Theme 5

Going shopping

Theme content

Lesson 5.1 My shopping trip
Lesson 5.2 Fashion
Lesson 5.3 Fashion accessories
Lesson 5.4 Transfer
Lesson 5.5 CLIL – Social science
Lesson 5.1 My shopping trip

I will learn to
- use descriptive words for clothes
- ask polite questions
- use the words: bigger / smaller size, blouse, more, less, tight, loose, outfit, hanger, dressing room, salesperson

1
You’ll receive cards from your teacher. Walk around the classroom. Take turns asking and answering questions.

For example:
Can you give me that blouse, please?
Yes, of course. Here you are.

Ask one question per classmate. Then swap cards.
Tick the boxes in the chart below, as you ask about the clothes.
Did you ask for all the clothes? Then you are done!

<table>
<thead>
<tr>
<th>Can you give me that ..., please?</th>
</tr>
</thead>
<tbody>
<tr>
<td>shirt</td>
</tr>
<tr>
<td>coat</td>
</tr>
<tr>
<td>dress</td>
</tr>
<tr>
<td>skirt</td>
</tr>
<tr>
<td>jacket</td>
</tr>
<tr>
<td>blouse</td>
</tr>
</tbody>
</table>

2
First read the statements. Then listen and choose true or false.

1 Max is looking for a party outfit. □ □
2 Max knows where the dressing room is. □ □
3 The sweater is too loose. □ □
4 The shirt is too long. □ □
5 Max doesn’t like the red jacket. □ □
6 Max chooses jeans and a blue shirt. □ □
7 The salesperson hangs the shirt on the hanger. □ □
3 Find the sixteen hidden clothes. Write them down and draw line between each word.

- shoes
- jeans
- boots
- dress
- socks
- shirt
- coat
- jacket
- sweater
- shorts
- gloves
- sandals
- hat
- trainers

Stone 5.1

Can you help me?
I try this on?
you give me that ..., please?

Where is the dressing room?
Do you have a bigger size?
smaller size?

This is too long
short
loose
tight

4 What size do they need? Fill in: bigger or smaller.

1 Tessa: Do you have a _______________ size?
This is too tight.

2 Melvin: Do you have a _______________ size?
This is too long.

3 Kelly: Do you have a _______________ size?
This is too loose.

4 Rick: Do you have a _______________ size?
This is too short.
5 Less or more? Underline the correct answer.

1 The skirt is **less** / more expensive than 15 euros.
2 The coat is **less** / more expensive than 32 euros.
3 The swimming costume is **less** / more expensive than 24 euros.
4 The dress is **less** / more expensive than 18 euros.

6 Choose an outfit for each season and write down the clothes.

<table>
<thead>
<tr>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>☃️</td>
<td>🌞</td>
<td>☀️</td>
<td>🍂</td>
</tr>
<tr>
<td>☃️</td>
<td>🌬</td>
<td>🌸</td>
<td>🍁</td>
</tr>
<tr>
<td>☃️</td>
<td>🌞</td>
<td>🌻</td>
<td>🍁</td>
</tr>
<tr>
<td>☃️</td>
<td>🌞</td>
<td>🌻</td>
<td>🍁</td>
</tr>
</tbody>
</table>

- Winter outfit:
- Spring outfit:
- Summer outfit:
- Fall outfit:
Write down the price of the clothes.

1. The T-shirt is €5,- less expensive than the trousers.
2. The blouse is €2,- more expensive than the shoes.
3. The sweater is €7,- more expensive than the trousers.
4. The dress is €6,- less expensive than the shoes.

Now I can

- use descriptive words for clothes
- ask polite questions
- use the words of this lesson
I will learn to

- sing a song
- describe materials for clothes
- use the verbs ‘put on’, ‘take off’ and ‘look for’
- use the words: cotton, wool, linen, thick, buttons, press stud, polka dots, checkered, horizontal stripes, vertical stripes

What does your ... look like?

It is checkered.
- It has horizontal stripes.
- It’s soft.
- It’s made of wool.

Can I come in (the dressing room)?

Take off that shirt.
Put on the sweater.

Can you look for a longer shirt.
- a thicker blouse.

1

What does your ... look like?
Describe the clothes, choose a word from each column.

<table>
<thead>
<tr>
<th>It’s ...</th>
<th>It has ...</th>
<th>It’s made of ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>blue and green</td>
<td>polka dots</td>
<td>cotton</td>
</tr>
<tr>
<td>red and white</td>
<td>horizontal stripes</td>
<td>linen</td>
</tr>
<tr>
<td>purple and orange</td>
<td>vertical stripes</td>
<td>wool</td>
</tr>
<tr>
<td>checkered</td>
<td>buttons</td>
<td></td>
</tr>
<tr>
<td>thick</td>
<td>press studs</td>
<td></td>
</tr>
</tbody>
</table>

Shirt
It’s ___________________________________________
It has ___________________________________________
It’s made of ______________________________________

Sweater
It’s ___________________________________________
It has ___________________________________________
It’s made of ______________________________________
Now ask your classmate what his / her clothes look like.
For example:

*What does your shirt look like?*
*It’s blue and green. It’s checkered. It has buttons. It’s made of cotton.*

Sing the song.

**Welcome to Our Fashion Show!**

Welcome to our fashion show!  
Welcome to our fashion show!  
Welcome to our fashion show!  
Take a seat, we’re ready to go!

Golden earrings, that girl is wild.  
Isn’t she lovely, when she smiles.  
Soft, rough, cotton or wool,  
she looks sweet but isn’t she cool!

Big, small, tight or loose.  
So many clothes for you to choose.  
Less is more, more is less.  
Come on and put on this polka dot dress.  
Come on and put on this polka dot dress.  
Dress, dress, dress!

**Chorus**

Welcome to our fashion show!  
Take a seat, we’re ready to go!  
Sporty sneakers, shirts and skirts,  
we love fashion so much it hurts!

Boots, jeans, and a woolly hat,  
this matching outfit is all that!  
Silver trousers, look at that face!  
He’s wearing glasses from outer space.

**Chorus**

Horizontal stripes on my shirt, my shirt.  
Vertical stripes on my skirt, my skirt.  
Horizontal stripes on my shirt, my shirt.  
Vertical stripes on my skirt, my skirt.

**Chorus**
4 Choose and underline a word in sentence A. Then choose the matching word in sentence B.

A Can you look for a longer / tighter dress?
B This dress is too loose / short.

A Can you look for smaller / softer gloves?
B These gloves are too big / rough.

A Can you look for a longer / thicker coat?
B This coat is too thin / short.

A Can you look for a softer / thicker scarf?
B This scarf is too rough / thin.

5 Solve the puzzle. Fill in the opposites.

What word can you read in the box? _________________________________

6 Is it a pattern or a material? Fill in.

<table>
<thead>
<tr>
<th>material</th>
<th>pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Follow the instructions. What are you wearing now?

1. Take off your shorts and swimming costume. Put on your hat and boots.
   - shorts
   - boots
   - a hat
   - a swimming costume

   - trousers
   - shoes
   - a skirt
   - a coat

   - a dress
   - a sweater
   - a shirt
   - a jacket

4. Put on jeans and a blouse. Take off the sandals. Put on a scarf. Take off the blouse.
   - a scarf
   - jeans
   - a blouse
   - sandals

Draw an outfit for a school party. Describe the outfit.

Now I can
- sing a song
- describe materials for clothes
- use the verbs ‘put on’, ‘take off’ and ‘look for’
- use the words of this lesson
Lesson 5.3  Fashion accessories

I will learn to
- say what I would like to buy
- use the words: accessories, ring, necklace, bracelet, earrings, shoelaces, baseball cap, mobile phone cover, wallet, purse

Stone 5.3
I would like to
- go to the shopping centre.
- buy a baseball cap and matching sneakers.
- buy earrings and a matching ring.

I have a bracelet, but I would like to buy a matching necklace.

1
Listen to the word your teacher says.
Tick the box under the correct picture.

1

2

3
My baseball cap collection

Andy Sorber has been a baseball fan since he was shorter than a baseball bat. He says: ‘I’m sure I learned the alphabet by sitting in front of the TV and trying to draw baseball logos and learn the players’ names.’

Today, he has more than 1,000 baseball hats in his collection. He started this hobby almost forty years ago. Over the years, hat designs have changed a lot. The newer caps have stitched logos with raised embroidery. They have a 3D feel. Andy doesn’t like the newer designs. He likes the older, classic style better.

When Andy buys a cap, he likes to track its origin. What year was it made and what company made it? He would like to buy a few more caps that were made in the year he was born, 1967. He would also like to buy a special cap for his son and one for his daughter. They love baseball, too! Sometimes, Andy lets them wear one of the caps from his collection.

Baseball caps bring back Andy’s childhood baseball memories. He remembers playing baseball with his mum and dad in a neighbourhood park. And, Benny, his dog, always ran after the balls trying to catch them.

Read the text again and read the statements. Circle true or false.

1. Andy Sorber is a fan of watching TV. true / false
2. Andy started his collection when he was forty. true / false
3. Over the years, cap designs have changed a lot. true / false
4. Andy would like to buy a cap from 1967. true / false
5. His son and daughter do not like baseball. true / false
6. Andy played baseball as a child with his family. true / false

Draw your own logo on the empty baseball cap next to the reading text.
5 Make sentences. Put the words in the correct order. Use the Stone.

1 matching sneakers / would like / a baseball cap / to buy / and / I

2 to go / I / the shopping centre / to / would like

3 a bracelet / a matching necklace / to buy / I have / I / but / would like

6 Write down the accessories you see in the picture. Then tell your classmate about the accessories. Talk about two pictures each.
Complete the text.

bracelet  earrings  have  necklace  purse  shoelace

would like

Tanya: Good morning, Miss. Can you help me?
I have a question. My friend gave me a nice present yesterday. See, it's around my neck. A beautiful ________________ and now I ________________ to buy a matching ________________.

Assistant: It is beautiful. Let's go over here.
I ________________ many bracelets for you to choose from. How about this one?

Tanya: It is really nice. I love those ________________, too.
How much are they?

Assistant: They are 10 euros.

Tanya: I'll take them. Oh no, where is my ________________?
How am I going to pay?

Assistant: Is this yours? It was over there next to the ________________ display.

Tanya: Oh yes, my brother asked me to get him some shoelaces because his are broken and he can't tie his shoes anymore.
Thanks!

Assistant: You're welcome!

Now I can
• say what I would like to buy
• use the words of this lesson
Lesson 5.4 Transfer

I will learn to
- talk about fashion
- talk about what I would like to buy
- use the words and stones of lesson 1, 2 and 3

1 Look at the pictures. Find the words in the puzzle and write them down.

<table>
<thead>
<tr>
<th>a</th>
<th>f</th>
<th>w</th>
<th>b</th>
<th>e</th>
<th>h</th>
<th>k</th>
<th>m</th>
<th>z</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td>l</td>
<td>p</td>
<td>o</td>
<td>l</td>
<td>k</td>
<td>a</td>
<td>d</td>
<td>o</td>
<td>t</td>
<td>s</td>
</tr>
<tr>
<td>t</td>
<td>q</td>
<td>o</td>
<td>r</td>
<td>t</td>
<td>n</td>
<td>s</td>
<td>j</td>
<td>g</td>
<td>h</td>
</tr>
<tr>
<td>i</td>
<td>x</td>
<td>l</td>
<td>c</td>
<td>d</td>
<td>g</td>
<td>v</td>
<td>n</td>
<td>p</td>
<td>o</td>
</tr>
<tr>
<td>g</td>
<td>w</td>
<td>r</td>
<td>u</td>
<td>d</td>
<td>e</td>
<td>h</td>
<td>z</td>
<td>s</td>
<td>e</td>
</tr>
<tr>
<td>h</td>
<td>a</td>
<td>v</td>
<td>b</td>
<td>q</td>
<td>r</td>
<td>u</td>
<td>p</td>
<td>k</td>
<td>l</td>
</tr>
<tr>
<td>t</td>
<td>n</td>
<td>w</td>
<td>i</td>
<td>y</td>
<td>t</td>
<td>n</td>
<td>a</td>
<td>o</td>
<td>a</td>
</tr>
<tr>
<td>c</td>
<td>h</td>
<td>e</td>
<td>c</td>
<td>k</td>
<td>k</td>
<td>e</td>
<td>r</td>
<td>e</td>
<td>d</td>
</tr>
<tr>
<td>f</td>
<td>d</td>
<td>m</td>
<td>l</td>
<td>y</td>
<td>p</td>
<td>i</td>
<td>w</td>
<td>s</td>
<td>e</td>
</tr>
<tr>
<td>w</td>
<td>a</td>
<td>l</td>
<td>l</td>
<td>e</td>
<td>t</td>
<td>n</td>
<td>d</td>
<td>f</td>
<td>s</td>
</tr>
<tr>
<td>z</td>
<td>x</td>
<td>v</td>
<td>b</td>
<td>n</td>
<td>m</td>
<td>g</td>
<td>h</td>
<td>s</td>
<td>r</td>
</tr>
</tbody>
</table>

---

- talk about fashion
- talk about what I would like to buy
- use the words and stones of lesson 1, 2 and 3
Look at the words in the box. Write five sentences with these words. Use the Stones of lesson 1, 2 and 3. Compare your sentences to your classmates’ sentences.

1. 
2. 
3. 
4. 
5. 

Work in pairs. One of you is a salesperson, the other one is a customer who wants to buy something. First write down questions. Then do the role play. Take turns being the salesperson and the customer. The salesperson starts.

Salesperson: ________________________________
______________________________
______________________________

Customer: ________________________________
______________________________
______________________________

Now do the role play.

Have a fashion show in class.
- Make groups of four students: 3 models and 1 speaker.
- Decide on three outfits that you are going to model.
- Make the outfits from the clothes you are wearing.
- Write a description of each outfit. Write at least three sentences per outfit.
- The models walk and the speaker describes their outfits.

Now I can
- talk about fashion
- talk about what I would like to buy
- use the words and stones of lesson 1, 2 and 3
How clothes are made

Cotton is a fabric that is frequently used to make clothes. Cotton is a soft, fluffy material that grows in a small ball around the seeds of cotton plants. This plant grows all around the world. However, most cotton comes from China, India, and the United States.

First, the cotton is picked from the cotton plant. Then it goes through a machine that dries it, cleans it, and presses it together. Next, the cotton can be made into yarn and the yarn can be weaved or knitted into fabric. The fabric is cleaned, coloured and printed. Finally, it is made into clothing.

Fashion designers make a sketch of an item of clothing. Then they choose the fabric, colour and print for it. Next, they use computer software to make a detailed design of the clothing item. Then, a pattern is made in different sizes. The pattern is placed on the fabric and cut out. Then all of the pieces of a clothing item are sewn together with a sewing machine. Finally, it is inspected and shipped to the clothing stores!
Theme content

Lesson 6.1 Surface tension
Lesson 6.2 Architecture: the science of buildings
Lesson 6.3 Building bridges!
Lesson 6.4 Transfer
Lesson 6.5 CLIL – Science
Lesson 6.1 Surface tension

I will learn to
• understand an explanation about a science experiment
• understand the words: electrical charge, magnet, molecules, oil, pollution, pushpin, soap bubbles, speedboat, surface tension, washing up liquid

1 Watch the clip. Make a drawing of the items you need for Mark and Ellen’s experiment.

2 Watch the clip and listen carefully. Circle the words you heard in Ellen’s explanation.

bugs electrical charge molecules test pollution pushpin speedboat surface tension washing up liquid
Have you ever seen insects walk on water? They can walk on water because of surface ________. Surface tension is when water ________ stick together and don’t separate. At the very top of the water’s surface, water molecules hold onto each other even more. This causes a skin to form on top of the water. The insects walk on this skin. These insects are called pond skaters or water striders.

It is important to keep water clean from ________. If washing-up liquid or ________ spills into the water then the water molecules can’t hold onto each other. The surface tension breaks and then it’s impossible for insects, like water striders, to walk on water.

Water striders eat mosquito larvae that live in the ________. If they can’t skate on the ponds then the mosquito larvae will grow into mosquitoes and the mosquitoes will sting us!

Frogs and fish eat water striders. If there are less water striders, then the frogs and fish have less food to eat. Less frogs and fish means less food for large birds to eat (such as: storks and herons).

Pollution isn’t just bad for insects, but for all animals. It’s bad for people, too. I don’t like mosquito bites at all!

---

Read the text again. Tick the animals that will have less food because of water pollution.

- frog
- mosquito
- fish
- stork
- heron
- pond skater
5 Make the correct combinations. Draw lines.

- soap bubbles
- oil
- washing-up liquid
- pollution
- molecules
- surface tension

6 Number the steps of the pushpin experiment in the correct order.

- When you do this experiment it is important that you use a clean glass of water.
- But, what happens when I put some washing-up liquid in the water?
- Let’s see what happens. It floats!
- The pushpin sinks to the bottom.
- Now, I'm going to put the pushpin upside down on top off the water.
Write down what happens in the experiment with the speedboat. You can work in pairs.

1

2

3

Can you explain to your classmate why the speedboat moves? Try to write down your answer.

Now I can

• understand an explanation about a science experiment
• understand the words of this lesson
Lesson 6.2 Architecture: the science of buildings

I will learn to
- say a chant
- understand an explanation about a science experiment
- make negative sentences with ‘doesn’t’ and ‘don’t’
- understand the words: arches, break, can hold, distribute, force, round, shape, spread(s), squeeze, weight

1. The egg experiment shows why arches make buildings stronger. Look at the pictures. Write down the letters of the buildings with arches.

   D
   N
   A
   O
   R
   U

   The letters of the buildings with arches are:

   Put the letters in the correct order to form a word.

   The word is: 

   © Noordhoff Uitgevers bv

   262446.indb   90
   12/10/17   2:43 PM
2 Say the chant.

London Bridge fell down

London bridge was falling down. 
Weight, force, break, snap.
London bridge was falling down. 
Weight, force, break, snap.

Didn’t it have arches then? 
Round, shapes, can hold 
Didn’t it have arches then? 
Round, shapes, can hold 

London bridge was falling down. 
Weight, force, can’t hold 
London bridge was falling down. 
Because it was so old.

3 Cross out the word that doesn’t belong.

- break / shape
- break / squeeze
- weight / break
- spread / squeeze
- round / force
- spread / squeeze
4 Think of the experiments in the video. Answer the questions.

1 Why doesn’t the egg break when Mark squeezes it the first time?
   - Mark doesn’t squeeze the egg very hard.
   - The egg doesn’t break because Mark put a sandwich bag around it.
   - The egg is strong because of its shape. Round shapes are very strong.

2 Why does the egg break when Mark squeezes it the second time?
   - The egg has a crack! So, the force of Mark’s hand isn’t spread evenly.
   - The egg breaks because Mark squeezes much harder the second time.
   - The egg breaks because there is a hole in the sandwich bag.

3 Why do architects use round shapes in buildings?
   - You can put a lot of force on round shapes.
   - Architects use the shape of eggs because they look nice.
   - Round shapes are popular in buildings.

Stone

The egg doesn’t break. The force doesn’t distribute evenly.
He doesn’t like geography.
Hannah doesn’t read a lot.
I don’t want that to happen.
You don’t have to do that.
We don’t do experiments very often.
They don’t know how gravity works.

5 Connect the pieces to make sentences. Draw lines.

The dog knows who made that building.
She understands how that works.
We don’t know how old that building is.
They know the name of any architect.
He doesn’t squeeze your hand too hard.
You speak Russian.
I like rainy days.
6 Doesn’t or don’t? Put the words in the correct mind map.

I  Mark  you  Suzie  they  it
we  the girls  he  she

doesn’t  


don’t  


7 In your own words, explain why round shapes are strong.

Round shapes are strong because ____________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

Now I can
• say a chant
• understand an explanation about a science experiment
• make negative sentences with ‘doesn’t’ and ‘don’t’
• understand the words of this lesson
Lesson 6.3 Building bridges

I will learn to
• understand an explanation about a science experiment
• understand the words: arch bridge, beam bridge, suspension bridge, bridge designers (engineers), material, strengthen, curve, buttress, side support, sliding

First answer the question. Then listen and read the text.

What could be an example of a record for a bridge?
The ____________________ bridge.
The ____________________ bridge.

Bridge Facts and Records

A bridge has to be very strong to support its own weight and the weight of the people who use it. It also has to be strong enough for severe weather, for example, earthquakes and hurricanes. There are different types of bridges. For example, arch bridges, beam bridges and suspension bridges.

Oldest bridge
The Zhaozhou Bridge in China is the oldest bridge in the world. It is an arch bridge made from stone. It was built in 605. People still use this bridge today.

Busy bridge
The Brooklyn Bridge connects Manhattan and Brooklyn. It is a very busy bridge. 145,000 vehicles cross it every day.

Longest bridge
The Akashi Kaikyo Bridge in Japan is the longest suspension bridge of the world. It is almost 4 kilometers long.

Famous bridge
The Golden Gate Bridge in San Francisco is one of the most famous bridges of the world. It is a suspension bridge that was built in 1937. It is almost 3 kilometers long and was built with 129,000 kilometers of wire.

Highest bridge
The highest bridge in the world is the Duge Bridge in China. The deck is 565 meters high.
Make the correct combinations. Draw lines.

- highest bridge: Duge Bridge
- oldest bridge: Golden Gate Bridge
- busy bridge: Akashi Kaikyo Bridge
- longest bridge: Brooklyn Bridge
- famous bridge: Zhaozhou Bridge

3 Read the text again and read the statements. Choose true or false.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>The oldest bridge was built in 1937.</td>
<td></td>
<td>☐</td>
</tr>
<tr>
<td>China has the highest bridge.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The oldest bridge is made of stone.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The longest bridge is almost 3 kilometers.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The Brooklyn Bridge is in Japan.</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The Golden Gate Bridge is a suspension bridge.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Lesson 6.3  Building bridges

4 Write the correct word under the picture.

arch bridge  side support  beam bridge  sliding
suspension bridge  material

5 Look at the picture and colour the parts.
1. Make the buttresses red.
2. Make the curves green.
3. Make the flat shape of the deck blue.
4. Make the parts that strengthen the bridge yellow.
6 What materials and shapes are used to make a bridge strong?

- cotton
- stone
- line
- rectangle
- triangle
- linen
- steel
- arch
- wood
- star

<table>
<thead>
<tr>
<th>materials that make a bridge strong</th>
<th>shapes that make a bridge strong</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7 Draw a strong bridge and describe it. What kind of bridge is it? Which materials did you use and which shapes did you use?

Kind of bridge: __________________________________________
Shapes: __________________________________________
Materials: __________________________________________

Now I can

- understand an explanation
- understand the words of this lesson
Lesson 6.4 Transfer

I will learn to
• build a simple bridge with a classmate
• use language for giving explanations
• give instructions for how to make the bridge
• use the words and stones of lesson 1, 2 and 3

1 Write down the numbers 1, 2, 3 and 4 to put the instructions in the right order.

Water experiment
Step 1 Add a drop of washing-up liquid to the water.
Step 2 You need a pushpin, glass, water and washing-up liquid.
Step 3 The pushpin sinks to the bottom.
Step 4 Lay the pushpin on the water.

Strength experiment
Step 1 Put the egg in the sandwich bag.
Step 2 Try to break the egg by squeezing it with one hand.
Step 3 Remove the air from the bag and close it with a knot.
Step 4 You need an egg and a sandwich bag.

Buttress experiment
Step 1 They are the buttresses that support the bridge.
Step 2 Two children stand in front of each other and make an arch with their arms.
Step 3 You need four children.
Step 4 The two other children sit next to the feet of the children who are making the arch.
2. Build a small bridge with a classmate. You can choose your own materials.

3. Write instructions for building your bridge. Instruction words you can use: you need - use - put - stick - place - cut - make.

Name of the bridge: ___________________________________________
Designers: ___________________________________________________
Bridge style: ___________________________________________________

Step 1 Materials for the bridge

________________________________________________________________

Step 2 Shapes for the bridge

________________________________________________________________

Step 3 Construction of the deck

________________________________________________________________

Step 4 Construction of the arches or suspension

________________________________________________________________

Step 5 Put all parts together

________________________________________________________________

Now I can

- build a simple bridge with a classmate
- use language for giving explanations
- give instructions for how to make a bridge
- use the words and stones of lesson 1, 2 and 3
I will learn to
- use paper to make a strong bridge
- buy materials within a budget

1 Is paper strong?
A normal sheet of A4 paper is not very strong. If you make a bridge with a sheet of paper between two tables it will bend. Look at the picture. If you put something on this bridge, it will fall down.

2 How can you make paper stronger?
There are different techniques to make paper stronger. Look at the examples. Put the paper between two tables and see if it can hold its own weight. Put something light on it, like a pencil, to see if it can hold extra weight.

1 Triangular shapes
Corrugate a sheet of paper to make it stronger. Fold the paper like a zigzag and create triangles.

2 U-profiles
Fold a sheet of paper in the shape of a U-profile to make it stronger. Steel U-profiles are used for construction.

3 Circular shapes
Roll the paper into a tube to make it stronger. Use a piece of sellotape to make sure the paper doesn’t unroll.

Do exercises 1 till 5 on worksheet 6.5.

Now I can
- use paper to make a strong bridge
- buy materials within a budget
Instructions used

Answer the question.
Choose the correct answer.
Circle the word that doesn’t belong.
Circle true (T) or false (F).
Colour the …
Complete the sentence.
Complete the text.
Correct the mistakes.
Count and write …
Cross out.
Draw a picture.
Draw lines.
Do the crossword puzzle.
Explain.
Fill in.
Fill in the words.
Fill in the table.
Find the odd one out.
Give your opinion.
Guess the words.
Listen and check.
Listen and circle.
Listen and put a V.
Listen and number.
Listen and match.
Listen and choose the correct answer.
Look and write down.
Look at the pictures.
Match.
Match the words to the pictures.
Write sentences about …
Play the game.
Put in the correct order.
Rewrite the sentence.
Read and …
Read the sentences.
Read the text.
Say it in English.
Say the chant.
Sing the song.
Solve the puzzle.
Student
Talk with a classmate.
Take the quiz.
Take turns.

Beantwoord de vraag.
Kies het juiste antwoord.
Omcirkel het woord dat er niet bij hoort.
Omcirkel waar (T) of niet waar (F).
Kleur de …
Maak de zin af.
Maak de tekst af.
Verbeter de fouten.
Tel en schrijf op …
Streep door.
Maak een tekening.
Trek lijnen.
Maak de kruiswoordpuzzel.
Leg uit.
Vul in.
Vul de woorden in.
Vul het schema in.
Vind het woord dat er niet bij hoort.
Geef je mening.
Raad de woorden.
Luister en controleer.
Luister en omcirkel.
Luister en zet een V-tje.
Luister en geef nummers.
Luister en verbind.
Luister en kies het juiste antwoord.
Kijk en schrijf op.
Kijk naar de plaatjes.
Verbind.
Verbind de woorden met de plaatjes.
Maak zinnen over …
Speel het spel.
Zet in de juiste volgorde.
Herschrijf de zin.
Lees en …
Lees de zinnen.
Lees de tekst.
Zeg het in het Engels.
Zeg de chant.
Zing het lied.
Los de puzzel op.
Leerling
Praat met een klasgenoot.
Doe de quiz.
Doe het om de beurt.
Tick the correct box.
True or false?
Underline the correct word.
Watch the clip.
Work in pairs.
Work together.
Work with a classmate.
Write down …
Write the correct phrase under the picture.
Write the correct word under the picture.
Write the words in the correct column.

Kruis het juiste hokje aan.
Waar of niet waar?
Onderstreep het juiste woord.
Kijk naar het filmpjes.
Werk in tweetallen.
Werk samen.
Werk met een klasgenootje.
Schrijf … op.
Schrijf de juiste zin onder het plaatje.
Schrijf het juiste woord onder het plaatje.
Schrijf de woorden in de juiste kolom.