

Jessica Finnis

Starlight



Teacher's Toolkit

- ★ Step-by-step lesson notes
- ★ 21st Century Learning
- ★ Optional activities

Teacher's Resource Materials

(Available as a secure download)

- ★ Worksheets
- ★ Unit Tests, Term Tests and End-of-Year Test

Story and Cross-Curricular DVD

- ★ Animated stories and CLIL content

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Teacher's Toolkit

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Teacher's Book

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Syllabus

	Vocabulary	Structures	Phonics
Starter: New Semester	Core School and Learning Words: <i>semester, timetable, subject, textbook, homework, test, exam, practice, club, coach, study</i>	Question tags: <i>That's an easy question, isn't it? William likes puzzles, doesn't he?</i>	
Unit 1: Delightful Drama	Core Dramatic Verbs: <i>shout, whisper, scream, laugh, mutter, cheer, catch, follow, hide, escape, chase, rescue</i> Performers and Skill Words: <i>comedian, acrobat, magician, musician, tell jokes, do acrobatics, perform tricks, play an instrument, get along with people, work as a team, practise a lot, learn new skills</i> CLIL: <i>special effects, backdrop, project (v), pyrotechnic technician, sound effect, stunt actor, harness</i>	Present simple and present continuous: <i>They come to the beach once a week. There are pirates in the cave.</i> so and such: <i>It was so smelly in the summer. It was such an uncomfortable experience.</i>	Pronunciation: <i>can</i> and <i>can't</i> Phonics review: homophones
Unit 2: Global Geography	Core Travel and Transportation: <i>airport, canal, ferry, highway, port, railroad, runway, tunnel, road sign, roadworks, speed limit, traffic jam</i> Air Travel Words: <i>check-in, passport, ticket, luggage, security, hand luggage, line, gate, boarding, seat belt, take-off, landing</i> CLIL: <i>fossil fuels, green, renewable energy, passengers, wind power, solar power, charge (v)</i>	Verb patterns: verb + infinitive with to: <i>need, expect, pretend, agree, offer, promise</i> <i>He pretended to do his homework.</i> verb + gerund (-ing form): <i>imagine, enjoy, avoid, suggest, mind</i> <i>Mom suggested going out for an ice cream.</i> Present perfect and past simple: <i>It has/hasn't made traveling easier. The tunnel opened in 1994.</i>	Pronunciation: numbers ending with <i>-teen</i> and <i>-ty</i> Phonics review: /aɪ/
Game: Out and About	Review of dramatic verbs, performers and skills words, travel and transportation, air travel, present simple and present continuous, so and such with adjectives and that, verb patterns (verb + infinitive with to; verb + gerund), present perfect and past simple		
Culture: United States of America	Review of performers and skills, travel and transportation, present simple		
Unit 3: Lively Literature	Core Characters in Different Story Types: <i>detective, witness, thief, reporter, victim, assistant, hero, heroine, companion, enemy, giant, wise character</i> Story Words: <i>clue, magnifying glass, disguise, diamond necklace, spell, magic cloak, creatures, shield, alien, UFO, time machine, spaceship</i> CLIL: <i>storyline, genre, trail, plot twist, big reveal</i>	Past simple and past continuous: <i>He stole the jewel. Watson was eating dinner and Holmes was reading a book. Holmes was looking at a hat when Watson arrived.</i> Present perfect with for and since: <i>They've eaten in the Great Hall for hundreds of years. They've travelled on steam trains since 1984.</i>	Pronunciation: intonation in questions and answers Phonics review: /u:/
Review Story A Trip to the Theater	Review: <i>play (n), highway, airport, companion, port, tickets, passport, luggage, catch, thief, canal, India, follow, detective, disguise, discover, railway, ferry, magician, circus, escape, rescue, whisper, enemy, heroine, perform tricks, tell jokes, audience, cheer, creature, spell, costume, Indian</i> ; present simple and present continuous; verb patterns; present perfect and past simple; past simple and past continuous; present perfect with for and since; so and such. Extra: <i>enjoy, avoid, surprise, boss, journey, mistake, circus, clap, hire</i>		
Unit 4: Human History	Core Life Event Words: <i>be born, start school, grow up, leave school, go to university, learn to drive, leave home, get married, move, get a job, have children, retire</i> Family and Community Words: <i>community, home, husband, wife, parent, toddler, child, grandparent, best friend, grown-up, teenager, neighbor</i> CLIL: <i>archeology, artifacts, settlements, site, layer, excavation</i>	Modal verbs: <i>It must/can't/might/may/could be modern.</i> Present perfect with just, already and yet: <i>They've already/just found all the pieces. They haven't found all the pieces yet.</i>	Pronunciation: linking words Phonics review: /i:/
Game: Storytelling Bingo	Review of characters in different story types, story words, life events, family and community, past simple and past continuous, present perfect with for and since, modal verbs, present perfect with just, already and yet		
Culture: France	Review of story words, life events, past simple		



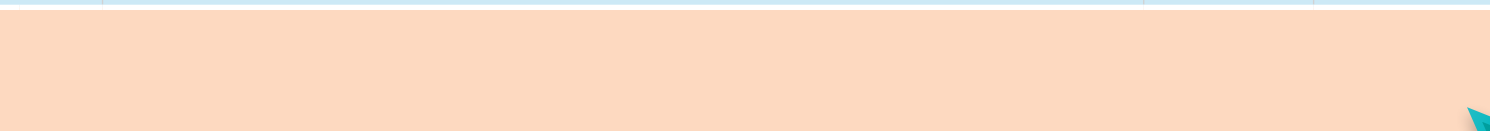
Skills	CLIL	Projects / Values
<p>Reading: reading and understanding a story about brainteasers.</p> <p>Listening: listening for specific information (identify information in a timetable).</p> <p>Speaking: giving definitions; arranging to meet; practice using question tags and giving a presentation about a club or hobby</p> <p>Writing: writing core language</p>		
<p>Reading: developing intensive and extensive reading comprehension skills of multiple text types</p> <p>Listening: developing intensive and extensive listening skills: identifying vocabulary and grammar in context, listening for gist and/or specific information from multiple sources</p> <p>Speaking: developing fluency and accuracy: using dramatic verbs; talking about performers and skills and abilities; talking about repeated actions and facts, and using imperatives (There's a school show every year.) as well as talking about things happening now (Mr. Murphy is playing the piano.); using so and such to emphasize adjectives (Theater tickets are so cheap! The theater is such a smelly place!); focusing on pronunciation: can and can't, talking about skills and abilities; giving opinions about a text</p> <p>Writing: identifying and writing dramatic verbs and words related to performers and their skills and abilities</p>	Drama: Special Effects in Theater	Bringing a Script to Life / The importance of supporting performers
<p>Reading: developing intensive and extensive reading comprehension skills of multiple text types</p> <p>Listening: developing intensive and extensive listening skills: identifying vocabulary and grammar in context, listening for gist and/or specific information from multiple sources</p> <p>Speaking: developing fluency and accuracy: talking about travel and transportation and air travel; using verbs with particular patterns; talking about past actions that are still true and actions that started and finished in the past; numbers ending in –teen and –ty; practice buying a train ticket; using would to give opinions</p> <p>Writing: identifying and writing words related to travel and, transportation and air travel</p>	Geography: Green Transportation	Green Minutes / Using greener transportation
<p>Reading: developing intensive and extensive reading comprehension skills of multiple text types</p> <p>Listening: developing intensive and extensive listening skills: identifying vocabulary and grammar in context, listening for gist and/or specific information from multiple sources</p> <p>Speaking: developing fluency and accuracy: talking about characters in different story types and using story words; talking about parallel and interrupted actions in the past; talking about how long something has been happening; focusing on pronunciation: intonation in questions and answers; enquiring and exchanging information about books giving opinions, agreeing and disagreeing</p> <p>Writing: identifying and writing words related to stories and characters in different story types</p>	Literature: Building a Mystery Story	Bookmark Library / Finding a time to read
<p>Reading: developing intensive and extensive reading comprehension skills of multiple text types</p> <p>Listening: developing intensive and extensive listening skills: identifying vocabulary and grammar in context; listening for gist and/or specific information from multiple sources</p> <p>Speaking: developing fluency and accuracy: talking about life events and family and community; expressing certainty and possibility with modal verbs; talking about things using just, already and yet; focusing on pronunciation: linking words, offering and requesting help; talking about likes and dislikes</p> <p>Writing: identifying and writing words related to life events and family and community</p>	History: Archeology	Time Capsule/ The importance of respecting your community and learning about its history



	Vocabulary	Structures	Phonics
Unit 5: Smart Citizenship	<p>Core Conservation Words: <i>endangered, extinct, protected, in the wild, in captivity, Chinese river dolphin, Atlantic albatross, African penguin, European bison, Iberian lynx, Arctic fox, Antarctic blue whale</i> Environment Words: <i>recycle, turn off, use up, sort out, put on, give away, look after, clean up, cut down, pollute, throw away, wastel</i> CLIL: <i>ecosystem, food web, food chains, producers, primary consumers, secondary consumers, prey, tertiary consumers</i></p>	<p><i>will</i> for instant decisions and <i>going to for plans:</i> <i>I'll call them now.</i> <i>We aren't going to keep Coco.</i> less and fewer with countable and uncountable nouns: <i>We should use less energy.</i> <i>We should use fewer plastic bottles.</i></p>	<p>Pronunciation: intonation with question tags Phonics review: /əʊ/</p>
Unit 6: Survival Skills	<p>Core Expedition Words: <i>water bottle, sunscreen, insect repellent, first aid kit, survival blanket, route, landmark, destination, campsite, picnic area, parking lot, national park</i> Extreme Adjectives: <i>hilarious, enormous, tiny, filthy, starving, exhausted, delicious, terrified, fantastic, awful, fascinated, delighted</i> CLIL: <i>droplets, temperature, predict, cirrus clouds, altostratus clouds, cumulus clouds, cumulonimbus clouds</i></p>	<p><i>will</i> and <i>going to for predictions:</i> <i>Jamie will remember his birthday!</i> <i>There's going to be a storm.</i> Indefinite pronouns: <i>somewhere, something, someone, everywhere, everything, everyone, nowhere, nothing, no one, anywhere, anything, anyone</i></p>	<p>Pronunciation: word stress in prepositions Phonics review: silent letters</p>
Game: Tug of War	Review of conservation words, environment words, expedition words, extreme adjectives, <i>will</i> for instant decisions, <i>going to for plans</i> and decisions, <i>less</i> and <i>fewer</i> with countable and uncountable nouns, <i>will</i> and <i>going to for predictions</i> , infinite pronouns		
Culture: Ecuador	Review of conservation words, environment words		
Review Story School Trip to the Zoo	<p>Review: <i>China, be born, grow up, water bottle, coach, fascinated, endangered, in the wild, starving, delicious, protected, cut down, hilarious, home, leave home, grown-up, picnic area</i>; modal verbs; present perfect with <i>just, already</i> and <i>yet</i>; <i>will</i> for instant decisions and <i>going to for plans</i>; <i>less</i> and <i>fewer</i> with uncountable and countable nouns; <i>will</i> and <i>going to for predictions</i>; indefinite pronouns Extra: <i>surprise, panda, zoo, guide book, omnivore, zookeeper, nap, wide awake, bamboo, sugar cane, lunchbox</i></p>		
Unit 7: Daring Design	<p>Core Clothes and Accessories: <i>belt, sneakers, raincoat, suit, umbrella, purse, suitcase, briefcase, tracksuit, hoodie, jeans, leggings</i> Textile Adjectives: <i>striped, spotted, checked, dark, pale, bright, tight, baggy, sparkly, comfortable, patterned, plain</i> Batik: <i>batik, dye, canting, ink pen, drip (v), process (n), heritage</i></p>	<p>Reported speech: <i>He said the suit was great.</i> <i>She told him there was a famous designer.</i> Present simple passive statements and questions: <i>These fabrics are called smart fabrics.</i> <i>Are synthetic fabrics made from natural materials?</i></p>	<p>Pronunciation: schwa sound in <i>a</i> and <i>the</i> (/ə/) Phonics review: /ʃ/</p>
Unit 8: Interesting IT	<p>Core IT Nouns and Verbs: <i>password, icon, text message, download, link, log on, copy, paste, click on, save, attach, delete</i> Gadgets and Inventions: <i>telephone, cell phone, laptop, e-reader, tablet, MP3 player, games console, GPS, calculator, digital camera, smart TV, walkie-talkie</i> CLIL: <i>electronically, network, web</i></p>	<p>First conditional: <i>If I log on, I will send a download.</i> Past simple passive statements: <i>Lots of mistakes were made.</i> <i>His 'difference engine' wasn't built.</i></p>	<p>Pronunciation: saying website addresses Phonics review: /ɛɪ/</p>
Game: Four-in-a-row	Review of clothes and accessories, textile adjectives, IT nouns and verbs, gadgets and inventions, reported speech with <i>said</i> and <i>told</i> , present simple passive statements and questions, first conditional, past simple passive statements		
Culture: South Korea	Review of IT nouns, gadgets and inventions, present simple passive statements		
Unit 9: Spectacular Science	<p>Core Planets and Space Words: <i>planet, star, comet, orbit, moon, constellation, asteroid, solar system, satellite, continent, pole, ocean</i> Science and Space: <i>invention, build, inventor, design, astronomer, observe, calculate, record, experiment, notice, discover, scientist</i> CLIL: <i>gravity</i></p>	<p>Second conditional: <i>If I had a spaceship, I would explore the planets.</i> Past simple passive questions: <i>When were the spacecraft sent into space?</i> <i>Were the photos chosen by aliens?</i></p>	<p>Pronunciation: sentence stress Phonics review: Magic E</p>
Review Story The Science Fair	<p>Review: <i>design, hoodie, walkie-talkie, tablet, password, link, download, satellite, observe, continent, ocean, notice, catch, tracksuit, raincoat, weather, calculate, log on, follow, chase, checked, striped, build, audience</i>; reported speech; present simple; passive questions and statements; first conditional; second conditional; past simple passive statements Extra: <i>forget, project, dream, smart, sleeves, change colour, invent, programme, gadget, helium balloon, connect, gas, competition</i></p>		



Skills	CLIL	Projects / Values
<p>Reading: developing intensive and extensive reading comprehension skills of multiple text types</p> <p>Listening: developing intensive and extensive listening skills: identifying vocabulary and grammar in context; listening for gist and/or specific information from multiple sources</p> <p>Speaking: developing fluency and accuracy: talking about conservation and the environment; talking about instant decisions and decisions made earlier; talking about a smaller amount with uncountable and countable nouns; focusing on pronunciation: intonation with question tags; making and responding to suggestions; talking about preferences</p> <p>Writing: identifying and writing words related to conservation and the environment</p>	<p>Science: Food Webs</p>	<p>Quadrat Experiment / Protecting the environment</p>
<p>Reading: developing intensive and extensive reading comprehension skills of multiple text types</p> <p>Listening: developing intensive and extensive listening skills: identifying vocabulary and grammar in context; listening for gist and/or specific information from multiple sources</p> <p>Speaking: developing fluency and accuracy: talking about expeditions and using extreme adjectives; talking about predictions about the future; making sentences that avoid being exact about who/where/what we are talking about (<i>You should tell someone where you're going.</i>); focusing on pronunciation: word stress in prepositions; asking for and giving directions; talking about probability</p> <p>Writing: identifying and writing words related to expeditions and using extreme adjectives</p>	<p>Geography: Watching the Clouds</p>	<p>Pin Compass / Learning new skills</p>
<p>Reading: developing intensive and extensive reading comprehension skills of multiple text types</p> <p>Listening: developing intensive and extensive listening skills: identifying vocabulary and grammar in context; listening for gist and/or specific information from multiple sources</p> <p>Speaking: developing fluency and accuracy: talking about clothes and accessories and adjectives to describe textiles; talking about what someone said; emphasizing the person or thing affected by an action; focusing on pronunciation: the schwa sound in a and the (/ə/), practicing talking to a clothes shop assistant, talking about how someone might/must feel</p> <p>Writing: identifying and writing clothes and accessories and adjectives to describe textiles</p>	<p>Design: Batik</p>	<p>Craft Heritage/ The importance of learning about traditional crafts and skills</p>
<p>Reading: developing intensive and extensive reading comprehension skills of multiple text types</p> <p>Listening: developing intensive and extensive listening skills: identifying vocabulary and grammar in context; listening for gist and/or specific information from multiple sources</p> <p>Speaking: developing fluency and accuracy: talking about IT nouns and verbs and gadgets and inventions; talking about possible events and outcomes in the future (If you click on the link, the website will open.); emphasizing the person or thing affected by an action (In the 19th century, calculations were done by people.); focusing on pronunciation: saying website addresses; conducting a survey, talking about opinions</p> <p>Writing: identifying and writing different things connected with IT and gadgets and inventions</p>	<p>IT: A Big Idea</p>	<p>App Design / Learning about crafts</p>
<p>Reading: developing intensive and extensive reading comprehension skills of multiple text types</p> <p>Listening: developing intensive and extensive listening skills: identifying vocabulary and grammar in context; listening for gist and/or specific information from multiple sources</p> <p>Speaking: developing fluency and accuracy: talking about planets and space and science and space; talking about the outcomes of unlikely or impossible events; asking about the person or thing affected by an action; focusing on pronunciation: stress in sentences, asking for and giving information on the phone; talking about what you would like/love/hate to do</p> <p>Writing: identifying and writing words related to planets and space and science and space</p>	<p>Science: Living in Space</p>	<p>Our Solar System / Not believing everything you read online</p>



Introduction

About *Starlight*

Starlight is a six-level course for children learning English.

The course combines a rich grammar and vocabulary syllabus with fresh, modern visual appeal and all the rich, imaginative context of a true story-based course.

The context for the *Starlight* course is The *Starlight* School and the *Starlight* characters are all school students. In each cycle we experience the daily life and learning of a different age group of student characters. And just as they are given a chance to shine, students learning English with *Starlight* are also inspired to flourish.

Starlight 6

In *Starlight* 6, students are guided through the book by triplets, Anna, Lily and Alex, who are students at The *Starlight* School.

In the Starter Unit the children return to school after the summer vacation and meet their new teacher, Mr. Murphy. At the end of the lesson, Mr. Murphy sets the class a homework assignment, which sets the topic for the next unit.

The opening spread of each unit shows texts that are brought in by the children for their homework assignment. Each text is based on authentic material that children would find at home.

At the end of each unit, Mr. Murphy reveals the homework for the next unit and the children are introduced to the context for the next unit.

Engage - Practice - Communicate

The underlying approach to *Starlight* is about motivating students with interesting topics and relevant language, systematically developing their language abilities and skills, and providing lots of opportunities to communicate. Every lesson follows the **Engage - Practice - Communicate** approach with clear stages, highlighted in the teaching notes.

Engage

It is important to motivate students, to activate their existing knowledge and to create an environment in which they want to learn. This is done in *Starlight* through the visual vocabulary presentation, imaginative stories with story cards and activities that encourage creativity and critical thinking.

Practice

Students need plenty of opportunities to practice new language using a variety of contexts and activities. Familiar grammar structures are used to help students explore new vocabulary and familiar words to provide support for students practicing new structures.

Communicate

The main aim of learning a language is being able to communicate, and *Starlight* provides lots of opportunities (both guided and open) for students to communicate in a collaborative fashion, through role-plays, information gap activities and personalised speaking in groups and pairs.

Stories

As a story-based course, *Starlight* has storytelling at the very core of its methodology. The value of stories is widely recognized in Primary English Language Teaching. Children come to the primary classroom already equipped with an understanding of stories and the way they work. This familiarity with narrative conventions, as well as an expectation of the pleasure and enjoyment that stories bring, empowers them with confidence and motivation from the outset – an ideal starting point for students learning English at this level.

In addition, stories are the perfect vehicle for the presentation of new language structures, due to the meaningful, visually supportive and very immediate context they naturally provide.

The emphasis on stories is also invaluable in the development of children's literacy skills, as it furthers familiarity and understanding of the functions of text, as well as promoting a positive attitude to books and reading, which is key to academic success.


Stories are a way of immersing children in the target culture, which is a significant part of learning a foreign language and of considerable benefit to children preparing to sit external exams. They are also a useful framework for developing 21st Century Skills, particularly raising awareness with regard to the target culture, as well as inter-curricular themes and citizenship.

Vocabulary and grammar

Starlight incorporates a greater amount of vocabulary and a wider range of grammatical structures than would be expected in a mainstream English language course. The language syllabus for *Starlight* 1 to *Starlight* 6 has been designed in line with the syllabus of the Cambridge English: Young Learners and the Cambridge English: Key (KET for schools) examinations. At the same time, equal emphasis has been placed on the importance of teaching a practical, well-balanced, high frequency language syllabus, which is appropriate for all children learning English at this level.

Skills

Starlight has an integrated approach to language and skills development. Through a variety of enjoyable tasks with a very systematic approach, the children progress from listening practice to speaking practice, from speaking practice to reading practice and from reading practice to writing practice.



Over the *Starlight* series as a whole, care has also been taken to ensure that children preparing for Cambridge English examinations develop the required level of skills competency, as well as familiarity with examination task types.

Listening

Starlight 6 recognises the particular importance of listening in the early years of language learning. All new language is presented with clear models for aural recognition. Listening to songs, chants, stories, and texts also helps the children internalize the language and expose them to native speaker pronunciation.

Speaking

There is a strong focus on speaking in *Starlight*, with activities designed to help children develop fluency and accuracy. This includes personalized speaking activities, practice of everyday dialogue and communicative games.

Reading and writing

Students learning English need to be able to make progress quickly with reading and writing.

Starlight 6 takes a very systematic approach to reading and writing. It familiarizes children with the structures and conventions of different types of text before any reading or writing takes place.

The Student Book and Workbook provide models of writing that children can use to support their own writing.

External examinations for young learners

At this level of English language learning, many young learners in Primary 1 to Primary 6 are entered for external examinations: The *Starlight* series aims to prepare students to sit Starters by the end of *Starlight 2*, Movers by the end of *Starlight 4* and Key for schools examination (KET) by the end of *Starlight 6*.

Culture

The Culture lessons throughout the *Starlight* series raise the children's awareness of being part of a global community by helping them to develop an awareness of the people around them, as well as a stronger understanding of their own culture.

Pronunciation

Starlight 6 has a strong pronunciation focus. The Perfect Pronunciation sections deal with intonation, stress in words, sentences and questions and pronunciation of numbers and web addresses.

Songs

Songs are an invaluable way of practicing new language, as they naturally include plenty of repetition and greatly aid memory through their use of rhythm. These cover a wide variety of musical genres, specifically designed to encompass the diverse range of musical styles children enjoy in the real world.

Cross-curricular focus

The *Starlight* course embraces the opportunity to transfer useful, practical English language to a range of different areas of the curriculum including art, music, science, geography, history and math. The areas chosen reflect and build on the kind of subject matter that the students are working with in other classes.

Values and citizenship

Learning about values is a key feature of the *Starlight* series as a whole. In *Starlight 6*, the values integrate socio-cultural aspects of learning and helps to promote self-esteem, as well as positive attitudes, tolerance and respect towards others. Students experience the benefit of the unit value through the development of the project.

Review

Systematic recycling of all core language takes place in every unit. In *Starlight 6*, all the core vocabulary and grammar of the unit is revised in the Review lesson.

Component Overview

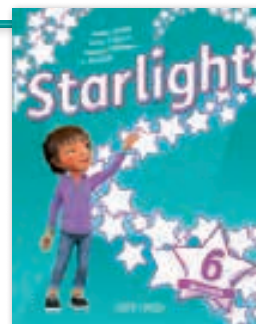
Student Book

The Student Book contains 9 units. Each unit presents a story with a focus on vocabulary, grammar and all four skills. Culture and Project pages encourage children to think creatively and critically and Review pages help children focus on what they have learned in the unit.



Workbook

The Workbook is designed to give students extra practice of the language and structures taught in class. There is one communicative game per unit.



For the Student



Recommended Readers

Oxford Read and Imagine and *Oxford Read and Discover* Readers are designed to encourage children to read for pleasure. They match the language levels of *Starlight* and provide extra exposure to the language in a new context.



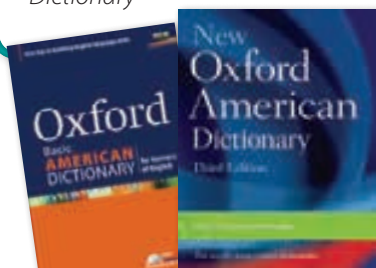
Online Play

Online Play (Student's Website) is the place for children to explore the language they are learning through fun games and activities. It includes the story animations, audio, games, and downloadable craft activities to do at home.



Recommended Dictionaries

Levels 1–4 *Oxford Basic American Dictionary*
Levels 5–6 *Oxford American Dictionary*



Teacher's Toolkit

The Teacher's Book is a clear guide for the teacher in all aspects of the course. It contains the *Starlight* Story and Cross-Curricular DVD.



Teacher's Resource Materials

All the worksheets, tests and test audio can be accessed and downloaded via the access code included on the inside cover of the Teacher's Toolkit.

Story and Cross-Curricular DVD

The DVD contains the animation of each story and one cross-curricular video clip per unit. This provides opportunities for students to revise the unit topic in a new context and to hear pronunciation and intonation of the language by a native speaker.



Classroom Presentation Tool

The *Starlight* Classroom Presentation Tool contains digital class resources. All the Classroom Presentation Tool resources can be used either on an Interactive Whiteboard or on a projector.



For the Teacher



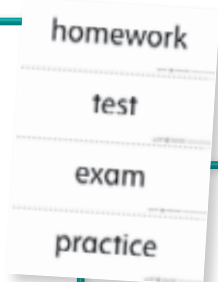
Teacher's Resource Pack

The Teacher's Resource Pack contains a large classroom language poster and unit flashcards to help present the vocabulary.



Teacher's Website

Extra flashcards and wordcards can be downloaded from the *Starlight* Teacher's web site. These provide even more visual stimulus for students learning new vocabulary.



Audio CD


The Class Audio CDs support teaching in class and contains recordings of all the listening texts, reading texts, songs, and speaking dialogues.



Tour of a Unit

Vocabulary and Reading

The Vocabulary Lesson teaches and practices the first key vocabulary set of 12 words. The vocabulary is then contextualized within the texts on the page. The story also focuses on the vocabulary and provides passive exposure to the unit grammar point.

-  = Engage
-  = Practice
-  = Communicate

Written and aural vocabulary presentation.

Practice of the key vocabulary within the context of the text.

Production of the key vocabulary.



Student Book 6



A focus on the specific text type with a gist reading or listening activity.

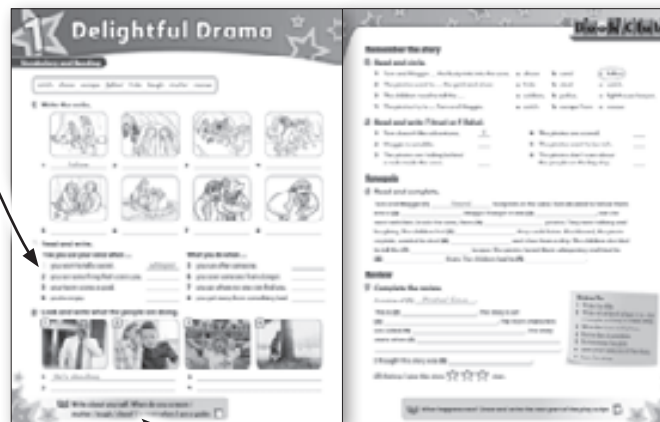
Key structure and vocabulary contextualized in the story.

Active production of the key vocabulary.

Writing activity practicing the key vocabulary.



Starlight Classroom Presentation Tool level 6



Workbook 6

Activity suggestions for fast finishers.



Student Book

- Students listen to the recording, and find the words in the texts.
- Students focus on the meaning of the texts to check general understanding.
- Students play a game related to the vocabulary in the texts.

Workbook

- In the first activity, students practice recognizing the vocabulary by reading and writing the correct words.
- In the second activity, students practice actively understanding and writing the vocabulary.

- Students then write at sentence level.
- An activity suggestion for fast finishers keeps all students engaged. This feature is present in all lessons.

Classroom Presentation Tool

- The *Starlight* Classroom Presentation Tool includes all the presentation and practice material you need to make the most of the new technology in the classroom. Use it on your interactive whiteboard or data projector to deliver key aspects of the language presentation and engage the attention of the whole class.

Grammar and Reading and Writing

The grammar structure is presented and practiced through listening and speaking activities. An extended version of one of the texts presented in the opening pages of the unit is used as a model to help students focus on the target language.

Introduction of the grammar point through a simple activity that relates back to the story.

Clear presentation of the grammar structure in a table.

Listening and speaking activities help students activate the grammar more naturally.

The screenshot shows two pages from the Student Book. The left page (page 108) features a grammar table with columns for 'Form', 'Meaning', and 'Use'. Below the table are several listening and speaking activities, including a matching exercise and a communication game. The right page (page 109) contains a reading passage about 'Oliver!', followed by a matching exercise and a writing task. Arrows from the surrounding text point to specific elements on these pages.

Student Book 6



Extension of text and passive exposure to a specific language point.

Practice of the key vocabulary.

Further exploitation of the text and general comprehension.

Students review the story and practice the target language.

The screenshot shows two pages from Workbook 6. The left page (page 110) contains a reading activity with a text box and several questions. The right page (page 111) features a writing task with a text box and a list of words to use. Arrows from the surrounding text point to specific elements on these pages.

Workbook 6



Extra practice of the target grammar structure.

The screenshot shows a page from the Language Focus 1 worksheet. It features a matching exercise with a list of words on the left and a list of definitions on the right. Arrows from the surrounding text point to specific elements on this page.

Language Focus 1 worksheet



The screenshot shows a page from the Reading 1 worksheet. It contains a reading passage and several questions. Arrows from the surrounding text point to specific elements on this page.

Reading 1 worksheet



Student Book

- A reading activity teaches the new structure. Students look back at the unit story to focus on the key vocabulary within the structure.
- Students then practice producing the key structure by looking at pictures and writing answers to the questions, moving on to completing questions and then writing both questions and answers in full.
- Then they actively produce the key language by playing a communication game in pairs, using a picture prompt.

Workbook




- In the first activity, students practice reading and recognizing the new grammar structure through a marking, numbering or matching activities.
- In the following activities, they practice reading the new structure at sentence level through a read and answer activity.

Teacher's Resource Materials

- Extra grammar practice can be found in the Language Focus 1 worksheet on the Teacher's Resource CD or can be downloaded using the access code provided in the front cover of the Teacher's Toolkit.

Vocabulary and Listening

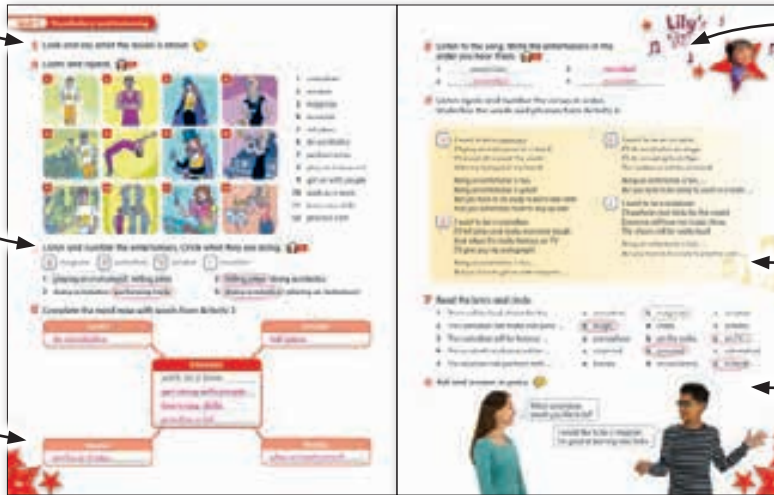
The vocabulary and listening lesson presents new vocabulary and focuses on the words being recognized and practiced through listening activities. The song provides an opportunity for the words to be used in an engaging context.

-  = Engage
-  = Practice
-  = Communicate

Activity to recognize the key vocabulary within the new structure.

Listening practice of the new vocabulary.

A critical thinking activity to consolidate understanding of the new structure.



Production of the key structure.

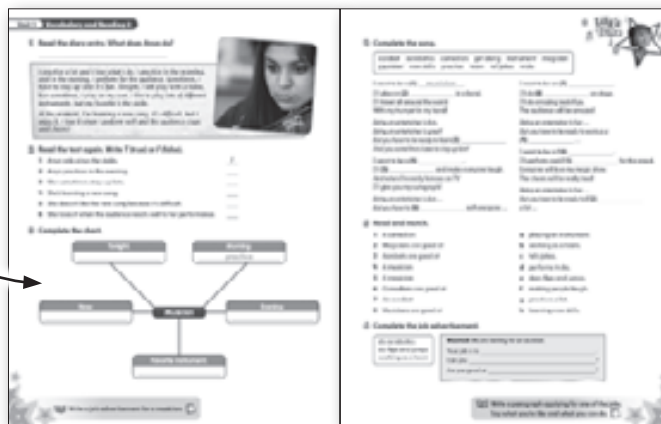
Further production of the key structure.

Active production of the key structure in a communication pairwork game.

Student Book 6



Sentence-level reading and writing practice of the key structure and vocabulary.



Workbook 6



Student Book

- Students match the vocabulary to pictures.
- Students then practice listening to the new words and complete a critical thinking activity.
- Student practice the vocabulary and structures further in a song and pairwork activity.

Workbook

- In the first activity, students practice reading and recognizing the new vocabulary through a marking, numbering or true/false activity.
- In the following activities, they practice the new language through a critical thinking activity.
- Students do further activities with the song and target vocabulary.

Language Focus 2

Language Focus 2 Lesson teaches and practices the second set of words. It also involves students learning a new grammar structure and doing activities to show understanding of the form and meaning of the new structure.

Secondary vocabulary and grammar structure contextualized in a text.

Clear grammar structure explanations for students to refer to as they progress through the unit.

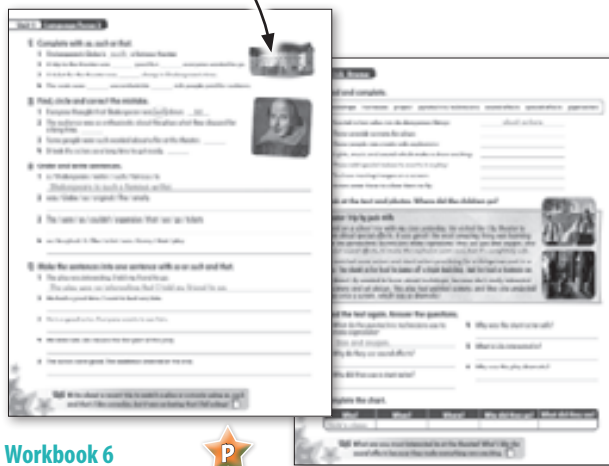
Active production of the key vocabulary.



Student Book 6



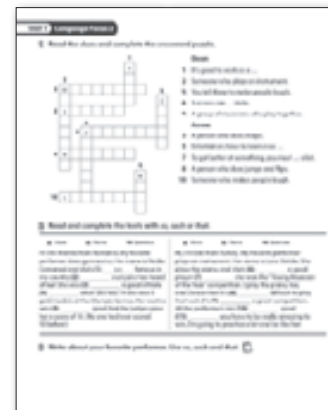
Word-level reading and writing practice of the secondary vocabulary set.



Workbook 6



Key speaking practice via a communicative pair work game.



Communicative practice



Student Book

- Students look at the pictures and do a communicative activity with a partner or in small groups to activate their background knowledge of the topic.
- Students read a text and relate it back to the pictures in the first activity.
- Students look at the grammar structure in the box and follow instructions to find examples in the text.
- Students complete a comprehension activity relating to the text focusing on the new grammar structure, and then produce the language in a pairwork activity.

Workbook




- Students complete practice activities to check their understanding of the new vocabulary and grammar structure. They move from word level to sentence level throughout the page.

Teacher's Resource Materials

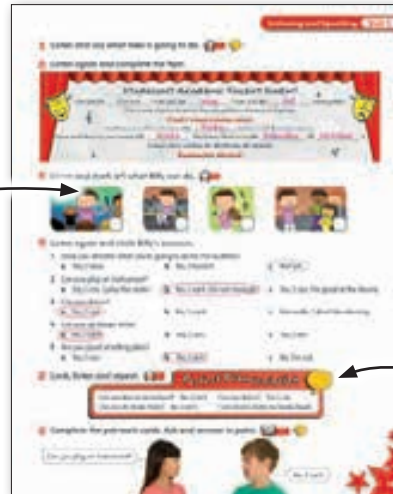
- Extra grammar practice can be found in the Language Focus 2 worksheet on the Teacher's Resource CD or can be downloaded using the access code provided in the front cover of the Teacher's Toolkit.

Listening and Speaking

In this lesson students use previously introduced grammar and vocabulary to do a number of communicative activities, focusing on listening skills before moving to pronunciation and production.

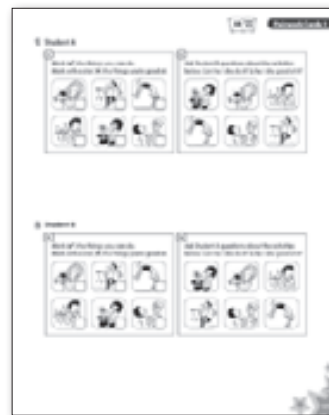
-  = Engage
-  = Practice
-  = Communicate

Introduction to key concepts through a reading and listening text.



Pronunciation focus with listening activity

Student Book 6



Workbook 6



Writing activities practicing the key concepts and vocabulary.



Student Book




- First, students listen to information in order to interact with a text.
- Students do a listening activity that uses the unit's grammar and vocabulary.
- Students focus on pronunciation by listening and repeating target sentences. This can be a focus on word and sentence stress, particular sounds or intonation.
- Finally, students do a communicative pairwork activity to produce the target language.

Workbook

- Students practice reading and writing the new concepts and vocabulary they have learned.

CLIL and Writing

The CLIL Lesson presents cross-curricular content from key areas of the curriculum, and new vocabulary. The story world is now left behind as the course characters are back in their classroom, in a science, art, music, P.E. or math class. The cross-curricular content and the new vocabulary are presented first in a passive listening/reading activity. Then students do some consolidation activities in the Student Book lesson. Students then focus on writing skills through related texts that act as models for a student writing task.

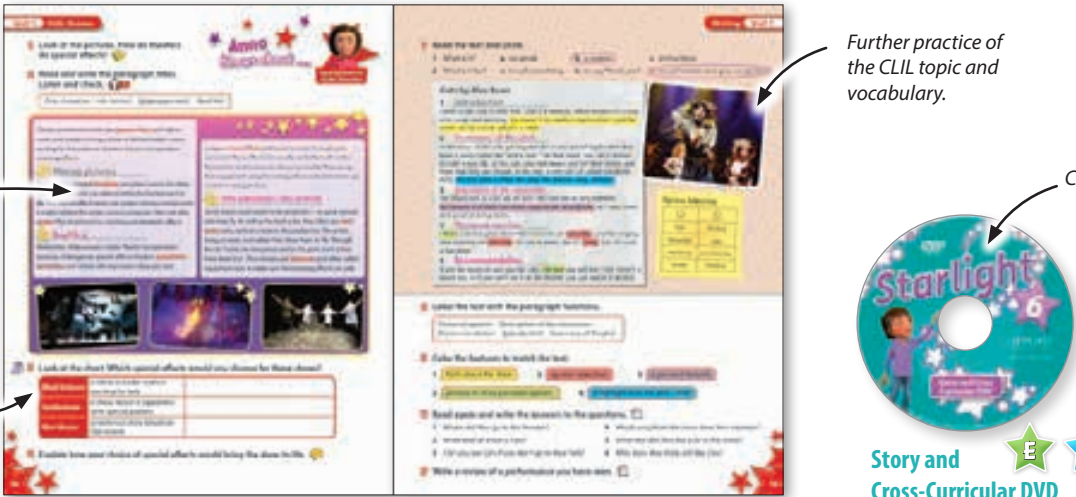
-  = Engage
-  = Practice
-  = Communicate


Introduction to key concepts through a reading and listening text.


Practice of the key concepts through a critical thinking activity.

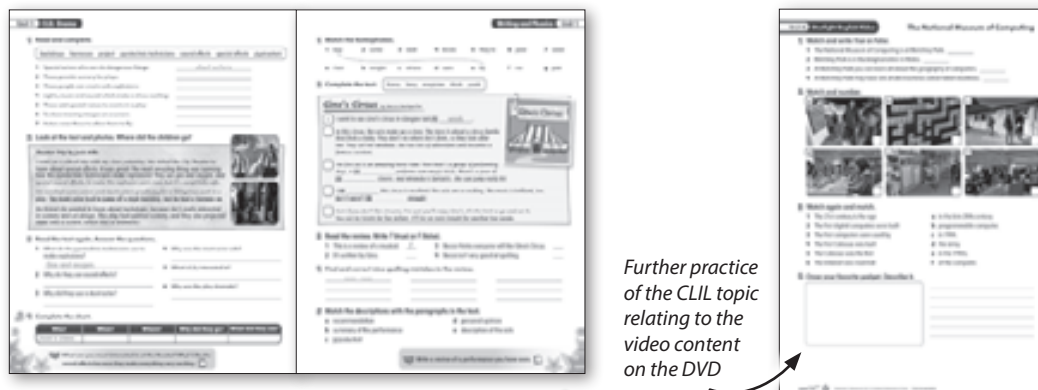
Further practice of the CLIL topic and vocabulary.


CLIL video




Student Book 6 

Story and Cross-Curricular DVD 



Workbook 6 

Further practice of the CLIL topic relating to the video content on the DVD

Starlight English Video Worksheet 

Student Book




- Students read a text related to the topic and a specific school subject. New vocabulary is introduced.
- Students do a critical thinking activity that relates to their understanding of the text.
- Students do a communicative activity to further demonstrate understanding of the main concepts.
- Students then focus on following a model text in order to understand the micro skills of writing.
- They then do a writing activity in their notebooks.

Workbook

- Students work more closely with the new vocabulary presented in the CLIL lesson.
- They then focus on writing skills with an extra focus on sound and spelling patterns as appropriate.

Project and Value

The Project and Value Lesson is an active, hands-on, long-form task in which students develop an item or skills that will be useful in real life. The lesson also introduces a civic value that connects to the unit topics. The project has tie-ins to the civic value, the CLIL lesson, the unit grammar structures, and/or the unit vocabulary.

-  = Engage
-  = Practice
-  = Communicate

The page lists any extra materials required for the project.

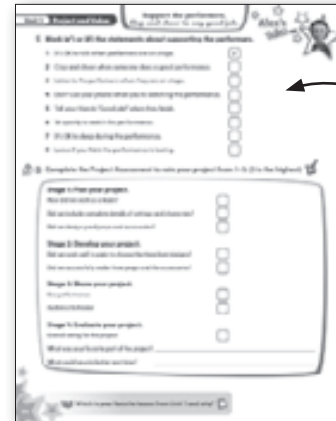


The project is broken down in stages which can be completed all at once or extended over multiple classes.

Student Book 6



Students learn a value that reinforces respect, teamwork, or good citizenship.



Workbook 6



Evaluation and self-reflection on the project and skills.



Value Stickers



Student Book

- Students are introduced to the civic value for the unit. This value ties in to the unit concepts and promotes respect and citizenship. Students place the matching sticker onto the page.
- The project is broken down into four stages both for modular lesson planning and to help students understand its development. The project development makes it easy to practice the 21st century skills of Critical Thinking, Collaboration, Communication, and Creativity in the classroom.
- Stage 1 is where students discuss ideas from the unit related to the project and test and plan their ideas and project goals.

- Stage 2 is where students carry out their plan and develop/create the project.
- Stage 3 is where students share and discuss their projects.
- Stage 4 is where students reflect on and evaluate their projects and progress.
- After a clearly modeled example, students do a freer speaking activity in pairs or as a class.

Workbook

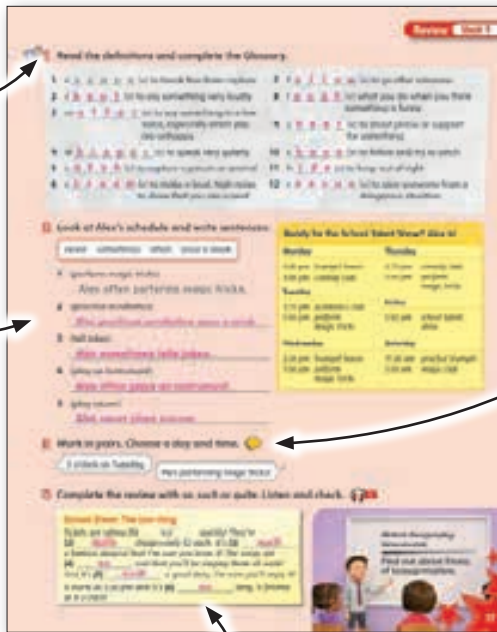
- In the first activity, students focus on the civic values of the unit.
- Students also reflect on and rate their feelings about their projects in a simple assessment form.

Review

The Review Lesson provides a comprehensive review of the vocabulary and grammar structures from the unit. This lesson reviews all four skills of listening, speaking, reading and writing, and provides an opportunity for self-evaluation.

Writing activity reviews main vocabulary and grammar.

Further practice activities help students focus on the target language of the unit.



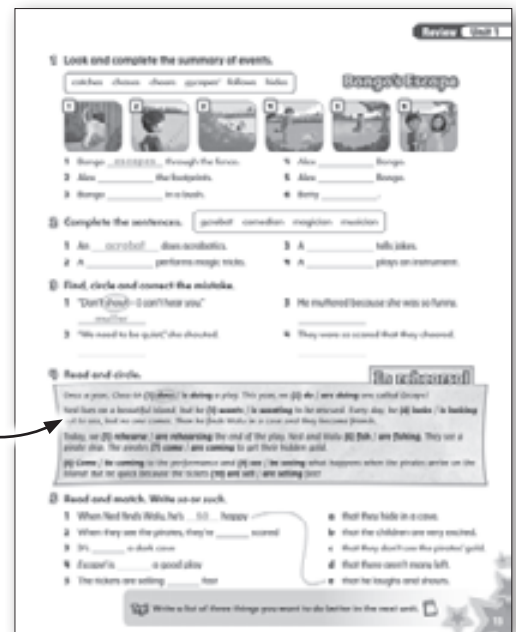
Student Book 6



Listening activity reviews production of main language.

A pairwork activity encourages students to produce the target language by through collaboration.

Review and written production of vocabulary and grammar.



Workbook 6



Student Book

- Students complete a writing activity that further practices the grammar and vocabulary from the unit.
- Students complete different activities that focus on integrated skills combined with the target language.

Workbook

- Activities on this page are designed to give students extra practice with the main vocabulary and grammar concepts of the unit. They can be used at school or at home.

Teacher's Resource Materials

- Give children an end-of-unit test which focuses on the grammar, vocabulary and skills studied throughout the unit.

Review Game

Every two units, there is a lesson that reviews both previous units in a fun board game format.

Full page, colorful, inviting game designs.

Hints that will help students reproduce grammar structures.



Student Book 6



Students can stick the appropriate unit number next to their favorite activity in the unit.



Achievement Stickers






Student Book

- Students compete or cooperate to complete the game by recalling vocabulary and grammar structures from the units.
- The games are designed to be fun for students, layering vocabulary and grammar in for improved learning and recall.

Culture

Every two units, a Culture Lesson provides key cultural input, focusing on a particular cultural aspect of children living in a selected country. Students practice reading an extended text and learn new vocabulary items.

-  = Engage
-  = Practice
-  = Communicate

Pre-reading activity to familiarize children with the cultural topic and the reading task.



Carefully supported extended reading.

Real photos of different aspects of world culture to increase student's intercultural awareness.

Student Book 6



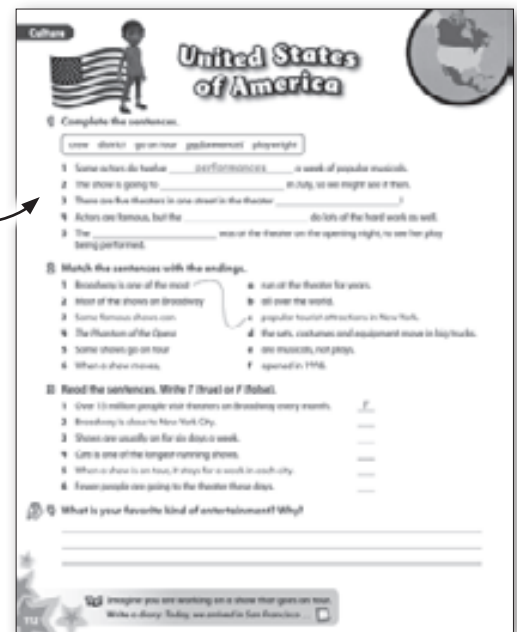
Full cultural teaching support via notes in the Teacher's Book.



Teacher's Book 6



Practice of new vocabulary and consolidation of the cultural information.



Workbook 6



Student Book

- Students use known words to anticipate the meaning of the text and guess what it is likely to be about. They find the words in the pictures or text before reading it.
- Students listen to the text and follow it on the Student Book page.

Workbook

- This lesson gives students extra practice with the new vocabulary and cultural information from the Student Book lesson.

Using Graded Readers with *Starlight*

Using Graded Readers in the Primary Classroom is an effective way to engage children of all abilities and learning needs. By motivating children to read for pleasure in your English class, you give them the opportunity to learn without the fear of failure. Each child can choose a reader they are interested in and at a level that is appropriate for them. Graded Readers are available at a number of different levels and across a broad range of topics, both fiction and non-fiction, so each child will be able to find a book suitable for them.

A full correlation of graded readers to accompany *Starlight* is available online.

www.oup.com/elt/recommendedreaders

What are the benefits of using graded readers?

- When they use graded readers, students can see the grammar and vocabulary they have used in their English lessons in new and interesting contexts, which will help them to learn and remember the language.
- Using graded readers increases students' contact time with English, especially if students read regularly in class and at home. This will help to develop their reading and comprehension skills, allowing them to read more quickly and fluently.
- Audio is available with many graded readers, and this can help to improve listening and pronunciation skills.
- Graded readers can provide a starting point for many different activities and projects.
- Reading for pleasure, finishing a book, or choosing their own book to read can give students a great deal of satisfaction. Reading all the books in a series or, as their reading improves, moving to a higher level in the series can provide students with a great sense of progress and achievement.

Graded readers and extensive reading

Graded readers are most often used for extensive reading. Numerous studies have reported that extensive reading can help students improve not only reading skills but also vocabulary, spelling, grammar, listening, and writing. When students read extensively, they read over a period of time; they should know almost all the words on the page and should not need to use a dictionary. Extensive reading can be contrasted with intensive reading, which involves close reading of shorter texts, with specific language aims and tasks. In extensive reading, students read primarily in order to enjoy the experience of reading itself; they may not know all the vocabulary and grammar, but they can understand the text without too much effort, and enjoy what they are reading.

To get the most from extensive reading, it is important to establish a reading routine: best results come when students read frequently and regularly, even if only for short periods of time.

OXFORD LEARNER'S BOOKSHELF

Teach English with Oxford e-books

Oxford Graded readers are available as e-books on the Oxford Learner's Bookshelf.

- Students can use e-books in class or at home with parents.
- Students study online or on a tablet. Their work is safely saved in the Cloud.
- Video and audio plays straight from the page. Use for whole class teaching, as homework, and for students to watch and listen at their own pace.
- Students can type their answers, make notes and draw.

For more information visit:

www.oxfordlearnersbookshelf.com





Oxford Read and Imagine

Oxford Read and Imagine graded readers offer great stories to read and enjoy at nine levels for students aged 4 and over.

Each Oxford Read and Imagine book contains:

- Activities which students can complete during or after reading. Some readers provide preparation activities for Cambridge Young Learner Exams.
- Picture dictionary and glossaries to help with unknown words.
- Audio Packs are available for every reader.
- At Levels 1 to 6, every storybook reader links to an Oxford Read and Discover non-fiction reader.



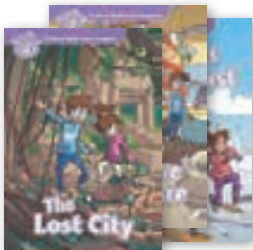
Level 1



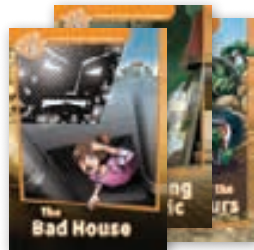
Level 2



Level 3



Level 4



Level 5



Oxford Read and Discover

Oxford Read and Discover provides support for CLIL lessons which can be thematically linked to the Student Book CLIL lessons or other cross-curricular subjects. Each book contains photos to spark children's interest in the topic and bring the subject matter to life. In addition, there are interesting diagrams, maps and charts which encourage critical thinking and support new CLIL vocabulary.

Through a partnership with the fiction series Oxford Read and Imagine, students can explore the same topic through fact and fiction. Read an adventure set in Africa's Serengeti, Can You see Lions? and then find out more about how animals use camouflage in Oxford Read and Discover Camouflage.

Each Oxford Read and Discover book contains:

- Full audio of the text
- Language reinforcement activities
- Activities for developing critical thinking skills
- A project activity to complete in class

Arts and Social Studies



Science and Technology



The Natural World



Professional Development

There is a range of professional development titles available to accompany *Starlight*.
For other titles in the series go to www.oup.com/elt

Into the Classroom

Short, practical guides to understanding and implementing new developments in teaching. Each guide focuses on a new development in teaching with ideas to help you introduce it into your classroom.



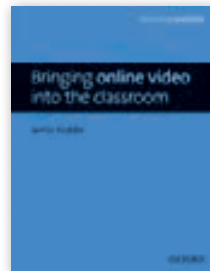
Bringing creative teaching into the young learner classroom



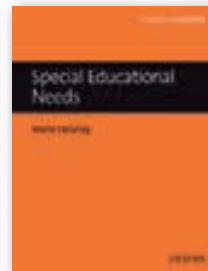
Bringing extensive reading into the classroom



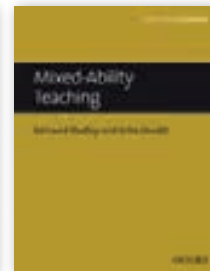
Bringing technology into the classroom



Bringing online video into the classroom



Bringing SEN into the classroom



Bringing Mixed Ability into the classroom

Oxford Handbooks for Language Teachers

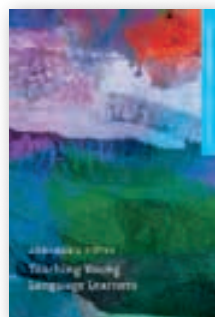
The highly regarded series that covers the topics language teachers want to know more about.



Putting CLIL into Practice



Technology Enhanced Language Learning



Teaching Young Language Learners

Oxford Teacher's Academy

The Oxford Teacher's Academy provides online professional development courses including:

- Teaching English to Young Learners
- Teaching with Technology
- Teaching Learners with Special Educational Needs



For a full list of courses visit:
www.oup.com/elt/oxfordteachersacademy



Teaching English to Young Learners

Online professional development

Who is it for?

Teaching English to Young Learners is a course suitable for teachers with an initial teaching qualification and some teaching experience. Non-native speakers are recommended to have a minimum B2 level on the CEFR.

The course aims to enhance the knowledge and skills needed to teach English to young learners. It takes approximately 30 hours to complete and includes input on key concepts and approaches, video, animation and audio clips, discussions, practical tasks, opportunities for reflection, suggestions for further study, and ideas to try out in the classroom.



www.oup.com/elt/oxfordteachersacademy

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Session topics and aims

Session 1: How children learn

- To review key learning theories and their application.
- To compare how children of different ages learn.
- To analyse classroom activities and lesson plans in relation to the theories and principles covered in the session.

Session 2: Learning to learn: 21st century skills

- To examine the skills children need to be able to learn effectively.
- To identify what the key 21st century skills are.
- To explore tools and activities that prepare children for lifelong learning in the 21st century.

Session 3: Classroom management

- To explore ways of managing interaction in the classroom.
- To examine strategies and practical ideas for working with large, or mixed-ability classes.
- To identify ways of using the learners' first language (L1) as a resource.

Session 4: Developing listening and speaking skills

- To explore the principles of teaching and learning listening and speaking skills.
- To analyse the sub-skills involved in listening and speaking.
- To evaluate a range of activities, including storytelling, for teaching listening and speaking.

Session 5: Literacy

- To examine the nature and use of literacy in the 21st century.
- To explore how literacy can be taught to younger and older young learners.
- To evaluate a range of practical activities and assess their suitability in helping children to become literate.

Session 6: Grammar and vocabulary

- To review current theories on teaching and learning grammar and vocabulary.
- To identify the aims of a range of grammar and vocabulary activities.
- To examine a range of practical activities and assess their suitability for young learners.

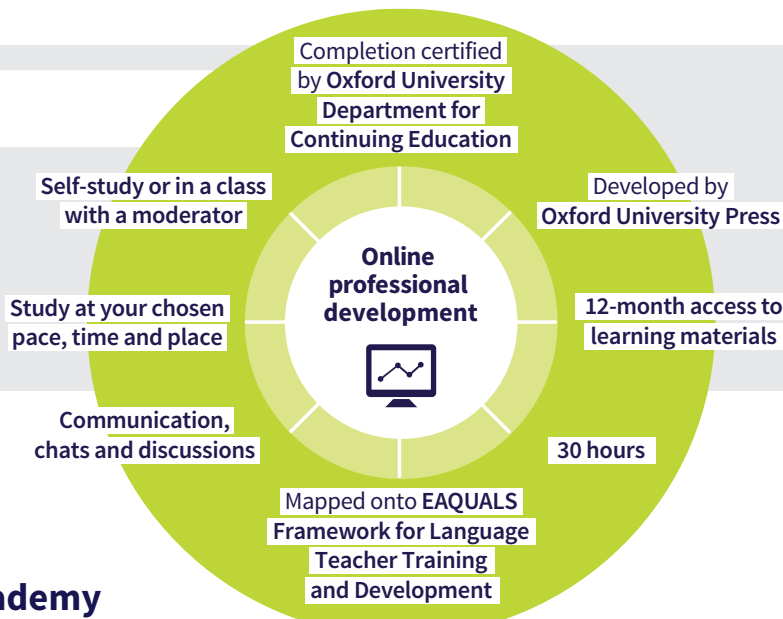
Session 7: Resources evaluation and lesson planning

- To evaluate the suitability of different resources in a specific teaching context.
- To examine the benefits of good practice in lesson planning.
- To consider the range of resources available for a 'teacher's toolbox'.

Session 8: Feedback, evaluation, and assessment

- To examine the importance of assessment in learning.
- To compare different assessment methods.
- To understand how to use appropriate classroom assessment tasks.

Key facts



Inspiration online today.
Ideas for class tomorrow.

www.oup.com/elt/oxfordteachersacademy

Ideas bank

The suggestions below provide useful ideas for starting and finishing lessons. Some of the ideas are referenced in the lesson notes and can be used at that particular point, or they can be used at another appropriate point during the lesson to energize the class or re-focus their attention.

Missing card

- This game is also known as *Kim's game*.
- Display the wordcards on the board. Give the class a few seconds to look at them.
- Tell the children to put their heads down so they cannot see. Remove a card. Ask the children *What's missing?*
- The child who identifies the missing card correctly takes your place and the game continues.

Bingo!

- Put the wordcards on the board. Draw a grid of three by two squares on the board and ask the children to copy it.
- The children choose six of the vocabulary items and write the words in the six squares.
- Call out words from the vocabulary set in any order. Keep a record of the words as you say them.
- The children cross off the words as they hear them. The first child to cross out a line of three shouts *Bingo!*

Mime!

- Put the wordcards face down on your table.
- Invite a child to the front. He/She chooses a wordcard without showing the class. The child mimes the word for the class to guess.
- The child who guesses correctly comes to the front and the game continues.

What am I doing?

- This is a variation of Mime!, which can be used to practise the present continuous.
- Mime an action or say something in a particular manner and ask *What am I doing?* The children respond using the present continuous, e.g. You're shouting.
- Continue the game as above.

Wordlist

- This game can be played with any vocabulary set or topic.
- Divide the class into small groups. Tell the children they have two minutes to write as many words from the vocabulary set / about the topic as they can.
- When the time is up, ask the groups to count their words. Ask the group with the most words to read their list.
- Ask the other groups to add any new words from their lists.

Draw!

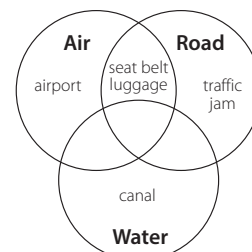
- Divide the class into two teams. One child from each team comes to the board. Show them a wordcard / whisper the word in their ear, and they draw the item on the board.
- The first team to guess what their team member is drawing gets a point. Continue with the rest of the words.
- The team with the most points at the end of the game wins.

Simon says ...

- This is a good game for practising action verbs.
- Say sentences to the class. If the sentence begins *Simon says ...*, e.g. *Simon says run in a circle*, the children do the action. If the sentence does not begin with *Simon says ...*, e.g. *Sit down!* the children do not move.

Categories

- This game can be played with or without wordcards.
- Write headings on the board (or put up wordcards), e.g. air, road, water.
- Ask the children to work in pairs. They write as many words as they can think of for each heading.
- When they have finished, compile a list as a class.
- **Variation:** If some of the words from the vocabulary set could fit into more than one category, this can be played using a Venn diagram. For example:



The alphabet game

- This game can be used to review vocabulary from past units/levels to see how many words the children know.
- Divide the class into two teams. Write the alphabet on the board. The first team must tell you a word beginning with A, the second team a word beginning with B and so on.
- Each team has three lives. They lose a life when they cannot think of a word beginning with a particular letter. The team that has the most lives at the end is the winner.

Guess the word

- Write words from a vocabulary set on the board, showing only the first letter followed by a series of short lines for the remaining letters, e.g.: *h _ _ _ _ _ (heroine)*.
- Divide the class into two teams. A child from team A chooses a word from the board and tries to guess the correct answer. If he/she is correct, complete the word and give the team a point. If he/she is incorrect, give a point to team B.
- Ask a child from team B to choose a word and continue in the same way. The team with the most points at the end wins.

Smiley face

- Think of a word and draw a short line on the board for each letter. The children take turns to guess a letter.
- If a child guesses a letter correctly, write the letter in the correct position in the word.
- If a child guesses incorrectly, write the letter on the board with a cross through it and a large circle to represent a face. With every letter that is guessed incorrectly, add another feature to the face.
- The game continues until the word or the face is complete. If the word is completed, the children have won. If the face is completed, the teacher has won.

Smiley sentence

- This is a variation of the game above, using a whole sentence rather than a single word. It is good for reviewing structures that the children have recently learnt.

Spell it!

- Divide the class into two teams. Put the wordcards face down on the table in front of you.
- Pick up a card and read the word without showing it to the class. Ask someone from team A to spell out the word for you to write it on the board. If he/she is correct, team A gets a point. If he/she is incorrect, team B has a chance to spell the word and win the point.
- Read another card for a child from team B to spell.
- Continue this way until all of the words have been spelt. The team with the most points at the end of the game wins.

True or false?

- Say a true or false statement about a topic, story or text, using a grammar point you want to practise, e.g. *Tom and Maggie follow the footprints.*
- If the children think you are telling the truth, they call out *True!* If they don't, they call out *False!*
- Choose a child and then tell him or her if the answer is correct. Ask that child to say a true or false sentence for the class. Continue in this way around the class.

Stand up if it's true

- This is a TPR version of the game above; the children stand if they think the sentence is true and remain sitting if it is false.

Jumble

- Write the jumbled-up letters of a word on the board, followed by the correct number of lines for the letters.
- Call individual children to come to the board to write one letter at a time to complete the word.

Time's up!

- Divide the class into two teams. Write the anagram on the board of a word or phrase from a vocabulary set that the children have recently learnt.
- Give the children from the first team ten seconds to solve the anagram and say the word. If they don't guess the word, call *Time's up!* and reveal the answer.
- Write another anagram on the board and allow ten seconds for the other team to say the word.
- Teams score one point for each word they guess correctly.
- At the end of the game, add up the scores and declare the winning team.

Wrong word

- Write 6–8 sentences on the board about a story, poem or factual text that the children have just read. One word in each sentence must be incorrect.
- Ask the children to find the incorrect word in each sentence and then rewrite the sentences so that they are correct.

Missing word

- Play this game in the same way as *Wrong word*, but use blank lines instead of incorrect words.

A long sentence

- Say a sentence that ends with a word or phrase from the vocabulary set that you wish to practise, e.g. *I went on a journey and I travelled by aeroplane.*
- Choose a child to continue the sentence, adding another item from the same set, e.g. *I went on a journey and I travelled by aeroplane and ferry.*
- Continue the game until you have practised all the words from the vocabulary set or until someone forgets the chain.

The definitions game

- Describe a word from a vocabulary set that the children have recently learnt for the class to guess, e.g. *It's a long line of traffic. (traffic jam)*
- Ask a child to stand up and describe another word from the set. Continue with other words and different children.
- **Variation:** To make the game more challenging, give the children slips of paper with words they are banned from mentioning written on them, e.g. for *traffic jam*: *traffic, cars.*

Everything I know about ...

- Choose a topic from the unit or in general and write it on the board. Ask a child to stand up. Tell the child that he/she must talk about the topic for as long as possible without pausing. Keep an eye on your watch and write down the total amount of time that the child talked for.
- Ask the class if they think they can talk for longer. Invite a challenger to do the next talk and write down his/her time.
- Repeat with several more children and then ask the class to look at the times on the board to see who is the winner.

Twenty twenty

- This can be played as an open class activity or a team game.
- Choose a word from the vocabulary set or any other word that the children know that you want to elicit or review.
- The children take turns to ask yes/no questions.
- Continue until they have asked all twenty questions. If they haven't been able to guess the word, give them clues until they guess correctly.

Vanishing verse

- Write a verse from a poem on the board. Read it with the children and then rub out two words.
- Ask the children to read the verse again, saying the missing words. Rub out two more words and repeat. Continue in this way until only the first word of each line remains.

Starter Unit New Semester

Vocabulary and Language Focus pages 2–3

Lesson objectives

Find information on a noticeboard.

Work out the meanings of words from context.

Identify words connected with school and learning.

Write definitions.

Language

Simple present questions and answers

Present continuous

Seasons, days of the week, school subjects

Coach, club, exam, homework, practice, semester, study, subject, test, textbook, timetable

Materials

Tracks 01–02; Workbook page 2

Warm up

Give each student a piece of poster paper. Tell them they are going to design a poster about themselves. Prepare one for yourself before class to show them. On the board write the sentence starters: *My name is ... My favorite subject / season / animal / food is ... This week, I am ...*

Tell the students to use the sentence starters to write sentences about themselves and draw pictures that represent them, such as a self-portrait, their family or a house. Make sure they know they can design the poster in any way they like.

Divide the class into groups of five or six, and tell them to take turns to present their poster and tell the group about themselves.

1 Look at the bulletin board in Activity 2. Find the name of the new teacher.

Focus the students' attention on the picture of the bulletin board and ask *What is it? What information can you see? What information is on your school bulletin board?*

Tell the students to find the name of the new teacher on the bulletin board. (*Mr. Murphy.*)

2 Read the notices. Find the words and guess the meaning.

Ask the students to point to the word *coach* on the bulletin board and ask *What does it mean?* (*The person who teaches and trains the sports teams.*)

Tell the students to find all the words in the word pool on the bulletin board and circle them.

Starter New Semester
Vocabulary and Language Focus

1 Look at the bulletin board in Activity 2. Find the name of the new teacher.

2 Read the notices. Find the words and guess the meaning.

coach club exam homework practice semester
study subject test textbook timetable

Acc School News

Welcome back! It's the fall semester and the start of a new school year! You can find all the latest information here on our bulletin board.

Clubs

Music Club
Mondays
3:30 pm
With Miss London

Soccer Practice
Thursdays
3:30 pm
Coach: Mr. Tilly

Brain teasers Club
Fridays
5:30 pm
With Mr. Murphy

More clubs to be announced next week!

Timetable
Pick up your new timetable from your teacher in class.

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
Maths					
Science					
History					
Art					
PE					
Music					
French					

Practice Make a plan
Tuesday 1, 15 pm
Find out about last summer's school trip, presented by the Bean triplets.

Results and Tests
Results: congratulations to Betty (Class 6A) who passed her piano exam. Good job!
Remember: the first semester tests for all subjects are in November. **Study hard!**

Next books have arrived!
Come and check them out in the library.

New Teacher
Class 6A has a new teacher. **Welcome, Mr. Murphy!**

3 Listen and say the word.

4 Write clues. Play *Guess the Word* in pairs.

we have two: one in fall and one in spring.
Semesters!

Divide the class into pairs and ask them to discuss and guess the meaning of the words. Tell them to use the pictures and sentences to help them and, if necessary, give out dictionaries for them to check. Ask different volunteers to say a word for another volunteer to say the definition.

3 Listen and say the word. 01

Play the recording once and have students listen. Play the recording again, pausing for students to repeat chorally and individually. Pay attention to the pronunciation of *ch* in *coach*, *cl* in *club*, *st* in *study*, *st* in *test* and the stress on the second syllable of *semester*.

4 Write clues. Play *Guess the Word* in pairs.

Ask two volunteers to read the example clue and answer in speech bubbles. Do another example yourself, reading out the following clue to demonstrate: *You do this at home to help you learn—homework.* Ask pairs of students to write clues for three of the words from Activity 2.

Join the pairs with another pair to make a group of four. They take turns to read their clues for the other pair to guess.

5 Listen and underline the day.

02

Draw a blank timetable on the board and ask the students to help you complete it with their lessons for today. Ask *What's your favorite lesson today? Why?*

Focus the students' attention on the timetable and ask *When is art?* (*On Monday.*) *When's history?* (*On Tuesday.*) Tell the students they are going to hear William and Lily talking about what lessons they have. They have to listen, look at the timetable and underline whether they are talking about Monday or Tuesday. After they have listened, ask them to compare their answer with a partner. Ask volunteers to share their answer and ask *Why is it Monday?* (*Because they have PE and William has judo after school.*)

Listen and underline the day.

	7:00 am	7:30 am	7:45 am	7:55 am	8:00 am	8:15 am	8:30 am	8:45 am
Monday	Geography	Art		English		Science	PE	Clubs: judo, music
Tuesday	Music	Math	Recalls	English	lunch	Science	History	Clubs: swimming, tennis

Read and mark (✓) Anna's diary.

Betty: Hi Anna. Do you want to go rollerblading one day after school?
Anna: Yes, that sounds fun! When do you want to go?
Betty: How about on Monday?
Anna: Oh, I can't on Monday. I'm going to Miss London's music club.
Betty: OK. I'm busy on Tuesday. What about on Wednesday then?
Anna: I'm sorry, Betty. I'm going to the dentist on Wednesday.
Betty: Well, we could go rollerblading on Thursday?
Anna: Hmm. I'm meeting my cousin Elisa on Thursday. Could she come with us?
Betty: Of course! It'll be fun.



Act out the dialogue in pairs.

Choose four clubs and four activities and write them in a diary.

Arrange a meeting with a friend.

Clubs	Activities
• art club	• guitar lessons
• music club	• studying
• running club	• cycling test
• soccer club	• geography homework



WORKBOOK ANSWERS

- 1 semester 2 timetable
3 homework 4 study 5 tests
6 subject 7 textbook 8 clubs
9 practice 10 coach 11 exam
 - 1 Monday, I'm going 2 Sunday, I'm watching
3 Wednesday, I'm going 4 Saturday, I'm playing
5 Thursday, I'm practicing 6 Tuesday, I'm starting
7 Friday, I'm doing
- Try! Answers will vary.

Further practice / Homework

Workbook page 2; Starter Unit Language Focus Worksheet

6 Read and mark (✓) Anna's diary.

Point to the diaries and ask *What are they? Which month is it? (September.) What are Anna and Betty doing on the weekend? (Nothing.)*

The students work individually to read the dialogue and decide which diary belongs to Anna, and check it.

7 Act out the dialogue in pairs.

Divide the class into pairs and assign them the characters of Betty and Anna. Have the students practice the dialogue. They change roles and repeat the activity. Ask them to cover the dialogue, and look at the diaries and see how much of the dialogue they can remember. Monitor the pairs and help with pronunciation and expression.

8 Choose four clubs and four activities and write them in a diary. Arrange a meeting with a friend.

Ask the students to make a blank diary page for next week in their notebooks. They use the timetables in Activity 6 as templates. Tell them to choose four clubs or activities from the two boxes below and write them in the diary without showing their partner.

Ask a volunteer pair to read the example dialogue to the class.

Divide the class into pairs to arrange to meet. Tell them not to show each other their diaries and find a time when they are both free. They use the phrases from Activity 6 and the speech bubbles in Activity 8.

Monitor the pairs and help, prompting them with the phrases and questions.

Starter Unit Brainteasers Club

Reading pages 4–5

Lesson objectives

Understand and act out a story.
Review question tags.

Language

Brainteaser, logic, puzzle, time zone, dictionary, leap year, calendar

Materials

Track 03; poster paper; Workbook page 3

Warm up

Write these puzzles, without their answers, on the board: *What has a face and two hands but no arms or legs? (A clock!) What has to be broken before you can use it? (An egg.) What has a neck but no head? (A bottle.) What belongs to you but is used more by others? (Your name.)* Do the first one as a class, asking questions to prompt them: *What thing has hands? It tells the time.* Divide the class into groups of four and give them a few minutes to discuss and answer the riddles.

1 Listen and read the story. 03

Tell the students they are going to read and listen to a story called *Brainteasers Club*, and write the title on the board. Ask *What's a brainteaser? (A tricky puzzle, like the examples in the warm up.)*

On the board, write *puzzle, clever, Friday, summer, winter, Saturday, dictionary, notebook, January, calendar, heavy, birds* for the students to copy. Tell students to listen to the story and check the words they hear in the story. Ask the students *What words are in the story?* Check the words on the board as they say them, but don't say if they are correct or not. Tell students to open their books, read the story silently to check their answers and underline the words in the text.

Ask questions to check comprehension. For example, *What do the children have to do to join Brainteasers? (Answer puzzles.) Are the questions easy? (No.) Whose club is it? (Mr. Murphy's.) When is Christmas in Australia? (In the summer.) How many months have 28 days? (12.) Do the children answer all the puzzles correctly? (Yes.)*

2 Act out the story.

Divide the class into groups of seven and assign a role to each student: Billy, Jilly, Milly, William, Betty, Nuria and Mr. Murphy. Tell the groups to look at the story and read the lines for their character.

Monitor, helping with pronunciation and encourage them to be expressive.



Tell the groups to make up actions for their character and collect any props they need. The students practice acting out the story first with their books open and then with their books closed to see how much they can act out from memory.

Choose a couple of groups to act out the story in front of the class.

Personalize the story by asking *Which puzzle is the most difficult? What puzzles do you know?*

Optional activity

In groups of four, ask the children to make up two frames with a different puzzle. They can use one of the puzzles from the warm up or one of their own. Give them some poster paper. Have them draw the frame and write the dialogue, using frames 6 and 7 as models. The students practice acting out their frames before you join two groups together to act out their puzzles to each other.

3 Read again and complete the chart.

Write these sentences on the board: *Christmas is in the summer. That isn't an easy question. Ask a volunteer to write the question tags isn't it? and is it?*

Point to the first sentence and ask *Is it positive or negative? (Positive.) And the question tag? (Negative.)* Repeat with the second sentence.

Focus the students' attention on the chart. Ask *When do we use question tags? (To invite people to agree with us or to check facts.)*

Ask the students to work in pairs to read the story again and complete the chart.

Ask different volunteers to read the full sentences with question tags to check as a class.

In pairs, the students take turns to read the statements to each other.

Monitor the pairs and help with the rising intonation on the question tag.



WORKBOOK ANSWERS

- 3 1 T 2 F 3 F 4 T 5 T
- 4 1 don't they? 2 is it? 3 does it? 4 doesn't it? 5 aren't we? 6 doesn't he?
- 5 I like playing football / playing the guitar / singing / painting / running / playing volleyball / dancing / watching TV
- 6 Answers will vary.

Try! Answers will vary.

Further practice / Homework
 Workbook page 3; Starter Unit Reading Worksheet

2 Read again and complete the chart.

Statement	Question tag: be	Statement	Question tag: do
Christmas is in the summer,	isn't it?	We need to go to the library,	don't we?
That isn't an easy question,	is it?	We don't need to go to the science lab,	do we?
Stones are heavier than feathers,	aren't they?	William likes puzzles,	doesn't he?
We aren't going to the new club,	are we?	William doesn't like puzzles,	does he?

3 Write statements to ask your partner. Use question tags.

4 Ask and answer in pairs.



4 Write statements to ask your partner. Use question tags.

On the board write some example sentences and question tags: *You like chocolate, don't you? We have fish and chips for lunch today, don't we? You have math next, don't you?*

Ask volunteers the questions and encourage them to respond.

Tell the students to work individually to write five statements with question tags to ask their partner using the sentences on the board as a model.

5 Ask and answer in pairs.

Ask two volunteers to read out the speech bubbles.

Divide the class into pairs to take turns to ask and answer their statements.

Optional activity

Divide the class into groups of four and tell them they are going to make a notice for a new club at the school. On the board, write these questions as prompts for them: *What's the name of the club? Who is the teacher? What do you do in the club? When is it?*

Give the groups half a piece of letter paper to write their notices on.

Stick the notices around the walls and have the students walk around to read them and think about which club they would like to join.

Ask a few volunteers *Which club do you like best?*

Unit 1 Vocabulary and Reading

pages 6–7

Lesson objectives

Present and practice dramatic verbs and ways of speaking.

Scan and read a play script intensively to find specific information and answer questions.

Language

Catch, chase, cheer, escape, follow, hide, laugh, mutter, rescue, scream, shout, whisper

Materials

Tracks 04–06; Workbook pages 4–5

Warm up

On the board, write *Squashed tomatoes*. Model the sentence for the students to repeat. Tell them to close their eyes. Say the sentence with a smile and in a happy voice and ask *How do I feel?* (*Happy*.) Repeat the activity with an angry voice. Choose a volunteer and blindfold them. Tell the volunteer to listen carefully and try to identify the owner of a mysterious voice. Choose another volunteer to say the sentence and question *Squashed tomatoes. Who am I?* in a different voice. The blindfolded volunteer has to guess who is speaking.

Repeat with different volunteers and encourage them to express different feelings.

1 Match the words with the pictures (1–12). Listen and check.

04

On the board draw a smiley face and write *Ways of speaking* below it. Divide the class into groups of four and tell them to copy the smiley face and write as many different words as they can for ways of speaking. Start them off with *shout*. Draw a line from the face and write the word.

After a couple of minutes, ask the groups for their words and add them to the board with lines connecting the words to the smiley face. Check understanding of the words by asking students to demonstrate the way of speaking by saying the sentence *Squashed tomatoes*. Do an example by shouting *Squashed tomatoes*.

Divide the class into pairs. Ask students to open their Student Books to page 6 and look at the pictures in Box A.

Point to picture 1 and ask *How does he feel?* (*Scared*.) *What sound do you make if you are scared?* (*Scream*.) Ask students to point to *scream* in the word pool and write a 1 next to it.

1 Delightful Drama

Vocabulary and Reading

1 Match the words with the pictures (1–12). Listen and check.

shout whisper scream
laugh mutter cheer

rescue catch follow
escape chase hide

2 Read Text A. Listen and write the words.

A Using your voice on stage

Voice exercises

- 1 Make a loud, high noise to show that you are scared.
- 2 Show that you are happy and excited about something you are watching.
- 3 Show that you are annoyed, but you do not want a big argument. Complain quietly.
- 4 You think something is funny.
- 5 You have a secret. Speak very quietly.
- 6 You talk very loudly to get someone's attention.

B Pirates' Cove
Scene 1
On the beach, a brother and sister, Tom and Maggie, are looking for mussels. Their mother is hard-working, but very poor, and they have to come to the beach to look for food. They are searching for mussels when Maggie sees something in the sand. She picks up a gold ring with a big, red stone. It looks very expensive. Next to the ring are large footprints in the sand.

3 Read Text B and answer in pairs.

- 1 Which of the pictures shows Scene 1?
- 2 What's happening in the picture?

4 Do the voice exercises from Text A. Play Guess My Voice in pairs.

Ahhhhhhhh!

You're screaming

Give the pairs a couple of minutes to match the words in the first word pool with the pictures in Box A.

Point to the pictures one by one in Box B and ask *What is happening?* Write any words that the students come up with from the second word pool on the board. Have students work in their pairs to match the pictures with the words and write the picture numbers next to the words. Do picture 7 as a whole class (*follow*).

Play the recording for students to check their answers. Play the recording again, stopping after each word for the students to repeat.

2 Read Text A. Listen and write the words.

05

Read out the first sentence in Box A and encourage the students to make the noise (*scream*).

Have the students work individually to read the sentences and match them with the pictures. Tell them not to write anything at this stage. Play the

recording, stopping after each sentence for the students to write the word in their notebooks.

Have the students compare their answers with their partner before you play the recording for a final check.

3 Read Text B and answer in pairs.

Divide the class into pairs. Ask two volunteers to read the questions. Tell the students they have one minute to read Text B and answer the questions. Remind the students to scan the text quickly and not to read it word for word.

As they are working, give them time pointers, for example, *You have 30 seconds left*.

After one minute, ask the students to put down their pens. Ask volunteer pairs for their answers, but don't say if they are correct or not until you have asked a few pairs and got similar correct answers.

5 Read and listen. What different ways of speaking can you hear? 

C

Pirates' Cave


Scene 2

TOM: Look, Maggie – footprints! Should we follow them?
MAGGIE: I don't know, Tom. Mom says there are sometimes pirates on this beach.
TOM: Really? This is exciting. Come on! It's an adventure!
 [THE CHILDREN FOLLOW THE FOOTPRINTS.]
TOM: The footprints go into that cave. Let's go in.
MAGGIE: I never go into caves. They're dangerous. Pirates often hide in caves.
TOM: Well, I'm going in. Are you coming?
MAGGIE: No, I'm not. I'm *shouting* here.
TOM: Oh, come on! Don't be scared! You're always scared.
MAGGIE: [MUTTERING, BUT FOLLOWING TOM] I'm not scared. I'm sensible. Pirates are usually dangerous.
TOM: [WHISPERING] Shh! I can hear voices.
 [THE CHILDREN HEAR MEN LAUGHING. TOM IS WHISPERING INTO THE CAVE.]
MAGGIE: [JABBERING] Tom! Come back! [SQUEALS] Tom! Tom!
TOM: Maggie! Shh! Stop shouting. Come with me.
MAGGIE: Why?



TOM: There are pirates in there. I want to hear what they are saying.
 [THE CHILDREN GO INTO THE CAVE AND HIDE BEHIND A BIG ROCK.]
BLACKBEARD: A big ship is on its way to the island. It's full of gold and silver from Spain. I want to steal it! We'll all be rich!
 [THE PIRATES CHEER.]
PIRATES: But how can we steal it? *Soldiers* watch the port all the time.
BLACKBEARD: There's a lighthouse on this beach. The light shows the ships where to sail. We can put out the light and put our light over here, near the big rocks.
PIRATES: The big rocks are dangerous. The ship will sink!
BLACKBEARD: Exactly! And when it's sinking, we can steal all the gold and silver!
 [THE PIRATES LAUGH AND CHEER.]
TOM: [WHISPERING] Did you hear that?
MAGGIE: We have to tell the lighthouse keeper!
 [THE PIRATES ARE SUDDENLY QUIET.]
PIRATES: Listen! I can hear someone whispering.
BLACKBEARD: Someone is hiding behind that rock!
MAGGIE: Come on, Tom! Run!
BLACKBEARD: Catch them! Don't let them escape!



6 Answer in pairs. Use the words in the box. 

- Where do the footprints go?
- How does Maggie feel about entering the cave?
- Why does Tom want to go into the cave?
- What is the pirates' plan for stealing the gold and silver?
- Was it a good idea to go into the cave?


She feels ... because ...

I think it was a good / bad idea because ...

Where do the footprints go?

They lead to the entrance of a cave on the beach.




4 Do the voice exercises from Text A. Play *Guess My Voice* in pairs. 

Make a screaming noise as if you are scared and ask *What's the noise?* Encourage the students to say *You are screaming.* Divide the class into pairs and tell them to take turns to choose a voice exercise from Text A and make the noise for their partner to guess. Monitor the pairs and make sure they are saying *You are ...ing.*

Additional resources
Unit 1 Wordcards

Optional activity

Discuss the different ways of using your voice with the class. Ask individual students *Which voice exercises sound good / bad? What makes you shout / scream / laugh? When do you cheer / whisper?*

5 Read and listen. What different ways of speaking can you hear? 

Ask the students to close their books and tell them to listen to the play script, and ask *What different ways of speaking do you hear?* Tell the students to open their books and read and listen to check their answers. Ask different volunteers to tell you different ways of speaking from the play script.

6 Answer in pairs. Use the words in the box. 

Do the first questions as an example, asking a volunteer to ask the question and another to write the answer on the board. Encourage them to write the full sentence: *They go into the cave.* Ask the students to read the play script individually and answer the questions in their notebook. Divide the class into pairs and point to the photos of the children asking the questions. Tell them to take turns asking

and answering the questions to check their answers are the same. Monitor and check they are answering the questions with full sentences. Ask *Are your answers the same or different?* For different answers, check together as a class.

Optional activity

Divide the class into groups of four. Tell the students to choose one of the characters in the play script and, in their groups, read their roles in the play script. Tell them to pay attention to the ways of speaking for each person. Monitor the groups and ensure they are expressive when reading. Groups who finish quickly should change roles and repeat the activity.

WORKBOOK ANSWERS

- 1 follow 2 hide 3 chase 4 catch
5 escape 6 rescue 7 mutter
8 laugh
 - 1 whisper 2 scream 3 cheer
4 shout 5 chase 6 rescue
7 hide 8 escape
 - 1 He's shouting. 2 They're whispering
3 She's cheering.
4 They're hiding.
- Try! Answers will vary.
 4 1 c 2 b 3 c 4 a
 5 1 F 2 T 3 F 4 F 5 T 6 T
 6 1 found 2 cave 3 dangerous
4 were 5 so 6 gold
7 lighthouse 8 catch 9 escape
 7 Answers will vary.
 Try! Answers will vary.

Further practice / Homework
Workbook pages 4–5; Unit 1 Reading Worksheet

Unit 1 Language Focus 1

page 8

Lesson objectives

Present and practice contrasting the simple present and present continuous.

Talk about repeated actions and things that are happening now.

Language

Simple present positive: *They come to the beach.*

Present continuous positive: *They are hiding.*

Materials

Tracks 06–07; Unit 1 Grammar and Everyday Language Poster; Workbook page 6

Warm up

Ask the students to stand up and say *We're going to pass a smile around the class.* Smile at a student and encourage them to pass it on, continuing around the class. Repeat the activity with different emotions, such as sad, excited, angry, hungry and scared.

1 Listen to the story on page 7 again and complete. 06

Ask students *What can you remember about the play script?* Prompt with questions: *What do Maggie and Tom follow? (Footprints.) Who is in the cave? (Pirates.)*

On the board, write the gapped sentence *Mom says there ... sometimes pirates on this beach.* Ask a volunteer to complete the sentence. Divide the class into pairs to look at the gapped sentences and discuss which words are missing. Tell them to use a pencil to write their predicted answers. Play the recording for students to listen and check their answers. If they are having difficulties, stop the recording after each sentence to give them time to check their answers with their partner and change them if necessary.

To check as a class, ask volunteer pairs to read out completed sentences.

2 Complete the chart.

Ask the students to look at the Grammar 1 section on the Unit 1 Grammar and Everyday Language Poster. Focus their attention on the table for the simple present. Elicit additional sentences and questions for each use. Ask the class *When do we use the simple present?* They use the information on the right-hand side of the poster to answer. Repeat the process with the table for the present continuous. Stick the poster on the board as a reference.

Unit 1 Language Focus 1

1 Listen to the story on page 7 again and complete.

- Mom says there are sometimes pirates on this beach.
- Pirates often hide in caves.
- Don't be scared! You're always scared!
- Soldiers watch the port all the time.
- There's a lighthouse on this beach.
- Someone is hiding behind that rock.

2 Complete the chart.

Simple Present			Present Continuous
Repeated actions	Facts	Imperatives	Things happening now
They (come) <u>come</u> to the beach once a week / every Saturday.	There (be) <u>are</u> pirates in the cave.	(Catch) <u>Catch</u> them!	They (hide) <u>are hiding</u> .
Pirates (often / sometimes / usually / never (hide)) <u>hide</u> in caves.	There (be) <u>is</u> gold on the ship.	(Come) <u>Come</u> back!	He (chase) <u>is chasing</u> us.

3 Listen and number. Complete the sentences.



hide come follow go carry hide look watch

- The ship comes to port every year. It carries gold and silver from Spain.
- Tom is following footprints into the cave.
- Soldiers watch the port all the time. They are watching the port now.
- Tom is looking for shellfish.
- Pirates often hide in this cave.
- Maggie never goes into caves, but she is hiding in a cave now.

4 Describe the show in pairs.

The Starlight Drama School Presents:
Oliver!
A Musical

Come and see it at the Town Hall! Tickets £3 Buy them now!

Monday	3 pm	5 pm
Tuesday	3 pm	5 pm
Wednesday	3 pm only	
Thursday	1 pm	3 pm
Friday	1 pm	5 pm
Saturday	1 pm	5 pm
Sunday	3 pm only	Extra 11 pm

There's a show every day.
Look! She's singing and he's dancing.

Have the students work in pairs to complete the example sentences.

3 Listen and number. Complete the sentences. 07

Focus the students' attention on the six pictures. Ask *What are the people doing?* (In the first picture, Tom is looking for shellfish.)

Play the recording for the students to listen and number the pictures. Pause the recording after the first sentence and point to the example number 1.

Ask the students to compare their answers with their partner before playing the recording again for students to point to the pictures as they listen.

4 Describe the show in pairs.

Hold up your Student Book and point to the poster and photos. Ask *What is the poster about?* (A show.) *What's the name of the show?* (Oliver!) *Where is it?* (The Town Hall.) *When is it on?* (Every day.)

Focus the students' attention on the speech bubbles and model the sentences for the students to repeat chorally.

Pair yourself up with a volunteer and make a sentence about the poster. For example, *The children are singing.* Encourage your partner to make another sentence. Divide the students into pairs to take turns to describe the poster, as in your demonstration.

WORKBOOK ANSWERS

- 1 has 2 is writing 3 is looking
4 is 5 knows
 - 1 'm waiting 2 He isn't looking
3 is sleeping 4 sleeps 5 isn't
6 is going
 - 1 They're taking the treasure. 2 He's sleeping. 3 There's gold and silver.
4 No, he isn't. 5 She screaming / shouting.
 - 1 good 2 tired 3 worried
4 scared 5 famous 6 excited
- Try! Answers will vary.

Further practice / Homework

Workbook page 6; Unit 1 Language Focus 1 Worksheet

1 Read Scenes 1 and 2 and complete. Read page 6 again and check.

Scene 1
On the beach, a brother and (1) sister, Tom and Maggie, are looking for mussels. Their (2) mother is hard-working, but very (3) poor, and they have come to the beach to look for food. They are searching for mussels when Maggie sees something in the sand. She picks up a gold (4) ring with a big, red stone. It looks very (5) expensive. Next to the ring are large (6) footprints in the sand.

Scene 2
Maggie is scared. There are sometimes pirates on the beach. Tom thinks it's exciting. They follow the footprints to a cave. There are pirates in the cave! The children hide behind a big rock and listen to the pirates. They want to steal some valuable treasure. Then the pirates hear the children whispering. Tom and Maggie run away, but the pirates chase them.

Scene 3
The pirates catch the children and tie them up with ropes. Blackbeard doesn't want the children to hear his plans, so he carries them to another cave. The pirates eat and drink, and then fall asleep. Maggie tells Tom that she has undone the knots in her ropes. She undoes Tom's ropes and the children escape before the pirates notice. When they come out of the cave it's getting dark.

Scene 4
The children are frightened and want to go home, but they must warn the lighthouse keeper about Blackbeard's bad plan. They run across the beach. They see the lighthouse keeper and his dog in their small boat. They shout and wave. The lighthouse keeper rescues them. Maggie and Tom tell the lighthouse keeper what the pirates want to do.

2 Read Scenes 3 and 4 and order the pictures.



3 Match the words with similar meanings.

- | | |
|--------------|--------------|
| 1 big | a expensive |
| 2 see | b hear |
| 3 valuable | c warn |
| 4 listen to | d large |
| 5 tell | e run away |
| 6 look for | f scared |
| 7 frightened | g search for |
| 8 escape | h notice |

4 Order the sentences. Rewrite them using alternative words from Activity 3.

- | | |
|---|---|
| 6 The children save the ship with its expensive treasure. | 2 They tell the soldiers about Blackbeard's plan. |
| 1 The lighthouse keeper hears the children's story. | 5 Blackbeard tries to run away, but the soldiers catch him. |
| 3 The soldiers go to the beach to look for the pirates. | 4 The soldiers see lights over by the large rocks. |

to discuss what they think is happening in each picture. Ask a couple of pairs to share their ideas, but don't reveal the answers.

Ask the students to work individually to read the text and check their picture order and make changes if necessary.

Ask different volunteers to point to the pictures in the correct order and make a sentence about the picture to retell the scene, and check as a class.

3 Match the words with similar meanings.

Tell the students to look at the words in the first column, find them in the text in Activity 1 and circle them. Then have them work in groups of four to match the words in both columns. Point out the example line from *big* to *large*.

To check as a class, ask a volunteer to say a word from column one for another volunteer to give the similar meaning. Pay attention to the pronunciation of the three syllables of *valuable*, the ending of *frightened* and the *ex* in *expensive*.

4 Order the sentences. Rewrite them using alternative words from Activity 3.

Divide the class into pairs and ask them to look at the sentences and write them in the correct order for the story. Choose six volunteers to read the scene in the correct order to check as a class.

On the board, write the sentence *The lighthouse keeper hears the children's story*. Circle *hears*. Ask the students to look again at the words in Activity 3 and suggest an alternative word for *hears*. (*Listens to*.) Erase *hears* and replace it.

Have the students work individually to rewrite all the sentences using a range of alternative words.

Have the students compare their answers with a partner. Ask *Are your answers the same or different?*

WORKBOOK ANSWERS

- 1 1 c 2 b 3 c 4 a 5 a 6 b 7 a
2 1 trap 2 big 3 afraid 4 worried
5 follows 6 search 7 running after
8 valuable

3 Answers will vary.
Try! Answers will vary.

Further practice / Homework
Workbook page 7

Unit 1 Reading and Writing page 9

Lesson objectives

- Predict play script scenes from picture prompts.
- Identify synonyms for dramatic words.

Language

- Simple present and present continuous
- Synonyms from Scenes 1–3.

Materials

Unit 1 Wordcards Set 1; Workbook page 7

Warm up

Play *Bingo!* (see the Ideas Bank) with the Unit 1 Wordcards Set 1.

1 Read Scenes 1 and 2 and complete. Read page 6 again and check.

Divide the class into groups of four. Tell the students to close the books. Give half the groups Scene 1 and half of Scene 2. Give the students two minutes to work together to retell their scene. Ask a volunteer group for Scene 1 and Scene 2 to share their version of their scene.

Divide the class into pairs and tell them to look at Activity 1 on page 9. Have students work together to complete the sentences. If the students are having difficulties, write the missing words on the board to support them.

Once they have completed all the gaps, have them look at page 6 to check.

2 Read Scenes 3 and 4 and order the pictures.

Point to the six pictures and say *They are pictures from Scenes 3 and 4 of the play script*. Tell the students to cover the text for Scenes 3 and 4 and work with a partner

Unit 1 Vocabulary and Listening

pages 10–11

Lesson objectives

Identify entertainers and skills.

Listen and extract information from a song.

Ask and answer about which entertainer you would like to be.

Language

Acrobat, autograph, comedian, get along with people, learn new skills, magician, musician, perform tricks, tell jokes, work as a team

Vocabulary and Reading Lesson
dramatic verbs

Materials

Track 08–10; Workbook pages 8–9

Warm up

Divide the class into four teams. Say a word from the Reading and Writing Lesson (such as *big*) for the first team to give you a word with a similar meaning (such as *large*). If they answer correctly, they get one point; if not, the other team gets a chance to guess. Repeat with different words and teams. The team with the most points wins.

1 Look and say what the lesson is about.

Tell the class about a talent you have, such as juggling. Ask the class *Do you have a special talent? What is it?* Elicit different talents from individual students.

Divide the class into pairs and ask them to look at the pictures in Activity 2 and discuss what they think the lesson is about. Ask a few volunteers to share their ideas. Ask *Why do you think that?*

2 Listen and repeat.

Ask the students to look at the pictures and point to different ones, asking *What's he / she doing? (She's doing tricks.) What's their special talent? (Magic.)*

Play the recording, pausing after each word for the students to repeat chorally. Pay attention to the pronunciation of *magician*, the *j* in *jokes*, the blend *tr* in *tricks*, and the stress on the second syllables in *comedian* and *musician*.

To check comprehension, ask *Why is it important for acrobats to work as a team? (To be safe.) Why is it important for a comedian to get along with people? Say "Get along with" means to be friendly. Why is it important for a magician to learn new skills? (To have a lot of tricks.) Why is it important for a musician to practice a lot? (To be good at playing their instrument.)*

Unit 1 Vocabulary and Listening

1 Look and say what the lesson is about.


2 Listen and repeat.














- 1 comedian
- 2 acrobat
- 3 magician
- 4 musician
- 5 tell jokes
- 6 do acrobatics
- 7 perform tricks
- 8 play an instrument
- 9 get on with people
- 10 work as a team
- 11 learn new skills
- 12 practice a lot

3 Listen and number the entertainers. Circle what they are doing.

2 magician
3 comedian
4 acrobat
1 musician

1 playing an instrument / telling jokes

2 doing acrobatics / performing tricks

3 telling jokes / doing acrobatics

4 doing acrobatics / playing an instrument

4 Complete the mind map with words from Activity 2.



3 Listen and number the entertainers. Circle what they are doing.

Say the words for the entertainers and make up some actions, such as miming pulling a rabbit out of a hat for magician. Play the recording for the students to do the actions for the entertainers they hear.

Tell the students to work in pairs to look at the entertainers and number them in the order they heard them. Play the recording again for students to check.

Ask *What's the magician doing? (Playing an instrument.)* Point at *playing an instrument* circled for number 1. In pairs, students complete the activity.

To check, ask different volunteers to make a sentence about a performer: *The musician is playing an instrument.*

4 Complete the mind map with the words from Activity 2.

Tell the students to look at the mind map. Point to the middle section and say *Entertainers need to work as a team. What*

else do they need to do? (Practice a lot / get along with people / learn new skills.)

In pairs, students complete the mind map, using the words and phrases from Activity 2.

Monitor and check to make sure they are using the target language correctly.

Optional activity

Tell the students to think of their favorite entertainer from their country. Tell them to draw a picture of the person doing their act and write sentences to describe them. Do an example yourself, writing the sentence starters on the board to support them.
My favorite entertainer is ... I like him / her because ... In the picture, he / she is ... Every day, he / she ... When you see him / her, you will ...

Divide the class into groups of four and ask them to take turns to introduce their entertainer to the group.

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Unit 1

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5 Listen to the song. Write the entertainers in the order you hear them. 🎧 10

- 1 _____ magician _____ 3 _____ acrobat _____
 2 _____ comedian _____ 4 _____ musician _____

6 Listen again and number the verses in order. Underline the words and phrases from Activity 2.

4 I want to be a musician.
 I'll play an instrument in a band.
 I'll travel all around the world
 With my trumpet in my hand!
 Being an entertainer is fun,
 Being an entertainer is great!
 But you have to be ready to learn new skills
 And you sometimes have to stay up late!

2 I want to be a comedian.
 I'll tell jokes and make everyone laugh.
 And when I'm really famous on TV
 I'll give you my autograph!
 Being an entertainer is fun, ...
 But you have to get on with everyone ...

3 I want to be an acrobat.
 I'll do acrobatics on stage.
 I'll do amazing back flips.
 The audience will be amazed!
 Being an entertainer is fun, ...
 But you have to be ready to work as a team ...

1 I want to be a magician.
 I'll perform cool tricks for the crowd.
 Everyone will love my magic show.
 The cheers will be really loud!
 Being an entertainer is fun, ...
 But you have to be ready to practice a lot ...

7 Read the lyrics and circle.

- | | | | |
|---|---------------|-----------------|---------------|
| 1 There will be loud cheers for the ... | a comedian. | b magician. | c acrobat. |
| 2 The comedian will make everyone ... | a laugh. | b cheer. | c scream. |
| 3 The comedian will be famous ... | a everywhere. | b on the radio. | c on TV. |
| 4 The acrobat's audience will be ... | a surprised. | b amazed. | c astonished. |
| 5 The musician will perform with ... | a friends. | b an orchestra. | c a band. |

8 Ask and answer in pairs. 🗣️



8 Ask and answer in pairs. 🗣️

Divide the class into pairs and ask a volunteer pair to read the question and answer in the speech bubbles.

Ask a volunteer to ask you the question and give a full answer, such as *I would like to be a musician. I love music and I am good at singing. I would like to play the piano.*

Have the pairs take turns to ask the question. When they have finished, ask the students to find a different partner and repeat the discussion.

Ask a couple of volunteers to share their answers.

WORKBOOK ANSWERS

- 1 She's a musician.
 2 1 F 2 F 3 T 4 T 5 F 6 T
 3 Morning: practice
 Evening: perform
 Favorite instrument: violin
 Now: learning a new song
 Tonight: playing with band
 4 1 musician 2 instrument 3 new skills 4 comedian 5 tell jokes 6 get along 7 acrobat 8 acrobatics 9 team 10 magician 11 tricks 12 practice
 5 1 c 2 h 3 b 4 g 5 d 6 f 7 e 8 a
 6 do acrobatics; do flips and jumps; working as a team
 Try! Answers will vary.

Further practice / Homework

Workbook pages 8–9

5 Listen to the song. Write the entertainers in the order you hear them. 🎧 10

Tell the students to stand up and listen to the song. Ask *What's it about?* (*Entertainers.*) Tell the students they can clap, hum or dance as they listen. Play the recording. Ask *What entertainers did you hear?* (*Musician, comedian, acrobat, magician.*) Tell them to write the entertainers in the order they heard them in the song. Play the song again for the students to check their answers.

6 Listen again and number the verses in order. Underline the words and phrases from Activity 2.

Tell the students to work with a partner to order the verses. Tell them to look at Activity 5 to help them. Play the song again for the students to check their answers. Tell the students to work individually to find the words and phrases from Activity 2 and underline them in the song.

Optional activity

Elicit different emotions, such as *happy, angry* and *scared*. Play the song again for the students to sing along in different voices to represent different emotions.

7 Read the lyrics and circle.

Ask questions about the song: *Why will the crowd cheer the magician?* (*Because everyone will love the tricks.*) *What will the acrobat do?* (*Acrobatics; a back flip.*) *What will the comedian give you when he's famous?* (*An autograph.*) Demonstrate "autograph" by signing a piece of paper. Ask *Where will the musician go?* (*All around the world.*)

Read out the example sentence in number 1 and show *magician* circled. Have the students work individually to read the lyrics and circle the correct sentence ending.

Ask volunteers to read out their completed sentences to check as a class.

Unit 1 Language Focus 2

page 12

Lesson objectives

Read and understand a text about the theater.

Present and practice using *so* and *such*.

Language

So + adjectives for emphasis: *It is so cheap.*

Such + adjective + noun for emphasis: *They were such uncomfortable chairs.*

Cannon, crowded, firework, poor, smelly

Materials

Track 10; Unit 1 Grammar and Everyday Language Poster; Workbook page 10

Warm up 10

Play the *Entertainers'* song from the Unit 1 Vocabulary and Listening Lesson. Encourage the students to sing along and do the actions.

1 Look at the pictures. Describe what you can see.

Ask students *Where can you go to watch a play? (A theater.) What kind of plays are there? (Drama, comedy, horror, musical.) Do you ever go to the theater? What plays do you like?*

Look at the photos together as a class. Ask *What can you see? (A theater.) What shape is it? (Round.) How is it different from theaters you know? Divide the class into pairs and tell them to look at the rest of the photos together and describe what they see.*

2 Read and check your ideas. How many Globe theaters have there been?

Read out the title and ask *Who was Shakespeare? (An English playwright.) What is the Globe? (A theater.)*

Tell the students to read the text silently and check if any of their ideas about the photos are mentioned. Ask a few volunteers to share their ideas.

3 Look at the chart and underline examples of *so* and *such* in the text.

Show the class the Unit 1 Grammar and Everyday Language Poster, pointing to the Grammar 2 section, and read out the explanations and example sentences.

On the board, write *The theaters were ... dangerous. It was ... an uncomfortable experience.* Ask a volunteer to complete the sentences with *so* or *such*. Ask *When do we use "so" and "such"?* to elicit the rules, and point to the rules on the chart.

Students underline the examples of *so* and *such*. Ask *What are the rules for "so"*

Unit 1 Language Focus 2

1 Look at the pictures. Describe what you can see.



2 Read and check your ideas. How many Globe theaters have there been?

Shakespeare's Globe

This is Shakespeare's Globe in London. Shakespeare is so famous that people come from all over the world to see plays performed here. In fact, this theater is quite new. It's a copy of the theater where Shakespeare worked. Sam Wanamaker had the idea to build it in 1970, but it took so long to build that it opened in 1997.

In Shakespeare's time, theaters were quite different from theaters today. Look at the building. What do you notice? The theater doesn't have a roof! Plays could only be performed in summer and in the daytime when it was light. Shakespeare's Globe is made of wood. In Shakespeare's time, it was quite dangerous to go to the theater. They used

fireworks and real cannons in the plays! That's why the original theater burned down in 1613. (In modern times, we can put special chemicals on the wood to make it safe.)

Four hundred years ago, the theaters were so crowded! Plays were such a popular form of entertainment for poor and rich people. Poor people paid one penny to watch a play, but it was such an uncomfortable experience! There weren't many chairs. Most people had to stand up. And it was so smelly in the summer the poor audience members were called *stinkards*! Richer people paid more to sit down, but their seats were quite uncomfortable, too. Very rich people could have cushions!

3 Look at the chart and underline examples of *so* and *such* in the text.

so and such		so and such with that	
so + adjective	such + a / an + adjective + noun	Fact	Result
It was so smelly in the summer.	It was such an uncomfortable experience.	Shakespeare is so famous.	that people come from all over the world to see plays here.

4 Identify when the sentences were said. Write M (modern times) or S (Shakespeare's time).

- | | | | |
|--|---|--|---|
| 1 Theater tickets are cheap! You can watch a play for one penny. | S | 4 This is an exciting play. They fire real cannons! | S |
| 2 The play was long. It finished at midnight. | M | 5 I like this theater. The seats are comfortable. | M |
| 3 The theater is a smelly place! | S | 6 We got wet because it started raining during the play. | S |

5 Describe Shakespeare's theater using *so* and *such*.

Theater tickets were so cheap!

The theater was such a smelly place!

and "such"? (We use them to emphasize adjectives, like "very".) Read the sentences in the first two columns aloud. Say *We also use "so" and "such" to introduce a result.*

4 Identify when the sentences were said. Write M (modern times) or S (Shakespeare's time).

On the board, draw two columns and write *Shakespeare's theater* and *Modern theater*. Ask *Are Shakespeare's theater and the modern theater different? How? (Modern theaters have a roof.)* Write the answers in the columns.

Divide the class into pairs to read the sentences and decide if they were said in Shakespeare's time or modern times.

5 Describe Shakespeare's theater using *so* and *such*.

On the board, write the sentence *Theater tickets are cheap!* Ask a volunteer to write *so* or *such*: *Theater tickets are so cheap!* Students add *so* or *such* to the sentences.

WORKBOOK ANSWERS

- 1 1 such 2 such / that 3 so 4 so / that
 2 1 such = so 2 what = that
 3 such = so 4 so = such
 3 1 Shakespeare is such a famous writer. 2 The original Globe was so smelly. 3 The tickets were so expensive that we couldn't go. 4 The play was so funny that I laughed a lot.
 4 1 The play was so interesting that I told my friend to go. 2 We had such a good time that I went to bed very late. 3 He is such a good actor that everyone wants to see him. 4 We were so late that we missed the first part of the play. 5 The actors were so good that the audience cheered at the end.

Try! Answers will vary.

Further practice / Homework

Workbook page 10; Unit 1 Language Focus 2 Worksheet

1 Listen and say what Alex is going to do.  

2 Listen again and complete the flyer.



STARLIGHT ACADEMY TALENT SHOW!

Can you (1) dance ? Can you (2) sing ? Can you (3) tell funny jokes?

This is your chance to shine! You can perform alone or in a group.


START PRACTICING NOW!

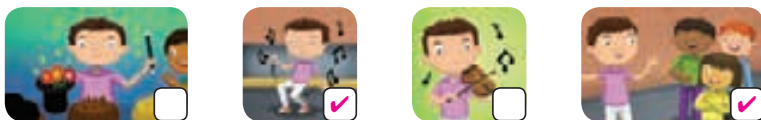
Auditions are after school on (4) Friday. Come and tell us your stories.

Come and show us your magic (5) tricks. The Talent Show is on (6) Saturday, (7) October 3.

Judges: Miss London, Mr. McMaster, Mr. Murphy


FANTASTIC PRIZES!

3 Listen and mark (✓) what Billy can do. 



4 Listen again and circle Billy's answers.

- Have you decided what you're going to do for the audition?
 a Yes, I have. b No, I haven't. c Not yet.
- Can you play an instrument?
 a Yes, I can. I play the violin. **b No, I can't. I'm not musical.** c Yes, I can. I'm good at the drums.
- Can you dance?
a Yes, I can. b No, I can't. c Not really. I don't like dancing.
- Can you do magic tricks?
a No, I can't. b Yes, I can. c Yes, I am.
- Are you good at telling jokes?
 a Yes, I can. **b Yes, I am!** c No, I'm not.

5 Look, listen and repeat. 

Perfect Pronunciation

Can you play an instrument? No, I can't. Can you dance? Yes, I can.
 Can you do magic tricks? No, I can't. I can always make my family laugh.

6 Complete the pairwork cards. Ask and answer in pairs.  



doing? (He's doing magic tricks. He's dancing. He's playing the violin. He's telling jokes.)

Say You are going to hear children say what they can do for the talent show. What can Billy do? Tell the students to listen and check the picture that shows what he can do. Check answers as a class.

4 Listen again and circle Billy's answers.


Play the recording again, pausing after the first question to elicit the answer, then play the answer to check.

Play the rest of the recording for students to circle the answers. Have the students compare their answers with a partner.

5 Look, listen and repeat.  13

Show the Unit 1 Grammar and Everyday Language Poster. Point to the Everyday Language section and say *We use "can" to talk about skills and abilities.* Ask two volunteers to read out the speech.

Play the recording for students to follow in their books. Focus on the different pronunciation of *can* and *can't*: /kən/ or /kæn/ and *can't* is pronounced /kɑːnt/. Play the recording again, pausing after the questions and answers for students to repeat chorally and individually.

6 Complete the pairwork cards. Ask and answer in pairs. **Workbook page 119** 

Divide the students into pairs. Tell them to turn to the back of their Workbooks and cut out the Unit 1 Fluency Cards on page 119. Tell them to check the things they can do once and put two checks next to the things they are good at. Ask a volunteer pair to read the example speech bubbles. The students take turns to ask and answer questions about the activities. Monitor the students as they work, helping and correcting pronunciation where necessary.

WORKBOOK ANSWERS

5 1 can you / Yes, I can. 2 can you / No 3 can you / No, I can't. 4 can you / No, I can't. 5 can you / No, I can't. 6 can you / Yes, I can.

6 1 Mae can sing and do magic tricks. 2 Freddie can dance and play an instrument. 3 Sophia can dance and do magic tricks. 4 James can sing and play an instrument.

Try! Answers will vary.

Further practice / Homework

Workbook page 11; Unit 1 Functions Worksheet

Unit 1 Listening and Speaking page 13


Lesson objectives

- Listen for gist and specific information.
- Pronunciation: *can* and *can't* /ɑ:/, /ə/ and /ɑːz/.
- Talk about abilities and skills.

Language

- Can* in questions and short answers.
- Simple present and present continuous.

Materials

-  Tracks 11–12; Unit 1 Wordcards; Workbook pages 11, 119

Warm up

Play *Missing Card* (see Ideas Bank) with the Unit 1 Wordcards.

1 Listen and say what Alex is going to do.  

Point to the talent show poster. Ask *What is the poster advertising? (A talent show.)* Say *A talent show is when people perform, such as dancing. The best act wins.* Ask *What entertainers perform in talent shows? (Magicians, musicians, acrobats.)*

Tell the students to listen to the recording. Play the recording and ask students to tell their partner what Alex is going to do before you check as a class.

2 Listen again and complete the flyer.

Divide the class into pairs. Ask the students to look at the flyer. Ask the pairs to discuss what words are missing. Play the recording again for students to check their answers.

3 Listen and mark (✓) what Billy can do. 

Tell the students to look at the pictures. Point to each one, asking *What is Billy*

Lesson objectives

Understand about special effects in theater.
Think about and choose special effects for different genres.

Language

Backdrops, harnesses, project, pyrotechnic technicians, sound effects, special effects, stunt actors

Materials

Track 14; Workbook page 12

Warm up

Write *The theater* and four column headings on the board: *building, the people, the plays, props*. Divide the class into groups of four and ask students to copy the columns into their notebook. Give the groups a few minutes to write as many words as they can for each heading. Elicit an example from the class to get started: *stage, actors, play script, furniture*. After a few minutes, ask groups to share their words, and write them on the board.

1 Look at the pictures. How do theaters do special effects?

Ask *What special effects are there in plays? (Sound, explosions, video, lighting.)* Point to the columns on the board and ask *Where do I write "special effects"?* (In the "play" column.)

Divide the class into pairs and ask a volunteer to read out the question. Give the students a couple of minutes to discuss the question with their partner. Ask for different suggestions from the pairs.

2 Read and write the paragraph titles. Listen and check.

Point to the pictures and ask *What special effects can you see? (Snow, a space ship, and actors flying.)* Point to the paragraph headings one at a time and ask *What do you think the paragraph is about?* Ask students to work individually to read the text and write the paragraph headings.

Play the recording and ask the students to listen and follow the text in their books and check their answers.

Point to the words highlighted in red and the columns on the board and ask *Where do I write these words? Backdrop (building), pyrotechnic technicians (people), sound effects (play), stunt actors (people), harnesses (props).* Explain or demonstrate the meaning of the words.

Unit 1 CLIL Drama

1 Look at the pictures. How do theaters do special effects?

2 Read and write the paragraph titles. Listen and check.

One character—ten actors! Moving pictures! Real fire!

Theater productions often use **special effects** with lights, music and sound to bring a show to life and make it more exciting for the audience. Modern theaters can produce amazing effects.

1 Moving pictures
Traditionally, painted **backdrops** provided scenery for plays. Today, theaters also use video to bring the background to life. The special effects team can project moving images onto a screen behind the actors using a computer. They can also **project** film of real events, creating such dramatic effects.

2 Real fire!
Remember Shakespeare's Globe Theater burned down because of dangerous special effects! Modern **pyrotechnic technicians** can create safe explosions using gas and oxygen. **Sound effects** add noise to make the explosion seem real. These effects are usually controlled with radios. Pyrotechnic technicians are always so careful. They set up their equipment using fire extinguishers and safety back-ups so that no one gets hurt.

3 One character—ten actors!
Some shows need actors to do acrobatics—to jump around and even fly. As well as the lead actor, they often use **stunt actors** who work as a team in the production. The actors hang on wires and cables that allow them to "fly" through the air. Stunts are dangerous and in the past, stunt actors have been hurt. They always use **harnesses** and other safety equipment now to make sure the amazing effects are safe.

3 Look at the chart. Which special effects would you choose for these shows?

Mad Science	a show to make science exciting for kids	
Spiderman	a show about a superhero with special powers	
War Horse	a historical story based on real events	

4 Explain how your choice of special effects would bring the show to life.

3 Look at the chart. Which special effects would you choose for these shows?

Divide the class into groups of four. Focus attention on the chart and ask *Which show would you like to see? Why?*

Have the groups work together to make a list of the special effects they would choose. As an example, ask *How would you make a science show exciting? (Live experiments, pyrotechnics, lights and sound.)* Tell the students to make their lists, and tell them to draw pictures to illustrate their ideas.

4 Explain how your choice of special effects would bring the show to life.

Ask two groups to join together to make groups of eight. Tell the students to take turns in their new groups to present their choice of special effects and explain how they would bring the show to life. Give an example yourself by saying *I would use live experiments for Mad Science with a lot*

of smoke and sound effects. The kids love the effects and would be interested to learn about science.

WORKBOOK ANSWERS

- 1 1 stunt actors 2 backdrops 3 pyrotechnic technicians 4 special effects 5 sound effects 6 project 7 harnesses
- 2 They went to the City Theater.
- 3 1 Gas and oxygen. 2 To make the explosion seem real. 3 Because it was dangerous. 4 He had a harness on. 5 Scenery and set design. 6 They projected video onto a screen.
- 4 Who? Jack's class. When? Yesterday. Where? City Theater. Why did they go? To learn about special effects. What did they see? Actors and stunt actors practicing for a dangerous part in a play.

Try! Answers will vary.

Further practice / Homework

Workbook page 12

1 Read the text and circle.

- 1 What is it? a an email b a review c instructions
 2 What is it for? a to sell something b to say "thank you" c to summarize and give an opinion

Cats by Alex Bean

1 Introduction

I went to see *Cats* in New York. *Cats* is a musical, which means it's a play with songs and dancing. The music is by Andrew Lloyd Webber, and the words are by a poet called T. S. Eliot.

2 Summary of the plot

In the story, all the cats get together for a very special night when they have a party called the "Jellicle Ball." On that night, one cat is chosen to start a new life. All the cats sing and dance and tell their stories and hope that they are chosen. In the end, a very old cat called Grizabella wins. The best part is when she sings the famous song, *Memory*.

3 Description of the characters

The characters in *Cats* are all cats! The cats are all very different. My favorite is a black cat called Musical Mr. Mistoffelees. He's very clever and good at doing tricks.

4 Personal opinion

I think *Cats* is a great show! The costumes are beautiful, and the singing and dancing are amazing! It's sad in parts, but it's funny, too. It's such a fun show!

5 Recommendation

If you like musicals and you like cats, I'm sure you will love *Cats*! There's a movie too, so if you can't see it at the theater, you can watch it on DVD.



Opinion Adjectives

😊	☹️
fun	boring
beautiful	ugly
amazing	predictable
great	terrible

2 Label the text with the paragraph functions.

Personal opinion Description of the characters
 Recommendation Introduction Summary of the plot

3 Color the features to match the text.

- 1 facts about the show 3 opinion adjectives 5 a personal favorite
 2 phrases to show personal opinion 4 a highlight from the plot / show

4 Read again and write the answers to the questions.

- 1 Where did Alex go to the theater? 4 Which song from the show does Alex mention?
 2 What kind of show is *Cats*? 5 What else did Alex like a lot in the show?
 3 Can you see *Cats* if you don't go to New York? 6 Who does Alex think will like *Cats*?

5 Write a review of a performance you have seen.

plot—*The friends meet pirates on the beach and hide.*

Have the students work individually to label the text with the correct function.

3 Color the features to match the text.

Hold up your Student Book and point to the yellow highlighted sentence. Ask, *What is this sentence about? (Information about who wrote the show.)* Point to the feature highlighted yellow and say *This sentence tells us facts about the show.*

Have the students work in pairs to look at the highlighted words in the text and match them to the features in the word pool. Make sure they have colored pencils to color the features the matching color.

4 Read again and write the answers to the questions.

Ask a volunteer to read out question 1. Elicit the full answer from the text: *Alex went to the theater in New York.* Divide the class into pairs to answer the questions and write the full answers.

Ask different volunteers to ask the questions for other volunteers to answer to check as a class.

5 Write a review of a performance you have seen.

On the board, write the questions *What show have you seen? What kind of show was it? What happens in the story? Who are the characters? What did you think of it? Do you recommend it? Why?* Ask a volunteer to ask you the questions and answer about a show you have recently seen. Divide the class into groups of four and tell them to think about a show and ask and answer the questions in their groups. Tell them they can answer about a movie.

The students write a review about their show. Tell them to use the text in Activity 1 as a model and the functions and features to support their writing.

Ask the students to swap reviews a few times and read each other's. Ask *Which show would you like to see?*

WORKBOOK ANSWERS

- 1 1 e 2 d 3 b 4 f 5 a 6 g 7 c
 2 1 week 2 magician 3 funny
 4 think 5 long
 3 1 F 2 F 3 T 4 T
 4 sea = see no = know
 their's = there's sum = some
 pear = pair hi = high by = buy
 knight = night weeks = weeks
 5 c, b, e, d, a
 Try! Answers will vary.

Further practice / Homework

Workbook page 13

Unit 1 Writing page 15

Lesson objectives

- Predict play script scenes from picture prompts.
- Identify synonyms for dramatic words.

Language

- Simple present and present continuous
- Synonyms from Scenes 1–3

Materials

- Examples of different text types: an e-mail, review, advertisement, newspaper, leaflet, timetable; colored pencils; Workbook page 13

Warm up

Divide the class into two teams and ask for a volunteer from each team to come to the front. Whisper a word to them for them to mime to their team to guess. Use the words *catch, chase, cheer, follow, hide,*

laugh, mutter, scream, shout and whisper. The first team to guess the word wins a point. Repeat with different volunteers and words.

1 Read the text and circle.

Show the examples of different text types to the class and ask *What is it? How do you know? (The pictures, layout, the headings, vocabulary.)*

Have the students work individually to read the text and circle the correct answers. Have the students compare with their partner and explain why they chose their answers.

2 Label the text with the paragraph functions.

Tell students to close their books. Write the paragraph functions on the board. Go through each one and give an example: Personal opinion—*I think it's good.* Description of the characters—*He's very tall.* Recommendation—*If you like songs, this play is perfect.* Summary of the

Unit 1 Project and Value

page 16

Lesson objectives

- Planning and making props for a play.
- Present the props and act out a scene from a play.
- Collaborating and communicating in groups.

Value

Support the performers. Clap and cheer to say good job.

Materials

Poster paper, cardboard; colored pens, pencils and paint; scissors; glue stick, staplers, tape; Unit 1 Stickers; Workbook page 14

Warm up

Play *Smiley Sentence* (see the Ideas Bank). Use the sentence *There are sometimes pirates on this beach.*

Value: Read and stick.

Ask students to open their Student Books to page 16 and find *Alex's Value* at the top. Read the value aloud while students follow along. Tell the students to look at the picture under Alex, and ask *What is the entertainer doing? (Magic tricks.) What are the audience doing? (Clapping.) Why is it important to clap and cheer performers? (To be polite. To show you like and support them.)*

Have students open their books to the stickers page and point to the sticker that shows the value. Have them stick it into the space under *Alex's Value*.

Bringing a Script to Life

Stage 1: Plan your project.

Divide the class into pairs. Ask *What are settings / characters for plays? (Places and people.)*

Tell the pairs to look at the play script on page 7 to make notes on the setting and characters. Ask a couple of pairs to share their ideas.

Ask *What props do you need to act out this play? (A ring, shells, footprints.)* Accept all suggestions. Tell the pairs to choose three props, draw a picture and think about how to make them, what they need and how the props bring the play alive for the audience.

Stage 2: Develop your project.

Join the pairs to make groups of four. Have the pairs present their prop designs and choose three props only.

Once the groups have decided what they will need and how to make their props, tell

Unit 1 Project and Value

Bringing a Script to Life

Materials

- ★ Poster paper, cardboard
- ★ Colored pens, pencils and paints
- ★ Scissors
- ★ Glue stick, staplers, tape

★ Read and stick.

Support the performers. Clap and cheer to say good job.





Stage 1: Plan your project.

- 1 Work in pairs. Look at the play on page 7. Make notes about the setting and the characters.
- 2 Imagine you are going to perform this play. Design three simple props. How will these props bring the setting and characters to life?

Stage 2: Develop your project.

- 1 Compare your designs with another pair. Choose the best three designs for the setting.
- 2 Decide how to make the props with the materials available.
- 3 Make the three props for the play.

Stage 3: Share your project.

- 1 Present your props to your classmates.
- 2 Practice and perform a part of the play using your props. Clap for your classmates!

Stage 4: Evaluate your project.

Save your prop designs.



them to collect the materials they need. Monitor the groups while they are making the props and ask questions: *What's this prop for? How does it bring the play alive?*

Stage 3: Share your project. ●

Put two groups together for them to present their props to the other group. On the board, write *Our props are ... and ... We made them from ... They make the play come alive because ...* Tell them to use the sentence starters on the board to help them in their presentation.

The students, in their groups of four, choose either the left or right sections of the play to practice and act out. If possible, assign each group a space in the classroom. Tell them to choose roles and read out the play script and think of actions.

Monitor and encourage them to be expressive and use different ways of speaking for dramatic effect, such as shouting and whispering.

Have the groups take turns to act out their part of the play to the class. Remind

the class about Alex's value and ask *When groups are acting, what do you do? (Be quiet and listen.) When the groups have finished, what do you do? (Clap and cheer.)*

Stage 4: Evaluate your project.

This stage can be done after each previous stage is completed. Ask students to open their Workbooks to page 14, and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect on their project and check *yes* or *no*. Repeat for the other stages.

WORKBOOK ANSWERS

1 1 X 2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 ✓
7 X 8 X

2 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 14

1 Read the definitions and complete the Glossary.

- 1 e s c a p e (v) to break free from capture
- 2 s h o u t (v) to say something very loudly
- 3 m u t t e r (v) to say something in a low voice, especially when you are unhappy
- 4 w h i s p e r (v) to speak very quietly
- 5 c a t c h (v) to capture a person or animal
- 6 s c r e a m (v) to make a loud, high noise to show that you are scared
- 7 f o l l o w (v) to go after someone
- 8 l a u g h (v) what you do when you think something is funny
- 9 c h e e r (v) to shout praise or support for something
- 10 c h a s e (v) to follow and try to catch
- 11 h i d e (v) to keep out of sight
- 12 r e s c u e (v) to save someone from a dangerous situation

2 Look at Alex's schedule and write sentences.

never sometimes often once a week

- 1 (perform magic tricks)
Alex often performs magic tricks.
- 2 (practice acrobatics)
Alex practices acrobatics once a week.
- 3 (tell jokes)
Alex sometimes tells jokes.
- 4 (play an instrument)
Alex often plays an instrument.
- 5 (play soccer)
Alex never plays soccer.

Ready for the School Talent Show? Alex is!

Monday	Thursday
4:00 pm trumpet lesson	3:15 pm comedy club
5:00 pm comedy club	5:00 pm perform magic tricks
Tuesday	Friday
3:15 pm acrobatics club	5:00 pm school talent show
5:00 pm perform magic tricks	
Wednesday	Saturday
3:30 pm trumpet lesson	11:30 am practice trumpet
5:00 pm perform magic tricks	5:00 pm magic club

3 Work in pairs. Choose a day and time.

5 o'clock on Tuesday

He's performing magic tricks!

4 Complete the review with so, such or quite. Listen and check.

School Show: The Lion King

Tickets are selling (1) so quickly! They're (2) quite cheap—only \$2 each. It's (3) such a famous musical that I'm sure you know it! The songs are (4) so cool that you'll be singing them all week! And it's (5) such a good story, I'm sure you'll enjoy it! It starts at 5:30 pm and it's (6) so long, it finishes at 8 o'clock!



Show the students the adverbs in the word pool, the actions in parentheses and the example sentence. Have the students work individually to write sentences. Have the students compare their sentences before asking volunteers to read out their sentences to the class.

3 Work in pairs. Choose a day and a time.

Pair yourself up with a volunteer and tell them to look at Alex's diary. Say 5 o'clock on Tuesday, and encourage the volunteer to say He's performing magic tricks. Encourage the volunteer to say a day and time for you to say what Alex is doing.

Divide the students into pairs. Read out the speech bubbles for the students to repeat chorally. Tell the students to take turns to say a day and time for their partner to say what Alex is doing, as in your demonstration.

4 Complete the review with so, such or quite. Listen and check.

15

Ask When do we use "so", "such" and "quite"? Tell the students to look back through the unit and find rules and example sentences. Read out the first sentence of the review and elicit so, such or quite. Have the students work in pairs to complete the rest of the review, then play the recording for the students to check.

Evaluation

Keep notes as you monitor students' progress through this lesson to flag areas where they have problems using target vocabulary and grammar structures. These notes can be valuable in deciding whether and how to implement remedial practice activities.

Ask students to take out their sticker sheets and find this unit's star sticker. Have them place the sticker next to their favorite activity in the unit.

Additional resources

The Unit 1 Test can now be given.

WORKBOOK ANSWERS

- 1 1 escapes 2 follows 3 hides 4 chases 5 catches 6 cheers
- 2 1 acrobat 2 magician 3 comedian 4 musician
- 3 1 shout = mutter 2 shouted = whispered 3 muttered = laughed 4 cheered = screamed
- 4 1 does 2 are doing 3 wants 4 looks 5 are rehearsing 6 are fishing 7 are coming 8 Come 9 see 10 are selling
- 5 1 so—e 2 so—a 3 such—c 4 such—b 5 so—d

Try! Answers will vary.

Further practice / Homework

Workbook page 15

Unit 1 Review page 17

Lesson objectives

Review the vocabulary and language learned in the unit.

Provide an opportunity for self-evaluation.

Language

Dramatic words and ways of speaking.

Simple present with adverbs of frequency: Alex often performs magic tricks.

Present continuous: He's performing magic tricks.

Materials

Workbook page 15

Warm up

Divide the board into two halves and write Dramatic words and Ways of speaking at the top of each half. Divide the class into teams. Ask a volunteer from each team to

come to the board and give them a board pen each. Say one of the following words: escape, shout, mutter, catch, chase, hide, rescue, whisper, scream, follow, cheer and laugh. The first volunteer to write the word in the correct column and spell it correctly gets a point. Repeat with different words and different volunteers. The team with the most points wins.

1 Read the definitions and complete the Glossary.

Divide the students into pairs to work together to look at the definitions and complete the words. To check answers, tell the students to look at page 6.

2 Look at Alex's schedule and write sentences.

Point to the yellow box and ask What is it? (Alex's diary.) What is he doing this week? On the board, write Alex... performs magic tricks. Ask How many days does he perform tricks? (Three days.) Does he perform a lot? (Yes.) Ask What can we write in the gap? (Often.)

Unit 2 Vocabulary and Reading

pages 18–19

Lesson objectives

Present and practice travel and transport vocabulary.

Identify different text types.

Find information in a pie chart.

Language

Airport, canal, ferry, highway, port, railroad, road sign, roadwork, runway, speed limit, traffic jam, tunnel

Materials

Tracks 16–18; Unit 2 Wordcards; Workbook pages 16–17

Warm up

Play *Draw!* (see the Ideas Bank). Use the words *airplane, bus, car, motorcycle, bicycle, train, ferry, segue, scooter* and *horse*.

1 Match the words with the pictures (1–12). Listen and check.

16

Ask *How do you usually travel? How do you travel when you go on vacation?*

Stick the Unit 2 Wordcards on the board. Point to each one and ask volunteers to explain or demonstrate each word or allow them to say the word in their own language. Do the first one yourself, saying *A runway is the where an airplane lands and takes off.*

Divide the class into pairs. Ask students to open their Student Book to page 18 and look at the word pool. Point to picture 1 and ask *Where is it? (The airport.)*

Divide the students into pairs. Give the students a couple of minutes to match the words in the word pools with the pictures in Text A and B.

Play the recording for students to check their answers. Play the recording again, pausing after each word for the students to repeat.

2 Look at Text A. Listen and say the words.

Ask the students to look at the pie chart, and ask *What is it? (A pie chart.) What do we use pie charts for? (To organize information.) What does this pie chart tell us? (How Class 6A traveled.) How many children traveled by sea / air and road? (Two, four and nine.)*

Ask a volunteer to come to the board. Tell them you are going to say a sentence and they have to point to the correct wordcard to finish the sentence. Read the sentences *Nine students went on vacation by bus and car. They drove on roads and (highways).* Encourage the volunteer to point to *highway*.

2 Global Geography

Vocabulary and Reading

1 Match the words with the pictures (1–12). Listen and check.

airport canal ferry highway
port railroad runway tunnel
road sign roadwork
speed limit traffic jam

2 Look at Text A. Listen and say the words.

A How did Class 6A travel on their summer vacation?

Class 6A - 25 children

- Air
- Sea
- Road
- Rail
- Waterways
- Other

B

My name is Ben. I'm twelve and I'm from Boston, in the US. I'm on a big adventure! I'm traveling around the world for a year with my parents. We're traveling by all kinds of transportation—airplane, ferry, train—we've even going to try riding elephants and camels! Read my blog and find out about our amazing journey!

June 26th
8:30 am: We're in Vietnam! We arrived at the port early this morning. We got all our luggage and took a taxi into Ho Chi Minh City. The traffic is crazy! It must be rush hour. Look at all the people on bikes and scooters!

3 Read Text B and write the answers.

- 1 What is Ben's big adventure?
- 2 How did he arrive in Vietnam?
- 3 What does he say about Ho Chi Minh City?

4 Make sentences using the words in Activity 1.

The speed limit near my house is 40 kilometers per hour.

I've never been on a canal boat. It looks fun!

Divide the students into twelve groups and give each group a wordcard. Tell the students to listen to the sentences and show their wordcard when you pause the recording if their word finishes the sentence correctly. Play the recording, pausing after each sentence for the groups to hold up the relevant wordcard.

Divide the class into pairs and tell them to look at Text A. Play the recording again for the students to say the words to their partner.

3 Read Text B and write the answers.

Point to Text B and ask *What is it? (A blog.) What's the first date in the blog? (June 26.)* Have the students work individually to read Text B and answer the questions. Tell them they have one minute, so they need to scan the text quickly for the answers and not worry if they don't understand everything.

As they are working, give them time pointers, saying, for example, *You have 30 seconds left.*

After one minute, ask the students to put down their pens. Tell them to compare their answers before you ask volunteers to read out their answers to check as a class.

4 Make sentences using the words in Activity 1.

Ask *What's the name of the airport in your city? What do the road signs in pictures 9 and 11 mean? (Reindeer on the road. The speed limit is 60 km.)*

Divide the class into pairs and ask a volunteer pair to read out the speech bubbles. Tell the students to take turns to choose a word from Activity 1 and make a sentence to tell their partner.

Monitor the pairs, encouraging them to say full sentences and checking their pronunciation of the key vocabulary.

Ask a few volunteers to share their sentences.

Read and listen. Mark (✓) the best title for Jake's diary.

- Our New Home The Best Surprise Time to Pack

June 20th
Dad told me today that we're going to move. I can't believe it! I've just painted my room and it's so cool now. I can't imagine moving, but Mom says they're going to build a highway near here. There will be lots of noise and pollution.



June 22nd
We visited the new place today. It's not far away, so I don't need to change schools. It's a great place, but there's something strange. I expected to see our new house, but there isn't a house! Mom just smiled. She says it's a great surprise and I might enjoy guessing what's happening. Hmm ...



June 26th
Dad's on the phone. I'm pretending to do my homework, but I can hear him talking. He's talking about the road. He says we must avoid going through the tunnel, but we can go over the bridge. He says the police have agreed to close the road at night. Very strange!

June 27th
Dad's outside talking to some men. They're studying the house carefully. Are they going to buy it? Mom says we're moving this weekend. She's putting plates, glasses and other breakable things in boxes. I expect to move all the furniture out of my room, but Mom suggested going out for ice cream instead. She promised to explain everything on Saturday. There are only two days to go! I'm quite excited now. I don't want to be surprised!

June 30th
It's moving day. The biggest truck I've ever seen is outside, but we haven't packed any furniture yet! Mom says we have to travel at night so there aren't any traffic jams.

....

Later
I finally understand! We're moving house! I mean, we're moving our house! The whole house is on the truck. It's not far, but the journey will take hours. The truck is slow because it's carrying a house!



July 1st
We've moved! Everything is exactly the same, but the house has moved! I'm looking out of my old bedroom window at the sea, and I still can't believe it! This is the best surprise ever!

Answer in pairs. Use the words in the box.

- Does Jake want to move? Why / Why not?
- Why did they pack the plates and glasses but not the furniture?
- Why did they move at night?
- Would you like to move like this?
- Where would you move your house? How could you do it?

Yes, he does / No, he doesn't because ...

I would / wouldn't like to move because ...

I would move my house to ... We would need to use ...



Additional resources

Unit 2 Wordcards

Optional activity

Ask the students to work in pairs to take turns to make sentences about how the children from Class 6A traveled, using the information in the pie chart. Give them an example, saying *Only one person traveled by waterways.*

5 Read and listen. Mark (✓) the best title for Jake's diary.

Focus the students' attention on Text C and ask *What is it? (A diary.) How do you know? (The dates, personal story, informal.) What do people write about in diaries? Do you write a diary?*

Ask the students to look at the photos, and ask *What is happening in each photo?*

Read out the titles and tell the students to listen and follow along in their books and think about which title is the best for the diary.

Ask the students to check their answers with a partner and explain why they chose the title.

Ask a couple of volunteers to share their answers and say why they chose the title to check as a class.

6 Answer in pairs. Use the words in the box.

Ask the students to read the text again individually and circle all the transport words: *highway, road, truck, tunnel and bridge.* Ask volunteers to share the words they circled.

Ask different volunteers to read out the questions and point to the sample answers in the box.

Divide the class into pairs and assign them A and B. Tell the A students to find the answer to number 2 and plan their answer for number 4. Tell the B students to find the answer to number 3 and plan their answer for number 5. Tell them to use the sample answer sentence starters to help them.

Ask a volunteer pair to read out the speech bubbles. Then student A asks student B questions 3 and 5 and student B asks student A questions 2 and 4.

Monitor and check they are answering the questions with full sentences. Ask volunteer pairs to share their answers.

Optional activity

Tell the students that they are going to play a guessing game in pairs, using the information in Jake's diary. The students take turns pretending to be Jake. They choose a date, in secret, from the diary and make a sentence about what is happening for their partner to say the date.

When they have finished, ask a few volunteers *How would you feel about moving like Jake's family?*

WORKBOOK ANSWERS

- 1 speed limit 2 tunnel 3 traffic jam 4 highway 5 roadworks 6 road sign
- 1 airport 2 canal 3 railroad 4 ferry 5 port 6 highway 7 runway 8 road sign
- 1 roadworks 2 highway 3 ferry 4 tunnel
- Answers will vary.
- Try! Answers will vary.
- 1 highway 2 was 3 go over 4 move 5 helped 6 sea
- 1 c 2 d 3 a 4 b
- 1 When 2 to 3 house 4 to 5 tunnel 6 boxes 7 night 8 truck
- Answers will vary.
- Try! Answers will vary.

Further practice / Homework

Workbook pages 16–17; Unit 2 Reading Worksheet

Unit 2 Language

Focus 1 page 20

Lesson objectives

Present and practice verb patterns:
verb + infinitive *to*, verb + gerund.

Talk about themselves using
verb pattern prompts: *This year, I
promise to ...*

Language

Verb + infinitive *to*, verb + gerund

Verbs: *agreed, avoid, enjoy, expect, not
mind, offer, pretend, promise, suggest*

Materials

🎧 Tracks 18–19; Unit 2 Grammar and
Everyday Language Poster; Workbook
page 18

Warm up

Play *Stand Up If It's True* (see the Ideas Bank). Use these sentences: *Jake can't imagine moving. (T.) Jake's mom promised to explain about moving on Sunday. (F—Saturday.) They have to travel at night so there aren't any traffic jams. (T.) Jake's family is going to live in a different house. (F—the same house.) Jake loves the surprise. (T.)*

1 Listen to the story on page 19 again and match. 🎧 18

Divide the class into pairs to look at the sentences and discuss which beginnings and endings match.

Play the recording for students to listen and check their answers. If they are having difficulties, stop the recording after each sentence to give them time to check their answers make any changes.

2 Complete the charts.

Ask the students to look at the Grammar 1 section on the Unit 2 Grammar and Everyday Language Poster. Read the explanations on the poster. Say *Some verbs take the infinitive with "to" and others take the "-ing" form of the verb. There isn't a rule for this; you have to learn the patterns.* Focus the students' attention on the grammar chart and point to the two different verb patterns.

Have the students work in pairs to complete the sentences. Tell them to look back at Jake's diary and find the green sentences to help them.

3 Listen and number. Write descriptions of the pictures. 🎧 19

Focus the students' attention on the six pictures and ask *What part of the story do they refer to? (In the first picture, Tom is offering to pack his things.)*

Play the recording for the students to listen and number the pictures. Pause

Unit 2 Language Focus 1

1 Listen to the story on page 19 again and match. 🎧

1 Jake couldn't imagine _____ a to change schools.
2 When they moved, Jake didn't need _____ b to close the road.
3 Mom said he might enjoy _____ c moving house.
4 The police agreed _____ d guessing what the surprise was.

2 Complete the charts.

agreed enjoyed not mind offer pretend promise suggest

Verb patterns		
Verb + Infinitive with to		
He	didn't need	to change schools.
I	expected	to see our new house.
He	pretended	to do his homework.
They	agreed	to close the road.
I	offered	to move the furniture.
She	promised	to explain later.

Verb patterns		
Verb + Gerund (ing form)		
I	can't imagine	moving to a new place.
Jake	enjoyed	guessing what the surprise was.
They	avoided	going through the tunnel.
Mom	suggested	going out for ice cream.
Jake	didn't mind	being surprised.

3 Listen and number. Write descriptions of the pictures. 🎧

1 Jake / expect / see the new house
2 Jake / offer / help with packing
3 Mom / suggest / go out for ice cream
4 They / avoid / go through the tunnel
5 Jake / enjoy / look out the window

4 Complete the sentences. Make them true for you. 🗨️

I usually avoid ...
This year, I promise ...
I always enjoy ...
I don't mind ...
This weekend, I expect ...
I can't imagine ...

I usually avoid helping my brother with the dishes.

This year, I promise to do my homework on time.

the recording after the first sentence and point to the example number 1.

On the board, write *Jake / expect / see the new house*. Ask a volunteer to come to the board to write the sentence *Jake expected to see the new house*.

Tell the pairs to write the other four sentences using the Grammar box, the diary and the poster to support them.

Choose different volunteers to read out their sentences to check as a class.

4 Complete the sentences. Make them true for you. 🗨️

Model the sentence starters for the students to repeat chorally. Say true sentences about yourself, such as *I usually avoid eating unhealthy food. This year, I promise to play tennis.*

Ask the students to work individually to think of true sentences. Tell them not to write anything. Divide the students into pairs to take turns to tell their partner their true sentence.

WORKBOOK ANSWERS

- 1 1 to explain 2 going 3 to go
4 to take 5 going 6 driving
- 2 1 Jake enjoys living in the new place.
2 They avoided going through the tunnel. 3 She offered to buy an ice cream. 4 He was pretending to do his homework. 5 Can you imagine moving a whole house? 6 He enjoys looking at the sea.
- 3 1 He suggested going canoeing.
2 She offered to play table tennis.
3 She promised to do her homework.
4 They agreed to make a cake.
- 4 1 asked / to meet 2 told / to do
3 helped / to find 4 invited / to come

Try! Answers will vary.

Further practice / Homework

Workbook page 18; Unit 2 Language Focus 1
Worksheet

Point to picture 2 and ask *What is it?* (A food stall.) Tell the students to look quickly at the text and see if they can find the words *food stalls* and point to them. Ask the students to work individually to read Part 2 and check only the pictures that match the text.

Ask different volunteers to point to their checked pictures and read out the words or sentences that describe the picture.

3 Read Part 2 again. Write sentences about the pictures in Activity 2.

Focus the students' attention on the example sentence. Ask *How did the smell of the food stall make Ben feel?* (It made him feel hungry.) Which picture does this sentence go with? (Picture 2.) Ask the students to work in pairs to write sentences about the pictures using the word prompts.

Monitor the students, checking their word order and tense.

To check as a class, ask volunteers to read out their sentences.

4 Write about yourself using the questions. Give reasons.

Ask a volunteer *What makes you happy?* Why? Tell the volunteer to choose another volunteer and ask them another question, and encourage them to ask *Why?* Repeat until all the questions have been asked and answered.

Have the students work individually to write answers to the questions. Monitor and ensure they are giving reasons for their answers, and help with vocabulary and correcting errors.

In pairs, students take turns asking and answering the questions.

WORKBOOK ANSWERS

- 1 1 made the family tired. 2 made Casey nervous. 3 made his dad angry. 4 made his mom happy.
- 2 1 nervous 2 hungry 3 sick 4 keen on
- 3 Answers will vary.
- Try! Answers will vary.

Further practice / Homework
Workbook page 19

Read Part 1 and complete. Read page 18 again and check.

1 My name is Ben. I'm twelve and I'm from Boston, in the US. I'm on a big (1) adventure. I'm traveling around the world for a year with my parents. We're traveling by all kinds of (2) transportation—airplane, (3) ferry, train—we're even going to try riding elephants and camels! Read my blog and find out about our amazing journey!

June 26th

8:30 am: We're in Vietnam! We arrived at the (4) port early this morning. We got all our luggage and took a (5) taxi into Ho Chi Minh City. The (6) traffic is crazy! It must be rush hour. Look at all the people on (7) bikes and scooters.

2

9:30 am: We're sitting in a café by the railroad station. We're having breakfast. There are little food stalls everywhere and the smell makes me hungry. Dad's having coffee because he didn't sleep on the boat. There was a storm in the night and it made him sick.

11:30 am: There's a huge traffic jam. Many people are wearing masks because the pollution makes them ill. There are scooters and bikes coming from every direction! It makes me nervous!

7:30 pm: This afternoon we met a man who rides a bicycle taxi. His name is An. He took us on a tour of the city. An said he rides his bike for eight hours every day! It makes him very tired, but the money pays for his studies. He's studying to be a dentist. He hopes that will make him rich one day.

Read Part 2 and mark (✓) the pictures that match the text.



Read Part 2 again. Write sentences about the pictures in Activity 2.

- 1 The smell makes him hungry.
- 2 The storm made him sick.
- 3 An's job makes him tired.
- 4 The pollution makes them ill.

The smell	makes	him	ill.
The storm	made	them	sick.
An's job	made	An	tired.
The pollution	will make	Dad	hungry.

Write about yourself using the questions. Give reasons.

- 1 What makes you happy? My dog makes me happy. I enjoy playing with him.
- 2 What makes you scared? _____
- 3 What makes your mom angry? _____
- 4 What makes you late for school? _____
- 5 What makes you nervous? _____

Unit 2 Reading and Writing page 21

Lesson objectives

Read and understand a blog.
Write sentences using *make* + adjective.

Language

Make + adjective: *My dog makes me happy.*

Materials

Plain paper; Workbook page 19

Warm up

Give pairs two pieces of plain paper. Tell them to write *to play* on one piece and *playing* on the other. Say a verb, such as *expect*, and ask the students to hold up the correct verb pattern: *to play*. Repeat the activity with *pretend*, *suggest*, *avoid*, *imagine*, *offer*, *need*, *mind*, *agree* and *enjoy*.

1 Read Part 1 and complete. Read page 18 again and check.

On the board, write *Ben*, *US*, *traveling*, *elephants*, *Vietnam* and *scooters*. Tell the class that all the words are from Ben's blog and ask *How much can you remember about Ben's blog?*

Divide the class into groups of four. Tell the students to close their books and, with the words to help them, try to remember as much as they can about Ben's blog. Ask volunteer groups to share their ideas.

Divide the class into pairs to read Part 1 and complete the sentences. Tell them to try to complete as much as possible before looking at page 18 to check.

Go through as a class by saying the gap number and eliciting the word.

2 Read Part 2 and mark (✓) the pictures that match the text.

Point to the six pictures and say *They are pictures from Ben's blog. What can you see in each picture? Where is he? What forms of transportation can you see?*

Unit 2 Vocabulary and Listening

pages 22–23

Lesson objectives

Identify things related to air travel.

Listen and extract information from a song.

Ask and answer about travel information.

Language

Boarding, check-in, gate, hand luggage, landing, line, luggage, passport, seat belt, security, takeoff, ticket.

Vocabulary and Reading Lesson dramatic verbs.

Materials

Tracks 20–22; Workbook pages 20–21

Warm up

Dictate the following sentence starters, pausing after each one for the students to write their answers only: *The smell of bread in the oven / Traveling by plane / Traffic jams / Getting a party invitation / Planning a vacation / Doing jobs at home makes me feel ...* Have the students compare their answers with their partner. For example, *The smell of bread makes me feel (hungry).*

1 Look and say what the lesson is about.

Ask the students to cover the word list. Divide the class into pairs and ask them to look at the pictures in Activity 2. Have them discuss what they think the lesson is about and look at the numbered items to see how many words they know. Ask a few volunteers to share their ideas.

2 Listen and repeat.

Play the recording, pausing after each word for the students to repeat chorally and point to the picture. Pay attention to the pronunciation of *ch* in *check*, *age* in *luggage*, the *j* in *jokes*, the blend *tr* in *tricks*, and the stress on the second syllable in *security*.

To check comprehension, ask *What do you put in your luggage? (Clothes and things.) Which do you go to first: check-in or the gate? (Check-in.) What other forms of transportation do you board? (A train, a boat.) What does security check? (Luggage.) How does landing and takeoff make you feel?*

3 Listen and circle.

Focus the students' attention on the pictures and ask *In picture 1, what is the man holding? (His passport.) In picture 2, what are the people waiting for? (Security.) In picture 3, what's the gate number? (54.) In*

Unit 2 Vocabulary and Listening

1 Look and say what the lesson is about.

2 Listen and repeat.

3 Listen and circle.

1 The man is at check-in / security / boarding.

2 The woman is looking for her passport / hand luggage / ticket.

3 The plane is boarding / landing / taking off.

4 The plane is ready for takeoff / boarding / landing.

4 Read and complete the travel tips with words from Activity 2.

1 Remember to weigh your suitcase. The limit for luggage is 23 kg.

2 You can now buy your ticket online and save it on your cell phone.

3 Make sure you arrive early. The line at check-in can be very long!

4 At security, you go through a metal detector. Take your keys and money out of your pockets!

5 You often have to wait at the gate for them to start boarding. Take a magazine or a book.

6 Remember to fasten your seat belt during takeoff and landing.

- 1 check-in
- 2 luggage
- 3 passport
- 4 ticket
- 5 security
- 6 hand luggage
- 7 gate
- 8 boarding
- 9 line
- 10 seat belt
- 11 takeoff
- 12 landing

picture 4, what's the man doing? (Putting on his seat belt.)

Tell the students they are going to hear people talking and they have to listen and say where they think the people are in the airport. Play the recording, pausing after each conversation to elicit where the people are: *check-in, in the line, on the plane, at the gate.*

Point to the example sentence and tell the students to work in pairs to see if they can remember the conversations and circle the correct words.

Play the recording again for students to check. As a class check, ask different volunteers to read out the sentences with the correct words.

4 Read and complete the travel tips with words from Activity 2.

Ask *Have you ever traveled by airplane? What tips would you give someone who has never been on an airplane? Write any ideas on the board.*

Tell the students to look at the travel tips and ask *Are any of the tips the same as on the board?*

In pairs, students complete the travel tips using the words and phrases from Activities 2 and 3.

Monitor and check to make sure they are using the target language correctly.

5 Listen and mark (✓) how the singer is feeling.

Tell the students to imagine they are going on vacation to the USA tomorrow. Ask *How do you feel? What do you need to do before you go? What do you take with you?*

Point to the pairs of adjectives and ask a few volunteers *What makes you bored and grumpy / excited and impatient / tired but happy?* Tell the students to listen to the song and think about how the singer is feeling and check the adjectives.

Tell them to check their answers with their partner before you check as a class.



- 5 Listen and mark (✓) how the singer is feeling.**
- bored and grumpy excited and impatient tired, but happy
- 6 Listen again and complete the lyrics.**
- a** I'm fastening my seat belt. **c** I wish they would start boarding.
b I've joined the shortest line, **d** I've packed up all my luggage

I have my passport and my ticket,
My reservation's here.
d
And I can't wait to leave!
On vacation, vacation, I'm going on vacation!
Vacation, vacation, it's the best time of the year!
Here I am at check-in.
b
But it's making me impatient
Because I can't wait to fly!
On vacation, vacation ...

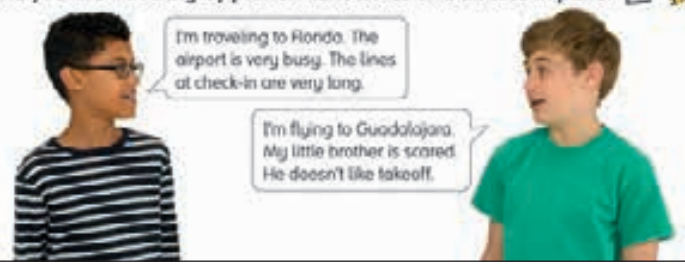
I've made it through security,
I'm waiting at the gate.
c
I hope my flight's not late.
On vacation, vacation ...

a
My hand luggage is stowed.
The pilot's ready for takeoff.
Let's go! Let's go! Let's go!
On vacation, vacation ...

7 Read the lyrics and use the words in Activity 2 to complete the flow chart.



8 Imagine you are traveling by plane. Make notes and discuss in pairs.



hear? Where are you? Where are you going? How do you feel? Are there a lot of people? Who are you with? Tell the students to make notes about what they imagined. Divide the class into pairs and ask a volunteer pair to read the speech bubbles. Tell the students about what you imagined. For example, *I am traveling to Thailand. I am very excited. I am with my family. My younger brother is bored because we are waiting in line. My luggage is heavy!* Have the pairs take turns to tell their partner about what they imagined about traveling. When they have finished, ask the students to find a different partner and repeat the discussion. Ask a couple of volunteers to share their airport experiences.

WORKBOOK ANSWERS

- 1 No, he hasn't.
 2 1 long 2 excited 3 boring 4 nervous 5 seeing other planes take off 6 book
 3 Top down: 7, 1, 3, 8, 6, 2, 5, 4
 4 1 passport 2 ticket 3 luggage 4 check-in 5 line 6 security 7 gate 8 boarding 9 seatbelt 10 hand luggage 11 takeoff
 5 1 luggage 2 hand luggage 3 board 4 seat belt
 6 a 3, gate b 2, security c 4, takeoff d 1, check-in
 Try! Answers will vary.

Further practice / Homework
 Workbook pages 20–21

6 Listen again and complete the lyrics.

Focus the students' attention on the sentences in the word pool and ask *When you travel by airplane, what do you do first, second, and next?* (D, b, c, a.) Tell the students to work with a partner to complete the lyrics, writing the sentence letters in the gaps in the song. Play the song, pausing after each of the sentences in the word pool for the students to check their answers. Play the song again for the students to follow in their books and sing along.

Optional activity
 Stick the Unit 2 Wordcards Set 2 on the board and ask the students to copy the words into their notebooks. Have them listen to the song again and check the vocabulary items as they hear them.

7 Read the lyrics and use the words in Activity 2 to complete the flow chart.

Point to the flow chart and ask *What does a flow chart show?* (The order in which things are done.) Point to the small icons on the flow chart and ask *What do they mean?* Point to the example *passport* and then the icon of the suitcase and ask *What word is missing?* (Luggage.) Tell the students to look at the words in Activity 2 and work individually to complete the sentences in the flow chart. Have the students compare their answers with their partner. Ask volunteers to read out their completed sentences to check as a class.

8 Imagine you are traveling by plane. Make notes and discuss in pairs.

Ask the class to close their eyes and imagine they are at the airport. Ask these questions slowly, giving them time to visualize the airport: *What can you see and*

Unit 2 Language

Focus 2 page 24

Lesson objectives

Understand a text about the Channel Tunnel.

Present and practice contrasting the present perfect and simple past.

Language

Present perfect for recent past actions: *It has made traveling easier.*

Simple past for finished actions: *The tunnel opened in 1994.*

Crossing, enormous, shake hand, rough (weather), emergency services, safety test

Materials

Unit 2 Grammar and Everyday Language Poster; Workbook page 22

Warm up

Play *Wordlist* (see Ideas Bank). Use the travel and transportation words from the unit.

1 Look at the pictures. What kind of transportation can you see?

Ask students about their favorite types of transportation.

Divide the class into pairs to look at the photos and ask *What kind of transportation can you see?*

2 Read and match the paragraphs with the pictures. What countries does the Channel Tunnel connect?

Tell the students *The photos are of the building of the Channel Tunnel.*

Tell the students to look at picture 4 and the first paragraph, and ask *Why do the picture and the paragraph match? (Because the paragraph talks about trucks traveling through a tunnel.)*

Tell the students to read the text silently and match the rest of the pictures to the paragraphs.

3 Read the charts. Underline examples of present perfect and circle examples of simple past in the text.

Show the class the Unit 2 Grammar and Everyday Language Poster and read out the explanations and example sentences about the present perfect and the simple past.

On the board write *The tunnel has made traveling easier.* Ask *Was it easy to travel by the tunnel in the past in 1994? (Yes.) Is it easy now? (Yes.)* Circle *has made* and say *We use the present perfect for recent past actions and past actions that are still true now.*

Unit 2 Language Focus 2

1 Look at the pictures. What kind of transportation can you see?

2 Read and match the paragraphs with the pictures. What countries does the Channel Tunnel connect?

The Channel Tunnel

4 Look at all these cars and trucks. They've come from France, Holland, Italy, Spain and other European countries. They haven't traveled over the sea by ferry. They've traveled under the sea through a tunnel. Now they are here at the Channel Tunnel terminal in England.

2 They started digging the tunnel in 1988. They started at both ends, in England and France. It was an enormous project. Thirteen thousand people worked on it. Two teams worked for three years. They used huge machines. The two teams raced to see who could reach the middle first.

3 December 1, 1990 was a very exciting day. The two tunnels joined up. Workers could shake hands through a small hole. But the tunnel wasn't finished. The workers had to make the whole tunnel strong and safe. The tunnel opened in 1994.

5 You cannot drive through the tunnel. It's a railroad tunnel, so cars and trucks have to drive onto a train. It used to take hours to cross from France to England by sea, but the Channel Tunnel has made it much quicker. There is a train every 20 minutes. The crossing takes half an hour.

1 The tunnel has made traveling easier, too. Trains run under the sea 24 hours a day. You can still cross when the sea is rough and the ferries have to stay in the port. There's no bad weather underground. Millions of people and millions of tons of goods have traveled through the Channel Tunnel.

3 Read the chart. Underline examples of present perfect and circle examples of simple past in the text.

Present Perfect (for recent past actions and past actions that are still true now)				Simple Past (for actions that started and finished in the past)				
Affirmative	It	has	made	traveling easier.	Affirmative	The tunnel	opened	in 1994.
Negative	It	hasn't	made	traveling easier.	Negative	The tunnel	didn't open	in 1994.

4 Read the text again and write answers.

- Where have the cars and trucks come from?
- How did they get to the UK?
- How many people worked on the tunnel?
- How many years did it take to finish the tunnel?
- How long does it take to go through the tunnel?

5 Find the clues in the text and write why they are important. Discuss in pairs.

1994	quicker	easier
1988	1990	millions

They started digging the tunnel in 1988.

Read out the simple past explanation and example in the chart.

Ask the students to work individually to re-read the text and underline and circle examples.

4 Read the text again and write answers.

Divide the class into teams of four. Tell the groups to work together to answer the questions as quickly as they can. The first team to finish shouts *Stop!* and all teams stop writing. Ask the teams to give you their answers in turn, and give them a point for each correct answer. The team with the most points wins.

5 Find the clues in the text and write why they are important. Discuss in pairs.

Say *Point to 1988 in the text.* Ask *What does the date refer to? (They started digging the tunnel in 1988.)*

The students work in pairs to look at the clues and write why they are important.

Ask different pairs to read out their sentences to check as a class.

WORKBOOK ANSWERS

1 1 PP 2 PP 3 SP 4 SP 5 PP
6 SP

2 1 were = have 2 has been = was
3 has opened = opened
4 has done = have done

3 1 Someone suggested building a tunnel in 1802. 2 It took six years to build the Channel Tunnel. 3 The tunnel made traveling between France and England quicker. 4 The tunnel has been very popular with drivers.

4 The Seikan tunnel is in Japan. Work started in 1971. It took 17 years to build. It opened in 1988. It has joined two islands (Honshu and Hokkaido). It has made crossing the Tsugaru Strait quicker.

Try! Answers will vary.

Further practice / Homework

Workbook page 22; Unit 2 Language Focus 2 Worksheet

1 Listen and underline what the announcement is about.

- 1 airplane 2 bus 3 ferry 4 train

2 Listen again and complete the information screen.

Penn Station – Information	
Platform:	(1) <u>five</u>
Next departure:	(2) <u>9:05 am</u>
From:	New York City to Toronto. (3) <u>Canada</u>
Arrives:	(4) <u>8:30 pm</u>
Journey time:	(5) <u>twelve</u> hours

3 Listen and number the questions in order.

- | | |
|--|---|
| 4 What time does it arrive in Boston? | a It leaves at 10:30 am from Platform 13. |
| 5 When are you coming back? | b Yes, we are. |
| 1 Can I have four tickets to Boston, please? | c That's \$196, please. |
| 2 Are you traveling today? | d It arrives at 2:00. |
| 6 How much is that, please? | e Yes, certainly. |
| 3 When does the next train leave? | f We're coming back on Sunday. |

4 Match the questions with the answers.

5 Look, listen and repeat.

Perfect Pronunciation

The next train leaves at 2:30. It leaves from Platform 15.	The next train leaves at 2:13. It leaves from Platform 17.	It arrives at 4:40. It arrives at 5:20.
---	---	--

6 Complete the pairwork cards. Ask and answer in pairs.



3 Listen and number the questions in order. 24

Tell the students to close their books and imagine they want to buy a train ticket to New York. Ask *What do you ask the ticket officer? (Can I have a ticket to New York, please?)* Write the question on the board and elicit a dialogue between the ticket officer and the customer.

Have students look at the questions with their partner to see if they can order them before you play the recording.

To check, ask different volunteers to read out the questions in order.

4 Match the questions with the answers.

Play the rest of the recording for students to match the questions and answers, then check as a class.

5 Look, listen and repeat. 25

On the board, write 13, 30, 15, 50, 14 and 40. Say the numbers for the students to repeat chorally, paying attention to the stress on the second syllable *teen*, and the first syllable for *thirty* and *fifty*.

Focus the students' attention on the Perfect Pronunciation box. Play the recording, pausing after each sentence for students to repeat chorally and individually.

6 Complete the pairwork cards. Ask and answer in pairs. Workbook page 120

Ask the students to look at the Everyday Language section on the Unit 2 Grammar and Everyday Language Poster, focusing on the language for buying a train ticket. Ask a volunteer pair to read out the dialogue to the class.

Divide the students into pairs and assign them A and B. Tell them to cut out the Unit 2 Fluency Cards on page 120 in their Workbooks. Explain that student A is the customer and student B is the ticket officer. Demonstrate the activity with a B student.

The students practice the dialogue, then change roles and repeat the activity. Monitor the pairs, helping and correcting pronunciation where necessary.

WORKBOOK ANSWERS

- 5 1 tickets 2 traveling 3 leave
4 train 5 platform 6 arrives
7 coming
6 1 Washington DC 2 Toronto
3 platform 2 4 22:14 5 Maine
7 1 Can I have a single ticket, please?
2 How much is that, please?
3 That's \$54, please. 4 Are you traveling today? 5 Yes, we are.
Try! Answers will vary.

Further practice / Homework

Workbook page 23; Unit 2 Functions Worksheet

Unit 2 Listening and Speaking

page 25

Lesson objectives

- Listen for gist and specific information.
- Pronunciation: numbers ending with *teen* and *ty*.
- Ask about travel information.

Language

- Simple present *Wh-* and *yes / no* questions: *What time does it arrive?*
- Travel vocabulary.

Materials

- Tracks 23–25; Unit 2 Wordcards; Unit 2 Grammar and Everyday Language Poster; Workbook pages 23, 120

Warm up

Play *Spell It* (see Ideas Bank) with the Unit 2 Wordcards.

1 Listen and underline what the announcement is about. 23

Ask *What information do you need to know before you travel by train, bus, airplane or ferry? (The departure and arrival time, the station / airport / port, journey time and the cost.)*

Ask *Where do you hear announcements? (At airports, stations, bus stations and ports.)* Tell the students to listen to the announcement and underline what it is about.

2 Listen again and complete the information screen.

Divide the class into pairs. Ask the students to look at the screen and discuss what information is missing. Play the recording again for students to complete the information screen. Play the recording again to check.

Lesson objectives

Understand about green energy.
Identify the advantages and disadvantages of power sources.

Language

Fossil fuels, green energy, passengers, pollution, renewable energy, solar power, wind power

Materials

Track 26; Workbook page 24

Warm up

Write *Transportation* on the board. Divide the class into teams of four and ask them to find a word for each letter of transportation. Tell them each word must have at least four letters. Start them off by writing the word *travel* down from the first *t* in *transportation*. Stop the teams after two minutes. Each team wins a point for each word.

1 Discuss in pairs.

Divide the class into pairs and ask a volunteer pair to read out a question each. Give the students a couple of minutes to discuss the questions with their partner.

2 Listen and read. Label the pictures with the energy they use.

Point to the pictures and ask *What transportation can you see?* (Bicycles, cars, boats and buses.) *What kinds of energy do think each of them uses?* Accept all suggestions.

Play the recording for students to listen and follow in their books. Ask students to look at the first picture and the label, and ask *Why is it human power?* (People use their own energy to ride bicycles.)

Ask the students to work individually to read the text and label the pictures with the type of energy.

Point to the words highlighted in green and ask *Where do fossil fuels come from?* (Under the ground.) *Where does solar energy come from?* (The sun.) *What other electric devices do you charge?* (Phones.)

3 Read again and complete the chart.

Focus the students' attention on the chart. Read out the advantages and disadvantages of human power for students to find the sentences in the text and underline them.

Have the students work in pairs to complete the rest of the chart. Tell them to underline the relevant sentences first, before they write them in the chart.

Unit 2 CLIL Citizenship

Alex Knows about ... Green Transportation

1 Discuss in pairs.

- 1 What is green transportation?
- 2 What kinds of energy do you know?

2 Listen and read. Label the pictures with the energy they use.

The transportation we use every day is changing our world by causing pollution. Cars, buses, ships and airplanes use energy from **fossil fuels**, like oil and gas. They cause pollution and damage the environment. Also, fossil fuels are running out. We need to find better solutions. **Green transportation** uses **renewable energy**. That's energy that we can replace.

The greenest form of transportation uses human power. It does not need a lot of technology. We can walk or ride a bike—even ride a skateboard. Our energy comes from food, and the exercise keeps us fit. Human power is great for short distances, but we cannot carry a lot, and we cannot travel very fast.

People have used wind power for centuries, even very big ships can be wind-powered, and sailing ships can carry a lot of products and passengers. Wind power is renewable, and sailing ships can travel long distances. However, wind patterns change in different seasons. Wind-powered ships cannot always travel very fast.

The sun is our planet's biggest source of energy. With technology, we can store **water power** and make electricity. We can use the green electricity to **charge** electric cars and buses. Electric buses are fast and quiet. They can carry lots of passengers, but their batteries take hours to charge. At the moment, solar power is good for short distances, but scientists are working on better batteries. People are developing solar powered cars, buses, ships, and even planes.

human power fossil fuels wind power solar power

Read again and complete the chart.

Power source	Advantages	Disadvantages
human power	Greenest form of transportation Exercise keeps us fit	Cannot carry a lot Cannot travel fast
wind power	renewable energy, sailing ships travel long distances, sailing ships can carry lots of products and people	wind changes in different seasons, wind-powered ships can be slow
solar power	electric buses are fast and quiet, solar panels can be used for cars, buses and ships	batteries take hours to charge

Which form of transportation has made the most difference to pollution? Why?

Monitor the pairs and check they are extracting the correct information. Ask different volunteer pairs to read out the advantages and disadvantages. Ask the class *Which form of power do you think is the best? Why?*

4 Which form of transportation has made the most difference to pollution? Why?

Ask the pairs to make groups of four. Choose a volunteer to read out the question. Ask *What is pollution?* (Gases in the air that are unhealthy.) Have the students discuss the question in their groups. Ask different groups to share their ideas.

WORKBOOK ANSWERS

- 1 d 2 e 3 a 4 c 5 b 6 f 7 g
 - different kinds of transportation
 - 1 F 2 T 3 F 4 T 5 F
 - Advantages of cars: convenient, fast, you can decide where to go and when you want to travel
Disadvantages of cars: most cars use fossil fuels which aren't renewable; cause pollution and damage the environment
How to improve things: improve solar-powered batteries; share car journeys; go on foot or by bike for shorter journeys
- Try! Answers will vary.

Further practice / Homework

Workbook page 24

Read the text and circle.

- 1 What is it? a a flyer b **an opinions essay** c a letter
- 2 What is it for? a to advertise something b to ask for information c **to discuss the advantages and disadvantages of something**



How to Travel by Lily Bean

Cars are a problem for our environment. They produce a lot of pollution and they make our highways and our cities crowded and smelly. People tell us that it's better to travel by train. Are they right?

A car with one person in it makes a lot of pollution. Trains are better for the environment because they carry lots of people on each trip. As well as this, trains are safer. There are very few accidents on the railroads. Also, each car needs space on the road, and then space to park when you get to where you're going. **But** on the train, there are no traffic jams, and you don't need a parking space.

On the other hand, train trips can be inconvenient. **For example**, you can't travel when you want. You have to follow the timetable. Also, if you want to travel at rush hour, trains are expensive and crowded. You

might not get a seat! As well as this, you can't take much luggage. You have to carry your luggage yourself, and you have to carry it to your destination. A train might get you from London to Paris faster than a car. However, it won't take you all the way to where you want to go.

All in all, I think both trains and cars have advantages. **I think** sometimes traveling by train can be difficult, for example, for a family going on vacation with small children. However, in my opinion, we should all think about the environment. We should take the train when we can, and if we can't take the train, we should think about sharing the car trip!

Connectives	
For adding also, as well as this	For contrasting however on the other hand

Match the paragraphs with their functions.

- | | |
|------------------------|--|
| 1 The introduction | a gives a decision and expresses an opinion. |
| 2 The first paragraph | b gives examples of disadvantages. |
| 3 The second paragraph | c says what the essay is about. |
| 4 The conclusion | d gives examples of advantages. |

Write the highlighted words and phrases from the text next to the descriptions.

- | | |
|--|--|
| 1 a phrase to introduce a personal opinion
<u>I think</u> | 3 a connective to add contrasting points
<u>but</u> |
| 2 a connective to add more points
<u>and</u> | 4 an example to support a point
<u>for example</u> |

Read again and answer the questions.

- 1 What is the essay about?
- 2 How are trains better for the environment?
- 3 What does Lily say about trains at rush hour?
- 4 What is Lily's conclusion?

Write an essay about the advantages and disadvantages of cycling.

Have the students work in pairs to look at the colored words in the text and write them next to the descriptions.

Ask volunteers to share their answers, and write them on the board: *I think, and, but and for example*. In pairs, ask the students to write an example sentence with each word, such as *Human power is good for the environment and it is good exercise*.

Monitor the pairs, checking they are using the phrases and words correctly.

4 Read again and answer the questions.

Divide the class into groups of four and assign each group a number from one to four. Tell the groups to look at the question corresponding to the number you gave them. In their groups, the students read the text, discuss and write their answer.

Ask a few different groups to read out their question for the class to answer.

5 Write an essay about the advantages and disadvantages of cycling.

Divide the board into two. On one side, write *Advantages of cycling*, and on the other, write *Disadvantages of cycling*. Divide the class into two and give one half advantages and one half disadvantages. Within the groups, the students work in pairs to make notes on the advantages or disadvantages. Ask pairs to read out their ideas, and write them on the board.

Tell the students they are going to use this information to write an essay. Ask *How many paragraphs do you write? (Four.) What is the function of each paragraph? (The introduction, the advantages, the disadvantages, and the conclusion.)*

Write these functions on the board for the students to copy. Students work individually to plan their essay, making notes about what they are going to write under each paragraph function.

The students use their plan to write the essay, using the text in Activity 1 as a model and including the connectives, opinion words and supporting points. Monitor the students working, circling any errors in the target language for students to correct themselves.

WORKBOOK ANSWERS

- 1 1 sk(y) 2 l(igh)t 3 wh(i)t(e)
4 m(y) 5 h(igh)
- 2 1 world 2 environment 3 tired
4 quickly 5 emergencies
- 3 1 T 2 T 3 T 4 F
- 4 c, d, b, a
- 5 y: fly, try, why, buy i_e: quite, side
igh: flight, right, might
- 6 Answers will vary.
Try! Answers will vary.

Further practice / Homework
Workbook page 25

Unit 2 Writing page 27

Lesson objectives

- Identify the features of an essay.
- Understand the use of connectives.
- Write a discursive essay.

Language

- Essay features:** *I think, and, but, for example*
Travel and transport vocabulary.

Materials

Unit 2 Wordcards; Workbook page 25

Warm up

Draw a Venn diagram with three circles and the headings *air, road* and *water*. Stick the Unit 2 Wordcards on the board and play a game of *Categories* (see Ideas Bank).

1 Read the text and circle.

Focus students' attention on the pictures and ask *What can you see in the pictures?*

Which transport looks more comfortable? Which form of transportation is better for the environment? Why?

Tell the students they have one minute to read the questions, look at the text and circle the correct answers.

2 Match the paragraphs with their functions.

Tell students to look at the essay again, and ask *How many paragraphs are there? (Four.) Why do we break essays into paragraphs? (To break up the information.) What's the function of a first paragraph? (To introduce the topic.) What's the function of a last paragraph? (The conclusion, to summarize all the points.)*

Have the students work with a partner to match the paragraphs with their function.

3 Write the highlighted words and phrases from the text next to the descriptions.

On the board, write a phrase to introduce a personal opinion, and elicit phrases, such as *I think* and *I believe*.

Unit 2 Project and Value

page 28

Lesson objectives

- Planning and making a poster.
- Assess and evaluate how green different forms of transportation are.
- Collaborating and communicating in groups.

Value

Use greener transportation.

Materials

Poster paper; magazines; colored pens and pencils; Unit 2 Stickers; Workbook page 26

Warm up

Play *Twenty Twenty* (see Ideas Bank). Use the words from Unit 2.

Value: Read and stick.

Ask students to open their Student Books to page 28 and find *Lily's Value* at the top. Ask a volunteer to read the value aloud. Tell the students to look at the picture under Lily, and ask *How are the people traveling? (By tram.) Why is it important for us to use greener transportation? (To help reduce pollution.)*

Have students open their books to the stickers page and point to the sticker that shows the value. Have them stick it into the space under *Lily's Value*.

Green Minutes

Stage 1: Plan your project.

Ask a few volunteers *How do you travel to school? How long does it take you?*

Divide the class into groups of four to ask each other the questions.

On the board, draw a scale and write *very green* at one end and *not green* at the other for the groups to copy. Tell the groups to think of kinds of transportation and write them on the scale, depending how green they are. As an example, say *airplane* and ask a volunteer to write it, in an appropriate place, on the scale on the board.

Have the groups look at their scale and list of transportation and work out how many minutes it would take for each person to travel to school by each of the different kinds of transportation.

Stage 2: Develop your project.

Point to the scale on the board and ask *What score would you give for the kinds of transportation?* Encourage the students to give higher points to the not green and less to the green. Have the groups design their own scorecard for their scale.

The groups then choose one of the journeys and using their environmental scorecard to calculate the score for each of the forms of transportation.

Point to the example poster and go through it as a class. Tell the groups to design their own poster to illustrate their results. Encourage them to make a table to show the results for the journeys and the environmental scores.

Monitor the groups and ask each one *How can you reduce the time you spend in transportation? (For example, walk to the next bus stop.)* Tell the groups to write their ideas on the poster.

Stage 3: Share your project.

Divide the class into two groups and ask each group of four to present their poster to the bigger group. Encourage the groups to talk about the different journeys and the scores, and share their ideas about how to reduce time spent on transportation and reduce scores.

Stage 4: Evaluate your project.

This stage can be done after each of the previous stages is completed. Ask students to open their Workbooks to page 26, and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect on their project and check *yes* or *no*. Repeat for the other stages.

Optional activity

Tell students to create a project record, looking at the process and the product. Discuss the aim of the record. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

WORKBOOK ANSWERS

1 1 ✓ 2 X 3 ✓ 4 ✓ 5 X 6 X
7 ✓ 8 X

2 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 26

1 Read the definitions and complete the Glossary.

- | | |
|--|--|
| 1 <u>runway</u> (n) a strip of ground where planes take off and land | 6 <u>tunnel</u> (n) a road or path that goes underground |
| 2 <u>ferry</u> (n) a boat that provides a service carrying people or vehicles across water | 7 <u>railroad</u> (n) a system of tracks for trains |
| 3 <u>highway</u> (n) a main road connecting different cities | 8 <u>canal</u> (n) a waterway made by humans to connect places for ships |
| 4 <u>airport</u> (n) a place where airplanes take off and land | 9 <u>roadwork</u> (n) construction work on roads |
| 5 <u>port</u> (n) a place where ships can dock and transfer products and people | 10 <u>traffic jam</u> (n) many vehicles that cannot move because there is too much traffic |
| | 11 <u>speed limit</u> (n) the maximum speed allowed to travel by law |
| | 12 <u>road sign</u> (n) words or pictures that tell drivers what to do |

2 Complete the sentences. Use the infinitive with *to* or the *-ing* form.

Ben's Travel Guide

Part 3: What to do if you meet a bear

I love animals! I really enjoy (1) watching [watch] animals in the wild. In New York, when I go out for a walk, I can't imagine (2) meeting [meet] any dangerous wild animals in the park, but in Canada, in the wilderness, you can expect (3) to see [see] bears. Hikers need (4) to be [be] prepared. If you ever meet a grizzly bear:

- Never run or scream. Even if you are scared, pretend (5) to be [be] calm. Talk to the bear calmly to help it decide what you are. Walk away slowly.
- Avoid (6) looking [look] directly into the bear's eyes.
- Never try (7) to give [give] a bear food.



3 Read and circle. Write the questions for each statement.

Things to know about Mr. Murphy

- | | |
|---|--|
| 1 I <u>was</u> / <u>have been</u> born in 1984 in Boston. | 4 I recently <u>learned</u> / <u>have learned</u> Chinese. It's hard! |
| 2 I <u>have liked</u> / <u>liked</u> school very much when I was younger. | 5 Diving is my favorite sport. I <u>ve always enjoyed it</u> / I <u>enjoyed it</u> . |
| 3 So far, Ace School <u>was</u> / <u>has been</u> great fun. | 6 Teaching <u>has been</u> / <u>was</u> great. I'm glad I'm a teacher. |



4 Look and say what you can see at an airport.



This man is at check-in.



Have the students compare their sentences before asking volunteers to read out their sentences to the class.

3 Read and circle. Write the questions for each statement.

Hold up the Unit 2 Grammar and Everyday Language Poster and ask *When do we use the different tenses?* Elicit an example for each tense, such as *I was born in 1982. I have traveled to New York.*

Divide the students into pairs and have them work together to circle the correct tense in the sentences. Monitor the students and refer them back to the chart in Activity 3 on page 24 if they are having difficulties.

Tell the students that the sentences are answers from an interview. Write the first sentence on the board (*I was born in 1984 in Boston*) and elicit the question *When were you born.* Tell the students to continue working with their partner to write the questions.

4 Look and say what you can see at an airport.

Hold up the Unit 2 Wordcards Set 2, one by one, for the students to say the word. Check their pronunciation and model the words for them to repeat if necessary.

Focus the students' attention on the pictures of the airport. Divide the class into pairs to take turns pointing to things in the picture and say the word.

Evaluation

Keep notes as you monitor students' progress through this lesson, to flag areas where they have problems using target vocabulary and grammar structures. These notes can be valuable in deciding whether and how to implement remedial practice activities.

Ask students to take out their sticker sheets and find this unit's star sticker. Have them place the sticker next to their favorite activity in the unit.

Additional resources

The Unit 2 Test can now be given.

WORKBOOK ANSWERS

- 1 1 road sign 2 line 3 railroad
4 takeoff 5 boarding 6 ferry
7 speed limit 8 port
- 2 1 traffic jam 2 speed limit
3 road works 4 canal 5 highway
6 runway
- 3 1 Have 2 Did 3 Have 4 Did
- 4 Answers will vary.
- 5 to visit = visiting have gone = went
makes nervous my sister = makes my sister nervous
singing = to sing
to visit = visiting to go = going
- 6 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook page 27

Unit 2 Review page 29

Lesson objectives

Review the vocabulary and language learned in the unit.

Provide an opportunity for self-evaluation.

Language

Transportation vocabulary

Infinitive *to* and *-ing*

Simple past versus present perfect

Materials

Unit 2 Grammar and Everyday Language Poster; Unit 2 Wordcards Set 2; Workbook page 27

Warm up

Divide the class into two teams. Ask a student from each team to come to the board, facing their team with their back to the board. Write a word on the board, such as *traffic jam*. The teams explain the word

to their team member. The first student to guess the word wins a point for their team. Repeat the game with different students and words from Unit 2.

1 Read the definitions and complete the Glossary.

Divide the students into twelve groups and give each word a definition from Activity 1. Have the groups work together to find and write the correct word next to their definition. The groups take turns to say their definition to the class for the other groups to guess.

2 Complete the sentences. Use the infinitive with *to* or the *-ing* form.

On the board, draw two columns and write *-ing* and *infinitive to*. Say the following verbs for volunteers to come and write them in the correct column, depending on whether the following verb takes the *-ing* form or infinitive *to*: *enjoy, imagine, expect, need* and *try*.

Have the students work individually to complete the sentences.

Unit 2 Game page 30

Lesson objectives

Review the vocabulary and language learned in Units 1 and 2.

Language

Dramatic verbs and ways of speaking

Travel and transportation words, airport words, entertainers

So and such

Adverbs of frequency

Verb patterns *-ing* and infinitive *to*

Simple present versus present continuous

Simple past versus present perfect

Materials

One die per group and one counter per student

Warm up

Divide the class into teams of four. Tell the groups to write five questions about Unit 2. Tell them the questions can be factual (such as *When did they build the Channel Tunnel?*) a definition (such as *What does pollution mean?*) or about one of the pictures (such as *Where are the people in the picture on page 29?*). Once the teams have written the questions, have a class quiz. The teams take turns to read out their questions for the other teams to answer. The teams can look through Unit 2 to help them. The first team to answer correctly gets a point. The team with the most points wins.

1 Play Out and About.

Divide the class into groups of four and give them a dice, and give each student a different-colored counter.

Hold your book up to show the class the game. Explain that the aim of the game is to reach the finish first by moving around the board. They have to roll the die, move their counter the appropriate number of squares and answer the question or make a sentence using the prompts on the square they land on. The group decides if the answer is correct, and if it isn't, they help their classmate to answer it correctly. On the board, write *Go forward* and *Go back*, and check understanding by asking the students to show you the actions on their game.



30

To demonstrate, join one of the groups and take the first turn yourself, following the prompt on the square you land on, either making a sentence or answering the question in full. Encourage another student to take the next turn.

When the groups have a winner, tell them to play again.

Monitor and help the students to play the game, demonstrating where necessary, and then just note down mistakes without interrupting the students.

On the board, write a few of the mistakes that the students were making, and ask the class to help you correct them.

Optional activity

If there is time, tell the students to choose one of the squares from the game board and draw their own version with prompts. The students then swap pictures and answer each other's questions.



United States of America

Culture



1 Answer in pairs. What makes a theater show special?

2 Read and match the colored words with the definitions.

- 1 **playwright** (n) a writer of plays
- 2 **district** (n) an area of a city, especially where many businesses are similar
- 3 **performance** (n) a presentation of a play or show
- 4 **crew** (n) the team that works backstage to make a show happen
- 5 **go on tour** (v) to take a show and travel to different places to perform it

Broadway is a street in New York City, but usually when people talk about "Broadway," they mean the theater district in Manhattan. There are over 40 theaters in this area of the city, and it is one of the most famous places for theater in the world. Over 13 million people visit theaters on Broadway every year.

You can see plays by famous **playwrights**, but most of the shows on Broadway are musicals. There are usually **performances** six days a week, with one show in the afternoon and one in the evening. That's twelve shows every week. Actors work very hard.

Some shows are on for a short time, but some famous shows can run for years. The two longest-running shows on Broadway are *Cats* and *The Phantom of the Opera*. *The Phantom of the Opera* opened in 1988 and is still going!

Popular shows also **go on tour**—the cast and **crew** travel to theaters in different cities all over the US, and sometimes around the world. A show sometimes stays in a big city for months. In smaller cities, shows are on for a week—or sometimes just a few days—before they move to another city. The actors travel by bus with all the sets, costumes and equipment in big trucks.

With more types of entertainment than ever before, fewer people are going to the theater these days. But theater remains popular in the US and Broadway is still one of the most popular tourist attractions in New York.





3 Discuss in pairs. Is theater popular in your country?

4 Choose three kinds of entertainment. Do a survey to find out which one is the most popular. Share your results.

2 Read and match the colored words with the definitions.

Point to the pictures on page 31 and ask *What can you see? What is happening in pictures 2 and 3? What country are the pictures from? (The USA.)*

Focus the students' attention on the definitions in the box. Ask the students to find the word *playwrights* in the text and point to it. Students continue on their own to find the colored words, matching and writing them next to the definitions.

Ask a few comprehension questions: *What is Broadway? (A theater district.) How often can you see a show? (Six days a week.)*

3 Discuss in pairs. Is theater popular in your country?

Ask a few students *What do you like to do in your free time? What do your friends and family like doing?* Ask a volunteer to read out the question. Divide the class into pairs and ask them to discuss the question and say why people do and don't like the theater.

4 Choose three kinds of entertainment. Do a survey to find out which one is the most popular. Share your results.

On the board write *Kinds of entertainment*, and ask the students to suggest some examples (*watching a movie, listening to music, doing a sport, traveling, reading, doing a hobby*) and write them on the board.

Divide the class into pairs and ask them to either choose three kinds of entertainment from the list on the board or choose three different ones.

While they are doing this, draw a four-by-four table on the board. In the first column write three students' names, and in the first row write three kinds of entertainment.

Have the pairs copy the table into their notebook, write in their own list of entertainment, and choose three students.

Using your table on the board, choose one of the students in your table and ask if they like the three entertainments.

Have the pairs join another pair to ask if they like the kinds of entertainment in their table. When they have asked each other, tell them to choose another pair and repeat the activity. Continue until the students have asked three other pairs.

WORKBOOK ANSWERS

- 1 1 performances 2 go on tour
- 3 district 4 crew 5 playwright
- 2 1 c 2 e 3 a 4 f 5 b 6 d
- 3 1 F 2 F 3 T 4 T 5 F 6 T

4 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 112

Culture page 31

Lesson objectives

Work out the meaning of theater words from context.

Talk about theater in their country.

Conduct a survey about entertainment.

Language

Crew, district, go on tour, performances, playwright

Materials

Workbook page 112

Warm up

Tell the students you are going to tell them a secret and that they have to whisper it to a classmate. Divide the class into four groups and tell each group to stand in a circle. Whisper the same sentence to one student in each group, such as *You see plays at the theater.* The

student whispers the sentence to the student to the right, who then whispers it to the person to their right. Tell them they can only whisper the sentence two times. The students continue to whisper the sentence around the circle to the final student. When all groups have finished, ask the final student in each group to write the sentence they heard on the board. Compare the sentences and then write up the actual sentence you said.

1 Answer in pairs. What makes a theater show special?

Ask the students *What are the names of some theaters in your town / city / country? What kind of shows can you see there?*

Divide the class into pairs and read out the question in Activity 1. Tell the pairs to discuss the question together. Tell them to think about the actors, the place, the types of shows and the special effects.

Ask a few volunteer pairs to share their ideas.

Unit 3 Vocabulary and Reading

pages 32–33

Lesson objectives

Identify characters in different story types.

Practice talking about people's jobs through a song and follow-up activities.

Language

Assistant, wise character, companion, detective, enemy, giant, hero, heroine, thief, victim, reporter, witness

Materials

Tracks 27–29; Unit 3 Wordcards Set 1; plain paper; Workbook pages 28–29

Warm up

Divide the class into teams of four and give them a piece of plain paper. Ask the teams to choose a famous children's story and write five words on the paper from the story. Tell them to think about characters, a setting, a phrase, animals or an event.

The teams take turns to show their words to the other teams. The first team to guess the story wins a point. The team with the most points wins.

1 Match the words with the pictures (1–12). Listen and check.

27

On the board, write some titles of famous children's books, such as *Harry Potter*, *Sleeping Beauty*, *Cinderella*, *Snow White*. Ask a few students *What's your favorite book? What's it about? Who is the main character? What can you tell me about him / her?*

Have the students work with a partner to make a list of the characters in each story. Ask volunteer pairs to share their list of characters, and write them on the board. Ask students to open their Student Books to page 32 and look at the word pool, and ask *Are any of the characters on the board in the boxes?*

Have the students work individually to read Texts A and B and match the words to the numbered characters. Ask volunteers to point to different pictures and say the character words.

Play the recording for students to check their answers. Play the recording again, pausing after each word for the students to repeat.

Hold up the Unit 3 Wordcards Set 1, one by one, for the students to say the word, and ask *Which story is the character from—Text A or Text B?*

3 Lively Literature

Vocabulary and Reading

1 Match the words with the pictures (1–12). Listen and check.

wise character
enemy giant hero heroine

assistant detective thief
victim reporter witness

2 Read Text A. Listen and write the words.

A

The Lion, the Witch and the Wardrobe

By C. S. Lewis



The Lion, the Witch and the Wardrobe is a fantasy story. The setting is a magical country called Narnia. The main characters are four children called Peter, Susan, Edmund and Lucy. Narnia is controlled by the evil White Witch. Everyone in Narnia is afraid of her. The children have adventures and make many friends. They meet a friendly giant, Rumblebuffin, and they meet Mr. and Mrs. Beaver, who are helpful and loyal companions. The Beavers help them to find Aslan the lion, who is the true King of Narnia. Aslan is a wise character. He has returned to fight his enemy, the White Witch.

Aslan wins and the four children become kings and queens of Narnia. They are the heroes and heroines of the story.

B



Sherlock Holmes

Sherlock Holmes is a famous detective. He's a character in four novels and 56 short stories by the Scottish author Sir Arthur Conan Doyle. With his patient and hard-working assistant, Dr. Watson, Holmes solves many crimes and mysteries.

3 Read Text B and answer in pairs.

- Who is Sir Arthur Conan Doyle?
- Who are Sherlock Holmes and Dr. Watson?

4 Say the adjectives in the texts. Which characters do they describe?

Helpful and loyal

That's Mr. and Mrs. Beaver, the children's companions.

2 Read Text A. Listen and write the words. 28

Ask the students to look at Text A. Point to the pictures and ask *Who are the people in the story? (A lion, a witch, a giant, children, and beavers.) What kind of story is it? (A fantasy.) Who wins: the wise character or the enemy? (The wise character: the lion, Aslan.)*

Play the first character description on the recording, pausing to elicit the character and for the students to write it in their notebooks. Play the rest of the recording, pausing after each description to give the students time to write the characters.

To check as a class, play the recording a final time for volunteers to say the characters.

3 Read Text B and answer in pairs. 29

Point to Text B and ask *What kind of story is it? (A detective story.) Who is the main character? (Sherlock Holmes.)*

Divide the students into pairs to read Text B and discuss the questions. Tell them

they have one minute, so they need to read the text quickly to find the answers. As they are working, give them time pointers saying, for example, *You have 30 seconds left.*

After one minute, ask the students to stop talking. Ask two volunteer pairs to read out their answers as a class check.

4 Say the adjectives in the texts. Which characters do they describe?

Point to Aslan the lion and ask *What adjectives describe him? (Big and brave.)* Tell the students to re-read Text A and Text B and underline all the adjectives. As an example, point to *evil* in Text A.

Divide the class into pairs and ask a volunteer pair to read out the speech bubbles. Tell the students to take turns to choose one of the adjectives they underlined and say it to their partner for them to guess the character.

Monitor the pairs, encouraging them to say full sentences and checking their pronunciation of the key vocabulary.

Read, listen and circle. What is the Blue Carbuncle?

a style of hat a gang of thieves **a precious stone** a type of bird

C

The Adventure of the Blue Carbuncle

It was Christmas Day and Dr. Watson went to visit Sherlock Holmes. When Watson arrived, Holmes was looking at an old hat. Holmes explained: on Christmas Eve, his friend Peterson was walking home. He saw a robbery. In the fight, the victim dropped his Christmas goose and his hat. When Peterson arrived, all the men were running away, so he picked up the hat and the goose. Peterson brought them to Holmes. Holmes loved puzzles, so Peterson asked him to find the victim of the crime. Holmes told Peterson to go away and eat the goose. He started to study the hat.



A few hours later, Peterson came back. He was very excited. While he was cooking dinner, he found a blue jewel inside the goose. He showed it to Holmes who recognized the jewel immediately. It was the famous Blue Carbuncle. It was stolen from a countess who was a guest at the Hotel Cosmopolitan before Christmas.



Holmes was curious. He put an advertisement in the newspapers to find the man who lost his goose and hat. Henry Baker answered the advertisement. Holmes gave him his hat, and also a new goose because Peterson had eaten the first goose. Baker was happy to have any goose, so Holmes knew that he didn't know about the jewel. Holmes and Watson found the butcher who sold the goose. He was grumpy. "Everyone's bothering me about that goose! I sold the goose, and that's the end of it," he said.

While Holmes and Watson were walking away, a tall man arrived. The tall man was asking about the goose and the butcher was shouting.

Holmes spoke to the tall man and he confessed everything. He used to work at the Hotel Cosmopolitan. He stole the jewel from a countess. Then he ran away. He was scared and he hid the jewel in a goose, but then he lost the goose.

"I'm sorry I stole the jewel," said the tall man. Holmes listened and then he told the man to go. Watson was surprised, but Holmes said, "It's Christmas. We can give the jewel back to the countess, so let's forgive the thief."



Answer in pairs. Use the words in the box.

- Why did Peterson come to Holmes?
- What did Peterson find in the goose?
- How did Holmes know Henry Baker was innocent?
- How did Holmes find the thief?
- Do you think Holmes was right to let the thief go?

Because he ...
 In my opinion, Holmes was right / wrong because ...
 I agree / disagree because ...



Optional activity

Write some significant words and phrases from the story on the board, such as *robbery, goose, jewel, advertisement, butcher, countess*. The students work in pairs to make sentences about each thing, such as *Peterson saw a robbery*.

WORKBOOK ANSWERS

- 1 hero 2 enemy 3 detective 4 assistant 5 witness 6 thief 7 reporter 8 victim
- 1 assistant 2 companion 3 detective 4 giant 5 witness 6 hero / heroine 7 wise character 8 enemy
- 1 C 2 H 3 C 4 E
- Answers will vary.
- Try! Answers will vary.
 5 a 7 b 1 c 8 d 3 e 6 f 4
 g 2 h 5
 6 1 b 2 c 3 a 4 b
 7 1 robbery 2 hat 3 eat 4 inside
 5 man 6 jewel 7 goose
 8 everything
- Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook pages 28–29; Unit 3 Reading Worksheet

Optional activity

On the board, write *Positive adjectives* on one side and *Negative adjectives* on the other side. Ask the students to copy the columns into their notebooks. Have the students work with a partner to look at all the adjectives they underlined in Text A and Text B and discuss if they are positive or negative words and write them in the correct column.

Additional resources
 Unit 3 Wordcards

5 Read, listen and circle. What is the Blue Carbuncle? 29

Focus the students' attention on Text C and read the title. Ask the students *What kind of story do you think it is?* Point to the phrases in the word pool and ask *What do you think a Blue Carbuncle is?* Accept all suggestions but don't give away the answer.

Play the recording for students to listen and follow along in their books. Ask the students to circle what a Blue Carbuncle is and then check with their partner.

Ask a couple of volunteers to share their answers and show where they found the answer in the text.

6 Answer in pairs. Use the words in the box.

Students work individually reading the questions and finding the answers. Tell them to make notes of their answers.

Tell pairs to take turns reading a question, and then have them discuss each answer together. Tell them to put a star next to any questions that they have different answers for.

As an example, ask a volunteer pair to read out the speech bubbles.

Monitor and check they are answering the questions with full sentences, and encourage them to use the sample answer sentence starters to help them. Ask volunteer pairs to share their answers.

Unit 3 Language Focus 1

page 34

Lesson objectives

Present and practice the simple past and past continuous with *when* and *while*.

Language

Past continuous and simple past: *When Watson arrived, Holmes was looking at an old hat.*

Clean, leave, look for, read, serve, talk

Materials

Tracks 29–30; Unit 3 Grammar and Everyday Language Poster; Workbook page 30

Warm up

Describe a character from one of the stories in the Vocabulary and Reading Lesson and ask *Who is it?* For example, *She's evil. (The queen.)* Ask volunteers to describe a character for the class to guess.

1 Listen to the story on page 33 again and match. 29

Review *The Blue Carbuncle* story by asking *Who are the characters? (Holmes, Watson, Holmes' friend, a thief.) What did the thief steal? (A blue jewel.)*

Play the recording for students to listen and match the two halves of the sentences. Have them compare their answers with their partner before you play the recording again, pausing after each of the sentences to check answers.

2 Complete the charts.

Ask the students to look at the Grammar 1 section on the Unit 3 Grammar and Everyday Language Poster. Copy the sentence that describes parallel actions on to the board and ask *Which action happened first? (They were both happening at the same time.)* Write this sentence on the board: *When Watson arrived, Holmes was looking at an old hat.* Ask *Which action started first? Read the explanations and examples on the poster to the class.* Point out the form of the two tenses and their uses on the grammar chart.

Students work in pairs to complete the sentences. Tell them to look at Text C to help them. Monitor and point to any errors, referring them to the text or poster.

3 Listen and number. Write about the pictures using the verbs. 30

Focus the students' attention on the six pictures and ask *Who are the people? (A countess / lady, a maid, a butler, and the police.) Where were they from 8 am to 11:30 am? (In the lady's house.)*

Unit 3 Language Focus 1

1 Listen to the story on page 33 again and match.

- | | |
|---|--------------------------------------|
| 1 When Watson arrived, | a he found a jewel inside the goose. |
| 2 While Peterson was cooking dinner, | b and the butcher was shouting. |
| 3 The tall man was asking about the goose | c and he confessed everything. |
| 4 Holmes spoke to the tall man | d Holmes was looking at an old hat. |

2 Complete the charts.

Simple Past	Past Continuous	Simultaneous Events
He (steal) stole the jewel.	Last night, he (walk) was walking home.	Parallel actions with <i>and</i> Watson was (eat): was eating dinner and Holmes (wear) was wearing a hat.
He (not steal) didn't steal the jewel.	Last night, he (not walk) wasn't walking home.	Interrupted action with <i>when / while</i> Holmes was (look) at an old hat when Watson (arrive) arrived . While they (walk) were walking away, a tall man arrived.

3 Listen and number. Write about the pictures using the verbs.



clean' leave look for read serve talk

4 Use the pictures to tell a story.



Yesterday in the park, a man was reading and a boy was talking on the phone.

While the boy was talking, the raccoon stole his sandwich.

Play the recording, pausing after the first sentence to point to the example. Play the rest of the recording for the students to listen and number the pictures.

Students compare their answers with their partner, before asking volunteers to describe the pictures in order.

On the board, write *At eleven o'clock, the maid was cleaning the room.* Circle *was cleaning* and ask *Did she start cleaning at 8 am? (No.) Did she finish cleaning at 8 am? (No.) Was she in the middle of cleaning at 8 am? (Yes.)*

Students to work individually to write the other sentences using words in the word pool.

4 Use the pictures to tell a story.

Look at the pictures as a class and ask *What can you see in the pictures?* Write any words related to the story on the board. Ask volunteers to read out the speech.

Pairs look at the pictures and tell the story using the words on the board.

WORKBOOK ANSWERS

- 1 1 When / was putting up 2 was reading / was writing 3 When / were using
2 1 started 2 and 3 While 4 was holding
3 1 Mr. Murphy was sitting under a tree and he was reading a book. 2 When Mr. Murphy was reading, his friends were playing football. / Mr. Murphy was reading while his friends were playing football. 3 Mr. Murphy's friends were playing football while his dog was stealing their ball.
4 1 Mr. Murphy used to wear sneakers.
2 He used to read lots of books.
3 He used to own a dog. 4 He used to have long hair.
Try! Answers will vary.

Further practice / Homework

Workbook page 30; Unit 3 Language Focus 1 Worksheet

1 Read Part 1 and complete. Read page 32 again and check.

1 **Sherlock Holmes**
 Sherlock Holmes is a famous (1) detective. He's a character in four (2) novels and 56 short (3) stories by the Scottish (4) author Sir Arthur Conan Doyle. With his patient and hard-working (5) assistant, Dr. Watson, Holmes solves many (6) crimes and mysteries.

2 Sherlock Holmes is a complicated character. Of course, he is very intelligent and absolutely calm and logical. He solves mysteries by being really careful and looking at details that other people don't notice.

3 Holmes is also quite unusual. He doesn't sleep or eat at normal times and he's very untidy. His rooms are always a mess and his housekeeper, Mrs. Hudson, gets a little annoyed.

Holmes likes to be alone. He isn't completely unsociable, but he likes to spend a lot of time thinking. He's fairly musical. He's very good at chemistry and he's a skillful boxer. Holmes is extremely energetic when something excites him, but if he gets bored, he becomes sad and grumpy.

Conan Doyle's famous character is sometimes a bit impatient but never really mean. Readers everywhere love him because he isn't perfect.

2 Read Parts 2 and 3 again. Circle the adjectives in the text. Write adjectives underneath each picture. Use a dictionary to help.

1 calm 2 logical 3 careful 4 musical 5 grumpy

3 Read Parts 2 and 3 again. Write the adjectives that match the words below.

a little annoyed very intelligent really careful
 fairly musical quite unusual a bit impatient

4 Match the adverbs with similar meanings.

1 a bit ————— a completely
 2 quite ————— b fairly
 3 very ————— c really
 4 absolutely ————— d a little

5 Write about your favorite fictional character using adjectives and adverbs.

adjectives that describe Holmes. Make sure each pair has a dictionary and look up any adjectives they don't know.

Ask volunteer pairs for the adjectives they circled and write them on the board. Ask the students to explain or demonstrate the meanings of the words.

The students look at the five pictures and choose adjectives from the board to match the pictures. Ask volunteers to make sentences about the pictures to check as a class, such as *In picture number 1, he's calm.*

3 Read Parts 2 and 3 again. Write the adjectives that match the words below.

On the board, draw a line and write a scale along it from 1 to 6 and the adverbs from Activity 3. Ask the students *Where would you put the adverbs?* For example, write *a bit* under number 1 and *very* at number 6. Have the students work individually to complete the activity.

4 Match the adverbs with similar meanings.

Have the students work in pairs to match the adverbs. Ask a volunteer to say an adverb for another to say the matching adverb.

5 Write about your favorite fictional character using adjectives and adverbs.

Choose a well-known fictional character, elicit adjectives to describe them and make a list on the board.

The students choose their favorite fictional character and write a list of adjectives to describe them.

Use the adjectives on the board to write a character description, such as *Harry Potter is a very clever boy. He is really good at doing magical tricks.*

The students write about their fictional character, using yours as a model.

WORKBOOK ANSWERS

- 1 1 b 2 a 3 c 4 a 5 c 6 b
 very, really, often, very, sometimes, great, very, quite, sometimes, fairly, extremely, sometimes, a bit, a little, never, absolutely, extremely
 2 1 fairly 2 a bit 3 quite
 4 extremely 5 completely
 6 absolutely
 3 Answers will vary.
 Learning to Learn
 1 carefully 2 patient 3 energy
 4 honest
 Try! Answers will vary.

Further practice / Homework
 Workbook page 31

Unit 3 Reading and Writing page 35

Lesson objectives

Read and understand an essay about Sherlock Holmes.
 Write a description of a character using adjectives and adverbs of degree.

Language

Adjectives with adverbs of degree: *He's a bit angry.*

Materials

Dictionaries; Workbook page 31

Warm up

On the board, write *character adjectives* and ask the students for examples, such as *grumpy, clever* and *funny*. Divide the class into pairs to think of someone they know and take turns to say which adjectives describe him / her.

1 Read Part 1 and complete. Read page 32 again and check.

On the board, write *Sherlock Holmes* and elicit any information about him, such as *He's a detective.*

Tell the students to look at Parts 1 to 3, and ask *What is it? (An essay.) What's it about? (Sherlock Holmes.)*

Divide the class into pairs to read Part 1 and complete the sentences. Tell them to try to complete as much as possible before looking at page 32 to check.

Ask different volunteers to read a sentence from Part 1 to check as a class.

2 Read Parts 2 and 3 again. Circle the adjectives in the text. Write adjectives underneath each picture. Use a dictionary to help.

Ask the students to read Parts 2 and 3, and ask *What are the paragraphs about? (Sherlock Holmes' character, his likes and dislikes, and how he solves crimes.)*

Divide the class into pairs and ask them to re-read Parts 1 and 2 to circle all the



6 Listen to the song and write the fiction types in order. 🎧

- 1 detective 2 fantasy 3 science fiction

7 Listen again and circle.

I need a book, a book to take me away.
 A book, a book, can change your day.
 A book, a book, can take you anywhere.
 I need a book, a book to take me there.

I found a book about a detective—and now I'm trying to solve a crime!
 Someone's stolen a (1) magic cloak / diamond necklace and now they're in (2) disguise / a UFO!
 So I'll use my magnifying glass and I'll follow all the clues.
 I'll interview the (3) witnesses / detective and I'll figure out the truth.

I found a book about a hero—and now I'm in a magic wood.
 I'm meeting amazing (4) aliens / creatures—some are dangerous and some are good.
 I've got a magic cloak and a (5) shield / spaceship and I can do magic spells.
 I'll meet a famous (6) wizard / giant and find golden treasure as well.

I've found a book about an alien, and now I've got a (7) magnifying glass / time machine!
 I'm traveling to the future and seeing things that no one else has seen!
 I'll visit strange new planets. I'll fly with (8) UFOs / magic creatures.
 I'll bring back an amazing (9) disguise / spaceship and facts that no one knows.

I need a book, a book to take me away...

8 Read the lyrics and circle.

- 1 In the detective story, someone has stolen a ...
 a diamond necklace b car.
- 2 The thief is ...
 a hiding. b wearing a disguise.
- 3 In the fantasy story, some of the creatures are ...
 a dangerous b funny.
- 4 The hero has a ...
 a magic cloak b magic horse.
- 5 The science fiction story is about an ...
 a alien b astronaut.
- 6 The hero is going to bring back ...
 a UFOs. b a spaceship.

9 Think about your favorite type of fiction. Talk in pairs. 🗣️



6 Listen to the song and write the fiction types in order. 🎧 32

Play the song and ask the students to write the fiction types they hear in their notebooks.
 Tell the students to work with a partner to look at the fiction types they wrote and write them in the correct order in their Student Books.
 Ask a volunteer pair to read out their order to check as a class.

7 Listen again and circle.

Point to the pairs of words in the song (such as *cloak* and *diamond necklace*), and tell the students to work with their partner to circle the correct word.
 Play the song again for the students to check their answers.
 Play the song one more time for students to follow in their books and sing along.

8 Read the lyrics and circle.

Ask the class questions about the song to check comprehension: *What will the singer*

use the magnifying glass for? (To follow the clues.) Who will the singer meet? (Creatures and a wizard.) Where is the singer traveling to? (The future.)

Have the students work individually to read the lyrics and circle the correct ending to the sentences.

Ask the students to compare their answers with their partner, and ask *Are your answers the same or different?* If there are any different answers, go through the answers as a class.

9 Think about your favorite type of fiction. Talk in pairs. 🗣️

Tell the students about your favorite type of fiction and why you like it, such as *I love reading spy fiction. I like the cool equipment, tools and cars they have. My favorite character is James Bond.*

Ask two volunteers to read the speech bubbles for the class.

The students, individually, think of their favorite type of fiction and make notes about why they like it.

Divide the class into pairs for them to tell each other about their favorite type of fiction, using their notes to help them.

Optional activity

On the board, write *Characters, Setting and Events*. Divide the class into groups of four and tell them they are going to write a story. First, in their groups, they choose a type of fiction and then copy the headings into their notebooks to make notes about their story. Using the notes, they write the story. Join the groups to make groups of eight to tell each other their stories.

WORKBOOK ANSWERS

- 1 c
 2 1 time machine 2 excited 3 1256
 4 noises 5 wood 6 man / woman
 7 spell
 3 Answers will vary.
 Try! Answers will vary.
 4 1 diamond necklace 2 disguise
 3 clues 4 creatures 5 shield
 9 UFOs 10 spaceship
 5 1 fantasy 2 hero 3 heroine
 4 enemies 5 spells 6 magic cloak
 7 creatures
 6 Answers will vary.
 Try! Answers will vary.

Further practice / Homework

Workbook pages 32–33

Unit 3 Language Focus 2

page 38

Lesson objectives

Understand a text about Harry Potter movie locations.

Present and practice the present perfect with *for* and *since*.

Language

Present perfect with *for* and *since*:
They've eaten in the big hall for hundreds of years / since the 1700s.

Materials

Unit 3 Wordcards Sets 1 and 2; Unit 3 Grammar and Everyday Language Poster; Workbook page 34

Warm up

Play *Bingo!* (see Ideas Bank). Use the Unit 3 Wordcards Sets 1 and 2.

1 Look at the pictures. Have you seen these places before? Where?

Ask students *What kind of settings are there in stories? (Castles, forests, huts, planets, and kinds of transportation.)*

Divide the class into pairs to look at the pictures in Activity 1, and ask them to discuss the questions.

Ask *Where have you seen these places before? Have you seen / read any of the Harry Potter movies / books? What type of fiction are they? (Fantasy.)*

2 Read and match the paragraphs with the pictures.

Focus the students' attention on the text and ask *What type of type of text is it? (A leaflet.) What is about? (The Harry Potter movie locations.)*

Tell the students to look at picture 5 and read the first paragraph. Ask *Why do the picture and the paragraph match? (Because the paragraph talks about a theme park.)*

Tell the students to read the text to match the pictures to the paragraphs.

Ask the following questions, for pairs to read the text and write the answers: *Where does Harry Potter eat? (The Great Hall.) Who owns the castle that is the outside of Hogwarts? (The Percy family.) What's the name of the Harry Potter train? (The Hogwarts Express.) How old are the cloisters? (600 years old.)* Ask pairs for the answers.

3 Look at the charts and underline examples of the present perfect with *for* or *since* in the text.

Show the class the Unit 3 Grammar and Everyday Language Poster, and use the examples and explanations to show how

Unit 3 Language Focus 2

1 Look at the pictures. Have you seen these places before? Where?



2 Read and match the paragraphs with the pictures.

Have you ever read one of J.K. Rowling's *Harry Potter* books? Over 450 million people have. Since June 1997, people have read them in more than 70 different languages.

5 All the photos show real places that are used in *Harry Potter* movies, except one: the Hogwarts School of Witchcraft and Wizardry is in a *Harry Potter* theme park in Orlando, Florida.

2 The Great Hall at Christ Church college is part of the University of Oxford. University students have eaten there for hundreds of years. Harry Potter eats here in the movies.

1 Alnwick Castle is in the north of England. The Percy family have owned it for over 700 years. They still live in part of it now. In the movies, the castle is the outside of Hogwarts.

4 The Glenfinnan Viaduct is a big railroad bridge in the west of Scotland. It was built in 1901. It used to be important for transportation because the roads were bad. Tourists have crossed it on steam trains since 1984. The Hogwarts Express train crosses the viaduct on its journey from London.

3 These beautiful cloisters are part of Gloucester Cathedral. They are over 600 years old. They are made of stone. In the movies, they are Hogwarts's halls.

People have visited these places for hundreds of years because they are beautiful or special. Since the Harry Potter movies were made, thousands more tourists have visited them.

3 Look at the charts and underline examples of the present perfect with *for* or *since* in the text.

Present Perfect with *for*

They	have / 've	eaten in the Great Hall	for	hundreds of years.
------	------------	-------------------------	-----	--------------------

Present Perfect with *since*

They	have / 've	traveled on steam trains	since	1984.
------	------------	--------------------------	-------	-------

4 Read again and write *Right*, *Wrong* or *Doesn't say*.

- 1 People have read *Harry Potter* books for over 20 years. Right
- 2 The Harry Potter Theme Park has been open since 2010. Doesn't say
- 3 Students eat in the Great Hall at Christ Church college. Right
- 4 The Percy family bought Alnwick Castle in the 20th Century. Wrong
- 5 Tourists have used the Glenfinnan Viaduct for 200 years. Wrong
- 6 The cathedral at Gloucester was opened in 1499. Doesn't say

5 Make false sentences with *for* or *since*. Correct your partner's sentences.

Tourists have traveled on steam trains in Scotland since 1900.

No! Tourists have traveled on the steam trains since 1984.

and when we use the present perfect with *for* and *since*.

Point to *for* in the first chart and ask *Why do we use for here? (Because we have a number of years.)* Repeat with *since* in the second table: *Because it's from a point in time.*

Ask the students to work individually to underline examples of the present perfect with *for* and *since* in the text.

Ask different volunteers to read out the sentences they underlined.

4 Read again and write *Right*, *Wrong* or *Doesn't say*.

Ask a volunteer to read out the first sentence for the class to point to the information in the text, and ask *Why is the sentence right? (Because people have read the books since 1997.)*

Explain that *Doesn't say* means that the text doesn't have any information so the sentence is not right or wrong.

Divide the class into pairs to complete the activity.

5 Make false sentences with *for* or *since*. Correct your partner's sentences.

Write and say the sentence *Tourists have traveled on steam trains in Scotland since 1700*, and ask *Is that true or false? Why?* Students write three false sentences about the text using *for* and *since*.

Choose pairs to read out the speech. The pairs take turns to say their sentences to each other for their partner to correct.

WORKBOOK ANSWERS

- 1 1 since 2 for 3 since 4 for 5 for 6 since
- 2 1 has been / since 2 've used / for 3 haven't watched / since 4 have wanted / for 5 hasn't played / since 6 've had / for 7-8 Answers will vary.
- 3 Answers will vary.
Try! Answers will vary.

Further practice / Homework


Workbook page 34; Unit 3 Language Focus 2 Worksheet

1 Listen and mark (✓) what you hear.

- a phone call a school announcement a radio show an advertisement

2 Listen again and circle the words on the poster.

BOOK WEEK!
 (1) Next / This week is Book Week!
 Events and competitions Monday to Friday in the (2) town / school library!
 Special visitor! Come and meet famous (3) actor / poet Kenn Nesbitt on
 (4) Thursday / Friday.
 Come to the reading group in the library every day (5) before / after school!
 Enter the book (6) review / cover competition and win a great prize!



3 Listen and order the dialogue.

- | | | |
|-----------------------------------|---|--|
| 1 Can I help you? | b | a Great! It looks really good. |
| 2 What sort of books do you like? | e | b Yes, please. I'm looking for a new book. |
| 3 How about this one? | c | c I'm not really into ghost stories. |
| 4 Have you read this one? | d | d No, I haven't. I prefer science fiction. |
| 5 I can recommend this one. | a | e I like funny stories and exciting stories. |

4 Mark (✓) the book Anna chooses.



5 Look, listen and repeat.

Perfect Pronunciation

Can I help you? Yes, please.
 How about this one?
 Great! It looks really good.

What sort of books do you like?
 I like funny stories.
 Have you read this one? No, I haven't.

6 Complete the pairwork cards. Ask and answer in pairs.



Play the recording again, pausing after each of the highlighted words for students to check their answers.

3 Listen and order the dialogue.

34

Have students work in pairs to match the questions and answers before you play the recording for the students to check.

4 Mark (✓) the book Anna chooses.

In pairs, students look at the book covers and discuss the types of fiction: *Fantasy, ghost, detective and science fiction*. Then they check the book Anna chose.

Ask *Which book does Anna choose?* If their answers are different, play the recording again for students to check.

5 Look, listen and repeat.

Ask students to close their books, and play the recording, pausing after each question for the students to repeat chorally and individually. Pay attention to the falling intonation of the *Wh-* questions and rising intonation in *yes / no* questions.

The students practice saying the sentences in the Perfect Pronunciation box to their partner.

6 Complete the pairwork cards.

Ask and answer in pairs. Workbook page 121

Ask the students to look at the Everyday Language section on the Unit 2 Grammar and Everyday Language Poster, focusing on the language for asking and answering about books. Ask a volunteer pair to read out the speech bubbles to the class.

Divide the students into pairs and assign them A and B. Have them cut out the Unit 3 Fluency Cards on page 121 of their Workbooks. Say *Student A is the librarian and student B is the customer*. The librarian asks questions using the word prompts for their partner to answer using the reading profile.

Pair yourself up with a B student and demonstrate the activity.

The students practice the dialogue, asking and answering the questions. When they have finished, ask them to change roles and repeat the activity.

Monitor the pairs, helping with pronunciation where necessary.

WORKBOOK ANSWERS

- 4 help looking for types
 mysterious about into Have
 prefer recommend looks
- 5 1 Beth 2 Samuel / Gemma
 3 Beth / Fletcher
- 6 1 types 2 read 3 fantasy novels
 4 funny stories

Try! Answers will vary.

Further practice / Homework

Workbook page 35; Unit 3 Functions Worksheet

Unit 3 Listening and Speaking page 39

Lesson objectives

- Listen for gist and specific information.
- Pronunciation: intonation in questions and answers.
- Ask and answer information about books.

Language

- Simple present and present perfect questions
- Fiction vocabulary

Materials

- Tracks 33–35; Unit 3 Wordcards; Unit 3 Grammar and Everyday Language Poster; Workbook pages 35, 121

Warm up

Play *Jumble* (see Ideas Bank) with the Unit 3 vocabulary.

1 Listen and mark (✓) what you hear.

Ask *Do you ever have a book day or book week at school? What do you do? Do you enjoy it? Why / Why not?*

Tell the students they are going to listen to the recording and that they have to check the option they hear. Point to the options and ask *What would you expect to hear for each one? (Two people talking, information for students, a DJ playing music and information about a product or event.)*

Play the recording for the students to check the correct option.

2 Listen again and circle the words on the poster.

Point to the poster and ask *What is it advertising? (Book week.)* Divide the class into pairs to look at the poster and discuss which word is correct and circle it.

Lesson objectives

Understand about different genres in literature.
Identify the different parts of a novel.

Language

Genre, mysteries, novels, plot, poems, puzzle, storyline

Materials

Track 36; a selection of novels; Workbook page 36

Warm up

Divide the class into groups of four and give each group a novel. Ask them to look at the cover of the book, the back of the book, any pictures, and the chapter headings. Tell them to discuss what kind of book it is, the characters and the main event. Have the groups swap books a few times and repeat the activity. Ask different groups *What book would you like to read? Why?*

1 Discuss in pairs.

Read out the questions and answer them for yourself, giving full and interesting answers. Divide the class into pairs and give them a couple of minutes to discuss the questions. Ask a few volunteers to share their answers.

2 Listen and read. Match the pictures with the words in bold.

36

Point to the pictures and ask *What kind of story is it? (Mystery / Detective story.) What can you see in each picture?*

Focus the students' attention on the highlighted words *genre, plot twist* and *big reveal*. Ask *What do they mean?* ("Genre" means kind of book, such as mystery novels. "Plot twist" is when another event happens to change the storyline. "Big reveal" means when the detective solves the crime.)

Play the recording for students to listen and follow in their books. Ask students to work in pairs to label the pictures with the bold words from the text.

Ask pairs to cover the text and, using the pictures, see how much they can remember about mystery stories.

3 Read *The Adventure of the Blue Carbuncle* again on page 33. Complete the Story Map.

Focus the students' attention on the Story Map and ask *Why is a Story Map useful?* (It helps you plan a story and organize your ideas.)

Have the students work individually to re-read *The Adventure of the Blue Carbuncle*



1 Discuss in pairs.

- 1 What kinds of stories do you like?
- 2 Why do you like them?

2 Listen and read. Match the pictures with the words in bold.



There are many kinds of literature, for example, novels, poems, plays and short stories. Short stories are shorter and simpler than novels. They focus on a smaller number of characters and one **storyline**. Mysteries are a very popular **genre** for short stories. They are interesting and exciting, and they contain a puzzle.

In mystery stories, the main character is the **(a) detective**. It's important to create an interesting character. Think about what makes your character special. Some detectives have assistants with contrasting personalities.

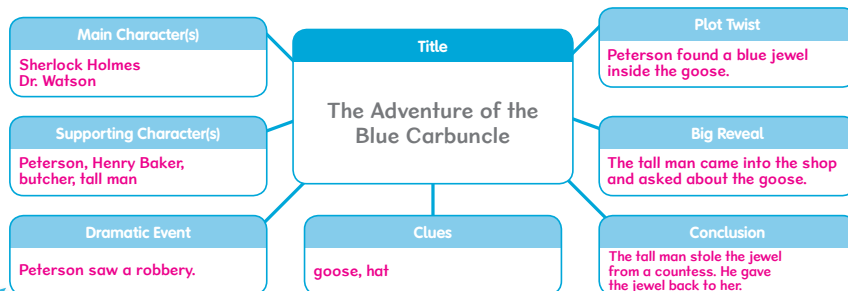
A good mystery begins with a **(b) dramatic event**. It might be a crime—like a stolen jewel—or a puzzle to solve, like a missing cat.

The detective starts to investigate the mystery, and finds a **trail** of clues—maybe a footprint outside a window, or a mysterious message. A classic short story mystery has three **(c) important clues**.

A **(d) problem** or **plot twist** can make a story exciting—perhaps the criminal escapes in a disguise. Sometimes, a clue is just a distraction; it gives the detective the wrong idea. Perhaps the first clue is not really part of the puzzle at all, and the detective has to think again.

A classic mystery story ends with a **big reveal**—the detective gives us one last clue that solves the mystery. The **(e) solution** should be a little bit surprising. The story ends with a conclusion that explains the mystery and tells us what happened to the characters.

3 Read *The Adventure of the Blue Carbuncle* again on page 33. Complete the Story Map.



and complete the Story Map. Do the first one as an example by asking *Who are the main characters in the story?* (*Sherlock Holmes and Dr. Watson.*)

Monitor the pairs and help them to find the information they need from the story.

Ask students to compare their answers with their partner before asking different volunteers to read out their answers for different sections.

Optional activity

Have the students copy the Story Map into their notebook. Ask them to choose their favorite story and use the information to complete the details of the Story Map.

Divide the students into groups of four and have them tell each other their stories, using their Story Maps to help them.

WORKBOOK ANSWERS

- 1 1 plot twist 2 genre 3 storyline
- 4 big reveal 5 trail
- 2 Left to right: 5, 6, 1, 4, 2, 3
- 3 Dramatic Event: 2
- Trail of Clues: 4, 5
- Plot Twist: 3
- Big Reveal: 6
- Try! Answers will vary.

Further practice / Homework

Workbook page 36

1 Read the text and circle.

- 1 What is it? a a mystery story b a ghost story c a science fiction story
 2 What is it about? a a heroine b a ghost c a puzzle

Robbery on the Tenth Floor
By Anna Bean



Marco was bored. There were no mysteries to solve. He was in the office when suddenly the telephone rang. Princess Isabella was very upset.

"My diamonds have disappeared!" she said.

"Come and investigate immediately!"

Now Marco was excited. A robbery at the palace! He rushed out.

At the palace, Marco looked for clues with his magnifying glass.

"Tell me what happened," he said calmly.

"I was having my breakfast. It was a beautiful morning, so I decided to sit on the balcony. I went to get some more tea, and when I returned to the balcony I saw that my toast and my diamond necklace were missing."

Marco went onto the balcony. He looked down. The room was on the tenth floor. He looked at the breakfast tray and at the view.

"What lovely trees!" he said thoughtfully.

"You aren't here to admire the view," said Isabella grumpily.

"Well," said Marco, "it's time to find the thief!" He went downstairs into the garden. He started to climb a tree. Five minutes later, he gave the princess her necklace.

"You have to look carefully at the clues," he said. "The thief likes toast. He likes shiny objects, too."

Just then, a black and white bird flew past.

"There's the thief," said Marco. "I don't think we'll catch him, though."

Everyone laughed. The princess was happy. Marco was happy too because he had solved another mystery.

Adverbs of manner
You can use adverbs of manner to add detail to your writing.

suddenly	immediately
calmly	thoughtfully
grumpily	carefully

2 Color the features to match the text.

- 1 direct speech 3 past continuous 5 an adjective to describe mood
 2 past simple 4 a time phrase

3 Match the parts with the descriptions.

- 1 The title — a tells what happened and gives clues.
 2 The beginning — b gives a clue of what the story is about.
 3 The middle — c tells the solution to the puzzle and how people reacted.
 4 The end — d introduces the main characters and the setting.

4 Read again and answer the questions.

- 1 Why was Marco bored?
 2 Who called Marco?
 3 Where was the necklace when it was stolen?
 4 What was Princess Isabella doing when the necklace disappeared?
 5 Which floor was Isabella's room on?
 6 Who was the thief?

5 Write a short mystery story.

Have the students work individually to look at the highlighted phrases in the story and color the feature the same color. To check as a class, ask volunteers to read out the example of each feature.

3 Match the parts with the descriptions.

Ask the students *What's the title of the story? (Robbery on the Tenth Floor.) What does the title tell us? (It gives us an idea of what the story is about.)*

Have the students work individually to match the parts of the story.

Ask different volunteers to read out their matched sentences.

4 Read again and answer the questions.

Divide the class into pairs to re-read the story and discuss the answers to the questions, before they write their answers in their notebooks.

Ask a few different pairs to read out the question for another pair to answer.

5 Write a short mystery story.

Divide the class into pairs to copy the Story Map on page 40.

Tell the students they are going to write a mystery story and use the Story Map to plan the story. In their pairs, give them a couple of minutes to discuss their story before they make notes in the Story Map.

The students work individually to write a story with four paragraphs, using all the features in Activity 2 and their Story Map. Monitor the students working, circling any errors in the target language for students to correct themselves. Point to the Adverbs of manner box and encourage the students to add in the adverbs for details.

Have the students swap stories with their partner, read them and color the features, as in Activity 2.

WORKBOOK ANSWERS

- 1 1 knew 3 you 4 who 5 soon
 6 glue
 2 1 when 2 necklace 3 was
 4 weren't 5 then 6 clues
 3 1 T 2 F 3 F 4 T
 4 b, c, d, a
 5 ew: new
 oo: too
 ue: blue, clues
 ou: through
 o: two, onto
 6 Answers will vary.
 Try! Answers will vary.

Further practice / Homework
Workbook page 37

Unit 3 Writing page 41

Lesson objectives

- Identify the features of detective story.
- Understand the use of adverbs of manner.
- Write a detective story.

Language

- Unit 3 story words
- Simple past and past continuous

Materials

Unit 3 Wordcards; Workbook page 37

Warm up

Stick the Unit 3 Wordcards on the board. Divide the class into two teams and ask a volunteer from each team to come to the board. Say the meaning of one of the words on the board. The first student to slap the correct wordcard wins a point for their team.

1 Read the text and circle.

Ask the class *When did you last write a story? What kind of story was it? What was it about?*

Focus students' attention on the story and ask *What is the title? Who is the writer? What is the picture? (A diamond necklace.)*

Have the students read the story quickly and answer the questions with their partner.

Ask a few volunteers to share their answers. Ask *How do we know it's a mystery story? (It is about a robbery.)*

2 Color the features to match the text.

On the board, write the features and say the following sentences and phrases for students to tell you what feature they are: *direct speech*—"It's a mystery story"; *simple past*—*he stole the diamond*; *past continuous*—*he was running away*; *a time phrase*—*suddenly*; *an adjective to describe mood*—*scared*.

Unit 3 Project and Value

page 42

Lesson objectives

- Planning and making a bookmark.
- Presenting and recommending books.

Value

Find time to read every day.

Materials

One book per student; one blank bookmark per student; colored pens and pencils; Unit 3 Stickers; Workbook page 38

Warm up

Play *Everything I Know About* (see Ideas Bank). Use different kinds of books as the topic, changing the book genre with different speakers.

Value: Read and stick.

Ask students to open their Student Books to page 42 and find *Anna's Value* at the top. Ask a volunteer to read the value aloud. Tell the students to look at the picture under Anna, and ask *What is the girl doing? (Reading.) Why is it important to read every day? (To learn new vocabulary; it's good for our imagination; it's fun and helps us with our writing.)*

Have students open their books to the stickers page and point to the sticker that shows the value. Have them stick it into the space under *Anna's Value*.

Bookmark Library

Stage 1: Plan your project.

If you asked the students to bring in their own books, ask a few volunteers to hold up their book for other students to look at the cover and say what they think it's about.

If students didn't bring in any books, give them a book from the library.

On the board, write *Characters*, *The setting* and *The plot*. Tell the students to make notes about their book for each heading.

Remind the students about the story *The Blue Carbuncle* and elicit adjectives to describe the book: *exciting*, *mysterious*, *funny*, *interesting* and *puzzling*. Have the students choose and write five adjectives to describe their book.

Ask *Before you choose a book, what information do you need? What kind of story is it? Who is the author? How easy / difficult it is to read. Does it look interesting?*

Stage 2: Develop your project.

Point to the bookmarks in the picture and ask *What are they? What do we use them for? (To mark our place in a book.)*

Unit 3 Project and Value

Bookmark Library

Materials

- One book per student
- One blank bookmark per student
- Colored pens and pencils
- ribbon

Read and stick.
Find time to read every day.

Stage 1: Plan your project.

- 1 Choose a book from home to bring into school. Make notes on the characters, the setting and the plot.
- 2 Choose five adjectives to describe the book to recommend it to a friend.
- 3 What other information does someone need to choose a book? For example, what kind of story is it?

Stage 2: Develop your project.

- 1 Make a bookmark for your book. Decorate the front. Draw pictures to show the most important elements, for example, the best character or the most exciting moment. Make someone want to read it!
- 2 Add information to the back of your bookmark: write the genre and your five words to describe it.
- 3 Leave space for reviews—decide how you want readers to comment.
- 4 Put your book and bookmark together in a class lending library.

Stage 3: Share your project.

- 1 Present your bookmark to your classmates.
- 2 Choose a book to borrow and read.

Stage 4: Evaluate your project.
Save your bookmark.

Have the students design a bookmark for their book. Tell them to draw pictures to illustrate the most important information and to encourage other students to read the book.

Ask the students to turn over their bookmark and divide it in half. On the top half, tell them to write the genre of the book and their five adjectives to describe it. Tell them to write the heading *Review* at the top of the bottom half.

Stage 3: Share your project.

Divide the class into groups of four and ask each student to present their bookmark and book to the class. Tell the students to listen to the presentations and decide which book they would like to read. The students swap books to read at home. When they have finished the book, they write a short review on the bookmark and pass the book to another student.

Stage 4: Evaluate your project.

This stage can be done after each previous stage is completed. Ask students to open

their Workbooks to page 38, and direct their attention to Activity 2. Read the instructions for Stage 1 and help students reflect on their project and check *yes* or *no*. Repeat for the other stages.

Optional activity

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

WORKBOOK ANSWERS

1 1 ✓ 2 X 3 ✓ 4 ✓ 5 ✓ 6 ✓
7 X 8 X

2 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook page 38

1 Read the definitions and complete the Glossary.

1 <u>wise character</u> (n) a character with knowledge and experience	7 <u>villain</u> (n) an adversary or someone who opposes another
2 <u>giant</u> (n) a mythical creature that appears as a very big person	8 <u>witness</u> (n) someone who sees a crime
3 <u>assistant</u> (n) a person who helps someone else	9 <u>companion</u> (n) someone who spends time with another person
4 <u>detective</u> (n) a person who investigates and solves crimes	10 <u>thief</u> (n) someone who steals something
5 <u>victim</u> (n) a person who is the target of or hurt by a crime	11 <u>heroine</u> (n) the main female character in a story
6 <u>reporter</u> (n) a person who writes or broadcasts the news	12 <u>hero</u> (n) the main male character in a story

2 Complete the sentences with the simple past or past continuous.

Ace School – Now and then!

Look at this old photo of the Ace School on the right. While the librarian (1) was tidying [tidy] the library for Book Week, she (2) found [find] it.

There's a digger. They (3) built [build] the cafeteria 50 years ago. Did you know that while they (4) were building [build] the cafeteria, they (5) discovered [discover] an ancient Roman statue? It now stands in the playground!

Our school has lots of history!



3 Read and circle.

Congratulations, Mr. Tidy

Mr. Tidy has worked at Ace School (1) for / since 10 years! He has been the Ace School groundskeeper (2) for / since he moved to Aceton. He has also been the Ace School soccer coach (3) for / since the last four years and he has run the gardening club (4) for / since it started in 2014. Has Mr. Tidy enjoyed working at Ace School (5) for / since the last decade? Yes, he has!



4 Look and say who.

alien detective hero heroine reporter thief wise character UFO



She's a reporter.



5 Tell a story about the characters in Activity 4.

The detective was looking for clues with his magnifying glass ...

... when he saw a thief in disguise.

3 Read and circle.

On the board, write *for* and *since* for the students to copy. Read out the following phrases and tell the students to write them under *for* or *since*: *100 years, I was nine years old, three weeks, a long time* and *I started school*. Ask a volunteer to write their answers on the board.

Divide the students into pairs and have them work together to circle *for* or *since* in the text. Monitor the students and refer them back to the chart in Activity 3 on page 38 if they are having difficulties.

To check as a class, ask a volunteer to read out the text. Tell the class to listen and shout *Stop!* if they have a different answer.

4 Look and say who.

Focus the students' attention on the pictures of the people and ask *Who can you see?* Ask the students to work in pairs to take turns to choose a character and tell their partner which character he / she is, with the words in the word pool.

4 Tell a story about the characters in Activity 4.

Ask two volunteers to read out the speech bubbles. Choose a character yourself and tell a story, such as *The robber was running away when the alien jumped on him*.

Divide the class into pairs and have them choose different characters and tell their partner a story about them.

Evaluation

Keep notes as you monitor students' progress through this lesson to flag areas where they have problems using target vocabulary and grammar structures. These notes can be valuable in deciding whether and how to implement remedial practice activities.

Ask students to take out their sticker sheets and find this unit's star sticker. Have them place the sticker next to their favorite activity in the unit.

Additional resources

The Unit 3 Test can now be given.

WORKBOOK ANSWERS

- 1 1 hero 2 reporter 3 enemy
4 assistant 5 detective 6 victim
7 thief 8 witness
2 1 was having 2 heard 3 was cleaning 4 was reading 5 were playing 6 was painting 7 turned off 8 waited
3 1 has / for 2 hasn't / since
3 haven't / for 4 has / since
5 hasn't / for 6 has / since
7 has / since 8 has / since
Try! Answers will vary.

Further practice / Homework

Workbook page 39

Unit 3 Review page 43

Lesson objectives

Review the vocabulary and language learned in the unit.

Provide an opportunity for self-evaluation.

Language

Book character vocabulary

Simple past versus past continuous

For and since

Materials

Unit 3 Grammar and Everyday Language Poster; Workbook page 39

Warm up

Ask the students to look through Unit 3 and choose a word, grammar point, value or any facts they learned and write a sentence. Write an example sentence on the board: *In Unit 3, I learned how to write a*

good mystery story using different features. Divide the class into groups of four to share their learning points.

1 Read the definitions and complete the Glossary.

Divide the students into pairs to look at the definitions to see how many words they know without looking through the unit. Once they have done as many as they can, tell them to check the others in the unit.

2 Complete the sentences with the simple past or past continuous.

On the board, stick the Unit 3 Grammar and Everyday Language Poster and ask students how we form and why we use the simple past and past continuous.

Have the students work individually to complete the sentences. Monitor and check their use and form of the tenses.

Have the students compare their sentences, before asking volunteers to read out a sentence each.

Unit 3 Story pages 44–45

Lesson objectives

Review the vocabulary and language learned in Units 1–3.
Reading to find specific information in a text.

Language

Infinitive with *to* and *-ing*
Simple past and past continuous
Present perfect
Transportation, story vocabulary

Materials

Track 37; Unit 3 Wordcards;
Workbook page 116

Warm up

Tell the students you are going to retell the story of *The Blue Carbuncle* but that you have forgotten some of the details and they have to help you.

Tell them to listen to you retell the story and stand up if they hear any incorrect information. When the students stand up, ask *Why is it wrong? Can you help me correct the information?*

Read out the following: *When Holmes' friend was walking home, he saw a thief rob someone. The victim dropped a chicken. (False—a goose.) When Peterson was cooking the chicken, he found a coin. (False—a jewel.) Henry Baker answered the advertisement but didn't know about the coin. Holmes finds the butcher who knew (False—he didn't know.) about the coin in the goose. A short man (False—a tall man.) told Holmes he stole the coin from the Queen. (False—he stole it from the Countess.) Holmes forgave the thief and gave the coin to Mr. Baker. (False—he returned it to the Countess.)*

1 Listen and read the story. 37

Stick the entertainer and transportation wordcards on the board.

Play the story and ask the students to make a note of any of the words on the board that they hear in the story.

Ask a volunteer to come to the board and circle any of the words they heard.

Ask the students to look at the pictures in the story, and ask *What and who can you see? (A theater, actors, a stage, characters, an elephant, an audience clapping and costumes and disguises.)*

Play the recording again for students to listen and follow the story in their books.

A Trip to the Theater

1 Listen and read the story. 



1 The Bean family is at the theater. It's Mom's birthday.

This is so exciting! I really enjoy going to the theater!

We too. Dad suggested coming. I'm glad we came!



2

What's the play about, Mom?

It's an adventure story. Phileas Fogg tries to travel around the world in 80 days. It was the 19th century, so there weren't any highways or airports.

Wow! It's amazing.



3

Mr. Fogg and his companion, Jean, left London by train. They traveled to the port and caught a ship to Egypt.

Come on, Jean. I have our tickets and passports.

I have the luggage, Mr. Fogg.

Wanted! Help the police catch this thief!



4

From Egypt, they traveled by canal. But when they were getting on the boat, a detective saw them.

This canal is new! It's only been open for four years.

Amazing! This is the fastest way to India now.

WANTED

That man looks like this thief! I'll follow him.



5

The detective thought that Fogg was the thief! He decided to talk to Jean.

Look! Your friend is a thief here in disguise!

Et, no. You've made a mistake.

I'll follow them and catch him.



6

While they were traveling in India, they discovered that the railroad wasn't finished yet. Fogg rented an elephant!

We have no choice. We have to catch the boat to Japan!

Ask the students some questions to check comprehension: *How long does it take Fogg to travel around the world? (80 days.) Why does the detective stop Fogg? (Because he looks like the man on the wanted poster.) Why did they hire an elephant? (Because the railroad wasn't finished.) What did Jean work as? (A magician.) What did the audience do at the end of the play? (Clap and cheer.) How does the son know his dad was asleep? (Because he retells a different story.)*

On the board, write *Simple past, Past continuous* and *Present perfect*.

Have the students work individually to underline examples of the simple past, circle examples of the past continuous and highlight examples of the present perfect in the story.

Monitor the students to check they have identified and underlined, circled and highlighted the tenses correctly.

Divide the students into groups of four and assign each student in the group a role: *Mr. Fogg, Jean, the newspaper seller, the detective*.

Give the students time to practice and learn their lines by reading their parts in the story in their groups.

Monitor and help with pronunciation and expression.

Have the groups make up actions and collect any props they need before they practice acting out the story.

The students practice acting out the play. Ask volunteer groups to act out the play for the class.

Remind the class to be a polite audience and be quiet and listen, and clap at the end.



WORKBOOK ANSWERS

- 1 1 theater, e 2 thief, c
3 ship, f 4 detective, a
5 magician, b 6 Native Americans, d
- 2 1 No, there weren't. 2 The tickets and passports. 3 By ship. 4 By elephant. 5 He thinks he is a thief. 6 The circus. 7 No, he isn't.
- 3 1 hasn't seen 2 have traveled
3 hasn't been 4 've worked
5 've been
- 4 Answers will vary.
Try! Answers will vary.

Further practice / Homework
Workbook page 116

Optional activity

Photocopy and cut up the story into the twelve frames. Make enough copies for one set per group of four students. Divide the class into groups of four and tell them to close their books. Give each group a set of the cut-up story. Tell them to work together to put the story in the correct order. Tell them to look in their books and check the order with the story on pages 44 and 45.

Optional activity

Divide the class into groups of four and ask them to share their stories from the Unit 3 Writing Lesson. Have them choose one story to act out. They create a storyboard with six frames and draw pictures, and write the dialogue to turn the story into a play. After they have practiced acting out the play using their storyboard, put two groups together to make groups of eight. They then take turns acting out their play to the other group. Tell the group who is watching to think of a title for the other group's play.

Unit 4 Vocabulary and Reading

pages 46–47

Lesson objectives

- Identify different life events.
- Find information in an autobiography.
- Talk about the people in your family.

Language

Be born, get a job, get married, go to university, grow up, have children, leave home, leave school, learn to drive, move, retire, start school

Materials

- Tracks 38–40; photographs of your family; Workbook pages 40–41

Warm up

Play *Guess the Word* (see Ideas Bank). Use the family words *mom, dad, brother, sister, grandma, grandpa, aunt, uncle, nephew* and *niece*.

1 Match the words with the pictures (1–12). Listen and check.

38

Ask a few students *Who is the oldest / youngest member of your family? How many brothers and sisters do you have?*

Divide the class into pairs and ask them to open their Student Book to page 46 to look at the pictures in boxes A and B.

Point to each picture and ask *What can you see? What's happening in each picture?* Write any key life event vocabulary that they come up with on the board.

Divide the students into pairs. Give the students a couple of minutes to match the words in the word pool with the pictures in boxes A and B.

Play the recording for the students to check their answers.

Play the recording again for students to repeat chorally and individually.

2 Look at Text A. Listen and say the words.

39

In their pairs, ask the students to look at pictures 1–12 and tell each other what event is happening in each picture, such as *In picture 2, the boy started school. He was about four years old.*

Play the recording, pausing after the first sentence for the class to say the life event.

Play the rest of the recording, pausing for the students to first say the word to their partner and then ask a volunteer to say the word for the class.

4 Human History

Vocabulary and Reading

1 Match the words with the pictures (1–12). Listen and check.

be born get a job get married go to university grow up have children
 leave home leave school learn to drive move retire start school

2 Look at Text A. Listen and say the words.

A

1 Algemon Bean (c. 21 P1921)

2 Hele, school!

3 Goodbye, school!

4 In Oxford, 1938

5 A new home.

6 The wedding, 1947

7 A new home.

8 In Oxford, 1938

9 A new home.

B

Algernon Bean

Algernon Bean is an archeologist from Areton. He became famous when he discovered an ancient Roman village just outside our town. Here is his autobiography.

I was born in London in 1921. My family moved when I was quite young, and I grew up in Acelon. I started school when I was four years old. As soon as I started learning, I was interested in history! My father was an artist, and he taught me how to draw and paint. When I left school, I went to university in Oxford and I studied ancient history.

3 Read Text B and write the answers.

- Why was Algernon famous?
- Where was Algernon born?
- What was Algernon's favorite subject?
- What did Algernon's father do?
- Where did Algernon go to university?

4 Tell your partner what you know about your family.

My sister was born in 2006.

My grandma is retired.

72

Unit 4

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5 Read and listen. Mark (✓) the type of story this is.

- a travel story a sports story a local news story

C
Father and Son Find Ancient Viking Treasure

Mr Jenkins, a retired teacher, and his son Adam always dreamed of finding treasure. They started looking when Adam was 12. It was for a school project. That was 15 years ago, but Adam and his dad go out with their metal detectors every weekend. Until last week, they never found anything important.

Last Saturday, they were in a field near the beach that they had visited many times before. It was raining.

"Come on Dad, let's go home," said Adam. "We've searched this field before. **There can't be anything here.**"



Adam Jenkins and his father in 1998.

He was going to turn off his metal detector, when it beeped.

Adam called to his dad. "Listen, Dad. **There might be something here.**"

"It can't be big," said Mr Jenkins. "We searched this field last year, and we didn't find anything valuable. Just a few broken buttons."

"You're right," said Adam, but he started to dig. He made a small hole and the sound from the machine got louder. **"There must be something here!"** he said.

Suddenly, he saw something shiny. It was a coin. "Look, Dad! It's a coin. We've found something!"

"Let me look at it," said Mr Jenkins.

"It must be new." They looked at the coin. It didn't look new. It looked really old. Then they noticed that the metal detector was still beeping. "There might be more!" said Mr Jenkins, and they continued to dig.

Last Saturday, in the rain, Adam and his dad found some amazing Viking treasure. **It may be the biggest hoard in England.** Adam said, "When we found one coin, we were excited. But this is amazing. Apart from the day I got married, this was the best day of my life!"

They found over 700 silver coins, a broken gold bracelet and other jewelry. **The hoard could be the treasure of a Viking chief** who buried it to keep it safe. It may be over 1,000 years old, and it must be worth over \$1 million today!



Treasure like this is very rare and valuable.

6 Answer in pairs. Use the words in the box.

- When did Adam and his dad start looking for treasure?
- Why did they start looking?
- Did they search the field near the beach before?
- What did they find there?
- Would you enjoy looking for treasure? Why / Why not?

They started looking ... because ...
 This time, they found ...
 I'd like to / I wouldn't like to ...
 I think it would be boring / exciting / interesting / etc. ...

When did Adam and his dad start looking for treasure?



They started looking when Adam was 12 ...

5 Read and listen. Mark (✓) the type of story this is. 40

Tell the students to close their books and, on the board, write the title *Father and Son Find Ancient Viking Treasure*. Tell the students *This is a title for a story*. Give the students one minute to discuss what they think the text will be about.

Ask different volunteers for their suggestions.

Tell the students to open their books and read and listen, and check the type of story they think it is.

Ask different volunteers to tell you their answer and why they chose it.

6 Answer in pairs. Use the words in the box. 40

Ask a volunteer the question in the speech bubble for them to answer.

Ask the students to read all the questions and the news story again and think about the answers.

Divide the class into pairs to ask and answer the questions using the sentence starters in the box.

Monitor and check they are answering in full, and encourage them to use the phrases.

WORKBOOK ANSWERS

- 1 1 have children 2 grow up 3 start school 4 learn to drive 5 leave school 6 go to university 7 leave home 8 get a job 9 get married 10 move

- 2 1 get a job 2 retire 3 get married 4 be born 5 leave home 6 move 7 grow up 8 go to university 3 was moved up started left went

Try! Answers will vary.

- 4 a 4 b 2 c 5 d 1 e 6 f 3
 5 1 T 2 F 3 F 4 T 5 T 6 F 7 F 8 T

- 6 1 on 2 field 3 going 4 anything 5 dig 6 coin 7 old 8 metal 9 jewelry

7 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook pages 40–41

Unit 4 Language Focus 1

page 48

Lesson objectives

- Present and practice modal verbs.
- Make sentences that express different degrees of probability.
- Review *must / mustn't* for obligation.

Language

Modal verbs: *can't, could, might / may, must*

Big, broken, modern, old, small, valuable

Materials

- Tracks 40–41; Unit 4 Wordcards Set 1; Unit 4 Grammar and Everyday Language Poster; Workbook page 42

Warm up

Put the Unit 4 Wordcards Set 1 at the front of the class. Ask a student to stick the stage that happens first (*be born*) on the board. Ask different students to put the rest of the words in a logical order.

1 Listen to the story on page 47 again and circle. 40

Ask the students *What can you remember about the news story?*

Divide the class into pairs to look at the sentences and discuss which of the highlighted words are correct.

Play the recording for students to listen to and check their answers.

2 Look and complete the chart.

Point to the Grammar 1 section on the Unit 4 Grammar and Everyday Language Poster. Read the explanation to the class and ask *Which verb do we use when we are sure something is true? (Must.) Which verb do we use when we are sure something isn't true? (Can't.) Which verbs can we use when we don't know if something is true or not? (Could, may or might.)*

Hold one of the wordcards with the word facing you and ask the students *What's the word?* to elicit *It might / may / could be born*. Show the card and hold up another one facing you saying *What's this word?* to elicit *It can't be born*. Write the answers on the board.

The students complete the table, using the sentences on the board and the chart headings to help them.

Ask the students to look at the grammar table and memorize the sentences. Ask the students to cover the table and, with their partner, make sentences from each section of the table.

Unit 4 Language Focus 1

1 Listen to the story on page 47 again and circle.

- We've searched this field before. There can't / may be anything here.
- Listen, Dad. There might / can't be something here.
- Let me look at it. It must / might be new.
- The hoard could / can't be the treasure of a Viking Chief.

2 Look and complete the chart.

Modal Verbs		Certainty Affirmative	Certainty Negative	Possibility
must	old.	It <u>must</u> be true.	It <u>can't</u> be true.	It <u>might</u> / <u>may</u> / <u>could</u> be true.
can't	modern.			
might / may	be valuable			
could	broken.			

3 Listen and number. Describe the pictures using the adjectives.



big broken modern old small valuable

1 It can't be valuable.

4 Choose a costume. Play the guessing game in pairs.



3 Listen and number. Describe the pictures using the adjectives. 41

Focus the students' attention on the six pictures, pointing to one at a time and asking *What is it?*

Play the recording for the students to listen and number the pictures. Pause the recording after the first sentence and point to the example.

Ask the students to write sentences about the pictures using the adjectives. Point to the picture of the horseshoe and read out the example sentence.

Choose different volunteers to read out their sentences to check as a class.

4 Choose a costume. Play the guessing game in pairs.

Focus the students' attention on the costumes and read out the speech bubble (*This person is wearing a helmet.*) for a volunteer to read out the other speech bubble. Elicit one or two further examples from volunteers.

The students, in pairs, describe the person for their partner to guess.

WORKBOOK ANSWERS

- 1 1 a 2 c 3 b 4 b
 2 1 This jewelry must be new. 2 My metal detector could be broken.
 3 These new coins can't be valuable.
 4 This might be a Viking bracelet.
 3 1 It can't be new. 2 It may / might / could be old. 3 It must be a coin.
 4 It must be jewelry. 5 It may / might / could be a necklace. 6 It may / might / could be valuable.
 4 1 You must be careful when you dig. 2 You mustn't dig in a field without permission. 3 You must report any treasure finds. 4 You mustn't leave the field without tidying up
 Try! Answers will vary.

Further practice / Homework

Workbook page 42; Unit 4 Language Focus 1 Worksheet


1 Read Part 1 and complete. Read page 46 again and check.

1

Algernon Bean

Algernon Bean is an archaeologist from Aceton. He became famous when he discovered an ancient Roman (1) village just outside our town. Here is his (2) autobiography.

1 (3) was born in London in (4) 1921. My family (4) moved when I was quite young, and I (5) grew up in Aceton. I (6) started school when I was four years old. As soon as I started learning, I was interested in history! My father was an artist, and he taught me how to draw and paint. When I (7) left school, I went to (8) university in Oxford and I studied ancient history.



2

As soon as I left university, I got a job and went to London to work at the British Museum. While I was working there, I saw amazing things from all around the world. I worked at the museum until (1946). During that time, I learned a lot about Roman buildings. I decided to become an archaeologist. I got married in (1947) and my wife, Fiona, and I moved back to Aceton. A few years later, in (1951) Fiona and I had our first child. While I was living in Aceton, I found a Roman coin in the countryside. I started digging! During the first summer, I found a Roman villa. A few years later, I found a bath house. Twenty years later, people could come and visit the whole Roman village. I retired in (1986). Now I talk about archaeology in schools.

2 Circle the dates in Parts 1 and 2. Write what happened.

1921 1946 1947 1951 1986

In 1921, Algernon Bean was born.

3 Read again and complete.

- 1 I started school when I was four years old.
- 2 As soon as I left university, I got a job.
- 3 While I was working there, I saw amazing things from all around the world.
- 4 I worked at the museum until 1946.
- 5 A few years later, in 1951, my wife, Fiona, and I had our first child.
- 6 During the first summer, I found a Roman villa.

4 Read and circle.

- 1 My parents were at the same university. They met while / until they were studying.
- 2 Mom and Dad got married in 2000. They moved to Aceton a year while / later.
- 3 I was born in Aceton. As soon as / During I could run, I played soccer with my friends.
- 4 My school is in Aceton. I started school when / later I was five.
- 5 I learned to skateboard in July. I learned to skateboard during / until the summer.
- 6 I love skateboarding! Every Saturday afternoon I practice tricks until / during it gets dark.

5 Write your autobiography. Use the words from Activity 4.

mistakes in the sentences, before they return them to their partner to correct.

3 Read again and complete.

Read out the example sentence and ask students to point to it in the text. The students work individually to find the sentences in the text and fill in the gaps with the missing sequencing words. Ask different volunteers to read out their sentences to check.

4 Read and circle.

Divide the class into pairs and ask them to look at the sentences and circle the correct sequencing words.

Monitor the students working and note down any common errors the students are making with the sequencing words. Write any of the sentences that the students were getting wrong on the board and go over the different uses of the sequencing words. Encourage them correct their own work.

5 Write your autobiography. Use the words from Activity 4.

Tell the students they are going to write their own autobiography. On the board, draw a time line and write some important dates and events for you, such as 1965: born, 1984: graduated. Point to the events in the timeline and tell the students about your life. Make sure you use sequencing words.

Tell the students to copy the timeline and write their own important dates and events on it.

The students use their timeline, Algernon's autobiography and the sentences in Activities 3 and 4 to write their own autobiography.

Take in the students' autobiographies to check for any common errors to go over.

WORKBOOK ANSWERS

- 1 1 F 2 T 3 F 4 T 5 F 6 T 7 F 8 F
- 2 11, 13
- 3 Answers will vary.
- Try! Answers will vary.

Further practice / Homework

Workbook page 43

Unit 4 Reading and Writing page 49

Lesson objectives

- Read and understand an autobiography.
- Use sequencing words in sentences.
- Write an autobiography.

Language

- Simple past and past continuous
- Sequencing words: when, as soon as, while, until, later, during

Materials

Colored pencils; Workbook page 43

Warm up

Dictate the following sentence starters for the students to write an ending that is true for them: *I started school when I was ... I traveled by plane for the first time when I was ... While I was traveling to school*

today, ... As soon as school finished yesterday, I ... I didn't learn English until I was ... Ask the students to compare their answers using full sentences, such as I started school when I was five years old.

1 Read Part 1 and complete. Read page 46 again and check.

Divide the class into pairs and tell them to work together to complete the sentences. Once they have completed all the gaps, ask them to look at page 46 to check.

2 Circle the dates in Parts 1 and 2. Write what happened.

On the board, write the date 1921 and ask *What happened to Algernon in 1921? (In 1921 Algernon Bean was born.)*

Tell the students to work individually to find the dates in the text and circle them. Then the students write sentences about what happened to Algernon.

Ask the students to swap their sentences with their partner to read and check. Ask them to use a colored pencil to circle any

Unit 4 Vocabulary and Listening

pages 50–51

Lesson objectives

Identify people in the family and community.

Listen and extract information from a song.

Talk about the people who live in your home.

Language

Best friend, child, community, grandparent, grown-up, home, husband, neighbor, parent, teenager, toddler, wife

Materials

Track 42–44; Workbook pages 44–45

Warm up

Write the sequencing words from the Reading and Writing Lesson on the board. Ask the class to help you retell the story of Algernon Bean, using the words. Encourage the students to use full sentences.

1 Look and say what the lesson is about.

Ask the students what they know about Vikings: *What did Vikings wear? (Warm clothes made from wool and animal skin.) Where were the Vikings from? (Denmark, Norway and Sweden.) When did the Vikings live? (Between about 700 and 1100 AD.)*

Divide the class into pairs and ask them to look at the pictures in Activity 2 and discuss what they think the lesson is about.

Ask a few volunteers to share their ideas.

2 Listen and repeat.

Ask the students to look at the pictures with their partner and discuss who they think the people are in each one.

Play the recording, pausing after each word for the students to repeat chorally. Pay attention to the pronunciation of the *f* in *wife*, the blend *ch* in *child*, the *neigh* in *neighbor*, and the stress on the second syllable in *community*.

3 Listen and circle the word.

Play the first sentence of the recording and show the students the circled example. Play the rest of the recording for the students to circle the words. Have the students compare their answers, before playing the recording again for them to check.

Unit 4 Vocabulary and Listening

1 Look and say what the lesson is about.

2 Listen and repeat.



- 1 home
- 2 community
- 3 husband
- 4 wife
- 5 child
- 6 parent
- 7 toddler
- 8 grandparent
- 9 best friend
- 10 grown-up
- 11 teenager
- 12 neighbor

3 Listen and circle the word.

- 1 husband / wife
- 2 husband / wife
- 3 grandparent / parent
- 4 grandparent / teenager
- 5 neighbor / home
- 6 best friend / community
- 7 toddler / teenager
- 8 toddler / grown-up
- 9 grown-up / neighbor

4 Complete the mind map with words from Activity 2.



To check as a class, ask different volunteers to read out their answers. Pay attention to their pronunciation of the words.

4 Complete the mind map with words from Activity 2.

Tell the students to look at the mind map. For each heading, elicit some examples for a volunteer's family, community and ages. In pairs, students complete the mind map, using the words and phrases from Activity 2.

Optional activity

Tell the students to copy the mind map and complete it for the important people in their lives. Have the students use their mind maps to tell their partner about the people in their lives.

5 Listen and number the people who live in the house in the order that you hear them.

Tell the students to close their books and listen to the song. Ask *What's it about? (Vikings.)*

The students look at the words and listen to the song again and number the words in the order they hear them.

Play the song again for the students to check their answers, once they have compared them with their partner.

6 Listen again and circle the words to complete the song.

Tell the students to work with a partner to see if they can remember which of the words in the song are correct.

Play the song again for the students to check their answers and circle the correct ones.

Play the song a final time for the students to follow in their books and sing along.



5 Listen and number the people who live in the house in the order that you hear them.

- 2 children 3 cousins 7 daughters 5 grandparents
 10 grown-ups 4 parents 6 sons 9 teenagers
 8 toddlers 1 wife

6 Listen again and circle the words to complete the song.

A Viking in his longhouse,
 A Viking in his home.
 A Viking in his longhouse is never on his own!

There's his (1) wife / husband, and their
 (2) parents / children.

A Viking in his longhouse ...
 There's his ...

And the (3) aunts / cousins and the
 (4) toddlers / parents.

A Viking in his longhouse ...
 There's his ...

And the (5) grandparents / teenagers and the
 (6) sons / moms and the (7) children / daughters.

A Viking in his longhouse ...
 There's his ...

And the (8) neighbors / toddlers and the
 (9) friends / teenagers and the
 (10) grown-ups / grandparents.

A Viking in his longhouse ...
 There's his ...

And the (11) dogs / ducks and the
 sheep and the (12) cows / goats.

A Viking in his longhouse ...

7 Complete the text with words from Activity 2.

Most Vikings did not live in towns. They lived on a farm or in a small (1) community by the sea. A typical Viking (2) home was called a longhouse, because it was very long! When a Viking woman got married, she went to live with her new (3) husband and his (4) parents. Longhouses were always full of children from (5) toddlers to (6) teenagers. In fact, when Vikings were about 15 or 16, they were already (7) grown-up. In Viking towns, the houses were smaller, but they were very close together, so the (8) neighbors were never far away.



8 Think about the people who live in your home. Talk in pairs.



7 Complete the text with words from Activity 2.

Ask questions about the Vikings: *What kind of house do Vikings live in? (A longhouse.) Point to the picture of the longhouse. What's it made of? (Wood and straw.) Would you like to live in a longhouse? Why / Why not?*

Tell the students *You are going to learn more about how Vikings lived.* The students read the text and complete the gaps with the words from Activity 2.

Read out the completed text for the students to follow and check their answers.

8 Think about the people who live in your home. Talk in pairs.

Tell the class about people who live in your home. For example, *In my house there are two grown-ups, me and my husband. There are two toddlers, my son and daughter. My neighbors are very nice people—there are six people in their family.*

Divide the class into pairs and ask a volunteer pair to read the question and answer in the speech bubbles. Have the pairs take turns to tell their partner about the people in their home. When they have finished, ask the students to find a different partner and repeat the activity. Ask a couple of volunteers to share their answers with the class.

Optional activity

Have the students write about their community and house. Write these sentences on the board to support them: *I live in a (street) called (George street). My house has (two floors). In my house, there are (three grown-ups and four children).*

WORKBOOK ANSWERS

- She had five sisters and three brothers.
 - Maya's grandma: 1 F 2 T 3 F 4 T
 Maya: 1 F 2 F 3 T 4 T
 - 1 Maya's grandma lived in quite a small house. 2 Maya's grandma had five sisters. 3 She was never on her own. 4 She shared her bedroom with two of her sisters. 5 Maya lives in a big house. 6 Maya doesn't have to share her bedroom.
- Try!** Answers will vary.
- 1 home 2 wife 3 children
 4 parents 5 grandparents
 6 toddlers 7 teenagers
 8 grown-ups
 - 1 neighbors 2 husband
 3 grown-ups 4 grandparents
 5 toddler 6 wife 7 teenagers
 - Answers will vary.
- Try!** Answers will vary.

Further practice / Homework

Workbook pages 44–45

Unit 4 Language Focus 2

page 52

Lesson objectives

Read and understand a text about archaeological finds in the UK.

Present and practice the present perfect with *just*, *already* and *yet*.

Language

Present perfect with *just*, *already* and *yet*. *They have already / just found the pieces. They haven't found the pieces yet.*

Archeologists, chess, law document, popular, writing tablets

Materials

Unit 4 Grammar and Everyday Language Poster; Workbook page 46

Warm up

Play *A Long Sentence* (see Ideas Bank) using the family and community vocabulary. Begin the game with the sentence *I am a Viking. I live in a longhouse with ...*

1 Look at the pictures and discuss in pairs.

Look at picture 1 and ask *What can you see? Where do you think it comes from?*

Divide the class into pairs and tell them to look at the rest of the pictures to describe what they see and say where they think the object comes from.

Ask a few volunteer pairs to share their ideas with the class.

2 Read and match the paragraphs with the pictures.

Write these words on the board: *archeologist, board games, writing tablets, helmet* and *cooking pot*. Check understanding by asking questions: *What does an archeologist do? (Finds and digs up very old things in the ground.) What board games do you know? (Snakes and Ladders, Chess.) What's a writing tablet? (It's like paper made from stone.) Where do you wear a helmet? (On your head.) What do you put in a cooking pot? (Food.)*

Say *These words are from the text. What do you think it's about?*

Tell the students to read the text silently and match the paragraphs to the pictures. To check as a class, say a picture number for the students to point to the paragraph.

3 Look at the chart and underline examples of *just*, *already* and *yet* in the text.

Show the class the Grammar 2 section on the Unit 4 Grammar and Everyday Language Poster and read out the explanations and example sentences.

Unit 4 Language Focus 2

1 Look at the pictures and discuss in pairs.

1 Describe what you can see in each picture.

2 Where do you think these come from?



2 Read and match the paragraphs with the pictures.

1 Many different kinds of people have lived in the UK. The Romans arrived in 55 BC. The Vikings come from the north around AD 800. Archeologists have discovered many objects that belonged to the Vikings and the Romans.

2 They found a Viking board game. Parts of the game are missing, but archeologists have already found games like this in other places. They know this was a popular game. It's a bit like chess.

3 The Vikings didn't use paper. They used writing tablets made of wax. Archeologists have to be very careful when they open a book of tablets.

A team of archeologists has just discovered a book of tablets with some numbers, a law document and a love poem in it. Maybe it was a present from a husband to his wife.

4 This helmet is a very important object. Very few complete helmets have been found in the UK. It's very old and very valuable. It probably belonged to a chief.

5 This is a cooking pot. When it was found, it was broken. The archeologists had to put it back together carefully, but they haven't found all the pieces yet. Vikings sometimes shared big meals with family, friends and neighbors.

3 Look at the chart and underline examples of *just*, *already* and *yet* in the text.

Present Perfect with *just*, *already* and *yet*

They	have / 've	already / just	found	all the pieces.
	haven't	found	all the pieces	yet.

4 Read the text again and write *R* (right), *W* (wrong) or *D* (doesn't say).

- The Vikings have just arrived in the UK. W
- Archeologists have already found many Viking things in the UK. R
- They haven't found anything Roman yet. W
- Archeologists have already found lots of love poems. D
- Archeologists haven't found a lot of helmets yet. R
- Archeologists have just found the last piece of the cooking pot. W

5 Discuss the sentences from Activity 4. Correct the wrong ones.

The Vikings arrived in the UK around AD 800.

On the board write *They have already / just found the pieces. They haven't found the pieces yet.* Ask a volunteer *When do we use "already", "just" and "yet"?* Support by showing the poster and rules on the chart. Have the students re-read the text and underline examples of *already*, *just* and *yet*.

4 Read the text again and write *R* (right), *W* (wrong) or *D* (doesn't say).

Divide the class into pairs to read the sentences and discuss if they are right, wrong or if the text doesn't say.

Choose three volunteers and assign them *R*, *W* and *D*. Tell them to only read out the sentences relevant to their letter, so the student who is *W* reads the first sentence.

5 Discuss the sentences from Activity 4. Correct the wrong ones.

Have the pairs look at the wrong sentences and correct them. Have a volunteer read out the speech bubble as the example for sentence 1.

WORKBOOK ANSWERS

- 1 already 2 just 3 yet 4 just
 - 1 Archeologists have already discovered Viking helmets in the UK. 2 They haven't found all the parts of the board game yet. 3 They have just found a very valuable helmet
 - 1 Archeologists have just found a writing tablet. 2 They haven't found any jewelry yet. 3 They've already found a board game. 4 They've already put a cooking pot back together. 5 They haven't found any Viking swords yet.
 - 1 She's just found some coins. 2 She's already found a board game. 3 She hasn't found a helmet yet. 4 She's just found a bracelet. 5 She's already found a book. 6 She hasn't found a puzzle yet.
- Try! Answers will vary.

Further practice / Homework

Workbook page 46; Unit 2 Language Focus 2 Worksheet

1 Listen and underline. Who is Alex talking to? 


- 1 his cousin 2 his best friend 3 his neighbor 4 his grandparents

2 Read the invitation and the text message and complete the notes.

To: Mr. and Mrs. Wilkinson
(9 Little Street)
You are invited to the annual
Bean Family Barbecue on
Saturday at 10 Little Street.
The party starts at 12:30 pm.
Come and meet your
neighbors and make new
friends!

We have lots of food and drink
for the barbecue, but can you
bring something to share, like
a dessert or a salad? Don't
forget your costume! This year's
theme is history! Dress up as
you favorite character from the
past. Call my cell (646-9048) if
you have any questions or after
6 pm, my home number (617-
5891). See you there, Mrs. Bean.


Anya's notes – Barbecue
Person having party: (1) the Bean family
Day: (2) Saturday
Time: (3) 12:30 pm
Take: (4) dessert or salad
Wear: (5) costume
Mrs. Bean's evening phone number:
(6) 617-5891

3 Look at the list. Listen and underline what Mom hasn't done yet. 

4 Listen again and number the sentences in the order you hear them. Underline the offers.

- 3 Please could you go and get some chairs?
2 Should I hang up some flags?
1 Can we help?
6 Could you set the table with these plates and cups?
7 No problem.
8 Could you find some games for the children to play?
4 Sure.
5 Can I do anything to help?

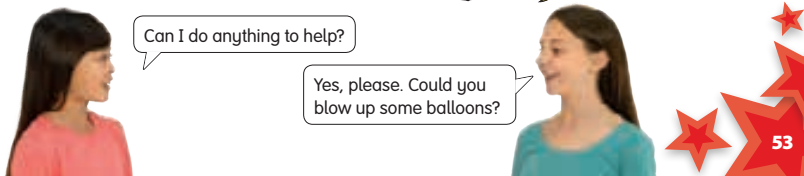
To do for the barbecue
1 Hang up flags
2 Find games for the children
3 Put out the tables
4 Get the chairs (in garage)
5 Go to the supermarket (buy food, paper plates, cups)
6 Set the table

5 Look, listen and repeat. 

Perfect Pronunciation

Could you set the table with these plates and cups? Should I hang up some flags?
Could you find some games for the children to play?

6 Complete the pairwork cards. Ask and answer in pairs. 



flags to ask *Did she hang up the flags?* (Yes.)
Do we underline hang up the flags on the list? (No.)

Play the rest of the recording for the students to complete the activity.

After the students have compared their answers with a partner, play the recording again to check as a class.

4 Listen again and number the sentences in the order you hear them. Underline the offers.

In pairs, have the students look at the sentences to order them before they hear the recording again.


Play the recording again, pausing after the first question to show the example. Play the rest of the recording for students to check their order.

Check answers by asking volunteers to take turns saying the lines.

5 Look, listen and repeat. 

Focus students' attention on the Perfect Pronunciation box and point out the linking lines. Play the first sentence of the recording, following the linking lines to show that the *l* in *shall* links to the *l* to make *li* and the *g* in *hang* links to *up* to make *gup*. Play the recording again for the students to repeat chorally and individually.

Play the rest of the recording, pausing after each sentence for students to repeat chorally and individually.

6 Complete the pairwork cards. Ask and answer in pairs. Workbook page 122 

Hold up the Unit 4 Grammar and Everyday Language Poster and draw attention to the Everyday Language section. Ask two volunteers to read the dialogue to the class.

Divide the students into pairs and assign them A and B. Tell the students to cut out the Unit 4 Fluency Cards on page 122 of their Workbook. The students take turns to make offers to help with the party preparation.

Monitor, helping and correcting pronunciation where necessary.

WORKBOOK ANSWERS

- 5 1 Friday 2 7:30 p.m. 3 neighbors
4 dessert 5 dress up 6 cell
6 1 c 2 a 3 f 4 e 5 d 6 b
7 Requests: Could you set the table?
Could you get some chairs from the garage? Please could you get some games for the children to play?
Offers: Should I hang up some flags?
Can we help? Can I do anything to help?

Try! Answers will vary.

Further practice / Homework

Workbook page 47; Unit 4 Functions Worksheet

Unit 4 Listening and Speaking page 53


Lesson objectives

- Listen for gist and specific information.
- Pronunciation: linking words.
- Make offers to help and respond.

Language

Present perfect with *just*, *already* and *yet*.
Could / Can and *should* for offering help: *Can / Could we help? Should I hang up some flags?*


Materials

-  Tracks 45–47; Unit 4 Grammar and Everyday Language Poster; Workbook pages 47, 122

Warm up

Divide the students into groups of four and tell them to imagine that they are


going to have a birthday party. Ask *What do you need? Who are you going to invite? Where is it going to be? What games are you going to play?* The students discuss the questions and make lists.

1 Listen and underline. Who is Alex talking to? 

Students listen to the recording. Ask *Who is Alex talking to?* Play the recording for the students to underline the correct person.

2 Read the invitation and the text message and complete the notes.

Students look at the three texts. Ask *What are they?* (Invitation, text message, notes.)
Tell pairs to look at the notes then read the text message and invitation to find the information to complete the notes.
Pairs read out a note to check as a class.

3 Look at the list. Listen and underline what Mom hasn't done yet. 

Play the first part of the recording, pausing after *Anna and I have just hung up all the*

Lesson objectives

Understand a text about archeology.
Make conclusions about what a community might have been like.

Language

Ancestors, artifacts, excavation, layer, settlements, site

Materials

Track 47–48; Workbook page 48

Warm up 47

Write the sentences from the Perfect Pronunciation activity on the board: *Shall I hang up some flags? Could you set the table with these plates and cups? Could you find some games for the children to play?* Play the recording and ask volunteers to come to the board to draw the linking lines in the correct place. Students, in pairs, take turns to say the sentences to each other, as fast as they can.

1 Look at the pictures. What can archeologists find?

Ask *What do we already know about archeologists? (They find and dig up things from the past, such as board games, helmets and writing tablets.)* Ask the following questions to check what vocabulary the students already know: *What do we call the area where the archeologists work? (A site.) What do we call it when the archeologists dig the site? (Excavation.) What do we call our family members who lived a long time ago? (Ancestors.) What can archeologists tell us about our ancestors and their communities? (Their style of clothes, houses, tools and jewelry.)*

Divide the class into pairs and give the students a couple of minutes to look at the pictures and discuss the question with their partner. Ask for different suggestions from the pairs.

2 Listen and read. Match the questions to the paragraphs. 48

Play the recording and ask the students to listen and follow the text in their books. The students work individually to re-read the text and match the questions to the paragraphs.

Unit 4 CLIL History

Anna Knows about ... Archaeology

1 Look at the pictures. What can archeologists find?

2 Listen and read. Match the questions to the paragraphs.

2 Why do we study archeology? 5 What can we learn about? 3 How do archeologists know where to dig?
1 What is archeology? 4 What do archeologists do all day?

1 **Archeology** is the study of human history. Archeologists dig in areas where people have lived and they study the items or **artifacts** they find there.

2 There aren't books and photographs of how people lived in ancient societies, but by carefully studying the artifacts that they find, archeologists can tell us how our ancestors lived hundreds and even thousands of years ago.

3 It is important to know where to look. Archeologists can use modern technology like satellite photos, which show outlines of buildings that we cannot see from the ground. They can use the natural landscape, too. Many ancient towns were near rivers, for example.

4 One of the best places to dig is where we live today. Modern cities are built on top of older **settlements**. When a **site** is identified, teams of specialists and volunteers dig carefully to remove the top **layer** of soil to reach older material underneath. We call this an **excavation**. Archeologists may find modern artifacts, then items from 100 years ago and deeper down there may be older artifacts, too.

5 An archeological dig is a long project. Big, exciting finds like treasure are very rare. Archeologists find the remains of walls, small bits of pottery, animal bones—sometimes even human skeletons. They are small clues, but they make up a bigger picture.

3 Look at the excavation plan and answer the questions. Compare your ideas in pairs.

1 Can you guess the rooms from the artifacts? 2 Why do you think there's a photograph?

3 Look at the excavation plan and answer the questions. Compare your ideas in pairs.

Focus students' attention on the plan. On the board, write *Archeologists have found bones. They could / might / may / must be animal bones.* Write the following vocabulary as prompts for the students: *big, broken, modern, old, small and valuable.* Say *writing tablets* and elicit another example sentence: *They discovered writing tablets. They can't be new; they must be old.*

Have students work individually to write conclusions about the artifacts using the model sentence, the adjectives and the grammar chart on page 48 to help them. Monitor the students working, checking they are using the target language correctly.

WORKBOOK ANSWERS

- 1 1 b 2 e 3 c 4 f 5 d 6 a
2 Cooking pots, games, coins, an old helmet
3 1 Because it is near a river. 2 Because the settlement is under a layer of soil. 3 Because they have to be careful and they have to record everything they find. 4 No, they haven't. 5 They are still under the soil. 6 Help with the dig.
Try! Answers will vary.

Further practice / Homework
Workbook page 48

1 Read the text and circle.

- 1 What is it? a a letter b an autobiography c a diary entry
 2 What is it for? a to sell something b to remember special events c to thank someone

Saturday, October 28
"Moving day"
 Dear Diary,
 Today was an important day. We moved! It was such a busy day! We got up **mega** early and packed a big truck. All our stuff was in lots of big boxes.
 Then, at the new house, we had to unpack the truck. I've just carried ten boxes of stuff into the kitchen! Oh, I'm tired! I'm taking a rest.
 Mom, Dad and Uncle James have already put all the furniture in the right rooms. I've just unpacked all my clothes and my books and games. I haven't put up my posters yet, but I've put up the cards I got from the kids on my old street. I'll miss them, but I'll see them at school.
 I'm very excited. **Do you want to know why?** This house is bigger than the old one, and I have the coolest room! My room is small, but it's up in the attic, so I'm not stuck between my sisters' rooms any more. It's great! I can play my music as loud as I want! 😊
 I don't know what's in all these boxes. They can't all be mine! I think some of it must be Lily's or Anna's stuff.
 It's funny to be in my new bedroom. Actually, it's rather quiet up here on my own. I wonder what the others are doing. I might go and see what Lily's up to in her room. Maybe my sisters aren't so bad after all! 😊




Informal language
 A diary often contains informal language.

Formal	Informal
language / things	stuff
very	mega
like	loads
down	up by

2 Match the features with the colored text in Alex's diary.

- 1 an informal word or expression: mega
 2 direct speech to the reader: Do you want to know why?
 3 a date: Saturday, October 28
 4 a smiley to show how you feel: 😊

3 Read again and underline what Alex mentions.

- 1 Facts about what happened today.
 2 How he feels about the events.
 3 How other people feel.
 4 Something he has learned.
 5 Facts about the past.
 6 What he's going to do now.

4 Read again and answer the questions.

- 1 Who is Alex writing to?
 2 Why was it a special day?
 3 Why is Alex tired?
 4 What has Alex unpacked already?
 5 Why is Alex excited?
 6 What does Alex decide to do next?

5 Write a diary entry for an exciting day in your life.

ask *What does "mega" mean? (Very.) Would you use "mega" in a letter to someone you don't know? (No.)*

Have the students work individually to find the highlighted words in the diary entry and write them under the correct feature. To check as a class, ask volunteers to read the feature and the answer.

3 Read again and underline what Alex mentions.

Hold up your Student Book, point to the first underlined sentence and ask *What facts did he mention? (They moved, he got up early and he packed.)*

Pairs of students read the sentences and the diary entry and underline only the things that Alex mentions.

Ask volunteers to tell the class which sentences they underlined and what in the diary supports their answers.

4 Read again and answer the questions.

The students work individually to answer the questions, in full, in their notebooks.

Monitor the students and help by pointing to the answers in the text, checking the grammar and spelling and pointing out any errors, encouraging them to correct their work themselves.

Ask students to compare their answers in groups of four, taking turns to read out and answer the questions. Tell them to put their hands up if they have different answers and can't agree on the same one.

5 Write a diary entry for an exciting day in your life.

Ask the students to think about an exciting, fun, interesting day they had recently and make notes about it under the following headings: *Where were you? Who were you with? What happened? How did you feel? What did you learn?*

The students use their notes to write a diary entry. Tell them to use the text in Activity 1 as a model, and the features, to support their writing. Monitor and help where necessary.

Ask the students to swap diary entries with their partner to read, and encourage them to ask each other questions about the day.

WORKBOOK ANSWERS

- 1 1 sh(ee)p 2 l(ea)ve 3 sl(ee)p
 4 m(ea)t 5 ch(ee)se 6 sh(e)
 2 1 party 2 neighbors 3 sad
 4 cake 5 write

- 3 1 F 2 T 3 F 4 T

- 4 d, b, a, c

- 5 e: we ea: eat, ice cream ee: three, feel, feet, cheese, sleep

- 6 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 49

Unit 4 Writing page 55

Lesson objectives

- Identify the features of a diary entry.
- Understand the use of informal language.
- Write a diary entry.

Language

Simple past and present perfect with *just, already* and *yet*.

Materials

Workbook page 49

Warm up

Tell the students to imagine they were on an archeological dig, and ask *What did you find? (A writing tablet, a helmet and a jewel.)* Make a list on the board of about ten items. Write the sentence starter *We could / might use ... as a ...* Divide the class into groups of four and ask them to choose one item. Give them one minute to think

of as many uses as they can for the item. Ask different groups to say their item and use the sentence starter to describe its uses.

1 Read the text and circle.

Ask the students *What text types have we already looked at? (Autobiographies, diaries, stories, a review and an essay.) What can you remember about Alex moving? (They took their old house on a truck.)*

Have the students work individually to read the text and questions and circle the correct answers. Have the students compare with their partner and explain why they chose their answers.

Ask volunteers to share their answers, and ask *Why do you think that?* to elicit features of the text (*the day, the greeting and the informal language*). Point out the Informal language note for further examples.

2 Match the features with the colored text in Alex's diary.

Go through the features with the students and have them find *mega* in the text, and

Unit 4 Project and Value

page 56

Lesson objectives

- Planning and making a time capsule.
- Present the time capsule.
- Collaborating and communicating in groups.

Value

Respect your community. Learn about its history.

Materials

One container per group; various small items; Unit 4 Stickers; Workbook page 50

Warm up

Play *Time's Up!* (see Ideas Bank). Use the family and community words from the Unit 4 Vocabulary and Listening Lesson, Activity 2.

Value: Read and stick.

Ask students to open their Student Book to page 56 and find *Alex's Value* at the top. Read the value aloud while students follow along. Tell the students to look at the picture under Alex, and ask *Where are the children? (In the countryside.) What are they doing? (Learning about their community.)*

Have students open their books to the stickers page and point to the sticker that shows the value. Have them stick it into the space under *Alex's Value*.

Time Capsule

Stage 1: Plan your project.

Ask the students *What's a time capsule? (A container you put important photos and things in from the present for people in the future to find and learn about our life.)*

Divide the class into groups and read out step 1. Give the groups a few minutes to make their lists. Once they have their lists, tell them to evaluate their choices by discussing the questions and decide if they want to take out or add any of the items.

Ask *Are there any objects you cannot put in a time capsule? Why?* Accept all suggestions, but make sure they include *food and drink and very big items*. If the groups have any of the things you cannot put in the capsule, tell them to delete them from their lists.

The groups look at their final list and decide who will bring which items to the class.

Stage 2: Develop your project.

Read out step 1 and ask the students to give you some suggestions of what they could write about, and write them on the board, such as *school subjects, their hobbies, sports, technology and gaming trends, fashion and news*.

In pairs, the students write a letter to go in the time capsule.

In their groups of four, the students discuss and choose a container to use. Monitor the groups and check they are thinking about a container that will last a long time and not damage easily, such as a tin.

Tell the students to make sure they bring their container and items for the time capsule to the next lesson.

The groups then decide where they want to put the capsule and what date they want to open it. Ask the groups to write their chosen dates on a class calendar.

Stage 3: Share your project.

Groups present their time capsules to the class. They read out their letter and show the items, explaining why they chose them. Focus on Alex's value. Ask *Why is it important to learn about and respect your community? (To understand each other, and have an idea of where you come from and how history shapes our present.)*

Stage 4: Evaluate your project.

This stage can be done after each individual stage is completed. Ask students to open their Workbooks to page 50, and direct their attention to Activity 2. Read the instructions for Stage 1. Help students reflect on their project and check *yes or no*. Repeat for the other stages.

WORKBOOK ANSWERS

1 1 X 2 ✓ 3 ✓ 4 X 5 X 6 ✓
7 ✓ 8 ✓

2 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 50

1 Read and complete.

go to university got a job got married learning to drive
 moved started school was born left school



A Famous Ace School Student

Liam Smith is a famous racing driver and he was an Ace School student!

After Liam's parents (1) got married, they moved to Acelon. Liam (2) was born in 1988. He (3) started school at Ace School when he was five years old. When he (4) left school, he didn't (5) go to university. He already had a different dream.

We asked Liam what the most important event in his life was and he said: (6) learning to drive! As soon as I passed my test, I (7) got a job with my race team.

Liam doesn't live in Acelon any more. When he was 20, he (8) moved to Los Angeles.

2 Unscramble the sentences.

- 1 has / the school / already / some statues
- 2 statue / has / just / another / arrived
- 3 it / a local artist / has / delivered / just
- 4 seen / nobody / has / yet / the statue
- 5 have / tried to guess / the children / already / what it is
- 6 their guesses / the children / have / just / sent / to Mr. McMaster

3 Read the guesses and circle. What do you think the statue is?

- 1 Susan: It's quite big. I think it might / can't be an elephant.
- 2 Alex: The truck was huge! It must / can't be really heavy.
- 3 Oscar: I think it could / can't be a statue of Mr. McMaster.
- 4 Mr. McMaster: It isn't a statue of me! But it should / can't be someone else.
- 5 Anna: Oh! That's a clue. It can't / must be someone famous.
- 6 Kelly: It could / can't be Liam Smith. He's famous!



4 Say sentences about the pictures using just, already and yet.

best friend community grandparents grown-ups teenagers toddlers wife



The grandparents have just finished making snacks.

The grown-ups haven't started the race yet.



Grammar 2 section to review modal verbs of probability.

Point to the picture and ask *What is it? (A new statue.) Can you see what the statue is? (No.)* Say *The students in the school are trying to guess what it is.* The students work individually to read the guesses and circle the correct modal verb. Have the students check their answers with their partner before they discuss what the statue might be.

Ask volunteers to share their ideas with the class.

4 Say sentences about the pictures using just, already and yet.

Focus the students' attention on the pictures and ask *Who are the people? Where are they? (At school.) What's the event? (Sports day.)*

Ask a volunteer pair to read out the speech bubbles. Tell the students to work individually to look at the pictures and write three sentences with *just, already* and *yet*.

Have the students close their notebooks and take turns to point to a picture and say one of their sentences to their partner.

Optional activity

Ask the students to draw a picture of themselves at a sports day. They then give their picture to their partner, who writes a sentence with *just, already* or *yet* under the picture.

Evaluation

Keep notes as you monitor students' progress through this lesson to flag areas where they have problems using target vocabulary and grammar structures. These notes can be valuable in deciding whether and how to implement remedial practice activities.

Ask students to take out their sticker sheets and find this unit's star sticker. Have them place the sticker next to their favorite activity in the unit.

Additional resources

The Unit 4 Test can now be given.

WORKBOOK ANSWERS

- 1 1 T 2 F 3 F 4 T 5 F 6 T
- 2 1 born 2 drive 3 university 4 home 5 job 6 married 7 children
- 3 1 I've already seen the site. 2 I've just visited the longhouse. 3 I haven't been to the museum yet. 4 I've already looked at the artifacts. 5 I've just bought a metal detector. 6 I haven't discovered any treasure yet.
- 4 1 b 2 c 3 a 4 a 5 b 6 b 7 a 8 c

Try! Answers will vary.

Further practice / Homework

Workbook page 51

Unit 4 Review page 57

Lesson objectives

Review the vocabulary and language learned in the unit.
 Provide an opportunity for self-evaluation.

Language

Life-event words and family and community words.
 Modal verbs and present perfect with *just, already* and *yet*.

Materials

Unit 4 Grammar and Everyday Language Poster; Workbook page 51

Warm up

Divide the class into groups of four. Write these questions on the board: *What have you already done today? What haven't you done yet?* Ask a volunteer to ask you the

questions, and give full answers, such as *I have had my lunch already.*

1 Read and complete.

Ask the students to read the text quickly, and ask *What is it? (An autobiography.) Who is Liam Smith? (A famous racing driver.)*

Students work in pairs to complete the text with the life events in the box.

2 Unscramble the sentences.

On the board, write the scrambled sentence *has / the school / already / some statues*. A volunteer writes the correct sentence. Encourage the class to help: *The school already has some statues.*

The students work in pairs to unscramble and write the sentences in their notebooks. Monitor and check their word order and punctuation. Ask different volunteers to read out their sentences to the class.

3 Read the guesses and circle. What do you think the statue is?

Hold up the Unit 4 Grammar and Everyday Language Poster, and focus on the

Unit 4 Game page 58

Lesson objectives

Review the vocabulary and language learned in Units 3 and 4.

Language

Family and community words

Modal verbs

Present perfect with *for*, *since*, *just*, *already* and *yet*

Past continuous and simple past with *when* and *while*

Materials

Unit 4 Wordcards; one die per pair and one counter per student

Warm up


Divide the class into two teams. Give out half the wordcards to one team and half to the other. The first team chooses one of their wordcards and says the word for the other team to spell. If they spell it correctly, the team wins a point. The second team then chooses a word for the other team to spell. The winning team is the team with the most points when all the wordcards are finished.

1 Play Storytelling Bingo.

Divide the class into pairs and ask them to each open their Student Book to page 58 and look at the game. Give them a die and a counter each. Point to the bingo cards above the game and tell the students that the idea of the game is to check all the characters and objects on the cards. The first student to check them all wins the game.

The pairs take turns to roll the die and move their counter the number of squares indicated, around and through the ring, in any direction they choose. When they land on a square, they look to see if the symbol is for characters or objects, and make a sentence using the prompts and any of the characters or objects on their bingo cards. The sentences can be silly, but they should be grammatically correct. They then check the character or item they used on their cards. Once the character or item has been used, it can't be used again. If a student lands on the same square more than once, they can still make a sentence but must use different characters or objects.

The first student to check every item on their bingo cards then needs to roll the die to land on the Finish square before they win.



Game

1 Play Storytelling Bingo.



1 Choose characters and objects to make sentences.

2 Mark them on your Bingo card.

Pair yourself up with a student to demonstrate the game. Take your turn and use the prompt on the square you land on and the character or object designated to make a sentence, such as *When the detective was exploring, he found a magic cloak. The alien and the reporter have been best friends for ten years.* Have your partner take their turn, and then the pairs continue on their own.

Monitor the pairs and check they are playing correctly, and help with any questions regarding sentences and whether they are correct or not.

If a pair finishes, they find a different partner and play again.

Optional activity

In their pairs, the students choose characters, objects and sentences from the *Storytelling Bingo* game and write a short story. Remind them to plan their story by making notes about the characters, setting and main events before they start writing.

The pairs join up with another pair and take turns to read out their stories. Tell the pairs who are listening to make a note of all the vocabulary from the game that they hear.

France



1 Answer in pairs. What do you think these books are about?



2 Read and circle the monuments dedicated to Jules Verne. Why were the monuments chosen?

Jules Verne is a famous author. In his life, he wrote over 50 novels, plus short stories, poems and plays. He was born in the city of Nantes, in France, but he is famous all over the world. People can read his books in over 140 languages. Jules Verne's books are adventure stories. He wrote about explorers in the Arctic, deep under the sea and under the Earth. Two of his most famous books are *Around the World in 80 Days* and *Journey to the Center of the Earth*. He also wrote about space travel before it was possible in real life. People call him "the father of science fiction." Jules Verne wanted to be an adventurer. When he was 11, he was so excited about the idea of exploring that he secretly got a job as a cabin boy on a ship. The ship was about to leave France to sail across the world, but Jules Verne's father found out and stopped him just in time. He made young Jules promise he wouldn't run away. He would have to imagine his adventures instead. This is the story of how he became an author. Jules Verne died in 1905, but he is still so famous in France that there are many monuments to him. An express train between Nantes and Paris and two ships were named in his honor. A round-the-world sailing race called the *Jules Verne Trophy* started in 1985. And in 2008, the European Space Agency named a spacecraft after him. He even has a crater on the moon with his name!

3 Copy and complete the chart about famous authors.

	Jules Verne	Author from my Country
Nationality		
Type of books		
Reason for becoming an author		
Monuments		

Students read the text again and circle the monuments mentioned. Have the students compare their answers with their partner and then discuss why they think these kind of monuments were chosen.

Ask a few pairs to share their ideas.

Ask a few comprehension questions: *What kind of novels does Jules write? (Adventure novels.) Why did he imagine the adventures for the books? (Because his father stopped him traveling.) Why is he called the father of science fiction? (Because he wrote about space travel before people traveled in space.) Which book would you like to read? Why?*

3 Copy and complete the chart about famous authors.

Ask the students *What famous authors do you know from your country?* Make a list on the board.

Divide the class into pairs and ask them to complete the chart with information about Jules Verne.

The pairs then choose one of the famous authors from the board. Take them to the library to research the author's life and make notes to complete the table.

Optional activity

Have the students design and draw a monument dedicated to them to put in their community. Tell them to write a sentence to explain what it is and why it is dedicated to them.

WORKBOOK ANSWERS

- 1 1 the world 2 adventure
3 an adventurer 4 father
5 monuments 6 space travel
2 1 languages 2 sea 3 space
4 explore 5 wrote 6 ships
3 1 He wanted to travel, but had to imagine his adventures instead.
2 He wrote stories about the Arctic, under the sea, and under the Earth.
3 He wrote about space travel before it was possible in real life. 4 He got a job on a ship so he could explore the world.
4 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook page 113

Culture page 59

Lesson objectives

Read and extract specific information from a text.

Research and make notes about an author from their country.

Language

Cabin boy, crater, in his / her honor

Materials

Workbook page 113

Warm up

Divide the class into teams of four. Tell them you are going to say letters of the alphabet and that they have to think of a country beginning with each letter. Use the letters A—Australia, B—Brazil, C—Canada, E—England, F—France, G—Germany, J—Jamaica, M—Mexico, P—Peru and R—Russia. Have the teams swap their lists to check and mark each

other's. Give each team ten points for each correct country and minus five points for any spelling errors. The winning team is the team with the most points.

1 Answer in pairs. What do you think these books are about?

Divide the class into pairs and read out the question in Activity 1. Tell the pairs to look at the book covers and the titles and discuss what they think the books are about. Ask a few volunteer pairs to share their ideas.

2 Read and circle the monuments dedicated to Jules Verne. Why were the monuments chosen?

Ask students *Are there any special monuments / statues in your community? What / Who are they of?*

Have the students read the text and underline all of Jules Verne's life events, such as *He wrote 50 novels. He was born in France.* Ask different volunteers to say a life event.

Unit 5 Vocabulary and Reading

pages 60–61

Lesson objectives

- Identify things associated with conservation.
- Identify different text types.
- Find information in a leaflet.
- Talk about endangered, extinct or protected animals.

Language

Endangered, extinct, in captivity, in the wild, protected

African penguin, Antarctic blue whale, Arctic fox, Atlantic albatross, Chinese river dolphin, European bison, Iberian lynx

Materials

- Tracks 49–51; Workbook pages 52–53

Warm up

Ask the students to tell you as many wild animals as they can and write them on the board. Discuss the list with the class, asking volunteers to pick an animal and tell you what they know about it.

1 Match the words with the pictures (1–12). Listen and check.

49

On the board, write the words *endangered, extinct, in captivity, in the wild* and *protected*. Say the words, one by one, and ask the students each time *What does it mean?*

Divide the class into pairs. Ask students to open their Student Books to page 60 and look at the pictures in Box A. Point to pictures and ask *Have you seen any of these animals? What are their names?*

Divide the students into pairs. Give the students a couple of minutes to match the words in the word pools with the pictures in Box A.

Play the recording for students to check their answers. Play the recording again, stopping after each word for the students to repeat chorally and individually.

2 Look at Text A. Listen and write the animal.

50

Have the students work with a partner to discuss what information they know about the different animals in Activity 1. Tell them to think about their habitat, food, if they are mammals, reptiles or birds, and what countries they live in.

Play the first sentence of the recording and pause to elicit the animal: *African penguin*. Play the rest of the recording for students to write the animals in their notebooks.

5 Smart Citizenship

Vocabulary and Reading

1 Match the words with the pictures (1–12). Listen and check.

endangered extinct in captivity in the wild protected

African penguin Antarctic blue whale Arctic fox Atlantic albatross
Chinese river dolphin European bison Iberian lynx

2 Look at Text A. Listen and write the animal.

A

Animal Conservation

1 2 3 4 5 6 7 8 9 10 11 12

B

Animals in Danger

These are the problems:

Habitat destruction
Animals are losing their homes. We are cutting down the rainforests for wood, farms, roads, cities and factories.

Global warming
Cars, airplanes and power stations make a gas called carbon dioxide (CO₂). The CO₂ traps heat from the sun, making the Earth warmer.

Pollution
We make a lot of trash. Our trash is making the air, the oceans and the land dirty. This pollution is dangerous.

3 Read Text B and explain the words.

1 habitat 2 carbon dioxide 3 pollution

4 Play *Guess the Animal* in pairs.

IS IT EXTINCT?
It's the Chinese river dolphin.

Yes, it is.
That's right.

Have the students compare their answers with their partner before you play the recording for a final check.

3 Read Text B and explain the words.

Divide the class into pairs and read the instruction. Tell the students they have one minute to read Text B and explain the meaning of the words to their partner.

As they are working, give them time pointers, such as *You have 30 seconds left*.

After one minute, ask the students to put down their pens. Ask volunteer pairs for their answers, but don't say if they are correct or not until you have asked a few pairs and got similar correct answers.

4 Play *Guess the Animal* in pairs.

Focus on the pictures of the animals again. Ask two volunteers to read the example dialogue.

Divide the class into pairs to take turns choosing an animal while their partner asks questions to find out which one it is.

Additional resources

Unit 5 Wordcards

5 Read and listen. Mark (✓) the definition of a sanctuary

51

Ask the students to close their books, and tell them to listen for the answer to the question *What animal is it about?*

Tell the students to open their books and read and listen again, to check their answer and check the definition.

Ask a different volunteer to give the definition.

Read and listen. Mark (✓) the definition of a sanctuary.

- an adventure park for tourists a safe place for animals a farm in the jungle

Coco Gets a New Home

Farah was on her parents' farm in Malaysia. She heard a funny noise and went to look. She found a baby orangutan. It was lonely and scared. Farah went to tell her parents.

"There's an orangutan sanctuary ten miles from here," said Dad. "We should call them."

"Good idea," said Mom. "I'll call them now."

"He looks hungry," said Dad. "I'll get him a banana."

"He needs a name," said Farah. "I'll call him Coco."

A team from the sanctuary arrived quickly.

"Why does Coco have to go to the sanctuary?" asked Farah.

"Orangutans are in danger in their habitat because there are logging sites, big farms and illegal hunters," said the sanctuary assistant. "Coco is very young. At the sanctuary, he can grow up safely."

"What happens at the sanctuary?" asked Farah.

"Well, Coco looks healthy, but tomorrow the vets are going to do a check-up and they're going to give him vaccinations. The day after tomorrow, we're going to send him to the orangutan school!"

"Orangutan school?" said Farah. "What's that?"

The sanctuary assistant smiled. "Orangutans usually stay with their mothers for six years. They learn how to live in the jungle. At the sanctuary, they learn from each other. Next week, the team is going to give Coco a buddy—an older orangutan who can teach him. He needs to learn how to find food and where to sleep."

"Orangutan school sounds fun!" said Farah.

"We're going to keep Coco at the sanctuary for a while. You can be a volunteer and help out."

"I'd like that," said Farah, "but I thought Coco could live free in the wild. Are you going to keep him in captivity?"

"No, we aren't. In six years' time, the team is going to release him into a rainforest reserve. That's a big area of protected natural habitat. Farms and logging are not allowed there, so the orangutans are safe. Will we see you at the sanctuary some time?"

Farah smiled. "Yes! I'll come and visit Coco! I can't wait!"



Answer in pairs. Use the words in the box.

- Where did Farah find the baby orangutan?
- What are the dangers to orangutans in the jungle?
- What is going to happen to Coco at the sanctuary?
- What does Coco need to learn in school?
- Would you like to volunteer at a wildlife sanctuary? Why / Why not?

Some of the dangers to orangutans ...

Tomorrow, they will ... The day after tomorrow, Coco will ...

Coco needs to know ...

I'd like to / wouldn't like to ... because ...

I'd prefer to ...

Where did Farah find the baby orangutan?

She found him on her parents' farm in Malaysia.

6 Answer in pairs. Use the words in the box.

Do the first questions as an example, asking a volunteer to ask the question and another to write the answer on the board. Encourage them to write the full sentence: *She found him on her parents' farm in Malaysia.*

Ask the students to read the text individually and write the answers in their notebook.

Monitor and check that they are writing full answers.

Divide the class into pairs. Point to the photos of the children asking the questions, and tell students to take turns asking and answering the questions to check their answers are the same.

Monitor and check that they are answering the questions with full sentences. Ask *Are your answers the same or different?* For different answers, check together as a class.

Ask a few pairs to share their answers for question 5.

Optional activity

Ask the students to imagine that they have found an orangutan and that they need to phone the sanctuary. In pairs, the students take turns to role-play the phone conversation—one of them is an assistant at the sanctuary and the other has found the orangutan. They swap roles and repeat.

WORKBOOK ANSWERS

1 1 dolphin 2 albatross 3 penguin
4 bison 5 lynx 6 fox 7 whale

2 1 extinct 2 protected 3 in captivity
4 endangered 5 in the wild 6 Chinese river dolphin

3 1 penguin / endangered 2 bison / endangered
3 river dolphin / extinct 4 fox / protected

4 Answers will vary.

Try! Answers will vary.

5 1 T 2 T 3 F 4 F 5 T 6 F 7 F
8 T

6 1 b 2 c 3 a 4 b

7 1 baby 2 mom 3 sanctuary 4 in
5 young 6 food 7 sleep 8 years

9 rainforest reserve

8 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook pages 52–53; Unit 5 Reading
Worksheet

Unit 5 Language Focus 1

page 62

Lesson objectives

Present and practice *will* and *going to*.
Talk about future plans.

Language

Simple present positive: *They come to the beach.*

Present continuous positive: *They are hiking.*

Materials

Tracks 51–52; Unit 5 Wordcards;
Unit 5 Grammar and Everyday
Language Poster; Workbook page 54

Warm up

Put the animal wordcards on one side of the board, with the other wordcards on the other side of the board as headings. Ask the students to work in pairs to find a different animal for each of the headings.

1 Listen to the story on page 61 again and complete. 51

Ask students *What can you remember about Coco?* Prompt with questions: *Where did Farah find Coco? (On her farm.) Why does Coco go to the sanctuary? (Because orangutans are in danger.) What happens at the sanctuary? (Coco gets checked by a vet and goes to school.)*

Divide the class into pairs to look at the gapped sentences and discuss which words are missing. Tell them to use a pencil to write their predicted answers. Play the recording for students to listen and check their answers. If they are having difficulties, stop the recording after each sentence to give them time to check their answers with their partner and change them if necessary.

2 Complete the chart.

Ask the students to look at Grammar 1 section on the Unit 5 Grammar and Everyday Language Poster. Use the examples and explanations to show how we use *will* and *won't* for instant decisions and *going to* for plans and decisions that have been made earlier. Elicit examples from each use. Stick the poster on the board as a reference.

Focus the students' attention on the grammar chart and have the students work in pairs to complete the sentences.

3 Listen and number. Write what the person in each picture is saying. 52

Focus the students' attention on the six pictures and ask *Who are the people? (Mom and dad and baby.) What do you think*

Unit 5 Language Focus 1

1 Listen to the story on page 61 again and complete.

1 "Good idea," said Mom. "I'll call _____ them now."
 2 "He looks hungry," said Dad. "I'll get _____ him a banana."
 3 "He needs a name," said Farah. "I'll call _____ him Coco."
 4 "Tomorrow, the vets are going to do a check-up."
 5 "The day after tomorrow, we re going to send him to the orangutan school."
 6 "We re going to keep Coco at the sanctuary for a while."

2 Complete the chart.

Instant decisions	Plans and decisions made earlier	Future Time Expressions
Affirmative and negative	Affirmative and negative	Expressions
I _____ will / won't call them now.	He _____ is / isn't going to keep Coco.	tomorrow
Question	We _____ are / aren't going to keep Coco.	the day after tomorrow
Will you call them now?	Questions	next week
	Is he going to keep Coco?	next month
	Are you going to keep Coco?	next year
		in six years' time

3 Listen and number. Write what the person in each picture is saying.

1 I'll call him Coco.

4 Look at the posters and make sentences with going to. What are their green plans?

Class 6A Green Plans

Class 6B is going to help nature.

Class 6B Green Plans

Yes. They're going to make a bird feeder!

5 In pairs, discuss your own green plans.

I'm going to pick up litter in my community.

they are saying in each picture? Accept all suggestions.

Play the recording for the students to listen and number the pictures.

Ask the students to compare their answers with their partner before playing the recording again for students to point to the pictures as they listen.

In pairs, the students look at each picture and write what they think the people are saying.

Play the recording a final time for the students to check their answers. Choose different volunteers to read out their sentences to check as a class.

4 Look at the posters and make sentences with going to. What are their green plans? 52

Hold up your Student Book, point to the posters and pictures, and ask *What is the poster about? (Green plans.) What are the children doing? (Showing things they are going to do to help the environment.)*

Pair yourself up with a volunteer and say the example sentence *Class 6B is going to help nature*, for the students to repeat chorally. Encourage your partner to say the other example sentence.

Divide the students into pairs, to take turns to say sentences about what the classes are going to do.

Monitor pairs to ensure they are using the target language correctly. Note down any errors to go over after the activity.

WORKBOOK ANSWERS

- 1 1'll 2'll 3 won't 4'll 5 won't
 2 1 are going to 2 aren't going to
 3 aren't going to 4 isn't going to
 5 are going to
 3 1 is going to visit 2 are going to see
 3 'm going to take 4 are going to have
 5 are going to make
 4 1 mustn't 2 should 3 must
 4 don't have to
Try! Answers will vary.

Further practice / Homework

Workbook page 54; Unit 5 Language Focus 1
Worksheet

1 Read Part 1 and complete. Read page 60 again and check.

Animals in Danger

These are the problems:

(1) Habitat *destruction*.
Animals are losing their homes. We are cutting down the (2) rainforests for (3) wood farms, roads, cities and (4) factories.

Global warming
Cars, airplanes and power stations make a gas called carbon dioxide (CO₂). The CO₂ traps heat from the (5) sun making the Earth warmer.

(6) Pollution.
We make a lot of trash. Our trash is making the air, the oceans and the land (7) dirty. This pollution is dangerous.

2 Be part of the solution!
Many people think that one person can't change anything. But we're certain we can make a difference if we all work together!

1 Beire awareness!
Our government needs to protect the forests. We hope that more of the world's forests can be legally protected from logging and destruction.

3 Shop smart!
When you see labels like these, you can be sure that the things you buy didn't harm the rainforest.

4 Use less energy!
We all waste energy. We believe that we can make small changes to use less energy in our homes.

5 Recycle!
Most people know that you can recycle paper, glass and metal, but now we can recycle plastic, too.

2 Read Part 2. Match the paragraphs with the icons.



3 Find the verbs in Part 2. Copy the chart and write sentences.

Main Clause		Subordinate Clause			
Subject	Verb / be + certain / sure	Conjunction	Subject	Verb	Object
I	hope	that	we	can save	the rainforest.

4 Unscramble the sentences and add them to the chart.

- warms / the Earth / scientists / CO₂ / know / that
- hope / I / endangered animals / that / protect / we can
- rainforest plants / can become / new medicines / that / think / scientists
- we / energy / believe / saves / that / recycling

5 Write sentences using the verbs in Activity 3.

I hope that we can stop global warming.

the subordinate clause? (We can save the rainforest.) Ask the students to look at the verbs in the box, and ask *Where do we put these verbs in the sentence?* (As the second word in the main clause.)

Ask the students to work individually to read Part 2 again to find the sentences containing the words in the box and underline them. The students copy the chart and write the sentences from Part 2 in the chart, as in the example sentence. To check as a class, ask volunteers to write a sentence each into the chart on the board.

4 Unscramble the sentences and add them to the chart.

Have the students look at the first sentence, and ask a volunteer to write it in the correct order on the board. Have the students work with a partner to unscramble the sentences and write them correctly. Remind them to punctuate the sentences. Have the students compare their answers with a partner and, if they have different answers, go through them as class.

5 Write sentences using the verbs in Activity 3.

Write the four headings from Part 2 on the board and the verbs from Activity 3. Ask a volunteer to come to the board and write a sentence with one of the verbs under the first heading, such as *I believe that I can work with my classmates.* The students work individually to write a sentence for each heading, using a different verb for each sentence. Monitor and check their word order, pointing to the chart to help them correct any errors.

WORKBOOK ANSWERS

- 1 1 b 2 c 3 a 4 c 5 a 6 b
- 2 be certain: everyone can do something to help believe: these ideas can help endangered animals be sure: you can think of more ways hope: you'll use some of these ideas know: it's important to help endangered animals think: there isn't anything you can do
- 3 1 Lily believes that it's important to save animals in the area. 2 Alex thinks that they should plant more trees. 3 Lily is certain that using bikes will make the area cleaner. 4 Alex is sure that using cars is bad for local animals.
- 4 Answers will vary. Try! Answers will vary.

Further practice / Homework
Workbook page 55

Unit 5 Reading and Writing page 63

Lesson objectives

Read, understand and write a leaflet.
Use subordinate clauses after *be sure / certain, believe, hope, know* and *think*.

Language

Main and subordinate clauses: *I hope that we can save the rainforest.*

Materials

Unit 5 Wordcards Set 1; Workbook page 55

Warm up

Play *Bingo!* (see Ideas Bank) with the wordcards.

1 Read Part 1 and complete. Read page 60 again and check.

Have the students look at the texts and ask *What is it?* (An information leaflet.)

Divide the class into pairs and tell them to look at Part 1. Have students work together to complete the sentences. If the students are having difficulties, write the missing words on the board to support them.

Once they have completed all the gaps, have them look at page 60 to check.

2 Read Part 2. Match the paragraphs with the icons.

Point to the icons. Ask *What do you think the pictures mean.* Accept all suggestions.

Ask the students to look at paragraph 1 and icon 1, and ask *Why does this icon go with this paragraph?* (*Working together.*)

Students work individually to match the other icons and paragraphs.

Ask volunteers to point to an icon and explain what it means to check as a class.

3 Find the verbs in Part 2. Copy the chart and write sentences.

Copy the chart onto the board and ask *What's the main clause?* (*I hope.*) *What's*

Unit 5 Vocabulary and Listening

pages 64–65

Lesson objectives

Identify actions that help and harm the environment.

Listen and extract information from a song.

Talk about what you do for the environment.

Language

Clean up, cut down, give away, look after, pollute, put on, recycle, sort out, throw away, turn off, use up, waste

Materials

Tracks 53–55; Unit 5 Wordcards Set 2; Workbook pages 56–57

Warm up

Divide the class into four teams. Say a verb from the Reading and Writing Lesson (such as *hope*) for the first team to say a sentence with a main and subordinate clause: *I hope that we can save the animals.* If their sentence is correct, they get one point; if not, another team gets a chance to make a sentence. Repeat with different verbs and teams. The team with the most points wins.

1 Look and say what the lesson is about.

Tell the class about what you do at home to help the environment, such as *I always turn off electrical items and recycle paper.* Ask the class *What do you do to help?*

Divide the class into pairs and ask them to look at the pictures in Activity 2 and discuss what they think the lesson is about. Ask a few volunteers to share their ideas, and ask *Why do you think that?*

2 Listen and repeat.

Ask the students to look at the pictures, and point to different ones, asking *What's happening?* (*She's recycling bottles. She's turning off the light.*)

Play the recording, pausing after each word for the students to repeat chorally. Pay attention to the linking in the phrasal verbs, such as *turn off, use up, sort out,* and the stress on the second syllable in *recycle* and *pollute*.

3 Listen and write the number of the matching picture.


Tell the students to look at the pictures in Activity 2. Play the recording for the students to point to the picture that is described.


Play the recording again, pausing after the first sentence for the students to point to picture 2, as in the example. Play the rest


Unit 5 Vocabulary and Listening


1 Look and say what the lesson is about.


2 Listen and repeat.








1 recycle
2 turn off
3 use up
4 sort
5 put on
6 give away
7 take care of
8 clean up
9 cut down
10 pollute
11 throw away
12 waste

3 Listen and write the number of the matching picture.

a 2 b 5 c 1 d 3

4 Read and match the signs with the meanings.

1 You cannot throw away some items in this trash can.

2 You can give away your old belongings here.

3 You can help clean up the environment this weekend.

4 You have to sort four different materials for recycling.

5 Remember to save energy when you go out.

F
B
E
A
G

A Please put plastic, glass, metal and paper in different trash cans.

D Save the bees! Grow a bee-friendly garden. Free flower seeds here.

F Clean materials only! No batteries, old paint or oil.

B Toy collection! Friday 12.30 in the school hall.

E Litter pick-up this Saturday by the river. Come and join in!

G Turn off lights when you leave the room.

C Wanted! Volunteers for the animal shelter.

H Don't waste food!

of the recording for the students to write the picture number.

Students compare their answers. If there are differences, play the recording again, pausing after each section to elicit the picture number.

4 Read and match the signs with the meanings.

Tell the students to look at the signs, and ask *Where would you see these signs?* (*A recycling bin, a garden center, a school, community center, an animal shelter, a classroom and a restaurant.*)

Read out the first sentence and sign F. The students, in pairs, read the sentences and match them with the signs.

Ask different volunteers to read out the sentences for other volunteers to say the sign letter to check as a class.

Optional activity

Ask the students to close their books. Write *Good actions* and *Bad actions* as headings on opposite sides of the board. Shuffle the Unit 5 Wordcards Set 2 and put them in a pile on a table. Ask volunteers to come to the front, one at a time, pick up a wordcard and put it under the correct heading.

5 Listen to the song. Mark (✓) the actions mentioned.

Tell the students to close their books and listen to the song, and ask *What's it about?* (*Working together to save the planet.*)

The students look at the sentences and check the actions, in pencil, that they heard in the song. Play the song again for the students to check, and to change their answers if necessary.



5 Listen to the song. Mark (✓) the actions mentioned.

- walk or cycle to school
- turn off the faucet
- give away old toys
- don't throw away food
- sort paper and plastic
- turn off the lights
- don't turn the heat up
- turn off gadgets
- take a shower, not a bath

6 Listen again and complete the song.

We can get together and (1) take care of the planet.
 We can get together and help clean up the world!
 We can help each other, we can work together.
 We can get together and help (2) clean up our world!
 Recycle! (3) Sort paper and plastic.
 (4) Recycle! Don't throw away jars and cans.
 Recycle! (5) Give away old clothes and toys.
 Don't throw them in the trash!

We can get together ...
 Save water! Remember to (6) turn off the faucet!
 Save (7) energy! Turn off all your gadgets!
 Save energy! Just (8) put on another sweater!
 Don't turn up the heat!
 We can get together ...

7 Read the lyrics and complete the chart. Add your own ideas.

Save Energy	Save Water	Recycle
turn off your gadgets	turn off the faucet	sort paper and plastic
put on another sweater		Don't throw away jars and cans
		Give away old clothes and toys

8 Talk in pairs. What do you do for the environment?



6 Listen again and complete the song.

Tell the students to work with a partner to see how many of the missing words they can add to the song.
 Tell them to look at the words in Activity 2 to help them.
 Play the song again for the students to check their answers.
 Play the song a final time for the students to sing along.

7 Read the lyrics and complete the chart. Add your own ideas.

Hold up your book, point to the chart and ask *Which action in the song saves energy / water? (Turn off gadgets / the faucet.)* The students work individually to write the actions in the chart, re-reading the song.
 Tell the students to work with a partner to add one more of their own ideas to each heading.
 Ask volunteers to share some of their own ideas with the class.

8 Talk in pairs. What do you do for the environment?

Divide the class into pairs and ask a volunteer pair to read the speech bubbles.
 Ask a volunteer to ask you the question and give a full answer, such as *I separate my trash and take my bottles and cans to the recycling center.*
 Have the pairs take turns to tell their partner what they do for the environment. When they have finished, ask the students to find a different partner and repeat the discussion.
 Ask a couple of volunteers to share their answers.

WORKBOOK ANSWERS

- 1 1 recycle 2 turn off 3 use up
 4 sort out 5 put on 6 give away
 7 look after 8 clean up 9 cut
 down 10 pollute 11 throw away
 12 waste

2 a week

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

Try! Answers will vary.

- 1 1 take care 2 clean 3 Recycle
 4 Sort 5 throw 6 Give 7 off
 8 Turn 9 put

- 2 1 a 2 c 3 c 4 c 5 a 6 c 7 b
 8 b

3 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook pages 56–57

Unit 5 Language Focus 2

page 66

Lesson objectives

Learn about recycling.

Read and understand an article about recycling different materials.

Practice using *less*, *more* and *fewer* with uncountable and countable nouns.

Language

Less, *fewer* and *more* with nouns: *We should use less energy / fewer plastic bottles / more green products.*

Aluminum, degrees Celsius, soda, glass, metal, paper, plastic

Materials

Unit 5 Grammar and Everyday Language Poster; Workbook page 58

Warm up

Write the headings *Plastic, Glass, Paper* and *Metal* on the board, and play a game of *Categories* (see Ideas Bank).

1 Look at the pictures and discuss in pairs.

Divide the class into pairs and tell them to look at the pictures together and discuss the questions.

Ask a few volunteer pairs the questions for them to share their answers with the class, and write them on the board.

2 Read and check your ideas. Complete the text.

Tell the students to read the text silently and check if any of their ideas and predictions on the board are mentioned.

The students read the text again and complete the gaps with words from the word pool.

3 Look at the charts and underline examples of *less*, *fewer* and *more* in the text.

Show the class the Grammar 2 section on the Unit 5 Grammar and Everyday Language Poster and read out the explanations and example sentences.

On the board, write *We should use ... (less) energy. We should use ... (fewer) plastic bottles. Making new things uses ... (more) energy than recycling.* Ask a volunteer to complete the sentences with *less*, *fewer* or *more*. Ask *When do we use "less", "fewer" or "more"?* to elicit the rules.

Students underline the examples of *less*, *fewer* and *more* in the text.

Unit 5 Language Focus 2

1 Look at the pictures and discuss in pairs.

1 What materials can you see in the pictures? 2 What other materials do you throw away?

2 Read and check your ideas. Complete the text.

Glass Metal Paper Plastic

We need energy to make everything that we buy and use. Most of our energy comes from burning coal or oil. Burning coal and oil pollutes the air and makes lots of CO₂. We should use less energy and make less CO₂. One way to do this is to recycle.

(1) **Plastic** is used every day in bottles, bags, packages, etc. We should buy fewer plastic bottles and reuse our shopping bags, and we should recycle. Recycling plastic uses rich less energy than making new plastic. Recycled plastic can be used in clothes, pens and furniture—or even to make bridges and walkways.

(2) **Glass** is used for bottles and jars and many other things. It has been reused or recycled for a long time. To make new glass, the materials have to be melted at 1,500 degrees Celsius. Recycled glass does not need to be so hot, so it uses less energy.

(3) **Paper** is used in lots of products, for example, books, newspapers and magazines. Many trees are cut down for paper production and animals lose their habitats. We should use less new paper and more recycled paper. Then fewer trees would be cut down. Recycled paper makes 73% less pollution.

(4) **Metal** exists in various forms. Aluminum is used for cans for soda. Making recycled aluminum uses 95% less energy than making new aluminum. That's a big difference. If everyone recycled their drink cans, there would be fewer bags of garbage a year.

3 Look at the chart and underline examples of *less*, *fewer* and *more* in the text.

Less and fewer with nouns			Comparisons		
We should use	less	energy.	Recycling uses	less	energy than
	fewer	plastic bottles.		more	making new things.

4 Read the text again and write T (true) or F (false).

1 We should make more CO₂. **F** 4 Recycling glass uses more energy than making new glass. **F**

2 We should reuse more plastic bags. **T** 5 Making recycled aluminium uses 95% less energy than making new aluminium. **T**

3 We should buy fewer plastic bottles. **T**

5 Look at the pictures again and make sentences with *less* and *fewer*.

Recycling uses less energy than making new things. We should use fewer new plastic bags.

4 Read the text again and write T (true) or F (false).

Look at the first sentence together as a class, and ask *Why is it false? (In paragraph 1, it says we should make less CO₂.)*

Pairs re-read the text and discuss if the sentences are true or false. Have the students correct the false sentences and write them in their notebooks.

Ask different volunteers to say the number of the sentence and if it's true or false. If it's false, ask them for the correct sentence.

5 Look at the pictures again and make sentences with *less* and *fewer*.

On the board, write *less* and *fewer*. Ask the students to look at the second picture in Activity 1 and make a sentence: *We should use fewer new plastic bags.*

Model the speech bubbles for the students to repeat chorally.

Divide the students into pairs to look at the rest of the pictures and take turns to make sentences.

Monitor and check they are using the target language correctly and help with the pronunciation of the key vocabulary.

WORKBOOK ANSWERS

1 1 U 2 C 3 U 4 U 5 C 6 U
7 U 8 U 9 C 10 U 11 U 12 U

2 1 fewer 2 less 3 less 4 less
5 fewer 6 fewer

3 We should walk or cycle to school to use fewer cars. We should reuse shopping bags to use fewer new plastic bags. We should play outside to use less electricity. We should turn off faucets to waste less water. We should buy food from local farms to use less energy. We should recycle trash to produce less waste. We should give away old clothes so people buy fewer new clothes.

Try! Answers will vary.

Further practice / Homework

Workbook page 58; Unit 5 Language Focus 2 Worksheet

1 Listen and say what's special about next week. Listen again and complete the poster.

(1) Earth **Week is next week!**

There are lots of great activities.
 On Tuesday, we're going to (2) clean the school playground and the park.
 On (3) Thursday, we're going to make nesting boxes for wild (4) birds.
 On (5) Friday, we're going to raise money for endangered (6) animals!

Each class is going to do something. Think of ideas for your event.
 Why don't you:
 • have a bake sale? Make cakes and sell them.
 • have a rummage sale? Give (7) away your old toys and books.
 This year we're going to adopt an animal for the school!

2 Listen and number Lily's suggestions. What do Betty and Lily decide to do?



3 Listen again and mark (✓) the phrases you hear.

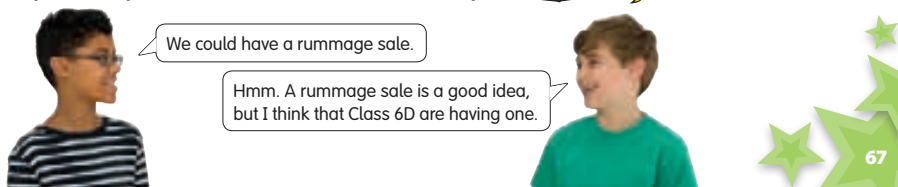
Suggesting something	Agreeing	Disagreeing politely
<input checked="" type="checkbox"/> We could have a bake sale, couldn't we?	<input type="checkbox"/> Good suggestion!	<input checked="" type="checkbox"/> I'm not sure.
<input type="checkbox"/> Let's organize a ...	<input checked="" type="checkbox"/> That's a good point.	<input checked="" type="checkbox"/> I like the idea, but ...
<input checked="" type="checkbox"/> Why don't we ...?	<input checked="" type="checkbox"/> That's a great idea.	<input type="checkbox"/> It's a good idea, but ...
<input checked="" type="checkbox"/> How about a ...?	<input checked="" type="checkbox"/> Good idea! Let's do that!	<input type="checkbox"/> Well, it could work, but ...

4 Look, listen and repeat.

Perfect Pronunciation

We could have a bake sale, couldn't we? But I think that Class 6B are having a bake sale, aren't they?
 But the Big Walk is next month, isn't it? Everyone loves dressing up, don't they?

5 Complete the pairwork cards. Ask and answer in pairs.



Unit 5 Listening and Speaking page 67

Lesson objectives

Listen for gist and specific information.

Pronunciation: intonation with question tags.

Make and respond to suggestions.

Language

Suggestions with *Could*, *Let's*, *Why don't we* and *How about*

Agreeing and disagreeing politely

Materials

Tracks 56–58; Unit 5 Wordcards Set 1; Unit 5 Grammar and Everyday Language Poster; Workbook pages 59, 123

Warm up

Play *Missing Card* (see Ideas Bank) with the Unit 5 Wordcards Set 1.

1 Listen and say what's special about next week. Listen again and complete the poster.

Point to the poster in Activity 1 and ask *What is it?* (A poster.)

Tell the students to listen to the recording, and ask *What's special about next week?* Tell your partner.

Have the pairs look at the poster, discuss what words they think are missing and write possible answers in pencil.

Play the recording again for students to check their answers and change them if necessary. Have the pairs compare their answers before asking volunteers to read out different sentences to check.

Ask a few questions to check comprehension: *What are the activities for on Earth Day? (To raise money to support an animal.) Which activities would you like to do for Earth Day?* Write their suggestions on the board.

2 Listen and number Lily's suggestions. What do Betty and Lily decide to do?

Point to the pictures and ask *What can you see?* (Children hiking, dressing up, and cakes.)

Say *Betty and Lily are talking about what they can do for Earth Day. Listen and check the picture for the activity they decide to do.*

Play the recording for students to check the picture. Ask *What do they decide to do?* (Dress up.)

3 Listen again and mark (✓) the phrases you hear.

Students listen again and check the phrases they hear. Play the first suggestion, pausing to show the check in the chart.

Play the rest of the recording for the students to complete the activity.

To check as a class, ask volunteers to say the phrases they checked.

4 Look, listen and repeat.

Have the students look at the Perfect Pronunciation box, and say *The arrows show the different intonation for the questions.*

Play the recording for students to listen to, and use your hand to show how the intonation falls and rises as they listen.

Play the recording again, pausing for students to repeat chorally and individually. Tell them to use their hands as they repeat the sentences to show the rising and falling intonation.

5 Complete the pairwork cards. Ask and answer in pairs. Workbook page 123

Ask the students to look at the Everyday Language section on the Unit 5 Grammar and Everyday Language Poster, and draw their attention to the language for making and responding to suggestions. Ask a volunteer pair to read the dialogue to the class.

Divide the students into pairs and assign them A and B. Tell them to turn to the back of their Workbooks and cut out the Unit 5 Fluency Cards on page 123. Student A begins the first conversation, following the instructions on the card, for student B to respond politely to the suggestion. Have the students swap roles and repeat.

Monitor the class and help with their pronunciation of the questions, noting down any errors in the target language.

WORKBOOK ANSWERS

4 have a bake sale, rummage sale, make nesting boxes

5 1 F 2 F 3 T 4 T 5 F 6 T

6 1 for 2 has 3 yet 4 have

Try! Answers will vary.

Further practice / Homework

Workbook page 59; Unit 5 Functions Worksheet

Lesson objectives

Understand a word web related to the ecosystem.
Identify and discuss causes and effects.

Language

Primary consumers, producers, secondary consumers, tertiary consumers

Ecosystem, food chain, food web, prey, species

Materials

Track 59; poster paper; Workbook page 60

Warm up

Ask the students to tell you any wild animals they know, and write them on the board. Write up three headings: *Food, Habitat* and *Dangers*. Divide the class into groups of four and ask them to copy the headings, choose three wild animals and make notes for each one under the headings. Ask different groups to tell the class about one of their animals.

1 Look at the diagram and discuss what it shows.

Point to the pictures and ask students to identify the animals and the habitats. Divide the class into groups of four and give them a couple of minutes to discuss what they think the diagram shows. Ask for different suggestions from the groups.

2 Listen and read. Label the parts of the food web.

Point to the first row of pictures and ask *What food do they produce?* (Leaves, grass, fruit and fish.) *What do you think the text is about?* Accept all suggestions. Play the recording and ask the students to listen and follow the text in their books. Point to the labels in the word pool and have the students work individually to label the rows of pictures, re-reading the text if necessary. Ask the students to look at the following words in the text: *ecosystem, food chain, food web, prey* and *species*. With their partner, ask them to discuss what they think they mean. Have different volunteers share their suggestions and discuss the meanings as a class.

3 Makes notes on how the problems may affect the food web. Discuss in pairs.

Ask the students to point to the picture of the rabbit and ask *If there are fewer rabbits, what will happen?* Students follow the lines to the other pictures and make sentences:

1 Look at the diagram and discuss what it shows.

2 Listen and read. Label the parts of the food web.

primary consumers producers secondary consumers tertiary consumers

Many species of plants and animals are endangered. We know we need to protect them, but do you know why?

All the plants and animals that live together in a habitat are part of an **ecosystem**. It means that they need each other in many ways for survival. We can use a **food web** to show what animals in an ecosystem eat. A food web shows all the **food chains** in an ecosystem.

At the bottom of a food web are the **producers**. In a forest ecosystem, the producers are the plants. They make their own food from the sun.

Some animals, like rabbits and mice, eat the plants. They are called **primary consumers**.

Secondary consumers, such as foxes, eat the primary consumers.

Animals that **prey** on secondary consumers are called **tertiary consumers**. In this ecosystem, an example of a tertiary consumer is the gray wolf.

Changes in an ecosystem can be dangerous. For example, if a river gets polluted and lots of fish die, some secondary consumers have less food and may start to eat other primary consumers. This means that other animals have less food, too. If one part of a food web becomes endangered, the problem quickly spreads. It is important to protect and conserve all plants and animals in an ecosystem to keep it balanced.

3 Makes notes on how the problems may affect the food web. Discuss in pairs.

- The population of rabbits decreases.
- Humans have cut down half of the forest habitat.
- Wolves have become endangered due to hunting.

Foxes, eagles and wolves will have less food. There will be more plants and grass.

Have the students work individually to write the effects in the chart, using the pictures and the text to help them.

Divide the students into groups of four to discuss the causes and effects.

Optional activity

Divide the class into groups of four to prepare an information leaflet to give other classes about what they have learned about the environment. Tell them to look at the texts on pages 63, 66 and 68 again and make a list of the most interesting facts for them. Give the groups poster paper and tell them they can include pictures, charts, tables and diagrams to illustrate their facts. Tell them to write a title for their leaflet.

The groups take turns to present their leaflet to other groups. If possible, arrange to put the leaflets somewhere in the school where other classes can read and learn.

WORKBOOK ANSWERS

- 1 secondary consumers
2 ecosystem 3 producers 4 food web 5 primary consumers 6 food chain 7 prey 8 tertiary consumers
 - No, they aren't.
 - tertiary consumers: sharks, killer whales
secondary consumers: seals, penguins
primary consumers: fish, krill
producers: plankton, algae
- Try! Answers will vary.

Further practice / Homework
Workbook page 60

Read the text. Circle.

- 1 What is it? a a leaflet b a website c a personal account
 2 What is it for? a to describe an experience b to sell something c to tell people about a future event

Making the School Hedgehog Garden by Lily Bean

4 Last week at school, my class made a special garden where hedgehogs and other wildlife like birds, toads and butterflies can be safe.

5 There are more than 100 species in danger in the UK. Hedgehogs are endangered because of habitat destruction, pollution and dangerous traffic. There are 25% fewer hedgehogs now than there were 10 years ago. Adult hedgehogs are about 25 cm long and weigh less than 1 kg. Hedgehogs are mammals, so they sleep during the day. At night, they go out to find food. They sometimes walk more than 3 km in one night!

2 Our hedgehog garden is in a quiet corner. It has a woodpile and a shallow pond. There are lots of different flowers and plants, and a wild corner with weeds. I'm sure that there are plenty of places for hedgehogs to sleep and hide.

1 I helped plant the flower seeds and I made hedgehog houses. We're going to make some bat boxes, too. I think that they will be cozy winter homes. I hope that the animals will like them!

3 The hedgehog garden is great. I feel proud that we are doing something to help an endangered animal. I hope that lots of animals will move in soon!



Expressions of Approximation

- about, around, approximately
- + a plenty, lots of
- < less than (around)
- < fewer than (count)
- > more than

Number the paragraphs in the text with the descriptions.

- 1 what Lily did to help 4 introduction to say who, what, when and where
 2 description of the result 5 background information
 3 how Lily felt at the end

Color the features to match the text.

- 1 a descriptive adjective 3 a time and a place marker 5 an expression of approximation
 2 language to show personal reactions and feelings 4 a fact

Read the text and write answers to the questions.

- 1 When did Lily help to make the garden? 4 Where is the garden?
 2 Which animals will be safe there? 5 What did Lily do to make the garden?
 3 Why are hedgehogs in the UK threatened? 6 How does Lily feel about the garden?

Write a personal account of an environmental project you have done or would like to do.

3 Color the features to match the text.

Hold up your Student Book, point to the green sentence and ask *What is this word?* (An adjective.) Point to the feature in green and say *This is a descriptive adjective.*

Have the students work in pairs to look at the highlighted phrases in the text and match them to the features, and color the features the same color.

4 Read the text and write answers to the questions.

Ask a volunteer to read out question 1. Ask students to point to the answer. Elicit the full answer: *She helped to make the garden last week.* Divide the class into pairs and tell them to work together to answer the questions and write the full answers.

Monitor the students and help by pointing to the answers in the text, checking the grammar and spelling, and point out any errors, encouraging them to correct their work themselves.

5 Write a personal account of an environmental project you have done or would like to do.

Ask *Have you ever done an environmental project? What was it?* Ask the students who haven't done one *What project would you like to do?* Make a list of projects the students come up with.

On the board, write the questions *What project have you done / would you like to do? When did you / would you like to do it? Why did you / would you choose to do this project? What was the result? / What result would you like?*

Divide the class into groups of four and tell them to ask and answer the questions in their groups.

The students write a personal account about their environmental project. Tell them to use the text in Activity 1 as a model, and the descriptions, the features and the questions on the board to support their writing. Monitor and help where necessary.

Ask the students to swap projects a few times and read each other's. Ask *Which project is the most interesting?*

WORKBOOK ANSWERS

- 1 1 sh(ow) 2 t(oe) 3 g(o)
 4 c(oa)ch 5 r(o)p(e)
 2 1 safe 2 fewer 3 lots 4 than
 5 of 6 night
 3 1 F 2 F 3 T 4 T
 4 c, d, b, a
 5 oa: toads o: ago, go, so o_e: hope, homes ow: know, grow
Try! Answers will vary.

Further practice / Homework

Workbook page 61

Unit 5 Writing page 69

Lesson objectives

Identify the features of a personal account.

Write a personal account of an environmental project.

Language

Simple past

Fewer, less, more than

Materials

Colored pencils; Workbook page 61

Warm up

Divide the class into two teams and ask for a volunteer from each team to come to the front. Whisper a word to them to mime to their team to guess. Use the animal words from the unit. The first team to guess the word wins a point. Repeat with different volunteers and words.

1 Read the text. Circle.

Tell the class they are going to read a text about hedgehogs and ask *What do you know about hedgehogs?* (They are mammals. They have spines. They are endangered.)

Have the students work with a partner to read the text and circle the correct answers.

2 Number the paragraphs in the text with the descriptions.

Read out the fourth description and point to the 4 next to the first paragraph, and ask *Who was it?* (Lily's class.) *What was it?* (A hedgehog garden.) *When was it?* (Last week.) *Where was it?* (In the school garden.)

Have the students work individually to number the rest of the paragraphs with the description.

To check as a class, ask volunteers to point to a paragraph, read out the description and say why they chose the description.

Unit 5 Project and Value

page 70

Lesson objectives

- Plan and do a quadrat experiment.
- Present quadrat results.
- Collaborating and communicating in groups.

Value

Protect and help your local environment.

Materials

1 m long sticks; strips of cardboard or straws; tape; Unit 5 Stickers; Workbook page 62

Warm up

Play *Smiley Sentence* (see Ideas Bank). Use the sentence *It is important to protect and conserve all plants and animals in an ecosystem.*

Value: Read and stick.

Ask students to open their Student Book to page 70 and find *Lily's Value* at the top. Read the value aloud while students follow along. Tell the students to look at the picture under Lily, and ask *What are the people doing? (Picking up litter.) Why is it important to help clean up your local environment? (So everyone can enjoy it. To protect local animals and birds. To keep it beautiful.)*

Have students open their books to the stickers page and point to the sticker that shows the value. Have them stick it into the space under *Lily's Value*.

Quadrat Experiment

Stage 1: Plan your project.

Tell the class they are going to plan and do a quadrat experiment and ask *What is a quadrat? (A small area that you measure out of a bigger area.)*

Divide the class into pairs and ask them to discuss the questions in the first three steps. Monitor the groups, prompting the discussion with questions and helping with vocabulary.

Ask groups to take turns to summarize their discussion for the class. Check with other groups if they had the same ideas and if they can add any other ideas.

Ask the class to suggest two locations around the school that would be good for the quadrat experiment.

Stage 2: Develop your project.

Point to the picture of the quadrat and the children doing the experiment. Tell the pairs to choose sticks, cardboard or straws

Unit 5 Project and Value

Quadrat Experiment

Materials

- 1 m long sticks, strips of cardboard or straws
- Tape
- A clipboard
- Pens and pencils
- Paper

Read and stick.
Protect and help your local environment.

Stage 1: Plan your project.

- 1 Discuss in pairs. Can you count all the plants and species in a habitat? Why / Why not?
- 2 What can a small area (quadrat) tell you about the larger environment?
- 3 Why is it important to look at results from several quadrats?
- 4 Choose two locations around your school to take quadrat samples.

Stage 2: Develop your project.

- 1 Work in pairs. Make a 1 m x 1 m square with sticks, strips of cardboard or straws.
- 2 Place your quadrat in your first location. Look carefully and record any insects or other animals you find.
- 3 Place the quadrat nearby and take two more samples.
- 4 Go to your second location and repeat the procedure.
- 5 Compare your results. Which place had more species? Which place was a healthier habitat?

Stage 3: Share your project.

- 1 Present your results to your classmates.
- 2 Discuss how these areas could be improved for wildlife.

Stage 4: Evaluate your project.
Save the results of your quadrat experiment.

to make their quadrat. Show them how to fix the corners with the tape.

Take the pairs out to the first location in the school—make sure they have their notebooks with them. The pairs place their quadrat on the ground and make notes, and draw what they see in the center of the quadrat. They move the quadrat to two more places close by and make notes. Take the pairs to the second location and repeat the process.

Monitor the pairs as they are doing the experiment, asking questions: *What can you see? How many different plants can you see? Does it look like any animals or insects are eating the plants?*

When they are back in the classroom, have the pairs look at the results for the two locations and answer the questions in step 5.

Stage 3: Share your project.

Put three pairs together and have them take turns to present their results to the other pairs. On the board, write prompts to help them with the presentation: *In our*

quadrat experiment, we found ... In the first location, there were more / fewer ... than in the other location. We think this means that, in the bigger area, there are ...

Discuss as a class how the areas could be improved to encourage more insects and animals to visit them.

Stage 4: Evaluate your project.

This stage can be done after each individual stage is completed. Ask students to open their Workbooks to page 62, and direct their attention to Activity 2. Read the instructions for Stage 1, and help students reflect on their project and check *yes* or *no*. Repeat for the other stages.

WORKBOOK ANSWERS

1 X 2 ✓ 3 X 4 ✓ 5 ✓ 6 ✓

7 ✓ 8 X

2 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 62

1 Look and choose an animal to vote for. Tell your partner.

Earth Week was a great success!

We're going to adopt an endangered animal for the school. Students can choose which animal! Please vote for your favorite animal by Friday.



I'm going to vote for the European bison because it's endangered.

I'm going to vote for the Iberian lynx. There are only 220 in the wild.

2 Look and write rules for the environment.



REMEMBER!
1 Turn off
2 Put on
3 Give away
4 Use up
5 Recycle

3 Complete with less or fewer.

Come and Join the Ace School Gardening Club!
Learn about green gardening!

- We store rainwater and try to use (1) less tap water in the garden.
- We made a bird feeder. The birds are happy and we throw away (2) less food.
- We don't use chemicals, so we buy (3) fewer bottles and sprays.
- We grow our own fruit and vegetables!
- We use (4) less packaging!
- Our bats and hedgehogs make sure there are (5) fewer mosquitoes and slugs in our garden!

4 Listen and number. Say the instant decision.

I'll take an umbrella.

Survival Skills: Homework
Find out about planning a walk.

Students write the rules for the environment for the rest of the pictures. Ask volunteers to read out their different rules to the class.

3 Complete with less or fewer.

Tell the students to look at the poster, and ask *What's the poster about?*

The students read the poster and complete with *less* or *fewer*.

Ask volunteers to read out a sentence each to check as a class.

4 Listen and number. Say the instant decision. 60

Ask pairs to look at the pictures and make predictions about what the people in the pictures are saying.

Tell students they will listen to a dialogue and number the pictures accordingly.

Play the recording, pausing after the first dialogue to point to the example. Play the rest of the dialogues for the students to number the pictures.

Ask *What can you remember about each dialogue?* and write it on the board.

Point to the third picture. Ask *What does the mom say to the boy? (It's raining.) What's the instant decision? (I'll take an umbrella.)*

In pairs, students take turns pointing to a picture and, with the dialogues on the board to help, say the instant decision.

Evaluation

Keep notes as you monitor students' progress through this lesson, to flag areas where they have problems using target vocabulary and grammar structures.

These notes can be valuable in deciding whether and how to implement remedial practice activities.

Ask students to take out their stickers sheet and find this unit's star sticker.

Have them place the sticker next to their favorite activity in the unit.

Additional resources

The Unit 5 Test can now be given.

WORKBOOK ANSWERS

- 1 1 look after 2 clean up 3 waste 4 turn off 5 waste 6 recycle
- 2 1 If we use fewer cars, we create less pollution. 2 If we cut down fewer trees, we put fewer animals in danger. 3 If we have fewer baths, we use less water. 4 If we throw away fewer cans, we produce less trash. 5 If we use fewer machines, we use less electricity.
- 3 1 is going to 2 are going to 3 is going to 4 isn't going to 5 is going to 6 is going to

Try! Answers will vary.

Further practice / Homework

Workbook page 63

Unit 5 Review page 71

Lesson objectives

Review the vocabulary and language learned in the unit.

Provide an opportunity for self-evaluation.

Language

Conservation words, environment words

Will for instant decisions and going to for plans Less and fewer with uncountable and countable nouns

Materials

Workbook page 63

Warm up

Divide the board into two halves and write *less* and *fewer* at the top of each half. Ask a volunteer from each team to come to the board and give them a board pen each. Say one of the following words:

energy, bottles, wildlife, water, plants, food, foxes, consumers, oil. The first volunteer to write the word in the correct column and spell it correctly gets a point. Repeat with different words and different volunteers. The team with the most points wins.

1 Look and choose an animal to vote for. Tell your partner.

Ask *Can you remember what Earth Week raises money for? (To adopt an animal.) Say Imagine there is going to be an Earth Week at school and you have to vote for an animal to adopt.* The students look at the pictures and choose one of the animals.

Ask volunteers to read out the speech. Students tell partners which animal they chose and why. Finish with a class vote to see which animal the class would adopt.

2 Look and write rules for the environment.

Focus the students' attention on the pictures and the rules, and ask *What can you see? What's the rule for picture a? (Recycle plastic and paper.)*

Unit 6 Vocabulary and Reading

pages 72–73

Lesson objectives

Present and practice vocabulary related to an expedition.

Identify different text types.

Find information on a route map.

Language

Campsite, destination, first aid kit, insect repellent, landmark, national park, parking lot, picnic area, route, sunscreen, survival blanket, water bottle

Materials

Tracks 61–63; Unit 6 Wordcards; Workbook pages 64–65

Warm up

Play *Draw!* (see Ideas Bank). Use the words *park, river, pond, bridge, waterfall, trees, path, farm, road* and *forest*.

1 Match the words with the pictures (1–12). Listen and check.

61

Ask *Do you ever go walking or camping? Where do you go? What do you take with you?*

Stick the Unit 6 Wordcards on the board. Point to each one and ask volunteers to explain or demonstrate each word or allow them to say the word in their own language. Do the first one yourself, saying *A campsite is where you put your tent.*

Divide the class into pairs. Ask students to open their Student Books to page 72 and look at the word pool. Point to picture 1 and ask *What is it?* (A water bottle.)

Divide the students into pairs. Give the students a couple of minutes to match the words in the word pools with the pictures in Texts A and B.

Play the recording for students to check their answers. Play the recording again, pausing after each word for the students to repeat chorally and individually. Pay attention to the pronunciation of the blend *scr* in *sunscreen*, the stress on the second syllable in *survival*, the stress on the third syllable in *destination*, and the *i* in *picnic*.

2 Look at Text A. Listen and say the words.

62

Ask the students to look at the brochure and ask *What is the poster about? (Things to take on a walk.)*

Ask a volunteer to come to the board and tell them you are going to say a sentence and that they have to point to the correct wordcard to finish the sentence. Read the sentence *This is a product that you put on your skin. It protects your skin from the sun so*

6 Survival Skills

Vocabulary and Reading

1 Match the words with the pictures (1–12). Listen and check.

first aid kit insect repellent sunscreen survival blanket water bottle

campsite destination landmark national park
parking lot picnic area route

2 Look at Text A. Listen and say the words.

A PREPARE FOR THE BIG WALK

Have you packed your backpack?
Make sure you have these things:

Food and drink

Emergencies

Navigation

Protection

B THE BIG WALK

Join Class 6A in a sponsored walk for charity!
The Big Walk is a two-day walk in the Roman bridge. The route goes through some lovely scenery and past two landmarks: High Falls waterfall and the Stone Circle. Friends, neighbors and parents are welcome.

Put on your walking boots and enjoy the Big Walk!

DAY 1

Meet at the parking lot by the lake at 7 o'clock in the morning. Follow the path along the lake. You will see the fantastic waterfall at High Falls before we turn left and start to go up the hill.

3 Read Text B and write the answers.

1 What is the destination of the Big Walk?

2 Where are they meeting?

3 How many landmarks can you see?

4 Who can join Class 6A on the walk?

4 Choose a word and play Draw and Guess in pairs.

Is it a parking lot?

No, it's a picnic area.

that you don't get sunburn. Encourage the volunteer to point to *sunscreen*.

Divide the students into twelve groups and give each group a wordcard. Tell the students to listen to the sentences and show their wordcard when you pause the recording if their word finishes the sentence correctly. Play the recording, pausing after each sentence for the groups to hold up the relevant wordcard. Divide the class into pairs and tell them to look at Text A. Play the recording again for the students to say the words to their partner.

3 Read Text B and write the answers.

Point to Text B and ask *What can you see? What's the poster advertising? (A walk.)*

Have the students work individually to read Text B and answer the questions. Tell them they have one minute, so they need to scan the text quickly for the answers and not worry if they don't understand everything.

As they are working, give them time pointers, such as *You have 30 seconds left*. After one minute, ask the students to put down their pens. Ask them to compare their answers, before you ask volunteers to read out their answers as a class check.

4 Choose a word and play Draw and Guess in pairs.

Start drawing a first aid kit on the board and ask the class to guess what it is. Divide the class into pairs and tell the students to take turns to choose a word from Activity 2 and draw a picture for their partner to guess.

Monitor the pairs, encouraging them to ask *yes / no* questions to guess.

Optional activity

Ask the students to work in pairs, close their books and take turns to say what Class 6A are taking and the areas they will go through. Give them an example: *They are going to take a water bottle. They are going to camp at a campsite.*

WORKBOOK ANSWERS

- 1 1 destination 2 landmark
3 campsite 4 parking lot
5 national park 6 route 7 picnic area
- 2 1 parking lot 2 water bottle
3 sunscreen 4 insect repellent
5 first aid kit 6 survival blanket
7 picnic area 8 route
- 3 Answers will vary.
Try! Answers will vary.
4 a 4 b 3 c 8 d 2 e 1 f 7 g 5 h 6
5 1 Elsa 2 Jamie 3 the pilot
4 Jamie
6 1 having 2 cloudy 3 that
4 emergency 5 got 6 couldn't
7 where 8 river 9 follow
7 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook pages 64–65; Unit 6 Reading Worksheet

Read and listen. What helped the children get home?

A Birthday to Remember

Jamie loved airplanes. His birthday surprise was flying in a small plane with his cousin Elsa. "I can see the village," said Elsa. "And there's the river! It looks so small!" Jamie grinned. "This is the best birthday!" he said. "I'll always remember it!" "In 20 minutes, we'll reach our destination," said the pilot. The children looked out of the windows. It was great. They weren't really listening when the pilot said, "It's cloudy and windy. There's going to be a storm. I have to change our route."



Suddenly, they couldn't see the ground. The plane was in thick clouds. The pilot said, "The weather's

terrible. It's going to be bumpy!" The small plane flew on, but now it wasn't exciting. It was scary. "Look! We're very close to those trees. Are we going to hit them?" asked Elsa. "No, we aren't," said the pilot. "But I have to make an emergency landing. Hold on tight!"

Then everything happened so fast. The clouds flew by, and then they could see the fields. The plane bumped and bounced and stopped. Jamie opened his eyes. The pilot was trying to use the radio. "It's damaged. It's not going to work," he said. Elsa looked worried.

"Will they come and look for us?" she asked. "Yes, they will," said the pilot. "But we changed our route, so they don't know where we are." "Come on," said Jamie. "We can't stay here." Jamie looked around. He tried to remember what they learned in school: if he didn't have a map, he should look for landmarks. He looked at the mountains. They all looked the same. Then he remembered the river. "That river goes through the village. We just have to follow it!" "Which



way?" asked Elsa. "Down!" said Jamie. "The village is in the valley." The pilot looked at the sky. "The storm's over," he said. "At least we're going to have nice weather for our long walk!" They all smiled. "Phew! We won't have to sleep outside tonight! Our parents will be so happy to see us!" said Elsa. "I'll never forget this birthday!" said Jamie.



Answer in pairs. Use the words in the box.

- 1 What could they see from the plane?
- 2 Why did the pilot have to do an emergency landing?
- 3 Why would it be difficult for rescuers to find them?
- 4 How did Jamie know the way home?
- 5 Do you think Jamie will still love airplanes?

They could see ...
Because they / the rescuers ...
I (don't) think ...
He'll probably be ...
No way! / Yes, definitely.



5 Read and listen. What helped the children get home?

Ask the class *Has anyone ever been for a trip in a small plane. Where did you go? How did you feel?* If nobody has been in a small plane, ask *Where would like to go for a trip in a small plane?*

Focus the students' attention on the title and pictures in Text C and ask *What do you think happened on this trip?* Accept all suggestions.

Tell the students to listen and follow along in their books and answer the question.

Ask the students to explain to their partner what helped the children get home.

Ask a couple of volunteers to share their answers to check as a class.

6 Answer in pairs. Use the words in the box.

Ask the students to read the questions, read the text again individually and underline the answers.

Point out the phrases in the box for the students to use. Have two volunteers read out the example in speech bubbles.

Divide the class into pairs and assign them A and B. Tell the A students to ask student B questions 1 and 2. Tell the B students to ask student A questions 3 and 4. They then discuss question 5 together.

Monitor and check that they are answering the questions with full sentences, and encourage them to use the phrases in the box. Ask volunteer pairs to share their answers.

Optional activity

Read a sentence in speech marks from the story (such as *I can see the village*) and ask *Who says it? (Elsa.)* Have the students work in pairs to take turns to read the sentences with speech marks from the text to their partner for them to identify the speaker.

Unit 6 Language Focus 1

pages 74

Lesson objectives

Present and practice *will* and *going to* for predictions.

Make predictions based on what's happening in a picture.

Language

Predictions with *will* and *going to*:
Jamie will remember his birthday. There's going to be a storm.

Be annoyed, be late for school, be more careful in the future, get into trouble, get hurt

Materials

Tracks 63–64; Unit 6 Grammar and Everyday Language Poster; Workbook page 66

Warm up

Play *Stand Up If It's True* (see Ideas Bank). Use these sentences: *Jamie loved airplanes. (T) The weather was hot and sunny. (F—cloudy and windy.) They had to make an emergency landing. (T) The pilot used the radio to call for help. (F—the radio is broken.) The river goes through the village. (T)*

1 Listen to the story on page 73 again and match. 63

Divide the class into pairs to look at the sentences and discuss which beginnings and endings match. Play the recording for students to listen and check their answers. To check as a class, ask volunteer pairs to read out the completed sentences.

2 Complete the charts.

Ask the students to look at the Grammar 1 section of the Unit 6 Grammar and Everyday Language Poster. Look at the table for *will* together. Say *We use "will" to make predictions about what we think or know about the future.* Focus on the table for *going to* and say *We use "going to" to make predictions about the future based on what we know now.*

Focus students' attention on the grammar chart and point to the two different ways to make predictions. Ask volunteers to read out the example sentences.

Have the students work in pairs to complete the sentences.

Monitor the pairs and point to any errors, referring them to the story or poster to correct themselves.

3 Listen and number. Use will to write what prediction each person is making. 64

Focus the students' attention on the pictures and say they are from the story

Unit 6 Language Focus 1

1 Listen to the story on page 73 again and match.

1 The radio is damaged. **a** Are we going to hit them?
 2 It's cloudy and windy. **b** We're going to have nice weather.
 3 Look! We're very close to those trees. **c** There's going to be a storm.
 4 The storm's over. **d** It's not going to work.

2 Complete the chart.

Predictions about the future		Predictions about the future based on what we can see now	
Affirmative	Jamie <u>will</u> remember his birthday!	Affirmative	It's cloudy and windy. There <u>'s going to</u> be a storm.
Negative	We <u>won't</u> sleep outside tonight.	Negative	The radio is damaged. It <u>'s not going to</u> work.

3 Listen and number. Use will to write what prediction each person is making.

1 Their parents will be happy to see them.

4 Look and make predictions with going to.

bite fall out fall over drop miss injure crash runaway

5 Use the phrases to make predictions about the pictures in Activity 4 using will.

be annoyed be late for school be more careful in the future get into trouble get hurt

He's going to miss the bus.
 Yes, I think he will be late for school.

A Birthday to Remember. Point to the picture numbered 1 and ask *Why does the girl predict the parents will be happy to see them? (Because the airplane nearly crashed.)*

Play the recording for the students to listen and number the pictures.

Ask the students to compare their answers with their partner before playing the recording again for students to point to the pictures as they listen.

In pairs, students write the other sentences using the Grammar box to help. Choose different volunteers to read out their sentences to check as a class.

4 Look and make predictions with going to.

Look at picture number 1 as a class and ask *What do you think is going to happen? (He's going to miss the bus.) How do you know that? (Because the bus is driving off and the boy is far behind.)*

Ask students to work individually to write sentences with *going to* for each picture. Monitor pairs to ensure they are using the

target language correctly. Note down any errors to go over after the activity. Divide the students into pairs, to take turns to tell their partner their sentences.

WORKBOOK ANSWERS

- 1 1 We'll 2 Are we going to 3 It's not going to 4 Will they 5 We're going to 6 He'll
 2 1 Jamie's parents will give him a different birthday surprise next year.
 2 Jamie, Elsa and the pilot will / won't get back to the village quickly.
 3 Elsa will / won't go in a plane again.
 4 The pilot will / won't go back and get the plane.
 3 1 They're going to put up the tent. 2 He's going to make a fire.
 3 They're going to cook dinner.
 4 She's going to brush her teeth.
 4 1 managed to 2 offered to 3 want to 4 decided to 5 needed to
 Try! Answers will vary.

Further practice / Homework

Workbook page 66; Unit 6 Language Focus 1 Worksheet

1 Read Part 1 and circle. Read page 72 again and check.

1 THE BIG WALK

Join Class 6A in a sponsored walk for charity! The Big Walk is a two-day walk to the Roman (1) canal / bridge.

The route goes through some (2) levely / ugly scenery and past two landmarks: High Falls (3) waterfall / lake and the Stone Circle.

Friends, neighbors and parents are welcome. Put on your walking slippers / boots and enjoy the Big Walk!

DAY 1

Meet at the parking (4) lot / railroad station by the lake at 7 o'clock in the morning. Follow the path along the (5) lake / river. You will see the fantastic waterfall at High Falls before we turn left and start to go up the hill.

It's a two-hour walk before we stop for lunch. The picnic area is on the other side of the river (go over the bridge). After lunch, the route continues into the hills. The campsite is at Mulberry Farm. (Go through the gate next to the farmhouse. The camping field is next to the house.)

DAY 2

From Mulberry Farm, set off across the fields behind the campsite. Just before lunch, the route goes past the famous Stone Circle. After lunch, keep on walking up the hill toward our destination: the old Roman bridge. From the Roman bridge, it's hot on hour in the bus back to the parking lot by the lake.

2 Number the pictures in order. Then read Part 2 and check.



3 Label the pictures in Activity 2 with the words. Read again and check.

across along over past through toward

4 Look at the map and write a route.

Go through the field, then turn right and go past the farmhouse.



5 Read the route to your partner. Play Destination in pairs.

The destination is the castle!

are the people in each picture? What can you see?

Have the students work in pairs to discuss the pictures and put them in order from one to six. Once they have decided on an order, tell them to read Part 2 to check their order.

3 Label the pictures in Activity 2 with the words. Read again and check.

On the board, draw a simple map with a pond, a path, a bridge, a house, a field and a parking lot. Draw an arrow over the bridge and ask *What's the direction?* (Go over the bridge.) Continue drawing arrows on the map to elicit *across, along past, through* and *toward*.

Focus the students' attention on the example *over* under the picture in Activity 2. Ask the students to work in pairs to write the prepositions under the pictures.

To check as a class, ask volunteers to say the directions for each picture.

4 Look at the map and write a route.

Ask a volunteer to read out the example sentence for students to follow on the map.

Have the students work individually to look at the map and write a route using the prepositions in the word pool. Monitor the students working, making sure they are using the prepositions correctly.

5 Read the route to your partner. Play Destination in pairs.

Ask a volunteer to come to the board and say a route for students to follow on the map. Ask *Where are you?* (For example, *the bridge*.)

Divide the students into pairs to take turns to read their route to their partner. They must not tell their partner where the route ends. Their partner listens and follows the directions on the map to find the destination.

WORKBOOK ANSWERS

- 1 1 arrow on path along river 2 arrow past farmhouse 3 arrow across bridge 4 arrow through woods 5 arrow toward waterfall 6 arrow over hill
- 2 1 Walk past the village. 2 Go across the bridge. 3 Go toward the canal. 4 Go over the hill.
- 3 Answers will vary. Try! Answers will vary.

Further practice / Homework
Workbook page 67

Unit 6 Reading and Writing pages 75

Lesson objectives

- Read and understand a plan.
- Use prepositions to describe movement.
- Write directions using a map.

Language

Prepositions: *across, along, over, past, through, toward*

Materials

Unit 6 Wordcards Set 1; Workbook page 67

Warm up

Play a game of *Spell It!* (see Ideas Bank). Use the Unit 6 Wordcards Set 1.

1 Read Part 1 and circle. Read page 72 again and check.

On the board write *Class 6A, Roman Bridge, landmarks, boots, morning and fantastic*. Tell the class that all the words are from The Big Walk poster and ask *How much can you remember about the Big Walk details?*

Divide the class into groups of four. Tell the students to close their books and, with the words to help them, try to remember as much as they can. Ask volunteer groups to share their ideas.

Divide the class into pairs to read Part 1, find the pairs of highlighted words and circle the correct one. Tell them to try and complete as much as possible before looking at page 72 to check.

Go through the answers with the class by saying the number and eliciting the word.

2 Number the pictures in order. Then read Part 2 and check.

Point to the six pictures and say *They are pictures from The Big Walk*. Ask *Where*

Unit 6 Vocabulary and Listening

pages 76–77

Lesson objectives

Identify extreme adjectives.

Listen and extract information from a song.

Describe experiences and feelings using extreme adjectives.

Language

Awful, delicious, delighted, enormous, exhausted, fantastic, fascinated, filthy, hilarious, terrified, tiny, starving

Materials

Track 65–67; Workbook pages 68–69

Warm up

On the board, draw a backpack and ask the students to copy it. Tell them they are going on a camping trip and must pack their bags.

The students draw and label five items in their backpack. In pairs, the students show each other their pictures and tell their partner what they are taking.

1 Look and say what the lesson is about.

Ask the students to cover the word list. Divide the class into pairs and ask them to look at the pictures in Activity 2.

With their partner, the students discuss what they think the lesson is about and see how many words they know. Ask a few volunteers to share their ideas.

2 Listen and repeat.

Play the recording, pausing after each word for the students to repeat chorally and point to the picture.

Pay attention to the pronunciation of *thy* in *filthy*, the *aw* in *awful*, and the stress on the second syllable in *hilarious*, *enormous*, *exhausted*, *delicious*, *fantastic* and *delighted*.

To check comprehension, elicit synonyms for each extreme adjective: *funny*, *big*, *small*, *dirty*, *hungry*, *tired*, *nice*, *scared*, *great*, *terrible*, *amazed* and *happy*.

3 Listen and write the words.

Focus the students' attention on the word pool and tell the students they are going to hear definitions of the words. Play the recording, pausing after the first definition, and show the example *terrified*.

Play the rest of the recording for students to write the words. The students compare their answers before you check as a class, asking different volunteers to say the number and the word, such as *Number 1 is terrified*.

Unit 6 Vocabulary and Listening

1 Look and say what the lesson is about.

2 Listen and repeat.

1 hilarious	4 filthy	7 delicious	10 awful
2 enormous	5 starving	8 terrified	11 fascinated
3 tiny	6 exhausted	9 fantastic	12 delighted

3 Listen and write the words.

awful delicious delighted filthy hilarious terrified

1 terrified	4 delicious
2 awful	5 delighted
3 filthy	6 hilarious

4 Write short definitions for the words.

enormous	very big	fascinated	very interested
exhausted	very tired	starving	very hungry
fantastic	very good	tiny	very small

4 Write short definitions for the words.

On the board, write *enormous* and ask *What does it mean? (Very big.)*

Tell the students to write definitions for the adjectives. Monitor the students and check their definitions, ensuring they are short and concise.

Divide the class into pairs and have them take turns to say one of their definitions for their partner to say the adjective.

5 Listen and mark (✓) the type of vacation the singer is on.

Ask the class *Where do you go on vacation? What do you like doing on vacation? How do you feel before you go, when you are traveling and when you come home?*

Point to the types of vacation and ask *Which one would you prefer? Why?*

Tell the students to listen to the song and check the type of vacation.

Tell them to compare their answer with their partner before you check as a class.

6 Listen again and replace the adjectives with extreme adjectives.

Focus the students' attention on the words in bold in the song.

Tell the students to work with a partner to replace the adjectives in bold with an extreme adjective from Activity 2.

Play the song, pausing after each of the adjectives for the students to check their answers. Play the song again for the students to follow in their books and sing along.

Optional activity

Stick the Unit 6 Wordcards Set 2 on the board and ask the students to copy the words into their notebooks. Have them listen to the song again and check the vocabulary items as they hear them.



3 Listen and mark (✓) the type of vacation the singer is on.

- beach vacation sightseeing vacation
 adventure vacation ski vacation

4 Listen again and replace the adjectives with extreme adjectives.

I'm feeling so excited!
 Everything is so much fun!
 I don't want to miss a thing.
 On my adventure vacation!
 I'm interested (1) fascinated in the morning!
 I'm already hungry (2) starving by ten.
 I'm dirty (3) filthy and
 tired (4) exhausted ...
 I can't wait to start again!
 I'm feeling so excited! ...

My campfire singing is bad (5) awful.
 But I've made some good (6) fantastic friends.
 These marshmallows are tasty (7) delicious!
 I don't want this week to end!
 I'm feeling so excited! ...
 Our river raft was small (8) tiny.
 But it got a big (9) enormous cheer!
 My photos are funny (10) hilarious!
 I'm coming back next year!

5 Read the lyrics and write T (true) or F (false).

- 1 The morning activity is quite boring. F
 2 The camper gets hungry before lunchtime. T
 3 The camper thinks they're a good singer. F
 4 The camper feels lonely and wants to go home. F
 5 The camper likes marshmallows. T
 6 The camper hasn't taken any photos. F

6 Think of examples using the adjectives. Talk in pairs.

- a time when you were exhausted
- a time when you were terrified
- a delicious dish
- a hilarious TV show
- a fantastic experience
- a time when you were delighted



7 Read the lyrics and write T (true) or F (false).

Read out the first sentence and ask *Is it true or false?* (False.)

In pairs, the students read the sentences and discuss if they are true or false with their partner, and write T or F.

The pairs then correct the false sentences and write them in their notebooks.

8 Think of examples using the adjectives. Talk in pairs.

Ask the class to close their eyes to think about personal experiences. Read out the situations, pausing after each one to give the students time to visualize a personal experience.

Divide the class into pairs and ask a volunteer pair to read the speech bubbles.

Tell the students about a couple of personal experiences. For example, *I was terrified when I went on a small plane. I think the Simpsons is hilarious.*

Have the pairs take turns to tell their partner about their personal experiences. When they have finished, ask the students to find a different partner and repeat the discussion.

Ask a couple of volunteers to share their experiences.

Optional activity

Ask the students to choose one of the experiences from Activity 8 and write a diary entry about the experience, using extreme adjectives.

WORKBOOK ANSWERS

1 a 2 b 5 c 3 d 1 e 4

2 1 delighted 2 an enormous
3 delicious 4 tiny 5 lost
6 enormous

Try! Answers will vary.

3 1 fascinated 2 starving 3 filthy
4 exhausted 5 awful 6 fantastic
7 delicious 8 tiny 9 enormous
10 hilarious

4 1 fantastic 2 enormous
3 fantastic 4 starving 5 tiny
6 awful 7 hilarious 8 terrified

5 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook pages 68–69

Unit 6 Language Focus 2

page 78

Lesson objectives

Understand a text about mountain rescue.

Present and practice indefinite pronouns.

Language

Indefinite pronouns: *anyone, anything, anywhere, everyone, everything, everywhere, nowhere, nothing, no one, someone, something, somewhere*

Materials

Unit 6 Grammar and Everyday Language Poster; Workbook page 70

Warm up

Play *Wordlist* (see Ideas Bank). Use the extreme adjectives from the unit.

1 Look at the pictures and discuss in pairs.

Ask the students *Have you ever been on a vacation to the mountains? What was it like? What happens if something goes wrong and you have a problem in the mountains?*

Divide the class into pairs to look at the pictures and answer the questions.

Ask a few volunteers to share their ideas.

2 Read and check your ideas. How does the mountain rescue team find lost hikers?

Ask the students to look quickly at the text and ask *What is it? (An information brochure.) What's it about? (The Mountain Rescue Center.)*

The students read the text and check their ideas from Activity 1. Ask *Were you correct?*

The students read the text again to answer the question and share their answer with their partner.

Check comprehension by asking a few questions: *Why is it important to tell someone when you are going on and returning from a walk? (Because if you don't come back, they can start looking for you.) What should you take with you? (Emergency kit, first aid kit, survival blanket, whistle and something to eat.) How do dogs help in the rescue? (In the dark and in snow, dogs use their sense of smell to find lost people.)*

3 Look at the chart and underline examples of indefinite pronouns in the text.

Show the class the Unit 6 Grammar and Everyday Language Poster. Use the examples and explanations to show how and when we use indefinite pronouns.

Unit 6 Language Focus 2

1 Look at the pictures and discuss in pairs.

1 What do they show?



2 What would you do in these situations?

2 Read and check your ideas. How does the mountain rescue team find lost hikers?

Mountain Rescue Center Mountain walking

It's important to be prepared, even if you're walking somewhere that you know well.

- Check the weather forecast.
- Always tell someone where you're going and when you'll be back. If you don't, no one will know if you go missing.
- Plan your route and make sure that everyone in your group can get to the destination.
- Make sure that someone has a cell phone.
- Stay together. Do not leave anyone behind.
- Pack an emergency kit: first aid kit, survival blanket, whistle and something to eat.

When things go wrong

If something goes wrong, the mountain rescue team is there to help. The search on foot, by motorcycle, using special cars with emergency equipment and even by helicopter.

Everyone in the mountain rescue team is a volunteer. When someone calls the emergency services, all the volunteers get a message. Everyone stops what they're doing and they go to help very quickly. They search everywhere to find hikers in danger.

Rescue dogs are specially trained to help in emergencies. In the dark and in snow, when people cannot see anything, dogs can use their fantastic sense of smell to find lost people.

3 Look at the chart and underline examples of indefinite pronouns in the text.

Indefinite Pronouns			
	Places	Things	People
Affirmative sentences	somewhere	something	someone
	everywhere	everything	everyone
	nowhere	nothing	no one
Negative sentences and questions	anywhere	anything	anyone

4 Read the text again and write T (true) or F (false).

- You shouldn't tell anyone where you're going. **F**
- When you're walking, everyone should stay together. **T**
- No one should have a cell phone. **F**
- The mountain rescue team can't go anywhere. **F**
- In emergencies, no one in the rescue team gets a call. **F**
- When people can't see anything, dogs can find lost people. **T**

5 Correct the false sentences in Activity 4 in pairs.

You should tell someone where you're going.

78

Focus the students' attention on the chart and underline examples of the indefinite pronouns in the text.

Ask different volunteers to make sentences with the indefinite pronouns in the chart.

4 Read the text again and write T (true) or F (false).

Divide the class into pairs to work together to answer the true and false sentences as quickly as possible. The first pair to finish shouts *Stop!* and all pairs stop writing. Ask the pair to give you their answers, and make sure the rest of the class are listening and put up their hands if they don't agree with the answers.

5 Correct the false sentences in Activity 4 in pairs.

Read out sentence number 1 and ask a volunteer to correct it. (*You should tell someone where you're going.*)

The students work in pairs to take turns to look at a false sentence and say the correct sentence to their partner.

Ask different pairs to read out the corrected sentences to check as a class.

WORKBOOK ANSWERS

- 1 something 2 everywhere 3 nothing 4 anyone
 - 1 anything 2 Everyone 3 something 4 somewhere 5 Someone 6 anywhere
 - 1 anyone 2 anywhere 3 anything 4 everything 5 someone 6 somewhere
 - 1 Make sure you tell someone where you're going. 2 The rescue dogs search everywhere to find lost walkers. 3 No one in the mountain rescue team is paid. 4 It takes ten minutes to get everything ready. 5 Don't let anyone go off on their own.
- Try! Answers will vary.

Further practice / Homework

Workbook page 70; Unit 6 Language Focus 2 Worksheet

1 Listen and circle.

- 1 Why are Anna and William in town?
 a They're going shopping.
b They're doing a treasure hunt.
 c They're going to the bank.
- 2 What's the problem?
 a They don't have any money.
 b It starts to rain.
c They lose the clue.

2 Listen again and follow the route. Write the coordinates of the bakery.

The bakery is at: **B6**

3 Listen and match the questions and answers.



4 Listen again and follow the route. Are the directions correct?

5 Look, listen and repeat.

Perfect Pronunciation

over along toward through across next to opposite

6 Complete the pairwork cards. Ask and answer in pairs.



3 Listen and match the questions and answers. 69

Have the students work with a partner to look at the questions and answers and see if they can match them before you play the recording.

Play the recording for the students to check and make any changes.

Ask different volunteer pairs to read out the questions and answers.

4 Listen again and follow the route. Are the directions correct?

Ask the students to look at the map again. Explain that they must check whether the directions are correct by listening and following the route. Play the recording, more than once if necessary.

5 Look, listen and repeat. 70

Have students close their books. Write the prepositions on the board. Play the first word, *over*, on the recording and ask *Where's the stress on "over"?* (*On the first syllable.*) Draw a dot above the *o* in *over*. Tell the students to copy the words into their notebooks. Play the recording for them to listen and draw a dot above the stressed syllables.

Have the students check their answers with the Perfect Pronunciation box.

Play the recording again, pausing after each word for students to repeat chorally and individually.

6 Complete the pairwork cards. Ask and answer in pairs. Workbook page 124

Use the Unit 6 Grammar and Everyday Language Poster to focus on the language for buying a train ticket. Ask a volunteer pair to read out the dialogue.

The students cut out the Unit 6 Fluency Cards on page 124 in their Workbooks. Pair yourself up with a student to demonstrate.

The pairs take turns to choose a place and ask for directions using the map to plan and say the route. Monitor the pairs, helping and correcting pronunciation where necessary.

WORKBOOK ANSWERS

- 5 1 get / through 2 way / toward
 3 near / isn't 4 next / through / follow
 5 Where's / over / across / next
- 6 1 Turn left. It's next to the library, opposite the bank. 2 Theo's house? Go toward the bakery. It's near the playground. 3 way is it to Suzy's house? Follow the path along the river. It's near the park. 4 Which way is it to Nathan's house? Go past the bench. It's across the road.
- 7 The bank.
Try! Answers will vary.

Further practice / Homework

Workbook page 71; Unit 6 Functions Worksheet

Unit 6 Listening and Speaking page 79

Lesson objectives

- Listen for gist and specific information.
- Pronunciation: word stress in prepositions.
- Ask for and give directions.

Language

Simple present for directions: *Can you tell me ... , Which way ... , Where's the ... , What's next? Is it near?*

Directions: *on the right / left, go past, opposite, go over, turn right / left, towards and through*

Materials

- Tracks 68–70; Unit 6 Wordcards;
- Unit 6 Grammar and Everyday Language Poster; Workbook pages 71, 124

Warm up

Play *Spell It* (see Ideas Bank) with the Unit 6 Wordcards.

1 Listen and circle. 68

Ask the students *Have you ever been on a treasure hunt? How does a treasure hunt work? (You follow clues from place to place.)*

Ask volunteers to read out the questions, and play the recording for the students to circle the answers to the questions.

2 Listen again and follow the route. Write the coordinates of the bakery.

Focus children's attention on the map and ask *What places and things can you see? Say Anna and William want to get to the bakery. Listen and follow the route on the map.*

Point out the letters and numbers, and ask *What are these? (Coordinates.) How do we form the coordinates? (The letter and then the number.) Say a coordinate (B3) and ask What's in the box? (A statue.) The students find the bakery and write the coordinates.*

Lesson objectives

- Understand weather forecasts.
- Make predictions about the weather.

Language

Altostratus clouds, cirrus clouds, cumulus clouds, cumulonimbus clouds, droplets, forecast

Materials

- Track 71; Workbook page 72

Warm up

Write *Weather* on the board. Divide the class into teams of four and ask them to find a word for each letter of *weather*. Tell them each word must have at least four letters. Start them off by writing the word *walk* down from the first *w* in *weather*. Stop the teams after two minutes. Each team wins a point for each word.

1 Look at the pictures and predict what the clouds show.

Divide the class into pairs, tell them to look at the pictures, and ask *What can you see? Are all the clouds the same? (No.)* Give the students a couple of minutes to discuss with their partner and predict what the clouds show.

2 Listen and read. Match the pictures with the names of the clouds.

Point to the word pool and say *These are names of different the types of clouds in the pictures.*

Play the recording for students to listen and follow in their books. Ask students to look at the fourth picture, numbered 1, and tell them to read the paragraph about the *cumulonimbus clouds*. Ask *What words in the description match the picture? (White, fluffy, flat bases and rounded tops.)*

Ask the students to work individually to read the text again and match the names of the cloud to the pictures.

Ask a few comprehension questions: *What are clouds made of? (Droplets of water or ice.) What do grey clouds mean? (It's going to rain.)*

3 Complete the chart with the weather forecast.

Focus the students' attention on the chart. Read out the weather now and ask *Do you think the prediction is correct? Why? (Because they are cumulus clouds and, if they get big, there's going to be a storm.)*

Have the students work in pairs to complete the rest of the chart, using the descriptions of the clouds in the text to help them.

Unit 6 CLIL Geography

Lily Knows about ...

1 Look at the pictures and predict what the clouds show.

2 Listen and read. Match the pictures with the names of the clouds.

1 cumulonimbus clouds 2 altostratus clouds 3 cirrus clouds 4 cumulus clouds



When you're planning a trip, it's important to check the weather forecast. However, the weather can quickly change. Learning about the clouds can help you be prepared. Clouds are made of tiny little droplets of water or ice. The drops are so small and light, that they float in the air. They form into clouds high in the sky because the temperature up there is lower. Thin clouds reflect light and let it pass, so they look white from the ground. As more water droplets form, clouds get thicker and do not let the light pass through. Everyone knows that these grey clouds mean it's going to rain, but we can predict the weather from other types of clouds, too.

Cirrus clouds are long and thin. They are very high in the sky. Cirrus clouds can tell you that the weather is nice now, but it's going to change in the next 24 hours.

Altostratus clouds are light gray. They are thin, but they can cover the whole sky. Altostratus clouds mean it's going to rain or snow. It will rain or snow for a long time.

Cumulus clouds are white and fluffy. They look like cotton. They have flat bases and rounded tops. These are sunny weather clouds. But be careful. When they join together, they can become big cumulonimbus clouds. The wind changes their shape, and the top looks more like a triangle. That means there's going to be a storm.

Complete the chart with the weather forecast.

Cloud Observation	Weather Now	Weather Prediction
	sunny and warm	It might stay sunny, but there might be a storm later.
	hot and windy	There's going to be a storm.
	sunny and warm	It's going to change in the next 24 hours.
	cold	It's going to rain or snow for a long time.

Look outside. Can you predict the weather from the clouds?

WORKBOOK ANSWERS

- 1 1 c 2 g 3 d 4 a 5 e 6 b 7 f
 - 2 cumulus clouds
 - 3 1 It was sunny and warm. 2 They changed shape, and the top looked like a triangle. 3 It was a nice day. 4 The whole sky was light gray. 5 It helped Peter prepare for different kinds of weather. 6 Because it is difficult to walk for a long time in the snow. / You need warm clothes if it is going to snow.
 - 4 1 cumulus cloud 2 altostratus cloud 3 cumulonimbus cloud 4 cumulus cloud
- Try! Answers will vary.
- Further practice / Homework**
Workbook page 72

1 Read the text and circle.

- 1 What is it? a an opinion text **b an advice text** c a personal account
 2 What is it for? a to give news **b to give rules and suggestions** c to advertise an event

A Day in the National Park

How to stay safe in the forest and have a fantastic time

Clothes and Equipment

- (1) **Choose the right clothes.** You should wear strong boots and comfortable clothes. You ought to wear bright colors to be visible.
- Pack a survival kit. You ought to have a first aid kit, a survival blanket and some warm clothes. You must carry a water bottle and you ought to take some snacks for energy.
- Check the weather forecast. In winter, you ought to check what time it starts to get dark, too. Always carry a flashlight.

Stay in touch

- (2) **Tell a friend.** You must tell someone where you're going.
- (3) **Call for help.** You must know how to contact the park services. You should take a cell phone with you.

If you get lost

- Keep calm. You can whistle or sing a song to keep yourself calm and happy.
- (4) **Stay together.** Keeping calm and keeping warm are easier when you're not alone.
- Don't worry about animals. Most animals are scared of people. If you hear a noise, answer with a noise— an animal will run away.
- (5) **Stay in one place.** A search team moves slowly because they're looking for clues. If you're moving, they can't catch up with you.
- (6) **Attract attention.** Cell phones don't work everywhere. You ought to take a whistle to help people find you.



Rules and Advice	
Must	mustn't ✗
Should	shouldn't ✗
Ought to	oughtn't to ✗

2 Complete the text with the sentences.

Attract attention. Call for help. Choose the right clothes.
 Stay in one place. Stay together. Tell a friend.

3 Color the features to match the text.

- 1 **advice and suggestions** 3 **a text title** 4 **a rule that you have to follow**
 2 **a paragraph title to show what the text will tell us** 5 **an imperative to give instructions**

4 Read the text and write R (right), W (wrong) or D (doesn't say).

- 1 A survival kit should contain a first aid kit. **R**
 2 You should keep quiet if you hear a noise. **W**
 3 You must learn how to use a compass. **D**
 4 It's important to know when the sun goes down. **R**
 5 Bright colors make you easier to find in the forest. **R**
 6 If you are lost, you should keep moving to stay warm. **W**

5 Research and write a survival brochure for another outdoor sport.

3 Color the features to match the text.

On the board write *advice* and *suggestions* and elicit ways to give suggestions and advice: *You should ...*, *you must ...*, and *you ought to ...*

Have the students work individually to find the colored words in the text and match them to the features, coloring them the same color.

Ask pairs to check their answers together.

4 Read the text and write R (right), W (wrong) or D (doesn't say).

Divide the class into pairs to look at the sentences and discuss if they are right, wrong or if the text doesn't mention it. Tell them to re-read the text to check and correct the wrong sentences.

Ask different volunteers to read out the sentences for others to respond with *right*, *wrong* or *doesn't say*.

5 Research and write a survival brochure for another outdoor sport.

On the board, write *Dangerous sports / activities*, and ask the class to suggest some examples, such as *mountain climbing*, *skateboarding*, *riding a scooter* and *parkour*.

In pairs, the students choose a sport from the board and make a list of advice for a brochure, such as *skateboarding: wear a helmet*. Then they think of different headings for the brochure, such as *clothes and equipment*, *safe places to do the sport* and *other people doing the sport*.

Students then work individually, using their plan, to write their advice brochure, and draw pictures to illustrate some of the advice. They use the text in Activity 1 as a model, and the advice words in the yellow box.

Monitor the students working, circling any errors in the target language for students to correct themselves.

WORKBOOK ANSWERS

- 1 1 when 2 knee 3 island 4 comb
 5 castle 6 knife 7 witch 8 write
 2 1 clothes 2 exhausted 3 know
 4 best 5 enjoy
 3 1 F 2 T 3 T 4 F
 4 e, d, a, b, c
 5 silent h: white, hour, might, why, techniques
 silent k: knock, know
 silent t: mustn't, listen
 6 Answers will vary.
 Try! Answers will vary.

Further practice / Homework
 Workbook page 73

Unit 6 Writing page 81

Lesson objectives

- Identify the features of an advice text.
- Understand the use of modal verbs for giving rules and advice.
- Write an advice brochure.

Language

Modal verbs: *must, can, should, ought to*
 Weather and survival vocabulary

Materials

Colored pencils; Workbook page 73

Warm up

Play a game of *Time's Up!* (see Ideas Bank) with the extreme adjectives from the Unit 6 Vocabulary and Listening Lesson.

1 Read the text and circle.

Focus students' attention on the picture and ask *Where are the people?* (In the

forest / National Park.) *What are they doing?* (Walking.)

Tell the students they have one minute to read the questions, look at the text and circle the correct answers.

Have students compare their answers before asking a few volunteers to share their answers. Ask *How do we know it's an advice text?* (It is about how to stay safe, and uses modal verbs to give rules and suggestions.)

2 Complete the text with the sentences.

Tell students to look at the text again, and ask *How many pieces of advice are there?* (Ten.) *What types of advice are they?* (Clothes and equipment, Stay in touch, and If you get lost.)

Have the students work with a partner to write the sentences in the correct gaps in the text. Point out the first one as an example.

To check as a class, ask volunteers to read out the full sentences.

Unit 6 Project and Value

page 82

Lesson objectives

- Planning and making a pin compass.
- Use their pin compass to find north, south, east and west.
- Collaborating and communicating in groups.

Value

Learn new skills and be prepared.

Materials

A cork, a piece of Styrofoam or a piece of paper; a paperclip, pin or needle; a magnet; a bowl of water; poster paper; pens and pencils; Unit 6 Stickers; Workbook page 74

Warm up

Play *Twenty Twenty* (see Ideas Bank). Use the words from Unit 6.

Value: Read and stick.

Ask students to open their Student Books to page 82 and find *Anna's Value* at the top. Ask a volunteer to read the value aloud. Tell the students to look at the picture under Anna, and ask *What's he doing?* (*Cooking on the fire.*) *What advice would you give him?* (*He shouldn't get too close to the fire, and he must make sure the fire is out when he finishes cooking.*) *What is it important to learn new skills?* (*Because you might find yourself in danger when you are camping or walking, and the skills would be useful.*)

Have students open their books to the stickers page and point to the sticker that shows the value. Have them stick it into the space under *Anna's Value*.

Pin Compass

Stage 1: Plan your project.

Divide the class into pairs to discuss how they can find out which way is north. Tell the class they are going to make a compass and that they need to find materials that float. Ask the students for a few suggestions.

Give the pairs a bowl of water and a variety of materials, such as the cork, Styrofoam, erasers and pencils, paper clips, pins and needles. Ask them to test which ones float and choose the material they want to use to make a compass.

Ask pairs to share what they discovered with the class.

Stage 2: Develop your project.

Show the students how to make the pointer by rubbing a needle down the magnet at least twenty times. Make sure

you only rub it one way on the magnet. Test that the needle is magnetized by checking if it picks up a pin.

The students make their pointer magnetic. Monitor them and make sure they are rubbing it correctly.

The students put their pointer through their cork. Before they float it, ask *Which way do you think the pointer tip will point?* Tell them to put the compass in the bowl of water so the pointer is parallel to the water. Tell them to let go of the compass, and ask *What does the pointer do? Which way does the tip point?* Say *You've found magnetic north!*

Take the students outside with their compass and poster paper. They use the compass to find north, south, east and west, and draw landmarks for each point.

Stage 3: Share your project.

Divide the class into groups of six and ask each to present their maps to the group, pointing out and explaining where the landmarks are. Encourage the groups to

discuss how the map and compass can help them find places.

Stage 4: Evaluate your project.

This stage can be done after each individual stage is completed. Ask students to open their Workbooks to page 74, and direct their attention to Activity 2. Read the instructions for Stage 1, and help students reflect on their project and check *yes* or *no*. Repeat for the other stages.

WORKBOOK ANSWERS

1 1 ✓ 2 X 3 ✓ 4 X 5 ✓ 6 X
7 ✓ 8 ✓

2 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 74

1 Read the definitions and complete the Glossary.

- 1 delighted (adj) very happy 5 starving (adj) very hungry 9 frightened (adj) very scared
 2 enormous (adj) very big 6 hilarious (adj) very funny 10 fantastic (adj) very good
 3 delicious (adj) very tasty 7 tiny (adj) very small 11 awful (adj) very bad
 4 exhausted (adj) very tired 8 filthy (adj) very dirty 12 fascinated (adj) very interested

2 Complete the text. Write one word in each gap.

OUR SPONSORED WALK

A group of 30 Ace School children, parents and friends met in the (1) parking lot by the lake on Saturday morning. We checked our equipment. Mr. Murphy handed out (2) first aid kits and survival (3) blankets and we filled our water (4) bottles at the faucet. We were ready!

Our (5) route took us through the (6) national park to the old Roman bridge. We walked past famous (7) landmarks and some lovely scenery. We stayed the night at the (8) campsite at Mulberry Farm.

We arrived at our (9) destination on Sunday afternoon. We were tired, but very happy. Class RA raised \$800 for Aceton Hospital! Well done, everyone.

3 Read and circle.

Missing!

Has (1) someone / anyone seen the school cat?
 (2) No one / Nothing has seen him since yesterday.
 Mr. Tidy has looked (3) everywhere / everything for him.

He's very friendly and he's very greedy!
 He eats (4) something / everything (why?)

(5) somewhere / someone is taking care of him because they think he's starving!

Can (6) everyone / everywhere please look out for him? If you see him (7) somewhere / nowhere, please tell Mr. Tidy.



4 Look at the pictures and make predictions in pairs.



The goat is going to eat that apple.



Unit 6 Review page 83

Lesson objectives

Review the vocabulary and language learned in the unit.

Provide an opportunity for self-evaluation.

Language

Extreme adjectives

Expedition words

Will and going to for prediction

Indefinite pronouns

Materials

Unit 6 Wordcards Set 1; Unit 6 Grammar and Everyday Language Poster; Workbook page 75

Warm up

Divide the class into two teams. Ask a student from each team to come to the front, facing their team with their back to

the board. Write a word on the board, such as *parking lot*. The teams explain the word to their team member. The first student to guess the word wins a point for their team. Repeat the game with different students and words from Unit 6.

1 Read the definitions and complete the Glossary.

Divide the students into twelve groups and give each word a definition from Activity 1. Have the groups work together to find and write the correct word next to their definition.

The groups take turns to say their definition to the class for the other groups to guess. Once they have the correct word, the students write the word in the Glossary.

2 Complete the text. Write one word in each gap.

Have the students work in pairs to read the text and discuss which words are missing—make sure they write their answers in pencil.

Monitor the pairs and point out any wrong words or spelling. If the students are having difficulties, stick the Unit 6 Wordcards Set 1 on the board.

To check their answers, tell the students to look at the Vocabulary and Reading Lesson, Activity 1.

3 Read and circle.

Have the students look at the chart on page 78 to review indefinite pronouns. The students work individually to circle the correct pronouns in the sentences. To check as a class, ask volunteers to come to read out a sentence each.

4 Look at the pictures and make predictions in pairs.

Focus the students' attention on the pictures and ask *What can you see?* to elicit vocabulary that the students will need to make their predictions: *goat, bee and sting*. If necessary, use the Grammar 1 section of the Unit 6 Grammar and Everyday Language Poster to review *going to* for predictions. Ask a volunteer to read out the example prediction and then divide the class into pairs to look at the pictures and make predictions about what is going to happen.

Evaluation

Keep notes as you monitor students' progress through this lesson, to flag areas where they have problems using target vocabulary and grammar structures. These notes can be valuable in deciding whether and how to implement remedial practice activities.

Ask students to take out their stickers sheet and find this unit's star sticker. Have them place the sticker next to their favorite activity in the unit.

Additional resources

The Unit 6 Test can now be given.

WORKBOOK ANSWERS

- 1 1 parking lot 2 landmarks
 3 Sunscreen 4 national park
 5 survival blanket 6 picnic area
 7 first aid kit 8 route
 2 1 She's going to play basketball.
 2 He's going to go canoeing. 3 She's going to try scuba diving. 4 They're going to learn skiing.
 3 Answers will vary.
 4 1 The girl is exhausted. 2 The girl is filthy. 3 The race is hilarious.
 4 The boy is delighted. 5 The man is fascinated. 6 The dog is enormous.
 7 The dog is tiny.
 Try! Answers will vary.

Further practice / Homework

Workbook page 75

Unit 6 Game page 84

Lesson objectives

Review the vocabulary and language learned in Units 5 and 6.

Language

Extreme adjectives

Expedition, conservation and environment words

Will and going to for predictions

Indefinite pronouns

Less and fewer

Making suggestions

Materials

Colored pencils

Warm up

Divide the class into teams of four. Tell the groups to write five questions about Unit 6. Tell them the questions can be factual (such as *Which animals are extinct?*) a definition (such as *What does delighted mean?*) or about one of the pictures (such as *What are the names of the clouds on page 80?*) Once the teams have written the questions, have a class quiz. The teams take turns to read out their questions for the other teams to answer. The teams can look through Unit 6 to help them. The first team to answer correctly gets a point. The team with the most points wins.

1 Play Tug of War.

Divide the class into groups of pairs.

Hold your book up to show the class the game and say *The children are having a game of Tug of War.* Explain that the aim of the game is to take turns to answer a question or follow an instruction to pull the rope to the blue or red side.

To demonstrate, pair yourself up with a volunteer and tell the volunteer to choose the red or the blue team. Your partner takes the first turn, reads out the first instruction and makes a prediction. If they are correct, the red line moves to the first knot on their team's side. Use a pencil to mark it. If your partner is wrong, the rope stays where it is. Take your turn, asking and answering the question. Move the pencil to the first knot on your team's side.

Game

1 Play Tug of War.

- 1 Make a prediction about the Iberian Lynx.
- 2 What is wrong with Justin?
- 3 Look at the picture. What's going to happen to Katie?
- 4 What do you think you'll do tonight?
- 5 Tell your partner about your weekend plans.
- 6 What's the difference?
- 7 Look at the picture. Where can you use Wi-Fi?
- 8 What do you think the world will be like in 50 years?
- 9 Describe Teresa.
- 10 Look at the picture. What's the weather like?
- 11 You don't want to be tired tomorrow. What will you do?

- 12 Tell your partner about your vacation plans.
- 13 What's the difference?
- 14 Look at the picture. Who has an umbrella?
- 15 Look at the picture. What's going to happen to Aaron?
- 16 What's the difference?
- 17 Look at the picture. Where can you sit?
- 18 Look at the picture. What's Ray going to do?
- 19 What's the difference?
- 20 Look at the picture. Who is outside?

Tell the students to continue like this, tugging the rope backwards and forwards. The winner is the student who answers all the questions correctly, with the red line / pencil reaching the last child in their team. When the pairs have a winner, tell them to play again.

Monitor and help the students to play the game, demonstrating where necessary, and then just note down mistakes without interrupting them. On the board, write a few of the mistakes that the students were making and ask the class to help you correct them.

Optional activity

If there is time, tell the students to choose five of the questions and write their answers in their notebooks.

Ecuador

Culture

1 Look and match the words with the pictures.

- 5 Galapagos tortoise 1 fishermen 4 marine iguana
3 scientists 2 tourists



2 Read and circle the advantages of tourism in the Galapagos. Underline the disadvantages.

The Galapagos Islands are in the Pacific Ocean, about 1,000 kilometers off the coast of Ecuador. The islands and the ocean around them are one of the most important habitats in the world. There are plants and animals in the Galapagos that you cannot find anywhere else, such as the marine iguana—the only aquatic lizard in the world, the Galapagos tortoise and many more.

In the 1840s, a very important scientist called Charles Darwin visited the Galapagos. He noticed that because the islands are so far away from mainland South America, the plants and animals there have developed differently. Today, scientists continue to go to the Galapagos to study the ecosystems. The unique environment is full of important information and new discoveries. Their research can help us understand and protect the many species that live in the area.

The Galapagos Islands have a population of about 25,000 people, but 97% of the area is a protected national park. Most of the men work as fishermen, but more and more people work in the tourist industry. Visitors can learn about the ecosystem. They can learn about conservation. Money made from tourist visits helps to fund the scientific research. It also helps the local population as it creates jobs for local people. But tourism is also harming the island. People are building more hotels, using more resources, like water and energy to give the tourists what they need. Also, visitors can disturb the animals and their natural habitat. The Galapagos Islands are such an important place that everyone must work together to protect them.

3 Research a national park in your country. Complete the chart.

	The Galapagos Islands	National Park in My Country
Animals	Marine iguana	
Jobs		
Environmental threats		

Culture page 85

Lesson objectives

- Identify the advantages and disadvantages of tourism in a text.
- Research a national park.

Language

Galapagos tortoise, fisherman, marine iguana, scientists, tourists

Materials

Workbook page 114

Warm up

Tell the students you are going to tell them a secret and that they have to whisper it. Divide the class into four groups and tell each group to stand in a circle. Whisper the same question to one student in each group, such as *Has anyone seen the school cat?* The student whispers the sentence to the student to the right, who then whispers it to the person to

their right. Tell them they can only whisper the sentence two times. The students continue to whisper the sentence around the circle to the final student. When all groups have finished, ask the final students to write the sentence they heard on the board. Compare the sentences and then write up the actual sentence you said.

1 Look and match the words with the pictures.

Ask the students *Where is Ecuador? (South America.) What do you know about Ecuador? (The capital is Quito. The Galapagos Islands belong to Ecuador. It borders Colombia and Peru.)*

Divide the class into pairs and read out the instructions in Activity 1. Tell the pairs to look at the pictures together, discuss what they can see and match them with the words above.

2 Read and circle the advantages of tourism in the Galapagos. Underline the disadvantages.

Write the title *Tourism* on the board and divide it in two with headings *Advantages* and *Disadvantages*. Ask the students *What are the advantages / disadvantages of tourism?* Write their suggestions in the correct columns.

Focus the students' attention on the circled sentence *Visitors can learn about the ecosystem.* Ask *Is this an advantage or disadvantage of tourism? (Advantage.)*

The students work individually to circle the advantages and underline the disadvantages.

Ask a few comprehension questions: *Why are the Galapagos Islands one of the most important habitats in the world? (Because there are plants and animals you can't see anywhere else.) What did Charles Darwin discover? (The plants and animals developed differently.) Would you like to visit the Galapagos Islands? Why / Why not?*

3 Research a national park in your country. Complete the chart.

Ask the students *Have you ever been to a national park? What did you do and see?*

Have the students work in pairs to complete the chart. Make sure they understand that the threats are things that destroy the national park and the animals, for example, the building of big hotels destroys animals' habitat.

If possible, take the students to the library to research a national park in the country and complete the chart in pairs. If you can't take them to the library, bring in some brochures and books about different parks for the students to use.

Have the pairs join another pair to share the information about the national parks.

WORKBOOK ANSWERS

- 1 1 marine iguana 2 fishermen
3 scientists 4 tourists
5 Galapagos tortoise
2 1 c 2 d 3 a 4 f 5 e 6 b
3 1 There are plants and animals here that you cannot find anywhere else. 2 Darwin thought the plants and animals developed differently because the islands are so far away from mainland South America. 3 The scientific research helps us because we can learn about the ecosystem and conservation. 4 Many people work in the tourist industry because there are more and more tourists, and lots of hotels.
4 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook page 114

Review Story pages 86–87

Lesson objectives

Review the vocabulary and language learned in Units 4–6.

Reading to find specific information in a text.

Language

Modal verbs

Present perfect with *just*, *already* and *yet*

Will for instant decisions and *going to* for plans

Less and *fewer* with uncountable and countable nouns

Materials

Track 72; Workbook page 117

Warm up

Play *The Alphabet Game* (see Ideas Bank) to review the vocabulary from Units 4–6.

1 Listen and read the story. 72

Ask the class *Have you ever been to a zoo? Which animals did you see? What's your favorite animal?*

Divide the class into groups of four. Divide the board into two and write *Disadvantages* on one side and *Advantages* on the other, and write the question *What are the advantages and disadvantages of zoos?* In their groups, the students discuss the question and make a list.

Ask different groups to share their ideas.

Ask the students to look at the pictures in the story and ask *What do you think happens in the story?* Encourage predictions from different volunteers.

Play the recording for students to listen and follow the story in their books.

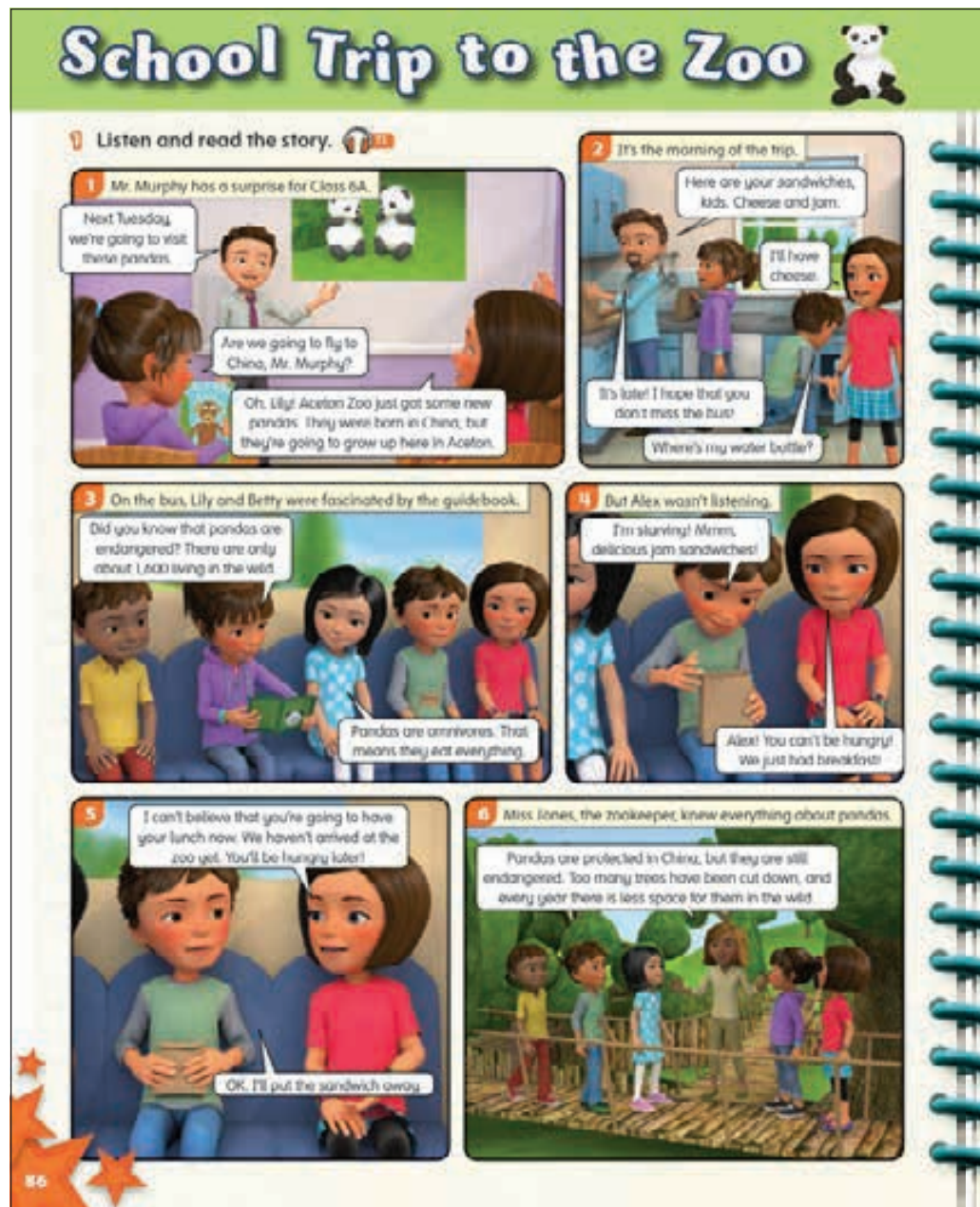
Ask the students some questions to check comprehension. Point to frame 1 and ask *Where are the pandas?* (At Aceton Zoo.) Point to frame 3 and ask *What does "omnivore" mean?* (It means an animal that eats everything.) Point to frame 5 and ask *Why does Alex put his sandwiches away?* (Because Anna tells him that he'll be hungry later.)

Point to frame 6 and ask *Why are pandas endangered?* (Because too many trees have been cut down. Every year there is less space for them to live in the wild.) Point to frame 8 and ask *What is Suki doing?* (She's having a nap.)

Point to frame 11 and ask *What's Ben eating?* (Alex's jam sandwiches!) Point to frame 12 and ask *Does Alex have anything to eat for lunch?* (Yes. His friends share their lunch with him.)

Ask the students if their predictions about the story were correct.

Play a game of *Stand Up If It's True* (see Ideas Bank) with the following sentences from the story: *The school trip is next*



Thursday. (F—Tuesday.) Class 6A teacher is Mr. Murphy. (T.) The class is going to fly to China. (F—to the zoo.) There are under 2,000 pandas in the wild. (T.) Alex has a ham sandwich. (F—jam.)

Divide the students into teams of four and ask them to write three true and three false sentences about the story.

Monitor the students to check their grammar and use of the target language.

Join two groups together and tell the students to close their books and take turns to read out their sentences for the other team to say if they are true or false, and then correct the false sentences.

Divide the students into groups of nine and assign each student in the group a role: Mr. Murphy, Mr. Bean, Mrs. Bean, Alex, Anna, Lily, William, Betty and Miss Jones.

Give the students time to learn their lines by reading their parts in the story in their groups.

Monitor and help with pronunciation and expression.

Have the groups make up actions and collect any props they need before they practice acting out the story.

Assign each group an area in the classroom for them to practice acting out the story.

Ask volunteer groups to act out the story for the class. Remind the class to be a polite audience, and to be quiet and listen and clap at the end.



WORKBOOK ANSWERS

- 1 1 F, c 2 T, e 3 T, f 4 T, a 5 F, b
6 T, d
- 2 1 delicious 2 starving
3 fascinated 4 hilarious
5–8 Answers will vary.
- 3 1 The children aren't going to fly to China to see the pandas. 2 Dad is going to make sandwiches for Alex, Betty and Lily. 3 Alex is going to take his water bottle on the trip. 4 Betty isn't going to eat her lunch on the coach. 5 Ben isn't going to have a nap.
- 4 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook page 117

Optional activity

Photocopy pages 86 and 87 so you have enough copies of each to give half the class page 86 and the other half page 87.

Divide the class into two and tell them to close their books. Give each student in one group page 86 and the other group page 87.

Tell them to work together to read their part of the story a couple of times and memorize as much of the story as they can, to retell their part of the story later.

Monitor the students and encourage them to retell parts of the story to you.

Assign the students in one group A and the others B, and tell the A students to go and sit next to a B student. The pairs take turns retelling their part of the story and decide which part comes first.

Optional activity

Tell the students to imagine Miss Jones is telling Class 6A about another zoo animal. Have the students work in pairs to choose another zoo animal and rewrite frames 6 and 7 with information about that animal. Tell them to include information about where the animal is from, its habitat and threats to the animal.

Ask a few pairs to join together to read out their new frames.

Unit 7 Vocabulary and Reading

pages 88–89

Lesson objectives

Identify different types of clothes and accessories.

Find information on a website.

Describe items of clothing.

Language

Belt, briefcase, hoodie, jeans, leggings, purse, raincoat, sneakers, suit, suitcase, tracksuit, umbrella

Materials

Tracks 73–75; Workbook pages 76–77

Warm up

Play *Guess the Word* (see Ideas Bank). Use the expedition words: *first aid kit, insect repellent, sunscreen, survival blanket* and *water bottle*.

1 Match the words with the pictures (1–12). Listen and check.

73

Ask a few students *What are you wearing today? Which are your favorite clothes?*

Divide the class into pairs. Ask students to open their Student Books to page 88 and look at the pictures in Box A. Ask *What are the sketches of? (Clothes and accessories designs.)*

Divide the students into pairs. Give them a couple of minutes to match the words in the word pool with the pictures in Box A. Play the recording for students to check.

Ask a few volunteers *What's your favorite design? Which item would you buy?*

2 Look at Text A. Listen and say the words.

74

Play the recording, pausing after each word for the class to repeat chorally and individually. Pay attention to the pronunciation of the *j* in *jeans*, the *ur* in *purse*, the *su* in *suit*, and the consonant blends *sn* in *sneakers*, *br* in *briefcase* and *umbrella*, *tr* in *tracksuit* and *It* in *belt*.

3 Read Text B and write the answers.

Have the students read Text B and ask *What is it? (A website.) What is about? (A design competition.)*

Tell the students they have one minute to read Text B and answer the questions. Remind the students to scan the text quickly and not to read word for word.

As they are working, give them time pointers, such as *You have 30 seconds left*.

After one minute, ask the students to put down their pens. Ask volunteers for their answers, checking with the class that they

7 Daring Design

Vocabulary and Reading

1 Match the words with the pictures (1–12). Listen and check.

belt briefcase hoodie jeans leggings purse
 raincoat sneakers suit suitcase tracksuit umbrella

2 Look at Text A. Listen and say the word.

A

3 Read Text B and write the answers.

- 1 What is special about this design competition?
- 2 What does the photograph show?
- 3 What can you vote for on the website?

4 Look at the clothes in Text A. Play Describe and Guess in pairs.

It's made of cotton.
It has a cool zipper

The hoodie!

DESIGN COMPETITION

Old materials—new products! Vote for your favorite design!

There are hundreds of entries to choose from. They all have one thing in common—they're made from recycled materials!

Is your winner a tracksuit made from potato chip bags or a suitcase made from an old cardboard box? Choose now!

1 Harry made these colorful raincoats. These are made from plastic bags from the supermarket. They weren't strong enough to use any more. But they were too useful to throw away.

have the same answers before you move on to the next volunteer and question.

4 Look at the clothes in Text A. Play Describe and Guess in pairs.

Point to a student and ask *What's he / she wearing? What's it made of?*

Tell the students to look at the pictures in Activity 2. Choose a volunteer and say *It's made of cotton. It has a cool zipper. What is it? (The hoodie.)* Encourage the volunteer to choose an item and describe it for you to guess.

Divide the class into pairs for them to take it in turns to describe an item from Text A for their partner to guess.

Monitor the pairs, helping with pronunciation of the target vocabulary.

Additional resources

Unit 7 Wordcards

Optional activity

Describe what one of the students is wearing for the class to guess who it is. Ask volunteers to describe what another student is wearing for the class to guess. If the students wear a school uniform, play *The Definitions Game* (see Ideas Bank) instead, using the vocabulary from the Vocabulary and Reading Lesson.

5 Read and listen. Discuss in pairs.

Tell the students to close their books and, on the board, write the title *Accidentally Famous*. Tell them it is a title for a story, and give the students one minute to discuss what they think the story is about. Ask different volunteers for their suggestions. Tell the students to open their books and read and listen to check their predictions. Divide the class into pairs to discuss the questions.

5 Read and listen. Discuss in pairs.

- Who becomes accidentally famous?
- How would you feel about becoming famous?



C

1 Today Mel received a prize for winning the Big Design Competition.
Chris, I've won tickets for the Young Designer Fashion Show!
Cool! Can I come?
Oh, OK!

2 On the day of the show, Chris said he wanted to wear the suit Mel designed.
I want to wear the suit you designed. It's great!
Oh, OK!

3 At the fashion show ...
Look! There's a famous designer.

4 But Chris wasn't looking. He was thirsty.
I'm going to get a drink. I'm thirsty.

5 The show was about to start. Chris looked for the door to the seats.
Oh no! Which door is it?

6 Suddenly, one of the organizers grabbed him. She told him that it was the green door.
Hurry up! It's the green door.

7 Chris went through the door. But it wasn't the door to the seats.
No, wait ...
Go on! Smile and walk.

8 Chris smiled and walked down the catwalk.
Wow! What a great suit. I love the colors.
It's Chris!

9 The famous designer said there was a problem with announcing the winner of the Young Designer Award.
There's a problem. I don't know who the designer is.
It's Mel's design. She's here!

6 Answer in pairs. Use the words in the box.

- What did Mel win in the Big Design Competition?
- Where did Chris's suit come from?
- Why was Chris on the catwalk?
- Who won the Young Designer Award?
- How do you think Mel felt?

She was ...
It was made ...
She probably felt ...
She must / might / may have felt ...



WORKBOOK ANSWERS

- 1 umbrella 2 hoodie 3 jeans 4 sneakers 5 purse 6 raincoat 7 belt 8 leggings 9 suitcase 10 briefcase
- 1 tracksuit 2 umbrella 3 suit 4 suitcase 5 raincoat 6 briefcase 7 belt 8 purse
- Answers will vary.
Try! Answers will vary.
- 1 Mel 2 Mel 3 Chris 4 Mel 5 Chris 6 Chris 7 Chris 8 Mel 5 1 b 2 c 3 b 4 a 5 b
- 6 1 prize 2 tickets 3 suit 4 wear 5 drink 6 show 7 door 8 designer 9 prize
- Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook pages 76–77; Unit 7 Reading Worksheet

Ask volunteer pairs to share their answers and ask *Would you like to be famous? What would you like to be famous for doing?*

6 Answer in pairs. Use the words in the box.

Ask a volunteer the question in the speech bubble to elicit the answer.

Ask the students to silently read all the questions and the story again and think about the answers. Tell them not to write anything at this stage.

Divide the class into pairs to ask and answer the questions using the sentence starters in the box. Tell them to write the answers once they have agreed on them. Monitor and check they are answering in full sentences and encourage them to use the phrases in the box.

Optional activity

Ask the students to work in pairs, close their book and work together to retell the story in their own words. Ask a couple of volunteers to retell the story to the class. The class listens and students put up their hand if the story is not correct and then correct the volunteers.

Unit 7 Language Focus 1

page 90

Lesson objectives

Present and practice reported speech.
Report what people have said in a picture.

Language

Reported speech: *He said the suit was great.*

Materials

Tracks 75–76; Unit 7 Wordcards;
Unit 7 Grammar and Everyday
Language Poster; Workbook page 78

Warm up

Play a game of *Wrong Word* (see Ideas Bank) using sentences about the story from *Accidentally Famous*.

1 Listen to the story on page 89 again and match. 75

Look at the sentences together and say *Sentences 1 to 4 are direct speech and a to d are reported speech*. Divide the class into pairs to match the sentences.

Play the recording for students to listen and check their answers. If they are having difficulties, stop the recording after each sentence to give them time to check their answers with their partner and change them if necessary.

2 Complete the charts.

Hold up the Unit 7 Grammar and Everyday Language Poster and point to the Grammar 1 section. Copy the first direct speech sentence onto the board and write the reported speech below it: *The suit is great. He said the suit was great. Ask What happens to the tense? (It changes from the simple present to the simple past.)*

The students complete the table, using the poster and the sentences on the board to help.

3 Listen and number. Write the direct speech and reported speech. 76

Focus the students' attention on the six pictures, pointing to them, one at a time, and asking *What is each person saying?*

Divide the board into two columns and write *Reported speech* on one side and *Direct speech* on the other. Write the numbers 1 to 4 in the reported speech column. Have the students copy the table. Tell the students to listen to the sentences and write them in the reported speech column. Play the recording, pausing after the first sentence to elicit the sentence and give the students time to write it. Continue the recording, pausing after

Unit 7 Language Focus 1

1 Listen to the story on page 89 again and match.


1 "I want to wear the suit you designed."
2 "I'm thirsty."
3 "It's the green door."
4 "There's a problem."

a She told him it was the green door.
b He said he wanted to wear the suit she designed.
c He said there was a problem.
d He said he was thirsty.

2 Complete the chart.


Said		Told	
Direct Speech	Reported Speech	Direct Speech	Reported Speech
The suit is great.	He said the suit <u>was</u> great.	There's a famous designer.	She told him there <u>was</u> a famous designer.
I want to wear the suit you designed.	He said he <u>wanted</u> to wear the suit she designed.	It's Mel's design.	He told him it <u>was</u> Mel's design.

3 Listen and number. Write the direct speech and reported speech.



1 "I love the colors."
2 "The purse is my favorite."
3 "There's a problem."
4 "I'm thirsty."

4 Look at the designs and report what was said in pairs.



5 Work in groups of three. Take turns commenting and reporting.

I like the red hat.
Amy said she liked the red hat.
Javier told me you liked the red hat.

each sentence for the students to write. The students then work with their partner to write the corresponding direct speech in the column in their table.

4 Look at the designs and report what was said in pairs.

Divide the class into pairs to take turns to report what the children said about the clothes. Do the first one with the class as an example: *I like the red coat. He said he liked the red coat.*

5 Work in groups of three. Take turns commenting and reporting.

Join with two volunteers and ask one of them *Which design in Activity 4 do you like? Why?* Ask them to whisper the answer to the second volunteer. The second volunteer whispers to you what they said, such as *He said he liked the red hat. You then say to the first volunteer She told me you liked the red hat. Is that correct?* Divide the class into three to take turns

commenting and reporting, as in your demonstration.

WORKBOOK ANSWERS

- 1 1 her 2 loved 3 were 4 looked
5 was 6 wanted
- 2 1 Design lessons are very interesting.
2 I love designing clothes. 3 Jeans are my favorite clothes. 4 You're a great designer. 5 I enjoy looking at fashion.
- 3 1 Alex told Betty her design was great. 2 Lily said the hat was her favorite part. 3 Mr. Murphy told Betty she was a great designer.
4 William said the trainers were very cool.
- 4 1 There are 2 Was there / Were there 3 There's / There are 4 There was 5 There were

Try! Answers will vary.

Further practice / Homework

Workbook page 88; Unit 7 Language Focus 1
Worksheet

1 Read Part 1 and complete. Read page 88 again and check.

DESIGN COMPETITION

old (1) materials —new (2) products !
Vote for your favorite (3) design !

There are hundreds of entries to choose from. They all have one thing in common—they're made from (4) recycled materials!

Is your winner a (5) tracksuit made from potato chip bags or a (6) suitcase made from an old cardboard box? Choose now!

1 Harry made these colorful (7) raincoats. These are made from plastic bags from the supermarket. They weren't (8) strong enough to use any more. But they were too (9) useful to throw away.

2 This is Clare's design. These ties were really old. They weren't good enough to use any more. But they look great as a skirt. This skirt is stylish enough to wear to any party.

3 This is Kelly's design: a pretty purse. Kelly's pants were too small. They weren't nice enough to wear any more. But the fabric is strong enough to carry things.

2 Read Part 2 and match the designs with the materials.

- 1 Harry's design: a jacket
- 2 Clare's design: a skirt
- 3 Kelly's design: a purse



3 Complete with *too* or *enough*. Read again and check.

- 1 The plastic bags weren't strong enough to use any more.
- 2 They were too useful to be thrown away.
- 3 The skirt is stylish enough to wear to any party.
- 4 Kelly's pants were too small.
- 5 There weren't nice enough to wear any more.
- 6 The fabric is strong enough to carry things.

4 Write sentences about the pictures using *too* or (*not*) *enough*.

1 The hoodie is big enough.

Optional activity

Ask the students to think of a design for an item of clothing or an accessory using recycled material. They draw a picture of it and then take turns to tell their partner about it. Write the following model gapped sentence on the board to support them: *This is my design. It's a ... It's made from ...*

3 Complete with *too* or *enough*. Read again and check.

Draw a picture on the board of a girl with a hoodie that finishes above her waist. Elicit the sentence *It's too short / It's not long enough*. Draw a picture a girl wearing a hoodie that fits to elicit *It's long enough*. Have the students work with a partner to complete the sentences. Once they have finished, tell them to check their answers with Texts 1 and 2.

4 Write sentences about the pictures using *too* or (*not*) *enough*.

Focus the students' attention on the pictures and ask them *What can you see?* Ask a volunteer to read the example to the class. The students write sentences about the pictures using *too* or (*not*) *enough*.

WORKBOOK ANSWERS

- 1 c, e, a, d, b
- 1 too 2 enough 3 too
- 4 enough 5 enough 6 too
- 7 enough
- 2 1 X 2 ✓ 3 ✓ 4 X 5 ✓ 6 X
- 3 1 c 2 a 3 d 4 b 5 f 6 e 7 h
- 8 g

Try! Answers will vary.

Further practice / Homework

Workbook page 79

Unit 7 Reading and Writing page 91

Lesson objectives

- Read and understand websites.
- Use *too* and *enough* with adjectives.
- Design a website.

Language

Too and *enough*: *The bags weren't strong enough. Her pants were too small.*

Materials

Workbook page 79

Warm up

Dictate some or all of the following words for the students to draw: *belt, briefcase, hoodie, jeans, leggings, purse, raincoat, sneakers, suit, suitcase, tracksuit and umbrella*. The students swap pictures and label their partner's items.

1 Read Part 1 and complete. Read page 88 again and check.

Ask the students *What is the text about?* (*A design competition.*) *Where is the text from?* (*A website.*) *What do you think the items are made from? Which do you like best?*

Divide the class into pairs and tell them to work together to complete the sentences. If they are having difficulties, write the missing words on the board for them.

Once they have completed all the gaps, have them look at page 88 to check.

2 Read Part 2 and match the designs with the materials.

Ask the students *What can you see in the pictures?* (*Ties, plastic bags and pants.*)

Tell the students to work individually to match the pictures of the items with what the children made from them. Look at the example and say *Harry made a jacket from plastic bags*.

Ask volunteers to tell you about the other two designs to check as a class.

Unit 7 Vocabulary and Listening

pages 92–93

Lesson objectives

Identify textile adjectives.

Listen and extract information from a song.

Draw, label and talk about your favorite outfit.

Language

Baggy, bright, checked, comfortable, dark, pale, patterned, plain, sparkly, spotted, striped, tight

Materials

🎧 Tracks 77–78; a selection of different patterned materials; Workbook pages 80–81

Warm up

Ask a student a question, such as *How did you get to class today?* After they answer, pretend not to hear very well, and ask another student *What did he / she say?* and encourage them to say, for example, *He / She said he came by car.* Repeat the activity, asking a couple more questions to different volunteers. For example, *What did you do last night? Where do you live? What's your favorite outfit?* Ask other volunteers to report to you what the students said.

1 Look and say what the lesson is about.

Show the students the different types of patterned material and ask *Which do you like? Which patterns are better for shirts, pants and skirts? Do you know the names of any of the patterns?*

Divide the class into pairs and ask students to look at the pictures in Activity 2 and discuss what they think the lesson is about.

Ask a few volunteers to share their ideas.

2 Listen and repeat.

Ask the students to look at the pictures with their partner and discuss what the names of the patterns and styles are. Play the recording, pausing after each word for the students to repeat chorally and individually. Pay attention to the pronunciation of the blends *str* in *striped* and *kly* in *sparkly*, the *fort* in *comfortable* and the *ch* in *checked*.

3 Memorize the vocabulary. How many can you say?

Give the students a couple of minutes to memorize the words in Activity 2. Then tell them to close their books and give them one minute to write as many words as they can remember.

Unit 7 Vocabulary and Listening

- 1 Look and say what the lesson is about.
- 2 Listen and repeat.


1


2


3


4


5


6


7


8


9


10


11


12

1 striped

2 spotted

3 checked

4 dark

5 pale

6 bright

7 tight

8 baggy

9 sparkly

10 comfortable

11 patterned

12 plain

- 3 Memorize the vocabulary. How many can you say?
- 4 Read and complete the fashion tips with words from Activity 2.

It's party season! Make your outfit shine with a (1) sparkly top.

(2) Pale colors are great for summer. They are good for keeping cool.

(3) Dark colors absorb the heat, so they are better for cooler weather.

Get some sandals to match your outfit. But make sure they are (4) comfortable!

Vertical (5) stripes and (6) checked shirts are in this summer.

Wear them with jeans and you'll look great.

Have them swap their words with their partner to check the spelling with Activity 2. Ask a few students *How many words did you remember?*

4 Read and complete the fashion tips with words from Activity 2.

On the board write *Fashion Tips* and ask the students for any advice about clothes and accessories.

In pairs the students complete the tips using the words from Activity 2.

Optional activity

Ask the students to work in pairs. They take turns to tell each other about the things they can see in the classroom that have the patterns or styles from Activity 2, such as *The curtains are spotted. My sweater is dark.*

5 Listen and mark (✓) what the singer says is important.

Tell the students to close their books and listen to the song. Ask *What's it about?* (*Fashion and different trends.*)

Ask *What does the singer say is important?* The students look at the options and check what they think the singer says is important.

Play the song again for the students to check their answers. Ask different volunteers for the answers and, if they are different, play the song again.

6 Listen again and complete the lyrics.

Tell the students to work with a partner to see if they can remember where the sentences fit in the song.

Play the song again for the students to check their answers and write the sentence letters in the correct gaps.

Play the song a final time for the students to follow in their books and sing along.



5 Listen and mark (✓) what the singer says is important.

- To be up-to-date and fashionable. To be happy and be yourself.
 To wear expensive clothing. To wear what everyone else wears.

6 Listen again and complete the lyrics.

- a There are no plain clothes in sight. c This year, everything's tight.
b Remember the most important thing d And colors have to be bright.

*Fashion changes all the time,
There's always something new.*

b
Is to be comfortable and to be you!

Last year, jeans were baggy.

c
But in my favorite outfit,
I know that I'm alright!

Fashion changes all the time, ...

Patterned shirts are in this summer.

a
But in my favorite outfit,
I know that I'm alright!

Fashion changes all the time, ...

It must be striped, checked or spotted.

d
But I'm wearing my favorite outfit,
And I know that I'm alright!



7 Read the lyrics and complete the sentences.

- It was fashionable to have baggy jeans last year.
- All the clothes are tight this year.
- This summer, patterned shirts are fashionable.
- There are no plain clothes in the stores.
- Clothes must be striped, checked or spotted.
- Bright colors are popular at the moment.
- It's really important to be comfortable.

8 Draw and label your favorite outfit. Tell your partner.



7 Read the lyrics and complete the sentences.

Ask questions about the song: *Does fashion stay the same? (No.) What were baggy last year? (Jeans.) What's different this year? (Everything is tight this year.) What kind of shirts are fashionable this summer? (Checked shirts.)*

The students work individually to complete the sentences with words from the lyrics in the song. If they are having difficulties, tell them to look back at the pictures and vocabulary in Activity 2.

Ask different volunteers to read a sentence each to check as a class.

8 Draw and label your favorite outfit. Tell your partner.

Tell the class about your favorite outfit, such as *My favorite outfit is my black and white, baggy striped pants with a black plain shirt and bright blue shoes.*

Focus students' attention on the pictures of the children. Ask *What are the children's favorite outfits? Which one do you like?*

Ask the students to draw a picture of themselves wearing their favorite outfit. Tell them to draw arrows and label the clothes, reminding them to include the pattern and style of their outfits, using the adjectives in Activity 1, such as *baggy jeans*.

Divide the students into pairs to take turns to tell their partner about their favorite outfits.

Ask a couple of volunteers to describe their outfit to the class.

Optional activity

Have the students write a description of their favorite outfit under their picture. Write your own description of your favorite outfit on the board, as a model to support them: *My favorite outfit is my baggy, black and white, striped pants with a black plain shirt and bright blue shoes.*

WORKBOOK ANSWERS

- 1 1 striped 2 spotted 3 checked
4 dark 5 pale 6 bright 7 tight
8 baggy 9 sparkly 10 comfortable
11 patterned 12 plain

- 2 1 baggy 2 pale 3 comfortable
4 bright 5 sparkly 6 patterned
7 dark 8 sparkly

3 Answers will vary.

Try! Answers will vary.

- 4 1 comfortable 2 baggy 3 tight
4 Patterned 5 plain 6 striped
7 checked 8 spotted 9 bright

- 5 1 F 2 T 3 T 4 T 5 T

- 6 Ana might say 1, 3, 5, 6

Try! Answers will vary.

Further practice / Homework

Workbook pages 80–81

Unit 7 Language Focus 2

page 94

Lesson objectives

Learn about modern fabrics and technology.

Read and understand a text about a new fabrics exhibition.

Present and practice simple present passive.

Language

Simple present passive questions and statements: *These fabrics are called smart fabrics. What are traditional clothes made from?*

Circuits, fabric, gadgets, raw, sew, synthetic, waterproof, weaving

Materials

Unit 7 Grammar and Everyday Language Poster; Workbook page 82

Warm up

Play *A Long Sentence* (see Ideas Bank) using the clothes, accessories and textile vocabulary. Begin the game with the sentence *I went to the shop and I bought baggy jeans ...*

1 Look at the pictures and describe what you can see. What are these clothes for?

Look at picture 1 together as a class and ask *What can you see? What is he wearing? What are the clothes made from? What are the clothes for?* Accept all suggestions.

Divide the class into pairs and tell them to look at the rest of the pictures together and describe what they see and what the clothes are for.

Ask a few volunteer pairs to share their ideas with the class.

2 Read and match the paragraphs with the pictures.

Ask the students to close their books. Write the five question headings on the board and put the students into groups of four to discuss the answers.

Tell the students to read the text silently and match the paragraphs to the pictures.

To check as a class, ask the questions for the students to say the picture number.

3 Look at the charts and underline examples of simple present passive in the text.

Show the class the Grammar 2 section of the Unit 7 Grammar and Everyday Language Poster. Read out the explanations and example sentences.

Ask the students to look at the charts in their Student Book and memorize

Unit 7 Language Focus 2

1 Look at the pictures and describe what you can see. What are these clothes for?

2 Read and match the paragraphs with the pictures.

3 What are traditional clothes made from?
Traditionally, our clothes are made from natural materials like wool or cotton. The raw materials are processed and turned into fabrics by weaving. We still wear traditional fabrics today, but we also wear a lot of modern, synthetic fabrics.

2 Are synthetic fabrics made from natural materials?
No, they're made from chemicals, not plants or animals. There are many different types, for example spandex and Gore-Tex®. Spandex can be stretched and it's light. Lots of sports clothes are made of spandex. Gore-Tex® is very strong and waterproof. It's used to make raincoats and hiking boots.

5 How are electronic clothes made?
Small gadgets like MP3 players and cell phones can now be integrated into your clothes. The electronic circuits are sewn into the clothes, so you can buy sweaters that play music.

4 What are the newest fabrics called?
Scientists are developing clothes using nanotechnology. These fabrics are called smart fabrics because they are very clever. They conduct electricity and can be programmed like a computer. There are clothes that light up, too.

1 What are smart fabrics used for?
Imagine a hat that knows when your head is cold, or a tracksuit that knows when you're tired. Smart sportswear could record data when athletes are exercising. It could be used in their training.

3 Look at the chart and underline examples of simple present passive in the text.

Simple Present Passive statements				Simple Present Passive questions			
These fabrics	are	called	smart fabrics.	What	are	traditional clothes	made from?
	Are	synthetic fabrics	made		Are	synthetic fabrics	made from natural materials?

4 Read again and answer the questions in pairs.

- Is Gore-Tex® used for outdoor clothes?
- Are smart sports clothes programmed?
- How are natural materials turned into fabrics?
- How are gadgets integrated into clothes?
- What is used in the fabric of smart clothing?

Is Gore-Tex® used for outdoor clothes? *Yes, it is. It's used to make raincoats and hiking boots.*

the sentences. The students look at the text from Activity 2 again and find more examples of the simple present passive and underline them.

4 Read again and answer the questions in pairs.

Have the students work individually to read the text again and answer the questions in their notebook. Divide the class into pairs to take turns asking and answering the different questions. Ask a volunteer pair to demonstrate the activity by reading out the speech bubbles. Encourage the students to try to answer the questions without looking in their notebooks. Choose five volunteers to ask a question each for another volunteer to answer.

WORKBOOK ANSWERS

- 1 1 sewn 2 used 3 woven
4 made
- 2 1 made 2 turned 3 used
4 sewn 5 woven 6 called
7 sent 8 developed 9 processed
10 taken 11 recycled 12 thrown away
1, 4, 5, 7, 10 and 12 are irregular
- 3 1 Are / sewn 2 are / made
3 Is / woven 4 are / developed
5 Are / turned
- 4 (Sample answers) Lots of clothes are thrown away every year. Only 25% of clothes are recycled. Old clothes are taken to clothes banks. Some clothes are bought in second-hand clothes shops. Old clothes are processed at recycling centers. The old clothes are turned into new thread. The new thread is woven into fabric.

Try! Answers will vary.

Further practice / Homework

Workbook page 82; Unit 7 Language Focus 2 Worksheet

1 Listen and mark (✓) where Mom and Alex are.

- at home in a clothes store at a fashion show

2 Listen again and circle.

Example: What does Alex want to try on?

- a a hoodie b a tracksuit c jeans

- 1 Mom thinks they look ... a too big b too small c too expensive
 2 The style of the jeans is ... a bright b baggy c tight
 3 How much are the jeans on sale? a \$55 b \$17.50 c \$27.50
 4 Why does Alex need a new shirt? a for a party b for school c for a wedding
 5 Which shirt does Mom like? a a plain one b a striped blue one c a spotted one

3 Listen and mark (✓). What does Alex buy?



4 Listen again and number the sentences.

- 5 Is that size better? Does it fit?
 1 Excuse me. Where are the dressing rooms, please?
 3 Does the shirt fit?
 7 Never mind. Could I try on these jeans in size 10, please?
 8 They're just the right size!
 2 The dressing rooms are over there, on the right.
 6 I'm sorry! We don't have your size.
 4 It's a bit too small. Could I try a larger size, please?

5 Look, listen and repeat.

Perfect Pronunciation

Where are the dressing rooms, please?
 Could I try a larger size, please?

It's a bit too small.
 They're just the right size!

6 Complete the pairwork cards. Ask and answer in pairs.



Play the recording for the students to check and change their answers. Ask volunteers to read out their answers and, if necessary, play the recording again.

3 Listen and mark (✓). What does Alex buy? 80

Point to each picture and ask different volunteers to describe the clothes, such as *They are blue, baggy jeans.*

Play the recording for the students to listen and check what Alex buys.

4 Listen again and number the sentences.

In pairs, have the students look at the sentences to see if they can order them before they hear the recording again. Play the recording again, pausing after the first question to show the example. Play the rest of the recording for students to check their order. Check answers by asking volunteers to say the lines of the dialogue.

5 Look, listen and repeat. 81

Focus students' attention on the Perfect Pronunciation box and ask the students to circle the instances of *a* and *the*.

Play the first question on the recording, pausing after *the* to focus on the *schwa* sound. Play the full question for students to listen and repeat.

Play the recording again, pausing after each sentence for students to repeat chorally and individually.

6 Complete the pairwork cards. Ask and answer in pairs. Workbook page 125

Hold up the Unit 7 Grammar and Everyday Language Poster and draw attention to the Everyday Language section for shopping. Ask two volunteers to read the dialogue to the class.

Divide the students into pairs and assign them A and B. The students cut out the Unit 7 Fluency Cards from page 125 in their Workbooks. Student A is the customer and asks student B (the shop assistant) questions, using the prompts on the card. The shop assistant responds, using the phrases in the speech bubbles. Students then change roles and repeat.

WORKBOOK ANSWERS

- 5 1 a 2 b 3 d 4 c
 6 1 hoodie 2 expensive 3 dressing rooms 4 here 5 think 6 fit 7 smaller 8 baggy
 7 1 Our clothes are made of traditional materials. 2 Lots of sports clothes are made of spandex. 3 These fabrics are called smart fabrics.
 8 1 of 2 of 3 by 4 with
Try! Answers will vary.

Further practice / Homework
 Workbook page 83; Unit 7 Functions Worksheet

Unit 7 Listening and Speaking page 95

Lesson objectives

- Listen for gist and specific information.
- Pronunciation of the *schwa* sound in *a* and *the*.
- Shopping role-play.

Language

Shopping language: *Excuse me. Where are the dressing rooms, please?*

Materials

Tracks 79–81; Unit 7 Grammar and Everyday Language Poster; Workbook pages 83, 125

Warm up

Tell the students you are going to dictate a sentence but that they can't write anything until you finish. Make sure they put down their pencils, and say the

following sentence: *All the clothes are tight this year.* When you finish tell the students to write any of the sentence they remember. Repeat the sentence and tell them to work with their partner to complete the sentence. Ask volunteers to tell you what they wrote. Repeat the activity with another sentence: *This summer checked shirts are fashionable.*

1 Listen and mark (✓) where Mom and Alex are. 79

Tell students to listen to the recording. Ask *Where are Alex and his mom?* Play the recording for students to check the place. Ask students to tell their partner where Alex is before checking as a class.

2 Listen again and circle.

Ask the students to look at the example, and play the first part of the recording, pausing after *I like them.* In pairs, students look at the other questions and sentences and circle answers before listening to the recording.

Lesson objectives

Understand a text about design.
Complete a flow chart to show a process.

Language

Batik, canting, dip, drips, dye, heritage, melted, printing, process, trace, wax

Materials

Track 82; pictures of traditional clothes from different countries;
Workbook page 84

Warm up

Play a game of *Everything I Know About ...* (see Ideas Bank) on the subject of clothes.

1 Discuss in pairs.

If you have pictures of traditional clothes from different countries, show them to the students and ask *Which ones do you like? Do they look comfortable? What are traditional clothes in your country like? What are they made from?*

Divide the class into pairs and give the students a couple of minutes to discuss the questions with their partner.
Ask volunteers to share their answers.

2 Listen and read. Number the pictures in order.

Focus the students' attention on the pictures and ask *What can you see? Have you ever seen these kinds of designs? Where do you think they are from? How do you think they make the design?*

Play the recording and ask the students to listen and follow the text in their books.

The students work individually to re-read the text and number the pictures in the order they are mentioned in the text.

Ask a few comprehension questions: *What does Batik use? (Wax and dye.) How is the wax put on the fabric? (It drips from a special tool.) What happens after the pattern is finished? (The fabric is dipped in dye.) Where are the most famous Batik traditions from? (Indonesia.)*

3 Read the text again and complete the flow chart.

Focus the students' attention on the word pool and check understanding of the words by asking *What does (dip) mean?*

Point to the flow chart and ask *What information is it good for showing? (Steps for how to do or make something. A process.)*

The students work in pairs to complete the flow chart for the process of Batik. They re-read the text and use the words in the word pool.

Unit 7 CLIL Design

Anna Knows about ...

1 Discuss in pairs.

- 1 Do you prefer modern or traditional clothes?
- 2 When do people wear traditional clothes?

2 Listen and read. Number the pictures in order.

Batik is a technique for printing patterns onto fabric. It is a traditional craft in South East Asia that is hundreds of years old. Batik uses wax and dye to make a patterned cloth. To make a batik pattern, you start with plain cotton fabric. Patterns are drawn on the fabric with pencil, and then traced with melted wax.

The wax is put on with a special tool called a **canting**. It's like an old-fashioned **ink pen**. There's a small metal cup on it, which holds the liquid wax. The wax **drips** out through the pen, and the designer can trace and draw patterns with it. The canting is used for spotted patterns and outlines. Bigger areas can be covered with a brush.

When the pattern is complete, the fabric is dipped into colored dye. The dye can't get through the wax, so the fabric stays its original color. The cloth is dried and then washed in boiling water to remove the wax. At this stage the pattern has two colors.

The **process** can be repeated many times with different patterns drawn in wax, and different colored dyes to produce very complex colorful designs.

Many countries have a style of Batik, but the most famous batik tradition is from the island of Java in Indonesia. It is a protected craft, recognized by the United Nations as a part of the world's **heritage**. That means it is a very important part of world culture, and the people of Java must keep the tradition alive.

3 Read the text again and complete the flow chart.

draw dip dry trace wash

- 1 Draw a pattern on plain cloth.
- 2 Trace the pattern with melted wax.
- 3 Dip the fabric into colored dye.
- 4 Dry the cloth.
- 5 Wash the cloth in boiling water.

4 Discuss in pairs. Why is it important to keep traditions alive?

Monitor the students working, checking their grammar and that they have the process in order.

Ask different volunteers to say the steps of batik-making in the correct order to check as a class.

Optional activity

In pairs the students think of a game or a craft. They copy the flow chart from Activity 3 and complete it with the steps for playing the game or making the craft.

4 Discuss in pairs. Why is it important to keep traditions alive?

Ask the class *What important traditions do you have in your country?* Make a list of their suggestions on the board.

Divide the class into groups of four for them to discuss the question.

Ask a few groups to share their ideas.

WORKBOOK ANSWERS

- 1 1 Batik 2 heritage 3 dye
4 canting 5 ink pen 6 drips
7 process
- 2 some batik fabric
- 3 1 Because it's part of the heritage of Java. 2 Flowers, birds and butterflies. 3 Answers will vary. 4 The cloth is washed in boiling water.

Try! Answers will vary.

Further practice / Homework

Workbook page 84

1 Read the text and circle.

- 1 What is it? a an e-mail b a story c instructions
 2 What is it for? a to ask for something b to tell you how to do something c to give news

How to Stencil a T-shirt

- First, make your design. Don't make it too small or you won't see the picture on your T-shirt very well.
- Now cut out your design. Be very careful! This is your stencil.
- Next, put the board or piece of cardboard inside your T-shirt. The cardboard must be thick enough so that the paint can't go through and color the back of the shirt, too.
- Use tape to stick the stencil in the right place.
- Now carefully spray or paint over the stencil. Make sure the paint isn't too thick or it will take a long time to dry.
- When the paint is dry enough to touch, you can take off the stencil.
- Be careful when you wash your new T-shirt. Read the instructions on the special paint. Wash it at 30 degrees. Don't put it in the dryer and don't iron the decorated parts of the T-shirt.

you will need:

- a plain cotton T-shirt
- paper
- tape
- scissors or a craft knife
- special fabric paint
- a board or big piece of cardboard



Giving Instructions

Assertive	Negative
Make your design	Don't make it too small.

2 Color the features to match the text.

- 1 a sequencing word
 2 something you will need before you start
 3 an imperative to give an instruction
 4 a technical word

3 Match the elements with the descriptions.

- 1 pictures a to support the instructions and show techniques
 2 bullet points b to help us prepare all the things we need
 3 an equipment list c to clearly show the different stages

4 Read the text and answer the questions.

- 1 Can you use a patterned T-shirt?
 2 Can you use normal paint?
 3 What has to be thick enough?
 4 What mustn't be too thick?
 5 What can you do when the paint is dry?
 6 Can you iron your new T-shirt?

5 Write instructions for how to make something.

To check as a class, ask volunteers to read the feature and the word or phrase.

3 Match the elements with the descriptions.

Point to the pictures in the text in Activity 1 and ask *Why do they use pictures in the instructions?* (To illustrate the written instructions.)

Have the students work in pairs to read the elements and match them to the descriptions.

To check as a class, say an element for a volunteer to say the description.

4 Read the text and answer the questions.

The students work individually to answer the questions, in full, in their notebooks.

Monitor the students and help by pointing to the answers in the text, checking the grammar and spelling and pointing out any errors, encouraging them to correct their work themselves.

Ask the students to compare their answers in groups of four, taking turns to read out and answer the questions. Tell the students to put their hands up if they have different answers and can't agree on the same one.

5 Write instructions for how to make something.

If you did the optional activity in the CLIL Design class, ask the students to find their flow charts.

If you didn't do the optional activity, have the students think of a craft, copy the flow chart from CLIL Design Activity 3 and complete it with the steps for making the craft.

The students work individually to use their flow chart as a plan and write full instructions, using Activity 1 as a model example.

Ask the students to swap instructions with their partner to read and see if they can understand how to make the craft. Encourage them to ask each other questions if the instructions are not clear.

WORKBOOK ANSWERS

- 1 1 fa(sh)ion 2 (sh)e 3 informa(ti)on
 4 (s)ugar 5 deli(ci)ous
 2 1 newspaper 2 design 3 letters
 4 enough 5 long 6 too
 3 1 F 2 T 3 T 4 F
 4 c, d, a, b (picture)
 5 sh: T-shirt, paintbrush, should, shapes, stylish, wash
 ci: special
 ti: instructions
 s: sure
 6 Answers will vary.
 Try! Answers will vary.

Further practice / Homework

Workbook page 85

Unit 7 Writing page 97

Lesson objectives

- Identify the features of a set of instructions.
- Understand the use of imperatives in instructions.
- Write instructions on how to make something.

Language

Simple past and present perfect with *just, already* and *yet*

Materials

Workbook page 85

Warm up

Brainstorm different types of fabric and write them on the board. Ask the students how the fabrics are made.

1 Read the text and circle.

Ask the students *Have you ever made or decorated any of your own clothes? What did you make? What did you make it from? How did you decorate it?*

Have the students work individually to read the text and questions and circle the correct answers.

Have the students compare with their partner and explain why they chose their answers. Ask volunteers to share their answers and ask *Why do you think that?* to elicit features of instructions: *the layout, imperative language, the diagrams and the bullet points.* Point out the Giving Instructions note for further examples.

2 Color the features to match the text.

Go through the features with the students and have them find and point to the sequencing word in the text: *next.*

Have the students work individually to find the highlighted words in the instructions and color the corresponding feature.

Unit 7 Project and Value

page 98

Lesson objectives

- Planning and making a traditional craft.
- Present a traditional craft.
- Collaborating and communicating in groups.

Value

Learn about traditional crafts and skills.

Materials

Colored paper; pencils; scissors; glue; Unit 7 Stickers; Workbook page 86

Warm up

Play *Time's Up!* (see Ideas Bank). Use the clothes and accessories words from the Unit 7 Vocabulary and Reading Lesson, Activity 2.

Value: Read and stick.

Ask students to open their Student Book to page 98 and find *Alex's Value* at the top. Read the value aloud while students follow along. Tell the students to look at the picture under Alex and ask *What are the children doing? (Knitting.) What are they making? (A scarf.)*

Have students open their books to the stickers page and point to the sticker that shows the value. Have them stick it into the space under *Alex's Value*.

Craft Heritage

Stage 1: Plan your project.

Ask the students *What's craft heritage? (A traditional form art from a country.)*

Divide the class into pairs and read out step 1. Give the pairs a few minutes to make their lists. Once they have their lists, join two pairs together to make groups of four to share their lists. Tell them to choose one of the crafts that they can make in the class. Their choice will be based on the materials available. Take the class to the library to research how to make the craft.

Ask the groups the question and give them a couple of minutes to discuss the questions before discussing it as a class.

Stage 2: Develop your project.

Have the pairs collect the things they need to make their craft and then work together to make it. As they are working, ask them to make notes of the stages and the instructions. Monitor the pairs, helping where necessary and checking they have all the materials they need.

Once the pairs have completed their craft, give the pairs poster paper to make a poster to instruct people how to make

Unit 7 Project and Value

Craft Heritage

Materials

- ★ Colored paper
- ★ Pencils
- ★ Scissors
- ★ Glue

★ Read and stick.

Learn about traditional crafts and skills.

Stage 1: Plan your project.

- 1 Make a list of traditional clothing or crafts from different countries around the world.
- 2 Work in small groups. Share your lists and choose one type of craft from one of the countries. Use the library or the Internet to research how the craft is made.
- 3 Discuss in groups. Why is it important to protect cultural traditions?

Stage 2: Develop your project.

- 1 Make the craft either individually or in groups. Try to make it as authentic as possible.
- 2 When you've finished the craft, make a poster to show the different stages.
- 3 Write instructions to explain the stages.
- 4 Draw pictures of the finished craft.

Stage 3: Share your project.

- 1 Present your craft and poster to your classmates. Explain how the craft is made.

Stage 4: Evaluate your project.

Save your poster.

the craft. Tell them to include some background information about the craft, such as where it's from, illustrations of the process, clear staging, and a picture of the final craft. Refer them back to Activity 1 of the Writing Lesson as an example.

When they have finished the poster, ask the pairs to work together to practice explaining how to make their craft, using their poster to support them.

Stage 3: Share your project.

Join the pairs to make groups of six. The pairs take turns to present their craft to the group. They read out their instructions and show the finished craft.

Ask different groups: *Which craft is the most interesting? How can we help to keep traditional crafts alive? (Learn about them in school. Buy local crafts from your country. Visit local craft shops.)*

Stage 4: Evaluate your project.

This stage can be done after each individual stage is completed. Ask students to open their Workbooks to

page 86 and direct their attention to Activity 2. Read the instructions for Stage 1, and help students reflect on their project and check *yes* or *no*. Repeat for the other stages.

Optional activity

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

WORKBOOK ANSWERS

1 1 X 2 ✓ 3 X 4 ✓ 5 ✓ 6 X
7 X 8 ✓

2 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook page 86

1 Look and complete.

LOST PROPERTY!



Lost property is full! Come and look.

There are five (1) raincoats, two (2) shirts, seven (3) umbrellas and three (4) belts. There's a pair of (5) leggings and a pair of (6) jeans with lots of pockets. There are two (7) hoodies — one has a zipper, the other has a pocket at the front. There's a pair of (8) sneakers with no laces. There's even a (9) suitcase!

2 Listen and make notes. What have they lost?

Lily's lost items	Alex's lost items
spotted raincoat	hoodie with a pocket
spotted umbrella	sneakers without shoelaces
suitcase	checked shirt
	baggy jeans

3 Read and circle.

A Day Out at the Fabrics Exhibition



- 1 She said / told she loves / loved designing new clothes.
- 2 She said / told us she was / had working on a new fabric.
- 3 She said / told us the fabric could / can't light up.
- 4 He said / told that Anna looked / looking great.

4 Read and complete with the simple present passive.

New Ace School bags now on sale!

These cool new bags have just arrived. They (1) are made [make] of 100% recycled material. The materials (2) are collected [collect] from shipping companies. The truck covers (3) are cleaned [clean] and then they (4) are checked [check] for any holes and damage. The good parts (5) are cut [cut] into pieces to make the bags. Each bag (6) is made [make] by hand in a small factory in Aceton. They (7) are delivered [deliver] by bike. We think this is a great environmentally friendly product!



Ask the students to take turns to point to the different objects in the lost property cupboard and tell each other who they belong to, such as *The spotted umbrella is Lily's.*

3 Read and circle.

Tell the students to look at the picture, and ask *What is Anna wearing?* (*A sweater that lights up.*) Focus on the direct speech in the speech bubbles and ask a volunteer to read them out.

The students work in pairs to choose *said* or *told* in the sentences and circle the correct answer.

4 Read and complete with the simple present passive.

Focus the students' attention on the text and ask *What can the children at Ace School buy?* (*New school bags.*) On the board, write *The company made the bags from recycled material.* Ask a volunteer to come to the board rewrite the sentence using the simple passive. Start them off by writing *The bags ...* (*The bags are made from recycled material.*)

The students work in pairs to complete the gaps in the text with the simple passive, using the words in parentheses.

Evaluation

Keep notes as you monitor students' progress through this lesson, to flag areas where they have problems using target vocabulary and grammar structures. These notes can be valuable in deciding whether and how to implement remedial practice activities.

Ask students to take out their stickers sheet and find this unit's star sticker. Have them place the sticker next to their favorite activity in the unit.

Unit 7 Review page 99

Lesson objectives

- Review the vocabulary and language learned in the unit.
- Provide an opportunity for self-evaluation.

Language

- Clothes and accessories words
- Textile adjectives
- Reported speech
- Simple present passive questions and statements

Materials

- Track 83; Unit 7 Grammar and Everyday Language Poster; Workbook page 87

Warm up

Play *Smiley Face* (see Ideas Bank) using the clothing and accessories vocabulary.

1 Look and complete.

Ask the students *If you lose something at school, where do you go to look for it?* (*Lost property.*) *What kinds of things are in lost property?* (*Clothes, accessories and school things.*)

Focus the students' attention on the picture of the lost property closet. Ask the children to identify the clothes and accessories they can see.

The students, in pairs, read the text, count the items of clothing and write the missing words.

2 Listen and make notes. What have they lost? 83

Tell the students that they are going to hear a conversation between Alex and Lily, and ask *Where are they?* (*In the lost property closet.*) Play the recording all the way through for students to listen to where they are.

Have the students work in pairs to see if they can remember what Lily and Alex have lost.

Additional resources

The Unit 7 Test can now be given.

WORKBOOK ANSWERS

- 1 Across: 4 is designed; tracksuit 7 are carried; briefcase 8 is worn; raincoat
Down: 1 is fastened; belt 2 are sold; sneakers 3 is used; suitcase 5 is held; umbrella 6 are worn; jeans
- 2 1 checked 2 sparkly 3 tight
4 baggy 5 spotted 6 striped
- 3 1 Mr. Murphy said he thought the show was a big success. 2 Betty said she loved Lily's sparkly necklace. 3 Anna said her favorite design was the dress with the flowery pattern. 4 Betty's mom said she really liked the fashion show. 5 She told Betty she liked Mr. Murphy's striped suit.

Try! Answers will vary.

Further practice / Homework

Workbook page 87

Unit 8 Vocabulary and Reading

pages 100–101

Lesson objectives

- Identify nouns and verbs connected with IT.
- Identify different text types.
- Find information in an advert.
- Talk about things you know how to do.

Language

Attach, click on, copy, delete, download, icon, link, log on, password, paste, save, text message

Materials

Tracks 84–86; Workbook pages 88–89

Warm up

On the board, write *IT*. Ask the students to tell you as many words associated with IT as they can, and write them on the board. Start them off with *computer*.

1 Match the words with the pictures (1–12). Listen and check.

84

Focus the students' attention on the word pools and ask *Which words are the same as the ones on the board? In Text A, where are the pictures from? (A computer manual.) What is Text B? (An advertisement for a smartphone.)*

Divide the class into pairs and ask them to look at the pictures in Boxes A and B to match the words. Play the recording for students to check their answers.

Play the recording again, stopping after each word for the students to repeat chorally and individually. Pay attention to the pronunciation of *ch* in *attach* and the stress on the second syllable in *delete*.

2 Look at Text A. Listen and say the word.

85

Play the first sentence of the recording and pause to elicit the word *copy*. Play the rest of the recording for students to say the word to their partner.

Play the recording again, nominating students to say the word for the class.

8 Interesting IT

Vocabulary and Reading

1 Match the words with the pictures (1–12). Listen and check.

verbs paste attach save click on copy delete log on

nouns link password download text message icon

2 Look at Text A. Listen and say the word.

A

1		• put something extra in a message, for example a photo or a document
2		• choose something on a screen by pressing the mouse
3		• make another one of something that is exactly like the original
4		• remove a document or program from your computer
5		• open a computer or a website by typing your name and password
6		• put text, photos and pictures into a document or program
7		• make a computer keep your work so that you can use it another time

B



WIN A SMARTPHONE!★
THESE ARE THE SAFEST PHONES AVAILABLE

Go to our website to win the new Ace 700Z.
Just click on the link:
www.acefongadgets.com
Care on the competition icon and enter your password to log on.

This answer that question: who invented the internet?
© 2010 Acefongadgets.com

3 Read Text B and write the answers.

- What is special about these new phones?
- How can you win a smartphone?
- Can Lily enter the competition?

4 Use the words in Activity 2 to tell your partner what you know and don't know how to do with technology.

I know how to copy and paste pictures.

Optional activity

Ask the students to close their books. Write the headings *Nouns* and *Verbs* on different sides of the board. Ask the students to copy the headings into their notebooks. Hold up the Unit 8 Wordcards Set 1, one at a time, and say each word. The students write the words under the correct headings. Give different volunteers a wordcard and ask them to stick it on the board under the correct heading for the class to check.

3 Read Text B and write the answers.

Divide the class into pairs and read the instruction. Tell the students they have one minute to read Text B and answer the questions with their partner.

As they are working, give them time pointers, such as *You have 30 seconds left*. After one minute, ask the students to put down their pens. Ask volunteer pairs for their answers, but don't say if they are correct or not until you have asked a few pairs and gotten similar correct answers.

Read and listen. Discuss in pairs.

- 1 What is a hoax?
- 2 How could you identify a hoax?

C The Amazing Hoax Busters

[THE NEXT AFTERNOON, BEN AND KELLY ARE CHECKING THEIR E-MAILS.]

Ben: Look, Kelly. We have an e-mail. It's from Tina at AnimalFan.com.

Kelly: Who's she?

Ben: I don't know. But look at this poor dog. He looks sad.

Kelly: Let's read the message.

[MESSAGE IS READ ALOUD BY KELLY.]

Ben: Ahh, he's cute. I love dogs.

Ben: Me too. And look, we can help him. If I click on the icon, there will be money to give him food.

Kelly: And if 1,000 people click on it, they'll feed him a home! Ben, let's send the e-mail to all our friends.

[SOUNDLY, THERE'S A NOISE. TWO PEOPLE WEARING MASKS ENTER THE ROOM.]

Buster 1: Stop! Don't click!

Buster 2: Don't send the e-mail.

Kelly: What? Who are you?

Buster 1: We're the Amazing Hoax Busters. We're here to help.

Ben: Wow! Are you going to help Benjie the dog?

Buster 2: No. We're going to help you! The e-mail is a hoax. It's a kind of trick.

Buster 1: If you click on the icon, you'll get a bad program on your computer. It's called a virus.

Buster 2: If you get a computer virus, your computer won't work any more.



Kelly: Oh no! What should we do?

Buster 1: If you delete the message, you won't get a virus.

Ben: But poor Benjie! If we don't click on the icon, he won't get any food.

Buster 2: Don't worry. Benjie isn't really hungry. It's just a photograph. Don't believe everything you read on the Internet.

Buster 1: Oops! We have to go. We have to help other people.

Buster 2: [Hisses. Kicks two masks.] If you tell your friends, you'll be Amazing Hoax Busters, too.

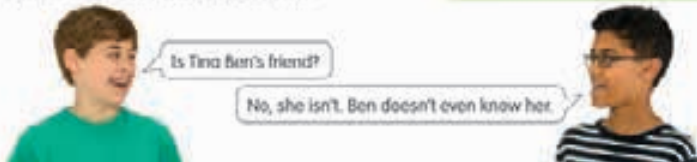
Ben and Kelly: OK. Hoax Busters!



Answer in pairs. Use the words in the box.

- 1 Is Tina Ben's friend?
- 2 Is the dog really hungry?
- 3 Why is a computer virus bad?
- 4 Are people careful enough on the Internet?
- 5 What can you do to be more careful?

Yes, she / It is. / No, she / It isn't.
 If you get a computer virus, ...
 In my opinion ... / I think that ... / I could ...
 It's important to ... / You have to ...



4 Use the words in Activity 2 to tell your partner what you know and don't know how to do with technology.

Ask volunteers *Do you know how to save your work or attach a document?*
 Tell the students to work individually to look at the words and make a list of things they know how to do and things they don't know how to do on the computer.
 Divide the class into pairs and ask a volunteer to read out the speech bubble. The students take turns to tell each other what they know and don't know how to do on the computer.
 Monitor the pairs and check their pronunciation of the key vocabulary.

Additional resources
 Unit 8 Wordcards

5 Read and listen. Discuss in pairs.

86
 Ask the students to look at Text C and ask *What are the texts? (A play script and an e-mail.) What do you think the play is about?*
 Ask the students if they get e-mails from people they don't know? Ask *Do you think it's safe? Why / Why not?*
 Play the recording for the students to listen and follow in their books.
 Divide the class into pairs to discuss the questions. Ask different volunteer pairs to share their ideas.

6 Answer in pairs. Use the words in the box.

Do the first questions as an example, asking a volunteer to ask the question for another to answer.
 Ask the students to read the text individually and write the answers in their notebook.
 Monitor and check they are writing full answers where necessary.

Point to the pictures of the children, asking the questions. Divide the class into pairs. Tell them to take turns asking and answering the questions to check their answers are the same.

Monitor the pairs and ask *Are your answers the same or different?* For different answers, check together as a class.

Ask a few pairs to share their answers for question 5.

Optional activity

Divide the students into pairs and assign them A and B. Tell student B to close his / her book. Student A reads out lines from the play script for student B to guess who said it. After a couple of minutes, the students change roles and repeat the activity. Pair yourself up with a student to demonstrate the activity.

WORKBOOK ANSWERS

- 1 1 Attach 2 text message 3 Delete 4 Copy 5 Paste 6 Download 7 Save 8 link
- 2 1 attach 2 text message 3 icon 4 click 5 log in 6 link 7 password 8 download
- 3 Answers will vary.
 Try! Answers will vary.
- 4 1 T 2 F 3 T 4 F 5 F 6 T 7 T 8 T
- 5 1 b 2 c 3 a 4 b
- 6 1 e-mails 2 photo 3 home 4 help 5 friends 6 send 7 click on 8 virus 9 masks
- 7 Answers will vary.
 Try! Answers will vary.

Further practice / Homework

Workbook pages 88–89; Unit 5 Reading Worksheet

Unit 8 Language

Focus 1 page 102

Lesson objectives

Present and practice the first conditional.

Describe pictures.

Talk about what will happen when you do different things on a computer.

Language

First conditional: *If you click on the icon, Tina will get money to give Benji food.*

IT vocabulary

Materials

🎧 Tracks 86–87; Unit 8 Wordcards; Unit 8 Grammar and Everyday Language Poster; Workbook page 90

Warm up

Play *Stand Up If It's True* (see Ideas Bank) to review the story from the previous lesson.

1 Read the story on page 101 again and complete. Listen and check. 🎧 86

Ask students *What can you remember about the hoax play?* Prompt with questions: *How do Kelly and Ben think they can help the dog? (Click on the icon.) What should they do to the e-mail? (Delete it.)*

Divide the class into pairs to look at the sentence starters and discuss how to finish them.

Play the recording for students to listen and check their answers.

To check as a class, ask volunteer pairs to read out the completed sentences.

2 Complete the chart.

Ask the students to look at the Grammar 1 section on the Unit 8 Grammar and Everyday Language Poster. On the board, write the sentence *If you click on the icon, Tina will get money to give Benji food.* Point to the first part of the sentence and say *It introduces the possible event.* Point to the second part and say *This gives the outcome.* Ask *Which tense do we use in the first part and the second part of the sentence? (The simple present and "will" + infinitive.)*

Have the students work in pairs to complete the sentences. Monitor, pointing out any errors and referring them to the poster to correct them themselves.

3 Listen and match. Write descriptions of the pictures. 🎧 87

Focus the students' attention on the six pictures and ask *What can you see? What do the icons mean?* Accept all suggestions. Play the first sentence, pausing at the example. Play the rest of the recording for students to match the pictures.

Unit 8 Language Focus 1

1 Read the story on page 101 again and complete. Listen and check. 🎧

- If you click on the icon, Tina will get money to give Benji food.
- If 1,000 people click on it, they'll find him a home.
- If you get a computer virus, your computer won't work any more.
- If you delete the message, you won't get a virus.

2 Complete the chart.

First Conditional		Outcome: will + infinitive	
Possible event: if + present			
I / they	log on / <u>don't log on.</u>	I / they / he / she	will (send) <u>send</u> a download.
he / she	<u>logs on</u> / <u>doesn't log on</u>		

3 Listen and match. Write descriptions of the pictures. 🎧

1 If you click on the icon, you'll get a virus on your computer.

4 Look and make sentences. 🗨️

click on	click on	delete	log on	hear the song	not get virus	see photos	website open
----------	----------	--------	--------	---------------	---------------	------------	--------------

If you click on the link, the website will open.

5 Tell your partner how to use a gadget or program that you know. 🗨️

If you go to this website, you'll see lots of videos. ...

Ask the students to compare their answers with their partner, before playing the recording again to check.

Point to pictures 1 and b and ask *Which picture introduces the possible event? (Picture 1.) Which picture gives the outcome? (Picture b.)* Read out the example sentence and then, in pairs, have the students look at the pairs of pictures and write first conditional sentences.

Play the recording a final time for the students to check their answers. Choose different volunteers to read out their sentences to check as a class.

4 Look and make sentences. 🗨️

Focus the students' attention on the pictures. Show how the pictures are paired so that the second picture is a result of the first. The students, in pairs, take turns to make sentences about the pictures, using the phrases in the boxes.

Monitor pairs to ensure they are using the target language correctly. Note down any errors to go over after the activity.

5 Tell your partner how to use a gadget or program that you know. 🗨️

Ask students *What gadgets and apps do you know?* Make a list on the board. Students tell their partner how to use it.

WORKBOOK ANSWERS

- 1 1 a 2 b 3 a 4 b 5 b
 2 1 'll be 2 give 3 will see 4 will fix 5 doesn't listen
 3 1 If you don't wash the dishes, you won't have any clean plates. 2 If you don't water the plants, they'll die. 3 If you don't tidy your bedroom, you'll lose your things. 4 If you don't do your homework, your teacher will be angry.
 4 1 He doesn't have to wash up. 2 He has to do his homework. 3 He has to tidy his room. 4 He doesn't have to water the plants.

Try! Answers will vary.

Further practice / Homework

Workbook page 90; Unit 8 Language Focus 1 Worksheet

1 Read Part 1 and complete. Read page 100 again and check.

Go to our website to win the new Ace 700Z. Just click on the (1) link www.ace700z.com

(2) Click on the competition icon and enter your (3) password in (4) log on.

WIN!

That answer the question: who invented the internet?

The new Ace 700Z is much more than just a phone! You can make calls and text your friends. You can access the Internet to send e-mails and download files. You can take photos and upload them to the Internet.

This phone has a large screen and is so light, it will fit in your pocket and you can take it anywhere. You can listen to the radio, watch TV and find your way around in a new town. It's the only gadget you'll ever need!

2 Use the pictures to write what you can do with a smartphone. Read Part 2 and check.



1 I can make calls.

3 Read Part 2 again and complete the chart.

call e-mail download phone text upload

Noun	Verb
phone	download
e-mail	text
call	upload

4 Read the sentences. Circle the nouns and underline the verbs.

- I called my cousin yesterday. The call lasted an hour!
- Mia got a phone for her birthday. She called her aunt to say thank you.
- Please can you text me Becky's number? I want to send her a text.
- You can buy that song as a download. I'm going to download it to my computer.
- E-mail me if you can come to the party. I'll send you an e-mail with the details.

3 Read Part 2 again and complete the chart.

Have the students look at the word pool, and say *We can use these words as nouns or verbs, but it depends on the use in the sentence and text.* Ask them to find *phone* in the text and ask *How do you know it's a noun? (It has the article "a" in front of it.)*

In pairs, the students find the words in the text and discuss whether they are used as nouns or verbs and then complete the chart.

Copy the chart onto the board and ask volunteers to write their answers in the columns to check as a class.

4 Read the sentences. Circle the nouns and underline the verbs.

Focus the students' attention on the first pair of sentences and ask *Which word appears in both sentences? (Call.) Which is the verb and which is the noun? ("Called" is the verb. "Call" is the noun.) How do we know this? ("Called" is the past tense of the verb, and "call" has the article "the" in front of it.)*

The students work individually to circle the nouns and underline the verbs, using the chart in Activity 3 to help them.

Have the students compare their answers with a partner and, if they have different answers, go through them as class.

WORKBOOK ANSWERS

- 1 d 2 b 3 e 4 c 5 a
- 2 verbs: download, click, [we will] e-mail, [you can] phone
nouns: [send an] e-mail, calls, [use the] phone
- 3 1 e-mail 2 download 3 phone
4 Copy 5 e-mail 6 phone
1, 4 and 6 are verbs
- 4 Answers will vary.
Try! Answers will vary.

Further practice / Homework
Workbook page 91

Unit 8 Reading and Writing page 103

Lesson objectives

- Read, understand and write an advertisement.
- Identify parts of speech in a text.

Language

Nouns and verbs: call, e-mail, photos, phone, text, upload

Materials

Unit 8 Wordcards Set 1; Workbook page 91

Warm up

Play *Bingo!* (see Ideas Bank) with the Unit 8 Wordcards Set 1.

1 Read Part 1 and complete. Read page 100 again and check.

Have the students look at the texts and ask *What is it? (An advertisement for a phone.)*

Divide the class into pairs and tell them to look at Part 1 and complete the sentences. If the students are having difficulties, write the missing words on the board to support them.

Once they have completed all the gaps, tell them to look at page 100 to check.

2 Use the pictures to write what you can do with a smartphone. Read Part 2 and check.

Point to the six icons and ask *What do you think the pictures mean?* Accept all suggestions.

Read out the example sentence and then have the students work individually to write sentences about what they can do with the smartphone.

Ask different volunteers to read out their sentences.

Unit 8 Vocabulary and Listening

pages 104–105

Lesson objectives

Identify different gadgets and inventions.

Listen and extract information from a song.

Describe different gadgets and inventions.

Language

Calculator, cell phone, digital camera, e-reader, GPS, games console, laptop, MP3 player, tablet, telephone, smart TV, walkie-talkie

Materials

Tracks 88–90; Unit 8 Wordcards Set 2; Workbook pages 92–93

Warm up

Say a first conditional sentence and write it on the board, such as *If you click on the icon, the website will open*. Point to the second part of the sentence and nominate a volunteer to use the second part (*If the website opens*) to begin their own sentence (such as *If the website opens, I will play the game*). Continue with different students using the second part of the sentence to make a new sentence. If you have a confident class, divide them into groups of four to continue the activity.

1 Look and say what the lesson is about.

Tell the class about different gadgets you have and how and when you use them. For example, *I have a smartphone. I use it to message and make calls, and check my e-mails when I am out. I have a tablet. I use it to play games in the evenings*.

Divide the class into pairs and ask them to look at the pictures in Activity 2 and discuss what they think the lesson will be about.

Ask a few volunteers to share their ideas and ask *Why do you think that?*

2 Listen and repeat.

Ask the students to look at the pictures. Point to different ones asking *What's this?* each time.

Play the recording, pausing after each word for the students to repeat chorally. Pay attention to the *ph* in *phone*, the two syllables in *camera*, and the *g* in *digital*.

3 Listen and circle the gadget.

89

Tell the students they are going to hear definitions of the things in Activity 2 and that they have to circle the gadget. Play

Unit 8 Vocabulary and Listening

1 Look and say what the lesson is about.

2 Listen and repeat.

1 telephone
2 cell phone
3 laptop
4 e-reader
5 tablet
6 MP3 player
7 games console
8 GPS
9 calculator
10 digital camera
11 smart TV
12 walkie-talkie

3 Listen and circle the gadget.

1 e-reader / games console
2 walkie-talkie / cell phone
3 MP3 player / smart TV
4 calculator / telephone
5 MP3 player / GPS
6 walkie-talkie / MP3 player
7 telephone / digital camera
8 GPS / smart TV
9 games console / e-reader
10 calculator / tablet

4 Complete the Venn diagram with the gadgets from Activity 2. Which gadgets don't fit either set?

the first definition for the students to point to the picture of the e-reader.

Play the rest of the recording, pausing after each definition for the students to circle the gadget.

Students compare their answers. If there are differences, play the recording again for students to check and change their answers if necessary.

4 Complete the Venn diagram with the gadgets from Activity 2. Which gadgets don't fit either set?

Tell the students to look at the Venn diagram and ask *What do we use Venn diagrams for? (To show differences and similarities.)*

Point to each heading in the diagram and say *Give me an example of a gadget for entertainment and navigation? (MP3 player and GPS.)* Ask *Can we only use the telephone for communication? (Yes.)* How about the smartphone? (*No, we can also use it for entertainment and navigation.*) Ask the

students to point to where on the diagram they write *smartphone*.

Have the students work in pairs to complete the diagram.

Ask the class *Which gadgets don't fit either set?*

5 Answer the questions in pairs.

Listen and check. 90

Ask volunteers to read out the questions. Tell the students to look at the pictures in Activity 2 and discuss the questions.

Ask a few volunteers to share their answers and write them on the board.

Play the song for the students to check their answers. Point to the gadgets on the board and ask the questions again for the class to answer.

6 Listen again and write the dates.

Tell the students to work with a partner to see if they can remember when the gadgets were made and write the dates in the song.



Answer the questions in pairs.

Listen and check.

- Which gadget is the oldest?
- Which gadget is the newest?

Listen again and write the dates.

1981 2001 1836 1997 1895 2004 1940 1972

I started with a camera.
Then I got a telephone.
Next came the radio.
Hold on! Tell me! When were they made?
Camera: (1) 1836, telephone: 1876,
radio: (2) 1895

So then I got a walkie-talkie.
Then I got a calculator.
Next came the games console.
Hold on! Tell me! When were they made?
Walkie-talkie: (3) 1940, calculator: 1967,
games console: (4) 1972

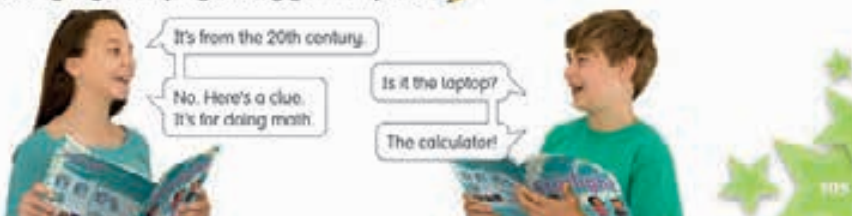
So then I got a laptop.
Then came the GPS.
Then the MP3 player.
Hold on! Tell me! When were they made?
Laptop: (5) 1981, GPS: 1995,
MP3 player: (6) 1997

Next, I got a tablet.
Then I got an e-reader.
Then I got a smart TV.
Hold on! Tell me! When were they made?
Tablet: (7) 2001, e-reader: (8) 2004,
Smart TV: 2008

Match the gadgets to the centuries.



Choose a gadget. Play a guessing game in pairs.



Play the song again for the students to check their answers and change them if necessary.

Play the song a final time for the students to sing along to.

7 Match the gadgets to the centuries.

Write the dates from Activity 6 on the board in order. Point to the dates 1895 and 1836 and ask *What's the century?* (*The 19th century.*) Repeat with the other dates to elicit 20th and 21st century. Model the pronunciation of the centuries for the students to repeat chorally and individually.

Point to the picture of the games console and ask *What century was it made?* (*The 20th century.*) Tell the students to work with a partner to match the gadgets and centuries. They can look at the song to help them.

Ask volunteers to say a gadget for other volunteers to say the century.

Optional activity

Ask twelve volunteers to come to the front of the class, and give them a Unit 8 Wordcard Set 2 each. Ask them to face the class and hold up the card. Tell the class they have to order the gadgets from oldest to newest. Then instruct the volunteers where to go by saying *The camera was first made in 1836 and then the telephone in 1876.*

8 Choose a gadget. Play a guessing game in pairs.

Divide the class into pairs and ask a volunteer pair to read the speech bubbles. Choose a gadget and describe it to a volunteer for them to guess, such as *It's from the 21st century. You can listen to music on it. (MP3.)*

Have the pairs take turns to describe a gadget for their partner to guess. Monitor the pairs, helping with pronunciation.

WORKBOOK ANSWERS

- Left to right: 3, 1, 2, 7, 12, 11, 10, 5, 8, 4, 9, 6
- Left to right: 6, 5, 3, 4, 2, 1
Try! Answers will vary.
- 1 camera 2 telephone
3 calculator 4 games console
5 laptop 6 GPS 7 MP3 player
8 tablet 9 e-reader 10 smart TV
- 1 camera, 1836 2 telephone, 1876
3 radio, 1895 4 walkie-talkie, 1940
5 calculator, 1967 6 games console, 1972
7 laptop, 1981 8 GPS, 1995
9 MP3 player, 1997 10 tablet, 2001
11 e-reader 2004 12 Smart TV, 2008
- Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook pages 92–93

Unit 8 Language

Focus 2 page 106

Lesson objectives

- Learn about the history of computers.
- Read and understand an article about the history of computers.
- Practice using the simple past passive.

Language

Simple past passive: *In the 19th century, calculations weren't done.*
Calculations, complicated, computer chips, engineers, governments, invented, mathematicians, NASA

Materials

Track 90; Unit 8 Grammar and Everyday Language Poster; Workbook page 94

Warm up 90

Play the song from the Vocabulary and Listening Lesson, encouraging the children to sing along.

1 Look at the pictures. When do you think computers were invented? In the 19th, 20th or 21st century?

Ask *What do you know about the history of computers?* Accept all suggestions.

Focus the students' attention on the pictures and ask *What can you see?*

Divide the class into pairs and tell them to look at the pictures together and discuss the questions.

Ask a few volunteer pairs the questions for them to share their answers with the class.

2 Read and match the paragraphs with the pictures.

Point to picture 4 and ask the students *Why does it match with paragraph 1?* (Because it says computers weren't machines—they were people!)

Tell the students to work individually to read the text silently to match the other paragraphs and pictures.

Monitor the students and encourage them to look for key information and vocabulary in the text that refers to the pictures.

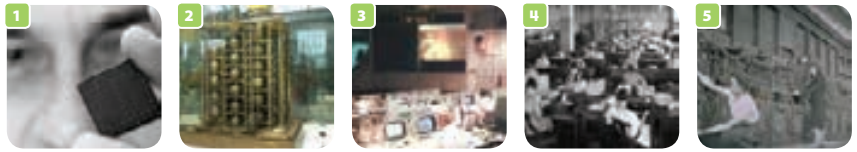
Ask the students *When were computers invented?* (In the 19th century.)

3 Look at the chart and underline examples of the simple past passive in the text.

Show the class the Grammar 2 section of the Unit 8 Grammar and Everyday Language Poster. Read out the explanations and example sentences. Use the examples and explanations to show how and when we use the simple past passive.

Unit 8 Language Focus 2

1 Look at the pictures. When do you think computers were invented? In the 19th, 20th or 21st century?



2 Read and match the paragraphs with the pictures.

- 4** In the 19th century, "computers" weren't machines—they were people! Often, engineers and mathematicians needed to do very difficult calculations. When the calculations were too long for one person, they were solved by teams of "computers" working together. Each person worked on part of a big, difficult problem. They were slow though. They took three months to do a calculation. Lots of mistakes were made, too.
- 2** Charles Babbage spent his life trying to create a machine to do calculations. He invented the first mechanical computer in 1822. But his designs were so complicated that Babbage died before it was made. His difference engine wasn't built for nearly 170 years after he designed it. Engineers at the Science Museum built it in 1991.
- 5** The first digital computers were built in the 1940s. They were so big that they would fill two classrooms (167 m²). These computers were very expensive. They were owned by governments. One computer would cost over \$4 million today. But they could do a big calculation in 30 seconds.
- 3** In 1969, NASA sent a man to the moon for the first time. The huge NASA computers that were used for the moon landings had the same memory as a modern cell phone.
- 1** In the 1970s, computer chips were invented. A computer chip was 12 mm². It cost about \$140. It could do the same calculations as the computer that was 167 m². Since then, computers have gotten smaller, faster and more powerful every year.

3 Look at the chart and underline examples of the simple past passive in the text.

Simple Past statements	
Active	Passive
They made lots of mistakes.	Lots of mistakes were made.
They didn't build his difference engine.	His difference engine wasn't built.

4 Read the text again and write T (true) or F (false).

- In the 19th century, calculations weren't done. **F**
- Computers were invented in the 20th century. **F**
- Babbage's machine was built at the Science Museum. **T**
- In the 1940s, digital computers were built. **T**
- Computer chips were invented in the 1960s. **F**
- Cell phones were used for the moon landings. **F**

5 Correct the false sentences in Activity 4 in pairs.

In the 19th century, calculations were done by people.

106

Students look at the chart. Volunteers read the sentences and ask *What tense are the active sentences in?* (The simple past.)

Point out *were* and *wasn't* in the passive sentences. Students underline examples of the simple past passive in the text.

4 Read the text again and write T (true) or F (false).

Look at the first sentence together as a class and ask *Why is it false?* (In paragraph 1, it says *engineers and mathematicians needed to do very difficult calculations.*)

Divide the class into pairs to re-read the text. Discuss if the sentences are true or false. Ask volunteers to say the number of the sentence and if it's true or false.

5 Correct the false sentences in Activity 4 in pairs.

Tell the pairs to look at the sentences again and take turns to choose a false sentence and correct it.


Ask different volunteers to share their corrected sentences.

WORKBOOK ANSWERS

- 1 The first computer was invented in 1822. 2 Early computers were owned by the government. 3 Computers weren't used in homes until the 1960s.
- 1 built 2 done 3 solved 4 made 5 owned 6 created 7 produced 8 invented 9 used 10 sold 11 tested 12 designed 1, 2, 4, 10 are irregular
- 1 was invented, c 2 was created, a 3 were sold, f 4 were done, b 5 were used, d 6 was produced, e
- 4 The telephone was designed by Alexander Graham Bell in 1874. The first telephone call was made in 1876. The first telephone exchanges were built around the world from 1877 to 1881. The first video telephones were tested in the United States in the 1930s. The mobile phone was invented in 1973.

Try! Answers will vary.


Further practice / Homework
 Workbook page 94; Unit 8 Language
 Focus 2 Worksheet

1 Listen and underline what Lily is doing.  91

- 1 a survey 2 a radio interview 3 a quiz


2 Listen again and circle William's answers.

IT Survey	William	Betty
Do you ever use computers?	<u>Yes</u> / No	<u>Yes</u> / No
Do you have a computer at home?	<u>Yes</u> / No	<u>Yes</u> / No
Where do you use a computer?	<u>at school</u> / <u>at home</u>	<u>at school</u> / <u>at home</u>
How often?	1 / 3 / 4 / <u>6</u> times a week	1 / <u>3</u> / <u>4</u> / 6 times a week
What for?	<u>videos</u> / <u>homework</u> / <u>projects</u> / <u>games</u>	<u>videos</u> / <u>homework</u> / <u>projects</u> / <u>games</u>
What's your favorite website?	<u>www.ace-space.com</u> / <u>www.ace-soccer.com</u>	<u>www.ace-space.com</u> / <u>www.ace-soccer.com</u>

3 Listen and complete the survey table for Betty.  92

4 Listen again and mark (✓) what Betty uses computers for.



5 Look, listen and repeat.  93

Perfect Pronunciation

www.ace-space.com www dot ace dash space dot com
www.oup.com www dot oup dot com

6 Complete the pairwork cards. Ask and answer in pairs.  126



3 Listen and complete the survey table for Betty.  92

Tell the students to listen to Betty taking the survey and write Betty's answers. Play the first question and point to the example.

Play the rest of the survey for the students to write the answers.

Ask the students to compare their answers by asking and answering the questions. Check the pairs all have the same answers. If there are any differences, play the recording again.

4 Listen again and mark (✓) what Betty uses computers for.


Have the students look at the pictures and discuss what they think Betty uses the computer for, before you play the recording for the students to check the pictures.

To check as a class, ask *What does Betty use the computer for?* (*Designing a website, for projects, and playing games.*)

5 Look listen and repeat.  93

Have the students look at the Perfect Pronunciation box. Point to the web addresses and ask *What are these?* (*Websites.*) Write *www.ace-space.com* on the board and ask volunteers *How do you say web addresses?*

Play the recording, pausing for students to repeat chorally and individually.

5 Complete the pairwork cards. Ask and answer in pairs. Workbook page 126 

Ask the students to look at the Everyday Language section on the Unit 8 Grammar and Everyday Language Poster and draw their attention to the language for conducting a survey. Ask a volunteer pair to read the dialogue to the class. Divide the students into pairs and assign them A and B. Tell them to turn to the page 126 in their Workbooks and cut out the Unit 8 Fluency Cards. The students take turns, using the prompts on their cards, to ask and answer the survey questions.

Monitor the class and help with their pronunciation of the questions, noting down any errors in the target language.

WORKBOOK ANSWERS

- 5 7, 9, 4, 1, 6, 8, 2, 5, 10, 3
6 1 to do 2 to download 3 to send
7 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook page 95; Unit 8 Functions Worksheet

Unit 8 Listening and Speaking page 107


Lesson objectives

- Listen for gist and specific information.
- Pronunciation: say website addresses.
- Conduct a survey.

Language

Simple present questions and answers:
Where do you use a computer?

Materials

-  Tracks 91–93; Unit 8 Wordcards Set 1; Unit 8 Grammar and Everyday Language Poster; Workbook page 95, 126

Warm up

Play *Missing Card* (see Ideas Bank) with the Unit 8 Wordcards Set 1.

1 Listen and underline what Lily is doing.  91

Point to the three activities and ask *Have you ever done one of these? What kind of quizzes, surveys and radio interviews are there?* (*History, about people's hobbies, and interviews with pop stars.*)

Tell the students to listen to the recording to find out which of the activities Lily is doing.

Ask volunteers for their answers.

2 Listen again and circle William's answers.

Have the pairs look at the survey and ask *What's the survey about?* (*Computers.*)

Tell the students to listen to William answering the questions and circle his answers. Play the recording again for the students to circle the answers. Have pairs compare their answers before asking volunteer pairs to take turns asking and answering the questions for William.

Lesson objectives

Understand a text about the history of the Internet.
Map the history of the Internet on a timeline.

Language

Billion, electronically, network, web

Materials

Track 94; Workbook page 96

Warm up

Divide the class into two teams and ask one student from each team to come to the board. Dictate a web addresses, such as *www.bbc.co.uk* and *www.oup.com*. The first student to write the address correctly wins a point for their team. Repeat with different students and websites.

1 Discuss in pairs. What do you use the Internet for?

Divide the class into pairs and give them a couple of minutes to discuss what they use the Internet for. Ask different pairs to share their answers with the class.

2 Listen and read. Write what the numbers represent.

Point to the pictures and ask *What is the family doing? (Using their computers.) What do you think the text is about?* Accept all suggestions.

Play the recording and ask the students to listen and follow the text in their books.

Point to the dates in the word pool and have the students work individually to find the numbers in the text and write what they represent. As an example, write *fifteen* on the board and have the students tell you what it represents: *Fifteen computers were connected.*

Have the students compare their answers with their partner.

Say a number for volunteers to tell the class what it represents.

3 Copy and complete the timeline for the development of the Internet.

Point to the timeline and ask *What do we use timelines for? (To show a length of time and when different things happened.)*

Tell the students that the phrases in the word pool are from the text and are events that happened with the Internet. Have the students work in pairs to complete the timeline.

Ask different volunteers to make sentences about the Internet from the timeline, such as *In 1960, the development started.*

Unit 8 CLIL 11

Alex Knows about ...
The Internet

1 Discuss in pairs. What do you use the Internet for?

2 Listen and read. Write what the numbers represent.

15 4 10 1973 2005 1,000,000,000

Millions of people around the world use the Internet every day for their jobs, entertainment, to keep in touch with friends and to buy all kinds of products. But the Internet as we know it today is still very new.

In 1962, the US government wanted a system to send information *electronically*. They started to develop it with some universities in the US. By 1969, it connected four computers. It was called ARPANET.

In 1971, some American universities started using a system to send messages between computers. This was the earliest form of e-mail. Fifteen computers in different places were connected.

In 1973, the *network* went international for the first time. A computer in the US sent a message to the UK. Very few people owned a computer. The network was used by computer engineers, scientists and librarians.

In 1989, a British scientist called Tim Berners Lee invented a network that could be used all over the world. He imagined a big connected *web* that anyone could join. He called it the World Wide Web.

In the 1990s, websites were just text and photos. By 1992, there were ten websites. There wasn't music on the Internet, and there were no video sites. YouTube wasn't created until 2005.

In 2014, the number of websites passed one billion, and today more than three billion people are online. It really is a worldwide web!

Copy and complete the timeline for the development of the Internet.

four computers connected	ten websites exist	fifteen computers connected
YouTube created	first electronic message	development started
World Wide Web connected	one billion websites exist	first international message

1960 1970 1980 1990 2000 2010 2020

development started

Discuss in pairs. What did people do before they had the Internet? Talk about...

e-mail music research shopping

4 Discuss in pairs. What did people do before they had the Internet? Talk about...

Ask the class *What did people do before there was e-mail? (Write letters, visit each other and send telegrams.)*

Divide the class into pairs for them to discuss the question in relation to music, research and shopping.

Monitor the pairs and help with vocabulary and ideas.

Optional activity

Divide the class into groups of four to prepare an information leaflet to give other classes about what they have learned about computers and the Internet. Tell them to look at the texts on pages 106 and 108 again and make a list of the most interesting facts for them. The students can include pictures, charts, tables and diagrams to illustrate their facts. Tell them to write a title for their leaflet.

WORKBOOK ANSWERS

- 1 1 b 2 c 3 a
- 2 [paying bills] electronically, [to use the] network, [a big connected] web
- 3 1 T 2 F 3 F 4 T 5 T
- 4 Answers will vary.
- Try! Answers will vary.

Further practice / Homework
Workbook page 96

Read the text and circle.

- 1 What is it? a a flyer **b an e-mail** c a letter
- 2 What is it for? a to advertise something **b to ask for information** c to give news

From: Lily.Bean@starlight.com
 To: info@ScienceMuseum.com
 Subject: Charles Babbage
 1 file
 May 18, 16:14



Dear Sir or Madam,
 I'm a student at Ace School. My class came to visit your museum last week. It was great! It was so interesting that I decided to do a project about Charles Babbage and his machines. I'm writing to ask for some information about some things in your museum. **Can you please** answer some of my questions?
 Why didn't Charles Babbage finish his "difference engine"?
 Did Mr. Babbage work alone?
 How long did it take (for the museum) to build Charles Babbage's computer?
 When I finish my project, **I'll send you a copy** for your museum. I've taken a photo of the difference engine and I've attached it to this message. May I use it in my project?
 Thank you for your time. I look forward to hearing from you.
 Yours faithfully,
 Lily Bean

Best phrases
 In formal letters and e-mails, we use set phrases:
 Dear Sir or Madam,
 Thank you for your time
 I look forward to hearing from you
 Yours faithfully

Match the colored text in the e-mail with the features.

- | | |
|---|---|
| 1 a polite word or phrase:
<u>Can you please</u> | 3 an e-mail address:
<u>Lily.Bean@starlight.com</u> |
| 2 a greeting:
<u>Dear</u> | 4 an offer of something you'll do:
<u>I'll send you a copy</u> |

Order the parts of the e-mail.

- 5 say thank you and finish your e-mail 2 say who you are 3 say why you're writing
4 say what you will do next 1 greet the person you're writing to

Read the text and answer the questions.

- 1 What is the e-mail address of the Science Museum? **4** How many questions does she ask?
- 2 Who is Lily writing to? Does she know their names? **5** What does Lily promise to send?
- 3 What does Lily want? **6** What has she attached in her e-mail?

Write an e-mail to a museum asking for information.

to the e-mail. What are they? (Greeting, introduction, the reason for writing, plans, and the ending of the e-mail.)

Have the students work in pairs to look at the parts of the e-mail and order them from one to five.

4 Read the text and answer the questions.

Ask a volunteer to read out question 1. Ask the students to point to the answer in the text.

Divide the class into pairs and tell them to work together to answer the questions and write the full answers.

Monitor the students and help by pointing to the answers in the text, checking the grammar and spelling, and pointing out any errors, encouraging the students to correct their work themselves.

Ask different volunteers to ask the questions for other volunteers to answer to check as a class.

5 Write an e-mail to a museum asking for information.

Ask *Have you been to a museum? Which one? Which exhibits / artifacts did you like? Is there anything you would like more information about?* Make a list of exhibits and things the students come up with. Elicit possible questions the students could ask about the artifacts and write them on the board: *When was it made? Where was it made? How long has it been in the museum? What was it used for?*

The students choose an artifact from the board, or one of their own, and write an e-mail to the museum to ask for information.

Tell them to use the text in Activity 1 as a model, as well as the features, phrases, parts of the e-mail and the questions to support their writing. Monitor and help where necessary.

Ask the students to swap e-mails and, if there is time, have them answer the e-mail with their own information.

WORKBOOK ANSWERS

- 1 1 tr(ai)n 2 t(a)k(e) 3 p(a)st(e)
 4 pl(ay) 5 br(ea)k
 2 1 Dear 2 information 3 invent
 4 copy 5 attached 6 Yours
 3 1 T 2 F 3 T 4 F
 4 c, e, d, b, a
 5 a_e: ace, name, same, made
 ai: e-mail, faithfully
 ay: days, say
 ea: great
 6 Answers will vary.
 Try! Answers will vary.

Further practice / Homework
 Workbook page 97

Unit 8 Writing page 109

Lesson objectives

- Identify the features of an e-mail.
- Present and practice set phrases to use in formal letters and e-mails.
- Write an e-mail asking for information.

Language

Features of an email: *Please can you ... I'll send you ... Thank you for ...*

Materials

Unit 8 Wordcards; Workbook page 97

Warm up

Play *Draw!* (see Ideas Bank) with the gadgets and inventions words.

1 Read the text and circle.

Point to the picture and ask *What is it?* Accept all suggestions. Have the students work with a partner to read the text and circle the answers.

Have the students compare with their partner and explain why they chose their answers.

Ask volunteers to share their answers, and ask *Why do you think that?* to elicit features of the text: *There is a to and from e-mail address. Lily asks for some answers to her questions. Ask What is the picture of? (A difference engine.)*

2 Match the colored text in the e-mail with the features.

Read out the example feature and the polite phrase and ask *What makes the question polite? (Please.)*

Have the students work in pairs to look at the feature, find the correct highlighted phrases in the text and write it under the feature.

To check as a class, ask volunteers to say the feature for others to say the phrase.

3 Order the parts of the e-mail.

Hold up your Student Book, point to the e-mail and say *There are five different parts*

Unit 8 Project and Value

page 110

Lesson objectives

- Design an app.
- Present the app.
- Collaborating and communicating in groups.

Value

Be safe when you go online.

Materials

Poster paper; colored pens and pencils; magazines or photos; Unit 8 Stickers; Workbook page 98

Warm up

Play *Smiley Sentence* (see Ideas Bank). Use the sentence *Millions of people around the world use the Internet every day.*

Value: Read and stick.

Ask students to open their Student Book to page 110 and find *Lily's Value* at the top. Read the value aloud while students follow along. Tell the students to look at the picture under Lily and ask *What are the people doing? (Using the Internet.) What are some of the dangers of surfing the Internet? (You can see things that are not for children. There are hoaxes. People you don't know may contact you.) How can you stay safe? (Only visit web pages that your guardians or teachers recommend.)*

Have students open their books to the stickers page and point to the sticker that shows the value. Have them stick it into the space under *Lily's Value*.

Design an App

Stage 1: Plan your project.

Tell the class they are going to design an app and elicit different apps that students know.

Divide the class into groups of four and ask them to discuss the question in step 1. If possible, give the students a few minutes to research different kinds of apps on the Internet. Give them some child-friendly ones to look at, such as *Minecraft*, *Math on the Farm*, and *Animals for Kids*.

Point to the example app and ask *What is the app? (A school app.) How many pages are there? (Four.)*

The groups then choose the best app from their ideas list and discuss the questions in step 2, before they divide up the pages for different students to design and draw.

Stage 2: Develop your project.

Students work individually to draw their page of the app and label the features.

Unit 8 Project and Value

Design an App

Materials

- Poster paper
- Colored pens and pencils
- Magazines or photos

Read and stick.
Be safe when you go online.

Stage 1: Plan your project.

- 1 Imagine you are going to design an app for your school. In groups, brainstorm ideas. What information would be useful or fun?
- 2 Choose the best idea and research similar apps online. How do they work? How many different screens do they have? How you can make your app safe for users?
- 3 Decide who will design each screen of the app. What elements will the app include?

Stage 2: Develop your project.

- 1 Draw your app screens on poster paper. Label your design to explain its features.
- 2 Decorate your app screens. Use photos or find pictures in magazines.
- 3 In your group, decide how the screens will be organized. Will they all link back to a main menu?
- 4 In groups, put your app together and run through how it will work.

Stage 3: Share your project.
Present your app to your classmates. Explain how it works.

Stage 4: Evaluate your project.
Save your app designs.

Monitor the students and ask questions about the features, such as *What's this? How does it work?*

The students decorate their screens with pictures and drawings.

When the groups have finished designing the screens, tell them to put the pages together and discuss how they will be organized, and how to navigate between the pages.

Stage 3: Share your project.

Put two groups together and have them take turns to present their app to the other group. Tell them to explain what the app is for and how it works as they show the screens one by one.

Stick all the apps on the walls and have the students walk around in pairs to look at them and discuss which one they like best and would download.

Stage 4: Evaluate your project.

This stage can be done after each stage is completed. Ask students to open their Workbooks to page 98, and direct

their attention to Activity 2. Read the instructions for Stage 1 and help students reflect on their project and check *yes* or *no*. Repeat for the other stages.

WORKBOOK ANSWERS

1 Answers will vary.

2 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 98

1 Look at the pictures and use the words to write what you know how to do.

password icon download link copy paste click on save log on



2 Match the sentence halves.

School Trip to the National Park

- | | |
|--|--|
| 1 The bus leaves at 8am. If you arrive late. | a we'll stop at the souvenir shop. |
| 2 Bring a packed lunch. If it rains. | b we'll have a picnic in a tree house. |
| 3 Wear hiking boots. If we go for a long walk. | c your feet won't hurt. |
| 4 Bring some pocket money. If you want to buy souvenirs. | d we won't wait for you. |

3 Read and circle.

Charles Babbage
by Lily Bean



Charles Babbage (1) was born / were born / is born in London in 1791. He designed the first computer in 1822. Work on the machine (2) was start / was started / were started in 1823, but the project (3) is stop / was stopped / were stopped in 1842 because there wasn't enough money to finish it. Charles Babbage didn't work alone. He (4) were helped / was helped / was help by a lady named Ada Lovelace. The machine (5) was built / was not built / were not built until 1991. Engineers at the Science Museum started to build it in 1991, which was 200 years after Babbage's birthday.

4 You won a prize in the school technology raffle. Write a message for the school bulletin board. Write 25–35 words.

- Include the following:
- Say thank you and explain which gadget you won.
- Say what the gadget can do.
- Say what you are going to use it for.



3 Read and circle.

Tell the students to look at the text and ask *What is it?* (An autobiography.) Students work with a partner to read the autobiography and circle the tense. Say a number for volunteers to say the tense.

4 You won a prize in the school technology raffle. Write a message for the school bulletin board. Write 25–35 words.

Ask the students to imagine they won a gadget in a raffle and ask a few students *What did you win?* Tell the students they are going to write a message about their prize for the school bulletin board.

Tell the students to look at the features to include and make notes for each one about their gadget. Monitor the students and check they are only planning their writing at this stage. Help with vocabulary and ideas. Have the students use their notes to write their message. Tell them to look back at the Activities 2, 3 and 4 on page 109 to help them organize the message.

Ask the students to swap messages with their partner. They should use a different colored pencil to circle any errors in spelling and grammar. Monitor and check, making sure they are not highlighting too many errors! Tell the students to return the messages and then correct their own work.

Evaluation

Keep notes as you monitor students' progress through this lesson, to flag areas where they have problems using target vocabulary and grammar structures. These notes can be valuable in deciding whether and how to implement remedial practice activities. Ask students to take out their stickers sheet and find this unit's star sticker. Have them place the sticker next to their favorite activity in the unit.

Additional resources
The Unit 8 Test can now be given.

WORKBOOK ANSWERS

- 1 1 paste 2 delete 3 click on
4 attach 5 download 6 password
- 2 1 was educated 2 were taught
3 was given 4 was invented
5 were built 6 weren't shown
- 3 1 we'll go to the park 2 If I have enough money 3 I'll ride it all weekend 4 If it rains next weekend 5 If my friends aren't busy 6 we'll listen to it
- 4 Answers will vary.
Try! Answers will vary.

Further practice / Homework
Workbook page 99

Unit 8 Review page 111

Lesson objectives

- Review the vocabulary and language learned in the unit.
- Provide an opportunity for self-evaluation.

Language

- IT nouns and verbs
- Gadgets and inventions words
- First conditional
- Simple past passive statements

Materials

Workbook page 99

Warm up

Write *simple present* and *simple past passive* at the top of each half of the board. Divide the class into teams. Ask a volunteer from each team to come to the board and give them a board pen each. Say the following

sentence: *It was made in France.* The first volunteer to write the sentence in the correct column wins a point for their team. Repeat with different volunteers and sentences. The team with the most points wins.

1 Look at the pictures and use the words to write what you know how to do.

Ask students to look at the pictures and discuss with their partner what they can do. The students then work individually to write sentences, using the words in the word pool and the pictures. Ask a few volunteers to share what they know how to do.

2 Match the sentence halves.

Focus students' attention on the text and ask *What is it?* (Advice about a school trip.) A volunteer reads out the example sentence. Students match the two parts of the sentence, then check as a class.

Unit 8 Game page 112

Lesson objectives

Review the vocabulary and language learned in Units 7 and 8.

Language

Vocabulary: clothes and accessories; textiles and fabrics; computer and gadgets

Too and *enough* with adjectives

First conditional

Simple present and past passive

Materials

Four counters per student

Warm up

Divide the class into teams of four. Tell the groups to write five questions about Unit 8. Tell them the questions can be factual (such as *When was the Internet invented?*), a definition (such as *What does checked mean?*) or about one of the pictures (such as *Who is the picture of on page 111?*). Once the teams have written the questions, have a class quiz. The teams take turns to read out their questions for the other teams to answer. The teams can look through Unit 8 to help them. The first team to answer correctly gets a point. The team with the most points wins.

1 Play Four-in-a-Row.

Divide the class into pairs and give them four counters each. Make sure the four counters for each student are the same color but that their partner's are a different color.

Hold your book up to show the class the game. Explain that the aim of the game is to get four of their counters in a row on the board and win the game.

The students take turns to choose a square and put their counter on it. They answer the question, make a sentence using the prompt, or follow the instruction. Tell the students that they also have to try and stop their partner getting four squares in a row, so they need to block them by choosing their squares carefully.



Game

1 Play Four-in-a-Row.

 Invent/1940	 That shirt is very...	 I like your new raincoat, Maria!	 Not...enough	 What is it made of?	 press button → get louder
Unscramble the word a l p i	Name a gadget that starts with C	forget password username → not use the website	 What is it worn for?	 How would you describe this fabric?	 Liam / told Dad, I'm doing a project about smart clothes.
 What's this?	 design/1940	 built/1999	 too...	 I have a new tablet!	 Use it in a sentence
 When is this used?	click on link http://www. → open website	Unscramble the word b e t a	Name a gadget that starts with G	 delete document → not have it anymore	 What is it used for?
 Describe these to a friend	 I'm going to computer club with Jerry.	 What can you do with this?	 write/by	 born/1870	 What can you do with this?
 You can borrow my MP3 player James.	open attachment → get a virus	 That color is very...	 What is kept in there?	 Don...	 no wear belt → pants fall down
 not...enough	 How would you describe this fabric?	 Where is this worn?	 Melissa / too That hoodie is too big for you	 What's this?	 printed/January 2016
 Person 1	Win four squares in a row - across, down or diagonal!		 Person 2		

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To demonstrate, join a pair and encourage your partner to take the first turn. For your turn, choose a square next to your partner's counter to show how to block.

When the pairs have a winner, tell them to play again.

Monitor and help the students to play the game, demonstrating where necessary, and note down mistakes without interrupting them. On the board, write a few of the mistakes that the students were making and ask the class to help you correct them.

Optional activity

If there is time, tell the students to choose one of the squares from the game board and draw their own version with prompts. The students then swap pictures and answer each other's questions.

South Korea

Culture



1 Discuss in pairs.

- 1 Do you like playing video games?
- 2 What kind of games do you like?

2 Read and number the pictures.

- 1 South Korea is in South East Asia. It's a country with a long history and a very strong traditional culture, but it is also a very modern and advanced country, especially in technology. South Korea was recently named the world's most innovative country—that means the country with the most new ideas. Lots of research into new technology is done in South Korea, and a lot of new designs and inventions are developed there.
- 2 Technology is important for entertainment all over the world. People play games on their cell phones, tablets and games consoles. In South Korea, playing video games is a very popular leisure activity—nearly half of the population plays online games! People play at home with friends, they play online against other players and some people go to special gaming rooms, called "PC bangs."
- 3 Players play against each other in big tournaments, too. They are called e-sports, which stands for electronic sports. Players can play alone or as a team. In fact, in South Korea you can be a professional player—that means playing video games is your job. Some online game competitions are so popular they are shown on TV. In South Korea, cyber competition is a national sport. The best players in the country are celebrities, like famous basketball players, soccer players or Formula 1 drivers. The final games in big tournaments are played in stadiums, with thousands of fans watching.



3 Complete the Venn diagram about popular leisure activities.



Culture page 113

Lesson objectives

Learn about and compare technology in their own country and South Korea.
Complete a Venn diagram.

Language

Gaming rooms, innovative, leisure, tournaments

Materials

Workbook page 115

Warm up

Tell the students you are going to tell them a secret and that they have to whisper it. Divide the class into four groups and tell each group to stand in a circle. Whisper the same sentence to one student in each group, such as *Angry Birds is my favorite computer game.* The student whispers the sentence to the student to the right, who then whispers

it to the person to their right. Tell them they can only whisper the sentence two times. The students continue to whisper the sentence around the circle to the final student. When all groups have finished, ask the final students to write the sentence they heard on the board. Compare the sentences, and then write up the actual sentence you said.

1 Discuss in pairs.

Ask the students *Where is South Korea? What do you know about the country? (It's in South East Asia, and it's famous for technology.)*

Divide the class into pairs and read out the questions in Activity 1. Tell the pairs to discuss the question together.

Ask a few volunteer pairs to share their answers.

2 Read and number the pictures.

Point to the pictures and ask *What can you see? What are the people doing in pictures 1 and 3? (Playing computer games.)*

The students read the text and number the pictures. Tell them to look for key information that relates to the photos and not read every word.

To check as a class, ask volunteers to point to a picture and say the paragraph number.

Ask a few comprehension questions: *Why is South Korea the most innovative country? (Because they have the most new ideas.) Where do the people play computer games? (At home, online and in gaming rooms.) Where do the shows go on tour? (Around the world.) What is a national sport? (Cyber competition / computer gaming.)*

Personalize the reading by asking *Would you like to be a gaming professional? Why/Why not? Which game would you like play in a competition?*

3 Complete the Venn diagram about popular leisure activities.

On the board, write *Leisure activities in my country.* Divide the class into groups of four to make a list of activities.

Focus the students' attention on the Venn diagram and ask *What information do you need to add? (Information about a popular leisure activity in their country.)*

Divide the class into pairs to re-read the text and add information about video games in South Korea. They then look at their list of leisure activities, choose one, write the heading in the Venn diagram, and add information about the activity. Remind them that the circle in the middle of the Venn diagram is for information that is the same for both countries.

WORKBOOK ANSWERS

1 1 has 2 technological 3 video games 4 play 5 plays 6 video game

2 1 ideas 2 research 3 online 4 gaming 5 advanced 6 tournaments

3 1 T 2 F 3 T 4 F 5 F 6 T

4 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 115

Unit 9 Vocabulary and Reading

pages 114–115

Lesson objectives

Identify things connected with planets and space.

Do a quiz.

Talk about things connected with planets and space.

Language

Asteroid, comet, constellation, continent, moon,

ocean, orbit, planet, pole, satellite, solar system star

Materials

Tracks 95–97; Unit 9 Wordcards Set 1; Workbook pages 100–101

Warm up

Ask the students to tell you what they know about our planet. Prompt with questions if necessary, such as *What is our planet called? (Earth.) What natural features can you name? (Mountains, hills, valleys and rivers.) What covers most of the Earth's surface? (Water.)*

1 Match the words with the pictures (1–12). Listen and check.

95

Ask *What planets do you know the name of? (For example, Mars and Jupiter.) Would you like to go into space? Why / Why not?*

Stick the Unit 9 Wordcards Set 1 on the board. Point to each one and ask volunteers to explain or demonstrate each word, or allow them to say the word in their own language. Do the first one yourself, saying *An ocean is a large sea.*

Divide the class into pairs. Ask students to open their Student Books to page 114 and look at the word pool. Point to picture 1 and ask *What is it? (The solar system.)*

Divide the students into pairs. Give the students a couple of minutes to match the words in the word pool with the pictures in Text A.

Play the recording for students to check their answers. Play the recording again, pausing after each word for the students to repeat chorally and individually. Pay attention to the pronunciation of the stress on the third syllable of *constellation*, the two syllables of *asteroid*, the *tion* in *ocean*, and the *com* in *comet*.

2 Look at Text A. Listen and say the words.

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Ask the students to look at Text A, and ask *What is the text about? (Space.)*

Ask a volunteer to come to the board, and tell them you are going to say a definition and that they have to point to the correct

9 Spectacular Science

Vocabulary and Reading

1 Match the words with the pictures (1–12). Listen and check.

asteroid comet constellation continent moon
ocean orbit planet pole satellite solar system star

2 Look at Text A. Listen and say the word.

A

The solar system is a group of planets that travels around the Sun. Each planet travels on a fixed route called an orbit. Earth takes 365 days to go around the Sun.

Earth is the third planet from the Sun. It has one moon. Earth has seven continents, five oceans and two poles—the North Pole and the South Pole.

We can see other things in the sky at night. Ancient constellations of stars and man-made satellites can be seen clearly. With a telescope, we can see comets and asteroids, too.

B

Space Quiz!

Do you know about space? Try the quiz!

- Who was the first person to travel in space?
a Buzz Lightyear b Yuri Gagarin c Neil Armstrong
- How many astronauts stood on the moon on July 20, 1969?
a 1 b 2 c 3
- Which planet is closest to the Sun?
a Mercury b Mars c Neptune
- What is Mars sometimes called?
a the Red Planet b the Blue Planet c the Green Planet
- When was the first satellite launched into space?
a 1997 b 1977 c 1957

3 Read Text B and answer the space quiz.

4 Choose words from Activity 1 and play Draw and Guess in pairs.

It's a star. No, it isn't.
It's a satellite. Yes, it is!

wordcard. Read the sentence *It's the name for a group of planets with a sun at the center.* Encourage the volunteer to point to *solar system*.

Divide the students into twelve groups and give each group a wordcard. Tell the students to listen to the definitions and show their wordcard when you pause the recording if their word matches the definition. Play the recording, pausing after each sentence for the groups to hold up the relevant wordcard.

Divide the class into pairs and tell them to look at Text A. Play the recording again for the students to say the words to their partner.

3 Read Text B and answer the space quiz.

Point to Text B and ask *What is the quiz about? (Space.)* Say *You have one minute to answer the questions.*

Have the students work in pairs to do the quiz.

As they are working, give them time pointers, such as *You have 30 seconds left.*

After one minute, ask the students to put down their pens. Ask them to exchange their books with another pair to mark. Read out the answers and tell the pairs to give one point for each correct answer.

Ask *How well did you do? How many points did you get?*

4 Choose words from Activity 1 and play Draw and Guess in pairs.

Start drawing the moon on the board, and ask the class to guess what it is.

Divide the class into pairs and tell the students to take turns to choose a word from Activity 1 and draw a picture for their partner to guess.

Monitor the pairs, encouraging them to ask *yes / no* questions to guess.

Additional resources

Unit 9 Wordcards

Read and listen. Mark (✓) the best title.

- Landing on the moon The Dinner Guest Alien Invasion

C

On Sunday afternoon, Evie and Dan were in the park. Vinnie the dog was running. Suddenly, he started barking. The children ran to see why.



"Oh, it looks like a spaceship," said Evie.

"The door's open. Let's explore!" said Dan. They went in.

"Wow!" said Evie. "If I had a spaceship, I would explore the whole solar system!"

A voice behind them said, "If you had a spaceship for a day, where would you go?"

They turned around and saw an alien. He was smiling.

"Well, er ...," Evie hesitated. "If I was an astronaut, I would go to Mars."

"Hmm," said the alien. "If you want to Mars, it would take six months. But we could go to the moon."

Evie and Dan looked at each other. A trip to the moon!

"Come on," said the alien. "Press the big red button and we'll go."

The children looked at the control panel.

"If we went to the moon, would we get home in time for dinner?" asked Dan. "We're having spaghetti and meatballs. It's my favorite."

"Don't worry," said the alien. "If we were there, we would get home in time for dinner."



Suddenly, Vinnie jumped up onto the control panel. One of his big, muddy paws pressed the big red button. The spaceship's engine started to roar.

"Hold on tight," said the alien. "We're going to the moon."

The children rushed to the window. They could see Earth getting further away. They could see stars, planets and asteroids. Space looked beautiful.

"I wish I had my camera," said Evie. "Mom and Dad will never believe that we've been in space. If I had my camera, I would take loads of photos."

"Earth looks so far away," said Dan. "Will we really get home in time for dinner?"

"I hope so," said the alien.

"I can't wait to try spaghetti and meatballs!"

Evie and Dan looked at each other and laughed. "Maybe Mom and Dad will believe us after all!"



Answer in pairs. Use the words in the box.

- Who found the alien spaceship?
- Where did the children want to go first?
- Why did they decide on a different destination?
- Why does the alien want to get back to Earth?
- Would you travel into space? What would be exciting and what would be scary?

The first idea was ...

It would ...

He wants to ...

I would like / love / hate to ... because ...

Who found the alien spaceship?

Vinnie the dog found the spaceship.

5 Read and listen. Mark (✓) the best title.

Ask the class to look at the pictures from the story. Ask *What are the children looking at? (A spaceship.) Who are they with in the second picture? (An alien.) What do you think the story is about?* Accept all suggestions.

Tell the students to read the three title options and then listen and follow along in their books, and choose the best title for the story.

Ask the students to tell their partner which title they chose and why.

Ask a couple of volunteers to share their answers to check as a class.

6 Answer in pairs. Use the words in the box.

Ask the students to read the questions and read the text again individually and underline the answers.

Point out the phrases in the box for the students to use. Have two volunteers read out the example in speech bubbles.

Divide the class into pairs and assign them A and B. Tell student As to ask student Bs questions 1 and 2. Tell student Bs to ask student As questions 3 and 4. Then have them discuss question 5 together.

Monitor and check that they are answering the questions with full sentences and encourage them to use the phrases in the box. Ask volunteer pairs to share their answers.

Optional activity

Ask the students to write a fact sheet about Earth for the alien. They write down the things that the alien will need to know as part of his everyday life including tips about how to travel, places to visit and what to eat.

WORKBOOK ANSWERS

- 1 orbit 2 satellite 3 star 4 comet 5 planet 6 continent 7 asteroid 8 ocean 9 moon 10 pole
 - 1 planet 2 comet 3 asteroid 4 solar system 5 satellite 6 constellation 7 star 8 orbit
 - 1 Africa is a continent. 2 The Atlantic is an ocean. 3 Orion is a constellation. 4 Mercury is a planet.
- Try! Answers will vary.**
- 1 a 2 c 3 b 4 b
 - 1 They found the spaceship in the park. 2 Vinnie made the spaceship take off. 3 It would take six months to get to Mars. 4 They were having spaghetti and meatballs for dinner.
 - 1 with 2 spaceship 3 alien 4 moon 5 button 6 photos / pictures 7 didn't 8 to 9 because
- 7 Answers will vary. Try! Answers will vary.**

Further practice / Homework

Workbook pages 100–101; Unit 9 Reading Worksheet

Unit 9 Language Focus 1

page 116

Lesson objectives

Present and practice the second conditional.

Describe pictures.

Talk about what you would do if you met an alien.

Language

Second conditional: *If I had a spaceship, I would explore the whole solar system.*

Materials

Track 97; Unit 9 Grammar and Everyday Language Poster; Workbook page 102

Warm up

Play *Stand Up If It's True* (see Ideas Bank). Use these sentences: *Evie and Dan find a spaceship. (T.) The alien was unfriendly. (F—smiling and friendly.) The alien shows them the spaceship. (T.) The dog presses the big blue button. (F—the big red button.) The alien wants to try spaghetti and meatballs. (T.)*

1 Look at the pictures and match. Listen to the story on page 115 again and check.

Divide the class into pairs to look at the pictures and discuss what the people are thinking. They then look at the sentences and match the beginnings and endings, using the pictures to help them. Play the recording for students to listen and check their answers. If they are having difficulties, stop the recording after each sentence to give them time to check their answers and make any changes. To check as a class, ask volunteer pairs to read out the completed sentences.

2 Complete the chart.

Ask the students to look at the Grammar 1 section of the Unit 9 Grammar and Everyday Language Poster. Look at the table for *will* together. Say *We use the second conditional to talk about the outcomes of unlikely or impossible events.* Write the sentence *If I had a spaceship, I would explore the whole solar system,* and ask *Is it possible that Evie will have a spaceship? (No.) What's the possible result if she had a spaceship? (She'd explore the whole solar system.)*

Focus the students' attention on the grammar chart and point to the conditions and outcomes. Ask a volunteer to read out the example sentence. Have the students work in pairs to complete the sentences. Tell them to

Unit 9 Language Focus 1

1 Look at the pictures and match. Listen to the story on page 115 again and check.

1 If I had a spaceship, _____
 2 If I was an astronaut, _____
 3 If we went to Mars, _____
 4 If we went to the moon, _____
 5 If I had my camera, _____

a I would take loads of photos.
 b It would take six months.
 c I would explore the whole solar system!
 d I would go to Mars.
 e Would we get home in time for dinner?

2 Complete the chart.

Second Conditional				
IF	Condition		Outcome	
I / you / he / she / we / they	(have) had	a spaceship,	I / you / he / she / we / they	would (explore) explore the planets.
	(be) was / were	an alien / aliens,		would (come) come to visit Earth.
	(go) went	to Mars,		would (meet) meet aliens.

3 Look and make sentences. What would you do?

have a telescope meet an astronaut visit the moon travel in a spaceship live in space

If I had a telescope, I would look for UFOs.
 If I had a telescope, I wouldn't look for UFOs. I would study the stars.

look back at the story and find the blue sentences to help them.

Monitor the pairs and point to any errors, referring them to the story or poster to correct themselves.

3 Look and make sentences. What would you do?

Focus the students' attention on the pictures and ask *Which one would you like to do?*

Have two volunteers read out the example speech bubbles for the class to point to the correct picture.

Have the students work individually to write a sentence for each picture, as in the example.

Monitor the students and make sure they are using the target language correctly, and help with vocabulary.

Divide the class into pairs and tell them to take turns pointing to the pictures and saying their sentences. Encourage the students not to look at their written sentences.

Ask a few volunteers to share their sentences with the class.

WORKBOOK ANSWERS

- 1 1 e 2 d 3 a 4 c 5 b
 2 1 tried / would like 2 traveled / would miss 3 went / would take
 4 met / would believe
 3 Answers will vary.
 4 1 was / were 2 ran 3 had
 4 found 5 spoke 6 said 7 went
 8 saw 9 took 10 got 11 met
 12 held

Try! Answers will vary.

Further practice / Homework

Workbook page 102; Unit 9 Language Focus 1 Worksheet

1 Read Part 1 and complete. Read page 114 again and check.

1 Space Quiz!
 Do you know about space? Try the quiz!


1 (1) **Who** was the first person to travel in space?
 a Buzz Lightyear b Yuri Gagarin c Neil Armstrong

2 (2) **How many** astronauts stood on the moon on July 20, 1969?
 a 1 b 2 c 3

3 (3) **Which** planet is closest to the Sun?
 a Mercury b Mars c Neptune

4 (4) **What** is Mars sometimes called?
 a the Red Planet
 b the Blue Planet
 c the Green Planet

5 (5) **When** was the first satellite launched into space?
 a 1997 b 1977 c 1957



2


6 How often is Halley's comet visible from Earth?
 a every 75 years b once in a century c every 10 years

7 Why do scientists think there might be life on Mars?
 a because it's about the same size as Earth
 b because there is frozen water
 c because it's warm enough

8 How long does the Earth's orbit take?
 a 1 day b 1 month c 1 year

9 Where can you see the aurora borealis?
 a near the North Pole
 b near the South Pole
 c on the moon

10 How far is Earth from the Sun?
 a about 15,000 km
 b about 150,000 km
 c about 150,000,000 km



2 Read Part 2 and circle the answers. Write ten question words from the quiz.

Who Which When Why Where
 How many What How often How long How far

3 Read and write question words to ask about the things in bold.

- 1 Saturn has **34 moons**. How many
- 2 We can see Halley's comet again in 2061. When
- 3 Neil Armstrong was the first man on the moon. Who
- 4 Mars is about **100 billion km** from Earth. How far
- 5 It took **3 days** to get to the moon in 1969. How long
- 6 The moon is bright **because it reflects the Sun's light**. Why
- 7 The Kennedy Space Center is in **Florida**. Where
- 8 Earth is sometimes called the **Blue Planet**. What
- 9 Mercury is the **closest planet** to the Sun. Which
- 10 The moon goes around the Earth every **27 days**. How often

4 Read the text and write five quiz questions.



Astronauts haven't visited other planets yet because it's still too dangerous and too expensive. However, they have spent many days living in space. The International Space Station is a research satellite. In 1998, a crew of American and Russian astronauts stayed there for the first time. Over 221 astronauts have now visited the International Space Station. Astronauts spend six months there doing experiments.

Join two pairs together to compare their answers before you go through them as a class.

The students then work individually to write out the question words from the quiz.

3 Read and write question words to ask about the things in bold.

On the board, write the sentence *Saturn has 34 moons* and elicit the question *How many moons does Saturn have?* Circle *How many*.

The students work individually to write the question words. They then compare their answers with their partner.

To check as a class, ask volunteers to say the question words for each sentence.

4 Read the text and write five quiz questions.

Focus the students' attention on the picture and ask *What is it?* (*A satellite.*)

Ask a volunteer to read the text while the class follows in the books.

Have the students work in pairs to write five questions about the text, using different question words in each one.

Monitor the students working, checking the word order and tenses of their questions.

Join two pairs together. Tell them to close their books and take turns to ask and answer their quiz questions.

Tell them they get a point for each correct answer and that the pair with the most points wins.

WORKBOOK ANSWERS

- 1 1 How far, b 2 Where, h
 3 How often, e 4 Which, c
 5 How many, j 6 Who, g
 7 Why, d 8 How long, i
 9 What, f 10 When, a
- 2 1 Where, c 2 How many, b
 3 How long, d 4 Why, a
- 3 Answers will vary.
 Learning to Learn 1 b 2 d 3 c 4 a
 Try! Answers will vary.

Further practice / Homework

Workbook page 103

Unit 9 Reading and Writing page 117

Lesson objectives

- Read and understand a quiz.
- Find question words in a text.
- Write a quiz.

Language

Planets and space words

Materials

Workbook page 103

Warm up

Tell the students to listen and draw. Dictate the following: *Draw a big circle and a small circle on top of it. Draw four arms and one leg from the big circle. Draw three big eyes in the small circle, a mouth with two teeth, two small ears and a nose. On top of the small circle, draw four antennae.*

Ask *What is it?* (*An alien.*) If you met this alien, what would you do? Tell your partner.

1 Read Part 1 and complete. Read page 114 again and check.

Ask the students what they can remember about the space quiz: *How many did you get correct?*

Divide the class into groups of four. Tell the students to complete as much of the Part 1 quiz from memory as they can. Tell them to check their answers with the quiz on page 114 when they have finished.

Go through the answers with the class by saying the number and eliciting the answer. Ask *Did you do better this time?*

2 Read Part 2 and circle the answers. Write ten question words from the quiz.

Ask the students to tell you some question words and write them on the board: *What, Where, Who, Which, When* and *How*.

Have the students work in pairs to discuss the questions and write the answers.

Unit 9 Vocabulary and Listening

pages 118–119

Lesson objectives

Identify people and things connected with science and space.

Listen and extract information from a song.

Talk about what's happening in pictures.

Language

Astronomer, build, calculate, design, discover, experiment, invention, inventor, observe, notice, record, scientist

Materials

Track 98–100; Unit 9 Wordcards; Workbook pages 104–105

Warm up

Play *Twenty Twenty* (see Ideas Bank) using the space and planets vocabulary.

1 Look and say what the lesson is about.

On the board write *Space jobs* and elicit a list of jobs from the students. Write them on the board. Ask volunteers *Would you like to do any of the jobs? Why / Why not?*

Ask the students to cover the word list. Divide the class into pairs and ask them to look at the pictures in Activity 2.

With their partner, have the students discuss what they think the lesson is about and see how many words they know.

Ask a few volunteers to share their ideas.

2 Listen and repeat.

Play the recording, pausing after each word for the students to repeat chorally and individually.

Pay attention to the pronunciation of *v* in *invention* and *inventor*, the *ien* in *scientist*, the *si* in *design*, and the stress on the second syllable in *invention*, *inventor*, *design*, *observe*, *experiment* and *discover*.

3 Listen and circle the words.

Focus the students' attention on the pairs of words and tell them they are going to hear definitions of the words.

Play the recording, pausing after the first definition, and show the example *experiment*.

Play the rest of the recording for students to circle the words.

The students compare their answers before you check as a class by playing the recording again, pausing for the students to call out the word.

Unit 9 Vocabulary and Listening

1 Look and say what the lesson is about.

2 Listen and repeat.



- 1 invention
- 2 build
- 3 inventor
- 4 design
- 5 astronomer
- 6 observe
- 7 calculate
- 8 record
- 9 experiment
- 10 notice
- 11 discover
- 12 scientist

3 Listen and circle the word.

- 1 experiment / astronomer
- 2 invention / inventor
- 3 build / design
- 4 observe / discover
- 5 inventor / astronomer
- 6 scientist / inventor

4 Read the definitions and write the words from Activity 2.

- 1 design (v) to draw plans for something to show what it will be like
- 2 observe (v) to watch something carefully and look for new information
- 3 notice (v) to see something and understand that it is important
- 4 record (v) to write down what you know, so that you or other people can read the information
- 5 calculate (v) to use math and numbers to help you understand something or figure out the answer
- 6 invention (n) the object that an inventor thinks of and makes

4 Read the definitions and write the words from Activity 2.

On the board write *design* and elicit a definition. (*To draw plans of something to show what it looks like.*)

Tell the students to work individually to read the definitions and write the words. Divide the class into pairs and have them take turns to say a definition for their partner to say the word.

5 Listen and mark (✓) the words mentioned.

Ask the students to listen to the song and tell you what it is about. (*Space.*)

Have the students work with their partner to check the words they heard in the song.

Play it again for them to check their answers.

6 Listen again and complete the song.

Have the students work in pairs to see how many of the gaps they can complete before they listen to the song again.

Play the song, for the students to check their answers and complete the gaps.

Play the song again for the students to follow in their books and sing along.

Optional activity

Stick the Unit 9 Wordcards Set 2 on the board and ask the students to copy the words into their notebooks. Have them listen to the song again and check the vocabulary items as they hear them.

7 Read the lyrics and number the pictures in order.

Focus the students' attention on the pictures and ask them to describe what they see.



3 Listen and mark (✓) the words mentioned.

- | | | |
|--|---|--|
| <input type="checkbox"/> asteroids | <input checked="" type="checkbox"/> computers | <input checked="" type="checkbox"/> scientists |
| <input checked="" type="checkbox"/> comets | <input type="checkbox"/> robots | <input checked="" type="checkbox"/> stars |

4 Listen again and complete the song.

Space! Space is out there!
There's so much for us to know.
Space! Space is out there!
Come on, are you ready to go?

For many centuries, we looked at the sky.
We looked at the sky and wondered why.

(1) **Astronomers** observed the comets and stars.
They (2) **calculated** orbits and looked for life on Mars.

There were so many things that they wanted to know,
But they didn't have the technology to go into ...

Space! Space is out there!
There's so much for us to know ...

In the 1960s, we traveled into space.

In fact, (3) **building** rockets was a bit of a race!

(4) **Inventors** designed some amazing machines.

We watched men on the moon on our TV screens.

There were so many things that we wanted to study,
But those old computers were still a bit clunky!

Space! Space is out there!

There's so much for us to know ...

Now clever (5) **scientists** can stay in space.

They live up there for many days.

The International Space Station has clever crews.

They do careful (6) **experiments** and notice clues.

Up there in space, there's no time to relax!

They're always (7) **discovering** amazing new facts!

7 Read the lyrics and number the pictures in order.



8 Talk about the pictures in Activity 7.

What facts can you remember from the unit?

Can you say something about picture 1?



Astronomers observed the comets and the stars. Halley's comet is visible from Earth every 75 years.

In pairs, the students read the lyrics and number the pictures in the order they appear in the song.

Ask volunteers to point to the pictures in order and describe them using sentences from the song, such as *Picture number 1: the astronomers observed the comets and skies.*

8 Talk about the pictures in Activity 7. What facts can you remember from the unit?

Play *Everything I Know About Space* (see Ideas Bank).

Divide the class into groups of four. Tell them to look at the pictures in Activity 7 and discuss what facts they can remember about each one.

To demonstrate, ask a volunteer pair to read the speech bubbles.

Nominate different groups and point to a picture and ask them to tell you all the facts they remembered and discussed.

Optional activity

Ask the students to choose one of the pictures from Activity 7 and write a short fact file about it. Tell them to use the information from their group discussion, looking back through Unit 9 to help them. On the board write a model text to support them: *Astronomers used telescopes to look at the sky. They could see the comets and stars. Now new technology makes their jobs easier.*

WORKBOOK ANSWERS

- 1 Verbs: 1 build 2 calculate
3 design 4 discover 5 notice
6 observe 7 record
Nouns: 8 experiment 9 invention
People: 10 astronomer
11 inventor 12 scientist
2 1 b 2 d 3 a 4 c
3 1 record = observe 2 designed = noticed 3 Astronomers = Scientists
4 inventors = astronauts
4 1 design 2 observe 3 invention
4 scientist
Try! Answers will vary.
5 Chorus: 4, 1, 2, 3
Verse 1: 5, 3, 1, 4, 2, 6
Verse 2: 3, 5, 6, 1, 2, 4
Verse 3: 6, 3, 4, 2, 1, 5
6 1 21 2 Two 3 rock 4 over 20
Try! Answers will vary.

Further practice / Homework

Workbook pages 104–105

Unit 9 Language

Focus 2

page 120

Lesson objectives

Learn about the Voyager missions.

Read and understand an article about the Voyager missions.

Practice asking simple past passive questions with facts about the Voyager missions.

Language

Simple past passive questions: *Why was the mission sent?*

Launch, outer space, mission

Materials

Unit 9 Grammar and Everyday Language Poster; Workbook page 106

Warm up

Play *Wordlist* (see Ideas Bank). Use the space and planets words from the unit.

1 Look at the pictures. Describe what you see.

Ask the students *Have you ever watched a rocket launch on TV, or seen one in a movie? What was it like? What happened? How would you feel if you were on the rocket?*

Divide the class into pairs to look at the pictures and discuss what they see.

Ask a few volunteers to share their ideas.

2 Read and match the questions to the paragraphs.

Ask the students to look quickly at the text and ask *What is it about?* (*The Voyager 1 and 2 spacecraft.*)

Ask different volunteers to read the questions to the class. Ask *Why is question 4 the question for paragraph 1?* (*Because it's an explanation of the Voyager mission.*)

The students read the text individually to match the questions to the paragraphs.

Check comprehension by asking a few questions: *Where did Voyager 1 and 2 leave from?* (*The United States.*) *What did they have to do?* (*Take photos.*) *How would we know if there was life on other planets?* (*Voyager would find messages.*) *What messages did the scientists send?* (*Sounds and photos.*) *What do you think? Were the messages answered?*

3 Look at the charts and underline the simple past passive question in the text.

Show the class the Grammar 2 section of the Unit 9 Grammar and Everyday Language Poster and use the examples and explanations to show how and when we use simple past passive questions.

Unit 9 Language Focus 2

1 Look at the pictures. Describe what you can see.

2 Read and match the questions to the paragraphs.

1 Why was the mission sent?

2 Why were messages sent?

3 What was recorded on the Golden Records?

4 What is the Voyager mission?

5 When were the spacecraft sent into space?

4 Voyager 1 and 2 are spacecraft traveling through space. They are carrying scientific equipment and messages.

5 They were sent into space from the United States in 1977. They were launched at Cape Canaveral in Florida.

1 The Voyager spacecraft were sent to take photos of Jupiter, Saturn, Uranus and Neptune. Pictures and information were sent back so that scientists could study them. The Voyager spacecraft are still sending information.

2 People have always wondered if there is life on other planets. The Voyager spacecraft have traveled further from Earth than any other mission. If there were any aliens in outer space, they would find the messages. The messages were saved on records called the Voyager Golden Records.

3 Scientists chose sounds from nature, like the sound of the sea and the wind, and 116 photos of planets, landscapes and people. They recorded music from all over the world. They also sent greetings spoken in 55 languages. What do you think? Were the messages answered?

3 Look at the chart and underline the simple past passive question in the text.

Simple past passive questions I			
Wh- questions			
What	was	recorded	on the Golden Records?
When	were	the spacecraft sent	into space?

Simple past passive questions II			
Yes / No questions			
Was	the mission	launched	in the 1970s?
Were	the photos	chosen	by aliens?

4 Complete the sentences.

1 Voyager 1 and 2 are carrying ...

2 They have been in space since ...

3 The spacecraft took pictures of ...

4 The records were called ...

5 The records contained ...

5 Cover the text. Ask and answer in pairs.

1 Which/photographed?

2 What/sent back?

3 Where/messages saved?

4 What/recorded?

What was sent back to Earth by the Voyager spacecraft?

Photos and information were sent back.

Ask volunteers to read out the example questions.

Have the students underline the example of the simple past passive question in the text.

4 Complete the sentences.

Divide the class into pairs to complete the sentences.

Ask different volunteer pairs to give you their answers.

5 Cover the text. Ask and answer in pairs.

Focus the students' attention on the question prompts and ask volunteers for the full questions.

Have two volunteers read out the question and answer in speech bubbles.

The students work in pairs to take turns to ask and answer the questions.

Ask different pairs to read out the questions and answers for the class to check.

WORKBOOK ANSWER

- 1 b, c, d are passive
- 2 1 Which planets were photographed? 2 Was music from all over the world recorded? 3 Why was the mission sent to Jupiter? 4 How many languages were used for the greetings?
- 3 1 was / launched 2 was recorded 3 were / saved 4 What / was carried
- 4 1 was Apollo 13 launched 2 was Apollo 13 launched from? 3 astronauts were sent on the mission? 4 problem was found? 5 was the problem solved? 6 the astronauts saved?

Try! Answers will vary.

Further practice / Homework

Workbook page 106; Unit 9 Language Focus 2 Worksheet

1 Listen and underline what Anna's project is about.

- 1 astronauts 2 Mars 3 satellites 4 Halley's comet

2 Listen again and mark (✓) what you can do at the exhibition.

- meet an alien try space food
 play computer games meet an astronaut
 try a simulated mission to Mars try zero gravity



3 Listen and complete the note for William.

William
 Message from Anna
 going to the (1) National Space Center to see a (2) special show
 Day: (3) Saturday Time: (4) two o'clock / 2:00 Phone number: (5) 796-3434

4 Listen again and write who is talking. Match the questions and answers.

A = Anna V = Mrs. Victory.

- 1 A Can I speak to William, please? a On Saturday at two o'clock.
 2 V Can I take a message? b No, I'm afraid he's not here.
 3 V When are you going? c OK, I'll tell him.
 4 A Could you ask him to call me back, please? d Yes, please. Could you tell him ...

5 Look, listen and repeat.

Perfect Pronunciation

Can I speak to William, please?
 No, I'm afraid he's not here.

Can I take a message?
 Could you ask him to call me back, please?

6 Complete the pairwork cards. Ask and answer in pairs.



3 Listen and complete the note for William. 102

Ask *Who does Anna want to come to the exhibition with her?* (William.)

Have the students work with a partner to complete the message for William, before you play the recording again.

4 Listen again and write who is talking. Match the questions and answers.

Have the students work individually to look at the questions and write who asked the question in the conversation. Then ask them to match the questions and answers. Ask two volunteers to be Anna and Mrs. Victory and role-play the dialogue.

5 Look, listen and repeat. 103

Have students close their books. Write the questions from the Perfect Pronunciation box on the board. Play the first question and ask *Where's the stress in the sentence?* (On William.) Draw a dot above William. Play the recording for the students to listen and draw a dot above the stressed words. Have the students open their books to check their answers.

6 Complete the pairwork cards. Ask and answer in pairs. Workbook page 127

Ask the students to look at the Everyday Language section on the Unit 9 Grammar and Everyday Language Poster, focusing on the language for talking on the phone. Ask a volunteer pair to read out the dialogue to the class.

Tell the students to cut out the Unit 9 Fluency Cards from page 127 in their Workbooks. Divide the class into pairs and assign them A and B. Pair yourself up with a student B to demonstrate the activity. Use the prompt on the Fluency Card to start the conversation, for your partner to respond.

The pairs follow the instructions on their cards and then change roles.

WORKBOOK ANSWERS

- 5 1 speak 2 afraid 3 message
 4 like 5 When 6 back 7 tell
 8 welcome
 6 1 Can I speak to Maria, please?
 2 OK, I'll tell her. 3 On Saturday at three o'clock. 4 Can I take a message? 5 She's not here I'm afraid. 6 When are you going? 7 Could you tell her? 8 Could you ask her to call me back please?
 7 1 we will go to the exhibition
 2 I believe in aliens 3 a simulated mission to Mars would be interesting
 4 I want to eat space food 5 it would be a good idea.

Try! Answers will vary.

Further practice / Homework

Workbook page 107; Unit 9 Functions Worksheet

Unit 9 Listening and Speaking page 121

Lesson objectives

- Listen for gist and specific information.
- Pronunciation: sentence stress.
- Ask for and give information over the phone.

Language

Simple present for telephoning: *Can I speak to William, please? Can I take a message? Could you ask him to call me back, please?*

Materials

- Tracks 101–103; Unit 9 Wordcards; Unit 6 Grammar and Everyday Language Poster; Workbook pages 107, 127

Warm up

Play *Spell It* (see Ideas Bank) with the Unit 9 Wordcards.

1 Listen and underline what Anna's project is about. 101

Ask the students *Would you like to go to a space exhibition? What would you like to see and learn about?*

Have the students look at the options, before you play the recording for them to underline what Anna's project is about.

2 Listen again and mark (✓) what you can do at the exhibition.

Focus the student's attention on the things you can do at the exhibition and ask *Which things would you like to do?*

In pairs, the students see how much they can remember about what you can do at the exhibition and check the options.

Play the recording for the students to check their answers.

Lesson objectives

Understand about ISS.
Extract information from a text to complete a mind map.

Language

Crew, gravity, laboratory, orbit

Materials

Track 104; Workbook page 108

Warm up

Write *satellites* on the board. Divide the class into teams of four and ask them to find a word for each letter of *satellite*. Tell them each word must have at least four letters. Start them off by writing the word *space* down from the first *s* in *satellite*. Stop the teams after two minutes. Each team wins a point for each word. The team with the most points wins. If several teams finish with the same points, you can award points depending on the number of letters in each word.

1 Look at the pictures and discuss in pairs.

Divide the class into pairs. Tell them to look at the pictures in Activity 2 and ask *Who are the people? (Astronauts.) Where are they? (On a space station.)*

Give the students a couple of minutes to discuss to the questions in Activity 1 with their partner.

Ask a few volunteers to share their answers.

2 Read and match the subtitles to the paragraphs. Listen and check.

Point to the word pool and say *These are subtitles for the paragraphs in the text. What do you think the text is about?* Accept all suggestions.

Have the students work individually to read the text and match the subtitles.

Ask students to check their answers with their partner and, if they have different answers, re-read the text to check.

Play the recording for students to listen, follow in their books and check their subtitles.

3 Look and complete the mind map about research at the ISS. Discuss the questions.

Focus the students' attention on the mind map and ask *What does research mean? (To study and learn about things.) Say The scientist on ISS study space, the Earth and humans.*

Have the students work in pairs to complete the rest of the mind map,

finding the information from the text and writing it in the correct box.

Divide the class into groups of four and ask them to discuss the questions.

Optional activity

On the board, write the headings *The solar system, equipment, important dates, people, Voyager 1 and 2* and *ISS*. Tell the students they are going to have a class quiz.

Divide the class into teams of four and ask them to copy the headings. The students look through Unit 9 and write one question about space for each heading.

Monitor and check their grammar, and help with vocabulary and forming the questions.

The teams take turns to ask their questions. The first team to answer correctly wins five points. The winning team is the team with the most points.

WORKBOOK ANSWERS

1 1 c 2 d 3 f 4 g 5 h 6 a 7 e 8 b

2 It is used to observe the solar system and take very detailed images.

3 1 F 2 F 3 T 4 T 5 T 6 T

4 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 108

1 Read the text and circle.

- 1 What is it? **a a report** b a poster c a pamphlet
 2 What is it for? **a to give news** **b to give facts and information** c to sell something

The Red Planet by Anna Bean

I found out about Mars. I know we've sent 38 robotic missions to Mars. One day, astronauts might go there. I wanted to know what they would find.

Which planet is Mars?

Mars is the fourth planet in our solar system. It's the closest planet to Earth. It is sometimes called the "Red Planet" because it looks rather red from space.

What is Mars like?

Mars is a rocky planet like Earth. Some of the other planets are made of gas. Mars has some other similarities to Earth, too. We can see volcanoes, deserts and canyons. It has two moons called Phobos and Deimos. Mars doesn't have air like Earth. It doesn't have oceans or rivers. However, scientists

have discovered ice at the north pole and the south pole.

Is there life on Mars?

Martians are in lots of books and movies. Some people wonder if there was life on Mars a long time ago. In the 19th century, people thought that they could see canals on the surface of Mars. (Canals aren't natural, so they thought that aliens made them.) Today, we know that there aren't any Martians.

Mars is a very interesting planet. I think that if astronauts went there, they would learn a lot. I hope that we can invent faster spaceships so that one day we can visit Mars!



Adverbs of manner

In a report, use formal language to sound more serious.

Formal	Informal
it is sometimes called	some people call it
rather	a bit
similarities	things that are the same
However,	but

2 Color the features to match the text.

- 1 a formal word or expression 3 a topic sentence 5 a fact or a figure
 2 a personal opinion 4 extra information or an explanation in parenthesis

3 Match the parts with the descriptions.

- 1 The introduction a tells us what the writer has learned, or how they feel.
 2 The paragraph titles b explains why the writer wrote the text.
 3 The conclusion c show what the paragraphs will tell us.

4 Read the text and answer the questions.

- 1 Which position does Mars have in our solar system? 4 What doesn't Mars have?
 2 Why is Mars called the "Red Planet"? 5 What did people think they saw on Mars in the 19th century?
 3 In what ways is Mars a bit like Earth? 6 Why did they think that there were Martians?

5 Research and write a report on another planet.

conclusion in the text. Ask *What information do you find in each part?* (The reason for the text, the paragraph information, and what the writer learned.) Have the students work in pairs to match the parts with the descriptions.

4 Read the text and answer the questions.

Students read the questions silently and see if they can answer the questions. Have them read the text again and write the answers to the questions in their notebook. Divide the class into pairs and ask them to take turns asking and answering the questions to check they have the same answers.

5 Research and write a report on another planet.

Ask the students to tell you the names of all the planets they know and write them on the board.

Divide the class into pairs and tell them to choose a planet to research. If there is classroom access to the Internet, the students can do the research on the computer. If not, make encyclopedias or fact sheets available for the students to use. Another alternative is to take the class to the library to do their research.

The pairs make a list of the information they want to find out about their planet. For example: *How far it is from Earth? How big it is? Is there water or plants there? Can we see it from Earth?*

Students then work individually, using their list to write their report and draw pictures to illustrate some of the information. They should use the text in Activity 2 as a model.

Monitor the students working, checking the layout and circling any errors in the target language for students to correct themselves.

Take in their reports to assess what you need to go over again in the next Writing class.

WORKBOOK ANSWERS

- 1 b, c, f, g have Magic e
 2 1 spacecraft 2 solar system
 3 largest 4 sun 5 asteroids
 3 1 F 2 T 3 T 4 F
 4 d, b, a, c
 5 i_e: like, sometimes
 a_e: takes, spacecraft, surface
 o_e: hope
 6 Answers will vary.
 Try! Answers will vary.

Further practice / Homework
 Workbook page 109

Unit 9 Writing page 123

Lesson objectives

- Identify the features of a report.
- Understand the use of formal language in a report.
- Write a report.

Language

Planets and space words

Materials

Colored pencils; Workbook page 109

Warm up

Play a game of *Time's Up!* (see Ideas Bank) with the planet and space words.

1 Read the text and circle.

Focus students' attention on the picture and ask *What planet is it? (Mars.) What color is it? (Red.) What do you think the car does? (Takes photos and soil samples, and records sounds.)* Accept all suggestions.

Tell the students they have one minute to read the questions, look at the text and circle the correct answers.

Have students compare their answers before asking a few volunteers to share their answers. Ask *How do we know it's a report? (There are questions for subheadings and it has a lot of facts that Anna researched.)*

2 Color the features to match the text.

Tell students to look at the text again and point to the colored words and phrases. Make sure the students have colored pencils and tell them to work on their own to look at the features and then match each one to one of the colored words or phrases. Then have them color the feature with the corresponding color.

Ask pairs to check their answers together.

3 Match the parts with the descriptions.

Ask the students to point to the introduction, paragraph titles, and

Unit 9 Project and Value

page 124

Lesson objectives

Planning and making a solar system.
Write about a planet.

Value

Don't believe everything you read online.

Materials

Coat hanger; wool; paper; coloring pencils; hole punch; Unit 9 Stickers; Workbook page 110

Warm up

Play *The Alphabet Game* (see Ideas Bank).

Value: Read and stick.

Ask students to open their Student Books to page 124 and find *Anna's Value* at the top. Ask a volunteer to read the value aloud. Tell the students to look at the picture under Anna and ask *What's she doing?* (*Watching a program about aliens.*) *Why shouldn't you believe everything you read online?* (*Because there is so much information and anyone can make a website or a blog or create a hoax. People may not write true things. It's always best to check information with different professionals.*)

Have students open their books to the stickers page and point to the sticker that shows the value. Have them stick it into the space under *Anna's Value*.

Our Solar System

Stage 1: Plan your project.

Divide the class into pairs to discuss and research the solar system. They can start by looking back at page 114, Activity 2, and then use the Internet, encyclopedias and fact files.

Tell them to find the answers to the questions in step 2. Tell the class they are going to need this information to create a model of the Solar System.

Stage 2: Develop your project.

Ask volunteers to come to the board and draw the sun and the order of the eight planets, in terms of distance, from the sun: *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.*

The students work individually to draw and cut out a sun and the eight planets. Make sure they look at their research so they can make the sizes as accurate as possible. After they have colored them, they use a hole punch to make a hole at the top of each one. They then write the names of the planets and cut them out for the labels.

Unit 9 Project and Value

Our Solar System

Materials

- Coat hanger
- String
- Paper
- Coloring pencils

Read and stick.
Don't believe everything you read online.

Stage 1: Plan your project.

- Find out about the order of the planets in the Solar System.
- Research the size, appearance and features of the planets. What does each planet look like? Is each planet hot or cold? Which is the biggest planet and which is the smallest planet?

Stage 2: Develop your project.

- Draw the sun and the eight planets. Try to make the sizes accurate.
- Cut the planets out and color both sizes. Make a hole at the top of each one.
- Tie the planets to a coat hanger using some string. Make labels for the planets and stick them onto the coat hanger.
- Choose one planet and write a paragraph about it.

Stage 3: Share your project.

- Present your solar system mobile.
- Tell the class what you've learned about one of the planets.

Stage 4: Evaluate your project.
Save your Project Record.

Show the students how to attach the planets to the coat hanger with wool and stick the labels on.

Tell the students to find the report they wrote about a planet in the Unit 9 Writing Lesson, Activity 5, and have them rewrite it, correcting any errors that you noted on the report.

Stage 3: Share your project.

Divide the class into groups of four and ask each student to present their Solar System to the group. Tell the students to point to their planet and tell the group as much information as they can remember from their paragraph.

Monitor the groups, and encourage them to not read out their paragraph but to talk about the planet from memory.

Stage 4: Evaluate your project.

This stage can be done after each individual stage is completed. Ask students to open their Workbooks to page 110, and direct their attention to Activity 2. Read the instructions for Stage 1

and help students reflect on their project and check *yes* or *no*. Repeat for the other stages.

Optional activity

Tell students to create a project record, where they look at the process and the product of the project. Discuss the aim of the record with the class. Students work individually to list all the stages of the project, the materials they used and the result. Students keep their project records in their folder or notebook.

WORKBOOK ANSWERS

1 1 ✓ 2 X 3 ✓ 4 ✓ 5 X 6 X
7 X 8 ✓

2 Answers will vary.

Try! Answers will vary.

Further practice / Homework

Workbook page 110

1 Describe the pictures in pairs.



This is the Sun.

The planets travel in an orbit.

2 Complete with the second conditional.

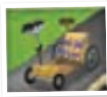
A School Trip to the moon by Anna Bean

Let's go on a school trip to the moon!
If we (1) went (go) to the moon,
we (2) would learn (learn) so much.
If we (3) saw (see) Earth from
space, we (4) would be able to (be able to)
count the continents and see the poles.

If we (5) landed (land) on the moon, we
(6) would study (study) its surface. In the
spaceship, we would float. If we (7) floated
(float) around, we (8) would understand
(understand) how important gravity is! I think a
trip to the moon is a great idea.

3 Look, read and circle.

Pictures from the Science Fair!



Alex and William
(1) noticed / designed a
new moon buggy. Mr. Tidy
helped them (2) build
observe a model.



Anna (3) observed /
discovered the night
sky. She (4) designed /
recorded the movement
of a famous comet.



Lily and Betty
(5) noticed built some
strange lights in the sky.
Have they (6) designed /
discovered alien life?

4 Complete and answer the questions.

How many What When Which Who

SCIENCE QUIZ

- When was the first satellite sent into space?
(clue p. 114)
- What were seen on Mars in the 19th century?
(clue p. 123)
- Who was sent into space in 1961? (clue p. 114)
- How many languages were recorded on the
Golden Records? (clue p. 120)
- Which satellite was launched in 1998? (clue p. 117)



To check as a class, ask different volunteers to read a sentence each.

3 Look, read and circle.

Divide the class in two teams and hold up the Unit 9 Wordcards Set 2, one by one. The teams take turns making a sentence with the word you show them, such as *Astronomers observed the planets with a telescope*. The teams win a point for each correct sentence. The winning team is the one with the most points.

The students work individually to circle the correct words in the sentences.

4 Complete and answer the questions.

Divide the class into four groups to do the quiz. The students work together to answer the questions.

The first team to finish wins ten points and, for every correct answer written in full, each team gets five points.

When the first team has finished, tell the other teams to stop writing.

Have the teams swap books. Add up the scores and declare the winning team.

Evaluation

Keep notes as you monitor students' progress through this lesson to flag areas where they have problems using target vocabulary and grammar structures. This can help in deciding whether and how to implement remedial practice activities.

Ask students to take out their stickers sheet and find this unit's star sticker. Have them place the sticker next to their favorite activity in the unit.

Additional resources

The Unit 9 Test can now be given.

WORKBOOK ANSWERS

- 1 discover 2 experiments
3 observing 4 record 5 Inventors
6 design 7 build 8 Astronomers
9 constellations 10 notice
- 2 If I had a spaceship, I would visit the moon. 2 If I met an alien, I would take a photo. 3 If I was an astronaut, I would travel into space. 4 If I found a new continent, I would call it Newland. 5 If I discovered a new planet, I would build an enormous park. 6 If I was an inventor, I would design a rocketship.
- 3 1 was / called 2 were / discovered
3 was / seen 4 was sent 5 was found
- 4 Answers will vary.
Try! Answers will vary.

Further practice / Homework

Workbook page 111

Unit 9 Review page 125

Lesson objectives

Review the vocabulary and language learned in the unit.

Provide an opportunity for self-evaluation.

Language

Space and planet words

The second conditional

Question words with the simple past passive

Materials

Unit 9 Wordcards Set 2; Unit 6 Grammar and Everyday Language Poster; Workbook page 111

Warm up

Divide the class into two teams. A student from each team comes to the board, facing their team. Write a word on the board, such as *invented*. The teams explain

the word to their team member at the front. The first student to guess the word wins a point for their team. Repeat the game with different students and words from Unit 9.

1 Describe the pictures in pairs.

Divide the students into pairs and ask volunteers to read the speech bubbles. Ask more volunteers for a couple more example sentences about the picture. Have the pairs take turns to say sentences to describe the picture.

2 Complete with the second conditional.

On the board, write the sentence *If we went to the Moon, we ...*

Ask a few volunteers to finish the sentence, such as *... would learn so much*. The students work individually to complete the text.

Have the students look at Activity 1 and the chart in Activity 2 on page 116 to support them.

Review Story

pages 126–127

Lesson objectives

Review the vocabulary and language learned in Units 7–9.

Reading to find specific information in a text.

Language

Clothes and accessories words

Space and planets words

Reported speech

Simple present passive questions and statements

First and second conditional

Simple past passive statements

Materials

🎧 Track 105; colored pencils;
Workbook page 118

Warm up

Play *Bingo!* (see Ideas Bank) with the vocabulary from Units 7–9.

1 Listen and read the story. 🎧 105

Ask the class *Have you ever designed a new gadget, an accessory, or piece of clothing at home or at school? What did it do?*

Ask the student to look at the pictures in the story and ask *What do you think happens in the story?* Encourage predictions from different volunteers around the class.

Play the recording for students to listen and follow the story in their books.

Ask questions to check comprehension.

For example: Frame 1: *When is the science fair? (Tomorrow.)* Frame 2: *What has Lily designed? (Some smart hoodies with walkie-talkies in the sleeves.)* Frame 3: *What has William designed? What can it do? (A new program for his tablet. It can link to other gadgets and download things.)* Frame 4: *What has Alex designed? What could we observe with it? (A satellite camera. The continents and the oceans from the air.)* Frame 6: *What happens to Alex's balloon? (It goes out of the window.)* Frames 8 and 9: *What are the children going to use to find the camera? (William's tablet and Lily's walkie-talkie sweater.)* Frame 11: *Is the plan working? (Yes, it is.)* Frame 12: *Has Alex really built a satellite camera? (No, he hasn't.)*

Frame 6: *What happens to Alex's balloon? (It goes out of the window.)* Frames 8 and 9: *What are the children going to use to find the camera? (William's tablet and Lily's walkie-talkie sweater.)* Frame 11: *Is the plan working? (Yes, it is.)* Frame 12: *Has Alex really built a satellite camera? (No, he hasn't.)*

Frame 11: *Is the plan working? (Yes, it is.)* Frame 12: *Has Alex really built a satellite camera? (No, he hasn't.)*

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Frame 12: *Has Alex really built a satellite camera? (No, he hasn't.)*

Frame 12: *Has Alex really built a satellite camera? (No, he hasn't.)*



first and second conditional, simple past passive statements.

Choose a different color for each heading, and make sure the students have colored pencils. Tell the students to find examples of each of the categories in the story and underline them in the color you designated. Say *Color the clothes words blue.*

Divide the students into teams of four and ask them to write three true and three false sentences about the story.

Monitor the students to check their grammar and use of the target language. Join two groups together. Tell the students to close their books and take turns to read out their sentences for the other team to say if they are true or false, and then to correct the false sentences.

Divide the class into groups of nine to act out the story.

Assign each student in the groups a character: Mr. Bean, Alex, Lily, Anna, William, Betty, Mr. McMaster, Mr. Murphy and Miss London.

Give the students time to learn their lines by reading their parts in the story in their groups.

Monitor and help with pronunciation and expression.

Have the groups make up actions and collect any props they need before they practice acting out the story.

Assign each group an area in the classroom for them to practice acting out the story.

Ask volunteer groups to act out the story for the class.

Remind the class to be a polite audience, and to be quiet and listen and clap at the end.



WORKBOOK ANSWERS

- 1 1 Lily, e 2 William, a 3 Alex, c 4 Dad, f 5 Betty, d 6 Lily, b
- 2 1 were designed 2 was invented 3 was built 4 was carried 5 were downloaded
- 3 1 Lily said that the smart hoodies were her design. 2 William told the audience that his tablet linked to other gadgets. 3 Alex said he was tying a camera to the balloon. 4 Anna told them that the balloon was flying towards the park.
- 4 Answers will vary.
Try! Answers will vary.

Further practice / Homework
Workbook page 118

Optional activity

On the board, draw a four-by-three table with the headings *Lily's*, *William's* and *Alex's inventions* in the top row, and the questions *What is it?* *What are the special features?* in the first column. Ask students to copy the table into their notebook and, with their partner, re-read the story and complete the table.

Tell the students to draw another three-by-four table and think of three different designs to replace Lily's, William's and Alex's projects at the science fair.

Monitor the groups and ask them questions about their designs, such as: *What's it made of?* *What can it do?*

Have the students complete the table for the new inventions.

Ask the students to re-read frames 2, 3 and 4 of the story. They then use these frames as model to rewrite the presentations to describe their three new projects.

Optional activity

Ask the students to work in pairs. They tell each other which of the inventions from Alex's dream they like best and why.

Audio script

Track 1

Narrator: 1

Adult: An after-school activity for a group of people to do something together; for example, to learn a skill or to do a sport.

Narrator: 2

Adult: A person who trains a person or a team to help them **get** better at a sport.

Narrator: 3

Adult: A regular club for doing a sport where you learn skills and improve.

Narrator: 4

Adult: A topic you learn about at school. Examples are math, history, geography or music.

Narrator: 5

Adult: A schedule or list that shows what time you have different subjects at school.

Narrator: 6

Adult: A period of the year when you go to school. In most American schools there are two of these: fall and spring. There are vacations in between them.

Narrator: 7

Adult: The extra work that your teacher gives you to do at home in the evening.

Narrator: 8

Adult: A short activity in school. You have to answer questions without help so that your teacher can check if you have learned your work.

Narrator: 9

Adult: The book that you use in school to learn from. You have one for each subject. It has information in it, and also questions to answer.

Narrator: 10

Adult: This is a more serious test to see how much you know or what you can do. Students do these before they leave school. If you pass, you get a certificate.

Narrator: 11

Adult: This is what you do to learn all the information about a subject.

Track 2

William: What do we have before lunch, Lily?

Lily: Let's see ... Before lunch is English.

William: Great. I like English.

Lily: And then we have Science after lunch. And then we have History or P.E. – I can't remember.

William: Cool! I like Science. I think the last lesson is P.E. actually.

Lily: What about clubs? What are you doing after school today, William?

William: I'm going to art club.

Lily: Really? Art club is on Wednesdays.

William: Oh! Silly me. You're right! Today I'm doing judo. It's judo club this afternoon.

Lily: Great! I want to do judo too. See you later!

Track 5

Narrator: 1

Adult: Make a loud, high noise to show that you are scared.

Narrator: 2

Adult: Show that you are happy and excited about something you are watching.

Narrator: 3

Adult: Show that you are annoyed, but you do not want a big argument. Complain quietly.

Narrator: 4

Adult: You think something is funny.

Narrator: 5

Adult: You have a secret. Speak very quietly.

Narrator: 6

Adult: You talk very loudly to get someone's attention.

Track 7

Narrator: 1

Adult: A big ship comes to the port every year. It carries gold and silver from Spain.

Narrator: 2

Adult: Tom is following footprints into the cave.

Narrator: 3

Adult: Soldiers watch the port all the time. They are watching the port now.

Narrator: 4

Adult: Tom is looking for shellfish.

Narrator: 5

Adult: Pirates often hide in this cave.

Narrator: 6

Adult: Maggie never goes into caves, but she is hiding in a cave now.

Track 11

Anna: Look, Lily. It's a poster for the Starlight Academy Talent Show!

Lily: Can you dance? Can you sing? Can you tell funny jokes? This is your chance to shine! You can perform alone or in a group. Start practicing now!

Alex: Cool! When are the auditions?

Lily: Auditions are after school on Friday. Come and tell us your stories! Come and show us your magic tricks! The Talent Show is on Saturday October 3rd.

The judges are: Miss London, Mr. McMaster and Mr. Murphy. Fantastic prizes!

Alex: Fantastic prizes?! Cool! I'm going to practice my magic show. I'm really good at magic tricks.

Lily: Great idea, Alex. I don't know what I'm going to do.

Anna: We could do something together, Lily.

Lily: Good idea. What about a dance routine?

Track 12

Billy: The Talent Show is going to be great!

Sam: Yes. Have you decided what you're going to do for the audition?

Billy: Hmm. Not yet. Do you have any ideas?

Sam: Can you play an instrument?

Billy: No, I can't. I'm not musical.

Sam: Can you dance?

Billy: Yes, I can. I'm good at dancing, but other people are doing that.

Sam: We could do an act together. Can you do magic tricks?

Billy: No, I can't. I don't have a good memory. I always forget the trick!

Sam: Hmm. Are you good at telling jokes?

Billy: Yes, I am. I'll be a comedian! I can always make my family laugh.

Sam: Good idea! That will be great!

Track 15

Betty: School Show: The Lion King Tickets are selling so quickly! They're quite cheap – only \$2 each. It's such a famous musical that I'm sure you know it! The songs are so cool that you'll be singing them all week! And it's such a good story. I'm sure you'll enjoy it! It starts at 5:30 pm and it's so long, it finishes at 8 o'clock!

Track 17

Narrator: 1

Adult: Nine students went on vacation by bus and car. They drove on roads and ...

Narrator: 2

Adult: Four students went on vacation by train. Trains don't use roads or highways. They use a ...

Narrator: 3

Adult: Two students went on vacation by sea. They took a ferry from the ...

Narrator: 4

Adult: Four students went on vacation by air. They caught an airplane at the ...

Narrator: 5

Adult: One student went on vacation on the waterways. They hired a boat on a ...

Narrator: 6

Adult: To fly up into the air, an airplane needs a long ...

Narrator: 7

Adult: To go on vacation by sea, you can cross the sea on a ...

Track 19

Narrator: 1

Adult: Jake expected to see the new house.

Narrator: 2

Adult: Jake offered to help with the packing.
Narrator: 3
Adult: Mom suggested going out for an ice cream.
Narrator: 4
Adult: On the journey, they avoided going through the tunnel.
Narrator: 5
Adult: Jake enjoyed looking out at the new view.

Track 21

Narrator: 1
Woman: Good morning. Can I see your passport and ticket, please?
Man: Here you are.
Woman: How much luggage do you have?
Man: I have these two suitcases.
Narrator: 2
Man: Are you sure you don't have it? Have you looked in your hand luggage?
Woman: Yes! Yes! I've already looked in my hand luggage! I've looked everywhere!
Man: Well, I'm afraid you can't fly without it. You must have an official form of identification.
Narrator: 3
Woman: Good afternoon, ladies and gentlemen. We will soon be arriving in New York. The weather in New York is sunny and warm this afternoon. I hope you have a nice time. Please fasten your seat belts. We will be arriving in 10 minutes.
Narrator: 4
Man: Good morning. Passengers for flight AC691 to Rio de Janeiro please come to Gate 36.

Track 23

Announcer: The next train to arrive at platform 5 will be the 9:05 am Maple Leaf Service to Toronto, Canada. That's platform 5 for the next train to Toronto, Canada. It stops at Albany, Buffalo, Niagara Falls and Toronto. The arrival time in Toronto is 8:50 tonight. That's a journey time of 12 hours. Remember there are no sleeping cars on the train, only seats. You must have a reservation for your seat. Food and drinks are available from the dining car. Please have your ticket and reservation with you when you get on the train. And don't forget your passport! We will be crossing the border into Canada. Platform 5 for the 9:05 Maple Leaf service to Toronto, Canada. The train leaves in 15 minutes.

Anna: Oooh. How exciting. They're going to go to Canada.
Lily: Can we go to Toronto, Dad?
Alex: Oh! Yes please, Dad!
Dad: Not today, kids. We're going to Boston to see Grandma! It's her birthday tomorrow! Come on.

Track 24

Ticket seller: Good morning.
Mr. Bean: Good morning. Can I have four tickets to Boston, please?
Ticket seller: Yes, certainly. Are you traveling today?
Mr. Bean: Yes, we are. When does the next train leave?
Ticket seller: The next train leaves at 10:30 am from platform 13.
Mr. Bean: And what time does it arrive in Boston?
Ticket seller: Let's see. It arrives at 2:00.
Mr. Bean: Two o'clock. OK. That's fine.
Ticket seller: When are you coming back?
Mr. Bean: We're coming back on Sunday.
Ticket seller: OK, four return tickets from Boston.
Mr. Bean: How much is that, please?
Ticket seller: That's \$196, please.

Track 28

Narrator: 1
Adult: His name is Rumblebuffin. He's friendly and he's very, very tall. He's the ...
Narrator: 2
Adult: He's the real king of Narnia. He's wise and good. His name is Aslan. He's a ...
Narrator: 3
Adult: They help the children find Aslan. They're helpful and loyal. They're the ...
Narrator: 4
Adult: Mr and Mrs Beaver help the children. They're loyal ...
Narrator: 5
Adult: She controls Narnia. Aslan has come back to fight her. She's the White Witch. She's the ...

Track 30

Narrator: 1
Adult: The maid was cleaning the room.
Narrator: 2
Adult: The countess was talking to the police.
Narrator: 3
Adult: The countess was reading the newspaper.
Narrator: 4
Adult: The waiter was looking for the jewel.
Narrator: 5
Adult: He was leaving the room with the jewel in his pocket.
Narrator: 6
Adult: The waiter was serving breakfast.

Track 33

Mr. McMaster: And now Mrs. Khan, our school librarian, has an announcement about an exciting event in the school library.
Librarian: Hello everyone. I want to tell you about Book Week! Book Week is next week. It's all about books and reading. There are events and competitions from Monday to Friday in the school library, and we have a very special visitor coming on Thursday: the famous poet Kenn Nesbitt will be here, and you can ask him questions about your favorite books. There will be a reading group in the library every day after school and there's a book cover competition with a great prize! Come to the library and join in with Book Week!

Track 34

Librarian: Hi, Anna. Can I help you?
Anna: Yes, please. I'm looking for a new book.
Librarian: What sorts of books do you like?
Anna: I like funny stories and I like exciting stories.
Librarian: How about this one? It's a ghost story.
Anna: Hmm. I'm not really into ghost stories.
Librarian: OK. Have you read this one? It's a fantasy novel.
Anna: No, I haven't. I prefer science fiction or detective stories.
Librarian: Well, I can recommend this one. It's a science fiction story and it's very exciting.
Anna: Great! It looks really good. Thank you very much!

Track 39

Narrator: 1
Adult: This is the start of your education. In England, you do this when you're four years old.
Narrator: 2
Adult: This is the start of your life.
Narrator: 3
Adult: When a person stops doing their job because they're quite old.
Narrator: 4
Adult: When you leave your parents' house and go to live somewhere new.
Narrator: 5
Adult: When you start to work and earn money.
Narrator: 6
Adult: A ceremony in which two people decide to stay together for the rest of their lives.
Narrator: 7
Adult: You do this when you have completed your school education.
Narrator: 8

Adult: When you pack up all your possessions and go to live in a new house.

Narrator: 9

Adult: When you decide to continue your studies and get a degree.

Narrator: 10

Adult: When you take lessons so that you can drive a car.

Narrator: 11

Adult: When a man and a woman become parents.

Narrator: 12

Adult: When you develop into an adult.

Track 41

Narrator: 1

Adult: Look! I've found something. Oh ... it must be from that farm over there. It can't be valuable. It's just an old horseshoe.

Narrator: 2

Adult: There's something over here. I can't move it. It must be big! It could be pirate treasure. Come and help me.

Narrator: 3

Adult: Wow! Look at this! It looks old. It might be Viking jewelry. It must be valuable. It's made of gold.

Narrator: 4

Adult: Look, what's this? Is it a helmet? It's broken.

Narrator: 5

Adult: Listen, I've found something. It must be quite small. It might be a button. No, look: it's a key. It could be the key to that box!

Narrator: 6

Adult: Look, here's something. I think it must be quite modern. Yes, look—it's a metal detector.

Track 43

Narrator: 1

Adult: When a man and a woman get married, the man is the ...

Narrator: 2

Adult: When a man and a woman get married, the woman is the ...

Narrator: 3

Adult: Your mom or dad is your ...

Narrator: 4

Adult: Your mom's parent is your ...

Narrator: 5

Adult: Someone who lives in the house next door to yours is your ...

Narrator: 6

Adult: All the people who live and work in an area make up a ...

Narrator: 7

Adult: When you are older than 12 and younger than 20 you are a ...

Narrator: 8

Adult: A young child who has just learned to walk is a ...

Narrator: 9

Adult: You're not a child or a teenager any more, you're a ...

Track 45

Anya: Hi Alex! What's going on?

Alex: Hi Anya. We're having a party this afternoon. It's the annual Bean Family Barbecue!

Anya: What's that?

Alex: It's a party in our yard. It's for all our neighbors and friends.

Anya: What happens?

Alex: There's lots of food and drinks. Everyone brings some food to share. There's music. The children play games and the grown-ups talk.

Anya: What are you doing now?

Alex: We're decorating the garden and putting big tables outside. I'm choosing a costume.

Anya: A costume? Why?

Alex: It's a costume party. Everyone wears a costume. This year the theme is history.

Anya: Cool! Can I come?

Alex: Of course you can! Mom! This is Anya. She's our new neighbor. Can I give her an invitation?

Mom: Of course! I've already invited your parents, Anya!

Anya: Cool! I'm going to find a costume.

Track 46

Alex: Mom! Anya's here for the party. Can we help?

Mom: Oh, hello Anya. Wait a minute. Let me look at my list ...

Alex: Should I hang up some flags?

Mom: No thanks, Alex. Anna and I have just hung up all the flags. Please could you go and get some chairs. They're in the garage.

Alex: Sure.

Anya: Can I do anything to help?

Mom: Yes, please. Could you set the table with these plates and cups?

Anya: No problem.

Mom: And then could you find some games for the children to play?

Alex: Yes! Come on, Anya.

Track 50

Narrator: 1

Adult: This animal is from Africa. It's endangered. It has a population of approximately 52,000 in the wild.

Narrator: 2

Adult: This animal lives in the ocean. It's endangered. It's also protected. It has a population of approximately 12,000 in the wild.

Narrator: 3

Adult: This animal lives in the Arctic. It's not endangered but it is protected in some countries like Sweden, Norway and Finland. It has a population of approximately 350,000 in the wild.

Narrator: 4

Adult: This animal lives in Spain and Portugal. It's endangered and it's protected. It has a population of

approximately 220 in the wild. There are also some in captivity.

Narrator: 5

Adult: This animal comes from Europe. It's endangered and protected. It's the biggest land mammal in Europe. It has a population of approximately 2,800 in the wild and 1,500 in captivity.

Narrator: 6

Adult: This animal lives on islands in the Atlantic Ocean. It's endangered. It has a population of approximately 55,000 in the wild.

Narrator: 7

Adult: This animal lived in the Yangtze River in China. The river became too dangerous and polluted. It has been extinct since 2006.

Track 52

Narrator: 1

Farah: He needs a name. I'll call him Coco.

Narrator: 2

Mom: Hello. We've found a baby orangutan in our garden.

Sanctuary assistant: OK. We'll come and get it.

Narrator: 3

Dad: We should call the orangutan sanctuary.

Mom: Good idea! I'll call them now.

Narrator: 4

Dad: He looks hungry. I'll get him a banana.

Narrator: 5

Sanctuary assistant: Will we see you at the sanctuary some time?

Farah: Yes! I'll come and visit Coco!

Track 54

Narrator A

Actor: Did you know that leaving the light on all day can waste a lot of energy? Think about it! Turn off the light when you leave the room!

Narrator B

Actor: Save energy! Did you know that setting the heating 2 degrees lower can save approximately 600 kilograms of carbon dioxide per year? And it's cheaper too. Just wear a sweater.

Narrator C

Actor: Recycle! If we all recycled glass, paper, plastic and metal we could reduce our trash by 50 percent.

Narrator D

Actor: Eat leftover food for a snack or a packed lunch!

Track 55

We can get together and take care of the planet,
We can get together and help clean up the world!
We can help each other, we can work together,

We can get together and help clean up our world!

Recycle! Sort paper and plastic.
Recycle! Don't throw away jars and cans.
Recycle! Give away old clothes and toys.
Don't throw them in the trash!

We can get together and take care of the planet,
We can get together and help clean up the world!
We can help each other, we can work together,
We can get together and help clean up our world!

Save water! Remember to turn off the faucet!
Save energy! Turn off all your gadgets!
Save energy! Just put on another sweater!
Don't turn the heating up!

Track 56

Lily: Mr. McMaster, can we put our poster on the noticeboard, please?

Mr. McMaster: What is it about?

Lily: It's about Earth Week. It's Earth Week next week.

Betty: We want to remind everyone to take care of the environment and endangered animals. We've planned some events.

Mr. McMaster: What events have you planned?

Lily: On Tuesday, we're going to get together and clean up the school playground and the park. On Thursday, we're going to make nesting boxes for wild birds.

William: And on Friday we're going to raise money for a charity for endangered animals.

Mr. McMaster: How are you going to raise money?

Betty: Each class can choose what to do; for example, baking and selling cakes or giving away old toys that aren't used any more for a rummage sale.

Mr. McMaster: OK, great. You can put the poster here.

Track 57

Betty: What shall we do to raise money for Earth Week?

Lily: We could have a bake sale, couldn't we? Everyone likes cakes!

Betty: Hmm, I'm not sure. I do like baking, but I think that Class 6B are having a bake sale, aren't they?

Lily: Why don't we do a sponsored walk?

Betty: I like the idea, but the Big Walk is next month, isn't it?

Lily: That's a good point. I forgot about that. OK. How about a fancy dress day? Everyone has to pay \$1 to come to school in a costume.

Betty: That's a great idea. Everyone loves dressing up, don't they? And we could have a prize for the best costume.

Lily: Good idea! Let's do that.

Track 60

Narrator: 1

Mrs. Bean: Are you taking the dog for a walk? It's raining you know.

Narrator: 2

Mr. Bean: Are you cold? You can turn the heating up.

Narrator: 3

Lily: What should we have for lunch?

Narrator: 4

Alex: The dog looks hungry.

Narrator: 5

Mrs. Bean: Look at all this paper. What a waste!

Narrator: 6

Mrs. Bean: It's eight o'clock. You've missed the school bus!

Track 62

Narrator: 1

Female reader: This is a product that you put on your skin. It protects your skin from the sun so that you don't get sunburn.

Narrator: 2

Female reader: This is a box with simple medicines and equipment. You can use it if you can't go to a doctor.

Narrator: 3

Female reader: You need to make sure you drink enough on a long walk. You need this to take water with you so that you don't feel thirsty.

Narrator: 4

Female reader: This is for emergencies. It's to keep you warm if you get hurt or stuck in the mountains.

Narrator: 5

Female reader: This is a spray that you can put on your skin. It keeps insects away so it protects you from bites and stings.

Track 64

Narrator: 1

Elsa: Our parents will be so happy to see us!

Narrator: 2

Pilot: In 20 minutes, we'll reach our destination.

Narrator: 3

Elsa: Phew! We won't have to sleep outside tonight!

Narrator: 4

Elsa: Will they come and look for us?

Pilot: Yes, they will!

Narrator: 5

Jamie: I'll never forget this birthday!

Track 66

Narrator: 1

Adult: This word means very, very scared.

Narrator: 2

Adult: This word is the opposite of fantastic.

Narrator: 3

Adult: This word means very, very dirty.

Narrator: 4

Adult: This word means very, very tasty.

Narrator: 5

Adult: This word means very, very happy.

Narrator: 6

Adult: This word means very, very funny.

Track 67

I'm feeling so excited!
Everything is so much fun!
I don't want to miss a thing
On my adventure vacation!

I'm fascinated in the morning!
I'm already starving by ten.
I'm filthy and exhausted ...
I can't wait to start again!

I'm feeling so excited!
Everything is so much fun!
I don't want to miss a thing
On my adventure vacation!

My campfire singing is awful
But I've made some fantastic friends.
These marshmallows are delicious!
I don't want this week to end!

I'm feeling so excited!
Everything is so much fun!
I don't want to miss a thing
On my adventure vacation!

Our river raft was tiny,
But it got an enormous cheer!
My photos are hilarious!
I'm coming back next year!

Track 68

Anna: OK, we have the next clue in the treasure hunt.

William: It's the last clue. This one will take us to the treasure.

Anna: I hope we get there first!

William: Me too! What does the clue say?

Anna: It says ... "Go over the bridge, then follow the path along the river towards the park. Go past the statues and through the gate. There will be a delicious smell. Follow your noses to the treasure! It's on the corner, next to the bank."

William: A delicious smell ... The treasure must be at the bakery!

Anna: Good! I'm starving. Come on. It says, "Go over the bridge, then ... " Oh! The clue! It's gone. Quick! Catch it.

William: Too late! It's going to get stuck in the tree.

Anna: What are we going to do?

William: We have to go across the river.
Let's go to the bridge and then
ask someone where the bakery is.
Anna: Good idea!

Track 69

Anna: Excuse me. Can you tell me how to
get to the bakery?
Man: Sure. Go over the bridge. Then follow
the path along the river.
Anna: Which way?
Man: Turn right. Go toward the swimming
pool.
Anna: OK ... toward the swimming
pool ... and what's next?
Man: Go past the bench and through
the gate.
Anna: Where's the gate?
Man: It's on your left. Then you go across
the playground. The bakery is next to
the park gate.
Anna: Is it near the bank?
Man: Oh, yes. It's opposite the bank.
Anna: Thank you very much! Come on,
William.

Track 74

Narrator: 1
Adult: People wear these for sports.
They're a type of shoe.
Narrator: 2
Adult: You need this when it's raining. You
don't wear it; you carry it.
Narrator: 3
Adult: You need this when you go on
vacation. You can put all your
clothes in it.
Narrator: 4
Adult: People wear this with pants or a
skirt. You can make it tighter or
looser.
Narrator: 5
Adult: People wear this to go to the office,
or for a special occasion. It's a type
of smart clothing.
Narrator: 6
Adult: People take one of these to work.
It's useful for carrying papers, pens
and laptop computers.
Narrator: 7
Adult: You can wear this when it's raining.
It's a special type of coat that's
waterproof.
Narrator: 8
Adult: You can wear these almost
anywhere. They're a type of pants.
They're usually blue.

Track 76

Narrator: 1
Adult: He said he loved the colors.
Narrator: 2
Adult: She said it was the green door.
Narrator: 3
Adult: He said he was going to get a drink.
Narrator: 4
Adult: He said the suit was great.

Track 78

Fashion changes all the time,
There's always something new.
Remember the most important thing
Is to be comfortable and to be you!

Last year, jeans were baggy.
This year, everything's tight.
But in my favorite outfit,
I know that I'm alright!

Fashion changes all the time,
There's always something new.
Remember the most important thing
Is to be comfortable and to be you!

Patterned shirts are in this summer.
There are no plain clothes in sight.
But in my favorite outfit,
I know that I'm alright!

Fashion changes all the time,
There's always something new.
Remember the most important thing
Is to be comfortable and to be you!

It must be striped, checked or spotted.
And colors have to be bright.
But I'm wearing my favorite outfit,
And I know that I'm alright!

Track 79

Alex: What about these jeans, Mom? I
like them.
Mrs. Bean: Hmm. Are you sure they're the
right size? They look very big.
Alex: I like baggy jeans. And they're on sale
—they're half price! Look! \$27.50.
Mrs. Bean: OK, you can try them on.
And you need a new shirt for
Grandma's party.
Alex: Oh Mom! Do I have to wear a
formal shirt?
Mrs. Bean: Yes, you do.
Alex: What about that one, over there?
Mrs. Bean: The nice striped blue one?
Alex: No. I like the spotted one with the
big buttons. It's on sale, too.
Mrs. Bean: Oh. Er ... Well OK then. Go and
try it on.

Track 80

Alex: Excuse me. Where are the dressing
rooms, please?
Assistant: The dressing rooms are over
there, on the right.
Alex: Thank you.
Assistant: Does the shirt fit?
Alex: It's a bit too small. Could I try a larger
size, please?
Assistant: Sure. Here you are. This one is
a large.
Assistant: Is that size better? Does it fit?
Alex: No, it doesn't fit. It's too big!
Assistant: I'm sorry! We don't have your
size.
Alex: Never mind. Could I try on these
jeans in size 10, please?

Assistant: Yes, of course. Here, these are
size 10.

Assistant: Do they fit?

Alex: Yes, they do. They're just the right
size! Thanks.

Track 83

Alex: Lily, will you come to the lost and
found with me?
Lily: OK. Why?
Alex: I've lost so many things. Mum is
getting annoyed.
Lily: Hmm. I need to have a look, too.
Lily: Here we are. Oh look, there's my
raincoat.
Alex: Which one? The striped one?
Lily: No, the spotted one. And there's my
umbrella. They match!
Alex: I'm looking for my hoodie.
Lily: Is it a big baggy one with a zipper?
Alex: No, it has a pocket. I see it. And there
are my sneakers!
Lily: They don't have shoelaces!
Alex: I know. Now I just need to find my
checked suit and my baggy jeans
with all the pockets.
Lily: Oh, there's my white belt! It's lucky my
suitcase is here!

Track 85

Narrator: 1
Adult: Make another one of something
that's exactly like the original.
Narrator: 2
Adult: Choose something on a computer
screen by pressing the mouse.
[Pause]
Narrator: 3
Adult: Make a computer keep your work
so that you can use it another time.
[Pause]
Narrator: 4
Adult: Open a computer or a website by
typing your name and password.
Narrator: 5
Adult: Remove a document or program
from your computer.
Narrator: 6
Adult: Put text, photos and pictures into a
document or program.
Narrator: 7
Adult: Put something extra in a message,
for example a photo or a document.

Track 87

Narrator: 1
Adult: If you click on the icon, you'll get a
virus on your computer.
Narrator: 2
Adult: If you delete the message, you
won't get a virus.
Narrator: 3
Adult: If you get a computer virus, your
computer won't work anymore.
Narrator: 4
Adult: If you tell your friends, you'll be hoax
busters too!

Track 89

Narrator 1

Adult: You use this to save and read books.

Narrator 2

Adult: You can use it to text your friends.

Narrator 3

Adult: You can use this gadget to listen to songs and podcasts.

Narrator 4

Adult: You can use it to do difficult calculations.

Narrator 5

Adult: You use this in the car. It's like a map that tells you where to go.

Narrator 6

Adult: You use this to send and receive radio messages.

Narrator 7

Adult: You can use this to take photographs, which you can download onto your computer.

Narrator 8

Adult: You use it to watch TV programs as well as online videos.

Narrator 9

Adult: You use this device to play video games.

Narrator 10

Adult: You can use this device to watch videos, read books, search the Internet and also write documents.

Track 90

I started with a camera.

(On to the next thing)

Then I got a telephone.

(On to the next thing)

Next came the radio.

(On to the next thing, woah)

Hold on! Tell me! When were they made?

Camera: 1836, telephone: 1876, radio: 1895

So then I got a walkie-talkie.

(On to the next thing)

Then I got a calculator.

(On to the next thing)

Next came the games console.

(On to the next thing, woah)

Hold on! Tell me! When were they made?

Walkie-talkie: 1940, calculator: 1967, games console: 1972

So then I got a laptop.

(On to the next thing)

Then came the GPS.

(On to the next thing)

Then came the MP3 player.

(On to the next thing, woah)

Hold on! Tell me! When were they made?

Laptop: 1981, GPS: 1995, MP3 player: 1997

Next I got a tablet.

(On to the next thing)

Then I got an e-reader.

(On to the next thing)

Then I got a smart TV.

(On to the next thing, woah)

Hold on! Tell me! When were they made?

Tablet: 2001, e-reader: 2004, Smart TV: 2008

Track 91

Lily: Hi William! Are you busy?

William: Not really. I've just finished my history homework.

Lily: Can I ask you some questions? It's for my IT homework. I'm doing a survey about computers.

William: OK.

Lily: Do you ever use computers?

William: Yes, lots!

Lily: Does anyone have a computer at home?

William: Yes. Mom and Dad have laptops and I have a tablet.

Lily: Where do you use a computer?

William: At home and at school.

Lily: How often?

William: Six times a week.

Lily: And what for?

William: For watching videos and doing homework. I sometimes play games, too.

Lily: Last question: What's your favorite website?

William: www.ace-soccer.com

Lily: That's all. Thanks!

Track 92

Lily: OK, first question. Do you ever use computers?

Betty: Yes, I do.

Lily: Do you have a computer at home?

Betty: Yes, we do.

Lily: Where do you use a computer?

Betty: At home and in the school computer room.

Lily: OK, and how often do you use the computer?

Betty: I use the computer three or four times a week.

Lily: What do you use the computer for?

Betty: In computer club, we're designing a website, but I use the computer for projects, too. Oh – and I play games.

Lily: OK, great. Last question. What's your favorite website?

Betty: It's www.ace-space.com

Track 96

Narrator: 1

Adult: It's the name for a group of planets with a sun at the center.

Narrator: 2

Adult: The Earth has two. One in the north and one in the south.

Narrator: 3

Adult: It's a group of stars that makes a shape in the sky.

Narrator: 4

Adult: It's a fixed path around the sun that a planet travels on.

Narrator: 5

Adult: Countries put them in space, for TV, communication and weather reports, for example.

Narrator: 6

Adult: Earth has seven: Asia, Europe, Africa, North America, South America, Australia and Antarctica.

Narrator: 7

Adult: There are eight in our solar system. The one we live on is called Earth.

Narrator: 8

Adult: It's a frozen ball of ice and dust that orbits the sun. We can see it with a telescope. It looks like a moving star with a tail.

Narrator: 9

Adult: Mars has two. The Earth has one. Astronauts walked on it for the first time in 1969.

Narrator: 10

Narrator: They're rocks that travel around the sun.

Narrator: 11

Adult: The Earth is the only planet that has them. They're huge areas of water.

Narrator: 12

Adult: We can see them in the night sky. They're huge balls of burning gas, far away in space.

Track 99

Narrator: 1

Adult: Scientists do this in a laboratory. It means a test.

Narrator: 2

Adult: It's the name for a person who invents things.

Narrator: 3

Adult: It means to make something by putting the parts together.

Narrator: 4

Adult: It means to find a new place or a thing that nobody else knows about.

Narrator: 5

Adult: It's the name for a person who studies the planets and the stars.

Narrator: 6

Adult: It's the name for a person who studies the natural world to learn how things work.

Track 100

Space! Space is out there!

There's so much for us to know.

Space! Space is out there!

Come on, are you ready to go?

For many centuries we looked at the sky. We looked at the sky and wondered why. Astronomers observed the comets and stars.

They calculated orbits and looked for life on Mars.

There were so many things that they wanted to know,

But they didn't have the technology to go into ...

Space! Space is out there!

There's so much for us to know.

Space! Space is out there!

Come on, are you ready to go?

In the 1960s we traveled into space.
In fact, building rockets was a bit of a race
Inventors designed some amazing
machines.
We watched men on the moon on our TV
screens.
There were so many things that we
wanted to study,
But those old computers were still a bit
clunky!

Space! Space is out there!
There's so much for us to know.
Space! Space is out there!
Come on, are you ready to go?

Now clever scientists can stay in space.
They live up there for many days.
The International Space Station has clever
crews.
They do careful experiments and notice
clues.
Up there in space there's no time to relax!
They're always discovering amazing new
facts!

Track 101

Mrs. Bean: What are you doing, Anna?

Anna: It's my homework. It's a project
about space for science.

Mrs. Bean: About space?

Anna: Yes! It's about Mars. It's really
interesting.

Mrs. Bean: The National Space Center has
a big exhibition about Mars.
There's an advertisement here in
the paper. [SFX: moving paper]
Look, this weekend you can
meet an astronaut and try space
food.

Anna: Really? Cool! Look! You can do a
simulated mission to Mars.

Mrs. Bean: Would you like to go?

Anna: Yes please!

Mrs. Bean: Hmm. It's open on Saturday
and Sunday. We could go on
Saturday afternoon at 2 o'clock.

Anna: Can William come? He loves
space, too.

Mrs. Bean: Sure. Why don't you call him
and invite him?

Track 102

Mrs. Victory: Hello.

Anna: Oh, hello Mrs. Victory. It's Anna here.
Can I speak to William, please?

Mrs. Victory: No, I'm afraid he's not here.
He's at the park. Can I take a
message?

Anna: Yes, please. Could you tell him Mom
and I are going to the National
Space Center this weekend to see
a special show. Would he like to
come?

Mrs. Victory: Right. When are you going?

Anna: On Saturday at two o'clock. Could
you ask him to call me back, please?
I'll be at Grandma's. Her number is
796-3434.

Mrs. Victory: OK, I'll tell him.

Anna: Thanks, Mrs. Victory. Bye!

Mrs. Victory: You're welcome. Bye, Anna!