CAMBRIDGE

SECOND EDITION

Teacher's Book
with Digital Pack

5

SUPER MINDS

Lucy Frino · Melanie Williams
with Herbert Puchta · Peter Lewis-Jones · Günter Gerngross ·

Better Learning

Thanks and acknowledgements

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Photography

All the photographs are re-used from the Student's Book.

Illustrations

All the illustrations are re-used from the Student's Book.

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Map of the book

The Science lesson (pages 4–9)

Vocabulary
Experiments: *goggles, shelf, apron, explosion, bubbles, liquid, instructions, test tube, powder, gloves*

Language focus
Yesterday was a perfect day.
I saw a chicken under the tree.
How was your day, Leo?
Did you have fun?
No, I didn't.

Story
The explosion

Value
Following instructions carefully

▶ Song: The Time Travellers
▶ Phonics: Rhyming words

1 Disaster! (pages 10–21)

What are natural disasters?

Vocabulary
Around Pompeii: *smoke, volcano, temple, theatre, statue, columns, horse and cart, vase, servant, fountain*

Language focus
Leo was reading quietly.
The monkeys were playing hide and seek.
While Leo was looking at the moon, the explorer was stealing his favourite spoon.

Story
A narrow escape

Value
Helping people in danger

Skills
- Reading and speaking
- Listening and writing

Think and learn
Geography: The Earth's plates
Project: Create a fact file

▶ Song: Danger!
▶ Phonics: Final *e*
▶ Communication: Time to present
▶ Writing: Think and write

2 In the rainforest (pages 22–33)

Why is the rainforest important?

Vocabulary
Rainforest life: *beak, toucan, creeper, sloth, anaconda, branch, jaguar, anteater, beetle, pool*

Language focus
Numbers 100 – 1,000,000
You have to wear a big shirt.
I don't have to, I'm a cool cat.

Story and value
The present

Value
Respecting other cultures

Skills
- Listening, writing and speaking
- Reading and speaking

Think and learn
Science: Ecosystems
Project: Make a poster of an ecosystem

▶ Functional language dialogue
▶ Communication: Get talking
▶ Writing: Think and write

3 The rock n' roll show (pages 34–45)

What was music like in the past?

Vocabulary
At a rock concert: *spotlight, backing singers, 1950s electric guitar, fans, dancer, bass guitar, drum kit, bodyguards, stage*

Language focus
I'm going to play a trick on him.
It's five past seven.
It's five to nine.

Story
Elvis

Value
Not giving up

Skills
- Listening and speaking
- Reading

Think and learn
Music: Music genres
Project: Make a fact file about a famous musician

▶ Song: Come rock with me
▶ Phonics: *r*ock or *r*oll
▶ Communication: Time to present
▶ Writing: Think and write

4 Space restaurant (pages 46–57)

How is food prepared?

Vocabulary
In a restaurant: *waiter, strawberries, biscuits, spoon, napkin, fork, knife, pepper, salt, chopsticks*

Language focus
Ordinal numbers
If you leave chocolate in the sun, it quickly melts.
If you put honey in your tea, it makes it sweet.

Story
The birthday meal

Value
Planning ahead

Skills
- Reading and speaking
- Writing, listening and speaking

Think and learn
Science: Making chocolate
Project: Make a chart about the process of making jam in a factory

▶ Functional language dialogue ▶ Communication: Get talking ▶ Writing: Think and write

5 The Wild West (pages 58–69)

What was life like in the Wild West?

Vocabulary
Wild West: *robbers, jail, wagon, sheriff, saddle, pistol, handcuffs, rope, barrel*

Language focus
This cage is made of metal. It's used for catching me.
I've got a sheriff's badge. They've got their robbers' badges.

Story
The bank robbery

Value
Understanding and learning about othercultures

Skills
- Reading
- Listening, writing and speaking

Think and learn
History: Materials used by Native Americans
Project: Make a leaflet about a material that Native Americans use

▶ Song: The meanest ▶ Phonics: double consonants ▶ Communication: Time to present ▶ Writing: Think and write

6 In Istanbul (pages 70–81)

What can we buy in different countries?

Vocabulary
Souvenirs: *flag, plate, carpet, sunglasses, cup and saucer, cushion, rings, comb, soap, basket, earrings*

Language focus
When you come to my jungle, there are things you should try. / there are things you shouldn't do.
Do you mind if I ask you a question?
Could you help me carry my bag?
Could I take a selfie, please?

Story and value
Lost in the city

Value
Showing interest in the wider world

Skills
- Listening and reading
- Listening, speaking and writing

Think and learn
Art: Marbling
Project: Make some marbled paper

▶ Functional language dialogue ▶ Communication: Get talking ▶ Writing: Think and write

7 The story teller (pages 82–93)

What do we know about the theatre?

Vocabulary
Shakespeare's Globe: *lute, candles, mask, wig, actor, tights, costume, audience*

Language focus
I'll build a stage right there by the tree.
We'll ask the snake to join in too.
I've just heard the explorer. He's just fallen over a tree.

Story
Helping Shakespeare

Value
Being honest

Skills
- Listening, reading and writing
- Reading

Think and learn
History: Shakespeare's theatre
Project: Make a theatre stage in a box

▶ Song: You'll never buy me rings ▶ Phonics: silent *e* ▶ Communication: Time to present ▶ Writing: Think and write

8 Museum of the future (pages 94–105)

How will jobs change in the future?

Vocabulary

Jobs: *farmer, cleaner, engineer, dentist, artist, designer, computer programmer, mechanic, businesswoman, businessman*

Language focus

If I press the red button, it'll clean the ground.
But what if it breaks?

Story

The trouble with Orangehead XR-97

Value

Helping people

Skills

- Speaking, listening, and writing
- Speaking, reading and writing

Think and learn

Geography: Farming
Project: Design a new type of machine to help farmers in the future

▶ Functional language dialogue ▶ Communication: Get talking ▶ Writing: Think and write

9 Mystery at sea (pages 106–117)

What do we know about the sea?

Vocabulary

On board: *sail, sailor, captain, barometer, mast, rat, lifeboat, porthole, cabin*

Language focus

I've already seen a snake. But I haven't seen a hippo yet.
Have you put on your boots yet?
No, I haven't. I haven't done that yet.

Story

The Mary Celeste

Value

Working together

Skills

- Reading and speaking
- Listening and writing

Think and learn

Science: Marine animals
Project: Make a fact file about a marine animal

▶ Song: Drop the anchor ▶ Phonics: *look* and *put* ▶ Communication: Time to present ▶ Writing: Think and write

Key to icons

Cambridge Life Competencies Framework

Cognitive control functions

Stickers

Story

Values

Welcome to Super Minds Second Edition

Rediscover *Super Minds!*

Welcome to *Super Minds 2nd Edition*, a thoroughly updated and enhanced new edition of a much-loved English course from this renowned author team.

Accompany your students on exciting adventures with the intrepid characters, as they enjoy creative projects, authentic CLIL content, and the flexibility of the extensive skills practice, whilst working towards B1 level on the Common European Framework of Reference for Languages (CEFR).

Aligned to the Cambridge Life Competencies Framework, *Super Minds 2nd Edition* has a particular focus on developing Critical and Creative Thinking skills. In addition, throughout the course, students will develop their working memory, inhibitory control and cognitive flexibility, three key cognitive control functions for young learners. Together with the universal values introduced in each story, these skills help create curious and successful lifelong learners, and socially responsible individuals.

Super Minds 2nd Edition is supported by a comprehensive digital package in *Cambridge One*, a new-generation learning environment, including big-screen quality animated videos for the classroom, Practice Extra with digital activities for home or lab learning, together with comprehensive data views, rewards, and the capacity to assign homework digitally.

Super Minds 2nd Edition is a course that combines the very best of rich classroom experience with contemporary pedagogical research.

Super Minds 2nd Edition:
The thinking course, revisited

Super Minds **is much loved by millions of learners of English in over 70 countries. Since its publication we have carried out extensive research to find out what teachers and learners love about *Super Minds*, and what could be updated and made even better.**

While this new and improved 2nd Edition of *Super Minds* maintains its easy-to-use, comprehensive language syllabus and unit structure, the experience of teaching and learning with the course is thoroughly refreshed and contemporary.

What have we kept?

The things teachers and learners love:

- relatable characters who enjoy exciting adventures
- fun and catchy songs and chants which aid engagement in the classroom and at home
- interactive and engaging projects and activities
- authentic CLIL content and extensive skills practice
- a comprehensive language syllabus.



What have we improved?

***Super Minds 2nd Edition* represents a significant update. Here's how *Super Minds 2nd Edition* has changed:**

1 New design

- The characters and stories throughout the course have been transformed with new contemporary illustrations: today's students will find them as relatable as ever and be charmed by their adventures.
- Higher levels have been designed to reflect the increased sophistication of today's pre-teens.
- A full-colour Workbook gives learners further practice and consolidates learning.

2 Fresh and updated content

- Exciting new animated story videos and song videos from Starter to Level 4, as well as animated *Language focus* videos at all levels.
- New *Think and learn* CLIL content and videos linked to topics students will be studying in their first language.
- Creative and Critical Thinking strands have been updated and developed in line with the Cambridge Life Competencies Framework. Activities are mapped to the Framework and explained in the Teacher's Book.
- Activities designed to enhance cognitive control functions which will lead to more successful language learning.
- New *Big Questions* at the beginning of every unit give students a gradual introduction to Enquiry-Based Learning.

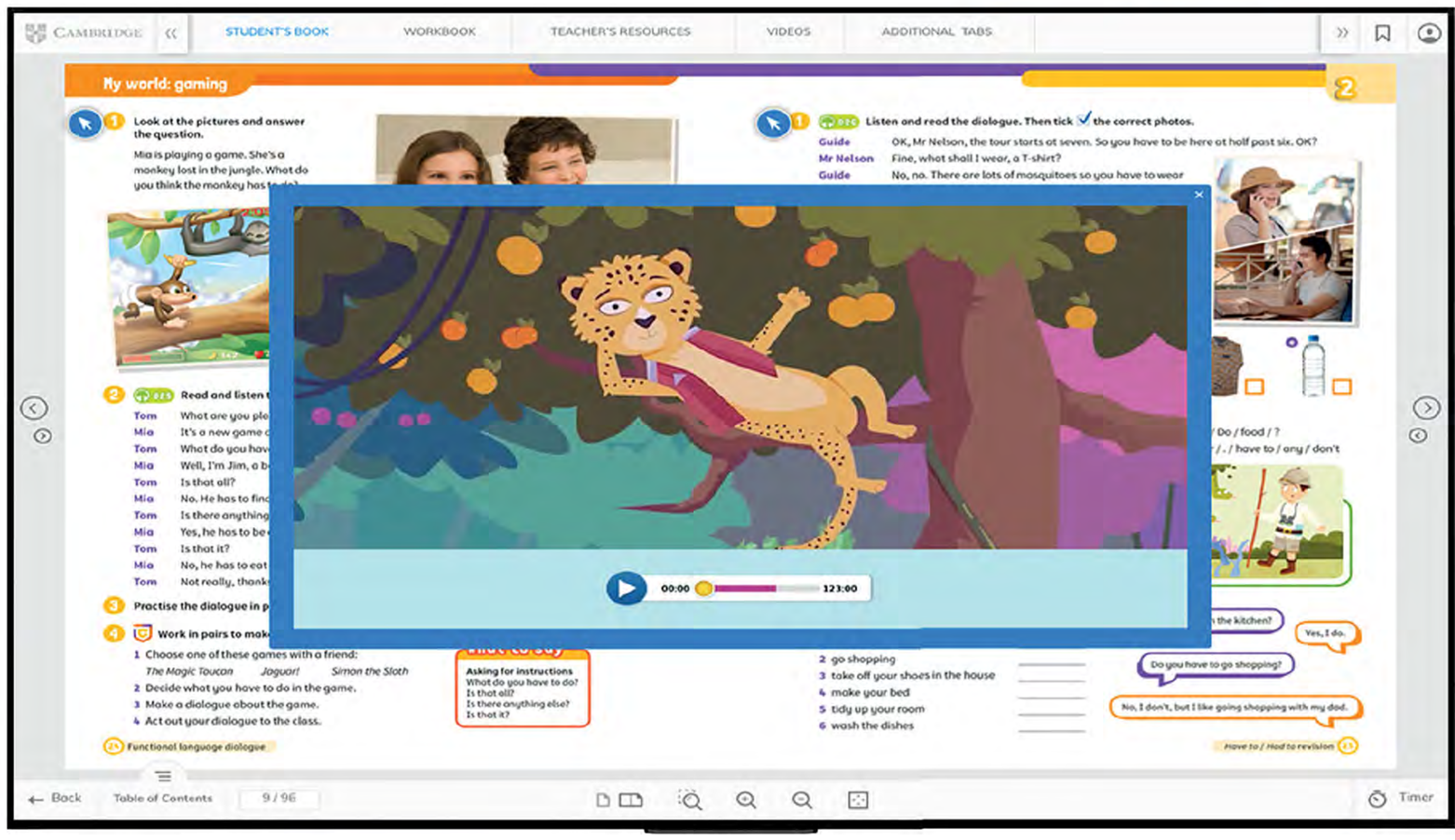
3 Enhanced digital support

- Extensive digital support for teachers and students is accessed through our new learning environment, *Cambridge One*.
- Presentation Plus gives easy access to resources in the classroom, including the new animated videos.
- Practice Extra provides extra digital activities for students in a carefully tailored environment designed specifically for Primary learners. It includes interactive games to review language and *Brain Break* activities to aid motivation and help recharge the brain.



Practice Extra

Presentation Plus



The Cambridge Life Competencies Framework

Our world is changing fast and we need to prepare our students with the skills and experiences that go beyond learning an additional language.

Our job as Primary educators is complex. How do we prepare our students for a future which may be dramatically different from the present? Experts say there are some key skills which will be essential for the citizens of tomorrow: working together with people from around the world, thinking creatively to solve problems, analysing sources more critically, communicating our views effectively, and maintaining a positive mindset in an increasingly complex world.

The Cambridge Life Competencies Framework supports teachers in this challenging area – we understand that the engaging and collaborative nature of the language classroom is the perfect place to develop and embed these key qualities.

Competency

Communication | Collaboration | Learning to Learn | **Creative Thinking** | Critical Thinking | Social Responsibilities | Emotional Development

Core Areas

Preparing for creativity | **Generating ideas** | Implementing ideas and solving problems

Components

Generating multiple ideas | **Elaborating on and combining ideas** | Imagining alternatives and possibilities

Example 'Can Do' statements

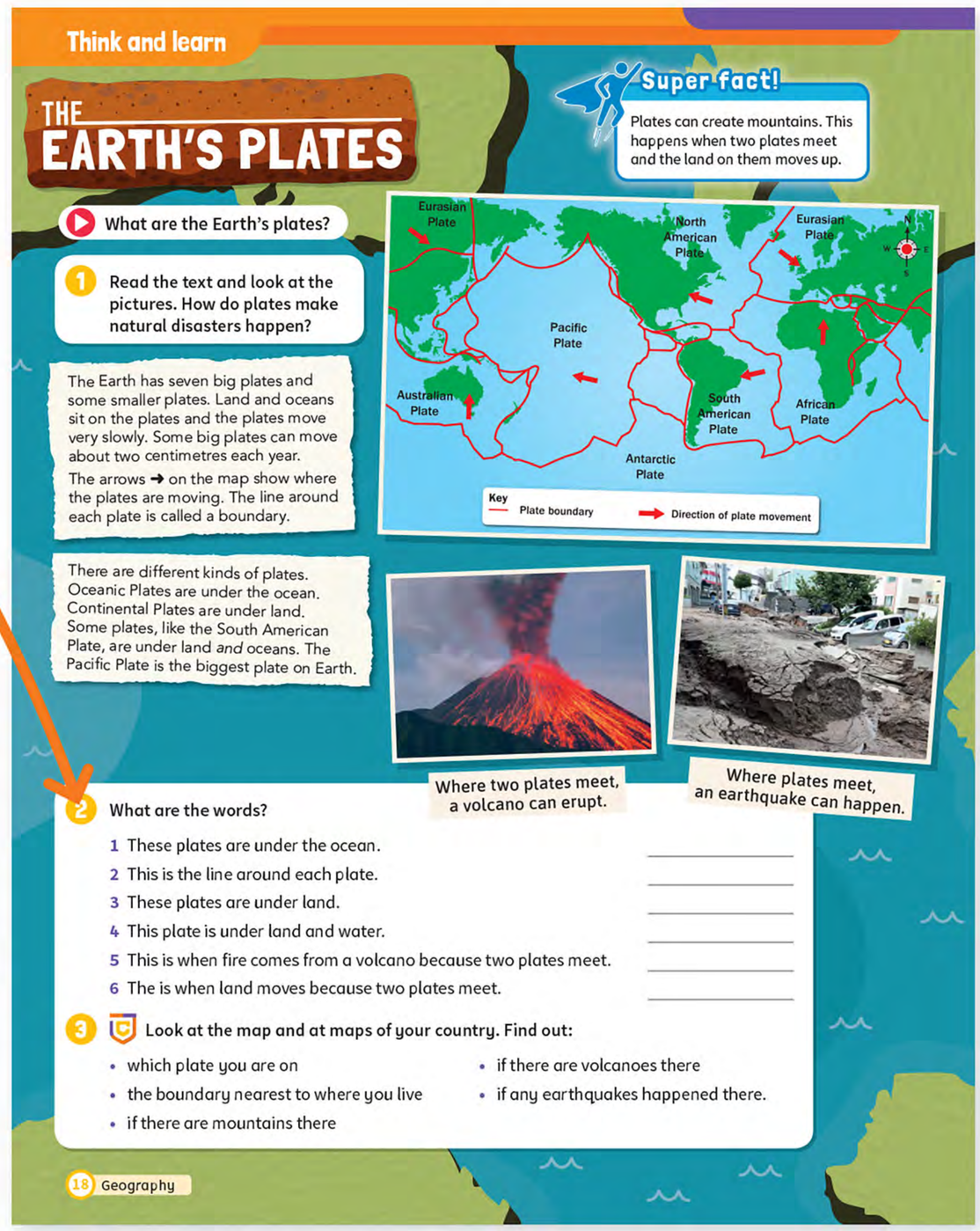
Finds new uses for objects and explains these ideas in detail

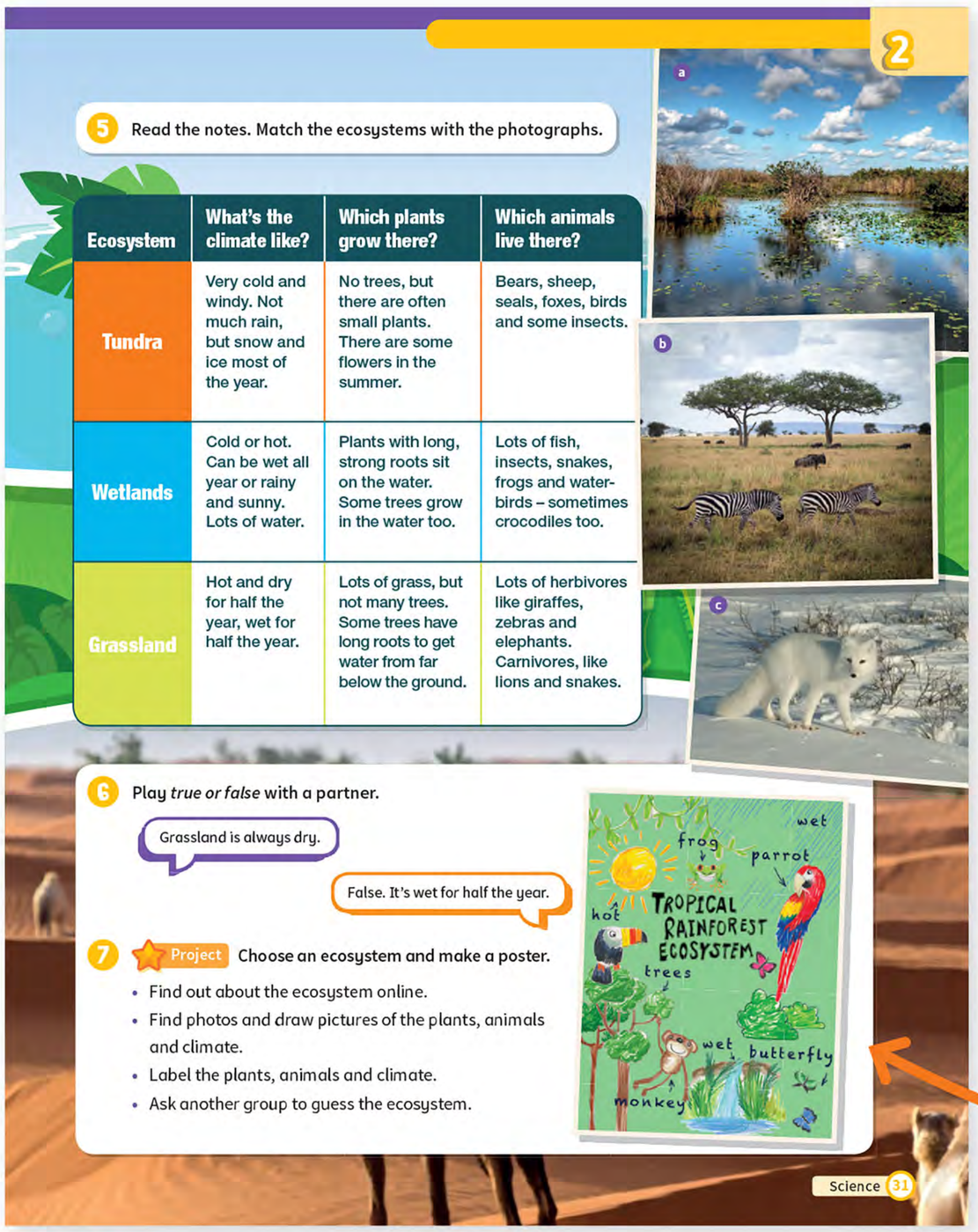
Super Minds 2nd Edition and the Cambridge Life Competencies Framework

The Cambridge Life Competencies Framework underpins the Critical and Creative Thinking strands of *Super Minds 2nd Edition*, helping to create curious and successful lifelong learners.

Critical Thinking

This activity from Unit 1 of the Student's Book helps learners develop critical thinking skills by understanding and analysing links between ideas.





Creative Thinking

This project in Unit 2 of the Student's Book helps learners develop Creative Thinking skills by creating new content and developing their ideas through planning, research and review.

For more information about the *Cambridge Life Competencies Framework*, go to languageresearch.cambridge.org/clc

Cognitive control functions

Successful language learning requires our learners to be in control of their own learning and of themselves. To do this, they need to:

- set goals
- organise learning over time
- focus attention to be able to stay on task
- adapt behaviour in order to overcome challenges and reach goals.

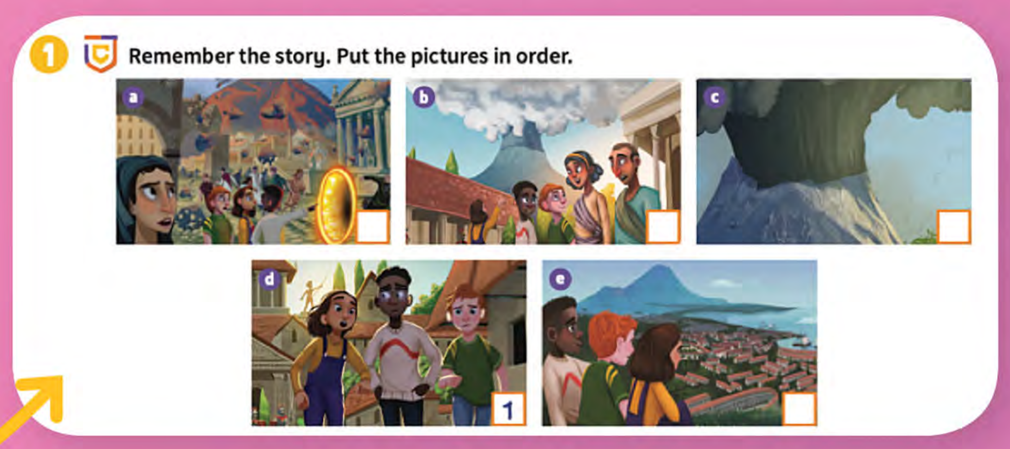
To manage these behaviours successfully, the brain uses **cognitive control functions** which determine students' success in learning and have a significant influence on their future success and wellbeing.

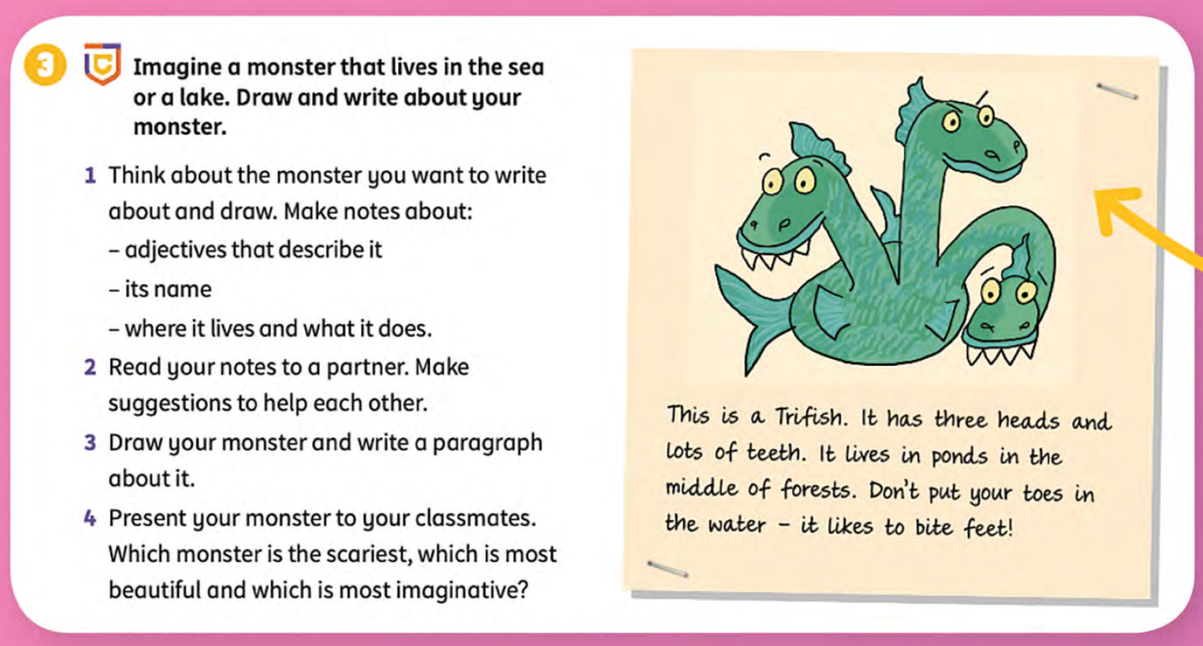
Activities in *Super Minds 2nd Edition* have been designed to enhance the **three core areas** of learners' cognitive control functions:

Working memory

is the ability to hold information in mind so that certain tasks can be completed.

This activity in Unit 1 of the Workbook helps to improve learners' working memory.





Inhibitory control

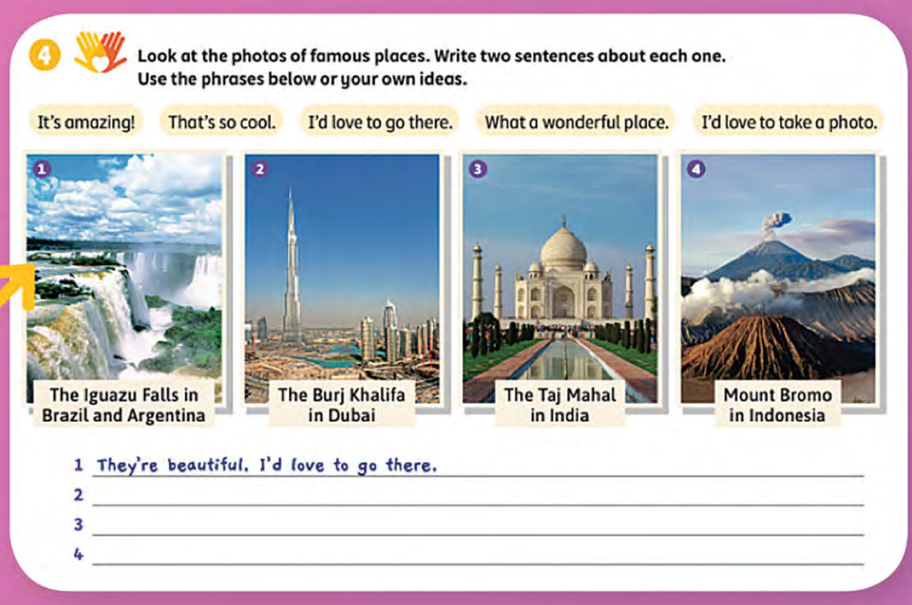
refers to the abilities to focus attention and control our emotional and behavioural responses.

This activity in Unit 6 of the Workbook helps to improve learners' inhibitory control.

Cognitive flexibility

is needed for solving problems, and enables students to look at issues from different viewpoints, to think 'outside the box' and to adapt to changing conditions.

This activity in Unit 9 of the Student's Book helps to improve learners' cognitive flexibility.



Unit walkthrough

Key vocabulary

is presented in an opening illustration which features the *Super Minds* characters and sets the scene for the main story of the unit. Full-colour digital or printed flashcard sets help learners practise vocabulary.

The Big Question

is a new feature that gives a gradual introduction to Enquiry-Based Learning. Each *Big Question* is directly related to the unit topic and is explored throughout the unit with further ideas for exploitation available in the Teacher's Book.



Fun and informative songs

practising and extending the vocabulary and language of the unit feature throughout *Super Minds 2nd Edition*. Karaoke song videos can be found in Presentation Plus and the teacher and learner resource areas in *Cambridge One*.

Contextualised language

is presented in new 2nd Edition story-based animated *Language focus* videos, featuring the entertaining character Leo the leopard. Each unit has two animated videos which can be accessed through Presentation Plus and the teacher and learner resource areas in *Cambridge One*.

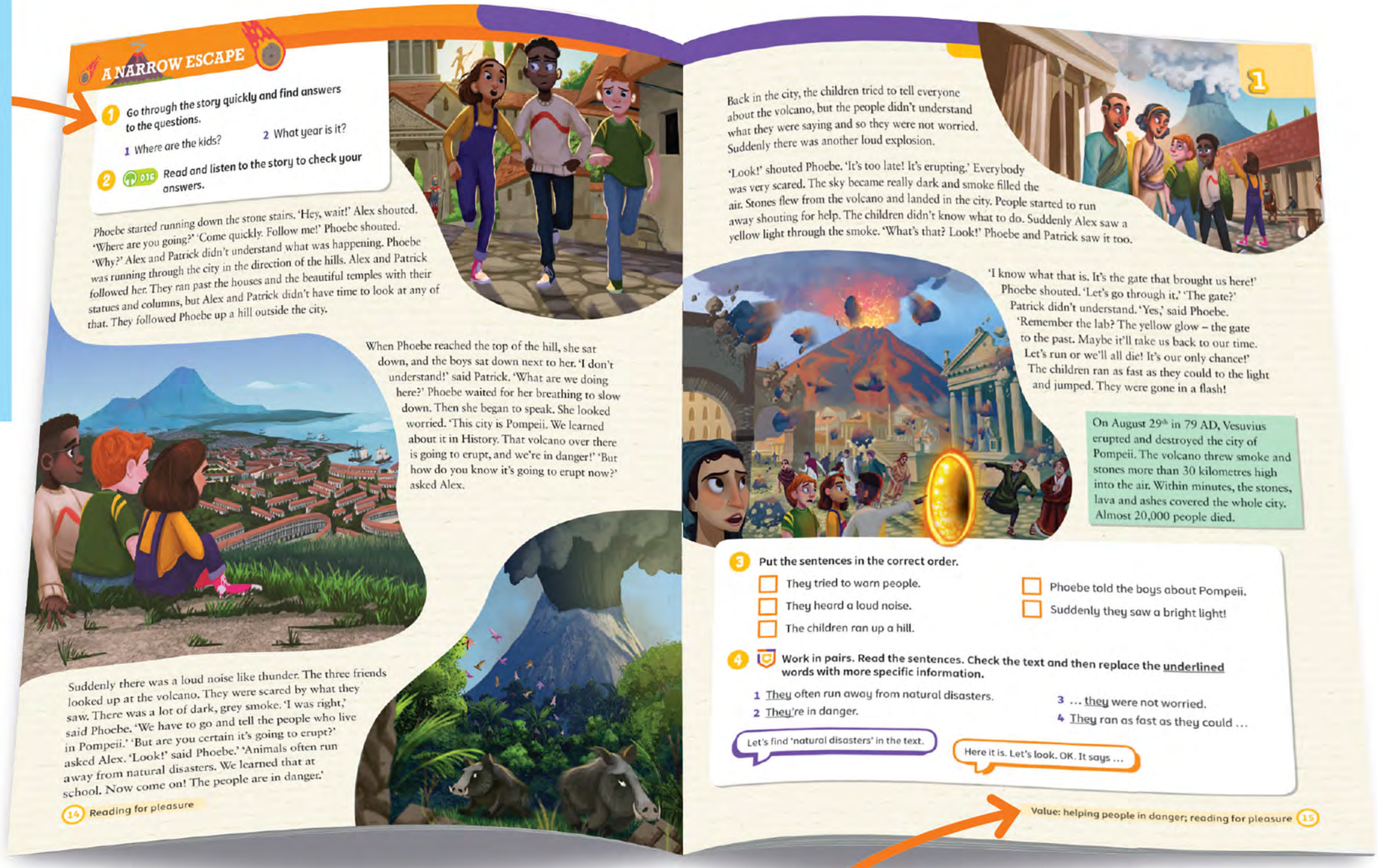
Phonics

in every other unit link to the song. Further phonics practice can be found in the corresponding pages of the Workbook.



Episodic adventure stories

linked to the unit theme run throughout each level. These offer extended reading practice and feature brand new illustrations of the classic *Super Minds* characters.



Universal values

are introduced with each story and supported with extension activities in the Teacher's Book. Thinking about values and applying them when interacting with others is a key life competency and helps build socially responsible individuals.



Extensive Skills pages

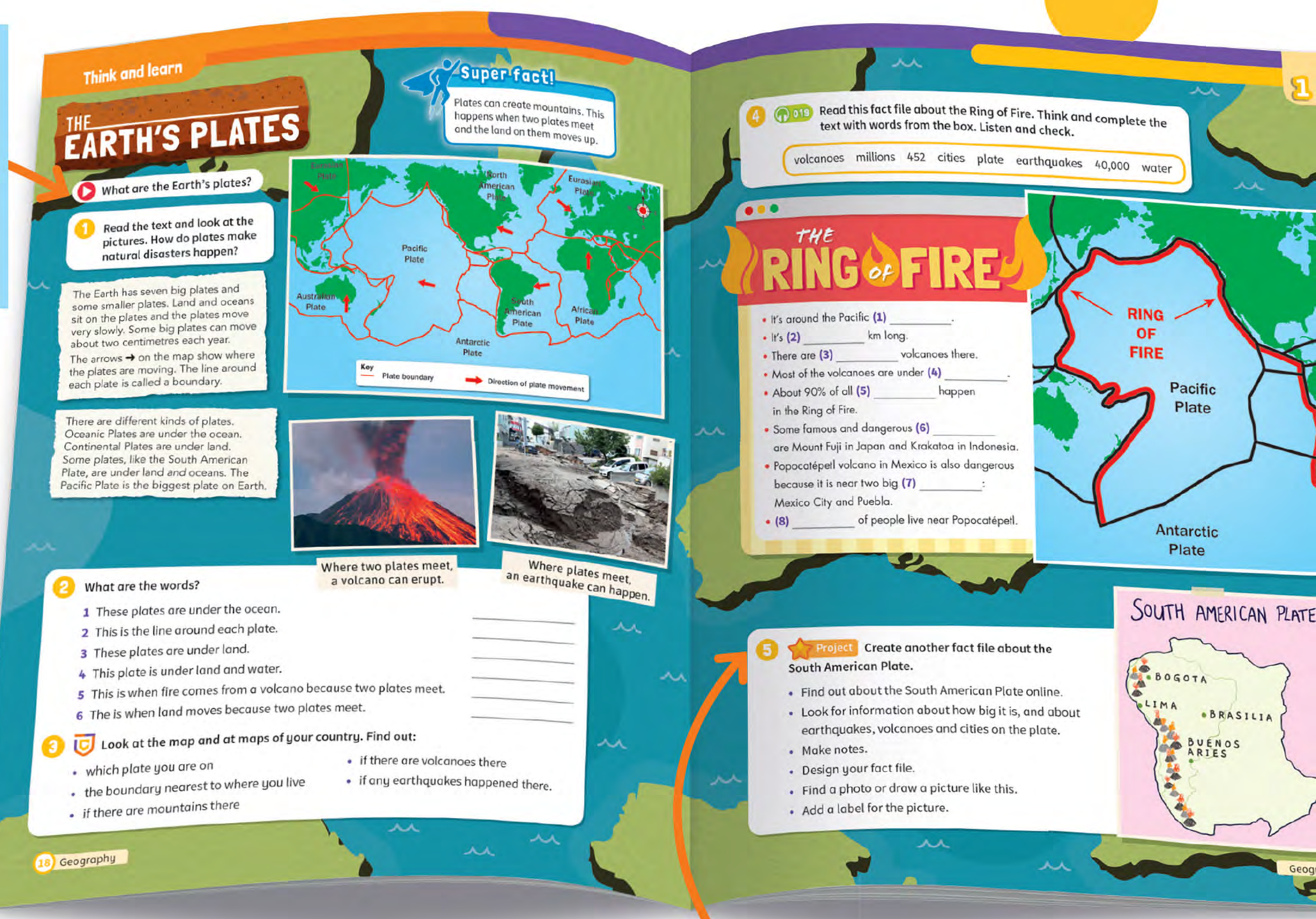
give practice of listening, speaking, reading and writing skills to extend learning.

Think and learn CLIL projects

integrate content and language, with students learning about other curriculum subjects in English so that their English is expansive. The CLIL syllabus has been specially designed to cover similar topics to those that students will be encountering in their first language at the same stage.

Brand new documentary-style videos

present the topic and the vocabulary of the CLIL pages.



Project

Each *Think and learn* spread culminates in a project that can be carried out in class or set as homework.



Portfolio pages

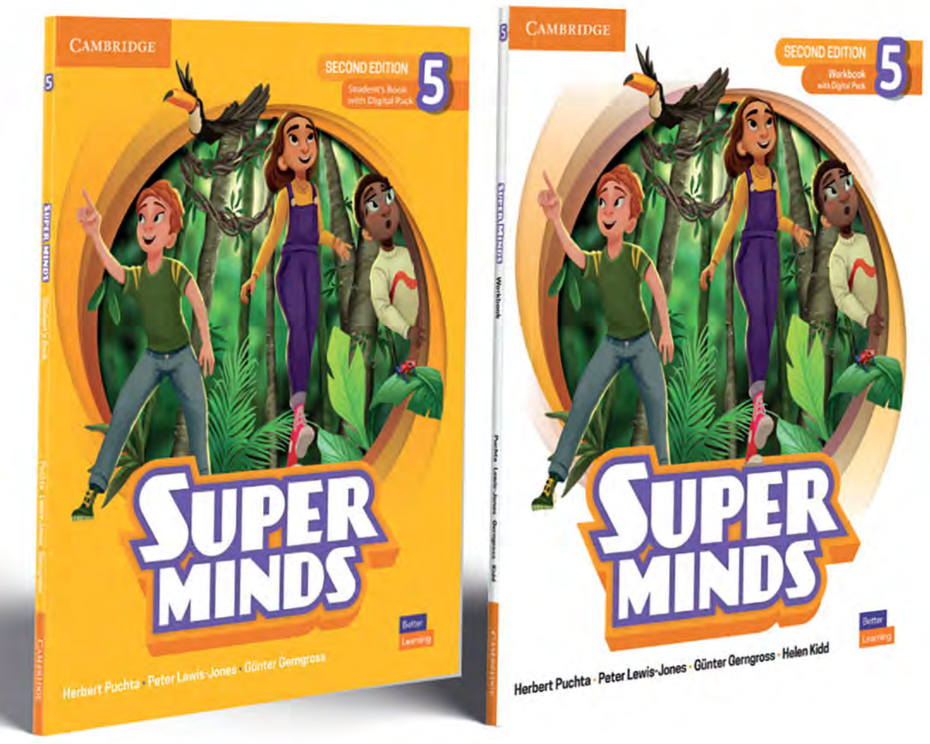
promote independent and collaborative learning and offer opportunities for students to develop their Creative and Critical Thinking skills while they create and expand their own portfolio.

Components overview

Student's components

The **Student's Book** contains 10 units, each with a fun and relevant topic for learners and its own vocabulary and language focus. The back of the Student's Book also contains an additional *Language focus* section for each unit, and two pages of colourful stickers to practise language and skills in corresponding activities throughout the book.

The **Workbook**, now full-colour for the 2nd Edition, correlates page by page with the Student's Book, making it easy to use both books in class. The Workbook also includes a code for students to access the Digital Pack, including Practice Extra.



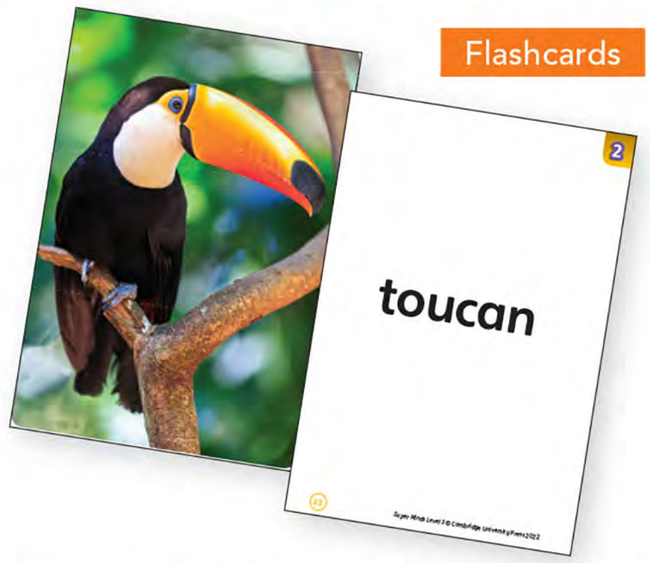
Student's Book Workbook

The **Super Practice Book** is an additional and optional component for students that practises both language and skills, with teacher and parent notes also available. This component has been updated for the 2nd Edition to include speaking and listening in addition to reading and writing pages.

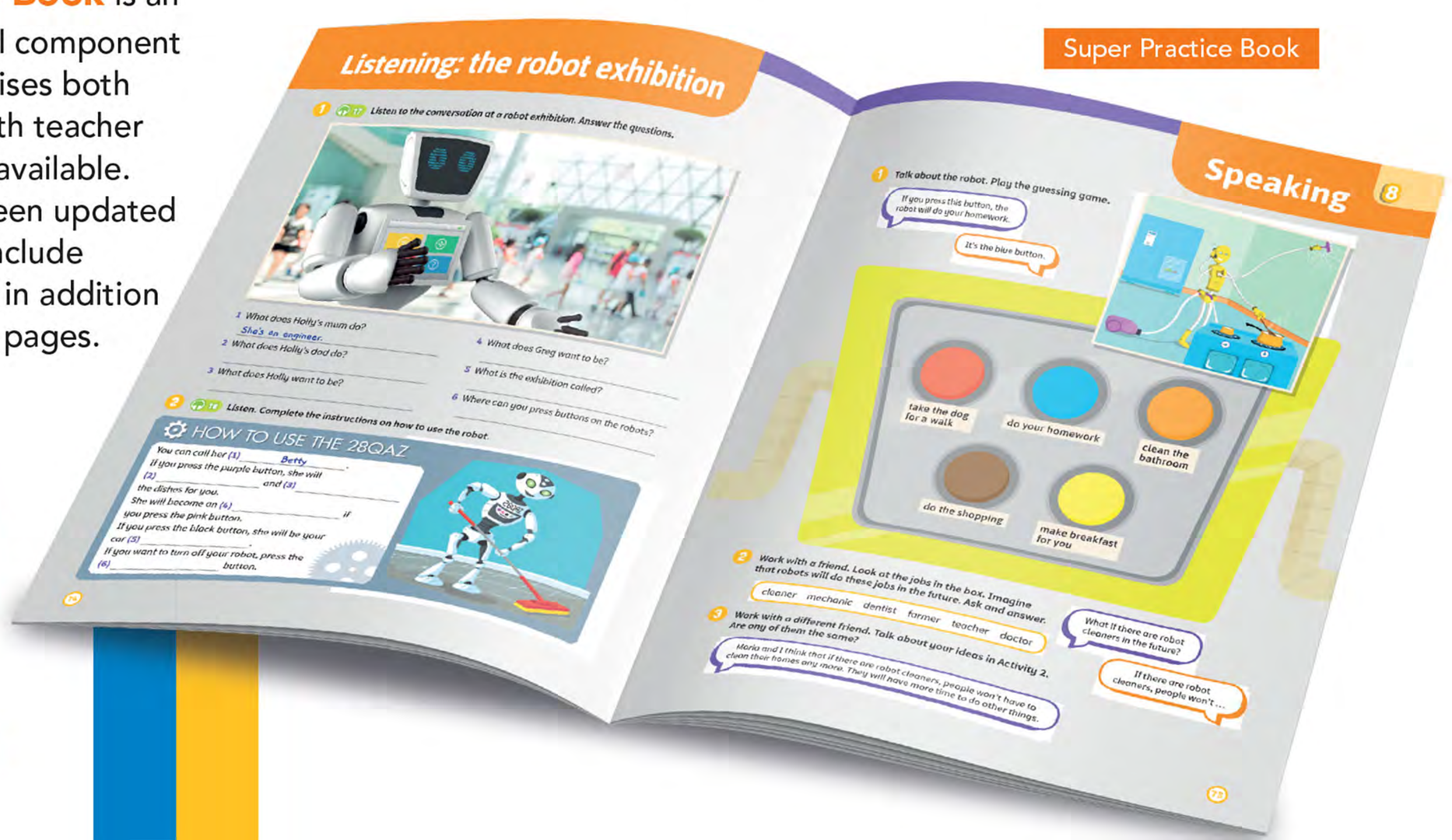
Teacher's components

The **Teacher's Book** features the Student's Book pages interleaved on each spread, ensuring that your classroom experience is as smooth as possible. It includes activity-by-activity mapping to Critical and Creative Thinking in the Cambridge Life Competencies Framework, as well as to cognitive control functions.

Flashcards help learners practise key vocabulary from the unit, with an illustration or photo on one side and target language on the other. Digital flashcards are available for all levels, with the option of a set of printed flashcards for each level from Starter to Level 4.



Poster packs are available, with five vibrant posters for each level, providing teachers with an eye-catching, engaging resource for language practice. The posters focus on key language from the Student's Book, and include extra words from the corresponding Young Learners English syllabus to extend students' vocabulary. Accompanying activity notes offer a variety of interactive, engaging activities to fully exploit the posters.



Digital components

***Super Minds 2nd Edition* is supported by a comprehensive digital package for the teacher and the student. It is designed to be flexible and offers rich support for the classroom, while offering age-appropriate additional support for students, whether in the classroom or at home.**

The digital package can be found all in one place in our new learning environment *Cambridge One*, ensuring the digital experience is smooth and intuitive. Teachers can access the content using the unique code found on the inside front cover of this Teacher's Book. Students will find their access code on the inside front cover of their Workbook.

The *Super Minds 2nd Edition* digital package contains the following components.

For teachers:

Presentation Plus provides page-faithful reproductions of the Student's Book and Workbook, and includes:

- hotspots to audio and video content and interactive reproductions of activities
- interactive games and digital flashcards
- quick and easy access to the Teacher's Book notes corresponding to the Student's Book or Workbook page.

Teacher Resources include:

- a wide range of downloadable photocopiable activities
- teacher's notes, parent's notes and answer keys for the Super Practice Book
- downloadable, printable tests for Starter Level
- access to all the course audio and video.

Test Generator provides the option of ready-made or customisable tests at different levels of challenge for Levels 1 to 6.

For students:

Practice Extra includes:

- online activities which consolidate the classroom learning, including animations and interactive games to engage students
- *Brain Breaks* activities designed to aid motivation and help recharge the brain.

Learner Resources provides students with access to the wealth of audio-visual content that *Super Minds 2nd Edition* has to offer.

Portfolio provides students with the opportunity to evidence their project work.

Practice Extra

Presentation Plus

The Science lesson

Alex, Phoebe and Patrick are good friends. They all go to the same school. Today they are in a Science lesson. They are having problems doing an experiment. Their teacher, Mr Davis, isn't very happy.

1 001 **Listen and say the words. Check with your partner.**

1 goggles
2 shelf
3 apron
4 explosion
5 bubbles
6 liquid
7 instructions
8 test tube
9 powder
10 gloves

2 002 **Read, listen and answer the questions.**

1 How many spoons of blue powder did Patrick use?
2 How many spoons of blue powder did the instructions ask for?
3 What does Mr Davis ask Patrick to put on?
4 What does Mr Davis say about safety in the classroom?

3 **Choose a word. Draw it for your partner to guess.**

Learning outcomes:
- to learn about the characters and context of the story
- to learn and use vocabulary for Science
- to talk about equipment for science experiments

New language: *shelf, goggles, apron, explosion, bubbles, liquid, instructions, test tube, powder, gloves, have problems, do an experiment, spoon, safety,* character names

Cognitive control functions: Working memory

Digital flashcards: Science

Warm-up

Aim: to introduce the story
- Focus on the picture. Ask which type of lesson this is (a Science lesson) and where the characters are (In a lab / laboratory.)
- Ask students to scan the text at the top of the page and find the names of the characters (Alex, Phoebe, Patrick, Mr Davis).
- Choose a volunteer to read the text aloud. Check comprehension of *do an experiment*.
- Ask students what they think the problem with the experiment could be. Remind them to look at the picture. Write ideas on the board.

Presentation

Aim: to present vocabulary for Science
- Use the flashcards to present the new vocabulary.
- Ask students which things they use/wear, e.g. *Do you wear an apron in Science lessons? Do you use test tubes?*

1 001 SB p4 **Listen and say the words. Check with your partner.**

Aim: to practise new vocabulary
- Students look at the numbered items in their Student's Book.
- Play the recording. Students listen and repeat.

For script see SB p4.

- Play the recording again. Students practise in pairs.
- Read the text at the top of the Student's Book page aloud while students follow.

2 002 SB p4 **Read, listen and answer the questions.**

Aim: to practise listening for specific information
- Read the questions aloud and check understanding. Encourage students to predict the answers.
- Play the recording twice. Check with the class.

For script see TB pXXX.

- Check the students' predictions from the Warm-up. What was the problem with the experiment? (Patrick added two spoons of blue powder instead of one.)

Stronger students: Ask more questions, e.g. *What does Patrick say about the mistake he made?* (*It was a small accident.*) *Why isn't Patrick wearing goggles?* (*He doesn't know where they are.*)

Key: 1 two, 2 one, 3 safety goggles, 4 Safety is very important in the Science lab.

3 SB p4 **Choose a word. Draw it for your partner to guess.**

Aim: to practise new vocabulary
- Start slowly drawing one of the items on the board, e.g. a test tube. Students guess, e.g. *Is it a shelf?*
- Students play in pairs. Student A draws, while Student B guesses. Then they swap.

1 WB p4 **Look and write the words.**

Aim: to practise writing the new vocabulary

Key: 2 shelf, 3 bubbles, 4 explosion, 5 test tube, 6 powder, 7 apron, 8 gloves

2 WB p4 **Read and complete the text.**

Aim: to practise the new vocabulary in context

Key: 2 gloves, 3 goggles, 4 goggles, 5 shelf, 6 test tube, 7 spoons, 8 powder, 9 test tube, 10 explosion, 11 bubbles, 12 test tube, 13 goggles, 14 Science lesson

Ending the lesson

Aim: to review new vocabulary and test memory skills
- Students study the picture in the Student's Book for two minutes, then close their books. Ask questions, e.g. *How many test tubes are there? What colour is the powder in the test tube in the middle?* The game can be students vs teacher or students can play in teams.

Extension activity

Aim: to consolidate vocabulary
- Students write the new vocabulary in their notebooks or vocabulary books.
- For each word or phrase, they draw a picture and write a short definition, e.g. *We wear goggles over our eyes for protection.*

0

Learning outcomes:
- to review the past simple
- to review vocabulary for school subjects
- to talk about previous lessons using the past simple

New language: *ancient Rome*

Recycled language: school subjects, Science, school activities, past simple forms (regular and irregular), *ill*

Cognitive control functions: Cognitive flexibility

Digital flashcards: Science

Warm-up

Aim: to review Science vocabulary
- Write the Science vocabulary in jumbled letter order on the board.
- Call a pair of students to the board. One student writes an item correctly, while the other selects the matching flashcard.
- Repeat with different pairs.

1 SB p5 Read the clue and tick ☑ the subjects.

Aim: to review past simple positive and negative forms
- Students read, think and tick the subjects in the table.
- They compare ideas in pairs. Check with the class.

Extra support: Copy the table on the board. Choose different students to read the statements and ask the class where to put the ticks.

Key:
Alex: History
Patrick: History, Music, Science
Phoebe: History, Science

2 SB p5 Complete the sentences with words from Activity 1.

Aim: to focus students on past simple forms
- Students work individually to complete the sentences, then compare answers. Check answers and elicit the infinitive form of the verbs in 1 to 3.

Key: 1 had, 2 watched, 3 was, 4 didn't

3 003 SB p5 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice.
- Students turn to the Language focus section on page 118 of the Student's Book.
- Work through first half of the page with the class.
- Play the audio. Students follow in their Student's Books and join in.

For script see SB p5.
- Students practise the sentences in pairs, taking turns to say each line and doing actions.

4 SB p5 Imagine that yesterday was your perfect day. Describe it to your partner.

Aim: to consolidate grammar
- Ask a student to read the speech bubble aloud.
- Elicit ideas to complete the girl's day. Encourage students to use full sentences.
- Students work in pairs. They take turns to speak about their day.
- At the end students tell the class what their partner said about their perfect day.

Extra support: Write useful verbs on the board and elicit the past forms, before starting the pairwork.

1 WB p5 Complete with the correct form of each verb.

Aim: to review irregular past simple forms

Key: was, got out, saw

2 WB p5 Write the verbs in the correct column. Write the base form of the verbs.

Aim: to review regular and irregular past simple forms

Key: First column: looked (look): started (start), played (play), laughed (laugh), walked (walk), waited (wait), arrived (arrive), loved (love), watched (watch); Second column: came (come): found (find), heard (hear), ran (run), told (tell), said (say), took (take), had (have), went (go)

3 WB p5 Look at the pictures. Write the story.

Aim: to practise writing in the past simple

Ending the lesson

Aim: to practise key language from the lesson
- Students make three sentences about what they did at school the previous day or week, two true and one false.
- Choose students to read their sentences aloud. Their classmates guess which is false, e.g. *You didn't ride a horse to school yesterday.*

Extension activity

Aim: to practise writing in the past simple
- Students write a short story with the title *My dream*, using WB Activity 3 as a model. They illustrate the story for homework.

1 Read the clue and tick ☑ the subjects.

Alex, Patrick and Phoebe are sometimes in different classes. What lessons did they have yesterday afternoon?

Phoebe only had two lessons.

Alex only had one subject.

Alex, Phoebe and Patrick watched a film.

	Music	History	Science
Alex			
Patrick			
Phoebe			

The film was about life in Ancient Rome.

Patrick loved all three subjects.

Phoebe didn't sing a song and didn't listen to any music.

2 Complete the sentences with words from Activity 1.

1 We _____ six lessons yesterday.

2 In Geography, we _____ a film.

3 The film _____ about the world's oceans.

4 My friend Clara was ill, so she _____ watch the film.



3 003 Watch, listen and say.

Language focus

Listen friends, to what I say.
Yesterday **was** a perfect day.
I **got out** of bed at half past three.
I **saw** a chicken under the tree.

4 Imagine that yesterday was your perfect day. Describe it to your partner.



1 004 **Listen and write the names. Then sing the song.**

1 This person is not very patient. _____

2 This person went after Phoebe. _____

3 This person is Phoebe's best friend. _____

4 This person is never early. _____

5 These people can go to the past and the future. _____

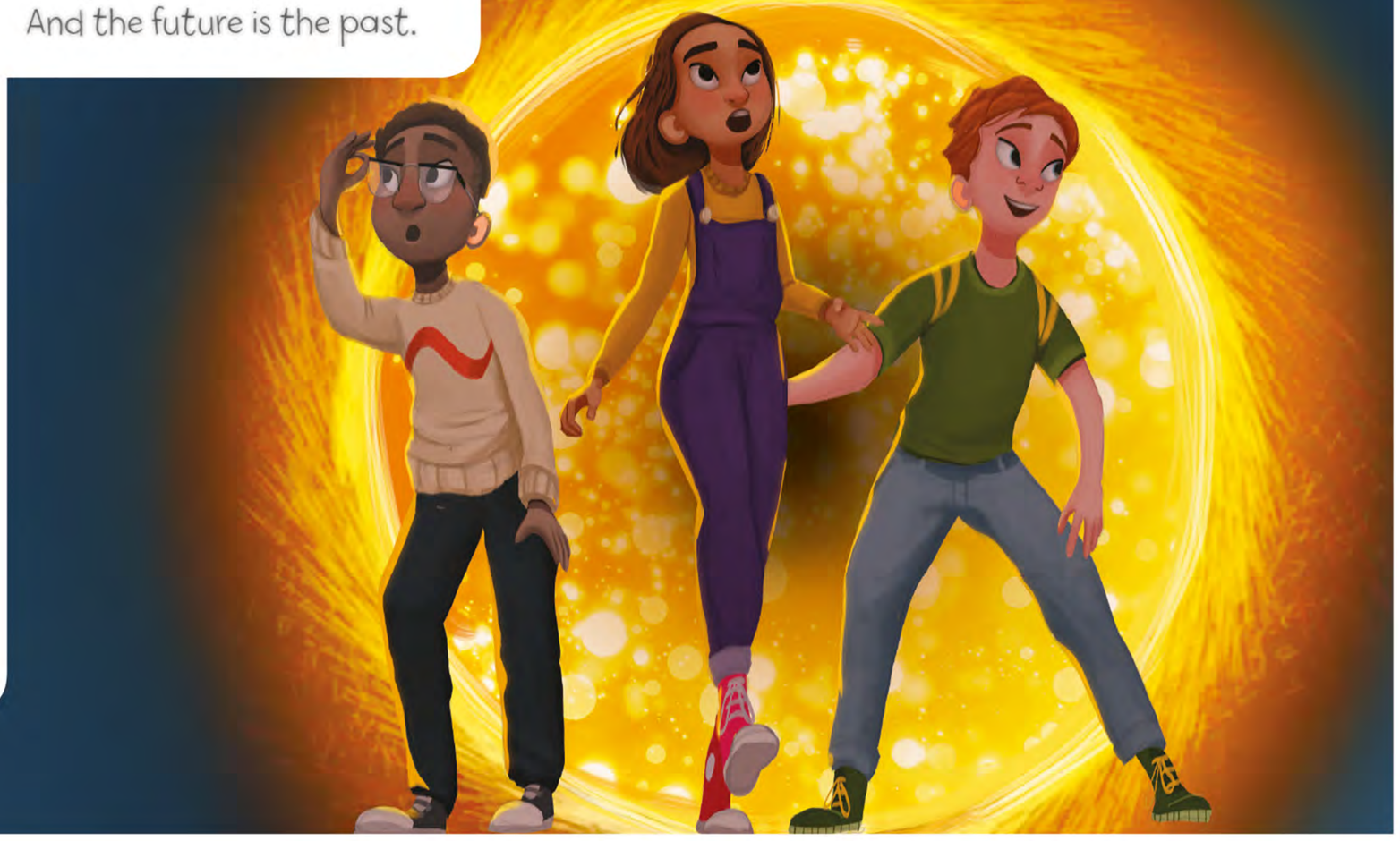
Phoebe was the first one,
She didn't want to wait.
Now she's lost in time because
She stepped into that gate.

Alex followed Phoebe
Because he's her best mate.
Now he's lost in time because
He stepped into that gate.

Patrick was the last one,
But then, he's always late.
Now he's lost in time because
He stepped into that gate.

The Time Travellers,
They're lost in time,
They'll never come back
If they cross that line.

The Time Travellers,
Travelling so fast,
The past is the present,
And the future is the past.



Phonics

2 006 **Listen and say the dialogue.**



Sue D**o** y**ou** want to go thr**ough** the gate t**oo**?

Ben Let's follow the fr**iends** till the story **ends**!



Learning outcomes:
- to join in with a song
- to recognise and say rhyming words with different spellings

New language: *lost in time, step (v), gate, mate, Time Traveller, patient* (adj), *till* (= until)

Recycled language: past simple, *early, late, best friend, past, present, future*

Phonics focus: Your students will be able to identify similar sounds which are represented by different spellings.

Cognitive control functions: Working memory

Digital flashcards: Science

Warm-up

Aim: to review characters and vocabulary for Science
- Write *Ph* ____, *Al* __ and *P* _____ on the board. Elicit the characters' names and what they were doing in the first lesson (a Science experiment).
- Elicit the Science words, using the flashcards.

1 004 SB p6 **Listen and write the names. Then sing the song.**

Aim: to practise listening, and sing a song with the class
- Elicit who is in the picture (Phoebe, Alex and Patrick) and ask students to guess what they're doing.
- Read the statements aloud around the class. Check understanding of *patient* and *went after.*
- Students cover the lyrics. Play the recording. Students listen and write the names next to the statements, then compare in pairs.

For script see SB p6.
- Play the recording again if necessary. Students uncover the lyrics and check their answers.

Key: 1 Phoebe, 2 Alex, 3 Alex, 4 Patrick, 5 Phoebe, Alex and Patrick.
- Play the song again, pausing after each verse for students to repeat.
- Use the karaoke version of the song (005) for students to sing in three groups (one verse per group – everyone sings the chorus).

2 006 SB p6 **Listen and say the dialogue.**

Aim: to practise saying rhyming words
- Remind students that English words can be spelt differently although they sound the same.
- Students find rhyming words in the dialogue (e.g. *wait – gate, mate – late; fast – past*).
- Play the recording. Students listen, read and repeat.

For script see SB p6.
- Divide the class in two: one half plays the role of Sue and the other half Ben. The class says the dialogue twice, with half the class saying the lines of each speaker together.
- Make pairs from different halves of the class. Students practise the dialogue.

1 001 WB p6 **Listen to the song again and complete with the words in the box.**

Aim: to activate memory skills and raise awareness of rhyme

Key: 2 wait, 3 followed, 4 mate, 5 last, 6 late, 7 come back, 8 cross, 9 future

For song lyrics see SB p6.

2 002 WB p6 **Listen and say the words.**

Aim: to give students practice with rhyming words

For script see WB p6.

3 WB p6 **Match the rhyming words.**

Aim: to identify similar sounds through rhyme

4 003 WB p6 **Listen, check and say the words.**

Aim: to practise saying rhyming words

Key: 2 d, 3 b, 4 j, 5 a, 6 h, 7 i, 8 e, 9 f, 10 g

For script see WB p6.

Ending the lesson

Aim: to extend work on rhyming words
- Write the following words in random order on the board: *my, I, slow, go, see, be, mum, some, time, rhyme, school, rule, hair, where, wait, great.*
- In pairs, students match the words that rhyme and write them on a piece of paper. Pairs swap papers and mark each other's answers.

Extension activity

Aim: to activate students' imaginations
- Ask students *Would you like to travel in time? Would you like to visit the past or the future? Why?* Students write the date of the year they would like to travel to in their notebooks.
- Have a class vote on whether it would be better to visit the past or the future.

0

Learning outcomes:
- to review past simple questions
- to ask and answer about events and actions in the past

New language: *normal, nothing special, worst (day) ever, goalkeeper, Guess what? have a good time, none*

Recycled language: verbs

Creative thinking: Creates texts that express personal interests, emotions, or identity

Cognitive control function: Cognitive flexibility

Warm-up

Aim: to review past simple forms
- Play the song (04) for students to join in.
- Write *She didn't want to wait* on the board and ask why we use *didn't* (to make the sentence negative). Elicit other times we use *did* (to make questions).

1 Read and choose the correct face for each of the children.

Aim: to practise past simple questions
- Focus on the pictures and elicit the character names (Alex, Patrick and Phoebe).
- Students read and choose the correct face.
- Students compare answers in pairs before the class check.
- Pairs role play the conversations, trying to express the correct emotion in their voices.
- Volunteer pairs role play a conversation for the class.

Key: 1 b, 2 c, 3 a

2 SB p7 Put the words in the correct order.

Aim: to focus on word order
- Students work in pairs to reorder the questions.
- Call volunteers to write the questions on the board. Students check.

Key: 1 What did you do at school today? 2 How was school today? 3 Did you have fun today? 4 Why was it a bad day?

3 007 SB p7 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice. Check understanding of *none*.
- Check understanding of the grammar.
- Students turn to the Language focus section on page 118 of the Student's Book.
- Work through the second half of the page with the class.
- Play the audio. Students follow along in their Student's Books and join in.

For script see SB p7.
- Students practise the chant in pairs.

4 SB p7 Imagine that yesterday was the worst day ever. Ask your partner about it.

Aim: to give students further practice with past simple questions
- In pairs, students take turns to ask and answer questions, using the conversations from Activity 1 to help.

1 WB p7 Read and complete.

Aim: to review language from the lesson

Key: How was, Did, have

2 WB p7 Match the questions with the answers.

Aim: to practise past simple questions and answers

Key: 2 a, 3 f, 4 b, 5 g, 6 d, 7 c

3 WB p7 Make questions.

Aim: to give further practice with past simple questions

Key: 2 Where did you put your goggles? 3 What was in the test tube? 4 Did you wear gloves in the Science lab? 5 Why was the Science teacher angry with you?

4 WB p7 Read and write the questions.

Aim: to give further practice with past simple questions

Key (sample answers): 2 Where did you do it? 3 What did you try to make? 4 Was it dangerous? 5 What did you do next? 6 What did he do?

Ending the lesson

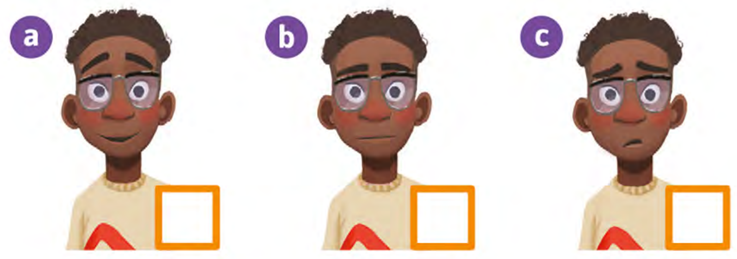
Aim: to practise past tense questions
- Write question words on the board: *What, Where, Why, When, Who, Which.*
- In pairs, students write as many questions as they can about yesterday.
- See which pair wrote the most correct questions.

Extension activity

Aim: to practise language from the lesson
- Give each student two small pieces of paper and ask them to draw a happy face on one and a sad face on the other.
- Write *How was school today?* on the board. Elicit positive replies, e.g. *It was really good! It was the best day ever!* then negative replies, e.g. *It was really bad. It was terrible.*
- Make pairs. Student A asks *How was school today?* and chooses one of Student B's pieces of paper. He/She replies accordingly. They swap roles and repeat.

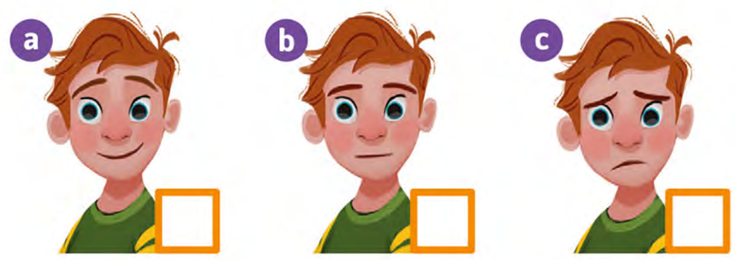
1 Read and choose the correct face for each of the children.

1



Mum Did you have a good day at school today, Alex?
Alex It was OK.
Mum Just OK?
Alex Yes. It was just a normal day. Nothing special.

2



Dad How was school today, Patrick?
Patrick It was the worst day ever.
Dad Why was it so bad?
Patrick Our football team lost 6–0 and I was the goalkeeper.

3



Mum What did you do at school today, Phoebe?
Phoebe We talked about the Geography project, and guess what?
Mum What?
Phoebe I'm doing a project on Mexico! I'm so excited.

2 Put the words in the correct order.

1 you / at school / did / today / ? / do / What
2 today / ? / How / school / was
3 today / Did / have / you / ? / fun
4 it / was / Why / a / day / ? / bad

3 007 Watch, listen and say.

Language focus

How was your day, Leo? No, I **didn't**, Mum.
Did you **have** fun? I **had** none.



4 Imagine that yesterday was the worst day ever. Ask your partner about it.



The EXPLOSION

1 **Work in pairs. Look at the pictures and the title of the story.**

1 Write down words that come to your mind.

2 Try to make a story out of the words.

2 008 **Read and listen to the story to find out if it is similar to or different from your story.**



Alex read out the instructions for the next experiment. 'Add one spoon of yellow powder to the blue liquid,' he read. Phoebe followed the instruction. 'It's turned green!' she said. Patrick was not very impressed. 'Yellow and blue make green,' he said, 'everyone knows that!' 'Wait!' said Alex. 'There are more instructions. Now take some of the liquid and drop it on the brick.' Phoebe did this and the brick turned purple. 'Wow!' she said. 'That's amazing!' 'It's boring,' said Patrick. 'Can we do the next experiment?'



For the next experiment, Patrick read and Alex followed his instructions. He put two spoons of white powder and one spoon of red powder into a test tube. Then he added some pink liquid. It quickly turned orange. 'Now pour some of the orange liquid onto the brick,' said Patrick. Alex did this and amazingly the brick started to get bigger. 'Wow!' said Alex. 'That's fantastic!' Mr Davis came to look at their experiment. 'Good work,' he said, 'but don't forget to read the instructions carefully for your next experiment.' 'That wasn't very interesting,' said Patrick. 'Let's do the next one.'

'OK, it's your turn to do it,' said Phoebe. She read the instructions. 'OK, we need some blue powder, some green powder, some orange powder and some green liquid.' While Patrick was getting all the things together, he knocked over a small cup of water. The water went all over the instructions. 'Careful Patrick!' said Phoebe. 'Oh no! There's water on the instructions now and I can't read a thing.' 'Let's ask Mr Davis for some more instructions,' said Alex. 'Don't be silly,' said Patrick. 'I've got everything here. We just need to mix it together and put it on the brick.'



Learning outcomes:
- to listen to, read and role play a story
- to review language from the unit

New language: *turn* (= become), *impressed, brick, pour, knock over, flash (n), strange, glowing (adj), gate, step (into), in a flash*

Recycled language: Science, character names (*Ben, Lucy, Buster*), *amazing, boring*

Cognitive control functions: Working memory

Critical thinking (WB): Identifies characters, setting, plots and theme in a story

Materials: large sheet of paper (optional)

Warm-up

Aim: to review the characters and the context of the story
- Write *Phoebe, Alex* and *Patrick* on the board. Elicit what students remember about the characters from this unit.
- Prompt, if necessary, e.g. *science lab, experiments, Mr Davis.*

The explosion

1 SB pp8–9 **Work in pairs. Look at the pictures and the title of the story.**

Aim: to encourage prediction skills
- Focus on the pictures, pre-teach *brick* and elicit more examples of things students can see. They work in pairs to brainstorm words and write them down.
- With books closed, pairs try to tell each other a story using the words in their notebooks.

Extra support: Brainstorm words with the class and write them on the board. They use these words to tell a story.

2 008 SB pp8–9 **Read and listen to the story to find out if it is similar to or different from your story.**

Aim: to present a story and to develop reading skills
- Play the recording. Students read and listen to find out if the story is similar to theirs.

For script see SB pp8–9.

- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children stepped into a kind of gate and disappeared).
- Play the recording again. Pause to explain new vocabulary and check comprehension. Ask questions, e.g. *Was Patrick impressed by the first experiment?* (*No.*) *What did Mr Davis say after the second experiment?* (*Don't forget to read the instructions carefully.*) *Why can't Phoebe read the instructions for the third experiment?* (*Because there's water on the instructions.*) *What did Patrick think of the third experiment?* (*He thought it was amazing.*)

1 WB p8 **Remember the story. Read and order.**

Aim: to check comprehension

Key: 8, 6, 7, 3, 4, 2, (1), 5

2 WB p8 **Complete the sentences with the correct names.**

Aim: to check understanding of the story

Key: 2 Patrick, 3 Alex, 4 Mr Davis, 5 Patrick, 6 Alex, Phoebe

3 WB p8 **Complete the instructions and the answers to the questions.**

Aim: to review vocabulary from the story

Key: 2 green, 3 The brick turns purple. 4 two, 5 red, 6 pink, 7 orange, 8 The brick gets bigger.

Ending the lesson

Aim: to practise the story
- Put students into groups of three. They each take a role of one of the main characters.
- They read through the story silently and each find which dialogue is theirs.
- Students practise their role plays in groups, using the direct speech from the story.
- Volunteer groups role play for the class.

Extension activity

Aim: to personalise the activity and practise the language further
- Make pairs. Students invent their own experiment and write instructions on poster-sized paper.
- They draw simple, labelled pictures of the equipment required and the results.

Learning outcomes:
- to interpret deeper meaning from a story
- to review language from the story and the unit

New language: *go wrong*

Recycled language: language from the story

Value: following instructions carefully; reading for pleasure

Critical thinking (WB): Makes predictions and estimations from given information

Cognitive control function (WB): Cognitive flexibility

Warm-up

Aim: to review the story
- Ask about the story, e.g. *What happened at the end of the first experiment? (The brick turned purple.) What happened at the end of the second experiment? (The brick got bigger.) What did Mr Davis tell them to do? (To read the instructions carefully.) What happened at the end of the last experiment? (A kind of gate appeared.)*

3 SB p9 Read and answer the questions.

Aim: to focus students on the detail of the story
- Give students time to re-read the story as you play the recording.
- They answer the questions individually, then compare their answers in pairs.
- Check with the class.

Key: (1) 2, (2) 3, (3) 3, (4) 1, (5) 2, (6) 3

4 SB p9 What do you need for each experiment? Write *1st*, *2nd* or *3rd* next to the pictures.

Aim: to review language of instruction
- Read out the instructions and check students know what to do.
- Students re-read the story to check what equipment is needed.
- They compare their answers in pairs.
- Check with the class.

Key: (1) 2nd, (2) 1st, (3) 3rd, (4) 3rd, (5) 2nd, (6) 3rd, (7) 1st, (8) 3rd, (9) 2nd

4 WB p9 Complete the Chemistry sums. Write and draw, then colour.

Aim: to give students practice with colour blending

Key: 2 pink, 3 green, 4 brown

5 WB p9 What are the students doing wrong? Look, read and write the sentences. Use the words from the box.

Aim: to focus on the value of following instructions carefully

Key: 2 He isn't wearing goggles.
3 She isn't wearing an apron.
4 He isn't wearing gloves.

6 WB p9 Write what the teacher says to the children in Activity 5.

Aim: to practise instructions and review vocabulary

Key: 2 Put on your goggles. 3 Put on your apron. 4 Put on your gloves.

Ending the lesson

Aim: to discuss the value of following instructions carefully
- Ask *Who was bored when he followed instructions in the story? (Patrick) Were Alex and Phoebe happy that they didn't follow instructions for the last experiment? (No, they weren't.) Why not?*
- Ask students to think of other places and situations when it's important to follow instructions, e.g. at the swimming pool, doing a dangerous activity such as climbing, cooking.

Note: Some of this discussion will need to take place in L1.

Extension activity

Aim: to review unit vocabulary
- Divide the class into two teams (down the centre of the class). A volunteer from each team stands at the front with his/her back to the board.
- Write one of the vocabulary items on one side of the board, e.g. *bubbles*. A member of the team on that side defines the word to his/her team member at the front, without saying the word (e.g. *They are things you sometimes see in a liquid. They are gas. They are round.*). Use a timer to see how long it takes the student at the front to guess the word.
- Write a different word on the other side of the board. Follow the same procedure for the second team. Whoever guessed in the shorter time gets a point for their team.
- Swap the students at the front and repeat. The team with the most points at the end wins.



'But we don't know how many spoons of each powder we need,' said Alex. 'Don't worry,' said Patrick, 'let's experiment.' Patrick poured all the blue powder into the orange and green powder. Then he added all the green liquid. Suddenly there was a big explosion and a bright red flash. 'Wow!' said Patrick. 'Now that *was* amazing. I think I added a bit too much liquid,' he laughed. Alex and Phoebe didn't think it was funny.

'What's that?' said Alex. He was pointing to a strange, glowing light. It was yellow and it looked like a kind of gate. 'It's really strange!' said Phoebe. The children walked towards the light and stepped into it. They were gone in a flash.

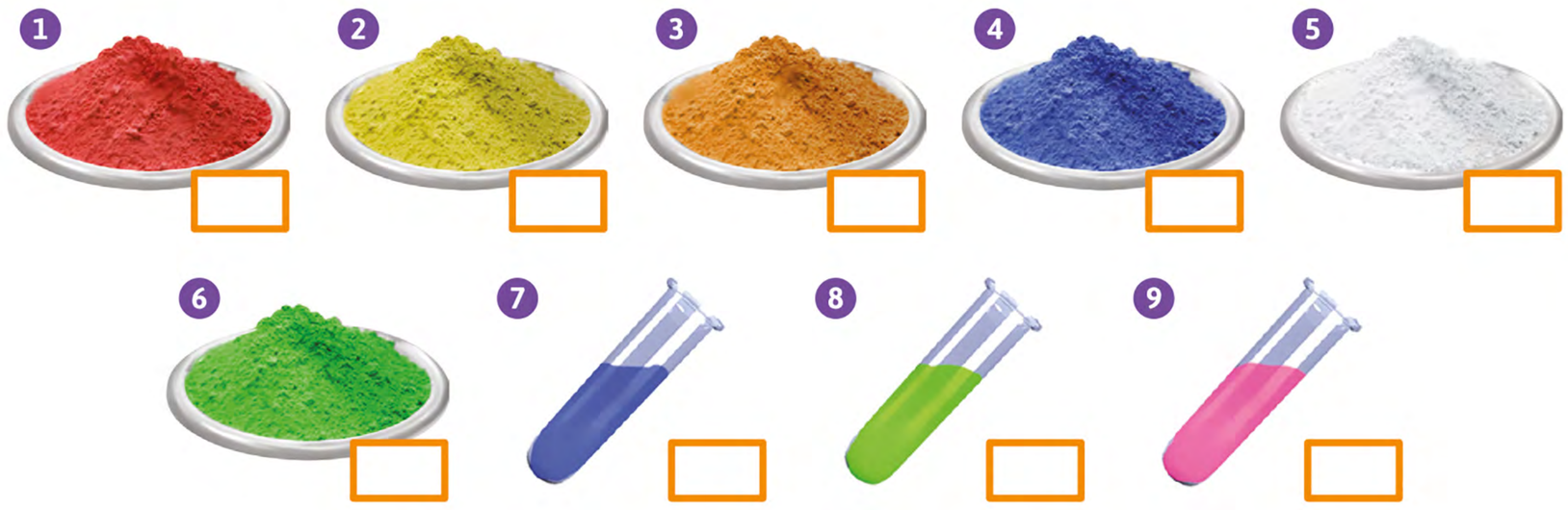


3 **Read and answer the questions.**

Which experiment (1, 2 or 3) …

1 does Alex do?
2 does Phoebe read the instructions for?
3 makes a yellow light?
4 changes the colour of the brick?
5 makes the brick bigger?
6 goes wrong?

4 **What do you need for each experiment? Write *1st, 2nd* or *3rd* next to the pictures.**



1 Disaster!

Pompeii was a city of 20,000 people in the south of Italy 2,000 years ago. It was a very modern city. Lots of the houses had running water. There was a busy marketplace, a theatre and there were lots of shops. The shopkeepers sold things that came on big ships from different countries around the world. The city was full of beautiful works of art.

1 009 **Listen and say the words. Check with your partner.**

1 smoke
2 volcano
3 temple
4 theatre
5 statue
6 columns
7 horse and cart
8 vase
9 servant
10 fountain

BIG QUESTION What are natural disasters?

2 010 **Read, listen and complete the sentences.**

1 The gate takes the children into the _____.
2 Phoebe likes the gardens, the _____ and the _____.
3 There are no cars, only _____ and _____.
4 The mountain is not a mountain. It's a _____.

3 **Choose a word. Mime it for your partner to guess.**

Look! Can you guess the word?

I'm not sure … Is it … ?

Learning outcomes:
- to learn and use vocabulary to describe life around Pompeii
- to practise reading, listening and speaking

BIG QUESTION to start to think about the Big Question *What are natural disasters?*

New language: *smoke, volcano, theatre, statue, temple, columns, horse and cart, vase, servant, fountain, running water, busy, marketplace, work of art, (natural) disaster*

Recycled language: features of cities, *south, Italy, ago, modern, shop, shopkeeper, ship, countries*

Cognitive control function: Working memory

Materials: map of Italy or Europe (optional)

Digital flashcards: Around Pompeii

Warm-up

Aim: to review city vocabulary
- Write *City* on the board. Students work in pairs to list as many features of a city as they can.
- Elicit ideas (e.g. *shops, hospital, bank*) and write them on the board.
- Ask *What about in a city 2,000 years ago? A Roman city? Which things weren't there?* Students come to the board to erase items.

Presentation

Aim: to present vocabulary for life around Pompeii
- Use the flashcards to present the new vocabulary.
- Say each item for students to repeat.
- Read the text at the top of the Student's Book page aloud while students follow.
- Ask students to find Pompeii on a map of Europe/Italy.

1 009 SB p10 Listen and say the words. Check with your partner.

Aim: to practise vocabulary for life around Pompeii
- Students look at the picture in their Student's Books. They find Alex, Pheobe and Patrick and say what they think is happening.
- Play the recording. Students listen and repeat.

For script see SB p10.

BIG QUESTION What are natural disasters?

Aim: to encourage students to find out about natural disasters
- Read the Big Question. Elicit examples of natural disasters, especially any which have recently been in the news.

Note: Some of the discussion will need to be in your students' first language (L1).

2 010 SB p10 Read, listen and complete the sentences.

Aim: to practise listening
- Read the sentences aloud and check understanding. Encourage students to predict how the sentences finish.
- Play the recording twice. Check with the class.

For script see TB pXXX.

Key: 1 past, 2 fountains, statues, 3 horses, carts, 4 volcano

3 SB p10 Choose a word. Mime it for your partner to guess.

Aim: to practise the new vocabulary
- Mime one of the items, or show the shape using your hands. Students guess, e.g. *It's a vase.*
- Students play the game in pairs.

1 WB p10 Look and complete.

Aim: to practise writing the new vocabulary

Key: 2 fountain, 3 column, 4 cart, 5 theatre, 6 statue, 7 servant, 8 vase, 9 smoke, 10 temple

2 WB p10 Do the crossword.

Aim: to give further practice with the new vocabulary

Key: Across: 7 volcano, 8 vase, 9 fountain; Down: 1 servants, 2 smoke, 3 theatre, 4 column, 5 cart, 6 temple

3 WB p10 Complete with the words from the box and the past tense of the verbs in brackets.

Aim: to check comprehension

Key: 2 thought, volcano, 3 admired, statue, 4 went, theatre, 5 pulled, cart, 6 was, columns, 7 drank, fountain, 8 saw, smoke

Ending the lesson

Aim: to review new vocabulary and test memory skills
- Students study the picture in the Student's Book for two minutes, then close their books. Ask, e.g. *How many vases are there?* Students can play in teams or pairs.

Extension activity

Aim: to consolidate vocabulary
- Students write the new vocabulary in their notebooks or vocabulary books.
- For each word or phrase, they draw a picture and write a short definition, e.g. *You can put flowers in a vase.*

1

Learning outcomes:
- to review the past continuous
- to practise speaking about the past

New language: *earthquake, shake (v), shook, Londoner, (play) hide and seek*

Recycled language: actions and activities, rooms and buildings, past simple, telling the time

Creative thinking (WB): Substitutes words and lines to a song or poem

Digital flashcards: Around Pompeii

Warm-up

Aim: to review vocabulary to describe life around Pompeii
- Define one of the new words, e.g. *These are part of a building. They are long and very tall.* Students guess (e.g. *Columns!*). Show the flashcard to confirm.

1 SB p11 Read the article and write the names under the photos. There is one extra photo.

Aim: to practise reading for gist
- Teach *earthquake*. Elicit what students can see in the larger photo (*balconies, windows,* etc).
- Students read and write the names under the smaller photos
- Check with the class.

Key: 1 Mr Williams, 2 Ken Harmer, 3 (–), 4 Claire, 5 Caroline

2 SB p11 Complete and say the sentences with the words in brackets.

Aim: to focus on word order
- Students do the activity in pairs, then practise saying the sentences.

Key: 1 At 5.37 p.m. yesterday Mr Harmer and his sons were playing football. 2 Mr Williams was standing on the balcony when the earthquake happened.

3 011 SB p11 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice.
- Check understanding of the grammar and *hide and seek*.
- Students turn to the Language focus section on page 119 of the Student's Book.
- Work through the first half of the page with the class.
- Play the audio. Students follow along in their Student's Books and join in.

For script see SB p11.

4 SB p11 Ask and answer.

Aim: to consolidate grammatical form and practise speaking
- Demonstrate the activity using open pairs. Prompt students to use different times.
- Students ask and answer in closed pairs.

Stronger students: Report back to the class, e.g. *At three o'clock yesterday, Julie was playing basketball.*

1 WB p11 Read and complete.

Aim: to review language from the lesson

Key: was reading, were playing

2 WB p11 Write what the family was doing when there was an earthquake.

Aim: to give students further writing practice with the past continuous

Key: 2 Emily was playing a computer game. 3 Lily was listening to music. 4 The grandparents were watching TV. 5 Tom was doing (his) homework. 6 Oliver was reading a book.

3 WB p11 What were you doing at the weekend? Write sentences about you.

Aim: to personalise the language

4 WB p11 Look at Activity 1. Write two more lines for the poem .

Aim: to personalise the language and encourage creativity

Ending the lesson

Aim: to practise the past continuous
- Students write two sentences about what they were doing at half past five the previous afternoon, one true and one false.
- In pairs, students swap sentences and try to guess which of the sentences is false.
- Ask different students to share what they found out about their partners.

Extension activity

Aim: to consolidate the past continuous
- Make groups of six. Students take turns to read what they wrote for WB Activity 3 and compare. They make note of times when members of the group were doing the same thing.
- Write example sentences on the board, e.g. *On Saturday at six o'clock, three of us were watching TV, two of us were … .*
- Elicit information from groups about their weekend.

1 Read the article and write the names under the photos. There is one extra photo.

Earthquake shakes London

At 5.37 p.m. yesterday many Londoners suddenly felt the earth shake. We talked to some of them this morning to hear their stories.



'My sons and I were playing football,' said Ken Harmer from Wimbledon. 'We didn't feel much and we weren't worried.'

'I was in the living room,' said his wife, Claire. 'I was reading – it was strange!'

Their neighbour, Caroline, was sleeping when it happened. 'It was terrible. I was so scared!' she said.

Another man, Mr Williams, told us, 'When I felt the earthquake, I was standing on the balcony of our flat. It's on the 27th floor.











_____ _____ _____ _____ _____

2 Complete and say the sentences with the words in brackets.

1 At 5.37 p.m. yesterday, Mr Harmer and his sons football. (were playing)

2 Mr Williams on the balcony when the earthquake happened. (was standing)



3 011 Watch, listen and say.

Language focus

When the earthquake shook the tree,
Leo **was reading** quietly.

When the earthquake shook the tree,
The monkeys **were playing** hide and seek.

4 Ask and answer.



1 012 Listen and correct the mistakes. Then sing the song.

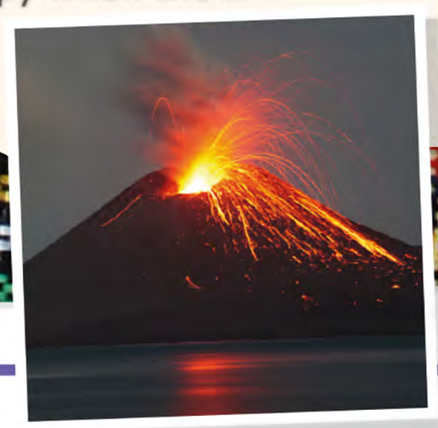
I was sleeping in the garden, **(1)** _____
When the ground began to shake,
A vase fell in the fountain. **(2)** _____
The fountain fell in the lake.
I ran inside the shop, **(3)** _____
And I thought, 'No, this is it!'
Yeah, I was feeling pretty angry when ...
(4) _____

The earthquake hit.

Danger. Danger. Danger, everywhere.
Life is full of danger,
You'd better take care!

I was walking in the city, **(5)** _____
When the day turned really grey.
I looked up at the clouds **(6)** _____
And I knew I couldn't stay.
There was rain in the clouds, **(7)** _____
There was smoke and thunder too.
I was feeling pretty happy when the ...
(8) _____

Volcano blew.





All about music: PUNK ROCK

The first punk bands came from the USA and UK in the mid 1970s. Bands like The Ramones and The Clash wanted to change music forever. Their songs were fast, short and often very angry. Punk was about fashion too – scruffy torn clothes, amazing hair styles and lots of safety pins.



What I think about this song

It's great. It's OK. I don't really like it.

Phonics

2 014 Listen and say the dialogue.



Gran Your haircut is c**u**t**e**, Stan!
Stan I like your cap and c**a**p**e**, Gran!



Learning outcomes:
- to join in with a song
- to learn how *e* at the end of some words helps to show the pronunciation of a long vowel (split digraphs)

New language: *thunder (n), You'd better …, blew* (pp *blow* = explode), *punk, fashion, scruffy, torn* (pp *tear*), *hair style, safety pin, haircut, cute, cape*

Recycled language: past continuous and past simple, weather, *ground, shake (v), vase, fountain, lake, angry, earthquake, turn* (= become), *danger, take care, smoke, band*

Phonics focus: Your students will be able to identify and say words which follow the spelling pattern *a–e, i–e, o–e* or *u–e* (split digraphs), as in *cute.*

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review the topic of disasters
- Write *earthquake* on the board and elicit what happens in an earthquake. Write key phrases on the board, e.g. *ground shakes, buildings fall down.* Repeat with *volcano* (*explode, smoke, lava,* etc.).

1 012 SB p12 Listen and correct the mistakes. Then sing the song.

Aim: to practise listening for specific details, and sing a song
- Play the song. Students circle the mistakes and write the correct words in the spaces at the end of the lines.

For song lyrics see SB p12.
- Play the song again. Check answers.
- Students show what they think of the song using the traffic lights and compare in pairs.
- Play the song again, pausing after each verse for students to repeat.
- Use the karaoke version (013) to practise the song with the whole class.
- Focus on the style of the song. Read the information about Punk Rock and explain any new vocabulary.

Key: 1 ~~sleeping~~ working, 2 ~~vase~~ statue, 3 ~~shop~~ house, 4 ~~angry~~ scared, 5 ~~city~~ forest, 6 ~~clouds~~ sky, 7 ~~rain~~ fire, 8 ~~happy~~ scared

2 014 SB p12 Listen and say the dialogue.

Aim: to practise words with split digraphs
- Write *cut* and *cute* on the board, using a red pen for the letter *e*. Check comprehension of *cute.* Elicit that the 'e' at the end of *cute* changes the vowel to a longer sound. Practise pronunciation.
- Ask students to find words with split digraphs in the song (*shake, lake, inside, earthquake, life, care, fire, smoke*). Point out that *vase* is not an example of a split digraph in British English, but it is with American pronunciation.
- Focus on the picture and teach *cape* and *haircut*. Play the recording. Students listen, read and repeat.

For script see SB p12.
- Divide the class so that one half is Gran and the other Stan. Students say the dialogue twice, swapping roles.

1 WB p12 Remember the song. Look and complete the sentences.

Aim: to activate memory skills and review the past continuous

Key: 2 fell in the fountain, 3 ran inside the house, 4 feeling pretty scared, 5 was walking in the forest, 6 up at the sky, 7 fire in the clouds, 8 blew

2 004 WB p12 Listen and say the words.

Aim: to practise words with split digraphs

For script see WB p12.

3 WB p12 Complete the sentences.

Aim: to identify and say words with split digraphs

Key: 2 time, nine, 3 smoke, 4 lake, 5 inside, 6 safe, 7 tube

4 005 WB p12 Listen, check and say the sentences.

Aim: to practise words with split digraphs

For script see TB pXX.

Ending the lesson

Aim: to review the song
- Play the song (012) again. Students join in and do actions.

Extension activity

Aim: to practise pronunciation of *–ing* form of verbs with split digraphs
- Write on the board: *take, amaze, write, excite, joke, amuse.*
- Students copy the words and write the *–ing* forms (*taking, amazing, writing, exciting, joking, amusing).* Elicit the spelling and the pronunciation (the first long vowel sound stays the same).
- In pairs, students practise saying both forms.

1

Learning outcomes:
- to learn to talk about two simultaneous actions with the past continuous
- to practise speaking

New language: *accidentally, delete, naughty, chase, steal*

Recycled language: verbs, *while, disaster, even worse, better*

Warm-up

Aim: to review the past continuous
- Sing the song from the previous lesson.
- Students suggest new actions for the first line of each verse, e.g. *I was eating a sandwich when the earth began to shake.*
- Choose the two best lines and write them on the board. Students sing the song again. using the new lines.

Presentation

Aim: to present two simultaneous actions with the past continuous
- Use some of the suggestions from the Warm-up to make sentences about four students, e.g. *So* (name) *and* (name) *were playing on the computer while* (name) *and* (name) *were eating pizza.*
- Check students understand that the actions were happening at the same time, by drawing a time line.
- Ask two students about yesterday, e.g. *What were you doing at eight o'clock yesterday evening?* Write their answers as verbs on the board, e.g. *watch TV, listen to music.*
- Prompt another student to report their answers using *while*. Write the sentence on the board, e.g. (Name) *was watching TV while* (Name) *was listening to music*.

1 SB p13 **Read Christopher's email to his friend. Some of the words were accidentally deleted. Look at the pictures and correct the email.**

Aim: to practise two simultaneous actions with the past continuous
- Focus students on the pictures and the email. Teach *chase*.
- Students read and complete the email.

Key: 1 eat(ing), 2 chas(ing), 3 break(ing), 4 paint(ing)

2 015 SB p13 **Watch, listen and say.**

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice.
- Check understanding of the grammar and *steal*.
- Students turn to the Language focus section on page 119 of the Student's Book.
- Work through the second half of the page with the class.
- Play the audio. Students follow along in their Student's Books and join in.

For script see SB p13.
- Students practise the chant in pairs.

3 SB p13 **Play the *wishidishing* game with a partner. Say a sentence. Your partner has to guess.**

Aim: to give students further practice with past continuous simultaneous actions
- Choose two volunteers to read the speech bubbles.
- Students take turns to start the game and to guess.
- Play the game using open pairs as consolidation.

1 WB p13 **Order the words to make sentences.**

Aim: to practise word order

Key: 1 While Leo was looking at the moon, 2 The explorer was stealing his favourite spoon. 3 While Leo was swimming in the lake, 4 The explorer was eating his chocolate cake.

2 WB p13 **Read and match.**

Aim: to practise past continuous simultaneous actions

Key: 2 e, 3 a, 4 b, 5 d

3 WB p13 **Look and write sentences about John and Ava.**

Aim: to give further practice with the past continuous

Key: 2 While John was talking on his (mobile) phone, Ava was reading a map. 3 While John was playing football, Ava was walking the dog. 4 While John was eating cake, Ava was dancing. 5 While John was climbing a tree, the dog was chasing a cat. 6 While John was making a fire, Ava was putting up the tent.

Ending the lesson

Aim: to practise the past continuous with *while*
- Start a chain in the past continuous, e.g. Teacher: *I was washing my car while* (name of Student A) *was* ... Student A: *I was washing my car while* (Student A's name) *was walking the dog and while* (name of Student B) *was* …. Student B: *I was washing my car* ... The chain continues in this way.

Extension activity

Aim: to consolidate understanding and practise writing
- Using the email in SB Activity 1 as a model, students write an email to a friend about a disastrous day.

1 **Read Christopher's email to his friend. Some of the words were accidentally deleted. Look at the pictures and correct the email.**





Hi Ryan,

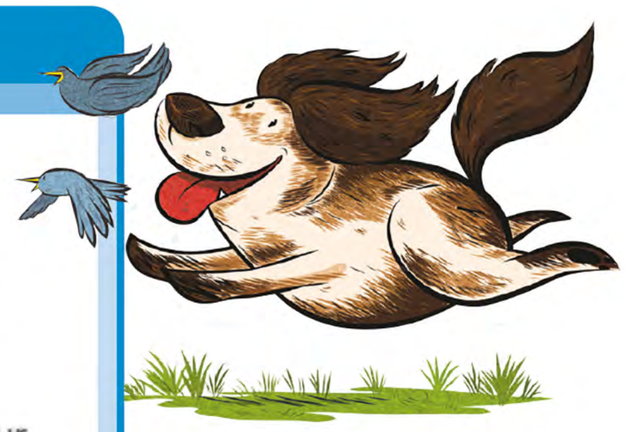
Today we had a bad day at home!

Let me tell you all about it! While Dad was sleeping, the animals were very bad.

Our naughty cat was **(1)** _____ing our lunch and our dog was **(2)** _____ing birds in the garden! My sister and brother were even worse! My brother John was **(3)** _____ing my mobile phone and my baby sister was **(4)** _____ing on the walls.

I hope you had a better day!

Christopher





2 015 **Watch, listen and say.**

Language focus

While Leo **was looking** at the moon,
The explorer **was stealing** his favourite spoon.
While Leo **was swimming** in the lake,
The explorer **was eating** his chocolate cake.



3 **Play the *wishidishing* game with a partner. Say a sentence. Your partner has to guess.**

On Sunday afternoon, while I was playing computer games, my mum was *wishidishing*.

No, she wasn't.

No.

Yes, she was!

While you were playing computer games, your mum was reading.

Was she sleeping?

Was she listening to music?



A NARROW ESCAPE

1 **Go through the story quickly and find answers to the questions.**

1 Where are the kids? 2 What year is it?

2 016 **Read and listen to the story to check your answers.**



Phoebe started running down the stone stairs. 'Hey, wait!' Alex shouted. 'Where are you going?' 'Come quickly. Follow me!' Phoebe shouted. 'Why?' Alex and Patrick didn't understand what was happening. Phoebe was running through the city in the direction of the hills. Alex and Patrick followed her. They ran past the houses and the beautiful temples with their statues and columns, but Alex and Patrick didn't have time to look at any of that. They followed Phoebe up a hill outside the city.



When Phoebe reached the top of the hill, she sat down, and the boys sat down next to her. 'I don't understand!' said Patrick. 'What are we doing here?' Phoebe waited for her breathing to slow down. Then she began to speak. She looked worried. 'This city is Pompeii. We learned about it in History. That volcano over there is going to erupt, and we're in danger!' 'But how do you know it's going to erupt now?' asked Alex.



Suddenly there was a loud noise like thunder. The three friends looked up at the volcano. They were scared by what they saw. There was a lot of dark, grey smoke. 'I was right,' said Phoebe. 'We have to go and tell the people who live in Pompeii.' 'But are you certain it's going to erupt?' asked Alex. 'Look!' said Phoebe.' 'Animals often run away from natural disasters. We learned that at school. Now come on! The people are in danger.'

Learning outcomes:
- to listen to, read and role play a story
- to develop reading skills

New language: *narrow escape, hills, breathing (n), slow down, erupt, certain, (only) chance, flash, destroy, lava, ash(es)*

Recycled language: characters and language from the story, vocabulary to describe life in Pompeii

Critical control function (WB): Working memory

Critical thinking (WB): Identifies missing key vocabulary and events from short narrative summaries

Digital flashcards: Around Pompeii

Warm-up

Aim: to review the characters and the story so far
- Elicit the names of the story characters and write them on the board (*Phoebe, Alex* and *Patrick*).
- Ask what students remember about the story so far, prompt with phrases, if necessary, e.g. *Science lab, experiments, Mr Davis, the gate, Italy.*

A narrow escape

1 SB pp14–15 **Go through the story quickly and find answers to the questions.**

Aim: to practise reading skills – skimming and scanning
- Explain the meaning of the title of the story and check understanding of the question.
- Read the activity instructions. Tell students not to worry about new language in the story: they only have to find the answers to the two questions. Set a time limit, if you think it will help students read more quickly.
- Students do the task individually. They compare answers in pairs. Don't confirm answers at this stage.

2 016 SB pp14–15 **Read and listen to the story to check your answers.**

Aim: to present a story and develop reading skills
- Play the recording. Students read and listen to check their answers. Elicit answers.

For script see SB pp14–15.
- Ask what happened at the end of the story (the children stepped back into the gate) and why (because the volcano erupted).
- Ask students how the title of the story relates to what happens (The Time travellers have a narrow escape from the volcano.)
- Play the recording again. Pause to explain new vocabulary and check comprehension. Ask, e.g. *Where did Phoebe run to?* (*A hill outside the city.*) *Why did Phoebe run?* (*Because she remembered what happened to Pompeii from her History lessons.*) *What do animals do when there's a disaster?* (*Run away.*) *What did the children try to tell the people in Pompeii?* (*That the volcano was going to erupt.*)

Key: a In Pompeii, b 79 AD

1 WB p14 **Remember the story. Put the pictures in order.**

Aim: to review the storyline

Key: 5, 4, 3, (1), 2

2 WB p14 **Read and use the words from the box to complete the text. There are four extra words.**

Aim: to check comprehension of the story

Key: 2 Pompeii, 3 volcano, 4 smoke, 5 danger, 6 people, 7 erupts, 8 gate

3 WB p14 **Correct the sentences.**

Aim: to review the story

Key: 2 they ran past ~~carts and horses houses~~ and temples, 3 they ~~built a fire~~ sat down, 4 they heard ~~people shout~~ a loud noise, 5 they saw a lot of ~~animals~~ smoke, 6 ~~a statue fell down~~ there was a loud explosion, 7 very ~~angry~~ scared, 8 ~~lots of birds in the sky~~ a yellow light (through the smoke)

Ending the lesson

Aim: to practise the story
- Put students into groups of three. They each take a role of one of the characters.
- They read through the story silently and each find which dialogue is theirs.
- Students practise their role plays in groups, using the direct speech from the story.
- Volunteer groups role play for the class.

Extension activity

Aim: to review language from the story
- Students close their books and retell the story in pairs. Write key words and phrases on the board as prompts, e.g. *Phoebe run hills, boys follow, Pompeii erupt.*
- Elicit a line of the story from each pair, to retell it together around the class.

1

Learning outcomes:
- to practise reading for specific information
- to sequence events in a story

New language: *warn, bright*

Recycled language: language from the story

Value: helping people in danger

Critical Thinking: Conducts guided text analysis

Critical thinking (WB): Makes predictions and estimations from given information. Narrates own stories using a model

Cognitive control function (WB): Inhibitory control

Warm-up

Aim: to review the story
- Give students time to re-read the story or play the recording again as they follow.
- Ask *Where were the three friends?* (*In Pompeii.*) *What did Phoebe remember?* (*That the volcano erupted.*) *Did they try to tell the people?* (*Yes.*) *Why weren't the people worried at first?* (*They didn't understand the children.*) What flew out of the volcano? (*Stones.*) How do the children escape? (*They go through the gate.*)

Extra support: Make sentences about the story. Students stand up if they are true and sit down if they are false, e.g. *Phoebe ran towards a lake.* Students sit down.

3 SB p15 Put the sentences in the correct order.

Aim: to focus students on the sequence of events in the story
- Pre-teach *warn*. Students read the sentences individually and put them in order. Remind them to look back at the story.
- Students compare their answers in pairs. Check with the class.

Key: (left column) 4, 3, 1 (right column) 2, 5

4 SB p15 Work in pairs. Read the sentences. Check the text and then replace the underlined words with more specific information.

Aim: to review the story and focus on text coherence
- Students re-read the story and find words to replace the underlined ones.
- They compare their answers in pairs.

Key: 1 Animals, 2 Thepeople, 3 the people, 4 The children

4 WB p15 Where will the children go next? Put these times in order of age. Start with the oldest.

Aim: to practise sequencing

Key: a 2, b (1), c 6, d 4, e 5, f 3

5 WB p15 Read. Which of the pictures is it about?

Aim: to practise reading

Key: Picture a

6 WB p15 Where would you like to send the children? Write three sentences.

Aim: to practise writing and encourage creativity

7 WB p15 What message can we learn from the story on page 14 of the Student's Book? Underline the best summary.

Aim: to focus on the value of helping people in danger

Key: b

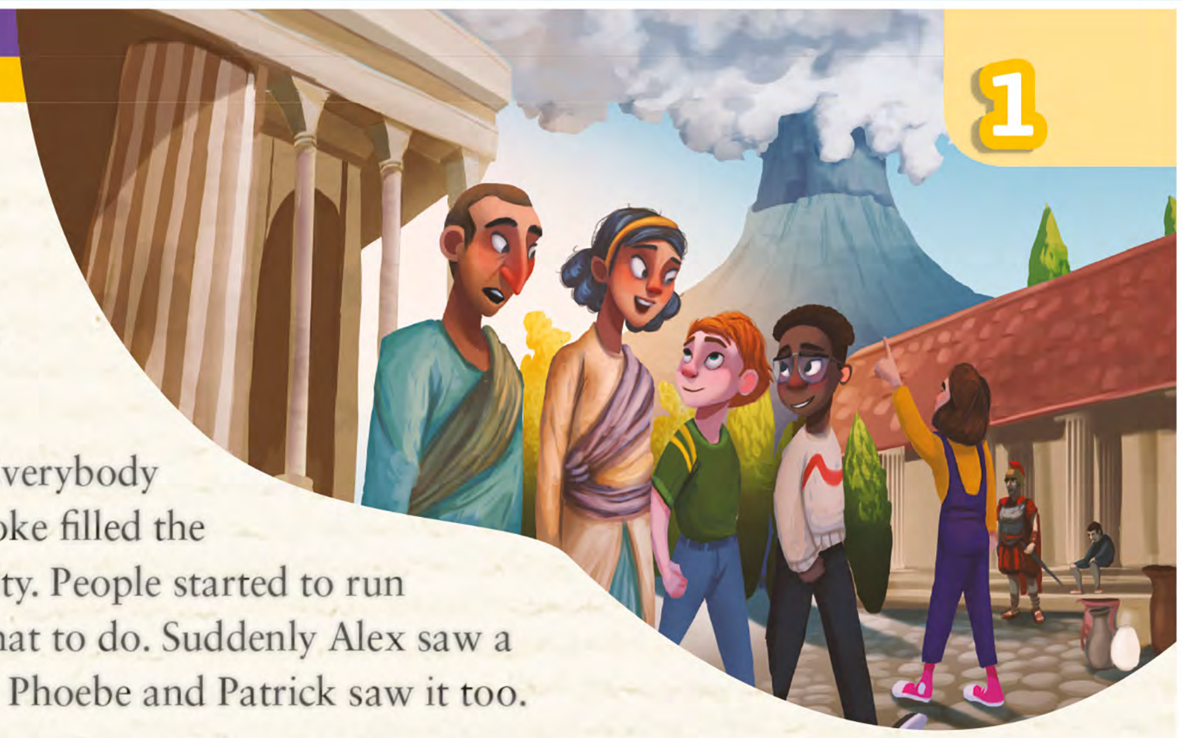
Ending the lesson

Aim: to discuss the value of helping people in danger
- Ask how the three friends try to help the people in danger in the story (they run to the city and tell them what's going to happen).
- Discuss why this value is important and elicit examples of how students have helped or tried to help people in danger (or how people they know have helped).

Note: Some of this discussion may need to take place in L1 and the topic needs to be treated with sensitivity.

Extension activity

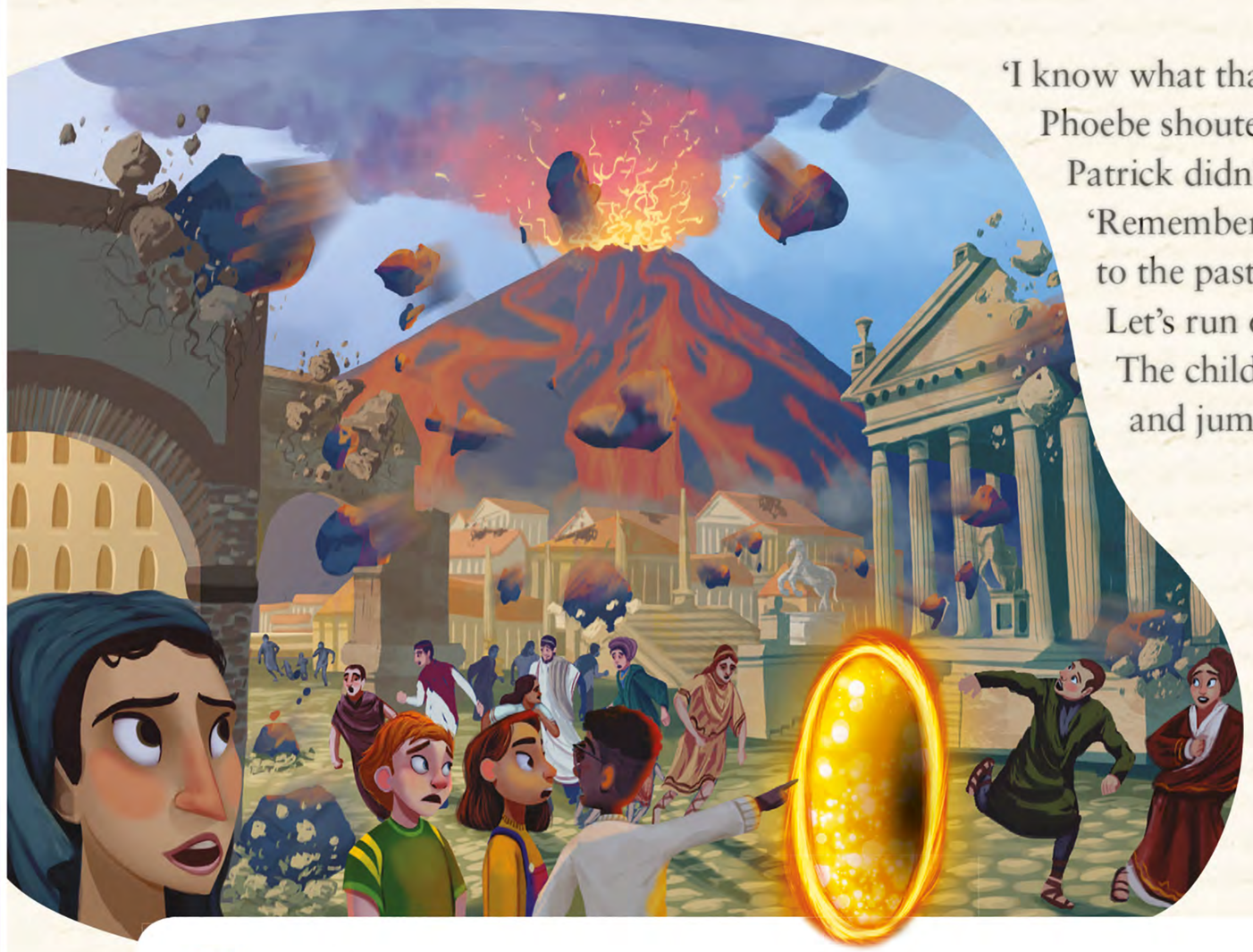
Aim: to encourage creativity and practise speaking
- Students look at the pictures of different periods in history in WB Activity 4. They choose which time they would like to visit (not picture e, which shows the present).
- Students make notes about why they would like to visit that time and what they would like to see. They discuss their choice in pairs.
- Students can write about the time they would like to visit for homework.



1

Back in the city, the children tried to tell everyone about the volcano, but the people didn't understand what they were saying and so they were not worried. Suddenly there was another loud explosion.

'Look!' shouted Phoebe. 'It's too late! It's erupting.' Everybody was very scared. The sky became really dark and smoke filled the air. Stones flew from the volcano and landed in the city. People started to run away shouting for help. The children didn't know what to do. Suddenly Alex saw a yellow light through the smoke. 'What's that? Look!' Phoebe and Patrick saw it too.



'I know what that is. It's the gate that brought us here!' Phoebe shouted. 'Let's go through it.' 'The gate?' Patrick didn't understand. 'Yes,' said Phoebe. 'Remember the lab? The yellow glow – the gate to the past. Maybe it'll take us back to our time. Let's run or we'll all die! It's our only chance!' The children ran as fast as they could to the light and jumped. They were gone in a flash!

On August 29th in 79 AD, Vesuvius erupted and destroyed the city of Pompeii. The volcano threw smoke and stones more than 30 kilometres high into the air. Within minutes, the stones, lava and ashes covered the whole city. Almost 20,000 people died.

3 **Put the sentences in the correct order.**

- ☐ They tried to warn people.
- ☐ They heard a loud noise.
- ☐ The children ran up a hill.
- ☐ Phoebe told the boys about Pompeii.
- ☐ Suddenly they saw a bright light!

4 **Work in pairs. Read the sentences. Check the text and then replace the <u>underlined</u> words with more specific information.**

1 <u>They</u> often run away from natural disasters.
2 <u>They</u>'re in danger.
3 … <u>they</u> were not worried.
4 <u>They</u> ran as fast as they could …

Let's find 'natural disasters' in the text.

Here it is. Let's look. OK. It says …

Skills

1 **Read this text from a website about disasters. Write *t* (true) or *f* (false).**

1 There are natural disasters all around the world. ☐

2 Scientists can stop weather disasters from happening. ☐

3 Scientists can always warn us about volcanoes, but not about earthquakes. ☐

4 Weather and people can cause forest fires. ☐

5 There can be a lot of damage after floods. ☐



flood



avalanche



earthquake



hurricane

Being **DISASTER SMART** can save your life!
Learn about natural disasters **NOW**

Natural disasters happen all over the world. We cannot stop them from happening. But we can learn what to do when a disaster happens.

The weather causes disasters like thunderstorms, floods, hurricanes and avalanches.

Scientists often know when weather disasters will happen. They give people warnings so they can prepare for these disasters.

Volcanoes and earthquakes are not caused by weather. Scientists have special equipment to watch volcanoes and earthquakes, but they often do not know when a volcano will erupt or an earthquake will happen. That's why volcanoes and earthquakes cause a lot of damage.

Forest fires can happen because of lightning, but sometimes they also happen when people are not careful enough and make a fire in very dry places.

Floods can be very expensive natural disasters because they cause a lot of damage. People should try not to build houses close to rivers because of the danger of floods.

forest fire

2 **Work in groups. Think of a disaster you heard about. Use the questions to tell your classmates about it.**

Last year, there was an earthquake in …

- What disaster was it?
- When and where did it happen?
- What happened?
- What kind of damage was there?

Learning outcomes:
- to read for specific information
- to narrate a series of events

New language: *smart* (= aware), *forest fire, damage* (n), *flood, hurricane, avalanche, warning, cause (v)* **(WB):** *catastrophe, flames, spread, injured*

Recycled language: weather, natural features, *natural disaster, scientist, warn, earthquake, volcano, erupt / eruption, make a fire, dry, expensive*

Creative thinking: Uses own ideas for doing creative activities like retelling stories

Critical thinking (WB): Sorts and classifies objects and activities according to key features

Materials: poster paper, coloured pens or pencils (optional)

Warm-up

Aim: to activate vocabulary
- Write *natural disasters* on the board. Elicit types of disasters and write them around the heading (e.g. *earthquake, volcanic eruption*). Make sure you teach *hurricane, avalanche, forest fire*. Use the photos on SB page 16 to check comprehension.
- Add the weather / effects for each disaster as sub-categories, to form a mind map (e.g. wind, rain, ground shaking). Students copy the mind map and add new words throughout the lesson.

1 SB p16 **Read this text from a website about disasters. Write *t* (true) or *f* (false).**

Aim: to practise scanning and skimming skills
- Read the heading and check comprehension of *smart* and *disaster smart*.
- Encourage students to predict the answers before reading.
- Set a time limit for the scanning / skimming task, e.g. two minutes.
- Students compare answers in pairs.
- Check and discuss with the class.

Stronger students: Correct the false statements.

Key: 1 t, 2 f, 3 f, 4 t, 5 t

2 SB p16 **Work in groups. Think of a disaster you heard about. Use the questions to tell your classmates about it.**

Aim: to practise narrating a series of events
- Brainstorm useful words for talking about natural disasters and write them in categories on the board: adjectives, nouns and verbs. Students can add the words to their mind maps from the Warm-up.
- Give students time to choose a disaster and plan what they are going to say.
- Make groups of four. Students talk about their disaster in turn.

1 WB p16 **What natural disasters are the people talking about? Write the words.**

Aim: to review vocabulary

Key: 2 an avalanche, 3 a flood, 4 a forest fire, 5 a hurricane

2 WB p16 **Read the text on page 16 of the Student's Book again. Then complete the chart below.**

Aim: to check comprehension and practise using visual organisers

Key: Caused by weather: hurricanes, floods, avalanches; Not caused by weather: earthquakes, volcanoes; Can be caused by people, too: forest fires; The most expensive natural disaster: floods

3 WB p16 **Use the internet to find out about one of the natural disasters below. Circle your choice and make notes.**

Aim: to practise research and note-taking skills

4 WB p16 **Write three sentences about the disaster you chose in Activity 3.**

Aim: to practise writing

Ending the lesson

Aim: to review vocabulary
- Write six key words from the lesson on the board, e.g. *forest fire, hurricane, earthquake, avalanche, warning, damage*. Students copy the words, study them and think about how to explain each one.
- Make pairs. Student A closes his/her book. Student B defines one of the words, e.g. *It's a natural disaster when snow falls down a mountain*. Student A says the word (e.g. *Avalanche!*). Then they swap.

Extension activity

Aim: to consolidate understanding
- Make groups of three students who chose the same type of disaster for WB Activity 3. Students create a poster about their disaster, putting together the information and pictures.
- Display the posters.

1

Learning outcomes:
- to listen for specific information
- to write about a disaster

New language: *news report, moor*

Recycled language: natural disasters, weather, *helicopter, fire fighter, danger, hot, dry*

Creative Thinking: Participates in investigative, exploratory, open-ended tasks

Materials: internet access for research, paper, glue (optional)

Warm-up

Aim: to review the topic of natural disasters
- Elicit what students remember about natural disasters from the previous lesson.
- Ask which disaster they think would be the most frightening to experience and why.

1 017 SB p17 Listen to a news report about a fire and answer the questions.

Aim: to practise listening for specific information
- Check comprehension of *news report* and give students time to read the questions before they listen. Tell students to listen only for answers to the three questions – they don't need to understand everything.
- Play the recording. Students make notes, then compare in pairs.
- Play the recording again, if necessary. Check with the class.

Key: 1 Sunday, 2 five, 3 by staying at home

2 018 SB p17 Listen again and match the sentence halves.

Aim: to practise listening for specific information
- Students read and try to match before they listen again.
- Play the recording. Students compare their answers in pairs.
- Check with the class.
- Play the recording again for students to confirm the answers.

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

3 SB p17 Think of a natural disaster (real or imaginary) and write a short report.

Aim: to practise writing skills
- Read the instructions and brainstorm ideas.
- Students make notes, then swap with a partner.
- Encourage students to be positive and give feedback on content and writing (grammar, vocabulary, etc.).
- Students write the complete report.

1 006 WB p17 Listen and draw lines. Exam skills

Aim: to practise listening for detail

For script see TB pXX.

Key: Mr Roberts – the fireman with the hose, pouring water on the flames; David – the boy with the bike, on the other side of the road; Mr Richards – the fireman holding his helmet, taller than the other fireman; William – the shorter fireman; Harry – the boy, fallen down and hurt his knee; Helen – the girl helping Harry, with dark hair

2 WB p17 Look and read. Write *yes* or *no*. Exam skills

Aim: to practise reading

Key: 2 no, 3 yes, 4 no, 5 no, 6 yes, 7 no, 8 yes, 9 yes

Ending the lesson

Aim: to review vocabulary from the lesson
- Begin to spell a word from the lesson, e.g. *M-O-* … Students join in and complete the word, e.g. *O-R!* Elicit a definition of the word.

Extension activity

Aim: to encourage creativity
- Students make an audio or video recording of their report from SB Activity 3. They can upload this to their online portfolio. Alternatively, students type up their report and present it to the class, as if giving a TV report.

1 017 **Listen to a news report about a fire and answer the questions.**

1 What day did the fire start?

2 How many helicopters are helping?

3 How can people help the fire fighters?





2 018 **Listen again and match the sentence halves.**

1 This is day five	a no danger to houses.
2 Fire fighters think there is	b cause big problems for the fire fighters.
3 More than 100 fire fighters	c see the fire.
4 The biggest problem	d of the fire on Saddleworth Moor.
5 Some people want to	e are on the moors.
6 These people	f is getting water to the fire.

3 **Think of a natural disaster (real or imaginary) and write a short report.**

- Think of a natural disaster you want to write a report about. Make notes about:
  - the type of disaster
  - where and when the disaster happens
  - what the disasters can do
- Read your notes to a partner. Make suggestions to help each other.
- Write your report.

This report is about forest fires. Forest fires often happen in the summer in countries which are hot and dry. Forest fires are dangerous. They can burn down trees and houses, and they can be dangerous for people too.

THE EARTH'S PLATES

Super fact!

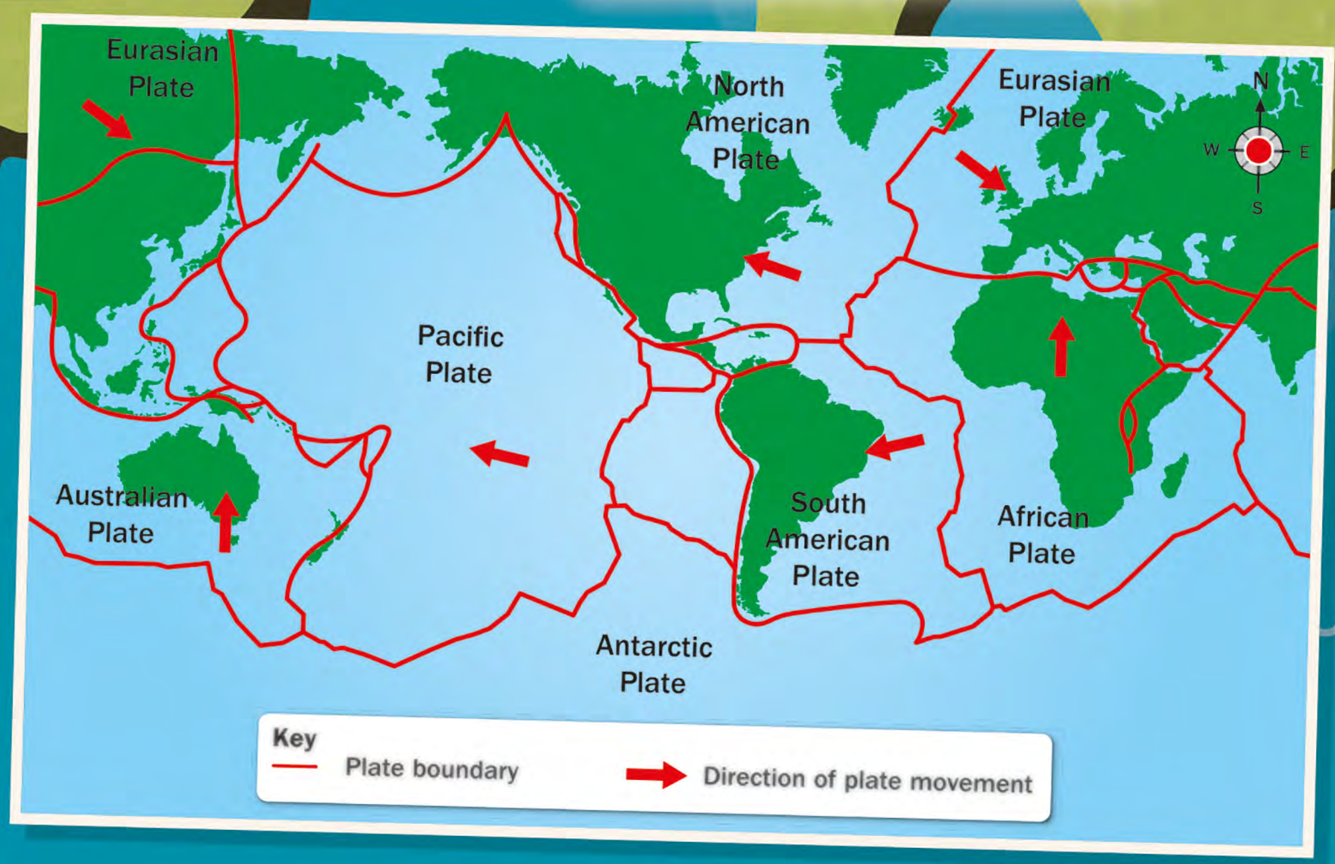
Plates can create mountains. This happens when two plates meet and the land on them moves up.

What are the Earth's plates?

1 **Read the text and look at the pictures. How do plates make natural disasters happen?**

The Earth has seven big plates and some smaller plates. Land and oceans sit on the plates and the plates move very slowly. Some big plates can move about two centimetres each year.

The arrows ➜ on the map show where the plates are moving. The line around each plate is called a boundary.



There are different kinds of plates. Oceanic Plates are under the ocean. Continental Plates are under land. Some plates, like the South American Plate, are under land *and* oceans. The Pacific Plate is the biggest plate on Earth.



Where two plates meet, a volcano can erupt.



Where plates meet, an earthquake can happen.

2 **What are the words?**

1 These plates are under the ocean. _____
2 This is the line around each plate. _____
3 These plates are under land. _____
4 This plate is under land and water. _____
5 This is when fire comes from a volcano because two plates meet. _____
6 The is when land moves because two plates meet. _____

3 **Look at the map and at maps of your country. Find out:**

- which plate you are on
- the boundary nearest to where you live
- if there are mountains there
- if there are volcanoes there
- if any earthquakes happened there.

Learning outcomes:
- to learn more about Geography through English
- to understand the role of tectonic plates in natural disasters

BIG QUESTION to be able to talk about the Big Question *What are natural disasters?*

New language: *plate* (geog.), *boundary, Oceanic / Continental plate,* **(WB):** *fiery, magma, lava, injure, melt, mud slide*

Recycled language: natural disasters, natural features, *land, centimetre, arrow*

Critical thinking: Demonstrates understanding of links between new ideas

Critical thinking (WB): Explains why things happened (e.g. cause and effect)

Materials: Physical maps of students' home country/continent, internet access (optional)

Warm-up

Aim: to introduce the topic of Geography
- Elicit where the friends in the story were (Pompeii) and the name of the volcano (Vesuvius).
- Ask *How do volcanoes form? Why do some places have a lot of volcanoes or lots of earthquakes?*

Presentation

SB p18 What are the Earth's plates?

Aim: to raise students' awareness of tectonic plates
- With books closed, play the *Think and learn* video. Ask students *What are the Earth's plates?* They tell you what they can remember (e.g. *they are parts of the Earth under land and oceans. They move slowly and can cause earthquakes and volcanic eruptions.*)

For video script see TB pXXX.
- Write questions on the board, e.g. *How many big plates are there?* (*Seven.*) *Where are most volcanos?* (*Under water.*) Play the video again and elicit answers.
- Read the *Super fact* and elicit examples of famous mountains.

1 SB p18 Read the text and look at the pictures. How do plates make natural disasters happen?

Aim: to practise reading for gist
- Students read the text and the captions to answer the question.
- Students discuss in pairs. Elicit the answer.

Key: When two plates meet, a volcano can erupt. Where plates meet an earthquake can happen.

2 SB p18 What are the words?

Aim: to consolidate comprehension of key vocabulary
- In pairs, students read the definitions and write the words.
- Check answers in open pairs.

Key: 1 oceanic; 2 boundary, 3 continental, 4 South American; 5 erupt, 6 earthquake

3 SB p18 Look at the map and at maps of your country. Find out:

Aim: to extend learning and personalise the topic
- Students work in pairs to work out the answer to each point, using the map in the Student's Book as well as maps of their own country and the internet.

1 WB p18 Look. Complete the sentences.

Aim: to practise new vocabulary for plate tectonics

Key: 1 South American; 2 oceanic, 3 continental, 4 earthquakes, 5 erupt

2 WB p18 Read, then write where the volcanoes are found.

Aim: to practise reading

Key: 1 Io (Jupiter), 2 Hawaii, 3 Iceland

3 WB p18 Read and answer.

Aim: to practise identifying cause and effect

Key: Iceland is on a plate boundary and also a hot spot.

Lesson review

Aim: to review what students have learned in the lesson
- Elicit what students learned today and write it on the board, e.g. *Today I've learned what the Earth's plates are and how they cause natural disasters.* Students copy in their notebooks.

Extension activity

Aim: to encourage students to apply new knowledge
- Students work in groups of four.
- They use reference books and/or the internet to find out about an active volcano (assign different volcanoes to different groups).
- Students prepare a poster or pictures for a presentation.
- Groups take turns to present to the class.

1

Learning outcomes:
- to learn more about Geography through English
- to complete a project

BIG QUESTION to apply learning about plate tectonics to the Big Question *What are natural disasters?*

Recycled language: natural disasters, natural features, *plate*

Creative thinking: Uses different media to make and describe his/her own designs

Critical thinking (WB): Sorts and classifies objects and activities according to key features; Explains why things happened (e.g. cause and effect)

Cognitive control function (WB): Cognitive flexibility

Materials: A3 paper (one sheet per pair of students), coloured pens and pencils, access to the internet/encyclopaedias/ reference books about the Earth's plates; thin card, orange tissue paper (optional)

Warm-up

Aim: to review plate tectonics
- Write *plates* in the centre of the board and elicit what students can remember about the Earth's plates. Ask prompt questions, e.g. *What are plates under land / under the sea called? What happens when plates meet?*

4 019 SB p19 **Read and complete the fact file with words from the box. Listen and check.**

Aim: to practise reading and comprehension
- Focus on the map and ask students to find the same area on the larger map on Student's Book page 18.
- Students read and complete the fact file silently, then compare answers.
- Play the recording for students to check their answers.

For script see TB pXXX.

Key: 1 Plate, 2 40,000, 3 452, 4 water, 5 earthquakes, 6 volcanoes, 7 cities, 8 Millions

5 Project SB p19 **Create a fact file about the South American Plate.**

Aim: to enable students to apply what they have learned about the Earth's plates
- Make pairs. Give each pair a piece of A3 paper.
- Pairs research the South American Plate, using the internet or printed reference material. Remind them to make notes about the points in the instructions (how big it is, earthquakes or volcanoes and cities on the plate), as well as adding other interesting facts.
- Students then write their fact files, using the example in the Student's Book as a model. They draw or stick pictures to the file.
- Pairs present their fact files to other pairs and compare the type of information they found.

4 WB p19 **Read the article in Activity 2 again. Tick ☑ the true sentences.**

Aim: to practise reading

Key: Students tick sentences 2 and 5.

5 WB p19 **Write the phrases in the correct place.**

Aim: to review vocabulary and practise using visual organisers

Key: Things that come out of volcanoes: solid rocks, liquid rock (lava), hot gas, hot ash; Where volcanoes can erupt: under ice, under the sea, on land; Damage volcanoes do: injure people, destroy buildings, make mud slides

6 Project WB p19 **Complete the chart with information about the South American Plate. Then draw it on the map.**

Aim: to extend the topic of the Earth's plates

7 WB p19 **Read and answer.**

Aim: to practise identifying cause and effect

Key: Possible answer:They are on a tectonic plate boundary. The mountains are the result of two plates colliding.

Lesson review
- Write on the board: *Today I've …*
- Elicit what students did today, e.g. *researched the South American Plate and written a fact file.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

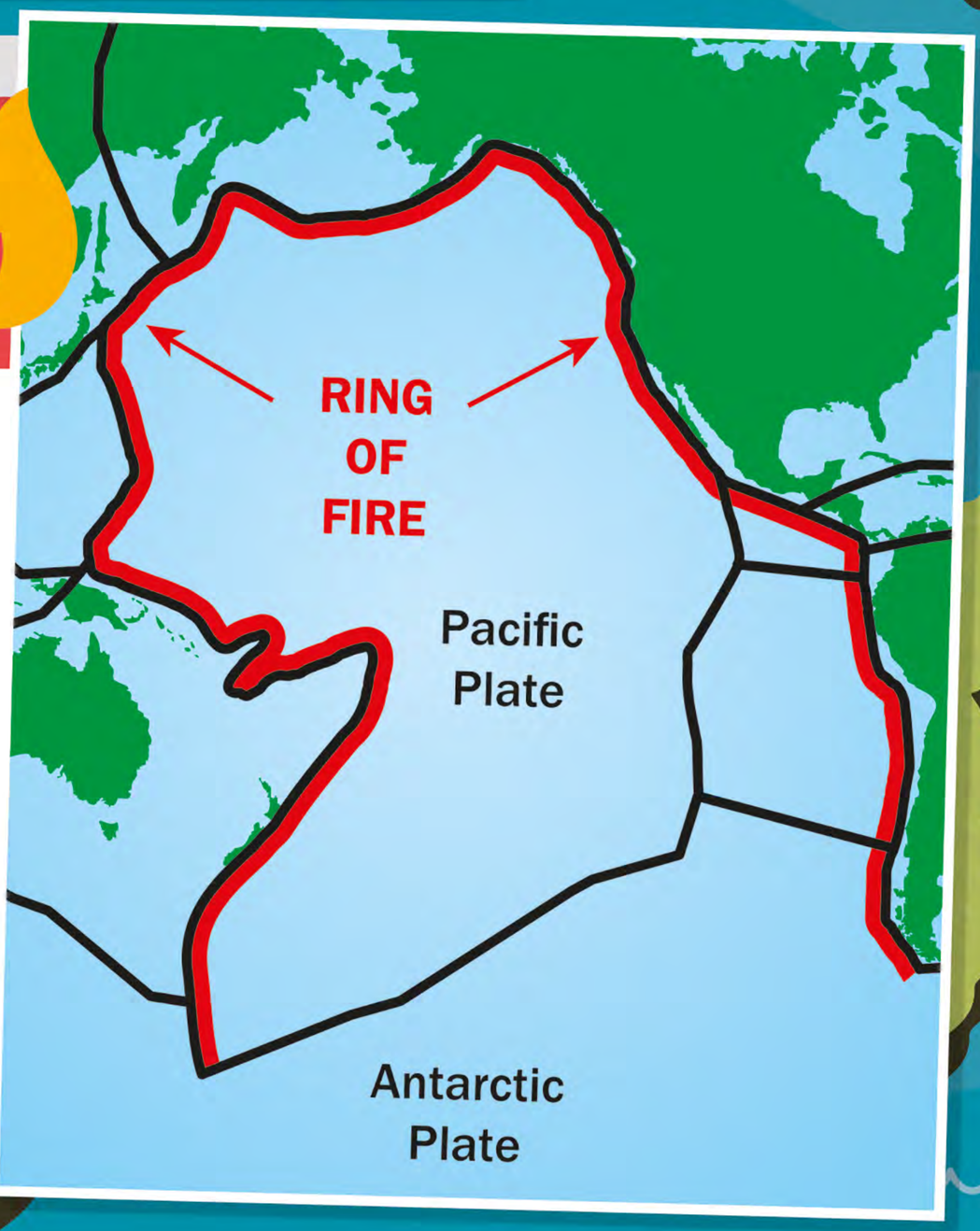
Aim: to make a model using knowledge of volcanoes
- Give each student a piece of thin grey or brown card and orange tissue paper. They make a cone shape with a hole at the top using the card and tape the sides together to form a volcano shape. They add the 'lava' using the orange tissue paper and show how it flows down the side of the volcano.
- Students use their models to explain why volcanoes are dangerous, in pairs.

4 019 **Read this fact file about the Ring of Fire. Think and complete the text with words from the box. Listen and check.**

volcanoes millions 452 cities plate earthquakes 40,000 water

THE RING of FIRE

- It's around the Pacific **(1)** _____.
- It's **(2)** _____ km long.
- There are **(3)** _____ volcanoes there.
- Most of the volcanoes are under **(4)** _____.
- About 90% of all **(5)** _____ happen in the Ring of Fire.
- Some famous and dangerous **(6)** _____ are Mount Fuji in Japan and Krakatoa in Indonesia.
- Popocatépetl volcano in Mexico is also dangerous because it is near two big **(7)** _____: Mexico City and Puebla.
- **(8)** _____ of people live near Popocatépetl.



5 Project **Create another fact file about the South American Plate.**

- Find out about the South American Plate online.
- Look for information about how big it is, and about earthquakes, volcanoes and cities on the plate.
- Make notes.
- Design your fact file.
- Find a photo or draw a picture like this.
- Add a label for the picture.



Time to present

A mini-talk

1 020 Listen to a group presentation about a tornado. Put the pictures in order. Find out about it.







2 021 Listen again and answer the questions.

1 What is a tornado?

2 What happened to Joplin in the USA?

3 Give a mini-talk.

Find out about it

- Choose a disaster and find out more about it. Possible topics are: a flood, a mudslide, an avalanche, an earthquake, the eruption of a volcano, a fire or a tsunami.
- Use books and magazines.
- Talk to people in your family.
- Go online and see what you can find on the Internet.

Prepare it

- Work in groups of four.
- Find out some important facts about the disaster. Make notes on a big sheet of paper.
- Find four different pictures and print them out. Make sure the pictures or photos are big enough for your classmates to see from a distance.
- Write your talk. Each of you should write three or four sentences about your picture. Then show it to your teacher to help you with the language.
- Correct the text. Read it often enough so that you know what you are going to say.

Present it

- Tell your classmates about your topic.
- Point to your pictures while you are talking to make it more interesting.

A tornado is a very strong wind.

It destroyed lots of buildings.

The tornado in Joplin was in 2011.

Presenting tip

You should give a talk, and not read out your text. That's why you should prepare your presentation well, so you know what you are going to say. When you talk, look at your classmates. This makes your talk more interesting.

Learning outcomes:
- to prepare and present a mini-talk
- to consolidate language from the unit

New language: *tornado, mudslide, tsunami*

Recycled language: natural disasters

Creative thinking: Develops ideas through planning, research or review

Cognitive control functions: Cognitive flexibility

Materials: books, magazines, access to the internet, A3 paper (one sheet per group of four students)

Warm-up

Aim: to review vocabulary for natural disasters
- Students write all the words related to natural disasters that they have learned in the unit. Set a time limit of one minute. Write an example on the board, e.g. *eruption*.
- Students compare their lists in pairs to see how many different disasters they have together.
- Put pairs together. They check their lists.
- Elicit all the disasters from the different groups of four.
- The groups who have written disasters that others don't have are the winner(s).

1 020 SB p20 Listen to a group presentation about a tornado. Put the pictures in order. Find out about it.

Aim: to provide a model for the mini-talks
- Elicit what students can see in the photos.
- Play the recording. Students listen to order the photos.

For script see TB pXXX.
- Students compare their answers in pairs.

Key: 2, 1, 3

2 021 SB p20 Listen again and answer the questions.

Aim: to give students practice with listening for specific information
- Play the recording again. Students listen to answer the questions.
- Elicit and discuss with students why the listening is a useful model for their presentations.
- Read the *Presenting tip* with the class.

Key: 1 It is a very strong wind which goes round and round very fast.
2 A tornado hit on 22nd May 2011. It took off some roofs and destroyed some houses completely.

3 SB p20 Give a mini-talk.

Aim: to prepare and give a mini-talk and collaborate with other students
- Focus students on *Find out about it*. Read the bullet points and check vocabulary.
- Make groups of four.
- Monitor students as they do their research. Set a time limit for this stage.
- Focus students on *Prepare it*. Read the bullet points with the class. Check vocabulary.
- Make sure groups follow each step in sequence. Set a time limit for this stage.
- Focus students on *Present it*. Set a task for the groups who are listening to each presentation to keep them focused, e.g. *Write down one fact about the disaster that you didn't already know.*
- Groups take turns to do their mini-talks.
- After each presentation, get feedback on the listening task.

Note: The *Present it* stage may happen over more than one lesson.

1 WB p20 Draw lines and complete the sentences with the words from the box.

Aim: to review the past continuous with *while*

Key: 2 While Dad was washing up, Mum was cleaning the kitchen.
3 While the volcano was erupting, the villagers were sleeping. 4 While Dad was watching TV, the phone rang. 5 While the dog was sleeping, the cat was eating its food. 6 While I was walking down the street, I walked into a window.

2 WB p20 Find the words and use them to complete the sentences.

Aim: to review unit vocabulary

Key: 2 smoke, 3 boundary, 4 hurricane, 5 servants, 6 avalanche

3 WB p20 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to develop self-assessment skills
- Give feedback on the mini-talks. Make general points.
- In their groups, students discuss how they will improve their mini-talks next time.

Extension activity

Aim: to practise writing
- Students choose one of the sentences they wrote for WB Activity 3 and use it as the beginning of a short story. They can complete the story for homework.

1

Learning outcomes:
- to review language from the unit
- to reflect on learning
- to make a portfolio to show progress and complete a form

BIG QUESTION to think about the Big Question *What are natural disasters?*

New language: *form, last / first name, nationality, sex, male, female, date / place of birth, passport, postal code*

Recycled language: vocabulary and grammar from the unit, *portfolio, profile*

Creative thinking: Creates texts that express personal interests, emotions, or identity

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument

Creative thinking (WB): Uses own ideas for doing creative activities like retelling stories

Materials: Digital or print portfolios

Warm-up

Aim: to raise awareness of portfolios and self-assessment
- Write *portfolio* on the board and elicit the meaning.
- Show an example of the kind of portfolio students will make, if possible.

1 SB p21 Start a new portfolio for this year. Write about yourself in your profile.

Aim: to enable students to make a personal profile about themselves and their learning
- Focus students on the profile and what they write in each section.
- Students turn to the *My portfolio* writing practice section on page 118 of the Workbook. Work through the exercises with the class.
- For a print portfolio, students copy their profile information neatly onto paper.
- For an online portfolio, students type their profile and upload it.
- Students bring a photo of themselves from home to stick in a print portfolio or upload to their online portfolio.

2 SB p21 In his holidays, Antulio went on a summer camp. Read the form and answer the questions below.

Aim: to give students practice reading and filling in forms
- Focus students on the form. Check they know the meaning of *M* (male) and *F* (female).
- Students answer the questions orally in pairs.
- Check with the class.

Key: 1 Antulio, 2 Martinez, 3 5 August 2013, 4 1702, Calle San Jose, Buena Vista, Mexico, 37604, 5 Mexico, 6 37604

3 SB p21 In pairs, ask and answer questions. Then make a form for your partner. Check their answers.

Aim: to give students further practice with form filling
- Elicit a question for each section of the form in Activity 2.
- Students ask and answer questions.
- Read through and discuss the *Writing tip.*
- Students work individually and design a form, then swap forms and fill in their partner's form.
- Students swap forms again and check their partner's answers.

1 WB p21 Read and tick ☑. Then write examples.

Aim: to practise unit grammar and vocabulary

2 WB p21 Write sentences to answer the Big Question.

BIG QUESTION **Aim:** to enable students to revisit the Big Question and consolidate learning

3 WB p21 Look at the pictures. Imagine the man in the pictures is your neighbour, Mr Wilson. Write the story.

Aim: to practise writing

Ending the lesson

Aim: to review the unit song
- Play the song (012) while the students listen and follow (SB page 12).
- Play the song again for students to join in.

Extension activity

Aim: to enable students to share what they have learned
- Make groups of four. Students look through each page of Unit 1, at their vocabulary books and at their portfolio and discuss what they have learned in this unit.
- Encourage students to talk about what they are good at, as well as what they need to improve.

Think and write

Filling in a form

1 Start a new portfolio for this year. Write about yourself in your profile.

MY PORTFOLIO

My name:
Antulio Martinez

My class:
6e

My teacher's name:
Mrs Wilkins

What my friends like about me:
I am funny and good at singing.

What I did in my holidays:
I went to Lake Louise Summer Camp.

My favourite topics:
My favourite topics are rainforests and Geography!

What I like best about my English lessons:
I like singing songs in English best!

2 **In his holidays, Antulio went on a summer camp. Read the form and answer the questions below.**

1 What's his first name?
2 What's his last name?
3 When was he born?
4 What's his home address?
5 What country is he from?
6 What's his postal code?

Writing tip

When you need to fill in a form, make sure you understand what you have to write. Sometimes you can guess what the words mean, but always check with someone just to make sure.

Lake Louise Summer Camp

Last name: MAWNEZ
First name: ANTULIO
Nationality: MEXICAN
Sex: ☑ M ☐ F
Date of birth: 5 AUGUST 2013
Place of birth: MEXICO CITY
Passport no: TR 84902658
Home address (street): 1702, CALLE SAN JOSE
Town / Country: BUENA VISTA, MEXICO
Postal code: 37604

3 **In pairs, ask and answer questions. Then make a form for your partner. Check their answers.**

2 In the rainforest

The Amazon rainforest is very large. It's called the Amazon because of the river that runs through it. The rainforest crosses nine South American countries: Brazil, Colombia, Peru, Venezuela, Ecuador, Bolivia, Guyana, French Guiana and Suriname. The biggest part of the Amazon rainforest is in Brazil.

1 022 **Listen and say the words. Check with your partner.**

1 beak
2 toucan
3 creeper
4 sloth
5 anaconda
6 branch
7 jaguar
8 anteater
9 beetle
10 pool

BIG QUESTION **Why is the rainforest important?**

2 023 **Read, listen and answer the questions.**

1 What animals can the children see?
2 What's the difference between a tiger and a jaguar?
3 What do sloths eat?
4 Why does Phoebe tell Patrick not to touch the frog?

3 **Choose a word. Describe it for your partner to guess.**

It's a big cat that …

Learning outcomes:
- to learn and use rainforest vocabulary
- to practise listening
- to practise describing rainforest creatures

BIG QUESTION to start to think about the Big Question *Why is the rainforest important?*

New language: *beak, toucan, creeper, sloth, branch, anaconda, jaguar, anteater, beetle, pool, poisonous*

Recycled language: countries, *rainforest, river, tiger, lion, frog, spots, stripes, spider, leaves*

Cognitive control function: Working memory

Critical thinking (WB): Sorts and classifies objects and activities according to key features.

Materials: map of South America (showing the Amazon rainforest) (optional)

Digital flashcards: rainforest

Warm-up

Aim: to introduce the topic of rainforests
- Write *rainforests* on the board and elicit what students know. Ask if people live in rainforests, too (yes).
- Show a map of South America and ask students to find the rainforest.

Presentation

Aim: to present rainforest vocabulary
- Use the flashcards to present the new vocabulary.
- Say each item for students to repeat.
- Read the text at the top of the Student's Book page aloud while students follow. Show the map of South America again, pointing out the river Amazon and the nine countries mentioned.

1 022 SB p22 Listen and say the words. Check with your partner.

Aim: to practise rainforest vocabulary
- Students look at the picture in their Student's Books. They find the animals and features they have practised. Ask them to find another animal and say what colour it is (a frog, it's red).
- Play the recording. Students listen and repeat.

For script see SB p22.
- Play the recording again. Students practise in pairs.

BIG QUESTION Why is the rainforest important?

Aim: to encourage students to think about the importance of rainforests
- Read the Big Question. Students discuss in pairs, then share their ideas (encourage them to think about biodiversity, as well as the role of trees in providing oxygen).

Note: Some of the discussion will need to be in your students' first language (L1).

2 023 SB p22 Read, listen and answer the questions.

Aim: to practise listening
- Read the questions and check comprehension.
- Play the recording twice. Check with the class and explain *poisonous*.

For script see TB pXXX.

Key: 1 A jaguar, an anaconda, a sloth, a toucan and a frog. 2 A tiger has stripes and a jaguar has spots. 3 It eats leaves. 4 Because it's poisonous.

3 SB p22 Choose a word. Describe it for your partner to guess.

Aim: to give students practice with the new vocabulary
- Students take turns to describe and guess.

1 WB p22 Find eight countries in the word search. Write them on the map. Look → and ↓.

Aim: to practise spelling and check comprehension

Key: 1 Venezuela, 2 Guyana, 3 Suriname, 4 Colombia, 5 (Ecuador), 6 Brazil, 7 Peru, 8 Bolivia

2 WB p22 Find four more rainforest words in the word search in Activity 1. Write the words.

Aim: to give further practice with the new vocabulary

Key: 2 branch, 3 creeper, 4 beaks, 5 anaconda

3 WB p22 Write the words in the correct column.

Aim: to practise classification skills

Key: Big cats: lion, jaguar, tiger, Birds: duck, parrot, toucan; Insects: (beetle), butterfly, spider

Ending the lesson

Aim: to review new vocabulary and test memory skills
- Students study the picture in the Student's Book for two minutes, then close their books. Ask questions, e.g. *How many animals are in the trees?*

Extension activity

Aim: to consolidate vocabulary
- Students write the new vocabulary in their notebooks and write a short definition.

Learning outcomes:
- to practise saying large numbers 100 to 5,000,000

New language: *mosquito(es)*

Recycled language: rainforest, natural features, *mammal, butterfly/butterflies*

Critical thinking (WB): Solves simple puzzles (e.g. word puzzles)

Digital flashcards: rainforest

Warm-up

Aim: to review rainforest vocabulary
- Display the rainforest flashcards. Write the first and last letters of the words below each picture, with dashes in the middle to show how many letters are missing (e.g. *s _ _ _ h*).
- Call different students to come up and complete the words.

Stronger students: Students write the words below the correct picture, without the first and last letter prompts.

Presentation

Aim: to present large numbers
- Write large numbers on the board, e.g. *500, 999, 25,000, 130,500, 250,000.* Ask students how they think you say them.
- Show students how to break the numbers down for saying them aloud and when to use *and* (only after *hundred*).
- Write more large numbers on the board. Students practise saying them altogether, then in pairs.

1 SB p23 Read about the Amazon rainforest and match the numbers with the categories.

Aim: to practise reading large numbers
- Students work individually. They read the text and match the numbers with the correct category.
- They compare ideas in pairs before the class check. Ask students to pronounce the numbers which aren't in the task (2,000 and 2,500).

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

2 024 SB p23 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice.
- Check understanding of the grammar.
- Students turn to the Language focus section on page 120 of the Student's Book.
- Work through the first half of the page with the class.
- Play the audio. Students follow along in their Student's Books. and join in.

For script see SB p23.
- Students practise the sentences in pairs.

3 SB p23 Work with a partner. Write and say.

Aim: to consolidate numbers
- Students work in pairs. They take turns to write and read numbers.

Extra support: Practise more numbers on the board first, especially numbers ending with tens or single digits (e.g. *125,390; 15,025; 7,804*).

1 WB p23 Read and match.

Aim: to practise reading long numbers

Key: 1 one hundred, 2 five hundred, 3 one thousand, 4 ten thousand, 5 one hundred thousand, 6 one million

2 WB p23 Write the words.

Aim: to practise writing numbers as words

Key: 2 five thousand six hundred and forty, 3 fifteen thousand six hundred and forty-eight, 4 seventy-nine thousand four hundred, 5 one hundred and eighty-one thousand nine hundred and seventy-nine, 6 six hundred and eighty thousand four hundred and thirty-two, 7 three hundred and sixty thousand

3 WB p23 Read. Which continent has the longest rivers in total – Africa, North America, South America or Asia?

Aim: to give students practice combining numbers

Key: Asia

Ending the lesson

Aim: to consolidate numbers
- Students take turns to read aloud each text from WB Activity 3 to their partner, who checks the pronunciation of long numbers.

Extension activity

Aim: to practise key language from the lesson
- Write twelve large numbers as figures on the board.
- Students draw a 2 x 2 bingo grid in their notebooks.
- Each student chooses four numbers from the board and writes one in each square.
- Play Bingo. Say the numbers in random order. Students cross out the numbers in their grids when they hear them.
- The first student to cross out all four numbers in his/her grid shouts *Bingo!* The student is the winner if he/she can say all four numbers in the grid correctly.
- Repeat with different numbers.

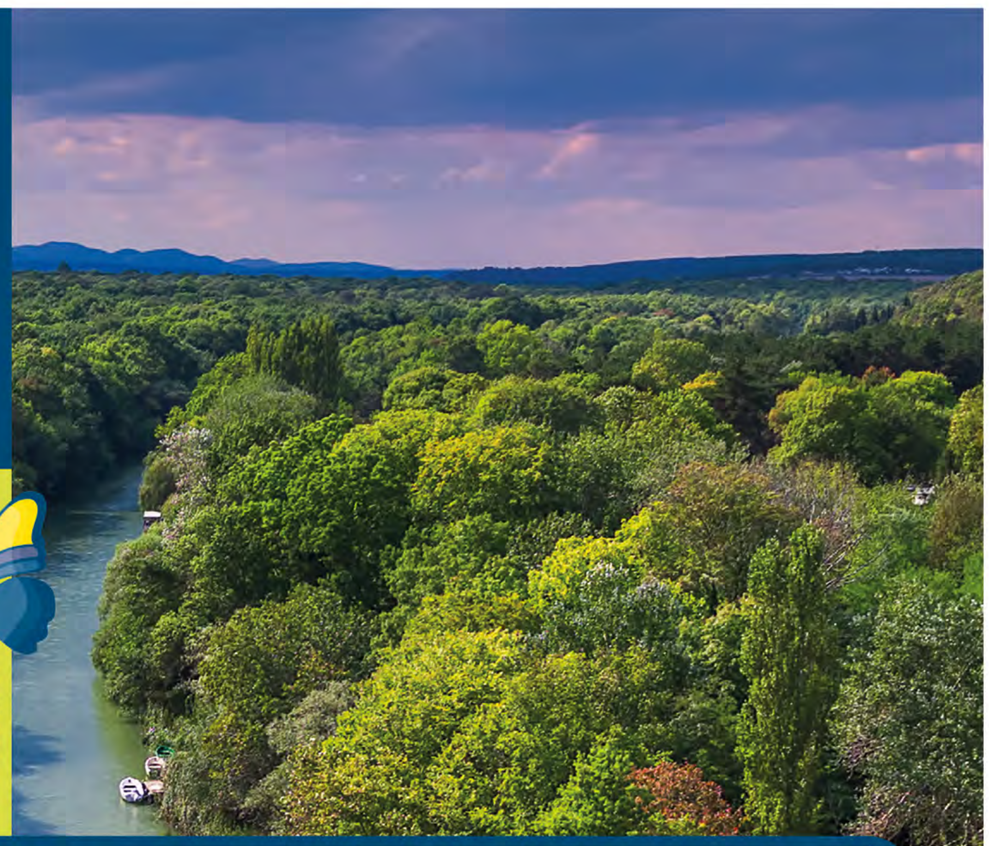
1 Read about the Amazon rainforest and match the numbers with the categories.



The Amazon rainforest is the largest rainforest on Earth. The biggest river in the rainforest is, of course, the Amazon. It runs more than 6,400 km from the Andes to the Atlantic Ocean. About 250,000 people live in the rainforest.

More than 40,000 plants grow in the Amazon including about 3,000 different kinds of fruit.

The Amazon is full of animals. There are about 2,000 kinds of birds and mammals, 2,500 kinds of fish, 1,800 kinds of butterflies and about 200 kinds of mosquitoes.



1 six thousand four hundred	a kinds of mosquitoes
2 two hundred and fifty thousand	b plants
3 forty thousand	c types of fruit
4 three thousand	d people
5 one thousand eight hundred	e km of the river
6 two hundred	f types of butterflies

2 024 Watch, listen and say.

Language focus

100 – **one hundred** trees
500 – **five hundred** trees
1,000 – **one thousand** trees
10,000 – **ten thousand** trees
100,000 – **one hundred thousand** trees
1,000,000 – **one million** trees



3 Work with a partner. Write and say.



Two hundred thousand.

That's right!

My world: gaming

1 **Look at the pictures and answer the question.**

Mia is playing a game. She's a monkey lost in the jungle. What do you think the monkey has to do?





2 025 **Read and listen to the dialogue to check your answer.**

Tom What are you playing?
Mia It's a new game called *Jungle Jim*.
Tom What do you have to do?
Mia Well, I'm Jim, a baby monkey. He's lost in the jungle and he wants to get home.
Tom Is that all?
Mia No. He has to find sloths and ask them for help.
Tom Is there anything else?
Mia Yes, he has to be careful of jaguars because they slow him down.
Tom Is that it?
Mia No, he has to eat bananas to give him energy. Do you want to have a go?
Tom Not really, thanks. I don't like bananas.

3 **Practise the dialogue in pairs.**

4 **Work in pairs to make your own dialogue.**

1 Choose one of these games with a friend:
The Magic Toucan *Jaguar!* *Simon the Sloth*
2 Decide what you have to do in the game.
3 Make a dialogue about the game.
4 Act out your dialogue to the class.

What to say

Asking for instructions
What do you have to do?
Is that all?
Is there anything else?
Is that it?

Learning outcomes:
- to practise asking for and giving instructions
- (WB) to recognise the difference between the unvoiced /ʧ/ and voiced /ʤ/ phonemes
- (WB) to recognise alternative spellings of /ʤ/ (*g*, *ge* and *dge*) and that /ʧ/ is spelt *ch*.

New language: *be careful of, slow (someone) down, energy, have a go*

Recycled language: rainforest, *monkey, baby, have to*

Creative thinking: Creating new content from own ideas or other resources

Cognitive control function: Cognitive flexibility

Digital flashcards: rainforest

Warm-up

Aim: to review rainforest vocabulary
- Write *rainforest* on the board. Elicit rainforest vocabulary and create a mind map. Use the flashcards as prompts, if necessary.

Stronger students: Students make their own mind map. Elicit their words and write them on the board to check spelling.

1 SB p24 Look at the pictures and answer the question.

Aim: to practise reading and making predictions
- Elicit what the children in the photo are doing and what's in the screenshot (a baby monkey, a sloth, a jaguar, a banana, branches).
- Read the text aloud. Elicit ideas. Students make sentences with *The monkey / It has to …* Don't confirm answers.

2 025 SB p24 Read and listen to the dialogue to check your answer.

Aim: to practise reading and listening for specific information
- Play the recording while students read and listen. Students compare answers.

For script see SB p24.
- Check with the class. Check understanding of vocabulary, e.g. *slow (him) down, energy.*

Key: The monkey has to get home. He has to find sloths and ask them for help. He has to be careful of jaguars. He has to eat bananas to give him energy.

3 SB p24 Practise the dialogue in pairs.

Aim: to practise speaking
- Students practise the dialogue in closed pairs.

Extra support: Practise the dialogue as a class before the pairwork.

4 SB p24 Work in pairs to make your own dialogue.

Aim: to enable students to create and practise their own dialogues
- Make pairs. Students choose one of the games and think of rules.
- Focus students on the *What to say* box and practise the language.
- Pairs write their dialogue, using Activity 2 as a model.
- They rehearse, then perform for the class.

1 WB p24 Read and complete the dialogue.

Aim: to practise functional language

Key: 2 Do we have to, 3 Do we have to bring/pack/have, 4 that, 5 have to, 6 anything else

2 007 WB p24 Listen and say the words.

Aim: to practise the sounds /ʧ/ and /ʤ/
- Read the Phonics tip aloud. Ask students to press their fingers against their throat as they make the two sounds. They only feel a vibration when they say the voiced /ʤ/ sound.

For script see WB p24.

3 WB p24 Choose and write.

Aim: to practise the sounds /ʧ/ and /ʤ/ and identify different spellings of /ʤ/

4 008 WB p24 Listen, check and say the sentences.

Aim: to practise the sounds /ʧ/ and /ʤ/ and identify different spellings of /ʤ/

For script see WB pXX.

Key: 2 bridge, 3 giraffe, 4 watch, 5 jam, 6 language, 7 fridge, 8 children, 9 jumper, 10 dangerous

Ending the lesson

Aim: to review and extend awareness of voiced and unvoiced consonants
- Write pairs of voiced and unvoiced consonants on the board: *p – b, f – v, t – d, s – z, k – g*. Students practise the sounds: they should only feel a vibration in the throats for the second one in each pair.
- Write words on the board in two columns: A*: pin, fan, ton, Sue, cap; B: bin, van, done, zoo, gap*. Students work in pairs. One student says a word from either column. The other student says *A* or *B*. Then they swap.

Extension activity

Aim: to give students further speaking practice
- Pairs swap their dialogue from SB Activity 3 with another pair.
- Students practise the new dialogue, then perform it for the pair who wrote it.

2

Learning outcomes:
- to review *have to*
- to practise talking about past and present obligation

New language: *tour, sleeve, trainers, provide*

Recycled language: rainforest, clothes, daily tasks, *roots, leaves*

Materials: flashcards (food and drink), photos of food and drink (e.g. from adverts), scissors, glue sticks (optional)

Warm-up

Aim: to review rainforest vocabulary
- Write the rainforest words on the board in jumbled letter order.
- Volunteers come to the board to write each one correctly.

1 026 SB p25 Listen and read the dialogue. Then tick ☑ the correct photos.

Aim: to practise listening and reading for specific information
- Focus on the pictures and the dialogue. Elicit known items and teach *trainers* and *long sleeves*.
- Play the recording. Students follow and tick the correct pictures.

For script see SB p25.

- They compare answers in pairs, re-reading the dialogue as necessary to check.
- Check with the class.

Key: Students tick the walking boots and the long-sleeved shirt
Stronger students: Elicit sentences with *have to* and *had to* about the dialogue.

2 SB p25 Write the sentences and questions.

Aim: to focus students on word order
- Students work in pairs to reorder the sentences and question.
- Call volunteers to write them correctly on the board. Students check.

Key: 1 You have to wear a shirt with long sleeves. 2 Do I have to bring food? 3 You don't have to bring any water.

3 027 SB p25 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice.
- Check understanding of the grammar.
- Students turn to the Language focus section on page 120 of the Student's Book.
- Work through the second half of the page with the class.
- Play the audio. Students follow along in their Student's Books and join in.

For script see SB p25.

- Students practise the sentences in pairs.

4 SB p25 Write *yes* or *no*. Then talk about the rules at your home with your partner.

Aim: to give students further practice with *have to / has to*
- Focus on the numbered phrases. Students write *yes* or *no* for each one, depending on what they do at home.
- In pairs, students ask and answer, using the speech bubbles to help.
- Ask students to report back on their partners, using *has to* and *doesn't have to*, e.g. *Carla has to help in the kitchen. She doesn't have to go shopping.*

1 WB p25 Match the sentence halves.

Aim: to practise reading and grammar

Key: 2 The jungle is dangerous and so are its leaves. 3 When you walk through the jungle, you have to wear boots. 4 There are lots of snakes and lots of roots.

2 WB p25 Look at the pictures and complete the sentences.

Aim: to give students further practice with *had to*

Key: 2 we had to collect the wood, 3 we had to make a fire, 4 had to cook lunch, 5 we had to wash the dishes/wash up, 6 we had to brush our teeth

3 WB p25 Think of things you had to do last weekend. Write sentences.

Aim: to give students further writing practice with *had to*

Ending the lesson

Aim: to practise *have to*
- Start a chain with *have to*, e.g. Teacher: *Every day I have to make my bed.* Student A: *Every day I have to make my bed and I have to have a shower.* Student B: *Every day I have to make my bed and have a shower. And I have to ….* The chain continues in this way.

Extension activity

Aim: to consolidate understanding
- In groups of four, students take turns to read their sentences from WB Activity 3.
- Each time one student says something another student had to do, they shout *Snap!*
- Elicit how many ideas students in each group shared, e.g. *Three of us had to wear sun cream every day.*

1 026 **Listen and read the dialogue. Then tick ☑ the correct photos.**

Guide OK, Mr Nelson, the tour starts at seven. So you have to be here at half past six. OK?

Mr Nelson Fine, what shall I wear, a T-shirt?

Guide No, no. There are lots of mosquitoes so you have to wear a shirt with long sleeves.

Mr Nelson Oh, that's right. I had to wear a shirt when I went on a jungle tour some time ago. Are my trainers all right?

Guide No, sorry. There are dangerous snakes around so you have to wear boots.

Mr Nelson Do I have to bring food and something to drink?

Guide You don't have to bring any food or water. We provide everything you need.

Mr Nelson That's great. Thanks.



a  ☐

b  ☐

c  ☐

d  ☐

e  ☐

2 **Write the sentences and questions.**

1 had to / You / sleeves / . / with / a shirt / wear / long

2 I / bring / have to / Do / food / ?

3 bring / You / water / . / have to / any / don't

3 027 **Watch, listen and say.**



Language focus

You **have to** wear a big shirt with long sleeves.

The jungle is dangerous, and so are its leaves.

When you walk through the jungle, do you **have to** wear a hat?

I **don't have to**, I'm a cool cat.

4 **Write *yes* or *no*. Then talk about the rules at your home with your partner.**

1 help in the kitchen _____

2 go shopping _____

3 take off your shoes in the house _____

4 make your bed _____

5 tidy up your room _____

6 wash the dishes _____

Do you have to help in the kitchen?

Yes, I do.

Do you have to go shopping?

No, I don't, but I like going shopping with my dad.

The PRESENT

1 **Work in pairs. Look at the pictures and the title of the story.**

1 Where are the children this time?

2 Who are they going to meet in the story?

2 028 **Read and listen to the story to check your answers.**



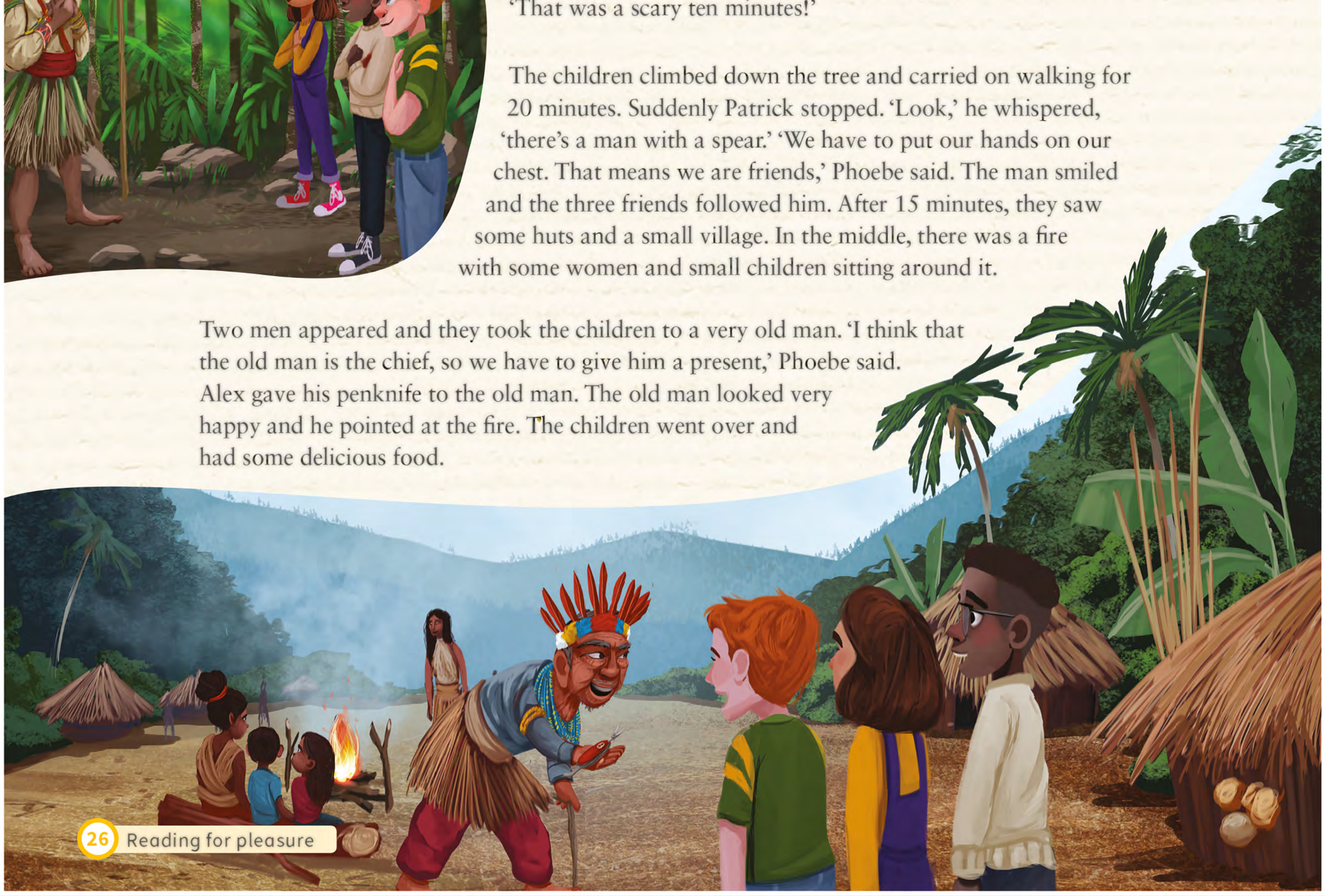
The children started walking through the rainforest looking for a way out. After half an hour, they came to a river. 'I'm very hungry,' said Alex. 'Me too,' Phoebe and Patrick answered. 'Let's follow the river, maybe we can find a village,' Alex said. The three friends walked along the river in the rainforest for an hour. They were hot and hungry.

Suddenly they heard a very loud animal noise. 'That must be a jaguar,' Patrick shouted. 'Let's climb that big tree over there to hide.' They ran to the tree and started climbing. To their surprise, the terrible noise got louder and louder until it was right above their heads. They looked up into the tree and saw hairy black arms and a tail above them. 'It's a howler monkey,' Phoebe shouted. They all started to laugh. 'That was a scary ten minutes!'



The children climbed down the tree and carried on walking for 20 minutes. Suddenly Patrick stopped. 'Look,' he whispered, 'there's a man with a spear.' 'We have to put our hands on our chest. That means we are friends,' Phoebe said. The man smiled and the three friends followed him. After 15 minutes, they saw some huts and a small village. In the middle, there was a fire with some women and small children sitting around it.

Two men appeared and they took the children to a very old man. 'I think that the old man is the chief, so we have to give him a present,' Phoebe said. Alex gave his penknife to the old man. The old man looked very happy and he pointed at the fire. The children went over and had some delicious food.



Learning outcomes:
- to listen to, read and role play a story
- to develop reading skills

New language: *a way out, hairy, howler monkey, carry on, whisper* (v), *spear, chest, chief, penknife, grab, swing* (pp *swung*)

Recycled language: rainforest, natural features, adjectives (*hot, hungry, terrible, scary, old, delicious*), *arm, tail, hand, hut, village, glow* (n), *disappear, in a flash*

Critical thinking (WB): Explains why things happened (eg cause and effect)

Critical thinking (WB): Makes predictions and estimations from given information

Digital flashcards: rainforest

Warm-up

Aim: to review the story so far
- Elicit what students remember about the last episode of the story.
- Write phrases on the board as prompts, if necessary, e.g. *travel to the past, Pompeii, Ancient Rome, volcano, erupt, escape, glowing gate.*
- Review the rainforest vocabulary using the flashcards.

The present

1 SB pp26–27 **Work in pairs. Look at the pictures and the title of the story.**

Aim: to practise predicting
- Read the activity instructions. Tell students to use only the title and pictures to answer the questions, and not to read the story at this stage.
- Students discuss the questions in pairs. Do not confirm answers.

2 028 SB pp26–27 **Read and listen to the story to check your answers.**
- Play the recording. Students read and listen to check their answers. Elicit answers.

For script see SB pp26–27.
- Ask what happened at the end of the story (*the children swung through the gate on a creeper*) and where the gate was (*at the top of a waterfall, far out in the air*).
- Play the recording again. Pause to explain new vocabulary and check comprehension. Ask questions, e.g. *Why did the friends look for a village?* (*Because they were hungry.*) *Why did they climb a tree?* (*Because they thought they heard a jaguar.*) *What was the man holding?* (*A spear.*) *How did the children show they were friends?* (*They put their hands on their chests.*) *What present did Alex give the old man?* (*A penknife.*) *Why?* (*Because he was the chief.*) *How did they say 'thank you' to the man who showed them the gate?* (*They smiled.*) *Who went through the gate first?* (*Patrick.*)

Key: 1 They are in the rainforest.
2 They meet people who live in the rainforest (villagers and their chief).

1 WB p26 **Remember the story. Match the questions with the answers. There are two extra answers.**

Aim: to check comprehension of the story

Key: 2 a, 3 f, 4 b, 5 e, 6 h

2 WB p26 **How do the children feel?**

Aim: to encourage students to reflect on emotions of characters

3 WB p26 **Think and answer.**

Aim: to personalise the story and practise writing

Ending the lesson

Aim: to practise the story
- Put students in groups of four. They each take a role from the story (one is both the man they meet and the chief).
- They read through the story silently and each find which dialogue is theirs.
- Students practise their role plays in groups, using the direct speech from the story.
- Volunteer groups role play for the class.

Extension activity

Aim: to review ideas and concepts from the story
- Focus on paragraphs 3 and 4 of the story and tell students to imagine that the people who live in the rainforest can speak English.
- Elicit questions they would ask them and write examples on the board.
- In groups of four, students create a role play for this section of the story (when Alex, Phoebe, Patrick and the villagers are eating, with the children asking some of the questions they thought of).
- Groups practise their role plays, then perform them for the class.

Learning outcomes:
- to practise reading for specific information
- to identify time references in a story
- to talk about the meaning of a story

New language (WB): *habit, Thailand, Thai, rude, front door, proper, lower (v)*

Recycled language: language from the story

Value: respecting other cultures

Critical thinking: Solves simple puzzles (e.g. word puzzles)

Cognitive control function: Cognitive flexibility

Cognitive control function (WB): Inhibitory control

Warm-up

Aim: to review the story
- Ask about the story, e.g. *Where were the three friends? (In the rainforest.) Who did they meet? (People who lived in the rainforest and their chief.) What was the present? (A penknife.) Where was the gate to leave the rainforest? (Above a waterfall.)*

3 SB p27 **Read and tick ☑ the correct name.**

Aim: to focus students on key events in the story
- Students read the sentences individually.
- Play the recording of the story again, if necessary. Students follow in their books.
- They tick the names, then compare answers in pairs.
- Check with the class.

Key: 1 Patrick, 2 Patrick, 3 Alex, 4 Alex, 5 Phoebe

4 SB p27 **Read the story again and answer the question.**

Aim: to review the story and practise scanning for time references
- Ask a student to read the question aloud.
- Students check back through the story to find the information. They work out the answer in pairs.
- Check with the class.

Extra support: Write questions about time on the board. Students work out the answers in pairs: *How long did the children spend walking to the river? (Half an hour.) How long did they spend walking along the river? (An hour.) How long were they in the tree? (10 minutes) How long did they walk until they met the man with the spear? (20 minutes) How long did they walk with him to the village? (15 minutes)* Write the times on the board in minutes, and help students work out the total.

Key: 2 hours and 15 minutes

4 WB p27 **Look and read. Match the text with the pictures.**

Aim: to focus students on the value of respecting other cultures

Key: 2 e, 3 c, 4 b, 5 f, 6 a

5 WB p27 **Complete the sentences about your country.**

Aim: to enable students to reflect on their own culture

Ending the lesson

Aim: to discuss the value of respecting other cultures
- Focus on how the three friends respect the culture of the rainforest in the story (they put their hands to their chests to show they are friendly and give the people a present).
- Discuss why this value is important and elicit examples of ways in which students respect other cultures or experiences they have had of different cultural norms.

Note: Some of this discussion may need to take place in L1.

Extension activity

Aim: to focus on cultural diversity and respect
- In pairs, students write a list of guidelines for their own culture, using the text in WB Activity 4 as a model, and referring to their ideas from WB Activity 5.
- Students write about greeting customs and things which are considered polite and impolite.
- The guidelines could be presented as posters with illustrations to make a classroom display.

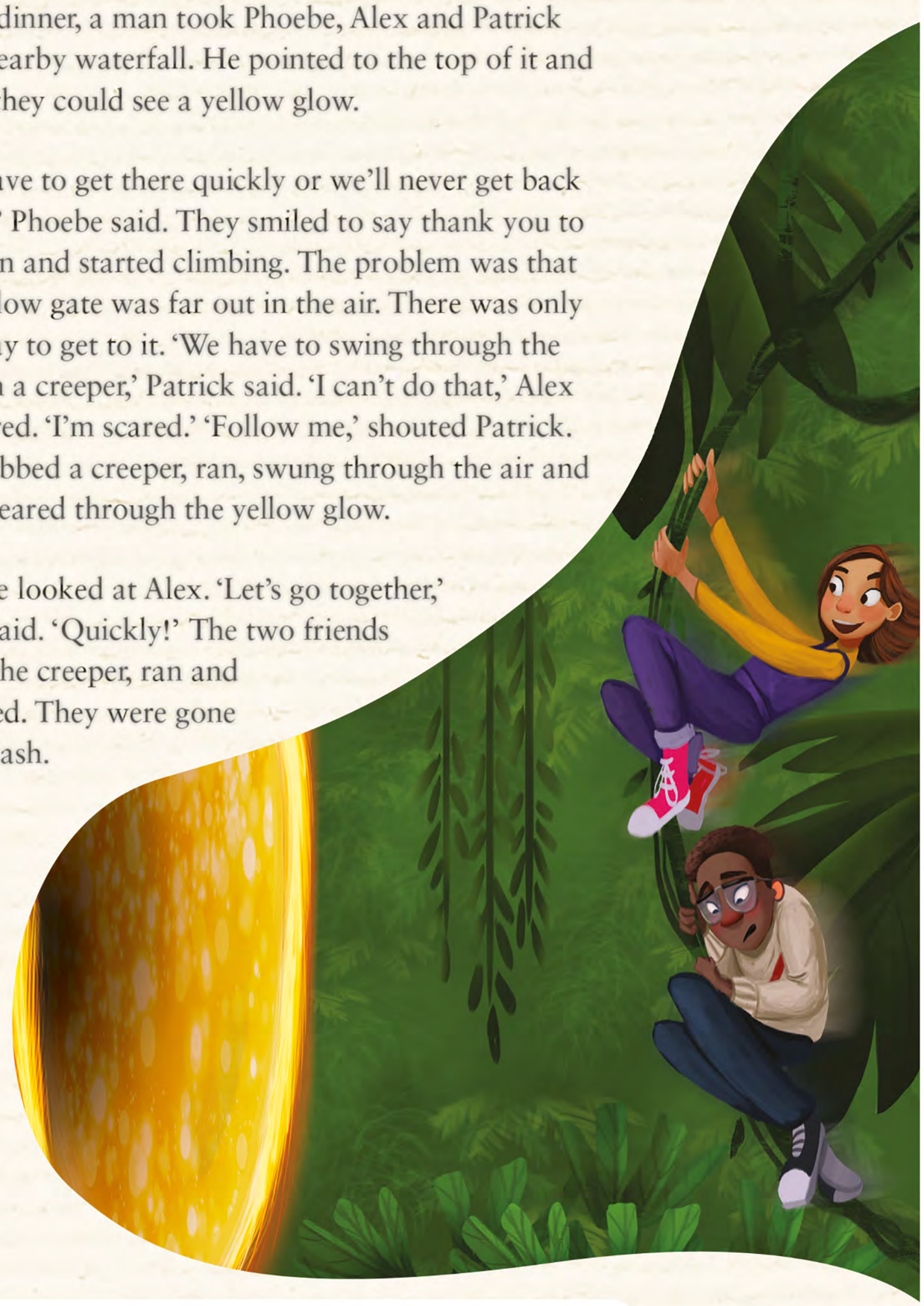


2

After dinner, a man took Phoebe, Alex and Patrick to a nearby waterfall. He pointed to the top of it and there they could see a yellow glow.

'We have to get there quickly or we'll never get back home!' Phoebe said. They smiled to say thank you to the man and started climbing. The problem was that the yellow gate was far out in the air. There was only one way to get to it. 'We have to swing through the gate on a creeper,' Patrick said. 'I can't do that,' Alex answered. 'I'm scared.' 'Follow me,' shouted Patrick. He grabbed a creeper, ran, swung through the air and disappeared through the yellow glow.

Phoebe looked at Alex. 'Let's go together,' Alex said. 'Quickly!' The two friends took the creeper, ran and jumped. They were gone in a flash.



3 **Read and tick ☑ the correct name.**

	Phoebe	Alex	Patrick
1 Who thought there was a jaguar?			
2 Who saw the man with the spear?			
3 Who gave the chief a present?			
4 Who was scared of jumping through the gate?			
5 Who helped Alex jump through the gate?			

4 **Read the story again and answer the question.**

How much time passed from the beginning of their adventure (when they started their walk through the rainforest) until they arrived in the village?

Skills

1 029 Listen and complete the trading cards.

KILLER CREATURES

Amazon series 2



THE GOLIATH BIRD-EATING SPIDER

WHERE:	In northern (1) _____ _____
SIZE:	(2) _____ cm
EATS:	(3) _____, small snakes, insects, (4) _____
LIVES FOR:	(5) _____ years (female only)

WARNING! This is a very dangerous spider!

KILLER CREATURES

Amazon series 2



THE JAGUAR

WHERE:	From (6) _____ _____ to Argentina.
SIZE:	(7) _____ cm
EATS:	deer, large (8) _____, (9) _____
LIVES FOR:	(10) _____ (in the wild)

WARNING! There are not many jaguars left. Humans should not kill them!

2 030 **Listen again and answer the questions.**

1 How long do male spiders live for?
2 What does the female spider do to males?
3 Where do most jaguars live?
4 How long can a jaguar live for in a zoo?

3 **Use the trading card to write about the green anaconda.**

4 **Discuss in pairs.**

1 Which of the creatures would you most like to see? Why?
2 Which would you not like to see? Why?

I'd like to see …

KILLER CREATURES

Amazon series 2



THE GREEN ANACONDA

WHERE:	Rivers in the Amazon rainforest
SIZE:	6m–9m
EATS:	Deer, crocodiles, turtles
LIVES FOR:	10 years

WARNING! This snake is not poisonous, but it is very strong. It can kill people!

Learning outcomes:
- to listen for specific information
- to write a description
- to take part in a discussion

New language: *killer, trading card, northern, female, male, wild, dear*

Recycled language: rainforest animals, natural features, adjectives: *small, large, dangerous, poisonous, strong*; *creature, insect, turtle*

Digital flashcards: rainforest

Warm-up

Aim: to review rainforest vocabulary and introduce the topic of dangerous creatures
- With books closed, use the digital flashcards to practise the rainforest vocabulary.
- Write *killer creatures* on the board, check comprehension and tell students they are going to find out about killer creatures. Brainstorm animals they think might be mentioned and adjectives to describe them (*poisonous, dangerous*, etc.).

1 029 SB p28 Listen and complete the trading cards.

Aim: to practise listening for specific information
- Focus on the cards and check understanding of *trading cards*.
- Use the photos to elicit what students know about the animals. Discuss predictions from the Warm-up.
- Read the cards and check understanding of vocabulary (e.g. *male/female*).
- Play the recording. Students complete the information. Teach *deer*.

For script see TB pXXX
- Students compare answers in pairs.
- Play the recording again. Check with the class.

Key: 1 South America, 2 30, 3 frogs, 4 lizards, 5 25, 6 North America, 7 180, 8 birds, 9 fish, 10 12

2 030 SB p28 Listen again and answer the questions.

Aim: to practise listening for detail
- Students read the questions and discuss what they remember in pairs before listening again.
- Play the recording again.
- Students compare answers in pairs.
- Play the recording again. Check with the class.

Key: 1 Less than a year. 2 They kill them. 3 In the Amazon rainforest. 4 20 years.

3 SB p28 Use the trading card to write about the green anaconda.

Aim: to practise writing a description
- Focus students on the Green Anaconda card. Elicit information by asking questions, e.g. *Where does it live?* Encourage students to reply in full sentences (e.g. *It lives in rivers in the Amazon rainforest.*)
- Students write a first draft of their description and then swap with a partner. Students check each other's work. Remind them to choose *It* or *They* to write about the Anaconda, and then make sure they use the same pronoun throughout (with singular verbs for *it* or plural for *they*).
- Students write a final draft of their texts.

Extra support: Provide prompts or key verb phrases on the board (*live, be … long, eat, can live for*).

Key (sample answer): The Green Anaconda lives in rivers in the Amazon rainforest. The biggest snakes are nine metres long. They eat deer, crocodiles and turtles. They can live for ten years.

4 SB p28 Discuss in pairs.

Aim: to practise taking part in a discussion
- Elicit some example sentences, using the speech bubble, e.g. *I'd like to see a jaguar.* Write the negative form I *wouldn't like to see* … on the board, if necessary.
- Students discuss their ideas in pairs.
- Discuss the questions as a class.

Stronger students: Review phrases for agreeing and disagreeing and encourage students to use them in their discussion, e.g. *I agree. / I think so, too. / I don't agree. / Sorry, I disagree (with you). / I don't think so.*

1 WB p28 Look and read. Choose the correct words and write them on the lines. There are four extra words. Exam skills

Aim: to review vocabulary

Key: 2 fire, 3 countries, 4 branches, 5 jaguar, 6 mosquito, 7 pool, 8 languages, 9 butterfly, 10 bottle, 11 snakes

Ending the lesson

Aim: to practise listening and memory skills
- With books closed, say a sentence about one of the creatures from the lesson, e.g. *They are six to nine metres long*. If students think the sentence is about the spider, they make spider shapes with their hands, if they think it's the jaguar they mime being big cats and if they think it's the anaconda they hiss like snakes.

Extension activity

Aim: to consolidate understanding and practise writing
- Students find out about another killer creature and create a trading card about it.

Learning outcomes:
- read for specific information
- to make a presentation in groups

New language: *hidden, tribe, passenger, bow and arrow, make sure, illness, outside world*

Recycled language: rainforest

Creative thinking: Interprets characters in games and drama

Cognitive control function: Cognitive flexibility

Warm-up

Aim: to introduce the topic of remote tribes and practise predicting
- Ask who the children met in the rainforest and teach *tribe*.
- Elicit what students know about tribes who live in places like the rainforest. Ask *Do they have cars and gadgets like TVs? What jobs do they do? Do they travel? What do they wear? How do they get their food?*
- Tell students they are going to learn more about a rainforest tribe

1 SB p29 Read the magazine article and answer the questions.

Aim: to practise reading for specific information
- Elicit what students can see in the photo. Teach *bow and arrow*.
- Read the questions and check understanding.
- Students read silently and answer, then compare ideas in pairs.
- At the checking stage, ask students to justify their answers (*Why? Why not?*).

Key: 1 No, they appear to be angry because they point bows and arrows at the plane. 2 No. 'The scientists were there to find this lost tribe'. 3 Yes. '… they wanted to show it to the world.' 4 Yes. They live without gadgets or electricity, so modern technology such as a plane would be surprising for them.

2 SB p29 Imagine you are the chief of the tribe. Answer the questions from a journalist.

Aim: to give students practice of interpreting the feelings of others in texts
- Read the questions with the class and check comprehension.
- Put students into pairs. Give them time to share ideas. Then they role play the meeting between the journalist and the chief. Make sure they swap roles so they both have a chance to answer the questions.

Extra support: Elicit example answers to the questions and write key words on the board for students to refer to during the role play.

3 SB p29 In groups, present your ideas to the rest of the class.

Aim: to give students practice making oral presentations
- Make groups of four. Students compare their answers to the questions in Activity 2.
- Groups take turns to give their opinions on the three questions.

Stronger students: Discuss opinions as a class once all groups have presented, e.g. *Most of you were scared because you did not know what a journalist was. But some of you were excited, not scared, because you wanted to leave the rainforest.*

1 009 WB p29 Listen. Colour, draw and write. Exam skills

Aim: to practise listening for specific information

For script see TB pXXX.

Key: Students colour the horse next to the tree brown and white, the girl with long hair's hair red, the smaller car grey, the man in the boat on the right's T-shirt blue, the woman who's talking's jeans green, the man wearing glasses' trousers brown and the monkey on top of the tree black. They draw a cap on the other man's head and a boat in the middle of the river. They write the word 'jungle' on the bigger car.

Ending the lesson

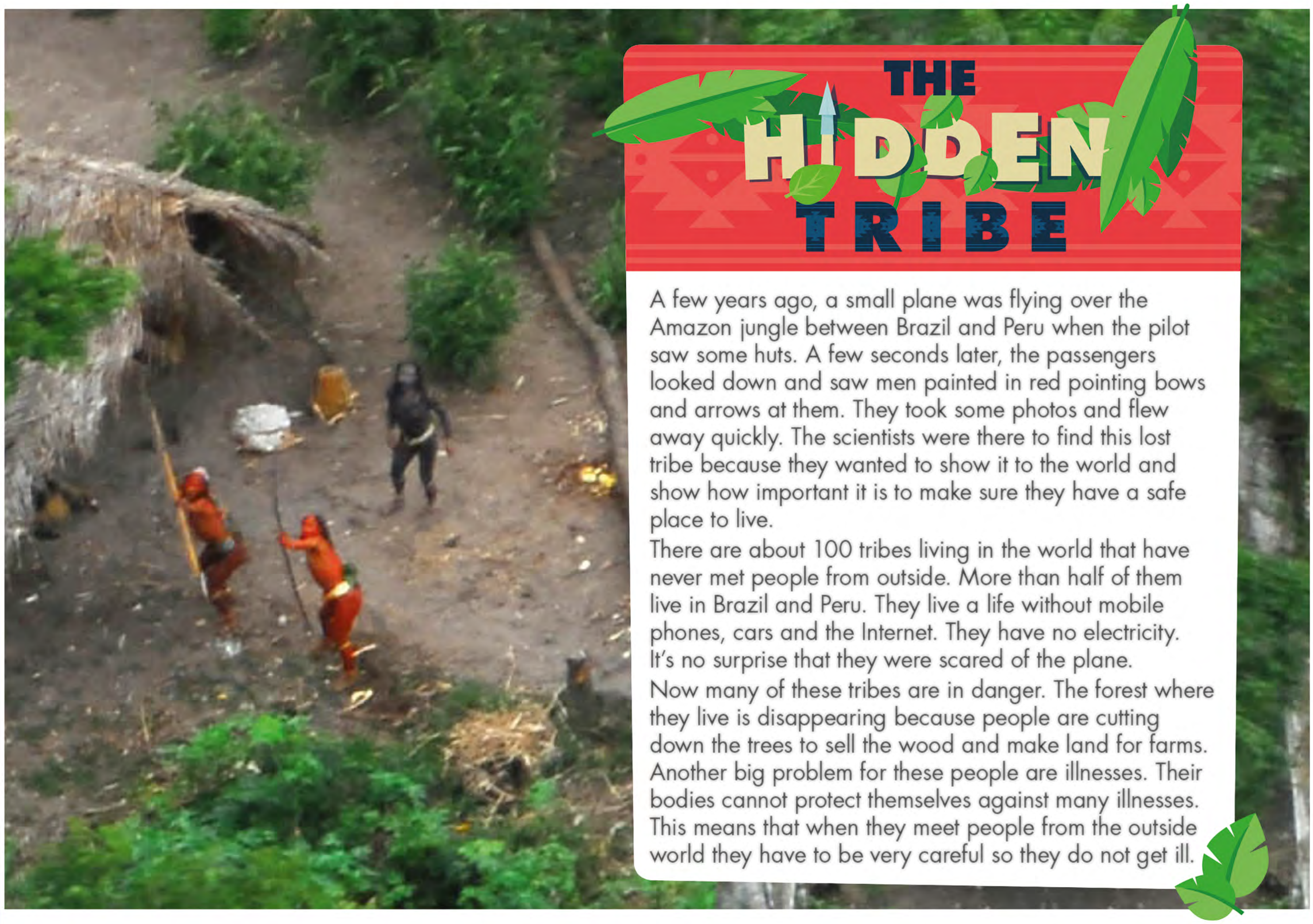
Aim: to practise vocabulary and memory skills
- With books closed, read the article from the Student's Book aloud, pausing before key words. Students call out the correct word or phrase, e.g. *A few years …* (ago) *a small plane was flying over …* (the Amazon jungle). …

Extension activity

Aim: to encourage creativity and practise speaking
- Tell students they can give a rainforest tribe a modern invention as a present. They have to decide which one.
- Brainstorm ideas, e.g. the mobile phone, the computer, antibiotics.
- Make groups of four. Each group has to agree on one invention and the reason for giving it to the tribe.
- Elicit inventions and reasons. Discuss with the class and try to agree on the best invention to offer the tribe.

1 **Read the magazine article and answer the questions.**

1 Were the men from the tribe happy to see the plane? Why (not)?
2 Were the scientists on the plane surprised to see the tribe? Why (not)?
3 Were the scientists on the plane happy to see the tribe? Why (not)?
4 Were the men from the tribe surprised to see the plane? Why (not)?



THE HIDDEN TRIBE

A few years ago, a small plane was flying over the Amazon jungle between Brazil and Peru when the pilot saw some huts. A few seconds later, the passengers looked down and saw men painted in red pointing bows and arrows at them. They took some photos and flew away quickly. The scientists were there to find this lost tribe because they wanted to show it to the world and show how important it is to make sure they have a safe place to live.

There are about 100 tribes living in the world that have never met people from outside. More than half of them live in Brazil and Peru. They live a life without mobile phones, cars and the Internet. They have no electricity. It's no surprise that they were scared of the plane.

Now many of these tribes are in danger. The forest where they live is disappearing because people are cutting down the trees to sell the wood and make land for farms. Another big problem for these people are illnesses. Their bodies cannot protect themselves against many illnesses. This means that when they meet people from the outside world they have to be very careful so they do not get ill.

2 **Imagine you are the chief of the tribe. Answer the questions from a journalist.**

1 Why are you scared of me?
2 Do you want something from me?
3 Is your life better than mine?

3 **In groups, present your ideas to the rest of the class.**

I'm scared because …

Think and learn

Ecosystems

What different ecosystems are there?

1 Look at the photos. What can you see?

2 Read the text. What are ecosystems?





The ocean, the desert and the rainforest are examples of ecosystems.





Living together

An ecosystem is where many different kinds of animals and plants live together. Plants and animals get food, water and shelter from their ecosystem. Plants give shelter to animals. Some animals (herbivores) eat plants and some animals (carnivores) eat other animals.



The rainforest is an important ecosystem. There are lots of birds, insects and other kinds of animals in it.

Climate

The climate of an ecosystem is important. It can be hot or cold, dry or wet. Rainforests are hot and wet with lots of rain. This means there is a lot of water for animals and plants.
Deserts are dry with very little rain. This means that plants and animals in the desert need to work hard to find water.



Desert plants often have thick stems and leaves. This means they can keep water inside them to live and grow.

3 Read and name the ecosystem.

1	hot	dry	sand	camels
2	cold	wet	sea	fish
3	hot	wet	trees	parrots

4 Which ecosystems are near you?

There's an ocean ecosystem and a city ecosystem near me.

Super fact!

There are ecosystems in towns and cities. Many plants and animals live in towns near roads, buildings and people. This is called a city ecosystem.

Learning outcomes:
- to learn more about Science through English
- to talk about ecosystems

BIG QUESTION to be able to talk about the Big Question *Why is the rainforest important?*

New language: *ecosystem, thick, species, oxygen, tundra, wetlands, savanna, desert*

Recycled language: rainforest, natural features, animals, weather, *food, water, shelter, carnivore, herbivore, climate, stem, leaves*

Critical thinking: Sorts and classifies objects and activities according to key features

Critical thinking (WB): Makes predictions and estimations from given information

Cognitive control function: Cognitive flexibility

Warm-up

Aim: to review weather vocabulary
- Ask *What's the weather like today?* Encourage students to reply in different ways, e.g. *It's rainy. / It's cloudy. / It's wet. / It's cold.*
- Make pairs. Student A draws a weather symbol. Student B says the weather, e.g. *There's a thunderstorm.* Then they swap.

SB p30 What different ecosystems are there?

Aim: to raise awareness of ecosystems
- With books closed, play the *Think and learn* video. Ask students what an ecosystem is (it's where different kinds of animals and plants live together).

For videoscript see TB pXXX.
- Ask students to watch again and answer *What different ecosystems are there?* Play the video again, pausing at the beginning of each section. Write the names of the first three ecosystems on the board (*grassland, wetlands, tundra*) and elicit the others (*ocean, desert, rainforest*).
- Write questions on the board, e.g.: *Which animals live in grassland areas?* (giraffes, zebras, lions). Play the video again and elicit answers.
- Read the *Super fact* and elicit examples of animals and plants we see in cities.

1 SB p30 Look at the photos. What can you see?

Aim: to practise predicting skills
- Give students time to spot as many things as they can in the photos.
- Elicit ideas.

2 SB p30 Read the text. What are ecosystems?

Aim: to practise reading and learn about ecosystems
- Students read and think about the answer individually.
- Check ideas.

Key: Ecosystems are where many different kinds of animals and plants live together.

3 SB p30 Read and name the ecosystem.

Aim: to practise identifying ecosystems
- Students read and find the ecosystem in pairs.
- Check answers.

Key: 1 desert, 2 ocean, 3 rainforest

4 SB p30 Which ecosystems are near you?

Aim: to personalise the topic
- Read the example speech bubble.
- Students discuss in pairs. Elicit ideas.

1 WB p30 Look and match the ecosystem with the photos.

Aim: to practise vocabulary

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

2 WB p30 Write the name of the ecosystems from Activity 1 in the chart.

Aim: to practise new vocabulary and reading

Key: 1 ocean, 2 wetlands, 3 rainforest, 4 grassland, 5 tundra, 6 desert

3 WB p30 Where do they live? Write the names of the animals in the chart in Activity 2.

Aim: to practise matching animals and ecosystems

Key: 1 lion – grassland, 2 polar bear – tundra, 3 whale – ocean, 4 crocodile – wetlands, 5 camel – desert, 6 monkey – rainforest

4 WB p30 Read and answer.

Aim: to practise speaking and apply knowledge

Ending the lesson

Aim: to review what students have learned in the lesson
- Elicit what students learned today and write it on the board, e.g. *Today I've learned about ecosystems.* Students copy in their notebooks.

Extension activity

Aim: to apply knowledge and practise speaking
- Tell students you are thinking of a word from the lesson. They ask *yes/no* questions, e.g. *Is it an ecosystem? Do camels live there?*
- Students play the same game in pairs.

Learning outcomes:
- to learn more about Science through English
- to complete a project

BIG QUESTION to apply learning about ecosystems to the Big Question *Why is the rainforest important?*

New language: *tundra, wetlands, grassland, fox tropical, lungs, carbon dioxide, oxygen, stay alive, produce, forest floor, store, control*

Recycled language: weather, ecosystems, animals, plants, *climate, insect, roots, ground, herbivore, carnivore*

Creative thinking: Develops ideas through planning, research or review **(WB):** Participates in investigative, exploratory, open-ended tasks

Materials: paper (one sheet per group of three or four students), coloured pens and pencils, access to the internet/ encyclopaedias/reference books about ecosystems

Warm-up

Aim: to review vocabulary for ecosystems
- In pairs, students list all the ecosystems they can think of. Set a time limit of two minutes. Find out which pair thought of the most, elicit the words and write them on the board.
- The rest of the class suggest any more ecosystems they thought of.
- Ask questions about each ecosystem to review vocabulary from the previous lesson, e.g. *What's the climate like? What animals and plants live there?*

5 SB p31 Read the notes. Match the ecosystems with the photographs.

Aim: to review and extend language to talk about ecosystems
- Students work individually to read about the three ecosystems and choose the correct photos.
- Check answers and ask students to explain their answers (e.g. *The first photo has lots of water and it's sunny but also cloudy.*)

Extra support: In pairs, students ask each other questions about the information in the chart, e.g. *What's the climate like in a grassland ecosystem? Which animals live in a tundra ecosystem?*

Key: a wetlands, b grassland, c tundra

6 SB p31 Play *true* or *false* with a partner.

Aim: to practise new language and check comprehension
- Read the speech bubbles with the class.
- Make pairs. Students take it in turns to make sentences.

Extra support: Students write their sentences before the speaking part of the activity.

Stronger students: The student who is guessing true or false closes his/her Student's Book.

7 Project SB p31 Choose an ecosystem and make a poster.

Aim: to enable students to apply what they have learned about ecosystems
- Make groups of three or four. Give each group a piece of paper.
- Groups look back through the unit and at the example poster and choose an ecosystem. They research their chosen ecosystems (plants, animals and climate), using the internet or printed reference material.
- Groups decide what they want their poster to look like and how to present the information they have found. Encourage students to listen to each other's opinions.
- Students draw or stick pictures on their posters. They add labels, dividing up writing tasks so that everyone takes part.
- Groups present their posters to the class. The finished posters can be displayed around the classroom.

5 WB p31 Why are rainforests important? Read and tick ☑ the reasons the article mentions.

Aim: to practise reading for specific information

Key: Students tick 1, 3, 4 and 5.

6 WB p31 What have you found out about the ecosystem you chose? Complete the mind map.

Aim: to consolidate knowledge and practise using graphic organisers

Lesson review

- Write the following prompt on the board: *Today I've ...*
- Elicit what students did today, e.g. *made a poster about an ecosystem*. Write it on the board. Students copy it into their notebooks.

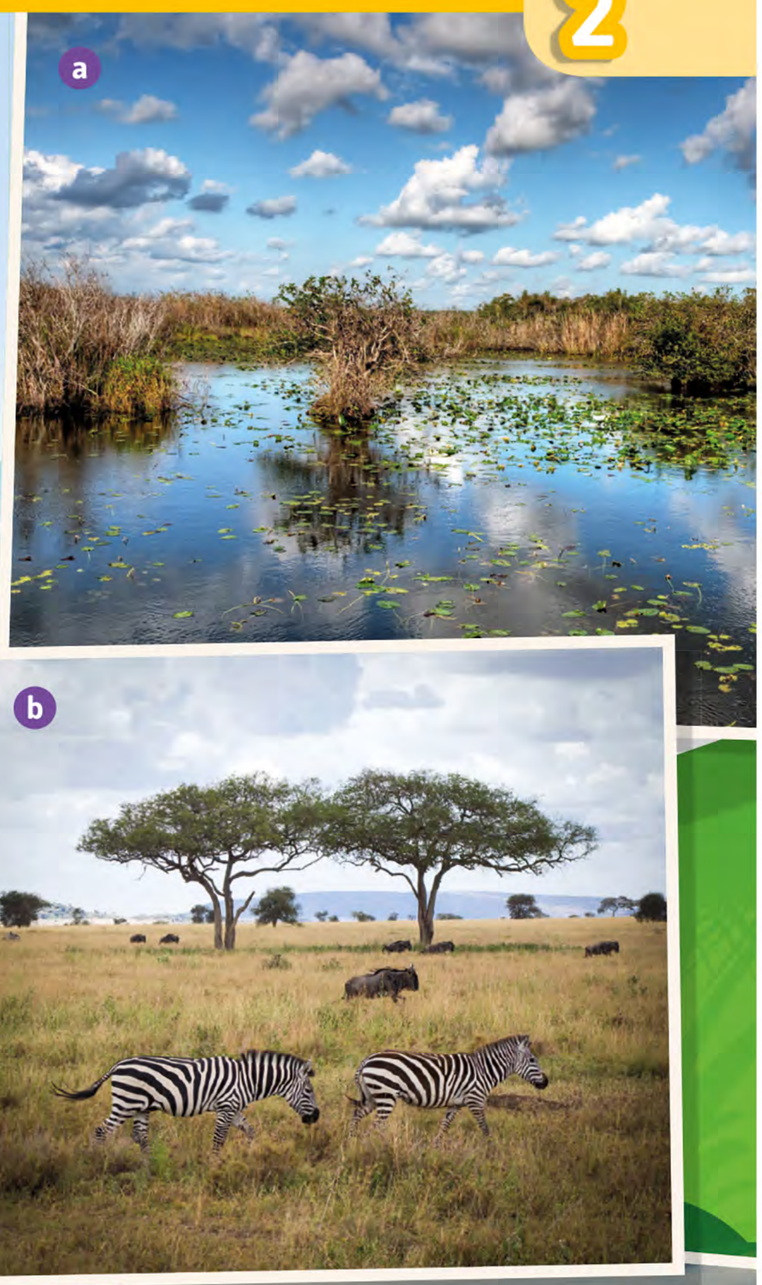
Extension activity

Aim: to encourage students to think about the Big Question
- Write *We need the rainforests because ...* on the board.
- Students work in pairs to finish the sentence in as many ways as they can, looking back at the Student's Book and Workbook material for the last two lessons.
- Elicit ideas from each pair or ask students to come and write their reasons on the board.

2

5 Read the notes. Match the ecosystems with the photographs.

Ecosystem	What's the climate like?	Which plants grow there?	Which animals live there?
Tundra	Very cold and windy. Not much rain, but snow and ice most of the year.	No trees, but there are often small plants. There are some flowers in the summer.	Bears, sheep, seals, foxes, birds and some insects.
Wetlands	Cold or hot. Can be wet all year or rainy and sunny. Lots of water.	Plants with long, strong roots sit on the water. Some trees grow in the water too.	Lots of fish, insects, snakes, frogs and water-birds – sometimes crocodiles too.
Grassland	Hot and dry for half the year, wet for half the year.	Lots of grass, but not many trees. Some trees have long roots to get water from far below the ground.	Lots of herbivores like giraffes, zebras and elephants. Carnivores, like lions and snakes.



6 Play *true or false* with a partner.

Grassland is always dry.

False. It's wet for half the year.

7 **Project** **Choose an ecosystem and make a poster.**

- Find out about the ecosystem online.
- Find photos and draw pictures of the plants, animals and climate.
- Label the plants, animals and climate.
- Ask another group to guess the ecosystem.



Get talking

At the pet shop

1 Work in pairs. Choose a role card.



Student A

You are the customer.

You want to buy an exotic pet – a snake, a tropical fish, a spider or a lizard. Think about the following:

- how much it costs
- if it's dangerous
- where to keep it and how much space the animal needs
- what to feed it and how often
- if you can play with it

Student B

You are the owner of a pet shop.

Someone is going to ask you questions about an exotic pet they want to buy. You tell the customer:

- how much it is
- if it's dangerous or not
- where they should keep it and how big the tank should be
- how often they should feed it and what they should feed it
- if it is safe to play with the pet

2 Act out your dialogue.

Student A

I'd like to buy …
How much … ?
Is it … ?
How big does the tank have to be?
What do I have to … ?
How often do I have to … ?
Is it safe to … ?

Student B

OK, what animal would you … ?
It's about … . It depends on the size.
Some are … others are …
The animal has to …
You have to …
They …





Learning outcomes:
- to prepare and perform a role play
- to consolidate language from the unit

New language: *pet shop, exotic, owner, tank, It depends on …*

Recycled language: animals, *customer, dangerous, safe, I'd like to (buy) … How much is it? How big …? How often …? size, have to*

Creative thinking: Acts parts in role plays or dramas

Cognitive control function: Cognitive flexibility

Warm-up

Aim: to review talking about obligation
- Ask students what pets they have and what they have to do to look after their pets.
- Students discuss the same questions in pairs. If they don't have a pet themselves, they think about looking after pets in general. Monitor and help with new vocabulary.
- Elicit as many different sentences with *You have to …* as possible, e.g. *You have to take a dog for walks. You have to clean a mouse's cage.*

1 SB p32 Work in pairs. Choose a role card.

Aim: to practise reading, speaking and planning skills
- Read both sets of instructions aloud and check comprehension of, e.g. *exotic, tank*.
- Make pairs and let students choose who will be A or B. Refer students to the boxes in Activity 2 to help them plan their role play.

Extra support: Write an example role play on the board, using students' ideas and phrases from the boxes.

2 SB p32 Act out your dialogue.

Aim: to give students practice in communicating – asking about pets
- Students practise and memorize their dialogues in pairs.

Extra support: Students write out their dialogue and can refer to it while practising.
- Volunteer pairs act out their dialogue for the class.

1 WB p32 Correct the sentences by writing the missing word from the box in the right place.

Aim: to practise reading and writing skills

Key: 2 You don't have to cook the sausages. They are already cooked. 3 When we arrived at the campsite we had to put up the tent. 4 There are about ten thousand kinds of birds in the world. 5 In 2012 the Olympic Games were in London. 6 There are three hundred and sixty-five days in a year.

2 WB p32 Join the pieces to make words and use them to complete the sentences.

Aim: to review vocabulary and practise spelling

Key: 2 branch, 3 tundra, 4 beetle, 5 anaconda, 6 sloths

3 WB p32 Complete the sentences with your own ideas.

Aim: to practise different forms of *have to*

Ending the lesson

Aim: to develop self-assessment skills
- Give feedback on the dialogues. Make general points.
- In their role play pairs, students discuss how their performances went and how they will improve next time.

Extra support: Write ideas on the board for students to copy.
- Each student writes these improvement points in their notebook to refer to next time.

Extension activity

Aim: to discuss the topic of exotic pets
- Elicit what animals can be exotic pets and ask whether students would like to keep them.
- Elicit reasons why we shouldn't keep exotic pets and have a class discussion about whether it's a good idea.

Learning outcomes:
- to review language from the unit
- to reflect on learning
- to make a portfolio to show progress and write an email

BIG QUESTION to think about the Big Question *Why is the rainforest important?*

New language: *subject, traffic*
(WB): *expedition*

Recycled language: vocabulary and grammar from the unit, natural features, adjectives

Critical thinking: Conducts guided text analysis

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument

Creative thinking (WB): Uses own ideas for doing creative activities like retelling stories

Cognitive control functions (WB): Cognitive flexibility

Materials: Digital or print portfolios

Warm-up

Aim: to review portfolios
- Elicit what the students did for their portfolios in the previous unit.
- Students look at each other's portfolios and compare their work.

1 SB p33 Read Tim's message. Choose the best subject for the email.

Aim: to raise awareness of email subjects
- Elicit what students can see in the photo.
- Students read the email silently and choose the best subject
- Elicit the answer. Students read out parts of the text which justify their decision.

Key: My place.

2 SB p33 Find these words in Tim's email: *fun, beautiful, small, great, nice, lovely*. With a friend, read the email without these words. What does it sound like?

Aim: to focus on adjectives
- In pairs, students take turns to read the email aloud without the adjectives.
- Ask for feedback (it sounds less interesting).

3 SB p33 Choose five of the adjectives below to describe places in your town.

Aim: to give students further practice choosing adjectives
- Read through the adjectives and check comprehension.
- Read and discuss the *Writing tip* with the class.
- Elicit places in town (e.g. the town square, the park). Students choose adjectives individually and compare in pairs. Elicit ideas.

Extra support: Write the places in town on the board as prompts.

4 SB p33 Write an email to answer Tim. Use adjectives to describe your home.

Aim: to enable students to personalise the topic
- Students write an email individually. They use Tim's email as a model.
- They plan and write a first draft. Read and comment on their work.
- Students turn to the *My portfolio* writing practice section on page 119 of the Workbook.
- Work through the exercises with the class.
- Students write a final version of their email and add it to their portfolio.

1 WB p33 Read and tick ☑. Then write examples.

Aim: to practise unit grammar and vocabulary

2 WB p33 Write sentences to answer the Big Question.

BIG QUESTION

Aim: to enable students to revisit the Big Question and consolidate learning

3 WB p33 Imagine you went on an expedition to the Amazon rainforest for a week. Write in your diary what happened.

Aim: to practise writing

Ending the lesson

Aim: to enable students to share their writing
- In groups, students read aloud what they wrote for WB Activity 3. Encourage students to give feedback and ask their classmates questions.

Extension activity

Aim: to enable students to share what they have learned
- Make groups of four. Students look through Unit 2, at their vocabulary books and at their portfolio and discuss what they have learned in this unit.
- Encourage students to talk about what they are good at, as well as what they need to improve.

Think and write

A description

1 Read Tim's message. Choose the best subject for the email.

School! My place Friends and families My hobbies

To: claire@megamail.co.uk

Subject:

Hi Claire,

Thanks for your mail. You want to know about where I live? Well, it's a small village. Only 7,000 people live here, and it's in the middle of some beautiful hills. I like it because there's not too much traffic, and there are lovely places where my friends and I can play. There's a very nice river and we sometimes play in the woods. It's fun!
The next town is about 30 km away. It's much bigger and has got about 70,000 people. It's great for shopping.
What's your home like?
Tim



2 Find these words in Tim's email: *fun, beautiful, small, great, nice, lovely.* With a friend, read the email without these words. What does it sound like?

3 Choose five of the adjectives below to describe places in your town.

quiet huge famous long noisy new tiny interesting unusual old

4 Write an email to answer Tim. Use adjectives to describe your home.

To:

Subject:

Hi Tim,

Thanks for your mail. I'm going to tell you about where I live …

Writing tip

When you describe something, adjectives help you to make your description better.

3 The rock ‘n’ roll show

In 1955, Elvis Presley was becoming a rock ‘n’ roll superstar. Many fans went to his shows. By 1956, he was the most popular singer in the USA and had his first number one hit record. He had more than 17 hits before he died in 1977. He still has a lot of fans today. For many people he will always be ‘The King’.

1 031 **Listen and say the words. Check with your partner.**

1 spotlight
2 backing singers
3 1950s electric guitar
4 fans
5 dancer
6 bass guitar
7 drum kit
8 bodyguards
9 stage

BIG QUESTION What was music like in the past?

2 032 **Read, listen and complete the sentences.**

1 Patrick thinks they’re in the _____.
2 Patrick’s _____ is a fan of Elvis Presley.
3 Alex prefers _____.
4 _____ and _____ like the music.

3 **Put the words from Activity 1 into three categories. Add two words of your own to each category.**

places	people	objects

Learning outcomes:
- to learn and use vocabulary for a music concert
- to practise listening
- to practise talking about a rock concert

BIG QUESTION to start to think about the Big Question *What was music like in the past?*

New language: *rock 'n' roll show, spotlight, backing singers, electric guitar, fans, dancer, bass guitar, drum kit, bodyguards, stage, superstar, popular, hit (record), die*

Recycled language: music and musical instruments

Cognitive control functions: Working memory

Creative thinking (WB): Thinks of playful names for people and things

Cognitive control functions (WB): Cognitive flexibility

Materials: archive photos of Elvis Presley, music by Elvis Presley (optional)

Digital flashcards: music concert

Warm-up

Aim: to review types of music
- Elicit types of music (pop, classical, etc.) and ask which music students like. Write *rock 'n' roll* on the board and elicit that the *'n'* stands for (*and*).

Presentation

Aim: to present vocabulary for a music concert
- Use the flashcards to present the new vocabulary.
- Say each item for students to repeat.
- Read the text at the top of the Student's Book page aloud while students follow. Check comprehension of *superstar, hit record*, etc.
- Show photos of Elvis and/or play some of his music.

1 031 SB p34 **Listen and say the words. Check with your partner.**

Aim: to practise vocabulary for a music concert
- Students look at the picture in their Student's Books. They find Alex, Pheobe, Patrick and Elvis.
- Elicit where the three friends were before this (the rainforest).
- Play the recording. Students listen and repeat.

For script see SB p10.
- Students practise in pairs.

BIG QUESTION **What was music like in the past?**

Aim: to encourage students to find out about music in the past
- Read the Big Question. Students discuss how modern music is different from music in the 1950s and 60s.

Note: Some of the discussion will need to be in your students' first language (L1).

2 032 SB p34 **Read, listen and complete the sentences.**

Aim: to practise listening
- Play the recording twice. Check with the class.

For script see TB pXX.

Key: 1 1950s, 2 grandmother, 3 modern pop music, 4 Patrick, Phoebe

3 SB p34 **Put the words from Activity 1 into three categories. Add two words of your own to each category.**

Aim: to practise categorizing the new vocabulary
- Students do the activity in pairs.
- Check with the class.

Key: places: stage; people: fans, backing singers, dancer, bodyguards; objects: electric guitar, bass guitar, drum kit, spotlight

1 WB p34 **Look and write the names.**

Aim: to practise writing the new vocabulary and to check comprehension

Key: 2 backing singers, 3 dancers, 4 bodyguard, 5 bass guitar, 6 drum kit, 7 fans

2 WB p34 **Read and complete.**

Aim: to give further practice with the new vocabulary

Key: 2 drums, 3 electric guitar, 4 bass guitar, 5 stage, 6 fans, 7 stage, 8 bodyguard(s)

3 WB p34 **Imagine you are starting a band. Think and write.**

Aim: to personalise the language

Ending the lesson

Aim: to review new vocabulary and test memory skills
- Students study the picture in the Student's Book for two minutes, then close their books. Ask, e.g. *How many backing singers are there? Is the dancer a man or a woman?* etc.

Extension activity

Aim: to consolidate vocabulary
- Students write the new vocabulary in their notebooks or vocabulary books.
- For each word, they draw a picture and write a short definition.

Learning outcomes:
- to talk about plans using *going to*

New language: *album, make a record, play a trick on (someone)*

Recycled language: music concert vocabulary, months of the year, countries, *interview, last/this/next year, band, sit and wait, take a swim, Yummy! taste (great)*

Digital flashcards: music concert

Warm-up

Aim: to review vocabulary for a music concert
- Describe one of the music words, e.g. *This a person who sings in a concert. He/She isn't the star.* Students guess (e.g. *Backing singer!*). Show the flashcard to confirm. Volunteers think of the next word and lead the activity.

Presentation

Aim: to review *going to*
- Write on the board: *1 You're going to listen to an interview with a rock star. 2 You're going to play a game.*
- Underline *going to* and elicit that we use it to talk about plans.

1 033 SB p35 **Listen and read the interview. Write the months under the pictures.**

Aim: to practise writing months and listening
- Play the recording. Students read, listen and write the months.

For script see SB p35.
- Check with the class.

Key: 1 April, 2 May, 3 October

2 SB p35 **Complete and say the sentences with the correct form of *be going to* and the words in brackets.**

Aim: to practise reading and writing new language
- Students complete the sentences in pairs.
- Ask volunteers to read each sentence. Pairs practise.

Key: 1 The new record's going to be in the shops in April. 2 In May, I'm going to play some concerts with my band.

3 034 SB p35 **Watch, listen and say.**

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice.
- Check understanding of the grammar.
- Students turn to the Language focus section on page 121 of the Student's Book.
- Work through the first half of the page with the class.
- Play the audio. Students follow in their Student's Books and join in.

For script see SB p35.

4 SB p35 **Play the pop stars game. Ask and answer questions.**

Aim: to practise talking about plans
- Students imagine they are pop stars. They write notes about their plans for the next year.
- In pairs, students take turns to ask about their plans.
- Check using open pairs.

1 WB p35 **Complete the sentences with *going to* and the correct verb from the box.**

Aim: to review vocabulary from the lesson

Key: 1 going to play, 2 going to sit, 3 going to take

2 WB p35 **Make questions for an interview with a rock star.**

Aim: to give students practice with question formation

Key: 2 When is it going to come out? 3 Are you going to play a concert in London? 4 Are you going to have a holiday after the concert? 5 Where are you going to spend your holidays? 6 Who are you going to take with you?

3 WB p35 **What are they going to do at the weekend? Look and write sentences.**

Aim: to give students further writing practice with *going to*

Key (suggested answers):
2 Daniel's going to play the guitar.
3 Mia's going to play volleyball.
4 Amy's going to meet her friends..

4 WB p35 **What are you going to do at the weekend? Write sentences.**

Aim: to personalise the language and practise writing

Ending the lesson

Aim: to practise talking about plans
- Students take turns to say one thing they are going to do after the lesson.

Extension activity

Aim: to practise talking about plans
- Students write one more *going to* question to ask a pop star.
- Divide the class in half: pop stars and journalists.
- The 'journalists' ask the 'pop stars' their question.

1 033 Listen and read the interview. Write the months under the pictures.

Interviewer So Suzy, last year was a big year for you. What are your plans for this year?

Suzy Well, I'm making a new record at the moment and it's going to be in the shops in April.

Interviewer That's great news.

Suzy And then in May, I'm going to play some concerts with my band.

Interviewer Which countries are you going to visit?

Suzy We're going to play in the UK, France, Italy, Spain and some other European countries.

Interviewer Are you going to play in the USA?

Suzy No, we're not going to play there this year. But we have plans to visit next year.

Interviewer So, a new record, a European tour. Is that everything for the year?

Suzy Well, I'm going to have a holiday in October. A nice long holiday …

Interviewer I hope you enjoy it.

Suzy Thanks!









2 Complete and say the sentences with the correct form of *be going to* and the words in brackets.

1 The new record ____ in the shops in April. (be)

2 In May, I ____ some concerts with my band. (play)

3 034 Watch, listen and say.



Language focus

I'**m going to** play a trick on him.

I'**m going to** sit and wait.

Look, he'**s going to** take a swim,

Oh, yummy, this tastes great!

4 Play the pop stars game. Ask and answer questions.

- When / make / new album / ?
- What / call / it / ?
- When / play / show / ?
- Where / play / concerts / ?
- What / do / for the rest of the year / ?



1 035 Listen and write the missing words. Then sing the song.

I'm going to play a shiny **(1)** _____,
I'm going to drive a big fast car,
I'm going to go far, yeah, really far,
Because, baby, baby, baby ...
I'm going to be a **(2)** _____.

Everyone's going to be my **(3)** _____,
Every woman, and child and man,
I'm going to do everything I can,
Because, baby, baby, baby ...
I've got a **(4)** _____.

Rock, rock, rock with me,
Yeah, roll, roll, roll with me,
Rock, rock and you're going to see,
Just how big I'm going to be.

I'm going to shout. I'm going to
(5) _____,
I'm going to do the dinga linga ling,
I'm going to win. Yeah, I'm going to win,
Because, baby, baby, baby ...
I'm going to be **(6)** _____.







All about music: Rock 'n' Roll

Rock 'n' roll started in the USA in the early 1950s. It was the first type of music that was very popular with teenagers and many older people did not like it. They thought music and dancing was bad for young people. Some of the most famous rock and rollers were Chuck Berry, Jerry Lee Lewis and, of course, Elvis Presley.



What I think about this song

It's great. It's OK. I don't really like it.

Phonics

2 037 Listen and say the dialogue.



Rose Are you going to the rock 'n' roll show?

Tom I don't know, Rose. I prefer pop.

Rose But Tom! It's Joe and the Holey Socks!

Tom Well ... OK, why not?



Learning outcomes:
- to join in with a song
- to differentiate between the sounds /ɒ/ (as in *rock*) and /əʊ/(as in *roll*)

BIG QUESTION to think again about the Big Question *What was music like in the past?*

New language: *shiny, teenager, rock and roller, holey*

Recycled language: music concert vocabulary, *be going to*

Phonics focus: Your students will be able to identify words with different spellings of the sound /əʊ/.

Materials: Rock and roll music by Chuck Berry and/or Jerry Lee Lewis (optional)

Digital flashcards: music concert

Warm-up

Aim: to review music concert vocabulary
- Show the flashcards (picture). Write the wrong word under each, e.g. write *bass guitar* below the drum kit picture.
- Invite students to come and swap two flashcards so that the word and picture match, until they all match. Practise pronunciation.

1 035 SB p36 Listen and write the missing words. Then sing the song.

Aim: to practise listening skills and sing a song
- Elicit what students can see in the pictures (*guitar, car, records*, etc.).
- Play the song. Students write the missing words.

For script see SB p36.
- Play the song again. Check answers and explain new vocabulary, e.g. *shiny*.
- Students show what they think of the song using the traffic lights.

Key: 1 guitar, 2 star, 3 fan, 4 plan, 5 sing, 6 king
- Play the song again, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version (Track XX) to practise it with the whole class and then in groups.
- Focus on the style of the song. Read the information about rock and roll and explain any new vocabulary. Tell students that the singer in the photo is Chuck Berry. Play some music by Berry or Jerry Lee Lewis and discuss how it is different from modern music.

2 037 SB p36 Listen and say the dialogue.

Aim: to identify and say words with the sounds /ɒ/ and /əʊ/
- Remind students that the same letter in English spelling can sometimes represent different sounds. Write *R<u>o</u>ck 'n' r<u>o</u>ll* on the board as the example. Practise pronunciation of the phrase.
- Focus on the picture and check comprehension of *holey*. Play the recording. Students listen, read and repeat.

For script see SB p36.
- Divide the class so that one half is Rose and the other Tom. Students say the dialogue twice, swapping roles.

1 010 WB p36 Listen to the song again and draw lines to link the words that rhyme. Write the groups of words.

Aim: to practise recognising rhyming words

Key: Group one: star, car, far; Group two: king, sing, win; Group three: be, see; Group four: can, man

For script see SB p36.

2 011 WB p36 Listen and say the words.

Aim: to practise words with the sounds /ɒ/ and /əʊ/

For script see WB p36.

3 WB p36 Write the words in the s<u>o</u>ck or the c<u>oa</u>t.

Aim: to identify words containing the sounds /ɒ/ and /əʊ/

Key: sock: drop, hot dog, long, lost, bottle, sorry, forest; coat: won't, old, glow, cold, ago, explosion

4 012 WB p36 Listen, check and say the words.

Aim: to practise containing the sounds /ɒ/ and /əʊ/

For script see WB ppXX.

Ending the lesson

Aim: to review key language from the lesson
- Students sing the song from SB Activity 1 again, adding actions.

Extension activity

Aim: to encourage creativity and practise *be going to*
- In pairs or small groups, students write a new verse for the song. Remind them to use rhyming words at the ends of the first three lines and the last line.
- They practise their new verse then perform it for the class.

Learning outcomes:
- to tell the time to the nearest five minutes
- to practise reading

New language: *alarm clock, ring (v), lazy, midnight*

Recycled language: daily tasks, food, telling the time (*o'clock, half past, quarter to/past*), *gym, hairdresser*

Materials: teaching clock (optional)

Warm-up

Aim: to review daily tasks and telling the time
- Students walk around. Draw a clock on the board showing o'clock, half past or quarter past/to. Say *Stop! What's the time?* Students say the time on the board.
- Say *It's time to (have breakfast).* Students do the appropriate action as they walk. Repeat with different times and tasks.

Presentation

Aim: to review and extend telling the time
- Draw four clocks on the board, showing ten o'clock, half past ten, quarter to ten, quarter past ten.
- Elicit the times and practise pronunciation.
- Erase the clocks and draw four more with the following times: twenty-five to ten, ten past ten, five to ten, twenty-five past ten.
- Elicit/teach the times and practise pronunciation.

Stronger students: Say different times. Students come to the board to draw the clocks or show the time on a teaching clock.

1 SB p37 Read and match the pictures with the clocks.

Aim: to practise telling the time
- Students read and match the clocks with the pictures individually, then compare in pairs.

Key: (salad) 3, (TV) 4, (clock) 1, (hairdresser) 5, (breakfast) 2

2 038 SB p37 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice.
- Check understanding of the grammar.
- Students turn to the Language focus section on page 121 of the Student's Book.
- Work through the other examples with the class.
- Play the audio. Students follow along in their Student's book and join in.

For script see SB p37.
- They practise the sentences in pairs.

3 SB p37 Play the time game.

Aim: to give students further practice telling the time
- Make two teams. They line up facing the board. The first students in each team play against each other.
- Write a time on the board in digital form or draw a clock.
- The student who says the time first gets a point for their team.
- Alternatively, draw a clock for each team in turn. The student gets a point if he/she says the time correctly, but if he/she gets it wrong the student from the other team can try.
- After their turn, the two students go to the back. Repeat with the next two students.

1 WB p37 Read and write *past* or *to*.

Aim: to practise telling the time

Key: past, to

2 WB p37 Draw the times.

Aim: to give students further practice with interpreting times

3 WB p37 Write the times.

Aim: to give students further practice with telling the time

Key: 2 It's twenty to nine 3 It's ten to six 4 It's twenty-five past three. 5 It's ten to seven. 6 It's twenty-five to ten.

4 WB p37 Look and write about parts of Harry's day.

Aim: to give students practice writing times in daily routines

Key: 1 ten past eight. 2 Harry has breakfast at nine o'clock. 3 Harry has lunch at five to one. 4 Harry goes to bed at quarter to twelve.

Ending the lesson

Aim: to review new language
- Draw times (to the nearest five minutes) on the board (or use a teaching clock). Students say them.

Extension activity

Aim: to practise telling the time and talking about daily routines/hobbies
- A volunteer shows a time using their arms. He/She then mimes an action, e.g. watching TV.
- The class try to guess what the student is doing and when, e.g. *You watch TV at quarter to two.*

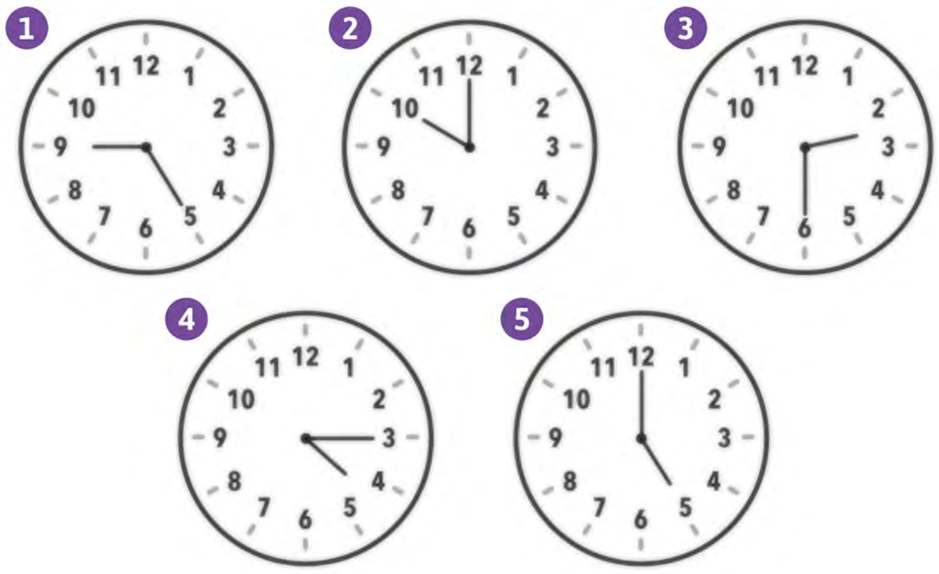
1 Read and match the pictures with the clocks.



A DAY IN THE LIFE OF SUZY SLICK

ROCK 'N' ROLL'S NEWEST SUPERSTAR TELLS US HOW SHE SPENDS HER DAYS.

My alarm clock rings at twenty-five past nine, but I usually get up at half past. I'm so lazy! Then, at ten o'clock, I have a big breakfast of eggs, toast and fruit – the perfect start to the day. After breakfast, at about twenty to eleven, I go to my computer and read my emails. I get lots from my fans and I try to answer a few. Then I usually write my blog and go to the gym. At half past two, I make myself a salad. Then I sit down at my piano and write songs. At quarter past four, I stop for half an hour and watch my favourite TV show. I never miss it. At five o'clock, I visit my hairdresser. In the evenings, I sometimes stay at home and relax, or I go to parties with my friends. I never go to bed before midnight.







2 038 Watch, listen and say.

Language focus

It's **five past** seven. Time to get up, and go!

It's **five to** nine. I'm hungry as a hippo.



3 Play the time game.



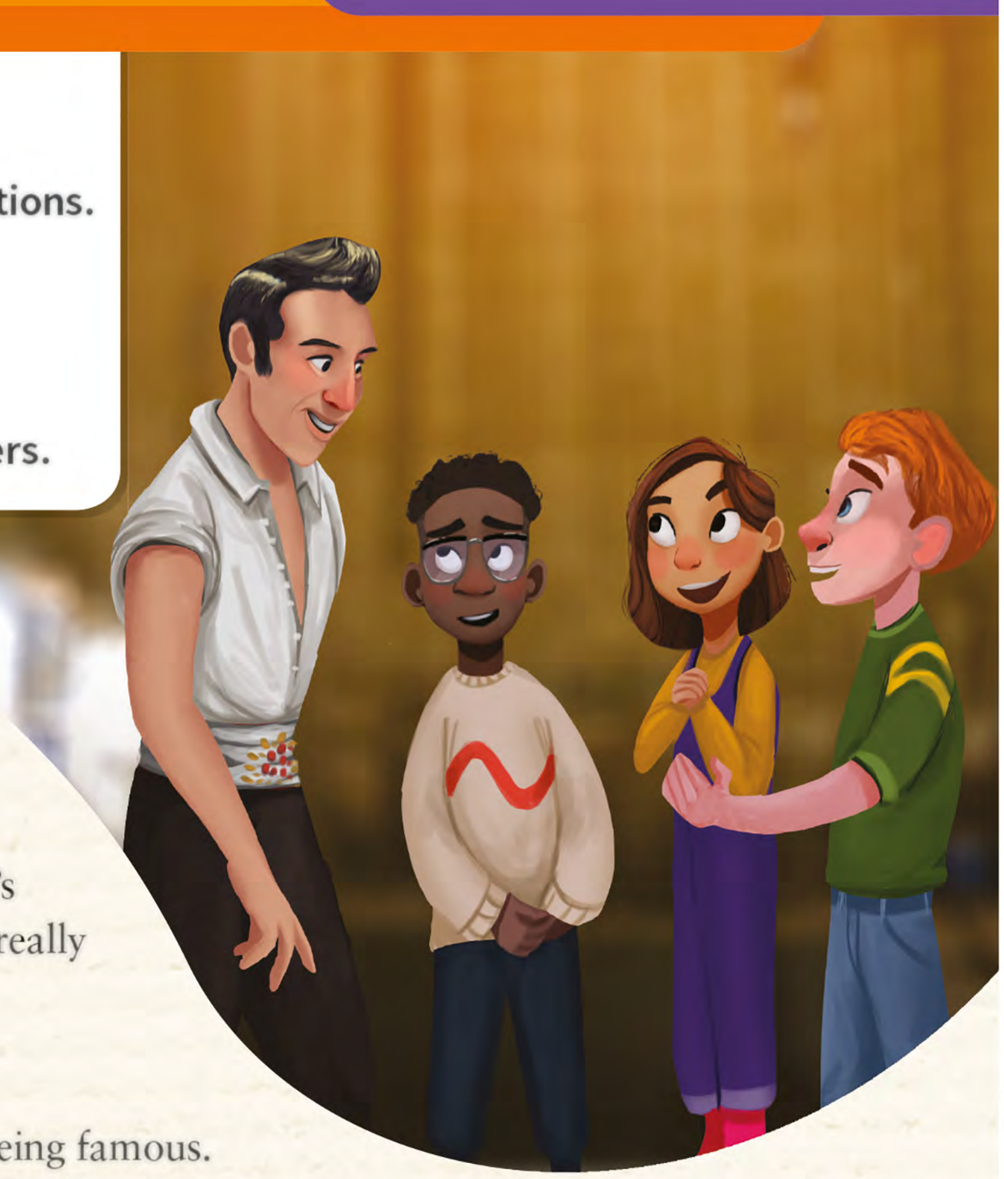
ELVIS

1 **Go through the story quickly and find answers to the questions.**

1 Where do the children talk to Elvis?

2 Where do they have a meal with him?

2 039 **Read and listen to the story to check your answers.**



After the show, the singer and his band left the stage. 'Go on, Patrick,' said Alex. 'Ask him if he's Elvis.' 'Excuse me,' asked Patrick. 'Are you Elvis Presley, the king of rock 'n' roll?' The singer stopped. 'Yes, I am,' he said. He looked very happy. 'I knew it!' said Patrick. 'My grandma loves you.' 'Your grandma?' Elvis looked confused. 'How old is your grandma?' 'She's 70,' Patrick said, 'and she's got all of your CDs.' Now Elvis looked really confused. 'What's a CD?' he asked. 'Never mind,' said Patrick. 'I just wanted to tell you how much people love you.'

Elvis invited the kids to his dressing room. They asked him about being famous. He said that it wasn't always as fun as it looked. 'For example,' he said, 'how am I going to leave the theatre with all those fans waiting? They're going to try to follow me to my hotel.' The children listened. Even in the dressing room they could hear the fans. They were all shouting for Elvis. Alex looked around the room. 'I've got an idea,' he said. 'I'm going to need that long coat, those glasses and that wig. Now listen carefully. Here's the plan …'

Learning outcomes:
- to listen to, read and role play a story
- to develop reading skills

New language: *confused, never mind, dressing room, wig, back door, shoulders, peace and quiet, drove* (pp *drive*), *milkshake*

Recycled language: characters and language from the story, vocabulary for a music concert, food, clothes

Cognitive control functions (WB): Working memory, cognitive flexibility

Critical thinking (WB): Identifies inconsistencies in stories; Explains why things happened

Materials: Photos of Elvis Presley (optional)

Digital flashcards: music concert

Warm-up

Aim: to review the story so far
- Tell the story of the last episode, but pause at key words. Students put their hands up if they know the word and say it, e.g. *The children were in the rainforest. They were looking for a village because they were (hungry). They walked along a (river) and they thought they heard a (jaguar). They climbed a (tree). Then they climbed down again and met a (man). He had a (spear).* etc.

Elvis

1 SB pp38–39 **Go through the story quickly and find answers to the questions.**

Aim: to practise reading skills – skimming and scanning
- Elicit what students remember about Elvis. Show pictures to remind them, if possible.
- Read the activity instructions. Tell students not to worry about new language in the story: they only have to find the answers to the two questions. Set a time limit, if you think it will help students read more quickly.
- Students do the task individually. They compare answers in pairs. Don't confirm answers.

2 039 SB pp38–39 **Read and listen to the story to check your answers.**

Aim: to present a story and develop reading skills
- Play the recording. Students read and listen to check their answers. Elicit answers.

For script see SB pp38–39.
- Ask what happened at the end of the story (the children stepped back into the gate) and where the gate was (in the hotel).

Key: 1 In his dressing room, 2 At his hotel.
- Play the recording again. Pause to explain new vocabulary and check comprehension. Ask questions, e.g. *What did Patrick tell Elvis?* (*That his grandma loved him.*) *How old is Patrick's grandma?* (*70*) *Why did Elvis ask 'What's a CD?'* (*Because CDs didn't exist then.*) *Why does Elvis think it isn't always fun being famous?* (*His fans try to follow him.*) *How did the children help him escape from his fans?* (*Patrick and Alex dressed up as Elvis to trick them.*) *Who saw the gate first?* (*Phoebe.*) *Who was sorry to leave Elvis?* (*The boys.*) *What did the children do before they went through the gate?* (*They waved goodbye.*)

1 WB p38 **Remember the story. Read and complete the text with words from the box.**

Aim: to review vocabulary from the story

Key: 2 dressing room, 3 confused, 4 shouting, 5 coat, 6 wig

2 WB p38 **Read the summary and underline seven mistakes.**

Aim: to practise reading for detail

Key: Students underline: angry, house, hat, sad, helicopter, pizza

3 WB p38 **Read and choose the best answer.**

Aim: to make inferences about a story

Key: 1 b, 2 a, 3 a, 4 b

Ending the lesson

Aim: to practise the story
- Put students into groups of four. They each take a role of one of the characters (one student is Elvis).
- They read through the story silently and each find which dialogue is theirs.
- Students practise their role plays in groups, using the direct speech from the story.
- Volunteer groups role play for the class.

Extension activity

Aim: to stimulate imagination and creativity
- Tell students to imagine what Elvis told his manager the next day about what happened.
- Pairs create a short dialogue (between Elvis and his manager) and perform it for the class.

Learning outcomes:
- to practise reading for specific information
- to identify key events in a story

New language (WB): *married, autograph*

Recycled language: language from the story

Critical thinking: Solves simple puzzles (e.g. word puzzles)

Materials: Three or four of the songs by Elvis listed on SB page 39 (optional)

Warm-up

Aim: to review the story
- Give students time to re-read the story or play the recording again as they follow.
- Ask *Who did the children meet? (Elvis.) Who loves Elvis? (Patrick's grandmother.) Why was Elvis surprised about this? (Because she's 70.) How did the children help Elvis? (The boys dressed up and he escaped through a different door.) What did Elvis do to say 'thank you'? (Gave them some food.)*

3 SB p39 Correct the mistakes in the sentences.

Aim: to focus students on key events in the story
- Students read the sentences, compare them to the story and find and correct the mistakes.
- Students compare their answers in pairs. Check with the class.

Key: 1 Patrick was the first to ask Elvis a question. 2 Patrick's grandma is a fan of Elvis. 3 Elvis took the kids to his dressing room to talk. 4 Alex used a wig, a coat and a pair of glasses for his plan. 5 Alex wore the wig and the glasses. 6 Phoebe and Elvis left from the front of the theatre. 7 The kids ate hot dogs, hamburgers, ice cream and milkshakes with Elvis. 8 They were sad to Leave Elvis.

4 SB p39 Here are some Elvis songs that were big hits. Can you complete them with the words in the box?

Aim: to activate world knowledge
- In pairs, students try to complete the names of the songs using the words in the box.
- Check with the class. If possible, play clips from two or three of the songs featured. Play each song and ask students to put up their hands when they hear one of the titles on page 39.

Key: It's a wonderful world, Hot dog, Let's be friends, Blue moon, Don't leave me now

4 WB p39 Read and draw the times on the clocks.

Aim: to practise telling the time

Key: 2 twenty-five past eleven, 3 a quarter past seven, 4 eight o'clock, 5 twenty-five to ten, 6 ten o'clock, 7 twenty past eleven

5 WB p39 Read Elvis's answers and write the questions.

Aim: to practise forming questions

Key: 2 Did you always want to be a singer? 3 Who is your favourite singer? 4 What kind of films do you like? 5 Are you married? 6 Can I have your autograph?

6 WB p39 Who's your favourite singer? Write five questions you would like to ask.

Aim: to encourage creativity and practise writing

Ending the lesson

Aim: to discuss celebrity
- Ask students to think about the advantages and disadvantages of being famous. Pairs make lists.
- Discuss the good and bad points as a class. Ask students if they would like to be famous and, if so, what for.

Extension activity

Aim: to review ideas from the story and practise speaking
- Make pairs, A and B. Student A is a famous singer and Student B is a fan.
- 'A' students imagine their life as a singer: the kind of music they play, what they look like, what they wear, where they live and their daily routine.
- 'B' students make a list of questions they want to ask, including the ones they prepared for WB Activity 6.
- Students role play a meeting between the singer and the fan.
- Make new pairs, swapping roles.

Stronger students: Perform their role plays for the class.



3

Outside the back door there were hundreds of fans waiting. When they saw Elvis, they all screamed and ran towards him. Soon they were all around him, taking photos and trying to talk to him.

Suddenly Elvis took off his wig, glasses and coat. The fans were amazed! Elvis wasn't Elvis! He was Alex sitting on the shoulders of Patrick. 'Sorry fans!' Patrick shouted, 'Elvis wanted a bit of peace and quiet.' The two boys got into a car and drove away. Nobody followed them. At the same time, Elvis was walking out of the front of the theatre with Phoebe, but nobody saw them.



Back at the hotel, Elvis thanked the kids with a fantastic American meal of hot dogs, burgers, ice cream and milkshakes. Elvis was really funny and told them stories about being a rock 'n' roll star. They were having such a good time that Phoebe was sad when she noticed a familiar yellow glow. She turned to the boys who were laughing with Elvis. 'Sorry!' she said, 'but we have to go.' The boys were unhappy because they didn't really want to leave. Elvis watched as the children walked slowly towards the light. They turned to wave goodbye and then they were gone in a flash.

3 **Correct the mistakes in the sentences.**

1 Alex was the first to ask Elvis a question.
2 Patrick's mother is a fan of Elvis.
3 Elvis took the kids to a café to talk.
4 Alex used a wig, a coat and a pair of boots for his plan.
5 Patrick wore the wig and the glasses.
6 Phoebe and Elvis left from the back of the theatre.
7 The kids ate pizza and spaghetti with Elvis.
8 The children were happy to leave Elvis.

4 **Here are some Elvis songs that were big hits. Can you complete them with the words in the box?**

dog It's Blue me Let's



Skills

1 040 **Listen and choose the correct words.**

1 Buick / Chevy / Cadillac

2 Jive skirt / Swing skirt / Boogie skirt

3 Jukebox / Jivebox / Music box

1



2



2 041 **Listen again and answer the questions.**

1 When did factories start making the Cadillac Series 62?

2 How long was the car?

3 What did a lot of parents think of swing skirts?

4 How many records did a jukebox hold?

5 How did people work the jukebox?

3 **Discuss in pairs.**

1 What do you like best: the Cadillac, the swing skirt or the jukebox?

2 What do we have today instead of these three things?

3



Learning outcomes:
- to listen for specific information
- to take part in a discussion

BIG QUESTION to consider the Big Question *What was music like in the past?*

New language: *jukebox,* (WB): *exhibition, exhibit*

Recycled language: music, *factories, parent, skirt, record* (n), *instead*

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to introduce the topic of the 1950s
- With books closed, write the headings *cars, clothes, music gadgets* on the board. Ask students to think about the 1950s and discuss things which were different in the three categories.
- Elicit ideas and make mind maps with useful words and phrases on the board. Students can copy the mind maps and use the vocabulary in the discussion stage of the lesson (SB Activity 3).

1 040 SB p40 Listen and choose the correct words.

Aim: to practise listening for specific information
- Elicit what students can see in the photos (e.g. *car, skirt, record player*) and check understanding of vocabulary. Say each option so students can recognise the pronunciation during the listening activity.
- Play the recording. Students listen and circle. They compare answers in pairs.

For script see TB pXX.
- Play the recording again. Check with the class.

Key: 1 Cadillac, 2 Swing skirt, 3 Jukebox

2 041 SB p40 Listen again and answer the questions.

Aim: to practise listening for detail
- Read the questions through with the class and check comprehension.
- Students try to remember the answers from the previous listening(s).
- Play the recording again, pausing for students to make notes. Replay parts of the recording as necessary.

Stronger students: Elicit other things students learned from the listening.

Key: 1 1955. 2 Almost six metres long. 3 They were not happy with them. 4 From 50 to 120. 5 They put money in and then pressed the buttons with the letters and the numbers of the song they wanted to hear.

3 SB p40 Discuss in pairs.

Aim: to practise speaking and think about the Big Question
- Read the questions and check comprehension.
- Make new pairs. Students discuss the questions.
- Elicit ideas and have a class discussion, writing key vocabulary on the board as it comes up (e.g. *electric car, fashion, smartphone*).
- Remind students of the Big Question and focus on the way we record, buy and listen to music today, compared with the 20th century.

1 WB p40 Read and complete the dialogue. Choose from a–h. You don't need to use all the answers.

Aim: to practise reading and check comprehension

2 013 WB p40 Listen and check your answers.

Aim: to practise listening

For script see WB p40.

Key: 1 b, 2 h, 3 e, 4 a, 5 c

3 WB p40 Read the email and write the missing words. Write one word on each line. Exam skills

Aim: to practise reading and writing skills

Key: 2 went, 3 were, 4 took, 5 but, 6 send/email

Ending the lesson

Aim: to practise retelling a story
- Students take turns to perform the dialogue from WB Activity 1 in open pairs.

Extra support: Divide the class in half. One half reads Ben's lines and the other Lisa's (together).

Extension activity

Aim: to consolidate understanding
- Focus on the things from the 1950s from SB Activity 1.
- Ask students to choose three things (gadgets, methods of transport or items of clothing) which have a big influence on our lives now, and which people will be talking about in fifty years.
- Students brainstorm ideas in pairs and choose one thing they'd like to present.
- Pairs prepare a short presentation: they talk about what their chosen item does or looks like, what it's made of and why it's important today. The presentations can be videoed and uploaded to students' online portfolios.

3

Learning outcomes:
- to predict and read for specific information
- (WB) to write an advert

New language: *nervous, second chance, arrange (to meet), look good/right, shopper, record company, make (something) happen*

Recycled language: music vocabulary, adjectives, *going to, look like, look for*

Critical thinking: Makes predictions and estimations from given information

Value: not giving up

Cognitive control function (WB): Inhibitory control

Creative thinking (WB): Based on a model, develops new games, dishes, clothes, etc.

Warm-up

Aim: to review music vocabulary and practise describing someone

- Describe a pop star students know without saying his/her name. Talk about what he/she does (singer, songwriter, guitarist, etc.), what he/she looks like and what kind of music he/she plays. Name a famous song, if necessary. Students guess who it is.
- In pairs, students take turns to describe a pop star for their partner to guess.

Extra support: Elicit language for describing people and write it on the board before the pairwork.

1 SB p41 Look at the pictures and read the posters. Answer the questions.

Aim: to practise predicting using visuals

- Students read the questions and look carefully at the pictures and posters. Remind them not to read the story yet. Elicit ideas but don't confirm answers.

2 042 SB p41 Read, listen and check your ideas.

Aim: to practise reading for specific information

- Play the recording while students read and listen. Students compare their answers.

For script see SB p41

- Check with the class. Check understanding of vocabulary, e.g. *nervous, second chance, arrange to meet.*

Key: 1 She's trying to get in a band/trying to be a professional musician. 2 The boy thinks she's not loud enough. The girl thinks she doesn't look right. 3 She meets the owner of a record company, who says he will help her.

3 SB p41 Match the sentence halves to make the summary.

Aim: to give students practice summarising a story

- Students match individually, referring back to the story, then compare answers in pairs.
- Check with the class. Ask different students to read the completed sentences aloud.

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

Stronger students: Write more questions on the board. Students read and answer. How long did Misha play for the Metal Kings? (20 seconds) Why? (They thought she wasn't loud enough.)

1 WB p41 Read and complete the sentences with words from the box.

Aim: to practise vocabulary from the story

Key: 2 join, 3 loud, 4 arranged, 5 chance, 6 well

2 WB p41 What message can we learn from the story in the Student's Book? Underline the best summary.

Aim: to focus on the value of not giving up

Key: c

3 WB p41 Write a short advert for a band using the example to help you. Make up a name for the band.

Aim: to practise writing an advert

Ending the lesson

Aim: to discuss the value of not giving up

- Focus on examples in the story where Misha didn't give up (Mike told her she didn't play loud enough. Katia said she didn't look right.).
- Elicit from students why this value is important and elicit examples from the students of when they haven't given up.

Note: Some of this discussion may need to take place in L1.

Extension activity

Aim: to encourage creativity

- Students write the next paragraph in Misha's story. Elicit some ideas for what could happen next and write useful vocabulary on the board.
- Students finish their writing for homework and compare their work at the beginning of the next lesson.

1 **Look at the pictures and read the posters. Answer the questions.**

1 What is the girl with the guitar doing?
2 What do the boy and other girls think of her?
3 What do you think happens at the end of the story?

2 042 **Read, listen and check your ideas.**





Misha was very excited. She phoned Mike and asked him for a meeting. She was nervous as she walked into the room. The band looked like real rock stars. 'I'm looking for Mike,' Misha said. 'I've come here to play in his band.' 'I'm Mike,' said a man. 'Let's hear you play.' Misha started to play. After 20 seconds, Mike asked her to stop. 'You play well,' he said. 'But you're not loud enough. We're playing for Tony Parsons next week. I don't think he'll like your music.' Misha left. She was sad.





A few days later, Misha saw a poster. 'Backing singer wanted for Girlz.' A second chance! She phoned and arranged to meet Katia. She was nervous as she walked into the room. They looked like a real girl band. 'I'm looking for Katia,' Misha said. 'I've come to sing in her band.' 'Oh,' said the girl. 'I'm Katia.' 'Let me play you a song,' said Misha. After ten seconds, Katia didn't want to hear any more. 'You sing well,' she said. 'But you don't look right. We're singing for Tony Parsons next week.' Misha left. She wasn't happy.

Two weeks later, Misha was playing her guitar and singing in the town centre. She enjoyed playing for the shoppers. She looked up and saw a man watching her. When she finished, he came over to her. 'I'm Tony Parsons,' he said. 'I have a record company. I think you could be a star.' Misha was surprised. 'But, I'm too quiet to be a star.' 'No you're not,' Tonysaid. 'Lots of bands think that if they make a loud noise they're good. I saw *The Metal Kings* last week. They were loud, but they weren't good.' Misha was still surprised. 'But I don't look like a star.' 'You look perfect,' Tony said. 'Lots of bands think that if they look good then they're going to be famous. I saw *Girlz* last week. They looked good, but they couldn't sing.' 'But, but, but ... ,' said Misha. 'But nothing,' said Tony. 'If you want to be a star, I can help you make it happen.'



3 **Match the sentence halves to make the summary.**

1 First, Misha sees an advert for	a a guitarist.
2 They are looking for	b a singer.
3 The band think she	c doesn't look right.
4 Next, Misha sees an advert for	d while she is playing the guitar.
5 They are looking for	e is too quiet.
6 The girls think she	f perfect!
7 Misha meets Tony Parsons	g *The Metal Kings*.
8 Tony Parsons thinks Misha is	h a band called *Girlz*.

Think and learn

MUSIC GENRES

What music genres are there?

1 043 Listen and number the photos.


rock music


hip hop


orchestral music


jazz

Super fact!

In hip hop, musicians don't sing, they talk over the music. These musicians are called *rappers*.

2 Look at the table and read the sentences. Write *t* (true) or *f* (false).

GENRE	WHEN	INSTRUMENTS	A FAMOUS MUSICIAN
Orchestral music	early 1700s–now	An orchestra. This is a large group of instruments including violins, flutes, harps, trumpets and cellos.	Wolfgang Amadeus Mozart
Jazz	early 1900s–now	saxophone, piano, trumpet, violin, guitar, drums	Nina Simone
Rock music	1950s–now	electric guitar, bass guitar, keyboard, drums, singers	Elvis Presley
Hip hop	1970s–now	rapper, electronic instruments	Missy Elliot






1 Orchestral music is older than rock music. _____
2 Jazz is less than 100 years old. _____
3 Elvis Presley was a famous rapper. _____
4 In hip hop and rock music there are often electric instruments. _____
5 You can only hear violins in orchestral music. _____
6 Hip hop is newer than jazz. _____

3 044 Listen to four more pieces of music. Write the genres.

1 _____ 2 _____ 3 _____ 4 _____

Learning outcomes:
- to learn more about Music through English
- to talk about different genres of music in English

BIG QUESTION to be able to talk about the Big Question *What was music like in the past?*

New language: *genre, orchestral, jazz, hip hop, flute, cello, early (1700s)* **(WB):** *birth, century, mixture, double bass, printed, make up* (= invent), *improvisation*

Recycled language: music and musical instruments, pronouncing dates (years)

Critical thinking: Sorts and classifies objects and activities according to key features

Warm-up

Aim: to review musical instruments and practise speaking
- Write *musical instruments* on the board. Brainstorm and make a mind map, e.g. *trumpet, piano, guitar* etc.
- Students copy the mind map in their notebooks.
- Ask who plays a musical instrument. Follow up with further questions, e.g. *How often do you practise?*

Presentation

SB p42 What music genres are there?

Aim: to raise students' awareness of musical genres
- Pre-teach *genre*. With books closed, play the *Think and learn* video. Ask students *What music genres are there?*

For video script see TB pXXX.

- Write questions on the board: *How many musicians can a large orchestra have?* (100.) *What instrument did Nina Simone play?* (Piano.) *Where did hip hop music start?* (New York.) Play the video again and elicit answers
- Read the *Super fact* and elicit examples of famous rappers.

1 043 SB p42 Listen and number the photos.

Aim: to practise identifying musical genres
- Elicit the instruments and musicians in the photos.
- Tell students they are going to hear four pieces of music and they need to match each one to a genre in the photos.
- Play the recording. Students listen and number. They compare answers in pairs.
- Play the extracts again, pausing to elicit answers.

Key: orchestral music 2, jazz 4, rock music 1, hip hop 3

2 SB p42 Look at the table and read the sentences. Write *t* (true) or *f* (false).

Aim: to practise extracting information from a table
- Students complete the activity individually, then compare answers in pairs.
- Check answers and comprehension of *flute, cello, early (1700s),* etc.
- Remind students of the Big Question and ask what the main differences between modern and older genres of music are (style, tempo, instruments used, etc.).

Key: 1 t, 2 f, 3 f, 4 t, 5 f, 6 t

3 044 SB p42 Listen to four more pieces of music. Write the genres.

Aim: to practise listening
- Play the recording. Students listen and write the genres.
- Play the music extracts again, pausing after each one to elicit answers. Discuss the instruments used and when students think each piece of music was written.

Key: 1 jazz, 2 orchestral music, 3 hip hop/rap, 4 rock

1 WB p42 Look and match. What kind of music do you think they are playing?

Aim: to review vocabulary for musical genres

Key: 1 jazz, 3 hip hop, 4 orchestral, 5 rock

2 WB p42 Read. Underline and correct the mistakes in the sentences below.

Aim: to practise reading

Key: 2 Jazz is a mixture of European orchestral music and blues.
3 `Blues' is often sad music.
4 The guitar, drums and piano are common jazz instruments.

Ending the lesson

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learned about:*
- Elicit what students learned today, e.g. *different genres of music.*
- Write it on the board for students to copy.

Extension activity

Aim: to encourage creativity
- In pairs or small groups, students write a rap on the theme of music, using words and phrases from the unit.

Learning outcomes:
- to learn more about Music through English
- to complete a project

BIG QUESTION to apply learning about the lives of famous musicians to the Big Question *What was music like in the past?*

New language: *popular,* **(WB):** *cornet, deep, best-selling*

Recycled language: music, musical genres, musical instruments

Creative thinking: Uses own ideas for doing creative activities like retelling stories.

Materials: paper, coloured pens and pencils, access to the internet / encyclopaedias / reference books about music

Warm-up

Aim: to review musical genres
- Write the musical genres from the previous lesson on the board in jumbled letter order. Students write the words in the correct order in their notebooks.
- Elicit answers and encourage students to tell you as much as they can about each genre (when it started, which instruments are used, etc.).

4 SB p43 Read about Nina Simone and complete the fact file.

Aim: to practise reading for specific information
- Elicit / review what a fact file is. Students read and complete the fact file individually, then check in pairs.
- Check answers.

Stronger students: Ask and answer in open pairs using the headings in the fact file, e.g. *When was Nina Simone born? Where was she born? What genre of music did she play?*

Key: 1 when, 2 where, 3 genre, 4 instrument, 5 sing, 6 famous

5 SB p43 Read and think. What music genres are popular today? What music genre do you like listening to?

Aim: to practise reading and personalise the topic of music
- Read the text with the class and check comprehension of *popular*. Discuss which music genres are popular today and write them on the board. Students choose the two they think are most popular to complete the sentence.
- Students ask and answer about their musical preferences.

6 Project SB p43 Make a fact file about a famous musician.

Aim: to enable students to build on what they have learned about musical genres
- Students work on the project individually. They look at the fact file in Activity 4 for reference.
- Students plan their fact file using the instructions. They use the internet, encyclopaedias or text books to research their chosen musician.
- Students write their fact files, using the headings from the model fact file or their own headings. They can also find and print a photo of the musician, or draw a portrait themselves.
- Students can use the internet to find a piece of music by their chosen musician to play to the rest of the class. If they are giving their presentations in a later class, they can bring music from home.
- Fact files can be collated to make a class book 'Our favourite musicians'.

3 WB p43 Read the article and complete the fact file.

Aim: to practice reading and review unit language

Key: Name: Louis Armstrong; Born (when): 4th August 1901; Born (where): New Orleans, USA; Music genre: jazz; Instrument: cornet, trumpet; Did he sing? Yes; Famous record: What a wonderful world; Famous because: good at improvisation and a very good singer; Fun fact: the airport of New Orleans is named after him

4 Project WB p43 What have you found out about the musician you chose?

Aim: to extend general knowledge about musicians and practise note-taking

Ending the lesson

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've ...*
- Elicit what students did today, e.g. *made a fact file about a famous musician.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to practise speaking and review information from the lesson
- Make pairs, A and B. Student A closes his/her books. Student B asks about Nina Simone and Louis Armstrong, e.g. *Who was born in New Orleans?* (Louis Armstrong) *Who sang a song called 'Little girl blue'?* (Nina Simone).

4 **Read about Nina Simone and complete the fact file.**

instrument where genre famous when sing

NAME: Nina Simone

(1) _____ **BORN:** 21 February, 1933

(2) _____ **BORN:** North Carolina, USA

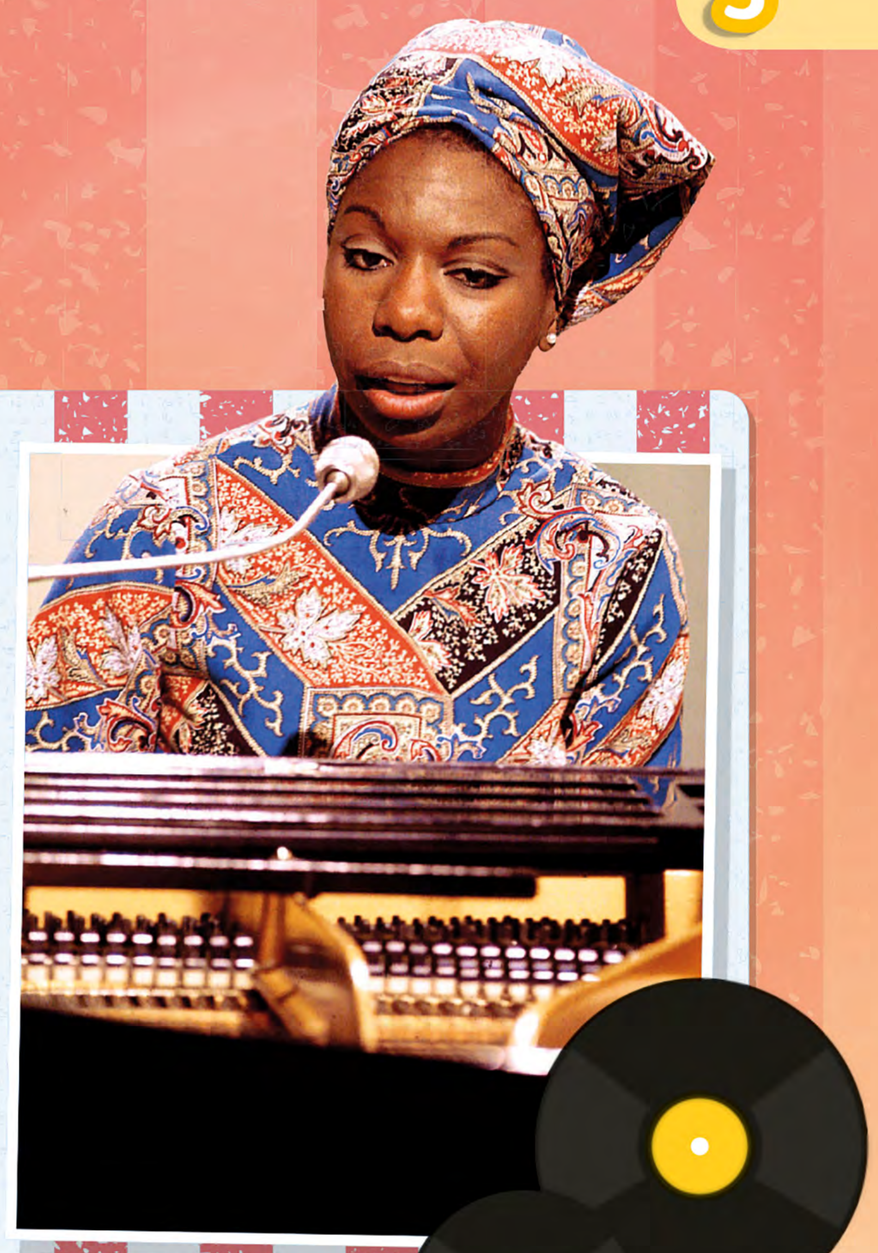
(3) _____ **:** Jazz **(4)** _____ **:** Piano

DID SHE (5) _____ **?:** Yes, she was a great singer.

(6) _____ **RECORD:** *Little Girl Blue*, 1958

FAMOUS BECAUSE: She mixed jazz and other music genres.

FUN FACT: She started playing the piano when she was three.



5 **Read and think. What music genres are popular today? What music genre do you like listening to?**

Popular music can be any genre of music that young people enjoy listening to and dancing to. In the past, it was often jazz or orchestral music. Today, popular music is often _____ or _____.

What genre do you like listening to?

I like listening to orchestral music.



6 **Project** **Make a fact file about a famous musician.**

- Choose a musician.
- Find out about their life.
- Find out about their music.
- Find a photo.

Time to present

A show-and-tell

1 045 **Listen to Jasmine talking about her favourite singer and make notes.**

Jake Goodwin was born in ...



2 **What does Jasmine like about Jake Goodwin as well as his music?**

Jasmine likes ...

3 **Take part in a show-and-tell.**

Find out about it

- Talk to your friends. Find out who their favourite singers or bands are.
- Listen to some of the songs they like.
- Choose a singer or band for your presentation.

Prepare it

- Find out more about the singer/group: name, country, language(s), hobbies, most successful song, how many songs, family ... .
- Think about these questions and write down your answers:
  – Where do you listen to music – on the Internet, mobile phones, the radio?
  – Which songs do you like best? What do you like about them?
  – Collect some pictures from magazines or the Internet.

Present it

- You should talk for about a minute. Show the pictures. Think about questions you can ask your classmates.

Do you like ... ?

Did you know that ... ?

Presenting tip

If you want to use a difficult word in your talk, write it on the board before you start. Use the word in a sentence. Can your friends guess what it means?

Learning outcomes:
- to prepare and present a mini-presentation
- to practise listening and note-taking
- to consolidate language from the unit

Recycled language: language from the unit

Creative thinking: Develops ideas through planning, research or review

Cognitive control function: Cognitive flexibility

Materials: songs / clips (provided by the students) by favourite musicians, access to the internet / music magazines

Digital flashcards: music concert

Warm-up

Aim: to review music concert vocabulary
- Write *musicians, equipment, musical instruments* on the board. Show the flashcards in turn. Students make a sentence with each word and say which category it goes in.
- Elicit more words for each category.

1 045 SB p44 Listen to Jasmine talking about her favourite singer and make notes.

Aim: to practise listening for specific information and note-taking
- Play the recording. Students listen and take notes.

For script see TB pXXX.
- Students compare their notes in pairs. Play the recording again.
- Elicit information about Jake from different students and write notes on the board.

2 SB p44 What does Jasmine like about Jake Goodwin as well as his music?

Aim: to practise listening for specific information
- Check comprehension of the question and play the recording again.
- Elicit answers.

Key: Because he sold his first bike and gave the money to a home for animals.

3 SB p44 Take part in a show-and-tell.

Aim: to prepare and give a mini-presentation
- Focus students on *Find out about it*. Read the bullet points and check vocabulary.
- Students who have brought a piece of music play it and explain who it's by and it's about.
- Students choose a singer/band to talk about individually.
- Focus students on *Prepare it*.
- Monitor students as they do research. Set a time limit.
- Focus students on *Present it*. Read the *Presenting tip* and give students time to think about how to explain new words (e.g. titles of albums or songs) in their presentation.
- Make sure students prepare questions to finish their presentation, using the speech bubble prompts, e.g. *Did you know that Adele is the best-selling artist of the 21st century?*
- Set a task for those who are listening, to keep them focused, e.g. *write down one fact from the presentation that you didn't know.*
- Students take turns to do their mini-presentations.
- Get feedback on the listening task from the rest of the class.

Note: The *Present it* stage may happen over more than one lesson.

1 WB p44 Make three sentences with the phrases in the diamond. Use three different phrases in each sentence.

Aim: to review *going to*

Key: 1 at five past nine. 2 Are you going to come to the birthday party? 3 My sister is going to buy a new camera.

2 WB p44 Find the words and use them to complete the sentences.

Aim: to review music vocabulary

Key: 2 backing, 3 bodyguards, 4 hip hop, 5 spotlights, 6 orchestral

3 WB p44 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to develop self assessment skills
- Give feedback on the mini-presentations. Make general points.
- In groups of four, students discuss how they will improve their presentations.

Extension activity

Aim: to practise language from the unit
- Choose five students to read the sentences they wrote for WB Activity 3.
- Ask volunteers to report what each student, e.g. *Next weekend, Elias is going to visit the mountains.*

Learning outcomes:
- to review language from the unit
- to reflect on learning
- to practise using connectors in writing
- to make a portfolio to show progress and write a diary entry

BIG QUESTION to think about the Big Question *What was music like in the past?*

New language: *huge, fun park, ghost train, town hall, envelope, seal (v)*

Recycled language: vocabulary and grammar from the unit, *diary, first, then, last (Sunday), finally, stadium, straight away*

Creative thinking: Creates texts that express personal interests, emotions, or identity

Cognitive control functions: Cognitive flexibility

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument

Creative thinking (WB): Narrates own stories using a model

Materials: envelopes (one per student), digital or print portfolios

Warm-up

Aim: to review portfolios
- Students look at each other's portfolios and compare their work in the previous unit.

1 SB p45 Read Jeremy's diary and put the paragraphs in the right order.

Aim: to practise reading and raise awareness of connectors
- Use the picture to review *go on a bike ride*.
- Students read the diary entry and number the paragraphs.
- Check as a class.

Key: 3, 5, 1, 4, 2

2 SB p45 Add these words to make Kylie's diary better.

Aim: to focus students on connectors in writing
- In pairs, students read the diary entry and add the connectors.
- Elicit feedback. Read or display the corrected text.

Key: Grandma and Grandpa came to visit me and my sister last Sunday. First, we went to the fun park in Blackhill. … Then we walked to a very nice restaurant and had lunch there. … Finally, we went to the town hall. …

3 SB p45 Think and write about something you did last weekend.

Aim: to give students further practice with using connectors in writing
- Read and discuss the *Writing tip* with the class.
- Students turn to the *My portfolio* writing practice section on page 120 of the Workbook. Work through the exercises.
- Students then follow the instructions individually to write a diary entry.
- Collect their work and return it after three days.
- Students read their diary entries in pairs and think about how they can improve them. They give each other feedback.
- Students write a final version of their diary entry and add it to their portfolio.

1 WB p45 Read and tick ☑. Then write examples.

Aim: to practise unit grammar and vocabulary

2 WB p45 Write sentences to answer the Big Question.

BIG QUESTION Aim: to enable students to revisit the Big Question and consolidate learning

3 WB p45 Look at the pictures. Imagine you play the electric guitar. Write the story.

Aim: to practise writing

Ending the lesson

Aim: to review the unit song
- Play the song (35) while the students listen and follow (SB page 36).
- Play the song again for students to join in. They do actions.

Extension activity

Aim: to enable students to share what they have learned
- Make groups of four. Students look through each page of Unit 3, at their vocabulary books and at their portfolio and discuss what they have learned in this unit.
- Encourage students to talk about what they are good at, as well as what they need to improve.

3

Think and write

A diary

1 Read Jeremy's diary and put the paragraphs in the right order.



☐ Then, we rode to Whitewall Castle. There is a huge park with a little lake in the middle. We had a picnic.

☐ So we went home quickly. We were wet, but it was a wonderful day.

☐ Last Sunday, a group of friends and I went on a bike ride.

☐ Finally, we went to the stadium to see a football match. But the weather changed and it started to rain.

☐ First, we rode up into the hills near our town. It was great up there. The weather was beautiful.

2 Add these words to make Kylie's diary better.

first finally last Sunday then

SATURDAY 15th

Grandma and Grandpa came to visit me and my sister. We went to the fun park in Blackhill. Grandma went on the ghost train with us. That was fantastic. We walked to a very nice restaurant and had lunch there.

I had chicken and chips, and my sister had a burger. We went to the town hall. There was a concert with Give It All. They are a new band from Liverpool. The concert was great. We were very tired and went home straight away. We went to bed at ten o'clock.

3 **Think and write about something you did last weekend.**

1 Write about it for five minutes. Just write, write, write. When you can't think of a word, make a line _____. You can add the word later.

2 Think how you can organise your ideas. Use the words from Activity 2 to do this.

3 Put your text in an envelope and seal it. Look at it again after three days and try to make it even better.

Writing tip

To say that something happened some time ago (last weekend, last summer, in 2011, three weeks ago …), use verbs in their past forms: *was/were … had … went … didn't like … stayed … loved.*

4 Space restaurant

What will people eat in the year 3002? Nobody knows. Maybe they will eat pills when they are hungry. Red pills in the morning, blue pills at lunchtime and green pills in the evening. Maybe people on Earth will get all their food out of machines.

1 046 **Listen and say the words. Check with your partner.**

1 waiter
2 strawberries
3 biscuits
4 spoon
5 napkin
6 fork
7 knife
8 pepper
9 salt
10 chopsticks



BIG QUESTION **How is food prepared?**

2 047 **Read, listen and answer the questions.**

1 When do they serve meals in the restaurant?
2 How is time different?
3 What is the date?
4 How old is Phoebe?

3 **Choose words and play the odd-one-out game with your partner.**

My words are *knife*, *salt* and *chopsticks*.

Salt is the odd one out. You don't use it to eat.

Learning outcomes:
- to learn and use restaurant vocabulary
- to practise reading, listening and speaking

BIG QUESTION

Your students will start to think about the Big Question *How is food prepared?*

New language: *waiter, biscuits, salt, pepper, napkins, chopsticks, fork, spoon, knife, strawberries, pill, serve* (a meal/someone in a restaurant), *midnight, backwards*

Recycled language: food and drink, *will* for predictions, *hungry, morning, lunchtime, evening, Earth, machine, meal*

Cognitive control functions: Working memory

Digital flashcards: restaurant

Warm-up

Aim: to introduce the topic of food and restaurants
- Elicit food and drink and write it on the board.
- Write *What's your favourite meal? Do you ever go to restaurants?* on the board. Students discuss in pairs then feed back.

Presentation

- Use the flashcards to present the new vocabulary.
- Say each item for students to repeat.
- Read the text at the top of the Students' Book aloud while students follow. Check comprehension of *pills* and *machines.*
- Ask students whether they think any of the ideas will happen.

1 046 SB p46 Listen and say the words. Check with your partner.

Aim: to practise restaurant vocabulary
- Students look at the picture in their Student's Books. Ask where Alex, Pheobe and Patrick are and how they're feeling. Make sure students realise the robot is a waiter.
- Play the recording. Students listen and repeat.

For script see SB p46.
- Play the recording again. Students practise in pairs.

BIG QUESTION How is food prepared?

Aim: to encourage students to think about how food is prepared
- Read the Big Question. Remind students of the Warm-up and ask them to think about their favourite meal. Write questions on the board: *Is it easy or difficult to make? What are the ingredients?*
- Students discuss the questions in pairs.

2 047 SB p46 Read, listen and answer the questions.

Aim: to practise listening
- Read the questions aloud and check understanding.
- Play the recording twice.

For script see TB pXXX.

Stronger students: Ask *Where is the restaurant?* Elicit/explain the meaning of *the edge of the universe*.

Key: 1 From midnight to six o'clock in the evening. 2 Time goes backwards. 3 22nd March 3002. 4 A thousand years old.

3 SB p46 Choose words and play the odd-one-out game with your partner.

Aim: to practise new vocabulary and speaking
- Demonstrate the activity using open pairs.
- Students then do the activity in closed pairs. Elicit some example exchanges.

Extra support: Help students with the language for giving reasons. Write prompts on the board before the pairwork, e.g. … *is the odd one out because it isn't a (food) / it isn't made of … / you don't (eat) it.*

1 WB p46 Look and write the words.

Aim: to practise new vocabulary

Key: 2 fork, 3 spoon, 4 napkin, 5 chopsticks, 6 salt, 7 pepper, 8 biscuits, 9 waiter

2 WB p46 Read and write the words from Activity 1.

Aim: to check comprehension of new vocabulary

Key: 2 napkin, 3 fork, 4 salt, 5 chopsticks, 6 spoon, 7 waiter

Ending the lesson

Aim: to review new vocabulary and test memory skills
- Students study the picture in the Student's Book for two minutes, then close their books. Ask questions, e.g. *What colour is the napkin? How many strawberries are there?*

Extension activity

Aim: to consolidate vocabulary
- Students write the new vocabulary in their notebooks or vocabulary books.
- For each word or phrase, they draw a picture and write a short definition, e.g. *You can put pepper on your food. It's black. I don't like pepper.*

4

Learning outcomes:
- to use ordinal numbers
- to say dates

New language: *first, second, third, (four)th, Give me a minute.*

Recycled language: days of the week, months, *birthday, party, weekend, Shall I …?*

Critical thinking (WB): Solves simple puzzles (e.g. word puzzles)

Materials: months of the year written on separate A4 cards (optional)

Warm-up

Aim: to review months of the year
- Give out cards with the months of the year, in random order. Students with cards arrange themselves in order. Alternatively, students write each month of the year on the board.
- Practise saying the months. Ask, e.g. *Which month is after July? Which month is before May?*

Presentation

Aim: to present ordinal numbers
- Ask *Which is the first month of the year?* (January) Write *January is the first month of the year* on the board, underlining *first*. Repeat with the *second, third, fourth, fifth* and *sixth* months. Write the shortened form of the ordinals too (1st, 2nd, 3rd, etc.).
- Ask, e.g. *Which is the (second) day of the week?*
- Students ask and answer about the order of the days and months in pairs.

1 SB p47 Read the email and complete the sentences.

Aim: to practise reading for specific information
- Tell students to write the missing dates as figures, not words. Students do the activity individually.
- Check answers with the class.

Key: (1) 3rd, April, (2) 1st, April, 2nd, April, (3) 25th, March, (4) 8th, April

2 048 SB p47 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice.
- Check understanding of the grammar.
- Students turn to the Language focus section on page 122 of the Student's Book.
- Work through the first half of the page with the class.
- Play the audio. Students follow along in their Student's Books and join in.

For audio script see SB p47.
- They practise the chant from the audio recording in pairs.
- Ask different students *When's your birthday?* Write the dates on the board in figures, and practise pronunciation with the class (*the … of ..*).
- Pairs ask and answer *When's your birthday?*

3 SB p47 Work with a partner. Ask and answer.

Aim: to practise ordinal numbers
- Students take turns to ask and answer questions.

4 SB p47 Think of three questions to ask your partner.

Aim: to give further practice with ordinal numbers
- Ask two students to read the speech bubbles and answer the questions. Brainstorm some more questions. Students ask and answer.

1 WB p47 Read and complete.

Aim: to review new language

Key: This, the, a

2 WB p47 Write sentences for the dates marked with a tick ☑.

Aim: to practise writing dates and days

Key: 2 The 2nd of October is a Sunday.
3 The 6th of October is a Thursday.
4 The 11th of October is a Tuesday.
5 The 12th of October is a Wednesday.

3 WB p47 Read. When is Oscar's birthday?

Aim: to practise reading dates and logical thinking

Key: Thursday 23rd of June

4 WB p47 Read about Miguel. Look at his diary and write sentences.

Aim: to practise writing dates

Key: 2 He is going to eat in a new Turkish restaurant on the 5th of September. It's a Wednesday. 3 He is going to eat in a new Egyptian restaurant on the 8th of September. It's a Saturday. 4 He is going to eat in a new Brazilian restaurant on the 13th of September. It's a Thursday. 5 He is going to eat in a new Italian restaurant on the 14th of September. It's a Friday.

Ending the lesson

Aim: to practise saying dates
- Write dates on the board as figures. Choose students to say them in the long form, e.g. 02/08 – *The second of August.*

Extension activity

Aim: to review language from the lesson and practise writing
- Students write an email replying to Sarah, as if they were Megan from SB Activity 1.

1 Read the email and complete the sentences.

Dear Megan,

Please tell me what to do. As you know my birthday is on the 3rd of April. It's a Monday this year. There's no way I can have a birthday party on a Monday. And I can't have the party on the 1st or the 2nd of April because I'm going away with my parents for the weekend. We're going to visit Grandma in Bristol. So what do you think? Shall I have the party on Saturday the 25th of March or shall I have it on the 8th of April? Please write soon.

Sarah



1 Sarah's birthday is on the _____ of _____.

2 She can't have her party on the _____ of _____ or the _____ of _____ because she's going away with her parents.

3 She can have her party on the _____ of _____ or the _____ of _____.

2 048 Watch, listen and say.

Language focus

This year the **1st (first)** of May is a Monday.

The **2nd (second)** of May is a Tuesday.

The **3rd (third)** of May is a Wednesday.

The **6th (sixth)** of May is my birthday!



3 Work with a partner. Ask and answer.



What day is the 11th of July?

Give me a minute. I think it's a Friday.

That's right.

4 Think of three questions to ask your partner.

When is your dad's birthday?

What is the last day of school this year?

My world: food

1 Look at the photos. What do you think Andy likes on his pizza?











2 049 Read and listen to the dialogue. Check your answers.

Mum Today's the 5th of December!

Andy Yes, it is. It's my birthday!

Mum Guess what I'm going to make tonight?

Andy What?

Mum Your favourite meal.

Andy Pizza! Cool! Cheese and tomato pizza with chocolate on the top?

Mum Yes. And there's more.

Andy Salt and pepper ice cream.

Mum That's right – just how you like it.

Andy Awesome!

Mum And that's not all. To drink – how about lemonade and milk?

Andy Lemonade and milk? I can't wait! What time are we going to eat?

Mum We? Well, I'm not really very hungry. It's all for you.

3 Practise the dialogue in pairs.

4 Work in pairs to make your own dialogue.

1 Think of a main course, a drink and a dessert to have with your meal.
2 Decide how to make each food funny.
3 Make a dialogue about the meal.
4 Act out your dialogue to the class.



What to say

Expressing excitement

What?	Awesome!
Cool!	I can't wait!

Learning outcomes:
- to practise expressing excitement
- (WB) to recognise alternative spellings of the sound /s/ (*s* and *c*).

New language: *Awesome! I can't wait! main course, dessert*
(WB): *alien, celebrate, crop circle*

Recycled language: food and drink, *Guess what? Cool!*

Creative thinking: Shares a sense of humour with peers and adults

Cognitive control function: Cognitive flexibility

Digital flashcards: restaurant

Warm-up

Aim: to review restaurant vocabulary
- Call a student to the front. Show one of the restaurant flashcards of places to him/her.
- The class asks questions to guess the item on the card, e.g. *Is it a type of food? Is it something you use to eat?*
- The student who guesses correctly takes the next turn.

1 SB p48 Look at the photos. What do you think Andy likes on his pizza?

Aim: to practise predicting using visual clues
- Elicit which items Andy might like on a pizza. Don't confirm answers at this stage.

2 049 SB p48 Read and listen to the dialogue. Check your answers.

Aim: to practise reading and listening for specific information
- Play the recording while students read and listen. Students compare their answers.

For script see SB p48.
- Check with the class. Check understanding of new expressions, e.g. *Awesome! I can't wait!*

Key: Cheese, tomato and chocolate.

3 SB p48 Practise the dialogue in pairs.

Aim: to practise speaking
- Students practise the dialogue in closed pairs.

Extra support: Practise the dialogue as a class before the pairwork – divide the class into two halves. One half reads Mum's lines, one half reads Andy's. Swap over and practise again.

4 SB p48 Work in pairs to make your own dialogue.

Aim: to enable students to create and practise their own dialogues
- Brainstorm ideas for main courses, drinks and desserts.
- Make pairs. Students choose their foods and discuss how to make them funny. Monitor and help.
- Focus students on the *What to say* box and practise the language.
- Pairs write their own dialogue, using Activity 2 as a model.
- They rehearse their dialogues, then perform for the class.

1 WB p48 Match the parts of the dialogue.

Aim: to practise reading and expressing excitement

Key: 2 a, 3 e, 4 b, 5 c

2 WB p48 Read and complete the dialogue with words from the box.

Aim: to practise functional language

Key: 2 meal, 3 more, 4 just, 5 Awesome, 6 about, 7 wait, 8 hungry

3 014 WB p48 Listen and say the words.

Aim: to practise the sounds /s/ represented by the letter *c*
- Read the Phonics tip to the class and check comprehension. Give more examples, e.g. *century, cinema*.

For script see WB p48.

4 WB p48 Circle the c letters with an s sound.

Aim: to identify the spelling of the sound /s/ as *c*

5 015 WB p48 Listen, check and say the words.

Aim: to practise words with the sounds /s/ spelt with *c*

For script see WB p48.

Key: city, Celia, celebrate, spaceship, cinema, ice, exciting, circles, excellent

Ending the lesson

Aim: to review the Phonics focus
- In pairs or teams, students look through the Student's Book to find examples of words where the letter *c* has the /s/ sound (e.g. *Science, special, excited, city, accidentally, chance*). Set a time limit and see who can find the most words.

Extension activity

Aim: to encourage collaboration and practise speaking
- Pairs swap their dialogue from SB Activity 4 with another pair.
- Students practise the new dialogue and then perform it for the pair who wrote it.

4

Learning outcomes:
- to learn to use the zero conditional
- to practise reading and speaking

New language: *If you (leave chocolate in the sun) it (melts) … ; reporter, laboratory, professor, broccoli, beef, rose, melt, honey, spinach*

Recycled language: food and drink

Digital flashcards: restaurant

Warm-up

Aim: to review restaurant vocabulary
- Write the first letter of each restaurant word on the board. Add lines to show the missing letters. Students guess the missing letters.

Presentation

Aim: to present zero conditional
- Give a student an instruction, e.g. *Please switch on the TV.*
- Elicit how the student did it, e.g. *I pushed a button.*
- Write on the board *If you push the button, the TV switches on.*
- Explain that this structure is for something which is always true and that *If* means the same as *When.*
- Write prompts on the board, e.g. 1) *If you / turn key / the car / start.* 2) *If you / not water / plants / die.*
- Write each sentence on the board as students work it out. Draw their attention to the comma and to the present simple.

1 SB p49 Read and correct the sentences below.

Aim: to practise zero conditional
- Elicit where the scientist is (in a lab – teach *laboratory*) and what he has in his hand (pills).
- Students read the text silently and correct the mistakes.
- Check answers.
- Elicit the *if* sentences from the text.

Key: 1 Poppy Beanie is a reporter. 2 Professor McKarrot showed her what food will be like in the future. 3 If you put water on the green pill, you get broccoli with fish. 4 If you put water on the pink pill, you get tomatoes with beef.

2 050 SB p49 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice.
- Check understanding of the grammar and *melts*.
- Students turn to the Language focus section on page 122 of the Student's Book.
- Work through the second half of the page with the class.
- Play the audio. Students follow along in their Student's Books and join in.

For script see SB p49.
- Students practise the sentences in pairs.

3 SB p49 Play the food game with a partner. Imagine that you have pills of six different colours. Tell your partner what food you get.

Aim: to give students further practice with the zero conditional
- Students play the game in pairs, taking turns to say what food they get.

Extra support: Brainstorm food and write items on the board as prompts.

1 WB p49 Complete the sentences with the correct form of the words.

Aim: to practise verb forms in the zero conditional

Key: 1 leave, melts, 2 put, makes

2 WB p49 Read and match.

Aim: to give students further practice with the zero conditional

Key: 2 c, 3 a, 4 b

3 WB p49 Read and write the words in the correct form.

Aim: to give students further writing practice with the zero conditional

Key: 2 are, am, 3 is, go, 4 rains, take, 5 want/need, talk, 6 want/need, go, 7 want, need, 8 are, talk

4 WB p49 Complete the sentences.

Aim: to activate students' knowledge

Key: 1 heat up 2 feel sick, 3 turns brown

Ending the lesson

Aim: to review grammar from the lesson
- Say the first half of a zero conditional sentence, e.g. *If you put salt in your milk,* and choose a volunteer to complete it, e.g. *it tastes horrible.*
- Repeat with different sentences about food, e.g. *If you don't put sugar in lemonade, …*

Extension activity

Aim: to practise writing using the zero conditional
- Students write the sentences they thought of for SB Activity 3 in their notebooks.

4

1 Read and correct the sentences below.



FOOD WILL NEVER BE THE SAME AGAIN

By our reporter Poppy Beanie

Yesterday, in his laboratory, Professor McKarrot showed us what our food will be like in the future.

Look at these two pills. 'If you put water on the green pill, you get broccoli with fish,' the professor said. The professor poured water on the green pill. But there was a problem. The fish was green too. The professor was not happy.

'If you put water on the pink pill, you get tomatoes with beef,' the professor said. Then he put water on the pink pill. The tomatoes looked like pink roses and the beef looked like pink paper. 'We're working on it,' the professor told us, 'We're not quite there.'

1 Poppy Beanie is a scientist.
2 Professor McKarrot showed her how to make food in the future.
3 If you put coffee on the green pill, you get broccoli with fish.
4 If you put water on the pink pill, you get tomatoes with chicken.

2 050 **Watch, listen and say.**

Language focus

If you **leave** chocolate in the sun, it quickly **melts**.

If you **put** honey in your tea, it **makes** it sweet.



3 **Play the food game with a partner. Imagine that you have pills of six different colours. Tell your partner what food you get.**





THE **BIRTHDAY** MEAL



1 **Look at the pictures. Where can you see these things?**

1 knives and forks
2 lots of washing up
3 a birthday cake
4 pots with steam

2 051 **Go through the text quickly. Why does the robot want the children to do the washing up? Listen and check your answer.**

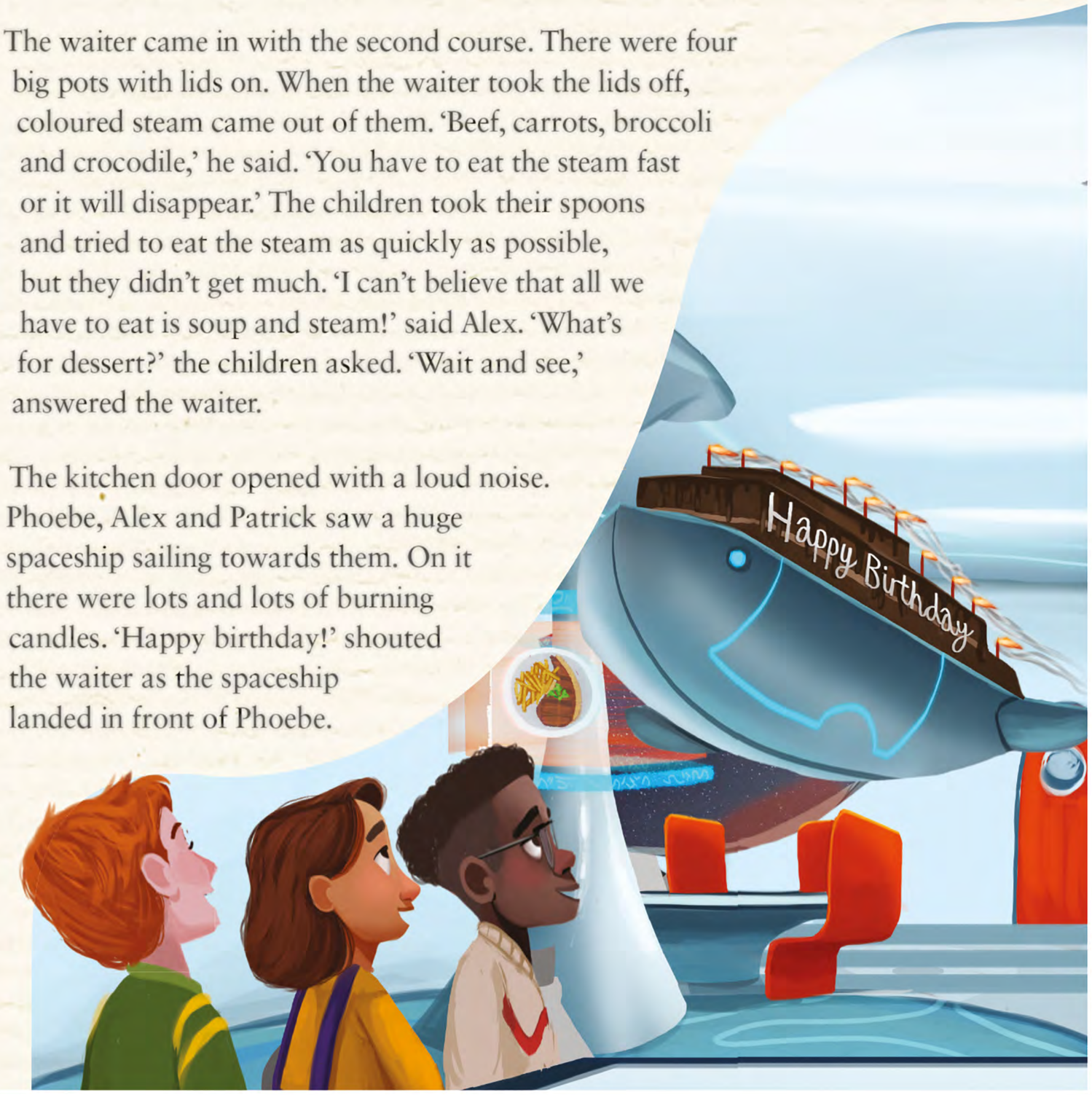
The friends sat down at the table. After ten minutes, the waiter came with the starter. There were three bowls with something orange in them. 'Orange soup with fish and pepper,' the waiter said. They tried to eat the soup with their spoons, but it didn't work. The soup was hard. 'If you throw your soup into the air, you can eat it more easily,' said the waiter. So they threw the soup out of the bowls into the air. The soup fell onto the table and broke into hundreds of little orange balls. The children tried to pick up the balls with their spoons, but they always rolled away. 'It's easier if you use your chopsticks,' the waiter said. So they ate the little balls with their chopsticks. 'The soup is really good,' Phoebe said. 'It tastes like fishy, peppery sweets.' 'I like it too,' Alex agreed, 'but I'm still hungry.'





The waiter came in with the second course. There were four big pots with lids on. When the waiter took the lids off, coloured steam came out of them. 'Beef, carrots, broccoli and crocodile,' he said. 'You have to eat the steam fast or it will disappear.' The children took their spoons and tried to eat the steam as quickly as possible, but they didn't get much. 'I can't believe that all we have to eat is soup and steam!' said Alex. 'What's for dessert?' the children asked. 'Wait and see,' answered the waiter.

The kitchen door opened with a loud noise. Phoebe, Alex and Patrick saw a huge spaceship sailing towards them. On it there were lots and lots of burning candles. 'Happy birthday!' shouted the waiter as the spaceship landed in front of Phoebe.



Learning outcomes:
- to listen to, read and role play a story
- to develop reading skills

New language: *starter, hard, pick up, roll away, peppery, agree, pot, lid, steam (n), candle, blow out (v), bill, scratch (v)*

Recycled language: restaurant vocabulary, *bowl, course, dessert*

Value: helping people in danger

Critical thinking (WB): Identifies missing key vocabulary and events from short narrative summaries

Cognitive control function (WB): Working memory, Inhibitory control

Warm-up

Aim: To review the story
- Elicit events from the last episode, e.g. *The children met Elvis. They talked to him in his dressing room.* etc.
- Ask *Where are the children now? Are they in the past? (No, the future.)*

The birthday meal

1 SB pp50–51 **Look at the pictures. Where can you see these things?**

Aim: to practise predicting
- Read the list of items and check comprehension of *washing up, pots, steam*.
- Students find the things in the pictures in pairs.
- Check answers. Ask students what they think is going to happen.

2 051 SB pp50–51 **Go through the text quickly. Why does the robot want the children to do the washing up? Listen and check your answer.**

Aim: to present a story and to develop reading skills
- Tell students to read quickly and silently to find the answer. Set a time limit, e.g. two minutes.
- Play the recording. Students read and listen to check their answer.
- Ask what happened at the end of the story (the children saw the gate just in time).

For script see SB pp50–51.

- Play the recording again. Pause to explain new vocabulary and check comprehension. Ask questions, e.g. *Why did the children have to throw the soup in the air?* (*Because it was too hard to eat.*) *What did the children use to eat it?* (*Chopsticks.*) *What did it taste like?* (*Fishy, peppery sweets.*) *What was the spaceship made of?* (*Chocolate and ice cream.*) *What was on the spaceship?* (*Candles.*) *Why?* (*For Phoebe's birthday.*) *How much was the bill?* (*60,000 goldstars*)

Key: Because they don't have any goldstars to pay for their meal.

1 WB p50 **Remember the story. Read and complete the summary.**

Aim: to check comprehension of the story

Key: 2 hard, 3 waiter, 4 balls, 5 steam, 6 quickly, 7 birthday, 8 spaceship, 9 chocolate, 10 ice cream, 11 money, 12 kitchen, 13 wash, 14 gate

2 WB p50 **What did the children eat for each course? Look and write *1*, *2* and *3*.**

Aim: to review the story

Key: a 3, b 1, c 2

3 WB p50 **Find the answers to the clues in the word search. Look → and ↓.**

Aim: to practise vocabulary from the story

Key: 2 fish, 3 chopsticks, 4 pots, 5 candles, 6 goldstars, 7 bill, 8 chocolate

4 WB p50 **What message can we learn from the story? Underline the best summary.**

Aim: to focus on the value of planning ahead

Key: a

Ending the lesson

Aim: to practise the story
- Put students into groups of four. They each take a role of one of the characters (the three children and the waiter).
- They read through the story silently and each find which dialogue is theirs.
- Students practise their role plays in groups, using the direct speech from the story.
- Volunteer groups role play for the class.

Extension activity

Aim: to focus on the value of planning ahead
- Ask why there was a problem at the restaurant (the children didn't think about how to pay before they ate).
- Elicit examples of when you need to plan ahead (e.g. going on a trip/preparing for a party).

Note: Some of this discussion may need to take place in L1.

Learning outcomes:
- to practise reading for specific information
- to identify key events in a story

New language: *edge of the universe, can*

Recycled language: language from the story, saying large numbers

Critical thinking: Solves simple puzzles (e.g. word puzzles)

Cognitive control function: Cognitive flexibility

Critical thinking (WB): Based on a model, develops new games, dishes, clothes etc.

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Where were the three friends? (At a space restaurant.) How many courses did they eat? (Three.) Why not? (They didn't have any of the right kind of money.)*

3 SB p51 Read and answer the questions.

Aim: to focus on key events in the story
- Students read the questions and find the answers individually, then compare answers in pairs.
- Check with the class.

Key: 1 Orange soup with fish and pepper. 2 With chopsticks. 3 Beef, carrots, broccoli and crocodile. 4 A chocolate spaceship filled with ice cream. 5 Goldstars. 6 Work in the kitchen for a week.

4 SB p51 Read and match the prices with the objects.

Aim: to practise mathematical skills
- Focus students on the activity and elicit what they can see in the pictures.
- Ask a student to read the *if* sentence aloud and check comprehension of *edge of the universe*.
- Students discuss answers in pairs and agree prices for each of the four things.
- Elicit answers and have a class discussion about which is more/less expensive and why. Accept reasonable answers, as long as students can explain their choices.

Extra support: Practise pronunciation of the numbers with the whole class before the pairwork.

Key (suggested answers):
(1) 1,000 goldstars, (2) 10,000 goldstars, (3) 100,000 goldstars, (4) 50,000 goldstars

5 WB p51 Think of three ways for the children to pay the restaurant for their meal.

Aim: to practise creative thinking

6 WB p51 Look at the pictures and find five differences.

Aim: to practise paying close attention to visual images

Key: (In picture A, the man is wearing a napkin.)

In picture B, the man is wearing a jumper. In picture A, he isn't.

In picture A, there is a fork on the table. In picture B, there isn't.

In picture A, *S* and *P* are written on the salt and pepper shakers. In picture B, they aren't.

In picture A, the tablecloth has got squares. In picture B, it has got spots.

In picture A, the man has got a spoon in his left hand. In picture B, he hasn't.

7 WB p51 Put the sentences in order to make a story.

Aim: to practise sequencing

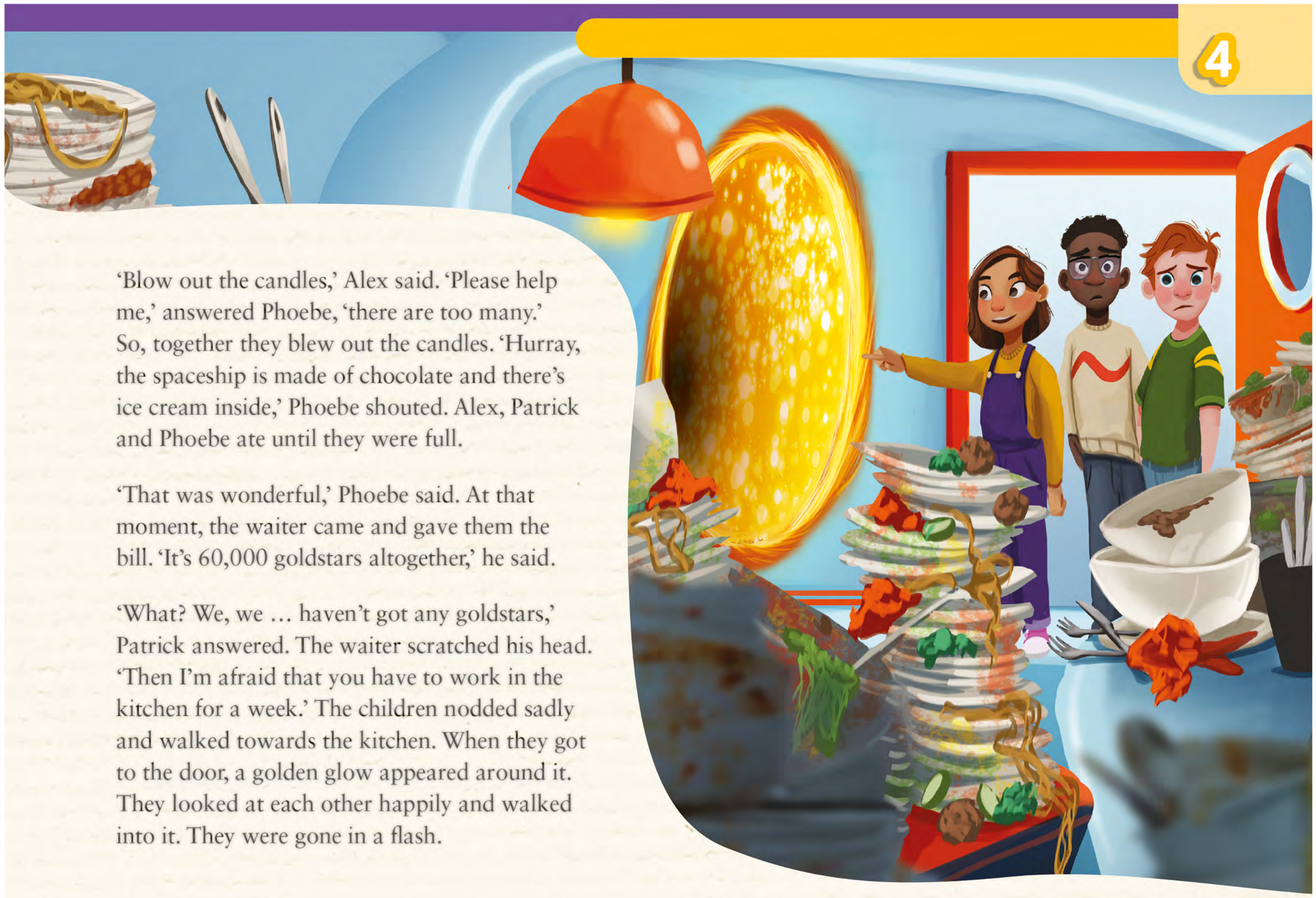
Key: 3, 4, 5, 2, (1)

Ending the lesson

Aim: to review the story
- Students close their Student's Books.
- Say a line of direct speech from the story. Students tell you who said it and why, e.g. *It's easier if you use your chopsticks.* (*waiter – because the soup turned into balls*) *The soup is really good.* (*Phoebe – because she likes it*) *You have to eat the steam fast …* (*waiter – because the steam disappears*) *I can't believe that all we have to eat is soup and steam!* (*Alex – because he's hungry and there isn't much food*) *Please help me.* (*Phoebe – because there are too many candles and she can't blow them out alone*) *We haven't got any goldstars.* (*Patrick – because they can't pay the bill*)

Extension activity

Aim: to review ideas and concepts from the story
- Make groups of four.
- Each group creates a menu for the space restaurant. They think of three courses and the prices.
- Students write their menus on paper and illustrate them.
- Groups swap menus and role play ordering food using the new menu (one student is the waiter and the other three are customers).



'Blow out the candles,' Alex said. 'Please help me,' answered Phoebe, 'there are too many.' So, together they blew out the candles. 'Hurray, the spaceship is made of chocolate and there's ice cream inside,' Phoebe shouted. Alex, Patrick and Phoebe ate until they were full.

'That was wonderful,' Phoebe said. At that moment, the waiter came and gave them the bill. 'It's 60,000 goldstars altogether,' he said.

'What? We, we … haven't got any goldstars,' Patrick answered. The waiter scratched his head. 'Then I'm afraid that you have to work in the kitchen for a week.' The children nodded sadly and walked towards the kitchen. When they got to the door, a golden glow appeared around it. They looked at each other happily and walked into it. They were gone in a flash.

3 **Read and answer the questions.**

1 What was the first course?
2 How could they catch the orange balls?
3 What was the second course?
4 What did they have for dessert?
5 What money does the restaurant take?
6 What did the waiter tell them to do?

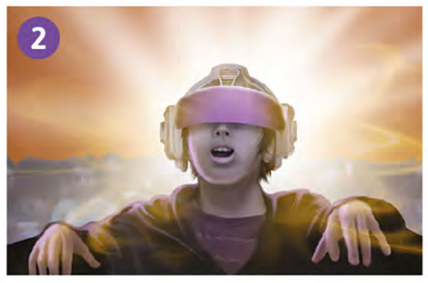
4 **Read and match the prices with the objects.**

If a three-course meal for three costs 60,000 goldstars, how much do you think these things cost at the edge of the universe?

1,000 goldstars 10,000 goldstars 50,000 goldstars 100,000 goldstars

1 

A can of space cola

2 
A trip to the 6D cinema

3 
A jet booster bike

4 
A pet zonk

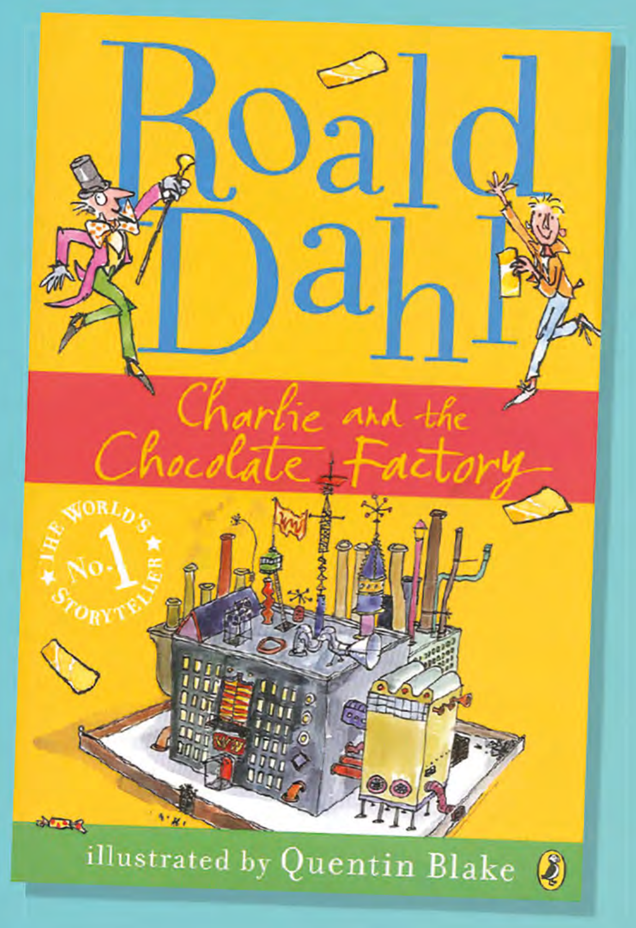
Skills

1 **Read the blog and match the pictures with the paragraphs.**

FANTASTIC FOOD

My favourite book is *Charlie and the Chocolate Factory* by the wonderful Roald Dahl. The hero is a small boy called Charlie Bucket, but the real hero of the book is Willy Wonka. In his chocolate factory, he makes the most amazing sweets. Here are just a few of the most wonderful sweets he makes:

1. Chewing gum that is a complete meal: tomato soup followed by roast chicken, and then strawberries with cream. He also has a chewing gum that never loses its flavour.
2. Hot ice cream for a cold day! What a great idea. Now I can eat ice cream every day! He also has an ice cream that never melts.
3. Paper that you can lick. The paper comes with pictures of fruit all over it: oranges, grapes, apples, bananas. When you lick the pictures, you taste the fruit. Brilliant!
4. Lollipops with lights in them. They are perfect for eating in bed and reading at night.
5. Grass made of sugar, called swudge. It grows by the chocolate river and the chocolate waterfall in his factory.
6. He has some great sweets for schoolchildren, like invisible chocolate bars for eating in the classroom. The teacher can't tell you off for eating this because they can't see it. There are also sugar-coated pencils for sucking and magic hand-fudge – you hold the fudge in your hand and you taste it in your mouth.















2 **Imagine you have a sweet factory. Discuss the questions.**

1 Which of the sweets would you like to make the most?
2 What three courses would your chewing gum be?
3 What flavours would you put on your paper?

Learning outcomes:
- to read for specific information
- to take part in a group discussion

New language: *hero, chewing gum, roast (chicken), cream, flavour, lick, lollipop, invisible, tell (someone) off, sugar-coated, suck, fudge*

Recycled language: food and drink, natural features, *factory, course*

Creative thinking: Participates in investigative, exploratory, open-ended tasks

Cognitive control functions: Cognitive flexibility

Materials: Packaging from sweets (optional)

Warm-up

Aim: to review food and drink
- Elicit all the sweet foods students can think of and write them on the board (e.g. *biscuits, honey, chocolate, ice cream, mangos*). Provide new vocabulary as it comes up (e.g. *lollipop, licorice*).
- Show real packaging from sweets, or ask for names of famous sweets. Ask students *What flavour are they?* (explain the meaning of *flavour*) and find out which sweets are their favourites.
- Write *Charlie and the Chocolate Factory* on the board and see if any students are familiar with the book or with the film versions. Ask students to name the characters and explain the storyline to the class. If no one knows the story, ask what they think might happen.

1 SB p52 Read the blog and match the pictures with the paragraphs.

Aim: to practise reading for specific information
- Ask students to look at the cover and find the name of the author of *Charlie and the Chocolate Factory*. Point out the characters of Charlie and Willy Wonka.
- Focus on the six smaller pictures. Elicit what students can see and pre-teach *chewing gum, lollipop, lick* and *suck*.
- Students read and number the pictures individually, then compare answers in pairs.
- Check with the class and explain any more new vocabulary.

Stronger students: Write comprehension questions on the board. Students read the blog more carefully and answer: *What's the name of the hero of the book?* (*Charlie Bucket.*) *What's the main course of the three-course chewing gum?* (*Roast chicken.*) *What type of ice cream is not in the picture?* (*Ice cream that never melts.*) *What can you use the lollipop lights for?* (*Eating in bed and reading at night.*) *What is the grass made of?* (Sugar.) *What is special about magic hand fudge?* (*You can taste it without putting it in your mouth.*)

Key (from left to right): 3, 1; 4, 5; 2, 6

2 SB p52 Imagine you have a sweet factory. Discuss the questions.

Aim: to practise speaking
- Make groups of four. In their groups, students take turns to discuss each question. Remind them to give reasons for their choices.
- Manage the activity by telling students when to move on to discuss the next point, if necessary.
- After the group work, open the discussion to the whole class.

1 016 WB p52 Listen and draw lines. There is one example. Exam skills

Aim: to practise listening skills

For script see TB pXX.

Key: David – the waiter, Robert – man reading the newspaper, Betty – girl with ice cream in her hand, Katy – Betty's mum, Helen and Harry – couple sitting at the table together

Ending the lesson

Aim: to practise speaking skills
- Students look at the picture in WB Activity 1 for a minute, then close their books.
- Make sentences about the picture, some true, some false. Students guess which sentences are true and correct the false ones. (e.g. *The restaurant doors are closed.* (*False – One of the doors is open.*)

Extension activity

Aim: to consolidate vocabulary
- Write the names of the sweets and treats from the blog on the board (*neverending chewing gum, lickable wallpaper, lollipop lights, Swudge, invisible chocolate bars, sugar-coated pencils*).
- Students write a definition for each name, using a relative clause if they can. Do an example with the class, e.g. *Neverending chewing gum is gum which never loses its flavour.*

Learning outcomes:
- to listen for specific information
- to write and present a recipe
- to write and say numbers

New language: *hot chocolate, glass (to drink from), scoop (n), pan, straw, sauce, ingredients*

Recycled language: food and drink, restaurant vocabulary, imperatives, *bottle, bag, spoon, ball, melt, pour, mixture, delicious, first, next/then, finally*

BIG QUESTION Your students will be able to talk about the Big Question 'How is food made?'

Creative thinking: Uses own ideas for doing creative activities like retelling stories

Cognitive control functions: Cognitive flexibility

Creative thinking (WB): Based on a model, develops new games, dishes, clothes etc.

Warm-up

Aim: to review key language
- With books closed, elicit what students remember about *Charlie and the Chocolate Factory* and the sweets the factory makes.
- Provide prompts, e.g. *lickable wallpaper, lollipop lights*.

1 SB p53 Write the numbers under the photos.

Aim: to present key vocabulary
- Elicit what Swudge is (grass made of sugar) and ask students to find it in the photo. Tell students they are going to learn about the recipe for making the drink.
- Students match, then check in pairs.
- Check answers, understanding and pronunciation of the new words.

Key: 1, 4, 2, 3

2 052 SB p53 Listen and write the missing numbers.

Aim: to practise listening for specific information, writing and saying numbers
- Tell students they are going to listen to the ingredients for the drink.
- Play the recording. Students listen and write the missing numbers (as figures).

For script see TB pXX.

- Check with the class.
- Play the recording again. Students listen to check.

Key: (1) 1, (2) 1, (3) 85, (4) 150, (5) 4, (6) 2

3 053 SB p53 Listen and write in the ingredients.

Aim: to practise listening for specific information
- Read through the instructions and check comprehension of verbs (*add, cut, break, melt, pour*). Encourage students to guess the answers before listening.
- Play the recording. Students complete, then compare answers.

For script see TB pXX.

- Play the recording again, pausing as necessary. Elicit answers.

Key: 1 chocolate sauce, 2 sweets, 3 chocolate, 4 cream, 5 ice cream, 6 sweets

4 SB p53 Invent a delicious drink. Then present your drink to the class.

Aim: to encourage creativity and practise speaking
- Make pairs. Students think of their own drink and make notes. Remind them to think about the ingredients and how to make it.
- Read the speech bubbles with the class and give pairs time to prepare what they are going to say.
- Students present their drinks to the class. Encourage listeners to ask questions.

1 WB p53 Read the text. Choose the correct words and write them on the lines. Exam skills

Aim: to practise reading and key vocabulary

Key: 1 menu, 2 snacks, 3 juice, 4 pepper, 5 taste, 6 desserts, 7 flavours, 8 fork

2 WB p53 Refer back to Student's Book page 53. What drink did you invent? What do you need and how do you make it?

Aim: to encourage creativity and practise writing

Ending the lesson

Aim: to practise speaking skills
- With books closed, elicit the ingredients for the hot chocolate drink and the instructions. Help with prompts, if necessary.

Extension activity

Aim: to practise key vocabulary
- Make pairs. Students each draw a kitchen worktop with a variety of items on it (e.g. a glass with a straw, spoon, fork, ice cream scoop.). They keep their pictures hidden.
- Student A describes his/her picture for Student B to draw, in detail, e.g. *There's a large glass of juice. It's got a straw in it. Next to the glass is a bottle of juice. There isn't any juice in it.* Then they swap roles. They compare pictures at the end.

HOW TO MAKE

hot chocolate swudge

STRAIGHT FROM

Willy Wonka's factory!



1 Write the numbers under the photos.

1 an ice-cream glass
2 an ice-cream scoop
3 a pan
4 a straw

You need:

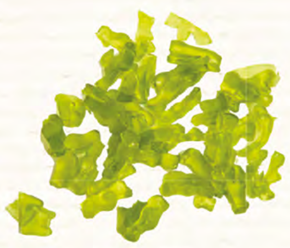





2 052 Listen and write the missing numbers.



_____ bottle(s) of chocolate sauce



_____ bag(s) of green sweets



_____ g of chocolate



_____ ml of cream



_____ spoons of sugar



_____ balls of ice cream

3 053 Listen and write in the ingredients.

1 Take the glass and add some _____.
2 Cut the _____ to make grass.
3 Break the _____ and melt it in a pan.
4 Add the sugar and the _____.
5 Next, pour the mixture into the glass over the chocolate sauce. Then, add the _____.
6 Finally, put the _____ on top.

4 **Invent a delicious drink. Then present your drink to the class.**

It's called …

The ingredients are …

To make it, first … / Then, … / Finally, …

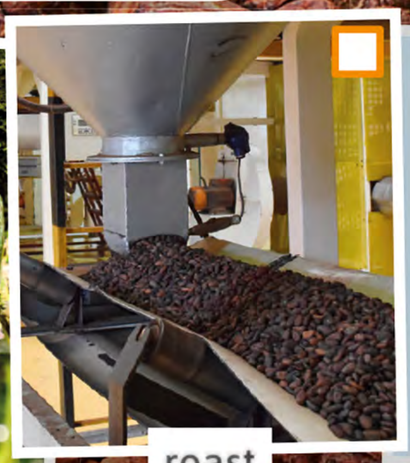
MAKING CHOCOLATE

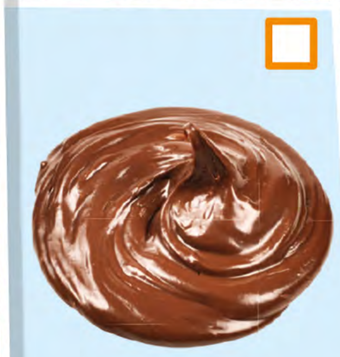
How is chocolate made?

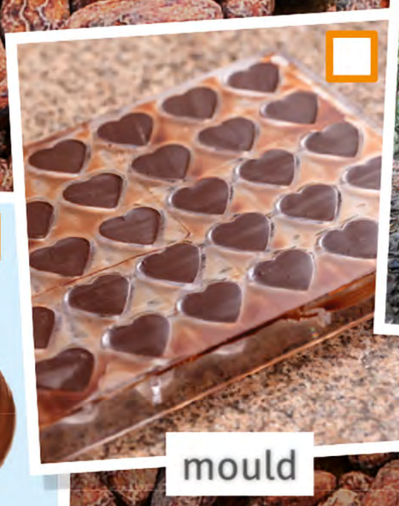
1 054 Listen and number the photos.


factory


pod


roast


chocolate paste


mould


cacao tree

2 Read about the start of making chocolate. Complete with the words from the box.

trees lorries pods
sun cacao seeds



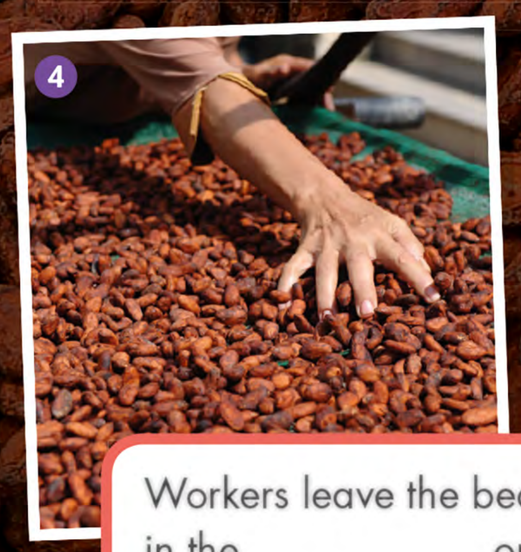


It all starts in pods growing on a _____ tree. Pods grow from the branches and stem of the cacao tree.

After some time, the _____ are red, yellow or orange. Now they are ready for cutting.



Next, farm workers take the pods off the _____ and open them. There are about 20 to 50 _____ inside each pod. The seeds are called cacao beans. Workers cut them carefully out of the pods.



Workers leave the beans to dry in the _____ or a special room for about a week. This makes the beans taste sweeter.



Finally, when the beans are dry, they go on ships or _____ to chocolate factories.

Learning outcomes:
- to learn more about Science through English
- to practise listening and reading

New language: *pod, roast (v), paste (n), mould (n), cacao tree, worker* **(WB):** *yeast*

Recycled language: food and drink, *factory, factories, farm, tree, sun, seeds, lorries, branch, stem, beans, taste (v), dry, ship*

BIG QUESTION to be able to talk about the Big Question *How is food made?*

Critical thinking (WB): Makes predictions and estimations from given information

Cognitive control function (WB): Cognitive flexibility

Materials: real chocolate or chocolate packaging (optional)

Warm-up

Aim: to introduce the topic of how chocolate is made
- Show some real chocolate or packaging from chocolate bars. Ask students how often they eat chocolate and if they like it.
- Write the Big Question *How is food made?* on the board. Elicit what students already know about the ingredients of chocolate and how it is made.

SB p54 How is chocolate made?

Aim: to raise students' awareness of how chocolate is made
- With books closed, play the *Think and learn* video. Ask students what other food is mentioned (pasta) and what the main ingredient of chocolate is (cacao beans).

For videoscript see TB pXXX.
- Write questions on the board: *What are two ingredients in pasta?* (*Eggs and flour.*) *What climate do cacao trees grow in?* (*Sunny and hot.*) *What colours are the pods when they're ready to cut?* (*Yellow, orange or red.*) *What happens to the beans as they dry?* (*They change colour.*) *What other ingredients are added at the factory to make chocolate?* (*Sugar, milk or butter.*) Play the video again and elicit answers.

1 054 SB p54 Listen and number the photos

Aim: to present vocabulary about chocolate production
- Play the recording. Students listen and number the photos.

For script see SB pXX.
- Elicit answers and check comprehension.
- Play the recording again. Students repeat the words.

Key: 4, 2, 3, 5, 6, 1

2 SB p54 Read about the start of making chocolate. Complete with the words from the box.

Aim: to practise reading
- Students read and complete the stages individually, then compare answers in pairs. Tell them not to worry about understanding every word – they just need to choose the correct word from the box.
- Students compare answers in pairs.
- Elicit answers and explain the meaning of new vocabulary (e.g. *workers*).

Key: 1 cacao, 2 pods, 3 trees, seeds, 4 sun, 5 lorries

1 WB p54 Complete the sentences.

Aim: to practise reading and new vocabulary

Key: 1 trees, 2 cacao, 3 pods, 4 seeds, 5 sun, 6 Lorries

2 WB p54 Read and answer.

Aim: to practise reading and encourage thinking skills

Key: Dark chocolate

3 WB p54 What do you need to make a pizza? Look and match.

Aim: to review food vocabulary

Key: 2 flour, 3 water, 4 cheese, 5 oil, 6 tomatoes

Ending the lesson

Aim: to review what students have learned in the lesson
- Elicit what students learned today and write it on the board, e.g. *Today I've learned about how chocolate is made.* Students copy in their notebooks.

Extension activity

Aim: to discuss healthy eating
- Show a typical chocolate bar and ask students to guess how many calories it has and what the first ingredient in the list on the packaging is.
- Look at the ingredients and point out that the first or second ingredient is usually sugar. Discuss how often students should eat sweet treats (occasionally) and which alternative snacks are better for every day (fruit, crackers, etc.).

Learning outcomes:
- to learn more about Science through English
- to complete a project

BIG QUESTION to think about the Big Question *How is food made?*

New language: *come off, get cold, process, jam, step* **(WB):** *roll out, base, warm (adj)*

Recycled language: food and drink, *pod, roast (v), paste (n), mould (n), cacao tree, worker, melt*

Critical thinking: Compares different types of information

Creative thinking: Participates in investigative, exploratory, open-ended tasks

Materials: A3 paper, coloured pens or pencils, access to the internet or reference material about food

Warm-up

Aim: to review vocabulary for production of chocolate
- Elicit what students remember about the beginning of the process of making chocolate. Prompt by writing key words on the board, if necessary, e.g. *cacao tree, climate, pods, beans, dry, change colour, factories*.

3 SB p55 What happens at the chocolate factory? Read and match the pictures with the sentences.

Aim: to practise reading for detail
- Read the *Super fact* and check comprehension.
- Focus on the photos and ask students to predict what's happening in each one.
- Students read and number the pictures individually, then compare answers in pairs.
- Check answers and point out that the steps in the process of making chocolate are described in the passive. This is because the process itself is more important than who is doing it.

Key: (left to right) 4, 1; 3, 2; 5

4 Project SB p55 Find out about the process of making jam in a factory.

Aim: to enable students to apply what they have learned about food processing
- Make pairs. Give each pair a piece of paper and explain that they need to make a chart, with numbered steps, like the one in the Student's Book about the process of making jam.
- Students research the process of making jam from the point that the fruit arrives in a factory. They can use the internet or encyclopaedias / school text books. Video clips from the internet may be especially helpful. They find four or five stages to include in their chart.
- Note that different types of fruit may require different jam processes and not all factories have the same processes, so there will be a range of information presented in the charts. Tell the students there is no one right or wrong answer.
- Pairs write the stages in their charts and draw a picture for each stage. Remind them to use labels and arrows to show the order.
- Pairs present their charts in small groups or to the class.
- The finished charts can be displayed around the classroom.

4 WB p55 How is pizza made? Look, read and match the instructions to the pictures.

Aim: to practise reading

Key: 1 d, 2 g, 3 e, 4 a, 5 c, 6 f, 7 b

5 Project WB p55 What have you found out about the process of making jam in a factory? Write four things.

Aim: to review project and practise writing

Ending the lesson

Aim: to review what students have learned in the lesson
- Write on the board: *Today I've …*
- Elicit what students did today, e.g. *made a chart about jam production.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to reinforce and extend students' understanding of food production
- Write the Big Question *How is food made?* on the board. Students copy and write two headings in their notebooks: *Processed food* and *Fresh food*
- Make pairs. Students list the food they know in the two categories.
- Have a class discussion about the advantages and disadvantages of processed and fresh food.

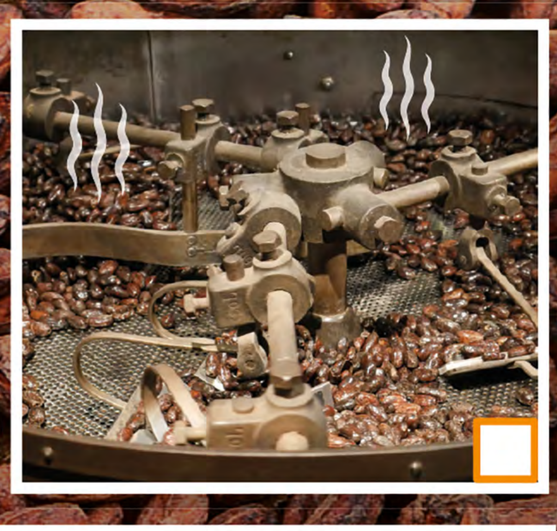
3 **What happens at the chocolate factory? Read and match the pictures with the sentences.**

1. The beans are cleaned by factory workers.
2. The beans are roasted until the outside comes off.
3. The inside of the beans is made into chocolate paste.
4. Sugar, milk or butter is added to the chocolate paste.
5. The chocolate paste is put into moulds until it gets cold.











Super fact!

Chocolate is the only food that melts at just less than human body temperature. This is why chocolate melts in your mouth!

4 **Project** **Make a chart about the process of making jam in a factory.**

- Find out about the process online.
- Think about each step.
- Draw a picture for each step.
- Add a label for each step.
- Draw arrows showing the order of the steps.
- Describe the process to your class.







Get talking

At the restaurant

1 Work in pairs. Choose a role card.



Student A

You are the customer.

You are having a meal in a restaurant.
Think about the following:

- saying hello
- asking for the menu
- ordering a drink
- ordering starters
- ordering the main course
- ordering another drink
- ordering dessert
- asking for the bill
- saying goodbye

Student B

You are the waiter/waitress.

Think about the following:

- saying hello to the guest and showing them a table
- bringing the menu
- asking what they would like to drink
- asking what they would like to eat
- asking if they would like anything else
- asking if everything was all right
- bringing the bill
- saying thank you

2 Act out your dialogue.

Student A

Hello, have you got a table for … ?
I'd like to see …
What do you suggest?
For starters I'd like …
Then I'll have …
Can I have … with the … ?
Can I have another … ?
Could you please bring me … ?
Can I have … ?

Student B

Please follow me.
What would you like … ?
Can I suggest the … ?
The … is very good.
You certainly can.
Of course.
Is everything … ?
Here's the …



Learning outcomes:
- to prepare and perform a role play
- to consolidate language from the unit

New language: *What do you suggest? Can I suggest the … ? You certainly can, waitress*

Recycled language: food and drink, restaurant vocabulary, *customer, menu, order (v), starter, main course, dessert, bill*

Creative thinking: Acts parts in role plays or dramas

Cognitive control function: Cognitive flexibility

Digital flashcards: restaurant

Materials: Props for the role play: a notebook and pen, apron and real menu for each pair of students (optional)

Warm-up

Aim: to review restaurant vocabulary
- Write *At the restaurant* on the board and brainstorm words and phrases students could hear at a restaurant. Make a mind map, categorizing the words and phrases students provide under *waiter, customer* and *objects*.
- Students can copy the mind map in their notebooks and add to it during the lesson.

1 SB p56 Work in pairs. Choose a role card.

Aim: to practise reading, speaking and planning skills
- Read both sets of instructions aloud and check comprehension.
- Make pairs and let students choose who will be A or B. Refer students to the boxes in Activity 2 to help them plan their role play. Point out that the language between waiter and customer in a restaurant is usually quite formal (*I'd like … Can you suggest …?* etc.). Elicit examples of complete sentences using language from the boxes, e.g. *Hello, have you got a table for three, please?*

Extra support: Write an example role play on the board, using students' ideas and phrases from the boxes.

2 SB p56 Act out your dialogue.

Aim: to give students practice in communicating – ordering food
- Students practise and memorize their dialogues in pairs.
- Remind students to refer to their improvement points from the last role play.

Extra support: Students write out their dialogue and can refer to it while practising.
- Volunteer pairs act out their dialogue for the class, with customers looking at real menus and waiters using a notebook and pen to write the order.

1 WB p56 Choose six words or phrases to complete the sentences.

Aim: to review language from the unit

Key: 2 If you put, 3 breaks, 4 21st of, 5 eat too much, 6 15th

2 WB p56 Join the pieces to make words and use them to complete the sentences.

Aim: to review vocabulary and practise spelling

Key: 2 chopsticks, 3 waiter, 4 pepper, 5 napkin

3 WB p56 Complete the sentences with your own ideas.

Aim: to review and personalise language from the unit

Ending the lesson

Aim: to develop self assessment skills
- Give feedback on the dialogues. Make general points.
- In their role play pairs, students discuss how their performances went and how they will improve next time.

Extra support: Write ideas on the board for students to copy.
- Each student writes these improvement points in their notebook to refer to next time.

Extension activity

Aim: to practise ordering food
- Put students into different pairs. They improvise a new role play, like the one they worked on in SB Activity 2. Give them real menus so they can choose and order actual dishes and drinks, if possible.

4

Learning outcomes:
- to review language from the unit
- to reflect on learning
- to make a portfolio to show progress and write a recipe

BIG QUESTION to think about the Big Question *How is food made?*

New language: *recipe, cinnamon, vanilla, tablespoon, blender, serving bowl, peel (v), throw away, core, blend (v), smooth (adj), stir (in)*

Recycled language: vocabulary and grammar from the unit, imperatives, verbs for cooking

Creative thinking: Based on a model, develops new games, dishes, clothes, etc.

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument

Cognitive control functions (WB): Cognitive flexibility

Creative thinking (WB): Uses own ideas for doing creative activities like retelling stories

Materials: Digital or print portfolios

Warm-up

Aim: to review portfolios
- Elicit what the students did for their portfolios in the previous unit.
- Students look at each other's portfolios and compare their work.

1 SB p57 Read the recipe.

Aim: to raise awareness the structure of a recipe
- Focus on the pictures and the layout of the recipe.
- Elicit the heading for each section.
- Read through the ingredients with the class and check understanding of vocabulary. Direct students to the note about the meaning of *tbsp*.
- Students do the second task (matching), then compare answers in pairs.
- Check with the class.

Key: 1 Ingredients, 2 Things you need, 3 How you make it, Pictures: 2, 4, 1, 3

2 SB p57 Circle the verbs in the recipe and write them under the pictures.

Aim: to focus on key language in a set of instructions
- In pairs, students work through the 'How to make it' section of the recipe, circle the verbs and find the verb for each picture.
- Elicit answers and check comprehension.

Key: 1 peel, 2 stir, 3 blend, 4 cut, 5 pour

3 SB p57 Write your own recipe. Include information about *Ingredients*, *Time*, *Things you need*, *Preparation* and *How to make it*. Find a good name for your recipe.

Aim: to practise unit language and writing
- Brainstorm ideas. Tell students that their recipe can be very simple, e.g. a sandwich, a fruit salad. Read the *Writing tip*.
- Students turn to the *My portfolio* writing practice section on page XXX of the Workbook. Work through the exercises with the class.
- Students work individually. They make notes under the four headings, then write the first draft of their recipes. They swap recipes in pairs and give feedback.
- Students write a final version of their recipe and add it to their portfolio.

1 WB p57 Read and tick ☑. Then write examples.

Aim: to practise unit grammar and vocabulary

2 WB p57 Write sentences to answer the Big Question.

BIG QUESTION **Aim:** to enable students to revisit the Big Question and consolidate learning

3 WB p57 Imagine it's a week before your birthday party. Write an invitation to your friends.

Aim: to practise writing

Ending the lesson

Aim: to review the unit
- With books closed, make teams of five or six students. Hand out quiz questions and set a time limit for writing answers. The team with the most correct answers wins.

Example questions: *How do you pronounce this date: 03/02? What flavour ice cream does Andy's mum make for him? (Salt and pepper.)*

Extension activity

Aim: to enable students to share what they have learned
- In pairs, students look through Unit 4, their vocabulary books and their portfolio and discuss what they have learned.
- Encourage students to talk about what they are good at, as well as what they need to improve.

Think and write

A recipe

1 **Read the recipe.**

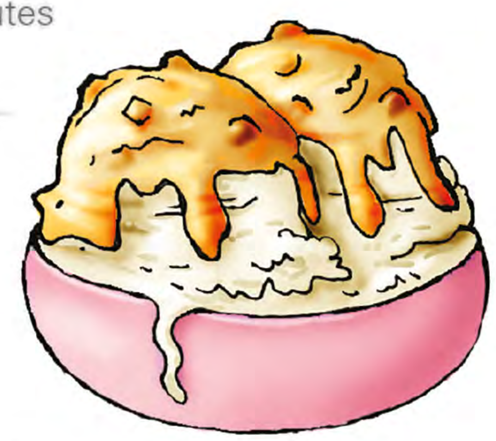
1 Complete the text with the phrases from the box.

2 Match the words (1–4) with the pictures.

Things you need Ingredients How to make it

Apple Surprise

Preparation time: 10 minutes

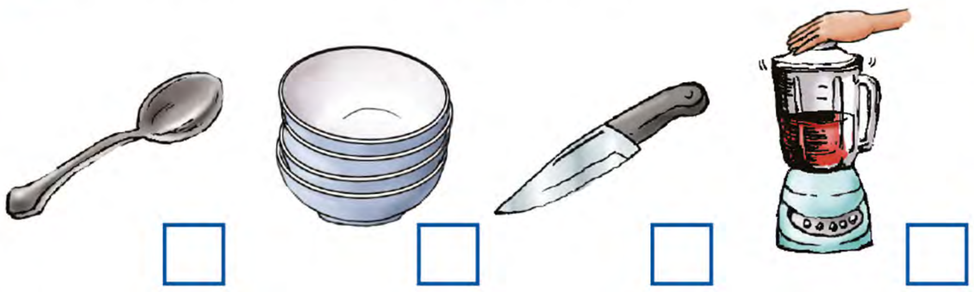


(1) _____

2 small red apples
2 tbsp.*lemon juice
2 tbsp. sugar
a little bit of cinnamon
some vanilla ice cream

(2) _____

1 knife
2 a tablespoon
3 blender
4 serving bowls



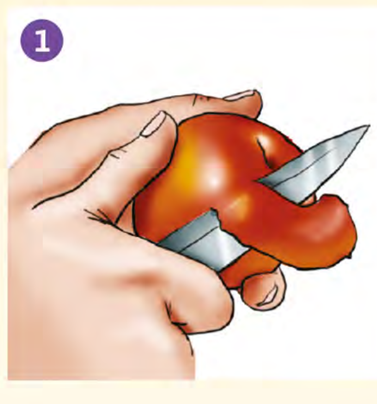
(3) _____

- Peel the apples and cut them into small pieces. Throw away the core.
- Put the apple pieces and lemon juice into the blender. Blend until the mixture is very smooth.
- Pour the mixture into a small bowl and stir in the sugar and cinnamon.
- Pour over your ice cream and enjoy!

Note:
Use a knife only when a parent or another adult is present!

*tbsp. = tablespoon

2 **Circle the verbs in the recipe and write them under the pictures.**

1


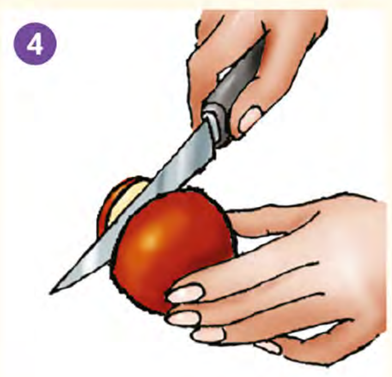
_____

2


_____

3


_____

4


_____

5


_____

3 **Write your own recipe. Include information about *Ingredients*, *Time*, *Things you need*, *Preparation* and *How to make it*. Find a good name for your recipe.**

Writing tip

When you create your own recipe, use verbs such as: *put in*, *stir*, *peel*, *cut*, *pour*.

Use the following language to say how much: *a little bit of*, *a tablespoon of*, *a cup of*, *half a litre of*, *half a kilo of*.

5 The Wild West

The Wild West describes part of North America in the second half of the 19th century. It was a time when people were travelling across North America, discovering new land and building new towns. It was also the time of cowboys, both good and bad!

1 055 **Listen and say the words. Check with your partner.**

1 robbers
2 jail
3 wagon
4 sheriff
5 saddle
6 pistol
7 handcuffs
8 rope
9 barrel

BIG QUESTION What was life like in the Wild West?

2 056 **Read, listen and complete the sentences.**

1 Patrick loves _____.
2 Alex thinks the men on horses are _____.
3 The sheriff is wearing a badge and has got a _____ in his holster.
4 Phoebe thinks the sheriff looks _____.

3 **Choose a word. Describe it for your partner to guess.**

You find this on a horse.

Is it a ... ?

Learning outcomes:
- to learn and use Wild West vocabulary
- to practise listening and speaking

BIG QUESTION to start to think about the Big Question *What was life like in the Wild West?*

New language: *Wild West, robbers, wagon, jail, sheriff, saddle, handcuffs, rope, pistol, barrel, century, cowboy, badge, gun, holster*

Recycled language: *second, half, travel, North America, discover, land, build, town*

Cognitive control function: Working memory

Critical thinking (WB): Solves simple puzzles (e.g. word puzzles).

Creative thinking (WB): Thinks of playful names for people and things

Digital flashcards: Wild West

Warm-up

Aim: to introduce the topic of the Wild West
- Write *The Wild West* on the board and elicit what it means. Prompt, if necessary, e.g. *cowboys, North America.*
- Ask if the Wild West exists now or if it was in the past.

Presentation

Aim: to present Wild West vocabulary
- Use the flashcards to present the new vocabulary.
- Say each item for students to repeat.
- Read the text at the top of the Student's Book page aloud while students follow. Explain that *the 19th century* is between 1800 and 1899.

1 055 SB p58 **Listen and say the words. Check with your partner.**

Aim: to practise Wild West vocabulary
- Students look at the picture and find the items and people they have been practising. Ask how they know who the sheriff is (he's wearing a star badge) and what they think is happening.
- Play the recording. Students listen and repeat.

For script see SB p58.
- Play the recording again. Students practise in pairs.

BIG QUESTION **What was life like in the Wild West?**

Aim: to encourage students to think about life in the Wild West
- Read the Big Question. In pairs, using the picture, students make notes about what they think.
- Elicit and write ideas on the board.

2 056 SB p58 **Read, listen and complete the sentences.**

Aim: to practise listening
- Read the sentences aloud and teach *holster.*
- Play the recording twice. Check with the class.

For script see TB pXXX.

Stronger students: Ask questions, e.g. *How does Alex think the people in the town feel?* (Nervous.)

Key: 1 cowboy films, 2 robbers, 3 pistol, 4 scared.

3 SB p58 **Choose a word. Describe it for your partner to guess.**

Aim: to practise speaking
- Demonstrate the activity using the prompts, in open pairs.
- Students then do the activity in closed pairs.
- Elicit example definitions from different pairs.

Extra support: Write some prompts for definitions on the board, e.g. *It's a person who … It's a thing that … You use this for …*

1 WB p58 **Find nine words in the word search. Write them on the picture. Look → and ↓.**

Aim: to practise spelling the new vocabulary and check comprehension

Key: 1 jail, 3 saddle, 4 rope, 5 robbers, 6 pistol, 7 barrel, 8 handcuffs

2 WB p58 **Read and match.**

Aim: to give students practice with sentence structure and new language

Key: 2 b, 3 a, 4 f, 5 c, 6 d

3 WB p58 **Look at the men in the picture and think of names for them.**

Aim: to encourage creativity

Ending the lesson

Aim: to review new vocabulary and test memory skills
- Students study the picture in the Student's Book for two minutes, then close their books. Ask questions, e.g. *How many people are wearing hats?*

Extension activity

Aim: to consolidate vocabulary
- Students write the new vocabulary in their notebooks.
- For each word or phrase, they draw a picture and write a short definition

Learning outcomes:
- to describe objects using *be made of* and *be used for*
- to practise speaking

New language: *stagecoach, cotton, keep (something) warm, hold, cage, wool*

Recycled language: materials, everyday objects, clothes

Creative thinking (WB): Substitutes words and lines to a song or poem

Digital flashcards: Wild West

Warm-up

Aim: to review materials
- Write *materials* on the board. Elicit and write materials students know, pointing to items in the classroom (e.g. *glass, plastic, gold, leather, paper*).

Presentation

Aim: to present *be made of* and *be used for*
- Write a sentence with a material on the board, e.g. *My pencil case is made of plastic*. Underline *is made of.*
- Elicit more sentences with materials (some plurals), e.g. *The windows are made of glass.*
- Hold up a pen. Ask *What do we use this for?* Students answer, e.g. *Writing.* Write on the board *A pen is used for writing.* Underline *is used for.*
- Elicit and write more examples.

1 SB p59 Match the sentences with the pictures.

Aim: to practise reading for specific information
- Students read and number the pictures, then compare in pairs. Present *stagecoach*.
- Check with the class.

Key: boots 3, 6; stagecoach 1, 8; scarf 2, 4; bottles 5, 7

2 SB p59 Put the words in the correct order.

Aim: to focus on word order
- Elicit the first sentence and write it on the board as an example.
- Students do the rest of the activity in pairs, then practise saying the sentences.

Key: 1 The boots are made of leather. 2 The bottle is made of glass. 3 The boots are used for keeping your feet warm. 4 The bottle is used for holding water.

3 057 SB p59 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students follow along in their Student's Books.
- Check comprehension of *cage* and understanding of the grammar.
- Students turn to the Language focus section on page 123 of the Student's Book.
- Work through the first half of the page with the class.
- Play the audio. Students join in.

For script see SB p59.

4 SB p59 Play the guessing game.

Aim: to practice talking about what things are *made of* and what they are *used for*
- Elicit the names of all the objects.
- Students take turns to ask and answer in pairs.

Extra support: Demonstrate by getting a student to choose an object on the page and asking questions yourself. Write the questions on the board and practise as a class, before the pairwork.

1 WB p59 Look and write the sentences.

Aim: to practise *be made of*

Key: 2 It's made of wood. 3 They're made of metal. 4 It's made of glass. 5 They're made of leather. 6 It's made of cotton.

2 WB p59 Look and write the sentences.

Aim: to practise *be used for*

Key: 3 It's used for cooking. 4 They're used for cutting. 5 It's used for making coffee. 6 They're used for painting.

3 WB p59 Read and circle the correct option.

Aim: to practise the new language

Key: 1 made of, 2 used for, 3 made of, 4 used for

4 WB p59 Draw an object and a pair/set of objects. Write sentences with *be made of* and *be used for.*

Aim: to encourage creativity and practise writing

Ending the lesson

Aim: to review new language from the lesson
- Show the flashcards of *wagon, saddle, handcuffs, rope, pistol* and *barrel*. Elicit two sentences for each: *It's/They're made of …* and *It's/They're used for … .*

Extension activity

Aim: to give further practice with *was/were*
- Make groups of four. Students take turns to read their sentences from WB Activity 4, but they don't say the objects.
- The other students in the group guess the objects.

1 **Match the sentences with the pictures.**

1 It's made of wood and metal.
2 It's made of cotton.
3 They're made of leather.
4 It's used for hiding your face.
5 They're made of glass.
6 They're used for keeping your feet warm.
7 They're used for holding water.
8 It's used for travelling to places.









2 **Put the words in the correct order.**

1 boots / made / are / The / leather / . / of
2 made / The / glass / . / is / of / bottle
3 your feet / used / for / warm / . / keeping / are / The boots
4 The / water / . / holding / for / used / bottle / is

3 057 **Watch, listen and say.**



Language focus

This cage **is made of** metal.
It**'s used for** catching me.
These boots **are made of** leather.
They**'re used for** drinking tea!

4 **Play the guessing game.**

I'm thinking of an object.

Is it made of wood?



















1 058 Listen and write the missing words. Then sing the song.

His gun was made of **(1)** _____,
His teeth were black and **(2)** _____.
His name was Billie Liar,
The meanest robber in town.

When Billie rode along the **(3)** _____,
The people all got down,
And hid behind the **(4)** _____,
From the meanest robber in town.

Billie robbed a lot of **(5)** _____,
He went from town to town.
Not a single **(6)** _____ was ever safe,
From the meanest robber in town.

One day he robbed a **(7)** _____,
As it came into the town,
And that was the one **(8)** _____,
From the meanest robber in town.

Sitting inside the stagecoach,
Dressed in **(9)** _____ and brown,
Was **(10)** _____ William Teller,
The quickest man in town.

The sheriff grabbed the robber,
And threw him to the ground.
Now Billie Liar's behind the bars
Of the safest **(11)** _____ in town.









All about music:

COUNTRY AND WESTERN

Country and Western music came from the USA in the 1920s. The songs were often about cowboys and told stories of the early settlers. These days the music is still very popular in America and in many other parts of the world as well.



What I think about this song

It's great. It's OK. I don't really like it.

Phonics

2 060 Listen and say the dialogue.



Eddie Run, Je**nn**y! Billie's ge**tt**ing out his gun!

Jenny We**ll**, I'm not ru**nn**ing, E**dd**ie. He's got a bu**bb**le gun!



Learning outcomes:
- to join in with a song
- to learn how double consonants always follow a short vowel sound

New language: *liar, mean* (adj), *rob, single, safe* (adj), *grab, bars, Country and Western, settler*
(WB): *clap, corridor*

Recycled language: Wild West vocabulary, *silver, stagecoach, mistake*

Phonics focus: Your students will be able to recognise that double consonants follow a short vowel sound (and that consonants c, k, v and x are not doubled).

Materials: digital flashcards (Wild West), music by a modern Country artist (optional)

Warm-up

Aim: to review Wild West vocabulary
- Use the flashcards to elicit the Wild West words. Display the pictures and invite students to write the words.
- Elicit additional words students remember from the unit so far (e.g. *holster, stagecoach, badge*).

1 058 SB p60 Listen and write the missing words. Then sing the song.

Aim: to practise listening skills and sing a song
- Elicit what students can see in the pictures. Pre-teach *gun* and review *silver*.
- Play the song. Students write the missing words.

For song lyrics see SB pXX.
- Play the song again. Check answers and explain new vocabulary, e.g. *liar, mean, grab, 'behind the bars'*.
- Students show what they think of the song using the traffic lights.
- Play the song again, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version of the audio (59) to practise it with the whole class and then in groups.
- Focus on the style of the song. Read the information about Country and Western music and explain any new vocabulary (e.g. *settler*). Play some modern Country music, if possible.

Key: 1 silver 2 brown, 3 street, 4 barrels, 5 banks, 6 house, 7 stagecoach, 8 mistake, 9 white, 10 Sheriff, 11 jail

2 060 SB p60 Listen and say the dialogue.

Aim: to identify and practise saying words with double consonants
- Show students how words with double consonants have a short vowel sound first (e.g. *letter, fatter, middle*).
- Students find words with this pattern in the song (e.g. *Billie, sitting, robber, grabbed*).
- Focus on the picture in Activity 2 and review *bubble*. Play the recording. Students listen, read and repeat.

For script see SB p60.
- Divide the class so that one half is Eddie and the other Jenny. Students say the dialogue twice, swapping roles.

1 017 WB p60 Listen to the song again and complete the sentences.

Aim: to practise memory skills

Key: 2 the meanest robber in town, 3 a lot of banks, 4 robbed a stagecoach, 5 behind bars / in jail

For song lyrics see SB p60.

2 018 WB p60 Listen and say the words.

Aim: to practise words with double consonants

For script see WB p60.

3 WB p60 Write and match. Don't forget to double the consonants.

Aim: to practise writing words with double consonants
- Explain that the answers all have double consonants (e.g. for swim they can't use the form *swam*, it must be *swimming*).

Key: 2 shopping f, 3 stopped e, 4 swimming a, 5 clapped b, 6 running c

4 019 WB p60 Listen, check and say the sentences.

Aim: to practise saying words with double consonants

For script see TB pXX.

Ending the lesson

Aim: to review key language from the lesson
- Students sing the song again, doing actions for *gun, teeth, rode, hid,* etc.

Extension activity

Aim: to extend spelling practice
- Write the following words on the board, some with deliberate mistakes. Students copy and tick the words which are right, and correct the mistakes (answers in brackets): *stepped* ☑, *stoped* (stopped), *writting* (writing), *livving* (living), giving ☑, *swiming* (swimming), *horse ridding* (riding), *bottle* ☑, *jummping* (jumping), camping ☑.

5

Learning outcomes:
- to practise using the possessive apostrophe

New language: *scarf, scarves*

Recycled language: Wild West, *gold, silver, badge, baby, babies, child, children, horse, hat, be made of/used for*

Warm-up

Aim: to review *be made of* and *be used for*
- Point to items and elicit sentences with *be made of*, e.g. *This bag is made of cotton. These shoes are made of leather.* Repeat with *be used for.*

Presentation

Aim: to review and extend knowledge of the possessive apostrophe
- Write a sentence from the Warm-up with a possessive apostrophe, e.g. (Name)'s *shoes are made of leather.*
- Use a different colour for the apostrophe. Elicit what it is and what it does.
- Repeat with a plural sentence, e.g. *The girls' shirts are blue.* and mark the apostrophe in colour. Give more examples.

1 SB p61 Follow the lines and write *t* (true) or *f* (false)

Aim: to practise the possessive apostrophe
- Students read the sentences silently, follow the lines and write *t* or *f*.
- They compare answers in pairs.
- Check with the class. Elicit correct sentences for the false ones.

Key: 1 t, 2 t, 3 f, 4 f, 5 f, 6 f

2 SB p61 Add ' to each sentence.

Aim: to practise using the possessive apostrophe
- Students complete the activity.
- Write the sentences on the board. Explain that *children* is plural already, so the apostrophe always comes after the 'n'.

Key: 1 This cowboy's horse is brown. 2 These cowboys' horses are brown. 3 This children's badge is made of gold. 4 These children's badges are made of gold.

3 O61 SB p61 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video.
- Check understanding of the grammar.
- Students turn to the Language focus section on page 123 of the Student's Book.
- Work through the second half of the page with the class.
- Play the audio. Students join in.

For script see SB p61.

4 SB p61 Look at the picture on page 58 and write sentences. How many sentences can you write in three minutes?

Aim: to give students further practice with the possessive apostrophe
- Students check each other's sentences. Elicit examples and write them on the board.

1 WB p61 Complete the sentences.

Aim: to practise language from the grammar focus

Key: 1 sheriff's, 2 robbers', 3 baby's, 4 babies'

2 WB p61 Choose the correct word.

Aim: to give students further practice with the possessive apostrophe

Key: 2 sheriffs', 3 cowboys', 4 John's, 5 robbers', 6 sister's

3 WB p61 Rewrite the sentences.

Aim: to give students further writing practice

Key: 2 Jack's bike is broken. 3 Mary's cat is called Snowy. 4 The children's favourite card game is called *Uno*. 5 Wizard Race is my friends' favourite computer game. 6 The water in my grandparents' swimming pool is very cold.

4 WB p61 Write sentences about the cars.

Aim: to encourage creativitiy

Key (possible answers): 1 Mum's car is blue. 2 Dad's car is old. Dad's car is slow. 3 My grandparents' car is big. My grandparents' car is new.

Ending the lesson

Aim: to practise the possessive apostrophe
- Ask two girls and two boys to stand at the front. Students make sentences about similarities, e.g. *The girls' hair is long. The boys' hair is short. The children's shirts are white.* Write the sentences on the board and elicit where to put the apostrophes.

Extension activity

Aim: to consolidate the possessive apostrophe
- Make groups of four. Students read the sentences they wrote for SB Activity 4 in turn.
- If another student has the same sentence, he/she shouts *Snap!*

1 Follow the lines and write *t* (true) or *f* (false).











1 The sheriff's badge is made of silver. ☐

2 The sheriffs' badges are made of gold. ☐

3 The baby's horse is brown. ☐

4 The babies' horses are grey. ☐

5 The child's scarf is blue. ☐

6 The children's scarves are red. ☐















2 Add ' to each sentence.

1 This cowboys horse is brown.

2 These cowboys horses are brown.

3 This childs badge is made of gold.

4 These childrens badges are made of gold.

3 Watch, listen and say. 061



Language focus

I've got a **sheriff's** badge. They've got their **robbers'** badges.

Where's this **baby's** hat? They've got all the **babies'** hats.

4 Look at the picture on page 58 and write sentences. How many sentences can you write in three minutes?

- the robbers
- the sheriff
- the children

The robbers' horses are ...

The bank robbery

1 **Go through the story quickly and find answers to the questions.**

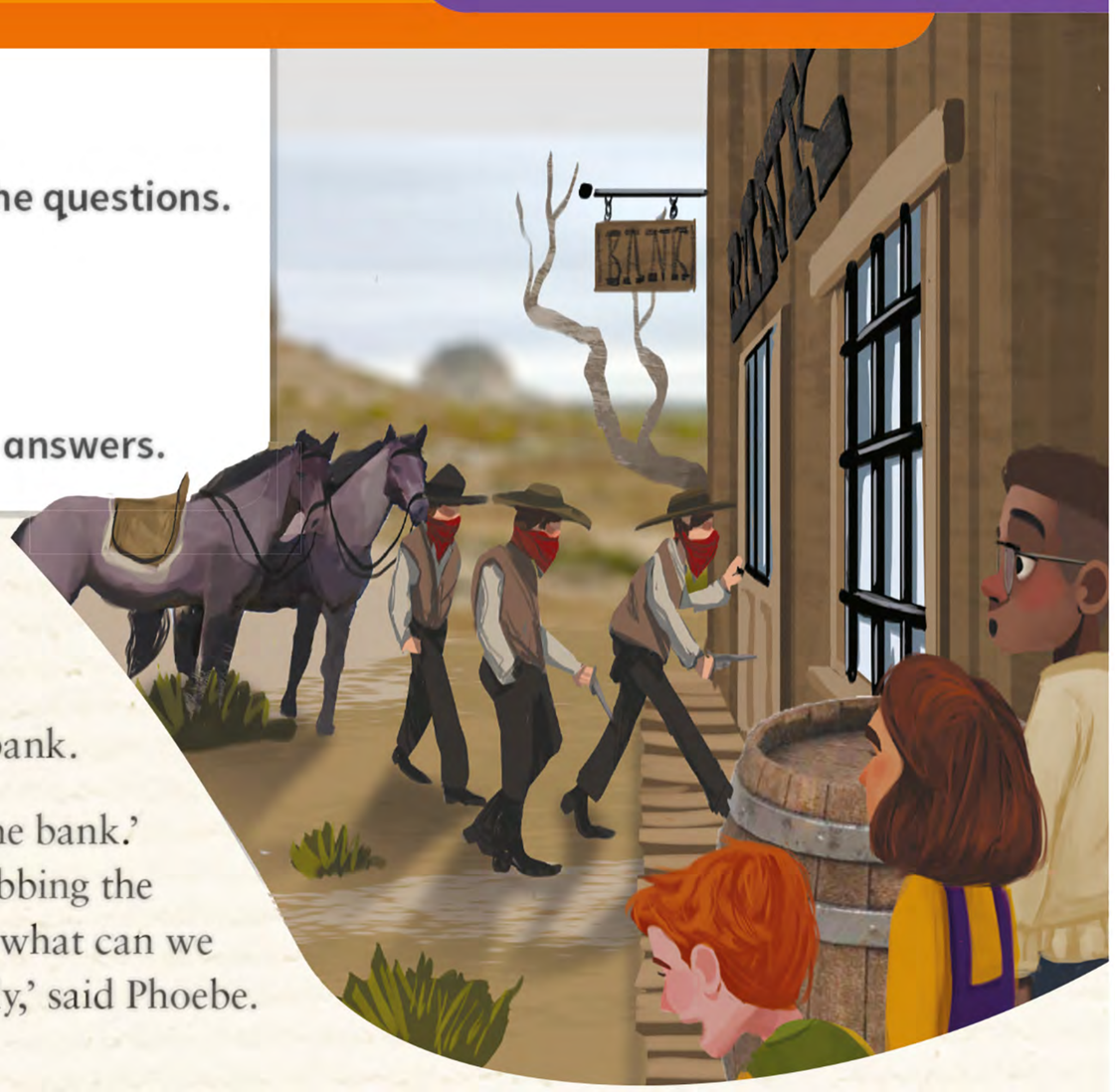
1 What are the names of the robbers?

2 What does the sheriff give the kids?

2 062 **Read and listen to the story to check your answers.**

The children watched the men get off their horses and walk up to the bank. The people in the street looked very worried and went inside their houses. The men had scarves around their mouths. They disappeared inside the bank.

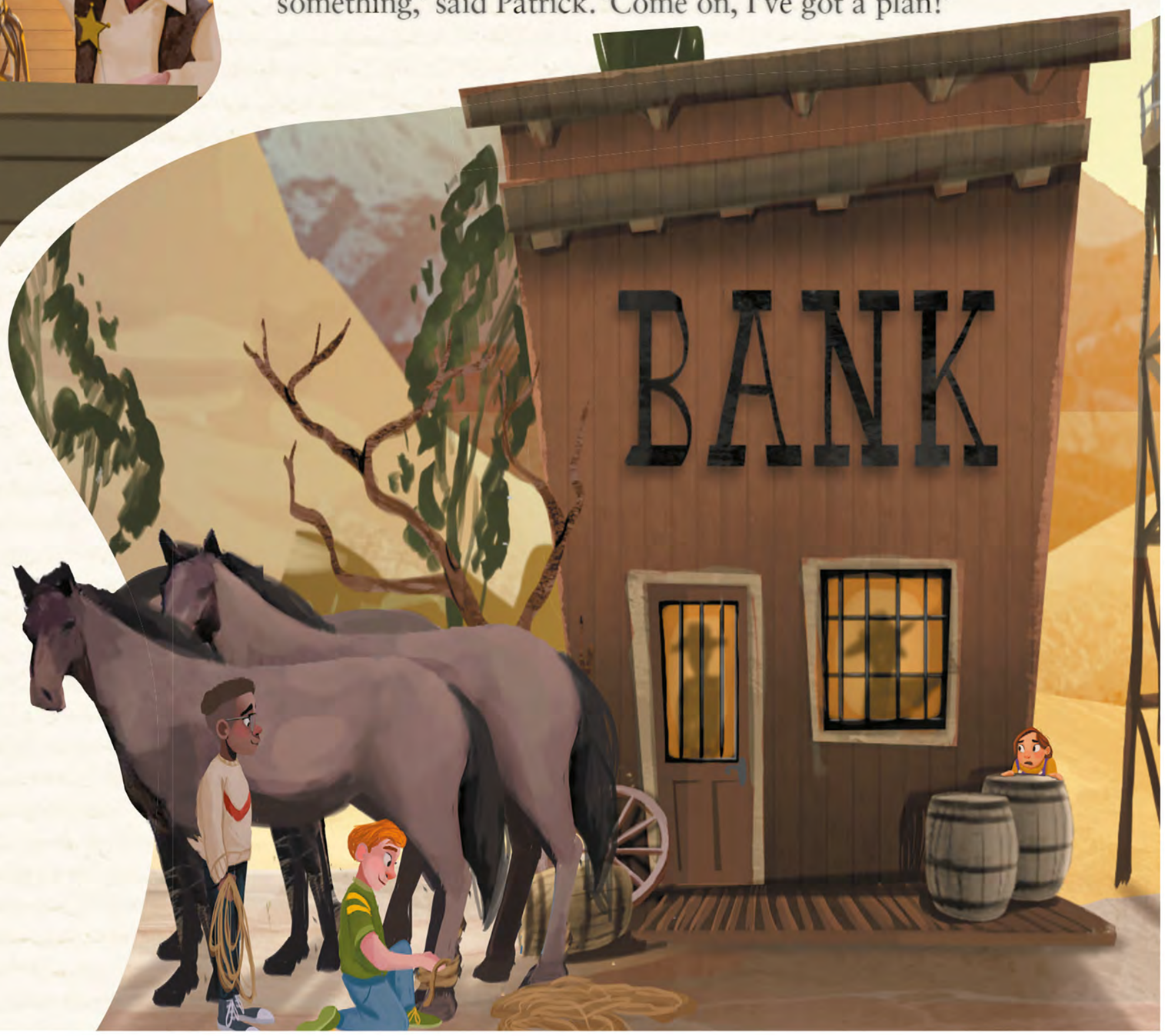
'I don't like this,' said Phoebe. 'I think they're going to rob the bank.' A minute later, a woman ran out of the building. 'They're robbing the bank!' she shouted. 'You were right, Phoebe,' said Alex, 'but what can we do?' 'We can go in and stop them,' said Patrick. 'Don't be silly,' said Phoebe. 'That's too dangerous. Let's go and talk to the sheriff.'





The kids went into the sheriff's office and told him about the robbers. He wasn't very interested. 'Aren't you going to do something?' asked Phoebe. 'What can I do?' asked the sheriff. 'They're the Dalton brothers, the most dangerous robbers around. I'm not going to try to stop them. It's too dangerous!' 'Well somebody has got to do something,' said Patrick. 'Come on, I've got a plan!'

Patrick walked over to the robbers' horses. Phoebe and Alex followed. 'Pass me that rope,' he said. Alex gave him the rope and Patrick tied it around the horses' legs. 'That'll stop them!' he said. 'I think we need to do more' said Alex. 'Give me your penknife, Patrick.' 'Hurry up boys,' said Phoebe. 'The Daltons are coming.'



Learning outcomes:
- to listen to, read and role play a story
- to develop reading skills

New language: *get off, interested, free (v), Nice try! fence, strap*

Recycled language: characters and language from the story, rob (v), tie (v), *penknife, hurry up, brave*

Cognitive control functions (WB): Working memory

Digital flashcards: Wild West

Warm-up

Aim: to review the characters and the story
- Tell the story of the last episode, but with deliberate mistakes. Students correct you, e.g. *The Time Travellers went to the past. (No, they didn't. They went to the future.) They were in a library. (No, they weren't. They were at a restaurant.) It was Patrick's birthday. (No, it wasn't. It was Phoebe's birthday.). It was easy to eat the soup. (No, it wasn't. It was difficult.) They paid the bill. (No, they didn't. It was too expensive.)*

The bank robbery

1 SB pp62-63 **Go through the story quickly and find answers to the questions.**

Aim: to practise reading skills – skimming and scanning
- Give students time to look at the pictures and predict what might happen. Ask questions as prompts, e.g. *Can you see some robbers? Which building are they going into? Can you see a rope?*
- Read the questions and check comprehension. Tell students not to worry about new language in the story: they only have to find the answers to the two questions. Set a time limit, if you think it will help students read more quickly.
- Students do the task individually. They compare answers in pairs. Don't confirm answers.

2 062 SB pp62-63 **Read and listen to the story to check your answers.**

Aim: to present a story and develop reading skills
- Play the recording. Students read and listen to check their answers. Elicit answers.

For script see SB pp62-63.
- Ask what happened at the end of the story (the children escaped from the robbers by going through the gate).
- Play the recording again. Pause to explain new vocabulary and check comprehension. Ask, e.g. *How do the people in the street feel when they see the robbers? (Worried.) Why doesn't Phoebe want to go in the bank? (It's too dangerous.) Who has a plan to stop the robbers? (Patrick.) What does Patrick do with the rope? (Ties the horses' legs.) Who cut the straps on the saddles? (Alex.)*

Key: 1 The Dalton brothers. 2 Badges.

1 WB p62 **Remember the story. Read the summary and write the missing letters.**

Aim: to check comprehension of the story

Key: 2 children, 3 Dalton, 4 plan, 5 robbery, 6 straps, 7 brothers, 8 rope, 9 knife, 10 sheriff, 11 handcuffs

2 WB p62 **Write the missing letters from Activity 1 under the picture to find the name of a famous bank robber from the Wild West.**

Aim: to practise spelling and activity world knowledge

Key: Billy the Kid

3 WB p62 **Read and match.**

Aim: to review events in the story

Key: 2 h, 3 a, 4 e, 5 b, 6 c, 7 d, 8 g

4 WB p62 **Who do these things belong to? Write noun phrases.**

Aim: to practise possessive apostrophes

Key: 2 Patrick's penknife, 3 The Daltons' knife, 4 The sheriff's handcuffs, 5 The children's badges

Ending the lesson

Aim: to practise the story
- Put students in groups of five. They each take a role of one of the characters (the three friends, the sheriff and one of the Daltons).
- They read through the story silently and each find which dialogue is theirs.
- Students practise their role plays in groups, using the direct speech from the story.
- Volunteer groups role play for the class.

Extension activity

Aim: to encourage creativity and practise writing
- Tell students to imagine that the sheriff from the SB story made a speech the next day to the people in the town.
- In pairs, students create a short speech and perform it for the class.

Learning outcomes:
- to practise reading for specific information
- to identify key events and emotions of characters in a story

New language: *courageous*

Recycled language: language from the story

Critical thinking: Compares different types of information

Cognitive control functions: Cognitive flexibility

Critical thinking (WB): Solves simple puzzles, e.g. word puzzles; Identifies missing key vocabulary and events from short narrative summaries

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Where were the Time Travellers?* (*In the Wild West.*) *What were the Dalton brothers doing?* (*Robbing a bank.*) *How did Patrick try to stop the robbers?* (*He tied the horses' legs.*) *How did Alex stop them?* (*He cut the straps on their saddles.*) *What did the sheriff give the children?* (*Badges.*)

3 SB p63 Choose the correct answers.

Aim: to check comprehension of the story
- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Students read the questions and choose the answers individually, then compare answers in pairs. Explain the meaning of *courageous*, if necessary.
- Check with the class.

Key: 1 b, 2 a, 3 b, 4 c

4 SB p63 Who do you think says these things? Where and when do they say them?

Aim: to focus on the characters in the story
- Ask five students to read the sentences aloud.
- Students work out who said each one in pairs. Make sure they realise the exact words aren't in the story, they need to imagine who might say them.
- Elicit answers from pairs.

Key (possible answers): 1 The Dalton brothers, 2 The sheriff, 3 Phoebe and Patrick, 4 The Dalton brothers, 5 The sheriff

5 WB p63 Read about the Dalton brothers and complete the table.

Aim: to practise reading and logical thinking

Key:

	Tim	Jim	Slim
Age	(35)	32	27
Height	1.75m	2m	1.5m
Horse's name	Trigger	Pistol	Saddle
Banks robbed	12	9	8

6 WB p63 Read Phoebe's diary and complete. Use Activity 5 to help you.

Aim: to review story and practise vocabulary and spelling

Key: 2 scarves, 3 robbery, 4 hurry up, 5 Jim, 6 knife, 7 Saddle, 8 boys', 9 sheriff, 10 Slim

7 WB p63 Write a short diary entry for Alex or Patrick about the day.

Aim: to practise writing skills and think about characters' perspectives

Ending the lesson

Aim: to practise memory skills and speaking
- Students work in pairs. They study the completed table in WB Activity 5.
- Student A closes his/her book. Student B asks questions, e.g. *How many banks did Jim rob? How tall is Tim? What's Slim's horse's name?*
- After two minutes of questions, students swap roles.

Alternatively: Test the class's memory of the story in the Student's Book by having a team quiz.

Extension activity

Aim: to review ideas and concepts from the story
- Make groups of four. Students take turns to read their diary entries from WB Activity 7 aloud.
- Students give each other feedback and decide which diary entry they like best.
- If they want, they can create a combination of their diaries to make a new entry.



5

The Dalton brothers walked up to the children. 'You three are brave,' the tallest one said. He took out a big knife. The kids were scared. 'Don't worry,' he said. 'This is to free our horses. Nice try, kids!' He cut the rope from the horses' legs and they rode away. 'That wasn't a very good plan!' Phoebe said. 'Just wait a minute,' said Alex.

As the Daltons were leaving town, their horses jumped over a fence and the men fell to the ground. 'We've got them!' Alex shouted. 'Get the sheriff.'



The sheriff walked up to the brothers and put handcuffs on them. 'That was very clever, kids, but how did you do it?' 'I knew they had to jump over that fence to leave town,' said Alex, 'so I cut the straps on their saddles.'

The sheriff took the brothers to the jail and put them behind bars. He gave each of the kids a badge. 'Thank you!' he said. As the kids walked past the jail door, the shortest of the brothers shouted out to them. 'We'll get you kids!'

'I don't think so!' said Phoebe. She could see the yellow light glowing. 'Goodbye, Dalton brothers. Goodbye, Sheriff!' The Time Travellers walked into the light and were gone in a flash.

3 **Choose the correct answers.**

1 Who wants to go into the bank?
   a Alex **b** Patrick **c** Phoebe
2 Why doesn't the sheriff want to do anything?
   a He's scared. **b** He's lazy. **c** He's tired.
3 What does the tallest Dalton brother think of the kids?
   a They are silly.
   b They are courageous.
   c They are scared.
4 What does Alex do with the penknife?
   a He cuts the rope.
   b He stops the sheriff.
   c He cuts the saddles.

4 **Who do you think says these things? Where and when do they say them?**

1 Everybody on the floor! Now give us the money!
2 The Dalton brothers aren't scared of me!
3 That was a great plan, Alex.
4 Those kids. They tricked us!
5 These brothers aren't going to rob any more banks now.

Skills

1 **Read the magazine article and match the words with the sentences.**

1 teepee	**a** areas of land where modern Native Americans live
2 Sioux	**b** an animal that lives in North America
3 bison	**c** a famous Native American tribe
4 reservations	**d** a typical Native American house

The NATIVE AMERICANS

The first Europeans arrived in North America in 1492 and soon met the Native American people living there. The Europeans thought they were in India so they called these people Indians.

There were millions of Native Americans and they lived in many different tribes. Each tribe was different. They had different languages and lived in different types of houses. They loved their land and nature was important to them.

The Native Americans were friendly to the Europeans and helped them with their new lives. Soon more and more Europeans arrived in North America. Some Europeans didn't like the Native Americans because they were very different. Some wanted the Native Americans' land so they could build their homes and towns. There was fighting and many people were killed.

There are still many Native Americans living in North America. Although some live in cities and towns, many live in areas of land called reservations. They have their own schools and their own police.



Sitting Bull was a famous chief of the Sioux tribe.



Native Americans got food and clothes from bison.



Many Native Americans lived in tall tents called teepees.

2 **Read the article again and answer the questions.**

1. Why were Native Americans called Indians?
2. How were Native American tribes different?
3. What problems did the Europeans and the Native Americans have?
4. What is life like now for Native Americans?

Learning outcomes:
- to skim, scan and read for specific information

New language: *teepee, Native American, Sioux, bison, tribe, reservation, typical, European, Indian, more and more, fighting* (n) **(WB):** *guided tour*

Recycled language: simple past forms, *land, tent, chief, kill*

Materials: digital flashcards (Wild West), map of North America (optional)

Warm-up

Aim: to extend vocabulary for parts of an animal's body
- Write *The Wild* West on the board and elicit key words using the flashcards.
- Elicit what else students know about the first settlers of the United States. Teach *Native American* and explain that the first people to live in North America are also sometimes called *First Nation People*.
- Tell students they are going to find out more about their lives and culture.

1 SB pG4 Read the magazine article and match the words with the sentences.

Aim: to practise skimming and scanning skills
- Elicit what students can see in the pictures and the title of the article.
- Students read the article quickly to find the information. Set a time limit, e.g. two minutes, to encourage students to use the appropriate reading skills.
- Students compare answers in pairs.
- Check with the class.

Key: 1 d, 2 c, 3 b, 4 a

2 SB pG4 the article again and answer the questions.

Aim: to practise reading for specific information
- Read the questions with the class and check comprehension.
- Students read and make notes to answer the questions individually.
- Make groups of four. Students discuss each question. Remind them that they might need to re-read parts of the text and that they should give reasons for their choices.
- Open the discussion to the whole class and elicit possible answers.

Stronger students: Use a map of North America to show the diversity of habitats and areas that Native American tribes lived in, from the Arctic (Inuit and Aleut) to the South East and Gulf of Mexico (Cherokee), Arizona and New Mexico (Hopi and Navajo). Explain that Native Americans were traditionally nomadic hunters, e.g. following bison on the Great Plains (Blackfoot and Comanche).

Key (suggested answers):
1 Because the first Europeans who arrived in North America thought they were in India. 2 They had different languages and lived in different types of houses. 3 They were very different from each other. The Europeans wanted the Native Americans' land. 4 Some live in cities and some on reservations. They have their own schools and their own police.

1 020 WB pG4 Listen and write. Exam skills

Aim: to practise listening skills

Key: 2 cinema, 3 Fridays, 4 10 a.m., 5 Henderson, 6 0126 5445 636

For script see TB pXXX.

2 WB pG4 Look, read and write the missing letters.

Aim: to give students further practice with vocabulary

Key: 2 Sioux tribe, 3 Bison, are, 4 reservation

Ending the lesson

Aim: to practise vocabulary and memory skills
- Book closed. Read the article from the Student's Book aloud, pausing before key words. Students call out the correct word or phrase, e.g. *The first Europeans arrived in North …* (*America*) *in 1492 and soon met the …* (*Native American*) *people living there …*

Extension activity

Aim: to consolidate vocabulary
- Students write answers to the discussion questions from SB Activity 2.
- They can use the notes from the original discussion.

5

Learning outcomes:
- to listen for specific information
- to write a short description
- to describe things

Recycled language: language from the story

Value: Understanding and learning about other cultures

Creative thinking (SB and WB): Thinks of playful names for people and things

Cognitive control function (SB and WB): Cognitive flexibility

Cognitive control function (WB): Inhibitory control

Materials: map of North America (optional)

Warm-up

Aim: to review key language
- With books closed, elicit what students remember from the previous lesson.
- Ask questions, if necessary, e.g. *What's the name of a typical Native American house? Which animal gave Native Americans food and clothing? Who was the most important person in a tribe?*

1 063 SB p65 Listen and complete the place names.

Aim: to practise listening for specific information
- Focus on the map and read the place names. Explain that they are all names of North American states, except Manhattan, which is an area of New York. The names are all derived from Native American languages. Point out that after each name is part of the meaning.
- Play the recording. Students listen and write the missing words to complete the meanings.

For script see TB pXX.
- They compare answers in pairs.
- Play the recording again, then check with the class.

Key: 1 wind, 2 lake, 3 sky, 4 large island, 5 river, 6 river, 7 father, 8 red people

2 SB p65 Think of five places you know. Think of how to describe them.

Aim: to practise writing short descriptions
- Read the examples and elicit one or two more descriptions for places your students know.
- Students do the task individually. Help as necessary.
- Students write the place names and descriptions in their notebooks.

3 SB p65 Read your place names for your partner to guess.

Aim: to practise speaking
- Make pairs. Students take turns to say their descriptions for their partner to guess the place.
- Elicit some of the best examples.

1 WB p65 Read and write the names next to the correct person.

Aim: to focus students on the value of understanding and learning about other cultures

Key: 2 Trevor, 3 James, 4 Ana, 5 Lucy

2 WB p65 What can we learn about the Native Americans from their place names? Underline the best summary.

Aim: to focus on the value of understanding and learning about other cultures

Key: Students underline b (Nature was important to them.)

3 WB p65 Write 'translations' for the names of some of your friends or people in your family.

Aim: to encourage creativity

Ending the lesson

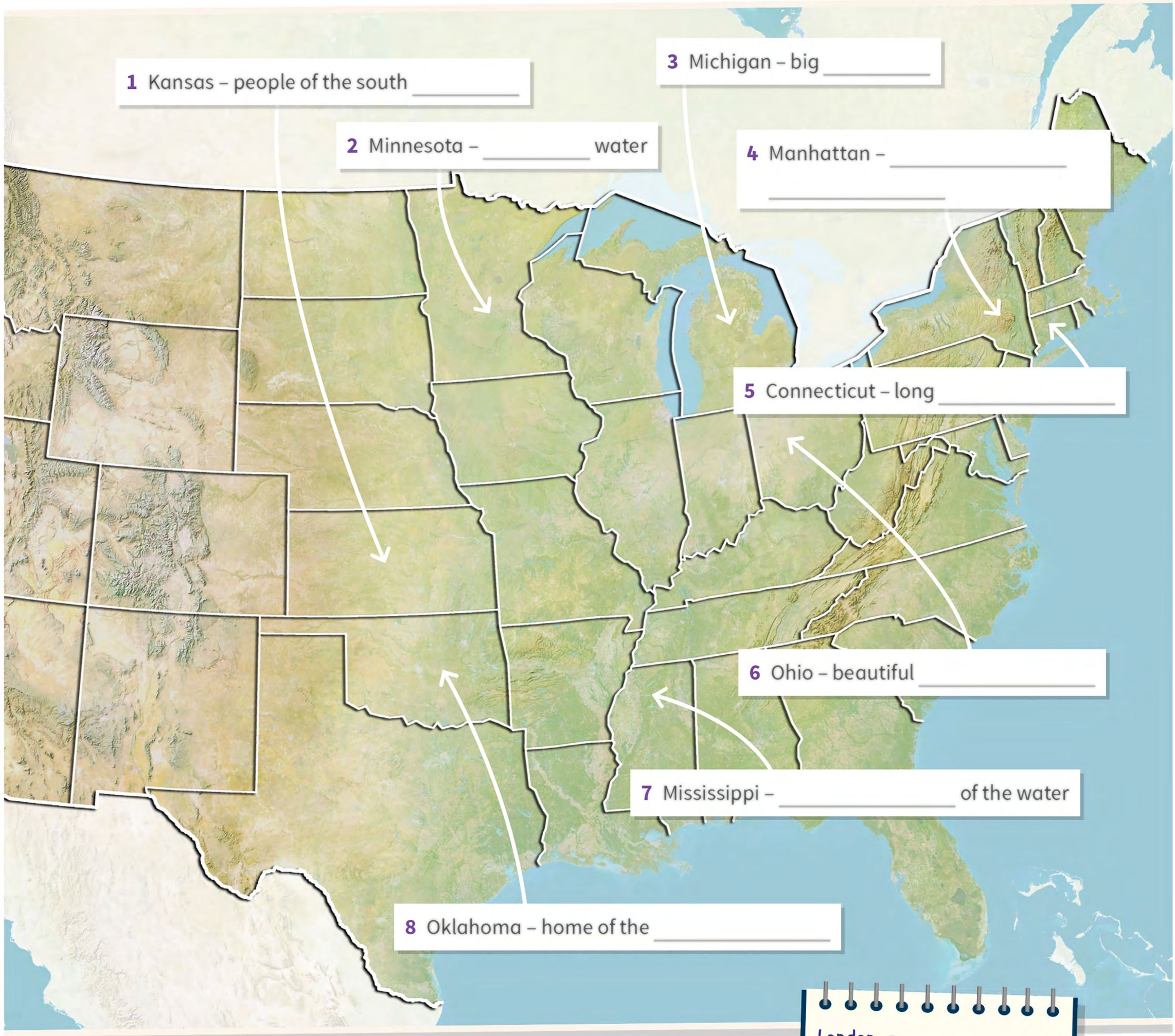
Aim: to review knowledge from the lesson
- With books closed, see if students can remember the meaning of the place names from the map of North America in the Student's Book. Write the names on the board and elicit meanings.

Extra support: Write the names of the states (and Manhattan) on the left, with the meanings mixed up on the right. Students come to the board to draw lines to match and say, e.g. *Manhattan means large island.*

Extension activity

Aim: to enable students to share their work
- In groups, students take turns to read the 'translations' they wrote for WB Activity 3. They explain why they chose those particular names.

1 063 **Listen and complete the place names.**



2 **Think of five places you know. Think of how to describe them.**

3 **Read your place names for your partner to guess.**

City with beautiful opera house.

Is it Sydney?

London –
place of many people

Paris –
city with big tower

Rio de Janeiro –
place of beautiful beaches

Think and learn

Materials used by Native Americans

What materials did Native Americans use?

1 064 Listen and number the photos.


stone


leather

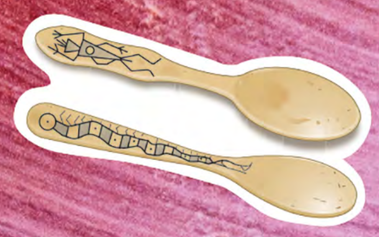

animal bone

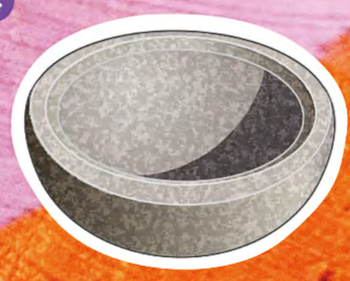

wood

2 What do you think these Native American objects are made of? Look and write the names of the materials.

1 

2 

3 

4 

_____ _____ _____ _____

3 Read and talk about the different Native American objects.

Tepees are made of leather because it's soft and strong, and waterproof.

NATIVE AMERICAN OBJECTS	MADE OF...	SOFT	HARD	STRONG	WATERPROOF
belts, bags, clothes, tepees	leather	✓		✓	✓
boxes, boats, barrels, totem poles	wood	✓	✓	✓	✓
spoons, forks, bracelets, toys	animal bones		✓		✓
arrows, knives, plates, bowls	stone		✓	✓	✓

Learning outcomes:
- to learn more about History through English
- to identify and talk about what objects are made of and why

BIG QUESTION to think about the Big Question *What was life like in the Wild West?*

New language: *stone, bone, beads, totem pole, waterproof* **(WB):** *precious (metal), lucky, stream, dig (out), rare, jewellery, electricity*

Recycled language: Wild West, materials, clothes and accessories, everyday objects, *be made of, teepee, arrow, soft, hard, strong*

Warm-up

Aim: to review materials and Native American culture
- Elicit materials and write them on the board. Ask students which materials Native Americans used and what for.
- Elicit ideas (e.g. Native Americans didn't have plastic, they used leather and animal products). Say *Let's find out more.*

SB p66 What materials did Native Americans use?

Aim: to raise students' awareness of materials used by Native Americans
- With books closed, play the *Think and learn* video. Students tell you the materials they remember (*animal skins, leather, fur, wood*). Elicit / present *stone, animal bone* and *beads*.

For videoscript see TB pXXX.
- Write on the board: *What things do we make from leather today?* (*Shoes and bags.*) *What did Native Americans use wood for?* (*To cook food and keep warm.*) (Some students may understand 'totem pole', too.) *What did Native Americans use beads for?* (*To decorate clothes and shoes and to make jewellery.*) *Why was life difficult for Native Americans after Europeans arrived?* (*Their land was taken away and most of the bison disappeared.*) Play the video again and elicit answers.

1 064 SB p66 Listen and number the photos

Aim: to present materials used by Native Americans
- Play the recording. Students listen and number the photos.

For script see SB p66.
- Elicit answers and check comprehension.
- Play the recording again. Students repeat the words.

Key: 2, 1, 3, 4

2 SB p66 What do you think these Native American objects are made of? Look and write the names of the materials.

Aim: to practise the new language
- Students discuss in pairs.
- Elicit ideas as complete sentences, e.g. *We think the teepee is made of leather.*

Key: 1 leather, 2 wood, 3 animal bone, 4 stone

3 SB p66 Read and talk about the different Native American objects.

Aim: to practise reading a table and speaking
- Focus on the table.
- Ask, e.g. *What are arrows made of?* Students read the second column and answer, e.g. *They're made of stone.* Ask *Why?* Students read the rest of the columns and answer, e.g. *Because stone is hard, strong and waterproof.*
- In pairs, students take turns to make sentences.
- Elicit example sentences.

1 WB p66 What are they made of? Look and write.

Aim: to practise *be made of* and materials

Key: 2 (They're made of) animal bone. 3 (It's made of) stone. 4 (It's made of) wood. 5 (It's made of) leather. 6 (They're made of) glass beads.

2 WB p66 Look and read about another material. Write *t* (true), *f* (false) or *ds* (doesn't say).

Aim: to practise reading for specific information

Key: 2 t, 3 f, 4 f, 5 f

Ending the lesson

Aim: to review what students have learned in the lesson
- Elicit what students learned today and write it on the board, e.g. *Today I've learned about materials used by Native Americans.* Students copy in their notebooks.

Extension activity

Aim: to discuss natural materials
- Elicit/explain that most materials used by Native Americans were natural – from the land and creatures around them. Ask if most materials we use today are natural or man-made.
- Talk about how we are now looking for ways to make products from natural materials (which are biodegradable), e.g. trainers made from bamboo or wool, not plastic.

5

Learning outcomes:
- to learn more about History through English
- to complete a project

New language: *flute, colourful, snow shoes* **(WB):** *shine, boss, greedy, discovery, reach, rich, gold rush, fortune, few*

Recycled language: materials, everyday objects, *be made of, beads, drum, bracelet, bison, meat, stone, bone, totem pole, hard, soft, strong, waterproof, leaflet*

Critical thinking: Uses pre-defined categories to analyse familiar concepts

Creative thinking: Uses different media to make and describe his/her own designs

Materials: A3 paper, coloured pens, or pencils, access to the internet or reference material about Native American culture; map of North America, images of the 'gold rush', in the Yukon (optional)

Warm-up

Aim: to review knowledge about Native American culture
- Elicit what students remember from the previous lesson. Write items on the board, e.g. *teepee, totem pole, arrows,* and ask *What was it/were they usually made of?*

4 SB p67 Look at some other objects made by Native Americans and match.

Aim: to practise reading and apply knowledge
- Students look at the pictures, read and match.
- They compare answers in pairs.
- Check as a class and explain new vocabulary (*beads, snow shoes*).

Key: 1 a, 2 d, 3 c, 4 e, 5 b

5 SB p67 Look and say. Are they hard/soft/strong/waterproof?

Aim: to practise describing objects
- Focus on the speech bubble. Check comprehension of the adjectives.
- Students talk about the items in pairs. Encourage them to add other adjectives, e.g. *heavy, beautiful*. Elicit ideas.
- Read the *Super fact* and check comprehension.

6 Project SB p67 Make a leaflet about a material that Native Americans used.

Aim: to enable students to build on what they have learned about Native Americans
- Make pairs. Give each pair a piece of paper and tell them they are going to make a leaflet. Elicit the function of a leaflet (to give information). Focus on the example and point out that clear writing and helpful pictures are important.
- Pairs choose a material used by Native Americans. They can look through the Student's Book for ideas and do further research on the internet or in printed reference materials.
- Pairs design their leaflets. They draw or cut out and stick pictures.
- Students must include at least one sentence about why and how Native Americans used the material and a sentence about its properties.
- Make groups of four. Pairs present their leaflets.

3 WB p67 Read the story and tick ☑ the best title.

Aim: to practise reading for gist

Key: The start of something big

4 WB p67 Read again and answer.

Aim: to practise reading for specific information

Key: 2 Men who wanted to be rich (and were looking for adventure). 3 All over the USA. 4 No, only a few (most went back home with nothing).

5 Project WB p67 What have you found out about Native American materials? Read and answer.

Aim: to review project and practise writing

Lesson review

- Write on the board: *Today I've …*
- Elicit what students did today, e.g. *made a leaflet about a material used by Native Americans.*
- Write it on the board. Students copy it into their notebooks

Extension activity

Aim: to extend knowledge of gold prospecting
- Focus on the picture of prospectors in WB Activity 3.
- Explain that gold prospectors often travelled to remote places. They had to travel down dangerous rivers, cross mountains and build their own shelters. Show the location of the Yukon on a map of North America and, if possible, images of prospectors walking up the Chilkoot pass.
- Tell students to imagine they are gold prospectors. In pairs, students make a list of things to take and what they have to do when they arrive. Provide new vocabulary, e.g. *build a cabin, stake a claim.*
- Students write a diary entry, imagining they are at the start of their search for gold.

4 Look at some other objects made by Native Americans and match.

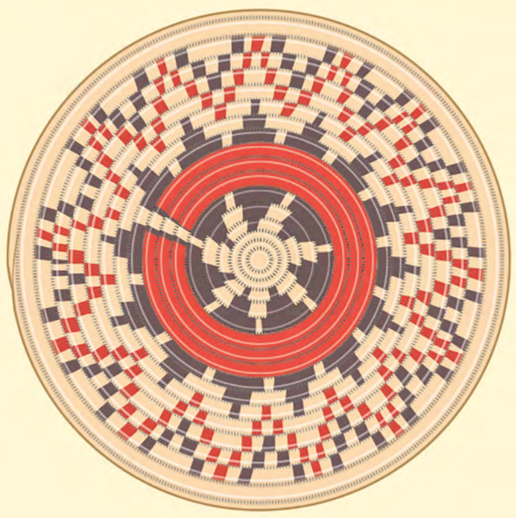
1 This rug is made of strong grasses.
2 This flute is made of bones.
3 The drum is made of leather and wood.
4 This colourful bracelet is made of glass beads.
5 These snow shoes are made of wood and leather.

Super fact!

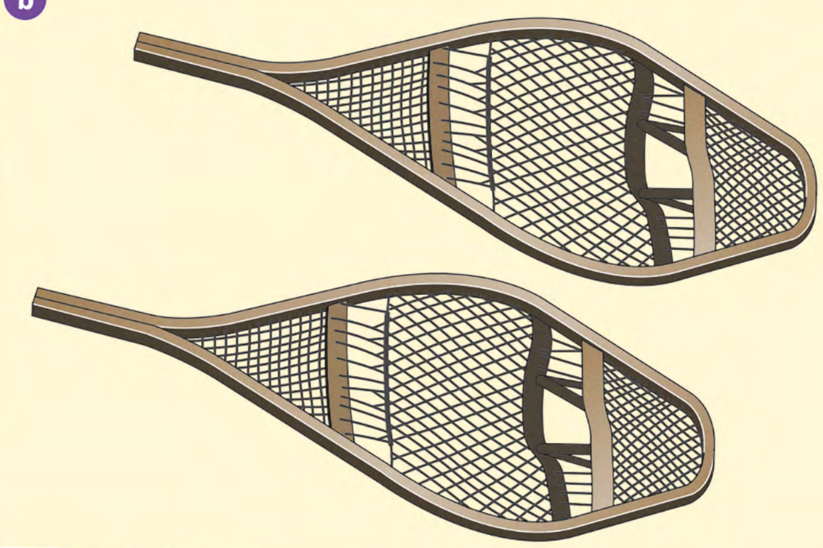
Bison were important to Native Americans. They used bison leather and bones to make many objects and they ate bison meat. There aren't many bison left in America now, so Native Americans use different materials to make things.



a



b



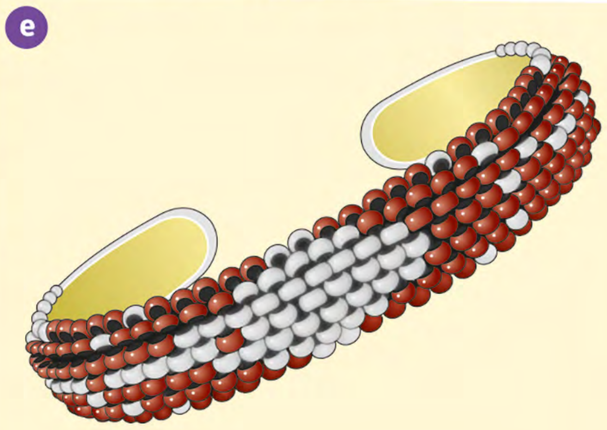
c



d



e

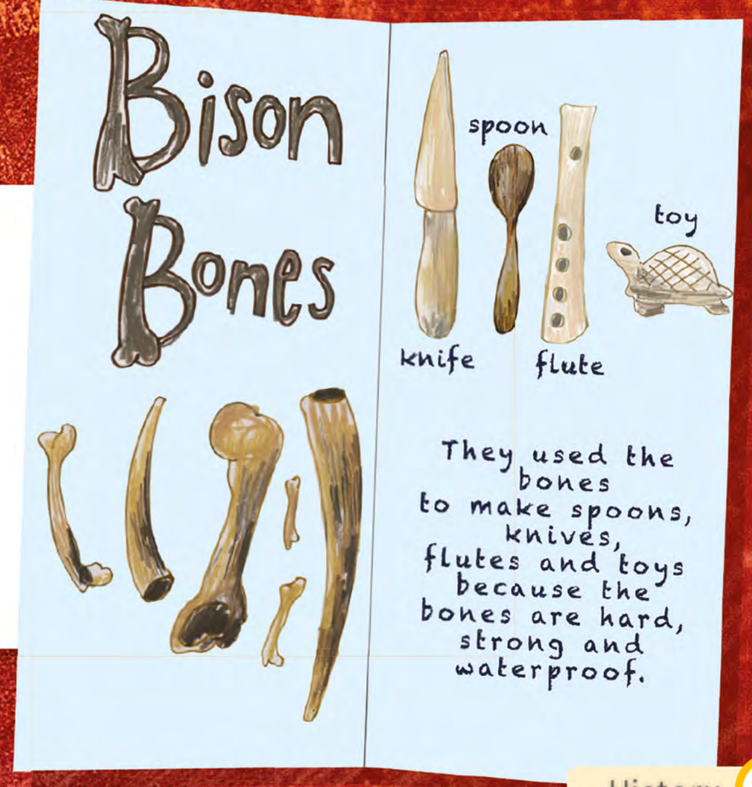


The rug is soft and strong. It isn't waterproof.

5 Look and say. Are they hard/soft/strong/waterproof?

6 Project Make a leaflet about a material that Native Americans used.

- Find a photo or draw and label the material.
- Draw and label some things that they made with it.
- Write a sentence about why they used this material? Is it soft/hard/strong/waterproof?



Time to present

A wanted poster

1 065 Look at the poster and listen to the presentation. Make a note of three differences you hear.



2 **Prepare and give a presentation.**

Think about it

- Work with a friend. Think of a name for the person on your Wanted poster.
- Draw a picture of the person. Think about what the person looks like and what clothes he or she wears.
- Draw a picture of the person on a big piece of paper. Colour it in.
- Make notes about the person, where he or she is from, his or her clothes, other things he or she has got (horse? pistols?).
- Think of how much the sheriff will pay for the person on your Wanted poster.

Prepare it

- On a piece of paper, write the text for your poster with your partner.
- Show it to your teacher to help you with the language.
- Write the text on your poster.

Present it

- When you present your poster to the class, do not just read out the text. Say a little bit more.
  - This is _____.
  - Be careful!
  - There's a reward of _____.

Presenting tip

When you give a presentation, you should speak a little bit louder than normal. Make sure everybody in your class can hear and understand what you are saying.

Learning outcomes:
- to prepare and give a presentation
- to practise listening and note-taking
- to consolidate language from the unit

New language: *coyote, dollars, reward* (n)

Recycled language: language from the unit, parts of the body, describing people, clothes

Creative thinking: Develops ideas through planning, research or review

Cognitive control functions: Cognitive flexibility

Materials: digital flashcards (Wild West), A3 paper, coloured pens or pencils; images of Wanted posters (optional)

Warm-up

Aim: to review Wild West vocabulary
- Choose a flashcard but don't reveal it to the students. Give a definition, e.g. *These are things a police officer uses. They are used to keep someone's hands together.*
- The first student to guess the word comes to the front, chooses the next word and says a definition for the class.

1 065 SB p68 Look at the poster and listen to the presentation. Make a note of three differences you hear.

Aim: to practise listening for specific information
- Focus on the picture and elicit who students can see (a robber/cowgirl). Check they understand what a *Wanted* poster is. Teach *coyote*.
- Give students time to study the information about Betty.
- Play the recording. Students listen for three differences.

For script see TB pXXX.
- Students compare their answers in pairs.
- Play the recording again. Discuss the differences as a class.
- Read the *Tips for presenters* through with the class.

Key: 23 years old (poster says 21), 1.80 metres tall (poster says 1.78), Brown eyes (poster says green)

2 SB p68 Prepare and give a presentation.

Aim: to practise speaking and data recording skills
- Focus students on *Think about it*. Read the bullet points and check vocabulary.
- Make pairs. Students choose a robber and a good nickname. They work together on the notes and the picture. Show more images of Wanted posters, if possible.
- Focus students on *Prepare it*. Read the bullet points with the class.
- Monitor pairs as they write and check their first draft before they write a final version for the poster. Set a time limit for this stage.
- Focus students on *Present it*. Read the *Presenting tip* and give pairs time to decide who is going to say what and practise speaking loudly and clearly.
- Set a task for students who are listening to keep them focused, e.g. write down two facts about the person on the Wanted poster.
- Pairs take turns to give their presentations.
- After each presentation, get feedback on the listening task.

Note: The *Present it* stage may happen over more than one lesson.

1 WB p68 Draw lines and complete the sentences with words from the box.

Aim: to review sentence structure and vocabulary

Key: 2 Pistols are used for fighting. 3 Special machines are used to dig out the gold from the Earth. 4 My parents' hobby is cooking. 5 Our teacher's dog is called Rex. 6 Gold is used as money.

2 WB p68 Find the words and use them to complete the sentences.

Aim: to review Wild West vocabulary

Key: 2 saddle, 3 handcuffs, 4 wagon, 5 leather, 6 animal

3 WB p68 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to develop self-assessment skills
- Give feedback on the Presentations. Make general points.
- In groups of four, students discuss how they will improve their presentations.
- Each student writes these improvement points in their notebook to refer to next time.

Extension activity

Aim: to practise language from the unit
- Choose five students to read the sentences they wrote for WB Activity 3. Their classmates listen and see if any of their sentences are the same.

Learning outcomes:
- to review language from the unit
- to reflect on learning
- to make a portfolio to show progress and write a story

BIG QUESTION to think about the Big Question *What was life like in the Wild West?*

New language: *afraid (of), bend down (pp bent), arrest (v)*

Recycled language: vocabulary and grammar from the unit

Critical thinking: Critically compares ideas, objects, eras etc. to find differences or similarities

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument

Cognitive control functions (WB): Cognitive flexibility

Creative thinking (WB): Uses own ideas for doing creative activities like retelling stories

Materials: Digital or print portfolios

Warm-up

Aim: to review portfolios
- Elicit what students did in their portfolios for the previous unit (writing recipes).
- Students look at each other's portfolios and compare their work.

1 SB p69 Complete the story with the correct sentences.

Aim: to raise awareness of direct speech in a narrative
- Focus students on the picture and the story.
- Students read and complete the story with the four sentences. They compare and discuss answers in pairs.
- Check with the class.
- Elicit why direct speech makes a story more interesting.

Extra support: Students read the story aloud around the class with the direct speech in the correct place.

Key: 1 d, 2 a, 3 c, 4 b

2 SB p69 Choose the best title for the story.

Aim: to focus students on the role of the title in a story
- In pairs, students choose the best title.
- Elicit and discuss their ideas and reasons.

Key: Bad luck for Hank Knife

3 SB p69 Look at the questions and write a story with the title 'Boris's last robbery'.

Aim: to practise writing a story
- Tell students that their story can be quite short and simple, but they must include direct speech (what people actually said). Read the *Writing tip*.
- Students turn to the *My portfolio* writing practice section on page 122 of the Workbook.
- Work through the exercises with the class.

Extra support: Write speech without punctuation on the board for students to punctuate.
- Students work on their story ideas individually. They make notes using the questions, then write a first draft.
- Students write a final draft for their portfolios.

4 SB p69 In pairs, read your stories. How are they different?

Aim: to give students practice with reading and discussion
- Students compare their stories in pairs.

1 WB p69 Read and tick ☑. Then write examples.

Aim: to practise unit grammar and vocabulary

2 WB p69 Write sentences to answer the Big Question.

BIG QUESTION Aim: to enable students to revisit the Big Question and consolidate learning

3 WB p69 Look at the pictures. Imagine you are one of the people in picture 2. Write the story.

Aim: to practise writing skills

Ending the lesson

Aim: to review the unit song
- Play the song again (Track 58) for students to join in with the actions.

Extension activity

Aim: to enable students to share what they have learned
- Make groups of four. Students take turns to read aloud their stories for Workbook Activity 3.
- Encourage students to compare what they have written and give their classmates positive feedback.

Think and write

Write a story

1 **Complete the story with the correct sentences.**

a ‘Everybody give me your money!’ he shouted loudly.

b ‘Who did this?’ he shouted angrily.

c ‘I’ll get Hank Knife, and I’ll put him behind bars!’ he said.

d ‘He’s so mean, and he’s very dangerous!’ they said.

Hank Knife was a robber who lived in Sandhill. Everyone was afraid of him. **(1)** _____

It was a Friday. There were lots of people in the street. Suddenly they saw Hank Knife on his big, black horse. He stopped in front of the bank and went inside. **(2)** _____ The people gave him all their money.

But Sandhill had a new sheriff. He wasn’t afraid of Hank Knife. **(3)** _____

When Hank Knife came back to his horse, there was a rope around the horse’s legs. Hank was angry. **(4)** _____ Then he bent down to cut the rope. The sheriff jumped out from behind a barrel. He arrested Hank Knife.



2 **Choose the best title for the story.**

Sandhill on a Friday

THE BIG BLACK HORSE

A lot of money

Bad luck for **HANK KNIFE**

3 **Look at the questions and write a story with the title ‘Boris’s last robbery’.**

- Who is the main character of the story?
- What does he do?
- What happens?

4 **In pairs, read your stories. How are they different?**

Writing tip

Make your story interesting. Write three or four sentences to say what people said, shouted or asked. Remember to use speech marks.

6 In Istanbul

Istanbul is one of the world's biggest and most beautiful cities. It is the only city in the world that is built on two continents – Europe and Asia. They are divided by a bit of the sea that looks like a river: the Bosphorus Strait. Tourists love Istanbul because it offers the combination of a modern, Western lifestyle with fascinating Eastern traditions. In 2010, Istanbul was named the European Capital of Culture.

1 066 **Listen and say the words. Check with your partner.**

1 flag
2 plate
3 carpet
4 sunglasses
5 cup and saucer
6 cushion
7 rings
8 comb
9 soap
10 basket
11 earrings

BIG QUESTION What can we buy in different countries?

2 067 **Read, listen and answer the questions.**

1 What does Patrick want to buy and why?
2 Why does Alex think that's not a good idea?
3 Which two continents are the children in?
4 How does Phoebe know where they are?

3 **Choose a word. Draw it for your partner to guess. Can you think of any other things you can buy?**

Is that a … ?

Learning outcomes:
- to learn and use vocabulary for souvenirs
- to practise listening and speaking

BIG QUESTION to start to think about the Big Question *What can we buy in different countries?*

New language: *souvenir, earrings, carpet, basket, flag, rings, cushion, soap, plate, comb, sunglasses, cup and saucer, divided by, tourist, combination, lifestyle, tradition, capital*

Revision: superlatives, geography, *fascinating, market, gold, silver*

Cognitive control functions: Working memory

Materials: digital flashcards (souvenirs), real souvenirs from different countries (optional), world map (optional)

Warm-up

Aim: to introduce the topic of souvenirs
- Ask students if they bought anything on holiday to help them remember the place.
- Teach *souvenir* and write it on the board. Show some real souvenirs, if possible.
- Ask students what souvenirs tourists usually buy in their country.

Presentation

Aim: to present vocabulary for souvenirs
- Use the flashcards to present the new vocabulary.
- Say each item for students to repeat.
- Read the text at the top of the Student's Book page aloud while students follow.
- Show Istanbul and the Bosphorus Strait on a map, if possible. Check comprehension of *continent, Europe* and *Asia.*

1 066 SB p70 Listen and say the words. Check with your partner.

Aim: to practise vocabulary for souvenirs
- Focus on the picture. Ask what's happening and if the friends are in the past, present or future.
- Play the recording. Students listen and repeat.

For script see SB p70.
- Play the recording again. Students practise in pairs.

BIG QUESTION **What can we buy in different countries?**

Aim: to encourage students to think about products of different countries
- In pairs, students think again about things that tourists usually buy in their country.

Note: Some of the discussion will need to be in your students' first language (L1).

2 067 SB p70 Read, listen and answer the questions.

Aim: to practise listening
- Read the questions aloud and check understanding. Encourage students to predict the answers.
- Play the recording twice. Check with the class.

For script see TB pXXX.

Key: 1 He wants to buy a few oranges because he's hot.
2 Because the oranges are made of soap. 3 They're in Europe and Asia.
4 Because she can see some combs with 'I love Istanbul' on them.

3 SB p70 Choose a word. Draw it for your partner to guess. Can you think of any other things you can buy?

Aim: to give students practice with the new vocabulary
- Students do the activity in pairs.
- Elicit suggestions for different souvenirs, e.g. *T-shirts, hats etc.*

1 WB p70 Look and tick ☑ the correct picture.

Aim: to practise the new vocabulary

Key: 1 b, 2 b, 3 b, 4 b, 5 a, 6 a, 7 b, 8 b

2 WB p70 Read and write the words from Activity 1.

Aim: to practise using the new vocabulary in context

Key: 2 cup and saucer, 3 carpet, 4 soap, 5 cushion, 6 sunglasses, 7 earrings, 8 comb

3 WB p70 Read and complete the text with words from the box.

Aim: to give students practice with gap filling

Key: 2 most, 3 world, 4 Asia, 5 sea, 6 river, 7 bridge, 8 because, 9 Capital

Ending the lesson

Aim: to review vocabulary and test memory skills
- Students study the picture in the Student's Book for two minutes, then close their books. Ask questions, e.g. *Who's holding a cup and saucer?*

Extension activity

Aim: to consolidate vocabulary
- Students write the new vocabulary in their notebooks or vocabulary books.
- For each word or phrase, they draw a picture and write a short definition, e.g. *You can carry shopping in a basket.*

6

Learning outcomes:
- to give advice using *should* and *shouldn't*
- to review vocabulary for souvenirs

New language: *comfortable, get lost, Turkish*

Recycled language: souvenirs, holiday activities, *shoes, address, hotel, map, bite*

Digital flashcards: souvenirs

Warm-up

Aim: to review vocabulary for souvenirs
- Write *Souvenirs* on the board.
- Elicit the souvenir vocabulary using the flashcards. Ask students to spell the words aloud as you write, to create a mind map.
- Elicit which city the children are in (Istanbul).

Presentation

Aim: to present advice with *should* and *shouldn't*
- Tell students they are going to give advice.
- Write prompts on the board, e.g. *1 It's raining. 2 It's cold.* Point to each sentence and give examples of advice, e.g. *1 You should wear a raincoat. 2 You should wear a sweater. You shouldn't go out without a coat.*
- Say the sentences. Students repeat before you write them on the board.
- Then write the sentences, underlining *should(n't)* and the main verbs, e.g. *You should wear a raincoat.* Remind students that we use this structure with the infinitive without *to* and there is no *s* in the third person singular.
- Elicit more sentences with *should / shouldn't*.

1 SB p71 Read the website for tourists. Then cover it up and complete the sentences.

Aim: to practise reading for specific information
- Students cover the sentences on the left. Read the text aloud, choosing students around the class. Check comprehension of new words, e.g. *comfortable, get lost, Turkish*.
- Students then cover the text and complete the sentences.
- Students compare answers in pairs, re-reading parts of the text as necessary.

Key: 1 wear, 2 write, 3 speak, 4 take, 5 take

2 068 SB p71 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice.
- Check understanding of the grammar.
- Students turn to the Language focus section on page 124 of the Student's Book.
- Work through the first half of the page with the class.
- Play the audio. Students follow along in their Student's Books and join in.

For script see SB p71.
- They practise the sentences in pairs.

3 SB p71 Make some fun rules for your classroom.

Aim: to give students practice with *should / shouldn't*
- Students work in pairs. They take turns to make sentences.
- Elicit some examples from different pairs.

1 WB p71 Look and write *should* or *shouldn't*.

Aim: to practise *should* and *shouldn't*

Key: should, shouldn't

2 WB p71 Read and match.

Aim: to give students practice with *should / shouldn't*

Key: 2 a, 3 e, 4 b, 5 d

3 WB p71 Write sentences using *should* or *shouldn't*.

Aim: to give students practice with *should / shouldn't*

Key (possible answers): 2 They shouldn't go swimming. 3 She should wear a coat. 4 He should go to bed earlier. 5 She should wear her helmet. 6 They should help the woman.

Ending the lesson

Aim: to practise *should* and *shouldn't*
- Ask students to think about their hometown and what advice they would give to tourists. Elicit sentences with *should /shouldn't*.

Extension activity

Aim: to review language from the lesson
- Make groups of four. Each group thinks of four good pieces of advice for the classroom with *should* and *shouldn't*.
- Make groups of eight (two groups of four). Students read each other's sentences and then decide on the best six rules from their list of eight.
- Each group writes their six pieces of advice on a poster and displays it on the wall.
- As a class, choose the best six sentences from the posters.

1 **Read the website for tourists. Then cover it up and complete the sentences.**

1 You should _____ comfortable shoes.

2 You should always _____ the name and address of your hotel on a piece of paper.

3 You shouldn't worry if you don't _____ Turkish. Many people speak English.

4 You should _____ a map when you walk around the city.

5 You shouldn't _____ photos without asking.

What you should know about a holiday in **ISTANBUL**

- You should wear comfortable shoes all the time. You'll do lots of walking. It's easier in the right shoes!
- Make sure you know the name and the address of your hotel – write it on a piece of paper – Istanbul is a huge city. It's easy to get lost.
- You shouldn't worry if you don't speak Turkish. Many Turkish people speak very good English and are very friendly and helpful. But why don't you learn a few words in Turkish? People will like that!
- You should always take a map with you before you start walking around the city. And before you leave your hotel, you should make a plan of what you want to see.
- You shouldn't take photos without asking.



2 068 **Watch, listen and say.**

Language focus

When you come to my jungle, there are things you **should** try.

When you come to my jungle, there are things you **shouldn't** do.



3 **Make some fun rules for your classroom.**



My world: buying presents

1 Look at the objects in the shop window. Who would you buy these presents for and why?









2 069 **Read and listen to the dialogue. Which present do they choose?**

Dad Let's get Mrs Thomas a present.

Ruby Mrs Thomas – our neighbour! Why?

Dad Because she's looking after your rabbit while we're on holiday.

Ruby Yes, that's a good idea. But what should we get her?

Dad What about a nice cushion like this one?

Ruby I'm not so sure. It's a bit silly. We should get her a key ring. This is nice.

Dad Perhaps we shouldn't. It's a bit tacky.

Ruby OK, what else is there?

Dad How about this cup? It's really nice and not too expensive.

Ruby OK. I think she'll like that.

Dad Perfect!

3 **Practise the dialogue in pairs.**

4 **Work in pairs to make your own dialogue.**

1 Choose one of these people with a friend:
a teacher *a friend* *a neighbour*

2 Decide why you want to buy this person a present.

3 Make a short dialogue about choosing a present.

4 Act out your dialogue to the class.

What to say

Making suggestions
Let's …
What about … ?
We should …
How about … ?

72 Functional language dialogue

Learning outcomes:
- to practise making suggestions
- to show different spellings of the sounds /tʃ/ and /ʃ/

New language: *neighbour, look after, keyring, tacky* **(WB):** *joke, church*

Recycled language: souvenirs, family, *nice, silly, expensive, perfect, Let's … What/How about …?*

Creative thinking: Uses own ideas for doing creative activities like retelling stories

Cognitive control functions: Cognitive flexibility

Critical thinking (WB): Solves simple puzzles (e.g. word puzzles)

Digital flashcards: souvenirs

Warm-up

Aim: to review souvenirs and presents
- Elicit what presents students buy for members of their family. Say a family member, e.g. *little brother.* Students put their hands up and suggest ideas for presents, e.g. *You should buy him a ball.*
- Repeat for *aunt, mum, dad, uncle, big sister, big brother.*

1 SB p72 Look at the objects in the shop window. Who would you buy these presents for and why?

Aim: to practise speaking
- Focus on the pictures and elicit what students can see (*bears, cups*). Teach *key ring.*
- In pairs, students discuss who they would give each present to and why, e.g. *I'd give the bear to my cousin because he's four and he likes soft toys.*

2 069 SB p72 Read and listen to the dialogue. Which present do they choose?

Aim: to practise reading and listening for specific information
- Teach *neighbour.* Students try to predict what the girl is going to choose for her neighbour.
- Play the recording while students read and listen.

For script see SB p72.
- Check with the class. Check understanding of new expressions, e.g. *look after, tacky.*

Key: A cup.

3 SB p72 Practise the dialogue in pairs.

Aim: to practise speaking
- Students practise the dialogue in closed pairs.

Extra support: Practise the dialogue as a class before the pairwork.

4 SB p72 Work in pairs to make your own dialogue.

Aim: to enable students to create and practise their own dialogues
- Focus students on the *What to say* box and practise the language.
- Pairs write their own dialogue, using Activity 2 as a model.
- They rehearse their dialogues, then perform for the class.

1 WB p72 Look, read and answer. Which option is more expensive? Tick a, b or c.

Aim: to practise logical thinking

Key: b

2 WB p72 A brother and sister are looking for a present for their father. Write a dialogue.

Aim: to practise writing a dialogue

3 021 WB p72 Listen and say the words.

Aim: to show how the sounds /tʃ/ and /ʃ/ can be spelt in different ways

For script see WB p72.

4 WB p72 Read. Write the underlined words in the table.

Aim: to identify words with different spellings of the sounds /tʃ/ and /ʃ/

5 022 WB p72 Listen, check and say the words.

Aim: to practise words with the sounds /tʃ/ and /ʃ/

For script see WB p72XX.

Key: *sh* sounds: station, machine, sugar, sure, special; *ch* sounds: teacher, cheaper, church, which, statues, such

Ending the lesson

Aim: to review and extend work on pronouncing and writing the sounds /tʃ/ and /ʃ/
- Write the following words on the board in random order: *adventure, future, creature; station, celebration, pollution.*
- Students say the /tʃ/ sound in the words ending *-ture* and the /ʃ/ sound in the words ending *-tion.*

Extension activity

Aim: to encourage collaboration and practise speaking
- Pairs swap dialogues from SB Activity 4.
- Students practise the new dialogue and then perform it for the pair who wrote it.

Learning outcomes:
- to use *Could I... ?/ Do you mind if I... ?* for making requests and asking for permission
- to practise speaking skills

New language: *Could I … ?, Do you mind if I … ?, Not at all., Of course. all right, stamp (n), show (someone) the way, take a selfie, say 'Cheese!' try (something) on*

Recycled language: souvenirs, *jacket, postcard, ask (someone) a question, lake, carry, bag*

Warm-up

Aim: to review souvenirs
- Describe a souvenir as if you want to buy it, e.g. *I'd like some jewellery. It can be silver or gold. It's smaller than a bracelet.* Students who guess the item stand up and say, e.g. *You'd like a ring!*
- Repeat with different souvenirs, including *keyring, bear, postcard.*

Presentation

Aim: to present *Could I... ? / Do you mind if I... ?*
- Write on the board *1 Could you show me your notebook, please? 2 Could I borrow your pencil, please? 3 Do you mind if I open the window?*
- Ask the questions to different students. Check they understand by what they do in response.
- Write on the board *1 Of course. 2 All right. 3 Not at all.*
- Practise in open pairs.

1 070 SB p73 Read and listen to the dialogues. Match them with the pictures.

Aim: to practise *Could I … ? / Do you mind if I … ?*
- Elicit where the people in the pictures are and what they're doing.
- Play the recording. Students read, listen and match the pictures with the dialogues.
- Play the recording again, then check with the class.

For script see SB p73.

Key: 4, 3, 2, 1

2 SB p73 Complete the sentences with words from Activity 1.

Aim: to focus on key language
- Students read through the dialogues in Activity 1 and complete the questions.

Key: 1 Could I, please, 2 Do, mind if I

3 071 SB p73 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students follow in their Student's Books. Explain that people say 'Cheese!' when someone takes a photo because it makes them smile.
- Students turn to the Grammar focus section on page 124 of the Student's Book.
- Work through the second half of the page with the class.
- Play the audio. Students join in and practise it in pairs.

For script see SB p73.

4 SB p73 Choose a picture from Activity 1 and write a mini dialogue.

Aim: to give students further practice with the new language
- Students work in pairs, using ideas from Activity 1.
- Some pairs role play for the class.

Extra support: Make a dialogue with the class and write it on the board. Students practise in pairs.

1 WB p73 Complete the sentences.

Aim: to practise making requests and asking permission

Key: 1 mind, 2 course, 3 all right, 4 Could

2 WB p73 Put the dialogue in the correct order.

Aim: to give further practice with the new language

Key: 7, 9, 3, 5, (1), 6, 8, 2, 4

3 WB p73 Make questions.

Aim: to give further writing practice with the new language

Key: 2 Could I have a look at that book over there, please? 3 Could you explain the Maths homework to me, please? 4 Could you tell me the time, please?

4 WB p73 Write questions. Use the words from the box.

Aim: to stimulate students' creativity

Key (possible answers): 2 Could I try them on, please? 3 Could I sit here, please? / Do you mind if I sit here? 4 Could you close the window, please?

Ending the lesson

Aim: to practise making requests and asking for permission
- Ask students, e.g. *Could you clean the board, please? Do you mind if I borrow your notebook?* Encourage responses *Yes, of course. / All right.*
- Students repeat in pairs.

Extension activity

Aim: to consolidate the new language from the lesson
- In their notebooks, students write their dialogue from SB Activity 4.

1 070 Read and listen to the dialogues. Match them with the pictures.

☐ **A** Could I see that ring over there, please?
B Of course.

☐ **A** Do you mind if I open this book?
B Not at all.

☐ **A** Do you mind if I try this jacket on?
B Not at all.

☐ **A** Could I buy some stamps for these postcards, please?
B Of course.









2 Complete the sentences with words from Activity 1.

1 _____ _____ see that cushion over there, _____?

2 _____ you _____ _____ _____ try these sunglasses on?

3 071 Watch, listen and say.



Language focus

Do you mind if I ask you a question?	Not at all.
Could you show me the way to the lake, please?	Yes, of course.
Could you help me carry my bag?	Yes, all right.
Could I take a selfie, please?	OK. Say 'Cheese!'

4 Choose a picture from Activity 1 and write a mini dialogue.

- Could you show me / tell me / give me … ?
- Could I see / have … ?
- Do you mind if I try this on / look at the … ?



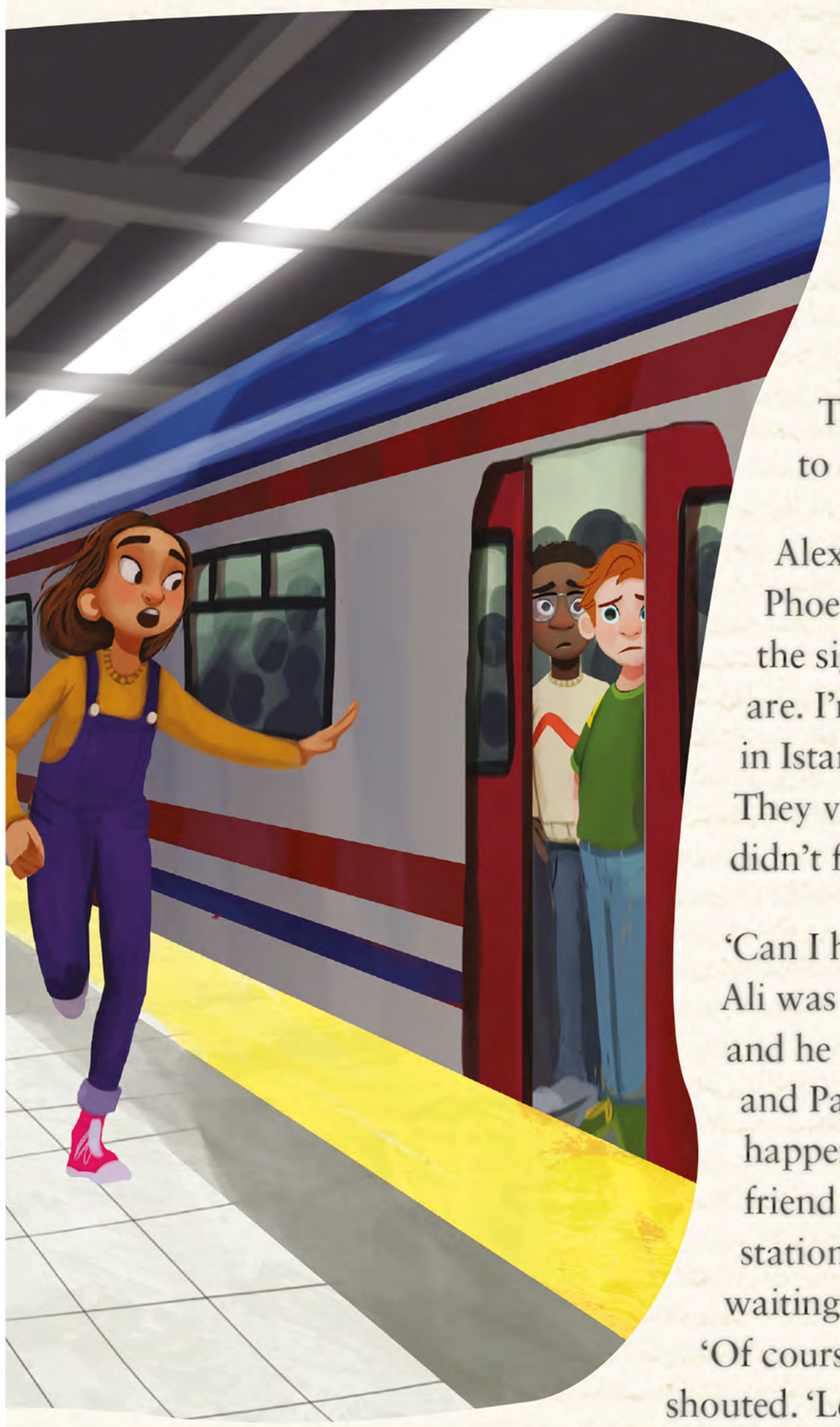
LOST IN THE CITY

1 Look at the pictures. What do you think happens to Phoebe in the story?

2 072 Read and listen to the story to check your answers.



Phoebe bought a little guidebook about Istanbul from the tourist office. The Time Travellers sat down to read it. 'Let's go sightseeing!' said Phoebe. She was so excited. The photos in her book were wonderful. 'This city's great!' Patrick said. 'Let's go!' They made a list of all the sights they wanted to see. 'We should go by underground,' said Phoebe. 'This city's so big, we can't walk all day.'



The nearest underground station was called Taksim. It was full of people and hard to move quickly. 'There's the train! Quick!' Patrick shouted. Patrick and Alex pushed through the crowd and jumped onto the train. Phoebe wasn't fast enough. The doors closed before she could get in! She didn't know what to do. 'Stop!' she shouted, but that didn't help.

Alex and Patrick talked about what to do. How would they find Phoebe in a city of more than 12 million people? 'Let's go and see all the sights we wanted to see,' Patrick said. 'Phoebe knows what they are. I'm sure we'll find her at one of them!' The boys spent six hours in Istanbul. They visited the Blue Mosque with its beautiful blue tiles. They visited the Bosphorus Bridge and the Spice Market, but they didn't find Phoebe. They were really worried.

'Can I help you?' a voice said. 'I'm Ali.' Ali was about the same age as them, and he was very friendly. Alex and Patrick told him what had happened. 'Hm! You lost your friend at the underground station in Taksim. She's probably waiting for you there!' he said. 'Of course!' Alex and Patrick shouted. 'Let's go back to Taksim!'



Learning outcomes:
- to listen to, read and role play a story
- to develop reading skills

New language: *guidebook, tourist office, go sightseeing, sight* (= place to visit), *underground* (n.), *crowd, mosque, tiles, sure enough, platform, escalator, unhappy*
(WB): *get left behind*

Recycled language: souvenirs, *city, station, train, bridge, market*

Critical thinking (WB): Identifies missing key vocabulary and events from short narrative summaries

Cognitive control function (WB): Working memory

Warm-up

Aim: to review the story
- Elicit events from the last episode, e.g. *The children went to a town in the Wild West. They saw some bank robbers. They told the sheriff but he didn't do anything. Patrick tied the horses' legs, but the robbers cut the rope. Alex cut the horses' saddles. The robbers fell off their horses when they tried to leave. The sheriff put them in jail.*
- Ask *Which city are the children in now? (Istanbul) Are they in the past? (No, the present.)*

Lost in the city

1 SB pp74–75 **Look at the pictures. What do you think happens to Phoebe in the story?**

Aim: to practise predicting
- Read the question. Students look at the pictures in pairs and try to predict the story without reading.
- Elicit ideas but do not confirm answers. Teach new vocabulary in the pictures, as necessary, e.g. *underground, platform, escalator.*

2 072 SB pp74–75 **Read and listen to the story to check your answers.**

Aim: to present a story and to develop reading skills
- Play the recording. Students read and listen to check answers. Elicit what happens to Phoebe in the story.

For script see SB pp74–75.
- Elicit what happened at the end of the story (Phoebe was on the platform, but there wasn't time for her to go and see the sights) and where the gate was (near the escalator).
- Play the recording again. Pause to explain new vocabulary and check comprehension. Ask, e.g. *What did Phoebe buy? (A guidebook.) What did they write down? (A list of things they wanted to see.) What was the name of the nearest underground station? (Taksim.) What did Alex and Patrick do? (They went sightseeing.) Did they find Phoebe? (No, they didn't.) Who helped the boys find Phoebe again? (A boy called Ali.) What did Patrick say when they found Phoebe? (He said 'Sorry!')*

Key: The underground train doors close before she gets on. She waits six hours for the boys on the platform.

1 WB p74 **Write the names of the places under the photos.**

Aim: to review vocabulary from the story

Key: 1 the Blue mosque, 2 the Bosphorus bridge, 3 the Spice Market

2 WB p74 **Remember the story. Read the summary. Write the sentence numbers in the boxes.**

Aim: to check comprehension

Key: (3), 2, 4, 1

3 WB p74 **Who is speaking? Write the names.**

Aim: to review events in the story

Key: 2 Alex or Patrick, 3 Phoebe, 4 Alex, 5 Alex and Patrick, 6 Ali, 7 Phoebe, 8 Ali

Ending the lesson

Aim: to practise the story
- Put students into groups of four. They each take a role of one of the characters (the three children and Ali).
- They read through the story silently and each find which dialogue is theirs.
- Students practise their role plays in groups, using the direct speech from the story.
- Volunteer groups role play for the class

Extension activity

Aim: to stimulate creativity
- Make pairs. Tell students to imagine what Ali told his class and his teacher when he went to school the next day.
- Pairs create a short speech as Ali and perform it for the class. Write key words on the board as prompts, if necessary, e.g. *two tourists, lost friend, underground, Taksim station, see sights, disappear.*

Learning outcomes:
- to practise reading for specific information
- to identify key events in a story

New language: *fire station*

Recycled language: language from the story, prepositions (*in front of, behind, to the left/right of*)

Value: showing interest in the wider world

Critical thinking: Solves simple puzzles (e.g. word puzzles)

Warm-up

Aim: to review the story
- Ask about the story, e.g. *Where were the three friends?* (In Istanbul.) *What did Phoebe buy?* (A guidebook.) *What happened to Phoebe?* (She missed the train.) *Who did Alex and Patrick meet?* (A Turkish boy called Ali.) *What did he tell them to do?* (Go back to the station to find Phoebe.) *Did Pheobe see the sights in Istanbul?* (No, she didn't.)

3 SB p75 Correct the mistakes in the sentences.

Aim: to check comprehension of the story
- Students read the sentences and correct them individually, then compare answers in pairs.
- Check with the class.

Key: 1 Phoebe, Alex and Patrick looked at a book with some photos of Istanbul. 2 They decided to travel around the city by underground. 3 Alex and Patrick went to see some sights. They wanted to find Phoebe, their friend. 4 They went back to Taksim with a Turkish boy. 5 When they arrived at Taksim, they found Phoebe. 6 Ali wanted to show Phoebe the city the next day, but she couldn't stay/had to leave.

4 SB p75 Look at the picture and answer the questions with the phrases in the box.

Aim: to give students practice with prepositions
- Focus students on the map and check comprehension of the places. Review understanding of the prepositions.
- Briefly demonstrate the activity with the class.
- Students work in pairs. They take turns to answer the questions.
- Elicit answers from different pairs.

Key: (In the picture) The hotel is to the right of the boys. The fire station is behind the boys. The factory is to the left of the boys. The souvenir shop is in front of the boys.

(If the boys turn left) The hotel is behind the boys. The fire station is to the left of the boys. The souvenir shop is to the right of the boys. The factory is in front of the boys.

4 WB p75 Look at the photos of famous places. Write two sentences about each one. Use the phrases below or your own ideas.

Aim: to focus on the value of showing interest in the wider world

5 WB p75 Read the postcards. Which of the places in Activity 4 are Allan and Amy visiting?

Aim: to give students practice with reading for specific information

Key: 1 The Iguazu Falls, 2 The Taj Mahal

Ending the lesson

Aim: to discuss the value of showing interest in the wider world
- Focus on how the children took an interest in the wider world in the story (they wanted to go sightseeing).
- Elicit why this is important and ask students to share interesting things they know about different places which are not in their country.

Note: Some of this discussion may need to take place in L1.

Extension activity

Aim: to encourage creativity and practise writing
- Ask students to imagine they are visiting the Burj Khalifa or Mount Bromo (from WB Activity 3). They write a postcard like the ones in Activity 4, telling a friend what they can see, how they feel and a souvenir they've bought. Remind them to start the postcard with *Dear* and finish with *See you* or *Love*.



Sure enough, when the three boys arrived at Taksim they found Phoebe waiting on the platform where they had last seen her.

'I'm so sorry!' Patrick said. 'It wasn't very clever that we got on the train without you!' Phoebe laughed. 'I'm so happy we're together again. So happy! But what did you do all day?' The boys told her about all the beautiful places. 'I'd love to see them too!' Phoebe said. 'We can go and see them tomorrow!' said Ali. 'That's a great idea,' said Phoebe, 'but we can't stay!' 'Why not?' asked Ali. 'Istanbul is beautiful!' 'I know,' Phoebe said sadly. She was looking up towards the escalator where there was a yellow glow.

Ali was unhappy to say goodbye. He saw his three new friends going up the escalator. They waved at him. Then they slowly moved into the light and were gone in a flash.

3 **Correct the mistakes in the sentences.**

1 Phoebe, Alex and Patrick looked at a book with some photos of the underground.
2 They decided to travel around the city by bus.
3 Alex and Patrick went to see some sights. They wanted to find Ali, their friend.
4 They went back to Taksim with a Turkish girl.
5 When they arrived at Taksim, they couldn't find Phoebe.
6 Ali wanted to show Phoebe the city the next day, but she didn't like Istanbul.

4 **Look at the picture and answer the questions with the phrases in the box.**

in front of behind to the left of to the right of



Where is the

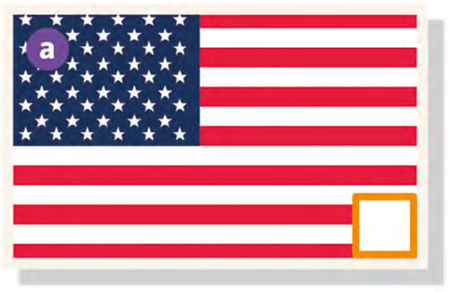
- hotel?
- factory?
- souvenir shop?
- fire station?

Alex and Patrick now turn to face the left. Now where are the buildings?

Skills

1 073 **Match the flags with the countries. Listen and check.**

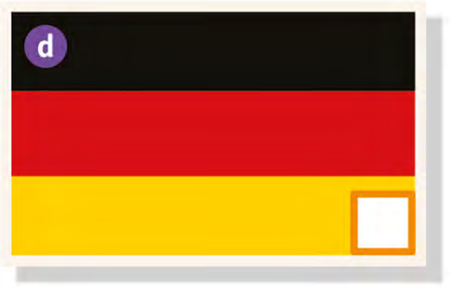
1 India
2 Indonesia
3 China
4 Japan
5 the USA
6 Germany

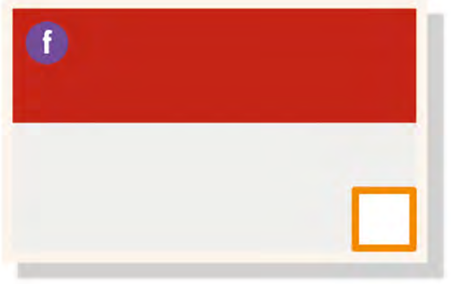












2 **Read the blog. Find one thing that comes from each country in Activity 1.**



Do you dream of travelling around the world and visiting countries that are far away? Well, maybe they're closer than you think. Have a look around your room. Look at the cool trainers on your floor (the ones your mum's always asking you to tidy away). They're made in Indonesia, which is on the other side of the world. Your jeans and T-shirt? They come from India. Now find your mobile phone. Look under the bed. There it is. That's made from hundreds of different parts from all over the world. Your computer? That came all the way from China. Now your mum's home from work in her new car. That was made in Germany and then put on a ship and brought here. Your homework is done. You're tired and you need to relax. You lie back on your bed and turn on the TV (which came from Japan). There's a French film on, but you're too tired to read the subtitles. So you change the channel and watch an American police series. Who needs to travel the world? It's all here in your home.



3 **Read the text again and decide on the best title.**

1 The world in your room
2 Why is your room always such a mess?
3 Made in China.

4 **Work in pairs. Investigate where your things were made.**

1 Think about the things around you. Predict which country the most things were made in.
2 Look at five objects around you. Find out where they were made.
3 Write where the objects came from on the board to make a class list.
4 Which country were the most things made in? Was your prediction correct?

Learning outcomes:
- to listen for specific information
- to skim, scan and read for detail

New language: *Indonesia, Japan, Germany, tidy away, part, French, subtitles, change the channel, series, mess*

Recycled language: countries (*India, China, the USA*), everyday objects, clothes, home, furniture, *flag, stripe*

Critical thinking: Formulates and verifies hypotheses

Cognitive control functions: Cognitive flexibility

Materials: items made in different countries (optional)

Warm-up

Aim: to activate vocabulary
- Tell students to imagine they are putting all the things they use every day in one bag.
- Elicit what they put in there. Give some examples, if necessary, e.g. *a mobile phone, key ring*.
- Students compare their ideas in pairs.

1 073 SB p76 **Match the flags and the countries. Listen and check.**

Aim: to activate world knowledge and practise listening
- Focus on the flags and elicit the ones students remember (from Level 3).
- In pairs, students match the flags with the countries.
- Play the recording. Students check their predictions.

For script see TB pXXX.
- Check with the class.

Stronger students: Practise describing the flags in pairs, as in the audio script, e.g. *It's red with gold stars.* (China) *It has black, red and yellow stripes.* (Germany)

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

2 SB p76 **Read the blog. Find one thing that comes from each country in Activity 1.**

Aim: to practise skimming and scanning
- Students read the text quickly to find a product/thing for each country in Activity 1. They can underline the information in the text.
- Check with the class.

Key: India: jeans and T-shirt, Indonesia: trainers, China: computer, Japan: TV, the USA: TV (police) series, Germany: car

3 SB p76 **Read the text again and decide on the best title.** Exam skills

Aim: to practise reading for detail
- Students take turns to read the text aloud around the class.
- Students choose the best title individually, then compare ideas in pairs.
- Elicit and discuss as a class. Explain any new vocabulary.

Key: The world in your room

4 SB p76 **Work in pairs. Investigate where your things were made.**

Aim: to practise making and testing hypotheses
- Read the first instructions. Students look around them and think.
- Elicit ideas and tell students to write down the country they think most things are made in.
- Read the second and third instructions. Students look for 'Made in …' information on the products and tell you the countries.
- Students work out which country the most things were made in.
- Find out which students predicted the correct country.

1 023 WB p76 **What did each person in Mrs Salt's family buy in the souvenir shop? Listen and write the letter. There is one example.** Exam skills

Aim: to practise listening for specific information

For script see TB pXXX.

Key: Daisy b, Anna a, John c, Katy g

2 WB p76 **Choose two more souvenirs from Activity 1 and write a sentence about each one.**

Aim: to practise describing objects

Ending the lesson

Aim: to practise speaking and memory skills
- Pairs play a memory game with the flags in SB Activity 1. Student A has his/her book open and asks, e.g. *Which flag has red, yellow and black stripes?* Student B has his/her book closed and answers, e.g. *Germany!* They swap after three turns.

Extension activity

Aim: to practise describing objects
- Students work in pairs. They look at the pictures in WB Activity 1. Student A makes a sentence about one of the items, Student B points to the correct item, e.g. *They're for protecting your eyes in the sun.* (sunglasses). Then they swap.

Learning outcomes:
- to listen for specific information
- to take part in a group discussion
- to write a short description

New language: *Nigeria, South Africa, definitely, advantages, disadvantages, cereal (WB): wheat, in exchange, corn, chillies*

Recycled language: food and drink, *Spain, the USA, Argentina, Brazil, kilometre, breakfast, bowl*

BIG QUESTION to think again about the Big Question *What can we buy in different countries?*

Critical thinking: Makes predictions and estimations from given information

Critical thinking (WB): Sorts and classifies objects and activities according to key features

Materials: world map (optional), packaging from breakfast foods, showing country of origin

Warm-up

Aim: to review key language
- With books closed, elicit what the students remember from the previous lesson, e.g. *Where was the computer in the bedroom made?* (China)

1 074 SB p77 **Listen and draw lines from the countries to the food.**

Aim: to practise listening for specific information
- Focus on the photos and elicit the foods, including ingredients of the burger (meat, tomatoes, lettuce, bread).
- In pairs, students predict which countries each food comes from. For the burger they need to think about the meat and the tomatoes.
- Play the recording. Students listen and check predictions.

For script see TB pXXX.

Key: 1 c, 2 e b, 3 a, 4 d

2 075 SB p77 **How many miles has the food come? Listen again and write the numbers in the boxes. What is the total?**

Aim: to practise listening for detail
- Check understanding of 'food miles'.
- Play the recording. Students listen for the numbers. They compare in pairs.
- Play the recording again. Check with the class.

Key: Nigeria: 3,000, Spain: 1,000, The USA: 4,000, South Africa: 6,000, Argentina: 7,000, Total: 21,000 miles

3 SB p77 **Discuss in small groups.**

Aim: to give students practice in taking part in a discussion
- Read the questions and check comprehension of *advantages* and *disadvantages*.
- Put students into groups of four.
- Students take turns to give their ideas and opinions.
- Discuss the questions as a class.

4 SB p77 **Find out where all the food for your breakfast comes from and how far it has to travel. Write a short paragraph.**

Aim: to practise writing and unit language
- Read the model text. Brainstorm breakfast foods.
- Provide students with access to the internet so that they can find out where their food comes from or help them find the country of origin on packaging of breakfast foods.
- Students write the first draft, swap their work with a partner and give feedback.
- They write a final draft in their notebooks. They can also add it to their Portfolio.

1 WB p77 **Read the conversation and choose the best answer. Write a letter (A–H) for each answer. You do not need to use all of the letters.** Exam skills

Aim: to practise reading for detail

Key: (G), H, A, E, C

2 WB p77 **Where are the foods from? Read and write the foods in the correct place.**

Aim: to practise reading for specific information

Key: From Europe: wheat, oranges, lemons

From South America: tomatoes, pineapples, potatoes, corn, chillies, chocolate

From Asia or Africa: bananas, coffee, sugar, rice

Ending the lesson

Aim: to review the lesson
- Discuss the different ways food travels (e.g. it is better for the environment to buy fruit which is transported by boat, rather than plane, such as bananas and melons).

Extension activity

Aim: to enable students to share information
- In groups, students read the texts they wrote for SB Activity 4.
- They find out if they wrote about similar foods.

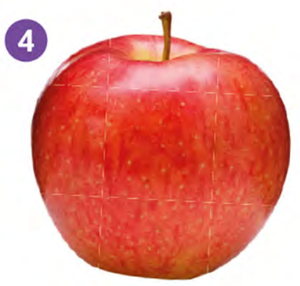
1 074 Listen and draw lines from the countries to the food.



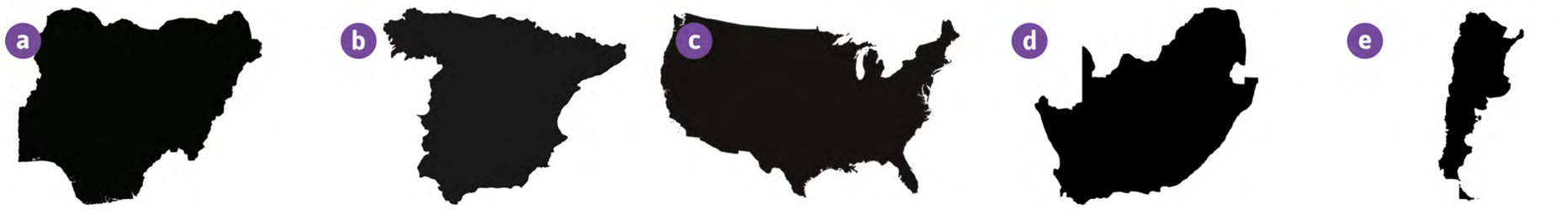








Total food miles _____



a Nigeria ☐ b Spain ☐ c The USA ☐ d South Africa ☐ e Argentina ☐

2 075 How many miles has the food come? Listen again and write the numbers in the boxes. What is the total?

3 Discuss in small groups.

1 What food that you eat comes from other countries?
2 What food that you eat definitely comes from your country?
3 What advantages are there to eating food that travels a long way?
4 What disadvantages are there to eating food that travels a long way?

Oranges come from …

… is a food that comes from our country.

4 Find out where all the food for your breakfast comes from and how far it has to travel. Write a short paragraph.

For breakfast today, I had a bowl of cereal with milk and a banana. The cereal came from the USA. The banana came from Brazil, but the milk came from my own country.

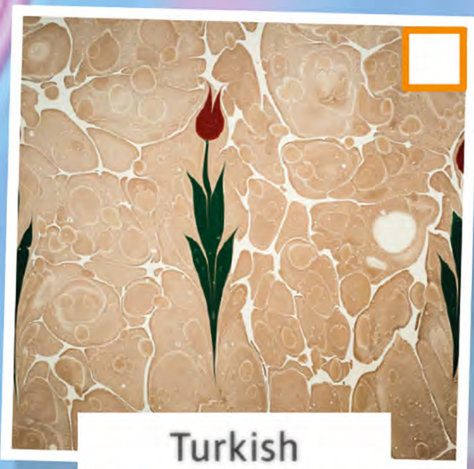


Marbling

What are some traditional arts?

1 076 Listen and number the photos.


marbling


Turkish marbled paper


swirls of paint

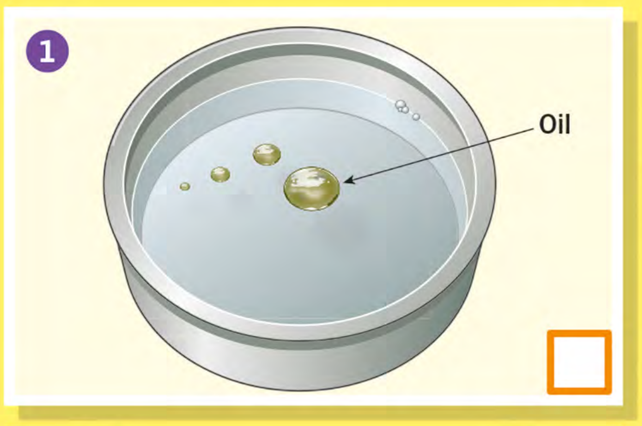

artist's oil

Super fact!

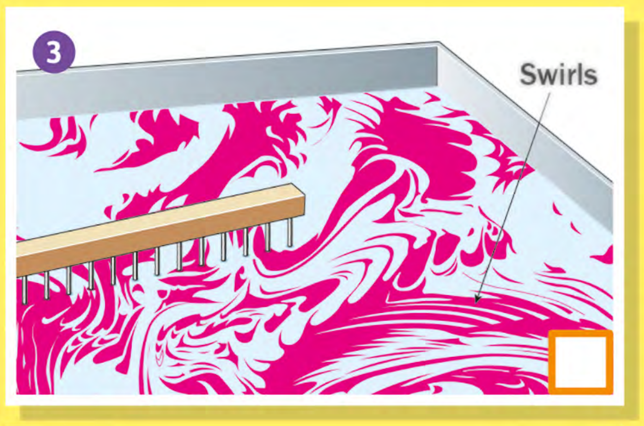
It takes two years to learn how to be an Ebru artist.

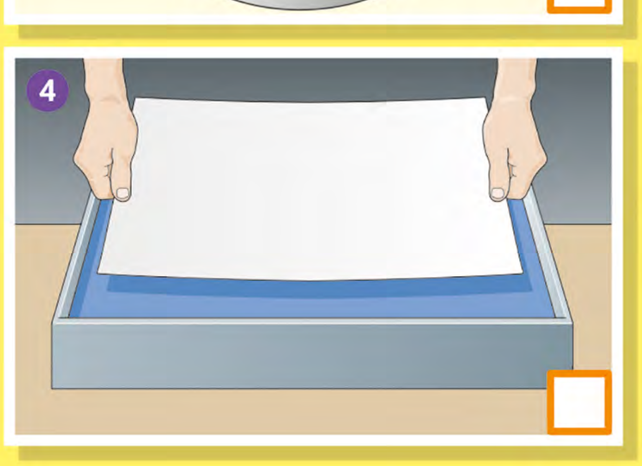
2 Read about the art of paper marbling. Match the pictures with the instructions.

Paper marbling is a kind of art that is sometimes made in Turkey. Turkish artists use paper, oil, water and paint to make art in bright colours. In Turkey, this is called Ebru marbling. Ebru means 'cloud art'. Turkish artists can make amazing patterns, flowers and leaves by marbling.













a After that, the artist puts paper into the water.
b First, the artist puts some artist's oil in a bowl of water.
c The artist takes the paper out of the water.
d Next, the artist uses a comb to make swirls of paint.
e The oil and paint made a beautiful marbled pattern.
f Then, the artist uses a brush to drop some paint on the water.

Learning outcomes:
- to learn more about Art through English
- to practise reading

New language: *marbling, marbled (paper), swirl, drop* (v) **(WB):** *mosaic, design (n), exist, public (building), church, video game*

Recycled language: artists' materials, *artist, bright, pattern, flower, leaves*

Digital flashcards: souvenirs

Warm-up

Aim: to introduce the topic of art as souvenirs
- Review souvenir vocabulary with the digital flashcards.
- Ask students which of the items are made by artists (they might suggest the jewellery, the plate, the cup and saucer, the rug and the basket).
- Ask students if they have any things made by artists at home; what they are and where they came from.

SB p78 What are some traditional arts?

Aim: to raise students' awareness of traditional arts
- With books closed, play the *Think and learn* video.

For videoscript see TB pXXX.
- Students watch again to answer *What are some traditional arts?* Play the video again and elicit answers (e.g. origami, basket-making). If students answer in L1 provide new vocabulary from the video, e.g. *ink, dye, batik*.
- Ask what type of traditional art from Turkey is in the video. Explain it is *paper marbling* and say *Let's find out more!*

1 076 SB p78 Listen and number the photos.

Aim: to present vocabulary about paper marbling
- Play the recording. Students listen and number the photos.

For script see SB p78.
- Elicit answers and check comprehension.
- Play the recording again. Students repeat the words.

Key: 3, 4, 1, 2

2 SB p78 Read about the art of paper marbling. Match the pictures with the instructions.

Aim: to practise reading and extend knowledge about paper marbling
- Tell students to read the first section only and find out what 'Ebru' means and what kind of patterns Turkish artists usually make on marbled paper.
- Elicit answers ('Ebru' means 'cloud art', they usually make flowers and leaves).
- Read the 'Super fact' and check comprehension of *take* (for time).
- Students read the instructions (a to f) and match each with a picture. They compare answers in pairs. Check comprehension of new words (*swirl, drop*).

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

1 WB p78 Read and match.

Aim: to practise reading skills

Key: 1 surface, 2 mosaic, 3 pieces of glass and stone

2 WB p78 Look and read. Write *t* (true), *f* (false) or *ds* (doesn't say).

Aim: to practise reading for specific information

Key: 2 f, 3 t, 4 f, 5 t, 6 ds

Lesson review
- Elicit what students learned today and write it on the board, e.g. *Today I've learned about Turkish paper marbling*. Students copy in their notebooks.

Extension activity

Aim: to review language from the lesson
- Define words from the lesson, e.g. *It's something Turkish marbling artists use to swirl paint.* Students guess, e.g. *It's a comb.*

Extra support: Write the words on the board for students to choose from. Suggest definitions: *It's what a marbling artist puts in water before adding paint. (Oil.) It's what the artist uses to drop paint on the water. (A brush.) It's how long it takes to be a Turkish marbling artist. (Two years.)*

Learning outcomes:
- to learn more about Art through English
- to complete a project

New language: *float, ink, stick* (n)

Recycled language: artists' materials, *drop, blow, pattern, hair*

Critical thinking: Uses tables, charts, mind maps, etc. to evaluate ideas or options

Creative thinking: Uses different media to make and describe his/her own ideas

Critical thinking (WB): Makes predictions and estimations from given information

Materials: per pair: a large bowl, two squares of white paper which fit inside the bowl (not shiny paper), liquid watercolour paints in different colours, cold water, vegetable oil, two paintbrushes, two clean sticks (e.g. toothpicks) or pencils, tissues.

Warm-up

Aim: to review paper marbling
- Ask what artists need to do paper marbling.
- Students try to remember the instructions from the Student's Book, then look back at page 78 to check.

3 077 SB p79 Read about *suminagashi* and write the words. Listen and check your answers.

Aim: to practise reading and listening
- Focus on the photos and check comprehension of *ink*.
- Students read and complete the text in pairs.
- Play the recording. Students listen and check.

For script see SB p79.

Key: 1 paint, 2, pattern, 3 blow, 4 leaf

4 SB p79 Show how paper marbling is the same and different in Turkey and Japan. Write the numbers in the Venn diagram.

Aim: to practise reading and using graphic organisers
- Explain how the Venn diagram works (the things the two types of marbling have in common will be in the part where the two circles intersect).
- Students read and write numbers in the diagram in pencil.
- Check as a class.

Key: Ebru: 5, 6; Suminagashi: 2, 7; Both: 1, 3, 4

5 Project SB p79 Make some marbled paper.

Aim: to enable students to apply their knowledge of marbling.
- Give out the materials to each pair of students.
- Students fill their bowl with water, leaving a few centimetres above the water.
- Pairs drop a little oil in the water then take turns to drop colour on the surface, using paintbrushes. They place the drops right across the surface. They can drop one colour on top of another, but the water should not be mixed.
- Students use pencil tips or sticks to carefully disturb the paint. They can try to make a pattern with the colours.
- Once they are happy, pairs carefully place a square of paper on the surface of the water so that it floats. They tap the paper gently to make sure that it is in contact with the paint. Remind students not to push the paper under the surface or let it sink.
- After a minute, pairs peel their paper off the water and lay it flat. If there is a lot of excess liquid, they pat it off with a tissue.
- Pairs can refill their bowls with fresh water and repeat with new colours and paper.
- Leave the marbled papers in a safe place to dry.
- Once the papers are dry, display them around the classroom. Students can use the paper to make gift wrap, greetings cards or notebook covers.

3 WB p79 Look, read and number the pictures.

Aim: to practise reading for detail

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

4 WB p79 Look. What do you think the mosaic will show?

Aim: to encourage predicting skills

5 WB p79 Colour and check. Was your prediction right?

Aim: to encourage creativity

6 Project WB p79 Follow the instructions in Activity 3 to make your own paper mosaic.

Aim: to encourage creativity and practise reading

Lesson review

Aim: to review what students have learned in the lesson
- Write on the board: *Today I've …*
- Elicit what students did today, e.g. *made some marbled paper.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

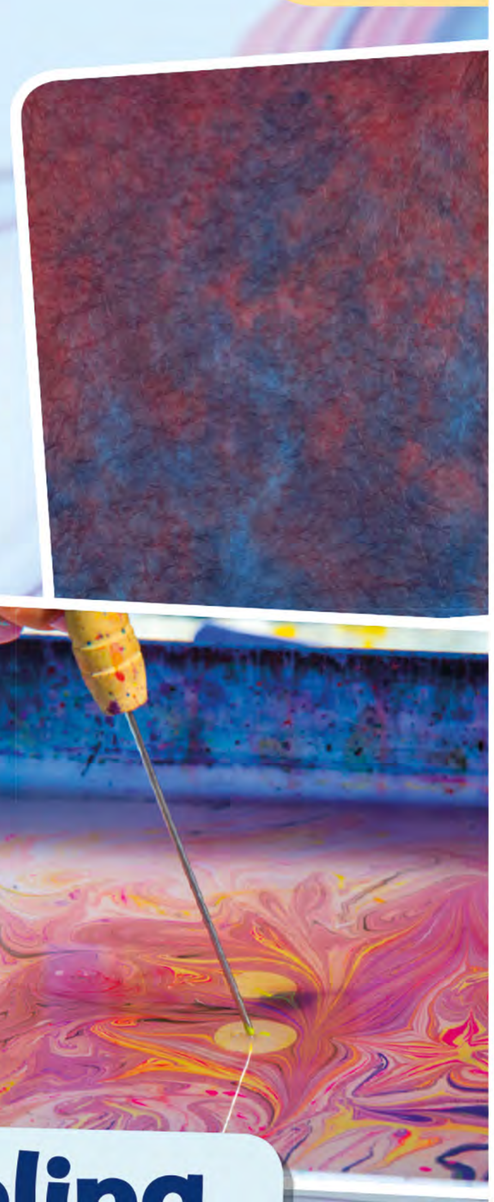
Aim: to personalise the topic
- Students research local traditional art and write a short text about it.

3 077 **Read about *suminagashi* and write the words. Listen and check your answers.**

blow paint leaf pattern

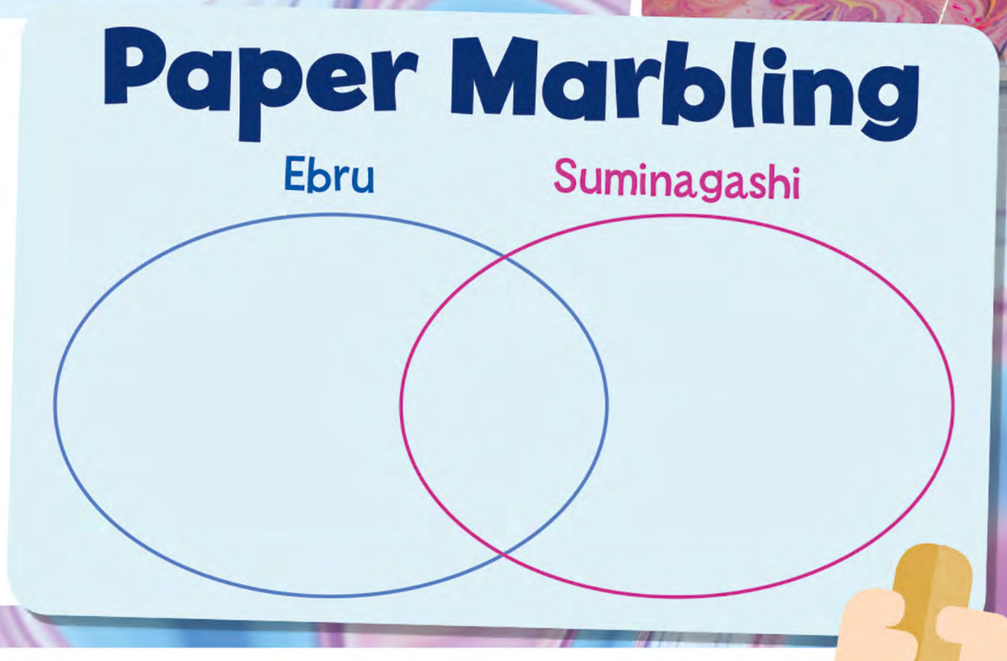
In Japan, marbling is called *suminagashi*, which means 'floating ink'. Japanese artists drop ink into the water, not **(1)** _____. The artists watch the **(2)** _____ that the ink makes and drop more ink into the water. Sometimes the Japanese artists **(3)** _____ the ink to make it move. Sometimes they use some hair or a **(4)** _____ to make beautiful patterns in the ink.





4 **Show how paper marbling is the same and different in Turkey and Japan. Write the numbers in the Venn diagram.**

1 Artists use paper and water.
2 Artists use a hair or leaf to make patterns.
3 Artists often use bright colours.
4 Artists put paper on top of the water.
5 Artists use a comb to make swirls.
6 The name means 'cloud art'.
7 The name means 'floating ink'.



5 Project **Make some marbled paper.**

You need:

- A large bowl with about 10 cm of water in it
- Some oil
- Two or three different colour paints
- Two or three paint brushes
- A piece of white paper
- A clean stick or pencil

What to do:

1 Drop a little oil into the water.
2 Put some paint on the first paintbrush.
3 Slowly drop a little paint into the water and watch it move.
4 Put a different colour paint on the second paintbrush.
5 Slowly drop a little of this paint into the water.
6 Take the stick or pen and use it to make patterns in the water.
7 Put a piece of paper on top of the water and then take the paper out of the water.
8 Look at your art. You can use it to cover your book.

Get talking

At a clothes shop

1 Choose a role card. Read and plan.



Student A

You are the customer.

You want to buy some clothes.
Think about the following:

- what you would like to buy
- how much the item costs
- whether they have got the item in another colour or another size
- if you can try it on
- what the item is made of

Student B

You are a shop assistant.

You ask/tell the customer

- what they would like to buy
- how much the item is
- if you have the item in another size and colour
- where they can try the item on
- what the item is made of

2 Act out your dialogue.

Student A

I'm looking for …
How much is/are … ?
Could you show me a different … ?
Have you got it in another … ?
Do you mind if I … ? / Can I … ?
What is it … ?

Student B

I can show you …
It's/They're …
Here we've got …
No problem.
I'll check if …
Come this way.
It's made of …



Learning outcomes:
- to prepare and perform a role play
- to consolidate language from the unit

New language: *item, Come this way*

Recycled language: clothes, colours, materials, making requests and asking for permission, *be made of, shop assistant, customer, try (something) on, How much is/are …? size*

Creative thinking: Acts parts in role plays or dramas

Cognitive control functions: Cognitive flexibility

Materials: Props for the role play: items of clothing

Warm-up

Aim: to review clothes vocabulary
- Students work in pairs. They stand back to back and, without looking, take turns to say what the other person is wearing, including the colours.
- Students then turn to face each other to see what they got right and what they couldn't remember.

Stronger students: Tell the class what their partner is wearing, while facing away from him/her, after the pairwork.

1 SB p80 Choose a role card. Read and plan.

Aim: to practise reading, speaking and planning skills
- Focus on the role cards, read both sets of instructions aloud and teach *item*.
- Make pairs and let students choose who will be A or B. Refer students to the boxes in Activity 2 to help them plan their role play. Elicit examples of complete sentences using language from the boxes, e.g. *I'm looking for some trainers. Here we've got some nice, black trainers.*

Extra support: Write an example role play on the board, using students' ideas and phrases from the boxes. Practise saying prices.

2 SB p80 Act out your dialogue.

Aim: to give students practice in communicating – clothes shopping
- Students practise and memorise their role plays in pairs.
- Remind students to refer to their improvement points from the last role play.

Extra support: Students write out their role play and can refer to it while practising.
- Volunteers act out their role plays for the class, using real clothes as props, if possible.

1 WB p80 Correct the sentences by writing the missing word from the box in the right place.

Aim: to review sentence structure

Key: 2 Do you mind if I use your sunglasses? 3 You shouldn't worry that you forgot your cap. Use one of mine. 4 Make sure that you bring a coat. It's cold at the moment. 5 Could you come over and help me for a moment, please? 6 You should try to remember these words. They are very useful.

2 WB p80 Join the pieces to make words and use them to complete the sentences.

Aim: to practise spelling and comprehension

Key: 2 saucer, 3 carpet, 4 mosaic, 5 basket

3 WB p80 Complete the sentences with your own ideas.

Aim: to personalise language from the unit

Ending the lesson

Aim: to develop self-assessment skills
- Give feedback on the dialogues. Make general points.
- In their role play pairs, students discuss how their performances went and how they will improve next time.

Extra support: Write ideas on the board for students to copy.
- Each student writes these improvement points in their notebook to refer to next time.

Extension activity

Aim: to enable students to practise shopping
- Put students into different pairs. They improvise a new role play, like the one they worked on in SB Activity 2. Encourage them to imagine they are in a different type of shop, looking for a present for a friend or family member (e.g. a toy shop or a sports shop).

Learning outcomes:
- to review language from the unit
- to reflect on learning
- to make a portfolio to show progress and write a leaflet

BIG QUESTION to think about the Big Question *What can we buy in different countries?*

New language: *trainer, tip, (team) member, unfair*

Recycled language: vocabulary and grammar from the unit, *leaflet*

Creative thinking: Develops ideas through planning, research or review

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument

Cognitive control functions (WB): Cognitive flexibility

Creative thinking (WB): Uses own ideas for doing creative activities like retelling stories

Materials: Digital or print portfolios

Warm-up

Aim: to review portfolios
- Elicit what the students did for their portfolios in the previous unit.
- Students look at each other's portfolios and compare their work.

1 SB p81 Gavin is a new member of the basketball team. The trainer has written some rules for him. Write *should* or *shouldn't*.

Aim: to review vocabulary and language from the unit
- Focus students on the photo and elicit the sport and that the children are in a *team*. Teach *team member*.
- Students read the tips individually and complete them with *should* or *shouldn't*.
- They compare and discuss answers in pairs.
- Check with the class. Elicit the meaning of *unfair*. Ask students if they can think of any tips to add.

Key: 1 should, 2 should, 3 shouldn't, 4 shouldn't

2 SB p81 Make notes to complete the table.

Aim: to practise making notes
- Read the headings and check comprehension.
- Students make notes individually, then compare ideas in pairs.
- Check their work.

3 SB p81 Write a leaflet giving advice to a visitor to your town.

Aim: to give students practice with writing a leaflet from notes
- Students expand their notes from Activity 2 to write a leaflet.
- Read the *What to say* box and remind students to plan their work carefully. Their leaflets can be short and simple, but their advice must include negative and positive sentences.
- Students turn to the *My portfolio* writing practice section on page 123 of the Workbook.
- Work through the exercises with the class.
- Monitor as students write a first draft. Students can swap these drafts and give each other feedback.
- Students write a final version. They can add the final draft to their portfolio with pictures or photos of their town.

1 WB p81 Read and tick ☑. Then write examples.

Aim: to practise unit grammar and vocabulary

2 WB p81 Write sentences to answer the Big Question.

BIG QUESTION Aim: to enable students to revisit the Big Question and consolidate learning

3 WB p81 Imagine your friends don't know what to do for their holiday. Write an email to give them advice.

Aim: to practise writing

Ending the lesson

Aim: to review the topic of souvenirs
- Ask students to brainstorm all the souvenirs they have learned about in the unit. Pairs make a list in their notebooks. Set a time limit.
- See which pair thought of the most words. They take turns to write the words on the board. The rest of the class help with spelling.

Stronger students: Ask about each item: *What's it made of? What's it used for?*

Extension activity

Aim: to enable students to share what they have learned
- In pairs, students look through Unit 6 and discuss what they have learned in this unit.
- Encourage students to talk about what they are good at, as well as what they need to improve.

6

Think and write

A leaflet giving advice

1 Gavin is a new member of the basketball team. The trainer has written some tips for him. Write *should or shouldn't.*

TIPS FOR BECOMING A BASKETBALL STAR!

- Practice is on Monday and Friday. All team members **(1)** _____ be at the sports hall by 5 p.m. Training starts at 5.15 p.m.
- You **(2)** _____ always be friendly with the other team members. We can only become a good team if we are friends.
- You **(3)** _____ worry if you make mistakes.
- You **(4)** _____ be unfair. Basketball is a sport!



2 Make notes to complete the table.

Tips for visiting our town

Places to visit or not to visit:	Money and what to buy:
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____
The weather and clothes to wear:	**Where and how long you stay:**
1 _____	1 _____
2 _____	2 _____
3 _____	3 _____

3 Write a leaflet giving advice to a visitor to your town.

What to say

Before you start writing, take time to think. Make notes.
Think about:

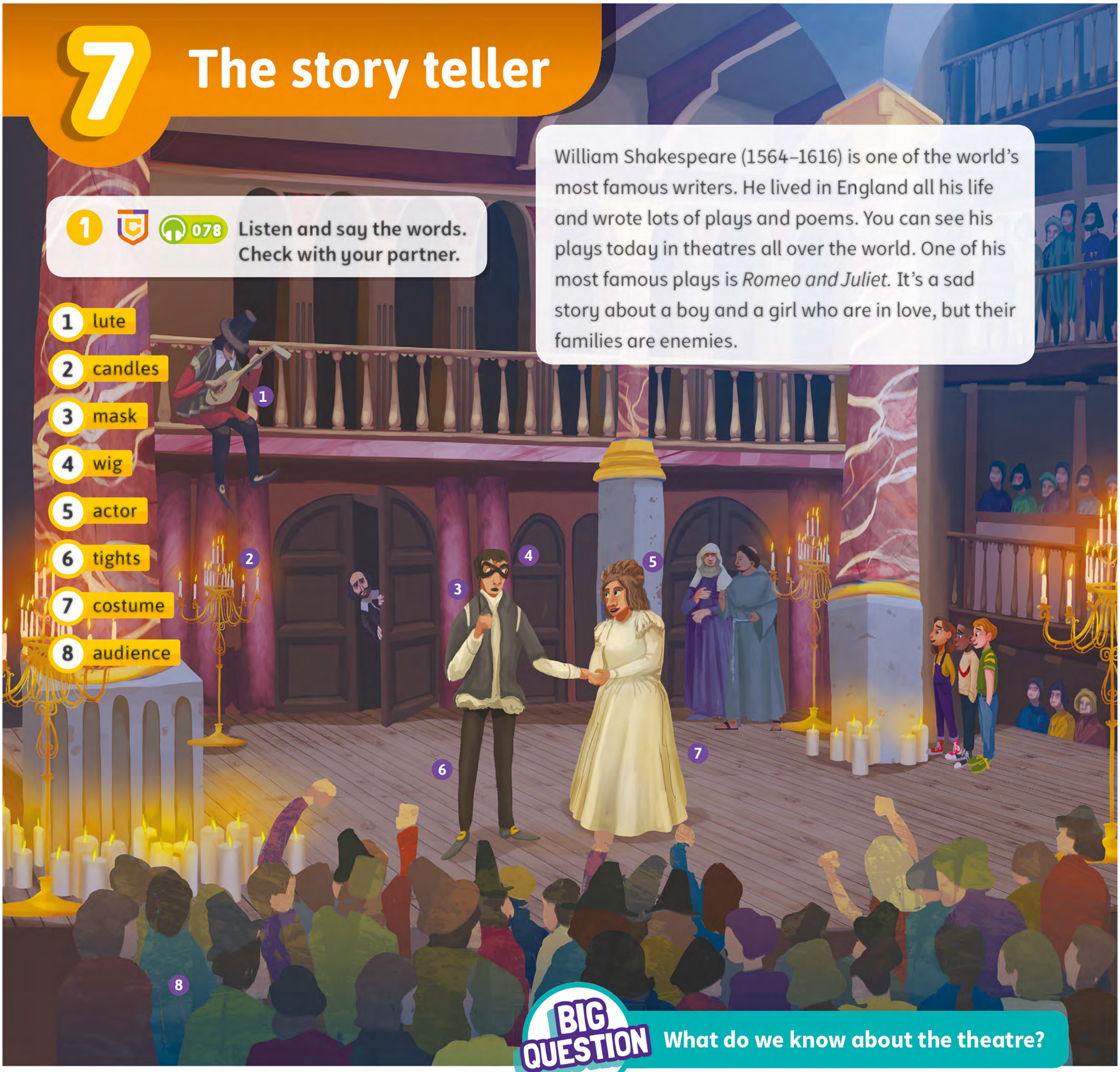
- places they should visit.
- places they shouldn't visit.
- the weather and what clothes they should wear.
- how much money they should bring and what they should buy.
- where they should stay.
- how long they should stay.

7 The story teller

William Shakespeare (1564–1616) is one of the world's most famous writers. He lived in England all his life and wrote lots of plays and poems. You can see his plays today in theatres all over the world. One of his most famous plays is *Romeo and Juliet.* It's a sad story about a boy and a girl who are in love, but their families are enemies.

1 078 **Listen and say the words. Check with your partner.**

1 lute
2 candles
3 mask
4 wig
5 actor
6 tights
7 costume
8 audience



BIG QUESTION What do we know about the theatre?

2 079 **Read, listen and complete the sentences.**

1 Alex thinks the theatre is _____.
2 Mrs Butler showed them photos of _____ and the Globe _____.
3 The audience _____ the play.
4 Phoebe thinks the play is _____.

3 **Choose a word. Describe it for your partner to guess.**

These people are in films and plays.

Learning outcomes:
- to learn and use vocabulary for plays and the theatre
- to practise listening and speaking

BIG QUESTION to start to think about the Big Question *What do we know about the theatre?*

New language: *audience, candles, mask, lute, actor, wig, costume, tights, writer, England, play* (n), *be in love, enemies*

Revision: *poem, theatre*

Cognitive control functions: Working memory

Critical thinking (WB): Classifies objects and activities according to key features

Materials: pictures of the Globe Theatre in London (optional)

Digital flashcards: plays and the theatre

Warm-up

Aim: to introduce the topic of plays and the theatre
- Ask who does drama or goes to the theatre with their families.
- Find out what plays and playwrights students know.

Presentation

Aim: to present vocabulary for plays and the theatre
- Use the flashcards to present the new vocabulary.
- Read the text at the top of the Student's Book page aloud while students follow.
- Explain what the Globe Theatre was. Show photos of the reconstructed theatre in London, if possible.

1 078 SB p82 Listen and say the words. Check with your partner.

Aim: to practise vocabulary for plays and the theatre
- Students look at the picture. Ask *Where are the Explorers? (At the theatre.) Are they still in the present? (No, they're in the past.)*
- Play the recording. Students listen and repeat.

For script see SB p82.
- Play the recording again. Students practise in pairs.

BIG QUESTION What do we know about the theatre?

Aim: to encourage students to think about plays and the theatre
- Read the Big Question.
- In pairs, students brainstorm words and phrases about the theatre. Help with new vocabulary. Elicit initial ideas (e.g. *director, script, tickets*).

Note: Some of the discussion will need to be in your students' first language (L1).

2 079 SB p82 Read, listen and complete the sentences.

Aim: to practise listening
- Read the sentences aloud.
- Play the recording twice. Check with the class.

For script see TB pXXX.

Key: 1 wonderful, 2 Shakespeare, Theatre, 3 don't like, 4 Romeo and Juliet

3 SB p82 Choose a word. Describe it for your partner to guess.

Aim: to practise speaking
- Students do the activity in closed pairs.
- Elicit example definitions from different pairs.

1 WB p82 Read and complete the text.

Aim: to practise writing theatre vocabulary

Key: 2 wig, 3 costumes, 4 tights, 5 mask, 6 audience

2 WB p82 Use a verb from box A and a noun from box B to complete the sentences.

Aim: to practise using verb phrases

Key: 2 wear, mask, 3 be, actor, 4 Audiences, stand up, 5 plays, lute, 6 gets, tights

3 WB p82 Write the words in the correct column.

Aim: to practise categorising vocabulary

Key:
Things to wear: costume, tights, necklace, wig, mask
People: sheriff, robber, waiter, cowboy, vet, train driver
Buildings: jail, tourist office, museum, underground station, bridge, theatre

Ending the lesson

Aim: to review new vocabulary and test memory skills
- Students study the picture in the Student's Book for two minutes, then close their books. Ask questions, e.g. *Who is wearing a mask – Romeo or Juliet?*

Extension activity

Aim: to consolidate vocabulary
- Students write the new vocabulary in their notebooks or vocabulary books.
- For each word or phrase, they draw a picture and write a definition, e.g. *A lute is a musical instrument made of wood.*

Learning outcomes:
- to make offers and promises using *will*
- to practise speaking

Recycled language: plays and the theatre, family, *item, necklace, bracelet, queen, king, sword, blonde, thirsty, hungry, do homework, heavy, cold, camera*

Digital flashcards: plays and the theatre

Warm-up

Aim: to review vocabulary for plays and the theatre
- Describe one of the theatre words, e.g. *This is something you wear on your head. It covers your hair.* Students guess, e.g. *Wig!* Show the flashcard to confirm. Volunteers think of the next word and lead the activity.

Presentation

Aim: to present *will* for offers and promises
- Write on the board: *1 This homework is difficult. 2 I can't find my mobile phone.*
- Give examples of offers and promises to respond to the examples, using *will*, e.g. *1 My sister will help you. 2 I'll lend you my phone.*
- Say the sentences. Students repeat as a class and in groups.
- Write the examples on the board. Remind students of the grammar (infinitive after *will* without *to*).

1 080 SB p83 **Read and listen to the dialogue. Who brings each item? Write the names below the items.**

Aim: to practise reading for specific information
- Elicit what's in the pictures. Check understanding of *blonde, sword* and *bracelet.*
- Play the recording. Students read and listen to find the names.

For script see SB p83.
- Students compare answers. Play the recording again.
- Check with the class. Elicit sentences, e.g. *Daisy'll bring the blonde wig.*

Key: 1 Daisy, 2 Harry, 3 Adam, 4 Adam, 5 Paul, 6 Lily

2 SB p83 **Complete and say the sentences with *'ll* and the verb in brackets.**

Aim: to focus students on grammatical form
- Check comprehension of the verbs in brackets.
- Students make the sentences in pairs, then practise saying them.

Key: 1 I'll bring a wig. 2 I'll make a sword. 3 I'll check at school. 4 I'll ask my sister.

3 081 SB p83 **Watch, listen and say.**

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice. Students follow along.
- Check understanding of the grammar.
- Students turn to the Language focus section on page 125 of the Student's Book.
- Work through the first half of the page with the class.
- Play the audio. Students join in and practise the sentences in pairs.

For script see SB p83.

4 SB p83 **Work with your partner. How can you help them? Then swap roles.**

Aim: to practise making offers and promises with *will*
- Make pairs. Student A says one of the sentences. Student B gives a meaningful answer with *will*. They take turns to choose and respond.

1 WB p83 **Match the sentence halves.**

Aim: to practise key language

Key: 2 Great idea. I'll build a stage right there by the tree. 3 And then I'll get the monkeys to sing a funny song. 4 We'll ask the snake to join in, too, and bring his friends along.

2 WB p83 **Look and write the sentences.**

Aim: to give students practice with *'ll*
Key (possible answers): **2** I'll make you some dinner. **3** I'll help you. **4** I'll take you in the car. **5** I'll buy it. **6** I'll help you fix/mend it.

3 WB p83 **Your parents ask you to help in the house. Write three things you'll do.**

Aim: to personalise the language

Ending the lesson

Aim: to practise making promises
- Start a chain, e.g. Teacher: *At the weekend, I promise I'll tidy my room.* Student A: *At the weekend, I promise I'll tidy my room and I'll do my homework .* Student B adds a promise and the chain continues in this way.

Extension activity

Aim: to review promises and offers
- Make groups of four. Students share the things they wrote for WB Activity 3.
- Elicit all the different sentences and write them on the board.
- Students write out one promise, take it home and try to keep it!

1 080 **Read and listen to the dialogue. Who brings each item? Write the names below the items.**

Paul What do we need for the play?

Lisa We need costumes, two wigs, a necklace and a bracelet for the queen and a sword for the king. I'll bring the costumes.

Daisy I'll bring a blonde wig from my grandmother.

Harry I think we've got a black wig at home. I'll ask my mum if I can have it.

Lisa Great. What about the necklace and the bracelet?

Adam I'll check at home. I'm sure my sister has got lots of them.

Lisa Excellent. What about a sword?

Lily I'll make one.

Paul I'll bring some hats. We've got lots of old ones at home.

Lisa Great. Thank you all. See you tomorrow at three.

1 

2 

3 

4 

5 

6 

2 **Complete and say the sentences with *'ll* and the verb in brackets.**

1 I a wig. (bring)
2 I a sword. (make)
3 I at school. (check)
4 I my sister. (ask)

3 081 **Watch, listen and say.**



Language focus

Why don't we do a jungle show for everyone to see?

Great idea! I'**ll build** a stage right there by the tree.

And then I'**ll get** the monkeys to sing a funny song.

We'**ll ask** the snake to join in too and bring his friends along.

4 **Work with your partner. How can you help them? Then swap roles.**

- I'm thirsty.
- I can't do my homework
- This bag is very heavy.
- I'm hungry.
- It's cold in here.
- I can't find my camera.

I'm thirsty.

I'll get you a glass of orange juice.

1 082 Listen and correct the mistakes. Then sing the song.

I'll buy you a ~~parrot~~, **(1)** _____
I'll buy you a nice hat,
I'll buy you a bracelet,
I'll buy you a car. **(2)** _____

I really don't believe you,
When you promise me these things,
You'll never buy me necklaces,
You'll never buy me rings.

I'll write you a comic, **(3)** _____
I'll tell you a secret,
I'll sing you a song,
I'll build you a house. **(4)** _____

I really don't believe you,
When you promise me these things,
You'll never write me poems,
You'll never buy me rings.

I'll take you to the circus, **(5)** _____
I'll take you to the sea, **(6)** _____
I'll take you to a show,
I'll do it all for you.

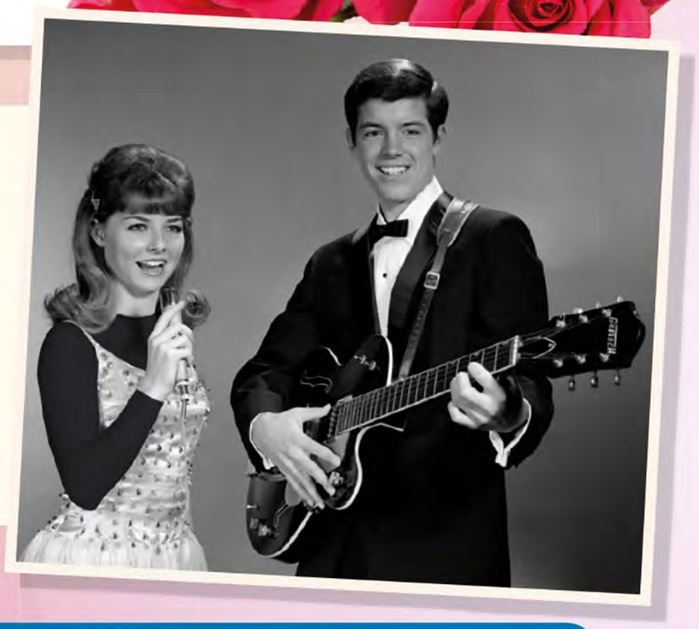
I really don't believe you,
When you promise me these things,
You'll never take me to a show,
You'll never buy me rings.





All about music: Duets

When two people sing a song together it is called a duet. Often the singers are a man and a woman and the songs are romantic ballads. These songs can be about happy times, but they are usually about when things go wrong.





What I think about this song

It's great. It's OK. I don't really like it.

Phonics

2 084 Listen and say the dialogue.



Olive Let's go to the Shakespeare Theatre!
George Isn't it a little expensive, dear?
Olive Yes, but I promise – you'll love it, George!
George Err … of course I will, Olive.



Learning outcomes:
- to join in with a song
- to learn that the letter *e* at the end of a word is sometimes silent

New language: *believe, promise (v), tell (someone) a secret, duet, romantic, ballad, go wrong, dear*

Recycled language: plays and the theatre, making promises with *will*

Phonics focus: Your students will be able to identify and say words with a silent *e* at the end (e.g. *house, people*).

Digital flashcards: plays and the theatre

Warm-up

Aim: to review vocabulary for plays and the theatre
- Display the plays and theatre flashcards.
- Volunteers write a word under the appropriate flashcard, in turn.

Extra support: The rest of the class help, by calling out letters.

1 082 SB p84 **Listen and correct the mistakes. Then sing the song.**

Aim: to practise listening for specific details and sing a song
- Play the song. Students circle the mistakes and write the correct words in the spaces.

For song lyrics see SB p84.

- Play the song again. Check answers.
- Students show what they think of the song using the traffic lights and compare in pairs.

Key: 1 ~~parrot~~ necklace, 2 ~~car~~ cat, 3 ~~comic~~ poem, 4 ~~house~~ rocket, 5 ~~circus~~ theatre, 6 ~~sea~~ zoo
- Play the song again, pausing after each verse for students to repeat.
- Use the karaoke version (83) to practise the song with the whole class and then in groups.
- Focus on the style of the song. Read the information about duets and explain any new vocabulary.

2 084 SB p84 **Listen and say the dialogue.**

Aim: to identify the silent *e* at the end of some words
- Point out that *e* at the end of a word is often silent (words like this in the lesson are *necklace, promise, theatre, people*). Contrast with words in which the final *e* shows that a previous vowel sound is long (e.g. *make, scene, time, nose and rule*).
- Focus on the picture and practise the names *Olive* and *George* (both end with a silent *e*).
- Play the recording. Students listen, read and repeat.

For script see SB p84.

- Divide the class (one half is Olive and the other George.) Students say the dialogue twice, swapping roles.

1 024 WB p84 **Listen to the song again and complete the sentences.**

Aim: to practise vocabulary from the song

Key: 2 secret, 3 song, 4 rocket

For song lyrics see SB p84.

2 WB p84 **Write the rhyming pairs. Find one more rhyme for each pair.**

Aim: to give students practice with rhyming words

Key (with possible answers): 2 hat / cat, rat, 3 things / rings, sings, 4 all / small, fall, 5 buy / fly, cry, 6 take / make, cake

3 025 WB p84 **Listen and say the words.**

Aim: to practise words with silent final *e*

For script see WB p84.

4 WB p84 **Complete the words with the endings from the box. Match the sentences with pictures a–f. The endings can be used more than once.**

Aim: to spell and say words which end with a silent *e*

Key: 1 house 2 audience / theatre c, 3 candle / table f, 4 necklace / purple a, 5 blonde / middle b, 6 people / village e

5 026 WB p84 **Listen, check and say the sentences.**

Aim: to practise words which end with a silent *e*

For script see WB p84.

Ending the lesson

Aim: to review the silent letter *e* at the end of words
- Put students in teams and dictate these words: *mouse, horse, have, give, promise, please, theatre, people, sentence, blonde.*
- Teams exchange papers and correct each other's spelling.

Extension activity

Aim: to activate students' imaginations
- In groups, students write a new verse for the song using the rhyming words from WB Activity 2 or their own ideas.
- They practise their new verse, then perform it for the class.

Learning outcomes:
- to learn and use the present perfect with *just*

New language: regular and irregular past participles, *(have a) fright, fall over, nuts*

Recycled language: parts of the body, actions, food and drink

Warm-up

Aim: to activate vocabulary
- Write *Good news* and *Bad news* on the board and check comprehension.
- Elicit examples of both, in the past simple, e.g. *Good news! I did well in the Maths test.* Encourage students to make funny sentences.
- Write the best ideas on the board.

Presentation

Aim: to present the present perfect with *just*
- Draw a picture of a wig on the board and say *I've just drawn a wig.* Prompt students to say *You've just drawn a wig.*
- Invite a student to draw a word he/she knows in English on the board.
- When the student has finished, the class say what e.g. *A cat!* and the student says, e.g. *I've just drawn a cat.* The class say *You've just drawn a cat.*
- Repeat with other actions, e.g. opening the door or window, writing on the board.
- Write an example present perfect sentence on the board. Underline *have*, the past participle and *just*.
- Ask questions, e.g. *Is the action finished?* (*Yes*) *When did it finish?* (*Very recently*).

1 SB p85 What are the actors doing? Match the pictures with the sentences.

Aim: to practise the present perfect with *just*
- Explain that each of the actor's mimes show something has just happened.
- Students read the sentences and match. They compare answers in pairs.
- Check with the class.

Extra support: Read the sentences first and explain new vocabulary, e.g. *have a fright*.

Key: 6, 4, 5, 3, 2, 1

2 085 SB p85 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice.
- Check understanding of the grammar (elicit the infinitive forms and point out that some irregular verbs have a past participle which is different from the past simple (e.g. *fallen*).
- Students turn to the Language focus section on page 125 of the Student's Book.
- Work through the second half of the page with the class.
- Play the audio. Students join in.

For script see SB p85.
- They practise the sentences from the audio recording in pairs.

3 SB p85 Play the game. Mime and say.

Aim: to practise using the present perfect
- Students play the game in pairs.
- Some pairs mime for the class.

Extra support: Practise irregular past participles of common verbs first, e.g. *swim – swum, eat – eaten, give – given*. Refer students to the list on WB page 127.

1 WB p85 Complete the sentences with the present perfect of the correct verb.

Aim: to practise key language

Key: 1 heard, 2 fallen, 3 dropped, 4 shouted

2 WB p85 Read and match.

Aim: to practise comprehension of the present perfect

Key: 2 a, 3 f, 4 b, 5 c, 6 d

3 WB p85 Read and complete the sentences.

Aim: to practise writing the new language

Key: 2 've, heard, 3 's, read, 4 has, got up, 5 's, cut, 6 has, said, 7 've, dropped, 8 's, left

4 WB p85 Look and write sentences.

Aim: to practise writing the present perfect

Key: 2 They've just caught/got a fish. 3 She's just received/got a present.

Ending the lesson

Aim: to consolidate the new language
- Play the mime game from SB Activity 3 again.
- Invite ten students to the front. Each one takes a turn to mime. The rest of the class guess by making sentences.

Extension activity

Aim: to practise writing in the present perfect
- Make pairs. Student A dictates four of the sentences from WB Activity 3 while Student B writes. Then Student B dictates the next four. They check against the WB pages.

1 What are the actors doing? Match the pictures with the sentences.



1 He's just read some good news.
2 He's just heard some bad news.
3 He's just cut his finger.
4 She's just dropped a book on her foot.
5 She's just got up.
6 She's just had a fright.

2 085 **Watch, listen and say.**



Language focus

I'**ve just heard** the explorer. Listen!
He'**s just fallen** over a tree. Look!
They'**ve just dropped** some nuts on him.
He'**s just shouted** at them. See?

3 Play the game. Mime and say.





HELPING SHAKESPEARE

1 **Go through the story quickly and find answers to the questions.**

1 How do the children think Shakespeare should change the end of his play?

2 What do the audience think of the new ending to the play?

2 086 **Read and listen to the story to check your answers.**



'Let's go and talk to Shakespeare,' said Phoebe. 'I feel sorry for him.'
'How can we help him?' answered Alex. 'I've got an idea,' Phoebe said.
The friends climbed up onto the stage. Shakespeare was sitting on a big box. The children said hello. 'I don't know what to do,' Shakespeare said. 'The audience didn't like my play. They shouted and threw eggs and vegetables onto the stage.' 'Maybe we can help you,' said Phoebe.
'I don't see how you can do that,' Shakespeare answered sadly.

Suddenly they heard shouting. 'Where is he? We want our money back!' Two men with big sticks were in the theatre looking for Shakespeare. They looked very angry. 'Stand at the edge of the stage,' said Patrick. 'Quickly, they're coming! When they're close, wave your arms in the air.' Shakespeare stood next to the box at the edge of the stage. Patrick picked up an actor's sword and he hid behind the box with Alex.
When the two men saw Shakespeare, they ran up to him shouting, 'Give us our money back!'

The men ran towards Shakespeare. When they were very close, he waved his hands and Patrick tripped them with the sword. With a loud crash they fell off the stage. 'Run, or I'll get you with my sword,' Patrick shouted. The men ran away. They were very frightened. Shakespeare was happy. 'Thank you, you've just saved my life!' he said. 'Please come to my house and have dinner with me.'

At Shakespeare's house, the children and Shakespeare talked about *Romeo and Juliet*. 'Maybe the audience didn't like the happy ending,' Phoebe said. 'Why don't you rewrite the ending so that they both die? Maybe the audience will like that ending better.' At that moment, they heard voices outside.

Learning outcomes:
- to listen to, read and role play a story
- to develop reading skills

BIG QUESTION to think again about the Big Question *What do we know about the theatre?*

New language: *feel sorry for (someone), edge, trip (someone) over, save someone's life, rewrite, so that, leave (someone) alone, ending* **(WB):** *knock (n), chase (someone) away, success*

Recycled language: the theatre and plays, *box, sword, tickets*

Cognitive control functions (WB): Working memory

Critical thinking (WB): Identifies characters, setting, plots and themes in a story

Warm-up

Aim: to review the story
- Write key words from the last story episode on the board, e.g. *Istanbul, guidebook, underground station, see the sights, find Phoebe, meet a boy, go back to Taksim, say sorry, escalator, say goodbye.* In pairs, students use the phrases to retell the story.
- Elicit a sentence of the story from each pair.

Extra support: Use the words on the board to elicit the story, prompting with questions, e.g. *What did Phoebe buy?*

Helping Shakespeare

1 SB pp86–87 **Go through the story quickly and find answers to the questions.**

Aim: to practise reading skills – skimming and scanning
- Read the title and review who Shakespeare was. Elicit the name of a famous play he wrote (*Romeo and Juliet*). Students can re-read the text on SB page 82.
- Ask questions about the pictures, e.g. *How does Shakespeare feel at the beginning of the story? What has Patrick got? Why?*
- Read the questions and check comprehension.
- Students do the task individually, with a time limit, if appropriate. They compare answers in pairs. Don't confirm answers at this stage.

2 086 SB pp86–87 **Read and listen to the story to check your answers.**

Aim: to present a story and develop reading skills
- Play the recording. Students read and listen to check their answers. Elicit answers.

For script see SB pp86–87.
- Ask what happened at the end (Shakespeare wrote a new ending which the audience liked) and where the gate was (near the stage).
- Pause to explain new vocabulary and check comprehension. Ask questions, e.g. *How did Shakespeare know the audience didn't like his play?* (*They shouted and threw eggs and vegetables.*) *How did Patrick save Shakespeare's life?* (*He tripped the two men with a sword.*)

Key: 1 They think he should make it a sad ending, not a happy one. / They think he should rewrite the ending so that they both die. 2 They like it very much.

1 WB p86 **Remember the story. Write the letters (A–E) to complete the summary.**

Aim: to review the story

Key: 1 E, 2 B, 3 D, 4 C, 5 A

2 WB p86 **Read and choose the best answer.**

Aim: to check comprehension of the story

Key: 2 c, 3 b, 4 c, 5 a

3 WB p86 **How do these items appear in the story? Write sentences.**

Aim: to review events in the story

Key (possible answers): 2 The audience throws eggs and vegetables onto the stage. 3 The actors are wearing tights. 4 Shakespeare gives the friends free tickets for the play.

Ending the lesson

Aim: to practise the story
- Put students in groups of five. They each take a role from the story (the three Time Travellers, Shakespeare and an angry audience member).
- They read through the story silently and each find which dialogue is theirs.
- Students practise their role plays, using the direct speech from the story.
- Volunteer groups role play for the class.

Extension activity

Aim: to stimulate students' creativity
- Make pairs. Students imagine what Shakespeare told one of his friends the next day.
- Students practise their role play (Shakespeare talking to his friend). Encourage the students who are the friend to ask questions and react, e.g. *Really? What happened next? Weren't you scared? Where did these children come from?*
- Pairs take turns to perform for the class.

Learning outcomes:
- to practise reading for specific information
- to identify key events in a story

New language: *light (v), electric lights*

Recycled language: language from the story, *ending, roof, sit down, stand up, leave, throw (fruit)*

BIG QUESTION — to think again about the Big Question *What do we know about the theatre?*

Critical thinking: Critically compares ideas, objects, eras, etc. to find differences or similarities

Cognitive control functions (SB and WB): Cognitive flexibility

Critical thinking (WB): Solves simple puzzles, e.g. word puzzles

Creative thinking (WB): Based on a model, develops new games, dishes, clothes, etc.

Warm-up

Aim: to review the story
- Give students time to re-read the story or play the recording again as they follow.
- Ask questions about the story, e.g. *Where were the three friends? (In London, in the Globe Theatre.) What was the play? (Romeo and Juliet) What did the audience think of it? (They didn't like it.) What did Phoebe suggest? (That Shakespeare change the happy ending to a sad one.) How did Patrick save Shakespeare? (He tripped over an angry man with a sword.) Did people like the new ending? (Yes, they did.)*

3 SB p87 Put the sentences in the correct order.

Aim: to focus students on the sequence of events in the story
- Students read the sentences individually and put them in order. Remind them to look back at the story.
- Students compare their answers in pairs. Check with the class.

Key: 5, 7, 6, 1, 2, 8, 3, 4, 9

4 SB p87 Match the differences between Shakespeare's Globe and theatres now. Can you think of another difference?

Aim: to give students practice applying what they know
- Read the instructions and do the first one as a class.
- Students work in pairs. They match the other differences and think of one more difference.
- Elicit answers and suggestions for differences.

Key: 1 c, 2 d, 3 a, 4 e, 5 b

4 WB p87 How many words of four letters or more can you make from the letters in the name SHAKESPEARE?

Aim: to practise forming words

Key (possible answers): shake, pear, speak, hear, peas

5 WB p87 Read the dialogue and use it to complete the ticket.

Aim: to practise reading for specific information

Key: 2 King Lear, 3 8th June, 4 8 p.m., 5 B24, 6 12

6 WB p87 Complete the ticket with your own ideas. Then write a short dialogue.

Aim: to practise writing and encourage creativity

7 WB p87 Have you ever been to the theatre? If so, what did you see? If not, what would you like to see?

Aim: to personalise the topic

Ending the lesson

Aim: to personalise the topic and practise speaking
- Refer students to the differences between theatres in Shakespeare's time and modern theatres in SB Activity 4.
- Ask which type of theatre experience they prefer (going to the Globe or a modern theatre). Encourage students to give reasons for their opinions.

Extension activity

Aim: to encourage creativity and practise writing skills
- Make groups of four. Using the internet or reference books, students find out the names of four other Shakespeare plays and what they are about. They make a poster with the information.
- Alternatively, students can research famous playwrights from their country, find out about some of their plays and make a poster.
- Groups take turns to present their information to the class.

7

Shakespeare opened the door. It was the men from the theatre with some of their friends. They looked very angry. 'That's him,' said one of the men pointing at Patrick. 'He's the one who had the sword.' They all started walking towards Patrick. 'Stop!' shouted Shakespeare. 'Leave the boy alone or you will never know the new ending of my play.' 'New ending?' said one of the men. 'What happens?' 'Come and see,' said Shakespeare 'There are free tickets for all of you.'





The Time Travellers watched from the side of the stage. The audience were enjoying the play and Shakespeare was very happy. At the end, the audience clapped. Shakespeare looked at the kids and waved his hand for them to join him on the stage. As they walked up to it, they saw the yellow glow in front of them. They stepped through and were gone in a flash.

3 **Put the sentences in the correct order.**

- ☐ Alex and Patrick save Shakespeare from the two men.
- ☐ Some angry men arrive at Shakespeare's house.
- ☐ Shakespeare invites the three friends for dinner.
- ☐ The three friends are in a theatre.
- ☐ The three friends talk to Shakespeare.
- ☐ Shakespeare offers some free tickets to the men.
- ☐ The audience do not like the ending of the play.
- ☐ Two men want their money back.
- ☐ The audience like the ending of the play.

4 **Match the differences between Shakespeare's Globe and theatres now. Can you think of another difference?**

Shakespeare's Globe	Theatres now
1 There were candles to light the stage.	a Everyone sits down.
2 The actors were all men.	b Most theatres are inside.
3 Most of the audience stood up.	c There are electric lights.
4 If the play was bad, people threw fruit.	d Actors can be men or women.
5 Many theatres did not have a roof.	e If they do not like the play, people leave.

1 In pairs, read the quiz and guess the numbers.

How much do you know about Shakespeare?

1 Shakespeare wrote his name in at least … different ways.
a) 3 b) 6 c) 9

2 He wrote … plays and 154 sonnets.
a) 12 b) 28 c) 37

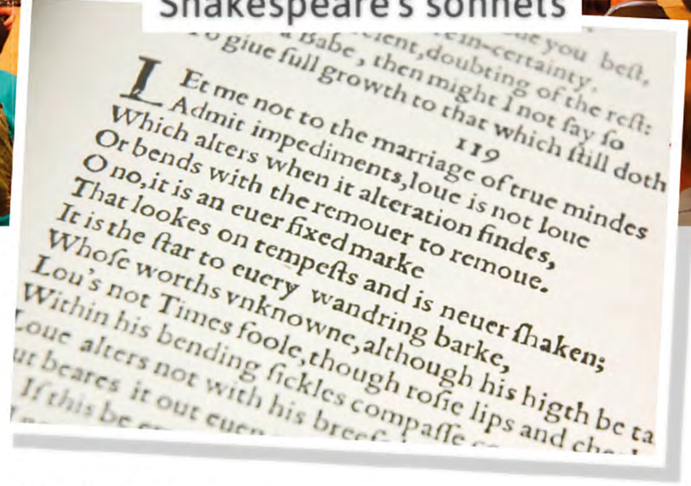
3 In 1603, about … people in London were killed by a disease called The Great Plague.
a) 10,000 b) 24,000 c) 33,000

4 Shakespeare 'disappeared' for … years.
a) 4 b) 7 c) 9

5 Shakespeare knew around … words.
a) 29,000 b) 36,000 c) 43,000

William Shakespeare


The Globe Theatre


Shakespeare's sonnets

2 087 **Listen and check your answers.**

3 **Read about 50-word stories and think about the questions.**

Can you write a story using exactly 50 words? Look at this example. It tells the story of Shakespeare's *Romeo and Juliet.* There is only one problem. It's got five words too many. Can you make it exactly 50 words long?

Romeo and Juliet fall in love. Their families are great enemies so they decide to get married in secret. Before this, Juliet pretends to die to avoid marrying a man she doesn't like very much. Romeo thinks she is dead and so he kills himself. Juliet wakes up, sees Romeo's dead body and kills herself.



4 **Think of a story you know well and write it in 50 words.**

5 **Make notes and use them to tell your story to a group. Can they guess its title?**

Learning outcomes:
- to listen for specific information
- to skim and scan a story
- to write a story

BIG QUESTION to think again about the Big Question *What do we know about the theatre?*

New language: *sonnet, disease, plague, fall in love, in secret, pretend, avoid, kill oneself*

Recycled language: the theatre and plays, *enemies, get married, die*

Critical thinking: Solves simple puzzles (e.g. word puzzles)

Creative thinking: Uses own ideas for doing creative activities like retelling stories

Warm-up

Aim: to activate vocabulary
- Elicit what students remember about Shakespeare and his plays from the previous lesson.

1 SB p88 In pairs, read the quiz and guess the numbers.

Aim: to practise reading and speaking
- Read the activity instruction and the questions. Explain the meaning of any new vocabulary (e.g. *sonnet, disease*).
- Students discuss the questions in pairs and write answers in their notebooks. Set a time limit of two minutes, if necessary.
- Elicit ideas but don't confirm answers at this stage.

2 087 SB p88 Listen and check your answers.

Aim: to practise listening for specific information
- Play the recording for students to listen, read and check their answers from Activity 1.

For script see TB pXXX.
- Play the recording again, elicit answers and pause to check understanding and teach new items.

Key: 1 b, 2 c, 3 c, 4 b, 5 a.
Stronger students: Write questions on the board and play the recording again, e.g. *Which was the correct way to spell Shakespeare?* (*Nobody knows.*) *How many lines does a sonnet have?* (*14*) *Why did people stop going to the theatre?* (*Because they could catch the plague from crowded places.*) *What do people call the years when Shakespeare disappeared?* (*The lost years.*) *How many words did Shakespeare introduce into the English language?* (*3,000*).

3 SB p88 Read about 50-word stories and think about the questions.

Aim: to practise reading for detail and editing
- Students take turns to read about the 50-word stories aloud around the class.
- Students read the story aloud around the class or in pairs.
- Students discuss in pairs which five words they could cut or how they could change the story.
- Elicit and discuss their suggestions as a class.

4 SB p88 Think of a story you know well and write it in 50 words.

Aim: to encourage creativity and practise writing skills
- Brainstorm titles of stories students know well. Read the model text again with the class.
- Students make notes individually, then try to write their story in 50 words.
- They write the first draft of their story, swap work in pairs and give feedback.
- Students write a final draft in their notebooks or add it to their portfolio.

5 SB p88 Make notes and use them to tell your story to a group. Can they guess its title?

Aim: to practise speaking
- Students use their notes from Activity 4 or make new notes to help them tell the story aloud.
- Volunteers take turns to tell the class the story. Elicit guesses. The storyteller can confirm the title by writing it on the board.

1 WB p88 Read the text. Choose the correct words and write them on the lines. Exam skills

Aim: to practise reading skills

Key: 2 on, 3 had, 4 a, 5 to, 6 because, 7 than, 8 no-one, 9 Today, 10 so

Ending the lesson

Aim: to review the content of the lesson
- With books closed, elicit what information students remember from the quiz in SB Activity 1.

Extension activity

Aim: to encourage cooperation and peer appreciation
- Make groups of four. Make sure the members of the groups choose different stories to summarise for SB Activity 4.
- Students take turns to read their story summaries. The rest of the group say what they like best about each one.

Learning outcomes:
- to read for specific information

New language: *rich, stable* (n), *lead* (pp *led*), *sell, stroke* (v), *thief, make a sound, overnight*

Recycled language: *servant, soup, rope, tie* (v), *wife, clever, touch, fur, bark* (v), *smell*

Value: being honest

Cognitive control functions (WB): Inhibitory control

Creative thinking (WB): Uses own ideas for doing creative activities like retelling stories

Warm-up

Aim: to review key language from the previous lesson
- With books closed, elicit what students remember from the previous lesson.
- Prompt with questions, e.g. *What is a sonnet? What was the plague? What are 'the lost years'?*

1 SB p89 Look at the pictures and answer the questions.

Aim: to practise predicting
- Focus on the pictures and the two questions.
- Students talk about their predictions in pairs. Encourage them to think about the title of the story, too.
- Elicit and discuss ideas as a class, without confirming answers.

2 088 SB p89 Read, listen and check your answers.

Aim: to practise reading for specific information
- Play the recording. Students follow to check the answers to the questions in Activity 1.

For script see SB p89.
- They compare answers in pairs. Check with the class.
- Students read the story again without the recording. Check understanding of vocabulary.

Key: 1 They are looking for a bed for the night. 2 He wants to sell it.

3 SB p89 Match the sentence halves to make the summary.

Aim: to practise reading for detail
- Match the first sentence halves as an example, if necessary.
- Students match individually, referring back to the story, then compare answers in pairs.
- Check with the class. Ask different students to read the completed sentences aloud.

Key: 1 g, 2 c, 3 i, 4 a, 5 h, 6 f, 7 d, 8 b, 9 e

Stronger students: Write more questions on the board. Students read again and answer, e.g. *What does Marlowe give the men to eat?* (*Soup.*) *Where does the thief hide the cow?* (*In the forest.*) *How does Marlowe know a cow is missing?* (*His servant tells him.*)

1 027 WB p89 Who said or thought it? Listen and tick ☑.

Aim: to practise reading for specific information

For script see TB pXXX.

Key: 1 Marlowe, 2 One of the men, 3 Marlowe's wife, 4 Marlowe, 5 One of the men, 6 Marlowe's wife

2 WB p89 What message can we learn from the story in the Student's Book? Underline the best summary.

Aim: to focus on the value of being honest

Key: a

3 WB p89 Look at the pictures to help you write the ending of the story.

Aim: to practise writing a story

Ending the lesson

Aim: to discuss the value of being honest
- Focus on which characters in the story were honest and which were dishonest.
- Discuss why honesty is an important value and elicit examples of when students have been honest (and perhaps dishonest!). Students can talk about this in pairs, if more appropriate.

Note: Some of this discussion may need to take place in L1.

Extension activity

Aim: to practise reading and speaking
- Students make pairs and compare the story endings they wrote for WB Activity 3. They choose their favourite version and use it to create a role play between Marlowe and the thief.
- Students practise their role plays. Volunteers perform for the class.



1 **Look at the pictures and answer the questions.**

1 What are the three men doing?

2 What does the man want to do with the cow?

2 088 **Read, listen and check your answers.**

Barney's fur

Marlowe was the richest man in the village. One evening, three men came to his house. They were tired and wanted a bed for the night.

'You can sleep in the stable,' said Marlowe, 'and my servant will bring you some soup.'

The three men said thank you and went to the stable, and the servant brought them the soup.

In the middle of the night, one of the men quietly got up. He took a rope and tied it round the cow's neck. He led the cow into a forest and tied it to a tree. 'I'll get the cow in the morning and sell her at tomorrow's market,' he thought.



Next morning, the servant went to the stable. When he saw that one cow was missing, he went to tell Marlowe. Marlowe went to the stable. 'Did you take one of my cows?' he asked.

'Of course not,' the three men answered. 'We were asleep all night.'

Marlowe told his wife about the cow. 'I'm sure that one of the three men took the cow.'

She said, 'I have a plan.'

They went to the stable and she said, 'We have a very clever dog called Barney. Go into the room where Barney is and stroke him. When the thief touches Barney's fur, Barney will bark.'



The first man went into the room. The dog didn't make a sound. The second man went in. The dog didn't make a sound. Finally, the third man went in. The dog didn't make a sound.

'Did you all touch the dog's fur?' asked the woman. 'Yes,' they said. Then Marlowe's wife asked to smell the hand they used to touch the dog. She smelt them in turn.

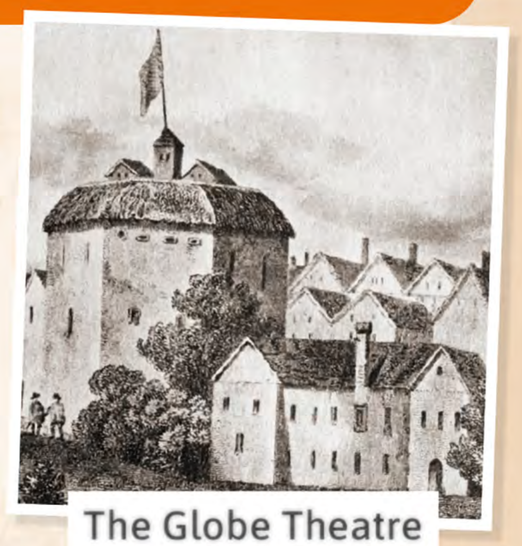
When she got to the third man, she smelt his hand and said, 'You are the thief. Your friends' hands smell of Barney. Your hand doesn't. You didn't touch Barney's fur. You didn't want Barney to bark. Now, please tell us where the cow is.'

3 **Match the sentence halves to make the summary.**

1 Three men were looking	a in the market the next day.
2 Marlowe told them to sleep in the stable	b smell of Barney.
3 In the middle of the night, one of the men	c and gave them some soup.
4 He wanted to sell it	d the dog's fur.
5 In the morning, one of the servants	e who the thief was.
6 The farmer told his wife, who	f had a plan.
7 The three men had to stroke	g for a place to stay overnight.
8 The thief's hand didn't	h saw that a cow was missing.
9 So the farmer's wife knew	i took Marlowe's cow into a forest.

Think and learn

Shakespeare's theatre



The Globe Theatre

What do we know about theatres?

1 089 Listen and number the photos.



make-up



special effects



history play



tragedy



characters props



comedy

Super fact!

Some make-up was made from mouse bones.

2 090 Read and listen to the interview about Shakespeare's theatre.

INTERVIEW

1 **TV Presenter** *What was it like inside The Globe Theatre?*

Actor It didn't smell good because the audience didn't wash often and they dropped food on the floor. The theatre was big and 3,000 people could watch a play there. The audience made a lot of noise.

2 **TV Presenter** *What kind of plays did people watch?*

Actor They watched history plays, comedies and tragedies.

3 **TV Presenter** *What costumes did the actors wear?*

Actor The actors were all men and they sometimes wore wigs and make-up. They put on very big wigs when they played important or famous characters.

4 **TV Presenter** *Did they have any special effects?*

Actor Yes. They had a thunder drum for thunder and they put special powder on candles to make them look like lightning.

What was the question? Write 1–4 beside the actor's words.

- ☐ They had a thunder drum.
- ☐ It didn't smell good and it was very noisy.
- ☐ They wore big wigs to play important characters.
- ☐ History plays, comedies and tragedies.

3 **Talk to a partner. What do you think is interesting about theatres in Shakespeare's time?**

I think it's interesting that the audience made a lot of noise.

Me too!

Learner outcomes:
- to learn more about History through English
- to practise reading for specific information

BIG QUESTION to think again about the Big Question *What do we know about the theatre?*

New language: *character, prop, special effects, history play, tragedy, make-up, comedy*

Recycled language: plays and the theatre, *mouse, bone, smell, drop, thunder, drum, powder, lightning*

Critical thinking (WB): Sorts and classifies objects and activities according to key features

Digital flashcards: plays and the theatre

Warm-up

Aim: to review vocabulary to describe plays and the theatre
- Write headings: *People, Things to wear or carry, Sound and light* on the board.
- Show each flashcard in turn, elicit the word and ask a student to put it in the correct category.
- Elicit more words for each category.

SB p90 What do we know about theatres?

Aim: to raise students' awareness of Shakespeare's theatre
- Ask students to watch the *Think and learn* video and spot the different types of entertainment. With books closed, play the video. Students tell you the entertainment they remember (*TV, cinema, theatre*) and any other facts they heard/saw.

For videoscript see TB pXXX.
- Write questions on the board: *When did TV become popular?* (*In the 1950s.*) *What types of play are mentioned in the video?* (*Comedies, musicals, history plays, tragedies.*) Play the video again and elicit answers.

1 089 SB p90 Listen and number the photos.

Aim: to present words to describe Shakespeare's theatre
- Focus on the picture of the Globe Theatre and explain that this is the theatre mentioned in the unit story and the *Think and learn* video.
- Play the recording. Students listen and number the photos.

For script see SB p90.
- Elicit answers and check comprehension. Read the *Super fact* with the class.
- Play the recording again. Students repeat the words.

Key: 3, 6, 2, 5; 4, 1

2 090 SB p90 Read and listen to the interview about Shakespeare's theatre.

Aim: to practise reading for detail
- Play the recording while students follow.

For script see SB p90.
- Check students understand the task below the interview.
- Students read the interview again and match the questions individually. They compare answers in pairs. Check with the class.

Key: 4, 3, 1, 2

3 SB p90 Talk to a partner. What do you think is interesting about theatres in Shakespeare's time?

Aim: to practise applying knowledge and speaking
- Focus on the example speech bubbles. Check comprehension of *Me too!* and elicit other phrases for agreeing or making a different point, e.g. *So do I! Really? I see what you mean, but I think … That's a good point, but …*
- In pairs, students share their ideas.
- Elicit some example exchanges.

1 WB p90 Read and complete the sentences.

Aim: to practise words to describe Shakespeare's theatre

Key: 2 props, 3 make up, 4 special effects, 5 history plays, 6 tragedies, 7 comedies

2 WB p90 History, comedy or tragedy? Read about six of Shakespeare's plays and complete the chart.

Aim: to practise reading for gist and categorising

Key: History: *Henry V*; Tragedy: *Macbeth, Hamlet*; Comedy: *The Tempest, Twelfth Night*

Ending the lesson
- Elicit what students learned today and write it on the board, e.g. *Today I've learned more about Shakespeare's theatre*. Students copy in their notebooks.

Extension activity

Aim: to encourage personalisation
- Students find out about an old theatre or cinema building in their hometown. Provide research questions, e.g. *When did it open? Who built or designed it? How has the building changed? Is it still used as a theatre/cinema today?*

Learning outcomes:
- to extend the focus on History through English
- to complete a project

New language: *shoebox, scene*

Recycled language: plays and the theatre, *prop, king, queen, rich, hurt*

Creative thinking: Compares different types of information

Creative thinking: Uses different media to make and describe his/her own designs

Materials: per group: an empty shoebox, coloured pens or pencils, paints, coloured paper or fabric, scissors, card, glue, a selection of items to use as props

Warm-up

Aim: to review theatre vocabulary and facts
- With books closed, ask the questions from the interview in the previous lesson: *What was it like inside the Globe Theatre? What kind of plays did people watch? What costumes did the actors wear? Did they have any special effects?*
- Students say what they remember, then check by re-reading the interview.

4 SB p91 Match the props and what the actors used them for.

Aim: to practise vocabulary and reading
- Students match the props and actions in pairs.
- Elicit answers.

Key: a 4, b 2, c 5, d 1, e 3

5 SB p91 Take turns to mime an action to a partner. Guess the action.

Aim: to practise interpreting language through mime and speaking
- Read the paragraph about mime and the list of actions and check comprehension.
- Students play the game in pairs. They use the list or their own ideas.
- Some pairs mime for the class.

6 Project SB p91 Make a theatre stage in a shoebox.

Aim: to enable students to apply their knowledge in a creative task
- Make pairs (or groups of three). Give each pair an empty shoebox and tell them they are going to make a scene on a theatre stage.
- Groups look back through the unit for inspiration and agree on the kind of play and scene to show. Write questions to help them on the board: *What is happening? Which characters are on stage and what are they doing? What props are there? Are there any special effects?* Students can choose a scene from a real play or invent one.
- Students make a background scene for the large back 'wall' of their shoebox. They can use coloured paper/fabric, or draw their scene on a piece of paper and stick it into the box.
- Students then draw, colour and cut out the characters who are on stage. Remind them to think about the size of the characters and their costumes and make-up. Students can include a thin strip of card below the feet of each character, they fold this backwards and use it to stick the characters onto the stage floor with tape, as though they are standing up.
- Students then select or make small props to place on the stage.
- Students present their finished 'scene' to the class. They talk about the kind of play, what's happening, who the characters are and the costumes and props.
- Display the finished stages and have a class vote about which scene students would most like to see.

3 WB p91 Read about the six Shakespeare plays again and write a name.

Aim: to review vocabulary and practise predicting skills

Key: 1 Sebastian, 2 Macbeth, 3 Richard of Gloucester, 4 Henry V, 5 Hamlet, 6 Prospero

4 Project WB p91 Read and complete the mind map about your project.

Aim: to practise using graphic organisers

5 Project WB p91 Write a short description of your stage theatre.

Aim: to practise writing

Lesson review
- Elicit what students learned today, e.g. *Today I've made a scene on a stage.*
- Write it on the board. Students copy it into their notebooks.

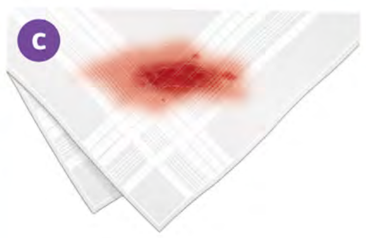
Extension activity

Aim: to extend the topic of reducing screen time
- In their project groups, students write the dialogue for the scene they have created and perform it.

4 Match the props and what the actors used them for.











1 ☐ for acting a fight
2 ☐ for acting eating a meal
3 ☐ for playing a king or queen
4 ☐ for playing a rich woman
5 ☐ for playing someone badly hurt

5 Take turns to mime an action to a partner. Guess the action.



- playing a musical instrument
- playing a board game
- fighting with a sword
- eating a meal
- riding a horse
- climbing a tree





Are you playing a musical instrument?

Yes, that's right.

Sometimes actors didn't use props. They mimed the actions. When you mime, you use your hands and body to show the action.

6 Project Make a theatre stage in a box.

- Choose the kind of play that you want to show.
- Paint a scene at the back of the box.
- Draw and cut out some actors and their costumes.
- Make two or three props.
- Stick your actors and props on the stage.
- Tell your friends about the play, the characters and the props.

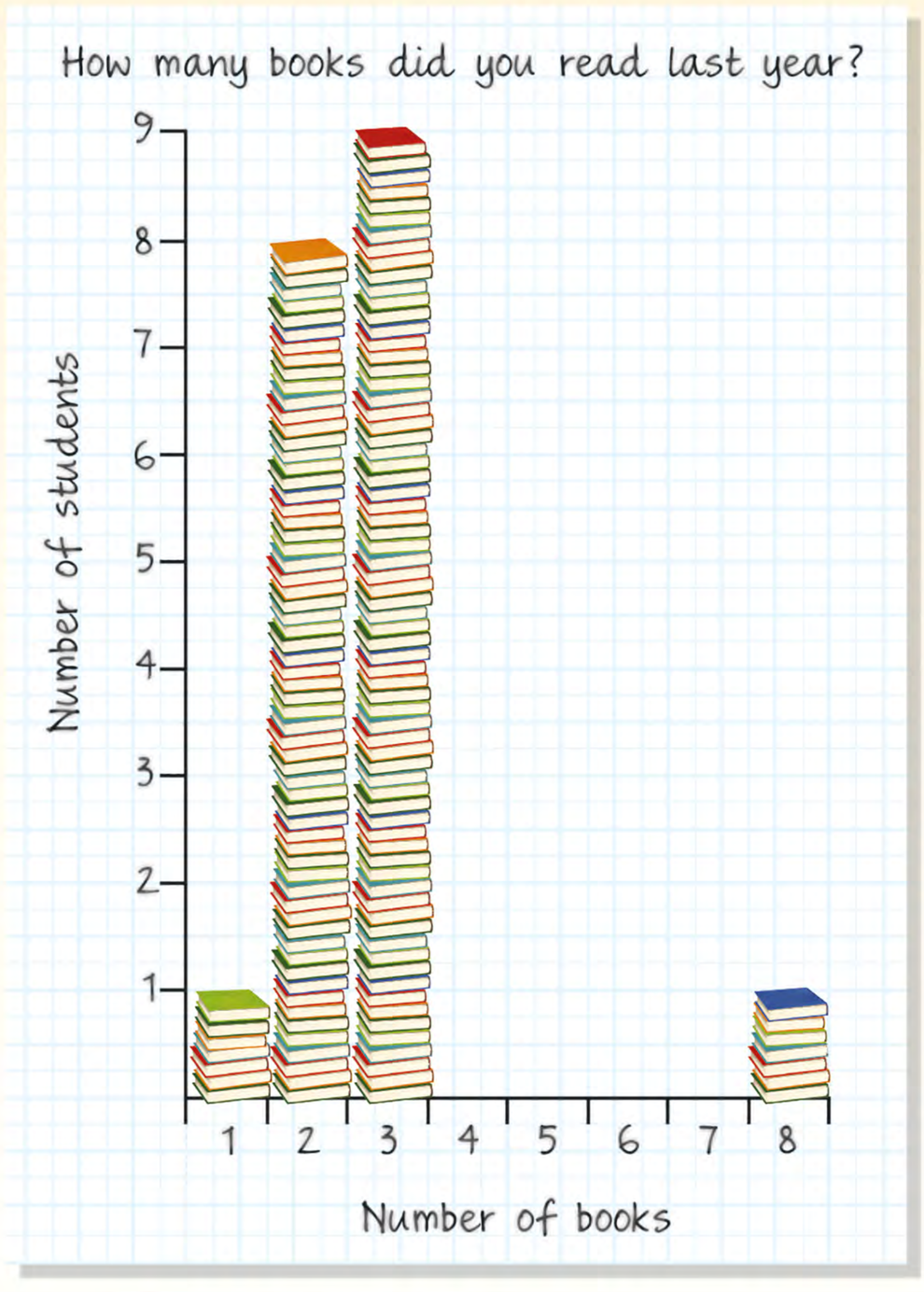


This is our stage. The play is a comedy. The characters are dancing after dinner. The actors are wearing make-up and wigs. The props are a table with some food on it.

Time to present

Class survey

1 091 **Listen to the presentation on books and look at the bar chart. Find two differences.**



2 092 **Match the sentence halves. Listen again and check.**

1 Here are	**a** read three books.
2 Let me explain	**b** a few things.
3 As you can see	**c** our results.
4 A total of nine students	**d** for listening.
5 Thank you	**e** from the bar chart.

3 **Complete a class survey.**

Think about it

- Who is your favourite writer?
- What is your favourite book?
- Is there a book you didn't like at all?
- What book are you reading at the moment?
- What was the last book you read?
- Where do you read? In your room? In the living room? Somewhere outside?
- How many hours do you read in a week?
- How many books did you read last year?

Prepare it

- Choose eight interviewers, one for each question.
- The interviewers walk around the class and ask everyone their question.
- The interviewers write down their classmates' answers.

Present it

- In groups, use the interviewers' notes to prepare a large bar chart for each question.
- Look at the example in Activity 1.
- Show the bar chart to the class and explain it.

Presenting tip

Take your time to explain the bar chart. Make sure your classmates understand what each of the two lines mean. Write in big letters 'Number of students' / 'Number of books'.

Learning outcomes:
- to practise listening and speaking
- to carry out a survey and present the results

New language: *survey, bar chart, Let me explain … , As you can see … A total of …*

Recycled language: language from the unit

Creative thinking: Develops ideas through planning, research or review

Warm-up

Aim: to introduce the topic of books and writers
- Write *Favourite books* and *Favourite writers* on the board. Brainstorm names for each.
- Encourage students to give reasons for their choices.

1 091 SB p92 Listen to the presentation on books and look at the bar chart. Find two differences.

Aim: to practise listening for specific information
- Focus students on the bar chart and check they understand how it works, e.g. ask *How many students read two books?* (*Eight.*)
- Play the recording. Students listen for two differences between what they hear and what is on the bar chart.

For script see TB pXXX.
- Students compare their answers.
- Play the recording again. Discuss the differences as a class.

Key: Recording: We asked 25 students how many books they read last year. / Bar chart: We asked 19 students how many books they read last year. Recording: Seven students read two books. / Bar chart: Eight students read two books.

2 092 SB p92 Match the sentence halves. Listen again and check.

Aim: to give students practice with language for presentations
- Students match the sentence halves.
- Explain to students that *bar graph* and *bar chart* are often used interchangeably.
- Play the recording and check with the class. Check comprehension of the phrases.

Key: 1 c, 2 b, 3 e, 4 a, 5 d

3 SB p92 Complete a class survey.
- Focus students on *Think about it.* Read the questions and check comprehension.
- Monitor students as they gather the information.
- Focus students on *Prepare it.* Help the class decide who will ask questions. Encourage the students asking one of the first three questions to give some options to choose from (e.g. eight author names for students to choose their favourite for the first question, eight book titles for the second and third questions).
- Monitor as the 'interviewers' ask their question and record the answers.
- Focus students on *Present it* and make groups. Help groups organise the information for their question as a bar chart.
- Read the *Tips for presenters* through with the class.
- Remind students to look at the notes they made, after their last presentation, on what they wanted to improve this time.
- Groups take turns to give their presentations.
- Set a listening task for the students who are listening, e.g. write down the answers to two questions.
- After each presentation, get feedback on the listening task.

Note: The *Present it* stage may happen over more than one lesson.

1 WB p92 Make three sentences with the phrases in the diamond. Use three phrases in each sentence.

Aim: to review language from the unit

Key: (Our class) has just won a match against class 5C. We'll ask Mum if we can have a party on Saturday. I will help you with your homework.

2 WB p92 Find the words and use them to complete the sentences.

Aim: to review theatre vocabulary

Key: 2 comedy, 3 audience, 4 characters, 5 candles, 6 effects

3 WB p92 Complete the sentences with your own ideas.

Aim: to personalise the language

Ending the lesson

Aim: to develop self-assessment skills
- Give feedback on the presentations. Make general points.
- In groups of four, students discuss how they will improve their presentations.
- Each student writes these improvement points in their notebook to refer to next time.

Extension activity

Aim: to practise language from the unit
- Choose five students to read the sentences they wrote for WB Activity 3. Their classmates listen and see if any of their sentences are the same.

Learning outcomes:
- to review language from the unit
- to reflect on learning
- to make a portfolio to show progress and write a biography

BIG QUESTION to think about the Big Question *What do we know about the theatre?*

New language: *biography, consider, (theatre) company, produce (a play), royal, support, retire*

Recycled language: vocabulary and grammar from the unit

Creative thinking: Creates texts that express personal interests, emotions, or identity

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument

Cognitive control function (WB): Cognitive flexibility

Creative thinking (WB): Uses own ideas for doing creative activities like retelling stories

Materials: Digital or print portfolios

Warm-up

Aim: to review portfolios
- Elicit what students did in their portfolios for the previous unit (writing advice in a leaflet).
- Students look at each other's portfolios and compare their work.

1 SB p93 Complete the biography of William Shakespeare with the phrases from the box.

Aim: to practise reading and review language from the unit
- Focus on the pictures and elicit that they show William Shakespeare and the Globe theatre.
- Students complete the biography with the time phrases.
- Check answers and explain new vocabulary (e.g. *produce, retire*).

Key: 1 He was born in, 2 at the age of 18, 3 Between 1585 and 1592, 4 In 1598, 5 he spent the rest of his life, 6 He died in 1616

2 SB p93 Answer the questions.

Aim: to practise reading for specific information
- Students answer the questions individually, then compare answers in pairs. Check as a class.

Key: 1 Six, 2 In 1682. 3 She was 26. 4 He was 46.

3 SB p93 Complete the sentences so that they are true about you.

Aim: to practise writing notes
- Read the prompts with the class. Demonstrate by completing the notes about an imaginary student.
- Students complete the information about themselves.

4 SB p93 Research a person you like and write a short biography for them. Use time phrases.

Aim: to practise writing a short biography
- Read through and discuss the *Writing tip*.
- Students turn to the *My portfolio* writing practice section on page 124 of the Workbook.
- Work through the exercises with the class.
- Students research their chosen person on the internet. They make notes and then write the first draft of the biography.
- Students swap biographies in pairs and give feedback.
- Students write a final draft of their biography.
- They add their work to their portfolio.

1 WB p93 Read and tick ☑. Then write examples.

Aim: to practise unit grammar and vocabulary

2 WB p93 Write sentences to answer the Big Question.

BIG QUESTION Aim: to enable students to revisit the Big Question and consolidate learning

3 WB p93 Look at the pictures. Imagine your class has just performed *Romeo* and *Juliet*. Write about what happened.

Aim: to practise writing

Ending the lesson

Aim: to review the unit song
- Play the song again (82) for students to join in and mime the items (*hat, bracelet, car*, etc.).

Extension activity

Aim: to enable students to share what they have learned
- In pairs, students look through Unit 7, their vocabulary books and at their portfolio and discuss what they have learned in this unit.
- Encourage students to talk about what they are good at, as well as what they need to improve.

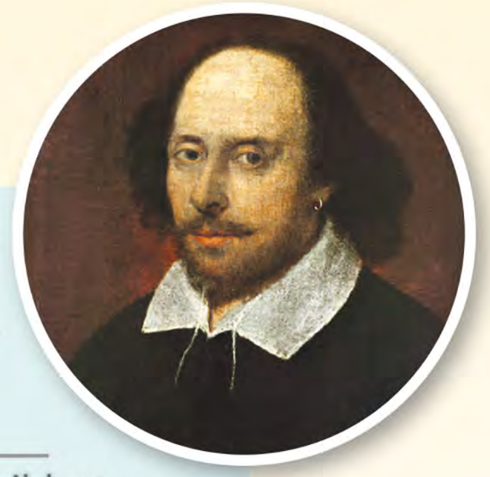
7

Think and write

A biography

1 **Complete the biography of William Shakespeare with the phrases from the box.**

at the age of 18 he spent the rest of his life He died in 1616
He was born in In 1598 Between 1585 and 1592



Many people consider William Shakespeare to be the greatest writer in the English language. However, not a lot is known about his life. **(1)** _____ 1564 in Stratford-upon-Avon in England. He was the third of seven children for his parents, John and Mary. He went to a good school and **(2)** _____ he married Anne Hathaway. She was eight years older than him. They had three children.

(3) _____, he started a successful theatre company in London where he wrote, produced and acted in his plays.

(4) _____, his company moved to the famous Globe Theatre. In 1603, King James I gave his company royal support. In 1610, Shakespeare retired from the theatre and **(5)** _____ in Stratford-upon-Avon. **(6)** _____ at the age of 52.



2 **Answer the questions.**

1 How many brothers and sisters did Shakespeare have?
2 In what year did he get married?
3 How old was Anne when they married?
4 How old was Shakespeare when he returned to Stratford?

3 **Complete the sentences so that they are true about you.**

I was born _____.

At the age of _____ I _____.

In 20_____ I _____.

Between 20_____ and 20_____,

I _____.

Writing tip

When you write a biography, make sure you put the facts in order. In a story, there is always a beginning, a middle and an end. In a story about a person's life, this is the same.

4 **Research a person you like and write a short biography for them. Use time phrases.**

8 Museum of the future

When we go to a museum, we see things from the past, and we learn about how people used to live. When you see a train or a plane in a museum, they look very different from the planes and trains of today. What will museums of the future show? They will show the planes and trains that we think are modern now. To visitors in the future these things will look old!

1 093 **Listen and say the words. Check with your partner.**

1 farmer
2 cleaner
3 engineer
4 dentist
5 artist
6 designer
7 computer programmer
8 mechanic
9 businesswoman
10 businessman

BIG QUESTION How will jobs change in the future?

2 094 **Read, listen and answer the questions.**

1 What did Phoebe's grandpa do?
2 Why is the museum strange?
3 What year is it?
4 How is the world different?

3 **Choose a word. Describe it for your partner to guess.**

He works with animals.

Learning outcomes:
- to learn and use vocabulary for jobs
- to practise reading, listening and speaking

BIG QUESTION to start to think about the Big Question *How will jobs change in the future?*

New language: *farmer, dentist, artist, cleaner, engineer, designer, computer programmer, businesswoman, mechanic, businessman*

Recycled language: *museum, train, plane, modern, visitor, strange, used to (live), will*

Cognitive control functions: Working memory

Digital flashcards: jobs

Warm-up

Aim: to activate job vocabulary
- Write *Jobs* on the board and elicit jobs students know. Ask what their parents, uncles and aunts do.

Presentation

Aim: to present jobs
- Use the flashcards to present the new vocabulary.
- Say each item for students to repeat.
- Read the text at the top of the Students' Book aloud while students follow. Check comprehension of *used to.*
- Ask students what they think will be in museums of the future.

1 093 SB p94 Listen and say the words. Check with your partner.

Aim: to practise jobs
- Students look at the picture in their Student's Books. Ask where Alex, Pheobe and Patrick are (a museum), if they are in the past, present or future (future) and who is speaking to them (a robot). Make sure students realise the children are looking at models of different jobs.
- Play the recording. Students listen and repeat.

For script see SB p94.
- Play the recording again. Students practise in pairs.

BIG QUESTION **How will jobs change in the future?**

Aim: to encourage students to think about work in the future
- Read the Big Question. Remind students of the Warm-up and ask them which of the jobs they talked about is a traditional job and which is a more modern job. Write questions on the board: *How will jobs change in the future? Will there be new technology? Will robots do the jobs instead of people? Which jobs will disappear?*
- Students discuss the questions in pairs.

2 094 SB p94 Read, listen and answer the questions.

Aim: to practise listening for specific information
- Read the sentences aloud and check understanding. Encourage students to predict the answers.
- Play the recording twice. Check with the class.

For script see TB pXXX.

Key: 1 A computer programmer. 2 They show people doing normal jobs. 3 2531. 4 Robots do everything.

3 SB p94 Choose a word. Describe it for your partner to guess.

Aim: to practise speaking
- Students do the activity in closed pairs.
- Elicit example definitions from different pairs.

1 WB p94 Look and complete the words.

Aim: to practise writing the new vocabulary

Key: 2 engineer, 3 businesswoman, 4 cleaner, 5 mechanic, 6 designer, 7 dentist, 8 farmer

2 WB p94 Read and write the words from Activity 1.

Aim: to review conversation sequences

Key: 2 mechanic, 3 farmer, 4 engineer, 5 businesswoman, 6 cleaner, 7 dentist, 8 designer

Ending the lesson

Aim: to review new vocabulary and test memory skills
- Students study the picture in the Student's Book for two minutes, then close their books. Ask questions, e.g. *What colour is the robot's face? Is the artist a man or a woman?*
- The game can be students vs teacher or students can play in teams or pairs.

Extension activity

Aim: to consolidate vocabulary
- Students write the new vocabulary in their notebooks or vocabulary books.
- For each word or phrase, they draw a picture and write a short definition, e.g. *A mechanic fixes cars.*

Learning outcomes:
- to learn and practise using the first conditional
- to practise speaking

New language: *(be) in a mess, spin around*

Recycled language: jobs, *advert, (press the) button, thirsty, hungry, tired, make a sandwich/cup of hot chocolate, have fun, clean (v)*

Creative thinking (WB): Substitutes words and lines to a song or poem

Digital flashcards: jobs

Warm-up

Aim: to review jobs
- Ask a volunteer to stand with his/her back to the board. Display a job flashcard. The class mime the job. The volunteer guesses, then chooses the next student to take his/her place.

Presentation

Aim: to present *if* clauses
- Ask students *Are you hot?* Say *If you're hot, I'll open the window.*
- Write the conditional sentence on the board and practise it.
- Underline and focus on the verbs in each clause.
- Write another example on the board, e.g. *If it rains this afternoon, I'll go home on the bus.* Practise it.

Stronger students: Cover the second clause (*I'll go home on the bus*) and elicit different endings.

1 095 SB p95 Listen to the advert. Colour the buttons.

Aim: to practise listening for specific information
- Ask what the robot in the pictures does (helps with everyday jobs). Make sure students realise that the small pictures show what the buttons on the robot do.
- Play the recording. Students do the activity individually, then compare answers.

For script see TB pXXX.
- Play the recording again. Check with the class.

Key: tidy up – orange, sing a song – blue, make hot chocolate – green, do homework – red

2 096 SB p95 Complete what the robot says. Then listen again and check.

Aim: to practise listening for specific information
- Students read the sentences and complete them individually. They compare answers in pairs.
- Play the recording. Students listen and check.
- Elicit answers. Students practise the completed sentences.

Key: 1 hot chocolate, 2 tidy up, 3 sing you a song, 4 your homework

3 097 SB p95 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice. Students follow along in their Student's Books.
- Check understanding of the grammar.
- Students turn to the Language focus section on page 126 of the Student's Book.
- Work through the first half of the page with the class.
- Play the audio. Students join in.

For script see SB p95.

4 SB p95 Play the robot game with a partner.

Aim: to practise using the first conditional
- Make pairs. Student A says how he/she feels, e.g. *I'm hungry.* Student B (the robot) says, e.g. *If you're hungry, I'll make you a sandwich* and mimes the action.
- Then they swap roles.

1 WB p95 Can you remember what the robot will do? Look and complete.

Aim: to practise key language

Key: 1 'll clean, 2 'll spin, 3 'll do

2 WB p95 Read and match.

Aim: to practise reading first conditional sentences

Key: 2 d, 3 b, 4 a, 5 c, 6 e

3 WB p95 Read and complete. Use *will* and the verbs in the box.

Aim: to give students practice with the first conditional

Key: 2 I'll play, 3 I'll repair, 4 I'll look it up, 6 I'll put up, 7 I'll carry

4 WB p95 Read the poem and then write your own.

Aim: to practise writing using the first conditional

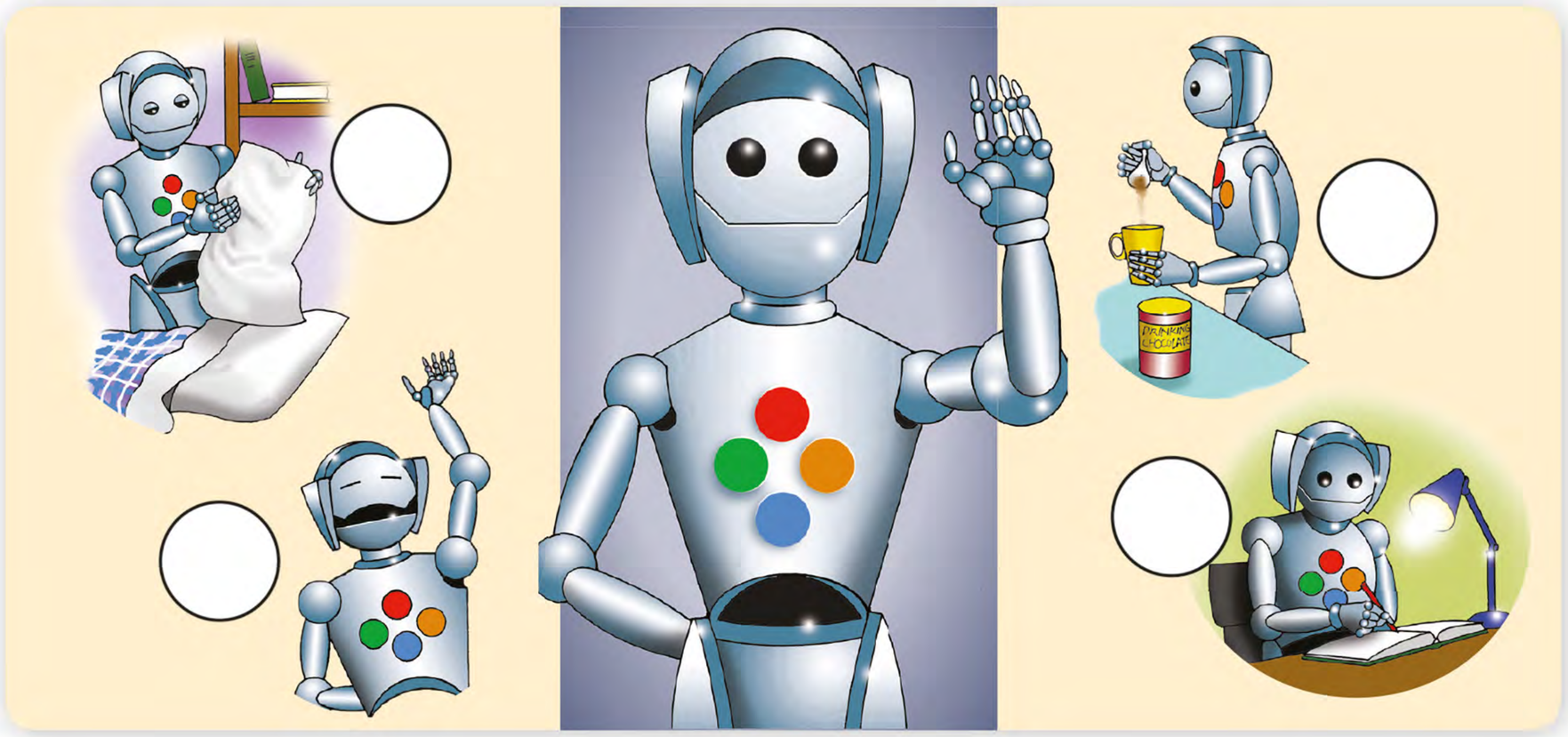
Ending the lesson

Aim: to review new language from the lesson
- Say *If* clauses and choose different students to complete the sentences, e.g. *If I forget to do my homework …. If I arrive late for class …*

Extension activity

Aim: to review language from the lesson
- Students share their poems from WB Activity 4 in small groups.

1 095 Listen to the advert. Colour the buttons.



2 096 **Complete what the robot says. Then listen again and check.**

1 If you're thirsty, I'll make you a nice cup of _____.
2 If your room is in a mess, I'll _____.
3 If you want to have fun, I'll _____.
4 If you're tired, I'll do _____.

3 097 **Watch, listen and say.**

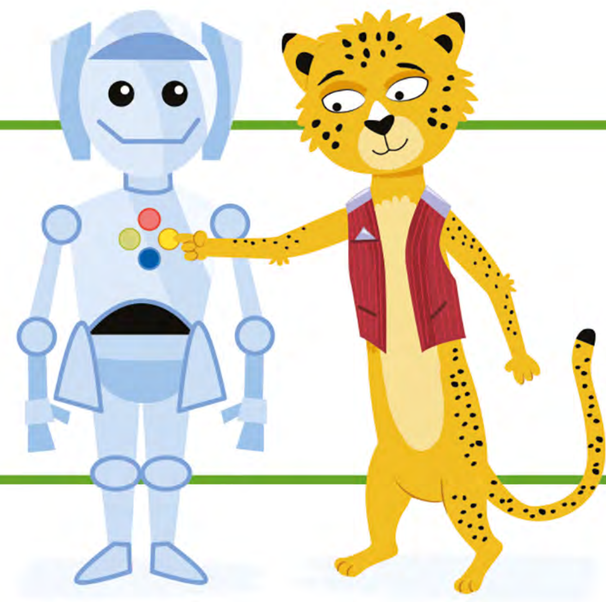
Language focus

If I press the red button, it**'ll** clean the ground.

If I press the blue button, it**'ll** spin around.

If I press the green button, I don't know what it**'ll** do.

Oh no! Achoo!



4 **Play the robot game with a partner.**



My world: jobs

1 **Look at the jobs. Answer the questions with a partner.**

1 Which jobs can be done by robots now?

2 Which jobs do you think will be done by robots in the future?









2 098 **Read and listen to the dialogue. Which jobs do they talk about?**



James What do you want to do when you're older?

Amelia I'm not really sure. Maybe I'll be a teacher.

James I don't think so. There won't be any teachers in the future.

Amelia Really? Why do you think that?

James There will just be robots. Robots will do everything. We won't need teachers.

Amelia I'm not sure. There are some things we need people for. Teaching is one of them.

James I hope you're right. I don't want you to study for a job that doesn't exist.

Amelia So what would you like to be when you're older?

James I'd like to be a robot designer. It's the only job we can be sure will exist.

Amelia Really? Maybe robots will start designing other robots.

James No way! If that happens, it'll be the end of the world.

3 **Practise the dialogue in pairs.**

4 **Work in pairs to make your own dialogue.**

1 With a friend, choose a job you want to do when you are older.

2 Decide what will happen to this job in the future.

3 Make a short dialogue about the job.

4 Act out your dialogue to the class.

96 Functional language dialogue

What to say

Talking about the future

What do you want to do when you're older?
I want to be …
Maybe I'll be …
There won't be any …
I'd like to be a …

Learning outcomes:
- to practise talking about future possibilities
- to practise voiced and unvoiced pronunciation of *th* (/θ/ and /ð/)

New language: *exist*

Recycled language: jobs, first conditional, *will*, *want to (do)*, *would like to (be)*, *I'm not (really) sure*, *I don't think so. I hope you're right. No way!*

Creative thinking: Imagines own professional future (i.e. what they would like to become when they 'grow up') and justifies their choice

Cognitive control function: Cognitive flexibility

Digital flashcards: jobs

Warm-up

Aim: to introduce the topic of future jobs
- Review jobs using the flashcards.
- Ask *What would you like to do be when you're older?* Choose different students to answer and explain why (e.g. what they like and what they're good at).
- Prompt students who don't know yet to say *I'm not (really) sure.*

1 SB p96 Look at the jobs. Answer the questions with a partner.

Aim: to practise speaking
- Elicit the jobs in the pictures.
- Read the questions and check comprehension.
- Students discuss in pairs, then share their ideas as a class. Encourage them to give reasons, e.g. *I don't think robots will do a police officer's job. Robots can't decide what to do for themselves.*

2 098 SB p96 Read and listen to the dialogue. Which jobs do they talk about?

Aim: to practise reading and listening for specific information
- Students try to predict which jobs the children will talk about.
- Play the recording while students read and listen.

For script see SB p96.
- Elicit the jobs. Check understanding of *exist*.

Key: Teacher, robot, designer.

3 SB p96 Practise the dialogue in pairs.

Aim: to practise speaking
- Students practise the dialogue in closed pairs.

Extra support: Divide the class into two halves. One half reads James's lines, one half reads Amelia's. Swap over and practise again.

4 SB p96 Work in pairs to make your own dialogue.

Aim: to enable students to create and practise their own dialogues
- Focus students on the *What to say* box and practise the language. Point out the useful phrases for agreeing and disagreeing in the dialogue in Activity 2.
- Pairs write their own dialogue, using Activity 2 as a model.
- They rehearse their dialogues, then perform for the class.

1 WB p96 Complete the sentences.

Aim: to consolidate functional language

Key: 2 What do you want, 3 There won't be any, 4 Maybe I'll be, 5 I want to be a

2 WB p96 Put the dialogue in the correct order.

Aim: to practise functional language

Key: 6, 8, 4, 2, 3, 9, 7, (1), 5

3 028 WB p96 Listen and say the words.

Aim: to to show how *th* can be voiced or unvoiced

For script see WB p96.

4 WB p96 Read. Write the underlined words in the table.

Aim: to identify voiced and unvoiced pronunciation of *th*

5 029 WB p96 Listen, check and say the words.

Aim: to practise words with the sounds /θ/ and /ð/

For script see WB p96.

Key: they: father, leather mother, clothes, they, the, that, brothers, there, together; think: Thelma, birthday, Thursday, theatre, three, thought, thing

Ending the lesson

Aim: to review and extend practice of pronouncing *th*
- Write the following words in random order on the board: /θ/ *Maths, thirty, thousand, Earth, worth, thirsty, healthy;* /ð/ *these, there, brother, other, weather, feather, together.*
- In pairs or teams, students organise the words in two columns (unvoiced *th* and voiced *th*).
- Check answers and practise pronunciation.

Extension activity

Aim: to encourage collaboration and practise speaking
- Pairs swap dialogues from SB Activity 4.
- Students practise the new dialogue and then perform it for the pair who wrote it.

Learning outcomes:
- to learn and use *What if … ?*
- to practise speaking

New language: *That's all it takes.*

Recycled language: free time activities, weather

Creative thinking (WB): Interprets characters in games and drama

Cognitive control function (WB): Cognitive flexibility

Warm-up

Aim: to activate vocabulary
- Brainstorm typical weekend activities and write them on the board, e.g. *play tennis, go swimming, go to the park, meet friends, visit a museum.* Leave the phrases on the board.

Presentation

Aim: to present *What if … ?*
- Point to one of the activities on the board and make a suggestion, e.g. *Let's go to the park on Saturday.* A student responds.
- Have a student make another suggestion using one of the other activities, e.g. *Let's play tennis.* Respond with *That's a good idea, but what if it's cold?*
- Prompt one of the students to reply, e.g. *We can play inside.*
- Write *What if it's cold?* on the board. Students repeat.
- Prompt different students to suggest using *Let's* and reply with *What if … ?* for the other activities.

1 099 SB p97 **Read and listen to the dialogue. What will Pete do on Sunday?**

Aim: practise *What if … ?*
- Play the recording. Students read and listen, then compare their answer in pairs.

For script see SB p97.
- Check with the class.

Key: If it's sunny, he'll build a tree house.

2 100 SB p97 **Watch, listen and say.**

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice. Students follow in their Student's Books. Check comprehension of *That's all it takes.*
- Students turn to the Grammar focus section on page 126 of the Student's Book.
- Work through the second half of the page with the class.
- Play the audio. Students join in and practise the sentences in pairs.

For script see SB p97.

3 SB p97 **Read the examples and play the *But what if … ?* game.**

Aim: to practise *What if … ?* and talking about the future
- Choose two students to read the speech bubbles. Elicit or provide an answer to the last question and ask another *What if … ?* question to make sure students know how the game works.
- Make pairs. The aim is to see which pair can make the longest chain of questions and answers.
- Students continue as long as they can without repetition.

1 WB p97 **Put the lines of the chant in order. Write numbers (1–8).**

Aim: to consolidate understanding of *What if … ?*

Key: Left column: 3, 4, 2, 1; Right column: 6,8,5,7

2 WB p97 **Read and complete the dialogue with words from the box.**

Aim: to give students further practice with the new language

Key: 2 what, 3 visit, 4 home, 5 'll, 6 food, 7 be

3 WB p97 **Write questions. Use a different verb for each question.**

Aim: to practise writing questions with *What if …?*

Key (possible answers): 2 What if there's a fire? 3 What if you see a lion? 4 What if it starts to rain?

4 WB p97 **Imagine you are the explorer in Activity 3. Choose two questions and write answers.**

Aim: to practise using the first conditional

Key (possible answers): If there's a fire I'll go and get help. If I see a lion, I'll quietly walk away.

Ending the lesson

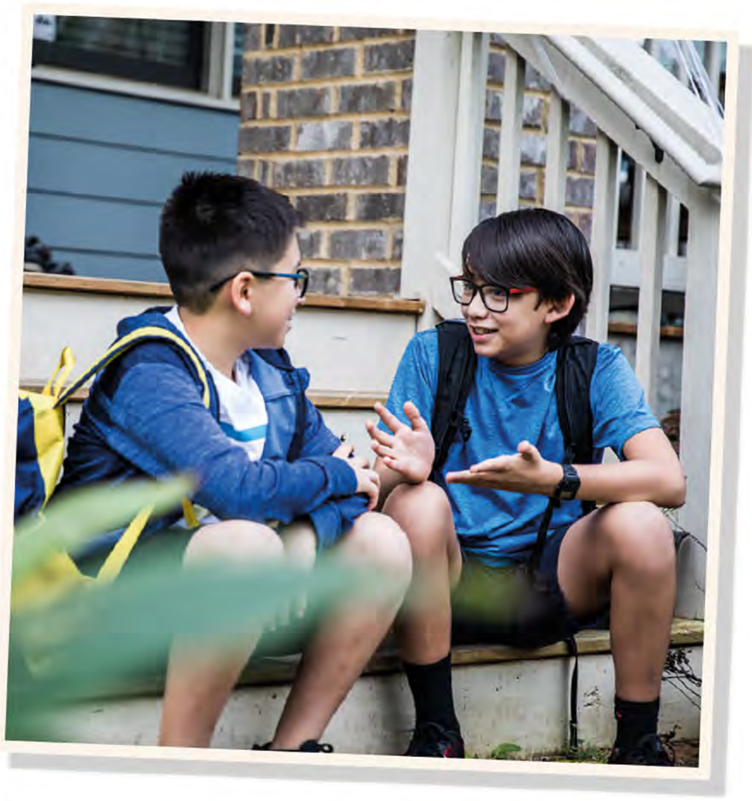
Aim: to practise speaking
- Students ask you as many questions about your last holiday as they can in the past.
- When they have finished, they make sentences about your holiday, e.g. *You went skiing. You stayed in the mountains.*

Extension activity

Aim: to consolidate the new language from the lesson
- Play the *What if … ?* game from SB Activity 3 again.
- Make two teams. Set a time limit, e.g. two minutes. Students see how many questions and answers they can make in that time, without repetition.

1 099 **Read and listen to the dialogue. What will Pete do on Sunday?**

Rich What can we do on Sunday?
Pete Let me think. Ah, I know. We can build a tree house.
Rich But what if it rains?
Pete Then we'll go to my room and listen to music.
Rich But what if I don't like your music?
Pete Then we'll play computer games.
Rich But what if your computer doesn't work?
Pete Then we'll have an ice cream!
Rich But what if it's too cold for an ice cream?
Pete Then we'll make some tomato soup.
Rich But what if you haven't got any tomatoes at home?
Pete Then we'll make some tea.
Rich But what if I don't want any tea?
Pete Oh, sorry, I've got no time on Sunday.
Rich Why's that?
Pete Because … if it's sunny, I'll build a tree house. If it rains, I'll listen to …



2 100 **Watch, listen and say.**

Language focus

Let's cross the bridge.	Let's cross the lake.
But **what if** it breaks?	But **what if** we fall in?
Then I'll catch you.	That's not a problem.
That's all it takes.	Then we'll swim.



3 **Read the examples and play the *But what if … ?* game.**

Let's ride our bikes. Let's go to the zoo. Let's play football. Let's sing a song. Let's go for a walk. Let's help Dad.

Let's ride our bikes.
But what if it rains?
We'll get a bit wet.
But what if we get a cold?
We'll miss a few days of school.
But what if we miss an important exam?

THE TROUBLE WITH ORANGEHEAD XR-97



1 **Work in pairs. Look at the pictures and the title of the story.**

1 Write down words that come to your mind.

2 Make a story out of your words.

2 101 **Read and listen to the story to find out if it is similar to or different from your story.**

The children walked around the museum. There were some sports cars and motorbikes at the end of it. 'Amazing!' Alex thought. 'People don't use cars and motorbikes any more!' 'Boring,' said Patrick. 'I'm going.' 'Where?' shouted Phoebe. Patrick pointed at a door with a *Don't enter* sign on it. 'Let's open that door,' he said. 'Patrick, no!' said Phoebe.

Patrick didn't listen. He went into the room. Alex and Phoebe followed him. Inside, sat a big robot with an orange head. It was at a computer with its back to the children. 'Tomorrow, I'll be master of the world!' laughed the robot. The children were scared. 'What can we do?' Patrick whispered. 'Let's get out of here,' said Phoebe.



They left the room and heard a sound coming from a submarine. 'Help! Help me!' 'What's that?' Patrick asked. There was a man trapped inside. He looked very scared. 'How can we get him out?' asked Phoebe. Patrick ran towards the room with the models. A minute later, he was back with a big box of tools from the mechanic.

The children opened the door and set the man free. His name was Don and he was the programmer of the robots. 'Orangehead XR-97 was my best robot,' Don said sadly. 'But he's dangerous. He locked me in the submarine. He wants to take over the world. If we don't stop him, he will destroy everyone.' The children were very worried. 'What can we do?' asked Alex.



Learning outcomes:
- to listen to, read and role play a story
- to develop reading skills

New language: *master, submarine, trapped, tools, set (someone) free, lock (v), take over (the world), shut down, charge, batteries, wax, switch on, flames*

Recycled language: transport, jobs

Cognitive control functions (WB): Working memory

Critical thinking (WB): Solves simple puzzles (e.g. word puzzles)

Warm-up

Aim: to review the story
- Tell the story of the last episode, but with deliberate mistakes. Students correct you, e.g. *The Time Travellers went to the Globe cinema. (No, they didn't. They went to the Globe theatre.) Two men wanted to give Shakespeare some money. (No, they didn't. They wanted their money back.).*
- Ask *Where are the children now? (In a museum.) Are they in the present? (No, the future.)*

The trouble with Orangehead XR-97

1 SB pp98–99 **Work in pairs. Look at the pictures and the title of the story.**

Aim: to encourage prediction skills
- Focus on the pictures, pre-teach *submarine* and elicit more things students can see. They work in pairs to brainstorm and write words.
- With books closed, pairs try to tell each other a story using their words.

Extra support: Brainstorm words with the class and write them on the board. They use these words to tell a story.

2 101 SB pp98–99 **Read and listen to the story to find out if it is similar to or different from your story.**

Aim: to present a story and to develop reading skills
- Play the recording. Students read and listen to find out if the story is similar to theirs.

For script see SB pp98–99.
- Play the recording again. Students read and listen. Ask *What happened at the end? (Don destroyed the robot.)*
- Play the recording again. Pause to explain new vocabulary and check comprehension. Ask, e.g. *What did they see in the room? (A robot with an orange head, sitting at a computer.) How did the children feel? (Scared.) How did the children get the man out of the submarine? (They used tools from the model of the mechanic.) What was the man's name? (Don.) Who locked Don in the submarine? (The robot with the orange head.) How did the children hide from the robots? (They pretended to be models.) Why were the robots quiet? (Because they were charging their batteries.)*

1 WB p98 **Remember the story. Who hides in or on these vehicles? Write names. There is one extra picture.**

Aim: to review the story

Key: 1 Don, 2 Patrick and Alex, 3 Extra picture, 4 Pheobe

2 WB p98 **Read the summary and write the missing letters. Tick ✓ each letter in the grid below when you use it.**

Aim: to check comprehension

Key: amazing, motorbikes, enter, decides, follow, robot, taking, world, Suddenly, hear, calling, help, submarine, box, job, program, dangerous, only, exactly, robots, recharging, computer, Don, quickly, saved

3 WB p98 **Write questions for these answers.**

Aim: to review events in the story

Key (possible answers): 2 What does the sign say? 3 Where does Patrick find the box of tools? 4 What is Don's job? 5 What time do Don and the children go to the computer room?

Ending the lesson

Aim: to practise the story
- Put students in groups of four. They each take a role of one of the characters (the three Time travellers and Don).
- They read through the story silently and each find which dialogue is theirs.
- Students practise their role plays in groups, using the direct speech from the story.
- Volunteer groups role play for the class

Extension activity

Aim: to stimulate students' creativity
- Make pairs. Students imagine what Don told one of his friends the next day about why he destroyed Orangehead and who helped him.
- Students practise their role play. Encourage the students who are the friend to ask questions and react to the story.
- Pairs take turns to perform for the class.

Learning outcomes:
- to practise reading for specific information
- to identify key events in a story

Recycled language: language from the story

Critical thinking: Solves simple puzzles (e.g. word puzzles)

Cognitive control functions: Cognitive flexibility

Value: Helping people

Cognitive control functions (WB): Inhibitory control

Critical thinking (WB): Sorts and classifies objects and activities according to key features

Warm-up

Aim: to review the story
- Write phrases from the story on the board (e.g. *Let's open that door. Tomorrow I'll be master of the world! Let's get out of here. Help me! Help me! If we don't stop him, he will destroy everyone. Hide? Where? I destroyed it!*) Say them for students to repeat.
- Elicit who says each sentence and recap the story.

Stronger students: Discuss in pairs *Did Don do the right thing? Why?/Why not?*

3 SB p99 Complete the sentences. You can use 1, 2, 3 or 4 words.

Aim: to check comprehension of the story
- Play the recording of the story again. Students follow in their Student's Books.
- Students complete the sentences individually. Remind them to look back at the story to help.
- Students compare their answers in pairs.
- Check with the class.

Key (possible answers): 1 they went in, 2 with an orange head / at the computer, tomorrow 3 (trapped) in a submarine, 4 that he was dangerous, 5 shut down, 6 destroy Orangehead

4 SB p99 Work in groups. Read and answer.

Aim: to practise lateral thinking and speaking
- Make groups of three or four. Student read the two problems and discuss possible answers.
- Go around the groups and prompt their thinking as appropriate.
- Elicit and discuss answers from different groups.

Key: 1 Because the two fathers are a grandfather, his son, and father's son. They are three people, but there are two fathers (the grandfather and the father), and two sons (the father and the son).
2 Because the robot's name was 'Sunday'.

4 WB p99 What message can we learn from the story in the Student's Book? Underline the best summary.

Aim: to focus on the value of helping people

Key: b

5 WB p99 Match the exhibits of the future with the rooms in the museum. Then write four more items.

Aim: to practise categorising vocabulary

Key: transport: a scooter, school: a whiteboard, furniture: a sofa, gadgets: a mobile phone

6 WB p99 Choose one of the items from Activity 5. Imagine what it will look like in the year 2531. Draw a picture and write about it.

Aim: to enable students to apply world knowledge and write from a model

Ending the lesson

Aim: to focus on the value of helping people
- Ask how the story showed the value of helping people (the children helped Don get out of the submarine and he helped them hide from the robots).
- Discuss why it's important to help others and elicit examples of when students have helped people (or when people have helped them).

Note: Some of this discussion may need to take place in L1.

Extension activity

Aim: to encourage students to share their work
- Make a classroom display with the futuristic items students designed for WB Activity 6.
- Students walk around reading their classmate's descriptions and choose the three best items.
- Elicit opinions and ask whether students think any of the items will actually exist in the 26th century.

Don had an idea. 'Every morning from 6.55 to 7 o'clock, all the robots shut down for five minutes to charge their batteries. That's our only chance. But now we have to hide. Quick!'

'Hide? Where?' said Patrick. 'Get on a motorbike or in a car. But don't move,' said Don. Don climbed back into the submarine. When the robots came to clean the room, they saw two boys in the sports car and a girl on the motorbike, but they thought they were wax models.





The next morning at 6.55, Don and the children entered the computer room. It was full of very quiet robots, including Orangehead XR-97. Don switched on the computer and worked very quickly. At 7 o'clock, there was a loud noise. The Time Travellers saw flames and smoke coming out of Orangehead XR-97. 'I destroyed it!' Don said.

He turned around to thank the children and saw a bright glowing yellow light. The children waved goodbye and stepped into the light. They were gone in a flash.

3 **Complete the sentences. You can use 1, 2, 3 or 4 words.**

1 The kids saw a door with the *Don't enter* sign, but _____.
2 They found out that the robot _____ wanted to take over the world.
3 They went to a room and found a man _____.
4 He told them that the robot with the orange head was his best robot, but _____.
5 The robots _____ to recharge their batteries.
6 Don didn't like it, but he had to _____.

4 **Work in groups. Read and answer.**

1 Two fathers and two sons were making robots. Each of them made one robot. So why did they only have three robots when they finished?
2 A scientist made a robot that looked like a horse. He rode to town on Sunday, stayed two days, and left town on Sunday. How did he do it?

Skills

1 **Discuss in pairs.**

Look at the list of unusual jobs. One of them is not real. Which one do you think it is? What do you think the other jobs involve?



fruit cleaner



pet detective



elephant dancer



ostrich babysitter



pet-food tester



golf-ball diver

2 102 **Listen and check your answers.**

3 103 **Listen again. Decide if the sentences are *t* (true) or *f* (false). Correct the false ones.**

1 Pet-food testers don't usually eat the food. ☐
2 Fruit cleaners work in supermarkets. ☐
3 There is a film about a pet detective. ☐
4 Looking after ostriches is a very busy job. ☐
5 Golf-ball divers give the balls back to the golfers. ☐

4 **Work in pairs.**

1 Think of (or make up) a funny or unusual job. Think of what the job involves and give the job a name.
2 Tell the class about your job and decide on the best one.
3 Write a paragraph about your job.

Leaf cleaners clean leaves in gardens to make them look nice …

Learning outcomes:
- to take part in a discussion
- to listen for specific information
- to write a description of a job

New language: *involve, detective, ostrich, babysitter, tester, golf, diver*

Recycled language: jobs, unusual

Creative thinking: Shares a sense of humour with peers and adults

Cognitive control functions: Cognitive flexibility

Digital flashcards: jobs

Warm-up

Aim: to review jobs
- Display nine of the job flashcards and ask *Which job is missing?* When students guess, show them the missing picture. Ask a volunteer to spell the job.
- Display eight flashcards and play again (this time, ask *Which two jobs are missing?*). Repeat with seven, six and five cards.

1 SB p100 **Discuss in pairs.**

Aim: to activate world knowledge and practise speaking
- With books closed, ask students to think of the most unusual jobs they know. Elicit ideas.
- Focus on the pictures. Elicit the jobs and teach new vocabulary (*ostrich, babysitter*, etc.). Explain the meaning of *involve* and make some example sentences with *have to*, e.g. *A teacher has to prepare classes. A teacher has to speak and write clearly and be good at explaining things. A teacher has to listen and be patient.*
- In pairs, students discuss which job they think is not real and what the other people in the pictures have to do/be.
- Elicit ideas but do not confirm answers at this stage.

2 102 SB p100 **Listen and check your answers.**

Aim: to listen for specific information
- Play the recording. Students listen and check.

For script see TB pXXX.
- They compare their answers in pairs.
- Play the recording again. Check as a class.

Key: Elephant dancer is not a real job. A pet-food tester tastes cat and dog food. A fruit cleaner makes oranges and lemons bright colours. A pet detective looks for missing animals. An ostrich babysitter sits with ostriches and makes sure they don't fight. A golf-ball diver dives into lakes, collects golf balls and sells them.

3 103 SB p100 **Listen again. Decide if the sentences are *t* (true) or *f* (false). Correct the false ones.**

Aim: to practise listening for detail
- Play the recording. Students correct the false sentences and compare their answers in pairs.
- Play the recording again. Check with the class.

Key: 1 f Pet-food testers never eat the food completely. 2 f They don't work in supermarkets. 3 t, 4 f It's a pretty easy job. 5 f They sell the balls in the golf shops.

4 SB p100 **Work in pairs.**

Aim: to stimulate creativity and practise speaking and writing skills
- Read the instructions, focus on the model text and check comprehension.
- Pairs invent a job first – set a time limit for this stage. Elicit ideas and help with names for the jobs.
- Students make notes about their unusual job, then write a paragraph about what it involves.

1 030 WB p100 **Listen and tick ☑. There is one example.** Exam skills

Aim: to practise listening for specific information

For script see TB pXXX.

Key: 2 b, 3 c, 4 b, 5 a

Ending the lesson

Aim: to review the content of the lesson
- With books closed, elicit the names of the jobs students remember from SB Activity 1, and what each job involves.

Extension activity

Aim: to encourage cooperation and peer appreciation
- Make groups of four.
- Students take turns to read their job descriptions from SB Activity 4.
- Groups discuss which they think is the best and why.
- For homework, students can create an advert for the job they invented, e.g. *We are looking for … The ideal person has to be good at … He she will have to … It's important that you like …*

Learning outcomes:
- to read for gist and specific information
- to take part in a discussion
- to complete a story

New language: *fire station*

Recycled language: jobs, everyday routines, *will*, *fire fighter, brave*

Creative thinking: Participates in investigative, exploratory, open-ended tasks

Cognitive control functions (SB & WB): Cognitive flexibility

Warm-up

Aim: to review jobs
- Stand in a circle with the students. Clap twice and say a job from the unit, e.g. *businesswoman.*
- Clap twice again. The student to your left makes a sentence about what this person has to do, e.g. *They have to use a computer.*
- The next student claps twice and says a different job. The student to his/her left claps twice and makes a sentence about it. Continue in this way around the circle (give help as necessary) until you've talked about as many jobs as possible.

1 SB p101 Discuss in pairs.

Aim: to practise speaking
- Elicit the job in the photo (*fire fighter*).
- Make pairs. Students discuss the questions, then share their ideas with the class.

2 SB p101 Read the interview with a fire fighter. Does she like her job?

Aim: to practise reading for gist
- Explain that the questions are missing from the interview, but students only need to read for gist. They read the interview quickly to find out if the fire fighter likes her job. Set a time limit of one minute.
- Check with the class.

Key: Yes, she does.

3 SB p101 Read again and write the questions in the correct places above.

Aim: to practise reading for specific information
- Students work individually and copy the questions in the right place in the interview.
- They compare answers in pairs. Check with the class.

Key: 1 Did you always want to be a fire fighter? 2 So how did you get interested in fire fighting again? 3 What does your husband think about the job? 4 What do you like about the job? 5 Are there many women at your fire station? 6 And finally, what's the best thing about the job?

4 SB p101 Work in pairs.

Aim: to encourage students to apply world knowledge and give opinions
- Students work in groups. They think of three jobs and discuss who usually does them and what they think about that. Brainstorm jobs and write them on the board first, if necessary.
- Monitor the groups, then open the discussion to the class.

Extra support: Before the group work, write phrases to help students express their opinion on the board, e.g. *I think that … In my opinion … The way I see it … I agree with … Sorry, but I disagree ….* Practise pronunciation and elicit an example sentence with each phrase.

1 WB p101 Complete the story with five words from the box.

Aim: to practise reading for detail

Key: 2 rain, 3 great, 4 opened, 5 behind

2 WB p101 Now choose the best name for the story. Tick ☑ one box.

Aim: to practise key reading skills

Key: The birthday present

3 WB p101 Imagine you do one of these jobs. Then, read and answer.

Aim: to practise writing and review language from the lesson

Ending the lesson

Aim: to practise language from the lesson
- In pairs, students practise reading the interview with the fire fighter in the Student's Book.

Stronger students: Role play the interview from memory.

Extension activity

Aim: to practise writing
- Students expand the answers they wrote for WB Activity 3 into a paragraph about their imaginary job. They can draw a picture of themselves doing the job and add the finished work to their portfolio.

1 **Discuss in pairs.**

1 Think about fire fighters. What do they do?

2 Do you think they are usually men or women?

2 **Read the interview with a fire fighter. Does she like her job?**



1 _____

My grandfather and my uncle were both fire fighters, so it's a job I know well. When I was little I always wanted to be a fire fighter. But when I grew up, I thought I was too short so I became a teacher.

2 _____

One day, I took my class on a school trip to the fire station. I was really excited and I knew I wanted to do the job. A year later I was a fire fighter.

3 _____

Well, he's a fire fighter too, so he understands the job. We work at different fire stations so we don't often see each other at work – only when there's a really big fire.

4 _____

Lots of things. When I was a teacher, I always worked from 9a.m. until 3.30p.m. As a fire fighter, I work at very different times. It makes the job interesting. I also like the friends I have at the fire station.

5 _____

No, I'm the only one. But I don't mind. I like being with the men. They're funny and we laugh a lot. But I think more women should become fire fighters. Women are as brave as men.

6 _____

Knowing that you are doing an important job and saving lives. That makes you feel really good.

3 **Read again and write the questions in the correct places above.**

What does your husband think about the job?

So how did you get interested in fire fighting again?

And finally, what's the best thing about the job?

What do you like about the job?

Are there many women at your fire station?

Did you always want to be a fire fighter?

4 **Work in pairs.**

1 Write a list of three more jobs.

2 Are the jobs usually done by men or women?

3 What do you think about that? Do you think it will change in the future?

… are usually men/women.

I think that is because men/women …

I don't think that is right.

Think and learn

FARMING

traditional farming – how people farmed for hundreds of years, before machines

modern farming – new kinds of farming, using machines

How are jobs on farms changing?

Super fact!

Farming is very old. The first crops were farmed more than 11,000 years ago!

1 104 **Listen and number the photos.**


crops


polytunnel


chemicals


drone


machine

2 **Look at the T-chart and complete with the lines below.**

a don't use them to stop insects
b sometimes grow them inside a polytunnel
c collect them by hand
d water them with machines
e farmers watch the crops to see if they need water

	Traditional farming	Modern farming
1 vegetables	always grow vegetables in a field	
2 seeds	water seeds by hand	
3 crops		collect crops with machines
4 chemicals		use chemicals to stop insects eating the crops
5 drones		farmers use drones to watch crops and look after them better

3 **Look at the T-chart again. Why do you think farmers prefer modern or traditional ways of farming? Use the words and phrases to help you.**

quicker easier safer better for the environment cheaper more tiring

I think some farmers prefer to collect crops with machines because it's quicker.



Learning outcomes:
- to learn more about Geography through English

BIG QUESTION to to be able to talk about the Big Question *How will jobs change in the future?*

New language: *farming, farm (v), crops, polytunnel, chemicals, drone, machine, by hand, grow, water (v)* (WB): *deliver, delivery company*

Recycled language: jobs, *traditional, modern, seeds, environment, emergency, journalist*

Critical thinking: Uses tables, charts, mind maps, etc. to evaluate ideas or options

Critical thinking (WB): Makes predictions and estimations from given information

Warm-up

Aim: to introduce the topic of farming and crops
- Write *farm* on the board and elicit what it means. Add *ing* to make *farming* and explain that *farming* is the general word for what a farmer does.
- Ask students *What kinds of farm are there?* Elicit crops and animals which are farmed in the students' area or country, helping with new vocabulary (e.g. *corn, tomatoes, cows, sheep*).

SB p102 How are jobs on farms changing?

Aim: to raise students' awareness of farming methods
- With books closed, play the *Think and learn* video. Ask students about the differences between modern and traditional farms. They can tell you that traditional farms are small, while modern farms are very big, etc.

For videoscript see TB pXXX.
- Write questions on the board: *Where do animals on traditional farms usually live?* (*Outside.*) *What's the problem with planting seeds by hand?* (*It's slow.*) *Where do farmers on traditional farms sell their fruit and vegetables?* (*At the local market.*) *Where does most of the food from modern farms go?* (*To factories or supermarkets.*) Play the video again and elicit answers. Check comprehension of *water* (*v*).

1 104 SB p102 Listen and number the photos.

Aim: to present words connected with modern farming
- Play the recording. Students listen and number the photos.

For script see SB p102.
- Elicit answers and check comprehension.
- Play the recording again. Students repeat the words.

Key: 1, 3, 5, 4, 2

2 SB p102 Look at the T-chart and complete with the lines below.

Aim: to practise using a graphic organiser to aid comprehension
- Students read and complete the table individually, then compare answers in pairs.
- Check with the class.

Key: 1 b, 2 d, 3 c, 4 a, 5 e

3 SB p102 Look at the T-chart again. Why do you think farmers prefer modern or traditional ways of farming? Use the words and phrases to help you.

Aim: to evaluate advantages and disadvantages and practise speaking
- Read the instructions and the example speech bubble. Check comprehension of the comparative adjectives in the box and *environment*.
- Students discuss the question in pairs. Elicit ideas and have a short class discussion.

Extra support: Elicit phrases to match each of the adjectives in the box and write them on the board before the discussion (e.g. *water seeds with machines – quicker, use drones to watch crops – easier*).

1 WB p102 What can you remember about modern farming? Complete the sentences.

Aim: to review new knowledge from the lesson

Key: 1 machines, 2 crops, 3 polytunnel, 4 Chemicals, 5 drone

2 WB p102 Who are drones useful for? Look, think and tick ☑.

Aim: to practise prediction

3 WB p102 Read. Were your predictions right?

Aim: to practise reading for detail

Key: engineers and builders, emergency doctors, journalists, delivery companies

Lesson review
- Elicit what students learned today and write it on the board, e.g. *Today I've learned about how farming is changing.* Students copy in their notebooks.

Extension activity

Aim: to practise writing
- Students write a paragraph about the differences between traditional and modern farming. They can use the table in SB Activity 2 to help them.

Learning outcomes:
- to extend the focus on Geography through English
- to complete a project

BIG QUESTION to explore the Big Question *How will jobs change in the future?*

New language: *(farm) worker*

Recycled language: jobs, farming, *disease,*

Creative thinking: Based on a model, develops new games, dishes, clothes, etc.

Materials: A3 paper, coloured pens or pencils, access to the internet

Warm-up

Aim: to review knowledge about farming
- Write *traditional farming* and *modern farming* on the board. Elicit what students remember from the previous lesson and write phrases under each heading. Prompt with questions, if necessary, e.g. *What about growing vegetables?*

4 SB p103 Read and look. What are the farm workers doing?

Aim: to practise reading and speaking
- Read the paragraph aloud and check comprehension of *farm worker.*
- Students talk about the photos in pairs. Elicit suggestions for each one.

Key (suggested answers): 1 she's watering crops. 2 she's selling eggs in the farm shop. 3 he's feeding a cow by hand. 4 he/she's making food to sell in the farm shop.

5 105 SB p103 Read about drones and fill in the gaps. Listen and check.

Aim: to practise reading and check comprehension
- Focus on the photo and elicit *drone*. Ask students what some of the uses of drones are on farms.
- Students read and complete the paragraph individually, then compare answers.
- Play the recording for students to listen and check. Elicit answers.

For script see SB p103.

Key: 1 machines, 2 sky, 3 photographs, 4 crops, 5 help

6 Project SB p103 Design a new type of machine to help farmers in the future.

Aim: to enable students to creatively engage with what they have learned about farming
- Read the project instructions and the model paragraph with the class.
- Students work in pairs. Give each pair a piece of A3 paper. Pairs talk about a problem farm workers might have in the future and how a machine could help solve it. They look at the example.
- Students can do additional research on the internet.
- Pairs design and draw their machine. They write three or four sentences describing the machine and explaining how it will help farmers in the future.
- The finished designs can be displayed around the classroom.

4 WB p103 Read the text about drones again. Answer the questions with *t* (true), *f* (false) or *ds* (doesn't say).

Aim: to practise reading for specific information

Key: 1 f, 2 ds, 3 ds, 4 t, 5 f, 6 ds

5 WB p103 Look and write.

Aim: to encourage creativity and writing skills

6 Project WB p103 Think and write.

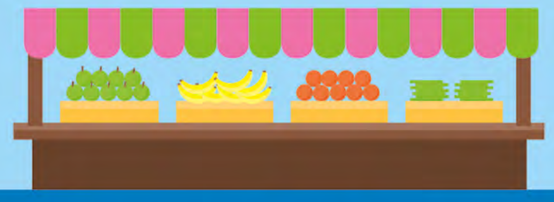
Aim: to review project and practise writing

Lesson review
- Write on the board: *Today I've …*
- Elicit what students did today, e.g. *designed a machine to help farmers in the future.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to practise reading and speaking
- Display the designs from SB Activity 6 around the classroom. Students walk around and read about all the designs. They choose a 'top three'. Have a class vote on which machine would be the most helpful to farmers in the future.

4 Read and look. What are the farm workers doing?

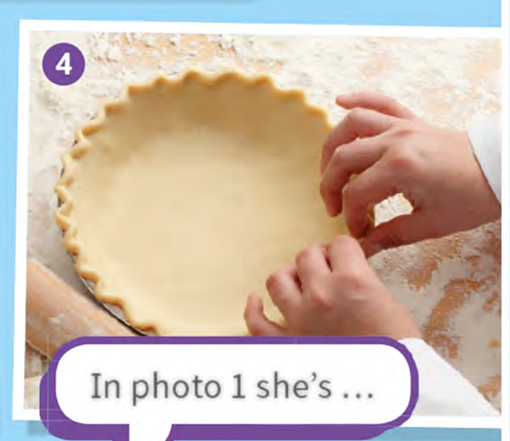


Farm workers can use traditional or modern ways to look after crops and animals. Sometimes farm workers do different jobs, like making food and selling it in the farm shop.









5 105 Read about drones and fill in the gaps. Listen and check.

crops photographs help machines sky

Modern farm workers often use **(1)** _____, like drones, to make their work easier. Drones take photographs from the **(2)** _____. The **(3)** _____ show farm workers when their crops need water. The photographs also show if the **(4)** _____ have a disease, so they can use chemicals to help the plants. Farm workers can use the photographs to see if any animals need **(5)** _____.



6 Project Design a new type of machine to help farmers in the future.

- Think of a problem farm workers can have.
- Design a machine to help them with this problem.
- Draw your machine.
- Write a description of your machine.



This flying machine will help farmers water their tomatoes inside polytunnels. It's small, so it can fly into the polytunnels. It can carry the water and drop the water onto the tomatoes.

Get talking

Finding out about an exhibition

1 Choose a role card. Read and plan.





Student A

You want to see an exhibition at a museum.

You are making a phone call to find out about the following:

- if the exhibition is still on
- the opening times
- how much the ticket is
- how to get there by public transport from the railway station
- if there is a restaurant there

Student B

You work for the museum.

Someone is going to phone you to ask you some questions about an exhibition. Tell them:

- if the exhibition is still on
- about opening times
- about the price of tickets
- if there are long queues
- how to get there from the railway station
- if there is a restaurant at the museum

2 Act out your dialogue.

Student A

Is this the National Museum?
Is the exhibition … ?
What are the … ?
How much are … ?
Could you please tell me how to … ?
Is there a … ?

Student B

The exhibition …
We are open from …
The price of …
It might be a good idea to book …
There are …
Take bus number …
Yes, we've got …





Learning outcomes:
- to prepare and perform a role play
- to consolidate language from the unit

New language: *exhibition, be on* (for an exhibition), *opening times, public transport, queue* (n), *It might be a good idea to …, book* (= reserve)

Recycled language: language from the unit, places in town, making requests, making suggestions, *phone call, ticket, price*

Creative thinking: Acts parts in role play or dramas

Cognitive control function: Cognitive flexibility

Materials: Props for the role play: phones (optional)

Digital flashcards: jobs

Warm-up

Aim: to review museum vocabulary
- Write *Museum* on the board. Elicit all the words and phrases students can think of connected to a visit to a museum, e.g. *buy tickets, find your way.*
- Write them on the board, adding new vocabulary as necessary, e.g. *see an exhibition, queue.*
- Ask students when they last visited a museum and what they saw.

1 SB p104 Choose a role card. Read and plan.

Aim: to practise reading, speaking and planning skills
- Read both sets of instructions aloud and check comprehension.
- Make pairs and let students choose who will be A or B. Refer students to the boxes in Activity 2 to help them plan their role play. Point out that the language in a phone call between people who don't know each other is usually quite formal (*Could you tell me … ? Can you suggest … ?* etc.). Elicit examples of complete sentences using language from the boxes, e.g. *Is the exhibition still on? We are open from 10 o'clock in the morning until 5.30 in the afternoon.*

Extra support: Write an example role play on the board, using students' ideas and phrases from the boxes.

2 SB p104 Act out your dialogue.

Aim: to give students practice in communicating – ordering food
- Students practise and memorize their dialogues in pairs.
- Remind students to refer to their improvement points from the last role play. They can sit back-to-back or use phones as prompts, to make the call more realistic.

Extra support: Students write out their dialogue and can refer to it while practising.
- Volunteer pairs act out their dialogue for the class.

1 WB p104 Choose six words or phrases to complete the sentences.

Aim: to practise the first conditional and *What if …?*

Key: 1 will cook, 2 father says, 3 will, 4 will she do, 5 if Jane, 6 don't do

2 WB p104 Join the pieces to make words and use them to complete the sentences.

Aim: to review vocabulary

Key: 2 dentist, 3 engineer, 4 farmer, 5 designer, 6 chemicals

3 WB p104 Complete the sentences with your own ideas.

Aim: to practise the first conditional and *What if … ?*

Ending the lesson

Aim: to develop self-assessment skills
- Give feedback on the dialogues. Make general points.
- In their role play pairs, students discuss how their performances went and how they will improve next time.

Extra support: Write ideas on the board for students to copy.
- Each student writes these improvement points in their notebook to refer to next time.

Extension activity

Aim: to consolidate the new language from the lesson
- In their notebooks, students write the dialogue they performed in SB Activity 2.

Learning outcomes:
- to review language from the unit
- to reflect on learning
- to make a portfolio to show progress and write an advertisement

BIG QUESTION to think about the Big Question *How will jobs change in the future?*

Recycled language: vocabulary and grammar from the unit, *advertisement, universe*

Creative thinking: Engages in activities with fantasy or mystery elements

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument.

Creative thinking (WB): Uses own ideas for doing creative activities like retelling stories

Cognitive control functions (WB): Cognitive flexibility

Materials: Digital or print portfolios

Warm-up

Aim: to review portfolios
- Elicit what the students did for their portfolios in the previous unit.
- Students look at each other's portfolios and compare their work.

1 SB p105 **Read this advertisement for a robot and answer the questions below.**

Aim: to review language from the unit and practise reading for specific information
- Ask what the advert is for (a robot) and elicit what it is holding (*umbrella, drum, orange juice, sandwich*).
- Read the questions with the class.
- Students read the advert individually and answer the questions. They compare answers in pairs.
- Check answers.

Key: 1 Because it's the most exciting robot in the universe. 2 It will make you happy. 3 It will help you. 4 It will bring an umbrella (for you).

2 SB p105 **Imagine you are a scientist and are going to build a fancy robot. Write an advertisement for your robot.**

Aim: to give students practice writing an advert
- Read the instructions and check students know what to do.
- Brainstorm ideas for when students might need help and things their robot could do.
- Read the *Writing tip.*
- Students turn to the *My portfolio* writing practice section on page 125 of the Workbook.
- Work through the exercises with the class.
- Monitor as students make notes, then write a first draft of their advert. Students swap drafts and give each other feedback.
- Students write a final version and add it to their portfolio, with a picture or design for the robot.

1 WB p105 **Read and tick ☑. Then write examples.**

Aim: to practise unit grammar and vocabulary

2 WB p105 **Write sentences to answer the Big Question.**

BIG QUESTION Aim: to enable students to revisit the Big Question and consolidate learning

3 WB p105 **Imagine that you and your friend went for a drive with your robot. Write what happened.**

Aim: to practise writing

Ending the lesson

Aim: to review the unit
- With books closed, make teams of five or six students. Hand out quiz questions and set a time limit for writing answers.
- Check answers. The team with the most correct answers wins.

Example questions: *What are the ten jobs in the museum? What did Phoebe's grandpa do? What's the name of the robot in the story? Where did they find the robot programmer?*

Extension activity

Aim: to enable students to share what they have learned
- In pairs, students look through Unit 8, their vocabulary books and at their portfolio and discuss what they have learned.
- Encourage students to talk about what they are good at, as well as what they need to improve.

Think and write

An advertisement

1 Read this advertisement for a robot and answer the questions below.

BUY ROBOLIX3000

– it'll be your **best friend for years** because it's the **most exciting** robot in the universe.

It'll make you happy on sad days and it'll help you if you are in trouble.

If you're bored, the robot will start playing the drums.

If you're hot, it'll bring you a glass of orange juice.

If you're hungry, it'll make you some sandwiches.

If you want to go for a walk and it starts raining, it'll bring an umbrella for you.

If you say 'Good night!', it'll start singing a beautiful song to help you sleep.



1 Why will ROBOLIX3000 be your best friend for years?
2 What will it do for you on sad days?
3 What will it do if you are in trouble?
4 What will happen if it starts raining?

ROBOLIX3000 will ...

Writing tip

Before you start writing, think and make notes about your ideas.

2 **Imagine you are a scientist and are going to build a fancy robot. Write an advertisement for your robot.**

1 Write down all the things your robot will do to help:

* feel tired – make coffee
* are bored – play the saxophone
* go on holiday – take photos

2 Write an advertisement for your robot, so lots of people will buy it.

9 Mystery at sea

In the 19th century, the seas were full of ships like the one in the picture. People used them for transporting goods around the world. The journeys were often long and very dangerous. Ships spent many months at sea.

1 106 **Listen and say the words. Check with your partner.**

1 sail
2 sailor
3 captain
4 barometer
5 mast
6 rat
7 lifeboat
8 porthole
9 cabin

BIG QUESTION What do we know about the sea?

2 107 **Read, listen and complete the sentences.**

1 The ship is much _____ than the *Titanic*.
2 The ship's _____ is standing near the _____.
3 Phoebe thinks they should _____ for a while.
4 The ship's name is on the wall of the _____ next to the _____.

3 **Choose a word. Describe it for your partner to guess.**

You use it to check the weather.

Ah, I know, it's a barometer!

Learning outcomes:
- to learn and use sailing vocabulary
- to practise reading, listening and speaking

New language: *sail, sailor, captain, barometer, mast, rat, lifeboat, porthole, cabin, goods, journey, (for) a while*

Recycled language: *century, transport* (v), *dangerous*

BIG QUESTION Your students will start to think about the Big Question *What do we know about the sea?*

Cognitive control functions: Working memory

Critical thinking (WB): Solves simple puzzles (e.g. word puzzles)

Digital flashcards: sailing

Warm-up

Aim: to introduce the topic of ships and the sea
- Draw a picture of a ship on the board. Elicit what it is.
- Ask if any students have travelled on a ship or tried sailing. If anyone has, ask where they went and if they liked it (or encourage stronger students to ask).
- If no one has been on a ship, ask who would like to and why.

Presentation

Aim: to present vocabulary for sailing
- Use the flashcards to present the new vocabulary.
- Say each item for students to repeat.
- Read the text at the top of the Students' Book aloud while students follow. Remind them of the meaning of *19th century.*

1 106 SB p106 Listen and say the words. Check with your partner.

Aim: to practise sailing vocabulary
- Students look at the picture in their Student's Books. Ask what they think is happening and if they recognise the name of the ship.
- Play the recording. Students listen and repeat.

For script see SB p106.
- Play the recording again. Students practise in pairs.

BIG QUESTION **What do we know about the sea?**

Aim: to encourage students to think about the sea
- Read the Big Question. Ask students what sailors need to know so they can travel on the sea.
- Students discuss in pairs. Elicit that sailors need to know, for example, where they are going, about the weather (especially the wind), dangers such as icebergs, dangerous sea creatures and the tides.

2 107 SB p106 Read, listen and complete the sentences.

Aim: to practise listening
- Read the sentences aloud and check understanding of *for a while.* Make sure students know that *Titanic* is the name of another famous ship.
- Play the recording twice. Check with the class.

For script see SB p106.

Key: 1 older, 2 captain, mast, 3 hide, 4 cabin, porthole

Stronger students: Ask more questions, e.g. *Why does Phoebe want to hide?* (*To see if the sailors are friendly.*)

3 SB p106 Choose a word. Describe it for your partner to guess.

Aim: to practise speaking
- Students do the activity in pairs.
- Elicit example definitions.

1 WB p106 Do the crossword.

Aim: to practise sailing vocabulary

Key: **Across:** 4 captain, 6 barometer, 8 rat, 9 sail; **Down:** 1 lifeboat, 3 cabin, 5 porthole, 7 mast

2 WB p106 Look at the picture. How many are there?

Aim: to practise using the new vocabulary in context

Key: 2 six, 3 five, 4 three, 5 eight, 6 one, 7 three

Ending the lesson

Aim: to review key language from the lesson
- Students stand up. Give instructions using the sailing vocabulary for students to mime, e.g. *You are on a ship. You are the captain. Put on your captain's hat. Look through the porthole to check the weather. Open your cabin door and come out …*

Extension activity

Aim: to consolidate vocabulary
- Students write the new vocabulary in their notebooks or vocabulary books.
- For each word or phrase, they draw a picture and write a short definition, e.g. *A porthole is a round window in a ship.*

Learning outcomes:
- to talk about events in the past with the present perfect, *already* and *yet*

New language: *so far, crazy, Canada, Chile, bat*

Recycled language: country names, animals, school subjects, *flag, Europe*

Creative thinking (WB): Makes adaptations to a song or poem reflecting personal interests, emotions or identity

Materials: world map (optional), a small coin for each pair of students

Warm-up

Aim: to review country names
- Brainstorm countries and write them on the board. Ask students to find some on a map.

Presentation

Aim: to present the present perfect with *already* and *yet*
- Ask students *Have you ever been to France?* Make a sentence about a student who answers 'yes', e.g. (Name), *has already visited France.* Make a sentence about a student who answers 'no', e.g. (Name), *hasn't visited France yet.*
- Write the sentences on the board. Underline *already* and *yet*.
- Ask students which sentence tells them something has happened (the one with *already*), and which one tells them it hasn't happened, but could do (the one with *not yet*).

1 SB p107 **Read Paul's webpage. Tick ☑ the flags of the places his uncle has visited.**

Aim: to practise reading for specific information
- In pairs, students identify the flags.
- Students read the paragraph individually and tick the flags. Check as a class.

Key: Students tick: 1 USA, 2 Mexico, 4 Brazil, 5 Chile, 7 Spain, 8 UK, 11 China, 12 India

2 SB p107 **Add *yet* and *already* to each sentence and say.**

Aim: to focus on word order
- Write the first sentence on the board and elicit where to put *yet* and *already*.
- Students do the second sentence in pairs then say the sentences.

Key: 1 My uncle has already visited Mexico, but he hasn't visited Canada yet. 2 My uncle hasn't been to Turkey yet, but he's already been to the UK.

3 108 SB p107 **Watch, listen and say.**

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice.
- Check understanding of the grammar.
- Students turn to the Language focus section on page 122 of the Student's Book.
- Work through the exercises.
- Play the audio. Students follow along and join in.

For script see SB p107.

4 SB p107 **Play the coin-tossing game.**

Aim: to give students further practice with the new language
- Show a coin and explain that in this game, if the coin lands with the head side up it means *already* and with the other it means *yet*.
- Demonstrate the activity.
- Students play the game in pairs.

1 WB p107 **Read and circle the correct word.**

Aim: to review the new language

Key: already, yet, already, yet

2 WB p107 **Read and complete. Use *already* and the present perfect form of the verbs from the box.**

Aim: to give practice with present perfect with *already*

Key: 2 have already done, 3 have already had, 4 have already seen, 5 has already listened, 6 has already been

3 WB p107 **It's Dan's birthday. Write sentences about the things he has already done or hasn't done yet.**

Aim: to practise writing sentences in the present perfect with *already* and *yet*

Key: 2 He's already read all his birthday cards. 3 He's already opened his birthday presents. 4 He hasn't tidied away all the paper yet. 5 He hasn't played his new game yet. 6 He's already talked to his best friend on the phone.

4 WB p107 **Read the poem. Write your own.**

Aim: to encourage creativity and practise writing

Ending the lesson

Aim: to practise the present perfect, *already* and *yet*
- Make a sentence using *already* and *yet*, e.g. *I've already had breakfast, but I haven't had lunch yet.* Point to a student and say *What about you?* The student makes a similar sentence, then chooses the next student.

Extension activity

Aim: to enable students to share their writing
- In groups, students read aloud the poems they wrote for WB Activity 4. They give feedback and ask questions.

1 **Read Paul's webpage. Tick ☑ the flags of the places his uncle has visited.**

My uncle is a sailor and he's always travelling. So far, he's visited more than 105 countries, but he wants to visit every country in the world. There are 195 countries, so he's still got another 90 to go to. I think he's crazy.

He's already visited the USA and Mexico, but he hasn't visited Canada yet. He's been to South America, where he's visited Brazil and Chile. He hasn't visited Argentina yet.

He's been to Europe and visited Spain and the UK, but he hasn't visited Turkey yet. He's visited China and India, but he hasn't visited Australia yet. My uncle is already 75. I don't think he'll do it!



2 **Add *yet* and *already* to each sentence and say.**

1 My uncle's visited Mexico, but he hasn't visited Canada.

2 My uncle hasn't been to Turkey, but he's been to the UK.

3 **108** **Watch, listen and say.**



Language focus

I'**ve already seen** a snake. He'**s already seen** a bat.

But I **haven't seen** a hippo **yet**. But he **hasn't seen** a zebra **yet**.

4 **Play the coin-tossing game.**







I've already done my …

I haven't done my …

1 109 **Listen and write the rhyming words. Then sing the song.**

swim side me sail ride see whale sea me in

Grandma and I one sunny day,
Went off for a nice boat **(1)** _____,
When suddenly I turned around
She wasn't by my **(2)** _____.

Captain drop the anchor,
Make your men jump **(3)** _____,
My grandma's fallen in the sea,
I don't think she can **(4)** _____!

I ran up to the telescope,
To see what I could **(5)** _____.
I rubbed my eyes and looked again,
At the beast in front of **(6)** _____.

Captain drop the anchor,
Captain drop the **(7)** _____,
My grandma's fallen in the sea,
I think she's in a **(8)** _____!

The captain dropped the anchor down,
His men jumped in the **(9)** _____.
When suddenly I turned around,
My gran was next to **(10)** _____!

'What's all the fuss about?'



All about music: **Sea Shanties**

Sea shanties were songs that sailors used to sing on their ships many years ago. Their work was often very hard and boring. The sailors were often at sea for many months at a time and the songs helped the days go quicker. Sea shanties are often played on accordions and tin whistles.

What I think about this song

It's great. It's OK. I don't really like it.

Phonics

2 111 **Listen and say the dialogue.**



Cookie You shouldn't put so much sugar in the pudding, Woody!

Woody But look, Cookie. The cookbook says, 'Six cupfuls'.



108 Singing for pleasure; phonics focus: *look* and *put*

Learning outcomes:
- to join in with a song
- to recognise different spellings of the sound /ʊ/, as in *book, would* and *put*

BIG QUESTION to think again about the Big Question *What do we know about the sea?*

New language: *by my side, anchor, jump in, telescope, rub (your) eyes, beast, whale, What's all the fuss about? sea shanties, at a time, accordion, tin whistle, pudding, cupful*

Recycled language: sailing, present perfect

Critical thinking (WB): Solves simple puzzles (e.g. word puzzles)

Critical control functions (WB): Working memory

Digital flashcards: sailing

Warm-up

Aim: to review sailing vocabulary
- Display the flashcards. Students write the words in their notebooks, then swap with a partner.
- Volunteers write the words on the board. Students check their partner's spelling.

1 109 SB p108 Listen and write the rhyming words. Then sing the song.

Aim: to practise listening skills and sing a song
- Use the pictures to teach *anchor* and *accordion*.
- Play the song. Students write the missing words.

For song lyrics see SB p108.
- Play the song again. Check answers and explain new vocabulary, e.g. *by my side, beast, whale*.
- Students show what they think of the song using the traffic lights and compare in pairs.

Key: 1 ride, 2 side, 3 in, 4 swim, 5 see, 6 me, 7 sails, 8 whale, 9 sea, 10 me
- Play the song again, pausing after each verse for students to repeat.
- When students have learned the song, use the karaoke version (110) to practise it with the whole class and then in groups.
- Focus on the style of the song. Read the information about sea shanties and explain any new vocabulary.

2 111 SB p108 Listen and say the dialogue.

Aim: to identify and say words with the sounds /ʊ/
- Remind students that the same sound in English can be represented with different spellings. Write *l<u>oo</u>k, p<u>u</u>t* and *sh<u>ou</u>ld* on the board as examples. Practise pronunciation, focusing on the vowel sound.
- Check comprehension of *pudding* and *cupful.* Play the recording. Students listen, read and repeat.

For script see SB p108.
- Divide the class so that one half is Cookie and the other Woody. Students say the dialogue twice, swapping roles.
- Students practise the dialogue.

1 WB p108 Remember the song. Complete the words to find out what Grandma was doing. Write the missing letters below.

Aim: to review words from the song

Key: 2 telescope, 3 Grandma, 4 fish, 5 front, 6 again, 7 captain, 8 anchor, 9 whale, 10 boat, 11 sail, 12 rubbed, 13 drop, 14 sea (Answer: Feeding the birds)

2 031 WB p108 Listen and order. Write the numbers.

Aim: to review the song

For script see TB pXXX.

Key: (left column) 6, 7, 5, 3 (right column) 1, 2, 4

3 032 WB p108 Listen and say the words.

Aim: to practise words with the sounds /ʊ/ and /u:/

For script see WB p108.

4 WB p108 Write the words in the correct column.

Aim: to identify words containing the sounds /ʊ/ and /u:/

Key: foot: should, woman, pull, wood, would, stood, took; boot: rule, soup, choose, glue, pool, school, blew

5 033 WB p108 Listen, check and say the words.

Aim: to practise words containing the sounds /ʊ/ and /u:/

For script see WB p108.

Ending the lesson

Aim: to review key language from the lesson
- Students sing the song from SB Activity 1 again, adding actions.

Extension activity

Aim: to activate students' imaginations
- In groups, students write a new verse for the song, using the rhyming words from SB Activity 1 to help them.
- They practise their new verse and either perform it for the class or write it out on poster paper.

Learning outcomes:
- to ask and answer questions with the present perfect and *yet*

New language: *pack (your bag),* irregular past participles: *swept, made, fed, put on*

Recycled language: sailing vocabulary, everyday tasks, clothes, food, *parrot*

Warm-up

Aim: to activate vocabulary
- Elicit tasks students do regularly, e.g. *do homework, walk the dog, make my bed.*
- Write them on the board.

Presentation

Aim: to present questions with the present perfect and *yet*
- Point to a task on the board and ask a student, e.g. *Have you done your homework yet today?* He/She answers *Yes, I have / No, I haven't.*
- A volunteer asks a classmate a question in the same way, using a different task. Help as necessary.
- Continue, using open pairs.

1 112 SB p109 **Listen. Complete the dialogues with the words from the box. Match the dialogues to the pictures.**

Aim: to practise present perfect questions with *yet*
- Elicit what's in the pictures (a sailor, a captain, a parrot) and what's happening (e.g. *The sailor's cooking.*)
- Play the recording. Students listen, complete and number.

For script see SB p112.
- Check answers. Students practise the dialogues in pairs.

Key: 1 cabin, 2 dinner, soup, 3 parrot, bath, 4 kitchen, dishes

2 113 SB p109 **Watch, listen and say.**

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video twice.
- Check understanding of the grammar.
- Students turn to the Language focus section on page 127 of the Student's Book.
- Work through the second half of the page with the class.
- Play the audio. Students follow along in their Student's Books and join in.

For script see SB p109.
- They practise the sentences in pairs.

3 SB p109 **Play the housework game. Find out what your partner has or hasn't done this week.**

Aim: give students further practice with the new language
- Demonstrate the activity with a strong student.
- Students do the activity in pairs.

1 WB p109 **Put a mark (^) where *yet* should go in each line.**

Aim: to consolidate understanding of word order with *yet*

Key: My boots? No, I haven't. I haven't done that yet.
Have you packed your bag yet?
My bag? No, I haven't. I haven't done that yet.

2 WB p109 **Make questions.**

Aim: to give students further practice with the new language

Key: 2 Have you tried out Mia's new bike yet? 3 Have you seen the new *Treasure Island* film yet? 4 Have you tidied your room yet?

3 WB p109 **Read and write answers.**

Aim: to give students further writing practice with the new language

Key: 2 No, I haven't been to New York yet, but I've already been to Los Angeles. 3 No, I haven't fed the cat yet, but I've already tidied my bedroom. 4 No, the Bensons haven't sold their house yet, but they've already sold their car.

4 WB p109 **Look and write.**

Aim: to extend students' understanding of the new language

Key (possible sentences): 2 The Dolphin has already arrived home, but The Shark hasn't arrived yet. 3 He has already opened his present, but she hasn't opened her present yet. 4 She's already seen some fish, but she hasn't seen a whale yet.

Ending the lesson

Aim: to practise present perfect with *already* and *yet*
- Pairs practise and try to memorise one of the dialogues in SB Activity 1.

Extension activity

Aim: to consolidate the new language
- Students write in their notebooks the jobs around the house they have already done this week and the things they haven't done yet.

1 112 **Listen. Complete the dialogues with the words from the box. Match the dialogues to the pictures.**

parrot dishes kitchen cabin bath soup dinner

1 Captain Have you finished cleaning my _____ yet?
Sailor Well, I've already swept it, but …
Captain But what?
Sailor … I haven't washed the floor yet.

2 Captain Have you finished making _____ yet?
Sailor Well, I've already made the _____, but …
Captain But what?
Sailor … I haven't made the main course yet.

3 Captain Have you finished looking after my _____ yet?
Sailor Well, I've already given him a _____, but …
Captain But what?
Sailor … I haven't fed him yet.

4 Captain Have you finished tidying the _____ yet?
Sailor Well, I've already washed the _____, but …
Captain But what?
Sailor … I haven't cleaned the windows yet.









2 113 **Watch, listen and say.**

Language focus

Have you **put on** your boots **yet**?
My boots? No, I **haven't**. I **haven't done** that **yet**.
Have you **packed** your bag **yet**?
My bag? No, I **haven't**. I **haven't done** that **yet**.



3 **Play the housework game. Find out what your partner has or hasn't done this week.**

- do homework ☐
- walk dog ☐
- tidy bedroom ☐
- feed cat ☐
- do shopping ☐
- wash dishes ☐
- make breakfast ☐

Have you … yet?

Yes, I have. / No, I haven't.

The *Mary Celeste*



1 **Go through the story quickly and find answers to the questions.**

1 Why were the children hiding?

2 Why did one of the sailors know where the children were hiding?

2 114 **Read and listen to the story to check your answers.**

The children hid in a lifeboat and watched the sailors working. They didn't seem very friendly. Two of them came and stood by the lifeboat. 'I'm worried,' one of them said. 'The captain's nervous. He's already shouted at me three times today …' 'Atishoo!' sneezed Patrick. 'Whoops! I'm sorry!'



The sailors heard the noise and looked in the lifeboat. They found the children and took them to the captain. 'Look what we found!' one of them said. 'Lock them in my cabin,' said the captain. He looked worried. 'I'll talk to them later.'

The children looked around the cabin. The door would not open. 'Now, what?' Alex asked. 'We'll have to wait and see what the captain says,' said Patrick. Phoebe picked up a book from the table. 'Hey, listen guys. It's the captain's diary!' She read out, 'Things are strange. There is something wrong with this ship. I have a strong feeling that something bad is going to happen. 'Quick!' Patrick interrupted. 'Come and look out of the porthole!'





'Look at all those lights. It's our gate!' shouted Alex. 'We've got to go! But those lights are green,' said Phoebe. 'Our gate's yellow! That's very strange!'

'We've got to get out of here,' said Patrick. 'Let's break the door down.' The children picked up the table and banged it against the door. It opened and they walked out. There were green gates glowing all over the ship. The children were amazed. 'Look, there's a sailor. He's walking through one of the green gates!' shouted Alex. The sailor walked through the gate, and a second later he was gone. Everything was silent. There was no-one left!

Learning outcomes:
- to listen to, read and role play a story
- to develop reading skills

New language: *sneeze* (v), *Whoops! lock* (v), *interrupt, break (the door) down, bang (against), be left, thump, incredible, tunnel* (n), *be over* (= finished)

Recycled language: sailing vocabulary, *worried, nervous, diary, strange, lights, gate, amazed, playground, journey, explosion, wrong*

Value: working together

Critical thinking (WB): Explains why things happened

Digital flashcards: sailing

Warm-up

Aim: to review the story
- Elicit where the Time Travellers have been so far. Students tell you where each episode happened, if it was in the past, present or future and who the children met. Prompt if necessary, e.g. *Science lesson, Pompeii, the rainforest, a rock concert, space restaurant, the Wild West, Istanbul, the Globe Theatre, the Museum of the Future.*
- Ask students where the Time Travellers are in this unit (On a ship – the *Mary Celeste*), and when (the past/the 19th century).
- Review sailing vocabulary using the flashcards, if necessary.

The Mary Celeste

1 SB pp110–111 **Go through the story quickly and find answers to the questions.**

Aim: to practise reading skills – skimming and scanning
- Focus on the pictures and ask where the children are and what they might be doing (in a lifeboat, talking to the captain, in a cabin, reading a book, looking through a porthole).
- Read the questions and check comprehension.
- Students do the task individually. They compare answers in pairs. Don't confirm answers at this stage.

2 114 SB pp110–111 **Read and listen to the story to check your answers.**

Aim: to present a story and to develop reading skills
- Play the recording. Students read and listen to check their answer. Elicit answer.

For script see SB pp110–111.
- Ask what happened at the end of the story (the children saw the gate just in time) and where the gate was (on the way into the kitchen).

Key: 1 Because they didn't know if the sailors were friendly. 2 Because Patrick sneezed.
- Play the recording again. Pause to explain new vocabulary and check comprehension. Ask questions, e.g. *What did Phoebe find?* (*The captain's diary.*) *Why is the captain worried?* (*He thinks something bad is going to happen.*) *What do the children see through the porthole?* (*Green gates.*) *Why is the Mary Celeste famous?* (*Because people found the ship with no one on it.*) *Where do the Time Travellers go next?* (*Their school playground.*) *Are they in the present?* (*No, the past.*)

1 WB p110 **Remember the story. Look at the pictures and complete the summary.**

Aim: to review the story

Key: 2 sailors, 3 captain, 4 cabin, 5 diary, 6 porthole, 7 table, 8 playground

2 WB p110 **Read the summary in Activity 1 again. Who or what do the underlined words refer to?**

Aim: to check comprehension through pronoun reference

Key: 2 the captain, 3 the diary, 4 Alex and Phoebe, 5 the green lights, 6 the ship, 7 the yellow gate, 8 Alex, Phoebe and Patrick

3 WB p110 **Read and write answers.**

Aim: to review events in the story

Key: 2 Because Patrick sneezes.
3 They read the captain's diary.
4 Because he can see green lights.
5 Because the sailors disappeared when they walked into them.
6 Because they arrive before the Science lesson.

Ending the lesson

Aim: to practise the story
- Make groups of three. Students each take a role of one of the children from the story.
- They read through the story silently and each find which dialogue is theirs.
- Students practise their role plays in groups, using the direct speech from the story.
- Volunteer groups role play for the class.

Extension activity

Aim: to discuss the value of working together
- Elicit how the children worked together in this episode and in the story. Students look back and find examples.
- Elicit examples of when students have worked together with friends, in class and at home.

Note: Some of this discussion may need to take place in L1.

Learning outcomes:
- to practise reading for specific information
- to identify key events in a story

New language: *alien, UFO* (WB): *dry land, lucky charm*

Recycled language: language from the story

Creative thinking (SB and WB): Uses own ideas for doing creative activities like retelling stories

Cognitive control functions (SB and WB): Cognitive flexibility

Warm-up

Aim: to review the story
- Give students time to re-read the story or play the recording again as they follow.
- Ask questions about the story, e.g. *Where were the three friends? (On the Mary Celeste.) What did they find? (The captain's diary.) What did Patrick see out of the porthole? (Green lights.) Where did all the sailors go? (Through the green gates.) Did the friends walk through a green gate? (No, they went into the yellow gate.) Where did they get to at the end of the story? (Their school playground.) Why did their friends laugh? (Because they say the Science lesson hasn't happened yet – they think the children are joking.)*

3 SB p111 Match the sentence halves to make the summary.

Aim: to practise reading for detail
- Students match individually, referring back to the story, then compare answers in pairs.
- Check with the class. Ask different students to read the completed sentences aloud.

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

4 SB p111 Read and add another answer for each question. Then choose the best answer.

Aim: to encourage students to interpret a story using imagination
- Check students know what to do and do the first one as an example (note that students need to provide the correct answer for the first question, but there is not one right answer for the other questions). Explain/Elicit the meaning of *alien* and *UFO* (= Unidentified Flying Object).
- Students add one more possible answer for the questions individually. Monitor and help.
- Make pairs. Students swap books and choose the best answer from their partner's options.
- They swap books back again and share ideas on which explanations they like best.
- Have a class discussion about what might happen next.

Extra support: Write useful phrases for the class discussion on the board, e.g. *I think that … The way I see it … One possibility is that … Maybe the children will … I agree/disagree … I don't think so … I think so, too. That would be great/interesting/exciting.*

4 WB p111 Read the captain's diary and write the missing words. Write one word on each line.

Aim: to practise reading and comprehension of the story

Key: 2 couldn't/didn't, 3 ship, 4 were, 5 smoke/lava/ash, 6 at, 7 explosion, 8 morning, 9 ship

5 WB p111 Imagine you are the captain. Write a message to send for help.

Aim: to practise writing and encourage creativity

6 WB p111 Which places and times would you like to visit if you were on a boat? Write a list.

Aim: to enable students to apply world knowledge

Ending the lesson

Aim: to encourage students to respond to the whole story
- Review the whole story with the class.
- Ask the students which was their favourite part of the story and who was their favourite character. Encourage them to give reasons for their opinions.
- Try to involve the whole class in this discussion.

Extension activity

Aim: to share ideas and practise taking part in a discussion
- Make groups of four. Students share the lists of places they wrote for WB Activity 6. They give reasons why they would like to visit each place/time. Review ways to express opinions first.
- Each group of four then choose the four best ideas in their group.
- Elicit the four ideas from each group and have a class discussion. Students could vote for the top three places/times to go or decide if it would be better to travel to the past or the future.

'Now I remember,' said Alex. 'The *Mary Celeste* was the ship that they found with no-one on it. No-one knew what happened.' 'Now we know, but nobody would believe us,' said Phoebe. 'Look!' shouted Patrick. 'There's a yellow light. That's our gate. Come on!' The children stepped into the yellow gate. They were gone in a flash … and landed in their school playground with a thump.

'I don't believe it!' said Phoebe. 'We're home. Look there are Sam and Rob.' The Time Travellers ran over to their friends. 'Hey, guys!' said Patrick. 'You'll never guess what just happened. We had an incredible journey. That explosion in the Science lesson created a time tunnel… .' 'Very funny! We haven't had Science yet. It's this afternoon!' Sam laughed. 'Come on, lunch is nearly over and I want to play football.' The three friends looked at each other. Were they really back at the right time or was something wrong?



3 **Match the sentence halves to make the summary.**

1 The children hide in	**a** the captain.
2 The sailors talk about	**b** the table.
3 The sailors lock the children in	**c** green lights.
4 Phoebe finds a diary on	**d** the door.
5 Patrick looks out of	**e** the playground.
6 The children see lots of	**f** the cabin.
7 The children use the table to break	**g** the porthole.
8 The children arrive in	**h** a lifeboat.

4 **Read and add another answer for each question. Then choose the best answer.**

1 Why was the captain worried?

a The ship was going the wrong way. **b** His sailors were all aliens.

c _____

2 Where did the sailors go?

a into a UFO **b** to another time

c _____

3 What might be wrong back at school?

a It's not really their school. **b** Their friends don't believe their story.

c _____

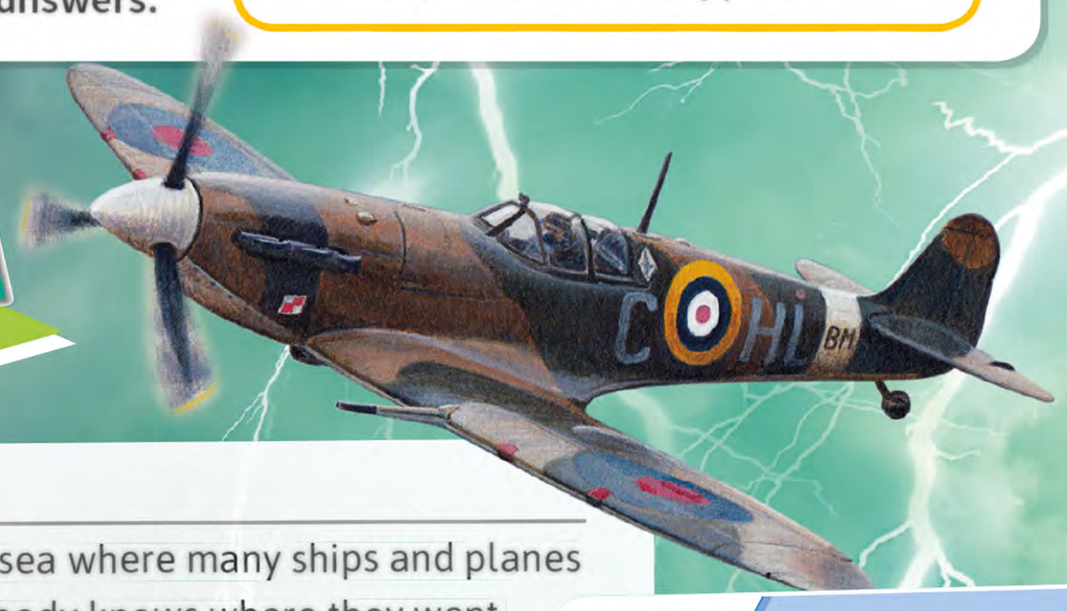
Skills

1 **Read the magazine article and match the questions from the box with the answers.**

So what's the truth? Where is it?
What is it? What has happened there?

It's a weird world:

THE BERMUDA TRIANGLE



1

The Bermuda Triangle is an area at sea where many ships and planes have mysteriously disappeared. Nobody knows where they went.

2

The Bermuda Triangle is in the Atlantic Ocean. The corners of the 'triangle' are Miami, Bermuda and Puerto Rico.



3

Here are two of the famous disappearances:

- In 1918, a ship called the US Cyclops disappeared in the area. None of the 306 people on the ship were ever seen again.
- In 1945, a group of fighter planes disappeared while they were flying over the area. The next day, another plane went to look for the missing fighters. This plane also disappeared.

4

Some people say that there is nothing mysterious about the area. There are a lot of ships in this area, so it's not surprising that sometimes ships go missing. They also say that the bad weather in the area causes a lot of problems.

Other people think the area is more mysterious. Some people believe that aliens have taken the ships. Other people that a giant whirlpool pulls ships and planes under the sea.

WHAT DO YOU THINK?

2 **Read again and correct the sentences.**

1 The Bermuda Triangle is in the Pacific Ocean.
2 Only ships disappear in the area.
3 The US Cyclops was a plane.
4 In 1945, a plane disappeared in the area.
5 Not many ships sail in the area.
6 The weather is always good in the area.

3 **What do you think? Discuss in pairs then share your opinion with the class.**

I think the Bermuda Triangle is …

Maybe it is …

Do you really think so?

That's a good idea.

Learning outcomes:
- to read for specific information
- to take part in a discussion

New language: *truth, weird, area, mysterious(ly), corner, disappearance, fighter plane, go missing, cause* (v), *whirlpool* **(WB):** *lighthouse keeper, on board, engine, rocks, icy, wooden, row* (v), *(the) rest (of), papers* (= newspapers)

Recycled language: sailing vocabulary, *triangle, alien, brave*

Critical thinking: Makes predictions and estimations from given information

Cognitive control function: Cognitive flexibility

Value: Being brave, helping people, not giving up

Cognitive control functions (WB): Inhibitory control

Materials: world map (optional)

Warm-up

Aim: to review the story of the Mary Celeste
- Brainstorm what students remember about the story of the Mary Celeste. Ask what they think happened to all the sailors.
- Elicit if they know of any other mysteries like this.

1 SB p112 **Read the magazine article and match the questions from the box with the answers.**

Aim: to activate world knowledge and practise reading skills
- Focus on the pictures. Elicit what students can see in the photo and on the map. Review *triangle* and pre-teach *fighter plane*. Show the position of the Bermuda Triangle on a world map, if possible.
- Read the article aloud around the class. Discuss each section to check understanding.
- In pairs, students decide where each question goes.
- Check as a class.

Key: 1 What is it? 2 Where is it? 3 What has happened there? 4 So what's the truth?

2 SB p112 **Read again and correct the sentences.**

Aim: to practise reading for specific information
- Students re-read the text silently and correct the sentences.
- They compare their answers in pairs.
- Check and discuss as a class.

Key: 1 The Bermuda Triangle is in the Atlantic Ocean. 2 Ships and planes disappear in the area. 3 The US Cyclops was a ship. 4 In 1945, a group of fighter planes disappeared in the area. 5 A lot of ships sail in the area. 6 The weather is not always good in the area.

3 SB p112 **What do you think? Discuss in pairs then share your opinion with the class.**

Aim: to practise taking part in a discussion
- Read the speech bubbles and elicit complete sentences using the prompts.
- Make pairs for the first stage of the discussion. Monitor and prompt as necessary.
- Open the discussion to the whole class. Try to include as many students as you can.

1 WB p112 **Look and read. Write 1–4 words to complete the sentences about the story.** Exam skills

Aim: to practise reading for specific information

Key: 2 was ten, 3 one brother, 4 60 people, 5 broke, 6 get into the boat, 7 saved, 8 presents

2 WB p112 **What values do you think Grace Darling showed? Read and circle.**

Aim: to focus on the values in a story (inference)

Key: being brave, helping people, not giving up

Ending the lesson

Aim: to discuss the values in the story
- With books closed, elicit what students remember about the story in the Workbook. Prompt with key words, e.g. *lighthouse keeper, rocks*.
- Ask *Would you do the same thing as Grace? When have you or someone you know been brave?*

Note: Some of this discussion may need to take place in L1.

Extension activity

Aim: to give practise writing about opinions
- Students write a short text giving their opinions about the Bermuda Triangle. They use points from the discussion in SB Activity 3.
- Pairs swap first drafts and give each other feedback.
- Students then write a final draft, which can be included in their portfolio.

Learning outcomes:
- to listen for gist and specific information
- to write a description

New language: *monster, siren, crash (into)*

Recycled language: language from the unit, *creature, lake, pond*

Creative thinking: Creates and shares new content

Creative thinking (WB): Uses own ideas for doing creative activities like retelling stories

Critical thinking (WB): Says whether something is true or not and gives a reason

Cognitive control functions (WB): Cognitive flexibility

Materials: Map of the UK or Scotland showing the location of Loch Ness (optional)

Warm-up

Aim: introduce topic of sea creatures/mysteries
- Elicit words for sea creatures students know (e.g. *turtle, seahorse, octopus*).
- Ask students if they know any stories about sea creatures that aren't real.

1 115 SB p113 **Listen to the radio show *World of Mysteries*. Write the names of the creatures under the pictures.**

Aim: to practise listening for gist
- Focus on the pictures and elicit what they all have in common (they are all fictional creatures/ monsters that live underwater).
- Play the recording. Students listen and label the pictures. They compare their answers in pairs.

For script see TB pXX.
- Check with the class and show students where Loch Ness is on a map, if possible.

Key: 1 Kraken, 2 Loch Ness Monster, 3 siren

2 116 SB p113 **Listen again and write the names of the creatures next to the sentences.**

Aim: to practise listening for specific information
- Read the sentences through with the class and give them time to predict the answers.
- Play the recording again. Students write the answers and check in pairs.
- Play the recording again.
- Check with the class.

Key: 1 sirens, 2 the Kraken, 3 the Loch Ness Monster, 4 the Loch Ness Monster, 5 sirens

3 SB p113 **Imagine a monster that lives in the sea or a lake. Draw and write about your monster.**

Aim: to give students practice in writing from a model
- Read the instructions aloud.
- Students work in pairs to plan and then write the first draft of their description individually. Set a time limit for students to draw their sea monsters.
- Circulate as students draw to read first drafts and help with vocabulary and grammar, as appropriate.
- Students write a final version of their description and take turns to present to the class.
- Students can display their finished descriptions or add them to their portfolios.

1 034 WB p113 **Listen to the radio show again. Read and match.**

Aim: to practise listening skills

For script see TB pXX.

Key: 2 e, 3 a, 4 b, 5 d, 6 f

2 WB p113 **Write about the 'Jammlup' and say what it does.**

Aim: to practise writing a description

3 WB p113 **Look, read and think. Is the diver telling the truth? Why? / Why not?**

Aim: to encourage students to think laterally

Key: No, the diver is not telling the truth. In the year 312BCE they did not know it was 'BCE' yet.

Ending the lesson

Aim: to review the lesson
- With books closed, agree on actions to represent a siren, the Kracken and the Loch Ness Monster.
- Make sentences about the creatures, using information from the lesson. Students do the correct action, e.g. *It lives in Scotland*. (Students do the action for the Loch Ness Monster.)

Extension activity

Aim: to enable students to share ideas and give feedback
- Make groups of six. Students take turns to read what they wrote for WB Activity 2.
- Groups decide which parts of each description they like best and produce a composite text together.
- Groups take turns to read out their description to the class.

1 115 **Listen to the radio show *World of Mysteries*. Write the names of the creatures under the pictures.**

the Loch Ness Monster
the Kraken a siren



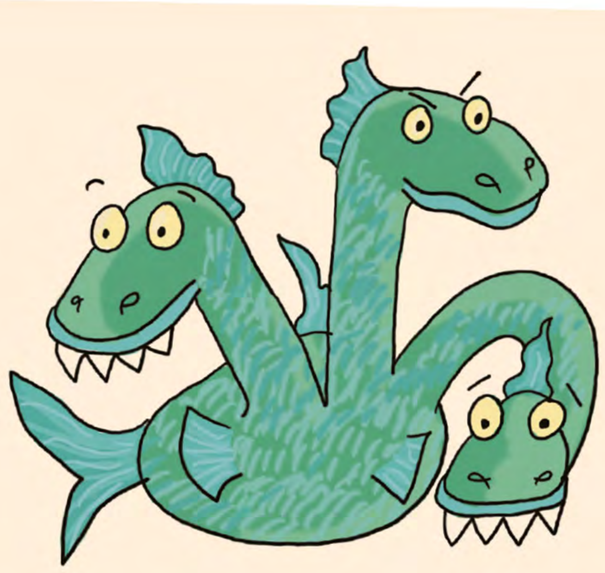
_____ _____ _____

2 116 **Listen again and write the names of the creatures next to the sentences.**

1 They sang beautifully. _____
2 It pulled ships under the sea. _____
3 It doesn't live in the sea. _____
4 Everyone wants a photo of this. _____
5 They made ships crash into rocks. _____

3 **Imagine a monster that lives in the sea or a lake. Draw and write about your monster.**

1 Think about the monster you want to write about and draw. Make notes about:
   – adjectives that describe it
   – its name
   – where it lives and what it does.
2 Read your notes to a partner. Make suggestions to help each other.
3 Draw your monster and write a paragraph about it.
4 Present your monster to your classmates. Which monster is the scariest, which is most beautiful and which is most imaginative?



This is a Trifish. It has three heads and lots of teeth. It lives in ponds in the middle of forests. Don't put your toes in the water – it likes to bite feet!

Marine animals

Super fact!

Most crocodiles live in rivers, but some crocodiles live in the sea. We call them *saltwater crocodiles*.

What kinds of marine animals are there?

1 **Read and write the missing information.**

They give milk to their babies. They only live in water.
They live on land and water.

Mammals

- _____
- They are warm-blooded.
- They don't lay eggs.



sea otters

Reptiles

- They are cold-blooded.
- They can't breathe underwater.
- _____

Fish

- They can breathe underwater.
- They are cold-blooded.
- _____



clown fish

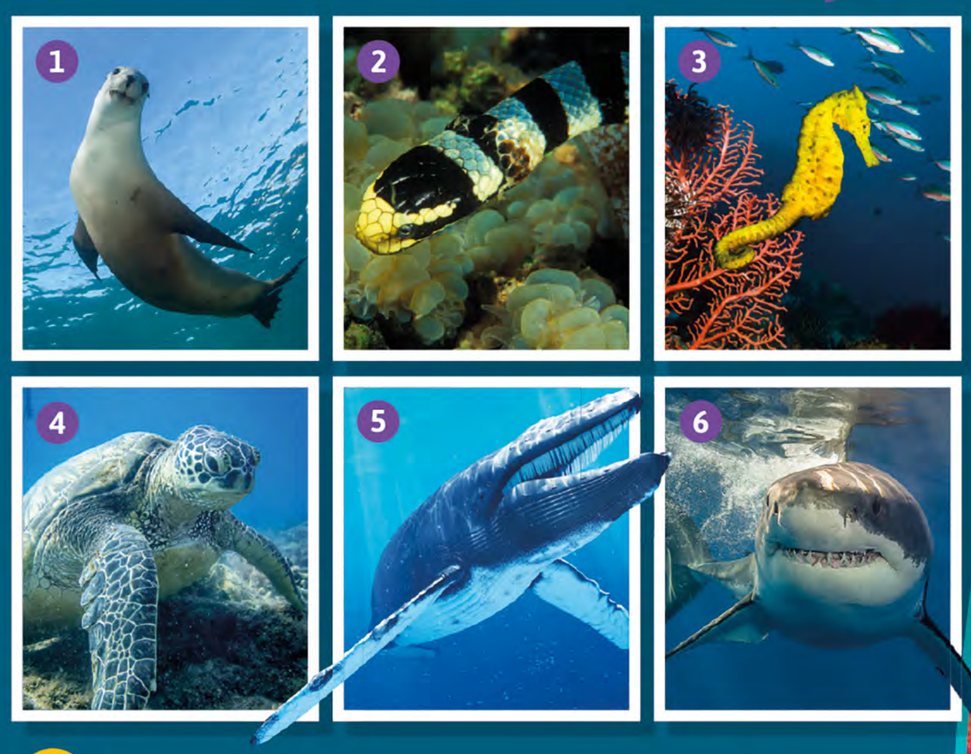


saltwater crocodile

Warm-blooded animals can stay hot when their environment is cold.
Cold-blooded animals are hot when their environment is hot and cold when their environment is cold.

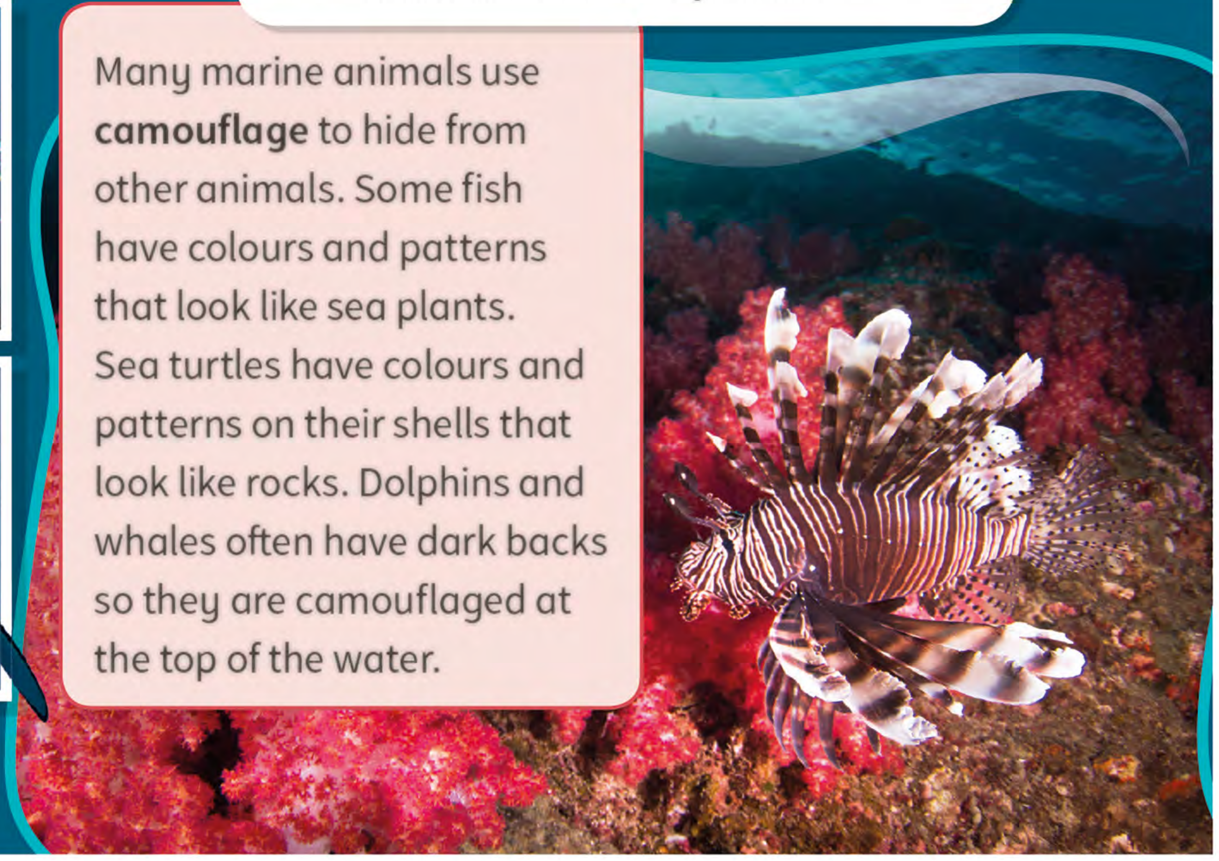
2 **Work in pairs. Is it a fish, mammal or reptile?**

Number one is a …



3 **Read about camouflage. Can you see the fish in the picture?**

Many marine animals use **camouflage** to hide from other animals. Some fish have colours and patterns that look like sea plants. Sea turtles have colours and patterns on their shells that look like rocks. Dolphins and whales often have dark backs so they are camouflaged at the top of the water.



Learning outcomes:
- to learn more about Science through English
- to practise reading and speaking skills

BIG QUESTION to think again about the Big Question *What do we know about the sea?*

New language: *marine, saltwater, warm-blooded, cold-blooded, warm-blooded, lay eggs, breathe, underwater, otter, clown, mammal, reptile, camouflage*

Recycled language: sea creatures, *environment, river, sea, pattern, shell*

Critical thinking: Demonstrates understanding of links between new ideas

Critical thinking (WB): Sorts and classifies objects and activities according to key features

Warm-up

Aim: to review the Big Question and vocabulary for sea creatures

- Write the Big Question *What do we know about the sea?* on the board.
- Ask students what's special about creatures that live in water. *What can they do?*
- Pre-teach *breathe* and elicit that some creatures can breathe underwater, while some have to come out of the water to breathe. Elicit examples of both.

SB p114 What kinds of marine animals are there?

Aim: to extend students' awareness of types of marine animals

- Ask students to watch the *Think and learn* video and list the animals they see and hear about. With books closed, play the video. Students tell you the animals they remember and any other facts they recall. Teach *otter* and *Orca.*

For videoscript see TB pXXX.

- Write questions on the board: *How much of Earth is covered by water?* (*70 percent.*) *What type of creature is a shark?* (*It's a fish.*) *What's the biggest animal on Earth?* (*The Blue Whale.*) *Where do sea turtles lay their eggs?* (*On beaches.*) Play the video again and elicit answers.

1 SB p114 Read and write the missing information.

Aim: to present words for classifying animals and practise reading

- Write the animal types on the board (mammals, fish, reptiles) and explain/elicit that they are categories for classifying creatures.
- Read the paragraph about warm-blooded and cold-blooded animals and check comprehension.
- Students read the short descriptions of the animal types and add the missing sentences from the box.
- Check as a class and explain any new vocabulary (e.g. *lay eggs*).

Key: Mammals: They give milk to their babies. Reptiles: They live on land and water. Fish: They only live in water.

2 SB p114 Work in pairs. Is it a fish, mammal or reptile?

Aim: to practise categorising animals

- Students discuss the animals in pairs.
- Elicit answers from different pairs (and the names of the animals).

Key: 1 mammal, 2 reptile, 3 fish, 4 reptile, 5 mammal, 6 fish

3 SB p114 Read about camouflage. Can you see the fish in the picture?

- Students read silently and try to spot the fish. Elicit more examples of creatures which use camouflage, e.g. zebra, frogs.
- Ask questions, e.g. *What camouflage do sea turtles have?* (*Patterns on their shells that look like rocks.*)

1 WB p114 Look and complete the chart.

Aim: to practise vocabulary from the lesson

Key: 1 Breathe, 2 Warm, 3 Lay, 4 Mammals, 5 Reptiles, 6 Fish

2 WB p114 What animals can you remember? Add some examples to the chart in Activity 1.

Aim: to practise categorising animals

3 WB p114 Why do animals use camouflage? Look, read and tick ☑ the reasons mentioned in the text.

Aim: to practise categorising animals

Key: Students tick: to hide from danger, to hunt without being seen

Lesson review

- Elicit what students learned today and write it on the board, e.g. *Today I've learned about types of marine animals.* Students copy in their notebooks.

Extension activity

Aim: to encourage creativity and review language from the lesson

- Make pairs or small groups. Students research another animal that uses camouflage. Together they write a short description of the animal and the reason(s) it uses camouflage.

Learning outcomes:
- to extend the focus on Science through English
- to complete a project

New language: *(special) feature*
(WB): *tiny, likely, meat-eater*

Recycled language: sea creatures, *reptile, mammal, cold-blooded, warm-blooded, lay eggs, weigh*

Creative thinking: Develops ideas through planning, research or review

Materials: A3 paper, coloured pens and pencils, reference materials / internet access

Warm-up

Aim: to review vocabulary
- Write the animal categories from the previous lesson on the board: *mammal, reptile, fish.*
- Elicit the differences between the animals in each category, prompting with questions if necessary, e.g. *Cold-blooded or warm-blooded? Does it lay eggs? Does it live only in water?*
- Make pairs. Students write as many animals as they can for each category. Set a time limit of two minutes. Elicit and check the animals – the pair with the most correct examples wins.

4 SB p115 Read the fact files. Then write *turtle* or *orca*.

Aim: to practise reading skills
- Read the headings in the fact files and check comprehension (e.g. of *special features*).
- Students work individually. They scan the texts and write the correct animal names next to the list of questions on the right.
- Pairs compare answers.
- Check answers with the class.

Key: 1 orca, 2 turtle, 3 turtle, 4 orca, 5 turtle

5 Project SB p115 Make a fact file about a marine animal.

Aim: to enable students to apply their knowledge in a creative task
- Students work individually. Give each student a piece of paper and read the instructions.
- Students choose a marine animal to research. Brainstorm ideas on the board, if necessary.
- They use the internet, encyclopaedias or school text books to research their chosen animals. They look specifically for answers to the questions in the instructions.
- Students then design and write their fact files. They use the fact files in Activity 4 for reference, but they can change or add to the headings to fit the information they have found.
- They find and print a photo of the animal to stick on their fact file, or draw a picture.
- Fact files can be collated in a single class 'marine animal fact book' for future reference (stick the fact files into a blank book and have students decorate the cover).

4 WB p115 Read about more marine animals and answer *t* (true) or *f* (false).

Aim: to practise reading and applying knowledge

Key: 1 f, 2 t, 3 f, 4 f, 5 t, 6 f

5 WB p115 Choose one of the animals in Activity 4 and complete the fact file.

Aim: to practise transferring information from a text to a table

6 Project WB p115 Read and answer.

Aim: to review the project

Lesson review

- Write on the board: *Today I've …*
- Elicit what students did today, e.g. *written a fact file.*
- Write it on the board. Students copy it into their notebooks

Extension activity

Aim: to practise speaking – presenting information
- Students each prepare a short presentation based on the fact file they wrote for the project.
- Make groups of three or four. Students take turns to give their presentation. Encourage the listeners to respond by commenting or asking questions.

4 Read the fact files. Then write *turtle* or *orca*.



Marine animal: Green sea turtle
Type of animal: Reptile
Lives for: Up to 100 years.
How fast? They can swim from 3 to 35 kilometres an hour.
Eats: Sea plants, and grasses (they're herbivores).
Camouflage: Their shells can look like the sea and sand so they are camouflaged when they are in the sea or on the beach.
Special features: They lay eggs in the sand on beaches.



Marine animal: Orca
Type of animal: Mammal
Lives for: Up to 80 years.
How fast? They can swim 46 kilometres an hour.
Eats: Fish, seals, penguins, sharks, sea turtles, blue whales (they're carnivores).
Camouflage: When they swim quickly, their black and white bodies can camouflage them from fish, seals and penguins.
Special features: They work together in a family to find food.

Which animal:

1 is the fastest? _____
2 lives the longest? _____
3 is cold-blooded? _____
4 eats other animals? _____
5 lays eggs? _____

5 Project **Make a fact file about a marine animal.**

- Choose an animal and find out:
  - Is it a reptile, a fish or a mammal?
  - How long does it live for?
  - Is it fast?
  - What does it eat?
  - Does it use camouflage?
  - What other special features does it have?
- Draw the animal in the sea or find images of it.
- Make your fact file.

Time to present

Small-group talk

1 117 **Listen to Ruby, Mike and Sue talking about UFOs. Put these key words in the order you hear them.**

- ☐ little green men
- ☐ farmer
- ☐ UFO
- ☐ scientist



2 118 **Listen again and answer the questions.**

1 What does Ruby talk about?
2 What story does Mike tell?
3 What does Sue say?

Ruby talks about …



3 **Give a small-group talk.**

Find out about it

- Work in groups of three. Choose an unexplained mystery and find out more about it.
- Possible topics are: Bigfoot, the Yeti …
- Use books and magazines.
- Talk to your family and to friends.
- Go online and see what you can find on the Internet.
- In your group, decide what each of you is going to talk about.



Prepare it

- Each of you tries to find out some important facts about the mystery. Take notes. Compare your notes. Put them in order.
- Find pictures and print them out. Make sure the pictures or photos are big enough for your classmates to see from a distance.
- Decide what each of you is going to say and write your part of the talk. Then show it to your teacher to help you with the language.
- Correct the text if necessary. Read it often enough so that you know what you will say.
- Practise it as a group. Each of you should know when the other one stops so you know when to start. Decide when to show the pictures.

Present it

- Tell your classmates about your topic and present the pictures.
- You should talk for about a minute, but do not just read your text.
- Make sure that all your classmates can see the pictures.

Presenting tip

When you practise, check if one of you says 'um' or 'ah' a lot. If you do, try not to. Your classmates may think that you have not prepared well if there are lots of 'ums' and 'ahs'.

Learning outcomes:
- to practise listening and speaking
- to practise giving a small-group talk

New language: *unexplained*

Recycled language: language from the unit, *farmer, scientist*

Creative thinking: Participates in investigative, exploratory, open-ended tasks

Cognitive control functions: Cognitive flexibility

Materials: research materials (optional)

Warm-up

Aim: to introduce the topic of UFOs
- Write UFOs on the board and remind students what the letters mean (*Unidentified Flying Objects*).
- Have a class vote to see who believes that UFOs really exist.

1 117 SB p116 Listen to Ruby, Mike and Sue talking about UFOs. Put these key words in the order you hear them.

Aim: to practise listening for detail
- Read the instructions and say the words before students listen.
- Play the recording. Students listen and number, then compare in pairs.

For script see TB p XXX.

- Play the recording again, if necessary. Check with the class.

Key: 1 UFO, 2 farmer, 3 scientist, 4 little green men

2 118 SB p116 Listen again and answer the questions.

Aim: to practise listening for gist
- In pairs, students try to remember the answers before they listen.
- Play the recording again.

For script see TB page XXX.

- Elicit answers. Discuss what was good about Ruby, Mike and Sue's presentation.

Key: 1 Ruby explains what UFOs are. 2 Mike tells the story of the farmer who saw a bright object land, then disappear. 3 Sue says nobody has ever found a UFO or taken a clear photo of one.

3 SB p116 Give a small-group talk.

Aim: to practise collaborating and give a small-group talk
- Focus students on *Find out about it*. Read the instructions and set a time limit.
- Monitor groups as they gather the information and plan their talk.
- Focus students on *Prepare it*. Read the instructions, then circulate and help with the writing.
- Give groups time to practise.
- Focus students on *Present it*. Read the *Presenting tip* with the class.
- Remind students to look at the notes they made after their last presentation.
- Groups take turns to give their presentations.
- Set a listening task for the students who are listening, e.g. write down two pieces of information that really interested you.
- After each presentation, get feedback on the listening task.

Note: The *Present it* stage may happen over more than one lesson.

Stronger students: Video each group as they give their talk. Students can upload the videos to their online portfolios.

1 WB p116 Draw lines and complete the sentences with words from the box.

Aim: to review language from the unit

Key: 2 Have they seen the new film yet? 3 I haven't eaten my soup yet. 4 Have you tidied up your bedroom yet? 5 He's been to the USA, but he hasn't been to New York yet. 6 We haven't done our homework yet.

2 WB p116 Find the words and use them to complete the sentences.

Aim: to review vocabulary from the unit

Key: 2 captain, 3 Mammals, 4 lifeboat, 5 porthole, 6 cabin

3 WB p116 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to practise speaking skills
- Repeat the class vote from the Warm-up about whether UFOs really exist. Has anyone changed their mind?
- Have a brief class discussion about UFOs.

Extension activity

Aim: to review the present perfect with *already* and *yet*
- Choose four volunteers to read out the first two sentences they wrote for WB Activity 3 (*This week I've already … This week I haven't … yet.*). The rest of the class listen carefully and try to remember.
- Volunteers try to recall the sentences, e.g. *This week Carlo has already played two football matches. He hasn't seen his grandparents yet.*

Learning outcomes:
- to review language from the unit
- to reflect on learning
- to make a portfolio to show progress and write a summary

BIG QUESTION to think about the Big Question *What do we know about the sea?*

New language: *episode, take place,*

Recycled language: vocabulary and grammar from the unit

Critical thinking: Summarises key points in a text or an argument

Critical thinking (WB): Selects key points from diverse sources to create a new account and/or argument

Cognitive control functions (WB): Cognitive flexibility

Creative thinking (WB): Uses own ideas for doing creative activities like retelling stories

Materials: Digital or print portfolios

Warm-up

Aim: to review portfolios
- Students through the whole of each other's portfolios and review everything they've achieved.

1 SB p117 **Read the summary of the first four episodes of the Time Travellers' story and complete with the words from the box. Use each word twice.**

Aim: to review language from the story
- Students read and complete the summary individually.
- They compare answers in pairs. Check as a class.

Key: 1 and, 2 so, 3 but, 4 because, 5 and, 6 so, 7 because, 8 but

2 SB p117 **Read the summary of the next three episodes. Write it again and use *and*, *so*, *but* or *because* to put together the sentence pairs that are marked in colour.**

Aim: to practise using connectors
- In pairs, students decide which connectors to use for each coloured sentence.
- Students rewrite the sentences in their notebooks, adding connectors to link them.
- Elicit answers.

Key: 1 The waiter tells them that the meal costs 60,000 goldstars, but the children don't have any money. 2 He doesn't do anything because he is scared of the robbers. The sheriff arrests them and the kids disappear through the gateway. 3 She is lost, so the boys try to find her.

3 SB p117 **Write a summary of the final three episodes of the Time Travellers' story. Use *and*, *so*, *but* and *because* to put sentences together.**

Aim: to practise writing a summary
- Brainstorm the main events from the last three episodes of the Time Travellers' story. Write notes on the board.
- Focus on the Writing tip before students start writing.
- Students turn to the *My portfolio* writing practice section on page 126 of the Workbook. Work through the exercises with the class.
- Students make notes and then a first draft. They swap summaries in pairs and give feedback, before writing a final version and adding it to their portfolio.

1 WB p117 **Read and tick ☑. Then write examples.**

Aim: to practise unit grammar and vocabulary

2 WB p117 **Write sentences to answer the Big Question.**

BIG QUESTION

Aim: to enable students to revisit the Big Question and consolidate learning

3 WB p117 **Look at the pictures. Imagine you are one of the people on the sailing ship. Write the story.**

Aim: to practise writing a story

Ending the lesson

Aim: to sing a favourite song
- Students vote for their favourite song in the book. Play it again for them to join in and do actions, if appropriate.

Extension activity

Aim: to enable students to share what they have learned
- In pairs, students look through Unit 9, their vocabulary books and at their portfolio and discuss what they have learned in this unit.

Think and write



A summary

1 Read the summary of the first four episodes of the Time Travellers' story and complete with the words from the box. Use each word twice.

and so but because

Alex, Phoebe and Patrick are friends. One day, they have an accident in the school Science lab (1) _____ they create a gateway to different times and places. First, they visit ancient Pompeii. Phoebe sees smoke coming from the volcano and wants to warn the people (2) _____ the children go to the city. However, the volcano erupts and it's too late for the people (3) _____ the children escape when the gateway appears.

Next, the children find themselves in the middle of the jungle. Phoebe thinks they are in South America (4) _____ she can see a jaguar. The children walk through the jungle (5) _____ they meet some people. Alex gives them a penknife as a present. Then they see the gateway at the top of a waterfall (6) _____ they climb up it and jump through it.

Next, the children are in 1950s America watching Elvis on stage. After the show, they talk to him. He is afraid to leave (7) _____ there are lots of fans waiting for him. The children think of a plan to help him escape. The children want to stay with Elvis (8) _____ they know they have to go through the gateway again. They are trying to get home.

3 **Write a summary of the final three episodes of the Time Travellers' story. Use *and, so, but* and *because* to put sentences together.**

2 **Read the summary of the next three episodes. Write it again and use *and, so, but* or *because* to put together the sentence pairs that are marked in colour.**

1 The children are now in the future in a restaurant at the edge of the universe. They find out it is Phoebe's birthday. They decide to celebrate. They have an amazing meal with lots of wonderful food and a birthday cake. The waiter tells them that the meal costs 60,000 goldstars. The children don't have any money. The waiter takes them to the kitchen to wash up. They are saved because the gateway appears.

2 The children arrive in the Wild West. A bank robbery is taking place. They talk to the sheriff. He doesn't do anything. He is scared of the robbers. Alex has a plan. He ties a rope around the robbers' horses' legs. The robbers fall off their horses. The sheriff arrests them. The kids disappear through the gateway.

3 The next place they arrive in is Istanbul. They decide to go sightseeing, but Phoebe misses the train. She is lost. The boys try to find her. A Turkish boy helps them. Finally, they find Phoebe and they say goodbye to their new friend as they walk through the gateway to a new adventure.

Writing tip

When you write a summary, only focus on the most important information. When you have finished, read your text again. Imagine somebody who has not read the original story is reading it. Would they understand it?

Student's Book Language Focus key

The Science lesson

P118, Act. 1

1 had, 2 got, 3 studied, 4 helped, 5 was, 6 didn't watch, was

P118, Act. 2

1 study, 2 Was, 3, Were, 4 Did, 5 How did, 6 were

1 Disaster!

P119, Act. 1

1 was, 2 were, 3 were, 4 started, 5 was working

P119, Act. 2

1 were watching, 2 was talking, 3 were listening, 4 was helping, 5 was studying

2 In the rainforest

P120, Act. 1

1 thirteen thousand, 2 12,000,000, 3 four thousand, 4 nine hundred thousand, 5 70,000

P120, Act. 2

1 You have to go to bed before nine. 2 You don't have to get up before eight. 3 We had to do a lot of homework. 4 Do I have to phone you? 5 Do we have to bring any food? 6 You had to come with us.

3 The rock 'n' roll show

P121, Act. 1

1 They're not going to come to school today. 2 I'm going to read this book over the weekend. 3 She's not going to make pizza. 4 They're going to play table tennis. 5 We're not going to watch the match.

P121, Act. 2

1 twenty past four, 2 ten past four, 3 ten to ten, 4 five past four

4 Space restaurant

P122, Act. 1

2 the 1st (first) of December, 3 the 31st (thirty first) of January, 4 the 13th (thirteenth) of February, 5 the 2nd (second) of October

P122, Act. 2

1 don't get, 2 boils, 3 melts, 4 doesn't get, 5 runs out

5 The Wild West

P123, Act. 1

1 The pencil case is made of cotton. 2 My shoes are made of cow leather. 3 These blankets are used for covering the paintings. 4 These notebooks are used for drawing pictures. 5 Gold is used for making jewellery.

P123, Act. 2

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

6 In Istanbul

P124, Act. 1

1 shouldn't, 2 should, 3 shouldn't, 4 should; 5 should

P124, Act. 2

1 Could you show me the way to the stadium? 2 Do you mind if I use your mobile phone? 3 Could you tell me where the station is? 4 Could I talk to you for five minutes? 5 Could I have another cup of tea please? 6 Do you mind if I come back tomorrow?

7 The storyteller

P125, Act. 1

1 'll make, 2 'll get, 3 'll have, 4 'll phone, 5 'll wake

P125, Act. 2

1 's just got, 2 've just hurt, 3 've just got, 4 've just phoned, 5 've just found, 6 've just had

8 Museum of the future

P126, Act. 1

1 'll get, 2 won't forget, 3 shines, 4 'll break, 5 hears

P126, Act. 2

1 A Let's eat these apples. B But what if they aren't good? A Then we'll eat some bananas. 2 A Let's buy that car. B But what if it's too expensive. A Then we'll buy a motorbike

9 Mystery at sea

P127, Act. 1

1 She hasn't been to London yet. 2 They've already found the money. 3 I haven't told you yet. 4 We've already read all the books. 5 You haven't done the shopping yet.

P127, Act. 2

1 cleaned, I have, 2 eaten, I haven't, 3 done, I have, 4 tidied, I haven't

Student's Book and Workbook audioscripts and videoscripts

The Science lesson

002 Student's Book p4, Act. 2

Patrick: Wow! What happened?
Phoebe: I don't know. But I think you did something wrong.
Alex: You added two spoons of blue powder. The instructions said one spoon.
Patrick: But look it's really cool. Look at all these bubbles.
Phoebe: I don't think Mr Davis is very happy. Look. He's coming towards us.
Mr Davis: What happened here?
Patrick: Nothing. It was just a small accident.
Mr Davis: Hmm. It doesn't look like a small accident to me. Did you follow the instructions carefully?
Patrick: Yes.
Phoebe: Maybe we did something wrong.
Mr Davis: Well, try and be a bit more careful please.
Alex: OK.
Mr Davis: And Patrick! Why aren't you wearing your safety goggles?
Patrick: I don't know where they are.
Mr Davis: Well, get some more from the shelf over there.
Patrick: OK.
Mr Davis: Remember, safety is very important in the Science lab. Now carry on with the other instructions.
Alex: Thanks for getting us into trouble, Patrick.
Patrick: Sorry!

1 Disaster!

010 Student's Book p10, Act. 2

Patrick: Wow! What happened? Where are we?
Alex: I don't know. But I think it was some kind of gate.
Patrick: What do you mean?
Alex: That light in the Science class. We went through a gate. It was a gate into …
Phoebe: … the past!
Alex: That's right. We travelled through time.
Patrick: So we're time travellers, and we must be in the past now! How do we get home?
Alex: I've no idea. But first we've got to find out where we are.
Patrick: This place is cool. Those houses are beautiful.
Phoebe: And look at those gardens and fountains. And those statues …
Patrick: But where are all the cars? There are only horses and carts!
Phoebe: That's because we're in the past! That's an amazing building over there – the one with the columns and vases.
Alex: It's a kind of temple.
Patrick: So where are we?
Phoebe: I think I know. See that mountain over there?
Patrick: The one with the funny cloud on top?
Alex: That's not a cloud. It's smoke. And that's not a mountain. It's a volcano.
Patrick: A volcano?
Phoebe: That's right. In our History lesson, we learned about a Roman city called Pompeii and a volcano called Vesuvius.
Patrick: Did we?
Phoebe: Yes. This isn't good. Come on, quickly! Let's go!

005 Workbook, p12, Act. 4

1 When there's an earthquake, the ground shakes.
2 What time is it? It's nine o'clock.
3 Can you see the smoke from that fire?
4 Let's take our boat out on the lake.
5 It's starting to rain. Let's go inside.
6 Don't touch that wire. It isn't safe.
7 Put some green powder in the test tube.

017 018 Student's Book p17, Act. 1

Anchor: Now with more news about the fire on Saddleworth Moor, let's go to our reporter Ashley Jones. Ashley, can you hear me?
Reporter: Yes, I can.
Anchor: So what can you tell us about the fire?
Reporter: Well, I'm standing here on Saddleworth Moor watching fire fighters now. The fire started last Sunday and it's now day five of their fight against this very large fire! The fire fighters say that the fire is still very big but they don't think it will move towards any houses in the area.
Anchor: That is good news. So how many fire fighters are there now?
Reporter: There are twelve fire engines with more than one hundred men and women here fighting the fire. There are also five helicopters to drop water on the fire from the sky.
Anchor: And what's the most difficult thing for them?
Reporter: The biggest problem is getting water here. We are a long way from any lake or river. The weather isn't helping either. It's three weeks since it rained so the ground is very dry.
Anchor: Is there anything people can do to help?
Reporter: Well, the other problem fire fighters have is people – lots of them are here to see the fire but it's very dangerous. These people are getting in the way of the fire engines, too.
Anchor: So the most helpful thing is for people to stay at home.
Reporter: That's right – stay at home and let the firefighters do their job.
Anchor: Ashley, thank you and be careful.

006 Workbook p17, Act. 1

Boy: Oh, look, Dad. The fire's terrible.
Dad: That's right. Look, there are flames in the park now.
Boy: Look, Dad. There's the fire brigade.
Dad: That's right. There's Mr Roberts. He's a very good fireman. Let's hope he can help.
Boy: Mr Roberts? Who's that, Dad?
Dad: He's the one with the hose. He's pouring water on the flames.
Boy: Ah, that's Mr Roberts. Look Dad, there's David. What's he doing there?
Dad: David? Where is he?
Boy: He's the boy on the bike.
Dad: The one who is talking to a fireman?
Boy: No, not there – David is the boy on the bike on the other side of the road. Look, Dad, there's Mr Richards, our neighbour.
Dad: Mr Richards, really?
Boy: Yes, look at those two firemen next to the fire engine, Dad. Mr Richards is holding his helmet. He's the one who is taller than the other fireman. And I think the other fireman is your friend, William.
Dad: That's right. That's William. He's the shorter one of the two. I think they are about to help.

Boy: Look at that, Dad. There are some people running away from the park café.
Dad: Yes, it's a very dangerous situation for them. The flames are coming pretty close. Look at that boy. He's fallen down. I hope it's nothing serious.
Boy: I think he's hurt his knee. Oh, it's Harry from my class, Dad. I hope he's OK.
Dad: Yes, I hope he is. Look, there's a girl helping him.
Boy: Yeah, that's his sister, Helen.
Dad: Who's Helen? Do you mean the blonde girl next to him?
Boy: No, I mean the one on the other side, the girl with dark hair.
Dad: Oh, I see.

Student's Book p18

What are the Earth's plates?
On Planet Earth, the land and the oceans sit on plates that are moving very slowly. Over millions of years Earth's plates have moved and broken.

Today, we have seven big plates and some smaller plates. There are oceanic plates that are under the ocean… and continental plates that are under land. Some plates, like the South American plate, are under land and oceans. The line around a plate is called a boundary.

Scientists have to use special equipment to watch the plates move. It's difficult to see the plates move, but sometimes we can see where the plates meet!

When two plates meet, a mountain or a volcano can appear. The movement of the plates can make the volcano erupt. When the volcano erupts it can throw rocks and ash high into the air. This can cause a lot of damage. Lava can come out of the volcano too. Lava is very hot and can start fires.

Most volcanoes are underwater, so they're not dangerous. But millions of people live near volcanos in countries in Asia, South America, and Europe.

Sometimes where plates meet an earthquake can happen. The movement of two or more plates can make the ground shake. Earthquakes can cause a lot of damage. In some places, small earthquakes are quite common.

The San Andreas fault runs through California on the west coast of the USA. This is where the Pacific Plate and the North American plate meet. Millions of people live in California, in cities like San Francisco and Los Angeles. Here there are thousands of small earthquakes every year!

The Earth's plates can create amazing scenery and cause natural disasters. Let's find out more!

019 Student's Book p19, Act. 4

The Ring of Fire is around the Pacific Plate. It's 40,000 kilometres long.
There are 452 volcanoes there, but most of them are under water. About 90 per cent of all earthquakes happen in the Ring of Fire.

Some famous and dangerous volcanoes are Mount Fuji in Japan and Krakatoa in Indonesia.

Popocatépetl volcano in Mexico is also dangerous because it is near two big cities: Mexico City and Puebla. Millions of people live near Popocatépetl.

020 021 Student's Book p20, Acts. 1 and 2

Mark: What is a tornado? It's a very strong wind. It goes round and round very fast. Every year there are lots of tornados in the USA.
Amy: Here you can see a picture of a typical tornado. Tornadoes are very powerful. They destroy buildings, bridges, trees and cars. Tornadoes can kill lots of people.
Rob: On May the 22nd 2011, a tornado hit the city of Joplin in the USA. First there was a loud noise, then the windows in the buildings broke. The tornado took off roofs and destroyed some houses completely.
Lisa: Fires also started because electric wires broke. It was a terrible disaster. More than ninety people died and many had to go to hospital.

2 In the rainforest

023 Student's Book p22, Act. 2

Phoebe: It worked! We escaped from Pompeii. Just in time, too!
Patrick: So it's definitely a gate that sends us through time.
Phoebe: We're time travellers. Wow! That's amazing!
Alex: I don't feel so good. I'm a bit dizzy. Where are we now? And are we in the present, the past or the future?
Patrick: Well, we're definitely in a jungle. I think we're in India.
Alex: In India? How do you know?
Patrick: Look at that pool – there's a big cat next to it. I think it's a tiger. It's looking at the big branch near the water.
Alex: Yeah, I see it. But that isn't just a branch. It's also a snake. A big snake.
Phoebe: That snake is an anaconda. And that isn't a tiger. It's a jaguar. Tigers have stripes. Jaguars have spots like this one. I think we're in South America, in the Amazon rainforest.
Alex: Aren't you clever! So what's that animal hanging from the other branch?
Phoebe: That's a sloth.
Patrick: Are they dangerous?
Phoebe: Don't be silly. They only eat leaves!
Alex: And that bird with the colourful beak? What's that?
Phoebe: It's a toucan.
Alex: So how do you know about all these animals?
Phoebe: I've got a book on the Amazon rainforest.
Patrick: Hey look at this beautiful frog on the leaf!
Phoebe: Don't touch that! It's poisonous.
Patrick: Thanks. I didn't know that.
Phoebe: OK. Let's get going. We have to find a way out of this place.

029 030 Student's Book p28, Act. 1

Speaker 1: If you're scared of spiders then here I've got something you won't want to meet. The Goliath Bird-Eating Spider is the largest in the world! It's found in the Amazon rainforest of northern South America. This spider is 30cm across. Isn't that incredible? That's the same size as a pizza! Even though it's called a Bird-Eating Spider, this creature doesn't really like birds. It prefers eating frogs, small snakes, insects and lizards. The female spider can live for 25 years, but most male spiders live for less than a year. That's because the female likes to kill her husband after she lays her eggs!

Speaker 2: Jaguars are found from North America to Argentina, but most of them live in the Amazon rainforest where they can hide among the plants and trees. Adult jaguars are long – they can be 180cm from head to tail. They really are the kings of the jungle. Jaguars are scared of nothing, but most other animals are scared of them. Jaguars love meat and they eat everything – like deer, large birds and fish. In the wild, jaguars can live for up to 12 years. In zoos, some jaguars can reach the age of 20.

09 Workbook p29, Act. 1

Woman: Hello, Daniel. Would you like to colour this picture?
Daniel: Yes, I would.
Woman: What would you like to colour first?
Daniel: The horse.
Woman: There are two. Colour the one next to the tree.
Daniel: OK. I'll colour it brown and white. What shall I colour next?
Woman: Let's see. Can you see the children?
Daniel: Yes, I can. They are playing with small animals.
Woman: Right. Look at the girl with the long hair.
Daniel: Shall I colour her hair red?
Woman: OK. Now look at the two cars. Write 'jungle' on the bigger one.
Daniel: OK. Shall I colour it?
Woman: No. Colour the smaller car grey.
Daniel: OK.
Woman: Now, look at the river. There is a boat with two men in it.
Daniel: Yes, they are fishing.
Woman: Colour the T-shirt of the man on the right blue.
Daniel: Blue. OK. Done it.
Woman: And draw a cap on the man on the left's head.
Daniel: On the left. All right. A lovely cap for him.
Woman: Now draw another boat in the middle of the river.
Daniel: OK. Shall I draw anything else?
Woman: No. No more drawing. Can you see the three people talking?
Daniel: Yes, I can.
Woman: Colour the woman's jeans green.
Daniel: So, the woman's got green jeans.
Woman: Yes, and colour the man's trousers brown.
Daniel: Which man?
Woman: The one with the glasses. Last thing now.
Daniel: OK.
Woman: Colour the monkey on top of the tree black.
Daniel: Done it. Is that all?
Woman: Yes, that's it. Hope you had some fun!

Student's Book p30

What different ecosystems are there?

An ecosystem is where different kinds of animals and plants live together. Plants and animals get food, water and shelter from their ecosystem. The climate of an ecosystem is very important.

You can find grassland ecosystems where the climate is hot and dry for half of the year, and wet for half the year. Animals like giraffes and zebras eat the plants in the grassland. They are herbivores. And animals like lions eat them – they are carnivores!

You find wetlands in different climates, but only in areas with lots of water. Many wetland plants grow in the water, and many of the animals can swim!

In very cold, snowy and windy climates you can find tundra. There are only a few small plants here. Carnivores like bears and foxes live on the tundra.

Ocean ecosystems are full of amazing animals and plants livingtogether.

The desert ecosystem is very dry. Deserts are areas with very little rain. The plants that grow in the desert need thick stems and leaves to keep water inside them. Animals that live in the desert, don't need a lot of water to live.

The rainforest is a very important ecosystem. Rainforests are hot and wet with lots of rain. The rainforest is full of many different types of plants. There are lots of beautiful birds, amazing insects, and thousands of other kinds of animals. There are herbivores, and carnivores in the rainforest!

There are many different ecosystems. Let's find out more!

3 The rock 'n' roll show

032 Student's Book p34, Act. 1

Alex: We did it. We got out of the jungle.
Patrick: I told you we had to jump.
Phoebe: You were right, but it was scary.
Alex: But where are we now?
Phoebe: We're on stage at a show. Wow! This music is great! I want to dance.
Alex: It's a bit loud. Probably because we're standing next to the speakers.
Patrick: It's Elvis Presley. I think we're in the 1950s and out there in the spotlight is the most famous star of rock 'n' roll.
Alex: Who?
Patrick: You don't know Elvis Presley, the king of rock and roll? One of the most famous singers of all time!
Alex: OK! I know who he is. How do you know so much about him?
Patrick: My grandmother's a big fan of his. She plays his music all the time.
Alex: Well, I don't like it very much. It's a bit old-fashioned. I like modern pop music.
Patrick: Well, you don't know anything about music then.
Phoebe: Can you two be quiet? I'm trying to enjoy this music.
Alex/Patrick: Sorry!

040 Student's Book p40, Act. 1

The Cadillac Series 62 was a famous car. Factories started making the car in 1955. The Cadillac Series 62 was very big and heavy – it was almost six metres long. It had a really big engine and used a lot of petrol. But in the 1950s people didn't worry about that. The car came in lots of colours, even in pink. Young people over 16 loved to borrow their parents' Cadillac. They loved driving around the streets of their towns on Saturday and Sunday evenings.

In the 1950s, many teenagers loved rock 'n' roll. People who liked this music, loved the clothes the stars were wearing too. Swing skirts became popular with girls. Girls loved standing in front of large mirrors, swinging their skirts. When they danced to rock 'n' roll music, they looked great in their swinging skirts. But often their parents hated swing skirts. And many parents didn't like rock 'n' roll music either.

Jukeboxes were very popular in the 1950s. They were machines that played songs. They held between 50 and 120 records. In those days, people didn't have CDs or computers yet to listen to music.

The jukebox had lists of the titles of songs and next to each song there was a letter and a number. To work it, you put money in, then pressed the letter and number of the song you wanted to hear.

Student's Book p42

What music genres are there?
People enjoy listening to and dancing to different genres of music.

Orchestral music is one of the oldest genres of music. It started in the early 1700s. The music of composers like Mozart, Beethoven and Vivaldi is still popular today. The music is played on a large group of instruments called an orchestra. There are often violins, cellos, a harp, trumpets, flutes and many other instruments in an orchestra. A large orchestra can have more than 100 musicians in it.

Jazz started around the early 1900s. Popular jazz musicians include Nina Simone, who played the piano, and Louis Armstrong who played the trumpet. Jazz is often played by small groups of musicians in a band. In a jazz band there are often instruments, like the piano, drums and the saxophone. There can be other instruments like the guitar and the trumpet, and sometimes there's a singer too.

Rock music started around the 1950s. The first famous rock musicians were people like Chuck Berry and 'the King' Elvis Presley. Today, rock music sounds a bit different than it did in the 1950s but it's still very popular. Musicians in a rock band usually play electric guitars, keyboards and drums. The singer often plays a guitar too.

People first started playing and dancing to hip hop music in New York in the 1970s. Hip hop musicians play electronic instruments while rappers talk over the music. Famous hip hop musicians include the American rapper, Missy Elliot, and the Canadian rapper, Drake.

There are lots of different genres of music. Let's find out more!

045 Student's Book p44, Act. 1

My favourite singer is Jake Goodwin. I often listen to his music. I have downloaded most of his songs.

Jake was born in 2002. He's from Australia. He won a TV singing competition and he became famous.

Now he's got lots of fans. His album 'Yesterday, Tomorrow' was a top ten hit in lots of countries. He sings and plays the electric guitar.

Jake Goodwin is really popular. He sold his first bike for 20,000 dollars. He gave the money to a home for animals. That's nice, isn't it? I really like that.
My favourite song is 'Let's get going'.

4 Space restaurant

047 Student's Book p46, Act. 2

Phoebe: Well we're not in the past any more. This looks like somewhere from the future.
Alex: So we can travel forwards and backwards in time. That's amazing.
Patrick: I think we're in some kind of a restaurant. Look, a knife and fork, a spoon. Salt and pepper.
Alex: Yeah. I love the napkins. Let's sit down. I'm hungry.
Phoebe: No, that's not polite. Let's wait for the waiter.
Robot: Welcome to the restaurant at the edge of the universe.
Patrick: Wow! Are we really at the edge of the universe?
Robot: Yes, that's right.
Alex: Well, I'm hungry. Are you open?
Robot: Yes, of course. We serve meals from midnight to six o'clock in the evening.
Phoebe: You mean from six to midnight?
Robot: No, from midnight to six.
Patrick: I don't understand.
Robot: Well, we are at the edge of the universe and time goes backwards here.
Alex: So what's the date today?
Robot: It's the 22nd of March 3002.
Phoebe: 3002?
Robot: Yes, that's right.
Phoebe: It's my birthday! I'm a thousand years old!
Patrick and Alex: Happy birthday, Phoebe!
Robot: Happy birthday!

016 Workbook p52, Act. 1

Boy: Let's see the next photo.
Girl: This one is of the hotel restaurant where we had our lunch every day.
Boy: So you ate outside?
Girl: Yes, the weather was really good. It was a really good restaurant.
Boy: So who are all these people?
Girl: They're the other guests. We got to know them all really well.
Boy: He's not a guest.
Girl: No, that's David, the waiter. He was really fun.
Boy: So, who's that man reading the paper?
Girl: That's Robert. He was on holiday by himself. He was nice but he wasn't as fun as the others. He spent most of the time reading his paper.
Boy: And who are these two here?
Girl: That's Katy and her daughter Betty. Betty spent the whole holiday with an ice cream in her hand!
Boy: What about her dad? Was he with them?
Girl: Yes, Kate's husband is called David.
Boy: Like the waiter.
Girl: Yes, like the waiter. But he's not in this picture.
Boy: And this couple here?
Girl: That's Helen and her husband. What was his name? Richard. No, sorry that was their son. Um Harry ..., that's right. Helen and Harry. They were really nice.
Boy: And did they have children with them?
Girl: Yes, a boy called Oliver and a girl called May.

052 Student's Book p53, Act. 2

To make a hot chocolate Swudge drink you will need:

Four tablespoons of sugar

One bag of green jelly sweets

One bottle of chocolate sauce

150 millilitres of cream

85 grams of good milk chocolate.

And two balls of ice cream. It can be any ice cream but mint chocolate is my favourite!

053 Student's Book p53, Act. 3

OK, first put the chocolate sauce in the glass. About a quarter full is right.

Then take the sweets and cut them into pieces. Ask an adult for help here. Remember, this is Swudge, so try and make the sweets look like grass.

Now for the cooking bit. Again, ask an adult to help you. Break the chocolate into small pieces and put them in the pan. Put the pan on the cooker and start to melt the chocolate. Add the cream and sugar and mix well. Don't let it get too hot.

When the chocolate is melted, pour it into the glass on top of the chocolate sauce. Finally, add the ice cream and put the sweets on top of the glass.

Then, you can pick up your straw and start drinking. Enjoy!

Student's Book p54

How is chocolate made?
We can make some of our favourite foods at home.

To make pasta, it's easy to get all of the ingredients we need. We can buy eggs and flour at our local shop. The process isn't very difficult, but it does take some time and skill to make delicious pasta. So, most of us buy pasta at the supermarket. This pasta is made by machines in a factory.

Today a lot of the food we eat is made in a factory, including chocolate! The most important ingredient in making chocolate is cacao. Cacao trees only grow in hot and sunny climates. Most of the cacao we use to make chocolate comes from countries in the west of Africa.

Pods grow on the stem and branches of the cacao tree. When the pods are yellow, orange or red, they are ready for cutting. The farm workers cut the pods open. Inside there are lots of white seeds – these seeds are called cacao beans.

The workers cut the beans out of the pods and they leave them to dry in the sun. The seeds change colour as they dry. When the beans are dry, they go by lorry and ship to chocolate factories around the world.

At the factory the process of turning cacao beans into chocolate begins! First, the beans are cleaned and roasted until the outside comes off. Next, they are made into a chocolate paste. Other ingredients like sugar, milk or butter, are added to the paste. The chocolate paste is put into a mould until it gets cold. Then the chocolates are ready to go to the shops so we can eat them. Delicious!

The process of making chocolate is very interesting. Let's find out more!

5 The Wild West

056 Student's Book p58, Act. 2

Alex: So, now where are we?
Phoebe: It looks like we're in the Wild West.
Patrick: Cool! Cowboys! I love cowboy films.
Phoebe: Well, I'm not so sure you're going to love those three.
Patrick: Which three?
Phoebe: Those three over there, riding into town. They look like trouble.
Alex: They look like robbers. The people in the town look nervous.
Patrick: Well, I'm not. I want to take a look around.
Alex: And I think it's best to wait and see what happens.
Patrick: Don't be so silly. Look there's the sheriff. He won't let anything bad happen.
Phoebe: How do you know he's the sheriff?
Patrick: Look at his badge. And look at the pistol he's got in his holster.
Phoebe: Well, I think he looks as scared as the other people.
Alex: I don't like this. I don't like this at all!

019 Workbook p60, Act. 4

1 The friends stepped into the yellow glow.
2 The children went shopping for clothes.
3 The sheriff stopped the robber from escaping.
4 It's getting hotter. Let's go to the swimming pool.
5 Everyone clapped at the end of the play.
6 No running, please! You must walk in the corridor.

020 Workbook p64, Act. 1

Ben: Hi, Sophie. Can I ask you some questions?
Sophie: Sure. How can I help you?
Ben: It's about that museum you went to the other day.
Sophie: What – The Native American Museum?
Ben: That's the one. I'm thinking of taking Nicky and Paul.
Sophie: You should. It's great. What do you want to know about it?
Ben: Well, is it expensive?
Sophie: It's ten Euros for you, but children under 15 are free.
Ben: That's great. Let me just write all this in my diary.
Sophie: OK.
Ben: Right. Where is it exactly?
Sophie: It's in Green street. It's next to the cinema.
Ben: Oh, I know where you mean. That's easy to find. And when is it open?
Sophie: If I remember correctly, it's open every day except for Thursday.
Ben: So, it's open Fridays to Wednesdays.
Sophie: Umm. Yes, that's right.
Ben: And what time does it open?
Sophie: It opens at 10 a.m. and closes at three in the afternoon.
Ben: Great! That's plenty of time.
Sophie: Is there anything else?
Ben: Yes, there is. I want to know about guided tours. Is it possible to get a tour of the museum?
Sophie: Yes, we had a guide. His name was Mr Henderson and he was excellent.
Ben: Henderson. Can you spell that?
Sophie: Sure. It's H-E-N-D-E-R-S-O-N.
Ben: Thanks.
Sophie: There is one thing. If you want a tour, you should phone and book before you go.

Ben: Of course. You don't have the number, do you?
Sophie: Let me look in my diary. Yes, here we are. It's 0126 5445 636.
Ben: 0126 5445 636.
Sophie: That's right.
Ben: Thanks so much for your help, Sophie.
Sophie: You're welcome and have a great trip.

063 Student's Book p65, Act. 1

These place names all have special meanings. Many of them are named after features of nature. Here are some of these place names:

Kansas means 'people of the south wind'.
Minnesota means 'sky water'.
Michigan means 'big lake'.
Manhattan means 'large island'.
Connecticut means 'long river'.
Ohio means 'beautiful river'.
Mississippi means 'father of the water'.
Oklahoma means 'home of the red people'.

These place names show that nature was important for the Native Americans.
This is something we should all remember!

Student's Book p66

What materials did Native Americans use?
The Native Americans lived in North America for thousands of years before the Europeans arrived in the late 1400s. Different tribes lived across the continent of North America.The tribes had different languages and cultures. But they all used the natural materials from the land around them to make the things they needed to live.

For thousands of years, the Native American's lands were full of bison. The bison were very important to the Native Americans. They used every part of the animal for food and for materials.

They made the bison skin into leather. Leather is a soft, strong and waterproof material. The leather was used make their teepees and their clothes. Today, we still use leather to make shoes and bags.

They used the soft skins and furs from animals like bears and beavers to keep warm in the winter. They also sold the skins to buy the things they couldn't make.

They used the wood from the trees growing around them to make fires so they could cook food and stay warm. Some tribes also used wood to make totem poles. Tribes sometimes used totem poles to tell stories about their families and history.

The Native Americans used hard materials like stone and animal bone to make tools. They also used hard materials to make colourful beads. They used beads on their clothes and shoes, and to make beautiful jewellery.
Life for the Native Americans was very difficult after the Europeans arrived.

Their land was taken from them and most of the bison disappeared. Without these things it was difficult for them to live.
Native Americans used lots of different materials. Let's find out more!

065 Student's Book p68, Act. 1

Wanted
Betty the Coyote
Twenty three years old. One metre eighty tall. Dark brown hair. Round face. Brown eyes. Small nose. Bad teeth. Sometimes wears a red scarf and a black belt made of leather. Carries two pistols in brown holsters. Bring Betty the Coyote to any sheriff in Arizona. Five hundred dollars are waiting for you.

6 In Istanbul

067 Student's Book p70, Act. 2

Alex: Now where are we?
Phoebe: I'm not sure exactly but it looks like we're back in the present.
Patrick: Yes, we're in some kind of market.
Phoebe: Wow! Look at those beautiful cups and saucers. I love them.
Alex: And I bet you love the silver and the gold, too.
Phoebe: Yeah, some of these rings are cool. Or the gold earrings over there. They're lovely.
Patrick: I'm hot. I think I'm going to buy a few oranges.
Alex: I don't think you'll like them too much.
Patrick: Why?
Alex: They're made of soap. Look.
Patrick: Really? You're right! I'd like to know where we are!
Alex: Mmm. Everything's so colourful. There's gold, and silver. I guess we could be in Asia somewhere.
Phoebe: Mmm. Not bad. The city where we are is both in Asia and in Europe.
Alex: What! How do you know that?
Phoebe: It's a fantastic city with lots of beautiful sights for tourists, and some spectacular bridges.
Patrick: Stop this, please, Phoebe. Where are we?
Phoebe: We're in Istanbul.
Alex: How did you know that!
Phoebe: From reading!
Alex: Another one of your famous books?
Phoebe: No, not this time. Just look at those big combs over there. What does it say on them?
Alex/Patrick: I love Istanbul.
Phoebe: That's right!

073 Student's Book p76, Act. 1

1 The Indian flag has orange, white and green stripes.
2 The Indonesian flag has got a red stripe and a white stripe.
3 The Chinese flag is red with some gold stars on it.
4 The Japanese flag is white with a red circle on it.
5 The American flag is red, white and blue.
6 The German flag has black, red and yellow stripes.

023 Workbook p76, Act. 1

Interviewer: When you were in Istanbul, did you buy any souvenirs?
Mrs Salt: Yes, there was this nice souvenir shop, not far from our hotel. We all went there. We really liked it. They had lots of souvenirs, books about Istanbul, caps, T-shirts, gold and silver and lots of other things.
Interviewer: So what did you buy?
Mrs Salt: Well, let's start with my daughter, Daisy. She's sixteen. She loves reading. She wanted to find a book called the 'Ice Maiden', but she couldn't find it in that souvenir shop, of course. So she bought another one. It's called 'Sights and sounds of Istanbul!' It's got very nice photos, and a CD with some Turkish songs.

Interviewer: And you? Did you get anything for yourself?
Mrs Salt: Oh, yes. I love drinking tea, you know. There's very good tea in Turkey, and also good coffee. But the souvenir shop didn't have those, of course. But I saw a lovely set of cups and saucers for drinking tea. It's made of glass, and painted in beautiful colours. I bought that set.
Interviewer: And how about your sister. She was with you too, wasn't she?
Mrs Salt: Anna? Yes, she was. My sister Anna and her two children, John and Katy.
Interviewer: Did your sister buy anything?
Mrs Salt: Yes, she did. She loves shopping, and she loves gold and silver. She wanted to buy some earrings, and they had very nice ones. My sister thought they were a little bit too expensive. So, at first she couldn't find what she wanted. Finally she bought herself this colourful T-shirt. It said 'Istanbul's a dream!' But I'm sure she'll go back to Istanbul soon – she says she really wants those lovely earrings. She really likes them.
Interviewer: And what about John and Katy?
Mrs Salt: Well, John wanted a football, but he couldn't find any in the souvenir shop. But the shop next door had one with the names of the Turkish national team on it. John was happy. And Katy – well, she loves sunglasses. She got herself a pair of pink and green ones. She thinks they're cool! Well, she's fourteen!

074 075 Student's Book p77, Acts. 1 and 2

Freya is sitting down at her house in London for her favourite meal. She's having a burger with some tomato in it, a glass of orange juice and an apple and a bar of chocolate for later.
Her food is from all over the world. The oranges for her juice come from Florida in the USA. They make a journey of 4,000 miles.
The meat in her burger comes from further away. It comes from Argentina, which is more than 7,000 miles away. The tomatoes have a shorter journey – just 1,000 miles from Spain. The beans to make the chocolate come from Nigeria in west Africa. That's a journey of about 3,000 miles.
Finally there's the apple. Of course, apples grow in the UK but because it's February there are no apples on the trees. Freya's apple comes from South Africa: 6,000 miles away. That's a lot of food miles for one meal!

Student's Book p78

What are some traditional arts?
When you go on holiday to another country, you should try to see some of the traditional arts of the local people. You can often find objects made by artists at local markets. Traditional arts make great presents for people at home!

In Japan, artists are very good at making things out of paper. The Japanese art of folding paper is called origami. Origami artists make all sorts of shapes and animals.
In Indonesia, artists paint on fabric. Artists use hot wax and colourful dye – a special ink for fabric. This kind of art is called batik.

In China, artists use ink to create art with their writing. They often write short poems. It looks amazing.

Traditional arts, like basket-making, are a bit different around the world. Artists use local materials and have different ways of making the baskets. You can often buy local baskets at the market. They are a great souvenir!

Paper marbling is a traditional art in Turkey, and in Japan.
In Turkey, this is called Ebru marbling. The artist puts some artist's oil in a bowl of water. Then they drop some paint on the water and they make swirls of paint. The oil and paint make a beautiful marbled pattern. The artist puts paper into the water and when they take it out, the pattern is on the paper. Turkish marbled paper is very beautiful.

There are lots of different ways to do paper marbling. In Japan, they use ink, not paint, and it is called Suminagashi, but the results are still amazing!

There are lots of different traditional arts. Let's find out more!

7 The story teller

079 Student's Book p82, Act. 2

Alex: What a wonderful theatre! The actors' costumes are great.
Phoebe: Yes they are. I think we're in Shakespeare's Globe Theatre.
Alex: Shakespeare? The writer. When did he live?
Phoebe: Well, he was born in 1564.
Patrick: How do you know all these things?
Phoebe: I pay attention at school. Mrs Butler told us all about him and showed us photos of Shakespeare and the Globe Theatre.
Alex: Photos? They didn't have cameras then.
Phoebe: Don't be silly. They were photos of paintings.
Alex: I remember that lesson. Can you see the man next to the stage? He looks like Shakespeare.
Phoebe: Yeah, maybe it's him. He doesn't look very happy.
Patrick: The audience don't like the play. Look the actor in tights is holding hands with the actress.
Phoebe: I think this play is 'Romeo and Juliet'.
Patrick: Why do you think that?
Phoebe: Because he just called her Juliet and she just called him Romeo!
Alex: It's the end. People are leaving.
Phoebe: That's strange, The 'Romeo and Juliet' I know has a sad ending. That was a happy ending.
Patrick: Maybe that's why the audience didn't like it. Look at Shakespeare. He's almost crying.

087 Student's Book p88, Act. 2

1 Nobody is sure how Shakespeare's name is spelt. Even Shakespeare wasn't sure. During his life Shakespeare spelt his name at least six different ways including S-H-A-K-E-S-P-E, S-H-A-K-S-P-E-R-E and S-H-A-K-S-P-E-A-R-E. In fact, there is no record he ever spelt it as we like to spell it today.

2 Shakespeare wrote 37 plays in his life, but he is not only famous for his plays. He is also famous for his poetry, which was also very popular. Many of the poems he wrote were called sonnets. A sonnet always has 14 lines. Shakespeare wrote 154 sonnets.

3 In 1603, London was hit by a terrible disease called the Great Plague. It killed more than 33,000 people in the city. Because you could get the disease from others, people stopped going to crowded places like the theatre, so no one needed to write plays. It was about this time that Shakespeare started writing his poems.

4 There are no records of Shakespeare's life from 1585 until 1592. Nobody knows what he did in these seven years. This time is known as Shakespeare's 'lost years'.

5 Shakespeare had an amazing vocabulary. People say he knew as many as 29,000 different words – that's about double what most people know. He also liked to make up new words he introduced around 3,000 words into the English language.

027 Workbook p89, Act. 1

1
Marlowe: You can sleep in the stable and my servant will bring you some soup
2
Man: I'll get the cow in the morning and sell her in the market.
3
Marlowe's wife: We have a very clever dog called Barney. He will show us who stole the cow.
4
Marlowe: Did you steal one of my cows?
5
Three men: Of course not.
6
Marlowe's wife: You didn't stroke Barney's fur because you were afraid that Barney would bark. Now tell us where the cow is.

Student's Book p90

What do we know about theatres?
Today, there are lots of different kinds of entertainment. But in the past, things were different.

Before the 1940s, people didn't have a TV in their home. TV only became popular in the 1950s. Before TV, people went to the cinema a lot. The first cinemas opened over a hundred years ago!

But before that, the best place for entertainment was the theatre and the theatre is still popular today. These days, when we go to the theatre, we sit in comfortable seats. The audience is very quiet when the play begins.

Before they go on stage, actors put on make-up and a costume. They check that they can remember all the words to the play – and that they've got all their props. Then the play can begin!

There are many different kinds of plays. Men and women play lots of different characters on stage. Today, comedies and musicals – where the actors also sing and dance – are very popular. There's a lot of technology in a theatre today. Sometimes there are special effects during the play. The effects are often controlled using a computer.

Theatre today is very different to theatre in the time of Shakespeare but his plays are still popular. People enjoy the history plays about kings and queens. And they love crying at tragedies like *Romeo and Juliet*. And the best way to enjoy the plays of Shakespeare is to see them at the Globe Theatre in London. Here you can see what theatres looked like 500 years ago!

Shakespeare's theatre was very different to today's theatre. Let's find out more!

091 092 Student's Book p92, Act. 1

Girl: We asked twenty-five students how many books they read last year. Here are our results. Let me explain a few things. As you can see from the bar graph, all the students read at least one book last year. That's a good thing. A total of nine students read three books. This was the highest number of students. The next highest result was for two books. Seven students read two books. Only one person read one book. The highest number of books read by a student was eight. One student read eight books. No one read four, five, six or seven books. Thank you for listening.

8 Museum of the future

094 Student's Book p94, Act. 2

Patrick: Where are we? These are models of people doing their jobs. This place is really boring!
Phoebe: Yes, how strange! Look, there's an artist, a businessman and a businesswoman. What about the guy in the white coat?
Alex: Don't you see? It's a dentist?
Patrick: Yeah, that's right. And there's a farmer, a cleaner … what about that woman with the hat on?
Alex: Well, I guess she's an engineer. She's checking something, isn't she?
Phoebe: Mmm. Yeah. That's right. And this guy in the blue uniform?
Patrick: That's a mechanic.
Phoebe: And there's a computer programmer. My grandpa was a computer programmer.
Alex: Something's strange about this. This is kind of a museum. We are looking at waxworks of people doing normal jobs. Why would a museum want to show people doing normal jobs?
Phoebe: I think we're in the future. They are showing these jobs because, for the people who live here, these jobs are from the past.
Patrick: Huh? You mean in this world there are no cleaners anymore? And no mechanics? No farmers? That's silly!
Alex: I'm not sure it's so silly. I think Phoebe's right. We're in the future. A future without these jobs … I'd love to know what year this is.
Robotic voice: This – is – the – year – two – thousand - five hundred – and – thirty - one.
Patrick: 2531? I can't believe it!
Phoebe: Is it correct that we are in the year 2531, and these jobs don't exist anymore?
Robotic voice: That's correct.
Alex: So who works on farms? Who helps people when they have a toothache?
Robotic Voice: Robots – do - everything. These – jobs – do – not – exist – any – more! This – museum – shows – the – things – that -don't – exist – any - more.
Patrick: And who are you?
Robotic voice: Silly – question. I'm – a - robot.
Alex: Wow! Let's see what other things don't exist any more.
Patrick: Yes. Let's!

095 096 Student's Book p95, Acts. 1 and 2

Robot: Hello! I'm Robix and I'm the world's best robot. I'm not expensive, and I'm so cool I can do lots of things for you.

If you're thirsty, I'll make you a nice cup of hot chocolate. Just press the green button.

If your room is in a mess, I'll tidy up. Press the orange button.

If you want to have fun, I'll sing you a song. Press the blue button.

If you're tired, I'll do your homework. Press the red button.

If you buy me, you'll be very happy. See you soon! Bye bye!

102 103 Student's Book p100, Acts. 2 and 3

Man: It's time now for today's top five, and this morning we've got a great one for you - the top five most unusual jobs.

At number 5 we have pet-food tester. In this job you try new pet food before the animals. You don't eat the food. Just put a bit in your mouth and see how it tastes.

At number four is fruit cleaner. In this job you have to make oranges and lemons those bright colours that people want to see in the supermarket. You use hot water to do this.

If your cat or dog is missing, then you might want to talk to someone who spends their time looking for missing animals. That's what pet detectives do. There's even a film about one - it's called *Ace Ventura - pet detective*. It's quite old but it's very funny.

At number two is the ostrich babysitter. This job is pretty easy. You just have to sit among all the birds on an ostrich farm and make sure they don't start fighting. It's usually very quiet so don't forget to take a book with you.

And the number one unusual job is … golf-ball diver. Each year, golfers hit millions of golf balls into lakes. The golf- diver then dives down and collects them. Then they sell them in the golf shops.

030 Workbook page 101, Act. 1

Narrator: 1 What should Katy put on the table?
Katy: What are you doing, Dad?
Dad: I'm making a vegetable soup, darling.
Katy: Can I help you?
Dad: Sure. Can you give me some potatoes, and some carrots, and put them on the table over there, please?
Katy: And what about tomatoes, Dad?
Dad: No, not today.

Narrator: 2 Which is William's bike?
Dad: Katy, William left his bag on his bike. Can you get me the bag, please?
Katy: Yes, but which is his bike?
Dad: It's the one next to the tree.
Katy: This one?
Dad: No, there's a green flag on William's bike.

Narrator: 3 What subjects will Richard's class study this morning?
Richard: Good morning, Mrs Brown.
Teacher: Hello, Richard.
Richard: What lessons have we got this morning?
Teacher: P.E. and Maths.
Richard: OK. And Biology?
Teacher: No, that's tomorrow.

Narrator: 4 Where should Lucy put the notebook?
Mum: Oh, Lucy, there's one more thing for you to do.
Lucy: What's that, Mum?
Mum: Can you help me find my notebook, please? I think it's in my bag.
Lucy: Here it is, Mum. Under the table.
Mum: Great.
Lucy: Where shall I put it?
Mum: Put in on the shelf, please.

Narrator: 5 Where has the teacher left his car keys?
Richard: OK, Mr Roberts. Bye-bye.
Teacher: Oh, dear! Where are my car keys? Did I leave them in the library?
Richard: Shall I go and check, Mr Roberts?
Teacher: No, they're not in the library, I'm sure. Maybe I left them in the car.
Richard: In your car? I can go and check.
Teacher: No, that's not possible. I had them in the classroom. Yes, that's right. They're in the classroom. Thanks very much, Richard. Bye.

Student's Book p102

How are jobs on farms changing?
There are many different kinds of farm and there are lots of different jobs on these farms.

Today, some farmers still use traditional farming methods. Often their farms aren't very big. On traditional farms, the farm workers look after the animals without using modern machines. They feed the animals by hand. The animals usually live outside.

If the farmer grows crops, there's a lot of work to do. Some farmers still use horses and traditional machines to help on the farm. They have to plant all the seeds by hand. This is a slow process. Farmers have to watch their crops carefully and water the plants in the fields. They try to stop insects from eating the crops without using chemicals. When the crops are ready, the farm workers have to collect them by hand. This is tiring work.

Farmers on traditional farms sometimes sell their own fruit and vegetables at the local market.

Farms using modern farming methods are often very big. Farmers can grow lots of crops and keep thousands of animals using modern technology.

Today, farmers can use computers and lots of different machines to make their work easier. They can even use drones to see everything that is happening on the farm. Farm workers use machines to look after and feed the animals. A lot of the animals live inside.

There are machines that can plant seeds and collect the crops when they are ready. This is quicker and easier for the farmer.

Farmers can grow crops inside polytunnels. The farm workers can control the heat and water inside the tunnel so bad weather doesn't damage the crops. Huge machines are used to water the crops, and special chemicals are spread by machines to stop insects eating them.

Modern farms produce a lot of food. Most of it goes to factories and gets sent to supermarkets.

Jobs on farms are changing because of technology. Let's find out more!

9 Mystery at sea

107 Student's Book p106, Act. 1

Alex: We're at sea!
Phoebe: I hope neither of you get seasick!
Patrick: Please don't tell me we're on the Titanic. I don't want any more disasters.
Alex: Don't worry Patrick. This ship is a lot older than the Titanic.
Phoebe: Yes, it's an old sail ship. I wonder where we're going.
Patrick: Let's ask the captain. Look that's him standing near the mast.
Alex: That might not be a very good idea. How do we explain why we are on his ship?
Phoebe: Yes. I think we should hide for a while. Let's see if these sailors are friendly first.
Patrick: Look over there. On the wall of the cabin.
Phoebe: What is it?
Patrick: There's a sign next to the porthole. I think it's the ship's name.
Alex: I see it, but I can't read it.
Patrick: I think it says 'Mary' something.
Phoebe: Mary Celeste. That's what it says.
Patrick: That's a nice name. Does it mean anything?
Phoebe: I haven't heard of it.
Alex: Mary Celeste. I'm sure I know that name but I can't remember why. I'm pretty sure it's a famous ship though.
Patrick: So what happened to it?
Alex: I'm not sure but I think we're going to find out …

031 Workbook p108, Act. 2

Grandma and I, one sunny day,
Went off for a nice boat ride,
When suddenly I turned around
She wasn't by my side.

Captain drop the anchor,
Make your men jump in,
My Grandma's fallen in the sea ,
I don't think she can swim!

I ran up to the telescope,
To see what I could see.
I rubbed my eyes and looked again
At the beast in front of me.

Captain drop the anchor,
Captain drop the sail,
My Grandma's fallen in the sea,
I think she's in a whale!

The captain dropped the anchor down,
His men jumped in the sea.
When suddenly I turned around,
My Gran was next to me

'What's all the fuss about?'

115 116 Student's Book p113, Acts. 1 and 2

Presenter: Hello and welcome to World of Mysteries. This week we're talking about creatures in the water. Of course, today we know that these creatures aren't real – but many years ago many people believed they were.

The sirens were women from the sea who sat on rocks and sang beautiful songs. The sailors heard their music and sailed their ships towards them. Then their ships hit the rocks and sank.

Another sea creature that liked to attack ships was the Kraken. This was a huge octopus that pulled ships into the sea. These days scientists have found a type of a giant octopus that is three and a half metres long. Was this the Kraken that the sailors were scared of?

Finally, the Loch Ness Monster. Different to the others, this monster doesn't live in the sea. It lives in a deep lake in Scotland. Every year lots of people try to take photos of this creature. So far, no one has taken a photo to show that it is real. You can see lots of photos of the Lock Ness Monster on the Internet but are they real or not?

Student's Book p114

What kinds of marine animals are there?
70 percent of our planet is covered by water, and our seas and oceans are full of an incredible variety of marine animals.

There are thousands of different types of fish. Fish can breathe underwater. They are cold-blooded; their blood changes temperature with the water around them, and they lay eggs in water. Most fish have scales. Fish come in all shapes, sizes and colours.

Some fish use camouflage to hide from other animals. Sometimes they look like a plant and sometimes they look like the sand at bottom of the sea.

Sharks are fish. And the biggest fish on earth is the whale shark. The Whale Shark swims with its mouth open collecting food. Seahorses are fish too. Some seahorses look like coral so they can hide from other animals.

Mammals can't breathe underwater. They can swim underwater for a long time, but they have to come to the top to breathe. Sea otters, dolphins and whales are mammals.

The biggest animal on earth is the Blue Whale. It can grow to over 25 metres long. Mammals are warm-blooded, their blood is always the same temperature. They don't lay eggs. They give milk to their babies. Orcas are mammals. They are carnivores. They eat animals like seals.

Sea snakes and saltwater crocodiles are reptiles. Reptiles can't breathe underwater. They are cold-blooded, they lay eggs and they have scales.

Sea turtles are reptiles. They lay their eggs on beaches, then they go back to the sea.
They eat sea plants and grasses.

Because mammals like Orca eat the turtles, they have colours and patterns on their shells that look like the sea plants and rocks. It's good camouflage.

There are many different kinds of marine animals. Let's find out more!

117 118 Student's Book p116, Acts. 1 and 2

Ruby: UFOs are Unidentified Flying Objects. They are called UFOs because people have seen them but nobody could explain what they were.

Mike: One night a farmer saw a bright object land near his farm. The farmer was on a mountain looking for a lost sheep. He found the sheep and quickly went down to the place where the bright object had landed. There was no object there. But the grass was flattened. He told his story to other people in the village, but they hadn't seen anything.

Sue: Scientists say that UFOs are meteors or aircraft. Nobody has ever found a UFO with little green men and women inside. And there is no clear photo of a UFO.