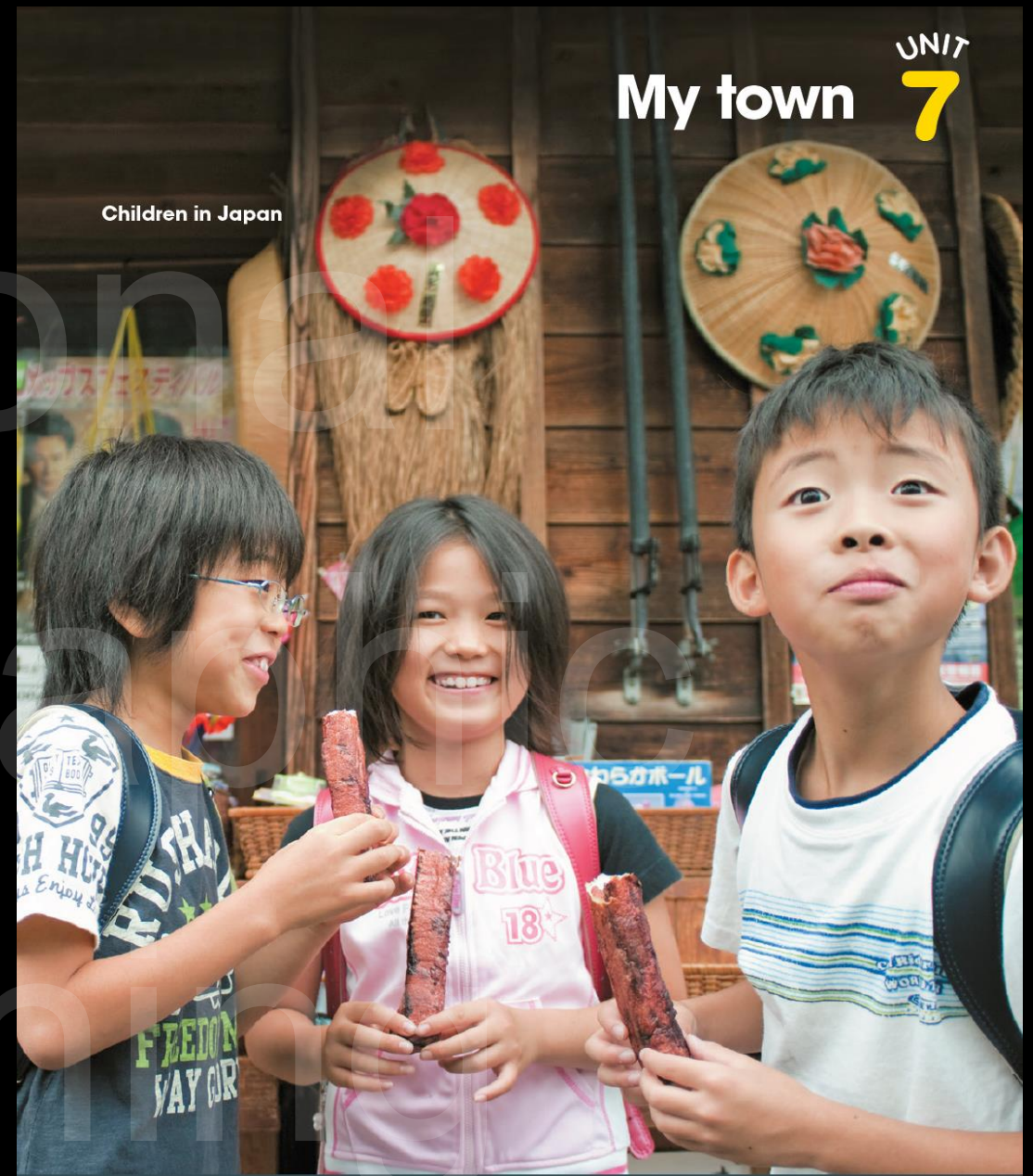
# Agenda

What is oracy?  
Why we should include it  
How to integrate it into our  
language classes

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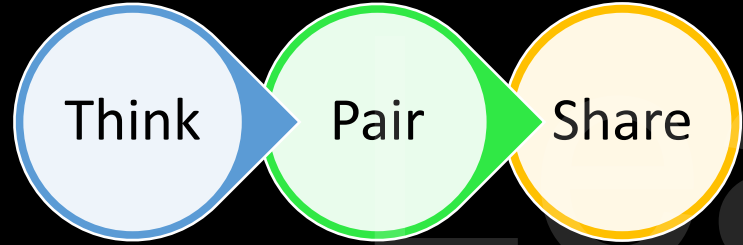
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Children in Japan



# oracy

What exactly is it?

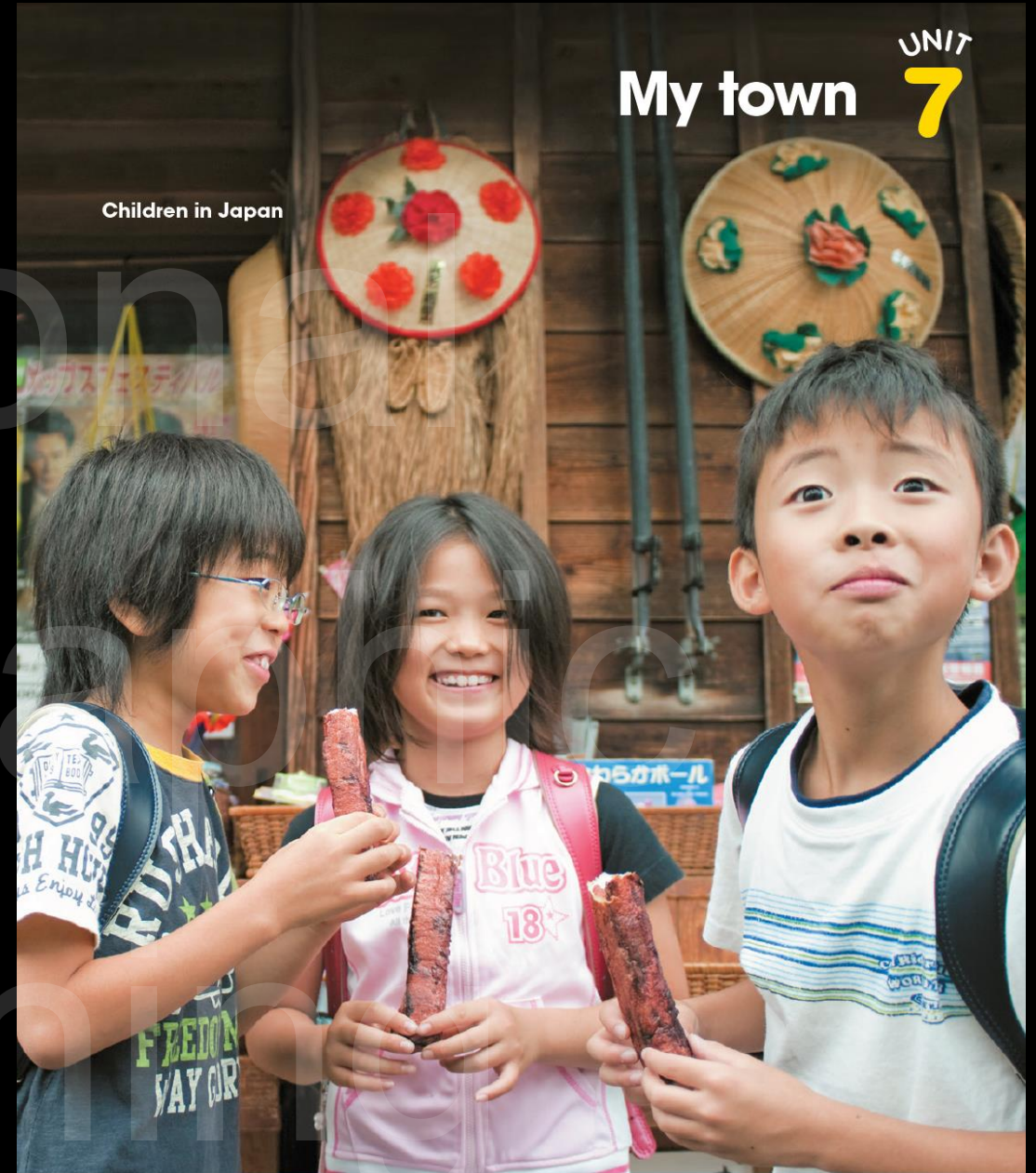


Look at the photo. What can you see?

“Oracy is the skill of **communicating confidently** in a variety of situations, from giving **presentations** in front of an audience to successfully **participating** in group discussions and collaborative activities. It’s also the skill, reading group dynamics, and of **listening actively** facilitating **shared decision-making.**”

Mercer, N. & Dawes, L. (2018) The development of Oracy skills in school-aged learners. Part of the Cambridge Papers in ELT series. [Cambridge University Press

Children in Japan

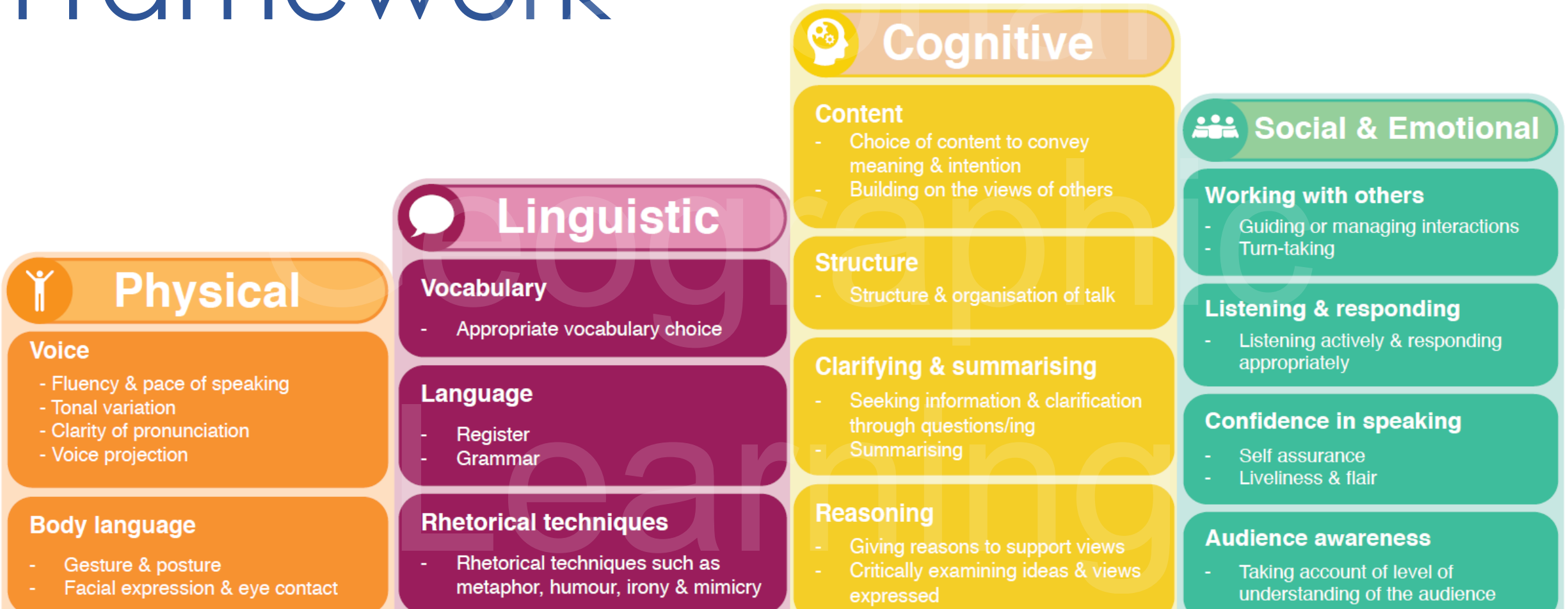


Look at the photo. What can you see?

# Oracy Skills Framework

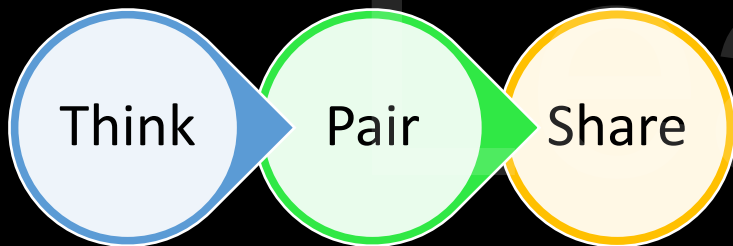


# Oracy Skills Framework



# oracy

Why should we focus on it? What are the benefits?



Antelope Canyon in Arizona, US

Look at the photo. Answer the questions.

- 1 How can you describe this place?
- 2 What could you do here?
- 3 Would you like to visit this place? Why? / Why not?
- 4 What kind of places do you like to visit?

- higher **academic success** in exams
- improves students' language skills
- improves **literacy**
- positive impact on **cognitive development**
- Builds **interpersonal skills**
- positively impacts **self-esteem** and well-being
- facilitates social and **emotional learning (SEL)**
- 97% of teachers, 94% of employers and 88% of young people believe that life skills such as confidence, motivation, resilience and **communication** are as or more important than academic qualifications

## Incredible places

UNIT  
**5**



Antelope Canyon in Arizona, US

**Look at the photo. Answer the questions.**

- 1 How can you describe this place?
- 2 What could you do here?
- 3 Would you like to visit this place? Why? / Why not?
- 4 What kind of places do you like to visit?



# oracy

How can we integrate it  
in language classes?

Life on the road

UNIT  
2



Tessa and Dillon travelled from Alaska to South America. They stopped near this mountain in Peru for a photo with an alpaca.

Look at the photo. Discuss the questions.

- 1 Have you ever been on a long journey?
- 2 Do you think this is a true picture of everyday life in Peru?
- 3 What is your country famous for?

## Move to the music!

UNIT  
**2**



Ice Music Festival in Geilo, Norway

Look at the photo. Answer the questions.

- 1 What is the woman doing?
- 2 What is the harp made of?
- 3 What is she wearing? Why?
- 4 What musical instruments can you play?

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## Incredible places

UNIT  
**5**



Antelope Canyon in Arizona, US

Look at the photo. Answer the questions.

- 1 How can you describe this place?
- 2 What could you do here?
- 3 Would you like to visit this place? Why? / Why not?
- 4 What kind of places do you like to visit?

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## Let's celebrate!

UNIT  
**3**



Mercantia, a street art festival in Certaldo, Italy

Look at the photo. Answer the questions.

- 1 What are the people looking at?
- 2 What other things do you think they can see in this festival?
- 3 What celebrations do you have in your area?

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### LESSON 3 Reading

1 Look at the photo. The pearls are different colours. What colour are pearls usually? Do you know where pearls come from?

2 Listen and read. TR: 83

#### How pearls are made

Pearls are the only **jewels** in the world that are made by a living animal – an oyster, a type of shellfish. But **natural** pearls are very **rare**. In fact, only one in ten thousand oysters has a pearl naturally.

So, how are most pearls made? They're grown in special pearl farms. Kamoka Pearl Farm on the tiny Pacific island of Ahe, grows Tahitian pearls. Tahitian pearls are called black pearls, although they're also green, dark red, or blue. The pearl farmers collect very young oysters from the sea. They open each oyster carefully and put a very small piece of sea shell inside it. Then, they put the oysters back into the sea in large plastic nets. The nets keep them safe from other sea animals. As the oysters get bigger, 'nacre' begins to grow around the piece of shell. Nacre is the material which makes the pearl. The oysters aren't opened for about two years. Finally, when they're ready, the pearls are taken out.

People travel from all around the world to work at the Kamoka Pearl Farm. It's on a beautiful island, with clean, warm sea all around it and the visitors can learn how to make one of the most beautiful jewels in the world.



**New words:** pearl jewel natural rare



Pearl farm workers at Kamoka Pearl Farm

3 Read again. Answer the questions.

- 1 How are pearls different from other jewels?
- 2 Are most pearls natural or farmed?
- 3 What's another name for Tahitian pearls?
- 4 What do the pearl farmers put inside the young oysters?
- 5 How long does it take for a pearl to grow inside an oyster?

4 Would you like to work as a pearl farmer? Why? / Why not? Discuss in pairs.

### Grammar LESSON 4

1 Study the grammar box.

#### Present simple passive: questions and negatives

How **are** most pearls **made**?

Is the net **put** into the sea?

The oysters **aren't opened** for about two years.

The pearl **isn't taken** out immediately.

We use **by** if we want to say who or what does the action.

The net is put into the sea **by** the pearl farmers.

2 Make present passive questions with the words in 1–5.

- 1 Where / the pearls / farm?  
*Where are the pearls farmed?*
- 2 Who / the young oysters / collect / by?
- 3 How / the oysters / clean?
- 4 What / the pearls / use / for?
- 5 Who / the pearls / buy / by?

3 Sentences 1–5 are false. Correct them.

- 1 Spanish is spoken in Germany.  
*Spanish isn't spoken in Germany. Spanish is spoken in Spain.*
- 2 Pearls are grown in trees.
- 3 Halwa is sold in clothes shops.
- 4 Orange juice is made from apples.
- 5 Ambulances are driven by farmers.

4 Complete sentences 1–4 with the present simple passive and your own ideas. Then ask and answer with a partner.

- 1 My favourite subject / teach / by ...
- 2 My favourite fruit / grow / in ...
- 3 The best cars in the world / make / by ...
- 4 The most delicious food in the world / cook / by ...

Who's your favourite subject taught by?

My favourite subject is taught by Mrs Hunt.

LESSON  
**3 Reading**

**1 Work in pairs. Discuss the questions.**

- 1 Have you ever been to the circus?
- 2 What was it like?

**2 Listen and read.** TR: 59

**The circus for all**

This is amazing! I'm standing in a tent next to an old railway line, in the city of Bogota, Colombia. All around me, I can see young people, aged from about seventeen to twenty-eight. They're doing incredible things: dancing, throwing and catching fire sticks, making human pyramids, flying through the air. One young woman is **performing acrobatics** on a **hoop** high up in the tent. A young man is walking on a tightrope. He jumps up high in the air and then lands on the tightrope again. For a moment, as he lands, I think he's going to fall. But no, he stays on the tightrope and smiles as the audience shouts and claps.

I'm at the *Circo Para Todos* - the 'Circus For All'. It's a special circus school for young people who live in Colombia. They study for four years, learning circus skills such as juggling and acrobatics. More than one hundred students have finished their studies at the *Circo Para Todos* and are now working at different circuses all around the world. Many of these young people used to have difficult **lives**. Some of them had **problems** at home, or left school when they were very young. The *Circo Para Todos* has given them a chance to be world-class performers.

**New words:** perform acrobatics  
hoop lives (plural of *life*) problem

**VALUE** Work together.  
*Workbook, Lesson 6*

A performer at the  
*Circo Para Todos*

**3 Read again. Answer the questions.**

- 1 Where is the *Circo Para Todos*?
- 2 How old are the people who are performing there?
- 3 What can the writer of the text see the young people doing? Write six activities.
- 4 How long do they study at the *Circo Para Todos*?
- 5 What do many of the students do when they've left the *Circo Para Todos*?

**4 Do you think you could be a circus performer? Why? / Why not? Can you do any circus tricks?**

LESSON  
**Grammar 4**

**1 Study the grammar box.**

**be going to for predictions**

We use *be going to* to make predictions about something we know or can see.

*He jumps up high and lands on the tightrope. I think he's going to fall.*

*The circus students are very good. We're going to enjoy the show. She's holding two fire sticks. She's going to throw them.*

**2 Look at the pictures. Make sentences with *be going to*.**



1 she / skip **She's going to skip.**



2 she / jump



3 they / not fall



4 he / drop a hat



5 he / throw the ball  
she / not catch it

**3 Read sentences 1-5. Make predictions with *be going to*.**

- 1 Your friend has got an important test next week.  
*My friend is going to work very hard this weekend.*
- 2 There are dark clouds in the sky.
- 3 It's 11.30 at night and you can't sleep.
- 4 Your little brother/sister has just eaten six pieces of cake.
- 5 Your teacher is carrying some tennis rackets.

### 3 Reading

- 1 Work in pairs. Discuss. Do you ever help with the cooking at home? What can you make?
- 2 Listen and read. TR: 27

#### The restaurant where the children cook

There are many different kinds of restaurant in Amsterdam, but one of the most interesting places is the Kinderkookkafé. The Kinderkookkafé – the Children's Cooking Café – opened in 1981. It's a special restaurant where the children are the cooks and the waiters for their families.

How does it work? Children aged from five to twelve come to the restaurant in the afternoon. The people who work at the restaurant teach the children how to **prepare** and cook the food. There are menus from countries around the world such as Mexico, Greece and Spain, so the children

can choose what they want to make. There are pizzas, sandwiches, biscuits, fruit salad and cakes. There's also a place where the children can make **delicious** milkshakes. While the food is cooking, they tidy the kitchen and put **knives, forks and spoons** on the tables. When the food is ready, the parents come to the restaurant. The children bring the food to the table and everyone eats together. Then the children even do the washing up at the end of the meal – parents love that!

It's a great way for children to learn about food and cooking, and for parents to enjoy a delicious meal!

**New words:** prepare delicious  
knives (plural of knife) forks spoons

The Kinderkookkafé,  
the Netherlands

### Grammar 4

- 1 Study the grammar box.

#### Relative pronouns

We use *who* or *that* for people.

*The people **who** work at the restaurant teach the children.*

We use *which* or *that* for things.

*This is the pizza **which/that** I cooked.*

We use *where* for places.

*It's a restaurant **where** the children are the cooks.*

- 2 Complete the food quiz with *who*, *which* or *where*.

- 1 A fortune cookie is a type of biscuit which.  
A has got a piece of paper inside it.  
B people eat before their exams.  
C is very expensive.
- 2 A chef is a person \_\_\_\_\_.  
A eats a lot of food.  
B cooks food.  
C writes about food.
- 3 A food stall is a place \_\_\_\_\_.  
A you buy books about food.  
B you buy food on the street.  
C you learn how to cook.
- 4 Sushi is a type of food \_\_\_\_\_.  
A is from Africa.  
B is from South America.  
C is from Asia.



- 3 Work in pairs. Ask and answer the quiz questions in Exercise 2. Then listen and check. TR: 28

- 4 Work in small groups. Write two more questions for the food quiz. Give three answers (one true and two false) for each question. Then ask and answer with another group.

Ayran is a drink from Turkey which has got A – yoghurt and salt; B – fruit and honey; C – tea and jam?

I think the answer is B – fruit and honey.

No, it's A – yoghurt and salt.

### The Galapagos Islands: Deep sea

The Galapagos Islands are a group of islands in the Pacific Ocean, about 1,000 kilometres from South America. The water here comes from many different places: there is cool water, warm water and deep cold water. This mixture creates a very rich environment for marine life. There are more than 450 different species of fish in the Galapagos. In fact, there are some animals in the Galapagos which live only here and nowhere else in the world! Some of these animals include marine iguanas, Galapagos sea lions and Galapagos fur seals. Only 25,000 people live on the Galapagos Islands, but more than 100,000 tourists visit the islands every year to dive and swim in the sea and to see all the amazing animals.



Jess Cramp, National Geographic Explorer and marine biologist



Young Galapagos sea lions

**1** You're going to watch a video about Jess Cramp in a submarine in the Galapagos Islands. Do tasks 1 and 2 in groups.

- 1 Think of five adjectives to describe the sea.
- 2 Would you like to travel in a submarine? Why? / Why not? Discuss.

**2** Tick (✓) the animals that are mentioned in the video.

Video 8

Mola mola fish



marine iguana



silky shark



swordfish



pelagic sea cucumber



Galapagos sea lion



**3** Work in pairs. Discuss the questions.

- 1 The video describes Jess Cramp's submarine as 'her office'. Would you like to work in a place like that?
- 2 What's your ideal job?
- 3 Look at the adjectives you chose in Exercise 1. Do you want to add any more adjectives after watching the video?

### 4 PROJECT

Make a Galapagos quiz.

- Choose three of the animals from Exercise 2.
- Find pictures and research some information about your three animals.
- Write some quiz questions for each animal.
- Present your quiz to the class. Can they answer your questions?

The Mola mola fish can sometimes be as heavy as a car. True or false?

LESSON  
3

Reading

- 1 Look at the photo. Name three things you see.
- 2 Listen and read. TR: 44

The desert sands!

Dubai is the largest and most **important** city in the United Arab Emirates. Dubai is by the sea, but all the land around it is desert. Many people want to work and live there. The most **popular** place to live is by the beach. It is much cooler there. But there isn't much space to live by the beach any more. In 2001, people started to build the Jumeirah islands on the water. They used rocks and sand to make them. They look like palm trees!

Outside Dubai, there are huge hills of sand called 'dunes'. There are thousands of kilometres of them. There is an **exciting** sport you can do on them: sandboarding! This is the same as snowboarding, but it's on sand instead of snow! It's great fun but you need to be careful too - it is **dangerous** to be in the hot sun for a long time. Drive up to the top of the dunes, then sandboard down. The worst part is that you have to walk back up afterwards!

- 3 Read again. Write T (true) or F (false).

- 1 There are other cities in the United Arab Emirates that are bigger than Dubai.
- 2 In Dubai, people usually want to live near the beach because it is cooler there.
- 3 People made the Jumeirah Islands.
- 4 There are dunes inside the city of Dubai.
- 5 There are thousands of kilometres of snow outside Dubai.

- 4 What do the adjectives in bold refer to in the text? Complete the sentences.

- 1 Some sports are \_\_\_\_\_ if you don't wear a helmet.
- 2 I hope the film is \_\_\_\_\_. I don't want to see a boring film.
- 3 It is \_\_\_\_\_ that you wear sun cream in the hot sun.
- 4 Many people visit the shopping centres in Dubai. They are very \_\_\_\_\_ places to go.

- 5 Discuss the questions.

- 1 Would you like to visit Dubai? Why? / Why not?
- 2 Can you discover more things about Dubai? Tell your partner about them.



One of the Jumeirah islands in Dubai

LESSON  
4  
Grammar

- 1 Listen and read. TR: 45

Comparatives and superlatives: long adjectives

The homes by the beach are **more popular than** the homes in the city.

Dubai is **the most important** city in the United Arab Emirates.

- 2 Complete the sentences with the comparative or superlative form of the adjectives in brackets.



In 2008, Burj Khalifa became 1 \_\_\_\_\_ (tall) building in the world. It's in Dubai. It was one of 2 \_\_\_\_\_ (expensive) projects ever. It cost 1.5 billion dollars. It is 3 \_\_\_\_\_ (famous) than other buildings in Dubai. I'd love to go there. It has 4 \_\_\_\_\_ (high) restaurant in the world too, on the 122<sup>nd</sup> floor! Some people say that the view from the top is 5 \_\_\_\_\_ (exciting) at night than during the day.

- 3 Make sentences about these topics. Use the comparative or superlative form of these adjectives.

• Films • School subjects • People • Free-time activities

interesting exciting difficult famous dangerous  
important popular

- 4 Work in pairs. Compare your sentences from Exercise 3. Do you agree?

Maths is the most difficult subject.

I don't agree. I think art is the most difficult subject.

LESSON 7 Video

1 a Watch the video. Look at the photo. What's this type of performance called? Circle the correct answer (A, B or C). ▶ Video 10

- A Gnawa
- B Beijing Opera
- C Capoeira

b Match performances A-C to descriptions 1-3.

- 1 It's a mix of music, martial arts and acrobatics.
- 2 It's got face paints and traditional costumes.
- 3 It's a type of music, which musicians sometimes play on the street.



2 Watch the video again. Complete the sentences. ▶ Video 10

- 1 In Capoeira only your h\_\_\_\_\_ and f\_\_\_\_\_ can touch the floor.
- 2 Sometimes motorcyclists ride their b\_\_\_\_\_ in a cage at the c\_\_\_\_\_ in China.
- 3 Gnawa musicians often wear colourful c\_\_\_\_\_ and play an instrument which is like a g\_\_\_\_\_.

3 Complete the sentences with the words from the box.

carnival drums festival important puppet

- 1 People like to play and listen to samba music at \_\_\_\_\_ time.
- 2 In some parts of Brazil, people love \_\_\_\_\_ shows.
- 3 Beijing Opera is an \_\_\_\_\_ tradition in China.
- 4 Gnawa musicians play the *sintr* and the \_\_\_\_\_.
- 5 There is a big Gnawa \_\_\_\_\_ in Essaouira every year.

4 Work in groups. Discuss the questions.

- 1 What shows are popular in your country?
- 2 What kind of shows do you like best: plays, circus shows, puppet shows, music or dance shows?
- 3 Describe a show you've seen.

LESSON 7 Video



Nomad tents, Mongolia

1 Look at the photo. Work in pairs. What can you remember about life in Mongolia from Lesson 1?

2 Watch the video. Circle the correct answer. ▶ Video 4

- 1 Mukhdalai's rider travels with the *oxen* / *horses*.
- 2 The nomads move *once* / *a few times* a year.
- 3 The family's horse *wins* / *doesn't win* the Naadam race.

3 Watch the video again. Write T (true) or F (false). ▶ Video 4

- 1 Mukhdalai is returning home from the Naadam race.
- 2 The family made their carts.
- 3 The family's tent, or *ger*, has got a hole at the top.
- 4 A *morin khuur* is a Mongolian race.
- 5 Mukhdalai doesn't like his new motorbike.

4 Work in groups. Discuss the questions.

- 1 Why do the Mongolian nomads travel? Why don't they stay in the same place all year?
- 2 Would you like to take part in a horse race at the Naadam festival? Why? / Why not?
- 3 Have you ever taken part in a competition? What kind of competition was it? Were there any prizes?

LESSON 7 Video



A lunch delivery

1 Watch the video. Match the countries (1-3) with the photos (A-C). ▶ Video 5

- 1 India *Shiven*
- 2 Argentina *Rhiane*
- 3 UK *Aliyah*



B pasta with tomato sauce



C empanadas

2 Watch the video again. Match the words (1-4) with the descriptions (A-D). ▶ Video 5

- 1 tiffin
- 2 flatbread
- 3 empanada
- 4 packed lunch
- A It's like a pie
- B lunch you take with you, for example, a cheese sandwich, a biscuit, some fruit and a yoghurt
- C a special lunch box that keeps food hot
- D a food that looks like a pancake

3 Circle the correct words.

- 1 Shiven's *mum* / *school* cooks his lunch.
- 2 Shiven usually has *meat* / *vegetable* curry.
- 3 Rhiane eats her lunch with a *knife and fork* / *her hands*.
- 4 She also has fruit, like *bananas* or *strawberries* / *an apple* or *a pear*.
- 5 Aliyah usually eats the *same thing* / *different things* every day.
- 6 She often eats a baked potato with *tomato sauce* / *cheese and baked beans*.

4 Work in groups. Discuss the questions.

- 1 Do you have a school lunch or do you take your own food?
- 2 What's your favourite food for lunch?
- 3 Describe a typical food from your country.



How did those images, texts and lessons make you feel?

Paleoanthropologist, comedian and National Geographic Explorer Ella Al-Shamahi holds a copy of a Neanderthal skull.



**Look at the photo. Discuss the questions.**

- 1 Who's the woman in the photo? Does her work seem interesting to you? Why? / Why not?
- 2 What places have you explored?
- 3 Where would you like to explore? Which continents or countries and why?

“Real world content is a great springboard for oracy skills development because it gives students something real and meaningful to talk about. That in turns leads to memorable and exciting educational experiences.”

Paleoanthropologist, comedian and National Geographic Explorer Ella Al-Shamahi holds a copy of a Neanderthal skull.

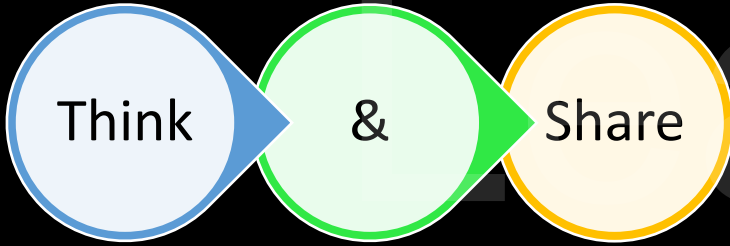


Look at the photo. Discuss the questions.

- 1 Who's the woman in the photo? Does her work seem interesting to you? Why? / Why not?
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# Set Ground Rules

What kind of oracy ground rules could you have your classes?



BONUS School trip

## Greenland

Greenland is the world's largest island. It's in the North Atlantic and most of the island is within the Arctic Circle. If you travel to the northern part of the island, you'll be just 800 kilometres from the North Pole. It's a very cold country, with average temperatures of between  $-7$  to  $-30^{\circ}$  Celsius in the winter and  $4$  to  $7^{\circ}$  Celsius in the summer. For two months during the summer, Greenland has a 'midnight sun'. This means that there's no night time, because the sun never sets. 80% of Greenland is covered in a very thick sheet of ice, about 1,500 metres thick. As snow falls onto the ice, it freezes and makes new sheets of ice. These sheets of ice are always moving – like very slow rivers. They're called glaciers. Big icebergs are made when the glaciers fall into the sea. In this video, National Geographic Explorer Eddie Kislalady and his wife, Amanda, fly in a tiny helicopter over Greenland and collect information about how the environment there is changing.

**1** Read the information about Greenland. Complete the sentences with numbers.

- In the summer, the sun doesn't set for \_\_\_\_\_ months.
- The ice sheet which covers \_\_\_\_\_% of Greenland is \_\_\_\_\_ metres thick.
- The northern part of Greenland is \_\_\_\_\_ kilometres from the North Pole.
- Sometimes, in the winter, the temperature goes down to \_\_\_\_\_ $^{\circ}$  Celsius.

**2** Watch the video. Write T (true) or F (false).

- Eddie and Amanda are flying from San Diego to London.
- Not many people have filmed Greenland.
- Greenland is getting colder and more ice is forming.
- Eddie and Amanda can't find out much information from their helicopter.
- Eddie and Amanda share the information which they collect with other scientists.

**3** Work in pairs. Discuss the questions.

- Would you like to travel to Greenland? Why? / Why not?
- What kind of information is useful for the scientists?
- Think of other ways that scientists can find out about different countries.

**4** PROJECT  
Write an explorer facsimile.  
Eddie and Amanda are explorers. Think about other explorers you've learnt about in this book. Choose one explorer and write a facsimile about him or her. Think about the answers to these questions:

- Where did they travel to?
- Why did they go there?
- What did they find out?

Present your facsimile to the class.

*Amanda Earhart was the first female pilot to fly solo across the Atlantic Ocean.*

BONUS SCHOOL TRIP 131

## LESSON 1 Vocabulary

**1** Listen and repeat. 10:10

**2** Listen and read. 10:18

There are many different types of **competitions**, for example music competitions, sports competitions and writing competitions. For some people, the **prize** is the most important part of the competition. They always want to win. Other people enjoy **taking part** and winning isn't so important. How about you?

**3** Complete the text with words from Exercises 1 and 2. Then listen and check. 10:19

We're at the '\_\_\_\_\_ and all the '\_\_\_\_\_ and their horses are ready to begin. And they're all! Garcia is in front and behind him is Yakamuri. Who is going to '\_\_\_\_\_? This is a very exciting '\_\_\_\_\_. And ... the '\_\_\_\_\_ is Yakamuri! He gets the first '\_\_\_\_\_. Congratulations, Yakamuri!

**4** Listen to the report about the Naadam Festival in Mongolia. Circle the correct answer (A, B or C). 10:26

- How long was the festival?  
A three days B eleven days C twelve days
- How old were the youngest riders in the horse races?  
A ten years old B fifteen years old C five years old
- What did the slowest horse in each race get?  
A a special prize B a special poem C a special song
- How many horse riders are there every year in the Naadam festival?  
A hundreds  
B more than four thousand  
C more than forty thousand

**5** Work in pairs. Describe a festival from your country.

## LESSON 2 Grammar

**1** Study the grammar box.

**Past continuous was/were + ing form of verb**  
We use the past continuous to talk about past actions in progress. We often use it for describing a scene.  
The sun was shining.  
Thousands of people were walking.

**2** Look at this photo of a race in California. Imagine you were at the race. Describe the scene.

1 sun / shine The sun was shining.  
2 some people / watch / the race  
3 lots of children / run  
4 a boy / wear / a striped shirt  
5 a girl / wear / pink trousers  
6 a man / take / photographs

**3** Work in pairs. What were you doing yesterday at these times?

5 a.m. 9.30 a.m. 12.30 p.m. 4.15 p.m.  
7 p.m. 8.30 p.m. 11 p.m.

At 5 a.m. I was sleeping.  
At 9.30 a.m. I was sitting in this classroom.

UNIT 3 Challenges 31

## **Ground rules for lower primary**

We listen to everyone.

We are patient.

We take turns.

We are kind to everyone.

We help other students.

We ask quiet or shy students to join in.

We share.

We speak up so everyone can hear.

We do not shout or speak loudly.

We do not interrupt.

We pay attention.

We ask questions if we don't understand.

## Examples of Ground Rules for Collaborative Work or Discussion (Middle or Upper Primary)

We listen carefully to others.

We encourage other students to participate by asking them questions.

We participate by agreeing or disagreeing and sharing our ideas and opinions.

We respect everybody's opinions and take them into consideration, even if we disagree with them.

We do not interrupt or speak over someone.

We control our voices to make sure we are not speaking too loudly or too softly.

We give other students the opportunity to speak. We do not dominate the conversation.

We ask questions to understand better.

We give positive feedback.

We make group decisions after we hear everyone talk.

### Examples of Ground Rules for Presentations (Middle or Upper Primary)

#### For the presenter:

- We speak clearly.
- We don't speak too fast.
- We check to make sure everyone can hear.
- We stand up straight.
- We make eye contact with our audience.
- We don't move around unnecessarily.
- We organize our presentation.
- We practice our presentation beforehand.

#### For the audience:

- We listen carefully.
- We do not talk during a presentation.
- We tell the speaker if we cannot hear him or her.
- We show interest by asking questions at the end of the presentation.

# Learning

Ground Rules for Primary EFL Classrooms | Cambridge English

[www.cambridge.org/elt/blog/2020/03/11/oracy-3-whys-and-hows-ground-rules-primary-efl-classrooms/](http://www.cambridge.org/elt/blog/2020/03/11/oracy-3-whys-and-hows-ground-rules-primary-efl-classrooms/)

# Provide a helping hand with... Language Frames + Cue Cards

## Helping out **UNIT 3**



Girls near the beach in Sri Lanka

**Look at the photo. Answer the questions.**

What can you see?

Where are the children?

What are they doing?

How do you help your friends at school?

# What are language frames?





# What are language frames?

**Research-based method** for assisting English Learners, students with disabilities, and learners who may struggle with written or verbal expression.

**Scaffolded** support for students



Provides a foothold into the **conversation** and a structure for responding to questions.

Fill-in-the-blank format designed to help students **ask or answer** questions verbally or in writing.



Help students **build internal templates** for expressive language (not a crutch)

What do you think...?

How about you?

I totally/ completely agree.

That's a great idea

I think so too.

Can you explain that again?

I disagree because...

I'm not sure I understand

Exactly!  
Totally!  
Definitely!

Can I stop you for a second?

I think/ believe/in my opinion

I suggest...  
What about...  
How about...

**LESSON 3**

1 Listen and read. TR: 6

lesson homework  
class garden

2 Listen and read. TR: 7

Welcome to the Green School in Bali, Indonesia. It's a very cool school. At the Green School, students learn about animals and plants. A classroom at the Green School hasn't got normal walls or windows. The classrooms are open, and students can see the plants and trees.

From Monday to Friday, there are **lessons** in English, maths, computers, music, art, reading and PE. There's **homework** too. At the Green School, every **class** has got a **garden**. There are garden lessons on Wednesday and Thursday. There are flowers, rice and fruit in the garden. There's a farm too. Students give food and water to the animals on the farm.

3 Write T for True or F for False.

- You can't open and close all the windows at the Green School.
- There are lessons in music, art and reading.
- There's no homework at the Green School.

There are garden lessons every day.

12 UNIT 1 Back

**LESSON 4**

1 Listen and read. TR: 8

Have you got art on Monday? Yes, I have.  
Has she got PE on Friday? No, she hasn't.

2 Listen and circle. TR: 9

Tuesday Friday

Thursday

3 Look and answer the questions.

Manuel's timetable	
Monday	
Tuesday	
Wednesday	
Thursday	

- Has Manuel got PE on Monday?
- Has he got reading on Tuesday?
- Has he got maths on Wednesday?
- Has he got art on Thursday?

4 Work in pairs. Ask and answer.

Have you got a pencil in your school bag?  
Yes, I have.

school 13

Thank you all for coming.

Today I'm going to talk about...

First of all...

Secondly/  
thirdly...

This is important because...

This picture/  
image/chart shows...

In other words/  
to put it another way...

Moving onto the next point...

Furthermore/  
Moreover/  
In addition

To sum up/  
conclude

Are there any questions?

For example...

School  
Climb the rocks

You're going to see a video about the amazing limestone rocks of South China. Limestone is a type of rock that's very soft. Over millions of years, the shape of the rock has been changed by the weather and especially by rain. As a result, large caves have formed, and there are even natural bridges made of rock in some places. Some of the rocks look like tall, thin sculptures and some even look like trees. One place with lots of these rocks is called Shilin, which means Stone Forest in Chinese.

Rock climbers enjoy going to this part of China as it's got so many of these interesting rocks. The rocks are especially challenging and exciting to climb. It's a place for experts, not beginners – as you'll see in the video, it's also a really beautiful and unusual place, so it's good that large parts of it are now protected for the future as a UNESCO World Heritage Site.

**1** Read the text. Discuss the questions.  
1 What's unusual about the rocks in South China? Why do rock climbers like to go there?  
2 Why should this place be protected?  
3 Do you know of any other UNESCO World Heritage Sites?

**2** Tick (✓) the things you think you'll see in the video. Write two of your own ideas. Then watch and check. [▶ Video 13](#)

<input type="checkbox"/> rocks that look like trees	<input type="checkbox"/> a road	<input type="checkbox"/> a beach	<input type="checkbox"/> birds
<input type="checkbox"/> a waterfall	<input type="checkbox"/> a butterfly	<input type="checkbox"/> camels	<input type="checkbox"/> cars
<input type="checkbox"/> a cave	<input type="checkbox"/> a big city	<input type="checkbox"/> flowers	<input type="checkbox"/> a forest
<input type="checkbox"/> a helicopter	<input type="checkbox"/> a river	<input type="checkbox"/> a volcano	<input type="checkbox"/> a rope

**3** Work in pairs. Discuss the questions.  
1 Would you like to visit this place? Why? / Why not?  
2 If you went to this part of China, what would you like to do (go rock climbing, relax on a boat on the river, take photos, explore)?  
3 What would you take with you? How long would you like to stay?

**4 PROJECT**  
**Prepare a group presentation.**  
Work in groups. Choose a place you all agree should be protected. Prepare a presentation about the place for the class.  
Here are the things you can do to prepare for your presentation:  
• Find a photo or short video of the place.  
• Do research to find out why the place is special.  
• Explain what would happen if there were roads there.

106 SCHOOL TRIP

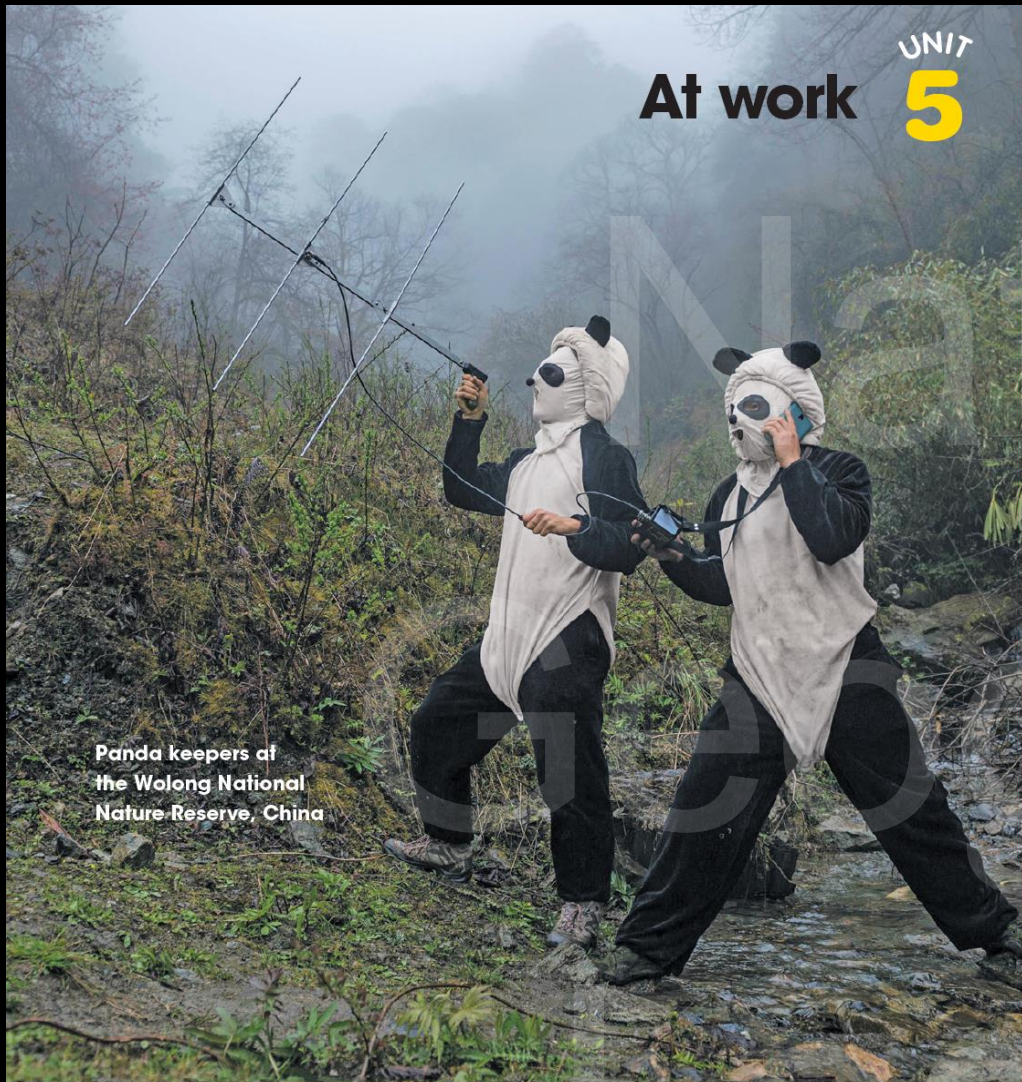
# Oracy Building Activities



Free time **UNIT 12**

Look at the photo. What can you see?

At work **UNIT 5**



Panda keepers at  
the Wolong National  
Nature Reserve, China

Look at the photo.

What can you see?

How many people? How many animals?

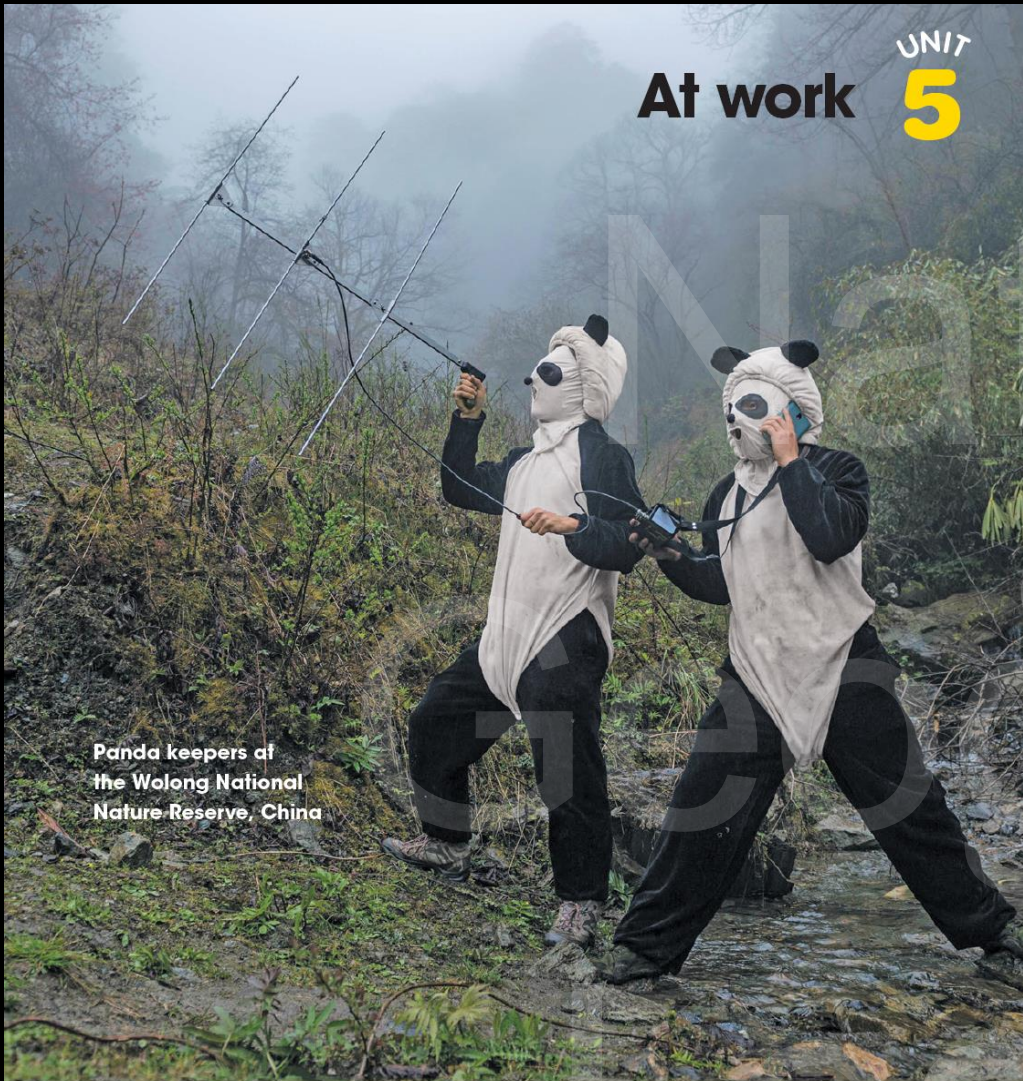
Talk about their clothes.

At work **UNIT 5**

# Language Frames

In this picture I can see...  
I think...  
I wonder... who, what, where, why, how...

What do you think/wonder?  
How about you?  
That's a good/great/interesting idea  
Yeah, I agree.  
Me too!  
Possibly/Maybe  
Why do you think/say that?  
Anything else?  
Have you got any other ideas?



Panda keepers at the Wolong National Nature Reserve, China

Look at the photo.  
What can you see?  
How many people? How many animals?  
Talk about their clothes.

# Personal Viewing

How does this photo make you feel?  
Why?  
Does it remind you of anything?  
Do you think it's positive/negative?  
Why?  
What do you think the story of the photo is?

How about you?

Weather

The photo makes me feel... because

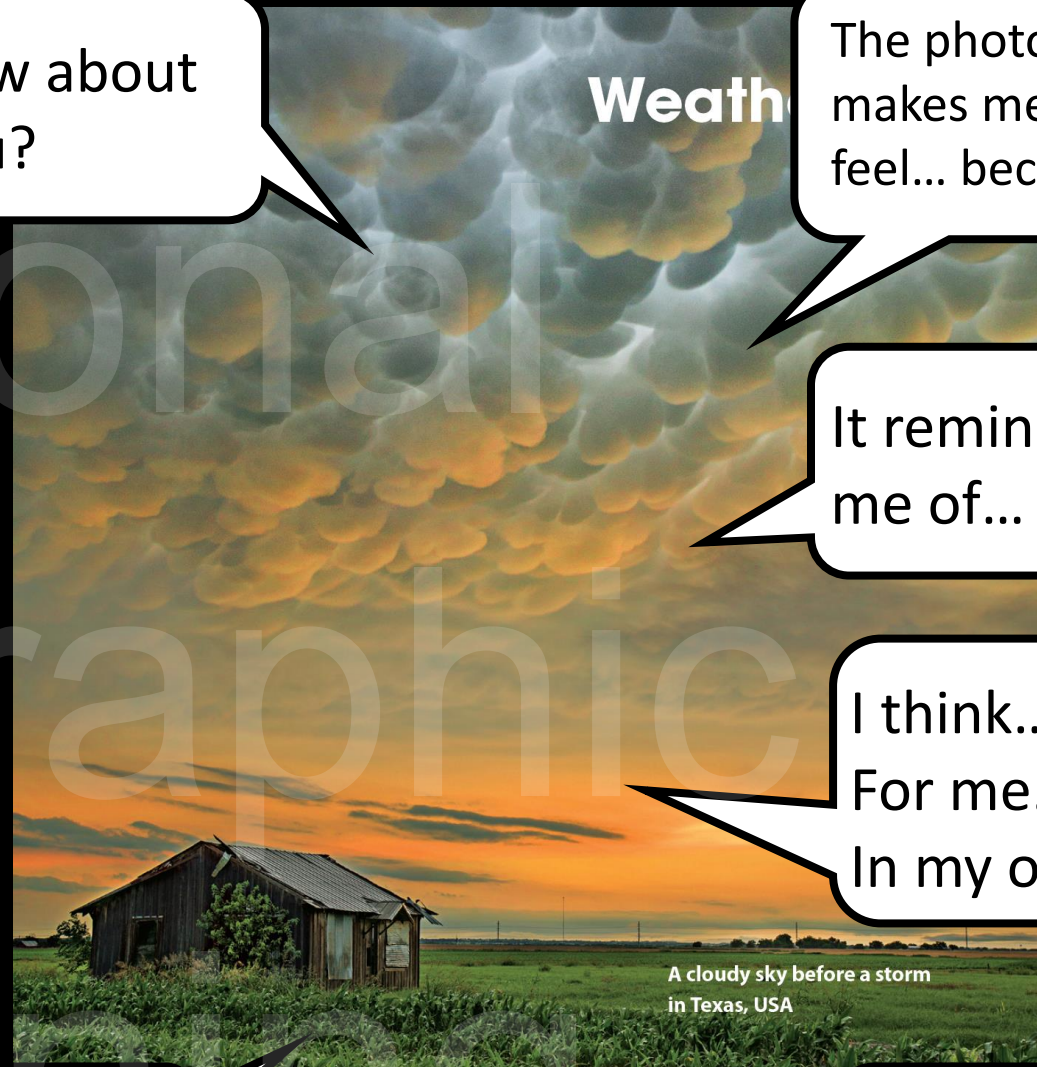
It reminds me of...

I think...  
For me...  
In my opinion

Why's that?

the photo. Answer the questions.  
What can you see?  
What time of day is it?  
Imagine you're outside this house. How are you feeling?

What do you think?

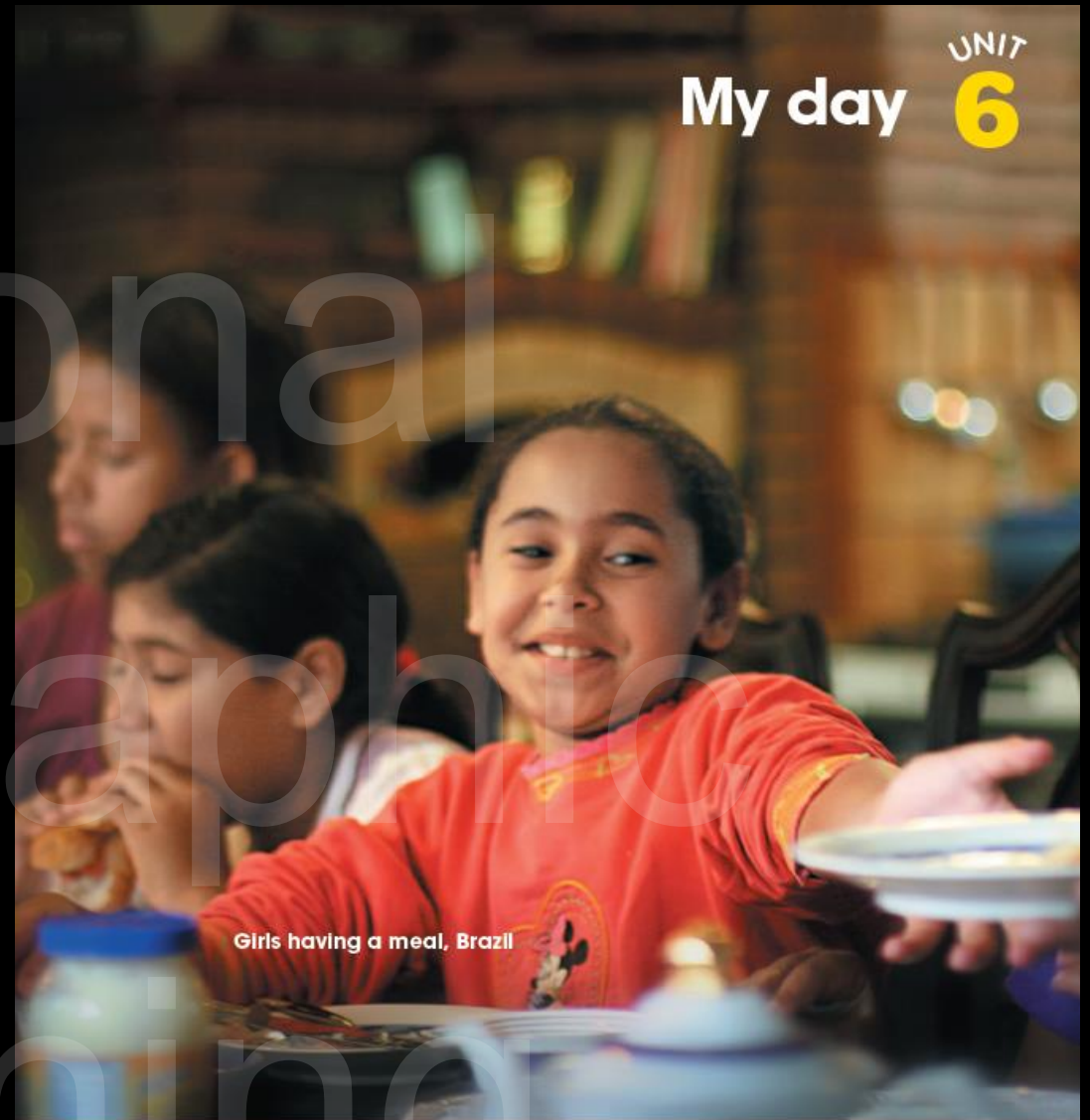


A cloudy sky before a storm in Texas, USA

# Talking Points

“Research has shown that they generate more **imaginative and longer responses** from students than questions do on the same topic.”

Mercer, N. & Dawes, L. (2018) The development of Oracy skills in school-aged learners. Part of the Cambridge Papers in ELT series. [pdf] Cambridge: Cambridge University Press



Girls having a meal, Brazil

Look at the photo. Answer the questions.

Where are they?

What can you see?

How does the girl feel?



# Talking Points

- This photo makes me feel scared
- I think this is a well-paid job.
- This is a job I would like to do.
- This man must enjoy his job.

Do you and your group agree or disagree with these ideas or are you unsure? For what reasons?

Burj Khalifa, Dubai

Look at the photo. Answer the questions.

- 1 Where is the man?
- 2 What is he doing? Why?
- 3 What does he need for his job?
- 4 Would you like this job? Why? / Why not?

# Categorizing/Ranking

**Task 1:** List the jobs in order that you'd most like to do to least like to do.

**Task 2:** List the jobs from most important to least important.

**Task 3:** List the jobs from best paid to worst paid.

I put X at the top because...

I chose this one because... I think that...

What do you think?

**LESSON 1 Words**

1 Listen and point. TR: 69

- builder build
- doctor help
- farmer grow
- football player score goals
- taxi driver drive

2 Listen and repeat. TR: 70

3 Say.

Is your dad a doctor?

No, he isn't. But my grandma's a doctor.

**Grammar 2**

1 Listen and chant. TR: 71

This is a farmer.  
His name is Zaid.  
He doesn't grow apples.  
He grows olives instead!

This is a football player.  
Her name is Marisol.  
She doesn't hit the ball.  
She kicks and scores a goal!

2 Listen and read. TR: 72

That farmer grows carrots.  
He **doesn't grow** oranges.

My sister helps Grandma.  
She **doesn't help** me.

Mum teaches maths.  
She **doesn't teach** art.

3 Write.

- 1 A builder \_\_\_\_\_ (build) houses.
- 2 A teacher \_\_\_\_\_ (teach) in a school.
- 3 A taxi driver \_\_\_\_\_ (score) goals.
- 4 A football player \_\_\_\_\_ (kick) the ball.
- 5 A farmer \_\_\_\_\_ A food.
- 6 A doctor \_\_\_\_\_

What order did you choose?

Really? That's a good point

I agree with that, but not with...

# Oracy & Reading Lessons

## The story behind the marathon

### Marathons around the world

There are thousands of marathons in different countries all around the world every year. People run marathons because they like taking part in competitions, because they want to raise money for charity or simply because they love sport. In the Great Wall marathon in China, runners have to climb 5,164 steps. In Greenland, there's a marathon on ice and an English man, Lloyd Scott, once walked a marathon underwater in Loch Ness, Scotland. It took him twelve days!

### The origins of the marathon

About two thousand, five hundred years ago, there was a big battle near the town of Marathon in Greece. Greece won the battle and, according to legend, the Greek soldier Pheidippides ran from Marathon to Athens to tell them about the Greek victory. This was a distance of about forty kilometres. When he arrived in Athens, he delivered his message, 'We have won!', and then immediately died!

### Why is a marathon exactly 42.195 kilometres?

When the first modern Olympic Games started in Greece in 1896, they celebrated the legend of Pheidippides with a race from Marathon (six miles) to the Olympic Stadium in Athens. They called this race a marathon. Seventeen runners took part, but only eight finished the race. The winner was Spyridon Louis, who was a Greek water carrier. In 1908, the Olympic Games were in London, England. The marathon route started at Windsor Castle, outside London, and finished at the Olympic stadium in London. Inside the stadium there was a special 'royal box' with seats for the British royal family. The organizers of the race made the route longer so that the runners finished in front of the royal box. The total route was 42.195 kilometres and a few years later this became the official length of the marathon.

### Athens, Greece

- 1 Work in pairs. Do you know what a marathon is? Discuss.
- 2 Listen and read. Check your answers to Exercise 1. (p. 46-47)
- 3 Which reason for running in a marathon is NOT mentioned in the text?
  - A to win a prize
  - B to be in a competition
  - C to raise money for charity
  - D to enjoy sport

### 4 Read again. Answer the questions.

- 1 What was unusual about Lloyd Scott's marathon?
- 2 Why did Pheidippides run to Athens?
- 3 Why was there a race from Marathon Bridge to Athens in 1896?
- 4 How many runners did NOT finish the Athens Olympics marathon in 1896?
- 5 Why did the organisers make the London Olympics marathon route longer?

### 5 Work in pairs. Do activities 1 and 2.

- 1 Many runners take part in marathons to raise money for charity. Imagine you want to take part in a marathon for charity. Which charity will you choose? Why?
- 2 Plan a 42-kilometre marathon route in your local area. Think about these questions.
  - Where does your marathon start?
  - Where does your marathon finish?
  - Are there any stops, rivers, dangerous roads or other problems on your route?

**GLOSSARY**

raise money collect/gel money from other people

steps you walk up or down these

battle fight

legend old story

finish opposite of 'start'

## Greenland

Greenland is the world's largest island. It's in the North Atlantic and most of the island is within the Arctic Circle. If you travel to the northern part of the island, you'll be just 800 kilometres from the North Pole. It's a very cold country, with average temperatures of between -7 to -30° Celsius in the winter and 4 to 7° Celsius in the summer. For two months during the summer, Greenland has a 'midnight sun'. This means that there's no night time, because the sun never sets. 80% of Greenland is covered in a very thick sheet of ice, about 1,500 metres thick. As snow falls onto the ice, it freezes and makes new sheets of ice. These sheets of ice are always moving - like very slow rivers. They're called glaciers. Big icebergs are made when the glaciers fall into the sea. In this video, National Geographic Explorer Eddie Kistead and his wife, Amanda, fly a tiny helicopter over Greenland and collect information about how the environment is changing.



Elephant Foot Glacier, Greenland

Eddie and Amanda Kistead

## BONUS School trip

### 1 Read the information about Greenland. Complete the sentences with numbers.

- 1 In the summer, the sun doesn't set for \_\_\_\_ months.
- 2 The ice sheet which covers \_\_\_\_% of Greenland is \_\_\_\_ metres thick.
- 3 The northern part of Greenland is \_\_\_\_ kilometres from the North Pole.
- 4 Sometimes, in the winter, the temperature goes down to \_\_\_\_° Celsius.

### 2 Watch the video. Write T (true) or F (false).

- 1 Eddie and Amanda are flying from San Diego to London.
- 2 Not many people have filmed Greenland.
- 3 Greenland is getting colder and more ice is forming.
- 4 Eddie and Amanda can't find out much information from their helicopter.
- 5 Eddie and Amanda share the information which they collect with other scientists.

### 3 Work in pairs. Discuss the questions.

- 1 Would you like to travel to Greenland? Why? / Why not?
- 2 What kind of information is useful for the scientist?
- 3 Think of other ways that scientists can find out about different countries.

### 4 PROJECT

Write an explorer factfile. Eddie and Amanda are explorers. Think about other explorers you've learnt about in this book. Choose one explorer and write a factfile about him or her. Think about the answers to these questions:

- Where did they travel to?
- Why did they go there?
- What did they find out?

Present your factfile to the class.

*Amelia Earhart was the first female pilot to fly solo across the Atlantic Ocean.*

# Word Splash



# Word Splash

pedestrian

zebras

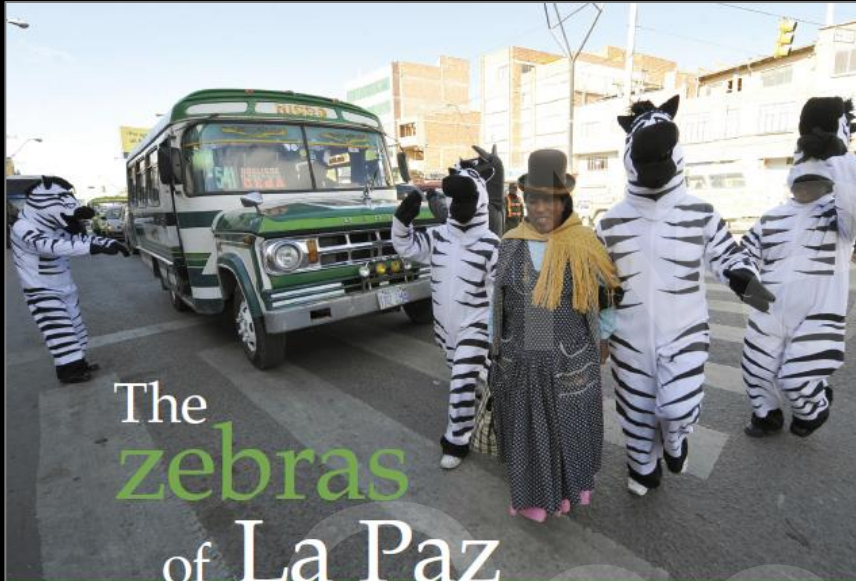
traffic

bol

La Paz

education

pavement



## The zebra of La Paz

1.1

- 1 I'm standing on the **pavement** by a busy road in La Paz, the capital city of Bolivia, and I'm waiting to cross the road. (1) \_\_\_\_ They wave at the traffic, stopping the cars, and then help the **pedestrians** cross the road safely. One of the zebras is dancing on the street to loud music. (2) \_\_\_\_ Another zebra is looking through the window of a car and pointing to the driver's **seat belt**. The driver is smiling and putting his seat belt on.

What's happening? Is this some kind of strange street performance? Am I dreaming? Have I walked onto a **film set**? (3) \_\_\_\_ In La Paz, young people aged from 16 to 22 can work as *Educadores Urbanos Cebra*s (Urban Zebra Educators). After a two-month training course, in which they learn about road rules and 'the spirit of the zebra' (being positive and friendly), they go out onto the streets to control the traffic and to talk to pedestrians and drivers about road safety. (4) \_\_\_\_ This part-time job gives them the chance to learn new skills, to work with other people and to help their community. They get a small salary for their work, but more importantly, they also have the opportunity to do training courses, which help them find more work in the future. Some Zebra Educators visit hospitals and schools to talk to children about other topics like bad behaviour or the environment.

- (5) \_\_\_\_ They are very popular with Bolivians and with tourists. So, if you're planning a visit to La Paz ... look out for the zebras!

word focus

**pavement** (n): a path by the side of the road for people to walk on  
**pedestrian** (pl): a person who is walking in the street  
**seat belt** (n): a belt or strap attached to a seat in a car to keep you safe  
**film set** (n): the place where a movie or part of a movie is filmed  
**in trouble** (phr) (sentence A): in a situation where you have done something wrong and might be punished

7

pedestrian  
zebras

traffic

La Paz

education

pavement

### 3 Reading

- 1 You are going to read about Scott Kelly, an astronaut on the International Space Station (the ISS). Before you read, write three questions for Scott about life in space.
- 2 Listen and read. Did you find the answers to your questions in Exercise 1? TR: 52

#### Life in space

What's life like on the International Space Station (the ISS)? Let's spend some time with NASA astronaut Scott Kelly.

Scott wakes up early and checks his schedule on his computer. The astronauts on the ISS have a schedule for every day. Today, he's cleaning some rooms in the morning. In the afternoon, the unmanned *Dragon* spacecraft is arriving from Earth. It's bringing food, water, new clothes and presents and letters from his friends and family. Scott usually wears the same clothes every day, so he's happy to get new clothes. His trousers have got lots of pockets - that's important because everything **floats** in space! Then he does some exercise. The astronauts have to do about two hours of exercise every day. They don't use their **muscles** much because there is very little **gravity** on the ISS, and so they can float everywhere.

When the *Dragon* spacecraft arrives in the afternoon, Scott's crewmate, Samantha, uses a robot arm to **pull** the spacecraft onto the ISS. It's a long and difficult job. They aren't opening the door of the *Dragon* until tomorrow. It's too dangerous to open it today.

Finally, after a long day, Scott goes to sleep in his **sleeping bag**. What's he doing tomorrow? He'll find out when he reads his schedule.

**New words:** float muscle  
gravity pull sleeping bag

Astronaut Scott Kelly on the International Space Station


I know that...  
I think that...  
I read that...

# KWL Chart

What I Know	
What I Want to Know	
What I Learnt	

I want to know...how/when /what/who...  
I'd like to know...

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**New words:** float muscle  
gravity pull sleeping bag

Astronaut Scott Kelly on the International Space Station

# 3-2-1


3 things I found interesting/  
surprising/shocking

2 things I'd like to know more  
about

1 thing I'd like to fact check



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Finally, after a long day, Scott goes to sleep in his **sleeping bag**. What's he doing tomorrow? He'll find out when he reads his schedule.

**New words:** float muscle  
gravity pull sleeping bag

Astronaut Scott Kelly on the International Space Station

# Language Frames

I found this interesting because...  
Me too.

I agree, that was interesting.

Really? I didn't think that...

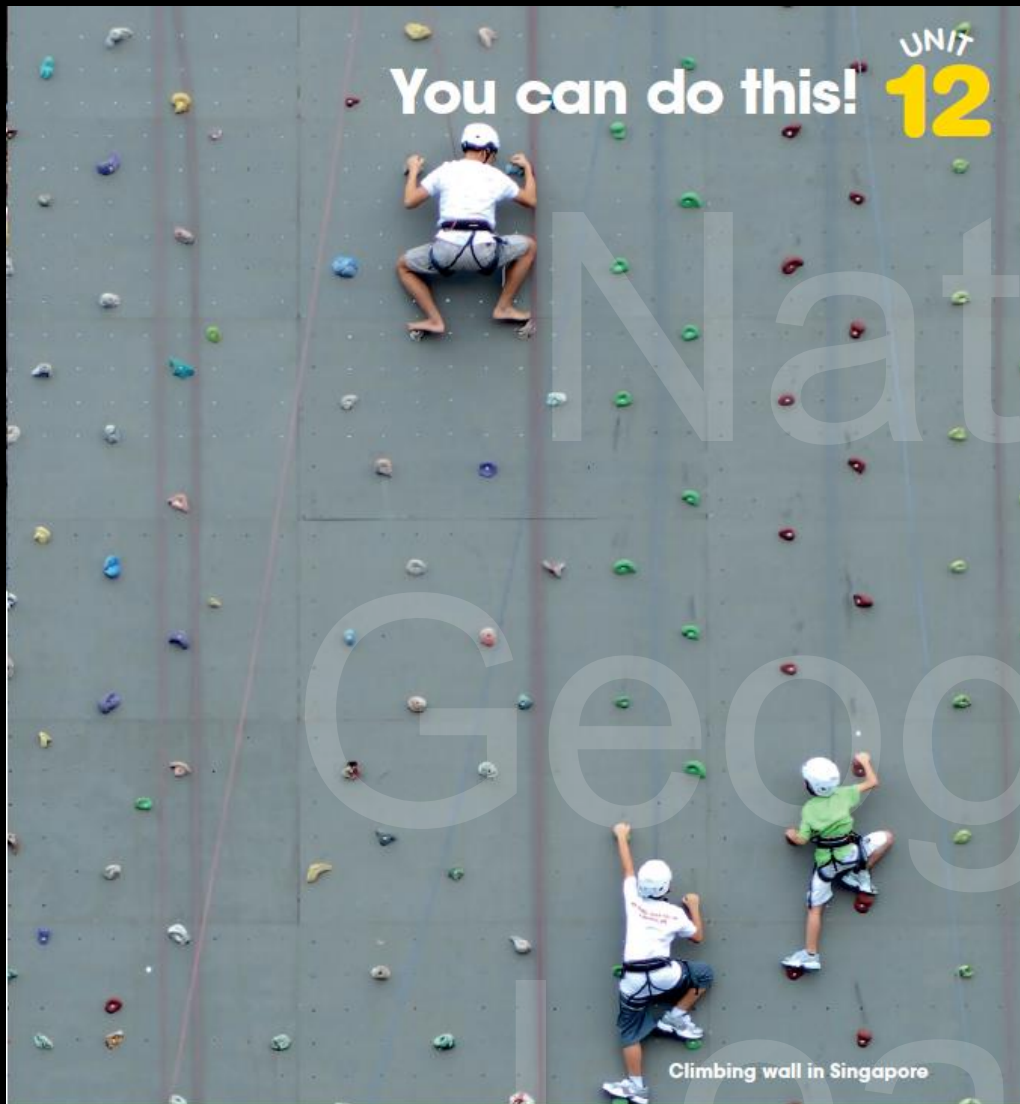
How/what about you?

What did you find interesting?

I'd like to know more about...

I'd like to fact check

You can do this! <sup>UNIT</sup> 12



Climbing wall in Singapore

Look at the photo. Answer the questions.

- 1 What are these people doing?
- 2 What's it like to be there?
- 3 Would you like to do this? Why? / Why not?

117

# Collaborative Tasks + Projects



The Redhead Days international festival, Breda, The Netherlands

Look at the photo. Discuss the questions.

- 1 What do you notice about the people in the photo? What do you think they're doing?
- 2 Have you ever been to a festival? What kind of festival was it?
- 3 What other festivals do you know about?

1. Create your own festival. What's its name? What is it celebrating? Is there a special food/costume/music? Design a poster for it.
2. Make a poster of a festival from your country and present it.
3. Find out about a festival in another country and create a presentation on it.

## READING

1 Listen and read. TR: 9.8

# Up, Down and All Around!

You are going on a roller coaster ride. Sit in the car and pull down the safety bar. Are you ready? Let's go!

First, you go up a steep hill. The roller coaster goes slowly. Next, gravity pulls you down the hill. The roller coaster moves quickly. You feel very light!

A big circle, known as the 'loop the loop', is many people's favourite. When you go quickly up the circle, you feel heavy. Gravity is pulling you down. When you reach the top, you are high in the sky. And you're hanging upside down! So why don't you fall out of your seat? Your body wants to fly off, but the speed of the car and a force called *centripetal force* keep you moving in a circle, and keep you in your seat!

The roller coaster uses friction to stop. If it stops quickly, your body wants to continue moving. That is called *inertia*, but the safety bars keep you in place!

Not everyone loves roller coasters. They make some people feel dizzy or sick because the forces change. In fact, we experience forces like friction, centripetal force and gravity every day. For example, you feel gravity when you jump with your bike and come down. You feel centripetal force when you turn, and you feel friction when you use the brakes to stop the bike.

How do you want to experience the forces? Do you want to ride your bicycle or a roller coaster?



The Russians invented the roller coaster. They made the 'cars' from ice. And they put straw on the seats to keep the passengers warm.

You work for a design company and have been asked to design a new rollercoaster for your local theme park.

In groups design the rollercoaster. Think about:

- a name for it
- the theme of it
- what makes it special

I think we should...

Have you got any suggestions?

I'm not sure about that

What if...

How about...

I agree/  
disagree...

What do you think?

Great/good idea

rip 3

g China's an

a video about the

Limestone is a kind of rock that's very soft. Over millions of years, the shape of the rock has been changed by the weather and especially by rain. As a result, large caves have formed, and there are bridges made of rock in some places. Some of the rocks are sculptures and some even look like trees. One place where the rocks are especially challenging and exciting to climb. It's a place where even beginners - as Leo. It's beautiful and it's good that are

ing to this part of China as for these interesting rocks.

the rocks are especially challenging and exciting to climb. It's a place where even beginners - as Leo. It's beautiful and it's good that are

text. Discuss the questions.

1. What's unusual about the South China? Why do climbers like to climb there? How would this place be different? How do you think it would be different?

2 Tick (✓) the things you think you'll see in the video. Write two of your own ideas. Then watch and check. Video 13

<input type="checkbox"/> rocks that look like trees	<input type="checkbox"/> a road	<input type="checkbox"/> a beach	<input type="checkbox"/> birds
<input type="checkbox"/> a waterfall	<input type="checkbox"/> a butterfly	<input type="checkbox"/> camels	<input type="checkbox"/> cars
<input type="checkbox"/> a cave	<input type="checkbox"/> a big city	<input type="checkbox"/> flowers	<input type="checkbox"/> a forest
<input type="checkbox"/> a helicopter	<input type="checkbox"/> a river	<input type="checkbox"/> a volcano	<input type="checkbox"/> a rope
<input type="checkbox"/> _____	<input type="checkbox"/> _____		

3

#### 4 PROJECT

**Prepare a group presentation.**

Work in groups. Choose a place you all agree should be protected. Prepare a presentation about the place for the class.

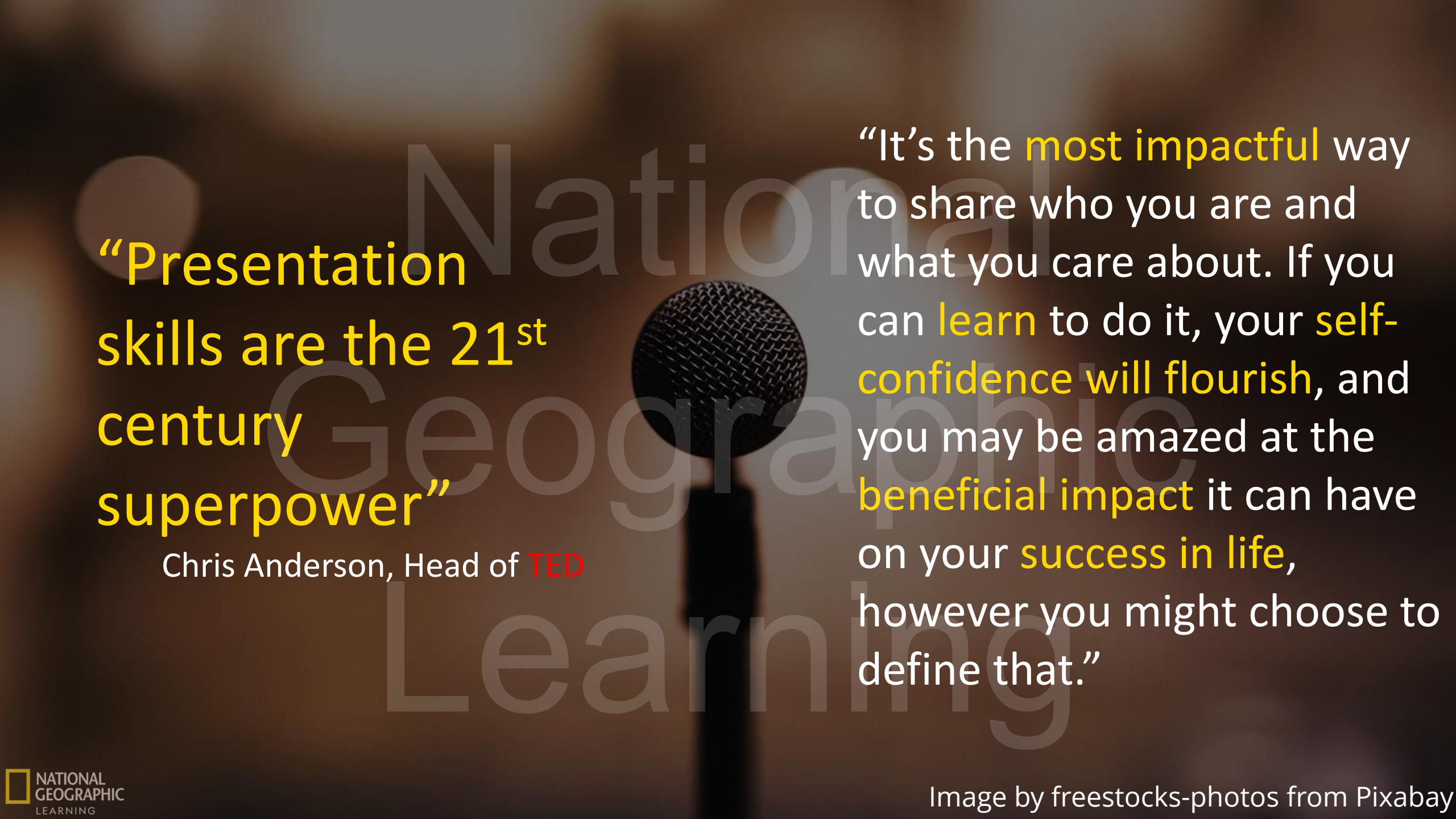
Here are the things you can do to prepare for your presentation:

- Find a photo or short video of the place.
- Do research to find out why the place is special.
- Explain what would happen if there were more people, buildings, cars and roads there.
- Make a poster for your presentation.

**“Presentation skills are the 21<sup>st</sup> century superpower”**

Chris Anderson, Head of **TED**

**Why do you think he considers them to be a superpower?**



“Presentation skills are the 21<sup>st</sup> century superpower”

Chris Anderson, Head of TED

“It’s the **most impactful** way to share who you are and what you care about. If you can **learn** to do it, your **self-confidence will flourish**, and you may be amazed at the **beneficial impact** it can have on your **success in life**, however you might choose to define that.”

# National Geographic Show & Tell Learn



Look at the photo. What can you see?



A student gets the opportunity to talk about his/her specialist subject for one minute. For example:

My favourite football team  
My favourite singer  
My favourite TV show  
My favourite game  
My favourite place to visit

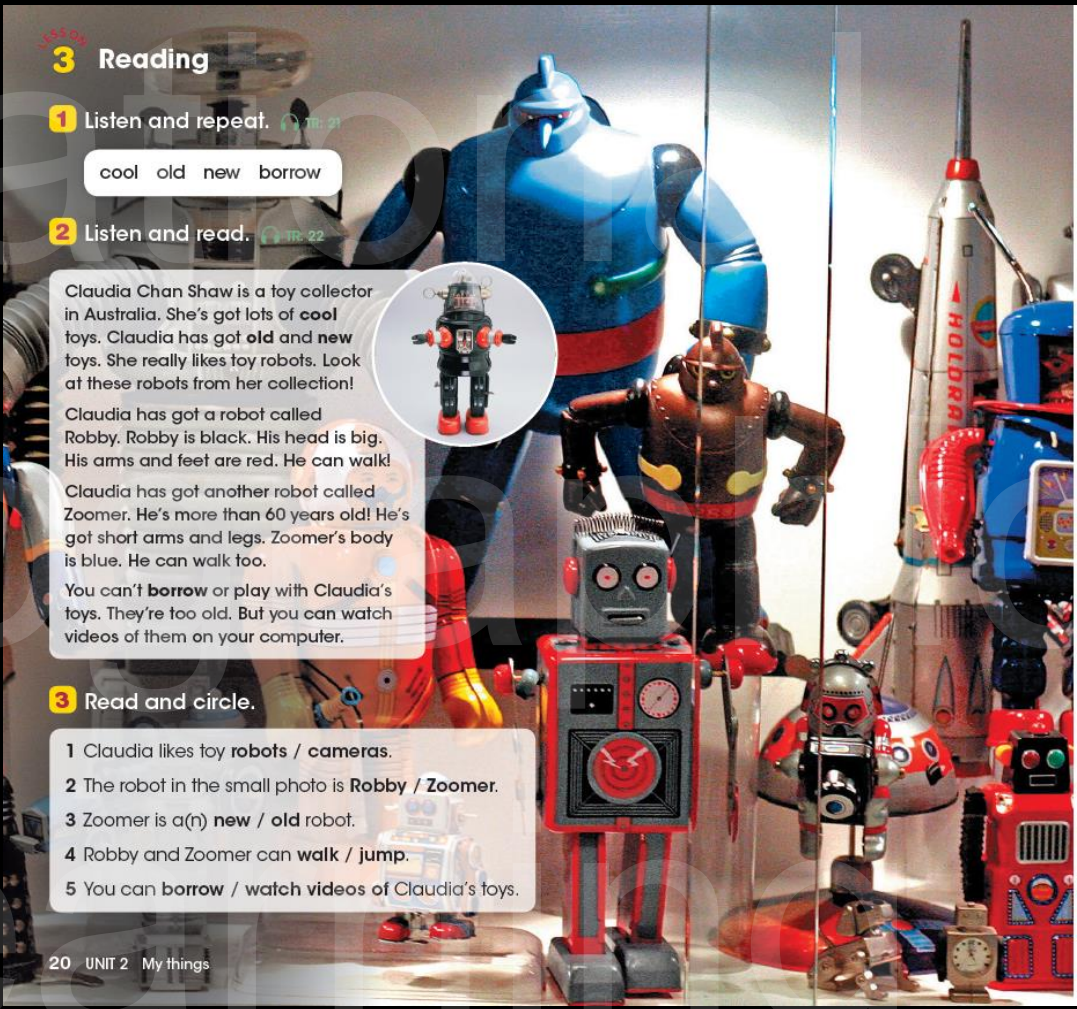


Children flying kites, Vietnam

Look at the photo. Answer the questions.

- How many kites are there?
- What colours are the kites?
- Which kite is your favourite?

# Recitals



### 3 Reading

1 Listen and repeat. TR: 21

cool old new borrow

2 Listen and read. TR: 22

Claudia Chan Shaw is a toy collector in Australia. She's got lots of **cool** toys. Claudia has got **old** and **new** toys. She really likes toy robots. Look at these robots from her collection!

Claudia has got a robot called Robby. Robby is black. His head is big. His arms and feet are red. He can walk!

Claudia has got another robot called Zoomer. He's more than 60 years old! He's got short arms and legs. Zoomer's body is blue. He can walk too.

You can't **borrow** or play with Claudia's toys. They're too old. But you can watch videos of them on your computer.



3 Read and circle.

- 1 Claudia likes toy robots / cameras.
- 2 The robot in the small photo is Robby / Zoomer.
- 3 Zoomer is a(n) new / old robot.
- 4 Robby and Zoomer can walk / jump.
- 5 You can borrow / watch videos of Claudia's toys.

1 Listen and read. TR: 23

This is Claudia's robot Robby. Zoomer's body is blue.

2 Read and match.

- 1 This is Maria's tablet.
- 2 This is Jun's bike.
- 3 These are Jun's books.
- 4 This is Maria's ball.



3 Listen and draw. TR: 24

Dan

Farah

4 Draw five things on separate papers. With three other students, put them into one pile. Guess.





## Develop students' oracy skills by...

- using high-interest content that students want to talk about
- having ground rules
- using language frames/cue cards
- integrating opportunities for discussion and oracy development in all lessons

“In school, oracy is a **powerful tool** for learning; by teaching students to become more **effective speakers** and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, **empowering all students**, not just some, to find their voice to **succeed in school and life.**”

voice21.org

Unit 4  
**Our Senses**

In this unit, I will ...  
• talk about the senses.  
• talk about how things look, feel, taste, sound and smell.  
• talk about the past.

**Look and tick.**  
This person is  
 touching a whale.  
 feeding a whale.  
 hugging a whale.

Swimming with a sperm whale, Dominican Republic

62 63

Unit 8  
**Let's Celebrate**

In this unit, I will ...  
• talk about celebrations and festivals.  
• say what happened in the past.  
• talk about cultural traditions.

**Look and tick.**  
1. These people are  
 celebrating.  
 resting.  
2. They are wearing colourful  
 costumes.  
 uniforms.

The Carnival of Oruro, Oruro, Bolivia

130 131

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THANK YOU  
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# Look



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