

English **Print** 6

includes CDs

Teacher's Guide



Susan House Katharine Scott

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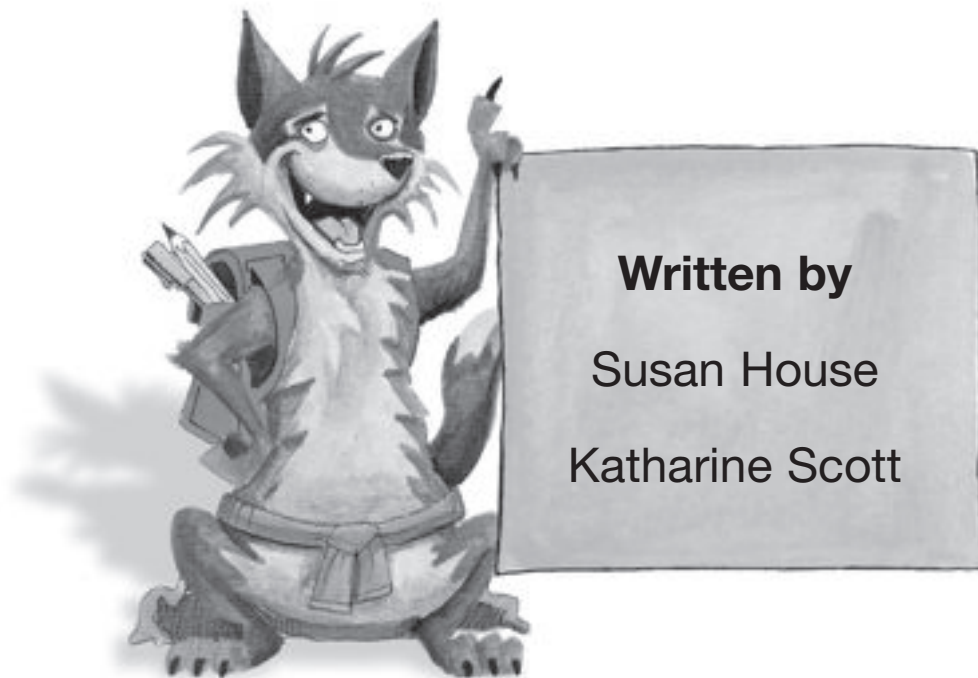
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English **Print** 6

Teacher's Guide



Philosophy

The philosophy behind **Print** is that learning a second language is not only a means of communication, but also a window through which to see and understand other cultures and ways of thinking. Learning a second language helps children develop an awareness that there is more than one way of expressing ideas, solving problems and viewing the world.

Print offers children the opportunity to learn a second language while developing other areas. These books will teach children about different themes and provide enriching and fun stories, songs and games. They will promote students' creativity and critical thinking skills. Students will explore ecology, art and history, and all the while, they will be learning English.



Methodology

Print follows a well-structured grammar syllabus and incorporates the following methods and approaches:

The communicative approach

According to this approach, language is taught as a tool for communicating, not just as formal structures for passing exams.

The focus is more on meaning (the task to be completed) than on form (correctness of language and language structure).

Errors are a natural part of learning. Students trying to use the language spontaneously are bound to make errors. Constant correction is unnecessary and even counter-productive.

The classroom should provide students with the opportunity to rehearse real-life situations using natural language, not just repetition and drills.

There is an emphasis on oral and listening development. But reading and writing skills are also developed to promote pupils' confidence in all four skills.

Task-based learning

This method states that learning is more meaningful if students can focus on completing a task using the target language rather than concentrating on using the language correctly. Thus, the primary focus of classroom activity is the task, and language is simply the instrument required to complete it. Activities reflect real-life situations, and learners focus on meaning—they are free to use any language they want. Playing a game, solving a problem or sharing information are all relevant and authentic tasks.

Content-based learning

In a content-based lesson, students learn about a topic that interests them—anything from a serious scientific theme to a pop star or even a news story or film. The key is that the lesson is taught using the target language rather than students' native language. Students' motivation

to understand the topic will naturally assist in language learning.

Learning through literature

Stories provide the starting point for developing a wide variety of related language and learning activities involving children creatively and actively in their own learning.

More and more English teachers at the primary level are using stories in their classes. This is partly because teachers have become more familiar with an acquisition-based methodology, but principally because stories meet the major linguistic, psychological, cognitive, social and cultural objectives for teaching foreign language to children.

Learners acquire language most effectively from messages that are just slightly beyond their current competence. The stories in **Print** expose students to natural language that is meaningful and just above their level of production.

The natural approach

In this approach, language acquisition (an unconscious process developed through using language meaningfully) is differentiated from language learning (a conscious process developed through learning or discovering rules about a language). Competence in a second language occurs through language acquisition.

The most effective way to acquire a language is to reproduce the conditions in which the first language is acquired. Therefore, students are exposed to the language in a variety of contexts. They are also encouraged to use the language before they analyse its grammatical content and structure.










The most effective learning environment motivates students without pressuring them. Learners will naturally start to produce language when they are ready.

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Grammar and language

Vocabulary

Present simple v past simple: Now he is fat. Last year, he was thin.

Frequency adverbs: I sometimes feel tearful.

Past continuous: What was he doing? He was eating a sandwich.

Used to: He used to eat insects. They didn't use to be afraid of spiders. Did she use to watch children's programmes on TV?

Functional language: Let's take the register! Here! What does ... mean?

Physical description: braces, freckles, glasses, ponytail, scar...

Personality: argumentative, challenging, creative, lazy, moody, problematic, selfish, sensitive, sociable, tearful

Verbs: believe in, belong, call out, care, choose, die, dive, forget, grab, join in, mix, promise, pull out, receive, save, shake, share, sign, skip, support, survive, throw

School vocabulary

Other words: bath, bottle, cot, dark, death, diarrhoea, disease, exhausted, feelings, gang, medicine, monster, mud, nap, obligation, opinion, poor, silence, skin, soil, teenager, vaccine, violence, war

Present perfect (regular and irregular past participles):

Have you ever seen a flying donkey? Yes, I have./No, I haven't. She has lived in New Zealand. She hasn't been home this month. Has he ever walked on nails? They have directed a film.

Past simple: No single person invented film. The first films were all short documentaries.

Functional language: What's on at (7:30)? What kind of film is it? How much...?

Cinema words: actor, actress, audience, character, digital, director, editor, film, producer, projector, scene, screen, scriptwriter, silent movie, special effects, sound, stuntman

Adjectives/gerunds: burning, dancing, dangerous, flying, friendly, moving, paying, singing, talking, worried

Past participles: been, drunk, eaten, had, made, met, read, written

Types of films

Other words: accident, amusement park, binoculars, building, cliff, cloud, dream, fossil, hole, lifeguard, lift, monster, motor, nail, oar, octopus, rainbow, sailor, shark fin

Present perfect: She has been all over the world. They have built houses. Where has she lived? What has she seen?

Positive and negative imperatives: Work harder. Don't be sad.

Reported orders: He told me to make a fire. He told me not to play cards. She asked John and James to be quiet.

Object pronouns (me, you, him, her, it, us, them): I told him to pick up the rubbish.

Functional language: Descriptions: a fast, red crab

Animals and conservation: crab, extinct, goat, habitat, hunt, iguana, penguin, ranger, seal, tortoise, turtle, vet, wild, wildlife

Ships and the sea: anchor, barrel, captain, crew, deck, dock, island, life jacket, net, port, rope, sail, supplies, wave

Holidays: binoculars, torch, snowsuit, swimsuit, wet suit

Verbs: cry, close, cross, fall, finish, mend, make a mess, paint, pick up, punish, sit up, sweep, take a step, tie up, turn, win

Past participles: built, come, cut down, done, dug, flown, lived, planted, saved, seen, travelled, visited

Other words: bush, coconut, sweetcorn, dinner, needle, prisoner, railway, scarf, seed, tidy, tobacco, tunnel, vegetable, village

Present passive: It's made in China. They're made of clay. The cotton seeds are planted in the ground.

Past passive: The riddle was written on the box. When was she given her spy kit?

Relative pronouns (that/who/where): Name the place where the box is kept. This is the lock that closed the box. This is the man who found the jigsaw.

Large numbers: one hundred and thirty-seven

Functional language: It's my turn. Throw the dice. I'm winning!

Materials: clay, cloth, cotton, glass, metal, plastic, wood

Objects: bowl, bucket, curtain, doll, fan, flower pot, flute, key ring, magnifying glass, mirror

Past participles: born, buried, called, captured, chosen, drawn, given, grown, kidnapped, needed, placed, recovered, represented, sent, sold, stolen, taken, taught, trained, used

Detective vocabulary: adventure, code, message, mission, mystery, riddle, spy, spy kit

Adjectives

Other words: building, drawing, dot, factory, guardian, jigsaw, lock, marking, machine, personality, piece, responsibility, ruin, singer, square, stick, seed, sound, temple, wall, zero

Interrupted past: Harry was buying a comic when he saw a light.

Present perfect v past simple: My friend has ridden a camel. He rode one last year.

Relative pronouns (who, where, that): a room where there are a lot of computers

Present perfect (since, for, just): She has lived here for 16 years. We have lived here since 210. Harry has just washed the dishes.

Past simple with ago: Modern cities were built 50 years ago.

Functional language: How long have you...? Have you ever...? When/What did you...?

Science-fiction words: alien, encounter, fantasy, fact, fiction, invention, moon, robot, sci-fi, spaceship, trip, videophone

Past participles: begun, come out, done, fought, gone, known, made, put away, seen, spoken

Adjectives: ancient, bright, dangerous, dark, deep, extreme, giant, huge, loud, strange, terrible, underground, wide

Verbs: build, decide, dig, explore, fall, forget, float, get lost, grow, hit, investigate, lead, notice, rescue, shine, trap

City words

Other words: archaeologist, mobile phone, cloak, comic, dock, ground, hole, joke, light, liquid, noise, peace, root, prisoner, sand, strawberry, tunnel, umbrella, underground, world

Grammar and language	Vocabulary
<div data-bbox="89 238 154 300">Unit 6</div> <p>Reported speech: Verb to be: John said she was tired. Present continuous: She said Johnny was writing on the desk. Imperatives: The ticket inspector told him to move to another compartment. Present simple: She said he didn't eat fish. Can: Mum said I couldn't watch TV. Will: She said she would phone. Functional language: We can't agree. You waste my time.</p>	<p>Adjectives: amazing, bored, bossy, dark, delicious, fun, mean, safe, terrible, tired, unfair, worse, worried Verbs: agree, call, challenge, come, cooperate, go back, hear, look after, phone, sick of, spend, stay out, teach, waste Professions: astronaut, chemist, composer, leader, painter Social studies: court, demonstration, dream, fanatic, independent, law, march, massacre, peace, peasant, prison, rights, speech, strike, tax, ticket, violence, vote Other words: bookcase, coast, floor, furniture, goat, helicopter, hut, inspector, key, midnight, salt, supper, wide</p>
<div data-bbox="89 611 154 673">Unit 7</div> <p>May/might: On Saturday morning, it may rain. They might lose their compass. Reported speech: Andy said he was hot and thirsty. First conditional: What will you do if it rains? If it rains, I'll stay in the tent. Second conditional: If I had a pet tiger, I would take him to the park. What would you do if your clothes were wet? Phrasal verbs: set out, put on, go back, wait for, find out, look at, look for, come out Functional language: What would you be if you were a...? What would you do if...?</p>	<p>Camping: battery, bar of chocolate, tin opener, compass, first-aid kit, flare, torch, matches, penknife, pot, raft, rope, rucksack, spade, sleeping bag, whistle Expedition words: daylight, explorer, hill, path, signal, sledge, smoke, spring, summit, view Weather words: clear, current, fog, foggy, frozen, melt, snowstorm, warm, weather forecast, wet, wind, windy Verbs: act, communicate, dig, discover, fight, find, fly, hunt, kill, leave, look like, lose, need, panic, rescue, shine Professions Other words: aggressive, alien, asleep, crash, criminal, dark, disaster, grass, hole, hurt, kite, medicine, noon, pocket, scary</p>
<div data-bbox="89 1015 154 1077">Unit 8</div> <p>Should: You should be careful with this one. Present perfect: The driver has run out of petrol. He has got stuck in a sand dune. Have to: He has got to feed the dogs. I haven't got to clean the bathroom. Phrasal verbs: break down, cut up, fill up, get stuck, get up, run out of, run over, set off, take out Functional language: What's ... like? What type...? interested in, looking for, wanted, for sale, lost, best offer</p>	<p>Biomes: chaparral, desert, grasslands, taiga, temperate forest, tropical rainforest, tundra Weather: cold, cool, damp, dry, hot, humid, snow, wet, wind Environment: bush, cactus, evergreen, fir tree, glacier, iceberg, moss, pine tree, sand dune, volcano Animals: kangaroo, koala, peacock, possum, seal, sea lion Equipment: first-aid kit, flippers, petrol tank, oxygen tank, tyre, snow boots, toolbox, wetsuit Verbs: bark, buy, brush, clean, chop, drive, exercise, feed, give, mend, milk, organise, set, sniff, tidy Other words: cabin, campfire, ceremony, driver, husky, log, lorry, motorbike, race, reward, sledge, stamp, tomcat, trail, vet</p>
<div data-bbox="89 1460 154 1522">Unit 9</div> <p>Imperatives: Lift your arms up high. Modal verbs: They should eat healthy food. You could hear them screaming. Past and present: In the '80s Jerry had purple hair. Now he has got brown hair. Present and future: Now she lives on a farm, but she is going to live in a flat. Review of verb tenses: How long have you...? What would you do if...? Functional language: Describing music and sounds: Hip hop dance is very acrobatic. Adverbs and prepositions: around, down, left, right, up</p>	<p>Movement verbs: kick, lift, move, shake, touch, turn, twist Musical genres: blues, break dance, gospel, heavy metal, hip hop, rap, rock, salsa Musical instruments: bass guitar, drum, guitar, keyboard, lead guitar, saxophone, violin Music vocabulary: audience, award, band, CD, concert, demo, disc jockey (DJ), hit, instrument, musician, note, record, recording studio, rhyme, singer, tour, voice Verbs: cheer, congratulate, disappear, interrupt, join, leave, produce, receive, rehearse, rest, scream, shout, sing Adjectives: aggressive, crazy, energetic, excited, expensive, famous, loud, quiet, rhythmic, romantic, talented, wild Other words: attic, contract, culture, future, partner, price, position, satisfaction, skateboard, university</p>

Components



Student's Book

Contains nine theme-based units with a variety of activities for classroom use.



Activity Book

Includes grammar and vocabulary reinforcement activities based on the Student's Book.



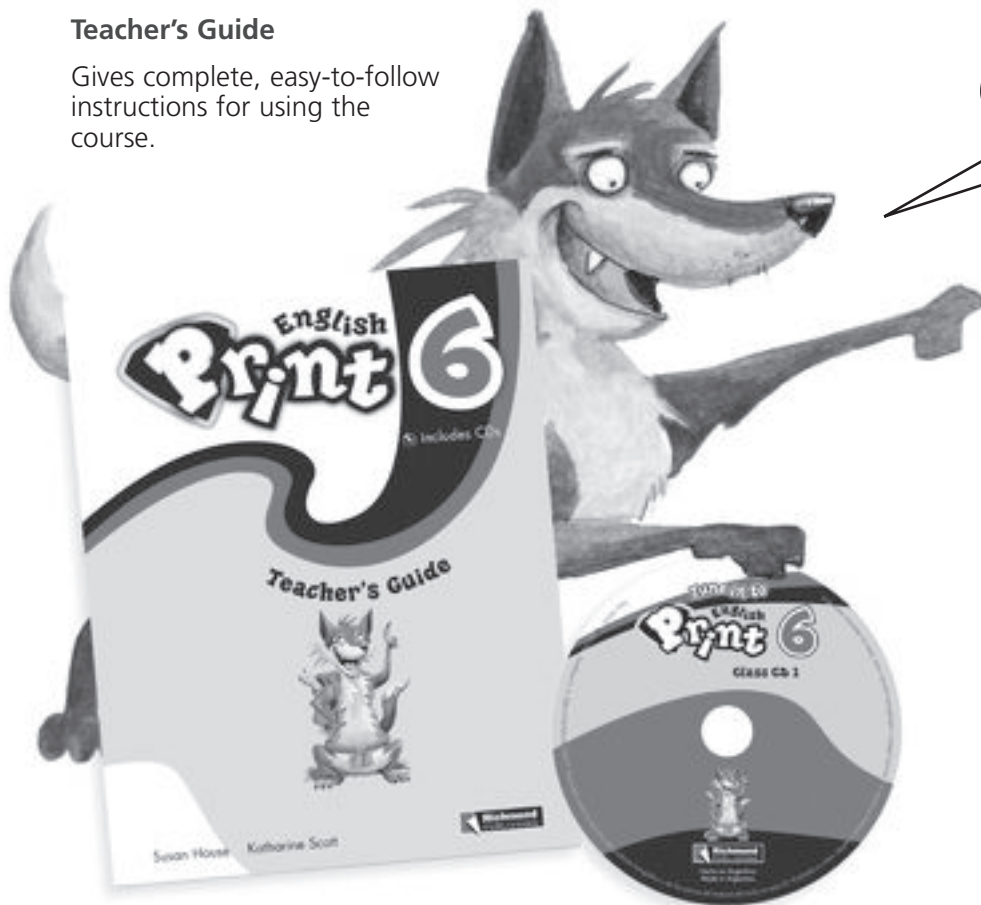
Student's CD

Contains recordings of the songs, chants and stories for students to listen to at home.

Teacher's Guide

Gives complete, easy-to-follow instructions for using the course.

These resources will make your classes more dynamic and effective.

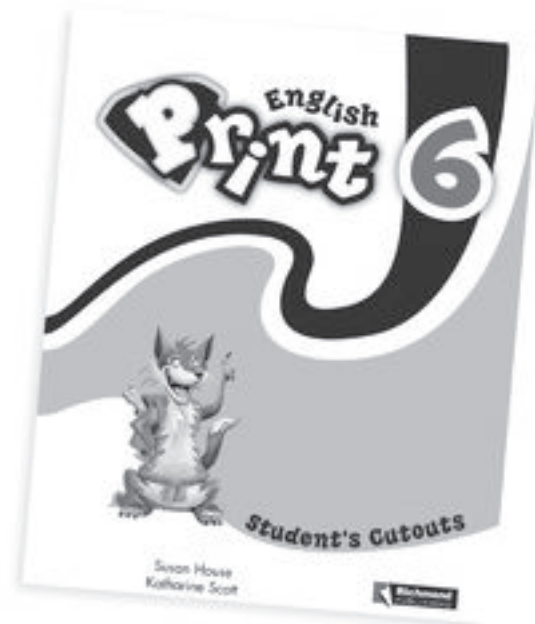


Class CDs

Contains recordings for all the listening activities.

Cutouts

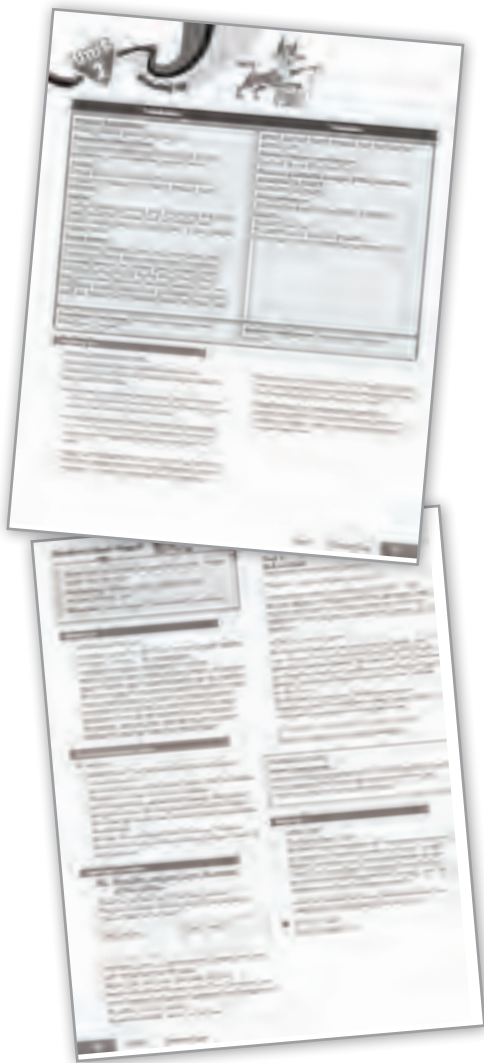
Provide fun and interactive material for students to use in class.



Posters

Provide a colourful context for reinforcing vocabulary and grammar. Interactive poster cutouts are included.





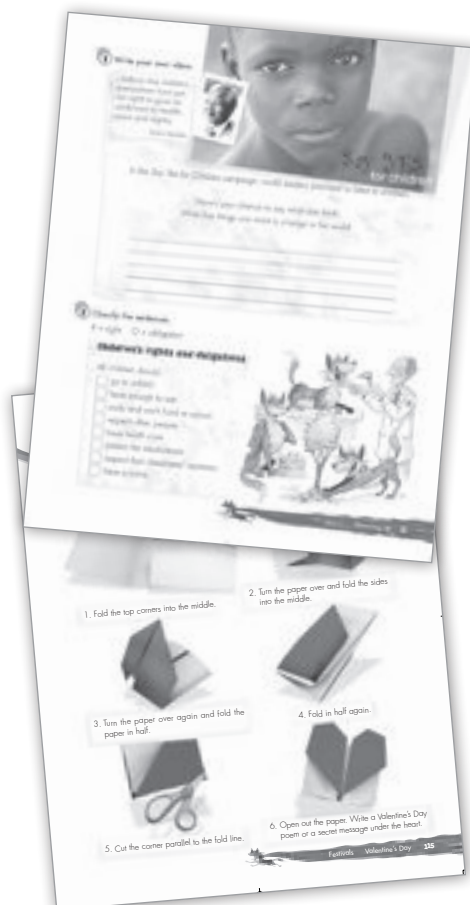
Teacher's Guide

- Provides complete, easy-to-follow instructions for using the course.
- Includes clear ideas for grammar/vocabulary presentation and practice.
- Includes unit overviews—each overview provides a list of the target grammar, vocabulary and functional language, as well as a teaching tip.
- Includes one optional activity per lesson.
- Offers a variety of ideas for the reinforcement of the universal values included in the course.
- Contains ideas for developing students' critical thinking skills.
- Offers ideas for relating the course material to students' own experiences.
- Includes cross-curricular activities and a project at the end of each unit to enrich the course content.
- Provides one photocopiable assessment per unit.
- Includes an answer key for the Activity Book.
- Offers ideas for extended activities related to traditional festivals.
- Contains ideas for making the most out of each unit poster.
- Offers clear grammar tables and a grammar reference section at the end of each unit.

Activity Book

- Provides grammar and vocabulary reinforcement. Each page in the Activity Book corresponds to one page in the Student's Book which can be done either as extended work in class or as homework.
- Contains clear and interactive grammar tables.
- Includes extra activities for traditional festivals.

Find fun cooking activities in some of the cross-curricular pages at the end of each unit.



Tips and tricks



Preparing class materials

For each lesson, students are expected to have the following materials: scissors, coloured pencils, a glue stick, a pencil, a rubber and a notebook.

Student's cutouts

There are twenty pages of cutouts, two per unit, included as a separate component to the course.

These versatile and colourful cutouts are designed for meaningful language practice, games and skills development such as visual memory, classifying and critical thinking.

The cutouts are used in different activities throughout the unit and may be used more than once.

Craft activities

In every unit there is a hands-on activity, often based on the Student Cutouts. Before starting the activity, it is important to ensure that students have got all the necessary material to hand. To help students carry out this type of activity, you should demonstrate each step in class, making sure they all know exactly what they have got to do.

Administering the diagnostic test

Give students the diagnostic test in the first week of school. The test covers the major grammar structures and lexical fields that students are expected to have learned prior to this level. The test is designed to help you evaluate students' general level, determine in which areas they need reinforcement or remedial work and identify possible weak and strong students.

Answer key to the diagnostic test

- ① were talking, saw, went, was eating, arrived, ran, were putting, were lying, arrived, arrested
- ② 2. If she wins the local race, she'll be the local champion. 3. If she is the local champion, she'll win the national race. 4. If she wins the national race, she'll be on the national team. 5. If she is on the national team, she'll go to the Olympics.
- ③ Open answers
- ④ 1. Roddy Runne. 2. the longest, Roddy Runne. 3. the highest, Will Wonder. 4. the most popular, Will Wonder. 5. the most expensive, Will Wonder.
- ⑤ are known, are hunted, are sold, are stolen, are trapped, are protected

Working with the stories

The stories in *Print* challenge students' linguistic competence by providing meaningful input that is just above their level of production.

The stories provide students with a chance to learn English through literature. They expose students to natural language, which means they have got the opportunity to deal with texts in ways that a native speaker would do.

When working with the stories, explain to students that it is not important for them to understand every single word in the text, but that they should focus on understanding the general meaning of the story.

Note: The activities on the first page of the story correspond to the first part of the story only. The activities on the second page of the story correspond to the second part of the story only. If possible, the activities in the Activity Book related to the stories should be done as an in-class activity.



Using the posters

Each poster can be used to present and practise the vocabulary and language taught in the corresponding unit. You can write on the posters using whiteboard or water-based markers.

Poster cutouts

This unique feature is used together with the posters so that the activities provide more meaningful practice and the opportunity for active participation on the part of the student.

The poster cutouts can also be used independently to present and practise vocabulary.

Preparing and using poster cutouts

Before beginning each unit, prepare the cutouts and store them in a large envelope, marked with the unit number.

Use magnets, tape, Blu-Tack or any adhesive substance that will allow you to remove the cutouts without damaging them.

Using the word lists

On pages 12-14 of this introduction, you will find photocopiable lists of the target vocabulary for each unit. These lists can be photocopied and distributed each month to your students. They include all the active vocabulary presented in each unit—the words that students are expected to learn and use.

Students can use the lists for study purposes or for a variety of activities:

- Creating a picture dictionary with the vocabulary for that month.
- Writing sentences with each one of the words.
- Writing a story with some of the words.
- Cutting out the words, gluing them into their notebooks and illustrating their meanings either with pictures or definitions.
- Classifying the words.

Working with cross-curricular activities

Cross-curricular activities are a great way for students to practise language in an authentic context.

Prepare the material ahead of time and make sure there is enough for everyone to complete the task successfully.

To extend language practice, talk students through the activity while demonstrating what you are saying.

Warn students not to swallow paint, glue, ink or any other substance.

Make sure there is sufficient space for physical activities such as jumping or running.

Cooking

Strictly supervise students around hot food, knives and sharp objects.

Keep hands, utensils and food clean.

Get students to work in small groups, either in a special cooking area or in the classroom.

Associate the language with the actions as students perform them during food preparation.

Demonstrate the activity in front of the class. Have material ready in advance and use simple, clear language as you prepare the recipe.

Art

Print integrates arts and crafts activities to help students develop creativity and artistic awareness. To make sure that students have an enriching experience, it is important to exhibit and praise students' work equally, without making comparisons.

Handling critical thinking, universal values and extra activities

For the critical thinking and extra activities, the language may be too difficult for students to manage in English. You should use English to initiate the activity, but if necessary, you can switch into students' native language to cover the material in these sections.



Key words Unit 1

School:	<i>ponytail</i>	Verbs:	<i>pull out</i>	Other words:	<i>rubbish bin</i>
<i>calculator</i>	<i>scar</i>	<i>believe in</i>	<i>receive</i>	<i>dark</i>	<i>silence</i>
<i>compass</i>	Personality:	<i>belong</i>	<i>save</i>	<i>death</i>	<i>skin</i>
<i>cook</i>	<i>argumentative</i>	<i>call out</i>	<i>shake (hands)</i>	<i>disease</i>	<i>soil</i>
<i>cleaner</i>	<i>challenging</i>	<i>care</i>	<i>share</i>	<i>exhausted</i>	<i>teenager</i>
<i>librarian</i>	<i>creative</i>	<i>choose</i>	<i>sign</i>	<i>feelings</i>	<i>vaccine</i>
<i>nurse</i>	<i>lazy</i>	<i>die</i>	<i>skip</i>	<i>gang</i>	<i>violence</i>
<i>timetable</i>	<i>moody</i>	<i>dive</i>	<i>support</i>	<i>medicine</i>	<i>war</i>
Physical	<i>problematic</i>	<i>forget</i>	<i>survive</i>	<i>monster</i>	
descriptions:	<i>selfish</i>	<i>grab</i>	<i>take the register</i>	<i>mud</i>	
<i>braces</i>	<i>sensitive</i>	<i>join in</i>	<i>throw</i>	<i>obligation</i>	
<i>freckles</i>	<i>sociable</i>	<i>mix</i>		<i>opinion</i>	
<i>glasses</i>	<i>tearful</i>	<i>promise</i>		<i>poor</i>	

Key words Unit 2

Film words:	<i>producer</i>	Types of films:	<i>eaten</i>	<i>flying</i>	<i>cliff</i>
<i>actor</i>	<i>projector</i>	<i>action</i>	<i>had</i>	<i>friendly</i>	<i>dream</i>
<i>actress</i>	<i>protagonist</i>	<i>cartoon</i>	<i>made</i>	<i>moving</i>	<i>fossil</i>
<i>audience</i>	<i>scene</i>	<i>comedy</i>	<i>met</i>	<i>paying</i>	<i>hole</i>
<i>character</i>	<i>screen</i>	<i>documentary</i>	<i>read</i>	<i>singing</i>	<i>lifeguard</i>
<i>digital</i>	<i>scriptwriter</i>	<i>historical</i>	<i>written</i>	<i>talking</i>	<i>lift</i>
<i>director</i>	<i>silent film</i>	<i>sci-fi</i>	Adjectives/gerunds:	<i>worried</i>	<i>motor</i>
<i>editor</i>	<i>special effects</i>	Past participles:	<i>burning</i>	Other words:	<i>nail</i>
<i>film</i>	<i>studio</i>	<i>been</i>	<i>dancing</i>	<i>accident</i>	<i>oar</i>
<i>mime</i>	<i>sound</i>	<i>drunk</i>	<i>dangerous</i>	<i>amusement park</i>	<i>rainbow</i>
<i>photograph</i>	<i>stuntman</i>		<i>expressive</i>	<i>binoculars</i>	
	<i>technology</i>			<i>building</i>	

Key words Unit 3

Animals/conservation:	Ships/the sea:	Holiday:	<i>paint</i>	Past participles:	Other words:
<i>crab</i>	<i>anchor</i>	<i>gloves</i>	<i>pick up</i>	<i>built</i>	<i>bush</i>
<i>goat</i>	<i>barrel</i>	<i>snowsuit</i>	<i>punish</i>	<i>come</i>	<i>coconut</i>
<i>habitat</i>	<i>captain</i>	<i>swimsuit</i>	<i>sit up</i>	<i>cut down</i>	<i>dinner</i>
<i>hunt</i>	<i>crew</i>	<i>torch</i>	<i>sweep</i>	<i>done</i>	<i>needle</i>
<i>iguana</i>	<i>deck</i>	<i>wet suit</i>	<i>take a step</i>	<i>dug</i>	<i>prisoner</i>
<i>ranger</i>	<i>dock</i>	Verbs:	<i>tie up</i>	<i>flown</i>	<i>railway</i>
<i>seal</i>	<i>island</i>	<i>cry</i>	<i>turn</i>	<i>lived</i>	<i>scarf</i>
<i>tortoise</i>	<i>life jacket</i>	<i>close</i>	<i>win</i>	<i>planted</i>	<i>seed</i>
<i>turtle</i>	<i>net</i>	<i>cross</i>		<i>saved</i>	<i>sweetcorn</i>
<i>vet</i>	<i>rope</i>	<i>fall</i>		<i>seen</i>	<i>tidy</i>
	<i>sail</i>	<i>finish</i>		<i>travelled</i>	<i>tobacco</i>
	<i>wave</i>	<i>make a mess</i>		<i>visited</i>	<i>tunnel</i>
		<i>mend</i>			<i>vegetable</i>
					<i>village</i>

Key words Unit 4

Materials:	flute clay cloth cotton glass metal plastic wood	needed placed recovered represented sent sold stolen taken taught trained used	creative friendly generous magic original quiet secret tidy wooden	mystery riddle spy spy kit	personality piece position responsibility ruin singer square stick seed sound temple wall zero
Objects:	bowl bucket curtain doll fan flower pot	Past participles: born buried called captured chosen drawn given grown kidnapped	Adjectives: ancient broken colourful	Other words: business drawing dot factory guardian jigsaw lock marking machine numeral	
		Detective vocabulary: adventure code message mission			

Key words Unit 5

Science-fiction words:	alien encounter fantasy fact fiction invention moon robot spaceship trip videophone	City words: carpark cathedral ice-skating rink streetlight theatre traffic underground	known made put away seen spoken	loud strange terrible underground wide	grow hit investigate lead notice rescue shine trap
		Adjectives: ancient bright dangerous dark deep extreme giant huge	Verbs: build decide dig explore fall forget float get lost	Other words: archaeologist mobile phone cloak comic dock	ground hole joke light liquid noise peace root prisoner sand strawberry tunnel umbrella world
		Past participles: begun come out done fought gone			

Key words Unit 6

Adjectives:	amazing bored bossy dark fun mean safe tired unfair worse	Verbs: agree call challenge cooperate go back hear look after phone sick of	spend stay out teach waste	court demonstration dream fanatic independent law march massacre peace peasant prison	rights speech strike tax ticket violence vote
		Professions: astronaut chemist composer painter	Social studies:	Other words: bookcase coast	floor furniture goat helicopter hut inspector key leader midnight salt supper





Key words Unit 7

Camping:	Expedition words:	Weatherwords:	Verbs:	rescue	asleep
bar of chocolate	daylight	clear	act	shine	crash
battery	explorer	current	communicate		criminal
first aid kit	hill	fog	dig	Professions:	dark
flare	path	foggy	discover	actor	disaster
matches	signal	frozen	fight	explorer	grass
penknife	sledge	melt	find	film star	hurt
pot	smoke	snowstorm	fly	football player	kite
raft	spring	warm	hunt	pilot	medicine
rope	summit	weather	kill	scientist	noon
rucksack	view	forecast	leave	singer	pocket
sleeping bag		wet	look like	writer	scary
spade		wind	lose	Other words:	
tin opener		windy	need	aggressive	
whistle			panic	alien	

Key words Unit 8

Biomes:	dry	Environment:	petrol tank	feed	log
chaparral	hot	bush	tyre	give	lorry
desert	humid	cactus	snow boots	mend	motorbike
grasslands	snow	evergreen	toolbox	milk	race
taiga	Animals:	glacier	wetsuit	organise	reward
temperate forest	kangaroo	iceberg	Verbs:	set	sledge
tropical	koala	moss	bark	sniff	stamp
rainforest	peacock	pine tree	buy	tidy	trail
tundra	possum	sand dune	brush	Other words:	vet
Weather:	seal	volcano	clean	cabin	
cold	sea lion	Equipment:	chop	ceremony	
cool		flippers	drive	driver	
damp		oxygen tank	exercise	husky	

Key words Unit 9

Movement verbs:	saxophone	recording	Verbs:	Adjectives:	Other words:
kick	violin	studio	cheer	crazy	attic
lift	Music vocabulary:	rhyme	congratulate	energetic	contract
move	audience	singer	disappear	excited	culture
shake	award	tour	interrupt	expensive	feet
touch	band	voice	join	famous	future
turn	CD	Musical genres:	leave	loud	partner
twist	concert	blues	produce	rhythmic	price
Musical instruments:	demo	break dance	rehearse	romantic	position
bass guitar	disc jockey (DJ)	gospel	rest	talented	satisfaction
drums	hit	heavy metal	scream	wild	skateboard
guitar	instrument	hip hop	shout		time
keyboard	musician	rap	sing		university
lead guitar	note	rock			
	record	salsa			

1 Read and circle the correct options. (5 points)

John and Mary *were talking / talked* when they *saw / were seeing* the robbers go into the bank.

John *was going / went* to find a police officer. The police officer *was eating / ate* when John *was arriving / arrived*.

The police officer *was running / ran* to the bank. The robbers *were putting / put* gold in a bag and people *were lying / lay on the floor* when the police officer *was arriving / arrived*.

The police officer *was arresting / arrested* the robbers.



2 Look and write sentences. (2 points)

train hard → win local race

win local race → be the local champion

be the local champion → win the national race

win the national race → be on the national team

be on the national team → go to the Olympics

1. _____ If she trains hard, she'll win the local race.

2. _____

3. _____

4. _____

5. _____

3 Answer the questions. (4 points)

1. What will you do if you forget your homework tomorrow?

If I _____, I'll _____.

I won't _____.

2. What will happen if you eat a lot of chocolate?

If _____

4 Look and complete the questions. (4 points)

Name: Sam Springer

Year started: 1980

Height: 1.92 m

Jump height: 33%

Throw ball: 35 m

No. of fans: 12,000

Salary: €25,000

Name: Roddy Runne

Year started: 1978

Height: 2 m

Jump height: 33%

Throw ball: 29 m

No. of fans: 25,000

Salary: €100,000

Name: Will Wonder

Year started: 1982

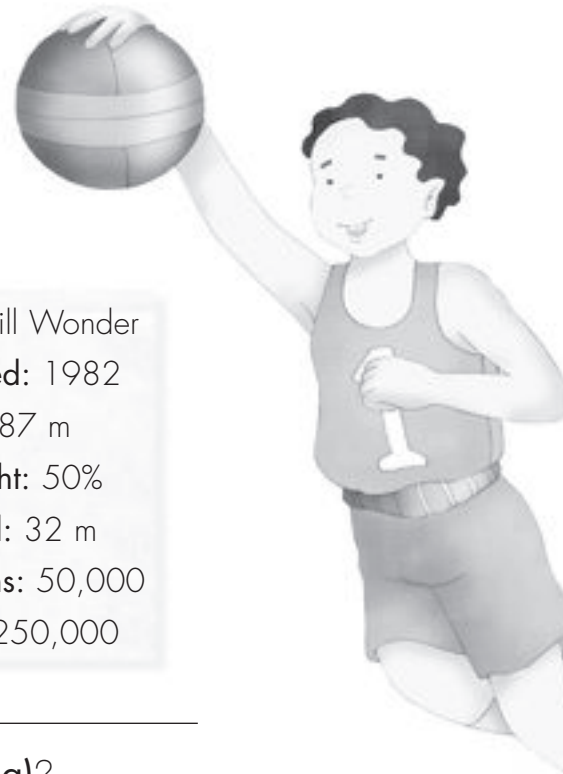
Height: 1.87 m

Jump height: 50%

Throw ball: 32 m

No. of fans: 50,000

Salary: €250,000



1. Who is the tallest (tall) player? _____
2. Who has played basketball longest (long)? _____
3. Who can jump highest (high)? _____
4. Who is most popular (popular) player? _____
5. Who is most expensive (expensive) player? _____

- Answer the questions. (2 points)

5 Read and complete the sentences. (3 points)

Hawksbill turtles

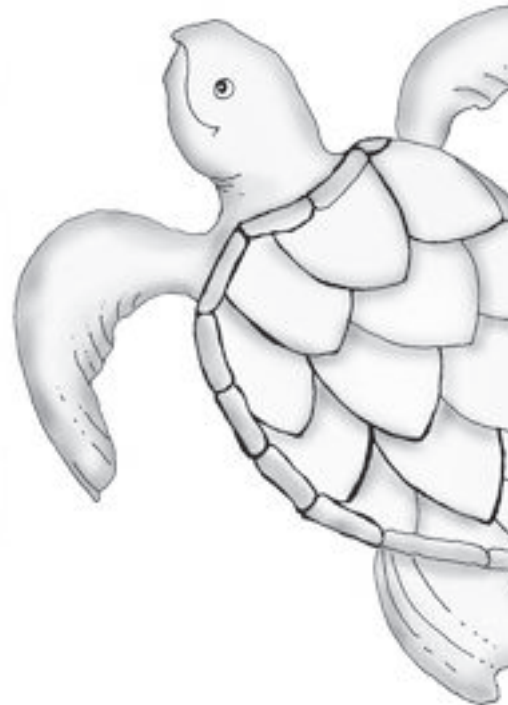
Hawksbill turtles (*find*) are found in tropical waters.

These incredible turtles (*know*) _____ as *carets* and they are in great danger of extinction.

Because of their beautiful shells, they (*hunt*) _____ and their shells (*sell*) _____ illegally.

Their eggs (*steal*) _____ and the turtles often die because they (*trap*) _____ in fishing nets.

Fortunately, Hawksbill turtles (*protect*) _____ by international laws and lots of people are working to preserve them.





Vocabulary	Grammar
<p>Physical descriptions: braces, freckles, glasses, ponytail, scar</p> <p>Personality descriptions: argumentative, challenging, creative, lazy, moody, problematic, selfish, sensitive, sociable, tearful</p> <p>School: school locations; school objects; school subjects; calculator, compass, cook, cleaner, librarian, nurse, timetable</p> <p>Verbs: believe in, belong, call out, care, choose, die, dive, forget, grab, join in, mix, promise, pull out, receive, save, shake (hands), share, sign, skip, support, survive, take the register, throw</p> <p>Other words: bath, bottle, campaign, comic, cot, current, dark, death, diarrhoea, different, disease, environment, exhausted, extremely, feelings, flat, frisbee, gang, girlfriend, high chair, high jump, hip hop, horror, illness, insect, leader, long jump, mean, medicine, member, monster, mud, nap, obligation, opinion, parent, poor, preventable, protection, push up, religion, right, riverbank, rubbish bin, same, seat, silence, skin, soil, spider, teenager, turn, type, vaccine, violence, war</p>	<p>Present simple v past simple: Last year he was thin. Now he is fat.</p> <p>Frequency adverbs (always, often, sometimes, occasionally, never): I sometimes feel tearful.</p> <p>Past continuous: What was he doing? He was eating a sandwich.</p> <p>Used to: He used to eat insects. They didn't use to be afraid of spiders. Did she use to watch children's programmes on TV?</p>
<p>Functional language: Let's take the register! Here! What does ... mean?</p>	<p>Multiple intelligence: Intrapersonal intelligence (page 19)</p>

Teaching tip

Getting students to talk

Getting students to use English in class can be challenging, but there are some tips that can make the task easier to achieve:

- Keep the conversation peer-centred. Remember that at this age students like talking to their friends, so use a lot of pair or small group activities.
- Avoid asking students direct, embarrassing questions in front of the class. Avoid any questions that might put them in the spotlight and make them feel ill at ease.
- Help students express their opinions and say how they feel. Don't expect them to have fully formed opinions! However, if they do, encourage them to speak up.
- Keep discussion activities short (10 minutes maximum) until you know what your students like and until they feel relaxed enough to talk with you freely.
- Keep feedback on mistakes after speaking as general as possible. Try to avoid drawing attention to individual students' errors or they will be reluctant to speak next time.



Grammar: Past simple: *Last year he was thin.* Present simple: *Now he is fat.*

Vocabulary: *Different, same, glasses, braces, ponytail, freckles, scar.*

Materials: Slips of paper (1 per student), paper bag.

Warm-up

Let's break the ice!

Introduce yourself to the class: *I'm your English teacher. I'm from... I live in... My hobbies are...*

Volunteers introduce themselves to the class.

Hold up the Student's Book and ask: *What's the animal mascot for this year?* Students identify the fox. Point to the fox on page 4 and read the speech bubble out loud.

Ask questions about last year: *How many students were there in your class last year? Where was your classroom?* Then ask the students about changes in themselves: *Did you grow taller during the summer holidays? Is your hair longer or shorter now?*

Vocabulary presentation

Poster 1

Attach Poster 1 to the board with the *Face* poster cutouts attached.

Write the names on the board. Explain that the children changed a lot over the summer holidays.

Use the cutouts to explain the following: *Kerry hasn't got glasses now. She had glasses before the holidays. Kevin has got braces now. He didn't have braces before the holidays.*

Remove the cutouts and hand them out. Students attach the cutouts and describe the changes in each of the characters.

Controlled practice

1 Read the song and write the names of the children.

Students read the text of the song in silence. They look through the text and circle all the names. Draw a chart on the board:

Girls' names	Boys' names

Volunteers come to the board and complete the chart with the names from the song.

Explain that the name Tyler refers to a boy.

Read the third line of the song out loud. Students look at the children and point to Gaby and Tyler. Repeat with the other lines and names.

Students write the names in the boxes.

- Listen and sing the song. 🎧 1

Play Track 1. Students click their fingers to the beat.

Track 1

Back at school

(See Student's Book page 4, activity 1.)

Play Track 1 again. Students sing along.

Ask questions about the children in the class: *Who has got glasses in this class? Who has got braces? Has anyone got a scar? Who has got short hair? Who is really slim? Who has got a ponytail? Has anyone got freckles?*

- Play a guessing game.

Point to the chart and say: *Let's look at (Sarah). Last year she was thin, she had short hair, she didn't have braces but she had glasses. This year she's thin, she has got long hair, she hasn't got braces and she hasn't got glasses.* Students do the same with the other children on the chart.

Divide the class into pairs. Students take turns describing one of the children without saying his/her name and guessing who is being described.

- Choose a character and complete the text. Students complete the activity individually.

Optional activity

Write a new song.

Divide the class into groups of six. Students write out the song, replacing the names with people from their class. The groups sing their songs for the class.

Wrap-up

Who is it?

Distribute slips of paper.

Students write a description of themselves on their slip of paper, but they do not write their name: *I've got glasses. I've got braces. I've got freckles on my nose.*

Collect the slips of paper and place them in a bag. Students take a slip of paper from the bag, read the description out loud and guess who it is.

Note: Tell students to bring a recent photo and one baby photo of themselves to the next class.

Activity Book

Page 4, activities 1–3.



Grammar: Frequency adverbs: *always, sometimes, occasionally, often, never.*

Vocabulary: *Teenager, body, exhausted, personality, moody, sensitive, tearful, problematic, argumentative, creative, challenging, sociable, lazy, selfish.*

Materials: Photos of students (1 baby photo and 1 recent photo per student), 1 large piece of card.
Optional: Outline of a human body, Blu-tak.

Preparation: Outline of the human body (1 per student).

Warm-up

What a difference!

Invite volunteers to show their photos (see Materials) to the class and describe themselves: *I was very small. I had short blonde hair. Now I am tall. I've got long dark hair. I am thinner now and my nose is bigger.*
Place a piece of card on the wall and write the following title on it: *What a difference!*
Students make captions for their photos: *(Alex) at (6 months). (Alex) at (12 years).*
Students tape their photos and captions to the card.

Vocabulary presentation

Poster 1

Explain that we not only change physically as we grow, but we also change our behaviour.
Write the numbers 1–12 on the board and next to them write: *children*. Write the numbers 13–19 on the board and next to them write: *teenagers*. Explain that people between the ages of 13–19 are called teenagers. Ask students why: *Because the numbers all end in –teen.*
Draw a table with two columns on the board. Label the columns *Positive* and *Negative*.
Display the *Word* poster cutouts but do not put them inside the table.
Clarify the meaning of the words: *Problematic comes from the word problem. It means that something is difficult.*

① Read the text and complete the tasks.

Students silently read the text and underline any words they do not understand. Explain any unknown words.
Students read the text again and do the tasks.

- Find and classify the personality adjectives. Some may fit in both categories.

Students read the text and circle the adjectives.
Ask students to say the first adjective they circled out loud: *challenging*. Students say whether they think this word is positive or negative.

Ask a volunteer to come to the board and place the *Word* cutouts in the correct columns.
Repeat with the rest of the adjectives.
Note that there may be some disagreement.
Students read the text again and complete the table in their books.

Controlled practice

② Complete the sentences about yourself.

Write the frequency adverbs on the board: *always, often, sometimes, occasionally, never.*
Make sentences about yourself using the adjectives and the frequency adverbs: *I sometimes feel tearful. I never feel lazy.*
Students complete the sentences. Tell them to focus on personality, not on physical characteristics, when completing the next sentences.

Optional activity

Multiple intelligence: Intrapersonal intelligence

Young adolescents are often lacking in self-confidence. Help them to build on the positive aspects of their character rather than worry about their physical appearance.
Distribute outlines of the human body (see Preparation). Explain that they are going to make a personality picture of themselves.
Students use adjectives to label or illustrate their outlines. They can use as many positive adjectives as they want but only two negative adjectives. They do not draw any physical features on the outline. They write their names on the back of the page.
Collect the personality pictures and attach them to the wall with Blu-tak.
Students look at the pictures and talk about who they would like to make new friends with on the basis of the descriptions: *I want to make friends with this person because he or she is creative and funny!* They can then look at the name on the back and see who their new friend is.

Wrap-up

Game: Hangman

Play *Hangman* with the new vocabulary from this unit.

Answer Key

① 1. Adolescent; 2. tearful, exhausted; 3. Sleep, a good diet
Positive: sensitive, creative, dynamic, sociable; *Negative:* moody, tearful, exhausted, lazy, sensitive, selfish, selfish, argumentative

Activity Book

Page 5, activities 1 and 2.

Key

① Across: 2. moody; 5. tearful; 7. lazy; 9. argumentative;
Down: 1. sociable; 3. challenging; 4. exhausted; 6. creative;
8. selfish



Grammar: Verb tense review.

Vocabulary: *Care, mix, forget, belong, type, seat, flat, member, gang, parent, girlfriend.*

Warm-up

Guess the words!

Write the title of the story on the board: *Problems of the heart*. Explain that this is the title of the story they are about to read. Students make a list of words they think will appear in the story. Students keep their lists for later.

Developing reading

Story: *Problems of the heart*, part 1 🌐 2

Students look carefully at the illustrations. Write the names: *Raul* and *Hannah* on the board. Ask the students questions about the characters using *who* subject and object questions: *Who is in love with Hannah? Who is Hannah in love with? Who is in love with Raul? Who is Raul in love with?* Play Track 2. Students listen and follow along in their books.

Track 2

Problems of the heart, part 1

(See Student's Book page 6.)

Pause the recording after each paragraph and ask general comprehension questions: *When did Raul arrive in London? Who did he make friends with? Which gang did Raul join? What was the other gang called? Why didn't they mix? Where did Raul first talk to Hannah? Was Hannah friendly? Why was Benny angry? What was Hannah doing when Jackie called her? Did Hannah's parents like Raul? What did Raul's parent want?*

Encourage students to give opinions about the situation after each paragraph.

Students take out the word lists they wrote before reading the story. Students check how many words they guessed correctly on their lists. Check orally to find out who guessed the most words.

Students take turns reading paragraphs of the text to each other.

Pairs discuss the meaning of unknown words and underline any words that neither of them understand. Students write the unknown words on the board.

Invite volunteers to explain the words.

Choose a pair to read the story out loud.

In your book, underline any words that are mispronounced.

When students have finished reading, copy the words onto the board and ask volunteers to model the correct pronunciation.

① Read and classify the verbs from the story.

Students underline all the verbs in the story. Remind them to underline all the parts of each verb.

Divide the board into four columns and write a heading for each column: *present simple*, *present continuous*, *past simple* and *past continuous*.

Get volunteers to come to the board and write the verbs they have underlined from the story.

Students write two examples of each verb tense in their books.

Optional activity

Time expressions

Get students to help you extract the time expressions from the story: *the first few weeks at school, after a while, one day, one afternoon, just then, that night, when, soon*.

Write the time expressions on the board. Explain that we need these expressions in a story to tell us when the action is taking place.

Write a selection of possible substitutions for these expressions in random order: *at first, later, one Monday, after lunch, suddenly, after school, and then, after dinner, at the moment that, after a few days*.

Students look at the new time expressions and decide where they could substitute them in the story.

Wrap-up

Making predictions

Tell students to think about what is going to happen next in the story. Write a few suggestions on the board with their help: *Hannah and Raul are going to stop seeing each other. The two gangs are going to become friends. Hannah and Raul are going to leave the school*. Students choose two possible outcomes and copy them into their notebooks.

Answer Key

① 1. is, want, forget, know, like, don't care, belongs; 2. are you hanging out, are you making friends; 3. arrived, were, made, invited, there was, lived; 4. was sitting, was thinking, were sitting

◆ Activity Book

Page 6, activities 1 and 2.

Key

① ~~four~~, two; ~~old~~, young; ~~winter~~, summer; ~~gym~~, library; ~~Preppies~~, Baracudas; ~~city~~, street; ~~hate~~, love.

Present simple: is, are, live, hate; *Present continuous*: are having; *Past simple*: arrived, made, saw, sat down, didn't want, was, called; *Past continuous*: were watching, were waiting, was doing.

② 1. did Raul arrive in London? 2. did Raul join? 3. did Raul see in the library? 4. were Benny and the Baracudas waiting? 5. was Hannah doing when Jackie called her? 6. was life difficult for Raul and Hannah?



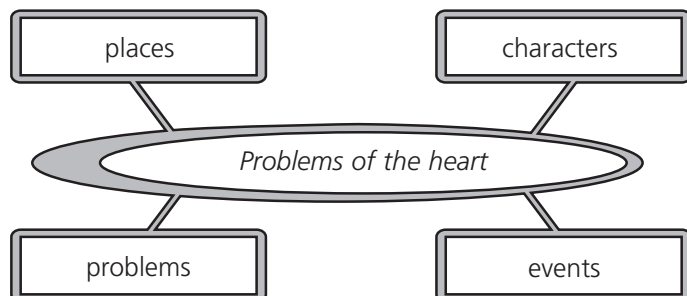
Grammar: Verb tense review.

Vocabulary: Riverbank, current, ambulance, silence, horror, scared, mean, turn, save, grab, call out, join in, dive, shake (hands), pull out.

Warm-up

Story map

Draw a story map on the board.



Encourage students to help you summarise the first part of the story and write notes on the story map. Students copy the story map into their notebooks. Choose a volunteer to use the story map to summarise the first part orally. Do not rub out the story map.

Developing reading

Story: *Problems of the heart*, part 2 3

Play Track 3. Students listen and follow along in their books.

Track 3

Problems of the heart, part 2

(See Student's Book page 7.)

Pause the recording after each paragraph and ask general comprehension questions: *Where were Hannah and Raul walking? What were the Preppies doing? Did they let Hannah and Raul play with them? What were the Baracudas doing? Who called out for help? Did the Baracudas help Benny? Who pulled Benny out of the water? Where did Benny go? What did Jackie say to Hannah? Has the story got a happy ending?*

Students take turns reading paragraphs of the text out loud to each other.

Pairs discuss the meaning of unknown words and underline any words that neither of them understand. Students write the unknown words on the board.

Choose volunteers to explain the words.

Ask a pair to read the story out loud. In your book, underline any words that are mispronounced.

When students have finished reading, copy the words onto the board and ask volunteers to model the correct pronunciation.

Reading comprehension

① Read and answer the questions.

Students answer the questions in their books. Students work in pairs and read the questions and answers out loud. Elicit answers around the class.

Optional activity

Peace education

Conflicts amongst different groups of students are not uncommon at this age. Young adolescents tend to form closed groups and adopt habits and symbols to set them apart from other groups such as wearing particular types of clothes, listening to certain types of music and behaving in different ways. The existence of these groups can be particularly hard for students who are excluded. Use the message in the story to reinforce a peaceful environment in your classroom. Ask the following questions: *Why didn't the Baracudas and the Preppies mix? Is that a good reason? Why did Benny and Jackie tell Raul and Hannah to forget about each other? Is that a good reason? Why didn't Hannah's parents like Raul? Is that a good reason? Why didn't Raul's parents want him to see Hannah? Is that a good reason? How did Hannah and Raul feel when their friends rejected them? Why did Hannah help Benny? Is that a good reason? At the end of the story, Jackie says she is sorry. Do you respect her for this?*

Wrap-up

Write a story summary and review.

Complete the story map (see Warm-up) on the board with the second half of the story.

Students complete their maps in their notebooks.

Students use their story maps to write a summary and a review.

Collect the story summaries and reviews and keep them as a class record.

Answer Key

- ① 1. Yes, they were. 2. No, they didn't. 3. No, she didn't. 4. Yes, she did. 5. Yes, they did.

Activity Book

Page 7, activities 1 and 2.

Key

- ② 1. It takes place in London. 2. They are Hannah and Raul. 3. The gangs are the Baracudas and the Preppies. 4. The leader is Benny. 5. Because they live in different streets. 6. He was swimming in the middle of the river. 7. Because the current is very strong there. 8. Hannah saved him. 9. They all shook hands and became friends. 10. Yes, it does.



Grammar: *Used to: I used to be scared of the dark.*

Vocabulary: *Share, choose, dark, scary, tricycle, hip hop, computer game, film, high chair, bottle, cot, soil, pots, nap.*

Materials: Paper (1 piece per student).

Warm-up

When I was very young...

Distribute paper. Students write ten positive sentences about things that were true when they were very young but are different now: *I went to playgroup. My mum carried me in her arms. I drank milk from a bottle.* Invite volunteers to read their sentences to the rest of the class. Make sure that students keep their lists for the Wrap-up.

Grammar presentation

Write the following questions on the board: *Do you sleep in a cot? Do you have a nap in the mornings? Do you drink milk from a bottle? Do you sit in a high chair? Do you wear nappies?*

Ask the class these questions and write the answers on the board. They will all be negative.

Ask students questions to elicit sentences with *used to*:

T: *You don't sleep in a cot. Where do you sleep?*

Ss: *In a bed.*

T: *Did you sleep in a bed when you were a baby?*

Ss: *No! I used to sleep in a cot.*

Students repeat chorally and individually.

Write the sentences on the board.

Point out that these sentences mean we don't do these things now but we did do them in the past.

Underline the verb: *used to*.

Controlled practice

① Listen and number the pictures. 4

Tell students that these are pictures of Angie when she was much younger. Ask questions about the pictures: *What time did Angie go to bed? What did she watch on TV? Did she sleep on her own? Did she play with dolls?*

Play Track 4. Students listen and number the photos in the correct order.

Track 4

Angie is talking about herself when she was six years old. Listen carefully and number the pictures.

When I was six, I used to watch children's programmes on TV. I used to go to bed at 8 o'clock. I used to be scared of the dark. I used to play with dolls. I used to ride a tricycle. I used to listen to children's music. I used to wear the same clothes as my sister. I used to share a bedroom with my sister.

Play Track 4 again. Students correct their work.

Students close their books. Ask questions using the structure *used to*: *What time did she use to go to bed? What did she use to play with? What kind of bike did she use to ride?*

Encourage students to remember and answer using the complete structure.

- Match the sentences.

On the board, write some examples of things that used to be true about you and contrast them with the present: *I used to be a student. But now I am a teacher. I used to do homework. But now I correct homework.* Hold up your book and read the first sentence out loud. With your finger, show the path to the contrasting sentence. Read the sentence out loud: *I used to be scared of the dark. But now I love scary films.* Students work in pairs to match the sentences. Ask volunteers to read the sentences out loud.

② Write three things you used to do but don't do now.

Students complete the text about themselves. Choose volunteers to read their texts out loud and discuss.

Optional activity

Play True or false?

Call out a series of sentences about yourself. Say things that are true and others that are obviously false: *I used to be a student. I used to be three metres tall. I used to have a dog.*

Students say *true* or *false* and keep a note of how many *true/false* statements you make. When they hear you say the third false sentence, they should stand up and shout: *Challenge!* The first student to stand up takes over your role.

Wrap-up

Rewriting sentences

Students take out their lists from the Warm-up activity. They rewrite their original sentences using *used to*: *I used to go to playgroup. My mum used to carry me in her arms. I used to drink milk from a bottle.*

Answer Key

④ From top to bottom: 3, 2, 1, 4, 5, 7, 6, 8

Match: I used to be scared of the dark, but now love scary films. I used to go to bed at 8 o'clock, but now I go to bed at 9:30. I used to watch children's programmes on TV, but now I watch films on TV. I used to play with dolls, but now I play computer games. I used to ride a tricycle, but now I ride a big bike. I used to wear the same clothes as my sister, but now I choose my own clothes. I used to listen to children's music, but now I listen to hiphop. I used to share a bedroom with my sister, but now I have my own room

Activity Book

Page 8, activities 1 and 2.



Grammar: *Used to: I used to like milk. I didn't use to like spinach. Did you use to like fruit?*

Vocabulary: Food words.

Materials: Cutout 1.

Warm-up

Guess the food!

Describe a food item: *They're long and crispy. They're made from potatoes. We eat them with fish.*

Students guess the food item: *Chips.*

Continue with *bananas, avocado, fish, ice cream, pineapple, sandwich, soup, eggs, honey and cheese.*

Controlled practice

① Listen and tick (✓) or cross (X) the chart about Adam's likes and dislikes. 5

Tell students that they are going to listen to Adam talking about his likes and dislikes.
Play Track 5. Students listen and complete the chart.

Track 5

OK. I want you all to think about the food that you didn't use to like when you were younger. You can start, Adam.

Well, when I was younger, I didn't use to like spinach.

Do you like it now?

Oh, yes! I love it now.

What about fruit? Did you use to like fruit?

Well, I didn't use to like bananas.

What about now?

Well, I still don't like them very much.

Is there anything else you didn't use to like?

Oh, yes. I didn't use to like soup or milk.

What about now?

Oh, now I really like soup. But I still don't like milk. Yuck!

Check answers: *Does he like (bananas)?*

Ask questions to contrast *and* and *but*: *Did Adam use to like bananas? Does he like bananas now? So, he didn't use to like bananas and he still doesn't like bananas.*

Free practice

② Choose ten things you like and glue them in the squares.

Students cut out the food and drink cards in Cutout 1.

Optional activity

Play Snap!

Students place their cards from Cutout 1 face down. Randomly call out the food words. Students turn over a card. If it is the same as the word you called out, they shout: *Snap!* and hold up the card. Continue with all the food words.

Students glue the pictures of the food they like in the squares in their books.

- Think about when you were younger and complete the boxes.

Hold up one of the food cards and say: *Now I like (fish) but when I was younger, I didn't use to like (fish).*

Students use the key to mark the pictures.

- Ask a classmate and make a chart.

Students copy the chart into their notebooks.

They take turns asking each other questions about the cutouts and marking their chart.

Write the following skeleton text on the board:

My partner likes... When he was younger, he used to like... He didn't use to like...

Students complete the text using the information they have collected in their charts.



Poster 1

Display Poster 1 with the Face poster cutouts attached. Review the names of the children. Say: *Kerry hasn't got glasses now. Did she have glasses six months ago?*

Ss: *Yes, she did.*

Say: *Kerry used to have glasses.* Students repeat.

Continue to elicit sentences with *used to* and *didn't use to* using the remaining cutouts.

Connecting to students' experiences

Ask students to reflect on how our tastes change over the years. Not just in food, but in the kinds of games we like, the clothes we wear, the music we listen to and the TV programmes we watch. Ask questions to prompt this reflection: *When you were younger, did you use to watch the same video or DVD over and over again? Did you use to like hearing the same story every night?*

Wrap-up

Complete the poem.

Write the following poem on the board:

I didn't use to like salad and peas.

I didn't use to like crackers and _____.

I didn't use to like soup and spaghetti.

I didn't use to like eggs and _____.

Now everything is my favourite dish,

Even spinach, carrots and _____.

Students copy the poem into their notebooks and complete it with the following words: *cheese, honey, fish.*

Answer Key

- ① 1. bananas, milk; 2. spinach, soup



Activity Book

Page 9, activities 1 and 2.

Key

① *Red:* Now we live in Edinburgh; Now I go to a very big school; I take the school bus every morning; I go to dance and music classes every week; I spend time with my friends and we have pyjama parties. *Blue:* I used to live in a small village in Wales; I used to go to a small school; I used to walk to school; I used to watch a lot of TV.
didn't use; didn't use; used; didn't use; used; didn't use.



Grammar: Past simple review.

Vocabulary: *Illness, disease, vaccine, death, diarrhoea, medicine, leader, war, poor, extremely, preventable, survive, promise, sign, die, receive, support.*

Warm-up

Acronyms

Write the acronym UNICEF on the board.

Ask students if they know what it means (*United Nations Children's Fund*).

Explain that an acronym is a short way of saying something using just a few of the letters. Ask what the following acronyms mean: *TV, UK, USA*. Ask students if they know any other acronyms.

Developing reading

Read the introductory text out loud.

Write the following expressions on the board: *preventable illnesses, undernourished, deficiency, primary school, extremely poor, child soldiers, support a family.*

Ask volunteers to help you explain the meanings of these expressions.

① Read the headlines and guess *T* (True) or *F* (False).

Choose a volunteer to read the first headline. Students say if they think the headline is true or false. Students circle the corresponding letter. Repeat with the rest of the headlines.

- Listen and check your answers. 🎧 6

Play Track 6. Students listen and correct their guesses. (All the statements are true.)

Track 6

The facts and figures about children around the world are very shocking. Did you know that last year more than eleven million children died from preventable illnesses? Those are diseases and illnesses that we can prevent.

One hundred and ten million children did not go to primary school. Most of them were girls.

Sixty million children in the world were undernourished. That means they didn't get enough to eat.

Five hundred million children in the world were extremely poor. They lived on less than one euro a day.

Two hundred and fifty million children between the ages of 5 and 14 worked to support their families.

Almost 500,000 child soldiers fought in different wars around the world.

Two million children died because they didn't have clean drinking water.

More than 33 million children suffered from vitamin A deficiency. This means they could go blind or die from preventable diseases.

- What do you think of these facts and figures? Which one do you find most shocking?

Ask questions to help students express their opinions: *Why don't all children get medicines for preventable illnesses? Do you ever throw food away?*

Students write the number of the fact they find most shocking in their notebooks.

Read the first headline and ask: *Who wrote number 1?* Students raise their hands. Continue until the class has voted on all the headlines. Read the one with the most votes out loud.

Optional activity

Do a number dictation.

Dictate the high numbers in the text and add a few more. Students write out the numbers in numerals.

- Complete the texts. Remember to use the past tense.

Write the words from the first word box on the board. Students call out the past tense and the negative past tense form of each verb and write it next to the infinitive. Then students complete the texts.

- Match the texts with the headlines.

Students read and number the texts.

Check the activity with the whole class

Wrap-up

Game: *Big numbers*

Divide the board into two sections. Divide the class into two teams.

Call out a series of high numbers. Students take turns running to the board and writing the numbers.

The team with the most correct answers wins.

Answer Key

① *Complete the texts:* left: died, did, have, were, did, have, was; middle: lived, were, did, have, were, looked for, slept; right: signed, promised, did, go, were, did, receive, did, learn

Activity Book

Page 10, activities 1–3.

Key

① A child is a person under the age of 18. Children who are homeless haven't got anywhere to live. Children who are undernourished don't get enough food to eat. Preventable illnesses are illnesses we can stop before they happen. Primary school is education for children from 6-12 years old. Child soldiers are children who fight in wars.

② Last year the world's leaders promised not to send children to war, but there were half a million child soldiers. Last year the world's leaders promised to educate all children, but 110 million children didn't go to school. Malaria is a preventable disease, but last year two million children died of malaria. Last year rich countries threw away a lot of food, but millions of children died of hunger.

③ eleven million; a/one hundred and ten million; sixty thousand; seven hundred thousand; two hundred and fifty million; five hundred thousand; two million; thirty-three million



Grammar: Present tense review.

Vocabulary: *Right, obligation, campaign, opinion, feeling, protection, violence, environment, religion, skin.*

Materials: Balloons (1 per student), permanent markers, string. *Optional:* Card.

Warm-up

Needs and wants

Draw a chart on the board with two columns. Write the words *need* and *want* as headings.

Explain that things we need are things that are necessary and that things we want are things we would like to have.

Call out suggestions and get students to say *need* or *want*: *fresh fruit, sweets, books*, etc.

Write the suggestions in the correct columns. Leave the chart on the board.

Developing reading

① Read and discuss the answers to the questions.

Read the list of rights out loud. Discuss them with the class. Ask if their rights are guaranteed and explain cases where children are not protected.

Divide the class into 10 groups. Assign a right to each group. Students think of three reasons why this right is important. Each group explains the reasons to the rest of the class.

Ask the first question. Explain that some of the sentences contain more than one right. (Answer: 14)

Ask the second question. Students tick the three they think are the most important in their opinion.

Invite volunteers to say which rights they have ticked and why.

Students may assume that children are protected in their country. Give examples of where protection is not so clear (violence in the home, environmental protection or special care for the handicapped).

Students write three more things they feel children need in their notebooks. Volunteers explain their ideas to the rest of the class.

Critical thinking

Write the following on the board: *110 million children did not go to primary school. Most of them were girls.* Students get into groups and think of three reasons why many parents don't send their girls to school. Then students write three possible solutions so that more girls attend school.

Free practice

② Read and tick (✓) or cross (X) the texts.

- What else do children need, in your opinion?

Choose volunteers to read the texts in the speech bubbles out loud.

Pause after each text and say: *Raise your hand if you agree with that.*

Students make a list of needs and wants. They should include about three of each.

- Discuss with a partner.

Divide the class into pairs. Students take turns asking each other questions about children's rights.

Optional activity

Make a class contract.

Divide the class into 10 groups. Explain that children have got obligations as well as rights. Students think of their obligations at school and make a list.

Discuss the ideas with the class and agree on 10 basic obligations.

Assign one obligation to each group. Students write the obligation and illustrate their idea.

Collect all the obligations and glue them to a piece of card. Tell students that it is a class contract.

Students sign their names on the contract.

Craft activity

The Printer's Project

Read the instructions out loud. Divide the class into groups of five and give each group five balloons and some string.

Students make a list of five things children need.

They inflate the balloons and write their ideas on them using markers. Students tie their balloons to their chairs. Students explain their ideas to the class.

Wrap-up

Play True or false?

Play *True or false?* using facts from pages 10 and 11: *Children have got the right to go to school. Many children die from preventable illnesses. Children have: the right to have computer games. All children in the world go to primary school.*

Students call out: *true or false.*

◆ Activity Book

Page 11, activities 1 and 2.

Key

② *Rights:* go to school, have enough to eat; have health care; have a home. *Obligations:* go to school; study and work hard at school; respect other people; protect the environment; respect their classmates' opinions.



Functional language: *Let's take the register! Here!*

Vocabulary: School subjects; school locations; school objects; *calculator, compass, timetable, cook, librarian, nurse, take the register.*

Materials: Cutout 2.

Warm-up

Play Categories.

Divide the class into four groups.

Assign a category to each group: *places, subjects, people* and *equipment*.

Write the categories on the board in four columns.

Students stand in four lines in front of the board. Then they take turns running to the board and writing a word in their category. The next student in line cannot start until the one before him/her has returned to the line.

The group with the highest number of correct words in its column is the winner.

Controlled practice

① Listen and complete the dialogues. 🎧 7

Read the introductory text out loud.

Encourage students to think about their first day back at school after the holidays. Ask: *Do you like your first day back at school? What is the first thing you do?*

Who do you see? What do you ask your classmates?

If there is a new student in your class, what do you do?

Students look at the words in the word box. Check that they know the meaning of all the words.

Play Track 7. Students listen and follow the dialogue in their books. Then students write in the missing words in pencil using their memory and logic.

Track 7

It's the first day at school after the summer holidays.

Hi, Jen! Look at our new timetable.

What subjects have we got this year?

Well, this year we've got French and Science.

Have we still got Mr Moody for Maths?

No! We haven't got him anymore.

This is Jasmine. She's new this year.

Hi, Jasmine, I'm Jen. This is Dan.

Did you buy some new rulers for Maths.

Yeah! And a new compass, too.

Good morning. I'm Mr Cloony, your new teacher. Let's take the register. Jennifer Todd?

Here!

Play Track 7 again. Students correct their work.

- Act out the dialogues.

Divide the class into groups of five. Assign a role to each student.

Students act out the dialogues.

Give students time to practise their dialogues.

Encourage them to use body language and facial

expressions as they speak.

Choose volunteers to act out their dialogues for the rest of the class.

Student vote for their favourite performance.

Developing vocabulary

② Complete the mindmap.

Tell students to look at the mindmap. Explain that this is a very good way to recall and memorise vocabulary.

In the centre of the organiser is the main topic: *school*.

Coming out from the centre are different vocabulary categories that we use to talk about school.

Students cut out the word cards in Cutout 2.

Students place the word cards face up on their desks and shuffle them around.

Point to students at random and ask them to hold up and read out a word. Ask: *Which category is that word in?* Students respond.

Tell students to divide the words into the four categories on their desks and check with a partner.

Students glue their words into their books.

Optional activity

Make a mindmap.

Students make another mindmap.

Write a selection of themes on the board:

my schoolbag, my bedroom, my classroom, the playground.

Discuss how they could divide the theme into different categories: *my schoolbag: books, equipment, personal items.*

Students choose one of the themes and make a mindmap.

Wrap-up

Play Guess what I am describing.

Choose one of the words from the mindmap and describe it to the class: *I am thinking of a person. She works in a school. She wears a uniform, and she takes care of us when we are sick.*

Repeat with a school subject, a place and an object.

Students take turns describing and guessing.

Activity Book

Page 12, activities 1 and 2.

Key

② 1. a; 2. a; 3. b; 4. b; 5. b



Grammar: Present continuous and past continuous review.

Vocabulary: *Skip, throw, push up, high jump, long jump, comic.*

Materials: Optional: Paper (1 piece per student).

Warm-up

Play Gerund bingo.

Students help you brainstorm a list of gerunds on the board. Make sure you include examples that show all forms of spelling: *living, swimming* and *walking*. You need at least 25 gerunds. Tell students to draw a 3 x 3 bingo grid in their notebooks. Students choose nine gerunds from the list on the board and write them into their bingo grid. Call out the gerunds at random. The first student to cross out all his/her gerunds is the winner.

Grammar practice

① Look and say what the children were doing at 10:30 this morning.

Students look at the picture. Explain that this "photo" was taken at breaktime this morning.

Ask: *What time was it?*

Students look for the children at the top of the page: *Dan, Jake, Tom, Jen, Jasmine* and *Katie*. Tell them to raise their hands when they have found all six children. Ask: *What was Dan doing at 10:30?* Point to a student to answer.

Students take turns asking and answering questions about the picture.

- Find children A-F. What were they doing?

Point to the children in the key on the right-hand side of the page and ask students to describe them. Tell students to look for these children in the picture and write the letters in the picture when they find them.

Ask: *What was the girl with the blue hat doing?* Students respond.

② Look at the picture and answer the questions.

Read the text at the top of the picture out loud. Explain that this picture represents what is happening now. Students ask and answer questions about the children in the picture: *What is Jake doing now? He's doing the long jump.*

Students read the questions in their books and answer them in their notebooks.

Read the questions out loud and choose volunteers to read their answers out loud. Correct the activity.

- Find children A-F. What are they doing now? Tell students to look for and label the children from the key. Ask students at random: *What is the boy with the dark glasses doing?* Students respond.

Optional activity

Play *What were you doing when...?*

Draw a picture on the board: a river, some trees on the riverbanks, a crocodile in the river, a swimmer in the river, an ice cream stand on one of the riverbanks. Draw yourself (a simple stick figure) sitting under a tree reading a book. Draw an arrow from your figure and write your name.

Explain the story: *Last week I had a terrible experience. I was sitting under a tree reading a book on the riverbank. There was a person swimming in the river when suddenly a crocodile attacked!*

Distribute paper.

Students copy the picture from the board onto their piece of paper. Then they draw and label themselves in the picture doing something.

Ask a few students at random: *What were you doing when the crocodile attacked?* Draw them in the picture and label them.

Students walk around the classroom and ask five more classmates. Each time they draw the person in their picture and label him or her.

Invite volunteers to tell the story of the crocodile attack by describing what the people in their picture were doing.

Students write their stories on the back of their pictures.

Wrap-up

Describe the pictures.

Write the following skeleton text on the board:
At 10:30, Jake was ... but now he is...

In their notebooks, students write about the two pictures on Student's Book page 13, contrasting the actions.

Answer Key

① Jake was eating a sandwich, Tom was talking to the teacher, Jen was listening to music, Jasmine was playing with water, Katie was skipping.

A. She was eating a banana; B. She was dancing; C. He was reading; D. He was playing video games; E. He was drinking a fizzy drink; F. He was hanging from a tree.

② 1.No; 2. Yes; 3. No; 4. No ; 5. No; 6.Yes

A. She is playing basketball; B. She is playing basketball; C. He is listening to music; D. He is quarrelling over the ball; E. He is running; F. He is playing with the Frisbee.

Activity Book

Page 13, activities 1 and 2.

Key

② + *ing*: playing, crying, doing, working, eating, drinking; e + *ing*: arriving, smiling, coming, diving, dancing, living; + *consonant* + *ing*: swimming, skipping, forgetting, sitting, stopping, running



Grammar: *Used to: I used to like milk. I didn't use to like spinach. Did you use to like tomatoes?*

Vocabulary: *Believe in, spider, bath, insect, monster, rubbish bin, mud.*

Materials: Cutout 3, dice (1 per pair of students).

Warm-up

Used to review

Write the following sentences on the board: *I used to take the school bus. I didn't use to drive a car. Did you use to drink from a baby bottle?*

Write: *question, positive and negative* under the sentences but not in the right order.

Choose a volunteer to come to the board and match the sentences to their types.

Underline the words: *used* and *use*. Ask students what the difference is: *How do we know a sentence is negative? How do we know a sentence is a question?*

Grammar practice

① Look at the examples and complete the sentences with *use* or *used*.

Read the examples out loud. Point out that the negative sentence and the question take the infinitive form of the verb *use*.

Read the first sentence out loud and ask: *Is this a positive, negative or question sentence? Which word do we say here?*

Repeat with the rest of the sentences.

Students complete the sentences in their books.

- Number the sentences that have got the same meanings.

Read the first sentence in activity 1 out loud and ask students if they can say what it means. Give them some examples: *Does it mean Jake was scared of spiders when he was younger?*

Continue in the same manner with the rest of the sentences.

Students read the meanings and number the sentences. Volunteers read the sentences and their meanings out loud. Students correct their work.

Controlled practice

② Play a language game.

Students cut out the cutout cards in Cutout 3.

On the board, write the numbers: 1, 3 and 5, and 2, 4 and 6 in two different lines.

Point to the first line and say: *These are odd numbers.*

Point to the second line and say: *These are even numbers.*

Read the instructions and demonstrate how to play the game. **Key:** Odd numbers: *No, I didn't*; Even Numbers: *Yes, I did*

- Write about your partner in your notebook.

Students write up the results of the game. Write skeleton sentences on the board as a guide:

My classmate used to... He/She didn't use to...

Optional activity

Play **The sentence race**.

Divide the class into pairs.

Write the following key on the board:

1, 2 = positive

3, 4 = negative

5, 6 = question

Students choose two cards from Cutout 3.

Students place the cards face up on the table.

Pairs take turns rolling the dice and writing a sentence according to the key using their cards as prompts.

The first student to write all six sentences (two from each category) is the winner.

Wrap-up

Did you use to...?

Tell students to place their cutout cards face up on their desks.

Call out the following words and tell them to cross the words out and write a different word: ~~bath~~ *swimming pool*; ~~insects~~ *sweets*, etc.

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

S1: *Did you use to swim in a swimming pool?*

S2: *No, I didn't.*

Answer Key

① **Complete:** 1. *used*; 2. *use*; 3. *used*; 4. *use*; 5. *use*

Number: 3, 5, 4, 1, 2

◆ Activity Book

Page 14, activities 1 and 2.

Key

① *used, use, used, used, use, used, use, used, used, used, used, used*



Grammar: Review of *used to*, past simple and past continuous.

Vocabulary: Key vocabulary from the unit.

Warm-up

Unit review

Write the following on the board:

1. Which verb tenses have you practised in this unit?
2. Which new verb form have you learned?
3. Which theme did you learn about on pages 10–11?
4. Write three new words that you have learned.

Students copy and do the tasks in their notebooks.

Review

The Printer's Quiz

► READ AND CIRCLE T (TRUE) OR F (FALSE).

Students look at the pictures and circle the answers. Read the sentences out loud. Students say whether the sentences are true or false.

► COMPLETE THE SENTENCES WITH THE CORRECT FORM OF THE VERB.

Read the sentences out loud and ask students to identify whether the sentence is past or present. Students complete the sentences.

Get students to come to the board and write the missing verbs. Students correct their work.

► COMPLETE THE TEXT WITH IS, ARE, WAS OR WERE.

Students read through the text before they start to complete it with the verbs. Students find the word *now* in the text. Explain that this marks the point where the tense changes. Students complete the text. Ask a volunteer to read the text out loud.

Optional activity

Play Find someone who...

Draw the following chart on the board:

Find someone who used to have...	Name
glasses.	
short hair.	
long hair.	
a pet fish.	
a tricycle.	

Students walk around the classroom asking: *Did you use to...?* When they receive a positive answer, they write the person's name. The first student to finish shouts: *Stop!* He/She summarises the results of the survey: *(Nadia) used to have glasses.*

Wrap-up

Singing practice 1

Play Track 1. Students sing the song. Divide the class into groups of five. Groups assign two lines of the song to each member. The groups sing their song for the class.

Answer Key

① Circle: 1. T; 2. F; 3. F; 4. F; 5. T; 6. T

Complete: 1. died; 2. work; 3. started; 4. live; 5. suffered

Complete the text: was, was, were, are, is, are

Activity Book

Page 15, activities 1 and 2.

Key

① *physical changes*: braces, glasses, freckles, scar, long hair, taller, heavier. *Personality*: moody, creative, tearful, argumentative, sensitive, sociable. *Problems*: making friends, arguing with friends, falling in love, disagreeing with parents
 ② *positive*: used to, used to, used to, used to, used to, used to; *negative*: I, You didn't, didn't use to, didn't use to, didn't use to, didn't use to, They didn't use to; *questions*: to, Did-use, Did-use, she-to, it use to, Did-to, Did-use to; *short answers*: did, you, you, he, No, did, didn't, it, it, Yes, we, they

Grammar module: Past with used to

Used to refers to past habits and states. We form this structure with *used to* + infinitive: *I used to play with dolls.*

To form the negative, use *didn't* (*did* + *not*) + *use to* + the bare infinitive of the verb: *I didn't use to go to the park.* To form questions, use *did*. The subject goes between *did* and *use to*: *Did you use to eat insects?* To answer a question, use *yes* or *no* followed by the subject and the auxiliary: *Yes, I did./No, I didn't.*

Used to

Positive

I used to run.
You used to run.
He used to run.
She used to run.
It used to run.
We used to run.
You used to run.
They used to run.

Negative

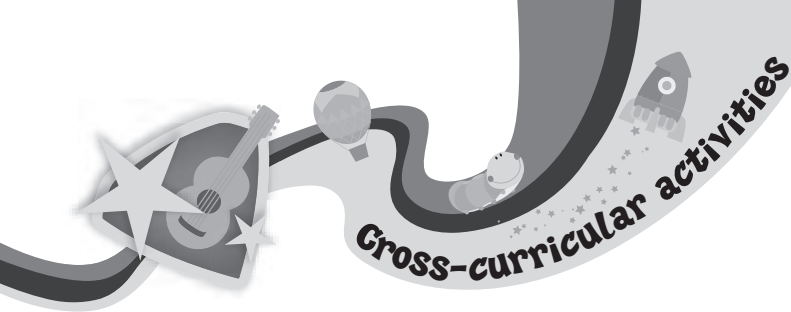
I didn't use to run.
You didn't use to run.
He didn't use to run.
She didn't use to run.
It didn't use to run.
We didn't use to run.
You didn't use to run.
They didn't use to run.

Question

Did I use to run?
Did you use to run?
Did he use to run?
Did she use to run?
Did it use to run?
Did we use to run?
Did you use to run?
Did they use to run?

Short answers

Yes, I did./No, I didn't.
Yes, you did./No, you didn't.
Yes, he did./No, he didn't.
Yes, she did./No, she didn't.
Yes, it did./No, it didn't.
Yes, we did./No, we didn't.
Yes, you did./No, you didn't.
Yes, they did./No, they didn't.



Social studies: Children's rights campaign

Materials: Access to computers with Internet.

Directions:

Take students into the computer room and get them to look at the UNICEF website: www.unicef.org. Students look up their country on the list of countries. Students download facts and figures about their country and children's rights. They use all this information to make a wall display about children's rights in their country. Place the display in a common area of the school.

Art: Abstract paintings

Materials: Art paper, paints, a copy of the painting *The Scream* by Edvard Munch.

Preparation: Photocopy *The Scream* onto a transparency or use a Powerpoint projection.

Directions:

Project the painting so that students can see it well. Do not tell them the name of the painting.

Ask questions about it: *Is the person in the picture happy? Is it a man or a woman? What is he/she doing? What do you think happened? What do you think the character is going to do? Choose and write three adjectives to describe the feelings in the painting. What title would you give to this painting?*

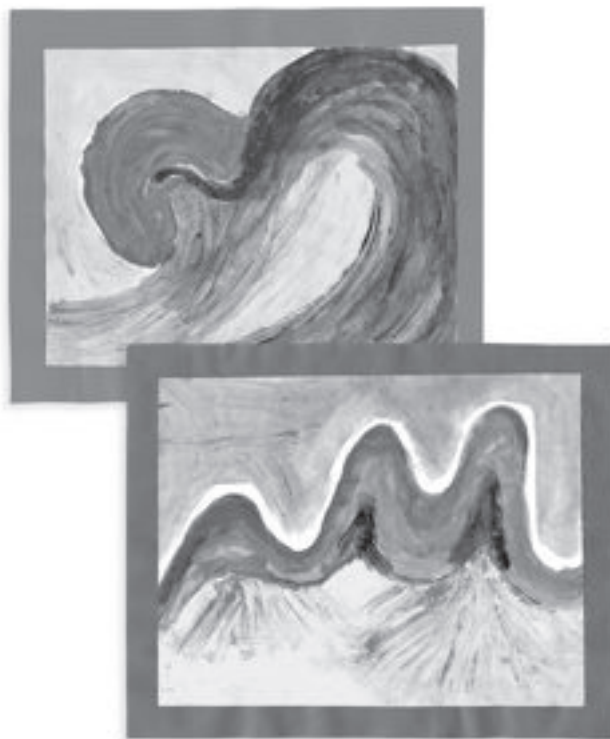
Finally tell students that the painting is called *The Scream*.

Write a list of adjectives on the board including those on page 5 of the Student's Book.

Students choose an adjective and paint a picture to express the feeling.

Students make caption cards for their paintings: *Creativity* by Ana Alonso.

Display the pictures around the classroom.



Project: Make a school poster.

Materials: Photos of the school showing different places, the students, the teachers and any special features; white paper, card.

Directions:

Tell students that they are going to design and make a poster about their school.

Divide the class into four groups and assign a task to each group:

1. *The school:* Take photos of the different places in the school.
2. *The staff:* Make a list of the subjects and teachers. Interview the head teacher.
3. *The students:* Interview students from different years.
4. *Sports and events:* Make a list of the sports and art events.

Each group writes articles about its theme and includes relevant photos.

Students design and lay out the poster on card.

Students glue their articles and photos onto the card.



Vocabulary	Grammar
<p>Film words: <i>actor, actress, audience, character, digital, director, editor, film, film star, mime, photograph, producer, projector, protagonist, scene, screen, scriptwriter, silent film, special effects, studio, sound, stuntman, technology</i></p> <p>Types of films: <i>action, cartoon, comedy, documentary, historical, sci-fi</i></p> <p>Adjectives/gerunds: <i>burning, dancing, dangerous, expressive, flying, friendly, moving, paying, singing, talking, worried</i></p> <p>Past participles: <i>Irregular verbs: been, drunk, eaten, had, made, met, read, written</i></p> <p>Other words: <i>accident, amusement park, beach, binoculars, building, cliff, cloud, dream, escape, fossil, fuel, guard, harbour, hole, hot-air balloon, lifeguard, lift, monster, motor, nail, oar, octopus, public, rainbow, sailor, shark fin, situation, summary, surround</i></p>	<p>Present perfect (with regular and irregular past participles): <i>Have you ever seen a flying donkey?</i> <i>Yes, I have./No, I haven't.</i> <i>She has lived in New Zealand.</i> <i>She hasn't been home this month.</i> <i>Has he ever walked on nails?</i> <i>Yes, he has./No, he hasn't.</i> <i>They have directed a film.</i></p> <p>Past simple: <i>No single person invented film.</i> <i>The first films were all short documentaries.</i> <i>The first musical was The Jazz Singer.</i></p>
<p>Functional language: <i>What's on at (7:30)? What kind of film is it? How much is the ticket?</i></p>	<p>Multiple intelligence: <i>Intrapersonal intelligence (page 40)</i></p>

Teaching tip

Teaching adolescents

- Most adolescents are interested in pop songs and the newest trends, so exploit their interests by bringing music and topics of current interest (sports, entertainment and media news) into the classroom.
- They are in the process of discovering (often with difficulty) a different relationship with others. Group work allows individuals to interact with different classmates in a less stressful and collaborative atmosphere.
- They are starting to define their personalities so role-play activities can allow them to express feelings behind non-threatening, face-saving masks.
- Part of growing up is taking responsibility for one's acts and in school, for one's learning. Therefore a certain amount of learner autonomy and individual choice can be helpful.
- Some adolescents will have in-depth knowledge of a particular field, so encourage individual students to bring their outside interests and knowledge into the classroom through cross-curricular work.
- Include surprise and humour—they are the spice of classroom life. Try out different warm-ups and fillers to change the pace and enliven your lessons.
- Adolescents are naturally energetic so give students an opportunity to move around during class.
- Use games. Such activities provide meaningful contexts, stimulate interaction, provide competition and are fun, as long as the rules are clear and are followed by all participants.
- Project work offers individuals a chance to use their own talents to do something personally meaningful. The resulting posters and other visuals can be displayed around the classroom.



Grammar: Present perfect: *Have you ever seen a flying donkey? Yes, I have./No, I haven't.*

Vocabulary: *Flying, dancing, singing, friendly, talking, rainbow, fossil, lift, hot-air balloon.*

Materials: Cutout 1, *unusual photos* (1 per student): Photos of different unusual animals or things: a penguin, an iguana, a tarantula, a scorpion, a panther, a volcano, snow, a meteorite, etc.

Note: If you cannot get photos, write the names of the animals or things on separate slips of paper.

Warm-up

Vocabulary review

Write *Animals* on the board.

Set a two-minute time limit. Students make a list of all the animals they can think of.

After two minutes say: *Stop!*

The student with the longest correct list wins the game. Elicit all the animals and make one long list on the board.

The cinema

On the board, write: *The cinema*. Explain that this is the theme for the unit.

Ask students about the cinema: *What's your favourite film? Who's your favourite film star? When did you last go to the cinema? What did you see?*

Grammar presentation

① Listen and tick (✓) or cross (X) the pictures. 8

Point to the pictures one by one. Ask: *Which film does this picture remind you of?*

Play Track 8. Students listen and point to the pictures.

Track 8

Have you ever seen...?

Have you ever seen a flying donkey?

No, I haven't.

Never? Not even in a film?

No, not even in a film!

Have you ever seen a dancing bear?

Yes, I have!

What? Really? In a film?

Yes, really, in a film!

Following verses:

singing cat – No, I haven't.

friendly lion – Yes, I have.

big, blue monster – No, I haven't.

talking pig – Yes, I have.

Play Track 8 again. Students mark the pictures.

Write the short answers on the board: *Yes, I have./No, I haven't.*

Ask: *Have you ever seen a flying donkey in a film?*

Check answers around the class.

- Listen and sing the song.

Divide the class into two groups.

Assign the questions of each verse to one group and the answers to another so that the groups are alternately asking and answering the questions. Play Track 8 one more time. Students sing the song with their groups.

② Write your own verses.

Explain to students that they are going to write their own verses to the song.

Students cut out the words in Cutout 1.

Students choose two words from each column and glue them into their books in the spaces provided.

- Sing your verses to the class.

Divide the class into pairs.

Students take turns singing and answering the questions for their verses.

Optional activity

Grammar: Past participles

Direct students' attention to the grammar box. Read the question out loud.

Explain that this is a new verb tense and it uses a new form of the verb.

Write a question on the board: *Have you ever seen a red cat?*

Explain that this refers to any moment in your life.

Write: *see* on the board. Get students to provide the past of the verb. Write *saw* on the board. Now write: *seen* on the board. Explain that this is a new form of the verb.

Point to *have* in the question and in the short answers.

Explain that the new verb tense has got its own auxiliary verb for short answers and for forming questions.

Wrap-up

Unusual things

On the board, write: *Have you ever seen...?*

Hold up the *Unusual photos* (see Materials) one by one. Ask individual students: *Have you ever seen (a penguin)?*

Distribute the photos around the class. Students ask ten of their classmates their question: *Have you ever seen (a volcano)?*

Get individual students to report their results to the class: *Five students have seen a volcano.*



Activity Book

Page 16, activities 1 and 2.



Grammar: Present perfect with irregular past participles: *Have you ever made a home movie?*

Vocabulary: *Film star, amusement park, octopus, dream; past participles: eaten, had, been, written, read, met, drunk, made.*

Materials: Small ball.

Warm-up

The most extraordinary thing

Ask: *What is the most extraordinary thing you have ever seen?*

Students make a note of their answers.

Invite students to write the things they have seen on the board.

Get the class to vote on the most extraordinary thing.

Grammar practice

① Listen and complete the chart. 🎧 9

Students identify the pictures in the circles. Tell students they will be listening to an interview with a girl called Sally.

Play Track 9. Students listen and complete the chart.

Track 9

Hello, Sally.

Hi!

I'm doing a survey for school. Can you answer some questions?

Of course!

Thanks! Now... have you ever made a home movie?

No, I haven't. I haven't got a video camera.

Have you ever met a film star?

Yes, I have! I met Brad Pitt. It was amazing!

Have you ever been to an amusement park?

Yes, I have. I love amusement parks.

And have you ever eaten octopus?

Yes, I have. Lots of times. It's delicious.

Have you ever drunk pineapple juice?

No, I haven't.

And have you ever read a horror story?

Yes, I have. It was really scary.

I've only got two more questions. Have you ever written a story?

Yes, I have. I wrote a story about my cat.

And have you ever had a dream about flying?

No, I haven't.

Well, thanks for answering my questions. Bye.

That's OK.

Point to a girl and say: *You're Sally.* Ask one of the questions from the track:

T: *Have you ever (made a home movie)?*

S1: *Yes, I have.*

Repeat with other students to check the answers.

Optional activity

Poster 2

On the board, write: *seen, drunk, eaten* and *made*. Display the poster cutouts.

Ask students to identify each picture: *What's this?*

Divide the class into pairs. Set a three-minute time limit.

Students write as many questions as they can about the poster cutouts using the verbs from the board: *Have you ever seen a giant snake? Have you ever made a paper aeroplane?*

The pair with the most questions wins the game.

② Do a group survey.

Students look at the table in activity 2.

Read the instructions out loud.

Brainstorm with the class possible objects for the verbs: *Think of places you can go.*

Repeat with: *things you can eat, books, strange things you can see, and people.*

Students write an object for each verb in the table.

Divide the class into groups of six.

Students take turns asking each other their questions.

Explain that they should write the names of the students who answer "yes" in the boxes.

- Complete the questions and write the answers.

Students complete the questions with the same objects of the verbs that they used in the table.

Then they write the answers according to the results of their survey.

Wrap-up

Game: Grammar ball

On the board, write: *see, saw, seen.*

Direct students' attention to the *Look at grammar* box.

Explain that these are more past participles.

Say the past participles out loud and students repeat.

Then give students a few minutes to memorise the new words.

Tell students to close their books.

Call out one of the verbs in the infinitive form and say a student's name. Throw a ball to that student. The student responds with the past participle and returns the ball.

Continue with the other past participles. Repeat so that all students have a chance to participate.

Activity Book

Page 17, activities 1 and 2.

Key

① have-had, see-seen, make-made, meet-met, eat-eaten, drink-drunk, be-been, read-read, write-written



Grammar: Past simple: *No single person invented film. The first films were all short documentaries.*

Vocabulary: *Photograph, projector, screen, audience, film, public, documentary, scene, actor, studio, director, editor, scriptwriter, special effects, paying.*

Warm-up

Past participle match

Write verbs and their corresponding past participles all over the board: *eat, eaten, see, seen, write, written*, etc.

Divide the class into pairs. Students race their partners to write the verbs next to their past participle forms in their notebooks.

Check answers by inviting students to come to the board and match the verbs with the participles.

Developing reading

Story: *How did film begin?* part 1 10

Students look at pages 18 and 19 of their books. Read the title of the story out loud.

Find out how much students know about the history of the film industry. Ask: *Did your grandparents watch films? And your great-grandparents?*

Play Track 10. Students listen and follow along in their books.

Track 10

How did film begin? part 1

(See Student's Book page 18.)

Pause the recording after each paragraph. Ask general comprehension questions: *Who invented films? Who made a machine that combined a camera and a projector? When was the first film shown to the general public? What were the first films about? What were the first cinemas called? When did the first studios open in California? Why did the film industry move to California? Where was the first full-length film made?*

Encourage students to make predictions about the story after each paragraph.

Students take turns reading paragraphs of the text to each other.

Get them to discuss the meaning of unknown words and underline any words that they don't understand.

Students write the unknown words on the board.

Ask for volunteers to explain the words.

Choose a pair to read the story out loud.

In your book, underline any words that are mispronounced.

When students have finished reading, copy the words on the board and model the correct pronunciation.

Ask volunteers to read the fact boxes out loud. Ask students if they already knew the facts.

Optional activity

True/false statements

Make *true/false* statements about the story: *The first films used actors. The first cinemas were very expensive. Directors could film outside in California.*

Students correct the false statements.

Divide the class into pairs. Students invent their own *true/false* statements for the rest of the class.

Controlled practice

① Read and underline the jobs of people who work in the film industry.

Students read the text again and underline all the jobs. Choose volunteers to write the professions on the board.

② Ask your classmate questions about Louis Lumière.

Tell students to underline the sentences in the story that are about Louis Lumière.

Write the following question words on the board: *When, Where, What.*

Tell students to write questions about Lumière using the question words.

Divide the class into pairs. Students close their books and ask each other their questions.

Wrap-up

Predicting

Make sure students have got their books closed.

Tell them to think about what is going to happen next in the history of the cinema. Write a few suggestions on the board with their help:

Films are going to use computer animation.

They are going to have lots of special effects.

They are going to have sound.

They are going to be in colour.

Tell students to choose two predictions and copy them into their notebooks.

Answer Key

① actors, directors, Scriptwriters, editors

Activity Book

Page 18, activities 1 and 2.

Key

① *cinematograph*—a machine that projects moving pictures; *screen*—the film is projected on this large white area; *documentary*—a film about real life; *audience*—a group of spectators; *full-length film*—a film that lasts for more than one hour; *director*—this person is responsible for directing a film; *scriptwriter*—this person writes the dialogues.

② The first story films were short. The first full-length film was made in Australia. The first film studios were in California.



Grammar: Past simple: *The first musical was The Jazz Singer.* Present perfect: *I've directed three home movies.*

Vocabulary: *Silent film, actress, mime, sound, technology, producer, expressive, digital.*

Materials: Picture of a famous actor or actress.

Warm-up

Question review: *Inventing an interview*

Display a picture of a famous actor or actress (see Materials). Tell students to imagine that they are going to interview him or her. Students work in pairs to make up questions for the interview. Elicit the questions and write them on the board.

Developing reading

Story: *How did film begin?* part 2 🎧 11

Play Track 11. Students listen and follow along in their books.

Pause the recording after each paragraph and ask general comprehension questions:

Did the first films have sound? How did the audience understand these films? Who was the first film star? Were all silent film stars good at the talkies? Why not? What are computers used for in the film industry? What does a director do? What does a producer do? How can you make a film at home?

Track 11

How did film begin? part 2

(See Student's Book page 19.)

Students take turns reading paragraphs of the text to each other.

Get them to discuss the meaning of unknown words and underline any words that they don't understand. Students write the unknown words on the board.

Ask for volunteers to explain the words.

Choose a pair to read the story out loud.

In your book, underline any words that are mispronounced.

When students have finished reading, copy the words onto the board and model the correct pronunciation.

Ask volunteers to read the fact boxes out loud. Ask students if they already knew the facts.

Reading comprehension

① Read and circle *True* or *False*.

Tell students to read the last paragraph and underline the sentences with *have* or *has*.

Students complete the activity individually.

Go over the answers with the whole class.

Choose a volunteer to read the first sentence out loud.

Ask: *Is that true or false?*

Continue with the other sentences.

Ask volunteers to correct the false sentences.

Optional activity

Play *Classify the words*.

Divide the board into two halves. Draw three squares in each half. Write the following headings in each of the squares: *film words, actions, adjectives*.

Divide the class into two groups. Each group stands in a line facing its half of the board.

Call out a word from the story from one of the categories. For example: *cinema, changed, silent*.

The first person in each line runs to the board and writes the word in the correct category.

Continue until all students have participated.

The group with the most correct words wins.

Optional: Students can play the game in smaller groups with notebooks sitting at their tables.

Wrap-up

Film history: A timeline and summary

Divide the class into pairs. Pairs work together to make a timeline that includes the major historical events in film history.

Elicit information from students and write the timeline on the board.

Students use the timeline as a guide to write a summary about film history.

Collect the summaries and keep them as a class record.

Answer Key

① 1. F; 2. F; 3. T; 4. T; 5. F

◆ Activity Book

Page 19, activities 1 and 2.

Key

① 1895: The first film for the general public, 1903: The first film with a story, 1906: The first full-length feature film, 1910: The first film star, 1927: The first musical, 1939: One of the first films with Technicolor, 1999: The first computer-generated character

② 1-b; 2-c; 3-a; 4-b; 5-b; 6-a



Grammar: Present perfect with regular past participles: *She has lived in New Zealand. They have directed a film.*

Vocabulary: Past participles of regular verbs.

Materials: Whiteboard marker.

Warm-up



Poster 2

Display Poster 2.

Point to one of the boys on the poster. Ask students to invent a name for him. Write the name on the poster with a water-based marker.

Say: *Let's talk about his life and his experiences.*

Attach one of the poster cutouts next to the boy. Elicit the corresponding sentence: *Peter has seen a giant snake.* Repeat with other poster cutouts and the remaining characters: *Sophie has eaten chili ice cream. Paul and Charlie have drunk black tea.*

Grammar presentation

① Listen and match the phrases with the people. 12

Point to the two characters. Say: *This is John Scarlett and this is Karla Platon. They're famous film stars. They've got very exciting lives. They have had lots of amazing experiences.*

Play Track 12. Students listen and identify the lines of text.

Play Track 12 again. Students match the lines of text with the characters.

Track 12

John Scarlett has had a very exciting life. He has had a lot of different jobs. He has played professional football and he has even painted houses. Now he is a famous film star. He has lived in the United States all his life. He has worked with many European directors and he has travelled to every continent in the world. He has even explored the Amazon jungle and learned Portuguese!

Karla Platon is one of the most popular film stars of the moment. She has lived in New Zealand most of her life, but she has also travelled to every continent in the world. Karla has learned French and German, and she has worked with European film directors. She has painted lots of film sets. John and Karla have worked together many times and they have directed a film.

- Complete the sentences.

Focus students' attention on the word box. Encourage students to explain when we use *has* and when we use *have*. Students complete the sentences in their books.

Play Track 12. Students check their answers.

- Play a memory game. Ask your classmate questions.



Poster 2

Display Poster 2 with the cutouts attached.

Point to the girl in the poster and ask a question: *Has she ever seen a hot-air balloon?*

Repeat with the boy and the groups.

Write the questions on the board.

Divide the class into pairs. One student in each pair closes his/her book. Students ask and answer questions about the characters in activity 1.

- Circle the correct options.

Students complete the activity individually.

Then they read the sentences out loud.

Optional activity

An actor's life

Elicit words and phrases about a film star's life and write them on the board: *sports car, beach house, photographers, make-up, designer clothes, lots of money, etc.*

Discuss with students how actors' and actresses' lives are different from ordinary lives. Ask them if they would like to act in films and why.

Divide the class into pairs. Get students to think of three advantages and three disadvantages of being a famous film star. Elicit students' ideas and write them on the board. Discuss the results with the class.

Wrap-up

Grammar practice: Regular and irregular past participles

Call students' attention to the grammar box.

Read the first sentence out loud. Ask: *What's the past participle? What's the auxiliary verb?*

Continue with the other sentences. Elicit the fact that the past participle of regular verbs is the same as the past form.

Write a sentence in the past simple on the board using one of the verbs in the grammar box. Ask students how the sentences are different.

Divide the board into two columns. Write the following headings: *regular* and *irregular*. Call out verbs from the unit. Invite volunteers to come to the board and write the past participles in the correct column.

Answer Key

① *Match: clockwise from top (right):* They have, They have, He has, They have, She has, He has, She has, She has
Circle: 1. has; 2. hasn't; 3. has; 4. hasn't; 5. has; 6. hasn't; 7. have; 8. have; 9. haven't

Activity Book

Page 20, activities 1–3.

Key

① *Regular:* directed, explored, learned, lived, painted, played, travelled, worked. *Irregular:* been, drunk, eaten, had, made, met, read, seen, written

② 2. played football. 3. He has had a haircut. 4. He hasn't made his bed. 5. He hasn't read the newspaper. 5. He has learned the vocabulary. 6. He hasn't written a story.



Grammar: Present perfect: *He has eaten fire. Has he ever walked on nails? Yes, he has./No, he hasn't.*

Vocabulary: *Stuntman, escape, burning, moving.*

Materials: Strips of paper (1 per student), a bag.

Preparation: Write a present perfect positive sentence relating to stunts on each strip of paper: *I've jumped from a tall building.* There should be two matching strips for each sentence.

Warm-up

Life experiences

Get students to draw a picture of something exciting they have done. Tell them to write the corresponding question underneath: *Have you ever (swum in the sea)?* Provide the past participle forms of the verbs if necessary.

Display students' work around the classroom.

Divide the class into pairs. Students use the pictures to ask their partners about their experiences.

Controlled practice

① Choose a stuntman and tick four stunts.

Point to the stuntmen. Say: *These men work as stuntmen in films. They do very dangerous things.* Point to the illustrations. Say: *These are some of the things they do.*

Choose volunteers to read the text under the illustrations out loud.

Divide the class into pairs. Each student chooses one of the stuntmen.

Ask: *What has your stuntman done?* Students choose four stunts and tick the boxes.

- What has your stuntman done? Complete the paragraph.

Students complete the paragraph with *has* or *hasn't* and the corresponding past participles.

② Ask a classmate about his/her stuntman.

Students take turns asking and answering questions about their stuntman.

- Write about your classmate's stuntman in your notebook.

Students write about their classmate's stuntman. They can use the guided text from activity 1 as a model.

Optional activity

Find your partner.

Tell students to pretend that they are stuntmen or stuntwomen. Say: *You have done one dangerous stunt in your life.*

Put the strips of paper in a bag (see Preparation).

Each student takes out a strip of paper.

Explain that this is their stunt. They must find someone who has done the same thing.

Students go around the class asking questions to find their partner: *Have you ever (jumped from a moving car)?*

When students find their partner, they sit down.

Wrap-up

Connecting to students' experiences

Point to the clock. Ask: *What time is it?*

Tell students to make a note of three things they have done today.

Go around the class asking: *What have you done today?*

Ask students the date.

Students make a note of three things they have done this month.

Repeat with the year.

Activity Book

Page 21, activities 1 and 2.

Key

- ① 1. on the bookcase; 2. eaten; 3. has eaten; 4. has walked/climbed; 5, 6. *answers may vary*
 ② 1. in; 2. to; 3. in; 4. on; 5. to; 6. to; 7. on; 8. in



Grammar: Present perfect: *Have you ever seen an action film? Yes, I have./No, I haven't.*

Functional language: *What's on at (7:30)? What kind of film is it? How much is the ticket?*

Vocabulary: *Comedy, sci-fi, historical, action, cartoon, documentary.*

Materials: *Optional:* Promotional material for films.

Warm-up

Class survey

Divide the class into groups of four.
Tell each group to decide between themselves two of their favourite films.
Elicit a list of film titles on the board.
Point to each title and ask: *How many people have seen this film? What kind of film is it?*
Ask students who have seen the film to give it a mark from one to five. (One means bad and five means excellent.)
Add up the marks and work out the most popular film in the class.

Vocabulary presentation

① Number the film posters.

Point to one of the posters and read the title out loud.
Ask: *What do you think the film is about? Is it about the future? Is it about the real world?*
Continue with the other posters.
Read the words on the paper strips out loud. Students repeat.
Students number the posters.
Ask students if they know of any other film types: *musical, romance, thriller.*

- Ask a partner.

Ask: *Have you ever seen a comedy? What was it called?*

Divide the class into pairs. Students ask each other questions following the model dialogue in their books.

Optional activity

Film posters

Show the class promotional material from different films.
Ask: *Have you seen this film? Was it good?*
Students think of adjectives to describe each film according to the promotional material. Prompt by asking questions: *Is it funny? Is it scary?*

Free practice

② Look at the information and talk with a partner.

Explain that all these films are playing at the Royal Cinema.

Students identify the time and the price in the information.

Ask: *What's on at (7:30)?* Repeat with different times.
Choose volunteers to read the model dialogue out loud.

Divide the class into pairs. Students ask each other questions about the films following the dialogue in the book.

Finally, students write the dialogues in their notebooks.

Wrap-up

My favourite type of film

Write the following skeleton text on the board:

My favourite type of film is _____.

This type of film is _____.

These films make me _____.

These films have often got _____.

Students choose a film type and complete the text in their notebooks.

Invite volunteers to read their descriptions out loud.

Answer Key

- ① 1. I'm Alone; 2. Space Wars; 3. Achilles; 4. Possible Mission; 5. Ronald Little; 6. Insect World

Activity Book

Page 22, activities 1 and 2.

Key

- ③ *Sample answers:* **Comedy:** ridiculous situations, clowns, jokes; **Sci-fi film:** Martians, time machine, spaceships; **Historical film:** Napoleon, kings and queens, pirates; **Action film:** guns, detective, car races; **Cartoon:** monsters, animation, ridiculous situations; **Documentary:** real life, sea life, Napoleon.



Grammar: Present perfect: *He has travelled on a crazy bus.*

Vocabulary: *Surround, guard, title, summary, situation, character, protagonist.*

Materials: Large pieces of paper, poster paints.

Warm-up

Great films

Ask students questions about the films that are the focus of this lesson: *Have you ever seen a Harry Potter film? Which one have you seen? Have you ever seen a film with Shrek? Which one have you seen? Which Disney films have you seen? Have you seen 101 Dalmatians?*

Developing reading

① Match the texts with the film titles.

Read the titles out loud.

Students look quickly at the texts and match them to the titles.

Ask students what key words they identified in the text that helped them do the activity.

- Complete the texts.

Tell students to read the two texts and underline any words they don't understand.

Clarify the meaning of unknown words.

Students complete the texts using the words from the word box.

Ask for volunteers to read sentences from the texts out loud.

Make a note of any words that are mispronounced.

Once students have finished reading, write the mispronounced words on the board.

Model the correct pronunciation. Students repeat.

② Read the questions and number the parts of the film summary.

Students read the summary in silence.

Ask: *What's the title of the film? Are the characters dogs or people?*

Students silently read the text on the strips of film and number the sections of the summary.

Read the questions out loud. Students supply the answers from the summary.

Developing writing

The Printer's Project

Read the instructions out loud. Students make a note of their favourite film.

Distribute large pieces of paper and poster paints.

Students design a poster for their favourite film.

Remind them to leave space for a summary and for information about prices, times and ratings.

While the posters are drying, students can write a summary of their favourite film.

Write an outline on the board for them to follow:

Title:

Characters:

Plot:

1) Initial situation

2) Main problem

3) Solution

Students write a rough draft of the summary.

Correct their work. Students copy their summaries onto their posters.

They should also include information on ticket prices, times and ratings on the poster.

Collect the posters and display them on the walls of the classroom.

Wrap-up

Posters

Students walk around the classroom asking each other about their posters: *What kind of film is it? How much does the ticket cost? What's it about?*

Answer Key

① *Match:* left: The Prisoner of Azkaban; right: Shrek

Complete: From top to bottom: started, travelled, escaped, surrounded; sent, seen, lived

② *From top to bottom:* 2, 4, 3, 1, 6, 5

Activity Book

Page 23, activity 1.

Key

① Experienced actress/singer—Linda Lerner; stunt woman—Tessa Stall; young actress/dancer—Sandra Fauve



Grammar: Present continuous: *Rory is fishing.*
Present perfect: *Mum has made a picnic.*

Vocabulary: *Harbour, sailor, binoculars, cloud, beach, motor, fuel, cliff, lifeguard, shark fin, hole, oar, worried.*

Warm-up

Vocabulary review

Divide the class into two teams.
Give a definition of one of the professions in the film industry: *This person writes the script.*
Team A tries to guess the word. If team A doesn't know the answer, team B has a turn. Award a point for each correct answer.
Repeat with team B starting.
Professions: *scriptwriter, editor, musician, actor, actress, director, producer, extra, stuntman, director of sound effects, director of special effects.*

Developing reading

① Read the film script and complete the tasks.

Explain that a film script is divided into different scenes. Each scene is filmed in a different location. Students read scene 1 in silence.
Tell students to underline any unknown words. Clarify their meanings.
Ask questions about the scene: *How many people are in the scene? Who are they? Where are they? What are they doing? What are they talking about?*
Continue with the rest of the scenes.
Divide the class into groups of four.
Assign a scene to each group.
Within the groups, students divide up the reading. One student reads the scene and the location, another reads the directions and the role of the sailor and two others take the roles of Rory and Alice.
In groups, students read the film script out loud.
Read the first task out loud. Students underline the locations.
Volunteers read the locations out loud.
Continue with the rest of the tasks.

Optional activity

Multiple intelligence: Intrapersonal intelligence

Brainstorm a list of emotion adjectives with the class. Prompt by miming different emotions.
For example, make a sad face and ask: *How am I feeling?*

Build a list of adjectives that includes *happy, sad, scared, bored, mad, tired, worried.*

Divide the class into groups of three. Tell them to look at the first three lines in scene 1.

Assign an adjective to each student. Don't let students from other groups find out about each other's adjectives. Students memorise their lines and say them according to the adjective they have been assigned.

Encourage students to come to the front of the class to act out the scene.

The other students guess the adjectives.

Developing writing

- Write your own film script.

Tell students that they are going to alter the script from activity 1.

Students look through the options and ask for clarification if necessary.

Students write the new script in their notebooks. They can change the names of the characters if they wish. Tell students to write as neatly as possible as they will be working with these film scripts in groups in the next lesson.

Wrap-up

Questions

Ask questions about individual student's film scripts: *Anna, what are your characters called? Who do they meet? What problem have they got?*
Make sure you ask each student a question.

Answer Key

① 1. At the harbour; Out at sea, In the boat, On the beach of the island, On a cliff on the island, On the beach; 2. **Scene 1:** Two children are walking to a boat. They see a sailor. **Scene 2:** Rory is fishing. Alice is looking through binoculars. She can see a black cloud. **Scene 3:** Alice is trying to start the motor. Rory is looking worried. **Scene 4:** Alice and Rory are lying on the beach. **Scene 5:** Rory and Alice are lighting a fire. **Scene 6:** Alice and Rory are looking up. 3. Underline all the rest except the names of the characters. 4. There are 6 scenes. 5. There are three.

Activity Book

Page 24, activities 1 and 2.

Key

① 1. With body movements and facial expressions. 2. To make their eyes more expressive. 3. Because it helped the audience understand the story/Because they couldn't speak. 4. They read the dialogue in subtitles on the screen. 5. They heard music. 6. Because music made the atmosphere more dramatic and intense.
② From left to right: 4, 1, 3, 5, 2, 6



Functional language: Following instructions.

Vocabulary: Craft instructions.

Materials: Cutout 2, coloured paper, sellotape, shoeboxes (1 for every 5 students).

Warm-up

Cartoons

Talk about animated films with the class. Ask: *How can we make a cartoon?* Explain that simple cartoons are made of a series of drawings. In each drawing, there are only small changes. Then the drawings are filmed one after the other.

Ask: *How can we add sound to a cartoon?* Explain that the sound track is recorded later and that sound effects are added. Then the film and the sound track are run at the same time.

Optional activity

Critical thinking: Making sound effects

Get students to look at the film script on page 24.

Divide the class into pairs.

Students make a list of possible sound effects for the script: sound of the sea, sound of the boat's motor, etc. Encourage students to be creative.

Students choose one or more of the sounds and think of ways to make them. They can use any materials in the classroom. Encourage students to use everyday objects in different ways.

Get students to come to the front of the class and demonstrate their sound effects.

Students vote for the best sound effects.

Craft activity

① Make a cartoon strip.

Read the instructions out loud.

Students look at Cutout 2.

Point to the figures on the cutout page and help students to identify them: *These are characters from the film script in the last lesson.*

Ask questions about the characters: *Who's that? What's (he) doing?*

Students cut out the pictures and the cartoon strips in Cutout 2. They tape the strips together to make one long strip.

Students take out their notebooks with the film script from the previous lesson.

They choose figures to add to the cartoon strips. The figures should match the events in their film script.

② Show your film.

Read the instructions out loud.

Divide the class into groups of five.

Students in each group vote for their favourite film script.

They think of sound effects for the cartoon and add notes about the sound effects to the film script.

- Make a film box.

Distribute materials.

Students read and follow the instructions.

Make sure the window is the same size as one frame from the cartoon strip.

Make sure the slot at the top is the same width as the frames.

- Act out your cartoon.

In each group, students take a role: a "producer" who pulls the strip through the film box, a sound effects person who makes the sound effects and three actors. Encourage the actors to act out the scenes as they say their lines.

Students practise performing the cartoon so that the sound effects are made at the right time.

Groups present their cartoons to the rest of the class.

Wrap-up

Have an award ceremony.

Write the following categories on the board: *sound effects, main actor, supporting actor, main actress.*

Students vote for the best cartoon show for each of the categories.

Activity Book

Page 25, activities 1 and 2.

Key

① *Sample answers: Scene 2: At the bus stop; Directions: John is getting on the bus; John: Why are you late? Bus driver: Can't you see? The traffic is terrible.*

Scene 3: At the bus stop near the park; Directions: John is getting off the bus and running to the park. Dick: Why were you late? John: I'm sorry the bus arrived late. Traffic! Dick: Well, let's hurry. We can't be late for the show.

From left to right: 6, 3, 4, 1, 2, 5



Grammar: Present perfect: *Stella Star has made five films this year. She hasn't been home this month.*

Vocabulary: Regular and irregular past participles.

Materials: Cutout 3, dice (1 for every 2 students).

Warm-up

Poster 2

Display the poster cutouts. Ask questions about them: *Have you ever (drunk coconut milk)?*

Display Poster 2. Elicit names for the characters in the poster.

Make a chart on the board with the poster cutouts across the top and the names of the characters down the side.

Put a tick (✓) or a cross (✗) to indicate whether the characters have done the action.

Prompt a student to ask a question about a character: *Has (Daniel) eaten chili ice cream?* The student answers according to the chart.

Repeat with different students.

On the board, write a sentence in the present perfect about a character from the poster. *He has made a sandcastle.* Underline the verb.

Help students identify the auxiliary verb and the past participle.

Repeat with other characters.

Review

① Underline the auxiliary verbs in red and the past participles in blue.

Students underline the verb parts.

Choose various students to come to the board and make a list of the auxiliary verbs.

Then choose other students to come to the board and make a list of the past participles. Tell them to write the infinitive form next to the past participle.

② Unscramble and write the sentences.

Write a positive sentence and a question in the present perfect on the board.

Help students identify the differences between the sentences. Lead them to notice the word order.

Students look at activity 2 in their books.

Students write out the sentences and questions.

Ask students to read the sentences and questions out loud.

Controlled practice

③ Make and play a language game.

Read the instructions out loud.

Students complete the cards in Cutout 3 and cut them out.

Divide the class into pairs and give a dice to each pair.

On the board, write: *Even = Yes, I have.*

Odd = No, I haven't.

Students put their cards together in a pile. They take turns turning over a card and asking a question. The answer depends on the throw of the dice.

Ask students to imagine they are famous film stars when they answer the questions.

Students make a note of their answers by marking the cards in pencil. (✓ = Yes, I have. ✗ = No, I haven't.)

- Write the sentences in your notebook.

Using the marks on the cards they have collected, students write about their experiences.

Optional activity

Grammar practice

Write the following sentence on the board:

I have lived in the USA.

Write the name of one of your students under the subject pronoun.

Choose a student to come to the board and change the other parts of the sentence that need changing. Make sure students think of meaning as well as structure: *(María) hasn't lived in the USA.*

Change another part of the sentence and continue.

Start one of the lines with the auxiliary to encourage students to form questions.

Wrap-up

Connecting to students' experiences

Tell students to think of three things that they haven't ever done but would like to do: *I haven't climbed a mountain.* Students say their sentences out loud for the rest of the class.

Tell students to think of three things they have done but that they didn't like: *I have eaten raw fish.* Students say their sentences out loud.

Answer Key

- ② 1. Stella been to Hollywood? 2. She has eaten egg soup. 3. She hasn't seen a Martian. 4. They have written a film script. 5. They haven't been to the theatre. 6. Have they made a home movie?

Activity Book

Page 26, activities 1–3.

Key

① *Regular verbs (+ed):* travelled, visited, painted, worked, played; *(+d):* explored, lived, invited, decided, arrived; *Irregular verbs:* had, made, eaten, read, drunk, written, been, met

- ② 1–e, 2–c, 3–a, 4–g, 5–b, 6–h, 7–d, 8–f

- ③ Has, has, has, has, have, haven't, hasn't, have

Student's Book Page 27



Grammar: Review of present perfect.

Vocabulary: Key vocabulary from the unit.

Materials: Cutout 4.

Warm-up

Play Dominoes.

Students cut out the dominoes in Cutout 4.

Divide the class into pairs. Students mix their dominoes together and divide them in half.

S1 places a domino in the middle. S2 places a domino with a matching past participle or infinitive. Students take turns until they have matched all the dominoes.

Review

The Printer's Quiz

- ▶ **COMPLETE THE QUESTIONS AND CIRCLE THE CORRECT ANSWERS.**

Students complete the questions with the correct form of the verb given in brackets. They circle the answers according to their own experiences.

- ▶ **COMPLETE AND MATCH.**

Students complete the sentences with *have* or *has*. Then they match the columns to make true sentences, according to the illustration.

- ▶ **PLAY A GUESSING GAME.**

Divide the class into pairs.

Students choose one of the characters.

Then they ask each other questions to identify their partner's character, following the model dialogue in the book.

Wrap-up

Mind maps

Students make mind maps of the new vocabulary from this unit. They can organise the words however they like. Suggestions: *past participles, people in films, types of films, feelings*.

Optional activity

Definitions

Ask students to choose a word from their mind maps and write a definition for it or use the word in a sentence. Students read their definitions or sentences (skipping the key word) out loud. The rest of the class guesses the key word.

Answer Key

① *Complete:* 1. seen; 2. ever eaten; 3. Have, ever drunk; 4. Have, ever met; 5. Have, ever been; 6. Have, ever climbed; 7. Have, ever painted; 8. Have, ever walked.

Complete and match: 1. has-France; 2. has-China; 3. have-an actor; 4. have-Mt. Everest; 5. has-a book; 6. has-a picture

Activity Book

Page 27, activities 1 and 2.

Key

① *Positive:* have, seen, has, She, seen; have, You, have;

Negative: seen, haven't, seen, seen, It; seen, haven't, They;

Question: seen, Have, he, Has, seen; Have, seen, they;

Short answers: have, haven't, has, hasn't, has, hasn't, has, hasn't; have, haven't, have, haven't, have, haven't

② *Sample answers:* director, actor, actress, scriptwriter, editor, producer; horror, comedy, documentary, sci-fi, action, historical

Grammar module: Present perfect

In this unit, the present perfect is used to talk about an event that has happened at some unspecified time in the subject's life.

For this reason, the structure is introduced with the question: *Have you ever...?*, which conveys a clear idea of "at any moment in your life." Whenever possible, reinforce this meaning of the present perfect by saying *We don't know when this happened. It isn't important.* Students also need to be able to handle the different parts of the verbal structure. Help students identify the parts by asking them to circle the auxiliary verbs and underline the past participles.

Positive

I have slept.
You have slept.
He has slept.
She has slept.
It has slept.
We have slept.
You have slept.
They have slept.

Negative

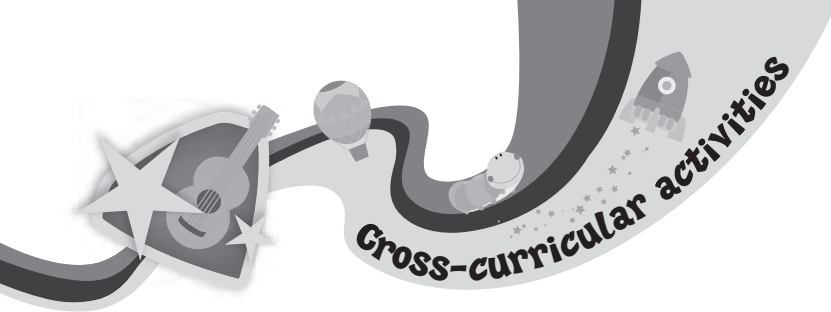
I haven't slept.
You haven't slept.
He hasn't slept.
She hasn't slept.
It hasn't slept.
We haven't slept.
You haven't slept.
They haven't slept.

Question

Have I slept?
Have you slept?
Has he slept?
Has she slept?
Has it slept?
Have we slept?
Have you slept?
Have they slept?

Short answers

Yes, I have./No, I haven't.
Yes, you have./No, you haven't.
Yes, he has./No, he hasn't.
Yes, she has./No, she hasn't.
Yes, it has./No, it hasn't.
Yes, we have./No, we haven't.
Yes, you have./No, you haven't.
Yes, they have./No, they haven't.



🎵 **Music: Make a sound track.**

Materials: Different types of music CDs, a CD player, a recorder and microphone.

Directions:

Play a selection of pieces of music to the class. Make the selection as varied as possible. Include classical music, pop, ethnic music, traditional music, etc. Divide the class into pairs. Students think of words to describe each piece of music: *sad, happy, scary, peaceful*, etc.

Say: *Imagine this music is the background music to a conversation. What would you say?*

In pairs, students write sentences.

Record the students saying their sentences while the background music is playing.

Play the recording to the class.

⌚ **P.E.: Can you be a stuntman?**

Materials: A stopwatch.

Directions:

Explain that a stuntman or stuntwoman needs to be very strong and flexible.

Write a list of exercises on the board: *push-ups, sit-ups, sprint, long-distance, cartwheel, touch toes, put feet behind head*.

Get students to copy the list.

Take the class to the gym or the playground.

Tell students to count the sit-ups they can do in one minute. Make sure everyone starts at the same time.

Time them with a stopwatch.

Ask: *How many sit-ups did you do?* Make a note of the boy and girl who do the most.

Repeat with push-ups.

Time students in a 100-metre sprint and in a

400-metre run. Make a note of the winners.

Make a note of students who can do the other actions on the list.

Show the results to the class and work out together who would be the best stuntman and who would be the best stuntwoman.

✍️ **Language arts: Adapt a traditional story to a film script.**

Materials: Copies of traditional children's stories. They can be in students' native language.

Directions:

Tell students to choose one of the traditional stories you have brought to class. Some students may have to share the same book.

First, students make a list of the characters in the story. Then they list different locations and separate the story into scenes.

Students write simple lines of instructions and the dialogue for the scenes.

Project: Make a school film.

Materials: Video camera.

Preparation: Borrow a video camera from a staff member or ask students if they have got one at home that could be brought into class.

Directions:

Divide the class into groups of five or six.

Write the film title on the board:

A typical day at school

Students write a film script in their group. It should include two or three different locations and enough roles for all the members of the group. They can also add other key members of the school community by interviewing them for the film.

Students rehearse their film script.

Have a filming day in which all the groups perform.

Hold a viewing with other classes.

Note: Since a video camera is an expensive piece of equipment, it is better if the teacher does all the filming.



Vocabulary	Grammar
<p>Animals and conservation: <i>crab, extinct, goat, habitat, hunt, iguana, penguin, pollution, ranger, research centre, seal, tortoise, turtle, vet, wild, wildlife</i></p> <p>Ships and the sea: <i>anchor, archipelago, barrel, captain, crew, deck, dock, island, islet, life jacket, net, port, rope, sail, supplies, wave, voyage</i></p> <p>Holidays: <i>airport, beach ball, binoculars, gloves, snowsuit, swimsuit, torch, wet suit</i></p> <p>Verbs: <i>cheer, cry, close, cross, fall, finish, make a mess, mend, paint, pick up, punish, sit up, sweep, take a step, tie up, turn, win</i> Past participles: <i>been, built, come, cut down, done, dug, flown, lived, planted, saved, seen, travelled, visited</i></p> <p>Other words: <i>blue-footed, breadfruit plant, bush, camp, coconut, cruel, destruction, dinner, duty, east, friendly, fruit, lazy, needle, north, prisoner, punishment, radio station, railway, rubbish,</i></p>	<p><i>scarf, seed, south, sweetcorn, tidy, tobacco, tunnel, turtle, ugly, vegetable, village, well, west</i></p> <p>Present perfect: <i>She has been all over the world.</i> <i>They have built houses.</i> <i>Where has she lived?</i> <i>What has she seen?</i></p> <p>Positive and negative imperatives: <i>Work harder.</i> <i>Don't be sad.</i></p> <p>Reported orders: <i>He told me to make a fire.</i> <i>He told me not to play cards.</i> <i>She asked John and James to be quiet.</i> <i>Mr Christian asked Maimiti not to forget him.</i></p> <p>Object pronouns (me, you, him, her, it, us, them): <i>I told him to pick up the rubbish.</i></p>
<p>Functional language: Describing animals: <i>a fast, red crab</i></p>	<p>Multiple intelligence: Naturalistic intelligence (page 53)</p>

Teaching tip

The writing box

One of the realities of the English language classroom is the mixed abilities of students. This is a tendency that has increased over the years in primary education classrooms. It is important to include activities that are challenging for all levels.

One method used to address different levels of writing skills is to have a classroom *Writing box* that contains a selection of different writing activities to be used by fast finishers while the class is doing individual written work. Extra points can be given as an incentive. Following are some examples of activities:

- Make a word search with ten words about a specific topic (for example, the environment).
- Find five new words in the unit and write their definitions.
- What did you do last weekend? Write a letter to a pen pal.

- Make a weekly timetable. Write something that you are going to do for every day of the week.
- Make rhyming families for two of the following words: *light, swing, cake, eight*, etc.
- Write a story about a specific topic (for example, a voyage on a ship).
- Write a review of a book you have read recently.
- Write a review of a film you have seen recently.

The activities in the writing box should be updated at the end of every unit so that they can be adapted to the theme of the new unit.



Grammar: Present perfect: *They have built houses.*

Vocabulary: *Sweetcorn, tobacco, turtle, railway, well, tunnel, island; past participles: built, cut down, planted, dug.*

Warm-up

Play Hangman

Play Hangman with one of the following words: *island, house, railway, bridge, tunnel, turtle.*

Grammar review

① Look at the key, listen and complete. 🎧 13

Point to the illustration of the island. Ask students to identify the shape. (*The island has got the shape of a turtle.*)

Ask a volunteer to read the introductory text out loud. Ask: *Who lived on the island 300 years ago? Do people live there now? Do you think the island has changed? How? Let's find out.*

Students look at the key. Clarify meaning where necessary.

Play Track 13. Students listen and complete the key according to the changes on the island.

Track 13

This is Turtle Island. For thousands of years, nobody lived here. Then, about 200 years ago, a group of people arrived on the island to start a new life. The island has changed a lot. People have built houses and they have built roads. They have cut down some of the trees and they have planted sugar and sweetcorn. They haven't planted tobacco. They have built a bridge over the river. They haven't built a railway. They haven't dug any wells, but they have dug a tunnel through the mountains.

Check their answers: *Have they built houses? Have they dug roads?*

- Draw the changes on the map.

Explain to students that this is a map of *Turtle Island*. Tell students to draw the objects they have marked in the first activity to show how the island has changed.

- Describe how the island has changed.

Ask: *What have the people done on the island? How has the island changed?* Students answer orally.

Then students complete the sentences using the past participles in their books.

Optional activity

This is how my home has changed.

Ask students to reflect on the changes in their home over the last years.

T: *How has your home changed? What have your parents done?*

S1: *They have painted the living room.*

Students draw a picture of their home. Tell students to draw an aerial view showing the layout. If their home has got more than one floor, they draw an aerial view of both floors.

Students indicate the changes with an arrow.

Students write a sentence by each arrow describing the changes: *My dad has put a new cupboard in the kitchen.*

Wrap-up

Let's find out some more about this unit.

Ask: *What's this unit about?* Students look through the pages of the unit. (Possible answers: *animals, tortoises, ships, etc.*)

Students look at the introductory text at the top of the page. Choose a student to read the text out loud. Students look for the blue-footed booby in the unit.

The answer is on page 34. Ask: *What does blue-footed mean?* Answer: *It has got bright blue feet.*

Activity Book

Page 28, activities 1 and 2.

Key

① *Sample answers:* Ethan has mended the fence. He has planted sweetcorn and carrots. Beth and Emily have cut down the trees. They have built a bridge and a house. They have dug a well.



Grammar: Present perfect: *Where has she lived? What has she seen? She has been all over the world.*

Vocabulary: Past participles: *saved, visited, done, been, travelled, worked, seen, lived, come, flown.*

Materials: Cutout 1, optional: Magazines with pictures of very old people.

Warm-up

Who has done the most extraordinary thing?

Give students examples of extraordinary things you have done, seen or people you have met: *I have climbed a mountain. I have eaten five hamburgers in one day. I have met the president of our country.* Tell students to write down the most extraordinary things they have ever done in their notebooks. Students read their sentences out loud. The class votes on the three most extraordinary things.

Grammar review

① Listen and complete the song. 14

Read the sign out loud and ask: *How old do you think she is?*

Ask questions about the woman in the picture: *Where is she? What's she doing?*

Play Track 14. Students listen to the song as they look at the text.

Track 14

Old Mother Jones

(See Student's Book page 29, activity 1.)

Play Track 14 again. Students complete the song in their books.

Play Track 14 a third time. Students check their work.

- Listen and sing the song.

Divide the class into three groups.

Assign each group a line from the song:

Lines 1 and 5: Group 1

Lines 2 and 6: Group 2

Lines 3 and 7: Group 3

Lines 4 and 8: Groups 1, 2 and 3

Play Track 14 again. Students sing in groups.

Controlled practice

② Ask a classmate questions about Old Mother Jones.

Say: *Let's find out some more about Old Mother Jones.* Students look at Cutout 1. Read the model questions out loud. Let students speculate about the answers: *I think she has lived in Hong Kong.*

Divide the class into pairs and assign the students A or B.

Each student cuts out their corresponding *Information chart* in Cutout 1.

Students ask each other questions to complete the information.

Optional activity

What has happened to these people?

Distribute magazines. Students look for pictures of old people and choose one. Students cut out the picture and glue it into their notebooks.

Ask students to reflect on the changes the person in the picture has seen and the things he/she has done in his/her life:

T: *What has he/she done in his/her life? Who has he/she met? Where has he/she lived?*

Ss: *I think (he) has travelled a lot.*

Divide the class into pairs. Each student talks about what he/she thinks the person in his/her photo has done.

Students write their ideas in their notebooks.

They read their sentences to the class.

Connecting to students' experiences

Old people in our lives

Ask: *Who is the oldest person in your family? What has he/she done in his/her life?*

Go around the class letting students answer.

Repeat with the youngest person in the family.

Lead students to reflect on the accumulated life experiences that old people have got. Help them appreciate the fact that these experiences can be of great value to us all.

Wrap-up

Participles-infinitives

Randomly write past participle verbs and their infinitives all over the board: *eat-eaten, see-seen, write-written*, etc.

Divide the class into pairs.

Students race their partners to match the infinitives with their past participle forms.

Check answers by inviting students to come to the board and draw a line matching the participles with the infinitives.

Answer Key

① lived, worked, saved, travelled, done, driven, flown, visited, worked, been, come, seen

Activity Book

Page 29, activities 1 and 2.

Key

① ride-ridden; find-found; eat-eaten; see-seen; do-done; drive-driven; fly-flown; come-come; go-gone; meet-met



Grammar: Positive and negative imperatives: *Work harder. Don't be sad.*

Vocabulary: *Anchor, breadfruit plant, wave, barrel, rope, supplies, seed, captain, dock, cruel.*

Materials: *Optional:* A world map.

Warm-up

Mind map

Write *Ship* in the middle of the board. Draw a circle around the word.

Ask individual students to come to the board and write words related to the word *ship*: *captain, sea, sail*, etc. Help them with unknown words.

Tell the class that the story for this unit is about a journey on a ship.

Developing reading

Story: *Mutiny on the Bounty, part 1* 15

Play Track 15. Students listen and follow along in their books.

Track 15

Mutiny on the Bounty, part 1

(See Student's Book page 30.)

Stop the recording after each paragraph. Ask general comprehension questions: *What was the name of the ship? What was the captain's name? Who was the captain's first mate? Who was the cabin boy? Where was the ship going? Where/When did the journey start? Was it a safe journey? What happened during the storm? Was Captain Bligh a kind man? Were the sailors happy? Did Dick like Tahiti? Why? How many months were they on the island? What happened to Mr Christian in Tahiti?*

Encourage students to make predictions about the story after each paragraph.

Students take turns reading paragraphs of the text out loud to each other.

Students discuss the meaning of unknown words and underline any words that neither of them understand.

Students write the unknown words on the board.

Ask for volunteers to explain the words.

Choose a pair to read the story out loud. Underline any words that are mispronounced.

When students have finished reading, copy the words onto the board and ask volunteers to model the correct pronunciation.

Optional activity

Trace the route.

Display a world map on the board.

Ask students: *Where did the journey start?*

Students look through the story to find the answer. Ss: *England.*

Ask the following questions about the route of the HMS Bounty and then trace the route from England to Tahiti:

T: *What ocean did they cross?*

Ss: *The Atlantic.*

T: *Then where did the ship go?*

Ss: *To the Cape of Good Hope.*

T: *Which ocean did they cross next?*

Ss: *The Indian Ocean.*

Point to Tahiti. Ask: *Which ocean surrounds Tahiti?*

Ss: *The Pacific Ocean.*

1 Read and underline the orders.

Explain that on a ship the captain gives a lot of orders. Students look through the text for the orders and do the tasks in their books.

Choose students to read the orders out loud. Students check their work.

Wrap-up

Making predictions

Ask students to think about what is going to happen next. Write a few suggestions on the board with their help: *Some sailors are going to stay in Tahiti. Maimiti is going to go to England with Mr Christian. Captain Bligh is going to fall in love.*

Tell students to choose two or more possible outcomes and copy them down into their notebooks.

Answer Key

① Green: "Raise the anchor!", "Everyone to the deck!", "Tie down the water barrels!", "Work harder!"; Red: "Don't be sad", "Don't let go of the rope", "Don't waste so much time"

Activity Book

Page 30, activities 1–3.

Key

② 1. It took ten months. 2. It stopped to collect more supplies. 3. It stopped to collect fresh food and water. 4. In the southern Atlantic. 5. It stayed the longest at Cape Town because they repaired the ship.
③ 1. William Bligh, captain; 2. Fletcher Christian, captain's first mate; 3. Dick White, 13; 4. Yes, he did. 5. No, he didn't.



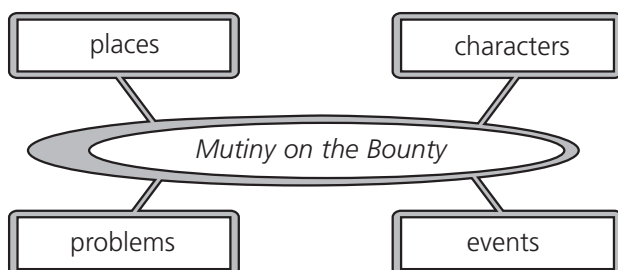
Grammar: Positive and negative imperatives.
Recognition of reported orders: *Captain Bligh told Mr Christian to whip a sailor. Mr Christian asked Maimiti not to forget him.*

Vocabulary: *Punish, cry, tie up, cheer, coconut, crew, voyage, punishment.*

Warm-up

Story map

Draw a story map on the board:



Encourage students to help you summarise the first part of the story and write notes on the story map. Students copy the story map into their notebooks. Ask a volunteer to use the story map to summarise the first part orally.

Developing reading

Story: *Mutiny on the Bounty*, part 2 16

Play Track 16. Students listen and follow along in their books.

Track 16

Mutiny on the Bounty, part 2

(See Student's Book page 31.)

Pause the recording after each paragraph and ask general comprehension questions: *What did Captain Bligh do when the sailors complained? Why was Mr Christian crying when he left Tahiti? What did Captain Bligh want Mr Christian to do? Who did the sailors support? What choice did Mr Christian give the sailors? What did Dick decide to do? How long were they at sea? What happened to Mr Christian?*

Students take turns reading paragraphs of the text out loud to each other. Students discuss the meaning of unknown words and underline any words that neither of them understand. Students write the unknown words on the board. Ask for volunteers to explain the words. Choose a pair to read the story out loud. Underline any words that are mispronounced. When students have finished reading, copy the words onto the board and ask volunteers to model the correct pronunciation.

Reading comprehension

① Read and number the sentences.

Divide the class into pairs. Students read the sentences and number them in order. Ask a volunteer to read the sentences in order. Students check their work.

- Circle the corresponding quotes in the story.

Choose a volunteer to read the first sentence out loud. Say: *What did Maimiti ask? Find and circle her words.* Continue with the other lines in the activity.

Optional activity

Play True or false?

Divide the class into four teams. Take a sentence from the story and change one or more words: *Last night someone stole one of the cabin boy's apples.* Students find the correct sentence in the text and read it out loud. Award a point to the team that finds the sentence first. After a few examples, tell each team to write three false sentences about the story for the other teams. Play the game again using the teams' sentences. The team with the most points at the end of the game wins.

Critical thinking

Tell students to write two lists: one about all the things that happened to Captain Bligh in the row boat and the second about all the things that happened to Captain Bligh when he returned to England.

Wrap-up

Write a summary and a review.

Complete the story map (see Warm-up) on the board with the second half of the story. Students complete their maps in their notebooks. Students use their story maps to write a summary and a review. Collect the story summaries and reviews and keep them as a class record.

Answer Key

① Number: 2, 3, 5, 1, 4

Circle: "Don't forget me!", "Come back soon!"; whip him", "Don't argue."; "Turn the ship around!"

Activity Book

Page 31, activities 1 and 2.

Key

① From left to right: Captain Bligh told Mr Christian to tie a sailor to the mast. "Tie a sailor to the mast."; Mr Christian told the sailors not to hurt the captain. "Don't hurt the captain." Mr Christian told the crew to turn the ship around. "Turn the ship around." Captain Bligh told Mr Christian not to come back to England. "Don't come back to England."

② 1. Because the conditions on the ship were hard.
2. Because he was cruel and he punished them. 3. Because he wanted to go home.



Grammar: Reported orders: *He told me to make a fire. He told me not to play cards.*

Vocabulary: *Fall, mend, fruit, lazy, sail, deck, duty, prisoner, net, dinner, win.*

Materials: Cutout 2, paper (2 pieces per student).
Optional: Strips of paper (1 per student), a bag.

Preparation: Write a negative or positive order on each strip of paper. Relate the orders to classroom behaviour, for example: *Don't make any noise!* Each sentence should appear on two strips.

Warm-up

Word search

Divide the class into pairs. Distribute paper. Each student draws a 10 x 10 grid on his/her paper. Each student thinks of six words related to a ship and/or life on board a ship. Students write the words in the grid, one letter per square. Then they fill in the remaining squares with random letters. Students swap grids with their partners, find and circle the six words.

Grammar presentation

① Listen and tick (✓) the captain's orders. 17

Point to the boy in the illustration and ask: *Who is this? What does he do?* (It's Dick White, the cabin boy from the story.)

Read the speech bubble out loud.

Students read through the orders in silence. Explain that they are going to listen to the captain giving the cabin boy orders.

Play Track 17. Students listen and tick the orders they hear.

Track 17

Right boy. You are going to work very hard on this ship. Do you hear me?

Aye, aye, Captain.

First, wash the deck.

Aye, aye, Captain.

Then mend the nets.

Aye, aye, Captain.

Now, don't talk to the prisoners.

Of course not, Captain.

Now, let me think. Is there anything else? Ah, yes. Make dinner.

Aye, aye, Captain.

And don't sleep on duty.

Oh, no, Captain!

All right, boy. Just remember. Work hard and don't be lazy.

Aye, aye, Captain.

Check the activity by making *true/false* sentences: *The captain told Dick to work hard.* Ss: *True!*

- Report what the captain told you.

Say: *Imagine you are Dick. What did the captain tell you to do?* Students write the orders the captain gave them in their notebooks. Remind them to start with *He told me to...* and *He told me not to...*

Choose volunteers to write the reported orders on the board.

Controlled practice

② Complete the scenes.

Ask students questions about the pictures: *Where's the captain in the first picture? What do you think he is saying?*

Read the first line of the instructions out loud.

Say: *Imagine you are Dick. Here are more of the captain's orders.*

Students cut out the sentences in Cutout 2.

Then they read and glue the sentences below the corresponding pictures.

Check answers:

T: *What did the captain tell you to do?*

Ss: *He told me not to eat the fruit. He told me not to drink the wine.*

Read the second line of instructions out loud.

Students write the captain's speech bubbles. Remind them to write the exact words the captain used.

Students check their work in pairs.

Optional activity

Find your partner

Put the strips of paper in a bag (see Preparation).

Each student takes out a strip of paper. Students go around the class reporting their order to their classmates:

She/He told me not to make any noise. They find someone who has got the same order.

Finally, pairs read their orders out loud.

Wrap-up

Write orders!

Distribute paper. Tell students to imagine they are Dick White. Tell them to write one positive and one negative order that Dick would like to give to the captain: *Be kind. Don't be cruel.*

Get students to report their orders by rows: S1 passes his/her orders to S2. S2 reports the orders: *Dick told the captain to be kind. He told the captain not to be cruel.*

Then S2 passes his/her orders on to S3, and so on.

Activity Book

Page 32, activities 1 and 2.

Key

- ① 1. the grass, cut; 2. wash the car, washed the dog; 3. eat all the ice cream, ate all the cake; 4. feed the dog, fed the cats; 5. make a mess in the kitchen, made a mess in the bathroom



Grammar: Object pronouns (*me, you, him, her, it, us, them*): *They told her to paint the signs.*

Vocabulary: *Close, paint, sit up, sweep, binoculars, gloves, life jacket, snowsuit, wet suit, torch, swimsuit, beach ball, airport, port, scarf.*

Materials: White stickers.

Warm-up

Practice with reported speech



Poster 3

Display Poster 3. Ask: *Where are the children?*

Place the speech bubbles poster cutouts on your desk. Formulate a reported order based on one of the speech bubbles: *Mr Ross told Sandy and Aaron not to push.*

Ask a volunteer to place the speech bubble next to the corresponding character.

Continue with the other speech bubbles.

Volunteers formulate the reported speech.

Grammar presentation

① Listen and complete the poem. 18

Explain that these friends give each other orders all the time and that the poem talks about that.

Students read the poem in silence. Clarify any unknown words if necessary. Make sure students understand who speaks first. Tell students to point to the boy with the speech bubble that says: *Close the door.*

Play Track 18. Students listen and follow the arrows in the illustration.

Play Track 18 again. Stop after each line. Students complete the text with the pronouns.

Track 18

(See Student's Book page 33, activity 1.)

- Complete the speech bubbles.

Point to the first boy in the illustration. Ask: *What did he say?* Students respond: *Close the door!*

Continue with the other children or groups of children in the illustration.

Students complete the speech bubbles.

Call a group of students to the front of the class and organise them in groups following the model in the Student's Book. Get one of the students to recite the rhyme.

Optional activity

Poster 3

On one side of the board, write the following sentences:
The teacher told me and my friends...

Eric told Frank...

Sylvia told Mark, Susan and Frank...

Mary and Gaby told Jenny...

Mark and I told you and Kim...

Attach the *Speech bubble* poster cutouts on the other side of the board. Ask a volunteer to match the phrases with any of the speech bubbles.

Then students write sentences using reported speech and substitute the names with subject pronouns and object pronouns: *He told us not to push.*

Controlled practice

② Complete the letter.

Ask: *Who is the letter from? What is the letter about?*
Tell students to look through the options under the letter. Clarify any unknown words as necessary.
Students complete the letter using the options.

- Ask a classmate about his/her letter.

Divide the class into pairs.

Students ask each other about their letters.

Choose a boy to read his letter out loud. Ask: *What did Mary tell him to bring?* Repeat with a girl: *What did Mary tell her to bring?*

Direct students' attention to the *Look at grammar* box.
Ask: *Which words refer to (a boy)?* Repeat with a girl and a group of people.

Wrap-up



Poster 3

Put the *Speech bubble* poster cutouts face down on your table.

Tell a student to choose a cutout from the table and give the order to another student or students: *Pass the ball.* The other student/students reports the order: *He/She told me/us to pass the ball.*

Continue with different students and cutouts.

Answer Key

① *Complete:* her; she, him; he, us; we, them; they, her; she, me

Speech bubbles: from left to right: top: learn these lines, sweep the floor, bottom: paint the signs, sit up straight, wash the plates



Activity Book

Page 33, activities 1–3.

Key

① me, you, my, I, my, He, I, him, he, he, me, I, We, us, she, we, her, they, we, we

① Alice–me–I; Ben–he–him; Alice and Ben–we–us; Mum and Dad–they–them; Mum–she–her

① *Subject pronouns:* you, he; *Object pronouns:* me, her, us, them; *Possessive adjectives:* my, your, her



Functional language: Describing animals: *a fast, red crab.*

Vocabulary: *Archipelago, islet, wildlife, tortoise, crab, iguana, seal, penguin, blue-footed, ugly, friendly.*

Materials: *Optional:* Index cards (1 per student), world map.

Warm-up

Unscramble the words.

Write the following scrambled words on the board: *setortoi, abcr, uaigna, easl, unipneg, isndla.*

Tell students that five of these words are animals and one is a place. Students work in pairs unscrambling the letters to make the following words: *tortoise, crab, iguana, seal, penguin, island.*

The first pair to unscramble all the words wins.

Vocabulary practice

① Listen and complete the information. 19

Point to the fact box and tell students that these are facts about the Galapagos Islands. Ask if they know anything about these islands. If you have got a world map ask students to find the Galapagos Islands on it. Students look through the information file. Clarify any unknown words if necessary. Play Track 19. Students listen.

Track 19

The Galapagos Islands

The Galapagos islands are in the Pacific Ocean, 960 kilometres west of Ecuador. Their official name is the Archipelago de Colon. The archipelago consists of 13 large islands, 8 smaller islands and 40 islets. The islands were uninhabited until the 19th century. Now there is a population of about 20,000.

There are two seasons. From June to December it is cool and dry, and from January to May it is hot and humid.

The Galapagos Islands were isolated for many thousands of years. The wildlife has developed in a very special way. About 40% of the animal species are unique to the islands.

In 1832, when the islands became part of the Republic of Ecuador, people started to settle and live there. In 1934, the islands became a wildlife sanctuary to protect the special wildlife and, in 1984, UNESCO made the islands into a World Heritage Site.

Play Track 19 again. Students complete the fact file in their books.

Students compare the information in pairs.

Ask comprehension questions: *Where are the Galapagos Islands? How many islets are there? What is the weather like in December? What percentage of the animal species are unique to the island?*

Developing reading

② Read and label the photos.

Ask questions to find out what students know about Charles Darwin: *Why is he famous? What was his*

famous theory?

Read the opening paragraph out loud. Ask comprehension questions: *Why was the wildlife in the Galapagos so special?*

Students read the text in their books in silence and underline any unknown words.

Write the following key on the board:

A = describing word

N = naming word

V = action word

Students write a letter by the unknown words according to the key. Students write the unknown words on the board saying what part of speech they are.

Ask for volunteers to explain the words.

Students label the pictures of the animals.

- Ask a classmate.

Write the following animals on the board: *a fast, red crab; an ugly iguana; a small, black and white bird; a funny bird; a friendly seal.* Elicit other wild animals that students have heard of. Write them on the board. Divide the class into pairs. Students ask each other if they have ever seen the animals on the board.

Optional activity

Word order

Write three columns on the board: *adjective, colour adjective, noun.*

Distribute the index cards. Students cut their card into three strips. They write a word on each strip: an adjective, a colour adjective and a noun: *fast / red / crab.* Collect the words and put them into a bag.

Individual students take a word from the bag and attach it to the board under the correct heading.

Continue until there are several adjectives, colour adjectives and noun combinations on the board.

Wrap-up

Strange animals

Tell students to imagine they are on a deserted island and that they have discovered a strange animal.

Students draw the animal in their notebooks.

Divide the class into pairs. Students exchange notebooks and describe their partner's animal: *It's a funny, red, blue and green bird.*

Answer Key

② *a fast red and yellow crab; a giant green tortoise; a small black and white penguin; a funny blue-footed bird; a friendly brown fur seal; an ugly black and red iguana*

Activity Book

Page 34, activities 1 and 2.

Key

① 1. seal; 2. starfish; 3. crab; 4. shell; 5. islet; 6. dolphin; 7. oceans; 8. volcano; 9. iguana; 10. penguin; 11. tortoise; *Hidden word:* archipelago-b.

② funny, friendly, giant, bright, ugly, beautiful, fast, thick, cool, humid. 1-d; 2-f; 3-a; 4-g; 5-c; 6-i; 7-j; 8-e; 9-b; 10-h



Grammar: Present perfect and present simple: *People have destroyed its natural habitat. Rubbish sometimes kills them.*

Vocabulary: *Pollution, habitat, destruction, wildlife, rubbish, goat, wild, extinct, hunt.*

Materials: Reference books about the Galapagos Islands, access to the Internet or a library.

Warm-up

Answer the quiz!

Tell students to take out a piece of paper and write the answers to the following questions: *Are the Galapagos Islands close to a continent? Why was Darwin surprised by the animals on the Galapagos Islands? Were they different from other species? Why were they different? Name one animal he saw on the island.*

Divide the class into pairs. Students compare their answers with their partner.

Read the questions out loud again. Individual students answer. The rest of the class checks their answers. Lead students to speculate about the possibility that the geographical isolation of the Galapagos Islands was a factor in the development of unique species.

Tell students that people did not live on the islands until the nineteenth century.

Optional activity

Multiple intelligence: Naturalistic intelligence

On the board, write: *herbivore / carnivore*.

Call out names of animals. Pick various students to come to the board and write each of the words in the appropriate column.

Include predators: *lion, fox, tiger, wolf*, etc.

Include animals from the Galapagos Islands: *giant tortoise, iguana*, etc.

Point to the column of carnivores. Say: *Many of these animals are predators*. Explain that a predator is an animal that eats other animals.

Students underline the predators on the board.

Explain that there were no predators on the Galapagos Islands until people arrived.

Developing reading

① Write the paragraph titles.

Say: *Let's read about the Galapagos Islands.*

Students take turns reading paragraphs of the text out loud to each other.

Students discuss the meaning of unknown words and underline any words that they don't understand.

Students write the unknown words on the board.

Ask for volunteers to explain the words.

Choose students to read the text out loud.

Underline any words that are mispronounced.

When students have finished reading, copy the words onto the board and get volunteers to model the correct pronunciation.

Read the paragraph titles out loud. Discuss the meaning with the class. Students write the paragraph titles over the corresponding paragraph.

② Complete the texts.

Explain that the verbs are missing from the paragraphs. Divide the class into pairs. Students decide on the correct words for the blanks in the first paragraph. Ask a volunteer to read the paragraph out loud. Continue with the other paragraphs.

Developing writing

The Printer's Project

Make a mind map. Write: *Galapagos Islands* inside a circle. Elicit information about the islands.

Read the instructions for the Printer's Project out loud.

Tell students to imagine they went on a trip to the Galapagos Islands. Get them to look for information about animals on the islands.

Each student makes a fact sheet about an animal on the island. Make sure students research the information about the animal they choose.

Students draw a picture of the animal.

Display students' work around the class.

Wrap-up

Report your work to the class.

Students present their work to the rest of the class: *This is a (seal). It is a (mammal).*

They describe their animal and the problems it is facing.

Answer Key

① From left to right: Destruction of habitat; Pollution; New species; Hunting

② have, destroyed, has disappeared, kills, eat; hunt, sold, ate, have destroyed, eat; have become, find, died, live, breed, has changed

Activity Book

Page 35, activities 1 and 2.

Key

② goats, tortoises

1. True; 2. False; 3. False; 4. True; 5. False



Grammar: Subject and object pronouns: *The vet has identified them. They are fine.*

Vocabulary: *Ranger, vet, radio station, village, research centre, vegetables, bush.*

Materials: *A small ball.*

Warm-up



Poster 3

Display Poster 3. Attach one *Speech bubble* poster cutout to the board.

Get a volunteer to report the order using the names of the characters: *Mr Ross told Sandy and Aaron not to push.* Write the reported order on the board.

Cross out the names and ask a volunteer to replace them with pronouns: *He told them not to push.*

Explain to the class that we use pronouns to avoid repeating names, but we can only use the pronoun if we have used the proper name previously.

Developing reading

① Read the *Incident report*.

Point to the logo and explain that this is a report from a giant tortoise research centre. On the board, write: *research centre*. Ask students what they think this is: *It's a place where animals or plants are studied and taken care of.*

Students read through the *Incident report* in silence. Ask general questions about the report: *What's the problem? When did the ranger notice the problem? Where were the tortoises at five o'clock? Who found the tortoises? Where were they? When did they return to the observation centre?*

- Complete the tasks.

Divide the class into pairs.

Read the first line of instructions to the class. Write: *Mildred and Chuck* on the board. Students find the phrase in the text.

Then students draw a circle around *they* and *them* only when the words refer to the tortoises.

Ask students to read the sentences that contain the words they have circled out loud.

Write the pronouns on the board.

Repeat the procedure with the next two tasks.

- Answer the questions.

Students answers the questions individually.

Read the questions out loud and choose volunteers to answer. Students check their work.

Optional activity

Find subject and object pronouns in the story.

Write two headings on the board: *subject pronouns* and *object pronouns*.

Write the subject pronouns under the corresponding heading.

Invite volunteers to come to the board to write the object pronouns. (See Grammar module on page 57.)

Divide the class into pairs.

Students look through the story *Mutiny on the Bounty* and find all the subject and object pronouns. Get each pair to read a sentence out loud and identify the names that the pronouns refer to.

Developing writing

- In your notebook, write your own *Incident report* with a partner.

Divide the class into pairs.

Tell them to prepare a blank incident report following the structure given in activity 1: *time, date, name of ranger, incident times*, etc.

Students choose one of the incidents.

Students decide on at least four events that happen that are connected to the incident.

Students write a draft account of the events.

Correct the draft and return it to students.

Pairs correct their incident report.

Invite pairs to read their reports out loud.

Wrap-up

Review

Throw a ball to a student and say: *Object pronoun*.

The student says an object pronoun and throws the ball to another student, who in turn, says another object pronoun, and so on.

When a student drops the ball or cannot name an object pronoun, the game starts over again.

Play the game several times with different categories: *subject pronouns, animals*.

Answer Key

- ① 1. *Red*: 13:00: Mildred and Chuck, they, them; 17:00: them; 18:15: Mildred and Chuck, them, they
2. *Blue*: *Incident*: Mildred; 17:30: Mildred, She, her
3. *Green*: 17:30: Chuck, He, him

Answer: 1. The ranger Lynn Wilson; 2. At 9:00; 3. At 18:15; 4. They left yesterday; 5. Because they couldn't find Mildred and Chuck; 6. To see if they were OK.



Activity Book

Page 36, activity 1.

Key

- ① 1, 4, 3, 2

1. go to the dentist, him, to eat a lot of sweet food; 2. her not to go to bed late, her to eat a good breakfast; 3. him to change his socks every day, him not to wear trainers all the time; 4. them not to be impatient, them to speak slowly and loudly



Grammar: Reported orders: *He told me to take two steps to the east.*

Vocabulary: *North, south, east, west, needle, step, turn.*

Materials: Blindfold, chalk. Per pair of students: A plastic bowl with water, a needle, a piece of paper, magnet. *Optional:* Graph paper (1 piece per student).

Warm-up

Game: *Simon says*

Draw a compass on the board with north pointing straight up.

Every time you say: *Step to the north*, students take steps towards the front of the classroom. When you say: *Step to the south*, they take steps towards the back, *to the east*, to the right and *to the west*, to the left.

Practise this before starting the game.

Tell the class to stand up. Call out an instruction: *Simon says, "Take two steps to the north."*

Students must carry out all the instructions preceded by *Simon says*. If they respond to an instruction that is not preceded by *Simon says*, they are out of the game.

The last student remaining in the game is the winner.

Craft activity

① Make a compass.

Write *compass* on the board.

Elicit a definition of the word. Possible answer:

An object that shows us which direction is north.

Ask: *Was the compass invented before or after Columbus arrived in America? (Before) Why was the compass important?*

Tell students that they are going to make a compass.

Read the list of materials out loud.

In pairs, students come to the front and collect the materials.

Read the second line of instructions to the class and demonstrate how to magnetise the needle. Pairs do the same with their needles.

Read the third line of instructions to the class.

Help students place the needle on the piece of paper if necessary.

Let students practise spinning the needle. They should make a note of the needle's final resting position.

Ask: *Where is the needle pointing?*

② Play *The compass game*.

Give directions to a volunteer: *Take three steps to the north. Turn right. Take one step east.*

The volunteer uses his/her compass and follows the directions.

Students write similar directions in their notebooks.

Make sure they include all the cardinal points in their directions.

If possible, take students outside to carry out the rest of the activity.

Divide the class into pairs. Students take turns reading their directions to each other.

S1: *Take two steps east.*

S2: (Follows the directions.)

Students draw the route they have taken in their notebooks. Students write a description of their classmate's directions.

Optional activity

Giving directions

Distribute graph paper.

Draw a compass on the board with north pointing straight up. Tell students to copy the compass onto their graph paper.

Tell students to draw a house in the middle of the paper.

Give instructions using the cardinal points: *Go four squares north. Go three squares west.*

When you finish, students compare the routes they have drawn.

Wrap-up

Play *Find the X*.

This game should be played on the playground.

Divide the class into groups of six. Each group draws a 5 x 5 grid on the ground with a piece of chalk. Draw an X on a square on the grid.

Blindfold a student. The blindfolded student should stand on any square except the X square.

Tell students that the aim of the game is to give their group member directions to get to the X: *Take two steps to the north. Take a step to the south.*

Members change roles so that all students have a chance to find the X.

Activity Book

Page 37, activities 1 and 2.

Key

① start on Turtle Island. She told me to sail five squares north. She told me not to stop at Pirate island. She told me to turn east and sail to Dolphin Island. She told me to sail three squares south and then two squares east. She told me to sail four more squares south.

She is hiding on Monkey Island.

② 2. Dig a hole in some sand and put the bottle in it. 3. Add a tablespoon of baking soda. 4. Watch the volcano explode!



Grammar: Reported speech and object pronouns:
Mum told me to stay in bed. She asked John and James to be quiet.

Vocabulary: *Cross, pick up, tidy, finish, make a mess, rubbish.*

Materials: Cutout 3, card, dice (1 per pair of students).

Preparation: Make blank speech bubbles out of card for the poster.

Optional activity

Giving orders

Hand out five *Speech bubble* poster cutouts to individual students. Hand out the other five *Speech bubble* poster cutouts to student pairs. Students decide if they want to give the order on their cutout to one or two students in the class. Then they read out their order using a name (or names) of students in the class: *(Gaby) and (Mary): Pass the ball.*

Ask another student to report the order using subject and object pronouns: *(He) told (them) to pass the ball.* Continue with other speech bubbles.

Warm-up

Poster 3

Display Poster 3.

Students place the *Speech bubble* poster cutouts on the poster.

Tell students to report the speech bubbles using pronouns, not names: *He told them not to push.* Students write orders in the blank speech bubbles (see Preparation). Make sure they only use the positive or negative imperatives.

Students attach the new speech bubbles to the characters in the poster.

Students report the new speech bubbles.

Grammar review

① Read and complete the sentences.

Identify the characters in the illustration: *teacher, police officer, mother and father.*

Choose volunteers to read the speech bubbles out loud. Students complete the reported speech sentences.

Note: The difference between *told* and *asked* is a matter of tone. *Told* denotes a stronger command than *asked*.

- Write *P* next to the positive orders and *N* next to the negative orders.

Choose a volunteer to read the first sentence out loud and ask: *Is that a positive order or a negative order?*

Students complete the box with *P* or *N*.

Continue with the rest of the sentences.

② Circle the subject pronouns in red and the object pronouns in green.

Say the subject pronoun *I* and elicit the corresponding object pronoun: *me*. Continue in the same manner with the rest of the pronouns.

Divide the class into pairs. Students read the sentences to each other and identify the pronouns.

Then they circle the pronouns according to the key.

Ask volunteers to say the pronouns out loud.

Controlled practice

③ Make and play a language game.

Read the instructions out loud. Students follow along in their books.

Make sure students understand what to do.

Students cut out the word strips and the box in Cutout 3.

Divide the class into pairs.

Students play the language game.

♥ Moral and civic education

Talk to students about the importance of following orders from their teachers and parents. Elicit some concrete examples of orders they have recently received from their elders.

Allow students to express their feelings about the orders. Ask them if they feel that these orders are fair or unfair.

Wrap-up

My mum told me to...

Students think of three orders their mothers have given them this week.

They write the reported orders on a piece of paper:

My mum told me to have a bath.

Students read the reported orders out loud.

Answer Key

① 1. finish my work, P; 2. make any noise, N; 3. not to cross the road, N; 4. to pick up the rubbish, P; 5. told me to tidy my room, P; 6. told me to play computer games, N; 7. told me not to make a mess, N; 8. told me to walk the dog, P

② *Red:* 2. She; 4. He; 6. I; 7. They; 9. I; 10. We; *Green:* 1. me; 3. them; 4. me; 5. us; 6. her; 7. me; 8. him; 10. her

◆ Activity Book

Page 38, activity 1.

Student's Book Page 39



Grammar: Review of reported orders and object pronouns.

Vocabulary: Key vocabulary from the unit.

Materials: *Optional:* A small ball.

Warm-up

Vocabulary review

Write *past participle* on the board.

Set a two-minute time limit. Students make a list of all the verbs they can think of in the past participle form.

After two minutes say: *Stop!*

The student with the longest correct list wins the game.

Repeat the activity with other categories: *animals, the environment, ships*.

Optional activity

Review of past participles

Say a verb in the infinitive. Call out a student's name and throw him/her the ball.

He/She responds with the past participle and throws the ball back to you.

Continue with different verbs and students.

Review

The Printer's Quiz

► COMPLETE THE TABLE.

Students look at the first activity. Divide the class into pairs. Students complete the verb table. They can look through the pages of the unit to find the answers if necessary.

► REPLACE ALL THE NAMES YOU CAN WITH PRONOUNS.

Write two columns on the board and write as headings: *Subject pronouns* and *Object pronouns*.

Complete the columns with some of the pronouns.

Ask various students to come to the front and complete the rest of them.

Divide the class into pairs. Students read the text out loud, cross out names and write the corresponding pronouns.

Explain that not all the names can be crossed out, otherwise the text would not make sense. In order for a name to be crossed out it must have appeared beforehand.

Get volunteers to read the sentences out loud.

Students check their work.

► WRITE NOTES TO A CLASSMATE. USE DIRECT ORDERS.

Students write a positive order and a negative order for one of their classmates.

Students swap books and carry out the orders.

► REPORT YOUR CLASSMATE'S ORDERS.

Students return their books.

Students report their classmate's orders and write them down in their book.

Wrap-up

Spelling competition

Tell students to stand up. Name a student and say a vocabulary word from the unit: *sail*. If he/she spells the word correctly, he/she remains standing. If not, he/she sits down. Continue with the rest of the class.

Do several rounds until there are only three students left standing.

The three remaining students win the competition.

Answer Key

① *Complete: Present:* come, see, do, fly, drive, build, eat, dig; *Past:* found, came, cut, drove, ate; *Past participle:* found, seen, done, flown, cut, built, dug

Replace: She, them, they, they, she, him, them, They, They, her, She, them, they, her

Activity Book

Page 39, activities 1–4.

Key

① *Sample answers: Animals:* crab, iguana, penguin, tortoise, bird, goat, shark. *Past participles:* ridden, found, seen, done, driven, flown, gone

③ *Subject pronouns:* I, you, he, she, we, they; *Object pronouns:* me, you, him, her, us, them

Grammar module: Reported orders

Reported speech is used to report what someone said.

In this unit, students focus only on reporting orders.

For reported orders, we use the positive or negative form of the infinitive:

I asked you to finish your homework.

She told them not to make any noise.

The difference between *told* and *asked* is a matter of tone. *Told* denotes a stronger command than *asked*.

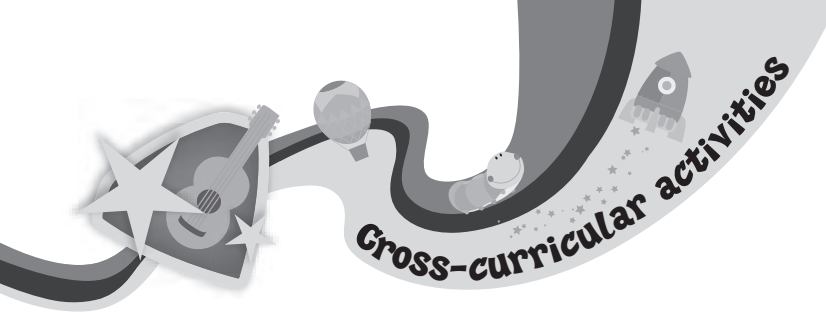
As the reporting verb needs an object, students work with object pronouns in this unit.

Subject pronoun

Object pronoun

I
you
he
she
it
we
you
they

me
you
him
her
it
us
you
them



Art: Gauguin and Tahiti

Materials: Pictures of Tahiti by the artist Paul Gauguin, photos of Tahiti.

Directions:

Display the pictures and photos.

Tell students to write down some of the objects they can see in the pictures and some adjectives to describe the objects.

Invite students to describe one of the objects in the pictures. S1: *There's a beautiful, orange flower.*

Students choose one picture or photo and write a description of it.

Attach all the pictures to the board.

Tell students to read their descriptions out loud.

The rest of the class tries to identify the picture.

Natural Sciences: Similar but different

Materials: Internet link, natural sciences resources, encyclopedias.

Directions:

Write a list of animals from the Galapagos Islands on the board: *tortoise, iguana, penguin, crab*, etc.

Divide the class into pairs. Tell students to choose one of the animals.

Students find information about the same type of animal in different parts of the world: *Penguins in the South Pole. Land iguanas...*

Students make a list of the similarities and the differences.

Students present their information to the class.

Language arts: A diary

Tell students to imagine that they have been shipwrecked on an uninhabited island. The island has got plenty of water and fruit. They've got a few supplies from the ship.

Students write a diary for the first week on the island. If they want, they can be rescued at the end of the week! They should include details of the things they have achieved each day: *I've found a river. I've built a shelter. I've caught some fish.*

Project: Make a pamphlet about a national park.

Materials: A map and brochures about national parks, books, resources about students' countries, Internet.

Directions:

Locate the national parks on the map.

Divide the class into small groups.

Students choose one of the national parks.

Students research information about the national park. Students make a tourist pamphlet including the following information:

- the location
- a description of the area
- a description of the wildlife (plants and animals)
- information about tourist activities
- information about environmental dangers

Groups illustrate their pamphlet.

Groups present the information in the pamphlet to the rest of the class.





Vocabulary	Grammar
<p>Materials: clay, cloth, cotton, glass, metal, plastic, wood</p> <p>Objects: bowl, bucket, curtain, doll, fan, flower pot, flute, key ring, magnifying glass, mirror</p> <p>Verbs: dig, fascinate, find, fit, harvest, make money, plant, understand</p> <p>Past participles: born, buried, called, captured, chosen, drawn, given, grown, had, kidnapped, made, needed, placed, recovered, represented, seen, sent, sold, stolen, taken, taught, trained, used, written</p> <p>Adjectives: ancient, Arabic, broken, Chinese, colourful, creative, friendly, generous, magic, original, quiet, secret, tidy, wooden</p> <p>Detective vocabulary: adventure, code, message, mission, mystery, riddle, spy, spy kit.</p> <p>Other words: building, business, drawing, dot, factory, guardian, jigsaw, lock, marking, machine, numeral, personality, piece, position, responsibility, ruin, singer, square, stick, seed, sound, temple, wall, zero</p>	<p>Passive voice (present): <i>It's made in China.</i> <i>They're made of clay.</i> <i>The cotton seeds are planted in the ground.</i></p> <p>Passive voice (past): <i>The riddle was written on the box.</i> <i>When was she given her first spy kit?</i></p> <p>Relative pronouns (that/who/where): <i>Name the place where the box is kept.</i> <i>This is the lock that closed the box.</i> <i>This is the man who found the jigsaw.</i></p> <p>Large numbers <i>One hundred and thirty-seven</i></p>
<p>Functional language: <i>It's my turn. Throw the dice. I'm winning!</i></p>	<p>Multiple intelligence: Spatial intelligence (page 65)</p>

Teaching tip

Discipline

All students benefit from discipline. The student who wants to learn appreciates a disciplined classroom, but even the trouble-makers and attention-seekers like discipline. They may not admit this to you, but there is a satisfaction in knowing the standards that are set in a classroom day after day are constant.

Aim to have a well-structured, positive and supportive environment that encourages meaningful learning activities.

Here are some practical guidelines:

1. Before you meet your students, talk with the person in charge of discipline at your school. Every school has got its own policies and you must know them inside out to avoid catastrophe down the road. Also talk to teachers to find out what happens to students when they are sent out of the room. If sending them down to the office is a reward for them, then by all means, keep them with you (within reason, of course).

2. Make a list of general policies. These are not rules. Policies are the concepts that you base your classroom on. Just think about the absolutes. What are the issues that absolutely must, or must not, occur in order for you to teach your students? Policies are issues that cannot be compromised.

3. Make your class rules. If there are certain areas of the room that students should not have access to (your desk or computer), for example, they need to know that from the start.

Also, be ready to make changes when you realise that a rule doesn't work.

4. How you present yourself to students is very important. In addition to letting students know that you will have control of the class, let them know that you do enjoy getting to know them and that you do care about them.



Grammar: Passive voice (present): *It's made in China. They're made of clay.*

Vocabulary: *Plastic, glass, wood, metal, cloth, clay, bucket, magnifying glass, flower pot, curtain, doll, flute, mirror, keyring, fan, bowl, clock; countries.*

Warm-up

Eureka!

On the board, write: *Eureka!* Explain that this is an ancient Greek word. And that it is used when we make a discovery. It means *I have found it!* Students open their books to page 40. Read the speech bubble at the top of the page out loud. Ask questions to check comprehension: *Who was Archimedes? Where did he live?* Explain that this unit is about inventions.

Grammar presentation

① Match the objects with the materials.

Ask: *What gadgets and inventions can you see in the classroom?* Make a list on the board.

Students look at activity 1. Point to the magnifying glass. Ask: *What's that?* Repeat with the rest of the objects.

Point to the key. Say: *These are different materials.* Ask a volunteer to read the list out loud. Ask: *What are the objects made of?* Students match the objects with the materials.

- Complete the sentences.

Students complete the sentences individually. Ask students to read the sentences out loud.

② Listen and match. 🎧 20

Students identify the objects in the shop window. Write the following words on the board: *China, Peru, Japan, Mexico, Spain, Britain, Russia and France.* Students label the flags in their books.

Go over the answers with the whole class.

Play Track 20. Students match the objects with the flags.

Track 20

Wow! Look at this great souvenir shop!

Yeah. They've got souvenirs from all over the world!

Look at those wooden dolls. They're made in Russia.

Yes! And how about this plastic watch? I wonder where it's from.

It's made in China. How about this mirror?

It says that it's made in Britain.

Hey, look at this beautiful fan! Where's it from?

It's made in Japan, and it's made of paper and wood!

I really like it!

Oh, look at this keyring! It's a replica of the Eiffel Tower. It's made in France.

And the little tower is made of metal, just like the real tower! Hey, can you see those blue and white bowls over there?

I've seen those before. They're made in Mexico, and they're made of clay. And look at this wooden flute. It's made in Peru. Wow! Look at that dress! I love it. It's made in Spain. The Spanish flamenco dancers wear that type of dress. Well, I'm going to try it on!

- Play a guessing game.

Write the following on the board:

It's made of _____. It's made in _____. They're made of _____. They're made in _____. Read the first line of model dialogue at the bottom of the page. Students guess the object. Repeat with the second line of dialogue.

Get students to study the picture for a few seconds and then close their books.

Divide the class into pairs. Students take turns making sentences following the model dialogue.

Get students to study the picture for a few seconds and then close their books.

Divide the class into pairs. Students take turns making sentences following the model dialogue.

Optional activity

Understanding the passive voice

Draw students' attention to the *Look at grammar!* box. Read the first sentence out loud and point to a wooden object. Ask: *Who made it?* Explain that it isn't relevant.

Get students to underline the auxiliary verbs in the sentences and circle the past participles.

On the board, write: *It's = ____.* Choose a volunteer to write out the contracted verb: *is.* Repeat with *They're.*

Wrap-up

Connecting to students' experiences

Students choose an everyday item they have got in their desk or school bag and they look for a label showing the object's country of origin.

Students write two sentences on a piece of paper describing the item: *It's made in _____. It's made of _____.*

Collect the objects and the sentences. Place them on a table. Read one of the sentences out loud. Students guess the object. Continue with the rest of the sentences.

Answer Key

- ① 1. wood; 2. plastic; 3. metal, glass; 4. clay; 5. metal; 6. cloth

② *Flags: From top to bottom: Britain, Peru, China, Russia, Japan, France, Spain, Mexico*

③ *Sample answer: 1. My bed is made of wood. It is made in Argentina.*

Activity Book

Page 40, activities 1 and 2.

Key

- ① 2. A table is made of wood. 3. Bowls are made of clay. 4. Windows are made of glass and metal. 5. Towels are made of cloth. 6. Glasses are made of glass, plastic or metal. 7. A bucket is made of metal and plastic. 8. Pots are made of metal. 9. A door is made of wood and metal. 10. Shirts are made of cloth.



Grammar: Passive voice (present): *The cotton seeds are planted in the ground.*

Vocabulary: *Cotton, seed, factory, harvest, plant;*
Past participles: *taken, sold, made, grown, sent.*

Materials: Cutout 1, a small ball.

Warm-up

Practice with the passive

Hold up a notebook. Say: *A notebook is made of paper.* Write the sentence on the board.

Write a plural noun under *notebook*: *Pens.* Choose a volunteer to come to the board and change the sentence: *Pens are made of plastic.*

Repeat with a singular noun: *A window.*

Ask another volunteer to change the sentence and underline the past participle *made*.

Optional activity

Past participle catch

To review past participles, write a list of infinitives on the board and get students to come up and write the past participle for each verb: *write-written, eat-eaten, have-had, see-seen, meet-met, drink-drunk, etc.*

Clean the board.

Divide the class into two teams.

A student from team 1 calls out a verb in the infinitive and throws the ball to a student on team 2. S2 catches the ball and responds by giving the past participle.

Continue until all students have participated at least once.

Controlled practice

① Listen and number the pictures. 21

Students look at the pictures. Ask them what process is being illustrated: making T-shirts.

Ask students questions about the T-shirts:

T: *What are T-shirts made of?*

Ss: *Cloth.*

T: *What is the cloth made of?*

Ss: *Cotton.*

T: *How is cotton changed into T-shirts?*

Play Track 21. Students listen and point to the pictures.

Track 21

The cotton seeds are planted in the ground. The cotton plants are grown on a farm. Then the cotton is harvested. After that, it is taken to a factory. The cotton is made into cloth. The cloth is made into T-shirts. The T-shirts are sold in shops.

Play Track 21 again. Students number the pictures.

Ask: *What is the first stage in the process?* Students point to the first picture. Ask: *What is planted?* Ss: *Cotton seeds.*

Continue with the other stages of the process.

- Complete the text.

Divide the class into pairs. Pairs complete the text with words from the box.

- Listen and check your answers.

Divide the class into new pairs. Students swap books.

Play Track 21 again. Students check each other's work.

② Glue the cutouts into the boxes to illustrate a process.

Explain that students are going to choose a process to describe.

Help students identify the elements in Cutout 1: *wheat, trees, planks, flour, bread, factory, chairs.*

Ask: *What are the results of the two processes?*

What are they made of?

Students cut out the cards. Then they sort the cards into two piles, one for each process.

Students put the cards in order.

Students choose one of the processes and glue the cards into their books.

- Describe your process to a classmate.

Ask: *What happens in the first stage?*

Read the model text out loud.

Repeat with the second stage.

Students write the answer in their notebooks.

Continue with the remaining stages.

Divide the class into pairs. Ensure that each partner has got a different process.

Students describe their processes to each other.

Wrap-up

Making strawberry jam



Poster 4

Attach Poster 4 to the board.

Help students identify and describe the process for making strawberry jam.

Distribute the poster cutouts to individual students.

Students form sentences with the poster cutouts to describe the process.

Answer Key

② *How a chair is made:* The trees are cut down. The trees are cut into planks of wood. The planks are taken to a furniture factory. The planks are made into chairs.

How bread is made: The wheat is harvested. The wheat is made into flour. The flour is taken to a bread factory. The flour is made into bread.



Activity Book

Page 41, activities 1 and 2.

Key

② 1. cut-cut; 2. grow-grown; 3. make-made; 4. plant-planted; 5. send-sent; 6. sell-sold; 7. take-taken; 8. harvest-harvested

② *From left to right, 3, 7, 1, 6, 2, 5, 4, 8*



Grammar: Relative pronouns (*that/who*): *machines that moved through the air*

Vocabulary: *Mystery, marking, temple, machine, message, wall, ancient, broken, chosen, buried, made.*

Warm-up

The future of our world

Encourage students to speculate about the future of the planet in a thousand years: *Will there be more cities? Will we live under the sea? Will there be an environmental disaster?*

Students produce one or more sentences describing their ideas about the future: *I think we will live for hundreds of years.*

Explain to the class that the story for this unit is about one possible future.

Students look at the illustrations on page 42. Ask: *Is the future in this story more advanced? Are there new inventions? Do the people use our everyday inventions?*

Developing reading

Story: *The mystery of the box, part 1* 🎧 22

Play Track 22. Students listen and follow along in their books.

Track 22

The mystery of the box, part 1

(See Student's Book page 42.)

Stop the recording after each paragraph. Ask general comprehension questions: *What was the box covered with? Why was it a mystery? What were the legends about? Why didn't the people understand the markings on the box? What did the stranger bring? What was in the drawing? Who drew it? What was Eric chosen to do? What did Eric see in the forest?* Encourage students to make predictions about the story after each paragraph.

Pair reading

Students take turns reading paragraphs of the text to each other.

Students discuss the meaning of unknown words and underline any words that they do not understand. Students write the unknown words on the board.

Ask volunteers to explain the words.

Choose a pair to read the story out loud.

In your book, underline any words that are mispronounced.

When students have finished reading, copy the words onto the board and ask volunteers to model the correct pronunciation.

Optional activity

Critical thinking

Ask students to speculate about how the type of future society portrayed in the story could become a reality.

Ask: *What might happen in the future?*

Divide the class into pairs. Students think of possible causes of the type of society described in the story. Help with unknown vocabulary.

Write cues on the board: *There might be... We might... A bomb might...*

Students write sentences with their ideas.

Invite volunteers to read their sentences out loud.

Reading comprehension

① Read and underline the words *that* and *who* in the text.

In pairs, students find the sentences in the text with the relative pronouns *that* and *who*.

Ask a volunteer to read the first sentence out loud.

Ask questions to clarify meaning: *What moved through the air? Who came from a place in the forest?*

② Answer the questions.

Divide the class into pairs. Students answer the questions orally.

Choose various students to read the questions out loud. Students write the answers on the board.

Wrap-up

Making predictions

Make sure students have got their books closed.

Ask them to think about what is going to happen next. Write a few suggestions on the board with their help:

Eric is going to find the wall.

Eric is going to talk to someone from the future.

Eric is going to unlock the box.

Students choose one or more possible outcomes and copy them into their notebooks.

Answer Key

① People who lived; machines that moved; my great-granny, who came; the roads that crossed; objects that were buried; objects that were made of

Activity Book

Page 42, activities 1 and 2.

Key

① 1. T; 2. F; 3. F; 4. F; 5. T; 6. F; 7. F; 8. T

2. The people couldn't read the markings on the box. 3. Eric didn't live near the temple. 4. Eric was given the drawing by his great-grandmother. 6. The markings on the wall and the markings on the box were the same. 7. Eric explored the forest on a horse.

② 1. a message that goes around the world in a second;

2. a machine that moves in the air; 3. a box that takes people up and down; 4. a box that talks and sings; 5. a candle that hasn't got fire; 6. steps that move up and down



Grammar: Relative pronouns (*that/who/where*):
Name the place where the box is kept.

Vocabulary: Ruins, building, guardian, colourful,
piece, magic, sound, mystery, find, fit, dig,
understand.

Warm-up

Key words 22

Dictate the following words to students: *shop, box, markings, legends, plastic, stranger, great-grandmother, wall, forest, chairs, objects.*

Students write the words in their notebooks.
Check spelling.

In pairs, students choose which words refer to the first part of the story.

Play Track 22. Students follow the first part of the story on page 42 of their books.

Developing reading

Story: *The mystery of the box, part 2* 23

Play Track 23. Students listen and follow along in their books.

Track 23

The mystery of the box, part 2

(See Student's Book page 43.)

Pause the recording after each paragraph and ask general comprehension questions: *Did Eric find the wall? What did he find near the wall? What were the colourful pieces? What picture did Eric make? What magic markings did he find? What did he discover? What did the people of the temple learn? What letters opened the box? What was in the box?*

Illustrate words.

Write the following words from the story on the board: *machine, forest, horse, bushes, ruins, wall, rocks, jigsaw pieces* and *temple*. Ask students to copy and illustrate the words in their notebooks.

Reading comprehension

1 Read and do the tasks.

Write on the board: *who, where, that*.

Students look through the text for examples of the relative pronouns. They underline the words.

Ask questions to clarify meaning: *What covered the ground?*

Read the first task out loud. Students complete the answer.

Continue with the other tasks.

Ask various students to read the answers out loud.

Optional activity

♥ Moral and civic education

Ask students if they are surprised by the idea that people in the future might not be able to read.

Ask: *Can all the adults in the world read today? Could they all read in the past?*

Explain that many more people in the world can read today than 100 years ago, but that there are still many illiterate adults in the world.

Ask: *Why is it important to know how to read?* Students consider the benefits of reading: *find out information, learn things, understand contracts*, etc.

Help students understand that reading is essential in order to be an autonomous adult capable of making free and informed choices. It is the path of knowledge.

Wrap-up

Test a classmate.

Each student chooses three words from the story. Ask them to write a sentence using each word, leaving a blank space where the word should go.

Divide the class into pairs. Tell students to take turns reading out their sentences, saying: *beep* where the missing word goes. Their partners guess what the missing word is.

Invite individual students to read out a sentence for the rest of the class to guess the missing word.

Answer Key

1. Eric; 2. The temple; 3. A cat; 4. Letter

Activity Book

Page 43, activities 1 and 2.

Key

1. People who are worried about the future. 2. Five. 3. Because they are not contaminated./ So that people in the future can plant plants. 4. By solar power. 5. Yes, they did. 6. One man walked on the moon and another man invented the atomic bomb.

From left to right: 6, 5, 3, 4, 2, 1



Grammar: Relative pronouns (*that/who*): *This is the lock that closed the box. This is the man who found the jigsaw.*

Vocabulary: *Temple, lock, riddle, guardian, jigsaw, drawing, wall, fascinate.*

Warm-up

Relative pronouns quiz

Divide the class into four teams.

Tell students to find people or things that have appeared in their books so far:

Find a film that has got six songs (The Jazz Singer, page 19).

Find a woman who is sitting on a rocking chair (page 29).

Find a place where three girls are playing basketball (page 13).

Students look through their books until they find the person or object. When a team finds the answer, its members raise their hands. Award a point if the team has got the correct answer.

Another quiz

Divide the class into groups.

Each group writes three sentences about people or things that have appeared in the book so far. Remind them to use relative pronouns:

Find a... that/who/where...

Groups take turns saying their sentences for other teams to find the corresponding item.

Award one point for each correct sentence, and one point for each correct find.

The team with the highest number of points wins.

Grammar presentation

① Read and number the pictures.

Explain that these pictures all refer to the story on pages 42–43.

Point to each picture and get students to identify it: *Who's/What's that?*

Students read the text and number the pictures.

- Listen and sing the song. 🎧 24

Play Track 24. Students listen and follow along in their books.

Track 24

This is the jigsaw...

(See Student's Book page 44, activity 1.)

Assign a picture to each student.

Play Track 24 again. Students join in with their line of the song.

Controlled practice

② Match the riddles with the photos.

Students read the riddles in silence and match them with the photos.

Check answers: Ask a volunteer to read the first riddle out loud. Ask: *What is it?* S1: *A fridge.*

Repeat with the following riddles.

Write on the board: *a cupboard that keeps.*

Draw a circle around *cupboard* and *keeps* and link them by an arrow.

Write the object, relative pronoun and verb of the following riddles on the board.

Choose students to come to the board and link the objects and verbs in the same manner.

Optional activity

Spelling competition for irregular plurals

Divide the class into two teams.

Explain to the teams that they must spell out the plurals of the words you call out.

Call out a word with an irregular plural: *person*.

Team A spells out the word: *people*. Each student says a letter until the word has been spelled. If team A makes a mistake, team B takes over.

Award a point to the team that finishes the word correctly.

Continue with: *man, woman, knife, tomato, foot, tooth, mouse.*

Wrap-up

Everyday objects

Divide the class into pairs.

Ask students to think up their own riddles for everyday objects. The riddles haven't got to rhyme.

Write on the board: *a machine/object/animal/thing that...*

Give a few examples: *A thing that sharpens pencils. A book that has got definitions.*

Students write their own riddles.

Ask students to read their riddles to the rest of the class.

Activity Book

Page 44, activities 1 and 2.

Key

- ① 2. a plane that hasn't got; 3. a book that has got; 4. a person who writes; 5. a person who is; 6. people who like; 7. animals that eat; 8. a person who writes.
- ② 1–c (moves); 2–b (live); 3–a (runs); 4–b (eat); 5–b (records); 6–c (explore)

Student's Book Page 45



Grammar: Relative pronouns (*where*): *It's a place where you have a shower.*

Functional language: *It's my turn. Throw the dice. I'm winning!*

Vocabulary: Places.

Materials: Cutout 2, dice (1 for every two students), counters (1 per student). *Optional:* Card squares (approx. 40 x 30 cm).

Preparation: *Optional:* Make signs for shops and places in a city on card squares: *park, underground, police station, hospital, shoe shop, museum, supermarket, library, flower shop.*

Warm-up

Connecting to students' experiences

Elicit the different places in the school. Then elicit places around town.

Write one long list on the board: *toilets, library, playground, gym, hall, shop, park, cinema, zoo, restaurant.*

Divide the class into two teams. Make riddles about the places:

T: *It's a place where you play at breaktime.*

Ss: *The playground.*

Grammar presentation

① Play the game.

Ask students if the illustration reminds them of anything. Explain that it shows the route that Eric took through the forest. Ask students what elements from the story they can see in the illustration.

Read one of the texts in the game out loud. Students locate the place.

Divide the class into pairs. Give a dice and two counters to each pair.

Students take turns throwing the dice and moving around the board. When they land on a square with text they should follow the instructions.

Move around the class and make sure students are using the correct game language in English.

The winner is the first student to reach the end of the path.



Poster 4

Display the *Photo* poster cutouts.

Divide the class into two teams.

Students take turns saying a sentence about the cutouts using a relative pronoun (*who, what* or *where*): *This is a woman who serves food.*

The other team tries to identify the correct picture: *The waitress!*

Award students one point for each correct sentence or identification.

The team with the highest score wins the game.

Controlled practice

② Play a guessing game.

Read the instructions out loud.

Ask a volunteer to read the list of places out loud.

Students cut out the cards in Cutout 2.

Students complete the sentences in reference to the list of places on Student's Book page 45, activity 1.

Divide the class into pairs. Students take turns reading their definitions to their partners. The partners guess the name of the room or place.

Optional activity

Multiple intelligence: Spatial intelligence

Show students the shop signs (see Preparation). Ask them to think of a definition for each place: *It's a place where you can buy flowers.*

Take students to the playground.

Place the signs around the playground.

Give students directions, for example: *Go to a place where you can read a book.* Students go to the *library* sign.

Divide the class into pairs. Students give each other at least four directions.

Return to the classroom.

Students draw an aerial view of the playground with the signs in the correct positions.

Students draw the path they were told to take and write out the directions.

Wrap-up

Person riddles

Write on the board the following: *This is a person who...* Students write a description of one of their classmates: *This is a person who is wearing a red shirt.* Collect the riddles. Read the riddles out loud. Students guess the person.

◆ Activity Book

Page 45, activities 1 and 2.



Grammar: Past passive: *The zero was represented by a square.*

Vocabulary: Numeral, wooden, Arabic, Chinese, stick, dot, zero, position, square. Past participles: drawn, written, used, placed, represented, needed.

Warm-up

Letters and numbers

Write *symbols* on the board. Ask students what symbols we use in everyday life.

Write a series of numbers and letters on the board. Explain that these are symbols: they represent sounds and quantities.

Ask questions:

T: *Do all languages use the same letter symbols?*

Ss: *No.*

T: *Can you give me examples of languages which have got different letter symbols?*

Ss: *Arabic, Greek, Russian.*

Grammar practice

① Read and match the pictures with the texts.

Read the introductory text out loud. Ask comprehension questions: *What are the numerals we use today called? When did the Chinese start to use Arabic numerals?*

Students read the numbered texts in silence. Clarify unknown vocabulary.

Finally, students number the pictures.

Write a sentence in the passive voice on the board: *The zero was represented by a square.*

Circle the auxiliary (*was*) and underline the past participle (*represented*).

Students look through the text and underline other sentences in the passive voice.

Students write their sentences on the board.

Vocabulary review

② Listen and write the numbers. 25

Ask students to identify the type of numerals (Roman). Ask them where they have seen Roman numerals in their everyday life: *in books, on buildings, in the Olympic games.*

Play Track 25. Students write the numbers.

Track 25

The Romans used letters to represent numbers. So V was used to represent 5. They also used a method of "one less" or "one more" for many numbers. So IV was used to represent four and VI was used to represent six. Different numbers were represented by different letters. X was used to represent ten and L was used to represent fifty. Following the system of "one less", XL was used for forty. C

was used for a hundred after the Latin word *centum*. D was used for five hundred and M was used for a thousand after the Latin word *mille*.

Optional activity

Roman Maths

Write simple sums on the board using Roman numerals:

$$X + XI \checkmark VII - IV =$$

$$XXX + XII \checkmark XV - VI =$$

Students solve the equations in their notebooks. Choose volunteers to write the answers on the board. Ask: *Is it easier to do Maths: with Roman numerals or Arabic numerals?*

Free practice

③ Listen and write the answers to the questions. 26

Play Track 26. Students write the answers to the questions in any hexagon they wish.

Track 26

How many brothers and sisters have you got?

What's your telephone number?

What's your favourite number?

How old is your mum?

Write your date of birth in numbers.

How many people are sitting in front of you?

How many people live in your house?

How many shops are there on your street?

- Ask a partner about his/her numbers.

Divide the class into pairs. Students ask each other about their numbers following the model dialogue.

Wrap-up

Play buzz

Tell the class they are going to count together.

Students must say: *buzz* instead of three or a multiple of three. S1: *One*. S2: *Two*. S3: *Buzz*.

Repeat with multiples of five and the word: *fizz*.

Optional: Play the game with multiples of three and five at the same time. Some students will have to say: *fizz, buzz*. For *fifteen*, for example.

Answer Key

① From left to right: 3, 1, 4, 2

② From left to right: 5, 4, 6, 10, 50, 40, 100, 500, 1000

Activity Book

Page 46, activities 1 and 2.

Key

① 1. T; 2. F; 3. T; 4. T; 5. F; 6. T

② 1. Ten letters are read by one person. 2. Five T-shirts were made. 3. Ten T-shirts were taken to shop C. 4. 40 loaves of bread were made.



Grammar: Past passive: *The riddle was written on the box.* Large numbers: *One hundred and thirty-seven*

Vocabulary: *Riddle, drawing, jigsaw, ruins*; past participles, large numbers.

Materials: Encyclopaedias, reference materials about number systems or access to the Internet.

Warm-up

Review: large numbers

Dictate large numbers to the class:

three thousand, two hundred and thirty-seven

Students write the numbers in their notebooks.

Ask volunteers to write the numbers in words on the board. Students should say the numbers after they have written them.

Ensure they don't add an "s" after *hundred, thousand* or *million*, and that they separate the hundreds from the tens with *and*.

Divide the class into pairs. Students dictate numbers to each other.

Controlled practice

1 Complete the number code.

Explain that in this code, numbers are used to represent the letters.

Help students identify the sequence of numbers: *How many numbers are there between two and four?*

Ss: *Two.*

T: *And between four and seven?*

Ss: *Three.*

Make sure students understand how the code works:

The difference between the numbers is progressive:

between *a* and *b* it's 2, between *b* and *c* it's 3,

between *c* and *d* it's 4, etc.

Students complete the code.

Check the answers: *What number is used for (j)?*

- Use the code to decipher the words.

Explain that sentences about the story have been encoded using the code from activity 1.

Students work individually to decode the words.

Divide the class into pairs. Students work together

to link the words in the columns to make sentences.

Choose volunteers to say the sentences out loud: *The riddle was written on the box.*

- Complete the sentences.

Students complete the sentences individually using the decoded words. Check answers with the whole class.

- Spell words using the number code.

Read the model dialogue out loud. Students write a word using the number code from activity 1.

Divide the class into pairs.

Students spell words in numbers to each other.

Optional activity

Poster 4

Ask students to look at the sentences in activity 1. Ask: *Are these sentences about objects or people?* Emphasise that we are interested in the objects, not in the people who made them.

Say: *Let's look at some more interesting objects.*

Attach Poster 4 to the board. Ask students to identify the pictures on the right of the poster.

Place the poster cutouts on a table, face up.

Point to the first picture (the painting). Ask a student to come to the table and find a cutout to start the sentence about the painting. Continue until the sentence is complete.

Repeat with the remaining pictures.

Developing writing

The Printer's Project

Read the instructions out loud.

Divide the class into pairs. Students choose a number system and research it using encyclopaedias and the Internet.

Students make a list of the number symbols and their equivalent in Arabic numerals.

Students invent a code. They can add more symbols if needed. Students write a message in code and swap it with another pair. Students decipher the messages.

Make a wall display of the number symbols and the codes the students have invented.

Wrap-up

Number system presentation

Students make a presentation of their number system to the rest of the class.

They should explain when and where it was invented and what the different symbols meant.

Answer Key

1 Code: f: 22; g: 29; i: 46; j: 56; k: 67; m: 92; o: 121; p: 137; q: 154; r: 172; t: 211; u: 232; w: 277; x: 301; y: 326

Decipher: from top to bottom: was, were; found, made, given, built, covered, written

Complete: 2



Activity Book

Page 47, activities 1 and 2.

Key

1 was; was; were; were; was; were; was.

1. No, it wasn't. 2. Yes, they were. 3. No, they weren't.

4. No, it wasn't. 5. No, they weren't. 6. No, it wasn't.

7. No, it wasn't.

2 1. This hospital was built in 2000. 2. Important research was done in this hospital. 3. New technology was introduced. 4. A new medicine was discovered here. 5. Results were sent all over the world. 6. Many sick people were cured.



Grammar: Past passive: *When was she given her first spy kit?*

Vocabulary: *Singer, spy, spy kit, mission, secret, adventure*, Past participles: *sent, taught, trained, taken, given, called, seen, kidnapped, born, stolen, captured, recovered, taught, had*.

Materials: Paper slips, bag.

Preparation: *Bingo bag:* Write the following verbs on separate slips of paper: *send, teach, train, take, give, call, see, draw, write, use, sell, make, grow, steal, recover, teach, have*. Put the slips in a bag.

Warm-up

Verb review

Write the following verbs on the board: *sent, taught, trained, taken, given, called, seen, drawn, written, used, sold, made, grown, stolen, recovered, had*.

Students draw a nine (3 x 3) square bingo board in their notebooks. Then they choose nine verbs and write one verb in each box.

Take out a slip from the *Bingo bag* (see Preparation). Read the verb out loud.

Students tick the corresponding verb on their bingo boards. Repeat with the remaining slips.

The first student to tick all the verbs on his/her board shouts *Bingo!* and wins the game.

Controlled practice

① Listen and underline the mistakes. 27

Students read through the text in their books. Ask general comprehension questions: *Who's the text about? Is he famous?*

Explain that there are mistakes in the text.

Play Track 27. Students underline the mistakes.

Track 27

Robert Bond is only 12 but he is already a famous spy. In his short life he has had many adventures. Robert was born in London. When he was just seven he was sent to spy school. At spy school, the students were taught languages and they were trained in martial arts. When he was ten, Robert was given his first spy kit. Then he was taken to the North Pole for his first mission. It was called Mission Cold Face. Robert's work is secret but recently he was seen in China. He was in South Africa when the secret plans were taken and he was in New York when the President was found.

Students number the mistakes. Then they write the numbers in their notebooks.

Play Track 27 again, pausing the CD at the end of each sentence. Students write the correct word next to the numbers in their notebooks.

Ask questions about the corrected text: *Where was he born? When was he sent to spy school?*

- Listen again and correct the mistakes.

Play Track 27 again. Students check the words in their notebooks.

Divide the class into pairs. Students take turns saying the corrected sentences.

Optional activity

Sentence chain

Write a sentence from activity 1 on the board: *Robert was sent to spy school*.

Change one part of the sentence: *spy school* to *summer camp*.

Ask a volunteer to correct the sentence: *Robert wasn't sent to summer camp*.

Change a part of the new sentence: *Robert* to *spy kids*.

A student changes the sentence: *Spy kids weren't sent to summer camp*.

Include a question by writing the auxiliary *was/were* at the start of a new sentence.

Continue with different sentences.

② Invent information about a spy kid.

Tell students that they are going to invent their own "spy kid" character.

Divide the class into pairs: A and B. Students complete the information for their corresponding spy kid.

- Ask your partner about his/her spy kid and complete the information.

Students link the words to form questions.

Divide the class into pairs. Students ask each other the questions they have formed.

Students complete the information in the remaining text box.

Wrap-up

Connecting to students' experiences

Ask students questions about themselves: *When were you born? Where were you born? When were you given your first bike? When were you first sent to school? When were you first given homework? When were you first taken to the beach?* Students make a note of their answers.

Ask students to write the notes into sentences about themselves.

Ask students to read their sentences out loud.

Activity Book

Page 48, activities 1 and 2.

Key

1. Roberta Bond. 2. In 1993. 3. In Liverpool. 4. In 2002. 5. In 2003. 6. It was called The Flamenco Affair. 7. To Spain. 8. In June, 2004. 9. To find top-secret documents. 10. The dancer was captured and the documents were recovered.
- ② was born, Liverpool, sent, 1998, 2002, was given, was sent, 2003, sent, 2004, The Flamenco Affair, sent, was captured, was recovered.



Grammar: Relative pronouns: *You are a person who loves adventures.* Passive voice: *You are often copied.*

Vocabulary: *Personality, original, friendly, creative, tidy, adventures, responsibilities, quiet, business, make money, generous.*

Materials: Dice.

Warm-up

Lucky numbers

Ask individual students: *What's your lucky number?*

Ask them why they think the number is lucky. Ask what they use their lucky number for.

Ask the class if they think that any numbers are unlucky. Ask them if they really believe a number can be lucky or unlucky.

Explain that throughout history in many different civilizations, numbers have been given extra meanings.

Developing reading

① Read and find the key to your personality.

Read the introductory paragraph out loud.

Ask students to underline any words they do not understand.

Divide the class into pairs. Students discuss the meaning of unknown words.

Clarify unknown vocabulary.

Work out your own personality number on the board to demonstrate how it works.

Students write out their names. Under each letter they write a number using the key in the text.

Students add the numbers together to get their personality number.

Volunteers read the paragraph corresponding to their personality number out loud. Ensure that all the paragraphs are read.

Ask students if they agree with the definition of their characters.

• Do the tasks.

Read the first task out loud. Students work in pairs to find and underline all the relative pronouns.

Read the second task out loud.

Students find and circle the relative phrases that begin with the relative pronouns. Get students to read their answers out loud.

Read the third task out loud.

Students link the nouns and the relative phrases with an arrow. Check answers together.

Read the final task out loud and ensure that students understand sentences a–d.

Students find and circle the sentences in the text that mean the same thing.

Ask volunteers to read their answers out loud.

Optional activity

Grammar practice

Write a sentence from the previous activity in both the passive and active voice on the board. *You are called every day. Someone calls you every day.*

Ask students to analyse the differences in the structure of the sentences.

Change the object pronoun in the active sentence to *him*: *People call him.*

Ask a volunteer to come to the board and change the sentence into passive voice: *He is called.*

Repeat the activity, changing the object pronouns.

Then repeat, changing the active verb in to the past simple: *People hated him. He was hated.*

Wrap-up

Personality descriptions

Ask each student to write six adjectives of personality and to number the adjectives from one to six: *noisy, aggressive, patient, kind, quiet*, etc.

Divide the class into pairs and give a dice to each pair. Students take turns throwing the dice and making a true sentence using the adjective with the corresponding number.

S1: (Throws a six).

S2: (Looks at his/her list of adjectives): *Parrots are very noisy.*

Students can throw the dice more than once to make more complex sentences.

◆ Activity Book

Page 49, activities 1 and 2.

Key

① 1–e; 2–d; 3–i; 4–g; 5–f; 6–c; 7–j; 8–b; 9–a; 10–h

② 1. 1605. 2. Pluto was discovered in 1930. 3. The Statue of Liberty was built in the 19th century. 4. Telephones were invented in 1876. 5. The Mona Lisa was painted in 1506. 6. These Persian carpets were made in the 17th century.



Grammar: Passive voice (present and past): *Spies are trained at spy school. The letters were written in Arabic.*

Vocabulary: *Train station, equipment, metal, plastic, mission, spy, secret, code;* past participles.

Materials: Cutout 3, a key and other small objects.
Optional: strips of paper (3 per student), 2 bags.

Warm-up

History of a key

Use a key or other object for the following activity.
Say: *Let's talk about this (key).*
Show the object to the class.
Wrap the object. Say: *The (key) was wrapped.* Write the sentence on the board.
Give the object to a student. Ask: *What happened to the (key)?* Ss: *It was given to Laura.*
Ask a student to take the key outside and describe what happened: *It was taken outside.* Ask a volunteer to write the sentence on the board.
Continue, encouraging students to use their imagination: *The key was thrown away, it was picked up, it was painted, it was cleaned,* etc.
Repeat with other objects: *pencils, coins.*

Review

① Classify the passive sentences.

Divide the class into pairs. Students read and classify the sentences. Get volunteers to read the present passive sentences out loud. Repeat with the past passive sentences. Point out that we use the verb *to be* to indicate the verb tense in passive sentences.

- Circle the past participles.

Students complete the activity individually.
Read the first sentence out loud. Ask: *What's the past participle in the sentence?*
Repeat with the rest of the sentences.

② Read and circle T (True) or F (False)

Divide the class into pairs. Students work together to decide which rules for forming sentences in the passive voice are true and circle: *T* or *F*.
Volunteers read each sentence out loud. Ask: *Is that true or false?*

Controlled practice

③ Make and play a language game.

Students read the instructions in silence.
Students complete the cutouts to make sentences that can be read horizontally: They are taught English.
Then students cut out the sentence parts.
Divide the class into pairs.

Students put the sentence parts cards face down on a desk.
Students take turns turning over a card. They keep the cards as soon as they can make a sentence with the ones turned over. These can be different from the original sentences they completed.
The students with the most sentences at the end are the winners.
Ask students to read their sentences out loud.

Optional activity

Skeleton sentences

Write three skeleton sentences on the board:
It's a place where...
He's a person who...
It's a thing that...
Give three strips of paper to each student. Students complete the sentences, one on each strip of paper.
Ask students to tear the piece of paper in half to divide the sentence before the relative pronoun.
Collect the strips of paper. Put the first halves of the sentences in one bag and the second halves in the other bag.
Ask students to take a sentence half from each bag. If they form a logical sentence, they write it on the board.

Wrap-up

Song: *This is the jigsaw* 24

Students look at the song on Student's Book page 44.
Divide the class into five groups and assign two lines to each group.
Play Track 24. Students sing the song in groups.

Answer Key

- ① 1. taken, PA; 2. given, PA; 3. made, PR; 4. sent, PA; 5. trained, PR; 6. taught, PR; 7. made, PR; 8. written, PA
② 1. T; 2. F; 3. T; 4. F; 5. T; 6. F; 7. T

◆ Activity Book

Page 50, activities 1–3.
Note: Students need cutout 4.

Key

- ② was written; was translated; were sold; were made; was made; were seen



Grammar: Passive voice (present and past), relative pronouns (*who, that, where*).

Vocabulary: Key vocabulary from the unit.

Warm-up

Expanding vocabulary

Divide the class into pairs or small groups. Explain the rules of the game: one player says a word from the unit, for example: *glass*. The next player thinks of another word that begins with the last letter of the first word: *symbol*. Players continue this way until they can't think of any more words.

Review

The Printer's Quiz

► CIRCLE THE CORRECT OPTIONS.

Ask students to notice if the sentences are about a singular or a plural noun. Students circle the correct auxiliary verbs.

► COMPLETE THE SENTENCES WITH THE PAST PARTICIPLE.

Students complete the activity individually. Choose students to read the sentences out loud.

► SOLVE THE QUIZ.

Explain to the class that the information for the activity can be found in this unit. Stage the activity as a race. Make sure students start looking at the same time. When a student finishes he/she puts his/her hands on his/her head. Ask the winner to read out the answers.

Optional activity

Your own quiz

Divide the class into teams of four. Write skeleton sentences on the board:
Name a person who...
Name a place where...
Name a ... that...
 Students write ten quiz sentences, based on information in their books or on general information. Students swap quizzes and solve them.

► PLAY A GUESSING GAME.

Tell a student to choose an object from the illustration. Ask him/her questions following the model dialogue. Divide the class into pairs. Students play the guessing game.

► LOOK AROUND THE CLASSROOM AND TALK ABOUT DIFFERENT OBJECTS.

Divide the class into teams. Each team secretly chooses an object in the classroom. The other team asks

questions, following the model in the Student's Book, to try to guess the object. Repeat several times.

Wrap-up

Definitions

Students choose a word from the unit. They either write a definition for the word or they use the word in a sentence. Students read their definitions out loud. If they have written a sentence, they read the sentence, skipping the key word. The rest of the class guesses the word.

Answer Key

① Circle and complete: 1. was, built; 2. is, guarded; 3. are, cleaned; 4. was, made; 5. were, found; 6. is, seen; 7. are, given; 8. is, written. Solve: 1. Robert Bond; 2. China; 3. 94; 4. The North Pole; 5. =; 6. Nutty Nora's number chart

Activity Book

Page 51, activities 1 and 2.

Key

① *Present passive:* from top to bottom is; are; Is; Are; is; isn't; aren't; No; aren't; made
Past passive: from top to bottom: was; were; Was; Were; was; was; wasn't; weren't; was, No; weren't; was made; made

Grammar module: passive voice

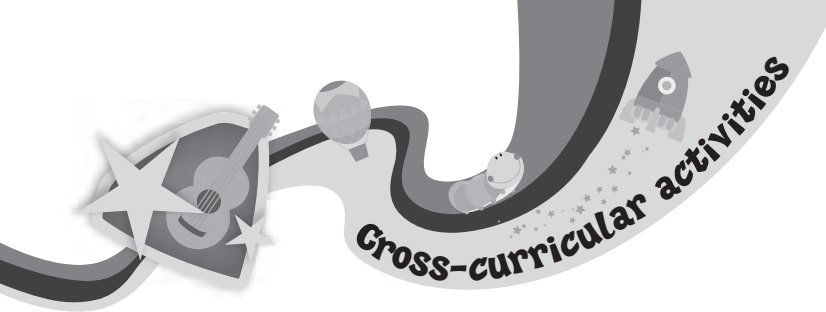
We use a passive verb to emphasize what happens to the subject of the verb. It is used when we are not interested in who or what causes the action. In contrast, an active verb emphasizes what the subject does. The passive voice is formed with the verb *to be* and the past participle.

Present passive

Positive: Subject + verb *to be* + verb in past participle:
It is made. They are sent.
 Negative: Subject + verb *to be* + not + verb in past participle:
It isn't planted. They are not seen.
 Question: Verb *to be* + subject + past participle:
Where are they sent? Is it harvested?

Past passive

Positive: Subject + *was/were* + verb in past participle:
It was made. They were sent.
 Negative: Subject + *was/were* + not + verb in past participle:
It wasn't planted. They were not seen.
 Question: *Was/Were* + subject + past participle:
Where were they sent? Was it harvested?



Art: Inventing symbols

Materials: Chinese or Japanese text, white paper, coloured ink, paintbrushes.

Directions:

Show the Chinese or Japanese writing to the class. Ask them to identify it.

Explain why this type of writing is different from ours: the symbols do not represent sounds as they do in our alphabet, they represent words.

Explain that there are hundreds of symbols in Chinese writing. Point out the precise ink marks used to make these complex symbols.

Ask students to invent their own word symbols using a paintbrush and ink.

Display the word symbols around the class.



Language arts: The time machine

Materials: *Optional:* an adapted version of H. G. Wells' novel *The Time Machine*.

Directions:

Talk to the class about H. G. Wells' novel *The Time Machine*. (Students may have seen a film version of the novel.) Explain that in the book a time machine takes people forward in time. The protagonist goes to a time in the future when half the people are slaves. Ask students to imagine they've got a time machine that takes them hundreds or thousands of years into the future.

Tell students they are going to write about the future world they discover in their time machines.

Help students plan the work. It should include a description of the landscape and the people. Students should also describe an event that happened before leaving in the time machine.

Students write their story. Correct the work.

Students write out a clean copy of their story.

Collect the stories and photocopy them.

Give a copy of the collection of stories to all the members of the class.

Maths: Writing problems

Directions:

Write a list of different places on the board: *a toy shop, a fruit shop, a shoe factory, a bread factory*.

Dictate a Maths problem to the class based on one of the places.

Ten kilos of apples were taken to the fruit shop. Three kilos were sold in the morning. Four kilos were sold in the afternoon. How many kilos were left at the end of the day?

Students work out the answer.

Ask students to choose a place on the board and write a Maths problem based on that situation. Remind them to use the passive voice.

Students write out the problems.

Students swap their Maths problems and work them out.

Project: Our industry

Materials: Information about local and national industries.

Directions

Brainstorm a list of local and/or national industries: *oil production, agriculture, fishing, shoe making, car manufacturing*.

Write a list on the board.

Ask students to think of the final products that these industries produce.

Volunteers write the product next to the name of the industry.

Divide the class into teams of three or four.

Students choose one of the industries/products listed on the board and list the raw materials needed for their product.

Students work out the stages required to transform the raw materials into the final product.

Students illustrate the stages and write a sentence describing what is happening under each picture. Help with unknown vocabulary when necessary.

Students write a description of their product: where it is made, what it is made of and how it is made.

Students present their work to the rest of the class.



Vocabulary	Grammar
<p>Science-fiction words: <i>alien, encounter, fantasy, fact, fiction, invention, moon, robot, sci-fi, spaceship, trip, videophone</i></p> <p>City words: <i>car park, cathedral, cinema, hospital, hotel, ice-skating rink, museum, pavement, restaurant, shopping centre, shop, streetlight, theatre, traffic, traffic lights underground, university</i></p> <p>Past participles: <i>been, begun, come out, done, eaten, fought, gone, had, known, made, put away, seen, spoken</i></p> <p>Adjectives: <i>ancient, bright, cold, dangerous, dark, deep, extreme, giant, huge, loud, strange, terrible, underground, wide</i></p> <p>Fantasy words: <i>centaur, faun, giant, horn, phoenix, potion, tail, unicorn, witch</i></p> <p>Verbs: <i>build, decide, dig, explore, fall, forget, float, get lost, grow, hit, investigate, lead, notice, rescue, shine, trap</i></p> <p>Other words: <i>above, archaeologist, beach, cave, cloak, comic, decade, distance, dock, figure, flash, food supply, ground, hole, hot-air balloon, interview, joke, light, liquid, mobile phone, mistake, nervously, noise, oar, peace, plan, root, safety, search party, package, prisoner, sail, sand, sky, step, strawberry, tunnel, umbrella, weather, world</i></p>	<p>Interrupted past: <i>Harry was buying a comic when he saw a light.</i></p> <p>Present perfect v past simple: <i>My friend has ridden a camel. He rode one last year.</i></p> <p>Relative pronouns (who, where, that): <i>...a room where there were lots of computers.</i></p> <p>Present perfect with since, for and just: <i>She has lived in Canada for 16 years.</i> <i>She hasn't been on the volleyball team for four months.</i> <i>Harry has just washed the dishes.</i> <i>How long have you studied English for?</i></p> <p>Past simple with ago: <i>Modern underground cities were first built about 50 years ago.</i></p>
<p>Functional language: <i>How long have you...? Have you ever...? When/What did you...?</i></p>	<p>Multiple Intelligences: Linguistic intelligence (page 75) Logical-mathematical intelligence (page 78)</p>

Teaching tip

Developing students' imagination

In this unit, students will be working with the theme of the world underground. This requires them to use their imagination to describe things that they cannot see. To maximise students' language development, it is important that they be creative in their descriptions and use of language.

Ask them to imagine they are underground and ask the following questions:

What can you hear?
What can you smell?
What can you see?
How do you feel?

Encourage them to use similes:

It sounds like...
It smells like...
It looks like...
It feels like...



Grammar: Interrupted past. *Harry was buying a comic when he saw a light. Ago: He saw lights in the sky three years ago.*

Vocabulary: *Mobile phone, light, comic, museum, step, sky, flash, zebra crossing, plan, shine, notice, investigate, decide.*

Warm-up

Dates

Explain that there are different ways of writing dates, for example: *1/02/06; 1st February, 2006; February 1st, 2006*. Explain that we say: *February the first, two thousand and six*. Remind students that we always use ordinal numbers when saying dates. Dictate a selection of dates. Students write them down using the format they prefer. Students read the dates back to you.

Grammar practice

① Listen and number the pictures. 28

Tell students that they are going to listen to Harry talking about the events in the pictures. Play Track 28. Students number the pictures.

Track 28

Harry has got an interesting story to tell. Listen and number the pictures.

One day I was talking on my mobile phone when I noticed some lights in the sky. They were moving quite fast.

Write number 1.

Then, exactly one year later, I was buying a comic when I saw a bright, white light shining over the city museum.

Write number 2.

Nothing happened for the next two years. And then one day I was walking on the zebra crossing outside the museum when I looked up and saw all the windows had a green light in them.

Write number 3.

Then about six months later, I was talking to Emma when I saw lots of different-coloured lights making a pattern in the windows... three dots, three dashes and three dots.

Write number 4.

Then a month after that, I was walking up the steps into the museum when suddenly, there was a huge flash of light.

Write number 5.

It was really scary. Three weeks later Emma and I decided to go and investigate. We were inside the museum.

I was standing in the hall when I saw a light behind the door.

Write number 6.

Play Track 28 again. Students check their answers.

Ask students what Harry was doing in the pictures:

T: *What was Harry doing when he first noticed lights in the sky?*

S1: *He was talking on his mobile phone.*

Write the answers on the board. Underline the verbs and remind students that we use the past continuous when talking about a continuous action that occurred in the past.

- Use the dates to label the pictures.

Students read the dates out loud.

Students write the dates under the pictures. Then they write today's date using the format they prefer.

Free practice

- Complete the sentence.

Say: *Harry saw the lights in the sky on February the 1st, 2000. How long ago was that?* Students calculate the time lapse and complete the sentence.

- Ask a classmate.

In pairs, students ask each other questions about the other dates and calculate the time lapse.

- Play a guessing game.

Read the speech bubbles out loud. Choose a volunteer to describe another picture. Make sure he/she uses the two verb forms. In pairs, students take turns describing and guessing the pictures.

Optional activity

Write an incident report.

Get students to speculate about what happened: *Where do you think the lights came from? Do you think Harry and Emma were scared? Why do you think the lights were over the museum?*

Students write an incident report based on the events in the pictures.

Wrap-up

What were you doing?

Students imagine they were there and write what they were doing when the line of lights appeared in the sky: *Picture 1: eating a sandwich*. Then pairs ask each other questions:

Student A: *What were you doing when Harry first saw the lights?*

Student B: *I was eating a sandwich.*

Answer Key

- ① From left to right: 4, 5, 6, 1, 2, 3

Activity Book

Page 52, activities 1 and 2.

Key

① talking-talked, buying-bought, walking-walked, moving-moved, seeing-saw, shining-shined, noticing-noticed, looking-looked, making-made, deciding-decided
Irregular: bought, saw, made

- ② 1. They were walking down the hall. 2. She was looking at a plan of the museum. 3. She was talking on her mobile phone. 4. He was looking at a computer.



Grammar: Present perfect v past simple: *My friend has ridden a camel. He rode one last year.*

Vocabulary: *Hot-air balloon, fiction, fact, moon, fantasy, sci-fi, invention, spaceship, videophone, alien, robot, insect, giant.*

Materials: Slips of paper (1 per student).

Warm-up

Funny questions competition

Divide the class into groups of six.

Write the following text on the board:

*Have you ever... seen...?
been to...?
met...?
eaten...?
had...?*

Students write six funny questions in their groups. (Stress the fact that they should be funny.)

A spokesperson from each group asks the questions and names students in the other groups to answer. The rest of the class writes down the questions they think are the funniest. They cannot vote for the questions from their own group.

Finally, students choose one of the questions they have written down and write it on a slip of paper. Collect the slips of paper and keep them for the Wrap-up activity.

Grammar practice

① Write questions, ask a classmate and complete the chart.

Ask a student a question that will produce a positive answer, for example:

T: *Have you ever eaten pizza?*

S1: *Yes, I have.*

Students complete the first column with questions. Tell them to make sure that at least four of their questions have got positive answers.

Read the model dialogue out loud with a student.

Divide the class into pairs. Students ask each other their questions and complete the chart.

Ask students a past tense question and make sure the students answer in the simple past:

T: *When did you last eat pizza?*

S2: *I ate pizza last night.*

Students ask their partners past tense questions and write the questions and answers in their notebooks.

- Use the information to write about your classmate in your notebook.

Students write about their partners using the information in the chart and in their notebooks.

Choose volunteers to read their sentences out loud.

Developing reading

② Read the text and circle the pictures.

Write the expression *sci-fi* on the board. Write the full form *-science fiction-* and explain that this is a type of novel or film in which there are things that are not real. It is based on the idea that in the future there will be technological discoveries that change the way we live. Get students to say the types of things they would expect to read or see in sci-fi.

Read the title of the text out loud. Students silently read the text. Clarify any unknown vocabulary.

Ask questions about the text: *When was the first sci-fi film made? Have people travelled to the moon since the film was made? Do you know when this occurred? (1969)* Students circle the pictures of the things they think have come true.

- Discuss with a classmate. Check your answers on page 60.

Students discuss the pictures with their partners and change their original answers if they wish. Then they check the answers on page 60.

Optional activity

Multiple intelligence: Linguistic intelligence

Check that students understand the difference between fact and fiction. Name real and fictional characters and ask students to classify them: *Don Quixote, Napoleon, Donald Duck, Walt Disney*, etc.

Explain that sometimes the characters are real but the stories are fictitious, for example, Robin Hood was a real person but many of the events in the stories about him are fictitious.

Wrap-up

Class Oscars

Announce the winners of the funniest *Have you ever...* question from the Warm-up.

Make the announcement as if it were the Oscars: *And the nominees for today's funniest "Have you ever..." question are... (name the five questions with the most votes). And the winner of today's funniest "Have you ever" question is...*

Activity Book

Page 53, activities 1 and 2.

Key

③ *Regular:* played, walked, worked, happened, arrived, watched. *Irregular:* come, thought, seen, run, begun, read, eaten, drunk.



Grammar: Relative pronouns (*who, where, that*): A room *where there were lots of computers*.

Vocabulary: *Museum, light, ground, root, noise, distance, figure, cave, cloak, world, strawberry, shine, fall, hit, grow, strange, bright, dark, cold, loud, huge, underground, nervously.*

Materials: Paper squares (1 per student).

Preparation: *Adjective cards:* Write the following adjectives on separate paper squares: *strange, bright, cold, large, dark, deep, loud, huge, long, black, grey, small*. Make as many sets as you need so there is 1 card per student.

Warm-up

Adjective game

Distribute the *Adjective cards* (see Preparation). Students think of things that can be described with their adjective. They write at least five nouns. Students walk around the classroom finding other students with the same adjective. They sit together and join their lists of words. A spokesperson from each group explains what his/her adjective means to the class: *Our word is dark. It means that there is no light. It is the opposite of light. It is used to describe places, rooms and colours. Our words are: room, house, forest, blue and corner.*

Developing reading

Story: *A journey to the world underground*, part 1 29

Ask students to summarise what happened to Harry and Emma on page 52. Students look at the pictures on page 54. Ask questions: *Where is this place? Do you think this is a real place? What kind of story do you think this is?* Play Track 29. Students listen and follow along in their books.

Track 29

A journey to the world underground, part 1. (See Student's Book page 54.)

Stop the recording after each paragraph and ask general comprehension questions: *Where were Harry and Emma? What were they doing? What happened to Harry? Describe the place where Harry and Emma landed. How did Emma know they were underground? How did she know they were deep underground? What did they see? What did they hear in the distance? What happened when they followed the figure? Why were they surprised? What were the figures wearing? Could Emma and Harry see their faces? Why not? Why was everything black and grey? What did Vorden give them to eat?*

Encourage students to give opinions about the situation after each paragraph.

Reading comprehension

① Classify the words before the relative pronouns *where, who* and *that*.

Write: *where, who* and *that* on the board. Ask students what we use these words for: *where* for places, *who* for people and *that* for things.

Students read through the text and locate these words in the sentences (not in questions and not at the beginning of sentences).

They write the sentences in their notebooks and then circle the word immediately before each relative pronoun. Finally, students write the words they have circled in their books.

Optional activity

Alternative adjectives

Write the following adjectives on the board: *strange, bright, large, dark, cold, scared, loud, huge, long, black, grey, small*.

Divide the class into groups of six. Students look for the adjectives in the story. They make a list of the adjectives and the nouns they describe. In some cases, they will have to think about what or who is being described. Then students think of alternative adjectives for each noun. Students call out their alternatives. Discuss if they are appropriate.

Wrap-up

Predicting

Make sure students have got their books closed. Ask them to think about what is going to happen next. Write a few suggestions on the board with their help: *Emma and Harry are going to stay and live underground. They are going to have a terrible accident. The underground people are going to put them in prison. They are going to make friends with the underground people.*

Students choose one or more possible outcomes and copy them into their notebooks.

Answer Key

② Where: room, cave; Who: person, figures, figures, people; That: things, plant, voices, buildings

Activity Book

Page 54, activities 1 and 2.

Key

③ 1. Harry is the boy who saw some strange lights. 2. Emma is the girl who went to the museum with Harry. 3. The museum is the place where Harry saw the lights. 4. Roots are the part of the plant that grows underground. 5. The cave is the place where the underground people live. 6. The cloaks are the clothes that the underground people wear. From left to right: 4, 1, 2, 3, 6, 5



Grammar: Present perfect (recognition of *since* and *for*): *We have lived here in peace since the year 210.*

Vocabulary: *Safety, peace, hole, search party, light, tunnel, ground, strawberry, joke, liquid, potion, forget, float, lead, get lost, terrible, dangerous, strange, bright, above, underground.*

Warm-up

Brainstorm story words

Divide the students into groups of four. With their books closed, students brainstorm all the words they can remember from the story. Elicit the words and write them on the board. Then tell students to choose five words from the board and use them to write five complete sentences in their notebooks about *A journey to the world underground*. Students read their sentences out loud. Make corrections if necessary.

Developing reading

Story: *A journey to the world underground*, part 2 🎧 30

Students look at the story on page 55. Play Track 30. Students listen and follow along in their books.

Track 30

A journey to the world underground, part 2 (See Student's Book page 55.)

Pause the recording after each paragraph and ask general comprehension questions: *When did Vorden's people go underground? Why did they go underground? What happened six years ago? What is the White Hole? Why is it dangerous for the people who live underground? Did the search party find the child? Did Harry see the search party? How did the child get back? What did Vorden give Emma and Harry before they went back? Did the magic potion work? Did Emma think that the black strawberries were a joke?*

Students take turns reading paragraphs of the text to each other.

Students discuss the meaning of unknown words and underline any words that they don't understand.

Students write the unknown words on the board.

Ask for volunteers to explain the words. Choose a pair to read the story out loud.

In your book, underline any words that are mispronounced.

When students have finished reading, copy the words onto the board and get volunteers to model the correct pronunciation.

Reading comprehension

① Read and answer the questions.

Students look at the activity at the bottom of the page and answer the questions.

In pairs, students answer the questions orally.

Correct the activity with the whole class.

Optional activity

♥ Health education

In the story, Vorden explains that the sun is dangerous for the underground people. Take advantage of this message to discuss skin health care and exposure to the sun.

Ask students if they know why the sun can be dangerous. (The sun's rays burn our skin and can cause skin cancer. Additionally we can become dehydrated and suffer from sunstroke.)

Students work in groups of four. They should make a list of recommendations for when we are on the beach or in the sun. For example:

Always wear a hat.

Never sleep in the sun.

Always use sunblock.

Always wear sunglasses.

Don't do vigorous exercise on a very hot day.

Always drink plenty of liquids.

Students could make health flyers with their recommendations.

Wrap-up

Write and act out a scene from the story.

Divide the class into pairs. Tell students to imagine that the story ended in a different way: Vorden informs Harry and Emma that they have got to stay in the world underground because the white hole has disappeared. Tell pairs to imagine the ensuing phone conversation between Harry and his mother and write a brief dialogue. Walk around helping students with vocabulary if necessary.

Students practise their dialogues in class. Emphasise the importance of vocal expression and facial and bodily gestures.

Invite pairs to act out their scenes for the rest of the class.

◆ Activity Book

Page 55, activities 1 and 2.

Key

① 1-a; 2-a; 3-b; 4-a

② 1. They travelled to the world underground. 2. They fell down the White Hole. 3. They met Vorden. 4. He told them the story of his people. 5. He gave them a magic potion to make them forget. 6. Yes, they have. 7. He has brought back some black strawberries.



Grammar: Present perfect (*since* and *for*): *She has lived in Canada for 16 years. They have lived underground since 210.*

Vocabulary: *Mistake, food supply, past participles: been, known, had, spoken.*

Materials: Cutout 1.

Warm-up

Remembering when

Write the following questions on the board:

When did you first start at this school?

When did you meet your best friend?

When did you begin having English classes?

When did you buy this book?

Students copy the questions and answer them in their notebooks.

Tell them they will need the answers for the Wrap-up activity.

Developing reading

① Look and underline the mistakes in the text.

Remind students that Emma is the girl from the story.

Ask: questions about the information on either side of the photo: *When did Emma arrive in Canada? When did she join the volleyball team?*

Students silently read the text.

Ask: *What's the date today?* Write the date on the board. Say: *Emma has lived in Canada for 16 years. Is this true?*

Students look at the date on the first blue strip and answer: *No, it isn't.*

Repeat the procedure with another two sentences.

Students read through the text again and underline all the mistakes they find. Then they write the number of mistakes.

Grammar presentation

Write the following text on the board:

I first came to this school in (2000).

I have been at this school since (2000).

It is now (2007).

I have been at this school for (7 years).

Encourage students to explain the difference between *for* and *since*. (We use *since* to show when it was first true, and *for* to say the amount of time.)

Explain that we use these time expressions to answer the question: *How long have you...?*

Controlled practice

- Check with a classmate.

Read the model dialogue out loud.

Divide the class into pairs. Students ask each other

about the mistakes and correct them.

② Ask and complete the text.

Students cut out the texts in Cutout 1.

Divide the class into pairs: A and B. Students decide who is A and who is B and look at their respective cutouts.

Get students to sit back to back so that they only read their own cutout. Students read silently through their own text.

Clarify any unknown vocabulary.

Students ask each other questions and complete their cutouts.

Students read the text back to each other to check their answers.

Students write the current year at the top of the table in activity 2 on page 56. Then they transfer the information from the text to the table.

They calculate the *for* column using the year they write at the top of the table as their reference point.

Optional activity

Logical-mathematical intelligence

Some students may have difficulty calculating time lapses and working from a time reference point. Tell them to use a timeline to sequence the events first and then use subtractions to work out the time lapse.

Write some time problems on the board:

If it is now the year (2007) and Emma has been in Canada for 10 years, when did she arrive?

If it is now the year (2007) and Emma has been in Canada since 2001, how long has she been in Canada?

Wrap-up

How long have you...?

Students look at the questions and answers they wrote in the Warm-up activity.

Get students to help you transform the questions into *How long have you...?* questions:

How long have you been at this school?

How long have you known your best friend?

How long have you studied English?

How long have you had this book?

Students copy and answer the questions in their notebooks.

Activity Book

Page 56, activities 1–3.

Key

③ *A fixed moment in time:* last month, Friday, 2001, June.

A quantity of time: 8 months, 6 days, 3 hours, 25 years



Grammar: Present perfect (*just*): *Harry has just washed the dishes.*

Vocabulary: Past participles: *Seen, put away, made, done, come out, eaten, spoken, gone, fought, begun.*

Warm-up

In the last fifteen minutes

Ask: *What time is it?* Write the time on the board. Divide the class into pairs. Write a time 15 minutes before the time now. Tell students to write a list of the things they have done since that time: *talked to my friends, eaten an apple, opened the door, etc.* Invite volunteers to read their lists out loud. Make sure they use the present perfect.

Grammar presentation

Write *just* on the board. Turn around, look at the students and say: *I have just written the word "just" on the board.* Give more examples of how we use *just* and the present perfect: Open the window. Stand back, point to the window and say: *I have just opened the window.* Repeat, closing the window. Repeat opening and closing the door/a book/your bag. Sit down. Say: *I have just sat down.* Stand up. Say: *I have just stood up.* Explain that the word *just* shows that something has been done in the last few moments.

Controlled practice

① Look at the pictures and complete the sentences.

Ask a volunteer to read the introductory text out loud. Point to the first picture. Ask questions about it:

T: *What has Harry just done?*

Ss: *He's just washed the dishes.*

T: *Has he put them away?*

Ss: *No, he hasn't.*

T: *So he's just washed the dishes but he hasn't put them away.*

Repeat the procedure with the other pictures. Students write the sentences under the pictures.

- Ask your classmate questions about the pictures.

Read the model dialogue out loud. Divide the class into pairs. Students ask each other questions about the pictures.

② Read the rap and number the pictures.

Students look at the picture. Explain that it is Saturday morning. The children are at home and they can't go outside because it's raining. Students silently read the text of the song. Then they look again at the picture and number the children according to the text.

Ask questions about the text: *What has James just*

done? Have Ben and Jen just arrived? Why has Mum just begun to shout?

- Listen and rap. 🎧 31

Play Track 31. Students follow the rhythm by clicking their fingers. Play the track again. Students rap along with the song.

Track 31

(See Student's Book page 57, activity 2.)

Divide the class into six groups. Assign a couplet (a set of two lines) to each group. Each group raps their couplet. They all shout out the last line.

- Answer the questions.

Students write the answers in their notebooks. Volunteers read their answers out loud.

Optional activity

Connecting to students' experiences

The expression *I'm bored* is commonly used by children of this age. Tell students that people who say: *I'm bored* are boring people!

Divide the class into small groups.

Students think of all the fun things they can do on a rainy afternoon. Set conditions: They cannot watch TV, use the computer or talk on the phone. Groups name a spokesperson to read out the suggestions: *We can play a game. We can write a letter or a story. We can read a book or a comic. We can make some biscuits. We can tidy our rooms. We can paint or do craft work. We can talk to our parents.*

Help students see that being bored is really just being unimaginative about the things they can do.

Wrap-up

Play Your turn.

Close your book. Say: *I have just closed my book.* Point to a student and say: *Your turn.*

The student performs an action and describes it to the rest of the class using *just*. He/She then turns to the next student and says: *Your turn.*

Continue until all the students have performed and described an action.

Answer Key

① *From top to bottom:* has, hasn't; He has just cleaned his shoes but he hasn't cleaned his football boots; done his English homework but he hasn't done his Maths homework; He has just made his bed but he hasn't cleaned his bedroom

② *From left to right:* 1, 3, 2, 4

Activity Book

Page 57, activities 1 and 2.

Key

② ✓, ✓, ✓, -, -, ✓,

Emma has just eaten a sandwich. Harry has just watched a film. Emma has just spoken/talked to her friend on the phone.



Grammar: *There is/are: There are shopping centres.*

Vocabulary: *Hospital, theatre, university, museum, cathedral, ice-skating rink, restaurant, car park, cinema, shop, underground, hotel, shopping centre, pavement.*

Warm-up

Questions about cities

Ask students general questions about the cities in their country: *What is the capital city of our country? Can you name any other big cities? Which is the biggest city? Is it in the north, south, east or west? Is our town/city on the coast or inland? Is it in the mountains? What's the weather like in our town/city? Can you name some of the services and places in our town/city? Is there a museum? Are there any hospitals?*

Controlled practice

① Look and tick (✓) the things in your city.

Read the introductory text out loud and ask questions: *Where is Montreal? Is it a big city? Is it as big as our town/city? What's the weather like in the winter? Is our town/city as cold as that? Do you think the weather has got anything to do with the underground city? Why?*

Students tick the pictures of the things they can find in their own town/city as well.

Go over the answers with the whole class: *Are there hospitals in our town/city?*

- Listen and circle the things underground in Montreal. 🎧 32

Play Track 32. Students listen and circle the corresponding pictures.

Track 32

Montreal has got the biggest underground city in the world. The underground city has got several kilometres of tunnels that connect different areas and services underground. There are lots of hotels. There are shopping centres and restaurants. There are underground stations, cinemas and theatres. You can get to the cathedral, the museum and the university by using the tunnels. There is even an ice-skating rink. And of course there are car parks and pavements. In fact, you could live underground all winter if you wanted to! With outdoor temperatures of minus 10 degrees celsius, perhaps it's the best place to be!

Play Track 32 again. Students check their work. Ask questions: *Is there an underground ice-skating rink? Can you watch a film underground?*

Optional activity

Critical thinking

Tell students to think about the places we can build underground like shops and museums and the places we can't, like airports or zoos. In some cases it isn't physically possible (airports) and in other cases it isn't healthy for animals (including humans) or plants. Name the following places and ask students to discuss whether or not they can be underground: *blocks of flats, schools, factories, gardens, swimming pools.*

② Answer the questions.

Ask the first question: *Can you go shopping underground in Montreal?* Tell students to answer based on what they have circled in activity 1: *Yes, you can go shopping underground because there are underground shopping centres.*

Students answer the questions in their notebooks. Students swap notebooks and correct each other's work.

Wrap-up

Play Guess where I am?

Choose one of the places in the picture in activity 1 and describe it: *This is a place where you go when you are sick.*

Students raise their hands to guess the place. The student who guesses correctly takes a turn. Continue playing until all the new vocabulary has been practised.

Answer Key

- ① Circle: Hotels, Cinemas, Ice-skating rink, Car Parking, Underground, Theatres, Shopping Centres, Restaurants

◆ Activity Book

Page 58, activities 1 and 2.

Key

- ① Across: 3. university; 5. hospital; 7. restaurant. Down: 1. cinema; 2. airport; 4. car park; 6. hotel; 8. museum
- ② 1-a; 2-b; 3-b; 4-a; 5-b



Grammar: Present perfect (*since, for*): *Underground cities have existed for thousands of years. It has existed since 1962.* Past simple (*ago*): *Modern underground cities were first built about 50 years ago.*

Vocabulary: *Traffic, archaeologist, decade, weather, tunnel, dig, build, explore, underground, ancient, extreme.*

Warm-up

Bananas dictation

Tell the class that you are going to dictate a text. Sometimes you will say the word: *bananas*. When they hear this word, they should leave a gap. Dictate the following text:
Harry's family arrived in Montreal 20 years bananas. They have lived in the same house bananas ten years. Harry has been at the same school bananas 2003. A few months bananas, Harry met Emma. They have been best friends bananas six months. They first went to the museum six months bananas and they haven't been back bananas last week.
 Students fill in the gaps with *since, for* or *ago*. Choose a volunteer to read the completed text out loud.

Developing reading

① Complete the text with *ago, since* or *for*.

Students silently read the text and underline words they do not understand. Clarify any unknown vocabulary. Tell students to close their books. Ask general questions about the text: *Is this text about the underground? What is it about? Are underground cities only a modern invention?*

Students write down three things they remember from the text. Then they open their books and check the sentences they wrote.

Students complete the text with *ago, since* or *for*. Ask volunteers to read the text out loud. Students correct their work.

- Answer the questions.

Students silently read the questions and underline the answers in the text. Then they write the answers in their notebooks. Ask volunteers to read their answers out loud.

Free practice

② Classify the phrases.

Draw a table on the board with the headings: *Advantages* and *Disadvantages*. Explain that this discussion is about living underground. Write: *no rain or wind* on the board. Say: *Underground there is no rain or wind. Is this an advantage or a disadvantage for city life?*

Students may disagree with each other. Encourage them to give reasons for their opinions. Repeat with

other phrases. Students classify the phrases in their books. Volunteers come to the board and complete the table. Students correct their work.

Optional activity

Tolerance and respect in a debate

In debates students often get excited and start shouting at each other using L1. Therefore, it is extremely important that you establish the rules for a debate before you start. Get students to make signs for the classroom wall which you can refer to when things seem to be getting out of control:

*Listen carefully to your classmates.
 Raise your hand when you want to speak.
 Wait your turn.
 Be prepared to change your mind!
 Respect other people's opinions.
 Speak in English all the time.
 Vote for the best speaker, not your best friend!*

Developing speaking

The Printer's Project

Read the instructions out loud. Divide the class into six groups. Three groups should be in favour and three against. In their groups, students discuss and make notes of at least three reasons for their argument. Point out the language in the speech bubbles and explain that these are the expressions we use to give our opinion.

Each group names a speaker who defends the argument in front of the rest of the class. Finally, students vote for the best speaker, but they cannot vote for their own speaker.

Wrap-up

Debate results

Write the following sentences on the board:

*I think life underground is ... because...
 In my opinion, life underground is ... because...
 I think there are more advantages/disadvantages to living underground.*

Students copy and complete the sentences using their tables and the results of their debate.

Answer Key

- ① for, for, Since, ago, since
- ② *Advantages*: no rain or wind, no snow or cold, easier to clean, easier to move around the city, no traffic, cool in the summer; *Disadvantages*: no fresh air, more dangerous, no sun, no light, more expensive to build, more difficult to build

Activity Book

Page 59, activities 1 and 2.

Key

① Introduction, Advantages, Disadvantages, Conclusion; In the introduction, the writer gives the history of the underground. In the conclusion the writer gives his/her opinion.



Reading focus: Using illustrations to clarify meaning in a text.

Grammar: Present and past verb tenses.

Vocabulary: *Rescue, trap, prisoner, tunnel, beach, sand, giant, witch, dock, oar, sail, cave, streetlight, faun, tail, horn, umbrella, package, phoenix, centaur, unicorn, deep, fantasy, wide, dark, underground.*

Materials: Post-it notes. **Scene:** Large picture of any scene with elements that students know, for example, a street.

Preparation: Write words to label the picture or poster on Post-it notes (1 per student).

Warm-up

Vocabulary review

Attach the Scene (see Materials) to the board. Hand out the Post-it notes and ask students to come up and label the picture.

Developing reading

① Read and circle the correct options.

Students look at the picture. Explain that it illustrates a story. Ask questions about the picture: *What can you see in the picture? Do you think this story is fact or fiction? What kind of characters do you think will be in the story? What do you think the story will be about?* Read the text out loud.

Students underline the words they do not understand as you are reading.

Encourage students to ask you to explain the words: *What does trapped mean?* Ask other students to help you explain the meanings.

Students underline the things they think are important in the text.

Finally, students circle the correct options.

Ask volunteers to read the sentences out loud.

Ask students if the underlining helped them find the right answers.

Developing reading

② Read the extract from *The Silver Chair* and do the tasks.

Choose the most confident reader in the class and invite him/her to read the text out loud. Tell the rest of the class to listen carefully and mark any words they think are mispronounced. Do the same in your book. Invite students to say which words they think were mispronounced. Correct where necessary.

- Find the words in the text.

Students complete the definitions.

Get volunteers to read their definitions out loud.

- Label the picture.

Write the words from the word box on the board. Ask students to circle these words in the text in activity 2. Students look at the picture and find the objects. Then they label their picture.

Optional activity

Recreating text from pictures

Divide the class into groups of four.

Tell students to look at the text in activity 2.

There are eight sentences. Groups divide up the sentences amongst themselves.

Students draw a picture of each of their sentences on a separate sheet of paper and label the items in their pictures.

Students place all their pictures in the correct sequence and retell the synopsis using their pictures and labels as prompts.

Wrap-up

Story plan

Explain that *The Silver Chair* is part of series of seven stories. In all these stories, the children enter the fantasy world of Narnia and have lots of adventures.

Tell students to imagine that they are going to write a story about a fantasy world. Write the following questions on the board:

What are you going to call your story?

What's your fantasy world called?

Who are the main characters?

How do they get into the fantasy world?

Describe one adventure.

Students copy and answer the questions in their notebooks. Invite volunteers to read their story plans out loud.

Answer Key

① Circle: 1. door ; 2. Prince Rilian; 3. a prisoner; 4. Underground Kingdom

② Find the words: 1. dock ; 2. Sand; 3. Oars; 4. tunnel; 5. cave

Label: from left to right: cave, ship, ware, oars, tunnel, dock, sand

Activity Book

Page 60, activities 1 and 2.

Key

② From left to right: 4, 3, 2, 1



Functional language: *How long have you...? Have you ever...? When/What did you...?*

Vocabulary: *Tunnel, cave, interview, comic, wild, underground.*

Materials: Cutout 2, slips of paper (1 per student), music CD. *Optional:* Brown mural paper, white paper, felt tip markers, crayons, animal reference books.

Warm-up

Animal classifications

Divide the board into four sections. Write a heading for the whole board: *Animals that live...* and then a subheading for each section: *underground, in the water, in the air, on the land.*

Divide the class into four groups. Assign a category to each group.

Set a time limit. Students write the names of as many animals as they can for their category. Provide vocabulary as needed.

Choose a volunteer from each group to come to the board and complete the sections.

Distribute slips of paper and assign an animal to each student to write on their slip.

Collect the slips of paper and keep for the Wrap-up activity.

Craft activity

① Complete the comic.

Read the introduction out loud. Explain that there are lots of stories about wild animals living in the tunnels and caves of big cities, like snakes! Explain that some people buy these animals as pets when they are very small. When they grow and become dangerous people throw them out.

Students complete and cut out the speech bubbles in Cutout 2. Make sure that students understand that the dialogue in the speech bubbles should form a coherent dialogue (interview) between two people.

Students place their speech bubbles in the comic frames in the correct order.

Check the order before they glue them down.

Students draw details and colour the comic frames.

Students read their comic stories out loud to their classmates.

Developing writing

② Complete the text about your comic.

Invite volunteers to tell the class about their comic using the skeleton sentences as a guide.

Students complete the sentences in their books.

Optional activity

Make an underground animal frieze.

Divide the class into four groups.

One group is responsible for making the background. This group should lay out a large piece of mural paper on the floor and draw the features of an underground scene, including tunnels, caves, roots, etc.

The other three groups choose a selection of animals that live underground. Provide help if necessary: *ants, worms, moles, tarantulas, rats, foxes, scorpions, badgers*, etc.

In their groups, students draw pictures of the animals and make fact sheets about them using reference books.

Attach the underground scene to the wall.

Students glue the animals and the fact sheets to the scene.

Wrap-up

Play *In the water, in the air, on the land.*

Distribute the slips of paper from the Warm-up activity. Play some music.

Students pass the slips of paper along the rows. When the music stops, call out: *In the water!* All students holding a slip with the name of an animal that lives in the water stand up.

Repeat with *Underground*, *on the land* and *in the air*.

As you play, get other students to help monitor that everyone is playing correctly.

Activity Book

Page 61, activities 1–3.

Key

① When did you last use the underground? I used it last week. How long have you lived in this city? I have lived here for 10 years. When did you go there? I went there three weeks ago.

③ *Joke 1:* Have you been here long? *Joke 2:* Have you eaten all the biscuits again, Vernon?



Grammar: Present perfect (*for* and *since*): *Harry has lived there for twelve years. How long: How long have you studied English?*

Vocabulary: Past participles.

Materials: Cutout 3, card, pencils (1 per student), coin.

Warm-up

Grammar awareness

Get students to look through the pages of the unit and tell you what the main grammar points have been. Write their suggestions on the board.

Grammar practice

① Look at the sentences and do the tasks.

Ask volunteers to read the sentences out loud.

Read the tasks out loud.

Explain that in all the sentences there is a part that answers the question: *How long...?*

Students circle the part of the sentence that fulfills this function (*for/since*).

Students colour the dates blue. Then they colour the quantities of time red.

Students then complete the sentences and colour in the key. Check answers around the class.

② Complete the sentences with *since* or *for*.

Students complete the sentences.

Ask volunteers to read the completed sentences out loud. Refer to activity 1 for clarification: *10 months is a quantity of time so we use for. January is a date so we use since.*

Optional activity

More practice with *for* and *since*

Write on the board: *She hasn't seen her granny...*

Students call out quantities of time and dates. Write these on the board.

Divide the class into pairs.

S1 says a date or a quantity of time: *three years.*

S2 completes the sentence with *for* or *since*: *She hasn't seen her granny for three years.*

③ Make and play a language game.

Students cut out the spinners in Cutout 3.

Read and explain the instructions.

Students glue their spinners onto card and cut them out again. Tell them to insert the pencils exactly in the centre of the spinners.

Demonstrate the game with a student.

Students play the game in pairs.

Grammar review: present perfect



Poster 5

Display Poster 5. Hand out the *Sentence* poster cutouts to individual students.

One by one students come up and attach their poster cutout to the appropriate square on the poster. Other students say whether or not the cutout corresponds and if necessary, they guide the student in placing the cutout on the correct square. When all the cutouts have been attached, point to each of the cutouts and get students to say the sentences out loud.

Grammar game



Poster 5

Display Poster 5 and game counters. (Put away the *Sentence* poster cutouts.)

Divide the class into two teams. Put the game counters for both teams on *Start*.

Team 1 starts the game by flipping the coin: *heads* = 1 square; *tails* = 2 squares.

Move the team 1 counter the corresponding number of squares on the game board. Then give the members of team 1 a limited amount of time to discuss among themselves and produce a correct sentence about the picture using the present perfect and the words in the square. If they answer correctly, they can stay on the square. If they answer incorrectly, then they do not advance.

If they land on a red square, they must do the corresponding task. If they land on a green square, they can stay without having to do any tasks.

The first team to reach *Finish* wins the game.

Wrap-up

Swap questions

Students cut up their spinners into separate segments and place them face down in two piles.

Then they pick up one segment from each pile and write a question: *Have you (had your trainers) (for) six months?*

Students swap questions with a partner and write the answers to the questions for themselves.

Answer Key

① *Task 1: Dates (blue)* : 1962, last March, 2004; *Quantities of time (red)*: 12 years, 10 years, 2000 years

Task 2: since (blue) , *for (red)*

② 1. *since* ; 2. *since*; 3. *for*; 4. *for*; 5. *for*; 6. *since*



Activity Book

Page 62, activities 1–3.

Key

① *Since*: Wednesday, January, 2003, 10 o'clock; *For*: 10 minutes, 12 months, 5 days, 2 years

Since: he was young, last week; *For*: a long time, hundreds of years

Student's Book Page 63



Grammar: Review of the past simple. Present perfect (*for, since, just, ago*).

Vocabulary: Key vocabulary from the unit.

Materials: Paper.

Warm-up

Vocabulary review

Divide the class into two teams and get them to stand in two lines.

Choose a word from the unit: *cathedral*.

Team A spells the word out loud. The first student in the line says the first letter, the second student the second letter, and so on.

If a student makes a mistake, team B tries to spell the word.

If team A's members are successful, award them a point and choose a different word for team B.

Continue the activity, alternating teams.

Review

The Printer's Quiz

- **READ AND CIRCLE T (TRUE) OR F (FALSE).**

Before students do this activity tell them it is about when and how we use *since, for, just, ago*, and the question *How long...?* Tell them that if they have got any doubts they should ask you. Answer any questions they've got.

Students circle: *T* or *F*.

Volunteers read out the sentences and answers.

- **COMPLETE THE DEFINITIONS.**

Students look at the definitions and tell you if there is anything they don't understand. Answer any questions. Students complete the definitions.

Volunteers read their definitions out loud.

- **CIRCLE THE CORRECT OPTIONS.**

Students circle the answers in pencil.

They swap books with a classmate and check each other's work. Students explain any corrections to each other and agree on a correct answer.

Volunteers read their sentences out loud and correct.

- **DO A SURVEY WITH THREE CLASSMATES.**

Divide the class into groups of four.

Students complete the table with appropriate questions. Then ask them to form the questions orally: *What's the best book you have ever read? What's the best film you have ever seen?*

Students ask the members of their team the questions and write in the answers.

Students report their results to the class.

Optional activity

Make a mind map.

Draw a mind map on the board. Write *Life underground* in the middle and draw four lines coming out with the following headings: *Places, Advantages, Disadvantages, Reasons for living underground*.

Students use the vocabulary in the unit to complete the mind map.

Wrap-up

Experience pictures

Distribute paper. Students write a fact about themselves using *for* or *since*.

Students illustrate their sentences. Display the pictures around the classroom.

Answer Key

Read and Circle: 1. F; 2. T; 3. T; 4. F; 5. T; 6. T; 7. F; 8. T; 9. F

Complete: 1. tunnel; 2. ice-skating rink; 3. architect; 4. where you can go shopping; 5. who catches thieves

Circle: 1. since; 2. moved; 3. found; 4. has had; 5. have just finished

Activity Book

Page 63, activities 1–3

Key

① see an exhibition–museum; park my car–car park; go ice skating–ice-skating rink; buy some clothes–shopping centre; eat some lunch–restaurant; do some exercise–gym; take the underground–underground station.

② *Past simple:* study English; study English; did; didn't; did, study; *Present perfect:* studied, (2 years); have studied, (since 2004); studied, for; haven't studied, since; studied; have; haven't; have, studied English

Grammar module: Past simple v present perfect

Positive	I studied art last year.	I have studied art.
Negative	I didn't study art last year.	I haven't studied art.
Yes/No questions	Did you study art?	Have you studied art?
Short answers	Yes, I did. No, I didn't.	Yes, I have. No, I haven't.
Wh questions	When did you study art?	How long have you studied art?

Time expressions

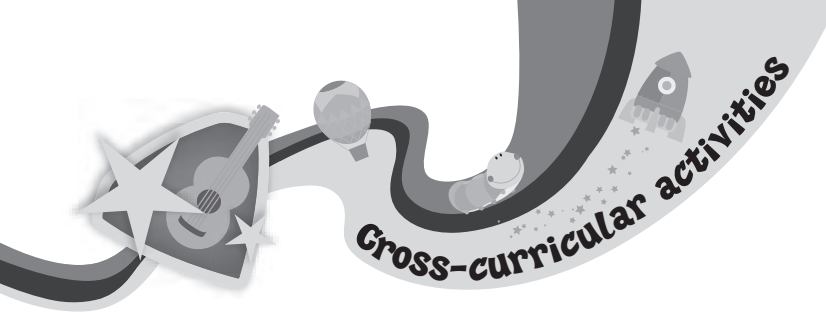
The expressions *since* and *for* answer the question *How long...?* *For* indicates the amount of time an action has lasted. *Since* indicates the moment an action started.

The expression *ago* indicates that an action occurred earlier than the present time:

He has lived in France for 10 years.

He has lived in France since 2003.

He went to France three years ago.



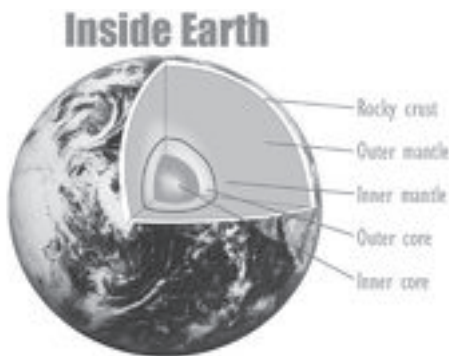
Science: Earth mobiles

Materials: Polystyrene balls (1 per every 2 students), paint, white card, drawing pins, string.

Preparation: Cut the polystyrene balls in half.

Directions:

Hand each student half a ball. Show them a diagram of the centre of the earth (see illustration).



Point out the different layers of the Earth. Students paint the different sections and make small labels using card. They write the names of the layers on the labels and pin them to the ball. Wrap string around the end of a drawing pin and push it into the top of the ball. Hang the balls around the classroom.

Language arts: Make an underground game.

Materials: Maps of the London underground (you can download this map from the Internet) (1 map per 6 students), card, index cards (20 per 6 students), counters, dice, black felt-tip pens.

Preparation: Enlarge the London underground maps using a copy machine.

Directions:

Divide the class into groups of six. Distribute the underground maps and the rest of the materials. Students glue their maps onto the card. They write 20 questions on the index cards. Write the following skeleton questions on the board as a guide:
When did you last...?
Have you ever...?
How long have you...?
What is a...?
What do you call a place/person/thing where/who/that...?
 Students decide on a route around the underground and mark it with a black felt-tip pen.

They decide where the players are going to pick up a question card and mark these places on the route. They can add other features, for example:

Throw again.

Miss a turn.

Go back/forward two spaces.

Change places with a friend.

Students play their underground game.

Game: Around the world

Directions:

Students sit in a circle. Ask a student to name a place that could be on a map. Explain that he/she can name a country, a state, a river, a mountain, an ocean, a lake or a continent.

S1: *France.*

The next student names another place that begins with the last letter of the previous word:

S2: *England.*

Continue around the circle until all the students have named a place. Go around the circle one more time encouraging students to think of names more quickly.

Project: Make an underground scrapbook.

Materials: Card (2 pieces per student), stapler.

Directions:

Give each student two pieces of card. Show them how to fold and cut the paper to make a scrap book with eight pages.

Staple the pages together to make a booklet.

Students write a title for the scrapbook: *Under my feet!* Students should make a list of eight things they imagine are under their feet at this moment. These can be living beings, plant remains, tunnels, caves, constructions, etc. Students draw pictures and write short texts describing their pictures.

Display all the scrapbooks and award a prize for the best five books.



Vocabulary	Grammar
<p>Adjectives: <i>amazing, angry, bored, bossy, dark, delicious, fun, happy, mean, sad, safe, terrible, tired, unfair, worse, worried</i></p> <p>Verbs: <i>agree, call, challenge, come, cooperate, go back, hear, listen, live, look after, make, phone, sick of, spend, stay out, teach, wash, waste, work</i></p> <p>Professions: <i>astronaut, chemist, composer, leader, painter, physicist</i></p> <p>Social studies words: <i>court, demonstration, dream, fanatic, independent, India, law, march, massacre, peace, peaceful, peasant, prison, protestor, rights, speaker, speech, strike, tax, ticket, violence, vote, unjust</i></p> <p>Other words: <i>bookcase, cafeteria, coast, compartment, cook, drink (n), drum, fire, firefighter, floor, forest, furniture, goat, helicopter, housework, hut, inhabitant, inspector, karaoke, key, late, midnight, prodigy, salt, school lunch, step, supper, wide, wind</i></p>	<p>Reported speech: Present of to be to past of to be: <i>John said she was tired.</i></p> <p>Present continuous to past continuous: <i>She said Johnny was writing on the desk.</i></p> <p>Imperatives: <i>The ticket inspector told him to move to another compartment.</i></p> <p>Present simple to past simple: <i>She said he didn't eat fish.</i></p> <p>Can to could: <i>Mum said I couldn't watch TV.</i></p> <p>Will to would: <i>She said she would phone later.</i></p>
<p>Functional language: <i>We can't agree. You waste my time.</i></p>	<p>Multiple intelligence: Interpersonal intelligence (page 96)</p>

Teaching tip

Organising a book corner

A book corner is a good way to motivate students to read at their own pace and make their own choices about reading materials. A book area will also promote a positive attitude towards reading and will generate greater enthusiasm for books.

It can also offer extra work for fast learners who finish other activities before the rest of the class.

How can you start your own book corner?

Here are some suggestions on how you can establish a special English book corner:

- Collect used or new books that are right for students' level. Get students to bring books from home. Students can also bring in magazines in English.
- Choose a place to set up the book corner in the classroom. In classrooms with limited space, find a place to put a decorated box in which you can store the books. Alternatively, you can make some space on a bookshelf.
- In larger classrooms, get students to decorate the book corner with a rug, posters and cushions. This will make the space cosy and attractive for students. Also, students can decorate the corner with their artwork or written work from stories they have read.

They can also write short story reviews about the books they have read and attach them to the wall for other students to read.

- Involve students as much as possible in the creation of the book corner. To keep their enthusiasm for this new area alive, assign students to be responsible for the care of the books. Each week two different students can be responsible for the book corner.
- Encourage students to take books home. To do this, you will need to develop a lending system so they return the books.
- Display a book chart to keep a record of the books the students have read. (See example below.)

Name of book	(Alex)	(Kim)	(James)
Lord of the Flies	✓	✓	



Grammar: Reported speech (verb *to be*): *John said she was tired.*

Vocabulary: *Fun, mean, terrible, unfair, bossy, sick of, worse, angry, happy, tired, bored, sad, worried.*

Materials: Cutout 1. *Optional:* Slips of paper (1 per student), bag.

Warm-up

Who's the biggest chatterbox in this class?

Tell the class that this unit is about talking.

Ask: *Who do you talk to every day?*

Make a list on the board.

On the board, write: *chatterbox.*

Get students to guess the meaning of the word. (It means someone who always talks a lot.)

Ask: *Who's a chatterbox in this class?*

Hold a class vote to find out who is the biggest chatterbox in the class.

Grammar presentation

① Listen and number the sentences. 33

Students look at activity 1 and read the speech bubbles in silence. Ask: *What are the girls talking about? Are they happy with their brothers?*

Clarify any unknown vocabulary as necessary.

Play Track 33. Students listen and number the sentences in the speech bubbles.

Track 33

Hi, Belinda. Is that you?

Yes, it is. Hello, Lynn. What's up?

My brother is so annoying.

My brother is worse.

And he's bossy. I'm sick of him telling me what to do.

Well, my brother is really horrible. He's always angry.

Oh! They're both terrible.

Yeah! They're never happy.

Well... to be fair, they're a lot of fun sometimes.

Humph! Sometimes!

Play Track 33 again. Students swap books. Students check each other's answers.

They read the speech bubbles out loud. Students repeat the sentences using the correct intonation and pronunciation.

- Write Belinda or Lynn.

Read the first sentence out loud and ask: *Who said this?* Students write the name in pencil.

Students complete the rest of the activity individually.

Point to one of the speech bubbles in the first exercise. Then read the corresponding reported sentence in the next exercise. Elicit how these two sentences are different: *They are different because one sentence represents the actual words the girl said and the other sentence is reporting what the girl said about her brother to someone else.*

- Circle the verb *to be* in the speech bubbles and the sentences.

Tell students to circle all the forms of the verb *to be* in the speech bubbles and the reported sentences. Elicit what happens to the verb *to be* in the reported sentences: *It changes from present to past.*

Controlled practice

② Play a game.

Ask the class in general: *How are you feeling? Are you tired? Are you bored?* Choose a volunteer to read the adjectives listed in the book. Read the instructions out loud.

Students cut out the table in Cutout 1. Students complete the blanks at the top of each column with adjectives.

Then they walk around the class asking five classmates questions using the adjectives they have chosen: *Are you (tired)?* Students make a note of the classmates who answer: Yes. Then they write down the results of the survey in their notebooks.

Students report the results back to the rest of the class: *Juan and Ana said they were tired.*

Optional activity

What did he/she say?

Distribute slips of paper. Students write down how they feel and their name on the piece of paper: *I'm (bored).* (Jaime) Collect the slips and put them in a bag. Each student takes a slip of paper from the bag and reports to the class what his/her classmate wrote: *(Jaime) said he was (bored).*

Wrap-up

Subject pronouns review

Write a selection of plural and singular nouns on the board: *boy, cat, book, teacher, children*, etc. Include a mixture of objects, animals and people.

Say a subject pronoun: *He.*

Invite a volunteer to the board. They circle one matching noun. Continue with *she, it* and *they*. Repeat each pronoun several times.

Answer Key

② Write: 1. Lynn; 2. Belinda; 3. Lynn; 4. Lynn; 5. Belinda; 6. Belinda; 7. Lynn; 8. Belinda; 9. Lynn

Circle: speech bubbles: 1. is; 2. is; 3. 's; 4. 'm; 5. is; 6. 's; 7. 're; 8. 're; 9. 're; reported sentences: 1. was; 2. was; 3. was; 4. was; 5. was; 6. was; 7. were; 8. were; 9. were

Activity Book

Page 64, activities 1 and 2.

Key

① From left to right: is, are, am, are, are, is; 1. was; 2. were; 3. was; 4. were; 5. were; 6. was

② 2. They said he was clever. 3. He said it was dirty. 4. They said they were very noisy. 5. She said they were hungry. 6. She said he was the best. 7. He/She said it was green. 8. They said she was brilliant.



Grammar: Reported speech (present continuous to past continuous): *She said Johnny was writing on the desk.*

Vocabulary: *Karaoke, floor, bookcase, drum, film, famine.*

Materials: Water-based marker pens.

Warm-up

He said, she said... Noughts and Crosses

Poster 6

Display Poster 6.

Write a sentence with the verb *to be* in the present form plus an adjective in each *Speech bubble* poster cutout. Use water-based marker pens: *He's happy. They aren't late. She's beautiful. She's nice. They're intelligent.*

Attach each of the *Speech bubble* poster cutouts to a square on the poster.

Play *Noughts and Crosses* with the students. Divide the class into two teams. One team is Xs and one team is Os.

Teams take turns choosing a character and reporting what he/she/they said. If they do it correctly, put an X or O in the corresponding square.

The aim is to get three Xs or Os in a row, vertically, horizontally or diagonally.

Grammar presentation

① Look at the picture and tick (✓) or cross (✗) the sentences.

Ask general questions about the illustration: *Where are the children? What's happening? Is the teacher in control? Is it a good class? Is the teacher happy?*

Students read the sentences in the teacher's speech bubble and compare them to the illustration.

Students mark the sentences *true* or *false*.

Ask a student to read the first sentence out loud. Ask: *Is the teacher right? Is Johnny writing on the desk?*

Students respond: *Yes, he is.*

Continue with the other sentences.

Ask: *What do you think the teacher is going to do about the class?*

- Circle the correct options and complete the report.

Point to the teacher's report and say: *The teacher has spoken to the head teacher. This is the report.*

Read the first sentence of the report out loud. Ask:

What did Miss Kelly say about her students? What did she say about Johnny?

Ask a volunteer to provide the answer. Repeat, stressing the auxiliaries *was/were*.

Continue with the rest of the questions. Students circle the auxiliaries and complete the sentences.

Controlled practice

- Test your classmate's memory.

Write the names of the children from the activity on the board: *Johnny, Kate and Mary*, etc.

Students look at the information on the page for a few moments before closing their books.

Point to one of the names on the board and ask a question following the model dialogue in the book: *What did Miss Kelly say about (Johnny)? Was it true?* Divide the class into pairs. Students take turns asking each other similar questions.

Optional activity

Spelling competition with -ing form

Divide the class into two teams.

Say a verb in the infinitive: *swim*. Team A spells out the -ing form of the verb. Each student says one letter:

S1: S

S2: W

S3: I

If a student makes a mistake, team B starts from the beginning of the word and tries to spell it.

Award a point for each correctly spelled -ing form.

Wrap-up

What do you know about India?

Point to the speech bubble at the top of page 64. Say: *This gives you a clue about the story in this unit.*

Students silently read the text in the speech bubble.

Ask: *What do you think the story's about?*

Find out how much students know about India:

What continent is it on? Is it a democracy? Is it a big country? Is it a rich country?

Encourage students to bring information about India to the next class.

Answer Key

② ✓, ✓, ✗, ✓, ✗, ✓, ✗, ✓

Circle: *was writing* on the desk; *were singing* karaoke; *was sitting* on Nigel; *was playing* the drums; *were climbing* up the bookcase; *was eating* a sandwich; *was watching* a film; *were painting* the floor

Activity Book

Page 65, activity 1.

Key

① having, sleeping, swimming, eating, climbing, playing, keeping, talking; are climbing, is sleeping, is playing, is swimming, are keeping, is eating, am talking; 2. they were climbing a tree; 3. she was sleeping; 4. he was playing; 5. she was swimming; 6. they were keeping; 7. it was eating; 8. she was talking



Grammar: Reported speech (imperatives): *The ticket inspector told him to move to another compartment.*

Vocabulary: *India, law, ticket, strike, inspector, compartment, demonstration, march (n), peaceful, unjust, independent, peasant.*

Materials: World map, a photo of Mahatma Gandhi.
Optional: Reference books and pictures about India, Internet.

Warm-up

Where's India?

Display a world map on the board. Point to India and ask: *What country is this?* Then point to Pakistan and repeat the question. Provide the answers if necessary. Explain that before World War II, India and Pakistan were one country. Find out what students know about India. Allow those students who brought material to class to show and explain it to their classmates. Talk about Indian history. Explain that India was once part of the British Empire. Tell students to find England on the map. Explain that in the past millions of people around the world were ruled from London.

Optional activity

More about India

Divide the board into three columns and label them: *people, vegetation and buildings.* Show illustrations and photos of India to the class. Brainstorm a list of adjectives for each category based on what the students can see in the pictures. Divide the class into pairs. Give a picture to each group. Students write one or two sentences describing the picture.

Developing reading

Story: *The life of Mahatma Gandhi, part 1* 34

On the board, write: *Mahatma (Mohandas) Gandhi.* Ask students if they have ever heard of him. Explain that he was an important nationalist leader from India. Students read the newspaper headlines before reading the text. Explain any unknown vocabulary. Play Track 34. Students listen and follow along in their books.

Track 34

The life of Mahatma Gandhi, part 1

(See Student's Book page 66.)

Pause the recording after each paragraph. Ask general comprehension questions: *When did India become independent? Where was Gandhi born? What did he study at university? Where did he go to work? Why did the ticket inspector tell him to leave the*

compartment? What did he tell his followers? Was he violent? When did he go back to India? What did he teach the peasants in Bihar? Why did the British authorities arrest him?

Students take turns reading paragraphs of the text to each other.

Reading comprehension

① Read and circle *T* (True) or *F* (False).

Write a positive and a negative order on the board: *Stand up! Don't argue!*

Tell students to look through the story and underline all the orders. Choose volunteers to read the orders out loud.

Then students read the sentences and circle: *T* or *F* in their books.

Wrap-up

What's going to happen next?

Student read the newspaper headings on page 67. Ask them to think about what is going to happen next in the story. Write a few suggestions on the board with their help: *Gandhi is going to die in prison. Gandhi is going to be killed. Gandhi is going to start a war. Gandhi is going to be the first president of an independent India.*

Tell students to choose two or more possible outcomes and copy them down into their notebooks.

Answer Key

② 1. T; 2. F; 3. T; 4. F; 5. T; 6. T

Activity Book

Page 66, activities 1–3.

Key

① 1. c; 2. a; 3. b; 4. d

② Thousands of people signed a letter to the President. They didn't start the machines at the factory. A thousand people sat down in the main square. They walked from the prison to the city hall.

③ 1. Don't sit there. Go to the third-class compartment.
2. Stay at home after 9 PM. Don't walk on the streets at night.



Grammar: Past simple review.

Vocabulary: *Prison, tax, court, clothes, coast, massacre, peace, violence, fanatic, salt, cooperate, challenge.*

Materials: Paper (1 piece per student).

Warm-up

Draw a scene from the story.

Distribute paper. Students draw a scene from the story. Divide the class into groups. Students display their pictures and describe them to the rest of the class: *This is when the ticket inspector told Gandhi not to sit there.*

Developing reading

Story: *The life of Mahatma Gandhi, part 2* 35

Play Track 35. Students listen and follow along in their books.

Track 35

The life of Mahatma Gandhi, part 2

(See Student's Book page 67.)

Pause the recording after each paragraph and ask general comprehension questions: *How did people stop cooperating with the British? Who could make salt in India? How did Gandhi challenge this law? How far did he walk? Did he go alone? Did people follow Gandhi's example? How many people were arrested? What happened in India during World War II? What were the two main religious groups in India? Why did some people want two states? Was India divided into two countries? What is the other country called? (Pakistan.) How did Gandhi die?*

Clarify the meaning of any unknown words.

Game: *Make a sentence*

Write the following words on the board: *prison, tax, court, clothes, challenge, coast, massacre, peace, violence, fanatic, salt, cooperate.* Divide the class into two teams. Students take turns saying a sentence about Gandhi's story using the words: *The British controlled the salt production.* Award one point for every true sentence and another point if the sentence is grammatically correct.

The team with the most points at the end of the game wins.

Reading comprehension

① Number the sentences in order.

Students read the sentences and number them in order in their books.

Students swap books and check their work. Ask volunteers to read the sentences out loud in order.

Optional activity

Peace education

On the board, write: *Satyagraha*. Students define the concept. Write key words and phrases on the board: *non-violent, peaceful, not cooperating, not paying unfair taxes, etc.*

Ask: *Were there more British or Indian people in India? Did lots of people stop cooperating?*

Lead students to reflect on the influence that peaceful collective action can have.

Ask: *Was Gandhi successful? Did India become independent?*

Students should realise that Gandhi achieved his aim of an independent India but he also believed that Muslims and Hindus should be able to live together in one state. This tolerant belief led to his death by an intolerant religious fanatic.

Wrap-up

Story quiz

Divide the class into two teams. Each team writes eight questions about the story. Help teams with vocabulary and check their questions once they have finished.

Each team takes turns answering the other team's questions.

Give each team a point for every correct question and answer. The team with the most points at the end of the game wins.

Answer Key

② From left to right: 5, 4, 2, 3, 6, 1

◆ Activity Book

Page 67, activities 1–3.

Key

① 1. the killing of a large number of people. 2. to take to prison. 3. money that people pay to the government. 4. a judge decides about legal questions. 5. a very large, outdoor fire. 6. there is very little or no food. 7. against the law.

② 1. coast; walking to the coast; 2. clothes; burning English clothes; 3. salt; am making salt

③ 1. He began his historic "Salt March." 2. They followed Gandhi's example. 3. They put more than 100,000 people in prison. 4. Yes, it did.



Grammar: Reported speech (present simple to past simple): *She said he didn't eat fish.*

Vocabulary: *Eat, go, do, live, drink, wash, sleep, make, teach, have, work, amazing, goat, milk, hut, cloth, housework, walk (n), furniture.*

Materials: Water-based marker pens. *Optional:* Slips of paper (2 per student), a bag.

Warm-up

Poster 6

Display Poster 6.

Write a sentence in the present continuous form on each of the *Speech bubble* poster cutouts: *My friend is dancing. My mum's cooking lunch. He's watching TV. They are reading a newspaper.* Use water-based marker pens.

Attach each of the *Speech bubble* cutouts to the squares on the poster.

Divide the class into two teams.

Each team takes turns choosing a character and changing the sentence from direct to reported speech. Award a point for every correct answer.

The team with the most points at the end of the game wins.

Grammar presentation

① Complete the letter.

Point to the illustration on the page and say: *This is where Gandhi lived.* Explain that he lived with his wife and family and a group of followers in an *ashram*. An ashram is a special community where religious people live together.

Point to the letter and tell students that it describes how Gandhi lived in the ashram.

Ask students questions about the letter: *Who is the letter from? Who is it written to?*

Divide the class into pairs. Students complete the letter using the words in the box.

Volunteers read the letter out loud.

Ask comprehension questions about the letter:

Was Gandhi a vegetarian? Did Gandhi have a lot of expensive furniture?

- Write *True* or *False*.

Students silently read the letter one more time.

Read the first sentence out loud. Students say if the sentence is true or false. Now tell them to write: *True* or *False* for each of the sentences.

When they have finished, students underline all the verbs in the true sentences. Tell them to look for these sentences in the letter and underline the direct form of speech.

Elicit how the verb changes when we form reported speech: *The verb changes from present simple to past simple.*

Controlled practice

- Correct the false statements.

Read sentence number 3 out loud and ask: *Is that true? What did she say?*

Students look for the answer in the letter: *She said he drank goat's milk.*

Continue with the rest of the false sentences (4, 6, 7, 8, 10).

Look at grammar!

Students look at the grammar box on the bottom of the page.

Say: *He eats rice.* Ask: *Is the verb in the past or the present tense?*

Read the reported speech out loud. Ask: *Is "ate" the past or the present tense?*

Repeat with the negative statements.

Optional activity

True or False?

Tell students to think about their daily and weekly routines.

Distribute two slips of paper to each student. Tell students to write a routine on each slip of paper: one routine should be true and the other false but believable: *I swim every day. I usually do my homework.* Make sure students write their names on both slips.

Collect the slips of paper and put them in a bag.

Students take two slips of paper from the bag and report the sentences to the rest of the class: *(Juan) said he swam every day.* Students say: *true* or *false*.

Wrap-up

Verb dictation for review

Dictate the following verbs: *eat, drink, see, do, not go, work, not make, not have, wash.* Students write the past form of each one in their notebooks.

Students check their answers with a partner.

Answer Key

② *Complete:* lives, eat, eats, drinks, sleeps, goes, go, works, makes, teaches, washes, does

Write: 1. True; 2. True; 3. False; 4. False; 5. True; 6. False; 7. False; 8. False; 9. True; 10. False

Activity Book

Page 68, activity 1.

Key

① 1. b; 2. g; 3. e; 4. a; 5. c; 6. d; 7. h; 8. f

Complete: had, got up, ate, didn't eat, wore, made, taught, was, was, loved, was, made



Grammar: Reported speech (*can* to *could*): *Mum said I couldn't watch TV.*

Functional language: *We can't agree. You waste my time.*

Vocabulary: *Listen, stay out, come, agree, fight, waste, phone, spend, late, dark, drink (n), sink, midnight, key.*

Materials: Water-based marker pens.

Warm-up

Poster 6

Display Poster 6.

Write a sentence in the present simple on each of the speech bubble cutouts. Use water-based marker pens. Make sure some sentences include the names of your students: *(Gaby) doesn't get up early. (Jaime) doesn't like peas. (Sylvia) writes good stories.*

Attach each of the speech bubble cutouts to the squares on the poster.

Say: *Number four.* Students write the reported sentence in their notebooks. Make sure students substitute the names for pronouns. The first student to finish reads his/her sentence out loud: *She said she didn't like to get up early.*

Continue in the same manner with the rest of the *Speech bubble* poster cutouts.

Grammar presentation

1 Listen and complete the song. 36

Tell students to look at the illustrations in their books. Say: *This is an older sister and her younger brother. Are they happy? Are they angry with each other? Do you have to look after a sister or brother? Does your older sister or brother look after you?*

Play Track 36. Students listen and complete the song with the words from the box.

Track 36

We can't agree!

(See Student's Book page 69, activity 1.)

Play Track 36 again. Students listen and check their answers.

Tell students to look at the *Look at grammar* box. Elicit how we form the reported speech of *can*.

Write the following sentences on the board:

"You _____ home at eight," said Louise.

"_____ park," said Louise.

"_____ sink," said Louise.

"_____ time," said Louise.

Get a volunteer to come to the board and complete the sentences. Then get students to write the reported speech in their notebooks. Remind them that in reported speech *can* changes to *could*.

- Listen and sing the song.

Divide the class into two groups. Assign the older sister's lines to one group and the younger brother's lines to the second group.

Play Track 36 again. Students join in with their lines.

Controlled practice

2 Look and complete the speech bubbles with *can* or *can't*.

Students complete the speech bubbles in their books with *can* or *can't*.

- Report the conversation to a classmate.

Ask a student: *What did she say about the TV?* He/She responds: *She said he (couldn't) watch TV.*

Ask the rest of the class: *Do you agree?* Ask students who do not agree to report their speech bubbles: *She said he could watch TV.*

Divide the students into pairs. Students take turns reporting the conversations in the speech bubbles.

Optional activity

Amazing students!

Divide the class into groups of five.

Each student writes in their notebooks two things they can do and two things they cannot do: *I can swim for an hour. I can play football. I can't speak French. I can't drive.*

One student in the group reads his/her sentences out loud. One by one, students in the group report what the first student said: *(Antonio) said he could swim for an hour. He said he couldn't speak French.*

Students continue until all the students in the group have reported their classmates' sentences.

Wrap-up

Lots of rhyming words

Divide the students into pairs.

Write a selection of words on the board that form part of a large rhyming family: *cake, hat, pen, late, white, me, you.*

Students choose four of the words and write two rhyming words for each word.

Students swap notebooks and add more words to their partner's list.

Answer Key

1 From top to bottom: late, eight, park, dark, drink, sink, nine, time

Activity Book

Page 69, activity 1.

Key

1 coat-note, money-honey, tea-tree, plate-late, ten-pen
Sample answers: wear-coat; write-note; buy-pen; count-to-ten; stay-up-late; break-plate; climb-tree; drink-tea



Grammar: Reported speech review: Present simple to past simple: *Mozart said he simply followed his own feelings.*

Vocabulary: *Composer, leader, chemist, physicist, astronaut, painter, prodigy, violence, experience, step.*

Materials: Paper (half a piece per student), slips of paper (1 per student).

Warm-up

Vocabulary review

Define a profession for the class: *This is a person who writes music.* Students guess the profession.

Tell students to think of a definition for a profession and to write the definition and the profession on a piece of paper. Collect them and read the definitions out loud. Students guess the professions.

Controlled practice

① Listen and match the people with the quotations. 37

Ask students if they recognise any of the faces of the famous people on the page.

Ask questions about the people in the pictures: *What's his name? Why is he famous?* Students answer using the information next to the pictures.

Students read the quotations. Discuss the meaning of any unknown words.

Play Track 37. Students match the quotations with the pictures by numbering the pictures.

Track 37

Wolfgang Amadeus Mozart lived from 1756 to 1791. He was a composer. He was a child prodigy. I simply follow my own feelings.

Marie Curie lived from 1867 to 1934. She was a chemist and physicist. She discovered radium. Science has got great beauty.

Mahatma Gandhi lived from 1869 to 1948. He was an Indian nationalist leader. He never used violence in his protests.

An eye for an eye makes the whole world blind.

Albert Einstein lived from 1879 to 1955. He was a physicist. He developed the theory of relativity. The important thing is not to stop questioning.

Pablo Picasso lived from 1881 to 1973. He was a painter. He invented new ways of painting.

Everything you can imagine is real.

Frida Kahlo lived from 1907 to 1954. She was a painter. She was badly injured in an accident when she was young.

My painting carries with it the message of pain.

Neil Armstrong was born in 1930. He was an astronaut. He was the first man to walk on the moon.

That's one small step for man, one giant leap for mankind.

- Check your answers with a classmate.

Divide the class into pairs. Students ask each other about the quotations following the model dialogue.

- Match the quotations with the sentences below.

Ask a volunteer to read the first sentence out loud and ask: *Does that sentence explain one of the quotations? Which one?* Students read the quotation out loud. Divide the class into pairs. Students number the sentences so that they match the quotations.

- Explain the quotations.

Ask: *What did Mozart say?* Elicit the answer. Then ask: *Why did he say that?* Students give their opinions: *Because he was very sensitive.*

Students write their answers in their notebooks. Continue with the rest of the quotations.

② Write about one of the people.

Students choose one of the famous people and complete the text. Students read their text orally. Remind students that they must write the quotation as reported speech.

Optional activity

Report the quotations.

Students write reported sentences for the quotations in activity 1 in their notebooks: *Wolfgang Amadeus Mozart said he simply followed his own feelings.* Volunteers come to the board and write the sentences. Students check their answers.

Wrap-up

Play What did he/she say?

Distribute slips of paper. Students write a simple sentence about themselves or their daily routine and their name on the slip: *I like hamburgers. (Jaime).* Collect all the slips and put them in a bag. Divide the class into two teams. Take a slip from the bag and read it out loud. A member from each team comes to the board and writes the corresponding reported sentence on the board: *Jaime said he liked hamburgers.* The first student to do this correctly wins a point for their team. The team with the most points at the end of the game wins.

Answer Key

① Match the quotations with the sentences: 1-There aren't any answers without questions; 2-He used his imagination to make real objects; 3-He did not follow other people's ideas; 4-She painted her own experiences; 5-He did not believe in violence; 6-He took the first steps on the moon; 7- Scientific truth is beautiful

Activity Book

Page 70, activities 1 and 2.

Key

① 1: farmer: X, ✓, ✓, X, ✓; police officer: ✓, ✓, ✓, ✓, ✓, ✓; doctor: ✓, ✓, X, ✓, ✓, ✓; journalist: X, ✓, ✓, ✓, ✓, ✓

② finishes, leave, work, finish, wear, wear; finished, left, didn't work, finished, wore, wore



Grammar: Reported speech (*will* to *would*): *She said she would phone later.*

Vocabulary: *Rights, law, prison, speaker, speech, dream, vote, march.*

Preparation: *Game slips:* Write sentences in direct speech and the corresponding reported sentences on separate pieces of paper (1 slip per student): *"I'm tired," said Mark. He said he was tired. "I'm doing my homework," said Kim. She said she was doing her homework. "I study every day," said John. He said he studied every day. "I can eat 10 bananas," said Miguel. He said he could eat 10 bananas.*

Warm-up

Play *Find who said what.*

Distribute the *Game slips* (see Preparation). Students circulate and read their slips out loud to find the person with the matching sentence. Then pairs read their slips to the class.

Developing reading

① Read about Martin Luther King and do the tasks.

On the board, write: *Martin Luther King.*

Ask students if they have ever heard the name before. Explain that he was one of the most important human rights leaders of the 20th century. He was from the South of the USA.

Pairs take turns reading sentences out loud to each other. Students underline any unknown words and discuss the meaning. Clarify any doubts with the class. Read task 1 out loud. Students choose a title.

Read task 2. Students choose a summary.

Ask: *Can African Americans vote now? Have they got the same rights now?*

Optional activity

Peace education

Ask students if there are any ethnic minorities in their country. Make a list of them on the board.

Ask: *Is our hair all the same colour? Is our blood all the same colour?*

Lead students to reflect on the fact that differences between racial groups are only in external appearances.

Ask: *Who is important in this country?* Make a list on the board of prominent politicians and other powerful figures. Ask: *Are these people from ethnic minorities? Why not?*

Students reflect on the reasons (poverty, lack of education and opportunity, prejudice, etc.) for the absence of minority groups in government.

Ask: *Is there any racial discrimination in this country?*

Grammar presentation

Ask a student the following question: *What will people eat in the year 2050?* Report his/her answer and write it on the board: *He said we would eat organic food.*

Continue in the same manner with other students.

Underline: *would* in all the sentences.

Students look at the *Look at grammar* box. Read the first quotation and reported sentence out loud. Ask:

How does the reported sentence change?

Repeat with the negative sentence.

- Complete the text with *would* or *wouldn't*.

Choose a student to read one of the quotations from Martin Luther King's famous speech out loud and ask him/her: *What did Martin Luther King say?* S1: *He said one day this nation would rise up.*

Continue with the rest of the quotations.

Then students complete the text. Ask volunteers to read the text out loud.

Developing writing

The Printer's Project

Students read through the instructions for *The Printer's Project*.

Ask: *What do you think about the future? Will there be more poverty? Will everyone have food?*

Divide the class into pairs. Students complete the sentences with their own ideas. Students ask each other about the future: *Will there be...? Will people...?* and record the results.

Students display the information as a chart and write a report.

Students read their report to the rest of the class.

Wrap-up

Game: *Pass the gossip!*

Students close their eyes and think of three nice things they will do in the near future. Divide the class into pairs. Students interview each other, taking notes.

Students swap partners and pass the gossip: *Pablo said he would visit his cousins at the weekend.*

Answer Key

- ① 1. a; 2. a

Complete: *would, would, would, wouldn't*



Activity Book

Page 71, activity 1.

Key

- ① wash the dishes, sweep the floor, take out the rubbish, clean the shelves



Grammar: Reported speech review.

Vocabulary: Forest fire, firefighter, river, town, inhabitant, helicopter, wind, wide, safe, jump.

Materials: Water-based marker pens, 15 cardboard strips.

Preparation: *Reported speech strips:* On cardboard strips, write 25 reported sentences in simple present, present continuous and with *can* or *will*: *Miguel said he liked spaghetti. He said Pablo was playing football. She said her parents would go to the cinema.*

Warm-up

Game: *What did they say again?*

Attach the *Reported speech strips* (see Preparation) to the board. Divide the class into two teams. Teams take turns reading a strip and saying the direct speech: *I like spaghetti. Pablo is playing football. My parents will go to the cinema.* If they say the direct speech correctly, award them two points. If not, the other team gets a chance to guess for one point. The team with the most points wins the game.

Controlled practice

① **Read and underline the quotations in red and the reported speech in green.**

Get students to identify the type of text: *Newspaper article*. Students silently read the article. Ask general questions about the article. Then ask: *In a piece of writing, how do we know what people say?* Draw students' attention to the punctuation of direct speech. Then students underline the quotations in red and the reported speech in green. Choose students to read the quotations and the reported sentences out loud.

- Complete the sentences.

Ask questions about the quotations in the text: *What did the firefighters say?* Ss: *The firefighters said the fire was still out of control.* Students complete the sentences in their books.

- Complete the reporter's notebook.

Explain that reporters have got to make a careful note of what people say exactly. Students complete the reporter's notebook. Divide the class into pairs. Students compare their answers.

Connecting to students' experiences

Ask students if there have been any fires in their area. These could be forest fires or fires in an urban area. Review the school fire drill with the class: *What should we do if we discover a fire at school? What should we do if we hear the fire alarm?*

Optional activity

Multiple intelligence: Interpersonal intelligence

Make a list on the board of the people who could be affected by the fire: *firefighters, doctors, inhabitants of the town*, etc. Divide the class into pairs. Each student will play two roles: the interviewer and a person affected by the fire. Each student writes five questions for their interview. Then they take turns being the reporter and interviewing their partner. Students make a note of their partner's answers and write a report of the interview using reported speech.

Developing writing

② **Write a pamphlet to prevent forest fires.**

Ask: *What should we do to stop forest fires?* Offer some ideas: *Don't leave garbage on the ground.* Students design a symbol for each of the human reasons for forest fires in their notebooks. Students write a sentence for each picture. Distribute paper. Students make a pamphlet.

Wrap-up

What did your partner say?

Write the following words on the board: *like, don't like, can, can't, will go, won't go, happy, bored*. Divide the class into pairs. Each student says a sentence using each word: *I'm bored*. Then students report their partner's sentences in their notebooks: *Mary said she was bored*.

Answer Key

① **Underline:** red: "The fire is still out of control," "It is moving towards the river," "It's not safe," "The fire will reach the river tomorrow. I won't stay a moment longer," "Helicopters are dropping water on the fire," "but the strong wind is making our work more difficult," "The river is very wide. The fire won't jump over it,"; green: The firefighters said the fire was not a danger for the nearby towns., inhabitants said they were scared., But he said that the fire wouldn't reach Silvertown. He said inhabitants' houses were safe.

Complete: 1. was still out of control; 2. was moving towards the river; 3. would reach the river tomorrow; 4. wouldn't stay a moment longer; 5. were dropping water on the fire; 6. was making their work more difficult; 7. was very wide; 8. wouldn't jump over it

Complete: is not a danger, are scared, won't reach Silvertown, are safe

Activity Book

Page 72, activities 1 and 2.

Key

① "I'm going to the concert with Mike," said Jack; "I can't go," said Mara. "It finishes too late."; "That's too bad," said Jack; "Yes," said Mara. "I'm very disappointed."; "I don't really like the singer," said Jack; "But he plays brilliantly," said Mara; "He's my hero."; "I'll get you a T-shirt," promised Jack; "You won't remember," said Mara; "You can trust me," said Jack. "I never break a promise."

Complete: was going, couldn't go, finished; was, was; didn't like, played, was; would get, wouldn't remember, could trust, broke

② I can't see the stage. I can't hear the music. The T-shirts are very expensive!



Grammar: Reported speech review.

Vocabulary: *Classroom, cafeteria, school lunch, cook, protestor, angry, hamburger, delicious, agree, go back.*

Materials: Cutout 2, old magazines, card. *Optional:* Paper.

Warm-up

My lunch

Ask students what they usually bring for lunch and whether they like it or not. Ask them who makes their lunch, what they like to eat for lunch and if they buy it at the school cafeteria.
Talk about the school cafeteria (if there is one). Ask them if they like the food they serve and to explain why or why not. Ask what food they would like to have in the cafeteria.

Role-play

① Role-play: *Trouble in the cafeteria.*

Choose a student to read the opening paragraph out loud. Ask another student to read the instructions. Students cut out the interview sheet in Cutout 2A. Divide the class into pairs. Students take turns interviewing each other and writing down the answers in their cutouts.

Developing writing

② Complete the newspaper article.

Point to the illustration and say: *The reporter interviewed two people: Who are they? What did they say?*
Ask questions about the interviewed people and what they said: *Who is this? What did he/she say?*
Students cut out the headlines in Cutout 2B. Students choose one of the headlines and glue it into their books. Then they complete the article using their answers in Cutout 2A and the quotations from the cook and the head teacher.
Ask various students to write the answers on the board. Students check their work.

Optional activity

Draw a picture to illustrate the article.

Hand out paper to students.
Students draw a picture to illustrate the article. Remind them to add the name of the reporter and the date.
Display the work around the classroom.

Critical thinking

Mind map

Write *Trouble at the cafeteria* on the board and circle it. Divide the class into pairs. Students brainstorm ideas on how they could solve this problem differently. Encourage them to be creative: *Raise money to hire a professional chef. Have parents get together and prepare the lunches.*

Wrap-up

Design a new menu for your school cafeteria.

Elicit the food students like, both healthy food and junk food.
Write the words on the board.
Divide the class into pairs. Students make a new menu for the school cafeteria.
Students write their new menu on a piece of card.
Students cut out pictures from old magazines to illustrate their menu.
Display students' work around the classroom.

Activity Book

Page 73, activity 1.

Key

① 1. This year's top...; 2. 5,000 residents...; 3. Biologists...;
From left to right: 2, 1, 2, 1, 3, 3
were the best band in the world, always gave a good show; were sending a letter to the town mayor, would not move without an answer; had purple spots, wouldn't survive in a zoo



Grammar: Reported speech review.

Vocabulary: *Do, look after, call, hear, tonight, drum, dinner.*

Materials: Cutout 3. *Optional:* Paper (1 piece per 6 students).

Preparation: *Optional: Story fan:* Divide each piece of paper into six columns with the following headings: *Who (boy's name)? Who (girl's name)? Where? What did he say? What did she say? What did they do?* (1 for every 6 students).

Warm-up

Daydream report

Students sit in a circle. Tell them to close their eyes and imagine themselves in another place. Emphasise that they can be anywhere they want to be doing anything they want to do. Give them a minute to imagine. Then point to a student and ask: *In your daydream, where are you and what are you doing?* The student whispers his/her daydream to the student on his/her right: *I'm eating a pizza. I'm on the beach.* Then that student reports what the first student said by whispering to the next student in the circle: *Joe said he was eating a pizza. He said he was on the beach.* The daydream report is whispered around the circle until it reaches the last student. He/She says the sentences out loud.

Continue until all students have had a chance to share their daydreams.

Grammar review

① Number the speech bubbles.

Point to the first illustration and ask questions: *What's his name? Where is he? What's he doing?*

Repeat with the rest of the pictures.

Divide the class into pairs. Students decide who says which speech bubble, and number them in their books.

- Complete the sentences.

Ask: *What did (Jack) say?* Students reply with the reported sentence. Continue with the rest of the speech bubbles.

Students complete the sentences in their books.

② Complete the table.

Students complete the table in activity 2.

Students read the direct and reported speech out loud.

Optional activity

Game: *Invent a story with a story fan.*

Divide the class into groups of six and distribute the *Story Fans* (see Preparation). Tell the first student to read the question in the first column and write a boy's name, fold the paper to cover what he/she wrote and pass the paper to the next student in the group. The next student completes the second column and folds the paper again. Make it clear that students should not look at what has previously been written. When the paper is complete, a student from each group reads the story in the following format: *_____ met _____ in/at _____. He said _____. She said _____. And so they _____. Repeat the procedure with the other groups and story fans.*

Controlled practice

③ Play a language game.

Students look at Cutout 3.

Ask questions about the illustrations: *Where is she? What is she doing? Has she lost something? Are they angry?*

Read the first line of instructions out loud.

Students complete the speech bubbles and captions so that there is one of each for each illustration.

Students cut out all the cards in Cutout 3.

Divide the class into pairs.

Students read the instructions and start playing.

Get students to read the sets of speech bubbles and captions that they have collected out loud.

Wrap-up

Fun with predictions

Distribute paper. Get students to make a specific prediction about next week: *the weather, sports, plans*, etc. Get them to write and illustrate their predictions: *It will rain on Monday.* Display the predictions around the classroom.

The following week, ask students to comment on their predictions: *I said it would rain on Monday, but it didn't. I said I would go to a concert on Wednesday, and I did.*

Answer Key

① *Number: from top to bottom:* 1, 3, 2, 2, 4, 4, 1, 3

Complete: 1. wouldn't do his homework tonight; 2. was going to bed; 3. was looking after her little sister; 4. couldn't go out tonight; 5. couldn't hear; 6. was playing the drums; 7. were having dinner; 8. would call back after dinner

② *From top to bottom:* am, are, can't, will; was, were, couldn't, would

Activity Book

Page 74, activities 1 and 2.

Key

① *From top to bottom:* 5, 4, 1, 8, 3, 7, 6, 2;

1. played, 2. were training, 3. was, 4. didn't train, 5. ran, 6. wouldn't do, 7. would do, 8. would help



Grammar: Review of reported speech.

Vocabulary: Key vocabulary from the unit.

Materials: *Optional:* Photos of famous people from magazines and newspapers, paper (half a piece per student).

Warm-up

A Gandhi quiz

Divide the class into pairs. Students look at the story about Gandhi's life on pages 66 and 67. Tell each pair to write eight *true/false* statements about Gandhi's life story.

Pairs swap quizzes and answer the questions. Then they mark their quizzes. Say: *Raise your hand if you answered all eight questions correctly.* The winning pair (or pairs) reads some of their *true/false* statements out loud while the rest of the students answer.

Review

The Printer's Quiz

► TICK (✓) THE SPEECH BUBBLES.

Ask questions about the pictures: *Look at picture 1. Who are they? What are they doing? What time is it? Where is she?*

Tell students to look at the speech bubbles below the pictures. For each picture, students choose the speech bubble that they like best.

► COMPLETE THE REPORT.

Explain to students that they have got to complete the text using the reported speech from the speech bubbles they ticked above. Invite students to read their final report out loud to the rest of the class.

Optional activity

Celebrity quotations

Show students magazine photos of famous people. Ask: *Who's this? Where is he/she? What's he/she doing?* Hand out the photos and half a sheet of paper per student. On the paper, students write a speech bubble for the person in the photo. They cut out the speech bubble and glue it onto the photo. Students swap their photos. Students report the speech bubble: *Jennifer Lopez said she...*

Wrap-up

Write definitions.

Tell students to look through the unit and choose a new vocabulary word. Students either write a definition for the word or they use the word in a sentence. Students read their definitions out loud. If they have written a sentence, they read the sentence skipping the key word. The rest of the class guesses the key word.

Activity Book

Page 75, activities 1 and 2.

Key

- ① *From top to bottom:* was, wasn't, Past continuous, was, wasn't, Past simple, ran, didn't run, could, could run, couldn't run, will, would run, wouldn't run
② win, won the game; wash, would wash the dishes; does, never did her homework in the evenings; am, was really hungry

Grammar module: Reported speech

We use reported speech to talk about what people have said. The reporting verb (e.g. *said*) is usually in the past tense.

There is usually a change in the verb tense of the reported statement.

1) Present to past of to be

Direct	Reported
<i>She said...</i>	<i>She said...</i>
<i>"I'm thirsty."</i>	<i>she was thirsty.</i>
<i>"He isn't funny."</i>	<i>he wasn't funny.</i>
<i>"They're tired."</i>	<i>they were tired.</i>
<i>"They aren't lazy."</i>	<i>they weren't lazy</i>

2) Present continuous to past continuous

Direct	Reported
<i>He said...</i>	<i>He said...</i>
<i>"I'm coming."</i>	<i>he was coming.</i>
<i>"She isn't sleeping."</i>	<i>she wasn't sleeping.</i>
<i>"They're playing."</i>	<i>they were playing.</i>
<i>"They aren't going."</i>	<i>they weren't going.</i>

3) Present simple to past simple

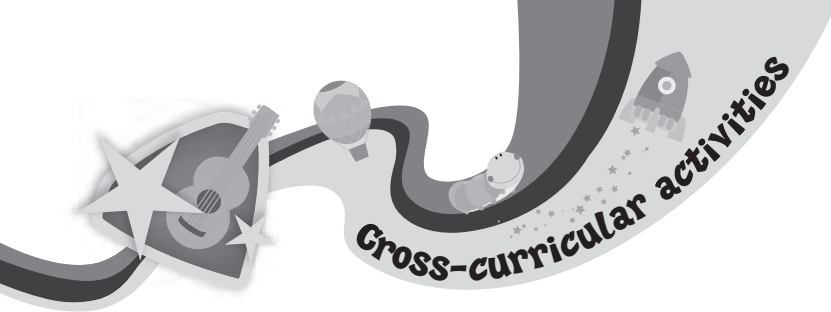
Direct	Reported
<i>She said...</i>	<i>She said...</i>
<i>"I live in Spain."</i>	<i>she lived in Spain.</i>
<i>"He doesn't like it."</i>	<i>he didn't like it.</i>
<i>"They study a lot."</i>	<i>they studied a lot.</i>
<i>"They don't watch TV."</i>	<i>they didn't watch TV.</i>

4) Can to could

Direct	Reported
<i>He said...</i>	<i>He said...</i>
<i>"You can play."</i>	<i>I could play.</i>
<i>"They can't come."</i>	<i>they couldn't come.</i>

5) Will to would

Direct	Reported
<i>She said...</i>	<i>She said...</i>
<i>"You will win."</i>	<i>I would win.</i>
<i>"They won't fly."</i>	<i>they wouldn't fly.</i>



Art: Self-portrait

Materials: Mirrors, art materials: paper, paints, coloured pencils and/or crayons. *Optional:* Samples of paintings by Frida Kahlo

Directions:

Tell students about the famous Mexican painter Frida Kahlo. Tell them that she painted a lot of self-portraits in which she reflected how she felt about herself and other objects or events in her life.

Distribute the art materials and mirrors to students. Tell students that they are going to draw a self-portrait. In the portrait, they should include one or more items that are important to them: family members, a pet, hobbies, etc.

Students show their self-portraits to the rest of the class and explain their choice of items.

Then students write a brief description about themselves and their choice of items.

Students attach their artwork to their description and display it on the classroom wall.

Optional: Students look carefully at some of Frida Kahlo's paintings before they begin drawing.



Cooking: Indian mango salad

Materials: Aprons, mixing bowls, 1 chopped mango, 1 large chopped onion, 2 small chopped cucumbers, 1 tsp. fresh coriander (finely chopped), 1/2 tsp. cumin powder, 1/4 tsp. red chili powder, salt to taste.

Directions:

Talk about Indian cooking. Ask students if they know the names of any typical Indian dishes. Find out how many students have eaten an Indian meal.

Show the mango to the class. Explain that many Indian dishes are made from mangoes.

Students wash their hands.

Divide the main ingredients between the students.

Students mix all the ingredients together in a bowl.

Students add the spices.

Before tasting the dish, students should clean the bowl and other utensils.

Students taste the dish and comment on it.

Project: Make a class newspaper.

Materials: Camera, paper, photocopying machine, newspapers (if possible in English).

Directions:

Distribute newspapers around the class.

Help students identify the different sections of the newspapers: *national news, international news, letters, cultural pages, adverts*, etc. Ask: *Can you find a page with news about (this country)?*

Tell the class that they are going to make their own class newspaper. The newspaper is going to be distributed around the school.

Decide with the class on the sections of the newspaper. Possible ideas: *sports, letters, horoscopes, school events*, etc.

Divide the class into groups. Assign a section to each group. In groups, students think of one or two items for their section.

Students do research for their articles. They may have to interview members of the school community.

Students write a first draft of their articles. Collect the drafts and correct them.

Students write a clean copy of their articles. They can illustrate them with a drawing or photo.

The class should think of a title for their newspaper and design a cover.

Collect the articles and the cover and photocopy them.

Students distribute their newspaper among teachers and other students.



Vocabulary	Grammar
<p>Camping supplies: <i>battery, bar of chocolate, can of food, tin opener, mobile phone, compass, dried fruit, first-aid kit, flare, gloves, hammer, matches, map, pen knife, pot, raft, rope, rucksack, spade, sleeping bag, spoon, tent, torch, water bottle, whistle</i></p> <p>Expedition words: <i>Antarctica, base camp, cave, daylight, day trip, explorer, fire, hill, island, itinerary, logbook, path, signal, sledge, smoke, spring, summit, view</i></p> <p>Weather words: <i>clear, current, fog, foggy, frozen, melt, snowstorm, warm, weather forecast, wet, wind, windy</i></p> <p>Verbs: <i>act, become, communicate, dig, discover, fight, find, fly, go out, hunt, kill, lay down, leave, look like, lose, need, panic, realise, rescue, run out, shine, sleep over, star, stay, survive, tie, wrap</i></p> <p>Professions: <i>actor, astronaut, explorer, film star, pilot, scientist, singer, football player, writer</i></p> <p>Other words: <i>aggressive, alien, asleep, child prodigy, children, crash, criminal, damaged, dark, different, disaster, drop, edge, enough, experience, famous, grass, hole, hurt, hut, kite, meal, medicine, noise, noon, on-line, originally, organisation, parent, pocket, replica, scared, scary, shark, smart, spectacular, steep, top, uninhabited, violently, war</i></p>	<p>May/might: <i>On Saturday morning, it may rain. They might lose their compass.</i></p> <p>Reported speech: <i>Andy said he was hot and thirsty.</i></p> <p>First conditional: <i>What will you do if it rains? If it rains, I'll stay in the tent.</i></p> <p>Second conditional: <i>If I had a pet tiger, I would take him to the park. If he were a famous actor, he would win an Oscar. If Kim weren't so tired, she would climb the mountain. What would you do if your clothes were wet? If you saw a thief, would you scream?</i></p> <p>First conditional v second conditional: <i>If it rains tomorrow, I will go to the park. If I lived in Hollywood, I would have a big house.</i></p> <p>Phrasal verbs: <i>set out, put on, go back, wait for, find out, look at, look for, come out</i></p>
<p>Functional language: <i>What would you be if you were a...? What would you do if...?</i></p>	<p>Multiple intelligence: Musical intelligence (page 102)</p>

Teaching tip

Conditional tenses and implicit meaning

Students need to understand that the first and second conditional have got different implicit meanings. This is not merely a structural difference. The first conditional is used to express things that we believe to be probable. The second conditional is used to talk about things we think are improbable or even know are impossible. When you teach the second conditional, make sure that this meaning is clear. Note the difference in the following examples:

Example 1: I look out of the window and see lots of black clouds. I say, "If it rains, I will stay inside." This means I expect it will rain and therefore, I am telling you what I will do.

Example 2: I look out of the window and I see a clear,

bright sky. I say, "If it rained, I would stay inside". This means I don't expect it to rain but I imagine what I would do if it did.

Subjunctive form of *to be* in the second conditional

In the second conditional, the verb *to be* is used in the subjunctive form following *if*:

If I were you, I would...

If he were rich, he would...

There is no need to explain this grammar point in detail to students at this stage. If any students ask why we use *were* instead of *was* in these cases, explain that it is an exception to the rule.

Note: However, it is worth noting that the 'was' form is creeping into the vernacular more and more!



Grammar: First conditional: *What will you do if it rains? If it rains, I'll stay in the tent.* May/might: *It might rain on Saturday morning.*

Vocabulary: *Cave, hill, kite, sledge, noon, windy, on-line, scary, sleep over, fly.*

Materials: Cutout 1.

Warm-up

A trip to the mountains

Tell students to imagine that next week they are going on a trip to the mountains with their friends.

Write the following questions on the board: *Who are you going to go with? What are you going to wear? What is the weather going to be like? What are you going to take with you? (three things). What will you do during the daytime? What are you going to do at night?*

Students answer the questions in their notebooks. Divide the class into pairs. Students ask each other their questions.

Grammar practice

① Match the questions with the answers.

Write the following question on the board: *What will you do if it rains tomorrow afternoon?*

Students offer suggestions, using complete sentences: *If it rains tomorrow afternoon, I'll go to the cinema.*

Ask questions about the picture in activity 1: *How many children can you see? Are they at home/school? Where are they? What are they doing? What can you see on the top of the mountains?*

Ask a volunteer to read the first verse of the song out loud.

Students match the questions with the answers.

- Listen to the song and check your answers. 🎧 38

Play Track 38. Students listen and check the sentences they have matched.

Track 38

The camping song

(See Student's Book page 76, activity 1.)

- Sing the song.

Play Track 38 again. Students join in with the song.

Divide the class into five groups. Assign a verse of the song to each group.

Play Track 38 a third time. Students sing their verses.

Connecting to students' experiences

Ask students if they have ever been camping and find out where they went. Ask them what they liked and didn't like about their camping trip.

Optional activity

Multiple intelligence: Musical intelligence

Brainstorm a list of adjectives for weather conditions on the board: *foggy, sunny, stormy, wet, dry, cool, humid, icy.*

Brainstorm a list of activities we can do out in the countryside: *go camping, go canoeing, go horseriding, paint pictures, etc.*

Divide the class into five groups. Tell each group to write three new verses for the song.

Groups perform their songs for the rest of the class.

Hold a vote after each song. Students decide in their groups and each group calls out its results. They should award 1–10 points for the new verses and 1–10 points for the performance.

The group with the most points is the winner.

Free practice

② Play On Saturday.

Students find Cutout 1. Explain that the text in rectangles refers to situations that may happen and the text in circles refers to things you can choose to do.

Read the speech bubble on page 76. Answer the question in the speech bubble: *If it rains on Saturday morning, I might play with my dog or I might make popcorn.* Explain to students that they should choose one option only. Ask a student to say what he/she will do:

S1: *If it rains on Saturday morning, I'll make popcorn.*

Students read the text on their cutouts and draw a path through the options using a red pencil.

Divide the class into pairs. Students ask their partners questions and draw their partner's path using a blue pencil.

Wrap-up

Writing practice

Students use Cutout 1 to write a paragraph in their notebooks about next Saturday: *On Saturday morning, it may rain. If it rains, I'll play with my dog. At noon, a friend might call. If he calls...*

Collect and correct the written texts.

Answer Key

① *What will you do if ... tomorrow?:* it snows- We'll make a sledge and have some fun. It's cold-We'll find a cave and make a fire. It's hot-We'll go to the lake and go for a swim. It's windy-We'll climb up the hill and fly our kites.

Activity Book

Page 76, activities 1 and 2.

Key

① 1. your teacher is sick tomorrow; 2. will you do if you miss the school bus; 3. will you do if you forget your homework; 4. will you do if it is cold and rainy; 5. will you do if you are sick tomorrow; 6 will you do if you lose your English Book
From left to right: 1, 5, 3, 4, 6, 2



Grammar: *May/might:* They may get lost. They might lose their compass. First conditional: What will they do if they lose their compass?

Vocabulary: Matches, compass, torch, tent, mobile phone, rope, pot, water bottle, flare, tin of food, bar of chocolate, whistle, tin opener, penknife, spade, first-aid kit, hammer, spoon, map, shark, dark, hurt.

Warm-up

Vocabulary presentation

Poster 7

Display Poster 7 with the cutouts attached. Divide the board into two columns and write the following headings: *Words I know / Words I don't know*. Students copy the columns into their notebooks. Then they write the words related to the cutouts that they already know in one column and draw pictures of the objects they don't know in the other. Invite a student to the board and have him/her write as many words as he/she can in the *Words I know* column. Continue to ask individual students to write the words they know on the board until all the words students know have been written. Point to any remaining cutouts. Name the objects and write the words on the board. Students complete their charts in their notebooks.

Controlled practice

1 Listen and tick (✓) the photos. 39

Explain that the children from page 76 are going on a climb tomorrow. Elicit what students think they should take with them.

Play Track 39. Students tick the pictures.

Check answers: *Are they going to take a comic?*

Track 39

Andy and Kim are going on a climb tomorrow. Andy is preparing all the things they need to take with them. Let's see. The weather forecast is good, but it may be cold in the afternoon. If it is cold, we'll need to make a fire and cook some hot food. So we'll need some tins of food, a tin opener, some spoons and some matches. If we get tired, we'll rest and eat some bars of chocolate. Climbing is hard work and we'll need to drink lots of water, so we'll take some water bottles with us. We'll also need ropes for climbing at the top of the mountain. If we want to cut the rope, we'll need a penknife. Now, what else will we need? Oh yes, if we get lost, we'll need a map and a compass. And if we need help, we'll use a mobile phone, a whistle and some flares. It may get dark later in the day, so we'll need a torch. Oh yeah, and just in case, we'll take the first-aid kit. It's always better to be prepared.

- Write a list of what they'll need and why.

Read the model dialogue out loud.

Divide the class into pairs. Students ask each other questions and make a list of the necessary supplies and the reasons why they are needed.

Check lists with the whole class.

Optional activity

Critical thinking

Divide the class into pairs. Tell students they have been chosen to spend ten years on a deserted island and that they can take ten objects with them. They cannot take people or animals. Establish that there is no electricity or radio/mobile phone signals.

Students work in groups to write a list of objects. Then they present their results to the class and give reasons for their choices.

Elicit the objects and write a class list on the board. Get students to classify the objects from most important to least important.

2 Read the text and do the tasks.

- Tick the things that might happen on the climb.

Students read the text and the list. They tick only the things that might happen on a climb.

Go over the answers with the whole class:

S1: *They may get lost.*

T: *Why?*

S1: *Because the mountain is very big.*

- Talk with a classmate.

Read the model dialogue out loud.

Divide the class into pairs. Students ask each other questions about the situations using the objects from activity 1 in their answers.

Wrap-up

Look at grammar!

Call students' attention to the *Look at grammar* box.

Ask: *What tense is the verb in the question? What tenses are the verbs in the answer? What tense is the verb after the word if? What about the other verb?*

Make sure students realise that the first conditional uses two tenses.

Draw the following chart on the board:

If clause/present	Conditional clause/future
<i>If they get lost</i>	<i>they'll use their compass.</i>

Students copy the chart into their notebooks and complete it with other sentences from this lesson.

Answer Key

2 They may get lost. They may get cold. Someone might get hurt. They might need help. It might get dark before they come back.

Activity Book

Page 77, activities 1 and 2.

Key

1 torch, compass, rope, whistle, matches, tent, flares, spade, hammer

Following the sun, we left the old world.



Grammar: Reported speech: *Andy said he was hot and thirsty.*

Vocabulary: *Equipment, bar of chocolate, water bottle, spring, path, compass, noon, top, view, grass, weather forecast, fog, daylight, lay down, realise, spectacular, foggy, wet, thick, asleep.*

Materials: Pieces of card (approx. 50 cm x 40 cm) (1 per pair).

Warm-up

Reporting

Write the following sentences on the board:

"Come back at six o'clock!"

"Don't forget your compass!"

"I'm preparing for the trip."

"I like climbing mountains."

"I'll call you later."

Divide the class into groups of three. S1 whispers a sentence to S2. S3 asks: *What did he/she say?* S2 recounts the sentence using reported speech.

Developing reading

Story: *Lost in the fog*, part 1 40

Tell students that this is the continuation of the events on pages 76 and 77. Students look at the first picture. Ask: *Where are the children? Is the weather good? What is Kim doing?* Play Track 40. Students follow along in their books.

Track 40

Lost in the fog, part 1

(See Student's Book page 78.)

Pause the recording after each paragraph. Ask general comprehension questions: *What was the weather like in the morning? What did Andy do? How often did the children have to call Peter? Where did the children stop for a rest? What did they eat? Which direction did they walk in after their break? How did they know they were walking north? Did they have a good view from the top? What did Peter say when they called? What did the children decide to do? What happened? Why did they fall asleep? What was the weather like when they woke up? How long did they have before it became dark?*

① Number the sentences in order.

Explain that these sentences represent moments in the story. Elicit the first sentence: *Andy said he was hot and thirsty.* Students complete the activity.

- Circle the corresponding sentences in the story.

Students circle the corresponding direct speech in the story, including the quotation marks.

Remind students that the verbs all change tense.

Optional activity

Guess the meaning.

Students underline the following words in the story: *equipment, spring, noon, top, wet, fog, foggy.*

Copy the following table on the board:

top	a narrow road
foggy	a place where underground water comes out and starts a small river
fog	12:00
noon	the highest point
wet	lots of water
path	a cloud near the ground
spring	lots of fog

Students match the words with their meanings.

Divide the class into pairs.

Students write sentences using the vocabulary.

Divide the class into two teams. Say a word and get each team to make sentences with that word.

Give teams one point for every correct sentence.

Repeat with the rest of the words. The team with the most points at the end of the game wins.

Wrap-up

Make a storyboard.

Divide the class into pairs. Distribute card (see Materials).

Students draw the children's route in the story so far. They can start at base camp and draw a route up a mountain side to a spring and then to the top of the mountain.

Brainstorm things that the children said on the way. Write a list on the board: *Here's the path. We can drink some water. Look! There's snow on top of the mountain. Here's the compass.*

Students draw speech bubbles along the route and write sentences from the board.

Students show another pair their storyboard and explain the conversation: *Here they are at the spring. Andy said they could drink some water.*

Answer Key

- ① From top to bottom: 1, 8, 7, 4, 2, 5, 6, 9, 3

◆ Activity Book

Page 78, activities 1 and 2.

Key

- ① to the weather forecast for that afternoon. He said it wasn't good and that the weather was changing. He said he could see clouds in the distance and it would be very foggy and cold. He said he wanted us to leave immediately. He said he would wait for us at the base camp. He told us to use our compass and map and to be careful. He told us not to be late.

- ② compass; map; bars of chocolate; water bottles; mobile phone; watch



Grammar: Second conditional: *If Kim weren't so tired, she would climb the mountain.*

Vocabulary: *Pocket, battery, disaster, tent, day trip, rucksack, rope, noise, whistle, soup, meal, edge, drop, steep, clever, clear, lost, shine, leave, tie, panic, run out.*

Warm-up

Story review game 40

Write the following words on the board: *equipment, base camp, thirsty, bars of chocolate, noon, top, view, weather forecast, asleep, cold, fog, five o'clock.* Divide the class into two teams. Teams take turns saying sentences about the first part of the story, using one or more of the words on the board. Give teams one point for every true sentence and another point if it is grammatically correct. The team with the most points at the end of the game wins.

Play Track 40. Students follow the first part of the story on Student's Book page 78.

Developing reading

Story: *Lost in the fog*, part 2 41

Students look at the story on page 79 of their books. Play Track 41. Students listen and follow along in their books.

Track 41

Lost in the fog, part 2

(See Student's Book page 79.)

Pause the recording after each paragraph and ask general comprehension questions: *Why couldn't the children see the path? Why was it too dangerous to continue? Where did Andy leave the compass? Who had the mobile phone? Why couldn't she use it? Where was the tent? What did the children do then? Where did they decide to wait? What was the weather like? Why were they scared? What did they hear in the distance? What did they do? What food did Peter give them? Does Kim like soup? Did she like it that night? Where were they in the morning? What did they do next?*

Students take turns reading paragraphs of the text to each other.

Students discuss the meaning of unknown words and underline any words that they don't understand. Students write the unknown words on the board. Ask volunteers to explain the words.

Choose a pair to read the story out loud. In your book, underline any words that are mispronounced.

When students have finished reading, copy the words on the board and ask volunteers to model the correct pronunciation.

Reading comprehension

1 Answer the questions.

Students complete the activity individually. Then they check their answers in pairs.

Optional activity

Test a classmate.

Students choose three words from the story. Tell them to write a sentence using each word, leaving a blank space where the word should go. Divide the class into pairs. Tell students to take turns reading out their sentences, saying: *beep* where the missing word goes. Partners guess what the missing word is. Invite individual students to read out a sentence for the rest of the class to guess the missing word.

Connecting to student's experiences

In this story, Andy and Kim find themselves in a serious problem because they are careless with their equipment. However, then they think carefully and act sensibly to avoid making things even worse. Invite students to tell the rest of the class about situations where they solved problems by thinking carefully: *Has anybody been in or seen an accident/problem? What did you do?*

Explain that it is very important to think clearly and look at all the options before acting.

Wrap-up

Make your own story quiz.

Divide the class into two teams. Each team writes eight questions about the story. Teams then take turns asking and answering their questions. Award each team one point for every correct answer and another point if the grammar is correct. The team with the most points at the end of the game wins.

Activity Book

Page 79, activities 1 and 2.

Key

1 4, 1, 3, 5, 2

2 **Characters:** Kim, Andy, Peter. **Places:** base camp, the spring, the top of the mountain, the rocks. **Equipment:** bars of chocolate, water bottles, compass, watch, mobile phone, whistle, hot soup, rucksack, rope. **Events:** (Sample answers) The children start to climb. They stop for a rest. They reach the top. They fall asleep. The weather changes. They can't continue. They sit near some rocks. Peter goes to rescue them. They spend the night on the mountain. They return to base camp.



Grammar: Second conditional (verb *to be*): *If he were a famous actor, he would win an Oscar.*

Vocabulary: Actor, scientist, singer, writer, explorer, astronaut, football player, medicine, Mars, fans, famous, drive, win, travel.

Materials: Slips of paper (1 per student).

Warm-up

Dictation

Dictate the following sentences. Students write them in their notebooks. Explain that the sentences are about things that will happen tomorrow:

You will be late for school tomorrow.

Robbie Williams will be your best friend.

Your classmate will be sick.

We will be in this classroom.

There will be a tiger in the corner of the classroom.

Your teacher will be on the moon.

Students read through the sentences and underline the ones that are impossible or very unlikely.

Grammar presentation

Second conditional

Write the beginning of a first conditional sentence on the board: *If I am late, I will....*

Remind students that this is the first conditional and explain that we use this form when we think there is a possibility that something will happen.

Cross out the word *late* and say: *Let's imagine something that isn't really possible.* Write *an old man* below the word *late*.

Cross out the words *am* and *will* and write the words: *were* and *would* below them.

Explain that when we are just imagining things that aren't real or are very unlikely, we use a different form of the verbs.

Write *second conditional* on the board.

Tell students to look at the sentences they wrote in their notebooks and underlined during the Warm-up activity.

Ask: *What would you do if Robbie Williams were your best friend?*

Students answer. Make sure they use *would*: *I would go to his house every day.*

Repeat with the other two impossible sentences.

Controlled practice

1 Listen and match the words. 42

Ask questions about the illustration: *What's the boy doing? What's he imagining? What's in his hand?*

Play Track 42. Students listen and match the words in the two columns.

Track 42

1. If he were a famous actor, he would win an Oscar.

2. If he were an astronaut, he would travel to Mars.

3. If he were a famous football player, he would drive a sports car.

4. If he were scientist, he would discover a new medicine.

5. If he were a writer, he would win a Nobel Prize.

6. If he were a singer, he would have lots of fans.

Check answers around the class.

- Use the words to complete the sentences.

Divide the class into pairs. Pairs complete the sentences with the words from activity 1.

Ask volunteers to write the sentences on the board.

2 Ask a partner and complete the chart.

Read the model dialogue out loud. Then call students' attention to the chart and elicit the corresponding questions for each row.

Divide the class into pairs. Students ask each other questions to complete the chart.

- Say the result five times as fast as you can.

Read the text in the speech bubble out loud. Explain how the sentence was formed, using the answers in the chart. Encourage students to tell each other their results.

Invite several students to say their results in front of the class five times as fast as they can.

Optional activity

Tongue twisters

Following are two traditional tongue twisters in English:

Peter Piper picked a peck of pickled peppers.

She sells seashells by the seashore.

Write the tongue twisters on the board and model the pronunciation. Students say each of the tongue twisters five times as fast as they can.

Wrap-up

Game: What's missing?



Poster 7

Attach ten *Object* poster cutouts in a line on the board. Make sure they are visible to all students.

Tell students to close their eyes. Remove one of the cutouts and tell students to open their eyes. Say: *Something's missing. What is it?* The student who guesses correctly removes the next object and asks the class the same question.



Activity Book

Page 80, activities 1 and 2.

Key

1. I would speak French and English.
2. I would be a basketball player.
3. I would always give good marks.
4. I would be at university.
5. I would help poor children.



Grammar: Second conditional: *If I had a pet tiger, I would take him to the park. If I saw a fire, I wouldn't go inside the building.*

Vocabulary: *Fire, money, film star, child prodigy, interview, find, act, star.*

Warm-up

Second conditional review

Write a first conditional sentence on the board: *If I see my best friend tonight, I will go to the cinema with her.*

Remind students that this is the first conditional and explain that we use this form when we think there is a good possibility that it will happen.

Cross out the words *best friend* and say, *Let's imagine something that isn't really possible.* Write: *Julia Roberts.* Remind them that you are just imagining this. Cross out the words *see* and *will* and write the words: *saw* and *would*.

Explain that when we are just imagining things that aren't real or are very unlikely, we change the forms of the verbs. We use the past instead of the present and the conditional instead of the future.

Explain again that this is the second conditional.

Controlled practice

② Listen and match the faces with the photos. 43

Students look at the pictures and name the objects. Explain that the children are talking about what they would do if they got lost.

Play Track 43. Students match the faces of the children with the objects.

Track 43

OK. I want you to think hard about what you would do if you got lost on a mountain. Susan, what would you do?

If I got lost, I would use my mobile phone.

That's good thinking. Benny, what would you do?

If I got lost, I'd read my map.

Good. What about you Kelly? What would you do if you got lost?

That's easy! If I got lost, I'd look at my compass.

Excellent! How about you Dan? What would you do if you got lost?

Well, if I got lost at the top of a mountain, I'd yell as loud as possible.

Hmm...

Play Track 43 again. Students check their work.

Ask questions: *What would Susan do if she got lost?*

- Complete the sentences.

Students complete the sentences in their books.

- Check your answers with a classmate.

Students read and correct their answers in pairs.

① Complete the chart about yourself.

Tell students to look at the situations in the chart. Explain that they should imagine what they would do in these situations.

Ask questions: *What would you do if you saw a fire?*

Offer suggestions: *Would you call the fire brigade?*

Would you go inside the building? Would you go home and tell your mum?

Students complete the chart for themselves.

- Ask your classmate and complete the chart.

Divide the class into pairs. Pairs take turns asking and answering what they would do in these situations.

- Now think about what you wouldn't do and ask your classmate.

Ask a student at random: *If you saw a fire, what wouldn't you do?* Emphasize the negative form.

Students take turns asking and answering questions about what they wouldn't do.

Optional activity

♥ Peace education

Discuss how we should resolve conflicts without resorting to aggressive behaviour. Write a series of common conflict situations on the board:

A classmate insults you on the playground.

A classmate pushes in front of you in the line.

You suspect a classmate has taken something from your school bag.

Your brother/sister tells your mum a lie about you.

Some classmates won't talk to you.

Discuss with students what they would say and do in these situations: *If a classmate insulted me on the playground, I would speak to her. I would tell her that she hurt me with her comments.*

Wrap-up

Look at grammar!

Direct students' attention to the *Look at grammar* box. Read the sentences out loud and emphasize the past and conditional forms.

Make sure students understand the tense changes and ask them to say what tenses the verbs are in.

Answer Key

① 1. mobile phone; 2. read his map; 3. got lost, she'd look at her compass; 4. got lost, he'd yell as loud as possible

◆ Activity Book

Page 81, activities 1–3.

Key

① From top to bottom: 6, 4, 5, 1, 3, 2

② 1. saw, call; 2. found, take; 3. lost, put; 4. failed, study; 5. broke, go; 6. forgot, ask



Grammar: Phrasal verbs: *Fiennes went back to England. He found out that Jacobs was a member of the Secret Hunters.*

Vocabulary: *Antarctica, supplies, sledge, logbook, explorer, organisation, war criminal, damaged, discover, leave, stay, set out, go back, wait for, find out, look at, look for, come out.*

Warm-up

Game: *If I were an explorer...*

Say: *Imagine you're an explorer. What places would you like to explore?* Point out that we can only *explore* places or things that we don't know much about. Elicit ideas: *the sea, mountains, other planets, Antarctica, the desert, etc.*

Get students to stand in a circle and start a sentence chain. Say: *If I were an explorer, I would explore Alaska.* The next student repeats what you said and adds another word to the end of the sentence: *...Alaska and Mars.* The next student in the circle adds another word, and so on.

Controlled practice

① Listen and match the names with the places. 44

Say the names of the explorers out loud and get students to repeat. Point out that two of them are women and explain that there have been lots of female explorers.

Play Track 44. Students listen and match the people with the photos.

Track 44

Sylvia Alice Earle is an underwater explorer. She has discovered many new marine species and has developed lots of different equipment for underwater exploration. In 1970, she lived underwater for two weeks in a special underwater laboratory.

Ranulph Fiennes has been on more than 30 expeditions. In 1993, Fiennes and another explorer Mike Stroud walked across the continent of Antarctica. Each man pulled a 250-kilo sledge.

Amelia Earhart was a famous aviator. In 1922, she became the first woman to fly across the Atlantic. In January 1935, she was the first person to fly solo across the Pacific. In April of the same year, she was the first person to fly from Los Angeles to Mexico City. The journey took her more than 13 hours!

In 1953, Edmund Hillary and Tenzing Norgay were the first people to climb to the top of Mt. Everest, the highest mountain in the world. They both went on other expeditions up Mt. Everest and Hillary also travelled across Antarctica.

- In groups, choose an explorer. Listen again and take notes. Then give a class presentation about your explorer.

Divide the class into groups of four. Each group chooses an explorer. Play Track 44 again several times

so that students can take notes.

Groups give presentations in front of the class about the explorer they have chosen.

Optional activity

Fun with words

Divide students into teams of four. Write: *extraordinary expeditions* on the board. Give teams a five-minute time limit to write as many words as they can using only the letters from the words, in any order.

The team with the most words wins.

Developing reading

② Read the text and complete the glossary.

Write the following on the board:

Stand up! Sit down! Put on your coat!

Circle the verbs and prepositions together. Explain that in English, some verbs change their meaning according to the preposition after them. We call these *phrasal verbs*. Write an example on the board: *I go to school. I go back to school.*

Students silently read the text and underline words they do not understand. Elicit the words they have underlined and write them on the board. Ask for volunteers to help you explain these words.

Choose a volunteer to read the text out loud.

Ask comprehension questions: *How did Fiennes lose his supplies? What happened to his hands? Where did he go to hospital?*

Explain that a glossary is an index of words. The verbs in a glossary are written in the infinitive form.

Students complete the glossary. Some verbs are quite similar, but they can only use each one once. They should write the verbs in the infinitive form. Check answers by asking various students. Students correct their work.

Wrap-up

Make your own glossary.

Students look at the reading text again.

Write a list of the following nouns on the board: *expedition, North Pole, supplies, sledge, ice, logbook, explorer, organisation, criminal, hospital.*

Students choose five words and make a glossary in their notebooks.

Invite volunteers to read their glossaries out loud.

Answer Key

① *From top to bottom:* to come out, to set out, to look at, to wait for, to find out, to look for, to go back

Activity Book

Page 82, activities 1–3.

Key

① 1. a, c; 2. b, d; 3. b, c; 4. a, b

② 1. set, found, came; 2. looked, asked, waited; 3. stood, cleaned, filled



Grammar: Second conditional: *What would you do if your clothes were wet? If my clothes were wet, I would change them.*

Vocabulary: *Itinerary, base camp, pot, fire, gloves, snowstorm, summit, bar of chocolate, dried fruit, battery, hole, view, spade, sleeping bag, wind, current, replica, raft, frozen, warm, originally, enough, melt, lose, dig, wrap, put on.*

Warm-up

Climbing Mt. Everest

Ask: *What's the highest mountain in the world?*
Elicit some of the difficulties and problems you would face if you climbed Mt. Everest. Some ideas include: *the weather conditions, a lack of oxygen (climbers today use oxygen masks but when Hillary and Norgay climbed Mt. Everest, they didn't use oxygen), weight of the supplies, communications (it's too far away for a mobile phone to work).*

Controlled practice

① Read the text and label the itinerary.

Students look at the text in their books.
Ask: *What's the name of the climber?*
Students silently read the text. Explain that these are notes about a climbing expedition.
Elicit words students do not understand and ask the rest of the class to help you explain them.
Ask comprehension questions: *Why did Maya cut up her jumper? What did she do for water on Day 8? Why did she sleep with her gloves on? Why couldn't she cook any hot food on Day 20? What was wrong with her camera? Where did she sleep on Day 28?*
Students label the days on the itinerary.
Ask questions about the itinerary:
How long did it take Maya to climb up Mt. Everest?
How long did it take her to climb back down?
Why was the climb up longer than the climb down?

- Write six questions for a classmate.

Tell students to look at the text again and write six questions about Maya's expedition in their notebooks. Students swap notebooks with a classmate and answer the questions.

Free practice

② Answer the questions.

Tell students to imagine they had gone on a mountain-climbing expedition. Students read the potential problems. Ask: *What would you do if your clothes were wet?* When a student answers, try to extend the problem:

S1: *I would make a fire and dry my clothes.*

T: *But what would you do if you didn't have any matches to light a fire?*

- Ask your classmate.

Divide the class into pairs.

Students take turns asking questions and offering solutions to the problems.

Tell students to make a note of their solutions.

At the end of the activity elicit the best solutions and write them on the board.

Developing speaking

The Printer's Project

Read and explain the instructions.

Students work in small groups. They plan their expedition and make notes as they work.

Students draw a route and add information.

Students describe and show the rest of the class their plans for an expedition.

Optional activity

What would you do if...?

Tell students to look at the photos on page 82 of their Student's Book.

Tell them to imagine the kinds of problems that the explorers would have on the other expeditions (under the sea, flying around the world and crossing Antarctica).

Divide the class into groups. Each group makes a list of possible problems and solutions using the second conditional whenever possible.

Students describe their problems and solutions to the rest of the class.

Wrap-up

Draw the following chart on the board:

Place	Problem	Solution

Students copy the chart into their notebooks.

Call out names of places, for example: *the desert, the rainforest, the North Pole, the Andes*, etc.

In pairs, students write the names of the places and think of one problem and one solution for each place.

Set a time limit. Then get pairs to read their problems and solutions out loud to the rest of the class.

Students discuss and compare ideas.

Activity Book

Page 83, activities 1 and 2.

Key

1. wind; 2. currents; 3. Polynesian Islands; 4. originally; 5. enough; 6. replica; 7. raft



Grammar: Second conditional: *How would your body be different if you could fly?*

Functional language: *What would you do if...?*

Vocabulary: *Parent, children, alien, language, communicate, discover, find, look like, become, different.*

Materials: Cutout 2, slips of paper (1 per student), dice (1 dice per group of 4 students).

Preparation: *Job slips:* Write one profession on each slip of paper: *teacher, doctor, zookeeper, inventor, explorer, scientist, actor, singer, dancer, etc..*

Warm-up

Game: If I were a beep...

Distribute the *Job slips* (see Preparation).

Tell students to look at their jobs.

Write the following question on the board: *If you were a _____, what would you do?*

Tell students to think of what they would or wouldn't do if they had the job, for example: *If I were a (teacher), I would (give all the students in my class good marks).* Each student writes one sentence in his/her notebook.

Choose a student to stand up and read his/her sentence out loud to the rest of the class. Explain that he/she should avoid saying the job. Instead, he/she should say: *If I were a beep...*

The rest of the students guess the job. The first student who guesses correctly stands up and reads his/her sentence out loud.

Continue the game in this manner until most students have read their sentences.

Controlled practice

① Make and play a board game.

Tell students to look at the question cards in Cutout 2.

Go over the questions, eliciting words for the blanks.

Make sure students understand all the vocabulary.

Students complete and cutout the question cards.

Ask individual students to read one of their completed questions out loud and let volunteers answer: *If you had six brothers and sisters, how many children would your parents have?*

Read the instructions for the game out loud.

Students follow the instructions in their Student's Book and play the game in groups of four.

Developing writing

- Glue the question cards into your notebook and write answers.

Students glue the question cards into their notebooks. Then they write answers below each card.

Students swap notebooks and correct each other's work.

Optional activity

Play Write and guess.

Tell students to draw 12 circles in their notebooks.

The circles should be large enough to write a word or number inside.

Complete the questions in Cutout 2.

Ask the questions orally and tell students to write their answers in any of the circles.

Divide the class into pairs. Students take turns pointing to the text in their classmates circles and asking and answering questions:

S1: *What's that?*

S2: *That's how many children my parents would have if I had six brothers and sisters.*

If necessary, students can look at the text in their own cutouts as a guide.

Wrap-up

Maths puzzles

Tell students that they are going to solve a Maths puzzle. On the board, write: *If there were thirty students in the class and each student had two English books and six books for other subjects, how many books would the students have all together?*

Encourage students to help you work out the puzzle.

Now get students to write their own Maths puzzle in their notebook. Then they swap notebooks with a partner and solve the problem.

Activity Book

Page 84, activities 1 and 2.

Key

① Sample answers: 1–4: you–zoo; day–say; correct–forget; why–fly; 5. cage; 6. aquarium; 7. elephant; 8. forget

② 4. 35 books; 5. 15 people



Reading focus: Inferring meaning. Writing a story synopsis.

Vocabulary: *Island, fire, pilot, hut, smoke, signal, experience, crash, survive, hunt, go out, fight, kill, rescue, scared, uninhabited, aggressive, violently.*

Warm-up

On an uninhabited island

Tell students to imagine that they are stranded on an uninhabited island with a group of friends.

Tell them to make a list of the kinds of problems they might have that they would have to solve as a group: *Finding and cooking food. Finding a source of clean water or purifying salt water. Making a shelter to be protected from the wind and rain.*

Tell students to keep their lists.

Developing reading

① Read the synopsis and classify the sentences as *T* (True) or *F* (False).

Explain that students are going to read a synopsis of a famous book called *Lord of the Flies*. Explain that it is about a group of boys who are stranded on an uninhabited island.

Students silently read the synopsis and underline any words they do not understand.

Students come to the board and write the words they have underlined. Elicit the meanings of the words.

Ask questions about the text: *Where does the plane crash? Who survives the crash? What do they do every day? Why do they make a fire on the top of a mountain? Why doesn't the first ship stop? What happens when the boys have been on the island for some time? Why do you think they become aggressive?*

Students read the sentences and write: *T* or *F*.

Ask: volunteers to read the sentences out loud and say whether they are true or false.

Students correct their work.

Free practice

② Read and answer the questions in your notebook.

Read the text in the speech bubble out loud.

Students answer the questions in their notebooks.

- Compare and discuss your answers with a group of classmates.

Divide the class into groups of five. Students discuss and compare their answers.

They should agree on common answers and write them down in their notebooks.

- Explain your ideas to the rest of the class.

A spokesperson from each group tells the rest of the class the results of his/her group's discussion.

Developing writing

③ Use your notes to write a story synopsis. Invent an ending.

Tell students to look again at the text in activity 1.

Explain that this text contains essential information about the story. It has got the title and the writer.

In the first sentences, we find out about the setting (where the boys are). In the following sentences, we find out about life on the island, the problems the boys face, and finally, the resolution to the story.

Write the following on the board as a reminder: *title, writer, setting, daily life, problems, resolution.*

Students use this model and the notes they made in activity 2 to write their own story synopsis.

Once they have finished, tell students to check their work carefully and correct any mistakes.

Volunteers read their synopses out loud.

Optional activity

Peace education

Explain that William Golding wanted to investigate what happened when people haven't got any rules to follow. Golding's story suggests that people become violent and uncivilised in their behaviour if there are no rules and regulations. Some of the boys on the island become bullies and mistreat the other boys.

Take this opportunity to discuss bullying at school. Explain that we should not be scared to say when we see things that are wrong. Encourage students to discuss and make a list of types of behaviour that they see at school which they do not agree with.

Use these ideas as a basis for a class discussion.

Wrap-up

Uninhabited island role-play

Divide the class into groups of five.

Tell students to look at their lists of problems from the Warm-up activity and choose one of them.

Students plan out and practise a role-play in their groups about the problem they have chosen.

Groups perform their role-plays for the rest of the class.

Answer Key

- ① From top to bottom: F, F, F, T, F, T, T, F

Activity Book

Page 85, activities 1 and 2.

Key

- ① Piggy doesn't feel safe. Piggy hunts animals. Piggy's clothes are dirty. Piggy is scared of Ralph. Piggy doesn't go to school now.



Grammar: Second conditional v first conditional:
If it rains tomorrow, I will go to the park. If I lived in Hollywood, I would have a big house. If you saw a thief, would you scream?

Vocabulary: Lose, become, discover, need.

Materials: Cutout 3.

Warm-up

Contrasting the first and second conditional: Probable and improbable situations

Divide the board into two columns and label the columns: *Probable* and *Improbable*.

Write several probable and improbable situations on the board: *It may rain tomorrow. I might meet the President in the park. I might have a hamburger for lunch tomorrow. My mum may learn how to fly.*

Tell students to classify the situations into probable or improbable.

Remind students that we use the conditional to express these situations, but we use different forms depending on whether they are probable or improbable.

Write sentences as examples: Probable: *If it rains tomorrow, we will stay inside at breaktime.*

Improbable: *If I met the President in the park, I would tell him about the problems in our country.*

Grammar practice

① Use the key to classify the sentences.

Read the first sentence out loud and ask students if it is probable or improbable.

Volunteers read the other sentences out loud and classify them orally.

Students use the colour key to classify the sentences in their books.

- Circle the verbs in the sentences.

Ask: *How many verbs are there in each sentence?*

Ss: *Two.*

Encourage students to notice that we use different verb forms depending on the type of conditional sentence.

Students circle all the verbs.

- Use the verbs to complete the chart.

Students complete the chart with the verbs they have circled.

Students swap books and correct each other's work.

② Make and play a language game.

Students look at Cutout 3.

Complete some of the questions orally and elicit the answers.

Students complete and cut out the cards.

Divide the class into groups of three.

Read the instructions out loud and explain as necessary.

Go over the model dialogue in the book.

S1 asks the question: *What would you do if (you saw a thief)?*

S2 mimes the answer.

S3 guesses the answer: *If you (saw a thief), would you (scream)?*

S2 confirms or corrects the answer: *Yes, I would./No, I wouldn't.*

Students play the game.

Optional activity

Writing practice

Students glue their cards from Cutout 3 into their notebooks and write answers under the questions.

Students swap notebooks and correct each other's work.

Wrap-up

Play *Stand up, sit down*.

Choose a selection of first and second conditional sentences.

Tell students to listen carefully as you say the sentences.

If a sentence is probable, they should stand up. If it is improbable, they should sit down.

Students who stand up or sit down incorrectly are out.

Continue playing until only about half the class remains in the game.

Then read the sentences faster and eliminate the last student to respond or any students who hesitate.

The last five students remaining in the game are the winners.

Answer Key

① *Classify:* red: 1, 2, 5; blue: 3, 4, 6

Circle: 1. rains, will go; 2. is, won't play; 3. lived, would have; 4. could, wouldn't need; 5. don't see, will see; 6. didn't live, would live

Complete: from top to bottom: is, don't see; won't play, will see; lived, could, didn't live; would have, wouldn't need, would live

Activity Book

Page 86, activities 1–3.

Key

① 1. will wear; 2. don't see; 3. would keep; 4. will be; 5. saw; 6. would, be; 7. had; 8. eat

② If I go to Japan, I will climb Mount Fuji. If I went to Japan, I would climb Mount Fuji. If I explore the desert, I will travel by camel. If I explored the desert, I would travel by camel. If I travel by boat, I will take a life ring. If I travelled by boat, I would take a life ring.

③ 1. would go to the cinema. 2. have any homework, I would play in the park. 3. I spoke Italian, I would chat with a girl from Italy. 4. I could watch cartoons. 5. I had a partner, I would play tennis. 6. I were 18 years old, I could/would drive a car.



Grammar: Review of first and second conditional.

Vocabulary: Key vocabulary from the unit.

Materials: Slips of paper (4 per student).

Warm-up

Camping vocabulary review

Poster 7

Display Poster 7. Attach the *Object* poster cutouts around the edges of the poster.
Volunteers come to the board and label the cutouts.

Review

The Printer's Quiz

► MATCH THE SENTENCE HALVES.

Remind students that they have studied two types of conditional sentences. Elicit how we tell the difference and remind them about the verb tenses. Students match the sentence halves. Ask volunteers to read the completed sentences out loud. Students correct their work.

► COMPLETE THE TEXT.

Ask if students can recall any of the phrasal verbs covered in this unit. If students have difficulty remembering, they can turn to Student's Book page 82. Students complete the text with the words in the box. Choose a volunteer to read the text out loud. Students correct their work.

► PLAY WHO SAID WHAT?

Divide the class into groups of five. Distribute slips of paper. Each student copies and completes the four sentences on slips of paper. Read and explain the rest of the instructions and demonstrate with a student. Students play the guessing game in their groups.

Optional activity

Retelling the story

Divide the class into groups of four. Assign each group one or two sections of the story *Lost in the fog*. Tell them that they need to prepare a presentation to retell their part of the story without using the book. Make it clear that they haven't got to use the exact same words. The idea is to explain what happens in the story in English as best as they can. Groups present their work to the rest of the class.

Wrap-up

Remembering what we've learned

Write the following skeleton text on the board:
In unit 7, I learned about...
The most interesting thing was...

The least interesting thing was...

I know how to talk about things that are probable, for example,...

I know how to talk about things that are improbable, for example,...

I liked/didn't like this unit because...

Students copy and complete the text.

Answer Key

① Match: 1. I won't go to the park. 2. I wouldn't drink sea water. 3. I will do it tomorrow. 4. I wouldn't understand this exercise. 5. I will pass the exam. 6. I would travel across Antarctica. Complete: put on, set off, looked at, looked for, found out, come back

Activity Book

Page 87, activities 1–3.

Key

- ① 1. present–future; 2. past–conditional; 3. present–future; 4. past–conditional
- ② world, ink, trees, cheese, would

Grammar module: Conditional sentences

First conditional

We use the first conditional to talk about things that we believe have got a good possibility or probability of coming true.

The first conditional is formed with two verb tenses: the present and future. The present is always used in the "if" clause.

If it rains tomorrow, I will go to the cinema.

If I arrive late, I won't see the film.

If I don't see my classmate, I will call him later.

If he doesn't come to class, he won't take the test.

What will you do if it rains tomorrow?

What will you do if he doesn't call?

Second conditional

We use the second conditional to talk about things that we believe have got very little possibility of coming true or for imagining different realities.

Note: We use the *were* form for all parts of the verb *to be* in the second conditional. However, the use of *was* is often heard in the vernacular, except when giving advice.

If I were rich, I would travel around the world.

If he weren't poor, he would buy an aeroplane.

If I saw a tiger, I would run fast.

If the tiger didn't see me, I would escape in time.

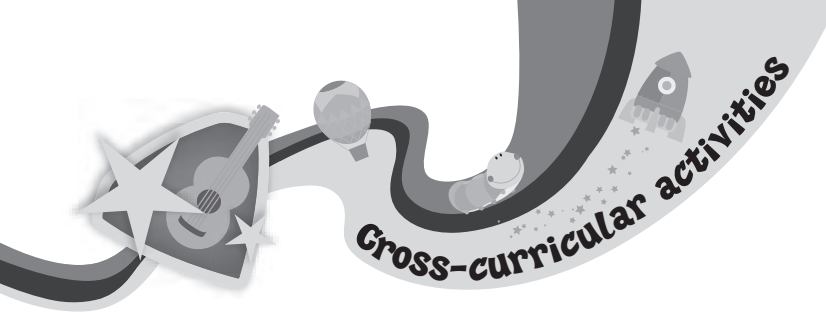
What would you do if you saw a bear at the shopping centre?

What would you do if you didn't have any legs?

Phrasal verbs

Phrasal verbs are two-part verbs made up of a verb followed by a preposition.

The phrasal verbs taught in this unit are: *wait for, set out, look for, put on, look at, come back, find out, go back.*



Social studies: The North and South Poles

Materials: Internet access, reference books with information about the North and South Poles, card, magazines with nature scenes and articles (National Geographic), felt-tip pens.

Directions:

Divide the class into two groups. Assign the North Pole to one group and the South Pole to the other. Sub-divide each group into four smaller groups and assign a subject area to each one: *animals, plants, weather, exploration*.

Each group collects information from the Internet or reference books and prepares a wall poster with text and drawings or magazine cutouts.

Display the posters on the north and south sides of the classroom.



6. Leave the ship biscuits in a warm, dry place until they become hard.

Encourage students to try the biscuits and talk about the taste.

Project: Make a barometer.

Materials: Per group of 4 students: Small coffee jar, clingfilm, scissors, a straw, tape, index cards, rubber band.

Directions:

Say: *To forecast changes in the air pressure, we use a device called a barometer.* Explain that these changes affect the weather and tell us when there is going to be a storm. If the children in the story had used a barometer, they would have known that the weather was going to change.

Divide the class into groups of four. Distribute materials. Give students the following directions:

1. Cover the top of the coffee jar with clingfilm.
2. Use the rubber band to hold the clingfilm in place. The cover should be airtight.
3. Put a straw horizontally on the clingfilm so that two-thirds of the straw are on the jar.
4. Tape the straw to the middle of the clingfilm. Tape an index card to the jar behind the straw. Draw a line on the index card to show the position of the straw.
5. Record the position again several times over the next few days.

High pressure will make the straw go up.

Low pressure will make the straw go down.

Note: Do not place the barometer too close to a window because it is also sensitive to temperature changes.



Cooking: Ship biscuits

Materials: Ingredients (per 6 students): 1 kg whole wheat flour (plus some extra flour for rolling), 2 teaspoons salt, water, biscuit cutters, rolling pin, baking sheet.

Directions:

Explain that one of the problems for travellers and explorers has been to find food that will not spoil quickly, is not too heavy to carry and is nutritious. Sailors in Ancient Egypt, Roman soldiers and many 17th and 18th century sailors used to take special biscuits with them. These hard biscuits were made of cereal and water, didn't spoil quickly and weren't heavy to carry. Today we call them *ship biscuits*. Divide the class into groups. Distribute the materials. Give students the following directions:

1. Mix the flour and salt together and add cold water slowly until it forms a stiff dough.
2. Leave for one hour.
3. Sprinkle flour on the tabletop and roll out the dough to 1 cm thickness.
4. Cut shapes using the biscuit cutters.
5. Bake in an oven at 220° C for 30 minutes.



Vocabulary	Grammar
<p>Biomes: chaparral, desert, grasslands, taiga, temperate forest, tropical rainforest, tundra</p> <p>Weather: cold, cool, damp, dry, hot, humid, snow, wet, wind</p> <p>Environment: bush, cactus, canopy, deciduous, evergreen, fir tree, glacier, iceberg, moss, landscape, pine tree, peninsula, salt pan, sand dune, volcano</p> <p>Animals: kangaroo, koala, marsupial, peacock, possum, seal, sea lion, whale, zebra</p> <p>Equipment: first-aid kit, flippers, petrol tank, GPS, oxygen tank, satellite phone, spare tyre, snow boots, supplies, toolbox, wetsuit</p> <p>Verbs: bark, buy, brush, clean, chop, drive, exercise, feed, give, mend, milk, organise, set, sniff, tidy</p> <p>Other words: advert, autographed, cabin, campfire, ceremony, classified ads, club, driver, experienced, hot tub, husky, kennel, log, motorbike, musher, newspaper, partner, path, race, reward, sledge, stamp, talk (noun), trail, vet, walk (noun)</p>	<p>Should: You should be careful with this one.</p> <p>Present perfect: The driver has run out of petrol. He has got stuck in a sand dune.</p> <p>Have to: Positive: I have got to have a bath. The dogs have got to rest for 24 hours. He has got to feed the dogs.</p> <p>Negative: I haven't got to clean the bathroom. She hasn't got to drive the sledge.</p> <p>Questions: Have they got to take a toolbox?</p> <p>Phrasal verbs: break down, cut up, fill up, get stuck, get up, run out of, run over, set off, take out</p>
<p>Functional language: What's the (climate) like? What type of (biome) has it got? I am interested in..., I'm looking for..., wanted, for sale, lost, best offer.</p>	<p>Multiple intelligence: Visual/spatial intelligence (p.117), Mathematical intelligence (p. 124)</p>

Teaching tip

Motivating preadolescents and adolescents

Preadolescence and adolescence is a difficult time for many students. There are many reasons that students may lack motivation during this time, such as parental and teacher expectations that are set too high or too low, social problems, difficulties at home or at school and behaviour problems.

To help students develop a positive attitude and be motivated towards school and school activities, try the following:

- Communicate with students about their everyday life. Talk about school and other important topics for them: friends, parents, home, etc.

- Praise your students and give them rewards for doing something well or working hard toward a difficult or challenging problem. To build self-confidence, avoid frequent criticism.
- Emphasise that success has got a lot to do with how much time and effort you put into a task and is not just about how smart or strong you are.
- Set realistic goals and expectations for your students. Give rewards and/or privileges when students achieve their goals. Also set up consequences for not meeting expectations.
- Encourage students to find something that they might have a special interest in or that they have got a special skill for: sports, music, painting, reading, writing, etc.



Functional language: *What's the climate like? What type of biome has it got?*

Vocabulary: *Desert, tropical rainforest, chaparral, temperate forest, grasslands, taiga, tundra, cactus, bush, tree, pine tree, fir tree, moss, evergreen, hot, humid, cold, cool, damp, wet, dry, snow.*

Materials: Strips of paper (2 per student), a bag.

Warm-up

Vocabulary association game

On the board, write: *desert, rainforest, forest, bush, hot, humid, cool, wet, dry and snow.*

Explain the rules of the game. Say a word: *forest*. Choose a student to think of another word that is related to *forest*: *tree, green, squirrel*, etc.

Students continue this way until they can't think of any more words.

Continue in the same manner with the rest of the words.

Vocabulary presentation

① Look at the key and label the biomes.

Explain that students will learn about some remote parts of the world in this unit.

Read the speech bubble out loud.

Point to the map and say: *This shows the different biomes in the world. A biome is a type of ecological community.*

Students look at the key. Read the first biome out loud: *Desert*. Ask: *Can you find an area of desert on the map?*

Ask students about the vegetation and climate in a desert. Students answer using the information in the key.

Repeat the procedure with the rest of the biomes.

Explain that the patches of dark blue on the map represent mountain biomes.

Optional activity

Vocabulary review game

Write the names of the continents on the board.

Divide the class into pairs.

Students have got two minutes to write as many country names as they can for each continent.

The pair with the most country names wins.

• Complete the last column with countries.

Tell students to find their country on the map in their Student's Book. Ask: *What biome(s) are we in?*

Write a list of countries on the board. Choose countries from all over the world.

Divide the class into pairs. Students locate the countries listed on the board on their maps.

Clean the board. Then students complete the last column of the key with names of countries.

Controlled practice

• Ask a classmate.

Invite a student to choose a country from their key. Ask the student questions about the vegetation, climate and the biome of that country, following the model dialogue in the book.

Divide the class into pairs. Students take turns asking questions about different countries.

Connecting to students' experiences

Brainstorm with the class a list of weather words. Write the list on the board.

Ask questions about the climate in your area: *How many seasons are there? Does it (rain) a lot? When does it (rain)?*

Ask questions about the vegetation and landscape in your area: *Are there mountains near here? Are we near the coast? Are there a lot of rivers?*

Wrap-up

Guess the biome!

Describe a biome, for example: *Somewhere that has got hot summers and cold winters*. Students answer: *Grasslands*. Write the definition on the board.

Distribute the strips of paper to the students.

Students write the definitions of at least two biomes. Remind them to use the vegetation in the definition as well as the climate.

Collect the strips of paper and put them in a bag.

Students take turns picking a definition from the bag and reading it out loud. The rest of the class guesses the answer.

Answer Key

① *Countries: from top to bottom: (examples) Egypt, India, Spain, USA, Kenya, Canada, Russia*

Activity Book

Page 88, activities 1 and 2.

Key

① 7, 2, 4, 3, 1, 5, 6

② *Desert:* sandworm, camel, snake; *Grasslands:* giraffe, lion, snake; *Rainforest:* crocodile, monkey, parrot, snake



Grammar: Present simple review.

Vocabulary: *Glacier, iceberg, sand dune, marsupial, kangaroo, koala, possum, seal, sea lion, salt pan, zebras, volcano, peninsula, canopy, peacock, whale.*

Materials: *Optional:* Four world maps, four blindfolds.

Warm-up

Write five sentences

Write the following words on the board: *desert, rainforest, forest, bush, hot, humid, cool, wet, dry and snow*. Students choose five words from the board and use them to write five true sentences in their notebooks.

Controlled practice

Tell students to look at the map on pages 88 and 89. Say: *Find an area of (chaparral)*. Students identify the biome area on the map. Repeat the procedure with other biome areas. Hold your book up. Point to areas of the map and ask questions about the population. Point to the North Pole and ask: *Do a lot of people live here?* Repeat with different areas.

Contrast areas of dense population (temperate forest, chaparral, grasslands) with areas of scarce population (taiga, tundra, desert, rainforest).

On the board, write: *Lots of inhabitants / Not many inhabitants*.

Students come to the board and classify the biomes.

① Listen and number the places on the map. 🎧 45

Read the introductory text out loud. Ask: *Why is human life more difficult in some places than in others?* Play Track 45. Students listen and number the areas on the map.

Track 45

These are some wilderness zones around the world:

Alaska is near the North Pole. Write number 1.

Patagonia is near the South Pole. Write number 2.

The Outback is in the southern hemisphere. It's in the middle of Australia. Write number 3.

The Kalahari desert is in the south of Africa. Write number 4.

The Kamchatka peninsula is in the northern hemisphere. It's in the east of Russia. Write number 5.

The Xishuangbanna rainforest is near the equator. It's in the southeast of China. Write number 6.

Students swap books. Play Track 45 again. Students check each other's work.

Ask questions about the places: *What was the (first place)? Where is it? What biome is it in?*

Optional activity

Multiple intelligence: Visual/spatial intelligence

Divide the class into groups of four. Distribute one world map and one blindfold (see Materials) to each group.

Each group attaches its map to the wall. Blindfold one student in each group.

The blindfolded student puts his/her finger on the map. The objective is for him/her to find a specific country or place on the map with help from his/her group members.

Call out a specific place: *Portugal*. The other students in the group give instructions: *Move your finger north. Go west*.

Repeat the procedure until most students have been blindfolded.

Developing reading

- Read and number the texts.

Students silently read the first text and underline any words they don't understand. Write the words on the board and explain their meanings. Choose a volunteer to read the first text out loud. Repeat with the remaining texts.

Then students number the texts.

Students check their answers with a partner.

- Choose a wilderness and play a guessing game.

Tell students to choose a wilderness area on the map but not to say it out loud. On the board, write: *Are there/Is there...?* Model questions for students: *Are you in the northern or southern hemisphere? Are there any...?*

Divide the class into pairs. Students take turns asking and answering questions to guess their partner's wilderness area following the dialogue in their books.

Wrap-up

Vocabulary dictation

Tell students to close their books. Dictate the following words: *glacier, iceberg, sand dune, marsupial, kangaroo, koala, possum, seal, salt pan, zebra, volcano, peninsula, canopy, peacock*. Students write the words in their notebooks. Choose individual students to come to the board and write one vocabulary word. Students check their answers.

Answer Key

① From left to right: 1, 3, 2, 4, 5, 6

Activity Book

Page 89, activities 1 and 2.

Key

① 1. glacier; 2. iceberg; 3. sand dune; 4. volcano; 5. peninsula; 6. canopy; 7. peacock



Grammar: Review of *should*: *You should be careful with this one.* Recognition of *have to*: *A vet has got to check the dogs.*

Vocabulary: *Race, husky, sledge, musher, supplies, landscape, trail, vet, bulletin board.*

Warm-up

Mind map

Draw a circle in the middle of the board and write *Alaska* in it. Students brainstorm words related to Alaska. Write the words on the board.

Developing reading

Story: *The great race, part 1* 46

Tell students to look at the pictures on pages 90 and 91. Explain that the drawings are related to a famous race with dogs and sledges across snow and ice. Ask students if they have ever seen such a race on TV or in magazines.

Play Track 46. Students listen to the first part of the story and follow along.

Track 46

The great race, part 1

(See Student's Book page 90.)

Pause the recording after each paragraph and ask general comprehension questions: *Where is the Iditarod race? Is it a car race? What kind of a race is it? How long does the race last? Why does Stan laugh at Monk? Is Monk a good dog? Why? Where did Terra sleep during the race? Why did she stop at Takotna? How long did she stop for? What did the vet say? Why did she stop on the Yukon river? How many dogs did she send home? Where was she on the 10th day of the race? Was she ahead of Stan?*

Developing reading

Students silently read the story. Then they underline any unknown words.

Get them to walk around the class asking other students the meaning of the words. If there are still unknown words, write them on the board and explain their meanings. Choose individual students to read the text out loud.

Reading comprehension

① Read, underline the advice and circle the obligations.

Ask questions about the story: *Why do they stop? Who checks the dogs? Is this an obligation or is it optional? What have Terra and the other racers got to do?*

Explain that *have (got) to* and *must* mean an action is obligatory.

Students look for obligations and circle the corresponding sentences in their books.

Ask: *Who gave Terra advice?* Students look through the text and underline all the pieces of advice that Terra received. Choose volunteers to write the sentences on the board. Help students see that all the sentences include the verb: *should*.

Optional activity

Environmental education: Care for animals

Find out how many students in the class have got a dog for a pet or would like to have a dog.

On the board, write: *Advantages / Disadvantages.*

Brainstorm a list of ideas with the students... *lots of fun, hard work, expensive, good company...*

Ask: *What should a good dog owner do?*

Divide the class into pairs. Students write advice for dog owners: *You should walk your dog every day. You shouldn't take your dog into a shopping centre.*

② Answer the questions and do the tasks.

Students answer the questions and do the tasks in their notebooks. Check answers around the class. For the second task, students come to board and make a list of words. Point to the grammar box. Volunteers read the sentences out loud. Ask: *Are these the rules of the race? Are they obligatory?*

Wrap-up

Critical thinking: Class debate

Write the following on the board: *It is good for dogs to run in races.* Divide the class into groups. Ask half of the groups to write arguments in favour of the statement and the other half to write arguments against it. Groups present their arguments in front of the class: *We think dogs like running. We think it is not good for dogs to run so much.* The group with the strongest and most convincingly presented argument wins.

Answer Key

① *Underline (advice):* "You should go home right now.", "You should be careful with this one.", "You should send these two dogs home.", "look after Monk."; *Circle (obligations):* mushers must rest their dogs for 24 hours, we had to rest the dogs for eight hours

Activity Book

Page 90, activities 1–3.

Key

① 1. where the race starts. 2. who has got a team of dogs. 3. that comes from Alaska. 4. that travels over snow.

5. where mushers have got to rest for 24 hours. 6. that/who won the race in 1998. 7. who looks after animals. 8. where the race ends.

① *Obligatory:* sledge, torch, compass, map, sleeping bag, dog food, water; *Optional:* pillow, towel and soap stopped, made, fed, ate, put, got, slept, woke up, gave, prepared, was, were



Grammar: *Have to:* The dogs have got to rest for 24 hours.

Vocabulary: *Wind, path, snow, trail, accident, ceremony, satellite phone, prize, bravery, set off, shout, bark, sniff.*

Warm-up

Story quiz

Divide the class into two teams. Each team writes ten questions about part one of the story. Each team takes turns asking their questions. Give teams a point for every correct answer. The team with the most points wins.

Developing reading

Story: *The great race*, part 2 47

Ask students if they can remember what happened in the first part of the story. Elicit a summary of the first part of the story.

Play Track 47. Students listen and follow along in their books.

Track 47

The great race, part 2

(See Student's Book page 91.)

Pause the recording after each paragraph and ask general comprehension questions: *What did Terra do when the storm started? Could she find the trail after the storm? Which dog helped her? What did she hear? What did Monk do? What did they find? What happened to Stan? Why didn't he use his satellite phone? Did Terra stay with Stan? Did Monk finish the race? Did Terra win the race? Did Terra win a prize? What for?*

Students silently read the text and underline any unknown words. In pairs, students discuss the meaning of the unknown words.

Elicit any words that are still not understood and write them on the board. Ask if there are any students who can guess their meanings from the context of the story. Explain any words that students still don't understand. Students write a sentence about the story using each word on the board.

Grammar presentation

① Read and tick (✓) the sentences which have got the same meanings.

On the board, write: *have got to.../has got to...*

Students look through the story and underline the sentences with this structure.

Ask students to read the sentences out loud. Ask: *Are these optional activities or are they obligations?*

Students read and tick the sentences that mean the same. Read the first sentence out loud. Ask a student to read the matching sentence. Continue in the same manner with the rest of the activity.

Optional activity

Rules of the race

On the board, write: *Rules of the race.*

Volunteers come to the board and write the rules of the Iditarod they have learned about from the story.

Ask: *Do you think there are more rules? If so, what do you think they are?*

Students suggest more rules. Prompt their ideas by asking questions: *How many dogs have they got to take? What supplies have they got to take? What health certificates have they got to show?*

Divide the class into groups of four.

Groups work out a list of rules for the Iditarod race. Walk around and offer help with vocabulary and grammar. Groups present their lists to the class.

Wrap-up

Make a sentence.

Write the following words on the board: *wind, path, snow, trail, shout, bark, accident, satellite phone, prize, bravery, ceremony, sniff.* Make sure students understand the meanings of all the words.

Tell students to close their books. Divide the class into two teams. Students take turns saying a sentence about the story *The great race*, using at least one of the words on the board. Give teams one point for every true sentence and another point if it is grammatically correct. The team with the most points at the end of the game wins.

Answer Key

① 1. The rules of the race include an obligatory 24 hour rest. 2. I need your help. 3. The rules of the race include an obligatory checkup. 4. If I don't go now, I will be late.

Activity Book

Page 91, activities 1 and 2.

Key

① 1, 4, 6

② Monk was looking for a trail when Terra heard a shout. Stan was lying under a rock when Monk found him. Terra was feeding the dogs when Stan phoned the rescue service.



Grammar: *Have to:* He has got to feed the dogs. She hasn't got to drive the sledge. Have they got to chop the logs?

Vocabulary: *Get up, feed, give, organise, fill up, chop, cut up, clean, buy, drive, make, campfire, talk (noun), walk (noun), hot tub, log, cabin, kennel, dog food.*

Materials: Cutout 1.

Warm-up

What time is it?

Divide the class into two teams.
Choose one student from each team and say: *It's 4:15.*
Both students walk quickly to the board. The first student to write the time correctly wins a point for his/her team. The team with the most points at the end of the game wins.

Grammar presentation

① Listen and number the tasks. 48

Point to the illustration of the ranger. Explain that his name is Charlie and he works in Denali Park in Alaska. Explain that visitors to the park can do lots of things, including wildlife viewing, mountaineering and backpacking. Also, the park continues to provide a laboratory for research in the natural sciences. Point to the illustrations of the tasks. Say: *These are some of Charlie's responsibilities.*
Play Track 48. Students number the tasks.

Track 48

(See Student's Book page 92, activity 1.)

Play Track 48 again. Students check each other's work.

- Complete the text and sing the song.

Students complete the text of the song with the tasks on the right-hand side of the page.

Play Track 48 again. Students sing along.

- Complete three clocks.

Ask: *When has Charlie got to get up?* Students answer using the information in their books.

On the board, write: *When has Charlie got to...?*

Divide the class into pairs. Assign a letter to each student. Assign three tasks from the song to students A and three tasks to students B.

Students complete the three clocks assigned to them.

- Ask a classmate about the other clocks.

In the same pairs, students ask each other about their clocks following the model dialogue.

Students complete the remaining three clocks.

② Complete the list of chores.

Students look at Cutout 1. Point to the illustration and say: *These are Charlie's helpers, Ursula and Ray.*
Read the list of tasks. Students cut out the chart in Cutout 1.

Divide the class into pairs. Read the instructions out loud. Read the model dialogue out loud and on the board write: *Yes, he has. No, he hasn't. Yes, she has. No, she hasn't.*

Students ask each other questions to complete the chart for the second ranger. Walk around the class making sure they use the short answers.

- Complete the sentences.

Ask students about their charts: *What has Ray got to do? What has Ursula got to do?*

Students complete the sentences.

Optional activity

Poster 8

Attach Poster 8 to the board.

Attach the unit 8 *Card* poster cutouts to the board.

Explain to students that the person on the left is a farm vet and the person on the right is a Maths teacher. Tell them that each professional has got different obligations.

Ask individual students to match the *Card* poster cutout with the corresponding picture.

Then individual students make sentences about each character's responsibilities: *She has got to work outside.*

Finally, students write three sentences about each character in their notebooks.

Wrap-up

True or false?

Make a *true/false* statement about Charlie the park ranger and his obligations: *He hasn't got to give campfire talks.*

Students say if the statement is true or false. If it is false, they correct the sentence orally: *He has got to give campfire talks.*

Answer Key

From top to bottom: 1, 7, 2, 3, 5, 4, 6

Activity Book

Page 92, activities 1 and 2.

Key

- ① Ross: feed the dogs; Chris: shovel the snow; Meg: cook the food and feed the dogs; 1. cook the food and feed the dogs; 2. feed the dogs; 3. shovel the snow
- ② 1. No, they don't. 2. Yes, they do. 3. No, they don't. 4. Yes, they do. 5. No, they don't. 6. Yes, they do. 7. Yes, they do.



Grammar: *Have got to/haven't got to: I have got to have a bath. I haven't got to clean the bathroom.*

Vocabulary: *Go, play, brush, watch, do, walk, take out, set, tidy, clean.*

Warm-up

I have got to.../I haven't got to...

Divide the class into two teams.

Name a profession: *Teacher*. Each team takes turns saying true sentences about the profession using *have got to* and *haven't got to*: *I have got to teach. I have got to mark homework. I have got to work at a school. I haven't got to work at night. I haven't got to work with computers.*

Award each team a point for every correct answer.

The team with the most points at the end of the game wins.

Controlled practice

① Match the phrases with the categories.

Talk to the class about obligations. Ask: *Have you got a lot of obligations? Have you got to do a lot of things?* Point to the texts and say: *These are things we do every day. Some of these actions are obligatory and some are optional.*

Read the first text out loud. Ask a student: *Ana, do you go to school? Is it obligatory?*

Continue with the rest of the phrases.

Students match the phrases with the categories.

- Complete the sentences with *have got to* or *haven't got to*.

Students complete the sentences.

Ask students to read their sentences out loud.

② Do a class survey.

- Ask five classmates and complete the chart.

Ask a student: *Have you got to (take out the rubbish)?*

Repeat with different obligations.

Divide the class into groups of five. Students take turns asking each other about the obligations on the chart and recording their answers.

- Complete the sentences.

Ask students about the results of the survey:

In your group, how many people have got to (take out the rubbish)?

Students complete the sentences.

Individual students read their sentences out loud.

Optional activity

You make the rules!

On the board, write the following sentences:

Our teacher has got to _____.

Our mothers have got to _____.

Our fathers have got to _____.

We haven't got to _____.

Explain that the world has changed and that students can rewrite the rules!

Divide the class into groups of four. Groups brainstorm ideas about their ideal world using *have got to* and *haven't got to*. Tell them to write at least eight sentences, for example: *Our teacher has got to give us perfect scores on our tests. Our mothers have got to buy us pizza every night. Our fathers have got to let us drive the car. We haven't got to go to bed until midnight. We haven't got to do homework at weekends.*

Groups read their lists out loud to the class. Students vote on the best list.

To extend the activity, choose a few examples from the lists students have made and write them on the board. Have a class discussion about what would happen if the new rules were a reality.

Wrap-up

Connecting to students' experiences

Write about your family members.

Students write five sentences about what their family members have got to do around the house or at work: *My dad has got to work from 8 o'clock to 6 o'clock. My mum has got to make breakfast. My sister has got to do her homework.*

Talk about the importance of everyone in the family doing household chores.

Answer Key

- ① 1. have got to; 2. haven't got to; 3. have got to; 4. have got to; 5. haven't got to; 6. haven't got to; 7. have got to; 8. haven't got to

◆ Activity Book

Page 93, activities 1 and 2.



Grammar: *Have to:* Have they got to take a toolbox?

Vocabulary: Toolbox, GPS, spare tyre, satellite phone, flippers, oxygen tank, wetsuit, petrol tank, snow boots, first-aid kit, Africa, race, motorbike, vans, car.

Materials: World map. *Optional:* Strips of paper (4 per pair of students), bag.

Warm-up

World map

Attach the world map to the board (see Materials). Ask different students to find the following places on the map: *Mali, Mauritania, Morocco, Senegal, Spain*. Ask questions about the countries: *Where's Spain? What's the weather like in Spain?*

Listening comprehension

① Listen and number the countries. 49

Ask students if they have ever been to a car race or watched car races on TV. Tell them that the topic today is a special car race that is different from the car races they may have seen.

Point to the introductory text in the book. Choose a student to read it out loud. Ask comprehension questions: *What kind of a race is the Dakar Rally? Where does it start? Where does it end? What vehicles participate in the race? Why is it difficult?*

Play Track 49. Students listen and number the countries.

Track 49

This year the Dakar Rally is divided into 16 stages and goes through five different countries. First there are three stages, starting in Spain. Stage 3 starts in Spain and ends in Morocco 573 kilometres away. There are two stages in Morocco. From Morocco, the route goes into Mauritania. There are six stages in Mauritania. After Mauritania, the route goes into Mali. There are two stages in Mali. Finally, the route goes into Senegal for the last three stages. In stage 15, the drivers arrive in Dakar. Stage 16 is a race along the beach.

Play Track 49 again. Students check their work.

- Write the names of the countries.

Students look at the map. Ask: *Where does the race start? Where does it go next?* Students follow the route on their maps. Continue through all the countries on the map.

Students label the map with the names of the countries.

Ask questions about the race: *Which stage is the longest/shortest? Which country has got the most stages? How many total kilometres are the stages in (Morocco)? How many kilometres is the race in total?*

Vocabulary presentation

② Circle the equipment drivers have got to take with them to the Dakar Rally.

Ask students if they would like to participate in the Dakar Rally.

Ask a student to read the text in the box out loud. Students look at the possible equipment. Read the list of equipment out loud. Students circle the equipment needed for the Dakar Rally. Check answers around the class.

Optional activity

What is it?

Divide the class into pairs and give four strips of paper to each pair.

Pairs write definitions for four of the pieces of equipment in activity 2. Tell them not to write the words.

Collect the strips of paper and put them in a bag.

Students take turns picking out a definition and reading it out loud. The rest of the students guess the answer.

- Ask a classmate.

Ask a student about the equipment drivers take with them on the Dakar Rally: *Have the drivers got to take (snow boots)?*

Divide the class into pairs. Students take turns asking questions about the equipment the rally drivers take to the race.

Wrap-up

Write about the Dakar Rally.

Write a skeleton text on the board:

In the Dakar Rally, drivers have got to take...

They haven't got to take...

Students copy out and complete the text. Tell them that in addition to the vocabulary in activity 2, they should add three more pieces of equipment to complete each of the sentences.

Answer Key

③ *Number: from left to right:* 4, 3, 2, 5, 1

Write: from top to bottom: Spain, Mauritania, Senegal, Morocco, Mali

Activity Book

Page 94, activities 1 and 2.

Key

③ 1. In 1977. 2. In the Libyan desert. 3. In 1978. 4. (count the years since 1978) 5. In Paris. 6. No, it doesn't. 7. About 50.

③ *Possible answers:* 1. the desert; sand dunes, camels and cactus; 2. cross a river; zebras, elephants and trees



Grammar: Review of present perfect: *The driver has run out of petrol. He has got stuck in a sand dune.*

Vocabulary: *Get stuck, break down, run out of, run over, sand dune, petrol, flat, tyre, car, motorbike, lorry.*

Materials: A national map. *Optional:* Cardboard.

Warm-up

Past participle review game

Randomly write past participle verbs and their infinitives all over the board. Be sure to include the following verbs that are needed for the activities on the page: *get–got, run–run, break–broken, have–had.*

Divide the class into pairs.

Students race their partners to match the infinitives with their past participle forms. They write their answers in their notebooks.

Check answers by inviting students to the board to draw a line matching the participles to the infinitives.

Vocabulary development

① Number the phrases.

Read the introductory text out loud. Point to the symbols and say: *These are some of the things that can go wrong in the Dakar Rally.*

Divide the class into pairs. Students decide together and number the phrases.

Say: *Number one.* Students say the corresponding phrase: *Break down.*

- Complete the *Incident Report*. Use the symbols from above.

Students look at the *Incident Report*.

Explain that there are a lot of observers along the route of the Dakar Rally. The observers watch a section of the race and make a report at the end of the day.

Students choose a stage from the map on page 94 and complete the *Incident Report*. Ask questions about their reports: *Which stage have you chosen? Which drivers have had problems? What were the problems?*

Finally, students draw the symbols in their boxes on their reports.

- Complete the text.

Ask students about the problems: *Has the car driver broken down? Has the lorry driver run out of petrol?* Students complete the text according to their report.

- Ask a classmate.

Divide the class into pairs. Students ask each other about the problems their drivers have had following the model dialogue.

Optional activity

Making signs

Assign each student a symbol from activity 1. In addition, tell each student to invent a symbol that represents a different problem drivers in the Dakar Rally might have. Each student draws the assigned symbol and the symbol he/she has invented on a piece of cardboard, colours them and cuts them out.

Display the signs around the classroom.

Point to different signs. Students call out the phrase for each corresponding symbol. Then students try to guess the problem for the signs with symbols invented by their classmates.

Developing writing

The Printer's Project

Tell the class that they are going to invent their own rally. Read the instructions out loud.

Attach a national map to the board (see Materials).

Help students identify different parts of their country. Students come to the board in pairs and decide on a route for their rally.

Students make a map of their route and mark the distances of each stage.

Students imagine and write about the race including details about the drivers and any problems they have had.

Students display their work on the wall.

Wrap-up

Class presentation of the races

Students show the maps they made for *The Printer's Project* to the rest of the class and describe their rally. They should include details about the vegetation and the landscape.

Have a class vote to decide which is the most difficult race.

Answer Key

① *Number: from left to right: 2, 1, 5, 6, 4, 3*

◆ Activity Book

Page 95, activities 1 and 2.

Key

① run out of petrol, run over, get lost, get stuck, get a flat tyre, break down; get stuck, run out of, broken down, get a flat tyre, get lost

② won, seen, driven, had, run out, got, helped, read



Functional language: *I am interested in..., I'm looking for..., wanted, for sale, lost, best offer.*

Vocabulary: *Experienced, autographed, driver, classified ad, tomcat, partner, stamp, wardrobe, reward.*

Warm-up

Hangman

Play Hangman with words: *newspaper advert*. Write *newspaper advert* on the board. Ask students what kind of adverts they have seen. Write their ideas in note form around the word. Teach them the following terms: *classified ads, wanted ads, for sale ads*.

Developing reading

1 Read the adverts and do the tasks.

Ask general questions about the type of text: *What is the "Northside News"? How many classified adverts are there?* Students silently read the first advert. Ask: *Who wrote the advert? Why did he write it?* Repeat with the rest of the ads.

Optional activity

Classified ads

Explain to the class that classified ads are charged by the word. The more words in an ad, the more expensive it is. This is why the text in an ad is abbreviated (words and/or letters are missing).

Read the first ad out loud and ask: *What words are missing?* Write the full sentence on the board: *An experienced Dakar Rally driver is looking for a driving partner.*

Repeat with: *Last seen near North Park.*

Students choose one of the adverts. They write out the text in full sentences.

- Find the words or phrases that mean...

Read the first definition out loud. Tell students to identify the advert that they think contains the corresponding word or phrase and read the title of the advert out loud.

Continue in the same manner with the rest of the definitions, identifying the adverts where the corresponding words or phrases are found.

Divide the class into pairs. Pairs work together to read the adverts and identify the correct words or phrases for each definition.

Volunteers read their answers out loud.

Students write the answers in their books.

Developing writing

- Answer an advert.

Read the first line of instructions in the activity. Give students some time to choose an advert. Then ask:

Which advert have you chosen? Why?

Students look at the skeleton text. Ask: *Where are you going to write the name of the person in the advert?*

Where are you going to write your name?

Draw students' attention to the word bubbles and ask students why they are answering the advert. Encourage students to reply using one of the phrases in the book. Students complete the advert. Ask various students to read their letters out loud.

Critical thinking: Magazines and newspapers

Ask students if they or their parents read the newspaper or magazines. Students name some magazines and newspapers out loud.

In pairs, students list the differences between a magazine and a newspaper.

Possible answers: *more colour, photographs, longer articles, more advertising, price, etc.*

Wrap-up

Multiple intelligence: Mathematical intelligence

How much is it?

On the board, write: *1 word = 5 cents.*

Ask students to work out the cost of each of the adverts in the *Northside News*.

Answer Key

- Autographed; 2. Experienced; 3. used; 4. 1/4-size; 5. All ages welcome; 6. reward; 7. partner; 8. first edition; 9. best offer



Activity Book

Page 96, activities 1 and 2.

Key

1 From left to right: 6, 2, 1, 5, 4, 3

2 Magazine on left: Winning an Oscar! Latest news about Hollywood romances, What's next for European cinema? Exclusive interview with top director Sam Lucas, Most popular films of the week

Magazine on right: Recipes from the Far East, New technology in the kitchen, What is organic food? Top meals for teenagers, Baking at home



Grammar: Present simple review.

Functional language: *For sale, wanted, best offer.*

Vocabulary: Newspaper, advert, club.

Materials: Cutout 2, bag (1 per group of 6 students).

Warm-up

Unscramble the words

Students choose five words from the previous lesson and write them in their notebooks with the letters scrambled. Students swap notebooks and unscramble each other's words.

Craft activity

Remind students of the classified adverts from the previous lesson. Write the titles on the board: *Wanted / For Sale / Lost / Club*

Ask: *What would you advertise? Is there something you want to buy or sell? Is there something you have lost?* Go around the class letting students answer.

① Make a classified adverts page.

Point to the empty newspaper and ask: *What's this? What sort of information goes on this page?* Students look at Cutout 2 and identify the advert titles. Then ask: *Which advert is for buying something?* Students think of an item they would like to buy. They should be quite specific. Students make a note of the item on a piece of paper.

Continue with the rest of the adverts.

Students complete the adverts and cut them out.

Read the instructions out loud.

Divide the class into groups.

Students put their adverts in a bag. Make sure they mix them up. Students pick four adverts out of the bag and glue them into their books.

Students invent a title and a date for their newspaper.

- Ask your classmates.

In groups, students ask each other about their adverts following the model question.

- Answer the questions.

Read the first question out loud. Choose individual students to answer. Repeat with the second question. Tell students who have got a wanted advert to raise their hands. Ask some of these students what is "wanted". Repeat with the other categories: *for sale adverts, lost adverts, club adverts.*

Students complete the answers to the questions in their Student's Books.

Optional activity

For sale adverts bulletin board

Make a class classified adverts bulletin board.

Students copy the text skeleton from one of the classified adverts in Cutout 2.

Tell students to think of something they have got that they want to sell. Students complete their *For sale* advert with real information. For contact information, they should put their name.

Display the adverts on the bulletin board. Students look at them and find an advert that interests them.

Then they talk to the person who wrote the advert about buying the item. Write the following model dialogue on the board:

S1: *I'm interested in the (computer) you are selling. How much is it?*

S2: *It's (400 euros).*

S1: *What brand is it?*

S2: *It's a (Compaq).*

S1: *How old is it?*

S2: *It's (2) years old.*

S1: *I want to buy it!*

S2: *Sold!*

Students decide whether they want to buy the item or not. If they buy the item, they take the advert off the bulletin board and keep it. Continue the game until all the items on the bulletin board have been sold.

Wrap-up

Spelling competition

Divide the class into two teams: A and B.

Say a word from the unit: *Newspaper*. Team A spells out the word. Each student says a letter:

S1: *N*

S2: *E*

S3: *W*, etc.

If a student makes a mistake, team B starts from the beginning of the word and tries to spell it.

Repeat the procedure with team B starting.

Award a point for each word spelled correctly.

◆ Activity Book

Page 97, activities 1 and 2.



Grammar: *Have to: I have got to get up at 7:30. I haven't got to work on Saturdays.*

Vocabulary: *Milk (verb), watch, exercise, feed, phone, listen, mend, clean.*

Materials: Cutout 3.

Warm-up

Memory game



Poster 8

Attach Poster 8 to the board. Then attach the *Card* poster cutouts to the poster.

Students look at the poster for 30 seconds. Take away the poster.

In their notebooks, students write down as many sentences as they can about the poster: *A vet has got to have a university degree. A Maths teacher hasn't got to work outside.*

Allow five minutes for this activity. The student with the most number of true and correct sentences wins.

Grammar review

① Read and classify the phrases.

Point to the illustration on the right-hand side of the page and read the introductory text out loud.

Explain that some of the actions listed are obligatory and some are optional.

Divide the class into pairs. Students decide if the actions are obligatory or optional and classify them according to the key.

- Complete the sentences.

Ask questions about the classifications: *Has Lucy got to milk the cows? Has she got to read the newspaper?*

Students complete the sentences. Ask volunteers to read their sentences out loud.

② Read and circle the sentence that means the same.

Divide the class into pairs and read the first sentence out loud.

Students decide which of the two sentences below means the same.

Choose a volunteer to read the sentence out loud. Repeat with the second sentence.

Controlled practice

③ Play a language game.

Read the first line of instructions out loud.

Students find Cutout 3.

Students choose four professions and write them on the first part of the cutout.

Students think of an obligation for each of their professions and write them on the second part of the cutout.

Students cut out the four professions and the eight obligations. Divide the class into pairs.

Students read the instructions and work out how to play the game. Go around the classroom clarifying any doubts about the rules.

Students take turns turning over cards with the aim of forming sets consisting of one profession and two matching obligations.

Optional activity

Guess my obligations.

Divide the class into two teams. Invite a student to the front to mime a profession for the class to guess: *Are you a (doctor)?* The first student to correctly guess the profession wins a point for his/her team. Then he/she mimes two obligations for that profession. The student who correctly guesses the obligations wins a point for his/her team. Repeat with other professions.

The team with the most points at the end of the game wins.

Wrap-up

Professions

Students place their cards from Cutout 3 face up on their desks. Ask a student to read out two obligations that correspond to one of the professions. (He/She should not read out the corresponding profession card.) The rest of the class tries to guess the profession. Repeat with other students.

Answer Key

① *Classify:* **Obligatory:** milk the cows; exercise the horses; water the plants; feed the chicken; mend the fences; clean the farmland; **Optional:** read the newspaper; watch TV; phone friends; listen to the radio

Complete: 1. milk the cows; 2. read the newspaper; 3. has got to exercise the horses; 4. got to listen to the radio; 5. have got to water the plants; 6. go to watch TV

② *Circle:* 1. a; 2. a



Activity Book

Page 98, activities 1–3.

Key

① clown: (*obligatory*) wear funny clothes, (*optional*) have lots of balloons; doctor: (*obligatory*) have a medical degree, (*optional*) work in a hospital; farmer: (*obligatory*) work outside, (*optional*) like animals; teacher: (*obligatory*) work in a school, (*optional*) give lots of homework

1. wear funny clothes; 2. have lots of balloons; 3. has got to have a medical degree; hasn't got to work in a hospital.

③ I have got to phone my mum–a; I haven't got to go to bed early–b; We have got to feed the dogs now–b; Have you got to do the shopping–a; He hasn't got to wear a tie–b



Grammar: Review of present perfect and *have to*.
Vocabulary: Key vocabulary from the unit.

Warm-up

Imagine you're in the Iditarod.

Tell students to imagine that they are going to participate in the Iditarod. Ask: *What have you got to do in the morning before the race starts?* Elicit sentences using *have to*, for example: *I have got to feed the dogs. I have got to eat a big breakfast. I have got to prepare the sledge.*

Review

The Printer's Quiz

► READ AND COMPLETE THE SENTENCES.

Explain that the information is about a dog trainer named Doug. It shows the things he has achieved in his life so far. Students silently read the text. Ask questions about the text: *Has he raced in the Dakar Rally? Has he raced in the Iditarod race?* Students complete the sentences using verbs in the present perfect.

Optional activity

Connecting to students' experiences

Ask students to reflect on the things they have achieved or done so far this year. Prompt them with questions: *Have you won any awards? Have you taken part in any (sports) events? Have you read any books? Have you made anything? Have you learned how to do anything new? Have you travelled anywhere?* Students write out a short text of what they have achieved or done so far this year.

► LOOK AT THE CHART AND COMPLETE THE SENTENCES.

Explain that the chart shows the chores that have got to be done in a classroom. Ask questions about the chart: *When has Joe got to empty the rubbish?* Students complete the sentences.

► DO THE TASKS.

Explain to the class that they are going to collaborate with the classroom chores. Read the first line of instructions out loud. Students choose a chore and write their names in the chart. Tell students they must complete the chart with their classmates' names. Read the model dialogue out loud and get students to repeat. Students go around the class asking about their classmates' chores and completing their chart. Students read the results of their chart out loud: *I have got to (clean the board) on Monday. Philip has got to...*

Wrap-up

Magic word square

Copy the following square on the board:

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

Divide class into groups of four. Students look for words in the square, using any boxes that are touching vertically, horizontally or diagonally. (For example *rally*.) Groups make lists of the words they find in their

notebooks. Set a time limit. The group with the most correctly spelled words when the time is up is the winner.

Answer Key

① *Read and Complete:* 2. has trained; 3. has taken part; 4. has lived; 5. has climbed; 6. has been; 7. has led; *Look and Complete:* 2. hasn't got to; 3. has got to; 4. hasn't got to; 5. hasn't got to; 6. hasn't got to

Activity Book

Page 99, activities 1 and 2.

Key

① 1. cacti; 2. zebras; 3. peacocks; 4. crocodiles;
 1. cacti, tundra; 2. zebras; rainforest; 3. peacocks, desert;
 4. crocodiles, temperate forest

Grammar module: Obligations: *have to*

We use *have got to* when we talk about obligations. We use the negative form *haven't got to* to talk about the absence of any obligation: we may do the action, but it is optional.

We use *have got to/haven't got to* for *I, you, we, they*.

We use *has got to/hasn't got to* for *he, she, it*.

Positive

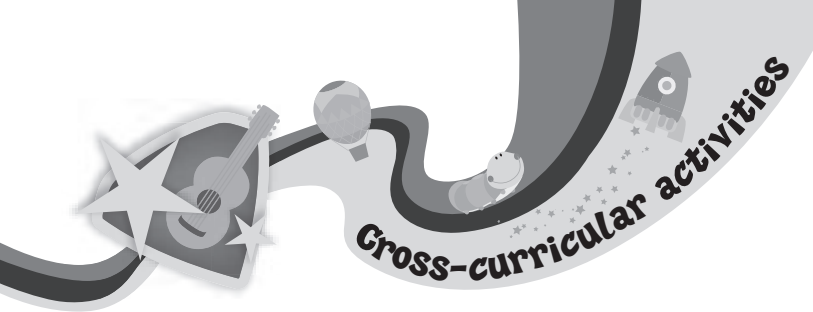
I have got to go to school five days a week.
He has got to work outside.
They have got to work at night.

Negative

I haven't got to wear a uniform.
She hasn't got to make her bed.
They haven't got to use a computer.

Question

Have you got to work on Sundays?
Has she got to make dinner?
Have they got to take out the rubbish.



⦿ P.E.: An obstacle course

Materials: Large pieces of paper to make signs, large felt-tip pens, a stopwatch, props (depending on students' suggestions, for example: jumpers, cups and a jug of water, ice cream, plates, straws, etc.)

Directions:

Tell the class that they are going to transform their school playground into a racecourse.

Explain that they are going to race across different terrains and do different things: *desert, mountain, rainforest and tundra*.

Students invent "obstacles" for each different section of the racecourse. Possible ideas: *Desert: Take off your shoes. Mountain: Put on ten jumpers and button/zip them all up. Go back to the desert and put on your shoes again. Rainforest: Drink three large glasses of water through a narrow straw. Tundra: Feed your partner three spoonfuls of ice cream in 15 seconds.*

In groups, students make signs for each of the obstacles. The sign should include a sentence telling the participants in the race what they have got to do. Collect the signs and organise which props will be necessary and who will bring them to class.

The next day, take the class to the playground.

Students arrange the signs and props in a circuit around the space. One or two students should be responsible for monitoring each section of the racecourse.

Divide the class into teams of four. Teams race around the course (one team at a time) following the instructions by each obstacle. Time the teams with the stopwatch. Halt the stopwatch when the last member of the team finishes the course. Award a prize to the fastest team.

✍ Language arts: A picture word map

Materials: Paper

Directions:

On the board, write *Dakar Rally/Iditarod*. Students brainstorm words and phrases they associate with one of the races.

Distribute white paper. Students think of an image from either of the races and draw an outline of it. Around the edge of the outline, students write words and phrases they associate with the race. Students should write in pencil first.

Correct the work. Students make a clean copy.

Display the picture word maps on the wall.

🎨 Art: Desert scene

Materials: Coloured card (1 piece per student), sand or brown sugar, white, glue, pastels.

Directions:

Distribute the card. Tell students to draw a picture of a desert scene. They use pastels to colour in the areas different shades of yellow or brown. Then tell them to fill in the sandy parts of the scene with white glue. Make sure that they spread the glue evenly.

Before the glue dries, students sprinkle sand or brown sugar onto the glue. Then they let it sit for a few minutes before shaking off the excess.

Finally, students let their desert scene dry flat for about half an hour.

Display students' work around the classroom.



Project: Sock biome

Materials: Per student: An old sock, a shoebox, a bin liner or clingfilm, potting soil.

Directions:

Tell students that planting a sock is a great way to find out what kinds of plants are growing in different biomes.

Take students to the playground, to a nearby park or a place where there is a patch of grass or soil to walk on. Students put a worn-out sock over their shoe. Tell them to wander around outside, walking back and forth through an area where plants are growing.

Students take the sock off and examine the kinds of seeds that are stuck to the sock.

Then students line a shoebox with a bin liner or clingfilm. They fill the shoebox with potting soil. Next, they cut a slit down the side of their sock. Students flatten out their sock and plant it with the seeds facing up. Then they cover it with a thin layer of soil and finally, they water it.

Students wait for a week or so, until the seeds begin to sprout.

Note: To make this activity even more interesting, students could walk around with their sock in the garden at home or in a park near their house. Then when the seeds sprout, compare the different sock biomes and the types of plants growing in them.



Vocabulary	Grammar
<p>Movement verbs: kick, lift, move, shake, touch, turn, twist</p> <p>Musical genres: blues, break dance, gospel, heavy metal, hip hop, rap, rock, salsa</p> <p>Musical instruments: bass guitar, drum, guitar, keyboard, lead guitar, saxophone, violin</p> <p>Music vocabulary: audience, award, band, CD, club, concert, cover, demo, DJ, equipment, hit, hit parade, instrument, instrumental, manager, musician, note, opening band, producer, radio station, record, record company, recording studio, rhyme, rock star, singer, stage, solo, songwriter, ticket, title, top ten, tour, venue, voice</p> <p>Verbs: cheer, congratulate, disappear, interrupt, join, leave, produce, receive, rehearse, rest, scream, shout, sing</p> <p>Adjectives: acrobatic, aggressive, baggy, casual, crazy, dark, electronic, energetic, excited, expensive, famous, loud, main, promising, quiet, rhythmic, romantic, sold out, talented, wild</p> <p>Adverbs and prepositions: around, down, left, right, up</p> <p>Other words: age, attic, contract, culture, disaster fund, feet, future, hip, partner, price, position, satisfaction, skateboard, time, university</p>	<p>Imperatives: Lift your arms up high.</p> <p>Modal verbs: They should eat healthy food. You shouldn't wear uncomfortable shoes. Jerry said they should make a demo recording. You could hear them screaming.</p> <p>Past and present tenses: In the '80s Jerry had purple hair. Now he has got brown hair.</p> <p>Present and future tenses: Now she lives on a farm, but she is going to live in a flat.</p> <p>Review of verb tenses: How long have you...? What would you do if...?</p>
<p>Functional language: Describing music and sounds: <i>Hip hop dance is very acrobatic.</i></p>	<p>Multiple intelligences: Kinesthetic intelligence (page 130), Linguistic intelligence (page 135), Musical intelligence (page 138)</p>

Teaching tip

Rhyme and rhythm

In this unit, students will be working with rap poetry to focus on rhyme and rhythm. English is a very rhythmic language. There are two types of stress that students should practise:

Stress within words: In each word, there is one stressed syllable. This can be shown in stress patterns using small and large dots. For example:

happy (● ●)

aggressive (● ● ●)

award (● ●)

The bigger dot represents the stressed syllable.

Stress within sentences: The words within a sentence

have got a different stress, creating the rhythm of the sentence. This stress changes depending on what we want to emphasise. Generally speaking, the words representing the most important information in the sentence are stressed. This means that the same sentence can be said with different stress patterns depending on the idea being expressed.

Encourage students to use stress and rhythm when they read out loud. This gives their reading more expression and shows they understand what they are saying.



Grammar: Imperatives: *Lift your arms up high. Should: You shouldn't wear uncomfortable shoes.*

Vocabulary: *Move, twist, shake, lift, touch, kick, turn, around, up, down, left, right, partner, hip, feet.*

Materials: Paper.

Warm-up

Warm-up routine

Call out instructions and make sure students do the actions with you: *Shake your arms. Now shake your hands. Kick your left leg up. Now kick your right leg up. Turn around. Twist to the left. Now twist to the right. Lift your left knee. Now lift your right knee. Touch your shoulders. Shake your arms again. Sit down.*

Controlled practice

① Listen and number the parts of the song in order. 50

Students read the song. Clarify vocabulary: *Groove* means *dance*. *Funky beat* means a rhythmic beat that is good for dancing to. Play Track 50. Students listen and number the verses in the correct order.

Track 50

The snake groove

(See Student's Book page 100, activity 1.)

- Read the song and do the actions.

Divide the class into groups of six. Students read the verses and practise doing the actions together.

- Sing and dance along to the song.

Play Track 50 again. Students join in with the song and do their dance actions in their groups.

Vocabulary presentation

Write a list of verbs of movement on the board: *twist, touch, shake, move, lift, kick, turn*. Elicit other verbs: *bend, jump, hop*, etc.

Explain that we use these verbs with parts of the body: *Shake your head. Lift your arms up.*

Elicit other combinations orally.

② Invent your own dance movements. 51

Divide the class into groups. Students underline all the verbs of movement in the song lyrics in activity 1 and circle all the body parts.

Then they write their own verses to the song by replacing the verbs and body parts.

Play Track 51. Students practise their verses and dance movements in their groups.

Track 51

The snake groove (karaoke version)

(See Student's Book page 100, activity 2.)

Optional activity

Multiple intelligence: Kinesthetic intelligence

Play Track 51. Lead students in the following tasks: *First clap out the rhythm. Then click your fingers to the rhythm. Next, tap out the rhythm on your desk. Finally, stamp your feet to the rhythm.*

Encourage students to count out the beats, listen to the others and keep in time.

Divide the class into four groups. Assign one of the actions above to each group.

Play Track 51. Students do their actions in groups.

Dance and song competition

Each dance group writes the numbers 1 to 5 on separate pieces of paper.

Play Track 51. Groups take turns performing their dance and song routines. After each performance, the remaining groups give three sets of marks: song, dance and group coordination. Groups discuss their marks and hold up their pieces of paper for each element (5 = excellent, 1 = terrible).

Write the results for each group on the board.

Announce the winning group.

Wrap-up

Your favourite type of music

Write the following questions on the board: *What's your favourite type of music? When do you listen to music? Where do you listen to music? Do you dance when you listen to music? Do you like listening to loud music?*

Students copy and answer the questions on a piece of paper.

Students swap papers with a partner.

Invite volunteers to tell the rest of the class about their classmate's musical tastes.

Answer Key

- ① From top to bottom: 2, 4, 3, 1

Activity Book

Page 100, activities 1 and 2.

Key

- ① 1. shake; 2. move; 3. touch; 4. bend

- ② 1. should; 2. shouldn't; 3. should; 4. shouldn't

1. ...you may injure your muscles. 2. ...your feet will be in a very bad condition. 3. ...you won't be a good dancer.

4. ...you will hurt other people's feelings.



Grammar: Past and present tenses: *In the '80s Jerry had purple hair. Now he has got brown hair.*

Vocabulary: *Rock band, record, musician, award, university, recording studio, produce, join, leave.*

Materials: Cutout 1.

Warm-up

Interview with a famous singer

Elicit the name of a famous singer that students would like to interview.

Brainstorm a list of questions to ask the singer. Make sure you've got a mix of questions in the past and present. Write the list on the board: *What colour are your eyes? How tall are you? Where were you born? Where do you live? What's your favourite...? When did you...? How long have you...?*

Tell students to think of any famous singer they want. Students copy the questions and write answers in their notebooks, as if they were that singer.

Students keep this work for the Wrap-up activity.

Controlled practice

① Listen and write *now* or *then*. 52

Students look at the pictures of Jerry in the past and Jerry today. They describe how Jerry has changed physically: *In the '80s, Jerry had purple hair. Now he has got brown hair.*

Play Track 52. Students write *now* or *then* according to whether the phrase refers to the past or the present.

Track 52

Jerry Simas works as a music teacher at Fairmont school. He also plays the piano for the school concerts and shows. When he was just 16, he joined a rock band. They played at school dances and discos. Then when he was 18, they made a record. The record was very successful. They won a silver disc award. Jerry left the band when he was 21 and went to university to study music. These days Jerry often helps young musicians. At weekends, he works in a recording studio where he produces CDs for young bands.

Play Track 52 as many times as needed for students to write the answers.

Elicit answers, making sure students use the correct tense of the verb: *Jerry works as a music teacher now. He made a record in the past.*

Developing writing

- Work with a partner and write Jerry's biography.

Elicit linking words and time expressions on the board: *and, but, then, after that, now, etc.*

Divide the class into pairs. Students write Jerry's biography using the phrases in activity 1 and the words on the board.

Choose volunteers to read their biographies out loud.

Free practice

② In pairs, find out more about Jerry.

Divide the class into pairs: A and B. Students find Cutout 1 and cut out the corresponding biography. Students sit back to back

so they can only see their own cutout.

Students read through their texts and think about the questions they need to ask.

They write the questions in their notebooks.

Choose various students to read the questions out loud and help correct them.

Pairs ask each other questions to complete the text.

Optional activity

Make a biography jigsaw.

Students turn their cutout text over and draw lines to divide the cutout into jigsaw pieces. They can either use geometrical shapes or random shapes. Then they cut up the text.

Students swap jigsaws with a partner.

They reconstruct them by looking at the text and matching the pieces.

Students glue their completed texts under the questions in their notebooks.

Wrap-up

Play *Liar!*

Students look at the questions from the Warm-up activity. Divide the class into pairs. Students tell their partners who they are (famous singer).

Students decide on a set number of false answers and then they ask each other the questions.

Student A asks a question.

Student B answers either according to the answer written down or changes this answer to a false answer.

Student A decides whether the answer is true or false.

If he/she thinks it is false, he/she says: *Liar!*

The student who correctly identifies the most false answers is the winner.

Answer Key

① *From top to bottom:* now, then, then, then, now, now, now, then, then, then, now

Activity Book

Page 101, activity 1.

Key

① were you born; were you born; tall are you; colour are your eyes; your favourite sport; do you live; you got any brothers or sisters; is your favourite band; do you like to do in your free time; you a good student



Grammar: Reported speech (modal verbs: *could, should, would*): *Jerry said they should make a demo recording.*

Vocabulary: *Rehearse, talented, instrumental, electronic, demo recording, equipment, studio, attic, guitar, solo, drum, voice, manager, radio station, band, rock star.*

Warm-up

I would if I could...

Write the following on the board:

Write two things...

you could do when you were three years old.

you couldn't do when you were three years old.

you should do if you want to be a good musician.

you shouldn't do if you are at a concert.

you would do if you were a famous singer.

you wouldn't do if you were a famous singer.

Students follow the instructions.

Volunteers read their sentences out loud.

Developing reading

Story: *The Rockolas*, part 1 🎧 53

Ask students questions about the music teacher on page 101: *What's his name? What did he do when he was young?*

Students look at the pictures on page 102.

Ask questions: *Can you see Jerry? Who else can you see? What are they doing? What are they wearing? Are they young or old?*

Write the following words on the board: *demo recording, recording studio, electronic equipment, instrumental, mixer, voices*. Explain that when bands make a new record they go to a recording studio. They use a lot of electronic equipment to make a *demo recording*. They use a machine called a *mixer* to mix the voices and the instrumental versions.

Play Track 53. Students follow along in their books.

Track 53

The Rockolas, part 1

(See Student's Book page 102.)

Pause the recording after each paragraph and ask general comprehension questions: *What was Jerry doing? What were the children doing? Why couldn't the children make a demo recording? What did Jerry say? What time did they start working on Saturday? Where was the recording studio? What did they record in the morning? How did Jerry put all the recordings together? What did the children think of their demo? What did Jerry say he would do with the demo recording? What name did they choose for their band? How did the children feel at the end of the day? What did Jerry tell them to do when they went home?*

Reading comprehension

① Read and complete the sentences.

Students read through the story again in silence. Clarify unknown vocabulary.

Tell students to complete the sentences orally, and correct them.

Students complete the sentences in their books.

Optional activity

Write a script.

Divide the class into groups of five. Each member of the group is a character from the story.

Students write a script for the story. They think of names for all the children in the band. Explain that they should use the text in the story and add conversation. Provide a model on the board:

Paragraph 1. Jerry and the children are in the music room.

Child 1: OK, let's rehearse the song. Ready? One, two, three...

Jerry: Wow! You kids are very talented.

Child 2: Thanks! Did you like our song?

Jerry: Yes, it's good. You should make a demo recording.

Students work together to write their own scripts.

Invite volunteers to read their scripts out loud to the rest of the class.

Wrap-up

Pronoun reference

Students number each line of the text. Write the following pronouns from the text on the board: *you (line 4), my (line 7), we (line 8), them (line 10), it (line 10), them (line 14), it (line 19), he (line 20), they (line 25).*

Tell students to locate the pronouns in the text and underline them. Then to read the text again and write in their notebooks who or what each pronoun refers to: *you-children, my-Jerry's*, etc.

Answer Key

① 1. should; 2. couldn't; 3. should; 4. would; 5. should; 6. would



Activity Book

Page 102, activities 1–3.

Key

① Across: 2. studio; 6. guitar; 7. manager; 8. demo;
Down: 1. instrumental; 3. voice; 4. rehearse; 5. talented
② 1. should; 2. shouldn't; 3. should; 4. shouldn't.



Grammar: Modal verbs: *You could hear them screaming. They should eat healthy food.*

Vocabulary: *Interrupt, cheer, congratulate, receive, scream, shout, famous, wild, crazy, promising, excited, DJ, band, contract, record company, record, tour, concert, stage, audience, disaster fund, satisfaction, future.*

Materials: *Optional:* lyrics to popular songs in English (1 song per group of 6 students).

Warm-up

First part of the story 🎧 53

Write: *The Rockolas* on the board. Get students to tell you everything they remember about the first part of the story. Write key words on the board: *music teacher, Jerry's house, studio, demo recording, manager, name, radio stations.*

Play Track 53. Students follow along on page 102 of their books.

Developing reading

Story: *The Rockolas*, part 2 🎧 54

Students look at the illustrations on page 103 of their books. Get them to predict how the story will continue. Read the first paragraph of the text out loud. Ask students comprehension questions: *What were the children doing? Why did Jerry interrupt the class? What did the DJ say about the Rockolas? Were the other children in the class happy? What did they do?* Play Track 54. Students follow along in their books.

Track 54

The Rockolas, part 2

(See Student's Book page 103.)

Pause the recording after each paragraph and ask general comprehension questions: *Who did Jerry get a call from? What did the record company want? Where did they all go? Why did they go to LA? How did they go to LA? What did they do in LA? How many concerts did they have? Were the children happy? Who phoned them when they were in Miami? What did he want? How many people were watching the concert? Why was it a special concert? How did the audience react to the Rockolas? Were they surprised? What did they do at the end of the concert?*

Divide the class into pairs. Students take turns reading paragraphs of the text to each other.

Students discuss the meaning of unknown words and underline any words that they don't understand.

Students write the unknown words on the board.

Ask for volunteers to explain the words.

Choose a pair to read the story out loud.

Underline any words that are mispronounced in your book.

When students have finished reading, copy the words onto the board and get volunteers to model the correct pronunciation.

Reading comprehension

① Number the events in the correct order.

Students read the sentences in silence. Then they find the corresponding sentences in the text and underline them.

Students number the events in the order in which they appear in the text.

Volunteers read the events out loud in the correct order. Students correct their work.

Optional activity

Write the Rockolas' hit song.

Divide the class into groups.

Hand out the photocopies of the lyrics (see Materials). Make sure they are all songs that the students know well.

Tell students to read through the lyrics and change as many words as they can. The songs should still make sense and the rhythm must be correct. Explain that it is easier to change words at the beginning or in the middles of the lines because it doesn't disturb the rhyme. Students think of a title for their song.

Play each song (not too loud) and ask the groups to perform their new songs.

Vote on the best performance.

Wrap-up

Vocabulary quiz

Tell students to choose three words from the story. They should write a sentence using each word, leaving a blank space where the word should go. Divide the class into pairs. Tell students to take turns reading out their sentences, saying *beep* where the missing word goes.

Their partner guesses what the missing word is.

Invite individual students to read a sentence out loud for the rest of the class to guess the missing word.

Answer Key

① From top to bottom: 2, 4, 5, 1, 6, 7, 3

◆ Activity Book

Page 103, activities 1 and 2.



Grammar: Present and future tenses: *Now she lives on a farm in Scotland, but she is going to live in a flat.*

Vocabulary: *Tour, concert, TV advert, product, event, horse-riding, studio, theme.*

Warm-up

Month of the year quiz

Ask students the following questions:

1. What month is it now?
2. Which is the 8th month of the year?
3. Which is the month after May?
4. Which is the month after December?
5. Which month comes three months after April?
6. Which month comes two months after July?
7. Which month has got the least number of letters?
8. Which month ends in the letter H?
9. Which month has got two As in its name?

Ask the questions quickly and tell students to write the answers in their notebooks.

The students with the most correct answers are the winners.

Free practice

① Complete the schedule.

Remind students that in the story, Jerry Simas became the band's manager. Elicit what a manager does: *schedule tours and concerts, organise recordings of new CDs, schedule interviews and appearances on TV.* Tell students to imagine that they are rock band managers.

Students look at activity 1. Tell them that they have got to organise these events over a year.

Students write the months of the year and organise the events in the order they prefer.

- Ask your classmate about his/her band.

Divide the class into pairs. Students ask each other questions about their bands.

② Look at the pictures and complete the sentences.

Tell students that the girl in the pictures is named Sienna. She's a member of the Rockolas.

Explain that these pictures show what her life is like now and what it is going to be like in the future.

Ask questions about the pictures: *Where does she live now? Where is she going to live? What does she wear now? What is she going to wear? Does she go horse-riding now? Is she going to go horse-riding in the future? Does she eat alone now? Is she going to eat alone in the future?*

Students complete the sentences under the pictures.

- Discuss with a partner.

In pairs, students discuss Sienna's life and write down their reasons. Compare the reasons with the whole class.

Critical thinking

Ask students if Sienna's life is going to be better in the future. They will probably disagree on this point. Explain that in some ways it will be better and more exciting and in other ways, it will be worse and more boring.

Draw the following chart on the board:

Sienna's life in the future

	Better	Worse
Reasons		

Students copy the chart into their notebooks. In pairs, they discuss their ideas and complete the chart with their reasons.

Choose pairs to explain their ideas to the rest of the class.

Optional activity

Write a composition.

Remind students of the four paragraphs for a discursive composition: introduction, advantages, disadvantages and conclusion.

Students plan a composition. Provide an outline on the board:

Introduction: Describe a rock star.

Advantages: Write three advantages of being a rock star.

Disadvantages: Write three disadvantages of being a rock star.

Conclusion: Write your opinion.

Students give their composition a title. Check individual plans.

Students write their compositions.

Invite volunteers to read their compositions out loud.

Wrap-up

More changes in Sienna's life

Ask students to think about Sienna and her new life.

Tell them to write five other things that are going to change in her life: *She's going to travel a lot by plane.*

She's going to take singing lessons.

Students read their ideas out loud.

Answer Key

② From left to right: a farm, live in a flat in the city; a T-shirt and jeans, she is going to wear; horse riding, is going to sing; eats with her parents, she is going to eat

Activity Book

Page 104, activities 1–3.



Reading focus: Distinguishing between essential and superfluous information.

Vocabulary: *Rock, ticket, band, venue, price, age, time, position, singer, hit parade, record, opening band, blues, main, expensive, sold out, disappear.*

Warm-up

A concert poster

Pose the following situation: *Imagine we are going to design an advertisement for a rock concert. What information do we need to include?*

Elicit the following information and write it on the board:

The name of the band

The name of the venue

The price of the tickets

The time the concert is going to start

A picture of the band

A small amount of information about the band

Clear the board.

Developing reading

① Look at the posters and answer the questions in your notebook.

Students look at the posters in activity 1.

Ask if these posters contain all the information from the Warm-up activity. Ask if the posters contain any other information. Clarify the meaning of *sold out* (there are no more tickets available).

Students read and answer the questions.

Read the questions out loud and ask volunteers to say the answers. Students correct their work.

- Imagine you want to go to a concert.
Tick (✓) the information you need to know.

Students read the phrases and tick the information they need to know.

Check answers: *Do you need to know the name of the band? Do you need to know the name of the manager?*

Developing writing

- Choose one of the concerts from the posters and complete the information.

Students close their books.

Ask: *What do you need to know if you want to go to a concert?* Ss: *The time of the concert, the place, the price of the tickets.*

Students open their books and complete the necessary information according to one of the posters in activity 1.

Divide the class into pairs. Students read the information to their partners, with the exception of the name of the band. The partner guesses which concert they have written about.

- Use the information to write a concert review.

Read the cues out loud. Students use the cues to write a concert review in their notebooks, either about a concert they have attended or an imaginary concert. Collect and check students' work. Then students rewrite their reviews, incorporating your corrections and comments.

Multiple intelligence: Linguistic intelligence

When students are reading a text to obtain information, it is important that they distinguish between necessary and superfluous information. This skill is also essential for developing their own writing skills.

Pose the following situation: *You are going to write an article about The Rockolas for a newspaper.*

Put your hand up if you are going to include:

Names of the band members

The name of their first record

Ages of the band members

Their favourite bands

The name of the city they come from

Their style of clothes

The name of the river in their city

Their shoe sizes

The names of their parents

The date of their next concert

Their addresses

The number of seats in the venue

Wrap-up

Poster pictures

Tell students to look at the posters again and ask them what they can tell from the pictures of the bands/singer about the type of music they play.

Ask the following questions:

Which one is going to play the loudest music?

Which one is going to play the quietest music?

Which one is going to play the best dance music?

Which concert would your mum go to?

Which concert would you go to?

Answer Key

① the name of the band; the place of the concert; the date; the price of the tickets; the time the concert starts; the time the concert ends

Activity Book

Page 105, activities 1 and 2.

Key

① 1. Five. 2. Four. 3. UB50. 4. Sisters and Gerry and the Gorillas. 5. Richmond Rap. 6. Two.

② 1. Where was the concert? 2. When was the concert? 3. How many bands played? 4. What was the main band? 5. Did you get a free (ice cream)?



Functional language: Describing music and sounds:
Hip hop dance is very acrobatic.

Vocabulary: *Hip hop, blues, salsa, heavy metal, gospel, culture, break dance, loud, rhythmic, aggressive, romantic, quiet, energetic, casual, baggy, acrobatic, famous.*

Materials: *Optional:* CDs of music that is popular among your students. *Note:* You can ask your students to bring in CDs, but be careful that they don't choose music with inappropriate lyrics.

Warm-up

Types of music

Divide the class into groups. Groups brainstorm a list of different types of music. Give a few examples as a guide: *salsa, disco music*, etc.

Representatives from each group come to the board and write their group's list.

Check the complete list and get students to vote for their favourite music.

Vocabulary presentation

Students look at the list of adjectives in activity 1.

Ask: *Can you think of a song that is (sad)?*

Students offer suggestions.

Repeat with the remaining adjectives.

Controlled practice

① Listen to the pieces of music and complete the chart. 55

Play Track 55. Students listen to the extracts of music and tick the appropriate adjectives.

Track 55

1. *Hip hop music*
2. *Salsa music*
3. *Gospel music*
4. *Heavy metal music*
5. *Blues*

Play Track 55 again. Students check their work. Ask questions about the music: *Which adjectives did you tick for the first piece of music? Why?*

- Listen again and complete the table with the types of music.

Ask a volunteer to read the types of music written on the CD. Ask students if they know them.

Play Track 55 again. Students write the types of music into the chart.

- Which piece of music did you like best? Why? Tell students which piece of music you liked best and explain why. Divide the class into pairs. Students ask each other about the piece of music they liked best.

Vocabulary presentation

Poster 9

Attach Poster 9 to the board. Point to the children in the poster and explain that this is a hip-hop group. Ask students if they know anything about hip hop. Hand out the *Word* cutouts and choose students to come to the board and label the clothes.

Developing reading

② Read the information and circle the correct options.

Students read the introductory text in silence.

Ask comprehension questions: *Where is the South Bronx? When did hip-hop culture develop? How did hip-hop dance start?*

Students read the texts in silence and circle the correct options. Choose volunteers to read the completed texts out loud.

Optional activity

Real bands

Show students some music CDs (see Materials). Ask students if they know these bands. Play a selection of pieces of music. Do not play the full track, just 30 seconds or so. Students use the adjectives from activity 1 to describe the music they hear.

Wrap-up

Connecting to students' experiences

Encourage students to recall a concert that they have been to (a school concert, a rock concert, a classical music concert, etc.). On a piece of notebook paper, they write the type of music that was played and three adjectives to describe the music. Then they write a brief review of the concert, including whether they liked the music or not, if there were lots of people, the reaction of the crowd, etc.

Note: Students may ask you about lyrics to popular songs. Refer them to the following website:

www.lyrics.com

Unfortunately, you may find that some songs contain lyrics that are inappropriate. Check lyrics before you work with them in class.

Answer Key

- ① *Type of music:* hip hop; salsa, gospel, heavy metal; blues
- ② *From top to bottom:* acrobatic; rhythmic; African; casual; baggy; big; long; strange; fun; famous

Activity Book

Page 106, activities 1–3.

Key

- ① *Sounds:* loud, fast, rhythmic, slow, quiet
- Feelings:* sad, energetic, aggressive, romantic, happy



Grammar: Review of *Wh* questions: *Who is the producer?*

Vocabulary: *Cover, title, band, producer, record company, bass guitar, lead guitar, keyboard, saxophone, violin, drum, instrument.*

Warm-up

Musical instruments

Explain to students that human beings have made music from the earliest times. Ask them what kind of instruments they think were the first. Tell them that one theory is that the first instrument was two stones bashed together to make a rhythm. Write *percussion* on the board. Elicit names of percussion instruments: *maracas, tambourine, bells, drum*, etc.

Vocabulary presentation

Poster 9

Attach Poster 9 to the board. Distribute the *CD label* poster cutouts. Point to the CD. Point to the name of the band. Ask: *What is this?* Ss: *It's (the name of) the band.* The student holding the corresponding cutout comes to the board and attaches it to the poster. Repeat the procedure until all the *CD label* poster cutouts have been attached.

Controlled practice

① Label the CD.

Students look at the CD cover. Ask questions: *What's the title of the CD? What's the name of the band? What are some of the songs? What is the record company? Who is the producer?* Students label the CD with words from the box.

- Check your answers with a classmate. Students write questions about the information on the CD. In pairs, students ask and answer each other's questions.

Vocabulary presentation

Poster 9

Distribute the *Instrument* and *CD Label* poster cutouts. Students holding the pictures of the instruments attach the cutouts to the poster. Point to the lead guitar and ask: *Do you know what instrument this is?* Explain that in modern bands they use different types of guitars. Say: *This is the lead guitar. It's got six strings.* Ask the student holding the corresponding cutout to label the instrument. Repeat the procedure with the other instruments.

Controlled practice

② Label the pictures.

Students label the instruments in their book. Ask: *What is the saxophone made of? Which parts of your body do you use to play the drums? Which instrument do you think is the most difficult to play? Which instrument would you like to play?*

- Listen and write the names of the instruments you hear. 🎧 56

Tell students that they are going to listen to the same piece of music played with two different instruments. Ask them which instruments might be difficult to distinguish (the bass and the guitar). Elicit if they know the difference (the bass has got a lower pitch and it usually keeps the beat). Play Track 56. Students listen and write the names of the instruments.

Track 56

1. Drums, bass.
2. Keyboard, electric guitar.
3. Saxophone, violin.
4. Drums, saxophone.

Developing speaking

The Printer's Project

Read the instructions out loud. Students work in groups of four and complete the tasks. Students present their CD cover. They describe their band and their CD.

Wrap-up

Taking notes on music history

Read the following text slowly to the class. Tell students to listen carefully and take notes:
Until the late 1800s, if you wanted to hear music you had to play an instrument, go to a concert or employ a musician to play for you. In 1877, Thomas Edison invented the phonograph. In 1900, the first records were developed. In 1920, the first radio broadcast was transmitted and people could listen to music in their homes. In the 1950s, there was an explosion of popular music, and rock and roll started. Since then, technology has developed very quickly. We have now got music on TV and on the Internet. In the 1980s, the invention of the CD revolutionised music recording.
Students use their notes to write sentences. Volunteers read their sentences out loud.

Answer Key

- ① Clockwise from top: cover; song; producer; registration number; record company; CD title; band
- ② From left to right: bass; guitar; drums; keyboard; saxophone; violin

Activity Book

Page 107, activities 1–3.

Key

- ① saxophone; keyboard; drums; guitar; violin



Grammar: Review of verb tenses: *How long have you...? What will you do if...? What would you do if...? What is a ... made of?*

Vocabulary: *Instrument, hip hop, band, guitar, audience, CD, venue, blues, note, voice, shake, rhyme.*

Materials: Cutout 2, dice (1 per pair of students), game counters (1 per student), slips of paper (8 per student).

Warm-up

Definitions

Write the following words on the board: *venue, CD, instrument, hip hop, band, voice, guitar, audience.*

Divide the class into pairs. Students work together to write definitions of the words. When a pair has finished, they shout: *Stop!*

Ask them to read their definitions out loud without saying the words. The rest of the class guesses the word they are defining.

Free practice

① Play a board game.

Students find Cutout 2.

Ask questions to ensure that students understand how they have got to complete the venue cards: *What's the past participle of the verb write? What would you do if you saw a tiger in the playground?*

Students complete and cut out their venue cards.

Divide the class into groups of four. Distribute dice and game counters.

Read the instructions out loud and clarify any doubts students may have.

Students play the game in their groups.

Optional activity

The music Olympics

Divide the class into small groups.

Students look through this unit and write a question about music or dance for each group in the class (except their own group). They should make their questions as difficult as possible but all the answers must be found in the unit.

Groups take turns asking the other groups their questions. If a group cannot answer the question, the first group to raise a hand can answer for a bonus point. Each correct answer is worth one point.

At the end of the game, the group with the most points is the winner.

Multiple intelligence: Musical intelligence

Ask how many students in the class can play a musical instrument. Ask these students to describe the instrument they play and talk about what they like and what they don't like about playing a musical instrument. Get the rest of the students to write three questions each to ask the players. Encourage them to ask their questions: *When did you start playing? Why did you choose (the piano)? How often do you practise? What's your favourite piece of music for (the piano)? What's the most difficult thing about playing (the piano)? What do you like most about playing (the piano)? Have you ever played in a concert? Would you like to be a professional musician?*

Point out that playing an instrument requires great concentration and discipline.

Controlled practice

② Play Concentration.

Read and explain the instructions.

Divide the class into pairs. Students put all their venue cards together and then distribute them equally among themselves.

Students then write an answer for each question on a separate slip of paper.

They take turns trying to match the questions with the answers.

The student with the most sets of questions and answers at the end of the game is the winner.

Wrap-up

Questions and answers

Students glue the questions and answers they have collected from activity 2 into their notebooks.

◆ Activity Book

Page 108, activities 1 and 2.



Reading focus: Rhyming words and homophones.

Vocabulary: *Rap, skateboard, rest, dark.*

Materials: Paper.

Preparation: Make a copy of *Friday night rap* (see Track 57). Use correcting fluid to delete the following words: *night, Saturday, cinema, shops, afternoon, skateboard, two, like, night, do, quickly* and *Friday*. Make copies of the incomplete version (1 per student).

Warm-up

English pronunciation and spelling

Write the following words on the board: *know, whole, ate, eight, two, blue, who*.

Ask students to say which three words rhyme. Circle the words: *blue, two* and *who*. Explain that these words rhyme but they look quite different.

Underline the words *know* and *whole*. Ask students what is strange about these words. (The letters *k* and *w* are silent.) Ask them if they can see silent letters in the other words: *two, who, eight*.

Point to the words *ate* and *eight*. Ask students to read them out loud. They sound exactly the same although they are written differently. Ask students how we know which one to write. We use the context: *My sister is eight. Last night I ate pizza for dinner.*

Get students to suggest words that are tricky and write them on the board: *right, sugar, rhyme...*

Tell students that English-speaking children also have difficulty with spelling. In fact, there is a spelling society that is trying to change the spelling rules to make them easier!

Optional activity

Spelling competition

Divide the class into two teams: A and B. Choose a new vocabulary word from the unit and say it out loud. Students in team A spell out the word letter by letter. Give the team A point if they spell the word correctly. If they make a mistake, let team B take over spelling the word. Once the word has been correctly spelled, give a new word to team B. The team with the most points at the end of the game is the winner.

Developing listening

① Listen and complete the rap. 🎧 57

Ask students if they like rap music. Explain that rap is not really sung but spoken to a strong rhythm. Students read through the poem and try to complete it with the words on the right-hand side of the page. Tell them to write the words in pencil only. Play Track 57. Students write the missing words.

Track 57

Friday night rap

(See Student's Book page 109, activity 1.)

Play Track 57 again. Students join in with the rap.

Free practice

- Invent a break dance with a classmate.

Divide the class into pairs. Students design a break dance to go with the poem. They can choose their movements and decide how they are going to perform the break dance and poem.

- Rap and dance!

Play Track 57. Students rap and dance their routines along with the recording.

Volunteers can rap and dance their routines on their own for the rest of the class.

② Do a survey.

Brainstorm a list of types of music on the board: *rap, hip hop, jazz, blues, salsa, heavy metal, gospel, rock and roll, classical, opera, country and western, merengue, disco, reggae, flamenco...*

Divide the class into groups of six.

Explain that for this survey they need to use the point system in the key. Explain the key.

Students write the names of the five classmates in their group into their charts.

Students agree on five types of music and complete their charts. Students ask each other questions about their musical tastes. They record their findings in the chart using the point system.

- Complete the results for your survey.

Students add up the points for each type of music and complete the results of their survey.

Ask students which is the most and the least popular type of music in each group.

Record their results on the board and decide which is the most and least popular music in the class.

Ask students to give reasons why *x* is the most popular music and why *y* is the least popular.

Wrap-up

Rap poems

Tell students to close their books.

Distribute copies of the Friday night rap (see Preparation).

Students complete the poem with their own words. Volunteers read their rap poems out loud.

Answer Key

① cool; school; TV; CD; park; dark; rest; best; bath; Maths; right; night

◆ Activity Book

Page 109, activities 1 and 2.

Key

② 1. T; 2. T; 3. F; 4. F; 5. T; 6. F; 7. T; 8. F



Language focus: Review of verb tenses.

Vocabulary: *Songwriter, singer, work, top ten hit, manager, club, tour, concert, recording studio, rap, hip hop, band.*

Materials: Cutout 3.

Warm-up

Verb tenses

Write the following phrases on the board: *past simple, past continuous, present perfect, present simple, present continuous, future.*

Ask students what these words refer to (they are all verb tenses). Ask them what *tense* means (it is the *time* something happens).

Elicit examples of each tense and write them on the board.

Grammar practice

① Use the key to underline the verbs.

Choose a volunteer to read the text out loud.

Elicit unknown vocabulary. Encourage students to clarify meaning.

Students read through the text again and underline the verbs using the key.

- Complete the chart with the time expressions from the text.

Explain that very often there are other words in a sentence that tell us which tense we should use. We call these words *time expressions*.

Students complete the chart with the time expressions.

② Complete the rules with the auxiliary verbs.

Ask students what they remember about auxiliary verbs. Ask them what *auxiliary* means. Explain that it means something that *helps* us, so auxiliary verbs *help* main verbs.

Remind them that each verb tense has its own auxiliary verbs.

Students look at the auxiliary verbs in the box. Ask: *Which of these words do we use for the present continuous?* You may need to give them an example of the present continuous to refresh their memories. Repeat with the other verb tenses.

Students complete the sentences in their books.

Students swap books and correct each other's work.

Grammar game

③ Make and play a language game.

Students find Cutout 3. Read the complete sentences on the cutouts. Students identify the verb tenses.

Students complete the other sentences.

Ask for volunteers to read their sentences out loud.

Students cut out their cards and the game board. Read and explain the instructions. Students can play the game several times.

- Choose and glue four cards.

Students choose an example of each verb tense and glue the cards into their Student's Book.

Optional activity

Identify the tenses.

Tell students to look again at the story on pages 102 and 103 of their books.

Tell them to underline the verbs in the text using the key on page 110.

When they have finished, ask questions about the verb tenses in the story: *Which tenses didn't you find at all? Which tense did you only find one example of? Which tenses were the most commonly used in the story? Why? Which tense is the direct speech in? Why?*

Explain that narratives (stories) are almost always about something that has already happened. That's why we tend to use the past tenses, except when there is direct speech.

Wrap-up

Class discussion: Reflecting on verb tenses

Ask students the following questions as part of a class discussion:

What would happen if we only used one verb tense, for example, the present? Did you know that in some languages they only use one verb tense? How do you think they explain the difference between something that happened yesterday and something that will happen tomorrow? (They use time expressions). Which verb tense do you find the most difficult to use? Why? Why do we always have to use subject pronouns in English? What happens if I say, "Walked yesterday in the park?" What is different about the verb tenses in English and the tenses in your own language?

Answer Key

① *Present Simple:* starts, every morning; *Present Continuous:* is preparing, at the moment; *Past simple:* had, heard, last year; *Past Continuous:* was playing, when; *Present perfect:* has written, *Future:* will start, next June

② 1. am, is, are; 2. do, does; 3. did; 4. was, were; 5. have, has; 6. will

Activity Book

Page 110, activities 1–3.

Key

① *Sophia Harp:* wrote; has written; is writing; will write; *Amanda Guppy:* will work; has worked; was working; is working

② 1. Yes, I have. 2. No, they aren't. 3. Yes, she has. 4. No, he doesn't. 5. Yes, we were. 6. Yes, there will.



Grammar: Review of verb tenses.

Vocabulary: Key vocabulary from the unit.

Materials: Plastic film containers (1 per student), white paper.

Warm-up

Class favourites

Tell students that they have now come to the end of their English book.

Write the following on the board:

Favourite story:

Favourite song:

Favourite unit:

Favourite character:

Divide the class into groups. Students discuss and make a note of their group's favourites.

Ask a spokesperson from each group to read his/her group's results to the rest of the class.

Make a note of the results on the board and work out the class favourites.

Review

The Printer's Quiz

▶ COMPLETE THE TABLE.

Read the tasks out loud. Ask students at random to provide one word for each task.

Students complete the tasks. They should try to do this without looking back through the unit.

Get volunteers to read their answers out loud.

▶ WRITE THE TENSES OF THE VERBS.

Choose six volunteers to come to the board and write the verb tenses that they have worked with in the previous lesson.

Students read the questions in their books and write the verb tenses.

Volunteers read the questions and their answers out loud.

▶ MAKE A SUMMER PLANS SCROLL.

Distribute materials and get students to follow the instructions and make their own *Summer plans scroll*. Read their plans and correct the grammar before they put them into the film containers.

Wrap-up

Saying good-bye

For many students, this will be the end of their primary education. They may go on to a different school next year, lose old friends and make new friends. Encourage them to take a positive look at what they have learned in their time at primary school and the friends they

have made. Focus on social skills rather than academic achievements:

Write the three best things you remember about your time in primary school.

Write three important things you have learned about being in a class with others.

Which three subjects have you enjoyed the most?

Who have been your best friends?

What three important qualities do you look for in a friend?

How have your teachers helped you?

What will you most miss next year?

Answer Key

❶ *Complete:* sample answers: bass, guitar, drums, saxophone, violin; breakdance, graffiti, casual clothes, baseball cap, baggy trousers; jump, twist, move, snake; the time, the price, the date, place of the concert, name of the band

Write: 1. Present continuous; 2. Present simple; 3. Past simple; 4. Past continuous; 5. Present perfect; 6. Future

Activity Book

Page 111.

Grammar module: Review of verb tenses

Present simple: It is used to talk about habitual actions. It uses the auxiliary verbs *do* and *does*: *I work here. I don't play tennis. Do you like pizza?*

Present continuous: It is used to talk about actions that are going on at the moment of speaking. It uses the auxiliary verbs *to be* + the *-ing* ending on the main verb: *He is sleeping. She isn't dreaming. Are you listening?*

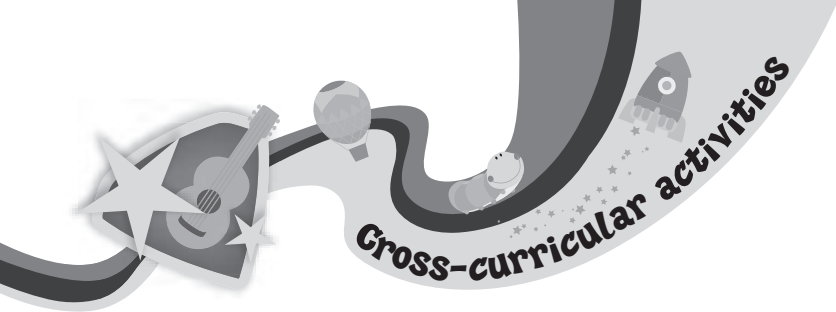
Past simple: It is used to talk about actions that took place at a specific moment in the past. It uses the auxiliary verb *did*: *We watched TV yesterday. They didn't work. Did you see the bird?*

Past continuous: It is used to talk about ongoing actions in the past. It uses the auxiliary verb *was/were* + the *-ing* ending on the main verb: *They were swimming. She was laughing. Was she jumping?*

Present perfect: It is used to talk about experiences and past actions that continue into the present. It uses the auxiliary verbs *have/has* and the *past participle* form of the main verb: *We have lived here for two years. He hasn't eaten sushi. Have you written a play?*

Future with will: It is used to talk about the future in general: *You will have two children. She won't forget him. Will he call?*

Future with going to: It is used to talk about plans: *I'm going to buy a dress on Saturday. He's not going to leave. Are you going to call him?*



Science: Identifying noises

Materials: Different objects to produce sounds: coins, blackboard rubbers, books, paper or aluminium foil, stapler.

Directions:

Tell students they are going to test their ability to identify different sounds. Students close their eyes. Make a series of different sounds. After each sound, students open their eyes and write notes in their notebooks about what they think they heard. Ideas for sounds include: shake coins, clap hands, clap blackboard rubbers, tap a pencil or pen on a desk, close a book, crumple up paper or aluminium foil, stamp on the floor, tear some paper, staple a piece of paper, bounce a ball.

After you finish, ask students if they could identify the sounds they heard. Then repeat the sounds with students' eyes open.

Optional: Divide the class into groups. Place groups as far away from each other as possible. Each group chooses a sound maker. Students do the activity in groups.

Science: Ear test

Materials: Per pair of students: Stopwatch or ticking watch (an electric watch will not work), tape measures, blindfold.

Directions:

Ask students how good they think our ability is to find things using only our sense of hearing. Blindfold a student and ask him/her to cover one ear. Ask the student to tell you when he/she hears some ticking. Approach the student from several different angles with a ticking watch. Record the distance when he/she says, "I can hear the ticking."

Use a tape measure to determine the angles and the distances and record them on the board.

Divide the class into pairs. Students carry out the experiment in pairs. They should record the following:

1. The distances from the different ears.
2. Both ears v one ear.
3. The best and worst angles for detection.
4. Their own ear's performance v their partner's ear's performance.

Go over the results with the whole class.

Science: A model eardrum

Materials: Per group: Clingfilm, large bowl or pot, grains of uncooked rice (or other small grain), tin biscuit sheet (or other noise maker).

Directions:

Divide the class into groups. Tell students they are going to make a model of the eardrum and see how sound travels through the air.

Give students the following directions:

1. Stretch a piece of clingfilm over a large bowl or pot. Make sure the clingfilm is stretched tightly over the container. The plastic represents the eardrum.
2. Place 20 to 30 grains of rice on the top of the clingfilm.
3. Hold the biscuit sheet close to the clingfilm.
4. Hit the biscuit sheet to create a "big bang" noise and watch the rice grains jump.

Explain that the "big bang" produces sound waves (changes in air pressure) that cause the plastic sheet to vibrate which causes the rice grains to move. Sound waves vibrate the eardrum in the same way.

Project: Make a fanzine.

Materials: Coloured paper, white paper, glue, contemporary music magazines, access to the Internet.

Directions:

Tell the class that they are going to make a fanzine about musical groups that are currently famous. Vote on a name for the fanzine and choose two students to design the front and back covers and make them using two large pieces of coloured paper.

Divide the class into groups of four. Each group chooses a famous singer or band to research. Students search on the Internet to find information about their singer/band. They should look for information about the singer's/band's music, concerts, biography, lyrics to their most famous songs, etc.

Each group folds a large sheet of paper in half to form two pages. They complete the inside of these two pages with text and pictures and/or magazine cutouts about their singer/band.

Collect the work from all the groups and glue the empty outside pages face to face to form a magazine. Finally, attach the front and back covers.

Display the fanzine in the classroom.



Vocabulary: *Christmas, vest, clothes, jacket, underwear, work out, fit, trim, slim.*

Materials: Dice (1 per group of 4 students), game counters (1 per student).

1 Listen and sing the song. 58

Tell students to look at the pictures. Ask questions: *Who's this character? What's Santa doing? Why don't his clothes fit? What's Santa eating? Is he happy about that? What's he doing now? Does he look happy? Has Santa lost weight?*

Play Track 58. Students follow the lyrics. Ask questions about the text of the song: *Where does Santa live? Why has he put on so much weight? Why is Santa angry? Does Santa like working out in the gym? Is he still eating biscuits? Is he slimmer now?*

Track 58

Santa's problem

(See Student's Book page 112, activity 1.)

Play Track 58 again. Students listen and clap along with the rhythm.

Play Track 58 a third time. Students join in and sing the song.

2 Play The Santa game.

Tell students to silently read the text on the game board.

Students ask questions about words or sentences they don't understand. Clarify the meaning.

Divide the class into groups of four.

Distribute dice and game counters.

Students take turns throwing the dice, moving the counters and answering the questions or following the instructions.

The first student to reach *Finish* is the winner.

Christmas poem

Materials: Paper.

Directions:

Elicit Christmas and winter words from the class and write them on the board. Group rhyming words together and ask students to add more rhyming words to each group.

Divide the class into small groups. Distribute paper. Each group writes a poem using the rhyming words on the board. They draw a picture to illustrate their poem. Let the class vote on the best poem. Display students' work around the classroom.

Glass ornament snowmen

Materials: Per student: 6 styrofoam or clear glass Christmas tree baubles, black marker pens, silver acrylic paint, ribbon, cotton wool balls, pipe cleaners, transparent craft glue (UHU), glitter, paintbrush.

Directions:

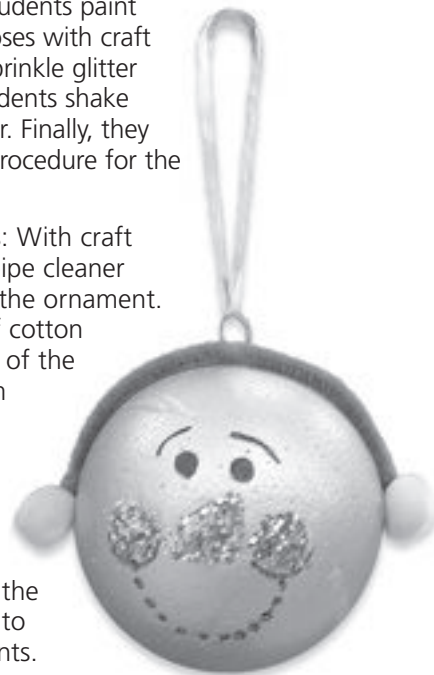
Tell students to keep the ornaments in their tray to have a sturdy place to work from.

If students are using styrofoam balls, they first paint them silver and let them dry.

Students paint simple dots for the eyes and mouths using a black marker. Students paint the snowmen's noses with craft glue. Then they sprinkle glitter over the glue. Students shake off the extra glitter. Finally, they follow the same procedure for the cheeks.

To make earmuffs: With craft glue, attach the pipe cleaner across the top of the ornament. Then glue balls of cotton wool to each end of the headband to form earmuffs.

Students tie the ends of the fabric together. Finally, students glue a loop of ribbon to the top of each head to hang the ornaments.



Activity Book

Page 112, activities 1 and 2.

Key

1. Robert May. 2. In a department store. 3. It was invented for a Christmas campaign. 4. *Open answer*; 5. Because it started with an "r". 6. when it was made into a song.



Vocabulary: Candle, bell, stained-glass.

Materials: Clear plastic, cardboard, aluminum foil, permanent felt-tip pens, ribbon, alcohol, scissors.

① Make stained-glass Christmas decorations.

Ask students if they have ever seen a stained-glass window. They are common in churches and old buildings. Sometimes they tell a story and other times they are abstract and simply reflect the light in a beautiful way.

Distribute materials.

Read the following instructions out loud as you demonstrate how to make the stained-glass ornament:

1. Cut out a square of cardboard (14 cm x 14 cm) and cover it with aluminum foil.
2. Choose one of the cutouts and cut along the lines. Tape the cutout to a table.
3. Cut out a piece of clear plastic. Tell students to make sure it is bigger than the cardboard square.
4. Place the plastic over the cutout. Tape the corners to the table. Rub the plastic with alcohol and let it dry. Using a thick, black felt-tip pen, trace over the outline. Use coloured pens to fill in the spaces.
5. Unstick the plastic from the table and place it face down on the aluminum foil. Wrap the ends around the back and tape them. Then cover the back with a piece of paper.
6. Make a hole in one corner and thread a piece of ribbon through the hole.
7. Hang a piece of string across the classroom (about two metres up). Hang the stained-glass ornaments from the string.



Play Santa Claus, Santa Claus.

Materials: Santa Claus hat, sweets.

Directions:

Teach the class the following rhyme:

Santa Claus, Santa Claus, spelling is great!

Spell this word, and I'll throw you a sweet!

Tell students to sit on the floor in a circle.

Give a student the Santa Claus hat.

Students say the rhyme and pass the hat quickly from one to the other.

When they finish saying the rhyme, point to the student holding the hat and call out a word. If he/she spells it correctly, throw him/her a sweet and ask him/her to leave the circle.

Repeat until all the students have spelled a word correctly and received their sweet.

Lightbulb penguin

Materials: Per student: Burned out lightbulb, alcohol, acrylic paint (white and black), gold cord or ribbon, orange toothpick, shiny gold ribbon, crepe paper, 3 pom-poms, transparent craft glue (UHU), black permanent marker pen.

Directions:

Students wipe the lightbulb down with alcohol (this will help the paint adhere to the bulb). Students let the bulb dry. Then they paint the entire lightbulb with black acrylic paint except for an hourglass shape at the front.

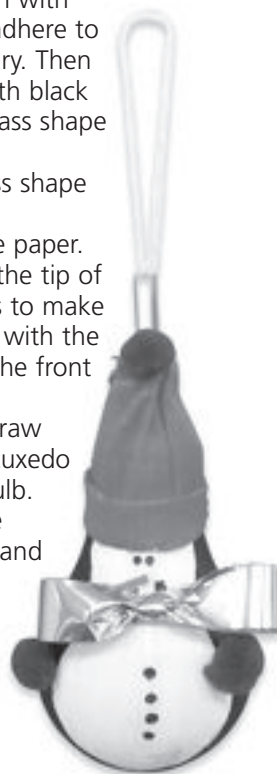
Next, students paint the hourglass shape white and let it dry.

Students make a hat out of crepe paper. Then they attach a pom-pom to the tip of the hat. They use two pom-poms to make gloves. They can make a bow tie with the shiny gold ribbon and glue it to the front of the penguin.

Students use a black marker to draw the eyes onto the face and four tuxedo buttons down the front of the bulb.

Then they carefully cut 1/4 of the toothpick off at the pointed end and glue it into place for the beak.

Students fasten a loop made of gold ribbon or cord to the back of the bulb with craft glue. They can also attach a paper clip to the hat.



◆ Activity Book

Page 113, activities 3–5.



Vocabulary: *Flag, land, national costume, population, language, independence, president, river, mountain, symbol, football team, monument.*

Materials: Coloured paper.

① Complete the poem.

Ask: *When is our National Day? What do we celebrate on this day? How do we celebrate?*

Remind students that no country is better than any other country, but we may feel a special attachment to our own country.

Ask: *What is our country called? What colour is our flag?* Write the colours on the board.

Tell students to name a place in the north, south, east and west of their country.

Students complete the poem with the colours of their flag, the name of the country and the names of two places at the extreme ends of the country.

Students draw their flag and complete the sentence under the picture.

Invite volunteers to read their National Day poems out loud.

① Make paper dolls with your national costume.

Students cut out the doll on Student's Book page 115.

Ask students about their national costume. They may describe different costumes from different regions.

Agree on a description for the national costume or divide the class into groups and assign a regional costume to each group.

Students draw, colour and cut out clothes for the doll from coloured paper.

Students draw, colour and cut out hair for their dolls. Then they glue the clothes and hair to the doll.

Students complete the sentences.

Ask volunteers to show their dolls to the rest of the class and read their descriptions out loud.

Finding out about flags

Materials: Reference book about flags or access to the Internet, paper.

Directions:

Explain that the colours and symbols on flags are not just picked at random. They have all got a story behind them. Explain, for example, that the British flag is in fact three flags one on top of the other, the flag of St George (England), the flag of St Andrew (Scotland) and the flag of St Patrick (Ireland).

Ask students about the story of their flag.

Students write a short text explaining the colours and symbols on their flag.



Activity Book

Page 114, activities 1–4.



Vocabulary: *Valentine, smile, move, laugh, dance, walk, look.*

Materials: Slips of paper (1 per student).

① Listen and sing the song. 59

Write the following date on the board: *February 14th*. Explain that this is a special day and ask students what we celebrate on this day.

Explain that this is Valentine's Day, a day for love and friendship.

Tell students to look at the picture. Ask if they can see anyone in love.

Play Track 59. Students listen and follow the text in their books.

Track 59

The Valentine's Day song

(See Student's Book page 117.)

Ask students about the meaning of the song. Explain that the singer is asking why he loves the other person so much.

Play Track 59 again. Students join in with the song.

- Write your own Valentine's Day song.

Tell students to look at the text with the blanks.

Ask: *What kind of words are missing? Ss: Verbs.*

Students complete the gaps with their own verbs. They can use the verbs in the complete version in a different order or think of their own verbs. Suggest they can also write a funny version.

Volunteers read their versions out loud.

Divide the class into groups of four. Students choose one of the versions they have written or make a mixture of all four.

② Decode and read the secret message.

Students work out the secret message using the code. (Message: *Will you be my Valentine?*)

- Write a Valentine's Day message in code.

Elicit examples of messages that people send on Valentine's Day: *Happy Valentine's Day! Be my Valentine. I love you. Be mine. You're the greatest (friend)! Here's a (flower) for you.*

Distribute slips of paper. Tell students to write out their own messages using the key in activity 2.

Students swap slips with their partners and work out the messages.

Make a love spoon.

Materials: Wooden spoon (1 per student), felt-tip pens.

Directions:

Explain to students that hundreds of years ago in Wales it was customary to make wooden love spoons for Valentine's Day. The spoons were decorated with hearts, keys and keyholes. These pictures symbolised the saying: *You unlock my heart!* Write this sentence on the board. Distribute the wooden spoons. Students decorate their spoons with felt-tip pens.

Students copy the sentence onto the handle of the spoon. Students can take their spoons home to their parents as a present.

Love sayings

Directions:

Write the following sayings on the board:

"Love is blind." (William Shakespeare)

"A life without love is like a year without summer." (A Swedish saying)

"The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart." (Helen Keller—Remind the students that Keller was blind and deaf.)

Explain that these are just three of hundreds of sayings that there are about love.

Discuss the meanings of these sayings.

Ask students to choose the one they like best.

Valentine's CD

Materials: Plastic CDs (1 per student), stickers, heart-shaped sweets or pom-poms, glitter, glue, permanent marker pens, card, ribbon.



Directions:

Students cut out a circular piece of card the same size as the CD and glue it on to cover any print or images on the CD.

On the other side, students apply stickers, glitter, sweets, etc. Then they let it dry and write their messages on the card side.

Hang up the CDs with a ribbon.

Activity Book

Page 115, activity 1.



Vocabulary: *Tidy, neat, smelly, crazy, lazy.*

Materials: A gold felt-tip pen, aluminum foil, 4 pieces of wire (per student), hole punch.

① Complete the Mother's Day poem.

Read the following definition out loud:

This is a person who works very hard but doesn't get paid. She sometimes gets angry with us, but she always forgives us. She cares for us when we are sick, loves us when we are bad and sticks up for us when we are in trouble. Who is it?

Students guess: *Mum!*

Students look at the text of the poem and ask you about any words they don't understand.

Read the words in the box out loud. Students complete the poem.

- Listen and learn the poem. 🎧 60

Play track 60. Students check their answers.

Track 60

It's just me, mum!

(See Student's Book page 118, activity 1.)

Read the poem out loud to the class. Then choose volunteers to read the poem out loud.

Encourage students to memorise the poem.

Ask students questions about themselves with respect to the poem: *Are your feet a bit smelly? (Make this a funny not a critical question.) What about after P.E.?*

Do you play loud music at home? Does your mum get angry? What does she say? Are you a bit lazy? Are you going to help your mum on Mother's Day?

② Do a class survey.

Explain to the students that they haven't got to buy expensive presents on Mother's Day. What mothers really want is something personal that demonstrates how you feel.

Ask volunteers to read the instructions out loud.

Students complete the chart with the activities. They can use the ones on the page or add their own ideas. Students ask each other what they are going to do for their mothers on Mother's Day and record the results on the chart.

- Complete the text.

Students complete the sentences.

Volunteers read their results out loud.

Note: Some students in your class may not have a mother or may not have a regular relationship with their mother. This is always a delicate issue. Make sure you know which students are in this situation and talk to them beforehand. Explain that we will be celebrating Mother's Day and they will be making a present to take home. Suggest that they think of another person they would like to give their gift to, such as a grandmother, aunt or good female friend who has helped them a lot during the year.

Best mum T-shirt

Materials: Adult-sized T-shirt, assorted fabric paints, trays to hold the paint, paintbrushes.

Directions:

Tell students to lay their T-shirt flat on a table. Write the following sentence on the board: *Let's give mum a hand!* (Meaning: Let's clap for mum!) Students first copy the sentence onto the T-shirt with a pencil. Then they use fabric paint to write over the sentence with their paintbrush.

Put different fabric paint in trays. Students place their hand in paint and then on the T-shirt. Students repeat with different colours, making a design. Student let the paint dry completely.

◆ Activity Book

Page 117, activity 1.

Instructions for hands-on activity

Distribute materials.

Students cut out the star and moon shapes. Then they use the gold felt-tip pen to colour the star shapes and cover the moon shapes in aluminum foil. Next, they make a cross shape with the wire. Students punch a hole at the top of each moon and star. Finally, they thread string through the shapes and tie them to the wire to make their mobiles.



Vocabulary: Joke, key, laugh, snore, mad, boring.

Materials: Dice (1 per group of 4 students), tokens (1 per student).

① Learn the Father's Day poem. 61

Students read the poem in silence.

Play Track 61. Students follow along in their books.

Track 61

Sunday with dad

(See Student's Book page 119, activity 1.)

Ask students questions to find out if their fathers are like the one in the poem: *Who gets up first on a Sunday morning in your house? Does your dad tell you jokes? Can you say one of the jokes? Does your mum snore? Does your dad play computer games with you?* Read the poem out loud.

Get volunteers to read the poem out loud.

② Play *The Father's Day game*.

Read and explain the instructions for the game.

Divide the class into groups of four.

Students play the game. The first one to reach the end of the route is the winner.

Pen holder collage

Materials: Empty soup tins (1 per student), old magazines, card, water, white glue and a paintbrush or clear contact paper.

Directions:

Tell students to make sure that their tins are clean and dry. Students glue the card to the tin. Make sure they glue down all the edges well, overlapping the paper a bit where the ends meet.

Students go through old magazines and find words and pictures that remind them of their dads. They cut them out as carefully as possible, leaving a small border around the edges. Tell students to cover as much of the tin as possible. They should let the tin dry completely before the next step.

Show students how to make a mixture of glue and water and using a paintbrush, lightly coat the tin. This will "seal" students' work and keep the edges from curling up later.

Alternatively, cut out a piece of contact paper that is bit larger than the tin. Students carefully wrap it around.

Acrostic poem

Materials: Card (1 piece per student).

Directions:

Write the word *FATHER* on the board with the letters going down vertically.

Tell students that they are going to write an acrostic poem about their fathers. They should think of one adjective for each letter. They can write a funny poem if they want.

Then students draw a picture to illustrate their poem.

A family collage

Materials: Family photos (at least 10 per student), card (1 letter-size piece per student), glue, coloured felt-tip pens.

Directions:

Students ask their parents for copies of family photos. (A variety of photos including different family members works best.)

Students cut out individual family members from the photos and glue the pictures onto the paper in a creative way. If they have only got a few photos, they can cut the card in half.

Students decorate the collage using felt-tip pens.

Optional: Students label the photos and write the dates and descriptions of what their family members are doing in each one.



Note: Some students in your class may not have a father or may not have a regular relationship with their father. Make sure you know which students are in this situation and talk to them beforehand. Explain that we will be celebrating Father's Day and they will be making a present to take home. Suggest that they think of another person they would like to give their gift to, such as a grandfather, uncle or good male friend who has helped them a lot during the year.

Activity Book

Page 119, activity 1.



1 Look and complete the text. (5 points)

has got hasn't got used to didn't use to

	braces	glasses	freckles	scar	long hair
Six years ago	✓	✗	✗	✗	✓
Now	✗	✓	✗	✗	✗

Now Gaby _____ braces. She _____ glasses. She _____ freckles. She _____ a scar. She _____ long hair.
Six years ago, she _____ braces. She _____ glasses. _____ freckles. _____ a scar. _____ long hair.

2 Complete the descriptions with the adjectives. (3 points)

sociable tearful lazy creative selfish argumentative moody

- Jen is always arguing with her classmates. She is _____.
- Jasmine is very imaginative but she cries a lot. She is _____ and _____.
- Al's moods change quickly. He's _____.
- Dan never does any chores at home. He is _____.
- Tom has got lots of friends. He is _____.
- Katie only thinks about herself. She is _____.

3 Write the numbers. (4 points)

- six hundred and fifty thousand _____
- forty-five million _____
- two million, three hundred thousand _____
- forty-nine thousand, six hundred and fifty-one _____

4 Read the puzzle and answer the questions. (3 points)



Last night at 7 o'clock all the children were busy. Two of the girls were playing tennis. One of the boys was doing his homework. Another boy was watching a film but it wasn't Dan. He was walking in the park with Katie. Tom wasn't doing his homework.

1. Who was playing tennis? _____
2. Who was Katie with? _____
3. Who was doing his homework? _____
4. Which girl was walking in the park? _____
5. What was Jake doing? _____
6. Who was watching a film? _____

5 Solve the riddles. (2 points)

1. I'm an ugly brown vegetable. But when I'm cut and fried, I'm delicious with ketchup. _____

3. My body is orange and my hair is green. I grow under the ground. _____

2. Eat me on a hot day but eat me quickly before I melt. _____

4. Bees make me and I'm very sweet. _____

6 Complete the sentences with the correct form of the verbs. (3 points)

1. Last year millions of children fought in wars around the world. (*fight*)
2. Some years ago world leaders _____ to protect children. (*agree*)
3. Every day millions of children _____ instead of going to school. (*work*)
4. Last year more than 70 million girls _____ to school. (*not go*)
5. There are more than half a billion children who _____ a place to live. (*not have*)
6. Children _____ mobile phones. (*not need*)
7. World leaders _____ to listen to children. (*promise*)

1 Circle twelve past participles and complete the table. (4 points)

b w d g t y s k s t
j r z l c m e t r r
q i d m a d e x u a
d t g t r r n o n v
m t h z r u k v y e
k e a t e n b e h l
w n d h a k s l i l
l i v e d b e e n e
a a p l a y e d e d

main verb	past participle	main verb	past participle
be		run	
drink		play	
have		read	
eat		see	
make		travel	
meet		write	

• Complete and answer the questions. (4 points)

1. Have you ever _____ a complete rainbow? _____
2. Have you ever _____ a famous artist? _____
3. Have you ever _____ a newspaper in English? _____
4. Have you ever _____ an e-mail in English? _____
5. Have you ever _____ green tea? _____
6. Have you ever _____ an egg sandwich? _____
7. Have you ever _____ water polo? _____
8. Have you ever _____ by plane? _____

2 Unscramble the questions. (3 points)

1. she / penguin / ever / seen / a / Has
_____?
2. Spain / they / been / Have / ever / to
_____?
3. made / Has / ever / a / she / film
_____?
4. he / met / a / ever / Has / clown
_____?
5. ever / in / acted / a / they / play / Have
_____?
6. he / ever / Has / played / football
_____?



3 Unscramble the types of films. (3 points)

c-f-i-s-i

c-y-m-e-d-o

t-a-i-o-n-c

u-a-r-m-e-d-o-y-c-n-t

r-t-o-o-n-c-a

o-i-h-i-r-s-c-a-l-t a-d-r-a-m

• Read the descriptions and complete the sentences. (3 points)

Paul

It's a very funny film. I didn't stop laughing.

Lucy

The animation was excellent and there were some good songs.

Lee

The aliens looked scary and the special effects were amazing.

Kate

There was a great car chase and, of course, the bad guy lost.

Ann

I didn't know the South Pole was so beautiful.

Al

The sword fights were exciting and the costumes were great.

- Paul has seen a _____.
- Lucy has _____.
- Lee _____ film.
- Kate _____ film.
- Ann _____.
- Al _____.

4 Complete the text about the film star. (3 points)

see act be paint live travel have work

Name: Rita North

Profession: actress

Lived in: India, USA, Peru

Speciality: comedy, sci-fi

Worked: Europe, America, Asia

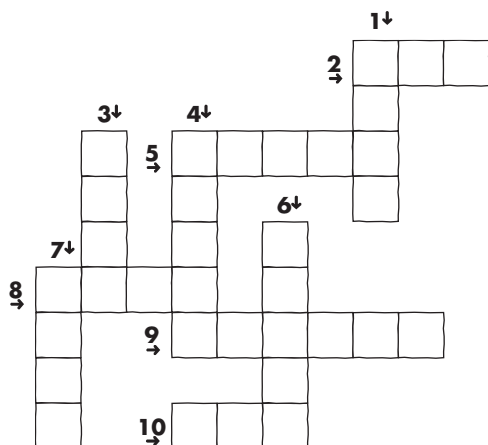
Hobbies: travelling, painting wildlife

Experiences: hot-air balloon trip, shooting star



Rita North is an actress. She has lived in India, _____ and _____. She has _____ a very busy life. She _____ in Europe, _____ and _____. She _____ in _____ and _____ films. In her free time, she _____ all over the world and she _____ lots of different types of animals. She _____ in a hot-air balloon and she _____ a shooting star.

1 Solve the crossword using the past participles of the verbs. (5 points)



- | | |
|---------|----------|
| 1. do | 6. build |
| 2. dig | 7. swim |
| 3. come | 8. see |
| 4. find | 9. drive |
| 5. fly | 10. cut |

2 Look and complete the text. (2 points)

I bought this land 20 years ago. Look at all the things I have done.



Fred has _____ a house and a _____. He has _____

3 Read the questions and write about your year. (3 points)

Who have you met?

What films have you seen?

What sports have you played?

What books have you read?

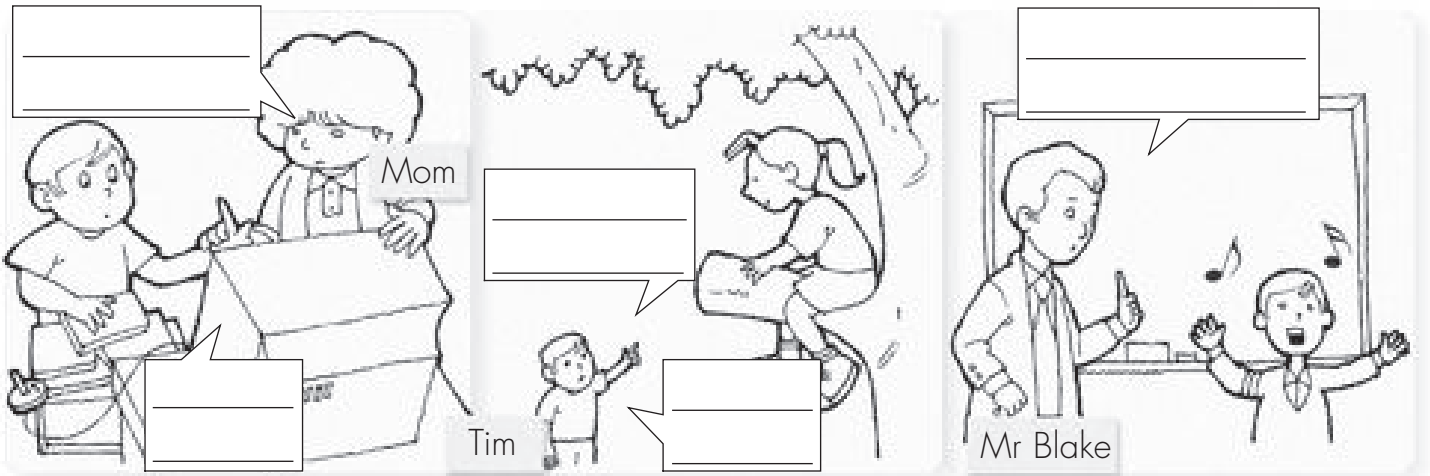
Where have you been on holiday?

What results have you had in your exams?

This year I have done a lot of things. I have _____

4 Complete the speech bubbles and the sentences. (5 points)

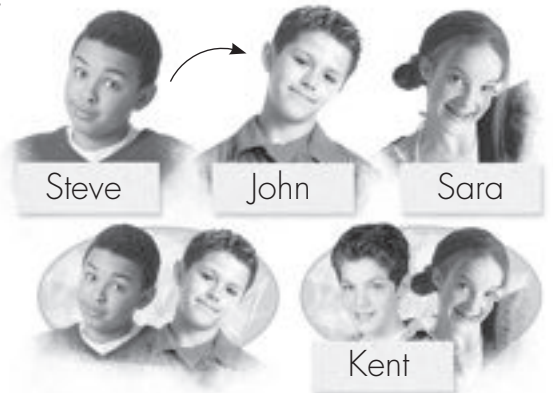
Don't sing! Don't fall! Turn off the computer! Pick up your games! Be careful!



1. Mum told _____ turn off the computer.
2. _____ told _____.
3. _____.
4. _____.
5. _____.

5 Read the text and draw arrows between the children.

Steve told John to wash the dishes.
 John told Sara to clean the kitchen.
 Sara told Steve and John to go shopping.
 John and Steve told Sara and Kent to sweep the floor.
 Sara and Kent told Steve to feed the dog.
 Steve told Sara and Kent to make dinner.



- Complete Steve's report on the chores. Change the names for pronouns. (5 points)

I he she we they me him her us them

I told him to wash the dishes.



1 Circle the correct options and complete the sentences. (3 points)

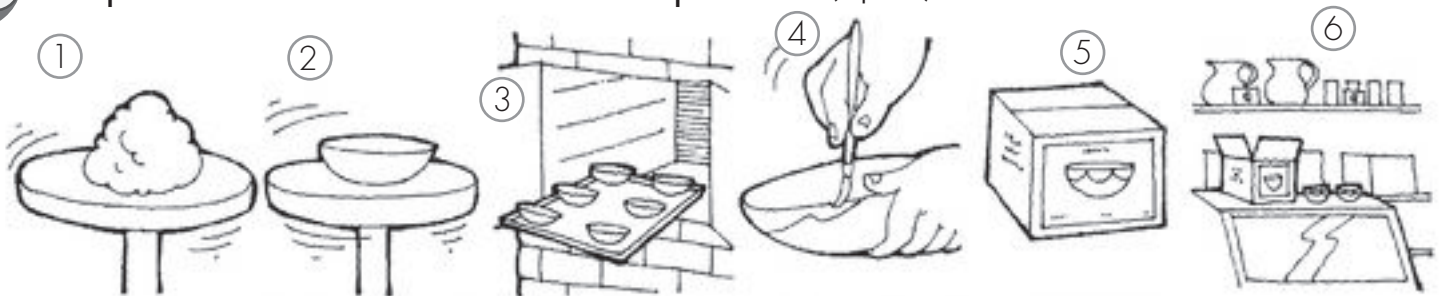
1. My school bag **is / are** made of _____.
2. My coat **is / are** made of _____.
3. My pencil case **is / are** made of _____.
4. My socks **is / are** made of _____.
5. My front door **is / are** made of _____.
6. My desk **is / are** made of _____.

2 Complete the sentences with the correct form of the verbs. (3 points)

1. These dolls _____ in Russia. (*make*)
2. The fruit _____ to the market. (*take*)
3. This T-shirt _____ from plastic bottles. (*make*)
4. Lots of sweetcorn _____ in Mexico. (*grow*)
5. Many messages _____ on the Internet. (*send*)
6. Some books _____ on the Internet. (*sell*)



3 Complete the sentences to describe the process. (3 points)



1. put the clay on a wheel 2. turn the wheel and make the clay into bowls

3. put the bowls into the oven 4. paint the bowls with glaze

5. put the bowls into boxes 6. sell the bowls in a shop

1. The clay is _____.
2. The wheel _____ and the clay _____.
3. The bowls _____.
4. _____
5. _____
6. _____

4 Read the information and complete the text. (4 points)

Names: Bill and Ben

Born: 1987

Given first joke kit: 1994

Sent to clown school: 1997

School subjects: juggling, jokes



Title: Crazy Red Nose

Translated into eight languages

Sold in more than 30 countries

Made into a film: 2005

Seen by millions of people



Bill and Ben _____ born in _____.
They were _____
their first joke kit in _____. They
_____ to clown school in _____.
At school they were _____ juggling
and jokes.

Crazy Red Nose _____ by Bill
and Ben. It _____ into eight
languages and _____ in more
than 30 countries. It _____ into
a film in _____. The film _____.
_____ by millions of people.

5 Complete the sentences and circle the correct options. (4 points)

teachers vegetarian cooks stars lift neighbour camera cars

1. A _____ is a machine _____ *take / takes* photos.
2. A _____ is a person _____ *don't / doesn't* eat meat.
3. _____ are vehicles _____ *cause / causes* a lot of pollution.
4. _____ are people _____ *work / works* in schools.
5. A _____ is a box _____ *go / goes* up and down.
6. A _____ is a person _____ *live / lives* next door.
7. _____ are suns _____ *shine / shines* at night.
8. _____ are people _____ *prepare / prepares* food.

6 Complete the sentences. (3 points)

1. This is a place where _____.
2. This is a place where _____.
3. This is a place where _____.
4. This is a place where _____.
5. This is a place where _____.
6. This is a place where _____.



1 Complete the texts. (4 points)



Steve



Lucy

ago since for How long



Ernie

The year now is: _____
 Steve met Lucy in 2004.
 Steve met Lucy _____ years _____.
 _____ have they been friends?
 They have been friends _____ 2004.
 They have been friends _____ years.

The month now is: _____
 Ernie bought his TV in August.
 Ernie bought his TV _____ months _____.
 _____ has he had his TV?
 He has had it _____ months.
 He has had it _____ August.

2 Look at Lisa's schedule and answer the questions. (3 points)

Time	Subject
9:00 - 9:50 AM	English
10:00 - 10:50 AM	Maths
11:00 - 11:50 AM	P.E. (give teacher doctor's note about my broken arm)
12:00 - 12:50 PM	Lunch
1:00 - 1:50 PM	History (visit to museum)
2:00 - 2:50 PM	Science (cancelled for museum visit)

9:05 AM Has Lisa just started her English class? _____

9:55 AM Has Lisa just finished her English class? _____

11:05 AM Has Lisa just finished her P.E. class? _____

12:55 PM Has Lisa just eaten her lunch? _____

1:55 PM Has Lisa just had her History class? _____

2:01 PM Why hasn't Lisa just started her Science class? _____

3 Match the words to make sentences. Use different colours. (5 points)

A doctor			you go when you are sick.
A university			works in a university.
A museum			works in a theatre.
A waiter			you take the underground.
A teacher	is a place	who	works in a hospital.
A hospital	is a person	where	you can eat.
A restaurant			works in a restaurant.
An actor			studies ancient civilisations.
An underground station			you can see ancient objects.
An archaeologist			you study.

4 Complete the table and use the verbs to complete the sentences. (6 points)

Infinitive	Past simple	Past participle
put		
	thought	
		followed
move		
	saw	
		played
run		
	read	read
		drunk
watch		
	arrived	arrived
	began	

1. A regular verb: watch, watched, watched
2. An irregular verb where the three parts are the same: _____, _____, _____
3. An irregular verb where the three parts are different: _____, _____, _____
4. An irregular verb where the past simple and the past participle are the same: _____, _____, _____
5. An irregular verb where the infinitive and the past participle are the same: _____, _____, _____
6. An irregular verb where the three parts are the same but the pronunciation is different: _____, _____, _____

5 Use the words to write a text. (2 points)

Canada North America Montreal French underground city cold winters

_____ is a country on the continent of _____.

1 Match the questions with the answers. (3 points)



Interview with child film star Hal Halley

- | | |
|----------------------------------|---|
| 1. Do you live with your family? | I don't go to school. I study with a personal tutor. |
| 2. Where do you go to school? | Yes, I do. We've got one house in LA and one in Hawaii. |
| 3. When do you study? | Yes, I do. But I don't like getting up early! |
| 4. Do you work hard? | I study after filming and at the weekends. |
| 5. Do you like your work? | Yes, I do, very hard. We start filming at 5:00 AM! |
| 6. Are you making a film now? | No, I'm not. I'm promoting my latest film. |

• Write a report of the interview. (6 points)

Hal Halley has worked in the cinema for five years. He talked to our reporter about his life. He said he _____ with his parents and he told us they _____ a house in LA and another one in Hawaii. He said _____

2 Look at the list and complete the text. (3 points)

It's almost the school holidays. I have made some plans and mum has set some rules! She said I could _____ but I couldn't _____. She said I _____ and I _____. The bad news is she said I _____ and I _____. She said I _____.

Holiday plans

- get up late ✓
- watch TV in the morning X
- go to bed late ✓
- have a party ✓
- play computer games every day X
- ride my friend's scooter X
- go to the cinema ✓

3 Read the text and tick (✓) or cross (X) the chart.

	pick up the rubbish	sweep the paths	water the plants	wash off the graffiti	Dave said he would pick up the rubbish but he wouldn't sweep the paths. Clare said she would water the plants but she wouldn't wash off the graffiti. Milly said she would wash off the graffiti but she wouldn't water the plants. Nick said he would sweep the paths but he wouldn't pick up the rubbish.
Dave					
Clare					
Milly					
Nick					

- Complete the speech bubbles. (4 points)



I'll _____

I won't _____



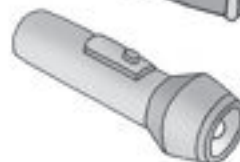




4 Read and report the sentences. (4 points)

- "My computer doesn't work." The boy said _____.
"We'll repair it." The teacher said _____.
- "The boys are using all the balls." The girl said _____.
"We'll share." The boys said _____.
- "The children are talking in class." The teacher said _____.
"We won't talk anymore." The children said _____.
- "We've got too much homework." The children said _____.
"You can do it at breaktime." The teacher said _____.

1 Complete the definitions. (3 points)



1. _____ are things that we use to light a fire.
2. A _____ is a thing that we use to see in the dark.
3. A _____ is something that we use to send an emergency signal.
4. A _____ shows us the position of North.
5. A _____ is a thing that we use to dig a hole.
6. A _____ is a thing that we use for cooking food.
7. A _____ is a thing that we use for opening tins.
8. A _____ is a thing that we sleep in when we are camping.
9. A _____ is a thing that shows us the position of different places.

2 Complete the sentences. (3 points)

1. If it is sunny tomorrow, I _____.
2. If I haven't got classes tomorrow, I _____.
3. What will you do if _____?
4. If _____, I will pass my English test.
5. Where will you go if _____?
6. _____ if you can't find your English book?

3 Complete the sentences. (2 points)

for at out out on out

1. The climbers set _____ before sunrise.
2. Kim looked _____ the symbols on the map.
3. He told them to wait _____ the guide to arrive.
4. They found _____ that the mobile phone was broken.
5. Andy put _____ his warm socks.
6. Kim came _____ of the tent.



4 Write the text in reported speech. (4 points)



Andy and I are standing on top of the world! The view is incredible. The sky is deep blue and there isn't a single cloud. We're resting at the moment and we will start the climb back to base camp after lunch. We won't get back until after dark. I'm not worried about that because there will be a full moon tonight and we have got torches.

Kim said that they _____

5 Complete the sentences with the correct forms of the verbs. (3 points)

1. What _____ you _____ (*do*) if you saw a bear in the car park?
2. Where would you go if you _____ (*have*) a boat?
3. If I lived in France, I _____ (*speak*) French.
4. If I didn't know how to swim, I _____ (*not jump*) in the river.
5. If we _____ (*not have*) English classes, we wouldn't speak English.
6. If I _____ (*crash*) on an uninhabited island, I wouldn't drink seawater.

6 Write sentences that mean the same. (5 points)

1. Andy and Kim can't go down the mountain because it's foggy.
If it weren't _____.
2. Kim can't call Peter because the mobile phone doesn't work.
If the mobile phone _____.
3. They don't know the way because they haven't got a compass.
If they _____.
4. They can't make a fire because the matches are wet.
If the matches _____.
5. They are cold because they haven't got a tent.
If they _____.

1 Complete the table. (3 points)



	Desert	Tropical rainforest	Grasslands
Vegetation			
Animals			
Climate			Dry; hot summers and cold winters

2 Classify your weekly activities and complete the text. (3 points)

Obligatory	Optional

I have got to _____, _____ and _____.

I haven't got to _____, _____ and _____, but I do.

3 Complete the text. (4 points)

has got to have got to hasn't got to haven't got to

Obligations at my school

My teacher has got to arrive early to class. She _____ teach from 8 am to 2 pm. But she _____ eat lunch with the students. She can eat alone.

I _____ go to all my classes, I _____ do my homework and

I _____ pay attention in class. But I _____ pick up the rubbish in the playground.

The headteacher _____.

My classmates _____.

- 4 Look at the table and complete the *Progress report*. (3 points)

Class projects		
	Type of work	Comments
Group A	write a newspaper article	Finished ✓
Group B	write a newspaper article	Finished ✓
Group C	give a class presentation	Finished ✓
Group D	make a mural	Finished ✓
Group E		lost the research information
Group F		changed the subject
Group G		changed the subject

Progress report

- _____ groups have _____ their project.
- _____ groups _____ a newspaper article.
- _____ group _____ a class presentation.
- _____ group _____ a mural.
- _____ group _____ the research information.
- _____ groups _____ the subject.

- 5 Complete the charts. (4 points)

Main verb	Past	Past participle	Main verb	Past	Past participle
be			make		
meet			read		
drink			see		
eat			write		

- 6 Answer the questions about yourself. (3 points)

Today's date: _____

Time: _____

Who have you talked to today? _____ What exercise have you done? _____
 What have you eaten? _____ What have you learned? _____
 What classes have you had? _____ What else have you done? _____

1 Match the rhyming words. (2 points)

door

right

night

four

near

their

sun

one

do

here

where

done

gone

late

two

weight

2 Write homophones. (2 points)

ate eight

write _____

son _____

wear _____

too _____

there _____

hear _____

for _____

3 Write the adjectives. (2 points)

Which adjectives would you use to describe a song...

1. that makes you cry. _____
2. about love. _____
3. about war and fighting. _____
4. with a good beat for dancing. _____
5. that makes you feel full of energy. _____
6. that is very noisy. _____
7. that is the opposite of noisy. _____
8. that is very optimistic. _____



4 Complete the definitions. (3 points)

1. A _____ has got six strings. You play it with your hands.
2. A _____ has got four strings. You put it under your chin and play it with a bow.
3. A _____ has got four strings. You play it with your hands. It makes the beat in a song.
4. A _____ is made of metal. You play it with your mouth and hands.
5. _____ are a percussion instrument. You play them with your hands and feet.
6. A _____ has got black and white keys. You play it with your hands and feet.

5 Complete the questions. (4 points)

1. _____ you see him yesterday?
2. _____ you ever been to a concert?
3. _____ your mum like hip hop?
4. _____ they studying when the phone rang?
5. _____ your dad ever been to a jazz concert?
6. _____ the teacher listening to music at the moment?
7. _____ they do an advert for TV next month?
8. _____ you usually listen to music?



6 Complete the text about the Rockolas. (5 points)

The Rockolas are the band of the moment!
 The members of the band _____ (*be*) very young. They _____ (*live*) in Scotland. They _____ (*play*) together since 2004. Last term they _____ (*record*) a demo CD with their music teacher. One night they _____ (*stay*) at a hotel when Bob Rats _____ (*call*) them. A few days later they _____ (*play*) in Central Park. At the moment they _____ (*prepare*) a new TV show. Next year they _____ (*move*) to LA. to study music and dance at a special academy. Their lives _____ (*change*) a lot in the future.



7 Complete the sentences. (2 points)

should shouldn't could couldn't would wouldn't

1. The children _____ make a demo recording because Jerry had a studio.
2. The children _____ stay up too late after their concerts. It's bad for their health.
3. If they didn't work hard, they _____ be famous.
4. If they want to be famous, they _____ rehearse for four hours every day.
5. They _____ go to school when they were on tour.
6. If they had a lot of money, they _____ buy a private plane.

Answer key to the assessments

Assessment 1

- 1 hasn't got; has got; hasn't got; hasn't got; hasn't got; used to have; didn't use to have; didn't use to have; She didn't use to have; She used to have
- 2 1. argumentative; 2. creative, tearful; 3. moody; 4. lazy; 5. sociable; 6. selfish
- 3 1. 650,000; 2. 45,000,000; 3. 2,300,000; 4. 49,651
- 4 1. Jen and Jasmine. 2. Dan. 3. Jake. 4. Katie. 5. His homework. 6. Tom.
- 5 1. A potato. 2. Ice cream. 3. A carrot. 4. Honey.
- 6 2. agreed; 3. work; 4. didn't go; 5. haven't got; 6. don't need; 7. promised

Assessment 2

- 1 been, drunk, had, eaten, made, met, run, played, read, seen, travelled, written; 1. seen; 2. met; 3. read; 4. written; 5. drunk; 6. eaten; 7. played; 8. travelled
- 2 1. Has she ever seen a penguin? 2. Have they ever been to Spain? 3. Has she ever made a film? 4. Has he ever met a clown? 5. Have they ever acted in a play? 6. Has he ever played football?
- 3 sci-fi; comedy; action; documentary; cartoon; historical drama; 1. comedy; 2. seen a cartoon; 3. has seen a sci-fi; 4. has seen an adventure; 5. has seen a documentary; 6. has seen a historical drama
- 4 the USA, Peru; had; has worked, America, Asia; has acted, comedy, sci-fi; has travelled/been; has painted; has travelled/been, has seen

Assessment 3

- 1 1. done; 2. dug; 3. come; 4. found; 5. flown; 6. built; 7. swum; 8. seen; 9. driven; 10. cut
- 2 has built, bridge/well; built a bridge/well and he has planted trees
- 3 Open answers
- 4 Picture with mum: Turn off your computer! Pick up your games! Picture with Tim: Don't fall! Be careful! Picture with Mr Blake: Don't sing! 1. him to; 2. Mum, him to pick up his games; 3. Tim told her not to fall. 4. Tim told her to be careful. 5. Mr Blake told him not to sing.
- 5 He told her to clean the kitchen. She told us to go shopping. We told them to sweep the floor. They told me to feed the dog. I told them to make dinner.

Assessment 4

- 1 1. is, open answer; 2. is, open answer; 3. is, open answer; 4. are, open answer; 5. is, open answer; 6. is, open answer
- 2 1. are made; 2. is taken; 3. is made; 4. is grown; 5. are sent; 6. are sold
- 3 1. put on a wheel; 2. is turned, is made into bowls; 3. are put into the oven; 4. The bowls are painted with glaze. 5. The bowls are put into boxes. 6. The bowls are sold in a shop.
- 4 were, 1984; given, 1990; were sent, 1994; taught; was written; was translated; it was sold; was made, 2002; was seen
- 5 1. camera, that takes; 2. vegetarian, who doesn't; 3. Cars, that cause; 4. Teachers, who work; 5. lift, that goes; 6. neighbour, who lives; 7. Stars, that shine; 8. Cooks, who prepare
- 6 Sample answers: 1. you have a bath; 2. you can borrow books; 3. you study; 4. you can do exercise; 5. you can play; 6. you can drink a coffee

Assessment 5

- 1 Answers will vary.
- 2 Yes, she has. Yes, she has. No, she hasn't. Yes, she has. No, she hasn't. Because it was cancelled for the museum visit.
- 3 A doctor is a person who works in a hospital. A university is a place where you study. A museum is a place where you can see ancient objects. A waiter is a person who works in a restaurant. A teacher is a person who works in a university. A hospital is a place where you go when you are sick. A restaurant is a place where you can eat. An actor is a person who works in a theatre. An underground station is a place where you take the underground. An archaeologist is a person who studies ancient civilizations.
- 4 put, put, put; think, thought, thought; follow, followed, followed; move, moved, moved; see, saw, seen; play, played, played; run, ran, run; read, read, read; drink, drank, drunk; watch, watched, watched; arrive, arrived, arrived; begin, began, begun; Sample answers: 2. put, put, put; 3. see, saw, seen; 4. think, thought, thought; 5. run, ran, run; 6. read, read, read
- 5 Sample answer: Canada is a country on the continent of North America. In the city of Montreal, the people speak French. In Montreal, there is an underground city. Montreal has got cold winters.

Assessment 6

- ① lived, had; he didn't go to school and he studied with a personal tutor. He said he studied after filming and at the weekends. He said he worked very hard. He said they started filming at 5:00 am. He said he liked his work but he didn't like getting up early. He said he wasn't making a film now, but he said he was promoting his latest film.
- ② get up late, watch TV in the morning; could go to bed late, could have a party; couldn't play computer games every day, couldn't ride my friend's scooter; could go to the cinema.

③

	pick up the rubbish	sweep the paths	water the plants	wash off the graffiti
Dave	✓	✗		
Clare			✓	✗
Milly			✗	✓
Nick	✗	✓		

Clare: I'll water the plants. I won't wash off the graffiti. Nick: I'll sweep the paths. I won't pick up the rubbish. Dave: I'll pick up the rubbish. I won't sweep the paths. Milly: I'll wash off the graffiti. I won't water the plants.

- ④ 1. The boy said his computer didn't work. The teacher said they would repair it. 2. The girl said the boys were using all the balls. The boys said they would share. 3. The teacher said the children were talking in class. The children said they wouldn't talk anymore. 4. The children said they had too much homework. The teacher said they could do it at breaktime.

Assessment 7

- ① 1. Matches; 2. torch; 3. flare; 4. compass; 5. shovel; 6. pot; 7. tin opener; 8. tent; 9. map
- ② Open answers
- ③ 1. out; 2. at; 3. for; 4. out; 5. on; 6. out
- ④ were standing on the top of the world. She said the view was incredible. She said the sky was deep blue and there wasn't a single cloud. She said they were resting at the moment and they would start the climb back to base camp after lunch. She said they wouldn't get back until after

dark. She said she wasn't worried about that because there would be a full moon tonight and they had torches.

- ⑤ 1. would, do; 2. had; 3. would speak; 4. would not jump; 5. didn't have; 6. crashed
- ⑥ 1. foggy, Andy and Kim could go down the mountain; 2. worked, Kim could call Peter; 3. had a compass, they would know the way; 4. weren't wet, they could make a fire; 5. had a tent, they wouldn't be cold

Assessment 8

- ① Sample answers:

	Desert	Tropical rainforest	Grasslands
Vegetation	Cactus	Dense, large trees	A few trees, grass
Animals	Open answers	Open answers	Open answers
Climate	Very dry, hot in the day	Hot and humid	Dry, hot summers and cold winters

- ② Open answers

- ③ has got to; hasn't got to; have got to, have got to, have got to; haven't got to; Open answers
- ④ 1. Four, finished; 2. Two, have written; 3. One, has given; 4. One, has made; 5. One, has lost; 6. Two, have changed
- ⑤ was, were, been; met, met; drank, drunk; ate, eaten; made, made; read, read; saw, seen; wrote, written
- ⑥ Open answers

Assessment 9

- ① door-four; sun-one; done-gone; right-night; late-weight; do-two; here-near; where-their
- ② too-two/to; write-right; there-their/they're; son-sun; hear-here; wear-where; for-four
- ③ 1. sad; 2. romantic; 3. aggressive/violent; 4. rhythmic; 5. energetic; 6. loud; 7. quiet; 8. happy
- ④ 1. guitar; 2. violin; 3. bass; 4. flute; 5. Drums; 6. piano

- ⑤ 1. Did; 2. Have; 3. Does; 4. Were; 5. Has; 6. Is; 7. Will; 8. Do

- ⑥ are; live; have played, recorded; stayed; called; played; are preparing; will move; are going to change

- ⑦ 1. could; 2. shouldn't; 3. wouldn't; 4. should; 5. couldn't; 6. would

English Print 6

Class CD 1 - Time: 56:44



Content

- 01 Track 1 Listen and sing the song: Back at school!
- 02 Track 2 Story: Problems of the heart, part 1
- 03 Track 3 Story: Problems of the heart, part 2
- 04 Track 4 Listen and number the pictures.
- 05 Track 5 Listen and tick or cross the chart about Adam's likes and dislikes.
- 06 Track 6 Listen and check your answers.
- 07 Track 7 Listen and complete the dialogues.
- 08 Track 8 Listen and tick or cross the pictures.
- 09 Track 9 Listen and complete the chart.
- 10 Track 10 Story: How did film begin?, part 1
- 11 Track 11 Story: How did film begin?, part 2
- 12 Track 12 Listen and match the phrases with the people.
- 13 Track 13 Look at the key, listen and complete.
- 14 Track 14 Listen and complete the song: Old Mother Jones
- 15 Track 15 Story: Mutiny on the Bounty, part 1
- 16 Track 16 Story: Mutiny on the Bounty, part 2



Content

- 17 Track 17 Listen and tick the captain's orders.
- 18 Track 18 Listen and complete the poem: Who told who?
- 19 Track 19 Listen and complete the information.
- 20 Track 20 Listen and match.
- 21 Track 21 Listen and number the pictures.
- 22 Track 22 The mystery of the box, part 1
- 23 Track 23 The mystery of the box, part 2
- 24 Track 24 Listen and sing the song: This is the jigsaw...
- 25 Track 25 Listen and write the numbers.
- 26 Track 26 Listen and write the answers to the questions.
- 27 Track 27 Listen and underline the mistakes.
- 28 Track 28 Listen and number the pictures.
- 29 Track 29 Story: A journey to the world underground, part 1
- 30 Track 32 Story: A journey to the world underground, part 2
- 31 Track 31 Listen and rap: We're so bored
- 32 Track 32 Listen and circle the things underground in Montreal.

Class CD 2 - Time: 55:20



Content

- 01 Track 33 Listen and number the sentences.
- 02 Track 34 Story: The life of Mahatma Gandhi, part 1
- 03 Track 35 Story: The life of Mahatma Gandhi, part 2
- 04 Track 36 Listen and complete the song: We can't agree!
- 05 Track 37 Listen and match the people with the quotations.
- 06 Track 38 Listen to the song and check your answers:
The camping song
- 07 Track 39 Listen and tick the pictures.
- 08 Track 40 Story: Lost in the fog, part 1
- 09 Track 41 Story: Lost in the fog, part 2
- 10 Track 42 Listen and match the words.
- 11 Track 43 Listen and match the faces with the photos.
- 12 Track 44 Listen and match the names with the places.
- 13 Track 45 Listen and number the places on the map.
- 14 Track 46 Story: The great race, part 1
- 15 Track 47 Story: The great race, part 2



Content

- 16 Track 48 Listen and number the tasks.
- 17 Track 49 Listen and number the countries.
- 18 Track 50 Listen and number the parts of the song in order: The snake groove
- 19 Track 51 Invent your own dance movements.
- 20 Track 52 Listen and write now or then.
- 21 Track 53 Story: The Rockolas, part 1
- 22 Track 54 Story: The Rockolas, part 2
- 23 Track 55 Listen to the pieces of music and complete the chart.
- 24 Track 56 Listen and write the names of the instruments you hear.
- 25 Track 57 Listen and complete the rap: Friday night rap
- 26 Track 58 Listen and sing the song: Santa's problem
- 27 Track 59 Listen and sing the song: The Valentine's Day song
- 28 Track 60 Listen and learn the poem: I'm just me, mum!
- 29 Track 61 Learn the Father's Day poem: Sunday with dad



6

Print is a dynamic six-level English course for primary school children. It offers a variety of fun and interactive activities, including songs, stories and hands-on projects. Print clearly presents language structures and vocabulary and follows a well-structured syllabus.

Special features:

- * Integrates the communicative approach with a clearly structured grammar syllabus.
- * Includes a literacy element that develops students' reading and writing skills through phonetics, reading strategies and process writing.
- * Offers original children's literature as a springboard for natural and meaningful language.
- * Enriches students' learning experience through relevant themes, real-world knowledge and the reinforcement of universal values.
- * Offers well-balanced and varied classroom activities which ensure students' motivation.

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Student's Cutouts
Activity Book
Teacher's Guide
Class CDs
Posters and Poster Cutouts