Academy Stars 5

SECOND EDITION

Teacher's Book
+ access to App



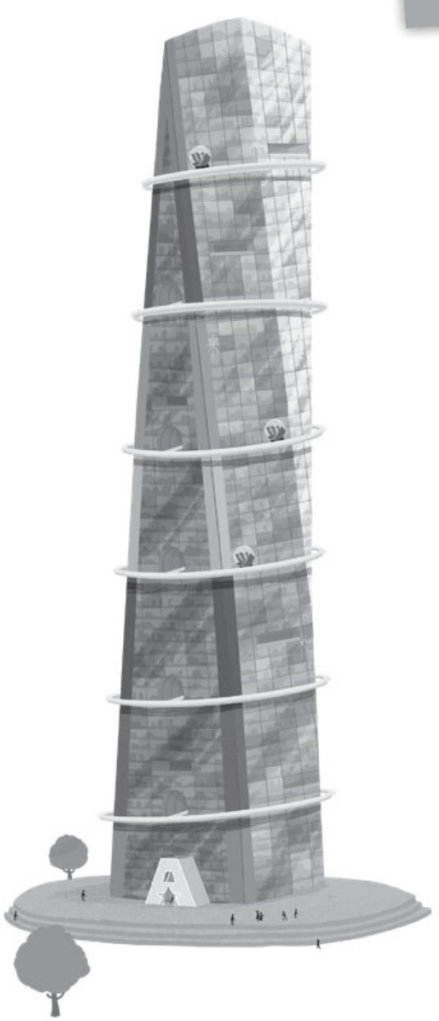
Dulce Alvarez

macmillan education

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Macmillan Education Limited
4 Crinan Street
London N1 9XW

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Written by Dulce Alvarez

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Scope and sequence

	Unit	Vocabulary	Grammar	Language in use
	Welcome p4	The countryside, outdoor sports, jobs, shops, plants and animals	*What do you do in your free time? What did you do during the holidays?*	
1	**It's an emergency!** p8	Emergencies Working with words: adjectives with *-ing* or *-ed*	**Past continuous with past simple:** *He was feeding the elephant when it escaped.*	**Interrupted past, questions and answers with *when* and *while*:** *What were you doing when the alarm rang? It rang while I was painting.*
	Reading time 1: The trick			
2	**Life in the past** p22	The past Working with words: making nouns from verbs	***used to*:** *He used to be an actor. He didn't use to teach maths.*	**Questions with *used to*:** *Where did you use to live? Did you use to have servants?*
	Review 1 **Cambridge Exams practice:** A2 Flyers: Reading and Writing Part 3; Speaking Part 2			
3	**Adventure time** p34	Outdoor activities Working with words: using extreme adjectives	**Present perfect:** *She's seen a bear. She's never seen a lion.*	**Present perfect + *ever*:** *Have you ever put up a tent? Yes, I have. / No, I haven't.*
	Reading time 2: Mystery on the beach			
4	**Cool jobs** p48	The world of work Working with words: *make* or *do*?	**Present perfect + *How long?*, *for* and *since*:** *How long have you been here? For an hour. / Since 3 o'clock.*	**Present perfect + *already* and *yet*:** *I've already had lunch. Have you seen him yet?*
	Review 2 **Cambridge Exams practice:** A2 Flyers: Listening Part 1; Speaking Part 3			
5	**Getting around** p60	Travel and transport Working with words: suffixes (*-ful* and *-less*)	**Comparisons with *just as ... as* and *not as ... as*:** *I'm just as fast as you. You aren't as skilful as me.*	**Comparisons with *too* and *not enough*:** *It's too crowded. It isn't safe enough.*
6	**How is it made?** p70	Products and processes Working with words: suffixes (*-tion* and *-sion*)	**Passive voice (present simple):** *The dress is made from plastic bags. One million dresses are sold every minute.*	***made of* and *used for*:** *Is it made of metal? It's used for cutting vegetables.*
	Review 3 **Cambridge Exams practice:** A2 Flyers: Reading and Writing Part 2; Speaking Part 4			
7	**Music and song** p82	Music and song Working with words: prefixes (*im-* and *dis-*)	***will* and *going to*:** *One day he will be famous. He's going to play tomorrow. Look! She's going to fall.*	**Present simple for future events:** *It starts at 7 o'clock. What time does the bus leave?*
	Reading time 3: A stranger to the rescue			
8	**Tell me a story** p96	Storytelling Working with words: synonyms	**First conditional:** *If you rest, you'll feel better.*	***may (not)*, *might (not)*, *could*:** *He may escape. They might not find him.*
	Review 4 **Cambridge Exams practice:** A2 Flyers: Listening Part 5; Reading and Writing Part 7			
9	**What's your opinion?** p108	Giving opinions Working with words: related words	**Reported speech:** *He said he loved sugar. She said she was doing a project.*	**Indefinite pronouns and adverbs:** *I can't find it anywhere. Someone will find it.*
	Reading time 4: The power of stories			
10	**It's a mystery** p122	Crime and mysteries Working with words: suffixes (*-ment*)	**Question tags:** *You don't know, do you? We're rich, aren't we? We can buy one, can't we?*	**Review of modals:** *You don't have to wear uniform. You shouldn't bring valuables.*
	Review 5 **Cambridge Exams practice:** A2 Flyers: Reading and Writing Part 1; Speaking Part 1			

Reading	Listening	Writing	Speaking	Think about it!	Learning skills
A newspaper article Understand facts and details	Dialogues Understand context from audio clues	Write a newspaper article from notes Write direct speech	Express feelings	Plan a rescue Thinking skills: analysis and problem-solving	Understanding large numbers
A diary entry Infer meaning and draw conclusions	A talk Listen for specific information	A diary entry Recognise features of informal writing	Give a talk Clarify information	In the wrong time Thinking skills: analysis and evaluation	Memorising new vocabulary
A webpage Differentiate between fact and opinion	An interview Listen for similarities and differences	A webpage section Recognise features of a webpage	Do an interview Show interest	Decide who gets the job Thinking skills: reasoning and decision-making	Using a mind map to plan
A magazine article Scan for specific information	An interview Listen for sequence	An article Review and edit your work	Apologise Make and accept offers	Decode a message Thinking skills: coding and decoding information	Scanning for specific information
A science fiction story Infer meaning from a text	A dialogue Listen for key facts	A short story Understand the structure of a story	Request information	Work out how to get there Thinking skills: analysis and problem-solving	Reading complex tables
An information text Interpret an infographic	Adverts Differentiate between fact and opinion	Use an infographic to write about a process	Make and perform a radio advert	Choose the best jeans Thinking skills: evaluation and decision-making	Researching information
An interview Identify features of different text types	Monologues Listen for specific information	A song verse Understand the structure of a song	Give a talk about a song	Create the right atmosphere! Thinking skills: decoding and classifying	Understanding rhythm in a song
A traditional story Recognise different points of view	A short story Listen for sequence	A summary of a story Identify main events in a story	Give a talk about a story	Choose a book for a friend Thinking skills: evaluation and decision-making	Recognising different points of view
A group chat Find supporting information	A debate Listen for different opinions	An opinion essay Understand the structure of an opinion essay	Take part in a class debate	Improve your school Thinking skills: evaluation and presentation	Using topic sentences
A play script Find key information	A talk Listen and take notes	A play script Recognise features of a play script	Tell a mystery story	Work out the mystery identity Thinking skills: speculation and deduction	Self-motivation: passing tests and exams

Introduction to Academy Stars Second Edition

Academy Stars Second Edition is an accessible and stimulating seven-level course in British English designed to promote academic excellence and effective communication. It delivers a strong grammar and skills syllabus, while developing fluency in real-world interactions. Central to the course is a range of features that deliver excellence in learning and give children a sense of achievement and self-development.

1 Learning skills

A key strength of *Academy Stars Second Edition* is the unique importance it gives to **learning skills**. Recognised as highly transferable skills that children can apply to other subjects and throughout their life, these are developed in the following ways:

- **Critical thinking** tasks are embedded throughout, challenging children to analyse and infer, draw conclusions, express opinions and give a personal response to texts.
- The features **Learning to learn** and **Learning about language** help children identify patterns and acquire strategies that will make them more effective and independent learners.
- Regular **Think about it!** tasks activate critical thinking skills, with a particular emphasis on decision-making, problem solving and collaborative working.
- Regular **self-evaluation** activities in the Workbook encourage children to identify their learning strengths and take responsibility for their own learning.

2 Learning outcomes

A motivational **Be a star!** feature provides tangible lesson outcomes to show children what they can do with the language and skills they have learnt. It promotes a strong sense of progression and achievement, which motivates children to go further.

3 Graphic Grammar

An innovative approach to **grammar** helps children engage with language in a motivating and effective way. Structures are presented visually using appealing graphics and colour-coded building blocks to highlight and reinforce patterns. Beautiful animations bring language to life through memorable presentations, and clarify meaning, use and form. The **new Extra Stars: Grammar booster** section in the Pupil's Book gives children further practice opportunities.

4 Skills development

A step-by-step approach to each of the four skills ensures the effective development of key skills and strategies. Each Reading, Writing and Listening lesson practises a specific strategy to give children the tools they need to process or produce a variety of text types. A suite of completely **new reading texts** gives children an opportunity to work with a variety of text types, ranging from stories through blogs to articles. A **brand new listening strand in the Workbook** further supports the development of the listening skills, with emphasis on external exams preparation. Dedicated Speaking lessons in the Pupil's Book develop fluency in functional interactions and build confidence in presentation skills.

5 Literacy

Academy Stars Second Edition also develops **extensive reading skills** through beautifully illustrated Reading time sections. These lessons promote a life-long love of reading and build confidence in processing longer texts. Children are encouraged to analyse and interpret texts and give a personal response to them. The illustrations help develop visual literacy and engaging animations bring each story to life.

6 Assessment

Recognising the increasing popularity of external exams, *Academy Stars Second Edition* is mapped to the latest **Cambridge English Qualifications** tests for young learners, and includes regular test-style activities the **new Cambridge Exams practice lessons** in the Pupil's Book and throughout the Workbook. A comprehensive assessment pack offers a test builder, ready-to-go tests and Cambridge English sample tests to measure children's progress and achievement throughout the course.

ADVANCING FUTURES

Education for Sustainable Development and Citizenship

Macmillan Education's ESDC Program helps children become engaged global citizens. It ties classroom practice to Global Citizenship Education theory, incorporates an inclusive approach to language learning, and in most units references the UN Sustainable Development Goals (SDGs).

In *Academy Stars Second Edition*, children are encouraged to see themselves as valued members of local and global communities. They learn to think critically about how their actions affect the world around them, from caring for the environment to recognising the value of individual differences. Children are gently encouraged, with the support of the teacher, to express their own ideas and solutions for making the world a better place.

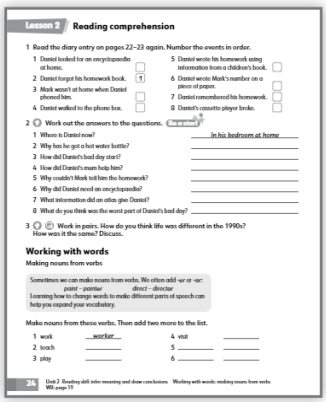
SUSTAINABLE DEVELOPMENT GOALS

Components overview

Academy Stars Second Edition presents a fully **integrated learning experience**, with print and digital components seamlessly linked to enable effective lesson planning and smooth classroom management.

For the pupil

Pupil's Book


Lesson 2 Reading comprehension

1 Read the diary entry on pages 22–23 again. Number the events in order.

1 Daniel looked for an encyclopaedia at home.
2 Daniel forgot his homework book.
3 Mark wasn't at home when Daniel phoned him.
4 Daniel walked to the phone box.
5 Daniel wrote his homework using information from a children's book.
6 Daniel wrote Mark's number on a piece of paper.
7 Daniel remembered his homework.
8 Daniel's cassette player broke.

2 Work out the answers to the questions. (1 is done)

1 Where is Daniel now? In his bedroom at home
2 Why has he got a hot water bottle?
3 How did Daniel's bad day start?
4 How did Daniel's mum help him?
5 Why couldn't Mark tell him the homework?
6 Why did Daniel need an encyclopaedia?
7 What information did an atlas give Daniel?
8 What do you think was the worst part of Daniel's bad day?

3 Work in pairs. How do you think life was different in the 1990s? How was it the same? Discuss.

Working with words

Making nouns from verbs

Sometimes we can make nouns from verbs. We often add -er or -or: paint – painter direct – director
Learning how to change words to make different parts of speech can help you expand your vocabulary.

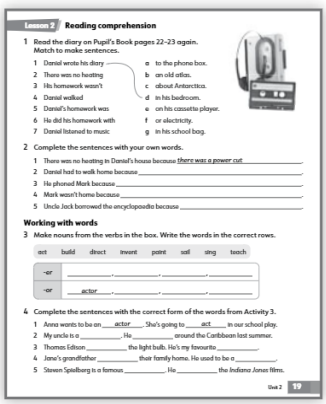
Make nouns from these verbs. Then add two more to the list.

1 work worker
2 teach
3 play
4 visit
5
6

24 Unit 2 Reading skill: infer meaning and draw conclusions Working with words: making nouns from verbs WB: page 19

Consists of a Welcome unit, 10 core units, 4 **Reading time** spreads and 5 Review and **Cambridge Exams practice sections, Grammar booster and Communicative activities**. Each core unit contains 8 lessons featuring clear vocabulary presentation and practice, an engaging reading text, a **Graphic Grammar** presentation and practice, a language in use grammar presentation and practice, sounds and spellings practice, contextualised listening and speaking activities, and guided writing practice.

Workbook


Lesson 2 Reading comprehension

1 Read the diary on Pupil's Book pages 22–23 again. Match to make sentences.

1 Daniel wrote his diary — e to the phone box.
2 There was no heating — b an old atlas.
3 His homework wasn't — c about Antarctica.
4 Daniel walked — d in his bedroom.
5 Daniel's homework was — e on his cassette player.
6 He did his homework with — f or electricity.
7 Daniel listened to music — g in his school bag.

2 Complete the sentences with your own words.

1 There was no heating in Daniel's house because there was a power cut.
2 Daniel had to walk home because
3 He phoned Mark because
4 Mark wasn't home because
5 Uncle Jack borrowed the encyclopaedia because

Working with words

3 Make nouns from the verbs in the box. Write the words in the correct rows.

act build direct invent paint sell sing teach

-er
-or actor

4 Complete the sentences with the correct form of the words from Activity 3.

1 Anna wants to be an actor. She's going to act in our school play.
2 My uncle is a He around the Caribbean last summer.
3 Thomas Edison the light bulb. He's my favourite
4 Jane's grandfather their family home. He used to be a
5 Steven Spielberg is a famous He the *Indiana Jones* films.

Unit 2 19

Provides further practice and reinforcement of key language from the Pupil's Book. Additional test-style listening, reading and writing practice further prepares children for the **Cambridge English A2 Flyers tests**. The Workbook includes a mid-year and end-of-year review to check progress at key points. A **Vocabulary and grammar reference** section presents vocabulary and reinforces the grammar from the Pupil's Book whilst a **What I can do!** section provides children with the opportunity for self-evaluation.

Pupil's App on Navio

The Pupil's App allows children to explore Navio's immersive 3D worlds. They complete game-based activities designed to practise and review the language and content learnt in class. As they do so, they earn rewards, points and badges. The Pupil's App tracks children's progress so the teacher can see how they are doing and provide extra support where it is needed. The App also includes all the songs, stories, animations and videos from the course so that children can review them at home and share them with their family.

Digital Pupil's Book, Digital Workbook

The digital version of the books with audio and video embedded allows children more access to their materials outside the classroom.

Pupil's Resource Centre

- The **Pupil's Resource Centre (PB)** provides easy access to all the Pupil's Book audio and video files, so children can listen and watch in their own time. There is also a **Parents' Guide** which introduces the course and provides advice on how parents can support their child in the home-learning environment.
- The **Pupil's Resource Centre (WB)** provides easy access to all the Workbook audio files.

For the teacher

Teacher's Book

Provides clear and concise support for lesson planning and teaching. User-friendly teaching notes are available for each lesson of the Pupil's Book with on-the-page audioscripts and answer keys. The **Teaching star!** boxes provide a professional development in action strand through useful classroom tips, practical activities and support for teachers. For the Workbook, there are helpful teaching notes for exams practice activities and writing lessons, as well as answer keys.

Videos

There are three types of video: a **Graphic Grammar** animated video which brings the language to life through a memorable presentation; a **Language in use** real-world video which shows real children acting out the dialogue; and an animated story video that brings to life the **Reading time** stories.

Teacher's App

The Teacher's App contains accessible and interactive digital resources to help teachers plan and deliver their lessons, while also increasing children's participation and engagement. The Teacher's App contains:

- **Classroom Presentation Kit:** This includes the **Digital Pupil's Book** and **Digital Activity Book**. The digital version of the books is a page-by-page representation of the printed versions and includes videos and audio, plus fun interactive activities and digital flashcard games.
- **Progress Tracker:** Accessed through the Classroom Presentation Kit, this helps teachers track and monitor progress of a whole class or individual child. Teachers can also use the **Classroom Management tool** to award points for good behaviour or success in class.
- **Test Generator:** Also accessed through the Classroom Presentation Kit. Teachers can choose to download ready-made tests or to make their own.
- **Teacher's Resource Centre:** Offers access to supplementary materials and resources available for teachers to download and print if needed. It includes:
    - **Methodology handbook** and **Graphic Grammar reference**
    - **Assessment pack:** placement, unit, mid-year and end-of-year tests as well as relevant **Cambridge English** practice tests. All tests cover the four skills, with Listening, Reading and Writing, and Speaking
    - **Printable worksheets**
    - **Printable flashcards**
    - **Lesson support materials:** all the course video, animation and audio files

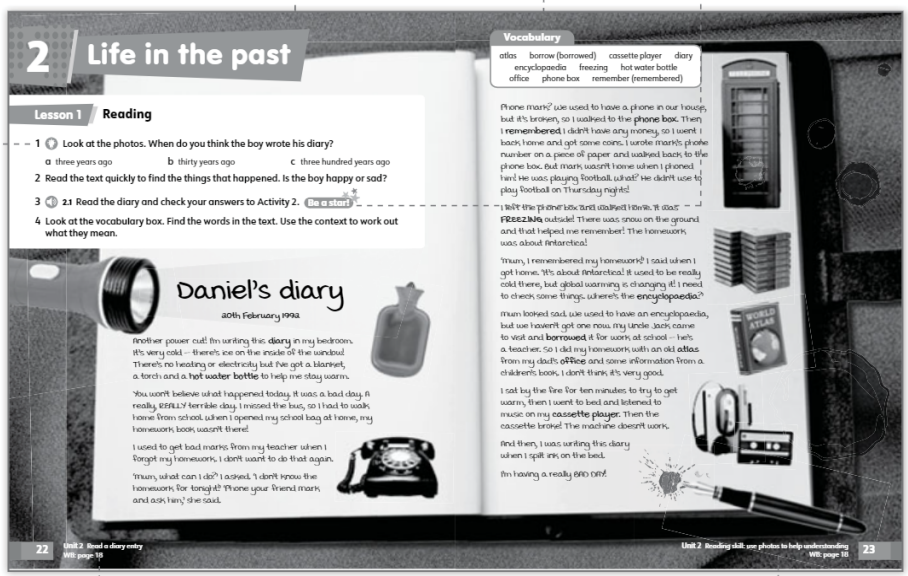
Teaching with the Pupil's Book and Workbook

Lesson 1: Reading

A range of engaging fiction and non-fiction texts develop reading skills and enjoyment of reading.

New key vocabulary is contextualised in the reading text.

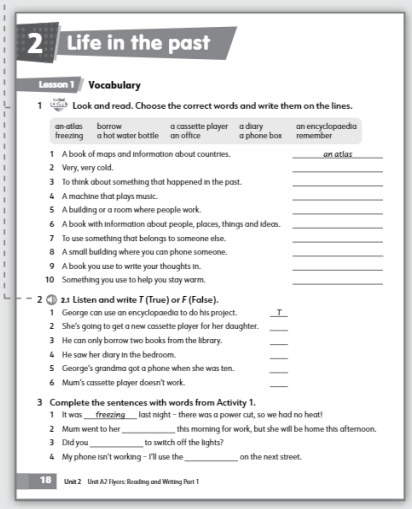
Reading activities check comprehension.



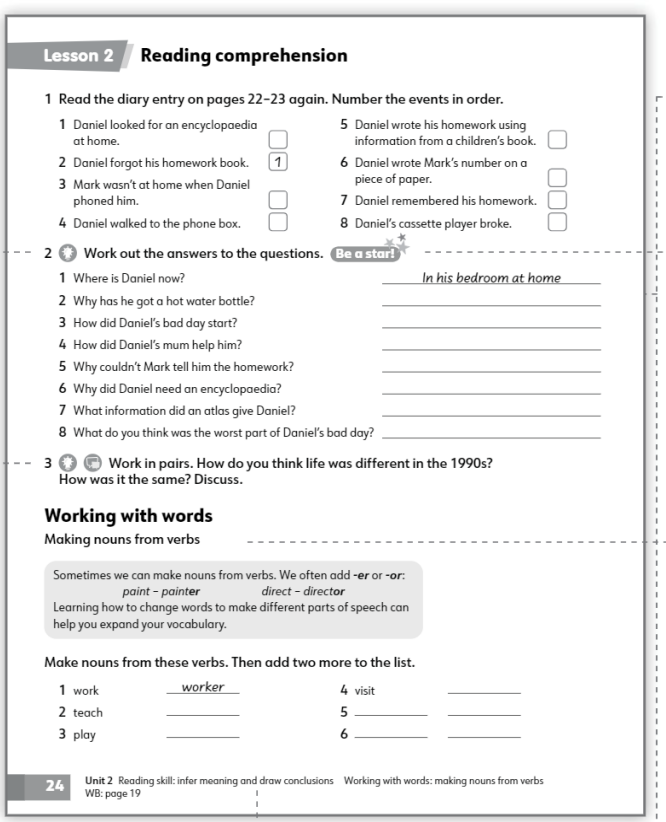
A pre-reading task develops prediction skills to help understanding.

Lesson aims and outcomes are given at the bottom of each page.

Activities provide practice of key vocabulary.



Lesson 2: Reading comprehension



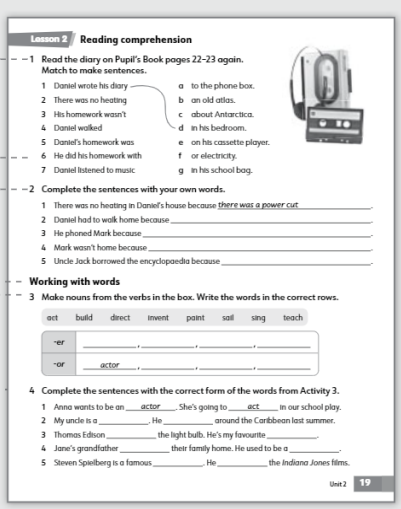
A focus on a strategy in each unit develops key reading skills.

The **Be a star**! activity gives children an opportunity to consolidate their knowledge and learning in a variety of creative ways.

Working with words gives children the skills to expand their vocabulary through word building and noticing patterns.

Critical thinking activities encourage children to give a personal response to the text and develop inferential skills.

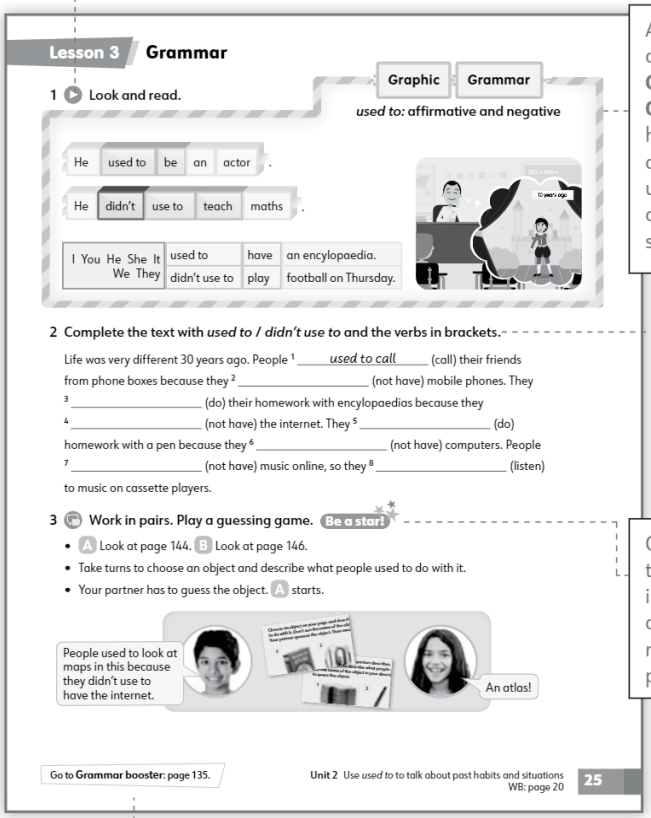
Further activities reinforce and check children's understanding of the Reading text.



Activities provide further practice of word-building skills.

Lesson 3: Grammar

Supporting animations present grammar and focus on form in an engaging and memorable way (available in the **Presentation Kit** and on the **Pupil's Resource Centre**).



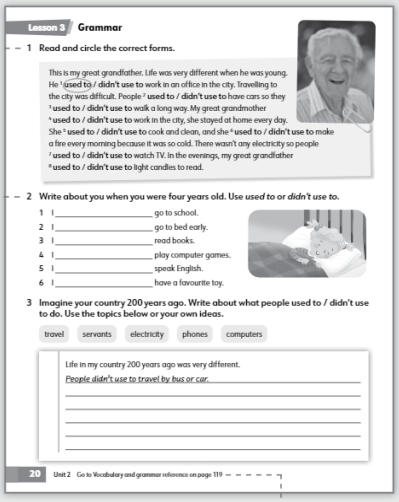
A visually appealing **Graphic Grammar** box highlights and clarifies form using a unique colour coding system.

A written activity provides controlled productive practice.

Children produce the new language in a communicative activity such as a role play, game or personalisation task.

Children are directed to the **Grammar booster** for further practice.

Carefully staged activities provide further practice and consolidation of target grammar.

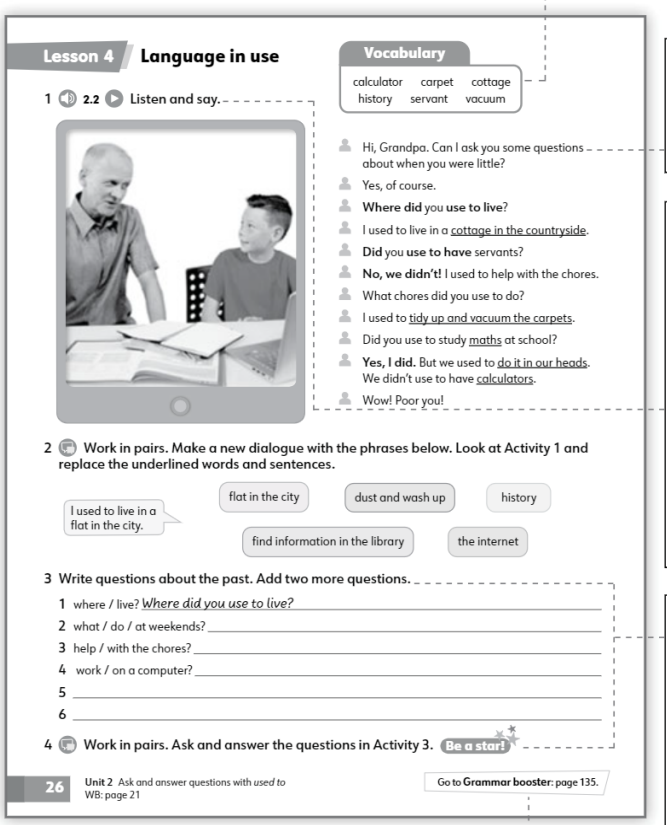


A personalisation activity enables children to relate language to their own lives.

Children are directed to the **Vocabulary and grammar reference**.

Lesson 4: Language in use

Additional vocabulary is contextualised in the dialogue.



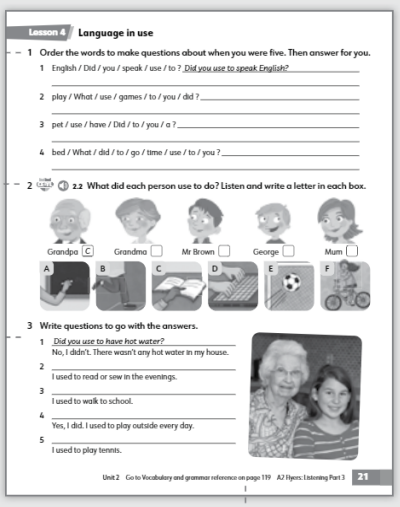
A new grammar structure is presented via a short dialogue.

A supporting, **real-world video** brings the dialogue to life and supports understanding (available in the **Presentation Kit** and on the **Pupil's Resource Centre**).

Children practise the new grammar structures before producing their own freer dialogue.

Children are directed to the **Grammar booster** for further practice.

Carefully staged activities provide further practice of the new grammar.



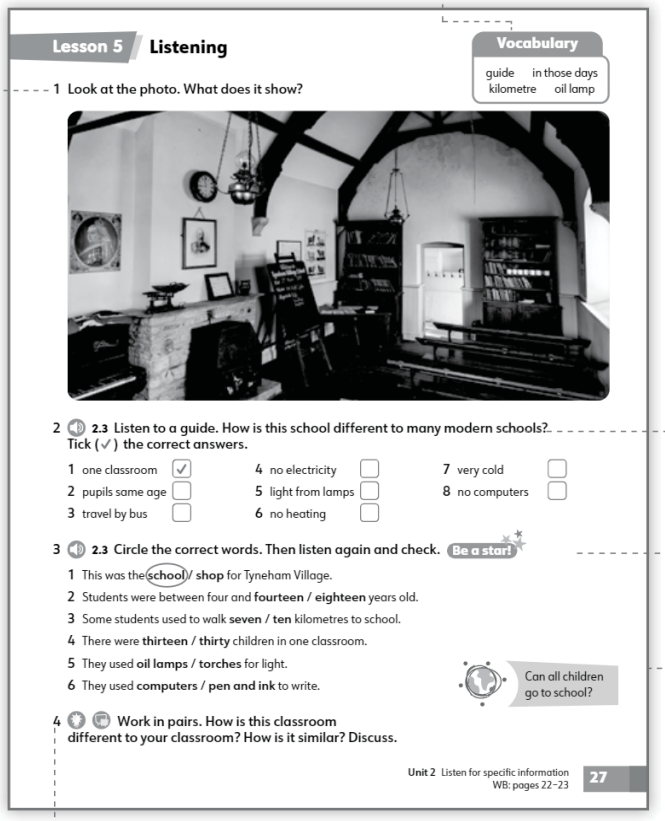
Children are directed to the **Vocabulary and grammar reference** for model language.

Lesson 5: Listening

A pre-listening activity activates prior knowledge.

Additional vocabulary is contextualised in the audio.

While listening activities check comprehension.



Lesson 5 Listening

Vocabulary: guide, in those days, kilometre, oil lamp

1 Look at the photo. What does it show?

2 2.3 Listen to a guide. How is this school different to many modern schools? Tick (✓) the correct answers.

1 one classroom ✓
2 pupils same age
3 travel by bus
4 no electricity
5 light from lamps
6 no heating
7 very cold
8 no computers

3 2.3 Circle the correct words. Then listen again and check. Be a star!

1 This was the school / shop for Tyneham Village.
2 Students were between four and **fourteen / eighteen** years old.
3 Some students used to walk **seven / ten** kilometres to school.
4 There were **thirteen / thirty** children in one classroom.
5 They used **oil lamps / torches** for light.
6 They used **computers / pen and ink** to write.

Can all children go to school?

4 Work in pairs. How is this classroom different to your classroom? How is it similar? Discuss.

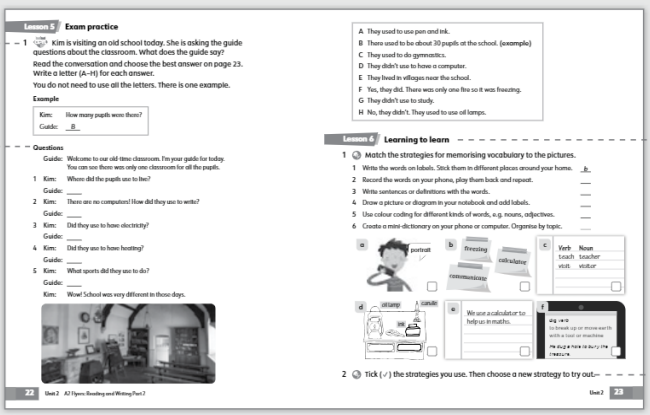
Unit 2 Listen for specific information
WB: pages 22–23
27

After listening activities develop critical thinking skills and encourage children to give a personal response.

ESDC questions encourage children to reflect on real-life issues in their community and the world.

A test-style activity practises reading and writing tasks from the **Cambridge English: A2 Flyers** test.

An activity to encourage children to apply and practise the skills and strategies from **Learning to learn** in Lesson 6 of the Pupil's Book.



Lesson 5 Exam practice

1 Kim is visiting an old school today. She is asking the guide questions about the classroom. What does the guide say? Read the conversation and choose the best answer on page 23. Write a letter (A–H) for each answer. You do not need to use all the letters. There is one example.

Example
Kim: How many pupils were there?
Guide: B

Questions
Guide: Welcome to our old-time classroom. I'm your guide for today. You can see there was only one classroom for all the pupils.
1 Kim: Where did the pupils use to live?
Guide: ____
2 Kim: There are no computers! How did they use to write?
Guide: ____
3 Kim: Did they use to have electricity?
Guide: ____
4 Kim: Did they use to have heating?
Guide: ____
5 Kim: What sports did they use to do?
Guide: ____
Kim: Wow! School was very different in those days.

A They used to use pen and ink.
B There used to be about 30 pupils at the school. (example)
C They used to do gymnastics.
D They didn't use to have a computer.
E They lived in villages near the school.
F Yes, they did. There was only one fire so it was freezing.
G They didn't use to study.
H No, they didn't. They used to use oil lamps.

Lesson 6 Learning to learn

1 Match the strategies for memorising vocabulary to the pictures.
1 Write the words on labels. Stick them in different places around your home. b
2 Record the words on your phone, play them back and repeat. ____
3 Write sentences or definitions with the words. ____
4 Draw a picture or diagram in your notebook and add labels. ____
5 Use colour coding for different kinds of words, e.g. nouns, adjectives. ____
6 Create a mini-dictionary on your phone or computer. Organise by topic. ____

a portrait
b freezing
calculator
communicate
c Verb Noun
teach teacher
visit visitor
d oil lamp
consult
e We use a calculator to help us in maths.
f

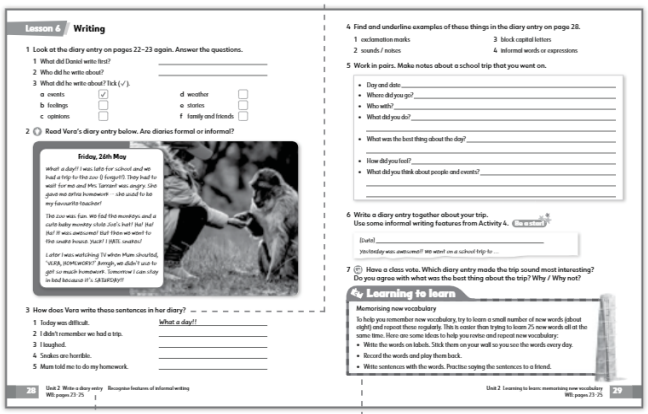
2 Tick (✓) the strategies you use. Then choose a new strategy to try out.

22 Unit 2 A2 Flyers: Reading and Writing Part 2
Unit 2 23

The activity consolidates key structures and vocabulary from the unit.

Lesson 6: Writing

Carefully staged activities, led by the teacher, support children in building up a written text.



Lesson 6 Writing

1 Look at the diary entry on pages 22–23 again. Answer the questions.
1 What did Daniel write first?
2 Who did he write about?
3 What did he write about? Tick (✓).
a events ✓
b feelings
c opinions
d weather
e stories
f family and friends

2 Read Vara's diary entry below. Are diaries formal or informal?

Friday, 26th May
What a day!! I was late for school and we had a trip to the zoo (I forgot!!). They had to wait for me and Mrs Tarrant was angry. She gave me extra homework – she used to be my favourite teacher!
The zoo was fun. We fed the monkeys and a cute baby monkey stole Zoë's hat!! Ha! Ha! Ha! It was awesome! Ha! Then we went to the snake house. Yuck!! I HATE snakes!
Later I was watching TV when Mum shouted, "VERA, BOMBSHOCK!!" Bomph, we didn't use to get so much homework. Tomorrow I can stay in bed because it's SATURDAY!!

3 How does Vara write these sentences in her diary?
1 Today was difficult. What a day!!
2 I didn't remember we had a trip.
3 I laughed.
4 Snakes are horrible.
5 Mum told me to do my homework.

4 Find and underline examples of these things in the diary entry on page 28.
1 exclamation marks
2 sounds / noises
3 block capital letters
4 informal words or expressions

5 Work in pairs. Make notes about a school trip that you went on.
• Day and date:
• Where did you go?
• Who with?
• What did you do?
• What was the best thing about the day?
• How did you feel?
• What did you think about people and events?

6 Write a diary entry together about your trip. Use some informal writing features from Activity 4. Be a star!
[Date]
Yesterday was awesome!! We went on a school trip to ...

7 Have a class vote. Which diary entry made the trip sound most interesting? Do you agree with what was the best thing about the trip? Why / Why not?

Learning to learn
Memorising new vocabulary
To help you remember new vocabulary, try to learn a small number of new words (about eight) and repeat these regularly. This is easier than trying to learn 25 new words all at the same time. Here are some ideas to help you revise and repeat new vocabulary:
• Write the words on labels. Stick them on your wall so you see the words every day.
• Record the words and play them back.
• Write sentences with the words. Practise saying the sentences to a friend.

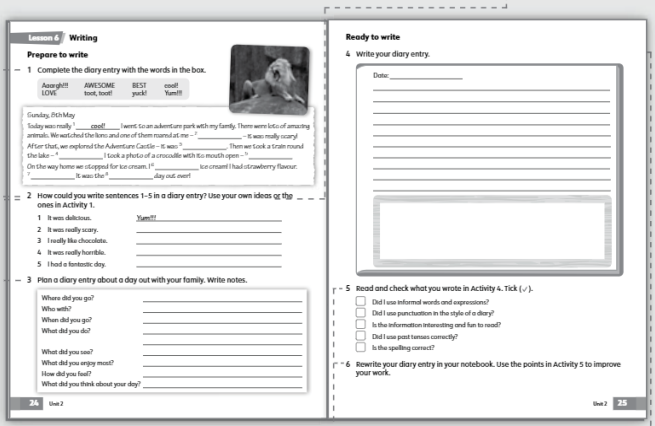
28 Unit 2 Write a diary entry Recognise features of informal writing
WB: pages 23–25
Unit 2 Learning to learn: memorising new vocabulary
WB: pages 23–25
29

Clear models show features of the different text types.

A **Learning to learn** box presents skills and strategies to develop learner autonomy.

Carefully staged activities give children the support and scaffolding they need to produce a text independently.

Children then plan and organise their own piece of writing.



Lesson 6 Writing

Prepare to write

1 Complete the diary entry with the words in the box.
Aaargh!!! LOVE | AWESOME tool, too!! | BEST yuck! | cool! Yum!!!
Sunday, 8th May
Today was really ____ cool! ____ I went to an adventure park with my family. There were lots of amazing animals. We watched the lions and one of them roared at me – ____ – It was really scary! After that, we explored the Adventure Castle – It was ____. ____ Then we took a train round the lake – ____ I took a photo of a crocodile with its mouth open – ____ On the way home we stopped for ice cream. It ____ ice cream! I had strawberry flavour. ____ It was the ____ day out. ever!

2 How could you write sentences 1–5 in a diary entry? Use your own ideas or the ones in Activity 1.
1 It was delicious. Yum!!!
2 It was really scary.
3 I really like chocolate.
4 It was really horrible.
5 I had a fantastic day.

3 Plan a diary entry about a day out with your family. Write notes.
Where did you go?
Who with?
When did you go?
What did you do?
What did you see?
What did you enjoy most?
How did you feel?
What did you think about your day?

24 Unit 2

Ready to write

4 Write your diary entry.
Date:

5 Read and check what you wrote in Activity 4. Tick (✓).
Did I use informal words and expressions?
Did I use punctuation in the style of a diary?
Is the information interesting and fun to read?
Did I use past tenses correctly?
Is the spelling correct?

6 Rewrite your diary entry in your notebook. Use the points in Activity 5 to improve your work.

Unit 2 25

Activities practice writing sub-skills and strategies to prepare children for the writing task.

Children use their plan to write their task independently.

Children are encouraged to check and re-write their work, as good practice.

Lesson 7: Speaking

Speaking lessons develop fluency in real-world interactions and build confidence in giving talks.

Lesson 7 **Speaking**

Vocabulary
communicate 21st (twenty-first) century

1 Work in pairs. Imagine it's the year 2120. How do you think life will be different? Discuss the ideas below and take notes.

shopping | transport | food | entertainment | clothes | communication | chores



There won't be any shops. People will do all their shopping online.

2 Work in pairs. Act out a dialogue. Use your ideas in Activity 1 and the phrases to help you. **Be a star!**

Student A: You are a guide in a history museum in 2120. You are going to give a talk about life in the 21st century.

Welcome to ...
I'm going to talk about ...
In those days, ...
Another interesting thing is that ...

Welcome to the History Museum. My name is Joe and I'm your guide for today. I'm going to talk about life in the 21st century. In those days, people used to buy things in shops ...



Student B: Listen to the guide. Ask questions if you don't understand or if you want more information.

Could you repeat that, please?
What do you mean by ... ?
Can I check something, please?

3 Discuss as a class. In 2120, what things about life now will seem different?



Libraries will seem strange because people will read electronic books.

Clothes shops will seem strange because we will all wear the same things.

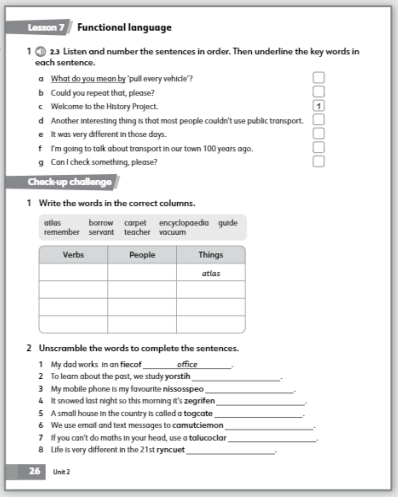


30 **Unit 2** Give a talk Clarify information
WB: page 26

Phrase boxes contain useful expressions to help structure children's conversations and talks.

Activities are carefully staged, providing input and support

An activity provides further written practice of the functional language and useful phrases from the Speaking lesson



Lesson 7 **Functional language**

1 2.3 Listen and number the sentences in order. Then underline the key words in each sentence.

a What do you mean by 'pull every vehicle'?
b Could you repeat that, please?
c Welcome to the History Project. 1
d Another interesting thing is that most people couldn't use public transport.
e It was very different in those days.
f I'm going to talk about transport in our town 100 years ago.
g Can I check something, please?

Check-up challenge

1 Write the words in the correct columns.

atlas borrow carpet encyclopaedia guide remember servant teacher vacuum

Verbs	People	Things
		atlas

2 Unscramble the words to complete the sentences.

1 My dad works in an fiecof office.
2 To learn about the past, we study yorstih.
3 My mobile phone is my favourite nissosspeo.
4 It snowed last night so this morning it's zegrifen.
5 A small house in the country is called a togcate.
6 We use email and text messages to camutciemon.
7 If you can't do maths in your head, use a talucoclar.
8 Life is very different in the 21st ryncuet.

26 Unit 2

Lesson 8: Think about it!

A practical lesson that focuses on **critical thinking** skills. Tasks prepare children to make decisions, solve problems and take control of their learning.

Lesson 8 **Think about it!** in the wrong time

1 Read the text about a man who lived 300 years ago. Find and underline six things from the wrong time.

It was dark when Mr Brockbank woke up, so he switched on the lamp. He was feeling cold. He looked for his servant to make a fire. The floor was dirty.

'Where is she?' asked Mr Brockbank. 'She needs to vacuum the carpet.' But the servant was travelling back from the village by bus. Then the phone rang. It was his brother inviting him to the theatre.

'I can't go tonight,' said Mr Brockbank. 'Jane and I are going to the cinema. Why don't you come over tomorrow? We can go for a drive in the countryside in my new car.'

2 Cross (×) the things you think people didn't have 300 years ago. Then write four more things you think they didn't have.

1  ☐
2  ☐
3  ☐
4  ☐
5  ☐
6  ☐

1 _____ 2 _____ 3 _____ 4 _____

3 Work in pairs. Rewrite the text about Mr Brockbank. Include things which people had 300 years ago.

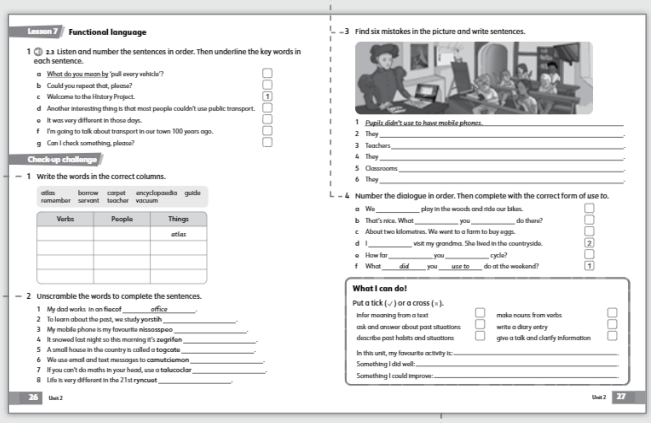
It was dark when Mr Brockbank woke up, so he needed a candle ...

4 Work in groups. Take turns to read out your texts to compare your ideas.

Unit 2 Apply thinking skills: analyse and evaluate information
WB: pages 26–27 **31**

Activities to consolidate learning and give children the opportunity to share their work.

Review activities consolidate key vocabulary and grammar from the unit.



Lesson 7 **Functional language**

1 2.3 Listen and number the sentences in order. Then underline the key words in each sentence.

a What do you mean by 'pull every vehicle'?
b Could you repeat that, please?
c Welcome to the History Project. 1
d Another interesting thing is that most people couldn't use public transport.
e It was very different in those days.
f I'm going to talk about transport in our town 100 years ago.
g Can I check something, please?

Check-up challenge

1 Write the words in the correct columns.

atlas borrow carpet encyclopaedia guide remember servant teacher vacuum

Verbs	People	Things
		atlas

2 Unscramble the words to complete the sentences.

1 My dad works in an fiecof office.
2 To learn about the past, we study yorstih.
3 My mobile phone is my favourite nissosspeo.
4 It snowed last night so this morning it's zegrifen.
5 A small house in the country is called a togcate.
6 We use email and text messages to camutciemon.
7 If you can't do maths in your head, use a talucoclar.
8 Life is very different in the 21st ryncuet.

3 Find six mistakes in the picture and write sentences.

1 Pupils didn't use to have mobile phones.
2 They _____.
3 Teachers _____.
4 They _____.
5 Classrooms _____.
6 They _____.

4 Number the dialogue in order. Then complete with the correct form of *use to*.

a We _____ play in the woods and ride our bikes.
b That's nice. What _____ you _____ do there?
c About two kilometres. We went to a farm to buy eggs.
d I _____ visit my grandma. She lived in the countryside.
e How far _____ you _____ cycle?
f What _____ you _____ do at the weekend? 1

What I can do!

Put a tick (✓) or a cross (×).

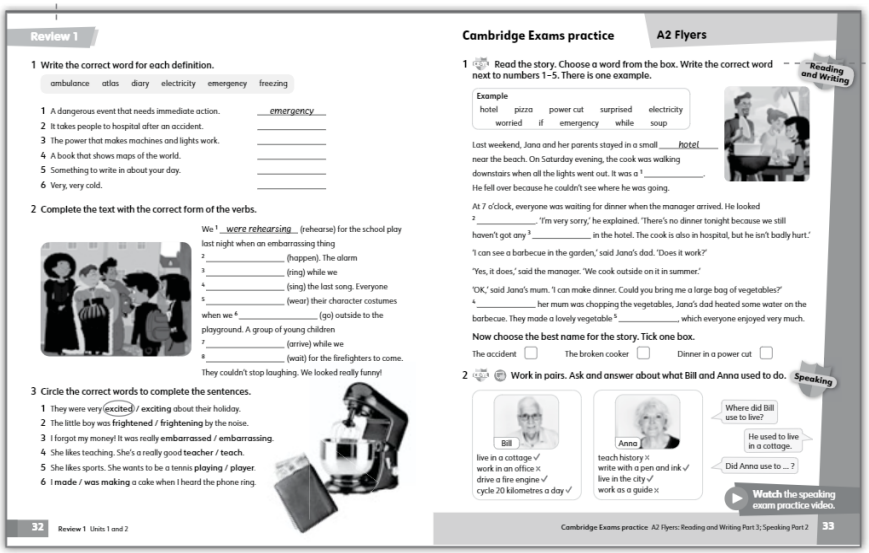
Infer meaning from a text ☐ make nouns from verbs ☐
ask and answer about past situations ☐ write a diary entry ☐
describe past habits and situations ☐ give a talk and clarify information ☐

In this unit, my favourite activity is: _____
Something I did well: _____
Something I could improve: _____

26 Unit 2 Unit 2 **27**

What I can do! boxes provide children with the opportunity to assess their own learning of the material in the unit.

Review and Cambridge Exams practice



Review 1

1 Write the correct word for each definition.

ambulance atlas diary electricity emergency freezing

1 A dangerous event that needs immediate action. *emergency*
2 It takes people to hospital after an accident. _____
3 The power that makes machines and lights work. _____
4 A book that shows maps of the world. _____
5 Something to write in about your day. _____
6 Very, very cold. _____

2 Complete the text with the correct form of the verbs.

We [1] *were rehearsing* (rehearse) for the school play last night when an embarrassing thing [2] _____ (happen). The alarm [3] _____ (ring) while we [4] _____ (sing) the last song. Everyone [5] _____ (wear) their character costumes when we [6] _____ (go) outside to the playground. A group of young children [7] _____ (arrive) while we [8] _____ (wait) for the firefighters to come. They couldn't stop laughing. We looked really funny!

3 Circle the correct words to complete the sentences.

1 They were very excited / exciting about their holiday.
2 The little boy was **frightened / frightening** by the noise.
3 I forgot my money! It was really **embarrassed / embarrassing**.
4 She likes teaching. She's a really good **teacher / teach**.
5 She likes sports. She wants to be a tennis **playing / player**.
6 I **made / was making** a cake when I heard the phone ring.

32 Review 1 Units 1 and 2

Cambridge Exams practice A2 Flyers

1 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example. Reading and Writing

Example
hotel pizza power cut surprised electricity worried if emergency while soup

Last weekend, Jana and her parents stayed in a small *hotel* near the beach. On Saturday evening, the cook was walking downstairs when all the lights went out. It was a [1] _____. He fell over because he couldn't see where he was going.

At 7 o'clock, everyone was waiting for dinner when the manager arrived. He looked [2] _____. 'I'm very sorry,' he explained. 'There's no dinner tonight because we still haven't got any [3] _____ in the hotel. The cook is also in hospital, but he isn't badly hurt.'

'I can see a barbecue in the garden,' said Jana's dad. 'Does it work?'

'Yes, it does,' said the manager. 'We cook outside on it in summer.'

'OK,' said Jana's mum. 'I can make dinner. Could you bring me a large bag of vegetables?'

[4] _____ her mum was chopping the vegetables, Jana's dad heated some water on the barbecue. They made a lovely vegetable [5] _____, which everyone enjoyed very much.

Now choose the best name for the story. Tick one box.

The accident ☐ The broken cooker ☐ Dinner in a power cut ☐

2 Work in pairs. Ask and answer about what Bill and Anna used to do. Speaking

Bill: live in a cottage ✓ / work in an office ✗ / drive a fire engine ✓ / cycle 20 kilometres a day ✓

Anna: teach history ✗ / write with a pen and ink ✓ / live in the city ✓ / work as a guide ✗

Where did Bill use to live?
He used to live in a cottage.
Did Anna use to ... ?

Watch the speaking exam practice video.

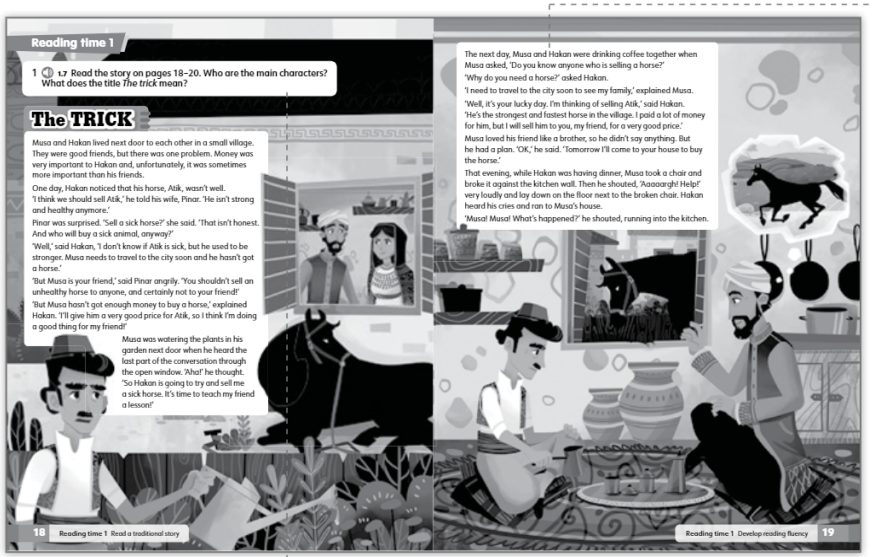
Cambridge Exams practice A2 Flyers: Reading and Writing Part 3; Speaking Part 2 33

The **Review** lessons in the Pupil's Books provide further practice and consolidation of the language and topics from the previous two units.

Every **Cambridge Exams practice lesson** includes test style activities. These help prepare for the Listening, Reading and Writing, and Speaking papers.

Additional mid-year and end-of-year review sections are provided in the Workbook.

Reading time



Reading time 1

1 1.7 Read the story on pages 18–20. Who are the main characters? What does the title *The trick* mean?

The TRICK

Musa and Hakan lived next door to each other in a small village. They were good friends, but there was one problem. Money was very important to Hakan and, unfortunately, it was sometimes more important than his friends.

One day, Hakan noticed that his horse, Atik, wasn't well. 'I think we should sell Atik,' he told his wife, Pinar. 'He isn't strong and healthy anymore.'

Pinar was surprised. 'Sell a sick horse?' she said. 'That isn't honest. And who will buy a sick animal, anyway?'

'Well,' said Hakan, 'I don't know if Atik is sick, but he used to be stronger. Musa needs to travel to the city soon and he hasn't got a horse.'

'But Musa is your friend,' said Pinar angrily. 'You shouldn't sell an unhealthy horse to anyone, and certainly not to your friend!'

'But Musa hasn't got enough money to buy a horse,' explained Hakan. 'I'll give him a very good price for Atik, so I think I'm doing a good thing for my friend!'

Musa was watering the plants in his garden next door when he heard the last part of the conversation through the open window. 'Aha!' he thought. 'So Hakan is going to try and sell me a sick horse. It's time to teach my friend a lesson!'

The next day, Musa and Hakan were drinking coffee together when Musa asked, 'Do you know anyone who is selling a horse?'

'Why do you need a horse?' asked Hakan.

'I need to travel to the city soon to see my family,' explained Musa.

'Well, it's your lucky day. I'm thinking of selling Atik,' said Hakan. 'He's the strongest and fastest horse in the village. I paid a lot of money for him, but I will sell him to you, my friend, for a very good price.'

Musa loved his friend like a brother, so he didn't say anything. But he had a plan. 'OK,' he said. 'Tomorrow I'll come to your house to buy the horse.'

That evening, while Hakan was having dinner, Musa took a chair and broke it against the kitchen wall. Then he shouted, 'Aaaaaargh! Help!' very loudly and lay down on the floor next to the broken chair. Hakan heard his cries and ran to Musa's house.

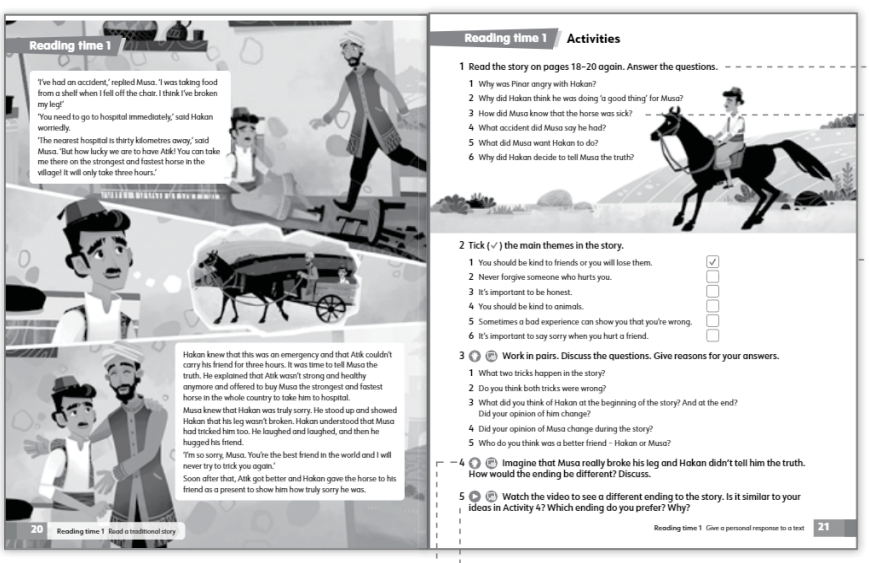
'Musa! Musa! What's happened?' he shouted, running into the kitchen.

18 Reading time 1 Read a traditional story

Reading time 1 Develop reading fluency 19

A beautifully illustrated reading text develops a love of reading and builds confidence in reading longer texts. Key vocabulary and structures are consolidated to give examples of natural language use.

A pre-reading task gets children thinking about the content of the story before reading, to develop visual literacy.



Reading time 1

'I've had an accident,' replied Musa. 'I was taking food from a shelf when I fell off the chair. I think I've broken my leg!'

'You need to go to hospital immediately,' said Hakan worriedly.

'The nearest hospital is thirty kilometres away,' said Musa. 'But how lucky we are to have Atik! You can take me there on the strongest and fastest horse in the village! It will only take three hours.'

Hakan knew that this was an emergency and that Atik couldn't carry his friend for three hours. It was time to tell Musa the truth. He explained that Atik wasn't strong and healthy anymore and offered to buy Musa the strongest and fastest horse in the whole country to take him to hospital.

Musa knew that Hakan was truly sorry. He stood up and showed Hakan that his leg wasn't broken. Hakan understood that Musa had tricked him too. He laughed and laughed, and then he hugged his friend.

'I'm so sorry, Musa. You're the best friend in the world and I will never try to trick you again.'

Soon after that, Atik got better and Hakan gave the horse to his friend as a present to show him how truly sorry he was.

20 Reading time 1 Read a traditional story

Reading time 1 Activities

1 Read the story on pages 18–20 again. Answer the questions.

1 Why was Pinar angry with Hakan?
2 Why did Hakan think he was doing 'a good thing' for Musa?
3 How did Musa know that the horse was sick?
4 What accident did Musa say he had?
5 What did Musa want Hakan to do?
6 Why did Hakan decide to tell Musa the truth?

2 Tick (✓) the main themes in the story.

1 You should be kind to friends or you will lose them. ✓
2 Never forgive someone who hurts you. ☐
3 It's important to be honest. ☐
4 You should be kind to animals. ☐
5 Sometimes a bad experience can show you that you're wrong. ☐
6 It's important to say sorry when you hurt a friend. ☐

3 Work in pairs. Discuss the questions. Give reasons for your answers.

1 What two tricks happen in the story?
2 Do you think both tricks were wrong?
3 What did you think of Hakan at the beginning of the story? And at the end? Did your opinion of him change?
4 Did your opinion of Musa change during the story?
5 Who do you think was a better friend – Hakan or Musa?

4 Imagine that Musa really broke his leg and Hakan didn't tell him the truth. How would the ending be different? Discuss.

5 Watch the video to see a different ending to the story. Is it similar to your ideas in Activity 4? Which ending do you prefer? Why?

Reading time 1 Give a personal response to a text 21

The Reading time activities develop children's literacy skills.

The animated videos bring the stories to life (available in the **Presentation Kit** and on the **Pupil's Resource Centre**).

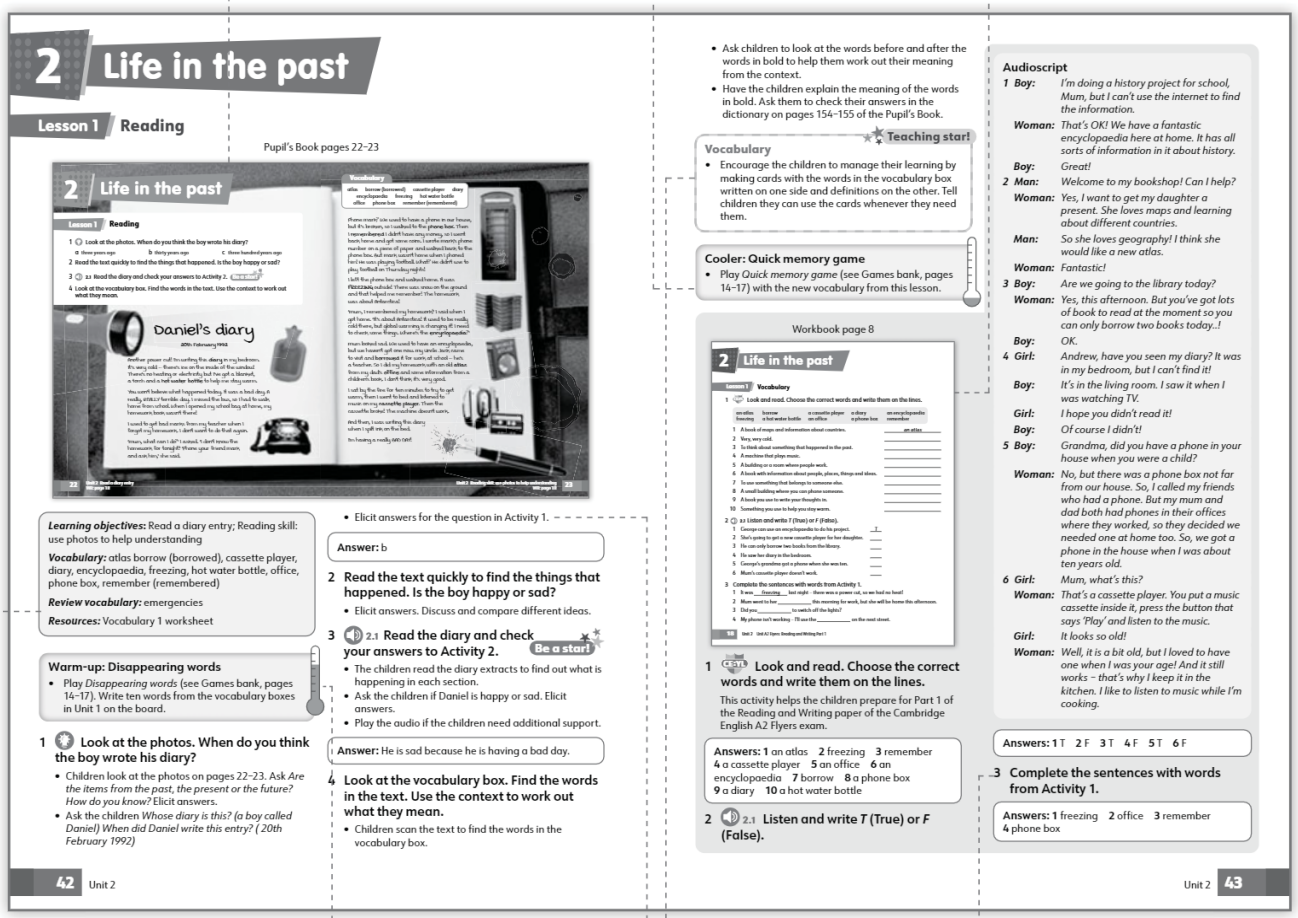
A critical thinking task encourages children to give a personal response to the story and discuss what they experienced while reading it.

Understanding the Teacher's Book

Reduced pages for the **Pupil's Book** and **Workbook** give easy reference to the main components.

Audioscripts appear at point of use (unless they appear in the Pupil's Book).

A **Cooler** activity allows children to review language learnt in a fun context.



2 Life in the past

Lesson 1 Reading

Pupil's Book pages 22–23

Learning objectives: Read a diary entry; Reading skill: use photos to help understanding

Vocabulary: atlas borrow (borrowed), cassette player, diary, encyclopaedia, freezing, hot water bottle, office, phone box, remember (remembered)

Review vocabulary: emergencies

Resources: Vocabulary 1 worksheet

Warm-up: Disappearing words

- Play *Disappearing words* (see Games bank, pages 14–17). Write ten words from the vocabulary boxes in Unit 1 on the board.

1 Look at the photos. When do you think the boy wrote his diary?

- Children look at the photos on pages 22–23. Ask *Are the items from the past, the present or the future? How do you know?* Elicit answers.
- Ask the children *Whose diary is this? (a boy called Daniel) When did Daniel write this entry? (20th February 1992)*
- Elicit answers for the question in Activity 1.

Answer: b

2 Read the text quickly to find the things that happened. Is the boy happy or sad?

- Elicit answers. Discuss and compare different ideas.

3 2.1 **Read the diary and check your answers to Activity 2.** Be a star!

- The children read the diary extracts to find out what is happening in each section.
- Ask the children if Daniel is happy or sad. Elicit answers.
- Play the audio if the children need additional support.

Answer: He is sad because he is having a bad day.

4 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

- Children scan the text to find the words in the vocabulary box.
- Ask children to look at the words before and after the words in bold to help them work out their meaning from the context.
- Have the children explain the meaning of the words in bold. Ask them to check their answers in the dictionary on pages 154–155 of the Pupil's Book.

Teaching star!

Vocabulary

- Encourage the children to manage their learning by making cards with the words in the vocabulary box written on one side and definitions on the other. Tell children they can use the cards whenever they need them.

Cooler: Quick memory game

- Play *Quick memory game* (see Games bank, pages 14–17) with the new vocabulary from this lesson.

Workbook page 8

1 CEFR **Look and read. Choose the correct words and write them on the lines.**

This activity helps the children prepare for Part 1 of the Reading and Writing paper of the Cambridge English A2 Flyers exam.

Answers: 1 an atlas **2** freezing **3** remember **4** a cassette player **5** an office **6** an encyclopaedia **7** borrow **8** a phone box **9** a diary **10** a hot water bottle

2 2.1 **Listen and write *T* (True) or *F* (False).**

Audioscript

1 Boy: *I'm doing a history project for school, Mum, but I can't use the internet to find the information.*
Woman: *That's OK! We have a fantastic encyclopaedia here at home. It has all sorts of information in it about history.*
Boy: *Great!*
2 Man: *Welcome to my bookshop! Can I help?*
Woman: *Yes, I want to get my daughter a present. She loves maps and learning about different countries.*
Man: *So she loves geography! I think she would like a new atlas.*
Woman: *Fantastic!*
3 Boy: *Are we going to the library today?*
Woman: *Yes, this afternoon. But you've got lots of book to read at the moment so you can only borrow two books today..!*
Boy: *OK.*
4 Girl: *Andrew, have you seen my diary? It was in my bedroom, but I can't find it!*
Boy: *It's in the living room. I saw it when I was watching TV.*
Girl: *I hope you didn't read it!*
Boy: *Of course I didn't!*
5 Boy: *Grandma, did you have a phone in your house when you were a child?*
Woman: *No, but there was a phone box not far from our house. So, I called my friends who had a phone. But my mum and dad both had phones in their offices where they worked, so they decided we needed one at home too. So, we got a phone in the house when I was about ten years old.*
6 Girl: *Mum, what's this?*
Woman: *That's a cassette player. You put a music cassette inside it, press the button that says 'Play' and listen to the music.*
Girl: *It looks so old!*
Woman: *Well, it is a bit old, but I loved to have one when I was your age! And it still works – that's why I keep it in the kitchen. I like to listen to music while I'm cooking.*

Answers: 1 T **2** F **3** T **4** F **5** T **6** F

3 Complete the sentences with words from Activity 1.

Answers: 1 freezing **2** office **3** remember **4** phone box

Each lesson opens with the learning objectives, key language, digital resources available, and any materials required.

A **Warm-up** activity introduces children to the lesson topic, activating prior knowledge and getting the children energised.

Teaching star! provides activities with tips to develop teaching skills, such as classroom management, group work, presentation work and dealing with mixed-ability classes.

Answers are given with activities, for ease of reference.

Teacher's notes give carefully structured step-by-step guidance.

The **Games bank** (pages 14–17) gives details of popular and easy-to-use games that can be played in different lessons to engage, stimulate and motivate children.

Disappearing words

This game is a great way to get the children to remember vocabulary.

1 Elicit a group of words from a story, dialogue, text or unit (you can also choose your own group of words). Write them on the board.
2 Have the children look at the words for ten seconds and then turn away from the board.
3 Erase one word (or two when they get better at the game) from the board and have the children turn back and say what's missing. They should raise hands to give the answer.
4 You can ask the children to remember how the word was used in the story / text, etc.

Tip: Keep the children attentive – sometimes only pretend to erase something. Ask *What's missing?* (*Nothing!*)

Tip: You can also write the words on paper and stick the paper to the board, rather than writing the words directly on. This allows you to move them around so that the children don't remember the location of the words instead of the words themselves.

Stickman

Try this twist on the classic game!

1 Play one example round of the Stickman game to show or remind the class how it works.
2 Draw lines on the board to represent each letter of a word. A child then calls out a letter at random. If the letter is in the word, write it in the correct place. If not, start to draw a stickman. Each time a child calls out a letter that isn't in the word, add another feature to the man (e.g. head, arm, foot).
3 When a child thinks they know what the word is, they should put up their hand to guess. If they guess the word correctly, before the stickman is fully drawn, they win.

Bingo

1 Draw a bingo grid with nine boxes on the board and have the children copy it into their notebooks. Write 15 to 20 new words on the board.
2 Tell the children to choose nine of the words on the board and write one in each box.
3 Call out the words on the board in a random order. The children who have written down the word repeat it and cross it out.
4 When a child has crossed out all nine words they stand up and say *Bingo*!

Disappearing sentences

This game is a great way to get the children to produce extended and natural speech – from memory.

1 Write a short dialogue or text on the board. Have all the children read the text aloud.
2 Start erasing words from the board, adding a line in their place. For example:
Jill has worked with wild animals since she left university.
becomes:
Jill has _____ *with* _____ *animals* _____ *she left* _____.
Have the children say the sentences again, including the erased words.
3 Erase more words (e.g. *Jill* _____ _____ *with* _____ _____ _____ *she* _____ _____) and have the children read the text again.
4 Finally erase everything (maybe leave in a word or two for longer sentences) and have the children 'read' the text from a (nearly) empty board!

Team sentences

This is a fun way to focus on sentence structure and to get the children to remember and produce chunks of language.

1 Divide the class into groups of four or five. Each group needs a piece of paper and a pen.
2 Read out a sentence from the day's lesson (or the previous lesson). Read it twice.
3 The first child in the group writes the first word only on the paper and then passes the paper and pen to the next child to continue.
4 When the sentence is finished, they hold it up for you to check.

This can be played as a game for points (for the first team to finish correctly) or just for fun.

Tip: If you have a smaller class, it can be played in two teams, with one child at a time running to write their word on the board. Much more energetic!

Make words

1 Write the letters A–Z on a piece of paper and photocopy one per group. Cut out the letters to make cards.
2 Divide the class into groups. Give each group a set of letters and ask the children to mix up the letters.
3 Explain that you will say a word and they have to spell it with the cards as quickly as possible.
4 The first group to form the word says Ready! and gets a point if they spell the word correctly.
5 Continue with a few more words.
6 The group with the most points wins.

What's the next / last word?

This is a good way to revise a listening text.

1. Explain to the children that they will listen to some audio that they have heard before (tell them which one so they have an idea of what's coming).
2. Divide the class into groups of three or four. Each group needs a piece of paper and a pen.
3. Tell the children that you will stop the audio at some points and they have to:
   Version A – write on their paper the last word they heard, or
   Version B – write on their paper what they think the next word is (for this version, they need to be very familiar with the text).
4. They hold up the paper for you to check.
5. Keep doing this with the rest of the audio, pausing at appropriate points.

Tip: Always have the audioscript in front of you when you play this game. It is difficult to do this without it!

What's the word?

This game helps children focus on spelling and careful listening.

1. Choose a set of vocabulary – key words or new words from a previous lesson, for example.
2. Spell out the words (at natural speed for a reasonable challenge) and as soon as the children know what the word is, they raise their hands. You may need to repeat the words – this is not as simple as it sounds!
3. When most of the children have their hands raised, ask one child to say the word and spell it. Ask if everyone agrees.

How many words?

This simple game helps the children focus on the syntax and structure of sentences.

1. Select some sentences from a reading or listening text, or dialogue from a previous lesson. It helps if the sentences are familiar.
2. Tell the children they need to listen carefully, count how many words are in each sentence and raise their hand when they think they know.
3. Read each sentence twice at natural speed. Read again, slightly more slowly, if not many children have raised their hand.
4. When most children have a hand raised, choose one child to say how many words. Ask if everyone agrees and have them say the sentence together.

Tip: It's up to you whether you count contractions, e.g. it's as one or two words, but you should specify at the beginning of the game.

Collocations

This is a good way to review combinations of words and phrases that appear in reading or listening texts, but may not have an explicit focus in the lesson.

1. Write two columns of words (about eight per column is a good number). The beginning of the combination or phrase goes in the left column and the continuation in the right column – in a different order.
2. Give the children some time to find matches.
3. Invite children to come to the board to join words from column 1 to column 2 and say the phrase. Ask if everyone agrees.

Tip: Sometimes, depending on the choice of words, there may be combinations that are different from the originals. Praise the children for finding these, but point out you want the ones that came from the text.

Quick memory game

1. Put the children in pairs and give each pair a piece of paper.
2. Give them one minute to remember and write down as many new words from Lesson 1 of the unit you are teaching as they can.

Team spelling

This is played like *Team sentences* (page **14**), but with individual words. The children write one letter each and pass the paper on. (With smaller classes, this can also be played in two groups at the board as in *Team sentences*.)

Change it round

This is a way to get the children to work with a good model of written English and use their imagination to make it into something different.

1. Start with a short text on the board (e.g. the first paragraph or two of a text the children have written as a class and which is still on the board).
2. Tell the children that they are going to transform the text to talk about something different. To do this, they take out one or two words at a time and substitute new words. Sometimes the grammar needs to be adapted. Write new words in a different colour – they then can't be changed again. For example, in Unit 3, the children write a blog about swimming with dolphins. Give the children a new direction by changing this to camping in the jungle.
3. Have the children raise their hands to make suggestions for more changes, and keep going until the text has been completely transformed.

Tip: Sometimes silly suggestions can make the new text much more fun!

1, 2, 3, unscramble!

1 Choose four sentences from the previous Grammar or Language in use lesson. Write each word of the sentences on a different piece of card, e.g. *He used to be an actor. He didn't use to teach maths. I used to live in a cottage. We didn't use to have calculators.*
2 Divide the class into four groups and give each group the set of cards that corresponds to one sentence.
3 Each group unscrambles the words to make the sentence. The group comes to the front with each child holding a card (depending on the size of the group, some children may have no cards, or some may have more than one card). Then the class reads the sentence out loud.
4 If the sentence is not correct, have the children swap places until the order of the words in the sentence is orrect.

Telephone

This game helps revise recent language and also helps children speak clearly and listen carefully!

1 Choose a selection of short, familiar sentences from the day's lesson or the last lesson.
2 Divide the class into groups of five or six children. Each group needs a piece of paper and a pen.
3 Ask one child from each group to join you at the front of the class. Show them a sentence, and have them memorise it and go back to their groups.
4 They then whisper the sentence to the next child in the group who whispers it to the next child and it passes along the line to the final child, who writes down what he / she heard.
5 The last child then holds up the paper for you to check.

Spelling bee

1 Divide the class into two teams.
2 Team A calls out a vocabulary item from this unit, or the previous unit. A child from Team B has to spell it correctly on the board, with help from his or her team. If the word is correct, the team gets a point.
3 Switch roles so that Team B chooses a word for Team A to spell.

Board race

1 Divide the class into groups of five. Each group needs a piece of paper and a pen.
2 Give the children two minutes to write as many words about a topic (people, objects, subjects, etc) as they can. Each child should write one word and then pass the pen and paper to the next child.
3 Once two minutes is up, stop the game and ask the groups to count how many words they managed to write.
4 Have each group spell out some of the words they wrote down and write the answers on the board. Check the spelling with the whole class.

Backs to the board

This game is a fun way to revise vocabulary from previous lessons.

1 Divide the class into pairs. Have one of the children in each pair face away from the board.
2 Write a word on the board, let one child in each pair see it, then erase it. The child who has seen the word explains it (using definitions, examples, or even mime!) so that their partner can guess the word. They mustn't use the word or spell it.
3 When the child guessing knows the word, they raise their hand. Ask one child for the answer and have the explainers confirm if they're correct.
4 Continue with new words and have the children change roles each time.

Tip: In smaller classes, this can also be played in two teams, with one child from each team sitting at the front of the class with their backs to the board. Their teammates can all help explain.

Ready, set, draw!

This game is good for children who learn best by relating words to images.

1 Divide the class into groups of four. Each group needs a piece of paper and a pen. Invite one child from each team to join you at the front of the room.
2 Show these children the same picture or word (a word is more difficult).
3 They go back to their group and draw that item on their paper. The others in the group guess the word.

Tip: This can also be played with short sentences, e.g. I'm going to play tennis on Saturday. – the children draw a picture that illustrates the meaning of the whole sentence. You might want to specify / review the grammar before they start so that they don't spend a long time saying sentences with the right words but the wrong structures!

Tic-tac-toe / Noughts and crosses

This traditional game can be used to revise or practise vocabulary or grammar.

1. Draw a 3x3 grid (see below) on the board and number the squares 1 to 9 with a small number.
2. Divide the class into two teams, A and B, and assign O (noughts) to team A and X (crosses) to team B. Flip a coin to see which team starts.
3. The first team chooses a square. In order to mark that square with their O or X, they have to answer a question correctly. See below for suggestions. If they do not answer correctly, the other team has a turn (they can choose to answer the question for the same square or another one).
4. The team that manages to win three squares in a row, horizontally, vertically or diagonally, wins the game.

Possible questions:

- Write a scrambled word and have the children unscramble it.
- Write a jumbled sentence and have the children put it in order.
- Write the infinitive of a verb and have the children give the past participle.
- Write a short sentence and have the children turn it into a question.
- General knowledge questions.

1	2	3
4	5	6
7	8	9

Physical spelling

This game helps children focus on spelling and involves them physically, making it fun and memorable.

1. Explain the rules of physical spelling: for every (lower case) letter with a line going up (e.g. *b, d, h,* etc), the children raise their arms; for every letter that has a line going down (e.g. *g, j, p,* etc), they put their arms down by their sides; for every letter with no lines going up or down (e.g. a, c, e, etc), they fold their arms.
2. Show the children a word (or write it on the board – with a picture, if possible) and have everyone spell out the word together, calling out the letters and doing the actions.

Tip: The faster they do it, the more fun they have!

True or false?

This game allows children to hear and physically respond to sentences in the target language.

1. Write a big TRUE at the top of the board and a big FALSE at the bottom.
2. Read out true / false sentences about a topic the children have studied recently.

If the sentence is true, the children say *True!* and clap their hands. If it is false, they say *False!* and put their hands over their eyes.

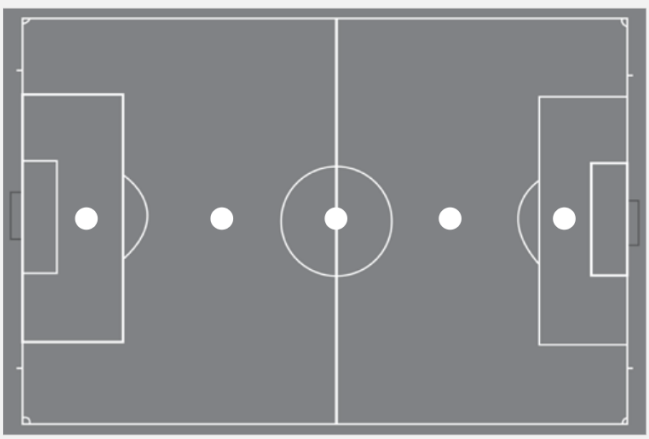
Tip: This can also be played with sentences that are true or false about the children themselves – their hobbies, their likes, their experiences, etc.

Football game

This game can be used to revise and / or practise a variety of language. The children find it very exciting!

1. Quickly draw a bird's-eye view of a football pitch on the board with the goals, penalty areas and the centre circle marked.
2. Draw a large dot in the middle of the pitch, two dots halfway to the goal on each side and another dot in the penalty area.
3. Divide the class into two teams and flip a coin to decide which team starts. Designate an end of the pitch for each team.
4. Ask one team a question (see *Tic-tac-toe* for possible question types) and allow five seconds for them to supply the answer. If they answer the question correctly, they move to the next dot towards the other team's goal and answer another question. When they get a question wrong, the other team starts answering questions and play begins to move back the other way.
5. When a team gets to the penalty area, answering the next question correctly scores a goal! The game then restarts in the middle with the other team answering.

Tip: Make sure you have plenty of questions – the children will not want to stop playing the game!



Vocabulary ping pong

This game helps revise vocabulary related to specific themes.

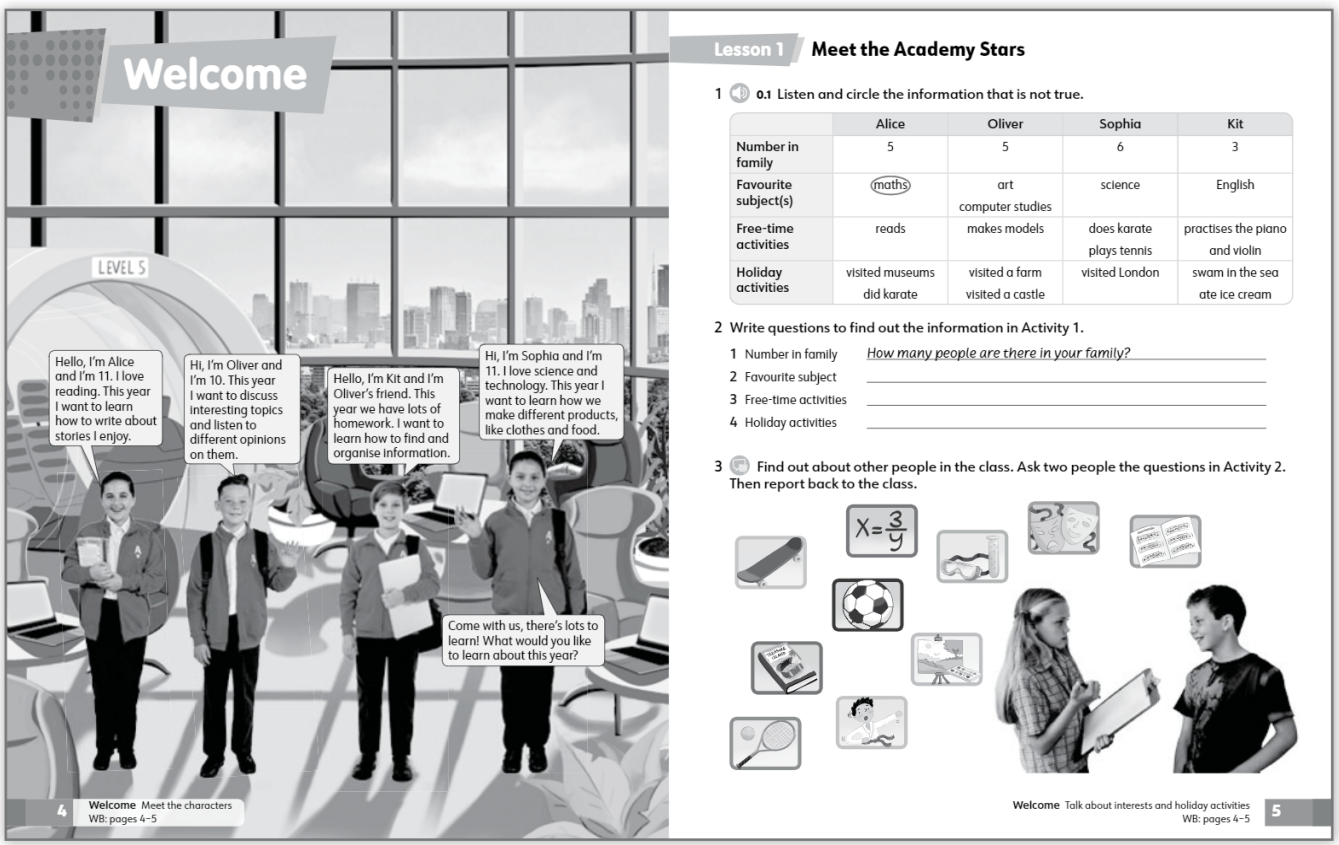
1. Divide the class into two groups. You will need a ball for this game, but you can use a screwed up piece of paper if you don't have one.
2. Tell the children the theme for the game (e.g. emergencies, outdoor activities, music). Tell them the teams will take turns to call out a word connected to the theme. When they do, the ball goes to the other team for them to call another word.
3. The game continues until a) one team takes longer than five seconds to say a new word or b) a word is repeated.
4. Start again with a new theme!

Tip: Sometimes you have to be the judge of whether a particular word belongs to the theme. Be firm!

Welcome

Lesson 1 Meet the Academy Stars

Pupil's Book pages 4–5



Learning objectives: Meet the characters; Talk about interests and holiday activities

Vocabulary: art, computer studies, do karate, English, maths, music, play tennis, reading, science, sport, visit museums

Warm-up: The big picture

- Children look at the picture on page 4. Ask: *Where are they?* (*On the fifth floor of the Academy*) Explain that these are the Academy Stars.
- Elicit the names of the characters and what they want to learn this year. Ask children what they would like to learn about this year.

1 0.1 Listen and circle the information that is not true.

- Play the audio. Children listen and circle the incorrect information.

Audioscript

Alice: *I'm Alice. I live with my mum and dad, and my two brothers. My favourite subject at school is English. I enjoy science too, but it's the most difficult subject for me. In my free time, I like reading – I love books! During the holidays, I stayed at home. I visited museums and played tennis with my friends.*

Oliver: *My name is Oliver. I live with my mum, my dad and my grandpa. I haven't got any brothers or sisters. My favourite subjects are art and computer studies. I like making things in my free time. I make models of castles and spaceships. In the holidays, we went to the countryside. We visited a farm and an amazing castle.*

Sophia: *I'm Sophia. I live with my parents and my grandma. I've got a sister and a brother, too. At school my favourite subject is science – it's more interesting than maths or art! I like doing sport in my free time. I do karate after school and I play tennis at weekends. During the holidays, I went to Jordan to visit my cousins. We visited Petra, an ancient stone city. It was amazing!*

Kit: *I'm Kit. I live with my parents and my sister. My favourite subject is music. It's the most interesting subject and it's easier than art or English. I play the piano and the violin, and I practise them a lot in my free time. In the holidays, I went to the beach. We swam in the sea and ate ice cream.*

Answers: Alice: ~~maths~~ (English), ~~did karate~~ (played tennis); Oliver: ~~5~~ (4); Sophia: ~~visited London~~ (visited Petra in Jordan); Kit: ~~3~~ (4), ~~English~~ (music)

2 Write questions to find out the information in Activity 1.

- Ask *How many people are there in your family?*
- Elicit the questions for the other topics. The children write the questions.

Answers: 1 How many people are there in your family? **2** What's your favourite subject? **3** What do you do in your free time? **4** What did you do in the holidays?

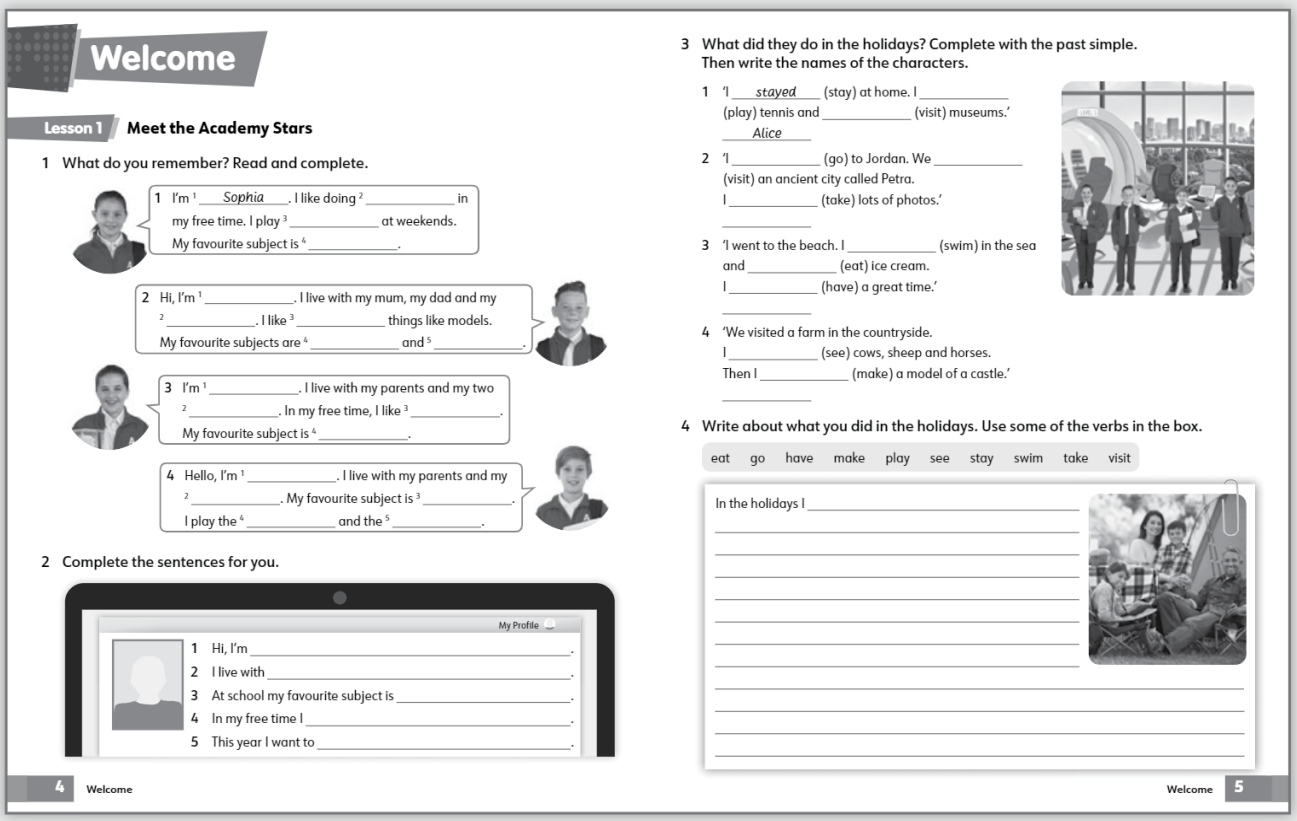
3 Find out about other people in the class. Ask two people the questions in Activity 2. Then report back to the class.

- The children interview two people.
- Have children share their answers with the class.

Cooler: Find, ask and answer

- In pairs, children look through the Pupil's Book. When they find a character, they ask a question.

Workbook pages 4–5



Welcome

Lesson 1 Meet the Academy Stars

1 What do you remember? Read and complete.

1 I'm [1] Sophia. I like doing [2] _____ in my free time. I play [3] _____ at weekends. My favourite subject is [4] _____.

2 Hi, I'm [1] _____. I live with my mum, my dad and my [2] _____. I like [3] _____ things like models. My favourite subjects are [4] _____ and [5] _____.

3 I'm [1] _____. I live with my parents and my two [2] _____. In my free time, I like [3] _____. My favourite subject is [4] _____.

4 Hello, I'm [1] _____. I live with my parents and my [2] _____. My favourite subject is [3] _____. I play the [4] _____ and the [5] _____.

2 Complete the sentences for you.

My Profile

1 Hi, I'm _____.
2 I live with _____.
3 At school my favourite subject is _____.
4 In my free time I _____.
5 This year I want to _____.

4 Welcome

3 What did they do in the holidays? Complete with the past simple. Then write the names of the characters.

1 'I stayed (stay) at home. I _____ (play) tennis and _____ (visit) museums.' Alice

2 'I _____ (go) to Jordan. We _____ (visit) an ancient city called Petra. I _____ (take) lots of photos.' _____

3 'I went to the beach. I _____ (swim) in the sea and _____ (eat) ice cream. I _____ (have) a great time.' _____

4 'We visited a farm in the countryside. I _____ (see) cows, sheep and horses. Then I _____ (make) a model of a castle.' _____

4 Write about what you did in the holidays. Use some of the verbs in the box.

eat go have make play see stay swim take visit

In the holidays I _____

Welcome 5

1 What do you remember? Read and complete.

Answers: 1 1 Sophia **2** sport **3** tennis **4** science **2 1** Oliver **2** grandpa **3** making **4** art **5** computer studies **3 1** Alice **2** brothers **3** reading **4** English **4 1** Kit **2** sister **3** music **4** piano **5** violin

2 Complete the sentences for you.

Answers: Children's own answers.

3 What did they do in the holidays? Complete with the past simple. Then write the names of the characters.

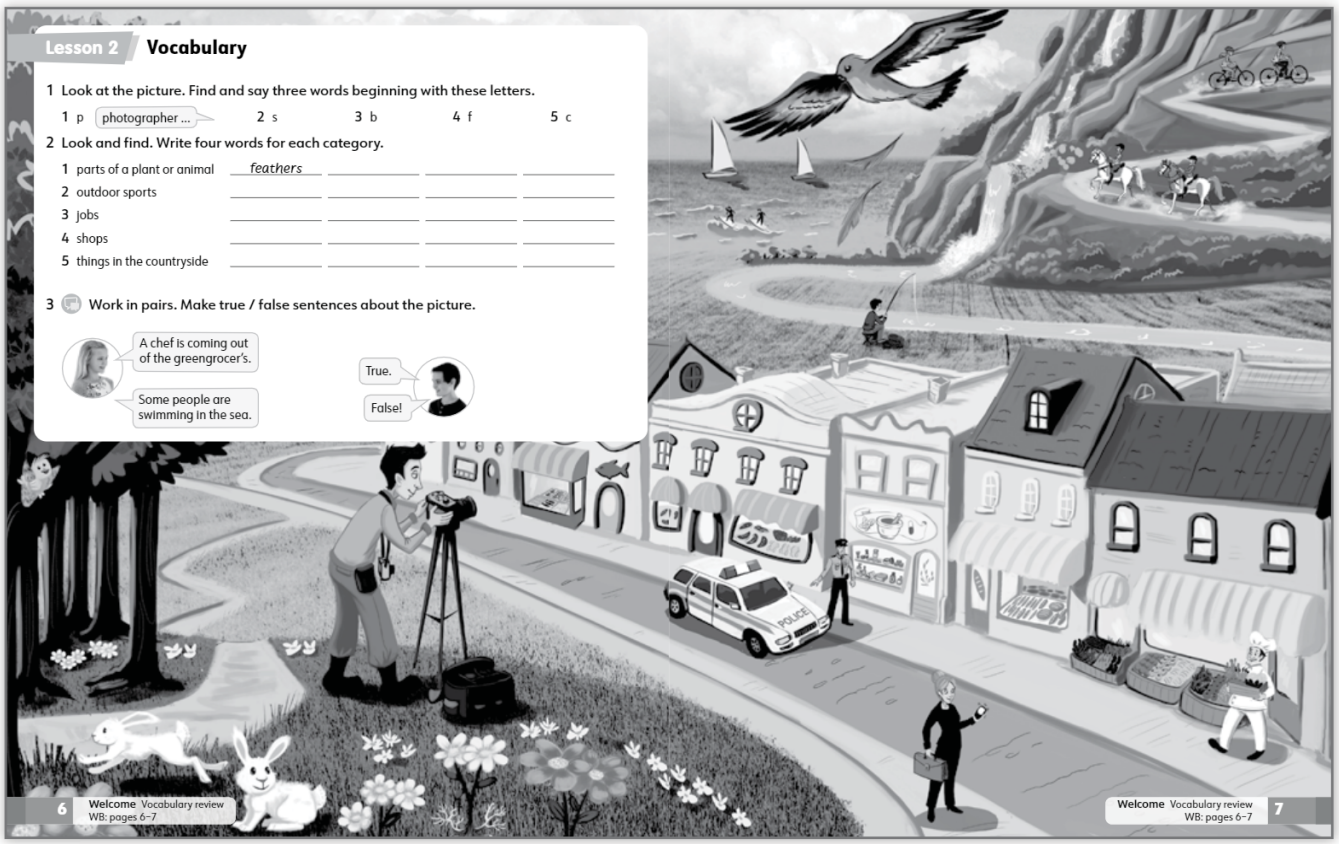
Answers: 1 stayed, played, visited (Alice) **2** went, visited, took (Sophia) **3** swam, ate, had (Kit) **4** saw, made (Oliver)

4 Write about what you did in the holidays. Use some of the verbs in the box.

Answers: Children's own answers.

Lesson 2 Vocabulary

Pupil's Book pages 6–7



***Learning objectives*:** Vocabulary review

***Vocabulary*:** jobs, outdoor sports, parts of a plant or animal, shops, the countryside

Warm-up: Is it a job or a place?

- Call out the names of some jobs and places. Ask the children to put up one hand if they hear a job and two hands if they hear a place (e.g. *doctor, lawyer, library, hospital, supermarket, school, teacher, photographer*, etc).

1 Look at the picture. Find and say three words beginning with these letters.

- Refer the children to the picture on pages 6–7. Ask *What can you see in the picture? Who can you see? What are they doing?*
- Have the children work in pairs to find three words beginning with the letters *p*, *s*, *b*, *f*, and *c*.
- Set a time limit for this activity and then check answers as a class.

Suggested answers: 1 photographer, police car, police officer, path, phone **2** shop, sailing (boat), surfer / surfing, surfboard, stream, stem **3** bird, butcher's, business woman, bag, boat, bicycle / bike, bakery, bread **4** flower, fur, feather, fisherman / fishing, fruit **5** camera, car, chef, chemist's

2 Look and find. Write four words for each category.

- Read out loud the first category (parts of a plant or animal) and the example answer. The children look at the picture and provide more ideas.
- Continue reading the categories. The children suggest ideas and write down the words in their books.

Suggested answers: parts of a plant or animal: feathers, tail, beak, wings, fur, leaf, branch, root, stem, petal; **outdoor sports:** sailing, surfing, mountain biking, horse-riding, fishing; **jobs:** photographer, chef, police officer, business woman; **shops:** chemist's, butcher's, fishmonger's, greengrocer's, bakery; **things in the countryside:** grass, trees, flowers, forest, waterfall, mountain, path, river / stream

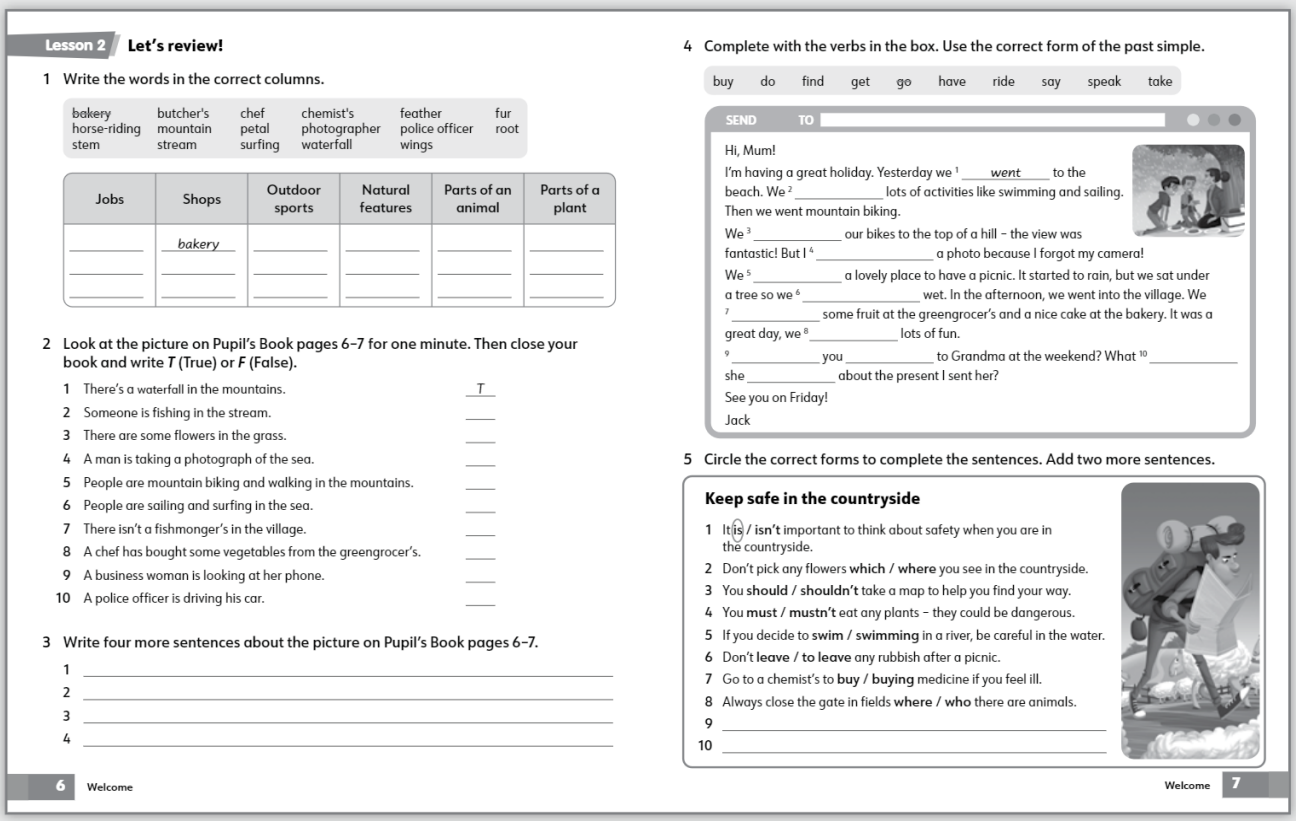
3 Work in pairs. Make true / false sentences about the picture.

- Have two children read out the dialogue in the speech bubbles. Ask the children to look at the picture and check if the sentences are true or false. Ask a volunteer to correct the false statement (*Some people are surfing in the sea.*).
- The children write down some true and false statements about the picture.
- Have them work in pairs. One child reads out loud the sentences he / she has written and the other answers *True* or *False*.
- The children can correct the false statements.

Cooler: True or false?

- Play *True or false?* (see Games bank, pages 14–17) with true and false sentences about objects in the classroom (e.g. *The board is at the back of the classroom. There are five children in the classroom. There is a cat under the desk.*)

Workbook pages 6–7



Lesson 2 **Let's review!**

1 Write the words in the correct columns.

bakery horse-riding stem | butcher's mountain stream | chef petal surfing | chemist's photographer waterfall | feather police officer wings | fur root

Jobs	Shops	Outdoor sports	Natural features	Parts of an animal	Parts of a plant
	bakery				

2 Look at the picture on Pupil's Book pages 6–7 for one minute. Then close your book and write *T* (True) or *F* (False).

1 There's a waterfall in the mountains. T
2 Someone is fishing in the stream. ____
3 There are some flowers in the grass. ____
4 A man is taking a photograph of the sea. ____
5 People are mountain biking and walking in the mountains. ____
6 People are sailing and surfing in the sea. ____
7 There isn't a fishmonger's in the village. ____
8 A chef has bought some vegetables from the greengrocer's. ____
9 A business woman is looking at her phone. ____
10 A police officer is driving his car. ____

3 Write four more sentences about the picture on Pupil's Book pages 6–7.

1 _____
2 _____
3 _____
4 _____

6 Welcome

4 Complete with the verbs in the box. Use the correct form of the past simple.

buy do find get go have ride say speak take

SEND TO

Hi, Mum!
I'm having a great holiday. Yesterday we [1] went to the beach. We [2] _____ lots of activities like swimming and sailing. Then we went mountain biking.
We [3] _____ our bikes to the top of a hill – the view was fantastic! But I [4] _____ a photo because I forgot my camera!
We [5] _____ a lovely place to have a picnic. It started to rain, but we sat under a tree so we [6] _____ wet. In the afternoon, we went into the village. We [7] _____ some fruit at the greengrocer's and a nice cake at the bakery. It was a great day, we [8] _____ lots of fun.
[9] _____ you _____ to Grandma at the weekend? What [10] _____ she _____ about the present I sent her?
See you on Friday!
Jack

5 Circle the correct forms to complete the sentences. Add two more sentences.

Keep safe in the countryside

1 It **is / isn't** important to think about safety when you are in the countryside.
2 Don't pick any flowers **which / where** you see in the countryside.
3 You **should / shouldn't** take a map to help you find your way.
4 You **must / mustn't** eat any plants – they could be dangerous.
5 If you decide to **swim / swimming** in a river, be careful in the water.
6 Don't **leave / to leave** any rubbish after a picnic.
7 Go to a chemist's to **buy / buying** medicine if you feel ill.
8 Always close the gate in fields **where / who** there are animals.
9 _____
10 _____

Welcome 7

1 Write the words in the correct columns.

Answers: Jobs: chef, photographer, police officer; **Shops:** bakery, butcher's, chemist's; **Outdoor sports:** horse-riding, sailing, surfing; **Natural features:** mountain, stream, waterfall; **Parts of an animal:** feathers, fur, wings; **Parts of a plant:** petal, root, stem

2 Look at the pictures on Pupil's Book pages 6–7 for one minute. Then close your book and write *T* (True) or *F* (False).

Answers: 1 T **2** T **3** T **4** F **5** F **6** T **7** F **8** T **9** T **10** F

3 Write four more sentences about the picture on Pupil's Book pages 6–7.

Answers: Children's own answers.

4 Complete with the verbs in the box. Use the correct form of the past simple.

Answers: 1 went **2** did **3** rode **4** didn't take **5** found **6** didn't get **7** bought **8** had **9** Did / speak **10** did / say

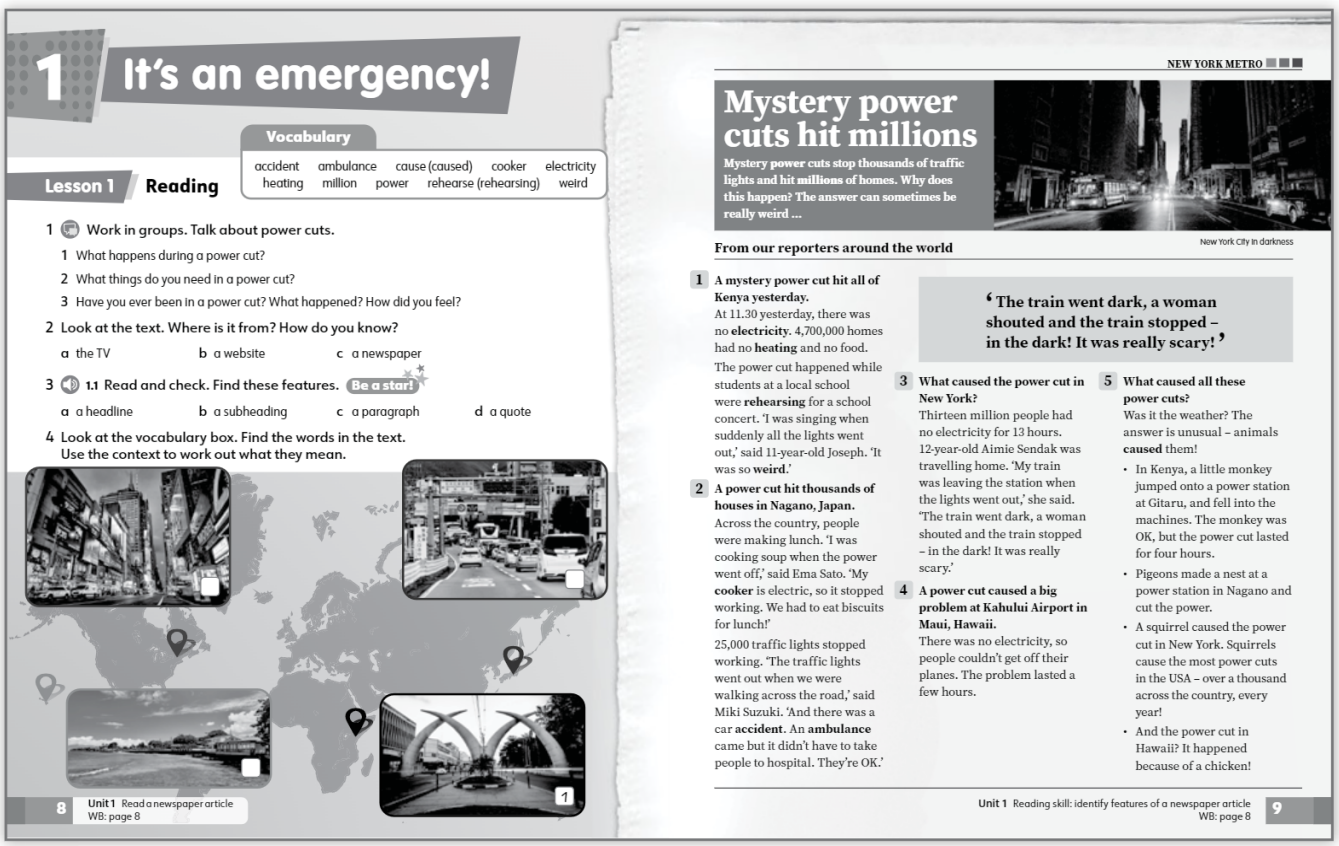
5 Circle the correct forms to complete the sentences. Add two more sentences.

Answers: 1 is **2** which **3** should **4** mustn't **5** swim **6** leave **7** buy **8** where **9**, **10** Children's own answers.

1 It's an emergency!

Lesson 1 Reading

Pupil's Book pages 8–9



1 It's an emergency!

Lesson 1 Reading

Vocabulary

accident ambulance cause (caused) cooker electricity heating million power rehearse (rehearsing) weird

1 Work in groups. Talk about power cuts.

1 What happens during a power cut?

2 What things do you need in a power cut?

3 Have you ever been in a power cut? What happened? How did you feel?

2 Look at the text. Where is it from? How do you know?

a the TV b a website c a newspaper

3 1.1 Read and check. Find these features. Be a star!

a a headline b a subheading c a paragraph d a quote

4 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

8 Unit 1 Read a newspaper article WB: page 8

NEW YORK METRO

Mystery power cuts hit millions

Mystery power cuts stop thousands of traffic lights and hit millions of homes. Why does this happen? The answer can sometimes be really weird ...

New York City in darkness

From our reporters around the world

1 A mystery power cut hit all of Kenya yesterday.
At 11.30 yesterday, there was no **electricity**. 4,700,000 homes had no **heating** and no food.
The power cut happened while students at a local school were **rehearsing** for a school concert. 'I was singing when suddenly all the lights went out,' said 11-year-old Joseph. 'It was so **weird**.'

2 A power cut hit thousands of houses in Nagano, Japan.
Across the country, people were making lunch. 'I was cooking soup when the power went off,' said Ema Sato. 'My **cooker** is electric, so it stopped working. We had to eat biscuits for lunch!'
25,000 traffic lights stopped working. 'The traffic lights went out when we were walking across the road,' said Miki Suzuki. 'And there was a car **accident**. An **ambulance** came but it didn't have to take people to hospital. They're OK.'

'The train went dark, a woman shouted and the train stopped – in the dark! It was really scary!'

3 What caused the power cut in New York?
Thirteen million people had no electricity for 13 hours. 12-year-old Aimie Sendak was travelling home. 'My train was leaving the station when the lights went out,' she said. 'The train went dark, a woman shouted and the train stopped – in the dark! It was really scary.'

4 A power cut caused a big problem at Kahului Airport in Maui, Hawaii.
There was no electricity, so people couldn't get off their planes. The problem lasted a few hours.

5 What caused all these power cuts?
Was it the weather? The answer is unusual – animals **caused** them!

- In Kenya, a little monkey jumped onto a power station at Gitaru, and fell into the machines. The monkey was OK, but the power cut lasted for four hours.
- Pigeons made a nest at a power station in Nagano and cut the power.
- A squirrel caused the power cut in New York. Squirrels cause the most power cuts in the USA – over a thousand across the country, every year!
- And the power cut in Hawaii? It happened because of a chicken!

Unit 1 Reading skill: identify features of a newspaper article WB: page 8 9

***Learning objectives*:** Read a newspaper article; Reading skill: identify features of a newspaper article

***Vocabulary*:** accident, ambulance, cause (caused), cooker, electricity, heating, million, power, rehearse (rehearsing), weird

***Resources*:** Vocabulary 1 worksheet

Warm-up: 1, 2, 3 unscramble!

- Play 1, 2, 3, unscramble! (see Games bank, pages 14–17) with these sentences from the Welcome unit: *My favourite subject at school is English. I make models of castles and spaceships. I do karate after school and I play tennis at weekends. I live with my parents and my sister.*

1 Work in groups. Talk about power cuts.

- Write *Power cuts* on the board. Say *Power makes machines work. A power cut is when the power stops.*
- Tell the children to look at the questions in Activity 1. Ask volunteers to read them out. Have the children raise their hands to answer. Ask for class agreement to encourage class participation, e.g. *Do you agree with ...? What do you think? Hands up if you agree.*

Teaching star!

Prediction skills

- Tell children that they can often predict what they are going to read about by looking at the photos or illustrations in a text.
- For Activity 2: Refer the children to the images on Pupil's Book pages 8–9. Ask *What does the background map show? (map of the world) What are the photos of? (Cities of different countries) Do you think the text may be about these cities? (yes)*

2 Look at the text. Where is it from? How do you know?

- The children look at the text. Ask *Why is the text in columns? (because it is from a magazine or newspaper) Is there a heading? (yes) Who wrote the text? (reporters from around the world) How does the photo relate to the text? (it illustrates the heading)* Elicit answers.
- Children say where they think the text is from and why.

Answer: c

3 1.1 Read and check. Find these features.

Be a star!

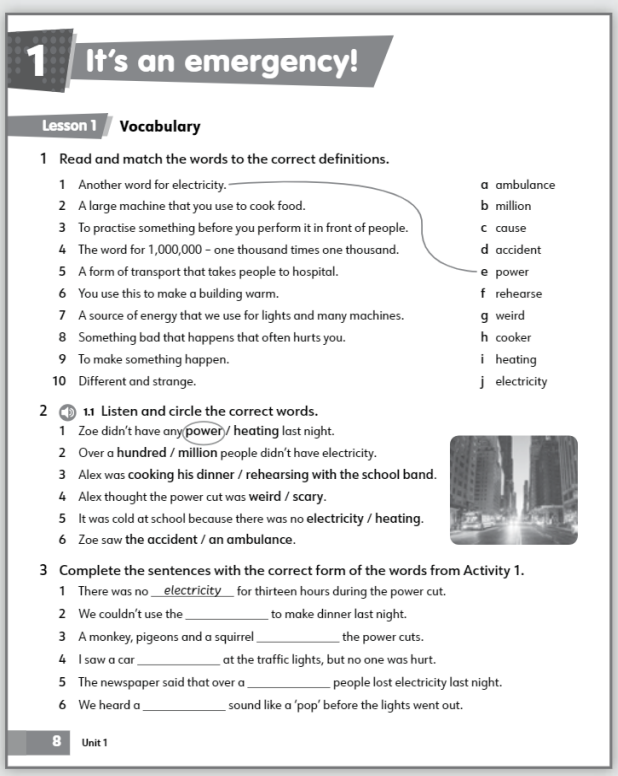
- Read the features out and explain the words if necessary. Say *A headline is the main title. A subheading is a smaller title. A paragraph is a series of sentences relating to a specific point or topic. A quote is what somebody said.*
- The children read the article and find the newspaper features. Tell them to underline them in the text.
- Play the audio if the children need additional support.

Answers: a MYSTERY POWER CUTS HIT MILLIONS **b** Mystery power cuts stop thousands of traffic lights and hit millions of homes. Why does this happen? The answer can sometimes be really weird … **c** At 11.30 yesterday, there was no electricity. 4,700,000 homes had no heating and no food. **d** 'The train went dark, a woman shouted and the train stopped – in the dark! It was really scary!'

4 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

- Children scan the text to find the words in the vocabulary box.
- Ask children to look at the words before and after the words in bold to help them work out their meaning from the context.
- Have the children explain the meaning of the words in bold. Ask them to check their answers in the dictionary on page 154 of the Pupil's Book.

Workbook page 8



1 It's an emergency!

Lesson 1 Vocabulary

1 Read and match the words to the correct definitions.

1	Another word for electricity.	a	ambulance
2	A large machine that you use to cook food.	b	million
3	To practise something before you perform it in front of people.	c	cause
4	The word for 1,000,000 – one thousand times one thousand.	d	accident
5	A form of transport that takes people to hospital.	e	power
6	You use this to make a building warm.	f	rehearse
7	A source of energy that we use for lights and many machines.	g	weird
8	Something bad that happens that often hurts you.	h	cooker
9	To make something happen.	i	heating
10	Different and strange.	j	electricity

2 1.1 Listen and circle the correct words.

1 Zoe didn't have any power / heating last night.
2 Over a hundred / million people didn't have electricity.
3 Alex was cooking his dinner / rehearsing with the school band.
4 Alex thought the power cut was weird / scary.
5 It was cold at school because there was no electricity / heating.
6 Zoe saw the accident / an ambulance.

3 Complete the sentences with the correct form of the words from Activity 1.

1 There was no *electricity* for thirteen hours during the power cut.
2 We couldn't use the _____ to make dinner last night.
3 A monkey, pigeons and a squirrel _____ the power cuts.
4 I saw a car _____ at the traffic lights, but no one was hurt.
5 The newspaper said that over a _____ people lost electricity last night.
6 We heard a _____ sound like a 'pop' before the lights went out.

8 Unit 1

Cooler: Quick memory game

- Play *Quick memory game* (see Games bank, pages 14–17) with the words from the vocabulary box.

1 Read and match the words to the correct definitions.

Answers: 1 e **2** h **3** f **4** b **5** a **6** i **7** j **8** d **9** c **10** g

2 1.1 Listen and circle the correct words.

Audioscript

Girl: *Hi Alex! Were you at home when there was a power cut last night? I was cooking my favourite dinner!*

Boy: *No, I wasn't, Zoe – I was at school.*

Girl: *They said on the news that over a million people didn't have electricity! I wonder what caused it. So, what were you doing?*

Boy: *I was practising with the school band. We had to rehearse for the concert on Friday.*

Girl: *Oh no! What did you do?*

Boy: *Well, we sat in the dark for half an hour waiting – the teacher didn't know what to say. I thought it was weird but it was fun, too. When the power didn't come back on, she said we should call our parents to pick us up.*

Girl: *Oh, that was good.*

Boy: *No, not really. There was an accident on the road from my house to the school, so my mum didn't arrive until an hour later. It was freezing in the school because there was no heating.*

Girl: *Poor you! I heard about the accident – I saw the ambulance go past my house. So, what time did you get home?*

Boy: *At about eight o'clock and I couldn't have my dinner because the cooker wasn't working!*

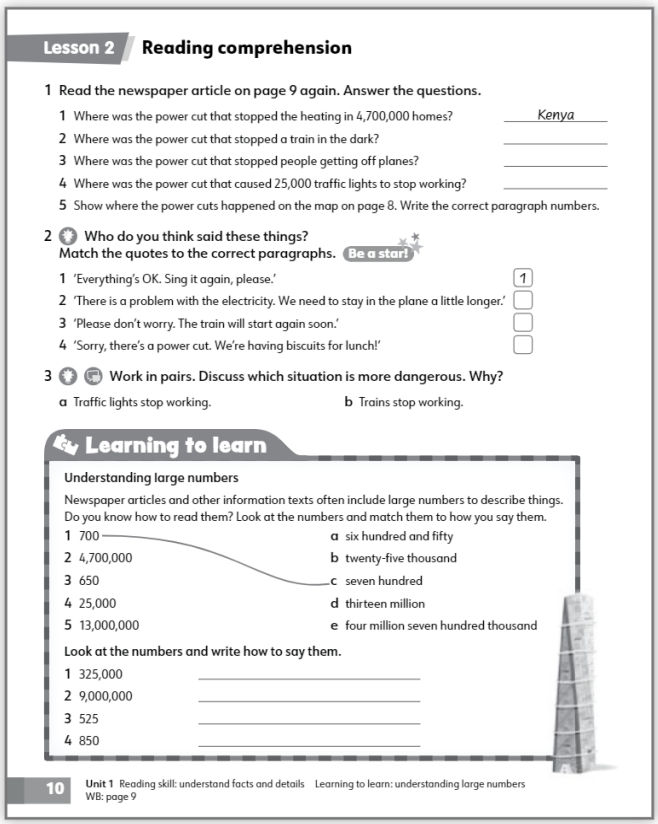
Answers: 1 power **2** million **3** rehearsing with the school band **4** weird **5** heating **6** an ambulance

3 Complete the sentences with the correct form of the words from Activity 1.

Answers: 1 electricity **2** cooker **3** caused **4** accident **5** million **6** weird

Lesson 2 Reading comprehension / Learning to learn

Pupil's Book page 10



Lesson 2 Reading comprehension

1 Read the newspaper article on page 9 again. Answer the questions.

1 Where was the power cut that stopped the heating in 4,700,000 homes? Kenya
2 Where was the power cut that stopped a train in the dark?
3 Where was the power cut that stopped people getting off planes?
4 Where was the power cut that caused 25,000 traffic lights to stop working?
5 Show where the power cuts happened on the map on page 8. Write the correct paragraph numbers.

2 Who do you think said these things? Match the quotes to the correct paragraphs. Be a star!

1 'Everything's OK. Sing it again, please.' 1
2 'There is a problem with the electricity. We need to stay in the plane a little longer.'
3 'Please don't worry. The train will start again soon.'
4 'Sorry, there's a power cut. We're having biscuits for lunch!'

3 Work in pairs. Discuss which situation is more dangerous. Why?

a Traffic lights stop working. b Trains stop working.

Learning to learn

Understanding large numbers

Newspaper articles and other information texts often include large numbers to describe things. Do you know how to read them? Look at the numbers and match them to how you say them.

1 700 — a six hundred and fifty
2 4,700,000 — b twenty-five thousand
3 650 — c seven hundred
4 25,000 — d thirteen million
5 13,000,000 — e four million seven hundred thousand

Look at the numbers and write how to say them.

1 325,000
2 9,000,000
3 525
4 850

10 Unit 1 Reading skill: understand facts and details Learning to learn: understanding large numbers
WB: page 9

***Learning objectives*:** Reading skill: understand facts and details; Learning to learn: understanding large numbers

Warm-up: Word completion

- Write the vocabulary from Lesson 1 on the board with the vowels missing.
- Give the children a minute to work in pairs and write down the words in their notebooks.
- Have volunteers come to the board and complete the words.
  _ cc _ d _ nt, _ mb _ l _ nc _, c_ _s_, c _ _ k _ r, _ l _ ctr _ c _ ty, h _ _ t _ ng, m _ ll _ _ n, p _ w _ r, r _ h _ _ rs _, w_ _rd
  (*accident, ambulance, cause, cooker, electricity, heating, million, power, rehearse, weird*)

1 Read the newspaper article on page 9 again. Answer the questions.

- The children read the questions. Clarify meaning.
- Have the children read the text on page 9 again and find the answers to the questions. Tell them that they do not have to understand every word of the text to answer the questions.
- The children check their answers in pairs.
- Check answers as a class.

Answers: 1 Kenya **2** New York
3 Hawaii **4** Japan
5 top left: 3 **top center:** 1 **top right:** 2 **bottom left:** 4

2 Who do you think said these things? Match the quotes to the correct paragraphs.

Be a star!

- The children scan the article and think about who said the quotes. Give them a minute to do this and to match the quotes to the names.
- Ask the children for answers and to say in which paragraphs they found the information they needed.

Answers: 1 1 **2** 4 **3** 3 **4** 2

3 Work in pairs. Discuss which situation is more dangerous. Why?

- Allow the children time to read the questions and think about their own answers. They can note down ideas in their notebooks.
- Ask the children for feedback. Do they have the same ideas?

Learning to learn

Understanding large numbers

- Read out the first matching example in the *Learning to learn* box (700 = seven hundred). Ask children if they know how to read large numbers. Explain to them that when they are reading a large number, they begin at the left with the largest group, and proceed to the right.
- Go through items 2 and 3 with the children and elicit answers. The children continue the activity individually.
- Check answers with the class.

Answers: 1 c **2** e **3** a **4** b **5** d

Look at the numbers and write how to say them.

- Read out the first number. Ask children if they know how to write out 325,000. Explain to them that when they are writing a large number, they also begin at the left with the largest group, and proceed to the right.
- Write the written answer on the board and go over it in more detail with the children, explaining how the numbers are separated into groups (ones, tens, hundreds, thousands, etc.)
- The children continue the activity individually.
- Check answers with the class.

Answers: 1 c **2** e **3** a **4** b **5** d
1 three hundred twenty-five thousand **2** nine million
3 five hundred twenty-five **4** eight hundred and fifty

Teaching star!

Extension

- You can extend activities if you need time-fillers.
- Keep fast finishers usefully occupied by giving them an extra activity to do. Make sure the activity is engaging and that they are able to do it by themselves. By doing this, you are encouraging them to become autonomous learners.
- Tell the children to find forms of the words *light*, *work* and *jump* in the article and say if they are nouns or verbs (lights = noun, working = verb, jumped = verb). Then have the children write sentences with these words as nouns and as verbs.

Suggested answers: The lights went out. Candles light the room. My phone doesn't work. I have a lot of work. The child jumped with delight. The horse fell at the first jump.

Cooler: Word association

- Call out these words from the lesson: *power*, *squirrel*, *concert*, *accident*, *break*, *train*, *cooker*, *dinner*, *heating*, *scary*. The children write down the first word that they think of after hearing each word.
- They can then compare their answers in pairs or as a class to see if they thought of the same words.

ESDC



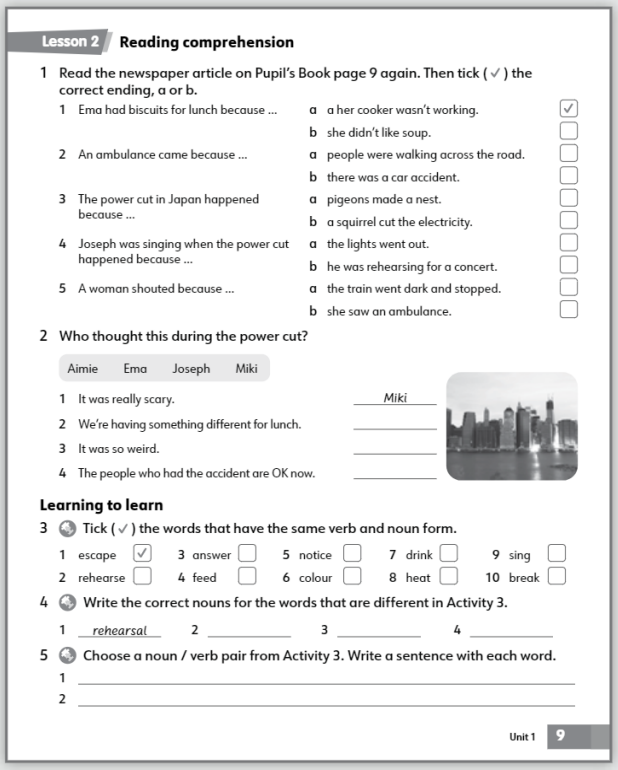
How do people and animals affect each other in the same habitat?

Introduce the children to Sustainable Development Goal 15: *Life on land*. Ask: *How do people and animals affect each other in the same habitat?* This question helps the children connect how human and animal behaviours can affect each other.

- Direct the children's attention back to page 9 in their Pupil's Book. Have the children recall that animals caused the power cuts described in the text. Ask if they were surprised to learn that even a small animal's actions can affect entire cities this way. Then have the children discuss what actions human do that affect the lives of animals, and where they live.

Possible answers: People can cause pollution that destroys animal habitats like lakes and rivers, and they can cut down trees where animals have lived for hundreds of years. While we can't make animals stop doing things that can affect humans, we can do a lot to avoid disturbing the places where animals live and find food.

Workbook page 9



Lesson 2 Reading comprehension

1 Read the newspaper article on Pupil's Book page 9 again. Then tick (✓) the correct ending, a or b.

1	Ema had biscuits for lunch because ...	a	a her cooker wasn't working. ☑
		b	she didn't like soup. ☐
2	An ambulance came because ...	a	people were walking across the road. ☐
		b	there was a car accident. ☐
3	The power cut in Japan happened because ...	a	pigeons made a nest. ☐
		b	a squirrel cut the electricity. ☐
4	Joseph was singing when the power cut happened because ...	a	the lights went out. ☐
		b	he was rehearsing for a concert. ☐
5	A woman shouted because ...	a	the train went dark and stopped. ☐
		b	she saw an ambulance. ☐

2 Who thought this during the power cut?

Aimie Ema Joseph Miki

1 It was really scary. *Miki*
2 We're having something different for lunch. _____
3 It was so weird. _____
4 The people who had the accident are OK now. _____

Learning to learn

3 Tick (✓) the words that have the same verb and noun form.

1	escape ☑	3	answer ☐	5	notice ☐	7	drink ☐	9	sing ☐
2	rehearse ☐	4	feed ☐	6	colour ☐	8	heat ☐	10	break ☐

4 Write the correct nouns for the words that are different in Activity 3.

1 *rehearsal* 2 _____ 3 _____ 4 _____

5 Choose a noun / verb pair from Activity 3. Write a sentence with each word.

1 _____
2 _____

Unit 1 9

1 Read the newspaper article on Pupil's Book page 9 again. Then tick (✓) the correct ending, a or b.

Answers: 1 b **2** b **3** a **4** b **5** a

2 Who thought this during the power cut?

Answers: 1 Aimie **2** Ema **3** Joseph **4** Miki

3 Tick (✓) the words that have the same verb and noun form.

Answers: ✓ by: 1, 3, 5, 6, 7, 10

4 Write the correct nouns for the words that are different in Activity 3.

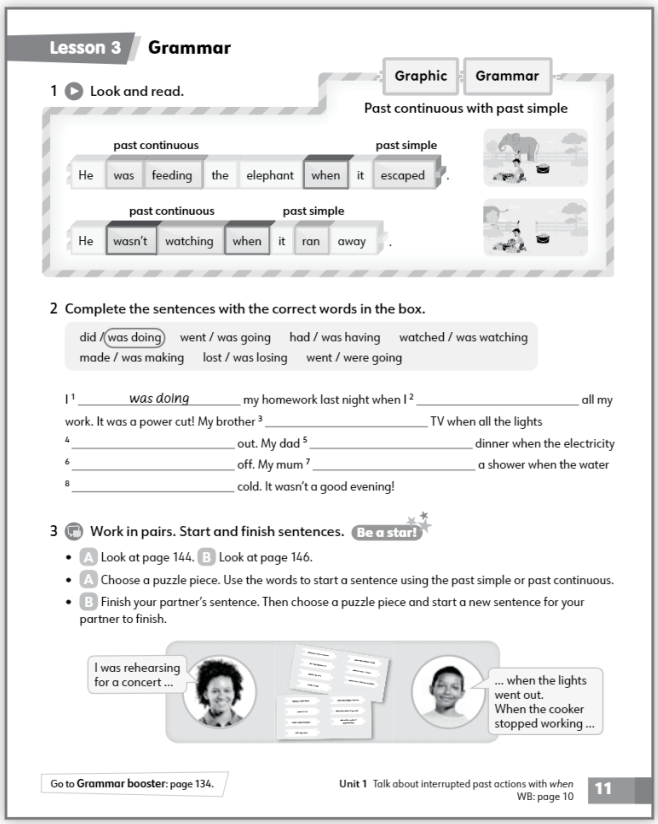
Answers: 1 rehearsal **2** food **3** heating **4** song / singer

5 Choose a noun / verb pair from Activity 3. Write a sentence with each word.

Answers: Children's own answers.

Lesson 3 Grammar

Pupil's Book page 11



***Learning objectives*:** Talk about interrupted past actions with *when*

***Grammar*:** Past continuous with past simple

Review vocabulary: emergencies

***Resources*:** Graphic Grammar video; Grammar 1 worksheet

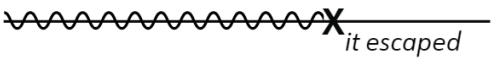
Warm-up: True or false?

- Play *True or false?* (see Games bank, pages 14–17) with sentences about yourself for yesterday. (*Yesterday I had chicken for dinner. Yesterday I visited my brother.*)
- Ask some volunteers to say sentences about yesterday. Have the class vote on whether the sentences are true or false.

1 Look and read.

- Refer the children to the pictures in Activity 1 and ask *Where is the man? What is he doing? What animal is behind him? What did the elephant do?*
- Read out the two sentences in the *Graphic Grammar* box and have the children repeat them.
- Ask *What is the difference between the two sentences?* (*the first one is affirmative and the second one is negative*) *What is the past of the verb 'to be'?* (*was*, *were*)
- Refer children to the blue and red boxes in the sentences and ask for the tense of each verb.
- Ask *How do we form the past continuous?* (*past of 'to be' + -ing form of the verb*)
- Read the sentences again and ask *What happened first? (He started feeding the elephant) Which action interrupted this? (the elephant escaped) Which word do we use before the past simple?* (*when*)
- Explain that we use the past continuous with the past simple when a longer action in the past is interrupted by a shorter action. Draw a timeline on the board:

He was feeding the elephant



- Tell the children to look at page 9 and to find sentences in paragraphs 1, 2 and 3 with this grammar structure. (*I was singing when suddenly all the lights went out. I was cooking soup when the power went off. My train was leaving the station when the lights went out.*)
- Have the children look back at the reading texts on pages 8–9 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If using the video, read out the sentences in the *Graphic Grammar* box in the Pupil's Book. Tell them to watch the video and think about the difference between the two sentences (the first one is affirmative and the second one is negative). Ask *What is the past of the verb 'to be'?* (*was*, *were*).
- Play the video and continue as above, starting with the fourth point.
- Play the video again and have the children repeat the sentences.

Teaching star!

Personalisation

- Adapt an activity to the children's own experience so they can use the language in relation to themselves. The language then becomes more meaningful and real, rather than just a lesson.
- Have the children think of their own sentence with the past continuous, *when* and the past simple. They do this individually and write the sentence in their notebooks. Then they read it to a friend.
- Have some volunteers read out their sentence to the class.

2 Complete the sentences with the correct words in the box.

- The children read the paragraph and write the correct words from the box in the gaps. Elicit that we use the past continuous for the longer action and the past simple for the action that interrupts it. The past simple comes after *when*.
- Have the children do the activity individually. Then have volunteers read out a sentence each.

Answers: 1 was doing **2** lost **3** was watching **4** went **5** was making **6** went **7** was having **8** went

3 Work in pairs. Start and finish sentences.

Be a star!

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 144 and have Student B turn to page 146.
- Read out the instructions and the example dialogue so the children have an understanding of how to play the game. Explain that one student starts a sentence and the other student finishes the sentence, each using the words on their puzzle pieces.
- Allow time for the children to take turns starting and finishing sentences using the past continuous with the past simple.

Grammar booster

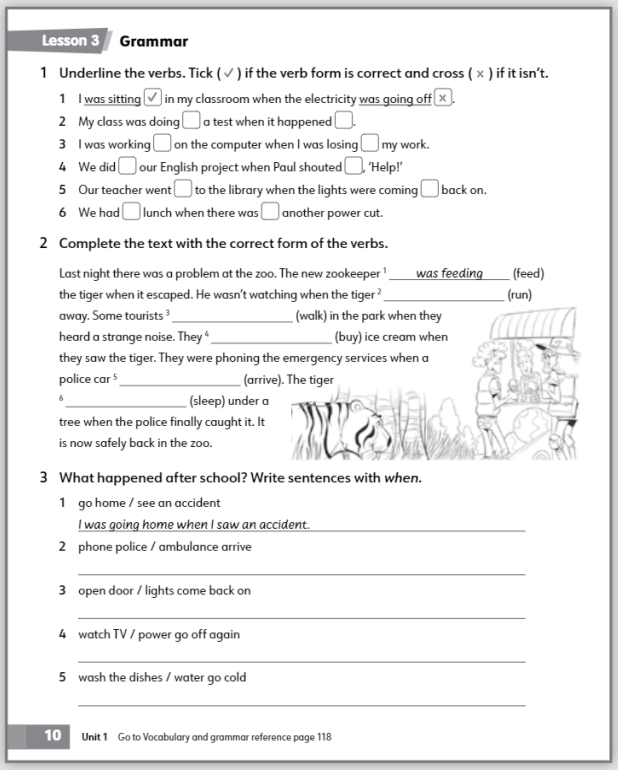
Ask the children to turn to page 134 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 1 You were visiting your grandpa when I saw you last weekend. **2** She was watching TV when the electricity went out. **3** They were waiting outside when the ambulance came. **4** I was rehearsing for a concert when my phone rang. **5** We were running in the park when it started raining.

Cooler: Sentence finishing

- Have the children finish sentences that you start, e.g. *I was watching TV when … He was walking home when …*
- Have volunteers suggest the start of a sentence and the other children finish it.

Workbook page 10



Lesson 3 Grammar

1 Underline the verbs. Tick (✓) if the verb form is correct and cross (×) if it isn't.

1 I was sitting ☑ in my classroom when the electricity was going off ☒.
2 My class was doing ☐ a test when it happened ☐.
3 I was working ☐ on the computer when I was losing ☐ my work.
4 We did ☐ our English project when Paul shouted ☐, 'Help!'
5 Our teacher went ☐ to the library when the lights were coming ☐ back on.
6 We had ☐ lunch when there was ☐ another power cut.

2 Complete the text with the correct form of the verbs.

Last night there was a problem at the zoo. The new zookeeper [1] was feeding (feed) the tiger when it escaped. He wasn't watching when the tiger [2] _____ (run) away. Some tourists [3] _____ (walk) in the park when they heard a strange noise. They [4] _____ (buy) ice cream when they saw the tiger. They were phoning the emergency services when a police car [5] _____ (arrive). The tiger [6] _____ (sleep) under a tree when the police finally caught it. It is now safely back in the zoo.

3 What happened after school? Write sentences with *when*.

1 go home / see an accident
I was going home when I saw an accident.
2 phone police / ambulance arrive
3 open door / lights come back on
4 watch TV / power go off again
5 wash the dishes / water go cold

10 Unit 1 Go to Vocabulary and grammar reference page 118

Grammar reference:

Remind the children that they can refer to the grammar reference on page 118 while completing these Workbook activities.

1 Underline the verbs. Tick (✓) if the verb form is correct and cross (✗) if it isn't.

Answers: 1 ✓✗ **2** ✓✓ **3** ✓✗ **4** ✗✓ **5** ✓✗ **6** ✗✓

2 Complete the text with the correct form of the verbs.

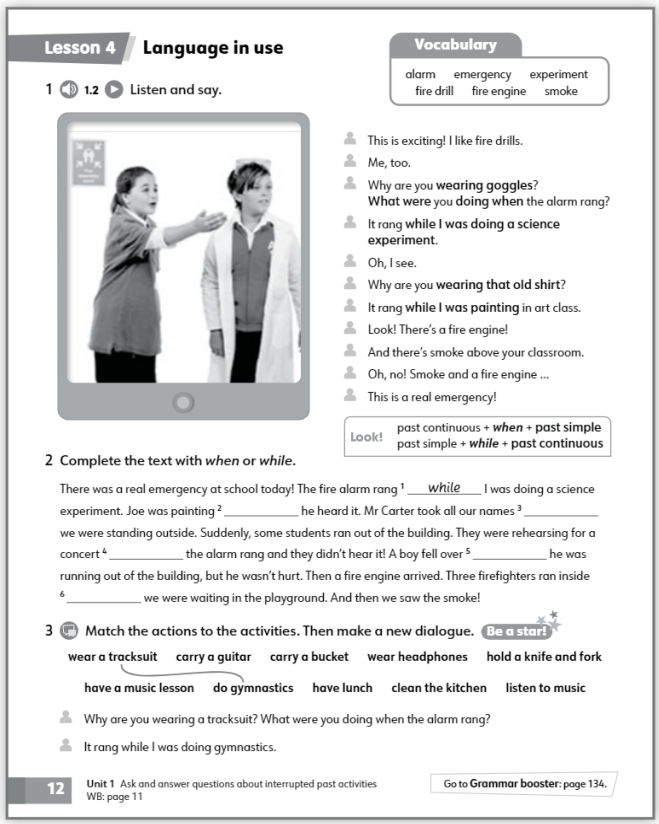
Answers: 1 was feeding **2** ran **3** were walking **4** were buying **5** arrived **6** was sleeping

3 What happened after school? Write sentences with *when*.

Answers: 1 I was going home when I saw an accident. **2** I was phoning the police when an / the ambulance arrived. **3** I was opening the door when the lights came back on. **4** I was watching TV when the power went off again. **5** I was washing the dishes when the water went cold.

Lesson 4 Language in use

Pupil's Book page 12



Lesson 4 Language in use

1 1.2 Listen and say.

Vocabulary: alarm, emergency, experiment, fire drill, fire engine, smoke

This is exciting! I like fire drills.
Me, too.
Why are you **wearing goggles**? **What were** you **doing when** the alarm rang?
It rang **while I was doing a science experiment**.
Oh, I see.
Why are you **wearing that old shirt**?
It rang **while I was painting** in art class.
Look! There's a fire engine!
And there's smoke above your classroom.
Oh, no! Smoke and a fire engine ...
This is a real emergency!

Look! past continuous + ***when*** + past simple; past simple + ***while*** + past continuous

2 Complete the text with *when* or *while*.

There was a real emergency at school today! The fire alarm rang [1] ___while___ I was doing a science experiment. Joe was painting [2] _____ he heard it. Mr Carter took all our names [3] _____ we were standing outside. Suddenly, some students ran out of the building. They were rehearsing for a concert [4] _____ the alarm rang and they didn't hear it! A boy fell over [5] _____ he was running out of the building, but he wasn't hurt. Then a fire engine arrived. Three firefighters ran inside [6] _____ we were waiting in the playground. And then we saw the smoke!

3 Match the actions to the activities. Then make a new dialogue. Be a star!

wear a tracksuit; carry a guitar; carry a bucket; wear headphones; hold a knife and fork; have a music lesson; do gymnastics; have lunch; clean the kitchen; listen to music

Why are you wearing a tracksuit? What were you doing when the alarm rang?
It rang while I was doing gymnastics.

12 Unit 1 Ask and answer questions about interrupted past activities
WB: page 11

Go to **Grammar booster**: page 134.

***Learning objectives*:** Ask and answer questions about interrupted past activities

***Grammar*:** Interrupted past question form; past simple + *while* + past continuous; past continuous + *when* + past simple

***Vocabulary*:** alarm, emergency, experiment, fire drill, fire engine, smoke

***Resources*:** Language in use video; Grammar 2 worksheet

Warm-up: What were you doing?

- Write on the board: *Yesterday at 8 pm*. Mime what you were doing at that time (e.g. brushing your teeth, having a shower, sleeping, playing video games, eating dinner).
- The children guess what you were doing (*Were you eating dinner?*, etc). Once they have guessed say *Yes, I was sleeping / having a shower / playing video games*, etc.
- Have some volunteers come to the front and mime what they were doing yesterday at 8 pm. The rest of the class guesses.

Vocabulary

- Read out an example sentence for each word (see Pupil's Book, page 154). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 154.
- Then use the dictionary to give definitions in the following order to elicit the words: *emergency, experiment, smoke, fire drill, alarm, fire engine*.

1 1.2 Listen and say.

- Refer the children to the picture and ask *Who can you see?* (*Alice and Kit*) *What are they doing?* (*looking at something*) *What are they wearing?* (*uniform, goggles, white coat*) *Do they look happy / sad / worried?* (*worried*) *What do you think happened?*
- Tell the children to listen out for the lessons Alice and Kit were in when they heard the alarm. Play the audio, then ask the children for their answers (art and science).
- Play the audio again. Pause after each line and have the children listen and repeat. Ask *Which word do we use before the past simple?* (*when*) *Which word do we use before the past continuous?* (*while*)
- Divide the class into two, and have the children act out the dialogue with each half taking one role. They then change roles.
- Have the children read the dialogue in pairs.

- If using the video, play it and then ask *Where were the children? What were they doing? Do they like fire drills? Why was Alice wearing an old shirt? What was the emergency? How did they notice?* Elicit answers from the children.
- Play the video one more time and continue as above, starting with the third point. Encourage children to imitate the intonation and body language as closely as possible.

2 Complete the text with *when* or *while*.

- Refer the children to the *Look!* box and check understanding.
- The children read the text and complete it with *when* or *while*. Elicit that the past simple comes after *when* and the past continuous after *while*.
- Have volunteers read out a sentence each.

Answers: 1 while **2** when **3** while **4** when **5** while **6** while

3 Match the actions to the activities. Then make a new dialogue.

Be a star!

- Point to the coloured words. Elicit that purple is for actions and orange for activities.
- Children find and identify the actions and activities in the dialogue in Activity 1.

- Check understanding and explain any new words.
- Have two volunteers read out the example dialogue.
- Have the children draw lines to match the actions to the activities.
- Elicit some possibilities from the whole class and make new dialogues with their suggestions. Model the dialogues with volunteers.
- Have pairs make a new dialogue similar to the examples done with the whole class.
- Invite volunteers to perform their new dialogue for the class in their pairs.

Teaching star!

Pairwork

- Demonstrate pairwork activities with a more confident child so everyone knows what they're doing.
- Then ask a pair of volunteers to do the activity together before dividing the class into pairs.

Grammar booster

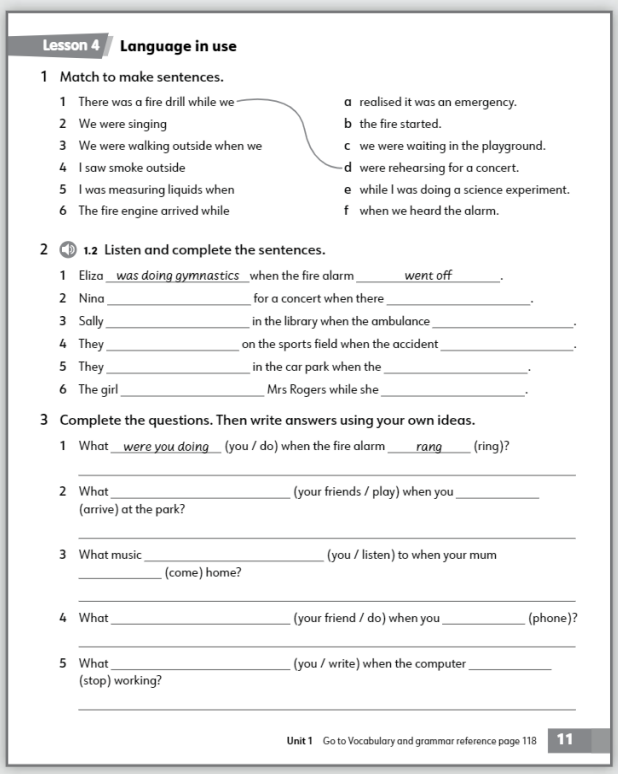
Ask the children to turn to page 134 of their Pupil's Book to complete Activities 2 and 3. If the children need more grammar practice before the communicative Activity 3, have them complete these activities first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 2 1 when 2 while 3 when 4 when 5 while; **3** 1 b 2 a 3 b 4 b 5 a 6 a

Cooler: Answer my questions

- Ask the children questions about interrupted past activities: *What were you doing when I walked into the classroom? What were you wearing when you went out yesterday?*

Workbook page 11



Lesson 4 **Language in use**

1 Match to make sentences.

1	There was a fire drill while we	a	realised it was an emergency.
2	We were singing	b	the fire started.
3	We were walking outside when we	c	we were waiting in the playground.
4	I saw smoke outside	d	were rehearsing for a concert.
5	I was measuring liquids when	e	while I was doing a science experiment.
6	The fire engine arrived while	f	when we heard the alarm.

2 1.2 Listen and complete the sentences.

1 Eliza *was doing gymnastics* when the fire alarm *went off*.
2 Nina _____ for a concert when there _____.
3 Sally _____ in the library when the ambulance _____.
4 They _____ on the sports field when the accident _____.
5 They _____ in the car park when the _____.
6 The girl _____ Mrs Rogers while she _____.

3 Complete the questions. Then write answers using your own ideas.

1 What *were you doing* (you / do) when the fire alarm *rang* (ring)?
_____
2 What _____ (your friends / play) when you _____ (arrive) at the park?
_____
3 What music _____ (you / listen) to when your mum _____ (come) home?
_____
4 What _____ (your friend / do) when you _____ (phone)?
_____
5 What _____ (you / write) when the computer _____ (stop) working?
_____

Unit 1 Go to Vocabulary and grammar reference page 118 11

Audioscript

1 Boy: *What were you doing when the fire alarm went off, Eliza?*
Girl: *I was doing gymnastics in the sports hall.*
2 Boy: *Were you rehearsing for the concert when there was a power cut, Nina?*
Girl: *No, I wasn't. I was having a cooking lesson in the school kitchen.*
3 Girl: *What was Sally doing when the ambulance arrived?*
Boy: *She was reading a book in the library.*
4 Girl: *Where were you when the accident happened?*
Boy: *We were playing football on the sports field.*
5 Boy: *What were you doing when the fire engine arrived?*
Girl: *We were waiting in the car park.*
6 Boy: *Did you see Mrs Rogers while you were waiting?*
Girl: *No, I didn't! I don't know where she was!*

Grammar reference:

Remind the children that they can refer to the grammar reference on page 118 while completing these Workbook activities.

1 Match to make sentences.

Answers: 1 d **2** f **3** a **4** e **5** b **6** c

2 1.2 Listen and complete the sentences.

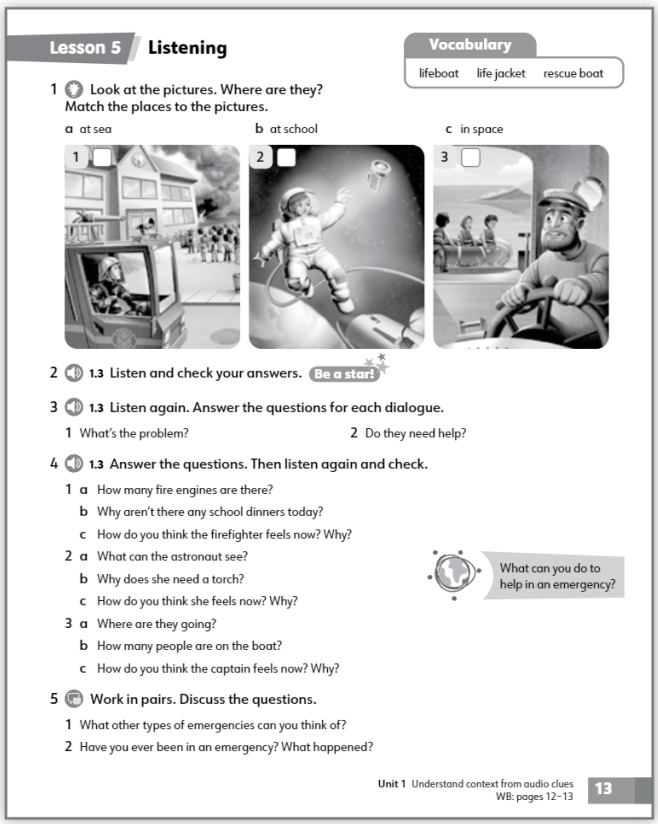
Answers: 1 was doing / went off **2** wasn't rehearsing / was a power cut **3** was reading a book / arrived **4** were playing football / happened **5** were waiting / fire engine arrived **6** didn't see / was waiting

3 Complete the questions. Then write answers for you.

Answers: 1 were you doing / rang **2** were your friends playing / arrived **3** were you listening / came **4** was your friend doing / phoned **5** were you writing / stopped; Children's own answers.

Lesson 5 Listening

Pupil's Book page 13


Lesson 5 Listening

Vocabulary: lifeboat life jacket rescue boat

1 Look at the pictures. Where are they? Match the places to the pictures.

a at sea b at school c in space

2 1.3 Listen and check your answers. Be a star!

3 1.3 Listen again. Answer the questions for each dialogue.

1 What's the problem? 2 Do they need help?

4 1.3 Answer the questions. Then listen again and check.

1 a How many fire engines are there?
b Why aren't there any school dinners today?
c How do you think the firefighter feels now? Why?
2 a What can the astronaut see?
b Why does she need a torch?
c How do you think she feels now? Why?
3 a Where are they going?
b How many people are on the boat?
c How do you think the captain feels now? Why?

What can you do to help in an emergency?

5 Work in pairs. Discuss the questions.

1 What other types of emergencies can you think of?
2 Have you ever been in an emergency? What happened?

Unit 1 Understand context from audio clues
WB: pages 12–13 13

***Learning objectives*:** Understand context from audio clues

***Vocabulary*:** lifeboat, life jacket, rescue boat

Review vocabulary: emergencies

Warm-up: What's the word?

- Play *What's the word?* (see Games bank, pages 14–17) with vocabulary from Lessons 1 and 4.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book dictionary, page 154). Elicit a definition for the words.
- The children check the definitions in the dictionary.

1 Look at the pictures. Where are they? Match the places to the pictures.

- Have the children look at the pictures. Ask *Where are they? Do they look happy / calm / worried? What are their jobs? Elicit firefighter, astronaut and captain.*
- The children match the pictures to the places.

Answers: 1 b **2** c **3** a

2 1.3 Listen and check your answers.

Be a star!

- Play the audio. Children listen and check their answers.

Audioscript

1 A: *Hello, hello! This is fire officer Hunt from Unit 22. Can you hear me?*
B: *Yes, I can. Go ahead, please.*
A: *We're at Green Street School ...*
B: *Sorry, I didn't hear that. Where are you?*
A: *Green Street School. There was a fire in the school kitchen.*
B: *Do you need more fire engines?*
A: *No, we don't. The fire is out now. I repeat, the fire is out.*
B: *I understand. Do you need any more help?*
A: *No, we don't. Everyone is safe. The children were all waiting outside when we arrived.*
B: *OK. Are there any other problems?*
A: *Well, the kitchen is a mess. There won't be any school dinners today ...*

2 Helen: *OK, I'm outside the spaceship now.*
Ground control (GC): *What can you see?*
Helen: *I can see the moon and the stars –there are so many stars! It's beautiful.*
(GC): *Is your helmet working?*
Helen: *Yes, it is. I found a problem with it while I was getting ready to leave the spaceship, but it's OK now.*
(GC): *Good. Can you look at the spaceship door? It isn't working properly.*
Helen: *OK, I can see the door ... one minute ... OK, I'm here. It's very dark.*
(GC): *But you've got a torch.*
Helen: *Yes, I've got a torch. Oh ... oh! Oh dear, I've got a problem.*
(GC): *You've got a problem? What is it?*
Helen: *The torch. It's floating away ... Maybe I can catch it ... No! It's gone! What do I do now?*

3 Captain: *Mayday, Mayday, Mayday. This is the captain of the Green Dolphin. Over.*
Coastguard: *I hear you, Green Dolphin. What's the problem? Over.*
Captain: *We were sailing to Octopus Island when a fire started in the engine. There's smoke coming out of it. Over.*
Coastguard: *Can you make it to the island? Over.*
Captain: *No, we can't. The boat is starting to sink. Everyone is getting into the lifeboat. They're all wearing life jackets. Over.*
Coastguard: *Where are you? What is your position? Over.*
Captain: *We're one kilometre north of Octopus Island. Over.*
Coastguard: *How many people are there? Over.*
Captain: *There are four children and one adult. Over.*

Coastguard: *OK, I will radio the rescue boat now. It should be there in ten minutes! Over.*

Captain: *Thank you! Out.*

3 1.3 Listen again. Answer the questions for each dialogue.

- Play the audio again. The children answer the questions in their notebooks.

Answers: 1: 1 There was a fire in the school kitchen. **2** No. The fire is out.; **2: 1** The astronaut's torch is floating away and it's dark. **2** Yes. She needs advice.; **3: 1** The boat's engine is on fire. **2** Yes. They need the rescue boat to rescue them.

4 1.3 Answer the questions. Then listen again and check.

Answers: 1 a One **b** Because the kitchen is a mess. **c** Children's own answers. **2 a** The moon and stars. **b** Because it's very dark. **c** Children's own answers. **3 a** To Octopus Island. **b** Five (four children and one adult). **c** Children's own answers.

5 Work in pairs. Discuss the questions.

- Have the children read and discuss the questions in pairs. Conduct class feedback.

ESDC

What can you do to help in an emergency?

This question helps the children understand how they can take positive action in their community.

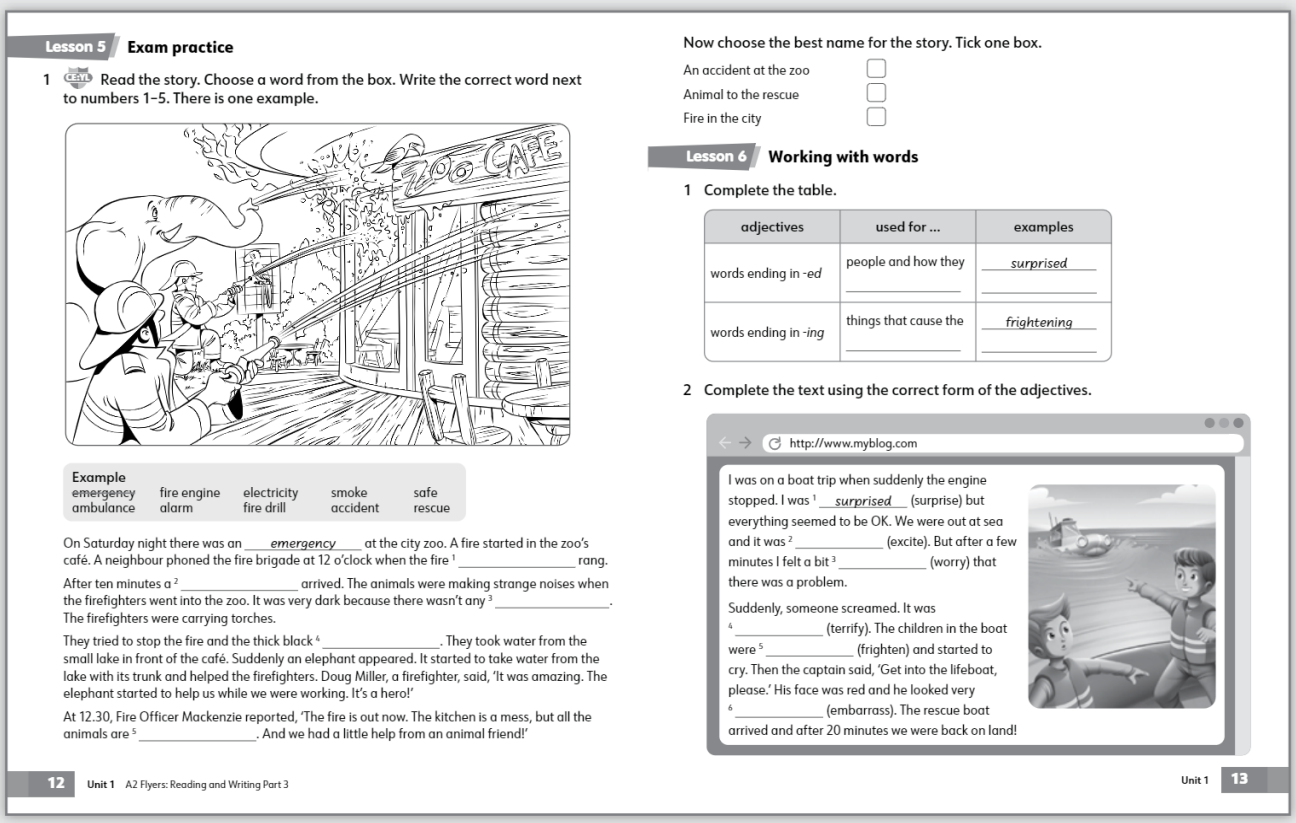
- In L1, ask the children to recall what they've learnt about emergencies and how people can help each other. Emphasise constructive action during and after emergencies. If your school has an emergency plan in place, you may wish to share relevant information. Write ideas on the board. Affirm all constructive responses.

Possible answers: Call the emergency services, stay away from dangerous areas, follow instructions, stay with people who need help if it's safe to do so.

Cooler: Choose a job

- Call out *firefighter*, *astronaut*, *captain*. The class vote on which is the most popular job.

Workbook pages 12–13



Lesson 5 **Exam practice**

1 CE:YL Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Example
emergency ambulance | fire engine alarm | electricity fire drill | smoke accident | safe rescue

On Saturday night there was an ___*emergency*___ at the city zoo. A fire started in the zoo's café. A neighbour phoned the fire brigade at 12 o'clock when the fire [1] _____ rang.

After ten minutes a [2] _____ arrived. The animals were making strange noises when the firefighters went into the zoo. It was very dark because there wasn't any [3] _____. The firefighters were carrying torches.

They tried to stop the fire and the thick black [4] _____. They took water from the small lake in front of the café. Suddenly an elephant appeared. It started to take water from the lake with its trunk and helped the firefighters. Doug Miller, a firefighter, said, 'It was amazing. The elephant started to help us while we were working. It's a hero!'

At 12.30, Fire Officer Mackenzie reported, 'The fire is out now. The kitchen is a mess, but all the animals are [5] _____. And we had a little help from an animal friend!'

12 Unit 1 A2 Flyers: Reading and Writing Part 3

Now choose the best name for the story. Tick one box.

- An accident at the zoo ☐
- Animal to the rescue ☐
- Fire in the city ☐

Lesson 6 **Working with words**

1 Complete the table.

adjectives	used for ...	examples
words ending in *-ed*	people and how they _____	*surprised* _____
words ending in *-ing*	things that cause the _____	*frightening* _____

2 Complete the text using the correct form of the adjectives.

http://www.myblog.com

I was on a boat trip when suddenly the engine stopped. I was [1] ___*surprised*___ (surprise) but everything seemed to be OK. We were out at sea and it was [2] _____ (excite). But after a few minutes I felt a bit [3] _____ (worry) that there was a problem.

Suddenly, someone screamed. It was [4] _____ (terrify). The children in the boat were [5] _____ (frighten) and started to cry. Then the captain said, 'Get into the lifeboat, please.' His face was red and he looked very [6] _____ (embarrass). The rescue boat arrived and after 20 minutes we were back on land!

Unit 1 13

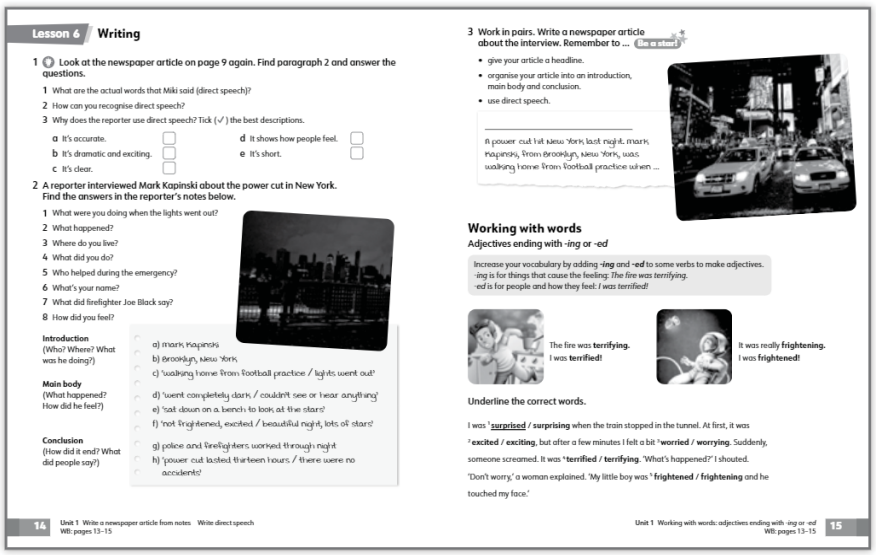
1 CE:YL Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

This activity helps the children prepare for Part 3 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

Answers: 1 alarm **2** fire engine **3** electricity **4** smoke **5** safe **Name:** Animal to the rescue

Lesson 6 Writing / Working with words

Pupil's Book pages 14–15



Lesson 6 Writing

1 Look at the newspaper article on page 9 again. Find paragraph 2 and answer the questions.

1 What are the actual words that Miki said (direct speech)?
2 How can you recognise direct speech?
3 Why does the reporter use direct speech? Tick (✓) the best descriptions.

a It's accurate. ☐ d It shows how people feel. ☐
b It's dramatic and exciting. ☐ e It's short. ☐
c It's clear. ☐

2 A reporter interviewed Mark Kapinski about the power cut in New York. Find the answers in the reporter's notes below.

1 What were you doing when the lights went out?
2 What happened?
3 Where do you live?
4 What did you do?
5 Who helped during the emergency?
6 What's your name?
7 What did firefighter Joe Black say?
8 How did you feel?

Introduction (Who? Where? What was he doing?)
Main body (What happened? How did he feel?)
Conclusion (How did it end? What did people say?)

a) mark kapinski
b) brooklyn, new York
c) 'walking home from football practice / lights went out'
d) 'went completely dark / couldn't see or hear anything'
e) 'sat down on a bench to look at the stars'
f) 'not frightened, excited / beautiful night, lots of stars'
g) police and firefighters worked through night
h) 'power cut lasted thirteen hours / there were no accidents'

14 Unit 1 Write a newspaper article from notes Write direct speech WB: pages 13–15

3 Work in pairs. Write a newspaper article about the interview. Remember to ... Be a star!

- give your article a headline.
- organise your article into an introduction, main body and conclusion.
- use direct speech.

A power cut hit New York last night. mark, kapinski, from Brooklyn, New York, was walking home from football practice when ...

Working with words
Adjectives ending with -ing or -ed

Increase your vocabulary by adding -ing and -ed to some verbs to make adjectives.
-ing is for things that cause the feeling: *The fire was terrifying.*
-ed is for people and how they feel: *I was terrified!*

The fire was terrifying. I was terrified!
It was really frightening. I was frightened!

Underline the correct words.

I was [1] surprised / surprising when the train stopped in the tunnel. At first, it was [2] excited / exciting, but after a few minutes I felt a bit [3] worried / worrying. Suddenly, someone screamed. It was [4] terrified / terrifying. 'What's happened?' I shouted. 'Don't worry,' a woman explained. 'My little boy was [5] frightened / frightening and he touched my face.'

Unit 1 Working with words: adjectives ending with -ing or -ed WB: pages 13–15 15

Learning objectives: Write a newspaper article from notes; Write direct speech; Working with words: adjectives ending with *-ing* or *-ed*

Resources: Working with words worksheet

1 Look at the newspaper article on page 9 again. Find paragraph 2 and answer the questions.

- Tell the children to look back at the article.
- They complete the activity individually and then compare answers with a partner.

Answers: 1 'The traffic lights went out when we were walking across the road. And there was a car accident. An ambulance came but it didn't have to take people to hospital. They're OK.' **2** The text is in speech marks. **3** a, b, d

2 A reporter interviewed Mark Kapinski about the power cut in New York. Find the answers in the reporter's notes below.

- Have volunteers read out the questions and the notes.
- Have the children match the questions and notes.
- Check answers as a class. Elicit what information goes in each paragraph of the article.

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

3 Work in pairs. Write a newspaper article about the interview. Remember to ...

Be a star!

- Ask *What makes a good headline?* (short, *catchy and gives an idea of what the text is about*)
- Read out the model text and elicit which part of the article it is from (the introduction). Elicit ideas on how to complete it.
- Have the children work in pairs. They complete the introduction in their notebooks, then they write the main body and conclusion.
- If children need more support, build up the text together as a class.
- Elicit what information should be included in the main body. Children refer to the notes in Activity 2 and provide example sentences. Write them on the board to build up the paragraph.
- Follow the same procedure with the conclusion. Children copy the article into their notebooks.
- Elicit from the class the best headline.

Suggested answer; A starry power cut

A power cut hit New York last night. Mark Kapinski, from Brooklyn, New York, was walking home from football practice when all the lights went out.

'It went completely dark, I couldn't see or hear anything,' said Mark. 'I sat down on a bench to look at the stars. I wasn't frightened at all, I was really excited. It was a beautiful night and there were lots of stars in the sky.'

Police officers and firefighters worked through the night to solve the problem. Police officer Kate Bennett said, 'The power cut lasted four hours, but luckily there were no accidents.'

Working with words

Adjectives ending with *-ing* or *-ed*

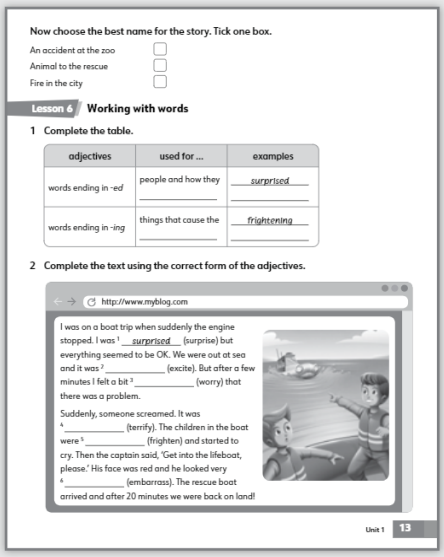
- Read out the examples and explain that the *-ing* word refers to the thing that causes the feeling and the *-ed* word refers to the person and how they feel.

Underline the correct words.

- Ask *Why is 'surprised' the correct answer?* (*it refers to the person and how they feel*)
- The children complete the activity individually.
- Check answers as a class.

Answers: 1 surprised **2** exciting **3** worried **4** terrifying **5** frightened

Workbook pages 13–15



Now choose the best name for the story. Tick one box.

An accident at the zoo ☐
Animal to the rescue ☐
Fire in the city ☐

Lesson 6 Working with words

1 Complete the table.

adjectives	used for ...	examples
words ending in *-ed*	people and how they	*surprised*
words ending in *-ing*	things that cause the	*frightening*

2 Complete the text using the correct form of the adjectives.

http://www.myblog.com

I was on a boat trip when suddenly the engine stopped. I was 1 *surprised* (surprise) but everything seemed to be OK. We were out at sea and it was 2 _____ (excite). But after a few minutes I felt a bit 3 _____ (worry) that there was a problem.

Suddenly, someone screamed. It was 4 _____ (terrify). The children in the boat were 5 _____ (frighten) and started to cry. Then the captain said, 'Get into the lifeboat, please.' His face was red and he looked very 6 _____ (embarrass). The rescue boat arrived and after 20 minutes we were back on land!

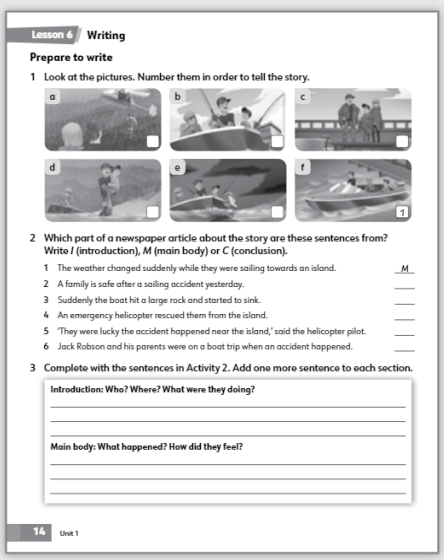
Unit 1 13

1 Complete the table.

Answers: Words ending in *-ed*: used for people and how they feel; examples: surprised, frightened **Words ending in *-ing*:** used for things that cause the feeling; examples: frightening, surprising

2 Complete the text using the correct form of the adjective.

Answers: 1 surprised **2** exciting **3** worried **4** terrifying **5** frightened **6** embarrassed



Lesson 6 Writing

Prepare to write

1 Look at the pictures. Number them in order to tell the story.

a b c d e f 1

2 Which part of a newspaper article about the story are these sentences from? Write *I* (introduction), *M* (main body) or *C* (conclusion).

1 The weather changed suddenly while they were sailing towards an island. M
2 A family is safe after a sailing accident yesterday. ___
3 Suddenly the boat hit a large rock and started to sink. ___
4 An emergency helicopter rescued them from the island. ___
5 'They were lucky the accident happened near the island,' said the helicopter pilot. ___
6 Jack Robson and his parents were on a boat trip when an accident happened. ___

3 Complete with the sentences in Activity 2. Add one more sentence to each section.

Introduction: Who? Where? What were they doing?

Main body: What happened? How did they feel?

14 Unit 1

Prepare to write

1 Look at the pictures. Number them in order to tell the story

- If done in class, elicit what children can see in each picture.
- Children work in pairs to decide what order the pictures go in to tell a story.

Answers: 1 f **2** b **3** e **4** d **5** a **6** c

2 Which part of a newspaper article about the story are these sentences from? Write *I* (introduction), *M* (main body) or *C* (conclusion).

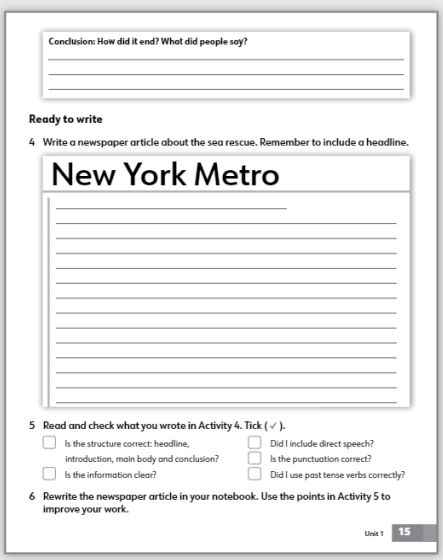
- Elicit what information you might find in each part of a newspaper article.
- Children work in pairs to complete the task.

Answers: 1 M **2** I **3** M **4** C **5** C **6** I

3 Complete with the sentences in Activity 2. Add one more sentence to each section.

- The children choose sentences from Activity 2 to answer the questions and add one more sentence to each section.

Answers: Children's own answers.



Conclusion: How did it end? What did people say?

Ready to write

4 Write a newspaper article about the sea rescue. Remember to include a headline.

New York Metro

5 Read and check what you wrote in Activity 4. Tick (✓).

☐ Is the structure correct: headline, introduction, main body and conclusion?
☐ Is the information clear?
☐ Did I include direct speech?
☐ Is the punctuation correct?
☐ Did I use past tense verbs correctly?

6 Rewrite the newspaper article in your notebook. Use the points in Activity 5 to improve your work.

Unit 1 15

Ready to write

4 Write a newspaper article about the sea rescue. Remember to include a headline.

- Children use the plan in Activity 3 to write their article. Then they think of a headline.

5 Read and check what you wrote in Activity 4. Tick (✓).

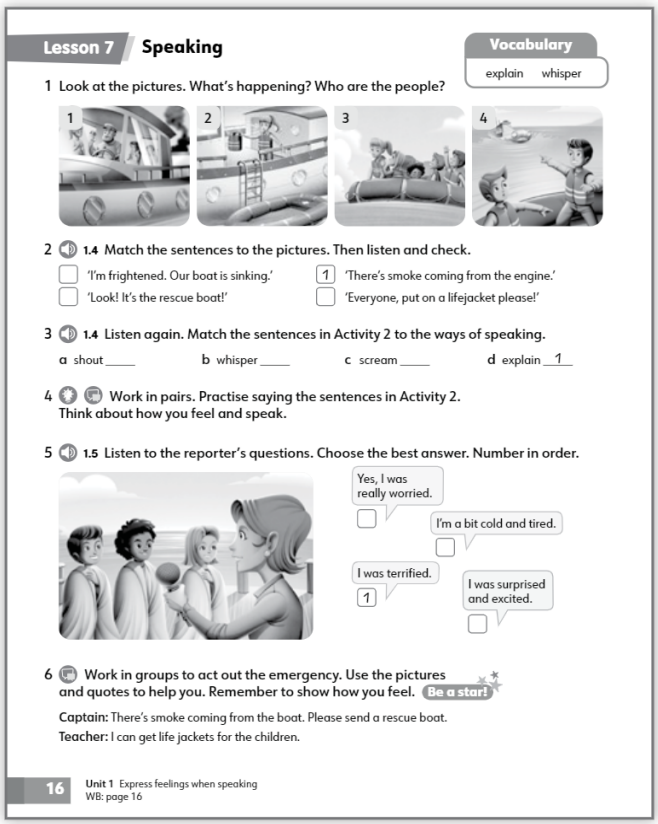
- The children check their work against the checklist and make a note of any necessary changes.

6 Rewrite the newspaper article in your notebook. Use the points in Activity 5 to improve your work.

- The children write a final version in their notebook.

Lesson 7 Speaking

Pupil's Book page 16



Lesson 7 Speaking

Vocabulary: explain whisper

1 Look at the pictures. What's happening? Who are the people?

2 1.4 Match the sentences to the pictures. Then listen and check.

☐ 'I'm frightened. Our boat is sinking.' 1 'There's smoke coming from the engine.'
☐ 'Look! It's the rescue boat!' ☐ 'Everyone, put on a lifejacket please!'

3 1.4 Listen again. Match the sentences in Activity 2 to the ways of speaking.

a shout ____ b whisper ____ c scream ____ d explain 1

4 Work in pairs. Practise saying the sentences in Activity 2. Think about how you feel and speak.

5 1.5 Listen to the reporter's questions. Choose the best answer. Number in order.

Yes, I was really worried. ☐
I'm a bit cold and tired. ☐
I was terrified. 1
I was surprised and excited. ☐

6 Work in groups to act out the emergency. Use the pictures and quotes to help you. Remember to show how you feel. Be a star!

Captain: There's smoke coming from the boat. Please send a rescue boat.
Teacher: I can get life jackets for the children.

16 Unit 1 Express feelings when speaking
WB: page 16

***Learning objectives*:** Express feelings when speaking

***Vocabulary*:** explain, whisper

***Resources*:** Vocabulary 2 worksheet

Warm-up: *-ed* or *-ing*

- Write *frighten* on the board. Say these sentences and have the class finish them with *frightened* or *frightening*: *The fire was very ..., I felt very ..., The lion was ..., The accident was ... .*

Vocabulary

- Refer children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 154). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 154.

1 Look at the pictures. What's happening? Who are the people?

- Refer the children to the pictures. Ask *Who are the people?* (*a captain, a teacher and some children*) *Where are they?* (*in a boat*) *What is the problem?* (*the engine is on fire*)

2 1.4 Match the sentences to the pictures. Then listen and check.

- Have volunteers read out each sentence. Clarify meaning if necessary.
- Ask the children to match the sentence to the pictures and to give reasons for their answers.
- Play the audio and have the children check their answers.

Answers: 3 'I'm frightened. Our boat is sinking.' **4** 'Look! It's the rescue boat!' **1** 'There's smoke coming from the engine.' **2** 'Everyone, put on a lifejacket, please!'

3 1.4 Listen again. Match the sentences in Activity 2 to the ways of speaking.

- Ask the children if they think they read out the sentences in Activity 2 in the correct way. Elicit the difference between *shout* and *scream*. Say *'Scream' is to make a loud, high noise because you are frightened or hurt. 'Shout' is to say something loudly.* Elicit the difference between *shout* and *whisper*.
- Play the audio again and have the children match the sentences while they listen.

Answers: a 2 **b** 3 **c** 4 **d** 1

4 Work in pairs. Practise saying the sentences in Activity 2. Think about how you feel and speak.

- Ask the children how the speaker of each sentence in Activity 2 feels. *Is he / she angry / happy / worried / scared?* Elicit answers from the children.
- Have the children work in pairs and take it in turns to read out a sentence in the correct way.

Teaching star!

Group work

- Do fun group activities whenever possible as a 'time out' activity. The children will relax and then be able to concentrate better for the rest of the lesson.
- Divide the class into four groups. Assign a sentence from Activity 2 to each group. Have each group stand up and act out their sentence with as much feeling as possible. Overacting is acceptable!

5 1.5 Listen to the reporter's questions. Choose the best answer. Number in order.

- Give the children a minute to read the answers.
- Play the audio. Pause after each question and have the children choose the correct answer and write the number in the box.
- Check answers as a class. Have volunteers say the answers with the right feeling and intonation.

Audioscript

Well, what a day! A fire started in the engine of the Green Dolphin while it was sailing to Octopus Island. Luckily, a rescue boat arrived and brought everyone safely back home. I'm here with the children who escaped from the Green Dolphin.

Tell me, how did you feel at first?

Were you worried when you saw the smoke?

How did you feel when you saw the rescue boat?

How do you feel now?

Answers: 1 I was terrified. **2** Yes, I was really worried. **3** I was surprised and excited. **4** I'm a bit cold and tired.

6 Work in groups to act out the emergency. Use the pictures and quotes to help you. Remember to show how you feel.

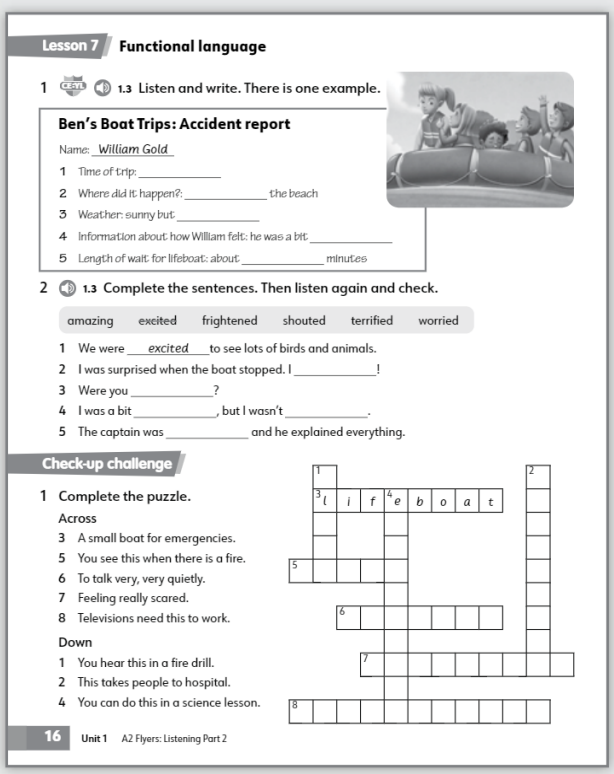
Be a star!

- Divide the class into groups of four or five. Have the children choose a role each (the children, their teacher and the captain).
- Read out the sentences in Activity 2 and have the children repeat them in the right tone.
- Have two volunteers read out the words of the captain and the teacher.
- Have the groups work together and act out the emergency. Monitor and help.

Cooler: Mime game

- Call out words from the lesson and have the children mime them without making a noise: *scared, worried, scream, frightened, cold, tired, excited, surprised, terrified.*

Workbook page 16



Lesson 7 Functional language

1 CE:YL 1.3 Listen and write. There is one example.

Ben's Boat Trips: Accident report

Name: *William Gold*

1 Time of trip: _____

2 Where did it happen?: _____ the beach

3 Weather: sunny but _____

4 Information about how William felt: he was a bit _____

5 Length of wait for lifeboat: about _____ minutes

2 1.3 Complete the sentences. Then listen again and check.

amazing excited frightened shouted terrified worried

1 We were *excited* to see lots of birds and animals.

2 I was surprised when the boat stopped. I _____!

3 Were you _____?

4 I was a bit _____, but I wasn't _____.

5 The captain was _____ and he explained everything.

Check-up challenge

1 Complete the puzzle.

Across

3 A small boat for emergencies.

5 You see this when there is a fire.

6 To talk very, very quietly.

7 Feeling really scared.

8 Televisions need this to work.

Down

1 You hear this in a fire drill.

2 This takes people to hospital.

4 You can do this in a science lesson.

16 Unit 1 A2 Flyers: Listening Part 2

1 CE:YL 1.3 Listen and write. There is one example.

Audioscript

Man: *Good morning. I'm from the boat company – can I ask you about what happened on your trip today?*

Boy: *Sure! What do you want to know?*

Man: *Well, first of all – what's your name?*

Boy: *My name's William Gold. That's W -I - double -L - I -A -M*

Can you see the answer? Now you listen and write.

Man: *So which trip did you go on? Was it the one that left at eleven o'clock?*

Boy: *No, it wasn't. We left at half past eleven. Everything was great on the way to the island – we were excited to see lots of birds and animals.*

Man: *That's good! Where were you when the engine stopped?*

Boy: *Hmm – we were out at sea, but I could see the beach with the little beach huts on it.*

Man: *OK, so near the beach ... and what was the weather like?*

Boy: *While we were sailing the weather was sunny but cold, and the water was calm. So, I was surprised when the boat stopped. What's happened? I shouted!*

Man: *Were you frightened?*

Boy: *I was a bit worried, but I wasn't terrified. The captain was amazing and he explained everything. He asked for help on his radio and a few minutes later the lifeboat arrived.*

Man: *Right – so you didn't have to wait a long time for the lifeboat?*

Boy: *No, we didn't ... about fifteen minutes. I was really happy to see the boat, because we were tired and ready to come home!*

Man: *Excellent – I think that's everything, thank you.*

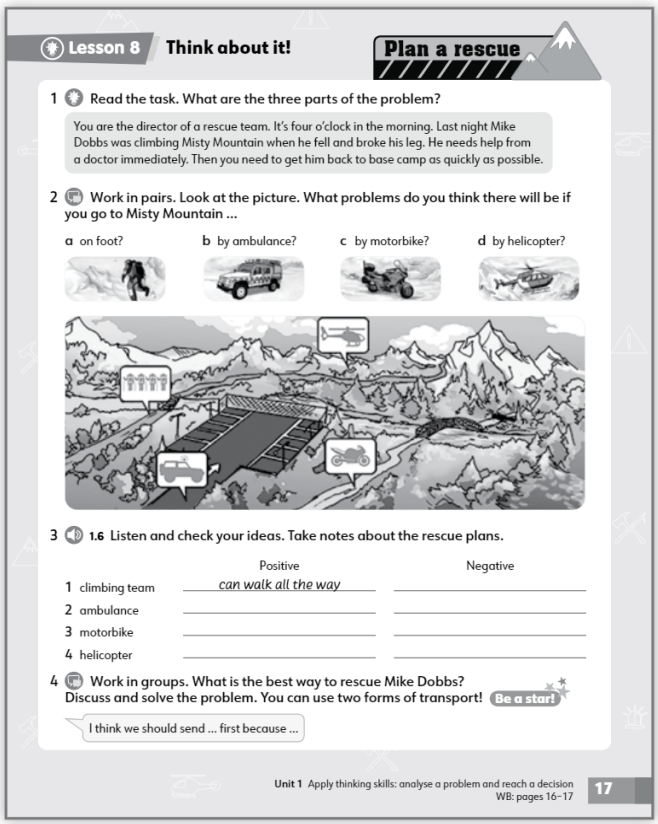
Answers: 1 11.30/half past eleven **2** near **3** cold **4** worried **5** fifteen/15

2 1.3 Complete the sentences. Then listen again and check.

Answers: 1 excited **2** shouted **3** frightened **4** worried, terrified **5** amazing

Lesson 8 Think about it!

Pupil's Book page 17


Lesson 8 Think about it!

Plan a rescue

1 Read the task. What are the three parts of the problem?

You are the director of a rescue team. It's four o'clock in the morning. Last night Mike Dobbs was climbing Misty Mountain when he fell and broke his leg. He needs help from a doctor immediately. Then you need to get him back to base camp as quickly as possible.

2 Work in pairs. Look at the picture. What problems do you think there will be if you go to Misty Mountain ...

a on foot? b by ambulance? c by motorbike? d by helicopter?

3 1.6 Listen and check your ideas. Take notes about the rescue plans.

	Positive	Negative
1 climbing team	can walk all the way	
2 ambulance		
3 motorbike		
4 helicopter		

4 Work in groups. What is the best way to rescue Mike Dobbs? Discuss and solve the problem. You can use two forms of transport! Be a star!

I think we should send ... first because ...

Unit 1 Apply thinking skills: analyse a problem and reach a decision
WB: pages 16–17 17

Learning objectives: Apply thinking skills: analyse a problem and reach a decision

Resources: Unit 1 test

Warm-up: Call out for help

- Elicit how we ask for help in an emergency (*Mayday, SOS* and *Help!*). Have volunteers make up an emergency and call out for help using an expression (e.g. *The boat is sinking! Mayday!*).

1 Read the task. What are the three parts of the problem?

- Give the children time to read the task and discuss in pairs what the three parts of the problem are.
- Elicit answers and check that children understand their role as director of the rescue team.

Answer: He has broken his leg, needs immediate medical treatment, then needs to be taken back to base camp.

2 Work in pairs. Look at the picture. What problems do you think there will be if you go to Misty Mountain ...

- Refer children to the picture. Ask *What can you see? Does it look easy to travel there?* (*no*) *What problems can you see?* (*it's a long way to the mountain, roads are not good, there's a tree trunk blocking the motorbike path, no people*) *Where do you think Mike Dobbs is?*
- Have the children look at the four small pictures. Check they understand that these pictures correspond to the icons on the map.
- Elicit answers and reasons.

3 1.6 Listen and check your ideas. Take notes about the rescue plans.

- Play the audio. Tell the children to listen and check their ideas from Activity 2.
- Refer the children to the Positive and Negative columns. Say *What is the advantage of the climbing team?* (*They can walk all the way.*) *What is the disadvantage?* (*It will take three hours to get there.*)
- Play the audio again. The children listen for the advantages and disadvantages and make notes.
- Ask volunteers to read out their notes.

Audioscript

1 *The climbing team can walk all the way to Misty Mountain. But it will take three hours to get there, so we won't arrive until seven o'clock.*

2 *We can send an ambulance. It will arrive very quickly, but it can't cross the river so the doctor won't be able to get to Mr Dobbs.*

3 *We can send a motorbike. It can follow the path and then cross the river at the bridge. But it's very difficult to get up the mountain because there is a tree across the path.*

4 *We can send a helicopter. It will get to the mountain in ten minutes, but it can't land on the mountain in the dark. The sun doesn't come up until eight o'clock in the morning.*

Answers: 1 climbing team can walk all the way / takes three hours **2** ambulance will arrive very quickly / can't cross the river **3** motorbike can follow the path and cross the bridge / there's a tree across the path **4** helicopter will get there in ten minutes / can't land on the mountain in the dark

4 Work in groups. What is the best way to rescue Mike Dobbs? Discuss and solve the problem. You can use two forms of transport! Be a star!

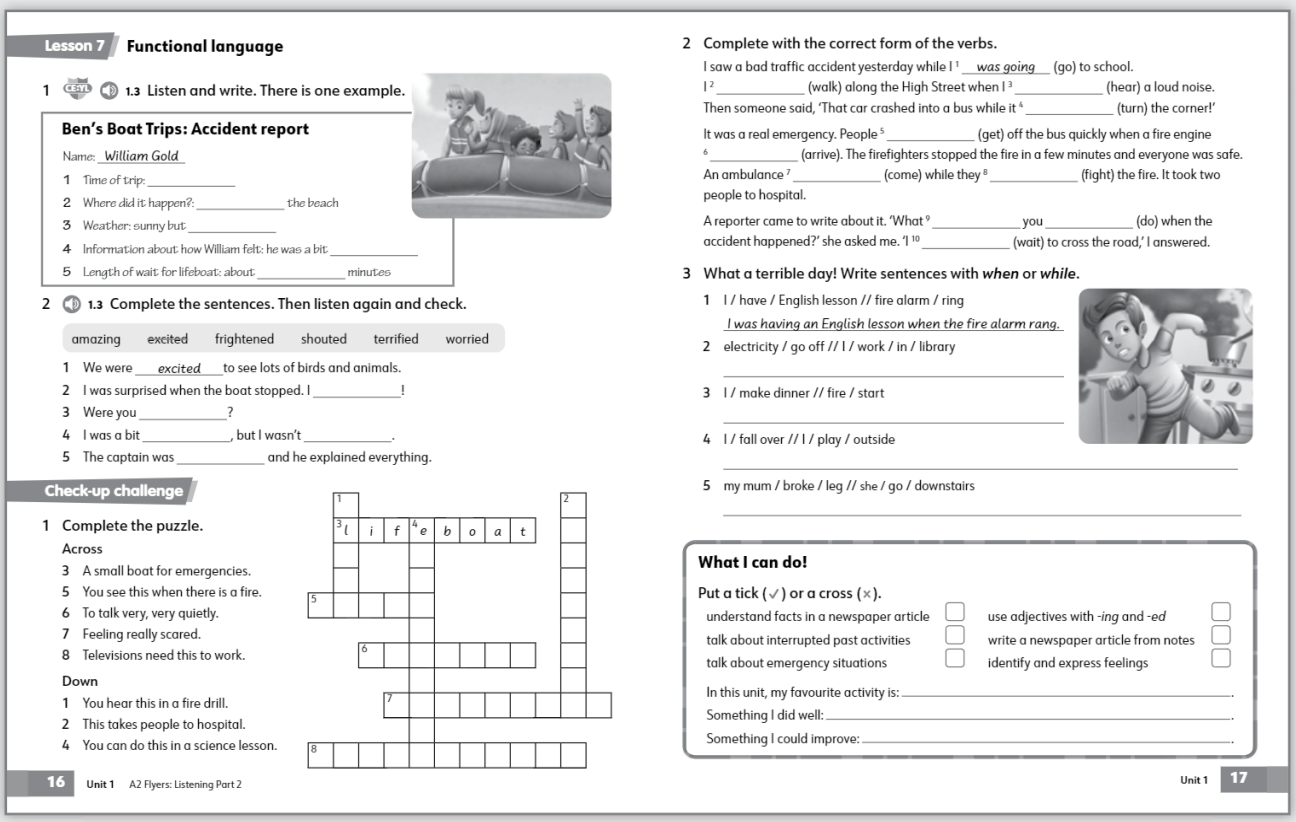
- Ask *What word do we use for suggestions / to give a reason?* and elicit *should / because*.
- Divide the class into groups of four. Remind children that they can use two forms of transport to rescue Mike Dobbs. The children discuss the problem and try to find a solution. Encourage the children to use *should* and *because*.
- Ask the groups for feedback.

Answers: The climbing team go to Misty Mountain first because they can arrive at 7 o'clock and give Mike Dobbs medical help. At 8 o'clock the sun comes up. The helicopter can get there in ten minutes and take Mike Dobbs back to base camp.

Cooler: How many words?

- Play *How many words?* (see Games bank, pages 14–17) with sentences from the newspaper article on page 9, e.g. *Thirteen million people had no electricity for 13 hours. My train was leaving the station when the lights went out.*

Workbook pages 16–17



Lesson 7 **Functional language**

1 CEFR 1.3 Listen and write. There is one example.

Ben's Boat Trips: Accident report

Name: *William Gold*

1 Time of trip: _____

2 Where did it happen?: _____ the beach

3 Weather: sunny but: _____

4 Information about how William felt: he was a bit: _____

5 Length of wait for lifeboat: about _____ minutes

2 1.3 Complete the sentences. Then listen again and check.

amazing excited frightened shouted terrified worried

1 We were *excited* to see lots of birds and animals.
2 I was surprised when the boat stopped. I _____!
3 Were you _____?
4 I was a bit _____, but I wasn't _____.
5 The captain was _____ and he explained everything.

Check-up challenge

1 Complete the puzzle.

Across
3 A small boat for emergencies.
5 You see this when there is a fire.
6 To talk very, very quietly.
7 Feeling really scared.
8 Televisions need this to work.

Down
1 You hear this in a fire drill.
2 This takes people to hospital.
4 You can do this in a science lesson.

2 Complete with the correct form of the verbs.

I saw a bad traffic accident yesterday while I [1] *was going* (go) to school. I [2] _____ (walk) along the High Street when I [3] _____ (hear) a loud noise. Then someone said, 'That car crashed into a bus while it [4] _____ (turn) the corner!'

It was a real emergency. People [5] _____ (get) off the bus quickly when a fire engine [6] _____ (arrive). The firefighters stopped the fire in a few minutes and everyone was safe. An ambulance [7] _____ (come) while they [8] _____ (fight) the fire. It took two people to hospital.

A reporter came to write about it. 'What [9] _____ you _____ (do) when the accident happened?' she asked me. 'I [10] _____ (wait) to cross the road,' I answered.

3 What a terrible day! Write sentences with *when* or *while*.

1 I / have / English lesson // fire alarm / ring
I was having an English lesson when the fire alarm rang.
2 electricity / go off // I / work / in / library
3 I / make dinner // fire / start
4 I / fall over // I / play / outside
5 my mum / broke / leg // she / go / downstairs

What I can do!

Put a tick (✓) or a cross (×).

understand facts in a newspaper article ☐ | use adjectives with *-ing* and *-ed* ☐
talk about interrupted past activities ☐ | write a newspaper article from notes ☐
talk about emergency situations ☐ | identify and express feelings ☐

In this unit, my favourite activity is: _____.
Something I did well: _____.
Something I could improve: _____.

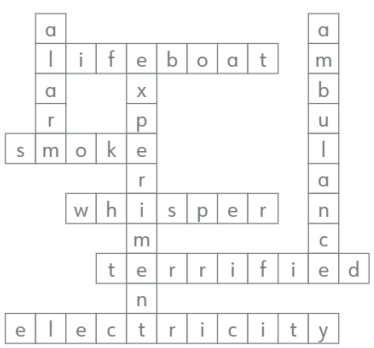
16 Unit 1 A2 Flyers: Listening Part 2

Unit 1 17

Check-up challenge

1 Complete the puzzle.

Answers: 3 lifeboat **5** smoke **6** whisper **7** terrified **8** electricity; **1** alarm **2** ambulance **4** experiment



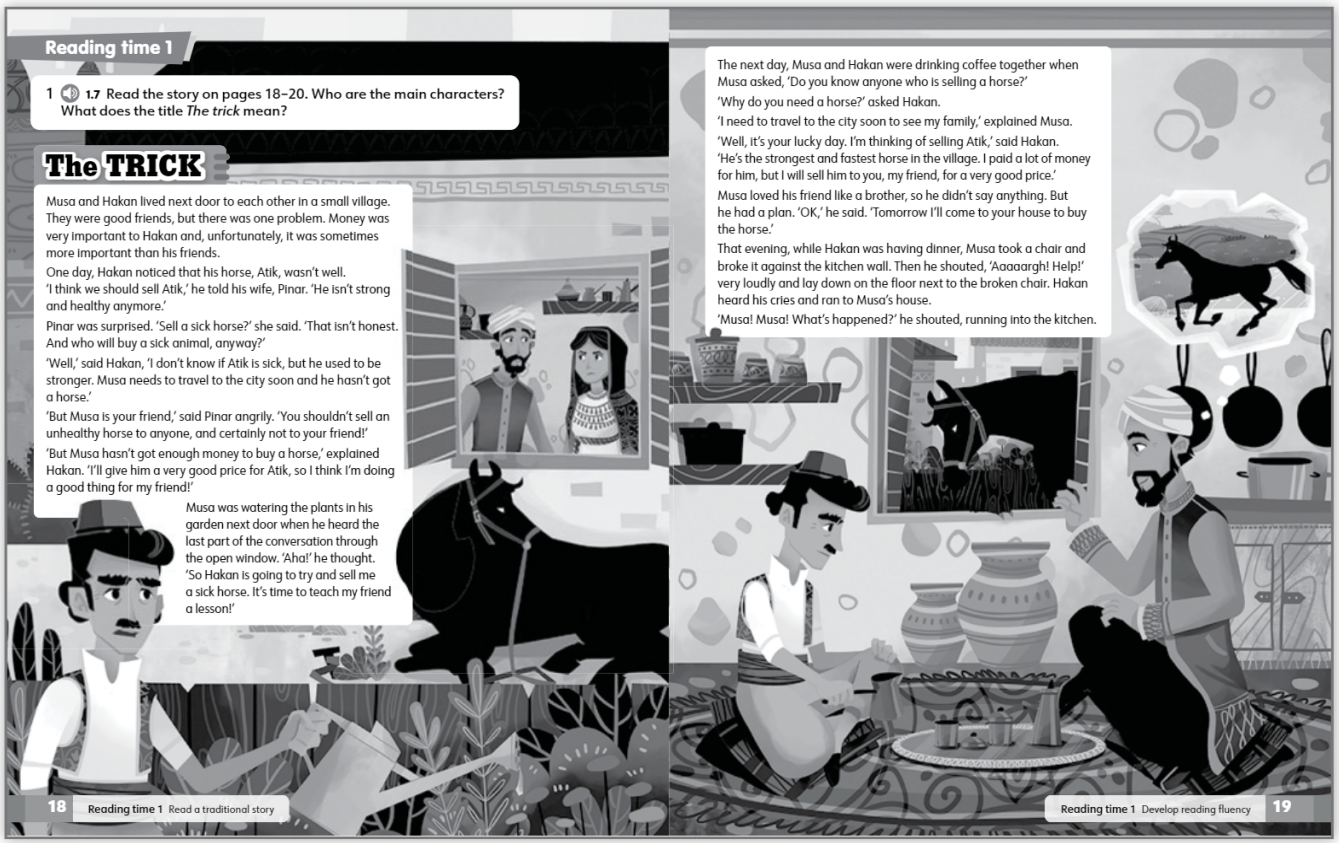
2 Complete with the correct form of the verbs.

Answers: 1 was going **2** was walking **3** heard **4** was turning **5** were getting **6** arrived **7** came **8** were fighting **9** were you doing **10** was waiting

3 What a terrible day! Write sentences with *when* or *while*.

Answers: 1 I was having an English lesson when the fire alarm rang. **2** The electricity went off while I was working in the library. **3** I was making dinner when a fire started. **4** I fell over while I was playing outside. **5** My mum broke her leg while she was going downstairs.

Pupil's Book pages 18–20



Reading time 1

1 1.7 Read the story on pages 18–20. Who are the main characters? What does the title *The trick* mean?

The TRICK

Musa and Hakan lived next door to each other in a small village. They were good friends, but there was one problem. Money was very important to Hakan and, unfortunately, it was sometimes more important than his friends.

One day, Hakan noticed that his horse, Atik, wasn't well.

'I think we should sell Atik,' he told his wife, Pinar. 'He isn't strong and healthy anymore.'

Pinar was surprised. 'Sell a sick horse?' she said. 'That isn't honest. And who will buy a sick animal, anyway?'

'Well,' said Hakan, 'I don't know if Atik is sick, but he used to be stronger. Musa needs to travel to the city soon and he hasn't got a horse.'

'But Musa is your friend,' said Pinar angrily. 'You shouldn't sell an unhealthy horse to anyone, and certainly not to your friend!'

'But Musa hasn't got enough money to buy a horse,' explained Hakan. 'I'll give him a very good price for Atik, so I think I'm doing a good thing for my friend!'

Musa was watering the plants in his garden next door when he heard the last part of the conversation through the open window. 'Aha!' he thought. 'So Hakan is going to try and sell me a sick horse. It's time to teach my friend a lesson!'

18 Reading time 1 Read a traditional story

The next day, Musa and Hakan were drinking coffee together when Musa asked, 'Do you know anyone who is selling a horse?'

'Why do you need a horse?' asked Hakan.

'I need to travel to the city soon to see my family,' explained Musa.

'Well, it's your lucky day. I'm thinking of selling Atik,' said Hakan. 'He's the strongest and fastest horse in the village. I paid a lot of money for him, but I will sell him to you, my friend, for a very good price.'

Musa loved his friend like a brother, so he didn't say anything. But he had a plan. 'OK,' he said. 'Tomorrow I'll come to your house to buy the horse.'

That evening, while Hakan was having dinner, Musa took a chair and broke it against the kitchen wall. Then he shouted, 'Aaaaargh! Help!' very loudly and lay down on the floor next to the broken chair. Hakan heard his cries and ran to Musa's house.

'Musa! Musa! What's happened?' he shouted, running into the kitchen.

Reading time 1 Develop reading fluency 19



Reading time 1

'I've had an accident,' replied Musa. 'I was taking food from a shelf when I fell off the chair. I think I've broken my leg!'

'You need to go to hospital immediately,' said Hakan worriedly.

'The nearest hospital is thirty kilometres away,' said Musa. 'But how lucky we are to have Atik! You can take me there on the strongest and fastest horse in the village! It will only take three hours.'

Hakan knew that this was an emergency and that Atik couldn't carry his friend for three hours. It was time to tell Musa the truth. He explained that Atik wasn't strong and healthy anymore and offered to buy Musa the strongest and fastest horse in the whole country to take him to hospital.

Musa knew that Hakan was truly sorry. He stood up and showed Hakan that his leg wasn't broken. Hakan understood that Musa had tricked him too. He laughed and laughed, and then he hugged his friend.

'I'm so sorry, Musa. You're the best friend in the world and I will never try to trick you again.'

Soon after that, Atik got better and Hakan gave the horse to his friend as a present to show him how truly sorry he was.

20 Reading time 1 Read a traditional story

***Learning objectives*:** Read a traditional story; Develop reading fluency

***Grammar*:** Present simple and present continuous

Warm-up: Tense review

- Dictate the following sentences: *I was brushing my teeth when the phone rang. We were watching TV when the cat came in. They were playing soccer when it started to rain.*
- Then write the sentences on the board and have the children exchange their dictations and check them.

1 1.7 Read the story on pages 18–20. Who are the main characters? What does the title *The trick* mean?

Pre-reading

- Refer the children to the pictures on pages 18–20. Ask which country they think the story takes place in and why.
- The children work in pairs and write a list of what they can see in the pictures on pages 18–20. Conduct class feedback. Who has the longest list?
- Go through each picture with the children. Elicit ideas about what happens in the story. Ask *How many characters are there? Who are they? Where are they? What are they doing?* etc.

While reading

- Explain to the children that there may be some words they do not understand in the text, but that shouldn't stop them because they are reading for enjoyment.
- The children read the first part of the story on page 18 individually. Then ask simple questions to check understanding, e.g. *Who are the main characters?* (*Musa, Hakan and Pinar*) *How do they know each other?* (*Musa and Hakan live next door to each other. Pinar is Hakan's wife.*) *What is the problem with Hakan's horse?* (*He isn't strong and healthy anymore.*) *Do you think Hakan is a good friend? Why? / Why not?*
- Follow the same procedure for pages 19–20.
- Ask *What does the title 'The trick' mean?* Elicit that a trick is when you make someone believe something that is not true.
- Play the audio if the children need additional support.

Post-reading

- Ask *Do you like the story? Why / Why not?*
- Have children work in small groups to discuss which character they liked most in the story.
- Ask for feedback, then have a class vote on the children's favourite character.

Teaching star!

Imagine

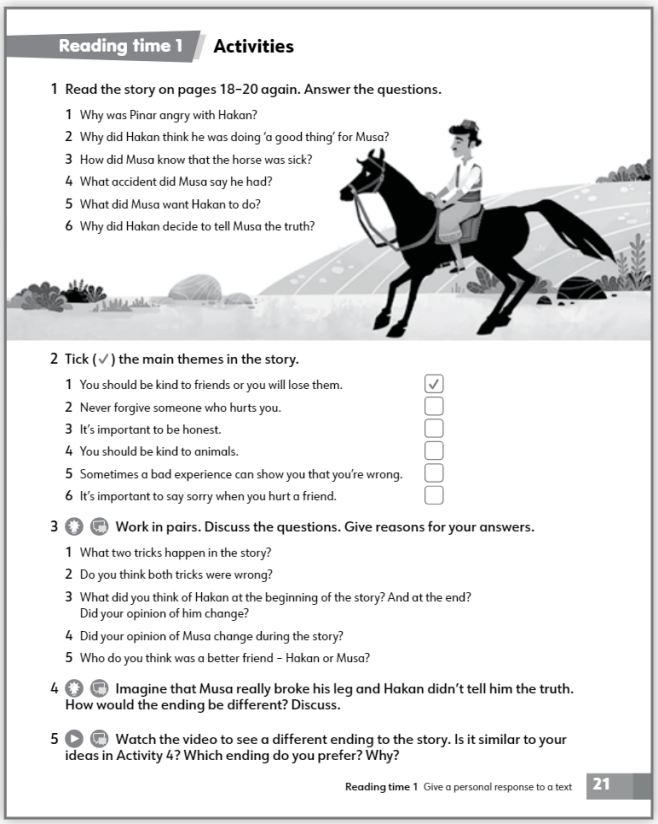
- To encourage expression of thoughts and feelings (intrapersonal intelligence), have the children reflect on the characters in the story.
- Ask *How similar or different are you from the characters in the story? Which character is the most like you? Why?*
- The children write the answers to the questions in their notebook.

Cooler: What are they saying?

- Refer the children to the picture of Musa and Hakan on page 19. In pairs, the children imagine the two characters each have a speech bubble. Ask *What do you think they are saying?*
- Have the children write a short conversation between the two men. Have volunteers come to the front and act out the conversation.

Reading time 1 / Activities

Pupil's Book page 21



Reading time 1 Activities

1 Read the story on pages 18–20 again. Answer the questions.

1 Why was Pinar angry with Hakan?
2 Why did Hakan think he was doing 'a good thing' for Musa?
3 How did Musa know that the horse was sick?
4 What accident did Musa say he had?
5 What did Musa want Hakan to do?
6 Why did Hakan decide to tell Musa the truth?

2 Tick (✓) the main themes in the story.

1 You should be kind to friends or you will lose them. ☑
2 Never forgive someone who hurts you. ☐
3 It's important to be honest. ☐
4 You should be kind to animals. ☐
5 Sometimes a bad experience can show you that you're wrong. ☐
6 It's important to say sorry when you hurt a friend. ☐

3 Work in pairs. Discuss the questions. Give reasons for your answers.

1 What two tricks happen in the story?
2 Do you think both tricks were wrong?
3 What did you think of Hakan at the beginning of the story? And at the end? Did your opinion of him change?
4 Did your opinion of Musa change during the story?
5 Who do you think was a better friend – Hakan or Musa?

4 Imagine that Musa really broke his leg and Hakan didn't tell him the truth. How would the ending be different? Discuss.

5 Watch the video to see a different ending to the story. Is it similar to your ideas in Activity 4? Which ending do you prefer? Why?

Reading time 1 Give a personal response to a text 21

Learning objectives: Give a personal response to a text

Resources: Reading time 1 video; Video activity worksheet

Warm-up: A different title

- Divide the class into small groups and have the children think of a new title for the story. Tell them that it has to be short, catchy and related to the story.
- Have a volunteer from each group say the new title and write it on the board.
- As a class, decide which is the best new title for the story.

1 Read the story on pages 18–20 again. Answer the questions.

- Ask children what they remember about the story. Ask *Who are the main characters? Where are they? What does Hakan want to do?*
- Have some volunteers read out the six questions in Activity 1.
- The children read the story again quickly and answer the questions. They then check their answers in pairs.
- Check answers as a class.

Answers: 1 He wanted to sell his friend a sick horse. **2** Musa needed a horse but he didn't have enough money to buy a good horse. Hakan would give him a good price. **3** He overheard Hakan and Pinar talking. **4** He had broken his leg. **5** He wanted Hakan to take him to hospital on Atik. **6** Hakan knew the horse wasn't strong enough to take Musa to hospital.

2 Tick (✓) the main themes in the story.

- Elicit the main themes in the story. Write the children's ideas on the board.
- Have the children read the six sentences and tick the themes in the story.
- Ask the children to underline the clues in the story that helped them decide.
- Ask *Which sentences aren't main themes in the story?* (*2 and 4*) Elicit why by asking *Does Musa forgive Hakan?* (*yes*) *Is someone unkind to the horse?* (*no*)

Answers: ✓ by: 1, 3, 5, 6

3 Work in pairs. Discuss the questions. Give reasons for your answers.

- Tell children that these questions ask for their opinion about the story, so there are no right or wrong answers.
- Read out the first question. Elicit answers.
- Have the children discuss questions 2–5 in pairs.
- Compare answers as a class.

4 Imagine that Musa really broke his leg and Hakan didn't tell him the truth. How would the ending be different? Discuss.

- Say *Musa has really broken his leg and Hakan has to take him to hospital. What is the problem?* (*Hakan only has a sick horse, which Musa thinks is strong and healthy.*) Elicit ideas.
- Children work in small groups to discuss their ideas about how the story ending would be different.
- While they do this, circulate, monitor and help.
- Conduct feedback with the class and decide who has the best idea.

5 Watch the video to see a different ending to the story. Is it similar to your ideas in Activity 4? Which ending do you prefer? Why?

Before the video

- Tell children that they are going to watch a video showing a different ending to the story (see Videoscript on page pages 40–41).
- Divide the class into small groups and have each group choose one character from the story. Children write down the main characteristics of the character they chose.
- Then they read them aloud to the class. The class guesses which character they chose.

During the video

- Play the video and have the children write two things that are different from the story ending in the Pupil's Book.
- Ask *Why do you think Hakan was embarrassed to tell Musa the truth? What happened to the horse? Does the farmer appear in the Pupil's Book? Why was Musa angry with Hakan?*
- Elicit answers from the children. Pause the video if necessary.

After the video

- Ask children if they were surprised by the ending in the video. Ask which ending they prefer and why.
- Ask follow up questions: *Do you think the farmer was a good person? Why? / Why not? Do you think Hakan deserved to be left alone? Why? Do you think he can change? How can people show kindness?*
- Elicit answers from the children.

Videoscript

Musa was happy. Hakan was going to sell him his horse, Atik, the strongest and fastest horse in the village.

But while Musa was preparing dinner that evening, he fell over and broke his leg.

Hakan heard his cries and ran to help him.

'You need to go to hospital immediately,' said Hakan.

'The nearest hospital is 30 kilometres away,' said Musa. 'But how lucky we are to have Atik to take us there!'

Hakan didn't know what to do. He was too embarrassed to tell Musa the truth.

'30 kilometres isn't far,' he thought. 'I'm sure Atik will be fine.'

He brought the horse to Musa's house and helped his friend onto the cart.

Then they set off across the countryside to the hospital. At first Atik ran quickly.

'It will be OK,' thought Hakan. 'We will soon arrive at the hospital.'

But soon the horse started to slow down. It got slower and slower until it finally stopped and lay down on the ground.

'Oh, no!' cried Hakan. 'What am I going to do now?'

At that moment, a farmer appeared and rode towards them.

'What's happened?' asked the farmer.

'My horse is sick,' explained Hakan, 'And my friend has got a broken leg. We need to get to the hospital.'

Musa heard Hakan and realised what had happened.

'I thought you were my friend,' he shouted. 'But you have tricked me and lied to me. I never want to see you or speak to you again!'

'You are not a kind man!' said the farmer.

'I will take your friend to the hospital. And I will give your horse food and water, and take it to my farm to get well.'

So Hakan was left alone in the middle of the countryside with no friends and no horse.

He didn't know how he was going to get home, but he had a lot of time to think about how to be a kinder person in future.

Teaching star!

Extension

- You can extend an activity as a time filler and for extra practice.
- Have the children work in pairs to create a new character for the story. Tell them to give the character a name.
- Ask the children for feedback. They explain the role of their new character in the story and why they created this character.

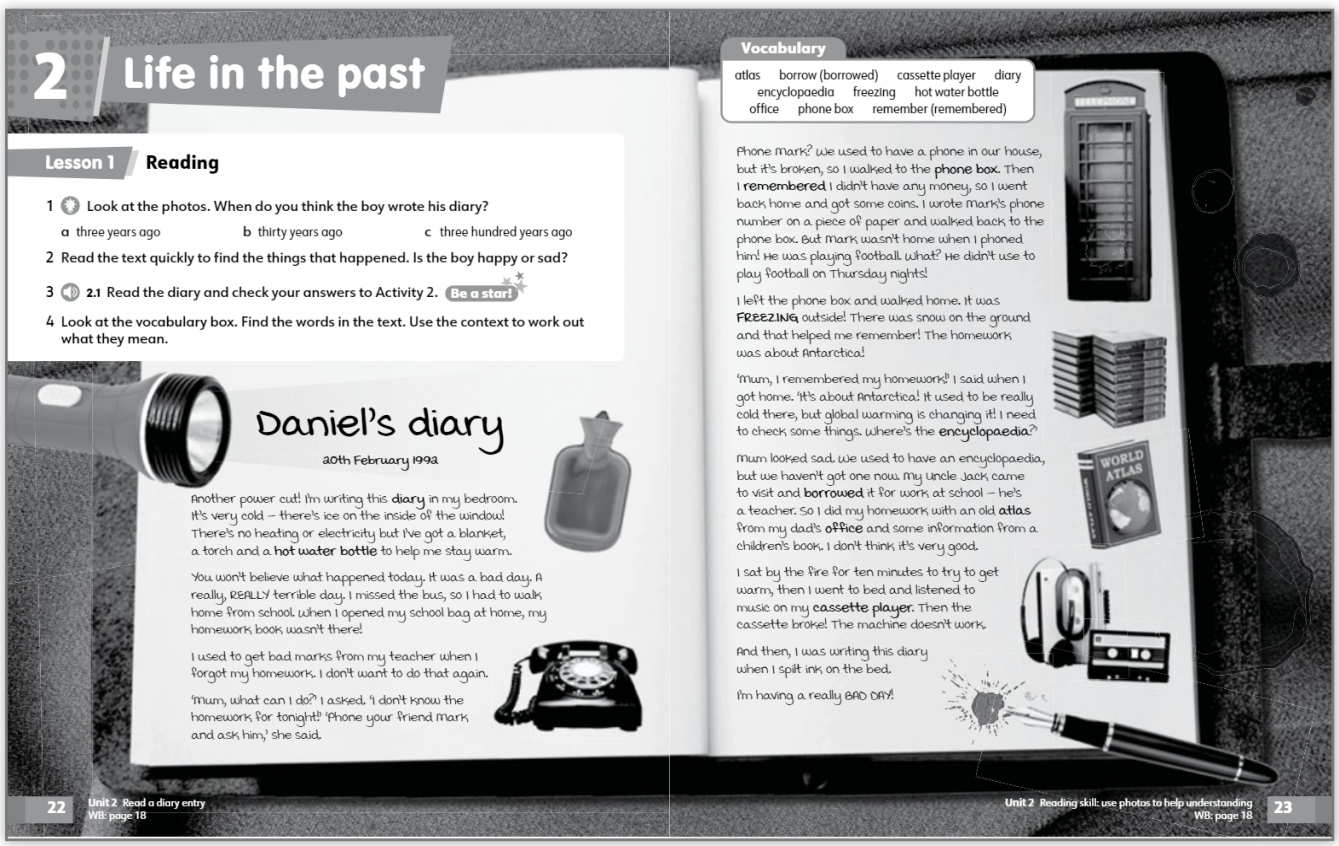
Cooler: What happens to Hakan?

- Have children imagine what happens to Hakan at the end of the video. Ask questions to help, e.g. *Does he get home? If yes, how? Does someone come to rescue him? If no, what does he do? Does he stay in the countryside?*, etc.
- Children draw a scene to show what they think happens to Hakan in the end.
- Invite volunteers to explain their scene to the class. Find out if anyone had the same idea.

2 Life in the past

Lesson 1 Reading

Pupil's Book pages 22–23



Learning objectives: Read a diary entry; Reading skill: use photos to help understanding

Vocabulary: atlas borrow (borrowed), cassette player, diary, encyclopaedia, freezing, hot water bottle, office, phone box, remember (remembered)

Review vocabulary: emergencies

Resources: Vocabulary 1 worksheet

Warm-up: Disappearing words

- Play *Disappearing words* (see Games bank, pages 14–17). Write ten words from the vocabulary boxes in Unit 1 on the board.

1 Look at the photos. When do you think the boy wrote his diary?

- Children look at the photos on pages 22–23. Ask *Are the items from the past, the present or the future? How do you know?* Elicit answers.
- Ask the children *Whose diary is this? (a boy called Daniel) When did Daniel write this entry? (20th February 1992)*
- Elicit answers for the question in Activity 1.

Answer: b

2 Read the text quickly to find the things that happened. Is the boy happy or sad?

- Elicit answers. Discuss and compare different ideas.

3 2.1 Read the diary and check your answers to Activity 2. Be a star!

- The children read the diary extracts to find out what is happening in each section.
- Ask the children if Daniel is happy or sad. Elicit answers.
- Play the audio if the children need additional support.

Answer: He is sad because he is having a bad day.

4 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

- Children scan the text to find the words in the vocabulary box.

- Ask children to look at the words before and after the words in bold to help them work out their meaning from the context.
- Have the children explain the meaning of the words in bold. Ask them to check their answers in the dictionary on pages 154–155 of the Pupil's Book.

Teaching star!

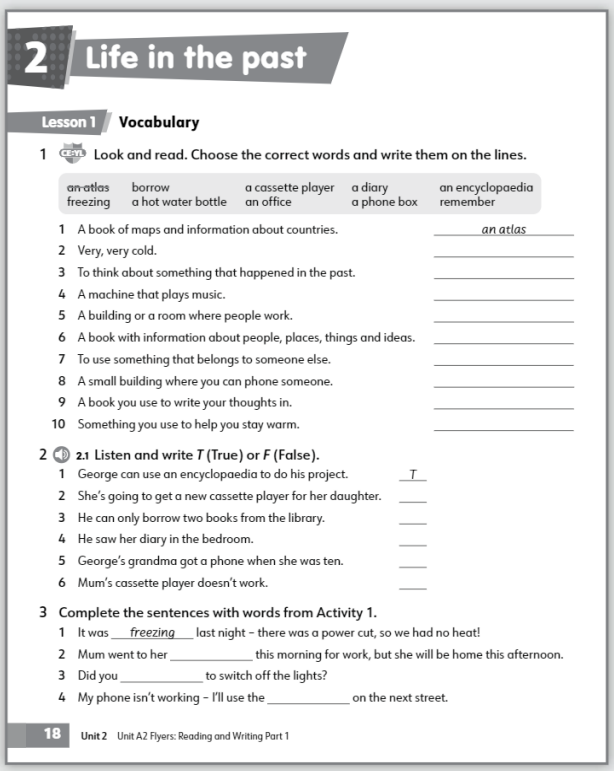
Vocabulary

- Encourage the children to manage their learning by making cards with the words in the vocabulary box written on one side and definitions on the other. Tell children they can use the cards whenever they need them.

Cooler: Quick memory game

- Play *Quick memory game* (see Games bank, pages 14–17) with the new vocabulary from this lesson.

Workbook page 8



2 Life in the past

Lesson 1 Vocabulary

1 CE:YL Look and read. Choose the correct words and write them on the lines.

an atlas · borrow · a cassette player · a diary · an encyclopaedia · freezing · a hot water bottle · an office · a phone box · remember

1 A book of maps and information about countries. an atlas
2 Very, very cold. _____
3 To think about something that happened in the past. _____
4 A machine that plays music. _____
5 A building or a room where people work. _____
6 A book with information about people, places, things and ideas. _____
7 To use something that belongs to someone else. _____
8 A small building where you can phone someone. _____
9 A book you use to write your thoughts in. _____
10 Something you use to help you stay warm. _____

2 2.1 Listen and write *T* (True) or *F* (False).
1 George can use an encyclopaedia to do his project. T
2 She's going to get a new cassette player for her daughter. ____
3 He can only borrow two books from the library. ____
4 He saw her diary in the bedroom. ____
5 George's grandma got a phone when she was ten. ____
6 Mum's cassette player doesn't work. ____

3 Complete the sentences with words from Activity 1.
1 It was *freezing* last night – there was a power cut, so we had no heat!
2 Mum went to her _____ this morning for work, but she will be home this afternoon.
3 Did you _____ to switch off the lights?
4 My phone isn't working – I'll use the _____ on the next street.

18 Unit 2 Unit A2 Flyers: Reading and Writing Part 1

1 CE:YL Look and read. Choose the correct words and write them on the lines.

This activity helps the children prepare for Part 1 of the Reading and Writing paper of the Cambridge English A2 Flyers exam.

Answers: 1 an atlas **2** freezing **3** remember **4** a cassette player **5** an office **6** an encyclopaedia **7** borrow **8** a phone box **9** a diary **10** a hot water bottle

2 2.1 Listen and write *T* (True) or *F* (False).

Audioscript

1 Boy: *I'm doing a history project for school, Mum, but I can't use the internet to find the information.*

Woman: *That's OK! We have a fantastic encyclopaedia here at home. It has all sorts of information in it about history.*

Boy: *Great!*

2 Man: *Welcome to my bookshop! Can I help?*

Woman: *Yes, I want to get my daughter a present. She loves maps and learning about different countries.*

Man: *So she loves geography! I think she would like a new atlas.*

Woman: *Fantastic!*

3 Boy: *Are we going to the library today?*

Woman: *Yes, this afternoon. But you've got lots of book to read at the moment so you can only borrow two books today..!*

Boy: *OK.*

4 Girl: *Andrew, have you seen my diary? It was in my bedroom, but I can't find it!*

Boy: *It's in the living room. I saw it when I was watching TV.*

Girl: *I hope you didn't read it!*

Boy: *Of course I didn't!*

5 Boy: *Grandma, did you have a phone in your house when you were a child?*

Woman: *No, but there was a phone box not far from our house. So, I called my friends who had a phone. But my mum and dad both had phones in their offices where they worked, so they decided we needed one at home too. So, we got a phone in the house when I was about ten years old.*

6 Girl: *Mum, what's this?*

Woman: *That's a cassette player. You put a music cassette inside it, press the button that says 'Play' and listen to the music.*

Girl: *It looks so old!*

Woman: *Well, it is a bit old, but I loved to have one when I was your age! And it still works – that's why I keep it in the kitchen. I like to listen to music while I'm cooking.*

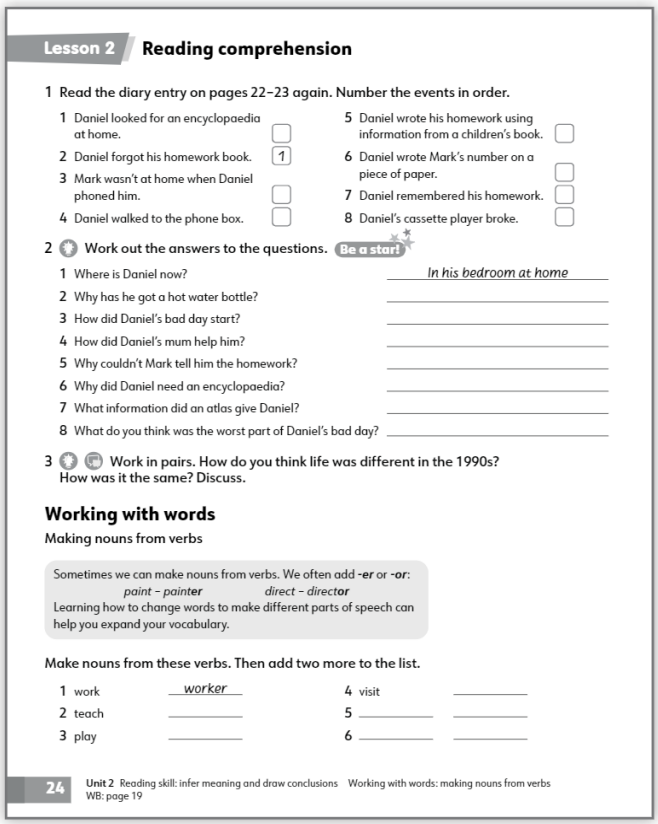
Answers: 1 T **2** F **3** T **4** F **5** T **6** F

3 Complete the sentences with words from Activity 1.

Answers: 1 freezing **2** office **3** remember **4** phone box

Lesson 2 Reading comprehension / Working with words

Pupil's Book page 24



Lesson 2 Reading comprehension

1 Read the diary entry on pages 22–23 again. Number the events in order.

1 Daniel looked for an encyclopaedia at home. ☐
2 Daniel forgot his homework book. 1
3 Mark wasn't at home when Daniel phoned him. ☐
4 Daniel walked to the phone box. ☐
5 Daniel wrote his homework using information from a children's book. ☐
6 Daniel wrote Mark's number on a piece of paper. ☐
7 Daniel remembered his homework. ☐
8 Daniel's cassette player broke. ☐

2 Work out the answers to the questions. Be a star!

1 Where is Daniel now? *In his bedroom at home*
2 Why has he got a hot water bottle? _____
3 How did Daniel's bad day start? _____
4 How did Daniel's mum help him? _____
5 Why couldn't Mark tell him the homework? _____
6 Why did Daniel need an encyclopaedia? _____
7 What information did an atlas give Daniel? _____
8 What do you think was the worst part of Daniel's bad day? _____

3 Work in pairs. How do you think life was different in the 1990s? How was it the same? Discuss.

Working with words

Making nouns from verbs

Sometimes we can make nouns from verbs. We often add **-er** or **-or**:
paint – painter *direct – director*
Learning how to change words to make different parts of speech can help you expand your vocabulary.

Make nouns from these verbs. Then add two more to the list.

1 work *worker* 4 visit _____
2 teach _____ 5 _____ _____
3 play _____ 6 _____ _____

24 Unit 2 Reading skill: infer meaning and draw conclusions Working with words: making nouns from verbs
WB: page 19

***Learning objectives*:** Reading skill: infer meaning and draw conclusions; Working with words: making nouns from verbs

***Resources*:** Working with words worksheet

Warm-up: Past, present, or future?

- Write *past* (*1992*), *present* (*the current year*) and *future* (*2416*) on three different parts of the board. Check children understand that the dates refer to the past, present and future.
- Read out the following sentences and have the children point to the correct word, depending on whether the sentence is about the current year, 1992 or 2416:
  I went to the cinema last night. We used to have a phone in our house, but it's broken, so I walked to the phone box. We are going on holiday to Mars this summer. I bought a pair of jeans last month. They have lived on the Moon for two years. I went to bed and listened to music on my cassette player.

1 Read the diary entry on pages 22–23 again. Number the events in order.

- Elicit what the children can remember from Daniel's diary on pages 22–23.
- Read out the example and elicit which event they think would be the last one (8: Daniel's cassette player broke).
- The children read the rest of the sentences. Then they read the diary again quickly and number the rest of the events in order.
- Check answers as a class.

Answers: 1 6 **2** 1 **3** 4 **4** 3 **5** 7 **6** 2 **7** 5 **8** 8

2 Work out the answers to the questions.

Be a star!

- The children read the questions individually and think about the answers.
- Explain that the answers are not given explicitly in the text, but there are clues. Children skim the text to find and underline information to help them answer the questions.
- The children compare their answers in pairs.
- Check answers as a class. Ask the children to give reasons for their answers.

Answers: 1 In his bedroom at home **2** To help him stay warm **3** He missed the bus at school. **4** She told him to phone his friend Mark and ask him. **5** Because Mark wasn't home. **6** He needed to check some things in the encyclopaedia for his homework. **7** Information to help him with his homework. **8** Children's own answers.

Teaching star!

Mixed ability

- Inferring meaning and drawing conclusions is an advanced reading skill. You may need to give less confident learners more support to help them read more attentively.
- When you are checking the answers to Activity 2, make sure you ask some less confident learners to respond. If they find this difficult, help them by asking prompt questions to draw their attention to the appropriate information in the text. This will help boost their confidence and give them a model to follow next time.

3 Work in pairs. How do you think life was different in the 1990s? How was it the same? Discuss.

- Elicit some ideas for things that have changed over the last 30 years, e.g. food, transport, fashion, power, clothes, buildings, music, entertainment.
- Choose one of the topics, e.g. transport. Ask how transport today is different to transport in the past. Elicit whether there are any similarities.
- Divide the class into pairs or small groups. Children discuss how they think life was different in the past and how it was the same, using the topics above to help them.
- While they do this, circulate, monitor and help if necessary.

Working with words

Making nouns from verbs

- Read out the information in the blue box.
- Write on the board *I paint portraits. I am a painter.* Ask *Is 'painter' a noun or a verb?* (*noun*) *Is 'paint' a noun or a verb?* (*verb*)
- Read out the second example (*direct – director*) and elicit which is the noun and which is the verb.

Make nouns from these verbs. Then add two more to the list.

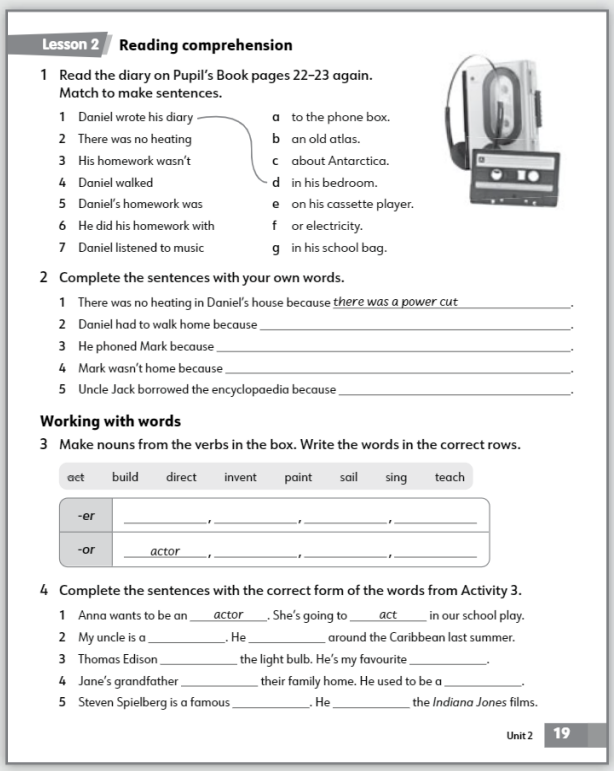
- The children write the nouns for 1–4. They then add two more to the list before checking answers with a partner.
- Have the children choose three nouns from the list and write sentences with them.
- Children work in pairs and check their partner's sentences with them.
- Check answers as a class.

Answers: 1 worker **2** teacher **3** player **4** visitor **5** Children's own answers. **6** Children's own answers.

Cooler: Stickman

- Divide the class into two teams. Play *Stickman* (see Games bank, pages 14–17) with different nouns and verbs. Allow the children to come to the board and take control of the game.
- Make sure they know that they can only play with nouns and verbs.

Workbook page 19



Lesson 2 **Reading comprehension**

1 Read the diary on Pupil's Book pages 22–23 again. Match to make sentences.

1	Daniel wrote his diary	a	to the phone box.
2	There was no heating	b	an old atlas.
3	His homework wasn't	c	about Antarctica.
4	Daniel walked	d	in his bedroom.
5	Daniel's homework was	e	on his cassette player.
6	He did his homework with	f	or electricity.
7	Daniel listened to music	g	in his school bag.

2 Complete the sentences with your own words.

1 There was no heating in Daniel's house because *there was a power cut* _____.
2 Daniel had to walk home because _____.
3 He phoned Mark because _____.
4 Mark wasn't home because _____.
5 Uncle Jack borrowed the encyclopaedia because _____.

Working with words

3 Make nouns from the verbs in the box. Write the words in the correct rows.

act build direct invent paint sail sing teach

-er	_____, _____, _____, _____
-or	*actor*, _____, _____, _____

4 Complete the sentences with the correct form of the words from Activity 3.

1 Anna wants to be an *actor*. She's going to *act* in our school play.
2 My uncle is a _____. He _____ around the Caribbean last summer.
3 Thomas Edison _____ the light bulb. He's my favourite _____.
4 Jane's grandfather _____ their family home. He used to be a _____.
5 Steven Spielberg is a famous _____. He _____ the *Indiana Jones* films.

Unit 2 19

1 Read the diary on Pupil's Book pages 22–23 again. Match to make sentences.

Answers: 1 d **2** f **3** g **4** a **5** c **6** b **7** e

2 Complete the sentences with your own words.

Suggested Answers: 1 there was a power cut **2** he missed the bus **3** he wanted to ask him about the homework **4** he was playing football **5** he's a teacher and needed it for work.

3 Make nouns from the verbs in the box. Write the words in the correct rows.

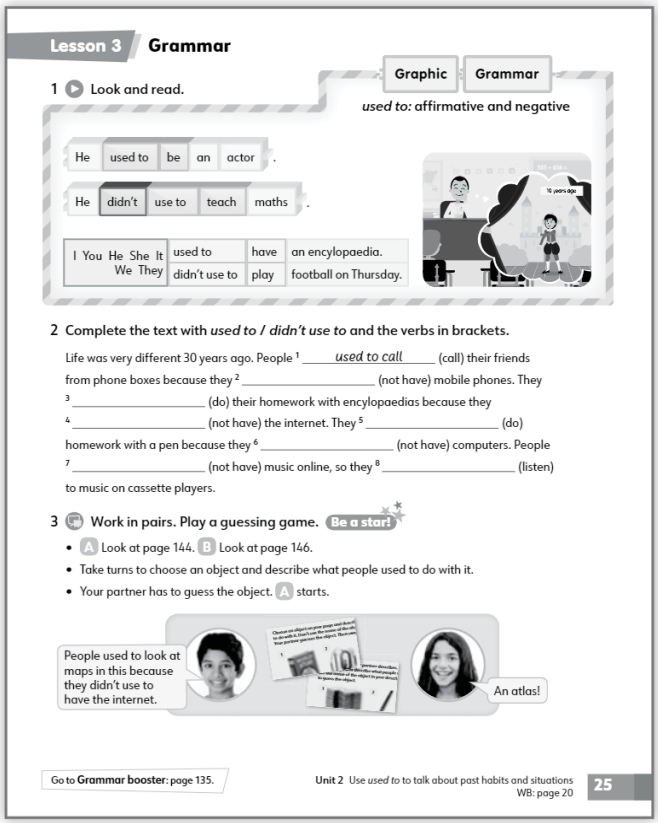
Answers: *-er*: builder, painter, singer, teacher
-or: actor, director, inventor, sailor

4 Complete the sentences with the correct form of the words from Activity 3.

Answers: 1 actor / act **2** sailor / sailed **3** invented / inventor **4** built / builder **5** director / directed

Lesson 3 Grammar

Pupil's Book page 25



Learning objectives: Use *used* to to talk about past habits and situations

Grammar: *used to:* affirmative and negative

Review vocabulary: emergencies, the past

Resources: Graphic Grammar video; Grammar 1 worksheet

Warm-up: What can you see?

- The children open their Pupil's Book on pages 22–23. Give them 15 seconds to look at the photos. Tell them to close their books.
- Have them write down all the things they can remember that were different in the past (e.g. phone boxes instead of mobile phones, cassette players, ink pens).

1 Look and read.

- Refer the children to the picture in Activity 1. Ask *What can you see? Where is the man now? What is his job? Where was he 10 years ago? What was his job?*
- Read out the sentences in the Graphic *Grammar box*. Elicit the verbs (*used to / didn't use to, be, teach, work, wear*).
- Ask *Was he an actor in the past?* (*yes*) *Is he an actor now?* (*no*) *Did he teach maths in the past?* (*no*) *Does he teach maths now?* (*yes*)
- Explain that we use *used to* to talk about past situations that are not true now or for things we did regularly in the past, but don't do now.
- Ask *Which sentences are negative? How do you know?* (Refer the children to the red box and the red letters for *didn't*.)
- Refer the children to the blue and red boxes and ask them to notice the form of *used to* in the affirmative and negative sentences. Elicit the different spelling (*used / use*). *Ask What form of the verb follows* used to*?* (*infinitive*)
- Refer the children to the chart and have volunteers make different sentences.
- Have the children look back at the reading texts on pages 22–23 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If using the video, ask children the questions in the first point above. Then play the video and follow the procedure above.
- Play the video again and have the children repeat the sentences.

2 Complete the text with *used to / didn't use to* and the verbs in brackets.

- The children scan the text. Ask *How many verbs are negative?*
- Look at the example as a class. Ask *What is the form of the verb after* used to*?* (*infinitive without* to) Elicit the negative form and spelling of *used to* (*didn't use to.*)
- The children complete the text individually using *used to / didn't use to.*
- Check answers as a class.

Answers: 1 used to call **2** didn't use to have **3** used to do **4** didn't use to have **5** used to do **6** didn't use to have **7** didn't use to have **8** used to listen

Teaching star!

Evaluating work

- Peer editing is a very useful way of developing critical reading skills, as well as consolidating new grammar structures. Before checking Activity 2 as a class, have the children swap with a friend and check each other's work. Ask them to circle errors in pencil, but not correct them. They then look at their own work and write in any corrections required.
- After checking answers as a class, ask if any repeated errors occurred. Elicit ideas on how to remember that it's *didn't use to* not *didn't used to* (e.g. *You say didn't play, not didn't played.*).

3 Work in pairs. Play a guessing game.

Be a star!

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 144 and have Student B turn to page 146.
- Read out the instructions and have a confident pair read the example dialogue so the children have an understanding of how to play the game. The children choose an object on their page and describe what people used to do with it. Remind them not to say the name of the object in their description. Their partner has to guess the object. Then they swap roles.
- Allow time for the children to complete the game.

Grammar booster

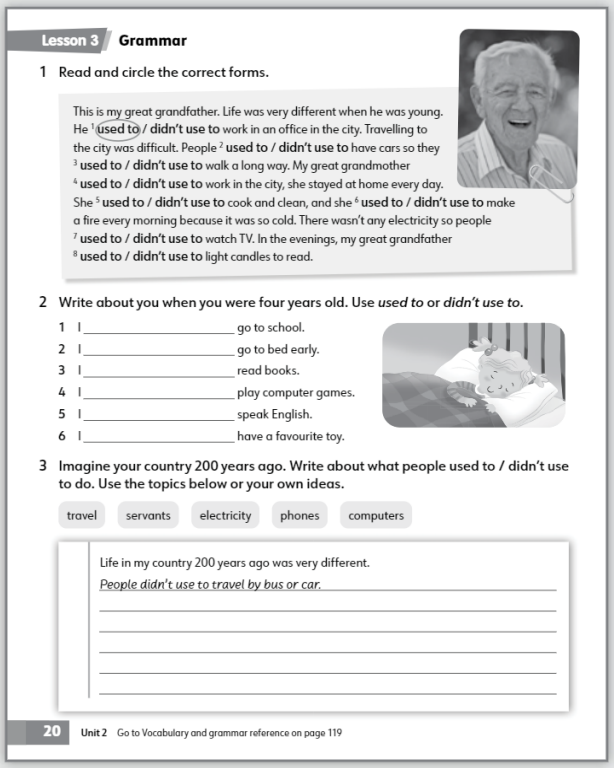
Ask the children to turn to page 135 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 1 I used to play with toys when I was little. **2** I didn't use to go to school. **3** Mum used to read to me. **4** I didn't use to cook my breakfast. **5** I used to go to bed very early.

Cooler: True or false?

- Play *True or false?* (see Games bank, pages 14–17).
- Tell the children some things about yourself that may or may not be true, e.g. *I used to play video games all the time. I used to live in another city. I used to play soccer. I used to be a dentist. I didn't use to like chocolate.*
- The children guess if the sentences are true or false.
- Ask volunteers to make true / false sentences about themselves and continue playing the game.

Workbook page 20



Lesson 3 **Grammar**

1 Read and circle the correct forms.

This is my great grandfather. Life was very different when he was young. He [1] used to / didn't use to work in an office in the city. Travelling to the city was difficult. People [2] used to / didn't use to have cars so they [3] used to / didn't use to walk a long way. My great grandmother [4] used to / didn't use to work in the city, she stayed at home every day. She [5] used to / didn't use to cook and clean, and she [6] used to / didn't use to make a fire every morning because it was so cold. There wasn't any electricity so people [7] used to / didn't use to watch TV. In the evenings, my great grandfather [8] used to / didn't use to light candles to read.

2 Write about you when you were four years old. Use *used to* or *didn't use to*.

1 I _____ go to school.
2 I _____ go to bed early.
3 I _____ read books.
4 I _____ play computer games.
5 I _____ speak English.
6 I _____ have a favourite toy.

3 Imagine your country 200 years ago. Write about what people used to / didn't use to do. Use the topics below or your own ideas.

travel | servants | electricity | phones | computers

Life in my country 200 years ago was very different.
People didn't use to travel by bus or car.

20 **Unit 2** Go to Vocabulary and grammar reference on page 119

Grammar reference:

Remind the children that they can refer to the grammar reference on page 119 while completing these Workbook activities.

1 Read and circle the correct forms.

Answers: 1 used to **2** didn't use to **3** used to **4** didn't use to **5** used to **6** used to **7** didn't use to **8** used to

2 Write about you when you were four years old. Use *used to* or *didn't use to*.

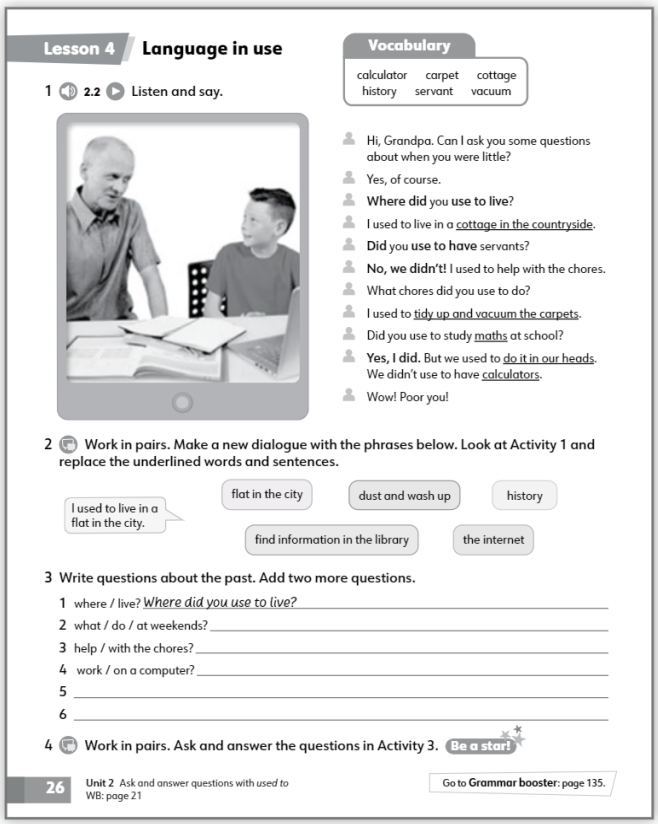
Answers: Children's own answers.

3 Imagine your country 200 years ago. Write about what people used to / didn't use to do. Use the topics below or your own ideas.

Answers: Children's own answers.

Lesson 4 Language in use

Pupil's Book page 26



Lesson 4 Language in use

Vocabulary: calculator, carpet, cottage, history, servant, vacuum

1 2.2 Listen and say.

Hi, Grandpa. Can I ask you some questions about when you were little?
Yes, of course.
Where did you **use to live**?
I used to live in a cottage in the countryside.
Did you **use to have** servants?
No, we didn't! I used to help with the chores.
What chores did you use to do?
I used to tidy up and vacuum the carpets.
Did you use to study maths at school?
Yes, I did. But we used to do it in our heads. We didn't use to have calculators.
Wow! Poor you!

2 Work in pairs. Make a new dialogue with the phrases below. Look at Activity 1 and replace the underlined words and sentences.

I used to live in a flat in the city.
flat in the city
dust and wash up
history
find information in the library
the internet

3 Write questions about the past. Add two more questions.

1 where / live? *Where did you use to live?*
2 what / do / at weekends? _____
3 help / with the chores? _____
4 work / on a computer? _____
5 _____
6 _____

4 Work in pairs. Ask and answer the questions in Activity 3. Be a star!

26 Unit 2 Ask and answer questions with *used to* WB: page 21

Go to **Grammar booster**: page 135.

Learning objectives: Ask and answer questions with *used to*

Grammar: questions with *used to*

Vocabulary: calculator, carpet, cottage, history, servants, vacuum

Review vocabulary: the past

Resources: Language in use video; Grammar 2 worksheet

Materials: blank cards

Warm-up: 1, 2, 3, unscramble!

- Play *1, 2, 3, unscramble!* (see Games bank, pages 14–17) with the following sentences: *He used to be an actor. He didn't use to teach maths. I used to live in a cottage.We didn't use to have calculators.*

Vocabulary

- Refer the children to the vocabulary box.
- Read out an example sentence for each word (see Pupil's Book dictionary, pages 154–155). Elicit definitions for the words.
- The children check the definitions in the dictionary.

1 2.2 Listen and say.

- Refer children to the picture in Activity 1. Ask who the boy is (Oliver) and who they think the man is.
- Play the audio. The children listen to the dialogue and check if their ideas were correct.
- Have the children notice the structure of *used to* in questions. Write on the board *Where did you use to live? What chores did you use to do?* Elicit that these are *Wh-* questions and that we ask them when we want information. Write on the board *Did you use to live in the countryside? Did you use to study maths?* Elicit that these are *yes / no* questions and that we ask them when we expect the answer to be *yes* or *no*.
- Play the audio again, pausing after each line for the children to repeat. Divide the class into two groups and have each group read a part of the dialogue. Then have the groups switch roles.
- The children then practise the dialogue in pairs.

- Play the video and follow the procedure above.
- Divide the class into two groups and have each group say one part of the dialogue.

2 Work in pairs. Make a new dialogue with the phrases below. Look at Activity 1 and replace the underlined words and sentences.

- Refer the children to the first phrase in the green box (*flat in the city*). Read out the first two lines of the dialogue in Activity 1 with a volunteer for the boy's part. When the volunteer asks *Where did you use to live?*, answer *I used to live in a flat in the city.*
- Explain to the children that they continue in this way, choosing a phrase from each box to replace the underlined words and sentences in the dialogue.
- Divide the class into pairs. They role-play the new dialogue and then they change roles.

3 Write questions about the past. Add two more questions.

- Refer the children to the first prompt (*where / live*) and write it on the board. Elicit the full question and write it under the prompt, highlighting what has been added to make the question. Do the same with the third prompt (a *yes / no* question).
- The children complete the activity individually.
- Elicit answers and ask volunteers write their questions for numbers 5 and 6 on the board.

Answers: 1 Where did you use to live? **2** What did you use to do at weekends? **3** Did you use to help with the chores? **4** Did you use to work on a computer? **5, 6** Children's own answers.

4 Work in pairs. Ask and answer the questions in Activity 3. Be a star!

- Model the activity with a volunteer. Ask *What did you use to do at the weekends?* Let the child answer. Then say what you used to do (e.g. *I used to go to the park with my dog every weekend*).
- The children complete the activity in pairs.

Grammar booster

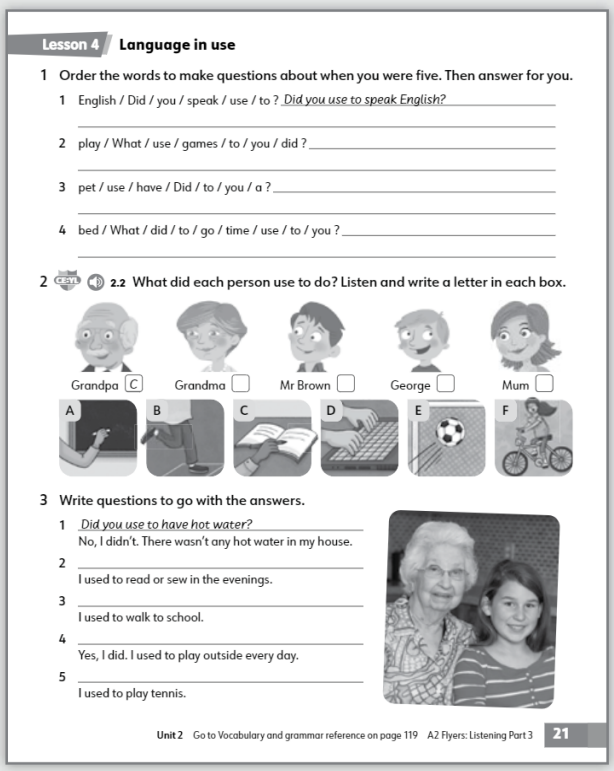
Ask the children to turn to page 135 of their Pupil's Book to complete Activities 2 and 3. Alternatively, you may wish to have the children complete this activity at home.

Answers: 2 1 used to live 2 did you use to walk 3 didn't use to have 4 Did you use to do 5 used to tidy 6 did you use to do; **3** Children's own answers.

Cooler: Tic-tac-toe

- Play *Tic-tac-toe* (see Games bank, pages 14–17). Give the children prompts to make questions with *used to*, e.g. *Where / live?; Who / live with?; have / a computer?; read / books?; play / football?*

Workbook page 21



Lesson 4 Language in use

1 Order the words to make questions about when you were five. Then answer for you.

1 English / Did / you / speak / use / to ? Did you use to speak English?

2 play / What / use / games / to / you / did ?

3 pet / use / have / Did / to / you / a ?

4 bed / What / did / to / go / time / use / to / you ?

2 CE:YL 2.2 What did each person use to do? Listen and write a letter in each box.

Grandpa C Grandma Mr Brown George Mum

A B C D E F

3 Write questions to go with the answers.

1 Did you use to have hot water?
No, I didn't. There wasn't any hot water in my house.

2 I used to read or sew in the evenings.

3 I used to walk to school.

4 Yes, I did. I used to play outside every day.

5 I used to play tennis.

Unit 2 Go to Vocabulary and grammar reference on page 119 A2 Flyers: Listening Part 3 21

Grammar reference:

Remind the children that they can refer to the grammar reference on page 119 while completing these Workbook activities.

1 Order the words to make questions about when you were five. Then answer for you.

Answers: 1 Did you use to speak English? **2** What games did you use to play? **3** Did you use to have a pet? **4** What time did you use to go to bed?; Children's own answers.

2 CE:YL 2.2 What did each person use to do? Listen and write a letter in each box.

This activity helps the children prepare for Part 3 of the Listening paper in the Cambridge English A2 Flyers exam.

Audioscript

Listen and look. There is one example. George is talking to his grandpa about what life was like when he was a child. What did each person use to do?

Boy: *Grandpa, can you help me with my homework?*

Man: *Yes, what can I do?*

Boy: *Well, I need to answer these questions on my computer.*

Man: *Oh no! Sorry George – I don't know anything about computers. We used to write our homework in our notebooks.*

Can you see the letter C? Now you listen and write a letter in each box.

Boy: *That's OK Grandpa – you can help and I can write the answers. So, didn't you use to use a computer?*

Man: *No! And we didn't have mobile phones either!*

Boy: *So, how did you speak to Grandma?*

Man: *She used to ride her bike to my house and we chatted `in real life'.*

Boy: *Very funny ... so what about your teachers? Did they use to write your lessons on the whiteboard?*

Man: *Yes, but the whiteboards weren't white – they were black. And my teacher – Mr Brown – he used to write on the board with a special white pencil, called chalk. He used to get angry when the chalk broke too!*

Boy: *Chalk? You can still buy chalk in different colours today – I used to draw a game with numbers to jump on when I was younger – I drew it on the path on our street.*

Man: *That's right. Your mum used to like playing on the street too – just like you.*

Boy: *Did she? Did she used to ride her bike in front of the house like Grandma?*

Man: *No – she used to play football with your uncle in the front garden ... and she always used to win!*

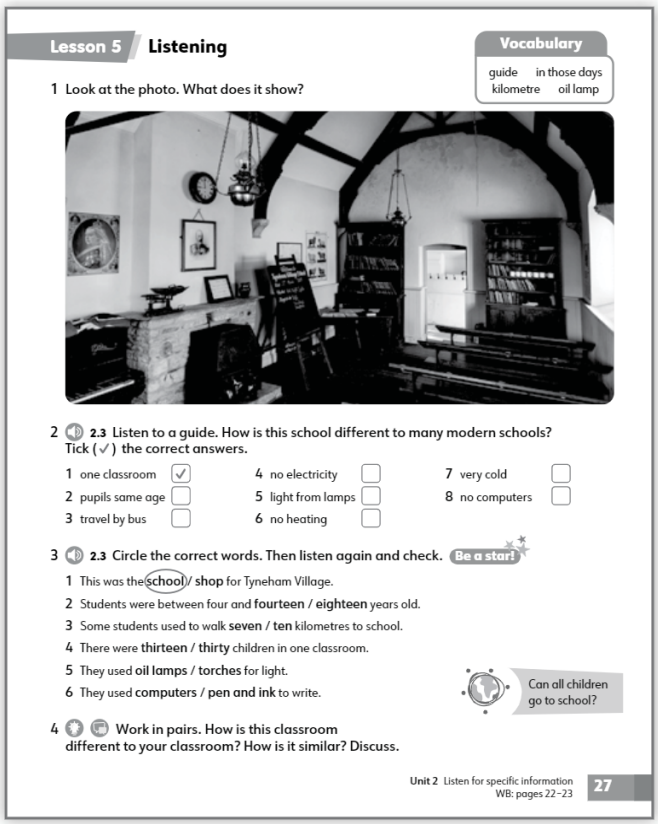
Answers: Grandpa–C, Grandma–F, Mr Brown–A, George–B, Mum–E

3 Write questions to go with the answers.

Answers: 1 Did you use to have hot water? **2** What did you use to do in the evenings? **3** How did you use to get to school? **4** Did you use to play outside? **5** What did you use to play?

Lesson 5 Listening

Pupil's Book page 27


Lesson 5 Listening

Vocabulary
guide in those days
kilometre oil lamp

1 Look at the photo. What does it show?

2 2.3 Listen to a guide. How is this school different to many modern schools? Tick (✓) the correct answers.

1 one classroom ✓
2 pupils same age
3 travel by bus
4 no electricity
5 light from lamps
6 no heating
7 very cold
8 no computers

3 2.3 Circle the correct words. Then listen again and check. Be a star!

1 This was the school / shop for Tyneham Village.
2 Students were between four and fourteen / eighteen years old.
3 Some students used to walk seven / ten kilometres to school.
4 There were thirteen / thirty children in one classroom.
5 They used oil lamps / torches for light.
6 They used computers / pen and ink to write.

Can all children go to school?

4 Work in pairs. How is this classroom different to your classroom? How is it similar? Discuss.

Unit 2 Listen for specific information
WB: pages 22–23
27

***Learning objectives*:** Listen for specific information

***Vocabulary*:** guide, in those days, kilometre, oil lamp

Warm-up: The best thing at school!

- Ask the children which place and which feature in their school they like the most, (e.g. the playground, the library, their classroom, doing PE, break time, after-school clubs, etc).
- Write answers on the board and have a class vote on the most popular place and feature.

Vocabulary

- Refer the children to the vocabulary box.
- Read out an example sentence for each word (see Pupil's Book dictionary, pages 154–155). Elicit a definition for the words.
- The children check the definitions in the dictionary.

1 Look at the photo. What does it show?

- Refer the children to the photo and ask them what they can see (an old-fashioned classroom).
- In pairs, the children write the names of the objects in the photo. Who can make the longest list?
- Check answers and write the words on the board. Have the children point to the objects in the photo.
- Ask *Is there a desk / chair / piano / blackboard / clock?* Have the children answer the questions.

2 2.3 Listen to a guide. How is this school different to many modern schools? Tick (✓) the correct answers.

- Tell the children they are going to listen to a tour guide explaining how classrooms used to be in the past. Play the audio and ask them to write down all the school / classroom words they hear.
- Check answers as a class. Ask for any words not mentioned in Activity 1.
- Refer the children to the list of options 1–8 and give them time to read through them. Explain that they will have to listen for specific information to complete the activity and that they don't have to understand every word.
- Play the audio. The children listen and tick the correct answers. Play the audio again if necessary so children can check their answers.

Audioscript

Guide: *Good afternoon, everyone. Welcome to Tyneham Village School. My name's Martha and I'm your guide for the afternoon. This used to be the school for Tyneham Village. The school only had one classroom – all the pupils studied together in the same classroom. The pupils were four to fourteen years old and they all came from villages near here. In those days, people used to walk a lot. Some pupils used to walk ten kilometres to get to school. And then they walked ten kilometres home again. Look around the classroom, and you can see that it's very different from classrooms today.*

Girl: *How many pupils were at the school?*

Guide: *There were about 30 pupils. And there was only one teacher!*

Boy: *Did they use to have electricity?*

Guide: *No, they didn't. There was no electricity so it was very dark in winter. The only light came from oil lamps, like this one here.*

Boy: *Did they use to have heating?*

Guide: *Yes, they did. They used to burn wood on a fire. But there was only one fire so it was often freezing in the classroom.*

Girl: *Did they use to have computers?*

Guide: *No, they didn't! There were no computers in those days! They used to write with pen and ink. Now, if you follow me, we'll go outside into the school garden ...*

Answers: ✓ by: 1, 4, 5, 7, 8

Teaching star!

Ask questions

- Encourage the children to ask questions to find out more information about the topics they're learning about.
- Play the audio. The children write three questions on the information they hear, then ask and answer in pairs.

3 2.3 **Circle the correct words. Then listen again and check.** Be a star!

- Have the children read and circle the correct words.
- Play the audio. The children check their answers.
- Check answers as a class.

Answers: 1 school **2** fourteen **3** ten **4** thirty **5** oil lamps **6** pen and ink

4 **Work in pairs. How is this classroom different to your classroom? How is it similar? Discuss.**

- Elicit from the children the similarities and differences between the classroom in the photo and their classroom. Write answers on the board.
- The children work in pairs and discuss.

Cooler: Classrooms in the future

- Ask the children what they think the classrooms of the future will look like.

ESDC

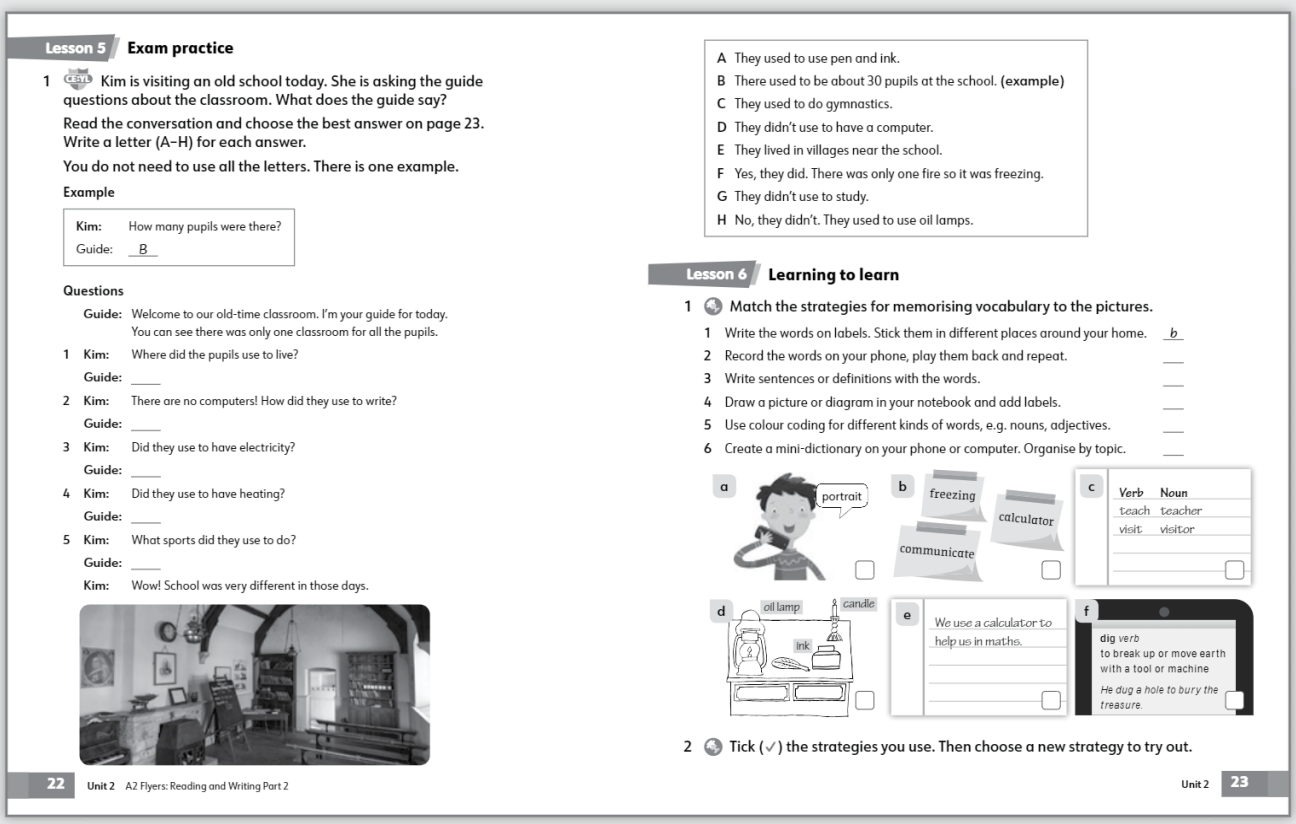
Can all children go to school?

Introduce the children to Sustainable Development Goal 4: *Quality education*. Ask: *Can all children go to school?* This question helps the children compare and contrast their own education with opportunities given to other children.

- Ask the children to imagine growing up without being able to go to school. Guide the discussion toward how difficult it is to learn without books and teachers. Explain that not all children are able to go to school if there are no schools in their communities, no teachers, or no money to buy books and other equipment. Have the children brainstorm what they can do to help children who cannot go to school, and emphasise that all children have the right to learn.

Possible answers: No, because they don't have schools or books; we can help these children by sending books, equipment or money to communities without schools.

Workbook pages 22–23



Lesson 5 **Exam practice**

1 CE:YL **Kim is visiting an old school today. She is asking the guide questions about the classroom. What does the guide say?**
Read the conversation and choose the best answer on page 23.
Write a letter (A–H) for each answer.
You do not need to use all the letters. There is one example.

Example

Kim: How many pupils were there?
Guide: B

Questions

Guide: Welcome to our old-time classroom. I'm your guide for today. You can see there was only one classroom for all the pupils.
1 Kim: Where did the pupils use to live?
Guide: ____
2 Kim: There are no computers! How did they use to write?
Guide: ____
3 Kim: Did they use to have electricity?
Guide: ____
4 Kim: Did they use to have heating?
Guide: ____
5 Kim: What sports did they use to do?
Guide: ____
Kim: Wow! School was very different in those days.

A They used to use pen and ink.
B There used to be about 30 pupils at the school. **(example)**
C They used to do gymnastics.
D They didn't use to have a computer.
E They lived in villages near the school.
F Yes, they did. There was only one fire so it was freezing.
G They didn't use to study.
H No, they didn't. They used to use oil lamps.

22 Unit 2 A2 Flyers: Reading and Writing Part 2

Lesson 6 **Learning to learn**

1 **Match the strategies for memorising vocabulary to the pictures.**
1 Write the words on labels. Stick them in different places around your home. b
2 Record the words on your phone, play them back and repeat. ____
3 Write sentences or definitions with the words. ____
4 Draw a picture or diagram in your notebook and add labels. ____
5 Use colour coding for different kinds of words, e.g. nouns, adjectives. ____
6 Create a mini-dictionary on your phone or computer. Organise by topic. ____

a portrait
b freezing, calculator, communicate
c Verb / Noun: teach / teacher; visit / visitor
d oil lamp, candle, ink
e We use a calculator to help us in maths.
f dig *verb* to break up or move earth with a tool or machine. *He dug a hole to bury the treasure.*

2 **Tick (✓) the strategies you use. Then choose a new strategy to try out.**

Unit 2 23

1 CE:YL **Kim is visiting an old school today. She is asking the guide questions about the classroom. What does the guide say? Read the conversation and choose the best answer on page 23.**

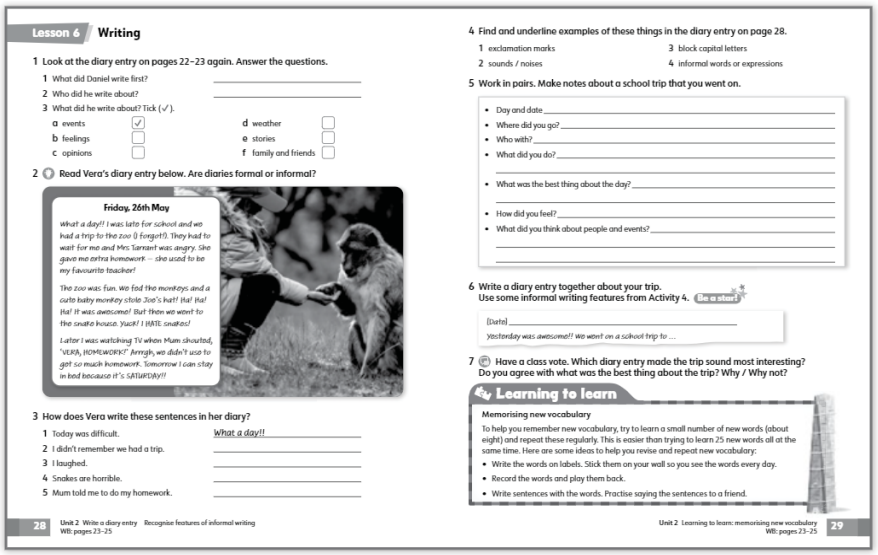
Write a letter (A–H) for each answer. You do not need to use all the letters. There is one example.

This activity helps the children prepare for Part 2 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

Answers: 1 E **2** A **3** H **4** F **5** C

Lesson 6 Writing / Learning to learn

Pupil's Book pages 28–29



Lesson 6 Writing

1 Look at the diary entry on pages 22–23 again. Answer the questions.
1 What did Daniel write first?
2 Who did he write about?
3 What did he write about? Tick (✓).
a events ✓ d weather
b feelings e stories
c opinions f family and friends

2 Read Vera's diary entry below. Are diaries formal or informal?

Friday, 26th May
What a day!! I was late for school and we had a trip to the zoo (I forgot!). They had to wait for me and Mrs Tarrant was angry. She gave me extra homework – she used to be my favourite teacher!
The zoo was fun. We fed the monkeys and a cute baby monkey stole Joe's hat! Ha! Ha! Ha! It was awesome! But then we went to the snake house. Yuck! I HATE snakes!
Later I was watching TV when Mum shouted, 'VERA, HOMEWORK!' Arrrgh, we didn't use to get so much homework. Tomorrow I can stay in bed because it's SATURDAY!!

3 How does Vera write these sentences in her diary?
1 Today was difficult. What a day!!
2 I didn't remember we had a trip.
3 I laughed.
4 Snakes are horrible.
5 Mum told me to do my homework.

4 Find and underline examples of these things in the diary entry on page 28.
1 exclamation marks 3 block capital letters
2 sounds / noises 4 informal words or expressions

5 Work in pairs. Make notes about a school trip that you went on.
• Day and date
• Where did you go?
• Who with?
• What did you do?
• What was the best thing about the day?
• How did you feel?
• What did you think about people and events?

6 Write a diary entry together about your trip. Use some informal writing features from Activity 4. Be a star!
[Date]
Yesterday was awesome!! We went on a school trip to ...

7 Have a class vote. Which diary entry made the trip sound most interesting? Do you agree with what was the best thing about the trip? Why / Why not?

Learning to learn
Memorising new vocabulary
To help you remember new vocabulary, try to learn a small number of new words (about eight) and repeat these regularly. This is easier than trying to learn 25 new words all at the same time. Here are some ideas to help you revise and repeat new vocabulary:
• Write the words on labels. Stick them on your wall so you see the words every day.
• Record the words and play them back.
• Write sentences with the words. Practise saying the sentences to a friend.

28 Unit 2 Write a diary entry Recognise features of informal writing WB: pages 23–25
Unit 2 Learning to learn: memorising new vocabulary WB: pages 23–25 29

Learning objectives: Write a diary entry; Recognise features of informal writing; Learning to learn: memorising new vocabulary

1 Look at the diary entry on pages 22–23 again. Answer the questions.

- Ask children to remember the diary on pages 22–23. Ask *Who wrote it?* (*Daniel*)
- The children read the questions and complete the activity individually.
- Check answers as a class.

Answers: 1 The date. **2** himself, his teacher, his mum, his friend Mark, his uncle Jack **3** a, b, c, d, f

2 Read Vera's diary entry below. Are diaries formal or informal?

- Refer the children to the picture. Ask *Where is the girl? What is she doing?*
- The children read the diary entry individually.
- Ask *Are diaries formal or informal?* (*informal*) How do you know? (*She uses contractions, informal words and expressions, lots of exclamation marks, block capital letters*, etc)

3 How does Vera write these sentences in her diary?

- Read out each sentence and have the children write the phrases that express the same meaning.

Answers: 1 What a day!! **2** (I forgot!) **3** Ha! Ha! Ha! **4** Yuck! I HATE snakes! **5** VERA, HOMEWORK!

4 Find and underline examples of these things in the diary on page 28.

- The children read the diary entry again and underline the examples of informal writing.

Suggested answers: What a day!!; (I forgot!); a cute baby monkey; Ha! Ha! Ha!; It was awesome!; Yuck! I HATE snakes!; 'VERA, HOMEWORK!'; Arrrgh; SATURDAY!!

5 Work in pairs. Make notes about a school trip that you went on.

- In pairs, the children write short notes to answer each question.

6 Write a diary entry together about your trip. Use some informal writing features from Activity 4. Be a star!

- Read out the start of the diary entry and elicit from a volunteer how to finish the sentence.
- The children work in the same pairs as Activity 5 to complete the activity.

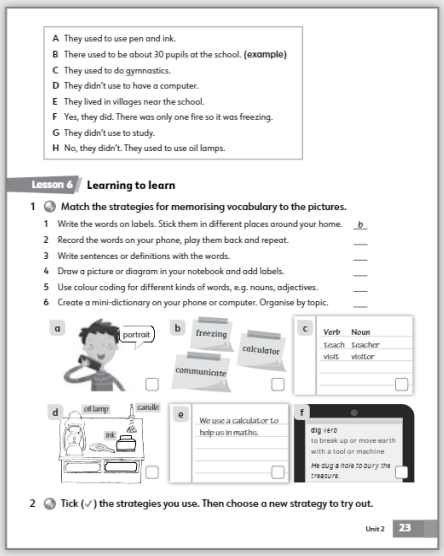
Suggested answer: Yesterday was awesome!! We went on a school trip to the Modern Art Museum. The whole class was very excited! First, we visited a room full of portraits. They were AMAZING! Some of them had people with green faces ... Ha! Ha! Ha!
The best part of the day was learning about famous artists like Picasso and Dali. Their paintings were strange, but we LOVED them!!
The visit was AMAZING! I really want to go back to the museum with my family to see some more paintings!

Learning to learn

Memorising new vocabulary

- Read out the text in the box. Emphasise how important it is to revise and repeat new vocabulary.
- Ask if the children have tried any of the techniques for memorising new vocabulary. Let them share their experiences.

Workbook pages 23–25


A They used to use pen and ink.
B There used to be about 30 pupils at the school. (example)
C They used to do gymnastics.
D They didn't use to have a computer.
E They lived in villages near the school.
F Yes, they did. There was only one fire so it was freezing.
G They didn't use to study.
H No, they didn't. They used to use oil lamps.

Lesson 6 Learning to learn

1 Match the strategies for memorising vocabulary to the pictures.

1 Write the words on labels. Stick them in different places around your home. b
2 Record the words on your phone, play them back and repeat. ___
3 Write sentences or definitions with the words. ___
4 Draw a picture or diagram in your notebook and add labels. ___
5 Use colour coding for different kinds of words, e.g. nouns, adjectives. ___
6 Create a mini-dictionary on your phone or computer. Organise by topic. ___

a portrait
b freezing calculator communicate
c Verb Noun teach teacher visit visitor
d oil lamp candle ink
e We use a calculator to help us in maths.
f dig verb to break up or move earth with a tool or machine He dug a hole to bury the treasure.

2 Tick (✓) the strategies you use. Then choose a new strategy to try out.

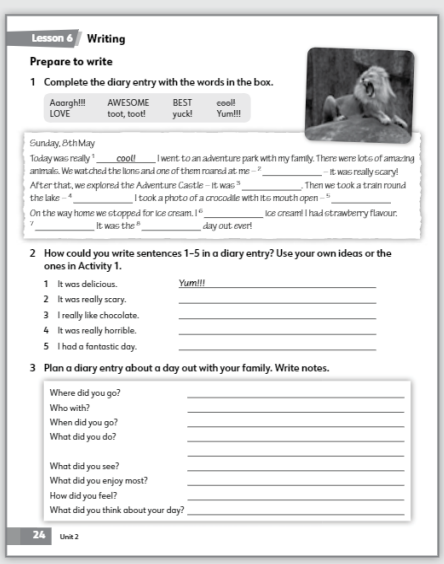
Unit 2 23

1 Match the strategies for memorising vocabulary to the pictures.

Answers: 1 b **2** a **3** e **4** d **5** c **6** f

2 Tick (✓) the strategies you use. Then choose a new strategy to try out.

Answers: Children's own answers.


Lesson 6 Writing

Prepare to write

1 Complete the diary entry with the words in the box.

Aaargh!!! LOVE AWESOME toot, toot! BEST yuck! cool! Yum!!!

Sunday, 8th May
Today was really [1] cool! I went to an adventure park with my family. There were lots of amazing animals. We watched the lions and one of them roared at me – [2] ___ – it was really scary! After that, we explored the Adventure Castle – it was [3] ___. Then we took a train round the lake – [4] ___. I took a photo of a crocodile with its mouth open – [5] ___. On the way home we stopped for ice cream. I [6] ___ ice cream! I had strawberry flavour. [7] ___ It was the [8] ___ day out ever!

2 How could you write sentences 1–5 in a diary entry? Use your own ideas or the ones in Activity 1.

1 It was delicious. Yum!!!
2 It was really scary.
3 I really like chocolate.
4 It was really horrible.
5 I had a fantastic day.

3 Plan a diary entry about a day out with your family. Write notes.

Where did you go?
Who with?
When did you go?
What did you do?
What did you see?
What did you enjoy most?
How did you feel?
What did you think about your day?

24 Unit 2

Prepare to write

1 Complete the diary entry with the words in the box.

- If done in class, ask children what they can see in the photo and what they think the diary entry is about.
- The children read and complete the diary entry.

Answers: 1 cool! **2** Aaargh!!! **3** AWESOME **4** toot, toot! **5** yuck! **6** LOVE **7** Yum!!! **8** BEST

2 How could you write sentences 1–5 in a diary entry? Use your own ideas or the ones in Activity 1.

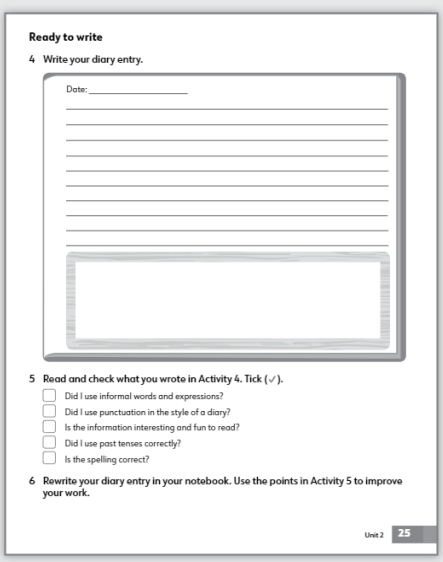
- If done in class, elicit features of a diary (informal words / expressions, exclamation marks, sounds / noises, block capital letters).
- Ask how the diary writer expresses *It was delicious* (*Yum!!!*), *I really like ice cream* (*I LOVE ice cream*) and *It was horrible* (*yuck!*).
- Children use the ideas in the diary, or their own ideas, to rewrite the sentences.

Suggested answers: 1 Yum!!! **2** Aaargh!! **3** I LOVE chocolate! **4** Yuck! **5** It was the BEST day ever!

3 Plan a diary entry about a day out with your family. Write notes.

- The children read the questions and make notes about a family trip.

Answers: Children's own answers.


Ready to write

4 Write your diary entry.

Date: ___

5 Read and check what you wrote in Activity 4. Tick (✓).

Did I use informal words and expressions?
Did I use punctuation in the style of a diary?
Is the information interesting and fun to read?
Did I use past tenses correctly?
Is the spelling correct?

6 Rewrite your diary entry in your notebook. Use the points in Activity 5 to improve your work.

Unit 2 25

Ready to write

4 Write your diary entry.

- Children use their notes in Activity 3 to write their diary entry.

5 Read and check what you wrote in Activity 4. Tick (✓).

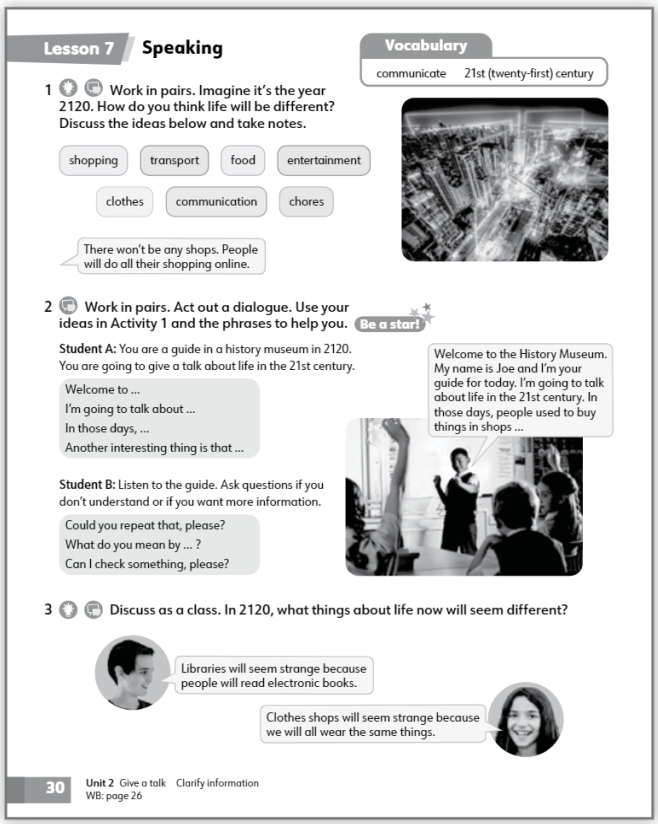
- The children check their work against the checklist and make a note of any necessary changes.

6 Rewrite your diary entry in your notebook. Use the points in Activity 5 to improve your work.

- The children write a final version in their notebook.

Lesson 7 Speaking

Pupil's Book page 30



Learning objectives: Give a talk; clarify information

Vocabulary: communicate, 21st century

Resources: Vocabulary 2 worksheet

Warm-up: Disappearing words

- Play *Disappearing words* (see Games bank, pages 14–17) with the following words: *guide, ink, kilometre, oil lamp, calculator, cottage, heating, electricity, history, servant, vacuum, carpet*.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, pages 154–155). Elicit a definition for the words.
- The children check the definitions in the dictionary on pages 154–155.
- Then use the dictionary to give definitions in the following order to elicit the words: *21st century, communicate*.

1 Work in pairs. Imagine it's the year 2120. How do you think life will be different? Discuss the ideas below and take notes.

- Refer the children to the picture in Activity 1. Ask them what the picture shows (a city / life in the future) and what they can see in it (skyscrapers, tall buildings, flying cars, etc).
- Have a volunteer read out the ideas in the coloured boxes and write them on the board.
- Have another volunteer read out the example in the speech bubble. Elicit from the children how they think all these things will change in about a hundred years' time. Write their ideas on the board so they can have them as a reference.
- The children work in pairs and discuss how they think life will be different. Encourage them to take notes.
- While they do this, circulate, monitor and help.

2 Work in pairs. Act out a dialogue. Use your ideas in Activity 1 and the phrases to help you.

Be a star!

- Refer children to the phrases in Activity 2. Elicit ideas for how to complete the unfinished sentences. Have a volunteer read out the speech bubble.
- Divide the class into A and B pairs. Explain that child A is a museum guide and Child B is a visitor to the museum. Check that they understand that the year is now 2120 and they are looking back at how life 'used to be' in the 21st century (the present time).
- In pairs, the children discuss the ideas for their talk (e.g. *People used to travel by road, they didn't use to have flying cars. They used to use mobile phones to communicate*. etc).
- Elicit some ideas from the class and write them on the board.
- The children act out their dialogues in pairs. Encourage them to use the phrases in the box. Then they switch roles and act out the dialogue again.
- Volunteers come to the front and act out their dialogue.
- Congratulate the children for their effort.

Teaching star!

Pairwork

- Encourage turn-taking. Before a pairwork activity, ask one child in each pair to hold a pen.
- Explain that the person holding the pen will speak while the other listens.
- When it's the other person's turn to speak, they hold the pen.

3 Discuss as a class. In 2120, what things about life now will seem different?

- Read out the question and example answers. Ask *Do you agree? Do you think everyone will read electronic books in the future? Why? / Why not? Do you think everyone will wear the same things? Why? / Why not?*
- Elicit more ideas about what things about life in present times will seem different in the future. Encourage children to think about the topics in Activity 1.

ESDC



How can our community be a better place in the future?

Introduce the children to Sustainable Development Goal 11: *Sustainable cities and communities*. Ask: *How can our community be a better place in the future?* This question helps the children connect some of the predictions about the future in this lesson to personal and local action.

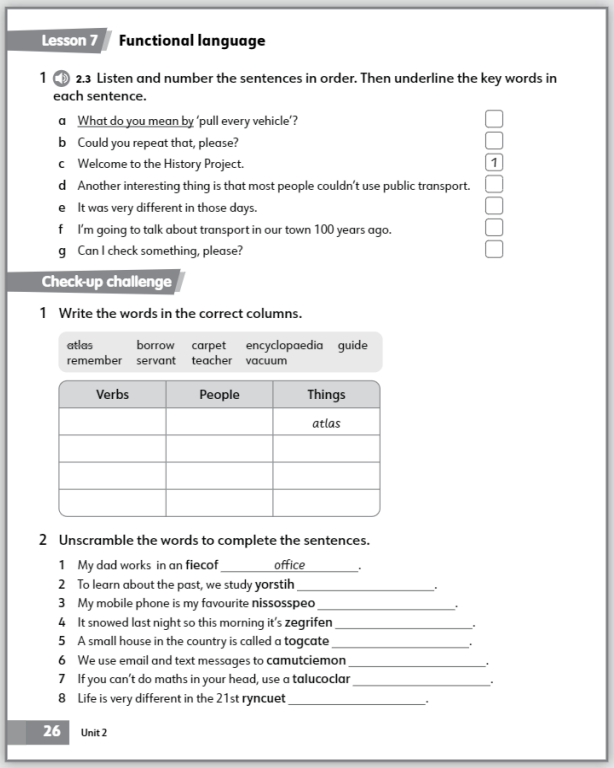
- Have the children work in small groups to discuss some of the ideas about the future presented in this lesson. Ask groups to present their thoughts on one more prediction about the future and how what they think will happen can make their community a better place to live, work and go to school.

Possible answers: Robots might clean city streets, types of transport might run on cleaner fuel, people won't waste as much paper and other resources.

Cooler: Is your life better with technology?

- Ask *Do you think our lives are better with technology?*
- Elicit examples from the children of how technology has improved their life (e.g. *I can search for information on the internet. I can be in touch with my family and friends all the time. I can listen to music and take photos with my phone.*).
- Then ask if they think there are any disadvantages to technology (e.g. *I spend too much time on my phone or tablet.*).
- Have a class vote on whether life is better with technology.

Workbook page 26



Lesson 7 Functional language

1 2.3 Listen and number the sentences in order. Then underline the key words in each sentence.

a What do you mean by 'pull every vehicle'? ☐
b Could you repeat that, please? ☐
c Welcome to the History Project. [1]
d Another interesting thing is that most people couldn't use public transport. ☐
e It was very different in those days. ☐
f I'm going to talk about transport in our town 100 years ago. ☐
g Can I check something, please? ☐

Check-up challenge

1 Write the words in the correct columns.

atlas borrow carpet encyclopaedia guide remember servant teacher vacuum

Verbs	People	Things
		atlas

2 Unscramble the words to complete the sentences.

1 My dad works in an fiecof *office*.
2 To learn about the past, we study yorstih _____.
3 My mobile phone is my favourite nissosspeo _____.
4 It snowed last night so this morning it's zegrifen _____.
5 A small house in the country is called a togcate _____.
6 We use email and text messages to camutciemon _____.
7 If you can't do maths in your head, use a talucoclar _____.
8 Life is very different in the 21st ryncuet _____.

26 Unit 2

1 2.3 Listen and number the sentences in order. Then underline the key words in each sentence.

Audioscript

Woman: *Welcome to the History Project. Today I'm going to talk about transport in our town 100 years ago. It was very different in those days. In 1900, horse were the main form of transport.*

Boy: *Could you repeat that, please?*

Woman: *Of course. Horses were the main form of transport. They used to pull almost every vehicle.*

Boy: *What do you mean by `pull every vehicle'?*

Woman: *A vehicle is a type of transport. Horses used to pull most of them, including buses. Another interesting thing is that most people couldn't use public transport because it was very expensive. They used to walk every day.*

Boy: *Can I check something, please? Were there trains in 1900?*

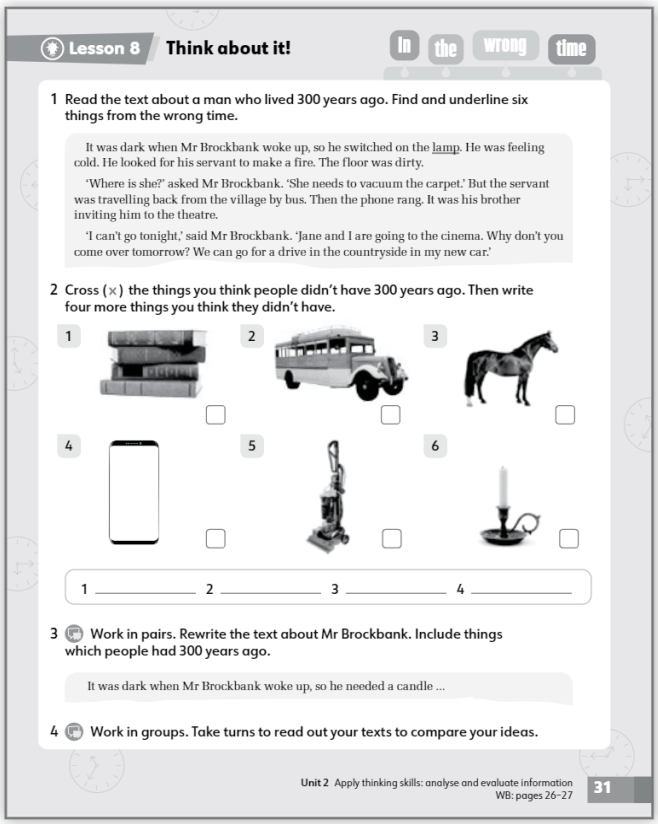
Woman: *Yes, there were. There were steam trains for travelling long distances.*

Answers: 1 c **2** f **3** e **4** b **5** a **6** d **7** g

Children underline: a What do you mean by **b** Could you repeat that **c** Welcome **d** Another interesting thing is **e** in those days **f** I'm going to talk about **g** Can I check something

Lesson 8 Think about it!

Pupil's Book page 31


Lesson 8 Think about it!

in the wrong time

1 Read the text about a man who lived 300 years ago. Find and underline six things from the wrong time.

It was dark when Mr Brockbank woke up, so he switched on the lamp. He was feeling cold. He looked for his servant to make a fire. The floor was dirty.

'Where is she?' asked Mr Brockbank. 'She needs to vacuum the carpet.' But the servant was travelling back from the village by bus. Then the phone rang. It was his brother inviting him to the theatre.

'I can't go tonight,' said Mr Brockbank. 'Jane and I are going to the cinema. Why don't you come over tomorrow? We can go for a drive in the countryside in my new car.'

2 Cross (×) the things you think people didn't have 300 years ago. Then write four more things you think they didn't have.

1 2 3 4 5 6

1 _____ 2 _____ 3 _____ 4 _____

3 Work in pairs. Rewrite the text about Mr Brockbank. Include things which people had 300 years ago.

It was dark when Mr Brockbank woke up, so he needed a candle ...

4 Work in groups. Take turns to read out your texts to compare your ideas.

Unit 2 Apply thinking skills: analyse and evaluate information
WB: pages 26–27 31

Learning objectives: Apply thinking skills: analyse and evaluate information

Resources: Unit 2 test

Warm-up: Time machine

- Children imagine they are in a time machine and they can choose which period of time they want to visit (e.g the time when dinosaurs were alive, the ice age to see mammoths, travel in an old train, sail the ocean in an old ship, etc).
- Children close their eyes for 20 seconds and imagine they are in the past.
- Have the children work in pairs and share their experience with their partner.

1 Read the text about a man who lived 300 years ago. Find and underline six things from the wrong time.

- Have children say how they imagine the world 300 years ago. Ask *Do you think there were any mobile phones / digital cameras / medicines / planes? What objects you think people used? Why?*
- Children read the text individually in silence.
- Ask them to underline all the items mentioned in the text which didn't exist 300 years ago.
- Have a volunteer read the first item he / she underlined and ask the class if that item existed 300 years ago.
- Do the same with the rest of the items in the text.

Answers: lamp, vacuum, bus, phone, cinema, car

2 Cross (✕) the things you think people didn't have 300 years ago. Then write four more items you think they didn't have.

- Refer children to the pictures and have them say the name of each object.
- Ask what each object is used for.
- Children cross the items people didn't have 300 years ago.
- Ask *What objects do we have now but people didn't have in the past?* Give some examples (*mobile phone, TV, internet, computers*).
- Children write four more items people didn't have.
- Have the children work in pairs and compare their list of items.

Answers: ✕ by: 2, 4, 5
Children's own answers.

3 Work in pairs. Rewrite the text about Mr Brockbank. Include things which people had 300 years ago.

- Read out the example and say *Mr Brockbank didn't have a lamp, he had a candle.*
- Elicit the next thing in the text in Activity 1 that was from the wrong time (vacuum). Say *There were no vacuum cleaners 300 years ago. How did Mr Brockbank's servant clean the carpet?* Elict *She needed to sweep the carpet.*
- Elicit ideas for replacing the things from the wrong time in the text (e.g. bus–walk, phone–personal visit, cinema–opera, drive–ride, car–carriage). Explain any new words.
- The children complete the activity in pairs. While they do this, circulate, monitor and help.

Suggested answer: It was dark when Mr Brockbank woke up, so he needed to light a candle. He was feeling cold. He looked for his servant to make a fire. The floor was dirty.
'Where is she?' asked Mr Brockbank. 'She needs to sweep the carpet.' But the servant was walking back from the village. Then there was a knock at the door. It was his brother inviting him to the theatre.
'I can't go tonight,' said Mr Brockbank. 'Jane and I are going to the opera. Why don't you come over tomorrow? We can go for a drive in the countryside in my new carriage.'

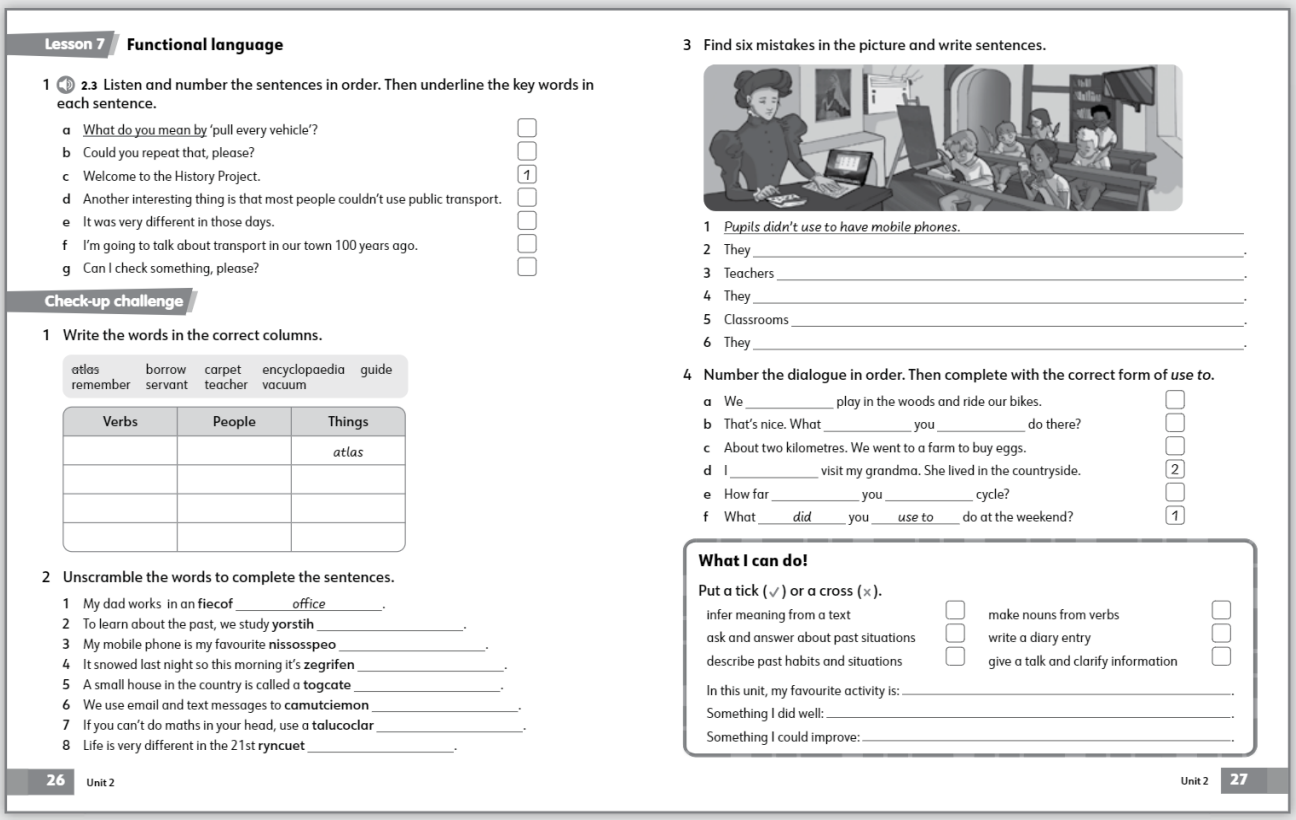
4 Work in groups. Take turns reading out your texts to compare your ideas.

- Divide the class into groups of four or five children. They take turns to read their texts and compare their ideas.
- Circulate, monitor and help.

Cooler: Will they last?

- Have the children think of the objects that have lasted throughout many decades (e.g. cookers, refrigerators, jeans, hats). Ask children if they think these objects will disappear in the near future. Have the children give reasons for their answers.

Workbook pages 26–27



Lesson 7 **Functional language**

1 2.3 Listen and number the sentences in order. Then underline the key words in each sentence.

a What do you mean by 'pull every vehicle'? ☐
b Could you repeat that, please? ☐
c Welcome to the History Project. [1]
d Another interesting thing is that most people couldn't use public transport. ☐
e It was very different in those days. ☐
f I'm going to talk about transport in our town 100 years ago. ☐
g Can I check something, please? ☐

Check-up challenge

1 Write the words in the correct columns.

atlas borrow carpet encyclopaedia guide remember servant teacher vacuum

Verbs	People	Things
		atlas

2 Unscramble the words to complete the sentences.

1 My dad works in an **fiecof** *office*.
2 To learn about the past, we study **yorstih** _____.
3 My mobile phone is my favourite **nissosspeo** _____.
4 It snowed last night so this morning it's **zegrifen** _____.
5 A small house in the country is called a **togcate** _____.
6 We use email and text messages to **camutciemon** _____.
7 If you can't do maths in your head, use a **talucoclar** _____.
8 Life is very different in the 21st **ryncuet** _____.

3 Find six mistakes in the picture and write sentences.

1 *Pupils didn't use to have mobile phones.*
2 They _____.
3 Teachers _____.
4 They _____.
5 Classrooms _____.
6 They _____.

4 Number the dialogue in order. Then complete with the correct form of *use to*.

a We _____ play in the woods and ride our bikes. ☐
b That's nice. What _____ you _____ do there? ☐
c About two kilometres. We went to a farm to buy eggs. ☐
d I _____ visit my grandma. She lived in the countryside. [2]
e How far _____ you _____ cycle? ☐
f What *did* you *use to* do at the weekend? [1]

What I can do!

Put a tick (✓) or a cross (×).

infer meaning from a text ☐ | make nouns from verbs ☐
ask and answer about past situations ☐ | write a diary entry ☐
describe past habits and situations ☐ | give a talk and clarify information ☐

In this unit, my favourite activity is: _____.
Something I did well: _____.
Something I could improve: _____.

26 Unit 2

Unit 2 27

Check-up challenge

1 Write the words in the correct columns.

Answers: verbs: borrow, remember, vacuum
people: guide, servant, teacher
things: atlas, carpet, encyclopaedia

2 Unscramble the words to complete the sentences.

Answers: 1 office **2** history **3** possession **4** freezing **5** cottage **6** communicate **7** calculator **8** century

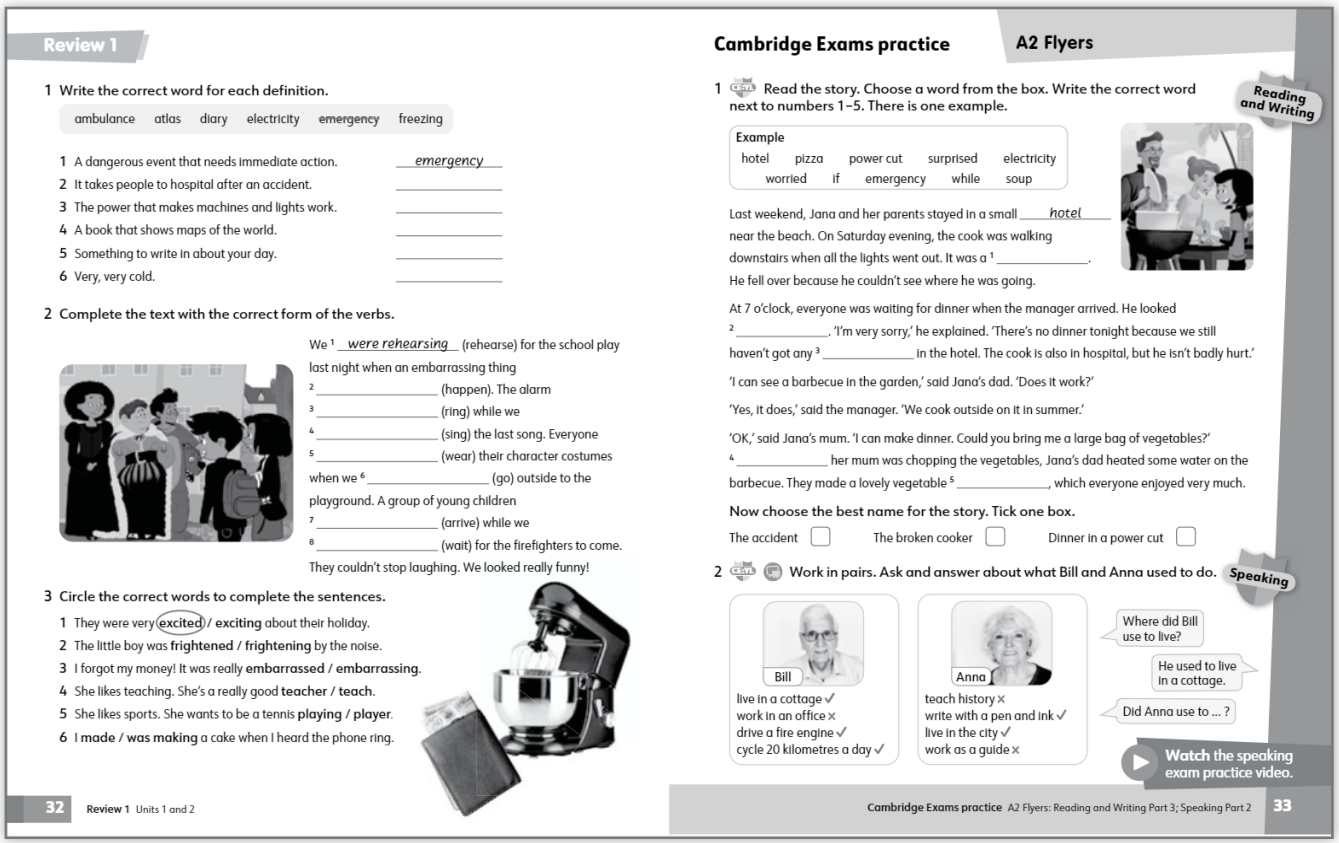
3 Find six mistakes in the picture and write sentences.

Answers: 1 Pupils didn't use to have mobile phones. **2** They didn't use to wear T-shirts and jeans. **3** Teachers didn't use to have computers. **4** They didn't use to have calculators. **5** Classrooms didn't use to have central heating. **6** They didn't use to have TV.

4 Number the dialogue in order. Then complete with the correct form of *use to*.

Answers: 1 f did / use to **2** d used to **3** b did / use to **4** a used to **5** e did / use to **6** c

Pupil's Book pages 32–33



Review 1

1 Write the correct word for each definition.

ambulance atlas diary electricity emergency freezing

1 A dangerous event that needs immediate action. emergency
2 It takes people to hospital after an accident.
3 The power that makes machines and lights work.
4 A book that shows maps of the world.
5 Something to write in about your day.
6 Very, very cold.

2 Complete the text with the correct form of the verbs.

We [1] were rehearsing (rehearse) for the school play last night when an embarrassing thing [2] (happen). The alarm [3] (ring) while we [4] (sing) the last song. Everyone [5] (wear) their character costumes when we [6] (go) outside to the playground. A group of young children [7] (arrive) while we [8] (wait) for the firefighters to come. They couldn't stop laughing. We looked really funny!

3 Circle the correct words to complete the sentences.

1 They were very excited / exciting about their holiday.
2 The little boy was frightened / frightening by the noise.
3 I forgot my money! It was really embarrassed / embarrassing.
4 She likes teaching. She's a really good teacher / teach.
5 She likes sports. She wants to be a tennis playing / player.
6 I made / was making a cake when I heard the phone ring.

32 Review 1 Units 1 and 2

Cambridge Exams practice A2 Flyers

1 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example. Reading and Writing

Example
hotel pizza power cut surprised electricity worried if emergency while soup

Last weekend, Jana and her parents stayed in a small hotel near the beach. On Saturday evening, the cook was walking downstairs when all the lights went out. It was a [1] _____. He fell over because he couldn't see where he was going.

At 7 o'clock, everyone was waiting for dinner when the manager arrived. He looked [2] _____. 'I'm very sorry,' he explained. 'There's no dinner tonight because we still haven't got any [3] _____ in the hotel. The cook is also in hospital, but he isn't badly hurt.'

'I can see a barbecue in the garden,' said Jana's dad. 'Does it work?'

'Yes, it does,' said the manager. 'We cook outside on it in summer.'

'OK,' said Jana's mum. 'I can make dinner. Could you bring me a large bag of vegetables?'

[4] _____ her mum was chopping the vegetables, Jana's dad heated some water on the barbecue. They made a lovely vegetable [5] _____, which everyone enjoyed very much.

Now choose the best name for the story. Tick one box.

The accident ☐ The broken cooker ☐ Dinner in a power cut ☐

2 Work in pairs. Ask and answer about what Bill and Anna used to do. Speaking

Bill: live in a cottage ✓ work in an office × drive a fire engine ✓ cycle 20 kilometres a day ✓

Anna: teach history × write with a pen and ink ✓ live in the city ✓ work as a guide ×

Where did Bill use to live?
He used to live in a cottage.
Did Anna use to ... ?

Watch the speaking exam practice video.

Cambridge Exams practice A2 Flyers: Reading and Writing Part 3; Speaking Part 2 33

Learning objectives: Review Units 1 and 2; A2 Flyers: Reading and Writing, Part 3; Speaking Part 2

Resources: Unit 2, Review 1; Speaking exam practice video

Warm-up: What can you remember?

- Ask children what they remember from the last two units. It can be a story, an activity, a video or a grammar point.
- Write their answers on the board and have them vote for the activity they enjoyed the most.

1 Write the correct word for each definition.

- Read out the first sentence and the example answer. Clarify meaning.
- The children complete the activity individually. Have them read the definitions and then choose the correct word from the box for each one.
- Check answers as a class.

Answers: 1 emergency **2** ambulance **3** electricity **4** atlas **5** diary **6** freezing

2 Complete the text with the correct form of the verbs.

- The children read the text individually. Ask them what tenses they need to use to complete the text (simple past and past continuous).
- Children complete the text.
- Check answers as a class and explain the rules of the tenses again, if necessary (see the *Grammar reference* on Workbook page 118).

Answers: 1 were rehearsing **2** happened **3** rang **4** were singing **5** was wearing **6** went **7** arrived **8** were waiting

3 Circle the correct words to complete the sentences.

- The children read the sentences individually and circle the correct words to complete the sentences.
- Check answers as a class.

Answers: 1 excited **2** frightened **3** embarrassing **4** teacher **5** player **6** was making

1 Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

This activity helps the children prepare for Part 3 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

- Refer the children to the picture and ask *What can you see? What are they doing? Where are they?*
- Ask *Why did Jana and her parents cook dinner at the hotel?* Have the children scan the story and find the answer (*because there was no electricity and the cook was in hospital*).
- Read out the words in the box and clarify meaning.
- Tell the children that they should look at the words before and after the gaps to help them decide what kind of word is missing (noun, adjective, conjunction, etc).
- Give the children five minutes to complete the story with words from the box.
- Have the children complete the activity individually.
- Choose different children to read out a sentence and suggest an answer. Write the answers on the board.

Answers: 1 power cut **2** worried **3** electricity **4** While **5** soup

Now choose the best name for the story. Tick one box.

- The children read the three options and choose the best name for the story.

Answer: Dinner in a power cut

2 Work in pairs. Ask and answer about what Bill and Anna used to do.

This activity helps the children prepare for Part 2 of the Speaking paper in the Cambridge English A2 Flyers exam.

- Have a volunteer read out loud the list of things Bill used to / didn't use to do. Have another volunteer read out the list of things Anna used to / didn't use to do.
- Role-play the dialogue with a confident child. Read the text in the speech bubbles and continue the dialogue for Anna (e.g. *Did Anna use to teach history? No, she didn't.*)
- Children work in pairs. They ask and answer questions about what Bill and Anna used to / didn't use to do.
- Circulate, monitor and help.

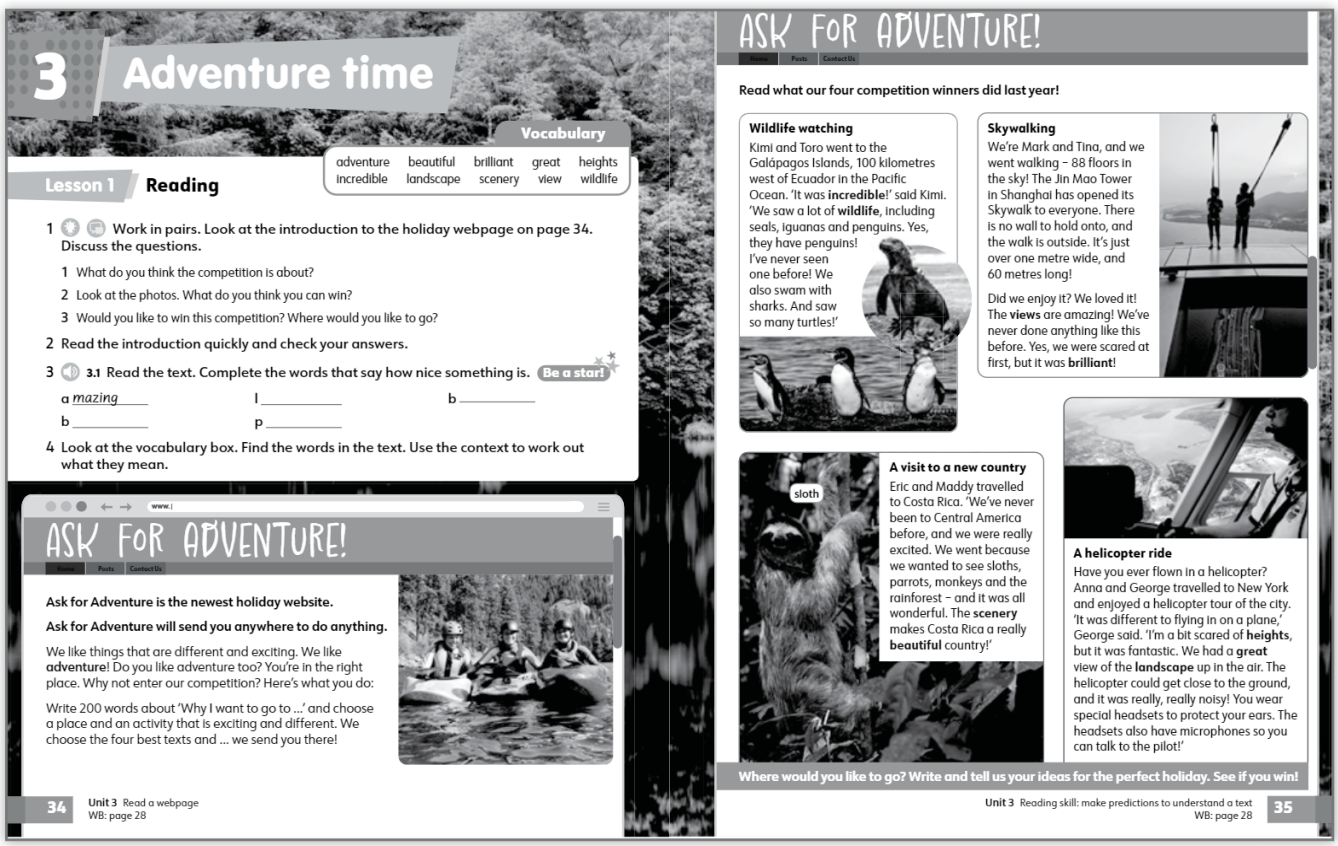
Cooler: What's it about?

- Divide the class into pairs and have the children write three sentences to summarise the story in Activity 1.
- Have class feedback and compare answers.

3 Adventure time

Lesson 1 Reading

Pupil's Book pages 34–35



Learning objectives: Read a webpage; Reading skill: make predictions to understand a text

Vocabulary: adventure, beautiful, brilliant, great, heights, incredible, landscape, scenery, view, wildlife

Resources: Vocabulary 1 worksheet

Warm-up: Bingo

- Play *Bingo* (see Games bank, pages 14–17) with words from Unit 1 and 2.

1 Work in pairs. Look at the introduction to the holiday webpage on page 34. Discuss the questions.

- Refer the children to the webpage and ask *What can you see in the photos? What do you think this competition is about?* Elicit answers.
- Elicit what type of text it is. Ask *Is it a newspaper, a magazine, a diary or a webpage?* (*a webpage*) Ask them how they know *(there is a website address (www.), a navigation bar, buttons, arrows, a search bar).*
- Have pairs discuss the questions.

Answers: It's a competition looking for the four best texts describing what people would want to do for an adventurous holiday that is both exciting and different. The winners will get their described trip.
2, **3** Children's own answers.

2 Read the introduction quickly and check your answers.

- Have the children scan the text. Ask them if their answers to the questions in Activity 1 were correct.

3 3.1 Read the text. Complete the words that say how nice something is.

Be a star!

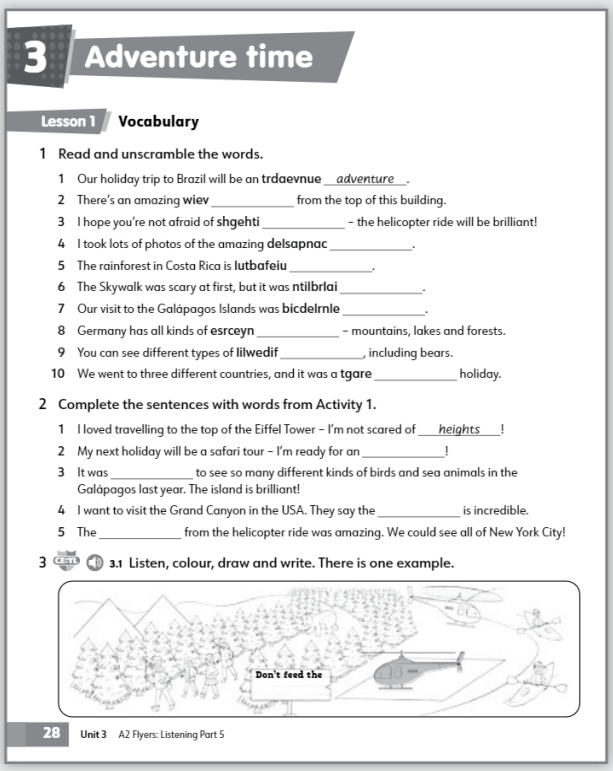
- Read through the example and have the children find *amazing* in the text. Ask *Does amazing mean that something is nice? (yes)*
- Children read the text to find the words that have a meaning of how nice something is.

Answers: amazing, incredible, brilliant, beautiful, perfect

4 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

- Children scan the text to find the words in the vocabulary box and work out their meaning from the context. Have the children check their answers in the dictionary on pages 155–156 of the Pupil's Book.

Workbook page 28



3 Adventure time

Lesson 1 Vocabulary

1 Read and unscramble the words.

1 Our holiday trip to Brazil will be an **trdaevnue** *adventure* .
2 There's an amazing **wiev** _____ from the top of this building.
3 I hope you're not afraid of **shgehti** _____ – the helicopter ride will be brilliant!
4 I took lots of photos of the amazing **delsapnac** _____.
5 The rainforest in Costa Rica is **lutbafeiu** _____.
6 The Skywalk was scary at first, but it was **ntilbrlai** _____.
7 Our visit to the Galápagos Islands was **bicdelrnle** _____.
8 Germany has all kinds of **esrceyn** _____ – mountains, lakes and forests.
9 You can see different types of **lilwedif** _____, including bears.
10 We went to three different countries, and it was a **tgare** _____ holiday.

2 Complete the sentences with words from Activity 1.

1 I loved travelling to the top of the Eiffel Tower – I'm not scared of *heights* !
2 My next holiday will be a safari tour – I'm ready for an _____!
3 It was _____ to see so many different kinds of birds and sea animals in the Galápagos last year. The island is brilliant!
4 I want to visit the Grand Canyon in the USA. They say the _____ is incredible.
5 The _____ from the helicopter ride was amazing. We could see all of New York City!

3 CE:YL 3.1 Listen, colour, draw and write. There is one example.

28 Unit 3 A2 Flyers: Listening Part 5

1 Read and unscramble the words.

Answers: 1 adventure **2** view **3** heights **4** landscape **5** beautiful **6** brilliant **7** incredible **8** scenery **9** wildlife **10** great

2 Complete the sentences with words from Activity 1.

Answers: 1 heights **2** adventure **3** incredible **4** landscape **5** scenery

3 CE:YL 3.1 Listen, colour, draw and write. There is one example.

Audioscript

Man: *Hello! Would you like to colour this picture?*
Girl: *Yes, please! It's an incredible landscape.*
Man: *Can you see the two helicopters in the picture?*
Girl: *Yes. The view from the one in the air must be good – I hope the people inside like heights! The other one is on the ground.*
Man: *Yes. Colour that one purple.*
Girl: *OK. The one on the ground is purple.*
Can you see the purple helicopter? This is an example. Now you listen, colour, draw and write.
1 Girl: *What should I colour now?*
Man: *Can you see the children?*
Girl: *The children who are having a river adventure?*
Man: *Yes. The girl is in front of the boy. Colour her boat red.*
Girl: *OK.*
Man: *Great!*
2 Man: *Hello! Would you like to draw something now?*
Girl: *Yes, please! I love drawing.*
Man: *Brilliant! Can you see the trees on the mountain? Draw a beautiful big sun above the trees.*
Girl: *OK. I'll draw it here on the right.*
Man: *And you colour it orange.*
Girl: *Fine.*
3 Man: *Now, do you want to colour something else?*
Girl: *Yes – what should I colour?*
Man: *Can you see the children walking?*
Girl: *Yes, I can. I think there's a guide with them. He's keeping them safe.*
Man: *You're right. Colour his jacket green.*
4 Man: *Now, can you see the words, 'Don't feed the …' on the sign?*
Girl: *Yes, there's one word that's not there.*
Man: *Yes – the word is 'wildlife'. It should say, 'Don't feed the wildlife'. Write 'wildlife' on the sign.*
Girl: *OK*
5 Man: *Now, this is the last thing. Can you see the forest?*
Girl: *Yes, the scenery is beautiful. Should I colour the trees?*
Man: *No. There's a bear in the forest. Colour it brown.*
Girl: *OK. Is that all?*
Man: *Yes. Well done – it looks great!*

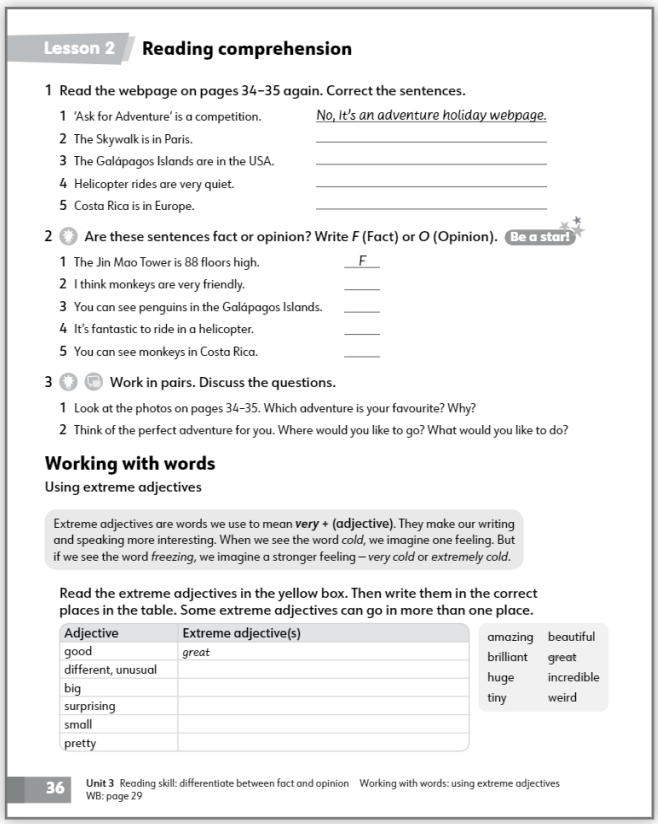
Answers: Children should: colour the helicopter on the ground purple, colour the girl's boat red, draw a sun above the trees on the right and colour it orange, colour the guide's jacket green, write 'wildlife' on the sign, colour the bear brown.

Cooler: Physical spelling

- Play *Physical spelling* (see Games bank, pages 14–17) with words from the vocabulary box.

Lesson 2 Reading comprehension / Working with words

Pupil's Book pages 36



Lesson 2 **Reading comprehension**

1 **Read the webpage on pages 34–35 again. Correct the sentences.**

1 'Ask for Adventure' is a competition. *No, it's an adventure holiday webpage.*
2 The Skywalk is in Paris. _____
3 The Galápagos Islands are in the USA. _____
4 Helicopter rides are very quiet. _____
5 Costa Rica is in Europe. _____

2 **Are these sentences fact or opinion? Write *F* (Fact) or *O* (Opinion).** Be a star!

1 The Jin Mao Tower is 88 floors high. *F*
2 I think monkeys are very friendly. _____
3 You can see penguins in the Galápagos Islands. _____
4 It's fantastic to ride in a helicopter. _____
5 You can see monkeys in Costa Rica. _____

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

1 Look at the photos on pages 34–35. Which adventure is your favourite? Why?
2 Think of the perfect adventure for you. Where would you like to go? What would you like to do?

Working with words

Using extreme adjectives

Extreme adjectives are words we use to mean ***very* + (adjective)**. They make our writing and speaking more interesting. When we see the word *cold*, we imagine one feeling. But if we see the word *freezing*, we imagine a stronger feeling – *very cold* or *extremely cold*.

Read the extreme adjectives in the yellow box. Then write them in the correct places in the table. Some extreme adjectives can go in more than one place.

Adjective	Extreme adjective(s)
good	*great*
different, unusual	
big	
surprising	
small	
pretty	

amazing beautiful
brilliant great
huge incredible
tiny weird

36 **Unit 3** Reading skill: differentiate between fact and opinion Working with words: using extreme adjectives
WB: page 29

***Learning objectives*:** Reading skill: differentiate between fact and opinion; Working with words: using extreme adjectives

***Resources*:** Working with words worksheet

Warm-up: Exciting activities

- Ask the children which activity they would most like to try: wildlife watching, skywalking, visiting a new country or taking a helicopter ride. Call out the activities one by one and have the children raise their hands to indicate their choice. Which activity is the most popular?
  - Ask volunteers to give reasons for their choice.

1 Read the webpage on pages 34–35 again. Correct the sentences.

- Children read the webpage again on pages 34–35.
- Refer children to the sentences and read out the first one. Ask the children if the sentence is correct or incorrect. (incorrect)
- Explain that all of the sentences are incorrect and the children need to write the correct sentence for each one.
- Read out the second sentence. The children look at the webpage again and say in which section they can find the answer (Skywalking). The children scan the text to find the information and then correct the sentence.
- Continue in the same way with the rest of the sentences.

Answers: 1 No, it's an adventure holiday webpage. **2** No, it's in Shanghai. **3** No, they're in the Pacific Ocean. **4** No, they're really, really noisy. **5** No, it's in Central America.

2 Are the sentences fact or opinion? Write F (Fact) or O (Opinion). Be a star!

- Elicit the difference between fact and opinion (a fact is something that you know is true, whereas an opinion is what you think or believe about someone or something).
- Ask the children to tell you a fact about the place where they live (e.g. *My city has got two museums.*) and an opinion (e.g. *My city is very beautiful.*).
- Have a volunteer read out the first sentence. Elicit why it is a fact and not an opinion. Ask *What is the verb in the sentence?* (*is*) Ask *Can you see any adjectives that express opinion in the sentence?* (*no*)
- Read out the second sentence. Ask the children if it's a fact or an opinion. The children give reasons for their answer.
- Do the same with the rest of the sentences.

Answers: 1 F **2** O **3** F **4** O **5** F

3 Work in pairs. Discuss the questions.

- Read out the two questions. Clarify meaning if necessary.
- Divide the class into pairs. Give the children five minutes to ask and answer the questions in Activity 3.
- Ask the class for feedback.

Teaching star!

Communicating

- Don't interrupt the children during communicative activities or they may get discouraged.
- Make a note of any mistakes as they do the activity and check them as a class when they have finished.
- Another option is to give the children a hint when they are making a mistake so that they can correct themselves. Say, for example: *grammar / vocabulary / word order / pronunciation.*

Working with words

Using extreme adjectives

- Read out the information in the green box and then elicit more examples of extreme adjectives the children can share from previous knowledge. Write them on the board, and ask the children to connect the words to *very* + (adjective).
- Have the children go back to the text on pages 34–35 to look for extreme adjectives. They start a list in their notebooks.

Read the extreme adjectives in the yellow box. Then write them in the correct places in the table. Some extreme adjectives can go in more than one place.

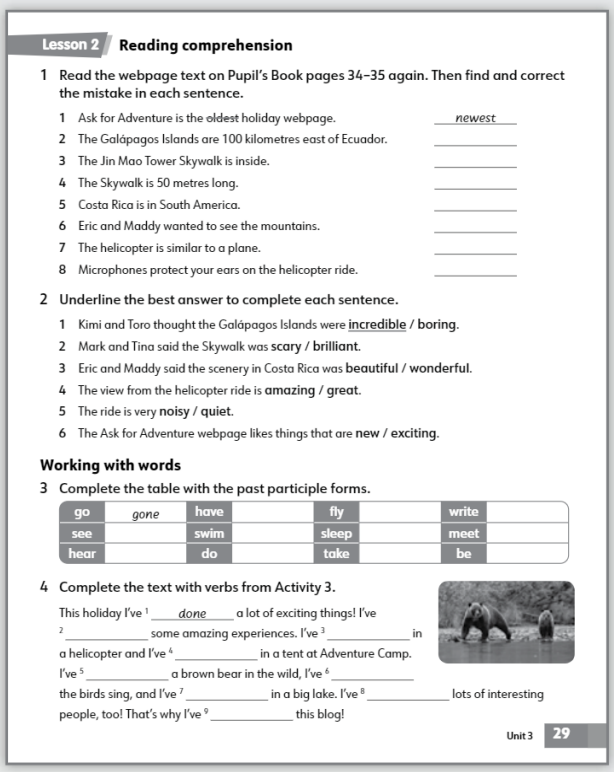
- Read out the adjectives in the left column and the words in the yellow box. Tell the children to look at the first adjective *good*. Ask *Is there a word or words in the yellow box that mean very good*? Elicit answers from the children.
- Do the same with *different, unusual*.
- Have the children continue the activity individually, writing their answers in the correct place.
- Remind them that some extreme adjectives can go in more than one place.
- While they do this, circulate, monitor and help.
- Have the children write their answers.
- Check answers as a class.

Answers:
good: amazing, brilliant, great, incredible
different, unusual: weird
big: huge
surprising: amazing
small: tiny
pretty: beautiful

Cooler: Stickman

- Divide the class into two teams. Play *Stickman* (see Games bank, pages 14–17) with different extreme adjectives. Allow the children to come to the board and take control of the game.
- Make sure they know that they can only play with extreme adjectives.

Workbook page 29



Lesson 2 **Reading comprehension**

1 Read the webpage text on Pupil's Book pages 34–35 again. Then find and correct the mistake in each sentence.

1 Ask for Adventure is the oldest holiday webpage. *newest*
2 The Galápagos Islands are 100 kilometres east of Ecuador. _____
3 The Jin Mao Tower Skywalk is inside. _____
4 The Skywalk is 50 metres long. _____
5 Costa Rica is in South America. _____
6 Eric and Maddy wanted to see the mountains. _____
7 The helicopter is similar to a plane. _____
8 Microphones protect your ears on the helicopter ride. _____

2 Underline the best answer to complete each sentence.

1 Kimi and Toro thought the Galápagos Islands were incredible / boring.
2 Mark and Tina said the Skywalk was scary / brilliant.
3 Eric and Maddy said the scenery in Costa Rica was beautiful / wonderful.
4 The view from the helicopter ride is amazing / great.
5 The ride is very noisy / quiet.
6 The Ask for Adventure webpage likes things that are new / exciting.

Working with words

3 Complete the table with the past participle forms.

go	*gone*	have		fly		write	
see		swim		sleep		meet	
hear		do		take		be	

4 Complete the text with verbs from Activity 3.

This holiday I've [1] *done* a lot of exciting things! I've [2] _____ some amazing experiences. I've [3] _____ in a helicopter and I've [4] _____ in a tent at Adventure Camp. I've [5] _____ a brown bear in the wild, I've [6] _____ the birds sing, and I've [7] _____ in a big lake. I've [8] _____ lots of interesting people, too! That's why I've [9] _____ this blog!

Unit 3 29

Answers: 1 ~~oldest~~ newest **2** ~~east~~ west **3** ~~inside~~ outside **4** ~~50~~ 60 **5** ~~South America~~ Central America **6** ~~mountains~~ rainforest **7** ~~similar~~ different **8** ~~Microphones~~ Headsets

1 Read the webpage text on Pupil's Book pages 34–35. Then find and correct the mistake in each sentence.

2 Underline the best answer to complete each sentence.

Answers: 1 incredible **2** brilliant **3** beautiful **4** great **5** noisy **6** exciting

3 Complete the chart with the past participle forms.

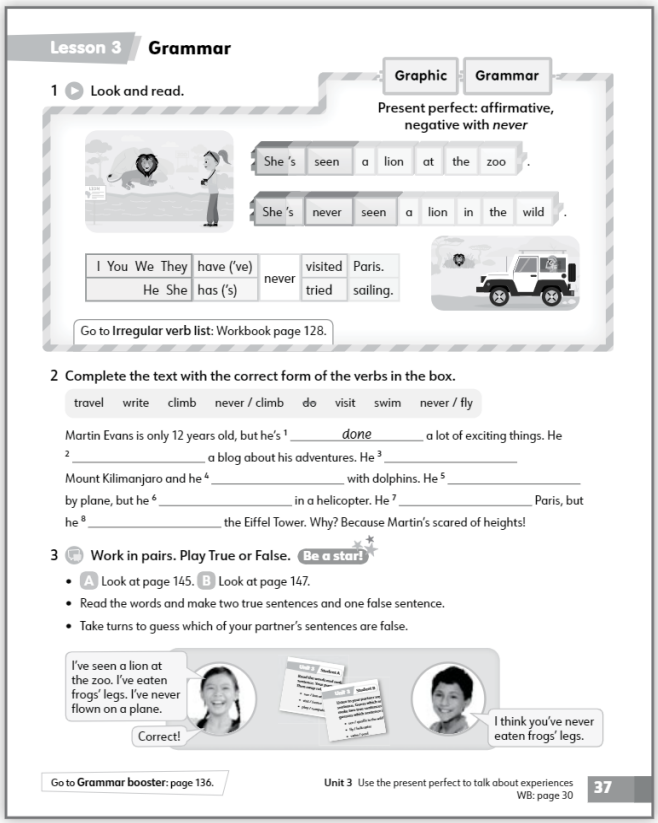
Answers: go–gone have–had fly–flown write–written see–seen swim–swum sleep–slept meet–met hear–heard do–done take–taken be–been

4 Complete the text with verbs from Activity 3.

Answers: 1 done **2** had **3** flown **4** slept **5** seen **6** heard **7** swum **8** met **9** written

Lesson 3 Grammar

Pupil's Book page 37



***Learning objectives*:** Use the present perfect to talk about experiences

***Grammar*:** Present perfect: affirmative, negative with *never*

Review vocabulary: outdoor activities

***Resources*:** Graphic Grammar video; Grammar 1 worksheet

Warm-up: Verb chain

- Divide the class into two teams.
- Call out a verb in the infinitive form (e.g. *see*). Volunteers from each team takes turns to say the past simple (*saw*) and the past participle (*seen*). If they make a mistake, the other team has a go.

1 Look and read.

- Refer the children to the pictures in Activity 1. Ask *What can you see?* (*a lion, a woman*) Ask *Where is the lion?* (*in the zoo, in the wild*)
- Read out the first sentence in the Graphic *Grammar* box. Draw the children's attention to the blue boxes. Elicit that *'s* stands for *has*. Ask *What is the infinitive form of 'seen'?* (*see*) *Is the first sentence affirmative or negative?* (*affirmative*)
- Read out the second sentence and have children notice the word *never* in the orange box. Ask if it is an affirmative or a negative sentence (negative). Ask *Is 'never' before or after the past participle?* (*before*)
- The children read out the sentences, focusing on the *'s*. Clarify meaning.
- Elicit that the girl has seen a lion at the zoo, but she has never seen one in the wild (because it's behind her).
- Explain that we use the correct form of *have* and the past participle to talk about experiences in our life up to now (we do not say when they happened). We can use *never* before the past participle to talk about experiences we have not had.
- Have volunteers read out the third and fourth sentences. Draw attention to the contractions *'ve* and *'s* and elicit what they stand for. Elicit the infinitive forms of *visited* and *tried*.
- Have the children look back at the reading texts on pages 34–35 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If you have access to the video, read out the sentences in the *Graphic Grammar* box in the Pupil's Book. Tell children they are going to watch the video. Ask *Where has the girl seen a lion? Where has she never seen a lion?*
- Play the first part of the video. Ask the children for feedback. (*The girl has seen a lion at the zoo. She took some photos of it.*)
- Continue watching the video and have children notice the year in the top left corner. Ask *Where is she? What animal did she want to see? Did she see it?* Elicit answers.
- Have children notice the word in the orange square (*never*). Ask *Has the girl seen a lion in the wild?* (*no*) *Why?* (*because it is always behind her*)
- Play the video again and have the children repeat the sentences.

2 Complete the text with the correct form of the verbs in the box.

- Review the past participle of verbs. Have children open their Pupil's Book on pages 34–35 and give them two to three minutes to underline all the verbs in the past participle they can find. Elicit answers (*seen, opened, loved, done, scared, travelled, been, excited, wanted, flown, enjoyed, had*).
- Write the following sentences on the board: *I've visited the Modern Art Museum three times. I've never visited the History Museum.* Ask *Which sentence is negative? Which sentence is affirmative? What is the main verb of the sentence? What is its infinitive form?*
- Tell children that in the present perfect tense the verb *have* is an auxiliary or 'helping' verb. Elicit the short forms of *have* and *has*.
- Refer the children to the text and read out the first sentence. Tell them that they should complete the text with the past participle form of the verbs and the short form of *has*.

- The children complete the text. Ask them to check their answers with a partner. Ask a different volunteer to read out each sentence. Check pronunciation and affirmative and negative answers.

Answers: 1 done **2** 's written **3** 's climbed **4** 's swum **5** 's travelled **6** 's never flown **7** 's visited **8** 's never climbed

3 Work in pairs. Play True or False.

Be a star!

- Organise the children into pairs and then into Student A and Student B.
- Read out the instructions. Have a volunteer pair read the example dialogue so the children have an understanding of how to play the game. Then have Student A turn to page 145 and have Student B turn to page 147.
- Student A chooses a set of words and makes two true sentences and one false sentence. Their partner has to guess which one is false. Then they swap roles.
- Allow time for the children to complete the game.

Grammar booster

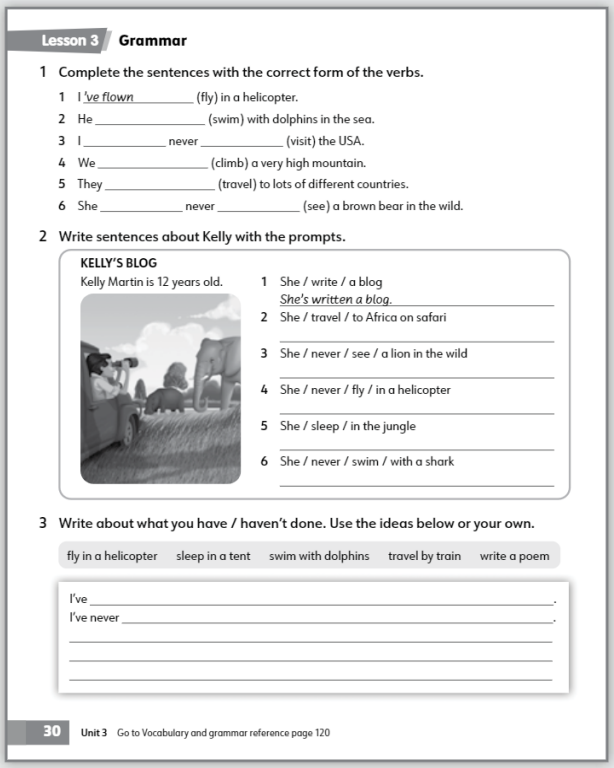
Ask the children to turn to page 136 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 1 I've (never) visited another country. **2** I've (never) climbed a mountain. **3** I've (never) eaten a fish. **4** I've (never) swum with dolphins. **5** I've (never) slept in a tent. **6** I've (never) flown in a helicopter.

Cooler: Experiences

- Have the children write two sentences on a piece of paper: one about an experience they have had and one about an experience they have never had.
- Collect the papers, mix them up and hand them out again. Make sure that no-one has their own piece of paper.
- The children read the sentences and guess who wrote them.
- Ask a volunteer to come to the front, read out the sentences on their piece of paper and say who he / she thinks wrote them. If they guess correctly, ask that child to come to the front and do the same. If they guess incorrectly, they can try again.

Workbook page 30



Lesson 3 Grammar

1 Complete the sentences with the correct form of the verbs.

1 I *'ve flown* _____ (fly) in a helicopter.
2 He _____ (swim) with dolphins in the sea.
3 I _____ never _____ (visit) the USA.
4 We _____ (climb) a very high mountain.
5 They _____ (travel) to lots of different countries.
6 She _____ never _____ (see) a brown bear in the wild.

2 Write sentences about Kelly with the prompts.

KELLY'S BLOG
Kelly Martin is 12 years old.

1 She / write / a blog
She's written a blog.
2 She / travel / to Africa on safari
3 She / never / see / a lion in the wild
4 She / never / fly / in a helicopter
5 She / sleep / in the jungle
6 She / never / swim / with a shark

3 Write about what you have / haven't done. Use the ideas below or your own.

fly in a helicopter | sleep in a tent | swim with dolphins | travel by train | write a poem

I've _____.
I've never _____.

30 Unit 3 Go to Vocabulary and grammar reference page 120

Grammar reference:

Remind the children that they can refer to the grammar reference on page 120 while completing these Workbook activities.

1 Complete the sentences with the correct form of the verbs.

Answers: 1 've / have flown **2** 's / has swum **3** 've / have, visited **4** 've / have climbed **5** 've / have travelled **6** 's / has, seen

2 Write sentences about Kelly with the prompts.

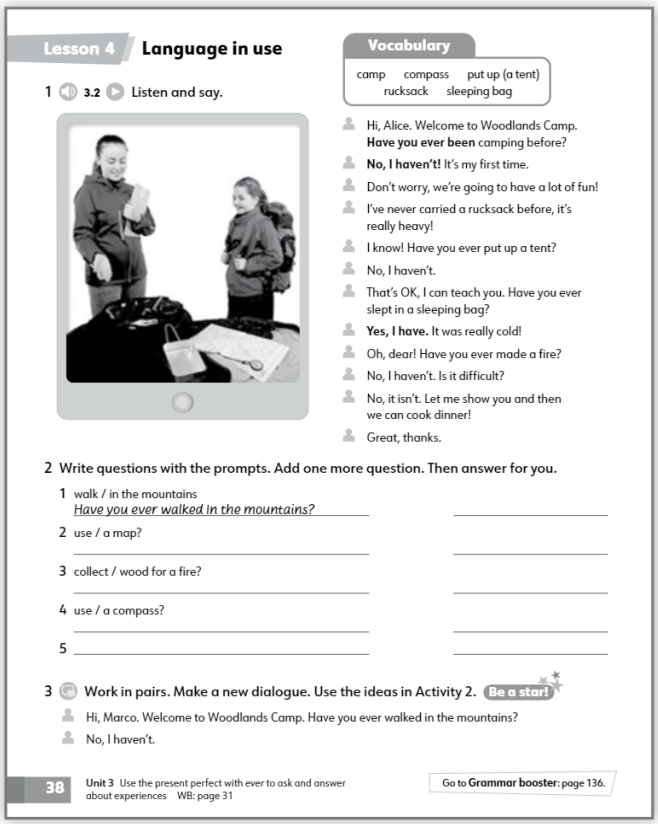
Answers: 1 She's written a blog. **2** She's / has travelled to Africa on a safari. **3** She's / has never seen a lion in the wild. **4** She's / has never flown in a helicopter. **5** She's / has slept in the jungle. **6** She's / has never swum with a shark.

3 Write about what you have / haven't done. Use the ideas below or your own.

Answers: Children's own answers.

Lesson 4 Language in use

Pupil's Book page 38



Lesson 4 Language in use

1 3.2 Listen and say.

Vocabulary: camp, compass, put up (a tent), rucksack, sleeping bag

Hi, Alice. Welcome to Woodlands Camp. **Have you ever been** camping before?
No, I haven't! It's my first time.
Don't worry, we're going to have a lot of fun!
I've never carried a rucksack before, it's really heavy!
I know! Have you ever put up a tent?
No, I haven't.
That's OK, I can teach you. Have you ever slept in a sleeping bag?
Yes, I have. It was really cold!
Oh, dear! Have you ever made a fire?
No, I haven't. Is it difficult?
No, it isn't. Let me show you and then we can cook dinner!
Great, thanks.

2 Write questions with the prompts. Add one more question. Then answer for you.

1 walk / in the mountains
Have you ever walked in the mountains? _____ _____
2 use / a map? _____ _____
3 collect / wood for a fire? _____ _____
4 use / a compass? _____ _____
5 _____ _____

3 Work in pairs. Make a new dialogue. Use the ideas in Activity 2. Be a star!

Hi, Marco. Welcome to Woodlands Camp. Have you ever walked in the mountains?
No, I haven't.

38 Unit 3 Use the present perfect with ever to ask and answer about experiences WB: page 31

Go to **Grammar booster**: page 136.

Learning objectives: Use the present perfect with *ever* to ask and answer about experiences

Vocabulary: camp, compass, put up (a tent), rucksack, sleeping bag

Resources: Language in use video; Grammar 2 worksheet

Warm-up: Camping experiences

- Write *Camping* on the board and draw a simple picture of a tent.
- Elicit from the children what activities they can do when camping (e.g. *eat outside*, *make a fire*, *climb a mountain*, *swim in a river*). Write their suggestions on the board.
- Say what you have and haven't done, e.g. *I've never been camping, but I've eaten outside.*
- Have volunteers say what they have and haven't done.

Vocabulary

- Read out an example sentence for each word (see Pupil's Book, page s 155–156). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 155–156.
- Then use the dictionary to give definitions in the following order to elicit the words: *put up, rucksack, camp, sleeping bag, compass*.

1 3.2 Listen and say.

- Refer the children to the picture. Ask them who they can see (Alice). Elicit what she is doing and who the older girl is.
- Play the audio. The children listen to the dialogue and follow in their books. They check if their ideas were correct.
- Read out the first part of the dialogue with a volunteer and have the children notice the structure of the present perfect question form with *ever*. Refer them to the words in bold. Have the children notice the word order (we swap the subject and the auxiliary verb). Tell them that we use *ever* in present perfect questions when we want to know if someone has done something in their life.
- Play the audio again, pausing after each line for the children to repeat.
- The children then practise the dialogue in pairs.
- Ask for volunteers to read out the dialogue.

- Play the video and follow the same procedure as above.
- The children listen to the dialogue and repeat after each line.
- Play the video again and have the children repeat, copying all intonation and body language as closely as possible.

2 Write questions with the prompts. Add one more question. Then answer for you.

- The children underline all the questions in the dialogue in Activity 1.
- Read out the first question (*Have you ever walked in the mountains?*). Elicit the two possible answers (*Yes, I have. No, I haven't.*).
- Write the second question on the board (*Have you ever used a map?*). Elicit answers.
- The children write the questions for prompts 3 and 4. Then they write one more question.
- Have the children write their answers.
- Divide the class into pairs. The children share their questions and answers.

Answers: 1 Have you ever walked in the mountains? **2** Have you ever used a map? **3** Have you ever collected wood for a fire? **4** Have you ever used a compass? **5** Children's own answers.

3 Work in pairs. Make a new dialogue. Use the ideas in Activity 2.

Be a star!

- Ask two volunteers to read out the beginning of the dialogue in Activity 3.
- Divide the class into pairs. Tell the children that they are going to make a new dialogue: one person is going to ask questions and the other is going to answer. Tell them that they can use the questions in Activity 2.

- The children act out the new dialogue with each taking one role. Then they change roles.

Teaching star!

Extension

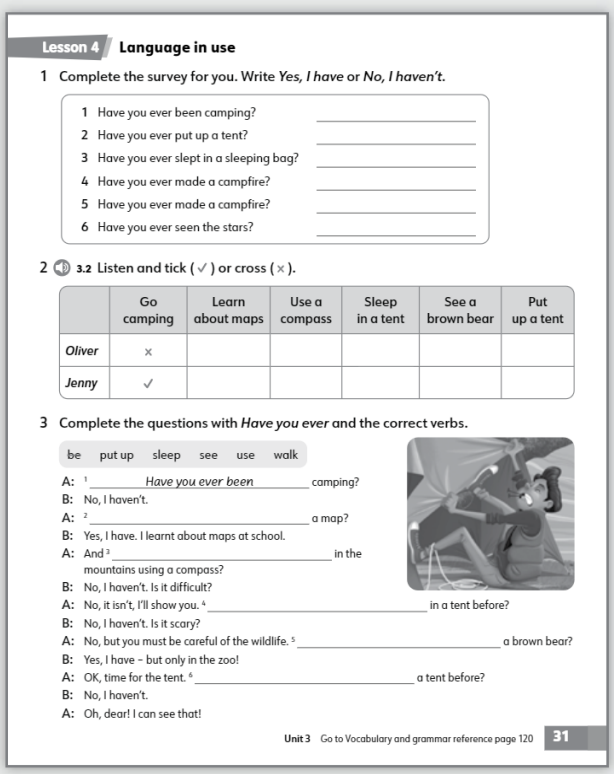
- Play a team game to extend practice of the question form with ever in a fun and relaxed way. Put the class into teams of around four. Each team play against one other team.
- In each pair of teams, the first team ask a *Have you ever ... ?* question, e.g. *Have you ever seen a whale?* The members of the second team answer *Yes, I have.* or *No, I haven't.* If no one in the team can say *Yes, I have*, the first team wins a point. The teams take turns asking until you tell them to stop. The team with the highest score wins.

Grammar booster

Ask the children to turn to page 136 of their Pupil's Book to complete Activities 2 and 3. Alternatively, you may wish to have the children complete this activity at home.

Answers: 2 1 Have, ever, haven't 2 Have you, have 3 you ever, Yes 4 Have, ever, haven't 5 Have you, No 6 Have you ever, have;
3 1 Have you ever met a famous person? 2 Have you ever flown in a helicopter? 3 Have you ever seen a crocodile in the wild? 4 Have you ever visited the UK? 5 Have you ever been on a skiing holiday? 6 Have you ever made a sculpture?;
Children's own answers.

Workbook page 31



Lesson 4 **Language in use**

1 Complete the survey for you. Write *Yes, I have* or *No, I haven't.*

1 Have you ever been camping? _____
2 Have you ever put up a tent? _____
3 Have you ever slept in a sleeping bag? _____
4 Have you ever made a campfire? _____
5 Have you ever made a campfire? _____
6 Have you ever seen the stars? _____

2 3.2 Listen and tick (✓) or cross (×).

	Go camping	Learn about maps	Use a compass	Sleep in a tent	See a brown bear	Put up a tent
Oliver	×					
Jenny	✓					

3 Complete the questions with *Have you ever* and the correct verbs.

be put up sleep see use walk

A: 1 *Have you ever been* camping?
B: No, I haven't.
A: 2 _____ a map?
B: Yes, I have. I learnt about maps at school.
A: And 3 _____ in the mountains using a compass?
B: No, I haven't. Is it difficult?
A: No, it isn't, I'll show you. 4 _____ in a tent before?
B: No, I haven't. Is it scary?
A: No, but you must be careful of the wildlife. 5 _____ a brown bear?
B: Yes, I have – but only in the zoo!
A: OK, time for the tent. 6 _____ a tent before?
B: No, I haven't.
A: Oh, dear! I can see that!

Unit 3 Go to Vocabulary and grammar reference page 120 31

Cooler: Team sentences

- Play Team sentences (see Games bank, pages 14–17) with sentences from this lesson and Lesson 3, e.g. *She's seen a lion at the zoo. She's never seen a lion in the wild. The scenery makes Costa Rica a really beautiful country!*

Grammar reference:

Remind the children that they can refer to the grammar reference on page 120 while completing these Workbook activities.

1 Complete the survey for you. Write *Yes, I have* or *No, I haven't.*

Answers: Children's own answers.

2 3.2 Listen and tick (✓) or cross (×).

Audioscript

Girl: *Have you ever been camping, Oliver?*
Boy: *No, I haven't. What about you, Jenny?*
Girl: *Yes – I've been a few times with my family. Have you ever used a map?*
Boy: *Yes, I have. I learnt about maps at school. What about you?*
Girl: *Yes, me too! Have you ever walked in the mountains using a compass?*
Boy: *No, I haven't. Is it difficult?*
Girl: *No, it isn't – I've used one lots of times. I'll show you. Have you ever slept in a tent before?*
Boy: *Yes, I have – but only in my garden. Have you?*
Girl: *Yes, I have. You must be careful of the wildlife. Have you even seen a brown bear?*
Boy: *Yes, I have – but only in the zoo!*
Girl: *Oh – I haven't seen a bear while I was camping or in the zoo! Now, time for the tent. Have you ever put up a tent before?*
Boy: *Err no, I haven't.*
Girl: *Oh dear. I can see that! I've put up a tent with my dad, so let's ...*

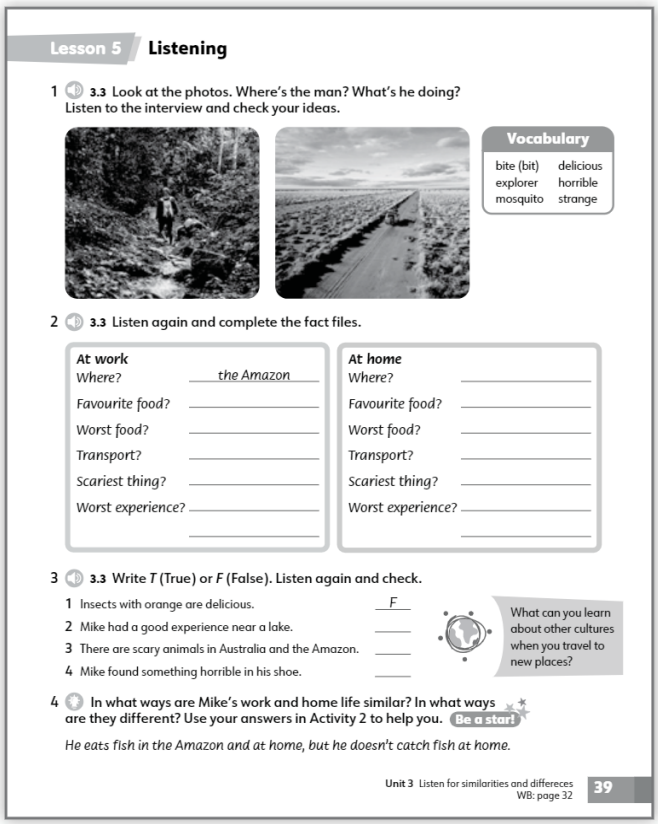
Answers:	Go camping	Learn about maps	Use a compass	Sleep in a tent	See a brown bear	Put up a tent
Oliver	×	✓	×	✓	✓	×
Jenny	✓	✓	✓	✓	×	✓

3 Complete the questions with *Have you ever* and the correct verbs.

Answers: 1 Have you ever been **2** Have you ever used **3** have you ever walked **4** Have you ever slept **5** Have you ever seen **6** Have you ever put up

Lesson 5 Listening

Pupil's Book page 39



Lesson 5 Listening

1 3.3 Look at the photos. Where's the man? What's he doing? Listen to the interview and check your ideas.

Vocabulary

bite (bit)	delicious
explorer	horrible
mosquito	strange

2 3.3 Listen again and complete the fact files.

At work		At home	
Where?	the Amazon	Where?	
Favourite food?		Favourite food?	
Worst food?		Worst food?	
Transport?		Transport?	
Scariest thing?		Scariest thing?	
Worst experience?		Worst experience?	

3 3.3 Write T (True) or F (False). Listen again and check.

1 Insects with orange are delicious. F
2 Mike had a good experience near a lake. ____
3 There are scary animals in Australia and the Amazon. ____
4 Mike found something horrible in his shoe. ____

What can you learn about other cultures when you travel to new places?

4 In what ways are Mike's work and home life similar? In what ways are they different? Use your answers in Activity 2 to help you. Be a star!

He eats fish in the Amazon and at home, but he doesn't catch fish at home.

Unit 3 Listen for similarities and differeces WB: page 32 39

***Learning objectives*:** Listen for similarities and differences

***Vocabulary*:** bite (bit), delicious, explorer, horrible, mosquito, strange

***Materials*:** a map of the world

Warm-up: Interview

- Have the children imagine they are going to interview a famous singer.
- Tell them that you are going to pretend to be the singer and answer their questions. Tell them that if any of your answers are wrong, they can correct you.

Vocabulary

- Refer the children to the vocabulary box.
- Read out an example sentence for each word (see Pupil's Book dictionary, pages 155–156). Elicit a definition for the words.
- Children check the definitions in the dictionary.

1 3.3 Look at the photos. Where's the man? What's he doing? Listen to the interview and check your ideas.

- Refer the children to the two photos. Ask *Where's the man? What's he doing?* Elicit answers.
- Play the audio. Children listen and check their ideas.
- Check answers as a class.

Answer: Photo 1: He's exploring the Amazon.
Photo 2: He's driving in Australia.

2 3.3 Listen again and complete the fact files.

- Refer the children to the two fact files. Have them notice that they have the same questions but different headings.
- Play the audio again. The children complete the fact files.
- Have the children compare their answers in pairs. Then check answers as a class.

Audioscript

Reporter: *I'm sitting here with Mike Charles, the famous Amazon explorer! Welcome, Mike!*

Mike: *Hi, there!*

Reporter: *Mike, let's talk about life in the Amazon. What's your favourite food there?*

Mike: *It's definitely fish. I often catch fish in the river and cook it over a fire. It's delicious!*

Reporter: *What's the worst thing you've ever eaten?*

Mike: *Well, I've eaten a lot of strange things! The worst was an insect that lives in palm trees. You can cook them with orange, but they still taste horrible!*

Reporter: *Ugh! So, how do you travel when you're exploring the Amazon?*

Mike: *I usually travel by boat.*

Reporter: *And what's the scariest thing you've seen there?*

Mike: *The scariest thing I've seen is an anaconda – it's the biggest snake in the world.*

Reporter: *Wow! And what's the worst experience you've had in the Amazon?*

Mike: *I once slept by a lake that was full of mosquitoes. They bit me everywhere, it was horrible.*

Reporter: *Ouch! So, how about at home? Where do you live?*

Mike: *I live in Sydney, the biggest city in Australia.*

Reporter: *And what's your favourite food at home?*

Mike: *I love fish and chips! But I don't have to catch the fish first!*

Reporter: *What's the worst thing you've eaten at home?*

Mike: *That's easy – my cooking! I'm a terrible cook!*

Reporter: *Do you travel a lot in Australia?*

Mike: *Yes, I do. It's a very big country, so I usually travel by car.*

Reporter: *And what's the scariest thing you've seen in Australia?*

Mike: *Well, there are lots of wild animals in Australia, too. I've never seen an anaconda, but I've seen an enormous crocodile with big teeth – now that was scary!*

Reporter: *Finally, what's the worst experience you've had at home?*

Mike: *Well, my worst experience was when I found a spider – the size of my hand – in my favourite pair of shoes! Arrrgh!*

Answers:

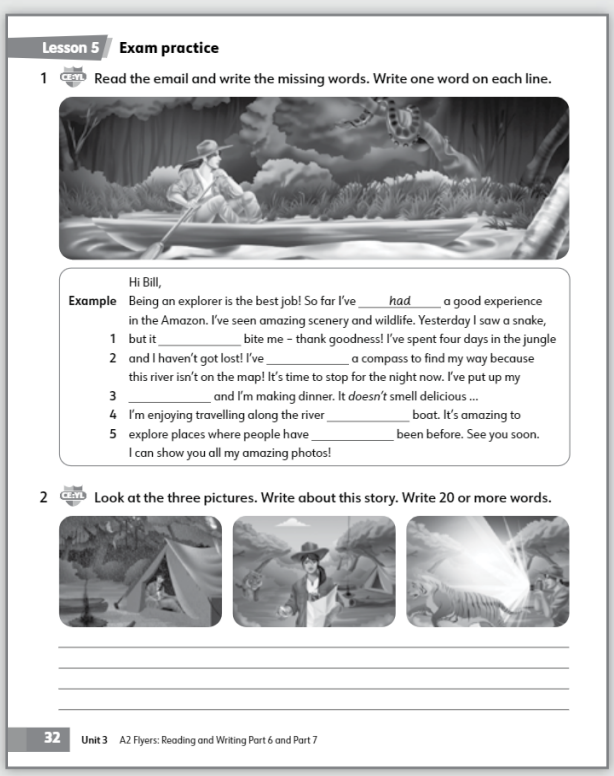
At work	At home
the Amazon	Sydney, Australia
fish	fish and chips
an insect	his own cooking
boat	car
an anaconda	crocodile
lots of mosquito bites	big spider in his shoes

3 3.3 Write *T* (True) or *F* (False). Listen again and check.

- Read out the first sentence. Ask *Is this false?* (*yes*) Ask the children to correct the false statement. (*Insects with orange are horrible.*)
- Have volunteers read out the other sentences. The children write *T* or *F*.
- Play the audio again and have the children check their answers and correct the false statements.

Answers: 1 F **2** F **3** T **4** T

Workbook page 32



Lesson 5 Exam practice

1 CE:YL Read the email and write the missing words. Write one word on each line.

Hi Bill,

Example Being an explorer is the best job! So far I've ____had____ a good experience in the Amazon. I've seen amazing scenery and wildlife. Yesterday I saw a snake,
1 but it _____ bite me – thank goodness! I've spent four days in the jungle
2 and I haven't got lost! I've _____ a compass to find my way because this river isn't on the map! It's time to stop for the night now. I've put up my
3 _____ and I'm making dinner. It *doesn't* smell delicious ...
4 I'm enjoying travelling along the river _____ boat. It's amazing to
5 explore places where people have _____ been before. See you soon. I can show you all my amazing photos!

2 CE:YL Look at the three pictures. Write about this story. Write 20 or more words.

32 Unit 3 A2 Flyers: Reading and Writing Part 6 and Part 7

ESDC

What can you learn about other cultures when you travel to new places?

Introduce the children to Sustainable Development Goal 3: *Good health and well-being*. Ask: *What can you learn about other cultures when you travel to new places?* This question helps the children recognise different perspectives from a variety of global cultures.

- Tell the children about something you learnt from travelling to a new place, e.g. different food / language. Emphasise how you have used what you learnt or enjoyed in your life in your own country. Have the children brainstorm more ideas.

Possible answers: You can learn about different art, music, food, language, history, sport and traditions from other countries. It's fun to share what you learn with other people.

4 In what ways are Mike's work and home life similar? In what ways are they different? Use your answers in Activity 2 to help you.

Be a star!

- Refer the children to the fact files in Activity 2. Have a volunteer read the answers for favourite food in both fact files. Then read out the example sentence in Activity 4.
- The children compare the information in both fact files and write sentences.
- Have volunteers read out some of their sentences.

Cooler: All around the world!

- Have the children look at a world map.
- Ask them to think about similarities and differences between countries (weather, landscape, etc).

1 CE:YL Read the email and write the missing words. Write one word on each line.

This activity helps the children prepare for Part 6 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

Answers: 1 didn't **2** used **3** tent **4** by **5** never

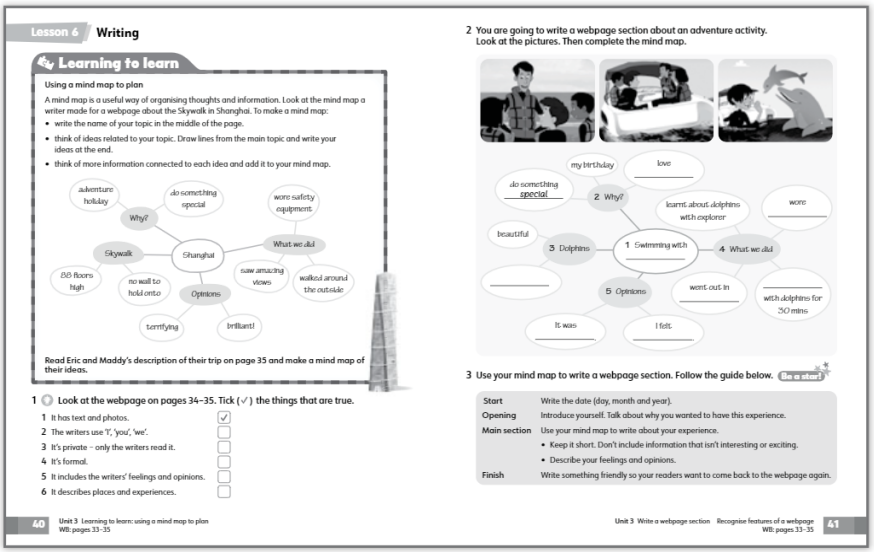
2 CE:YL Look at the three pictures. Write about this story. Write 20 or more words.

This activity helps the children prepare for Part 7 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

Answers: Children's own answers.

Lesson 6 Writing / Learning to learn

Pupil's Book pages 40–41



Learning objectives: Learning to learn: use a mind map to plan; Write a webpage section; Recognise features of a webpage

Learning to learn

Using a mind map to plan

- Refer children to the mind map in the *Learning to learn* box.
- Ask *What is the main topic?* (*Skywalk in Shanghai*) Then read out the four ideas related to the topic.
- Have the children read the information connected to each idea. Ask *How high is the Skywalk?* (88 floors) *Did the writer enjoy the experience?* (*yes*)

Read Eric and Maddy's description of their trip on page 35 and make a mind map of their ideas.

- Ask *What did Eric and Maddy do on their trip? (went to Central America)* Write in the middle of the board *Central America*. Ask *Where did they go in Central America?* (*Costa Rica*) Then add four more ideas (*Why?, Costa Rica, What we did, Opinions*).
- Divide the class into groups of three and have the children complete the mind map.

Suggested answers: 1 Central America **2** Why? (We've never been before) **3** Costa Rica (country in Central America) **4** What we did (saw sloths, parrots, monkeys and the rainforest) **5** Opinions (wonderful; beautiful scenery)

1 Look at the webpage on pages 34–35. Tick (✓) the things that are true.

- Elicit what the children remember about the webpage.
- Have volunteers read the sentences and tick the things that are true for the webpage.
- Check answers as a class and elicit examples of each feature from the blog.

Answers: ✓ by: 1, 2, 5, 6

2 You are going to write a webpage section about an adventure activity. Look at the pictures. Then complete the mind map.

- Ask *What can you see? Who can you see? Where are they? What are they doing?*
- The children complete the mind map in pairs.

Suggested answers:
1 Swimming with dolphins **2 Why?** love dolphins / the sea **3 Dolphins:** friendly **4 What we did:** wore a life jacket; went out in a boat; swam with dolphins for 30 mins **5 Opinions:** It was fantastic. I felt nervous / excited.

3 Use your mind map to write a webpage section. Follow the guide below.

Be a star!

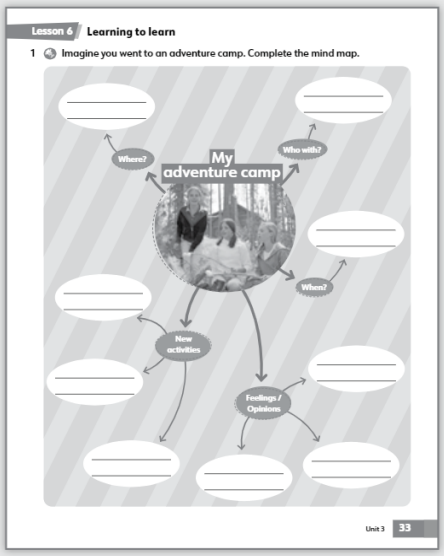
- Refer the children to the guide and read out the different stages. Elicit ideas for each one.
- In pairs, the children use the mind map they wrote in Activity 2 and write a webpage section.
- If children need more support, build up the text together as a class. Elicit example sentences for each section of the webpage and write them on the board.
- Children copy the text into their notebooks.

Suggested answer:

14th December 20xx

Hi, my name's (Adam). Welcome to my webpage! I've been to the beach many times, but I wanted to do something special for my birthday. I went swimming with dolphins! I love dolphins – they're so beautiful and friendly. First, my friends and I learnt about dolphins with an instructor, then we went out in a boat. We wore life jackets and then swam with dolphins for 30 minutes. It was fantastic! I felt nervous, but happy at the same time. It was an amazing experience!

Workbook pages 33–35


Lesson 6 Learning to learn

1 Imagine you went to an adventure camp. Complete the mind map.

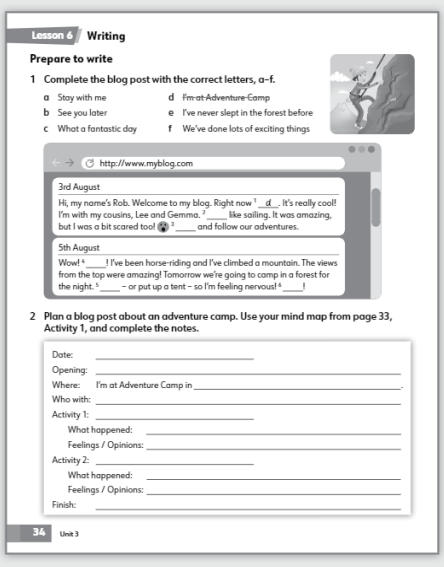
My adventure camp

Where? Who with? When? New activities Feelings / Opinions

Unit 3 33

1 Imagine you went to an adventure camp. Complete the mind map.

Answers: Children's own answers.


Lesson 6 Writing

Prepare to write

1 Complete the blog post with the correct letters, a–f.

a Stay with me
b See you later
c What a fantastic day
d ~~I'm at Adventure Camp~~
e I've never slept in the forest before
f We've done lots of exciting things

http://www.myblog.com

3rd August

Hi, my name's Rob. Welcome to my blog. Right now [1] __d__. It's really cool! I'm with my cousins, Lee and Gemma. [2] ____ like sailing. It was amazing, but I was a bit scared too! [3] ____ and follow our adventures.

5th August

Wow! [4] ____! I've been horse-riding and I've climbed a mountain. The views from the top were amazing! Tomorrow we're going to camp in a forest for the night. [5] ____ – or put up a tent – so I'm feeling nervous! [6] ____!

2 Plan a blog post about an adventure camp. Use your mind map from page 33, Activity 1, and complete the notes.

Date:
Opening:
Where: I'm at Adventure Camp in
Who with:
Activity 1:
What happened:
Feelings / Opinions:
Activity 2:
What happened:
Feelings / Opinions:
Finish:

34 Unit 3

Prepare to write

1 Complete the blog post with the correct letters, a–f.

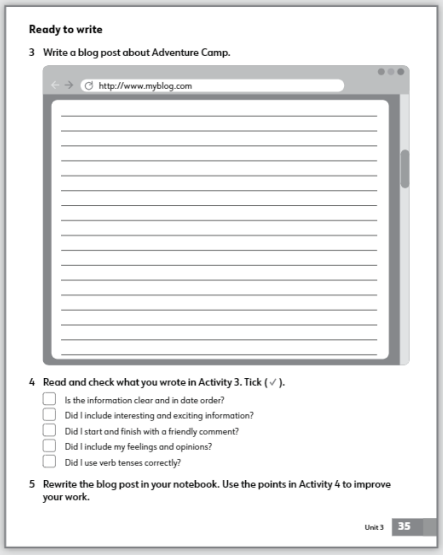
- Children read the blog entries. If done in class, ask *Who wrote the blog? (Rob) Who is he with? (his cousins) What activities have they done? (sailing, horse-riding, mountain climbing) What are they going to do tomorrow? (camp in a forest)*
- Read out phrases a-f. Children complete the blog entries with the correct phrases.
- Check answers as a class.

Answers: 1 d **2** f **3** a **4** c **5** e **6** b

2 Plan a blog post about an adventure camp. Use your mind map from page 33, Activity 1, and complete the notes.

- The children use their mind map from page 33 and complete the notes for a blog. Elicit suitable expressions to open and finish a blog entry, and write them on the board.

Answers: Children's own answers.


Ready to write

3 Write a blog post about Adventure Camp.

http://www.myblog.com

4 Read and check what you wrote in Activity 3. Tick (✓).

- Is the information clear and in date order?
- Did I include interesting and exciting information?
- Did I start and finish with a friendly comment?
- Did I include my feelings and opinions?
- Did I use verb tenses correctly?

5 Rewrite the blog post in your notebook. Use the points in Activity 4 to improve your work.

Unit 3 35

Ready to write

3 Write a blog post about Adventure Camp.

- Children use their plan in Activity 2 to write their blog entry.

4 Read and check what you wrote in Activity 3. Tick (✓).

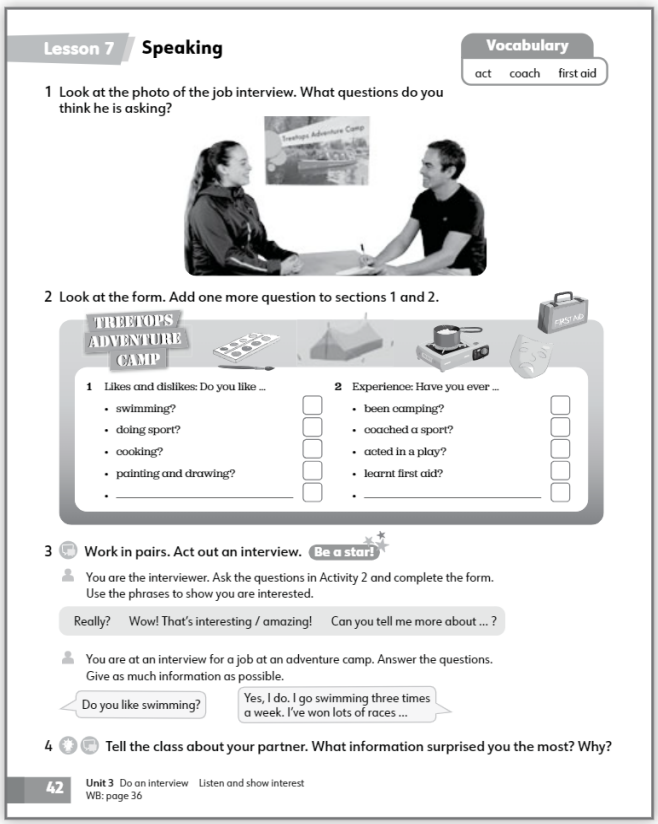
- The children check their work against the checklist and make a note of any necessary changes.

5 Rewrite the blog post in your notebook. Use the points in Activity 4 to improve your work.

- The children write a final version in their notebook.

Lesson 7 Speaking

Pupil's Book page 42



***Learning objectives*:** Do an interview; Listen and show interest

***Vocabulary*:** act, coach, first aid

Review vocabulary: outdoor activities

***Resources*:** Vocabulary 2 worksheet

Warm-up: Do you like ...?

- Ask the children the following questions: *Do you like chocolates / vegetables / watching TV / playing with friends / texting?*
- The children stand up if their answer is *Yes, I do* and stay sitting or sit down if their answer is *No, I don't*.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, pages 155–156). Elicit a definition for the words.
- The children check the definitions in the dictionary on pages 155–156.

1 Look at the photo of the job interview. What questions do you think he is asking?

- Refer the children to the photo on page 42. Ask if they remember who the girl is (the adventure camp helper from Lesson 4). Ask *Where are they?* (*in an office / at Treetops Adventure Camp*) *What do you think they are doing?* (*talking, asking and answering questions*)
- Ask *What questions do you think he is asking*? Elicit answers (e.g. *What sports do you like? Have you ever been kayaking?*).

2 Look at the form. Add one more question to sections 1 and 2.

- Ask *Have you ever been to an adventure camp?* Ask the children who put up their hands *what activities they did there.*
- Read out the first part of the form (*Likes and dislikes*) and have the children notice that all the activities end in *-ing*. Ask the children to add one more question (e.g. *camping / singing / telling stories*).
- Read out the second part of the form (*Experience*) and have the children notice that the questions are in the present perfect with *ever*. Ask children to add one more question (e.g. *climbed a mountain / swum with dolphins*).
- While they do this, circulate, monitor and help.

3 Work in pairs. Act out an interview.

Be a star!

- Divide the class into A and B pairs. Explain that one child (Student A) is the interviewer and will ask the questions in Activity 2. The other child (Student B) is the interviewee for a job at an adventure camp and will answer the questions, giving as much information as possible.
- Practise the intonation of questions. Read out the questions in Activity 2 and have the children repeat after you.
- Read out the expressions in the box. Tell the children that we use these phrases to show that we are interested in what someone is saying.
- Have two volunteers read out the example question and answer in the speech bubbles.
- Role-play the interview with a confident child for the class to see how it works. Ask *Have you ever been kayaking?* (*yes*) *Really? Can you tell me more about it?* (*It was amazing. It was the best experience I've ever had.*)
- The children act out their interviews in pairs. Encourage the child asking the questions to use the phrases in the box and to complete the form. Then they switch roles and act out the dialogue again.

Teaching star!

Speaking skills

- Tell the children that tone of voice and body language are very important when having a conversation. Show how we can give different messages by changing our tone of voice. Say *Really?* using different tones and body language.
- The children practise saying the phrases in the box with different tones and body language. Have them notice how doing this changes the message and the conversation.

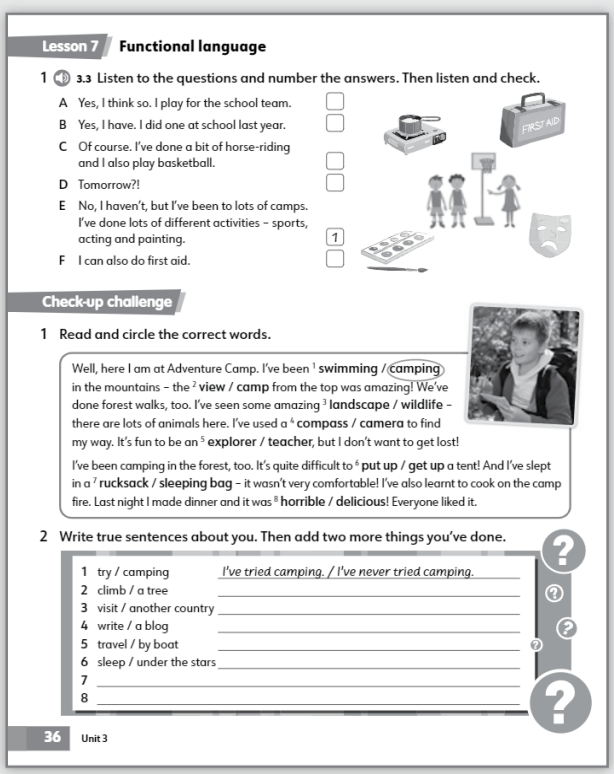
Cooler: Come to my adventure camp!

- Call out some activities (e.g. *go fishing, swim in the river, play video games, light a fire, swim with dolphins, go shopping, do homework, etc*). The children raise their hands if they can do the activity in an adventure camp and cross their arms if they can't.

4 Tell the class about your partner. What information surprised you the most? Why?

- Ask the children to look at their completed forms in Activity 2. Have them think about what information about their partner surprised them the most. (e.g. *They've won medals doing sport and took a cooking class. Or perhaps they don't like doing sport at all or have never slept in a tent.*)
- Have volunteers come to the front and tell the class about their partner.

Workbook page 36



Lesson 7 Functional language

1 3.3 Listen to the questions and number the answers. Then listen and check.

A Yes, I think so. I play for the school team.
B Yes, I have. I did one at school last year.
C Of course. I've done a bit of horse-riding and I also play basketball.
D Tomorrow?!
E No, I haven't, but I've been to lots of camps. I've done lots of different activities – sports, acting and painting. 1
F I can also do first aid.

Check-up challenge

1 Read and circle the correct words.

Well, here I am at Adventure Camp. I've been [1] **swimming** / **camping** in the mountains – the [2] **view** / **camp** from the top was amazing! We've done forest walks, too. I've seen some amazing [3] **landscape** / **wildlife** – there are lots of animals here. I've used a [4] **compass** / **camera** to find my way. It's fun to be an [5] **explorer** / **teacher**, but I don't want to get lost!

I've been camping in the forest, too. It's quite difficult to [6] **put up** / **get up** a tent! And I've slept in a [7] **rucksack** / **sleeping bag** – it wasn't very comfortable! I've also learnt to cook on the camp fire. Last night I made dinner and it was [8] **horrible** / **delicious**! Everyone liked it.

2 Write true sentences about you. Then add two more things you've done.

1 try / camping *I've tried camping. / I've never tried camping.*
2 climb / a tree
3 visit / another country
4 write / a blog
5 travel / by boat
6 sleep / under the stars
7
8

36 Unit 3

1 3.3 Listen to the questions and number the answers. Then listen and check.

Audioscript

1 Speaker: *Hello, Katy. Have you worked at an adventure camp before?*

Girl: *No, I haven't, but I've been to lots of camps. I've done lots of different activities – sports, acting and painting.*

2 Speaker: *Really? Can you tell me more about the sports activities?*

Girl: *Of course. I've done a bit of horse-riding and I also play basketball.*

3 Speaker: *Do you play well enough to coach?*

Girl: *Yes, I think so. I play for the school team.*

4 Speaker: *Great – we always need good coaches. Is there anything else you can do?*

Girl: *I can also do first aid.*

5 Speaker: *That's very useful. Have you ever done a course?*

Girl: *Yes, I have. I did one at school last year.*

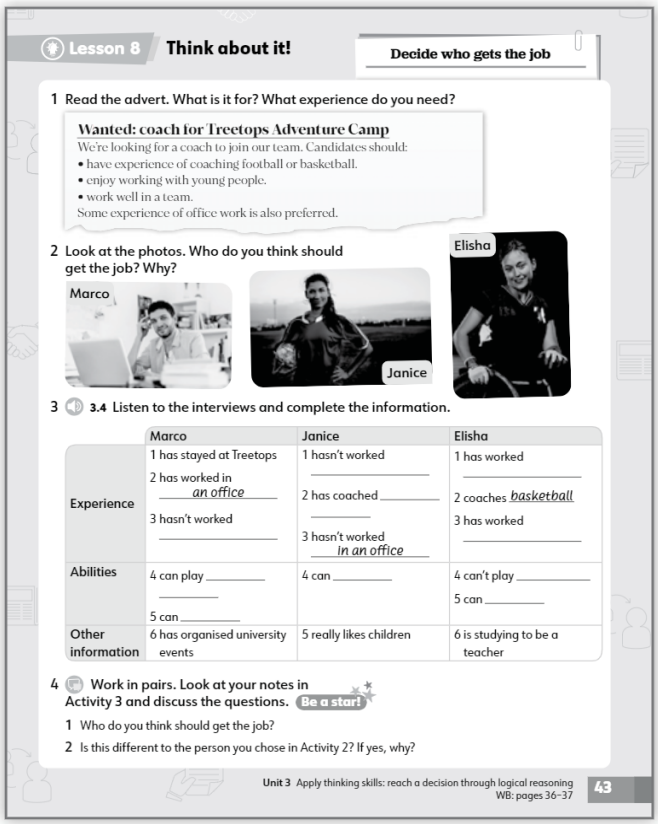
6 Speaker: *Well, that's great! You've got the job! When can you start?*

Girl: *Tomorrow?!*

Answers: 1 E **2** C **3** A **4** F **5** B **6** D

Lesson 8 Think about it!

Pupil's Book page 43



Lesson 8 Think about it! Decide who gets the job

1 Read the advert. What is it for? What experience do you need?

Wanted: coach for Treetops Adventure Camp
We're looking for a coach to join our team. Candidates should:
• have experience of coaching football or basketball.
• enjoy working with young people.
• work well in a team.
Some experience of office work is also preferred.

2 Look at the photos. Who do you think should get the job? Why?

Marco Janice Elisha

3 3.4 Listen to the interviews and complete the information.

	Marco	Janice	Elisha
Experience	1 has stayed at Treetops 2 has worked in an office 3 hasn't worked	1 hasn't worked 2 has coached 3 hasn't worked in an office	1 has worked 2 coaches basketball 3 has worked
Abilities	4 can play 5 can	4 can	4 can't play 5 can
Other information	6 has organised university events	5 really likes children	6 is studying to be a teacher

4 Work in pairs. Look at your notes in Activity 3 and discuss the questions. Be a star!
1 Who do you think should get the job?
2 Is this different to the person you chose in Activity 2? If yes, why?

Unit 3 Apply thinking skills: reach a decision through logical reasoning 43
WB: pages 36–37

Learning objectives: Apply thinking skills: reach a decision through logical reasoning

Resources: Unit 3 test

Warm-up: What we can do?

- Say *singer*, *chef* and elicit abilities for each job.
- Have the children discuss three things they do well and whether they would be good at either job.

1 Read the advert. What is it for? What experience do you need?

- Refer the children to the advert. Elicit the experience and abilities needed.
- Then have the children read the advert individually. Ask for feedback and check answers as a class.

Answers: a coach for Treetops Adventure Camp; experience of coaching football or basketball and some experience of office work

2 Look at the photos. Who do you think should get the job? Why?

- Refer the children to the three photos.
- Ask *What experience and abilities do they have? and elicit ideas.* The children work in pairs to discuss who they think should get the job and why.
- Have volunteers tell the class who they chose.

3 3.4 Listen to the interviews and complete the information.

- Tell the children that they are going to listen to someone interviewing Marco, Janice and Elisha.
- Play the audio.
- Refer the children to the table in Activity 3.
- Play the audio again and have the children complete the information in the chart.
- The children check their answers with a partner.

Audioscript

Narrator: *1*

Interviewer: *Have you ever worked at an adventure camp, Marco?*

Marco: *No, I haven't. But I stayed at Treetops when I was at school. I loved it.*

Interviewer: *Great. Have you ever worked in an office?*

Marco: *Yes, I have. I've worked in the office at my university.*

Interviewer: *OK. Have you ever worked with children?*

Marco: *Erm, no, I haven't. But I've organised university events.*

Interviewer: *OK. Can you play football or basketball?*

Marco: *Yes, I can. I can play both. I was in the school football team.*

Interviewer: *Great. And can you swim?*

Marco: *Yes, I can. I'm a good swimmer. I usually swim a kilometre a day.*

Narrator: *2*

Interviewer: *Have you ever worked at a camp, Janice?*

Janice: *No, I haven't, but I really want to!*

Interviewer: *Have you ever coached a sport?*

Janice: *Yes, I have. I coached basketball and tennis to younger kids at school. I really like children!*

Interviewer: *Great. Have you ever worked in an office?*

Janice: *No, I haven't. I've never done any office work.*

Interviewer: *And can you swim?*

Janice: *Erm ... yes, I can.*

Interviewer: *Is there a problem?*

Janice: *Well, I had an accident once when I was kayaking. I don't really like swimming now.*

Narrator: *3*

Interviewer: *Elisha, have you ever worked at a camp?*

Elisha: *Yes, I have. I've worked at two camps. I like children and I'm studying to be a teacher. I coach basketball at a local school, too.*

Interviewer: *Great! And have you ever worked in an office?*

Elisha: *Yes, I have. I worked in the office at both of the camps that I worked at.*

Interviewer: *OK. Can you play football?*
Elisha: *No, I can't play football.*
Interviewer: *Can you swim?*
Elisha: *Yes, I can. I've been in a wheelchair all my life, but I'm a good swimmer. I've won lots of medals.*

Answers: Marco: 1 has stayed at Treetops **2** has worked in an office **3** hasn't worked with children **4** can play football and basketball **5** can swim **6** has organised university events
Janice: 1 hasn't worked at a camp **2** has coached basketball and tennis **3** hasn't worked in an office **4** can swim **5** really likes children

Elisha: 1 has worked at two camps **2** coaches basketball **3** has worked in an office **4** can't play football **5** can swim **6** is studying to be a teacher

4 Work in pairs. Look at your notes in Activity 3 and discuss the questions.

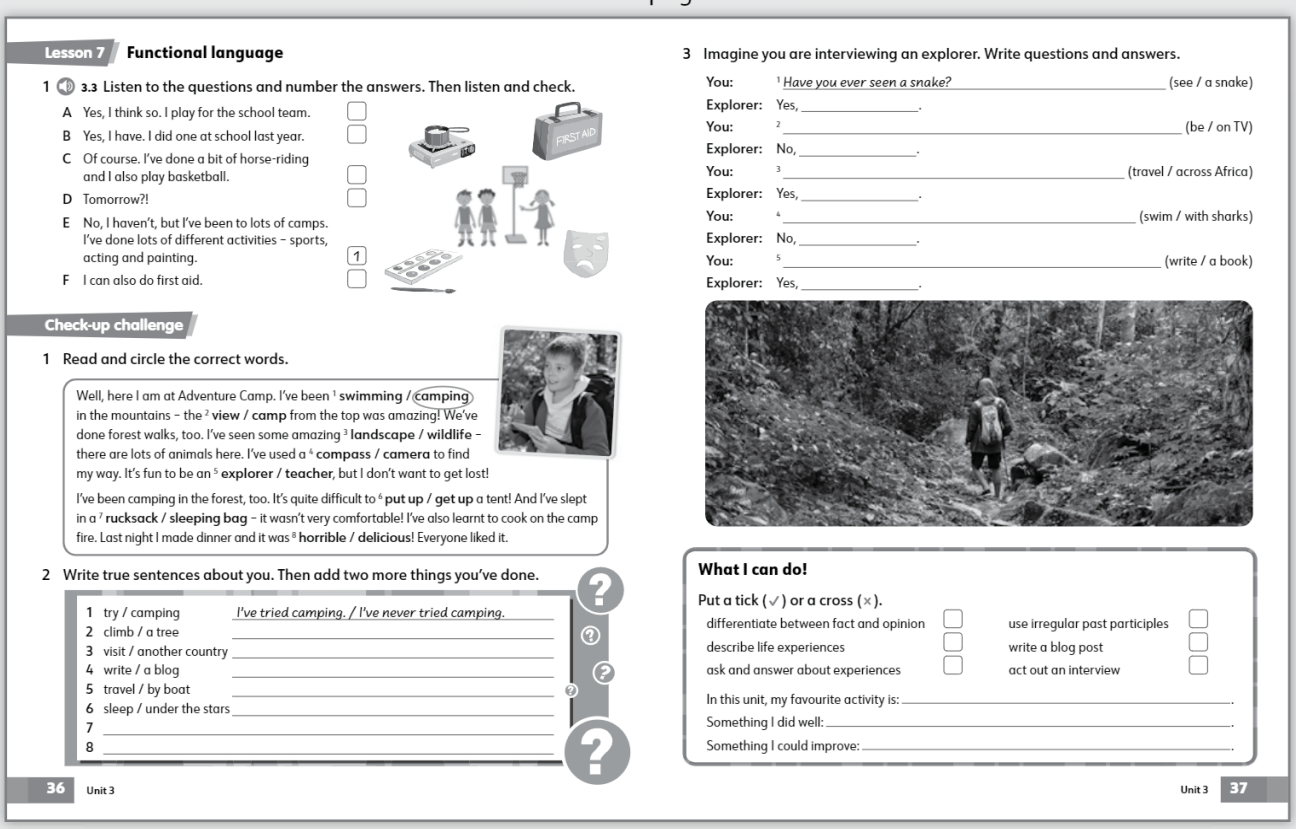
Be a star!

- Children look at their notes and discuss the two questions. If they choose a different person, encourage them to discuss what information in Activity 3 made them change their mind.
- Have volunteers say who they chose and why.

Cooler: Hiring a new teacher

- Have the children imagine they are hiring a new teacher. Elicit what experience and abilities they think the new teacher should have.

Workbook pages 36–37



Lesson 7 **Functional language**

1 3.3 Listen to the questions and number the answers. Then listen and check.

A Yes, I think so. I play for the school team. ☐
B Yes, I have. I did one at school last year. ☐
C Of course. I've done a bit of horse-riding and I also play basketball. ☐
D Tomorrow?! ☐
E No, I haven't, but I've been to lots of camps. I've done lots of different activities – sports, acting and painting. 1
F I can also do first aid. ☐

Check-up challenge

1 Read and circle the correct words.

Well, here I am at Adventure Camp. I've been [1] **swimming** / **camping** in the mountains – the [2] **view** / **camp** from the top was amazing! We've done forest walks, too. I've seen some amazing [3] **landscape** / **wildlife** – there are lots of animals here. I've used a [4] **compass** / **camera** to find my way. It's fun to be an [5] **explorer** / **teacher**, but I don't want to get lost!

I've been camping in the forest, too. It's quite difficult to [6] **put up** / **get up** a tent! And I've slept in a [7] **rucksack** / **sleeping bag** – it wasn't very comfortable! I've also learnt to cook on the camp fire. Last night I made dinner and it was [8] **horrible** / **delicious**! Everyone liked it.

2 Write true sentences about you. Then add two more things you've done.

1 try / camping *I've tried camping. / I've never tried camping.*
2 climb / a tree
3 visit / another country
4 write / a blog
5 travel / by boat
6 sleep / under the stars
7
8

36 Unit 3

3 Imagine you are interviewing an explorer. Write questions and answers.

You: [1] *Have you ever seen a snake?* (see / a snake)
Explorer: Yes, _____.
You: [2] _____ (be / on TV)
Explorer: No, _____.
You: [3] _____ (travel / across Africa)
Explorer: Yes, _____.
You: [4] _____ (swim / with sharks)
Explorer: No, _____.
You: [5] _____ (write / a book)
Explorer: Yes, _____.

What I can do!

Put a tick (✓) or a cross (×).

differentiate between fact and opinion	☐	use irregular past participles	☐
describe life experiences	☐	write a blog post	☐
ask and answer about experiences	☐	act out an interview	☐

In this unit, my favourite activity is: _____.
Something I did well: _____.
Something I could improve: _____.

Unit 3 37

Check-up challenge

1 Read and circle the correct words.

Answers: 1 camping **2** view **3** wildlife **4** compass **5** explorer **6** put up **7** sleeping bag **8** delicious

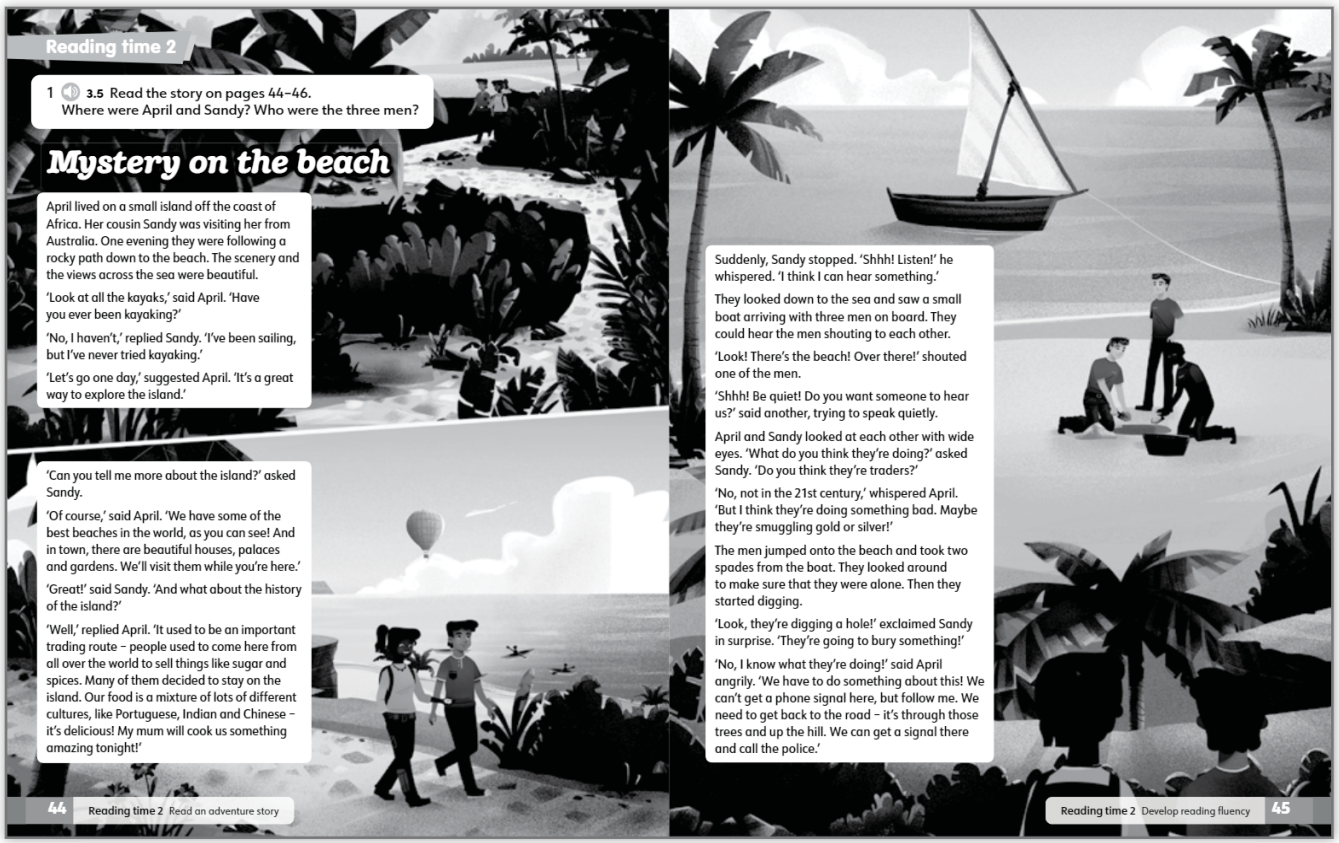
2 Write true sentences about you. Then add two more things you've done.

Answers: Children's own answers.

3 Imagine you are interviewing an explorer. Write questions and answers.

Answers: 1 Have you ever seen a snake? Yes, I have. **2** Have you ever been on TV? No, I haven't. **3** Have you ever travelled across Africa? Yes, I have. **4** Have you ever swum with sharks? No, I haven't. **5** Have you ever written a book? Yes, I have.

Pupil's Book pages 44–46



Reading time 2

1 3.5 Read the story on pages 44–46.
Where were April and Sandy? Who were the three men?

Mystery on the beach

April lived on a small island off the coast of Africa. Her cousin Sandy was visiting her from Australia. One evening they were following a rocky path down to the beach. The scenery and the views across the sea were beautiful.

'Look at all the kayaks,' said April. 'Have you ever been kayaking?'

'No, I haven't,' replied Sandy. 'I've been sailing, but I've never tried kayaking.'

'Let's go one day,' suggested April. 'It's a great way to explore the island.'

'Can you tell me more about the island?' asked Sandy.

'Of course,' said April. 'We have some of the best beaches in the world, as you can see! And in town, there are beautiful houses, palaces and gardens. We'll visit them while you're here.'

'Great!' said Sandy. 'And what about the history of the island?'

'Well,' replied April. 'It used to be an important trading route – people used to come here from all over the world to sell things like sugar and spices. Many of them decided to stay on the island. Our food is a mixture of lots of different cultures, like Portuguese, Indian and Chinese – it's delicious! My mum will cook us something amazing tonight!'

44 Reading time 2 Read an adventure story

Suddenly, Sandy stopped. 'Shhh! Listen!' he whispered. 'I think I can hear something.'

They looked down to the sea and saw a small boat arriving with three men on board. They could hear the men shouting to each other.

'Look! There's the beach! Over there!' shouted one of the men.

'Shhh! Be quiet! Do you want someone to hear us?' said another, trying to speak quietly.

April and Sandy looked at each other with wide eyes. 'What do you think they're doing?' asked Sandy. 'Do you think they're traders?'

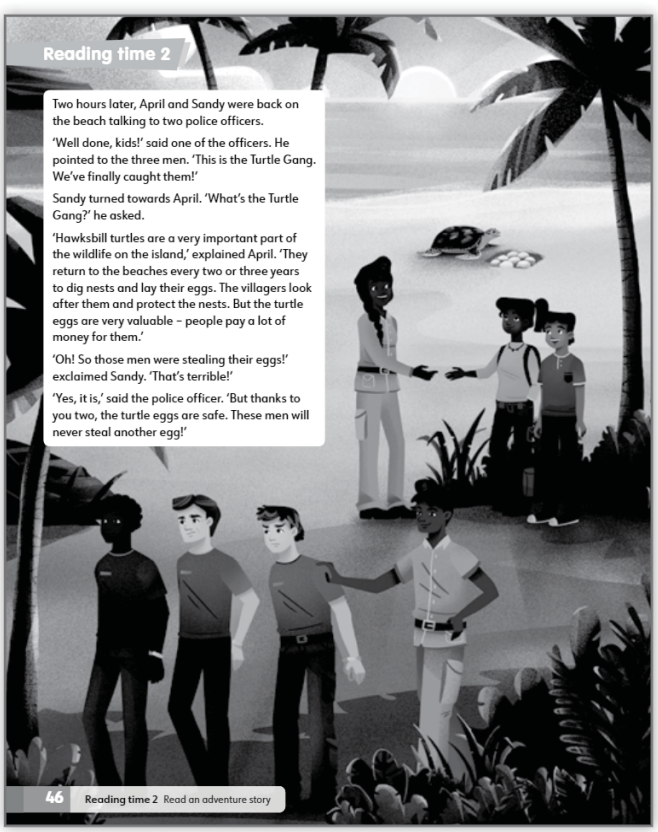
'No, not in the 21st century,' whispered April. 'But I think they're doing something bad. Maybe they're smuggling gold or silver!'

The men jumped onto the beach and took two spades from the boat. They looked around to make sure that they were alone. Then they started digging.

'Look, they're digging a hole!' exclaimed Sandy in surprise. 'They're going to bury something!'

'No, I know what they're doing!' said April angrily. 'We have to do something about this! We can't get a phone signal here, but follow me. We need to get back to the road – it's through those trees and up the hill. We can get a signal there and call the police.'

Reading time 2 Develop reading fluency 45



Reading time 2

Two hours later, April and Sandy were back on the beach talking to two police officers.

'Well done, kids!' said one of the officers. He pointed to the three men. 'This is the Turtle Gang. We've finally caught them!'

Sandy turned towards April. 'What's the Turtle Gang?' he asked.

'Hawksbill turtles are a very important part of the wildlife on the island,' explained April. 'They return to the beaches every two or three years to dig nests and lay their eggs. The villagers look after them and protect the nests. But the turtle eggs are very valuable – people pay a lot of money for them.'

'Oh! So those men were stealing their eggs!' exclaimed Sandy. 'That's terrible!'

'Yes, it is,' said the police officer. 'But thanks to you two, the turtle eggs are safe. These men will never steal another egg!'

46 Reading time 2 Read an adventure story

Learning objectives: Read an adventure story; Develop reading fluency

Warm-up: Name five

- Write the following on the board: *endangered animals*, *countries in Africa*, *animals that lay eggs*. Clarify meaning.
- Divide the class into pairs. Give the children five minutes to think of a total of five things from each category on the board (e.g. tigers, whales, pandas, elephants, gorillas, Nigeria, Zimbabwe, Kenya, Morocco, Ethiopia, turtles, frogs, snakes, fish, birds).
- Elicit feedback and write their answers on the board.

1 3.5 Read the story on pages 44–46. Where were April and Sandy? Who were the three men?

Pre-reading

- Refer the children to the pictures on pages 44–46. Tell them that they can predict what happens in the story by looking at the pictures. Ask *What do you think the relationship is between the two children? Where are they? What country do you think they are in? Is the beach in the pictures similar to the beaches in your country? Do you think the three men in T-shirts are tourists? Why? / Why not? What are they doing?*

- Have the children turn to page 46 and ask What animal can you see? *Why do you think there are police officers on the beach? Why? did they arrest the three men?*
- Point out the turtle and the eggs. Ask *Have you ever seen a turtle on the beach?*

While reading

- Explain to the children that there may be some words they do not understand in the text, but that shouldn't stop them because they are reading for enjoyment.
- The children read the first part of the story on pages 44–45 individually.
- Ask *Does Sandy live in Europe?* (*No, he lives in Australia.*) *Are the two children friends or family?* (*Family; they are cousins.*) *Has the island always been a tourist place?* (*No, people used to sell things like sugar and spices there.*) *Are the three men on the beach traders?* (*no*)
- Ask them which of their predictions in the previous activity were correct. Ask *Where are April and Sandy?* (*On a small island off the coast of Africa.*)
- The children continue reading the story on page 46. Ask *Who were the three men? (the Turtle Gang – men who wanted to steal turtle eggs) Why do you think they were stealing turtle eggs?* (*Turtle eggs are very valuable. People pay a lot of money for them.*)

Post-reading

- Ask *Do you like the story? Why? / Why not?* Elicit answers.
- Divide the class into small groups and have the children summarise the main points of the story. They should say one sentence for each of the four texts. April's cousin Sandy visited her home on a small island off the coast of Africa. She told him about the island and its history. They saw three men digging a hole on the beach. The children called the police, who caught the men and stopped them stealing turtle eggs.

Teaching star!

Mixed ability

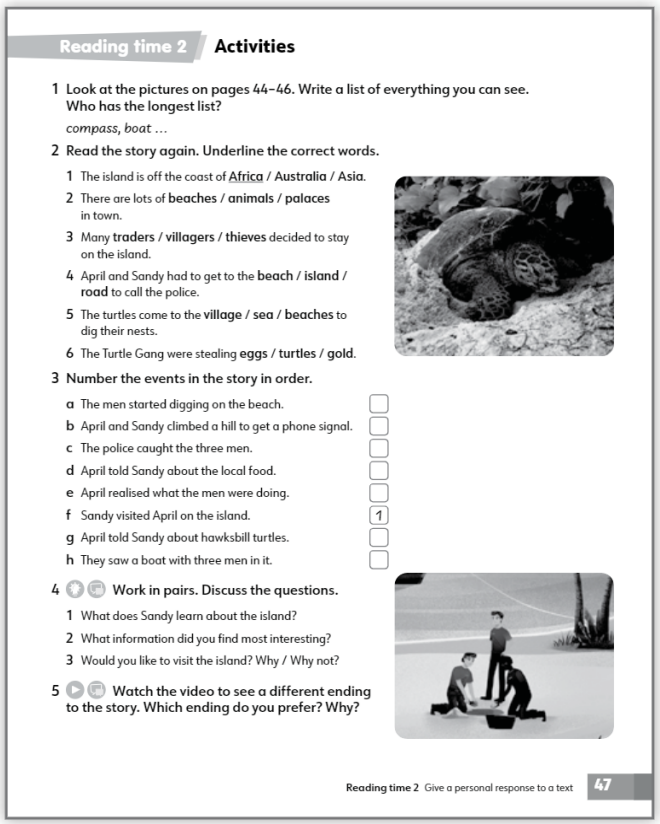
- Make sure all the children are taking part. When asking questions, ask one child directly so he / she can gain confidence and participate more.
- Ask individual children questions at random round the class. This will keep the children alert.
- Make sure you pay attention to all the children, not only the more confident ones or those who are sitting in front of you.

Cooler: Describing characters

- The children make a list of adjectives describing the characters in the story: Sandy, April, and the three men (e.g. Sandy and April: brave, clever; the three men: bad, greedy).

Reading time 2 / Activities

Pupil's Book page 47



Reading time 2 Activities

1 Look at the pictures on pages 44–46. Write a list of everything you can see. Who has the longest list?

compass, boat …

2 Read the story again. Underline the correct words.

1 The island is off the coast of Africa / Australia / Asia.
2 There are lots of **beaches** / **animals** / **palaces** in town.
3 Many **traders** / **villagers** / **thieves** decided to stay on the island.
4 April and Sandy had to get to the **beach** / **island** / **road** to call the police.
5 The turtles come to the **village** / **sea** / **beaches** to dig their nests.
6 The Turtle Gang were stealing **eggs** / **turtles** / **gold**.

3 Number the events in the story in order.

a The men started digging on the beach. ☐
b April and Sandy climbed a hill to get a phone signal. ☐
c The police caught the three men. ☐
d April told Sandy about the local food. ☐
e April realised what the men were doing. ☐
f Sandy visited April on the island. 1
g April told Sandy about hawksbill turtles. ☐
h They saw a boat with three men in it. ☐

4 Work in pairs. Discuss the questions.

1 What does Sandy learn about the island?
2 What information did you find most interesting?
3 Would you like to visit the island? Why / Why not?

5 Watch the video to see a different ending to the story. Which ending do you prefer? Why?

Reading time 2 Give a personal response to a text 47

Learning objectives: Give a personal response to a text

Resources: Reading time 2 video; Video activity worksheet

Warm-up: We're going to the beach and we're taking …

- Say that the whole class is going to the beach. Ask *What should we take?* Write on the board *We're going to the beach and we're taking …*
- Volunteers come to the front and add items, e.g. *sandals*, *suncream*, *swimming costumes*, *camera*, *shorts*, *snorkel*, *beach ball*, *sunglasses*.

1 Look at the pictures on pages 44–46. Write a list of everything you can see. Who has the longest list?

- Read out the example (*compass*, *boat*) and ask the children to find these things in the pictures on pages 44–46.
- In pairs, the children continue the list and then count how many items they have.
- Elicit feedback and see who has the longest list.

2 Read the story again. Underline the correct words.

- Read out the first sentence in Activity 2. Ask where the answer, *Africa*, is in the text (the first sentence of the story on page 44).
- The children read the other sentences and underline the correct words.
- Check answers as a class. Have children go back to the story and say where they found the information to support their answers.

Answers: 1 Africa **2** palaces **3** traders **4** road **5** beaches **6** eggs

3 Number the events in the story in order.

- The children read the sentences individually. Clarify meaning if necessary.
- Read out number 1 and ask *What's next?* The children can go back to the story if necessary. They number the rest of the sentences in order and compare their answers with a partner.
- Check answers as a class.

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

4 Work in pairs. Discuss the questions.

- Read out the three questions. Answer the third question with your own ideas.
- The children discuss their answers in pairs. While they do this, circulate, monitor and help.

5 Watch the video to see a different ending to the story. Which ending do you prefer? Why?

Before the video

- Tell the children they are going to watch a video with a different ending.
- Have the children say everything they know about turtles. Ask *Why are turtles an endangered species?* (*because their nests are destroyed / turtles are caught in fishing lines / people steal their eggs*) *Where do turtles live?* (*on beaches / in the sea / all over the world*) *What do they eat?* (*plants, grass, fish, insects*)

During the video

- Play the video and have the children focus on what is different from the story in their Pupil's Books.
- Ask *Why did Sandy and April think the men were stealing the eggs?* (*because they were digging a hole and the children thought they were going to take the eggs*) *Do you think it was a good idea to call the police?* (*yes*) *Why? / Why not?* (*because they didn't know the men were rangers, they thought they were stealing the turtle eggs*) *Were the police angry with Sandy and April?* (*no*) *Why did the rangers put up fences around the turtles' nests?* (*so people couldn't walk over them*) *Why did the rangers come when it was getting dark?* (*because they were working all day and night on different beaches*)
- Elicit answers and play the video again, pausing if necessary.

After the video

- Ask the children which ending they liked more and why. Ask *Do you think Sandy and April will be good rangers? Why? / Why not?*

Videoscript

'Look! They're digging a hole!' exclaimed Sandy in surprise. 'They're going to bury something!' April was furious.

'They aren't burying anything!' she whispered angrily. 'They're going to steal the turtle eggs! Have you got a signal on your phone?'

Sandy looked quickly at his phone. 'No!' he cried. 'It doesn't work here.'

'We have got to do something now!' exclaimed April. 'Follow me back to the road. It's through those trees and up the hill. We can get a signal there.'

Two hours later, April and Sandy were back on the beach with the three men and a police officer. But everyone was looking very relaxed.

'We're very sorry,' said April. 'This is really embarrassing. I thought they were stealing the turtle eggs!' The police officer laughed.

'We're very happy that you made a mistake ... These men are rangers. They protect the turtles ...

'Look! They've put up fences around the turtles' nests.'

'So people can't walk over them!' said April, beginning to understand.

'That's right,' said the police officer. 'And they've set alarms so no one can steal the eggs.'

'But why did they come when it was getting dark?' asked Sandy.

'Because they've worked all day and night on different beaches,' explained the police officer. 'There are a lot of turtle nests round here and they all need protection.'

Then one of the three men spoke to the children.

'Thank you for phoning the police. It was the right thing to do ...

'If you ever see anything you're not sure about on the beach, please call this emergency number.'

'Oh,' said April in surprise. 'So, you're not angry with us?'

'No, of course not,' laughed the man. 'These turtles are wonderful animals and too many people have stolen their eggs ...

'I'm going to make you both special turtle rangers. Here's a badge for you both!'

'Thank you so much,' said April and Sandy, smiling happily.

Cooler: Anagrams

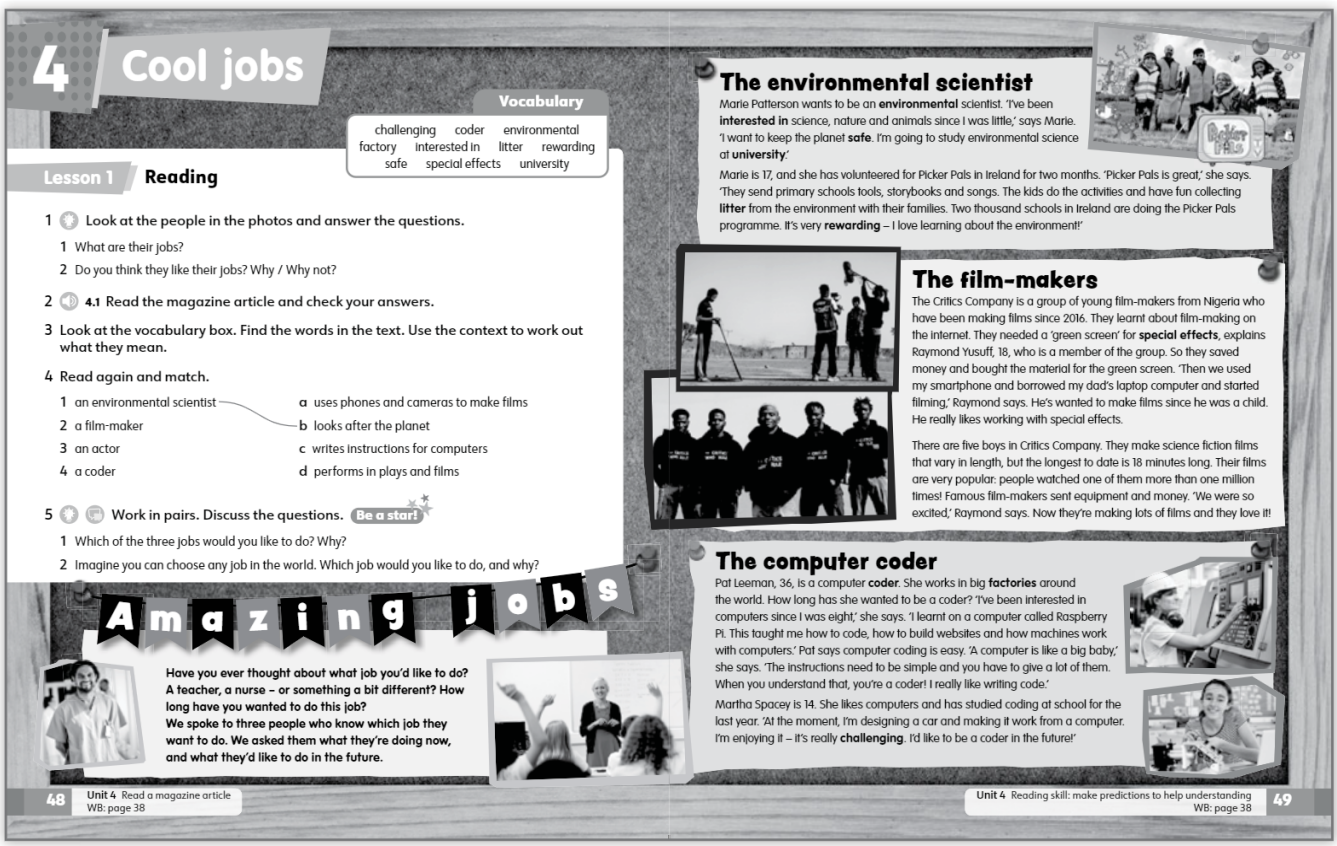


- Divide the class into two teams.
- Write the following scrambled words on the board: *eacpla*, *taredr*, *uttrel*, *dsilna*, *oiplce*, *ents* (*palace*, *trader*, *turtle*, *island*, *police*, *nest*).
- The first child to put his / her hand up for each word and give the correct answer wins a point for their team. The team with the most points wins.

4 Cool jobs

Lesson 1 Reading

Pupil's Book pages 48–49



***Learning objectives*:** Read a magazine article; Reading skill: make predictions to help understanding

***Vocabulary*:** challenging, coder, environmental, factory, interested in, litter, rewarding, safe, special effects, university

***Resources*:** Vocabulary 1 worksheet

Warm-up: What do we have in common?

- Have the children brainstorm all the jobs they know. Write a list on the board.
- Work as a class and make a list of what is the same about these jobs (e.g. doctors and nurses work in hospitals; chefs and artists create things).

1 Look at the people in the photos and answer the questions.

- Refer the children to the photos on pages 48–49. Ask *What are the people in the first picture on page 49 doing? Where are they?* Elicit answers from the children.
- Ask similar questions about each of the other photos.
- Refer the children to the questions in Activity 1. Read out the first question and elicit answers. Have the children read the job titles in the coloured headings.
- Read out the second question. Elicit answers from the children.

2 4.1 Read the magazine article and check your answers.

- Have the children read the article to check their ideas. Explain that they don't need to understand every word.
- The children underline the words and expressions that tell us if the people like or dislike their jobs.
- Play the audio if children need additional support.

Answers: The environmental scientist: Marie Patterson likes her job because she's been interested in science, nature and animals since she was little. It's also very rewarding – she loves learning about the environment.
The film-makers: Raymond Yusuff likes his job because he's wanted to make films since he was a child. He really likes working with special effects.
The computer coder: Pat Leeman likes her job because she's been interested in computers since she was eight. It's easy and she really likes writing code.

3 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

- Children scan the text to find the words in the vocabulary box.
- Ask children to look at the words before and after the words in bold to help them work out their meaning from the context.
- Have the children explain the meaning of the words in bold and check their answers in the dictionary on page 156 of the Pupil's Book.

4 Read again and match.

- Have the children match the two columns. They complete the activity individually, then check their answers in pairs.
- Check answers as a class.

Answers: 1 b **2** a **3** d **4** c

5 Work in pairs. Discuss the questions.

Be a star!

- Have the children discuss the questions in pairs.
- Ask volunteers to share their answers.

Teaching star!

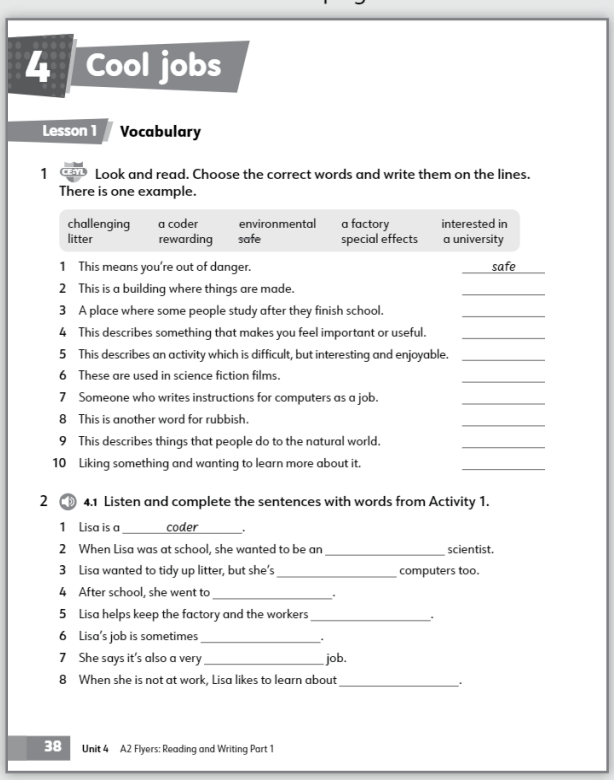
Pairwork

- Have the children share answers in pairs before they feed back to the whole class.
- Pair more confident learners with less confident ones. More confident pupils can help their partner.
- Checking in pairs first also allows less confident children to feel more comfortable sharing their ideas with the whole class.

Cooler: Brainstorming

- Write the following headings on the board: *environmental scientist, film-maker, computer coder.*
- Have the children say all the words they can think of related to each job (e.g. environmental scientist – planet, nature; film-maker – camera, special effects; computer coder – computer, website).
- The children write sentences about each job using the information on the board.

Workbook page 38



4 Cool jobs

Lesson 1 Vocabulary

1 CE:YL Look and read. Choose the correct words and write them on the lines. There is one example.

challenging, litter, a coder, rewarding, environmental, safe, a factory, special effects, interested in, a university

1 This means you're out of danger. *safe*
2 This is a building where things are made. _____
3 A place where some people study after they finish school. _____
4 This describes something that makes you feel important or useful. _____
5 This describes an activity which is difficult, but interesting and enjoyable. _____
6 These are used in science fiction films. _____
7 Someone who writes instructions for computers as a job. _____
8 This is another word for rubbish. _____
9 This describes things that people do to the natural world. _____
10 Liking something and wanting to learn more about it. _____

2 4.1 Listen and complete the sentences with words from Activity 1.

1 Lisa is a *coder*.
2 When Lisa was at school, she wanted to be an _____ scientist.
3 Lisa wanted to tidy up litter, but she's _____ computers too.
4 After school, she went to _____.
5 Lisa helps keep the factory and the workers _____.
6 Lisa's job is sometimes _____.
7 She says it's also a very _____ job.
8 When she is not at work, Lisa likes to learn about _____.

38 Unit 4 A2 Flyers: Reading and Writing Part 1

1 CE:YL Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps the children prepare for Part 1 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

Answers: 1 safe **2** a factory **3** a university **4** rewarding **5** challenging **6** special effects **7** a coder **8** litter **9** environmental **10** interested in

2 4.1 Listen and complete the sentences with words from Activity 1.

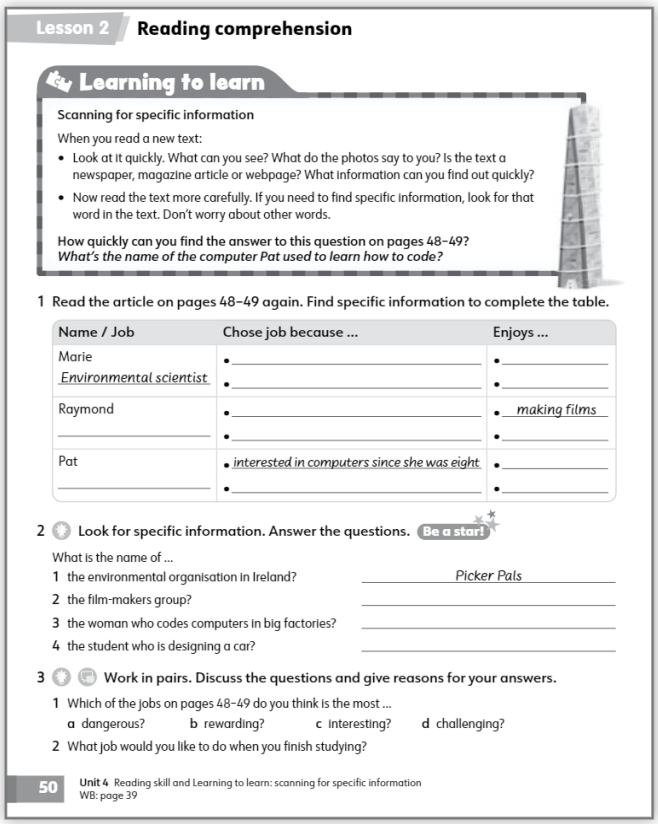
Audioscript

My name is Lisa Barton and I'm a coder. I work at one of the same factories as Pat Leeman. She's the computer coder here and she writes instructions for our computers. When I was at school, I wanted to be an environmental scientist and discover new ways to stop litter from getting into our rivers and oceans But I'm interested in computers too, so, I went to university to study to be a coder. So, that's what I do now – I help Pat build websites and check how our computers work with the machines. The machines have to work to keep the factory and the workers safe. It can be difficult sometimes – working with computers is sometimes challenging, but it's also a very rewarding job. When I'm not working, I like using my computer at home to learn about things like the special effects we see in films.

Answers: 1 coder **2** environmental **3** interested in **4** university **5** safe **6** challenging **7** rewarding **8** special effects

Lesson 2 Reading comprehension / Learning to learn

Pupil's Book page 50



Lesson 2 Reading comprehension

Learning to learn

Scanning for specific information

When you read a new text:

- Look at it quickly. What can you see? What do the photos say to you? Is the text a newspaper, magazine article or webpage? What information can you find out quickly?
- Now read the text more carefully. If you need to find specific information, look for that word in the text. Don't worry about other words.

How quickly can you find the answer to this question on pages 48–49?
What's the name of the computer Pat used to learn how to code?

1 Read the article on pages 48–49 again. Find specific information to complete the table.

Name / Job	Chose job because ...	Enjoys ...
Marie *Environmental scientist*	• _____ • _____	• _____ • _____
Raymond _____	• _____ • _____	• *making films* • _____
Pat _____	• *interested in computers since she was eight* • _____	• _____ • _____

2 Look for specific information. Answer the questions. Be a star!

What is the name of ...

1 the environmental organisation in Ireland? *Picker Pals*
2 the film-makers group? _____
3 the woman who codes computers in big factories? _____
4 the student who is designing a car? _____

3 Work in pairs. Discuss the questions and give reasons for your answers.

1 Which of the jobs on pages 48–49 do you think is the most ...
a dangerous? b rewarding? c interesting? d challenging?
2 What job would you like to do when you finish studying?

50 Unit 4 Reading skill and Learning to learn: scanning for specific information
WB: page 39

***Learning objectives*:** Reading skill and Learning to learn: scanning for specific information

Warm-up: Dictation

- Dictate the words in the vocabulary box in Unit 4, Lesson 1 (page 48).
- Write the words on the board and have the children exchange their dictation in pairs and check answers.

Learning to learn

Scanning for specific information

- Read out the information in the *Learning to learn* box.
- Ask *How do you find specific information in a text? Is it necessary to read every word? Do you need to know the meaning of each word in the text?*
- Explain that scanning for specific information is a reading skill that will help children answer questions without having to understand every word in a text.

How quickly can you find the answer to this question on pages 48–49? *What's the name of the computer Pat used to learn how to code?*

- Read out the question in the *Learning to learn* box. Give the children 30 seconds to find the answer on pages 48–49 of their Pupil's Book.
- Check the answer as a class and ask the children to tell you where in the text they found the answer.

Answer: Raspberry Pi

1 Read the article on pages 48–49 again. Find specific information to complete the table.

- Refer the children to the table and read out the headings. Then say *Marie wants to be an environmental scientist.* Elicit why she chose that job and why she enjoys it. If children remember, let them tell you and then confirm their answers when they read the text again.
- Set a time limit of ten minutes for the task. Elicit key words that the children should keep in mind as they scan the text to find the answers (e.g. choose / chose; enjoy / like).
- The children read the text again and complete the table. They compare answers in small groups.
- Check answers as a class.

Answers:

Name	Chose job because ...	Enjoys ...
Marie Environmental scientist	wants to keep the planet safe it's very rewarding	learning about the environment volunteering
Raymond film-maker	wanted to make films since he was a child	making films working with special effects
Pat computer coder	interested in computers since she was eight	writing code finds it to be easy

2 Look for specific information. Answer the questions. Be a star!

- Refer the children to the first question. Ask *In which section of the magazine article can you find the answer to this question?* (*The environmental scientist*) Ask the children to identify the information in the text that helped them answer this question (Marie is 17, and she has volunteered for Picker Pals in Ireland for two months.).
- Read the remaining questions. The children scan the magazine article for the information needed to answer the questions. Have them complete the activity individually.
- Check answers as a class.

Answers: 1 Picker Pals **2** The Critics Company **3** Pat Leeman **4** Martha Spacey

3 Work in pairs. Discuss the questions and give reasons for your answers.

- Ask the children *Which of the jobs on pages 48–49 do you think is the most dangerous? Why?* Encourage them to answer with *because …* (e.g. *I think being an environmental scientist is the most dangerous job because you sometimes have to work in difficult situations.*)
- The children work in pairs to ask and answer the questions using because and giving reasons for their answers.
- While they do this, circulate, monitor and help.
- Have volunteer pairs come to the front to ask and answer.
- Ask *Which job would you like to do when you finish studying? Why?* Provide ideas if necessary (e.g. doctor, dentist, chef, nurse, teacher, painter). Have the children answer using *because* and giving reasons.

Teaching star!

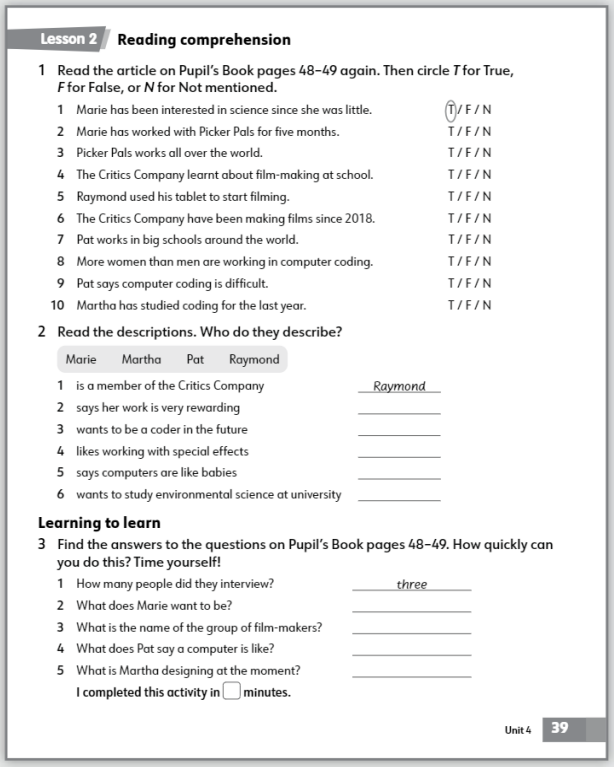
Mixed ability

- Walk around the classroom while the children are asking and answering questions and make a note of their mistakes under the following headings: *Grammar*, *Words and phrases*, *Pronunciation*. Then correct mistakes as a class.
- This will allow you to evaluate their strengths and weaknesses as a class. It also means that children will not be shown up in front of the whole class for making a particular mistake.

Cooler: It's dangerous because …

- Write on the board: *dangerous*, *challenging*, *rewarding*.
- Divide the class into groups of four or five children and give them two to three minutes to brainstorm other jobs that are dangerous (e.g. firefighter, diver), challenging (e.g. lawyer, surgeon) and rewarding (e.g. artist, doctor).
- Elicit feedback and ask the children to give reasons for their answers.

Workbook page 39



Lesson 2 **Reading comprehension**

1 **Read the article on Pupil's Book pages 48–49 again. Then circle *T* for True, *F* for False, or *N* for Not mentioned.**

1 Marie has been interested in science since she was little. (T) / F / N
2 Marie has worked with Picker Pals for five months. T / F / N
3 Picker Pals works all over the world. T / F / N
4 The Critics Company learnt about film-making at school. T / F / N
5 Raymond used his tablet to start filming. T / F / N
6 The Critics Company have been making films since 2018. T / F / N
7 Pat works in big schools around the world. T / F / N
8 More women than men are working in computer coding. T / F / N
9 Pat says computer coding is difficult. T / F / N
10 Martha has studied coding for the last year. T / F / N

2 **Read the descriptions. Who do they describe?**

Marie Martha Pat Raymond

1 is a member of the Critics Company *Raymond*
2 says her work is very rewarding _____
3 wants to be a coder in the future _____
4 likes working with special effects _____
5 says computers are like babies _____
6 wants to study environmental science at university _____

Learning to learn

3 **Find the answers to the questions on Pupil's Book pages 48–49. How quickly can you do this? Time yourself!**

1 How many people did they interview? *three*
2 What does Marie want to be? _____
3 What is the name of the group of film-makers? _____
4 What does Pat say a computer is like? _____
5 What is Martha designing at the moment? _____

I completed this activity in ☐ minutes.

Unit 4 39

1 Read the article on Pupil's Book pages 48–49 again. Then circle *T* for True, *F* for False, or *N* for Not mentioned.

Answers: 1 T **2** F **3** F **4** F **5** F **6** F **7** F **8** N **9** F **10** T

2 Read the descriptions. Who do they describe? Some names can be used more than once.

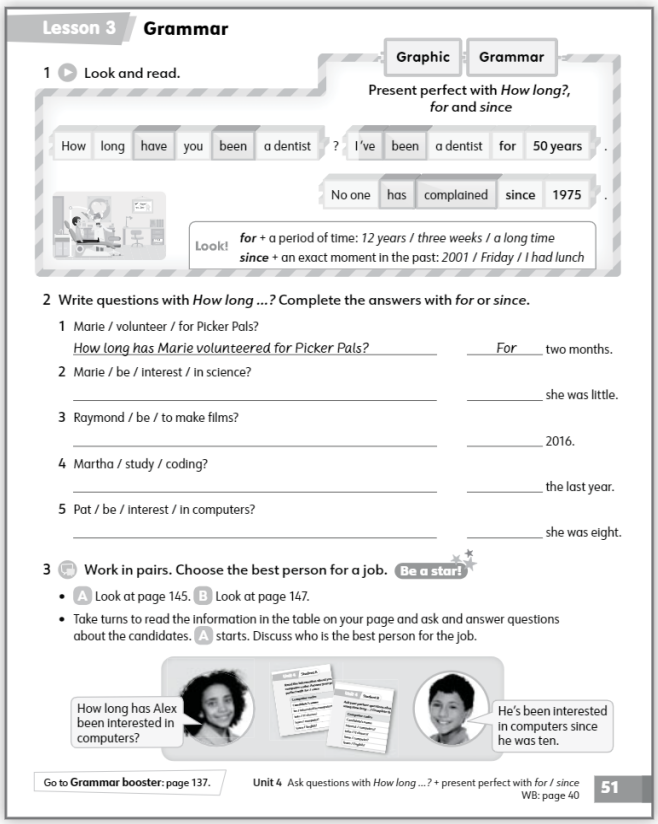
Answers: 1 Raymond **2** Marie **3** Martha **4** Raymond **5** Pat **6** Marie

3 Find the answers to the questions on Pupil's Book pages 48–49. How quickly can you do this? Time yourself!

Answers: 1 three **2** an environmental scientist **3** the Critics Company **4** a big baby **5** a car

Lesson 3 Grammar

Pupil's Book page 51



Learning objectives: Ask questions with *How long ...?* + present perfect with *for / since*

Grammar: Present perfect with *How long?*, *for* and *since*

Review vocabulary: the world of work

Resources: Graphic Grammar video; Grammar 1 Worksheet

Warm-up: Bingo!

- Play *Bingo!* (see Games bank, pages 14–17) with the names of jobs (e.g. environmental scientist, film-maker, computer coder, nurse, teacher, dentist, doctor, lawyer, photographer, artist, engineer, chef, businessman / business woman, plumber).

1 Look and read.

- Refer the children to the picture in Activity 1. Ask *Where is the young man? How do you think he feels? Who is the old man in the white coat? What is he going to do?*
- Read out the question in the *Graphic Grammar* box. Draw the children's attention to the blue boxes and have them notice the position of the verbs *have* and *been*.
- Ask *Which sentence answers the question 'How long ...'?* (*the first sentence*) *Which answer refers to an exact moment in the past?* (*the second sentence*)
- Say *We use* for *to express how long* (*50 years*). *We use* since *to say when something started in the past* (*1975*) *and is still true now.*
- Have the children look back at the reading texts on pages 48–49 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If you have access to the class video, read out the question and the two sentences in the *Graphic Grammar* box in the Pupil's Book. Tell children they are going to watch the video. Ask *Why do you think the young man was nervous?*
- Play the video. Elicit answers (the dentist is very old).
- Ask *How long has the old man been a dentist? When was the last time someone complained?* Elicit answers and have the children notice the difference between *for* and *since*.
- Play the video again and have the children repeat the sentences.

2 Write questions with *How long ...?* Complete the answers with *for* or *since*.

- Read out the example question and answer in Activity 2. Ask *Is 2 months a period of time or an exact moment in the past?* (*a period of time*)
  Then have them read the prompts in number 2.
  Say the following and let the children complete the phrases: *We start questions with ...* (*How long*). *'Marie' is ...* (*the subject*). *'be' is ....* (*the verb*). *What is the past participle of 'be'?* (*been*) Have the children make the question.
  Then read out the answer (... she was little). Ask *Is this a period of time or an exact moment in the past?* (*an exact moment in the past*) The children complete the answer with *since*.
- The children complete the activity individually. Then have them compare answers in pairs.
- Check answers as a class.

Answers: 1 How long has Marie volunteered for Picker Pals? For two months. **2** How long has Marie been interested in science? Since she was little. **3** How long has Raymond wanted to make films? Since he was a child. **4** How long has Martha studied coding? For the last year. **5** How long has Pat been interested in computers? Since she was eight.

3 Work in pairs. Choose the best person for a job. Be a star!

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 145 and have Student B turn to page 147.
- Read out the instructions and the example dialogue so the children have an understanding of how to play the game. The children read the information (at the top of the page) about their candidate for a summer

job as a computer coder. Then they take turns to share information and ask questions about their partner's candidate, using *How long* and the information at the bottom of the page. Their partner answers the questions about their own candidate using the present perfect with *for* / *since* and the information at the top of the page.

- Allow time for the children to complete the game.

Answers: Alex Martins: He's been interested in computers since he was ten years old. He's been taking IT classes for 6 years. He's had a computer since he was a child. He's been learning English since he was five.
Marta Andersen: She's been interested in computers since she was twelve years old. She's been taking IT classes for 10 years. She's had a computer since she was a child. She's been learning English since she was seven years old.

Teaching star!

Pairwork

- Some children might have mixed feelings about working with a partner. When they have finished Activity 3, write the following on the board and have the children complete the sentences on a piece of paper: *I like / don't like working on my own because ... I like / don't like working in pairs because ...*
- Tell the children that they don't have to write their names if they don't want to. Collect their answers and see what you can do to improve pairwork in your class.

Grammar booster

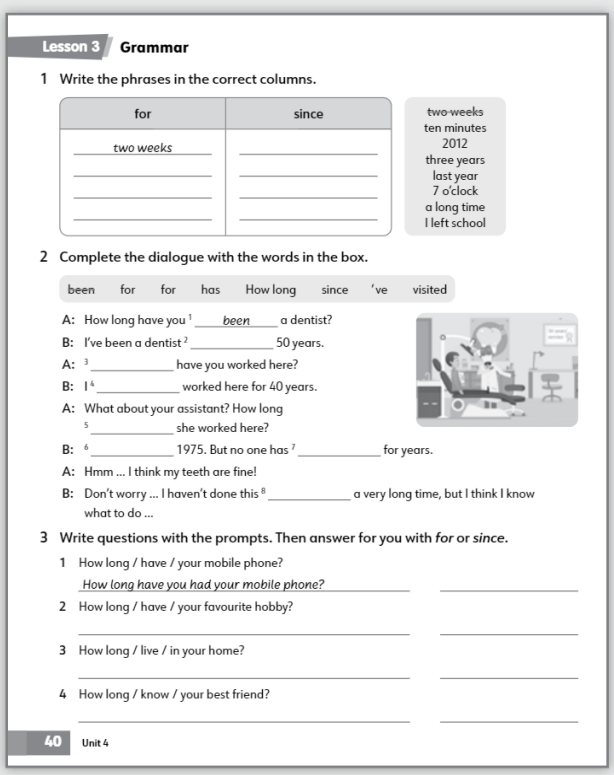
Ask the children to turn to page 137 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 1 How long, for **2** since **3** for **4** since, How long **5** for **6** How long, since

Cooler: How long has Lili ... ?

- Write the following information on the board:
  Lili ...
  live in Texas 2003
  move to Paris 2006
  study French 2004
  start playing the drums 2010
- The children read the information and write sentences using the present perfect (e.g. *Lili has lived in Paris since 2006. Lili has studied French for 13 years. Lili has played the drums for seven years.*)
- Volunteers read out their sentences.

Workbook page 40



Lesson 3 **Grammar**

1 Write the phrases in the correct columns.

for	since
two weeks	

two weeks
ten minutes
2012
three years
last year
7 o'clock
a long time
I left school

2 Complete the dialogue with the words in the box.

been for for has How long since 've visited

A: How long have you [1] been a dentist?
B: I've been a dentist [2] _____ 50 years.
A: [3] _____ have you worked here?
B: I [4] _____ worked here for 40 years.
A: What about your assistant? How long [5] _____ she worked here?
B: [6] _____ 1975. But no one has [7] _____ for years.
A: Hmm ... I think my teeth are fine!
B: Don't worry ... I haven't done this [8] _____ a very long time, but I think I know what to do ...

3 Write questions with the prompts. Then answer for you with *for* or *since*.

1 How long / have / your mobile phone?
How long have you had your mobile phone? _____
2 How long / have / your favourite hobby?
_____ _____
3 How long / live / in your home?
_____ _____
4 How long / know / your best friend?
_____ _____

40 Unit 4

Grammar reference:

Remind the children that they can refer to the grammar reference on page 121 while completing these Workbook activities.

1 Write the phrases in the correct columns.

Answers: for: two weeks, ten minutes, three years, a long time **since**: 2012, last year, 7 o'clock, I left school

2 Complete the dialogue with the words in the box.

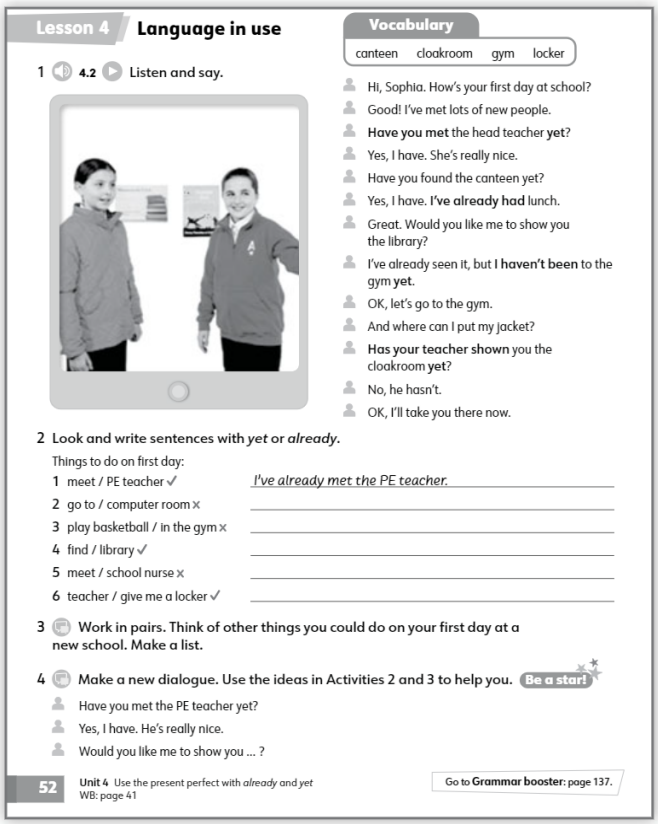
Answers: 1 been **2** for **3** How long **4** 've **5** has **6** Since **7** visited **8** for

3 Write questions with the prompts. Then answer for you with *for* or *since*.

Answers: 1 How long have you had your mobile phone? **2** How long have you had your favourite hobby? **3** How long have you lived in your home? **4** How long have you known your best friend?; Children's own answers.

Lesson 4 Language in use

Pupil's Book page 52



Lesson 4 Language in use

1 4.2 Listen and say.

Vocabulary: canteen cloakroom gym locker

Hi, Sophia. How's your first day at school?
Good! I've met lots of new people.
Have you met the head teacher **yet**?
Yes, I have. She's really nice.
Have you found the canteen yet?
Yes, I have. **I've already had** lunch.
Great. Would you like me to show you the library?
I've already seen it, but **I haven't been** to the gym **yet**.
OK, let's go to the gym.
And where can I put my jacket?
Has your teacher shown you the cloakroom **yet**?
No, he hasn't.
OK, I'll take you there now.

2 Look and write sentences with *yet* or *already*.

Things to do on first day:
1 meet / PE teacher ✓ *I've already met the PE teacher.*
2 go to / computer room ×
3 play basketball / in the gym ×
4 find / library ✓
5 meet / school nurse ×
6 teacher / give me a locker ✓

3 Work in pairs. Think of other things you could do on your first day at a new school. Make a list.

4 Make a new dialogue. Use the ideas in Activities 2 and 3 to help you. Be a star!

Have you met the PE teacher yet?
Yes, I have. He's really nice.
Would you like me to show you ... ?

52 Unit 4 Use the present perfect with *already* and *yet* WB: page 41

Go to **Grammar booster**: page 137.

***Learning objectives*:** Use the present perfect with *already* and *yet*

***Vocabulary*:** canteen, cloakroom, gym, locker

***Resources*:** Language in use video; Grammar 2 Worksheet

Warm-up: Disappearing sentences

- Play *Disappearing sentences* (see Games bank, pages 14–17) with sentences from Lessons 1–3.

Vocabulary

- Refer the children to the vocabulary box.
- Read out an example sentence for each word (see Pupil's Book dictionary, page 156). Elicit a definition for the words.
- The children check the definitions in the dictionary.
- Then use the dictionary to give definitions in the following order to elicit the words: *locker*, *gym*, *cloakroom*, *canteen*.

1 4.2 Listen and say.

- Refer the children to the picture in Activity 1. Ask *Who can you see?* (*Sophia and Alice*) *Where are they? What do you think they are talking about?*
- The children listen to the dialogue and follow in their books. They check if their ideas were correct.
- The children read the dialogue individually. Have them notice the present perfect with *already* and *yet*. Elicit what word is at the end of the questions and negative sentences (*yet*). Refer them to the words in bold.
- Focus on *I've already had lunch* and elicit that we use *already* in a positive sentence, after *have* and before the past participle. Ask *Has Sophia had lunch?* (*yes*)
- Play the audio again, pausing after each line for the children to repeat. Then they practise in pairs.

- Ask: *Where are the girls? Who is Sophia? What has she done today?* Children watch the video and answer the questions (at school; a new pupil; met the head teacher, found the canteen, had lunch, seen the library).
- Play the video again. Children repeat, copying all intonation and body language as closely as possible.

2 Look and write sentences with *yet* or *already*.

- The children read the prompts in Activity 2 and say if they are affirmative or negative. (the ticks and crosses)
- Then have a volunteer read out the example sentence. Elicit what word they have to use for affirmative sentences (*already*) and for negative sentences (*yet*).
- The children write the sentences. Elicit answers.

Answers: 1 I've already met the PE teacher. **2** I haven't been / gone to the computer room yet. **3** I haven't played basketball in the gym yet. **4** I've already found the library. **5** I haven't met the school nurse yet. **6** The teacher has already given me a locker.

3 Work in pairs. Think of other things you could do on your first day at a new school. Make a list.

- The children work in pairs and make a list.
- Have volunteers read out their ideas.

4 Make a new dialogue. Use the ideas in Activities 2 and 3 to help you.

Be a star!

- Tell the children that they are going to make a new dialogue.
- Invite volunteers to read out the model dialogue.
- Have pairs take turns to make a new dialogue with the ideas in Activities 2 and 3.

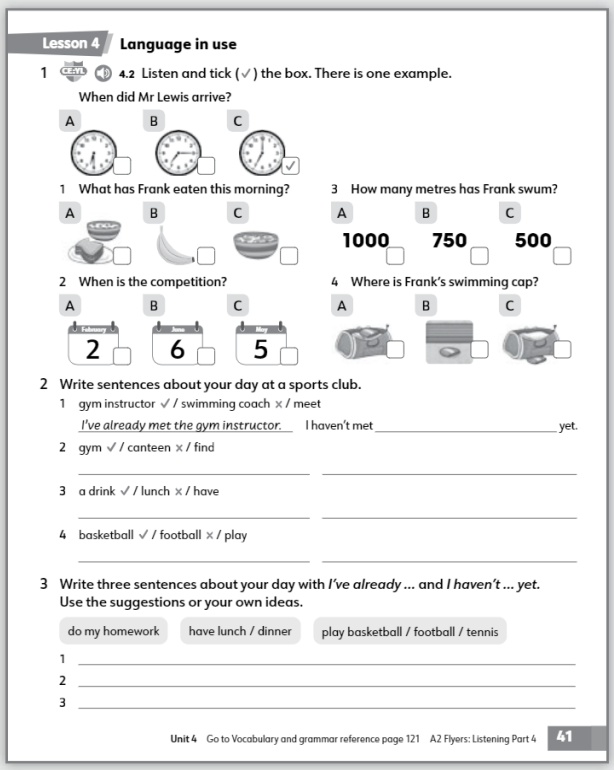
Grammar booster

Ask the children to turn to page 137 of their Pupil's Book to complete Activities 2 and 3. Alternatively, you may wish to have the children complete this activity at home.

Answers: 2 1 I've already met the instructor. 2 I haven't found a locker yet. 3 I've already seen the swimming pool. 4 I've already had lunch in the canteen. 5 I haven't played basketball in the gym yet. 6 I haven't played tennis with David yet.; **3** (Suggested answers) 1 How long have you been a

student at this school? I've been a student here since I was seven. 2 How long have you been studying English? 3 Have you met the maths teacher yet? 4 How long have you known me? 5 Have you had breakfast yet? 6 How long have you been playing basketball?; Student's own answers.

Workbook page 41



Lesson 4 Language in use

1 CE:YL 4.2 Listen and tick (✓) the box. There is one example.

When did Mr Lewis arrive?

A B C

1 What has Frank eaten this morning?

A B C

2 When is the competition?

A B C

February 2 June 6 May 5

3 How many metres has Frank swum?

A 1000 B 750 C 500

4 Where is Frank's swimming cap?

A B C

2 Write sentences about your day at a sports club.

1 gym instructor ✓ / swimming coach × / meet

I've already met the gym instructor. I haven't met _____ yet.

2 gym ✓ / canteen × / find

3 a drink ✓ / lunch × / have

4 basketball ✓ / football × / play

3 Write three sentences about your day with *I've already ...* and *I haven't ... yet.* Use the suggestions or your own ideas.

do my homework | have lunch / dinner | play basketball / football / tennis

1 _____

2 _____

3 _____

Unit 4 Go to Vocabulary and grammar reference page 121 A2 Flyers: Listening Part 4 41

Grammar reference:

Remind the children that they can refer to the grammar reference on page 121 while completing these Workbook activities.

1 CE:YL 4.2 Listen and tick (✓) the box. There is one example.

This activity helps the children prepare for Part 4 of the Listening paper of the Cambridge English A2 Flyers exam.

Audioscript

When did Mr Lewis arrive?

Boy: *Hello Mr Lewis! I'm really sorry – Mum and I left the house at half past six, but there was so much traffic.*

Man: *That's OK. It's only quarter past seven, so you haven't missed that much.*

Boy: *How long have you been here?*

Man: *I've been here since seven o'clock.*

Can you see the tick? Now you listen and tick the box.

1 What has Frank eaten this morning?

Man: *OK everyone! I hope you've had a big breakfast! You've got a lot of swimming to do.*

Boy: *I've had toast AND cereal, Mr Lewis.*

Man: *That's great! Did you eat a banana like I told you to?*

Boy: *Not yet – I've got one in my bag. I'm going to eat it now before we start.*

2 When is the competition?

Man: *Right! I'd like you meet Mr Richards – you haven't met him before – he's a new coach and he's going to help us get ready for the competition. He's been a coach here since February this year, but he's worked with lots of other different swimming clubs.*

Boy: *Hello Mr Richards. Is the competition in June, Mr Lewis?*

Man: *No, it isn't – it's in May so we need to start working hard!*

3 How many metres has Frank swum?

Man: *That's great work, Frank.*

Boy: *How many metres have I swum? It feels like one thousand!*

Man: *You haven't finished yet! You've already done 750 metres – just 500 more to go.*

Boy: *500?!*

4 Where is Frank's swimming cap?

Man: *Great work today, everyone – you've worked really hard. Be sure to pack everything – your towels, swimming caps ... and don't forget any clothes!*

Boy: *Oh no! I've lost my favourite swimming cap.*

Girl: *Are you sure you haven't packed it in your bag already?*

Boy: *No, I haven't. ... And it's not on the floor.*

Man: *There it is – it's under your bag!*

Boy: *Thanks, Coach!*

Answers: 1 A **2** C **3** B **4** C

2 Write sentences about your day at a sports club. Use the verbs in the box.

Answers: 1 I've already met the gym instructor; the swimming coach **2** I've already found the gym. I haven't found the canteen yet. **3** I've already had a drink. I haven't had lunch yet. **4** I've already played basketball. I haven't played football yet.

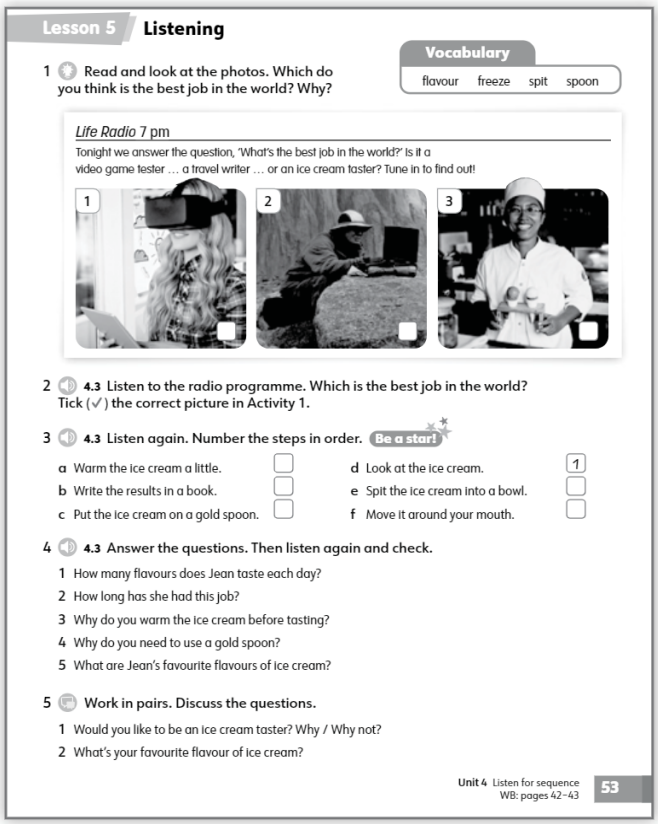
3 Write three sentences about your day with *I've already ...* and *I haven't ... yet.* Use the suggestions or your own ideas.

Cooler: Quick memory game

- Play the Quick memory game (see Games bank) with words from Lessons 1 and 4.

Lesson 5 Listening

Pupil's Book page 53



Lesson 5 Listening

1 Read and look at the photos. Which do you think is the best job in the world? Why?

Vocabulary: flavour freeze spit spoon

Life Radio 7 pm
Tonight we answer the question, 'What's the best job in the world?' Is it a video game tester … a travel writer … or an ice cream taster? Tune in to find out!

1 2 3

2 4.3 Listen to the radio programme. Which is the best job in the world? Tick (✓) the correct picture in Activity 1.

3 4.3 Listen again. Number the steps in order. Be a star!

a Warm the ice cream a little.
b Write the results in a book.
c Put the ice cream on a gold spoon.
d Look at the ice cream. 1
e Spit the ice cream into a bowl.
f Move it around your mouth.

4 4.3 Answer the questions. Then listen again and check.

1 How many flavours does Jean taste each day?
2 How long has she had this job?
3 Why do you warm the ice cream before tasting?
4 Why do you need to use a gold spoon?
5 What are Jean's favourite flavours of ice cream?

5 Work in pairs. Discuss the questions.

1 Would you like to be an ice cream taster? Why / Why not?
2 What's your favourite flavour of ice cream?

Unit 4 Listen for sequence WB: pages 42–43 53

Learning objectives: Listen for sequence

***Vocabulary*:** flavour, freeze, spit, spoon

Warm-up: Physical spelling

- Play *Physical spelling* (see Games bank, pages 14–17) with different ice cream flavours (e.g. chocolate, strawberry, raspberry, mango, coffee, banana, coconut).

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 156). Elicit a definition for the words.
- Children check the definitions in the dictionary on page 156.

1 Read and look at the photos. Which do you think is the best job in the world? Why?

- Refer children to the photos in Activity 1. Ask *What jobs do you think they do?* (*video game tester*, *travel writer*, *ice cream tester*)
- Read out the text above the photos. Do a class survey to find out which of the jobs the children think is the best.

2 4.3 Listen to the radio programme. Which is the best job in the world? Tick (✓) the correct picture in Activity 1.

- Play the audio.
- Children tick the correct picture.

Audioscript

Narrator*:** ***OK, everyone, now it's time for us to answer our big question: What's the best job in the world? … A-a-a-a-n-d … the best job is … ice cream taster! Yes, Jean Hunt has the best job in the world! She works in a factory where she tastes 60 ice creams every day. I went to meet Jean. It's ten o'clock in the morning and she's already tasted ten ice creams! On a typical day, she tastes 20 different flavours, with three samples of each flavour. Jean, you're tasting chocolate now.

***Jean*:** *That's right.*

Narrator*:** ***Have you decided which flavour is the best yet?

***Jean*:** *No, I haven't. I've still got one more to try.*

***Narrator*:** *How much ice cream have you tasted since you got this job?*

***Jean*:** *Well, I've had the job for 15 years, so I've eaten a lot of ice cream!*

***Narrator*:** *Do you ever get bored of ice cream?*

***Jean*:** *Never! I love the challenge of finding the best flavours. I know that ice cream makes people happy, so it's a rewarding job in lots of ways.*

Narrator*:** ***Can you explain to us what you do?

***Jean*:** *Yes, of course. There are three stages to tasting ice cream. First, you look at it. If the ice cream doesn't look good, don't eat it. Next, you warm the ice cream a little. If you eat 60 samples of freezing ice cream, your mouth freezes and you get a terrible headache. Ouch, it hurts! Finally, you taste the ice cream. I use a gold spoon because it hasn't got any taste. Wooden and plastic spoons have their own taste, so you can't taste the ice cream flavours properly. So, you put the ice cream in your mouth, move it around a little, then spit it out into a bowl. Then I write what I think in a notebook.*

Narrator*:** ***What's your favourite flavour?

***Jean*:** *I'm always interested in trying new flavours – I tasted tea-flavoured ice cream last week. But my favourite are fruit flavours. Apple, pear, mango – they all make good ice cream.*

Narrator*:** ***And when you go home, do you eat ice cream?

***Jean*:** *Of course I do!*

***Narrator*:** *Thank you, Jean …*

Answer: Picture 3

3 4.3 Listen again. Number the steps in order.

Be a star!

- The children read the sentences individually.
- Have a volunteer read the example answer 1. Then elicit what the last stage in the procedure is (write the results in a book).
- Have the children number the rest of the stages in order.
- The children compare their answers in pairs.
- Check answers as a class.

Answers: a 2 **b** 6 **c** 3 **d** 1 **e** 5 **f** 4

4 4.3 Answer the questions. Then listen again and check.

- The children read the questions and underline the question words. Tell them that they can find the answer more easily if they know what the question refers to. Help them remember the purpose of each question word (*How many*: quantity / the number of, *How long*: a period of time: *Why*: reasons; *What*: which thing).
- Play the audio. The children check their answers.
- Check answers as a class.

Answers: 1 20 different flavours. **2** For 15 years. **3** Because a lot of cold ice cream can give you a headache. **4** Because gold doesn't have a taste. **5** Fruit flavours, such as apple, pear and mango.

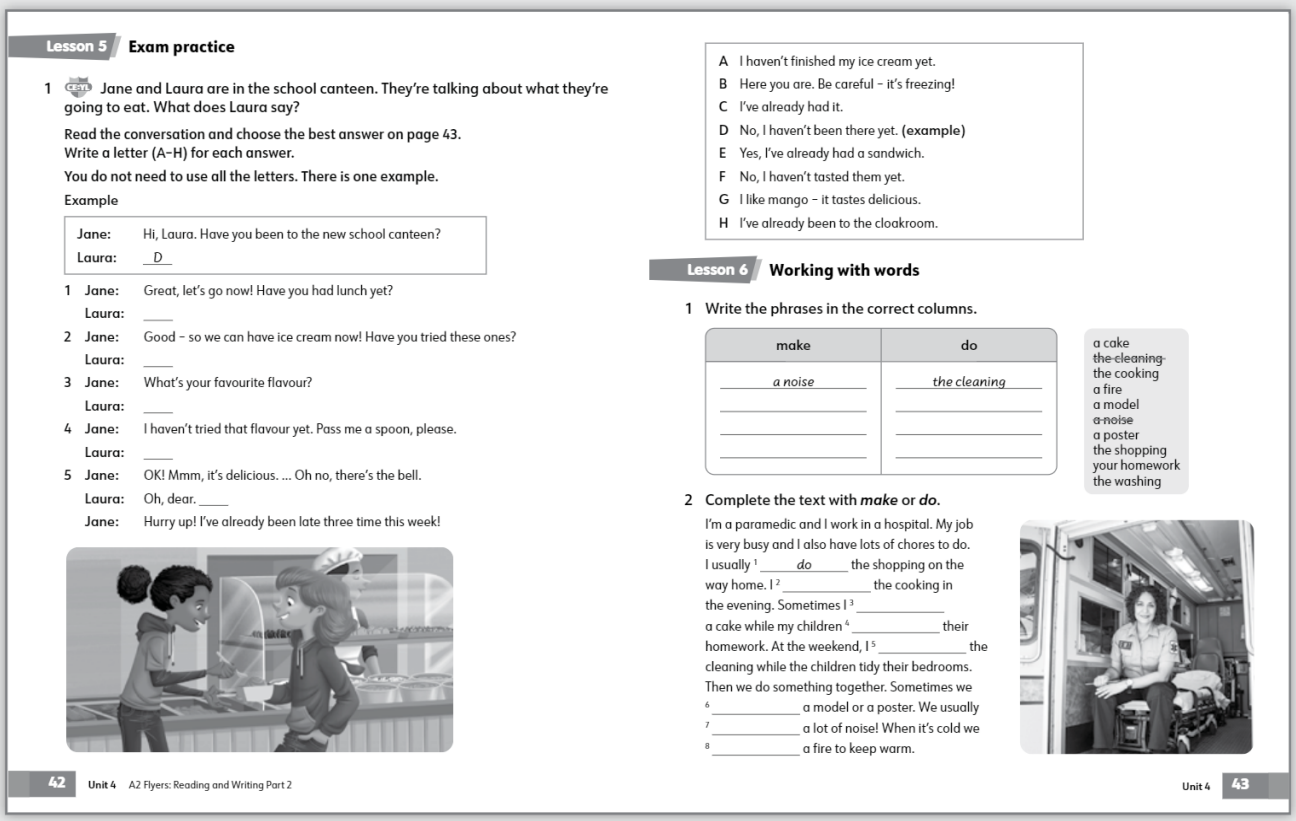
5 Work in pairs. Discuss the questions.

- The children ask and answer the questions in pairs.

Cooler: What's the next word?

- Play *What's the next word?* (see Games bank, pages 14–17) with the audio from this lesson.

Workbook pages 42–43



Lesson 5 Exam practice

1 CE:YL Jane and Laura are in the school canteen. They're talking about what they're going to eat. What does Laura say?

Read the conversation and choose the best answer on page 43.
Write a letter (A–H) for each answer.
You do not need to use all the letters. There is one example.

Example

Jane: Hi, Laura. Have you been to the new school canteen?
Laura: D

1 Jane: Great, let's go now! Have you had lunch yet?
Laura: ____
2 Jane: Good – so we can have ice cream now! Have you tried these ones?
Laura: ____
3 Jane: What's your favourite flavour?
Laura: ____
4 Jane: I haven't tried that flavour yet. Pass me a spoon, please.
Laura: ____
5 Jane: OK! Mmm, it's delicious. ... Oh no, there's the bell.
Laura: Oh, dear. ____
Jane: Hurry up! I've already been late three time this week!

A I haven't finished my ice cream yet.
B Here you are. Be careful – it's freezing!
C I've already had it.
D No, I haven't been there yet. **(example)**
E Yes, I've already had a sandwich.
F No, I haven't tasted them yet.
G I like mango – it tastes delicious.
H I've already been to the cloakroom.

Lesson 6 Working with words

1 Write the phrases in the correct columns.

make	do
a noise	*the cleaning*

a cake
~~the cleaning~~
the cooking
a fire
a model
~~a noise~~
a poster
the shopping
your homework
the washing

2 Complete the text with ***make*** or ***do***.

I'm a paramedic and I work in a hospital. My job is very busy and I also have lots of chores to do. I usually [1] *do* the shopping on the way home. I [2] _____ the cooking in the evening. Sometimes I [3] _____ a cake while my children [4] _____ their homework. At the weekend, I [5] _____ the cleaning while the children tidy their bedrooms. Then we do something together. Sometimes we [6] _____ a model or a poster. We usually [7] _____ a lot of noise! When it's cold we [8] _____ a fire to keep warm.

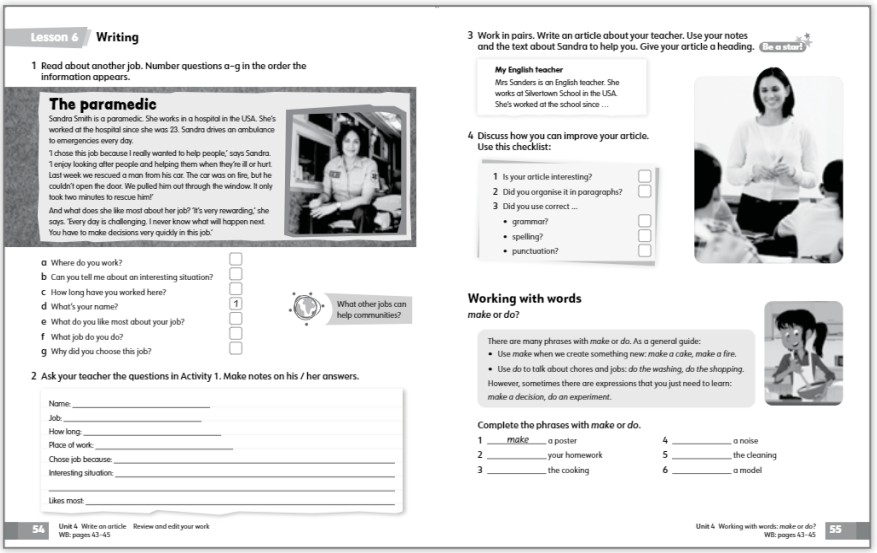
1 CE:YL Jane and Laura are in the school canteen. They're talking about what they're going to eat. What does Laura say?
Read the conversation and choose the best answer on page 43.
Write a letter (A–H) for each answer. You do not need to use all the letters. There is one example.

This activity helps the children prepare for Part 2 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

Answers: 1 E **2** F **3** G **4** B **5** A

Lesson 6 Writing / Working with words

Pupil's Book pages 54–55


Lesson 6 Writing

1 Read about another job. Number questions a–g in the order the information appears.

The paramedic

Sandra Smith is a paramedic. She works in a hospital in the USA. She's worked at the hospital since she was 23. Sandra drives an ambulance to emergencies every day.

'I chose this job because I really wanted to help people,' says Sandra. 'I enjoy looking after people and helping them when they're ill or hurt. Last week we rescued a man from his car. The car was on fire, but he couldn't open the door. We pulled him out through the window. It only took two minutes to rescue him!'

And what does she like most about her job? 'It's very rewarding,' she says. 'Every day is challenging. I never know what will happen next. You have to make decisions very quickly in this job.'

a Where do you work?
b Can you tell me about an interesting situation?
c How long have you worked here?
d 1 What's your name?
e What do you like most about your job?
f What job do you do?
g Why did you choose this job?

What other jobs can help communities?

2 Ask your teacher the questions in Activity 1. Make notes on his / her answers.

Name: _____
Job: _____
How long: _____
Place of work: _____
Chose job because: _____
Interesting situation: _____
_____
_____
Likes most: _____

54 Unit 4 Write an article Review and edit your work WB: pages 43–45

3 Work in pairs. Write an article about your teacher. Use your notes and the text about Sandra to help you. Give your article a heading. Be a star!

My English teacher
Mrs Sanders is an English teacher. She works at Silvertown School in the USA. She's worked at the school since ...

4 Discuss how you can improve your article. Use this checklist:

1 Is your article interesting?
2 Did you organise it in paragraphs?
3 Did you use correct ...
- grammar?
- spelling?
- punctuation?

Working with words
make or *do*?

There are many phrases with *make* or *do*. As a general guide:
- Use *make* when we create something new: *make a cake, make a fire.*
- Use *do* to talk about chores and jobs: *do the washing, do the shopping.*

However, sometimes there are expressions that you just need to learn: *make a decision, do an experiment.*

Complete the phrases with *make* or *do*.

1 ___make___ a poster
2 _____ your homework
3 _____ the cooking
4 _____ a noise
5 _____ the cleaning
6 _____ a model

Unit 4 Working with words: *make* or *do*? WB: pages 43–45 55

Learning objectives: Write an article; Review and edit your work; Working with words: *make* or *do*?

Resources: Working with words worksheet

1 Read about another job. Number questions a–g in the order the information appears.

- Refer the children to the photo of the woman on page 54. Ask *What do you think her job is?* Where does she work? *What does she do?*
- The children read the text quickly and answer the questions (a paramedic; in a hospital; she drives an ambulance to emergencies, she helps people who are ill or hurt).
- Check answers as a class.

Answers: a 3 **b** 6 **c** 4 **d** 1 **e** 7 **f** 2 **g** 5

2 Ask your teacher the questions in Activity 1. Make notes on his / her answers.

- Have the children ask you the questions in Activity 1 and make notes of the answers you give. Allow them enough time to do this. Remind them that they do not need to write down every word you say, just the important information. Check answers with the class.

3 Work in pairs. Write an article about your teacher. Use your notes and the text about Sandra to help you. Give your article a heading.

Be a star!

- Read out the model text and elicit ideas for finishing it.
- Divide the class into pairs and have them use their notes from Activity 2 to write their article. Circulate, monitor and help.
- If children need more support, elicit example sentences for each section of the article and write them on the board.
- Children copy the text into their notebooks.

Suggested answer:
My English teacher
Mrs Sanders is an English teacher. She works at Silvertown School in the USA. She's worked at the school since 2008.
'I chose this job because I love working with children,' says Mrs Sanders. 'I enjoy teaching and helping people to read. Last week I taught the children in my class how to read and write 'hello' in Chinese – we don't always learn English!'
And what does she like most about her job? 'I never get bored,' she says. 'The children are always full of surprises.'

4 Discuss how you can improve your article. Use this checklist:

- Children check their work against the checklist.
- Conduct feedback as a class.

Working with words

make or *do*?

- Children look at the picture. Ask *What's she doing?* (*making a cake*)
- Read the information in the blue box.

Complete the phrases with *make* or *do*.

- The children complete the expressions.
- Check answers as a class.

Answers: 1 make **2** do **3** do **4** make **5** do **6** make

ESDC

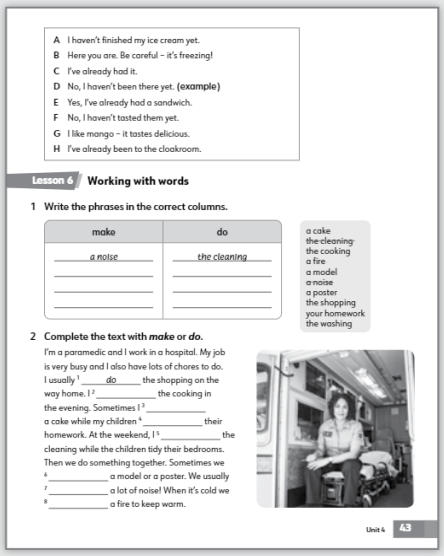
What other jobs can help communities?

Introduce the children to Sustainable Development Goal 9: *Industry, innovation and infrastructure.* Ask: *What other jobs can help communities?* This question helps the children recognise how jobs can be a part of positive action in their communities.

- Have the children recall what they've learnt in the unit. Elicit other jobs that help communities, such as sanitation workers, public transport workers, nursery leaders. Ask the children how they would help their community in one of these jobs.

Possible answers: Children may have several ideas. Guide them to connect their interests to specific jobs.

Workbook pages 43–45



A I haven't finished my ice cream yet.
B Here you are. Be careful – it's freezing!
C I've already had it.
D No, I haven't been there yet. **(example)**
E Yes, I've already had a sandwich.
F No, I haven't tasted them yet.
G I like mango – it tastes delicious.
H I've already been to the cloakroom.

Lesson 6 **Working with words**

1 Write the phrases in the correct columns.

make	do
a noise	*the cleaning*

a cake
the cleaning
the cooking
a fire
a model
a noise
a poster
the shopping
your homework
the washing

2 Complete the text with ***make*** or ***do***.

I'm a paramedic and I work in a hospital. My job is very busy and I also have lots of chores to do. I usually [1] *do* the shopping on the way home. I [2] _____ the cooking in the evening. Sometimes I [3] _____ a cake while my children [4] _____ their homework. At the weekend, I [5] _____ the cleaning while the children tidy their bedrooms. Then we do something together. Sometimes we [6] _____ a model or a poster. We usually [7] _____ a lot of noise! When it's cold we [8] _____ a fire to keep warm.

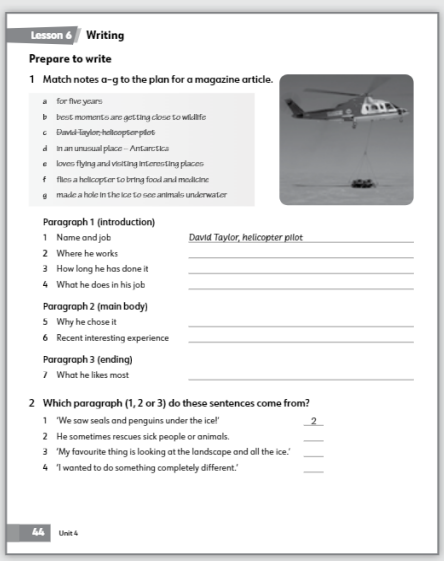
Unit 4 43

1 Write the phrases in the correct columns.

Answers: make: a noise, a cake, a fire, a model, a poster **do**: the cleaning, the cooking, the shopping, the washing, your homework

2 Complete the text with *make* or *do*.

Answers: 1 do **2** do **3** make **4** do **5** do **6** make **7** make **8** make



Lesson 6 **Writing**

Prepare to write

1 Match notes a–g to the plan for a magazine article.

a for five years
b best moments are getting close to wildlife
c David Taylor, helicopter pilot
d in an unusual place – Antarctica
e loves flying and visiting interesting places
f flies a helicopter to bring food and medicine
g made a hole in the ice to see animals underwater

Paragraph 1 (introduction)
1 Name and job *David Taylor, helicopter pilot*
2 Where he works
3 How long he has done it
4 What he does in his job

Paragraph 2 (main body)
5 Why he chose it
6 Recent interesting experience

Paragraph 3 (ending)
7 What he likes most

2 Which paragraph (1, 2 or 3) do these sentences come from?
1 'We saw seals and penguins under the ice!' 2
2 He sometimes rescues sick people or animals.
3 'My favourite thing is looking at the landscape and all the ice.'
4 'I wanted to do something completely different.'

44 Unit 4

Prepare to write

1 Match notes a–g to the plan for a magazine article.

- Go over the magazine article plan. Elicit what information is in each paragraph.
- The children find the corresponding information in the notes and complete the plan.

Answers: 1 c **2** d **3** a **4** f **5** e **6** g **7** b

2 Which paragraph (1, 2 or 3) do these sentences come from?

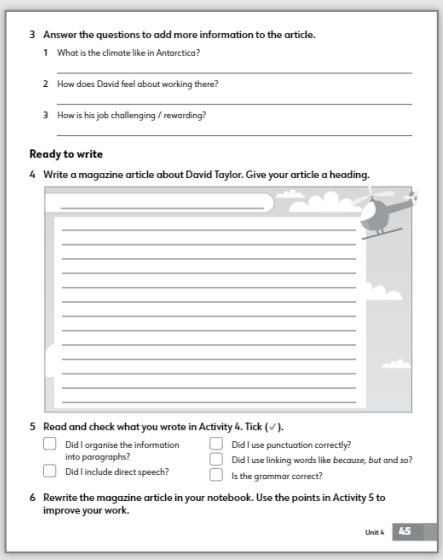
- Read out the first sentence. Ask *Which information in the plan does it match*? (*Recent interesting experience*). Elicit which paragraph this is from (2, the main body).
- Children match the remaining sentences to the paragraphs in the plan.

Answers: 1 2 **2** 1 **3** 3 **4** 2

3 Answer the questions to add more information to the article.

- The children read the questions and answer them using their own ideas.

Suggested answers: 1 It's extremely cold. **2** He enjoys it, but sometimes it is difficult and lonely. **3** He loves flying, he sees interesting places and wildlife. He brings food and medicine to people in need.



3 Answer the questions to add more information to the article.
1 What is the climate like in Antarctica?
2 How does David feel about working there?
3 How is his job challenging / rewarding?

Ready to write

4 Write a magazine article about David Taylor. Give your article a heading.

5 Read and check what you wrote in Activity 4. Tick (✓).
☐ Did I organise the information into paragraphs?
☐ Did I include direct speech?
☐ Did I use punctuation correctly?
☐ Did I use linking words like *because*, *but* and *so*?
☐ Is the grammar correct?

6 Rewrite the magazine article in your notebook. Use the points in Activity 5 to improve your work.

Unit 4 45

Ready to write

4 Write a magazine article about David Taylor. Give your article a heading.

- The children use the information from Activities 1–3 to write their article.

5 Read and check what you wrote in Activity 4. Tick (✓).

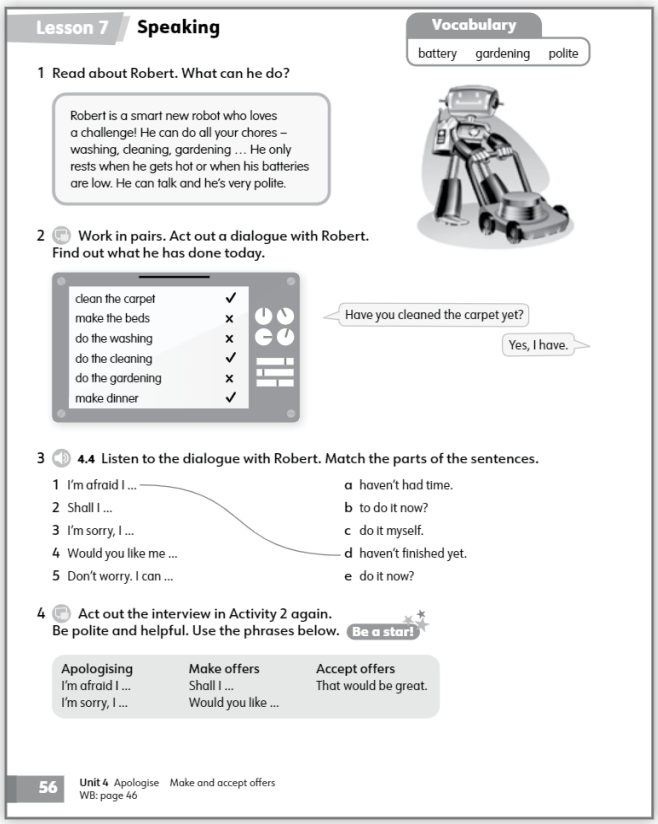
- The children check their work against the checklist and make a note of any necessary changes.

6 Rewrite the magazine article in your notebook. Use the points in Activity 5 to improve your work.

- The children write a final version in their notebooks.

Lesson 7 Speaking

Pupil's Book page 56


Lesson 7 Speaking

Vocabulary: battery gardening polite

1 Read about Robert. What can he do?

Robert is a smart new robot who loves a challenge! He can do all your chores – washing, cleaning, gardening … He only rests when he gets hot or when his batteries are low. He can talk and he's very polite.

2 Work in pairs. Act out a dialogue with Robert. Find out what he has done today.

clean the carpet ✓
make the beds ×
do the washing ×
do the cleaning ✓
do the gardening ×
make dinner ✓

Have you cleaned the carpet yet?
Yes, I have.

3 4.4 Listen to the dialogue with Robert. Match the parts of the sentences.

1 I'm afraid I … a haven't had time.
2 Shall I … b to do it now?
3 I'm sorry, I … c do it myself.
4 Would you like me … d haven't finished yet.
5 Don't worry. I can … e do it now?

4 Act out the interview in Activity 2 again. Be polite and helpful. Use the phrases below. Be a star!

Apologising	Make offers	Accept offers
I'm afraid I …	Shall I …	That would be great.
I'm sorry, I …	Would you like …	

56 Unit 4 Apologise Make and accept offers WB: page 46

***Learning objectives*:** Apologise; Make and accept offers

***Vocabulary*:** battery, gardening, polite

***Resources*:** Vocabulary 2 worksheet

Warm-up: I can …!

- The children write down three things they can do well (e.g. *I can run fast*, *I can cook*, *I can swim*).
- Have class feedback and write the things they can do well on the board. What can most children do well?

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 156). Elicit a definition for the words.
- Children check the definitions in the dictionary on page 156.
- Then use the dictionary to give definitions in the following order to elicit the words: *polite*, *gardening*, *battery*.

1 Read about Robert. What can he do?

- Refer the children to the picture in Activity 1. Ask *What can you see?* (*a robot*) *What is it doing?* (*gardening / cutting the grass*) *Have you seen a robot like this in real life?* Elicit answers.
- The children read the text in the box and underline what the robot can do.
- Check answers as a class.

Answers: washing, cleaning, gardening, talk

2 Work in pairs. Act out a dialogue with Robert. Find out what he has done today.

- Tell the children they are going to act out a dialogue with Robert the robot. Divide the class into pairs and have them decide who is going to be the robot and who is going to be the interviewer.
- Have the children read the list of chores and notice if the chores have a tick or a cross. Then ask children if they remember how to make questions using the present perfect. If necessary, ask children to look at the dialogue on page 52 of their Pupil's Books. Remind them of the correct word order and the use of *yet*.
- Role-play part of the activity with a confident child for the class to see how it works. Read out the text in the speech bubbles. Have the child ask you one or two more questions from the list. Make your voice sound like a robot when answering the question.
- Have some volunteers come to the front and act out the dialogue.

3 4.4 Listen to the dialogue with Robert. Match the parts of the sentences.

- Tell children they are going to listen to a dialogue with Robert. Ask them to think about how it is different to their dialogues in Activity 2.
- Play the audio and elicit feedback (the speakers are more polite and helpful).
- Play the audio again. Children match the parts of the sentences.
- Check answers with the class. Elicit what expressions the speakers use to be more polite and helpful.

Audioscript

Child: *Hello, Robert. Have you done all the chores yet?*
Robert: *I'm afraid I haven't finished yet.*
Child: *Have you done the washing?*
Robert: *No, I haven't. Shall I do it now?*
Child: *Thanks, that would be great. Have you made the beds?*
Robert: *I'm sorry, I haven't had time. Would you like me to do it now?*
Child: *Don't worry. I can do it myself.*

Answers: 1 d **2** e **3** a **4** b **5** c

Teaching star!

Communicating

- Encouraging the children to act the part helps build confidence and takes away some of the pressure to perform completely accurately.
- Before the children do Activity 4, have them make up sentences / questions for all the phrases listed and practise saying them to each other. Encourage them to use the tone of their voice to reinforce the meaning – sounding sorry for the apologies, helpful / willing when making offers and grateful / enthusiastic when accepting offers.
- Then ask volunteers to say their sentences to the class. Have the class vote on which of them sounds most natural and convincing.

4 Act out the interview in Activity 2 again. Be polite and helpful. Use the phrases below.

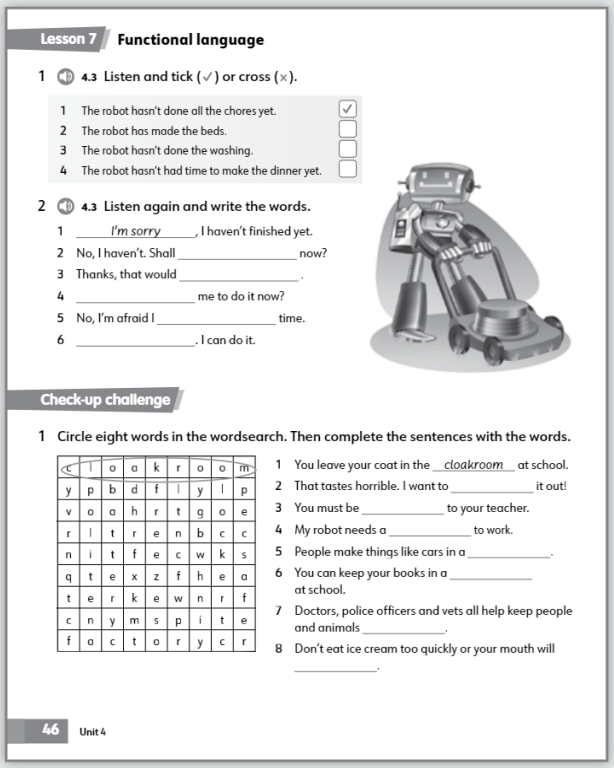
Be a star!

- The children work in the same pairs as in Activity 2. Read out the column headings (*Apologising*, *Make offers*, *Accept offers*) and clarify meaning of the different expressions.
- Read out the phrases and ask them if each one is better for an answer or for a question.
- Give the children time to prepare the interview using the phrases in the box.
- Have some volunteers act out their interview.

Cooler: A helpful robot

- The children work in pairs and think of one more thing for Robot the robot to do (e.g. help with homework, make breakfast).
- Write their suggestions on the board and have a class vote as to the two best new features.

Workbook page 46



Lesson 7 Functional language

1 4.3 Listen and tick (✓) or cross (×).

1 The robot hasn't done all the chores yet. ✓
2 The robot has made the beds.
3 The robot hasn't done the washing.
4 The robot hasn't had time to make the dinner yet.

2 4.3 Listen again and write the words.

1 *I'm sorry*, I haven't finished yet.
2 No, I haven't. Shall _____ now?
3 Thanks, that would _____.
4 _____ me to do it now?
5 No, I'm afraid I _____ time.
6 _____. I can do it.

Check-up challenge

1 Circle eight words in the wordsearch. Then complete the sentences with the words.

c	l	o	a	k	r	o	o	m
y	p	b	d	f	l	y	l	p
v	o	a	h	r	t	g	o	e
r	l	t	r	e	n	b	c	c
n	i	t	f	e	c	w	k	s
q	t	e	x	z	f	h	e	a
t	e	r	k	e	w	n	r	f
c	n	y	m	s	p	i	t	e
f	a	c	t	o	r	y	c	r

1 You leave your coat in the *cloakroom* at school.
2 That tastes horrible. I want to _____ it out!
3 You must be _____ to your teacher.
4 My robot needs a _____ to work.
5 People make things like cars in a _____.
6 You can keep your books in a _____ at school.
7 Doctors, police officers and vets all help keep people and animals _____.
8 Don't eat ice cream too quickly or your mouth will _____.

46 Unit 4

1 4.3 Listen and tick (✓) or cross (✗).

Audioscript

Girl: *Hello! Have you done all the chores yet?*
Robot: *I'm sorry, I haven't finished yet.*
Girl: *That's OK. Have you made the beds?*
Robot: *No, I haven't. Shall I do it now?*
Girl: *Thanks, that would be helpful. Have you done the washing?*
Robot: *No, I'm afraid I haven't. Would you like me to do it now?*
Girl: *Yes, please. That would be great. Have you made the dinner yet?*
Robot: *No, I'm afraid I haven't had time. Shall I make it now?*
Girl: *Don't worry. I can do it. We're going to have pizza.*

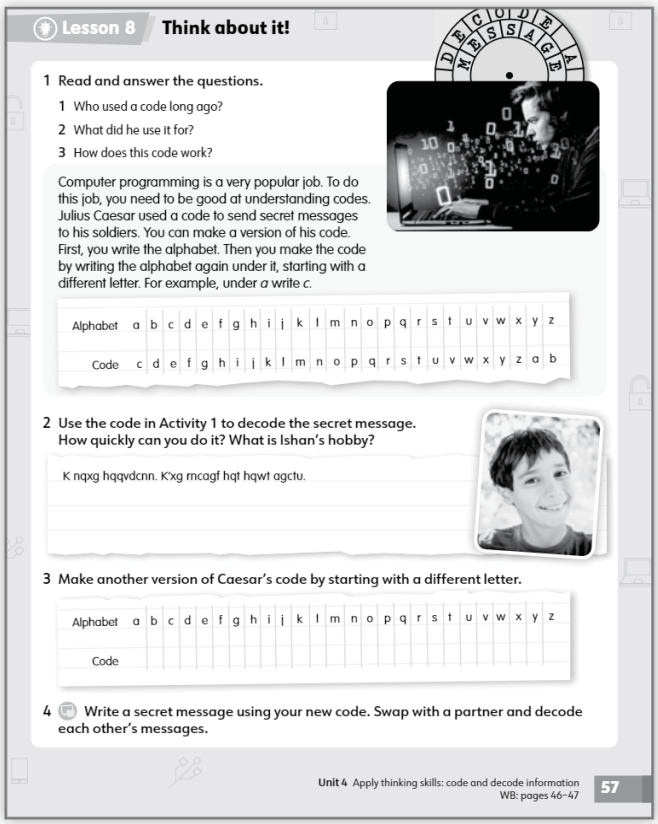
Answers: 1 ✓ **2** ✗ **3** ✓ **4** ✓

2 4.3 Listen again and write the words.

Answers: 1 I'm sorry **2** I do it **3** be helpful **4** Would you like **5** haven't had time **6** Don't worry

Lesson 8 Think about it!

Pupil's Book page 57


Lesson 8 Think about it!

1 Read and answer the questions.

1 Who used a code long ago?
2 What did he use it for?
3 How does this code work?

Computer programming is a very popular job. To do this job, you need to be good at understanding codes. Julius Caesar used a code to send secret messages to his soldiers. You can make a version of his code. First, you write the alphabet. Then you make the code by writing the alphabet again under it, starting with a different letter. For example, under *a* write *c*.

Alphabet	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
Code	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z	a	b

2 Use the code in Activity 1 to decode the secret message. How quickly can you do it? What is Ishan's hobby?

K nqxg hqqvdcnn. K'xg rncagf hqt hqwt agctu.

3 Make another version of Caesar's code by starting with a different letter.

Alphabet	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
Code																										

4 Write a secret message using your new code. Swap with a partner and decode each other's messages.

Unit 4 Apply thinking skills: code and decode information
WB: pages 46–47
57

Learning objectives: Apply thinking skills: code and decode information

Resources: Unit 4 test

Warm-up: Acronyms

- The children write their names and then look in a dictionary for adjectives that start with each of the letters of their name.
- Model the activity first on the board so the children know what to do. For example, if your name is Cyndi write:
  calm young nice delightful interesting
- Circulate, monitor and help.

1 Read and answer the questions.

- Refer the children to the picture in Activity 1. Ask *What can you see?* (*a man and a computer, lots of zeros and ones in the air*) *What do you think he's doing?* (*programming a computer / decoding a message*) Ask *What's a code?* (*numbers or letters that are used instead of words to keep a message secret*) Say *For many years, people have used different codes to hide secret messages or to make computers work.*
- Read out the questions in Activity 1 so the children know what information to look for while reading the text. Then have them read the text individually and answer the questions.
- Read out the questions again and elicit answers from the children.
- Refer the children to the code. Ask them to write a word using the code (e.g. *apple = crrng*).

Answers: 1 Julius Caesar **2** To send secret messages to his soldiers. **3** You write the alphabet. Then you write the alphabet again under it but starting with a different letter.

2 Use the code in Activity 1 to decode the secret message. How quickly can you do it? What is Ishan's hobby?

- Refer the children to the photo in Activity 2 and say *This is Ishan. What's his hobby? Let's find out.*
- Divide the class into pairs and give the children two to three minutes to work out the secret message, using the code in Activity 1.
- Ask volunteers to come to the board and write the secret message.

Answer: I love football. I've played for four years.

3 Make another version of Caesar's code by starting with a different letter.

- Refer children to the alphabet and have them start the code with a different letter. Tell them that they can start with any letter, but they must include all the letters of the alphabet in the code.
- Children write the new code in their books.

4 Write a secret message using your new code. Swap with a partner and decode each other's messages.

- Tell children to write a simple message of two sentences using the normal alphabet.
- The children then rewrite that message on a separate piece of paper using their own new code.
- Children work in pairs. They exchange codes and secret messages, and decode their partner's message.
- Volunteers stand up and read out the secret message they decoded.

Teaching star!

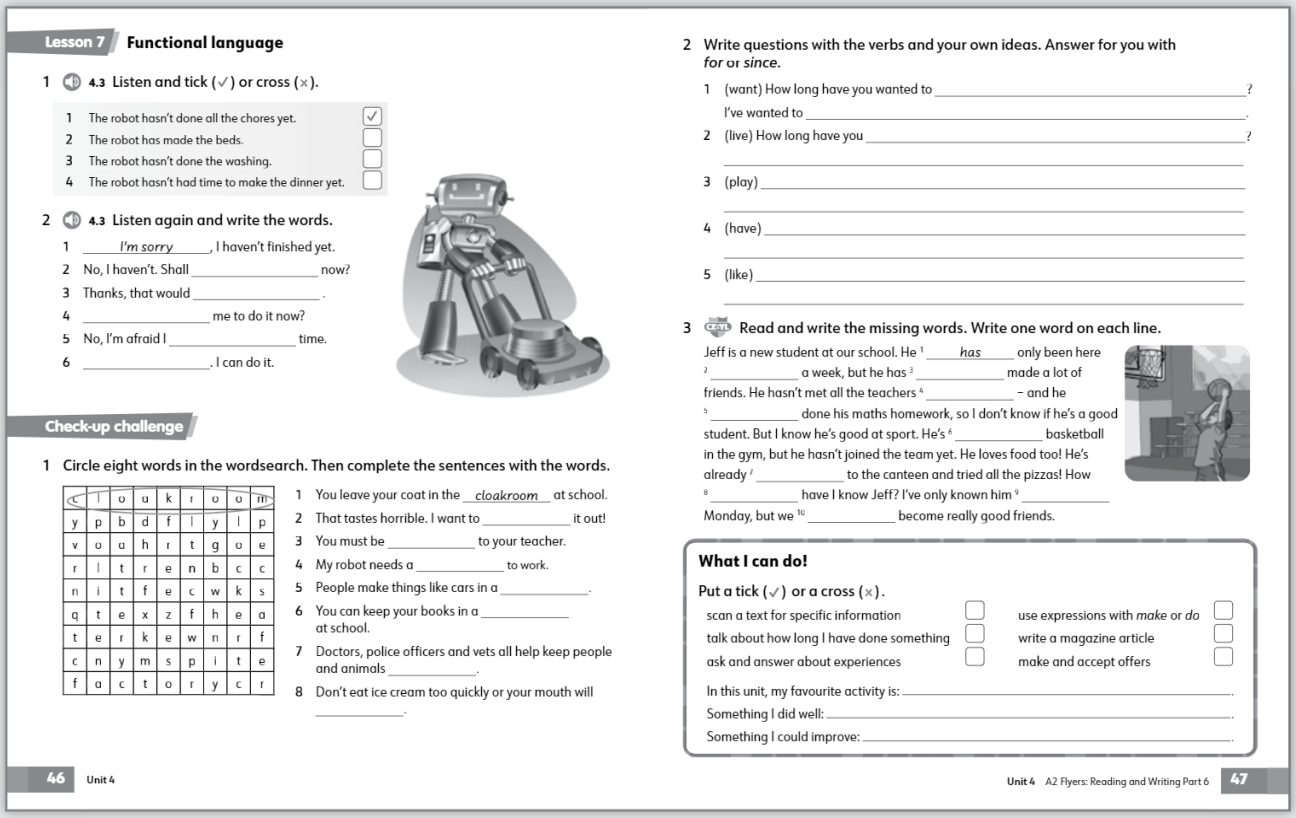
Musical learners

- To engage musical learners in the activity, add the following task to Activity 4.
- Play a popular song with clear and simple lyrics and have the children write one or two sentences from the song in their new code.

Cooler: Numbers and letters

- Write the following numbers and letters on the board. Tell children that it's a code.
  10 R 7 B 4 T 9 I 3 A
- Then write the following sums on the board. Children work in pairs to solve the sums and find the secret word (rabbit).
  8+2 2+1 4+3 2+5 3+3+3 2+1+1

Workbook pages 46–47



Lesson 7 **Functional language**

1 4.3 Listen and tick (✓) or cross (×).

1 The robot hasn't done all the chores yet. ✓
2 The robot has made the beds.
3 The robot hasn't done the washing.
4 The robot hasn't had time to make the dinner yet.

2 4.3 Listen again and write the words.

1 *I'm sorry*, I haven't finished yet.
2 No, I haven't. Shall _____ now?
3 Thanks, that would _____.
4 _____ me to do it now?
5 No, I'm afraid I _____ time.
6 _____. I can do it.

Check-up challenge

1 Circle eight words in the wordsearch. Then complete the sentences with the words.

c	l	o	a	k	r	o	o	m
y	p	b	d	f	l	y	l	p
v	o	a	h	r	t	g	o	e
r	l	t	r	e	n	b	c	c
n	i	t	f	e	c	w	k	s
q	t	e	x	z	f	h	e	a
t	e	r	k	e	w	n	r	f
c	n	y	m	s	p	i	t	e
f	a	c	t	o	r	y	c	r

1 You leave your coat in the *cloakroom* at school.
2 That tastes horrible. I want to _____ it out!
3 You must be _____ to your teacher.
4 My robot needs a _____ to work.
5 People make things like cars in a _____.
6 You can keep your books in a _____ at school.
7 Doctors, police officers and vets all help keep people and animals _____.
8 Don't eat ice cream too quickly or your mouth will _____.

2 Write questions with the verbs and your own ideas. Answer for you with *for* or *since*.

1 (want) How long have you wanted to _____?
I've wanted to _____.
2 (live) How long have you _____?
_____
3 (play) _____
_____
4 (have) _____
_____
5 (like) _____
_____

3 CE:YL Read and write the missing words. Write one word on each line.

Jeff is a new student at our school. He [1] *has* only been here [2] _____ a week, but he has [3] _____ made a lot of friends. He hasn't met all the teachers [4] _____ – and he [5] _____ done his maths homework, so I don't know if he's a good student. But I know he's good at sport. He's [6] _____ basketball in the gym, but he hasn't joined the team yet. He loves food too! He's already [7] _____ to the canteen and tried all the pizzas! How [8] _____ have I known Jeff? I've only known him [9] _____ Monday, but we [10] _____ become really good friends.

What I can do!

Put a tick (✓) or a cross (×).

scan a text for specific information ☐
talk about how long I have done something ☐
ask and answer about experiences ☐
use expressions with *make* or *do* ☐
write a magazine article ☐
make and accept offers ☐

In this unit, my favourite activity is: _____.
Something I did well: _____.
Something I could improve: _____.

46 Unit 4

Unit 4 A2 Flyers: Reading and Writing Part 6 47

Check-up challenge

1 Circle eight words in the wordsearch. Then complete the sentences with the words.

Answers:

c	l	o	a	k	r	o	o	m
y	p	b	d	f	l	y	l	p
v	o	a	h	r	t	g	o	e
r	l	t	r	e	n	n	c	c
n	i	t	f	e	c	w	k	s
q	t	e	x	z	f	h	e	a
t	e	r	k	e	w	n	r	f
c	n	y	m	s	p	i	t	e
f	a	c	t	o	r	y	r	r

1 cloakroom **2** spit **3** polite **4** battery
5 factory **6** locker **7** safe **8** freeze

2 Write questions with the verbs and your own ideas. Answer for you with *for* or *since*.

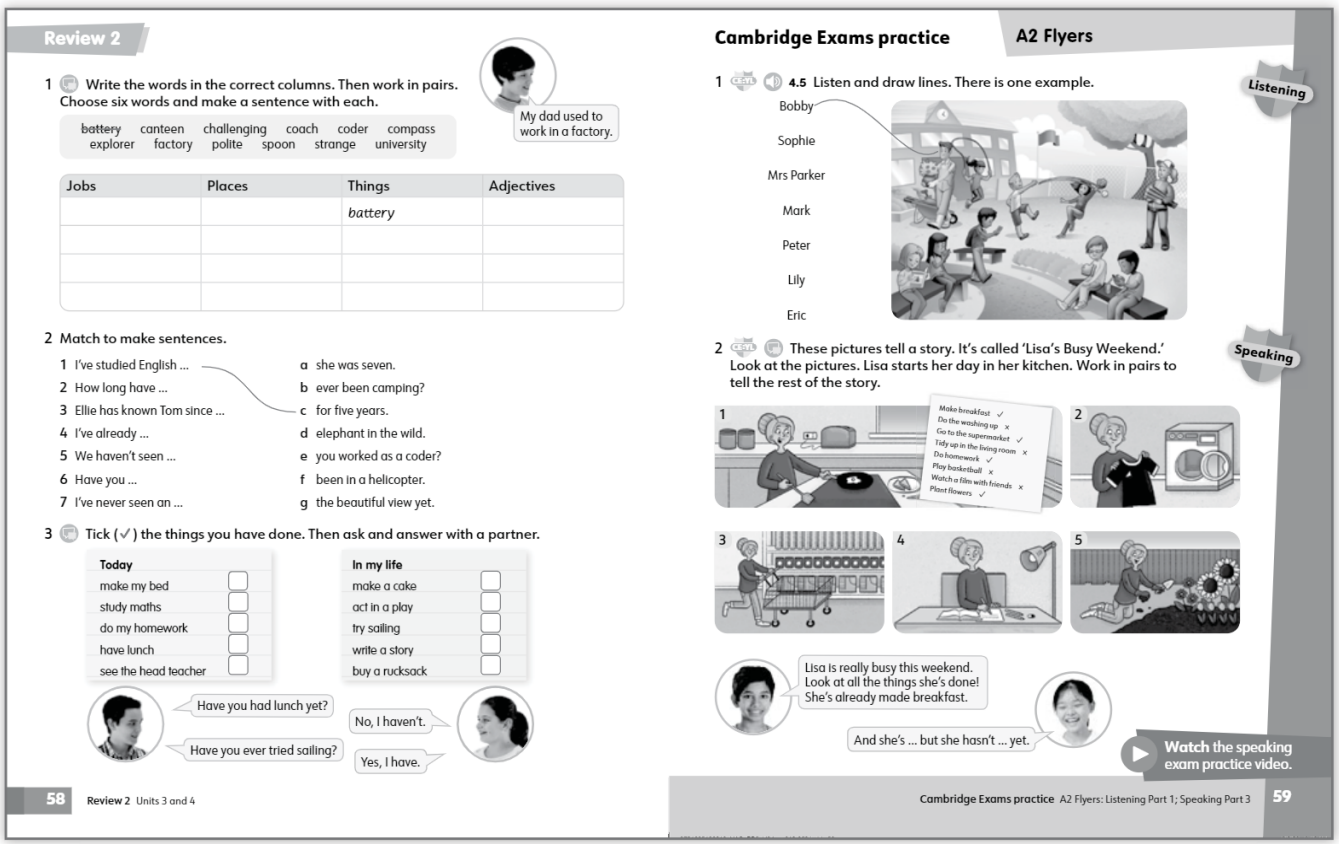
Answers: 1 How long have you wanted to … ?
2 How long have you lived … ? **3** How long have you played … ? **4** How long have you had … ?
5 How long have you liked … ?;
Children's own answers.

3 CE:YL Read and write the missing words. Write one word on each line.

This activity helps the children prepare for Part 6 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

Answers: 1 has **2** for **3** already **4** yet
5 hasn't **6** played **7** been **8** long **9** since
10 have

Pupil's Book pages 58–59


Review 2

1 Write the words in the correct columns. Then work in pairs. Choose six words and make a sentence with each.

battery canteen challenging coach coder compass explorer factory polite spoon strange university

My dad used to work in a factory.

Jobs	Places	Things	Adjectives
		battery	

2 Match to make sentences.

1 I've studied English ... a she was seven.
2 How long have ... b ever been camping?
3 Ellie has known Tom since ... c for five years.
4 I've already ... d elephant in the wild.
5 We haven't seen ... e you worked as a coder?
6 Have you ... f been in a helicopter.
7 I've never seen an ... g the beautiful view yet.

3 Tick (✓) the things you have done. Then ask and answer with a partner.

Today		In my life	
make my bed	☐	make a cake	☐
study maths	☐	act in a play	☐
do my homework	☐	try sailing	☐
have lunch	☐	write a story	☐
see the head teacher	☐	buy a rucksack	☐

Have you had lunch yet? No, I haven't.
Have you ever tried sailing? Yes, I have.

58 Review 2 Units 3 and 4

Cambridge Exams practice A2 Flyers

Listening

1 4.5 Listen and draw lines. There is one example.

Bobby
Sophie
Mrs Parker
Mark
Peter
Lily
Eric

Speaking

2 These pictures tell a story. It's called 'Lisa's Busy Weekend.' Look at the pictures. Lisa starts her day in her kitchen. Work in pairs to tell the rest of the story.

1 Make breakfast ✓ Do the washing up × Go to the supermarket ✓ Tidy up in the living room × Do homework ✓ Play basketball × Watch a film with friends × Plant flowers ✓
2
3
4
5

Lisa is really busy this weekend. Look at all the things she's done! She's already made breakfast.
And she's ... but she hasn't ... yet.

Watch the speaking exam practice video.

Cambridge Exams practice A2 Flyers: Listening Part 1; Speaking Part 3 59

Learning objectives: Review Units 3 and 4; A2 Flyers: Listening Part 1; Speaking Part 3

Resources: Unit 4, Review 2; Speaking exam practice video

Warm-up: Word association

- Say a job title to the class (e.g. *environmental scientist*). One child says a word that he / she associates with *environmental scientist* (e.g. *planet*), then the next child continues the association chain (e.g. *science–nature–animals–vet,* etc).

1 Write the words in the correct columns. Then work in pairs. Choose six words and make a sentence with each.

- Read out the words in the box. Clarify meaning and refer the children to the dictionary on pages 154–156.
- Read out the first heading (*Jobs*). The children say the jobs in the box. Do the same with *Places*.
- The children complete the activity individually.
- Divide the class into pairs. Have a volunteer read out the example sentence in the speech bubble. Each pair chooses six words from the chart. Children take turns to make a sentence with each one.
- Have some volunteers read out their sentences.

Answers: Jobs: coach, coder, explorer; **Places**: canteen, factory, university; **Things**: battery, compass, spoon; **Adjectives**: challenging, polite, strange

2 Match to make sentences.

- The children read the phrases in the left column. Ask *Which phrase starts with a question word?* (2) Then ask which of the phrases are negative and how they know (5, 7 because of *haven't* and *never*).
- Read out the example. Then read out the phrases in the right column and clarify meaning, if necessary.
- The children complete the activity individually.
- Check answers as a class.

Answers: 1 c **2** e **3** a **4** f **5** g **6** b **7** d

3 Tick (✓) the things you have done. Then ask and answer with a partner.

- Have a volunteer read out the *Today* list. Ask the child *Have you made your bed today?* (*No, I haven't. / Yes, I have.*)
- Have another volunteer read out the *In my life* box. Ask the child *Have you ever made a cake?* (*No, I haven't. / Yes, I have.*) Have the children notice that we use *ever* in these questions.
- The children tick the things they have done.
- The children ask and answer questions about what they have done today and in their life.
- Have volunteers act out their dialogue.

Answers: Children's own answers.

1 4.5 Listen and draw lines. There is one example.

This activity helps the children prepare for Part 1 of the Listening paper in the Cambridge English A2 Flyers exam.

- Refer the children to the picture in Activity 1.
- Tell the children that they are going to listen to a boy talking about the people in the picture. While they listen, they have to draw lines from the names to the person being talked about.
- Tell the children that in Part 1 of the A2 Flyers Listening paper a person in the picture might be identified by what they are wearing, e.g. *The man in the green uniform*.
- Play the audio. The children listen and draw lines.
- The children check their answers in pairs. Then play the audio again.
- Check answers as a class.

Audioscript

Narrator*: *Listen and look. There is one example.
***Boy*:** *I took this photo in the playground yesterday, mum.*
***Mum*:** *How nice! Who are these people?*
***Boy*:** *The man in the green uniform is the school gardener.*
***Mum*:** *What's his name?*
***Boy*:** *His name's Bobby. He's planting some flowers for the new school garden.*
Narrator*: *Can you see the line? This is an example. Now you listen and draw lines.
***Boy*:** *Look at this boy.*
***Mum*:** *The one with the red rucksack?*
***Boy*:** *Yes, that's Mark. He's been to Canada!*
***Mum*:** *Really?*
***Boy*:** *Yes, he travels a lot with his family.*
***Mum*:** *What's he doing?*
***Boy*:** *I think he's texting his mum.*
***Mum*:** *Who's that girl on the seat?*
***Boy*:** *The one with long black hair?*
***Mum*:** *No, not her. The one with blonde hair.*
***Boy*:** *Oh, that's Lily. She's in my class.*
***Mum*:** *What's she reading?*
***Boy*:** *It's a book about how to put up a tent. She's going camping at the weekend.*
***Boy*:** *And that's Peter.*
***Mum*:** *Your friend Peter? I didn't know that he wears glasses!*
***Boy*:** *Yes, they're quite new. He's had them since the summer.*
***Mum*:** *What's he doing?*
***Boy*:** *He's eating a sandwich from the canteen.*
***Mum*:** *Who's that in the baseball cap?*
***Boy*:** *That's Mrs Parker. She's our PE teacher.*
***Mum*:** *What's she doing?*
***Boy*:** *She's carrying baseball bats for our lesson after lunch.*
***Mum*:** *And who's this boy? Why is he laughing?*
***Boy*:** *The boy with the red and blue trainers? That's Eric. He's laughing because he threw the ball to Sophie but she didn't catch it. She's not very good at catching!*
***Mum*:** *She isn't laughing!*
***Boy*:** *No – she looks angry!*

Answers: Mark – the boy carrying a red rucksack and using his phone **Lily** – the girl with blonde hair who's reading a book **Peter** – the boy wearing glasses and eating a sandwich **Mrs Parker** – the woman in a baseball cap, carrying baseball bats
Eric – the boy who's laughing, wearing red and blue trainers and throwing a ball **Sophie** – the girl who missed the ball and looks angry

2 These pictures tell a story. It's called 'Lisa's Busy Weekend.' Look at the pictures. Lisa starts her day in her kitchen. Work in pairs to tell the rest of the story.

This activity helps the children prepare for Part 3 of the Speaking paper of the Cambridge English A2 Flyers exam.

- Divide the class into pairs. Have the children look at the pictures and read the title of the story and the checklist.
- Ask them think about and create the rest of the story, based on what they've already read and what they see in the pictures.
- Have the children take turns telling the rest of their story to their friend.
- Finish with some pairs sharing their stories with the class.

Answers: Children's own answers.

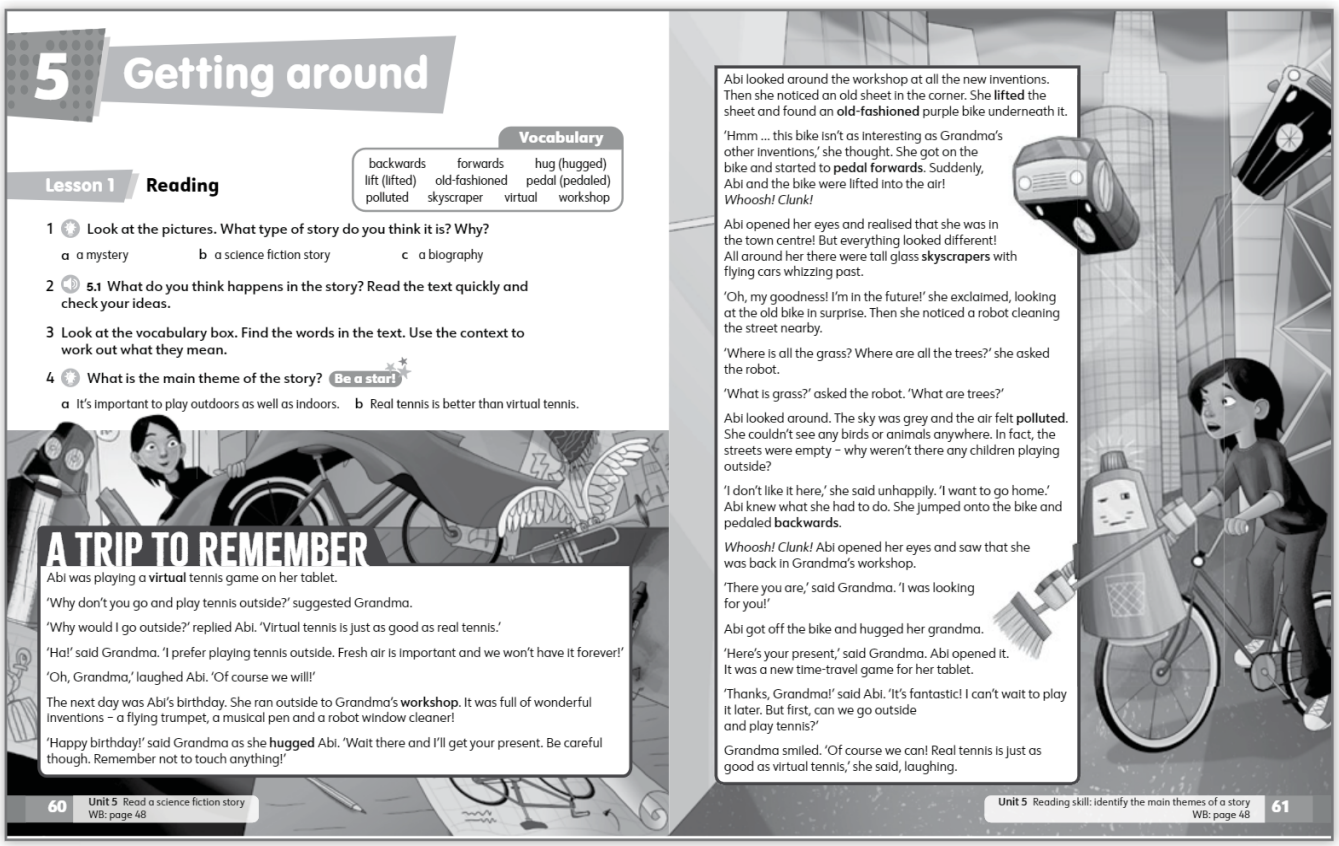
Cooler: Who is it?

- Describe a child in the class (e.g. *The girl in a red T-shirt and jeans.*). Have the children guess and say the girl's name.
- Volunteers describe a child in the class. The other children guess who it is.

5 Getting around

Lesson 1 Reading

Pupil's Book pages 60–61



5 Getting around

Lesson 1 Reading

Vocabulary

backwards forwards hug (hugged)
lift (lifted) old-fashioned pedal (pedaled)
polluted skyscraper virtual workshop

1 Look at the pictures. What type of story do you think it is? Why?
a a mystery b a science fiction story c a biography

2 5.1 What do you think happens in the story? Read the text quickly and check your ideas.

3 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

4 What is the main theme of the story? Be a star!
a It's important to play outdoors as well as indoors. b Real tennis is better than virtual tennis.

A TRIP TO REMEMBER

Abi was playing a **virtual** tennis game on her tablet.

'Why don't you go and play tennis outside?' suggested Grandma.

'Why would I go outside?' replied Abi. 'Virtual tennis is just as good as real tennis.'

'Ha!' said Grandma. 'I prefer playing tennis outside. Fresh air is important and we won't have it forever!'

'Oh, Grandma,' laughed Abi. 'Of course we will!'

The next day was Abi's birthday. She ran outside to Grandma's **workshop**. It was full of wonderful inventions – a flying trumpet, a musical pen and a robot window cleaner!

'Happy birthday!' said Grandma as she **hugged** Abi. 'Wait there and I'll get your present. Be careful though. Remember not to touch anything!'

Abi looked around the workshop at all the new inventions. Then she noticed an old sheet in the corner. She **lifted** the sheet and found an **old-fashioned** purple bike underneath it.

'Hmm ... this bike isn't as interesting as Grandma's other inventions,' she thought. She got on the bike and started to **pedal forwards**. Suddenly, Abi and the bike were lifted into the air! *Whoosh! Clunk!*

Abi opened her eyes and realised that she was in the town centre! But everything looked different! All around her there were tall glass **skyscrapers** with flying cars whizzing past.

'Oh, my goodness! I'm in the future!' she exclaimed, looking at the old bike in surprise. Then she noticed a robot cleaning the street nearby.

'Where is all the grass? Where are all the trees?' she asked the robot.

'What is grass?' asked the robot. 'What are trees?'

Abi looked around. The sky was grey and the air felt **polluted**. She couldn't see any birds or animals anywhere. In fact, the streets were empty – why weren't there any children playing outside?

'I don't like it here,' she said unhappily. 'I want to go home.' Abi knew what she had to do. She jumped onto the bike and pedaled **backwards**.

Whoosh! Clunk! Abi opened her eyes and saw that she was back in Grandma's workshop.

'There you are,' said Grandma. 'I was looking for you!'

Abi got off the bike and hugged her grandma.

'Here's your present,' said Grandma. Abi opened it. It was a new time-travel game for her tablet.

'Thanks, Grandma!' said Abi. 'It's fantastic! I can't wait to play it later. But first, can we go outside and play tennis?'

Grandma smiled. 'Of course we can! Real tennis is just as good as virtual tennis,' she said, laughing.

60 Unit 5 Read a science fiction story WB: page 48

Unit 5 Reading skill: identify the main themes of a story WB: page 48 61

***Learning objectives*:** Read a science fiction story; Reading skill: identify the main themes of a story

***Vocabulary*:** backwards, forwards, hug (hugged), lift (lifted), old-fashioned, pedal (pedaled), polluted, skyscraper, virtual, workshop

***Resources*:** Vocabulary 1 worksheet

Warm-up: Categories

- Divide the class into small groups. Write the following categories of film on the board: *science fiction*, *comedy*, *romantic*, *historical*.
- Tell the children that each group has one minute to name as many films as they can from each category.
- Once their time is up, elicit answers and write them in the corresponding category. The group with the most correct examples wins the game.

1 Look at the pictures. What type of story do you think it is? Why?

- Refer the children to the pictures on pages 60–61. Elicit what they can see in the pictures and what they think is happening.
- Read out the three answer options in Activity 1. Explain or elicit what children would expect to read about in each text type (mysteries are about strange events or crimes, science fiction is about the future and a biography is the story of someone's life).
- Children use the pictures to help them identify what type of story they are going to read.

Answer: b

2 5.1 What do you think happens in the story? Read the text quickly and check your ideas.

- Refer the children again to the pictures on pages 60–61. *Ask What objects can you see? Where do you think the girl is? Does she look happy / surprised / sad / scared? Why? What do you think happens in the story?*
- Children read the story quickly to check their ideas.

3 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

- Children scan the text to find the words in the vocabulary box.

- Ask children to look at the words before and after the words in bold to help them work out their meaning from the context.
- Have the children explain the meaning of the words in bold.
- Ask them to check their answers in the dictionary on pages 156–157 of the Pupil's Book.

4 What is the main theme of the story?

Be a star!

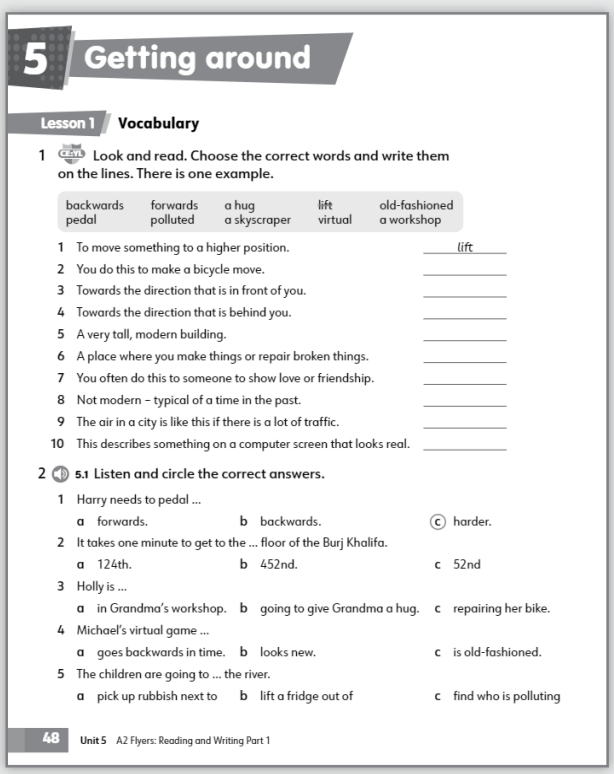
- Explain that the theme of a story is the main idea behind it.
- Read the two options and ask the class to identify which one is the main theme of the story.
- Ask children to say which parts of the story support their answer.

Answer: a

Cooler: Better in real life!

- Divide the class into small groups. Tell the children that they have to think of three things that are better to do in real life than in virtual games (e.g. swimming, going to a party, etc).
- Then have each group tell the class their three examples, giving reasons for their answers.

Workbook page 48



5 Getting around

Lesson 1 Vocabulary

1 CE:YL Look and read. Choose the correct words and write them on the lines. There is one example.

backwards, forwards, a hug, lift, old-fashioned, pedal, polluted, a skyscraper, virtual, a workshop

1 To move something to a higher position. lift
2 You do this to make a bicycle move. _____
3 Towards the direction that is in front of you. _____
4 Towards the direction that is behind you. _____
5 A very tall, modern building. _____
6 A place where you make things or repair broken things. _____
7 You often do this to someone to show love or friendship. _____
8 Not modern – typical of a time in the past. _____
9 The air in a city is like this if there is a lot of traffic. _____
10 This describes something on a computer screen that looks real. _____

2 5.1 Listen and circle the correct answers.

1 Harry needs to pedal ...
a forwards. b backwards. c harder.
2 It takes one minute to get to the ... floor of the Burj Khalifa.
a 124th. b 452nd. c 52nd
3 Holly is ...
a in Grandma's workshop. b going to give Grandma a hug. c repairing her bike.
4 Michael's virtual game ...
a goes backwards in time. b looks new. c is old-fashioned.
5 The children are going to ... the river.
a pick up rubbish next to b lift a fridge out of c find who is polluting

48 Unit 5 A2 Flyers: Reading and Writing Part 1

1 CE:YL Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps the children prepare for Part 1 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

- The children read the definitions and choose the correct words from the box.
- In Reading and Writing Part 1, the children have to write the words exactly as they are given.

Answers: 1 lift **2** pedal **3** forwards **4** backwards **5** a skyscraper **6** a workshop **7** a hug **8** old-fashioned **9** polluted **10** virtual

2 5.1 Listen and circle the correct answers.

Audioscript

1 Boy: *This is so hard – I feel like I'm travelling backwards – not forwards!*

Girl: *Come on, Harry. You need to pedal harder!*

2 Girl: *Did you know the Burj Khalifa is one of the tallest skyscrapers in the world?*

Boy: *Really? Do you know how long it takes to get the top?*

Girl: *It takes just one minute to get to the 124th floor! It's 452 meters high!*

3 Girl: *Hello Grandpa! Where's Grandma?*

Man: *Hello, Holly! She's in her workshop in the garden! She's trying to repair your bike for you.*

Girl: *Ah, Grandma's so smart – I'm going to go and give her a hug!*

4 Girl: *What's that game you're playing, Michael? It looks really old-fashioned.*

Boy: *No, it's not – it's a new game, but it's a virtual world set in the past.*

Girl: *Oh, so you go backwards in time?*

Boy: *That's right. It's the 1800s.*

5 Boy: *We're going to help pick up rubbish in the village this weekend. There's lots of plastic and cans next to the river.*

Girl: *That's not good. If rubbish falls into the river, it gets polluted.*

Boy: *I know! I even saw an old fridge in there last week.*

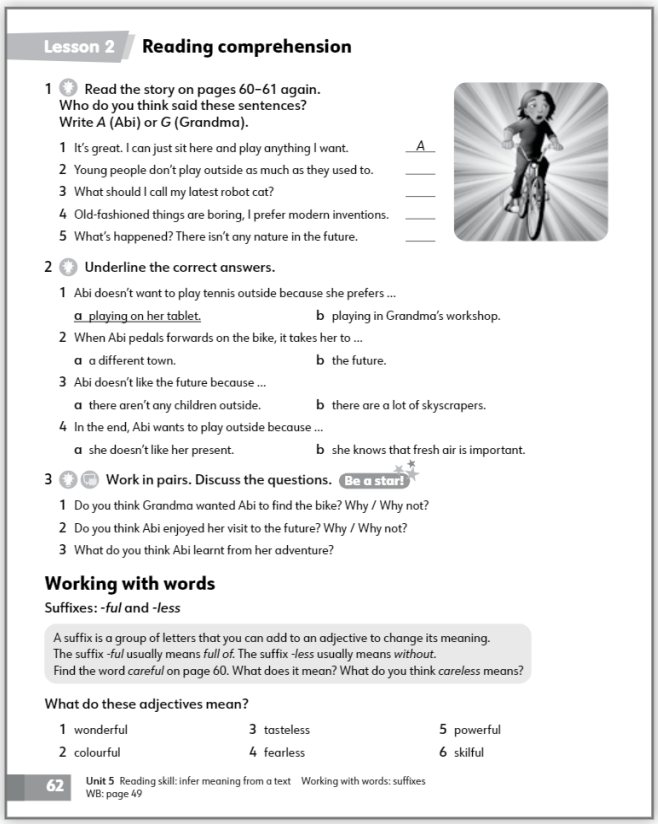
Girl: *Well, I can come and help, but I can't lift a fridge out of the water!*

Boy: *Don't worry – someone else will do that.*

Answers: 1 c **2** a **3** b **4** a **5** a

Lesson 2 Reading comprehension / Working with words

Pupil's Book page 62



Lesson 2 Reading comprehension

1 Read the story on pages 60–61 again. Who do you think said these sentences? Write *A* (Abi) or *G* (Grandma).

1 It's great. I can just sit here and play anything I want. A
2 Young people don't play outside as much as they used to. ____
3 What should I call my latest robot cat? ____
4 Old-fashioned things are boring, I prefer modern inventions. ____
5 What's happened? There isn't any nature in the future. ____

2 Underline the correct answers.

1 Abi doesn't want to play tennis outside because she prefers ...
a playing on her tablet. b playing in Grandma's workshop.
2 When Abi pedals forwards on the bike, it takes her to ...
a a different town. b the future.
3 Abi doesn't like the future because ...
a there aren't any children outside. b there are a lot of skyscrapers.
4 In the end, Abi wants to play outside because ...
a she doesn't like her present. b she knows that fresh air is important.

3 Work in pairs. Discuss the questions. Be a star!

1 Do you think Grandma wanted Abi to find the bike? Why / Why not?
2 Do you think Abi enjoyed her visit to the future? Why / Why not?
3 What do you think Abi learnt from her adventure?

Working with words

Suffixes: *-ful* and *-less*

A suffix is a group of letters that you can add to an adjective to change its meaning. The suffix *-ful* usually means *full of*. The suffix *-less* usually means *without*. Find the word *careful* on page 60. What does it mean? What do you think *careless* means?

What do these adjectives mean?

1 wonderful 3 tasteless 5 powerful
2 colourful 4 fearless 6 skilful

62 Unit 5 Reading skill: infer meaning from a text Working with words: suffixes WB: page 49

Learning objectives: Reading skill: infer meaning from a text; Working with words: suffixes

Resources: Working with words worksheet

Materials: magazine pictures of different people

Warm-up: I have a new gadget!

- The children work in pairs to name five gadgets they think will exist in the future (e.g. a camera with a smelling sensor, a TV toaster, a pair of glasses with integrated camera).
- As a class, vote for the most useful gadget. The children give reasons for their vote.

Teaching star!

Teaching inference

- Some children can find it hard to infer meaning. You can boost their confidence by showing them how much they infer already.
- Before you do Activity 1, show some pictures of people. (Alternatively, ask volunteers to come to the front of the class.) Ask the children to study them and tell you anything they can work out about the people. Prompt as necessary to get them to notice information they can infer, e.g. T-shirts that show what team a person supports, wet hair that shows it must be raining.

1 Read the story on pages 60–61 again. Who do you think said these sentences? Write *A* (Abi) or *G* (Grandma).

- Ask children to name the two main characters in the story (Abi, Grandma) and write them on the board.
- Read out the first sentence in Activity 1. Ask *Who do you think said this, Abi or Grandma? Why? Do you think Grandma plays games on a tablet?* Elicit answers.
- The children complete the activity individually. Then they compare answers in pairs.
- Check answers as a class.

Answers: 1 A **2** G **3** G **4** A **5** A

2 Underline the correct answers.

- Read out the first sentence, with both answer options. Ask the children to look at the first paragraph on page 60 again and find the answer. Have a volunteer read out the supporting information in the text (*'Why would I go outside? ... Virtual tennis is just as good as real tennis.'*).
- The children complete the activity individually, underlining the correct answer for each sentence.
- The children compare answers in pairs.
- Check answers as a class. Have the children read out the part of the story that supports their answers.

Answers: 1 a **2** b **3** a **4** b

3 Work in pairs. Discuss the questions. Be a star!

- Read out the first question in Activity 3. Elicit answers from the children. Then have them work in pairs and answer the remaining questions.
- Conduct class feedback and encourage children to give reasons for their answers.
- Refer the children to the end of the story on page 61. Ask *Do you like the ending? Why? / Why not?*

Suggested answers: 1 Grandma probably wanted Abi to find the bike so that she could go to the future and find out how important fresh air and the outdoors are. 2 Abi didn't enjoy her visit to the future. There were no children playing outside. She was unhappy and wanted to go home. 3 Abi learnt that fresh air is important.

Working with words

Suffixes: *-ful* and *-less*

- Read out the information in the blue box. Then draw a plus sign (+) and a minus sign (–) on the board. Elicit which sign corresponds to each suffix (+ = *-ful*, – = *-less*).
- Ask the children to find the word *careful* on page 61 and elicit the meaning (*pay attention to what you are doing so that you don't have an accident or make a mistake*). Ask them in which other situations we can say *Be careful!* Then elicit the meaning of *careless* and ask them to think of two consequences of being careless.

What do these adjectives mean?

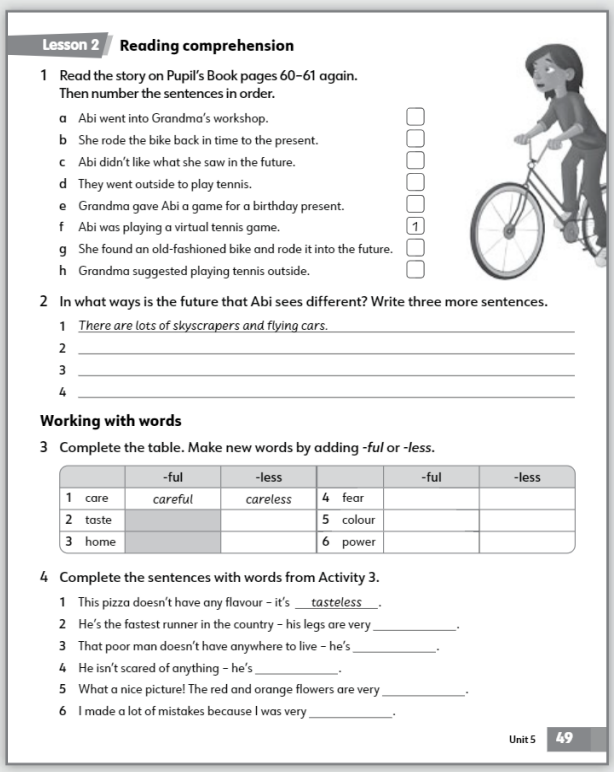
- Have volunteers come to the board and write each of the six words under the plus or the minus sign. Then have them brainstorm the meaning of each word.
- In pairs, have the children give examples for each word. Ask *Can you think of something wonderful?* *(a beautiful day, a holiday with family) What objects are colourful?* (*a rainbow, clothes, landscapes*) *What food or drink do you think is tasteless?* (*rice, water*) *Who do you think is fearless?* (*a superhero, a fire fighter*) *Who do you think is powerful?* (*a soldier, a president*) *Who do you think is skilful?* (*a dentist, a plumber*)

Answers: 1 wonderful: extremely good **2** colourful: full of colour **3** tasteless: with no taste **4** fearless: with no fear, not scared **5** powerful: full of power **6** skillful: good at doing something

Cooler: Disappearing words

- Elicit ten words from the story on pages 60–61 and write them on the board.
- Play *Disappearing words* (see Games bank, pages 14–17).

Workbook page 49



Lesson 2 **Reading comprehension**

1 Read the story on Pupil's Book pages 60–61 again. Then number the sentences in order.

a Abi went into Grandma's workshop. ☐
b She rode the bike back in time to the present. ☐
c Abi didn't like what she saw in the future. ☐
d They went outside to play tennis. ☐
e Grandma gave Abi a game for a birthday present. ☐
f Abi was playing a virtual tennis game. 1
g She found an old-fashioned bike and rode it into the future. ☐
h Grandma suggested playing tennis outside. ☐

2 In what ways is the future that Abi sees different? Write three more sentences.

1 *There are lots of skyscrapers and flying cars.*
2 _____
3 _____
4 _____

Working with words

3 Complete the table. Make new words by adding *-ful* or *-less*.

	-ful	-less		-ful	-less
1 care	*careful*	*careless*	4 fear		
2 taste			5 colour		
3 home			6 power		

4 Complete the sentences with words from Activity 3.

1 This pizza doesn't have any flavour – it's *tasteless*.
2 He's the fastest runner in the country – his legs are very _____.
3 That poor man doesn't have anywhere to live – he's _____.
4 He isn't scared of anything – he's _____.
5 What a nice picture! The red and orange flowers are very _____.
6 I made a lot of mistakes because I was very _____.

Unit 5 49

1 Read the story on Pupil's Book pages 60–61 again. Then number the sentences in order.

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

2 In what ways is the future that Abi sees different? Write three more sentences.

Answers: Children's own answers.

3 Complete the table. Make new words by adding *-ful* or *-less*.

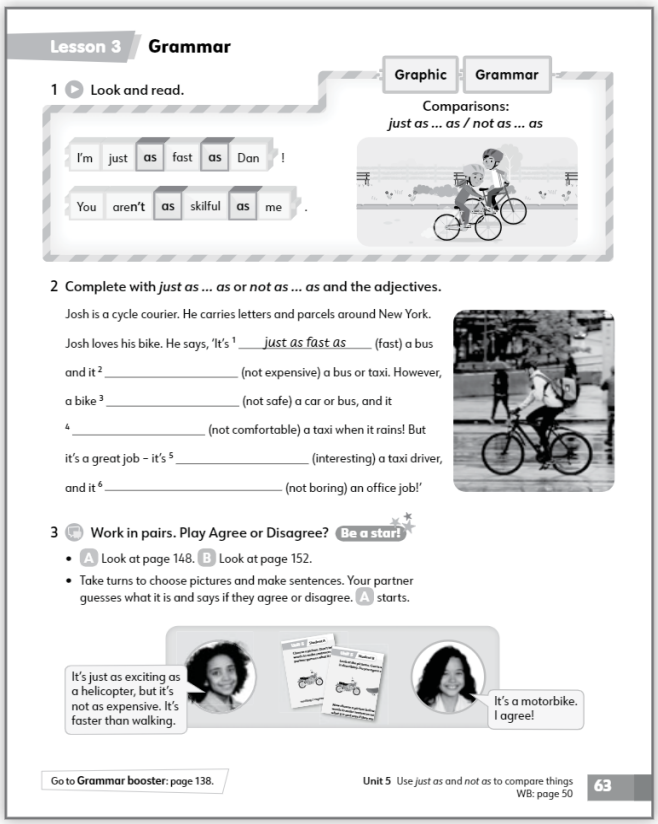
Answers: 1 careful, careless **2** tasteless **3** homeless **4** fearful, fearless **5** colourful, colourless **6** powerful, powerless

4 Complete the sentences with words from Activity 3.

Answers: 1 tasteless **2** powerful **3** homeless **4** fearless **5** colourful **6** careless

Lesson 3 Grammar

Pupil's Book page 63



Learning objectives: Use *just as* and *not as* to compare things

Grammar: Comparisons: *just as ... as / not as ... as*

Review vocabulary: travel and transport

Resources: Graphic Grammar video; Grammar 1 worksheet

Warm-up: Secret words

- Have a volunteer come to the front. Tell the children that you are going to tell him / her a secret word (e.g. *helicopter*, *motorbike*, *boat*, *bus*, *car*, *plane*).
- The volunteer draws the secret word on the board and the rest of the class has to guess what it is. The first child to guess correctly comes to the board to draw the next secret word.

1 Look and read.

- Refer children to the picture in Activity 1. Ask *What are they doing? Who is winning? Who do you think is more skilful? Why?*
- Read out the two sentences in the *Graphic Grammar* box. Ask *Which sentence is negative? Which one is affirmative?* Then ask them to identify the adjective in each sentence.
- Ask *What's the same about these sentences?* (*the word 'as' before and after the adjective*) *Which word comes before 'as' in the affirmative sentence?* (*just*) *Is 'just' used in negative sentences?* (*no*)
- Ask children to identify the verb in each sentence (*am, aren't*). Ask *Does the first sentence show that two people are the same or different?* (*the same*)
- Have the children look back at the reading texts on pages 60–61 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If you have access to the class video, read out the two sentences in the *Graphic Grammar* box in the Pupil's Book. Tell children they are going to watch the video. Ask *What are they doing? Who is faster? Who do you think is more skilful?*
- Play the video. Ask the children for feedback.
- Ask the children if both characters can do the same. Then ask them what word is repeated (*as*) and where is it placed (before and after the adjective).
- Play the video again and have the children repeat the sentences.

Teaching star!

Learning styles

- Children learn in different ways, so the same learning task may not be appropriate for everyone. Some children learn more effectively through physical activity. Try the following to reinforce the grammar structure for children who learn better in this way.
- Write each word from the sentences in the *Graphic Grammar* box on a separate piece of paper. Give 12 children a word card each.
- The children stand up, come to the front and put the words in the correct order to make the two sentences. Tell them that each child should hold one word card.
- The rest of the class says whether the sentences are correct. If not, the children try again until the words are in the correct order.

2 Complete with *just as ... as* or *not as ... as* and the adjectives.

- Refer children to the photo in Activity 2. Ask *What's he doing? What's his job? Where is he? What's he carrying? What's the weather like?*
- Ask the children to scan the text and check their ideas. Ask *Do you think he has fun while working? Why? / Why not? Would you like to do his job?*
- Read out the example. Then elicit what the word order is (the adjective is between the two words *as*). The children complete the activity individually.
- Check answers as a class.

Answers: 1 just as fast as **2** isn't as expensive as **3** isn't as safe as **4** isn't as comfortable as **5** just as interesting as **6** isn't as boring as

3 Work in pairs. Play Agree or Disagree?

Be a star!

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 148 and have Student B turn to page 152.
- Read out the instructions and the example dialogue so the children have an understanding of how to play the game. The children choose an item on the top of their page and use the words to make sentences using *just as ... as* or *not as ... as*. Their partner looks at the pictures at the bottom of their page and guesses what item is being described. Then they say if they agree or disagree. Then they swap roles.
- Allow time for the children to complete the game.

Grammar booster

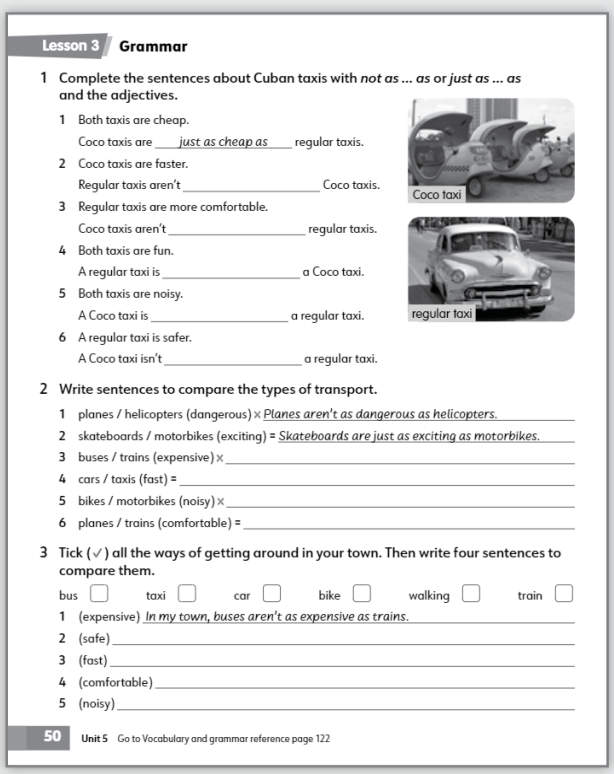
Ask the children to turn to page 138 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 1 're just as interesting as **2** isn't as crowded as **3** isn't as noisy as **4** isn't as expensive as **5** just as exciting as

Cooler: Getting around

- Write on the board: *air*, *land*, *water*.
- Divide the class into small groups. Each group writes as many different types of transport for each category as they can think of.
- Each group reads out their lists.
- The group with the most ideas is the winner.

Workbook page 50



Lesson 3 Grammar

1 Complete the sentences about Cuban taxis with *not as ... as* or *just as ... as* and the adjectives.

1 Both taxis are cheap.
Coco taxis are *just as cheap as* regular taxis.
2 Coco taxis are faster.
Regular taxis aren't _____ Coco taxis.
3 Regular taxis are more comfortable.
Coco taxis aren't _____ regular taxis.
4 Both taxis are fun.
A regular taxi is _____ a Coco taxi.
5 Both taxis are noisy.
A Coco taxi is _____ a regular taxi.
6 A regular taxi is safer.
A Coco taxi isn't _____ a regular taxi.

Coco taxi

regular taxi

2 Write sentences to compare the types of transport.

1 planes / helicopters (dangerous) × *Planes aren't as dangerous as helicopters.*
2 skateboards / motorbikes (exciting) = *Skateboards are just as exciting as motorbikes.*
3 buses / trains (expensive) × _____
4 cars / taxis (fast) = _____
5 bikes / motorbikes (noisy) × _____
6 planes / trains (comfortable) = _____

3 Tick (✓) all the ways of getting around in your town. Then write four sentences to compare them.

bus ☐ taxi ☐ car ☐ bike ☐ walking ☐ train ☐

1 (expensive) *In my town, buses aren't as expensive as trains.*
2 (safe) _____
3 (fast) _____
4 (comfortable) _____
5 (noisy) _____

50 Unit 5 Go to Vocabulary and grammar reference page 122

Grammar reference:

Remind the children that they can refer to the grammar reference on page 122 while completing these Workbook activities.

1 Complete the sentences about Cuban taxis with *not as ... as* or *just as ... as* and the adjectives.

Answers: 1 just as cheap as **2** as fast as **3** as comfortable as **4** just as fun as **5** just as noisy as **6** as safe as

2 Write sentences to compare the types of transport.

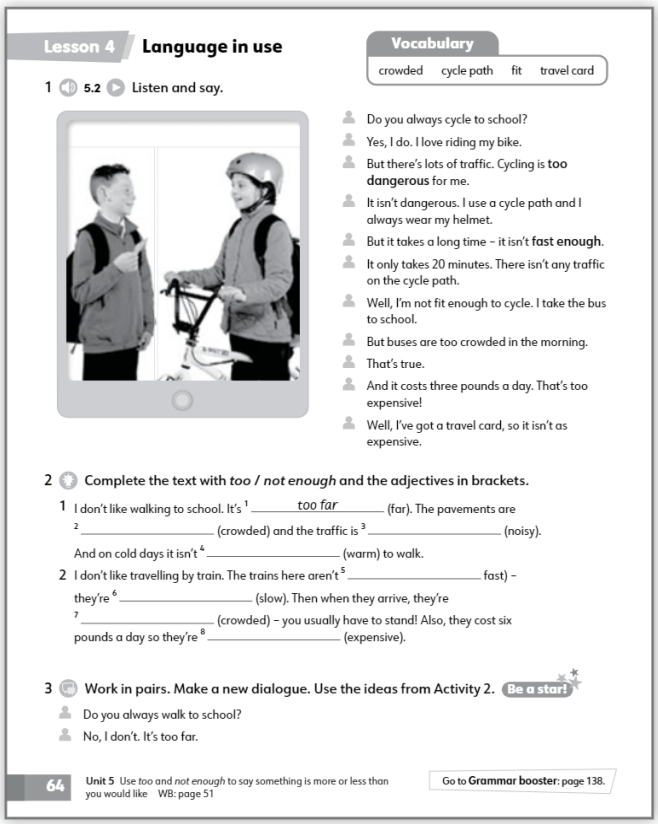
Answers: 1 Planes aren't as dangerous as helicopters. **2** Skateboards are just as exciting as motorbikes. **3** Buses aren't as expensive as trains. **4** Cars are just as fast as taxis. **5** Bikes aren't as noisy as motorbikes. **6** Planes are just as comfortable as trains.

3 Tick (✓) all the ways of getting around in your town. Then write four sentences to compare them.

Answers: Children's own answers.

Lesson 4 Language in use

Pupil's Book page 64



Lesson 4 Language in use

Vocabulary: crowded cycle path fit travel card

1 5.2 Listen and say.

Do you always cycle to school?
Yes, I do. I love riding my bike.
But there's lots of traffic. Cycling is **too dangerous** for me.
It isn't dangerous. I use a cycle path and I always wear my helmet.
But it takes a long time – it isn't **fast enough**.
It only takes 20 minutes. There isn't any traffic on the cycle path.
Well, I'm not fit enough to cycle. I take the bus to school.
But buses are too crowded in the morning.
That's true.
And it costs three pounds a day. That's too expensive!
Well, I've got a travel card, so it isn't as expensive.

2 Complete the text with *too / not enough* and the adjectives in brackets.

1 I don't like walking to school. It's [1] *too far* (far). The pavements are [2] _____ (crowded) and the traffic is [3] _____ (noisy). And on cold days it isn't [4] _____ (warm) to walk.
2 I don't like travelling by train. The trains here aren't [5] _____ fast) – they're [6] _____ (slow). Then when they arrive, they're [7] _____ (crowded) – you usually have to stand! Also, they cost six pounds a day so they're [8] _____ (expensive).

3 Work in pairs. Make a new dialogue. Use the ideas from Activity 2. Be a star!

Do you always walk to school?
No, I don't. It's too far.

64 Unit 5 Use *too* and *not enough* to say something is more or less than you would like WB: page 51

Go to **Grammar booster:** page 138.

Learning objectives: Use *too* and *not enough* to say something is more or less than you would like

***Vocabulary*:** crowded, cycle path, fit, travel card

***Review vocabulary*:** travel and transport

***Resources*:** Language in use video; Grammar 2 worksheet

Warm-up: Shall I take the bus?

- Divide the class into groups of four. Each group discusses the advantages of a different means of transport (bus, car, bike or taxi). Give the children two to three minutes to do this.
- Each group comes to the front to present the advantages and disadvantages of their means of transport.
- As a class, decide the best means of transport.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book dictionary, pages 156–157). Elicit a definition for the words.
- Children check the definitions in the dictionary.

1 5.2 Listen and say.

- Refer the children to the photo in Activity 1. Have them describe the children in the picture. Ask *Who are they? (Oliver and Sophia) How old are they? (10 and 11) What are they doing? What are they talking about? What are they wearing?*
- Play the audio. The children listen and follow it in their books. They check if their ideas were correct.
- Play the audio a second time, pausing after each line for the children to repeat.
- Divide the class into two groups. Each group reads out one part of the dialogue. Then they switch roles.
- The children practise the dialogue in pairs.
- Write on the board: *Cycling is too dangerous. It isn't fast enough.* Say *'Too' says something is more than we would like.* Ask *Is 'dangerous' a verb, noun or adjective?* (*adjective*) *Does 'too' come before or after the adjective?* (*before*) Tell the children that *enough* can be used after an adjective to say that something is less than we would like. Ask *What is the adjective in the second sentence?* (*fast*)

- If you have access to the class video ask: *Who cycles to school? How long does it take? How much does the bus cost?* Play the video. Children watch and answer (Sophia, 20 minutes, three pounds).
- Play the video again and continue as above, starting from the third point.
- Play the video again and have the children repeat, copying all intonation and body language.

2 Complete the text with *too / not enough* and the adjectives in brackets.

- Have the children scan the two paragraphs in Activity 2. Elicit what they are about (walking to school, travelling by train).
- Ask a volunteer to read out the first sentence and the example. Remind the children that *too* comes before the adjective and *enough* comes after the adjective.
- The children complete the activity. Check answers as a class.

Answers: 1 too far **2** too crowded **3** too noisy **4** warm enough **5** fast enough **6** too slow **7** too crowded **8** too expensive

3 Work in pairs. Make a new dialogue. Use the ideas from Activity 2.

Be a star!

- Ask two volunteers to read out the question and answer in Activity 3. Elicit the next part of the dialogue, for example:
  A: It isn't too far. It only takes 15 minutes.
  B: But the traffic is too noisy.
- The children make their new dialogues in pairs, using the dialogue in Activity 1 as a model.

Grammar booster

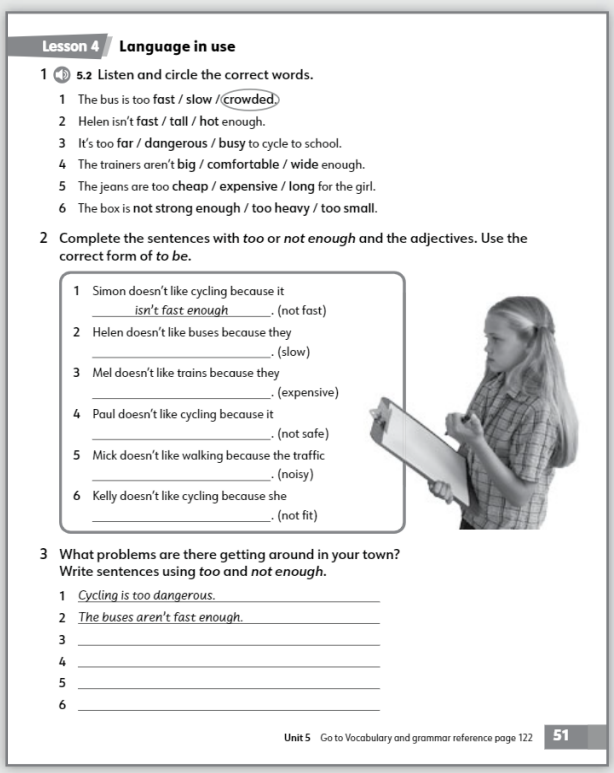
Ask the children to turn to page 138 of their Pupil's Book to complete Activities 2 and 3. Alternatively, you may wish to have the children complete this activity at home.

Answers: 2 1 is too dangerous 2 are too polluted 3 is too difficult 4 aren't fast enough 5 'm not fit enough 6 too far;
3 1 A taxi is just as expensive as taking the train.
2 A plane is not as dangerous as a helicopter.
3 I never walk to school – it's too far from my house.
4 Maths is not as difficult as science. 5 A motorbike is not as comfortable as a car. 6 That jacket isn't big enough for you to wear.

Cooler: Team sentences

- Play *Team sentences* (see Games bank, pages 14–17) with sentences from Lessons 3 and 4: *It isn't as boring as an office job.Cycling is too dangerous for me. There isn't any traffic on the cycle path. Buses are too crowded in the morning.*

Workbook page 51



Lesson 4 Language in use

1 5.2 Listen and circle the correct words.

1 The bus is too fast / slow / crowded.
2 Helen isn't fast / tall / hot enough.
3 It's too far / dangerous / busy to cycle to school.
4 The trainers aren't big / comfortable / wide enough.
5 The jeans are too cheap / expensive / long for the girl.
6 The box is not strong enough / too heavy / too small.

2 Complete the sentences with *too* or *not enough* and the adjectives. Use the correct form of *to be*.

1 Simon doesn't like cycling because it isn't fast enough. (not fast)
2 Helen doesn't like buses because they _____. (slow)
3 Mel doesn't like trains because they _____. (expensive)
4 Paul doesn't like cycling because it _____. (not safe)
5 Mick doesn't like walking because the traffic _____. (noisy)
6 Kelly doesn't like cycling because she _____. (not fit)

3 What problems are there getting around in your town? Write sentences using *too* and *not enough*.

1 Cycling is too dangerous.
2 The buses aren't fast enough.
3 _____
4 _____
5 _____
6 _____

Unit 5 Go to Vocabulary and grammar reference page 122 51

Grammar reference:

Remind the children that they can refer to the grammar reference on page 122 to help them while completing these Workbook activities.

1 5.2 Listen and circle the correct words.

Audioscript

1 Girl: *Should we get the bus to the park?*
Boy: *No, the bus is too crowded on a Saturday. Let's walk.*
Girl: *... but you walk too fast for me!*
Boy: *Don't worry – I'll walk slowly!*
2 Girl 1: *Come on, Helen. You aren't fast enough! We'll be late.*
Girl 2: *Sorry ... I'm coming! It's easy for you – you're taller than me with longer legs! I'm wearing a big coat as well – I'm too hot!*
Girl 1: *Don't be silly! Our legs are the same – you just need to walk faster!*
3 Boy: *Can I cycle to school in the summer, Mum? It isn't so far and it isn't usually busy in the morning.*
Woman: *Sorry, but you can't. I know it's not busy, but there are lots of big lorries. It's too dangerous to cycle on the road.*
4 Boy: *Can I try those trainers on please?*
Man: *Sure! ... What do you think? Are they comfortable enough?*
Boy: *Hmm. No, I think they're too big and they are too wide across my foot. Could I have a smaller size please?*
5 Girl: *Excuse me, how much are these jeans?*
Woman: *They are 100 pounds.*
Girl: *Wow! That's not cheap! They look quite long – what size are they?*
Woman: *I'm afraid it's the last pair and they're the longest size.*
Girl: *That's OK, they're too expensive for me anyway.*
6 Woman: *Can you lift this box for me, Robert? I'm not strong enough.*
Boy: *Wow, Grandma – it's only a small box! What's in it?! Sorry, I can't – it's too heavy.*

Answers: 1 crowded **2** fast **3** dangerous **4** comfortable **5** expensive **6** too heavy

2 Complete the sentences with *too* or *not enough* and the adjectives. Use the correct form of *to be*.

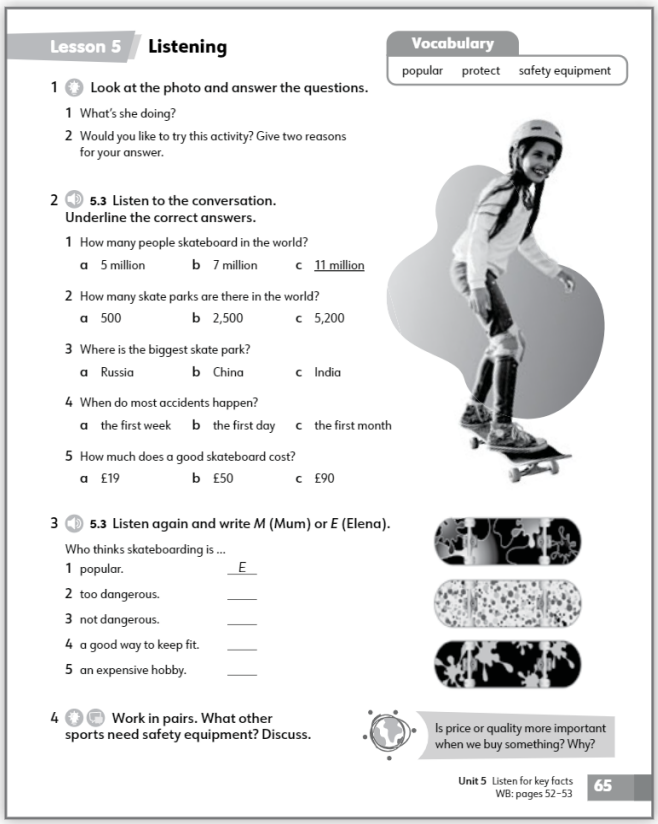
Answers: 1 isn't fast enough **2** are too slow **3** are too expensive **4** isn't safe enough **5** is too noisy **6** isn't fit enough

3 What problems are there getting around in your town? Write sentences using *too* and *not enough*.

Answers: Children's own answers.

Lesson 5 Listening

Pupil's Book page 65



Lesson 5 Listening

Vocabulary: popular protect safety equipment

1 Look at the photo and answer the questions.
1 What's she doing?
2 Would you like to try this activity? Give two reasons for your answer.

2 5.3 Listen to the conversation. Underline the correct answers.
1 How many people skateboard in the world?
a 5 million b 7 million c 11 million
2 How many skate parks are there in the world?
a 500 b 2,500 c 5,200
3 Where is the biggest skate park?
a Russia b China c India
4 When do most accidents happen?
a the first week b the first day c the first month
5 How much does a good skateboard cost?
a £19 b £50 c £90

3 5.3 Listen again and write M (Mum) or E (Elena).
Who thinks skateboarding is ...
1 popular. E
2 too dangerous. ____
3 not dangerous. ____
4 a good way to keep fit. ____
5 an expensive hobby. ____

4 Work in pairs. What other sports need safety equipment? Discuss.

Is price or quality more important when we buy something? Why?

Unit 5 Listen for key facts
WB: pages 52–53
65

***Learning objectives*:** Listen for key facts

***Vocabulary*:** popular, protect, safety equipment

Warm-up: Quick memory game

- Play *Quick memory game* (see Games bank, pages 14–17) with the new vocabulary from Lesson 1.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, pages 156–157). Elicit a definition for the words.
- Children check the definitions in the dictionary on pages 156–157.

1 Look at the photo and answer the questions.

- Refer the children to the photo of the skateboarder. Elicit what the girl is doing (skateboarding). Find out if anyone has tried skateboarding. If yes, ask whether they liked it or not and why.
- Ask the rest of the class whether they would like to try it.
- The children work in pairs to answer the question and share their reasons.

2 5.3 Listen to the conversation. Underline the correct answers.

- Ask a volunteer to read out the three numbers in question 2 (five hundred; two thousand, five hundred; five thousand, two hundred). Check the meaning of *hundred*, *thousand*, *million*.
- Read out the questions one by one and ask the children to predict the answers. Tell them to listen and underline the correct answers.
- Check answers as a class.

Audioscript

Mum: *Hi, Elena! What are you watching?*

Elena: *It's a video about skateboarding.*

Mum: *Skateboarding?*

Elena: *Yes – it's really popular. Listen to this.*

Presenter: *In the last 20 years, skateboarding has become really popular. About 11 million people around the world enjoy this sport. There are now 2,500 skate parks and the biggest one is in China ...*

Mum: *Elena, I've already told you. Skateboarding is too dangerous!*

Elena: *It isn't dangerous, Mum, listen ...*

Presenter: *Many people think that skateboarding is a dangerous sport, but it's actually just as safe as other sports!*

Elena: *See, Mum? I told you it isn't dangerous. It's really exciting and a good way to keep fit.*

Mum: *Hmmm ... well, let's keep listening.*

Presenter: *Most accidents happen in the first week, when people are first learning to skateboard. That's why it's important to wear the right safety equipment. You need a good helmet, gloves, knee pads and elbow pads.*

Mum: *See ... you need a lot of equipment, which is really expensive. And why do you want to learn to skateboard, anyway? You already play basketball and tennis at school.*

Elena: *I really want to try something new – skateboarding looks like a lot of fun!*

Mum: *I suppose so ...*

Elena: *So, could I have a skateboard for my birthday? Please, Mum!*

Mum: *Um ... maybe. How much do they cost?*

Elena: *There's a really good one here for 90 pounds.*

Mum: *90 pounds is too expensive, Elena.*

Elena: *I know, but expensive equipment is better quality, which means that it's safer. Cheap equipment can be dangerous – that's when you might have an accident.*

Mum: *OK, I'll think about it ...*

Answers: 1 c **2** b **3** b **4** a **5** c

3 5.3 **Listen again and write *M* (Mum) or *E* (Elena).**

- Have the children read the questions individually.
- Play the audio again. Children identify whose opinion each one is and write the corresponding letter.
- Check answers as a class.

Answers: 1 E **2** M **3** E **4** E **5** M

4 **Work in pairs. What other sports need safety equipment? Discuss.**

- Ask *Why is it important to use safety equipment?* Elicit answers from the children.
- Children work in pairs to answer the question. Then elicit answers and write the other sports they mention on the board (e.g. cycling, baseball, hockey, skiing, climbing).

ESDC

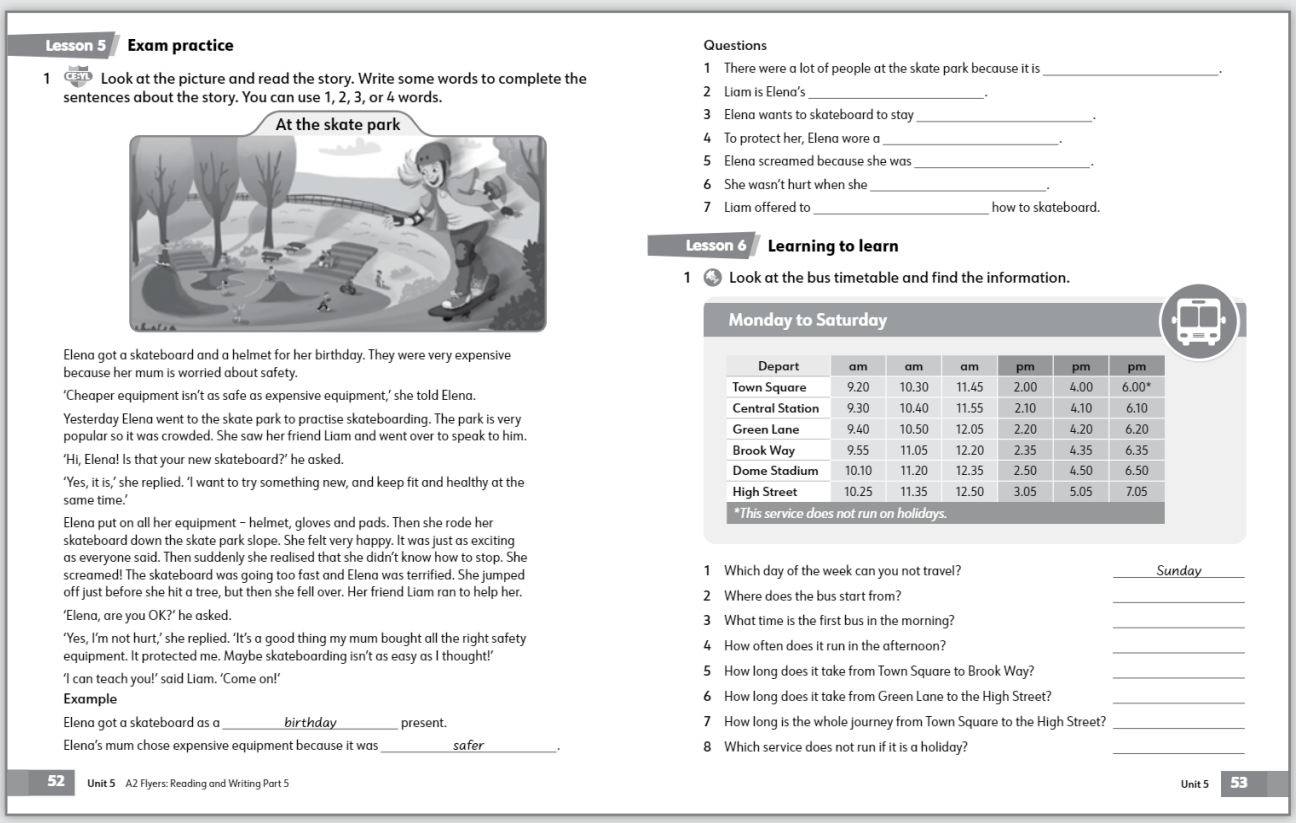
Is price or quality more important when we buy something? Why?

Introduce the children to Sustainable Development Goal 12: *Responsible consumption and production*. Ask: *Is price or quality more important when we buy something? Why?* These questions help the children understand how what we buy is influenced by cost and quality.

- Ask for examples of things for which the quality can be more important than the price, e.g. food. Discuss how people will often buy something cheap because it's easier, or because they don't have a lot of money. Guide the children to understand that we should try to use our things for as long as possible. This can mean spending more money for better quality. This is not always possible for everyone, but it can be a goal.

Possible answers: Quality is more important overall, but price can be more important when people don't have a lot of money. It's most important that we try to buy things that will last a long because that's also good for the planet – it uses fewer resources and less energy.

Workbook pages 52–53



Lesson 5 **Exam practice**

1 CE:YL Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3, or 4 words.

At the skate park

Elena got a skateboard and a helmet for her birthday. They were very expensive because her mum is worried about safety.

'Cheaper equipment isn't as safe as expensive equipment,' she told Elena.

Yesterday Elena went to the skate park to practise skateboarding. The park is very popular so it was crowded. She saw her friend Liam and went over to speak to him.

'Hi, Elena! Is that your new skateboard?' he asked.

'Yes, it is,' she replied. 'I want to try something new, and keep fit and healthy at the same time.'

Elena put on all her equipment – helmet, gloves and pads. Then she rode her skateboard down the skate park slope. She felt very happy. It was just as exciting as everyone said. Then suddenly she realised that she didn't know how to stop. She screamed! The skateboard was going too fast and Elena was terrified. She jumped off just before she hit a tree, but then she fell over. Her friend Liam ran to help her.

'Elena, are you OK?' he asked.

'Yes, I'm not hurt,' she replied. 'It's a good thing my mum bought all the right safety equipment. It protected me. Maybe skateboarding isn't as easy as I thought!'

'I can teach you!' said Liam. 'Come on!'

Example

Elena got a skateboard as a birthday present.

Elena's mum chose expensive equipment because it was safer.

Questions

1 There were a lot of people at the skate park because it is _____.
2 Liam is Elena's _____.
3 Elena wants to skateboard to stay _____.
4 To protect her, Elena wore a _____.
5 Elena screamed because she was _____.
6 She wasn't hurt when she _____.
7 Liam offered to _____ how to skateboard.

Lesson 6 **Learning to learn**

1 Look at the bus timetable and find the information.

Monday to Saturday

Depart	am	am	am	pm	pm	pm
Town Square	9.20	10.30	11.45	2.00	4.00	6.00*
Central Station	9.30	10.40	11.55	2.10	4.10	6.10
Green Lane	9.40	10.50	12.05	2.20	4.20	6.20
Brook Way	9.55	11.05	12.20	2.35	4.35	6.35
Dome Stadium	10.10	11.20	12.35	2.50	4.50	6.50
High Street	10.25	11.35	12.50	3.05	5.05	7.05

*This service does not run on holidays.

1 Which day of the week can you not travel? Sunday
2 Where does the bus start from? _____
3 What time is the first bus in the morning? _____
4 How often does it run in the afternoon? _____
5 How long does it take from Town Square to Brook Way? _____
6 How long does it take from Green Lane to the High Street? _____
7 How long is the whole journey from Town Square to the High Street? _____
8 Which service does not run if it is a holiday? _____

52 Unit 5 A2 Flyers: Reading and Writing Part 5

Unit 5 53

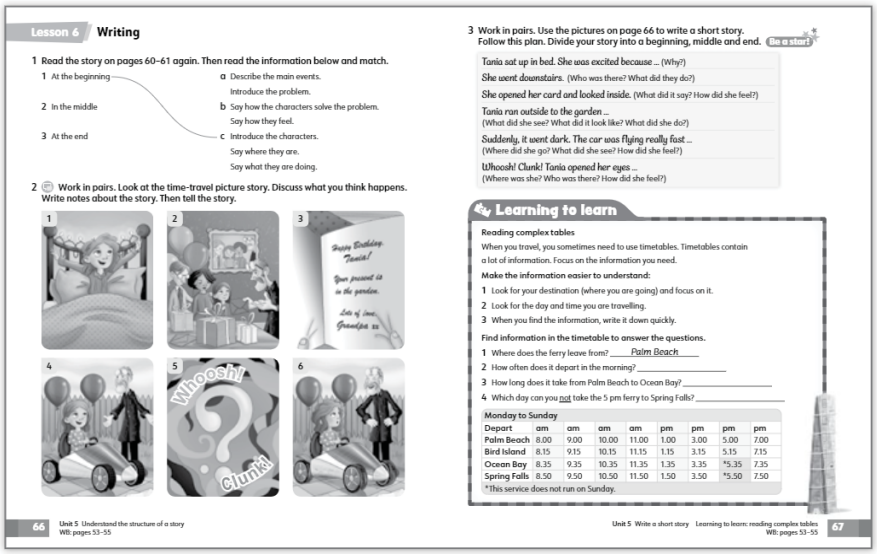
1 CE:YL **Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3, or 4 words.**

This activity helps the children prepare for Part 5 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

Answers: 1 popular **2** friend **3** fit and healthy **4** helmet, gloves and pads **5** terrified **6** fell over **7** teach her

Lesson 6 Writing / Learning to learn

Pupil's Book pages 66–67


Lesson 6 Writing

1 Read the story on pages 60–61 again. Then read the information below and match.

1 At the beginning — a Describe the main events. Introduce the problem.
2 In the middle — b Say how the characters solve the problem. Say how they feel.
3 At the end — c Introduce the characters. Say where they are. Say what they are doing.

2 Work in pairs. Look at the time-travel picture story. Discuss what you think happens. Write notes about the story. Then tell the story.

3 Work in pairs. Use the pictures on page 66 to write a short story. Follow this plan. Divide your story into a beginning, middle and end. Be a star!

Tania sat up in bed. She was excited because ... (Why?)
She went downstairs. (Who was there? What did they do?)
She opened her card and looked inside. (What did it say? How did she feel?)
Tania ran outside to the garden ... (What did she see? What did it look like? What did she do?)
Suddenly, it went dark. The car was flying really fast ... (Where did she go? What did she see? How did she feel?)
Whoosh! Clunk! Tania opened her eyes ... (Where was she? Who was there? How did she feel?)

Learning to learn

Reading complex tables

When you travel, you sometimes need to use timetables. Timetables contain a lot of information. Focus on the information you need.

Make the information easier to understand:

1 Look for your destination (where you are going) and focus on it.
2 Look for the day and time you are travelling.
3 When you find the information, write it down quickly.

Find information in the timetable to answer the questions.

1 Where does the ferry leave from? Palm Beach
2 How often does it depart in the morning? _____
3 How long does it take from Palm Beach to Ocean Bay? _____
4 Which day can you not take the 5 pm ferry to Spring Falls? _____

Monday to Sunday

Depart	am	am	am	am	pm	pm	pm	pm
Palm Beach	8.00	9.00	10.00	11.00	1.00	3.00	5.00	7.00
Bird Island	8.15	9.15	10.15	11.15	1.15	3.15	5.15	7.15
Ocean Bay	8.35	9.35	10.35	11.35	1.35	3.35	*5.35	7.35
Spring Falls	8.50	9.50	10.50	11.50	1.50	3.50	*5.50	7.50

* This service does not run on Sunday.

66 Unit 5 Understand the structure of a story WB: pages 53–55

Unit 5 Write a short story Learning to learn: reading complex tables WB: pages 53–55 67

***Learning objectives*:** Understand the structure of a story; Write a short story; Learning to learn: reading complex tables

1 Read the story on pages 60–61 again. Then read the information below and match.

- Have the children read the story again.
- The children match stages 1–3 to a–c.
- Check answers as a class.

Answers: 1 c **2** a **3** b

2 Work in pairs. Look at the time-travel picture story. Discuss what you think happens. Write notes about the story. Then tell the story.

- Refer the children to the pictures in Activity 2. Ask *What do you think happens in picture 5?*
- Divide the class into pairs. The children discuss what they think happens in the story.
- Conduct class feedback.

3 Work in pairs. Use the pictures on page 66 to write a short story. Follow this plan. Divide your story into a beginning, middle and end.

- Refer the children to the story plan in Activity 3.
- Children work in pairs. They use the pictures and the plan to write their story.
- If children need more support, build up the story together as a class. Elicit example answers to the question prompts and write ideas on the board.
- Children copy the story in their notebooks.

Suggested answer: Tania sat up in bed. She was excited because it was her birthday. She went downstairs. Her mum, dad and grandpa were there. They gave her lots of presents and Grandpa gave her a red envelope. She opened it and looked inside. The card said that her present was in the garden. She felt very excited!
Tania ran outside to the garden and saw a new toy car. It looked beautiful. She got into it and started to pedal. Suddenly, it went dark. The car was flying really fast. 'Oh, my goodness! I'm in the past!' she exclaimed. Her house wasn't there and she couldn't see her favourite park. She saw some children playing. One boy was very interested in her car. He looked like her grandpa, but younger! 'I'm a bit frightened here,' she thought.
Whoosh! Clunk! Tania opened her eyes. She felt strange, but she was happy to be back in the present and to see her old grandpa.

Learning to learn

Reading complex tables

- Read out the information and elicit what information we need to find in timetables (days, times, destinations).

Make the information easier to understand:

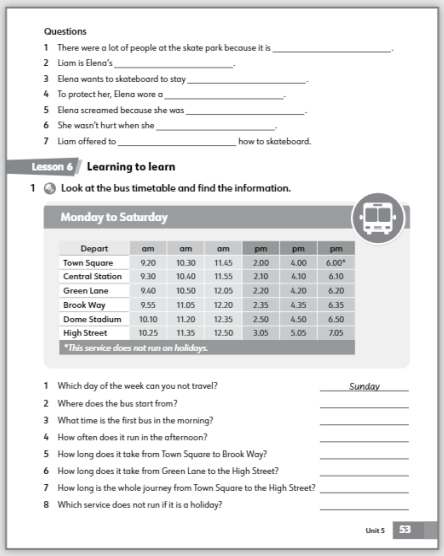
- Children look at the timetable. Elicit what information it gives (destinations, days, times).
- Elicit that the rows show how often the ferry leaves and the columns show how long it takes to each place.

Find information in the timetable to answer the questions.

- Read out the first question. Children find Palm Beach on the timetable. Elicit that this is where the ferry journeys start.
- The children use the timetable to answer the questions. Elicit answers.

Answers: 1 Palm Beach **2** every hour **3** 35 minutes **4** Sunday

Workbook pages 53–55



Questions

1 There were a lot of people at the skate park because it is _____.
2 Liam is Elena's _____.
3 Elena wants to skateboard to stay _____.
4 To protect her, Elena wore a _____.
5 Elena screamed because she was _____.
6 She wasn't hurt when she _____.
7 Liam offered to _____ how to skateboard.

Lesson 6 Learning to learn

1 Look at the bus timetable and find the information.

Monday to Saturday

Depart	am	am	am	pm	pm	pm
Town Square	9.20	10.30	11.45	2.00	4.00	6.00*
Central Station	9.30	10.40	11.55	2.10	4.10	6.10
Green Lane	9.40	10.50	12.05	2.20	4.20	6.20
Brook Way	9.55	11.05	12.20	2.35	4.35	6.35
Dome Stadium	10.10	11.20	12.35	2.50	4.50	6.50
High Street	10.25	11.35	12.50	3.05	5.05	7.05

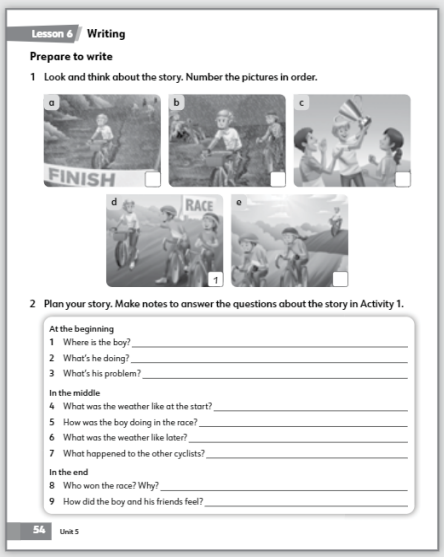
*This service does not run on holidays.

1 Which day of the week can you not travel? Sunday
2 Where does the bus start from? _____
3 What time is the first bus in the morning? _____
4 How often does it run in the afternoon? _____
5 How long does it take from Town Square to Brook Way? _____
6 How long does it take from Green Lane to the High Street? _____
7 How long is the whole journey from Town Square to the High Street? _____
8 Which service does not run if it is a holiday? _____

Unit 5 53

1 Look at the bus timetable and find the information.

Answers: 1 Sunday **2** Town Square **3** 9.20 am **4** three times **5** 35 minutes **6** 45 minutes **7** one hour and five minutes **8** 6.00 pm service



Lesson 6 Writing

Prepare to write

1 Look and think about the story. Number the pictures in order.

a FINISH b c d RACE e

2 Plan your story. Make notes to answer the questions about the story in Activity 1.

At the beginning
1 Where is the boy? _____
2 What's he doing? _____
3 What's his problem? _____

In the middle
4 What was the weather like at the start? _____
5 How was the boy doing in the race? _____
6 What was the weather like later? _____
7 What happened to the other cyclists? _____

In the end
8 Who won the race? Why? _____
9 How did the boy and his friends feel? _____

54 Unit 5

Prepare to write

1 Look and think about the story. Number the pictures in order.

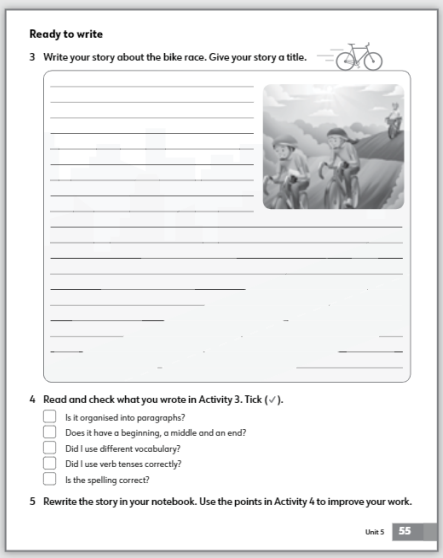
- If done in class, refer the children to the pictures. Ask *Who can you see?* (*two boys and a girl*) *What are they doing?* (*taking part in a cycling race*)
- Draw attention to the first picture in the story (d). Children work in pairs to number the remaining pictures in order to tell the story.
- Children discuss what happens in the story with their partner.
- Conduct feedback.

Answers: a 4 **b** 3 **c** 5 **d** 1 **e** 2

2 Plan your story. Make notes to answer the questions about the story in Activity 1.

- Read out the first question and elicit answers (in the countryside). Do the same with the second question (taking part in a cycling race).
- Children make notes to answer the remaining questions about the story.
- Conduct class feedback. Elicit what information goes in each part of the story (beginning, middle and end).

Answers: 1 in the countryside **2** taking part in a cycling race **3** His bike is very old fashioned. **4** cloudy / bright **5** He was behind the other cyclists. **6** Rainy **7** They slowed down and fell off their bikes. **8** The boy because his big wheels helped him cycle in the mud. **9** They were very happy.



Ready to write

3 Write your story about the bike race. Give your story a title.

4 Read and check what you wrote in Activity 3. Tick (✓).
- Is it organised into paragraphs?
- Does it have a beginning, a middle and an end?
- Did I use different vocabulary?
- Did I use verb tenses correctly?
- Is the spelling correct?

5 Rewrite the story in your notebook. Use the points in Activity 4 to improve your work.

Unit 5 55

Ready to write

3 Write your story about the bike race. Give your story a title.

- The children use their plan in Activity 2 to write their story. Remind them to use a different paragraph for the beginning, middle and end.

4 Read and check what you wrote in Activity 3. Tick (✓).

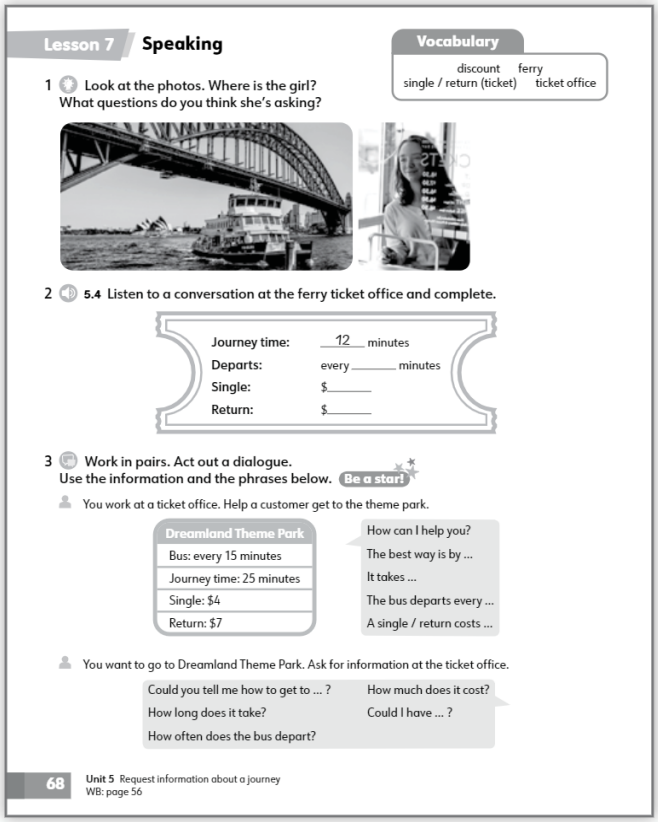
- The children check their work against the checklist and make a note of any necessary changes.

5 Rewrite the story in your notebook. Use the points in Activity 4 to improve your work.

- The children write a final version in their notebook.

Lesson 7 Speaking

Pupil's Book page 68


Lesson 7 Speaking

Vocabulary: discount, ferry, single / return (ticket), ticket office

1 Look at the photos. Where is the girl? What questions do you think she's asking?

2 5.4 Listen to a conversation at the ferry ticket office and complete.

Journey time: 12 minutes
Departs: every ____ minutes
Single: $____
Return: $____

3 Work in pairs. Act out a dialogue. Use the information and the phrases below. Be a star!

You work at a ticket office. Help a customer get to the theme park.

Dreamland Theme Park
Bus: every 15 minutes
Journey time: 25 minutes
Single: $4
Return: $7

How can I help you? / The best way is by ... / It takes ... / The bus departs every ... / A single / return costs ...

You want to go to Dreamland Theme Park. Ask for information at the ticket office.

Could you tell me how to get to ... ? / How long does it take? / How often does the bus depart? / How much does it cost? / Could I have ... ?

68 Unit 5 Request information about a journey
WB: page 56

Learning objectives: Request information about a journey

Vocabulary: discount, ferry, single / return (ticket), ticket office

Resources: Vocabulary 2 worksheet

Warm-up: Board race

- Play *Board race* (see Games bank, pages 14–17) with the topic of travel.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, pages 156–157). Elicit a definition for the words.
- Children check the definitions in the dictionary on pages 156–157.
- Then use the dictionary to give definitions in the following order to elicit the words: *ferry*, *ticket office*, *return*, *single*, *discount*.

1 Look at the photos. Where is the girl? What questions do you think she's asking?

- Refer the children to the photos in Activity 1. Ask *What can you see in the first photo?* (*a ferry*) *Where's the girl?* (*in a ticket office*) *What do you think she wants?* (*a ferry ticket / some information*) *Have you ever been on a ferry? What do you need to buy to go on a ferry?* (*a ticket*) Elicit answers from children.

2 5.4 Listen to a conversation at the ferry ticket office and complete.

- Tell the children they are going to listen to a conversation between a customer and someone who works in the ticket office. Ask *What do you think the customer will ask?* (*times, price, kind of ticket*) Then have the children read the information in the ticket in Activity 2.
- Play the audio. The children listen and complete the missing information.
- Play the audio again. The children check their answers with a partner.
- Check answers as a class.

Audioscript

Attendant: *Good morning! How can I help you?*
Customer: *Could you tell me how to get to the zoo, please?*
Attendant: *Of course. The quickest way is by ferry.*
Customer: *How long does it take?*
Attendant: *It takes 12 minutes each way.*
Customer: *Great! How often does the ferry depart?*
Attendant: *It departs every 30 minutes.*
Customer: *And how much does it cost?*
Attendant: *A single costs six dollars and a return costs ten.*
Customer: *Could I have two return tickets, please?*
Attendant: *Of course, here you are. That's 20 dollars, please.*

Answers: Journey time: 12 minutes; **Departs:** every 30 minutes; **Single:** $6; Return: $10

3 Work in pairs. Act out a dialogue. Use the information and the phrases below.

Be a star!

- Divide the class into two groups: A and B. Tell them that group A is the person selling tickets and that group B is the customer.
- Have both groups read the corresponding information and phrases in Activity 3. Clarify meaning.

- Take the role of the ticket seller and model the first part of the dialogue with the class. Encourage children to use the phrases in box B to help them respond:
  You: *Good morning. How can I help you?*
  Class: *Could you tell me how to get to Dreamland Theme Park?*
  You: *Of course. The best way is by ...*
- Have the children work in A / B pairs to act out the dialogue. Then they switch roles.
- While they do this, circulate, monitor and help.

Teaching star!

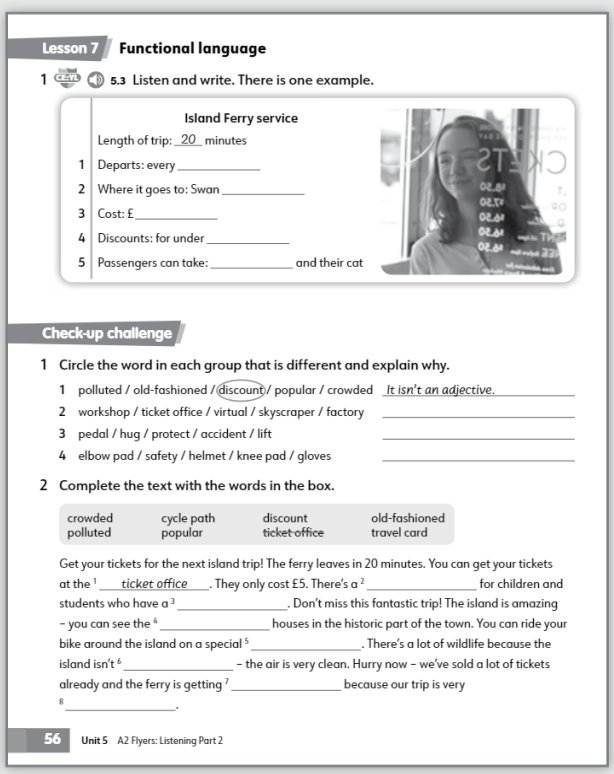
Extension

- Encourage the children to think about their performance during speaking activities. Write on the board the following *can do* statements and have them grade themselves with one, two or three stars.
  1 I can take part in a conversation.
  2 I can ask and answer questions.
  3 I can use the new phrases.
- Collect their responses and see which *can do* statements children feel they are doing well and which ones they need to work on more.

Cooler: Let's go!

- The children work in groups to plan a journey. Tell them to include the place they are going to visit, how to get there, the kind of ticket, the price of the ticket, etc.
- Volunteers from each group tell the class about their journey.

Workbook page 56



Lesson 7 Functional language

1 CE:YL 5.3 Listen and write. There is one example.

Island Ferry service

Length of trip: 20 minutes
1 Departs: every _____
2 Where it goes to: Swan _____
3 Cost: £_____
4 Discounts: for under _____
5 Passengers can take: _____ and their cat

Check-up challenge

1 Circle the word in each group that is different and explain why.
1 polluted / old-fashioned / discount / popular / crowded — *It isn't an adjective.*
2 workshop / ticket office / virtual / skyscraper / factory
3 pedal / hug / protect / accident / lift
4 elbow pad / safety / helmet / knee pad / gloves

2 Complete the text with the words in the box.

crowded polluted | cycle path popular | discount ticket office | old-fashioned travel card

Get your tickets for the next island trip! The ferry leaves in 20 minutes. You can get your tickets at the [1] *ticket office*. They only cost £5. There's a [2] _____ for children and students who have a [3] _____. Don't miss this fantastic trip! The island is amazing – you can see the [4] _____ houses in the historic part of the town. You can ride your bike around the island on a special [5] _____. There's a lot of wildlife because the island isn't [6] _____ – the air is very clean. Hurry now – we've sold a lot of tickets already and the ferry is getting [7] _____ because our trip is very [8] _____.

56 Unit 5 A2 Flyers: Listening Part 2

1 CE:YL 5.3 Listen and write. There is one example.

This activity helps the children prepare for Part 2 of the Listening paper in the Cambridge English A2 Flyers exam.

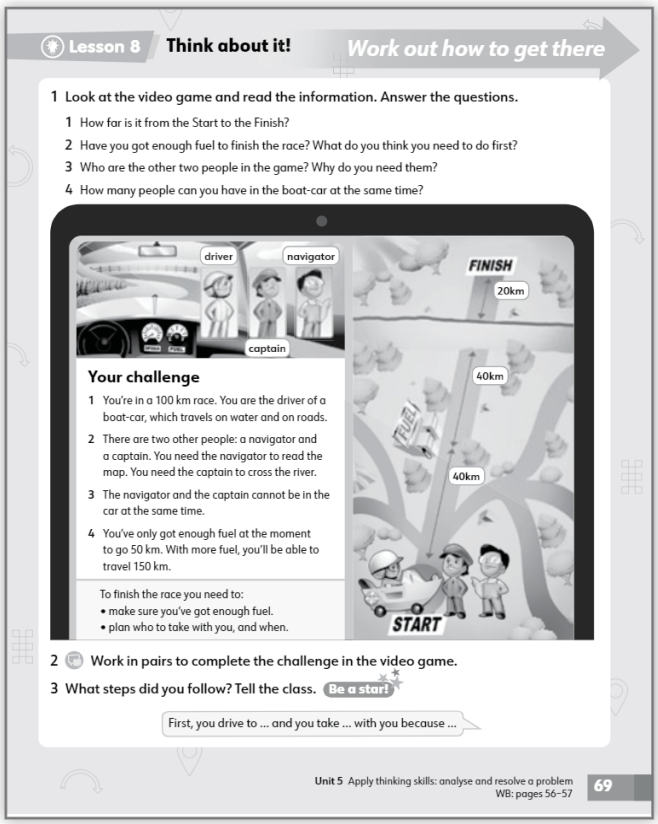
Audioscript

Woman: *Good morning. How can I help you?*
Boy: *Could you tell me how to get to the island?*
Woman: *Of course. The quickest way is by ferry.*
Boy: *How long does it take?*
Woman: *It takes about 20 minutes.*
Can you see the answer? Now you listen and write.
Boy: *How often does it depart?*
Woman: *It departs every hour. So, the next ferry is at 11 o'clock.*
Boy: *OK. So, does it stop at Swan Bridge?*
Woman: *Yes, that's right. It goes straight from here to Swan Bridge and then back.*
Boy: *How much does it cost?*
Woman: *A return costs five pounds.*
Boy: *OK. I'm fifteen – is there a discount for me?*
Woman: *Yes. There's a discount if you're under 18.*
Boy: *Could I have a return ticket please? ... oh, and can I take my bike and my cat?*
Woman: *Yes, you can – but your cat doesn't need a ticket! Here you are. Enjoy your day.*

Answers: 1 hour **2** Bridge **3** five/5 **4** eighteen/18 **5** bikes

Lesson 8 Think about it!

Pupil's Book page 69



Learning objectives: Apply thinking skills: analyse and resolve a problem

Resources: Unit 5 test and Mid-year review

Warm-up: Stickman

- Play *Stickman* (see Games bank, pages 14–17) with transport words (*helicopter*, *train*, *bus*, *bike*, *motorbike*, *skateboard*, *plane*, *car*, *taxi*, *ferry*, *walking*, *metro*).

1 Look at the video game and read the information. Answer the questions.

- Refer children to the video game. Ask *What can you see?* (*a video game / a race track*) *What people can you see?* (*a driver, a captain and a navigator*) *What other things can you see?* (*a petrol / fuel station / garage, the start and finish of the race*) *Where are the start and finish points?*
- Have the children read the information in the box. Ask *What is the challenge? What kind of car is it? Who cannot be in the car at the same time?*
- Read the first question in Activity 1. Elicit the answer from children (100 km). Continue with the rest of the questions. Check answers as a class.

Answers: 1 100km **2** No, there is only enough fuel to go 50km. First, you need to refuel the boat-car. **3** A navigator to read the map, and a captain to cross the river. **4** Two.

2 Work in pairs to complete the challenge in the video game.

- Ask *Who would you take in the boat-car first? Why? How would you get the fuel you need?*
- Divide the class into pairs. The children share their ideas and try to complete the challenge. Remind them that they need to make sure they've got enough fuel, and that the navigator and the captain can't be in the boat-car at the same time.

Suggested answer: First you drive to the fuel station. You take the navigator with you because there are lots of different roads and you don't know which is the right one. You then drive 40 km back to the start, leave the navigator there and pick up the pilot. You still have enough fuel to drive 100 km to the finish line and the captain can take the boat across the river.

Teaching star!

Problem solving

- Help the children with problem solving. For Activity 2, encourage them to ask the following questions: *What do I know about this video game? How many ideas can I think of to complete the challenge? Which is the best idea?*
- Have the children compare their ideas in small groups. They agree on the best idea, giving reasons for their answer.

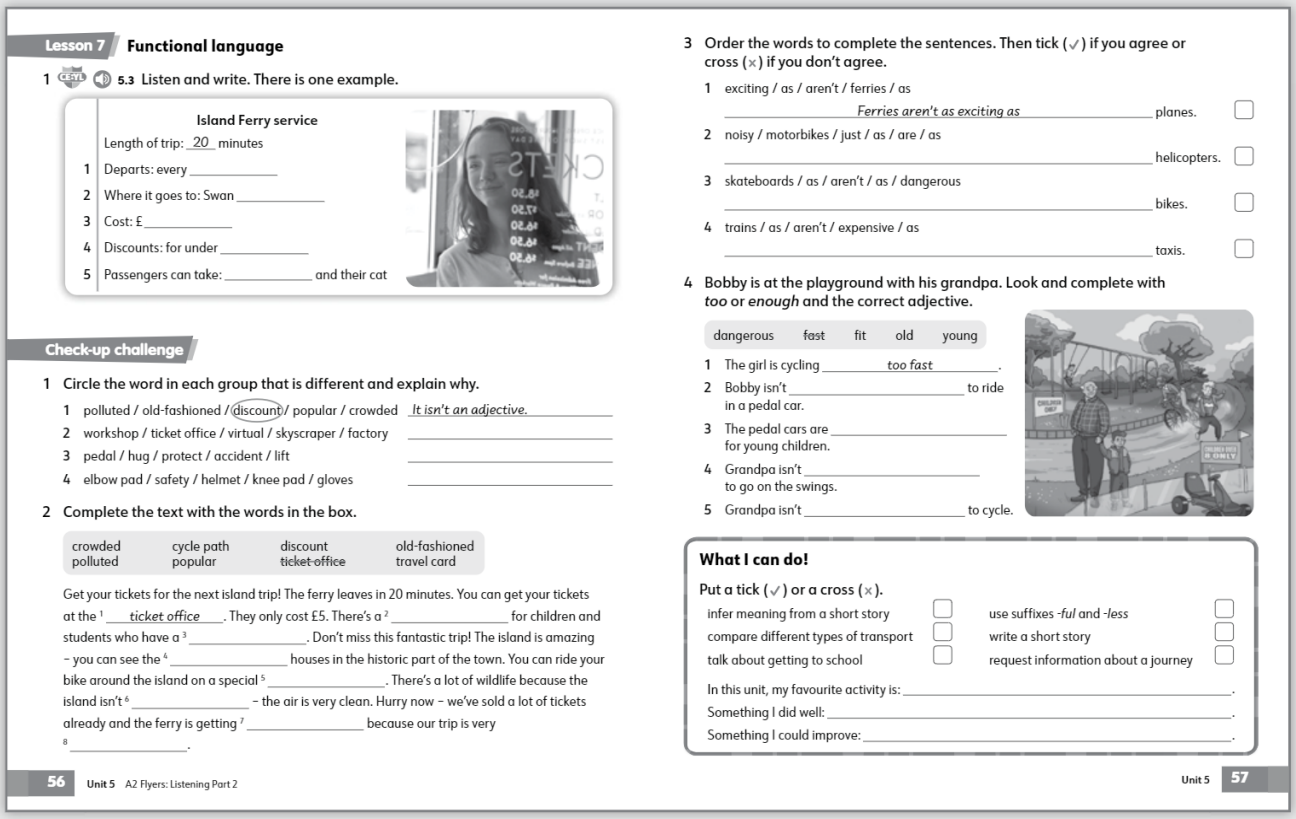
3 What steps did you follow? Tell the class.

Be a star!

- Have volunteers come to the front and share their answers. Encourage them to use the words in the speech bubble.
- Ask if any other pairs came up with the same solution.

Cooler: A new member of the team

- The children work in pairs. Ask them to think of an extra character for the video game. It could be a fun character such as a bird. Tell them that they must give this character a name, a personality and a purpose. It can give some tips or clues on how to complete the challenge.
- Have some volunteers tell the class about their new character.



Lesson 7 **Functional language**

1 CEYL 5.3 Listen and write. There is one example.

Island Ferry service

Length of trip: 20 minutes

1 Departs: every _____

2 Where it goes to: Swan _____

3 Cost: £_____

4 Discounts: for under _____

5 Passengers can take: _____ and their cat

Check-up challenge

1 Circle the word in each group that is different and explain why.

1 polluted / old-fashioned / discount / popular / crowded *It isn't an adjective.*

2 workshop / ticket office / virtual / skyscraper / factory _____

3 pedal / hug / protect / accident / lift _____

4 elbow pad / safety / helmet / knee pad / gloves _____

2 Complete the text with the words in the box.

crowded · cycle path · discount · old-fashioned · polluted · popular · ticket office · travel card

Get your tickets for the next island trip! The ferry leaves in 20 minutes. You can get your tickets at the 1 *ticket office*. They only cost £5. There's a 2 _____ for children and students who have a 3 _____. Don't miss this fantastic trip! The island is amazing – you can see the 4 _____ houses in the historic part of the town. You can ride your bike around the island on a special 5 _____. There's a lot of wildlife because the island isn't 6 _____ – the air is very clean. Hurry now – we've sold a lot of tickets already and the ferry is getting 7 _____ because our trip is very 8 _____.

3 Order the words to complete the sentences. Then tick (✓) if you agree or cross (×) if you don't agree.

1 exciting / as / aren't / ferries / as

Ferries aren't as exciting as planes.

2 noisy / motorbikes / just / as / are / as

_____ helicopters.

3 skateboards / as / aren't / as / dangerous

_____ bikes.

4 trains / as / aren't / expensive / as

_____ taxis.

4 Bobby is at the playground with his grandpa. Look and complete with *too* or *enough* and the correct adjective.

dangerous · fast · fit · old · young

1 The girl is cycling *too fast*.

2 Bobby isn't _____ to ride in a pedal car.

3 The pedal cars are _____ for young children.

4 Grandpa isn't _____ to go on the swings.

5 Grandpa isn't _____ to cycle.

What I can do!

Put a tick (✓) or a cross (×).

- infer meaning from a short story ☐
- compare different types of transport ☐
- talk about getting to school ☐
- use suffixes *-ful* and *-less* ☐
- write a short story ☐
- request information about a journey ☐

In this unit, my favourite activity is: _____.

Something I did well: _____.

Something I could improve: _____.

56 Unit 5 A2 Flyers: Listening Part 2

Unit 5 57

Check-up challenge

1 Circle the word in each group that is different and explain why.

Answers: 1 discount – It isn't an adjective. **2** virtual – It isn't a noun. **3** accident – It isn't a verb. **4** safety – It isn't part of the equipment.

2 Complete the text with the words in the box.

Answers: 1 ticket office **2** discount **3** travel card **4** old-fashioned **5** cycle path **6** polluted **7** crowded **8** popular

3 Order the words to complete the sentences. Then tick (✓) if you agree or cross (×) if you don't agree.

Answers: 1 Ferries aren't as exciting as planes. **2** Motorbikes are just as noisy as helicopters. **3** Skateboards aren't as dangerous as bikes. **4** Trains aren't as expensive as taxis.; Children's own answers.

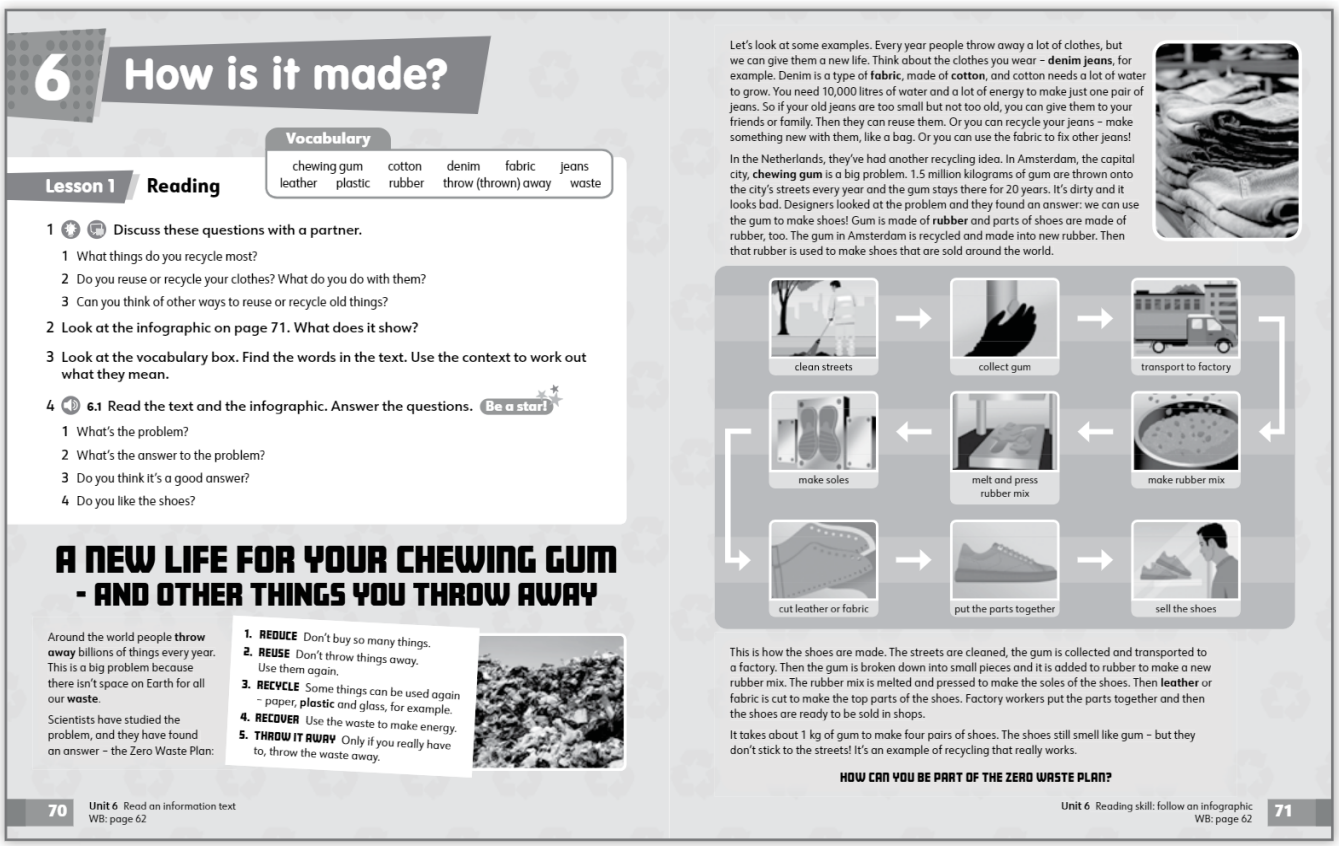
4 Bobby is at the playground with his grandpa. Look and complete with *too* or *enough* and the correct adjective.

Answers: 1 too fast **2** old enough **3** too dangerous **4** young enough **5** fit enough

6 How is it made?

Lesson 1 Reading

Pupil's Book pages 70–71


6 How is it made?

Lesson 1 Reading

Vocabulary: chewing gum, cotton, denim, fabric, jeans, leather, plastic, rubber, throw (thrown) away, waste

1 Discuss these questions with a partner.
1 What things do you recycle most?
2 Do you reuse or recycle your clothes? What do you do with them?
3 Can you think of other ways to reuse or recycle old things?
2 Look at the infographic on page 71. What does it show?
3 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.
4 6.1 Read the text and the infographic. Answer the questions. Be a star!
1 What's the problem?
2 What's the answer to the problem?
3 Do you think it's a good answer?
4 Do you like the shoes?

A NEW LIFE FOR YOUR CHEWING GUM - AND OTHER THINGS YOU THROW AWAY

Around the world people **throw away** billions of things every year. This is a big problem because there isn't space on Earth for all our **waste**.

Scientists have studied the problem, and they have found an answer – the Zero Waste Plan:

1. **REDUCE** Don't buy so many things.
2. **REUSE** Don't throw things away. Use them again.
3. **RECYCLE** Some things can be used again – paper, **plastic** and glass, for example.
4. **RECOVER** Use the waste to make energy.
5. **THROW IT AWAY** Only if you really have to, throw the waste away.

70 Unit 6 Read an information text WB: page 62

Let's look at some examples. Every year people throw away a lot of clothes, but we can give them a new life. Think about the clothes you wear – **denim jeans**, for example. Denim is a type of **fabric**, made of **cotton**, and cotton needs a lot of water to grow. You need 10,000 litres of water and a lot of energy to make just one pair of jeans. So if your old jeans are too small but not too old, you can give them to your friends or family. Then they can reuse them. Or you can recycle your jeans – make something new with them, like a bag. Or you can use the fabric to fix other jeans!

In the Netherlands, they've had another recycling idea. In Amsterdam, the capital city, **chewing gum** is a big problem. 1.5 million kilograms of gum are thrown onto the city's streets every year and the gum stays there for 20 years. It's dirty and it looks bad. Designers looked at the problem and they found an answer: we can use the gum to make shoes! Gum is made of **rubber** and parts of shoes are made of rubber, too. The gum in Amsterdam is recycled and made into new rubber. Then that rubber is used to make shoes that are sold around the world.

This is how the shoes are made. The streets are cleaned, the gum is collected and transported to a factory. Then the gum is broken down into small pieces and it is added to rubber to make a new rubber mix. The rubber mix is melted and pressed to make the soles of the shoes. Then **leather** or fabric is cut to make the top parts of the shoes. Factory workers put the parts together and then the shoes are ready to be sold in shops.

It takes about 1 kg of gum to make four pairs of shoes. The shoes still smell like gum – but they don't stick to the streets! It's an example of recycling that really works.

HOW CAN YOU BE PART OF THE ZERO WASTE PLAN?

Unit 6 Reading skill: follow an infographic WB: page 62 71

***Learning objectives*:** Read an information text; Reading skill: follow an infographic

***Vocabulary*:** chewing gum, cotton, denim, fabric, jeans, leather, plastic, rubber, throw (thrown) away, waste

***Resources*:** Vocabulary 1 worksheet

Warm-up: Association

- Say *jeans*. A volunteer then says a word he / she associates this word with (e.g. *T-shirt*). Continue around the class with the next child saying a word he / she associates with *T-shirt* (e.g. *trainers*) and the next child a word he / she associates with *trainers*, and so on (e.g. *jeans–T-shirt–trainers–run–park–trees–green–pear–fruit–market*, etc).
- Continue until everyone has said a word.

1 Discuss these questions with a partner.

- Say *I recycle plastic, paper and glass.* Ask *What things do you recycle most?* Elicit answers.
- Have the children discuss the questions in pairs.
- While they do this, circulate, monitor and help.

2 Look at the infographic on page 71. What does it show?

- Refer children to the infographic on page 71. Ask *What can you see in the first picture?* (*someone cleaning a street*) *What can you see in the final picture?* (*someone looking at shoes that are for sale*) Ask *What process does the infographic show?* (*how chewing gum is recycled and made into shoes.*) Ask *How many pictures are there?* (*9*) Go through each picture in the infographic. Elicit what children can see and what they think is happening.
- Children read the text quickly to check their ideas.
- Discuss answers with the class.

Teaching star!

Using infographics

- Infographics help to develop visual literacy and can motivate children who find it harder to process longer texts.
- When children do Activity 2, ask them to find and underline information in the text that relates to each picture in the infographic.

3 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

- Children scan the text to find the words in the vocabulary box.
- Ask children to look at the words before and after the words in bold to help them work out their meaning from the context.
- Have the children explain the meaning of the words in bold.
- Ask them to check their answers in the dictionary on pages 157–158 of the Pupil's Book.

4 6.1 Read the text and the infographic. Answer the questions.

Be a star!

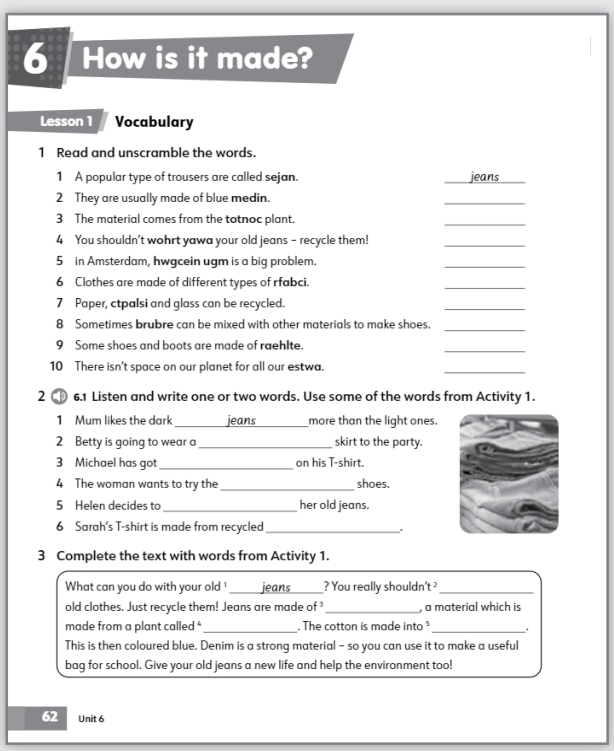
- Refer the children to the infographic on page 71. Read out the first question and elicit answers from the children.
- Children read the text again quickly and answer the remaining questions.
- Check answers as a class.

Answers: 1 Chewing gum is thrown onto Amsterdam's streets. **2** Recycling the chewing gum, using it to make shoes. **3**, **4** Children's own answers.

Cooler: Backs to the board

- Play *Backs to the board* (see Games bank, pages 14–17) with kinds of clothes that are made of cotton. (e.g. T-shirts, shorts, shirts, jackets, socks, etc).

Workbook page 62



6 How is it made?

Lesson 1 Vocabulary

1 Read and unscramble the words.

1 A popular type of trousers are called **sejan**. *jeans*
2 They are usually made of blue **medin**. _____
3 The material comes from the **totnoc** plant. _____
4 You shouldn't **wohrt yawa** your old jeans – recycle them! _____
5 in Amsterdam, **hwgcein ugm** is a big problem. _____
6 Clothes are made of different types of **rfabci**. _____
7 Paper, **ctpalsi** and glass can be recycled. _____
8 Sometimes **brubre** can be mixed with other materials to make shoes. _____
9 Some shoes and boots are made of **raehlte**. _____
10 There isn't space on our planet for all our **estwa**. _____

2 6.1 Listen and write one or two words. Use some of the words from Activity 1.

1 Mum likes the dark _____*jeans*_____ more than the light ones.
2 Betty is going to wear a _____ skirt to the party.
3 Michael has got _____ on his T-shirt.
4 The woman wants to try the _____ shoes.
5 Helen decides to _____ her old jeans.
6 Sarah's T-shirt is made from recycled _____.

3 Complete the text with words from Activity 1.

What can you do with your old [1] _____*jeans*_____? You really shouldn't [2] _____ old clothes. Just recycle them! Jeans are made of [3] _____, a material which is made from a plant called [4] _____. The cotton is made into [5] _____. This is then coloured blue. Denim is a strong material – so you can use it to make a useful bag for school. Give your old jeans a new life and help the environment too!

62 Unit 6

1 Read and unscramble the words.

Answers: 1 jeans **2** denim **3** cotton **4** throw away **5** chewing gum **6** fabric **7** plastic **8** rubber **9** leather **10** waste

2 6.1 Listen and write one or two words. Use some of the words from Activity 1.

Audioscript

1 Girl: *Which jeans do you think I should buy, Mum? I like these light ones.*
Woman: *Hmm. I think I like the dark ones more.*
2 Girl 1: *What are you going to wear to the party at the weekend, Betty?*
Girl 2: *I think I'm going to wear my skirt.*
Girl 1: *The denim one?*
Girl 2: *Yes!*
3 Boy: *Mum? I've got chewing gum on my T-shirt – how can I get it off?*
Woman: *It's cotton, so it should come off if we put it in the fridge.*
4 Woman: *Can I try on those shoes please?*
Man: *Yes they are made of rubber!*
Woman: *Really? That's amazing. They are a lovely colour. I thought rubber was black?*
Man: *No, they come in different colours.*
5 Woman: *What are you doing, Helen? Don't throw away those jeans!*
Girl: *But they're old, Mum ... and there's a hole in them.*
Woman: *Well, why don't you recycle them and make them into a bag or a pencil case?*
Girl: *That's a good idea! Will you help me?*
Woman: *Of course!*
6 Boy: *I love your new T-shirt, Sarah!*
Girl: *Thank you! It's made from recycled plastic!*
Boy: *Really?!*

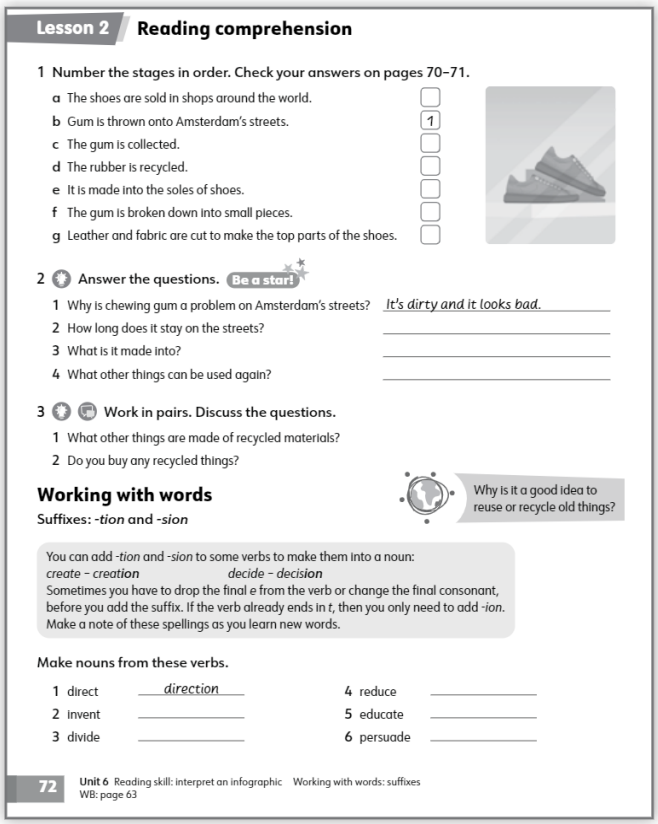
Answers: 1 jeans **2** denim **3** chewing gum **4** rubber **5** recycle **6** plastic

3 Complete the text with words from Activity 1.

Answers: 1 jeans **2** throw away **3** denim **4** cotton **5** fabric

Lesson 2 Reading comprehension / Working with words

Pupil's Book page 72



Lesson 2 Reading comprehension

1 Number the stages in order. Check your answers on pages 70–71.

a The shoes are sold in shops around the world. ☐
b Gum is thrown onto Amsterdam's streets. 1
c The gum is collected. ☐
d The rubber is recycled. ☐
e It is made into the soles of shoes. ☐
f The gum is broken down into small pieces. ☐
g Leather and fabric are cut to make the top parts of the shoes. ☐

2 Answer the questions. Be a star!

1 Why is chewing gum a problem on Amsterdam's streets? *It's dirty and it looks bad.*
2 How long does it stay on the streets? _____
3 What is it made into? _____
4 What other things can be used again? _____

3 Work in pairs. Discuss the questions.

1 What other things are made of recycled materials?
2 Do you buy any recycled things?

Working with words

Why is it a good idea to reuse or recycle old things?

Suffixes: *-tion* and *-sion*

You can add *-tion* and *-sion* to some verbs to make them into a noun:
create – creation *decide – decision*
Sometimes you have to drop the final *e* from the verb or change the final consonant, before you add the suffix. If the verb already ends in *t*, then you only need to add *-ion*. Make a note of these spellings as you learn new words.

Make nouns from these verbs.

1 direct *direction* 4 reduce _____
2 invent _____ 5 educate _____
3 divide _____ 6 persuade _____

72 Unit 6 Reading skill: interpret an infographic Working with words: suffixes
WB: page 63

***Learning objectives*:** Reading skill: interpret an infographic; Working with words: suffixes

***Resources*:** Working with words worksheet

Warm-up: Sit down

- Have all the children stand up next to their chairs. Tell them that they have to sit down when they hear a description that applies to them.
- Say *Everyone wearing a jumper sit down. Everyone with blonde hair sit down.*, etc. Continue until all the children are sitting down.

1 Number the stages in order. Then check your answers on pages 70–71.

- Elicit what children remember about how shoes made with gum are made. Write their ideas on the board.
- Ask volunteers to read out the sentences in Activity 1.
- Read out the example answer (*Gum is thrown onto Amsterdam's streets*). Ask *What happens next?* Let children look at the infographic on page 71 if necessary.
- The children complete the activity individually. Then they read the text on pages 70–71 and check their answers in pairs. Check answers as a class.

Answers: a 7 **b** 1 **c** 2 **d** 4 **e** 5 **f** 3 **g** 6

2 Answer the questions. Be a star!

- Ask a volunteer to read out the first question. Ask children what *Wh-* question word is used. Say that *why* is used to ask for reasons so the answer must give a reason. Have the children go back to the text and find the answer. Elicit answers from children.
- Have another volunteer read out the second question. Elicit answers.
- The children complete the activity individually. Tell them to underline the information that supports their answers in the text. Check answers as a class.

Answers: 1 It's dirty and it looks bad. **2** 20 years **3** the soles of shoes **4** paper, plastic and glass

3 Work in pairs. Discuss the questions.

- Read out the first question and elicit answers.
- The children discuss the questions in pairs. While they do this, circulate, monitor and help.

ESDC

Why is it a good idea to reuse or recycle old things?

Introduce the children to Sustainable Development Goal 12: *Responsible consumption and production*. Ask: *Why is it a good idea to reuse or recycle old things?* This question helps the children recognise the value of finding new ways to use materials that would be wasted otherwise.

- Direct the children's attention back to pages 70–71 in their Pupil's Book. Ask the children if they were surprised by how jeans could be reused and chewing gum could be recycled. Discuss how all kinds of material can be used again or recycled to make new things. Elicit reasons why it's important for people to reuse or recycle old things for as long as possible and what the advantages of doing so are both for us personally and for the environment.

Possible answers: Reusing or recycling old things helps us to save money, lets us enjoy our things for a long time, avoids using too many resources and reduces waste.

Working with words

Suffixes: *-tion* and *-sion*

- Read out the information in the blue box. Then ask *What is a suffix?* Ask if the children remember the suffixes in Unit 5 (*-ful* and *-less*).
- Say that *create* is a verb and *creation* is a noun. Ask *What is the noun in the second example, 'decide' or 'decision'?* (*decision*) Say *What is the difference between these two nouns?* (*one is spelt with 't' and the other with 's', but the sound is the same*)

Make nouns from these verbs.

- Have the children read the rule in the blue box.
- Read out the verbs and have the children repeat after you.
- The children complete the activity individually and make nouns from the verbs. Then have them look up the words in a dictionary to check their answers.
- Check answers as a class.
- Have the children write sentences with the nouns they have made.

Answers: 1 direction **2** invention **3** division **4** reduction **5** education **6** persuasion

Teaching star!

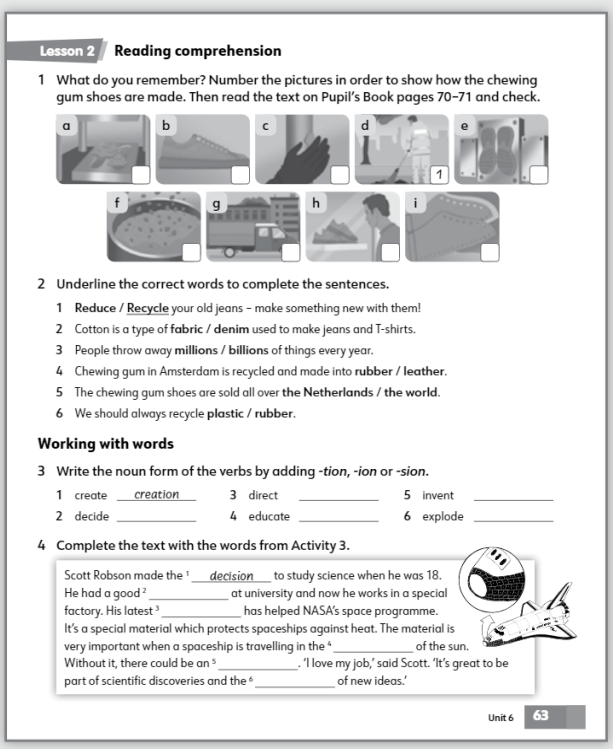
Dictionary work

- Make sure the children know how to use a dictionary. Explain that most dictionaries categorise words into verbs, nouns, adjectives, adverbs, prepositions, etc.
- Write on the board the following abbreviations: verb (v), noun (n), adjective (adj), adverb (adv), preposition (prep). Then have the children look up three words in the article on pages 70–71 in a dictionary and say what part of speech they are.
- Elicit answers.

Cooler: What are they made of?

- Write the following materials on the board: *wood*, *iron*, *plastic*, *cotton*, *gold*. Have the children work in small groups and write a list of objects that are made of each of the materials on the board.
- Have the children read out their lists. The group with the longest correct list for each category are the winners.

Workbook page 63



Lesson 2 Reading comprehension

1 What do you remember? Number the pictures in order to show how the chewing gum shoes are made. Then read the text on Pupil's Book pages 70–71 and check.

a b c d 1 e f g h i

2 Underline the correct words to complete the sentences.

1 **Reduce** / Recycle your old jeans – make something new with them!
2 Cotton is a type of **fabric** / **denim** used to make jeans and T-shirts.
3 People throw away **millions** / **billions** of things every year.
4 Chewing gum in Amsterdam is recycled and made into **rubber** / **leather**.
5 The chewing gum shoes are sold all over **the Netherlands** / **the world**.
6 We should always recycle **plastic** / **rubber**.

Working with words

3 Write the noun form of the verbs by adding *-tion*, *-ion* or *-sion*.

1 create *creation* 3 direct _____ 5 invent _____
2 decide _____ 4 educate _____ 6 explode _____

4 Complete the text with the words from Activity 3.

Scott Robson made the [1] *decision* to study science when he was 18. He had a good [2] _____ at university and now he works in a special factory. His latest [3] _____ has helped NASA's space programme. It's a special material which protects spaceships against heat. The material is very important when a spaceship is travelling in the [4] _____ of the sun. Without it, there could be an [5] _____. 'I love my job,' said Scott. 'It's great to be part of scientific discoveries and the [6] _____ of new ideas.'

Unit 6 63

1 What do you remember? Number the pictures in order to show how the chewing gum shoes are made. Then read the text on Pupil's Book pages 70–71 and check.

Answers: a 5 **b** 8 **c** 2 **d** 1 **e** 6 **f** 4 **g** 3 **h** 9 **i** 7

2 Underline the correct words to complete the sentences.

Answers: 1 Recycle **2** fabric **3** billions **4** rubber **5** the world **6** plastic

3 Write the noun form of the verbs by adding *-tion*, *-ion* or *-sion*.

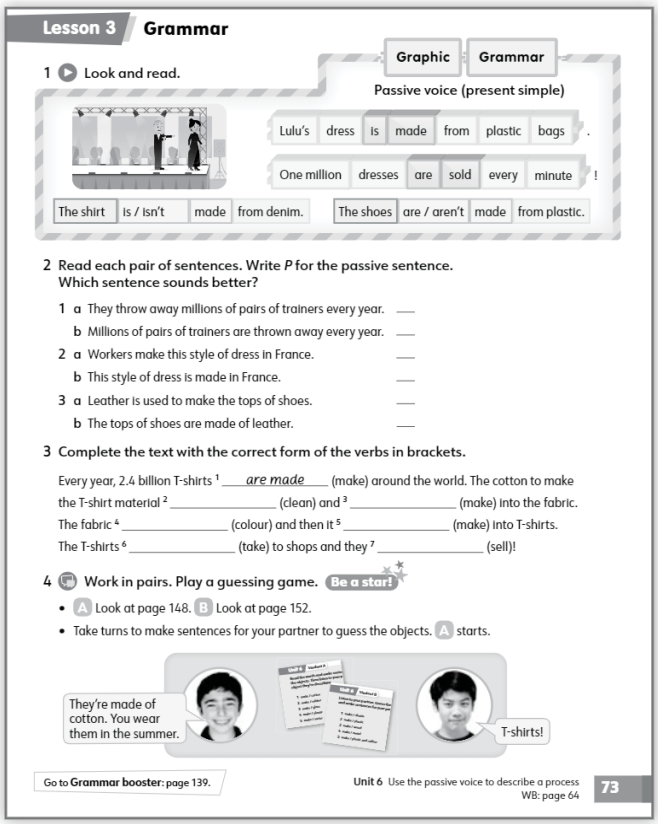
Answers: 1 creation **2** decision **3** direction **4** education **5** invention **6** explosion

4 Complete the text with the words from Activity 3.

Answers: 1 decision **2** education **3** invention **4** direction **5** explosion **6** creation

Lesson 3 Grammar

Pupil's Book page 73



Learning objectives: Use the passive voice to describe a process

Grammar: Passive voice (present simple)

Review vocabulary: products and processes

Resources: Graphic Grammar video; Grammar 1 worksheet

Warm-up: Tic-tac-toe

- Play *Tic-tac-toe* (see Games bank, pages 14–17) to review the past participle of verbs.

1 Look and read.

- Refer children to the first picture in Activity 1. Ask *Who is the woman? Where is she? What is she wearing? How do you think she feels?*
- Read out the first sentence (*Lulu's dress is made from plastic bags.*). Refer the children to the blue boxes. Ask *What is the word before 'made'?* (*is*) *Is 'dress' singular or plural?* (*singular*) Read out the second sentence. Ask *Which dresses are they?* (*the same one Lulu is wearing*) *Are they popular?* (*yes*) *How do you know?* (*because millions of people are buying them*)
- Ask *Is 'dresses' singular or plural?* (*plural*) *What is the correct form of 'be' for plural nouns?* (*are*)
- Elicit how the passive voice is formed (*to be* in the correct form + past participle of the verb).
- Read out the following two sentences in the box. Ask *What is the negative form of* is / are? (*isn't, aren't*) *What part of the sentence is in the purple box?* (*the subject*) Then elicit the infinitive form of *made.*
- Have the children look back at the reading texts on pages 70–71 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If you have access to the class video, ask *Where is Lulu? What is she wearing? Is she happy? Why / Why not? Are the dresses popular? How do you know?*
- Play the video. Children watch and answer the questions.
- Play the video again. Pause after each sentence and have the children repeat.
- Draw children's attention to the blue squares in each of the sentences. Ask *Which sentence is singular? Which sentence is plural?*
- Continue as above, starting from the fourth point.

2 Read each pair of sentences. Write *P* for the passive sentence. Which sentence sounds better?

- Read out the first two sentences in Activity 2. Ask *What's the subject in the first sentence?* (*They*) *What's the subject in the second sentence?* (*Millions of pairs of trainers*). Elicit how we form the passive (*to be* + past participle of the verb). The children identify which sentence has this form (b).
- Ask *Why does the second sentence sound better? Who are 'they'?* (*We don't know, so it isn't necessary to include this information.*)
- The children complete the activity individually. Ask them to find and underline the verb(s) in each sentence to help them.
- Check answers as a class.

Answers: 1 b, P **2** b, P **3** b, P

3 Complete the text with the correct form of the verbs in brackets.

- Refer the children to the text. Ask what process is described and have them scan the text to find the answer (the process of making cotton T-shirts). Ask *Is it a similar process to making jeans?* (*yes*)
- Have the children underline the subject in each sentence of the paragraph (*T-shirts, cotton, fabric, T-shirts*).
- The children say if these are singular or plural. This will help them decide which form of *be* they need to use. Elicit the past participle of the verbs in brackets, if necessary.
- The children complete the text individually. Then they compare answers with a partner.
- Check answers as a class.

Answers: 1 are made **2** is cleaned **3** is made **4** is coloured **5** is made **6** are taken **7** are sold

4 Work in pairs. Play a guessing game.

Be a star!

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 148 and have Student B turn to page 152.
- Read out the instructions and the example dialogue so the children have an understanding of how to play the game.
- Student A chooses a set of words and makes a sentence to describe their object (the item in brackets). Their partner has to guess what the object is.
- The children take turns describing and guessing.
- Allow time for the children to complete the game.

Grammar booster

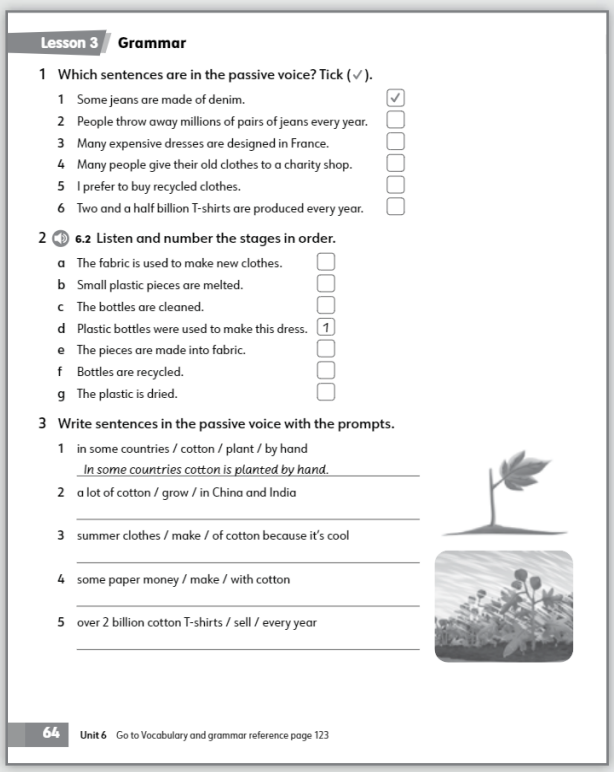
Ask the children to turn to page 139 of their Pupil's Book to cmplete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 1 are sold **2** are made **3** is grown **4** is used **5** are thrown **6** are recycled

Cooler: What are they made of?

- Write the following words on the board: *mobile phones*, *trainers*, *goggles*, *bikes*, *flip flops*, *guitars*, *skateboards*.
- Elicit from the children what these things are made of. Then elicit other items and what they are made of.

Workbook page 64



Lesson 3 Grammar

1 Which sentences are in the passive voice? Tick (✓).

1 Some jeans are made of denim. ☑
2 People throw away millions of pairs of jeans every year. ☐
3 Many expensive dresses are designed in France. ☐
4 Many people give their old clothes to a charity shop. ☐
5 I prefer to buy recycled clothes. ☐
6 Two and a half billion T-shirts are produced every year. ☐

2 6.2 Listen and number the stages in order.

a The fabric is used to make new clothes. ☐
b Small plastic pieces are melted. ☐
c The bottles are cleaned. ☐
d Plastic bottles were used to make this dress. 1
e The pieces are made into fabric. ☐
f Bottles are recycled. ☐
g The plastic is dried. ☐

3 Write sentences in the passive voice with the prompts.

1 in some countries / cotton / plant / by hand
In some countries cotton is planted by hand.
2 a lot of cotton / grow / in China and India
3 summer clothes / make / of cotton because it's cool
4 some paper money / make / with cotton
5 over 2 billion cotton T-shirts / sell / every year

64 Unit 6 Go to Vocabulary and grammar reference page 123

Grammar reference:

Remind the children that they can refer to the grammar reference on page 123 while completing these Workbook activities.

1 Which sentences are in the passive voice? Tick (✓).

Answers: ✓ by: **1**, **3**, **6**

2 6.2 Listen and number the stages in order.

Audioscript

Did you know that a lot of clothes are made from old plastic bags or bottles? Recycled fabric feels the same as normal cotton and it's also soft and comfortable. Just look at this amazing dress! You need a lot of plastic bottles to make it! First, plastic bottles are collected for recycling and then they are washed to make sure they are clean. Then, the plastic is dried and cut into small pieces. These very small pieces are then melted and made into fabric. Then the fabric is used to make new clothes.

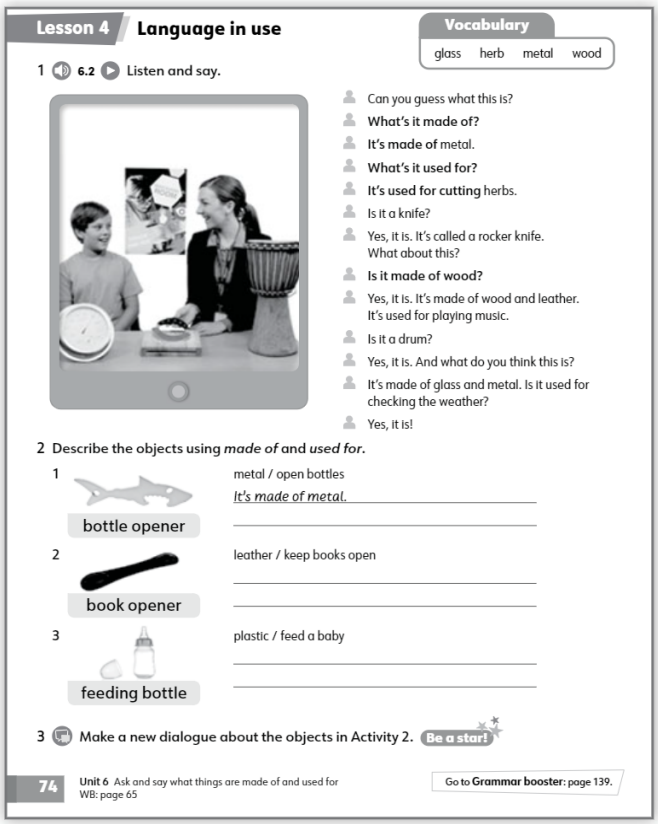
Answers: a 7 **b** 5 **c** 3 **d** 1 **e** 6 **f** 2 **g** 4

3 Write sentences in the passive voice with the prompts.

Answers: 1 In some countries cotton is planted by hand. **2** A lot of cotton is grown in China and India. **3** Summer clothes are made of cotton because it's cool. **4** Some paper money is made with cotton. **5** Over two billion cotton T-shirts are sold every year.

Lesson 4 Language in use

Pupil's Book page 74



Lesson 4 Language in use

Vocabulary: glass herb metal wood

1 6.2 Listen and say.

Can you guess what this is?
What's it made of?
It's made of metal.
What's it used for?
It's used for cutting herbs.
Is it a knife?
Yes, it is. It's called a rocker knife. What about this?
Is it made of wood?
Yes, it is. It's made of wood and leather. It's used for playing music.
Is it a drum?
Yes, it is. And what do you think this is?
It's made of glass and metal. Is it used for checking the weather?
Yes, it is!

2 Describe the objects using *made of* and *used for*.

1 metal / open bottles
It's made of metal.
bottle opener

2 leather / keep books open
book opener

3 plastic / feed a baby
feeding bottle

3 Make a new dialogue about the objects in Activity 2. Be a star!

74 Unit 6 Ask and say what things are made of and used for
WB: page 65

Go to **Grammar booster**: page 139.

***Learning objectives*:** Ask and say what things are made of and used for

***Vocabulary*:** glass, herb, metal, wood

***Review vocabulary*:** products and processes

***Resources*:** Language in use video; Grammar 2 worksheet

***Materials*:** a photocopy for each pair of children of the dialogue in Activity 1, cut up.

Warm-up: Telephone

- Play *Telephone* (see Games bank, pages 14–17) with sentences from Lesson 3:
  One million dresses are sold every minute. The shirt is made from denim.
  Millions of pairs of trainers are thrown away every year.

Vocabulary

- Refer the children to the vocabulary box.
- Read out an example sentence for each word (see Pupil's Book dictionary, pages 157–158). Elicit a definition for the words.
- Children check the definitions in the dictionary.

1 6.2 Listen and say.

- Refer children to the picture in Activity 1. Ask *Who is the boy? (Kit) Where is he? (in a museum) What's he doing? (finding out about the objects)*
- Play the audio. Children listen to the dialogue and follow it in their books. Ask *What is the form of the verb after 'used for'?* (*-ing*).
- Elicit what the first object is (a rocker knife). *Ask What's it made of? (metal) What's it used for? (cutting herbs)*
- Do the same for the other two objects. Explain that the third object is called a barometer.
- Play the audio again, pausing after each line for the children to repeat.
- Divide the class into two groups. Each group reads out one part of the dialogue. Then switch roles.

- If you have access to the class video, play the video first and follow the steps above.
- Play the video again and have the children repeat, copying all intonation and body language.

2 Describe the objects using *made of* and *used for*.

- Refer the children to the photos in Activity 2. Read out the names of the objects. Then read out the example answer. Ask *What's it used for?* Elict the sentence *It's used for opening bottles*.
- The children write sentences to describe the other objects using *made of* and *used for*.

Answers: 1 It's made of metal. It's used for opening bottles. **2** It's made of leather. It's used for keeping books open. **3** It's made of plastic. It's used for feeding a baby.

3 Make a new dialogue about the objects in Activity 2. Be a star!

- Tell the children that they will work in pairs to make a new dialogue about the objects in Activity 2, using the dialogue in Activity 1 as a model.
- Model the new dialogue with a volunteer:
  You: Can you guess what this is?
  Child: What's it made of?
  You: It's made of metal.
  Child: What's it used for?
  You: It's used for ...

Grammar booster

Ask the children to turn to page 139 of their Pupil's Book to complete Activities 2 and 3. Alternatively, you may wish to have the children complete this activity at home.

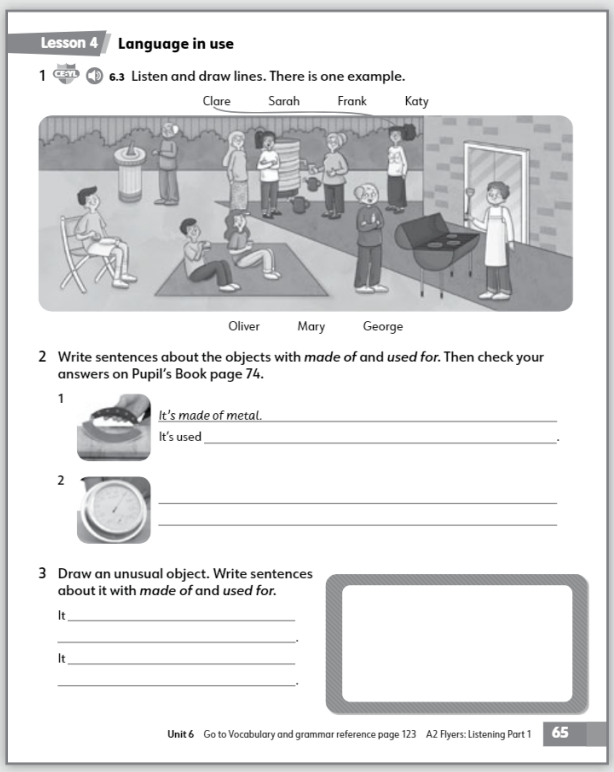
Answers: 2 1 It's made of metal and glass. It's used for checking the weather. 2 It's made of metal. It's used for cutting herbs. 3 It's made of metal. It's used for making sounds. 4 It's made of plastic. It's used for feeding babies. 5 It's made of wood and

leather. It's used for playing music. 6 It's made of leather. It's used for keeping books open;
3 1 Homework is given twice a week by our maths teacher. 2 Recycled newspapers made the table in the park. 3 The washing up is done by my brother every night. 4 The best jam in the market is sold by Mrs Brown. 5 Recycled plastic bags and bottles make some furniture. 6 Fifty books are read by my mum every year.

Cooler: Classifying objects

- Write on different pieces of paper the following headings: *wood*, *plastic*, *glass*. Place them in different parts of the classroom.
- Ask small groups to place three objects they can find in the classroom below the correct heading.

Workbook page 65



Lesson 4 **Language in use**

1 CEYL 6.3 Listen and draw lines. There is one example.

Clare Sarah Frank Katy

Oliver Mary George

2 Write sentences about the objects with *made of* and *used for*. Then check your answers on Pupil's Book page 74.

1 It's made of metal.
It's used _____.

2 _____
_____

3 Draw an unusual object. Write sentences about it with *made of* and *used for*.

It _____
_____.
It _____
_____.

Unit 6 Go to Vocabulary and grammar reference page 123 A2 Flyers: Listening Part 1 65

Grammar reference:

Remind children that they can refer to the grammar reference on page 123 while completing these Workbook activities.

1 CEYL 6.3 Listen and draw lines. There is one example.

This activity helps the children prepare for Part 1 of the Listening paper in the Cambridge English A2 Flyers exam.

Audioscript

Boy: *Look! We had a barbecue in our garden at the weekend.*

Girl: *Oh yes. That looks fun – you've got a big family.*

Boy: *I know! Is that your mum – Clare – wearing the purple skirt?*

Girl: *Yes, it is.*

Boy: *Is it made of leather?*

Girl: *Well it looks like leather, but it's made of plastic!*

Can you see the line? This is an example. Now you listen and draw lines.

Girl: *Is that your grandad?*

Boy: *Yes! His name is Frank.*

Girl: *What's he doing and what is that?*

Boy: *He's trying to see what the time is! It's used for telling the time. It's a clock.*

Girl: *Oh! What a funny clock! He looks confused!*

Boy: *So, where's your grandma?*

Girl: *Grandma Mary? She's standing next that tall plastic thing.*

Boy: *Oh yes – she's drinking some orange juice. What is the plastic thing used for?*

Girl: *It's for collecting rain water. We use the water for the plants in the garden.*

Boy: *Oh I see. ... and who is the woman talking to your grandma?*

Girl: *The woman wearing the jeans?*

Boy: *No, the other woman wearing the cotton skirt.*

Girl: *That's my aunt Katy – she's my mum's sister.*

Boy: *Oh OK. The food looks good – that burger that your brother is eating looks amazing!*

Girl: *Yes! Oliver loves burgers!*

Boy: *He's sitting on a very unusual chair. What's it made of?*

Girl: *It's made of metal. My cousin made it at school!*

Answers: Children match: Frank to grandpa looking at the sundial; Mary to the woman next to the water butt drinking orange juice; Katy to the woman wearing a cotton skirt; Oliver to the boy sitting on the metal chair eating a burger.

2 Write sentences about the objects with *made of* and *used for*. Then check your answers on Pupil's Book page 74.

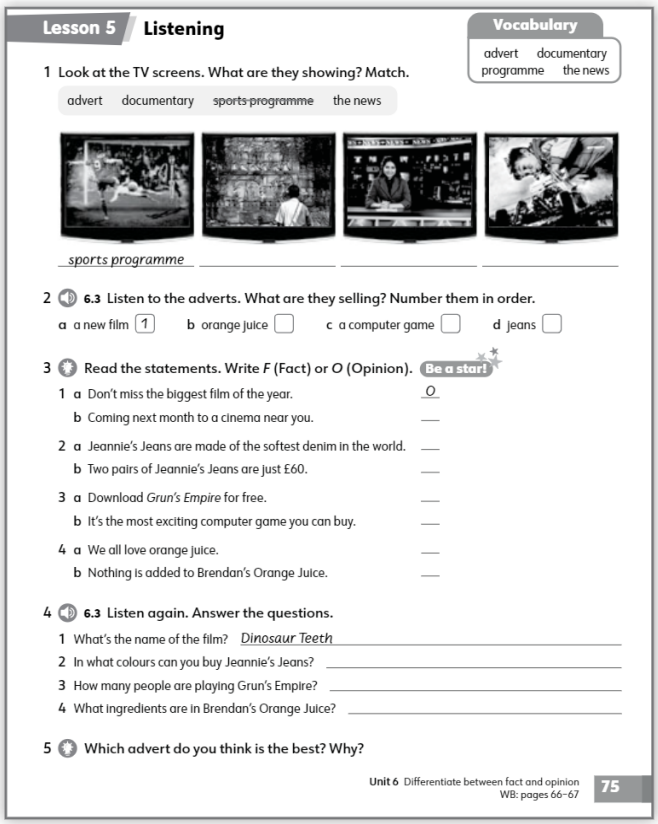
Answers: 1 It's made of metal. It's used for cutting herbs. **2** It's made of glass and metal. It's used for checking the weather.

3 Draw an unusual object. Write sentences about it with *made of* and *used for*.

Answers: Children's own answers.

Lesson 5 Listening

Pupil's Book page 75


Lesson 5 Listening

Vocabulary: advert documentary programme the news

1 Look at the TV screens. What are they showing? Match.

advert documentary sports programme the news

sports programme

2 6.3 Listen to the adverts. What are they selling? Number them in order.

a a new film 1 b orange juice c a computer game d jeans

3 Read the statements. Write F (Fact) or O (Opinion). Be a star!

1 a Don't miss the biggest film of the year. O
b Coming next month to a cinema near you.
2 a Jeannie's Jeans are made of the softest denim in the world.
b Two pairs of Jeannie's Jeans are just £60.
3 a Download *Grun's Empire* for free.
b It's the most exciting computer game you can buy.
4 a We all love orange juice.
b Nothing is added to Brendan's Orange Juice.

4 6.3 Listen again. Answer the questions.

1 What's the name of the film? Dinosaur Teeth
2 In what colours can you buy Jeannie's Jeans?
3 How many people are playing Grun's Empire?
4 What ingredients are in Brendan's Orange Juice?

5 Which advert do you think is the best? Why?

Unit 6 Differentiate between fact and opinion WB: pages 66–67 75

***Learning objectives*:** Differentiate between fact and opinion

***Vocabulary*:** advert, documentary, programme, the news

Warm-up: What's your favourite TV programme?

- Ask volunteers to come to the front and write the name of their favourite programme on the board. Then ask *Is this a cartoon? Is it a TV series?, etc.* Label each programme on the board.
- Have volunteers say why they like their favourite TV programme.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, pages 157–158). Elicit a definition for the words.
- Children check the definitions in the dictionary on pages 157–158.

1 Look at the TV screens. What are they showing? Match.

- Children look at the word box in Activity 1. Ask a volunteer to read the words out loud.
- Refer children to the TV screens. Ask *What can you see in the first one?* Read out the example answer.
- Point to the second TV screen. Ask *Where is he? What do you think he's doing there?* Have the children label it with the correct word.
- Point to the third TV screen. Ask *What's she doing? How do you know?* The children label the third TV screen.
- Finally, ask *What's the boy doing?* The children label the screen with the correct answer.

Answers: sports programme, documentary, the news, advert

2 6.3 Listen to the adverts. What are they selling? Number them in order.

- Ask *What is the purpose of adverts?* (*to inform people about products in order to sell them*)
- Tell the children that they are going to listen to four adverts. Have them read the options in Activity 2. Explain that they are going to number them in the order that they hear them.
- Play the audio. The children number the items in the correct order.
- Play the audio again if necessary. The children compare their answers with a partner.
- Check answers as a class.

Audioscript

1 Speaker 1: *Don't miss the biggest film of the year! Yes, it's the new film from Silver Rose Productions. Derek Deeks is a dentist on holiday in Russia. He walks into the forest and finds ... something incredible. Dinosaurs that lived 65 million years ago are BACK! This film will make you laugh, cry and want to hide under your seat! It's the most exciting film you will ever see. It's ... DINOSAUR TEETH! Coming next month to a cinema near you.*

2 Speaker 2: *Are you looking for a new pair of jeans? Then we have the answer for you – Jeannie's Jeans! They're designed by Jeannie Jenson, the star of At home with Jeannie – and she KNOWS how to design jeans. Want to be the COOLEST kid at school? Then buy Jeannie's Jeans – they're made of the softest denim in the world and they're ONLY 35 pounds a pair. Available in blue, black, red and green, Jeannie's Jeans are for you!*
Jeannie's jeans.
This week only: two pairs of Jeannie's Jeans are just 60 pounds!

3 Speaker 3: *Grun's Empire is made by the people who brought you Age of Ancient Cities. It's the new computer game from Blue Fish productions. Don't miss out – download it now for free!*
Plan your own village, build huts for your people, bring in water, electricity and stone. Grun's Empire is the most exciting computer game you can buy! A hundred thousand people are playing it. Start playing today – and you won't be able to stop!
Grun! It's time to get started!

4 Speaker 4: *Mmmm ... I love orange juice ... We all love orange juice! But how do you know it's natural? The answer is ... Brendan's Orange Juice. Our orange juice is squeezed from the orange and poured straight into the carton. Nothing is added. It's the perfect natural drink for a hot summer's day. And it tastes fantastic! Mmmm!*
Brend-dan!
Brendan's Orange juice. Orange juice and nothing else.

Answers: a 1 **b** 4 **c** 3 **d** 2

3 Read the statements. Write *F* (Fact) or *O* (Opinion).

Be a star!

- Elicit from the children the difference between a fact and an opinion (a fact is a piece of true information and an opinion is a personal feeling or attitude about something).
- Read out the first pair of sentences in Activity 3. Have the children look carefully at both sentences and say which one has an adjective (a). The children read the rest of the sentences and say which ones contain an adjective (2a, 3b). Explain that we often use adjectives when we give an opinion.
- The children read the statements and write *F* or *O*. Then they compare their answers with a partner.
- Check answers as a class.

Answers: 1 a O, b F **2** a O, b F **3** a F, b O **4** a O, b F

4 6.3 Listen again. Answer the questions.

- Refer the children to the questions. Have volunteers read out the questions and elicit answers.
- Play the audio again. Pause after each advert so children have time to write their answers.
- Repeat the audio as many times as necessary.
- Have the children check their answers in pairs.
- Check answers as a class.

Answers: 1 *Dinosaur Teeth* **2** blue, black, red and green **3** 100,000 **4** orange juice

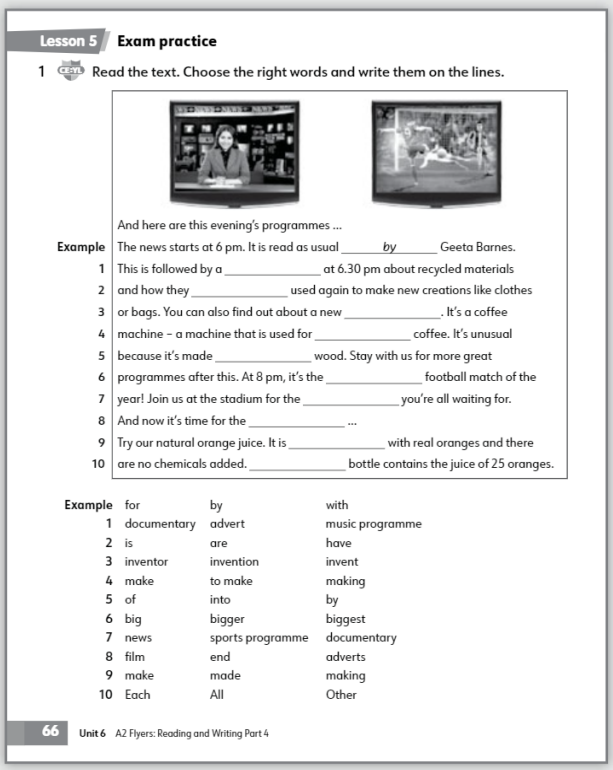
5 Which advert do you think is the best? Why?

- Ask the children *Which of the four adverts that you heard do you think is best? Why?*
- Brainstorm ideas on what makes an advert good, e.g. the music, it's funny, etc.

Cooler: Dictation

- The children close their Pupil's Books.
- Dictate the words in the vocabulary boxes in lessons 4 and 5. Write the words on the board and have the children swap their dictation with a partner to check.

Workbook page 66



Lesson 5 **Exam practice**

1 CE:YL Read the text. Choose the right words and write them on the lines.

And here are this evening's programmes ...

Example The news starts at 6 pm. It is read as usual _____*by*_____ Geeta Barnes.
1 This is followed by a _____ at 6.30 pm about recycled materials
2 and how they _____ used again to make new creations like clothes
3 or bags. You can also find out about a new _____. It's a coffee
4 machine – a machine that is used for _____ coffee. It's unusual
5 because it's made _____ wood. Stay with us for more great
6 programmes after this. At 8 pm, it's the _____ football match of the
7 year! Join us at the stadium for the _____ you're all waiting for.
8 And now it's time for the _____ ...
9 Try our natural orange juice. It is _____ with real oranges and there
10 are no chemicals added. _____ bottle contains the juice of 25 oranges.

Example	for	by	with
1	documentary	advert	music programme
2	is	are	have
3	inventor	invention	invent
4	make	to make	making
5	of	into	by
6	big	bigger	biggest
7	news	sports programme	documentary
8	film	end	adverts
9	make	made	making
10	Each	All	Other

66 Unit 6 A2 Flyers: Reading and Writing Part 4

1 CE:YL Read the text. Choose the right words and write them on the lines.

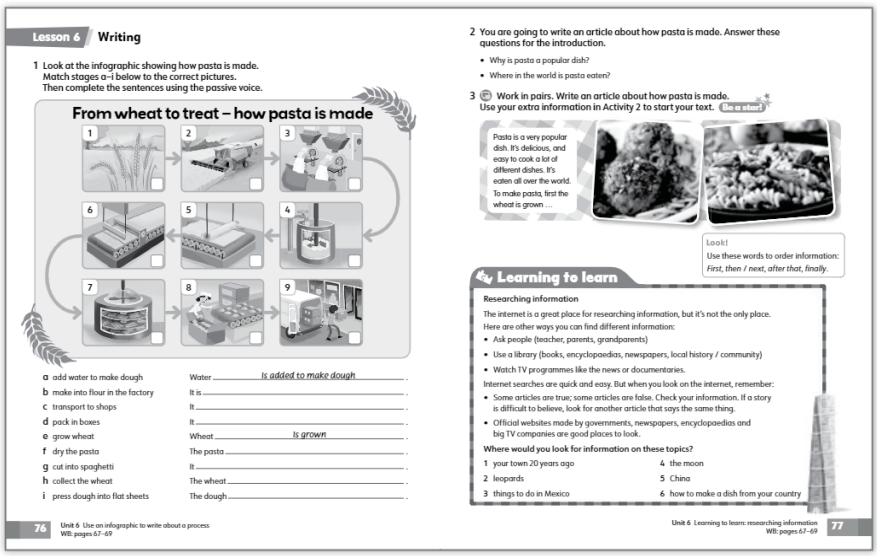
This activity helps the children prepare for Part 4 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

- Have the children read the text once without looking at the suggested words.
- Then have them look at the words again and complete the text.

Answers: 1 documentary **2** are **3** invention **4** making **5** of **6** biggest **7** sports programme **8** adverts **9** made **10** Each

Lesson 6 Writing / Learning to learn

Pupil's Book pages 76–77


Lesson 6 Writing

1 Look at the infographic showing how pasta is made. Match stages a–i below to the correct pictures. Then complete the sentences using the passive voice.

From wheat to treat – how pasta is made

a add water to make dough — Water is added to make dough.
b make into flour in the factory — It is ...
c transport to shops — It ...
d pack in boxes — It ...
e grow wheat — Wheat is grown.
f dry the pasta — The pasta ...
g cut into spaghetti — It ...
h collect the wheat — The wheat ...
i press dough into flat sheets — The dough ...

76 Unit 6 Use an infographic to write about a process WB: pages 67–69

2 You are going to write an article about how pasta is made. Answer these questions for the introduction.
- Why is pasta a popular dish?
- Where in the world is pasta eaten?

3 Work in pairs. Write an article about how pasta is made. Use your extra information in Activity 2 to start your text. Be a star!

Pasta is a very popular dish. It's delicious, and easy to cook a lot of different dishes. It's eaten all over the world. To make pasta, first the wheat is grown ...

Look!
Use these words to order information: *First, then / next, after that, finally.*

Learning to learn

Researching information

The internet is a great place for researching information, but it's not the only place. Here are other ways you can find different information:
- Ask people (teacher, parents, grandparents)
- Use a library (books, encyclopaedias, newspapers, local history / community)
- Watch TV programmes like the news or documentaries.

Internet searches are quick and easy. But when you look on the internet, remember:
- Some articles are true; some articles are false. Check your information. If a story is difficult to believe, look for another article that says the same thing.
- Official websites made by governments, newspapers, encyclopaedias and big TV companies are good places to look.

Where would you look for information on these topics?
1 your town 20 years ago
2 leopards
3 things to do in Mexico
4 the moon
5 China
6 how to make a dish from your country

Unit 6 Learning to learn: researching information WB: pages 67–69 77

***Learning objectives*:** Use an infographic to write about a process; Learning to learn: researching information

1 Look at the infographic showing how pasta is made. Match stages a–i below to the correct pictures. Then complete the sentences using the passive voice.

- Refer the children to the infographic. Ask *Do you know what pasta is made of?* (*wheat*)
- Children look at the pictures. Elicit ideas about what they can see in each one.
- Ask volunteers to read out sentences a–i. Draw attention to the first picture and elicit which sentence it matches to (e). Children work in pairs to match the remaining pictures to the correct sentences.
- Go over answers with the class, inviting volunteers to read out the sentences in the correct order.
- Explain that children are going to write each stage of the process in the passive. Go over the example, reminding children how we form the passive voice.
- Children work individually to write the remaining stages in the passive.
- Have the children compare their answers in pairs.
- Check answers as a class.

Answers: 1 e, is grown **2** h, is collected **3** b, made into flour in the factory **4** a, is added to make dough **5** i, is pressed into flat sheets. **6** g, is cut into spaghetti **7** f, is dried **8** d, is packed in boxes **9** c, is transported to shops

2 You are going to write an article about how pasta is made. Answer these questions for the introduction.

- Read out the questions and elicit answers. Write ideas on the board (it tastes delicious, it's easy to make, it's cheap, you can make lots of different dishes; it's eaten all over the world).

3 Work in pairs. Write an article about how pasta is made. Use your extra information in Activity 2 to start your text.

Be a star!

- Refer children to the introduction to the article and ask a volunteer to read it out. Elicit ideas for continuing the final sentence (e.g. *and then it is collected*).
- Refer the children to the *Look!* box and revise the use of these words to sequence information.
- The children work in pairs to write their article, using the infographic on page 76.
- If children need more support, build up the text together as a class. Elicit example sentences for each section of the article and write them on the board.
- Children copy the text into their notebooks.

Suggested answer: Pasta is a very popular dish. It's delicious, and easy to cook a lot of different dishes. It is eaten all over the world.
To make pasta, first the wheat is grown and then it is collected. Next, it is made into flour in the factory and water is added to make dough. After that, the dough is pressed into flat sheets and cut into spaghetti. The pasta is dried and then it is packed in boxes. Finally, it is transported to shops.

Learning to learn

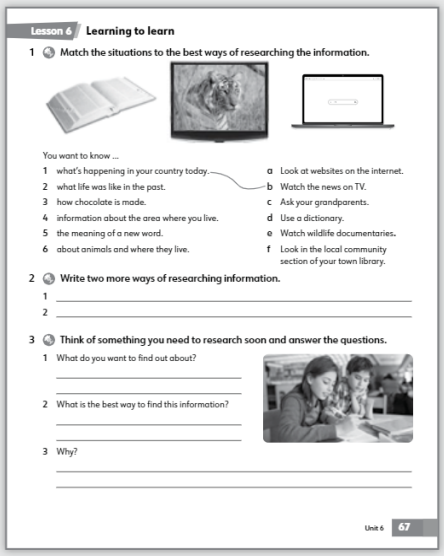
Research information

- Read out the different ways of finding information in the *Learning to learn* box. Do a quick class survey to find out the most common way that children find information.
- Then read the paragraph about using the internet as a source of information. Explain that it's important to know when we can trust the information that we read.

Where would you look for information on these topics?

- The children say which sources they would use to find information on each topic.

Workbook pages 67–69



Lesson 6 Learning to learn

1 Match the situations to the best ways of researching the information.

You want to know ...

1 what's happening in your country today.
2 what life was like in the past.
3 how chocolate is made.
4 information about the area where you live.
5 the meaning of a new word.
6 about animals and where they live.

a Look at websites on the internet.
b Watch the news on TV.
c Ask your grandparents.
d Use a dictionary.
e Watch wildlife documentaries.
f Look in the local community section of your town library.

2 Write two more ways of researching information.

1 _____
2 _____

3 Think of something you need to research soon and answer the questions.

1 What do you want to find out about?
2 What is the best way to find this information?
3 Why?

Unit 6 67

1 Match the situations to the best ways of researching the information.

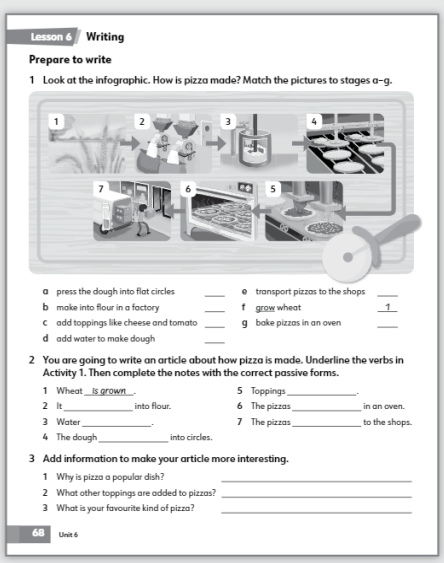
Answers: 1 b **2** c **3** a **4** f **5** d **6** e

2 Write two more ways of researching information.

Answers: Children's own answers.

3 Think of something you need to research soon and answer the questions.

Answers: Children's own answers.



Lesson 6 Writing

Prepare to write

1 Look at the infographic. How is pizza made? Match the pictures to stages a–g.

a press the dough into flat circles ___
b make into flour in a factory ___
c add toppings like cheese and tomato ___
d add water to make dough ___
e transport pizzas to the shops ___
f grow wheat 1
g bake pizzas in an oven ___

2 You are going to write an article about how pizza is made. Underline the verbs in Activity 1. Then complete the notes with the correct passive forms.

1 Wheat is grown.
2 It _____ into flour.
3 Water _____.
4 The dough _____ into circles.
5 Toppings _____.
6 The pizzas _____ in an oven.
7 The pizzas _____ to the shops.

3 Add information to make your article more interesting.

1 Why is pizza a popular dish? _____
2 What other toppings are added to pizzas? _____
3 What is your favourite kind of pizza? _____

68 Unit 6

Prepare to write

1 Look at the infographic. How is pizza made? Match the pictures to stages a–h.

- Ask what children can see in each picture.
- Children match each picture to the corresponding stage of the process.

Answers: a 4 **b** 2 **c** 5 **d** 3 **e** 7 **f** 1 **g** 6

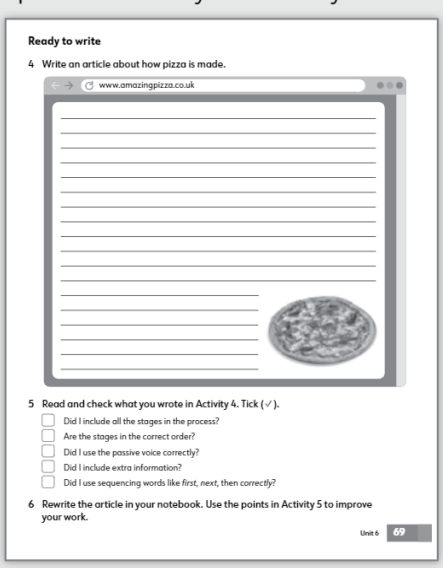
2 You are going to write an article about how pizza is made. Underline the verbs in Activity 1. Then complete the notes with the correct passive forms.

- Children identify and underline the verb in each phrase.
- Then they complete the sentences with the passive form of the verbs.

Answers: 1 is grown **2** is made **3** is added **4** is pressed **5** are added **6** are baked **7** are transported

3 Add information to make your article more interesting.

- Brainstorm ideas for each question. The children complete the activity individually.



Ready to write

4 Write an article about how pizza is made.

www.amazingpizza.co.uk

5 Read and check what you wrote in Activity 4. Tick (✓).

- Did I include all the stages in the process?
- Are the stages in the correct order?
- Did I use the passive voice correctly?
- Did I include extra information?
- Did I use sequencing words like *first, next, then correctly*?

6 Rewrite the article in your notebook. Use the points in Activity 5 to improve your work.

Unit 6 69

Ready to write

4 Write an article about how pizza is made.

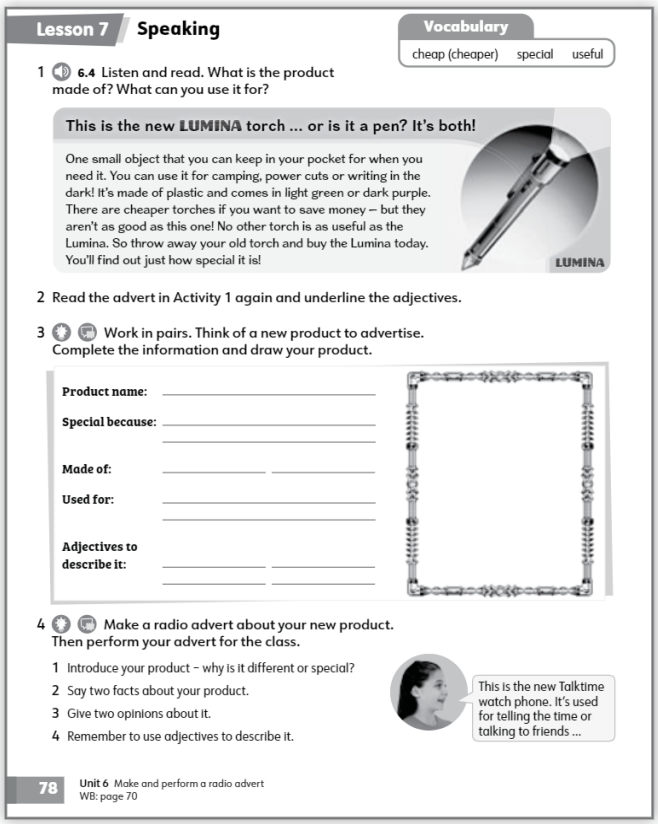
- The children write the article using the information on the previous page.

5 Read and check what you wrote in Activity 4. Tick (✓).

6 Rewrite the article in your notebook. Use the points in Activity 5 to improve your work.

Lesson 7 Speaking

Pupil's Book page 78



Lesson 7 Speaking

Vocabulary: cheap (cheaper) special useful

1 6.4 Listen and read. What is the product made of? What can you use it for?

This is the new LUMINA torch ... or is it a pen? It's both!

One small object that you can keep in your pocket for when you need it. You can use it for camping, power cuts or writing in the dark! It's made of plastic and comes in light green or dark purple. There are cheaper torches if you want to save money – but they aren't as good as this one! No other torch is as useful as the Lumina. So throw away your old torch and buy the Lumina today. You'll find out just how special it is!

LUMINA

2 Read the advert in Activity 1 again and underline the adjectives.

3 Work in pairs. Think of a new product to advertise. Complete the information and draw your product.

Product name: _____

Special because: _____

Made of: _____ _____

Used for: _____

Adjectives to describe it: _____ _____

4 Make a radio advert about your new product. Then perform your advert for the class.

1 Introduce your product – why is it different or special?
2 Say two facts about your product.
3 Give two opinions about it.
4 Remember to use adjectives to describe it.

This is the new Talktime watch phone. It's used for telling the time or talking to friends ...

78 Unit 6 Make and perform a radio advert
WB: page 70

***Learning objectives*:** Make and perform a radio advert

***Vocabulary*:** cheap (cheaper), special, useful

***Review vocabulary*:** products and processes

***Resources*:** Vocabulary 2 worksheet

Warm-up: Unscramble

- Write *advertisement* on the board. Elicit that it is the full form of *advert*. Give children five minutes to make as many words as they can from this word (e.g. *tea*, *mad*, *tie*, *visa*, *sit*, *ten*, *men*, *mean*, *mat*, *vet*).
- Write the list of words on the board.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, pages 157–158). Elicit a definition for the words.
- Children check the definitions in the dictionary on pages 157–158.
- Then use the dictionary to give definitions in the following order to elicit the words: *special*, *cheap*, *useful*.

1 6.4 Listen and read. What is the product made of? What can you use it for?

- Refer the children to the picture. Elicit ideas as to what it is.
- Have the children scan the text and check their ideas. Ask *What's it made of? What can you use it for?*
- Play the audio. The children listen and check their answers.
- Check answers as a class.

Answers: The new Lumina torch is a torch and a pen. It's made of plastic. You can use it for camping, power cuts or writing in the dark.

2 Read the advert in Activity 1 again and underline the adjectives.

- Say *Adjectives describe ...* and let the children complete the sentence (*nouns* / *things*). Have the children say some adjectives, e.g. *tall*, *fat*, *green*, *small*, *bad*, *funny*, etc.
- The children read the text in Activity 1 again and underline the adjectives.
- Check answers as a class.

Answers: new, small, light green, dark purple, cheaper, good, useful, old, special

3 Work in pairs. Think of a new product to advertise. Complete the information and draw your product.

- Brainstorm ideas for a new product. Encourage children to be as imaginative as possible. Give an idea to get them started (e.g. a TV that you can cook food in). Write their ideas on the board.
- Have them read the plan in Activity 3. Tell them that their advert must include all the information there.
- Children work in pairs. They can choose one of the ideas on the board or think of another idea.
- They draw their new product and complete the information about it.

4 Make a radio advert about your new product. Then perform your advert for the class.

- Have the children work in the same pairs as in Activity 3. They use the information in the previous activity to make a radio advert.
- Read out the four points that the radio adverts must include.
- Tell the children that radio adverts use different voices and sound effects to make the products more attractive.

- Have a volunteer read out the example in the speech bubble.
- While the children prepare their radio advert, circulate, monitor and help.
- Have some volunteers come to the front to perform their advert.

Teaching star!

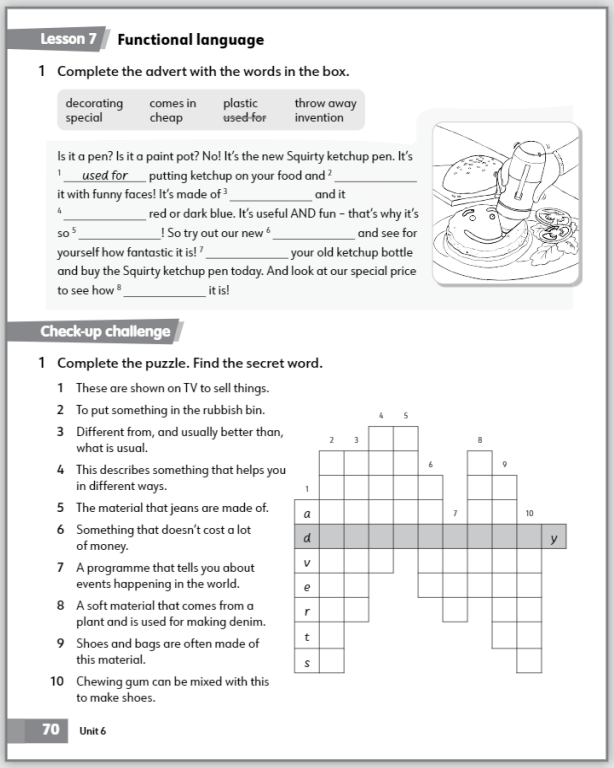
Communicating

- Some children may find it difficult to perform their adverts in front of the class.
- To help less confident children give a good performance, ask them to record their adverts, if possible. Tell them they can practise first and make as many recordings as they want, before playing their final recording to the rest of the class.

Cooler: Class survey

- Have the children talk about the radio adverts they made in Activity 4. Write the names of the products on the board.
- Ask *Which product do you find the most useful? What's it used for? What's it made of? Why is it special? Which was the best advert? Why?*

Workbook page 70



Lesson 7 **Functional language**

1 Complete the advert with the words in the box.

decorating	comes in	plastic	throw away
special	cheap	~~used for~~	invention

Is it a pen? Is it a paint pot? No! It's the new Squirty ketchup pen. It's [1] *used for* putting ketchup on your food and [2] _____ it with funny faces! It's made of [3] _____ and it [4] _____ red or dark blue. It's useful AND fun – that's why it's so [5] _____! So try out our new [6] _____ and see for yourself how fantastic it is! [7] _____ your old ketchup bottle and buy the Squirty ketchup pen today. And look at our special price to see how [8] _____ it is!

Check-up challenge

1 Complete the puzzle. Find the secret word.

1 These are shown on TV to sell things.
2 To put something in the rubbish bin.
3 Different from, and usually better than, what is usual.
4 This describes something that helps you in different ways.
5 The material that jeans are made of.
6 Something that doesn't cost a lot of money.
7 A programme that tells you about events happening in the world.
8 A soft material that comes from a plant and is used for making denim.
9 Shoes and bags are often made of this material.
10 Chewing gum can be mixed with this to make shoes.

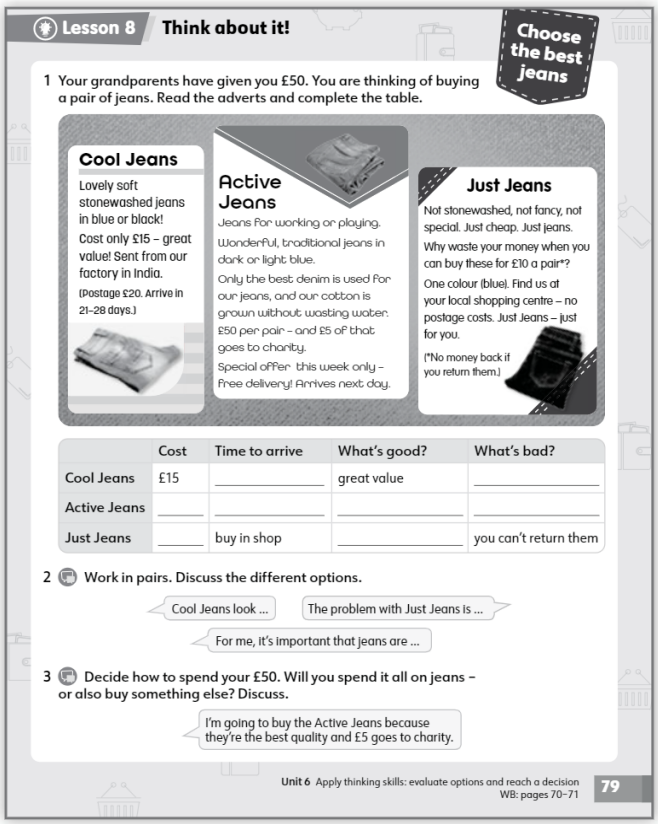
70 Unit 6

1 Complete the advert with the words in the box.

Answers: 1 used for **2** decorating **3** plastic **4** comes in **5** special **6** invention **7** Throw away **8** cheap

Lesson 8 Think about it!

Pupil's Book page 79



Learning objectives: Apply thinking skills: evaluate options and reach a decision

Resources: Unit 6 test

Warm-up: Ready, set, draw!

- Play *Ready, set, draw!* (see Games bank, pages 14–17) with items of clothing that the children wear at home, for sport, for camping, to a party or at school.

1 Your grandparents have given you £50. You are thinking of buying a pair of jeans. Read the adverts and complete the table.

- Refer the children to the three adverts for jeans in Activity 1. The children read the adverts individually. Ask *Where are Cool Jeans sent from?* (*India*) *How long do they take to arrive?* (*21–28 days*) *What is the special offer for Active Jeans?* (*free delivery*) *Where can you find Just Jeans?* (*at your local shopping centre*)
- Have the children complete the table individually, and then compare their answers in pairs.
- Check answers as a class.

Answers:

	Cost	Time to arrive	What's good?	What's bad?
Cool Jeans	£15	21–28 days	great value	expensive postage / long time to arrive
Active Jeans	£50	next day	best denim / £5 goes to charity	very expensive
Just Jeans	£10	buy in shop	cheap	you can't return them

2 Work in pairs. Discuss the different options.

- Refer the children to the prompts and elicit ideas for completing them (e.g. Cool Jeans look old-fashioned. The problem with Just Jeans is that you can't return them. For me, it's important that jeans are comfortable.).
- In pairs the children discuss the good and bad points about the jeans in each advert.
- Have volunteers tell the class their ideas.

3 Decide how to spend your £50. Will you spend it all on jeans – or also buy something else? Discuss.

- Remind children that their grandparents have given them some money to spend. Elicit how much (£50).
- Read out the text in the speech bubble. Ask children if they think this is a good decision, and why / why not.
- Children work in pairs to tell their partner which jeans they will buy and why. Remind them that they can buy something else too if they don't spend all the money on jeans.
- Have volunteers share their decision with the class.

Cooler: Football game

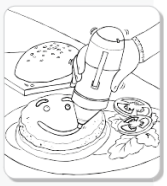
- Play *Football game* (see Games bank, pages 14–17) with questions about this unit, e.g. *How much water does it take to make one pair of jeans? What are designers in Amsterdam making with old chewing gum? What is a book opener used for? What is the Lumina torch made of?*, etc.

Lesson 7 **Functional language**

1 Complete the advert with the words in the box.

decorating special	comes in cheap	plastic ~~used for~~	throw away invention

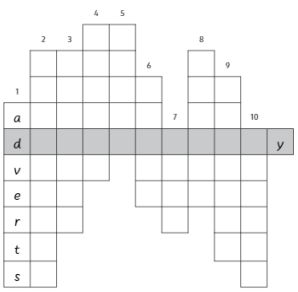
Is it a pen? Is it a paint pot? No! It's the new Squirty ketchup pen. It's [1] *used for* putting ketchup on your food and [2] _____ it with funny faces! It's made of [3] _____ and it [4] _____ red or dark blue. It's useful AND fun – that's why it's so [5] _____! So try out our new [6] _____ and see for yourself how fantastic it is! [7] _____ your old ketchup bottle and buy the Squirty ketchup pen today. And look at our special price to see how [8] _____ it is!



Check-up challenge

1 Complete the puzzle. Find the secret word.

1 These are shown on TV to sell things.
2 To put something in the rubbish bin.
3 Different from, and usually better than, what is usual.
4 This describes something that helps you in different ways.
5 The material that jeans are made of.
6 Something that doesn't cost a lot of money.
7 A programme that tells you about events happening in the world.
8 A soft material that comes from a plant and is used for making denim.
9 Shoes and bags are often made of this material.
10 Chewing gum can be mixed with this to make shoes.



2 Number the stages in order. Then write sentences using the passive voice.

Beautiful toy trains are made in small workshops.
a many / sell / as birthday presents ☐
b the wood / take / to a workshop ☐
c the trees / cut down ☐
d trees / plant 1
e the wood / make / into beautiful toys ☐



1 *Trees are planted.*
2 _____
3 _____
4 _____
5 _____

3 Describe the objects using *made of* and *used for*. Use the words in the box.

1 
2 

feed / birds
keep / money in
plastic
denim

1 It's made _____. It _____.
2 _____ _____

What I can do!

Put a tick (✓) or a cross (×).

interpret an infographic	☐	use suffixes *-tion* and *-sion*	☐
talk about processes	☐	write about a process	☐
describe objects	☐	write and perform a radio advert	☐

In this unit, my favourite activity is: _____.
Something I did well: _____.
Something I could improve: _____.

Check-up challenge

1 Complete the puzzle. Find the secret word.

Answers:

			4	5						
	2	3	u	d			8			
	t	s	s	e	6		c	9		
1	h	p	e	n	c		o	l		
a	r	e	f	i	h	7	t	e	10	
d	*o*	*c*	*u*	*m*	*e*	*n*	*t*	*a*	*r*	*y*
v	w	i	l		a	e	o	t	u	
e	a	a			p	w	n	h	b	
r	w	l				s		e	b	
t	a							r	e	
s	y								r	

2 Number the stages in order. Then write sentences using the passive voice.

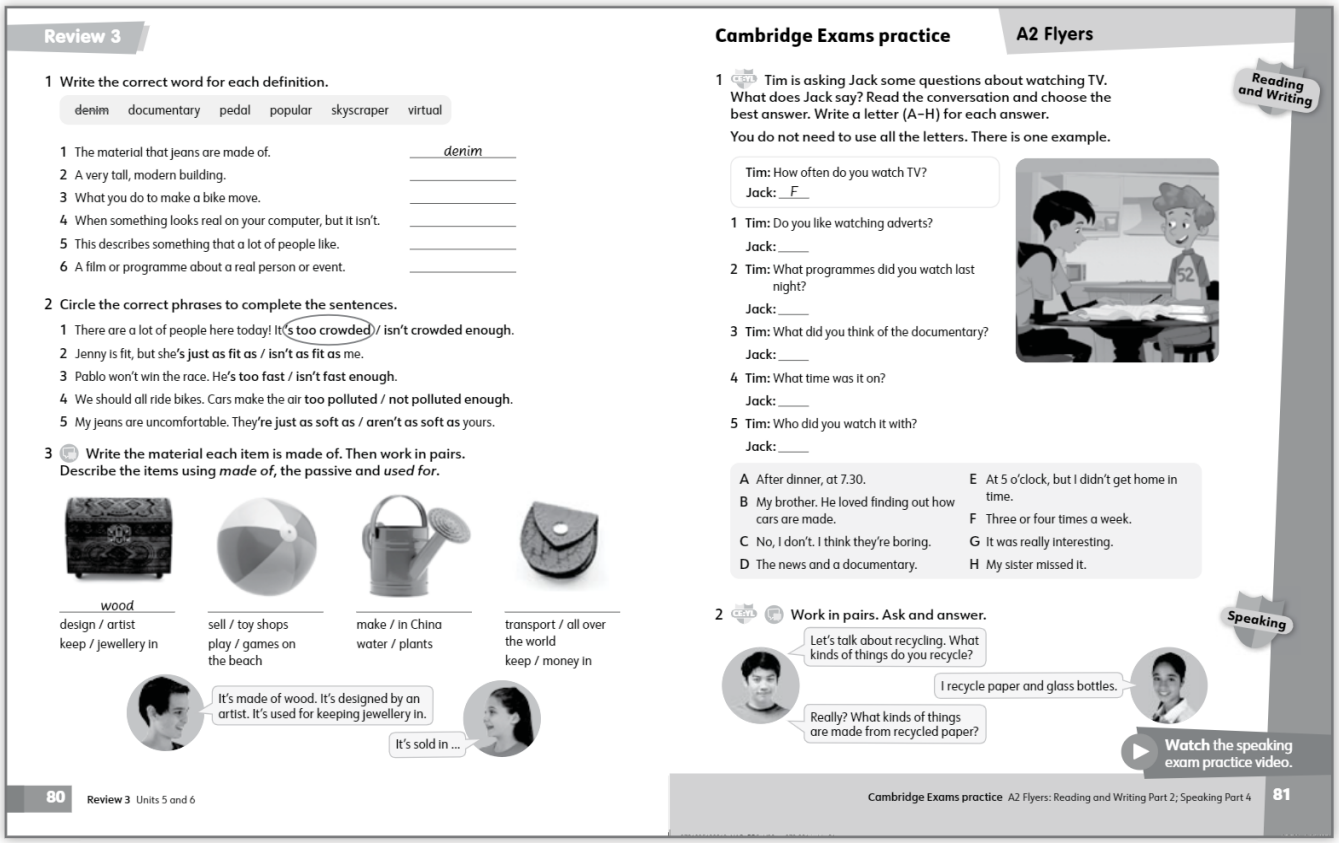
Answers: 1 d Trees are planted. **2** c The trees are cut down. **3** b The wood is taken to a workshop. **4** e The wood is made into beautiful toys. **5** a Many are sold as birthday presents.

3 Describe the objects using *made of* and *used for*. Use the words in the box.

Answers: 1 It's made of denim. It's used for keeping money in. **2** It's made of plastic (bottles). It's used for feeding birds.

Review 3

Pupil's Book pages 80–81


Review 3

1 Write the correct word for each definition.

denim documentary pedal popular skyscraper virtual

1 The material that jeans are made of. denim
2 A very tall, modern building.
3 What you do to make a bike move.
4 When something looks real on your computer, but it isn't.
5 This describes something that a lot of people like.
6 A film or programme about a real person or event.

2 Circle the correct phrases to complete the sentences.

1 There are a lot of people here today! It's too crowded / isn't crowded enough.
2 Jenny is fit, but she's just as fit as / isn't as fit as me.
3 Pablo won't win the race. He's too fast / isn't fast enough.
4 We should all ride bikes. Cars make the air too polluted / not polluted enough.
5 My jeans are uncomfortable. They're just as soft as / aren't as soft as yours.

3 Write the material each item is made of. Then work in pairs. Describe the items using *made of*, the passive and *used for*.

wood
design / artist
keep / jewellery in

sell / toy shops
play / games on the beach

make / in China
water / plants

transport / all over the world
keep / money in

It's made of wood. It's designed by an artist. It's used for keeping jewellery in.
It's sold in ...

80 Review 3 Units 5 and 6

Cambridge Exams practice A2 Flyers

Reading and Writing

1 Tim is asking Jack some questions about watching TV. What does Jack say? Read the conversation and choose the best answer. Write a letter (A–H) for each answer.
You do not need to use all the letters. There is one example.

Tim: How often do you watch TV?
Jack: F

1 Tim: Do you like watching adverts?
Jack:
2 Tim: What programmes did you watch last night?
Jack:
3 Tim: What did you think of the documentary?
Jack:
4 Tim: What time was it on?
Jack:
5 Tim: Who did you watch it with?
Jack:

A After dinner, at 7.30.
B My brother. He loved finding out how cars are made.
C No, I don't. I think they're boring.
D The news and a documentary.
E At 5 o'clock, but I didn't get home in time.
F Three or four times a week.
G It was really interesting.
H My sister missed it.

2 Work in pairs. Ask and answer.

Speaking

Let's talk about recycling. What kinds of things do you recycle?
I recycle paper and glass bottles.
Really? What kinds of things are made from recycled paper?

Watch the speaking exam practice video.

Cambridge Exams practice A2 Flyers: Reading and Writing Part 2; Speaking Part 4 81

Learning objectives: Review from Units 5 and 6, A2 Flyers: Reading and Writing Part 2; Speaking Part 4

Resources: Unit 6, Review 3; Speaking exam practice video

Warm-up: Dictation

- Dictate some vocabulary words from Units 5 and 6 (e.g. *advert*, *documentary*, *programme*, *popular*, *protect*, *crowded*, *fit*, *travel card*).
- Write the words on the board. Have the children check for any spelling mistakes.

1 Write the correct word for each definition.

- Read out the words in the box and have the children repeat after you. Elicit the meaning of the words.
- The children complete the activity individually.
- Check answers as a class.

Answers: 1 denim **2** skyscraper **3** pedal **4** virtual **5** popular **6** documentary

2 Circle the correct phrases to complete the sentences.

- Elicit the meaning of *too* and *not enough* (*too*: more than we want or need; *not enough*: not as much as we want or need).
- Say *We use 'as ... as' to ...* (*compare*). Ask *What kind of word goes in the middle?* (*an adjective*)
- Read out the first sentence and example answer.
- The children circle the correct phrases and compare answers in pairs. Check answers as a class.

Answers: 1 's too crowded **2** isn't as fit as **3** isn't fast enough **4** too polluted **5** aren't as soft as

3 Write the material each item is made of. Then work in pairs. Describe the items using *made of*, the passive and *used for*.

- Refer the children to the pictures in Activity 3. Have the children say the name of each object (jewellery box, beach ball, watering can, purse). Ask if the children have any of these things.
- Refer the children to the first picture and the example answer.
- Have the children write the material the other things are made of.
- Remind them that after *used for* the verb ends in *-ing*. Read the example in the speech bubble out loud.
- Have the children work in pairs to describe the remaining objects using the prompts.
- Check answers as a class.

Answers: 1 wood **2** plastic **3** metal **4** leather
1 It's made of wood. It's designed by an artist. It's used for keeping jewellery in. **2** It's made of plastic. It's sold in toy shops. It's used for playing games on the beach. **3** It's made of metal. It's made in China. It's used for watering plants. **4** It's made of leather. It's transported all over the world. It's used for keeping money in.

1 Tim is asking Jack some questions about watching TV. What does Jack say? Read the conversation and choose the best answer. Write a letter (A–H) for each answer.

This activity helps the children prepare for Part 2 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

- Refer children to the picture of the two boys. Tell them that the boys are called Tim and Jack and that they are having a conversation. Ask *What are they talking about?* (*They're talking about watching TV.*)
- Have the children read the five questions on the left. Ask them to circle the *Wh-* question words. Ask *Are they all Wh- questions?* (*no, the first one is a yes / no question*) Ask *What does the word 'who' refer to?* (*a person*) Tell the children that they should take notice of the question word so they know what kind of answer to expect.
- Have the children read the possible answers in the box. Remind them that they don't need to use all of the answers to complete the activity. Go through the first example. Make sure the children know what to do.
- Children work individually to choose the best answer for each question and write the letters.
- Have the children check their answers in pairs.
- Then check answers as a class. Volunteers read out the questions and answers.

Answers: 1 C **2** D **3** G **4** A **5** B

2 Work in pairs. Ask and answer.

This activity helps the children prepare for Part 4 of the Speaking paper in the Cambridge English A2 Flyers exam.

- The children ask and answer questions about recycling.
- Have the children complete the activity in pairs. Then have volunteers share some of their recycling habits with the class.

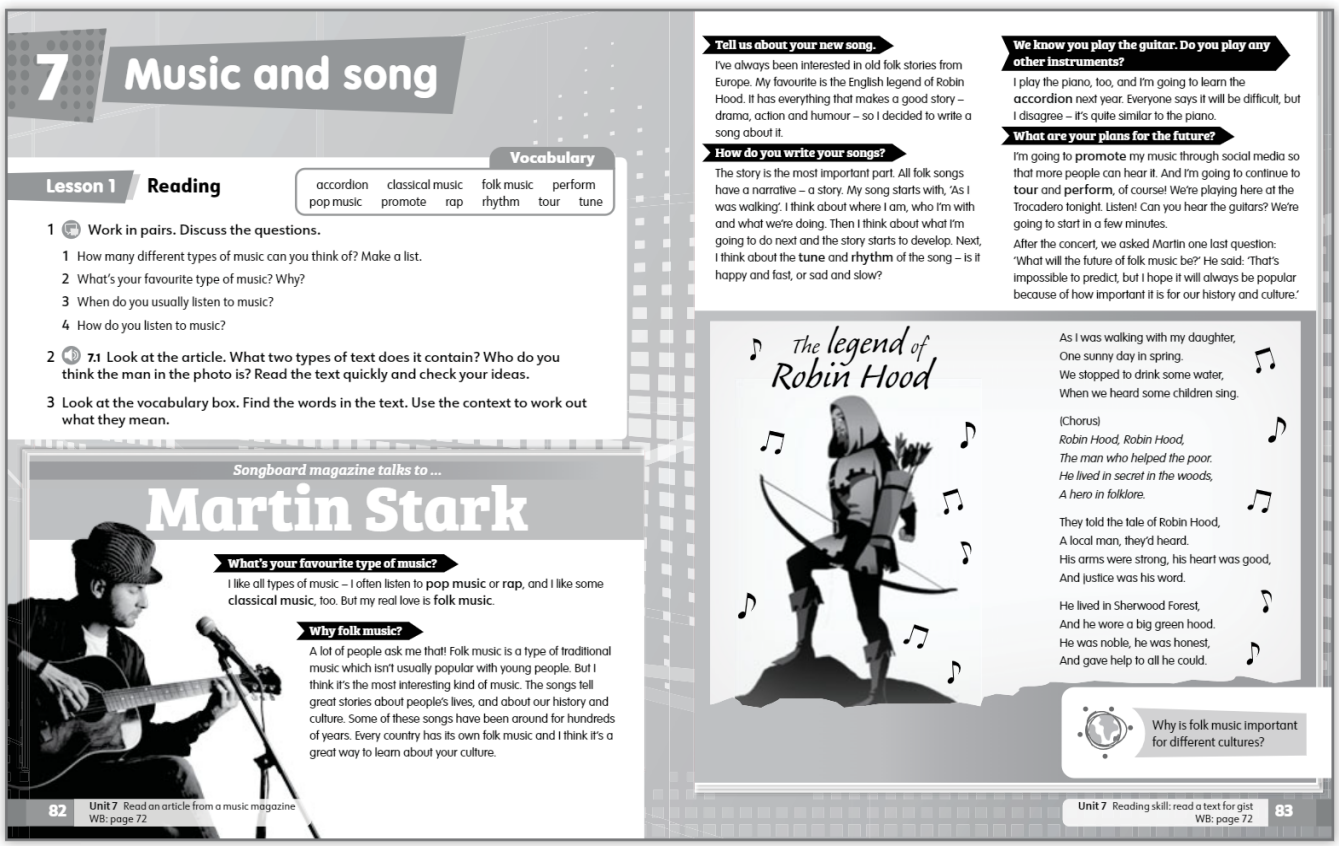
Cooler: Let's talk!

- The children write two more questions for the dialogue in Activity 1 using question words.
- Then they ask and answer their questions in pairs.
- Volunteers perform their questions and answers for the class.

7 Music and song

Lesson 1 Reading

Pupil's Book pages 82–83


7 Music and song

Lesson 1 Reading

Vocabulary: accordion, classical music, folk music, perform, pop music, promote, rap, rhythm, tour, tune

1 Work in pairs. Discuss the questions.
1 How many different types of music can you think of? Make a list.
2 What's your favourite type of music? Why?
3 When do you usually listen to music?
4 How do you listen to music?

2 7.1 Look at the article. What two types of text does it contain? Who do you think the man in the photo is? Read the text quickly and check your ideas.

3 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

Songboard magazine talks to ...

Martin Stark

What's your favourite type of music?
I like all types of music – I often listen to pop music or rap, and I like some classical music, too. But my real love is folk music.

Why folk music?
A lot of people ask me that! Folk music is a type of traditional music which isn't usually popular with young people. But I think it's the most interesting kind of music. The songs tell great stories about people's lives, and about our history and culture. Some of these songs have been around for hundreds of years. Every country has its own folk music and I think it's a great way to learn about your culture.

Tell us about your new song.
I've always been interested in old folk stories from Europe. My favourite is the English legend of Robin Hood. It has everything that makes a good story – drama, action and humour – so I decided to write a song about it.

How do you write your songs?
The story is the most important part. All folk songs have a narrative – a story. My song starts with, 'As I was walking'. I think about where I am, who I'm with and what we're doing. Then I think about what I'm going to do next and the story starts to develop. Next, I think about the tune and rhythm of the song – is it happy and fast, or sad and slow?

We know you play the guitar. Do you play any other instruments?
I play the piano, too, and I'm going to learn the accordion next year. Everyone says it will be difficult, but I disagree – it's quite similar to the piano.

What are your plans for the future?
I'm going to promote my music through social media so that more people can hear it. And I'm going to continue to tour and perform, of course! We're playing here at the Trocadero tonight. Listen! Can you hear the guitars? We're going to start in a few minutes.
After the concert, we asked Martin one last question: 'What will the future of folk music be?' He said: 'That's impossible to predict, but I hope it will always be popular because of how important it is for our history and culture.'

The legend of Robin Hood

As I was walking with my daughter,
One sunny day in spring.
We stopped to drink some water,
When we heard some children sing.

[Chorus]
Robin Hood, Robin Hood,
The man who helped the poor.
He lived in secret in the woods,
A hero in folklore.

They told the tale of Robin Hood,
A local man, they'd heard.
His arms were strong, his heart was good,
And justice was his word.

He lived in Sherwood Forest,
And he wore a big green hood.
He was noble, he was honest,
And gave help to all he could.

Why is folk music important for different cultures?

82 Unit 7 Read an article from a music magazine WB: page 72

Unit 7 Reading skill: read a text for gist WB: page 72 83

Learning objectives: Read an article from a music magazine; Reading skill: read a text for gist

Vocabulary: accordion, classical music, folk music, perform, pop music, promote, rap, rhythm, tour, tune

Resources: Vocabulary 1 worksheet

Warm-up: One-question interview

- Think of a famous singer the children know and like. Have them imagine they are going to interview the singer, but they can only ask one question each.
- Have them think of the question they would like to ask and write it down.
- Have some volunteers come to the front and ask their question. See if anyone can answer it.

1 Work in pairs. Discuss the questions.

- Brainstorm different types of music and write them on the board. Read out each type of music.
- Children work in pairs to answer questions 2–4.
- Conduct class feedback.

2 7.1 Look at the article. What two types of text does it contain? Who do you think the man in the photo is? Read the text quickly and check your ideas.

- The children look at the article. Ask *Do you think it's a newspaper article? Why / Why not?* (*No, because it's not divided into columns and it's in colour.*)
- Ask where they might find this text (in a (music) magazine).
- Refer the children to the photo of the man. Ask *What's his name?* (*Martin Stark*) *What's his job?* (*musician*) *What instrument is he playing?* (*a guitar*)
- Children look at the first part of the article. Elicit what type of text it is (an interview). Ask who the interview is with (Martin Stark).
- Refer the children to the second part of the article and elicit what type of text it is (song words / lyrics). Ask *How do you know?* (*There are different verses and musical notes.*) Elicit the meaning of *chorus*.
- Ask children who the man in the picture is (*Robin Hood*). Find out if they have heard about him and if so, what they know about him.
- Children read the texts quickly to check their ideas.
- Play the audio if children need additional support.

3 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

- Children scan the text to find the words in the vocabulary box.
- Ask children to look at the words before and after the words in bold to help them work out their meaning from the context.
- Have the children explain the meaning of the words in bold.

ESDC

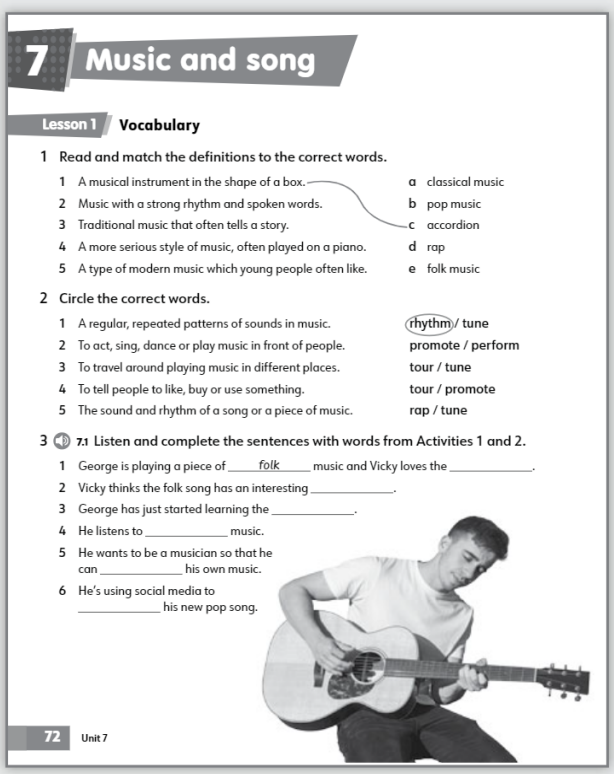
Why is folk music important for different cultures?

This question helps the children recognise different perspectives and identify distinguishing features from a variety of global cultures.

- Direct the children's attention to the folk song about Robin Hood on page 83 in their Pupil's Book. Ask if they know any similar folks songs from their own country or culture. Discuss how songs can help us understand more about what people in different cultures think, value and enjoy.

Possible answers: Folk music can tell the stories of different cultures and share what things are important to different people.

Workbook page 72



7 Music and song

Lesson 1 Vocabulary

1 Read and match the definitions to the correct words.

1	A musical instrument in the shape of a box.	a	classical music
2	Music with a strong rhythm and spoken words.	b	pop music
3	Traditional music that often tells a story.	c	accordion
4	A more serious style of music, often played on a piano.	d	rap
5	A type of modern music which young people often like.	e	folk music

2 Circle the correct words.

1	A regular, repeated patterns of sounds in music.	rhythm / tune
2	To act, sing, dance or play music in front of people.	promote / perform
3	To travel around playing music in different places.	tour / tune
4	To tell people to like, buy or use something.	tour / promote
5	The sound and rhythm of a song or a piece of music.	rap / tune

3 7.1 Listen and complete the sentences with words from Activities 1 and 2.

1 George is playing a piece of _folk_ music and Vicky loves the _____.
2 Vicky thinks the folk song has an interesting _____.
3 George has just started learning the _____.
4 He listens to _____ music.
5 He wants to be a musician so that he can _____ his own music.
6 He's using social media to _____ his new pop song.

72 Unit 7

Cooler: Song time

- Play *The legend of Robin Hood* (Track 7.1) and have children sing along.
- Ask *Do you like this song? Why / Why not? How does it make you feel?*

1 Read and match the definitions to the correct words.

Answers: 1 c **2** d **3** e **4** a **5** b

2 Circle the correct words.

Answers: 1 rhythm **2** perform **3** tour **4** promote **5** tune

3 7.1 Listen and complete the sentences with words from Activities 1 and 2.

Audioscript

Girl: *Wow George! You're really good! I love the tune – is it a folk song?*

Boy: *Thanks, Vicky! Yes, it is. Folk music isn't my favourite type of music, but I'm learning it for a show.*

Girl: *Well, I really liked it – it's got an interesting rhythm. Do you play any other instruments?*

Boy: *Yes. I play the violin too. I've also just started learning the accordion.*

Girl: *The accordion! That's unusual. So, what's your favourite type of music?*

Boy: *I like listening to rap and I like playing classical music on my violin.*

Girl: *That's great that you like so many different types of music. Do you want to be a musician when you leave school?*

Boy: *Yes, I do. I want to write and perform my own music and I'd love to tour with other musicians.*

Girl: *Cool! Are you working on anything at the moment?*

Boy: *Yes, I've just written a new song – this time it's pop music!*

Girl: *Can I listen to it?*

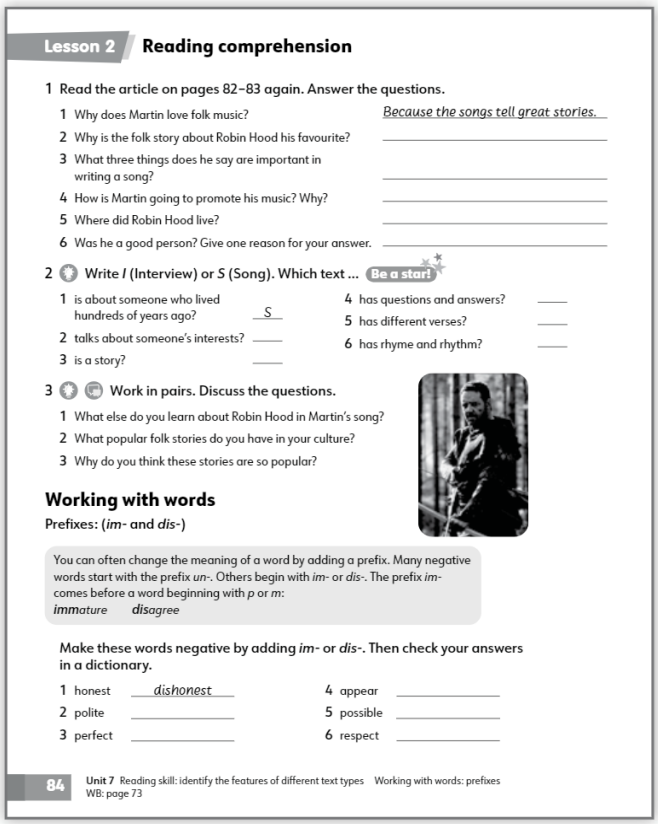
Boy: *Yes, I'm using social media to promote it – I'll send you the link.*

Girl: *Thanks, George!*

Answers: 1 folk, tune **2** rhythm **3** accordion **4** rap **5** perform **6** promote

Lesson 2 Reading comprehension / Working with words

Pupil's Book page 86



Lesson 2 Reading comprehension

1 Read the article on pages 82–83 again. Answer the questions.

1 Why does Martin love folk music? *Because the songs tell great stories.*
2 Why is the folk story about Robin Hood his favourite? _____
3 What three things does he say are important in writing a song? _____
4 How is Martin going to promote his music? Why? _____
5 Where did Robin Hood live? _____
6 Was he a good person? Give one reason for your answer. _____

2 Write *I* (Interview) or *S* (Song). Which text ... Be a star!

1 is about someone who lived hundreds of years ago? *S*
2 talks about someone's interests? ____
3 is a story? ____
4 has questions and answers? ____
5 has different verses? ____
6 has rhyme and rhythm? ____

3 Work in pairs. Discuss the questions.

1 What else do you learn about Robin Hood in Martin's song?
2 What popular folk stories do you have in your culture?
3 Why do you think these stories are so popular?

Working with words

Prefixes: (*im-* and *dis-*)

You can often change the meaning of a word by adding a prefix. Many negative words start with the prefix *un-*. Others begin with *im-* or *dis-*. The prefix *im-* comes before a word beginning with *p* or *m*:
immature *disagree*

Make these words negative by adding *im-* or *dis-*. Then check your answers in a dictionary.

1 honest *dishonest*
2 polite _____
3 perfect _____
4 appear _____
5 possible _____
6 respect _____

84 Unit 7 Reading skill: identify the features of different text types Working with words: prefixes
WB: page 73

Learning objectives: Reading skill: identify the features of different text types; Working with words: prefixes

Resources: Working with words worksheet

Warm-up: Let's sing

- Play *The legend of Robin Hood* (Track 7.1) again and have children sing along.
- Encourage them to make up actions to go with the song.

1 Read the article on pages 82–83 again. Answer the questions.

- Have volunteers read out the questions. Clarify meaning, if necessary.
- Encourage the children to answer any questions they can without looking back at the text.
- Have children read the article on pages 82–83 again and answer the questions in Activity 1.
- The children compare answers in pairs.
- Check answers as a class.

Answers: 1 Because the songs tell great stories. **2** It's his favourite because it has everything that makes a good story – drama, action and humour. **3** The narrative or story, the tune and the rhythm are important in writing a song. **4** He's going to promote his music through social media so that more people can hear it.
5 Robin Hood lived in Sherwood Forest. **6** He was a good person because he helped the poor.

2 Write *I* (Interview) or *S* (Song). Which text ...

Be a star!

- Elicit some differences between an interview and a song. Ask *How many people are there in an interview?* (*at least two: the interviewer and the person who is interviewed*) *What does the interviewer do?* (*ask questions*) *Can a song tell a story?* (*yes*)
- The children read the questions and identify whether they describe the interview (by writing *I*) or the song (by writing *S*). Have them compare their answers in pairs and then check answers as a class.

Answers: 1 S **2** I **3** S **4** I **5** S **6** S

3 Work in pairs. Discuss the questions.

- Read out the first question. Children look back at the song words on page 83 and give ideas (e.g. He helped people. He was honest. No one knew where he lived. He was a hero.).
- Children work in pairs to discuss the remaining questions.
- Conduct feedback with the class. Elicit why folk stories are popular (e.g. They are imaginative. They have interesting characters. They teach us lessons about life. They teach us about our history and culture.).

Working with words

Prefixes: (*im-* and *dis-*)

- Elicit from the children the meaning of the word 'prefixes'.
- Read out the information in the blue box. Ask for suggestions on how to remember these words (e.g. Write *dis-* words in one colour and *im-* words in another. Make separate cards with the words and the prefixes and practise matching them.).

Make these words negative by adding *im-* or *dis-*. Then check your answers in a dictionary.

- The children complete the activity individually. Have them look for the words in their dictionaries and elicit the meaning of each one.

Answers: 1 dishonest **2** impolite **3** imperfect **4** disappear **5** impossible **6** disrespect

Teaching star!

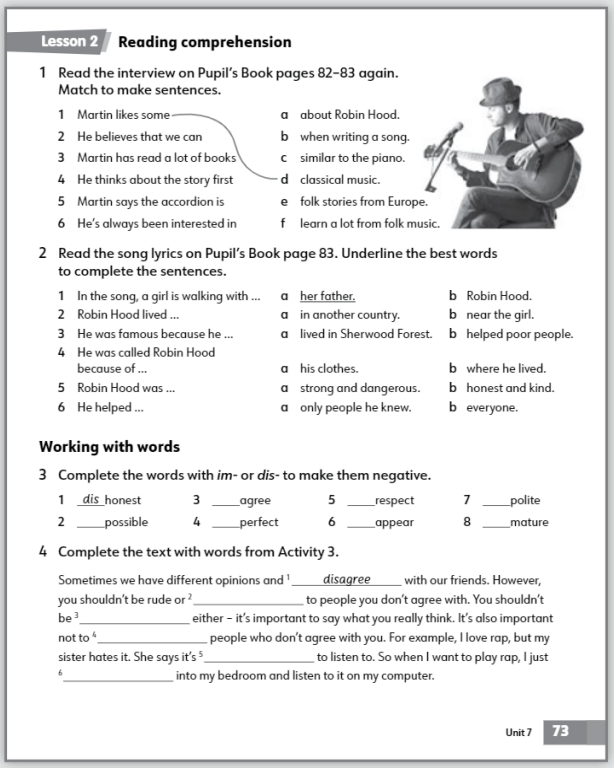
Extension

- Thinking about words in context is one of the best ways to learn their meaning. Ask fast finishers to write a sentence for each of the words in the Working with words activity. They then compare answers in pairs.
- Elicit or collect in answers to check that they have used the words accurately.

Cooler: Dictation

- Have the children close their Pupil's Books.
- Dictate the six words in the previous activity with and without prefixes.
- The children check their dictations in pairs.
- Check answers as a class. Write the words on the board.

Workbook page 73



Lesson 2 **Reading comprehension**

1 Read the interview on Pupil's Book pages 82–83 again. Match to make sentences.

1	Martin likes some	a	about Robin Hood.
2	He believes that we can	b	when writing a song.
3	Martin has read a lot of books	c	similar to the piano.
4	He thinks about the story first	d	classical music.
5	Martin says the accordion is	e	folk stories from Europe.
6	He's always been interested in	f	learn a lot from folk music.

2 Read the song lyrics on Pupil's Book page 83. Underline the best words to complete the sentences.

1	In the song, a girl is walking with ...	a	her father.	b	Robin Hood.
2	Robin Hood lived ...	a	in another country.	b	near the girl.
3	He was famous because he ...	a	lived in Sherwood Forest.	b	helped poor people.
4	He was called Robin Hood because of ...	a	his clothes.	b	where he lived.
5	Robin Hood was ...	a	strong and dangerous.	b	honest and kind.
6	He helped ...	a	only people he knew.	b	everyone.

Working with words

3 Complete the words with *im-* or *dis-* to make them negative.

1	*dis* honest	3	____agree	5	____respect	7	____polite
2	____possible	4	____perfect	6	____appear	8	____mature

4 Complete the text with words from Activity 3.

Sometimes we have different opinions and [1] *disagree* with our friends. However, you shouldn't be rude or [2] _____ to people you don't agree with. You shouldn't be [3] _____ either – it's important to say what you really think. It's also important not to [4] _____ people who don't agree with you. For example, I love rap, but my sister hates it. She says it's [5] _____ to listen to. So when I want to play rap, I just [6] _____ into my bedroom and listen to it on my computer.

Unit 7 73

1 Read the interview on Pupil's Book pages 82–83 again. Match to make sentences.

Answers: 1 d **2** f **3** a **4** b **5** c **6** e

2 Read the song lyrics on Pupil's Book page 83. Underline the best words to complete the sentences.

Answers: 1 a **2** b **3** b **4** a **5** b **6** b

3 Complete the words with *im-* or *dis-* to make them negative.

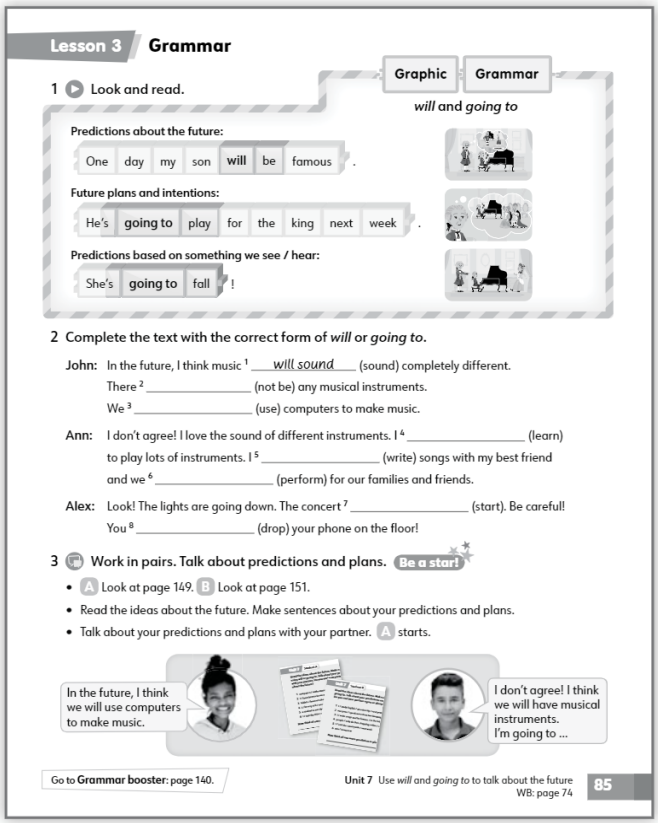
Answers: 1 dishonest **2** impossible **3** disagree **4** imperfect **5** disrespect **6** disappear **7** impolite **8** immature

4 Complete the text with words from Activity 3.

Answers: 1 disagree **2** impolite **3** dishonest **4** disrespect **5** impossible **6** disappear

Lesson 3 Grammar

Pupil's Book page 85



Lesson 3 Grammar

1 Look and read.

Graphic | Grammar

will and *going to*

Predictions about the future:

One day my son will be famous .

Future plans and intentions:

He's going to play for the king next week .

Predictions based on something we see / hear:

She's going to fall !

2 Complete the text with the correct form of *will* or *going to*.

John: In the future, I think music [1] *will sound* (sound) completely different. There [2] _____ (not be) any musical instruments. We [3] _____ (use) computers to make music.

Ann: I don't agree! I love the sound of different instruments. I [4] _____ (learn) to play lots of instruments. I [5] _____ (write) songs with my best friend and we [6] _____ (perform) for our families and friends.

Alex: Look! The lights are going down. The concert [7] _____ (start). Be careful! You [8] _____ (drop) your phone on the floor!

3 Work in pairs. Talk about predictions and plans. Be a star!

- A Look at page 149. B Look at page 151.
- Read the ideas about the future. Make sentences about your predictions and plans.
- Talk about your predictions and plans with your partner. A starts.

In the future, I think we will use computers to make music.

I don't agree! I think we will have musical instruments. I'm going to ...

Go to Grammar booster: page 140.

Unit 7 Use *will* and *going to* to talk about the future WB: page 74 85

Learning objectives: Use *will* and *going to* to talk about the future

Grammar: *will* and *going to*

Review vocabulary: music and song

Resources: Graphic Grammar video; Grammar 1 worksheet

Materials: small pieces of paper, a bag

Warm-up: Tense review

- Write the following sentences on the board:
  1 I've lived here for two years.
  2 He went to the cinema last Saturday.
  3 They didn't go to the beach.
  4 He's playing basketball at the moment.
  5 She's never been to Italy.
  6 I go to bed at 9 o'clock.
- Divide the class into groups. The groups discuss the sentences. They identify the verb in each one and which tense it is.
- Encourage the children to work as a team.
- Elicit answers. If you have time, ask for other examples of sentences using these tenses.

Answers: 1 've lived, present perfect **2** went, past simple **3** didn't go, past simple **4** 's playing, present continuous **5** 's never been, present perfect **6** go, present simple

1 Look and read.

- Refer the children to the pictures in the *Graphic Grammar* box. Ask *Who are the people?* (*a boy and his father*) *What are they doing?* (*The boy is playing the piano and his father is teaching / watching him.*)
- Ask children if they know who the boy is. Explain that he is Mozart, the famous composer, as a young boy.
- Read out the sentences in the *Graphic Grammar* box. Ask *Are they about the present, the past or the future?* (the *future*) Ask *Is Mozart famous now?* (*no*) *Is he playing for the king now?* (*no*)
- Refer the children to the blue boxes and ask what the form of the verb is after *will* and *going to* (the infinitive).
- Share with the children that we use *will* / *won't* to make predictions about the future. We use *going to* for: a) to talk about future plans and intentions. b) to make a prediction based on something we can see or hear right now.
- Read out the first sentence again and ask *Does his father think he will be famous one day? (yes)* Read the second sentence and ask *Is this a prediction? (no) What is it? (a plan) How do you know? (because it's 'next week')* Read the third question and ask *How do we know she's going to fall?* (*because she's right at the edge and is losing her balance*)
- Have the children look back at the reading texts on pages 82–83 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If you have access to the class video, read out the sentences in the *Graphic Grammar* box. Tell children to watch the video and decide which sentence is 1) a plan, 2) a prediction based on something we can see and 3) a prediction about the future.
- Play the video. Ask the children for feedback.
- Play the video again, and have the children repeat the sentences.

2 Complete with the correct form of *will* or *going to*.

- The children scan the conversation and underline the clues that tell us if there is a plan or prediction (*In the future*, *Look!*, *Be careful!*).
- Read out the example sentence. Ask *Is this a prediction or a plan? How do we know?* (*It's a prediction – John gives his opinion about the future.)*
- The children complete the activity individually.
- Check answers as a class.
- Have the children find and underline examples of *will* and *going to* in the interview text on pages 82–83.

Answers: 1 will sound **2** won't be **3** will use **4** 'm going to learn **5** 'm going to write **6** 're going to perform **7** 's going to start **8** 're going to drop

3 Work in pairs. Talk about predictions and plans.

Be a star!

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 149 and have Student B turn to page 151.
- Read out the instructions and the example dialogue so the children understand how to play the game.
- The children read and use the ideas about the future to say sentences about their predictions and plans using *will* or *going to*. Their partner says if they agree or disagree. Then they swap roles.
- Allow time for the children to complete the game.

Answers: Student A: 1 In the future, I think we will use computers to make music. **2** I'm going to learn how to be an engineer at university. **3** In the future, I think we will use tablets to learn at school. **4** One day I'm going to be very rich. **5** One day a student in our class will be famous. **6** I going to visit the USA before I'm 21.; **Student B: 1** In the future, I'm going to study English at university. **2** One day everyone will speak more than two languages. **3** In the future, I'm going to write songs and be famous. **4** One day people will only do their shopping online. **5** I'm going to visit the countryside next week. **6** It's going to rain tomorrow.

Teaching star!

Communicating

- Encourage less confident learners to participate in speaking activities by giving them a list of responses they can use during the activity.
- Write the phrases on the board so they have them as a reference. (e.g. *That sounds interesting. Tell me more. Do you like that idea? What do you think?)*

Grammar booster

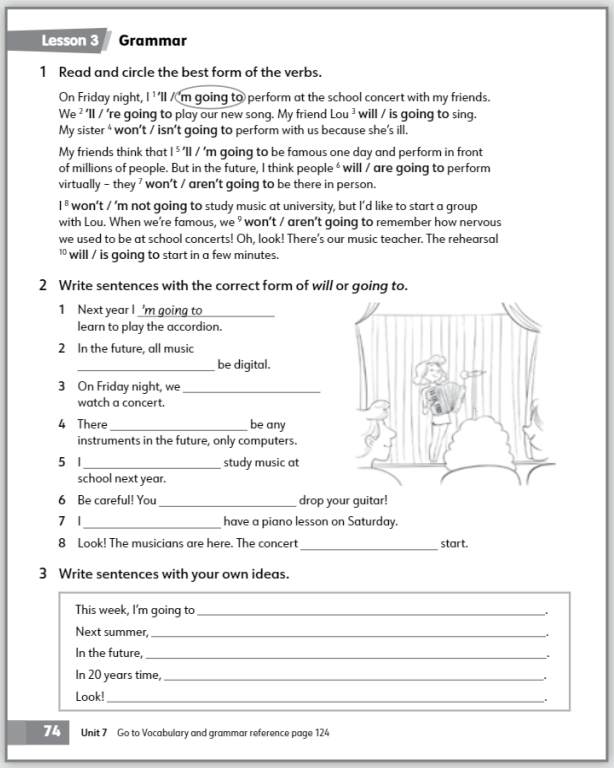
Ask the children to turn to page 140 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 1 I will go to Italy on holiday next year. **2** He's not going to play tennis. **3** There won't be any school books in the future. **4** I'm going to ride my bike to the park. **5** I will learn to play the violin this summer. **6** She's not going to have the breakfast.

Cooler: *Will* or *going to*?

- Put the class into small groups. Give them five minutes to write two sentences using *will* and two sentences using *going to*. They then swap with another group and check their answers.
- Ask each group to read out the most interesting sentence on the paper they are checking.

Workbook page 74



Lesson 3 Grammar

1 Read and circle the best form of the verbs.

On Friday night, I [1] **'ll / 'm going to** perform at the school concert with my friends. We [2] **'ll / 're going to** play our new song. My friend Lou [3] **will / is going to** sing. My sister [4] **won't / isn't going to** perform with us because she's ill.

My friends think that I [5] **'ll / 'm going to** be famous one day and perform in front of millions of people. But in the future, I think people [6] **will / are going to** perform virtually – they [7] **won't / aren't going to** be there in person.

I [8] **won't / 'm not going to** study music at university, but I'd like to start a group with Lou. When we're famous, we [9] **won't / aren't going to** remember how nervous we used to be at school concerts! Oh, look! There's our music teacher. The rehearsal [10] **will / is going to** start in a few minutes.

2 Write sentences with the correct form of *will* or *going to*.

1 Next year I *'m going to* learn to play the accordion.
2 In the future, all music _____ be digital.
3 On Friday night, we _____ watch a concert.
4 There _____ be any instruments in the future, only computers.
5 I _____ study music at school next year.
6 Be careful! You _____ drop your guitar!
7 I _____ have a piano lesson on Saturday.
8 Look! The musicians are here. The concert _____ start.

3 Write sentences with your own ideas.

This week, I'm going to _____.
Next summer, _____.
In the future, _____.
In 20 years time, _____.
Look! _____.

74 Unit 7 Go to Vocabulary and grammar reference page 124

Grammar reference:

Remind the children that they can refer to the grammar reference on page 124 while completing these Workbook activities.

1 Read and circle the best form of the verbs.

Answers: 1 'm going to **2** 're going to **3** is going to **4** isn't going to **5** 'll **6** will **7** won't **8** 'm not going to **9** won't **10** is going to

2 Write sentences with the correct form of *will* or *going to*.

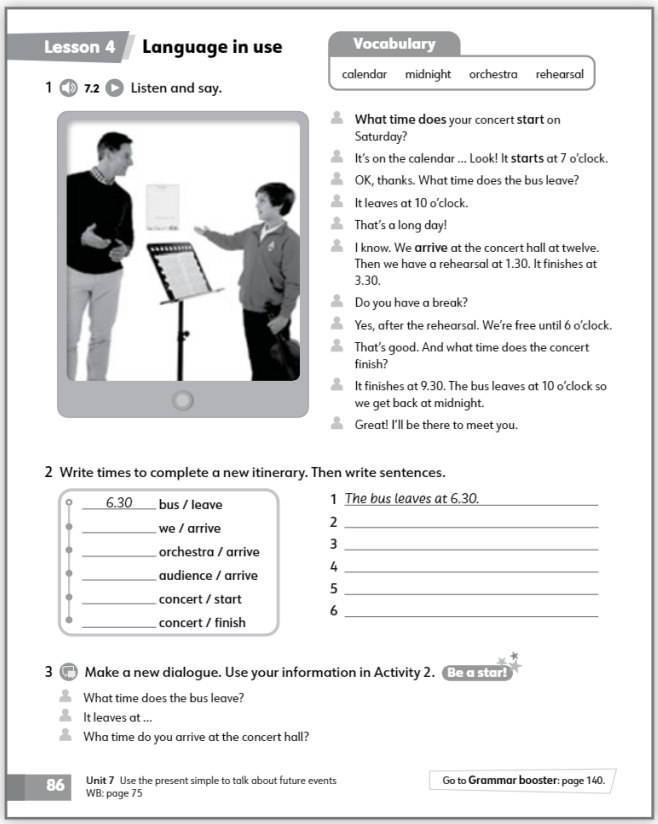
Answers: 1 'm going to **2** will **3** 're going to **4** won't **5** 'm going to **6** 're going to **7** 'm going to **8** is going to

3 Write sentences with your own ideas.

Answers: Children's own answers.

Lesson 4 Language in use

Pupil's Book page 86



Lesson 4 Language in use

Vocabulary: calendar midnight orchestra rehearsal

1 7.2 Listen and say.

What time does your concert start on Saturday?
It's on the calendar ... Look! It starts at 7 o'clock.
OK, thanks. What time does the bus leave?
It leaves at 10 o'clock.
That's a long day!
I know. We arrive at the concert hall at twelve. Then we have a rehearsal at 1.30. It finishes at 3.30.
Do you have a break?
Yes, after the rehearsal. We're free until 6 o'clock.
That's good. And what time does the concert finish?
It finishes at 9.30. The bus leaves at 10 o'clock so we get back at midnight.
Great! I'll be there to meet you.

2 Write times to complete a new itinerary. Then write sentences.

6.30 bus / leave
_____ we / arrive
_____ orchestra / arrive
_____ audience / arrive
_____ concert / start
_____ concert / finish

1 The bus leaves at 6.30.
2 _____
3 _____
4 _____
5 _____
6 _____

3 Make a new dialogue. Use your information in Activity 2. Be a star!

What time does the bus leave?
It leaves at ...
Wha time do you arrive at the concert hall?

86 Unit 7 Use the present simple to talk about future events
WB: page 75
Go to Grammar booster: page 140.

Learning objectives: Use the present simple to talk about future events

Vocabulary: calendar, midnight, orchestra, rehearsal

Review vocabulary: music and song

Resources: Language in use video; Grammar 2 worksheet

Warm-up: Let's play some music!

- Demonstrate mimes for playing the violin, the guitar and drums.
- Say the three actions at random (*Play the violin!*, etc) and have the children mime the actions. Vary the speed to make it more fun.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, pages 158–159). Elicit a definition for the words.
- The children check the definitions in the dictionary on pages 158–159.
- Then use the dictionary to give definitions in the following order to elicit the words: *calendar*, *orchestra*, *midnight*, *rehearsal*.

1 7.2 Listen and say.

- Refer the children to the photo. Ask *Which character can you see? (Kit) Who do you think he is with?* (*his dad / a music teacher*)
- Play the audio. Children follow the dialogue in their books and check who the man is (Kit's dad).
- Play the audio again, pausing after each line so the children can repeat.
- Ask *What time does the concert start?* (*7 o'clock*) *What time is the rehearsal?* (*1.30*) *What time do they get back to school?* (*midnight*).
- Divide the class into two groups: A and B. The children read out the dialogue: group A reads the sentences with the blue icon and group B the sentences with the green icon.
- Encourage the children to use the correct intonation. Play the audio again if necessary.

- If you have access to the class video, play the video first and follow the above procedure.
- Play the video again and have the children repeat, copying all intonation and body language as closely as possible.

2 Write times to complete a new itinerary. Then write sentences.

- Tell the children to imagine they are going to a concert and they need to plan. Say *The bus leaves at 6.30. It takes 30 minutes to arrive at the concert hall.* Ask *What time do we arrive?* (*7 o'clock*)
- Have the children complete the itinerary and write sentences.

Answers: (*Accept all plausible times.*) **1** The bus leaves at 6.30. **2** We arrive at 7 o'clock. **3** The orchestra arrives at 7.30. **4** The audience arrives at 8 o'clock. **5** The concert starts at 9 o'clock. **6** The concert finishes at 11 o'clock.

3 Make a new dialogue. Use your information in Activity 2. Be a star!

- Tell the children that they are going to make a new dialogue.
- Have the children work in pairs. They read the dialogue in Activity 1 again, then take turns to ask and answer questions. Remind them to use their information from Activity 2.
- Circulate, monitor and help.

Teaching star!

Pairwork

- Encourage the children to use appropriate body language while role-playing a dialogue (e.g. engaged eye contact, facial expression, posture and gesture).
- Keep corrections to a minimum, but note any common errors and feed back on these constructively at the end. Praise the children for their effort.

Grammar booster

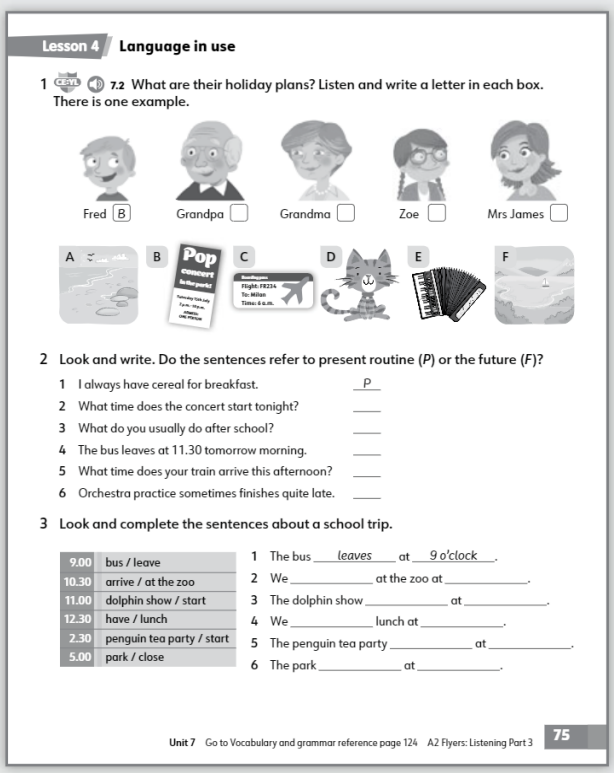
Ask the children to turn to page 140 of their Pupil's Book to complete Activities 2 and 3. Alternatively, you may wish to have the children complete this activity at home.

Answers: 2 1 The train leaves at 7 o'clock 2 We arrive in Madrid at 9.30. 3 The competition starts at 10.30. 4 The competition finishes at 5 o'clock. 5 We leave at 8 o'clock. 6 We get back at 10.30.;
3 1 will make 2 won't be 3 'm going to learn 4 're going to drop 5 's going to start 6 won't buy

Cooler: Make up an itinerary

- Divide the class into small groups. Each group chooses a place to go and makes up an itinerary for a class outing next week. Stick the itineraries on the classroom wall. The children read and vote on which outing they would like to go on.

Workbook page 75



Lesson 4 Language in use

1 CE:YL 7.2 What are their holiday plans? Listen and write a letter in each box. There is one example.

Fred B | Grandpa ☐ | Grandma ☐ | Zoe ☐ | Mrs James ☐

A B C D E F

2 Look and write. Do the sentences refer to present routine (*P*) or the future (*F*)?

1 I always have cereal for breakfast. P
2 What time does the concert start tonight? ____
3 What do you usually do after school? ____
4 The bus leaves at 11.30 tomorrow morning. ____
5 What time does your train arrive this afternoon? ____
6 Orchestra practice sometimes finishes quite late. ____

3 Look and complete the sentences about a school trip.

9.00	bus / leave
10.30	arrive / at the zoo
11.00	dolphin show / start
12.30	have / lunch
2.30	penguin tea party / start
5.00	park / close

1 The bus leaves at 9 o'clock.
2 We _____ at the zoo at _____.
3 The dolphin show _____ at _____.
4 We _____ lunch at _____.
5 The penguin tea party _____ at _____.
6 The park _____ at _____.

Unit 7 Go to Vocabulary and grammar reference page 124 A2 Flyers: Listening Part 3 75

Grammar reference:

Remind the children that they can refer to the grammar reference on page 124 while completing these Workbook activities.

1 CE:YL 7.2 What are their holiday plans? Listen and write a letter in each box. There is one example.

This activity helps the children prepare for Part 3 of the Listening paper of the Cambridge English A2 Flyers exam.

- The children listen and write a letter in the box based on what they see in the pictures and what they hear.
- Have the children complete the activity individually. Then have volunteers read out their answers. Elicit class agreement on all answers.

Audioscript

Boy: *Mum, Fred has bought tickets for a pop concert in July. Can I go too?*

Woman: *What date is it?*

Boy: *It's on the 15th of July.*

Woman: *No, you can't Jack – sorry. We're on holiday in Spain on that day.*

Can you see the letter B? Now you listen and write a letter in each box

Boy: *Oh yes, I forgot that we're going to Spain. Is Grandpa coming with us again this year?*

Woman: *No, he isn't. Grandpa will be with his music friends on tour. They usually tour around the country in July. You know he loves playing his accordion!*

Boy: *... Grandpa's a rock star! ... What about Grandma – what will she do by herself?*

Woman: *She won't be by herself. She'll have the cat to look after while we are on holiday.*

Boy: *Oh good – Cookie loves Grandma.*

Woman: *She does! So, what are your other friends' plans for the holidays?*

Boy: *Zoe will be in Italy with her family. She wanted to go to the concert too, but her flight is the next day at 6 o'clock in the morning, so she can't go either.*

Woman: *Oh OK. That's an early flight. I'm sure your teacher can't wait for a holiday either. I hope Mrs James is doing something nice.*

Boy: *She is – she said that she plans to sit on a beach for two weeks and relax!*

Answers: 1 Fred, B **2** Grandpa, E
3 Grandma, D **4** Zoe, C **5** Mrs James, A

2 Look and write. Do the sentences refer to present routine (*P*) or the future(*F*)?

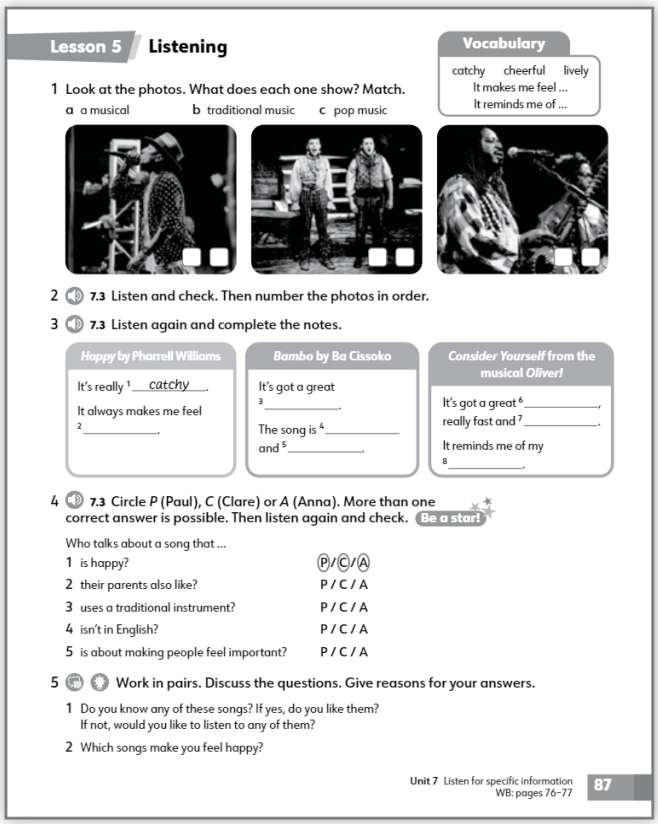
Answers: 1 P **2** F **3** P **4** F **5** F **6** P

3 Look and complete the sentences about a school trip.

Answers: 1 leaves, 9 o'clock **2** arrive, 10.30
3 starts, 11 o'clock **4** have, 12.30 **5** starts, 2.30
6 closes, 5 o'clock

Lesson 5 Listening

Pupil's Book page 87



Lesson 5 Listening

Vocabulary
catchy cheerful lively
It makes me feel ...
It reminds me of ...

1 Look at the photos. What does each one show? Match.
a a musical b traditional music c pop music

2 7.3 Listen and check. Then number the photos in order.

3 7.3 Listen again and complete the notes.

Happy by Pharrell Williams	*Bambo* by Ba Cissoko	*Consider Yourself* from the musical *Oliver!*
It's really 1 catchy. It always makes me feel 2 _____.	It's got a great 3 _____. The song is 4 _____ and 5 _____.	It's got a great 6 _____, really fast and 7 _____. It reminds me of my 8 _____.

4 7.3 Circle *P* (Paul), *C* (Clare) or *A* (Anna). More than one correct answer is possible. Then listen again and check. Be a star!

Who talks about a song that ...

1 is happy?	P/C/A
2 their parents also like?	P / C / A
3 uses a traditional instrument?	P / C / A
4 isn't in English?	P / C / A
5 is about making people feel important?	P / C / A

5 Work in pairs. Discuss the questions. Give reasons for your answers.
1 Do you know any of these songs? If yes, do you like them? If not, would you like to listen to any of them?
2 Which songs make you feel happy?

Unit 7 Listen for specific information
WB: pages 76–77
87

***Learning objectives*:** Listen for specific information

***Vocabulary*:** catchy, cheerful, lively, It makes me feel ..., It reminds me of ...

Warm-up: Vocabulary ping pong

- Play *Vocabulary ping pong* (see Games bank, pages 14–17) with words related to a live concert.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, pages 158–159). Elicit a definition for the words.
- Children check the definitions in the dictionary on pages 158–159.

1 Look at the photos. What does each one show? Match.

- Refer children to the pictures and ask *Who are they? What do you think the music sounds like?*
- Read out the three options and have the children match the pictures to the correct description.

Answers: Picture 1 c **Picture 2** a **Picture 3** b

2 7.3 Listen and check. Then number the photos in order.

- Play the audio and have the children number the photos.
- Check answers as a class.

Audioscript

Teacher: *Good morning, everyone. Today we're going to talk about different types of music. Three pupils have chosen their favourite song and they're going to tell us about it. OK, so who's first? Paul?*

Paul: *My favourite song is* Happy *by Pharrell Williams. It's a pop song. It's really catchy – every time I hear it, it stays in my head for the rest of the day. It always makes me feel happy. I think this song will be popular forever!*

Teacher: *And what's the song about?*

Paul: *Erm ... it's about being cheerful and positive, even when life is difficult.*

Teacher: *Thank you, Paul. Who's next? Clare?*

Clare: *My parents are from Africa originally and they love traditional African music. They play it all the time. My favourite song is called* Bambo *by a group called Ba Cissoko. The song's got a great rhythm. There are drums and guitars, but they also play a traditional instrument called a kora. The song is lively and cheerful, and it makes me feel happy.*

Teacher: *What's it about?*

Clare: *Erm, I don't really know. They sing in a different language, so I don't understand the words.*

Teacher: *OK. Thank you, Clare. And next is ... Anna.*

Anna: *My favourite song is Consider Yourself. It's from the musical Oliver! It's actually my mum's favourite song – she plays it all the time and now I love it, too. It's got a great tune, really fast and cheerful! It's a really happy song and it always makes me smile.*

Teacher: *And what's the song about?*

Anna: *It's about friends and making someone feel they're important to you, like they're part of your family. It reminds me of my mum and fun days out with my family.*

Answers: 1, 3, 2

3 7.3 Listen again and complete the notes.

- Play the audio again and have the children complete the notes.
- The children compare answers in pairs.
- Check answers as a class.

Answers: 1 catchy **2** happy **3** rhythm **4** lively **5** cheerful **6** tune **7** cheerful **8** mum

4 7.3 **Circle *P* (Paul), *C* (Clare) or *A* (Anna). More than one correct answer is possible. Then listen again and check.**

Be a star!

- The children read the questions and identify which speaker or speakers talk(s) about a song with each feature.
- Play the audio again for the children to check their answers. Elicit which key words helped them find the answers.

Answers: 1 P, C, A **2** C, A **3** C **4** C **5** A

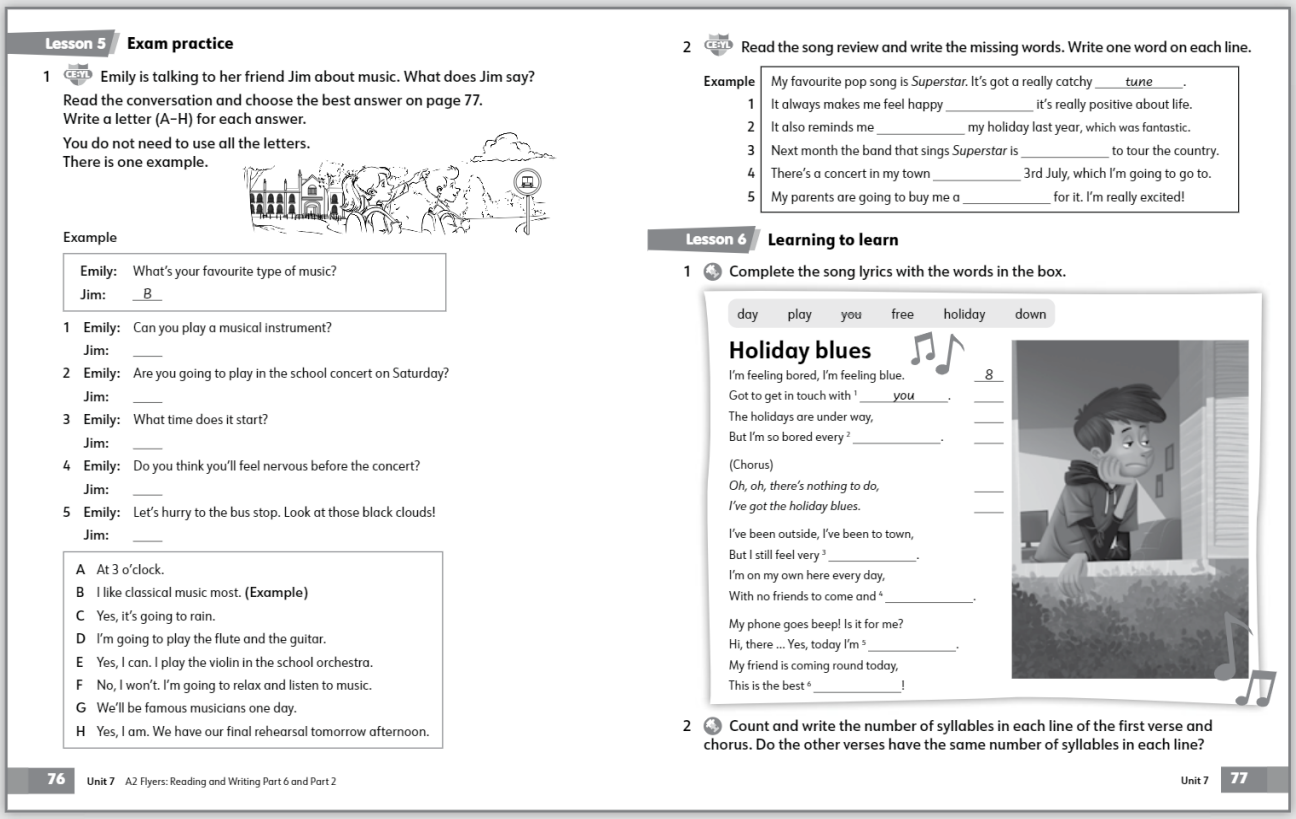
5 **Work in pairs. Discuss the questions. Give reasons for your answers.**

- The children discuss the questions in pairs.
- Conduct class feedback.

Cooler: Football game

- Play *Football game* (see Games bank, pages 14–17) with music general knowledge questions.

Workbook pages 76–77



Lesson 5 **Exam practice**

1 CE:YL Emily is talking to her friend Jim about music. What does Jim say?
Read the conversation and choose the best answer on page 77.
Write a letter (A–H) for each answer.
You do not need to use all the letters.
There is one example.

Example

Emily: What's your favourite type of music?
Jim: B

1 Emily: Can you play a musical instrument?
Jim: ____
2 Emily: Are you going to play in the school concert on Saturday?
Jim: ____
3 Emily: What time does it start?
Jim: ____
4 Emily: Do you think you'll feel nervous before the concert?
Jim: ____
5 Emily: Let's hurry to the bus stop. Look at those black clouds!
Jim: ____

A At 3 o'clock.
B I like classical music most. **(Example)**
C Yes, it's going to rain.
D I'm going to play the flute and the guitar.
E Yes, I can. I play the violin in the school orchestra.
F No, I won't. I'm going to relax and listen to music.
G We'll be famous musicians one day.
H Yes, I am. We have our final rehearsal tomorrow afternoon.

2 CE:YL Read the song review and write the missing words. Write one word on each line.

Example My favourite pop song is *Superstar*. It's got a really catchy *tune*.
1 It always makes me feel happy _____ it's really positive about life.
2 It also reminds me _____ my holiday last year, which was fantastic.
3 Next month the band that sings *Superstar* is _____ to tour the country.
4 There's a concert in my town _____ 3rd July, which I'm going to go to.
5 My parents are going to buy me a _____ for it. I'm really excited!

Lesson 6 **Learning to learn**

1 Complete the song lyrics with the words in the box.

day play you free holiday down

Holiday blues

I'm feeling bored, I'm feeling blue. 8
Got to get in touch with [1] *you*. ____
The holidays are under way, ____
But I'm so bored every [2] _____. ____

(Chorus)
Oh, oh, there's nothing to do, ____
I've got the holiday blues. ____

I've been outside, I've been to town, ____
But I still feel very [3] _____. ____
I'm on my own here every day, ____
With no friends to come and [4] _____. ____

My phone goes beep! Is it for me? ____
Hi, there ... Yes, today I'm [5] _____. ____
My friend is coming round today, ____
This is the best [6] _____! ____

2 Count and write the number of syllables in each line of the first verse and chorus. Do the other verses have the same number of syllables in each line?

76 Unit 7 A2 Flyers: Reading and Writing Part 6 and Part 2

Unit 7 77

1 CE:YL **Emily is talking to her friend Jim about music. What does Jim say? Read the conversation and choose the best answer on page 77. Write a letter (A–H) for each answer. You do not need to use all the letters. There is one example.**

This activity helps the children prepare for Part 2 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

Answers: 1 E **2** H **3** A **4** F **5** C

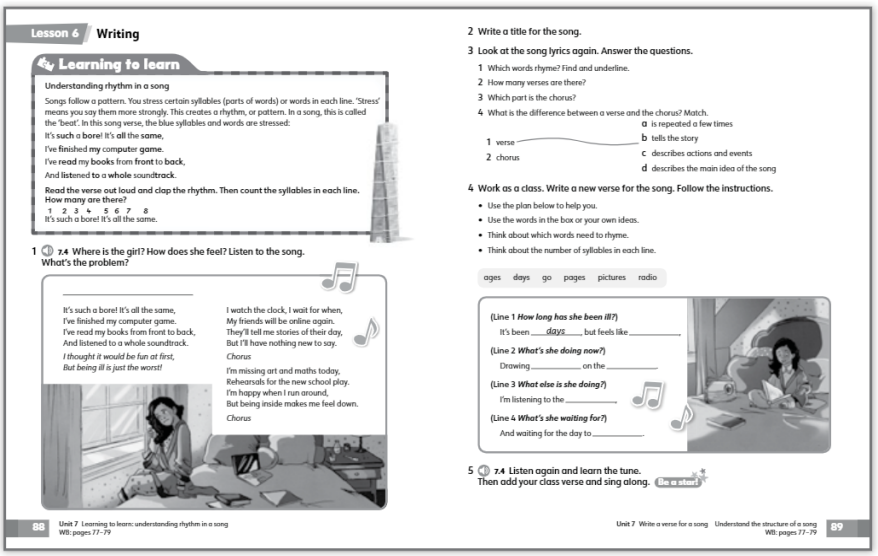
2 CE:YL **Read the song review and write the missing words. Write one word on each line.**

This activity helps the children prepare for Part 6 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

Answers: 1 because **2** of **3** going **4** on **5** ticket

Lesson 6 Writing / Learning to learn

Pupil's Book pages 88–89


Lesson 6 Writing

Learning to learn

Understanding rhythm in a song

Songs follow a pattern. You stress certain syllables (parts of words) or words in each line. 'Stress' means you say them more strongly. This creates a rhythm, or pattern. In a song, this is called the 'beat'. In this song verse, the blue syllables and words are stressed:

It's such a bore! It's all the same,
I've finished my computer game.
I've read my books from front to back,
And listened to a whole soundtrack.

Read the verse out loud and clap the rhythm. Then count the syllables in each line. How many are there?

1 2 3 4 5 6 7 8
It's such a bore! It's all the same.

1 7.4 Where is the girl? How does she feel? Listen to the song. What's the problem?

It's such a bore! It's all the same,
I've finished my computer game.
I've read my books from front to back,
And listened to a whole soundtrack.
I thought it would be fun at first,
But being ill is just the worst!

I watch the clock, I wait for when,
My friends will be online again.
They'll tell me stories of their day,
But I'll have nothing new to say.
Chorus
I'm missing art and maths today,
Rehearsals for the new school play.
I'm happy when I run around,
But being inside makes me feel down.
Chorus

2 Write a title for the song.

3 Look at the song lyrics again. Answer the questions.
1 Which words rhyme? Find and underline.
2 How many verses are there?
3 Which part is the chorus?
4 What is the difference between a verse and the chorus? Match.
1 verse
2 chorus
a is repeated a few times
b tells the story
c describes actions and events
d describes the main idea of the song

4 Work as a class. Write a new verse for the song. Follow the instructions.
- Use the plan below to help you.
- Use the words in the box or your own ideas.
- Think about which words need to rhyme.
- Think about the number of syllables in each line.

ages days go pages pictures radio

(Line 1 *How long has she been ill?*)
It's been days but feels like
(Line 2 *What's she doing now?*)
Drawing on the
(Line 3 *What else is she doing?*)
I'm listening to the
(Line 4 *What's she waiting for?*)
And waiting for the day to

5 7.4 Listen again and learn the tune. Then add your class verse and sing along. Be a star!

88 Unit 7 Learning to learn: understanding rhythm in a song WB: pages 77–79

Unit 7 Write a verse for a song Understand the structure of a song WB: pages 77–79 89

***Learning objectives*:** Learning to learn: understanding rhythm in a song; Write a verse for a song; Understand the structure of a song

Learning to learn

Understanding rhythm in a song

- Read the information in the *Learning to learn* box and clarify meaning.
- Ask *What do songs follow? What do you stress in each line? What does stress mean? What do you call the rhythm or pattern in a song?*

Read the verse out loud and clap the rhythm. Then count the syllables in each line. How many are there?

- Read out the song verse, clapping as you say the words or syllables in blue to mark the beat.
- Have the children read, clap and follow the rhythm.
- Ask *How many syllables are in each line?* (*eight*)

1 7.4 Where is the girl? How does she feel? Listen to the song. What's the problem?

- Refer the children to the picture. Ask *Where is she? Is she happy? Why? / Why not? What do you think she is thinking about?*
- Play the audio. Children listen and check their ideas.
- Conduct class feedback. Ask children if they liked the song, and why / why not.

Suggested answers: She's in her bedroom. She's ill. She's bored and missing her friends and school.

2 Write a title for the song.

- Elicit the main ideas in the song. Have the children think of a title and write it down.
- Compare ideas and have a class vote on the best title.

Answers: Children's own answers.

3 Look at the song lyrics again. Answer the questions.

- Tell the children that rhyming words usually have the same sound and the same number of syllables. Give some examples (e.g. blue–true, do–few).
- The children answer the questions and match.
- Check answers as a class and go over the difference between a verse and the chorus.

Answers: 1 same–game, back–soundtrack, first–worst, when–again, day–say, today–play, around–down **2** three **3** I thought it would be fun at first, But being ill is just the worst! **4 1** b, c **2** a, d

4 Work as a class. Write a new verse for the song. Follow the instructions.

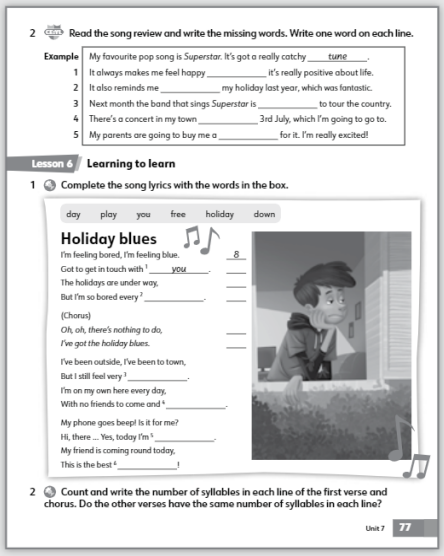
- Read out the instructions and check understanding.
- Write the lines from the verse on the board, leaving gaps. Have volunteers come to the front and complete them. Leave the verse on the board for the next activity.

Suggested answer: It's been days, but feels like ages, Drawing pictures on the pages. I'm listening to the radio, And waiting for the day to go.

5 7.4 Listen again and learn the tune. Then add your class verse and sing along. Be a star!

- Play the song again and have children sing along.
- Then as a class sing the new lines of the song from Activity 4.

Workbook pages 77–79



2 Read the song review and write the missing words. Write one word on each line.

Example: My favourite pop song is *Superstar*. It's got a really catchy *tune*.
1 It always makes me feel happy _____ it's really positive about life.
2 It also reminds me _____ my holiday last year, which was fantastic.
3 Next month the band that sings *Superstar* is _____ to tour the country.
4 There's a concert in my town _____ 3rd July, which I'm going to go to.
5 My parents are going to buy me a _____ for it. I'm really excited!

Lesson 6 Learning to learn

1 Complete the song lyrics with the words in the box.

day play you free holiday down

Holiday blues

I'm feeling bored, I'm feeling blue. 8
Got to get in touch with [1] *you*. ___
The holidays are under way, ___
But I'm so bored every [2] _____. ___

(Chorus)
Oh, oh, there's nothing to do, ___
I've got the holiday blues. ___

I've been outside, I've been to town, ___
But I still feel very [3] _____. ___
I'm on my own here every day, ___
With no friends to come and [4] _____. ___

My phone goes beep! Is it for me? ___
Hi, there ... Yes, today I'm [5] _____. ___
My friend is coming round today, ___
This is the best [6] _____! ___

2 Count and write the number of syllables in each line of the first verse and chorus. Do the other verses have the same number of syllables in each line?

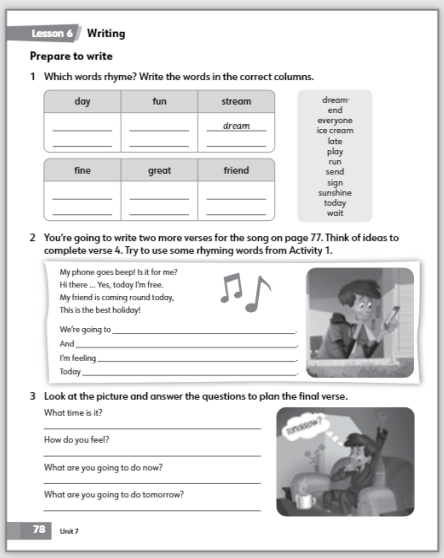
Unit 7 77

1 Complete the song lyrics with the words in the box.

Answers: 1 you **2** day **3** down **4** play **5** free **6** holiday

2 Count and write the number of syllables in each line of the first verse and chorus. Do the other verses have the same number of syllables in each line?

Answers: First verse: 8, 7, 8, 7; **Chorus:** 7, 7



Lesson 6 Writing

Prepare to write

1 Which words rhyme? Write the words in the correct columns.

day	fun	stream
		dream

fine	great	friend

dream end everyone ice cream late play run send sign sunshine today wait

2 You're going to write two more verses for the song on page 77. Think of ideas to complete verse 4. Try to use some rhyming words from Activity 1.

My phone goes beep! Is it for me?
Hi there ... Yes, today I'm free.
My friend is coming round today,
This is the best holiday!

We're going to _____.
And _____.
I'm feeling _____.
Today _____.

3 Look at the picture and answer the questions to plan the final verse.

What time is it?
How do you feel?
What are you going to do now?
What are you going to do tomorrow?

78 Unit 7

Prepare to write

1 Which words rhyme? Write the words in the correct columns.

- Have volunteers read out the words in the box. Check and correct pronunciation.
- Children think about which words rhyme and write them in the correct columns.

Answers: day: play, today **fun:** everyone, run
stream: dream, ice cream **fine:** sign, sunshine
great: late, wait **friend:** end, send

2 You're going to write two more verses for the song on page 77. Think of ideas to complete verse 4. Try to use some rhyming words from Activity 1.

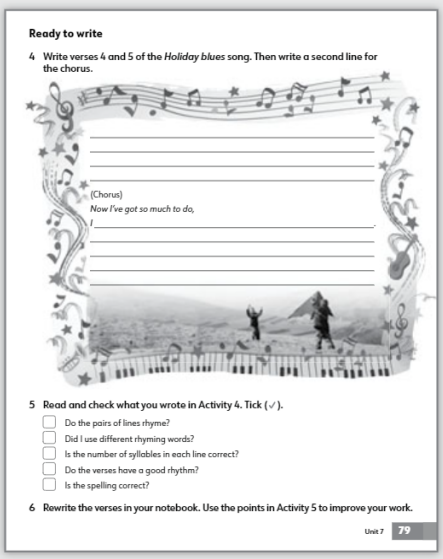
- Children think of ideas to complete verse 4.

Answers: Children's own answers.

3 Look at the picture and answer the questions to plan the final verse.

- If done in class, refer the children to the picture and ask them what they can see.
- The children answer the questions.

Answers: Children's own answers.



Ready to write

4 Write verses 4 and 5 of the *Holiday blues* song. Then write a second line for the chorus.

(Chorus)
Now I've got so much to do,
I _____.

5 Read and check what you wrote in Activity 4. Tick (✓).

- ☐ Do the pairs of lines rhyme?
- ☐ Did I use different rhyming words?
- ☐ Is the number of syllables in each line correct?
- ☐ Do the verses have a good rhythm?
- ☐ Is the spelling correct?

6 Rewrite the verses in your notebook. Use the points in Activity 5 to improve your work.

Unit 7 79

Ready to write

4 Write verses 4 and 5 of the *Holiday blues* song. Then write a second line for the chorus.

- Children use their notes from Activities 2 and 3 to write two verses and a new chorus.

5 Read and check what you wrote in Activity 4. Tick (✓).

- The children check their work against the checklist and make a note of any necessary changes.

6 Rewrite the verses in your notebook. Use the points in Activity 5 to improve your work.

- The children write a final version in their notebook.

Lesson 7 Speaking

Pupil's Book page 90



Learning objectives: Give a talk about a song

Vocabulary: optimistic, romantic

Review vocabulary: music and song

Resources: Vocabulary 2 worksheet

Warm-up: It makes me feel ...

- Brainstorm feelings (happy, sad, excited, etc) and write them on the board.
- Say *Sunny weather makes me feel happy.* Ask a child *What makes you feel happy?*
- The children discuss in pairs what makes them feel happy, sad, excited, etc.
- Ask volunteers to tell the class what makes them feel different emotions.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, pages 158–159). Elicit a definition for the words.
- The children check the definitions in the dictionary on pages 158–159.

1 Choose a song that you like. Make notes to answer the questions. Use the phrases to help you.

- Refer the children to the photos. Ask *What types of music do they show? (traditional music, opera / classical music, a musical) What musical instruments can you see? (drums, trumpet, violin, guitar, double bass)*
- Read out the phrases in the purple box. Encourage children to give more examples to complete each phrase.
- Tell the children about a song you like. Have volunteers ask you the questions. Answer them using the phrases.
- Have the children think about their favourite song and make notes to answer the questions. Remind them to use the phrases in the box.

2 Connect ideas in your notes to prepare your talk.

- Explain that *because*, *but* and *so* are connecting words and that we use them to link ideas. Tell the children that *because* is used to give reasons, *but* is used to contrast ideas and *so* is used to show a consequence or result.
- Read out the text and ask questions to clarify meaning.
- The children rewrite their notes from Activity 1 using the connecting words to link them.

3 Give a short talk about your song. Use your notes in Activities 1 and 2.

Be a star!

- Read out the text in the speech bubble. Give the children time to look at their notes and think about the talk they are going to give.
- The children work in pairs to practise their talk. Circulate, monitor and help as necessary.
- Volunteers come to the front and give their talk. Remind them that when giving a talk it is important to speak clearly and loud enough for everyone to hear you.

Teaching star!

Active listening

- Speaking is not the only skill being practised in this lesson. When children give talks like this, it is the perfect opportunity for the rest of the class to work on their listening skills and think critically about what they are hearing.
- Encourage the class to concentrate during Activity 3 by telling them they will ask the speaker questions after the talk. Also give them the opportunity to feed back on how the speaker has performed. Prompt as necessary (*Clear and loud enough? Connecting words used? Interesting information?*). Remind the class as necessary that all feedback should be constructive and positive.

Cooler: Board race

- Play Board race (see Games bank, pages 14–17) with words about music.

Workbook page 36

Lesson 7 **Functional language**

1 7.3 Read the answers below. Then listen and match the questions to the answers.

a It reminds me of my own family. ☐
b I like pop music. 1
c It's got a great story and I love the tune. ☐
d My favourite song is *The Madrigal Family* from the film *Encanto*. ☐
e It makes me feel happy. ☐
f It's about a big family, where everyone is special! ☐

Check-up challenge

1 Read and complete the words.

1 When a music group travels to different countries and cities they t o u r.
2 It's 12 o'clock at night. It's __ __ __ n __ __ h __.
3 A group of people who play classical music is called an __ __ c __ __ s __ r __.
4 Really catchy songs have a good tune and r __ __ t __ __.
5 We have a __ __ h e __ __ s __ __ tomorrow for the school concert.
6 This song makes me feel __ __ t __ m __ __ t i __ about the future.

2 Complete the text with the words in the box.

accordion catchy cheerful folk music lively romantic



I love all types of music. I sing a lot so I like [1] _____catchy_____ tunes that are easy to remember. I'm energetic, so I like [2] _____ music that makes me want to dance. I also like [3] _____, which is traditional, but the tunes make me feel happy because they're really [4] _____. I don't like [5] _____ songs, though – they're too slow.

I'm learning to play two instruments at the moment – the trumpet and the [6] _____. I'm not very good, but I practise a lot.

80 Unit 7

1 7.3 Read the answers below. Then listen and match the questions to the answers.

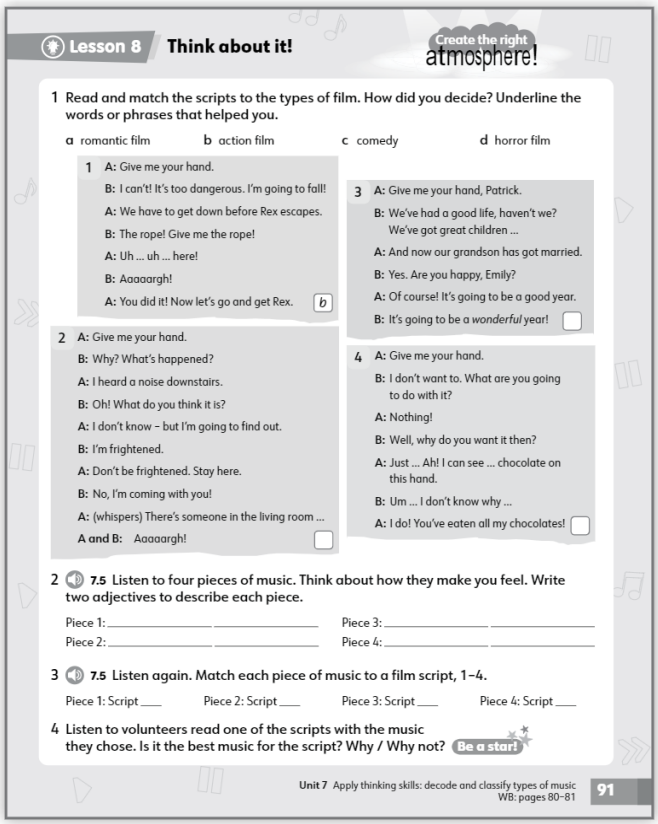
Audioscript

1 Man: *What's your favourite type of music?*
2 Man: *What's your favourite song?*
3 Man: *What's it about?*
4 Man: *Why do you like it?*
5 Man: *How does it make you feel?*
6 Man: *What does it remind you of?*

Answers: a 6 **b** 1 **c** 4 **d** 2 **e** 5 **f** 3

Lesson 8 Think about it!

Pupil's Book page 91


Lesson 8 Think about it!

Create the right atmosphere!

1 Read and match the scripts to the types of film. How did you decide? Underline the words or phrases that helped you.

a romantic film b action film c comedy d horror film

1
A: Give me your hand.
B: I can't! It's too dangerous. I'm going to fall!
A: We have to get down before Rex escapes.
B: The rope! Give me the rope!
A: Uh ... uh ... here!
B: Aaaaargh!
A: You did it! Now let's go and get Rex. b

2
A: Give me your hand.
B: Why? What's happened?
A: I heard a noise downstairs.
B: Oh! What do you think it is?
A: I don't know – but I'm going to find out.
B: I'm frightened.
A: Don't be frightened. Stay here.
B: No, I'm coming with you!
A: (whispers) There's someone in the living room ...
A and B: Aaaaargh!

3
A: Give me your hand, Patrick.
B: We've had a good life, haven't we? We've got great children ...
A: And now our grandson has got married.
B: Yes. Are you happy, Emily?
A: Of course! It's going to be a good year.
B: It's going to be a *wonderful* year!

4
A: Give me your hand.
B: I don't want to. What are you going to do with it?
A: Nothing!
B: Well, why do you want it then?
A: Just ... Ah! I can see ... chocolate on this hand.
B: Um ... I don't know why ...
A: I do! You've eaten all my chocolates!

2 7.5 Listen to four pieces of music. Think about how they make you feel. Write two adjectives to describe each piece.

Piece 1: _____ _____ Piece 3: _____ _____
Piece 2: _____ _____ Piece 4: _____ _____

3 7.5 Listen again. Match each piece of music to a film script, 1–4.

Piece 1: Script ___ Piece 2: Script ___ Piece 3: Script ___ Piece 4: Script ___

4 Listen to volunteers read one of the scripts with the music they chose. Is it the best music for the script? Why / Why not? Be a star!

Unit 7 Apply thinking skills: decode and classify types of music WB: pages 80–81 91

Learning objectives: Apply thinking skills: decode and classify types of music

Resources: Unit 7 test

Warm-up: Tell me about it!

- Have the children think about the last film they saw. Ask *What type of film was it? Who was in it? What happens in the film? Did you like it? Why? / Why not?*
- In pairs or small groups, the children choose and talk about a film, thinking about and answering the questions above.

1 Read and match the scripts to the types of film. How did you decide? Underline the words or phrases that helped you.

- Read the four options. Ask the children to give examples of each type of film. Ask if they like this type of film and why / why not.
- Have the children scan the scripts and say what each film is about.
- Go through the example. Have two volunteers read the dialogue. Ask *Where do you think they are?* (*at the top of somewhere high*) *What are they trying to do?* (*get down*) *How are they going to do this?* (*with a rope*) *Who are they trying to catch?* (*Rex*) Elicit why it is from an action film.
- The children underline the words or phrases that helped them decide it's an action film. (*It's too dangerous. I'm going to fall! Give me the rope! Aaaaargh! You did it!*)
- The children read the remaining scripts and match them to the type of film.
- They compare answers in pairs.
- Have volunteers read out the dialogues. Follow the same procedure as in the second and third points above for each script to check answers.

Answers: 1 b **2** d **3** a **4** c

2 7.5 Listen to four pieces of music. Think about how they make you feel. Write two adjectives to describe each piece.

- Play the first piece of music and ask the children how it made them feel. Write their ideas on the board (e.g. happy, calm, relaxed).
- Play the audio and have the children listen to the four pieces of music. They write two adjectives that describe what they feel each time.
- Elicit ideas. Encourage as many children as possible to give their opinion on each piece.

Answers: Children's own answers.

3 7.5 Listen again. Match each piece of music to a film script, 1–4.

- Explain or elicit that music is very important in a film because it creates the right feelings and atmosphere.
- Play the audio again and have the children match the pieces of music to the scripts in Activity 1.
- Check answers as a class. Encourage children to say why they chose that piece of music for each script.

Answers: Piece 1: 3 **Piece 2:** 2 **Piece 3:** 4 **Piece 4:** 1

4 Listen to volunteers read one of the scripts with the music they chose. Is it the best music for the script? Why / Why not?

Be a star!

- Have volunteers come to the front. Play the piece of music they chose for that script. They read out the script while the music is playing.
- Ask *Is it the best music for the script? Why / Why not? Elicit ideas.*

Cooler: Which instruments?

- Play the four pieces of music again and have the children identify the musical instruments they can hear.

Lesson 7 **Functional language**

1 7.3 Read the answers below. Then listen and match the questions to the answers.

a It reminds me of my own family. ☐
b I like pop music. [1]
c It's got a great story and I love the tune. ☐
d My favourite song is *The Madrigal Family* from the film *Encanto*. ☐
e It makes me feel happy. ☐
f It's about a big family, where everyone is special! ☐

Check-up challenge

1 Read and complete the words.

1 When a music group travels to different countries and cities they t o u r.
2 It's 12 o'clock at night. It's __ __ __ n __ __ h __.
3 A group of people who play classical music is called an __ __ c __ __ s __ r __.
4 Really catchy songs have a good tune and r __ __ t __ __.
5 We have a __ __ h e __ __ s __ __ tomorrow for the school concert.
6 This song makes me feel __ __ t __ m __ __ t i __ about the future.

2 Complete the text with the words in the box.

accordion ~~catchy~~ cheerful folk music lively romantic



I love all types of music. I sing a lot so I like [1] *catchy* tunes that are easy to remember. I'm energetic, so I like [2] _____ music that makes me want to dance. I also like [3] _____, which is traditional, but the tunes make me feel happy because they're really [4] _____. I don't like [5] _____ songs, though – they're too slow.

I'm learning to play two instruments at the moment – the trumpet and the [6] _____. I'm not very good, but I practise a lot.



3 Circle the best verb forms to complete the sentences.

1 What time **do** / **is** / (**does**) the film start?
2 Musicians **aren't going to** / **don't** / **won't** play instruments in the future.
3 Be careful! You **'re going to** / **aren't going to** / **will** fall off the stage.
4 When **does** / **do** / **will** the buses leave for the concert hall?
5 The concert starts at 8 o'clock, but the doors **open** / **will open** / **are going to open** at 7.
6 Listen! The orchestra **does** / **will** / **is going to** start playing.

4 Answer the questions. Write sentences with *will* or *going to*.

1 What music are you going to listen to tonight?
_____
2 How will music be different in the future?
_____
3 When do your school holidays start?
_____
4 What are you going to do this weekend?
_____
5 Where do you think you will live in the future?
_____
6 What job do you think you will do in the future?
_____

What I can do!

Put a tick (✓) or a cross (×).

recognise the features of different text types ☐
talk about the future with *will* and *going to* ☐
talk about future scheduled events ☐
use prefixes *im-* and *dis-* ☐
write verses for a song ☐
give a talk about a song ☐

In this unit, my favourite activity is: _____.
Something I did well: _____.
Something I could improve: _____.

Check-up challenge

1 Read and complete the words.

Answers: 1 tour **2** midnight **3** orchestra **4** rhythm **5** rehearsal **6** optimistic

2 Complete the text with the words in the box.

Answers: 1 catchy **2** lively **3** folk music **4** cheerful **5** romantic **6** accordion

3 Circle the best verb forms to complete the sentences.

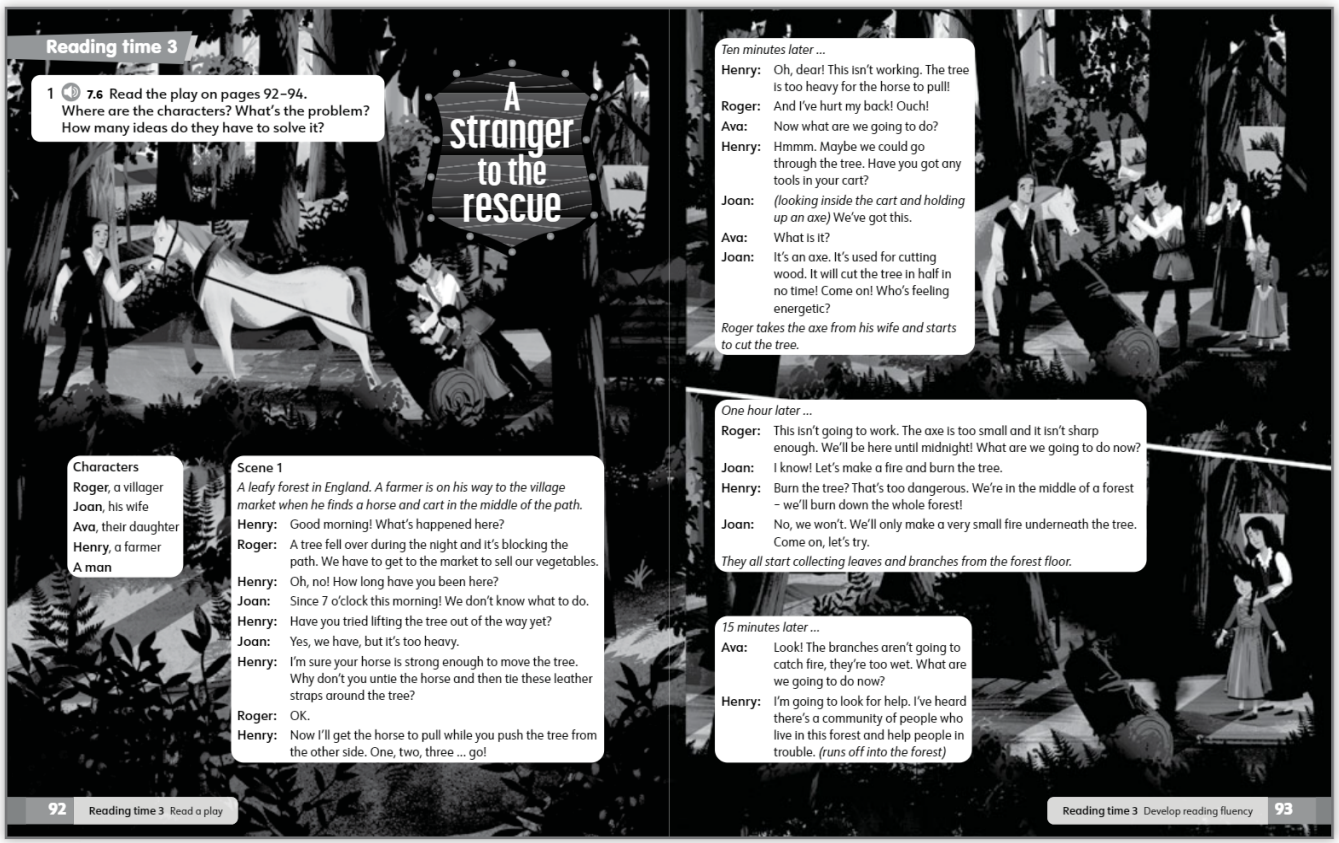
Answers: 1 does **2** won't **3** 're going to **4** do **5** open **6** is going to

4 Answer the questions. Write sentences with *will* or *going to*.

Answers: Children's own answers.

Reading time 3

Pupil's Book pages 92–94





Learning objectives: Read a play; Develop reading fluency

Warm-up: Story time!

- Divide the class into groups of five. Tell them they are going to make a story with a different person writing each section.
- Give each child a piece of paper. Say *Where?* Everyone writes an answer at the top of their piece of paper (e.g. *On a beautiful beach in Spain*). Then they fold the paper over so that the answer is covered and pass it on to the next person in their group.
- Repeat this with the questions *Who?* (e.g. *Queen Caroline*), *What happened?* (e.g. *fell asleep on a bus*), *What happened next?* (e.g. *a tiger escaped from the zoo*) and *What did they do?* (e.g. *shared a bar of chocolate*). Each time the children write their answer, fold the paper and pass it on.
- The children then unfold the paper and read out the whole story to their group. Each group chooses the best one.
- A volunteer from each group reads out their best story to the class.

1 7.6 Read the play on pages 92–94. Where are the characters? What's the problem? How many ideas do they have to solve it?

Pre-reading

- Refer children to the *Characters* box. Read out the names of the characters.
- Have the children identify each of the characters in the pictures on pages 92–94.
- Ask *Where are they?* (*in a forest*) *What are they doing?* (*trying to move a tree that has fallen down*) *What kind of clothes are they wearing?* (*traditional / old-fashioned clothes / clothes from a long time ago*) *Is this a story from the past, present or future?* (*the past*) *How do you know?* (*from their clothes / they have a horse and cart*)
- The children look at the text. Elicit what kind of text it is (a playscript). Elicit the features of a playscript (The text is mainly dialogue, with some instructions for the actors about where the story takes place and what is happening when they start speaking.).
- Then ask them what type of music they think should go with the play (e.g. folk music, traditional music, classical music). Encourage them to give reasons for their answers.

While reading

- Explain to the children that there may be some words they do not understand in the text, but that doesn't matter. They are reading for enjoyment and the important thing is to understand the meaning of the text as a whole.
- The children read the first part of the play on page 92 individually. Ask *What's the farmer's name? (Henry) Where is he going? (the village market) What is the problem? (A tree is blocking the path.) What time did Roger and Joan arrive there? (7 o'clock) What does Henry suggest to solve the problem? (using the horse to pull the tree)*
- The children read the rest of Scene 1 on page 93 individually. Ask *Can the horse pull the tree?* (*no*) *What tool have they got?* (*an axe*) *Does it work?* (*no*) *What is Joan's idea?* (*make a fire and burn the tree*) *Does it work?* (*no*)
- The children read Scene 2 on page 94 individually. Ask *What does the man suggest to solve the problem?* (*go over the tree / lift the cart over the tree*) Have them point to the cart in the picture. Ask *Does it work?* (*yes*) *Who is the man?* (*Robin Hood*)
- Elicit how many ideas the characters had to solve the problem.

Answers: They are in a forest / Sherwood Forest. A tree has fallen across the path. They can't get their horse and cart past it so they are going to be late for market. They have five ideas to solve the problem (lift the tree, have the horse pull the tree, use an axe to cut it in half, light a fire under it to burn it, lift the cart over it)

Post-reading

- Divide the class into six groups. Give five groups the name of a character in the play. Tell the sixth group that they will read the instructions.
- The children read out the play. Each group reads their particular role.
- Ask *Why is Robin Hood so special?*

Teaching star!

Extension

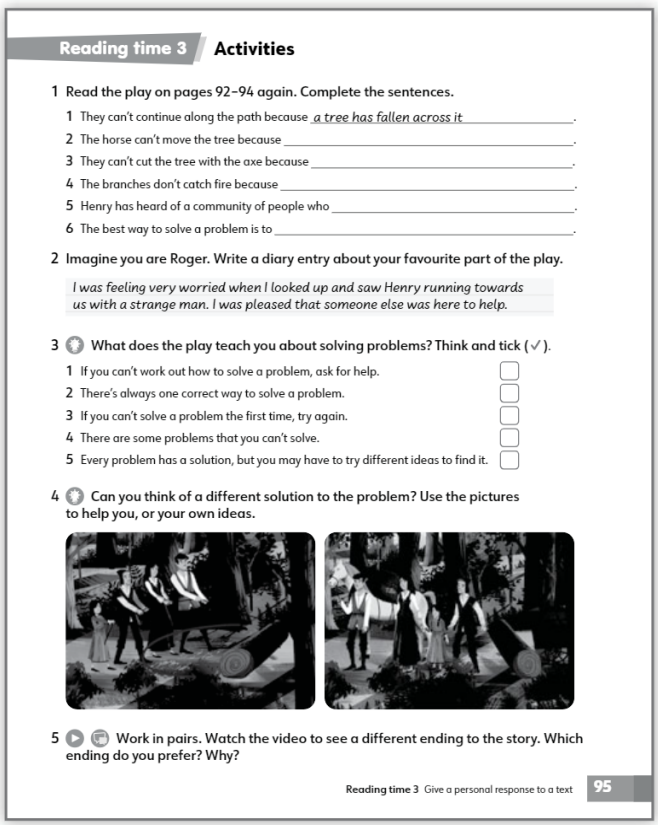
- Ask the children to write a short review of the story, saying what they liked / didn't like about it. Prompt as necessary to help them structure their thinking (*Are the characters interesting? Is the problem shown well? Is the dialogue good? Do you like how the problem is solved?*) Reviewing is a good way of focusing children's attention on how the writer structures a story and on the language used.

Cooler: Sound and music

- Say that plays usually have sound effects to create the right atmosphere.
- Ask children to think which sound effects would create the right atmosphere for this play (e.g. the sound of the horse, the sound of the axe, birds singing in the forest).

Reading time 3 / Activities

Pupil's Book page 95



Reading time 3 Activities

1 Read the play on pages 92–94 again. Complete the sentences.

1 They can't continue along the path because *a tree has fallen across it*.
2 The horse can't move the tree because _____.
3 They can't cut the tree with the axe because _____.
4 The branches don't catch fire because _____.
5 Henry has heard of a community of people who _____.
6 The best way to solve a problem is to _____.

2 Imagine you are Roger. Write a diary entry about your favourite part of the play.

I was feeling very worried when I looked up and saw Henry running towards us with a strange man. I was pleased that someone else was here to help.

3 What does the play teach you about solving problems? Think and tick (✓).

1 If you can't work out how to solve a problem, ask for help. ☐
2 There's always one correct way to solve a problem. ☐
3 If you can't solve a problem the first time, try again. ☐
4 There are some problems that you can't solve. ☐
5 Every problem has a solution, but you may have to try different ideas to find it. ☐

4 Can you think of a different solution to the problem? Use the pictures to help you, or your own ideas.

5 Work in pairs. Watch the video to see a different ending to the story. Which ending do you prefer? Why?

Reading time 3 Give a personal response to a text 95

Learning objectives: Give a personal response to a text

Resources: Reading time 3 video; Video activity worksheet

Warm-up: Story summary

- Put the class into groups and ask them to summarise the story without reading it again.
- Ask the groups to give their ideas and create a class summary on the board.

1 Read the play on pages 92–94 again. Complete the sentences.

- The children complete the sentences. Have them underline the part of the text where they find information to check their answers. They check answers in pairs.
- Check answers as a class.

Answers: 1 a tree has fallen across it **2** it's too heavy **3** it's too small and not sharp enough **4** they're too wet **5** help people in trouble **6** work together

2 Imagine you are Roger. Write a diary entry about your favourite part of the play.

- Have a volunteer read the diary entry. Ask the children which part of the play they liked most.
- Ask them what they thought of the characters (e.g. they were brave, they had good ideas, they tried very hard to solve the problem, they didn't give up).
- Have the children use this information to write a diary entry.
- Have volunteers read out their entries. Then display the diary entries on the classroom wall and have the children read them.

3 What does the play teach you about solving problems? Think and tick (✓).

- Tell the children that there are several ways to solve a problem. Share with them a problem you have had (e.g. you forgot your door keys). Have the children suggest possible solutions to your problem.
- The children read the sentences and tick what they learnt from the play about problem solving.
- Have them compare their answers with a partner.
- Elicit answers. Encourage them to explain why the other sentences are not correct.

Answers: ✓ by: 1, 3, 5

4 Can you think of a different solution to the problem? Use the pictures to help you, or your own ideas.

- Elicit what is happening in the two pictures (Picture 1: They have tied the horse's strap around the end of the trunk. They are pulling on it to move the trunk around 180 degrees so it lies vertically at the side of the road. Picture 2: They have taken the vegetables out of the cart and tied them to the horse's back so the horse can step over the trunk.).
- Have the children say if they think these are good solutions. Ask *Why? / Why not? Which one is better?*
- Ask *Can you think of a different solution to the problem?* Elicit ideas.

Answers: Children's own answers.

5 Work in pairs. Watch the video to see a different ending to the story. Which ending do you prefer? Why?

Before the video

- Tell children they are going to watch a video with a different ending. Elicit who the characters in the story are. Ask which character they like most and why.

During the video

- Play the video. The children watch and notice how the problem is solved in the video. Elicit feedback (the family gives their vegetables to Robin Hood so he and his friends have food, and they go to live with him in the forest).
- Write the following statements on the board: *The family was trying to get home. They all had chicken soup that night. Robin Hood and his friends lived in the forest*. Play the video again and have children say whether the sentences are true or false.
- The children correct the false statements (The family was trying to get to the market. They all had vegetable soup that night.).

After the video

- Ask the children which story they like the most and why.
- Ask *Why did they live in the forest? How can we help people in our daily lives?* Elicit answers from the children.

Videoscript

Henry ran into the forest to find help.

Soon he came to an open space. There was a fire burning, but he couldn't see anyone.

Suddenly a strange man stepped out from behind a tree.

'Good morning!' said Henry.

'Good morning!' replied the man. 'How can I help you?'

Henry told him about the tree and the family trying to get to market.

'Oh, dear,' said the man. 'Take me to this tree and I'll see if I can help you.'

Henry and the man arrived back at the path.

'Hmmm,' said the man.

'I can see you have a challenging situation here. One hundred horses won't move this tree! But I can help you if you can help me ...'

'What do you mean?' asked Joan.

'Well,' replied the man. 'I live in a big community in this forest with a group of peaceful and friendly people. We help and protect anyone in trouble.'

Suddenly everyone was very excited.

I don't believe it!' exclaimed Roger.

'I know who you are!' shouted Joan.

'It's Robin Hood!' cried Ava.

'That's right,' said Robin Hood. 'But my friends are very hungry and we need some delicious vegetables to eat.'

'We've got lots of vegetables here,' said Ava happily.

'In return for your vegetables you can come and live with me and my friends in Sherwood Forest,' said Robin Hood. 'You'll never have to take your cart to market again.'

Everyone was very happy. That night they sat around the fire and enjoyed a delicious vegetable soup.

Roger and his family stayed in the forest with Robin and his friends. They became strong and brave and had many exciting adventures helping people in trouble.

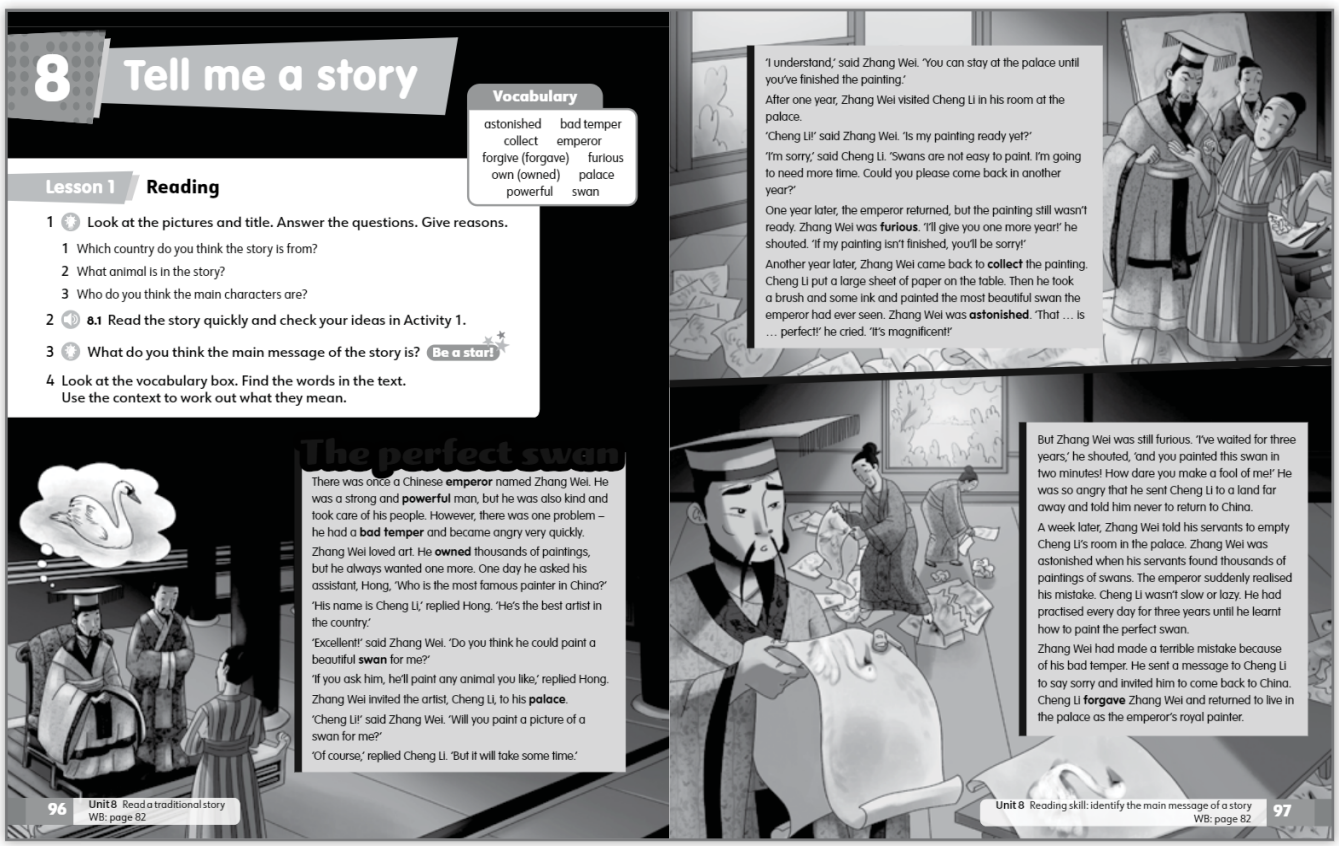
Cooler: Problem solving

- Have volunteers share a problem with the class. Say that it doesn't have to be a real problem. They can make one up if they want.
- The class suggests solutions to the problem. The child with the problem decides which solution is best.

8 Tell me a story

Lesson 1 Reading

Pupil's Book pages 96–97


8 Tell me a story

Vocabulary
astonished bad temper collect emperor forgive (forgave) furious own (owned) palace powerful swan

Lesson 1 Reading

1 Look at the pictures and title. Answer the questions. Give reasons.
1 Which country do you think the story is from?
2 What animal is in the story?
3 Who do you think the main characters are?
2 8.1 Read the story quickly and check your ideas in Activity 1.
3 What do you think the main message of the story is? Be a star!
4 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

The perfect swan

There was once a Chinese **emperor** named Zhang Wei. He was a strong and **powerful** man, but he was also kind and took care of his people. However, there was one problem – he had a **bad temper** and became angry very quickly.

Zhang Wei loved art. He **owned** thousands of paintings, but he always wanted one more. One day he asked his assistant, Hong, 'Who is the most famous painter in China?'

'His name is Cheng Li,' replied Hong. 'He's the best artist in the country.'

'Excellent!' said Zhang Wei. 'Do you think he could paint a beautiful **swan** for me?'

'If you ask him, he'll paint any animal you like,' replied Hong.

Zhang Wei invited the artist, Cheng Li, to his **palace**.

'Cheng Li!' said Zhang Wei. 'Will you paint a picture of a swan for me?'

'Of course,' replied Cheng Li. 'But it will take some time.'

'I understand,' said Zhang Wei. 'You can stay at the palace until you've finished the painting.'

After one year, Zhang Wei visited Cheng Li in his room at the palace.

'Cheng Li!' said Zhang Wei. 'Is my painting ready yet?'

'I'm sorry,' said Cheng Li. 'Swans are not easy to paint. I'm going to need more time. Could you please come back in another year?'

One year later, the emperor returned, but the painting still wasn't ready. Zhang Wei was **furious**. 'I'll give you one more year!' he shouted. 'If my painting isn't finished, you'll be sorry!'

Another year later, Zhang Wei came back to **collect** the painting. Cheng Li put a large sheet of paper on the table. Then he took a brush and some ink and painted the most beautiful swan the emperor had ever seen. Zhang Wei was **astonished**. 'That … is … perfect!' he cried. 'It's magnificent!'

But Zhang Wei was still furious. 'I've waited for three years,' he shouted, 'and you painted this swan in two minutes! How dare you make a fool of me!' He was so angry that he sent Cheng Li to a land far away and told him never to return to China.

A week later, Zhang Wei told his servants to empty Cheng Li's room in the palace. Zhang Wei was astonished when his servants found thousands of paintings of swans. The emperor suddenly realised his mistake. Cheng Li wasn't slow or lazy. He had practised every day for three years until he learnt how to paint the perfect swan.

Zhang Wei had made a terrible mistake because of his bad temper. He sent a message to Cheng Li to say sorry and invited him to come back to China. Cheng Li **forgave** Zhang Wei and returned to live in the palace as the emperor's royal painter.

96 Unit 8 Read a traditional story WB: page 82

Unit 8 Reading skill: identify the main message of a story WB: page 82 97

Learning objectives: Read a traditional story; Reading skill: identify the main message of a story

Vocabulary: astonished, bad temper, collect, emperor, forgive (forgave), furious, own (owned), palace, powerful, swan

Resources: Vocabulary 1 worksheet

Warm-up: Famous characters

- Write adjectives on the board (e.g. *nice, strong, bad, brave, clever, funny, honest, kind, lazy, poor,* etc).
- The children think of famous characters they know from folk tales (e.g. *Pinocchio*, *Hansel and Gretel*) and match them to the adjectives they think best describes them.

1 Look at the pictures and title. Answer the questions. Give reasons.

- Refer the children to the pictures on pages 96 and 97. Ask *Do you think this is a story from the past, present or future? What are they wearing? What are they doing? What do you think they're talking about?*
- Read out the questions in Activity 1 and elicit answers.

2 8.1 Read the story quickly and check your ideas in Activity 1.

- Ask the children to scan the text and check if their answers in Activity 1 were correct. Have them underline the words and phrases in the text that support their answers.
- Children compare answers in pairs.
- Play the audio if more support is necessary.

Answers: 1 China **2** a swan **3** the emperor, his assistant and an artist

3 What do you think the main message of the story is? Be a star!

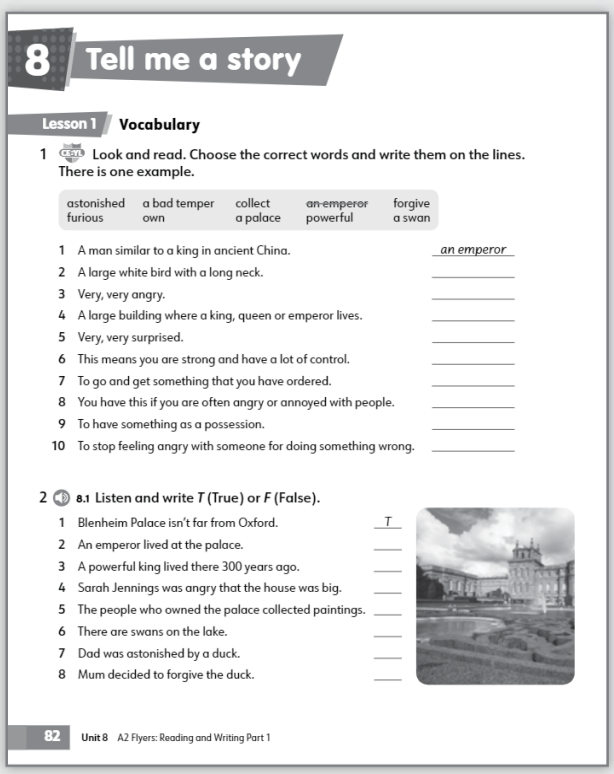
- Remind the children that stories usually have a message or a moral.
- Ask *Is it a good thing to have a bad temper?* (*no*). *What can happen if you get angry and act without thinking?* (*You can make the wrong decisions. You can make people unhappy.*)
- Have the children work in pairs and decide what the main message of the story is.

Suggested answers: It's not a good thing to get angry and act without thinking. / You should understand a situation before you act.

4 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

- Children scan the text to find the words in the vocabulary box and use the context to work out their meaning.
- Ask them to check their answers in the dictionary on page 159 of the Pupil's Book.
- Read out definitions from the dictionary in the following order: *furious*, *collect*, *astonished*, *swan*, *palace*, *own*, *bad temper*, *powerful*, *emperor*, *forgive*. The class call out the words.

Workbook page 82



8 Tell me a story

Lesson 1 Vocabulary

1 CE:YL Look and read. Choose the correct words and write them on the lines. There is one example.

astonished furious | a bad temper own | collect a palace | ~~an emperor~~ powerful | forgive a swan

1 A man similar to a king in ancient China. *an emperor*
2 A large white bird with a long neck. _____
3 Very, very angry. _____
4 A large building where a king, queen or emperor lives. _____
5 Very, very surprised. _____
6 This means you are strong and have a lot of control. _____
7 To go and get something that you have ordered. _____
8 You have this if you are often angry or annoyed with people. _____
9 To have something as a possession. _____
10 To stop feeling angry with someone for doing something wrong. _____

2 8.1 Listen and write *T* (True) or *F* (False).

1 Blenheim Palace isn't far from Oxford. T
2 An emperor lived at the palace. ___
3 A powerful king lived there 300 years ago. ___
4 Sarah Jennings was angry that the house was big. ___
5 The people who owned the palace collected paintings. ___
6 There are swans on the lake. ___
7 Dad was astonished by a duck. ___
8 Mum decided to forgive the duck. ___

82 Unit 8 A2 Flyers: Reading and Writing Part 1

1 CE:YL Look and read. Choose the correct words and write them on the lines. There is one example.

This activity helps the children prepare for Part 1 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

- The children read the definitions and choose the correct words from the box.

Answers: 1 an emperor **2** a swan **3** furious **4** a palace **5** astonished **6** powerful **7** collect **8** bad temper **9** own **10** forgive

2 8.1 Listen and write *T* (True) or *F* (False).

Audioscript

Boy: *What did you do at the weekend, Lily?*
Girl: *I visited Blenheim Palace with my family.*
Boy: *Oh! Where's that?*
Girl: *It's near Oxford. It's really beautiful and there's lots to do and see. It's a huge palace and it's over 300 years old!*
Boy: *Wow! That's amazing! So, who lived there 300 years ago – an emperor?!*
Girl: *Very funny! Actually, kings and queens didn't live there – or emperors, but rich and powerful people lived there. It was so big that it was also an expensive place to live. In fact, the woman who first lived there, Sarah Jennings, had quite a bad temper about it – she complained that it was too big with too much expensive furniture and other things.*
Boy: *It sounds like you found out lots of interesting information. So, could you walk around inside the house?*
Girl: *Yes, we could. You can see what the rooms looked like before and there are a lot of paintings too. The people who lived there collected lots of interesting things.*
Boy: *I'm not sure I'd want to own a house like that. It must be a lot of work.*
Girl: *Yes – the gardens are huge too and there's even a lake with ducks and swans on it! We sat down by the lake to eat our lunch and Mum put down her sandwich to get a drink and a duck ran up and took it! Dad was astonished that it got so close!*
Boy: *That's so funny!*
Girl: *I know – we all laughed, but mum was furious. It was OK though – she bought something from the café ...*
Boy: *So, did she forgive the duck?*
Girl: *... not really!*

Answers: 1 T **2** F **3** F **4** T **5** T **6** T **7** T **8** F

Teaching star!

Reading critically

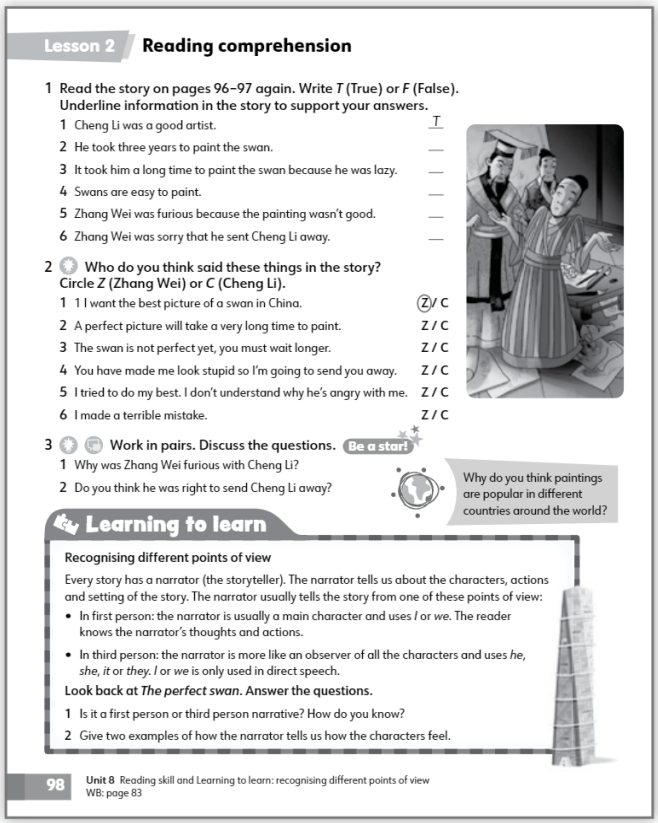
- Encouraging the children to think about how a writer structures a story and uses different techniques for effect will make them better readers.
- Ask *What difference does it make if we learn information from a character or a narrator? How can you use both to make the story more interesting?*

Cooler: What's the word?

- Play *What's the word?* (see Games bank, pages 14–17) with the new vocabulary from the lesson.

Lesson 2 Reading comprehension / Learning to learn

Pupil's Book page 98



Lesson 2 Reading comprehension

1 Read the story on pages 96–97 again. Write *T* (True) or *F* (False). Underline information in the story to support your answers.

1 Cheng Li was a good artist. T
2 He took three years to paint the swan. —
3 It took him a long time to paint the swan because he was lazy. —
4 Swans are easy to paint. —
5 Zhang Wei was furious because the painting wasn't good. —
6 Zhang Wei was sorry that he sent Cheng Li away. —

2 Who do you think said these things in the story? Circle *Z* (Zhang Wei) or *C* (Cheng Li).

1 I want the best picture of a swan in China. Z / C
2 A perfect picture will take a very long time to paint. Z / C
3 The swan is not perfect yet, you must wait longer. Z / C
4 You have made me look stupid so I'm going to send you away. Z / C
5 I tried to do my best. I don't understand why he's angry with me. Z / C
6 I made a terrible mistake. Z / C

3 Work in pairs. Discuss the questions. Be a star!

1 Why was Zhang Wei furious with Cheng Li?
2 Do you think he was right to send Cheng Li away?

Why do you think paintings are popular in different countries around the world?

Learning to learn

Recognising different points of view

Every story has a narrator (the storyteller). The narrator tells us about the characters, actions and setting of the story. The narrator usually tells the story from one of these points of view:

- In first person: the narrator is usually a main character and uses *I* or *we*. The reader knows the narrator's thoughts and actions.
- In third person: the narrator is more like an observer of all the characters and uses *he, she, it* or *they*. *I* or *we* is only used in direct speech.

Look back at *The perfect swan*. Answer the questions.

1 Is it a first person or third person narrative? How do you know?
2 Give two examples of how the narrator tells us how the characters feel.

98 Unit 8 Reading skill and Learning to learn: recognising different points of view
WB: page 83

Learning objectives: Reading skill and Learning to learn: recognise different points of view

Resources: Working with words worksheet

Warm-up: Fly like a bird

- Call out some animal names (e.g. *elephant*, *tiger*, *eagle*, *turtle*, *fish*, *parrot*, *snake*, *hen*, *lion*, *swan*, *rabbit*, *hummingbird*, etc).
- The children have to mime flying (flap their arms like wings) if the animal name you say is a bird. If it's not a bird, they should stay still.

1 Read the story on pages 96–97 again. Circle *T* (True) or *F* (False). Underline information in the story to support your answers.

- The children read the story again individually.
- Read out the first sentence in Activity 1. Ask *Do you think Cheng Li was a good artist?* (*yes*) Have them circle the *T* and then find and underline the relevant information in the story (*He's the best artist in the country.*).
- The children answer individually, deciding if each sentence is true or false and underlining the words or phrases that help them decide.
- Have the children compare answers in pairs and then check answers as a class.

Answers: 1 T **2** T **3** F **4** F **5** T **6** T

2 Who do you think said these things in the story? Write *Z* (Zhang Wei) or *C* (Cheng Li).

- Ask *Are Zhang Wei and Cheng Li similar or different? Why?* (*They are both good men and they both like art, but Zhang Wei is impatient – he doesn't like waiting for things – and he gets angry easily. Cheng Li is very patient – he takes the time he needs to do something – and he's a good man because he forgave the emperor.*)
- Read out the first sentence aloud and ask *Why do you think Zhang Wei said this? (because he has asked Cheng Li to paint him a swan)*
- The children complete the activity individually and then compare answers with a partner.
- Elicit answers. Ask why each character said what they did.

Answers: 1 Z **2** C **3** C **4** Z **5** C **6** Z

Teaching star!

Extension

- Fast readers may need an extra activity to do while the rest of the children continue reading.
- Have fast readers find forms of *visit*, *brush*, *paint* in the text and say if they are nouns or verbs.
- Then they write sentences of their own with these words as nouns or verbs.

3 Work in pairs. Discuss the questions.

Be a star!

- Share with the children some things that make you feel angry and then ask them what makes them feel angry.
- Ask *Why was Zhang Wei furious with Cheng Li? Do you think he was right to send him away? Why?* Elicit ideas. Then take a class vote on whether Zhang Wei was right or wrong.

ESDC

Why do you think paintings are popular in different countries around the world?

This question helps the children recognise different perspectives and identify distinguishing features of a variety of global cultures.

- Direct the children's attention back to pages 96–97 in their Pupil's Book. Ask if they were surprised by how important a work of art was to the emperor. Discuss how different kinds of art, including paintings, have been valued in different cultures. Elicit or explain how they show us people, places and things in ways we might not have noticed before. Ask if the children have any favourite paintings. You may wish to share a picture of your own favourite painting to start the discussion. Share what interests you about the painting, and any history you know about its artist or why it was made. If possible, share information about an important or respected artist from your own country.

Possible answers: Paintings can be beautiful and show us how different people, places and things looked at different points of time. They can make us happy because of their beauty, and teach us about what life was like in the past, or how we think life might look like in the future.

Learning to learn

Recognising different points of view

- Read out the information in the box and clarify meaning. Ask *What does the narrator of a story do? What is direct speech? Do you think the narrator is an important part of a story? Why / Why not?*

Look back at *The perfect swan*. Answer the questions.

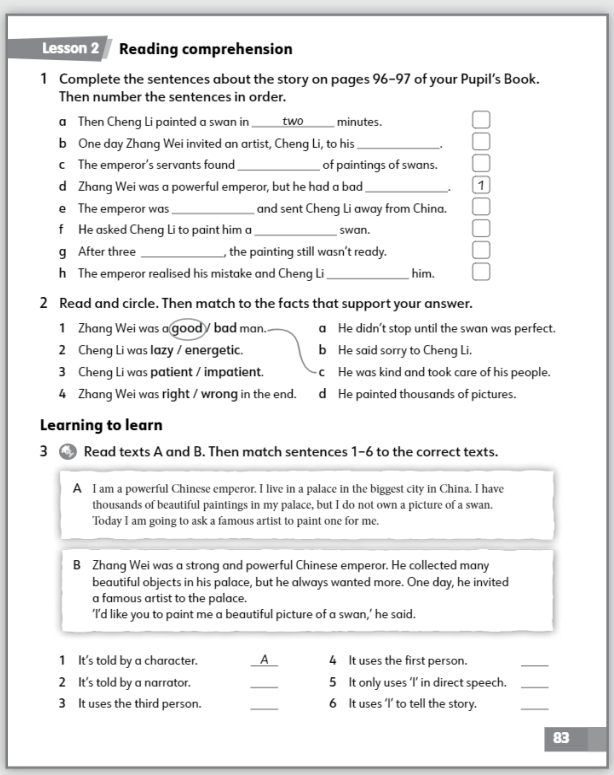
- Have the children look at the story again and answer the questions.
- Elicit answers.

Answers: 1 It is a third person narrative because it uses only *he* and *they*. **2** Zhang Wei was furious. / Zhang Wei was astonished.

Cooler: Diary

- Elicit the main events of the story again (the day the two men met in the palace, the three times Zhang Wei visited Cheng Li and the painting wasn't ready and the last time when the painting was ready, Zhang Wei sent Cheng Li away, Zhang Wei realised his mistake, Cheng Li forgave Zhang Wei).
- The children imagine they are either Zhang Wei or Cheng Li and write a diary for one or two of these events. It should include the character's feelings. Tell them they should only write one or two sentences for each event.
- Ask volunteers to read out a diary entry. Ask other children in the class who chose the same event and character to read out theirs as a comparison.

Workbook page 83



Lesson 2 Reading comprehension

1 Complete the sentences about the story on pages 96–97 of your Pupil's Book. Then number the sentences in order.

a Then Cheng Li painted a swan in ___two___ minutes. ☐
b One day Zhang Wei invited an artist, Cheng Li, to his _____. ☐
c The emperor's servants found _____ of paintings of swans. ☐
d Zhang Wei was a powerful emperor, but he had a bad _____. 1
e The emperor was _____ and sent Cheng Li away from China. ☐
f He asked Cheng Li to paint him a _____ swan. ☐
g After three _____, the painting still wasn't ready. ☐
h The emperor realised his mistake and Cheng Li _____ him. ☐

2 Read and circle. Then match to the facts that support your answer.

1 Zhang Wei was a good / bad man. — a He didn't stop until the swan was perfect.
2 Cheng Li was lazy / energetic. — b He said sorry to Cheng Li.
3 Cheng Li was patient / impatient. — c He was kind and took care of his people.
4 Zhang Wei was right / wrong in the end. — d He painted thousands of pictures.

Learning to learn

3 Read texts A and B. Then match sentences 1–6 to the correct texts.

A I am a powerful Chinese emperor. I live in a palace in the biggest city in China. I have thousands of beautiful paintings in my palace, but I do not own a picture of a swan. Today I am going to ask a famous artist to paint one for me.

B Zhang Wei was a strong and powerful Chinese emperor. He collected many beautiful objects in his palace, but he always wanted more. One day, he invited a famous artist to the palace. 'I'd like you to paint me a beautiful picture of a swan,' he said.

1 It's told by a character. ___A___
2 It's told by a narrator. ____
3 It uses the third person. ____
4 It uses the first person. ____
5 It only uses 'I' in direct speech. ____
6 It uses 'I' to tell the story. ____

83

1 Complete the sentences about the story on pages 96–97 of your Pupil's Book. Then number the sentences in order.

Answers: a two, 5 **b** palace, 2 **c** thousands, 7 **d** temper, 1 **e** furious, 6 **f** beautiful, 3 **g** years, 4 **h** forgave, 8

2 Read and circle. Then match to the fact that supports your answer.

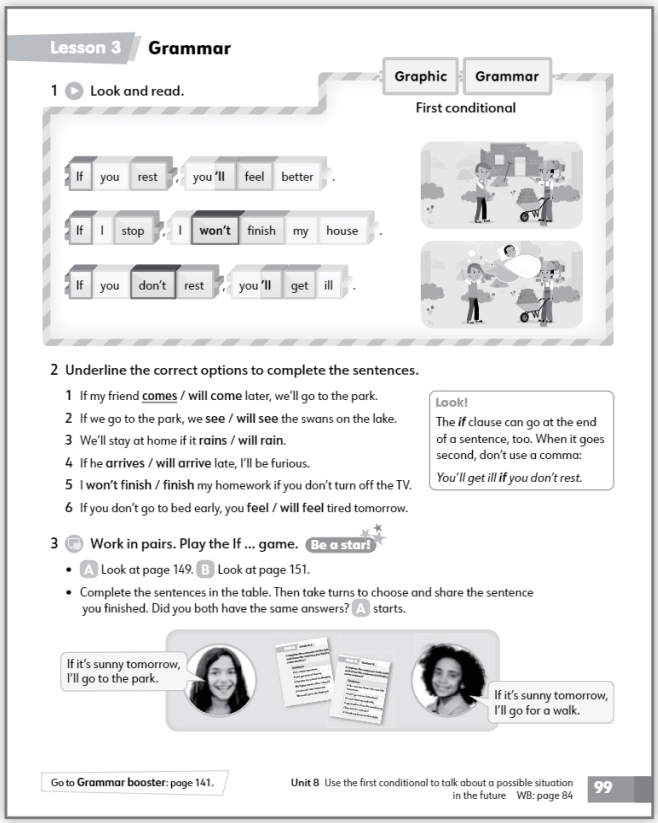
Answers: 1 good, c **2** energetic, d **3** patient, a **4** right, b

3 Read texts A and B. Then match sentences 1–6 to the correct texts.

Answers: 1 A **2** B **3** B **4** A **5** B **6** A

Lesson 3 Grammar

Pupil's Book page 99



***Learning objectives*:** Use the first conditional to talk about a possible situation in the future

***Grammar*:** First conditional

***Resources*:** Graphic Grammar video; Grammar 1 worksheet

Warm-up: Future predictions

- Write on the board: *In 2050 ...*
- Elicit a few ideas for completing the sentence (e.g. cars will be able to fly / we'll all live underground).
- Put the class into pairs. Give them five minutes to see how many different ways they can complete the sentence using *will*.
- Ask which pair had the most answers.
- Elicit sentences from the class.

1 Look and read.

- Refer the children to the pictures in the *Graphic Grammar* box and ask *What is the man on the right building?* (*a house*) *Does he look tired?* (*yes*)
- Read out the three sentences in the box and elicit who is speaking each time.
- Ask *What word is at the beginning of each sentence in the orange box? (if) Are the words in the red box affirmative or negative? (negative) What is the full form of 'll? (will)* Elicit answers.
- Refer the children to the blue boxes. Ask *Are these words verbs or nouns?* (*verbs*) Write the rule on the board (*If* + present simple, *will / won't* + infinitive form of the verb). Explain that this is the first conditional and it is used to talk about a possible situation in the future and its result.
- Read out the first sentence again and then swap the order of the clauses (*You'll feel better if you rest*). Ask the children if the sentence has the same meaning (yes).
- Have the children look back at the reading texts on pages 96–97 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If you have access to the class video, read out the sentences in the book first and ask which ones are negative.
- Play the video. Ask *What is the man with the hat doing? Why do you think he's tired? What does his friend want him to do? Does he agree to do it? Why? / Why not?*
- Pause the video and read out one sentence at a time. Have the children repeat after you.
- Continue as above, starting from the third point.

2 Underline the correct options to complete the sentences.

- Read out the *Look!* box. Point out that when the sentence starts with *if* there is a comma after the verb. When the *if* clause is at the end, there is no comma.
- Have volunteers read out the sentences in the *Graphic Grammar* box, moving the *if* clause to the end of each sentence.
- The children read the sentences in Activity 2 and circle the word *if* in each of them. Have them say which tense the verb in the *if* phrase is. Refer them to the *Graphic Grammar* box if necessary.
- The children underline the correct option in each sentence.
- Check answers as a class.

Answers: 1 comes **2** will see **3** rains **4** arrives **5** won't finish **6** will feel

3 Work in pairs. Play the If ... game.

Be a star!

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 149 and have Student B turn to page 151.
- Read out the instructions and the example dialogue so the children have an understanding of how to play the game. Explain that they will each complete the sentences in their table with their own ideas first. Then they share their sentence with their partner and their partner finishes the same sentence in a different way. They write down their partner's ideas and switch roles.

Grammar booster

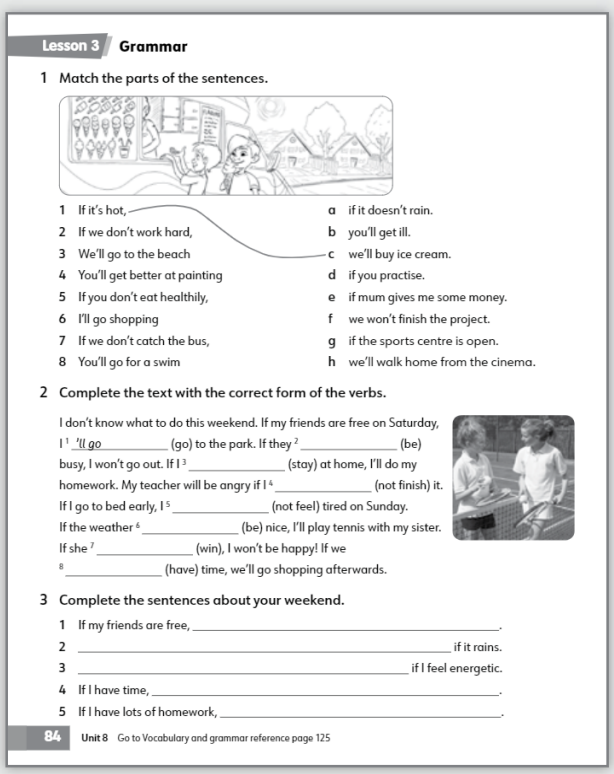
Ask the children to turn to page 141 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 1 c **2** d **3** f **4** a **5** b **6** e

Cooler: Complete the sentences

- Say the following and have volunteers finish your sentences:
  If I don't do my homework, ...
  If I go to the beach in the summer, ...
  If it rains tomorrow, ...
  I'll be very happy if ...
- Encourage the children to be as imaginative as possible.

Workbook page 84



Lesson 3 **Grammar**

1 Match the parts of the sentences.

1	If it's hot,	a	if it doesn't rain.
2	If we don't work hard,	b	you'll get ill.
3	We'll go to the beach	c	we'll buy ice cream.
4	You'll get better at painting	d	if you practise.
5	If you don't eat healthily,	e	if mum gives me some money.
6	I'll go shopping	f	we won't finish the project.
7	If we don't catch the bus,	g	if the sports centre is open.
8	You'll go for a swim	h	we'll walk home from the cinema.

2 Complete the text with the correct form of the verbs.

I don't know what to do this weekend. If my friends are free on Saturday, I [1] *'ll go* (go) to the park. If they [2] _____ (be) busy, I won't go out. If I [3] _____ (stay) at home, I'll do my homework. My teacher will be angry if I [4] _____ (not finish) it. If I go to bed early, I [5] _____ (not feel) tired on Sunday. If the weather [6] _____ (be) nice, I'll play tennis with my sister. If she [7] _____ (win), I won't be happy! If we [8] _____ (have) time, we'll go shopping afterwards.

3 Complete the sentences about your weekend.

1 If my friends are free, _____.
2 _____ if it rains.
3 _____ if I feel energetic.
4 If I have time, _____.
5 If I have lots of homework, _____.

84 Unit 8 Go to Vocabulary and grammar reference page 125

Grammar reference:

Remind the children that they can refer to the grammar reference on page 125 while completing these Workbook activities.

1 Match the parts of the sentences.

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

2 Complete the text with the correct form of the verbs.

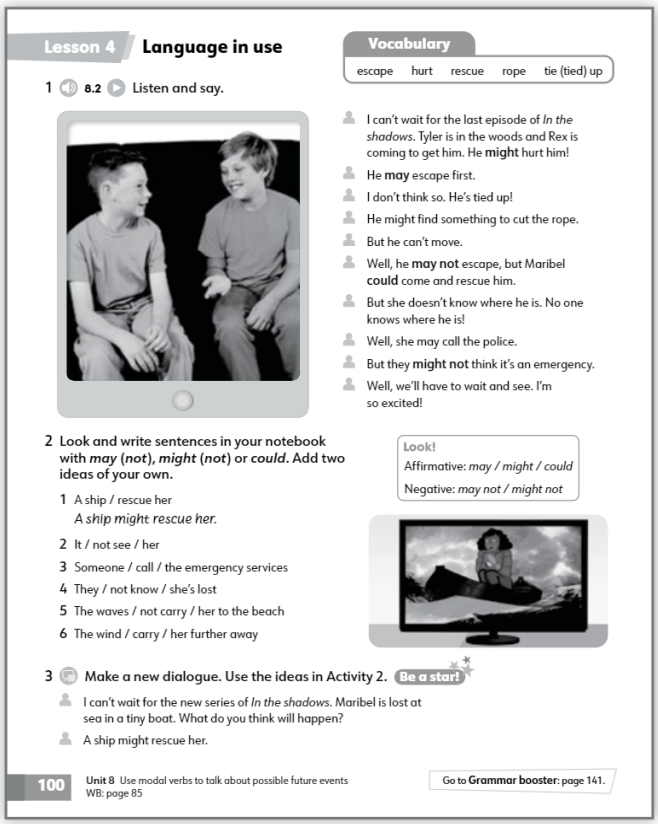
Answers: 1 'll go **2** are **3** stay **4** don't finish **5** won't feel **6** 's / is **7** wins **8** have

3 Complete the sentences about your weekend.

Answers: Children's own answers.

Lesson 4 Language in use

Pupil's Book page 100



Lesson 4 Language in use

Vocabulary: escape hurt rescue rope tie (tied) up

1 8.2 Listen and say.

I can't wait for the last episode of *In the shadows*. Tyler is in the woods and Rex is coming to get him. He **might** hurt him!
He **may** escape first.
I don't think so. He's tied up!
He might find something to cut the rope.
But he can't move.
Well, he **may not** escape, but Maribel **could** come and rescue him.
But she doesn't know where he is. No one knows where he is!
Well, she may call the police.
But they **might not** think it's an emergency.
Well, we'll have to wait and see. I'm so excited!

2 Look and write sentences in your notebook with *may* (*not*), *might* (*not*) or *could*. Add two ideas of your own.

1 A ship / rescue her
A ship might rescue her.
2 It / not see / her
3 Someone / call / the emergency services
4 They / not know / she's lost
5 The waves / not carry / her to the beach
6 The wind / carry / her further away

Look!
Affirmative: *may / might / could*
Negative: *may not / might not*

3 Make a new dialogue. Use the ideas in Activity 2. Be a star!

I can't wait for the new series of *In the shadows*. Maribel is lost at sea in a tiny boat. What do you think will happen?
A ship might rescue her.

100 Unit 8 Use modal verbs to talk about possible future events WB: page 85

Go to **Grammar booster**: page 141.

***Learning objectives*:** Use modal verbs to talk about possible future events

***Vocabulary*:** escape, hurt, rescue, rope, tie (tied) up

***Resources*:** Language in use video; Grammar 2 worksheet

***Materials*:** a picture of people talking in a particular situation

Warm-up: What are they saying?

- Show a picture of people talking in a particular situation.
- Have the children imagine what they are talking about. Elicit ideas about what they are saying using direct speech.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 159). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 159.
- Then use the dictionary to give definitions in the following order to elicit the words: *rope*, *hurt*, *rescue*, *escape*, *tie up*.

1 8.2 Listen and say.

- Refer the children to the photo in Activity 1 and ask *Who can you see?* (*Oliver and Kit*) *Where do you think they are? What do you think they are talking about?* Elicit ideas.
- Play the audio. Children listen and follow the dialogue in their books. Ask *What are they talking about?* (*a TV programme / series*)
- Ask *Who are the characters in the TV programme?* (*Tyler and Maribel*) *Why is Tyler in danger?* (*He's tied up in the woods and someone bad is coming*)
- Play the audio again and pause it after each sentence with words in bold. The children repeat these sentences.
- The children work in pairs and act out the dialogue.

- If you have access to the class video, play the video first and follow the above procedure.
- Play the video again and have the children repeat, copying all intonation and body language as closely as possible.

2 Look and write sentences in your notebook with *may* (*not*), *might* (*not*) or *could*. Add two ideas of your own.

- Refer the children to the picture in Activity 2. Have them predict what has happened, how the girl feels and what might / may / could happen next.
- Read out the first sentence and the example answer. Then have a volunteer read out the prompts for the second sentence. Refer the children to the *Look!* box. Elicit the negative sentence (It may / might not see her.).
- The children complete the activity individually.
- Have the children exchange notebooks and check their partner's sentences. Elicit children's own ideas and write them on the board.

Answers: 1 A ship might rescue her **2** It may / might not see her. **3** Someone may / might / could call the emergency services. **4** They may / might not know she's lost. **5** The waves may / might not carry her to the beach. **6** The wind may / might / could carry her further away.

3 Make a new dialogue. Use the ideas in Activity 2.

Be a star!

- Ask volunteers to read out the model dialogue. Elicit ideas for the next part (e.g. But it's dark, so it may / might not see her.).
- Have the children work in pairs. Ask them to decide who is going to play which role.
- The children make their new dialogues, using the ideas in Activity 2. Remind them to include negative forms. Circulate, monitor and help.

Grammar booster

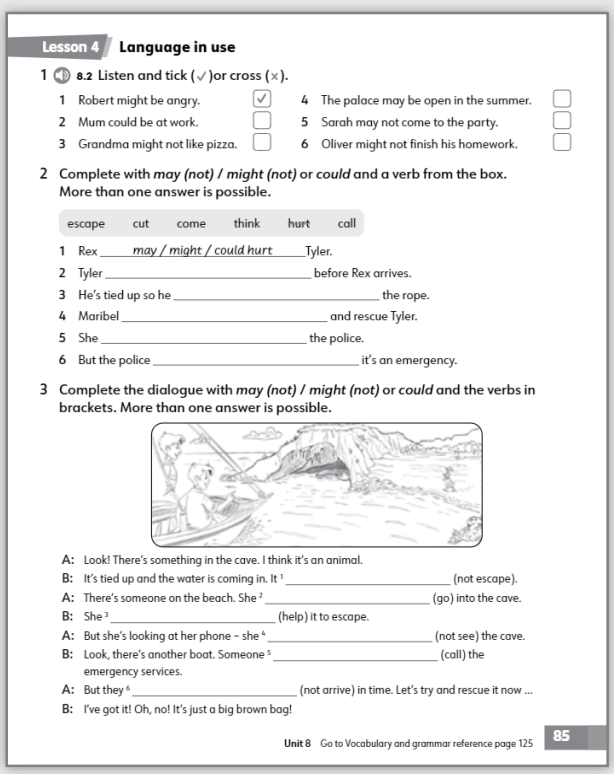
For additional practice, ask the children to turn to page 141 of their Pupil's Book to complete Activities 2 and 3. Alternatively, you may wish to have the children complete this activity at home.

Answers: 2 1 He may call emergency services. 2–6 Children's own answers.;
3 1 if 2 could / may / might 3 may not / might not 4 if 5 will feel 6 could /may / might 7 may not / might not 8 could / may / might

Cooler: Predict the weather

- Ask the children to predict the weather for the next few days using *may*, *might* and *could*. Write some predictions on the board (e.g. It might rain. It may be cloudy.). Draw a cloud, sun, raindrops or snowflakes next to each sentence.
- Write the children's predictions on a large sheet of paper and display it on the classroom wall.

Workbook page 85



Lesson 4 **Language in use**

1 8.2 Listen and tick (✓) or cross (×).

1 Robert might be angry.	✓	4 The palace may be open in the summer.	
2 Mum could be at work.		5 Sarah may not come to the party.	
3 Grandma might not like pizza.		6 Oliver might not finish his homework.	

2 Complete with *may (not) / might (not)* or *could* and a verb from the box. More than one answer is possible.

escape cut come think hurt call

1 Rex *may / might / could hurt* Tyler.
2 Tyler _____ before Rex arrives.
3 He's tied up so he _____ the rope.
4 Maribel _____ and rescue Tyler.
5 She _____ the police.
6 But the police _____ it's an emergency.

3 Complete the dialogue with *may (not) / might (not)* or *could* and the verbs in brackets. More than one answer is possible.

A: Look! There's something in the cave. I think it's an animal.
B: It's tied up and the water is coming in. It [1] _____ (not escape).
A: There's someone on the beach. She [2] _____ (go) into the cave.
B: She [3] _____ (help) it to escape.
A: But she's looking at her phone – she [4] _____ (not see) the cave.
B: Look, there's another boat. Someone [5] _____ (call) the emergency services.
A: But they [6] _____ (not arrive) in time. Let's try and rescue it now ...
B: I've got it! Oh, no! It's just a big brown bag!

Unit 8 Go to Vocabulary and grammar reference page 125 85

Grammar reference:

Remind the children that they can refer to the grammar reference on page 125 while completing these Workbook activities.

1 8.2 Listen and tick (✓) or cross (✗).

1 ***Man:*** *What's wrong with Robert? He looks furious!*
Girl: *I think his team lost the game.*
Man: *Oh no ... what was the score?*
Girl: *I'm not sure.*
2 ***Boy:*** *Where's Mum?*
Man: *I don't know.*
Boy: *Her car isn't here. Is she at work today?*
Man: *Well, she usually works on Thursday.*
3 ***Girl:*** *Grandma is coming for dinner tonight. Can I cook?*
Woman: *Sure! That's a good idea.*
Girl: *Does Grandma like pizza?*
Woman: *I think so!*
4 ***Boy:*** *I went to London at the weekend. We saw Buckingham Palace.*
Girl: *Really? Did you go inside?*
Boy: *No, it wasn't open. I think it's only open in the summer. Maybe we could go back again in July and you could come too.*
Girl: *That would be great!*
5 ***Girl 1:*** *What time is Holly's party on Saturday?*
Girl 2: *It starts at seven o'clock.*
Girl 1: *Is Sarah going too? We could all meet and go together.*
Girl 2: *Yes, she is! That's a good idea!*
6 ***Woman:*** *Are you OK, Oliver? You look worried.*
Boy: *This maths homework is really difficult.*
Woman: *When do you need to give it to your teacher?*
Boy: *By Friday but I'm not sure that I'll finish it.*

Answers: 1 ✓ **2** ✓ **3** ✗ **4** ✓ **5** ✗ **6** ✓

2 Complete with *may* (*not*), *might* (*not*) or *could* and a verb from the box. More than one answer is possible.

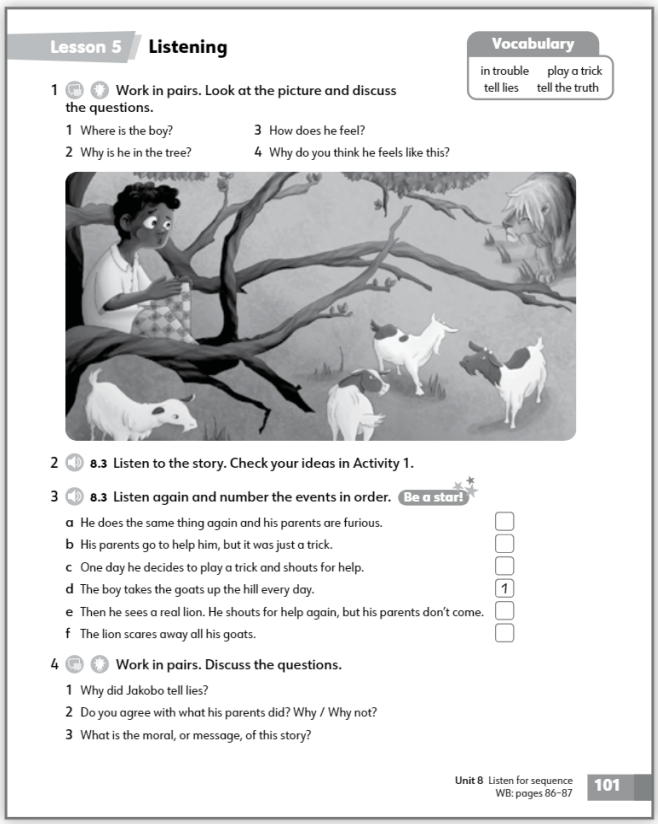
Answers: 1 may / might / could hurt **2** may / might / could escape **3** may not / might not cut **4** may / might / could come **5** may / might / could call **6** may not / might not think

3 Complete the dialogue with *may* (*not*), *might* (*not*) or could and the verbs in brackets. More than one answer is possible.

Answers: 1 may not / might not escape **2** could / may / might go **3** may / might / could help **4** may not / might not see **5** could / may / might call **6** may not / might not arrive

Lesson 5 Listening

Pupil's Book page 101



Lesson 5 Listening

Vocabulary
in trouble play a trick
tell lies tell the truth

1 Work in pairs. Look at the picture and discuss the questions.
1 Where is the boy?
2 Why is he in the tree?
3 How does he feel?
4 Why do you think he feels like this?

2 8.3 Listen to the story. Check your ideas in Activity 1.

3 8.3 Listen again and number the events in order. Be a star!
a He does the same thing again and his parents are furious.
b His parents go to help him, but it was just a trick.
c One day he decides to play a trick and shouts for help.
d The boy takes the goats up the hill every day. 1
e Then he sees a real lion. He shouts for help again, but his parents don't come.
f The lion scares away all his goats.

4 Work in pairs. Discuss the questions.
1 Why did Jakobo tell lies?
2 Do you agree with what his parents did? Why / Why not?
3 What is the moral, or message, of this story?

Unit 8 Listen for sequence
WB: pages 86–87
101

***Learning objectives*:** Listen for sequence

***Vocabulary*:** in trouble, play a trick, tell lies, tell the truth

Warm-up: Collocations

- Play *Collocations* (see Games bank, pages 14–17) with word combinations and short phrases from previous lessons.

Vocabulary

- Refer the children to the vocabulary box.
- Read out an example sentence for each word (see Pupil's Book dictionary, page 159). Elicit a definition for the words.
- The children check the definitions in the dictionary.

1 Work in pairs. Look at the picture and discuss the questions.

- Refer the children to the picture on page 101.
- Have the children read the questions and discuss their answers with a partner. Conduct class feedback.

2 8.3 Listen to the story. Check your ideas in Activity 1.

- Play the audio. The children listen to the story and check their ideas in Activity 1. Ask *Do you know a similar story?* (They may know Aesop's fable *The boy who cried wolf.*)
- Check answers with the class.

Answers: 1 In a tree. **2** So he can watch the goats. **3** He feels scared. **4** Because there is a lion walking towards the goats.

Audioscript

***Narrator*:** *There was once a boy named Jakobo, who lived in a village in Africa. He was very clever, but he had one problem – he didn't always tell the truth. Sometimes, when he was bored, Jakobo told lies. He thought it made life more interesting.*
During the day, Jakobo looked after his parents' goats. Every morning he took the goats up a hill to eat grass. Then he climbed to the top of a tall tree and watched over them. It was a very boring job.
One day, Jakobo decided to play a trick. He shouted as loud as he could: 'H-e-e-e-l-p! It's a lion!' His parents heard him in the village.

***Father*:** *That's Jakobo!*

***Mother*:** *There's a lion. It might hurt him. Quick, we need to go!*

***Narrator*:** *Jakobo's parents ran up the hill. When they got to the top, they saw Jakobo sitting in the tree laughing. They realised it was just a trick – there wasn't a lion. They were very angry.*
A few weeks later, Jakobo was bored again so he shouted, 'H-e-e-e-l-p! It's a lion!' His parents heard him in the village.

***Father*:** *That's Jakobo!*

***Mother*:** *Quick! It's a lion. It could attack the goats.*

***Narrator*:** *They ran up the hill and once again they found Jakobo sitting in the tree laughing. They were furious.*

***Father*:** *Jakobo! If you tell lies, people will never believe you again.*

***Narrator*:** *The next day, Jakobo was in the tree when suddenly he saw a lion walking slowly towards the goats! He shouted as loud as he could: 'H-e-e-e-l-p! It's a lion! It really is a lion! H-e-e-e-l-p!' His parents heard him in the village.*

***Father*:** *That's Jakobo again!*

***Mother*:** *Yes, but he's just playing a trick on us again!*

***Narrator*:** *Jakobo's parents didn't go to help him and the lion scared away all of the goats. Jakobo hid in the tree all day, he was too scared to come down. In the evening, when Jakobo didn't come home, his parents walked up the hill to look for him. They found him in the tree – cold, hungry and frightened. Jakobo was very sorry and he never told lies again.*

Teaching star!

Listening strategies

- Motivate the children to listen carefully by asking them to raise a hand when listening.
- Play the audio again and have them raise their hand when they hear the information needed.

3 8.3 Listen again and number the events in order.

Be a star!

- Ask the children what they remember from the story. Encourage them to remember the events in order.
- Read out sentence d (*The boy takes the goats up the hill every day.*). Say *This is the start of the story. What's the last event in the story?* (*The lion scares away all his goats.*)
- The children number the sentences in order.
- Check answers as a class.

Answers: a 4 **b** 3 **c** 2 **d** 1 **e** 5 **f** 6

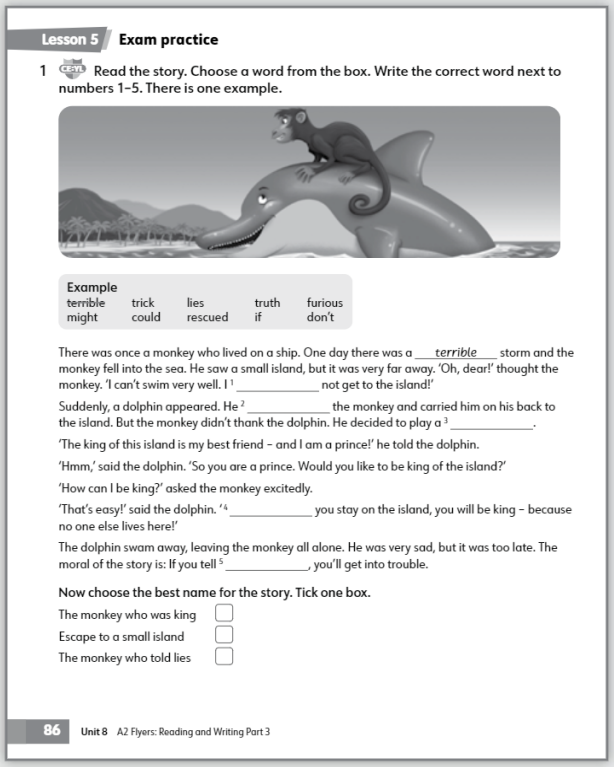
4 Work in pairs. Discuss the questions.

- Divide the class into pairs. The children discuss the questions. While they do this, circulate and help.
- Conduct class feedback.

Cooler: Change it round

- Play *Change it round* (see Games bank, pages 14–17) with the song verse children wrote in Unit 7, Lesson 6.

Workbook page 86



Lesson 5 Exam practice

1 CE:YL Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

Example

terrible	trick	lies	truth	furious
might	could	rescued	if	don't

There was once a monkey who lived on a ship. One day there was a ___terrible___ storm and the monkey fell into the sea. He saw a small island, but it was very far away. 'Oh, dear!' thought the monkey. 'I can't swim very well. I [1] _____ not get to the island!'

Suddenly, a dolphin appeared. He [2] _____ the monkey and carried him on his back to the island. But the monkey didn't thank the dolphin. He decided to play a [3] _____.

'The king of this island is my best friend – and I am a prince!' he told the dolphin.

'Hmm,' said the dolphin. 'So you are a prince. Would you like to be king of the island?'

'How can I be king?' asked the monkey excitedly.

'That's easy!' said the dolphin. '[4] _____ you stay on the island, you will be king – because no one else lives here!'

The dolphin swam away, leaving the monkey all alone. He was very sad, but it was too late. The moral of the story is: If you tell [5] _____, you'll get into trouble.

Now choose the best name for the story. Tick one box.

- The monkey who was king ☐
- Escape to a small island ☐
- The monkey who told lies ☐

86 Unit 8 A2 Flyers: Reading and Writing Part 3

1 CE:YL Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

This activity helps the children prepare for Part 3 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

- Refer the children to Activity 1. Ask them to look at the picture and the words below it.
- Have a volunteer read out the example sentence.
- Ask the children to read the text and fill in the gaps using the words from the box.
- Have the children complete the activity individually.
- Elicit answers and write them on the board.

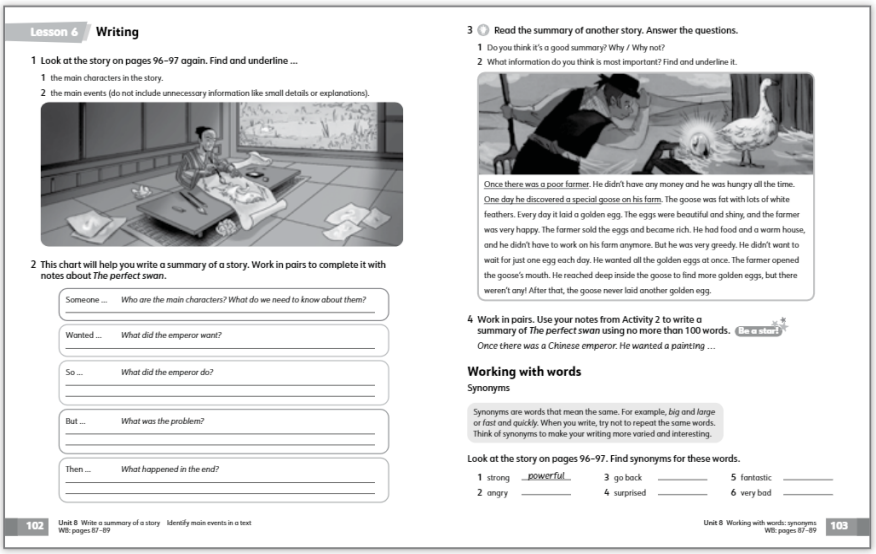
Answers: 1 might **2** rescued **3** trick **4** If **5** lies

Now choose the best name for the story. Tick one box.

Answer: The monkey who told lies

Lesson 6 Writing / Working with words

Pupil's Book pages 102–103



Lesson 6 Writing

1 Look at the story on pages 96–97 again. Find and underline ...
1 the main characters in the story.
2 the main events (do not include unnecessary information like small details or explanations).

2 This chart will help you write a summary of a story. Work in pairs to complete it with notes about *The perfect swan*.

Someone ...	*Who are the main characters? What do we need to know about them?*
Wanted ...	*What did the emperor want?*
So ...	*What did the emperor do?*
But ...	*What was the problem?*
Then ...	*What happened in the end?*

3 Read the summary of another story. Answer the questions.
1 Do you think it's a good summary? Why / Why not?
2 What information do you think is most important? Find and underline it.

Once there was a poor farmer. He didn't have any money and he was hungry all the time. One day he discovered a special goose on his farm. The goose was fat with lots of white feathers. Every day it laid a golden egg. The eggs were beautiful and shiny, and the farmer was very happy. The farmer sold the eggs and became rich. He had food and a warm house, and he didn't have to work on his farm anymore. But he was very greedy. He didn't want to wait for just one egg each day. He wanted all the golden eggs at once. The farmer opened the goose's mouth. He reached deep inside the goose to find more golden eggs, but there weren't any! After that, the goose never laid another golden egg.

4 Work in pairs. Use your notes from Activity 2 to write a summary of *The perfect swan* using no more than 100 words. Be a star!
Once there was a Chinese emperor. He wanted a painting ...

Working with words
Synonyms

Synonyms are words that mean the same. For example, *big* and *large* or *fast* and *quickly*. When you write, try not to repeat the same words. Think of synonyms to make your writing more varied and interesting.

Look at the story on pages 96–97. Find synonyms for these words.

1 strong	powerful	3 go back		5 fantastic	
2 angry		4 surprised		6 very bad	

102 Unit 8 Write a summary of a story Identify main events in a text WB: pages 87–89

Unit 8 Working with words: synonyms WB: pages 87–89 103

Learning objectives: Write a summary of a story; Identify main events in a text; Working with words: synonyms

Resources: Working with words worksheet

1 Look at the story on pages 96–97 again. Find and underline ...

- Children look at the picture Ask *Who is he? What's he doing? What is he painting?* Elicit what else children remember about *The perfect swan*.
- Children look back at the story and underline the main characters and events.
- Check answers as a class.

2 This chart will help you write a summary of a story. Work in pairs to complete it with notes about *The perfect swan*.

- Go over the information in the chart. Elicit ideas to answer each question.
- The children work in pairs to complete the chart.

Answers: Children's own answers.

3 Read the summary of another story. Answer the questions.

- Children look at the picture and say what they can see. Ask if they know which story the picture illustrates (*The golden goose*).
- The children read the summary of the story.
- Ask children if they think it is a good summary, and why / why not (it is not a good summary as it contains a lot of unimportant information).
- Children find and underline the important information in the summary.
- Conduct class feedback.

Answers: *Once there was a poor farmer. One day he discovered a special goose on his farm. Every day it laid a golden egg. The farmer sold the eggs and became rich. But he was very greedy. He didn't want to wait for just one egg each day. He wanted all the golden eggs at once. The farmer opened the goose's mouth. He reached deep inside the goose to find more golden eggs, but there weren't any! The goose never laid another golden egg.*

4 Work in pairs. Use your notes from Activity 2 to write a summary of *The perfect swan* using no more than 100 words. Be a star!

- Children work in pairs. They use their notes in Activity 2 to write a summary. Make sure they understand that they shouldn't write more than 100 words.

Suggested answer: Once there was a Chinese emperor. He wanted a painting of a swan, so he asked the best painter in China to paint one for him. After three years, the emperor was still waiting for his painting and he was furious. Then the artist painted a perfect swan in two minutes. The emperor was astonished, but he was still furious and sent the painter to another country.
Then the servants found thousands of paintings of a swan. The painter had practised every day until he could paint the perfect swan. The emperor apologised to the painter, who returned to live in the palace.

Working with words

Synonyms

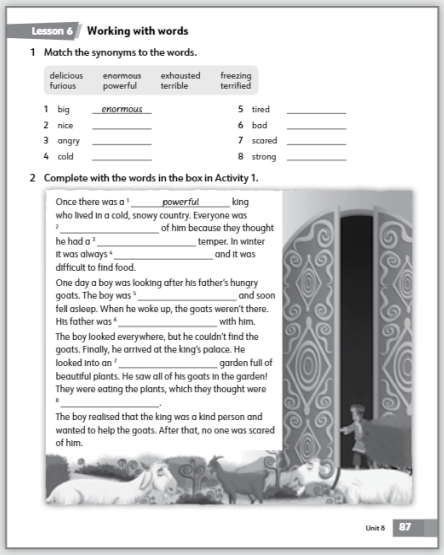
- Read out the information and elicit more synonyms.

Look at the story on pages 96–97. Find synonyms for these words.

- Have the children look for the synonyms in the story.

Answers: 1 powerful **2** furious **3** return **4** astonished **5** magnificent **6** terrible

Workbook pages 87–89



Lesson 6 Working with words

1 Match the synonyms to the words.

delicious furious | enormous powerful | exhausted terrible | freezing terrified

1 big enormous
2 nice _____
3 angry _____
4 cold _____
5 tired _____
6 bad _____
7 scared _____
8 strong _____

2 Complete with the words in the box in Activity 1.

Once there was a [1] powerful king who lived in a cold, snowy country. Everyone was [2] _____ of him because they thought he had a [3] _____ temper. In winter it was always [4] _____ and it was difficult to find food.

One day a boy was looking after his father's hungry goats. The boy was [5] _____ and soon fell asleep. When he woke up, the goats weren't there. His father was [6] _____ with him.

The boy looked everywhere, but he couldn't find the goats. Finally, he arrived at the king's palace. He looked into an [7] _____ garden full of beautiful plants. He saw all of his goats in the garden! They were eating the plants, which they thought were [8] _____.

The boy realised that the king was a kind person and wanted to help the goats. After that, no one was scared of him.

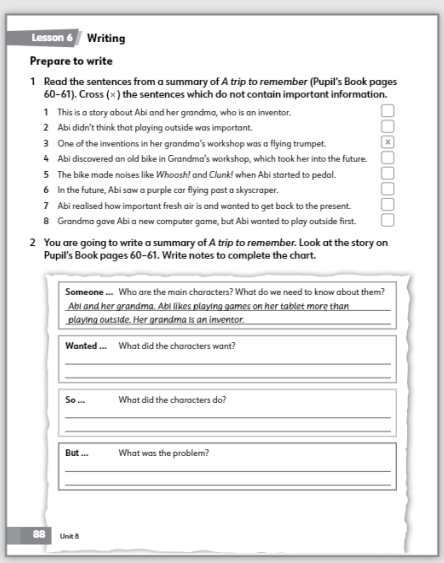
Unit 8 87

1 Match the synonyms to the words.

Answers: 1 enormous **2** delicious **3** furious **4** freezing **5** exhausted **6** terrible **7** terrified **8** powerful

2 Complete with the words in the box in Activity 1.

Answers: 1 powerful **2** terrified **3** terrible **4** freezing **5** exhausted **6** furious **7** enormous **8** delicious



Lesson 6 Writing

Prepare to write

1 Read the sentences from a summary of *A trip to remember* (Pupil's Book pages 60–61). Cross (×) the sentences which do not contain important information.

1 This is a story about Abi and her grandma, who is an inventor. ☐
2 Abi didn't think that playing outside was important. ☐
3 One of the inventions in her grandma's workshop was a flying trumpet. ☒
4 Abi discovered an old bike in Grandma's workshop, which took her into the future. ☐
5 The bike made noises like *Whoosh!* and *Clunk!* when Abi started to pedal. ☐
6 In the future, Abi saw a purple car flying past a skyscraper. ☐
7 Abi realised how important fresh air is and wanted to get back to the present. ☐
8 Grandma gave Abi a new computer game, but Abi wanted to play outside first. ☐

2 You are going to write a summary of *A trip to remember*. Look at the story on Pupil's Book pages 60–61. Write notes to complete the chart.

Someone ... Who are the main characters? What do we need to know about them?
Abi and her grandma. Abi likes playing games on her tablet more than playing outside. Her grandma is an inventor.

Wanted ... What did the characters want?

So ... What did the characters do?

But ... What was the problem?

88 Unit 8

Prepare to write

1 Read the sentences from a summary of *A trip to remember* (Pupil's Book pages 60–61). Cross (✕) the sentences which do not contain important information.

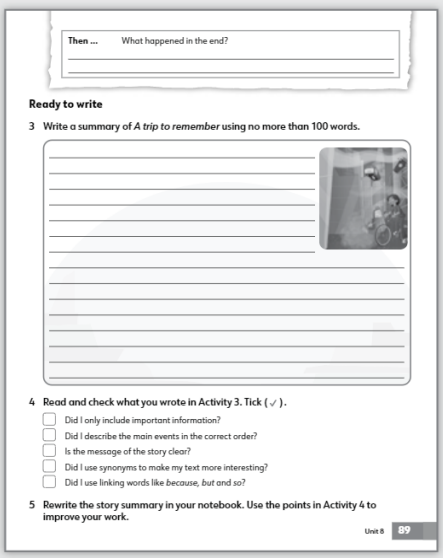
- If done in class, elicit what children remember about the story.
- The children read the sentences and decide which ones do not contain important information.

Answers: ✕ by: 3, 5, 6

2 You are going to write a summary of *A trip to remember*. Look at the story on Pupil's Book pages 60–61. Write notes to complete the chart.

- Read each question and elicit ideas. Children complete the chart.

Answers: Children's own answers.



Then ... What happened in the end?

Ready to write

3 Write a summary of *A trip to remember* using no more than 100 words.

4 Read and check what you wrote in Activity 3. Tick (✓).

- ☐ Did I only include important information?
- ☐ Did I describe the main events in the correct order?
- ☐ Is the message of the story clear?
- ☐ Did I use synonyms to make my text more interesting?
- ☐ Did I use linking words like *because*, *but* and *so*?

5 Rewrite the story summary in your notebook. Use the points in Activity 4 to improve your work.

Unit 8 89

Ready to write

3 Write a summary of *A trip to remember* using no more than 100 words.

- The children write a summary using their chart in Activity 2.

4 Read and check what you wrote in Activity 3. Tick (✓).

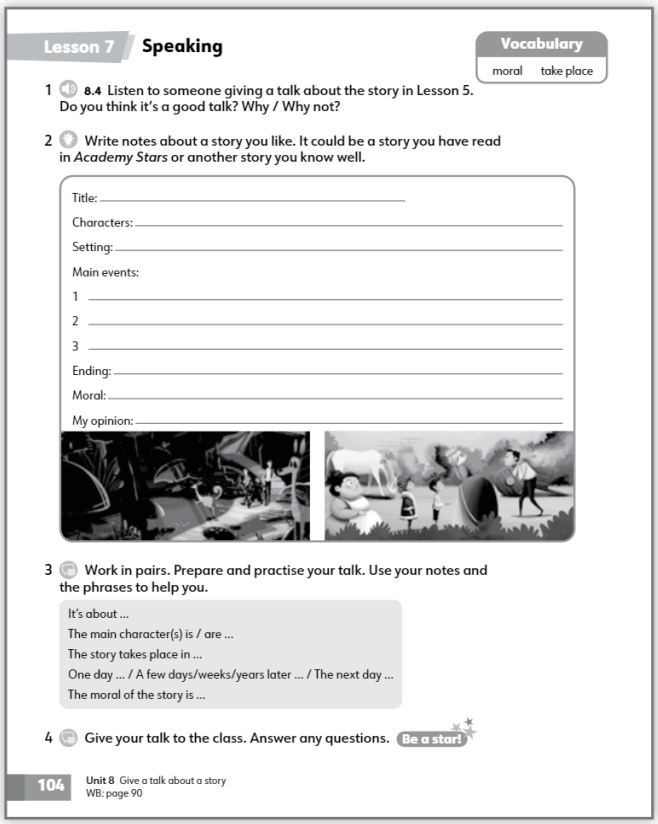
- The children check their work against the checklist and make a note of any necessary changes.

5 Rewrite the story summary in your notebook. Use the points in Activity 4 to improve your work.

- The children write a final version in their notebook.

Lesson 7 Speaking

Pupil's Book page 104


Lesson 7 Speaking

Vocabulary: moral, take place

1 8.4 Listen to someone giving a talk about the story in Lesson 5. Do you think it's a good talk? Why / Why not?

2 Write notes about a story you like. It could be a story you have read in *Academy Stars* or another story you know well.

Title: _____
Characters: _____
Setting: _____
Main events:
1 _____
2 _____
3 _____
Ending: _____
Moral: _____
My opinion: _____

3 Work in pairs. Prepare and practise your talk. Use your notes and the phrases to help you.

It's about ...
The main character(s) is / are ...
The story takes place in ...
One day ... / A few days/weeks/years later ... / The next day ...
The moral of the story is ...

4 Give your talk to the class. Answer any questions. Be a star!

104 Unit 8 Give a talk about a story
WB: page 90

Learning objectives: Give a talk about a story

Vocabulary: moral, take place

Review vocabulary: storytelling

Resources: Vocabulary 2 worksheet

Warm-up: True or false?

- Play *True or false?* (see Games bank, pages 14–17) using statements about *The perfect swan*.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 159). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 159.

1 8.4 Listen to someone giving a talk about the story in Lesson 5. Do you think it's a good talk? Why / Why not?

- Ask children what they remember about the story of the boy who told lies in Lesson 5.
- Tell children that they are going to listen to a talk about this story and they have to decide if it's a good talk or not.
- Ask *What makes a good talk?* Elicit answers from children (e.g. It includes a summary of the main events. It only includes important details. It tells us about the characters, where the story takes place and the moral of the story. The speaker gives his / her opinion of the story.).
- Play the audio. Have the children say if it's a good talk and why / why not.

Audioscript

I'm going to talk about a traditional story. It takes place in a small village in Africa. It's called Jakobo and the lion. *It's about a boy who plays a trick because he's bored.*

The main character is a boy called Jakobo. His job is to look after his parents' goats, but he finds it boring. One day he shouts, 'Help! A lion!' and his parents go to help him. But when they get there, he's laughing and they realise that it was a trick – there isn't a lion. A few weeks later, Jakobo does the same thing again. This time his parents are furious with him. The next day, a lion really does come and Jakobo shouts for help again. Nobody comes to help him because they don't believe him. The lion scares away all the goats and Jakobo is very frightened. The moral of the story is: if people know you tell lies, they will never believe you, even when you're telling the truth. I think it's an interesting story because Jakobo learns an important lesson.

2 Write notes about a story you like. It could be a story you have read in *Academy Stars* or another story you know well.

- Refer children to the pictures in Activity 2. Ask if they know or remember which stories they are from (*Journey to the centre of the Earth* from Academy Stars level 3, and *The prince and the pauper* from level 4).
- Refer children to the plan and go through it with them using the story they've just heard about (from Lesson 5) or *The perfect swan* or *The golden goose* as an example.
- Elicit ideas from the children to complete the plan and write their ideas on the board.
- Have children choose their own story and complete the plan in their books. While they do this, circulate, monitor and help.

Answers: Children's own answers.

Teaching star!

Mixed ability

- Less confident children may need more support in Activity 2 to create their own ideas for a talk. Put them in pairs or small groups to brainstorm story details. Monitor and prompt as necessary to ensure they have a good range of language to use. This will give them more confidence when they come to practise their talk.

3 Work in pairs. Prepare and practise your talk. Use your notes and the phrases to help you.

- Read out the phrases in the purple box and elicit possible ways to complete them.
- Children work in pairs and practise giving their talk. They should use the phrases in the box and their notes from Activity 2.
- Play the audio again if necessary and have them use it as a model. Alternatively, you could model a talk on a story of your own choice.

4 Give your talk to the class. Answer any questions.

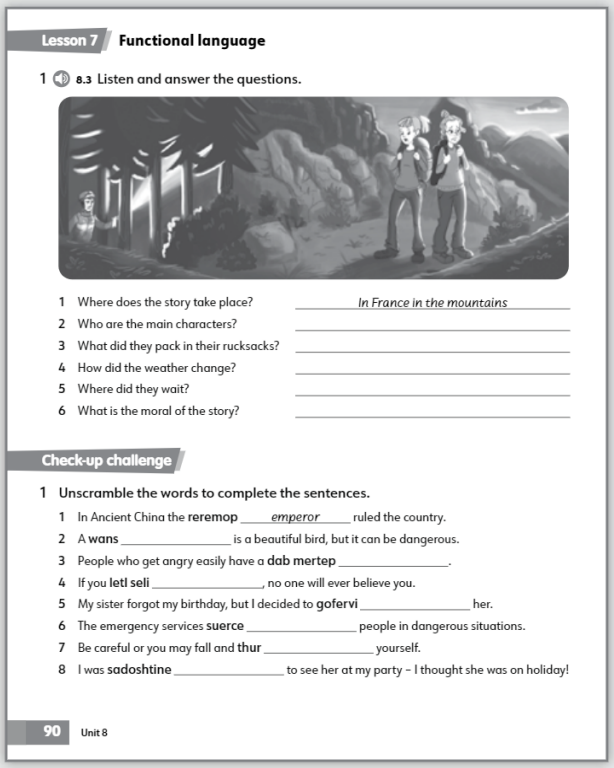
Be a star!

- Have volunteers come to the front and give their talk.
- Do not interrupt the children while they are speaking. Provide feedback once they have finished their talk.
- Allow some time for the children to ask and answer questions about the talks. Have a round of applause from the class for each talk, to show the speakers how their work is appreciated.

Cooler: The best story

- Ask children which story in their Pupil's Book they like the most and why (give them time to look, if necessary).
- Elicit responses, encouraging children to give reasons for their opinions.

Workbook page 90



Lesson 7 Functional language

1 8.3 Listen and answer the questions.

1 Where does the story take place? *In France in the mountains*
2 Who are the main characters?
3 What did they pack in their rucksacks?
4 How did the weather change?
5 Where did they wait?
6 What is the moral of the story?

Check-up challenge

1 Unscramble the words to complete the sentences.

1 In Ancient China the **reremop** *emperor* ruled the country.
2 A **wans** _____ is a beautiful bird, but it can be dangerous.
3 People who get angry easily have a **dab mertep** _____.
4 If you **letl seli** _____, no one will ever believe you.
5 My sister forgot my birthday, but I decided to **gofervi** _____ her.
6 The emergency services **suerce** _____ people in dangerous situations.
7 Be careful or you may fall and **thur** _____ yourself.
8 I was **sadoshtine** _____ to see her at my party – I thought she was on holiday!

90 Unit 8

1 8.3 Listen and answer the questions.

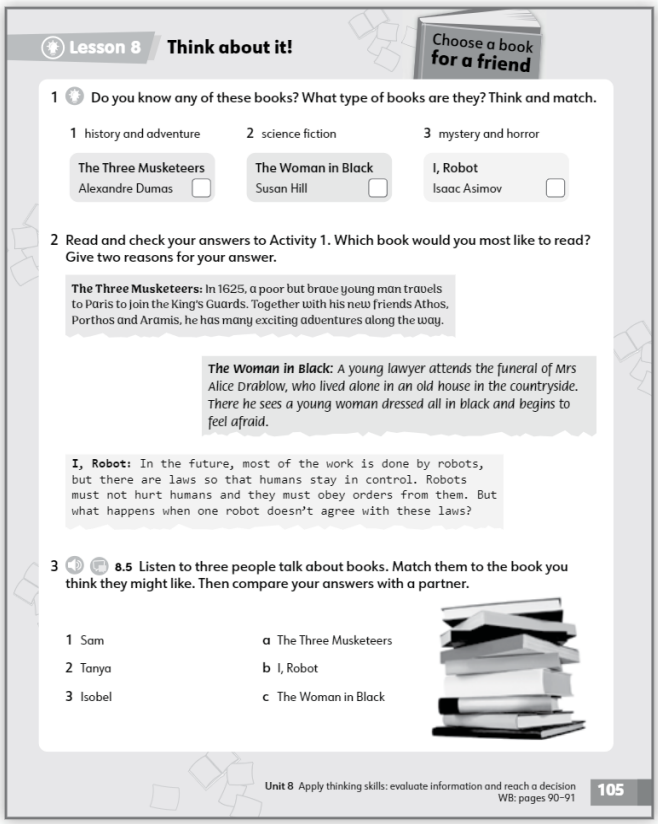
Audioscript

The story takes place in the mountains in France and it's about a day out that went wrong. The main characters are two friends called Kim and Bethan. One day, they decided to go for a walk in the mountains. They packed their rucksacks and put on their boots. They also took some lunch, but they forgot to check the weather! They walked for about two hours and decided to sit down and eat. They were sitting in the sun when suddenly a powerful storm came over the top of the mountains. They were astonished when it quickly became windy and it was raining really hard too. Luckily, there was a cave, so they sat inside and waited. They sat down and it started to get dark. A few minutes later they saw a man with a torch. It was the emergency services! Kim and Bethan's parents were worried and called for help. In the end the emergency services rescued them, but the moral is: Be very careful when you walk in the mountains and always check the weather!

Answers: 1 in France in the mountains **2** Kim and Bethan **3** their lunch **4** first it was sunny and then there was a storm **5** in a cave **6** Be very careful when you walk in the mountains / always check the weather

Lesson 8 Think about it!

Pupil's Book page 105



Lesson 8 Think about it!

Choose a book for a friend

1 Do you know any of these books? What type of books are they? Think and match.

1 history and adventure
2 science fiction
3 mystery and horror

The Three Musketeers — Alexandre Dumas
The Woman in Black — Susan Hill
I, Robot — Isaac Asimov

2 Read and check your answers to Activity 1. Which book would you most like to read? Give two reasons for your answer.

The Three Musketeers: In 1625, a poor but brave young man travels to Paris to join the King's Guards. Together with his new friends Athos, Porthos and Aramis, he has many exciting adventures along the way.

The Woman in Black: A young lawyer attends the funeral of Mrs Alice Drablow, who lived alone in an old house in the countryside. There he sees a young woman dressed all in black and begins to feel afraid.

I, Robot: In the future, most of the work is done by robots, but there are laws so that humans stay in control. Robots must not hurt humans and they must obey orders from them. But what happens when one robot doesn't agree with these laws?

3 8.5 Listen to three people talk about books. Match them to the book you think they might like. Then compare your answers with a partner.

1 Sam — a The Three Musketeers
2 Tanya — b I, Robot
3 Isobel — c The Woman in Black

Unit 8 Apply thinking skills: evaluate information and reach a decision
WB: pages 90–91
105

Learning objectives: Apply thinking skills: evaluate information and reach a decision

Resources: Unit 8 test

Warm-up: True or false?

- Play *True or False* (see Games bank, pages 14 –17) with some statements about the story on page 101.

1 Do you know any of these books? What type of books are they? Think and match.

- Refer children to the book titles and read out the three types of books. Elicit examples of books children know for each genre. Ask them if they like each of these genres and why / why not.
- In pairs, the children match the titles to the types of books.
- Conduct feedback with the class.

Answers: Book 1: 1 **Book 2:** 3 **Book 3:** 2

2 Read and check your answers to Activity 1. Which book would you most like to read? Give two reasons for your answer.

- Divide the class into three groups. Ask each group to read one summary.
- Each group tells the rest of the class what the book is about.
- The children choose the book they would like to read most and write two reasons for their answer. Volunteers explain their choices to the class. Ask for a show of hands to see who agrees with them each time.

3 8.5 Listen to three people talk about books. Match them to the book you think they might like. Then compare your answers with a partner.

- Refer the children to the list of names and the list of books. Tell them that they are going to listen to three interviews with these children and that they have to choose the best book for each person.
- Play the audio. The children listen and match each person to the book they think he / she would most like to read. Then they compare their answers in pairs.
- Elicit ideas, encouraging the children to give reasons for their answers.

Audioscript

Interviewer: *Hello, Sam. What type of books do you like reading?*

Sam: *I like books about what happens in the future. I like rockets, robots, future cities … you know, things like that.*

Interviewer: *Tania, what type of books do you like reading?*

Tania: *I like exciting stories – maybe a little scary, too! I often read horror stories at night, and then I can't get to sleep!*

Interviewer: *How about you, Isobel? What type of books do you like reading?*

Isobel: *I really like adventure stories. I'm reading a book at the moment about a boy who got lost in the woods. It's really exciting.*

Answers: 1 b **2** c **3** a

Teaching star!

Make a library

- Encourage children to read for pleasure by making a mini library in one corner of the classroom. Make it a friendly and happy spot so the children want to be there. Provide some cushions and ask the children to bring books they want to share with their classmates.
- Children who finish an activity quickly can come and choose a book while the rest of the class is still working.

Cooler: Telephone

- Choose a book the children are familiar with and play *Telephone* (see Games bank, pages 14–17) using sentences about the story.

Lesson 7 **Functional language**

1 8.3 Listen and answer the questions.



1 Where does the story take place? *In France in the mountains*
2 Who are the main characters? _____
3 What did they pack in their rucksacks? _____
4 How did the weather change? _____
5 Where did they wait? _____
6 What is the moral of the story? _____

Check-up challenge

1 Unscramble the words to complete the sentences.

1 In Ancient China the **reremop** *emperor* ruled the country.
2 A **wans** _____ is a beautiful bird, but it can be dangerous.
3 People who get angry easily have a **dab mertep** _____.
4 If you **letl seli** _____, no one will ever believe you.
5 My sister forgot my birthday, but I decided to **gofervi** _____ her.
6 The emergency services **suerce** _____ people in dangerous situations.
7 Be careful or you may fall and **thur** _____ yourself.
8 I was **sadoshtine** _____ to see her at my party – I thought she was on holiday!

2 Complete the text with the correct form of the verbs.

be buy do get give have not take rain sleep stay

My friends and I are going camping next week. If it [1] *'s* sunny, we [2] *'ll sleep* outside under the stars. But we [3] _____ in our tents if it [4] _____. We [5] _____ more space in the car if we [6] _____ our sleeping bags – but we'll get very cold at night! If my dad [7] _____ me some money, I [8] _____ a football to take with me – we all love sport! And I must remember to pack lots of food. If we [9] _____ a lot of sport, we [10] _____ hungry!

3 What might happen to the characters from *In the shadows*? Think and write sentences with *may (not)*, *might (not)* or *could*.



1 Tyler is running through the forest and Rex is behind him. *Rex might catch him.*
2 Tyler is lost inside an enormous castle. _____
3 Tyler is in a cave and the sea is coming in. _____
4 She's near an island, but the waves are very strong. _____
5 It's dark and difficult for the police to see Maribel. _____
6 Maribel's boat is in a storm, but she hears a police helicopter. _____

What I can do!

Put a tick (✓) or a cross (×).

recognise points of view in a story	☐	use synonyms to vary vocabulary	☐
talk about a possible future situation and its result	☐	write a summary of a story	☐
talk about possible future events	☐	give a talk about a story	☐

In this unit, my favourite activity is: _____.
Something I did well: _____.
Something I could improve: _____.

Check-up challenge

1 Unscramble the words to complete the sentences.

Answers: 1 emperor **2** swan **3** bad temper **4** tell lies **5** forgive **6** rescue **7** hurt **8** astonished

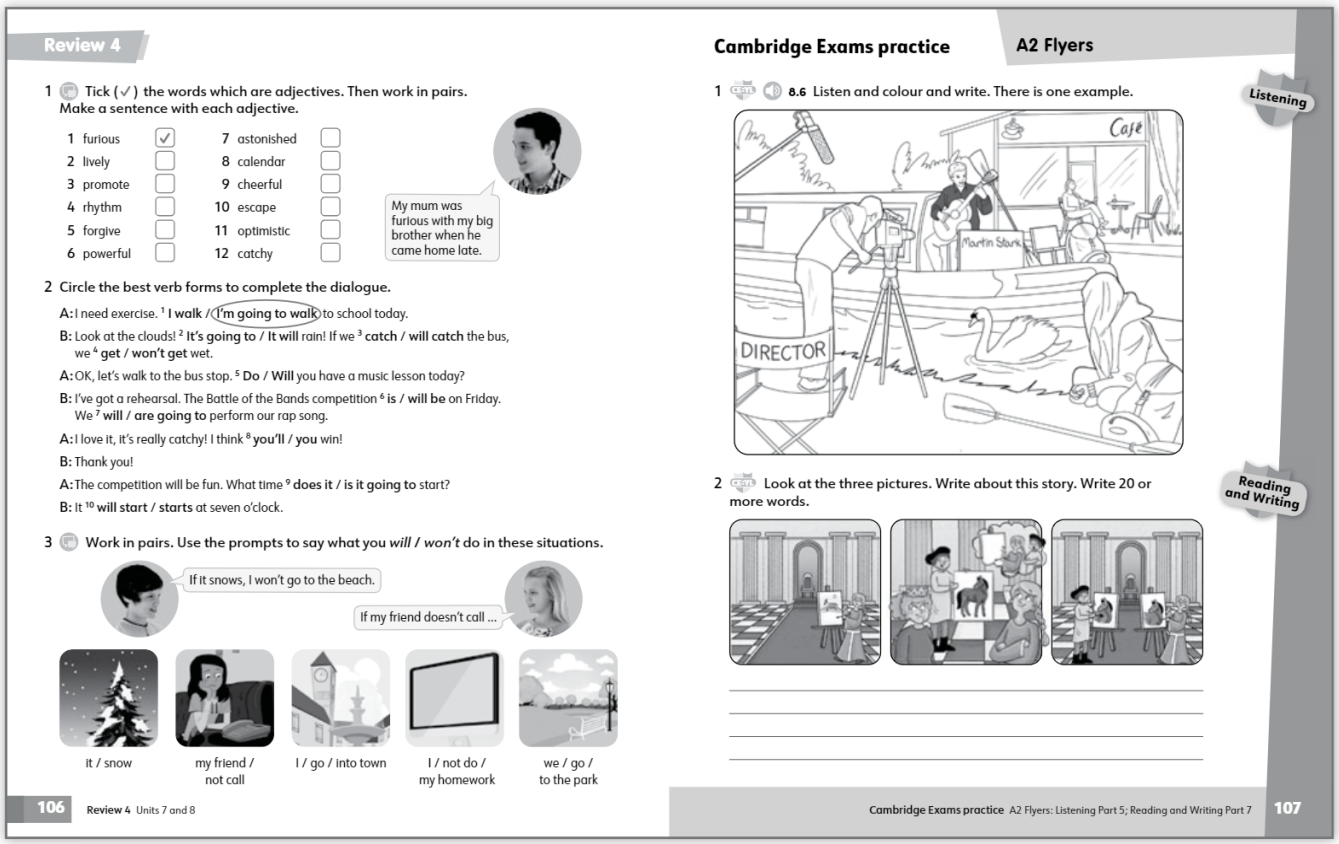
2 Complete the text with the correct form of the verbs.

Answers: 1 's **2** 'll sleep **3** 'll stay **4** rains **5** 'll have **6** don't take **7** gives **8** 'll buy **9** do **10** 'll get

3 What might happen to the characters from *In the shadows*? Think and write sentences with *may* (*not*), *might* (*not*) or *could*.

Answers: Children's own answers.

Pupil's Book pages 106–107



Review 4

1 Tick (✓) the words which are adjectives. Then work in pairs. Make a sentence with each adjective.

1 furious	✓	7 astonished	
2 lively		8 calendar	
3 promote		9 cheerful	
4 rhythm		10 escape	
5 forgive		11 optimistic	
6 powerful		12 catchy	

My mum was furious with my big brother when he came home late.

2 Circle the best verb forms to complete the dialogue.

A: I need exercise. [1] **I walk** / **I'm going to walk** to school today.
B: Look at the clouds! [2] **It's going to** / **It will** rain! If we [3] **catch** / **will catch** the bus, we [4] **get** / **won't get** wet.
A: OK, let's walk to the bus stop. [5] **Do** / **Will** you have a music lesson today?
B: I've got a rehearsal. The Battle of the Bands competition [6] **is** / **will be** on Friday. We [7] **will** / **are going to** perform our rap song.
A: I love it, it's really catchy! I think [8] **you'll** / **you** win!
B: Thank you!
A: The competition will be fun. What time [9] **does it** / **is it going to** start?
B: It [10] **will start** / **starts** at seven o'clock.

3 Work in pairs. Use the prompts to say what you *will* / *won't* do in these situations.

If it snows, I won't go to the beach.
If my friend doesn't call ...

it / snow | my friend / not call | I / go / into town | I / not do / my homework | we / go / to the park

106 Review 4 Units 7 and 8

Cambridge Exams practice A2 Flyers

1 8.6 Listen and colour and write. There is one example.

Listening

2 Look at the three pictures. Write about this story. Write 20 or more words.

Reading and Writing

Cambridge Exams practice A2 Flyers: Listening Part 5; Reading and Writing Part 7 107

Learning objectives: Review Units 7 and 8, A2 Flyers: Listening Part 5; Reading and Writing Part 7

Materials: green, purple and brown coloured pencils or crayons

Warm-up: True or false?

- Play *True or false?* (see Games bank, pages 14–17) with statements about grammar, e.g. *Synonyms are words that have an opposite meaning. Powerful is an adjective. Prefixes go at the end of words.*

1 Tick (✓) the words which are adjectives. Then work in pairs. Make a sentence with each adjective.

- Read out the list of words, pausing after each one for the children say if it is an adjective or not. They tick the words which are adjectives.
- Read out the text in the speech bubble. Have the children work in pairs to make a sentence with each adjective.

Answers: ✓ by: 1, 2, 6, 7, 9, 11, 12
Children's own answers.

2 Circle the best verb forms to complete the dialogue.

- Have the children work in pairs and circle the best verb forms.

Answers: 1 I'm going to walk **2** It's going to **3** catch **4** won't get **5** Do **6** is **7** are going to **8** you'll **9** does it **10** starts

3 Work in pairs. Use the prompts to say what you *will* / *won't* do in these situations.

- The children make first conditional sentences to say what they will or won't do in the situations pictured.
- Have volunteers say their sentences.

1 8.6 Listen and colour and write. There is one example.

This activity helps the children prepare for Part 5 of the Listening paper in the Cambridge English A2 Flyers exam.

- Tell the children that they are going to listen to a man and a girl talking about the picture. They will hear instructions about colouring some things in the picture. They will also have to write two words. Ensure they have green, purple and brown coloured pencils or crayons.
- Play the audio. The children listen and colour the objects and write the words. Check answers as a class.

Audioscript

Listen and look at the picture. There is one example.

Girl: *Look! This is a picture of the musician Martin Stark. He plays folk music. He's making a video!*

Dad: *Oh, yes! Would you like to colour some of the picture?*

Girl: *Sure! Can I colour Martin's shirt?*

Dad: *All right. Make it red!*

Girl: *OK.*

Can you see the red shirt? This is an example. Now you listen and colour and write.

1 ***Girl:*** *What else would you like me to colour?*

Dad: *What about a rucksack? You could colour one of those.*

Girl: *Which one? The one on the boat, next to the chair?*

Dad: *Yes, please.*

Girl: *What colour? How about making it green? Do you agree?*

Dad: *Yes, I do. That's a good idea.*

2 ***Dad:*** *Can you write something here, please?*

Girl: *OK. I hope it isn't a difficult word.*

Dad: *Don't worry. Can you see the sign on the boat?*

Girl: *Yes – it says Martin Stark. What would you like me to write?*

Dad: *Write 'video' – he's making a video.*

Girl: *OK, I can do that.*

Dad: *Thank you!*

3 ***Girl:*** *Can I do some more colouring? I'm enjoying this!*

Dad: *Of course! The director of the video has got a special chair.*

Girl: *What chair? Where?*

Dad: *Look, it's in front of the boat. It says 'director'. Can you see it?*

Girl: *Yes – what colour would you like?*

Dad: *What about purple?*

Girl: *Purple ... that sounds good.*

4 ***Dad:*** *I'd like you to write something else now. We need a name for the café.*

Girl: *OK. That's a good idea.*

Dad: *Can you see the café? There's a woman sitting outside it. Can you see the sign above it? Write the name on the sign.*

Girl: *OK. What would you like to call it?*

Dad: *We'll call it 'Swan Café'. Sometimes there are swans on the canal.*

Girl: *OK. That sounds good. I'll write that now.*

Dad: *Thank you.*

5 ***Dad:*** *Perhaps you should colour one of the paddles before we finish.*

Girl: *OK. Which one? The one that's on the boat?*

Dad: *No – colour the one that's next to the girl. You know, the girl with the rucksack.*

Girl: *OK. What colour?*

Dad: *You've got a brown pencil, I think. Use that one.*

Girl: *OK. Look! I've finished.*

Dad: *Well done!*

Answers: 1 Colour the rucksack on the boat, next to the chair, green. **2** Write VIDEO on the sign on the boat. **3** Colour the director's chair purple. **4** Write SWAN on the café sign. **5** Colour the paddle near the girl with the rucksack brown.

2 Look at the three pictures. Write about this story. Write 20 or more words.

This activity helps the children prepare for Part 7 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

- Ask the children to describe what they see in each picture. Write some ideas on the board.
- Children write a story about the pictures using 20 or more words. Have the children work individually. Then have volunteers read you their stories.

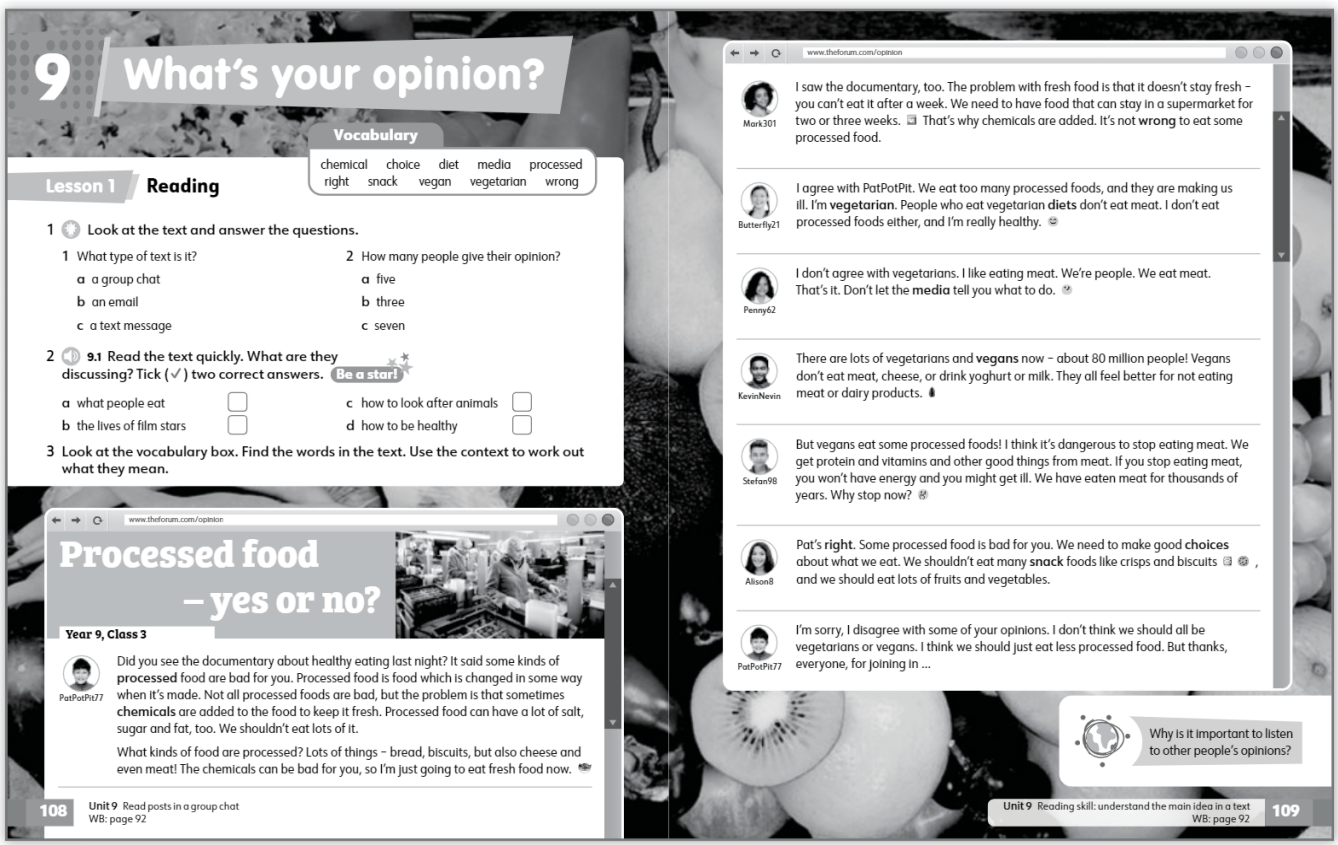
Cooler: Something round and blue ...

- Divide the class into two teams. Say *Something hard and red / soft and purple*, etc. Have them call out an object that matches your description.
- The team that first calls out a suitable object wins a point. The team with the most points wins.

9 What's your opinion?

Lesson 1 Reading

Pupil's Book pages 108–109



***Learning objectives*:** Read posts in a group chat; Reading skill: understand the main idea in a text

***Vocabulary*:** chemical, choice, diet, media, process (processed), right, snack, vegan, vegetarian, wrong

***Resources*:** Vocabulary 1 worksheet

Warm-up: Food review

- Draw two columns on the board with the headings *Healthy* and *Unhealthy*.
- Put the class into teams of three or four and give each team a piece of paper. They copy the headings on the board.
- Give the teams five minutes to write as many food items in the appropriate column as they can.
- Elicit items from the class. A correct item that more than one team has wins one point. If no other team has it, it wins two points. The team with the most points wins.

1 Look at the text and answer the questions.

- Refer children to pages 108–109 and ask *Where can you find this kind of text? (on the internet)*
- Have a volunteer read out the first question. Check understanding of the three options and have the children underline the correct answer.
- Check answers with the class. Elicit how they know that it's a class chat (there are lots of different posts, photos / pictures, emojis, etc).
- Ask *Would you like to take part in a class chat? What would you talk about?* Elicit answers.
- Read out the second question. The children look at the names and pictures to work out how many people there are.

Answers: 1 a **2** c

2 9.1 Read the text quickly. What are they discussing? Tick (✓) two correct answers.

Be a star!

- Give children five minutes to read the text and decide which two options describe what it is about. Encourage them to find and underline information in the text to support their answers.
- Conduct feedback with the class.

Answers: a, d

- Read the text again, asking volunteers to read out each post. Ask the children to write down the name of the app mentioned in the discussion forum and what it is for ('Sugar smart'. It tells you how much sugar is in a product.).

3 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

- Children scan the text to find the words in the vocabulary box. They use the context to work out their meanings.
- Ask them to check their answers in the dictionary on pages 159–160 of the Pupil's Book.
- Read out definitions from the dictionary in the following order: *process (processed), chemical, wrong, vegetarian, diet, media, vegan, right, choice, snack*. The class call out the words. Check and correct pronunciation as necessary.

ESDC

Why is it important to listen to other people's opinions?

This question helps the children recognise that personal behaviour can have a positive impact on others and also helps them behave in a considerate and respectful way in the community.

- Discuss how the children in the group chat shared different opinions about processed food and other ideas about what we should and shouldn't eat. Remind them of the polite language used in the chat, and emphasise that all the children in the chat listened to what the others had to say, and responded to particular points without getting angry or upset. Discuss how even good friends can have different opinions about things without hurting each other's feelings or being unkind about what each other believes. Point out that we can always learn from each other, even when we don't always think the same things.

Possible answers: It's important because people aren't the same – we can all think differently about all kinds of things. Listening to each other politely and respectfully is more important than making each other agree with our own opinions.

Teaching star!

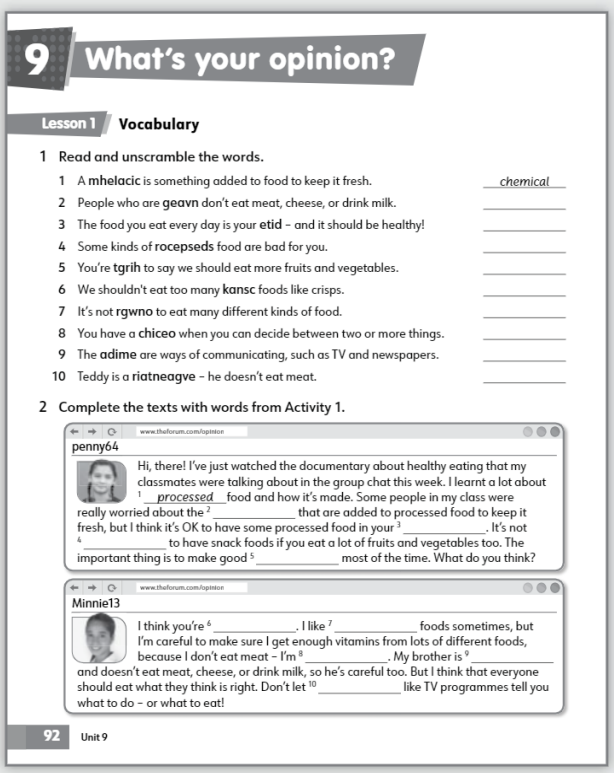
Memorising

- Using words in context is a very effective way of consolidating meaning and learning new vocabulary. Ask the children to choose five of the words in the vocabulary box and write a sentence for each one. Ask volunteers to read their sentences out.
- Encourage the class to write sentences in this way when they are making a note of new vocabulary. This will help them to memorise it.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see Games bank, pages 14–17) with text from the group chat: *Not all processed foods are bad, but the problem is that sometimes chemicals are added to the food to keep it fresh. We need to make good choices about what we eat.*

Workbook page 92



9 What's your opinion?

Lesson 1 Vocabulary

1 Read and unscramble the words.

1 A **mhelacic** is something added to food to keep it fresh. chemical
2 People who are **geavn** don't eat meat, cheese, or drink milk.
3 The food you eat every day is your **etid** – and it should be healthy!
4 Some kinds of **rocepseds** food are bad for you.
5 You're **tgrih** to say we should eat more fruits and vegetables.
6 We shouldn't eat too many **kansc** foods like crisps.
7 It's not **rgwno** to eat many different kinds of food.
8 You have a **chiceo** when you can decide between two or more things.
9 The **adime** are ways of communicating, such as TV and newspapers.
10 Teddy is a **riatneagve** – he doesn't eat meat.

2 Complete the texts with words from Activity 1.

www.theforum.com/opinion
penny64
Hi, there! I've just watched the documentary about healthy eating that my classmates were talking about in the group chat this week. I learnt a lot about [1] processed food and how it's made. Some people in my class were really worried about the [2] _____ that are added to processed food to keep it fresh, but I think it's OK to have some processed food in your [3] _____. It's not [4] _____ to have snack foods if you eat a lot of fruits and vegetables too. The important thing is to make good [5] _____ most of the time. What do you think?

www.theforum.com/opinion
Minnie13
I think you're [6] _____. I like [7] _____ foods sometimes, but I'm careful to make sure I get enough vitamins from lots of different foods, because I don't eat meat – I'm [8] _____. My brother is [9] _____ and doesn't eat meat, cheese, or drink milk, so he's careful too. But I think that everyone should eat what they think is right. Don't let [10] _____ like TV programmes tell you what to do – or what to eat!

92 Unit 9

1 Read and unscramble the words.

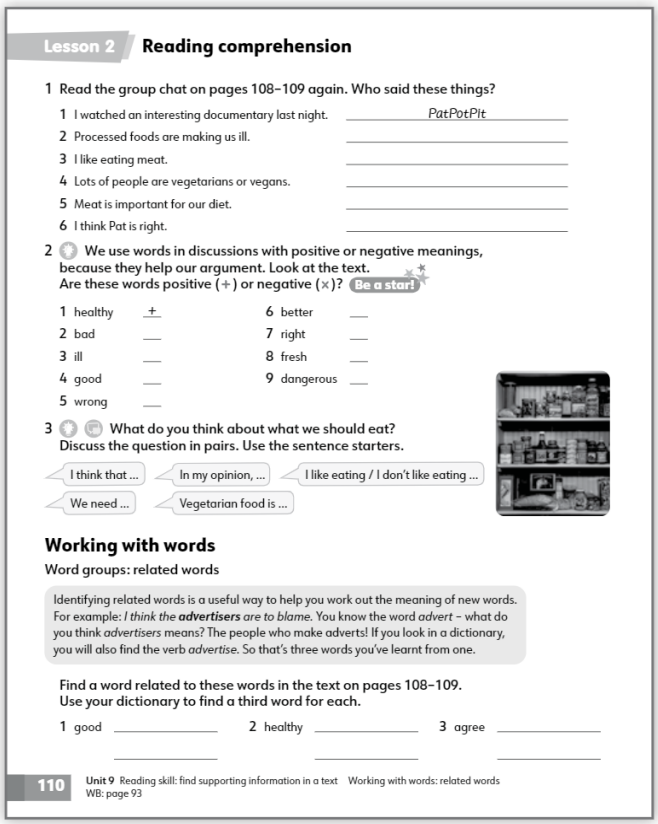
Answers: 1 chemical **2** vegan **3** diet **4** processed **5** right **6** snack **7** wrong **8** choice **9** media **10** vegetarian

2 Complete the texts with words from Activity 1.

Answers: 1 processed **2** chemicals **3** diet **4** wrong **5** choices **6** right **7** snack **8** vegetarian **9** vegan **10** media

Lesson 2 Reading comprehension / Working with words

Pupil's Book pages 110



Lesson 2 **Reading comprehension**

1 Read the group chat on pages 108–109 again. Who said these things?

1 I watched an interesting documentary last night. PatPotPit
2 Processed foods are making us ill. ___
3 I like eating meat. ___
4 Lots of people are vegetarians or vegans. ___
5 Meat is important for our diet. ___
6 I think Pat is right. ___

2 We use words in discussions with positive or negative meanings, because they help our argument. Look at the text. Are these words positive (+) or negative (×)? Be a star!

1 healthy + 6 better ___
2 bad ___ 7 right ___
3 ill ___ 8 fresh ___
4 good ___ 9 dangerous ___
5 wrong ___

3 What do you think about what we should eat? Discuss the question in pairs. Use the sentence starters.

I think that ... | In my opinion, ... | I like eating / I don't like eating ... | We need ... | Vegetarian food is ...

Working with words

Word groups: related words

Identifying related words is a useful way to help you work out the meaning of new words. For example: *I think the* ***advertisers*** *are to blame.* You know the word *advert* – what do you think *advertisers* means? The people who make adverts! If you look in a dictionary, you will also find the verb *advertise*. So that's three words you've learnt from one.

Find a word related to these words in the text on pages 108–109. Use your dictionary to find a third word for each.

1 good ___ 2 healthy ___ 3 agree ___

110 Unit 9 Reading skill: find supporting information in a text Working with words: related words WB: page 93

Learning objectives: Reading skills: find supporting information in a text; Working with words: related words

Resources: Working with words worksheet

Warm-up: Collocations

- Play *Collocations* (see Games bank, pages 14–17) with these expressions from the text in lesson 1:

1 fresh	*a food*
2 processed	*b products*
3 vegetarian	*c foods*
4 stay	*d food*
5 snack	*e diet*
6 dairy	*f fresh*

1 Read the group chat on pages 108–109 again. Who said these things?

- Read out the first sentence and the example answer.
- Have the children underline where in the text PatPotPit77 says this (*Did you see the documentary about healthy eating last night? It said some kinds of processed food are bad for you.*)
- The children read the sentences individually. They look back at the group chat on pages 108–109 and write the name of the person who said each statement. Remind them to underline the information in the text that supports their answers.
- The children compare answers in pairs.
- Check answers as a class, asking the children to say where they found the necessary information in the text.

Answers: 1 PatPotPit **2** Butterfly21 **3** Penny62 **4** KevinNevin **5** Stefan98 **6** Alison8

2 We use words in discussions with positive or negative meanings, because they help our argument. Look at the text. Are these words positive (+) or negative (x)?

Be a star!

- Explain that words in discussions with positive or negative meanings give more information to make our argument stronger.
- Read out the example. Then have the children look at the text, find the words and decide if the remaining words have positive or negative meanings.
- The children check answers in pairs.
- Check answers as a class.

Answers: 1 + **2** x **3** x **4** + **5** x **6** + **7** + **8** + **9** x

3 What do you think about different kinds of eating? Discuss the question in pairs. Use the sentence starters.

- Read out the sentence starters. Divide the class into pairs and have the children discuss different kinds of eating, using a sentence starter.
- Ask for a few volunteers to express their thoughts about different kinds of eating. Remind them to use a sentence starter.

Working with words

Word groups: related words

- Read out the information in the blue box and clarify meaning.

Find a word related to these ones in the text on pages 108–109. Use your dictionary to find a third word for each.

- Read out the three words and clarify meaning if necessary. The children find related words in the text on pages 108–109.
- The children look up the three words in a dictionary and find one more related word.

Answers: 1 better, best **2** unhealthy / health **3** disagree, agreement; Children's own answers.

Teaching star!

Learning skills

- Ask the children to identify what part of speech the words they have written in Working with words are (e.g. noun, verb, adjective).
- Remind them than identifying words in this way, and listing words by type, can help them memorise new vocabulary.
- Encourage them to use a different colour for different parts of speech when they write down new words. Explain that this helps fix the words visually in your memory. They can use the Graphic Grammar colour coding (verb = blue, noun = yellow, adjective = green, adverb = orange).

Cooler: Write sentences

- Divide the class into three groups. Give the children five minutes to write as many sentences as they can with words in the *Working with words* section on page 110.
- Have volunteers write their sentences on the board, then check them as a class.

ESDC

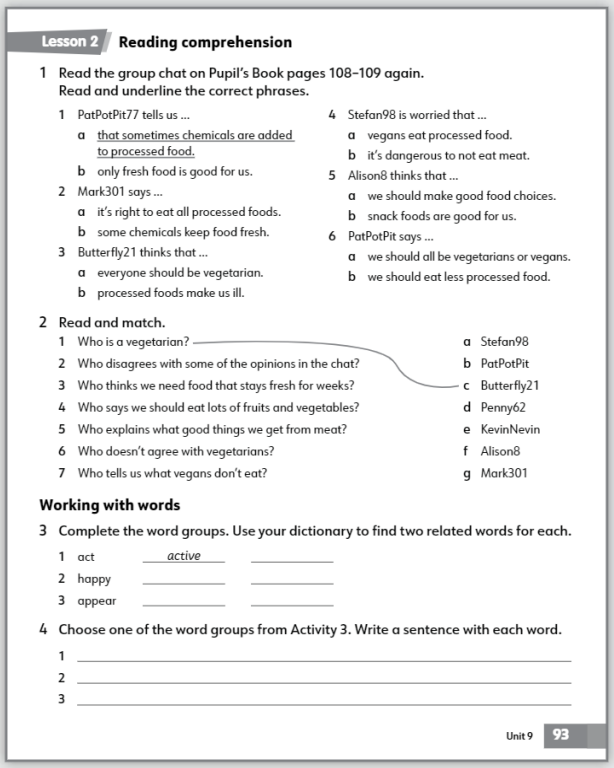
Why is it important to make good choices about what we eat?

Introduce the children to Sustainable Development Goal 3: *Good health and well-being*. Ask: *Why is it important to make good choices about what we eat?* This question helps the children focus their thoughts on the opinions presented in Lesson 1 and apply them to their own lives.

- Have the children recall the group chat on pages 108–109 in their Pupil's Book. Ask if any of the children have had conversations like this with their friends. Discuss how we should be open-minded about different ways people eat, but that we should try to make the best choices we can about what we eat, e.g. avoid most processed food, try to eat lots of fruits and vegetables and avoid wasting food.

Possible answers: Eating food that is good for us most of the time can help us stay healthy. There are times when snacks are OK to eat, but it's best to eat healthy food whenever we can.

Workbook page 93



Lesson 2 **Reading comprehension**

1 **Read the group chat on Pupil's Book pages 108–109 again. Read and underline the correct phrases.**

1 PatPotPit77 tells us ...
- a that sometimes chemicals are added to processed food.
- b only fresh food is good for us.

2 Mark301 says ...
- a it's right to eat all processed foods.
- b some chemicals keep food fresh.

3 Butterfly21 thinks that ...
- a everyone should be vegetarian.
- b processed foods make us ill.

4 Stefan98 is worried that ...
- a vegans eat processed food.
- b it's dangerous to not eat meat.

5 Alison8 thinks that ...
- a we should make good food choices.
- b snack foods are good for us.

6 PatPotPit says ...
- a we should all be vegetarians or vegans.
- b we should eat less processed food.

2 **Read and match.**

1 Who is a vegetarian?	a Stefan98
2 Who disagrees with some of the opinions in the chat?	b PatPotPit
3 Who thinks we need food that stays fresh for weeks?	c Butterfly21
4 Who says we should eat lots of fruits and vegetables?	d Penny62
5 Who explains what good things we get from meat?	e KevinNevin
6 Who doesn't agree with vegetarians?	f Alison8
7 Who tells us what vegans don't eat?	g Mark301

Working with words

3 **Complete the word groups. Use your dictionary to find two related words for each.**

1 act	*active*		
2 happy			
3 appear			

4 **Choose one of the word groups from Activity 3. Write a sentence with each word.**

1 _____
2 _____
3 _____

Unit 9 93

1 Read the group chat text on Pupil's Book pages 108–109. Read and underline the correct phrases.

Answers: 1 a **2** b **3** b **4** b **5** a **6** b

2 Read and match.

Answers: 1 c **2** b **3** g **4** f **5** a **6** d **7** e

3 Complete the word groups. Use your dictionary to find two related words for each.

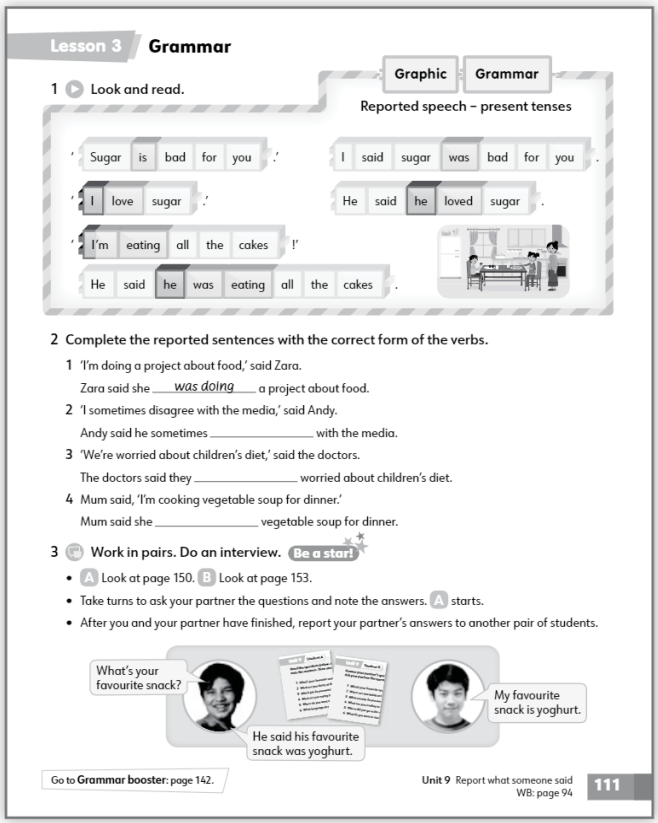
Suggested answers: act–active–action; happy–unhappy–happiness; appear–disappear–appearance

4 Choose one of the word groups from Activity 3. Write a sentence with each word.

Answers: Children's own answers.

Lesson 3 Grammar

Pupil's Book page 111


Lesson 3 Grammar

1 Look and read.

Graphic Grammar

Reported speech – present tenses

'Sugar is bad for you.' I said sugar was bad for you.

'I love sugar.' He said he loved sugar.

'I'm eating all the cakes!' He said he was eating all the cakes.

2 Complete the reported sentences with the correct form of the verbs.

1 'I'm doing a project about food,' said Zara.
Zara said she was doing a project about food.
2 'I sometimes disagree with the media,' said Andy.
Andy said he sometimes _____ with the media.
3 'We're worried about children's diet,' said the doctors.
The doctors said they _____ worried about children's diet.
4 Mum said, 'I'm cooking vegetable soup for dinner.'
Mum said she _____ vegetable soup for dinner.

3 Work in pairs. Do an interview. Be a star!

- A Look at page 150. B Look at page 153.
- Take turns to ask your partner the questions and note the answers. A starts.
- After you and your partner have finished, report your partner's answers to another pair of students.

What's your favourite snack?

My favourite snack is yoghurt.

He said his favourite snack was yoghurt.

Go to Grammar booster: page 142.

Unit 9 Report what someone said WB: page 94

111

***Learning objectives*:** Report what someone said

***Grammar*:** Reported speech – present tenses

Review vocabulary: giving opinions

***Resources*:** Graphic Grammar video; Grammar 1 worksheet

***Materials*:** pictures of famous people (optional)

Warm-up: Tense review

- Say *go* to elicit *went*. Then say *are eating* to elicit *were eating*. Continue prompting with the present simple and the present continuous of a range of verbs to elicit the corresponding past tense.

1 Look and read.

- Refer the children to the picture in the *Graphic Grammar* box. Ask *Where are they? (in the kitchen) What's the boy doing? (He's eating cakes.)*
- Read out the pairs of sentences and elicit which in each pair is direct speech and which is reported speech.
- Refer the children to the blue boxes in the sentences and elicit the tense of each verb.
- Elicit the difference between direct speech (what the person actually said, shown in speech marks) and reported speech (when we're told what someone said). Ask how the tenses differ. Confirm and write on the board: *present simple → past simple; present continuous → past continuous*.
- Draw attention to the purple boxes and explain that the pronoun sometimes needs to change too in reported speech.
- Have the children look back at the reading texts on pages 108–109 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If you have access to the class video, refer the children to the pictures in the Pupil's Book first and ask them what they can see. Ask *Does the boy look happy? Do you think he likes sugar? Does his sister look happy? Why? / Why not?*
- Play the video. Ask *Who is reporting what the boy says? Then continue as above, from the third point.*
- Play the video again and have the children repeat the sentences.

2 Complete the reported sentences with the correct form of the verbs.

- Have children identify the sentences that have speech marks. Ask *Are these sentences in direct or reported speech?* (*direct speech*)
- Look at the example with the class. Elicit what has happened to the verb (present continuous has changed to past continuous) and the pronoun ('I' has changed to 'she').
- Have the children complete the reported speech sentences.
- Check answers as a class.

Answers: 1 was doing **2** disagreed **3** were **4** was cooking

Teaching star!

Imagining

- To consolidate reported speech in a fun and memorable way, stick pictures of famous people on the board. Draw a big speech bubble next to each picture.
- Have volunteers come to the board and write a sentence in the speech bubble. The children report what the famous person said.

3 Work in pairs. Do an interview.

Be a star!

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 150 and have Student B turn to page 153.
- Read out the instructions and the example dialogue so the children understand how to play the game. The children take turns asking and answering each other questions and noting the answers.
- After they have finished, they report each other's answers to another pair of students.
- Allow time for the children to complete the game.

Grammar booster

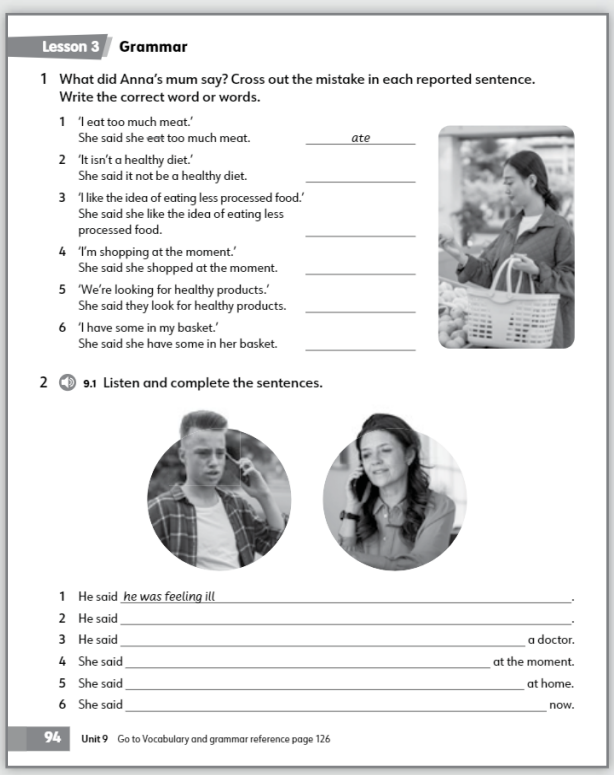
Ask the children to turn to page 142 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 1 was doing research for a project about healthy eating. **2** was worried about processed food. **3** loved cooking and eating great food. **4** he wanted to study science and health at university. **5** said he enjoyed learning how science helps us to be healthy.

Cooler: Telephone

- Play *Telephone* (see Games bank, pages 14–17) using a mixture of direct speech and reported speech sentences from the lesson.

Workbook page 94



Lesson 3 Grammar

1 What did Anna's mum say? Cross out the mistake in each reported sentence. Write the correct word or words.

1 'I eat too much meat.' She said she eat too much meat. *ate*
2 'It isn't a healthy diet.' She said it not be a healthy diet. _____
3 'I like the idea of eating less processed food.' She said she like the idea of eating less processed food. _____
4 'I'm shopping at the moment.' She said she shopped at the moment. _____
5 'We're looking for healthy products.' She said they look for healthy products. _____
6 'I have some in my basket.' She said she have some in her basket. _____

2 9.1 Listen and complete the sentences.

1 He said *he was feeling ill*.
2 He said _____.
3 He said _____ a doctor.
4 She said _____ at the moment.
5 She said _____ at home.
6 She said _____ now.

94 Unit 9 Go to Vocabulary and grammar reference page 126

Grammar reference:

Remind the children that they can refer to the grammar reference on page 126 while completing these Workbook activities.

1 What did Anna's mum say? Cross out the mistake in each reported sentence. Write the correct word or words.

Answers: 1 ~~eat~~, ate **2** ~~not be~~, wasn't **3** ~~like~~, liked **4** ~~shopped~~, was shopping **5** ~~look~~, were looking **6** ~~have~~, had

2 9.1 Listen and complete the sentences.

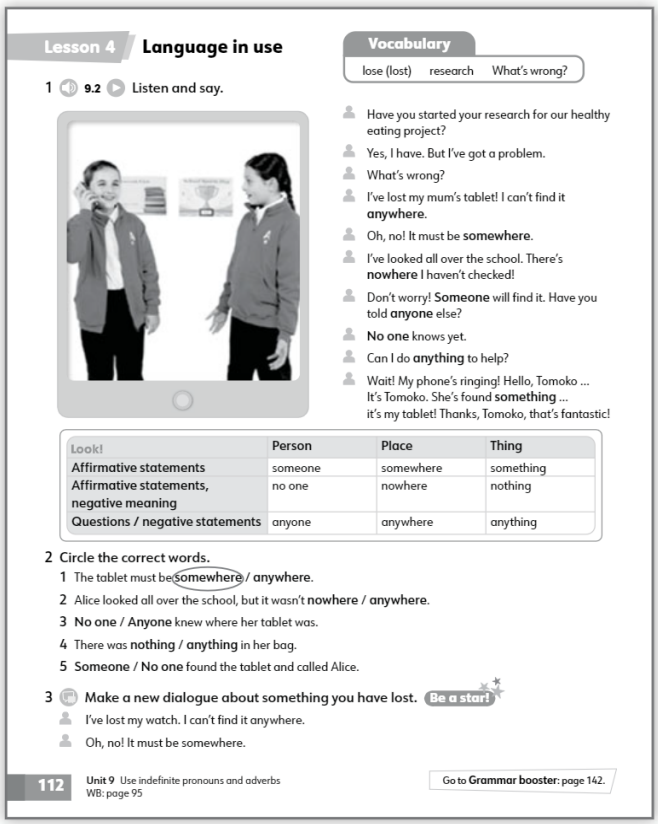
Audioscript

Boy: *Mum, I'm feeling ill.*
I'm tired.
I want to see a doctor.
Woman: *I'm not working at the moment.*
I'm doing a class at home.
I'm coming to pick you up now.

Answers: 1 He said (that) he was feeling ill.
2 He said (that) he was tired.
3 He said (that) he wanted to see
4 She said (that) she wasn't working
5 She said (that) she was doing a class
6 She said (that) she was coming to pick him up

Lesson 4 Language in use

Pupil's Book page 112



Lesson 4 Language in use

Vocabulary: lose (lost) research What's wrong?

1 9.2 Listen and say.

Have you started your research for our healthy eating project?
Yes, I have. But I've got a problem.
What's wrong?
I've lost my mum's tablet! I can't find it **anywhere**.
Oh, no! It must be **somewhere**.
I've looked all over the school. There's **nowhere** I haven't checked!
Don't worry! **Someone** will find it. Have you told **anyone** else?
No one knows yet.
Can I do **anything** to help?
Wait! My phone's ringing! Hello, Tomoko ... It's Tomoko. She's found **something** ... it's my tablet! Thanks, Tomoko, that's fantastic!

Look!	Person	Place	Thing
Affirmative statements	someone	somewhere	something
Affirmative statements, negative meaning	no one	nowhere	nothing
Questions / negative statements	anyone	anywhere	anything

2 Circle the correct words.
1 The tablet must be somewhere / anywhere.
2 Alice looked all over the school, but it wasn't nowhere / anywhere.
3 No one / Anyone knew where her tablet was.
4 There was nothing / anything in her bag.
5 Someone / No one found the tablet and called Alice.

3 Make a new dialogue about something you have lost. Be a star!
I've lost my watch. I can't find it anywhere.
Oh, no! It must be somewhere.

112 Unit 9 Use indefinite pronouns and adverbs WB: page 95

Go to Grammar booster: page 142.

Learning objectives: Use indefinite pronouns and adverbs

Vocabulary: lose (lost), research, What's wrong?

Resources: Language in use video; Grammar 2 worksheet

Materials: a bag containing an eraser, a pencil, a pencil sharpener and a pen

Warm-up: Riddle

- Hold up a bag with an eraser in it. Say *This bag has something in it. Guess what it is. It's something small and soft. Everybody uses it at school. You can delete anything written with a pencil with it. What is it?* (*an eraser*) Repeat with pencil, pencil sharpener and pen (or other small items that will fit in a bag).

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, pages 159–160). Elicit a definition for the words.
- The children check the definitions in the dictionary on pages 159–160.

1 9.2 Listen and say.

- Refer the children to the photo of the girls. Ask *Who are they? (Alice and Sophia) Where are they? (at school)*
- Write on the board: *She lost her mum's smartphone. Her friend Tomoko found it.*
- Play the audio and have the children listen to the dialogue. They say if the sentences on the board are true or false (the first sentence is false – she lost her mum's tablet; the second sentence is true).
- Divide the class into two groups. Play the audio again. Have each group read a part of the dialogue. Then have the groups switch roles.

- If you have access to the class video, play the video and follow the procedure above.
- Play the video again and have the children repeat, copying all intonation and body language as closely as possible.

2 Circle the correct words.

- Refer the children to the *Look!* box. Have them find the sentences in the dialogue that have these words.
- Ask a child to read out the first sentence. Ask *Is this sentence affirmative or negative?* (*affirmative*)
- Have the children circle the correct word (*somewhere*).
- The children complete the activity individually, referring to the *Look!* box as necessary.
- Check answers as a class, asking the children to give reasons for their answers using the information in the *Look!* box.

Answers: 1 somewhere **2** anywhere **3** No one **4** nothing **5** Someone

Teaching star!

Learning styles

- Do an activity to help 'musical' learners (those who learn better by using rhythm or song) consolidate indefinite pronouns and adverbs.
- Agree actions for person, place, thing (*-one*, *-where*, *-thing* words).
- Then write the following chant on the board. Chant it together, doing the appropriate action for each indefinite word.
  Is there anywhere to go and anyone to see and anything to do?
  No!
  So there's nowhere to go and no one to see and nothing to do.
  Yes!
  We'll find somewhere to go and someone to see and something to do.
  Yes!

3 Make a new dialogue about something you have lost.

Be a star!

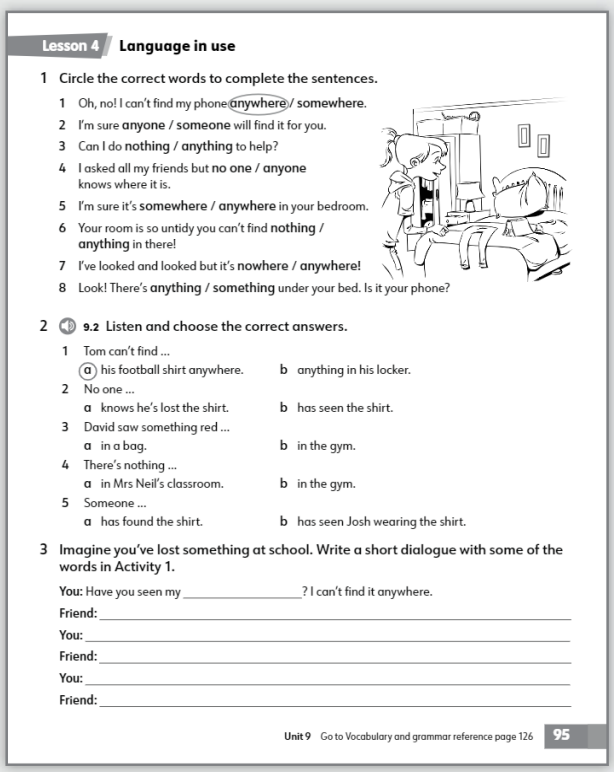
- Have two volunteers read out the example dialogue.
- The children work in pairs and make a new dialogue about something they have lost, using the dialogue in Activity 1 as a model. Circulate, monitor and help as necessary.
- Have volunteers come to the front and act out their dialogues.

Grammar booster

For additional practice, ask the children to turn to page 142 of their Pupil's Book to complete Activities 2 and 3. Alternatively, you may wish to have the children complete this activity at home.

Answers: 2 1 anywhere 2 someone 3 nothing 4 anyone 5 No one 6 something; **3** 1 No one 2 nothing 3 everyone 4 somewhere 5 anywhere 6 Everything 7 anyone 8 Someone

Workbook page 95



Lesson 4 **Language in use**

1 Circle the correct words to complete the sentences.

1 Oh, no! I can't find my phone anywhere / somewhere.
2 I'm sure anyone / someone will find it for you.
3 Can I do nothing / anything to help?
4 I asked all my friends but no one / anyone knows where it is.
5 I'm sure it's somewhere / anywhere in your bedroom.
6 Your room is so untidy you can't find nothing / anything in there!
7 I've looked and looked but it's nowhere / anywhere!
8 Look! There's anything / something under your bed. Is it your phone?

2 9.2 Listen and choose the correct answers.

1 Tom can't find ...
a his football shirt anywhere. b anything in his locker.
2 No one ...
a knows he's lost the shirt. b has seen the shirt.
3 David saw something red ...
a in a bag. b in the gym.
4 There's nothing ...
a in Mrs Neil's classroom. b in the gym.
5 Someone ...
a has found the shirt. b has seen Josh wearing the shirt.

3 Imagine you've lost something at school. Write a short dialogue with some of the words in Activity 1.

You: Have you seen my _____? I can't find it anywhere.
Friend: _____
You: _____
Friend: _____
You: _____
Friend: _____

Unit 9 Go to Vocabulary and grammar reference page 126 95

Grammar reference:

Remind the children that they can refer to the grammar reference on page 126 while completing these Workbook activities.

Cooler: Give me a sentence

- Call out a word from the *Look!* box and have the children give you a sentence with that word (e.g. *Nowhere! There's nowhere to go in our town. Something! I've lost something. No one! No one likes people who tell lies.*).

1 Circle the correct words to complete the sentences.

Answers: 1 anywhere **2** someone **3** anything **4** no one **5** somewhere **6** anything **7** nowhere **8** something

2 9.2 Listen and choose the correct answers.

Audioscript

Boy 1: *Hello, Tom. What's wrong?*
Boy 2: *Hi, David. I've lost my football shirt. I can't find it anywhere.*
Boy 1: *Have you looked in your locker yet? Is there anything in there?*
Boy 2: *No, there's nothing in my locker. It's empty.*
Boy 1: *It must be somewhere. Does anyone else know you've lost it?*
Boy 2: *Yes, but no one has seen it. I asked everyone to check their bags too.*
Boy 1: *Is it red? I think I saw something red in the gym.*
Boy 2: *OK. Let's go and see.*
Boy 1: *Oh no. There's nothing here. I can't see it anywhere.*
Boy 2: *Look, there's Josh.*
Boy 3: *Hi guys! Someone has found your football shirt – Mrs Neil has got it.*
Boy 2: *Ah – thanks Josh – that's great news!*

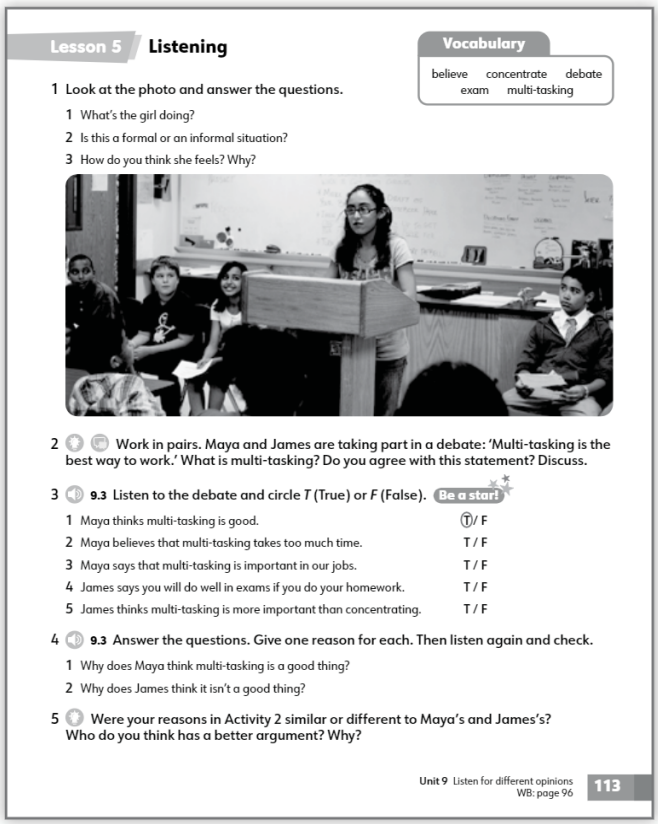
Answers: 1 a **2** b **3** b **4** b **5** a

3 Imagine you've lost something at school. Write a short dialogue with some of the words in Activity 1.

Answers: Children's own answers.

Lesson 5 Listening

Pupil's Book page 113



Lesson 5 Listening

Vocabulary: believe concentrate debate exam multi-tasking

1 Look at the photo and answer the questions.
1 What's the girl doing?
2 Is this a formal or an informal situation?
3 How do you think she feels? Why?

2 Work in pairs. Maya and James are taking part in a debate: 'Multi-tasking is the best way to work.' What is multi-tasking? Do you agree with this statement? Discuss.

3 9.3 Listen to the debate and circle *T* (True) or *F* (False). Be a star!
1 Maya thinks multi-tasking is good. T / F
2 Maya believes that multi-tasking takes too much time. T / F
3 Maya says that multi-tasking is important in our jobs. T / F
4 James says you will do well in exams if you do your homework. T / F
5 James thinks multi-tasking is more important than concentrating. T / F

4 9.3 Answer the questions. Give one reason for each. Then listen again and check.
1 Why does Maya think multi-tasking is a good thing?
2 Why does James think it isn't a good thing?

5 Were your reasons in Activity 2 similar or different to Maya's and James's? Who do you think has a better argument? Why?

Unit 9 Listen for different opinions WB: page 96 113

Learning objectives: Listen for different opinions

Vocabulary: believe, concentrate, debate, exam, multi-tasking

Warm-up: Make words

- Play *Make words* (see Games bank, pages 14–17) with words or phases for giving opinions, e.g. *I totally agree! I don't agree! I'm not sure.* You will need two sets of alphabet cards for each group, to allow for letters being needed more than once in a phrase.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book dictionary, pages 159–160). Elicit a definition for the words.
- The children check the definitions in the dictionary.

1 Look at the photo and answer the questions.

- Refer the children to the photo of the girl.
- Read out the questions in and elicit answers. Encourage the children to give reasons for their answers.

Answers: 1 speaking (to a lot of people) **2** formal **3** Children's own answers.

2 Work in pairs. Maya and James are taking part in a debate: 'Multi-tasking is the best way to work.' What is multi-tasking? Do you agree with this statement? Discuss.

- Elicit the meaning of *debate*. Elicit or explain that multi-tasking is when someone does several activities at the same time (e.g. texting and talking).
- Write *advantages* and *disadvantages* on the board. In pairs children think of some advantages and disadvantages of multi-tasking. Give them five minutes to do this, then write their answers on the board under the corresponding heading (e.g. advantages: saves time, useful skill, stops you getting bored; disadvantages: may be stressful, hard to concentrate, poor results).
- Have the children work in small groups and discuss whether multi-tasking is the best way to work.
- Conduct feedback with the class..

3 9.3 Listen to the debate and circle *T* (True) or *F* (False).

- Tell the children that they are going to listen to a debate about multi-tasking.
- Read out the sentences in Activity 3 and have the children underline key words.
- Play the audio. The children listen and circle *T* or *F*.
- The children check answers in pairs.
- Play the audio again if necessary. Check answers as a class.

Audioscript

Teacher: *Today pupils will debate the motion, 'Multi-tasking is the best way to work.' Our first speaker is Maya.*

Maya: *I believe that multi-tasking is the best way to work. I think that we can do our homework and listen to music, surf the net or use an app at the same time.*
Firstly, doing one thing at a time takes up too much of our time – it takes us longer to do all the things we need to do. By multi-tasking, we can make better use of our time and get more done.
Secondly, multi-tasking is a useful skill in the twenty-first century. At work, people look at a screen, talk on the phone and type notes at the same time. At school, we listen to the teacher and take notes at the same time.
If you can multi-task, you will be better at your job.
Finally, I think that multi-tasking is more fun. It might take you longer to finish your homework, but you will enjoy doing it more, which is important. I hope you agree with me. Thank you for listening.

Teacher: *Thank you, Maya. Our next speaker is James.*

James: *Is multi-tasking the best way to work? I say no! We can use our phones and screens any time we want. But we should turn them off when we're doing our homework because we need to concentrate.*
I like getting texts from friends and watching football matches online, but these activities aren't as important as homework. Doing our homework helps us do well in exams ... which helps us get good jobs!
Maya said that multi-tasking was more fun. But it's impossible to concentrate on your homework if you do this. Imagine you're doing a difficult maths problem and you get a text – ping! Suddenly, you stop concentrating. You might make mistakes, and it will take you longer to finish your work. I believe it's much better to do your homework first and then do other activities when you've finished.
I agree that we need to learn to multi-task for our jobs – but learning to concentrate is more important. So, I disagree that multi-tasking is the best way to work – it isn't! Thank you.

Answers: 1 T **2** F **3** T **4** T **5** F

4 9.3 Answer the questions. Give one reason for each. Then listen again and check.

- Read out the two questions and elicit reasons.
- Play the audio again. The children listen and check.

Answers: Maya: we make better use of our time and get more done / it's a useful 21st century skill / it's fun
James: you can't concentrate / you make mistakes with your homework / it takes longer to finish homework

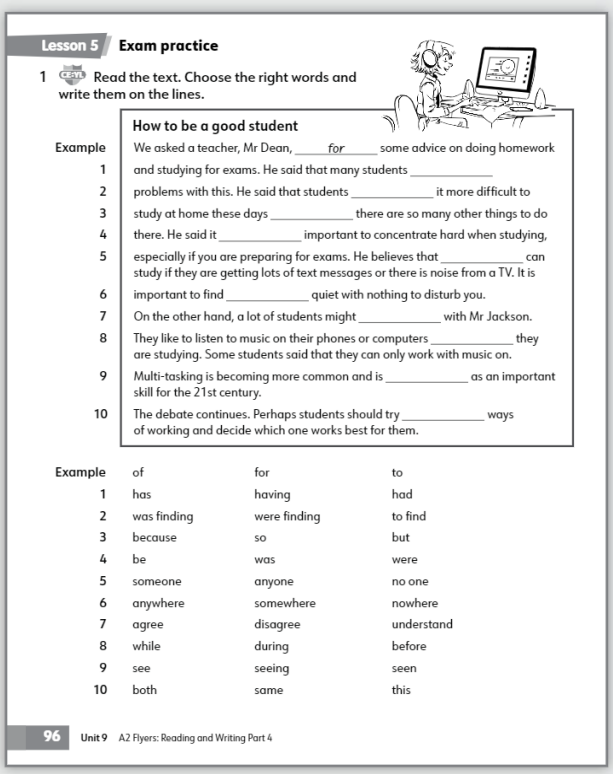
5 Were your reasons in Activity 2 similar or different to Maya's and James's? Who do you think has a better argument? Why?

- Remind children of their ideas in Activity 2 and elicit whether any of these were similar to what Maya and James said.
- Have the children work in pairs to discuss who they agree with more, Maya or James.
- Ask volunteers to report what they discussed. Have a class vote on who had a better argument, Maya or James.

Cooler: Vocabulary ping pong

- Play *Vocabulary ping pong* (see Games bank, pages 14–17) with the topic of healthy eating.

Workbook page 95



Lesson 5 **Exam practice**

1 CE:YL Read the text. Choose the right words and write them on the lines.

How to be a good student

Example We asked a teacher, Mr Dean, ____*for*____ some advice on doing homework
1 and studying for exams. He said that many students _____
2 problems with this. He said that students _____ it more difficult to
3 study at home these days _____ there are so many other things to do
4 there. He said it _____ important to concentrate hard when studying,
5 especially if you are preparing for exams. He believes that _____ can study if they are getting lots of text messages or there is noise from a TV. It is
6 important to find _____ quiet with nothing to disturb you.
7 On the other hand, a lot of students might _____ with Mr Jackson.
8 They like to listen to music on their phones or computers _____ they are studying. Some students said that they can only work with music on.
9 Multi-tasking is becoming more common and is _____ as an important skill for the 21st century.
10 The debate continues. Perhaps students should try _____ ways of working and decide which one works best for them.

Example	of	for	to
1	has	having	had
2	was finding	were finding	to find
3	because	so	but
4	be	was	were
5	someone	anyone	no one
6	anywhere	somewhere	nowhere
7	agree	disagree	understand
8	while	during	before
9	see	seeing	seen
10	both	same	this

96 Unit 9 A2 Flyers: Reading and Writing Part 4

1 CE:YL Read the text. Choose the right words and write them on the lines.

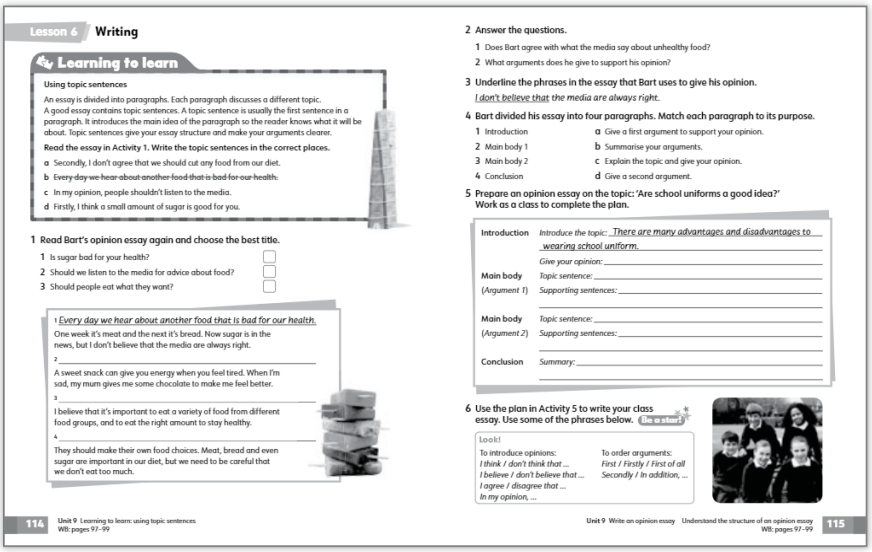
This activity helps the children prepare for Part 4 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

- Have the children read the text once without looking at the suggested words.
- Then have them look at the words and complete the text by writing the right words on the lines.

Answers: 1 had **2** were finding **3** because **4** was **5** no one **6** somewhere **7** disagree **8** while **9** seen **10** both

Lesson 6 Writing / Learning to learn

Pupil's Book page 114–115



Lesson 6 Writing

Learning to learn

Using topic sentences

An essay is divided into paragraphs. Each paragraph discusses a different topic. A good essay contains topic sentences. A topic sentence is usually the first sentence in a paragraph. It introduces the main idea of the paragraph so the reader knows what it will be about. Topic sentences give your essay structure and make your arguments clearer.

Read the essay in Activity 1. Write the topic sentences in the correct places.

a Secondly, I don't agree that we should cut any food from our diet.
b Every day we hear about another food that is bad for our health.
c In my opinion, people shouldn't listen to the media.
d Firstly, I think a small amount of sugar is good for you.

1 Read Bart's opinion essay again and choose the best title.

1 Is sugar bad for your health? ☐
2 Should we listen to the media for advice about food? ☐
3 Should people eat what they want? ☐

1 Every day we hear about another food that is bad for our health.
One week it's meat and the next it's bread. Now sugar is in the news, but I don't believe that the media are always right.
2 ___
A sweet snack can give you energy when you feel tired. When I'm sad, my mum gives me some chocolate to make me feel better.
3 ___
I believe that it's important to eat a variety of food from different food groups, and to eat the right amount to stay healthy.
4 ___
They should make their own food choices. Meat, bread and even sugar are important in our diet, but we need to be careful that we don't eat too much.

2 Answer the questions.

1 Does Bart agree with what the media say about unhealthy food?
2 What arguments does he give to support his opinion?

3 Underline the phrases in the essay that Bart uses to give his opinion.

I don't believe that the media are always right.

4 Bart divided his essay into four paragraphs. Match each paragraph to its purpose.

1 Introduction — a Give a first argument to support your opinion.
2 Main body 1 — b Summarise your arguments.
3 Main body 2 — c Explain the topic and give your opinion.
4 Conclusion — d Give a second argument.

5 Prepare an opinion essay on the topic: 'Are school uniforms a good idea?' Work as a class to complete the plan.

Introduction — Introduce the topic: There are many advantages and disadvantages to wearing school uniform.
Give your opinion: ___
Main body (Argument 1) — Topic sentence: ___ Supporting sentences: ___
Main body (Argument 2) — Topic sentence: ___ Supporting sentences: ___
Conclusion — Summary: ___

6 Use the plan in Activity 5 to write your class essay. Use some of the phrases below. Be a star!

Look!
To introduce opinions: I think / don't think that ... / I believe / don't believe that ... / I agree / disagree that ... / In my opinion, ...
To order arguments: First / Firstly / First of all / Secondly / In addition, ...

114 Unit 9 Learning to learn: using topic sentences WB: pages 97–99

Unit 9 Write an opinion essay Understand the structure of an opinion essay WB: pages 97–99 115

***Learning objectives*:** Learning to learn: using topic sentences; Write an opinion essay; Understand the structure of an opinion essay

Learning to learn

Using topic sentences

- Read out the information in the *Learning to learn* box.
- Ask *What does a topic sentence do?* Elicit answers.

Read the essay in Activity 1. Write the topic sentences in the correct places.

- Read out the first paragraph of the essay in Activity 1 and draw the children's attention to the example answer. Then have the children read the rest of the essay individually.
- They write the topic sentences in the correct place to complete the essay.
- Check answers as a class.

Answers: 1 b **2** d **3** a **4** c

1 Read Bart's opinion essay again and choose the best title.

- Have volunteers read out the three titles.
- Elicit the best title and ask children to explain why.

Answer: 2

2 Answer the questions.

- The children read the essay again and answer the questions.
- Check answers as a class.

Answers: 1 No. **2** I don't believe the media are always right. A sweet snack can give you energy when you feel tired. I believe it's important to eat a variety of food from different food groups.

3 Underline the phrases that Bart uses to give his opinion.

- Read out the example and then elicit other phrases used to give an opinion (*In my opinion*, *I think*, *etc*).
- The children underline Bart's opinion phrases. Elicit answers.

Answers: I don't believe that, I think, I don't agree, I believe, In my opinion

4 Bart divided his essay into four paragraphs. Match each paragraph to its purpose.

- The children match each paragraph to its purpose. Elicit answers.

Answers: 1 c **2** a **3** d **4** b

5 Prepare an opinion essay on the topic: 'Are school uniforms a good idea?' Work as a class to complete the plan.

- As a class, complete the plan on the board. Leave it on the board for reference.

Answers: Children's own answers.

6 Use the plan in Activity 5 to write your class essay. Use some of the phrases below.

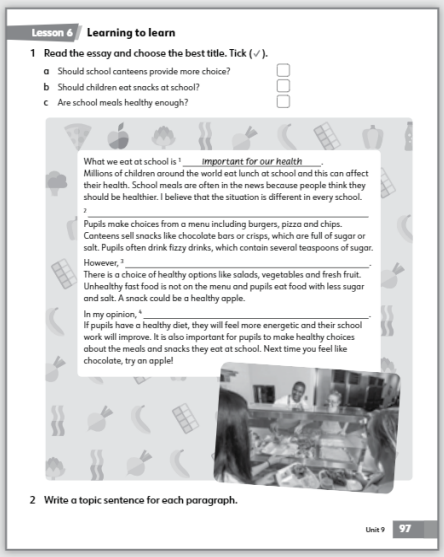
Be a star!

- Read out the phrases in the *Look!* box. Encourage children to use them in their essay.
- The children write their essay in pairs using the plan on the board.

Suggested answer: There are many advantages and disadvantages to wearing school uniform. I think it is a good idea to wear a uniform to school.
Firstly, when you wear a uniform, you don't have to worry about what to wear every day. You save time thinking about what to wear. Also, you can be sure you are wearing the right clothes for different school activities.

Secondly, wearing a uniform makes you feel that you are part of a group. In addition, we can recognise other pupils when we're not at school because each school has a different uniform.
In my opinion, it is a good idea to wear a uniform because it's comfortable, it saves you time in the morning and it makes you feel you are part of a group.

Workbook pages 97–99


Lesson 6 Learning to learn

1 Read the essay and choose the best title. Tick (✓).

a Should school canteens provide more choice?
b Should children eat snacks at school?
c Are school meals healthy enough?

What we eat at school is [1] ___important for our health___.
Millions of children around the world eat lunch at school and this can affect their health. School meals are often in the news because people think they should be healthier. I believe that the situation is different in every school.
[2] _____
Pupils make choices from a menu including burgers, pizza and chips. Canteens sell snacks like chocolate bars or crisps, which are full of sugar or salt. Pupils often drink fizzy drinks, which contain several teaspoons of sugar.
However, [3] _____.
There is a choice of healthy options like salads, vegetables and fresh fruit. Unhealthy fast food is not on the menu and pupils eat food with less sugar and salt. A snack could be a healthy apple.
In my opinion, [4] _____.
If pupils have a healthy diet, they will feel more energetic and their school work will improve. It is also important for pupils to make healthy choices about the meals and snacks they eat at school. Next time you feel like chocolate, try an apple!

2 Write a topic sentence for each paragraph.

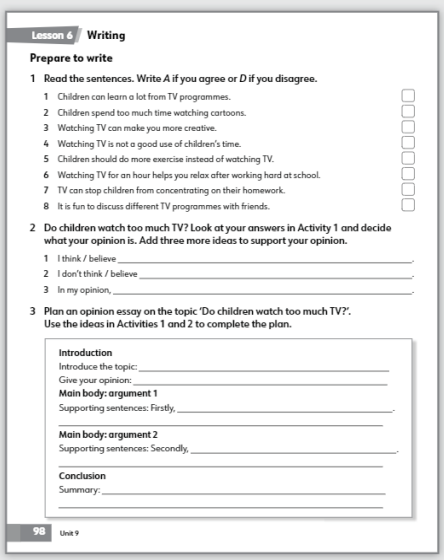
Unit 9 97

1 Read the essay and choose the best title. Tick (✓).

Answer: c

2 Write a topic sentence for each paragraph.

Suggested answers: 1 important for our health. **2** The meals in some school canteens are not very healthy. **3** some schools offer more healthy food. **4** schools should give healthy food choices / offer healthy food.


Lesson 6 Writing

Prepare to write

1 Read the sentences. Write *A* if you agree or *D* if you disagree.

1 Children can learn a lot from TV programmes.
2 Children spend too much time watching cartoons.
3 Watching TV can make you more creative.
4 Watching TV is not a good use of children's time.
5 Children should do more exercise instead of watching TV.
6 Watching TV for an hour helps you relax after working hard at school.
7 TV can stop children from concentrating on their homework.
8 It is fun to discuss different TV programmes with friends.

2 Do children watch too much TV? Look at your answers in Activity 1 and decide what your opinion is. Add three more ideas to support your opinion.

1 I think / believe _____.
2 I don't think / believe _____.
3 In my opinion, _____.

3 Plan an opinion essay on the topic 'Do children watch too much TV?'. Use the ideas in Activities 1 and 2 to complete the plan.

Introduction
Introduce the topic: _____
Give your opinion: _____
Main body: argument 1
Supporting sentences: Firstly, _____.
_____
Main body: argument 2
Supporting sentences: Secondly, _____.
_____
Conclusion
Summary: _____
_____

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Prepare to write

1 Read the sentences. Write *A* if you agree or *D* if you disagree.

- The children read the sentences and write A or D.

Answers: Children's own answers.

2 Do children watch too much TV? Look at your answers in Activity 1 and decide what your opinion is. Add three more ideas to support your opinion.

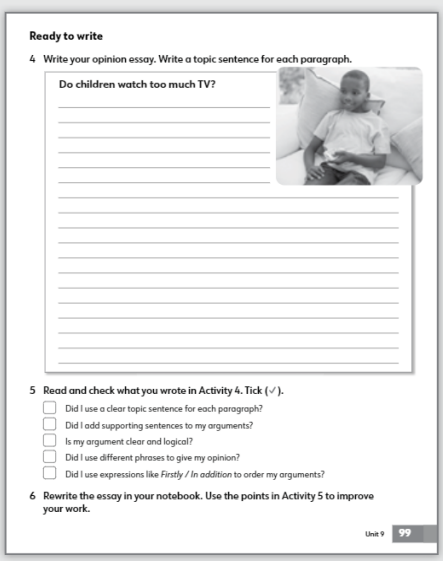
- The children complete the phrases.

Answer: Children's own answers.

3 Plan an opinion essay on the topic 'Do children watch too much TV?'. Use the ideas in Activities 1 and 2 to complete the plan.

- The children complete the activity individually.

Answers: Children's own answers.


Ready to write

4 Write your opinion essay. Write a topic sentence for each paragraph.

Do children watch too much TV?

5 Read and check what you wrote in Activity 4. Tick (✓).

Did I use a clear topic sentence for each paragraph?
Did I add supporting sentences to my arguments?
Is my argument clear and logical?
Did I use different phrases to give my opinion?
Did I use expressions like *Firstly* / *In addition* to order my arguments?

6 Rewrite the essay in your notebook. Use the points in Activity 5 to improve your work.

Unit 9 99

Ready to write

4 Write your opinion essay. Write a topic sentence for each paragraph.

- The children write the essay using the plan.

5 Read and check what you wrote in Activity 4. Tick (✓).

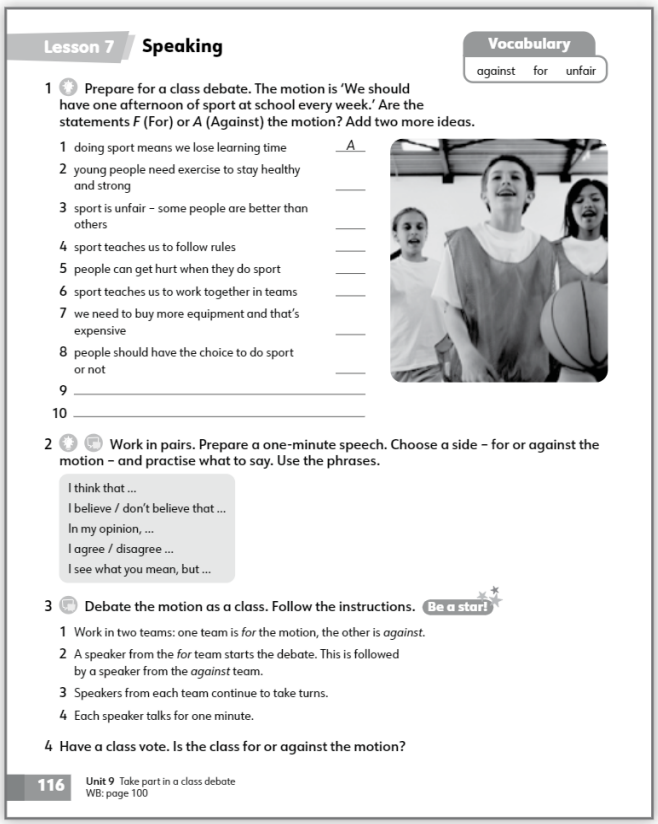
- The children check their work against the checklist.

6 Rewrite the essay in your notebook. Use the points in Activity 5 to improve your work.

- The children write a final version in their notebook.

Lesson 7 Speaking

Pupil's Book page 116



Lesson 7 Speaking

Vocabulary: against for unfair

1 Prepare for a class debate. The motion is 'We should have one afternoon of sport at school every week.' Are the statements *F* (For) or *A* (Against) the motion? Add two more ideas.

1 doing sport means we lose learning time A
2 young people need exercise to stay healthy and strong
3 sport is unfair – some people are better than others
4 sport teaches us to follow rules
5 people can get hurt when they do sport
6 sport teaches us to work together in teams
7 we need to buy more equipment and that's expensive
8 people should have the choice to do sport or not
9
10

2 Work in pairs. Prepare a one-minute speech. Choose a side – for or against the motion – and practise what to say. Use the phrases.

I think that ...
I believe / don't believe that ...
In my opinion, ...
I agree / disagree ...
I see what you mean, but ...

3 Debate the motion as a class. Follow the instructions. Be a star!

1 Work in two teams: one team is *for* the motion, the other is *against*.
2 A speaker from the *for* team starts the debate. This is followed by a speaker from the *against* team.
3 Speakers from each team continue to take turns.
4 Each speaker talks for one minute.

4 Have a class vote. Is the class for or against the motion?

116 Unit 9 Take part in a class debate
WB: page 100

Learning objectives: Take part in a class debate

Vocabulary: against, for, unfair

Review vocabulary: giving opinions

Resources: Vocabulary 2 worksheet

Warm-up: Thumbs up!

- Say some sentences about rules at school (e.g. *We can improve our school by having recycling bins in every classroom. We should finish school at 12 o'clock. The break should be longer. We should have a science lab.*).
- The children put their thumbs up if they agree and down if they disagree.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, pages 159–160). Elicit a definition for the words.
- The children check the definitions in the dictionary on pages 159–160.

1 Prepare for a class debate. The motion is 'We should have one afternoon of sport at school every week.' Are the statements *F* (For) or *A* (Against) the motion? Add two more ideas.

- Elicit what a debate is and explain or elicit the meaning of motion (the idea or opinion that you are going to debate).
- Elicit what the motion of the class debate is.
- Read out the first sentence and the example. Ask *Why is the statement against the motion? What words help you decide it's against?* (*lose time*)
- Divide the class into pairs. The children read the statements and write *F* or *A*.
- Have the children write two more ideas about the motion. Eicit ideas and have the class identify whether each is for or against the motion.

Answers: 1 A **2** F **3** A **4** F **5** A **6** F **7** A **8** A **9**, **10** Children's own answers.

2 Work in pairs. Prepare a one-minute speech. Choose a side – for or against the motion – and practise what to say. Use the phrases.

- In pairs, the children decide whether they are for or against the motion. Try to ensure that there is a similar number of children for each side of the debate.
- Children practise arguing their side of the debate, using the ideas in Activity 1 and the phrases in the purple box.
- Circulate, monitor and help.

Teaching star!

Critical thinking

- To help the children decide on their standpoint in the debate, have them look critically at the arguments in Activity 1.
- Ask volunteers to read out the statements in Activity 1. For each statement, ask the class whether they agree with it or not. Elicit a range of responses, asking the children to justify their answers.
- Make sure that opinions are exchanged in a reasonable manner, reminding the children of the need to listen politely and carefully, even when they disagree with someone.

3 Debate the motion as a class. Follow the instructions.

Be a star!

- Go through the instructions with the class and check understanding.
- Divide the class into two teams: for and against.
- Speakers from each team take it in turns to talk for one minute. Remind the audience to listen quietly and attentively while each speaker is talking.

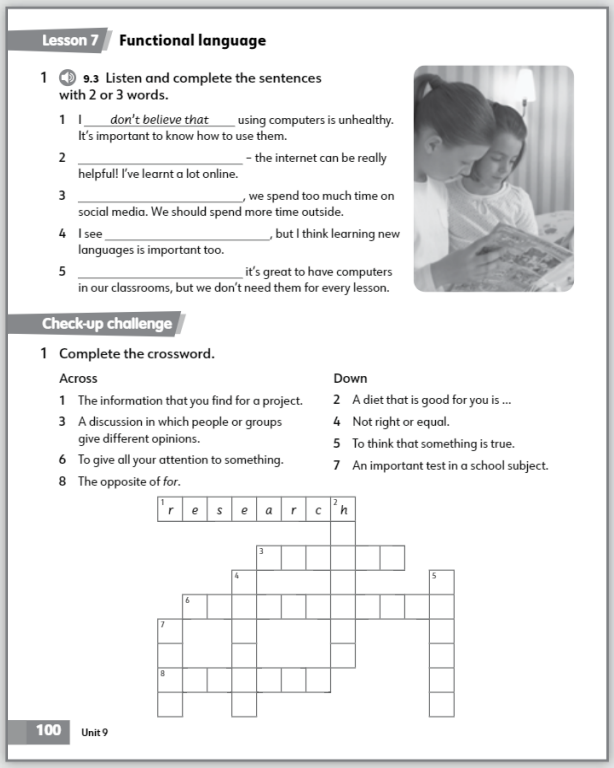
4 Have a class vote. Is the class for or against the motion?

- As a class, discuss the arguments raised in the debate. Encourage the children to acknowledge other people's arguments even when they disagree, using phrases like *I see what you mean, but ...*
- Have a class vote on the motion. Remind the class if necessary on the need to respond politely whether their side wins or loses.

Cooler: Subjects for debate

- Ask *What other topics would you suggest for future debates?* Elicit ideas and write them on the board. Then have a class vote for the most interesting. If possible, agree a motion on the topic, and find a time to debate and vote on it.

Workbook page 100



Lesson 7 **Functional language**

1 9.3 Listen and complete the sentences with 2 or 3 words.

1 I *don't believe that* using computers is unhealthy. It's important to know how to use them.
2 _____ – the internet can be really helpful! I've learnt a lot online.
3 _____, we spend too much time on social media. We should spend more time outside.
4 I see _____, but I think learning new languages is important too.
5 _____ it's great to have computers in our classrooms, but we don't need them for every lesson.

Check-up challenge

1 Complete the crossword.

Across
1 The information that you find for a project.
3 A discussion in which people or groups give different opinions.
6 To give all your attention to something.
8 The opposite of *for*.

Down
2 A diet that is good for you is ...
4 Not right or equal.
5 To think that something is true.
7 An important test in a school subject.

100 Unit 9

1 9.3 Listen and complete the sentences with 2 or 3 words.

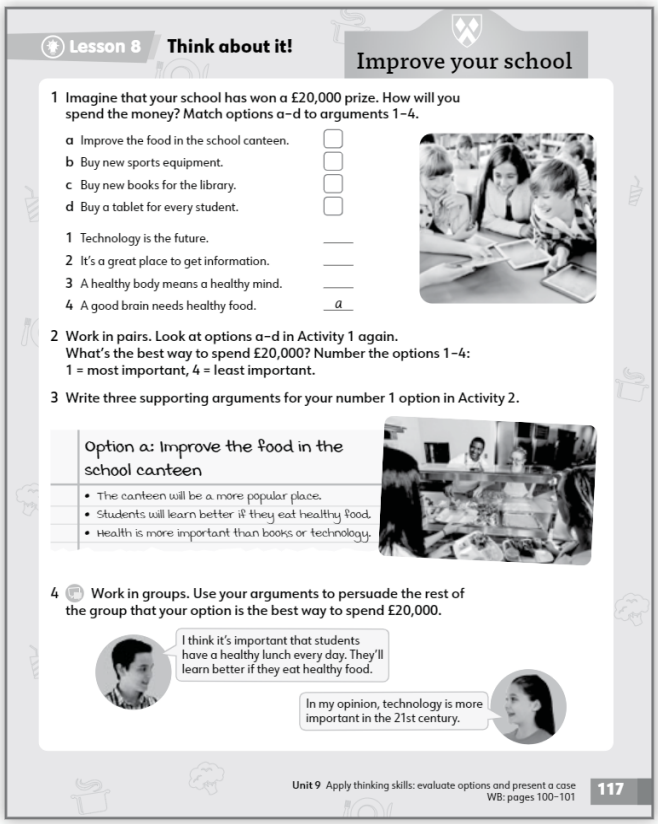
Audioscript

1 Girl 1: *Look! This quiz asks if using computers is unhealthy. What do you think?*
Girl 2: *I don't believe that using computers is unhealthy. It's important to know how to use them.*
2 Girl 1: *Let's do the quiz. Number 1. The internet helps us with homework. Agree or disagree?*
Girl 2: *I agree – the internet can be really helpful! I've learnt a lot online.*
3 Girl 1: *Let's try number 2. We spend too much time on social media. I think that's true.*
Girl 2: *In my opinion, yes, we spend too much time on social media. We should spend more time outside.*
4 Girl 1: *Here's number 3. Computer skills are important for the future. I agree! What do you think?*
Girl 2: *I see what you mean, but I think learning new languages is important too.*
5 Girl 1: *Last one! Students should use computers for every class in school. I'm not sure about that.*
Girl 2: *I believe that it's great to have computers in our classrooms, but we don't need them for every lesson.*
Girl 1: *I agree!*

Answers: 1 don't believe that **2** I agree **3** In my opinion, yes, **4** what you mean **5** I believe that

Lesson 8 Think about it!

Pupil's Book page 117


Lesson 8 Think about it!

Improve your school

1 Imagine that your school has won a £20,000 prize. How will you spend the money? Match options a–d to arguments 1–4.

a Improve the food in the school canteen. ☐
b Buy new sports equipment. ☐
c Buy new books for the library. ☐
d Buy a tablet for every student. ☐

1 Technology is the future. ____
2 It's a great place to get information. ____
3 A healthy body means a healthy mind. ____
4 A good brain needs healthy food. a

2 Work in pairs. Look at options a–d in Activity 1 again. What's the best way to spend £20,000? Number the options 1–4: 1 = most important, 4 = least important.

3 Write three supporting arguments for your number 1 option in Activity 2.

Option a: Improve the food in the school canteen

- The canteen will be a more popular place.
- Students will learn better if they eat healthy food.
- Health is more important than books or technology.

4 Work in groups. Use your arguments to persuade the rest of the group that your option is the best way to spend £20,000.

I think it's important that students have a healthy lunch every day. They'll learn better if they eat healthy food.

In my opinion, technology is more important in the 21st century.

Unit 9 Apply thinking skills: evaluate options and present a case 117
WB: pages 100–101

Learning objectives: Apply thinking skills: evaluate options and present a case

Resources: Unit 9 test

Warm-up: Mind map

- Draw a mind map on the board. Write *school* in the middle of it and then write the following headings: *furniture*, *places*.
- Brainstorm words related to these categories (e.g. chairs, board, canteen, library, auditorium, bookshelf, desk, office, bathroom, etc). Have children add their suggestions to the mind map.

1 Imagine that your school has won a £20,000 prize. How will you spend the money? Match options a–d to arguments 1–4.

- Have the children read the sentences and match the options to the arguments.
- The children compare their answers with a partner.
- Check answers as a class.

Answers: 1 d **2** c **3** b **4** a

2 Work in pairs. Look at options a–d in Activity 1 again. What's the best way to spend £20,000? Number the options 1–4: 1 = most important, 4 = least important.

- The children read the options in Activity 1 again. In pairs, they discuss the options and identify which one they think is most important for their school and why. Then they decide on the second most important and so on, giving reasons for their opinions.
- Conduct feedback as a class.

3 Write three supporting arguments for your number 1 option in Activity 2.

- Refer the children to the photo and read out the example about the canteen.
- Say *In my opinion, buying a tablet for every pupil is the most important thing to do because children can use it in every class. They will enjoy using it. It will improve their learning.*
- Have the children write three supporting arguments for their number 1 option, using the reasons they discussed in Activity 2.

4 Work in groups. Use your arguments to persuade the rest of the group that your option is the best way to spend £20,000.

- Have two volunteers read the information in the speech bubbles.
- Elicit phrases used to give an opinion (e.g. In my opinion, I think, I agree, I disagree). Write them on the board for reference.
- Divide the class into small groups. The children use the arguments they wrote in Activity 3 to persuade the rest of the group that their idea is best.
- Have the group vote and choose an idea.

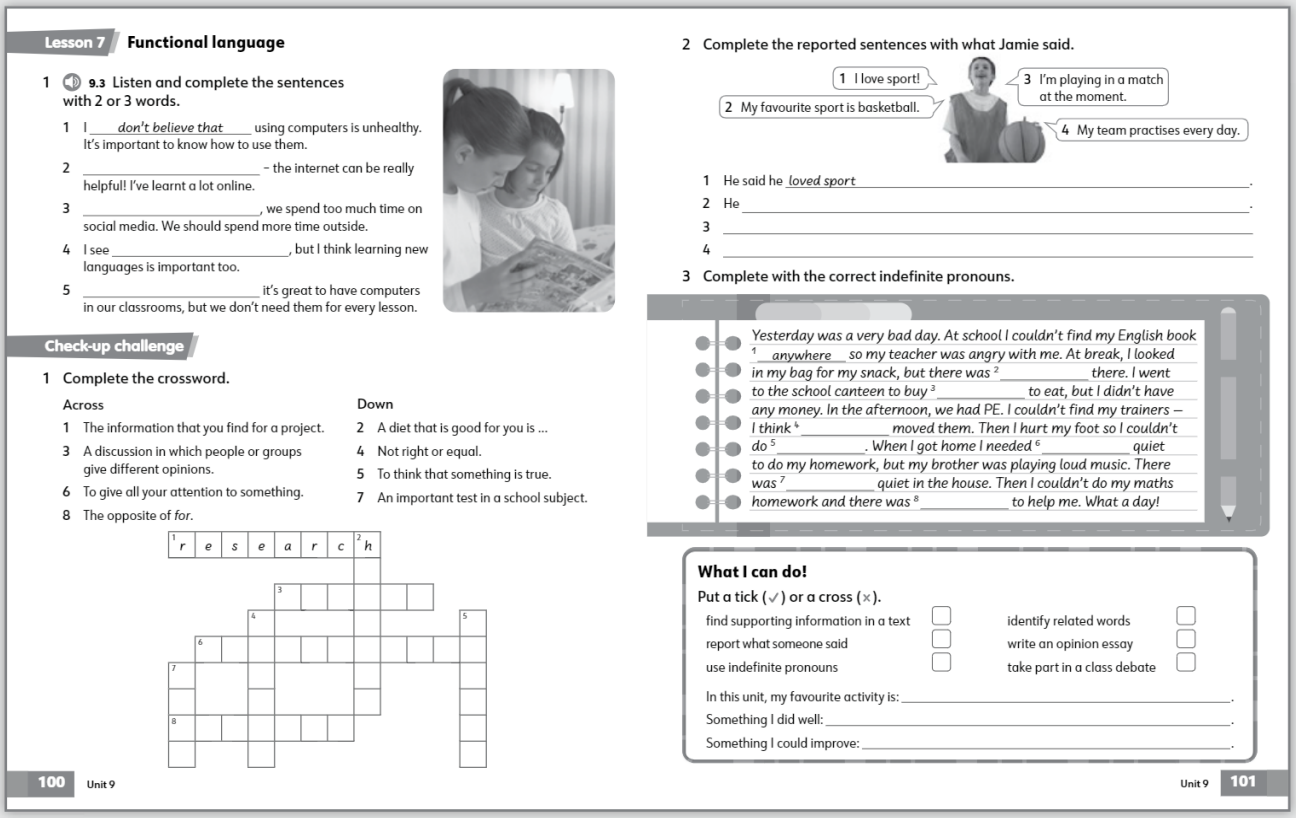
Teaching star!

Group work

- Remind the class of the three important rules of debate: listen quietly and attentively; don't interrupt; disagree respectfully.
- After they have finished the activity, ask the class if they kept to the rules. Read out each one and have the children raise both hands for *all the time*, one hand for *most of the time* and no hands for *I forgot* ...

Cooler: Class vote

- Ask groups to share their ideas from Activity 4 and have a class vote on the best way to spend the prize money.



Lesson 7 **Functional language**

1 9.3 Listen and complete the sentences with 2 or 3 words.

1 I *don't believe that* using computers is unhealthy. It's important to know how to use them.
2 _____ – the internet can be really helpful! I've learnt a lot online.
3 _____, we spend too much time on social media. We should spend more time outside.
4 I see _____, but I think learning new languages is important too.
5 _____ it's great to have computers in our classrooms, but we don't need them for every lesson.

Check-up challenge

1 Complete the crossword.

Across
1 The information that you find for a project.
3 A discussion in which people or groups give different opinions.
6 To give all your attention to something.
8 The opposite of *for*.

Down
2 A diet that is good for you is ...
4 Not right or equal.
5 To think that something is true.
7 An important test in a school subject.

2 Complete the reported sentences with what Jamie said.

1 He said he *loved sport* _____.
2 He _____.
3 _____
4 _____

3 Complete with the correct indefinite pronouns.

Yesterday was a very bad day. At school I couldn't find my English book [1] *anywhere so my teacher was angry with me. At break, I looked in my bag for my snack, but there was* [2] _____ *there. I went to the school canteen to buy* [3] _____ *to eat, but I didn't have any money. In the afternoon, we had PE. I couldn't find my trainers – I think* [4] _____ *moved them. Then I hurt my foot so I couldn't do* [5] _____. *When I got home I needed* [6] _____ *quiet to do my homework, but my brother was playing loud music. There was* [7] _____ *quiet in the house. Then I couldn't do my maths homework and there was* [8] _____ *to help me. What a day!*

What I can do!

Put a tick (✓) or a cross (×).

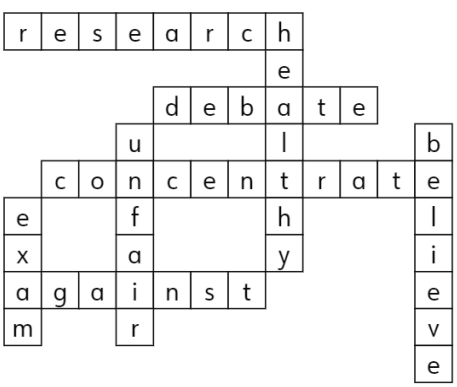
find supporting information in a text	☐	identify related words	☐
report what someone said	☐	write an opinion essay	☐
use indefinite pronouns	☐	take part in a class debate	☐

In this unit, my favourite activity is: _____.
Something I did well: _____.
Something I could improve: _____.

Check-up challenge

1 Complete the crossword.

Answers: 1 research **3** debate **6** concentrate **8** against; **2** healthy **4** unfair **5** believe **7** exam



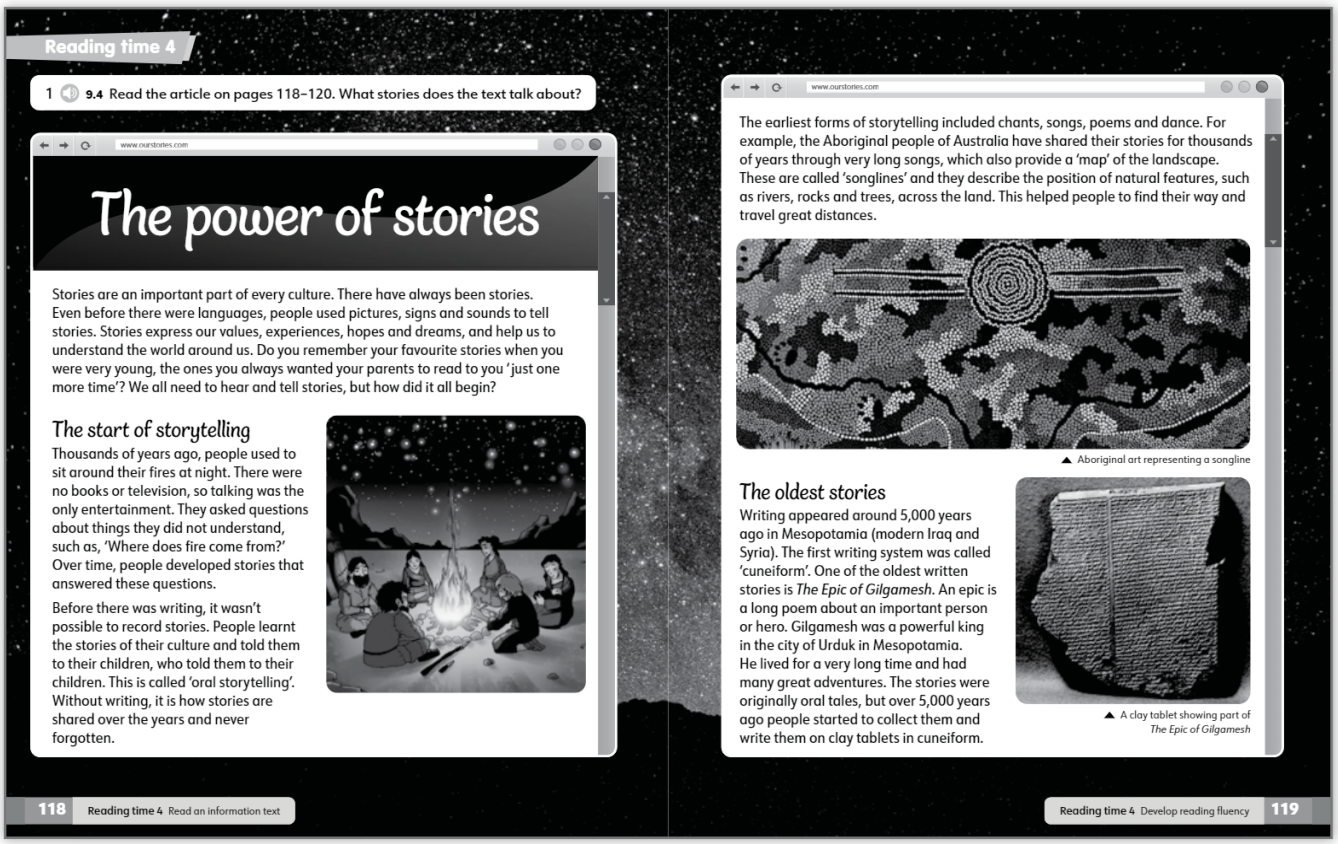
2 Complete the reported sentences with what Jamie said.

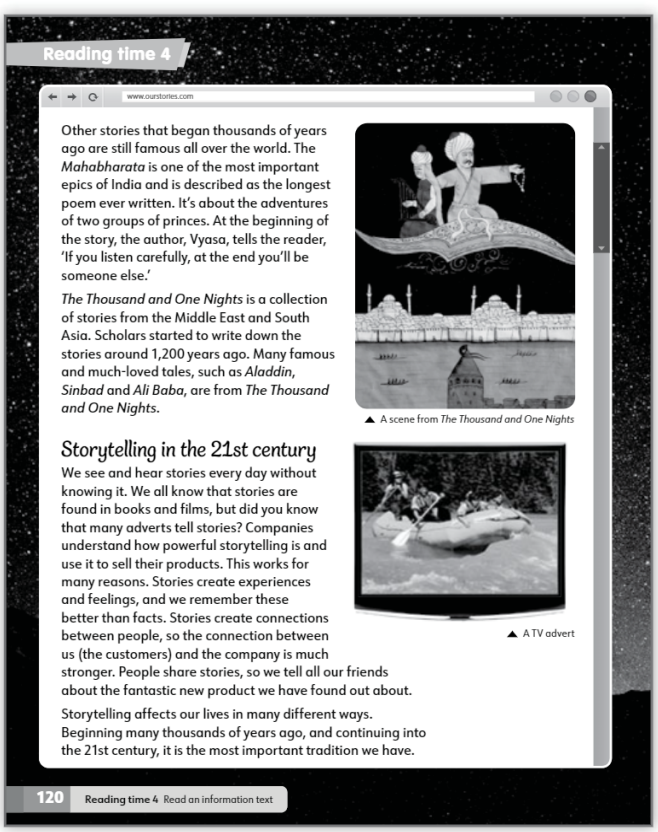
Answers: 1 He said (that) he loved sport.
2 He said (that) his favourite sport was basketball.
3 He said (that) he was playing in a match.
4 He said (that) his team practised every day.

3 Complete with the correct indefinite pronouns.

Answers: 1 anywhere **2** nothing **3** something **4** someone **5** anything **6** somewhere **7** nowhere **8** no one

Pupil's Book pages 118–120





Learning objectives: Read an information text; Develop reading fluency

Materials: two pictures from a magazine

Warm-up: Tell me a story

- Show two pictures from a magazine (e.g. a woman walking over a bridge looking sad, a man on a boat in the middle of the sea) and have the children make up a story for each one. Ask questions about the pictures to elicit ideas to help them.

1 9.4 Read the article on pages 118–120. What stories does the text talk about?

Pre-reading

- Refer the children to the pictures on pages 118–120. Ask *What can you see in the first picture? Where are they? Are these people from the present time? How do you know? What are they doing?*
- Have them look at the second picture. Ask *What country do you think it's from? What do you think people in the past used it for?*

- The children look at the third picture and say what they think about the clay tablet. Ask *Have you seen this kind of writing before? Where is it from? How old do you think it is?*
- Refer the children to the top picture on page 120. Ask *Where are they? What do they have in their hands?* (*a musical instrument and a bracelet*) *Where do you think these people are from? How do you know?*
- Refer the children to the bottom picture on page 120. Say *This is a TV advert*. Ask the children to describe what they see and say what they think the advert is for.
- Ask the children what stories they think the text talks about.

While reading

- The children read the first section of the article. Ask *Why are stories important?* (*they help us to understand the world*) *Why did people develop stories thousands of years ago?* (*to explain things they didn't understand*) *Was it possible to record stories thousands of years ago?* (*no*) *How did people learn stories?* (*parents told their children, who told their children*) *What are songlines?* (*very long songs that describe the position of natural features*) *Which culture used songlines to tell stories?* (*the Aboriginal people of Australia*)
- The children then read the next section of the article. Ask *Where did writing first appear?* (*in Mesopotamia*) *What was the first writing system called?* (*cuneiform*) *What's an epic?* (*a long poem about an important person or hero*) Elicit examples of epic poems mentioned in the text (*The Epic of Gilgamesh*, *Mahabharata*).
- Children read the final part of the article. Elicit the main idea (adverts tell stories; companies use storytelling to sell their products).
- Elicit what stories the text talks about. Ask children if they would like to read any of these stories, and why / why not.

Answers: oral storytelling around a fire, Aboriginal songlines, the epics *Gilgamesh* and the *Mahabharata*, *The Thousand and One Nights*, TV adverts

Post-reading

- Have the children work in small groups to discuss how storytelling has changed through the ages.
- Elicit ideas from the groups.

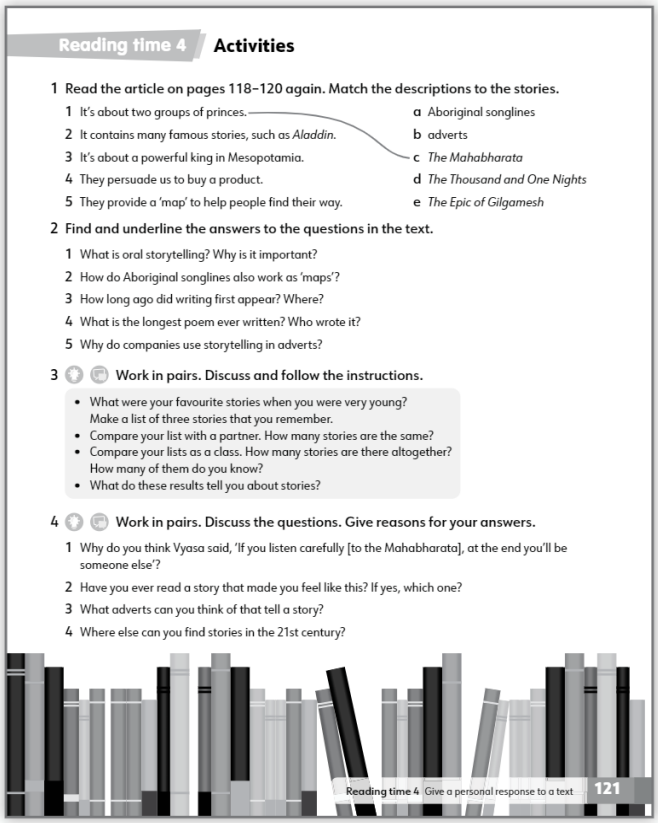
Cooler: My favourite TV advert



- The children work in small groups. They take turns describing their favourite advert without mentioning the product. The rest of the group try to guess what is being advertised.

Reading time 4 / Activities

Pupil's Book page 121



Reading time 4 Activities

1 Read the article on pages 118–120 again. Match the descriptions to the stories.

1 It's about two groups of princes.	a Aboriginal songlines
2 It contains many famous stories, such as *Aladdin*.	b adverts
3 It's about a powerful king in Mesopotamia.	c *The Mahabharata*
4 They persuade us to buy a product.	d *The Thousand and One Nights*
5 They provide a 'map' to help people find their way.	e *The Epic of Gilgamesh*

2 Find and underline the answers to the questions in the text.

1 What is oral storytelling? Why is it important?
2 How do Aboriginal songlines also work as 'maps'?
3 How long ago did writing first appear? Where?
4 What is the longest poem ever written? Who wrote it?
5 Why do companies use storytelling in adverts?

3 Work in pairs. Discuss and follow the instructions.

- What were your favourite stories when you were very young? Make a list of three stories that you remember.
- Compare your list with a partner. How many stories are the same?
- Compare your lists as a class. How many stories are there altogether? How many of them do you know?
- What do these results tell you about stories?

4 Work in pairs. Discuss the questions. Give reasons for your answers.

1 Why do you think Vyasa said, 'If you listen carefully [to the Mahabharata], at the end you'll be someone else'?
2 Have you ever read a story that made you feel like this? If yes, which one?
3 What adverts can you think of that tell a story?
4 Where else can you find stories in the 21st century?

Reading time 4 Give a personal response to a text 121

Learning objectives: Give a personal response to a text

Warm-up: Reading habits

- Ask *How often do you read? What kinds of stories do you like? Do you prefer to watch a film or read a book?* Elicit ideas, encouraging the children to give reasons when they answer.

1 Read the article on pages 118–120 again. Match the descriptions to the stories.

- Children read sentences 1–5 and underline key words (e.g. *princes*, *Aladdin*, *king*, *Mesopotamia*, *product*, *map*).
- They read the article again, looking for the key words to identify which story or type of story the sentences relate to.
- Check answers as a class.

Answers: 1 c **2** d **3** e **4** b **5** a

2 Find and underline the answers to the questions in the text.

- Have volunteers read out the questions.
- The children go back to the article and underline the sentences in which they can find the answer to each question. Have any fast finishers write out the answers in full after finding them.
- The children compare answers in pairs.
- Check answers as a class.

Answers: 1 It's when people tell stories to each other to pass them on, rather than writing them down. It's important because it means that stories aren't forgotten over time. **2** They describe the position of natural features across the land. This helped people to find their way over great distances. **3** 5,000 years ago in Mesopotamia. **4** The *Mahabharata* by Vyasa. **5** They help create connections between people and the company so they sell more products.

3 Work in pairs. Discuss and follow the instructions.

- Share with the children your favourite story when you were very young. Say what happens in the story, who the main characters are, where it takes place and why you like it.
- Ask *What were your favourite stories when you were very young?* The children make a list of three stories they remember. Have them do this individually, then compare their list with a partner and see if any stories are the same.
- Elicit the stories that children remembered, listing them on the board. Ask *How many different stories are there here?* Then call out the stories one by one and ask the children to put up their hand if they know the story. Ask the class what the results tell us about stories. Elicit ideas (e.g. that we all enjoy stories, we all related to the same stories when we were children, we remember particular stories because we have similar experiences).

4 **Work in pairs. Discuss the questions. Give reasons for your answers.**

- Elicit sample answers to the questions to start the discussion. Then divide the class into pairs to discuss them in more detail. Circulate, monitor and help as necessary.
- Elicit ideas. Encourage as many children as possible to contribute to the discussion.

Teaching star!

Critical thinking project

- To practise critical thinking skills, put the class into groups to do a short project. Explain that they are going to recommend a book to a local nursery or the school kindergarten.
- Explain that the book has to appeal to very young children. Brainstorm what the groups will need to think about when they decide what book to recommend (e.g. it should be fun / exciting / interesting, have beautiful pictures, be very easy to read, teach values, etc).
- Encourage groups to go to the school library and look through books for young children. They discuss the advantages and disadvantages of each. After choosing one, they prepare a short presentation to tell the nursery / kindergarten teacher why it would be a good book to share with the children.
- Have the groups do their presentations to the class.

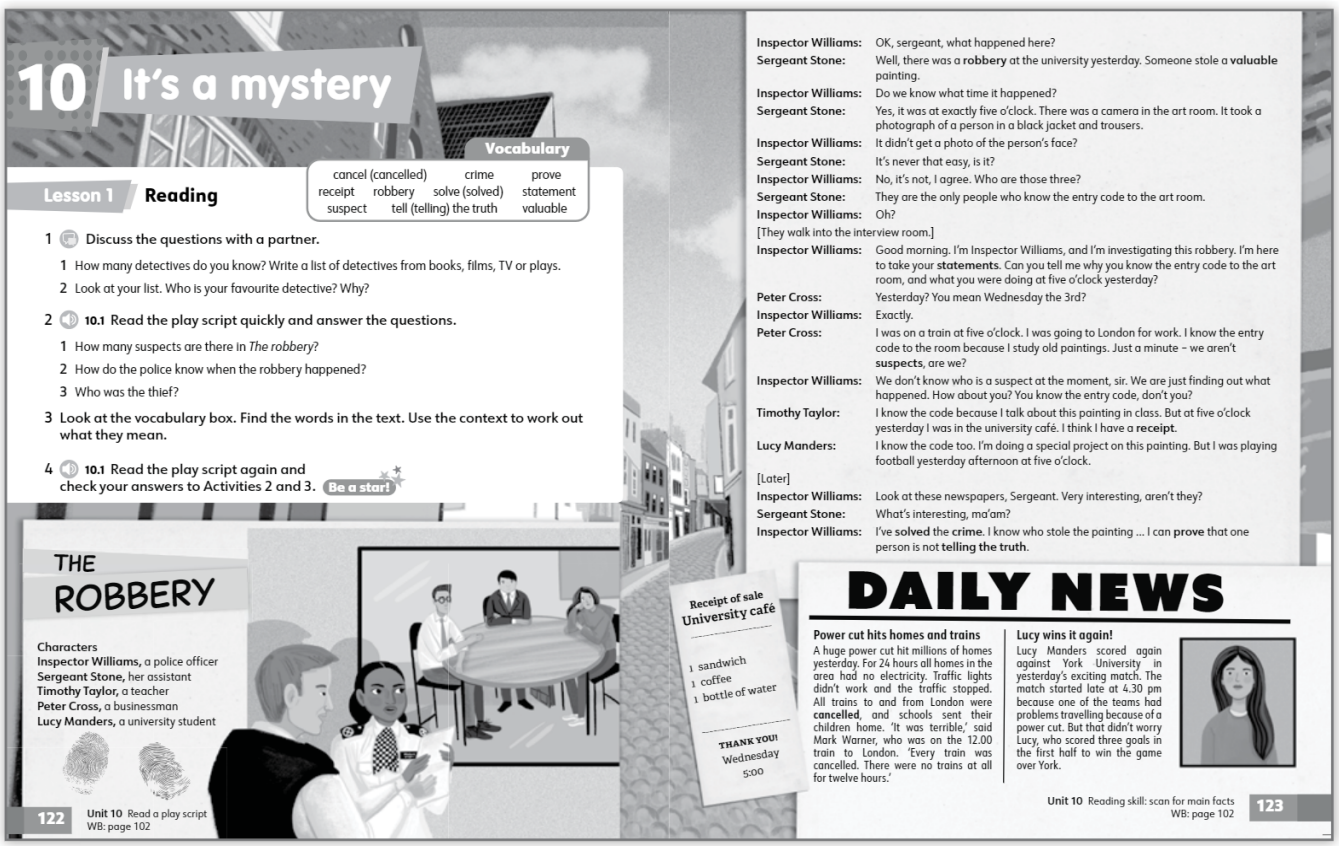
Cooler: Give away a book

- Say *What books have you read recently that you've enjoyed?* Elicit examples.
- Then tell the children to choose a book they've read and think of someone in the class they would like to give that book to. Give them three to four minutes to decide and justify their choices.
- Elicit ideas. Encourage the children to explain the reasons for their choices.
- If possible, have a book lending day, where the children bring in and swap books with other people in the class.

10 It's a mystery

Lesson 1 Reading

Pupil's Book pages 122–123



10 It's a mystery

Lesson 1 Reading

Vocabulary

cancel (cancelled)	crime	prove	
receipt	robbery	solve (solved)	statement
suspect	tell (telling) the truth		valuable

1 Discuss the questions with a partner.
1 How many detectives do you know? Write a list of detectives from books, films, TV or plays.
2 Look at your list. Who is your favourite detective? Why?

2 10.1 Read the play script quickly and answer the questions.
1 How many suspects are there in *The robbery*?
2 How do the police know when the robbery happened?
3 Who was the thief?

3 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

4 10.1 Read the play script again and check your answers to Activities 2 and 3. Be a star!

THE ROBBERY

Characters
Inspector Williams, a police officer
Sergeant Stone, her assistant
Timothy Taylor, a teacher
Peter Cross, a businessman
Lucy Manders, a university student

122 Unit 10 Read a play script WB: page 102

Inspector Williams: OK, sergeant, what happened here?
Sergeant Stone: Well, there was a **robbery** at the university yesterday. Someone stole a **valuable** painting.
Inspector Williams: Do we know what time it happened?
Sergeant Stone: Yes, it was at exactly five o'clock. There was a camera in the art room. It took a photograph of a person in a black jacket and trousers.
Inspector Williams: It didn't get a photo of the person's face?
Sergeant Stone: It's never that easy, is it?
Inspector Williams: No, it's not, I agree. Who are those three?
Sergeant Stone: They are the only people who know the entry code to the art room.
Inspector Williams: Oh?
[They walk into the interview room.]
Inspector Williams: Good morning. I'm Inspector Williams, and I'm investigating this robbery. I'm here to take your **statements**. Can you tell me why you know the entry code to the art room, and what you were doing at five o'clock yesterday?
Peter Cross: Yesterday? You mean Wednesday the 3rd?
Inspector Williams: Exactly.
Peter Cross: I was on a train at five o'clock. I was going to London for work. I know the entry code to the room because I study old paintings. Just a minute – we aren't **suspects**, are we?
Inspector Williams: We don't know who is a suspect at the moment, sir. We are just finding out what happened. How about you? You know the entry code, don't you?
Timothy Taylor: I know the code because I talk about this painting in class. But at five o'clock yesterday I was in the university café. I think I have a **receipt**.
Lucy Manders: I know the code too. I'm doing a special project on this painting. But I was playing football yesterday afternoon at five o'clock.
[Later]
Inspector Williams: Look at these newspapers, Sergeant. Very interesting, aren't they?
Sergeant Stone: What's interesting, ma'am?
Inspector Williams: I've **solved** the **crime**. I know who stole the painting ... I can **prove** that one person is not **telling the truth**.

Receipt of sale
University café
1 sandwich
1 coffee
1 bottle of water
THANK YOU!
Wednesday
5:00

DAILY NEWS

Power cut hits homes and trains
A huge power cut hit millions of homes yesterday. For 24 hours all homes in the area had no electricity. Traffic lights didn't work and the traffic stopped. All trains to and from London were **cancelled**, and schools sent their children home. 'It was terrible,' said Mark Warner, who was on the 12.00 train to London. 'Every train was cancelled. There were no trains at all for twelve hours.'

Lucy wins it again!
Lucy Manders scored again against York University in yesterday's exciting match. The match started late at 4.30 pm because one of the teams had problems travelling because of a power cut. But that didn't worry Lucy, who scored three goals in the first half to win the game over York.

Unit 10 Reading skill: scan for main facts WB: page 102 123

***Learning objectives*:** Read a play script; Reading skill: scan for main facts

***Vocabulary*:** cancel (cancelled), crime, prove, receipt, robbery, solve (solved), statement, suspect, tell (telling) the truth, valuable

***Resources*:** Vocabulary 1 worksheet

Warm-up: What's missing?

- Put some objects on your desk, or where all the children can see them (e.g. a ruler, a pencil, an eraser, a pair of scissors, a book).
- The children look at the objects and say what they are for.
- Have them close their eyes. Remove two objects. Ask *What's missing?* The children name the missing objects. Repeat several times.

1 Discuss the questions with a partner.

- Read out the first question. Elicit the names of some detectives the children enjoy reading about or watching, and why.
- Divide the class into pairs and have the children write their lists and discuss the remaining questions.
- Have the class vote on who the children's favourite detective is.

2 10.1 Read the play script quickly and answer the questions.

- Tell the children that they are going to read a play script. Ask for a volunteer to read the list of characters below the title. The characters are: Inspector Williams (a police officer), Sergeant Stone (Inspector Williams's assistant), Timothy Taylor (a teacher), Peter Cross (a businessman), Lucy Manders (a university student).

- Give the children a few minutes to scan the script and find the answers to the questions. They underline the part of the text where they found the answers.
- Check answers as a class.

Answers: 1 three **2** There was a camera in the art room. It took a photograph of a person in a black jacket and trousers. **3** Peter Cross

3 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

- Children scan the text to find the words in the vocabulary box. They use the context to work out their meanings.
- Ask them to check their answers in the dictionary on page 160 of the Pupil's Book.
- Read out definitions from the dictionary in the following order: *robbery, valuable, statement, suspect, receipt, solve (solved), crime, prove, tell (telling the truth), cancel (cancelled).* The class call out the words. Check and correct pronunciation as necessary.

Teaching star!

Reading

- Remind the children that mind maps can help them to organise new language in a way that makes it easier to learn.
- Divide the class into pairs and have the children scan the play script and make a mind map of words about a robbery. Tell them to write *crime* in middle and then add the sub-categories *people*, *things*, *actions*. They add as many words as they can to each category (e.g. *people: thief, inspector, suspect*; *things: robbery, statement*; *actions: prove, solve*.)

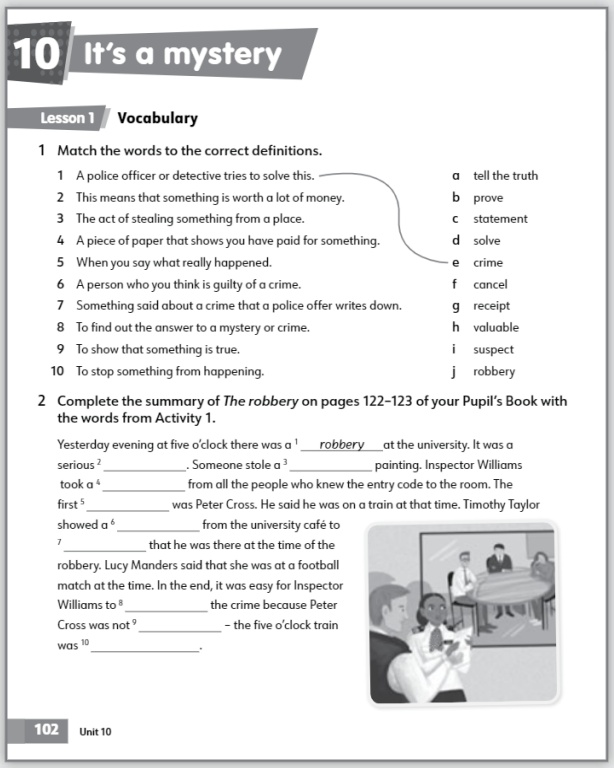
4 10.1 Read the play script again and check your answers to Activities 2 and 3.

Be a star!

Cooler: Stickman

- Play *Stickman* (see Games bank, pages 14–17) with the new vocabulary.

Workbook page 102



10 It's a mystery

Lesson 1 Vocabulary

1 Match the words to the correct definitions.

1	A police officer or detective tries to solve this.	a	tell the truth
2	This means that something is worth a lot of money.	b	prove
3	The act of stealing something from a place.	c	statement
4	A piece of paper that shows you have paid for something.	d	solve
5	When you say what really happened.	e	crime
6	A person who you think is guilty of a crime.	f	cancel
7	Something said about a crime that a police offer writes down.	g	receipt
8	To find out the answer to a mystery or crime.	h	valuable
9	To show that something is true.	i	suspect
10	To stop something from happening.	j	robbery

2 Complete the summary of *The robbery* on pages 122–123 of your Pupil's Book with the words from Activity 1.

Yesterday evening at five o'clock there was a [1] ___robbery___ at the university. It was a serious [2] _____. Someone stole a [3] _____ painting. Inspector Williams took a [4] _____ from all the people who knew the entry code to the room. The first [5] _____ was Peter Cross. He said he was on a train at that time. Timothy Taylor showed a [6] _____ from the university café to [7] _____ that he was there at the time of the robbery. Lucy Manders said that she was at a football match at the time. In the end, it was easy for Inspector Williams to [8] _____ the crime because Peter Cross was not [9] _____ – the five o'clock train was [10] _____.

102 Unit 10

1 Match the words to the correct definitions.

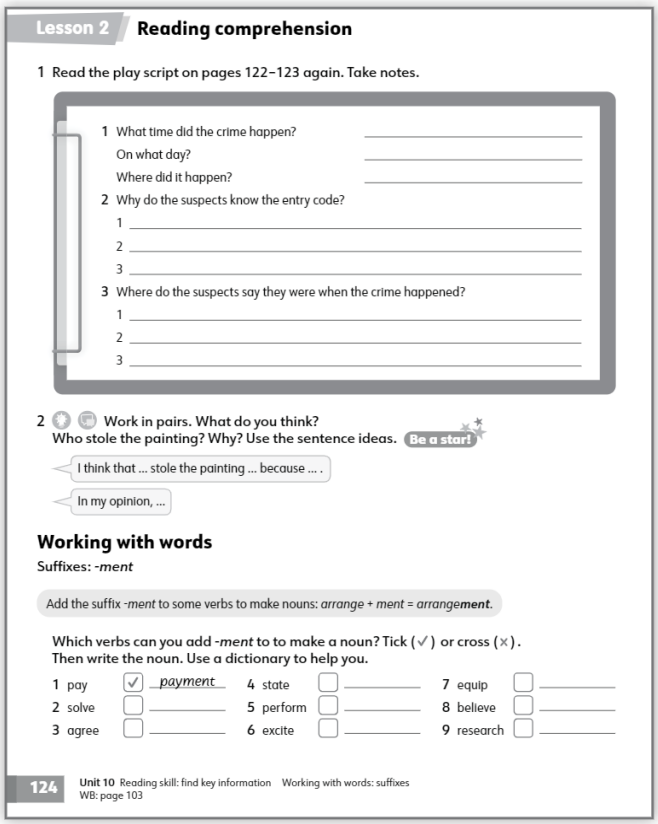
Answers: 1 e **2** h **3** j **4** g **5** a **6** i **7** c **8** d **9** b **10** f

2 Complete the summary of *The robbery* on pages 122–123 of your Pupil's Book with the words from Activity 1.

Answers: 1 robbery **2** crime **3** valuable **4** statement **5** suspect **6** receipt **7** prove **8** solve **9** telling the truth **10** cancelled

Lesson 2 Reading comprehension / Working with words

Pupil's Book page 124



Lesson 2 Reading comprehension

1 Read the play script on pages 122–123 again. Take notes.

1 What time did the crime happen?
On what day?
Where did it happen?
2 Why do the suspects know the entry code?
1
2
3
3 Where do the suspects say they were when the crime happened?
1
2
3

2 Work in pairs. What do you think? Who stole the painting? Why? Use the sentence ideas. Be a star!

I think that ... stole the painting ... because ... .
In my opinion, ...

Working with words

Suffixes: *-ment*

Add the suffix *-ment* to some verbs to make nouns: *arrange* + *ment* = *arrangement*.

Which verbs can you add *-ment* to to make a noun? Tick (✓) or cross (×). Then write the noun. Use a dictionary to help you.

1 pay	✓	payment	4 state			7 equip		
2 solve			5 perform			8 believe		
3 agree			6 excite			9 research		

124 Unit 10 Reading skill: find key information Working with words: suffixes
WB: page 103

***Learning objectives*:** Reading skill: find key information; Working with words: suffixes

***Resources*:** Working with words worksheet

Warm-up: Spelling bee

- Play *Spelling bee* (see Games bank, pages 14–17) with words from Lesson 1.

1 Read the play script on pages 122–123 again. Take notes.

- Have the children read questions before reading the play script again.
- Ask them to look for the information that will help to answer the questions and take notes while they read.
- Have the children check answers in pairs.

Answers: 1 five o'clock, Wednesday the third, the art room **2** 1 Peter Cross knows the entry code to the room because he studies old paintings 2 Timothy Taylor knows the code because he talks about this painting in class 3 Lucy Manders knows the code too because she's doing a special project on this painting. **3** 1 Peter Cross said he was on a train 2 Timothy Taylor said he was in the university café 3 Lucy Manders said she was playing football.

2 Work in pairs. What do you think? Who stole the painting? Why? Use the sentence ideas. Be a star!

- Ask the children to read the script again and be detectives. Have them work in pairs to discuss and answer the questions, using the sentence ideas.
- Ask different pairs of children to share their thoughts and answers with the class.

Answers: Children's own answers.

Teaching star!

Communicating

- Give the children some strategies to help them feel more confident when speaking. Explain that they can use expressions like *Er ...*, *Erm ...* or *Let me think* to fill a gap while they are thinking about what to say. Expressions like these are known as fillers. They can be very useful, but obviously shouldn't be used too much.
- Model an answer to Activity 2 in which you use fillers. Ask the children to raise their hand whenever they hear one.
- Invite volunteers to have a go. Ask questions about the story. They respond, using fillers when they need a little thinking time.

Working with words

Suffixes: *-ment*

- Read out the information in the blue box. Elicit what a suffix is (a group of letters you add to the end of a word to make a new word). Elicit the meaning of *arrangement* (an agreement or plan that you make with someone else).

Which verbs can you add *-ment* to to make a noun? Tick (✓) or cross (✗). Then write the noun. Use a dictionary to help you.

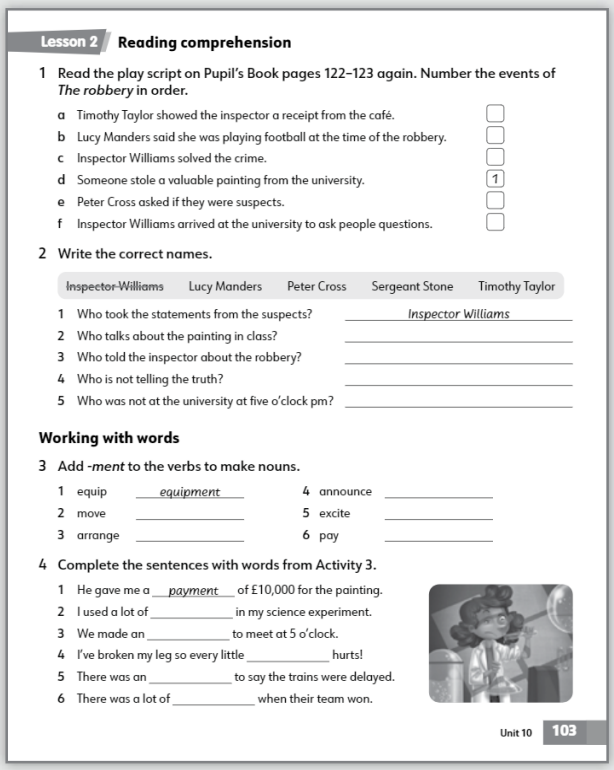
- Read out the list of verbs and check meaning.
- Refer the children to the example and elicit that there's a tick because it's possible to add *-ment* to *pay* and make a noun (*payment*).
- Do question 2 orally. Elicit or explain that *solvement* isn't a word, so the answer is a cross in the box and no word on the line.
- The children complete the activity individually, using a dictionary to check their answers.
- The children check answers in pairs.
- Check answers as a class.

Answers: 1 ✓, payment **2** ✗ **3** ✓, agreement **4** ✓, statement **5** ✗ **6** ✓, excitement **7** ✓, equipment **8** ✗ **9** ✗

Cooler: Jumping suffixes

- Consolidate *-ment* words by playing a game. Ask the class to stand. Say words from the *Working with words* activity in random order, including forms which don't exist (e.g. equipment, researchment). When the children hear a word that really exists, they jump. If it doesn't exist, they stand still.

Workbook page 103



Lesson 2 **Reading comprehension**

1 **Read the play script on Pupil's Book pages 122–123 again. Number the events of *The robbery* in order.**

a Timothy Taylor showed the inspector a receipt from the café. ☐
b Lucy Manders said she was playing football at the time of the robbery. ☐
c Inspector Williams solved the crime. ☐
d Someone stole a valuable painting from the university. 1
e Peter Cross asked if they were suspects. ☐
f Inspector Williams arrived at the university to ask people questions. ☐

2 **Write the correct names.**

~~Inspector Williams~~ Lucy Manders Peter Cross Sergeant Stone Timothy Taylor

1 Who took the statements from the suspects? *Inspector Williams*
2 Who talks about the painting in class? _____
3 Who told the inspector about the robbery? _____
4 Who is not telling the truth? _____
5 Who was not at the university at five o'clock pm? _____

Working with words

3 **Add *-ment* to the verbs to make nouns.**

1 equip *equipment* 4 announce _____
2 move _____ 5 excite _____
3 arrange _____ 6 pay _____

4 **Complete the sentences with words from Activity 3.**

1 He gave me a *payment* of £10,000 for the painting.
2 I used a lot of _____ in my science experiment.
3 We made an _____ to meet at 5 o'clock.
4 I've broken my leg so every little _____ hurts!
5 There was an _____ to say the trains were delayed.
6 There was a lot of _____ when their team won.

Unit 10 103

1 Read the play script on Pupil's Book pages 122–123 again. Number the events of *The robbery* in order.

Answers: a 4 **b** 5 **c** 6 **d** 1 **e** 3 **f** 2

2 Write the correct names. More than one answer is possible.

Answers: 1 Inspector Williams **2** Timothy Taylor **3** Sergeant Stone **4** Peter Cross **5** Lucy Manders

3 Add *-ment* to the verbs to make nouns.

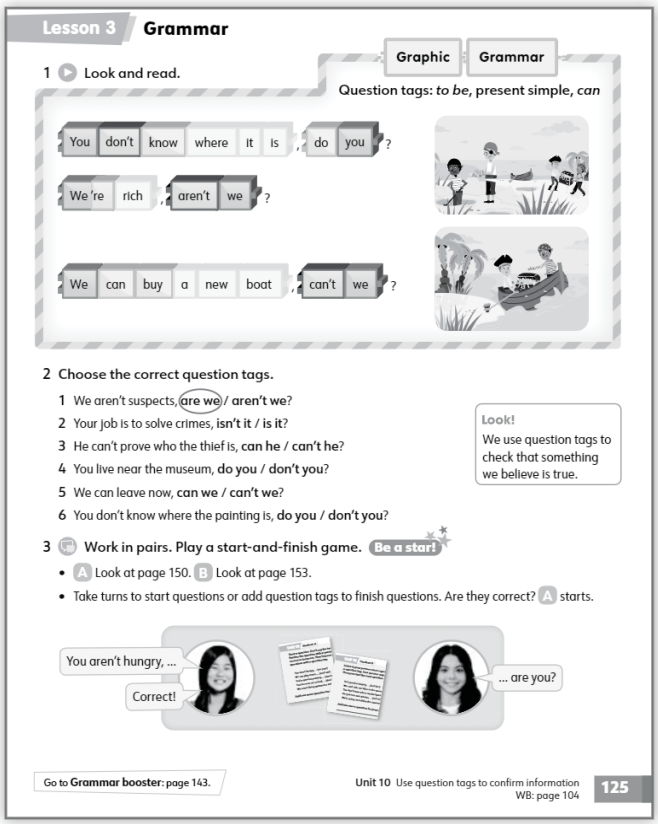
Answers: 1 equipment **2** movement **3** arrangement **4** announcement **5** excitement **6** payment

4 Complete the sentences with words from Activity 3.

Answers: 1 payment **2** equipment **3** arrangement **4** movement **5** announcement **6** excitement

Lesson 3 Grammar

Pupil's Book page 125


Lesson 3 Grammar

1 Look and read.

Graphic Grammar

Question tags: *to be*, present simple, *can*

You don't know where it is , do you ?

We're rich , aren't we ?

We can buy a new boat , can't we ?

2 Choose the correct question tags.

1 We aren't suspects, are we / aren't we?
2 Your job is to solve crimes, isn't it / is it?
3 He can't prove who the thief is, can he / can't he?
4 You live near the museum, do you / don't you?
5 We can leave now, can we / can't we?
6 You don't know where the painting is, do you / don't you?

Look!
We use question tags to check that something we believe is true.

3 Work in pairs. Play a start-and-finish game. Be a star!

- A Look at page 150. B Look at page 153.
- Take turns to start questions or add question tags to finish questions. Are they correct? A starts.

You aren't hungry, ...
Correct!
... are you?

Go to Grammar booster: page 143.

Unit 10 Use question tags to confirm information
WB: page 104

125

***Learning objectives*:** Use question tags to confirm information

***Grammar*:** Question tags: *to be*, present simple, *can*

Review vocabulary: crime and mysteries

***Resources*:** Graphic Grammar video; Grammar 1 worksheet

Warm-up: Spelling bee

- Dictate sentences for the children to write:
  The police officer can prove who the thief is.
  I read detective stories as a hobby.
  No one knows where the valuable painting is.
- The children swap and check each other's work.
- Ask volunteers to write the sentences on the board. Confirm the answers as a class.

1 Look and read.

- Refer the children to the pictures in the *Graphic Grammar* box.
- Ask *Who are they? Where are they? What are they doing? What do they have in their hands? Where are they going?* Elicit answers. Say *They're pirates, aren't they?* (*yes*) *They're on an island, aren't they?* (*yes*) *They're looking for treasure, aren't they?* (*yes*) *The other pirates have already got the treasure, haven't they?* (*yes*) *What are they going to do with the treasure?* (*buy a new boat*)
- Read out the sentences in the *Graphic Grammar* box. Explain that phrases like *do you?, aren't we?, can't we?* on the end of a sentence are called question tags, and that we use these to confirm something we believe is true.
- The children identify which parts of the sentences are affirmative and which are negative.
- Ask the children to compare the verb in the statement at the start and the verb in the question tag at the end. Elicit the patterns: an affirmative verb in the statement → a negative question tag; a negative verb in the statement → an affirmative question tag.
- Point out that the verb used in the question tag depends on the verb used in the statement: *to be* → *to be*; *can* → *can*; the present simple of any verb except *to be* → *do*.
- Draw attention to the purple boxes and explain that the subject of the sentence is always repeated in the tag.
- Have the children look back at the reading texts on pages 122–123 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If you have access to the class video, play the video and follow the procedure above from point 2.
- Play the video again and have the children repeat the questions with the appropriate intonation.

2 Choose the correct question tags.

- Read the information in the *Look!* box. Say to a child: *Your name is* (*name of child*), *isn't it?*
- Read the example with the class and clarify meaning. Elicit that the question tag is positive because the statement is negative.
- Refer the children to sentence 4. Elicit that when the verb isn't *to be*, we use *do*.
- The children complete the activity individually, first underlining the verb in each sentence.
- Check answers as a class.

Answers: 1 are we **2** isn't it **3** can he **4** don't you **5** can't we **6** do you

3 Work in pairs. Play a start-and-finish game.

Be a star!

- Organise the children into pairs and then into Student A and Student B.
- Read out the instructions. Have a volunteer pair read the example dialogue so the children have an understanding of how to play the game. Then have Student A turn to page 150 and have Student B turn to page 153.
- Explain that Student A starts a question (without saying the text in brackets) and Student B guesses the correct question tag to finish the question. Then Student A says if they're correct or incorrect. Then they swap roles.
- Allow time for the children to complete the game.

Grammar booster

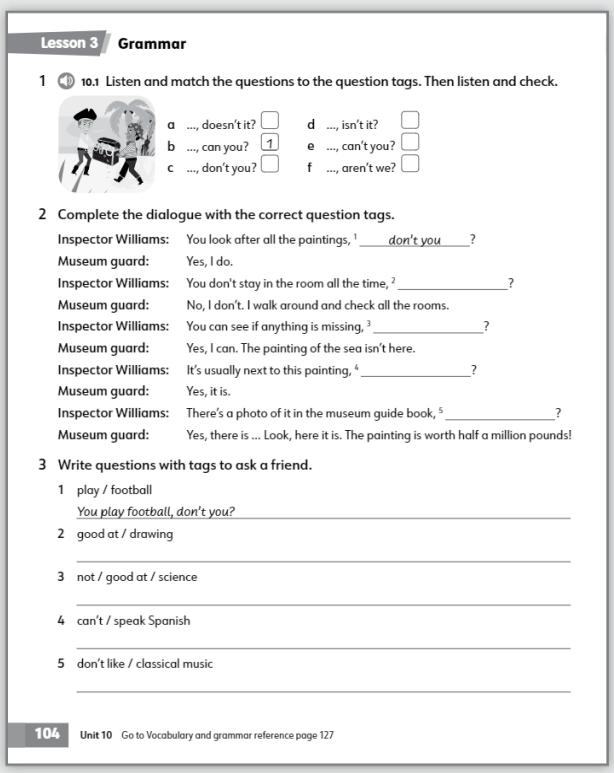
Ask the children to turn to page 143 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 1 do you? **2** can you? **3** can we? **4** does she? **5** does he? **6** aren't there?

Cooler: He's good at football, isn't he?

- Write on the board the name of someone famous or someone the children know (e.g. *Messi*, *Ronaldo*, *Picasso*, *Sherlock Holmes*).
- The children make statements about these people, using question tags to check what they believe is true about them (e.g. He's good at football, isn't he? He's a detective, isn't he?).

Workbook page 104



Lesson 3 **Grammar**

1 10.1 Listen and match the questions to the question tags. Then listen and check.

a ..., doesn't it? ☐ d ..., isn't it? ☐
b ..., can you? 1 e ..., can't you? ☐
c ..., don't you? ☐ f ..., aren't we? ☐

2 Complete the dialogue with the correct question tags.

Inspector Williams: You look after all the paintings, [1] *don't you*?
Museum guard: Yes, I do.
Inspector Williams: You don't stay in the room all the time, [2] _____?
Museum guard: No, I don't. I walk around and check all the rooms.
Inspector Williams: You can see if anything is missing, [3] _____?
Museum guard: Yes, I can. The painting of the sea isn't here.
Inspector Williams: It's usually next to this painting, [4] _____?
Museum guard: Yes, it is.
Inspector Williams: There's a photo of it in the museum guide book, [5] _____?
Museum guard: Yes, there is ... Look, here it is. The painting is worth half a million pounds!

3 Write questions with tags to ask a friend.

1 play / football
You play football, don't you?
2 good at / drawing
_____
3 not / good at / science
_____
4 can't / speak Spanish
_____
5 don't like / classical music
_____

104 Unit 10 Go to Vocabulary and grammar reference page 127

Grammar reference:

Remind the children that they can refer to the grammar reference on page 127 while completing these Workbook activities.

1 10.1 Listen and match the questions to the question tags. Then listen and check.

Audioscript

1 Boy: *You can't row very fast,*
2 Boy: *You know where the treasure is,*
3 Boy: *You can read a map,*
4 Boy: *The map shows where the treasure is,*
5 Boy: *The treasure is under this tree,*
6 Boy: *We're rich,*
1 Boy: *You can't row very fast, can you?*
2 Boy: *You know where the treasure is, don't you?*
3 Boy: *You can read a map, can't you?*
4 Boy: *The map shows where the treasure is, doesn't it?*
5 Boy: *The treasure is under this tree, isn't it?*
6 Boy: *We're rich, aren't we?*

Answers: a 4 **b** 1 **c** 2 **d** 5 **e** 3 **f** 6

2 Complete the dialogue with the correct part of the question tags.

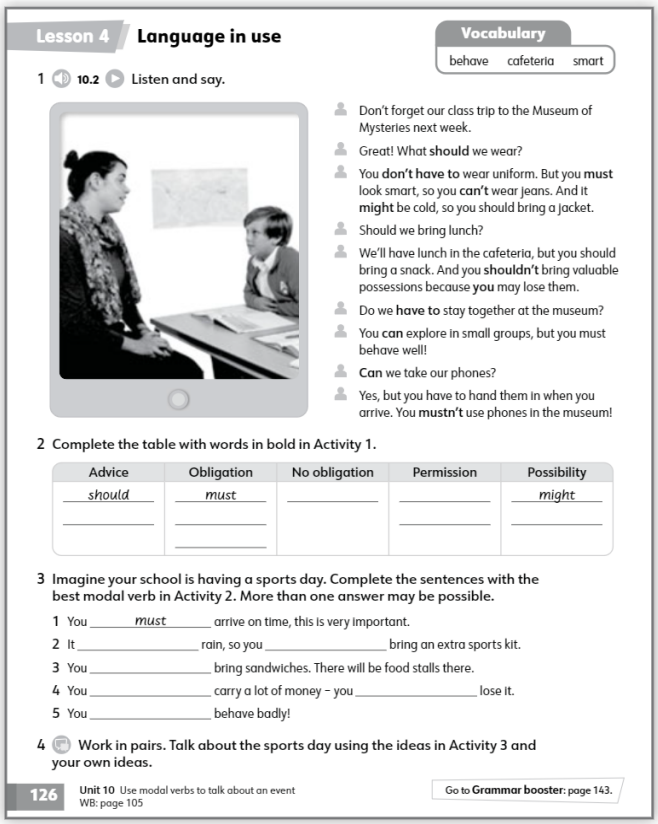
Answers: 1 don't you **2** do you **3** can't you **4** isn't it **5** isn't there

3 Write questions with tags to ask a friend.

Answers: 1 You play football, don't you? **2** You're good at drawing, aren't you? **3** You aren't good at science, are you? **4** You can't speak Spanish, can you? **5** You don't like classical music, do you?

Lesson 4 Language in use

Pupil's Book page 126



Lesson 4 Language in use

Vocabulary: behave cafeteria smart

1 10.2 Listen and say.

Don't forget our class trip to the Museum of Mysteries next week.
Great! What **should** we wear?
You **don't have to** wear uniform. But you **must** look smart, so you **can't** wear jeans. And it **might** be cold, so you should bring a jacket.
Should we bring lunch?
We'll have lunch in the cafeteria, but you should bring a snack. And you **shouldn't** bring valuable possessions because **you** may lose them.
Do we **have to** stay together at the museum?
You **can** explore in small groups, but you must behave well!
Can we take our phones?
Yes, but you have to hand them in when you arrive. You **mustn't** use phones in the museum!

2 Complete the table with words in bold in Activity 1.

Advice	Obligation	No obligation	Permission	Possibility
should	*must*			*might*

3 Imagine your school is having a sports day. Complete the sentences with the best modal verb in Activity 2. More than one answer may be possible.

1 You *must* arrive on time, this is very important.
2 It _____ rain, so you _____ bring an extra sports kit.
3 You _____ bring sandwiches. There will be food stalls there.
4 You _____ carry a lot of money – you _____ lose it.
5 You _____ behave badly!

4 Work in pairs. Talk about the sports day using the ideas in Activity 3 and your own ideas.

126 Unit 10 Use modal verbs to talk about an event
WB: page 105

Go to **Grammar booster**: page 143.

***Learning objectives*:** Use modal verbs to talk about an event

***Vocabulary*:** behave, cafeteria, smart

***Resources*:** Language in use video; Grammar 2 worksheet

Warm-up: A piece of advice

- Say *I've got a problem and I need some advice. I want to do more sport, but I haven't got time. My friends tell me I should make time because it's important to do sport and keep fit and healthy. What should I do?*
- Encourage the children to give you some advice using *should* and *shouldn't*.

Vocabulary

- Read out an example sentence for each word (see Pupil's Book, page 160). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 160.

1 10.2 Listen and say.

- Refer the children to the photo. Ask *Who can you see? (Kit and his teacher) Where are they? (in the classroom) What do you think they're talking about?*
- Play the audio. The children listen to the dialogue and follow in their books to check their ideas (they're talking about a class trip).
- Ask *Where are they going on the trip? (*to the Museum of Mysteries) *Do they have to wear school uniform? (no) Why shouldn't they bring valuable possessions? (they might lose them) Can they use their phones in the museum? (no)*
- Play the audio again and have the children repeat the dialogue.
- In pairs the children act out the dialogue.

- If you have access to the class video, play the video first and follow the above procedure.
- Play the video again and have the children repeat, copying all intonation and body language as closely as possible.

2 Complete the table with words in bold in Activity 1.

- Refer the children to the table and elicit the meaning of the different functions (advice, obligation, no obligation, permission, possibility). Explain that the words in bold in the dialogue in Activity 1 are modal verbs and express these functions.
- Have them read the dialogue individually and decide which words belong to each category, then complete the table.
- Check answers as a class.

Answers: Advice: should, shouldn't;
Obligation: must, mustn't, have to;
No obligation: don't have to;
Permission: can, can't;
Possibility: might, may

Teaching star!

Personalising learning

- Learners find things easier to remember when they have a personalised context. Thinking about how they can use new language to express things which are relevant to them makes learning more meaningful.
- Consolidate the use of modals for different purposes by asking the children to write a sentence about themselves for each one (e.g. *I shouldn't eat so much processed foods. I don't have to go to bed early on Fridays.*).

3 Imagine your school is having a sports day. Complete the sentences with the best modal verb in Activity 2. More than one answer may be possible.

- Ask *Would you like to have a sports day? Why? What should you think about?* (e.g. *what to wear, what time it is, where it is, what to bring, what not to bring*, etc)
- Refer the children to the example and clarify meaning.
- The children complete the activity individually, using the table in Activity 2 as a reference.
- Check answers as a class.

Answers: 1 must **2** may / might, should **3** don't have to **4** shouldn't, might / may **5** mustn't

4 Work in pairs. Talk about the sports day using the ideas in Activity 3 and your own ideas.

- Model the activity by giving a few ideas, e.g. *You must arrive on time and you should bring an extra sports kit because it might rain ...*
- Divide the class into pairs. They talk about the sports day, using the ideas in Activity 3 and their own ideas.

Grammar booster

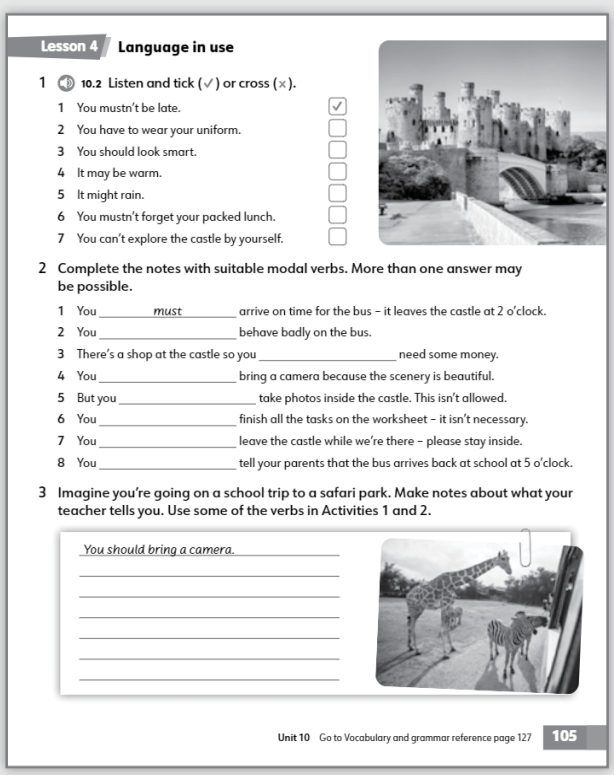
For additional practice, ask the children to turn to page 143 of their Pupil's Book to complete Activities 2 and 3. Alternatively, you may wish to have the children complete this activity at home.

Answers: 2 1 have to 2 must 3 mustn't 4 can 5 shouldn't / don't have to 6 should 7 may / might 8 have to; **3** 1 aren't you 2 do you 3 doesn't he 4 can't we 5 will you 6 aren't we 7 does she 8 can't you

Cooler: True or false?

- Play *True or false?* (see Games bank, pages 14–17) using *When you visit a museum you ... should be silent / have to bring your own lunch / shouldn't run / don't have to pay for the entrance ticket / must take photos / can't touch the exhibits,* etc.
- Once the children have responded each time, elicit a correction if the statement is false.

Workbook page 105



Lesson 4 **Language in use**

1 10.2 Listen and tick (✓) or cross (×).

1 You mustn't be late. ☑
2 You have to wear your uniform. ☐
3 You should look smart. ☐
4 It may be warm. ☐
5 It might rain. ☐
6 You mustn't forget your packed lunch. ☐
7 You can't explore the castle by yourself. ☐

2 Complete the notes with suitable modal verbs. More than one answer may be possible.

1 You *must* arrive on time for the bus – it leaves the castle at 2 o'clock.
2 You _____ behave badly on the bus.
3 There's a shop at the castle so you _____ need some money.
4 You _____ bring a camera because the scenery is beautiful.
5 But you _____ take photos inside the castle. This isn't allowed.
6 You _____ finish all the tasks on the worksheet – it isn't necessary.
7 You _____ leave the castle while we're there – please stay inside.
8 You _____ tell your parents that the bus arrives back at school at 5 o'clock.

3 Imagine you're going on a school trip to a safari park. Make notes about what your teacher tells you. Use some of the verbs in Activities 1 and 2.

You should bring a camera.

Unit 10 Go to Vocabulary and grammar reference page 127 105

Grammar reference:

Remind children that they can refer to the grammar reference on page 127 while completing these Workbook activities.

1 10.2 Listen and tick (✓) or cross (✗).

Audioscript

OK children. Listen carefully. Don't forget our school trip on Friday. You mustn't be late for school. The bus leaves at nine o'clock and it won't wait for anyone. You can wear your own clothes – you don't have to wear school uniform. But you should look smart. It may be cold on the boat, so you should bring a warm coat. It might rain so bring an umbrella, too. And you mustn't forget your packed lunch – there isn't a café at the castle. While we are there, you can explore all the rooms with your friends, but not by yourself. Don't get lost.

Answers: 1 ✓ **2** ✗ **3** ✓ **4** ✗ **5** ✓ **6** ✓ **7** ✗

2 Complete the notes with suitable modal verbs. More than one answer may be possible.

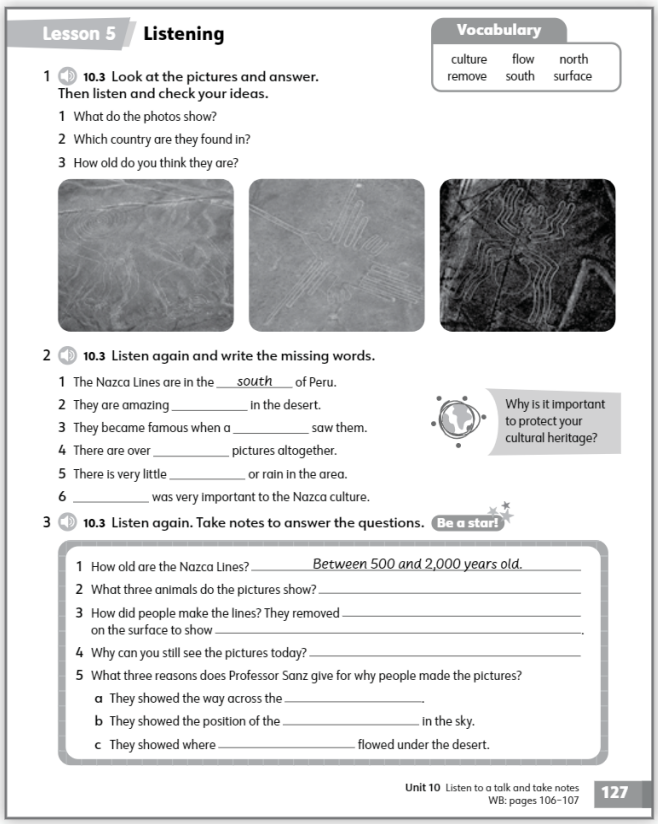
Answers: 1 must **2** mustn't **3** may / might **4** should **5** mustn't **6** don't have to **7** can't / mustn't **8** should

3 Imagine you're going on a school trip to a safari park. Make notes about what your teacher tells you. Use some of the verbs in Activities 1 and 2.

Answers: Children's own answers.

Lesson 5 Listening

Pupil's Book page 127



Lesson 5 Listening

Vocabulary

culture flow north
remove south surface

1 10.3 Look at the pictures and answer. Then listen and check your ideas.

1 What do the photos show?
2 Which country are they found in?
3 How old do you think they are?

2 10.3 Listen again and write the missing words.

1 The Nazca Lines are in the south of Peru.
2 They are amazing _____ in the desert.
3 They became famous when a _____ saw them.
4 There are over _____ pictures altogether.
5 There is very little _____ or rain in the area.
6 _____ was very important to the Nazca culture.

Why is it important to protect your cultural heritage?

3 10.3 Listen again. Take notes to answer the questions. Be a star!

1 How old are the Nazca Lines? Between 500 and 2,000 years old.
2 What three animals do the pictures show? _____
3 How did people make the lines? They removed _____ on the surface to show _____.
4 Why can you still see the pictures today? _____
5 What three reasons does Professor Sanz give for why people made the pictures?
a They showed the way across the _____.
b They showed the position of the _____ in the sky.
c They showed where _____ flowed under the desert.

Unit 10 Listen to a talk and take notes
WB: pages 106–107
127

***Learning objectives*:** Listen to a talk and take notes

***Vocabulary*:** culture, flow, north, remove, south, surface

Warm-up: Vocabulary ping pong

- Play *Vocabulary ping pong* (see Games bank, pages 14–17) with geography vocabulary.
- If you have time, have another round with weather words.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 160). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 160.

1 10.3 Look at the pictures and answer. Then listen and check your ideas.

- Refer children to the photos. Ask *What can you see in the photos?*
- Read out the questions and elicit answers.
- Play the audio. The children check their ideas.
- Check answers as a class.

Audioscript

Reporter: *Good afternoon. Today I'm reporting from the Nazca Desert in the south of Peru. I'm in a plane flying over the Nazca Lines. The Nazca Lines are amazing pictures in the desert. To this day, it's a mystery who made them, or why. Mark, can you give us some more information?*

Presenter: *Of course, Jackie! The Nazca lines are between 500 and 2,000 years old. They became world famous when a pilot saw them from his plane in 1939. You can also see the pictures from the top of a mountain. But for the best view, you should fly over them. Jackie, you're in the plane now, aren't you? How's the view?*

Reporter: *It's amazing, Mark! I can see lots of pictures. There's a spider and a monkey. Below them there's a bird and to the north there's a 60-metre long snake! There are over 300 pictures altogether! Mark, do we know how people made them?*

Presenter: *Yes, we do. They removed the red rocks on the surface of the desert to show the white ground below. Because there is very little wind or rain in the area, you can still see the pictures clearly today, even though some are almost 2,000 years old.*

Reporter: *So now we know how these pictures appeared. Let's find out why. Earlier, I talked to Professor Sanz, an expert on the Nazca Lines. Professor, it's still a mystery why people made these pictures, isn't it?*

Professor: *Yes, it is, but we have some ideas. Since you can see the pictures from the mountains, some people believe they showed the way across the desert. Others believe they showed the position of the stars in the sky. But in an area with very little rain, water was very important to the Nazca culture. I believe they showed where water flowed under the surface of the desert. Also, spiders are believed to be a sign of rain, and monkeys are found in the Amazon, an area with a lot of water.*

Reporter: *That's very interesting! Thank you, Professor. This is Jackie Smith, reporting from the Nazca Desert ...*

Answers: 1 The Nazca Lines **2** Peru **3** 500–2,000 years old

2 10.3 Listen again and write the missing words.

- Read out the sentences and elicit what words could go in the gaps.
- Play the audio again. The children listen and write the missing words. Check answers as a class.

Answers: 1 south **2** pictures **3** pilot **4** 300 **5** wind **6** Water

ESDC

Why is it important to protect your cultural heritage?

This question helps the children identify distinguishing features of a variety of global cultures.

- Confirm the children's understanding of heritage as cultural items, values or special places and things that connect us to who we are and where we live. You may wish to point out aspects of your culture that fall under the concept of heritage. Emphasise how these things allow people to feel part of a community, even if they leave a country or speak different languages.

Possible answers: It's important because we don't want to forget about people, places or traditions from the past that mean a lot to us, or can show us what people enjoyed or thought was important a long time ago.

3 10.3 Listen again. Take notes to answer the questions.

Be a star!

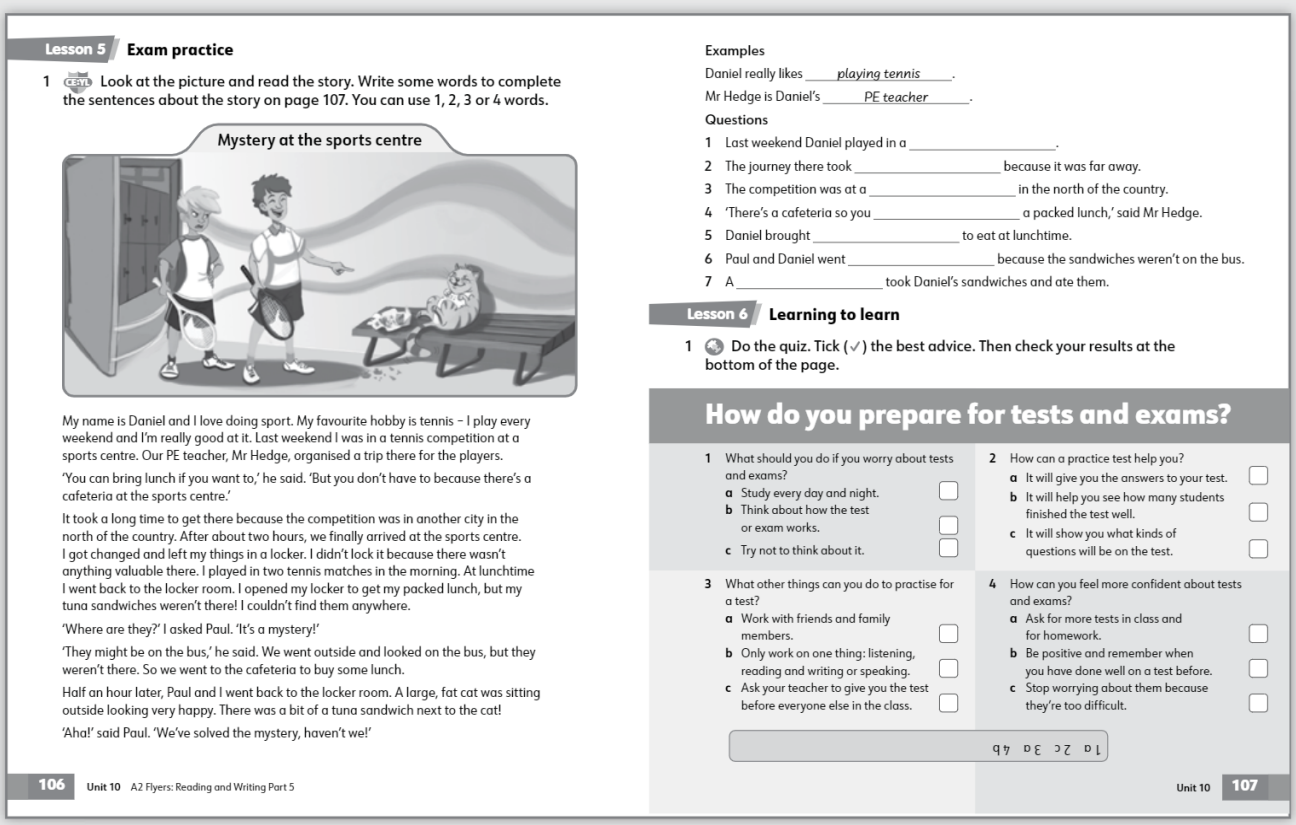
- Read out the questions in the box and clarify meaning. Elicit any answers the children may remember.
- Play the audio. Have the children listen and take notes. Children check their answers answers in pairs.
- Check answers as a class.

Answers: 1 Between 500 and 2,000 years old. **2** Monkey, bird and spider. **3** Red rocks, to show white ground below. **4** There's very little wind or rain in the area. **5 a** desert **b** stars **c** water

Cooler: New Nazca Line

- Ask the children to suggest ideas for a new Nazca Line they would like to create. Elicit ideas and take a class vote to find the most popular.

Workbook pages 106–107



Lesson 5 **Exam practice**

1 CE:YL Look at the picture and read the story. Write some words to complete the sentences about the story on page 107. You can use 1, 2, 3 or 4 words.

Mystery at the sports centre

My name is Daniel and I love doing sport. My favourite hobby is tennis – I play every weekend and I'm really good at it. Last weekend I was in a tennis competition at a sports centre. Our PE teacher, Mr Hedge, organised a trip there for the players.

'You can bring lunch if you want to,' he said. 'But you don't have to because there's a cafeteria at the sports centre.'

It took a long time to get there because the competition was in another city in the north of the country. After about two hours, we finally arrived at the sports centre. I got changed and left my things in a locker. I didn't lock it because there wasn't anything valuable there. I played in two tennis matches in the morning. At lunchtime I went back to the locker room. I opened my locker to get my packed lunch, but my tuna sandwiches weren't there! I couldn't find them anywhere.

'Where are they?' I asked Paul. 'It's a mystery!'

'They might be on the bus,' he said. We went outside and looked on the bus, but they weren't there. So we went to the cafeteria to buy some lunch.

Half an hour later, Paul and I went back to the locker room. A large, fat cat was sitting outside looking very happy. There was a bit of a tuna sandwich next to the cat!

'Aha!' said Paul. 'We've solved the mystery, haven't we!'

106 Unit 10 A2 Flyers: Reading and Writing Part 5

Examples

Daniel really likes *playing tennis*.

Mr Hedge is Daniel's *PE teacher*.

Questions

1 Last weekend Daniel played in a _____.
2 The journey there took _____ because it was far away.
3 The competition was at a _____ in the north of the country.
4 'There's a cafeteria so you _____ a packed lunch,' said Mr Hedge.
5 Daniel brought _____ to eat at lunchtime.
6 Paul and Daniel went _____ because the sandwiches weren't on the bus.
7 A _____ took Daniel's sandwiches and ate them.

Lesson 6 **Learning to learn**

1 Do the quiz. Tick (✓) the best advice. Then check your results at the bottom of the page.

How do you prepare for tests and exams?

1 What should you do if you worry about tests and exams?
- a Study every day and night. ☐
- b Think about how the test or exam works. ☐
- c Try not to think about it. ☐

2 How can a practice test help you?
- a It will give you the answers to your test. ☐
- b It will help you see how many students finished the test well. ☐
- c It will show you what kinds of questions will be on the test. ☐

3 What other things can you do to practise for a test?
- a Work with friends and family members. ☐
- b Only work on one thing: listening, reading and writing or speaking. ☐
- c Ask your teacher to give you the test before everyone else in the class. ☐

4 How can you feel more confident about tests and exams?
- a Ask for more tests in class and for homework. ☐
- b Be positive and remember when you have done well on a test before. ☐
- c Stop worrying about them because they're too difficult. ☐

1a 2c 3a 4b

Unit 10 107

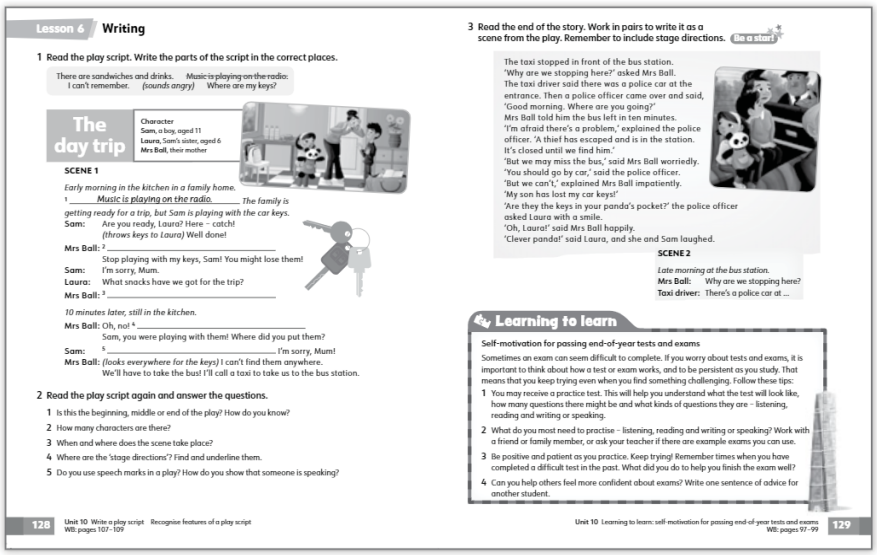
1 CE:YL Look at the picture and read the story. Write some words to complete the sentences about the story on page 107. You can use 1, 2, 3 or 4 words.

This activity helps the children prepare for Part 5 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

Answers: 1 tennis competition **2** two hours **3** sports centre **4** don't have to bring **5** tuna sandwiches / a packed lunch **6** to the cafeteria **7** large, fat cat

Lesson 6 Writing / Learning to learn

Pupil's Book pages 128–129



Lesson 6 Writing

1 Read the play script. Write the parts of the script in the correct places.

There are sandwiches and drinks. Music is playing on the radio. I can't remember. (sounds angry) Where are my keys?

The day trip

Character
Sam, a boy, aged 11
Laura, Sam's sister, aged 6
Mrs Ball, their mother

SCENE 1

Early morning in the kitchen in a family home.

1 _____ *Music is playing on the radio.* _____ *The family is getting ready for a trip, but Sam is playing with the car keys.*

Sam: Are you ready, Laura? Here – catch! *(throws keys to Laura)* Well done!

Mrs Ball: 2 _____ Stop playing with my keys, Sam! You might lose them!

Sam: I'm sorry, Mum.

Laura: What snacks have we got for the trip?

Mrs Ball: 3 _____

10 minutes later, still in the kitchen.

Mrs Ball: Oh, no! 4 _____ Sam, you were playing with them! Where did you put them?

Sam: 5 _____ I'm sorry, Mum!

Mrs Ball: *(looks everywhere for the keys)* I can't find them anywhere. We'll have to take the bus! I'll call a taxi to take us to the bus station.

2 Read the play script again and answer the questions.

1 Is this the beginning, middle or end of the play? How do you know?
2 How many characters are there?
3 When and where does the scene take place?
4 Where are the 'stage directions'? Find and underline them.
5 Do you use speech marks in a play? How do you show that someone is speaking?

128 Unit 10 Write a play script Recognise features of a play script WB: pages 107–109

3 Read the end of the story. Work in pairs to write it as a scene from the play. Remember to include stage directions. Be a star!

The taxi stopped in front of the bus station.
'Why are we stopping here?' asked Mrs Ball.
The taxi driver said there was a police car at the entrance. Then a police officer came over and said, 'Good morning. Where are you going?'
Mrs Ball told him the bus left in ten minutes.
'I'm afraid there's a problem,' explained the police officer. 'A thief has escaped and is in the station. It's closed until we find him.'
'But we may miss the bus,' said Mrs Ball worriedly.
'You should go by car,' said the police officer.
'But we can't,' explained Mrs Ball impatiently. 'My son has lost my car keys!'
'Are they the keys in your panda's pocket?' the police officer asked Laura with a smile.
'Oh, Laura!' said Mrs Ball happily.
'Clever panda!' said Laura, and she and Sam laughed.

SCENE 2

Late morning at the bus station.
Mrs Ball: Why are we stopping here?
Taxi driver: There's a police car at ...

Learning to learn

Self-motivation for passing end-of-year tests and exams

Sometimes an exam can seem difficult to complete. If you worry about tests and exams, it is important to think about how a test or exam works, and to be persistent as you study. That means that you keep trying even when you find something challenging. Follow these tips:

1 You may receive a practice test. This will help you understand what the test will look like, how many questions there might be and what kinds of questions they are – listening, reading and writing or speaking.
2 What do you most need to practise – listening, reading and writing or speaking? Work with a friend or family member, or ask your teacher if there are example exams you can use.
3 Be positive and patient as you practice. Keep trying! Remember times when you have completed a difficult test in the past. What did you do to help you finish the exam well?
4 Can you help others feel more confident about exams? Write one sentence of advice for another student.

Unit 10 Learning to learn: self-motivation for passing end-of-year tests and exams WB: pages 97–99 129

Learning objectives: Write a play script; Recognise features of a play script; Learning to learn: self-motivation for passing end-of-year tests and exams

1 Read the play script. Write the parts of the script in the correct places.

- Children look at the text and identify what type it is (a play script). Refer them to the picture and ask *What do you think the play is about?* Elicit ideas.
- Children read the script quickly and check their ideas.
- Children look at the yellow box. Ask *Why are some phrases in italics or in brackets?* (*They are the settings and stage directions.*)
- The children read and complete the script.

Answers: 1 Music is playing on the radio. **2** (sounds angry) **3** There are sandwiches and drinks. **4** Where are my keys? **5** I can't remember.

2 Read the play script again and answer the questions.

- The children read the questions in Activity 2.
- They work in pairs to answer the questions.
- Check answers as a class.

Answers: 1 The beginning: we're introduced to the characters. **2** Three **3** Early morning, in the kitchen. **4** In italics and in brackets. **5** No. Their names are placed before the words they say with a colon after it.

3 Read the end of the story. Work in pairs to write it as a scene from the play. Remember to include stage directions.

Be a star!

- Have the children read the text. They underline the sentences that are said by different characters, and circle information about the setting or for stage directions.
- The children work in pairs to write the scene.
- If time allows, assign roles and have volunteers act out the play.

Suggested answer:

Late morning at the bus station.

Mrs Ball: Why are we stopping here?

Taxi driver: There's a police car at the entrance.

Police officer: (*policeman comes over*) Good morning. Where are you going?

Mrs Ball: The bus leaves in ten minutes.

Police officer: I'm afraid there's a problem. A thief has escaped and is in the station. It's closed until we find him.

Mrs Ball: (*worried*) But we may miss the bus.

Police officer: You should go by car.

Mrs Ball: (*impatiently*) But we can't. My son has lost my car keys!

Police officer: (*smiling at Laura*) Are they the keys in your panda's pocket?

Mrs Ball: (*happily*) Oh, Laura!

Laura: Clever panda!

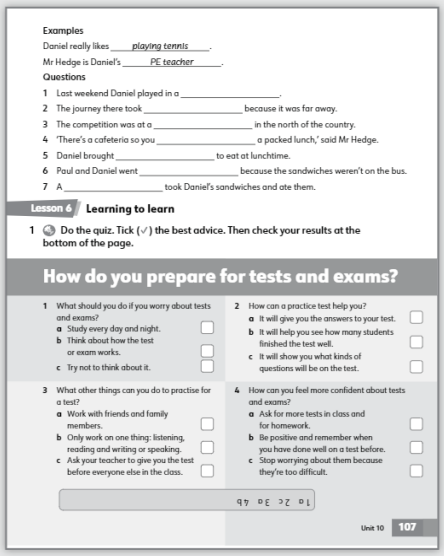
Laura and Sam: (*laughing*)

Learning to learn

Self-motivation for passing end-of-year tests and exams

- Read out the information and the four tips in the box.
- Give an example of a difficult test or exam you completed and what steps you took to be successful.
- Ask the children to think of a difficult test or exam they completed recently. Ask for a few volunteers to share their advice on things they regularly do when preparing for an exam or test.

Workbook pages 107–109



Examples

Daniel really likes playing tennis.

Mr Hedge is Daniel's PE teacher.

Questions

1 Last weekend Daniel played in a _____.
2 The journey there took _____ because it was far away.
3 The competition was at a _____ in the north of the country.
4 'There's a cafeteria so you _____ a packed lunch,' said Mr Hedge.
5 Daniel brought _____ to eat at lunchtime.
6 Paul and Daniel went _____ because the sandwiches weren't on the bus.
7 A _____ took Daniel's sandwiches and ate them.

Lesson 6 Learning to learn

1 Do the quiz. Tick (✓) the best advice. Then check your results at the bottom of the page.

How do you prepare for tests and exams?

1 What should you do if you worry about tests and exams?
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3 What other things can you do to practise for a test?
a Work with friends and family members.
b Only work on one thing: listening, reading and writing or speaking.
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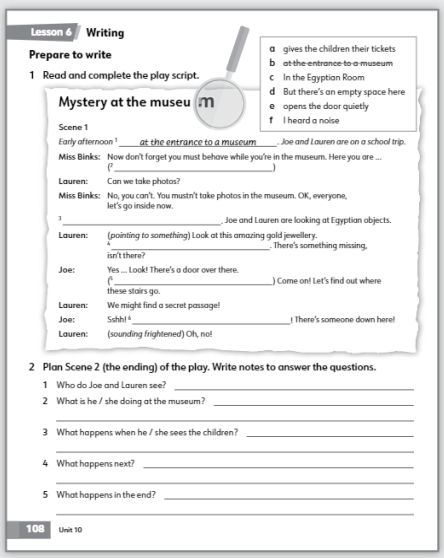
4 How can you feel more confident about tests and exams?
a Ask for more tests in class and for homework.
b Be positive and remember when you have done well on a test before.
c Stop worrying about them because they're too difficult.

1a 2c 3a 4b

Unit 10 107

1 Do the quiz. Tick (✓) the best advice. Then check your results at the bottom of the page.

Answers: 1 a **2** c **3** a **4** b



Lesson 6 Writing

Prepare to write

1 Read and complete the play script.

Mystery at the museum

Scene 1

Early afternoon [1] *at the entrance to a museum*. *Joe and Lauren are on a school trip.*

Miss Binks: Now don't forget you must behave while you're in the museum. Here you are ... ([2] _____)

Lauren: Can we take photos?

Miss Binks: No, you can't. You mustn't take photos in the museum. OK, everyone, let's go inside now.

[3] _____. Joe and Lauren are looking at Egyptian objects.

Lauren: (*pointing to something*) Look at this amazing gold jewellery. [4] _____. There's something missing, isn't there?

Joe: Yes ... Look! There's a door over there. ([5] _____) Come on! Let's find out where these stairs go.

Lauren: We might find a secret passage!

Joe: Sshh! [6] _____! There's someone down here!

Lauren: (*sounding frightened*) Oh, no!

a gives the children their tickets
b ~~at the entrance to a museum~~
c In the Egyptian Room
d But there's an empty space here
e opens the door quietly
f I heard a noise

2 Plan Scene 2 (the ending) of the play. Write notes to answer the questions.

1 Who do Joe and Lauren see? _____
2 What is he / she doing at the museum? _____
3 What happens when he / she sees the children? _____
4 What happens next? _____
5 What happens in the end? _____

108 Unit 10

Prepare to write

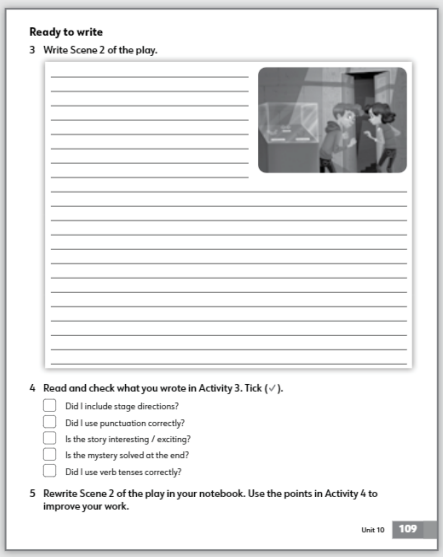
1 Read and complete the play script.

- If done in class, ask children to read the play script quickly. Ask *Who are the characters?* (*Miss Binks, Lauren and Joe*) *Where are they?* (*in a museum*) *What are they looking at?* (*Egyptian jewellery*) *What's wrong?* (*something is missing*) *What do they see?* (*a door*)
- Children work in pairs and complete the script with the missing information.
- Check answers with the class.

Answers: 1 b **2** a **3** c **4** d **5** e **6** f

2 Plan Scene 2 (the ending) of the play. Write notes to answer the questions.

- If done in class, read out the questions. Encourage children to think of ideas to answer them. Write ideas on the board.
- Children work in pairs to write answers to the questions.



Ready to write

3 Write Scene 2 of the play.

4 Read and check what you wrote in Activity 3. Tick (✓).
- Did I include stage directions?
- Did I use punctuation correctly?
- Is the story interesting / exciting?
- Is the mystery solved at the end?
- Did I use verb tenses correctly?

5 Rewrite Scene 2 of the play in your notebook. Use the points in Activity 4 to improve your work.

Unit 10 109

Ready to write

3 Write Scene 2 of the play.

- The children write Scene 2 of the play using their plan in Activity 2.
- Elicit ideas for the scene setting and the first two lines of the scene.

4 Read and check what you wrote in Activity 3. Tick (✓).

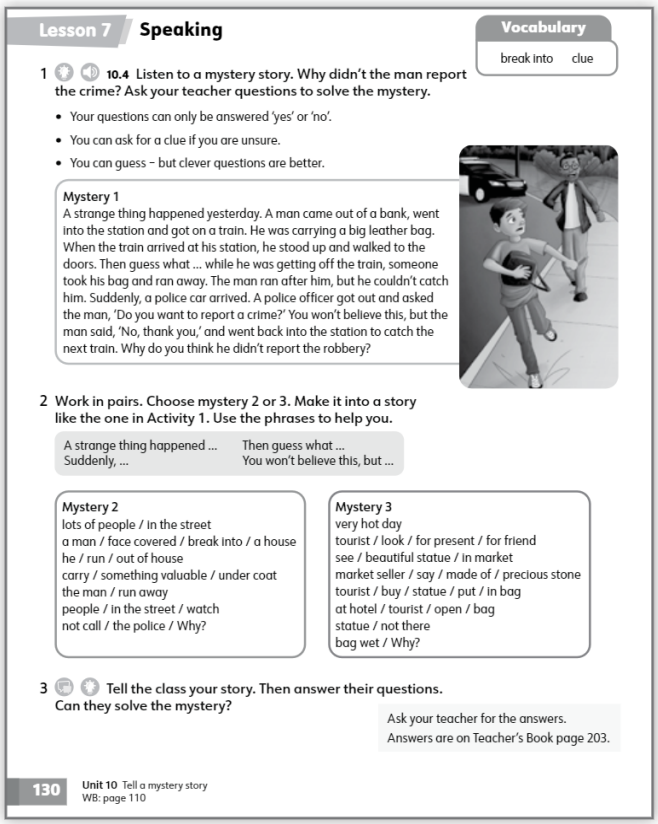
- The children check their work against the checklist and make a note of any necessary changes.

5 Rewrite Scene 2 of the play in your notebook. Use the points in Activity 4 to improve your work.

- The children write a final version in their notebook.

Lesson 7 Speaking

Pupil's Book page 130



Lesson 7 Speaking

Vocabulary: break into, clue

1 10.4 Listen to a mystery story. Why didn't the man report the crime? Ask your teacher questions to solve the mystery.

- Your questions can only be answered 'yes' or 'no'.
- You can ask for a clue if you are unsure.
- You can guess – but clever questions are better.

Mystery 1
A strange thing happened yesterday. A man came out of a bank, went into the station and got on a train. He was carrying a big leather bag. When the train arrived at his station, he stood up and walked to the doors. Then guess what ... while he was getting off the train, someone took his bag and ran away. The man ran after him, but he couldn't catch him. Suddenly, a police car arrived. A police officer got out and asked the man, 'Do you want to report a crime?' You won't believe this, but the man said, 'No, thank you,' and went back into the station to catch the next train. Why do you think he didn't report the robbery?

2 Work in pairs. Choose mystery 2 or 3. Make it into a story like the one in Activity 1. Use the phrases to help you.

A strange thing happened ... Then guess what ...
Suddenly, ... You won't believe this, but ...

Mystery 2
lots of people / in the street
a man / face covered / break into / a house
he / run / out of house
carry / something valuable / under coat
the man / run away
people / in the street / watch
not call / the police / Why?

Mystery 3
very hot day
tourist / look / for present / for friend
see / beautiful statue / in market
market seller / say / made of / precious stone
tourist / buy / statue / put / in bag
at hotel / tourist / open / bag
statue / not there
bag wet / Why?

3 Tell the class your story. Then answer their questions. Can they solve the mystery?

Ask your teacher for the answers.
Answers are on Teacher's Book page 203.

130 Unit 10 Tell a mystery story
WB: page 110

***Learning objectives*:** Tell a mystery story

***Vocabulary*:** break into, clue

Review vocabulary: crime and mysteries

***Resources*:** Vocabulary 2 worksheet

Warm-up: Guess what the numbers refer to

- Write three numbers on the board: your house number, the number of brothers and sisters you have, and the date of the day you were born (e.g. 21st).
- Have the children guess what these numbers refer to by asking yes / no questions. Give them some clues to help them.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 160). Elicit a definition for the words.
- Children check the definitions in the dictionary on page 160.

1 10.4 Listen to a mystery story. Why didn't the man report the crime? Ask your teacher questions to solve the mystery.

- Refer the children to the picture and ask them what they think is happening.
- Read out the three rules. Ask *Can you answer with other words besides yes or no? Can you ask for clues? Is it better to guess or ask clever questions?* to check that the class understand.
- Say *Listen to the mystery story. Why didn't the man report the crime?* Play the audio.
- The children ask questions to solve the mystery. Make sure they follow the rules when asking their questions.
- You can make up your own solution to the mystery or use the one on page 203.

2 Work in pairs. Choose mystery 2 or 3. Make it into a story like the one in Activity 1. Use the phrases to help you.

- Read out the phrases in the purple box. Tell the children that these phrases help to make a story sound more interesting.
- Have the children work in pairs and decide if they are going to use mystery 2 or 3.
- Give the children ten minutes to create a mystery story using all the words in the mystery 2 or 3 box and the phrases in the purple box.
- Ask them to discuss ideas to try and solve the mystery themselves.
- Then divide children into two groups, depending on which story they chose.
- Ask the groups to come up one at a time. (If groups are very big, divide them into smaller groups.) Tell them the answer to the mysteries (see page 203).
- Circulate, monitor and help as necessary.

3 Tell the class your story. Then answer their questions. Can they solve the mystery?

- Invite a volunteer from each group (mystery 2 or 3) to come up and tell their story to the class. (Alternatively, put pairs of children together with a pair that chose a different mystery. This way more children get a chance to tell their story.)
- Encourage the class (or the other pair of children) to ask questions to try and solve the mystery.

Teaching star!

Communicating

- Remind the children that gestures, body language and tone of voice can help them to tell their story in a more engaging way. When they tell their stories, encourage them to use gestures and eye contact, to convey emotions like surprise and excitement in their voices and to use pauses to create dramatic tension. Have the class feed back constructively on how well each story is told.

Suggested answers to Activities 1 and 3:

Mystery 1:

The man didn't report the crime because he had robbed the bank and the money he stole was in his bag. He didn't want the police to find out.

Mystery 2:

The man breaks into the house because it is on fire. He rescues a baby from the house – he's carrying the baby under his coat.

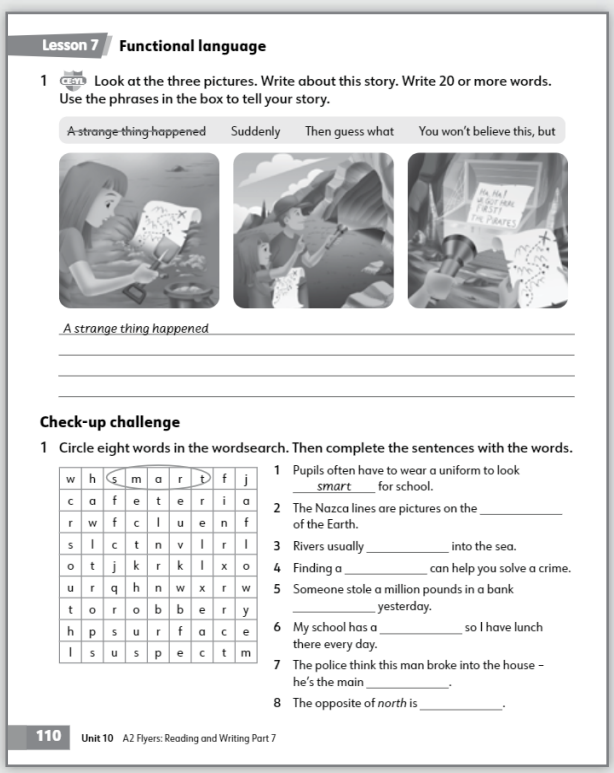
Mystery 3:

The market seller wasn't telling the truth. The statue was made of ice, not precious stone. It melted while the tourist was taking it back to the hotel.

Cooler: Team spelling

- Play *Team spelling* (see Games bank, pages 14–17) with key vocabulary from Unit 10..

Workbook page 110



Lesson 7 **Functional language**

1 CE:YL Look at the three pictures. Write about this story. Write 20 or more words. Use the phrases in the box to tell your story.

~~A strange thing happened~~ Suddenly Then guess what You won't believe this, but

A strange thing happened

Check-up challenge

1 Circle eight words in the wordsearch. Then complete the sentences with the words.

w	h	s	m	a	r	t	f	j
c	a	f	e	t	e	r	i	a
r	w	f	c	l	u	e	n	f
s	l	c	t	n	v	l	r	l
o	t	j	k	r	k	l	x	o
u	r	q	h	n	w	x	r	w
t	o	r	o	b	b	e	r	y
h	p	s	u	r	f	a	c	e
l	s	u	s	p	e	c	t	m

1 Pupils often have to wear a uniform to look *smart* for school.
2 The Nazca lines are pictures on the _____ of the Earth.
3 Rivers usually _____ into the sea.
4 Finding a _____ can help you solve a crime.
5 Someone stole a million pounds in a bank _____ yesterday.
6 My school has a _____ so I have lunch there every day.
7 The police think this man broke into the house – he's the main _____.
8 The opposite of *north* is _____.

110 Unit 10 A2 Flyers: Reading and Writing Part 7

1 CE:YL Look at the three pictures. Write about this story. Write 20 or more words. Use the phrases in the box to tell your story.

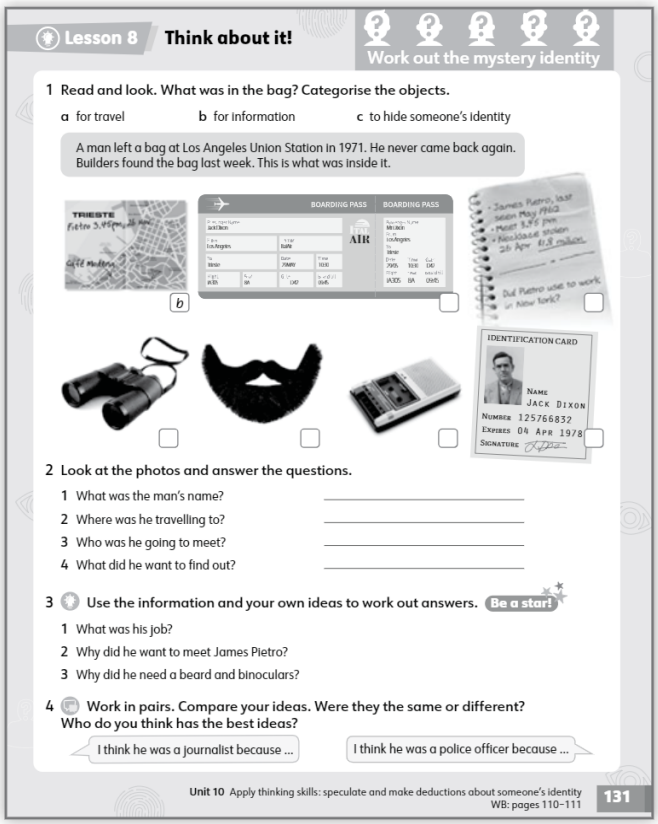
This activity helps the children prepare for Part 7 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

- Refer the children to the pictures and ask them what they can see.
- Read out the phrases in the box. Clarify meaning.
- The children write a story of 20 words or more. Remind them to use the phrases in the box.
- Help the children prepare for Part 7 of the Reading and Writing A2 Flyers paper by reminding them to look carefully at the pictures.

Answer: Children's own answer.

Lesson 8 Think about it!

Pupil's Book page 131


Lesson 8 Think about it!
Work out the mystery identity
1 Read and look. What was in the bag? Categorise the objects.
a for travel b for information c to hide someone's identity
A man left a bag at Los Angeles Union Station in 1971. He never came back again. Builders found the bag last week. This is what was inside it.
2 Look at the photos and answer the questions.
1 What was the man's name?
2 Where was he travelling to?
3 Who was he going to meet?
4 What did he want to find out?
3 Use the information and your own ideas to work out answers. Be a star!
1 What was his job?
2 Why did he want to meet James Pietro?
3 Why did he need a beard and binoculars?
4 Work in pairs. Compare your ideas. Were they the same or different? Who do you think has the best ideas?
I think he was a journalist because ...
I think he was a police officer because ...
Unit 10 Apply thinking skills: speculate and make deductions about someone's identity
WB: pages 110–111
131

Learning objectives: Apply thinking skills: speculate and made deductions about someone's identity

Resources: Unit 10 test and End-of-year review

Warm-up: Who am I?

- Choose a famous person. Tell the children they have to guess who you are from the clues you give. Say *I'm a man / woman. I'm tall / short. My hair is ... I sing / act / do (a certain sport). I live in ... I'm from ...*
- Repeat, with volunteers giving the clues.

1 Read and look. What was in the bag? Categorise the objects.

- Read out the information in the pink box. Ask *How many years ago did the man leave the bag? Where did he leave it? Who found it?*
- Refer the children to the photos on page 131. Elicit what they show.
- Read out the three categories and clarify meaning.
- Have the children work in pairs to work out which objects belong in which category.
- Elicit answers.

Answers: a boarding pass, ID card **b** map, notebook, tape recorder **c** binoculars, (false) beard

2 Look at the photos and answer the questions.

- Ask volunteers to read out the questions.
- The children study the photos and find information to answer the questions.
- Elicit answers. Children say where they found the information to support each answer.

Answers: 1 Jack Dixon **2** Trieste (Italy) **3** James Pietro **4** Did Pietro use to work in New York?

3 Use the information and your own ideas to work out answers. Be a star!

- Ask *Do you think Jack Dixon was a doctor / an actor / a journalist / a police officer? Why / Why not?*
- Give the children time to think about the questions and make notes on their ideas.

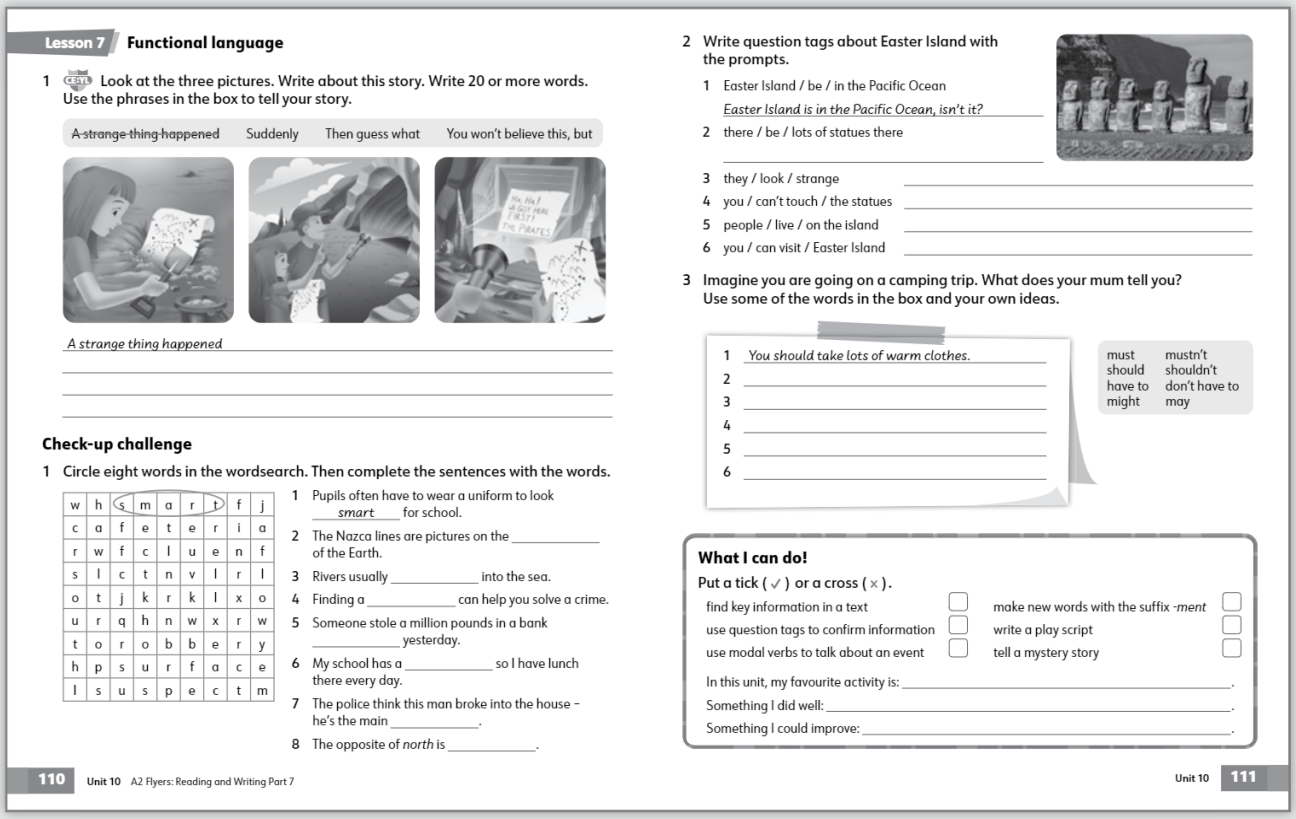
Suggested answers: 1 a journalist / police officer / spy 2 to write a story about him / to solve a crime 3 in case James Pietro recognised him and didn't want to talk to him / so that he could watch James Pietro from a distance

4 Work in pairs. Compare your ideas. Were they the same or different? Who do you think has the best ideas?

- Read out the two phrases. Tell the children they are going to discuss their ideas with a partner.
- Explain that there are no wrong answers in this task. The important thing is for children to give logical reasons to support their ideas.
- The children discuss their ideas in pairs.
- Conduct class feedback and have the class vote on who has the best theory about Jack Dixon.

Cooler: What was in the bag?

- The children close their Pupil's Books. Divide the class into two teams. Each team has to write a list of the objects the man had in his bag. The team which does it most quickly wins – but explain that there will be a five second penalty added for any item missed out or spelt incorrectly.
- The teams swap and check each other's list. The team with the quickest time wins.



Lesson 7 **Functional language**

1 Look at the three pictures. Write about this story. Write 20 or more words. Use the phrases in the box to tell your story.

~~A strange thing happened~~ Suddenly Then guess what You won't believe this, but

A strange thing happened

Check-up challenge

1 Circle eight words in the wordsearch. Then complete the sentences with the words.

w	h	s	m	a	r	t	f	j
c	a	f	e	t	e	r	i	a
r	w	f	c	l	u	e	n	f
s	l	c	t	n	v	l	r	l
o	t	j	k	r	k	l	x	o
u	r	q	h	n	w	x	r	w
t	o	r	o	b	b	e	r	y
h	p	s	u	r	f	a	c	e
l	s	u	s	p	e	c	t	m

1 Pupils often have to wear a uniform to look *smart* for school.
2 The Nazca lines are pictures on the _____ of the Earth.
3 Rivers usually _____ into the sea.
4 Finding a _____ can help you solve a crime.
5 Someone stole a million pounds in a bank _____ yesterday.
6 My school has a _____ so I have lunch there every day.
7 The police think this man broke into the house – he's the main _____.
8 The opposite of *north* is _____.

2 Write question tags about Easter Island with the prompts.

1 Easter Island / be / in the Pacific Ocean
Easter Island is in the Pacific Ocean, isn't it?
2 there / be / lots of statues there
_____
3 they / look / strange _____
4 you / can't touch / the statues _____
5 people / live / on the island _____
6 you / can visit / Easter Island _____

3 Imagine you are going on a camping trip. What does your mum tell you? Use some of the words in the box and your own ideas.

1 *You should take lots of warm clothes.*
2 _____
3 _____
4 _____
5 _____
6 _____

must mustn't
should shouldn't
have to don't have to
might may

What I can do!

Put a tick (✓) or a cross (×).

find key information in a text ☐ make new words with the suffix *-ment* ☐
use question tags to confirm information ☐ write a play script ☐
use modal verbs to talk about an event ☐ tell a mystery story ☐

In this unit, my favourite activity is: _____.
Something I did well: _____.
Something I could improve: _____.

110 Unit 10 A2 Flyers: Reading and Writing Part 7

Unit 10 111

Check-up challenge

1 Circle eight words in the wordsearch. Then complete the sentences with the words.

Answers:

w	h	s	m	a	r	t	f	j
c	a	f	e	t	e	r	i	a
r	w	f	c	l	u	e	n	f
s	l	c	t	n	v	l	r	l
o	t	j	k	r	k	l	x	o
u	r	q	h	n	w	x	r	w
t	o	r	o	b	b	e	r	y
h	p	s	u	r	f	a	c	e
l	s	u	s	p	e	c	t	m

1 smart **2** surface **3** flow **4** clue **5** robbery **6** cafeteria **7** suspect **8** south

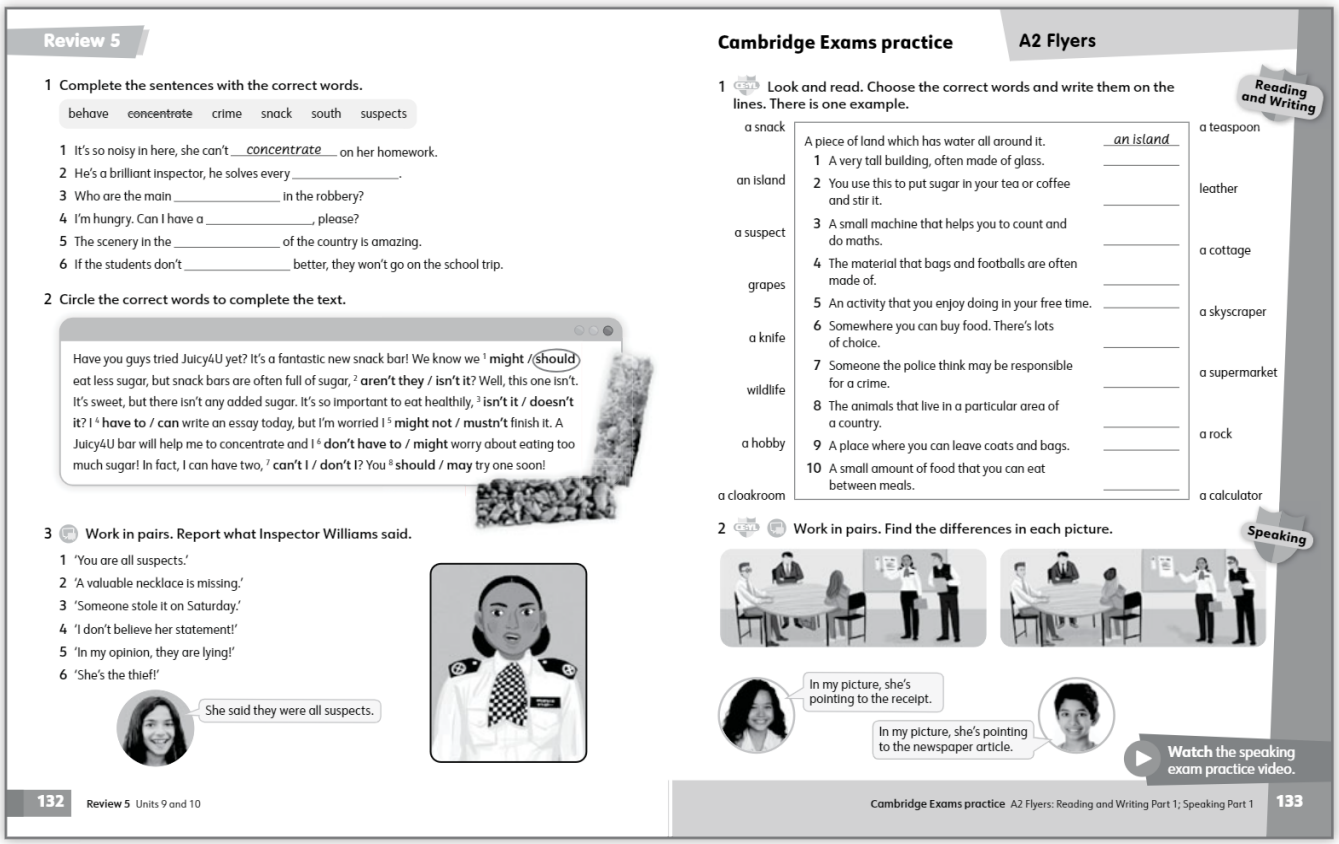
2 Write question tags about Easter Island with the prompts.

Answers: 1 Easter Island is in the Pacific Ocean, isn't it? **2** There are lots of statues there, aren't there? **3** They look strange, don't they? **4** You can't touch the statues, can you? **5** People live on the island, don't they? **6** You can visit Easter Island, can't you?

3 Imagine you are going on a camping trip. What does your mum tell you? Use some of the words in the box and your own ideas.

Answers: Children's own answers.

Pupil's Book pages 132–133



Review 5

1 Complete the sentences with the correct words.

behave ~~concentrate~~ crime snack south suspects

1 It's so noisy in here, she can't *concentrate* on her homework.
2 He's a brilliant inspector, he solves every _____.
3 Who are the main _____ in the robbery?
4 I'm hungry. Can I have a _____, please?
5 The scenery in the _____ of the country is amazing.
6 If the students don't _____ better, they won't go on the school trip.

2 Circle the correct words to complete the text.

Have you guys tried Juicy4U yet? It's a fantastic new snack bar! We know we [1] **might** / **should** eat less sugar, but snack bars are often full of sugar, [2] **aren't they / isn't it?** Well, this one isn't. It's sweet, but there isn't any added sugar. It's so important to eat healthily, [3] **isn't it / doesn't it?** I [4] **have to / can** write an essay today, but I'm worried I [5] **might not / mustn't** finish it. A Juicy4U bar will help me to concentrate and I [6] **don't have to / might** worry about eating too much sugar! In fact, I can have two, [7] **can't I / don't I?** You [8] **should / may** try one soon!

3 Work in pairs. Report what Inspector Williams said.

1 'You are all suspects.'
2 'A valuable necklace is missing.'
3 'Someone stole it on Saturday.'
4 'I don't believe her statement!'
5 'In my opinion, they are lying!'
6 'She's the thief!'

She said they were all suspects.

132 Review 5 Units 9 and 10

Cambridge Exams practice A2 Flyers

Reading and Writing

1 Look and read. Choose the correct words and write them on the lines. There is one example.

a snack, an island, a suspect, grapes, a knife, wildlife, a hobby, a cloakroom

A piece of land which has water all around it. *an island*
1 A very tall building, often made of glass. _____
2 You use this to put sugar in your tea or coffee and stir it. _____
3 A small machine that helps you to count and do maths. _____
4 The material that bags and footballs are often made of. _____
5 An activity that you enjoy doing in your free time. _____
6 Somewhere you can buy food. There's lots of choice. _____
7 Someone the police think may be responsible for a crime. _____
8 The animals that live in a particular area of a country. _____
9 A place where you can leave coats and bags. _____
10 A small amount of food that you can eat between meals. _____

a teaspoon, leather, a cottage, a skyscraper, a supermarket, a rock, a calculator

Speaking

2 Work in pairs. Find the differences in each picture.

In my picture, she's pointing to the receipt.
In my picture, she's pointing to the newspaper article.

Watch the speaking exam practice video.

Cambridge Exams practice A2 Flyers: Reading and Writing Part 1; Speaking Part 1 133

Learning objectives: Review Units 9 and 10, A2 Flyers: Reading and Writing Part 1; Speaking Part 1

Resources: Unit 10, Review 5; Speaking exam practice video

Warm-up: I'm a tree

- Tell the children that they are going to pretend to be trees. They need to concentrate and be silent.
- If possible, have them stand as trees for ten seconds, with strong legs that stand still, hands up, breathing slowly and calmly.
- Tell the children that having a clear calm mind will help them concentrate better during the class.

1 Complete the sentences with the correct words.

- Refer the children to the word box and read out the words. Elicit definitions.
- The children complete the activity individually.
- Check answers as a class.

Answers: 1 concentrate **2** crime **3** suspects **4** snack **5** south **6** behave

2 Circle the correct words to complete the text.

- Children look at the photo. Ask *What are they? What are they made of? Do you like them? Do you think they are healthy? Why / Why not?*
- The children read the text individually and circle the correct words.
- Have the children compare their answers in pairs and then check answers as a class.

Answers: 1 should **2** aren't they **3** isn't it **4** have to **5** might not **6** don't have to **7** can't I **8** should

3 Work in pairs. Report what Inspector Williams said.

- Elicit who children can see in the picture (Inspector Williams).
- Read out what the Inspector said and clarify meaning. Remind the children that direct speech uses speech marks.
- Read out the sentence in the speech bubble. Elicit what happens to a present tense verb in direct speech when it is reported (*it changes to the past*)
- The children work in pairs and report what the inspector said.

Cambridge Exams practice

A2 Flyers

1 Look and read. Choose the correct words and write them on the lines.

This activity helps the children prepare for Part 1 of the Reading and Writing paper in the Cambridge English A2 Flyers exam.

- Read out the example. Have the children underline the key words that help you find the answer *an island* (*land, water all around*). Remind them that identifying key words will help them focus on the essential information.
- Read out the coloured words and have the children say a related word to the one you read to check understanding (e.g wildlife, lion; leather, jacket; grapes, fruit).
- Have the children notice that there are more words than definitions. They won't need to use all the words.
- The children read the definitions and underline the key words in each one. They choose the correct words and write them on the lines.
- Check answers as a class.

Answers: 1 a skyscraper **2** a teaspoon **3** a calculator **4** leather **5** a hobby **6** a supermarket **7** a suspect **8** wildlife **9** a cloakroom **10** a snack

2 Work in pairs. Find the differences in each picture.

This activity helps the children prepare for Part 1 of the Speaking paper in the Cambridge English A2 Flyers exam.

- The children look at the two pictures and identify the differences between them.
- Have two children read out the example to the class.
- Then have pairs of children look for the differences in the pictures.

Answers: 1st picture – The inspector is pointing at the receipt. The police sergeant is not wearing glasses. The male teacher is wearing glasses. The businessman has a briefcase at his feet. The female university student is not wearing a hat.
2nd picture – The inspector is pointing at the newspaper article. The police sergeant is wearing glasses. The male teacher is not wearing glasses. The businessman does not have a briefcase at his feet. The female university student is wearing a hat.

Cooler: Spelling bee

- Play Spelling bee (see Games bank, pages 14–17) with the following words: payment, excitement, arrangement, equipment, agreement.

Answer keys: Workbook Mid-year and End-of-year reviews

Mid-year review

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1 **1** experiment - It isn't part of an emergency situation. **2** cooker - It isn't a job. **3** ferry - It isn't a building. **4** discount - It isn't camping equipment. **5** terrified - It doesn't describe a way of speaking. / It isn't a verb. **6** factory - It isn't part of a school or sports centre.

2 **1** crowded **2** polluted **3** coach **4** safety equipment **5** protect **6** accident **7** Communicate **8** rescue boat

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Audioscript

1 ***Simon:*** *What did you do at the weekend, David?*
David: *We visited a big wildlife park. There were giraffes, monkeys, lions …*
Simon: *Wow! Were the lions frightening?*
David: *No – I felt quite excited to see them walking around.*

2 ***Woman:*** *Why are you late, Betty?*
Girl: *Sorry Mrs Reed. There was an accident and I had to wait because the police closed the road.*
Woman: *Oh! Are you OK?*
Girl: *I'm fine. I was on my bike, so I got off and walked a different way.*

3 ***Boy:*** *Wow! This park is beautiful, Katy.*
Girl: *Thanks, I love it too! I want to be an environmental scientist, so I joined a group that cleans up litter in the park.*
Boy: *That's brilliant! Can I join the group too?*

4 ***Boy:*** *Are you going to go on an adventure holiday next year, Emma?*
Girl: *Yes, I am, but I've never taken a helicopter ride before. I'm excited, but a bit terrified, too!*
Boy: *You'll be fine.*

5 ***Woman:*** *What was your favourite part of the weekend, William?*
Boy: *Hmm, I loved sleeping in a tent!*
Woman: *Did you have to put the tent up yourself?*
Boy: *Yes, we did. We learnt how to make a fire too.*
Woman: *Did you learn how to use a compass?*
Boy: *No – we're going to do that next time.*

6 Boy: *We were learning about wildlife by the river at school last week and I saw your older brother standing by his tent. I didn't know he was interested in camping!*

Girl: *Yes - he's a camping guide now - he works with children.*

7 Girl: *Are you going to rehearse for the play after school, George?*

Boy: *Yes, but I'm not ready - I haven't learnt the words yet.*

Girl: *Oh dear! Do you want me to help you?*

8 Girl: *I'm freezing, Mum. Why isn't there any power?*

Woman: *I don't know. There must be a problem.*

Girl: *Can't you phone someone?*

Woman: *I've tried four times but there's no answer.*

Girl: *Well, it's been two hours now. I'm bored and cold!*

3 **1** excited **2** cycling **3** an environmental scientist **4** never taken **5** put up a tent **6** camping **7** hasn't **8** two

4 **1** was travelling **2** had **3** rode **4** was turning **5** was getting **6** saw **7** wasn't looking **8** turned **9** arrived **10** were putting

5 **1** used **2** use **3** always **4** How long **5** since **6** yet **7** for **8** already **9** ever **10** never

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6 **1** Buses aren't as fast as trains. **2** Skateboarding is just as exciting as skiing. **3** Buses are too crowded in the morning. **4** Cycling isn't exciting enough for me. **5** Helicopters are just as noisy as motorbikes. **6** Travelling by plane is too expensive for my family.

7 **1** since **2** as **3** when **4** frightened **5** too

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8 **1** E **2** A **3** F **4** B **5** G

End-of-year review

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1 **materials:** leather, fabric, plastic; **music:** pop, rap, classical; **on TV:** the news, documentary, advert; **adjectives:** cheerful, optimistic, valuable; **crime:** robbery, suspect, break into

2 **1** useful **2** metal **3** herbs **4** cheap **5** denim **6** cotton **7** cafeteria **8** vegetarian

Audioscript

1 Girl: *I love your T-shirt, Ben! Is it made of cotton?*

Boy: *No, it's not. It's made of recycled plastic!*

2 Boy: *What's this funny knife, Mum?*

Woman: *Be careful with that, please!.*

Boy: *I will! Is it used for cutting bread?*

Woman: *No, it's for cutting fruit. Look ...*

3 Boy 1: *Are you going to go to the pop concert in town at the weekend, Charlie?*

Boy 2: *No - didn't you hear? It's been cancelled. Why don't you come to the cinema with us instead?*

Boy 1: *Oh OK, that would be great, thanks.*

4 Woman: *Do you want to come shopping with me tomorrow, Holly?*

Girl: *I might do, but if it's sunny, I'll go to the beach with my friends.*

Woman: *OK. That sounds nice.*

5 Boy: *Can I have that last piece of cake?*

Girl: *OK Hugo, but haven't you eaten cake already today? Mum said that too much sugar is bad for you.*

Boy: *Maybe you're right. Perhaps I'll have an apple.*

6 Girl: *You haven't seen my necklace, have you?*

Girl 2: *Sorry, I haven't, Vicky. Isn't it valuable?*

Girl 1: *Yes it is. It was a birthday present.*

Girl 2: *What does it look like and what's it made of? I'll help you look for it.*

Girl 1: *It's made of gold and it's got a little heart on it.*

3 **1** of recycled plastic **2** for cutting fruit **3** going to go **4** will go to **5** won't eat/have any **6** made of gold

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4 **1** don't **2** have **3** must **4** will **5** won't **6** anywhere **7** nothing **8** aren't

5 **1** Lady Sarah said she had a lot of jewels. **2** Lord Robert said a valuable necklace was missing. **3** The servants said they were looking everywhere for it. **4** The cook said the thief worked in the house. **5** Mr Benn said the servants were behaving strangely. **6** The gardener said the cook loved jewellery.

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6 **1** of **2** nowhere **3** is **4** something **5** will **6** can **7** don't **8** shouldn't **9** are **10** might

Page 115

7 **1** to **2** anything **3** starts **4** don't **5** were

8 **1** is grown **2** of **3** opening **4** will **5** 's going to **6** I'll go **7** might not **8** anyone

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CEFR and Cambridge English Qualifications mapping

S	1	2	3	4	5	6
PRE A1			A1		A2	Pre B1
STARTERS			MOVERS		FLYERS KEY FOR SCHOOLS	

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