CAMBRIDGE

SECOND EDITION

Teacher's Book
with Digital Pack

6

SUPER MINDS

Zoltán Rézműves · Melanie Williams
with Herbert Puchta · Peter Lewis-Jones · Günter Gerngross ·

Better Learning

Thanks and acknowledgements

Acknowledgements

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Photography and illustrations

The photographs and illustrations in the teaching notes are reused from the Student's Book.

The photographs and illustrations in the Introduction are reused from the Student's Book, Workbook, Practice Book, Flashcards, Presentation Plus and Practice Extra.

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Map of the course

Back to school (pages 4–9)

Vocabulary	Language focus	Story
Outside at school: *basketball hoop, bell, net, football pitch, running track, gym, litter bin, tennis court, bike rack, railings*	*Have you had some food yet?* *We have already met.* *I'm the leopard who likes to rap.* *These are the words which I rap.* *This is the jungle where I rule.*	*Back in time again* **Value** Thinking about what you're doing

▶ Song: The Time Travellers ▶ Phonics: Spelling patterns

1 The treasure (pages 10–21)

What kinds of treasure are there?

Vocabulary	Language focus	Story	Skills	Think and learn
Pirates: *palm tree, hook, eye-patch, binoculars, key, hammock, coins, spade, treasure chest, hole, stone*	*I've had these lovely spots since I was a cub.* *I've had my big, long tail for eleven years.* *How long have you had them?* *Since I was thirteen.* *For eleven weeks.*	*The pirates' treasure* **Value** Being honest	• Reading and speaking • Listening and writing	**Geography:** Precious metals **Project:** Make a poster about gold or silver.

▶ Song: Get on board! ▶ Phonics: *–sure* and *–ture* ▶ Communication: Time to present ▶ Writing: Think and write

2 Future transport (pages 22–33)

How will people travel in the future?

Vocabulary	Language	Story	Skills	Think and learn
Travel: *hang-glider, parachute, monorail, solar panel, microlight, wind turbine, cable car, jet pack, surfboard, inline skates, unicycle, floating skateboard*	*You don't need to drive a car.* *All you need to do is climb to get from here to there.* *There will be a lot of noise.* *There won't be any trees left.* *I won't let that happen.* *They'll have to run away.*	*A problem for Patrick* **Value** Listening carefully	• Reading and speaking • Listening and writing	**Environmental science:** Renewable energy **Project:** Write an advertisement for a new school bus.

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

3 Ancient Egypt (pages 34–45)

What was life like in Ancient Egypt?

Vocabulary	Grammar	Story	Skills	Think and learn
In Egypt: *Sphinx, pharaoh, slaves, pyramid, chariot, rock, hieroglyphics, step, mummy, tomb*	*Who was this den built by?* *The walls weren't built so well.* *The door was put in upside down.* *There were lots of trees in this jungle a few years ago.* *But in a little time, a lot of them have gone.*	*The mummy's tomb* **Value** Respecting differences	• Speaking, reading and listening • Reading	**History:** Ancient Egyptian art **Project:** Design and describe an Ancient Egyptian crown.

▶ Song: In old Cairo ▶ Phonics: *–ed* endings ▶ Communication: Get talking ▶ Writing: Think and write

4 Olympic sports (pages 46–57)

What do we know about sports?

Vocabulary	Grammar	Story	Skills	Think and learn
Sports: *long jump, hurdles, high jump, boxing, archery, wrestling, weightlifting, rowing, gymnastics, fencing*	*We could play some volleyball.* *You could try to teach me.* *I'm running in the morning.* *I'm cycling on my bike.*	*Not the best day* **Value** The sporting spirit	• Reading and speaking • Listening and speaking	**Physical education:** Fitness **Project:** Plan and write a leaflet with training ideas for a school sports team.

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

5 In London (pages 58–69)

Why is London famous?

Vocabulary	Grammar	Story	Skills	Think and learn
Shops: *carpenter's, jeweller's, butcher's, grocer's, baker's, barber's, tailor's, chemist's*	*Have you ever been to London Zoo?* *Yes, I have.* *Has she ever been to London Zoo?* *No, she hasn't. She's never been.* *I had a swim.* *I went home.*	*The Great Fire* **Value** Thinking of others	• Reading • Listening, reading and speaking	**Maths:** 3D shapes **Project:** Design a new building for your school.

▶ Song: Have you … ? ▶ Phonics: *s* and *z* sounds ▶ Communication: Get talking ▶ Writing: Think and write

6 Crazy inventions (pages 70–81)

How do inventions help us?

Vocabulary	Grammar	Story	Skills	Think and learn
Tools and machines: *screwdriver, hammer, drill, saw, lever, spanner, paintbrush, paint pot, button, switch, nails, workbench*	*I've got too many jobs to do.* *I haven't got enough time.* *Can you tell me what the machine is?* *Can you tell me what this button does?* *Can you tell me what the machine is for?*	*Professor Potts* **Value** The benefits of technology	• Reading and speaking • Speaking, listening and writing	**Science:** Simple machines **Project:** Draw a toy to put in a park for younger children and explain how it works.

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

7 This is Houston (pages 82–93)

What do we know about space?

Vocabulary	Grammar	Story	Skills	Think and learn
Moon landing: *countdown clock, lunar module, space capsule, spacesuit, launch pad, crater, control panel, headset, screen*	*Going on a space trip is exciting!* *Staying up late is really tiring.* *He said that he was back from the stars.* *He said that he didn't know the way.*	*Alex, the engineer* **Value** Admitting mistakes	• Listening, writing and speaking • Reading	**Science:** Space **Project:** Find out about and draw a constellation and answer questions about it.

▶ Song: Can you hear us? ▶ Phonics: different spellings of the sound /ʌ/ ▶ Communication: Get talking ▶ Writing: Think and write

8 A cold place (pages 94–105)

What's it like at the Earth's poles?

Vocabulary	Grammar	Story	Skills	Think and learn
In the Arctic: *Northern Lights, iceberg, polar bear, polar bear cub, ice floe, seal, seal pup, igloo, mittens, sledge*	*It's cold at the poles, isn't it?* *And the nights are dark, aren't they?* *There isn't much sun there, is there?* *The jungle may be in danger.* *They might take our home away.*	*Rescuing the seal pups* **Value** Looking after wildlife	• Speaking and listening • Reading, speaking and writing	**Geography:** The Arctic **Project:** Make a storyboard or a slide presentation about the Arctic.

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

9 The Jurassic Age (pages 106–117)

What do we know about prehistoric times?

Vocabulary	Grammar	Story	Skills	Think and learn
Natural features: *sunrise, horizon, pond, grassland, valley, bush, stream, swamp, log*	*If I had a time machine, I'd go back to the past.* *What would you do if you saw a dinosaur?* *If I met a dinosaur, I wouldn't stop to say 'hello'.*	*The chase* **Value** Taking an interest in nature	• Reading • Listening, reading and writing	**History:** The Stone Age **Project:** Design and make a stone circle on a paper plate.

▶ Song: I'd like to be … ▶ Phonics: different spellings of the sound /ɔ:/ and question intonation ▶ Communication: Get talking ▶ Writing: Think and write

Key to teaching notes icons

Cambridge Life Competencies Framework

Cognitive control functions

Story

Values

In the teaching notes, these two icons use the colours shown here in order to help contrast the two areas for teachers. For students, both kinds of icon use one colour.

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.

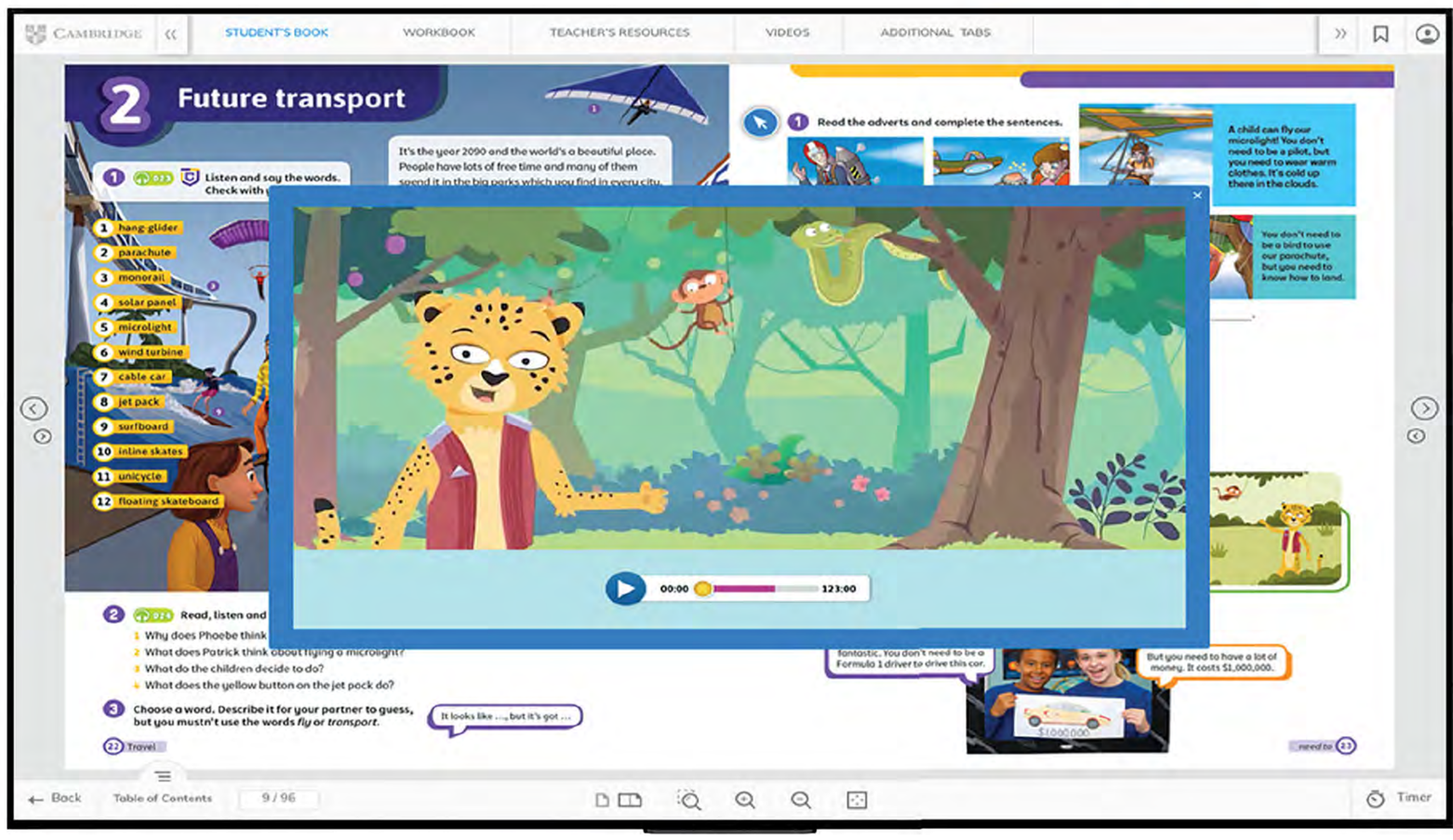
2 Fresh and updated content

- 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.

Presentation Plus





Practice Extra

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

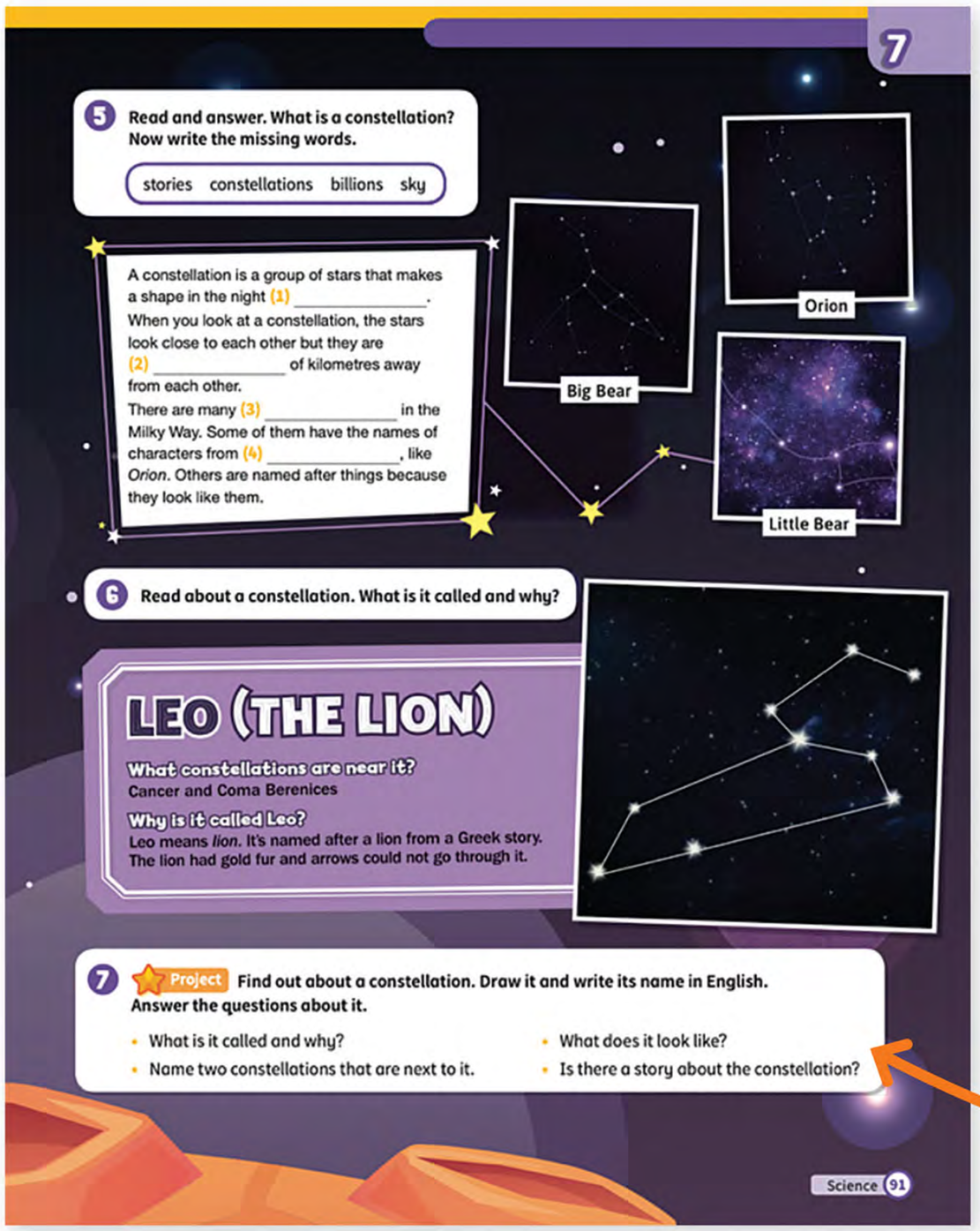
Finds new uses for objects and explains these ideas in detail

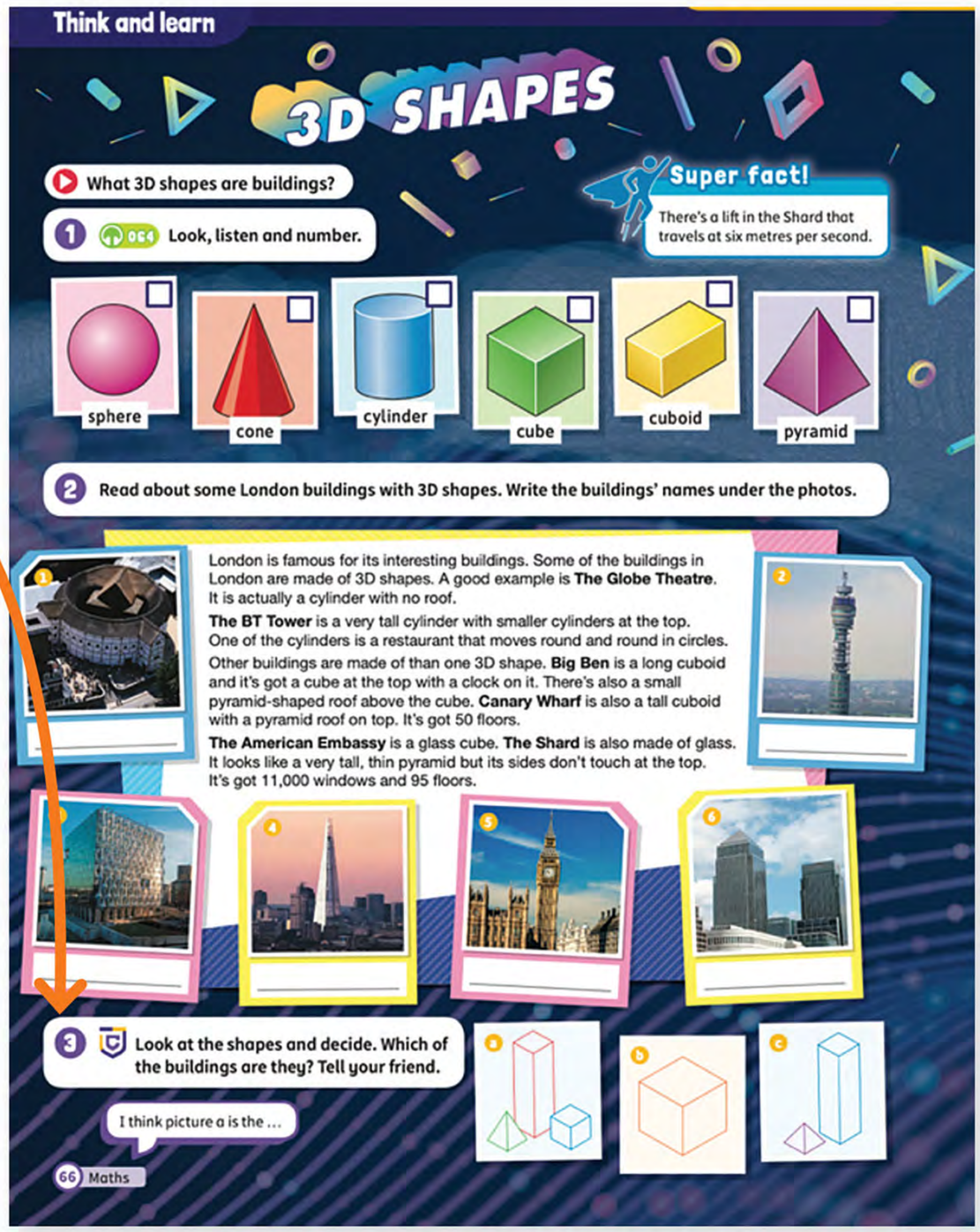
Super Minds 2nd Edition and the Cambridge Life Competencies Framework

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 5 of the Student's Book helps learners understand and analyse links between ideas by comparing different types of information.





Creative Thinking

This project in Unit 7 of the Student's Book helps learners develop Creative Thinking skills by participating in investigative, exploratory, open-ended tasks.

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.

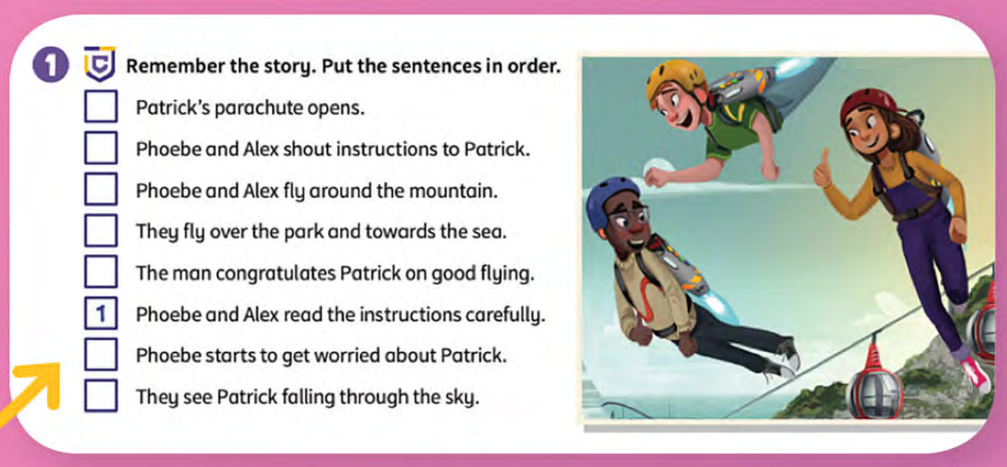
To manage these behaviours successfully, the brain uses **cognitive control functions** which determine students' success in learning and have a significant influence on their future success and wellbeing.

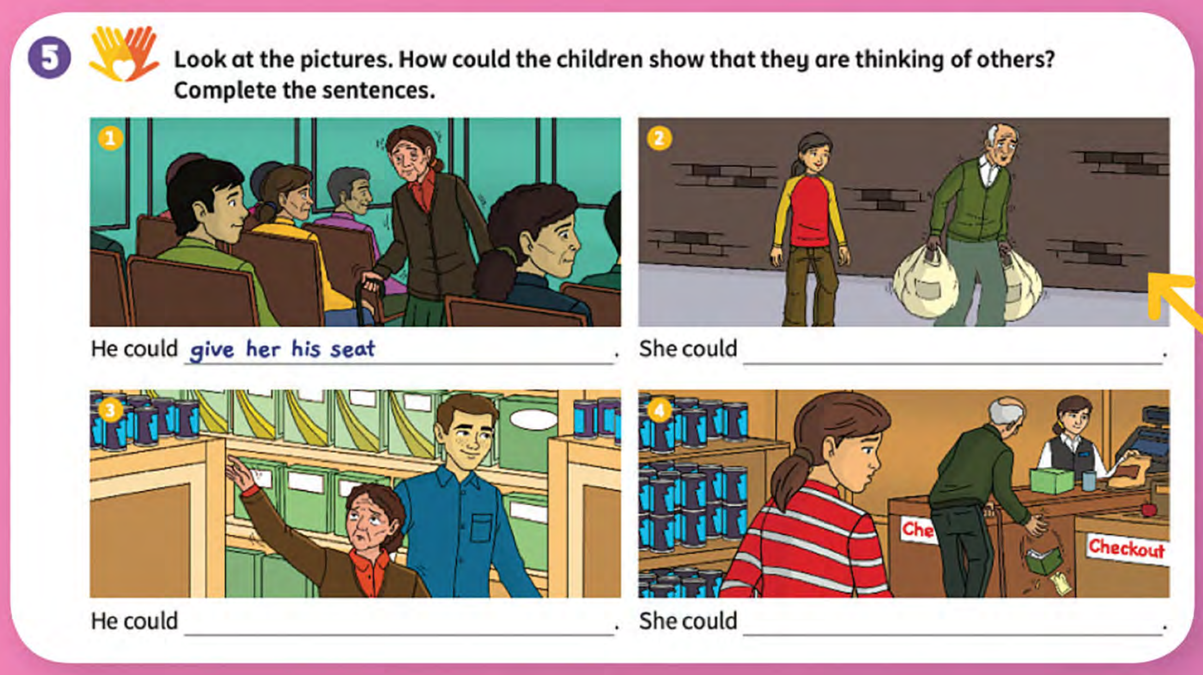
Activities in *Super Minds 2nd Edition* have been designed to enhance the **three core areas** of learners' cognitive control functions:

Working memory

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

This activity in Unit 2 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 5 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.



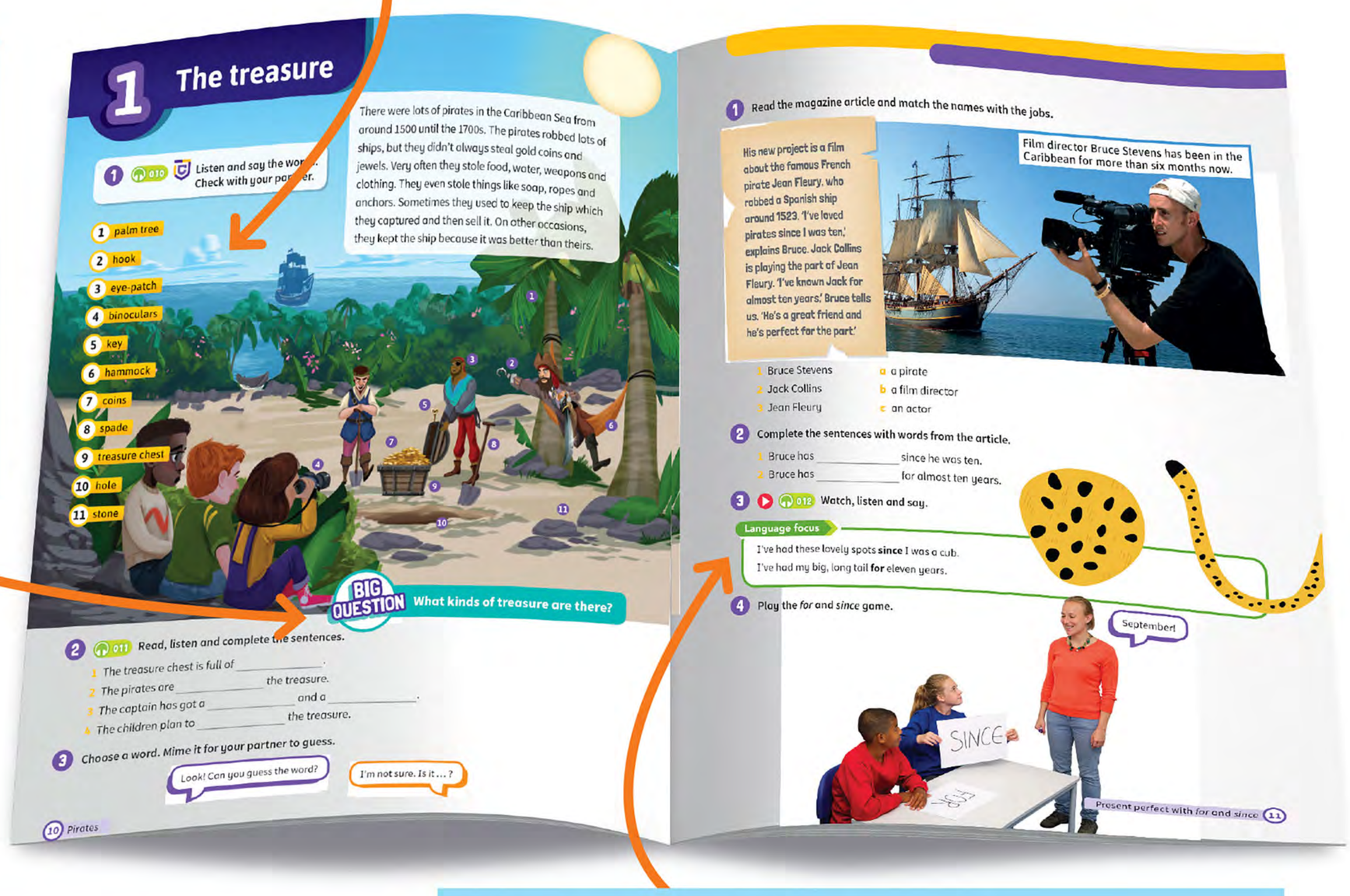
Unit walkthrough

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.



Contextualised language

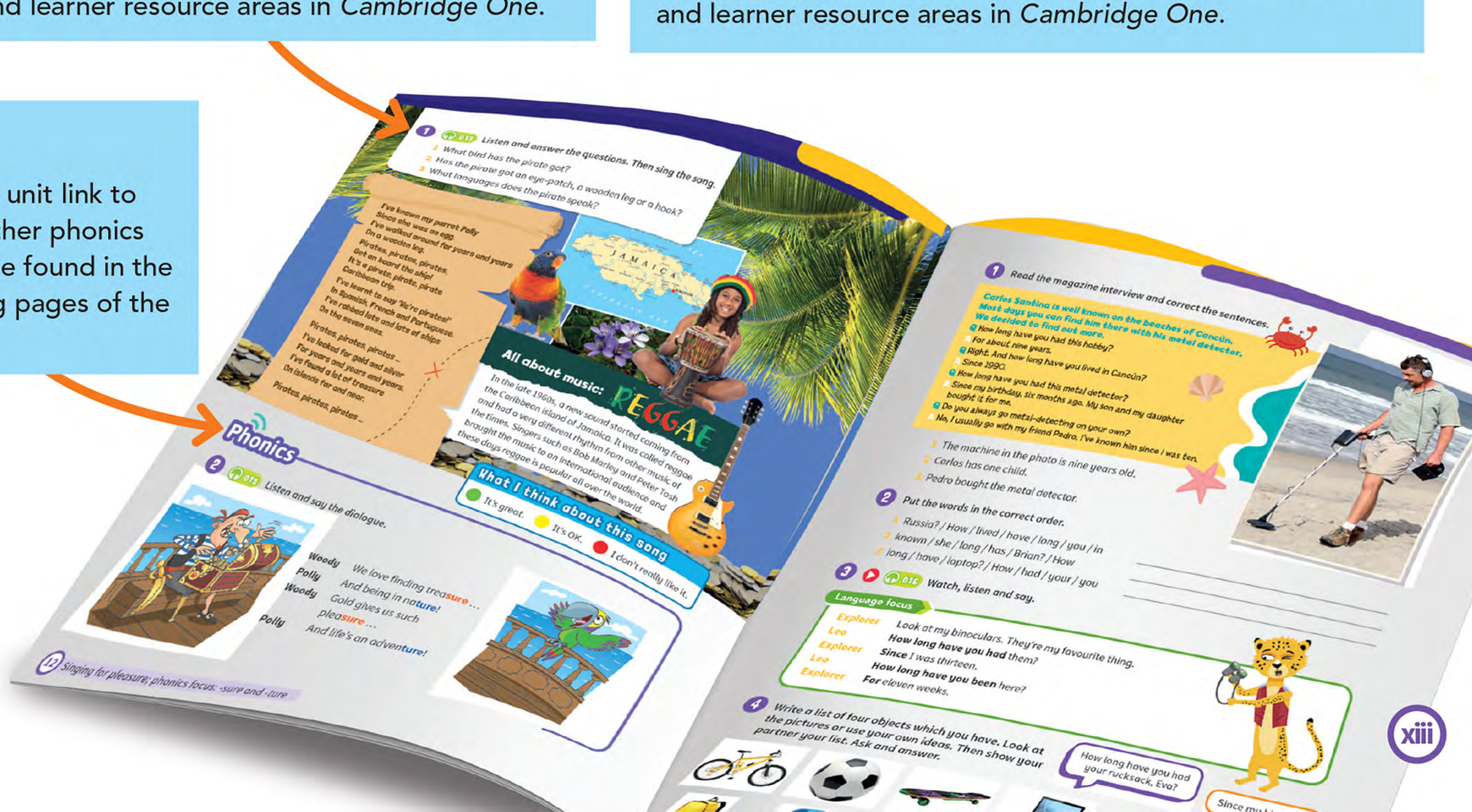
is presented in new 2nd Edition story-based animated *Language focus* videos, featuring the entertaining character Leo the leopard. Each unit has two animated videos which can be accessed through Presentation Plus and the teacher and learner resource areas in *Cambridge One*.

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*.

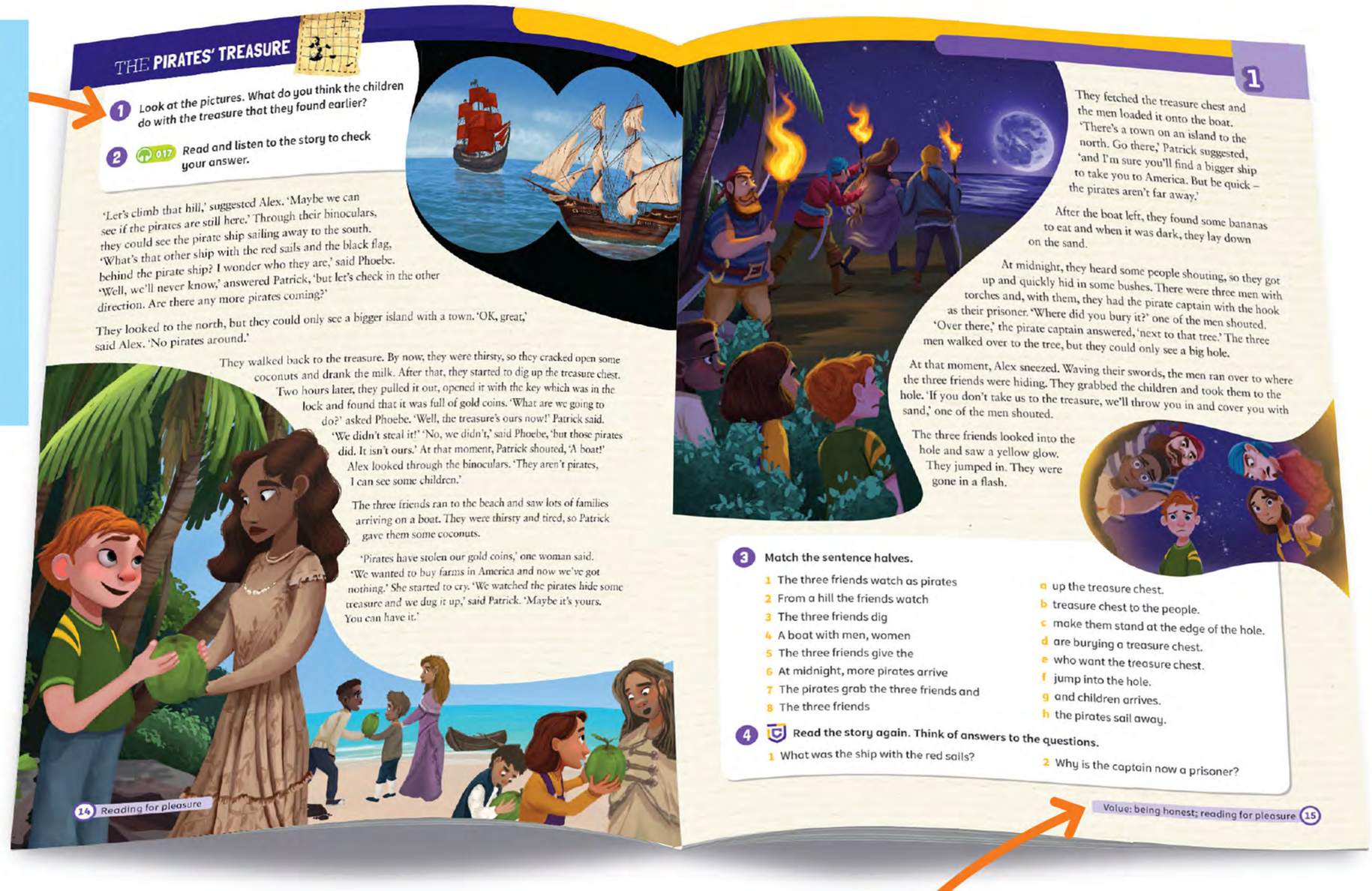
Phonics

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

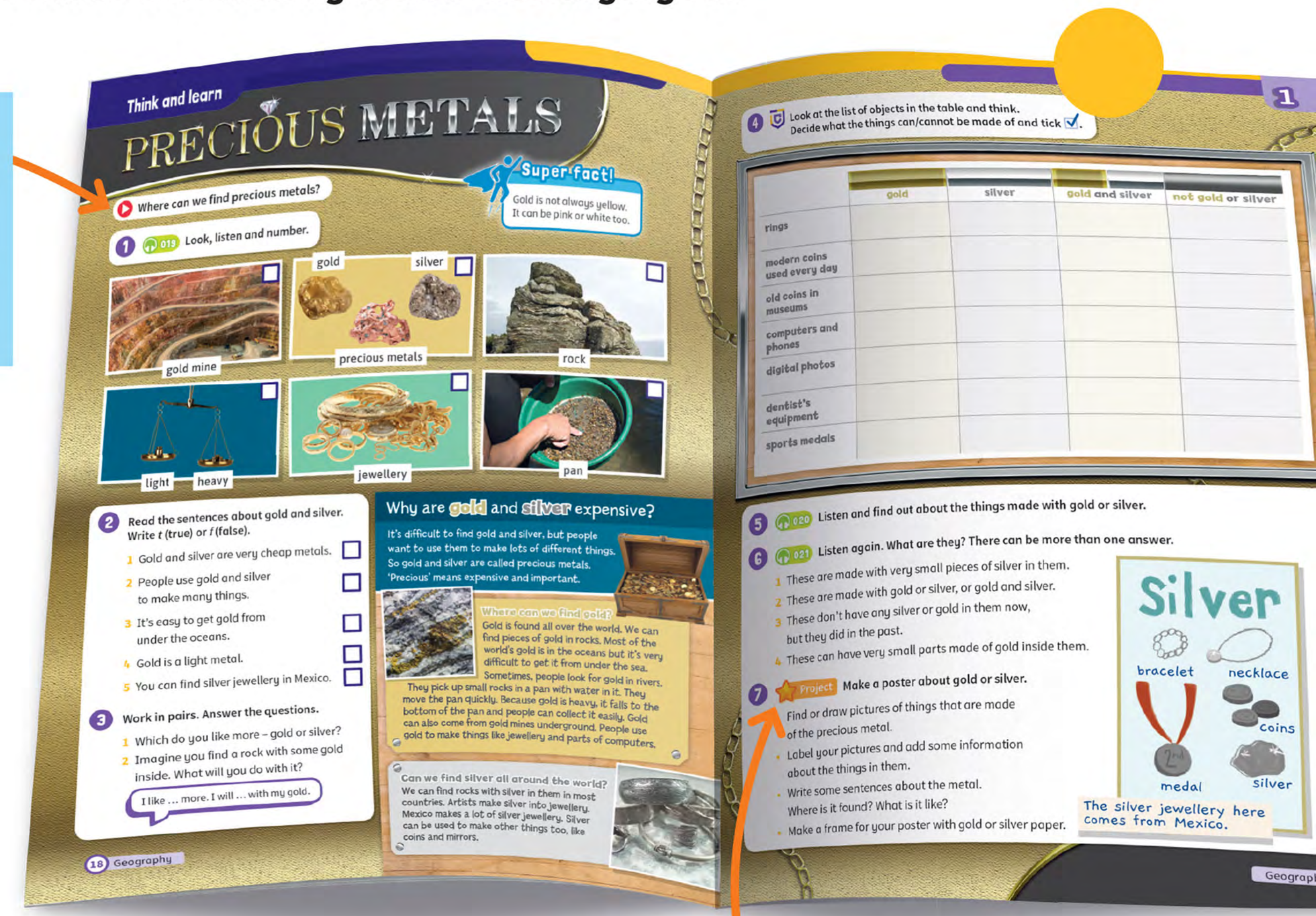
give practice of listening, speaking, reading and writing skills to extend learning.

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.

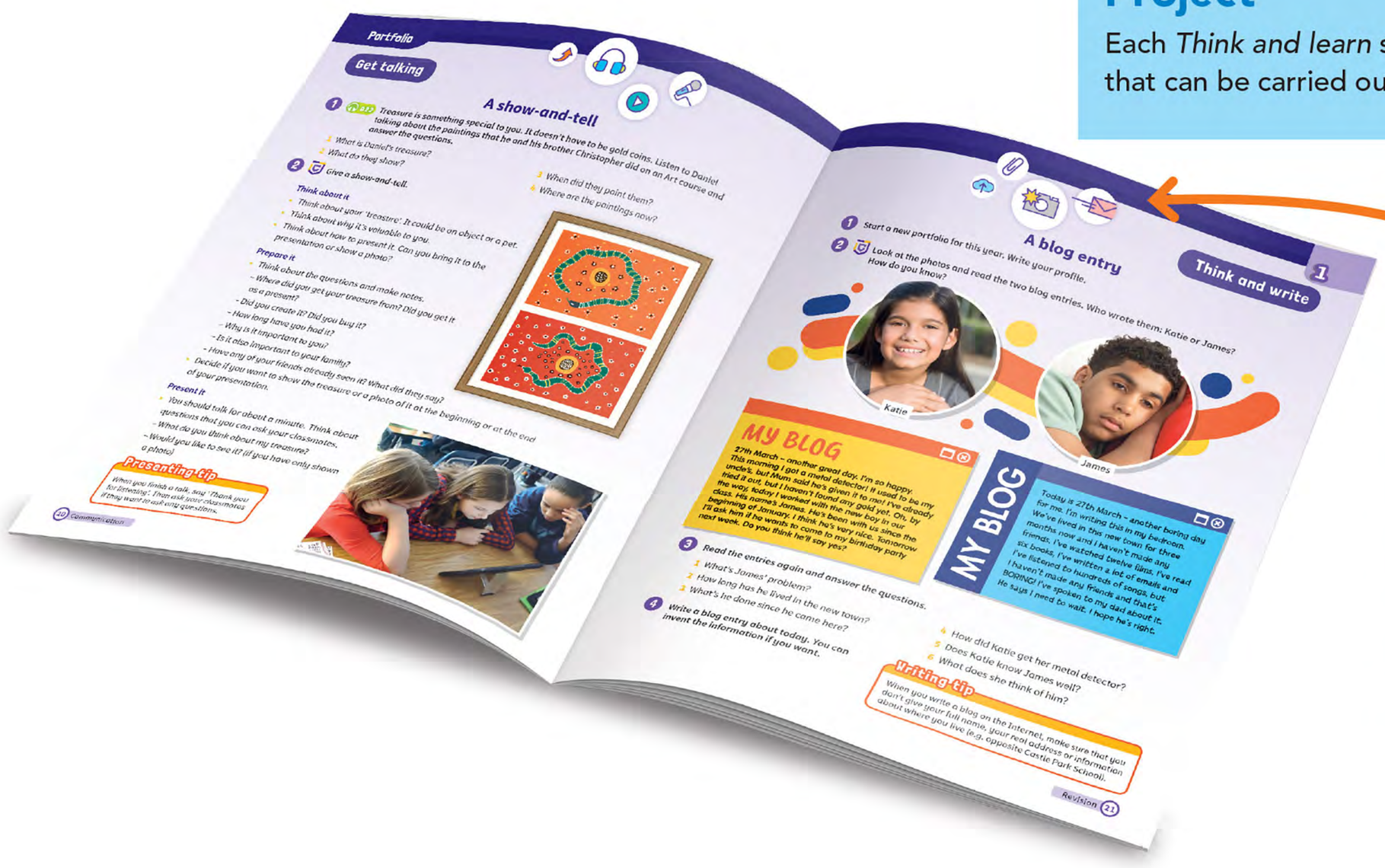
Brand new documentary-style videos

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

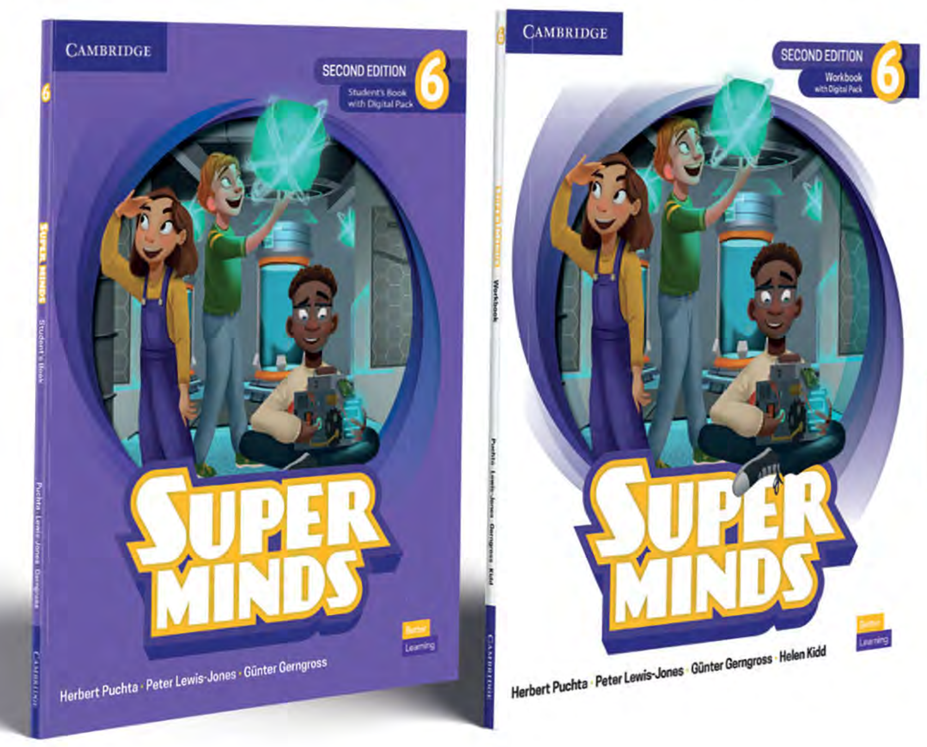
promote independent and collaborative learning and offer opportunities for students to develop their Creative and Critical Thinking skills while they create and expand their own portfolio.

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

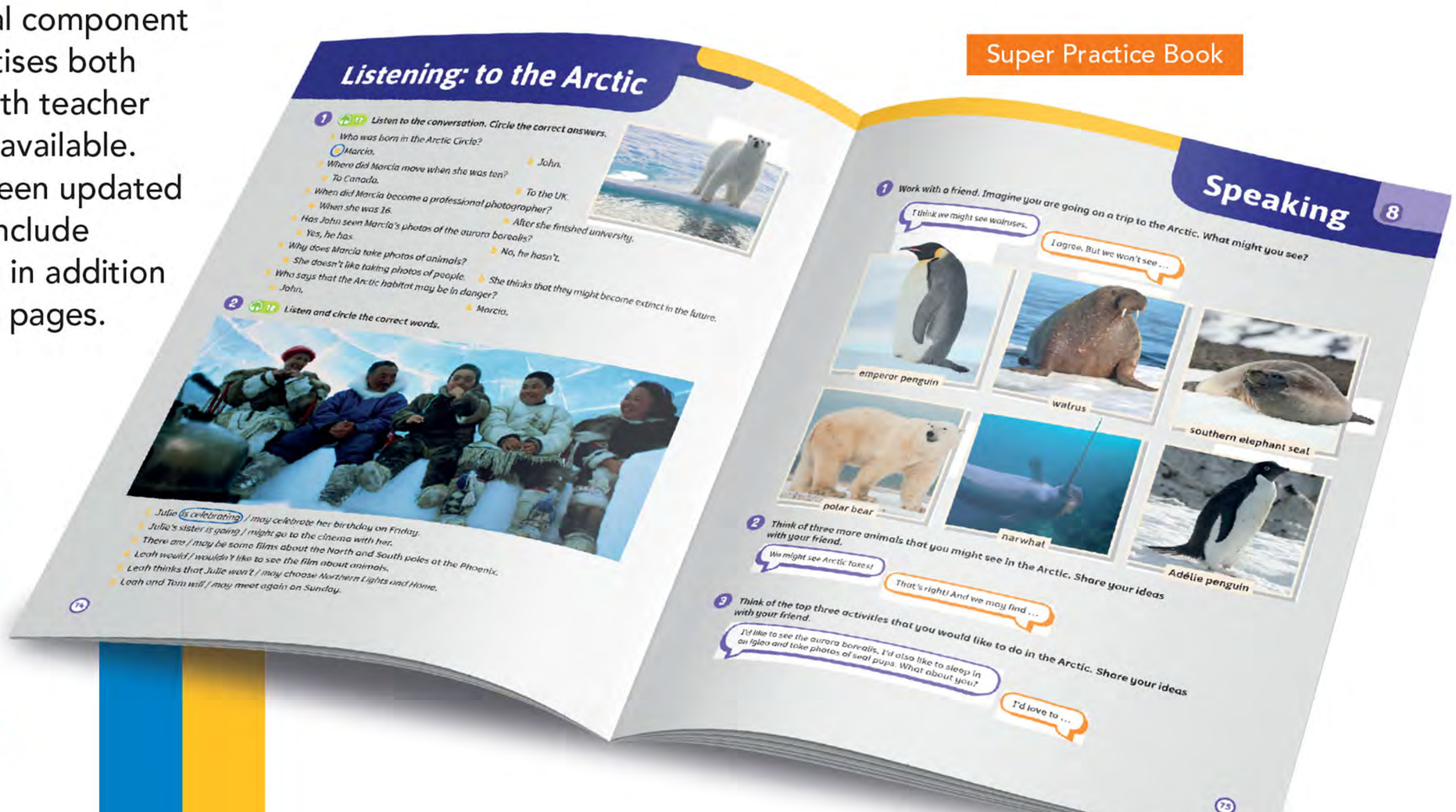
The **Teacher's Book** features the Student's Book pages interleaved on each spread, ensuring that your classroom experience is as smooth as possible. It includes activity-by-activity mapping to Critical and Creative Thinking in the Cambridge Life Competencies Framework, as well as to cognitive control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



Flashcards

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.



Super Practice Book

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



Back to school

Alex, Phoebe and Patrick are back from their time-travelling adventures.
It's lunchtime and they are in the school playground waiting for the bell to ring.
They're happy to be back, but they have a strange feeling that something is wrong …

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

1 basketball hoop
2 bell
3 net
4 football pitch
5 running track
6 gym
7 litter bin
8 tennis court
9 bike rack
10 railings

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

1 What does Alex think is strange?
2 How does Patrick explain their adventures?
3 What day is it?
4 What lesson have they got next?

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

Is that a … ?

4 Outside at school

Learning outcomes:
- to learn about the characters and context of the story
- to learn and use vocabulary for outside at school

New language: *basketball hoop, football pitch, running track, gym, litter bin, tennis court, bike rack, railings, net, school bell, gym, playground, Neither do I., adventure, time travel*

Cognitive control functions: Working memory

Digital flashcards: 1–10 (outside at school)

Warm-up

Aim: to introduce a story
- For students who haven't studied *Super Minds* Level 5, ask them to scan the text at the top of the page and to tell you the names of the characters (Alex, Phoebe, Patrick).
- Elicit what kind of adventures they had (time-travelling). Ask students what they think this means.
- For students who have studied *Super Minds* Level 5, elicit: the names of the characters, how they set off on their adventures (an explosion in the Science lesson), some of the places they visited, and how they travelled each time (through a yellow gate).

Presentation

Aim: to present vocabulary for outside at school
- 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.

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

Aim: to practise new vocabulary
- Students look at the picture. Elicit where the friends are and what students think is happening in the picture.
- Play the recording. Students listen and repeat.

For script see SB p4.
- Play the recording again. Students practise in groups.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.

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

Aim: to practise listening for specific information
- Read through the questions with the class. Check understanding.
- Play the recording. Students listen to find the answers.

For script see TB p119.
- They compare answers in pairs.
- Check with the class.

Key: 1 That they'd been away for ages but nobody seemed to have noticed. 2 That maybe it was a dream. 3 It's Tuesday. 4 Science with Mr Davis.

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

Aim: to practise the new vocabulary
- Start to draw one of the vocabulary items on the board, e.g. a litter bin.
- Students guess what it is.
- In pairs, students take turns to draw a vocabulary item and guess.

1 WB p4 Match the words.

Aim: to practise writing the new vocabulary

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

2 WB p4 Look at the pictures. Write the words.

Aim: to give further practice with the new vocabulary

Key: 2 railings, 3 tennis court, 4 basketball hoop, 5 (tennis) net, 6 (school) bell, 7 litter bin, 8 football pitch, 9 gym

3 WB p4 Complete the dialogue with the words from the box.

Aim: to review the story

Key: 2 know, 3 ask, 4 day, 5 Tuesday, 6 Science, 7 always, 8 strange

Ending the lesson

Aim: to review vocabulary from the lesson
- Play the drawing game again from SB Activity 3 to review the new vocabulary.

Extension activity

Aim: to consolidate vocabulary from the lesson
- Students write the ten new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. *We put rubbish in the litter bin.*

Learning outcomes:
- to review present perfect with *already/yet*
- to review outside at school vocabulary
- to talk about experiences

Recycled language: countries

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

Warm-up

Aim: to review outside at school vocabulary
- Write the ten new words in jumbled letter order on the board.
- Ask pairs of students to come to the board to write each of the items and draw a picture.

1 003 SB p5 How much do you remember about the Time Travellers? Do the quiz. Write *t* (true) or *f* (false). Listen and check.

Aim: to practise listening for specific information and establish context for present perfect with *already/yet*
- Elicit the names of the main characters (Alex, Phoebe, Patrick).
- Play the recording. They check and complete their answers.

For script see TB p119.
- Play the recording again. Check with the class.

Key: 1 t, 2 f, 3 t, 4 t, 5 t, 6 f, 7 f, 8 f

2 SB p5 Complete the sentences with *yet* or *already*.

Aim: to present and practise the present perfect with *already/yet*
- Read the four sentences. Point out that the sentences are correct as they are, but we can add one of the two adverbs to each one.
- Elicit the rules for using the adverbs (we use *already* in statements; we use *yet* in negative sentences and questions), and their correct position (*already* before the main verb; *yet* at the end of the sentence).

Key: 1 He's already had breakfast.
2 He hasn't had breakfast yet.
3 They've already seen the film.
4 They haven't seen the film yet.

3 004 SB p5 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p5.
- Students turn to the Language focus section on p118 of the Student's Book.
- Work through the other examples with the class.
- Play the audio. Students follow in their Student's Book and join in.
- Students practise the sentences in pairs, taking turns to say each line and doing actions.

4 SB p5 What other things can you remember? Who can make the longest list?

Aim: to consolidate grammar
- Refer students back to the quiz in Activity 1, or play the recording again to remind them of the things the friends have done.
- Students write lists in two minutes. They can write sentences that were not in the quiz.
- Elicit from students how many sentences they have got.
- In pairs, students check each other's work.

1 WB p5 Complete with *yet* or *already*.

Aim: to practise the present perfect with *already/yet*

Key: 1 yet, 2 already

2 WB p5 Match the sentences from the box with the pictures.

Aim: to review the present perfect with *already/yet*

Key: 2 He hasn't found the answer yet. 3 She hasn't got her new bike yet. 4 He's already found the answer. 5 They've already finished their treehouse. 6 She's already got her new bike.

3 WB p5 Make sentences.

Aim: to give further practice with present perfect with *already/yet*

Key: 2 Linda hasn't been to Brazil yet. 3 I haven't met his girlfriend yet. 4 We've already seen that film.

4 WB p5 Write questions.

Aim: to practise question forms

Key: 2 Have you bought my present yet? 3 Have they walked the dog yet? 4 Has she repaired her bike yet?

Ending the lesson

Aim: to practise key language from the lesson
- In open pairs, students ask questions about today using *yet*, e.g. *Have you made your bed yet?* and give true answers.

Extension activity

Aim: to consolidate present perfect with *already/yet*
- Students each write eight questions to ask their partner about today.
- They work in pairs and take turns to ask and answer.

1 003 **How much do you remember about the Time Travellers? Do the quiz. Write *t* (true) or *f* (false). Listen and check.**

1 They've already been to Turkey. ☐

2 They've already been to China. ☐

3 They've already had dinner in space. ☐

4 Patrick has already given someone a penknife. ☐

5 They haven't been to Australia yet. ☐

6 They haven't been to the USA yet. ☐

7 They haven't met a famous person yet. ☐

8 Phoebe hasn't bought a city guidebook yet. ☐



2 **Complete the sentences with *yet* or *already*.**

1 He's had breakfast.

2 He hasn't had breakfast.

3 They've seen the film.

4 They haven't seen the film.

3 004 **Watch, listen and say.**

Language focus

Hi there, my name's Leo.
Come in and have some fun.
Have you had some food **yet**?
Are you with someone?
Yes, I know you're Leo.
Because you are my son.
And **we have already met**.
Leo – I'm your mum!



4 **What other things can you remember? Who can make the longest list?**

- What have the Time Travellers already done?
- What haven't the Time Travellers done yet?

They've already travelled on the Turkish underground.

They haven't seen a dinosaur yet.

1 005 **Listen and number the people and the places. Then sing the song.**

a a rainforest ☐

b robbers, cowboys and the sheriff ☐

c a 1950s music star ☐

d a mysterious ship ☐

e a restaurant at the edge of the universe ☐

f a town in Ancient Italy ☐

They've already been to Pompeii
And seen fights in the old Wild West
And they've been lost at sea
On board the *Mary Celeste*.

They've already talked to Elvis
And had some cake in space.
They've walked in the rainforest –
A really amazing place!

Have they been to Africa?
Will they go there? Yes or no?
Come along and let's find out
The places where they'll go.

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

2 007 **Listen and say the dialogue.**



Patrick It's n**i**c**e** to follow the l**igh**t through t**i**m**e**.

Phoebe N**i**c**e**? It's exc**i**ting!

Patrick And the c**a**k**e** in sp**a**c**e** was t**a**sty.

Phoebe T**a**sty? It was am**a**zing!



Learning outcomes:
- to join in with a song
- to practise spelling words with long vowel sounds

Recycled language: past and present simple, *rainforest, cowboys, sheriff, mysterious, restaurant, universe, ancient*

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review the Time Travellers story
- Elicit the names of the main characters, and what happened in the first episode. Elicit also what experiences they had had previously.

1 005 SB p6 **Listen and number the people and the places. Then sing the song.**

Aim: to sing a song with the class
- Elicit what students think is happening in the picture.
- Read the people and places, and check understanding of vocabulary.
- Students cover the lyrics of the song. Play the recording. Students listen for and number the people and places in the order that they hear them.

For script see SB p6.

- Play the recording again if necessary. Students uncover the lyrics and check their answers.

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

- Play the song again, pausing after each verse for students to repeat. Then play the song video.
- Use the karaoke version of the audio or video (006) for students to sing in groups (one verse per group).

2 007 SB p6 **Listen and say the dialogue.**

Aim: to show different spellings for long vowel sounds
- Remind students that many sounds can be spelt in different ways.
- Play the recording. Students listen, read and repeat.

For script see SB p6.

- Divide the class so that one half is Patrick and the other Phoebe. The class says the dialogue twice, exchanging roles. Students practise in pairs.

1 001 WB p6 **Do you remember? Read, listen and complete the song with the words from the box.**

Aim: to activate memory skills

For script see SB p6.

Key: 2 lost, 3 talked, 4 walked, 5 Have, 6 along, 7 where, 8 time, 9 cross, 10 fast, 11 past, 12 future

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

Aim: to show different spellings of the /eɪ/sound as in *rain*, *day*, *cake*

For script see WB p6.

3 WB p6 **Say the words from the box and write them in the correct sound column.**

Aim: to practise identifying sound–spelling patterns

Key: say: table, place; see: piece, key; my: right, time, flies; know: boat, hole, gold; too: new, use, blue; bird: learn, person, surf

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

Aim: to practise the pronunciation of sound–spelling patterns.

For script see WB p6.

Ending the lesson

Aim: to review and extend the concept of spelling patterns
- Sometimes a spelling pattern can have more than one possible pronunciation. Write the following words in random order on the board: *bowl*, *follow*, *show*; *town*, *flower*, *now*.
- Students identify the two sounds (/əʊ/ as in *boat* or /aʊ/ as in *sound*).
- Do the same with *ea* words: *head*, *bread*, *treasure*; *team*, *please*, *sea*; *great*, *break*, *steak* (/e/ as in *bed*; /iː/ as in *see*; /eɪ/ as in *day*).

Extension activity

Aim: to activate students' imagination
- Brainstorm what students think happens when the friends 'go through the gate the next time'.
- Ask questions, e.g. *What is on the other side? Can they come back?*
- Students discuss their ideas in groups.
- Elicit ideas from the different groups.
- Ask students *Would you like to travel in time? Would you like to visit the past or the future? Why?*

0

Learning outcomes:
- to review *which/who/where*
- to practise reading for specific information
- to practise giving further information about people, places and things

New language: *waterfall, captain, sailor, character, episode*

Recycled language: *which/who/where*

Warm-up

Aim: to review *which/who/where*
- Write the following prompts on the board: *A rainforest is a place where* ... (Name of your school) *is the school which* ... *Elvis is a singer who* ...
- Elicit from the class different ways of completing these sentences.
- Do the activity orally.

1 SB p7 Read the dialogue and answer the questions.

Aim: to review the context for using *which/who/where*
- Focus attention on the pictures. Elicit who's in each picture and what's happening.
- Read out the questions. Check understanding of *episode* and *character*.
- Check students understand what to do.
- Students work individually. They read the dialogue and find answers to the four questions.
- They compare answers in pairs, re-reading the text as necessary to check.
- Check with the class.

Key: 1 The rainforest episode, 2 The episode when they met Elvis, 3 Phoebe, 4 Patrick

2 SB p7 Complete the sentences with *which*, *who* or *where*.

Aim: to practise using *which/who/where*
- Students cover the dialogue in Activity 1 and complete the sentences.
- They compare answers in pairs.
- Check with the class. Elicit when we use *who* (for people), *which* (for things) and *where* (for places).

Key: 1 which, 2 who, 3 where

3 008 SB p7 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p7.
- Students turn to the Language focus section on p118 of the Student's Book.
- Work through the other examples with the class.
- Play the audio. Students follow in their Student's Book and join in.
- Students practise the sentences in pairs.

4 SB p7 Complete the sentences. Compare with your partner.

Aim: to apply what students have learned about using *which/who/where* and to practise talking about experiences
- Students look back at previous pages in the unit if necessary to remind them of details in the story. They complete the sentences.
- They compare answers in pairs. Did they give similar or different answers? If different, are both answers correct?
- Check with the class. Remind students of the rule for when we use *which/who/where*.

1 WB p7 Complete with *which*, *who* or *where*.

Aim: to review using *which/who/where*

Key: 2 which, 3 where, 4 where

2 WB p7 Look at the pictures. Write the words to complete the sentences.

Aim: to practise defining words using *which/who/where*

Key: 2 test tube, 3 gloves, 4 shelf, 5 Goggles, 6 bell

3 WB p7 Complete the sentences with *which*, *who* or *where*.

Aim: to practise using *which/who/where*

Key: 2 who, 3 where, 4 which, 5 who, 6 which

4 WB p7 Complete the sentences so that they are true for you.

Aim: to give further practice with *which/who/where*

Ending the lesson

Aim: to practise language from the lesson
- In pairs, students practise acting out the dialogue from SB Activity 1.
- Ask a few volunteer pairs to perform their dialogue for the class. The class check for mistakes or omissions.

Extension activity

Aim: to consolidate understanding
- Put students into groups of four.
- They take turns to read each sentence from WB Activity 3 and discuss their different answers for each one.
- Elicit information from different groups about their different answers and discuss as a class.

1 Read the dialogue and answer the questions.

Pepe Did you enjoy the Time Travellers' story in *Super Minds 5*?

Ana Yes, I did. My favourite episode was the one in the rainforest.

Pepe Was that the place where they had to jump off the waterfall?

Ana Yes, that's right. What was your favourite?

Pepe I liked the episode when they met Elvis.

Ana That was good too.

Pepe I also liked the one about the *Mary Celeste*.

Ana The ship which disappeared?

Pepe Well, the ship didn't disappear. The captain and the sailors disappeared.

Ana Ah yes, that's right. Who's your favourite character?

Pepe I like Patrick, the boy who always wants to do brave things.

Ana I like Phoebe because she's the one who always knows where they are.

Pepe Do you think they're going to do more time travel in this book?

Ana I hope they do.







1 What was Ana's favourite episode?
2 What was Pepe's favourite episode?
3 Who was Ana's favourite character?
4 Who was Pepe's favourite character?

2 Complete the sentences with *which*, *who* or *where*.

1 The *Mary Celeste* is the ship _____ disappeared.
2 Phoebe is the one _____ always knows where they are.
3 The rainforest is the place _____ they jumped off the waterfall.

3 008 Watch, listen and say.



Language focus

My name's Leo and I'm a leopard.
I'm the leopard **who** likes to rap.
These are the words **which** I rap.
I'll keep rapping while you clap.
This is the jungle **where** I rule.
This is the jungle **where** I'm king.
King of the jungle, king of cool.
You keep clapping while I sing.

4 Complete the sentences. Compare with your partner.

1 Istanbul is the city where _____.
2 Alex is the Time Traveller who _____.
3 The gate is the thing which _____.
4 Patrick is the one who _____.
5 Pompeii is the place where _____.
6 A penknife is the present which _____.

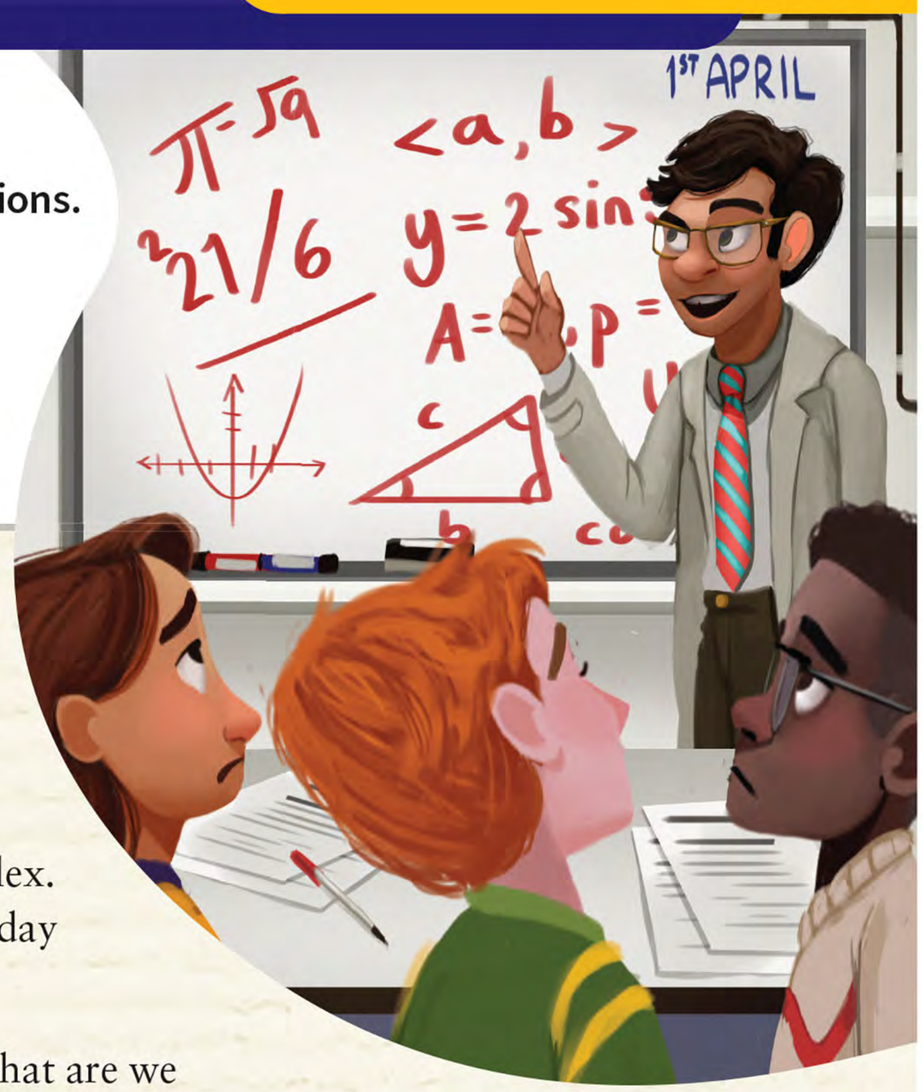
BACK IN TIME AGAIN

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

1 Why did the experiment go wrong last time?

2 What causes an accident this time?

2 009 **Read and listen to the story to check your answers.**



The children went into the class and they sat down. 'Why did we have to come back in time for a Science lesson?' complained Patrick. 'I don't like Science.' Mr Davis, the Science teacher, walked in and started to explain, 'Today, we're going to do some experiments with liquids and powders and I want you to follow my instructions very carefully.' Alex and Phoebe looked at each other. 'This is strange,' said Alex. 'Yes,' Phoebe agreed, 'and look at the date. It's 1st April. That's the same day that we started our time-travelling!'

Mr Davis told the children to put on their aprons and safety goggles. 'What are we going to do?' said Alex. 'I'm worried that it's all going to happen again. We're going to have an accident and the yellow light is going to appear.' 'Not if we do things differently,' answered Phoebe. 'Last time, Patrick knocked the water over, so we got the experiment all wrong. We can't let that happen again.' 'How are we going to stop it?' asked Patrick. 'Easy! You're not going to do any of the experiments!' answered Phoebe. 'That's not fair!' Patrick protested. 'It's boring doing nothing!'



The children went back to their desks. 'Sit there,' Phoebe said to Patrick, 'and don't touch anything!' Patrick sat down and he took off his goggles. Alex and Phoebe started doing the experiments. They did the experiment which made the brick change colour and then they did the next one, which made the brick get bigger. 'OK. Time for the last experiment,' said Alex. 'Let's read the instructions very carefully.'



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

New language: *accident, mixture, powder, liquid, stop fiddling, jar, glow, brick*

Recycled language: characters and language from the story, Science equipment

Critical thinking (WB): Identifies missing key vocabulary and events from short narrative summaries, Explains why things happened (e.g. cause and effect)

Cognitive control functions (WB): Working memory

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 them from this unit.
- Give prompts if necessary, e.g. *Time Travellers*, *Science lesson*.

Back in time again

1 SB pp8–9 **Go through the story quickly and find the answers to the questions.**

Aim: to practise skimming and scanning
- Ask students to look at the pictures and say what they think is happening.
- Read the two questions with the class and check understanding.
- Set a time limit, e.g. two minutes.
- Students read the text quickly to find the answers.
- They compare their ideas in pairs. Don't check answers at this stage.

2 009 SB pp8–9 **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 answers.

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).

Key: 1 Last time Patrick knocked the water over. 2 Patrick's goggles fly into the air and knock over a jar of blue powder.
- Check understanding of the story. Use prompt questions if necessary, e.g. *What lesson were they in?* (*A Science lesson.*) *What was the date?* (*1st April.*) *What did the friends decide to do?* (*Patrick wasn't going to do any of the experiments.*) *What happened?* (*It was all fine until Patrick started fiddling with his safety goggles. They flew out of his hand and knocked over some blue powder.*) *What happened then?* (*The yellow light appeared and the children went through the gate.*)

Stronger students: Students answer the comprehension questions from memory.
Extra support: Dictate the questions. Then allow students to find and underline the information in the story. Elicit their answers.

1 WB p8 **Remember the story. Choose five adjectives from the box to complete the summary.**

Aim: to check comprehension

Key: 2 worried, 3 careful, 4 bored, 5 sorry

2 WB p8 **Complete the sentences with *which*, *who* or *where*.**

Aim: to check understanding of the story and review relative pronouns

Key: 2 who, 3 which, 4 where, 5 who, 6 where

3 WB p8 **Choose the best answer for each question.**

Aim: to review the story

Key: 2 a, 3 a, 4 a, 5 a, 6 b

Ending the lesson

Aim: to practise the story
- Put students into groups of four.
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.
- Volunteer groups do their role plays for the class.

Extension activity

Aim: to stimulate students' creativity
- Put students into pairs.
- Tell students to imagine what Mr Davis tells one of the other teachers about what happened in his Science class.
- They write a short dialogue.
- Pairs take turns to role play their dialogues for the class.
- Vote on the best one.

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

Recycled language: language from the story

Value: thinking about what you're doing

Critical thinking: Interprets implicit meanings of characters in a story

Critical thinking (WB): Describes consequences of different potential actions of characters in a story

Cognitive control functions: Cognitive flexibility

Cognitive control functions (WB): Inhibitory control

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Who didn't take part in the experiment?* (Patrick.) *Why?* (Because he caused the accident last time.) *Who caused the accident this time?* (Patrick.) *What happened when the experiment went wrong this time?* (The yellow light appeared again.)

3 SB p9 Answer the questions.

Aim: to focus on the details of the story
- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Students read the story carefully, and answer the questions.
- They compare their answers in pairs.
- Check with the class.

Extra support: Students find and underline the information about each question, and then decide on their answers.
Stronger students: After checking answers, read out the answers again. With books closed, elicit what the questions were for each one. Students can use their own wording.

Key: 1 Patrick, 2 1st April, 3 Aprons and safety goggles, 4 Patrick, 5 The big jar of blue powder, 6 Into the yellow light

4 SB p9 Who do you think says these things?

Aim: to review students' understanding of characters and situations
- Read out the instructions for students and check they understand that the characters don't say the sentences in the story, but could do in the situations described.
- Students re-read the story and decide about their answers individually.
- They compare their answers in pairs.
- Check with the class.

Key: 1 Mr Davis, 2 Patrick, 3 Mr Davis, 4 Phoebe, 5 Alex, 6 Patrick

4 WB p9 What message can we learn from the story? Underline the best value statement.

Aim: to focus on the value of thinking about what you're doing

Key: Don't fiddle with things because you can cause accidents.

5 WB p9 Write a true sentence for each picture from the story with the words from the box.

Aim: to practise interpreting pictures

Key: 2 Patrick has not knocked the powder over yet. 3 The blue powder has already started to fall. 4 The children have not walked into the light yet.

6 WB p9 Read and think about the situations. What do you think will happen? Complete the chart with two ideas about each situation.

Aim: to practise exploring cause and effect

Ending the lesson

Aim: to discuss the value of thinking about what you're doing
- Focus on what happened in the story when Patrick wasn't thinking about what he was doing (the goggles flew out of his hand and caused an accident).
- Elicit from students why this value is important and elicit examples from the students of when something has happened when they weren't thinking about what they were doing.

Note: Some of this discussion may need to take place in in your students' first language (L1).

Extension activity

Aim: to enable students to discuss and share what they have learned
- Put students into groups of four.
- They look through each page of the introductory unit and discuss what they have learned in this unit.
- Encourage students to talk about what they have learned and are good at, as well as what they need to improve.

They mixed the blue powder, the orange powder and the right amount of green powder. Then they carefully measured the green liquid and they put the mixture down on the desk.

Just then, Mr Davis came up to them. 'Everything OK?' he asked. 'Yes,' said Phoebe, 'we're fine.' 'Excellent,' said Mr Davis and then he looked at Patrick. 'Stop fiddling with your safety goggles and put them on, please.'

Patrick started to put his goggles on, but they went flying up into the air and hit the big jar of blue powder at the front of the shelf above the desk. The jar fell over and all the powder started to fall down into the mixture on the desk below. 'Oh dear … ,' said Patrick.

Suddenly there was a big explosion. 'Oh no! What have you done?' shouted Phoebe. 'I'm sorry,' answered Patrick. 'It was an accident.' At that moment, the yellow light appeared and started to glow. The children looked at each other. 'Shall we … ?' Phoebe started to say. Alex looked into the light and then back at his friends. 'What will happen if … ?' They all knew what they had to do. Together they walked into the light. They were gone in a flash!



3 **Answer the questions.**

1 Who doesn't like Science?
2 What's the date?
3 What do they put on before they do their experiment?
4 Who doesn't help with the experiments?
5 What did the goggles hit?
6 Where did Alex, Phoebe and Patrick go?

4 **Who do you think says these things?**

1 'Go and get your aprons.'
2 'You always think it's my fault.'
3 'Please read the instructions very carefully.'
4 'How many spoons of orange powder do we need, Alex?'
5 'Can you pass me the green liquid, Phoebe?'
6 'Science is boring.'

1 The treasure

There were lots of pirates in the Caribbean Sea from around 1500 until the 1700s. The pirates robbed lots of ships, but they didn't always steal gold coins and jewels. Very often they stole food, water, weapons and clothing. They even stole things like soap, ropes and anchors. Sometimes they used to keep the ship which they captured and then sell it. On other occasions, they kept the ship because it was better than theirs.

1 010 **Listen and say the words. Check with your partner.**

1 palm tree
2 hook
3 eye-patch
4 binoculars
5 key
6 hammock
7 coins
8 spade
9 treasure chest
10 hole
11 stone

BIG QUESTION What kinds of treasure are there?

2 011 **Read, listen and complete the sentences.**

1 The treasure chest is full of _____.
2 The pirates are _____ the treasure.
3 The captain has got a _____ and a _____.
4 The children plan to _____ the treasure.

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 for pirates
- to practise reading, listening and speaking

BIG QUESTION to start to think about the Big Question *What kinds of treasure are there?*

New language: *palm tree, hook, eye-patch, binoculars, key, hammock, coins, spade, treasure chest, hole, stone, pirate, rob, steal, weapon, anchor, bury*

Cognitive control functions: Working memory

Digital flashcards: 11–21 (pirates)

Presentation

Aim: to present vocabulary for pirates
- 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.

1 010 SB p10 **Listen and say the words. Check with your partner.**

Aim: to practise new vocabulary
- Students look at the picture. Elicit where the friends are and what students think is happening in the picture.
- Play the recording. Students listen and repeat.

For script see SB p10.
- Play the recording again. Students practise in groups.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.

BIG QUESTION **What kinds of treasure are there?**

Aim: to encourage students to think about what is valuable
- Read the Big Question. Ask students to think about what makes something a treasure, e.g. *It's important to us. It's special. It's valuable.* Elicit or explain the meaning of *valuable*.
- In pairs, students think about things that are valuable and important to them. Tell them about yourself first to help them get started.
- Elicit and discuss ideas as a class.

Note: Some of the discussion may need to be in L1.

2 011 SB p10 **Read, listen and complete the sentences.**

Aim: to practise listening
- Read the sentences aloud with the class.
- Students try to predict the missing words.
- Play the recording. Students listen to find the answers.

For script see TB p119.
- They check in pairs.
- Play the recording again. Check with the class.

Key: 1 gold coins, 2 going to bury, 3 hook, sword, 4 dig up

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

Aim: to practise the new vocabulary
- Demonstrate the game with the class. Mime one of the vocabulary items, e.g. *binoculars*. Students guess the word.
- In pairs, students mime and guess.

1 WB p10 **Look at the pictures. Complete the words.**

Aim: to practise writing the new vocabulary

Key: 2 eye-patch, 3 binoculars, 4 palm tree, 5 hammock, 6 hole, 7 coins, 8 hook, 9 key, 10 spade

2 WB p10 **Do the crossword.**

Aim: to give further practice with the new vocabulary

Key: **Across:** 7 hole, 9 palm tree, 10 hook, 11 spade
Down: 1 binoculars, 2 coins, 3 stone, 4 hammock, 6 key, 8 eye-patch

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

Aim: to check comprehension

Key: 2 wore, eye-patch, 3 passed, spade, 4 buried, treasure chest, 5 found, coin, 6 put, hammock

Ending the lesson

Aim: to review vocabulary from the lesson
- Play the mime game again from SB Activity 3 to review the new vocabulary.
- Elicit the spelling of each word.

Extension activity

Aim: to consolidate vocabulary from the lesson
- Students write the eleven new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. *You can dig holes with a spade.*

1

Learning outcomes:
- to practise the present perfect with *for* and *since*
- to practise writing about personal experiences

Recycled language: pirates, present perfect

Warm-up

Aim: to review pirate vocabulary
- Write the eleven new items in jumbled letter order on the board.
- Ask pairs of students to come to the board, to write each of the items correctly and to draw pictures of them.

1 SB p11 Read the magazine article and match the names with the jobs.

Aim: to establish the context for using the present perfect with *for* and *since*
- Students describe the photo in their Student's Book.
- Students read the text and match the names with the jobs, working individually.
- Students compare ideas in pairs, re-reading parts of the text as necessary.
- Write *Bruce has been in the Caribbean for two months* and *Bruce has been in the Caribbean since* (name of month). Check that students understand that the two sentences give the same information.
- Check answers with the class.

Key: 1 b, 2 c, 3 a

2 SB p11 Complete the sentences with words from the article.

Aim: to present the present perfect with *for* and *since*
- Students find the information about both sentences in the text.
- They compare ideas in pairs.
- Students use the information to complete the sentences.
- Check answers with the class. Ask *When did Bruce meet Jack?* (ten years ago). *When did Bruce start liking pirates?* (when he was ten years old). Explain that *since* refers to a point in time, and *for* refers to a period of time from that point.

Key: 1 loved pirates, 2 known Jack

3 012 SB p11 Watch, listen and say.

Aim: to focus on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p11.
- Students turn to the Language focus section on p119 of the Student's Book.
- Work through the other examples with the class.
- Play the audio. Students follow in their Student's Book and join in.
- Students practise the sentences in pairs.

4 SB p11 Play the *for* and *since* game.

Aim: to consolidate grammatical form
- Call out words or phrases, e.g. *2013*, *March*, *Sunday*, *three weeks*, *five months*.
- The students hold up the correct word *FOR* or *SINCE* written on paper in big letters.

1 WB p11 Read and complete with *for* or *since*.

Aim: to practise the present perfect with *for* and *since*

Key: 1 since, 2 for

2 WB p11 Complete the chart with the phrases from the box.

Aim: to give students further practice with the new language

Key: **for:** five years, three hours, ten minutes, eight months, an hour, a long time, three weeks, twenty seconds
since: April, Wednesday, 2015, the fourteenth century, last week, yesterday, my birthday

3 WB p11 Complete the sentences with *for* or *since*.

Aim: to give students further writing practice with the new language

Key: 2 since, 3 for, 4 since, 5 since, 6 for

4 WB p11 Write five sentences that are true for you. Use the verbs from the box.

Aim: to enable students to personalise the language

Ending the lesson

Aim: to practise key language from the lesson
- Students make some sentences from WB Activity 3 true and some false.
- Elicit the statements. The other students guess which are true and which false.

Extension activity

Aim: to consolidate the present perfect
- Students work in groups of eight.
- Students read out their sentences from WB Activity 4. If another student has written the same, he/she calls out *Snap!*
- The group add up their different sentences.

1 Read the magazine article and match the names with the jobs.

His new project is a film about the famous French pirate Jean Fleury, who robbed a Spanish ship around 1523. 'I've loved pirates since I was ten,' explains Bruce. Jack Collins is playing the part of Jean Fleury. 'I've known Jack for almost ten years,' Bruce tells us. 'He's a great friend and he's perfect for the part.'



Film director Bruce Stevens has been in the Caribbean for more than six months now.

1 Bruce Stevens	a a pirate
2 Jack Collins	b a film director
3 Jean Fleury	c an actor

2 Complete the sentences with words from the article.

1 Bruce has _____ since he was ten.

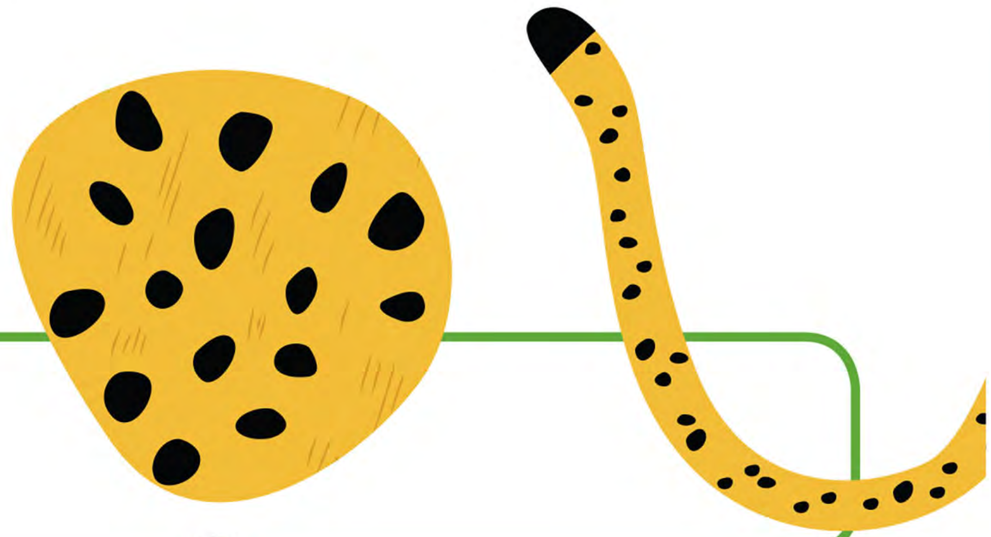
2 Bruce has _____ for almost ten years.

3 012 Watch, listen and say.

Language focus

I've had these lovely spots **since** I was a cub.

I've had my big, long tail **for** eleven years.



4 Play the *for* and *since* game.



1 013 **Listen and answer the questions. Then sing the song.**

1 What bird has the pirate got?
2 Has the pirate got an eye-patch, a wooden leg or a hook?
3 What languages does the pirate speak?

I've known my parrot Polly
Since she was an egg.
I've walked around for years and years
On a wooden leg.

Pirates, pirates, pirates,
Get on board the ship!
It's a pirate, pirate, pirate
Caribbean trip.

I've learnt to say 'We're pirates!'
In Spanish, French and Portuguese.
I've robbed lots and lots of ships
On the seven seas.

Pirates, pirates, pirates ...

I've looked for gold and silver
For years and years and years.
I've found a lot of treasure
On islands far and near.

Pirates, pirates, pirates ...





All about music: REGGAE

In the late 1960s, a new sound started coming from the Caribbean island of Jamaica. It was called reggae and had a very different rhythm from other music of the times. Singers such as Bob Marley and Peter Tosh brought the music to an international audience and these days reggae is popular all over the world.



What I think about this song

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

Phonics

2 015 **Listen and say the dialogue.**



Woody We love finding trea**sure** ...
Polly And being in na**ture**!
Woody Gold gives us such plea**sure** ...
Polly And life's an adven**ture**!



Learning outcomes:
- to join in with a song
- to identify the pronunciation of *-ure* endings, e.g. *treasure*, *future*

New language: *wooden leg*

Recycled language: past simple, present perfect

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review pirate vocabulary
- Mime one of the pirate vocabulary items.
- The student who guesses correctly comes to the front to mime one of the others. Continue.

1 013 SB p12 **Listen and answer the questions. Then sing the song.**

Aim: to practise listening for specific details and sing a song
- Read out the questions. Check understanding of vocabulary.
- Students cover the lyrics of the song.
- Play the song. Students listen for the information and compare answers in pairs.

For song lyrics see SB p12.
- Play the song again. Check with the class.
- Students uncover the lyrics of the song.
- Play the song again, pausing after each verse for students to repeat. Then play the song video.
- Use the karaoke version of the audio or video (014) to practise the song with the whole class and then in groups.
- Read the 'All about music' box. Check vocabulary.
- Do the 'What I think about this song' survey. Count hands up for each option (*It's great.* / *It's OK.* / *I don't really like it.*)
- Review the results, e.g. *So, most of you think reggae is great* or *Most of you don't really like reggae.*

Key: 1 A parrot called Polly. 2 A wooden leg. 3 Spanish, French and Portuguese.

2 015 SB p12 **Listen and say the dialogue.**

Aim: to identify the pronunciation of *-ure* endings
- Ask students how many syllables there are in *treasure* and *future* (two). The last syllable is unstressed.
- Play the recording. Students listen, read and repeat.

For script see SB p12.
- Divide the class so that one half is Woody and the other Polly. The class say the dialogue twice, exchanging roles. Students practise in pairs.

1 WB p12 **Remember the song. Complete the verbs and match.**

Aim: to activate memory skills

Key: 2 walked f, 3 learnt c, 4 robbed d, 5 looked a, 6 found b

2 WB p12 **Correct the sentences.**

Aim: to review the content of the song

Key: 2 The pirates are in the Caribbean. 3 The pirate speaks Spanish, French and Portuguese. 4 He's looked for gold and silver. 5 He's found a lot of treasure on islands.

3 004 WB p12 **Listen and say the words.**

Aim: to practise the pronunciation of *-sure* and *-ture*
- Students put their fingers on their throat and say the /ʒ/ and /tʃ/ sounds. They will only feel a vibration when they say the voiced /ʒ/. Explain that this is spelled with an *s*.

For script see WB page 12.

4 WB p12 **Complete the sentences with the words from the box. Match them with pictures a–f.**

Aim: to revise vocabulary using the target sounds

Key: 2 a future, 3 f treasure, 4 e picture, 5 b adventure, 6 c measure

5 005 WB p12 **Listen, check and say the sentences.**

Aim: to practise the pronunciation of *-sure* and *-ture*

For script see WB p12 and Key above.

Ending the lesson

Aim: to extend knowledge of the /ʒ/ sound
- Remind students that the /ʒ/ sound is in *treasure*, *pleasure* and *usual*.
- Students write about things they usually do.
- They read out their sentences to the class.

Extension activity

Aim: to activate students' imagination
- In groups, students write a new verse for the song.
- They practise their new song in their groups.
- Students then either perform their songs for the class or write the song and illustrate it.

1

Learning outcomes:
- to ask and answer questions beginning *How long have you ... ?*
- to practise reading skills

New language: *well-known, metal detector,* present perfect

Creative thinking (WB): Makes adaptations to a song or poem reflecting personal interests, emotions or identity

Materials: A selection of items that belong to you, of varying ages

Warm-up

Aim: to review vocabulary
- Write *Hobbies* on the board.
- Brainstorm hobbies that students have.
- Add other ideas of your own. Create a mind map.

1 SB p13 Read the magazine interview and correct the sentences.

Aim: to establish the context for using *How long have you ... ?*
- Elicit what students can see in the picture. Check understanding of *metal detector*.
- Read the three sentences below the dialogue aloud with the class.
- Students read the dialogue and correct the sentences.
- They compare answers in pairs. Check with the class.

Key: 1 The machine in the photo is six months old. 2 Carlos has two children. 3 His son and his daughter bought the metal detector.

2 SB p13 Put the words in the correct order.

Aim: to present *How long have you ... ?*
- Students cover Activity 1.
- They order the words in Activity 2, working individually.
- Students compare answers in pairs.
- Check answers with the class.
- Students find examples of questions with *How long have you ... ?* in the text. Elicit two possible ways of answering these questions (*for* + period of time; *since* + point in time).

Key: 1 How long have you lived in Russia? 2 How long has she known Brian? 3 How long have you had your laptop?

3 016 SB p13 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p13.
- Students turn to the Language focus section on p119 of the Student's Book.
- Work through the other examples with the class.
- Play the audio. Students follow in their Student's Book and join in.
- Students practise the sentences in pairs.
- Students cover the examples. Ask both questions, and elicit the appropriate answer.
- Hold up some of your personal objects one by one. Elicit a question with *How long have you ... ?* from students, and answer them.

4 SB p13 Write a list of four objects which you have. Look at the pictures or use your own ideas. Then show your partner your list. Ask and answer.

Aim: to practise *How long have you ... ?*
- Students write their lists individually.
- Demonstrate the activity for the class, using open pairs.
- Students work in pairs, taking turns to ask and answer.
- Check with the class, eliciting questions and answers.

1 WB p13 Complete the present perfect questions.

Aim: to review the new language

Key: 1 have you had, 2 have you been

2 WB p13 Look at the photos. Write questions and answers.

Aim: to practise *How long have you ... ?* and responses

Key: 2 How long have the Westalls had their dog? They have had it for six months. 3 How long has Charlie had his phone? He's had it for two weeks. 4 How long have the Andersons lived in this house? They have lived there since 2010.

3 WB p13 Read the poem. Then write your own.

Aim: to practise reading and writing

Ending the lesson

Aim: to review vocabulary from the lesson
- Students perform the dialogue from SB Activity 1.

Extension activity

Aim: to encourage cooperation and peer appreciation
- In groups of four, students take turns to read their poems from WB Activity 3.
- They give each other feedback and discuss which they think is the best and why.

1 Read the magazine interview and correct the sentences.

Carlos Santina is well known on the beaches of Cancún. Most days you can find him there with his metal detector. We decided to find out more.

Q How long have you had this hobby?

A For about nine years.

Q Right. And how long have you lived in Cancún?

A Since 1990.

Q How long have you had this metal detector?

A Since my birthday, six months ago. My son and my daughter bought it for me.

Q Do you always go metal-detecting on your own?

A No, I usually go with my friend Pedro. I've known him since I was ten.



1 The machine in the photo is nine years old.

2 Carlos has one child.

3 Pedro bought the metal detector.

2 **Put the words in the correct order.**

1 Russia? / How / lived / have / long / you / in _____

2 known / she / long / has / Brian? / How _____

3 long / have / laptop? / How / had / your / you _____

3 016 **Watch, listen and say.**

Language focus

Explorer Look at my binoculars. They're my favourite thing.
Leo **How long have you had** them?
Explorer **Since** I was thirteen.
Leo **How long have you been** here?
Explorer **For** eleven weeks.



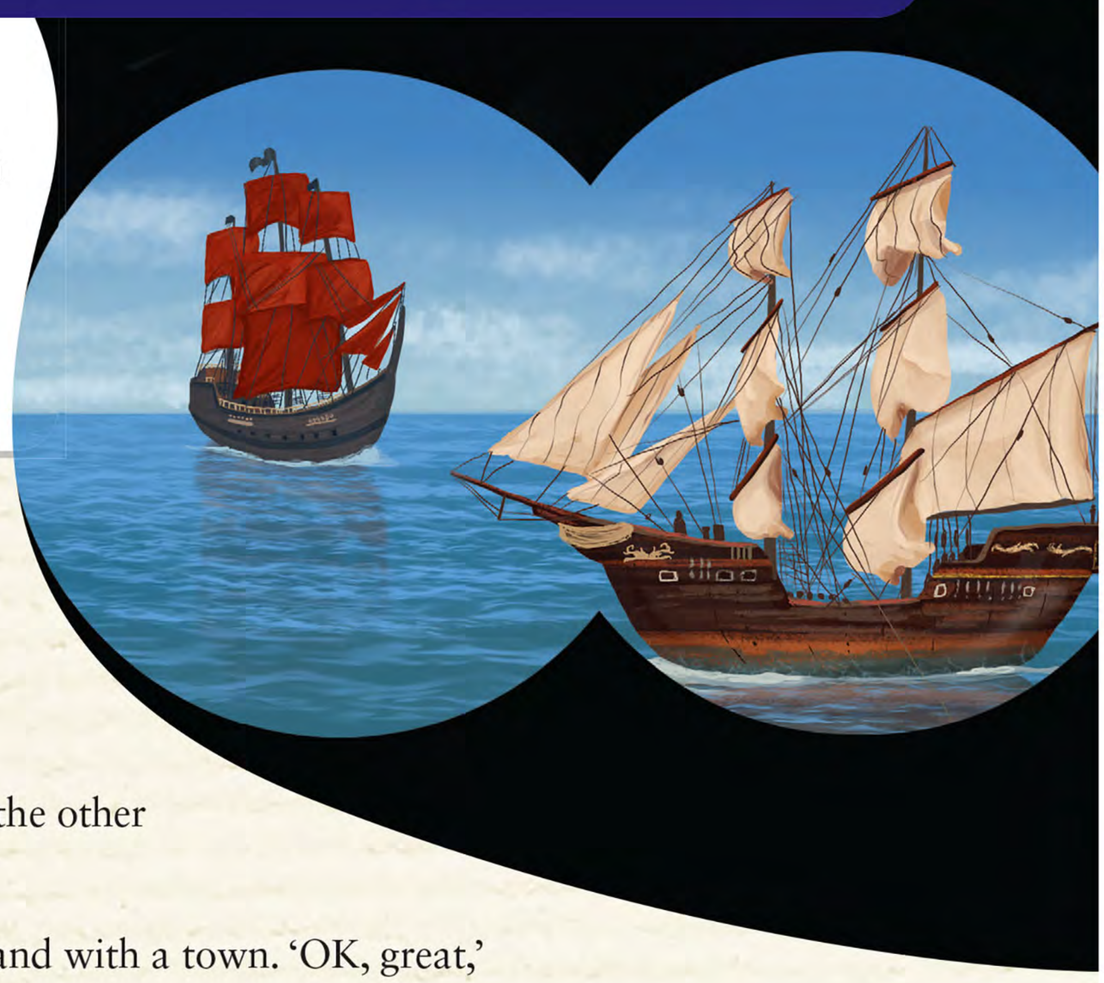
4 **Write a list of four objects which you have. Look at the pictures or use your own ideas. Then show your partner your list. Ask and answer.**

How long have you had your rucksack, Eva?

Since my birthday.



THE **PIRATES' TREASURE**



1 **Look at the pictures. What do you think the children do with the treasure that they found earlier?**

2 017 **Read and listen to the story to check your answer.**

'Let's climb that hill,' suggested Alex. 'Maybe we can see if the pirates are still here.' Through their binoculars, they could see the pirate ship sailing away to the south. 'What's that other ship with the red sails and the black flag, behind the pirate ship? I wonder who they are,' said Phoebe. 'Well, we'll never know,' answered Patrick, 'but let's check in the other direction. Are there any more pirates coming?'

They looked to the north, but they could only see a bigger island with a town. 'OK, great,' said Alex. 'No pirates around.'

They walked back to the treasure. By now, they were thirsty, so they cracked open some coconuts and drank the milk. After that, they started to dig up the treasure chest. Two hours later, they pulled it out, opened it with the key which was in the lock and found that it was full of gold coins. 'What are we going to do?' asked Phoebe. 'Well, the treasure's ours now!' Patrick said. 'We didn't steal it!' 'No, we didn't,' said Phoebe, 'but those pirates did. It isn't ours.' At that moment, Patrick shouted, 'A boat!' Alex looked through the binoculars. 'They aren't pirates, I can see some children.'

The three friends ran to the beach and saw lots of families arriving on a boat. They were thirsty and tired, so Patrick gave them some coconuts.

'Pirates have stolen our gold coins,' one woman said. 'We wanted to buy farms in America and now we've got nothing.' She started to cry. 'We watched the pirates hide some treasure and we dug it up,' said Patrick. 'Maybe it's yours. You can have it.'

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

New language: *flag, coconut, lock, fetch, sneeze, glow, in a flash*

Recycled language: characters and language from the story, pirates

Critical thinking (WB): Identifies inconsistencies in stories

Cognitive control functions (WB): Working memory

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 them from this unit.
- Give prompts if necessary, e.g. *Time Travellers*, *school seems strange*, *Science lesson*, *pirates* (the past).

The pirates' treasure

1 SB pp14–15 **Look at the pictures. What do you think the children do with the treasure that they found earlier?**

Aim: to practise prediction skills
- Ask students to look at the pictures and elicit what they can see.
- Read the question with the class and check understanding.
- Students cover the text.
- Brainstorm their ideas and write them on the board in note form.

2 017 SB pp14–15 **Read and listen to the story to check your answer.**

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

For script see SB pp14–15.

- Use the phrases on the board to discuss how close their predictions were.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the pirates wanted to throw the children into the hole, but they jumped in, and the gate was there).
- Check understanding of the story. Use prompt questions if necessary, e.g. *What did the children have to drink?* (*Coconut milk.*) *What was in the treasure chest?* (*Gold coins.*) *Whose money was it?* (*It belonged to people on their way to settle in America.*) *What did the children do with the treasure?* (*They gave it back to the settlers.*) *How did the pirates know where they were hiding?* (*Alex sneezed.*)

Stronger students: Ask volunteers to take turns to retell the story in their own words, in as much detail as they can remember.

Key: They give it back to the people who the pirates stole it from.

1 WB p14 **Remember the story. Number these objects in the order they appear in the story.**

Aim: to check memory skills

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

2 WB p14 **Read the summary. Find five more mistakes.**

Aim: to check understanding of the story

Key: they look to the ~~south~~ **north**, After ~~three~~ **two** hours, ~~five~~ **three** pirates and their prisoner arrive, ~~Patrick~~ **Alex** sneezes, they threaten to throw the children into the ~~sea~~ **hole**

3 WB p14 **Match the questions with the answers.**

Aim: to review the story

Key: 2 h, 3 f, 4 a, 5 b, 6 g, 7 c, 8 d

Ending the lesson

Aim: to practise the story
- Put students into groups of four.
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.
- Volunteer groups do their role plays for the class.

Extension activity

Aim: to stimulate students' creativity
- Put students into groups of four.
- Tell students to imagine what the pirates said to each other when the children disappeared.
- They write a short dialogue.
- Groups take turns to role play their dialogues for the class.

1

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

Recycled language: language from the story

Value: being honest

Critical thinking: Makes predictions and estimations from given information

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

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *What did they have to drink?* (Coconut milk.) *What did they have to eat?* (Bananas.) *Who did they give the treasure to?* (People going to America to farm: it was their money anyway. The pirates stole it from them.) *Where were the children when the gate appeared?* (At the hole.)

3 SB p15 Match the sentence halves.

Aim: to focus students on the detail of the story
- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Make sure students know what the task involves.
- They look at the story and match the sentence halves.
- They compare their answers in pairs.
- Check with the class.

Extra support: In pairs, students find and underline the information about each sentence beginning. They compare the information to the endings to make the matches.
Stronger students: Students cover the sentence endings a–h. Elicit the complete sentences for each beginning 1–8.

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

4 SB p15 Read the story again. Think of answers to the questions.

Aim: to encourage students to make hypotheses
- Read out the instructions for students and check they know what to do.
- In pairs, students discuss possible answers to the questions, referring back to the text as necessary.
- Elicit ideas and discuss possible answers with the class.

4 WB p15 Write the events from the story in the correct order to show the times when they happened.

Aim: to practise sequencing

Key: 9 a.m. – The children watch the pirates burying the treasure. 10 a.m. – The pirates finish and leave the island. 11 a.m. – The children start digging for the treasure. 1 p.m. – The children find the treasure. 1.30 p.m. – The children welcome the families to the island. 3.30 p.m. – The children say goodbye to the families. 8 p.m. – The children go to sleep. Midnight – The children hear shouting. 12.15 a.m. – The children jump into the hole.

5 WB p15 Read and complete the time phrases. Use the information from Activity 4.

Aim: to practise calculating time

Key: 2 for one hour and 25 minutes, since 10 a.m., 3 for 15 minutes, since 1 p.m., 4 for one hour and 35 minutes, since 1.30 p.m., 5 for 11 hours, since 8.45 a.m., 6 for three hours and 55 minutes, since 8 p.m.

6 WB p15 Imagine the families don't come to the island. What should the children do with the treasure? Write *b* (best), *o* (OK) and *w* (worst) next to the three ideas. Think of two more good ideas.

Aim: to focus on the value of being honest

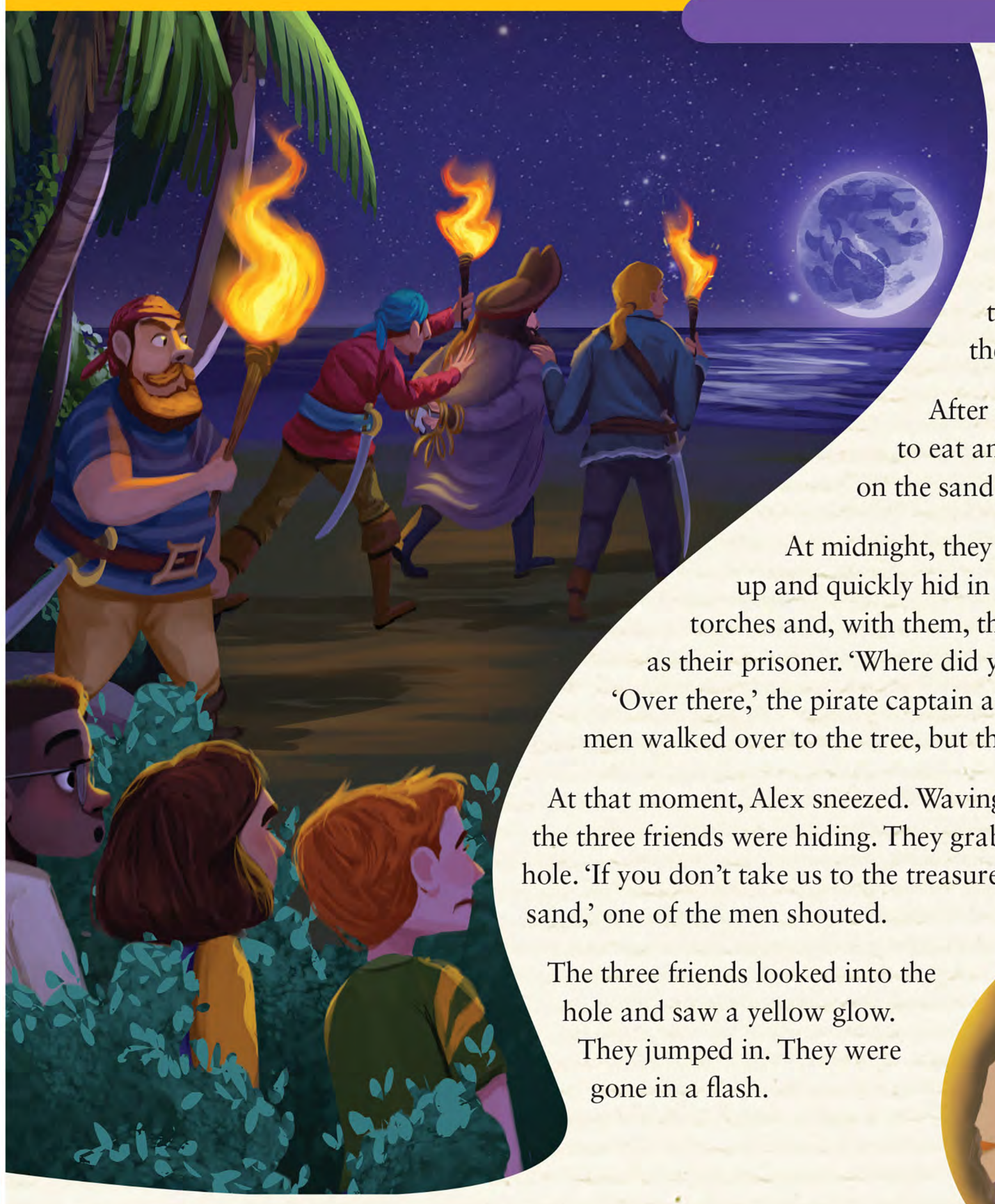
Ending the lesson

Aim: to stimulate students' personal reactions to a story
- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to discuss the value of being honest
- Focus on the part in the story when the children were honest (they gave the treasure back to the people).
- Elicit from students why this value is important and elicit examples from the students of when they have been honest or someone has been honest with property of theirs.

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



They fetched the treasure chest and the men loaded it onto the boat. 'There's a town on an island to the north. Go there,' Patrick suggested, 'and I'm sure you'll find a bigger ship to take you to America. But be quick – the pirates aren't far away.'

After the boat left, they found some bananas to eat and when it was dark, they lay down on the sand.

At midnight, they heard some people shouting, so they got up and quickly hid in some bushes. There were three men with torches and, with them, they had the pirate captain with the hook as their prisoner. 'Where did you bury it?' one of the men shouted. 'Over there,' the pirate captain answered, 'next to that tree.' The three men walked over to the tree, but they could only see a big hole.

At that moment, Alex sneezed. Waving their swords, the men ran over to where the three friends were hiding. They grabbed the children and took them to the hole. 'If you don't take us to the treasure, we'll throw you in and cover you with sand,' one of the men shouted.

The three friends looked into the hole and saw a yellow glow. They jumped in. They were gone in a flash.



3 **Match the sentence halves.**

1 The three friends watch as pirates	a up the treasure chest.
2 From a hill the friends watch	b treasure chest to the people.
3 The three friends dig	c make them stand at the edge of the hole.
4 A boat with men, women	d are burying a treasure chest.
5 The three friends give the	e who want the treasure chest.
6 At midnight, more pirates arrive	f jump into the hole.
7 The pirates grab the three friends and	g and children arrives.
8 The three friends	h the pirates sail away.

4 **Read the story again. Think of answers to the questions.**

1 What was the ship with the red sails?

2 Why is the captain now a prisoner?

Skills

1 Read the magazine article. Write *t* (true) or *f* (false).

THE NEW QUEEN OF SWEDEN



8 year-old Saga Vanecek was playing near her holiday home in Tanno, Sweden. She was throwing stones across a lake. She went into the water to get a stone and felt something strange. It was long and thin. When she looked at it she thought it was a stick. But then she saw it had a handle. 'Daddy,' she said. 'I've found a sword.'

Her dad ran to look at it. He knew it was very old and they decided to give it to an archaeologist at a museum. The archaeologist looked at the sword and knew it was very special. She thought it was about 1,000 years old. But experts now believe it could be even older – perhaps from 1,500 years ago.

The sword is 85cm long. It is made of metal but has wood and leather around it. Even though it is very old, the sword is in good condition. It will stay in the museum near the lake where Saga found it for everyone to see.

Saga, who moved to Sweden from America a few years ago, is enjoying the stories she has seen in the newspapers about herself. One of them called her the new 'Queen of Sweden'.



1 Saga was on holiday when she found the sword. ☐
2 At first, Saga didn't know she had a sword. ☐
3 Saga and her dad decided to keep the sword. ☐
4 The sword is a lot more than 1,500 years old. ☐
5 The sword is now on show in a museum. ☐
6 Saga has lived in Sweden all her life. ☐

2 **Work in pairs. Ask and answer the questions.**

1 What's the most exciting thing you have found?
2 Where did you find it?
3 How did you find it?
4 What did you do with it?

Learning outcomes:
- to practise reading and speaking skills

Skills: reading for specific information

New language: *handle, archaeologist, condition, restore, leather*

Materials: poster paper, pens, reference books, the Internet

Warm-up

Aim: to activate vocabulary
- Ask students what kinds of objects you can see in museums.
- Write their ideas on the board.
- Find out if anyone in the class has been to a museum recently.

1 SB p16 Read the magazine article. Write *t* (true) or *f* (false).

Aim: to practise reading for specific information
- Focus the students on the pictures to consolidate understanding.
- Check understanding of *sword*.
- Read the activity instructions and check students know what to do.
- Have students read the true/ false statements aloud around the class.
- Encourage them to predict the answers with the text covered.
- Students compare answers in pairs.
- Check and discuss with the class. Students correct the false statements.
- Find out which answers they predicted correctly.
- Refer back to the discussion in the warm-up. Did anyone suggest swords or weapons?
- Check understanding of vocabulary.

Stronger students: Students correct the false statements, using information from the text.

Key: 1 t, 2 t, 3 f, 4 f, 5 t, 6 f

2 SB p16 Work in pairs. Ask and answer the questions.

Aim: to personalise the topic
- Give students two minutes to think about what they are going to say and to make notes.
- Students take turns to answer each other's questions.
- For feedback, a few volunteers tell the class something interesting or surprising that they learned from their partners.

1 WB p16 Read the article in the Student's Book again. Complete the questions.

Aim: to give students further practice with reading skills

Key: 2 Who, 3 What, 4 Why, 5 Where, 6 When

2 WB p16 Match the questions from Activity 1 with the answers.

Aim: to practise comprehension skills

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

3 WB p16 Read the dialogue and choose the best answer. Write letters A–H. There are two extra answers.

Aim: to practise text sequencing

Key: 2 E, 3 C, 4 H, 5 A, 6 F

Ending the lesson

Aim: to review the content of the lesson
- With Student's Books closed, elicit what students can remember about the text in Activity 1.
- In pairs, they write as many things as they can remember in one minute.
- Elicit ideas from pairs.
- The pair with the most correct things on their list is the winner.

Extension activity

Aim: to consolidate understanding
- Students work in groups of four.
- Each group creates a poster entitled *A famous find*.
- They use reference books or the Internet to find out about another famous find.
- They write the main points on their poster and illustrate it with photos or drawings.
- Monitor the groups as they are planning their posters and advise as necessary.
- Groups display their posters around the class.

1

Learning outcomes:
- to practise listening and writing skills

Skills: listening for specific information, writing about a found object

New language: *valuable, tractor, field, expert*

Creative thinking: Narrates own stories using a model

Cognitive control functions (WB): Cognitive flexibility

Warm-up

Aim: to review the topic of found objects
- Write *archaeologist* in jumbled letter order on the board.
- Students put the letters in order and write words correctly.
- Discuss things which archaeologists can find.

1 018 SB p17 **Listen to a radio show about people finding valuable objects and choose the correct answers.**

Aim: to practise listening for specific information
- Read through the questions and possible answers with the class. Check understanding of vocabulary.
- Play the recording. Students listen to find the answers.

For script see TB p119.

- Play the recording again. Check with the class.

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

2 SB p17 **Work in pairs. One of you has found a valuable object. Discuss these questions.**

Aim: to practise speaking
- Students work in pairs and discuss the questions.
- Students make notes about the details.

3 SB p17 **Act out an interview between the person who found the object and a radio presenter. Use your ideas from Activity 2.**

Aim: to practise role playing an interview
- Students choose their roles in their pairs.
- Remind students to use the first person *I*.
- Pairs practise their interviews.
- Monitor pairs as they are working.
- One or two volunteer pairs act out their interviews for the class. The class make notes about the answers to each question in Activity 2.

4 SB p17 **Write a story about the object you found.**

Aim: to practise writing a story
- Ask volunteer students to read the story in Activity 4 aloud.
- Tell students they are going to write about their 'find' and to use this text as a model.
- Students work individually.
- They write notes first and plan their writing.
- Students write a first draft. They swap with a partner.
- The partner gives feedback on a) the content and b) the writing (grammar and vocabulary).
- Students write a final draft.

1 WB p17 **Complete the five conversations. Choose A, B or C.**

Aim: to practise functional language

Key: 2 C, 3 B, 4 A, 5 C

2 WB p17 **Write the beginning of an interview between a radio presenter and someone who has found a valuable object. Use your ideas from Student's Book page 17.**

Aim: to practise predicting questions for an interview

3 006 WB p17 **Listen and write.**

Aim: to practise listening for specific information

For script see TB p120.

Key: 2 History, 3 objects, 4 museum, 5 gloves, 6 Wright

Ending the lesson

Aim: to encourage students' personal responses
- Elicit what students remember about Mrs Vincent's find from the lesson.
- Ask students if they would have done the same as she and her daughter did.

Extension activity

Aim: to encourage personalisation and creativity
- Students type their texts from SB Activity 4 on the computer.
- They either print them out and make a book of their texts or create an online book of their texts which other classes in the school can access.

1 018 **Listen to a radio show about people finding valuable objects and choose the correct answers.**





1 Who found a valuable object?
- a Andy Bookers.
- b Mrs Vincent.
- c Mrs Vincent's daughter, Sara.

2 Why didn't Mrs Vincent know what it was?
- a Because it was old.
- b Because it was dirty.
- c Because it was small.

3 Where did she put the bracelet?
- a In the kitchen.
- b On the tractor.
- c In a box.

4 What did Sara want to do with the bracelet?
- a Wear it.
- b Sell it.
- c Give it to a friend.

5 Who borrowed the bracelet from Sara?
- a Her best friend.
- b Her mum.
- c A teacher.

6 Who bought the bracelet?
- a A rich man.
- b A museum.
- c Sara's teacher.

2 **Work in pairs. One of you has found a valuable object. Discuss these questions.**

- Where were you?
- What were you doing?
- What time of day was it?
- What did you find?
- How did you feel?
- What did you do next?

3 **Act out an interview between the person who found the object and a radio presenter. Use your ideas from Activity 2.**

4 **Write a story about the object you found.**

On Saturday afternoon, I was at my grandpa's farm. I was playing with my dog. He ran behind some bushes and started barking. I went to get him and I saw something shiny. I picked it up. It was a gold watch! I was very excited. I ran to the house to show my grandpa.

PRECIOUS METALS

Super fact!

Gold is not always yellow. It can be pink or white too.

Where can we find precious metals?

1 019 **Look, listen and number.**


gold mine



precious metals


rock




jewellery


pan

2 **Read the sentences about gold and silver. Write *t* (true) or *f* (false).**

1 Gold and silver are very cheap metals. ☐
2 People use gold and silver to make many things. ☐
3 It's easy to get gold from under the oceans. ☐
4 Gold is a light metal. ☐
5 You can find silver jewellery in Mexico. ☐

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

1 Which do you like more – gold or silver?
2 Imagine you find a rock with some gold inside. What will you do with it?

I like … more. I will … with my gold.

Why are gold and silver expensive?

It's difficult to find gold and silver, but people want to use them to make lots of different things. So gold and silver are called precious metals. 'Precious' means expensive and important.





Where can we find gold?

Gold is found all over the world. We can find pieces of gold in rocks. Most of the world's gold is in the oceans but it's very difficult to get it from under the sea. Sometimes, people look for gold in rivers. They pick up small rocks in a pan with water in it. They move the pan quickly. Because gold is heavy, it falls to the bottom of the pan and people can collect it easily. Gold can also come from gold mines underground. People use gold to make things like jewellery and parts of computers.

Can we find silver all around the world?

We can find rocks with silver in them in most countries. Artists make silver into jewellery. Mexico makes a lot of silver jewellery. Silver can be used to make other things too, like coins and mirrors.



Learning outcomes:
- to learn more about Geography through English
- to talk about precious metals

BIG QUESTION to be able to answer the Big Question *What kinds of treasure are there?*

New language: *precious metals, silver, heavy, light, jewellery, gold mine, pan*

Recycled language: *gold*

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

Materials: reference books and the Internet

Warm-up

Aim: to introduce the topic of metals
- Write these words from the unit on the board: *spade*, *coin*, *key*, *lock*, *sword*, *bracelet*. Elicit what they have in common (they're made of metal).
- Elicit the names of any metals students know. Ask about their colour and if they are soft or hard metals.

SB p18 Where can we find precious metals?

Aim: to raise students' awareness of where precious metals are found in nature
- With Student's Books closed, play the *Think and learn* video.

For videoscript see TB p120.
- Ask students what they remember. On the board, write up a list of the places where precious metals are found.
- Students watch the video again to check their answers.

Key: In rocks all over the world, under the sea, in rivers and underground.

1 019 SB p18 Look, listen and number.

Aim: to present words to talk about precious metals
- Play the recording. Students listen and point to the photos.

For script see Key.
- Students number the photos.
- Play the recording again. Students check their answers.

Key: 1 rock, 2 gold mine, 3 light, heavy, 4 precious metals, gold, silver, 5 pan, 6 jewellery

2 SB p18 Read the sentences about gold and silver. Write *t* (true) or *f* (false).

Aim: to practise reading for specific detail
- Students cover the text and read the statements.
- Put students in pairs to discuss their ideas.
- Students read the text and check their answers.

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

3 SB p18 Work in pairs. Answer the questions.

Aim: to connect what students have learned about precious metals to their personal experiences
- Monitor the conversations and help with language as needed.

1 WB p18 Look and write the labels.

Aim: to practise defining vocabulary

Key: b gold, c silver, d rock

2 WB p18 Read and tick ☑ the true sentences.

Aim: to practise reading for specific information and to extend students' knowledge about precious metals

Key: Tick: 2, 4

3 WB p18 Look and complete the chart with the names of the countries from the map in Activity 2.

Aim: to practise organising factual information in a chart

Key: Gold: (South Africa), USA, Canada; Gold and Silver: China, Australia, Russia, Peru, Mexico; Silver: Bolivia, Chile, Poland

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learned about:*
- Elicit from students what they learned about precious metals today.
- Write it on the board. Students copy it into their notebooks.
- Ask students to explain how this is connected to the Big Question *What kinds of treasure are there?* Accept any reasonable suggestions.

Extension activity

Aim: to extend what students have learned about precious metals
- Students use reference books and/or the Internet to find out more about what people use precious metals for, e.g. for electric wires, medicine, cooking.
- They make notes and prepare a short report.

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

BIG QUESTION to apply learning about precious metals to the Big Question *What kinds of treasure are there?*

Recycled language: precious metals

Materials: A3 paper (one piece for each student), colour pens or pencils

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 designs

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

Warm-up

Aim: to review words to talk about precious metals
- With books closed, elicit words connected with the topic of precious metals and write them on the board.

4 SB p19 **Look at the list of objects in the table and think. Decide what the things can/cannot be made of and tick ☑.**

Aim: to practise evaluating ideas
- Read out the objects in the first column and check understanding.
- In pairs, students complete the table together.
- Don't confirm answers with the class at this stage.

5 020 SB p19 **Listen and find out about the things made with gold or silver.**

Aim: to practise listening for specific information
- Play the recording. Students listen and check their answers.

For script see TB p120.
- Check with the class.

Key: rings: gold, silver, gold and silver; modern coins used every day: not gold or silver; old coins in museums: gold, silver; computers and phones: gold; digital photos: silver; dentist's equipment: gold; sports medals: gold, silver, gold and silver

6 021 SB p19 **Listen again. What are they? There can be more than one answer.**

Aim: to practise listening for detail
- Students briefly discuss their ideas in pairs.
- Play the recording again. Students check their ideas and make a note of their answers.

For script see TB p120.

Key: 1 digital photos, 2 rings, sports medals, 3 coins, 4 computers and phones, dentist's equipment

7 Project SB p19 **Make a poster about gold or silver.**

Aim: to enable students to apply what they have learned about precious metals.
- In pairs, students research the metal. They can use the Internet or reference books.
- Students then draw and colour images to illustrate their posters. They write a short paragraph about the metal at the bottom.
- Pairs can then present their poster to other pairs.
- Take photos of the posters and save them to students' digital portfolios.

4 WB p19 **Look and think. Why are silver and gold used in these objects?**

Aim: to practise using logic to work out reasons for using precious metals

5 WB p19 **Read and complete the sentences. Then match them with the objects from Activity 4.**

Aim: to practise reading for specific information

Key: 2 Gold d, 3 light a, 4 soft e, 5 electricity b

6 Project WB p19 **What did you find out? Complete the chart.**

Aim: to summarise what students have learned about precious metals

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they learned today, e.g. *learned more about precious metals and made a poster.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills
- Individually, students make notes on what they did, the sequence they did it in, what they liked and what they would change.
- Students then each write a report using their notes.

4 Look at the list of objects in the table and think.
Decide what the things can/cannot be made of and tick ☑.

	gold	silver	gold and silver	not gold or silver
rings				
modern coins used every day				
old coins in museums				
computers and phones				
digital photos				
dentist's equipment				
sports medals				

5 020 **Listen and find out about the things made with gold or silver.**

6 021 **Listen again. What are they? There can be more than one answer.**

1 These are made with very small pieces of silver in them.
2 These are made with gold or silver, or gold and silver.
3 These don't have any silver or gold in them now, but they did in the past.
4 These can have very small parts made of gold inside them.

7 Project **Make a poster about gold or silver.**

- Find or draw pictures of things that are made of the precious metal.
- Label your pictures and add some information about the things in them.
- Write some sentences about the metal. Where is it found? What is it like?
- Make a frame for your poster with gold or silver paper.



Get talking

A show-and-tell

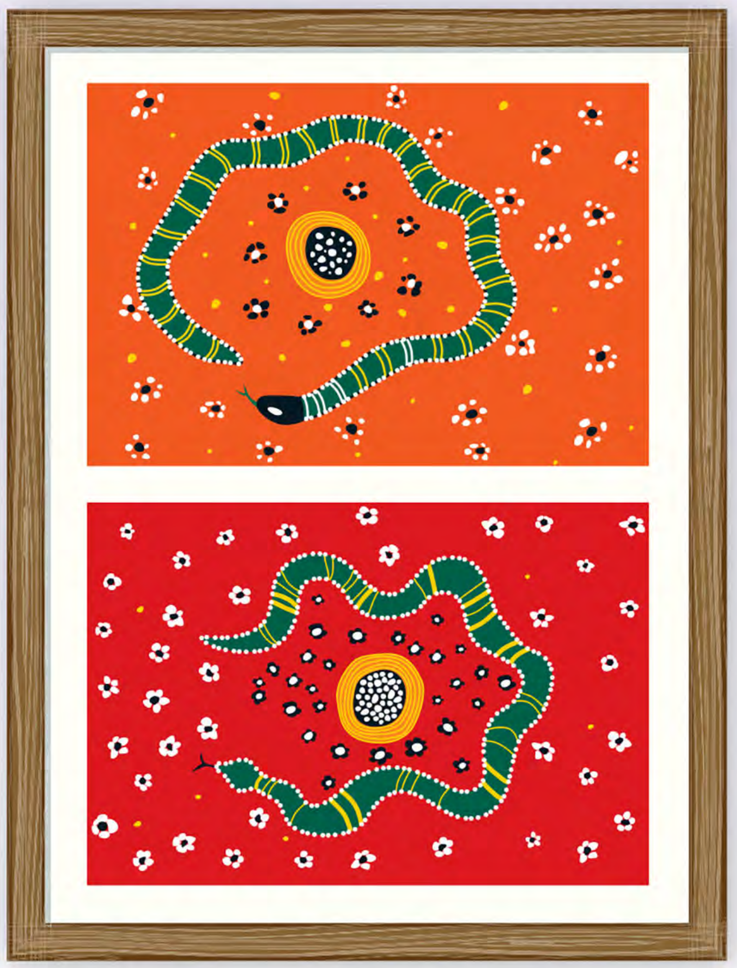
1 022 **Treasure is something special to you. It doesn't have to be gold coins. Listen to Daniel talking about the paintings that he and his brother Christopher did on an Art course and answer the questions.**

1 What is Daniel's treasure?
2 What do they show?
3 When did they paint them?
4 Where are the paintings now?

2 **Give a show-and-tell.**

Think about it

- Think about your 'treasure'. It could be an object or a pet.
- Think about why it's valuable to you.
- Think about how to present it. Can you bring it to the presentation or show a photo?



Prepare it

- Think about the questions and make notes.
  - Where did you get your treasure from? Did you get it as a present?
  - Did you create it? Did you buy it?
  - How long have you had it?
  - Why is it important to you?
  - Is it also important to your family?
  - Have any of your friends already seen it? What did they say?
- Decide if you want to show the treasure or a photo of it at the beginning or at the end of your presentation.

Present it

- You should talk for about a minute. Think about questions that you can ask your classmates.
  - What do you think about my treasure?
  - Would you like to see it? (if you have only shown a photo)



Presenting tip

When you finish a talk, say 'Thank you for listening'. Then ask your classmates if they want to ask any questions.

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

New language: *show* (v), *hang, desert, Aborigines, portfolio, profile, blog*

Materials: each student's selected 'treasure' for the show-and-tell

Creative thinking: Develops ideas through planning, research or review

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review vocabulary for treasure
- Write *Treasure* on the board.
- Brainstorm all the words students can think of which go with this word.
- Create a word map, e.g. *valuable, gold, pirates, metal detector, precious metals, jewellery*.

1 022 SB p20 **Treasure is something special to you. It doesn't have to be gold coins. Listen to Daniel talking about the paintings that he and his brother Christopher did on an Art course and answer the questions.**

Aim: to provide a model for the short presentations
- Read the activity instructions through with the class.
- Read the four questions aloud with the class and check students know what to do.
- Play the recording. Students listen to find the answers.

For script see TB p120.
- Students compare their answers in pairs.
- Play the recording again. Check with the class.
- Elicit and discuss with students why the listening is a useful model for their presentations.

Key: 1 The two paintings, 2 Snakes in the desert, 3 Last summer, 4 On the wall in the living room of their house

2 SB p20 **Give a show-and-tell.**

Aim: to follow a set of instructions and collaborate with other students
- Focus students on *Think about it*. Read the bullet points through with the class. Check vocabulary.
- Monitor and give advice to students as appropriate, as they decide what their treasure is.
- Focus students on *Prepare it*. Read the bullet points through. Check vocabulary.
- Monitor individuals as they prepare their presentations.
- Focus students on *Present it*. This may happen over more than one lesson.
- Read the *Presenting tip* through with the class.
- Individual students do their show-and-tell presentations.
- Set a listening task for the students who are listening, e.g. *Write down what the treasure is and why it is important.*
- Encourage the class to ask each presenter about anything they haven't told them about their treasure.
- Get feedback on the listening task.

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

Aim: to review sentence structure

Key: 2 I've had my dog since I was six. 3 My mum has worked at the hospital since 1998. 4 Tom hasn't seen Sue for six months. 5 How long have you known Mr Lester? 6 How long has Mary lived in your street?

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

Aim: to practise using new vocabulary from the unit

Key: 2 coins, 3 jewellery, 4 binoculars, 5 precious, 6 spade

3 WB p20 **Complete the sentences with your own ideas.**

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit
- Elicit some of the sentences different students wrote for WB Activity 3.

Extension activity

Aim: to develop reflective skills
- Give students your feedback on their presentations. Make general points and don't identify which student you are referring to.
- In groups of four, students discuss how they think their presentations went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook so that they can refer to them before the next show-and-tell.

1

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

BIG QUESTION to think about how the unit has helped answer the Big Question *What kinds of treasure are there?*

New language: *portfolio, profile, blog, entry*

Critical thinking: Says whether something is true or not, and gives a reason

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: Cognitive flexibility

Materials: Digital or print portfolios

Warm-up

Aim: to introduce the topic of portfolios
- Tell students they are going to start a portfolio (a record of their work) for *Super Minds* Level 6.

1 SB p21 **Start a new portfolio for this year. Write your profile.**

Aim: to enable students to make a personal account of themselves
- Write the headers on the board: *Name, Class, What my friends like about me, What I did in my holidays, My favourite topics, What I like best about my English lessons.*
- Students write a first draft.
- Students turn to the Writing practice section on page 118 of the Workbook. Work through the exercises with the class.

Key: **1** 2 ☒, 3 ☑, 4 ☒, 5 ☑, 6 ☒
2 2 did, 3 listening, 4 play, 5 given

- For a print portfolio, students copy their profile information neatly onto paper.
- For an online portfolio, students type their profile and upload it.

2 SB p21 **Look at the photos and read the two blog entries. Who wrote them: Katie or James? How do you know?**

Aim: to practise reading for gist
- Students read the texts quickly to find who wrote them.
- They compare ideas in pairs.

Key: 1st blog: Katie, because she looks happy in the photo, 2nd blog: James, because he looks bored

3 SB p21 **Read the entries again and answer the questions.**

Aim: to practise reading for detail
- Students read the questions and find the answers.

Key: 1 He's bored. 2 For three months. 3 He's watched twelve films, he's read six books, he's written a lot of emails and he's listened to hundreds of songs. 4 Her uncle gave it to her. 5 He's been in her class for three months, but she doesn't know him very well. 6 She likes him.

4 SB p21 **Write a blog entry about today. You can invent the information if you want.**

Aim: to practise writing a blog
- Read through and discuss the Writing tip with the class. Discuss the reasons for students not giving their full names or real addresses, etc. (internet security).
- Students make notes for their blog entries.
- They write the first draft of their blogs.
- Students swap blogs and give each other feedback.
- They write a final draft of their blogs.

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.**

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

3 WB p21 **Look at the pictures and write a story about a boy called Luke.**

Aim: to practise writing

Ending the lesson

Aim: to enable students to express their preferences
- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

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.

Think and write

A blog entry

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

2 Look at the photos and read the two blog entries. Who wrote them: Katie or James? How do you know?



Katie



James

MY BLOG

27th March – another great day. I'm so happy. This morning I got a metal detector! It used to be my uncle's, but Mum said he's given it to me! I've already tried it out, but I haven't found any gold yet. Oh, by the way, today I worked with the new boy in our class. His name's James. He's been with us since the beginning of January. I think he's very nice. Tomorrow I'll ask him if he wants to come to my birthday party next week. Do you think he'll say yes?

MY BLOG

Today is 27th March – another boring day for me. I'm writing this in my bedroom. We've lived in this new town for three months now and I haven't made any friends. I've watched twelve films, I've read six books, I've written a lot of emails and I've listened to hundreds of songs, but I haven't made any friends and that's BORING! I've spoken to my dad about it. He says I need to wait. I hope he's right.

3 **Read the entries again and answer the questions.**

1 What's James' problem?
2 How long has he lived in the new town?
3 What's he done since he came here?
4 How did Katie get her metal detector?
5 Does Katie know James well?
6 What does she think of him?

4 **Write a blog entry about today. You can invent the information if you want.**

Writing tip

When you write a blog on the Internet, make sure that you don't give your full name, your real address or information about where you live (e.g. opposite Castle Park School).

2 Future transport

It's the year 2090 and the world's a beautiful place. People have lots of free time and many of them spend it in the big parks which you find in every city. They enjoy doing sports activities. Some of these are very different from the activities that we have today. For example, people don't skateboard any more. Instead they 'floatboard' and it's great fun.

1 023 **Listen and say the words. Check with your partner.**

1 hang-glider
2 parachute
3 monorail
4 solar panel
5 microlight
6 wind turbine
7 cable car
8 jet pack
9 surfboard
10 inline skates
11 unicycle
12 floating skateboard

BIG QUESTION **How will people travel in the future?**

2 024 **Read, listen and answer the questions.**

1 Why does Phoebe think that they are in a big city?
2 What does Patrick think about flying a microlight?
3 What do the children decide to do?
4 What does the yellow button on the jet pack do?

3 **Choose a word. Describe it for your partner to guess, but you mustn't use the words *fly* or *transport*.**

It looks like …, but it's got …

Learning outcomes:
- to learn and use future transport vocabulary
- to practise listening
- to practise describing future transport

BIG QUESTION to start to think about the Big Question *How will people travel in the future?*

New language: *hang-glider, parachute, monorail, solar panel, microlight, wind turbine, cable car, jet pack, surfboard, inline skates, unicycle, floating skateboard*

Cognitive control functions: Working memory

Digital flashcards: 22–33 (travel)

Warm-up

Aim: to introduce the topic of future transport
- Elicit how students come to school in the mornings, e.g. *on foot, by car, by bike.*
- Elicit other forms of transport.
- Ask students what transport they think we will use in the future. Write ideas on the board.

Presentation

Aim: to present vocabulary for future transport
- Use the flashcards to present the new vocabulary.

1 023 SB p22 **Listen and say the words. Check with your partner.**

Aim: to practise new vocabulary
- Students look at the picture. Elicit where the friends are and what students think is happening.
- Play the recording. Students listen and repeat.

For script see SB p22.
- Play the recording again. Students practise in groups.
- They take turns to point to the numbered items in the picture and say what each one is.

BIG QUESTION **How will people travel in the future?**

Aim: to consider different ways of travelling
- Read the Big Question. Ask students to think back to the different forms of transport listed on the board in the Warm-up. Elicit which of these they would expect people in the future still to be using.
- In groups, students imagine future ways of travelling.
- Elicit any suggestions, no matter how far-fetched.

2 024 SB p22 **Read, listen and answer the questions.**

Aim: to practise listening
- Encourage students to try to predict the answers.
- Play the recording. Students listen to find the answers.

For script see TB p120.
- They check in pairs.
- Play the recording again. Check with the class.

Key: 1 There's a monorail and it's full of people. 2 He'd love to do it. 3 They decide to hire a jet pack for a day. 4 It makes you go up.

3 SB p22 **Choose a word. Describe it for your partner to guess, but you mustn't use the words *fly* or *transport*.**

Aim: to practise the new vocabulary
- Say, e.g. *It looks like a train, but it travels up in the air on rails.* Students guess what it is (*monorail*).
- Students do the activity in pairs. They take turns to give definitions and to guess what the transport is.

1 WB p22 **Find eight more transport gadgets. Draw lines to the correct pictures. There is one extra picture.**

Aim: to practise the new vocabulary

Key: 1 floating skateboard (spare picture), 2 parachute (row 4), 3 inline skates (row 1), 5 surfboard (row 6), 6 monorail (row 3), 7 microlight (column 12), 8 unicycle (row 9), 9 hang-glider (column 3), 10 cable car (row 11)

2 WB p22 **Complete the chart with words from Activity 1.**

Aim: to practise the new vocabulary

Key: for one person in the air: parachute, jet pack, hang-glider; for one person on the ground or water: inline skates, surfboard, unicycle; for more than one person: monorail, microlight, cable car

3 WB p22 **Complete the sentences with words from the box.**

Aim: to check comprehension

Key: 2 parachute, 3 monorail, 4 cable car, 5 surfboard, 6 Wind turbines (and) solar panels

Ending the lesson

Aim: to review new vocabulary
- Play the guessing game from SB Activity 3 again. Students say and spell the words.

Extension activity

Aim: to consolidate vocabulary
- Students write the 12 new vocabulary items in their vocabulary books.
- They draw pictures and write definitions, e.g. *You can travel up a mountain in a cable car.*

Learning outcomes:
- to practise talking about necessity using *need to*

New language: *acrobat*, *land* (v), *formula one*

Recycled language: future transport

Creative thinking: Based on a model, develops new games, dishes, clothes, etc.

Warm-up

Aim: to review future transport vocabulary
- Write the 11 new future transport items in jumbled letter order on the board.
- Ask a pair of students to come to the board to write one of the items correctly and draw a picture to illustrate its meaning.

1 SB p23 Read the adverts and complete the sentences.

Aim: to establish the context for using *need to*
- Students read the texts and complete the sentences.
- Students compare ideas in pairs. Check with the class.

Key: 1 microlight, 2 jet pack, 3 parachute, 4 floating skateboard

2 SB p23 Put the words in the correct order.

Aim: to present and practise *need to*
- Students cover Activity 1.
- They order the words in Activity 2 individually.
- Students compare answers in pairs.
- Check answers with the class.
- Write the sentences on the board and underline *need to* and *don't need to*, and the verb that follows them.
- Elicit the meaning (*necessary* / *not necessary*).

Key: 1 You need to be a pilot to fly a plane. 2 You don't need to wear a helmet to drive a car.

3 025 SB p23 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p23.
- Students turn to the Language focus section on page 120 of the Student's Book.
- Work through the other examples with the class.
- Play the audio. Students follow in their Student's Book and join in.
- Students practise the sentences in pairs.

4 SB p23 Work in pairs. Make a funny TV advert.

Aim: to consolidate grammatical form
- Students work in pairs to think of a funny advert.
- Pairs write their adverts large on paper with an appropriate heading.
- Pairs hold up and say their advert for the class.

1 WB p23 Put the words in the correct order

Aim: to practise *need to*

Key: 1 You don't need to drive a car to get about round here. 2 You don't need to catch a bus to get about round here.

2 WB p23 Complete the sentences with *need to* or *don't need to*.

Aim: to practise writing, using the new language

Key: 2 don't need to, 3 don't need to, 4 need to, 5 don't need to, 6 need to, 7 need to, 8 need to

3 WB p23 Look at the advert. What do you need to bring?

Aim: to review *need to* with key vocabulary

Key: For the cave trip, you need to bring a helmet, a torch, gloves and (a) rope.

4 WB p23 Write a sentence for each picture.

Aim: to have additional practice with the new language

Key: 2 You don't need to collect firewood. I'll do it for you. 3 You don't need to make a fire. I'll do it for you. 4 You don't need to cook a meal. I'll do it for you.

Ending the lesson

Aim: to practise key language from the lesson
- With Student's Books closed, elicit what students remember about the adverts in SB Activity 1.
- Say each means of transport and elicit sentences with *need to* / *don't need to*.

Extension activity

Aim: to consolidate the new language
- Students work in groups of four.
- Allocate one of the other means of future transport (not those used for SB Activity 1) to each group. Make sure no groups focus on the same transport.
- Groups write a short text using SB Activity 1 as a model. They should include at least two uses of *need to* and two of *don't need to* in their texts.

1 Read the adverts and complete the sentences.



It's easy to fly our jet pack! You don't need to be a scientist, but you need to have a lot of money. It costs $100,000.



You don't need to be an acrobat to ride a floating skateboard, but you need to wear a helmet!



A child can fly our microlight! You don't need to be a pilot, but you need to wear warm clothes. It's cold up there in the clouds.



You don't need to be a bird to use our parachute, but you need to know how to land.

1 You don't need to know how to fly a plane if you want to use the _____.
2 You need to have a lot of money to buy a _____.
3 You need to know how to land when you use a _____.
4 You don't need to be an acrobat to ride a _____.

2 Put the words in the correct order.

1 a / to / You / pilot / need / plane / be / a / to / fly / .

_____

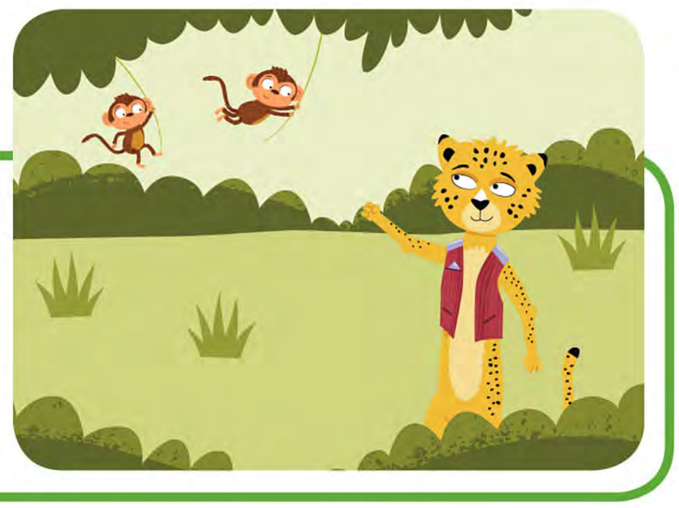
2 drive / don't / car / a / need / to / You / a / helmet /wear / to / .

_____

3 025 Watch, listen and say.

Language focus

You **don't need** to drive a car to get about round here.
All you **need** to do is climb to get from here to there.
You **don't need** to catch a bus to get about round here.
All you **need** to do is fly to get from here to there.



4 Work in pairs. Make a funny TV advert.

This is our new sports car. It's fantastic. You don't need to be a Formula 1 driver to drive this car.



But you need to have a lot of money. It costs $1,000,000.

My world: travel

1 **Look at the photos. Answer the questions with a partner.**

1 Which of the types of transport do you use?

2 Which would you like to use more often?











2 026 **Read and listen to the dialogue. Why does Eve like riding a bike?**

Will Wow! That's a nice bike, Eve! Is it new?

Eve Yeah, I got it for my birthday. My old one was too small.

Will Do you use your bike a lot? Mine is somewhere in the garage. I haven't seen it for months.

Eve Yes, I always use it. It's the best way to travel.

Will Really? I don't need a bike. My mum usually just drives me around in the car.

Eve But I can go when I want on my bike.

Will That's interesting! Tell me more.

Eve I don't need to wait for my parents. I can just go.

Will Cool! And they don't mind you doing that?

Eve Well, I tell them where I'm going and when I'll be home. And, of course, I need to wear my helmet. But it's great. And it keeps me fit too.

Will You're right. You know what?

Eve What?

Will I'm going to get my bike out of the garage! I'd like to start riding it more often.



3 **Practise the dialogue in pairs.**

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

1 With a friend, choose one type of transport.

2 Decide why it's good to use this type of transport.

3 Make a short dialogue about the type of transport.

5 **Act out your dialogue to the class.**

What to say

Showing interest

Wow!	Really?
That's interesting!	Cool!

Learning outcomes
- to practise discussing different means of transport
- **(WB)** to recognise the difference between the unvoiced /ʃ/ and voiced /ʒ/ phonemes

New language: *keep fit*, *garage*

Recycled language: means of transport

Critical thinking: Makes a choice of activity and can give a reason for the choice

Warm-up

Aim: to review and extend transport vocabulary
- With books closed, set a time limit of two minutes. The student who can write the most English words for means of transport wins. Elicit suggestions and write the words on the board.

1 SB p24 Look at the photos. Answer the questions with a partner.

Aim: to relate the topic to students' own experience
- Elicit the words for the five means of transport in the photos.
- Read out the question and give students a minute to think.
- Students compare their ideas in pairs.
- Ask for a show of hands for each question with each photo.
- Then ask *1 Where do you usually travel? 2 Why would you like to use it more often?*

2 026 SB p24 Read and listen to the dialogue. Why does Eve like riding a bike?

Aim: to practise reading and listening for the main idea
- Students cover the dialogue. Play the recording and ask *Why does Eve like riding a bike?*

For script see SB p24.
- Students read and listen again to check their answers.

Key: She can go where she wants and she doesn't need to wait for her parents.

3 SB p24 Practise the dialogue in pairs.

Aim: to provide a model for students' own dialogues
- Play the recording again, pausing after each line. Students repeat, copying the intonation and pronunciation.
- Students practise in pairs.
- A volunteer pair acts out the dialogue for the class, saying their lines from memory if possible.

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

Aim: to enable students to create and practise their own dialogues
- Students write their own dialogues in pairs, using Activity 2 as a model and phrases from the *What to say* box.
- Pairs practise their dialogues.

5 SB p24 Act out your dialogue to the class.

Aim: to practise communication
- A few pairs act out their dialogues.
- The class note what type of transport they are talking about, and two ideas the speakers say about it.

1 WB p24 Complete the dialogue with words from the box.

Aim: to practise functional language

Key: 2 present, 3 Really, 4 Cool, 5 need, 6 don't, 7 silly, 8 to

2 007 WB p24 Listen and say the words.

Aim: to show how *-sion*, *-ssion* and *-tion* endings are pronounced
- Students press their fingers against their throat and say the sounds /ʃ/ (as in *station*) and /ʒ/ (as in *television*). They will only feel a vibration when they say the voiced /ʒ/ sound.

For script see WB p24.

3 WB p24 Complete the sentences with words from the box.

Aim: to revise vocabulary using the target sounds

Key: 2 emission, 3 television, 4 instructions, 5 revision, 6 invitation, 7 explosion, 8 pollution

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

Aim: to practise the *-ion* endings in words

For script see WB p24 and Key above.

Ending the lesson

Aim: to review ideas about types of transport
- Say one type of transport, and elicit at least one reason for using it. Do it with a few more types of transport discussed during the lesson.

Extension activity

Aim: to discuss different types of transport
- Draw a chart on the board with the headings: *How many people? How far? What do you need?*
- Pairs consider five types of transport and complete the chart with answers for the questions.
- Elicit ideas and reasons.

Learning outcomes:
- to make predictions using *will* and *won't*
- to practise reading skills

New language: *pollute, driverless, post* (n), *forum, thread* (n)

Recycled language: future transport

Warm-up

Aim: to review vocabulary
- Write *Future transport* on the board.
- Elicit what transport students think there will be in the year 2030.
- Write some of their ideas on the board.

1 SB p25 Read Jake's post on a forum. Then tick ☑ the true sentences. Correct the others with ideas from his post.

Aim: to present and practise *will/won't*
- Point to an idea on the board, e.g. *Public space rockets*. Say, e.g. *Public space rockets in 2030. Yes or no?* Ask for a show of hands for each answer.
- Summarise the answers, e.g. *Twenty of you think we will have public space rockets in 2030. Twelve of you think we won't have public space rockets in 2030.*
- Write the sentences on the board and underline *will/won't*. Explain that these are predictions.
- Students look at the picture and the text. Check understanding of *post*, *forum*, *thread*.
- Students work individually. They read the dialogue, tick the true sentences and correct the others.
- They compare answers in pairs.
- Check with the class.

Key: 1 ✓, 2 People will move around without polluting the air. 3 Transport will be a lot safer. 4 ✓, 5 Computers will drive cars in the future. 6 ✓

2 ▶ 027 SB p25 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p25.
- Students turn to the Language focus section on p120 of the Student's Book.
- Work through the other examples with the class.
- Play the audio. Students follow in their Student's Book and join in.
- Students practise the sentences in pairs.

3 SB p25 Work in pairs. One of you is Jake's friend, who has read the post and calls him to talk about it. The other is Jake. Act out a phone call. Use the ideas to help you.

Aim: to give students further practice with *will/won't*
- Students read aloud all the dialogue prompts, making each one into a full sentence.
- In pairs, students decide who is Jake and who is Jake's friend. They write notes before they start.
- Students sit back-to-back and act out their dialogues.

1 WB p25 Read and match.

Aim: to review the new language

Key: 2 There won't be any trees left after the workers go. 3 I won't let that happen. I have got a plan. 4 They'll have to run away as quickly as they can.

2 WB p25 Make sentences about what *will* or *won't* happen in the future.

Aim: to practise making predictions

Key: 2 There won't be any cars with drivers. 3 Most cities will have monorails. 4 There won't be any car accidents. 5 People will eat pills in fast-food restaurants. 6 People will have more time to play.

3 WB p25 What will the world be like in 2050? Look at the pictures and write sentences.

Aim: to give further practice with *will/won't*

Key (possible answers): 2 There won't be cities under the sea. 3 Children will ride to school by floating skateboard. 4 Students won't be taught by robots. 5 Children will have jet packs to play basketball. 6 Cars will have solar panels.

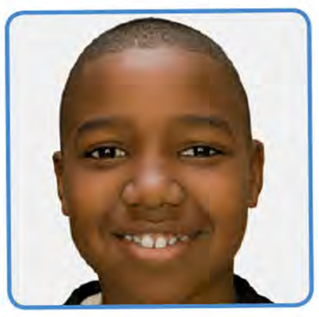
Ending the lesson

Aim: to review vocabulary from the lesson
- Some pairs perform their dialogues from SB Activity 3 for the class.
- Ask the class to make a note of each prediction they hear.

Extension activity

Aim: to consolidate understanding
- In groups of four, students take turns to read their predictions for 2050 from WB Activity 3.

1 Read Jake's post on a forum. Then tick ☑ the true sentences. Correct the others with ideas from his post.



Jake

Thread: How people will get around

Hi, I'm Jake. Of course we don't know how people will get around in the future, but I think there'll be big changes. I think people will move around without polluting the air and transport will be a lot safer than it is today. Cars, for example, will be electric, and they'll be driverless because a computer will drive these cars of the future. There won't be any accidents.

Tell me what you think!

Are these Jake's ideas about the future?

1 There will be big changes in travel. ☐
2 People will pollute the air when they travel. ☐
3 Transport won't be safer. ☐
4 Cars will be electric. ☐
5 People will drive cars in the future. ☐
6 There won't be any accidents. ☐



2 ▶ 027 **Watch, listen and say.**

Language focus

There **will** be a lot of noise when the diggers come.
There **won't** be any trees left after the workers go.
I **won't** let that happen. I have got a plan.
They**'ll** have to run away as quickly as they can.



3 Work in pairs. One of you is Jake's friend, who has read the post and calls him to talk about it. The other is Jake. Act out a phone call. Use the ideas to help you.

Friend	Jake
Hi, Jake. I've read your ...	That's great, thanks. What did you think?
I think you're right that ...	Ah, that's interesting.
There'll be ...	Do you really think so?
People will ...	I agree.
I don't think there'll ...	I don't quite agree. I think there'll ...

Do you think there'll be ... ?

Do you think people will ... ?

A **PROBLEM** FOR **PATRICK**



1 **Go through the story quickly and answer the questions.**

1 What happens to Patrick?

2 Who saves him and how do they do it?

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

Phoebe and Alex read the instructions very carefully. They were both a bit nervous, but they understood how to fly the jet packs now. Phoebe looked up at the sky, but she couldn't see Patrick anywhere. 'OK, this is it,' she said. '1, 2, 3 – go!' Alex and Phoebe pressed the yellow button and up they went. It was an amazing feeling as they went higher and higher.

'Where shall we go?' Alex called out to Phoebe. 'Let's fly to the mountain over there,' Phoebe shouted back. They pressed the orange button to go higher. 'Look at the cable car!' exclaimed Phoebe. They also saw some people climbing, who looked so small below them. 'Isn't this fantastic?' Alex shouted. 'Yes, it's so exciting!' replied Phoebe.

The two children flew twice around the big mountain with their jet packs. Then they pressed the green button because they wanted to fly more quickly. They were heading back towards the park and then past the park towards the sea.

'Hey, Alex!' shouted Phoebe. 'Where's Patrick? I can't see him anywhere!' 'Don't worry,' answered Alex. 'I'm sure he's OK.' Alex and Phoebe flew over the beaches and the sea and then over the fields and the woods. Finally, they followed the river and flew back out over the sea, but there was still no sign of Patrick. Phoebe was getting worried. 'He was too impatient to listen, so he doesn't really know how to fly his jet pack,' she thought.

A second later, Alex saw Patrick. He was high up, but he was falling down through the sky very fast because he had no control over his jet pack. With his arms, he was making movements like a swimmer, but much faster. It looked funny, but Alex and Phoebe didn't laugh. They knew that their friend was in trouble.

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

New language: *stall* (n)

Recycled language: characters and language from the story, future transport

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

Cognitive control functions (WB): Working memory

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 them from the previous episodes.
- Give prompts if necessary, e.g. *Time Travellers, school seems strange, Science lesson, pirates (the past), a park in a city (the future).*

A problem for Patrick

1 SB pp26–27 **Go through the story quickly and answer the questions.**

Aim: to practise skimming and scanning
- Ask students to look at the pictures and elicit in their own words what is happening.
- Read the two questions with the class and check understanding.
- Students read the text quickly and quietly to find answers to the two questions. Allow two minutes.
- Students compare their answers in pairs.

2 028 SB pp26–27 **Read and listen to the story to check your answers.**

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

For script see SB pp26–27.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (*the children landed safely and the gate was nearby*).

Key: 1 He doesn't remember how to fly his jet pack. / He falls down through the sky very fast. 2 Alex and Phoebe fly up and shout instructions to him on how to land safely.
- Check understanding of the story. Use prompt questions if necessary, e.g. *Did Alex and Phoebe like flying?* (*Yes, they did. They thought it was amazing.*) *Where was Patrick?* (*They didn't know.*) *What was Phoebe worried about?* (*That Patrick didn't know how to fly his jet pack because he was too impatient to listen.*) *Was she right?* (*Yes.*) *Did they all land safely in the end?* (*Yes.*)

Stronger students: Elicit all the key events from the story from memory, with books closed.

1 WB p26 **Remember the story. Put the sentences in order.**

Aim: to check memory skills

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

2 WB p26 **Complete the chart.**

Aim: to check understanding of the story

Key: 3 Phoebe and Alex, 4 they flew to the mountain, 5 Phoebe, 6 worried, 7 Patrick, 8 he had no control over his jet pack

3 WB p26 **Complete the jet pack instructions with the correct colours from the story.**

Aim: to practise reading skills

Key: 2 orange, 3 green, 4 blue, 5 yellow/blue, 6 blue/yellow

Ending the lesson

Aim: to practise role playing the story
- Put students into groups of four.
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.
- Volunteer groups do their role plays for the class.

Extension activity

Aim: to stimulate students' creativity
- Put students into pairs.
- Tell students to imagine what the man from the jet pack hire stall said to one of his friends later that day.
- They write a short dialogue.
- Pairs take turns to role play their dialogues for the class.

Learning outcomes:
- to practise reading for specific detail
- to identify key events in a story
- to talk about the meaning of a story

Recycled language: language from the story

Value: listening carefully

Critical thinking: Interprets implicit meanings of characters in a story

Cognitive control functions (WB): Inhibitory control

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Who read the jet pack instructions carefully?* (Phoebe and Alex.) *What did they see when they were flying?* (Mountains, cable cars and the sea.) *Why were they worried about Patrick?* (They couldn't see him and then when they did he was falling very fast.) *Did they all land safely?* (Yes.) *Where was the gate?* (Near the jet pack hire stall.)

3 SB p27 Answer the questions.

Aim: to practise reading for specific detail
- Play the recording of the story again. Students listen and follow it in their Student's Books.
- Make sure students understand the task.
- They read and answer the questions, looking back at the text as necessary.
- They compare their answers in pairs.
- Check with the class.

Extra support: Students first find and underline the information about each question in the text, then decide on their answers.

Key: 1 A bit nervous. 2 To the mountain. 3 He was making funny movements with his arms. 4 Four (yellow, orange, green, blue). 5 They told him what to do to land the jet pack safely. 6 No, they didn't.

4 SB p27 Work in pairs. What do we learn about the characters?

Aim: to encourage students to infer meaning
- Read out the instructions and check that students know what to do.
- In pairs, students read the three questions and discuss their answers.
- Elicit ideas and discuss possible answers with the class.

Key (possible answers): 1 Because he was excited and impatient and wanted to fly the jet pack straight away. 2 They knew it was serious. They stayed together and quickly flew as near to Patrick as they could. 3 He was shocked because he realised he had nearly died.

4 WB p27 What message can we learn from the story in the Student's Book? Underline the best value statement.

Aim: to practise interpreting the message of a story

Key: b

5 WB p27 Look at the photos. Complete the sentences.

Aim: to focus on the value of listening carefully

Key: 2 She needs to listen carefully to the teacher to do her homework. 3 He needs to listen carefully to the instructor before he uses the parachute. 4 They need to listen carefully to the lifeguard before they go surfing.

6 WB p27 Write about two more situations where you need to listen carefully.

Aim: to focus on the value of listening carefully

7 WB p27 Complete the sentences so that they are true for you.

Aim: to personalise what students have learned about the value of listening carefully

Ending the lesson

Aim: to stimulate students' personal reactions to a story
- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to discuss the value of listening carefully
- Focus on the part in the story when Patrick was in trouble. Elicit why this was (because he didn't listen carefully).
- Elicit from students why this value is important and elicit some of the examples students wrote for WB Activity 6 as well as other examples they can think of.

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



2

'We need to get closer to tell him what to do!' Phoebe shouted. She and Alex stayed side by side. They pressed the orange button and then the green one, to fly up nearer Patrick. Then they pressed the blue button so that they started going down next to him. Patrick looked very scared.

'Quick! Press the yellow AND the blue buttons together!' Alex and Phoebe shouted. They heard a 'whoosh' as Patrick's parachute opened and they knew that their friend was now safe.

As Alex and Phoebe landed safely with their jet packs next to Patrick and his parachute, the man from the jet hire stall was walking over to them. 'Well done, young man,' he said to Patrick. 'I was worried for a few moments, but it's great that you knew about the emergency buttons!'

Alex and Phoebe looked at each other and Patrick was very quiet. He was glad to see a yellow glow nearby. 'Thanks, you two,' he said, as they walked together towards the gate. 'That was close.' Then they were gone in a flash.



3 **Answer the questions.**

1 How did Phoebe and Alex feel about flying the jet packs?
2 Where did they fly first?
3 Why did Alex know that Patrick was in trouble?
4 How many different-coloured buttons did Alex and Phoebe use?
5 How did Alex and Phoebe help Patrick?
6 Did Alex and Phoebe use parachutes?

4 **Work in pairs. What do we learn about the characters?**

1 Why did Patrick not want to get a lesson about the jet pack?
2 How did Alex and Phoebe react when they saw Patrick falling through the sky?
3 Why was Patrick very quiet when he landed?

Skills

1 Look at the photos. What do you think is the connection between them?

2 Read the magazine article and check your ideas.

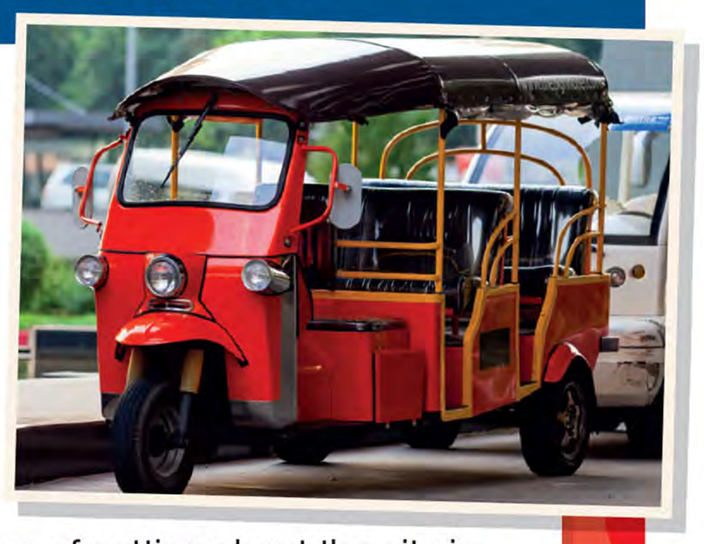
Travelling around Bangkok



Bangkok is one of the busiest cities in the world. More than 2.6 million buses, cars and taxis use the roads of Bangkok every day and it can take hours to travel around in the city. Thai people are always looking for a way to make travelling easier. Here are two great ideas to help with the traffic problem.

One of the quickest and cheapest ways of travelling around the city is to take a Tuk-Tuk. Tuk-Tuks are very easy to recognise because they only have three wheels. The driver sits in a small space at the front and uses a handlebar to steer. The passengers sit in the back behind the driver.

Tuk-Tuks can go quite fast. They will always get you where you want to go quicker than a taxi because the drivers like to drive them in between the traffic on the road. It can be quite scary. If you take a Tuk-Tuk, you should agree the price for your journey before you start – then you won't have to discuss it with the driver at the end.





One of the quickest and cleanest ways of getting about the city is to take the Skytrain. This train looks like something from the future. It runs above the city and the traffic below. The Skytrain won't take you everywhere in Bangkok, but it already has more than 40 stations and carries more than 750,000 people every day. The trains are electric, so they don't cause much pollution. They are also very comfortable and you can usually find a seat.

3 **Read the article again and write *T* (Tuk-Tuk) or *S* (Skytrain).**

1 You might get frightened on this. ☐
2 It doesn't go all over the city. ☐
3 You and the driver decide how much each journey costs. ☐
4 It's good for the environment. ☐
5 You always sit down to travel. ☐

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

1 Which of these types of transport would you like to go on most? Why?
2 How do people get about in your town/city?
3 How can people reduce traffic where you live?

Learning outcomes:
- to practise reading and speaking skills

Skills: skimming and scanning, reading for specific information, taking part in a discussion

New language: *tuk-tuk, skytrain, handlebar, steer, recognise, pollution*

Recycled language: superlative adjectives

Warm-up

Aim: to activate vocabulary
- Elicit what transport there is in the students' city or town.
- Write the words on the board.
- Elicit from students which of these are 'clean' transport and which are polluting. Explain the difference if necessary.

1 SB p28 **Look at the photos. What do you think is the connection between them?**

Aim: to practise prediction
- Focus the students on the photos. Elicit what they can see in each one. Ask them to describe each form of transport in their own words.
- Elicit what they think the connection is. Write notes on the board. Don't check answers at this stage.

2 SB p28 **Read the magazine article and check your ideas.**

Aim: to practise skim reading skills
- Check students understand the task.
- Students read the text quickly to find the information.
- They compare answers in pairs.
- Check and discuss with the class.

Key: They are all ways of getting around Bangkok.

3 SB p28 **Read the article again and write *T* (Tuk-Tuk) or *S* (SkyTrain).**

Aim: to practise scanning for specific detail
- In pairs, students read the statements. They then scan the text to find the answers.
- Students compare their ideas in pairs.
- Check with the class.
- Elicit if any students have travelled in a tuk-tuk or a skytrain – or anything similar.

Stronger students: Students cover the text and answer the questions from memory.

Key: 1 T, 2 S, 3 T, 4 S, 5 T

4 SB p28 **Work in pairs. Discuss the questions.**

Aim: to practise taking part in a discussion
- Focus students on the activity instructions and the questions. Check understanding of vocabulary. In pairs, students take turns to give their opinions on each question.
- Tell pairs when it is time to move on to the next question.
- Open the discussion to the class for students to share ideas and opinions.

Extra support: Students can do the activity in groups rather than in pairs.

1 009 WB p28 **Listen to five short conversations. Tick ☑ the right answer. There is one example.**

Aim: to practise listening skills

For script see TB p121.

Key: 2 b, 3 a, 4 c, 5 b

Ending the lesson

Aim: to review the content of the lesson
- With Student's Books closed, elicit what students can remember about the text about travelling around Bangkok.
- In pairs, they write as many things as they can remember in one minute.
- Elicit ideas from pairs.
- The pair with the most correct things on their list is the winner.

Extension activity

Aim: to consolidate understanding and practise summarising a discussion
- Students work individually.
- In their notebooks they write their answers to the questions in SB Activity 4, based on what they discussed earlier.

2

Learning outcomes:
- to practise listening, speaking and writing skills

Skills: listening for specific information, taking part in a class discussion, writing a short text

New language: *gondola, becak, pedicab, canal, pole*

Critical thinking: Assesses strengths and weaknesses of possible solutions

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

Warm-up

Aim: to review the topic
- Write *Unusual types of transport* on the board.
- Elicit what unusual means of transport students read about in the previous lesson (tuk-tuks and skytrains).
- Elicit any other unusual means of transport they know about. Make notes on the board.

1 029 SB p29 **Listen to the travel stories and write the words under the photos.**

Aim: to practise listening for specific information
- Play the recording. Students listen to find the answers.

For script see TB p121.
- Students compare answers in pairs.
- Check with the class.

Key: 1 becak, 2 pedicab, 3 gondola

2 SB p29 **Work in pairs. Discuss the questions.**

Aim: to practise speaking
- Students work in pairs and answer the questions together in their own words.

Key: 1 A gondola is a boat. A man pushes the boat with a long pole. It hasn't got wheels. 2 On a pedicab, the rider sits in front. On a becak, the driver sits behind the passengers.

3 030 SB p29 **Listen again and answer the questions.**

Aim: to practise listening for detail
- Students read through the questions and try to answer them from memory.
- Play the recording again. Students check and complete their answers.
- Check with the class.

Key: 1 They are quite expensive. 2 It's much quicker. 3 The riders work hard and often have to shout when there are people.

4 SB p29 **Find out the most popular and least popular types of transport in the class.**

Aim: to practise speaking and evaluate ideas
- Put students into pairs. Give students a time limit for each part of the activity and tell them when to move on to the next step. Monitor pairs as they are working.
- For d, put four pairs together to make groups of eight. The groups compare their information and agree on one list, from 'most popular' to 'least popular'.
- Elicit these lists from each group. Agree on a class list of ten types of transport, from most to least popular.

5 SB p29 **Write a short text about your favourite type of transport. Answer the questions.**

Aim: to practise writing a short text
- Students write notes first and plan their writing. Students write a first draft, using parts of the text on SB p28 as a model.
- Students swap their first draft with a partner.
- The partner gives feedback on a) the content and b) the writing (grammar, vocabulary, etc.).
- Students write a final draft.

1 WB p29 **Read the sentences. Complete the information on the leaflet.**

Aim: to practise making deductions from limited information

Key: (1) 20, (2) 17, (3) 5, (4) 11, (5) 15, (6) 13, (7) 5, (8) 9, (9) 12, (10) 11

2 WB p29 **Read and complete with a word from the box. There are four extra words.**

Aim: to practise reading skills

Key: 2 jet, 3 minutes, 4 carried, 5 journey, 6 earlier

Ending the lesson

Aim: to encourage students' personal responses
- Elicit what students remember about the three types of transport from SB Activity 1.
- Ask which they would most like to travel in and why.

Extension activity

Aim: to encourage collaboration and and practise summarising
- In groups, students do a project to create a poster.
- They write up the advantages and disadvantages of different modes of transport, and draw or find pictures on the Internet to illustrate their texts.
- They agree on the best way to produce an attractive and informative poster together.
- Groups present or display their posters. The class give constructive feedback and then vote on the best project.

1 029 **Listen to the travel stories and write the words under the photos.**

gondola becak pedicab



1 _____



2 _____



3 _____

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

1 How is a gondola different from the others?
2 How is a pedicab different from a becak?

3 030 **Listen again and answer the questions.**

1 What is the problem with gondolas that Anna talks about?
2 Why does Tom prefer a becak to a taxi?
3 What does Emma say about the riders of the pedicabs?

4 **Find out the most popular and least popular types of transport in the class.**

a Work in pairs. Make a list of all the different types of transport that you have been on.
b Think of advantages and disadvantages for each one.
c Put them in order from best to worst.
d Compare your ideas with the rest of the class.

5 **Write a short text about your favourite type of transport. Answer the questions.**

- How often do you use it?
- Why do you like it?
- What problems has it got (if any)?
- How could transport be better in the town/city where you live?

Renewable energy

Super fact!

In Australia, there's a car race for solar-powered cars every year.

What kinds of renewable energy are there?

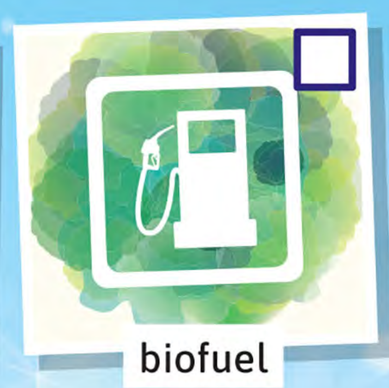
1 031 **Look, listen and number.**


solar panels


solar-powered plane


wind turbines


battery


biofuel

2 **Read about renewable energy. Then answer the questions.**

1 Where can renewable energy come from?
2 Why do we use renewable energy?
3 What is *Solar Impulse 2*?
4 Where can you see wind turbines?
5 What is biofuel made of?

3 **Read and think. Which kind of renewable energy would be good for where they live? Which wouldn't be good?**

WHAT'S renewable energy?

We can get a lot of renewable energy from the sun, the wind and plants. Renewable energy doesn't pollute the environment and we can use it again and again. We can use it to make electricity for homes, schools and other buildings. We can also use renewable energy in batteries. We use batteries in electric cars and other machines.

Sun

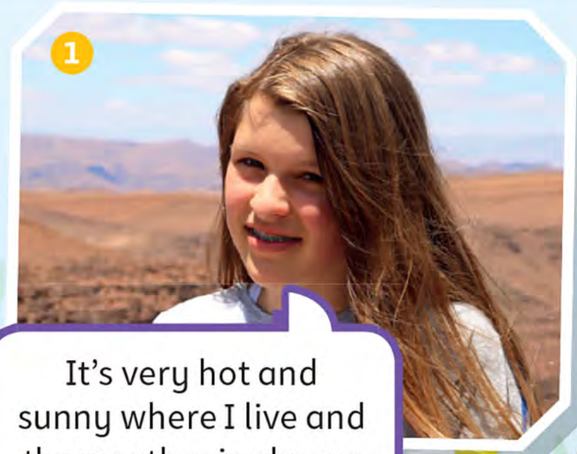
The sun makes energy that we can collect using solar panels. In 2016, a solar-powered plane called *Solar Impulse 2* flew around the world in 505 days. This plane had 17,000 small solar panels on its wings. In the future, solar-powered planes will be bigger and faster.

Wind

The wind makes energy too. It can move wind turbines in the sea and on land to make electricity. Wind turbines are very big and one turbine can make electricity for about 500 homes each year.

Plants

We use natural materials from trees and crops to make biofuel. Some lorries, buses and tractors can use this renewable biofuel.







Learning outcomes:
- to learn more about Environmental science through English
- to talk about renewable energy in English

BIG QUESTION Your students will be able to answer the Big Question *How will people travel in the future?*

New language: *battery, solar panels, biofuel, wind turbines, solar-powered plane*

Recycled language: transport

Critical thinking: Demonstrates understanding of links between new ideas

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to introduce the topic of energy
- Make a table on the board with columns. Write the headings: *Transport*, *Energy*.
- Elicit common types of transport (cars, trains, bicycles, buses, planes, etc.) Write these in the first column.
- Ask students to copy the table. They then discuss in pairs what gives each type of transport energy (petrol, diesel oil, electricity, human power, etc.). Students complete the table.
- Ask *Which kinds of energy do you think are renewable?* Accept any reasonable suggestions.

SB p30 What kinds of renewable energy are there?

Aim: to raise students' awareness of kinds of renewable energy
- With Student's Books closed, play the *Think and learn* video. Students check their ideas from the Warm-up.

For videoscript see TB p121.
- Ask students to watch again and answer *What kinds of renewable energy are there?* Play the video again, pausing at the beginning of each section.
- Elicit examples of renewable energy from the video.

Key: Solar-powered and wind-powered energy, and biofuel from plants.

1 031 SB p30 Look, listen and number.

Aim: to present words to talk about renewable energy
- Play the recording. Students listen and point to the photos.

For script see Key.
- Students number the photos from memory.
- Play the recording again. Students check their answers.
- Play the recording for a third time. Students repeat.

Key: 1 battery, 2 solar panels, 3 biofuel, 4 wind turbines, 5 solar-powered plane

2 SB p30 Read about renewable energy. Then answer the questions.

Aim: to practise reading comprehension
- Read out the questions and check understanding.
- Students first find the part of the text that contains information about each question. They answer the questions in pairs.
- Check with the class.

Key: 1 From the sun, the wind and plants. 2 It doesn't pollute the environment and we can use it again and again. 3 A solar-powered plane that flew around the world in 505 days. 4 In the sea and on land. 5 Natural materials in trees and crops.

3 SB p30 Read and think. Which kind of renewable energy would be good for where they live? Which wouldn't be good?

Aim: to practise analysing options
- Do the first photo together as a class. Elicit ideas.
- Students do the other two photos in pairs or small groups. Monitor and help with any difficult language.

1 WB p30 Look and write.

Aim: to consolidate vocabulary

Key: b biofuel, c solar-powered plane, d battery, e solar panels

2 WB p30 Match the definitions with the words from Activity 1.

Aim: to practise reading skills

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

3 WB p30 Read and write *true* or *false*.

Aim: to practise reading for specific information

Key: 2 false, 3 true, 4 true, 5 true

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 about which kinds of energy are renewable.* Students copy it into their notebooks.

Extension activity

Aim: to compare non-renewable and renewable kinds of energy
- In pairs, students think about which non-renewable kinds of energy for transport can be replaced most easily by renewable energy sources and why. Elicit suggestions.

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

BIG QUESTION to apply learning about future transport to the Big Question *How will people travel in the future?*

Recycled language: energy, transport

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

Materials: A4 or A3 paper for each pair of students, coloured pens or pencils

Warm-up

Aim: to review words for transport and for kinds of energy
- Set a time limit of two minutes. The person who writes the most words for types of transport wins.
- Check answers and write the words on the board.

4 SB p31 Read the two advertisements for transport in the future and match them to the pictures.

Aim: to practise reading for gist
- Students look at the pictures and cover the texts. Elicit their own ideas for what the photos might show. Accept any reasonable suggestions.
- Students read the two texts to check their ideas and do the matching task.

Key: 2, 1

5 SB p31 Read again. Which type of transport ...

Aim: to practise scanning and reading for specific details
- Read out the five questions and check understanding. Elicit or explain *keep (someone) healthy, further, vehicle, noise.*
- Students scan the texts to find information about each question.

Key: 1 velomobile, 2 electric scooter, 3 velomobile, 4 electric scooter, 5 velomobile

6 SB p31 Which would you like to use more: the velomobile or the scooter? Tell your partner.

Aim: to practise comparing ideas and justifying opinions
- Give students a minute to think about the question silently.
- In pairs, students compare ideas.
- Ask for a show of hands for each type of vehicle. Then call on one or two students to give their reasons for choosing it.

7 Project SB p31 Write an advertisement for a new school bus.

Aim: to enable students to apply what they have learned about transport and energy
- Give each pair a large sheet of paper for their project.
- Pairs choose a format: a poster, a leaflet or a brochure. Alternatively, the project could be created digitally: as a web page, a short slideshow presentation or an online poster.
- Students follow the suggestions and make notes for each point they discuss. Help with language or ideas as necessary.
- Students decide on their energy source, discuss the benefits and design the appearance of the bus.
- All pairs present their projects to the class.
- Students can save the advertisement to their digital portfolio.

4 WB p31 Read about two more types of renewable energy. Match the advantages and disadvantages (1–6) to each one.

Aim: to give further practice with reading skills

Key: Energy from the Earth: 👍 2, 👍 4, 👎 6; Energy from water: 👍 3, 👍 5, 👎 1

5 Project WB p31 Look, read and complete the information.

Aim: to practise reading for specific information

Key: 2 wheels, 3 bike, 4 wind turbine, 5 wind

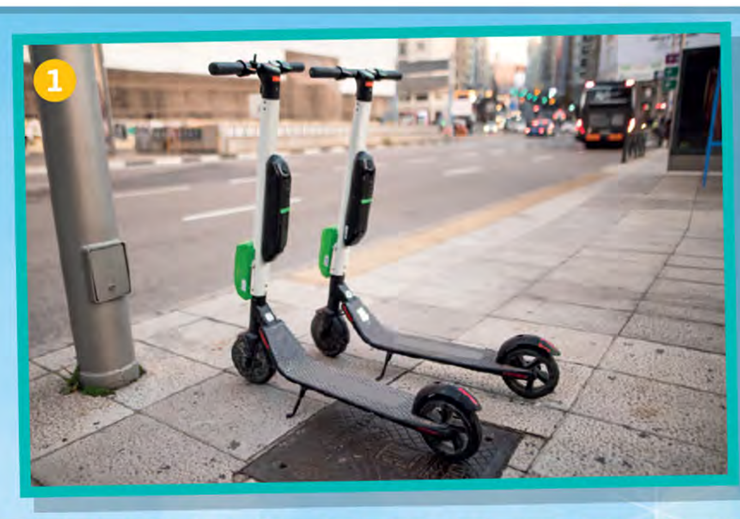
Lesson review

Aim: to review what students have learned in the lesson
- Write on the board: *Today I've ...*
- Elicit what students did today, e.g. *read about transport, made comparisons, produced an advertisement.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to encourage reflection
- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Elicit from students what they liked and what they would do differently if they did the project again.

4 **Read the two advertisements for transport in the future and match them to the pictures.**



Buy a velomobile! It's a car and a bike at the same time. It has solar panels on the roof. When you're tired, you can use the battery. When you want to be healthy, you can ride it like a bicycle.
Choose from red, blue or yellow. ☐



Look at these new electric scooters! They're great for everyone and they're very quiet. When you go slowly, you don't use much of the battery. When you go quickly, you use more battery, but don't worry – you can put more electricity in the battery when you need to. Have fun riding about town! ☐

5 **Read again. Which type of transport …**

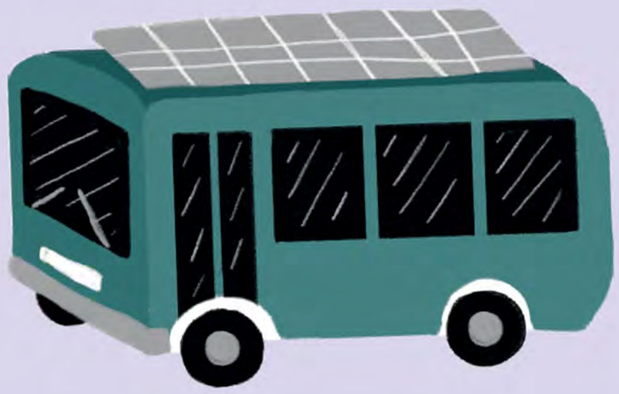
1 can be used to keep you healthy?
2 will go further if you don't go too fast?
3 is really two different types of vehicle?
4 doesn't make much noise?
5 can use the sun to make it move?

6 **Which would you like to use more: the velomobile or the scooter? Tell your partner.**

I'd like to use the velomobile because …

COME AND TRY OUR NEW SCHOOL BUS!

The bus uses energy from the solar panels on the roof. This energy is renewable ☺. Our bus is big and quiet. It can go quickly or slowly.
You won't be late to school on this bus!



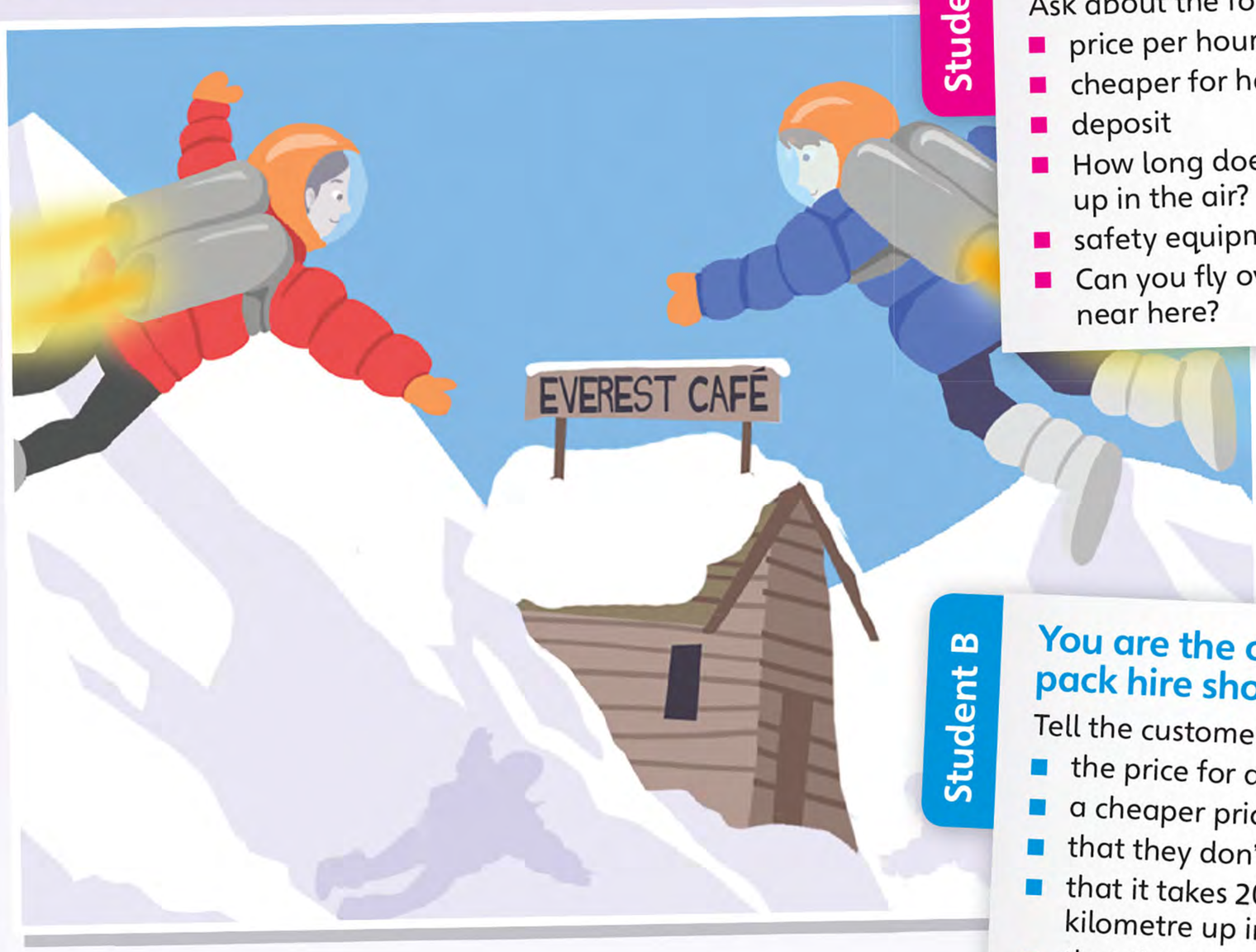
7 Project **Write an advertisement for a new school bus.**

- Agree on a type of renewable energy to use for a school bus.
- Make notes. Describe the bus and say what is good about the bus.
- Decide what the bus looks like.
- Write your advertisement and draw it.

Get talking

Hiring a jet pack

1 Work in pairs. Choose a role card.



Student A

You are the customer.

You and your friend want to hire a jet pack. Ask about the following:

- price per hour
- cheaper for half a day?
- deposit
- How long does it take to fly a kilometre up in the air?
- safety equipment: parachute and helmet
- Can you fly over any interesting sights near here?

Student B

You are the owner of the jet pack hire shop.

Tell the customer:

- the price for an hour
- a cheaper price for half a day
- that they don't need to pay a deposit
- that it takes 20 minutes to fly a kilometre up in the air
- that they have to put on a parachute and a helmet
- that a very big volcano is about 30 minutes to the south

2 Act out your dialogue.

Student A

How much is it to … ?
What if … ? Is it cheaper?
Do we need to … ?
Do we have to … ?
Are there … ?

Student B

It's … per hour.
If you hire it for …
It will take you …
Yes, you have to …
You'll see …



Learning outcomes:
- to prepare and perform a role play
- to consolidate language from the unit

New language: *deposit*

Recycled language: transport

Creative thinking: Acts parts in role-plays or dramas

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review future transport
- Write *Future transport* on the board.
- Give students one minute in their pairs to brainstorm all the types of future transport from the unit that they can remember, with their Student's Books closed.
- Elicit the words from pairs at random. Do this orally.

1 SB p32 Work in pairs. Choose a role card.

Aim: to prepare and plan for a role play
- Tell students they are going to act out a short dialogue between a customer and the owner of the jet pack hire.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary, e.g. *deposit*, and that they know what to do.
- In their pairs, students each choose their role card.
- Elicit full examples of the useful language, e.g. *How much is it to hire a jet pack for an hour, please?*
- Make sure pairs know what to do and what language they need to use.
- Pairs compose a short role play. Monitor each pair and help as necessary.
- Students practise their role plays so that they can perform them without reading the text.

2 SB p32 Act out your dialogue.

Aim: to practise interactive speaking skills
- Pairs take turns to perform their short role plays for the class.
- The class decides which of the jet pack companies is the best to hire from.

1 WB p32 Correct the sentences by writing the missing words from the box in the right place.

Aim: to review sentence structure

Key: 2 You need to take a passport to travel to another country. 3 Don't worry, the exam won't be difficult. 4 Everyone will use solar panels for energy one day. 5 You don't need to say sorry. It wasn't your fault. 6 I want a new computer. I need to talk to Dad.

2 WB p32 Join the parts to make words and use them to complete the sentences.

Aim: to practise topic vocabulary

Key: 2 turbines, 3 monorail, 4 parachute, 5 battery, 6 inline

3 WB p32 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review spelling of future transport vocabulary
- Students close their books.
- Write the future transport vocabulary from the first lesson of the unit in jumbled letter order on the board.
- Students write the words correctly in their notebooks.
- Check by asking volunteer students to spell each one aloud.

Extension activity

Aim: to develop reflective skills
- Give students your feedback on the role plays. Make general points and don't identify which pair you are referring to.
- In their role-play pairs, students discuss how they think their role plays went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook so that they can refer to them before the next role play.

2

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

BIG QUESTION to think about how the unit has helped answer the Big Question *How will people travel in the future?*

Recycled language: language from the unit, *questionnaire*, *brain*, *download* (v)

Creative thinking: Shares a sense of humour with peers and adults

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 SB & WB: Cognitive flexibility

Materials: Digital or print portfolios

Warm-up

Aim: to review the topic of portfolios
- Elicit what students did in their portfolios in the previous unit.

1 SB p33 **Work in pairs. Ask and answer the questions in the questionnaire. Tick ☑ your partner's answers, not your own.**

Aim: to practise reading and completing a questionnaire
- Read through the questionnaire with the class.
- In pairs, students take turns to ask and answer the questions. Remind students to read each question aloud for their partner to answer.

2 SB p33 **Work with a different partner. Tell them what you have found out.**

Aim: to practise speaking and reporting back about another person's responses
- Ask a volunteer student to read out the three example prompts.
- Demonstrate the activity by asking one or two students to report pieces of information about their partner. Encourage them to use the prompts if appropriate.
- Put students into different pairs. They take turns to report the information to their new partner.
- Elicit some information from students about their original partner's answers.

3 SB p33 **Write a questionnaire about 'Life in the future'.**

Aim: to practise writing a questionnaire
- Brainstorm ideas and write them on the board.
- Read and discuss the *Writing tip* with the class. Students make notes following the advice.
- Students write a question for each topic and then write three possible answers.
- Students write a first draft of their questionnaires.
- Go around and check their work.
- Students write two final versions of their questionnaires.
- Students stick one version of their questionnaires in their portfolios.
- Students turn to the Writing practice section on p119 of the Workbook. Work through the exercises with the class.

Key: **1** a 2, e 3, b 4, d 5
2 2 you bought, 3 you buy, 4 the best

4 SB p33 **Swap questionnaires and answer your partner's.**

Aim: to practise answering a questionnaire
- Students swap the second version of their questionnaires and answer their partner's.

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.**

Aim: to enable students to revisit the Big Question

3 WB p33 **Write about school life in 2100.**

Aim: to practise writing

Ending the lesson

Aim: to summarise ideas related to the Big Question
- Elicit what the Big Question in Unit 2 was and write it on the board: *How will people travel in the future?*
- Elicit as many suggestions from the unit as students can recall and write each type of future transport on the board.

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.

Think and write



A questionnaire

1 **Work in pairs. Ask and answer the questions in the questionnaire. Tick ☑ your partner's answers, not your own.**

1 What will a classroom of the future look like?

a There'll be no books, only computers. ☐

b There'll be no classrooms. Students will learn from home. ☐

c Students will learn by downloading from a computer into their brains. At school they'll only play. ☐

2 What will the teachers of the future be like?

a The teachers will be robots, not humans. ☐

b Students will learn at home and parents will be their teachers. ☐

c Children will be the teachers and the students will be adults. ☐

3 How much time will students spend learning every day?

a Students will only do two things in their lives: sleep and learn. ☐

b Only ten minutes every day. The rest of the time they'll have fun. ☐

c They'll spend six hours at school every day, but they'll have lots of homework. ☐

2 **Work with a different partner. Tell them what you have found out.**

David thinks that in the future there'll be …

He says that the teachers …

He believes that students will …

3 **Write a questionnaire about 'Life in the future'.**

a Make notes of topics that you could ask about.

food free time
towns buildings

b Write a question for each topic.

What will people eat in the future?

c Write three different possible answers for each question. Try to make some of them funny.

a They'll eat pills and no real food.
b They'll only eat fruit and vegetables and no meat.
c They'll eat the same food all the time: chicken and chips.

4 **Swap questionnaires and answer your partner's.**

Writing tip

When you write a questionnaire, check the word order in your questions.
What will the houses look like?
How much time will people spend at home?
How often will students go to school in a week?

3 Ancient Egypt

The civilisation which we call Ancient Egypt started in around 3150 BC and lasted for more than 3,000 years. It was very successful and the Egyptians built some amazing buildings, like the pyramids and the Sphinx. The most famous pyramids are the ones in Giza, just outside Cairo. Every year millions of tourists visit them. The rulers of Ancient Egypt were the pharaohs. When they died, people buried them in the pyramids.

1 032 **Listen and say the words. Check with your partner.**

1 Sphinx
2 pharaoh
3 slaves
4 pyramid
5 chariot
6 rock
7 hieroglyphics
8 step
9 mummy
10 tomb

BIG QUESTION What was life like in Ancient Egypt?

2 033 **Read, listen and complete the sentences.**

1 Phoebe has always wanted to see _____.
2 Phoebe explains that a pharaoh is _____.
3 Phoebe wants to _____.
4 Alex thinks that going to the pyramid is a bit _____.

3 **Choose a word for your partner to spell.**

Learning outcomes:
- to learn and use vocabulary for Ancient Egypt
- to practise listening
- to practise talking about Ancient Egypt

BIG QUESTION to start to think about the Big Question *What was life like in Ancient Egypt?*

New language: *Sphinx, pharaoh, slaves, pyramid, chariot, stone, hieroglyphics, step, mummy, tomb, miss a chance, civilisation, BC (before Christ)*

Cognitive control functions: Working memory

Digital flashcards: 34–43 (in Egypt)

Warm-up

Aim: to introduce the context of Ancient Egypt
- Draw on the board or show a picture of an easily recognisable symbol of Ancient Egypt, e.g. the Sphinx or a pyramid.
- Elicit what it is and what students know about the people who built it.
- Elicit approximately how many years ago the Ancient Egyptians lived and what *BC* means in, e.g. *3000 BC* (before Christ).

Presentation

Aim: to present vocabulary for Ancient Egypt
- 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.

1 032 SB p34 Listen and say the words. Check with your partner.

Aim: to practise new vocabulary
- Students look at the picture. Elicit where the friends are and what students think is happening.
- Play the recording. Students listen and repeat.

For script see TB p34.
- Play the recording again. Students practise in groups.
- They take turns to point to the numbered items in the picture and say what each one is.

BIG QUESTION What was life like in Ancient Egypt?

Aim: to learn about ancient times
- Read the Big Question.
- Elicit ideas for how people's lives in Ancient Egypt may have been different from our lives today.

2 033 SB p34 Read, listen and complete the sentences.

Aim: to practise listening for specific details
- Students try to predict how the sentences end.
- Play the recording. Students listen to find the answers.

For script see TB p121.
- Students check in pairs.
- Play the recording again. Check with the class.

Key: 1 the pyramids, 2 a kind of king, 3 go inside the pyramid, 4 dangerous

3 SB p34 Choose a word for your partner to spell.

Aim: to practise spelling
- In pairs, students take turns to say one of the ten new words for their partner to spell.

1 WB p34 Complete the words and match them with the pictures.

Aim: to practise the new vocabulary

Key: 2 tomb e, 3 chariot b, 4 pharaoh a, 5 hieroglyphics d, 6 pyramid g, 7 mummy f, 8 Sphinx c, 9 slaves h

2 WB p34 Find four words in Activity 1 to match the definitions.

Aim: to give further practice with the new vocabulary

Key: 2 tomb, 3 mummy, 4 hieroglyphics

3 WB p34 Complete the dialogue with the words from the box.

Aim: to check comprehension

Key: 2 Sphinx, 3 chariot, 4 pharaoh, 5 king, 6 slaves, 7 blocks, 8 rock, 9 step

Ending the lesson

Aim: to review vocabulary
- Students cover the list in Activity 1, and take turns to point at a numbered item in the picture for their partner to name.

Extension activity

Aim: to consolidate vocabulary
- Students write the new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a short definition, e.g. *A chariot was like a car pulled by two horses.*

Learning outcomes:
- to talk about processes in the past passive

New language: *sledge, archaeologist, mystery, den, UFO*

Recycled language: Ancient Egypt

Warm-up

Aim: to review Ancient Egypt vocabulary
- Write the ten new words in jumbled letter order on the board.
- Ask a pair of students to come to the board to write one of the items correctly and draw a picture to illustrate its meaning.

1 034 SB p35 **Read the magazine article and complete the sentences with the verb forms from the box. Listen and check.**

Aim: to present the past passive
- Students work individually. They read the texts and complete the sentences using the words from the box.
- Students compare answers in pairs. Check with the class.
- Students find similar verb forms in the text (*were built, were made, were brought, were put*).
- Tell students that this verb form is the past passive. Elicit how it is formed (past of *to be* + past participle).
- Tell students that we use this tense mostly in writing and when we want to stress the object/outcome (e.g. *pyramid*) rather than the action (*build*).

For script see SB p35.

Key: 1 were cut, 2 were put, 3 were taken off, 4 were pulled

2 SB p35 **Complete the sentences with the correct form of *be* and of the verbs in brackets.**

Aim: to practise the past passive
- Elicit what form the verbs in brackets should be in (past participle). Elicit the past participle form of each verb (*made*, *built*, *taken*).
- Students complete the task individually.
- Check with the class.

Key: 1 were ... made, 2 were built, 3 were taken

3 035 SB p35 **Watch, listen and say.**

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p35.
- 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 in their Student's Book and join in.
- Students practise the sentences in pairs.

4 SB p35 **How did they get the blocks of rock to the top of the pyramids of Giza? Discuss the ideas.**

Aim: to consolidate grammatical form
- Students work in pairs and discuss the ideas. Encourage them to use the past passive and the prompts.
- Monitor pairs as they are working.
- Check the activity using open pairs.

1 WB p35 **Read and complete.**

Aim: to practise the past passive

Key: 2 weren't built, 3 was put in, 4 was built

2 WB p35 **Complete the dialogue with the past passive of the verbs in brackets.**

Aim: to practise using the new language

Key: 2 were put, 3 were pulled, 4 were made, 5 was built, 6 were moved, 7 were lifted, 8 were filled

3 WB p35 **Why wasn't Mum happy when she arrived home? Look at the photos and write sentences with the past passive of the verbs from the box.**

Aim: to practise using the new language

Key: 2 The floor wasn't swept.
3 The dishes weren't washed.
4 The bedroom wasn't tidied.

Ending the lesson

Aim: to practise key language from the lesson
- Elicit what students remember about the construction of the pyramids of Giza in SB Activity 1.

Extension activity

Aim: to consolidate the new language
- Students work in groups of four.
- Give each group a simple process in the past to describe, e.g. how the school was built, or the process of men going into space and landing on the moon.
- Each group writes and illustrates their process on paper.
- Groups present their processes to the class.

1 034 **Read the magazine article and complete the sentences with the verb forms from the box. Listen and check.**

were taken off were pulled were cut were put

Here is how the pyramids of Giza were built. They were made from big blocks of rock. First, they had to find ways of taking the big blocks to Giza. Here's how they did it:



The blocks **(1)** _____ from the sides of mountains.



Then the blocks **(2)** _____ onto boats and taken to Giza.



The blocks **(3)** _____ the boats and put onto special sledges.



The sledges **(4)** _____ by horses and slaves.

Archaeologists know how the blocks of rock were brought to Giza, but there is still one big mystery. How were they put on top of each other?

2 **Complete the sentences with the correct form of *be* and of the verbs in brackets.**

1 How _____ the pyramids _____? (make)
2 The pyramids _____ by slaves. (build)
3 The blocks _____ to Giza on boats. (take)

3 035 **Watch, listen and say.**



Language focus

Who **was** this den **built** by? It isn't very strong.
The walls **weren't built** so well. The windows are all wrong.
The door **was put in** upside down. The roof is not so strong.
This den **was built** by monkeys. It won't be here for long.

4 **How did they get the blocks of rock to the top of the pyramids of Giza? Discuss the ideas.**

- pull up / with rope
- carry / by slaves
- lift / by UFO

I think that the blocks …
Me too.
I don't think …
I agree. That's a silly idea.

1 036 **Listen and tick ☑ the words that you hear. Then sing the song.**

pharaoh	☐	tomb	☐	mummy	☐
Sphinx	☐	hieroglyphics	☐	slave	☐

On holiday in old Cairo,
My friend and I went in
A shop where tourists never go,
Which sold a few old things.

We found an ancient mummy there.
I looked into its eyes.
I nearly fell back in a chair.
The mummy was alive!

The mummy didn't want to play.
He was not a happy man.
We left the shop and ran away
And ran and ran and ran.

We stopped and talked to Pharaoh
And asked him what to do.
He smiled and told us where to go.
'Be quick! He's coming after you!'

We ran into a pyramid
With lots and lots of rooms.
We found a dark place where we hid
Behind an ancient tomb.

The mummy came into the room
Inside the pyramid.
He got into his ancient tomb
And we slammed down the lid.

All about music: FOLK

Folk music is used to describe the traditional music of a country, so folk music from England, for example, might sound very different from folk music in your country. Many folk songs are very old and no-one knows who wrote them. They often tell the story of ordinary people who live in the countryside.

What I think about this song

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

Phonics

2 038 **Listen and say the dialogue.**

Enid How was your holiday, Eldrid?

Eldrid Well … everywhere I went, people shout**ed** and scream**ed**. They chas**ed** me all the way home.

Enid Were you frighten**ed**?

Eldrid Frighten**ed**? Enid, I was petrifi**ed**!





Learning outcomes:
- to join in with a song
- to learn to pronounce and spell regular past tense endings

BIG QUESTION to think again about the Big Question *What was life like in Ancient Egypt?*

New language: *slam, folk music*

Recycled language: past simple, Ancient Egypt

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review Ancient Egypt vocabulary
- Draw or mime one of the Ancient Egypt words.
- The student who guesses correctly comes to the front to draw or mime. Continue.

1 038 SB p36 Listen and tick ☑ the words that you hear. Then sing the song.

Aim: to sing a song with the class
- Read the six words aloud around the class.
- Students cover the lyrics of the song.
- Play the song. Students listen for the words.

For script see SB p36.
- Play the song again. Check answers. Explain that a *tomb* is the place where the body of a dead person is buried.
- Students uncover the lyrics of the song.
- 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 or video (037) to practise it with the whole class and then in groups.
- Read the 'All about music' box. Check vocabulary.
- Do the 'What I think about this song' survey. Count the number of hands up for each statement (It's great / It's OK / I don't really like it).
- Review the results, e.g. *So, most of you think folk is great* or *Most of you don't really like folk*.

Key: pharaoh, tomb, mummy

2 038 SB p36 Listen and say the dialogue.

Aim: to present the rule for *-ed* word endings
- Students find and say the *-ed* endings in the song.
- Elicit the rules: one syllable with *t* sound: *looked*, *stopped*, *talked*, *asked*; one syllable with *d* sound: *smiled*, *slammed*; if the final sound of the word is a *t* or *d*, we add a syllable (e.g. *started*, *needed*); the final *y* can change to *i* + *ed* (*tried*).
- Play the recording. Students listen, read and repeat. For each word with an *-ed* ending, elicit which of the rules they follow.

For script see SB p36.
- Divide the class so that one half is Enid and the other Eldrid. The class says the dialogue twice, exchanging roles. Students practise in pairs.

1 010 WB p36 Remember the song. Put the sentences in order.

Aim: to activate memory skills

Key: 10, 5, 4, (1), 9, 2, 6, 3, 7, 8

2 WB p36 Imagine and write what happened half an hour later.

Aim: to stimulate students' imagination

3 011 WB p36 Listen and say the words.

Aim: to practise past simple /t/, /d/, /ɪd/ endings

For script see WB p36.

4 WB p36 Change the verbs in the box to the past simple. Say them and write them in the correct sound column.

Aim: to revise vocabulary using the target sounds
- Students say the words in the vocabulary box and write them in the correct column.

Key: /t/: finished, stopped, missed, liked, fixed; /d/: agreed, tried, followed, enjoyed, prepared; /ɪd/: needed, shouted, landed, decided, visited

5 012 WB p36 Listen, check and say the words.

Aim: to practise past simple /t/, /d/, /ɪd/ endings

For script see WB p36 and Key above.

Ending the lesson

Aim: to review regular past tense endings
- Write the following words at random on the board: *ask*, *walk*, *laugh* (/t/ sound); *live*, *hurry*, *cry* (/d/ sound); *start*, *sound*, *explode* (/ɪd/ sound).
- In pairs, students write the words in three columns.
- Students write sentences in the past tense, using the verbs.

Extension activity

Aim: to activate students' imagination
- In groups, students write a new verse for the song, using their ideas from WB Activity 2 to help them.

Learning outcomes:
- to talk about quantity using *a lot of / lots of / a few / a little*
- to practise reading

New language: *fancy dress, bandage, umbrella*

Recycled language: Ancient Egypt

Warm-up

Aim: to review vocabulary
- Sing the song from the previous lesson again.

1 SB p37 Read the email. Then tick ☑ the true sentences. Correct the others.

Aim: to establish the context for using *a lot of / lots of / a few / a little*
- Elicit what students can see (an email). Check understanding of *fancy dress* and *bandage*.
- Students work individually. They read the dialogue, tick the true sentences and correct the others.
- They compare answers in pairs. Check with the class.
- Write *a lot of*, *lots of*, *a few*, *a little* on the board. Ask students to find and underline the words that they refer to in the text. Elicit the phrases (*a lot of my friends*, *a few people*, *a little money*, *a lot of time*, *lots of wet bandages*) and write them on the board.
- Check students understand that *a lot of* and *lots of* have the same meaning and are interchangeable, and that *a few* is only used with countable nouns and *a little* with uncountable nouns.

Key: 1 ✓ 2 The bandages weren't expensive. 3 It took a long time to put on the mummy costume. 4 ✓

2 SB p37 039 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p37.
- 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 in their Student's Book and join in.
- Students practise the sentences in pairs.

3 SB p37 Work in pairs. Take it in turns to close your eyes, point to a picture, open your eyes and describe it.

Aim: to practise using *a lot of, lots of, a few, a little*
- Students do the activity in pairs, taking turns to close their eyes, point and say.

Extra support: You might allow weaker students to take turns to choose a picture to describe with their eyes open.

1 WB p37 Read and complete.

Aim: to review the new language

Key: 2 few, 3 little, 4 lot

2 WB p37 Complete the sentences and match them with the pictures.

Aim: to practise the new language

Key: 2 b a little, 3 d a few, 4 a a lot of / lots of, 5 c a lot of / lots of

3 WB p37 Look at the pictures and write sentences.

Aim: to practise writing sentences

Key: 2 There are a few frogs in the pool. 3 There is a little water in the vase. 4 There is a lot of / lots of water in the vase.

Ending the lesson

Aim: to review vocabulary from the lesson
- Play a different version of the game from Student's Book Activity 3.
- One student says what's in one of the pictures and the students say which picture it is. The student who guesses correctly chooses another picture to describe.
- Continue around the class.

Extension activity

Aim: to encourage cooperation
- In groups of four, students take turns to read and check their sentences from Workbook Activity 3.
- Each group then draws two more pairs of pictures, using the ones from the Workbook as a model, and writes four more sentences.

1 **Read the email. Then tick ☑ the true sentences. Correct the others.**

Last week, I went to an Egyptian fancy dress party. A lot of my friends went as pharaohs and a few people went as slaves, but I wanted to go as something different, so I decided to go as a mummy. I spent a little money on some bandages and then I spent a lot of time wrapping them around me. I looked great. There was one problem. While I was walking to the party, it started to rain and I didn't have an umbrella. When I got to the party, I was covered in lots of wet bandages. I didn't look like a mummy. I was a mess!



1 There were more pharaohs at the party than slaves. ☐

2 The bandages were expensive. ☐

3 It didn't take a long time to put on the mummy costume. ☐

4 He was wearing wet bandages when he arrived. ☐

2 039 **Watch, listen and say.**

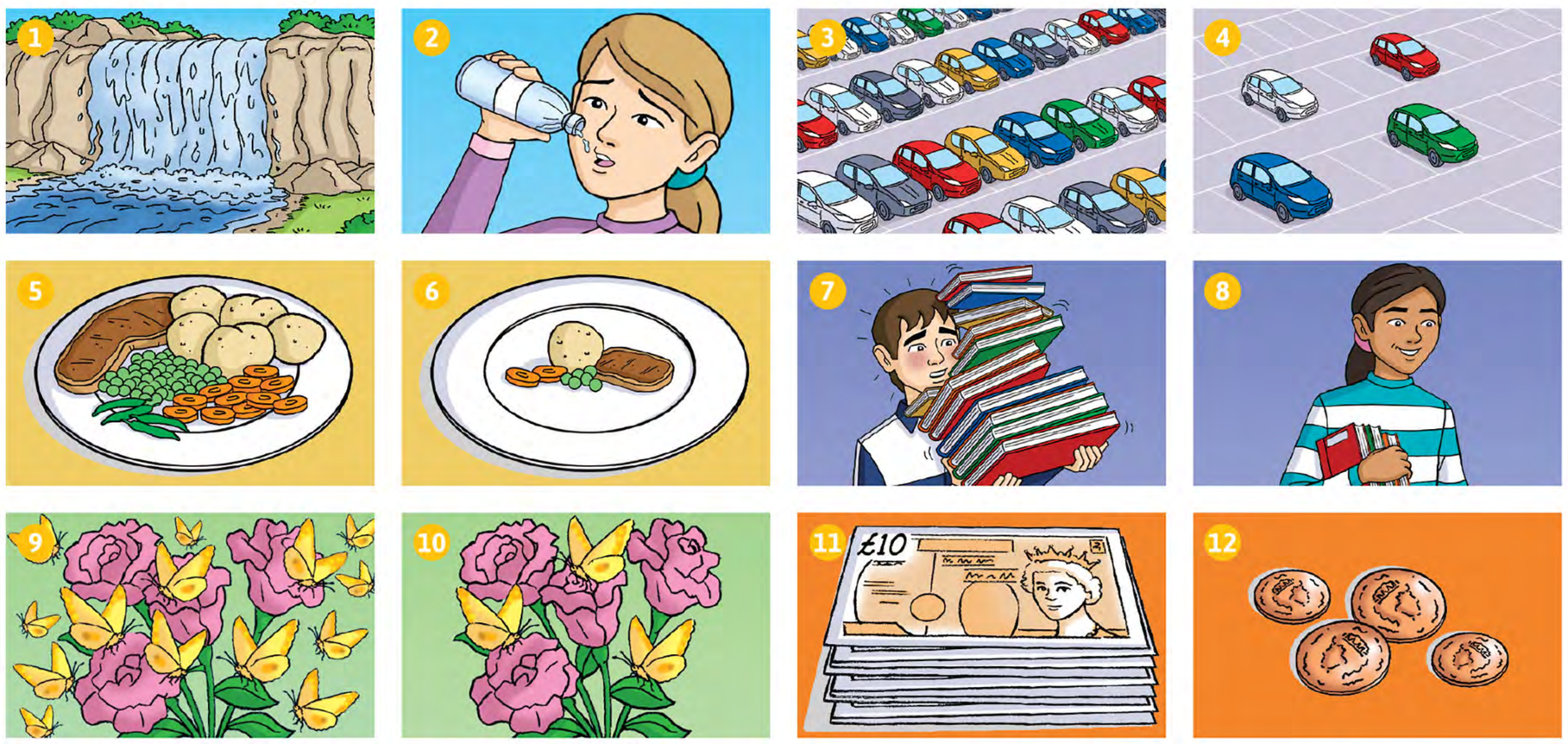
Language focus

There were **lots of** trees in this jungle **a few** years ago,
But in **a little** time, **a lot** of them have gone.
We've got to get together to stop this jungle theft
Before it's far too late and there's nothing left.



3 **Work in pairs. Take it in turns to close your eyes, point to a picture, open your eyes and describe it.**

Number 12 … that's a little money.



THE MUMMY'S TOMB



1 **Look at the pictures and find these things.**

a mummy a scorpion hieroglyphics

2 040 **Read and listen to the story.**

The children walked up to the tomb and looked in through the doorway. 'Let's go in,' said Patrick. 'But what if it's dangerous, or we get lost?' replied Alex. 'Hang on, let's look at these hieroglyphics,' said Phoebe. 'What do you think they say?' 'Welcome?' suggested Patrick. 'It's "Keep out", I think,' answered Alex. 'Well, I'm going in,' said Patrick. 'If I don't come out in a few minutes, come and find me.' 'Don't be silly, we're coming with you,' said Phoebe.

It was dark inside, but they could see a little. They walked for a few minutes when suddenly Phoebe screamed. 'Something fell on my head!' She touched the top of her head and a black creature fell onto the ground and ran away. 'Hey,' said Alex, 'there are more on Patrick's back. And on mine. What are they?' He took one from Patrick's back and looked at it closely. 'Ah. It's a scorpion. There are lots of them. They're everywhere.' 'Scorpions? I hate bugs!' said Phoebe. 'Let's go. Oh, where's that gate?'

The children started running down the dark corridor to escape from the scorpions, but they came to a wall where they couldn't go any further. 'Now what?' asked Phoebe. 'I'm not going back to those scorpions.' Alex was looking at a big button on the wall. 'What do you think this is?' he asked. 'Shall we … ?' But before he could finish his question, Patrick walked up and pushed it. The floor under their feet disappeared and the next thing they knew, they were sliding very fast down a tunnel deep into the pyramid. 'Patrick! Why do you always have to fiddle with things?' exclaimed Phoebe. 'We'll never get out of here!' shouted Alex.

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

New language: *Hang on., scorpion, bug, corridor, tunnel, fiddle with, blocked, glow* (v), *gasp* (v)

Recycled language: characters and language from the story, Ancient Egypt

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

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review the characters and the context of the story
- Elicit the names of the story characters *Phoebe*, *Alex* and *Patrick*, and write them on the board.
- Elicit what students remember about them from the story so far. Give prompts as necessary to remind them.

The mummy's tomb

1 SB pp38–39 **Look at the pictures and find these things.**

Aim: to practise vocabulary
- Focus students on the task and check understanding of vocabulary.
- They look at the pictures to find the three things.
- They compare answers in pairs. Check with the class.

Stronger students: Ask volunteers to explain the meaning of each word in their own words. Invite others to suggest improvements or additions for each explanation.

2 040 SB pp38–39 **Read and listen to the story.**

Aim: to present a story and develop reading skills
- The students try telling the story from the pictures.
- Play the recording. Students listen and read. They compare the story with their version.

For script see SB pp38–39.

- Ask what happened at the end of the story (the children found all the gold and silver but the gate opened nearby and they had to leave).
- Play the recording again. Pause to explain new vocabulary and check comprehension. Ask, e.g. *What did the hieroglyphs say?* (*Keep out.*) *Did they do what it said?* (*No.*) *What insects did they find inside?* (*Scorpions.*) *Who hated bugs?* (*Phoebe.*) *Who pushed the button?* (*Patrick.*) *What did they meet inside the dark room?* (*A mummy.*) *What was in the small room?* (*Treasure.*)

1 WB p38 **Remember the story. What does Phoebe think about these things?**

Aim: to practise recalling details

Key (possible answers): 1 She hates scorpions. 2 She's scared of the mummy. 3 She thinks the tomb is beautiful.

2 WB p38 **Read and complete the summary. Copy the missing letters into the spaces below the picture to find out the name of the pharaoh.**

Aim: to practise identifying attitudes

Key: 2 u, 3 t, 4 a, 5 n, 6 k, 7 h, 8 a, 9 m, 10 u, 11 n Tutankhamun

3 WB p38 **Write *t* (true), *pt* (probably true) or *f* (false).**

Aim: to practise reading for specific details

Key: 2 pt (He picks one up), 3 t, 4 f, 5 pt (It only says she hears something and points – they could all see it together), 6 f

Ending the lesson

Aim: to practise the story
- Put students into groups of three.
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.
- Volunteer groups do their role plays for the class.

Extension activity

Aim: to stimulate students' creativity
- Put students into pairs.
- Tell students to imagine what the mummy thought when it saw the children in strange clothes inside the pyramid.
- They brainstorm ideas in their pairs and then write a short monologue.
- Pairs take turns to read their monologues for the class.

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

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

Creative thinking (WB): Based on a model, develops new games, dishes, clothes, etc.

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *What did the hieroglyphs say?* (Keep out.) *Did they go in?* (Yes.) *What bugs did they see?* (Scorpions.) *Why did the floor fall away?* (Patrick pushed the button.) *Did they want to leave when the gate appeared?* (Not really. They were scared of the mummy, but they had found all the treasure.)

3 SB p39 Complete the sentences.

Aim: to focus students on the detail of the story
- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Do the first sentence together as a class. Elicit the ending from a volunteer. Then ask other students to suggest amendments as necessary.
- They read and complete the sentences, looking back at the text as necessary.
- They compare their answers in pairs.
- Check with the class.

Stronger students: Ask students to cover the text and complete all the sentences from memory.
Extra support: Do all the sentences together as a class, as with the example.

Key (possible answers): 1 said he thought it was dangerous. 2 that they could see a little. 3 they were trying to escape from the insects. 4 the floor disappeared. 5 they saw the big white thing walking towards them. 6 saw all the gold and silver objects in the tomb.

4 SB p39 Look at the hieroglyphs and answer the questions.

Aim: to encourage students to synthesise ideas and information
- Read out the instructions for students and check they understand the task.
- In pairs, students work out what the hieroglyphs say.
- Check with the class.

Key: 1 Keep out. 2 pet, toe

4 WB p39 This sign in hieroglyphs tells the children how to escape from the tomb. What do you think it says?

Aim: to practise paying close attention

Key: c This way

5 WB p39 Look at the photos. Complete the holiday advert with the correct form of the words for four of the photos.

Aim: to give further practice with reading and vocabulary

Key: 2 chariots, 3 Sphinx, 4 tombs

6 WB p39 Choose a country where you or the Time Travellers have been. Write a short advert for it.

Aim: to practise writing skills

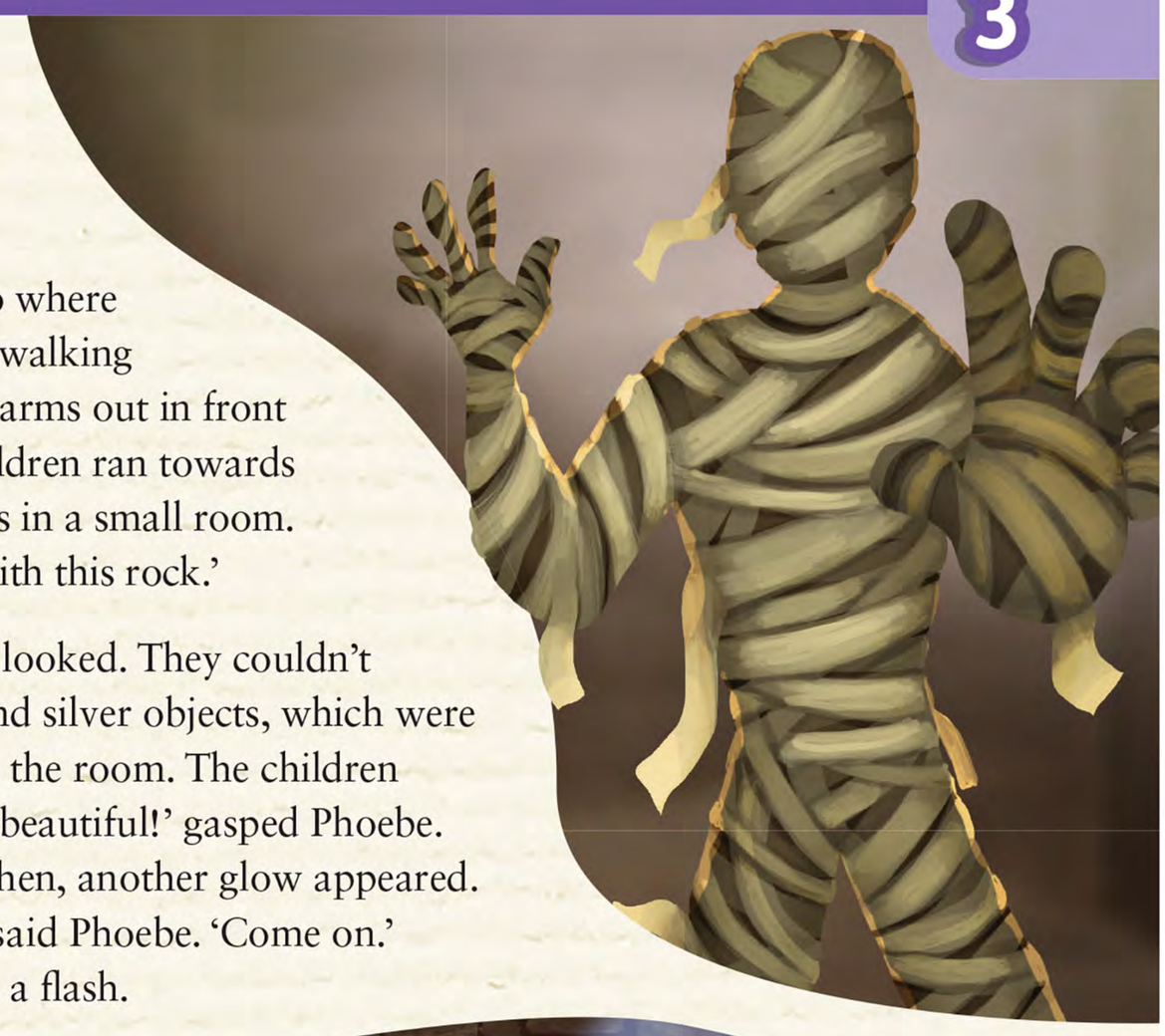
Ending the lesson

Aim: to stimulate students' personal reactions to a story
- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to encourage cooperation and peer appreciation
- Put students into groups of four.
- Students read out loud and compare the adverts they wrote for WB Activity 3.
- They choose one of the adverts and add four more points to the advert to make the place more attractive to visit.
- Groups take turns to read and show their new adverts.
- The class votes for the best one.

3



The children landed on a hard stone floor in a dark room. 'OK, Patrick,' said Alex, 'you got us in here. You can get us out.' 'Ssh!' said Phoebe. 'I can hear something coming from over there.' They all looked to where she was pointing. There was something big and white walking towards them. It got closer and closer, holding its two arms out in front of it. 'Run!' screamed Phoebe. 'It's a mummy!' The children ran towards a light which they could see and they found themselves in a small room. 'Quick, Alex,' said Patrick. 'Help me block the door with this rock.'

When the door was blocked, they turned around and looked. They couldn't believe their eyes. All around them, there were gold and silver objects, which were glowing in the sunlight that was mysteriously lighting the room. The children noticed a few hieroglyphics on the walls too. 'Oh, it's beautiful!' gasped Phoebe. 'It's a tomb. I'd like to stay here for hours now.' Just then, another glow appeared. It was the yellow glow of the gate. I don't believe it!' said Phoebe. 'Come on.' The children walked into the light. They were gone in a flash.



3 **Complete the sentences.**

1 When Alex heard that Patrick wanted to go into the tomb, he …
2 As soon as they were inside the tomb, they noticed …
3 The children ran down the dark corridor because …
4 Patrick pushed a button on the wall and a moment later …
5 Phoebe got really scared when …
6 Before they saw the gate, the children …

4 **Look at the hieroglyphs and answer the questions.**

1 Look at the hieroglyphs that the children saw on the doorway. Do they say *Welcome* or *Keep out*? Why?



2 What are these words?

1


2


Skills

1 **Work in pairs. Describe the hieroglyphs.**

It looks like …

It's a kind of …



2 **Read the text and draw the missing symbols in the chart.**

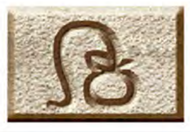
HIEROGLYPHIC ALPHABET

The Ancient Egyptians had their own alphabet, with symbols which we call hieroglyphs. We can recognise many of them because they are pictures of animals or everyday objects, but some are more difficult to understand.

It is impossible to match the English alphabet with the symbols, but historians have studied for many years to work out the sounds which some of the symbols represent. For example, the hand symbol has a *d* sound and the leg symbol has a *b* sound.

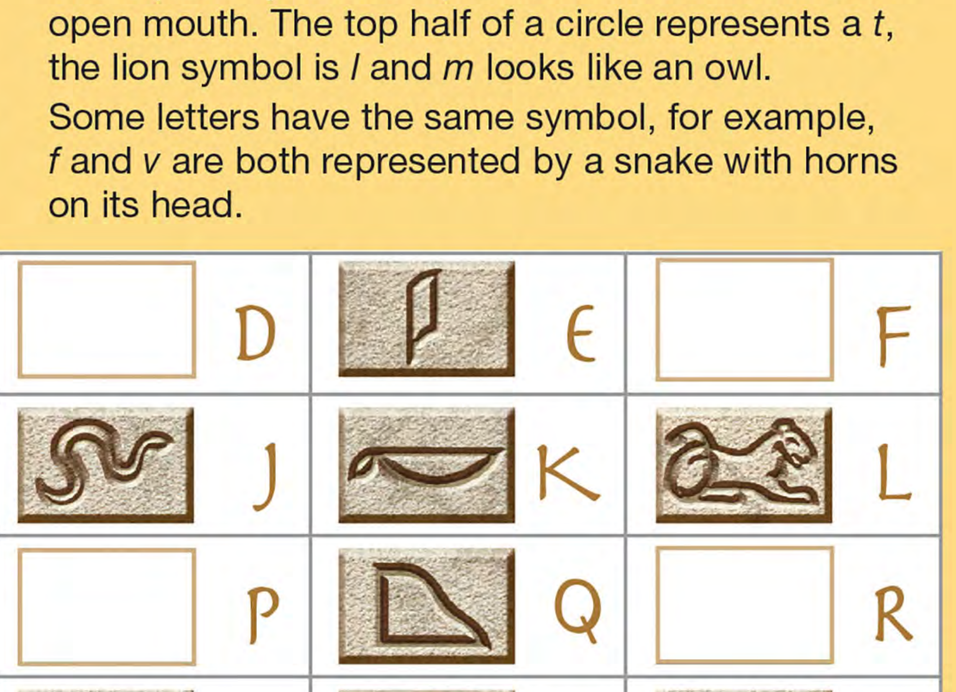
The square symbol is a *p* sound and *r* looks like an open mouth. The top half of a circle represents a *t*, the lion symbol is *l* and *m* looks like an owl.

Some letters have the same symbol, for example, *f* and *v* are both represented by a snake with horns on its head.

 A	B	 C	D	E	F
 G	 H	 I	J	K	L
 M	 N	 O	P	Q	R
 S	T	 U	 V	 W	 X
 Y	 Z	 CH	 KH	 SH	

3 **Look at the pictures. Discuss the questions.**

- Who uses this language?
- Have you seen it on television?
- Do you know anyone who uses it?



4 041 **Match the signs with the words from the box. Listen and check.**

tall thank you cry stop like cold

5 **Work in pairs. Take it in turns to make the signs and say the words.**

Learning outcomes:
- to practise reading, listening and speaking skills

Skills: listening for specific information, taking part in a discussion

BIG QUESTION to consider the Big Question *What was life like in Ancient Egypt?*

New language: *symbol, horn, represent, palm, index finger, thumb, fist*

Value: respecting differences

Warm-up

Aim: to activate vocabulary
- Elicit what students remember about hieroglyphics from the previous lesson.
- Pre-teach *symbol*. Ask students what they think some of the symbols mean.

1 SB p40 **Work in pairs. Describe the hieroglyphs.**

Aim: to practise giving oral descriptions
- Elicit what the pictures show (symbols/hieroglyphs).
- In pairs, students describe what they can see, using the prompts.

2 SB p40 **Read the text and draw the missing symbols in the chart.**

Aim: to practise reading skills
- Students read the text silently to find the information.
- They compare answers and draw the missing symbols.

Key: Students draw: B leg, D hand, F snake with horns, P square, R open mouth, T top half of circle

3 SB p40 **Look at the pictures. Discuss the questions.**

Aim: to practise discussing ideas in groups
- In groups, students discuss each question in turn.
- Talk through the six pictures, eliciting from students what the people in the pictures are doing. Pre-teach/check vocabulary, e.g. *palm*, *index finger*, *thumb*, *fist*.

Note: This language is called 'sign language' and it is used by people who are deaf.

4 041 SB p40 **Match the signs with the words from the box. Listen and check.**

Aim: to allow students to draw on their general knowledge
- Students try to match the signs with the words. They discuss their ideas in pairs.
- Play the recording. Students listen and check.

For script see TB p122.
- Ask if any of the students know sign language or have a family member or friend who knows and uses it.

Key: 1 cry, 2 like, 3 tall, 4 cold, 5 thank you, 6 stop

5 SB p40 **Work in pairs. Take it in turns to make the signs and say the words.**

Aim: to practise signing
- Practise the signs first as a class to make sure students know how to do them correctly.
- Say a word and students do the sign.
- Do a sign and elicit from students what word it is.
- Students practise in pairs.

1 WB p40 **Read the article about Tutankhamun. Choose the best word (A, B or C) for each space. There is one example.**

Aim: to practise reading for details

Key: 2 B, 3 C, 4 A, 5 B, 6 A, 7 C, 8 C

2 WB p40 **Read and circle the correct words.**

Aim: to focus students on the value of respecting differences

Key: 2 communicate, 3 thumb, 4 helps people

Ending the lesson

Aim: to review the content of the lesson
- With Student's Books closed, students in pairs test each other's memory of the hieroglyphs from the lesson. One student draws an English word with hieroglyphs for their partner to read. They then swap roles.

Extension activity

Aim: to discuss the value of respecting differences
- Talk about examples of physical differences, e.g. people who are blind, people who find learning difficult, people who are in wheelchairs.
- Elicit some ways in which society can help these people.

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

Learning outcomes:
- to practise reading skills

Skills: reading for specific information, reading for detail

New language: *jealous, mean* (adj), *hippo, throne, royal, try on, fit* (v)

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

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

Cognitive control functions (WB): Cognitive flexibility

Materials: Internet, reference books (optional)

Warm-up

Aim: to review the topic
- Write *Ancient Egypt* on the board and draw a circle around it.
- Brainstorm words and phrases to make a mind map, organised according to different aspects of life in Ancient Egypt.

1 SB p41 **Look at the pictures. What do you think the story is about?**

Aim: to practise prediction
- Focus students on the pictures and quickly elicit their ideas for this story without reading it.

2 042 SB p41 **Read and listen to the story to check your answers.**

Aim: to practise reading and listening to confirm predictions
- Play the recording. Students read and listen to check their predictions.

For script see SB p41.

- Students discuss in pairs.
- Check and discuss as a class. Check understanding of vocabulary.

3 SB p41 **In which part of the story do these things happen? Write the numbers.**

Aim: to practise reading for detail
- Read through the five statements with the class and check understanding. Elicit an explanation for the meaning of *present* and *unkind* in the students' own words.
- Students re-read the text silently to find where the information is in the story.
- They compare answers in pairs.
- Check with the class.

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

4 SB p41 **Work in pairs. Who do you think was invited to the wedding? Why?**

Aim: to practise speaking, and inferring cause and effect
- In their pairs, students talk about the people and the animals.
- Tell them to think of reasons why each one was / was not invited.
- Elicit and discuss ideas as a class.

Key (possible answers): The old man (1), the bird (3) and the hippo (4) were invited to the wedding because they had all been kind to Rhodopis. The other servants (2) were unkind to her, so they were not invited.

1 013 WB p41 **Listen to the story from the Student's Book again and complete the sentences.**

Aim: to practise listening for specific information

For script see SB p41.

Key: 2 jealous, 3 dance, 4 gold/ golden, 5 party, 6 bird, 7 throne, 8 Queen

2 WB p41 **Think about the story and complete the chart. You can use the words more than once.**

Aim: to practise organising information from a reading text

Key: 3 the old man, 4 Rhodopis, 5 one of the girls, 6 Rhodopis, 7 Rhodopis, 8 the birds and the hippo, 9 Rhodopis, 10 the hippo, 11 Rhodopis, 12 the bird (Horus), 13 the Pharaoh, 14 the Pharaoh, everyone at the party / the captain, 15 the Pharaoh, 16 Rhodopis

3 WB p41 **Read and answer the questions.**

Aim: to practise reading

Key: Cinderella

Ending the lesson

Aim: to encourage students' personal responses, and to practise recognising similarities and differences
- Students discuss in pairs or small groups in what ways the story of Rhodopis is similar to and different from the story of Cinderella.
- Elicit ideas from volunteers. Encourage the rest of the class to agree or disagree.

Extension activity

Aim: to encourage personalisation and creativity
- Students do research on the Internet or in reference books and find another story from or about Ancient Egypt.
- They retell the story in groups, each taking a turn.
- Groups take turns to tell their stories to the class.
- The class votes for the story they like best.

1 Look at the pictures. What do you think the story is about?

2 042 Read and listen to the story to check your answers.

The Ancient Egyptians told many stories. Here is one. Do you recognise the story?

1 Rhodopis was a servant in the house of an old man. She was Greek and she looked different from all the other girls in the house, so they laughed at her and called her bad names. However, the old man liked Rhodopis, so the other girls in the house were jealous of Rhodopis and were mean to her. They made her work hard and shouted at her. Rhodopis was very sad about that, but she never said a bad word.



2 The old man didn't know how mean the other girls were to Rhodopis. Her only friends were the birds and an old hippo, and she told them about the other girls when no-one was listening. One day, the old man walked past when Rhodopis was dancing near the river. He thought that such a good dancer should have shoes, so he bought her a beautiful pair of golden shoes. Now the other girls were even more jealous.

3 A few days later, a messenger arrived and told them that the Pharaoh was having a party and that everyone was invited. Rhodopis really wanted to go, but the other girls told her to get on with her work. While she was washing her clothes, the hippo jumped into the river and splashed water over her new shoes. She took them off to dry in the sun, but a large bird flew off with one of them.

4 In Memphis, the Pharaoh was sitting on his throne watching the party. Suddenly a bird flew down and dropped a shoe on him. The Pharaoh knew that the bird was Horus, the God of the Sky, and that the shoe was a sign. He sent for the captain of his royal boat and started searching the country for the owner of the shoe.



5 When the royal boat arrived at the old man's house, the Pharaoh showed everybody the shoe. The girls saw it and knew that it belonged to Rhodopis, but they said nothing. The Pharaoh was leaving the house when suddenly he saw Rhodopis. He invited her to try on the shoe. The shoe fitted and he asked her to be his wife. 'But she's just a servant!' the other girls said. The Pharaoh looked at them 'To me, she is the most beautiful woman in Egypt and she is going to be my queen.'

3 In which part of the story do these things happen? Write the numbers.

a The old man gives Rhodopis a present. ☐

b The other girls were always unkind to Rhodopis. ☐

c The Pharaoh meets Rhodopis for the first time. ☐

d Rhodopis hears about the Pharaoh's party. ☐

e The bird drops the shoe. ☐

4 Work in pairs. Who do you think was invited to the wedding? Why?

1 the old man 2 the other servants 3 the bird 4 the hippo

Think and learn

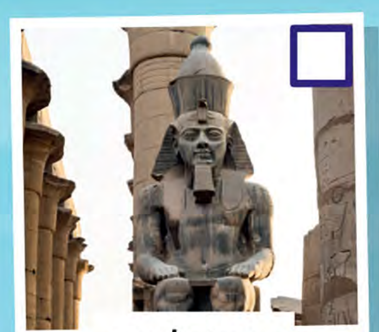
ANCIENT EGYPTIAN ART

What kind of art was there in Ancient Egypt?

Super fact!

Cats were very important in Ancient Egypt and people think that most families had a pet cat.

1 043 **Look, listen and number.**


sculpture


papyrus


ceramic pot


bright colours


pale colours

2 **Read about Ancient Egyptian art. Then finish the sentences.**

1 Papyrus was made from …
2 Artists used a special liquid to …
3 In drawings, paintings and sculptures, the pharaohs were bigger than …
4 Blue and gold were colours used for …

For thousands of years, Ancient Egyptians did paintings and drawings and made sculptures. Ancient Egyptian art used new colours and had lots of meanings.

What art did Ancient Egyptian artists make?

- Artists did paintings on papyrus. Papyrus was made from the stems of water plants.
- They did paintings on stones. They didn't want the hot sun to make the bright colours pale, so they made a special liquid from trees. They put it on the stones and it helped to keep the colours bright.
- In artists' drawings, paintings and sculptures, the pharaohs were always taller than the other people. This showed how important the pharaohs were.
- Blue and gold paints were expensive, so artists used these colours for paintings of pharaohs but not for other people.
- Artists made sculptures and statues and sometimes painted them in bright colours.
- They also made ceramic pots in lots of different colours.

3 **Imagine you live in Ancient Egypt. Say what art you would like in your house and what material it is made from.**

In my living room, I'd like a … made from …

In my garden, …

In my bedroom, …

Learning outcomes:
- to learn more about History through English
- to practise reading for specific information
- to be able to answer the Big Question *How did people live in Ancient Egypt*?

New language: *papyrus, bright colours, pale colours, sculpture, ceramic*

Recycled language: Ancient Egypt

Creative thinking: Communicates personal responses to new ideas or artworks

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

Cognitive control functions: Cognitive flexibility

Cognitive control functions (WB): Working memory

Warm-up

Aim: to introduce the topic of art
- Write *Art* on the board and draw a circle around it.
- Elicit forms of art, and create a mind map on the board.
- Students can suggest some words in L1 to be translated into English.

SB p42 What kinds of art was there in Ancient Egypt?

Aim: to learn about the history of art in Ancient Egypt
- Elicit students' ideas about which forms of art from the Warm-up they think were popular in Ancient Egypt.
- Play the *Think and learn* video. Students check their ideas.

For videoscript see TB p122.
- Elicit what forms of art were shown.

Key: Pyramids, the Sphinx, paintings on walls and in tombs, ceramic pots, sculptures and jewellery.

1 043 SB p42 Look, listen and number.

Aim: to practise identifying words about art in Ancient Egypt
- Play the recording. Students listen and point to the photos.
- Students number the photos from memory.
- Play the recording again. Students check their answers.
- Play the recording for a third time. Students repeat.

Key: 1 bright colours, 2 pale colours, 3 papyrus, 4 sculpture, 5 ceramic pot

2 SB p42 Read about Ancient Egyptian art. Then finish the sentences.

Aim: to practise reading for specific information
- Read through the sentence beginnings with the class. Check understanding.
- Elicit students' own ideas about how they think each sentence might finish.
- Students scan the text to find the information about each sentence, and to check their ideas.
- They complete the sentences. Remind them that they may need to make some changes to fit the sentence beginning.
- Students compare answers in pairs.
- Check with the class.

Key (possible answers): 1 the stems of water plants. 2 keep the colours bright. 3 the other people. 4 paintings of pharaohs.

3 SB p42 Imagine you live in Ancient Egypt. Say what art you would like in your house and what material it is made from.

Aim: to use imagination
- Form groups of four. Students discuss and compare their ideas. Encourage them to find similarities and differences.

1 WB p42 Look and write.

Aim: to practise vocabulary

Key: 2 bright colours, 3 pale colours, 4 papyrus, 5 sculpture

2 WB p42 What can you remember about Ancient Egyptian art? Read and write *Artists, Pharaohs* or *Sculptures*.

Aim: to review what students have learned about Ancient Egyptian art

Key: 2 Pharaohs, 3 Artists, 4 Artists, 5 Pharaohs, 6 Artists

3 WB p42 Read and complete the sentences.

Aim: to activate world knowledge

Key: 2 crowns, 3 Papyrus, 4 colours, 5 expensive, 6 pale

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 about what forms of art were popular in Ancient Egypt*. Students copy it into their notebooks.

Extension activity

Aim: to give responses to art
- Review the different forms of art (from the lesson Warm-up).
- Form groups. Students discuss what forms of art they like and don't like, giving reasons.

3

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

BIG QUESTION to apply learning about Ancient Egyptian art to the Big Question *What was life like in Ancient Egypt?*

Recycled language: art in Ancient Egypt

Creative thinking: Based on a model, develops new games, dishes, clothes, etc.

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

Materials: sheets of paper and card, colour pens or pencils, scissors and glue (optional)

Warm-up

Aim: to review words to talk about art in Ancient Egypt
- Write the five new words or phrases on the board in jumbled letter order.
- The class race to write the words in correct letter order.

4 SB p43 **Look at the pictures and match them with the information.**

Aim: to practise identifying things being described
- Students cover the information. Elicit what each picture shows in the students' own words.
- Students do the matching task individually. Remind them that they may not need to understand every word to complete the task.
- Students compare answers in pairs.

Key: 1 C, 2 A, 3 D, 4 B

5 SB p43 **Look at the pictures of everyday life in Ancient Egypt and answer the questions.**

Aim: to practise describing pictures
- Read out the two questions.
- Each student describes one of the pictures. Then encourage students to find similarities and differences.

Key (possible answers): 1 Birds. They're hunting. 2 Cows. They're growing crops.

6 Project SB p43 **Design an Ancient Egyptian crown. Describe what it looks like.**

Aim: to to apply what they have learned about Ancient Egyptian art
- Tell the class that they are going to design crowns. Give each student a piece of paper.
- Students research on the Internet / in reference books.
- They can do a rough sketch of the crown, thinking about its colour and shape and what pictures are on it. They then make notes about the meaning of their choices.
- Students draw their final crowns and write about them.
- Students could use A3 pieces of coloured card, sticky tape and coloured pens to make 3D crowns.
- Draw their design in the middle of their card.
- They draw a rectangular strip on either side to form a headband.
- They cut out the crown and join the ends of the headband.
- Take photos of the crowns and save them to students' digital portfolios.

4 WB p43 **What do you think the pictures tell us about life in Ancient Egypt? Look and tick ☑.**

Aim: to practise interpreting visual information

Key: There were doctors in ancient Egypt, Important people wore white clothes, People made and ate bread

5 WB p43 **Read and check. Were your ideas in Activity 4 right? Match the pictures.**

Aim: to practise reading for specific information

Key: c, d, b, a

6 Project WB p43 **Look, think and write. What do the colours of the crowns mean?**

Aim: to practise making deductions from given information

Key: 3 clean, 4 angry, strong, 5 happy, strong

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they learned today, e.g. *learned more about art, and art in Ancient Egypt, and made a crown.*
- Write it on the board. Students copy it into their notebooks

Extension activity

Aim: to reflect on work
- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Elicit what they liked and what they would change if they did the project again.

4 Look at the pictures and match them with the information.









A There were lots of sculptures of cats. Cats were very important to Ancient Egyptians.

B Egyptian artists used six colours. Each colour often had a meaning: red = being angry; green = being happy; blue = making things; gold = being strong; white = being clean; black = night.

C This important crown was worn by pharaohs. It was called the *Pschent.*

D Sculptures and statues of important people often showed them sitting down with their hands on their knees.

5 Look at the pictures of everyday life in Ancient Egypt and answer the questions.

- What animals can you see?

In picture one, I can see …



- What are people doing in the pictures?



6 Project Design an Ancient Egyptian crown. Describe what it looks like.

- Plan your crown.
- What colours will it be and what do they mean?
- What pictures will be on it and who will wear it?
- Draw your crown and give it a name.
- Write some sentences about it.



This crown is for a pharaoh queen. It's called the Blue Crown of Egypt. It's green and gold because the Pharaoh Queen is strong and happy.

Get talking

A talk about an ancient civilisation

1 044 **Listen to Ellie's presentation about the Vikings and answer the questions.**

1 Why is Ellie interested in the Vikings?
2 In which continent are the countries on the map?
3 What's the special name for a Viking boat?
4 Name three countries the Vikings attacked.
5 Why has Ellie put a question mark under the helmet?



2 **Give a talk about an ancient civilisation.**

Find out about it

- Choose an ancient civilisation and find out more about it.
  You can use these or your own ideas: the Romans, the Greeks, Native Americans, the Aztecs, the Incas, the Phoenicians, the Aborigines of Australia, the Ming dynasty.
  – Use books and magazines.
  – Go to a library and ask the librarian for information.
  – See what you can find on the Internet.



Prepare it

- Organise the information that you found and make notes.
  – When was the most important time for this civilisation?
  – Where did the people live?
  – What are they famous for? (For example, the Egyptians are famous for the pyramids.)
- Find or draw pictures and maps. Make sure that they are big enough for your classmates to see.
- Use your notes to write your talk. Show it to your teacher to help you.
- Read the corrected text. Then put it away.
- Try to say what you have written without looking back at your notes.
  Do this until you can talk about your topic easily.

Present it

- You should talk for about a minute, but don't read out your text.
- Use the pictures and maps to make your talk more interesting.

Presenting tip

Don't stand completely still during your talk. When you talk about a picture, point at it. Make sure that all your classmates can see the pictures, so don't stand in front of them.

Learning outcomes:
- to prepare and present a mini-presentation
- to practise listening and answering questions
- to consolidate language from the unit

New language: *civilisation, Vikings, continent, attack*

Creative thinking: Develops ideas through planning, research or review

Materials: pictures and/or maps for the students' talks

Warm-up

Aim: to review vocabulary for Ancient Egypt
- Write *Ancient Egypt* on the board.
- Brainstorm all the words students can think of which go with this topic and create a mind map.
- Use the mind map to pre-teach the ancient civilisations. Elicit the names of any ancient civilisations students know, and a few facts about each one.

1 044 SB p44 Listen to Ellie's presentation about the Vikings and answer the questions.

Aim: to provide a model for the presentations
- Focus students on the pictures and elicit what they can see. Elicit anything the class knows about the Vikings.
- Read the five questions aloud with the class.
- Play the recording. Students listen to find the answers.

For script see TB p122.

- Students compare their answers in pairs.
- Play the recording again. Check with the class.
- Elicit and discuss with students why the listening is a useful model for their presentations.
- Read the *Presenting tip* through with the class.

Key: 1 She's read two books about the Vikings recently. 2 Europe. 3 A longship. 4 Britain, France and Italy. 5 Because she's not sure the Vikings wore helmets like this when they were fighting. Historians think perhaps they wore them for special festivals.

2 SB p44 Give a talk about an ancient civilisation.

Aim: to follow a set of instructions and collaborate with other students
- Focus students on *Find out about it.* Give them a time limit.
- Read the bullet points through. Check vocabulary.
- Tell students they can also focus on one of the civilisations from the Warm-up if they want.
- Monitor and give advice to students as appropriate as they research information about their civilisation.
- Focus students on *Prepare it*. Give them a time limit.
- Read the bullet points through. Check vocabulary.
- Monitor individuals as they prepare their presentations.
- Remind students to focus on the improvement points they wrote in their notebooks after the last mini-presentations.
- Focus students on *Present it*. Give them a time limit. This may happen over more than one lesson.
- Set a listening task for the students who are listening to keep them focused, e.g. write down two facts about the civilisation that you didn't already know.
- Students do their short presentations.
- Get feedback on the listening task.

1 WB p44 Make three sentences with the phrases in the diamond. Use three different phrases in each sentence.

Aim: to review structures from the unit

Key (possible answers): We were chased by a dog. There was a little snow on the mountains. There were lots of people at the party.

2 WB p44 Find the words and use them to complete the sentences.

Aim: to practise vocabulary from the unit

Key: 2 Pharaohs, 3 ceramic, 4 slave, 5 chariots, 6 Papyrus

3 WB p44 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit
- Elicit sentences students wrote for WB Activity 3.

Extension activity

Aim: to develop reflective skills
- Give feedback on the mini-presentations. Make general points.
- In groups of four, students discuss how they how they will improve their presentations.
- Each student writes these improvement points in their notebook to refer to next time.

Learning outcomes:
- to review language from the unit
- to reflect on learning
- to practise giving specific information in writing a party invitation
- to make a portfolio to show progress

BIG QUESTION to think about how the unit has helped answer the Big Question *How did people live in Ancient Egypt?*

New language: *invitation, by post, costume, theme, hot dog*

Recycled language: *fancy dress*

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): Narrates own stories using a model

Cognitive control functions (WB): Cognitive flexibility

Materials: Digital or print portfolios

Warm-up

Aim: to review the topic of portfolios
- Elicit what students did in their portfolios for the previous unit.
- Students look at each other's portfolios and compare their work.

1 SB p45 **Natalie sent invitations by post, inviting friends to her fancy dress party. Jayden and Emily didn't come. Say why you think they didn't come.**

Aim: to practise expressing opinions
- Check understanding of *invitation* and *by post*.
- Ask students to read the examples aloud. Then, using the model, elicit more ideas from around the class as to why the two friends didn't come.

2 SB p45 **Natalie is very creative, so she made all the invitations different. Read the invitations which she sent to Jayden and Emily. Find the problem in each one.**

Aim: to practise reading for detail
- Students read the two invitations silently and discuss with a partner what the problem is in each one.
- Elicit and discuss as a class. Give students clues if they haven't found the problem in each invitation. They can also read the Writing tip if they need further help.
- Brainstorm the information they have to put in an invitation and write it on the board, e.g. *time, date, address, type of party, clothes.*

Key: Invitation to Jayden: There's no date. Invitation to Emily: It isn't signed and there's no address.

3 SB p45 **Imagine that you are going to have a fancy dress party.**

Aim: to practise writing an invitation
- Read through and discuss the Writing tip.
- Students make notes following the advice.
- Students write a first draft of their invitations.
- Go around and check their work.
- Students swap invitations and give each other feedback.
- Students write a final draft of their invitations.

Stronger students: Students write a short answer to their partner, accepting or rejecting the invitation.
- Students turn to the Writing practice section on page 120 of the Workbook. Work through the exercises with the class.

Key: **1** 2 August 10th, 3 7–8.30p.m., 4 38 Croxall Close, 5 Ellie, 6 Dan, 7 March 28th, 3p.m., 8 6 Sidney Street, 9 Your hero, 10 Ben

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.**

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

3 WB p45 **Look at the pictures and write a story about a boy called Abdul.**

Aim: to practise writing a story from visual prompts

Ending the lesson

Aim: to enable students to express their preferences
- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

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.

Think and write

An invitation

1 Natalie sent invitations by post, inviting friends to her fancy dress party. Jayden and Emily didn't come. Say why you think they didn't come.

Maybe they were ill.

Maybe their parents …

Maybe they didn't get the invitation.



2 **Natalie is very creative, so she made all the invitations different. Read the invitations which she sent to Jayden and Emily. Find the problem in each one.**

Hi Jayden,

Please can you come to my fancy dress party? The theme is 'Life in Ancient Egypt'. Please put on an interesting costume. You can come as a pharaoh, a slave or even a mummy!

Time: 6:30 p.m.

See you soon!

Natalie

PS My address:
29 Station Road
(opposite the cinema)

Dear Emily,
Would you like to be someone different for a few hours?
This is your big chance!
I'm going to have a fancy dress party on Saturday 21st April at 6.30 p.m.
I've thought of a great theme, so please wear an amazing costume!
We're going to have hot dogs and fantastic fruit juices.
PS The party is at my place – you know where it is!

3 **Imagine that you are going to have a fancy dress party.**

a Think of a theme (In Ancient Rome, Life in the year 3699, etc.).
b Think what kind of invitations you want to send.
c Decide who you want to send the invitation to.
d Write your invitation. Make it as fun as possible.

Writing tip

When you write an invitation to a party, you need to give the following information very clearly: the date, the time and the place where the party is going to take place. Include a theme if you want people to dress up. Don't forget to sign your message!

4 Olympic sports

The Olympic Games are the world's biggest sporting event and they take place every four years. They are about creating friendship among nations and getting the athletes to compete in a fair way. There are the Summer Games and the Winter Games. Each time the Olympics take place in a different city. Phoebe, Alex and Patrick are in the year 2016 and this time the Olympics are in Rio de Janeiro, Brazil.

1 045 **Listen and say the words. Check with your partner.**

1 long jump
2 hurdles
3 high jump
4 boxing
5 archery
6 wrestling
7 weightlifting
8 rowing
9 gymnastics
10 fencing



BIG QUESTION What do we know about sports?

2 046 **Read, listen and answer the questions.**

1 What sports does each person mention?
2 What does Patrick suggest to his friends?
3 Why doesn't Phoebe like his idea?
4 What do they finally agree to do?

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

Look! Can you guess the sport?

Maybe. Is it … ?

Learning outcomes:
- to learn to use sports vocabulary
- to practise reading, listening and speaking

BIG QUESTION to start to think about the Big Question *What do we know about sports?*

New language: *Olympics, long jump, hurdles, high jump, boxing, archery, wrestling, weightlifting, rowing, gymnastics, fencing, event, create, friendship, nation, athlete, compete, typical*

Cognitive control functions: Working memory

Digital Flashcards: 44–53 (sports)

Warm-up

Aim: to introduce the topic of the Olympics
- Draw the five coloured Olympic rings on the board.
- Explain that they represent the five continents where athletes come from: Africa, the Americas, Asia, Australia and Europe.
- Elicit Olympic sports and write them on the board.

Presentation

Aim: to present vocabulary for Olympic Games
- 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.

1 045 SB p46 **Listen and say the words. Check with your partner.**

Aim: to practise new vocabulary
- Students look at the picture. Elicit where the friends are and what students think is happening.
- Play the recording. Students listen and repeat.

For script see SB p46.

- Play the recording again. Students practise in groups.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.

BIG QUESTION **What do we know about sports?**

Aim: to encourage students to think about the role of sports in people's lives
- Read the Big Question. In small groups, students brainstorm ideas about the roles sports play in their lives, e.g. *We do sports to be healthy. We watch sports for entertainment. We read sports stories for inspiration.*
- Discuss ideas as a class.
  Note: Some of the discussion may need to be in L1.

2 046 SB p46 **Read, listen and answer the questions.**

Aim: to practise listening
- Elicit what students remember about the three main characters. Encourage students to use this knowledge to try to predict the answers.
- Play the recording. Students listen to find the answers.

For script see TB p122.

- Check with the class.

Key: 1 Patrick: boxing, wrestling; Phoebe: volleyball; Alex: archery, fencing, weightlifting, rowing 2 He suggests going to see different things. 3 Because it's boring to do that when they're friends. 4 To go together to see volleyball, then wrestling and finally rowing.

3 SB p46 **Choose a word. Mime it for your partner to guess.**

Aim: to practise new vocabulary.
- In pairs, students take turns to mime and guess the sports.

1 WB p46 **Complete the sports words.**

Aim: to practise new vocabulary

Key: 2 gymnastics, 3 long jump, 4 wrestling, 5 high jump, 6 weightlifting, 7 fencing, 8 rowing, 9 hurdles, 10 archery

2 WB p46 **Write the words from Activity 1 under the pictures.**

Aim: to further practise new vocabulary

Key: 2 long jump, 3 rowing, 4 weightlifting, 5 gymnastics, 6 archery, 7 wrestling, 8 boxing, 9 hurdles, 10 high jump

3 WB p46 **Year 6 tried different sports for the first time. Which sport from Activity 2 is each student writing about?**

Aim: to check comprehension

Key: 2 archery, 3 fencing, 4 weightlifting, 5 hurdles, 6 rowing

Ending the lesson

Aim: to review new vocabulary
- Play the mime game from SB Activity 3 again.
- Students say and spell each word.

Extension activity

Aim: to consolidate vocabulary
- Students write the ten new vocabulary items in their vocabulary books.
- For each item, they draw a picture and write a definition, e.g. *This sport is called long jump. The athletes compete to find out how far they can jump.*

Learning outcomes:
- to use *could* for possibility
- to practise discussing options

New language: *keen on, to be honest*

Recycled language: sports

Warm-up

Aim: to review sports vocabulary
- Write the ten new words in jumbled letter order on the board.
- Ask pairs of students to come to the board to write and draw each item

1 SB p47 Jodie and Kyle are at the Olympic Games. They are discussing which events to watch. Complete the programme with the missing times.

Aim: to present *could* for possibility
- Students read the conversation and complete the programme individually.
- Students compare answers in pairs. Check with the class.
- Ask questions to check understanding: *Are they going to watch the men's high jump?* (No) *Why not?* (Kyle's not keen) *How about the women's fencing?* (No) *Why not?* (It started an hour ago) *Are they going to see the weightlifting?* (Yes)
- Elicit the grammar structure the speakers use (*could*). Ask *What does it express?* (possible options to choose from).

Key: 1 08:50, 2 10:20, 3 10:30

2 SB p47 Put the words in the correct order.

Aim: to practise *could* for possibility
- Students order the sentences individually.
- Students compare answers in pairs. Check with the class.

Key: 1 We could go and see the long jump. 2 We could watch the boxing.

3 047 SB p47 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p47.
- 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 in their Student's Book and join in.
- Students practise the sentences in pairs.

4 SB p47 Write a sports programme for the day. Then swap programmes and decide what to do.

Aim: to practise speaking and agreeing on plans
- Elicit the sports and write them on the board.
- Students write a programme for the day with six events, based on the model in Activity 1.
- Go through the speech bubbles.
- Students look at each other's programmes and make a dialogue. They practise role playing it.
- Volunteer pairs act out their dialogues for the class.

1 WB p47 Read and match.

Aim: to practise using *could*

Key: 2 You could try to teach me, but it could take all day. 3 We could try some archery, but I'm not so good. 4 We could spend the next few weeks looking in the wood.

2 WB p47 Order the words to make sentences.

Aim: to practise using *could*

Key: 2 You could buy Mia a T-shirt for her birthday. 3 They could watch the film about Tutankhamun tonight. 4 We could put your bed next to the window. 5 You could try archery in the holidays. 6 We could have a surprise party for Dad.

3 WB p47 Complete the dialogues using *could*.

Aim: to practise writing skills using the new language

Key: 2 We could go to the zoo. 3 We could row a boat. 4 We could listen to music. 5 We could play football. 6 We could make a cake.

Ending the lesson

Aim: to practise key language from the lesson
- Elicit what the class could do in the next lesson, with reasons.

Extension activity

Aim: to personalise the new language
- With books closed, pairs try to reconstruct the dialogue between Jodie and Kyle.
- Pairs practise their dialogues. Monitor the correct use of *could* for possibility.

1 **Jodie and Kyle are at the Olympic Games. They are discussing which events to watch. Complete the programme with the missing times.**

Jodie What's the time now?

Kyle 9.50. What shall we go and see?

Jodie Here's the programme. Look, the men's high jump starts in 40 minutes. We could go and see that.

Kyle The high jump? I'm not too keen on that, to be honest.

Jodie OK. We could watch the women's fencing instead.

Kyle Not really, look. It started an hour ago.

Jodie Oh, that's right. Ah, I know. We could go and see the weightlifting. It starts in half an hour.

Kyle Sounds good to me. Let's go!

TODAY'S PROGRAMME



TIME	EVENT	VENUE
(1) _____	Women's fencing	Hall C
(2) _____	Weightlifting	Hall A
(3) _____	Men's high jump	Olympic stadium
11:00	Men's rowing	Lake
11:30	Women's long jump	Olympic stadium
12:00	Wrestling	Hall B

2 **Put the words in the correct order.**

1 long jump / . / could / and / see / We / go / the

_____

2 boxing / . / could / We / the / watch

_____

3 047 **Watch, listen and say.**

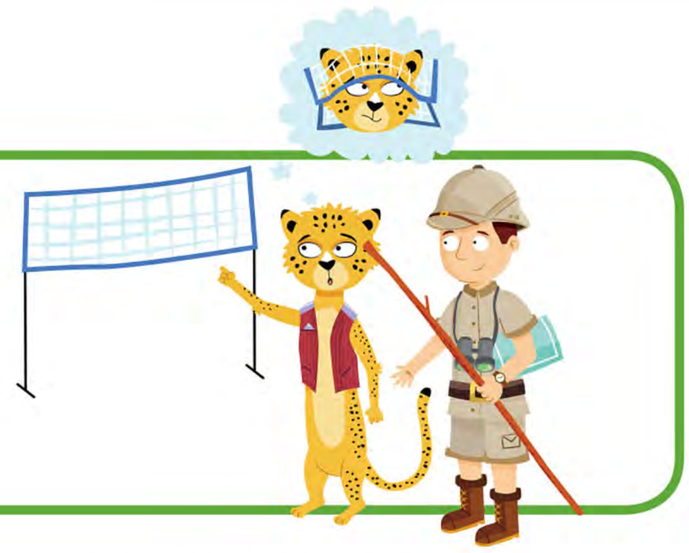
Language focus

We **could** play some volleyball, but I don't know how to play.

You **could** try to teach me, but it **could** take all day.

We **could** try some archery, but I'm not so good.

We **could** spend the next few weeks looking in the wood.



4 **Write a sports programme for the day. Then swap programmes and decide what to do.**

What's the time now?

It's … . What shall we do?

Look. The … starts in … . We could …

I'm not keen, to be honest. We could …

Good idea. / Not really. We could …

But look. It started … ago. We could …

My world: sports to try

1 Put the sports in the order of how much you'd like to do them. Compare your list in pairs.







2 048 **Read and listen to the dialogue. Which sports does Miriam talk about?**

Miriam I think we should start doing some more exercise.

Joe Sorry, but I already do enough.

Miriam Really? What exercise do you do?

Joe Well, I walk to school when it's not raining.

Miriam I don't think that's enough. I'm talking about real exercise. We could start rowing.

Joe That's not such a good idea. I'm scared of water.

Miriam Don't be silly. There's a club on Saturday mornings. We could join it.

Joe I don't think so. Saturday mornings is when I do my homework.

Miriam Very funny! You never do your homework before Sunday evening. The club starts at 10 o'clock. I could come round and we could cycle to the river together.

Joe Cycle, then row! Why would I want to do that? That's too much exercise for a Saturday morning.

Miriam Just think how good you'd feel.

Joe Not as good as sleeping in until midday.

3 **Practise the dialogue in pairs.**

4 **Think of a sport you'd like to do. Try and persuade your partner to do it with you.**

1 Choose a new sport that you'd like to try.
2 Write three reasons why it's a good sport to try.
3 Make a short dialogue.
4 Perform your dialogue to the class.

What to say

Turning down suggestions
That's not such a good idea.
Sorry, but …
I don't think so.
Why would I want to do that?

Learning outcomes:
- to practise expressing preferences
- to recognise four ways of pronouncing the letter *y*

New language: *midday, row* (v)

Recycled language: sports

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

Warm-up

Aim: to review sports vocabulary
- Write *Olympic sports* on the board and draw a circle around it.
- Elicit the sports vocabulary from the previous lessons. Create a mind map.

1 SB p48 **Put the sports in the order of how much you'd like to do them. Compare your list in pairs.**

Aim: to practise expressing personal preferences
- Elicit the sports shown in each photo. Write the words on the board.
- Say each of the five words. Students point to the correct photo.
- Read out the task. Check understanding.
- Give students a minute to prioritise their list.
- Students compare ideas in pairs.
- A few students report back about similarities and differences they found.

2 048 SB p48 **Read and listen to the dialogue. Which sports does Miriam talk about?**

Aim: to practise reading and listening for specific information
- Focus students on the dialogue and tell them to listen and read carefully to find the sports mentioned.

Stronger students: Students cover the dialogue and complete the task by listening only.
- Play the recording as students follow in their books.

For script see SB p48.
- Students compare answers in pairs.

Key: rowing, cycling

3 SB p48 **Practise the dialogue in pairs.**

Aim: to practise role playing a dialogue
- Students practise the dialogue from Activity 2 in open pairs. Encourage them to say their lines from memory and only check in their books when they get stuck.

Extra support: Allow students to write down one word of their own choice from each line and look at this list as they say their lines from memory.

4 SB p48 **Think of a sport you'd like to do. Try and persuade your partner to do it with you.**

Aim: to create and practise dialogues
- Remind students of their discussions in Activity 1.
- Read the *What to say* box with the class and check understanding of the phrases.
- Students write their own dialogues in pairs, using Activity 2 as a model.

Stronger students: Students could prepare their dialogues orally only.
- Pairs practise and perform their dialogues for the class.

1 WB p48 **Complete the dialogue with the phrases from the box.**

Aim: to practise functional language

Key: 2 don't think so, 3 That's not such a good idea, 4 Why not, 5 Sorry, but

2 014 WB p48 **Listen and say the words.**

Aim: to show the four pronunciations of the letter *y*

3 WB p48 **Read the text. Say the words with an underlined *y* and write them in the correct sound column.**

Aim: to revise vocabulary using the target sounds

Key: **yes:** yesterday, yellow, yoghurt, yet; **try:** cycled, flying, sky, Why; **funny:** city, slowly, money, really; **symbol:** gymnasts, Olympics, gym, pyramid

4 015 WB p48 **Listen, check and say the words.**

Aim: to practise the four pronunciations of the letter *y*

Ending the lesson

Aim: to review comparing preferences
- Give students two minutes to write their top five lists of sports to watch.
- Form groups to compare their preferences.
- Ask some students to tell the class something surprising or interesting they learned about their partners.

Extension activity

Aim: to give students further speaking practice
- Pairs swap dialogues from SB Activity 4.
- Pairs practise and perform the dialogues that the others prepared.

4

Learning outcomes:
- to learn to use the present continuous for future use
- to practise reading and speaking about future arrangements

New language: *organiser, rest, interview, Champions League, train* (v)

Recycled language: days of the week, activities

Warm-up

Aim: to introduce the context and review vocabulary
- Elicit the name of a famous sportsperson.
- Ask them what he/she does before a famous event, e.g. *practises, eats healthy food, has a good sleep.*

1 SB p49 **Look at the footballer Ricky Oswaldo's organiser. Read the sentences and write *t* (true) or *f* (false).**

Aim: to present the present continuous for future use
- Elicit what students can see in the picture (an organiser). Check understanding of *Champions League* and *rest*.
- Students read the organiser and decide if the sentences are true or false.
- They compare answers in pairs. Check with the class.
- Elicit the verb forms, and write them on the board. Ask students when Ricky is doing the activities (next week / in the future). Ask *Are they just possible ideas or arrangements that he's making?* (arrangements) *How do you know?* (There is a day and time for each activity.)
- Ask the class if they have any arrangements for the next few days, e.g. after-school activities. Elicit sentences.

Key: 1 t, 2 f, 3 f, 4 f, 5 t, 6 f, 7 t

2 049 SB p49 **Watch, listen and say.**

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p49.

- Students turn to the Language focus section on p122 of the Student's Book.
- Work through the second half of the page with the class.
- Play the audio. Students follow in their Student's Book and join in.
- Students practise the sentences in pairs.

3 SB p49 **Work in pairs. Each of you chooses a famous sportsperson. Write your diary for a week. Then interview each other.**

Aim: to practise using the present continuous for future use in speaking
- Demonstrate the activity by drawing an outline diary on the board and filling in some information.
- Students individually complete their diaries.
- Students do the next part of the activity in pairs, taking turns to interview each other. Monitor.
- One or two volunteer pairs act out their dialogues for the class.

1 WB p49 **Complete the sentences with the correct form of the verbs.**

Aim: to review the new language

Key: 2 'm cycling, 3 'm rowing, 4 'm going

2 WB p49 **Write about the week of Heile Dejene, an Ethiopian marathon runner.**

Aim: to practise using the new language

Key: On Tuesday afternoon he's meeting his trainer. On Wednesday afternoon he's running 30 kilometres. On Thursday afternoon he's running 42 kilometres. On Friday morning he's having a TV interview. On Friday afternoon he's visiting a museum. On Saturday morning he's seeing a doctor. On Saturday afternoon he's resting. On Sunday he's running a marathon.

3 WB p49 **Write four sentences about your plans for the weekend.**

Aim: to practise writing

Ending the lesson

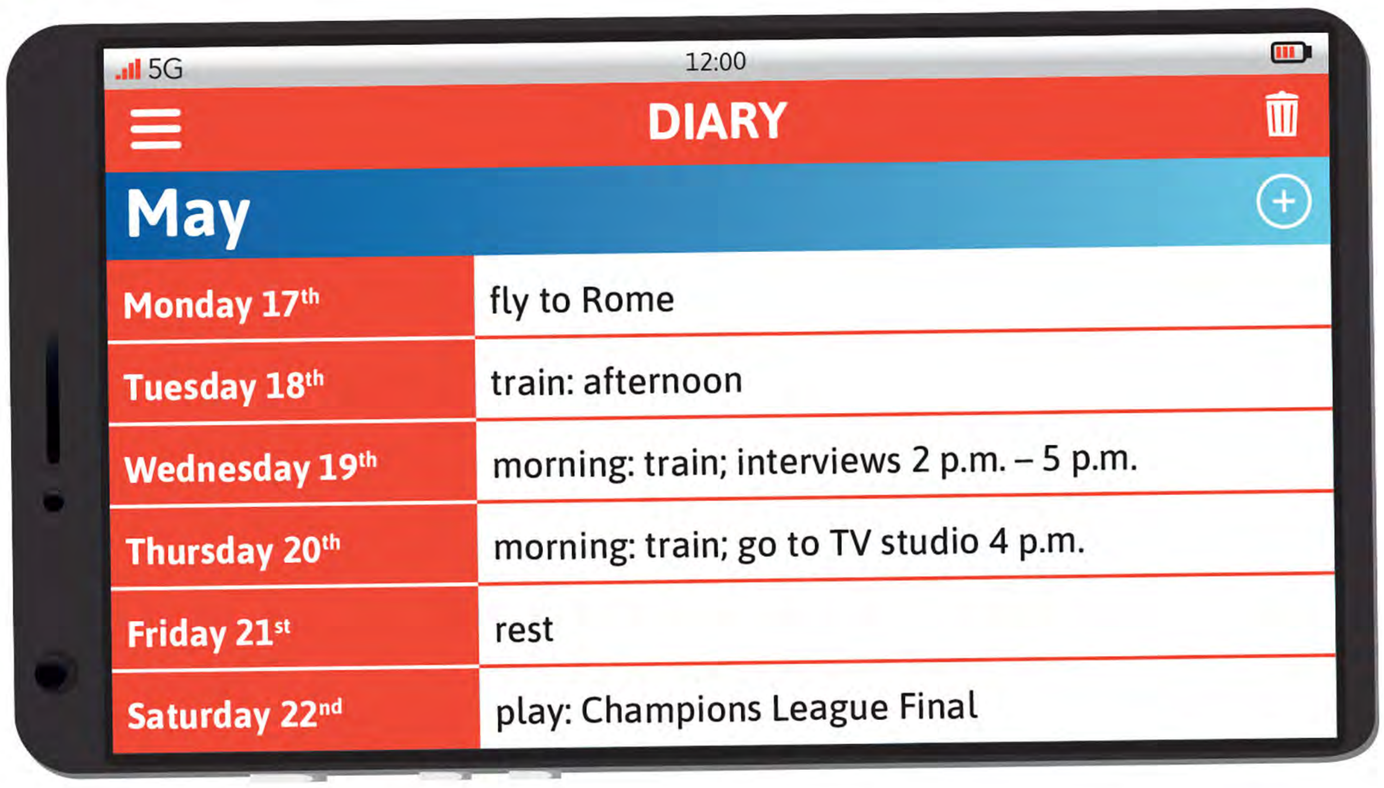
Aim: to review the new grammar from the lesson
- In pairs, students take turns to say true sentences about Ricky Oswaldo's week, using the first person, e.g. *I'm flying to Rome on Monday*. Monitor, checking the correct use of the present continuous for future use.

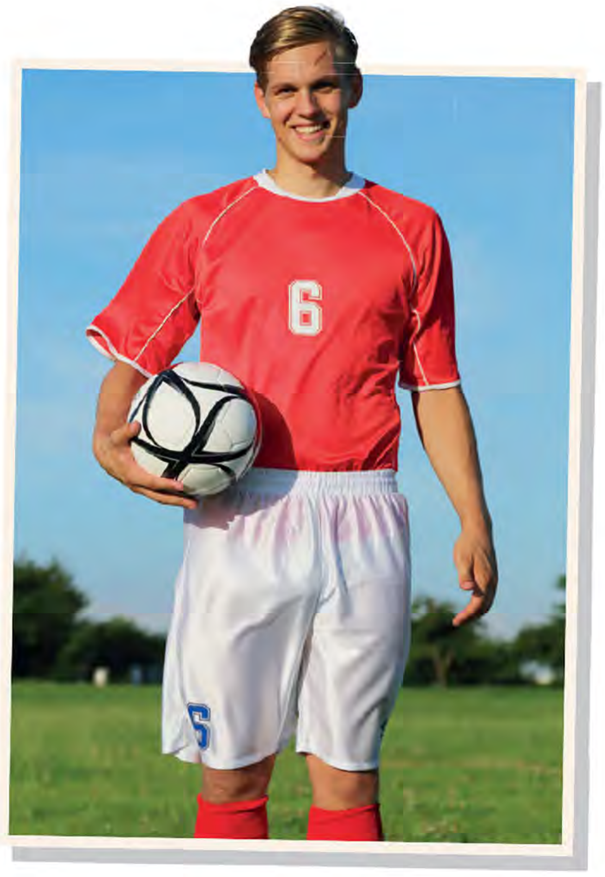
Extension activity

Aim: to encourage cooperation
- In groups of four, students take turns to describe their plans for the weekend for each other.
- Students in the group find out if any of their planned activities are the same.
- Students take turns in their groups to ask each other to join them for one of their planned activities.

4

1 **Look at the footballer Ricky Oswaldo's organiser. Read the sentences and write *t* (true) or *f* (false).**





1 On Monday, he's flying to Rome. ☐
2 On Tuesday morning, he's training. ☐
3 On Wednesday, he isn't training in the morning. ☐
4 On Wednesday, he's giving interviews for 4 hours. ☐
5 On Thursday, he's going to the TV studio in the afternoon. ☐
6 On Friday, he's training all day. ☐
7 On Saturday, he's playing in the Champions League Final. ☐

2 049 **Watch, listen and say.**

Language focus

I'**m running** in the morning
With my best friend Mike.
And on Friday afternoon,
I'**m cycling** on my bike.

Then on Friday evening,
I'**m rowing** here with Ted.
And after that, all tired out,
I'**m going** to go to bed.



3 **Work in pairs. Each of you chooses a famous sportsperson. Write your diary for a week. Then interview each other.**

What are you doing on Monday?

I'm training in the morning and in the afternoon I'm flying to …

What about Tuesday?

I'm … from 10 a.m. to 3 p.m. Then I'm …

And on Wednesday?

NOT THE BEST DAY

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

1 Who was hit in the face?
2 Who hurt their foot?
3 Who got wet?

2 050 **Read and listen to the story to check your answers.**



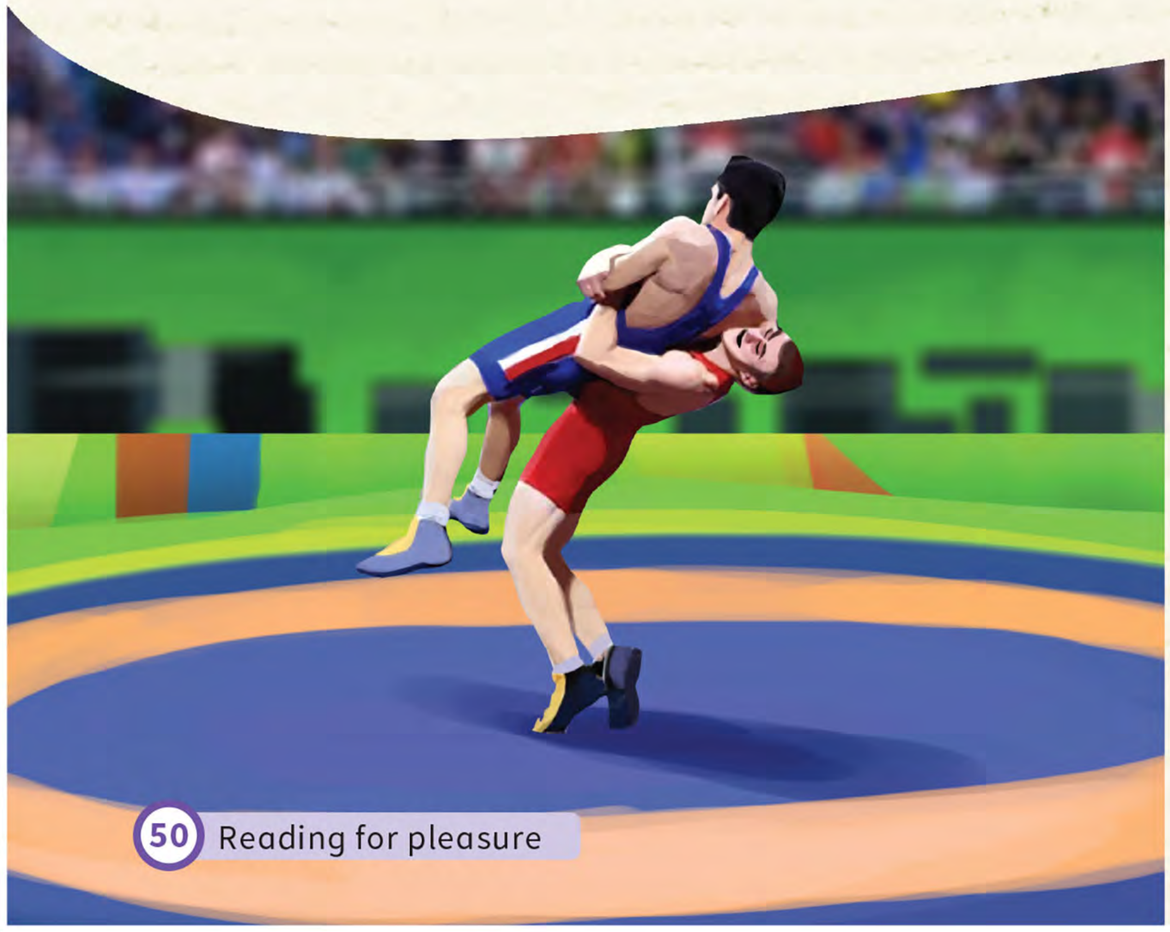
They took a bus to a sports hall near the Olympic Stadium, where they could already hear the fans cheering loudly and singing. 'Oh, I love sports!' said Patrick. Their seats were in the front row. The atmosphere was already amazing and then when the volleyball match started, what a noise! 'This is great! Much better than watching on TV!' said Alex.

Every time a team scored a point, Phoebe jumped up, clapped and shouted! She was really enjoying it, but two minutes before the end of the game, the ball hit her in the face. 'Ow!' she shouted. 'That hurt!'

When the children left the hall, Phoebe had a black eye. 'You look like a pirate!' said Alex. They all laughed, but Patrick thought, 'I'm glad we're going to the wrestling match now. Surely nothing can happen there!'

At the wrestling, the children's seats were again in the front row. It was a fight between a very tall man and a shorter one. Both wrestlers were good, but the shorter one was fighting very well indeed. After the first period, Patrick turned to the others and said, 'What a great match! But I think the shorter guy will win the fight. He's awesome!'

Just after the start of the second period, the taller wrestler was moving towards the shorter one when the shorter man ran at him very quickly, picked him up and threw him through the air. 'Aagh! Ouch!' shouted Patrick, as the tall man landed on his foot. Patrick held his foot. 'Ow! That's *not* awesome! Come on, let's go,' he said, 'I don't think I'm very interested in wrestling any more!'





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

New language: *stadium, front row, atmosphere, black eye, period, awesome, complain, enthusiastically, cheer, sore foot, soaking wet*

Recycled language: characters and language from the story, Olympic sports

Value: the sporting spirit

Cognitive control functions (WB): Working memory

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 them from the story so far.
- Give prompts if necessary, e.g. *Time Travellers, school seems strange, Science lesson, pirates (the past), a park in a city (the future), Ancient Egypt (the past), the Olympics (2016).*

Not the best day

1 SB pp50–51 **Go through the story quickly and find answers to the questions.**

Aim: to practise skimming and scanning
- Students look at the pictures and say what they can see.
- Read the three questions with the class and check understanding.
- Students read the text quickly and quietly to find answers to the three questions. Set a time limit of three minutes.
- Students compare their answers in pairs.

Key: 1 Phoebe, 2 Patrick, 3 Alex

2 050 SB pp50–51 **Read and listen to the story to check your answers.**

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

For script see SB pp50–51.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (*The children saw the gate and were gone in a flash*).
- Play the recording again. Pause to explain new vocabulary and check comprehension. Ask *What was the first sport they saw?* (*Volleyball.*) *What happened to Phoebe?* (*The ball hit her in the face.*) *Where did they go next?* (*To the wrestling.*) *What landed on Patrick's foot?* (*The tall wrestler.*) *Where did they go next?* (*To the rowing.*) *Why did Alex fall in?* (*Because he was very excited and leaned forward too much.*)

Stronger students: Ask volunteers to take turns to tell the story in their own words, in as much detail as they can remember.

1 WB p50 **Remember the story. Complete the sentences with the correct names. Match them with the sports in the photos.**

Aim: to check students' memory of story details

Key: 1 Phoebe b, 2 Patrick c, 3 Alex a

2 WB p50 **Read and order.**

Aim: to practise reading and sequencing skills

Key: 2, 7, 3, 8, 12, (1), 10, 4, 11, 6, 9, 5

3 WB p50 **Answer the questions with *volleyball, wrestling* or *rowing*.**

Aim: to practise reading skills

Key: 2 rowing, 3 volleyball, 4 rowing, 5 wrestling, 6 volleyball

Ending the lesson

Aim: to practise the story
- Put students into groups of three.
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- Volunteer groups do their role plays for the class.

Extension activity

Aim: to stimulate students' creativity
- Put students into threes.
- Tell students to imagine what the friends said as they walked through the gate.
- They brainstorm ideas in their threes and then write a short conversation.
- Groups take turns to read their conversations for the class.

4

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

Recycled language: language from the story

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

Cognitive control functions (WB): Inhibitory control

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *What sports did they go and see?* (Volleyball, wrestling and rowing.) *Why did they leave the volleyball?* (Because Phoebe got hit in the face by the ball and got a black eye.) *Why did they leave the wrestling?* (Because a wrestler landed on Patrick's foot.) *Why did they leave the rowing?* (Because Alex fell into the water and got soaking wet.)

3 SB p51 Answer the questions.

Aim: to focus students on the detail of the story
- Play the recording again. Students listen and/or follow the story in their Student's Books.
- They read and answer the questions, looking back at the text as necessary.
- They compare their answers in pairs.
- Check with the class.

Extra support: First, students find and underline the information about each question in the story. Then they answer the questions.

Stronger students: Students cover the text and answer the questions from memory.

Key: 1 They took a bus. 2 The volley ball hit her in the face. 3 A wrestler landed on his foot. 4 Thirty-two. 5 He was excited and leaned forward too far. 6 Because one had a black eye, one had a very sore foot and the third one was soaking wet.

4 SB p51 Put the sentences in order.

Aim: to practise sequencing
- Read out the activity instructions for students and check they understand the task.
- In pairs, students read the sentences and decide on the correct order.
- Check with the class.

Key: 4, 5, 1, 3, 2

4 WB p51 What message can we learn from the story in the Student's Book? Underline the best value statement.

Aim: to focus on the value of the sporting spirit

Key: b

5 WB p51 Paulo, Claudia and Marcelo are three Brazilian students who want to see different Olympic sports. Read and write *P* (Paulo), *C* (Claudia) or *M* (Marcelo) next to each sport in the chart.

Aim: to give students further practice with reading and vocabulary

Key: wrestling M, gymnastics C, long jump C, swimming P, archery M, boxing M, high jump C, diving P, football P, hurdles C, fencing M

6 WB p51 Read the sentences and look at the timetable in Activity 5. Tick ☑ the true sentences and correct the sports in the false sentences.

Aim: to practise reading skills

Key: 2 ☑, 3 swimming, 4 high jump, 5 ☑, 6 fencing

7 WB p51 Plan your perfect day at the Olympics. Choose any sports that you know in English.

Aim: to encourage creativity

Ending the lesson

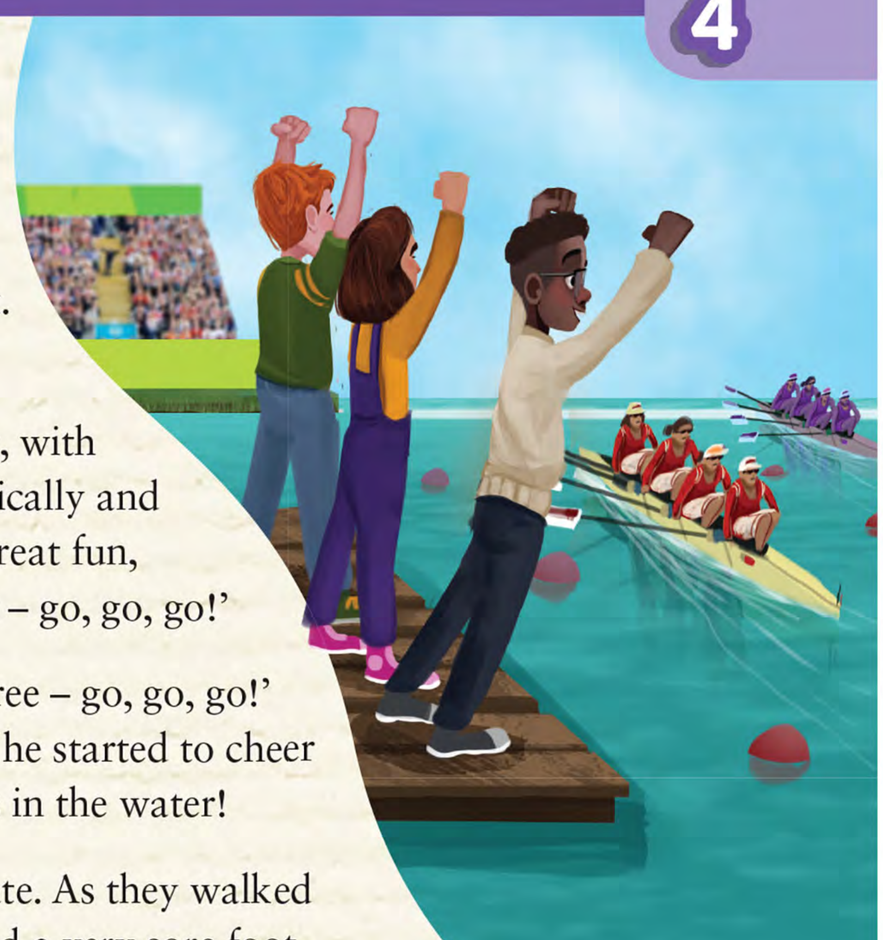
Aim: to stimulate students' personal reactions to a story
- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to discuss the value of the sporting spirit
- Focus on the parts of the story where there were examples of the sporting spirit.
- Elicit from students why this value is important and ask about times when they have shown, seen or experienced the sporting spirit.

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

4



The rowing was on a beautiful lake. Phoebe's eye was now more purple and Patrick's foot was hurting a lot, but they didn't complain. 'Are you guys OK?' Alex asked. 'Yeah, don't worry,' Phoebe said. 'I'm fine,' smiled Patrick. 'Well, we're at the rowing now,' thought Alex. 'Surely nothing can happen here.'

Again they had very good seats, near the water. There were eight boats, with four women in each. 'Isn't this great?' Alex asked the others enthusiastically and then the crowd started to cheer. 'One, two, three – go, go, go!' It was great fun, so Patrick, Phoebe and Alex joined in with the crowd. 'One, two, three – go, go, go!'

Alex was so excited that he leaned forward even further. 'One, two, three – go, go, go!' 'Careful!' warned Phoebe. Alex laughed. 'Don't be silly!' he said. Then he started to cheer again. 'One, two, three – go, go', but then with a loud splash, Alex was in the water!

Phoebe and Patrick helped Alex out of the water. Then they saw the gate. As they walked slowly towards it, they looked very funny: one had a black eye, one had a very sore foot and the third one was soaking wet! They walked into the light. They were gone in a flash.



3 **Answer the questions.**

1 How did they get to the volleyball match?
2 What happened to Phoebe at the volleyball match?
3 What happened to Patrick at the wrestling?
4 How many rowers were taking part in the race?
5 How did Alex fall in the water?
6 Why did they look funny walking towards the gate?

4 **Put the sentences in order.**

She only lost one match and that was the Olympic final. ☐
She won the silver medal. ☐
The athlete trained a lot. ☐
Her country sent her to the Olympic Games. ☐
She became better and better. ☐

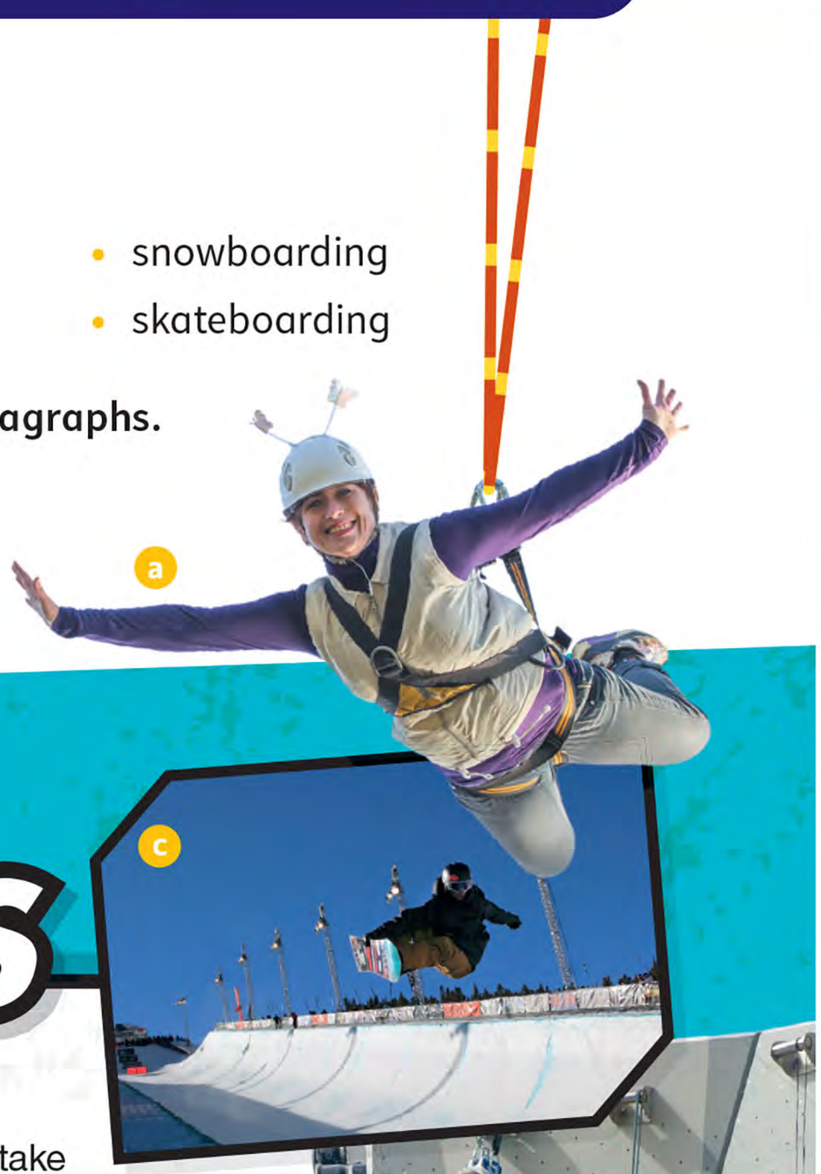
Skills

1 **Look at the photos in the magazine article and find these sports.**

- snowmobiling
- bungee jumping
- BMX biking
- climbing
- snowboarding
- skateboarding

2 **Read the article and match the questions from the box with the paragraphs.**

Why should I go?	How often is it?	What sports do they do?
When did it start?	What are they?	Is it always in the USA?





ALL YOU NEED TO KNOW: THE X GAMES

1 _____
If you like extreme sports, the X Games are for you. There are two different games: one for summer sports and one for winter sports.

2 _____
The exciting ones! In the summer games, it's sports like skateboarding, BMX biking and climbing (there has even been bungee jumping) and in the winter games, it's snowboarding, snowmobiling and extreme skiing.





3 _____
Every year. The winter games take place in January (or sometimes February) and the summer games usually take place in August.

4 _____
The first X Games took place in Rhode Island, in the USA, in 1995.

5 _____
The X Games always take place in the USA. Originally it was in different cities, but since 2003, the summer games have been in Los Angeles and the winter games have been in Aspen. However, there has also been an Asian version of the games since 1998, and in 2010, a European version was started in France.

6 _____
It's not just a sporting occasion. There's plenty of live music too and lots of fun. It's a great place to meet new people, to talk to the athletes and, of course, to see some great sporting action.



3 **Discuss in pairs.**

1 Which of these sports would you like to try? Why?
2 Should all these sports be Olympic sports? Why / Why not?

I'd love to try … because …

I wouldn't like to try … because …

I think … should be an Olympic sport because …

Learning outcomes:
- to practise reading and speaking skills

New language: *extreme, bungee jumping, snowmobiling, take place*

Recycled language: sports

Warm-up

Aim: to activate vocabulary and introduce the topic
- Have a 30-second brainstorm of sports that students know.
- Write one of the most dangerous and one of the least dangerous ones on the board.
- Elicit what the difference is between them (level of danger).
- Tell the class that we call these dangerous sports *extreme sports* and that they're going to read about some in this lesson.

1 SB p52 Look at the photos in the magazine article and find these sports.

Aim: to activate familiar vocabulary and encourage deduction
- Focus the students on the photos and on the six names of the sports.
- In pairs, students try to match the name of the sport with the right photo. Check with the class.
- Say the sports for students to repeat after you.
- Ask students if any of them have done any of these sports or know someone who has.

Key: a bungee jumping, b BMX biking, c snowboarding, d snowmobiling, e skateboarding, f climbing

2 SB p52 Read the article and match the questions from the box with the paragraphs.

Aim: to practise reading skills
- Check students understand that they should read the article to find out where each of the questions goes.
- Students read the text silently and put the questions in the right places.
- Students compare answers in pairs.
- Check and discuss with the class. Elicit how students knew where to place each question.

Extra support: Do the first paragraph together as a class. Then ask students to complete the task one paragraph at a time. Check the answer after each stage.

Key: 1 What are they? 2 What sports do they do? 3 How often is it? 4 When did it start? 5 Is it always in the USA? 6 Why should I go?

3 SB p52 Discuss in pairs.

Aim: to practise discussing ideas in pairs
- In pairs, students discuss each question in turn. Remind them to use the prompts provided.
- Discuss as a whole class.

1 016 WB p52 Listen to Maxine talking to Adam about a sports afternoon. What sport did each person do? Write a letter (A–H) next to each person. There is one example.

Aim: to practise listening skills

For script see TB p123.

Key: 1 B, 2 E, 3 G, (4 F), 5 C

2 017 WB p52 Listen again and answer the questions.

Aim: to practise listening skills

Key: 2 On Monday. 3 She's not keen on sport. 4 There wasn't a trainer. 5 He couldn't find a partner. 6 Archery.

3 WB p52 Complete the five conversations. Choose A, B or C.

Aim: to practise using functional language

Key: 2 A, 3 B, 4 C, 5 B

Ending the lesson

Aim: to review the content of the lesson
- With Student's Books closed, elicit what students can remember about the text they have read.
- Take a class vote on which of the extreme sports sounds the most exciting. Elicit some reasons.

Extension activity

Aim: to practise writing and giving constructive feedback
- Individually, students write full responses to the questions in SB Activity 3 as a short paragraph.
- In groups, they read their paragraphs to each other, and give each other some feedback on how well the ideas have been summarised.

Learning outcomes:
- to practise listening and speaking skills
- to take part in a pair discussion

New language: *sailfish, cheetah, puma*

Critical thinking: Makes predictions and estimations from given information

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

Warm-up

Aim: to review the topic
- Write *Olympic sports* on the board and draw a circle around it.
- Brainstorm with students what Olympic sports they have learned about so far in this unit.
- Write the sports to make a word map.

1 SB p53 Look at the photos. Which human sport is each of these animals good at?

Aim: to practise making predictions
- Focus students on the photos and elicit the name of each animal.
- Read the activity instructions with the class and check understanding.
- In pairs, students discuss their ideas for each animal.
- Elicit ideas from pairs, but do not say if their ideas are right or not.

2 051 SB p53 Listen and check which Olympic gold medal each animal wins.

Aim: to practise listening to confirm predictions
- Read the activity instructions with the class and check they know what to do.
- Play the recording. Students listen to check their predictions.

For script see TB p123.
- Students discuss in pairs.
- Check and discuss as a class. Check understanding of vocabulary.

Key: cheetah – running, puma – high jump, kangaroo – long jump, elephant – weightlifting, sailfish – swimming

3 052 SB p53 Listen again and complete the table.

Aim: to practise listening for specific information
- Read through the table with the class and check understanding.
- Play the recording again. Students listen and write.
- Don't check answers at this stage.

Key: (1) 43, (2) 112, (3) 2.5, (4) 3.6, (5) 9, (6) 13, (7) 200, (8) 300, (9) 8, (10) 109

4 SB p53 Work in pairs. Compare your answers.

Aim: to practise speaking
- Demonstrate the activity with the class.
- In pairs, students compare their answers.
- Elicit and discuss answers with the whole class.
- Draw the table on the board and elicit the numbers to check answers.
- Play the recording again, if necessary, to confirm the answers.

5 SB p53 Complete the sentences with eight different animals, but don't use the animals on this page.

Aim: to encourage students to make use of their world knowledge
- Do the first one as an example with the class.
- Students complete the activity individually.
- Students compare ideas in pairs.
- Elicit ideas from different students around the class. There is more than one correct answer for each sentence.

1 WB p53 Look and read. Write 1, 2, 3 or 4 words to complete the sentences about the email.

Aim: to practise speaking skills

Key: 2 Mr Bennett, 3 sandwiches, 4 next to, 5 too close to one, 6 best part, 7 ran on

2 WB p53 Write Sophia an email. Answer the questions. Write 25–35 words.

Aim: to practise reading and writing skills

Ending the lesson

Aim: to encourage students' personal responses
- Elicit different sentences for SB Activity 5.
- Decide as a class which are the most special animals.

Extension activity

Aim: to encourage personalisation and creativity
- Students work individually or in pairs. They create a cartoon for one of the sentences in SB Activity 5.
- Students display their cartoons around the class. Other students try to guess what the sentence was.

4

1 **Look at the photos. Which human sport is each of these animals good at?**



sailfish



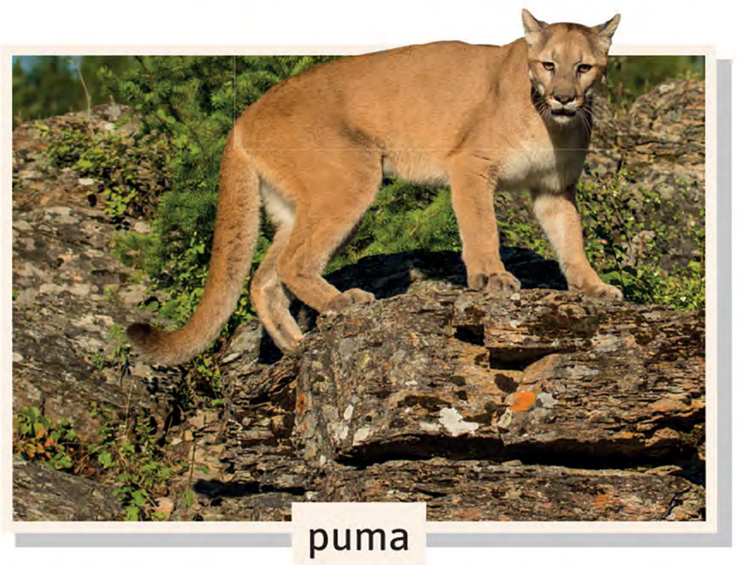
kangaroo



elephant



cheetah



puma

2 051 **Listen and check which Olympic gold medal each animal wins.**

3 052 **Listen again and complete the table.**

SPORT	BEST HUMAN	BEST ANIMAL
running	(1) _____ km/h	(2) _____ km/h
high jump	(3) _____ m	(4) _____ m
long jump	(5) _____ m	(6) _____ m
weightlifting	(7) _____ kg	(8) _____ kg
swimming	(9) _____ km/h	(10) _____ km/h

4 **Work in pairs. Compare your answers.**

The fastest humans can run at …

Yes, that's right. And Olympic high jumpers can …

5 **Complete the sentences with eight different animals, but don't use the animals on this page.**

1 I'm sure I can run faster than a/an _____, but I can't run as fast as a/an _____.
2 I'm sure I can swim faster than a/an _____, but I can't swim as fast as a/an _____.
3 I'm sure I can jump higher than a/an _____, but I can't jump as high as a/an _____.
4 I'm sure I can jump further than a/an _____, but I can't jump as far as a/an _____.

Fitness

How do athletes train?

1 053 Look, listen and number.


boxer


gymnast


weightlifter


fencer


long jumper


rower

2 **Read the fact file about what athletes need to keep fit. Then write the words next to the definitions.**

strength speed stamina balance

_____ : someone who has this can do a sport for a long time. They may already be tired, but they don't stop.

_____ : someone who has this can, for example, lift up heavy weights or jump very high.

_____ : someone who has this can move very fast. This helps them to win.

_____ : a person who has this can stand on one leg. You need this to be good at lots of different sports.

FACT FILE

Athletes need to be strong and fast. Weightlifters need **strength** to lift weights and runners need **speed** and strength to win races. Long jumpers need speed and strength so that they can jump a long way. Fencers and boxers need speed to win too. Athletes also need **stamina**. Stamina helps you to do something for a long time. Runners need a lot of stamina to run in a long race, and boxers and rowers need stamina to keep going for a long time. Boxers and gymnasts also need good **balance**. This means that they don't fall over easily.

Super fact!

Running makes your bones stronger when you do it often.

3 **Think of some athletes. Do they need strength, speed, stamina or balance? Tell your partner.**

A footballer needs a lot of …

A hockey player needs …

A … doesn't need a lot of …

Learning outcomes:
- to learn more about Physical education through English
- to practise listening and reading

New language: *weightlifter, boxer, gymnast, rower, fencer, long jumper, stamina, strength, speed, balance*

Recycled language: sports

Materials: online or print dictionaries

Warm-up

Aim: to introduce the topic
- Focus students on the pictures and elicit the names of the sports. Ask *Which of these are Olympic sports?* (all of them).
- Discuss with the class what the most popular Olympic sports are in their country.

SB p54 How do athletes train?

Aim: to raise awareness of exercises athletes do
- With Student's Book closed, play the *Think and learn* video.

For videoscript see TB p123.

- Ask students what they remember. Ask *Why is training like this important for an athlete?*

Key: They train in the gym, e.g. on a rowing machine, or outside, e.g. running up steps and hills. They build their strength, speed, balance and stamina.

1 053 SB p54 Look, listen and number.

Aim: to present words to talk about athletes
- Play the recording. Students listen and point to the photos.

For script see Key.
- Students number the photos from memory.
- Play the recording again. Students check.
- Play the recording for a third time. Students repeat.
- Elicit the name of the sport and the verb for doing the sport, and then focus on the word for the athlete. Write these sets of words on the board, and underline the *-er* endings.

Key: 1 gymnast, 2 rower, 3 weightlifter, 4 fencer, 5 long jumper, 6 boxer

2 SB p54 Read the fact file about what athletes need to keep fit. Then write the words next to the definitions.

Aim: to practise working out meanings from context
- Students read through the text, looking for information that matches each definition.
- They write the words and then compare answers in pairs.
- Check as a class.
- Read the *Super fact!* aloud.

Key: stamina, strength, speed, balance

3 SB p54 Think of some athletes. Do they need strength, speed, stamina or balance? Tell your partner.

Aim: to practise speaking
- Students make a list of their five favourite athletes, each from a different sport.
- Students think about which of the four qualities each person needs.
- They tell each other their ideas in pairs.

1 WB p54 Look and match.

Aim: to review topic vocabulary

Key: 1 long jumper, 2 gymnast, 3 boxer, 4 fencer, 5 weightlifter, 6 rower

2 WB p54 Who uses it? Look and write words from Activity 1.

Aim: to activate world knowledge

Key: 2 gymnast, 3 fencer, 4 boxer, 5 long jumper, 6 rower

3 WB p54 Complete the sentences.

Aim: to consolidate students' understanding of the topic

Key: 2 upper body, 3 strength, 4 balance, 5 speed, 6 lower body

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've learned about:*
- Elicit from students what they learned about today, e.g. *why athletes need stamina, strength, speed and balance.*
- Write it on the board. Students copy it into their notebooks.
- Ask students to explain how this is connected to the Big Question *What do we know about sports?*

Extension activity

Aim: to extend students' vocabulary
- Students look through the unit to find the names of sports they have discussed.
- Draw a table with three columns on the board.
- In pairs, students copy and complete the table with the name of the sport, the verb, and the noun for the athlete.
- Students check their ideas in a printed or online dictionary.

4

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

New language: *upper body, lower body*

Recycled language: athletes and sports, parts of the body

Critical thinking: Uses pre-defined categories to analyse familiar concepts

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

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

Materials: paper, coloured pens or pencils, photos of school sports (optional)

Warm-up

Aim: to review sports and athletes
- With books closed, students play a game in pairs. They take turns to give the word for either a sport or the matching athlete, and their partner gives the other word (e.g. *gymnastics → gymnast*, *rower → rowing*).

4 SB p55 Which athletes need to be strongest in these parts of their bodies? Put the words from the box in the Venn diagram.

Aim: to use a Venn diagram to organise ideas
- Focus on the picture. Elicit an explanation for *upper body* and *lower body*.
- Review body parts, asking if they are upper or lower body.
- Check vocabulary. Explain the concept of a *Venn diagram*.
- In pairs, students complete the diagram.
- Draw the diagram on the board. Students add the words.

Key: upper body: rowers; upper body and lower body: basketball players, gymnasts; lower body: long jumpers

5 054 SB p55 Listen to a reporter talking about Valeria Taroni. Fill in the information about her.

Aim: to practise listening for specific information
- Check understanding of the table headings.
- Play the recording, pausing regularly.

For script see TB p123.
- Play the recording again. Students check and complete their answers.

Key: 1 fencing, 2 strength, stamina, balance and speed, 3 does weight lifting and runs, 4 healthy food (a lot of vegetables, fruit and meat), 5 practises fencing, 6 She reads and listens to music. 7 It's fun and it's really good for your upper and lower body.

6 SB p55 Imagine you are an Olympic athlete. Tell your partner what you do and how you train

Aim: to personalise the topic
- Students think about their imaginary training regime and make notes.
- In pairs, they discuss their ideas.

7 Project SB p55 Plan and write a leaflet with training ideas for a school sports team. Make headings for the following questions.

Aim: to enable students to apply what they have learned
- Give each pair of students a piece of paper for making sports training leaflets.
- Elicit what is usually in a leaflet.
- Pairs discuss and make notes.
- Pairs write their leaflets and add pictures.
- They present their leaflets to the class.
- Alternatively, students could create their leaflet digitally and save it to their digital portfolio.

4 WB p55 Read and write *t* (true), *f* (false) or *ds* (doesn't say).

Aim: to practise reading for specific information

Key: 2 t, 3 ds, 4 f, 5 ds, 6 t

5 WB p55 Project What exercises do they need to do? Read and match.

Aim: to apply what students have learned

Key: 2 a, 3 c, 4 b

Lesson review

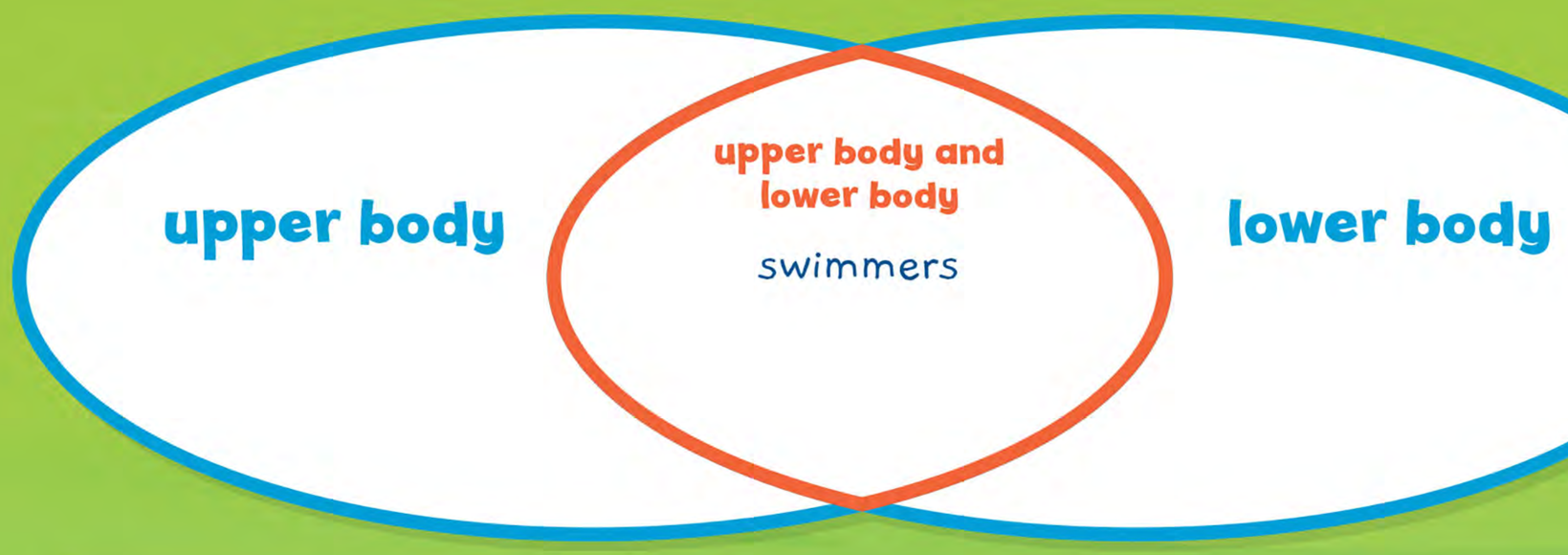
Aim: to review what students have learned in the lesson
- Write on the board: *Today I've ...*
- Elicit from students what they learned today, e.g. *learned more about sports and made a leaflet.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop reflective skills
- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Elicit from students what they would change if they did the project again.
- Individually, students make notes on what they did, the sequence they did it in, what they liked and what they would change.
- Students then each write a report using their notes.

4 **Which athletes need to be strongest in these parts of their bodies? Put the words from the box in the Venn diagram.**

rowers swimmers basketball players long jumpers gymnasts





5 054 **Listen to a reporter talking about Valeria Taroni. Fill in the information about her.**

Valeria Taroni

1. Sport: _____
2. To do her sport, she needs: _____
3. When she trains in the morning, she: _____
   _____
4. She eats: _____
   _____
5. When she trains in the afternoon, she: _____
6. How does she relax? _____
   _____
7. Why does she love her sport? _____



6 **Imagine you are an Olympic athlete. Tell your partner what you do and how you train.**

I'm a/an .... I train ... times a week. In the morning, I ...

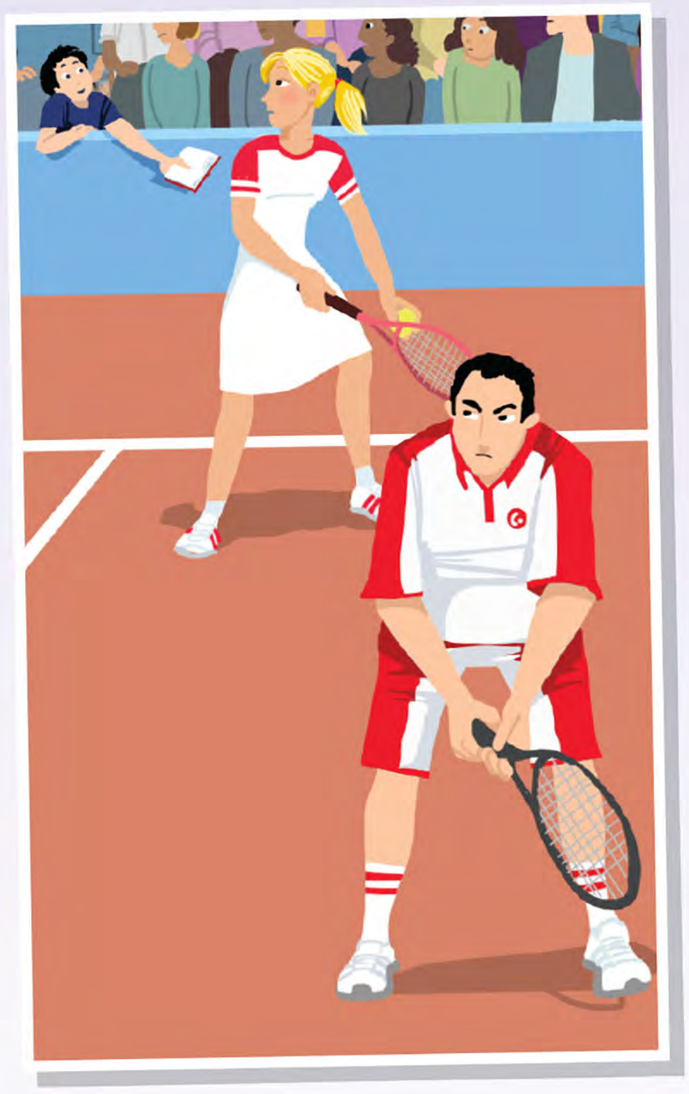
7 Project **Plan and write a leaflet with training ideas for a school sports team. Make headings for the following questions.**

- What sports team is the leaflet for?
- How and when do the team train?
- What do they do in the morning?
- What do they do in the afternoon?
- How do they build strength, speed, balance and stamina?
- What do they eat?
- How and when do they relax?

Get talking

Interviewing a famous tennis player

1 Work in pairs. Choose a role card.



Student A

You are a fan of a famous tennis player.

You'd like to ask the following questions:

- When is he/she playing next?
- Where is he/she playing next?
- What was his/her most difficult match?
- Is he/she sometimes nervous before a match?
- Has he/she got a lucky charm?
- How many hours does he/she practise every week?
- When did he/she start playing tennis?

Student B

You are a famous tennis player.

A fan is going to interview you.
Tell your fan:

- when you are playing next
- where the match is going to be
- about your most difficult match
- that you are sometimes nervous before a match
- that your lucky charm is a …
- that you practise … hours every week
- that you started playing when you were …

2 Act out your dialogue.

Student A

Excuse me, may I ask you some questions?
Another question that I wanted to ask you is …
Thank you so much for talking to me.
Oh, just one more thing. Could I have your autograph, please?

Student B

Go right ahead.
No problem. Was there anything else that you wanted to ask?
I'm afraid I've got to go now.
Very nice talking to you.





Learning outcomes:
- to prepare and perform a role play
- to consolidate language from the unit

New language: *lucky charm, autograph*

Recycled language: sports

Creative thinking: Acts parts in role-plays or dramas

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review Olympic sports
- Write *Olympic sports* on the board.
- With books closed, give students one minute in their pairs to write down all the Olympic sports they can think of.
- Elicit the words from pairs at random. Do this orally.

1 SB p56 Work in pairs. Choose a role card.

Aim: to prepare and plan for a role play
- Tell students they are going to act out a short dialogue between a famous tennis player and one of his/her fans.
- Read through the information on the role cards with the class.
- Check they understand the vocabulary, e.g. *lucky charm*.
- In their pairs, students each choose their role card.
- Refer students to the boxes in Activity 2 to help them plan their role play. Elicit full examples of the useful language, e.g. *Another question I wanted to ask you is how long have you played tennis?*
- Pairs compose a short role play. Monitor and help as necessary.

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 practise interactive speaking skills
- Students practise their role plays so that they can perform them without reading the text.
- Remind students to refer to the improvement points from the last role play.

Extra support: Students write out their dialogue and can refer to it while practising.
- Pairs take turns to perform their short role plays for the class.

1 WB p56 Choose six words or phrases to complete the sentences.

Aim: to review language from the unit

Key: 2 visiting my, 3 She could, 4 We're going, 5 having a, 6 They're flying

2 WB p56 Join the parts to make words and use them to complete the sentences.

Aim: to review topic vocabulary from the unit

Key: 2 rowing, 3 balance, 4 hurdles, 5 climbing, 6 stamina

3 WB p56 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review functional language from the lesson
- Pairs volunteer to act out their dialogues again from SB Activity 2.
- Use this activity to review the functional language from the lesson.

Extension activity

Aim: to develop reflective skills
- Give students your feedback on the role plays. Make general points and don't identify which group you are referring to.
- In their role-play pairs, students discuss how they think their role plays went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook to refer to next time.

4

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

BIG QUESTION to think about how the unit has helped to answer the Big Question *What do we know about sports?*

New language: *missing, complaint, customer service, polite, racket*

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

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

Cognitive control functions (WB): Cognitive flexibility

Materials: Digital or print portfolios

Warm-up

Aim: to review portfolios
- Students look at each other's portfolios from the previous unit and compare their work.

1 SB p57 Read the email to an online shop and answer the questions.

Aim: to practise answering questions about a text
- Check understanding of *complain*.
- Students read the email silently and underline the information about each question.
- In pairs, students discuss answers.

Key: 1 Ashley Simmons. She is 12 years old. She got a computer game for her birthday. Her dad's name is Dave.
2 The bronze medals were missing from the computer game when she received it.

2 SB p57 An assistant at Toys is reading Ashley's email and making notes on a complaint form. Read the email again and complete the form.

Aim: to practise reading for detail and filling in a form
- Students re-read the email and complete the form.

Key: 1 Ashley Simmons, 2 five days ago, 3 The bronze medals were missing, 4 Send the missing medals (as soon as possible)

3 SB p57 How does Ashley connect these pairs of sentences?

Aim: to raise awareness of connectors
- Students find the sentences in the email.
- Elicit why the words *so* and *but* are useful (they join sentences and make the text flow).

Key: a so, b but

4 SB p57 What words does Ashley use to make her email polite?

Aim: to raise awareness of politeness
- Students look for words in the email which make it more polite.

Key: please, Many thanks for your help

5 SB p57 Read what has happened and write an email to complain.

Aim: to practise writing an email to complain
- Read through and discuss the *Writing tip*.
- Students make notes recording the information suggested.
- Students write a first draft email.
- Students swap emails and give feedback in pairs.
- Students write a final draft email.
- Students turn to the Writing practice section on page 121 of the Workbook. Work through the exercises with the class.

Key: **1** 1 hasn't, 2 when, 3 polite
2 1 return them, 2 a refund, 3 faulty items
3 1 b, 2 c, 3 a

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.

Aim: to enable students to revisit the Big Question

3 WB p57 Imagine you are planning your weekend with a friend. Write a dialogue. Use the ideas to help you.

Aim: to practise writing

Ending the lesson

Aim: to express preferences
- Ask students what their favourite song, game or activity is from the unit.
- Do the activity again.

Extension activity

Aim: to enable students to share what they have learned
- In groups, students look through each page of Unit 4, at their vocabulary books and their portfolio and discuss what they have learned.

Think and write

An email to complain

1 **Read the email to an online shop and answer the questions.**

1 Who is the email from? What do you know about her?

2 Why is she writing?

Dear Toys,

I am writing to you about a game which my dad bought for me from your online shop.

It's the sports game called 'Olympic Dreams'. I wanted it for my birthday, so my dad, Dave Simmons, ordered it five days ago. It arrived on my birthday.

When I opened the box, I found that the 'bronze medals' were missing. Everything else was in the box, but of course we can't play the game without the medals.

Can you send me the missing medals as soon as possible, please?

Many thanks for your help,

Ashley Simmons, 12

Writing tip

When you write an email to a shop to complain about a problem with something, make sure that you get the facts right (for example, the name of the product, the date of the order or when you bought it). Write your email politely and then people will want to help you.

2 **An assistant at Toys is reading Ashley's email and making notes on a complaint form. Read the email again and complete the form.**

Toys

Customer Service

Customer name: (1) _____

Order date: (2) _____

Problem: (3) _____

What we need to do: (4) _____

3 **How does Ashley connect these pairs of sentences?**

a I wanted it for my birthday.
My dad, Dave Simmons, ordered it five days ago.

b Everything else was in the box.
Of course we can't play the game without the medals.

4 **What words does Ashley use to make her email polite?**

5 **Read what has happened and write an email to complain.**

You got a tennis racket two weeks ago.
Your grandma bought it in a shop called More Sports and sent it to you in the post.
It broke the first time that you used it.
You don't live anywhere near the shop.
Their email address is mosport@cywi.com.

5 In London

More than 2,000 years ago, the Romans built a city on the River Thames. They called it Londinium. The city slowly grew bigger and richer. In 1600, about 200,000 people lived in the city. It was now called London. In September 1666, a fire started north of the river. The city burned for four days. Almost 80% of the buildings were destroyed. After the Great Fire of London, the city was built again with wider streets and houses built of brick, not wood.

1 055 **Listen and say the words. Check with your partner.**

1. carpenter's
2. jeweller's
3. butcher's
4. grocer's
5. baker's
6. barber's
7. tailor's
8. chemist's



BIG QUESTION Why is London famous?

2 056 **Read, listen and complete the sentences.**

1. Patrick is confused because he can't see any _____.
2. Alex is _____.
3. Patrick wants to check if the _____ is open.
4. They find a man and ask him why the shops are all _____.

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

They cut men's hair there.

Easy! A barber's.

Learning outcomes:
- to learn and use shops vocabulary
- to practise listening, reading and speaking

BIG QUESTION to start to think about the Big Question *Why is London famous?*

New language: *carpenter's, jeweller's, butcher's, grocer's, baker's, barber's, tailor's, chemist's, brick, spread*

Cognitive control functions: Working memory

Digital flashcards: 54–61

Warm-up

Aim: to introduce the topic of shops
- Write the names of some everyday items on the board, e.g. *bread*, *medicine*.
- Ask students where they can buy these things. Tell them they can't go to the supermarket.
- Elicit the names of any other shops they know.

Presentation

Aim: to present vocabulary for shops
- 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.

1 055 SB p58 **Listen and say the words. Check with your partner.**

Aim: to practise new vocabulary
- Students look at the picture. Elicit where the friends are and what students think is happening in the picture.
- Play the recording. Students listen and repeat.

For script see SB p58.
- Play the recording again. Students practise in groups.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.

BIG QUESTION **Why is London famous?**

Aim: to encourage students to learn more about London
- Read the Big Question. Elicit things that students already know about London.
- Elicit their ideas about what they think London is most famous for.

2 056 SB p58 **Read, listen and complete the sentences.**

Aim: to practise listening for specific details
- Encourage students to try to predict the answers.
- Play the recording. Students listen to find the answers.

For script see TB p123.
- They check in pairs.
- Play the recording again. Check with the class.

Key: 1 tall buildings, 2 hungry, 3 baker's, 4 closed

3 SB p58 **Choose a word. Describe it for your partner to guess.**

Aim: to practise speaking
- Demonstrate the activity with the class.
- Students do the activity in pairs. They take turns to describe and guess the different shops.

1 WB p58 **Complete the shops and match them with the photos.**

Aim: to practise the new vocabulary

Key: 2 grocer's f, 3 butcher's a, 4 barber's h, 5 jeweller's g, 6 carpenter's c, 7 chemist's e, 8 tailor's d

2 WB p58 **Which of the shops from Activity 1 are these people in?**

Aim: to practise using the new vocabulary

Key: 2 chemist's, 3 barber's, 4 jeweller's, 5 tailor's, 6 carpenter's, 7 grocer's, 8 baker's

3 WB p58 **Complete the email with the words from the box.**

Aim: to check comprehension

Key: 2 interesting, 3 people, 4 Thames, 5 buildings, 6 built, 7 wood

Ending the lesson

Aim: to review vocabulary from the lesson
- Play the describing game from SB Activity 3 again to review the new vocabulary.
- When students give the word, ask them to spell it.

Extension activity

Aim: to consolidate vocabulary from the lesson
- Students write the eight new vocabulary items in their vocabulary books.
- For each item, they draw a picture of what they can buy there and write a short definition, e.g. *You can buy bread at the baker's.*

5

Learning outcomes:
- to practise talking about past experiences using the present perfect with *ever/never*
- to practise reading for specific information

New language: *stunt, stuntman, rescue* (v), *compared with, do karaoke*

Recycled language: activities, past participles

Warm-up

Aim: to review the present perfect and experiences
- Write on the board the names of ten famous places/cities that your students will know.
- Ask students if any of them have been to them.

1 SB p59 **Read the magazine interview with a stuntman. Write *t* (true), *f* (false) or *ds* (doesn't say).**

Aim: to establish the context for using the present perfect with *ever/never*
- Students read the interview and complete the task.

Key: 1 t, 2 t, 3 ds, 4 f, 5 f, 6 ds

2 SB p59 **Add *ever* or *never* to each sentence.**

Aim: to present and practise the present perfect with *ever/never*
- Students underline examples of the present perfect in the interview.
- Explain that *ever* or *never* means 'at any point in the past'.
- Students note the position of *ever* and *never* in the interview.
- They complete the sentences.
- Elicit that we use *never* in affirmative sentences (with a negative meaning), and *ever* in questions and negative sentences.

Key: 1 I have never been to India.
2 Have you ever been to London?
3 Have you ever met the queen?
4 She has never written a poem.

3 057 SB p59 **Watch, listen and say.**

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p59.
- Check comprehension of *cage.*
- Students turn to the Language focus section on p123 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 Book and join in.
- Students practise the sentences in pairs.

4 SB p59 **Work in pairs. Have you ever done these things? Ask and answer.**

Aim: to use the present perfect with *ever/never* in speaking
- Remind students to check irregular verbs on WB p127.
- Students take turns to ask and answer in pairs. Monitor language.

1 WB p59 **Read and circle the correct words.**

Aim: to practise the present perfect with *ever/never*

Key: 2 have, 3 ever, 4 hasn't, 5 never

2 WB p59 **Match the past participles from the box with the correct verbs.**

Aim: to review irregular past participles

Key: 2 won, 3 ridden, 4 sung, 5 eaten, 6 driven, 7 been, 8 found, 9 slept, 10 drunk, 11 broken, 12 caught

3 WB p59 **Complete the dialogues. Use *ever* and *never*.**

Aim: to practise writing skills using the new language

Key: 2 A Have you ever seen, B I've never seen, 've seen, 3 A Have you ever eaten, B I've never eaten, 've eaten, 4 A Have you ever broken, B I've never broken, 've broken

4 WB p59 **Look at the pictures. Write questions and answers.**

Aim: to do more practice with the new language

Key: 2 Has she ever slept in a hammock? No, she hasn't, but she's slept in a tent. 3 Has she ever driven a car? No, she hasn't, but she's driven/ridden a motorbike. 4 Has he ever caught a fish? No, he hasn't, but he's caught a boot.

Ending the lesson

Aim: to practise key language
- Students ask and answer the questions from WB Activities 2 and 3 in open pairs.

Extension activity

Aim: to consolidate the new language
- Divide the class in half: A and B.
- A students imagine they are film actors. As a group, they decide what their last film was about and what they did.
- B students prepare questions together to ask them.
- In A–B pairs, students role play their interviews.

1 Read the magazine interview with a stuntman. Write *t* (true), *f* (false) or *ds* (doesn't say).

INTERVIEWER Derek, I really enjoyed your last film *When London Burned*. Your stunts are amazing.
DEREK Thank you.
INTERVIEWER In the film, you spend a lot of time in burning houses. Have you ever been in a burning house in real life?
DEREK No, I haven't.
INTERVIEWER Have you ever rescued anyone in real life?
DEREK No, I haven't.
INTERVIEWER One last question. Have you ever jumped from the top of your house in real life?
DEREK Again, the answer's no. My real life is very boring compared with my films!

1 Derek's last film was about The Great Fire of London. ☐
2 He has never been in a burning house in real life. ☐
3 In the film, he rescued a lot of people. ☐
4 He has rescued a lot of people in real life. ☐
5 His real life is more exciting than the film. ☐
6 Derek has worked with a lot of famous people. ☐

2 Add *ever* or *never* to each sentence.

1 I have been to India.
2 Have you been to London?
3 Have you met the queen?
4 She has written a poem.



3 ▶ 057 Watch, listen and say.



Language focus

Have you **ever been** to London Zoo?
You've got family there.
Yes, I have. I saw my cousins.
They live next to the bear.

Has she **ever been** to London Zoo?
Monkeys live there too.
No, she hasn't. She**'s never been**.
She doesn't like the zoo!

4 Work in pairs. Have you ever done these things? Ask and answer.


go skiing


try bird's nest soup


cook spaghetti


build a treehouse


play rugby


see a kangaroo


visit London


do karaoke

Have you ever been skiing?
Have you ever tried bird's nest soup?
Yes, I have.
No, I haven't.

1 058 **Listen and number the countries. Then sing the song.**

France ☐ England ☐ the USA ☐

Have you ever been to London
And walked down Oxford Street?
Don't you think about the people
Who you'll never meet?

Don't you want to travel
And get out of your home?
Don't you know there's more to life
Than being on your own?

Have you ever been to Paris?
Have you seen the famous square?
Have you ever seen the river
Below the bridges there?

Don't you want to travel ...

Have you ever been to New York?
Have you seen the famous zoo?
Have you walked in Central Park?
There's so much there to do.

Don't you want to travel ...











ALL ABOUT MUSIC: POP

There are many different styles of pop music, but the word 'pop' is used to describe any kind of music that is popular with lots of people. TV shows such as *The X Factor* are always trying to find the next big pop star. The words in some pop songs haven't got a lot of meaning, but the songs are popular if the words are 'catchy', or easy to remember, and if it's easy to dance to them.

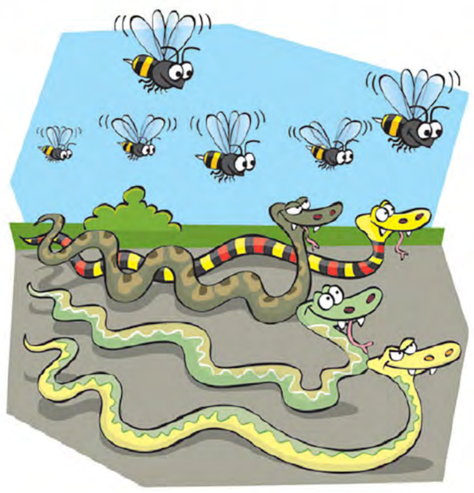


What I think about this song

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

Phonics

2 060 **Listen and say the dialogue.**



Sam This zoo is amazing. There are so many animals here in the city!

Zara Listen to that hissing. And there's a buzzing noise, too!

Sam Run, Zara! The snakes and bees have escaped from their cages!



Learning outcomes:
- to join in with a song
- to learn to say the /s/ and /z/ sounds

New language: *square* (n), *pop, catchy* (adj)

Recycled language: present perfect, cities and places

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review the present perfect with *ever/never*

- Prompt students to ask and answer about places they have visited, by saying a word, e.g. *museum*.

1 058 SB p60 **Listen and number the countries. Then sing the song.**

Aim: to sing a song with the class

- Students cover the lyrics of the song.
- Play the song. Students listen and number the places in the order they are referred to.

For song lyrics see SB p60.

- They compare answers in pairs. Check with the class. Then students uncover the lyrics.
- 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 or video (059) to practise it with the whole class and then in groups.
- Read the 'All about music' box. Check vocabulary.
- Do the 'What I think about this song' survey. Count the number of hands up for each option (It's great / It's OK / I don't really like it).
- Review the results, e.g. *So, most of you think pop music is great* or *Most of you think it's OK*.

Key: France 2, England 1, the USA 3

2 060 SB p60 **Listen and say the dialogue.**

Aim: to present and practise words with /s /and /z/ sounds

- Write *house* and *nose* on the board, underlining the letter *s*. Elicit what sound students hear. Explain that the letter *s* is sometimes pronounced /z/.
- Play the recording. Students listen, read and repeat.

For script see SB p60.

- Divide the class: one half is Sam and the other Zara. The class says the dialogue twice, swapping roles.

1 018 WB p60 **Listen and match the rhyming words. Write two more words for each rhyme.**

Aim: to raise awareness of rhyme

Key (possible answers): 1 eat, seat, 2 own; phone, bone, cone, known, stone, 3 there; hair, fair, their, where, 4 do; two, you, too, to

2 WB p60 **Remember the song. Write questions asking about each city. Then answer them.**

Aim: to activate memory skills

Key (possible answers): 1 Have you ever been to Paris? 2 Have you ever been to London and walked down Oxford Street? 3 Have you ever been to New York? / Have you walked in Central Park?

3 019 WB p60 **Listen and say the sentence.**

Aim: to focus on the *s* and *z* spellings of the /z/ sound

For script see WB p60

4 WB p60 **Say the words from the box and write them in the correct sound column.**

Aim: to revise vocabulary using the target sounds

Key: Sam: so, city, listen, sharks, paints, concert, escapes; Zara: amazing, animals, realise, present, eyes, noise, bridges

5 020 WB p60 **Listen, check and say the words.**

Aim: to practise the /s/ and /z/ sounds

For script see WB p60 and Key above.

Ending the lesson

Aim: to review pronunciation of words ending in *s*

- Put the words ending in *s* in random order on the board: *shops, weeks, topics, plants, thinks, Maths, maps*; *photos, plays, beaches, inventors, coins, bananas, clothes*.
- Students group the words under /s/ or /z/.

Extension activity

Aim: to activate students' imagination

- In groups, students write a new verse for the song.
- Students practise and then perform their new songs.

Learning outcomes:
- to practise using the present perfect with past simple detail

New language: *London Eye, big wheel, dice*

Recycled language: places, experiences, time expressions

Creative thinking: Shares a sense of humour with peers and adults

Warm-up

Aim: to review vocabulary
- Write *London* on the board.
- Elicit the names of famous places in London.
- Write them on the board to create a mind map.

1 SB p61 Chloe is calling her best friend Tara, who is in London with her parents. Read the dialogue and answer the questions.

Aim: to introduce the present perfect with past simple detail
- Students look at the photos and the text.
- Elicit what they can see (places in London). Check they know what the *London Eye* is.
- Students read the dialogue and answer the questions.
- They compare answers in pairs. Check with the class.
- Ask *Has Tara been to London Zoo?* (Yes, she has.) *When did she go there?* (Yesterday.) Elicit the tenses.
- Help students notice that the first question and answer are in the present perfect because the time is not given (experience), and the second question and answer are in the past simple because they are about a specific time in the past.
- Elicit another two pairs of questions about Tara's experiences in London: one in the present perfect, and one in the past simple.

Key: 1 The London Eye, London Zoo, Oxford Street. 2 Her dad. 3 He doesn't like shopping. 4 A present.

2 SB p61 Match the questions and answers.

Aim: to practise contrasting the present perfect with the past simple
- Students do the matching task individually.
- They compare answers in pairs. Check with the class.

Key: 1 b, 2 c, 3 d, 4 a

3 061 SB p61 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p61.
- Students turn to the Language focus section on p123 of the Student's Book.
- Work through the second half of the page with the class.
- Play the audio. Students follow in their Student's Book and join in.
- Students practise the sentences in pairs.

4 SB p61 Work in pairs. A makes a question. B throws the dice and answers it.

Aim: to practise the present perfect with past simple detail
- Demonstrate the activity with the class.
- Students play the game in pairs, taking turns to make a question and to throw the dice.

1 WB p61 Read and circle the correct words.

Aim: to practise contrasting the present perfect with the past simple

Key: 2 have, 3 had, 4 went

2 WB p61 Match the questions with the answers.

Aim: to review the present perfect with past simple detail

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

3 WB p61 Look at the photos and write dialogues.

Aim: to practise writing dialogues

Key (possible answers): 2 Have you ever drunk coffee? Yes, I have. I did that on holiday. 3 Have you ever sung to an audience? Yes, I have. I did that last month. 4 Have you ever swum with sharks? Yes, I have. I did that in the summer. 5 Have you ever won a medal? Yes, I have. I got one in July.

Ending the lesson

Aim: to review vocabulary from the lesson
- Play the game from SB Activity 4 again, in different pairs.

Extension activity

Aim: to encourage cooperation
- In groups of four, students take turns to read and check their sentences from WB Activity 3.
- Students find out if any of their answers are the same.





1 **Chloe is calling her best friend Tara, who is in London with her parents. Read the dialogue and answer the questions.**

Chloe Have you been on the London Eye yet?
Tara Yes, I have. I went this morning with Dad, but Mum didn't want to go.
Chloe Why? Has she ever been on a big wheel?
Tara Yes, she has and she didn't like it at all!
Chloe Have you been to London Zoo?
Tara Yes, we have. We were there yesterday. It was great.
Chloe Have you been to Oxford Street?
Tara Yes, I have. I went with Mum. Dad doesn't like shopping.
Chloe Did you buy me anything?
Tara You'll have to wait and see.

1 Where has Tara been in London?
2 Who went on the London Eye with her?
3 Why didn't her dad go to Oxford Street with her?
4 What does Chloe want from Tara's shopping trip?

2 **Match the questions and answers.**

1 Have you done your homework? — a Yes, I went last year with my parents.
2 Have you ever eaten Chinese food? — b Yes, I did it last night.
3 Have you spoken to Paul? — c Yes, it was delicious.
4 Have you ever been to France? — d Yes, he phoned me this morning.

3 061 **Watch, listen and say.**



Language focus

Have you ever **seen** the sea? I **had** a swim and then
Yes, I **have**, in May. I **went** home straightaway.

4 **Work in pairs. A makes a question. B throws the dice and answers it.**

visit Mars make a film fly a jet pack eat a lizard swim with dolphins
ride a giraffe go to the North Pole meet a famous film star

Yes, I have. I did that three weeks ago.
Yes, I have. I did that two days ago.
Yes, I have. I did that a year ago.
Yes, I have. I did that yesterday.
Yes, I have. I did that five months ago.
No, I haven't.

Have you ever swum with dolphins?

Just a minute. I'll throw the dice … it's a 3! Er, yes, I have. I did that a year ago.

I can't believe it!

It's true!

THE GREAT FIRE



1 Look at the pictures and talk about what you think happens.

2 062 Read and listen to the story to check your answers.

The children walked along with Mr Fisher. 'The fire started just after midnight in a baker's,' he said. 'The wind was very strong, so the fire got bigger and bigger. The people can't fight it any more and they want to get away. I've just been to look for my brother's family, but they aren't in their house any more.'

At that moment, there was a loud crash as a house near them started to burn and fall down. 'Let's hurry,' said Mr Fisher. 'The fire is getting closer. Come home with me. My wife and our three children are waiting there. We've got two horses and a cart and we want to save our things and then go to my wife's father's house in the countryside. You can come with us. Have you ever been to the countryside?'
'Erm, yes,' replied Patrick, 'I went with my mum to my grandparents' house last summer, but we went by train.'
Mr Fisher looked at him. 'By … train? I've never heard of that.' The three friends smiled at each other.

By the River Thames, people were loading their things onto boats. Some people even had their chickens with them. Suddenly Patrick shouted, 'Look at that boat!' Out on the water, a man was getting from a raft onto a boat, where his wife was waiting with their two children and all their furniture. As he stepped onto the boat, it rocked and one child fell into the water.

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

New language: *crash* (n), *countryside, load* (n), *furniture, raft, rock* (v), *dive* (v)

Recycled language: shops

Critical thinking (WB): Identifies missing key vocabulary and events from short narrative summaries, Solves simple puzzles (e.g. word puzzles)

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review the characters and the story
- Elicit the names of the story characters, *Phoebe*, *Alex* and *Patrick*, and write them on the board.
- Elicit what students remember about them from the story so far. Give prompts as necessary to remind them.

1 SB pp62–63 **Look at the pictures and talk about what you think happens.**

Aim: to practise making predictions
- Ask students to look at the pictures. Elicit a description of each one.
- Elicit ideas from students as to what they think happens in the story.
- Write notes of their suggestions on the board.

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 listen and read to check their predictions against the notes on the board.

For script see SB pp62–63.

- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story (the children saw the yellow glow around the door of Mr Fisher's house and were gone in a flash).
- Play the recording again. Pause to explain new vocabulary and check comprehension. Use prompt questions if necessary, e.g. *Where and when did the fire start?* (*Just after midnight in the baker's.*) *Where did Mr Fisher want to go?* (*To his wife's father's house in the countryside.*) *What were the people putting into the boats?* (*Their things.*) *Why did Patrick dive into the river?* (*Because a child fell in.*) *Why did Mr and Mrs Fisher unload their furniture from the cart?* (*To make room for another family.*) *Why didn't the friends escape with the families?* (*Because they knew of another way to escape, through the gate.*)

1 WB p62 **Remember the story. Tick ☑ the form of transport which is not in the story.**

Aim: to check memory skills

Key: 2

2 WB p62 **Match the information (a–e) with the gaps (1–8) in the summary.**

Aim: to practise summarising skills

Key: 2 h, 3 d, 4 a, 5 g, 6 b, 7 e, 8 c

3 WB p62 **Complete the puzzle. Look at the shaded boxes and find the name of the king of England at the time of The Great Fire.**

Aim: to practise reading and writing skills

Key: 2 Thames, 3 raft, 4 horses, 5 bracelet, 6 furniture, 7 chest; Charles

Ending the lesson

Aim: to practise the story
- Put students into groups of four.
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.
- Volunteer groups do their role plays for the class.

Extension activity

Aim: to stimulate students' creativity and imagination
- Put students into pairs.
- Tell students to imagine what Mr and Mrs Fisher said as the three children walked through the gate.
- They brainstorm ideas in their pairs and then write a short conversation.
- Groups take turns to read their conversations for the class.

Learning outcomes:
- to practise reading for specific information
- to identify key events and emotions of characters in a story

Critical thinking: Interprets implicit meanings of characters in a story

Critical thinking (WB): Makes a choice of activity and can give a reason for the choice

Cognitive control functions: Cognitive flexibility

Value: thinking of others

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Where were the friends?* (In London.) *Why were the shops all closed?* (Because there was a fire.) *How were people escaping the fire?* (In carts and on boats.) *Where were they going?* (To the countryside.)

3 SB p63 Choose the correct answers.

Aim: to focus students on the detail of the story
- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Students read and choose the correct answers to the questions, looking back at the text as necessary.

Extra support: First, students find the information about each question in the text. Then they compare this information with the options to help them choose.

Stronger students: Students cover the text and answer from memory.
- Students compare their answers in pairs.
- Check with the class.

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

4 SB p63 Who is thinking these things? When or why?

Aim: to help students understand characters and situations in the story
- Read out the activity instructions and check students understand the task.
- Do the first question together as a class.
- Students discuss their answers for the questions in pairs.
- Check ideas as a class. Other students confirm or amend suggested answers.

Key: 1 Mr Fisher, when Patrick talks about the train, 2 Mr Fisher, when he talks about his brother's family, 3 Mr Fisher, when the house falls down, 4 Patrick, when he sees the man getting onto the boat, 5 The woman, when Patrick jumps into the water, 6 The woman or one of the children who arrive at Mr Fisher's house when the cart is full

4 WB p63 Read about the man trying to escape from The Great Fire. Can you help him?

Aim: to practise thinking logically to solve a problem

Key: He should first take the chicken to the other side, and then he should take the fox, but he should bring the chicken back in the boat. He should leave the chicken and take the grain across and then finally he should take the chicken across.
(Students to give verbal reasons for their choices each time.)

5 WB p63 Look at the pictures. How could the children show that they are thinking of others? Complete the sentences.

Aim: to practise understanding character and situation

Key: 2 carry his bags (for him), 3 get the tin down (for her), 4 pick up his money (for him)

6 WB p63 Tick ☑ the best thing to say for each picture in Activity 5.

Aim: to focus on the value of thinking of others

Key: 2 b, 3 a, 4 b

Ending the lesson

Aim: to stimulate students' personal reactions to a story
- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to discuss the value of thinking of others
- Focus on the parts of the story where the three friends were thinking of others.
- Elicit from students why this value is important and elicit from students times when they have thought of others or others have thought of them.



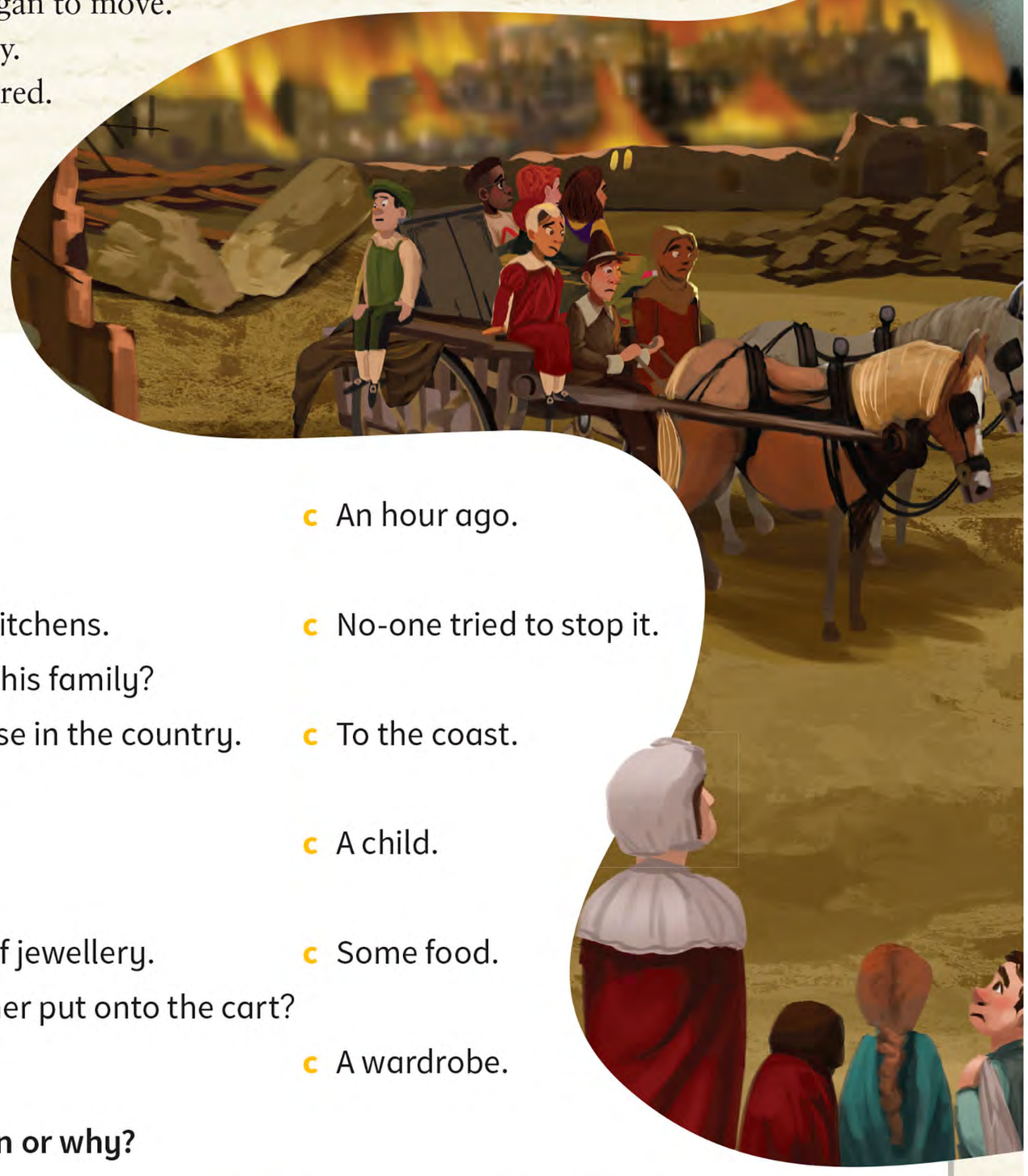
Patrick dived in and swam. He grabbed the little boy and swam to the boat with him. 'Thank you so much!' said the woman. Then she took off her bracelet and gave it to Patrick saying, 'Please take this!', so he put it in his pocket.

They ran on. After quarter of an hour, they arrived at Mr Fisher's house, where his wife and children were already waiting with some furniture and small chests on the cart. 'Can you help us with this?' asked Mr Fisher, pointing to a very large chest. Together they managed to lift it onto the cart, but it was now very full. 'Everyone get on,' said Mr Fisher. 'We must leave.'

At that moment, a woman arrived with some small children who looked really tired. 'I've found these children. They can't run any more,' the woman said. 'Please take us with you.'

Mr and Mrs Fisher unloaded the furniture and some of the children got onto the cart, but there still wasn't room for everyone. The three friends jumped down and helped the rest of the children onto the cart. 'Go,' shouted Alex and the cart began to move.
'What about you?' asked Mr Fisher. 'Don't worry.
We know another way to escape,' Phoebe answered.

There was a yellow glow around the door of Mr Fisher's house. It wasn't from the fire.
They walked through the door into the light.
They were gone in a flash.



3 **Choose the correct answers.**

1 When did the fire start?
a Yesterday evening. b At night. c An hour ago.

2 What helped the fire grow?
a The weather. b Fires in kitchens. c No-one tried to stop it.

3 Where does Mr Fisher want to go with his family?
a To the river. b To a house in the country. c To the coast.

4 Who did Patrick pull out of the water?
a Mr Fisher. b Phoebe. c A child.

5 What did the woman give Patrick?
a Some money. b A piece of jewellery. c Some food.

6 What did the three friends and Mr Fisher put onto the cart?
a A chest. b A table. c A wardrobe.

4 **Who is thinking these things? When or why?**

1 What does the boy mean?
2 I'm worried. I hope that they're safe.
3 I hope my house hasn't burned down.
4 There are too many things on that boat.
5 This boy is really brave.
6 I hope that there will be room for us on the cart.

Skills

1 Read the London information page and match the sentences with the places 1–4.



1 The Tower of London

The Tower of London was built in 1078. First, it was a castle for kings and queens and later it was a prison. The guards of the Tower wear a red and black uniform and are called Beefeaters. Some big black birds called ravens live at the Tower. People say that if the ravens leave the Tower, it will fall down.





2 Tower Bridge

Tower Bridge is one of the oldest bridges in London. Every day, a lot of traffic crosses the bridge. The traffic has to stop when a big ship arrives and then the two parts of the bridge are raised so that the ship can pass. The two parts are raised about 800 times every year. Between the towers of the bridge there is a walkway. You have to pay if you want to go on the walkway.

3 The London Eye

The London Eye is about twice as high as Tower Bridge. From its 32 glass observation pods, you can see the whole of London. The ride lasts about 25 minutes. The London Eye is very popular so there are often lots of people waiting to get on. You have to pay if you want to ride it.



4 Madame Tussauds

Madame Tussauds is the perfect place to take photos next to famous people. Of course, the famous people aren't real. They're all made of wax, but when your friends back home see the pictures, they don't need to know that! It's open every day of the year except December 25th.



- a It's only closed one day every year. ☐
- b Ships go under it. ☐
- c You often have to wait a long time before you can get on. ☐
- d Birds live here. ☐
- e Cars go across it. ☐
- f You can see models of celebrities here. ☐
- g Kings and queens lived here. ☐
- h It's higher than Tower Bridge. ☐

Learning outcomes:
- to practise reading for specific information

New language: *castle, prison, guard, raven, walkway, glass observation pod, queue, wax*

Warm-up

Aim: to activate vocabulary
- Brainstorm what students know/remember about London.
- Write the names of places on the board.
- Ask students which place they would like to visit the most.

1 SB p64 Read the London information page and match the sentences with the places 1–4.

Aim: to activate familiar vocabulary and knowledge of the world
- Focus the students on the photos and on the four headings.
- Elicit if any of the headings are the same as the places they discussed in the Warm-up.
- Students read the eight sentences. Check understanding.
- Students cover the text and try to do the matching task without reading.

Extra support: Before students begin, elicit one or two different ways of saying the same thing as each statement. Recognising paraphrased information will help students answer the questions.
- Students read the texts individually, check their ideas and finalise their answers.
- They check their answers in pairs. Check with the class.

Key: a 4, b 2, c 3, d 1, e 2, f 4, g 1, h 3

1 WB p64 Look at the photos. Complete the texts with the names of the places.

Aim: to practise reading for specific information

Key: 2 Natural History Museum, 3 Tower of London, 4 Natural History Museum, 5 Tower of London, 6 Covent Garden, 7 Tower of London, 8 Covent Garden, 9 Natural History Museum

Ending the lesson

Aim: to review the content of the lesson
- With Student's Books closed, elicit what students can remember about the places in the Student's Book and the Workbook.

Extension activity

Aim: to practise writing and to review what they have learned about London
- In pairs, students write ten true or false statements about the places in the Student's Book and the Workbook.
- Pairs swap statements with other pairs. They answer each other's true/false statements with books closed.
- Students swap statements again and check answers.

Learning outcomes:
- to practise listening for specific information
- to practise reading for detail
- to practise speaking (group discussion)

New language: *dungeon, bloodiest, shark, aquarium, penguin, postcard*

Warm-up

Aim: to review the topic
- Call out the names of the places in London from the previous lesson one by one.
- With Student's Books closed, students say what they can remember about each one.

1 CD 063 SB p65 Listen to the recorded message and complete the advert.

Aim: to practise listening for specific information
- Focus students on the advert and elicit what the name of this attraction is (*the London Dungeon*).
- Students look at the advert. Elicit what kind of information is missing (numbers: prices, number of days and pick-up points, phone number).
- Play the recording. Students complete the advert.

For script see TB p124.
- Students compare answers in pairs. Check with the class.

Key: (1) £23.50, (2) £17.50, (3) 7, (4) 4, (5) 0315 782763

2 SB p65 Lily meets James when she's on holiday in London. Read the dialogue and complete Lily's postcard.

Aim: to practise reading for details
- Check understanding of *postcard*. Ask *Do people still send postcards? When did people usually send postcards in the past?* Accept any reasonable suggestions.
- Ask two students to read the dialogue aloud.
- Individually, students complete the postcard.
- They compare postcards in pairs.
- Check with the class.

Key: 1 feeding the sharks, 2 green sea turtles, 3 green colour, 4 favourite animals, 5 the ice cave, 6 James

3 SB p65 Work in groups. Discuss the questions.

Aim: to practise taking part in group discussion
- Demonstrate the activity using the speech bubbles.
- In groups, students discuss the questions.

1 CD 021 WB p65 You will hear a woman asking for information about a train. Listen and complete the notes. Exam skills

Aim: to practise listening skills

For script see TB p124.

Key: 2 Thursday, 3 9.40, 4 34 euros, 5 sandwiches, 6 www.traintickets.com

2 WB p65 Alison wants to go to London on Thursday. She needs to get there by 10 a.m. She phones for some information. Write a dialogue.

Aim: to practise writing dialogues

Key (sample answer): A: Hello, I'd like some information about trains to London, please. B: Where are you travelling from? A: Whitebridge. B: Is that for today? A: No. It's for Thursday. B: And what time do you want to travel? A: Well, I need to get there by 10 a.m. B: OK ... if you get the 8.40, that will get you to London at about ten to ten. A: The 8.40 train. OK, yes, that's perfect. How much is a return ticket? B: Are you coming back on the same day? A: Yes. B: Are you under 16? A: Yes, I am. B: That'll be £15. A: Fine. Many thanks for your help.

Extra support: Give students a framework to write to, using some of the language from the sample answer.

3 WB p65 Read the sentences about a trip to London. Choose the best word (A, B or C) for each space.

Aim: to practise grammatical structure

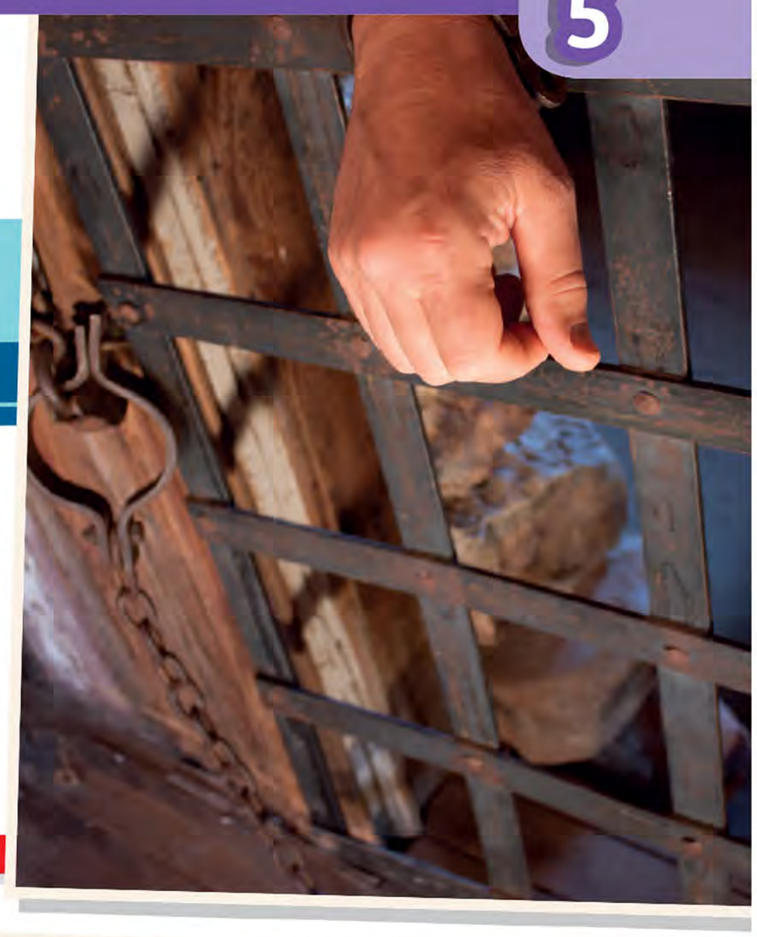
Key: 2 B, 3 C, 4 B, 5 C, 6 C

Ending the lesson

Aim: to encourage students' personal responses
- Remind students of their discussions in SB Activity 3.
- Elicit the lists of top attractions from every group, and record the stats on the board to find out the five most popular attractions overall.

Extension activity

Aim: to encourage personalisation and creativity
- In pairs, students take turns to read each other's dialogues from WB Activity 2.



1 063 Listen to the recorded message and complete the advert.

LondonTours'R'us

Are you brave enough for the Dungeon?

- **Come and experience 1,000 years of London's bloodiest history.**
- **Actors and scary rides bring alive many of the capital's most terrible secrets.**

Adults (1) £ _____
Children (2) £ _____
Tours run: (3) _____ days
a week with (4) _____ bus pick-up points in the city.
Phone: (5) _____

2 **Lily meets James when she's on holiday in London. Read the dialogue and complete Lily's postcard.**

James Have you been to Sea Life, the London Aquarium?
Lily Yes, we went there yesterday.
James Did you like it?
Lily Yes, it was fantastic. They have lots of sharks there. We were really lucky. When we got there, they started feeding the sharks. It was really cool.
James Did you also see the green sea turtles?
Lily Of course we did. We even learned why they are green.
James Why is that then?
Lily It's because they eat the green stuff that grows in the sea.
James Really? And did you see the penguins?
Lily Yes, they were my favourites. We went to the ice cave and watched them diving. I love that aquarium. I want to go again.
James Maybe we can go together?
Lily That would be nice, but I'm going home in two days.



Dear Grandma,
I'm having a great time in London.
Yesterday I went to the London Aquarium.
We arrived when they were
(1) _____. That was really cool.
I also saw some (2) _____. Did you know they get their (3) _____ from the food they eat?
My (4) _____ were the penguins.
I spent a long time watching them diving in
(5) _____.
Love Lily
PS I've made a new friend. His name's
(6) _____ and he's really nice.

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

1 Which attractions in London would you most like to visit? Why?

I'd like to visit the … because …

I'm not sure. I'd like to … , but I'd also like to …

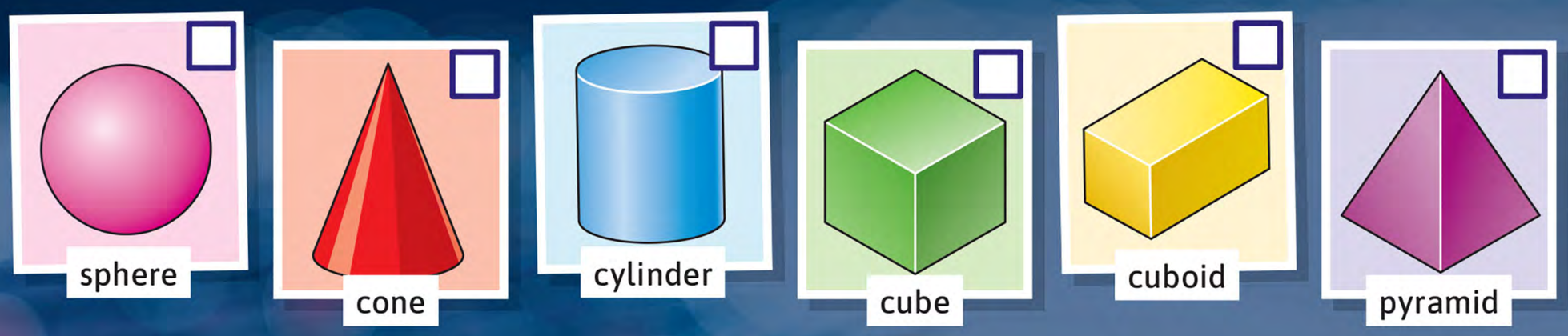
I don't think the … sounds very interesting.

2 Agree on a list of the top five attractions where you live.

3D SHAPES

What 3D shapes are buildings?

1 064 Look, listen and number.



Super fact!

There's a lift in the Shard that travels at six metres per second.

2 Read about some London buildings with 3D shapes. Write the buildings' names under the photos.



London is famous for its interesting buildings. Some of the buildings in London are made of 3D shapes. A good example is **The Globe Theatre**. It is actually a cylinder with no roof.

The BT Tower is a very tall cylinder with smaller cylinders at the top. One of the cylinders is a restaurant that moves round and round in circles.

Other buildings are made of than one 3D shape. **Big Ben** is a long cuboid and it's got a cube at the top with a clock on it. There's also a small pyramid-shaped roof above the cube. **Canary Wharf** is also a tall cuboid with a pyramid roof on top. It's got 50 floors.

The American Embassy is a glass cube. **The Shard** is also made of glass. It looks like a very tall, thin pyramid but its sides don't touch at the top. It's got 11,000 windows and 95 floors.



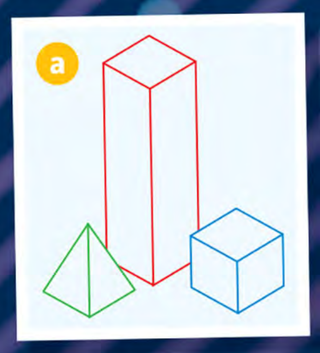


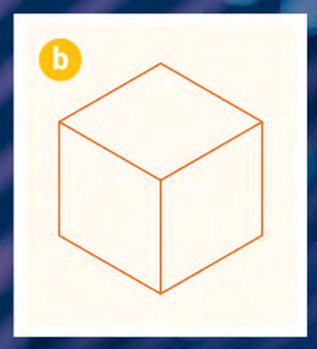


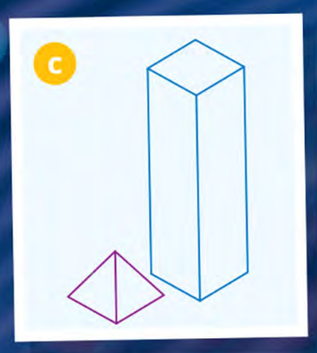




3 Look at the shapes and decide. Which of the buildings are they? Tell your friend.







I think picture a is the …

Learning outcomes:
- to integrate other areas of the curriculum through English: Maths
- to identify and talk about what shapes buildings are

BIG QUESTION Your students will be able to answer the Big Question *Why is London famous?*

New language: *sphere, cone, cylinder, cube, cuboid, pyramid, 3D*

Recycled language: London

Critical thinking: Compares different types of information

Materials: reference books, Internet

Warm-up

Aim: to introduce the topic of buildings and shapes
- Write *London attractions* on the board.
- Elicit the names of famous buildings in London. Ask students to try to describe what shape they are, using their own words.

SB pGG What 3D shapes are buildings?

Aim: to learn about 3D shapes
- Write *3D* on the board. Explain that it is short for *three dimensions*. Draw a dot and say *Zero dimension*. Extend it to a straight line, saying *One dimension*. Expand the line to a square, saying *Two dimensions*. Expand the square to a cube, saying *Three dimensions*.
- Play the video. Students check if any of the buildings they described in the Warm-up are mentioned.

For videoscript see TB p124.

Key: Cuboids, cubes, spheres and cones.

1 064 SB pGG Look, listen and number.

Aim: to present words to talk about 3D shapes
- Play the recording. Students listen and point to the shapes.
- Students number the shapes from memory.
- Play the recording again. Students check their answers.
- Play the recording for a third time. Students repeat.

Key: 1 cube, 2 cuboid, 3 pyramid, 4 cylinder, 5 cone, 6 sphere

2 SB pGG Read about some London buildings with 3D shapes. Write the buildings' names under the photos.

Aim: to practise reading for detail
- Focus students on the six photos. In pairs, they try to guess the names of each building shown.
- Students read the text and label the photos.
- Students compare answers in pairs.
- Check with the class.

Key: 1 Globe Theatre, 2 BT Tower, 3 American Embassy, 4 The Shard, 5 Big Ben, 6 Canary Wharf

3 SB pGG Look at the shapes and decide. Which of the buildings are they? Tell your friend.

Aim: to relate what students have learned about 3D shapes to buildings in London
- Explain that the three pictures a–c show the basic shapes of three famous London buildings from the text.
- Give students half a minute to consider the shapes.
- In pairs, students compare ideas.
- Elicit answers and check with the class.

Key: a Big Ben, b American Embassy, c Canary Wharf

1 WB pGG Read and match.

Aim: to review 3D shapes

Key: 2 A cube has six sides, all squares. 3 A cuboid has six sides, which can be squares or rectangles. 4 A cylinder has two circular ends, and curved sides. 5 A pyramid has a square bottom, and sides which are shaped like triangles. 6 A sphere is perfectly round, like a ball.

2 WB pGG Look, read and write. Which shape from Activity 1 are these buildings most like?

Aim: to apply what students have learned about 3D shapes

Key: 2 cube, 3 Pyramid, 4 sphere, 5 cylinder

Lesson review

Aim: to review what students have learned in the lesson
- Elicit what students learned today and write it on the board: *Today I've learned about the shape of famous London buildings*. Students copy it into their notebooks.

Extension activity

Aim: to enable students to extend their knowledge about famous London buildings
- Form six groups: one for each building in the text in SB Activity 2.
- In groups, students do research using the Internet or reference books and find out more about one of the six buildings. They make notes on what people use the building for, who built/designed it, when, and what it is most famous for.
- Groups report back to the class with their findings.

5

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

New language: *pointed, curved, round, square*

Recycled language: London, 3D shapes

Creative thinking: Based on a model, develops new games, dishes, clothes, etc.

Critical thinking (WB): Participates in investigative, exploratory, open-ended tasks

Materials: A3 paper, coloured pens or pencils

Warm-up

Aim: to review words to talk about 3D shapes
- In pairs, students take turns to say one of the shapes for their partner to draw.

4 SB p67 Look, read and tick ☑ the shapes in the table.

Aim: to practise reading for specific details
- Explain that students are going to read about the four famous London buildings from the photos.
- Students cover the text. Elicit how students would describe the shape of each building, in their own words.
- Students read, check their ideas, and complete the table.
- They compare answers in pairs.
- Check with the class.

Key: 1 cone, 2 cuboid, 3 pyramid

5 Project SB p67 Design a new building for your school.

Aim: to enable students to apply what they have learned about 3D shapes
- Students work in pairs. Give each pair a piece of A3 paper and tell them they are going to design school buildings.
- Pairs discuss their ideas. They make notes for each point.
- They can look back at the spread for inspiration and conduct further research on the Internet or in reference books if available.
- Pairs then do a rough sketch of their building, thinking about which 3D shapes it will have.
- Pairs name, draw and colour their buildings and then present them to the class, talking about the materials used, the shapes used and what the building is for.
- The finished buildings can be displayed and class votes held to decide which buildings are: the most interesting / the most comfortable / the most beautiful.
- Take photos of the designs and descriptions and save them to students' digital portfolios.

3 WB p67 Look at the photos. What is similar about all the houses?

Aim: to practise comparing shapes of things

Key: are round

4 WB p67 Read the article in Activity 3 and write *t* (true), *f* (false) or *ds* (doesn't say).

Aim: to practise reading for specific information

Key: 2 ds, 3 t, 4 f, 5 t, 6 ds

5 Project WB p67 Choose a shape and find out about a famous building that is built in that shape. Draw it. Answer these questions:

Aim: to stimulate students' creativity and to practise writing

Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they learned today, e.g. *learned more about Maths (and geometry and architecture) and designed a new building.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills
- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Elicit from students what they liked and what they would change if they did the project again.
- Individually, students make notes on what they did, the sequence they did it in, what they liked and what they would change.
- Students then each write a report using their notes.
- Monitor and help as necessary.

4 Look, read and tick ☑ the shapes in the table.



The Gherkin

1 This building is tall with a pointed top. It's made of glass and metal. It looks like a cone shape, but it isn't.



The Walkie Talkie

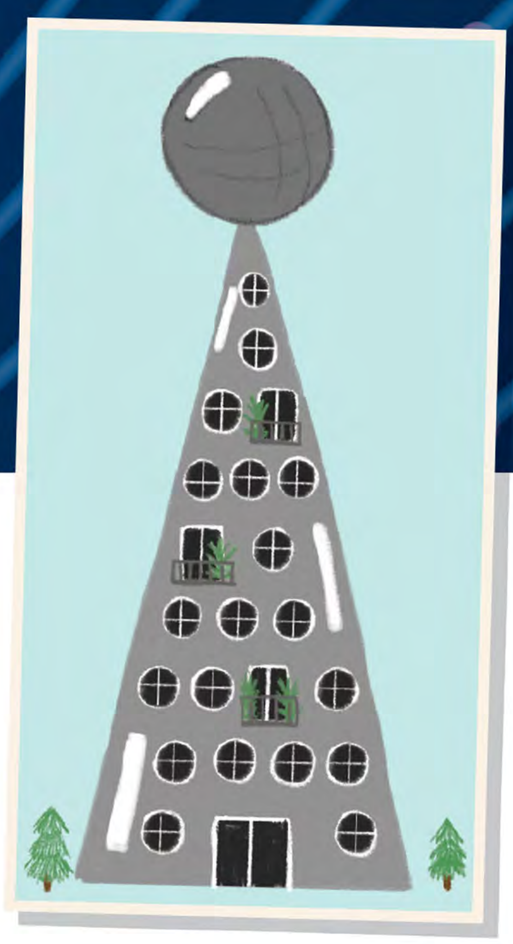
2 This building is tall and it has an unusual shape. It looks like a cuboid, but it's got curved sides. The top part is bigger than the part below. It's made of glass and metal.



The Cheesegrater

3 This building is very tall and thin. Its sides are triangles and it looks like a pyramid. It's pointed at the top and it's made of glass and metal.

Building name	3D shape it looks like:		
	cuboid	cone	pyramid
1 The Gherkin			
2 The Walkie Talkie			
3 The Cheesegrater			



5 Project Design a new building for your school.

- What kind of building is it?
- Which 3D shapes will it have?
- Will it be tall or short?
- What will it be made of?
- Draw the building.
- What is it called?
- Tell your friends about it.

This is the … . It's a … .

Get talking

A group presentation

1 065 **Listen to Alice, Thomas and Emily talking about Sydney in Australia. What do they each talk about?**

Alice talks about …

Thomas talks about …

Emily talks about …





2 **Give a group presentation about an interesting city.**

Find out about it

- Work in a group of three. Choose an interesting city and find out more about it.
  - – Use books and magazines.
  - – Ask travel agencies for travel brochures and other materials.
  - – Find photos, information, town guides and holiday reviews on the Internet.

Prepare it

- Decide which information each person should look for:
  - – what part of the country the city is in (north, south, etc.)
  - – famous sights
  - – the weather and when it is best to visit
  - – languages
  - – what people do at special times such as festivals
- Organise the information that you found and make notes.
- Find or draw pictures and maps. Make sure that they are big enough for your classmates to see.
- Use your notes to write your talk. Show it to your teacher to help you.
- Decide what each of you is going to say.
- Try to say what you have written without looking at your talk. Do this until you can talk about your topic easily.
- Practise it as a group. Each of you must know when the other one stops, so that you can continue without a long pause. Decide when to show the photos.

Present it

- Point to your city on the map.
- Tell your classmates about your city and present the photos.
- You should talk for about a minute, but you should try not to read your text.

Presenting tip

Before you start your research, ask other students in the class what they would like to know before they visit a city and take notes. As you plan your talk, check the notes that you took and make sure that you have included all the information.

Learning outcomes:
- to prepare and give a group presentation
- to promote student–student cooperation
- to consolidate language from the unit

New language: *travel agency, brochure, town guide, capital, harbour, hemisphere, mild*

Creative thinking: Develops ideas through planning, research or review

Materials: books, magazines, travel brochures, Internet, pictures and maps of the students' city

Warm-up

Aim: to introduce the topic of describing a city
- Ask students to name one city they would each like to visit in the world and to give a reason.

1 OG5 SB p68 Listen to Alice, Thomas and Emily talking about Sydney in Australia. What do they each talk about?

Aim: to provide a model for the group presentations
- Focus students on the pictures and elicit the name of the place (*Sydney*).
- Play the recording. Students listen to find what each of the three people are talking about.

For script see TB p124.
- Students compare their answers in pairs.
- Play the recording again. Check with the class.
- Elicit and discuss with students why the listening is a useful model for their presentations.
- Read the *Presenting tip* through with the class.

Key: Alice talks about the number of people who live in Sydney and the languages they speak. Thomas talks about famous sights in Sydney. Emily talks about the climate.

2 SB p68 Give a group presentation about an interesting city.

Aim: to follow a set of instructions and to collaborate with other students
- Form groups. Focus students on *Find out about it*. Set a time limit for agreeing on which city they are going to present about.
- Read the bullet points through. Check understanding.
- Tell students they can also focus on any city they think they can describe in an interesting way.
- Students research information about their city.
- Focus students on *Prepare it*. Set a time limit.
- Read the bullet points through with the class. Check understanding.
- Monitor groups as they prepare their presentations, making sure they follow each step in sequence.
- Focus students on *Present it*. Set a time limit. The presentations may need to happen over more than one lesson.
- Set a listening task for the students who are listening to keep them focused, e.g. write down two facts that you didn't already know about the city.
- Groups take turns to give their presentations.
- Get feedback on the listening task.

1 WB p68 Draw lines and complete the sentences with the words from the box.

Aim: to review sentence structure

Key: 2 Has she ever been to a foreign country? 3 I have never watched a football match on TV! 4 I didn't like the film on TV last night. 5 She went to Spain with her mum last year. 6 I lost my pen at school yesterday.

2 WB p68 Find the words and use them to complete the sentences.

Aim: to review topic vocabulary

Key: 2 grocer's, 3 pyramid, 4 baker's, 5 sphere, 6 cylinders

3 WB p68 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit
- Elicit some of the sentences different students wrote for WB Activity 3.

Extension activity

Aim: to develop reflective skills
- Give students your feedback on the group presentations. Make general points.
- In their groups, students discuss how they think their presentations went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook so that they can refer to them before the next presentation.

5

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 how the unit has helped answer the Big Question *Why is London famous?*

New language: greetings, *souvenir, Guess what?*

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

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: Cognitive flexibility

Materials: Digital or print portfolios

Warm-up

Aim: to review portfolios
- Elicit what students did in their portfolios for the previous unit (writing emails to complain).
- Students look at each other's portfolios and compare their work.

1 SB p69 Read the postcards and answer the questions.

Aim: to practise reading and answering questions
- Check understanding of *postcard* and *greetings*.
- Students read the postcards silently.
- In pairs, students discuss answers to the six questions.
- Check and discuss with the class.
- Ask students if any of them have ever written a postcard when they were on holiday. Find out who they wrote to.

Key: 1 Amy, 2 Freya and Max, 3 Freya and Max, 4 Amy, 5 Amy, 6 Amy

2 SB p69 Imagine that you're on holiday in London. Think about the questions and make notes.

Aim: to practise planning for writing
- Brainstorm some ideas for places students are visiting.
- Students make notes for each of the six points.
- Go around the class and help / make suggestions.

3 SB p69 Write a postcard to an English-speaking friend. Think of a name and use your notes to write to him/her about your holiday.

Aim: to practise writing a postcard
- Remind students to use the postcards in Activity 1 as a model.
- Read through and discuss the Writing tip.
- Students plan their postcards, following the advice.
- Students write a first draft of their postcards.
- Students swap postcards and give each other feedback.
- Students write a revised final draft of their postcards.
- Students turn to the Writing practice section on p122 of the Workbook. Work through the exercises with the class.

Key: **1** 1 2 ☺ 3 ☹ 4 ☺
2 1 Wednesday, 2 Thursday, 3 two weeks

1 WB p69 Read and tick ☑. Then write examples.

Aim: to practise grammar and vocabulary

2 WB p69 Write sentences to answer the Big Question.

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

3 WB p69 Look at the pictures and write the story.

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences
- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

Extension activity

Aim: to enable students to discuss and share what they have learned
- In groups, students look through each page of Unit 5, at their vocabulary books and at their portfolios and discuss what they have learned in this unit.
- Students talk about what they have learned and are good at, as well as what they need to improve.

5

Think and write

A postcard

1 **Read the postcards and answer the questions.**

Hi Mum,

Greetings from Brighton.

We're having a great time with Grandma. The weather's fantastic – we haven't had any rain! Brighton's a brilliant town. It's got a very nice beach and the people are very friendly. We've been to lots of shops and we've found some nice souvenirs. We've also bought a little present for you, but sorry ... we can't tell you what it is. Just wait and see. It's a secret!

Love,

Freya and Max

Hello Rose,

Greetings from our holiday in Paris. What a great place! I've seen the Eiffel Tower and I've been to lots of museums. (I liked the Louvre best!) I've taken lots of photos too. Guess what? Yesterday I bought a really cool hat. I've made lots of friends here too, but there's just one problem – the weather's rubbish! There's been a lot of rain and it's quite cold.

See you soon,

Amy

1 Who's on holiday in France?
2 Who's had better weather?
3 Who's bought something for someone at home?
4 Who'll bring back photos of their holiday?
5 Who needs warm clothes?
6 Who's made new friends?

2 **Imagine that you're on holiday in London. Think about the questions and make notes.**

- How long have you been here?
- What famous places have you visited?
- What did you like best?
- How has the weather been so far?
- Have you been to any shops? Why (not)? What have you bought?
- What do you think of London?



3 **Write a postcard to an English-speaking friend. Think of a name and use your notes to write to him/her about your holiday.**

Writing tip

We write postcards to friends and family members, so that's why we use very informal language:
Hi! really cool What a great place! rubbish Guess what? Love,

6 Crazy inventions

History is full of great inventors. Leonardo da Vinci, for example, drew the first plans for the helicopter. Then there was Alexander Graham Bell, who invented the telephone, and Alberto Santos-Dumont, who invented the plane (although some people say that this was the Wright brothers). However, have you ever heard about Professor Potts? He's an inventor from the future …

1 066 **Listen and say the words. Check with your partner.**

1 screwdriver
2 hammer
3 drill
4 saw
5 lever
6 spanner
7 paintbrush
8 paint pot
9 button
10 switch
11 nails
12 workbench

BIG QUESTION How do inventions help us?

2 067 **Read, listen and answer the questions.**

1 What does Patrick think the man at the workbench looks like?
2 What tools does the man ask for?
3 What is the date today?
4 What does the man offer to show them?

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

You press it to turn on a machine.

Is it … ?

Learning outcomes:
- to learn and use vocabulary for tools and machines
- to practise listening and speaking

BIG QUESTION to start to think about the Big Question *How do inventions help us?*

New language: *screwdriver, hammer, drill, saw, lever, spanner, paintbrush, paint pot, button, switch, nails, workbench, inventor, invent, however*

Cognitive control functions: Working memory

Digital flashcards: 62–73 (tools and machines)

Warm-up

Aim: to introduce the topic of tools and machines
- Elicit from students what they need to use in school every day.
- Write, e.g. *pencils*, *pens* on the board and elicit other things in the set, e.g. *textbooks*, *notebooks*, *rulers*, *erasers*.

Presentation

Aim: to present vocabulary for tools and machines
- 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.

1 066 SB p70 Listen and say the words. Check with your partner.

Aim: to practise new vocabulary
- Students look at the picture. Elicit where the friends are and what students think is happening.
- Play the recording. Students listen and repeat.

For script see SB p70.
- Play the recording again. Students practise in groups.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.

BIG QUESTION **How do inventions help us?**

Aim: to encourage students to learn more about the role of inventions in our lives
- Read the Big Question. Ask students to think about any recent inventions they have heard about. Volunteers can tell the class.
- Elicit students' ideas about how inventions help people.

Note: Some of the discussion may need to be in 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. Students listen to find the answers.

For script see TB p124.
- They check in pairs.
- Play the recording again. Check with the class.

Key: 1 A mad professor, 2 A hammer and a few nails, 3 Friday 15th April 2130, 4 Some of his machines

3 SB p70 Choose a word. Describe it for your partner to guess.

Aim: to practise the new vocabulary
- Demonstrate the activity by describing one of the twelve things from Activity 1. Ask the class to guess the object.
- In pairs, students take turns to describe and guess the things from the laboratory.

1 WB p70 Find ten more words about tools and machines in the word search.

Aim: to practise the new vocabulary

Key: hammer (column 1), workbench (row 2), saw (column 12), button (row 3), drill (row 4), nails (row 4), paintbrush (row 5), spanner (row 6), switch (row 7), lever (row 7)
Missing word: paint pot

2 WB p70 Match the words from Activity 1 with the pictures.

Aim: to do more practice with the new vocabulary

Key: 2 drill, 3 paint pot, 4 lever, 5 nails, 6 screwdriver, 7 spanner, 8 switch, 9 button, 10 hammer, 11 saw, 12 paintbrush

3 WB p70 Choose words from Activity 2 to complete the dialogue.

Aim: to check comprehension

Key (possible answers): 2 hammer, 3 nails, 4 screwdriver
Note: Accept any sensible answers.

Ending the lesson

Aim: to review vocabulary from the lesson
- Students do the opposite of the task in SB Activity 3. In pairs, they take turns to give one of the twelve new words to their partner to elicit a description from them.

Extension activity

Aim: to consolidate vocabulary from the lesson
- Students write the twelve new vocabulary items in their vocabulary books.
- For each item, they draw a picture and label it.

Learning outcomes:
- to talk about quantity, using *too many / not enough*

New language: *string*

Recycled language: tools and machines

Warm-up

Aim: to review vocabulary for tools and machines
- With books closed, brainstorm the new vocabulary from the previous lesson. Create a word map.

Presentation

1 SB p71 Look at some of Professor Potts' ideas and match them with the sentences.

Aim: to present *too many / not enough*
- Check students understand that these are some of Professor Potts' inventions.
- Students match the inventions with the sentences.
- Check that students understand the difference between *too many* and *not enough* by saying *I need four nails, and I've got three*, to elicit *You haven't got enough nails*. Then say *I need four nails, and I've got six*, to elicit *You've got too many nails*.

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

2 068 SB p71 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p71.
- 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 their Student's Books and join in.
- They practise the sentences in pairs.

3 SB p71 Play *What's wrong?*

Aim: to practise *too many / not enough*
- In pairs, students take turns to make a statement and respond.

Key: 1 It's got too many eyes. That's picture 1, the doll. 2 It hasn't got enough numbers. That's picture 2, the clock. 3 It's got too many days. That's picture 3, the calendar. 5 It's got too many legs. That's picture 5, the duck. 6 It's got too many arms. That's picture 6, the octopus. 7 It's got too many wheels. That's picture 7, the car. 8 It hasn't got enough legs. That's picture 8, the spider. 9 It hasn't got enough teeth. That's picture 9, the crocodile. 10 It hasn't got enough eyes. That's picture 10, the fish. 11 It's got too many wings. That's picture 11, the bird. 12 It hasn't got enough wings. That's picture 12, the plane.

1 WB p71 Complete with *too many* or *not enough*.

Aim: to practise the new language

Key: 2 n't (got) enough, 3 too many, 4 not enough

2 WB p71 Read and circle the correct words.

Aim: to practise using the new language

Key: 2 too many, 3 too many, 4 not enough, 5 too many, 6 enough

3 WB p71 Complete the dialogue with *too many* and *not enough*.

Aim: to practise writing using the new language

Key: 2 too many, 3 n't enough, 4 too many

4 WB p71 Look at the pictures. Write sentences with *too many* or *not enough*.

Aim: to practise writing sentences using the new language

Key: 2 There are too many fish. 3 There are too many cars. 4 There isn't enough juice. 5 There are too many people. 6 There aren't enough players on Team B.

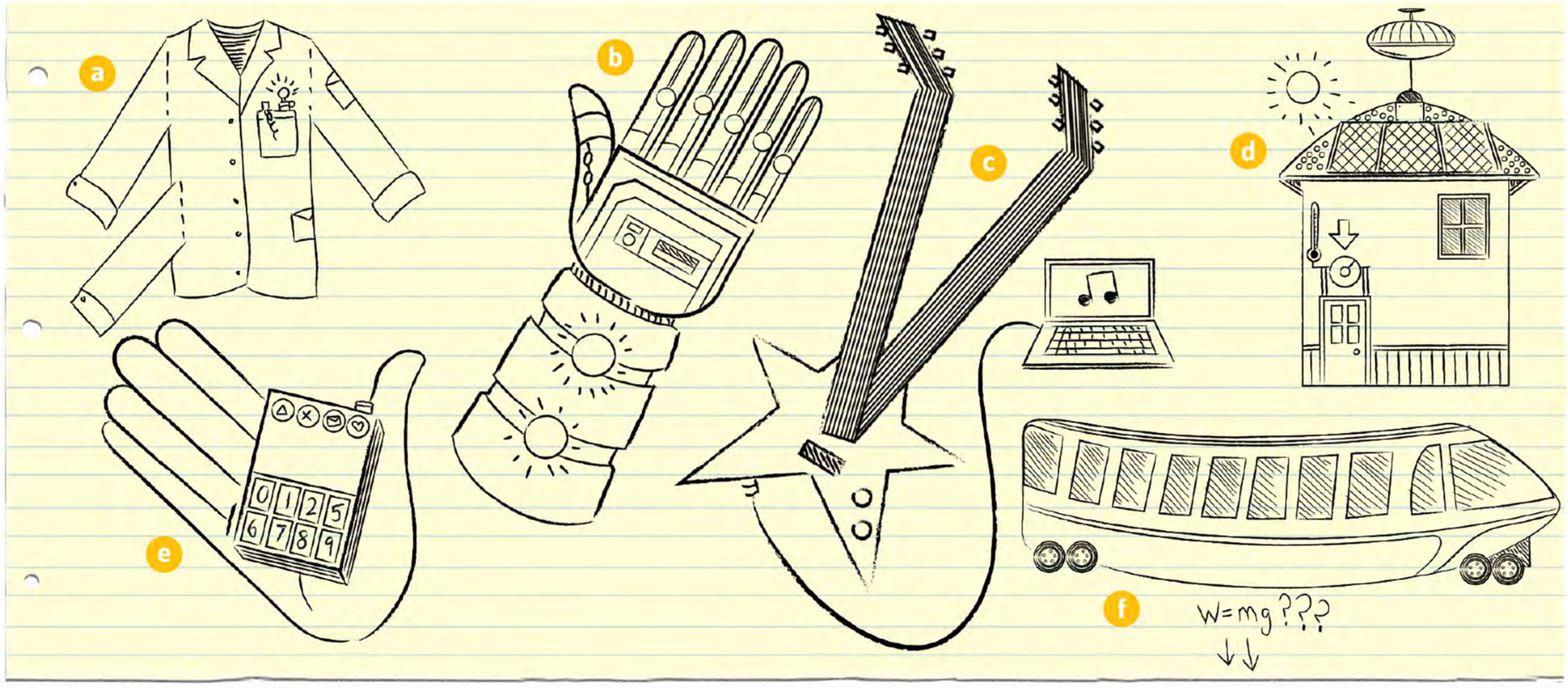
Ending the lesson

Aim: to practise key language from the lesson
- Play the game from SB Activity 3 again in open pairs.

Extension activity

Aim: to consolidate the new language
- Put students into groups of four.
- They compare their sentences for WB Activity 3.
- For each picture they think of at least two sentences, one with *too many* and one with *(not) enough*.
- Count up with the class how many different sentences there are for each picture.

1 Look at some of Professor Potts' ideas and match them with the sentences.



1 It's got too many strings. ☐

2 It's got too many arms. ☐

3 It hasn't got enough wheels. ☐

4 It's got too many fingers. ☐

5 It hasn't got enough windows. ☐

6 It hasn't got enough numbers. ☐

2 068 Watch, listen and say.



Language focus

I've got **too many** jobs to do.
I have**n't** got **enough** time.
I think I need to go and see
A very good friend of mine!

It's got **too many** buttons
And **not enough** power.
To clean this mess, it's going to take
A lot more than an hour.

3 Play *What's wrong?*



It hasn't got enough wheels.

That's picture 4, the go-kart.

My world: our hobbies



1 **Look at the picture. What do you think Lucy is doing?**

2 069 **Read and listen to the dialogue. Check your answers.**

Fred What are you doing, Lucy?

Lucy I'm making a machine.

Fred A machine? Why?

Lucy Because I like inventing things. It's my hobby.

Fred Really? I didn't know that.

Lucy That's because you never asked me before.

Fred So what's the machine for?

Lucy I'm sorry, but I can't tell you.

Fred Why not?

Lucy The reason is that I haven't got enough time to explain. It's a very complicated machine.

Fred It doesn't look too complicated.

Lucy But it's what's inside that's important.

Fred Well, what's inside?

Lucy Something very difficult to understand. That's why I'm not going to tell you.

Fred Fine. I don't really want to know. I'm going. I've got better things to do than waste my time here. Goodbye!

Lucy And there he goes. It works! The 'getting rid of an annoying brother' machine really works.

3 **Practise the dialogue in pairs.**

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

1 With a friend, think of a machine that you'd like to make.
2 Describe why this machine is useful.
3 Make a short dialogue about your machine.
4 Act out your dialogue to the class.

What to say

Giving reasons
Because …
That's because …
The reason is that …
That's why …



Learning outcomes:
- to practise giving reasons
- to show different ways of pronouncing *gh*

New language: *hobby, complicated, waste time, get rid of*

Recycled language: tools and machines

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

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

Warm-up

Aim: to review tools and machines
- Write some of the new words from Student's Book p70 on the board in jumbled letter order.
- Students work in pairs with Student's Books closed.
- They work out what each word is and write it correctly.
- Elicit the spelling from students to check.

1 SB p72 Look at the picture. What do you think Lucy is doing?

Aim: to practise making predictions
- Focus on the photo and elicit students' ideas about what's happening.
- In pairs, students tell each other their ideas.
- Elicit one or two suggestions and ask the class to say if they agree or disagree.

2 069 SB p72 Read and listen to the dialogue. Check your answers.

Aim: to practise reading and listening for specific information
- Focus students on the dialogue and tell them to listen and read carefully to find the answer.
- Play the recording while students read and listen.

For script see SB p72.
- Check answers with the class.
- Elicit what the machine is for (getting rid of an annoying brother). Write the sentence on the board and underline the structure *for* + *-ing*.

Key: Lucy is making a machine.

3 SB p72 Practise the dialogue in pairs.

Aim: to practise speaking
- Students practise the dialogue in closed pairs.
- One or two volunteer pairs act out the dialogue for the class. Encourage them to speak from memory as much as possible and only look at the page if they get stuck. Ask the class to check for omissions or mistakes.

4 SB p72 Work in pairs to make your own dialogue.

Aim: to enable students to create and practise their own dialogues
- Form pairs. Give students a minute or so to decide on what machine they want to make.
- Remind them to include what the machine is for (using the structure with *-ing*).
- Pairs write their dialogues using Activity 2 as their model.
- Some pairs perform their dialogues for the class. Vote on the best dialogue and on the best performance.

1 WB p72 Read the dialogue in the Student's Book again. Complete the summary.

Aim: to check comprehension

Key: 2 machine, 3 (annoying) brother, 4 complicated, 5 difficult

2 WB p72 Complete the dialogue with the phrases from the box.

Aim: to practise functional language

Key: 2 That's because, 3 what's it for, 4 Why not, 5 That's why, 6 reason is that

3 022 WB p72 Listen and say the words.

Aim: to practise different pronunciations of the *gh* digraph

For script see WB p72.

4 WB p72 Match the rhyming words.

Aim: to identify words with different pronunciations of *gh*

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

5 023 WB p72 Listen, check and say the words.

Aim: to practise different pronunciations of *gh*

For script see WB p72 and Key above.

Ending the lesson

Aim: to practise the new language from the unit so far
- Elicit the twelve words from SB p70 and write them on the board.
- Ask *What are they for?*
- Students choose five things and make up a sentence using *for* + *-ing*, e.g. *The drill is for making holes.*

Extension activity

Aim: to practise speaking
- Pairs swap dialogues from SB p72 Activity 4.
- Pairs practise and perform their new dialogues for the other pair.

Learning outcomes:
- to use *Can you tell me what this is / does / is for?* for asking for more information
- to practise speaking skills

New language: *control* (v), *top secret*

Recycled language: tools and machines

Warm-up

Aim: to review tools and machines
- Elicit what Professor Potts' 'crazy machines' were like. Ask students for ideas about what each machine was for. Remind them to use *for + -ing*.

1 SB p73 Read the dialogue and complete the labels on the machine. What do you think the button is for?

Aim: to present *Can you tell me what this is / does / is for?*
- Elicit students' ideas about what they think the machine in the picture is for. Accept any suggestions.
- Students read the dialogue and check their ideas.
- Students complete the labels on the machine. Check answers with the class.
- Elicit what students notice about word order in the girl's questions. (The words after *Can you tell me* follow the order of a statement, not that of a question.)
- Ask students to find two ways of describing the purpose of something in the dialogue (*I use it to control the weather. It's for starting the wind machine.)* Underline the structures: *use it* + infinitive, *It's for + -ing*.
- In pairs, students discuss their ideas for the button's purpose.
- Elicit some suggestions. Ask the class to agree or disagree.

Key: 1 temperature, 2 wind machine

2 SB p73 Put the words in the correct order.

Aim: to practise *Can you tell me what this is / does / is for?*
- Students order the questions individually.
- They compare their answers in pairs. Then check with the class.

Key: 1 Can you tell me what this thing is? 2 Can you tell me what this button does? 3 Can you tell me what this lever is for?

3 070 SB p73 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p73.
- Play the audio. Students follow in their Student's Book and join in.
- Students turn to the Grammar focus section on p124 of the Student's Book.
- Work through the second half of the page with the class.
- Students practise the sentences in pairs.

4 SB p73 Work with a partner. Ask and answer.

Aim: to practise using *Can you tell me what this is / does / is for?*
- Focus on the picture. Ask *What is the machine for?* (For turning on the TV.) Clarify that the task is to explain the way the machine works to achieve its purpose.
- In pairs, students take turns to ask and answer a question about the six different parts of the machine. Monitor, and help if any confusion occurs.

1 WB p73 Put the words in order to make questions.

Aim: to review the new language

Key: 1 Can you tell me what the machine is? 2 Can you tell me what this button does? 3 Can you tell me what the machine is for?

2 WB p73 Read and order the dialogue.

Aim: to practise the new language

Key: 7, 5, (1), 3, 9, 4, 8, 2, 10, 6

3 WB p73 Look at the pictures. Write questions with *is*, *does* and *is for*. Answer them with your own ideas.

Aim: to practise writing questions and answers

Key: 2 Can you tell me what this switch does? Yes, it ... 3 Can you tell me what this lever does? Yes, it ... 4 Can you tell me what this button does? Yes, it ...

Ending the lesson

Aim: to review vocabulary from the lesson
- Students describe the six steps in which the machine from SB Activity 4 can help turn on the TV.

Extension activity

Aim: to encourage cooperation
- In groups of four, students take turns to read and compare their ideas from WB Activity 3.
- Students in the group find out if any of their answers are the same.

1 Read the dialogue and complete the labels on the machine. What do you think the button is for?

Girl Excuse me. Can you tell me what this machine is?

Professor Certainly. It's a weather machine. I use it to control the weather.

Girl Wow! That's so cool. Can you make rain?

Professor Yes, I can. And I can make sunshine too.

Girl Can you tell me what this lever does?

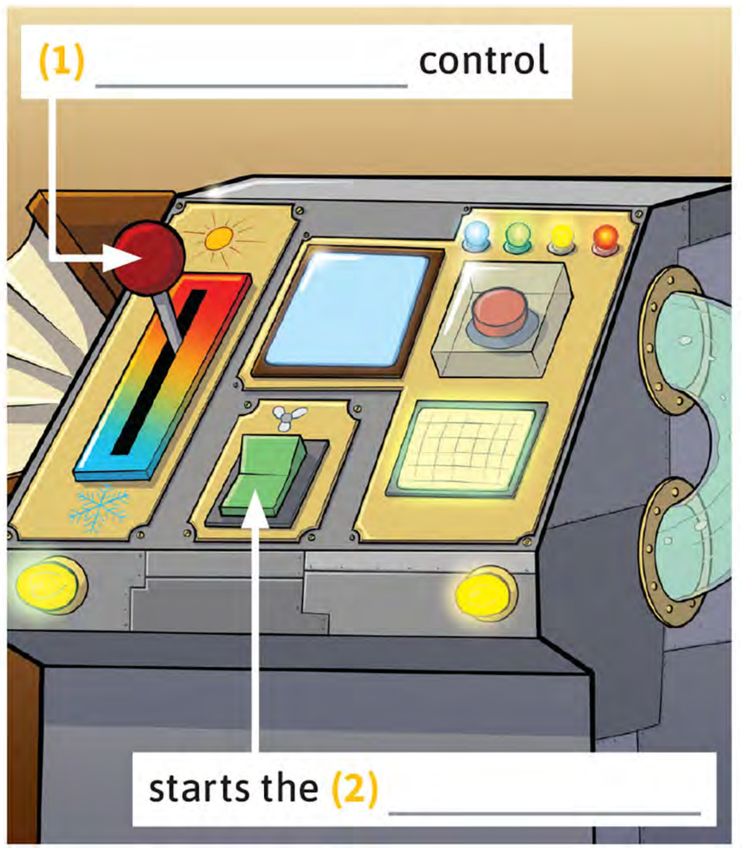
Professor That lever controls the temperature. If you push it up, it gets hotter.

Girl That's amazing. And what about this switch? Can you tell me what this switch is for?

Professor That switch there? It's for starting the wind machine.

Girl Wow! And can you tell me what this button is for?

Professor No, I'm sorry. I can't. That button is top secret!



2 Put the words in the correct order.

1 thing / tell / Can / what / me / this / is / ? / you _____

2 button / Can / tell / what / does / ? / this / you / me _____

3 for / ? / you / Can / lever / me / what / tell / this / is _____

3 070 Watch, listen and say.

Language focus

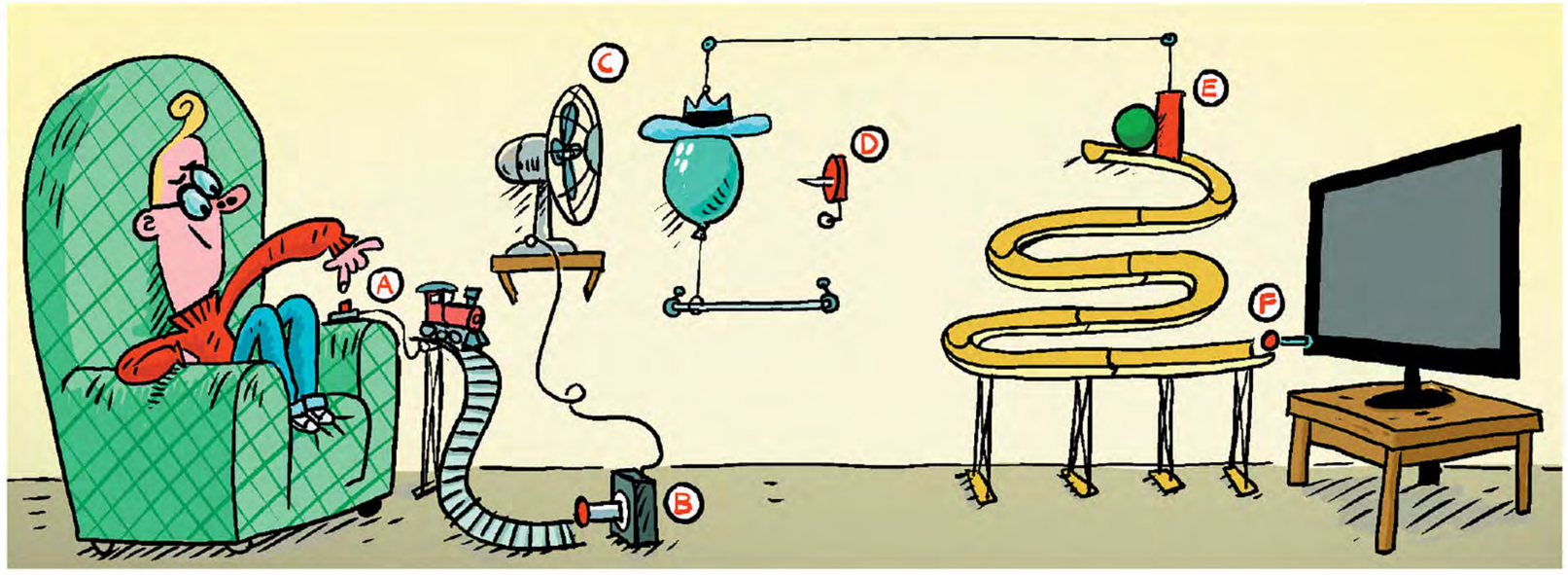
Can you tell me **what** the machine **is**?

Can you tell me **what** this button **does**?

Can you tell me **what** the machine **is for**?



4 Work with a partner. Ask and answer.



Can you tell me what this switch does?

It turns on the train.

PROFESSOR POTTS

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

1 How many machines does the professor show them?

2 Is Professor Potts a good inventor?

2 071 **Read and listen to the story to check your answers.**

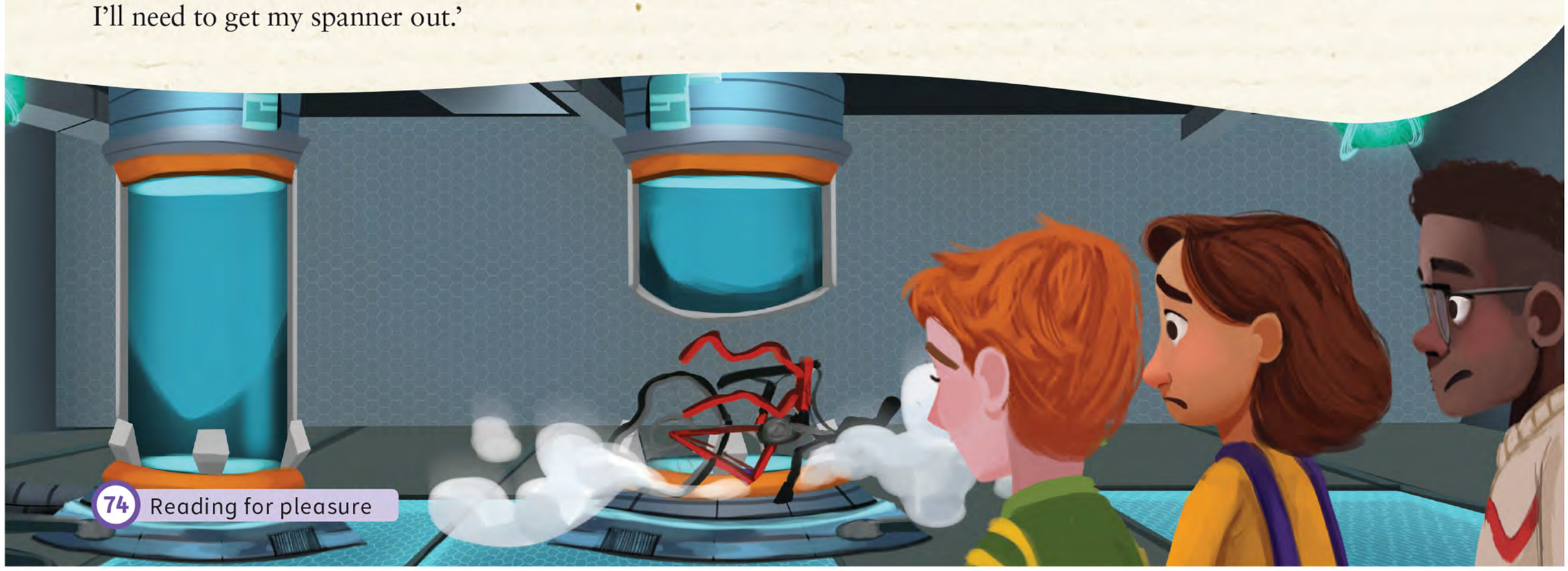


The professor showed them a strange-looking machine. 'This is my painting machine,' he said. 'You choose something to paint and then you type the word and the colours into the keyboard here at the top.' 'Wow! Can we see it painting something?' asked Phoebe excitedly. 'Certainly,' said the professor. 'I know, let's paint this chair. What colours shall we paint it?' 'Red and yellow,' said Phoebe. 'And would you like spots or stripes?' asked the professor. 'Really? Can we do that?' asked Phoebe. 'Of course,' replied the professor. 'In that case, let's have spots, please!' laughed Phoebe. 'No problem!' said the professor. He went over to the machine and typed at the keyboard, then he pushed a switch and the machine made a strange noise. A big wheel with paintbrushes on it started turning around. A few seconds later, the cat, but *not* the chair, was covered in green and blue spots. 'Oh dear,' said the professor, 'maybe I didn't give it enough time.'



'Can you tell me what this machine does, Professor?' asked Patrick. 'Ah, you'll love my Homework Express! This machine does homework for you – any subject you want.' 'Can we choose Maths?' asked Alex. 'I hate Maths.' 'Certainly,' said the professor proudly. 'What question do you want to ask?' Alex thought and said, 'What's 2,345 x 4,567?' The professor typed in the sum and some coloured lights flashed on the machine. They all looked at the screen. 'I don't think that's right,' said Phoebe. 'Maybe we gave it too many numbers, Professor?'

'This invention is very exciting,' the professor said, showing the children another machine. 'It's a tele-transporter. You put an object in this machine here, press a button and then it travels to that machine over there,' he said, pointing to the opposite corner. 'Let me show you with my bike.' He put his bike inside the machine and pressed a button. Black smoke filled the room. The children and the professor ran over to the other machine and opened the door. 'Oh dear,' said the professor. 'That wasn't supposed to happen. I'll need to get my spanner out.'



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

New language: *strange-looking, stripe, spot, tele-transporter, hairdressing*

Recycled language: characters and language from the story, tools and machines

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

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review the characters and the story
- Write *Phoebe*, *Alex* and *Patrick* on the board.
- Elicit what students remember about them from the story so far. Give prompts if necessary to remind them.

Professor Potts

1 SB pp74–75 **Go through the story quickly and find answers to the questions.**

Aim: to practise scanning and skimming
- Focus students on the pictures on both pages. Elicit what they think is happening in the scenes.
- Read the two questions and check comprehension.
- Give students a time limit, e.g. two minutes, to read the text quickly to find the answers. Remind them not to read the story in full detail.
- Students compare answers in pairs. Don't check answers at this stage.

2 071 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 their answers to the questions from Activity 1.

For script see SB pp74–75.
- Elicit what happened at the end of the story (Patrick pulled the lever on the unfinished machine and the yellow glow from the gate appeared. The children went through and were gone in a flash).
- Play the recording again. Pause to explain new vocabulary and check comprehension. Ask, e.g. *What is the first machine for?* (*It's a painting machine.*) *Does it work?* (*No.*) *What is the second machine for?* (*It's a homework machine.*) *Does it work?* (*No.*) *What is the third machine for?* (*It's a machine to transport things.*) *Does it work?* (*No.*) *What is the fourth machine for?* (*It's a hairdressing machine.*) *Does Phoebe try it?* (*No.*) *What is the fifth machine for?* (*Professor Potts doesn't know.*) *Does it work?* (*Yes.*)

Stronger students: Ask students to cover the text, and retell the story in as much detail as they can remember in their own words.

Key: 1 Five, 2 No

1 WB p74 **Remember the story. Read and match.**

Aim: to check memory skills

Key: 2 c, 3 b, 4 a

2 WB p74 **Look at the photos. Complete the summary with the words for five of the objects.**

Aim: to practise summarising skills

Key: 2 paintbrushes, 3 button, 4 spanner, 5 lever

3 WB p74 **Complete the sentences with the correct name.**

Aim: to practise reading skills

Key: 2 Patrick, 3 Alex, 4 Professor Potts, 5 Professor Potts

Ending the lesson

Aim: to practise the story
- Put students into groups of four.
- Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- If time, they change roles.
- Volunteer groups do their role plays for the class.

Extension activity

Aim: to stimulate students' creativity
- Put students into pairs.
- Tell students to imagine what Professor Potts tells his family about the strange children that appeared in his workshop and then disappeared.
- They brainstorm ideas in their pairs and then write their story.
- Pairs take turns to read their stories to the class.

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

Value: the benefits of technology

Creative thinking: Encourages group members to make activities more original and imaginative

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Where were the friends?* (In Professor Potts' laboratory.) *How many machines did he show them?* (Five.) *Did any of them work?* (Only the last one.)
- Ask students to choose one of the machines and describe what it is for.

3 SB p75 Look at the pictures and answer the questions.

Aim: to focus students on the detail of the story
- Focus on the six pictures. Elicit what each picture shows.

Extra support: In open class, also elicit which part of the text is about each machine.
- Play the recording of the story again. Students listen and/or follow it in their Student's Books to check their ideas.
- In pairs, they make notes about their answers.
- Check with the class.

Key: 1 It paints the cat, not the chair. 2 Some coloured lights flash on the screen, not the answer to the maths problem. 3 Black smoke fills the room. The bike doesn't travel to the other machine. 4 She likes her hair the way it is. 5 Patrick.

4 SB p75 Think of two new solutions for each of the professor's problems.

Aim: to encourage students to use their creativity and imagination
- Read the first problem and the two suggestions and responses in speech bubbles.
- Form pairs. Encourage students to come up with their own suggestions, without worrying about how realistic or far-fetched these are. Students make notes.
- Put pairs together to form groups of four.
- Groups compare their ideas, and rank them in order from worst to best.
- Elicit the two best ideas from each group for the problems. Ask the rest of the class to comment.

4 WB p75 Here are some wrong answers from the Homework Express. Match each answer with the question it was trying to answer.

Aim: to practise making associations

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

5 WB p75 The answers from the Homework Express in Activity 4 are all wrong. Write the correct answers.

Aim: to activate students' knowledge of the world

Key: 2 81, 3 Rome, 4 Wind, 5 In the sea, 6 Jupiter

6 WB p75 Look at the machine's wrong answers in Activity 4. Write the correct questions.

Aim: to practise writing questions

Key (possible answers): b What is 12 × 6? c Where do bears live? d Which is the reddest planet in our solar system? e Who invented the telephone? f What kind of instrument is a violin?

Ending the lesson

Aim: to stimulate students' personal reactions to a story
- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to encourage cooperation and competition
- Put students into groups of four.
- Students read out loud and compare the questions they wrote for WB Activity 3.
- They then think of four other questions to ask the Homework Express (and they write the answers).
- Collect the questions and answers from all the groups.
- Make two teams and play a team game, using questions chosen at random.
- In their teams, students number themselves 1 to however many students there are in the team.
- Ask the questions of each team in turn by calling a number at random, e.g. *Seven*, and then asking the question.
- Award one point for each correct answer.
- The team with the most correct answers at the end is the winner.

6

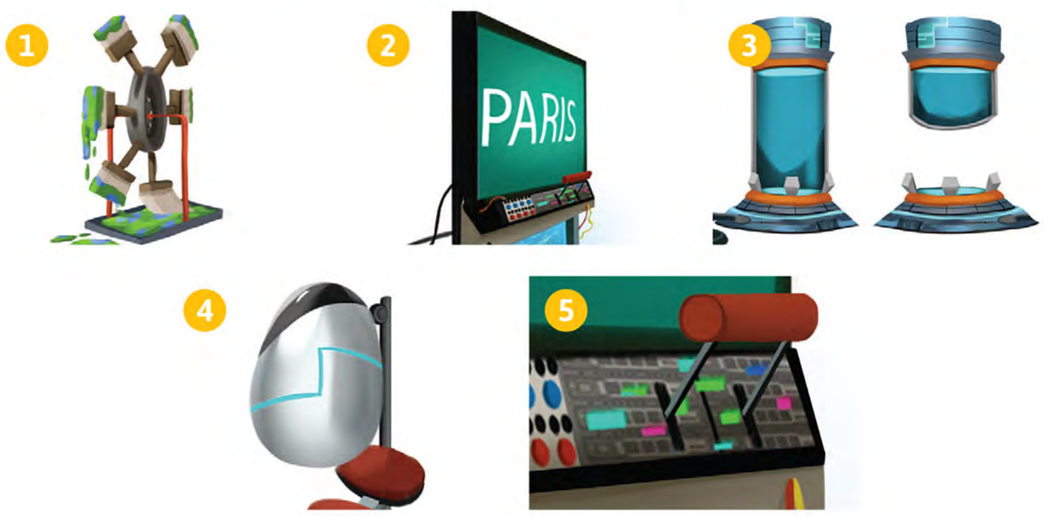


'What's this?' asked Phoebe, looking at a machine that looked like a big egg. 'That's my amazing hairdressing machine,' said the professor. 'Choose any style or colour, then sit under it and in five seconds the machine will do your hair for you. Give it a go. You'll love it!' 'Erm, no thanks,' answered Phoebe. 'I like my hair the way it is.'

'Hey, Professor? What happens if I pull this?' asked Patrick, who was standing next to another invention. 'Don't touch that!' shouted the professor. 'That machine isn't finished yet.' Too late! The lever was already down. A yellow light started glowing by the machine. 'Now that's strange,' said the professor. 'I've no idea what that is.' 'But we know what it is,' said Phoebe. 'Goodbye, Professor.' The children walked into the light. They were gone in a flash.



3 **Look at the pictures and answer the questions.**



1 What goes wrong with this?
2 What goes wrong with this?
3 What goes wrong with this?
4 Why doesn't Phoebe want to use this?
5 Who pulls this lever?

4 **Think of two new solutions for each of the professor's problems.**

1 He wants to paint a chair.
2 He wants to do Alex's Math's homework.
3 He wants to move a bike.
4 He wants to cut Phoebe's hair.

He can teach his cat to paint.

That's funny!

He can paint the chair with a paintbrush.

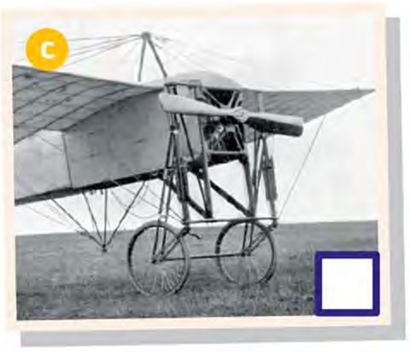
That's a great idea!

Skills

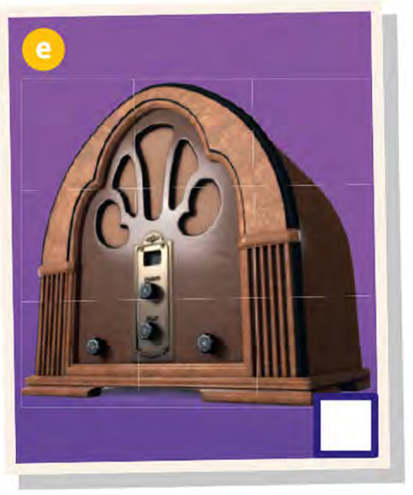
1 Work in pairs. Look at the five inventions in the photos. Number them 1–5 (1 = the earliest invention). Which two were invented around the same time?











2 Read the webpage to check your answers.

The five greatest inventions of the 20th century

What? The radio

Why? The radio is the most important and the oldest of these inventions. Most people think that Guglielmo Marconi invented the radio. In 1901, he sent the first radio message from England to Canada. His invention made it easier for people around the world to communicate.

What? The plane

Why? Some people say that the American Wright brothers invented the plane in 1903. Other people think that the Brazilian Santos-Dumont invented it at around the same time. The plane has made travelling around the world much quicker and easier.

What? The television

Why? Can you imagine your life without TV? Watching TV is the favourite hobby of many children and adults all over the world. It was in 1926 that John Logie Baird demonstrated how moving objects could be televised. However, today there are many families in the world who haven't got a TV.

What? The computer

Why? It's impossible to say when the computer was invented, but many people agree that Steve Jobs and Steve Wozniak first brought the computer into people's homes. The computer they introduced in 1977 is very different to the ones that we use today. Computers have changed the way that we live and work.

What? The mobile phone

Why? Before the invention of the mobile phone in the 1970s, people made phone calls to houses (using what we now call 'landlines'). If the person who you wanted to talk to wasn't at home, bad luck! The mobile phone has made communication much easier, and today more than half of the world owns a mobile phone.

3 Discuss in pairs.

1 Which is the most important invention on the list? Why?

2 Think of two more inventions that could be on the list and say why.

Learning outcomes:
- to practise reading and speaking skills

Skills: reading for specific information and taking part in a discussion

New language: *landline*

Cognitive control functions (WB): Inhibitory control

Value: the benefits of technology

Warm-up

Aim: to activate vocabulary
- Write *Inventions* on the board.
- Ask students what they think the most important invention of the last twenty years is and why.

1 SB p76 **Work in pairs. Look at the five inventions in the photos. Number them 1–5 (1 = the earliest invention). Which two were invented around the same time?**

Aim: to activate familiar vocabulary and elicit general knowledge
- Elicit what the invention is in each photo.
- In pairs, students number the photos 1–5 and answer the question.
- Elicit students' ideas. Don't check answers at this stage.

Stronger students: Elicit what each invention is for. Ask the rest of the class to amend or add to the explanations.

2 SB p76 **Read the webpage to check your answers.**

Aim: to practise reading for specific information
- Students quickly read the text to check their answers.

Extra support: Suggest that students first quickly scan the text for any dates mentioned and circle them. This will help them order the inventions.
- They compare answers in pairs. Check with the class.
- Elicit the dates given for each invention.

Key: 1 the radio (e, 1901), 2 the plane (c, 1903), 3 the television (d, 1926), 4/5 the computer, the mobile phone (a/b, 1977, 1970s) – the computer and the mobile phone were invented around the same time.

3 SB p76 **Discuss in pairs.**

Aim: to practise discussing ideas in pairs
- Give students some time to consider the questions silently.
- Students discuss and compare their ideas in pairs. Encourage them to give reasons to persuade their partners in case there is any disagreement.
- Ask for a show of hands for each invention. Elicit some reasons why students consider them the most important of the five.
- Elicit all the suggested additions to the list from pairs, and build up a list on the board. Work out which invention not mentioned in SB Activity 2 most students suggested adding.

1 WB p76 **What message can we learn from the webpage in the Student's Book? Underline the best value statement.**

Aim: to focus students on the value of the benefits of technology

Key: a The most important inventions help people.

2 WB p76 **Look and read. Write the correct word for each description. Not all the words are used.**

Aim: to practise spelling and understanding definitions

Key: 2 mobile phone, 3 television, 4 drill, 5 switch, 6 plane

3 WB p76 **Read about two early inventions and write *t* (true), *f* (false) or *ds* (doesn't say).**

Aim: to practise reading skills

Key: 2 f, 3 ds, 4 t, 5 ds, 6 f

Ending the lesson

Aim: to review the content of the lesson
- With Student's Books closed, elicit what students can remember about the five inventions mentioned on the webpage.

Extension activity

Aim: to discuss the value of the benefits of technology
- Elicit from students why technology is important and talk about the various benefits of technology, in particular how it can benefit people of reduced mobility or those who are ill.

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

Learning outcomes:
- to practise listening and speaking skills

Skills: listening for specific information, taking part in a discussion

New language: *useless*

BIG QUESTION to think again about the Big Question *How do inventions help us?*

Creative thinking: Based on a model, develops new games, dishes, clothes, etc.

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review the topic
- Elicit the five inventions students read about in the previous lesson and three things about them.

1 SB p77 Work in pairs. Look at the strange inventions and try to decide what they are for.

Aim: to practise making guesses and taking part in a pairwork discussion
- Focus on the four pictures. Draw attention to the prompts in speech bubbles and encourage students to use them during their discussions.
- Students brainstorm ideas in pairs. Encourage students to be as imaginative as they can. As these are strange inventions, they don't have to guess their purpose correctly.
- Elicit and discuss as a class. Don't confirm answers at this point.

2 072 SB p77 Listen to a radio show about the inventions and check your ideas.

Aim: to practise listening for specific information
- Play the recording. Students listen to check their ideas.

For script see TB p125.
- Play the recording again. Check with the class.

Key: 1 A dog translator, 2 A pair of scissors for cutting up pizzas, 3 Shoe umbrellas, 4 A ping pong door

3 SB p77 Work in pairs. Discuss together.

Aim: to practise taking part in a pairwork discussion
- Read through tasks a and b with the class.
- Demonstrate the activity by asking students to explain what one of the inventions does.

Extra support: Write the structures *It's for + -ing*, and *We use it + to infinitive*, on the board for reference. Elicit a concrete example for each structure and add it to the notes on the board.
- Put students into pairs for the activity.
- Go around the class to check and help.
- Elicit points for each invention from the pairs. Add them up to find out which ones the class thinks are the best and the worst inventions.

4 SB p77 Work in pairs. Design a crazy invention.

Aim: to practise describing an invention
- Read the activity instructions and the four points aloud with the class.
- Brainstorm some typical 'problems' for the activity.
- Students plan their crazy invention in pairs and make notes.
- Get each pair to present their inventions to the class, using the materials they prepared.
- Have the class vote on the best invention – or on the most useful as well as the most imaginative (which may not necessarily be the same idea).

1 024 WB p77 You will hear some information about a museum. Listen and complete the notes. Exam skills

Aim: to practise listening for specific information

For script see TB p125.

Key: 2 Electric fans, 3 The world's first mobile phones, 4 torches, 5 6 euros, 6 5 p.m.

2 WB p77 Match the notices (A–H) with the instructions (1–6). Write the correct letter. There are two extra notices.

Aim: to practise reading for gist

Key: 2 G, 3 F, 4 A, 5 E, 6 B

Ending the lesson

Aim: to encourage students' personal responses
- Ask students to think back to the four strange inventions in the recording, and to decide which one they liked best – whether or not it was useful.
- Students compare ideas in pairs and give reasons.

Extension activity

Aim: to promote students' decision-making and evaluation skills
- Remind students of 'The five greatest inventions of the 20th century' from SB p76.
- They write a short text to explain which of these they think is the most important invention and why.
- In groups of four, students take turns to read their texts aloud and to discuss the reasons for their choices.

6

1 **Work in pairs. Look at the strange inventions and try to decide what they are for.**

I think it's a …

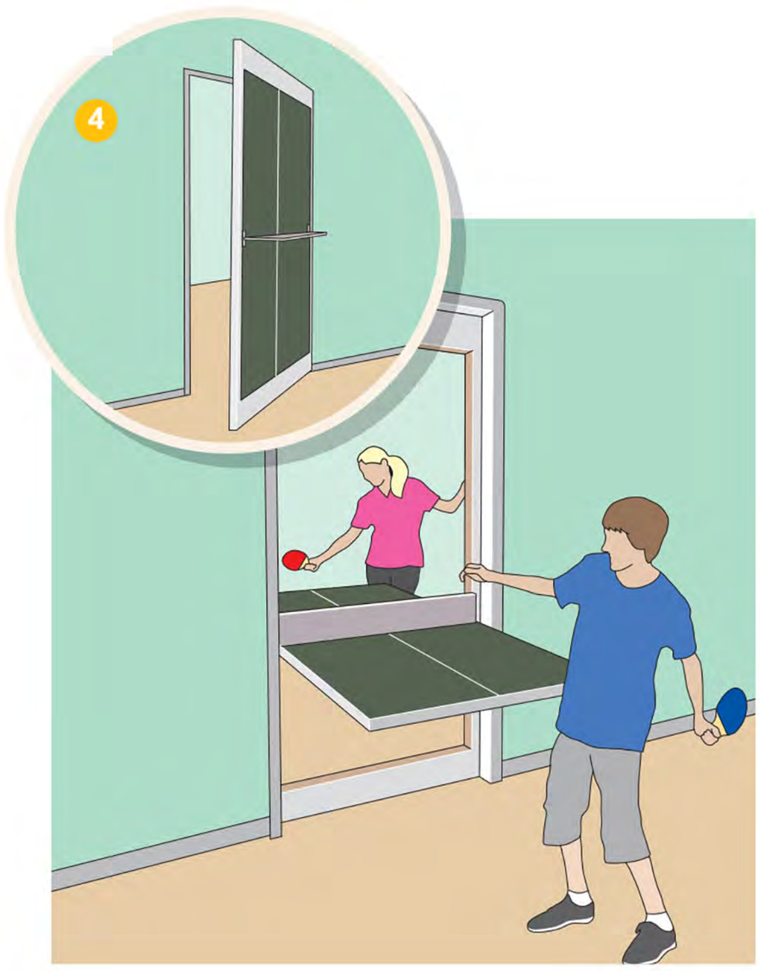
Maybe it's for …

I've no idea.









2 072 **Listen to a radio show about the inventions and check your ideas.**

3 **Work in pairs. Discuss together.**

a Take turns to explain what each of the inventions does.

b Decide on a mark to give each invention.

0 = useless
1 = a bit silly
2 = quite a good idea
3 = brilliant

4 **Work in pairs. Design a crazy invention.**

a Think of something that you do every day which you don't like doing or find difficult.

b Think how you can make this easier.

c Think of a machine (or other invention) to help you.

d Draw a picture of your machine and give it a name.

Simple machines

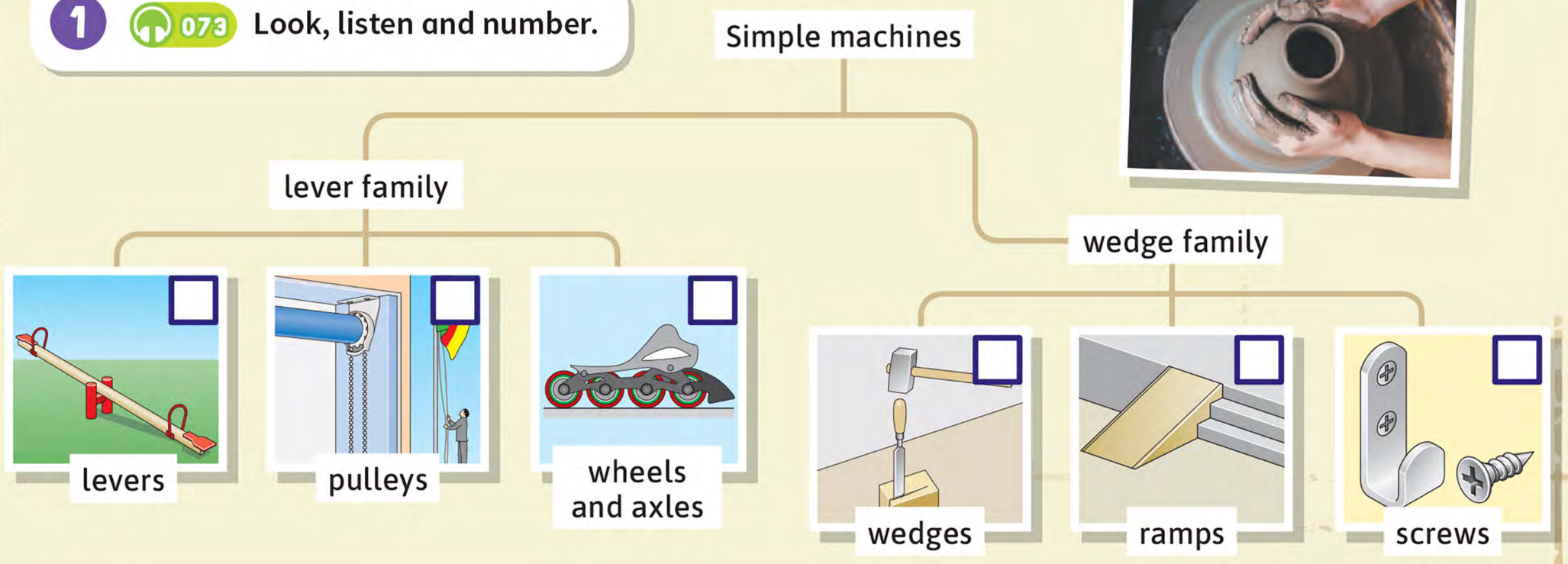
Super fact!

People first used wheels to make pots 7,000 years ago. 2,000 years later, they put wheels on carts!



What kinds of machines are there?

1 073 Look, listen and number.



2 **Work in pairs. Read and answer. Which simple machines help us to:**

1. move wheelchairs up and down?
2. lift things that are difficult to move?
3. move a flag up and down?
4. put something on a wall?
5. move heavy things?
6. move things apart quickly?

Simple machines help us to move things.



Levers help us to lift things that are difficult to move. A seesaw is a lever. Kids can play on a seesaw at the playground. Bottle openers are also levers. They help us to lift the top off a bottle.



A pulley helps us to lift things up or down. A pulley is a rope that sits on a wheel. You pull on the rope to move things. Pulleys help us to move a flag up and down.



Wheels and axles help us to move heavy things. The axle sits in the centre of the wheel. The wheel turns around the axle. Cars use four wheels and axles. Big wheels in funfairs are made of a very large wheel and axle.



Wedges help us to move things apart quickly or to stop them moving. Knives and axes are examples of wedges. A door wedge keeps a door from closing.



We use **ramps** to move heavy things from one place to another. There are ramps outside some shops. Ramps help people in wheelchairs to move up and down.



Screws are also a type of wedge. We use them to join things together, like pieces of wood or metal. We use screws to make furniture or to put mirrors on walls.

Learning outcomes:
- to integrate other areas of the curriculum through English: Science
- to practise reading

New language: *lever, pulley, wheel, axle, ramp, screw, simple machine, compound machine, wedge*

Recycled language: tools and machines

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

Warm-up

Aim: to introduce the topic of machines
- Write an anagram of the word *machine* on the board. Elicit the word.
- Ask students to give examples of machines. For each example, ask *What is this machine for?* and elicit the answer.

SB p78 What kinds of machines are there?

Aim: to learn about different types of machines
- Write *Simple machine* and *Compound machine* on the board. Elicit ideas about what these terms might mean, and what makes them different. Accept any reasonable suggestions.
- With Student's Books closed, play the *Think and learn* video.

For videoscript see TB p125.
- Students watch again to answer *What kinds of machines are there?* Play the video again and elicit the examples of simple and compound machines shown. Clarify that in Science, the meaning of *machine* is broader than in everyday life.

Key: Simple machines, e.g. levers, pulleys, wheels and axles, wedges, ramps and screws, and compound machines made of different simple machines.

1 073 SB p78 Look, listen and number.

Aim: to present vocabulary about machines
- Play the recording. Students listen and number the pictures.

For script see Key.
- Elicit answers and check comprehension.
- Play the recording again. Students repeat the words.

Key: 1 ramps, 2 screws, 3 pulleys, 4 levers, 5 wheels and axles, 6 wedges

2 SB p78 Work in pairs. Read and answer. Which simple machines help us to:

Aim: to practise reading for specific information and taking part in a pair discussion
- Students cover the page. Elicit examples of simple machines.
- Go through the five questions. In pairs, students discuss their ideas for them.
- Students read the text and check their ideas.
- Check answers for the five questions with the class.

Key: 1 ramps, 2 levers, 3 pulleys, 4 screws, 5 wheels and axles, 6 wedges

1 WB p78 Read and circle the correct words.

Aim: to consolidate students' understanding of the topic

Key: 2 rope, 3 circular, 4 Ramps, 5 join things together, 6 stop things from moving, 7 wedge, 8 lever

2 WB p78 What kinds of machines are they? Look and write. You can use the words more than once.

Aim: to further consolidate students' understanding of the topic

Key: 2 wheel and axle, 3 lever, 4 pulley, 5 ramp, 6 wedge, 7 screw, 8 wheel and axle, 9 ramp, 10 pulley

3 WB p78 Which family are they in? Look again at the photos from Activity 2 and write the numbers in the correct place.

Aim: to check students' understanding of the topic

Key: Levers: 2, 3, 4, 8, 10 Wedges: 1, 5, 6, 7, 9

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 about simple and compound machines and how they help us*. Students copy it into their notebooks.

Extension activity

Aim: to apply what students have learned about the topic of simple machines
- Focus students on the machine for turning on the TV on SB p73.
- In pairs, students discuss what simple machines the device is made up of.

6

Learning outcomes:
- to extend the focus on Science through English
- to complete a project

New language: *bike, saddle, pedal, scissors, wheelbarrow*

Recycled language: Science and simple and compound machines

Critical thinking: Uses pre-defined categories to analyse familiar concepts

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

Cognitive control functions: Cognitive flexibility

Materials: sheets of paper, coloured pens or pencils

Warm-up

Aim: to review the different types of machines
- With books closed, elicit what students learned about simple machines in the previous lesson.

3 SB p79 **Look at the wheelbarrow and find the simple machines that move it. Then read and answer: What's a *compound machine*?**

Aim: to extend students' knowledge about the types of machines
- Focus on the photo of the wheelbarrow and the labels.
- Students read the description.
- Check answers.

Key: Simple machines: levers, screw, wheel and axle; A compound machine is made from different simple machines.

4 SB p79 **Look at the two compound machines and write the words on the diagrams. You can use some words more than once.**

Aim: to identify machine parts
- Students label the two pictures.

Key: 1 lever, wedge; 2 screw, lever, wheel and axle

5 SB p79 **Work in pairs. Look around the classroom and find a simple machine and a compound machine. Explain how they work.**

Aim: to analyse the concepts of simple and compound machines
- In two minutes, pairs make a list of simple and compound machines in the classroom.
- Students choose one example for each type of machine, and work out an explanation. Elicit ideas.

6 Project SB p79 **Draw a toy to put in a park for younger children. Label the parts. Explain how the toy works.**

Aim: to apply what they have learned
- Give each pair a piece of paper. They design a park toy for young children which is fun but safe.
- Pairs discuss ideas and make notes.
- They could do research on the Internet / in encyclopaedias.
- Pairs decide what their toy will look like and how it will help children.
- They do a rough sketch before they draw and colour their final toys.
- Pairs present their drawings to the class.
- The finished toys can be displayed and class votes held to decide which are the most fun, the cleverest and the most beautiful.
- The presentations could be videoed and saved to students' digital portfolios.

4 WB p79 **What are they? Look and write the letter.**

Aim: to introduce machines

Key: 1 b, 2 c, 3 a

5 WB p79 **Read and write the names of the machines from Activity 4.**

Aim: to practise reading

Key: tin opener, fishing rod, rollercoaster

6 WB p79 **Read the text in Activity 5 again and label the diagrams with the names of the simple machines.**

Aim: to identify simple machines

Key: 2 screw, 3 wheel and axle, 4 wedge, 5 lever, 6 pulley, 7 wheel and axle, 8 ramp, 9 screw, 10 wheel and axle, 11 pulley, 12 lever

7 Project WB p79 **Find an example of a compound machine in your home. Draw it and write sentences about it.**

Aim: to personalise learning

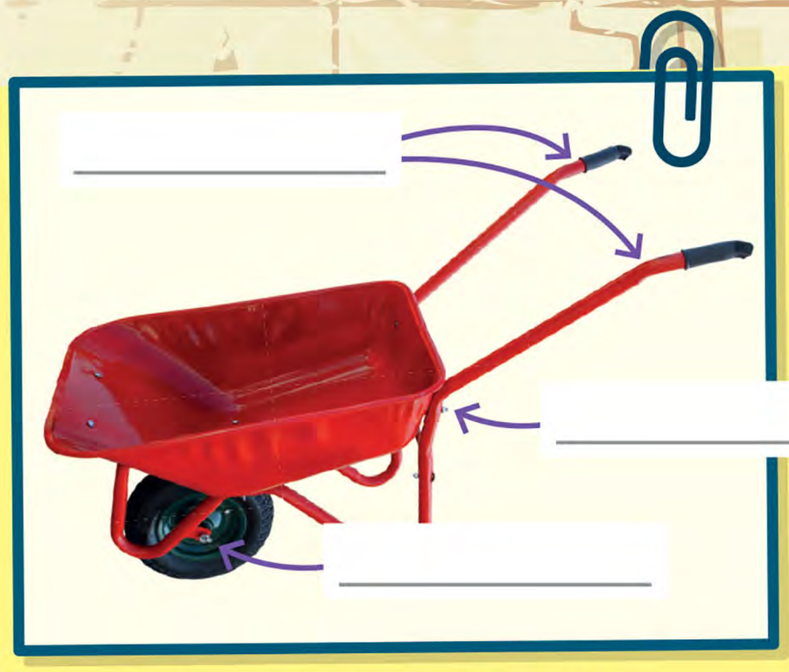
Lesson review

Aim: to review what students have learned in the lesson
- Write the following prompt on the board: *Today I've ...*
- Elicit from students what they did today, e.g. *learned more about Science and the concept of simple and compound machines, and invented a machine for children.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop reflective skills
- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*

3 Look at the wheelbarrow and find the simple machines that move it. Then read and answer: What's a *compound machine*?



A wheelbarrow is a compound machine. A compound machine is made from different simple machines. The wheelbarrow is made from three different simple machines:

- The wheel and axle make the wheelbarrow move. They help you move heavy things in the wheelbarrow.
- The handles are levers. They help you lift heavy things in the wheelbarrow.
- There are screws that join the handles to the wheelbarrow.

4 Look at the two compound machines and write the words on the diagrams. You can use some words more than once.

lever wedge screw wheel and axle

1



2



5 Work in pairs. Look around the classroom and find a simple machine and a compound machine. Explain how they work.

- Can you see a lever?
- Does it have a wedge?
- Is there a screw?
- What does it do?
- How does it work?

6 Project **Draw a toy to put in a park for younger children. Label the parts. Explain how the toy works.**

- What type of toy is it?
- What does it do?
- How does it help children?

Draw your machine and tell the class about it.



Get talking

Building a treehouse

1 Work in pairs. Choose a role card.



Student A

You want to build a treehouse.

You ask your older brother/sister for information. Think about:

- the materials that you need
- the tools that you need
- a good place to build it
- how long it will take
- what help you're going to need

Student B

You are helping to plan a treehouse.

Help your younger brother/sister plan his/her treehouse. Think about:

- what materials he/she needs
- what sort of tools he/she needs
- a good place to build it
- how long it will take him/her
- what jobs you can do to help

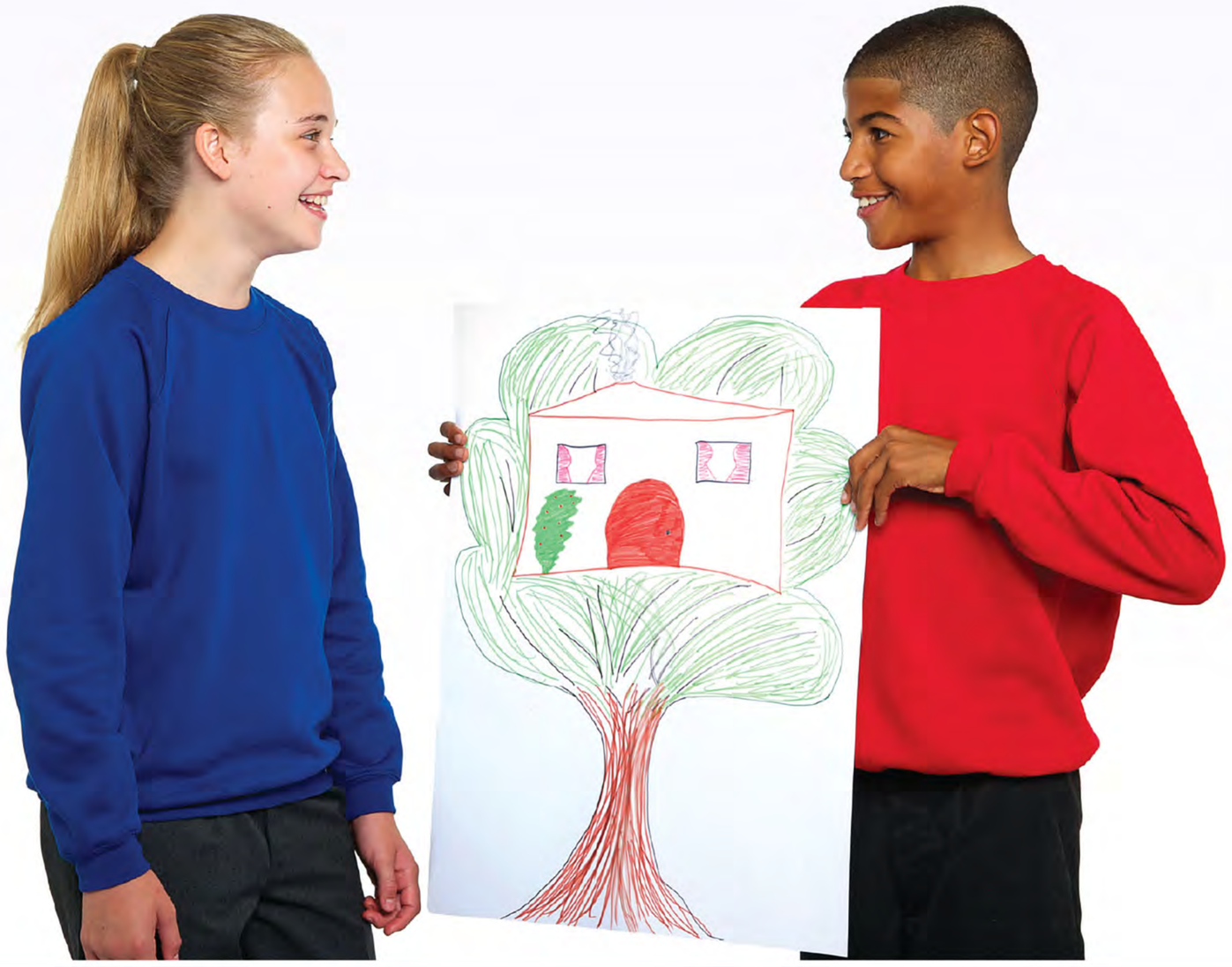
2 Act out your dialogue.

Student A

I'd like to …
Do I need … ?
What sort of tools … ?
I don't think I can …
Could you do that for me?

Student B

First of all, you need …
The tools you need are …
Maybe you also need …
Why not build it in the big tree which is … ?
I could … for you, but let's ask Mum/Dad to …



Learning outcomes:
- to prepare and perform a role play
- to consolidate language from the unit

New language: *treehouse*

Recycled language: tools and machines

Creative thinking: Acts parts in role-plays or dramas

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review tools and machines vocabulary
- Write *tools* and *machines* on the board.
- With books closed, give students one minute in their pairs to write down all the examples for the two categories from the unit that they remember.
- Elicit examples. See who remembered the most correctly.

1 SB p80 **Work in pairs. Choose a role card.**

Aim: to practise reading
- Tell students they are going to act out a short dialogue between a person wanting to build a treehouse and someone helping to plan one.
- Read through the information on the role cards with the class. Check comprehension of the vocabulary and the task.
- In their pairs, students each choose their role card.

2 SB p80 **Act out your dialogue.**

Aim: to practise interactive speaking skills
- Elicit full examples of the useful language, e.g. *What sort of tools do I need?*
- Pairs write a dialogue. Monitor each pair and help as necessary.
- Students practise their role plays so that they can perform them without reading the text.
- Pairs take turns to perform their short plays for the class.

1 WB p80 **Correct the sentences by writing the missing words from the box in the right place.**

Aim: to review sentence structure

Key: 2 Can you tell me what this machine is for? 3 She's got too many posters and nowhere to put them all. 4 Can you tell me what this is? 5 I've got too many clothes. I need to give some away. 6 Can you tell me what this switch does?

2 WB p80 **Join the parts to make words and use them to complete the sentences.**

Aim: to review topic vocabulary

Key: 2 invention, 3 lever, 4 pulleys, 5 paintbrush, 6 hammer

3 WB p80 **Complete the sentences with your own ideas.**

Aim: to personalise the topic

Ending the lesson

Aim: to review functional language from the lesson
- Pairs volunteer to act out their dialogues from SB Activity 2 again.
- Use this activity to review the functional language from the lesson.

Extension activity

Aim: to develop self-assessment skills
- Give students your feedback on the role plays. Make general points and don't identify which pair you are referring to.
- In their role-play pairs, students discuss how they think their role plays went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook so that they can refer to them before the next role play.

6

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 how the unit has helped answer the Big Question *How do inventions help us?*

New language: *lab, curious*

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

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 p81 Read the two stories. Which one is better: Ethan's or Sophie's?

Aim: to practise reading and answering questions
- Students read the two stories.
- Check understanding of vocabulary.
- In pairs, students discuss which they think is better. Ask them to give reasons.
- Discuss ideas with the class.

Key (possible answer): Sophie's (because it is more descriptive – it uses more adjectives).

2 SB p81 Underline the adjectives which Sophie uses. Then make a list of other adjectives.

Aim: to raise students' awareness of the use of adjectives in writing
- Students underline the adjectives in pairs.
- Elicit other adjectives which they can think of.

Key: Sophie uses: strange-looking, colourful, curious, best, yellow, brown, happy, fantastic

Note: Some students may include *strawberry* which, although a noun, is used as an adjective here to qualify *ice cream*, so this is also correct.

3 SB p81 How many times do the professor and Sophie speak in her story?

Aim: to raise students' awareness of the use of direct speech in a story
- Students re-read the story and discuss their answers.
- Check and discuss as a class.

Key: Five times

4 SB p81 Use adjectives and direct speech to make this story better.

Aim: to practise improving a story
- Ask volunteer students to read the story aloud around the class.
- In pairs, students add adjectives and direct speech.
- They write the improved story in their notebooks.
- Elicit the improved stories and ask for feedback.

5 SB p81 Imagine that you visited the professor last night. Write your story.

Aim: to practise writing a story
- Read and discuss the Writing tip.
- Students plan their stories and write a first draft.
- Students swap stories in pairs and give feedback.
- Students write a final draft.
- Students turn to the Writing practice section on page 123 of the Workbook. Work through the exercises with the class.

Key: **1** 2 story, 3 button, 4 quietly, 5 French, 6 doesn't
2 2 boasted, 3 promised, 4 sighed, 5 replied, 6 laughed

1 WB p81 Read and tick ☑. Then write examples.

Aim: to practise unit language

2 WB p81 Write sentences to answer the Big Question.

Aim: to revisit the Big Question

3 WB p81 Imagine you are showing your new 'superbike' to a friend. Write a dialogue.

Aim: to practise writing

Ending the lesson

Aim: to enable students to express their preferences
- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

Extension activity

Aim: to enable students to share what they have learned
- In pairs, students look through Unit 6, their vocabulary books and at their portfolio and discuss what they have learned.

Think and write

A story

1 Read the two stories. Which one is better: Ethan's or Sophie's?

Yesterday I visited Professor Madly in her lab. She showed me a machine. I wanted to know what the machine did. I asked the professor. The professor told me. It was an ice-cream machine. I asked for some strawberry ice cream. The professor didn't have enough strawberries at home. Then she pressed two buttons. The machine made some ice cream for me. It was very nice.
Ethan, 6A



Yesterday I visited Professor Madly in her lab. She showed me a strange-looking machine. It looked like a laptop, but it had wheels and lots of colourful buttons. I was curious. 'Can you tell me what this machine does?' I asked the professor. She smiled. 'This machine can make the best ice cream in the world!' 'Wow! Can you please make me some strawberry ice cream?' I asked.
The professor shook her head and answered, 'I'm sorry. We haven't got enough strawberries at home.'
Then she pressed the yellow button and the brown button. 'Here you are,' she said. I was so happy. The ice cream was fantastic – vanilla and chocolate.
Sophie, 6A

2 <u>Underline</u> the adjectives which Sophie uses. Then make a list of other adjectives.

3 How many times do the professor and Sophie speak in her story?

4 Use adjectives and direct speech to make this story better.

When I went home, the professor gave me a box. At home I opened it. There was a machine in it. I wanted to know what the machine did. I phoned the professor. The professor told me. It was a weather machine. I asked for some sunshine. The professor told me to press the yellow button on the machine. It started to rain. The professor wasn't happy. It was a mistake.

5 Imagine that you visited the professor last night. Write your story.

Writing tip

You can make a story sound more lively if you use direct speech. Adjectives also make your story more interesting.

7 This is Houston

1969 was an exciting year in the history of space travel. American Neil Armstrong and his colleague Edwin Aldrin were the first people to land on the moon. They took photos, collected stones and left a message. It said: 'Here men from the planet Earth first set foot upon the moon July 1969, AD. We came in peace for all mankind.' Armstrong and Aldrin only stayed for two and a half hours before they left the moon again in the Eagle Lunar Module.

1 074 **Listen and say the words. Check with your partner.**

1 countdown clock
2 lunar module
3 space capsule
4 spacesuit
5 launch pad
6 crater
7 control panel
8 headset
9 screen



BIG QUESTION **What do we know about space?**

2 075 **Read, listen and complete the sentences.**

1 The three friends find themselves in a kind of _____.
2 It is the year _____ and on the screen they can see _____.
3 An engineer asks them what they _____.
4 He tells security to _____.

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

You use this to listen to people talking.

I know. It's a …

Learning outcomes:
- to learn and use vocabulary for space exploration
- to practise listening and speaking

BIG QUESTION to start to think about the Big Question *What do we know about space?*

New language: *countdown clock, lunar module, space capsule, spacesuit, launch pad, crater, control panel, headset, screen, colleague, set foot, mankind, peace, lock someone up, security, boss, spy*

Cognitive control functions: Working memory

Digital flashcards: 74–82 (Moon landing)

Warm-up

Aim: to introduce the topic of space exploration
- Write *Space* on the board.
- Elicit what students know about achievements in space exploration. Help with any unfamiliar vocabulary.

Presentation

Aim: to present vocabulary for space exploration
- 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.

1 074 SB p82 Listen and say the words. Check with your partner.

Aim: to practise new vocabulary
- Students look at the picture. Elicit where the friends are (in a control room) and if it is the present, the future or the past (the past). Elicit what students think is happening.
- Play the recording. Students listen and repeat.

For script see SB p82.
- Play the recording again. Students practise in groups.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.

BIG QUESTION **What do we know about space?**

Aim: to encourage students to learn more about space
- Read the Big Question. Ask students to think about how we can learn about space.
- Elicit some things students already know about space.

2 075 SB p82 Read, listen and complete the sentences.

Aim: to practise listening for specific details
- Students try to predict the answers.
- Play the recording. Students listen to find the answers.

For script see TB p125.
- They check in pairs.
- Play the recording again. Check with the class.

Key: 1 control room, 2 1969, the first landing on the moon, 3 are doing there, 4 lock them up

3 SB p82 Choose a word. Describe it for your partner to guess.

Aim: to practise speaking
- Demonstrate the activity with the class, using the example. Elicit the word from a volunteer.
- Students do the activity in pairs. They take turns to describe and guess each of the vocabulary items.
- Monitor pairs as they do the activity.
- Check with open pairs.

1 WB p82 Look at the pictures. Complete the words.

Aim: to practise the new vocabulary

Key: 2 spacesuit, 3 crater, 4 headset, 5 lunar module, 6 space capsule, 7 countdown clock, 8 launch pad, 9 control panel

2 WB p82 Correct one moon landing word in each sentence.

Aim: to do more practice with the new vocabulary

Key: 2 ~~space capsule~~ countdown clock, 3 ~~launch pad~~ headset, 4 ~~control panels~~ spacesuits, 5 ~~countdown clock~~ crater, 6 ~~crater~~ space capsule

3 WB p82 Read and match.

Aim: to check comprehension

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

Ending the lesson

Aim: to review vocabulary from the lesson
- Play the 'Describe and guess' game again from SB Activity 3 to review the new vocabulary.
- When students give the word, ask them to spell it out loud.

Extension activity

Aim: to consolidate vocabulary from the lesson
- Students write the nine new vocabulary items from the Student's Book presentation in their vocabulary books.
- For each item, they draw a picture and label it. They also write a description, using ideas from SB Activity 3.

7

Learning outcomes:
- to present and practise gerunds as subjects and objects
- to practise speaking

New language: *uncomfortable*

Recycled language: space exploration

Warm-up

Aim: to review vocabulary for space exploration and the moon landing
- Write *The moon landing* on the board.
- Brainstorm the new vocabulary from the previous lesson to create a word map.

1 SB p83 Read and match the speech bubbles with the pictures.

Aim: to present and practise gerunds as subjects and objects
- Read the speech bubbles with the class.
- Elicit what part of speech *floating* is (a noun). Tell students that we can make nouns from verbs. Elicit what verb this noun is made from (*float*) and how the verb is made into a noun (add *-ing*).
- Write some verbs on the board for students to use at the beginning of sentences as gerunds, e.g. *do homework*, *camp* (*doing homework*, *camping*).
- Students match the speech bubbles with the pictures.
- Students compare answers in pairs. Check with the class.

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

2 076 SB p83 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB page 83.
- Check understanding of the grammar.
- Students turn to the Language focus section on page 125 of the Student's Book.
- Work through the examples with the class.
- Play the audio. Students follow in their Student's Book and join in.
- Students practise the sentences in pairs.

3 SB p83 Work in groups. Discuss things that you do at school or at home. Which of these things are boring / interesting / important / fun? Do you all agree?

Aim: to practise gerunds as subjects
- Make groups of four. Students take turns to make a statement about something they do at home or at school. The others in the group respond, using, e.g. *I agree, but it's boring too!* / *Definitely!* / *It depends*, and their own ideas.
- Go around the class to check and help as necessary.
- Check with the class by eliciting some sentences from the different groups.

1 WB p83 Complete the sentences with the gerund of the verbs in brackets.

Aim: to practise using the new language

Key: 1 Going, 2 Looking, 3 Staying

2 WB p83 Write sentences for the photos.

Aim: to practise writing using the new language

Key: 2 Reading comics is, 3 Skateboarding is, 4 Climbing trees is, 5 Catching a snake is, 6 Waiting for the bus is

3 WB p83 Write five more sentences about yourself. Use a different adjective in each sentence and the gerund of some of the verbs from the box.

Aim: to do more practice with the new language

Ending the lesson

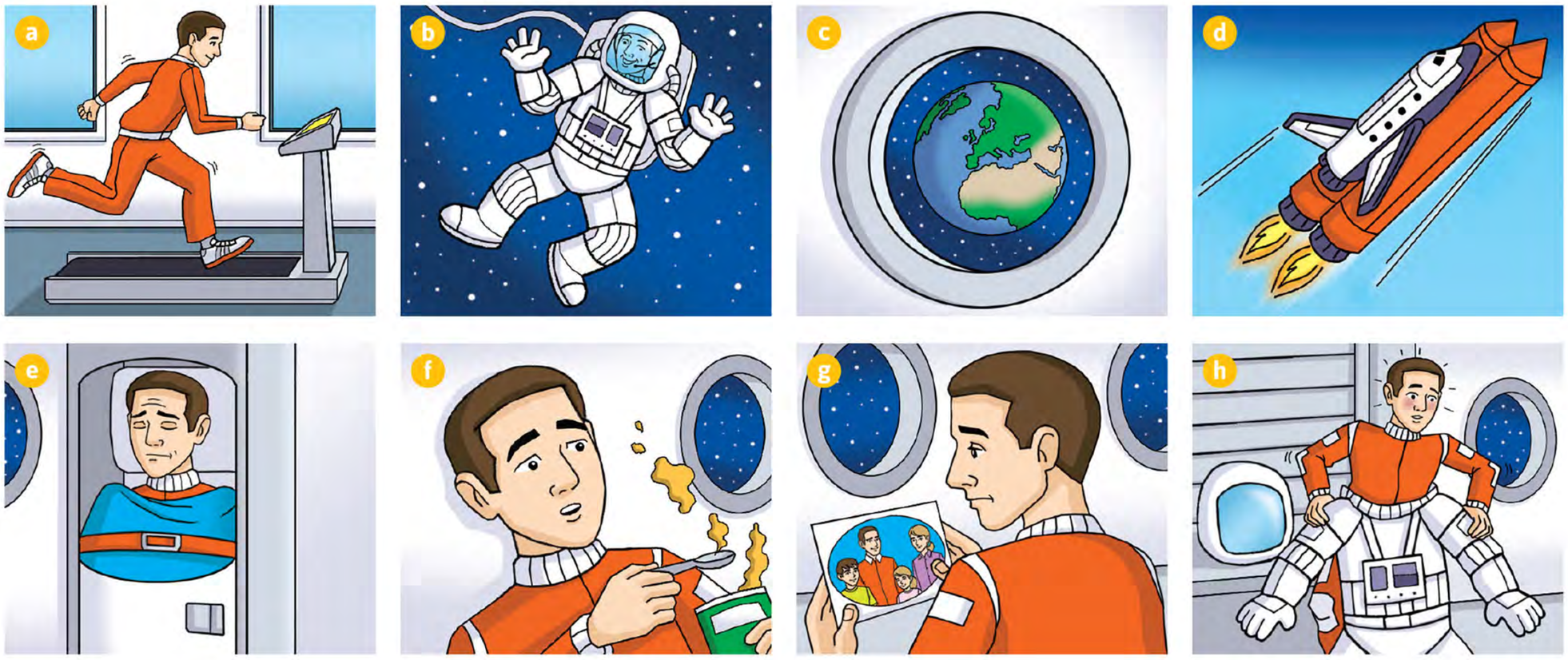
Aim: to review gerunds
- Students cover the speech bubbles in SB Activity 1.
- In pairs, they take turns to point to a picture to elicit a sentence with a gerund as a subject from their partner. The student with most correct sentences wins.

Extension activity

Aim: to consolidate the new language
- Put students into groups of four.
- They compare their sentences for WB Activity 3.
- They find out how many different sentences they have for each gerund.
- Elicit the sentences from the groups and count up with the class how many different sentences there are for each of the gerunds.

1 Read and match the speech bubbles with the pictures.

1. Floating in the air is fun. ☐
2. Flying to the moon is exciting. ☐
3. Eating in the capsule needs practice. ☐
4. Exercising is very important. ☐
5. Putting on a spacesuit takes longer than clothes. ☐
6. Sleeping in the capsule is uncomfortable. ☐
7. Being away from your family is difficult. ☐
8. Looking at Earth from space is wonderful. ☐



2 ▶ 076 Watch, listen and say.

Language focus

Going on a space trip is exciting!

Looking at the sky is such fun!

Staying up late is really tiring.

I need to go to bed – it's almost one!



3 Work in groups. Discuss things that you do at school or at home. Which of these things are boring / interesting / important / fun? Do you all agree?

Helping at home is boring.

It depends. I don't mind cooking.

Having friends at your house is fun.

Definitely!

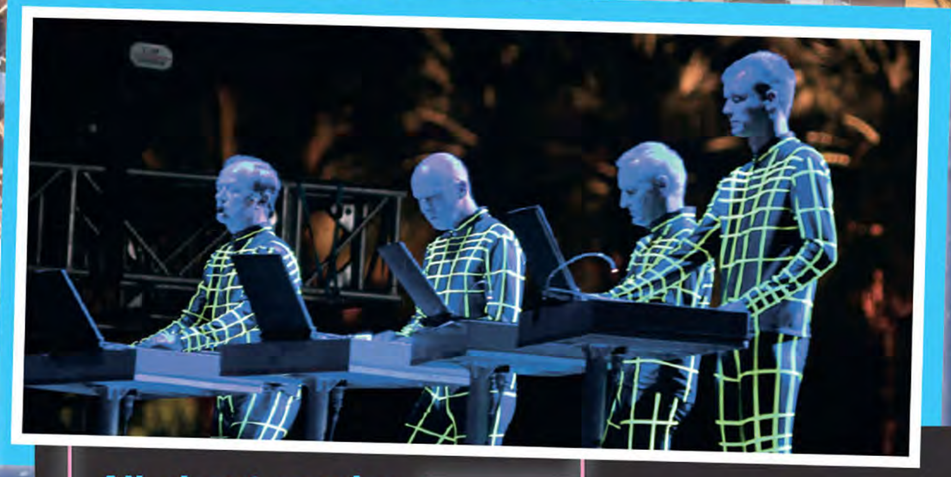
Studying for a test is important.

I agree, but it's boring too!

1 077 **Listen and answer the questions. Then sing the song.**

1 Is Commander Graham an astronaut or an engineer?
2 What can the astronaut see from the window?
3 What do you think happens at the end?





Commander Graham, this is Ground Control.
Can you hear us where you are?
It's Commander Graham. Hello, Ground Control.
Things are going well so far!

Looking down from here is wonderful.
Flying fast through space is fun,
So is looking at the Earth, oh yeah,
In the golden morning sun!

Commander Graham ...

Watching the stars come up is nice.
Oh, my trip is just so great!
Now I really need to go to bed.
I'm so sorry, it's getting late.

Commander Graham, this is Ground Control.

Can you hear us where you are?

All about music:
ELECTRONIC MUSIC

Back in the 1970s, a German band called Kraftwerk started doing something that no other band was doing. They didn't use guitars or drums. They used electronic sounds and computers to make music. This new 'electronic' music became very popular in the 1980s and these days many bands use computers to write their music.



What I think about this song

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

Phonics

2 079 **Listen and say the dialogue.**



Gus Hi, M**u**m. It's G**u**s. What's **u**p?

Mum Well, I've j**u**st had s**o**me l**o**vely pl**u**ms c**o**vered in h**o**ney for l**u**nch. How are you, s**o**n?

Gus **U**m ... h**u**ngry!



84 Singing for pleasure; phonics focus: different spellings of the sound /ʌ/

Learning outcomes:
- to join in with a song
- to identify and say words with different spellings of the /ʌ/ sound

New language: *so far, electronic music*

Recycled language: gerunds, space exploration

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

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review gerunds
- Write some gerunds related to the moon landing and space exploration on the board, e.g. *landing*, *walking*, *flying*, *working*, *sleeping*.
- With Student's Books closed, ask students to give you sentences with these words as subjects.

1 077 SB p84 Listen and answer the questions. Then sing the song.

Aim: to sing a song with the class
- Focus students on the three questions at the top of the page. Check understanding.
- Students cover the lyrics of the song.
- Play the recording. Students listen and answer the questions.

For song lyrics see SB p84.

- They compare answers in pairs.
- Check with the class.
- Students uncover the lyrics of the song.
- Play the song again, pausing after each verse for students to repeat. Then play the song video.
- Use the karaoke version of the audio or video (078) to practise the song with the whole class and then in groups.
- Focus students on the 'All about music' box. Read it with the class. Check understanding of vocabulary.
- Do the 'What I think about this song' survey, using a show of hands. Count the number of hands up for each option (It's great / It's OK / I don't really like it).
- Review the results, e.g. *So, most of you think electronic music is great* or *Most of you think it's OK*.

Key: 1 An astronaut, 2 The Earth and the stars coming up, 3 (Students' own ideas)

2 079 SB p84 Listen and say the dialogue.

Aim: to show different spellings of the /ʌ/ sound
- Focus on the highlighted words in the dialogue which have the /ʌ/ sound.
- Ask students to find words with the /ʌ/ sound in the song in Activity 1 (*us*, *fun*, *sun*, *come*, *up*, *just*, *us*).
- Play the recording of the dialogue. Students listen, read and repeat.

For script see SB p84.
- Divide the class so that one half is Mum and the other Gus. The class says the dialogue twice, exchanging roles.
- Students practise the dialogue in pairs.

1 025 WB p84 Remember the song. Complete the report with the words from the box.

Aim: to check students' understanding of the song

Key: 2 happy, 3 flying, 4 stars, 5 tired, 6 went, 7 didn't, 8 radio, 9 so, 10 about

2 026 WB p84 Listen and say the words.

Aim: to practise saying words with different spellings of the /ʌ/ sound

For script see WB p84.

3 WB p84 Complete the sentences with the words from the box. Match them with the pictures.

Aim: to revise vocabulary using the target sounds

Key: 2 monkeys f, 3 doesn't b, 4 lovely a, 5 front c, 6 money d

4 027 WB p84 Listen, check and say the sentences.

Aim: to practise vocabulary using the target sounds

For script see WB p84 and Key above.

Ending the lesson

Aim: to review words with the /ʌ/ sound
- With books closed, elicit all the words from the lesson with the /ʌ/ sound that students remember. The student who remembers the most words wins.

Extension activity

Aim: to activate students' imagination
- In groups, students imagine what happens next in the song in Activity 1, and write a new verse. They can use one of the verses as a model (making a few changes).
- Students practise and then either perform their new songs for the class or write the new song on poster paper and illustrate it.

Learning outcomes:
- to learn and use reported speech
- to practise reading

New language: *grass, cornflakes, insect, broccoli*

Recycled language: space exploration

Warm-up

Aim: to activate vocabulary
- Elicit facts about the moon landing (the date, the names of the astronauts).
- Ask students if they think there is life on other planets. Ask them to imagine what these aliens look like.
- Write what they say on the board, e.g. *They are very tall with four arms and three legs.*

1 SB p85 Read the interview with an alien. The journalist lost her notes before she wrote her newspaper report. Correct five mistakes in the report.

Aim: to present reported speech
- Students read the dialogue and the report and find the five mistakes.
- They compare answers in pairs. Check with the class.
- Write the journalist's sentence on the board: *The alien said that he was from Mars*. Underline *said*. Ask if the verb is in the present or past (past). Elicit what Zonrak said in the interview (*I'm from the planet Alpha 346*), and write it on the board. Circle *I'm* and *he was*.

Key: He's from Alpha 346, not Mars. He's 337 years old, not 327. His favourite food is grass with vanilla sauce, not spaghetti with vanilla sauce. He likes chocolate soup, not strawberry soup. He speaks 133 languages, not 339 languages.

2 SB p85 Complete these sentences using reported speech.

Aim: to check understanding of the new grammar structure
- Students cover Activity 1 and complete the sentences.
- They compare their answers in pairs.
- Check with the class.

Key: 1 he was from the moon. 2 he liked chocolate soup.

3 080 SB p85 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p85.
- Students turn to the Language focus section on p125 of the Student's Book.
- Work through the second half of the page with the class.
- Play the audio. Students follow in their Student's Book and join in.
- Students practise the sentences in pairs.

4 SB p85 Read the newspaper report about the interview with the alien's wife. Complete the interview.

Aim: to practise reported speech
- Students complete the interview.
- They check in pairs. Then check with the class.

Key: 1 old are you, 2 412 (years old), 3 's your name, 4 My name is Funflower.

5 SB p85 Read the rest of the interview and complete the report.

Aim: to do further practice with reported speech
- Students complete the report.
- Check with the class.

Key: 1 was cornflakes with broccoli, 2 liked to drink, 3 spoke 162

1 WB p85 Complete the reported speech sentences with the past simple of the verbs in brackets.

Aim: to practise key language

Key: 2 liked, 3 had to, 4 didn't know, 5 wanted, 6 didn't have

2 WB p85 Complete the sentences.

Aim: to practise writing the new language

Key: 2 watched TV every night for three hours, 3 fed the cat every morning at seven, 4 played football every Saturday afternoon, 5 took the dog for a walk every evening

3 WB p85 Read the interview with Zonrak's friend. Complete the journalist's report.

Aim: to practise writing a report

Key: 2 robots gave the children lessons, 3 had two jobs, 4 everyone had two jobs, 5 wasn't, 6 needed to sleep

Ending the lesson

Aim: to consolidate the new language
- Call out some of the sentences from the interviews.
- Students say them, using reported speech.

Extension activity

Aim: to practise writing in reported speech
- In pairs, students use the journalist's questions from SB Activities 4 and 5 for their own interviews.
- Students then write a report of their interviews, using reported speech.

1 **Read the interview with an alien. The journalist lost her notes before she wrote her newspaper report. Correct five mistakes in the report.**

Journalist What's your name?
Alien I'm Zonrak.
Journalist Where are you from?
Alien I'm from the planet Alpha 346.
Journalist How old are you?
Alien I'm three hundred and thirty-seven years old.
Journalist What's your favourite food?
Alien Grass with vanilla sauce.
Journalist Really?
Alien And I like chocolate soup.
Journalist How many languages do you speak?
Alien A hundred and thirty-three.
Journalist Wow! Thank you very much!

ALIEN

SEEN IN OUR TOWN

Yesterday morning I spoke to an alien who landed his space capsule in the middle of our town. The alien said that he was from Mars and that he was 327 years old. He said that his favourite food was spaghetti with vanilla sauce. He also said that he liked strawberry soup. The alien said that he spoke 339 languages!



2 **Complete these sentences using reported speech.**

1 I am from the moon. ➜ The alien said that _____.
2 I like chocolate soup. ➜ The alien said that _____.

3 080 **Watch, listen and say.**

Language focus

I met an astronaut today.
He **said that he was** back from the stars.
He **said that he liked** our planet best.
But he **said that he had to** visit Mars.
He **said that he didn't know** the way.
He **said that he wanted** a map.
But I **said that I didn't have** one.
And that's because I'm a cat.



4 **Read the newspaper report about the interview with the alien's wife. Complete the interview.**

ALIEN'S WIFE

NOW HERE TOO!

Yesterday evening our journalist spoke to the alien's wife. She said that she was 412 years old and that her name was Funflower.



Journalist How (1) _____?
Alien's wife I'm (2) _____.
Journalist What (3) _____?
Alien's wife (4) _____.

5 **Read the rest of the interview and complete the report.**

Journalist What's your favourite food?
Alien's wife My favourite food is cornflakes with broccoli.
Journalist What do you like to drink?
Alien's wife I like insect juice.
Journalist How many languages do you speak?
Alien's wife I speak 162.

She said that her favourite food (1) _____.
She said that she (2) _____ insect juice.
The alien's wife also said that she (3) _____ languages!

ALEX, THE **ENGINEER**

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

1 Why do you think the engineers are sleeping?

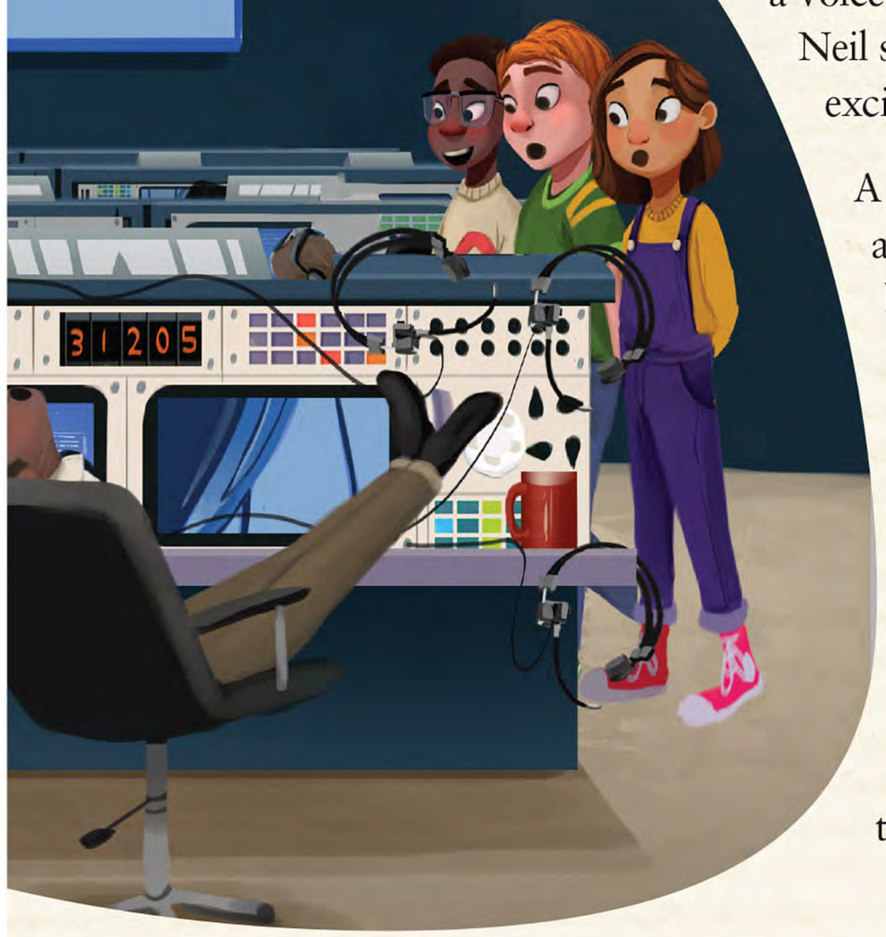
2 Why do you think Alex is at the control panel?

2 081 **Read and listen to the story to check your answers.**



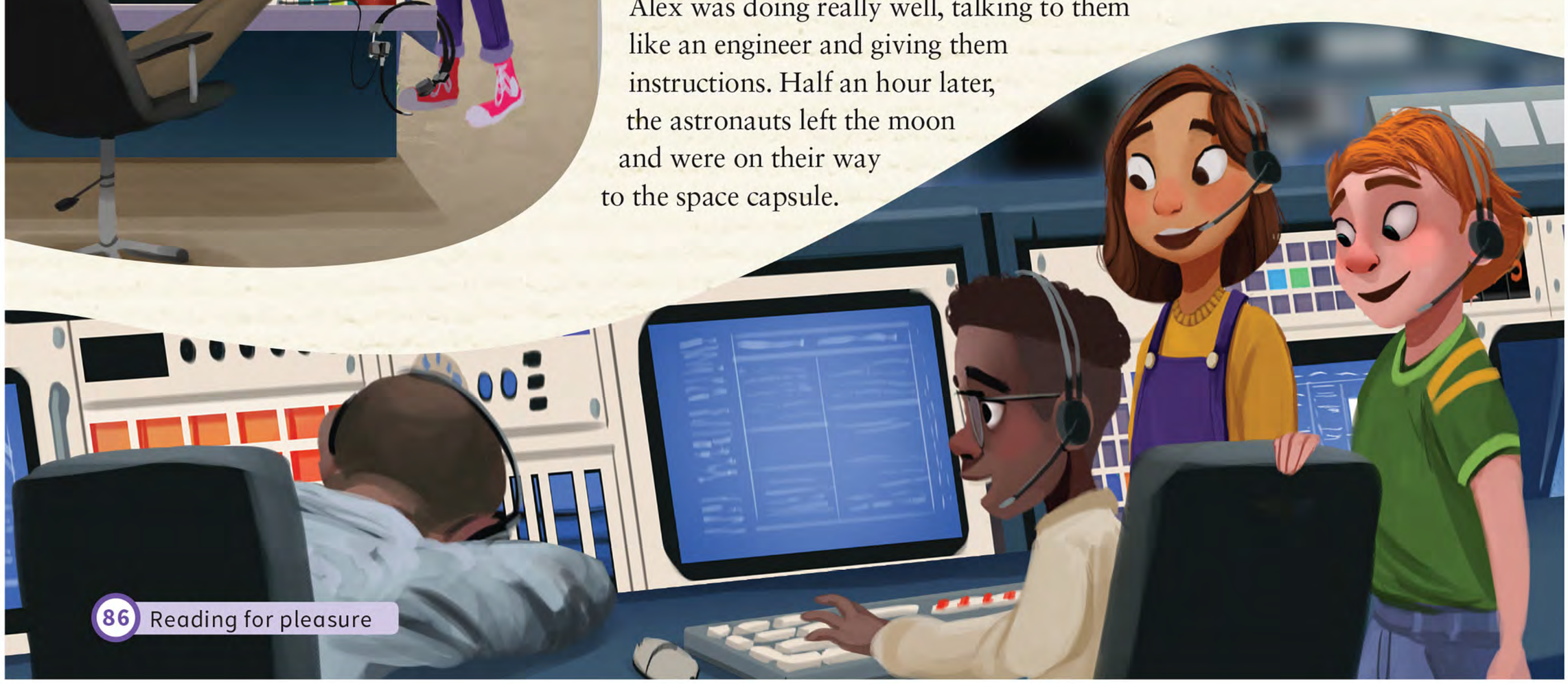
The children were scared. They weren't spies, but they couldn't explain anything. 'Come with me!' said the security officer. At that moment, the engineer who was standing next to him suddenly said, 'I'm feeling … dizzy.' He sat down and a minute later he was asleep. Then the security officer sat down and he too fell asleep.

'How strange!' Alex thought. He looked around and saw that all the engineers were sleeping at their computers and the security officers were asleep too. 'Maybe they're all tired,' Patrick said. 'Come on. Now's our chance! Let's go!' 'No,' said Alex, 'there's something strange going on!' 'I've got it!' said Phoebe. 'They were all drinking tea when they fell asleep. There was something in their tea!' 'Maybe the engineer was right,' Alex said. 'He said that this room was top secret. Perhaps there *are* spies who want the mission to fail!' 'Hello, Houston?' They suddenly heard a voice coming through the headsets that were lying on the desk. 'This is Neil speaking. Anyone there? We need your help up here!' Phoebe was very excited. 'Listen! That's Neil Armstrong! We must help him!'



A few minutes later, they were sitting at a computer wearing headsets and Alex was working at the control panel. 'Houston, we're going back to the space capsule!' 'What's your temperature?' asked Alex. '370° Celsius!' the voice replied. 'Uh-oh, that's too high,' Alex said. 'Try cooling the engines a bit!' 'Thanks, Houston. Cooling the engines right now!'

Alex was doing really well, talking to them like an engineer and giving them instructions. Half an hour later, the astronauts left the moon and were on their way to the space capsule.



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 space?*

New language: *mission, fail, dizzy, cool, Congratulations!, Where on earth ...?, simulation game, confused*

Recycled language: the moon landing

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

Cognitive control functions (WB): Working memory, Cognitive flexibility

Warm-up

Aim: to review the characters and the story
- Write *Phoebe*, *Alex* and *Patrick* on the board.
- Elicit what students remember about them from the story so far. Give prompts as necessary to remind them.

Alex, the engineer

1 SB pp86–87 **Go through the text quickly and find answers to the questions.**

Aim: to practise reading skills – skimming and scanning
- Ask students to look at the pictures and say what they can see.
- Give students a time limit, e.g. two minutes, to read the text quickly to find the answers.
- They compare answers in pairs. Don't confirm answers at this stage.

2 081 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 listen and read to check their answers to the questions from Activity 1.

For script see SB pp86–87.
- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story. (*Alex told the engineer that he had* Moonlanding 2000 *at home. The engineer didn't understand what he was talking about. Then the yellow light appeared and the children were gone in a flash.*)
- Check understanding of the story. Use prompt questions if necessary, e.g. *Why did all the people fall asleep?* (*Because there was something in their tea.*) *Who did Phoebe say they had to help?* (*Neil Armstrong.*) *Who helped him?* (*Alex. He sat at the control panel and gave instructions.*) *How long was it before the space capsule left the moon on its way back to Earth?* (*30 minutes.*) *Did Neil Armstrong think that Alex had done a good job? What did he say?* (*Yes. Our new colleague's really cool.*) *How did Alex know what to do?* (*He had a simulation game at home.*) *Why didn't the engineer understand what Alex meant?* (*Because there weren't any computer games like this in 1969.*)

Stronger students: Ask students to cover the story, and retell it in as much detail as they can remember in their own words.

Key: 1 Because a spy has put something in their tea which made them fall asleep. 2 Because he knows what to do.

1 WB p86 **Remember the story. Read and match.**

Aim: to check memory skills

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

2 WB p86 **Who do you think says these things?**

Aim: to check students' understanding of the story

Key: 2 Alex, 3 Patrick, 4 Neil Armstrong, 5 Alex, 6 One of the engineers who wakes up

3 WB p86 **Complete the computer game blurb.**

Aim: to practise reading and writing skills

Key: 2 Houston, 3 moon flight simulation, 4 astronaut, 5 Neil Armstrong, 6 space capsule, 7 Earth

Ending the lesson

Aim: to practise the story
- Put students into groups of five (three children, security guard / engineer, Neil Armstrong).
- Students do their role plays, using the direct speech from the story.

Extension activity

Aim: to stimulate students' creativity
- Tell students to imagine what the engineer at the end of the story tells his colleagues about the strange children that were in the control room and who then disappeared.
- They brainstorm ideas in pairs and write a monologue.
- Pairs read their monologues to the class.

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

BIG QUESTION to think again about the Big Question *What do we know about space?*

Recycled language: language from the story

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

Critical thinking (WB): **Compares points and arguments from different sources**

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Where were the friends?* (In the control room.) *Where was Neil Armstrong?* (On the moon / In the lunar module.) *How did Alex know what to do?* (He had *Moonlanding 2000* at home.)

3 SB p87 **Put the sentences in order.**

Aim: to focus students on the sequence of events in the story
- Play the recording of the story again. Students listen.
- They read the sentences and put them in the order of the story. They look back at the text as necessary.
- They compare their answers in pairs. Check with the class.

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

4 SB p87 **Play *Delete the text*. Your teacher will write this text on the board. Ask questions about the text. Your teacher will delete any words from the text that are in the answers.**

Aim: to practise question formation
- Practise the game with simple sentences. Write on the board: *The astronauts land on the moon at 5 o'clock.*
- Show students how they can delete words by asking two questions: *Where did the astronauts land?* (erase the answer: *moon*), *What time did they land?* (erase the answer: *5 o'clock*).
- Write the text from the Student's Book on the board.
- Play the game. Either students ask questions and answer them, or you ask questions and they answer.
- Each time students answer a question, delete the words they answer from your text on the board.

4 WB p87 **Read the sentences in the box. Who said these things in the story? Complete the newspaper article using reported speech.**

Aim: to practise reported speech

Key: 2 needed help, 3 was a computer game, 4 played it all the time, 5 was really good at it

5 WB p87 **Which of the four engineers is the spy?**

Aim: to practise making deductions

Key: The spy is number 2 because he isn't drinking any tea.

Ending the lesson

Aim: to stimulate students' personal reactions to a story
- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to practise asking questions
- Make six groups.
- Tell students they are going to play the *Delete the text* game.
- Tell three groups (A) to look at the first paragraph of the text in Activity 2 on SB p86.
- Tell the other three groups (B) to look at the third paragraph of the text in Activity 2 on SB p86.
- In their groups, the students think of six questions to ask, what the answers will be and what they could delete.
- Pair each A group with a B group.
- Group A starts. They ask their questions of group B. They answer the questions, and students in group A put pieces of paper over the words in the first paragraph of the text.
- When group A have finished asking their questions, they count how many words were deleted.
- Then group B do the same. They ask their questions of group A, using the third paragraph of the text.
- At the end, groups compare how many words were deleted from each paragraph.

7



'Hey, what's going on here?' asked one of the engineers, waking up. 'I'm talking to Neil Armstrong. They're on their way back to Earth!' Alex replied. 'You're … what?' asked the engineer. 'Give me a headset!' he said angrily, so Phoebe quickly gave him hers. As the engineer put it on, he heard Neil Armstrong again. 'Everything's perfect up here. Our new colleague down there's really cool. Congratulations, Houston! Where on *Earth* did you find him?'

Alex smiled at the engineer and took off his headset. They looked around and saw that all the other engineers were sitting at their computers again. Everything looked normal.

'I'm sorry, kids. We found the spy. It was one of our own engineers. And now you've saved the day!' one of the security officers said. 'No problem. I was happy to help,' said Alex. 'But how did you know what to do?' 'I've got Moonlanding 2000 at home. I learnt everything from that. I love it!' Alex replied. 'Moonlanding 2000? What's that?' the engineer asked. 'It's a computer moon flight simulation game! I'm really good at it,' Alex explained. 'I've got no idea what you're talking about, but you're good!' the engineer laughed.

The engineer was still confused when the children saw the yellow light glowing. They stepped into it. They were gone in a flash.

3 **Put the sentences in order.**

Neil Armstrong asked the control room for help. ☐

They didn't understand how Alex helped to save the mission. ☐

Phoebe, Alex and Patrick were in a space control room. ☐

The children put on headsets and Alex spoke to the astronauts. ☐

When the engineers woke up, they were very surprised. ☐

Suddenly all the people in the room fell asleep. ☐

Phoebe thought that there was something strange in their tea. ☐

His instructions helped them to return to the space capsule. ☐

4 **Play *Delete the text*. Your teacher will write this text on the board. Ask questions about the text. Your teacher will delete any words from the text that are in the answers.**

The three Time Travellers were in the control room in Houston. On a big screen on the wall they saw the first landing on the moon, so they were very excited. All the engineers and security officers fell asleep because there was something in their tea.

How many Time Travellers are there?

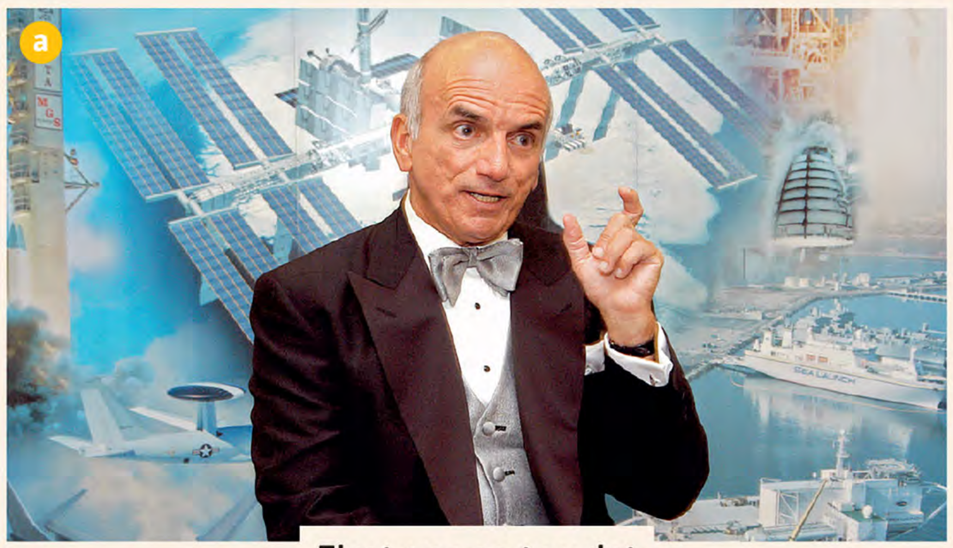
What did they … ?

Where were … ?

Skills

1 082 **When do you think these things happened? Match the dates and the photos. Then listen and check.**

1 12th April 1961 2 20th July 1969 3 16th June 1963 4 28th April 2001



First space tourist



First woman in space



First man in space



First person on the moon

2 083 **Listen again and answer the questions.**

1 How long did Yuri Gagarin spend in space?
2 Who was Valentina Tereshkova?
3 What was the name of Neil Armstrong's space ship?
4 How far did Neil Armstrong travel from Earth to the moon?
5 How much did Dennis Tito pay for his space trip?
6 How long did Dennis Tito train for his journey?

3 **Complete the competition entry.**

WANTED: A SPACE TOURIST

Do you want a free journey into space? Tell us in no more than 50 words why we should take you. The best answer wins a place on the next trip to Mars.

Name: _____

Age: _____

I want to go into space because

_____

_____

_____

_____

4 **Work in small groups. Interview each other for the competition in Activity 3. Decide who wins the trip from your group.**

Learning outcomes:
- to practise listening, writing and speaking skills

BIG QUESTION to think again about the Big Question *What do we know about space?*

Skills: listening for detail, writing a competition entry, interviewing

New language: *space shuttle, cosmonaut, international space station*

Recycled language: space exploration

Warm-up

Aim: to activate vocabulary
- Write *Space travel* on the board.
- Brainstorm what students know about the topic and write notes on the board.

1 082 SB p88 When do you think these things happened? Match the dates and the photos. Then listen and check.

Aim: to practise listening for specific information
- Focus on the photos and ask students to read the labels. Check understanding.
- Students try to guess the dates for each event in space travel.
- Students compare their ideas in pairs.
- Play the recording. Students listen and check their answers.

For script see TB p126.

Key: 1 c, 2 d, 3 b, 4 a

2 083 SB p88 Listen again and answer the questions.

Aim: to practise listening for detail
- In pairs, students try to answer the questions from memory.
- Play the recording again. Students check their answers.

For script see TB p126.

- Check with the class.

Key: 1 Two hours, 2 The first woman in space, 3 Apollo 11, 4 250,000 miles, 5 20 million dollars, 6 900 hours

3 SB p88 Complete the competition entry.

Aim: to practise writing skills
- Brainstorm some ideas for the writing, e.g. *exciting*, *seeing the Earth from space*, *being away from school*.
- Individually, students make notes for their text.
- They write a first draft in less than 50 words.
- Students swap with a partner and give feedback.
- Students write a final draft of their competition entry.

4 SB p88 Work in small groups. Interview each other for the competition in Activity 3. Decide who wins the trip from your group.

Aim: to practise interviewing skills
- Elicit and write up some questions, e.g. *Why do you want to go into space? What do you want to do there? What will you do when you get back to share your experience?*
- In groups, students take turns to interview each member of their group, using the questions on the board.
- In their groups, they decide who is the winner.
- Elicit the winners from each group. Ask the members of each group to say why they chose that person.

1 WB p88 Complete the email. Write one word in each space.

Aim: to practise reading and writing skills

Key: 2 came / travelled, 3 ago, 4 are, 5 but, 6 with, 7 paid, 8 going, 9 that, 10 take

2 WB p88 Complete the interview. Choose the correct letter (A–H). There are two extra answers.

Exam skills

Aim: to practise matching questions and answers
- Tell students that they only use six of the responses given.

Key: 2 H, 3 A, 4 F, 5 B, 6 G

Ending the lesson

Aim: to review the content of the lesson
- Elicit what students can remember about the space adventurers from the Student's Book recording.

Extension activity

Aim: to practise writing skills
- Students imagine they are one of the people in the photos in SB Activity 1.
- They write an email (or a letter) to their family, using WB Activity 1 as a model.

Learning outcomes:
- to practise reading

Skills: reading and listening for specific information and for detail, discussing ideas

New language: *male, female, constant, contact, speaker, microphone, translate, apologise, on behalf of, share* (v), *friendship, forever*

Recycled language: language from the unit

Value: admitting mistakes

Critical thinking: Makes predictions and estimations from given information

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

Cognitive control functions: Cognitive flexibility

Cognitive control functions (WB): Inhibitory control

Warm-up

Aim: to review the topic
- Elicit what students remember about the space flights discussed in the previous lesson. With books closed, ask students to try to tell you what the people did and when they did it.

1 SB p89 Look at the pictures and the headings. What do you think happens in the story?

Aim: to practise hypothesising
- Give students one minute to do the task in pairs. Students then close their Student's Books.
- Elicit ideas. Accept any reasonable suggestions.

2 084 SB p89 Read and listen to the story. Answer the questions.

Aim: to practise reading and listening for specific information
- Play the recording. Students read and listen to check their suggestions.

For script see SB p89.

- Play the recording again. Students answer the questions.

Extra support: Students first find and underline the information about each question in the text. Then they answer the questions.
- They compare answers in pairs.
- Check with the class.

Key: 1 They were the most intelligent. 2 On the third day of the mission. 3 Hundreds of monkeys. 4 Welcome to our planet! 5 To a huge museum. 6 In 1957, people did terrible things to animals.

3 SB p89 Discuss the questions in pairs.

Aim: to practise taking part in pair discussions
- In pairs, students discuss their ideas for the two questions.
- Elicit suggestions from pairs. Ask the class to comment.

1 028 WB p89 Listen to the story in the Student's Book again. Write *t* (true), *f* (false) or *ds* (doesn't say).

Aim: to practise listening for specific information

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

2 WB p89 What message can we learn from the story? Underline the best value statement.

Aim: to focus on the value of admitting mistakes

Key: a

3 WB p89 Look at the pictures and write the end of the story.

Aim: to practise writing an ending for a story

Key (sample answer): Commander Cormack and one of the monkeys from Pluto got into the spacecraft. With a whoosh, the spacecraft took off. Suddenly there was an explosion in one of the engines. The spacecraft came to a stop. 'Oh, dear,' said Commander Cormack. 'What are we going to do now?' 'I can help,' said one of the monkeys from Pluto. Commander Cormack gave the monkey a spacesuit. The monkey went outside the spacecraft and mended the engine. The spacecraft was able to continue on its journey. When they reached Earth, the monkey was given a medal for its bravery.

Ending the lesson

Aim: to encourage students' personal responses
- Elicit if students think people have done bad things to animals in the past and if they still do them now.

Extension activity

Aim: to discuss the value of admitting mistakes
- Focus on the value of admitting mistakes and elicit where in the story this happens (at the end).
- Elicit from students why this value is important and if it is difficult or not.
- Elicit from students examples of when they have admitted mistakes, or when someone else has, and what happened as a result.

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

1 **Look at the pictures and the headings. What do you think happens in the story?**

PART 1: LOST IN SPACE



It was 1957. At the US space centre, scientists were getting two monkeys ready for a journey into space. The scientists chose the two most intelligent monkeys, a male and a female. They called them Leo and Rosy. The scientists put the monkeys into the space capsule and said goodbye.

The spaceship took off. In the control room, the scientists could hear the noises that the monkeys made. For two and a half days there were no problems. Then, on the third day, they lost contact with the space capsule forever. Leo and Rosy were lost in space …

PART 2: THE PLANET OF THE MONKEYS

It was 2757. The excited scientists of COSPACE were sitting in front of the screen of the control room. COSPACE was an international space programme. Today was their first ever landing on the planet Pluto.

'Control. We're 3,000 metres above the planet … we're going down.' In their headsets the scientists heard the voice of Matt Cormack from the spaceship.

'Two hundred … a hundred … we have landed!'

The astronauts opened the door of their space capsule. There were hundreds of 'people' outside. But were they people? No, they were monkeys!

The chief of the monkeys spoke into a microphone.

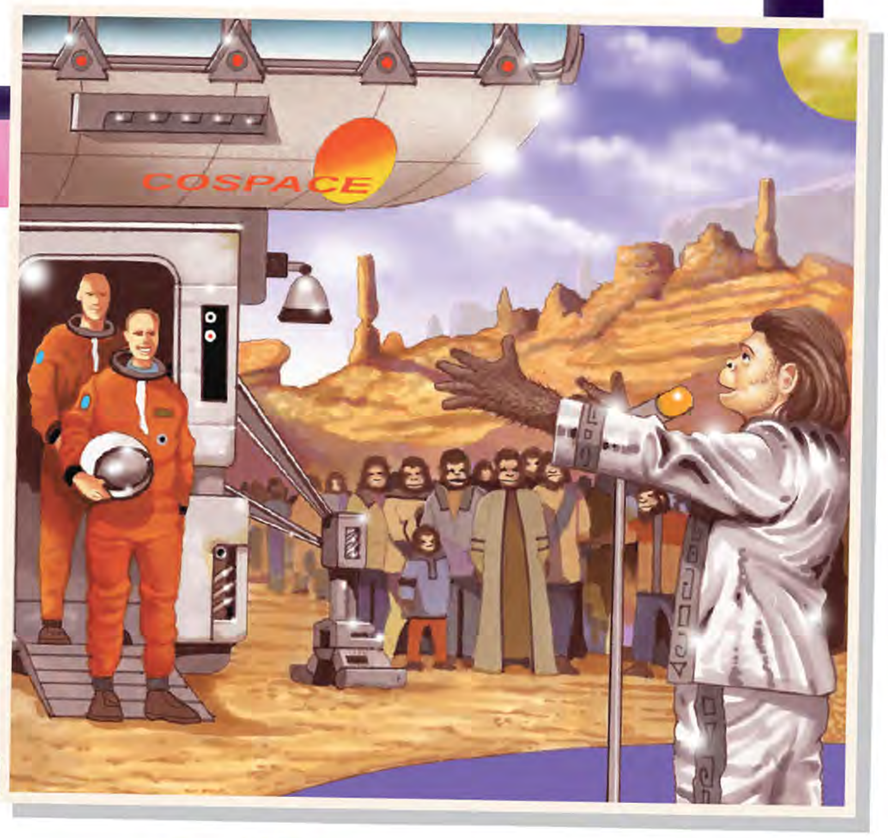
'Welcome to our planet!' he said.

PART 3: A NEW BEGINNING

Cormack asked the chief about the history of his people. 'We don't know everything,' he said 'but I can take you somewhere you might find answers!'

They went to a huge museum. Outside was a golden statue of two monkeys. Cormack knew immediately who they were – Leo and Rosy!

A day later, Commander Cormack stood before all the monkeys. 'We want to say sorry. Many years ago we did terrible things to animals. Today, animals are our friends, and we share the Earth with them. We look forward to a great friendship with you forever.'



2 084 **Read and listen to the story. Answer the questions.**

1 Why did the scientists choose Leo and Rosy?
2 When did the scientists lose contact with the monkeys?
3 What did Cormack find on Pluto?
4 What was the first thing the chief said to Cormack?
5 Where did the chief take Cormack?
6 Why did Cormack say sorry?

3 **Discuss the questions in pairs.**

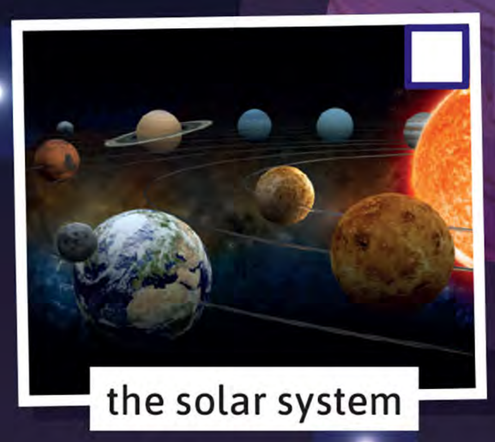
1 What do you think the chief did next?
2 What do you think Commander Cormack did next?

Think and learn

SPACE

What are stars?

1 085 Look, listen and number.


the solar system


galaxy


gas


burn

2 **What do you know about stars? Read the sentences. Write *t* (true) or *f* (false).**

1 Stars are spheres made of gas. ☐
2 Stars are smaller than planets. ☐
3 The Sun is the closest star to Earth. ☐
4 There are about 10 billion stars in our galaxy. ☐
5 Stars burn for millions of years. ☐

3 **Now read about stars and check your answers.**

Super fact!

Before Apollo went to the moon, the astronauts learned the shapes of the constellations. They wanted to know how to find the way back to Earth if their computers stopped working.

STAR FACTORY

When we look at the night sky, we can often see stars. Stars are very big, burning spheres of gas. They look small to us, but they're bigger than planets. The Sun is a star. It's at the centre of our solar system and is the closest star to Earth.

Stars start in big, cold clouds of gas called star factories. These clouds break up and get very, very hot, and then a star is created. Stars take millions of years to burn all the gas inside them. Then we can't see them anymore.

A group of stars is called a galaxy. Our galaxy is called the Milky Way and it has more than 100 billion stars in it. It's called the Milky Way because people think that it looks like a road made of milk.



4 **Complete the three questions to match the answers. Use the information from the text.**

1 What _____? They are huge spheres of gas.
2 Where _____? In big cold clouds of gas.
3 Why _____? Because it looks like a road of milk.

Learning outcomes:
- to learn more about Science through English
- to practise reading for specific information

BIG QUESTION to think again about the answer to the Big Question *What do we know about space?*

New language: *the solar system, galaxy, gas, burn*

Recycled language: space exploration

Creative thinking: Creates content for peers to use in class activities

Cognitive control functions: Cognitive flexibility

Cognitive control functions (WB): Working memory

Warm-up

Aim: to introduce the topic of the video
- Focus on the first picture of the solar system. Point to the Earth, the moon and the sun and write the words on the board.
- Elicit the planets of the solar system in order: *Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.*
- Point to the sun again. Ask *What is the sun?* Elicit or say *A star.*

SB p90 What are stars?

Aim: to learn about stars
- Before playing the video, elicit any famous stars students might know, e.g. *the North Star* (officially, *Polaris*), *Orion* (the brightest star in the night sky), *Alpha Centauri* (the star closest to our own solar system), *Betelgeuse* (the largest star in the sky).
- Ask students to watch the *Think and learn* video. With Student's Books closed, play the video.

For videoscript see TB p126.
- Elicit what students remember about stars from the video.

Key: Stars are burning spheres of gas. They come from big cold clouds of gas that break up and get very hot.

1 085 SB p90 Look, listen and number.

Aim: to present words to talk about stars
- Play the recording. Students listen and number the photos.

For script see Key.
- Elicit answers and check comprehension. Read the *Super fact* with the class.
- Play the recording again. Students repeat the words.

Key: 1 galaxy, 2 the solar system, 3 burn, 4 gas

2 SB p90 What do you know about stars? Read the sentences. Write *t* (true) or *f* (false).

Aim: to activate world knowledge and practise prediction skills
- Read through the sentences. Pre-teach *sphere*.
- Students guess answers.
- Do not confirm answers at this stage.

3 SB p90 Now read about stars and check your answers.

Aim: to practise reading for specific details
- Students read the text and check their answers.

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

4 SB p90 Complete the three questions to match the answers. Use the information from the text.

Aim: to practise questions
- Students write their questions.

Key: 1 are stars, 2 do stars start, 3 is our galaxy called the Milky Way

1 WB p90 Read and complete the sentences.

Aim: to practise star words

Key: 2 planets, 3 millions, 4 burn, 5 the Sun, 6 solar system, 7 galaxy, 8 billion, 9 constellations, 10 characters

2 WB p90 Can you remember? Number the stages of a star's life in the correct order.

Aim: to review learning

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

3 WB p90 Read and complete the information about stars. Number them in order of temperature (1 = the hottest).

Aim: to extend students' knowledge

Key: 1 b, blue, Rigel, 12,000 degrees Celsius, 2 a, yellow, Sun, 5,500 degrees Celsius, 3 c, red, Betelgeuse, 3,200 degrees Celsius

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 about stars.* Students copy in their notebooks.

Extension activity

Aim: to extend understanding
- Students use the questions in SB Activity 4 as models to write four more questions of their own to test their partners.

Learning outcomes:
- to extend the focus on Science through English
- to complete a project

New language: constellations

Recycled language: space

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

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

Materials: sheets of paper, coloured pens or pencils, Internet or reference books

Warm-up

Aim: to review stars
- Elicit what students learned about stars in the previous lesson.

5 SB p91 **Read and answer. What is a constellation? Now write the missing words.**

Aim: to practise reading for gist and for specific information
- Students cover the text. Focus on the photos. Elicit students' ideas for what they think a constellation is.
- Students read the text without completing the gaps to check their ideas.
- Students fill in the gaps individually.
- They compare answers in pairs. Check with the class.
- Ask some comprehension questions about the text: *How close are stars to each other in a constellation?* (They're billions of miles apart.) *How many constellations do we know in the Milky Way?* (88) *Where do they get their names?* (From stories and from their appearance.)

Key: A constellation is a group of stars that makes a shape in the night sky.

1 sky, 2 billions, 3 constellations, 4 stories

6 SB p91 **Read about a constellation. What is it called and why?**

Aim: to practise reading for specific information
- Students cover the text. Focus on the picture. Students brainstorm ideas for the name and an explanation for it in pairs.
- Elicit suggestions. Accept all ideas.
- Students read the text to check their ideas.

Key: Leo, named after a lion from a Greek story

7 Project SB p91 **Find out about a constellation. Draw it and write its name in English. Answer the questions about it.**

Aim: to enable students to build on what they have learned about constellations in space
- Students work in pairs. Give each pair a piece of paper to make fact files about a constellation.
- Pairs agree on a constellation to research. Either you can list some constellations on the board or students can use the Internet or reference books to find a list. Students should not choose Leo, as this is the example.
- Pairs design their fact file and copy the headings from the example into their design, leaving space for a drawing.
- Pairs then research their chosen constellation and fill in their fact file.
- Students draw a picture of the constellation into the remaining space in their fact files.
- Pairs present their fact files to the class. Check if pairs who chose the same constellations included the same facts.
- The fact files can be displayed around the classroom.
- Take photos of the drawings and descriptions and save them to students' digital portfolios.

4 WB p91 **Match the constellations with their names.**

Aim: to extend knowledge of the topic

Key: 2 Pegasus, 3 Cancer, 4 Hydra, 5 Draco, 6 Pisces

5 WB p91 **Read the descriptions and write the name of a constellation from Activity 4.**

Aim: to enable students to apply what they know

Key: 2 Pisces, 3 Pegasus, 4 Canis major, 5 Hydra, 6 Cancer

6 Project WB p91 **Find and write the names of three more constellations in English.**

Aim: to practise researching information

Lesson review

Aim: to review what students have learned in the lesson
- Elicit what students learned today, e.g. *Today I've learned more about Science and space, what stars are and how they are formed and what constellations are, and done a project.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop reflective skills
- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Elicit from students what they liked and what they would change if they did the project again.

5 **Read and answer. What is a constellation? Now write the missing words.**

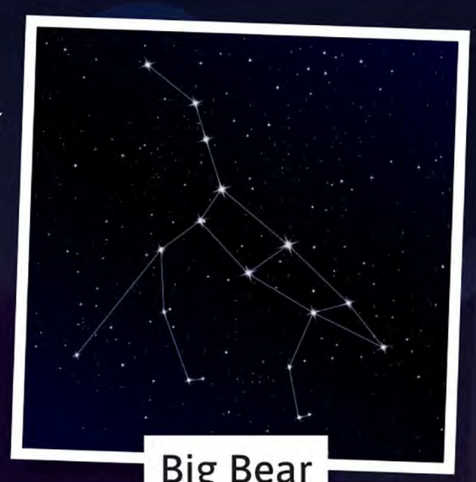
stories constellations billions sky

A constellation is a group of stars that makes a shape in the night **(1)** _____. When you look at a constellation, the stars look close to each other but they are **(2)** _____ of kilometres away from each other.

There are many **(3)** _____ in the Milky Way. Some of them have the names of characters from **(4)** _____, like *Orion*. Others are named after things because they look like them.



Orion



Big Bear



Little Bear

6 **Read about a constellation. What is it called and why?**

LEO (THE LION)

What constellations are near it?
Cancer and Coma Berenices

Why is it called Leo?
Leo means *lion*. It's named after a lion from a Greek story. The lion had gold fur and arrows could not go through it.



7 Project **Find out about a constellation. Draw it and write its name in English. Answer the questions about it.**

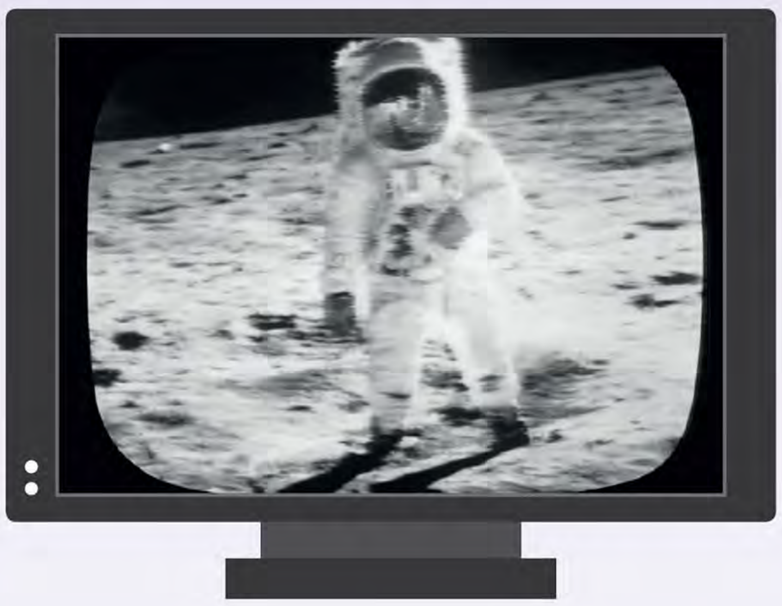
- What is it called and why?
- Name two constellations that are next to it.
- What does it look like?
- Is there a story about the constellation?

Get talking

A class survey on television

1 086 **Listen to a discussion and number the types of TV programmes.**

films	☐	comedies	☐
documentaries	☐	the news	☐
cartoons	☐	police dramas	☐
reality TV shows	☐	soaps	☐
sports programmes	☐	game shows	☐



2 **Complete a class survey about television.**

Think about it

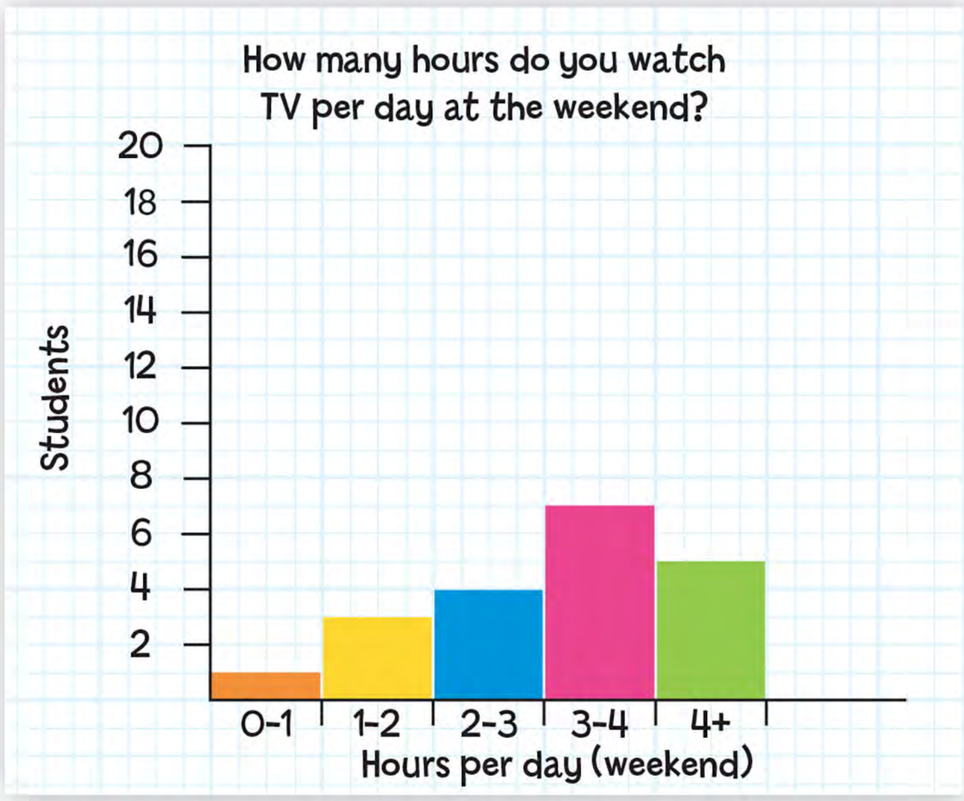
- In class, collect ideas about television programmes.
  - What is the most important event that you have ever seen on TV?
  - What is your favourite programme?
  - Is there a television programme which you don't like at all?
  - What programme do you watch every day?
  - What programme do you watch every week?
  - Have you got a TV in your bedroom?
  - How many hours do you watch TV per day from Monday to Friday?
  - How many hours do you watch TV per day at the weekend?

Prepare it

- Divide into eight groups. Each group takes one question and asks everyone in the class.
- Make a note of the names to make sure that your group has only asked each person once.

Present it

- Work in groups. Use your notes to prepare a large bar chart like the one on the right.
- Each group shows their bar chart to the class and explains it.



Presenting tip

Make a big bar chart and write the numbers clearly so that your classmates can see them. Colour the bars in different colours that you can say in English. Make sure that you talk about the colour when you point to the chart.

Learning outcomes:
- to practise listening and speaking
- to carry out a survey and present the results

New language: *documentaries, cartoons, reality TV shows, the news, comedies, police dramas, soaps, game shows, per day, bar chart*

Creative thinking: Develops ideas through planning, research or review

Warm-up

Aim: to review and present vocabulary
- Draw a circle on the board and write *TV* in it.
- Elicit what this stands for (*television*) and ask students what kinds of TV programmes they like to watch, e.g. *films, cartoons*.
- Create a word map on the board.

1 086 SB p92 Listen to a discussion and number the types of TV programmes.

Aim: to practise listening and to provide a model for the group presentations
- Focus on the types of TV programmes and elicit what they are, by asking for examples of actual programmes.
- Play the recording. Students listen and number the TV programmes in the order they are mentioned.

For script see TB p126.
- Students compare their answers in pairs.
- Play the recording again. Check with the class.
- Discuss with students why the listening is a useful model for their presentations.

Key: films 10, documentaries 9, cartoons 5, reality TV shows 1, sports programmes 4, comedies 6, the news 7, police dramas 3, soaps 2, game shows 8

2 SB p92 Complete a class survey about television.

Aim: to follow a set of instructions and to collaborate with other students
- Focus students on *Think about it*. Give them a time limit.
- Read the questions through with the class. Check vocabulary.
- Each student thinks about how they are going to answer each of the questions, and makes notes.
- Focus students on *Prepare it*. Give them a time limit.
- Read the instructions. Check comprehension.
- Make eight groups and assign a question to each group.
- Groups go around the rest of the class, ask their question and note the answers.
- Focus students on *Present it*.
- Talk through the bar chart with the class.
- Read the *Presenting tip* through with the class.
- Tell the class how the presentations will be organised. This may happen over more than one lesson.
- Set a listening task for the students who are listening to keep them focused, e.g. write down one piece of information from each bar chart.
- Groups do their presentations using their bar charts.
- Get feedback on the listening task.

1 WB p92 Make three sentences with the phrases in the diamond. Use three different phrases in each sentence.

Aim: to review structures from the unit

Key: 1 Looking at Earth from space is fantastic. 2 I said to the alien that I only spoke two languages. 3 The alien said that he ate carrot ice cream for breakfast.

2 WB p92 Find the words and use them to complete the sentences.

Aim: to review space vocabulary

Key: 2 craters, 3 headset, 4 countdown, 5 constellation, 6 galaxy

3 WB p92 Complete the sentences with your own ideas.

Aim: to personalise the language

Ending the lesson

Aim: to review language from the unit
- Elicit sentences students wrote for WB Activity 3.

Extension activity

Aim: to develop self-assessment skills
- Give general feedback on the presentations.
- Students discuss how their presentations went and what they will do next time to improve them.
- Each student writes these improvement points in their notebook to refer to next time.

7

Learning outcomes:
- to review language from the unit
- to reflect on learning
- to make a portfolio to show progress and write a post on a discussion forum

BIG QUESTION to think about how the unit has helped answer the Big Question *What do we know about space?*

New language: *post, discussion forum, awful, author, thread*

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

Cognitive control functions (WB): Cognitive flexibility

Materials: Digital or print portfolios

Warm-up

Aim: to review portfolios
- Elicit what students did in their portfolios for the previous unit.
- Students look at each other's portfolios and compare their work.

1 SB p93 Read the posts on a discussion forum. Do the writers all agree?

Aim: to practise reading posts on an online forum
- Focus students on the posts. Ask where we find this kind of writing (on the Internet).
- Elicit what the topic is (animals in space). Check understanding of *thread*.
- Ask students to read out the four posts and check understanding.
- Ask who wrote each one and how they know.
- In pairs, students discuss if all the writers agree.
- Check and discuss with the class.

Key: Yes. They are all against animals in space.

2 SB p93 Here are ideas from other posts on the forum. Match the sentence halves.

Aim: to raise students' awareness of the language to express opinions
- Students match the sentence halves individually and then compare answers in pairs.
- Check with the class. Check understanding of vocabulary.
- Elicit students' own ideas for endings for each sentence beginning (1–4).

Key: 1 c, 2 d, 3 b, 4 a

3 SB p93 Write posts for these discussion threads on 'Speak out'. Say what you think.

Aim: to practise writing a post on a discussion forum
- Read the topics. Check comprehension. Encourage students to choose the topic they have stronger feelings or opinions about. Check they have all chosen by asking for a show of hands.
- Read the *Writing tip* together. Students plan their posts following the advice.
- Students write a first draft of their posts.
- They swap posts in pairs and give feedback.
- Then they write a final draft of their posts.
- Students turn to the Writing practice section on page 124 of the Workbook. Work through the exercises with the class.

Key: **1** 1 Wonder 1 and Kencan, 2 Lizard and Geddit, 3 Digger's
2 2 In my opinion, helping people on Earth is more important. 3 If you ask me, sending rockets into space is a waste of money.

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 and write the story.

Aim: to practise writing a story

Ending the lesson

Aim: to enable students to express their preferences
- Ask students what their favourite song, game or activity from the unit is.
- Do the song, game or activity again with the class.

Extension activity

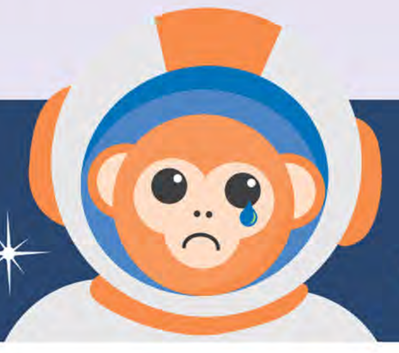
Aim: to enable students to discuss and share what they have learned
- In groups, students look through Unit 7, their vocabulary books and at their portfolio and discuss what they have learned in this unit.
- Encourage students to talk about what they are good at, as well as what they need to improve.

Think and write

A post on a discussion forum

1 Read the posts on a discussion forum. Do the writers all agree?

SPEAK OUT Animals in space



AUTHOR	THREAD: ANIMALS IN SPACE
happyface	I think it's terrible that they have sent monkeys into space and that many of them have never come back. Poor animals!
Anja12	My favourite animals are cats. I felt sad when I heard about a cat in a rocket. It's horrible for a cat to be in a rocket.
onlyme	Please help to stop space travel experiments with animals. They want to live a happy life!
thethinker	All experiments with animals are wrong. Animals have rights too!

2 Here are ideas from other posts on the forum. Match the sentence halves.

1 Sending animals into space	a send animals into space.
2 I feel sorry for	b they sent animals into space.
3 I can't believe that	c is awful.
4 Humans shouldn't	d those poor animals.

3 Write posts for these discussion threads on 'Speak out'. Say what you think.

SPEAK OUT
Cutting down the rainforest

SPEAK OUT
Testing medicine on animals

Writing tip

An Internet forum is for expressing your feelings.
These phrases help you to say what you think and feel.
I think … should / shouldn't …
It's not a good idea / a good idea to …
Please don't …
I think it's sad (wrong / good / a great idea) when …
I felt (sad / sorry) when I heard that …

8 A cold place

At the North Pole, the summer days are very long and in winter it's dark for six months. On 21st December, the sun doesn't rise, so it's dark all day. In winter you can sometimes see the Northern Lights there. This is an amazing show of colours which light up the sky. People used to believe that these Northern Lights were the flames of dragons flying across the sky. This Arctic land of the midnight sun is the home of about 4 million people. Today, they live in modern homes, not in igloos or tents.

1 087 **Listen and say the words. Check with your partner.**

1. Northern Lights
2. iceberg
3. polar bear
4. polar bear cub
5. ice floe
6. seal
7. seal pup
8. igloo
9. mittens
10. sledge



BIG QUESTION What's it like at the Earth's poles?

2 088 **Read, listen and answer the questions.**

1. Where are Patrick's mittens?
2. What are Patrick and Alex doing?
3. Who built the snowman?
4. What is Phoebe looking at?

3 **Choose a word for your partner to spell.**

Learning outcomes:
- to learn and use vocabulary for cold places
- to practise reading, listening and speaking

BIG QUESTION to start to think about the Big Question *What's it like at the Earth's poles?*

New language: *Northern Lights, iceberg, polar bear, polar bear cub, ice floe, seal, seal pup, igloo, mittens, sledge, North Pole, rise, flame, dragon, midnight, freezing*

Cognitive control functions: Working memory

Digital flashcards: 83–92 (in the Arctic)

Warm-up

Aim: to introduce the context of the Earth's poles
- Elicit from students where the coldest places on the planet are (North and South Poles). Elicit what other names we use for the Poles (Arctic, Antarctic).
- Elicit from students what animals and people live there (South Pole: penguins and seals; North Pole: polar bears, seals, foxes, reindeer and people).

Presentation

Aim: to present vocabulary for cold places
- 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.

1 087 SB p94 **Listen and say the words. Check with your partner.**

Aim: to practise new vocabulary
- Students look at the picture. Elicit where the friends are and what students think is happening in the picture.
- Play the recording. Students listen and repeat.

For script see SB p94.
- Play the recording again. Students practise in groups.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.

BIG QUESTION **What's it like at the Earth's poles?**

Aim: to encourage students to learn more about the Earth's poles
- Read the Big Question. Elicit what students already know about the polar regions (climate, geographical features, animals, plants, people's activities there).

2 088 SB p94 **Read, listen and answer the questions.**

Aim: to practise listening for specific information
- Encourage students to predict the answers.
- Play the recording. Students listen to find the answers.

For script see TB p126.
- They check in pairs. Check with the class.

Key: 1 On the sledge. 2 They are building an igloo. 3 Phoebe. 4 A polar bear with her cub.

3 SB p94 **Choose a word for your partner to spell.**

Aim: to practise spelling and pronunciation
- In pairs, students test each other about the new vocabulary. They take turns to say one of the ten new words for their partner to spell.

1 WB p94 **Complete the words with the letters on the igloo.**

Aim: to practise writing the new vocabulary

Key: 2 seal, 3 mittens, 4 iceberg, 5 sledge, 6 polar bear, 7 Northern Lights, 8 ice floe, 9 polar bear cub, 10 seal pup

2 WB p94 **Match the definitions with the words from Activity 1.**

Aim: to give further practice with the new vocabulary

Key: b 6, c 2, d 5, e 9, f 1, g 10, h 3, i 8, j 7

3 WB p94 **Look at the pictures. Choose the correct form of the words from Activity 1 to complete the story. You don't need to use all the words and you can use some more than once.**

Aim: to check textual cohesion and sequencing

Key: 2 ice floe, 3 polar bear, 4 ice floe, 5 seal, 6 polar bear, 7 polar bear, 8 sledge

Ending the lesson

Aim: to review new vocabulary
- Play the spelling game again from SB Activity 3.

Extension activity

Aim: to consolidate vocabulary
- Students write the ten new vocabulary items from the Student's Book presentation in their vocabulary books.
- For each item, they draw a picture and label it. They also write a description, e.g. *A seal is a mammal which lives on land and in the sea.*

Learning outcomes:
- to present and practise question tags with *be*
- to practise speaking

New language: *aurora borealis / Northern Lights, cruise*

Recycled language: the Earth's poles

Warm-up

Aim: to review vocabulary for cold places
- Write *Arctic* on the board. Elicit its meaning (the area around the Pole).
- Elicit the new vocabulary from the previous lesson. Create a word map.

1 SB p95 Read the dialogue and answer the questions.

Aim: to practise reading for specific information and to present question tags
- Students read the dialogue and answer the questions individually. They compare answers in pairs.
- Check with the class.
- Ask students to find examples for how Jack checks if the information he knows is correct (*They're the Northern Lights, aren't they? That's the best place to see the lights, isn't it? But Scotland isn't as good, is it?*) and write these on the board. Elicit the form (a statement followed by a short question tag after a comma). Ask *What verb do we use here?* (Different forms of *be*.) *How do we decide what form to use?* (The question tag is always the opposite of the verb in the main part of the sentence.)

Key: 1 To the Arctic. 2 The Northern Lights. 3 It's nearer the North Pole than Scotland.

2 SB p95 Complete the sentences using *is it, isn't it, are they* or *aren't they*.

Aim: to practise questions tags with *be*
- Elicit how we form question tags (by using the opposite of the verb form in the main part of the sentence). Ask students to circle the verb *be* in the sentences.
- Students complete the sentences.
- They compare answers in pairs.
- Check with the class.

Key: 1 isn't it, 2 are they, 3 is it, 4 aren't they

3 089 SB p95 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p95.
- 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 follow in their Student's Book and join in.
- Students practise the sentences in pairs.

4 SB p95 Work in pairs. Take it in turns to guess and answer about your favourite TV programme, food, game, animals or other ideas.

Aim: to practise question tags
- Students ask and answer about the other topics in pairs. Remind them to use statements followed by question tags to check each guess. Monitor, and make a note of any recurring errors to go over with the class at the end of the guessing activity.

1 WB p95 Read and circle the correct question tags.

Aim: to practise the new language

Key: 2 aren't, 3 is, 4 are

2 WB p95 Complete the dialogue with the phrases from the box.

Aim: to practise using the new language.

Key: 2 aren't they, 3 are they, 4 isn't it, 5 isn't it, 6 is it, 7 am I, 8 aren't they

3 WB p95 Complete the sentences with question tags.

Aim: to do more practice with the new language

Key: 2 are you, 3 aren't they, 4 is it, 5 isn't she, 6 aren't you

Ending the lesson

Aim: to practise key language from the lesson
- Play the game from SB Activity 4 in open pairs.

Extension activity

Aim: to consolidate the new language
- Students write ten sentences from SB Activity 4 in their notebooks.
- They swap notebooks with their partner to check that they have used the question tags correctly.



1 **Read the dialogue and answer the questions.**

Grace My grandparents are going to the Arctic for a holiday. They've always wanted to see the aurora borealis.

Jack The aurora borealis? They're the Northern Lights, aren't they?

Grace That's right. Aurora borealis is the scientific name for them.

Jack So how are they getting there?

Grace By ship. They're taking a cruise to the north of Norway.

Jack That's the best place to see the lights, isn't it?

Grace One of them. You can sometimes see them in the UK, in Scotland.

Jack But Scotland isn't as good, is it?

Grace I think Norway is better because it's nearer the North Pole.

1 Where are Grace's grandparents going?
2 What is the aurora borealis?
3 Why is Norway a good place to see the lights?

2 **Complete the sentences using *is it*, *isn't it*, *are they* or *aren't they*.**

1 The North Pole is in the Arctic, _____?
2 The Northern Lights aren't at the South Pole, _____?
3 Scotland isn't in the Arctic, _____?
4 You grandparents are lucky, _____?

3 089 **Watch, listen and say.**

Language focus

It's cold at the poles, **isn't it**?
And the nights are dark, **aren't they**?
Great for a polar bear perhaps,
But not a good place for me.

There isn't much sun there, **is there**?
The days aren't long, **are they**?
A good place for penguins perhaps,
But I'd better stay away.



4 **Work in pairs. Take it in turns to guess and answer about your favourite TV programme, food, game, animals or other ideas.**



1 Look at the quiz. Answer the questions with a partner.

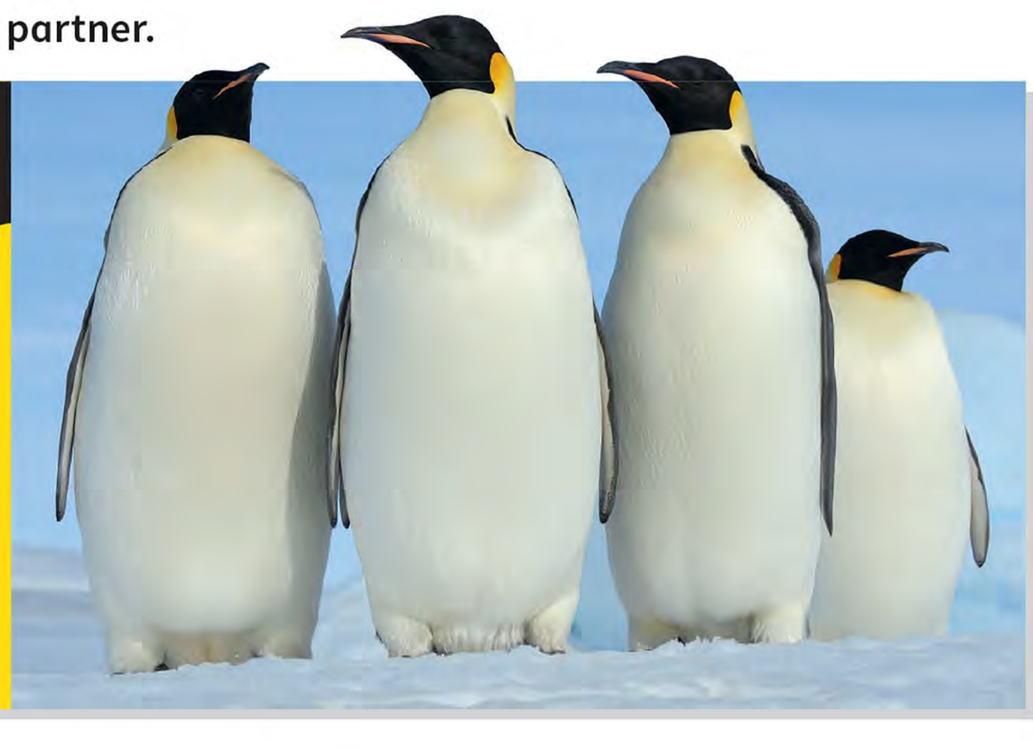
How much do you know about penguins?



1 **Penguins live at the ...**
a) North Pole. b) South Pole.

2 **Penguins are ...**
a) fish.
b) birds.

3 **Penguins ...**
a) can fly.
b) can't fly.



2 090 **Read and listen to the dialogue. Check your answers.**

Daisy Ben, can I check something, please? Is the Geography homework for tomorrow?
Ben That's right.
Daisy And just remind me. It's about the North Pole, isn't it?
Ben No, you've got that wrong. It's about the South Pole.
Daisy Oh well! It's lucky that I haven't started it yet.
Ben You've got to choose an animal that lives there and write about it.
Daisy Did you say 'animal'?
Ben Yes, any animal you want.
Daisy So I can't write about penguins, can I?
Ben Why not?
Daisy Well, because penguins aren't animals, are they?
Ben Why aren't they animals? I think you're confused.
Daisy They're fish, aren't they?
Ben What! Penguins aren't fish. They're birds.
Daisy But they can't fly, can they?
Ben No, they can't. But they are birds. And anyway, birds and fish are animals too. I think you need to go and do some research.



3 **Practise the dialogue in pairs.**

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

1 With a friend, list the homework you've got this week.
2 Think of some questions to check information about the homework.
3 Make a short dialogue about the homework.
4 Act out your dialogue to the class.

What to say

Checking information
... are they?
... isn't it?
Just remind me ...
Can I just check something, please?
Did you say ... ?

96 Functional language dialogue

Learning outcomes:
- to practise reading and listening for specific information
- to practise stressing syllables in longer words

New language: *South Pole, research, remind*

Recycled language: the Earth's poles

Materials: Internet, reference books

Creative thinking: Substitutes words and phrases to create new texts

Warm-up

Aim: to review what students have learned about the Earth's poles
- With books closed, elicit what students remember from what they learned about the Earth's poles.

1 SB p96 Look at the quiz. Answer the questions with a partner.

Aim: to elicit world knowledge
- Focus on the first photo of the penguin. Ask *What's this?* (a penguin). Write the word on the board, and quickly drill its pronunciation.
- Students work in pairs to complete the quiz question. Set a time limit. Don't confirm answers at this stage.

2 090 SB p96 Read and listen to the dialogue. Check your answers.

Aim: to practise reading and listening for specific information
- Focus students on the dialogue. Ass them to read and listen carefully to find the answers.
- Play the recording while students read and listen.

For script see SB p96.
- Students compare their answers in pairs.
- Check with the class.

Key: 1 b, 2 b, 3 b

3 SB p96 Practise the dialogue in pairs.

Aim: to practise speaking
- Students practise saying the dialogue. Monitor their progress.
- Ask one or two volunteer pairs to act out the dialogue for the class.

Stronger students: Encourage students to say their lines from memory, only looking in the book if they get stuck. The class check for mistakes or omissions.

4 SB p96 Work in pairs to make your own dialogue.

Aim: to enable students to create and practise their own dialogues
- Read through the instructions. Check comprehension.
- Give students two minutes to make their lists.
- Students then brainstorm their questions and write their dialogue. Remind them to include phrases from the *What to say* box.
- Pairs practise and perform their dialogues for the class.
- Vote on the best-written dialogue and on the best performance.

Stronger students: Encourage students to say their lines from memory, only looking in their notes if they get stuck.

1 WB p96 Complete the dialogue with the phrases from the box.

Aim: to check comprehension of functional language

Key: 2 just remind me, 3 isn't it, 4 are they, 5 Did you say, 6 Can I just check something

2 029 WB p96 Listen and say the words.

Aim: to identify stress in two- and three-syllable words

For script see WB p96.

3 WB p96 Say the words in the box and write them in the correct syllable stress column.

Aim: to practise syllable stress and the schwa phoneme /ə/

Key: weather: mittens, problem, finished; today: because, remind, depends; holiday: grandparents, animal, suddenly; computer: forgotten, tomorrow, decided

4 030 WB p96 Listen, check and say the words.

Aim: to practise saying words with the correct stress

For script see WB p96 and Key above.

Ending the lesson

Aim: to review what students have learned about penguins
- Students write five true/false statements about penguins.
- In pairs, students test their partners. Who knows more about penguins?

Extension activity

Aim: to expand what students know about life at the Earth's poles
- Students use the Internet or reference books to look up some information about polar bears.
- Students write five true/false statements about polar bears, using the information they found.
- In pairs, students test their partners. Who knows more about polar bears?

8

Learning outcomes:
- to present and practise using *may/might* for possibility
- to practise reading

New language: *climate, region, species, rare, politician*

Recycled language: the Earth's poles

Materials: magazines and scissors (optional)

Warm-up

Aim: to review vocabulary
- Write *North Pole* and *South Pole* on the board.
- Elicit what students remember about the regions.

1 SB p97 Read the magazine interview with a scientist and complete it with the questions from the box.

Aim: to practise reading and present *may/might* for possibility
- Elicit what students can see in the photo (polar bears) and where they live (the North Pole).
- Students read the dialogue and complete it.
- Check understanding of *climate*, *region*, *species*, *rare*.
- Write the first sentence on the board. Ask *Are the scientists sure?* (no) *How would the sentence be different if they were sure?* (*Some scientists think that the Arctic is in danger.*)
- Explain that we use *might* or *may* to express that something is possible, but not certain. Point out that the modals are followed by a 'bare infinitive' (without *to*).

Key: 1 Is that right? 2 What does it mean for the animals? 3 What can we do about this?

2 SB p97 Replace a word in each sentence with the word or words in brackets.

Aim: to practise using *may/might* for possibility
- Students cover the dialogue in Activity 2 and make the transformations.
- They check back in the text.
- Check with the class.

Key: 1 The Arctic might be in danger. 2 The ice may melt. 3 The polar bear might become very rare. 4 If we don't act now, it may be too late.

3 091 SB p97 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p97.
- Students turn to the Grammar focus section on p126 of the Student's Book.
- Work through the second half of the page with the class.
- Play the audio. Students follow in their Student's Book and join in.
- Students practise the sentences in pairs.

4 SB p97 Work in groups. Play the game.

Aim: to practise using the new language
- In groups, students take turns to talk about the pictures using *may/might*.
- Check with the class.

1 WB p97 Read and order. Write numbers 1–8.

Aim: to practise sequencing

Key (from left to right): 4, 8, 2, 5, (1), 6, 3, 7

2 WB p97 Rewrite the sentences with *may*.

Aim: to practise using the new language

Key: 2 Mum may buy a new car. 3 Jack may be angry. 4 Ella may not eat spinach. 5 It may be very cold tomorrow. 6 Peter may not want to go.

3 WB p97 Look at the pictures. Jack is dreaming about the future. Write sentences with *may* or *might* and the verbs from the box.

Aim: to practise writing skills

Key: 2 Our team might/may win the Under-12 final. 3 We might/may all get a medal. 4 There might/may be a party. 5 Jess might/may see me at the party. 6 Jess might/may invite me to dance.

Ending the lesson

Aim: to review language from the lesson
- Read the first part of each sentence with *may/might* from the interview in the Student's Book, e.g. *Some scientists think that the Arctic …* Students finish the sentences.

Extension activity

Aim: to encourage creativity
- Pairs cut out small parts of pictures from magazines so it is difficult to identify them.
- Each pair sticks four pictures on a piece of paper.
- Students swap pictures with another pair and use the language from SB Activity 4 to talk about them.
- Pairs come together in groups of four.
- One pair tells the other pair what they think the pictures are. The first pair then tells them.

1 **Read the magazine interview with a scientist and complete it with the questions from the box.**

What does it mean for the animals? Is that right? What can we do about this?

Interviewer Some scientists think that the Arctic might be in danger. **(1)** _____?

Scientist Yes, it is. Most scientists think this.

Interviewer What might happen?

Scientist Well, the climate is getting warmer and the ice may melt.

Interviewer **(2)** _____?

Scientist If the ice melts, the animals in the region may find life very difficult. They will have to swim a long way to find food, so some species, like the polar bear for example, might become very rare.



Interviewer **(3)** _____?

Scientist Well, the first thing we can do is take the problem seriously. We should let our politicians know that we are worried.

2 **Replace a word in each sentence with the word or words in brackets.**

1 The Arctic is in danger. (might be)
2 The ice melts. (may melt)
3 The polar bear will become very rare. (might)
4 If we don't act now, it will be too late. (may)

3 091 **Watch, listen and say.**

Language focus

The jungle **may** be in danger
Because people want our trees.
They **might** take our home away.
Don't let this happen, please.

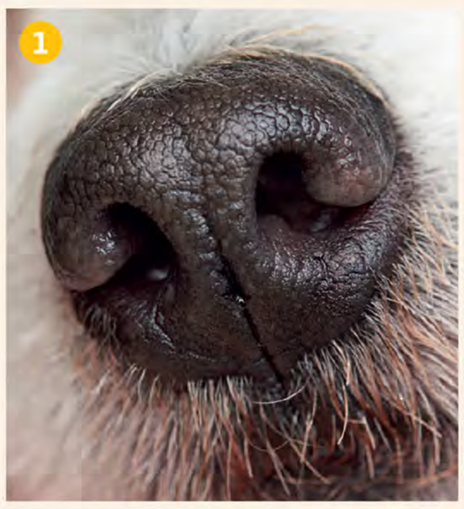
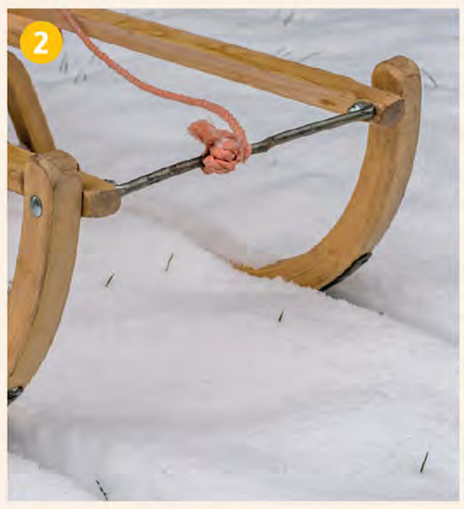
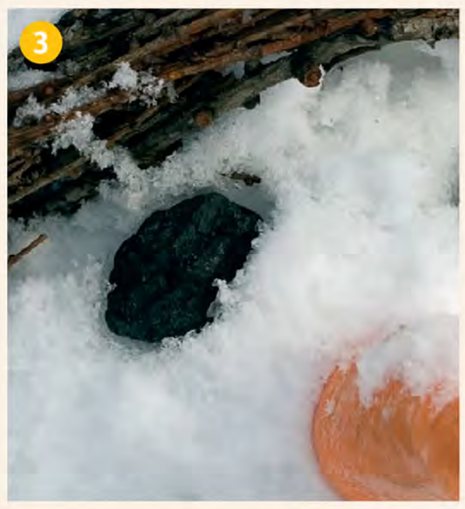
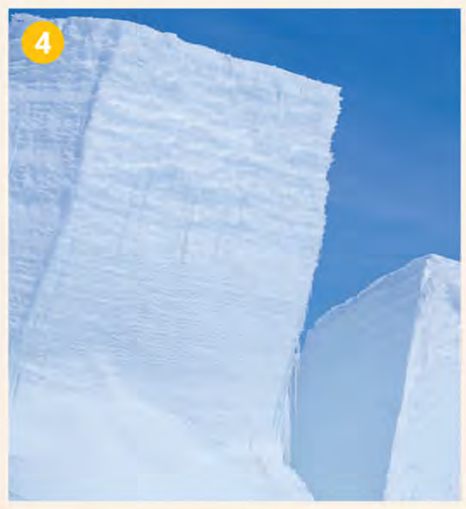
The Arctic **may** be in trouble.
The ice is melting fast.
Polar bears won't find food.
There **might** not be enough to last.



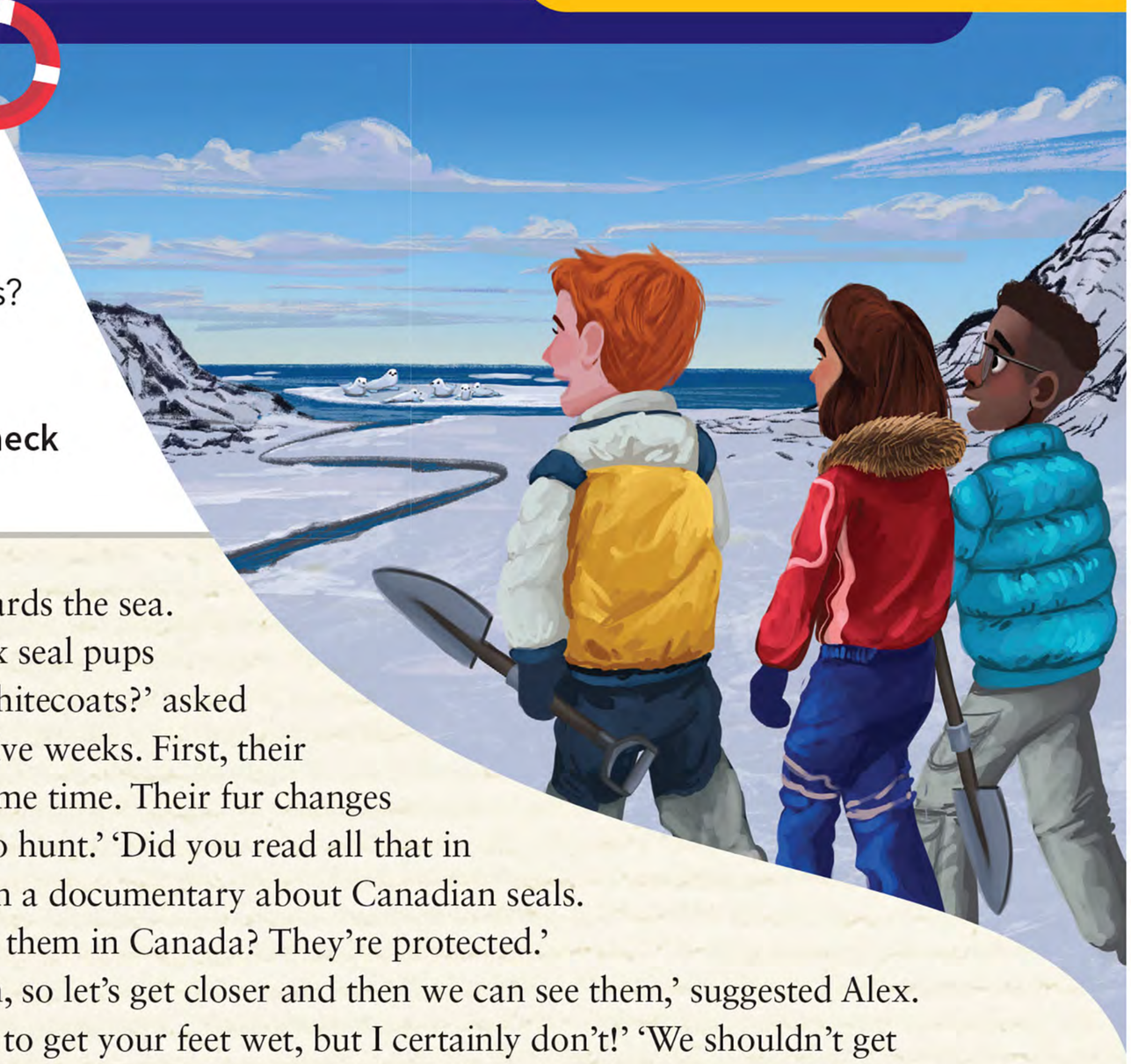
4 **Work in groups. Play the game.**

Picture 1 may be a …

I don't think so. It might be a …

RESCUING THE SEAL PUPS



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

1 How does Phoebe know a lot about seals?

2 What do the men on the ski-doo want?

2 092 **Read and listen to the story to check your answers.**

The three friends took the spades and walked towards the sea. As they came closer to the beach, they could see six seal pups on an ice floe. 'Did you know that they're called whitecoats?' asked Phoebe. 'They don't go into the water for four or five weeks. First, their mothers feed them, but then they go hungry for some time. Their fur changes colour and, after that, they can go into the water to hunt.' 'Did you read all that in a book?' asked Patrick. 'No,' she replied, 'I saw it in a documentary about Canadian seals. And did you know that nobody is allowed to hunt them in Canada? They're protected.'
'OK, know-it-all, but we're not going to hunt them, so let's get closer and then we can see them,' suggested Alex. 'Closer? You're mad!' said Patrick. '*You* may want to get your feet wet, but I certainly don't!' 'We shouldn't get closer anyway,' said Phoebe. 'We might scare them.'

Suddenly they heard the noise of a ski-doo. It stopped at the edge of the beach and two men got off. They were carrying sticks and had big knives in their belts. 'They're going to kill the seal pups for their fur!' said Patrick. 'Sorry, Phoebe, but we *have* to jump on the ice right *now* to save those pups.'

The children jumped onto the ice and the two boys used their spades to push the ice floe out into the sea. The two men tried to jump onto the ice floe, but it was already too far away from the beach, so they fell into the water. They shouted angrily at the children, then went back to their ski-doo and drove away.

'How are we going to get back to the land?' Alex asked. 'Well, we can't swim,' said Phoebe, 'because the water is too cold.'

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

New language: *know-it-all, ski-doo, spade, lower* (v), *exclaim, radio* (v)

Recycled language: the Earth's poles

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

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review the characters and the story
- Elicit the names of the story characters *Phoebe*, *Alex* and *Patrick*, and write them on the board.
- Elicit what students remember about them from the story so far. Give prompts as necessary to remind them.

Rescuing the seal pups

1 SB pp98–99 **Go through the story quickly and find answers to the questions.**

Aim: to practise skimming and scanning
- Focus on the pictures and elicit what is happening in the scenes in the students' own words.
- Give students a time limit, e.g. two minutes, to read the text quickly to find the answers to the two questions.
- They compare answers in pairs. Don't confirm answers yet.

2 092 SB pp98–99 **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 answers from Activity 1.

For script see SB pp98–99.

- Play the recording again. Students read and listen.
- Elicit what happened at the end of the story. (The children identified the two men from photos. Then they walked to the beach. They didn't see any seals, but they saw a hole in the ice with a glowing yellow light. They jumped into the hole and were gone in a flash.)
- Check understanding of the story. Use prompt questions if necessary, e.g. *Where were the three friends?* (*Near the sea / On the beach.*) *Who knew most about the seals?* (*Phoebe.*) *What were the men driving?* (*A ski-doo.*) *Did they see the children?* (*No.*) *What did they want?* (*To kill the seal pups for their fur.*) *Are they allowed to do that?* (*No.*) *How did the children save the seal pups?* (*They pushed them out to sea on the ice floe.*) *Did the men escape?* (*Yes, but the children identified their photos in the police station.*)

Stronger students: With books closed, volunteers retell the story in their own words in as much detail as they can remember.

Key: 1 Because she has seen a documentary about Canadian seals. 2 They want to kill the seal pups for their fur.

1 WB p98 **Remember the story. Choose the correct answers.**

Aim: to review the story

Key: 2 whitecoat, 3 ski-doo, 4 More than one person

2 WB p98 **Complete the summary with the missing letters. Each letter of the alphabet is missing once. Tick ☑ each letter when you use it in the grid below.**

Aim: to check comprehension

Key: whitecoats, protected, noise, carrying, sticks, kill, jump, push, spades, floe, late, far, beach, because, water, freezing, helicopter, wave, pilot, radioes, police, station, quickly, gate, middle

3 WB p98 **Choose the best ending for each sentence.**

Aim: to review events in the story

Key: 2 b, 3 a, 4 c

Ending the lesson

Aim: to practise the story
- Put students into groups of five (three children, helicopter pilot, police officer).
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.

Extension activity

Aim: to stimulate students' creativity
- Tell students to imagine what the police officer at the end of the story tells his colleagues about the strange children that identified the two men from photos and who then disappeared.
- They brainstorm ideas in pairs and write a monologue.

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

New language: *area, colony*

Recycled language: language from the story

Value: caring for the environment

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

Cognitive control functions (WB): Inhibitory control

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Where were the friends?* (At the North Pole.) *Who did they see on a ski-doo?* (Two men.) *What did the men want to do?* (Kill the seal pups for their fur.)

3 SB p99 Complete the sentences. You can use 1, 2, 3 or 4 words.

Aim: to focus students on the detail of the story
- Play the recording of the story again. Students listen and/or follow in their Student's Books.
- They complete the sentences individually, looking back at the story as necessary.
- They compare their answers in pairs.
- Check with the class. For some sentences, there may be more than one correct answer.

Extra support: Before they start completing sentences, students discuss in pairs what kind of information is missing (e.g. a place, a duration of time).

Key (possible answers): 1 on an ice floe, 2 four or five weeks, 3 seals in Canada, 4 lucky, 5 some photos, 6 into the hole

4 SB p99 Read and do the puzzle.

Aim: to practise using logical thinking to solve a puzzle
- Read the puzzle aloud with the class. Check understanding of *area* and *colony*.
- Students do the puzzle individually and then check their answers in groups of three.
- Check with the class. Ask a student who was able to do the puzzle to explain how they got the answer.

Key: The first pair arrived in 2016. How many there are now depends on the year your students are studying the book.

4 WB p99 Look at the picture of the men on Student's Book page 98. Complete the dialogue.

Aim: to practise giving descriptions

Key: 2 hair, 3 beard, 4 blue, 5 blond, 6 glasses, 7 scar, 8 green

5 WB p99 What message can we learn from the story? Underline the best value statement.

Aim: to focus on the value of caring for the environment

Key: c We must protect wild animals.

6 WB p99 Read the article and write *t* (true) or *f* (false).

Aim: to practise reading for specific information

Key: 2 f, 3 t, 4 t, 5 f, 6 t

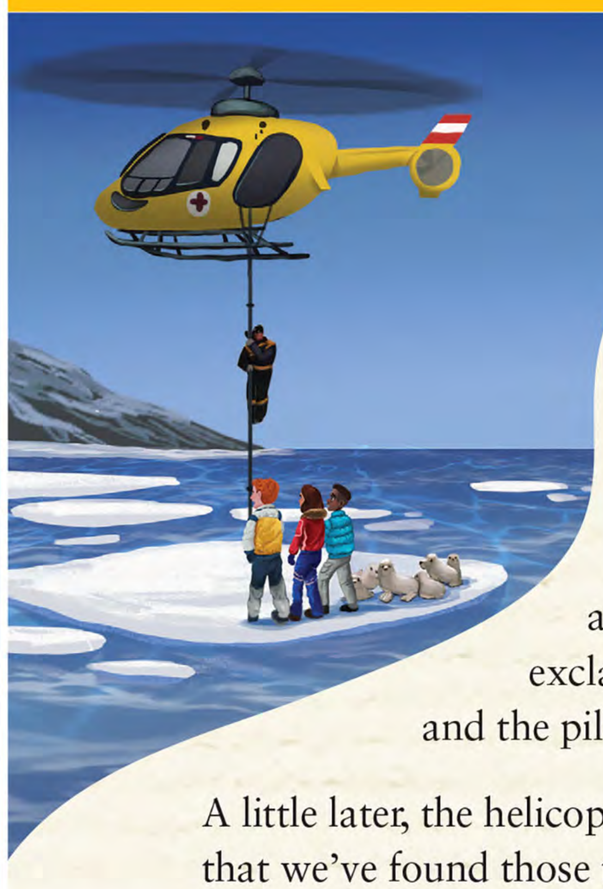
Ending the lesson

Aim: to stimulate students' personal reactions to a story
- Ask the students which their favourite part of the story was and why.
- Try to involve all the class in this discussion.

Extension activity

Aim: to discuss the value of caring for the environment
- Focus on the part of the story where there was a threat to the environment (the men coming to kill the seal pups for their fur), and elicit how the friends tried to help (by reporting this to the police).
- Elicit from students why this value is important and what other examples of caring for the environment they can think of, e.g. not leaving their rubbish behind when walking in the fields or woods, not lighting a fire where it's not allowed, not touching baby animals in the wild.

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

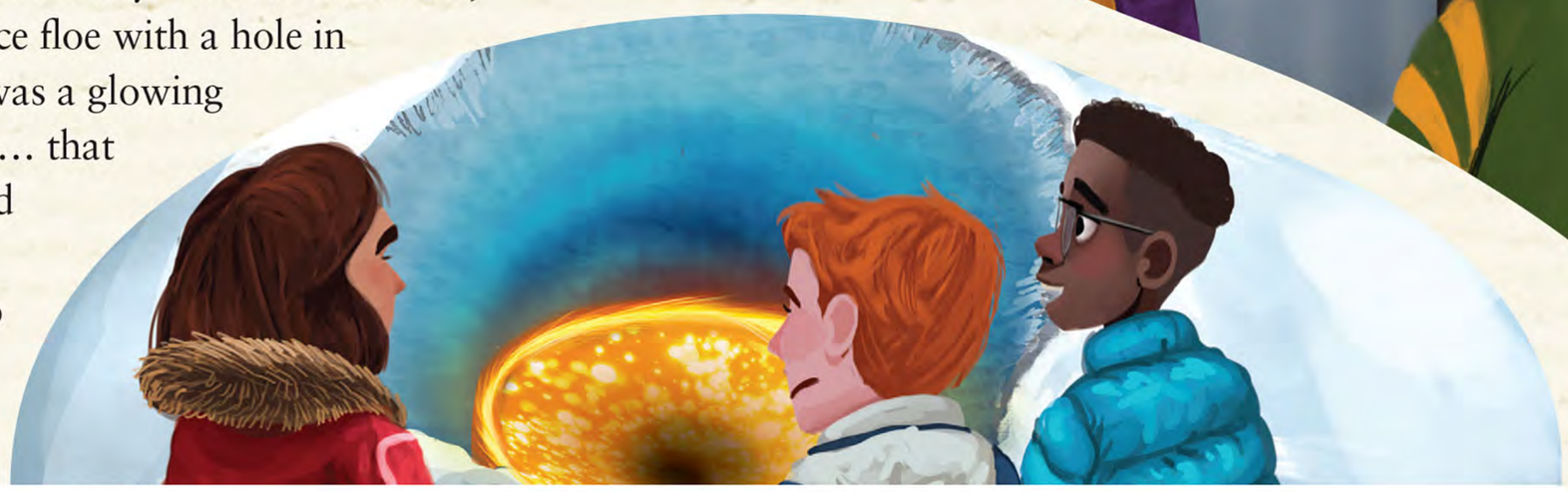


Half an hour later, they heard a helicopter, so they started to wave. The pilot saw them and lowered a man on a rope to rescue them. When they were safely in the helicopter, the pilot said, 'What were you doing? That was very dangerous. You were lucky that we were out looking for two men and came this way.' 'We saw two men!' exclaimed Alex. They described the men and the pilot radioed the police.

A little later, the helicopter landed at a police station. 'We think that we've found those two men,' one of the police officers said, 'but can you identify them for us, please?' He showed them some photos and the boys pointed to the two men. 'That's them!' said Phoebe.

They left the police station and walked down to the beach to find more seals. There weren't any seals on the beach, but there was a big ice floe with a hole in it. Around the hole was a glowing yellow light. 'Oh no … that water's freezing!' said Patrick … but the children jumped into the hole. They were gone in a flash.





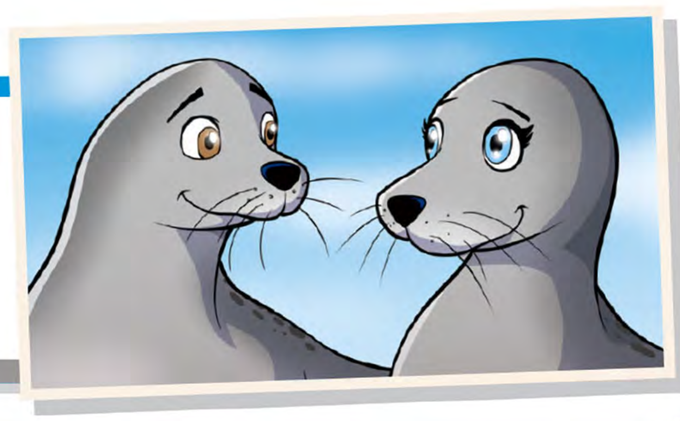
3 **Complete the sentences. You can use 1, 2, 3 or 4 words.**

1 Closer to the beach, the three friends could see seal pups _____.
2 Seal pups don't go into the water for _____.
3 Nobody is allowed to hunt _____.
4 The pilot said that the children were _____.
5 The police wanted the children to look at _____.
6 The three friends jumped _____.

4 **Read and do the puzzle.**

There are lots of seals in our area. Every year the size of the colony of seals doubles, so in 2019 there were 16, and in 2020 there were 32.

When did the first pair of seals arrive?
How many are there now?



Skills

1 **Discuss in pairs. What differences do you know between the Arctic and the Antarctic?**

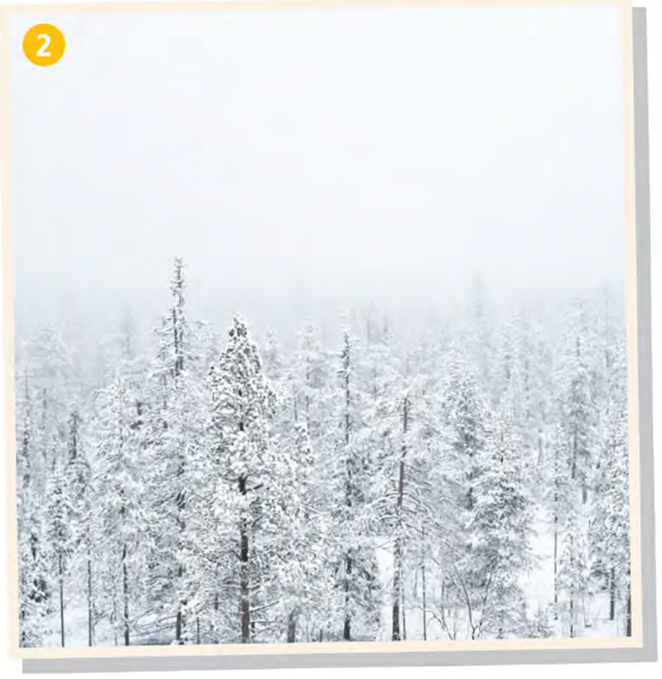
Is the Arctic where … ?

I don't think … live in the Antarctic.

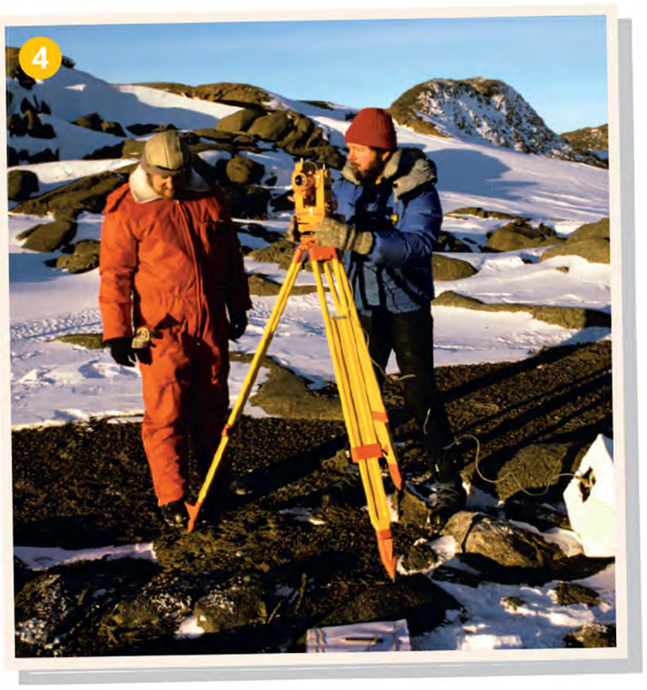
2 093 **Listen to the radio show and check your answers.**

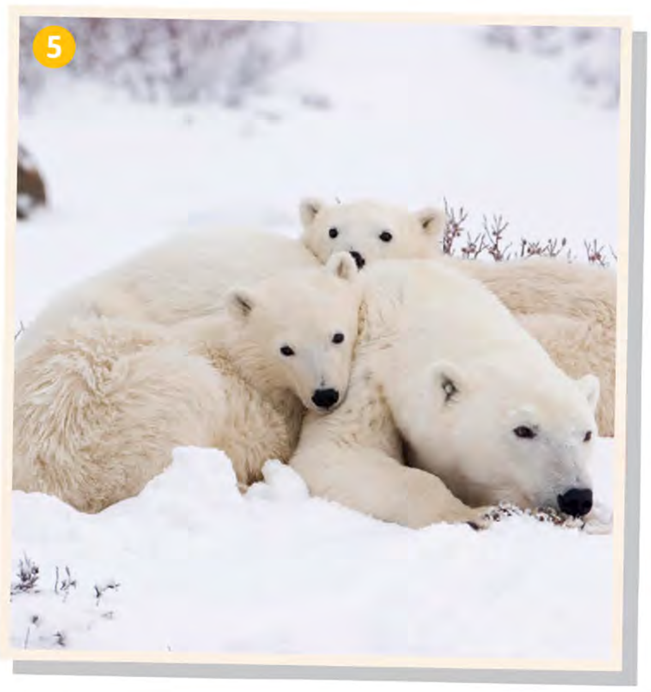
3 094 **Listen again and write *Arctic* or *Antarctic* under the pictures.**













4 **Work in pairs. Imagine you are going on an expedition to the South Pole. Make a list of the five most important things you will need.**

We'll definitely need … because …

I think we should take … because …

How about …?

We've forgotten … ! That's important because …

5 **Discuss with the rest of the class. Agree on a class list.**

100 Speaking and listening

Learning outcomes:
- to practise speaking, listening and reading

Skills: taking part in a discussion, listening for specific information

New language: similarities and differences

Critical thinking: Makes a choice of activity and can give a reason for the choice

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review vocabulary
- Write *Arctic* and *Antarctic* on the board. Elicit what they are (the areas around the North and South Pole).
- Elicit the vocabulary from the first lesson of this unit. Write the first letter of each word to help. Elicit the spelling and write words on the board.

1 SB p100 **Discuss in pairs. What differences do you know between the Arctic and the Antarctic?**

Aim: to activate world knowledge and practise speaking
- Do an example, using the prompts.
- In pairs, students discuss their ideas. They use words on the board and make a note of each point.

2 093 SB p100 **Listen to the radio show and check your answers.**

Aim: to practise listening for detail
- Students quickly read their notes. Explain that they should mark any of their ideas mentioned in the recording.
- Play the recording. Students listen to check their answers.

For script see TB p127.
- Students compare their ideas in pairs.
- Check with the class.

Key (possible answers): Arctic (North Pole): an ocean, people live there, there are trees and polar bears, there aren't any penguins. Antarctic (South Pole): a continent, only scientists doing research live there, there are no trees and no polar bears, there are penguins.

3 094 SB p100 **Listen again and write *Arctic* or *Antarctic* under the pictures.**

Aim: to check understanding of the topic
- Play the recording again. Students listen and look at the photos.
- Students write the words from memory and compare in pairs.
- Play the recording. Students finalise their answers.
- Check with the class.

Key: 1 Arctic, 2 Arctic, 3 Arctic, 4 Antarctic, 5 Arctic, 6 Antarctic

4 SB p100 **Work in pairs. Imagine you are going on an expedition to the South Pole. Make a list of the five most important things you will need.**

Aim: to practise taking part in a discussion
- Brainstorm ideas of things they might need to take, e.g. *warm clothes, food, sledge, dogs, radio, tent, sleeping bag*. Write all suggestions on the board.
- Demonstrate the activity, e.g. *We'll definitely need to take a sledge because we need it to travel around.*
- In pairs, students discuss and decide on five items. They write the five items in a list.

5 SB p100 **Discuss with the rest of the class. Agree on a class list.**

Aim: to practise giving reasons
- Make groups of six from three pairs. As a group, they agree on the most important five items to take.
- Elicit suggestions and reasons from every group.
- Write suggestions on the board and find out which five items received the most support.

1 WB p100 **Read and complete the story with the correct words from the box. There are two words you don't need.**

Aim: to practise reading skills

Key: 2 drink, 3 barking, 4 angry, 5 tightly, 6 kicked, 7 reindeer, 8 smell

2 WB p100 **Now choose the best title for the story. Tick ☑ one box.**

Aim: to practise reading for the main idea

Key: Saved by the smell

Ending the lesson

Aim: to review the content of the lesson
- With books closed, elicit what students can remember about differences between the North and South Poles.

Extension activity

Aim: to practise evaluating options and giving reasons
- Students imagine they are going on a trip to the North Pole. They make a list of the five most important things they need and why. They think about how their list will be different from a list for the South Pole.

Learning outcomes:
- to practise reading, speaking and writing skills

Skills: reading for gist and for specific information, taking part in a discussion, writing about a hero

New language: *hero, heroine, officer, Navy, exhaustion*

Recycled language: *dream come true*

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

Warm-up

Aim: to introduce the topic of polar explorers
- Elicit the differences between the Arctic and Antarctic.
- Ask students if they know the names of any famous explorers of the Arctic or Antarctic, and what they know about their stories.

1 SB p101 Read the magazine article. Did Scott's dream come true?

Aim: to practise reading for gist
- Elicit where students think the people in the pictures are and what they are doing there (travelling on skis in the Antarctic).
- Check understanding of *dream come true*.
- Read the first paragraph aloud and elicit what Scott's dream was (to be the first man to go to the South Pole).
- Students read the rest of the text quickly to find out if his dream came true.
- Students compare answers in pairs. Check with the class.

Key: No. The Norwegians reached the South Pole before him.

2 SB p101 Read the article again and put the events in the order they happened.

Aim: to practise reading for specific information and sequencing events in a story
- Students read the sentences silently, look back at the text and put the events in the correct order.
- Students compare in pairs. Check with the class.

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

3 SB p101 Work in pairs. Read and talk about heroes.

Aim: to practise taking part in a discussion
- Elicit a definition in the students' own words for *hero* (e.g. a good person who does something very brave). Elicit a few examples of heroes (specific people, e.g. Neil Armstrong, as well as groups of people, e.g. firefighters).
- In pairs, students discuss and write their lists. They make notes about the most notable actions of their heroes.
- Put pairs together in groups of four to tell each other about their ideas. Ask if they had any heroes in common.

4 SB p101 Choose one of your heroes and write about them.

Aim: to practise writing
- Give students a few moments to choose the person they want to write about.
- Using the notes, they write a short paragraph.
- Students swap first drafts with a partner. Students check each other's work and suggest improvements.
- Students then write a final draft of their text.

1 031 WB p101 Listen to Emma talking to James about buying a present for her brother. Tick ☑ A, B or C. There is one example.

Aim: to practise listening for specific information

Key: 2 C, 3 B, 4 A, 5 B, 6 A

2 WB p101 Ella and Max are having a conversation about buying equipment for an expedition. Read and choose the best answer. Write letters (A–H). There are three extra answers.

Aim: to practise recognising logical connections

Key: 2 B, 3 G, 4 A, 5 D

3 WB p101 What other questions could Ella ask about the shop? Write two more questions.

Aim: to practise formulating questions

Ending the lesson

Aim: to encourage students' personal responses
- Ask students what they liked about Captain Scott's story and why.

Extension activity

Aim: to develop research skills
- In groups, students find out about another famous polar explorer.
- They find out when the person went, how long the journey took, what the expedition was and what made it special.
- Students create a poster about the person and their trip. They write short texts and use photos.
- Groups present their information to the class.

1 Read the magazine article. Did Scott's dream come true?

Real-life HEROES

Scott of the Antarctic

Captain Robert Falcon Scott, or Scott of the Antarctic as he is often called, was an officer in the Navy. He is famous because he wanted to be the first man to go to the South Pole. In June 1910, he left the UK to travel to the other side of the world.



He started travelling across the ice with sledges and dogs, but the weather was so bad that he sent them back to camp with some of his team. Scott and four other men, Wilson, Oates, Bower and Evans, continued on foot.

The weather was really bad, but on January 17th 1912, the men finally arrived at the South Pole. However, when they arrived, they found a Norwegian flag! They were not the first people to go to the South Pole because the Norwegians arrived a few weeks before them. Now they had a hard 1,500 km journey back to their ship.



The weather was really terrible and in the middle of February, Evans fell and died. A few weeks later, Oates, who knew that he was dying and making the journey too slow for the other men, left the tent. He told the others that he was going for a walk, but he didn't come back.

Scott and the other men carried on, but around March 29th 1912, they all died. They were only 20km from their camp. Their bodies were found eight months later, together with Scott's diary, which told the whole sad story.

2 **Read the article again and put the events in the order they happened.**

Scott travels to the Antarctic on a special trip. ☐

Oates disappears. ☐

Scott dies. ☐

Scott's diary is found. ☐

Scott sends the dogs and sledges back to camp. ☐

Scott arrives at the South Pole. ☐

3 **Work in pairs. Read and talk about heroes.**

For many people, Scott was a great hero. A hero is a good person who does something very brave.

Make a list of people who you think are heroes.

Think about:

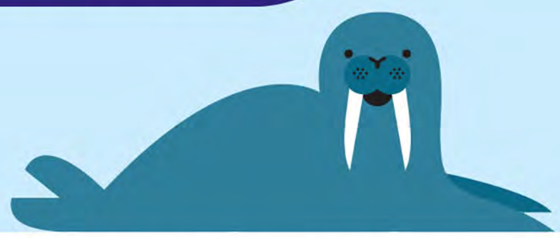
- what they did.
- why they are so special.

4 **Choose one of your heroes and write about them.**

The hero I want to write about is ...

He/She was the ...

Think and learn



What life is there in the Arctic?

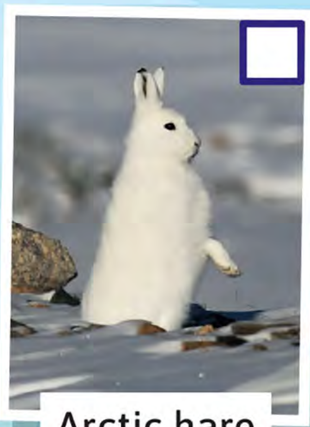
1 095 Look, listen and number.



Super fact!

Arctic foxes live in burrows underground and they have the warmest fur of all the Arctic animals.

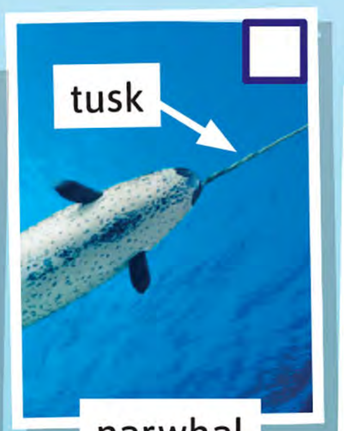

reindeer


Arctic hare



walrus


Arctic fox



narwhal


moss

2 Read about the Arctic. Write the titles in the left column.

Arctic animals Tundra habitat Arctic seas

Features of the Arctic	What's it like?
1	This is one of the coldest places on Earth. It's difficult for people to live here. The wind is strong and icy and there isn't much rain. In winter, it sometimes snows and the soil is frozen. Small plants, like moss and grass, grow here, but there aren't any trees.
2	Different herbivores and carnivores live in the Arctic. Reindeer and Arctic hares are herbivores. Arctic foxes are carnivores and the biggest carnivores are polar bears. Polar bears hunt seals and other sea creatures.
3	The Arctic Ocean is the smallest ocean. It's so cold in the Arctic that the surface of the ocean freezes and turns into ice. The water below the ice is home to mammals like narwhals and walruses and fish live there too.

3 Read the text again and write *t* (true) or *f* (false).

1 It rains a lot in the Arctic tundra. ☐

2 There aren't any plants in the tundra. ☐

3 Hares don't eat meat. ☐

4 Narwhals are a type of fish. ☐



Learning outcomes:
- to learn more about Geography through English
- to apply learning about the Arctic to answer the Big Question *What's it like at the Earth's poles?*

New language: *reindeer, Arctic hare, walrus, Arctic fox, narwhal, moss, tusk, Tundra*

Materials: Internet, reference books

Warm-up

Aim: to introduce the topic of polar fauna and flora
- Write *Arctic* and *Antarctic* on the board as headings. Elicit animals and plants that live at either pole, and write them under the appropriate heading.

SB p102 What life is there in the Arctic?

Aim: to learn about animals and plants at the North Pole
- Refer back to the Warm-up, and explain that students will learn about the Arctic. Ask *Do people live in the Arctic?* Don't confirm the answer yet.
- Play the *Think and learn* video. Students check their ideas.

For videoscript see TB p127.
- Elicit the names of any animals students recognised in the video.

Key: There are plants, e.g. moss and grass, and animals, e.g. Arctic hares, reindeer, Arctic foxes, polar bears, seals, walruses, narwhals, and people, e.g. Inuit.

1 095 SB p102 Look, listen and number.

Aim: to present words to talk about life at the North Pole
- Play the recording. Students listen and point to the photos.

For script see Key.
- Students number the photos from memory.
- Play the recording again. Students check their answers.
- Play the recording for a third time. Students repeat.
- Ask *Which two animals have tusks?* (Walrus and narwhal.) *What's a tusk?* (Students give a definition in their own words.)
- Read the *Super fact!* about Arctic foxes. Explain that *burrows* are holes and tunnels in the ground which the animals dig for themselves.

Key: 1 moss, 2 Arctic fox, 3 Arctic hare, 4 narwhal, 5 reindeer, 6 walrus

2 SB p102 Read about the Arctic. Write the titles in the left column.

Aim: to practise reading for gist
- Read through the titles in the box. Pre-teach or elicit *habitat*.
- Students read the fact file quickly and match the headings.
- They compare answers in pairs.
- Check with the class.

Key: 1 Tundra habitat, 2 Arctic animals, 3 Arctic seas

3 SB p102 Read the text again and write *t* (true) or *f* (false).

Aim: to practise reading for specific information
- Read through the statements. Check comprehension of *plants*. Pre-teach or elicit *desert*, *soil*, *herbivores*, *carnivores*, *hunt*, *surface*, *mammals*.
- Students read the text and underline information about each statement.
- Then they evaluate the information and decide on their answer.
- Students compare answers in pairs.
- Check with the class.

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

1 WB p102 What are they? Look and write the letter.

Aim: to consolidate students' understanding of vocabulary

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

2 WB p102 Read and complete the clues. Do the crossword.

Aim: to review topic vocabulary

Key: Across: 5 coldest, 6 mammals, 7 tusks

Down: 2 herbivores, 3 smallest, 4 tundra, 6 moss

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 about what animals and plants live at the North Pole*. Students copy it into their notebooks.

Extension activity

Aim: to extend students' understanding of the topic
- In groups of four, students use the Internet or reference books to make notes about life in the Antarctic.
- They expand their notes into a fact file, using the text in SB Activity 2 as a model. They find photos or draw pictures to illustrate each key fact and make an information poster.
- Groups display their posters around the classroom. Students look at all the posters.
- The class vote on the most attractive and the most informative posters.

Learning outcomes:
- to extend the focus on Geography through English
- to complete a project

BIG QUESTION to think about how the unit has helped to answer the Big Question *What's it like at the Earth's poles?*

New language: *survive, Inuit*

Recycled language: Arctic fauna and flora

Creative thinking: Creates content for peers to use in class activities, Uses different media to make and describe his/her own designs

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

Materials: slide presentation software on computers (or sheets of A3 paper)

Warm-up

Aim: to review Arctic fauna and flora
- With books closed, give students a minute to write as many animals and plants that live at the North Pole as they can remember.

4 SB p103 **Match the animals with the features that help them to survive in the Arctic tundra.**

Aim: to practise reading for specific information
- Students read and match individually.
- Check with the class. Check comprehension of *fur, shelter, whale.*

Key: 1 a, 2 d, 3 b, 4 c

5 SB p103 **Read and answer. Who lives in the Arctic?**

Aim: to practise reading for gist
- Focus on the picture. Ask what we call the people.
- Students read the text quickly to check their idea.

Key: Inuit

6 SB p103 **Read the text again and write two true or false questions. Ask your partner to answer your questions.**

Aim: to read for specific information
- Students read the text and choose two pieces of information.
- They write their statements.
- In pairs, students test each other.

7 Project SB p103 **Make a storyboard with four boxes or a slide presentation with four slides about the Arctic.**

Aim: to enable students to build on what they have learned about the Arctic
- In pairs or small groups, students make a slide presentation, or a storyboard on a sheet of A3 paper, about the Arctic.
- They look back at the lesson and use the Internet or reference books.
- Pairs or groups present their projects to the class.
- Alternatively, students could create their storyboard or slide presentation digitally and save it to their digital portfolio.

3 WB p103 **You are going to read an article about how plants survive in the Arctic. Tick ☑ the things that you think might help plants to survive there.**

Aim: to read for specific information

4 WB p103 **Read the article and check your answers to Activity 3. Underline the things from Activity 3 that are mentioned in the text.**

Aim: to practise reading skills

Key: dark flowers, shallow roots, small leaves, short plants

5 WB p103 **Match the plant photos with the correct part of the text. Write the letter.**

Aim: to read for specific information

Key: c, a, b

6 WB p103 **Write three more characteristics of Arctic plants from the text that are not mentioned in Activity 3. How do these help the plants to survive?**

Aim: to extend students' knowledge

7 Project WB p103 **What is the most interesting fact about the Arctic that you found?**

Aim: to personalise learning

Lesson review

Aim: to review what students have learned in the lesson
- Write on the board: *Today I've ...*
- Elicit from students what they learned today, e.g. *learned about the animals, plants and people that live at the North Pole.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop reflective skills
- Students make notes on what they would change when doing another project.

4 Match the animals with the features that help them to survive in the Arctic tundra.

1 reindeer

a They have thick fur to keep them warm. In winter, they go south in big groups for food and shelter.

2 narwhals

b Their fur is brown in summer and white in winter. This helps them hide from hunters. In winter, they eat moss to survive.

3 arctic hares

c They are fat and this helps them to keep warm in freezing temperatures. Their two big tusks stop polar bears eating them.

4 walrus

d They are grey, so orca and polar bears can't see them. They eat small fish. They are the only kind of whale that has a tusk. The tusk helps them to fight.

5 Read and answer. Who lives in the Arctic?

Most people who live in the Arctic live in Canada, Alaska and Greenland and they're called *Inuit*. *Inuit* means *people* and the language that people speak the most is called *Inuktitut*.
In the past, the Inuit moved to different places and hunted for seals, walrus and reindeer. In the summer, they slept in tents made of animal skins. In the winter, they slept in shelters made of snow.
Today, the Inuit don't travel as much as before and most of them live in wooden houses. They do still hunt seals, walruses and reindeer for food.



6 Read the text again and write two true or false questions. Ask your partner to answer your questions.

7 Project **Make a storyboard with four boxes or a slide presentation with four slides about the Arctic.**

- Choose four facts about the Arctic that you find interesting.
- Find or draw an image for each fact.
- Write texts to describe the images in the storyboard or on the slides.
- Present your project to your class.

The Arctic Ocean is the smallest ocean …



Get talking

Finding out about holiday plans

1 Work in pairs. Choose a role card.



Student A

You are interested in your friend's holiday plans.

Find out:

- You think he/she is going to Spain. Check.
- How is he/she going to get there?
- You think he/she is going with his/her family. Check.
- What are they going to do there?
- When are they going?

Student B

You want to go on holiday, but you haven't decided anything yet.

Tell your friend:

- where you may/might go
- how you may/might get there
- who may/might go with you
- what you may/might do there
- when you may/might go

2 Act out your dialogue.

Student A

You're going to/with … aren't you?
How are you going to … ?
What kind of things are you going to do?
When is it you're going?

Student B

We may … or we might …
I don't know yet. We may take … or we may go by …
I think so. Last year I went to stay with … but …
If we go to … , we'll … , but if we go to … we might …
I haven't really thought about that yet, but I'd like to try …
We may go at the beginning/end of … , but it depends on my mum's/dad's job.



Learning outcomes:
- to prepare and perform a role play
- to consolidate language from the unit

Recycled language: holidays and travel

Creative thinking: Acts parts in role-plays or dramas

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to review *may/might* for possibility
- Tell students about your own plans for next weekend, e.g. *I may go to the cinema. I might go and visit my aunt.* Ask *Am I going to do these things for sure?* (No.) *How do you know?* (You used *may/might*.)
- Write the modals as prompts on the board.
- Students tell each other in pairs about their own plans for next weekend. Remind them to use *may/might* where appropriate.

1 SB p104 Work in pairs. Choose a role card.

Aim: to practise reading, speaking and planning skills
- Read through the role cards with the class. Check comprehension.
- In their pairs, students each choose their role card.

2 SB p104 Act out your dialogue.

Aim: to practise interactive speaking skills
- Call attention to the phrase boxes. Elicit full examples of the useful language, e.g. *How are you going to get there? We might go by train.*
- Pairs write their dialogues. Monitor progress and help as necessary.
- Students practise their role plays so that they can perform them without reading the text.
- Pairs take turns to perform their short role plays for the class. Encourage them to speak from memory and only look in their notes if they get stuck.

Extra support: Suggest that students write down one key word from each line of their dialogue. Allow them to look at this list of words as they do their role plays, to help them remember their lines.

Stronger students: Make new pairs, and repeat the role play activity, but this time without allowing them to write their dialogues beforehand. Encourage them to listen carefully and respond to whatever their partner says.

1 WB p104 Choose six words or phrases to complete the sentences.

Aim: to practise *may/might (not)* and question tags

Key: 2 might become, 3 aren't, 4 might not, 5 are, 6 isn't

2 WB p104 Join the parts to make words and use them to complete the sentences.

Aim: to review vocabulary

Key: 2 iceberg, 3 Narwhals, 4 Antarctic, 5 igloo, 6 mittens

3 WB p104 Complete the sentences with your own ideas.

Aim: to practise *may/might* and question tags

Ending the lesson

Aim: to review functional language from the lesson
- Pairs volunteer to act out their dialogues again from SB Activity 2.
- Use this activity to review the functional language from the lesson.

Extension activity

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.

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

BIG QUESTION to think about how the unit has helped answer the Big Question *What's it like at the Earth's poles?*

New language: *sponge, crazy, recommend, mammoth, sabre tooth tiger, sloth, glaciers, review, series*

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

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 students did for their portfolios in the previous unit.
- Students look at each other's portfolios and compare their work.

1 SB p105 **Read the reviews and answer the questions.**

Aim: to analyse a model for a film or TV show review
- Focus students on the reviews. Elicit what the two programmes are called (*SpongeBob* and *Ice Age*).
- Read the two questions with the class.
- Students read the two texts silently and find the answers to the questions. They compare their answers in pairs.
- Check with the class. Check understanding of *recommend*.
- Students take turns to read the texts aloud around the class. Check understanding of vocabulary.

Key: 1 *Ice Age* is a film ('film'). *SpongeBob* is on TV ('I watch it every week'). 2 Yes, they both like them.

2 SB p105 **Write a review of a TV series or a film. Look at the reviews in Activity 1 to help you. Make sure that you include the points below.**

Aim: to practise writing a review
- Read through the instructions with the class and check comprehension.
- Elicit some ideas for popular films or TV shows they could write about.
- Read through and discuss the *Writing tip* with the class.
- Students turn to the Writing practice section on page 125 of the Workbook. Work through the exercises with the class.

Key: **1** 2 cartoon, 3 characters, 4 because, 5 penguins, 6 fall, 7 love, 8 can't, 9 outside, 10 find
- Monitor as students make notes and then write a first draft of their review. Students swap drafts and give each other feedback.
- Students write or type a final version and add it to their portfolio, with a picture of the series/film.

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.**

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

3 WB p105 **Choose an environmental problem. Write a letter for a newspaper. Answer these questions in your letter.**

Aim: to practise writing

Ending the lesson

Aim: to enable students to express their preferences
- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

Extension activity

Aim: to enable students to discuss and share what they have learned
- Put students into groups of four.
- They look through each page of Unit 8, at their vocabulary books and at their portfolios and discuss what they have learned in this unit.
- Encourage students to talk about what they have learned and are good at, as well as what they need to improve.

Think and write

A review

1 Read the reviews and answer the questions.

Review



SpongeBob Square Pants

Description

It's about a sponge called Bob, who lives in a pineapple under the sea. He's got lots of friends, including fish and other animals. In each episode he has a different crazy adventure.

Who is your favourite character?

Patrick Star, SpongeBob's friend.

Would you recommend it for students of your age? Why (not)?

YES! It's fun to watch. It makes me laugh a lot. I watch it every week and all my friends like it too.

Emma Easthope

Review



ICE AGE: Collision Course

Description

This is the fifth Ice Age film. It's a funny story about four animals: Manny (the mammoth), Diego (the tiger), Scrat (the squirrel) and Sid (the sloth). They live 20,000 years ago when glaciers cover Earth. In this film, they have to save the Earth from meteors.

Who is your favourite character?

Sid, the sloth. He isn't very clever and he makes some silly mistakes, but he's funny.

Would you recommend it for students of your age? Why (not)?

Yes, I would. It's a good story and the animals are great. I've seen it lots of times now online. My dad likes it too.

Zak Robinson

1 Which is a film and which is on TV? Which words in the reviews help you to work it out?

2 Do the reviewers like them?

2 **Write a review of a TV series or a film. Look at the reviews in Activity 1 to help you. Make sure that you include the points below.**

- Name of series/film
- Description
- Who is your favourite character?
- Would you recommend it for students of your age? Why (not)?

Writing tip

When we tell someone about a film or programme that we have seen (even if it was three weeks ago or last year), we often use the present and not the past to tell the story:
It's a film about a man and his son. They live in a hut in the jungle. One day, they notice …

9 The Jurassic Age

The dinosaurs lived on Earth for more than 160 million years. There were more than 9,000 different dinosaurs and they were found all over the world. The name 'dinosaur' means 'terrible lizard', but not all dinosaurs were dangerous. The last dinosaurs died out about 65 million years ago. No-one knows for sure why this happened.

1 096 **Listen and say the words. Check with your partner.**

1 sunrise
2 horizon
3 pond
4 grassland
5 valley
6 bush
7 stream
8 swamp
9 log



BIG QUESTION What do we know about prehistoric times?

2 097 **Read, listen and complete the sentences.**

1 Patrick thinks that they are in the _____.
2 Phoebe thinks that they are in the past because _____.
3 Patrick isn't scared and wants to _____.
4 Phoebe thinks that they should wait behind some _____.

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

It's like a little river.

I think that's a stream. Yes?

Learning outcomes:
- to learn and use natural features vocabulary
- to practise reading, listening and speaking

BIG QUESTION

Your students will start to think about the Big Question *What do we know about prehistoric times?*

New language: *sunrise, horizon, pond, grassland, valley, bush, stream, swamp, log, meadow, dinosaur, lizard, die out, Jurassic*

Critical thinking (WB): Sorts and classifies information

Cognitive control functions: Working memory

Digital flashcards: 93–101 (natural features)

Warm-up

Aim: to introduce the topic of dinosaurs
- Elicit from students what they know about dinosaurs: where they lived, when they lived, what they looked like and what happened to them.

Presentation

Aim: to present vocabulary for natural features
- 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.

1 096 SB p106 **Listen and say the words. Check with your partner.**

Aim: to practise new vocabulary
- Students look at the picture. Elicit where the friends are and what students think is happening in the picture.
- Play the recording. Students listen and repeat.

For script see SB p106.
- Play the recording again. Students practise in groups.
- They take turns to point to the numbered items in the picture and say what each one is. They do this in random number order.

BIG QUESTION **What do we know about prehistoric times?**

Aim: to encourage students to learn more about prehistoric times
- Read the Big Question. Clarify the meaning of *prehistoric* (the period before written historical records). Elicit students' own ideas about the question.

2 097 SB p106 **Read, listen and complete the sentences.**

Aim: to practise listening
- Students try to predict the answers.
- Play the recording. Students listen to find the answers.

For script see TB p127.
- They check in pairs.
- Play the recording again. Check with the class.

Key: 1 future, 2 she can see a dinosaur, 3 go and explore, 4 rocks

3 SB p106 **Choose a word. Describe it for your partner.**

Aim: to practise speaking
- Describe one of the words for the class to guess.
- Students do the activity in pairs. They take turns to describe one of the words and to guess it.

1 WB p106 **Do the crossword.**

Aim: to practise natural features vocabulary

Key: Down: 2 horizon, 3 bush, 4 sunrise, 5 pond; Across: 4 swamp, 6 grassland, 7 log, 8 stream

2 WB p106 **Write the words from Activity 1. Add other words that you know.**

Aim: to do more practice with the new vocabulary

Key: 1 stream, swamp (river, sea, ocean, lake, island, pool); 2 bush, grassland, log (forest, flower, grass, vegetables); 3 horizon, sunrise (northern lights, lightning, cloud, sun)

3 WB p106 **Complete the dialogue with the words from the box.**

Aim: to practise using the new vocabulary in context

Key: 2 swamp, 3 future, 4 past, 5 horizon, 6 dinosaur, 7 joking, 8 pond

Ending the lesson

Aim: to review vocabulary from the lesson
- Play the game from SB Activity 3 again.

Extension activity

Aim: to consolidate vocabulary
- Students write the nine new vocabulary items from the Student's Book presentation in their vocabulary books.
- For each item, they draw a picture and label it. They also write a description, e.g. *A pond is a small lake or pool.*

9

Learning outcomes:
- to talk about hypotheses using the 2nd conditional

New language: *triceratops, T-rex, time machine*

Recycled language: prehistoric times

Warm-up

Aim: to review vocabulary for prehistoric times
- Write *Prehistoric times* on the board.
- Brainstorm the new vocabulary from the previous lesson. Create a word map.
- Elicit a definition, explanation or example to check the meaning of each word in the word map.

1 SB p107 Match the sentence halves. Number the pictures to match the sentences.

Aim: to present the 2nd conditional
- Students do the task individually and compare in pairs.
- Ask if the sentence beginnings 1–4 describe a real or an imaginary situation (imaginary). Explain that the 2nd conditional is used to say what would happen or what someone would do if the situation were real.
- Elicit what *'d* stands for (*would*). Explain that in the *If* part of the sentence, past simple is used because the situation is unreal, not because it is in the past.
- Focus students on *If I were …* Tell them this is the form we usually use for *I* in the 2nd conditional.

Stronger students: In pairs, students cover the sentences and take turns to point to a picture to elicit the 2nd conditional sentence.

Key: 1 c, 2 d, 3 a, 4 b
3, 2, 4, 1

2 SB p107 098 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p107.
- Students turn to the Language focus section on p127 of the Student's Book.
- Work through exercises with the class.
- Play the audio. Students follow in their Student's Book and join in.
- Students practise the sentences in pairs.

3 SB p107 Play *Guess who said it.*

Aim: to practise the 2nd conditional
- The students each draw a picture of an imaginary situation (it doesn't have to refer to the past).
- They then each write a sentence using the one in the Student's Book as a model: *If I had a time machine, I'd …* They should try to change their handwriting so it isn't too easy to recognise.
- Collect the pictures and texts and display them around the walls of the classroom.
- Students go around and guess who wrote which one. Elicit reasons for students' guesses.

1 WB p107 Read and match.

Aim: to review the new language

Key: 2 But if I saw a dinosaur, I'd come back very fast. 3 If I had a time machine, I'd visit the future too. 4 And if I met the future me, I'd say, 'Well, how are you?'

2 WB p107 Complete the sentences with the correct form of the verbs in brackets.

Aim: to practise writing using the new language

Key: 2 went, 3 had, 4 saw, 5 came, 6 found, 7 was

3 WB p107 Look at the pictures and write sentences with *If I*.

Aim: to practise writing sentences in the 2nd conditional

Ending the lesson

Aim: to practise the 2nd conditional
- Read out the sentence beginnings from SB Activity 1.
- Students complete each of the sentences orally with their own ideas using the 2nd conditional.

Extension activity

Aim: to enable students to share their writing
- Put students into groups of four.
- They compare their sentences for WB Activity 3.
- In their groups, they write four more sentences with *If I* about things they would like to do.

1 **Match the sentence halves. Number the pictures to match the sentences.**

1 If I were an inventor,
2 If I had a time machine,
3 If I saw a triceratops,
4 If I saw a T-rex,

a I'd take a photo.
b I'd run back to my time machine.
c I'd make a time machine.
d I'd go back to the time of the dinosaurs.



2 098 **Watch, listen and say.**

Language focus

If I **had** a time machine,
I'**d go** back to the past.
But if I saw a dinosaur,
I'd come back very fast.

If I **had** a time machine,
I'**d visit** the future too.
And if I met the future me,
I'd say 'Well, how are you?'



3 Play *Guess who said it.*



1 099 **Listen and answer the questions. Then sing the song.**

1 What animal body parts are there in the song?

2 Which of the dinosaurs do you think sound friendly / scary / funny / not very nice?



If I were a dinosaur,
I'd hang out, nice and warm,
I'd mess about with all my friends
And poke them with my horns.

I'd like to be a dinosaur.
I think it would be fun
To splash about in muddy swamps
And watch the rising sun.

If I were a big T-rex
With long and pointy claws,
I'd creep up on my friends and then
I'd scare them with my roars.

I'd like to be a dinosaur ...

If I were a pterosaur,
My wings would be so strong,
I'd fly up high and with a roar
I'd drop rocks on everyone.

I'd like to be a dinosaur ...



ALL ABOUT MUSIC: Rap



Rap artists don't really sing. They speak the words of the song quickly and with a musical rhythm. Rapping is a common part of hip-hop music and culture, which started in the African-American communities in New York.

What I think about this song

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

Phonics

2 101 **Listen and say the dialogue.**



Flora Has it got sh**or**t **or** long h**or**ns, P**au**l?

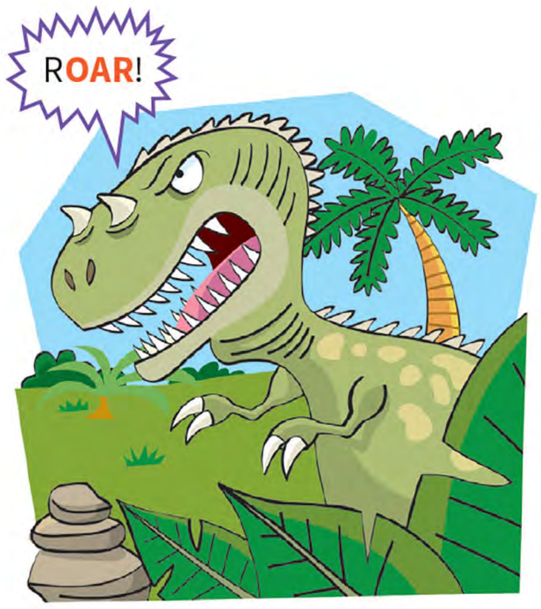
Paul Hmm … it's got sh**or**t h**or**ns.

Flora And big **or** sm**a**ll j**aw**s?

Paul It's got big j**aw**s … and sharp cl**aw**s.

Flora Could it be an albertos**aur**?

Paul I don't know, Fl**or**a, but it's coming tow**ar**ds us!



 Singing for pleasure; phonics focus: different spellings of the sound /ɔː/ and question intonation

Learning outcomes:
- to join in with a song
- to recognise different spellings of the sound /ɔ:/ as in *short* and to practise question intonation

New language: *hang out, poke, horn, mess about, pointy, claw, creep up, roar, pterosaur, rap*

Recycled language: 2nd conditional, *dinosaur*

Warm-up

Aim: to review the 2nd conditional
- Read out some of the sentence beginnings from the *Guess who said it* game in SB Activity 3 on page 107 and elicit students' own endings using the 2nd conditional.

1 099 SB p108 Listen and answer the questions. Then sing the song.

Aim: to practise listening and sing a song
- Read the two questions. Check understanding.
- Students cover the lyrics of the song.
- Play the recording. Students listen and answer.

For song lyrics see SB p108.

- They compare answers in pairs. Check with the class.
- Students uncover the lyrics of the song. Check understanding of any unfamiliar vocabulary.
- 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 or video (100) to practise it with the whole class and then in groups.
- Focus on the style of the song. Read the information about rap and explain any new vocabulary.
- Do the *What I think about this song* survey using a show of hands. Count the number of hands up for each option (It's great / It's OK / I don't really like it).
- Review the results, e.g. *So, most of you think rap is great* or *Most of you think it's OK*.

Key: 1 horns, claws, wings, 2 (Students' own answers)

2 101 SB p108 Listen and say the dialogue.

Aim: to identify and say words with the sound /ɔ:/ and practise intonation
- Focus on the highlighted letters, and explain that the same sound can be spelt in different ways. Write *dinosaur* and *roar* on the board as examples, underlining the /ɔ:/ sound in them, and elicit their pronunciation.
- Play the recording. Students listen, read and repeat.

For script see SB p108.

- Divide the class so that one half is Paul and the other Flora. Students say the dialogue twice, swapping roles.
- Students practise the dialogue in pairs.

Stronger students: With books closed, students write as many words with the /ɔ:/ sound as they can think of. Check answers.

1 032 WB p108 Listen. Match the song phrases with the definitions. Then match them with the pictures.

Aim: to review words from the song

For song lyrics see SB p108.

Key: 2 d w, 3 a z, 4 b y

2 033 WB p108 Listen and say the words.

Aim: to practise words with the /ɔ:/ sound

For script see WB p108.

3 WB p108 Complete the sentences with the words from the box. Match them with the pictures.

Aim: to spell words with the /ɔ:/ sound

Key: 2 dinosaurs c, 3 autumn f, 4 small e, 5 walking d, 6 stories a

4 034 WB p108 Listen and check. Ask and answer with a partner.

Aim: to say words with the /ɔ:/ sound and practise rise–fall intonation

Ending the lesson

Aim: to review the song
- Sing the song again with the class.
- Make six groups. Each group takes a turn to sing one of the verses.

Extension activity

Aim: to activate students' imagination
- Brainstorm the names of other dinosaurs.
- Groups write a new verse about another dinosaur.
- They can use one of the current verses as a model (making a few changes) or write a new verse.
- Students in groups practise and then perform their new songs for the class.

Learning outcomes:
- to ask and answer questions with the 2nd conditional

New language: *nature park, country*

Recycled language: town and country

Creative thinking: Shares a sense of humour with peers and adults

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to activate vocabulary
- Write *Town* and *Country* on the board.
- Brainstorm what these two places mean to students, e.g. *tall buildings*, *fields*, *animals*, *shopping centres*, and make a word map.

Presentation

Aim: to present 2nd conditional questions
- Elicit lines 1 and 3 of the song from the previous lesson and write them on the board: *If I were a dinosaur, I'd mess about with all my friends.*
- Ask around the class *What would you do if you were a dinosaur?*
- Students answer, e.g. *If I were a dinosaur, I'd sleep all day.*
- Ask students what your question was and write it on the board.

1 SB p109 Choose the best answers for you.

Aim: to present 2nd conditional questions
- Students do the questionnaire individually and record their answers.
- They compare answers in pairs.
- Check with the class. Ask for a show of hands for each answer.
- Students check their answers and read the Key.
- Say *If I saw a bear, I'd run away* and write this on the board. Elicit the corresponding question from the questionnaire and write it on the board: *What would you do if you saw a bear?* Elicit that we change the order of the subject (*you*) and *would* after the question word.

2 SB p109 Put the words in order to make questions.

Aim: to practise 2nd conditional questions
- Students order the words individually.
- Students compare answers in pairs. Check with the class.
- In pairs, students give their own answers to the questions.

Key: 1 What would you say if you met a famous person? 2 Where would you live if you could choose any town?

3 102 SB p109 Watch, listen and say.

Aim: to focus students on grammatical form
- Play the *Leo the leopard* video. Students watch and listen, then watch and read.

For script see SB p109.
- Check understanding of the grammar.
- Students turn to the Language focus section on p127 of the Student's Book.
- Work through the second half of the page with the class.
- Play the audio. Students follow in their Student's Books and join in.
- Students practise the sentences in pairs.

4 SB p109 Work in pairs. What would or wouldn't you do if you met or saw these people and things? Ask and answer.

Aim: to practise the new language
- Demonstrate the activity, e.g. *If I met Beyoncé, I'd ask her for her autograph.*
- In pairs, students ask and answer.

1 WB p109 Complete with the words from the box.

Aim: to practise the new language

Key: 2 What, 3 say, 4 If, 5 met, 6 do, 7 wouldn't, 8 I'd

2 WB p109 What would Paul do if … ? Write questions, then match the answers with the questions.

Aim: to practise writing

Key: 2 What would Paul do if he went to New York? a 3 What would Paul do if he saw a cat in a tree? d 4 What would Paul do if he met Rafa Nadal? f 5 What would Paul do if he went to Rio de Janeiro? b 6 What would Paul do if he had a new skateboard? e

Ending the lesson

Aim: to practise 2nd conditional questions
- Students guess your answers to SB Activity 2.
- Give your answers.

Extension activity

Aim: to consolidate language
- Write on the board: *What would you do*
  - *if you met an alien?*
  - *if you saw a house on fire?*
  - *if you found a lot of money?*
- Students write answers.

1 Choose the best answers for you.



Are you a town person or a country person?

1 Where would you buy a house if you had a lot of money?
A In a city. B In a valley by a pond.

2 What would you do if you saw a bear?
A Run away. B Take a photo.

3 Where would you work if you were older?
A In a bank. B In a nature park.

4 Where would you go for the perfect holiday?
A To a theme park. B Camping in the woods.

KEY

Mostly A answers?
You aren't a country person. You like to be in towns with lots of people.

Mostly B answers?
You're a country person. You love animals and nature.

2 Put the words in order to make questions.

1 famous / you / say / if / person / ? / would / What / you / met / a

_____

2 live / town / ? / would / Where / if / could / you / chose / you / any

_____

3 102 Watch, listen and say.



Language focus

What **would** you **do**,
What **would** you **say**,
If you **saw** a dinosaur
Coming your way?

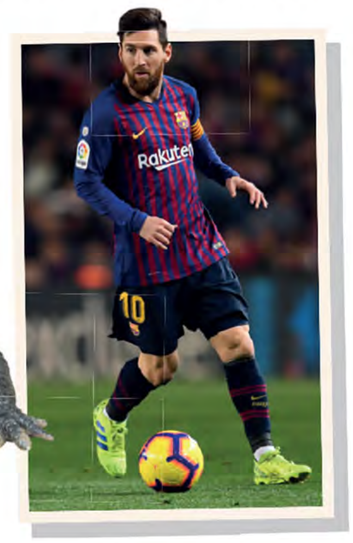
If I **met** a dinosaur,
I know what I **would do**.
I **wouldn't stop** to say 'hello'
I'**d run** and so **would** you.

4 Work in pairs. What would or wouldn't you do if you met or saw these people and things? Ask and answer.

If I met Beyoncé, I'd …











THE CHASE

1 Look at the pictures. Do you know the names of any of these dinosaurs?

2 103 Read and listen to the story to check your answers.



The children looked out from behind the rocks. About ten metres away, there was a huge dinosaur eating from the tops of the bushes. It had a funny-shaped head with three large horns coming out of it. 'Awesome! It's a triceratops!' gasped Alex. 'Isn't it amazing?' and he started to walk slowly towards it. 'Are you mad?' said Patrick in a loud whisper. 'Get back here!' 'Don't be silly,' answered Alex. 'Don't you know anything about dinosaurs? This one's a herbivore. It only eats plants.' 'But Alex, you might scare it! If I were a triceratops, I'd be scared of you!' laughed Phoebe. Alex turned round and pulled a face at her. At that moment, the triceratops lifted its head and looked up and then started walking away quickly. 'What did I say, Alex?' asked Phoebe. 'Look, it's going now!'

However, it wasn't Alex that was scaring the triceratops. 'Look out, Alex!' shouted Phoebe. 'There's something coming towards you.' Alex looked around. Ten small dinosaurs were slowly walking out of the jungle towards Alex. 'Don't worry,' said Patrick. 'They're only small.' One of the creatures opened its mouth and the children noticed lots of tiny sharp teeth. 'I don't think these ones eat plants,' said Alex. 'They're velociraptors.' By now, the dinosaurs were making a circle around him with their mouths open.

Just then, a huge head appeared out of the jungle. It grabbed one of the small dinosaurs and ate it. The others ran away. Alex looked up and saw a big, angry dinosaur. 'It's a T-rex. Run!' he shouted. The children started running, but the T-rex roared loudly and chased after them.

They ran as fast as they could, but the T-rex was catching up with them. It was now only 20 metres behind them and there was nowhere to hide. Suddenly a huge shadow went over their heads. They looked up and saw a giant pterosaur flying down towards them. The dinosaur bird picked up the children in its beak and flew off. They could still hear the angry roar of the T-rex on the ground.

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

New language: *velociraptor, shadow, beak*

Recycled language: dinosaurs, *herbivore*

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

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review the characters and the story
- Elicit the names of the story characters *Phoebe*, *Alex* and *Patrick* and write them on the board.
- Elicit what students remember about them from the story so far. Give prompts as necessary to remind them.

The chase

1 SB pp110–111 **Look at the pictures. Do you know the names of any of these dinosaurs?**

Aim: to activate students' knowledge of the world
- Ask students to look at the pictures and elicit what they can see. Find out if any students can name any of the dinosaurs. Don't confirm answers at this stage.

2 103 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 listen and read to check their answers to Activity 1.

For script see SB pp110–111.

- Ask what happened at the end of the story. (The pterosaur took them to its nest to feed its babies. At the last minute a yellow light appeared and the children were gone in a flash. They landed back in their classroom, only a few seconds after they left.)

Key: triceratops, T-rex, pterosaur

- Play the recording again. Students read and listen.
- Check understanding of the story. Use prompt questions if necessary, e.g. *Where were the three friends?* (*In the jungle.*) *What did they see first?* (*A triceratops.*) *What did it eat?* (*Plants. It was a herbivore.*) *What was the name of the small dinosaurs?* (*Velociraptors.*) *Did they look friendly?* (*No.*) *Why did the children run?* (*Because a T-rex appeared.*) *What did the pterosaur do?* (*It picked the children up in its beak.*)

Stronger students: With books closed, ask students to retell the story in their own words in as much detail as they can remember.

1 WB p110 **Match the dinosaur names with the pictures.**

Aim: to review topic vocabulary

Key: 2 T-rex, 3 pterosaur, 4 velociraptor

2 WB p110 **Remember the story. Read the summary and complete the words.**

Aim: to review the story

Key: 2 scare, 3 group, 4 worry, 5 mouth, 6 teeth, 7 circle, 8 head, 9 danger, 10 dinosaur, 11 beak, 12 nest, 13 hungry, 14 classroom

3 WB p110 **Answer the questions.**

Aim: to review events in the story

Key: 2 Because it's a herbivore. 3 They are making a circle around Alex. 4 It roars. 5 'Are you three OK?' 6 He finds an old bracelet.

Ending the lesson

Aim: to practise the story
- Put students into groups of four (three children and Mr Davis). Students decide which of the characters they are.
- In character, they read through the story silently and find which dialogue is theirs.
- Students do their role plays, using the direct speech from the story.
- Volunteer groups do their role plays for the class.

Extension activity

Aim: to stimulate students' creativity
- Put students into groups of three.
- Tell students to imagine what the three friends say to each other about their adventures after the lesson.
- They brainstorm ideas in their threes and write notes for a conversation.
- Threes take turns to role play their conversations to the class.

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

Recycled language: language from the story

Cognitive control functions (WB): Working memory

Warm-up

Aim: to review the story
- Ask questions about the story, e.g. *Where were the friends?* (In the jungle in prehistoric times.) *How many different kinds of dinosaur did they see?* (Four.) *What was about to happen to them when they saw the gate?* (The babies were going to eat them.)

3 SB p111 Use the pictures to help you complete the sentences.

Aim: to focus students on the detail of the story
- Play the recording of the story again. Students listen and/or follow it in their Student's Books.
- Students use the pictures to help them complete the sentences. They look back at the text as necessary.

Stronger students: Students cover the sentence beginnings, and use their own ideas to write a sentence about how each picture is connected to the story. Then they complete the prompts.
- They compare their answers in pairs.
- Check with the class.

Key: 1 bushes. 2 Alex.
3 a velociraptor. 4 a pterosaur.
5 the explosion. 6 a bracelet.

4 SB p111 Help the Time Travellers remember what happened. Where are these things from?

Aim: to review the story
- Focus students on the activity instructions. Check students understand that this task is a review of the whole story in the Student's Book.
- In pairs, students look at the pictures and talk about them using *I think …*
- Encourage students to make notes about each episode of the story.

Extra support: Students can look back at previous units to help them remember the story.
- Elicit and discuss as a class.

Key: 1 A coin from pirates, 2 A hieroglyph from Ancient Egypt, 3 The logo from the Olympics, 4 A spanner from Professor Potts' workshop, 5 A mug of tea from the Houston control room, 6 A jet pack from the future

4 WB p111 How much do you remember about the Time Travellers' adventures? Do the quiz.

Aim: to enable students to review the events in the story

Key: 1 b, 2 c, 3 a, 4 a, 5 c, 6 b, 7 c, 8 a, 9 c, 10 b

Ending the lesson

Aim: to stimulate students' personal reactions to a story
- Ask the students to think back to the entire Level 6, and decide which their favourite episode of Time Travellers was and why.
- Elicit ideas and invite reactions from the class.

Extension activity

Aim: to stimulate creativity
- Brainstorm ideas for other possible adventures for the Time Travellers.
- Either, students work individually. They write another (short) episode of the story. Go around the class and help as appropriate. Students then swap drafts of their story with a partner and check each other's work. Then students write a final draft of the episode of their stories.
- Or, students work in groups of four. They write another episode of the story as a play with characters (the three friends and a character they meet). They write the dialogue and the stage directions / narrative. Go around the class and help as appropriate. Groups rehearse their plays and then perform them for the class. You can video record the performances and play them back to the class.

9



'Oh no, what now?' shouted Patrick. Below them there was a nest with three large baby pterosaurs, waiting with their beaks open. 'We're going to be lunch!' Phoebe shouted back. The flying pterosaur opened its beak and dropped the children. They were just above the nest when a welcome yellow light appeared. They were gone in a flash.

The children landed back in their classroom, where Mr Davis was looking at them. 'Are you three OK?' he asked, sounding worried.
'Why? What happened?' said Alex.
'There was an explosion,' said Mr Davis, 'and then you, Phoebe and Patrick, well … you disappeared for a second or two.'

'Really?' asked Phoebe. 'I don't remember anything. Do you two?' she asked the boys.
'No,' they replied, looking very confused.

Patrick put his hand in his pocket and he pulled out an old bracelet. 'That's strange … *very* strange,' he thought.



3 **Use the pictures to help you complete the sentences.**





1 The triceratops was eating …
2 The small dinosaurs made a circle around …
3 The T-rex ate …
4 The children were picked up by …
5 Mr Davis told the children about …
6 In his pocket, Patrick found …

4 **Help the Time Travellers remember what happened. Where are these things from?**








I think the coin is from the island where the children …

Skills

1 Look at the pictures. What do you think these animals have in common? Look at the first paragraph of the magazine article and check your answer.

2 Read the magazine article. Which species has been on the Earth the longest?

As old as DINOSAURS

The last dinosaurs walked the Earth about 66 million years ago. We only have their fossils to help us understand what they looked like and how they lived. But did you know there are animals on Earth today that shared the planet with the dinosaurs? Here are four of them.

The platypus is a strange animal which lives only in Australia. It's one of only two mammals that lay eggs. They also have beaks like birds. It spends much of its time in or under water. In 2008, scientists found a platypus bone that was from more than 150 million years ago.



platypus

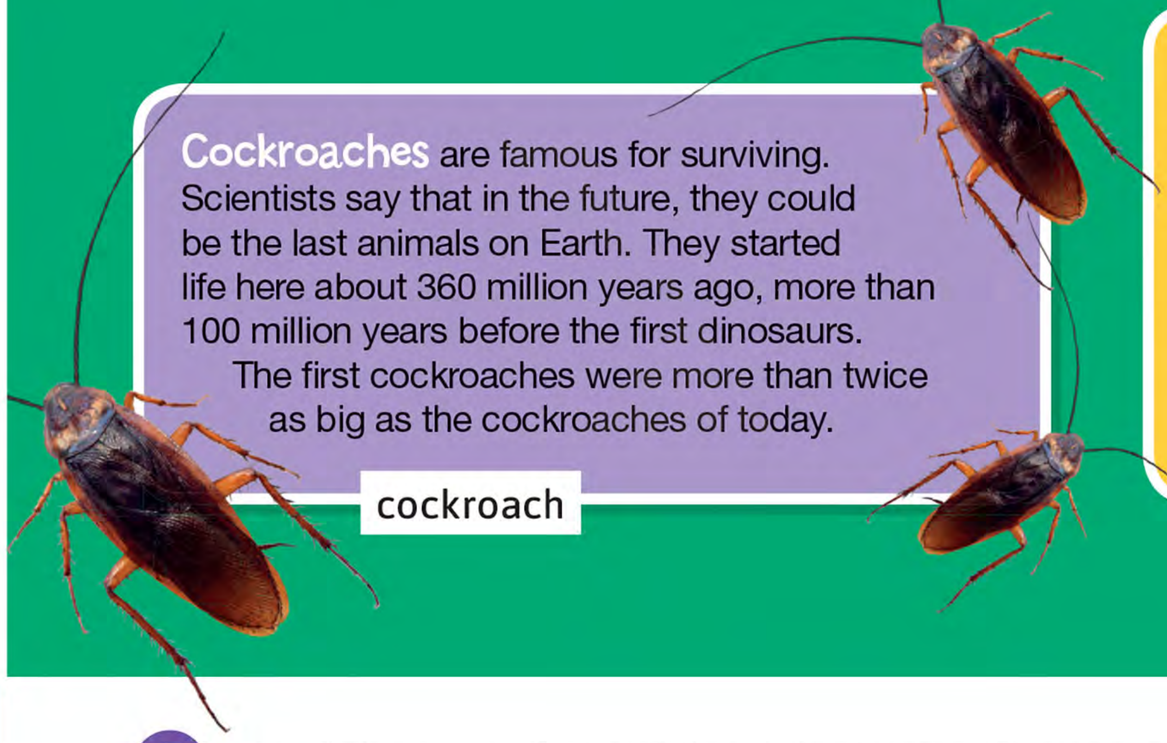
Turtles are found in warm seas all over the world. The first turtles appeared around 220 million years ago and they have been on Earth since then. They are very good at surviving difficult times. When the weather gets too cold, some turtles hibernate. When it gets too hot, they make holes in mud and wait for the weather to change.



green turtle

Cockroaches are famous for surviving. Scientists say that in the future, they could be the last animals on Earth. They started life here about 360 million years ago, more than 100 million years before the first dinosaurs.

The first cockroaches were more than twice as big as the cockroaches of today.



cockroach

Bee fossils are very hard to find, but scientists believe bees first appeared on Earth more than 100 million years ago. The bee fossil was found in amber. Amber is a liquid from trees. Sometimes insects got stuck in the liquid before it got hard.





bee

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

Which animal …

1 is smaller now than in the past? _____

2 hides to escape from difficult situations? _____

3 is only found in one country? _____

4 got caught in liquid from trees? _____

Learning outcomes:
- to practise reading skills

Skills: reading for gist, scanning for specific detail

New language: *fossil, platypus, cockroach, mammal, hibernate, mud, extinct, reappear*

Recycled language: prehistoric times

Cognitive control functions (WB): Inhibitory control

Values: taking an interest in nature

Warm-up

Aim: to review the topic of life in prehistoric times
- Ask students to look through Unit 9 quickly. Then elicit the names of animals and plants that lived in prehistoric times and make a list on the board.

1 SB p112 Look at the pictures. What do you think these animals have in common? Look at the first paragraph of the magazine article and check your answer.

Aim: to practise making predictions and reading for gist
- Focus on the photos and quickly drill the pronunciation of the names of the four animals.
- Students cover the article and brainstorm ideas in pairs about what might connect the animals.
- Elicit suggestions, asking the rest of the class to comment. Don't confirm answers yet.
- Students read the introductory paragraph to check their predictions.

Key: All these four animals on Earth today shared the planet with the dinosaurs.

2 SB p112 Read the magazine article. Which species has been on the Earth longest?

Aim: to practise making predictions, and scanning for specific detail
- Ask for a show of hands to find out which species students think has been around longer.
- Students read the article to find the information.
- Check with the class.

Stronger students: Students put all four species in the correct order, including the time periods for each of them (cockroaches 360 million years, green turtles 220 million years, platypuses 150 million years, bees 100 million years).
Note: If students ask, tell them we can use both *platypuses* and *platypus* as the plural form. (*Platypi* is incorrect, as it applies a Latin ending to a Greek word. The Greek plural would be *platypodes*, but it is rarely ever used.)

Key: Cockroaches

3 SB p112 Read the magazine article again. Answer the questions.

Aim: to practise reading for specific detail
- Students read the article and choose their answers. They compare ideas in pairs.

Stronger students: Students cover the article and answer questions from memory.
- Check with the class.

Key: 1 Cockroach, 2 Green turtle, 3 Platypus, 4 Bee

1 WB p112 Complete the fact files with the animal names and words from the box.

Aim: to consolidate understanding of the topic

Key: 1 bee, appeared about 100 million years ago, a fossil was found in amber; 2 cockroach, famous for surviving, used to be bigger; 3 green turtle, hibernates, lives in warm seas; 4 platypus, lays eggs, has a beak

2 WB p112 Read the article on Student's Book page 112 again. Which animal is it?

Aim: to practise reading for specific information

Key: 2 bee, 3 cockroach, 4 green turtle, 5 bee, 6 platypus, 7 green turtle, 8 cockroach

3 WB p112 What message can we learn from the article in the Student's Book? Underline the best value statement.

Aim: to focus on the value of taking an interest in nature

Key: b

Ending the lesson

Aim: to review the content of the lesson
- With Student's Books closed, students put the four animals in the order in which they first appeared on Earth.

Key: Cockroach 360 million years, green turtle 220 million years, platypus 150 million years, bee 100 million years

Extension activity

Aim: to discuss the value of taking an interest in nature
- Elicit why taking an interest in nature is important.
- Ask if any students are regularly involved in activities in the natural world, e.g. hiking, collecting things, fishing, camping, birdwatching, taking photographs.

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

Learning outcomes:
- to practise listening, reading and writing skills

Skills: listening for specific information, reading for detail, writing a riddle

New language: *riddle, answerphone, wellington boots, waterproof coat, packed lunch, binoculars*

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

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

Warm-up

Aim: to review the topic
- Elicit the names of the four animals from Student's Book p112 and write them on the board.
- With books closed, ask students what they remember about each of the animals.

1 104 SB p113 **Lucy is a member of her local nature club. Listen to the voicemail message and tick ☑ the things she needs to take on her fossil-hunting trip.**

Aim: to practise listening for specific information
- Focus students on the pictures for Activity 1. Elicit/pre-teach what each thing is.
- Play the recording. Students listen and tick.

For script see TB p128.
- They compare answers in pairs. Check with the class.

Key: 1, 3, 4, 5, 6

2 105 SB p113 **Listen again and answer the questions.**

Aim: to practise listening
- In pairs, students try to answer the questions from memory.
- Play the recording. Students listen to check and finalise the answers.

For script see TB p128.
- They compare answers in pairs. Check with the class.

Key: 1 9 o'clock, 2 In the school car park, 3 3 o'clock, 4 279453, 5 £5

3 SB p113 **Discuss in groups.**

Aim: to practise taking part in a group discussion
- Read the questions. Check comprehension.
- Give students half a minute to consider their answers. Then they discuss their ideas in groups.
- Elicit some suggestions in open class. Ask the other students to comment.

4 SB p113 **Read the riddles and guess the answers.**

Aim: to practise using logic and general knowledge to solve a riddle
- Check understanding of *riddle*.
- Students discuss the riddles in pairs and guess.
- Make groups of four from two pairs for students to compare their guesses.
- Elicit and discuss ideas as a class.

Key: A platypus, A cockroach

5 SB p113 **Choose an animal and write a riddle for your classmates to guess.**

Aim: to practise writing and solving riddles
- Re-read the riddles with the class and focus on what the animal looks like, what it does, etc.
- Point out that the last line is *What am I?* and the animal's name isn't mentioned.
- Students write their riddles.
- They read out their riddles for the class to guess.

1 WB p113 **Lucy's dad asked her about the fossil-hunting trip. Read and choose the best answer. Write letters (A–E).**

Aim: to practise reading for specific information

Key: 2 D, 3 C, 4 A, 5 B

2 WB p113 **You are going to listen to some information about a type of fossil. Look at the pictures and tick ☑ the statements you think will be true.**

Aim: to practise making predictions

3 035 WB p113 **Listen and check your answers to Activity 2. Then listen again and complete the fact file.** Exam skills

Aim: to listen for specific information

For script see TB p128.

Key: 1, 4, 6; 2 65, 3 soft, 4 fish, 5 crabs, 6 lizards

Ending the lesson

Aim: to review language from the lesson
- With books closed, elicit the things Lucy will need for her fossil-hunting trip.
- Elicit suggestions for other things people might need on such a trip.

Extension activity

Aim: to practise solving riddles
- Students find riddles they like. In groups, they try to solve the riddles.

1 104 **Lucy is a member of her local nature club. Listen to the voicemail message and tick ☑ the things she needs to take on her fossil-hunting trip.**

1 

2 

3 

4 

5 

6 

2 105 **Listen again and answer the questions.**

1 What time are they meeting?
2 Where are they meeting?
3 What time will they get back?
4 What is Chris Small's phone number?
5 How much does the trip cost?

3 **Discuss in groups.**

1 Are you interested in fossils? Are you interested in animals? Why/Why not?
2 Do you think it's important for young people to be interested in nature?

4 **Read the riddles and guess the answers.**

I lay eggs.
I've got a beak.
But I'm not a bird.
What am I?

I was here before you.
I will be here after you.
What am I?

5 **Choose an animal and write a riddle for your classmates to guess.**

Think and learn

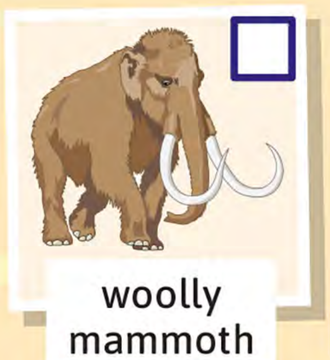
The Stone Age

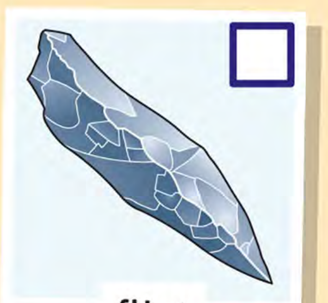
What do we know about the Stone Age?

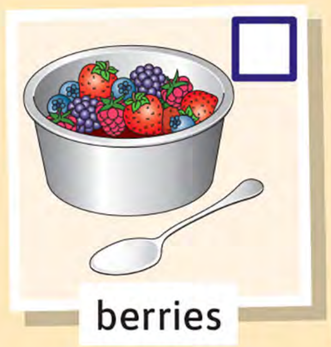
1 106 Look, listen and number.

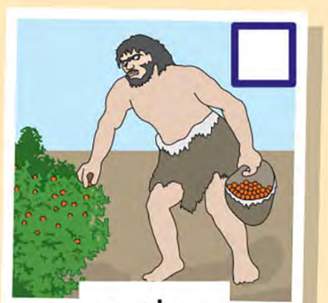

axe


weapon


woolly mammoth


flint


berries


gather

2 Read about the Stone Age and find the words from Activity 1.

Historians use the phrase 'Stone Age' to describe a time when people used stone tools to help them survive. The Stone Age was about 3.4 million years long. It ended when people first started using metal to make tools and weapons.

Stone Age people were hunter-gatherers. This means that they lived in small groups and hunted animals for food. Sometimes they hunted big animals, like woolly mammoths, to eat.

They also looked for plants to gather and eat. They gathered fruit, leaves, berries and birds' eggs too. Most of their food was gathered, not hunted.

For weapons, Stone Age people often used axes with sharp flints on the end of them. Sometimes they cooked food on a fire and cut it with flints, but they ate most of their food without cooking it.

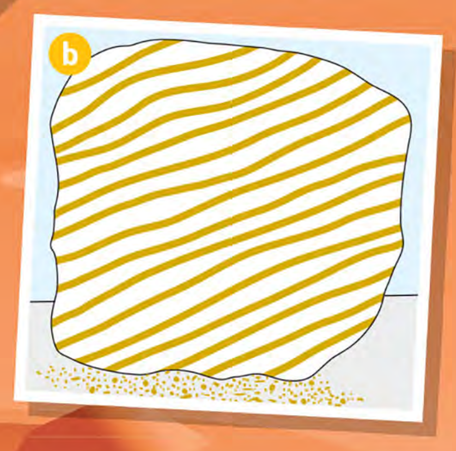
3 Guess what these Stone Age objects a–c are. Read the descriptions and discuss your ideas with a partner.

1 Stone Age people cut down a tree. They made a hole in the middle so they could sit in it. They used it to get across water.

2 Stone Age people killed a reindeer. They took a bone from it. They used a flint to make the bone sharp. They used the sharp bones with some thread to join pieces of animal skins.

3 Stone Age people found yellow clay in the ground. They mixed it with water. They drew dark yellow patterns with it.


a


b


c

Learning outcomes:
- to learn more about History through English
- to practise reading and speaking skills

BIG QUESTION to think again about the Big Question *What do we know about prehistoric times?*

New language: *axe, weapon, woolly mammoth, flint, berries, gather, hunter-gatherer, sharp, Stone Age*

Recycled language: prehistoric times

Critical thinking: Makes predictions and estimations from given information

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

Cognitive control functions: Cognitive flexibility

Warm-up

Aim: to introduce the topic of different ages in history
- Ask *When did dinosaurs live on Earth?* (225 million to 65 million years ago.) *Did humans live on Earth at the time of the dinosaurs?* (No.) *When did humans first appear?* (Between 3.4 and 2 million years ago.) **Note:** *Homo sapiens* appeared 300–200 thousand years ago.

SB p114 What do we know about the Stone Age?

Aim: to learn about the Stone Age
- Before playing the video, elicit students' ideas for why we might call this age 'the Stone Age'. Ask *What was life in the Stone Age like?*
- Play the video. Students check their ideas.

For videoscript see TB p128.
- Elicit what details students remember from the video.

Key: It was about 3.4 million years ago. People hunted animals and gathered plants. They used flint to make weapons and tools. They made cave paintings and stone circles.

1 1.06 SB p114 Look, listen and number.

Aim: to present words for talking about the Stone Age
- Play the recording. Students listen and point to the pictures.

For script see Key.
- Students number the pictures from memory.
- Play the recording again. Students check their answers.
- Play the recording for a third time. Students repeat.

Key: 1 flint, 2 berries, 3 woolly mammoth, 4 axe, 5 weapon, 6 gather

2 SB p114 Read about the Stone Age and find the words from Activity 1.

Aim: to practise reading for specific information
- Students read the first paragraph to check their ideas about why we call this era the Stone Age.
- As they read, ask students to underline each of the six things from Activity 1 as they are mentioned.
- Check with the class.
- Read the Super fact and check comprehension.

3 SB p114 Guess what these Stone Age objects a–c are. Read the descriptions and discuss your ideas with a partner.

Aim: to practise guessing
- Students cover the descriptions and discuss ideas in pairs.
- Students read the descriptions and check their ideas.

Key: 1 c: a canoe, 2 a: a needle, 3 b: paint

1 WB p114 Look, read and complete.

Aim: to extend students' knowledge about the Stone Age

Key: 2 berries, 3 axe, 4 flint, 5 weapons, 6 hunt, 7 gather

2 WB p114 Read more about the Stone Age. Write the phrases in the correct place in the chart.

Aim: to practise reading for specific information and organising information

Key: Old Stone Age – caves or wooden huts, hunting and gathering, fire for protection; New Stone Age – stone or mud houses with grass roofs, growing crops and keeping animals, fire for cooking

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 about life in the Stone Age.* Students copy it into their notebooks.

Extension activity

Aim: to encourage creativity and review language from the lesson
- In groups, students make posters about animals in the Stone Age.

Learning outcomes:
- to extend the focus on History through English
- to complete a project

New language: *stone circles*

Recycled language: history, *celebrate* (v)

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

Materials: white paper plates, coloured pens or pencils, 6–8 blobs of putty and small pebbles per group (or grey card and scissors)

Warm-up

Aim: to review vocabulary
- Write *Stone Age* on the board in a circle.
- Elicit what students learned about the Stone Age in the previous lesson.
- Create a word map.

4 107 SB p115 Listen. Which stone circle do we hear about?

Aim: to practise listening for gist
- Students describe each photo in their own words.
- Play the recording. Elicit the answer to the question.

For script see TB p128.

- Ask *How old is the oldest stone circle?* (12,000 years old.)

Key: Göbekli Tepe

5 108 SB p115 Listen again and correct the mistakes in the sentences.

Aim: to practise listening for specific information
- In pairs, students discuss corrections to each sentence from memory.
- Play the recording for students to check their ideas. They underline the part of each sentence that is incorrect.

For script see TB p128.

- Play the recording again. Students correct the sentences.
- They compare ideas in pairs.
- Check with the class.

Key: 1 Stone circles were made with very tall stones. 2 You can find stone circles all over the world. 3 The oldest stone circle we can see today is in Turkey. 4 Stone circles celebrated times when the sun was highest in the sky in summer. 5 The stones were moved using ropes. 6 People used the stones to watch the sun and the moon (at different times).

6 Project SB p115 Design and make a stone circle on a paper plate.

Aim: to enable students to apply their knowledge in a creative task
- In groups, students think about where their stone circle will be: on grassland, in a desert, in a jungle etc. They draw and colour their location on a paper plate.
- Give group six to eight small pebbles.
- Pairs look back at the stone circles on Student's Book p115.
- They use blobs of putty to stick their stones in a circle onto the paper plate.

Note: Alternatively, students can cut stones out of grey card.
- Groups decide on a name for their stone circle and think about what people would do there. They present their circle to other groups.
- Take photos of the stone circles and save them to students' digital portfolios.

3 WB p115 Read about another development in the Stone Age. Write *t* (true), *f* (false) or *ds* (doesn't say).

Aim: to practise reading for specific information

Key: 2 f, 3 ds, 4 f, 5 t, 6 f

4 WB p115 Look. What do you think these cave paintings mean? Write a letter.

Aim: to practise interpreting images

Key: 1 c, 2 b, 3 a

5 Project WB p115 Choose one of the ideas below and draw a cave painting for it.

Aim: to practise communicating through images

Lesson review

Aim: to review what students have learned in the lesson
- Write on the board: *Today I've …*
- Elicit from students what they learned today, e.g. *learned about life in the Stone Age, stone circles and made my own stone circle.*
- Write it on the board. Students copy it into their notebooks.

Extension activity

Aim: to develop writing and reflective skills
- Talk through with the class what they did for the project, e.g. *First you … Then you …*
- Individually, students make notes on what they did, the sequence they did it in, what they liked and what they would change.
- Students then each write a report using their notes.

4 107 **Listen. Which stone circle do we hear about?**



Göbekli Tepe



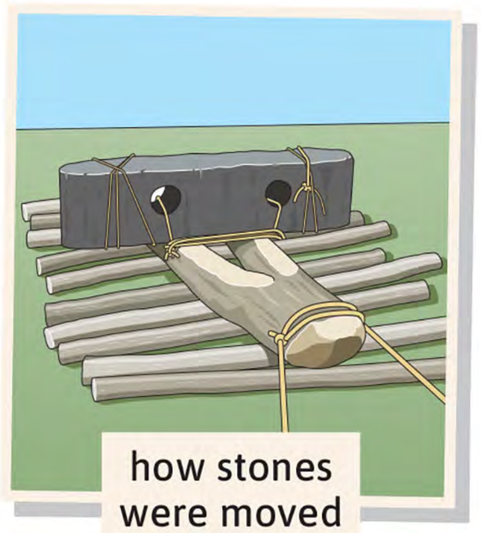
Callanish Standing Stones



Stonehenge

5 108 **Listen again and correct the mistakes in the sentences.**

1 Stone circles were made with very small stones.
2 You can only find stone circles in Africa and Turkey.
3 The oldest stone circle we can see today is in Africa.
4 Stone circles celebrated times when the sun was highest in the sky in winter.
5 The stones were moved using lorries.
6 People used the stones to watch the constellations.

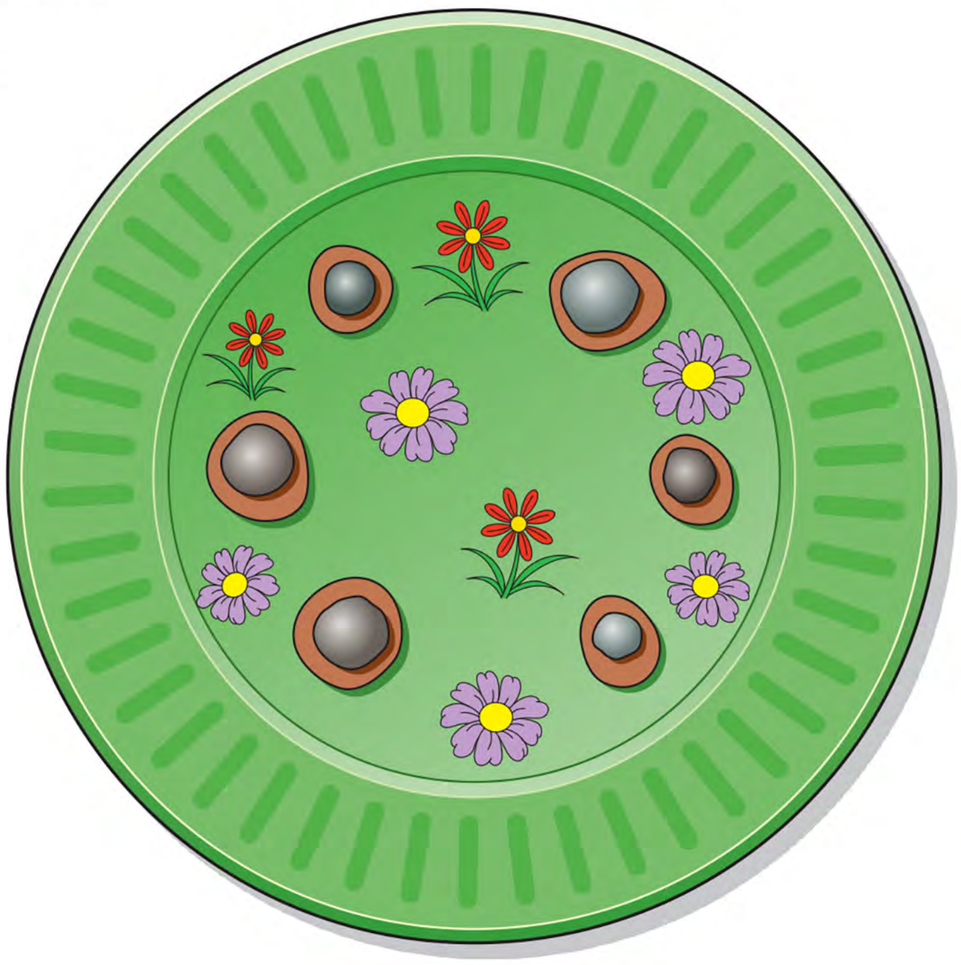


how stones were moved

6 Project **Design and make a stone circle on a paper plate.**

- How many stones will you use?
- Will all the stones be the same?
- Find some small stones.
- Decorate your paper plate and stick the stones on it.
- Name your stone circle and tell your friends what people will do there.

This is my stone circle.
It's called the Friends' Circle.
People will eat and drink there.



Get talking

Presentation for your portfolio

1 109 Listen to Luke's presentation and find the mistakes in the bullet points.

Tyrannosaurus rex

- This dinosaur lived 200 million years ago.
- It was green.
- It was 9 metres long.
- It was about 3 metres high.
- It could run at about 50 km/hour.
- It weighed about 2,000 kilos.
- It ate plants.
- Most fossils are found in Australia.



2 **Complete a poster presentation about a dinosaur.**

Find out about it

- Work in pairs. Choose a dinosaur and find out:
  - where people found most fossils of it
  - when it lived
  - what it ate
  - how big it was
  - how heavy it was
  - how fast it could move
  - what colour it was (if scientists know)

Prepare it

- Write the text of your presentation first. Then find the main pieces of information to make bullet points for your poster.
- Show the text and the bullet points to your teacher to help you.
- Decide who is going to say what.
- Draw or print out a large picture of the dinosaur.

Present it

- When you present your poster, one of you can point to the bullet points while the other is talking to the class.

Presenting tip

As you prepare, think about the presentations that you have done and seen in your class this year. Which ones worked well? Why? Think how you can use these ideas to improve your presentation.

Learning outcomes:
- to practise listening and speaking
- to practise giving a presentation

Creative thinking: Develops ideas through planning, research or review

Materials: large sheets of paper (for each pair), coloured pens or pencils

Warm-up

Aim: to review vocabulary
- Draw a circle on the board and write *Prehistoric times* in the middle.
- Write the first letters of the nine words from Activity 1 on SB page 106.
- Students give you and spell out the words.

1 109 SB p116 Listen to Luke's presentation and find the mistakes in the bullet points.

Aim: to provide a model for the poster presentations
- Students read the information on the poster.
- Play the recording. Students listen and find Luke's mistakes.

For script see TB p128.
- Students compare their answers in pairs.
- Play the recording again. Check with the class.
- Elicit and discuss with students why the listening is a useful model for their presentations.

Key: This dinosaur lived 85–65 million years ago. We don't know what colour it was. It was about 13 metres long. It was about 5 metres high. It could run at about 30 km/hour. It weighed about 7,000 kilos. It ate meat. Most fossils are found in the United States.

2 SB p116 Complete a poster presentation about a dinosaur.

Aim: to practise collaborating and give a presentation
- 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 presentation.
- Focus students on *Prepare it*. Read the instructions. Then circulate and help with the writing.
- Give groups plenty of time to practise their presentation.
- Focus students on *Present it*. Read the *Presenting tip* through 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.

1 WB p116 Draw lines and complete the sentences with the words from the box.

Aim: to review language from the unit

Key: 2 If I had a time machine, I'd go to the year 2166. 3 If I had a telescope, I'd look at the stars every night. 4 Where would you fly if you had a plane? 5 If I were an actor, I'd like to be in a film about dinosaurs. 6 What would you do if you saw a dinosaur?

2 WB p116 Find the words and use them to complete the sentences.

Aim: to review vocabulary from the unit

Key: 2 sunrise, 3 swamp, 4 fossil, 5 valley, 6 gather

3 WB p116 Complete the sentences with your own ideas.

Aim: to personalise the topic

Ending the lesson

Aim: to review language from the unit
- Elicit sentences students wrote for WB Activity 3.

Extension activity

Aim: to develop reflective skills
- Give students feedback on the presentations.
- Students discuss how their presentations went and what they think they should do differently to improve them.
- Each student writes up these improvement points in their notebook.

9

Learning outcomes:
- to review language from the unit
- to write an acrostic poem
- to reflect on learning

BIG QUESTION to think about how the unit has helped answer the Big Question *What do we know about prehistoric times?*

New language: *acrostic*

Creative thinking: Writes own songs or poems to reflect personal interests, emotions or identity

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

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

Cognitive control functions: Cognitive flexibility

Materials: Digital or print portfolios

Warm-up

Aim: to review portfolios
- Students look through the whole of each other's portfolios and review everything they've achieved.

1 SB p117 **Read these poems, which are called acrostics. What is an acrostic?**

Aim: to introduce the form of acrostics
- Focus students on the poems.
- Students read each one aloud, pausing at the end of each line.
- Read the activity instructions with the class and elicit what they think an acrostic is. If they don't know, draw their attention to the first letter at the beginning of each line and ask what they spell from top to bottom (friends, dinosaurs).
- Elicit from students what each of the poems is about (the topic of the acrostic word).

Key: An acrostic is a poem which makes a word with the first letter of every line.

2 SB p117 **Work in groups. Think of ideas for an acrostic poem.**

Aim: to practise brainstorming ideas for creative writing
- Brainstorm some more words that would make good acrostics.
- Students work in groups. They follow the steps and plan an acrostic together.

3 SB p117 **Choose ideas and plan your own acrostic. Show your plan to your teacher to help you.**

Aim: to practise planning an acrostic
- Students each choose their own word and plan their acrostic.
- Monitor their progress and provide help to those who need it.

4 SB p117 **Write your acrostic poem. Use colours or add pictures to illustrate your poem.**

Aim: to practise writing acrostics
- Read the Writing tip.
- Students write their acrostics on a piece of paper, following the advice.
- Go around and check their work. Remind students that the acrostics don't need to be grammatical and they don't need to rhyme.
- Students add a picture to their acrostic if they want.
- Students put their acrostic poems in their portfolios.
- Students turn to the Writing practice section on p126 of the Workbook. Work through the exercises with the class.

Key: **1** 2 had, day, zoo, 4 lots, cats, 5 fed, el, too
2 1 toucans, rhinos, 2 kangaroos, anacondas
4 2 and 5, 3 and 4
5 2 cakes, 3 coffee, 4 chicken

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.**

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

3 WB p117 **Look at the pictures and write the story.**

Aim: to practise writing skills

Ending the lesson

Aim: to enable students to express their preferences
- Ask students what their favourite song, game or activity is from the unit.
- Do the song, game or activity again with the class.

Extension activity

Aim: to enable students to share what they have learned
- In groups, students look through Unit 9, their vocabulary books and at their portfolio and discuss what they have learned in this unit.

Think and write

An acrostic poem

1 Read these poems, which are called acrostics. What is an acrostic?

Fun and laughter
Running around
In our playground
Enjoy
Not alone
Dreams
Sunshine



Dinosaurs were huge
In a time far away
No people on Earth
One hundred
million years ago
Strong
And dangerous
Under water and on land
Really
Scary



2 **Work in groups. Think of ideas for an acrostic poem.**

a Make lists of words that start with the same letter.

A: apple, angry, and, art, ...
B: blue, before, but, ...

b Agree on a word which you all like, for example HOLIDAY, SEASIDE, CHOCOLATE, DRAGONFLY.

c Write the letters of the word in a list down the page.

d As a group, discuss words or word groups that express the idea of your word.

3 **Choose ideas and plan your own acrostic. Show your plan to your teacher to help you.**

4 **Write your acrostic poem. Use colours or add pictures to illustrate your poem.**

Holidays are great
On the beach
Lying on the sand
I
D
A
Y

Writing tip

It's always good to check your spelling, but it's even more important if you're writing an acrostic poem or planning puzzles such as crosswords or wordsearches. Use a dictionary to help you if you aren't sure how to spell a word.

Student's Book Language focus answer key

Back to school

P118, Act. 1

1 done, 2 got, 3 visited, 4 bought, 5 brushed, 6 given

P118, Act. 2

1 who, 2 which, 3 who, 4 which, 5 which, 6 which

1 The treasure

P119, Act. 1

1 for, 2 since, 3 since, 4 for, 5 for, 6 since

P119, Act. 2

1 How long has Dad worked there? 2 How long have we been here? 3 How long has she lived in Mexico? 4 How long have you had your phone? 5 How long has she used a computer?

2 Future transport

P120, Act. 1

1 don't need to, 2 need to, 3 need to, 4 don't need to, 5 need to

P120, Act. 2

1 'll, 2 will, 3 won't, 4 'll, 5 won't

3 Ancient Egypt

P121, Act. 1

1 were built, 2 was cut, 3 were invented, 4 wasn't tidied, 5 were found, 6 weren't pulled

P121, Act. 2

1 There are a lot of birds in the sky. 2 I made a few mistakes in the test. 3 She ate lots of pizza at the party. 4 We had a lot of rain last autumn. 5 There are a few fish in our pond. 6 I have a little money in my pocket.

4 Olympic sports

P122, Act. 1

1 could go, 2 could help, 3 could try, 4 could see, 5 could ask, 6 could put

P122, Act. 2

1 's training, 2 'm leaving, 3 're playing, 4 's giving, 5 're flying, 6 's coming back

5 In London

P123, Act. 1

1 have / ridden, 2 Have / read, 3 Has / made, 4 have / eaten, 5 Has / been, 6 has / tried

P123, Act. 2

1 A Have / found; B have / found, 2 A has / met; B has / met, 3 A Have / done; B have / did, 4 A Has / seen; B hasn't, saw, 5 A Have / climbed; B haven't, climbed

6 Crazy inventions

P124, Act. 1

1 too many, 2 enough, 3 too many, 4 enough, 5 enough, 6 too many

P124, Act. 2

1 Can you tell me what this invention is for? 2 Can you tell me what that switch does? 3 Can you tell me what this button is for? 4 Can you tell me what this thing is? 5 Can you tell me what that lever does? 6 Can you tell me what this tool is for?

7 This is Houston

P125, Act. 1

1 Going, 2 Writing, 3 Building, 4 Sitting, 5 Playing, 6 Swimming

P125, Act. 2

1 loved, 2 worked, 3 didn't visit, 4 didn't eat, 5 didn't want, 6 didn't understand

8 A cold place

P126, Act. 1

1 isn't it, 2 aren't they, 3 are they, 4 is it, 5 aren't they, 6 is it

P126, Act. 2

1 We may go to a concert tomorrow. 2 I might travel to Paris in August. 3 They might fly to the moon next year. 4 Jane may come to the party on Saturday. 5 We might visit our grandparents at the weekend.

9 The Jurassic Age

P127, Act. 1

1 had, 2 saw, 3 met, 4 were, 5 went

P127, Act. 2

1 d, 2 c, 3 a, 4 e, 5 b

Student's Book and Workbook audioscripts and videoscripts

Back to school

002 Student's Book p4, Act. 2

Alex: So we're really back. No more time-travelling adventures.
Patrick: Yes, this is definitely our school. It's the same old playground, football pitches, tennis courts ...
Phoebe: And the same old people.
Alex: Yes, it was strange.
Patrick: What do you mean?
Alex: Well, we've been away for ages. Didn't anybody notice we weren't here?
Phoebe: You're right. It's like nothing ever happened.
Patrick: Maybe it was a dream.
Alex: What, we all had the same dream? Don't be silly.
Phoebe: Something isn't right. But I don't know what.
Phoebe: That's the bell. Lunchtime's over.
Patrick: So what lesson have we got now?
Alex: I've no idea. I don't even know what day it is.
Phoebe: Neither do I. Look, there's Sam. Let's ask her.
Phoebe: Hi, Sam. What day is it today?
Girl: It's Tuesday. Don't you know that?
Alex: So we've got Science with Mr Davis now.
Sam: Yes, that's right. We always have Science on Tuesdays after lunch.
Phoebe: Of course.
Sam: You guys are strange!

003 Student's Book p5, Act 1

Girl: OK, let's look at this quiz. We have to try and remember the story from last year.
Boy: The Time Travellers story?
Girl: Yes, that's right. It's a true or false quiz. Number 1 ... 'They've already been to Turkey.' Is that true? Have they been to Turkey yet?
Boy: Yes, they have. Don't you remember learning about Istanbul?
Girl: Oh yes, of course – the only city on two continents. OK, so number 1 is true.. Number 2 ... China? I don't remember anything about China.
Boy: No, they haven't been to China yet. Number 2's false. And what's number 3? Oh, dinner in space! Yes, definitely. That's true: they've already had dinner in space.
Girl: Yes, they have and it was really funny. ... Huh? What's this about Patrick in number 4? Has he given someone a penknife? I don't think that's true.
Boy: Yes, you're right. It's false. I remember that. It was in the rainforest. Alex gave the chief a penknife as a present.
Girl: Did he? OK. What about the next one? Australia?
Boy: No, there wasn't anything about Australia, so number 5 is true: they haven't been to Australia yet. Now, number 6 ... the USA.
Girl: Yes, they've already been to the USA. Twice actually. They went back to when there were sheriffs and cowboys and they saw the Elvis concert as well. Number 6 is false.
Boy: And they met Elvis after the concert, so number 7 is false.
Girl: False? Oh yes, because it says 'They haven't met a famous person yet', so you're right, number 7 is false. They met Elvis ... and Shakespeare.
Boy: And this last one? 'Phoebe hasn't bought a city guidebook yet.'
Girl: Well, that's definitely false! She bought one in Turkey ...
Boy: ... Yeah and I think she needed one because she got lost!
Girl: No, she did not! She did not get lost! She had to wait for the boys at the underground station because they went without her.
Boy: Yeah, OK. Well, I think we did quite well on this quiz anyway.
Girl: Yes, between us we remembered everything.

1 The treasure

011 Student's Book p10, Act. 2

Alex: Didn't I say, 'What will happen if we go into the yellow light'? Now look!
Phoebe: Shhh! Yes, look ... pirates!
Patrick: What are they doing, Alex?
Alex: The pirates have just found a treasure chest. I'm not sure, but I think there are gold coins in it.
Patrick: Let me have a look. Pass me the binoculars, Alex.
Alex: Here you are.
Patrick: Alex, you're wrong. The pirates haven't just found a treasure chest. The one with the eye-patch and the one with the beard have got spades. They're digging a hole to bury the treasure chest. They're going to bury it next to the palm tree.
Phoebe: Let me have the binoculars, please.
Patrick: Here you are.
Phoebe: The treasure chest is in the hole now and they're covering it with sand. The man who's got the hook is talking to the others. I think he's the captain. He's got a **big** sword.
Alex: Can you see a ship anywhere, Phoebe?
Phoebe: Yes. I think there's one behind the trees.
Alex: What are we going to do?
Patrick: Let's wait for them to leave and then dig up the treasure.
Phoebe: What if they come back?
Alex: Yes, what if they come back?
Patrick: Are you two scared?
Phoebe: Maybe, but at least we aren't stupid.

018 Student's Book p17, Act. 1

Radio host: Good morning. And welcome to Lucky Finds. I'm Andy Bookers. Today our guest is Mrs Vincent. Mrs Vincent, you found a very valuable Roman bracelet. Tell us how you found it.
Mrs Vincent: Well, I was on our tractor in the fields and I looked behind me and saw a circle of metal. I thought it was from the tractor. So I stopped, got off and picked it up. The circle of metal was very dirty, so I really didn't know what it was.
Radio host: So what happened then?
Mrs Vincent: Well, I took it back to the house and left it on the kitchen table. I forgot all about it until my daughter, Sara, saw it and asked me if she could have it.
Radio host: How old is your daughter?
Mrs Vincent: She's fourteen. Well, I said yes. So she cleaned it and showed it to me. It looked like a very nice bracelet, but I didn't think it was anything special.
Radio host: So how did you find out it was?
Mrs Vincent: Well, Sara wanted to wear it to school. And when she did, one of the teachers saw it. He asked Sara if he could borrow it for a day. The teacher showed it to an expert at the museum who said it was a Roman bracelet. And it was very valuable. The museum bought it and we got half of the money they paid.

Radio host: How did Sara feel?
Mrs Vincent: She was sad to say goodbye to the bracelet. But she bought some nice things with the money we got.

006 Workbook p17, Act. 3

Teacher: OK, listen everyone. I want to tell you about a new club that's starting next week.
Boy: What is it?
Teacher: It's called Treasures and mysteries. It's on Thursdays, after school at 3.30.
Boy: That sounds interesting. What happens there?
Teacher: Well, the idea is that you learn about History by looking at objects from different times. So, each week, you'll look at one valuable object.
Boy: Wow! Can we touch real treasure?
Teacher: No, David. Some weeks you'll look at special pictures of the objects on websites or in books.
Boy: Oh.
Teacher: But sometimes, a friend of mine from the museum will bring real objects for you to look at.
Boy: Wow! Can we touch those?
Teacher: Well, you can, but they're very old and valuable, so you have to wear gloves. And you have to be very careful.
Boy: OK. I'd like to do that. When does it start?
Teacher: Next week – Thursday 20th.
Boy: Do we need to bring anything special?
Teacher: No. The school will provide everything, including the gloves.
Boy: Great. Which teacher is leading the club?
Teacher: It's Miss Wright. Do you want to write that down?
Boy: Sure. How do you spell it?
Teacher: W-R-I-G-H-T
Boy: Great. I'll be there.

Student's Book p18

Where can we find precious metals?
Silver and gold are precious metals.
Precious metals are expensive and important because they are difficult to find.
Lots of jewellery is made of gold and silver.
In the past, people used gold in lots of different things from cups and coins to teeth!
They also used silver to make coins. They used it to make knives, forks and spoons, and they needed it to help make photographs too.
Today, we don't use precious metals to make coins or photographs, but there's gold and silver in some sports medals.
And now we need these precious metals to make parts of our computers and mobile phones!
We can find pieces of gold and silver in rocks all over the world.
There's a lot of gold in the rocks under the sea, but it's very difficult to get it.
Sometimes people find gold in rivers. Traditionally, people find it using a pan.
With the pan, they pick up small rocks and water from the bottom of a river. Then they move the pan.
The small pieces of rock stay on the surface because they are light, but the gold is very heavy so it falls to the bottom of the pan.
The pieces of gold found in rivers are usually very small.
People still look for gold in rivers today, but they use big machines, not pans!
Most gold comes from gold mines. People have to go a long way underground or dig very deep holes to get to the gold. It's hard work!
Silver is also found underground.
There are lots of silver mines in Mexico. Artists make this silver into beautiful jewellery.
Precious metals are difficult to find.
Let's find out more.

020 Student's Book p19, Act. 5

Rings: Rings can be made of gold or silver. Sometimes they're made of gold and silver.
Coins: The coins we use today to buy things don't have any gold or silver in them. In the past, many countries had gold coins or coins with some silver in them.
Computers and phones: Computers and phones are usually made of plastic. But inside them **there are** very small pieces of gold.
Digital photos: Some digital photo prints are made with very small pieces of silver in them. The silver helps to make very good pictures.
Dentist's equipment: Dentists use gold to make teeth better. Some of their equipment has also got very small gold parts in it.
Sports medals: Gold medals can weigh about 500 grams but only 6 grams of the medal are gold. Most of the gold medal is made of silver! Silver medals are made of silver.

022 Student's Book p20, Act. 1

Boy: My treasure for the show-and-tell today is these paintings. My brother Christopher and I painted them last year when we were doing an art course in the summer holidays. You can see that they both show a snake in the desert. We haven't been to the desert, but we've seen pictures and that's why we chose the red, orange and yellow.
On our art course, the teacher showed us lots of paintings by Aborigines – the first people who came to Australia – so we tried to use that style and I think our paintings are a *little* bit like Aboriginal art. My mum put both our paintings in this frame and at home it's on the wall in the living room. When we have visitors, she always tells them that we painted these pictures, but we don't really like that ...!

2 Future transport

024 Student's Book p22, Act. 2

Patrick: Wow! Where are we?
Phoebe: We must be in the future.
Alex: Yeah, I think you're right. It seems like we're in a park in a big city somewhere.
Patrick: How do you know it's a big city?
Phoebe: Well, look at the monorail. It's full of people. They must be going somewhere.
Patrick: These people have cool ways of getting around. Look! There's someone on a unicycle! That seems fun.
Phoebe: And that kid on the floating skateboard over there!
Patrick: Hey, and look up there! Someone's flying a microlight. And are those ...? Yes, it's powered by solar panels! Amazing! I'd love to do that!
Phoebe: Yeah, me too, but I don't think I could.
Patrick: Why not? It looks easy.
Alex: No, it doesn't and I'm sure it's dangerous too if you don't know how to do it.
Patrick: Oh, I don't think so. But, hey, look! You can hire jet packs for a day. Let's do that, guys. Come on!
Jet pack hire man: Hello. Would you like to hire a jet pack?

Patrick: Yes, we would.
Alex: Is it difficult?
Jet pack hire man: Well, not really, but you need to wear a helmet. Here you are – three helmets.
All three: Thanks.
Jet pack hire man: Do you know how to fly a jet pack?
Patrick: Sure.
Jet pack hire man: OK, here you go then.
Patrick: See you, guys!
Phoebe: Erm, I think I'd like a quick lesson.
Alex: Me too.
Jet pack hire man: OK, but it's not difficult. Here are the instructions, so you can read them carefully. For instance, if you press the yellow button, you go up. If you press the blue button, you come down. It's that easy.
Phoebe: OK.
Jet pack hire man: But there's one thing you mustn't forget. It's very important. If you press the yellow and the …

009 Workbook p28, Act. 1

1 **Where did Brenda's family go on holiday last year?**
Man: So, tell me about your holiday last year. Did you go to Italy again?
Brenda: No, we didn't. We wanted to, but then my uncle and my aunt decided to come with us and they wanted to see a different country.
Man: So where did you go?
Brenda: Well, my parents wanted to go to Spain, but my aunt and I wanted to go to Turkey, so we had a long discussion and in the end we went to Turkey. I think we're going to Spain this year.

2 **How many postcards did the man buy?**
Man: How much for these postcards, please?
Woman: Just a moment. I need to count them. You've got 14, yes?
Man: That's right.
Woman: Do you want anything else?
Man: Er, no, thanks, just the postcards.
Woman: That'll be 7 euros, please.

3 **What time does Sue's piano lesson start?**
Dad: Sue, you need to go. It's time for your piano lesson.
Sue: I know, Dad, but there's lots of time yet.
Dad: Well, I'm not sure that there is. You need to hurry up.
Sue: Why? What's the time now?
Dad: Ten past three.
Sue: Dad, I've got another half an hour before the lesson starts!

4 **How far is Jane's nearest train station?**
Man: How far is the nearest train station?
Jane: Are you going on the express train?
Man: Yes, I am.
Jane: Then you should take a taxi to Linton. It's about 4 kilometres away.
Man: Four kilometres? Is there nothing nearer?
Jane: Well, yes, there's a station only one kilometre away, which is my nearest, but the express trains don't stop there.

5 **What will the weather be like?**
Woman: I hope you have a nice holiday with lots of sunshine.
Man: Yes, I hope so too, but it isn't looking good. I listened to the weather report this morning and the forecast is bad.
Woman: Is it going to be cold?
Man: Well, it won't snow, but they say that there'll be a lot of rain.

029 Student's Book p29, Act. 1

Girl: Last year, my parents took me to Venice in Italy for a week. It's an amazing city. I don't know if you know, but there aren't many roads in Venice. Instead of roads there are canals, so you don't see many cars, but you see loads of boats. The most typical boat is the gondola. It's a long flat boat that you sit in while a man stands behind you and pushes the boat with a long pole. You tell him where you want to go and he takes you there – just like a taxi – although they are quite expensive. Anyway, it's a great experience and if you ever go to Venice, you must try it!
Boy: I lived in Surabaya in Indonesia for a year because my dad had a job out there. It's a great place and I had a wonderful time. One of the things I liked most was getting about in a becak. A becak is a kind of bicycle that takes people around the city, a sort of bicycle taxi. One or two people can sit in the front and the driver cycles you from behind. It's a brilliant way of seeing the city and it's much quicker than taking a taxi because the becaks can go anywhere and get in between the cars. They're really cool!
Girl: When we were on holiday, I saw this really strange type of transport. It's called a pedicab. People sit on a seat, which is on two wheels, and the seat is attached to a bike, which a man rides. You find pedicabs mostly in smaller streets where cars and lorries aren't allowed to go. The riders work hard and often they have to shout when there are people!

Student's Book p30

What kinds of renewable energy are there?
A lot of the energy we use today is very bad for the environment.
When we use fuels, like oil and coal, they can cause pollution.
One day there won't be any more of these fuels.
Renewable energy doesn't pollute the environment and we can use it again and again – there will always be more of it!
We get renewable energy from the sun, the wind and plants.
We use this renewable energy to make electricity.
We can use this electricity in our homes and towns, and we can keep the electricity in batteries.
We can use these batteries in electric cars, bikes, scooters and lots of other machines.
We collect energy from the sun using solar panels. There are solar panels on houses in towns and in fields in the countryside.
We can even use solar panels to charge our phones, make cars move and make planes fly!
This solar-powered plane, called Solar Impulse 2, flew around the world.
The International Space Station has got thousands of solar panels!
We collect energy from the wind using wind turbines.
There are turbines on land and in the sea.
There are wind farms with thousands of turbines. The biggest turbines are more than 200 metres tall!
We collect energy from plants by making them into biofuel.
Farmers grow crops like corn and wheat. The crops are turned into biofuel in a factory.
This fuel can be used to drive some lorries, buses and tractors.
There are lots of different kinds of renewable energy.
Let's find out more.

3 Ancient Egypt

033 Student's Book p34, Act. 2

Alex: Look! We're in Egypt!
Patrick: The pyramids … and the Sphinx!

Phoebe: I can't believe it! I've always wanted to see the pyramids.
Alex: Who's that man on the chariot?
Phoebe: He's the Pharaoh. He's a kind of king.
Alex: And look at all those slaves! That looks like very hard work.
Patrick: Yes. I hope they don't find us. I don't want to be pulling giant blocks of rock.
Phoebe: Hmm … I don't think the Pharaoh looks after the slaves very well. I'd love to go inside and see if we can find the tomb.
Patrick: Let's do it! Let's go!
Alex: Don't you think it's a bit dangerous?
Patrick: We'll be very quiet. They won't see us.
Alex: I'm not sure it's a good idea. What do you think, Phoebe?
Phoebe: I think we have to go. We can't miss this chance.
Alex: OK then. But let's be careful.

034 Student's Book p35, Act. 1

Here is how the pyramids of Giza were built. They were made from big blocks of rock.
First, they had to find ways of taking the big blocks to Giza.
Here's how they did it:
The blocks were cut from the sides of mountains.
Then the blocks were put onto boats and taken to Giza.
The blocks were taken off the boats and put onto special sledges.
The sledges were pulled by horses and slaves.
Archaeologists know how the blocks of rock were brought to Giza, but there is still one big mystery. How were they put on top of each other?

041 Student's Book p40, Act. 4

To make the sign for *like*, show the palm of your hand and then make a circle with your thumb and second finger.
To make the sign for *stop,* use your right hand to chop down into your open left hand.
To make the sign for *cry*, put your index fingers, that's your pointing first fingers, under your eyes and move your fingers up and down your face a few times.
To make the sign for *tall*, move the index finger on your right hand up and down your open left hand.
To make the sign for *cold*, make a fist with each hand – like a ball – hold your hands in front of you and shake them.
To make the sign for *thank you*, put the fingers of one hand to your mouth and then move them away from your mouth towards the person that you want to thank.

Student's Book p42

What kinds of art was there in Ancient Egypt?
The Ancient Egyptians built some amazing buildings, like the pyramids and the Sphinx, that we can still see today.
When the rulers of Ancient Egypt, the pharaohs, died, people buried them inside tombs.
When archaeologists went into these tombs, thousands of years later, they found lots of beautiful Egyptian art.
Artists in Ancient Egypt made paper from the stems of a plant called papyrus.
This plant grew along the River Nile that runs through Egypt.
They cut the stems of the plant and made a thick paper. They wrote on papyrus and they painted on it too.
Artists also painted on stone walls. We can see some of these paintings today.
Artists made paintings of people and animals.
We can learn a lot about how the Ancient Egyptians lived from the pictures.
The paintings are very, very old, so some of the colours are pale now.
But many of the paintings in the tombs where there's no sun still look amazing.
Artists used a special liquid from trees to help keep the colours bright.
Each colour often had a meaning. Red was being angry, green was being happy, and white was being clean.
Blue and gold paint were expensive, so artists used these colours in paintings for the pharaohs.
Egyptian artists made ceramic pots in different shapes and colours, and they made many sculptures too.
Sculptures of important people often showed them sitting down with their hands on their knees.
Some of these sculptures are huge!
The tombs of the pharaohs were full of amazing jewellery.
The jewellery was often made of gold and precious stones because it was a gift for the pharaoh.
There was lots of art in Ancient Egypt.
Let's find out more!

044 Student's Book p44, Act. 1

Ellie: For my talk about an ancient civilisation, I've prepared a presentation about the Vikings. I've read two books recently and I got really interested. One book is called *The Sea of Trolls* and the other one is *Wolf Cry*. They're both thrilling books. The Vikings were people from Scandinavia in Northern Europe. The countries in this area are now called Denmark, Norway and Sweden …
… as you can see on the map.
In about the year 400, they started to sail across the sea in their fast boats. Historians use a special word for the Viking boat which you can see here.
It's called a longship and you write it as one word – longship.
The Vikings attacked towns and villages on the coasts of Britain, France and Italy.
Some people say that America was discovered by the Vikings because a few of them even sailed to America 500 years before Christopher Columbus arrived.
In films and on TV, we often see the Vikings in helmets with horns, … like this picture, but I've drawn a question mark because historians don't think that they wore helmets like this when they were fighting. They think perhaps they wore them for festivals and other special occasions.

4 Olympic sports

046 Student's Book p46, Act. 2

Alex: So where are we now?
Patrick: I don't know, but it's a beautiful place, that's for sure!
Phoebe: It's Rio de Janeiro in Brazil, and we're here during the Olympics!
Alex: Wow! So maybe we can go and see some of the events.
Patrick: Sure. You know what? I'd love to see the boxing or the wrestling.
Phoebe: That's typical of you, Patrick. Boxing and wrestling.
Alex: What would you like to see, Phoebe?
Phoebe: A volleyball game. I love ball games. And you, Alex?

Alex: Well, let me see. Archery? Fencing? Weightlifting? It's so difficult, isn't it? Ah, I know. I'd like to see the rowing competition.
Patrick: OK, so we're going to see different things – Phoebe, you go and see your volleyball, Alex can go and watch the rowing, and I think I'll go to the wrestling.
Phoebe: Oh, come on, that's boring! We're friends!
Alex: That's right. We should go and see something together.
Patrick: OK. So, volleyball first, then wrestling, and finally the rowing.
Alex: Yep. Sounds good to me.
Phoebe: Right, let's go!

016 Workbook p52, Act. 1

Maxine: Hi, Adam. My brother told me you like sports. Did you go to the sports afternoon on Monday?
Adam: Yes, I went with some friends and it was great fun. Why didn't **you** go?
Maxine: I'm not so keen on sports. So what sports did you do?
Adam: Well, I tried something new. I had a rowing lesson. It was great.
Maxine: Wow, rowing! That sounds exciting.
Adam: Yes, I wanted to try fencing first, but there wasn't a trainer to show me how to do it, so I went for the rowing and I really liked it.
Maxine: Hmm. What did the others do?
Adam: Well, James tried boxing for the first time and he was really excited about it. He said it was great fun.
Maxine: I don't like boxing at all.
Adam: How about gymnastics? Ellie tried gymnastics, and she loved it.
Maxine: Hmm. Did anybody play tennis?
Adam: No. Justin wanted to play, but he couldn't find a partner, so he tried weightlifting. He said it was great.
Maxine: Wow!
Adam: Guess what I want to try next week.
Maxine: Hmm, no idea! Tell me.
Adam: Archery. Stacey tried it and she felt like Robin Hood!

051 Student's Book p53, Act. 2

Imagine we invited animals to take part in the Olympic Games. How would we do? We'd probably beat them at team sports, like football. But when it comes to running, jumping, weightlifting and swimming, we wouldn't have a chance! For example, to win the 100 metres, Olympic runners need to run at about 43 km/h. The cheetah runs nearly three times this speed at 112 km/h. Gold medal to the cheetah!

In the high jump, the best humans can jump about 2.5 m. The puma wins this gold medal for the animals with a jump of 3.6 m.

What about the long jump? Humans can jump around 9 m. This is far behind the kangaroo, which can jump nearly 13 m. Gold medal to the animal kingdom of Australia!

In weightlifting, the gold medal goes to the elephant, which can lift up to 300 kg, and that's with its trunk! The best humans can lift is about 200 kg.

However, the sport where the difference is the greatest is swimming. In the pool, the fastest humans swim at 8 km/h. Compare this with the gold-medal-winning sailfish, which swims at a speed of 109 km/h. That's 13 times faster!

Student's Book p54

How do athletes train?
Athletes train to keep fit and get better at their sport so they can win medals!
They often train for hours every day. They train outside and they train in the gym.
Athletes also have to eat a healthy diet and they need to rest and sleep well too.
Many athletes need to be very strong. They have to train to build their strength.
Weightlifters lift heavy weights. They need to be strong in their upper and lower body.
Rowers need strong arms and strong legs too.
They often start training very early in the morning and when they are not rowing outside, they're in the gym, on the rowing machine.
Some athletes need to be very fast. They have to train to build their speed.
Runners need to move fast to win races. Running up steps and up hills is very good training if you want to get faster.
Long jumpers need to be fast and have strong legs, so they can jump a long way.
For some athletes, it's important that they don't fall over easily. They have to train to build their balance.
Fencers need good balance and gymnasts need very good balance. It takes a lot of training to be a gymnast. Gymnasts have to start training when they are very young!
All athletes need stamina. Stamina means they can do their sport for a long time.
They don't stop, even when they are tired.
Stamina is really important when an athlete has to keep going for a long time.
Athletes train to build their strength, speed, balance and stamina. Let's find out more!

054 Student's Book p55, Act. 5

I spoke to Valeria Taroni. She is famous in the sport of fencing. She has won many Olympic medals.
In her sport, Valeria needs a lot of strength, and stamina. But she needs balance and speed too. So I asked her how she trains.
Valeria Taroni told me that she starts training early in the morning. First, she does some weightlifting. That gives her strength. Then she runs. It helps her to build speed and stamina.
Valeria always eats healthy food. She eats a lot of vegetables, fruit and meat.
In the afternoons, Valeria practises fencing with her trainer. That's very important for her balance. The more she trains, the better she becomes at fencing.
But it's also important to relax. Valeria relaxes for two days a week. She loves reading and listening to music.
Finally, I asked her why she loves fencing. She says that it's fun and it's really good for your upper and lower body.

5 In London

056 Student's Book p58, Act. 2

Alex: Those shops look nice. Where are we?
Phoebe: I think we're in London.
Patrick: London? Where are all the tall buildings, you know, the flats and offices?
Phoebe: There aren't any. We're somewhere in the past. Look at

the houses. They're all made of wood. And the shops have all got those nice signs.
Alex: Are they open? I'm hungry.
Patrick: Let's check if the baker's is open.
Phoebe: No, it's closed.
Alex: What's that sign over there?
Patrick: I think it's a tailor's.
Alex: There's a butcher's over there too. I think they're open.
Phoebe: No, that's closed too. How about the grocer's?
Patrick: That's closed as well. And look, the chemist's is closed too.
Alex: Why are they all closed? Let's find someone and ask.
Patrick: Excuse me, why are all the shops closed?
Mr Fisher: There's a big fire near London Bridge and it's spreading. Look at the smoke over there.
Phoebe: Oh no! We're in the Great Fire of London.
Mr Fisher: The what? Well, anyway, everyone's getting out of the city. You must get away too. Come with me. By the way, I'm Mr Fisher. I'm a barber.

063 Student's Book p65, Act. 1

Welcome to the LondonTours'r'Us Info line. This is a recorded message about our Dungeon tour. This is one of London's most popular tourist attractions and we suggest you book tickets before you come to save time waiting in the queue.
Adult tickets including the bus cost £23.50 and children from ages 4 to 15 pay £17.50.
These tours run seven days a week and you can catch a bus at one of four pick-up points in the city. For more information, please call 0315 782763.

021 Workbook p65, Act. 1

Woman: Hello. I'd like some information about trains from Whitebridge to London, please.
Man: Is that for today?
Woman: No. It's for Thursday.
Man: And what time do you want to travel?
Woman: Well, I'm going to an exhibition at the Tower of London and I need to get there by midday.
Man: So you'll want to arrive about 11 o'clock.
Woman: That sounds about right.
Man: OK … if you get the 9.40, that will get you to London at about ten to eleven.
Woman: The 9.40 train. OK, yes, that's perfect. How much is a return ticket?
Man: Are you coming back on the same day?
Woman: Yes.
Man: That'll be 34 euros.
Woman: Fine. Can I get a snack on the train?
Man: Yes, you can buy drinks and sandwiches on the train.
Woman: One more thing, please. Can I buy the ticket at the station?
Man: Well, you can, or you can buy online before you travel. It's often cheaper.
Woman: Really? What's the website?
Man: Just go to www.traintickets.com. Traintickets: that's one word, OK?
Woman: Yes, so it's … www.traintickets.com.
Man: That's it.
Woman: Great. Many thanks for your help.

Student's Book p66

What 3D shapes are buildings?
There are incredible buildings in all kinds of 3D shapes around the world.
There are tall skyscrapers in many cities that look like cuboids, but they're not always simple shapes!
There's an art museum in Germany that looks like a glass cube.
There are some strange cube houses in the Netherlands.
There's a building in China that looks like a sphere made of gold.
In the UK, there's a lighthouse that looks like a cone.
And another one that's a cylinder because people need to land a helicopter on the top!
There are old stone pyramids in Mexico and Egypt, and there are new pyramids made of glass and metal in cities across the USA.
Many buildings are made of more than one 3D shape.
This castle is made of lots of cylinders with cones on top.
This library is made of shiny cuboids with a cylinder on top!
Some buildings are strange and unusual 3D shapes. The shapes are difficult to describe!
In London, there are lots of interesting buildings – old and new.
The Globe Theatre is a cylinder with no roof. This building looks old, but it isn't. It was built in 1997.
The BT Tower is a very tall cylinder with smaller cylinders at the top.
Big Ben is a long cuboid and it's got a cube at the top with a clock on it. There's a small pyramid-shaped roof above the cube.
Canary Wharf is also a tall cuboid with a pyramid roof on top, but it's much taller than Big Ben. It's got 50 floors.
The American Embassy is a very big glass cube.
The Shard is the tallest building in Europe. It looks like a very tall, thin pyramid. It's got 11,000 windows.
There are some strange 3D-shaped buildings in London. The Gherkin, the Cheesegrater and the Walkie Talkie are all new skyscrapers made of glass and metal.
There are different 3D shapes in buildings.
Let's find out more.

065 Student's Book p68, Act. 1

Teacher: OK, now it's this group's turn. Alice, you're speaking first, I think, and then Thomas and then Emily? Is that right?
Alice: Yes, that's right.
Teacher: Great. Now, is everyone listening? Put all your pens down. OK, Alice, over to you.
Alice: Sydney is the biggest city in Australia, but it isn't the capital. The capital is Canberra. There are about 4 million people in Sydney. The main languages spoken are English, of course, and then Chinese, Italian and Arabic because of the many people who have moved to live there.
Thomas: The most famous sight in Sydney is the opera house. Sydney Opera House is right on the harbour, so that's why it looks like a very big ship with lots of sails. People who visit Sydney also like to climb the harbour bridge, from where you have a wonderful view of the harbour.
Emily: Australia is in the southern hemisphere, so when it's winter in Europe, it's summer in Sydney. The winters are mild and the summers are warm. Sydney has some great beaches and at the weekends, in summer, the beaches are always full of people.

6 Crazy inventions

067 Student's Book p70, Act. 2

Alex: Wow! This place is strange. Look, it's full of amazing machines.

Patrick: Are we in the future again?
Phoebe: I'm not sure. Maybe we could ask that man over there.
Alex: The man at that workbench? He looks quite busy.
Patrick: He looks like a mad professor to me.
Phoebe: Well, he certainly looks like a professor. Let's go over to his workbench and talk to him.
Patrick: Erm, excuse me.
Professor: Just a minute. Just a minute. I've nearly finished. Pass me that hammer, please, and a few nails.
Alex: Here you are.
Professor: Thank you.
Professor: Now one quick turn of the screwdriver and that's it!
Professor: Oh dear! That wasn't supposed to happen. Now then, how can I help you?
Phoebe: Erm, we wanted to know what date it is today.
Professor: The date? Today is Friday 15th April.
Phoebe: And what year is it?
Professor: What year? Well, it's 2130. Everyone knows that!
Patrick: Well, we don't, but that's because we're from the past.
Professor: You children are crazier than me! Now, come on. Let me show you some of my machines.

072 Student's Book p77, Act. 2

Object 1. Have you ever wondered what your dog wants to say? Well, with this dog translator you can find out. You put the microphone around your dog's neck. When it makes a noise, a computer translates the noise for you. It says if the dog is happy, sad, hungry or angry.

Object 2. Everyone loves pizza. The only problem is cutting it into pieces. Knives never cut through completely and the pizza is too hot to give to your friends with your hands. But these scissors make a tidy cut and help you share the slices easily too.

Object 3. You have a party to go to and you want to wear your best new shoes. The only problem is that it's raining outside and you don't want to get them wet. But don't worry! Just put these mini-shoe umbrellas on to your shoes and you can get to that party with your shoes nice and dry.

Object 4. Table tennis is a great game but not everyone has a room that's big enough for a table. The table tennis door solves that problem. Press a button and the door comes down to make a table. You stand on one side, your friend stands on the other, and you're ready to play!

024 Workbook p77, Act. 1

Museum guide: Good afternoon, everyone, and welcome to the Great Inventions Museum. Before you have a look around the museum, I'd like to tell you about some of the things you can see.
Downstairs in the Red Room, over there, we have a large collection of old typewriters. Some are more than 100 years old. Downstairs on the left, in the Green Room, we have a collection of electric fans from all over Europe. There are some amazing examples.
Upstairs, in the Left Gallery, we have a room full of the world's first mobile phones. You'll be amazed at how much these have changed since the late 1970s when they first appeared.
In the Right Gallery, also upstairs, we have the largest collection of torches in the world. We have more than 300. Some of these are more than 120 years old.
If you want to find out more about any of the exhibits, you can buy a copy of our guidebook. It's 6 euros and you can buy it in the gift shop by the café.
Finally, I would like to remind you that the museum closes at 5 p.m. I hope you enjoy your visit.

Student's Book p78

What kinds of machines are there?
We all use lots of different machines every day.
Simple machines help us to move things.
Levers help us to lift things that are difficult to move
A seesaw is a big lever. It moves us up and down!
A bottle opener is a lever that helps us take a top off a bottle.
A pulley helps us to lift things up or down. A pulley is a rope that sits on a wheel. You pull on the rope to move things.
We use a pulley to move flags up and down.
Some people use a pulley to get water from under the ground. It's hard work!
Wheels and axels help us to move heavy things. There are wheels and axels in a car.
The axel is at the centre of the wheel.
A wheel and axel can be small like the ones on a skateboard.
Or they can be very large – like this big wheel!
Wedges help us to move things apart quickly, or stop things moving.
An axe and a knife are examples of wedges.
A ramp is also a kind of wedge. We use ramps to move heavy things from one place to another.
A ramp can help a person in a wheelchair move up and down.
A screw is also a kind of wedge. We use screws to join things together.
We can use screws to make furniture or to put a picture on the wall.
A compound machine is made from more than one simple machine.
A wheelbarrow is made from three different simple machines.
A wheel and axel make it move. The handles are levers, and screws join the parts together.
Sometimes, compound machines are made of many different kinds of simple machines.
In a bike, there are levers, screws, and wheels and axels.
Imagine how many simple machines are in a car, or in this factory making the cars!
There are different kinds of machines.
Let's find out more!

7 This is Houston

075 Student's Book p82, Act. 2

Alex: This place is cool. Where are we? In some kind of control room?
Patrick: I think these guys with the headsets are computer programmers. They're watching TV. Look at the size of their television!
Phoebe: They aren't watching TV. Do you know where we are? Look at the big screen.
Alex: No! It can't be! This is the first landing on the moon!
Patrick: Really?
Phoebe: Definitely. We're in Houston, Texas, in 1969. We're in the control room for the first flight to the moon. There's the countdown clock for the lift-off from Earth ... and look at the big screen over there. Can you see the lunar module and the two astronauts? They've just landed on the moon!
Patrick: So ... that photo on the wall, with the rocket on the launch

pad ... is that the rocket from the first moon landing? I'm sure I've seen that photo before.
Phoebe: Yes, it's the Saturn V rocket which took them to the moon. That photo was only taken four days ago! And now they've landed on the moon!
Alex: Wow!
Engineer: What are you doing here?
Patrick: Erm ... erm, we're, we're from the future.
Engineer: Yeah, right. And I'm an Egyptian Pharaoh.
Phoebe: I'm sorry. We came in here ... erm ... can we please stay here and watch?
Alex: It's so exciting.
Engineer: I'm sorry, we can't have you here. We're gonna have to lock you up. Security!
Security man: What is it, boss?
Engineer: These kids can't be in here. Lock them up. They could be spies from another country. Who knows? This room is top secret. Take them away!

082 083 Student's Book p88, Act. 1 & 2

In the 1950s, the Russians and the Americans both wanted to be the first country to send someone into space. On 12th April 1961, the Russians won 'the race into space' when Yuri Gagarin spent two hours in space on his spaceship Vostock 1. Two years later, on June 16th 1963, the Russian Valentina Tereshkova became the first woman in space.

Russia was the first country to send people into space but it was an American who was the first person on the moon. On 20th July 1969 the spaceship 'Apollo 11' took Neil Armstrong from the Earth to the moon – a journey of 250,000 miles. Many people sat with their families in front of their TVs and watched him walk on the moon.

On the 28th April 2001, a rich American called Dennis Tito became the first space tourist. He paid $20 million for a trip into space. He spent a week away from the Earth and spent most of the time in the International Space Station. He had to train for 900 hours before he could go.

Student's Book p90

What are stars?
When we look at the night sky, we can see more stars than we can count.
A group of stars is called a galaxy. There are about 100 billion stars in our galaxy. It's called the Milky Way because people think it looks like a road made of milk.
These stars look small to us. We need a telescope to see them better. But really they are very large. They are just millions and billions of kilometres away.
Stars are burning spheres of gas and they are bigger than most planets.
The Sun is a star. The Sun is at the centre of our solar system and it's the closest star to Earth. It's still 150 million kilometres away!
Stars start in space in star factories. These are big cold clouds made of gas.
When the clouds break up, they get very hot and a star, made of gas, is created.
Very big stars burn the gas inside them for millions of years. When the gas is gone, the star dies and we can't see it anymore.
But smaller stars, like our sun, burn gas more slowly and they can live for around 10 billion years.
In the night sky, some groups of stars make shapes. These are called constellations.
There are about 88 constellations in the Milky Way.
People have given the constellations names.
Some have the names of characters from stories, like Orion. Orion was a great hunter.
Others are named after things they look like, like the Big Bear and the Little Bear.
Stars are amazing.
Let's find out more!

086 Student's Book p92, Act. 1

Girl: What's your favourite programme, Clover?
Clover: I've got lots of favourites – reality TV shows mostly. I love them! And I like soaps too.
Boy: Soaps are rubbish! Police dramas are much better. My dad watches lots of them. And of course all the sports programmes.
Zak: Hmm, I don't like sport. It's not fair – there are lots of sports programmes at weekends and I can't watch my programmes!
So what I do is this: I get up earlier than Mum and Dad and I put the TV on. It's usually cartoons.
Clover: Cartoons? Zak, they're for little kids!
Zak: Not all of them! Anyway, I don't really watch them because I usually play computer games at the same time!
Girl: That's stupid! If you aren't watching, turn it off!
Some of the comedies that my parents watch are quite funny, but I don't understand some of them.
Boy: Yeah, I know what you mean. My parents don't watch the news very often, but they love this game show where they ask questions about the news. And sometimes it's an old programme, so the news is old. That's really strange.
Clover: Do any of your parents watch documentaries?
Zak: Oh yeah ... boring!
Girl: Not all of them. Some of the animal documentaries are great.
Boy: And what about films?
Clover: In my family, we don't watch many films at weekends, but at Christmas we sometimes sit down and watch films together.
Boy: Oh yeah – my dad loves all the James Bond stuff.
Zak: And mine! And we've seen all the *Ice Age* films.
Girl: What about *Madagascar*?
Clover: Brilliant! And we like the Harry Potter films too.

8 A cold place

088 Student's Book p94, Act. 2

Patrick: I love this place. It's such fun. And the Northern Lights are amazing.
Phoebe: Yes, but I'm happy we found these clothes. It's freezing!
Patrick: Where are my mittens, Alex?
Alex: Over there, on the sledge. Shall we finish the igloo?
Patrick: Yes, why not?
Alex: What do you think of our igloo, Phoebe?
Phoebe: It's great. Shall I help you to finish it?
Patrick: No, it's nearly done now. Anyway, is that a snowman that you started? He hasn't got a head!
Phoebe: Oh yeah! You're right! I'll finish him. ...
Phoebe: There he is! Do you like him?
Alex: Yeah, he's great.
Patrick: And now the igloo's finished too. What do you think, Phoebe?
Phoebe: Just a moment.
Patrick: What are you looking at?
Phoebe: There's a polar bear out there with a cub.

Alex: Let me have the binoculars a minute.
Phoebe: Here you are.
Alex: And over here there are some seals on the ice. They've got cubs. They're so cute!
Phoebe: They're not cubs, they're pups. Don't you know anything? But hey, come on. Let's go and see them.
Alex: Hang on … they're moving … oh, it's the adults. They've just disappeared into the water.
All: Oh …

093 Student's Book p100, Act. 2

Why don't polar bears eat penguins? Let's find out with …
The difference between The Arctic and Antarctic!
The first thing you need to know is this. The Arctic is in the north – it's also called the North Pole. But the Antarctic is in the south – it's also called the South Pole. OK! That's the easy part.
So how are these two places different?
Well, the Arctic and Antarctic have snow, ice and icebergs – they're both very cold! But there are some big differences too. For example, the Antarctic is one big piece of land, a continent called Antarctica. The Arctic has an ocean in the middle – around it are parts of countries like Canada, Sweden and Russia. People in these countries live in the Arctic. But the only people living in the Antarctic are scientists.
The plants and animals in the Arctic and Antarctic are different too. There are no trees in the Antarctic, but they do grow in the Arctic. There are many animals in both: for example, whales, seals and birds. However, some animals are only found in one place. For example, polar bears live in the Arctic. And penguins only live in the Antarctic. That's why you will never see a polar bear eating a penguin!

031 Workbook page 101, Act. 1

James: Hi, Emma. Where are you going?
Emma: I'm going to the shopping centre. It's my brother's birthday tomorrow and I'm looking for a present for him.
James: Does he like reading?
Emma: Well, yes, he does actually. Especially detective stories.
James: I've just read a very good detective story. Maybe your brother would like it.
Emma: What's it called?
James: *The Polar Kids*.
Emma: That's a strange title. What's it all about?
James: It's about two children who live with their aunt, but they run away and go and live at the North Pole, where they end up solving a mystery.
Emma: Sounds interesting. My brother will be 11. Do you think he'd like it?
James: Well, I did, so yeah, I think so. Why not?
Emma: Where did you buy it? There isn't really a good bookshop in the shopping centre.
James: I got it at Willow's bookshop.
Emma: Where's that?
James: Do you know the bridge at the end of River Road?
Emma: Yes, sure.
James: Well, go across the bridge and then you're in Park Lane, where you turn right. The shop is at the end of Park Lane.
Emma: Great, I'll go there straight away. How much was it?
James: Twelve euros.
Emma: OK, thanks, James.
James: You're welcome. Hope he likes it.

Student's Book p102

What life is there in the Arctic?
The Arctic covers parts of Northern Europe, Greenland, Canada, Russia and Alaska.
In the Arctic, there's lots of snow and the wind is strong and icy.
There's very little rain in the Arctic – the tundra habitat is a cold desert. But there is life in the Arctic.
Not many plants grow in the frozen ground, but small plants, like moss and grass, grow in the tundra.
In the summer, herbivores, like the Arctic hare. eat leaves and berries from plants.
Reindeer eat roots, grass and moss.
In the winter, herbivores have to dig under the snow to find food.
It isn't easy for animals to survive in the Arctic in the winter.
Reindeer have thick fur to keep them warm, but there isn't enough food for them in the winter.
So they move south in big groups to find warmer areas with more food.
For carnivores, like the Arctic fox and polar bears, there's food all year round.
In the summer, Arctic foxes have got brown fur, but as the weather gets colder, their fur changes colour.
In the winter, they have thick, white fur, so they can keep warm and hide in the snow.
Many of the biggest animals in the Arctic live near and in the Arctic Ocean.
It's so cold in the Arctic that the surface of the ocean freezes and turns to ice.
But under the ice, the Arctic Ocean is home to lots of fish and mammals like seals, walruses, and the amazing narwhal.
Walruses can grow to more than 1,500 kg. Their fat keeps them warm.
They've got two large tusks to stop polar bears from eating them.
Narwhals are the only kind of whale that have got a tusk, and they've only got one!
About four million people live in the Arctic. Some of these people are Inuit.
These are the native people who have lived in the Arctic for thousands of years.
In the past, the Inuit moved from place to place, hunting for food.
In the winter, they lived in shelters made of snow.
Today, the Inuit don't travel as much as before.
They still hunt and fish, but many of them live in wooden houses in small villages.
There's lots of life in the Arctic.
Let's find out more.

9 The Jurassic Age

097 Student's Book p106, Act. 2

Alex: Wow, this place is strange! Any idea where we are?
Patrick: Look at that muddy swamp. I've never seen anywhere like it. I think we're in the future.
Phoebe: No, I think we're in the past. I think we're in a time before people walked on Earth.
Patrick: Why do you think that?
Phoebe: Well, if you look over there on the horizon, I think there's a dinosaur.
Alex: A dinosaur! You're joking.
Patrick: She isn't. Look over there by the pond. There are some dinosaurs feeding.

Phoebe: This is so cool! I've always wanted to see dinosaurs.
Alex: But isn't it a bit dangerous?
Patrick: No. Let's go and explore. We don't know how long we've got here.
Phoebe: I think we should wait behind these rocks for a while. Let's just check to see if there's any danger.
Alex: What was that?
Phoebe: I don't know, but come on, let's get behind these rocks. We should definitely hide.

104 Student's Book p113, Act. 1

Chris: Hello, this is Chris Small from the nature club. I'd like to leave a message for Lucy.

It's about the fossil hunting trip tomorrow. We're meeting at 9 am. That's nine o'clock. And we're meeting in the school car park. Please can you wear some boots as the weather doesn't look great for tomorrow. Bring a waterproof coat too.

You don't need to bring anything else as we have all the equipment you will need to help you find fossils. Oh, and don't forget to take a packed lunch and a bottle of water. Tell your mum or dad to pick you up at the car park at about three o'clock. That's when we should be getting back. I think that's everything. If you have any questions, you can call me on 279453. That's 279453.

Oh, I almost forgot. The cost of the trip is £5 and you should bring the money with you. Thanks and see you tomorrow. If you're lucky, we might discover a new dinosaur!

Student's Book p114

What do we know about the Stone Age?
The Stone Age was a time long ago, when people used stone tools to help them survive.
The Stone Age was about 3.4 million years long.
It ended when people first started using metal to make tools and weapons.
Stone Age people were hunter-gatherers.
This means they lived in small groups, and hunted animals and gathered plants for food.
Sometimes they hunted big animals like woolly mammoths to eat. But they had to gather most of their food. They looked for fruit, leaves, birds' eggs and berries to eat.
Stone Age people often used flint. They made the flint very sharp and they used it to make weapons and tools.
They made wooden axes with flints on the end, so they could cut down trees.
They used the wood to make fires to cook their food and to make canoes, so they could collect fish.
They made tools using the bones of animals they hunted, and they used the skins and fur to make clothes and shelter.
Stone Age people used clay and rock powder to make paint. They used the paint to draw on the walls of caves.
We've learned a lot about the lives of Stone Age people from the paintings we can still see today.
Some groups of Stone Age people made strange circles using very large stones.
The stones were taken from different places. They didn't have wheels in the Stone Age, so it was very difficult to move the large stones.
Archaeologists think that Stone Age people used these circles to celebrate times when the sun was highest in the sky in the summer, and lowest in the sky in the winter.
We can still see lots of these stone circles today.
There are famous stone circles at Stonehenge, in England, and Callanish, in Scotland, but the oldest stone circles we can see today are at Gobekli Tepe in Turkey.
The Stone Age was an interesting time.
Let's find out more!

107 108 Student's Book p115, Act. 4 & 5

Stone circles were first made in the Stone Age. They were made with very tall stones that stand in a circle shape. We can find them all over the world. The oldest stone circle we can see today is in Turkey. It's at Gobekli Tepe and it's about 12,000 years old. There are stone circles in African countries but they aren't as old as the stone circles in Turkey.

Archaeologists think that the stone circles were made for enjoying summer when the sun was highest in the sky (at midday). They were also made for enjoying winter when the sun was lowest in the sky (at midday). Archaeologists think that people met at the stone circles to talk to each other.

Big stones were taken from different places to make the circles. They had to be lifted and carried by people pulling a rope. Each stone was put in a special place so people could see the sun and the moon at different times.

109 Student's Book p116, Act. 1

Luke: The Tyrannosaurus rex lived 85–65 million years ago.
We don't know what colour it was because scientists can't be sure.
It was about 13 metres long – that's longer than two large cars in a line! – and 5 metres high.

The Tyrannosaurus rex could run quite fast, but scientists don't think that it ran more than 30 km per hour.

That's not bad when you think that it weighed 7,000 kilos!

It was a meat-eating dinosaur, so that means that it ate other dinosaurs.

Most Tyrannosaurus rex fossils are found in the United States.

035 Workbook p113, Act. 3

One of the most common types of fossils found are of ammonites. Although the ammonites died out millions of years ago, we can tell a lot about them from these fossils. Ammonites lived in the sea between 240 million and 65 million years ago, around the same time as the dinosaurs. They had soft bodies and they didn't have spines. They lived in coiled shells and had long tentacles. They also had beaks. The smallest ammonite shells were 2 ½ cm and the biggest were over 3 m in diameter. They ate fish and crabs, but they were also the favourite prey of large sea lizards like the mosasaur. Modern relatives of these fascinating creatures include octopus, squid and cuttlefish. Next time you are by the seaside, keep an eye out for a spiral pattern on loose bits of rock because it might be an ammonite fossil.