Academy Stars 6

SECOND EDITION

Teacher's Book
+ access to App

Dave Tucker

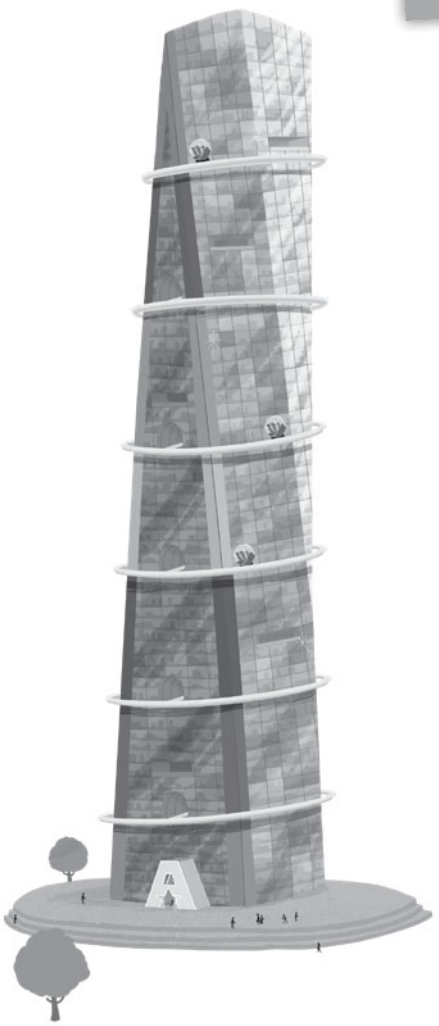
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App

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Written by Dave Tucker

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Contents

Scope and sequence pp4–5
Introduction to Academy Stars Second Edition p6
- Components overview p7
- Teaching with the Pupil's Book and Workbook pp8–12
- Understanding the Teacher's Book p13
- Games bank pp14–17

Teacher's notes

	Unit	
	Welcome	pp18–21
1	Life in the wild	pp22–37
	Reading time 1	pp38–41
2	Inspiring ideas	pp42–57
	Review 1 and Cambridge Exams practice	pp58–59
3	Senses	pp60–75
	Reading time 2	pp76–79
4	Get involved!	pp80–95
	Review 2 and Cambridge Exams practice	pp96–97
5	Travel adventures	pp98–113
6	Sell, sell, sell!	pp114–129
	Review 3 and Cambridge Exams practice	pp130–131
7	Winning ways	pp132–147
	Reading time 3	pp148–151
8	In cyberspace	pp152–167
	Review 4 and Cambridge Exams practice	pp168–169
9	Fun with films	pp170–185
	Reading time 4	pp186–189
10	A brighter future	pp190–205
	Review 5 and Cambridge Exams practice	pp206–207

Answer keys: Workbook Mid-year and End-of-year reviews p208

Scope and sequence

	Unit	Vocabulary	Grammar	Language in use
	Welcome p4	Buildings, camping items, emergency items / events, outdoor activities, jobs	*I've already written a poem.* *I haven't visited Egypt yet.* *Have you ever swum in the sea? Yes, I have.*	
1	**Life in the wild** p8	Wildlife and conservation Working with words: compound nouns	**Present perfect and past simple:** *She's taken photos since 2012.* *She took this photo last winter.*	**Present perfect and past simple questions:** *Have you ever visited a bird sanctuary? When did you go?*
	Reading time 1: Tali's stone			
2	**Inspiring ideas** p22	Exploration Working with words: suffixes (*-ous*)	***Past perfect*:** *When his mum arrived, Peter had invented a new drink.*	**Reflexive pronouns:** *I'm teaching myself to play the guitar.* *This man films himself giving lessons.*
	Review 1 **Cambridge Exams practice:** A2 Key for Schools: Reading and Writing Part 4; Speaking Part 2			
3	**Senses** p34	Describing things Working with words: antonyms	**Modals of deduction:** *It can't be a banana. It may / might / could be a leaf. It may not / might not be a leaf. It must be a flower.*	**Sense verbs + adjective / noun:** *It looks like a pepper. It tastes familiar. It feels hard. It smells like cheese.*
	Reading time 2: It can't be true!			
4	**Get involved!** p48	The environment Working with words: synonyms	**Present perfect continuous:** *They've been planting trees. He's been lying here since 10 o'clock.*	**Present perfect continuous questions:** *Have you been working hard today? What have you been doing?*
	Review 2 **Cambridge Exams practice:** A2 Key for Schools: Listening Part 2; Reading and Writing Part 7			
5	**Travel adventures** p60	Adventurous activities Working with words: prefixes (*un-* and *in-*)	**Reported requests and commands:** *I asked you to tell me a story. I told you not to sing.*	**Present continuous for future arrangements:** *Where are you going on holiday? What are you doing at the weekend?*
6	**Sell, sell, sell!** p70	Advertising Working with words: alliteration	**Reported speech:** *They said they had developed a great product. They said I could fly over the city.*	**Question tags:** *The graphics looked impressive, didn't they? The reviews have been good, haven't they?*
	Review 3 **Cambridge Exams practice:** A2 Key for Schools: Reading and Writing Part 3 and Part 5			
7	**Winning ways** p82	Sport Working with words: suffixes (*-ness*)	**Reported *Wh-* questions:** *She asked me how long the race was. She asked me where I trained.*	**Reported yes / no questions:** *He asked us if we knew about capoeira. We asked him if it was like karate.*
	Reading time 3: Team spirit			
8	**In cyberspace** p96	Internet safety Working with words: homonyms	**Passive voice (past simple):** *My computer was hacked last night. All my exercises were stolen.*	**Modal verbs (review):** *You might have the wrong password. But I could log in yesterday, so it must be correct.*
	Review 4 **Cambridge Exams practice:** A2 Key for Schools: Listening Part 3; Reading and Writing Part 6			
9	**Fun with films** p108	Films Working with words: suffix (*-ation*)	**Passive voice (present perfect):** *The cinema hasn't been painted. The seats haven't been delivered.*	**Future passive:** *The film will be based on a real-life story. It won't be released until the end of the year.*
	Reading time 4: Lost in cyberspace			
10	**A brighter future** p122	Improving the world Working with words: similes	**Second conditional:** *If I had my phone, I'd take a photo. If you took a photo, I wouldn't forgive you.*	***I wish* + past simple / *could*:** *I wish our playground wasn't so messy. I wish we could play basketball outside.*
	Review 5 **Cambridge Exams practice:** A2 Key for Schools: Reading and Writing Part 2; Speaking Part 1			

	Reading	Listening	Writing	Speaking	Think about it!	Learning skills
	A biography Read for specific information	A talk Compare photos with audio information	A biography Use paragraphs to organise information	Describe a wildlife photo	Choose a habitat Thinking skills: analysis and decision-making	Researching information online
	An information text Summarise a text	A talk Listen for similarities and differences	An opinion essay Understand the structure of a for-and-against essay	Compare and contrast two items	Screen viewing time Thinking skills: interpreting and evaluating visual information	Using an index
	A science fiction story Infer information from a text	An interview Listen for the main idea and details	A story Write the next part of a story	Describe objects	Animal super-senses Thinking skills: analysis and classification	Using a dictionary
	An information leaflet Infer information from a text	A conversation Listen for advice and suggestions	Write an information leaflet from notes	Make and respond to suggestions	Make a class action plan Thinking skills: conceptualisation	Improving your writing
	Mixed text types Find specific information	An interview Listen for important facts and details	A review Understand the structure of a review	Give advice and recommendations	Choose the best holiday Thinking skills: analysis, evaluation and decision-making	Checking and correcting your own work
	Adverts Understand techniques in persuasive texts	A talk and discussion Listen and apply information to a task	An advert Use persuasive language	Reach a decision about a class outing	Design a toy Thinking skills: planning and evaluating	Organising your study time
	A magazine article Infer meaning from a text	An interview Listen for specific information	Write a personal account from notes	Ask for information about fitness classes	Choose a new sport Thinking skills: evaluating and decision-making	Taking notes on a talk
	A website article Read for detailed understanding	An interview Listen and make inferences	A research report Use headings and subheadings	Express certainty and uncertainty	Do a class survey Thinking skills: evaluation of collected information	Using learning techniques
	Film reviews Recognise the writer's opinion	A talk Listen for important facts and details	A film review Understand features of a film review	Give a talk about a film	Solve a visual puzzle Thinking skills: analysis and drawing conclusions	Working together effectively
	Mixed text types Make inferences and draw conclusions	Monologues Identify attitudes and opinions	A talk Prepare to give a talk	Give a talk about someone you admire	A better world Thinking skills: planning and problem-solving	Giving and responding to feedback

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.

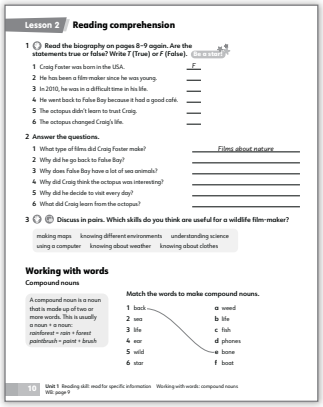
SUSTAINABLE DEVELOPMENT GOALS

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 biography on pages 8–9 again. Are the statements true or false? Write T (True) or F (False).

1 Craig Foster was born in the USA. F
2 He has been a film maker since he was young.
3 In 2010, he was in a difficult time in his life.
4 He went back to False Bay because it had a good café.
5 The octopus didn't learn to trust Craig.
6 The octopus changed Craig's life.

2 Answer the questions.

1 What type of films did Craig Foster make? Films about nature
2 Why did he go back to False Bay?
3 Why does False Bay have a lot of sea animals?
4 Why did Craig think the octopus was interesting?
5 Why did he decide to visit every day?
6 What did Craig learn from the octopus?

3 Discuss in pairs. Which skills do you think are useful for a wildlife film-maker?

making maps | knowing different environments | understanding science
using a computer | knowing about weather | knowing about clothes

Working with words

Compound nouns

A compound noun is a noun that is made up of two or more words. This is usually a noun + a noun: *rainforest = rain + forest*
paintbrush = paint + brush

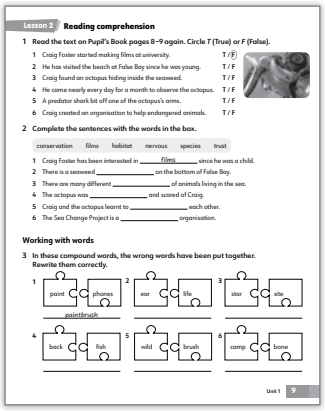
Match the words to make compound nouns.

1 back – e bone
2 sea – a weed
3 life – b life
4 ear – c fish
5 wild – d phones
6 star – f boat

10 Unit 1 Reading skill: read for specific information Working with words: compound nouns
WB: page 9

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 text on Pupil's Book pages 8–9 again. Circle T (True) or F (False).

1 Craig Foster started making films at university. T / F
2 He has visited the beach at False Bay since he was young. T / F
3 Craig found an octopus hiding inside the seaweed. T / F
4 He came nearly every day for a month to observe the octopus. T / F
5 A predator shark bit off one of the octopus's arms. T / F
6 Craig created an organisation to help endangered animals. T / F

2 Complete the sentences with the words in the box.

conservation | films | habitat | nervous | species | trust

1 Craig Foster has been interested in films since he was a child.
2 There is a seaweed _____ on the bottom of False Bay.
3 There are many different _____ of animals living in the sea.
4 The octopus was _____ and scared of Craig.
5 Craig and the octopus learnt to _____ each other.
6 The Sea Change Project is a _____ organisation.

Working with words

3 In these compound words, the wrong words have been put together. Rewrite them correctly.

1 paint + phones = paintbrush
2 ear + life
3 star + site
4 back + fish
5 wild + brush
6 carre + bone

Unit 1 9

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 Key for Schools 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.

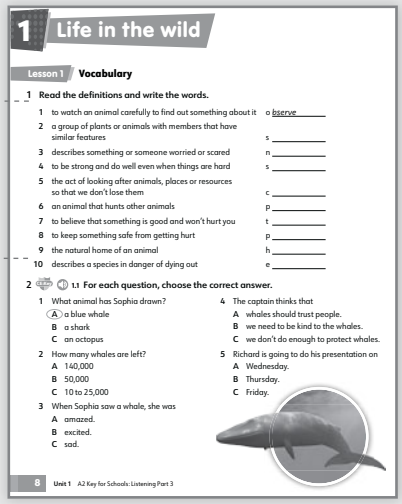
Reading activities check comprehension.



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

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

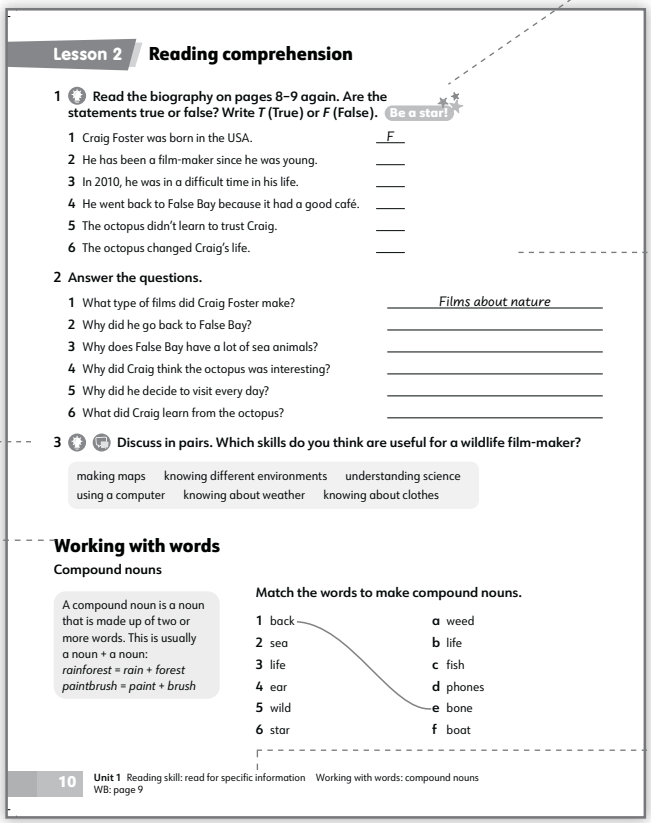
Activities provide practice of key vocabulary.



Lesson 2: Reading comprehension

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

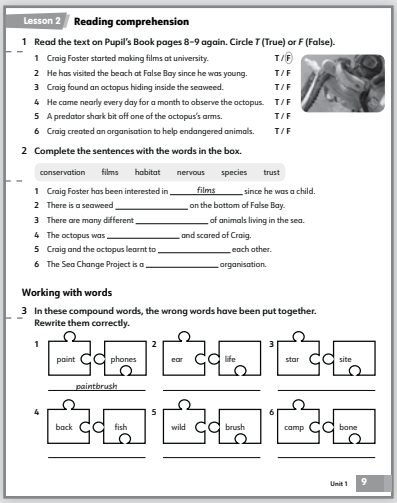
A focus on a strategy in each unit develops key reading skills.



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

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

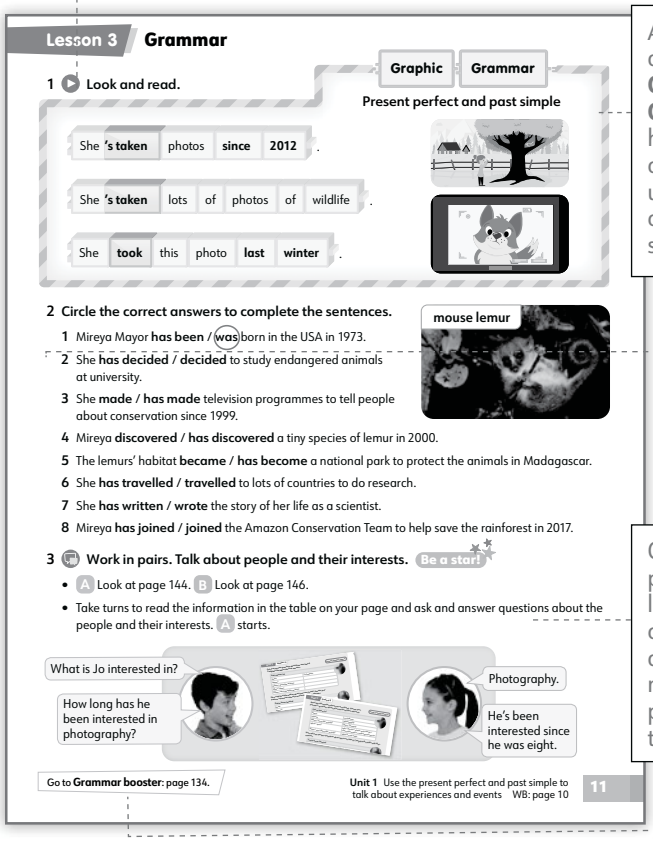
Further activities reinforce and check children's understanding of the Reading text.



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**).


Lesson 3 Grammar

1 Look and read.

Graphic | Grammar

Present perfect and past simple

She 's taken photos since 2012 .

She 's taken lots of photos of wildlife .

She took this photo last winter .

2 Circle the correct answers to complete the sentences.

1 Mireya Mayor **has been** / (was) born in the USA in 1973.
2 She **has decided** / **decided** to study endangered animals at university.
3 She **made** / **has made** television programmes to tell people about conservation since 1999.
4 Mireya **discovered** / **has discovered** a tiny species of lemur in 2000.
5 The lemurs' habitat **became** / **has become** a national park to protect the animals in Madagascar.
6 She **has travelled** / **travelled** to lots of countries to do research.
7 She **has written** / **wrote** the story of her life as a scientist.
8 Mireya **has joined** / **joined** the Amazon Conservation Team to help save the rainforest in 2017.

mouse lemur

3 Work in pairs. Talk about people and their interests. Be a star!

- A Look at page 144. B Look at page 146.
- Take turns to read the information in the table on your page and ask and answer questions about the people and their interests. A starts.

What is Jo interested in?
How long has he been interested in photography?
Photography.
He's been interested since he was eight.

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

Unit 1 Use the present perfect and past simple to talk about experiences and events WB: page 10

11

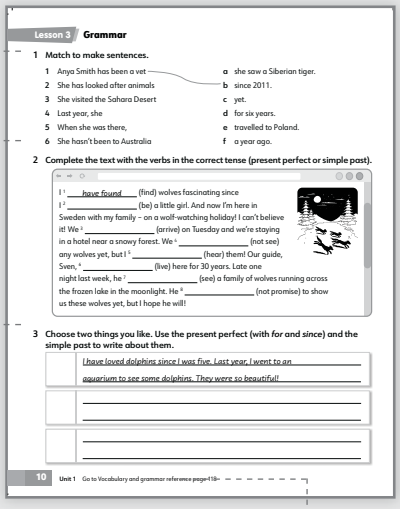
A visually appealing **Graphic Grammar** box highlights and clarifies form using a unique colour coding system.

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.


Lesson 3 Grammar

1 Match to make sentences.

1 Anya Smith has been a vet — a she saw a Siberian tiger.
2 She has looked after animals — b since 2011.
3 She visited the Sahara Desert — c yet.
4 Last year, she — d for six years.
5 When she was there, — e travelled to Poland.
6 She hasn't been to Australia — f a year ago.

2 Complete the text with the verbs in the correct tense (present perfect or simple past).

I 1 have found (find) wolves fascinating since I 2 _____ (be) a little girl. And now I'm here in Sweden with my family – on a wolf-watching holiday! I can't believe it! We 3 _____ (arrive) on Tuesday and we're staying in a hotel near a snowy forest. We 4 _____ (not see) any wolves yet, but I 5 _____ (hear) them! Our guide, Sven, 6 _____ (live) here for 30 years. Late one night last week, he 7 _____ (see) a family of wolves running across the frozen lake in the moonlight. He 8 _____ (not promise) to show us these wolves yet, but I hope he will!

3 Choose two things you like. Use the present perfect (with *for* and *since*) and the simple past to write about them.

I have loved dolphins since I was five. Last year, I went to an aquarium to see some dolphins. They were so beautiful!

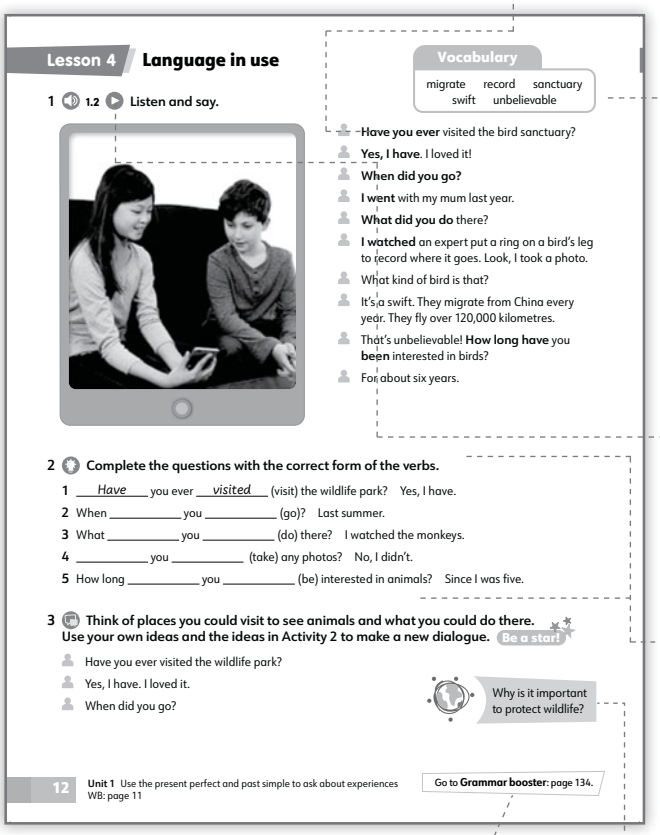
10 Unit 1 Go to Vocabulary and grammar reference page 118

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

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

Lesson 4: Language in use

A new grammar structure is presented via a short dialogue.


Lesson 4 Language in use

1 1.2 Listen and say.

Vocabulary
migrate record sanctuary swift unbelievable

Have you ever visited the bird sanctuary?
Yes, I have. I loved it!
When did you go?
I went with my mum last year.
What did you do there?
I watched an expert put a ring on a bird's leg to record where it goes. Look, I took a photo.
What kind of bird is that?
It's a swift. They migrate from China every year. They fly over 120,000 kilometres.
That's unbelievable! **How long have** you **been** interested in birds?
For about six years.

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

1 Have you ever visited (visit) the wildlife park? Yes, I have.
2 When _____ you _____ (go)? Last summer.
3 What _____ you _____ (do) there? I watched the monkeys.
4 _____ you _____ (take) any photos? No, I didn't.
5 How long _____ you _____ (be) interested in animals? Since I was five.

3 Think of places you could visit to see animals and what you could do there. Use your own ideas and the ideas in Activity 2 to make a new dialogue. Be a star!

Have you ever visited the wildlife park?
Yes, I have. I loved it.
When did you go?
Why is it important to protect wildlife?

12 Unit 1 Use the present perfect and past simple to ask about experiences WB: page 11

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

Additional vocabulary is contextualised in the dialogue.

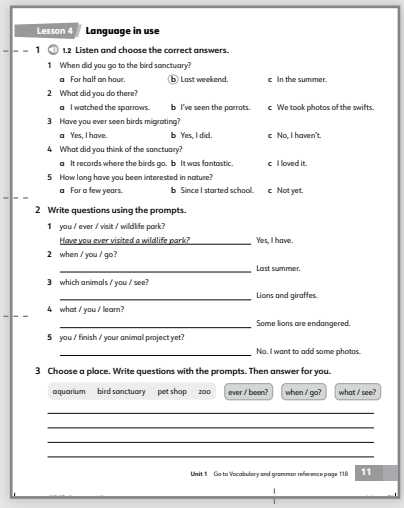
A supporting, **real-world video** brings the dialogue to life and supports understanding (available in the **Presentation Kit** and on the **Pupil's Resource Centre**).

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

Children are directed to the Grammar booster for further practice.

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

Carefully staged activities provide further practice of the new grammar.


Lesson 4 Language in use

1 1.2 Listen and choose the correct answers.

1 When did you go to the bird sanctuary?
a For half an hour. (b) Last weekend. c In the summer.
2 What did you do there?
a I watched the sparrows. b I've seen the parrots. c We took photos of the swifts.
3 Have you ever seen birds migrating?
a Yes, I have. b Yes, I did. c No, I haven't.
4 What did you think of the sanctuary?
a It records where the birds go. b It was fantastic. c I loved it.
5 How long have you been interested in nature?
a For a few years. b Since I started school. c Not yet.

2 Write questions using the prompts.

1 you / ever / visit / wildlife park?
Have you ever visited a wildlife park? Yes, I have.
2 when / you / go?
_____ Last summer.
3 which animals / you / see?
_____ Lions and giraffes.
4 what / you / learn?
_____ Some lions are endangered.
5 you / finish / your animal project yet?
_____ No. I want to add some photos.

3 Choose a place. Write questions with the prompts. Then answer for you.

aquarium bird sanctuary pet shop zoo | ever / been? | when / go? | what / see?

Unit 1 Go to Vocabulary and grammar reference page 118 11

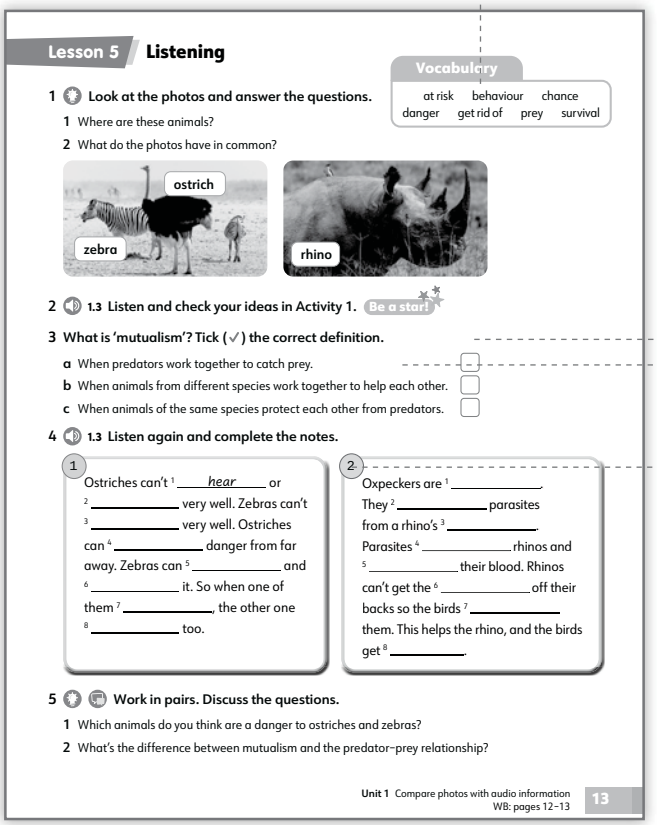
Children are directed to the **Vocabulary and grammar reference** for model language.

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

1 Look at the photos and answer the questions.

Vocabulary: at risk, behaviour, chance, danger, get rid of, prey, survival

1 Where are these animals?
2 What do the photos have in common?

ostrich, zebra, rhino

2 1.3 Listen and check your ideas in Activity 1. Be a star!

3 What is 'mutualism'? Tick (✓) the correct definition.
a When predators work together to catch prey.
b When animals from different species work together to help each other.
c When animals of the same species protect each other from predators.

4 1.3 Listen again and complete the notes.

1 Ostriches can't [1] hear or [2] _____ very well. Zebras can't [3] _____ very well. Ostriches can [4] _____ danger from far away. Zebras can [5] _____ and [6] _____ it. So when one of them [7] _____, the other one [8] _____ too.

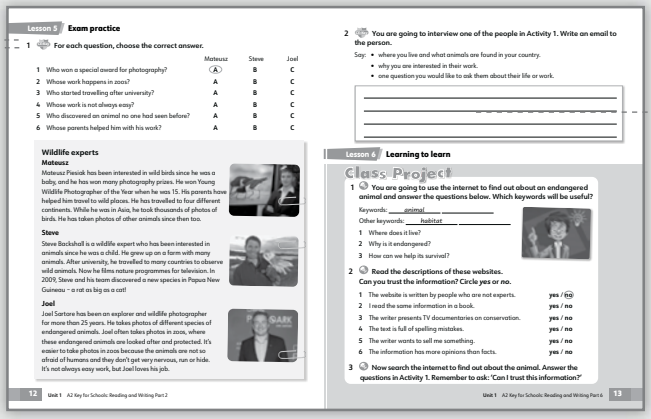
2 Oxpeckers are [1] _____. They [2] _____ parasites from a rhino's [3] _____. Parasites [4] _____ rhinos and [5] _____ their blood. Rhinos can't get the [6] _____ off their backs so the birds [7] _____ them. This helps the rhino, and the birds get [8] _____.

5 Work in pairs. Discuss the questions.
1 Which animals do you think are a danger to ostriches and zebras?
2 What's the difference between mutualism and the predator–prey relationship?

Unit 1 Compare photos with audio information
WB: pages 12–13
13

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

Test-style activities practise reading and writing tasks from the **Cambridge English: A2 Key for Schools** test.



Lesson 5 Exam practice

1 For each question, choose the correct answer.

	Mateusz	Steve	Joel
1 Who won a special award for photography?	A	B	C
2 Whose work happens in zoos?	A	B	C
3 Who started travelling after university?	A	B	C
4 Whose work is not always easy?	A	B	C
5 Who discovered an animal no one had seen before?	A	B	C
6 Whose parents helped him with his work?	A	B	C

Wildlife experts

Mateusz
Mateusz Piesiak has been interested in wild birds since he was a baby, and he has won many photography prizes. He won Young Wildlife Photographer of the Year when he was 15. His parents have helped him travel to wild places. He has travelled to four different continents. While he was in Asia, he took thousands of photos of birds. He has taken photos of other animals since then too.

Steve
Steve Backshall is a wildlife expert who has been interested in animals since he was a child. He grew up on a farm with many animals. After university, he travelled to many countries to observe wild animals. Now he films nature programmes for television. In 2009, Steve and his team discovered a new species in Papua New Guinea – a rat as big as a cat!

Joel
Joel Sartore has been an explorer and wildlife photographer for more than 25 years. He takes photos of different species of endangered animals. Joel often takes photos in zoos, where these endangered animals are looked after and protected. It's easier to take photos in zoos because the animals are not so afraid of humans and they don't get very nervous, run or hide. It's not always easy work, but Joel loves his job.

2 You are going to interview one of the people in Activity 1. Write an email to the person.
Say:
- where you live and what animals are found in your country.
- why you are interested in their work.
- one question you would like to ask them about their life or work.

Lesson 6 Learning to learn

Class Project

1 You are going to use the internet to find out about an endangered animal and answer the questions below. Which keywords will be useful?
Keywords: animal
Other keywords: habitat
1 Where does it live?
2 Why is it endangered?
3 How can we help its survival?

2 Read the descriptions of these websites. Can you trust the information? Circle yes or no.
1 The website is written by people who are not experts. yes / no
2 I read the same information in a book. yes / no
3 The writer presents TV documentaries on conservation. yes / no
4 The text is full of spelling mistakes. yes / no
5 The writer wants to sell me something. yes / no
6 The information has more opinions than facts. yes / no

3 Now search the internet to find out about the animal. Answer the questions in Activity 1. Remember to ask: 'Can I trust this information?'

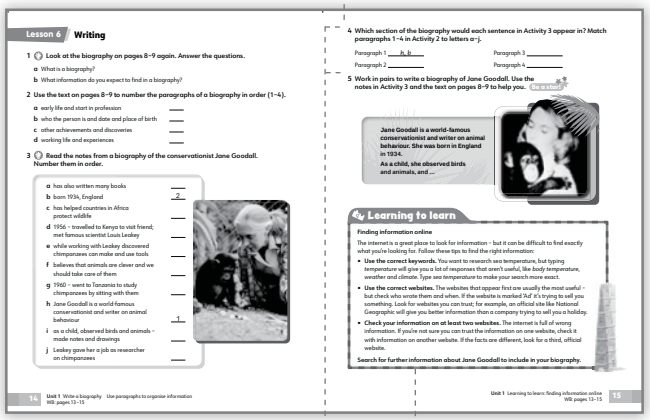
12 Unit 1 A2 Key for Schools: Reading and Writing Part 2
Unit 1 A2 Key for Schools: Reading and Writing Part 6 13

The activities consolidate key structures and vocabulary from the unit.

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

Lesson 6: Writing

Each writing lesson focuses on a writing sub-skill or strategy.



Lesson 6 Writing

1 Look at the biography on pages 8–9 again. Answer the questions.
a What is a biography?
b What information do you expect to find in a biography?

2 Use the text on pages 8–9 to number the paragraphs of a biography in order (1–4).
a early life and start in profession ___
b who the person is and date and place of birth ___
c other achievements and discoveries ___
d working life and experiences ___

3 Read the notes from a biography of the conservationist Jane Goodall. Number them in order.
a has also written many books ___
b born 1934, England 2
c has helped countries in Africa protect wildlife ___
d 1956 – travelled to Kenya to visit friend; met famous scientist Louis Leakey ___
e while working with Leakey discovered chimpanzees can make and use tools ___
f believes that animals are clever and we should take care of them ___
g 1960 – went to Tanzania to study chimpanzees by sitting with them ___
h Jane Goodall is a world-famous conservationist and writer on animal behaviour 1
i as a child, observed birds and animals – made notes and drawings ___
j Leakey gave her a job as researcher on chimpanzees ___

4 Which section of the biography would each sentence in Activity 3 appear in? Match paragraphs 1–4 in Activity 2 to letters a–j.
Paragraph 1 h, b Paragraph 3 _____
Paragraph 2 _____ Paragraph 4 _____

5 Work in pairs to write a biography of Jane Goodall. Use the notes in Activity 3 and the text on pages 8–9 to help you. (In a star!)

Jane Goodall is a world-famous conservationist and writer on animal behaviour. She was born in England in 1934.
As a child, she observed birds and animals, and ...

Learning to learn

Finding information online
The internet is a great place to look for information – but it can be difficult to find exactly what you're looking for. Follow these tips to find the right information:
- Use the correct keywords. You want to search sea temperature, but typing temperature will give you a lot of responses that aren't useful, like body temperature, weather and climate. Type sea temperature to make your search more exact.
- Use the correct websites. The websites that appear first are usually the most useful – but check who wrote them and when. If the website is marked 'Ad' it's trying to sell you something. Look for websites you can trust; for example, an official site like National Geographic will give you better information than a company trying to sell you a holiday.
- Check your information on at least two websites. The internet is full of wrong information. If you're not sure you can trust the information on one website, check it with information on another website. If the facts are different, look for a third, official website.

Search for further information about Jane Goodall to include in your biography.

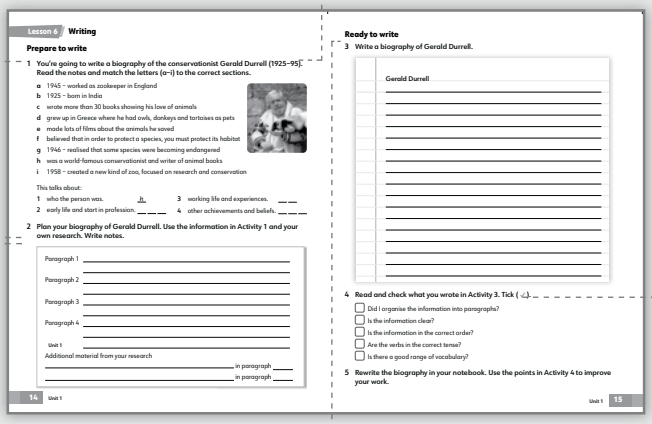
14 Unit 1 Write a biography Use paragraphs to organise information
WB: pages 13–15
Unit 1 Learning to learn: finding information online
WB: pages 13–15 15

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

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.

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



Lesson 6 Writing

Prepare to write

1 You're going to write a biography of the conservationist Gerald Durrell (1925–95). Read the notes and match the letters (a–i) to the correct sections.
a 1945 – worked as zookeeper in England
b 1925 – born in India
c wrote more than 30 books showing his love of animals
d grew up in Greece where he had owls, donkeys and tortoises as pets
e made lots of films about the animals he saved
f believed that in order to protect a species, you must protect its habitat
g 1946 – realised that some species were becoming endangered
h was a world-famous conservationist and writer of animal books
i 1958 – created a new kind of zoo, focused on research and conservation

This talks about:
1 who the person was. h 3 working life and experiences. ___
2 early life and start in profession. ___ 4 other achievements and beliefs. ___

2 Plan your biography of Gerald Durrell. Use the information in Activity 1 and your own research. Write notes.
Paragraph 1
Paragraph 2
Paragraph 3
Paragraph 4
Unit 1
Additional material from your research
_____ in paragraph ___
_____ in paragraph ___

Ready to write

3 Write a biography of Gerald Durrell.
Gerald Durrell

4 Read and check what you wrote in Activity 3. Tick (✓).
- Did I organise the information into paragraphs?
- Is the information clear?
- Is the information in the correct order?
- Are the verbs in the correct tense?
- Is there a good range of vocabulary?

5 Rewrite the biography in your notebook. Use the points in Activity 4 to improve your work.

14 Unit 1
Unit 1 15

Children then plan and organise their own piece of writing.

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
background bottom foreground top

1 **Look at the photo. What can you see? What do you think is happening?**

2 **1.4 Listen and complete the description. How is it similar or different to your ideas in Activity 1?**

The main focus of the photo is a [1] *turtle* and some [2] _____ fish. They are swimming together in the ocean. In the background there are some black fish. At the [3] _____ of the photo you can see some [4] _____. It looks like the fish are on [5] _____ of the turtle. It's possible that they are [6] _____ it – perhaps they are [7] _____ the turtle. I really like this photo because it shows [8] _____ working together to [9] _____ each other. It also has beautiful, bright [10] _____.

3 **Number the stages of describing a photo in the same order as Activity 2.**

a say what you think is happening ____
b describe the general situation ____
c describe the main focus 1
d give your opinion of the photo ____
e describe other details in the photo ____

4 **Choose one of the photos. Prepare a short description of it. Use the phrases and Activities 2 and 3 to help you.**

The main focus of the photo is ...
In the background / foreground ...
At the bottom / top ...
It looks like ... / It seems as if ...
It's possible that ... / Maybe ...

5 **Describe your photo to the class. Listen to other descriptions of the photo. Were your ideas similar or different?** Be a star!

16 **Unit 1** Describe a wildlife photo
WB: page 16

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 **1.3 Listen and complete.**

1 There's a building *in the background*.
2 The two pandas are the _____.
3 There's a branch _____ of the photo.
4 It _____ one of the pandas is trying to climb onto the branch.
5 _____ one panda is pushing the other one.
6 _____ the panda is helping the other panda get onto the branch.

Check-up challenge

1 **Unscramble the words. Then write a sentence using each word.**

1 trodrape *predator* _____
2 tabihat _____
3 teagrim _____
4 deerdengan _____
5 tropcte _____
6 labelbunieve _____

2 **Complete the verb snakes.**

went gave tried had
have gone have given have come have run

16 Unit 1

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!**

1 **Match fact files 1–4 to the photos.**

golden eagle ☐ crocodile 1 penguin ☐ giraffe ☐

1 **General:** reptile, needs to live near water, cold-blooded so can't keep itself warm
Food: fish, birds, small mammals
Young: eggs in nest on land

2 **General:** mammal, needs land where it can run, doesn't need to drink often
Food: trees – usually acacia trees
Young: babies can run when an hour old

3 **General:** bird, spends 75% of its time in cold water, can't fly
Food: fish, squid
Young: eggs in nest on ice

4 **General:** bird, flies high, can see prey very far away
Food: birds, small mammals
Young: eggs in high nest

2 **Think and choose the best habitat for each animal. Label the photos with the animals in Activity 1.** Be a star!

1 2 3 4

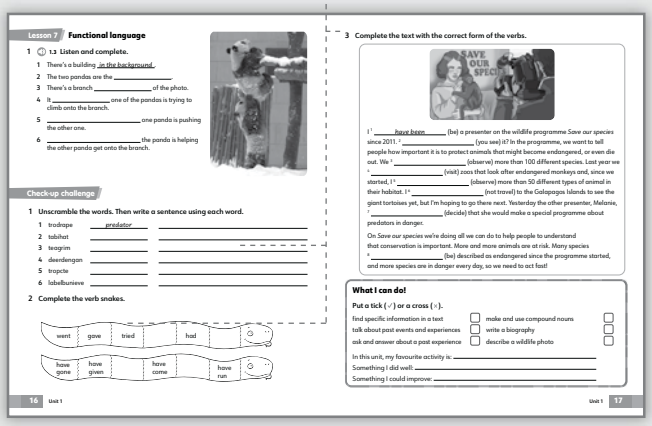
_____ _____ _____ _____

3 **Research another animal. Tell the class about its habitat and lifestyle.**

Choose a habitat

Unit 1 Apply thinking skills: make decisions based on evidence
WB: pages 16–17 17

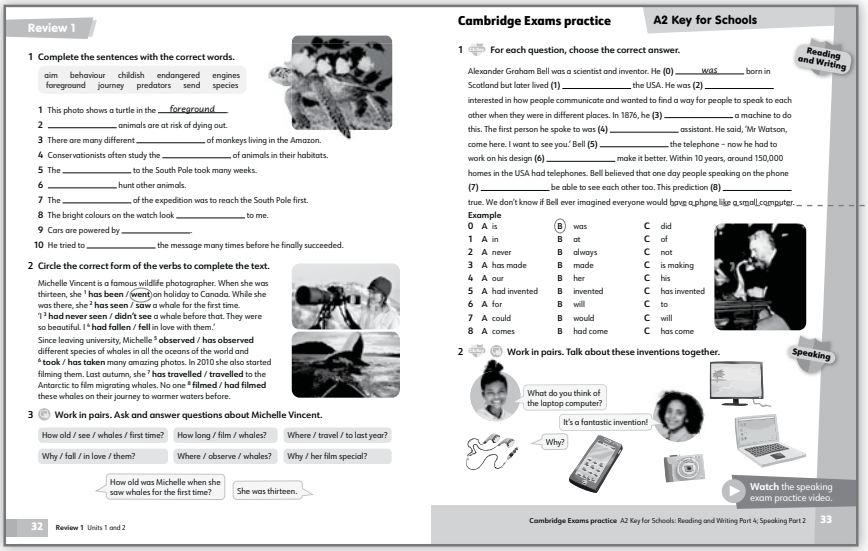
Review activities consolidate key vocabulary and grammar from the unit.



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

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

Review and Cambridge Exams practice



Review 1

1 Complete the sentences with the correct words.

aim behaviour childish endangered engines foreground journey predators send species

1 This photo shows a turtle in the foreground.
2 _____ animals are at risk of dying out.
3 There are many different _____ of monkeys living in the Amazon.
4 Conservationists often study the _____ of animals in their habitats.
5 The _____ to the South Pole took many weeks.
6 _____ hunt other animals.
7 The _____ of the expedition was to reach the South Pole first.
8 The bright colours on the watch look _____ to me.
9 Cars are powered by _____.
10 He tried to _____ the message many times before he finally succeeded.

2 Circle the correct form of the verbs to complete the text.

Michelle Vincent is a famous wildlife photographer. When she was thirteen, she [1] **has been / (went)** on holiday to Canada. While she was there, she [2] **has seen / saw** a whale for the first time. 'I [3] **had never seen / didn't see** a whale before that. They were so beautiful. I [4] **had fallen / fell** in love with them.' Since leaving university, Michelle [5] **observed / has observed** different species of whales in all the oceans of the world and [6] **took / has taken** many amazing photos. In 2010 she also started filming them. Last autumn, she [7] **has travelled / travelled** to the Antarctic to film migrating whales. No one [8] **filmed / had filmed** these whales on their journey to warmer waters before.

3 Work in pairs. Ask and answer questions about Michelle Vincent.

How old / see / whales / first time? | How long / film / whales? | Where / travel / to last year?
Why / fall / in love / them? | Where / observe / whales? | Why / her film special?

How old was Michelle when she saw whales for the first time? — She was thirteen.

Cambridge Exams practice — A2 Key for Schools

Reading and Writing

1 For each question, choose the correct answer.

Alexander Graham Bell was a scientist and inventor. He (0) ___was___ born in Scotland but later lived (1) _____ the USA. He was (2) _____ interested in how people communicate and wanted to find a way for people to speak to each other when they were in different places. In 1876, he (3) _____ a machine to do this. The first person he spoke to was (4) _____ assistant. He said, 'Mr Watson, come here. I want to see you.' Bell (5) _____ the telephone – now he had to work on his design (6) _____ make it better. Within 10 years, around 150,000 homes in the USA had telephones. Bell believed that one day people speaking on the phone (7) _____ be able to see each other too. This prediction (8) _____ true. We don't know if Bell ever imagined everyone would have a phone like a small computer.

Example 0 A is (B) was C did

1	A in	B at	C of
2	A never	B always	C not
3	A has made	B made	C is making
4	A our	B her	C his
5	A had invented	B invented	C has invented
6	A for	B will	C to
7	A could	B would	C will
8	A comes	B had come	C has come

Speaking

2 Work in pairs. Talk about these inventions together.

What do you think of the laptop computer? — It's a fantastic invention! — Why?

Watch the speaking exam practice video.

Cambridge Exams practice A2 Key for Schools: Reading and Writing Part 4; Speaking Part 2

32 Review 1 Units 1 and 2

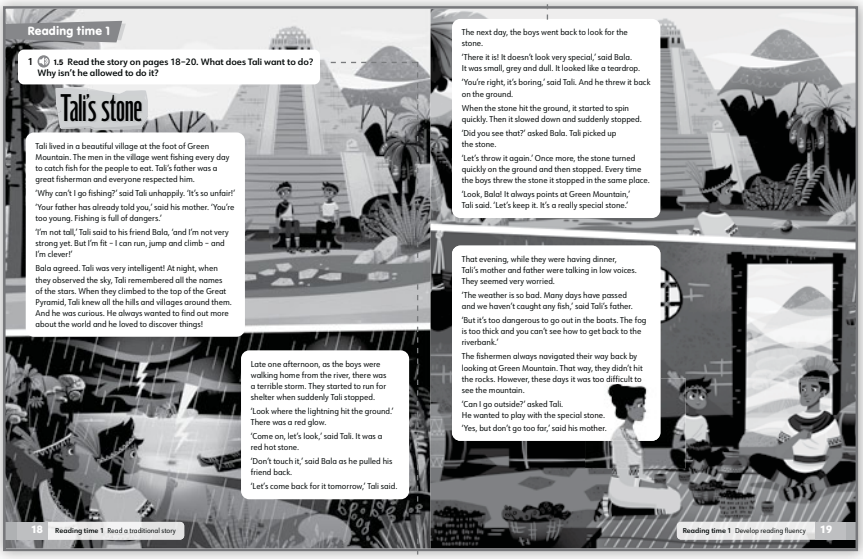
33

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 1.5 Read the story on pages 18–20. What does Tali want to do? Why isn't he allowed to do it?

Tali's stone

Tali lived in a beautiful village at the foot of Green Mountain. The men in the village went fishing every day to catch fish for the people to eat. Tali's father was a great fisherman and everyone respected him.

'Why can't I go fishing?' said Tali unhappily. 'It's so unfair!'

'Your father has already told you,' said his mother. 'You're too young. Fishing is full of dangers.'

'I'm not tall,' Tali said to his friend Bala, 'and I'm not very strong yet. But I'm fit – I can run, jump and climb – and I'm clever!'

Bala agreed. Tali was very intelligent! At night, when they observed the sky, Tali remembered all the names of the stars. When they climbed to the top of the Great Pyramid, Tali knew all the hills and villages around them. And he was curious. He always wanted to find out more about the world and he loved to discover things!

Late one afternoon, as the boys were walking home from the river, there was a terrible storm. They started to run for shelter when suddenly Tali stopped.

'Look where the lightning hit the ground.' There was a red glow.

'Come on, let's look,' said Tali. It was a red hot stone.

'Don't touch it,' said Bala as he pulled his friend back.

'Let's come back for it tomorrow,' Tali said.

The next day, the boys went back to look for the stone.

'There it is! It doesn't look very special,' said Bala. It was small, grey and dull. It looked like a teardrop.

'You're right, it's boring,' said Tali. And he threw it back on the ground.

When the stone hit the ground, it started to spin quickly. Then it slowed down and suddenly stopped.

'Did you see that?' asked Bala. Tali picked up the stone.

'Let's throw it again.' Once more, the stone turned quickly on the ground and then stopped. Every time the boys threw the stone it stopped in the same place.

'Look, Bala! It always points at Green Mountain,' Tali said. 'Let's keep it. It's a really special stone.'

That evening, while they were having dinner, Tali's mother and father were talking in low voices. They seemed very worried.

'The weather is so bad. Many days have passed and we haven't caught any fish,' said Tali's father.

'But it's too dangerous to go out in the boats. The fog is too thick and you can't see how to get back to the riverbank.'

The fishermen always navigated their way back by looking at Green Mountain. That way, they didn't hit the rocks. However, these days it was too difficult to see the mountain.

'Can I go outside?' asked Tali. He wanted to play with the special stone.

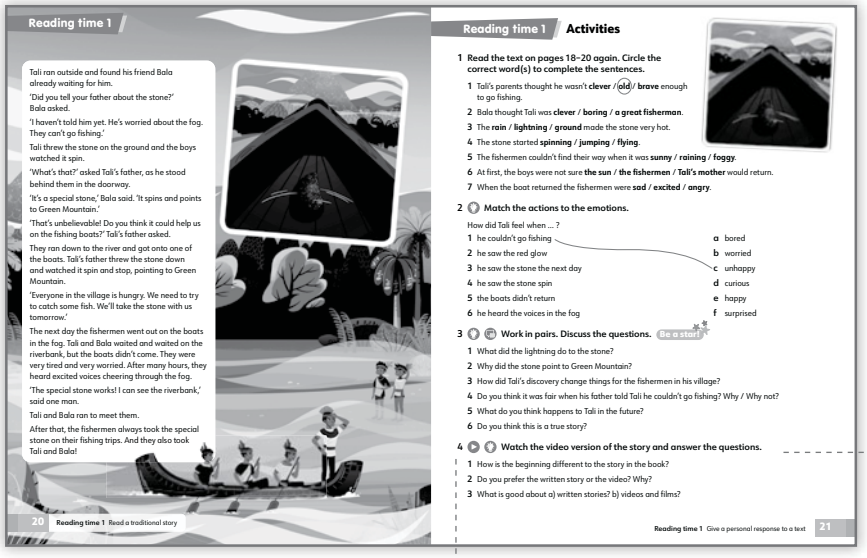
'Yes, but don't go too far,' said his mother.

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.

Simple comprehension questions encourage children to read for the main idea.



Reading time 1

Tali ran outside and found his friend Bala already waiting for him.

'Did you tell your father about the stone?' Bala asked.

'I haven't told him yet. He's worried about the fog. They can't go fishing.'

Tali threw the stone on the ground and the boys watched it spin.

'What's that?' asked Tali's father, as he stood behind them in the doorway.

'It's a special stone,' Bala said. 'It spins and points to Green Mountain.'

'That's unbelievable! Do you think it could help us on the fishing boats?' Tali's father asked.

They ran down to the river and got onto one of the boats. Tali's father threw the stone down and watched it spin and stop, pointing to Green Mountain.

'Everyone in the village is hungry. We need to try to catch some fish. We'll take the stone with us tomorrow.'

The next day the fishermen went out on the boats in the fog. Tali and Bala waited and waited on the riverbank, but the boats didn't come. They were very tired and very worried. After many hours, they heard excited voices cheering through the fog.

'The special stone works! I can see the riverbank,' said one man.

Tali and Bala ran to meet them.

After that, the fishermen always took the special stone on their fishing trips. And they also took Tali and Bala!

Reading time 1 Activities

1 Read the text on pages 18–20 again. Circle the correct word(s) to complete the sentences.

1 Tali's parents thought he wasn't **clever / (old) / brave** enough to go fishing.
2 Bala thought Tali was **clever / boring / a great fisherman**.
3 The **rain / lightning / ground** made the stone very hot.
4 The stone started **spinning / jumping / flying**.
5 The fishermen couldn't find their way when it was **sunny / raining / foggy**.
6 At first, the boys were not sure **the sun / the fishermen / Tali's mother** would return.
7 When the boat returned the fishermen were **sad / excited / angry**.

2 Match the actions to the emotions.

How did Tali feel when ... ?

1 he couldn't go fishing	a bored
2 he saw the red glow	b worried
3 he saw the stone the next day	c unhappy
4 he saw the stone spin	d curious
5 the boats didn't return	e happy
6 he heard the voices in the fog	f surprised

3 Work in pairs. Discuss the questions. Be a star!

1 What did the lightning do to the stone?
2 Why did the stone point to Green Mountain?
3 How did Tali's discovery change things for the fishermen in his village?
4 Do you think it was fair when his father told Tali he couldn't go fishing? Why / Why not?
5 What do you think happens to Tali in the future?
6 Do you think this is a true story?

4 Watch the video version of the story and answer the questions.

1 How is the beginning different to the story in the book?
2 Do you prefer the written story or the video? Why?
3 What is good about a) written stories? b) videos and films?

20 Reading time 1 Read a traditional story

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**).

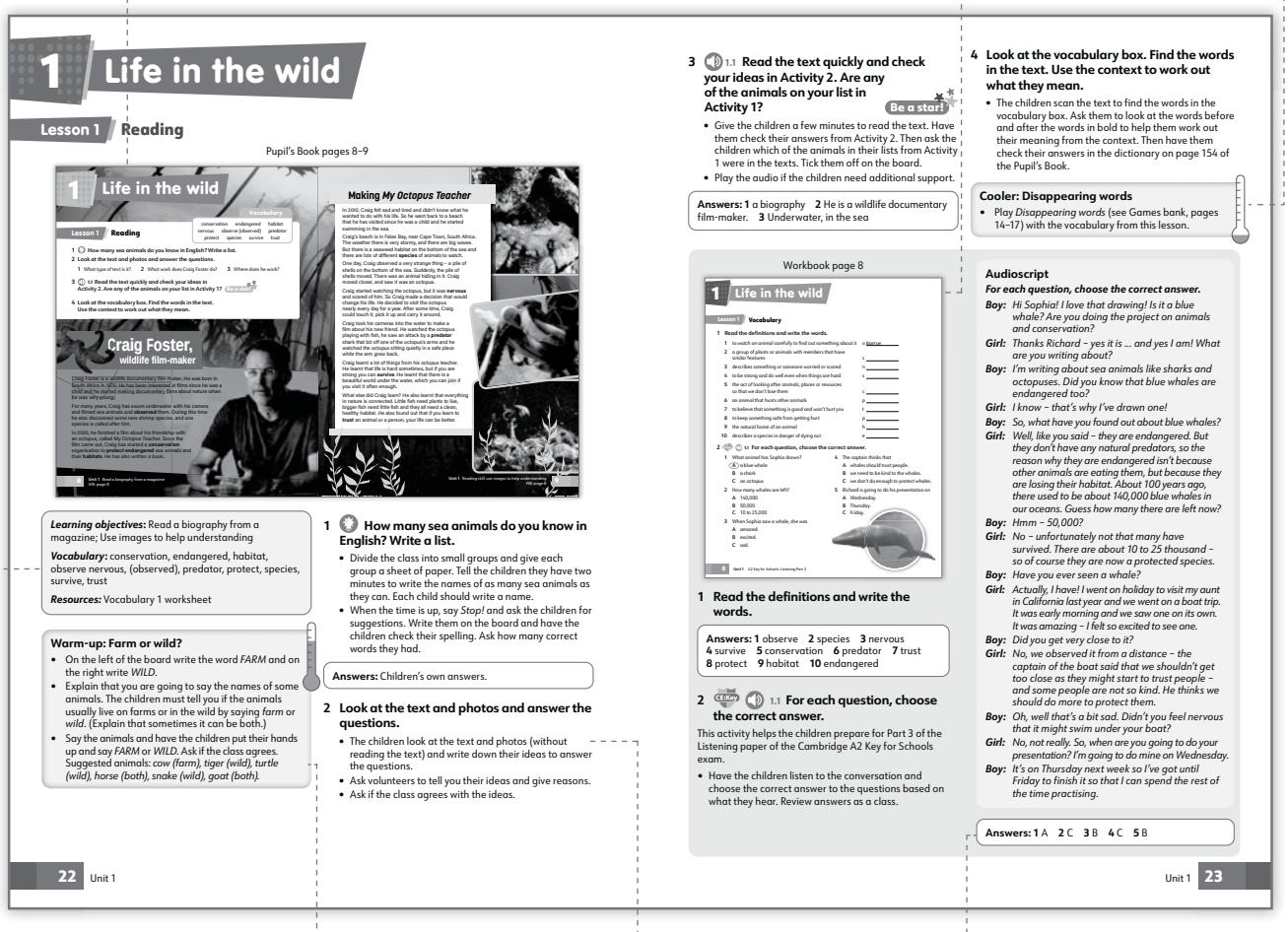
A critical thinking and / or discussion task encourages children to give a personal response to the story and discuss what they experienced while reading it.

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.



1 Life in the wild

Lesson 1 Reading

Pupil's Book pages 8–9

Making *My Octopus Teacher*

Craig Foster, wildlife film-maker

Learning objectives: Read a biography from a magazine; Use images to help understanding

Vocabulary: conservation, endangered, habitat, observe nervous, (observed), predator, protect, species, survive, trust

Resources: Vocabulary 1 worksheet

Warm-up: Farm or wild?

- On the left of the board write the word *FARM* and on the right write *WILD*.
- Explain that you are going to say the names of some animals. The children must tell you if the animals usually live on farms or in the wild by saying *farm* or *wild*. (Explain that sometimes it can be both.)
- Say the animals and have the children put their hands up and say *FARM* or *WILD*. Ask if the class agrees. Suggested animals: *cow (farm), tiger (wild), turtle (wild), horse (both), snake (wild), goat (both).*

1 How many sea animals do you know in English? Write a list.

- Divide the class into small groups and give each group a sheet of paper. Tell the children they have two minutes to write the names of as many sea animals as they can. Each child should write a name.
- When the time is up, say *Stop!* and ask the children for suggestions. Write them on the board and have the children check their spelling. Ask how many correct words they had.

Answers: Children's own answers.

2 Look at the text and photos and answer the questions.

- The children look at the text and photos (without reading the text) and write down their ideas to answer the questions.
- Ask volunteers to tell you their ideas and give reasons.
- Ask if the class agrees with the ideas.

3 1.1 **Read the text quickly and check your ideas in Activity 2. Are any of the animals on your list in Activity 1?** Be a star!

- Give the children a few minutes to read the text. Have them check their answers from Activity 2. Then ask the children which of the animals in their lists from Activity 1 were in the texts. Tick them off on the board.
- Play the audio if the children need additional support.

Answers: 1 a biography **2** He is a wildlife documentary film-maker. **3** Underwater, in the sea

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

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

Cooler: Disappearing words

- Play *Disappearing words* (see Games bank, pages 14–17) with the vocabulary from this lesson.

Workbook page 8

1 Read the definitions and write the words.

Answers: 1 observe **2** species **3** nervous **4** survive **5** conservation **6** predator **7** trust **8** protect **9** habitat **10** endangered

2 1.1 **For each question, choose the correct answer.**

This activity helps the children prepare for Part 3 of the Listening paper of the Cambridge A2 Key for Schools exam.

- Have the children listen to the conversation and choose the correct answer to the questions based on what they hear. Review answers as a class.

Audioscript

For each question, choose the correct answer.

Boy: *Hi Sophia! I love that drawing! Is it a blue whale? Are you doing the project on animals and conservation?*

Girl: *Thanks Richard – yes it is ... and yes I am! What are you writing about?*

Boy: *I'm writing about sea animals like sharks and octopuses. Did you know that blue whales are endangered too?*

Girl: *I know – that's why I've drawn one!*

Boy: *So, what have you found out about blue whales?*

Girl: *Well, like you said – they are endangered. But they don't have any natural predators, so the reason why they are endangered isn't because other animals are eating them, but because they are losing their habitat. About 100 years ago, there used to be about 140,000 blue whales in our oceans. Guess how many there are left now?*

Boy: *Hmm – 50,000?*

Girl: *No – unfortunately not that many have survived. There are about 10 to 25 thousand – so of course they are now a protected species.*

Boy: *Have you ever seen a whale?*

Girl: *Actually, I have! I went on holiday to visit my aunt in California last year and we went on a boat trip. It was early morning and we saw one on its own. It was amazing – I felt so excited to see one.*

Boy: *Did you get very close to it?*

Girl: *No, we observed it from a distance – the captain of the boat said that we shouldn't get too close as they might start to trust people – and some people are not so kind. He thinks we should do more to protect them.*

Boy: *Oh, well that's a bit sad. Didn't you feel nervous that it might swim under your boat?*

Girl: *No, not really. So, when are you going to do your presentation? I'm going to do mine on Wednesday.*

Boy: *It's on Thursday next week so I've got until Friday to finish it so that I can spend the rest of the time practising.*

Answers: 1 A **2** C **3** B **4** C **5** B

22 Unit 1

Unit 1 23

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.

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

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.

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 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 (a few sentences is fine). Have all the children read the text aloud.
2 Start erasing words from the board, adding a line in their place. For example:
Steve has been interested in animals since he was a child.
becomes:
Steve has _____ *interested* _____ *animals* _____ *he was a* _____.
Have the children say the sentences again, including the erased words.
3 Erase more words (e.g. *Steve* _____ _____ *interested* _____ _____ _____ *he* _____ *a* _____.) and have the children read the text again.
4 Finally, erase everything (or 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 or pencil.
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 / pencil 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!

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.

Team spelling

This is played like *Team sentences*, 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.)

Shark game

This game is great for revising vocabulary and spelling.

1 Before the game starts, draw on the board a simple series of ten steps leading down to water. On the top step, draw a simple stick figure. In the water draw a shark waiting with open mouth.
2 Use words from the lesson / unit and draw a series of blanks on the board, one for each letter. Have the children raise their hands to guess the letters.
3 For each correct guess, fill in the relevant blank(s). For each incorrect guess, erase the stick figure and draw it again one step nearer the shark. Write the wrong letters on the board so they are not repeated.
4 The children win if the word is completed before the stick figure reaches the shark – but they must continue saying letters, not shout out the word!

Tip: This game can also be extended to complete sentences. Write each word of the sentence with gaps for each of the letters and fill in all the letters that the children guess as they go along. The sentence fills out very quickly!

What's the word?

This game helps the 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.

Quick memory game

A simple game that can be adapted to suit your needs.

1 Divide the children into pairs. Give a piece of paper to each pair.
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.

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

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 or a pencil.
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. hey 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!

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! How many words?

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 hands 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 hands.
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 useful combinations of words and short phrases that appear in reading or listening texts, but may not have a 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 thinking 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 possible combinations that are different from the originals. Praise the children for finding these, but point out that you want the ones that came from the text.

True or false?

This game allows the 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.

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 slightly adapted as well. Write new words in a different colour – they then can't be changed again.
   For example, in Unit 2, the children write an essay on the topic: We should close all zoos. Give the children a new direction by erasing zoos and writing in schools.
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!

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.

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.

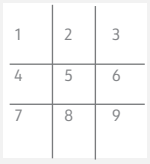
Tic-tac-toe / Noughts and crosses

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

1. Draw a 3 x 3 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.

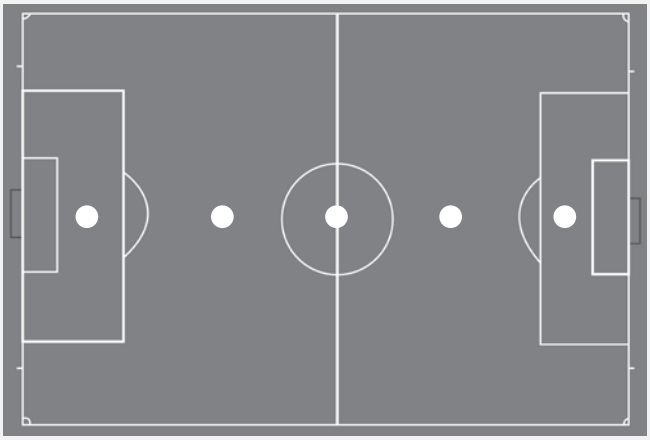


Football game

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!



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!

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!

Vocabulary ping pong

This game helps revise vocabulary related to specific themes.

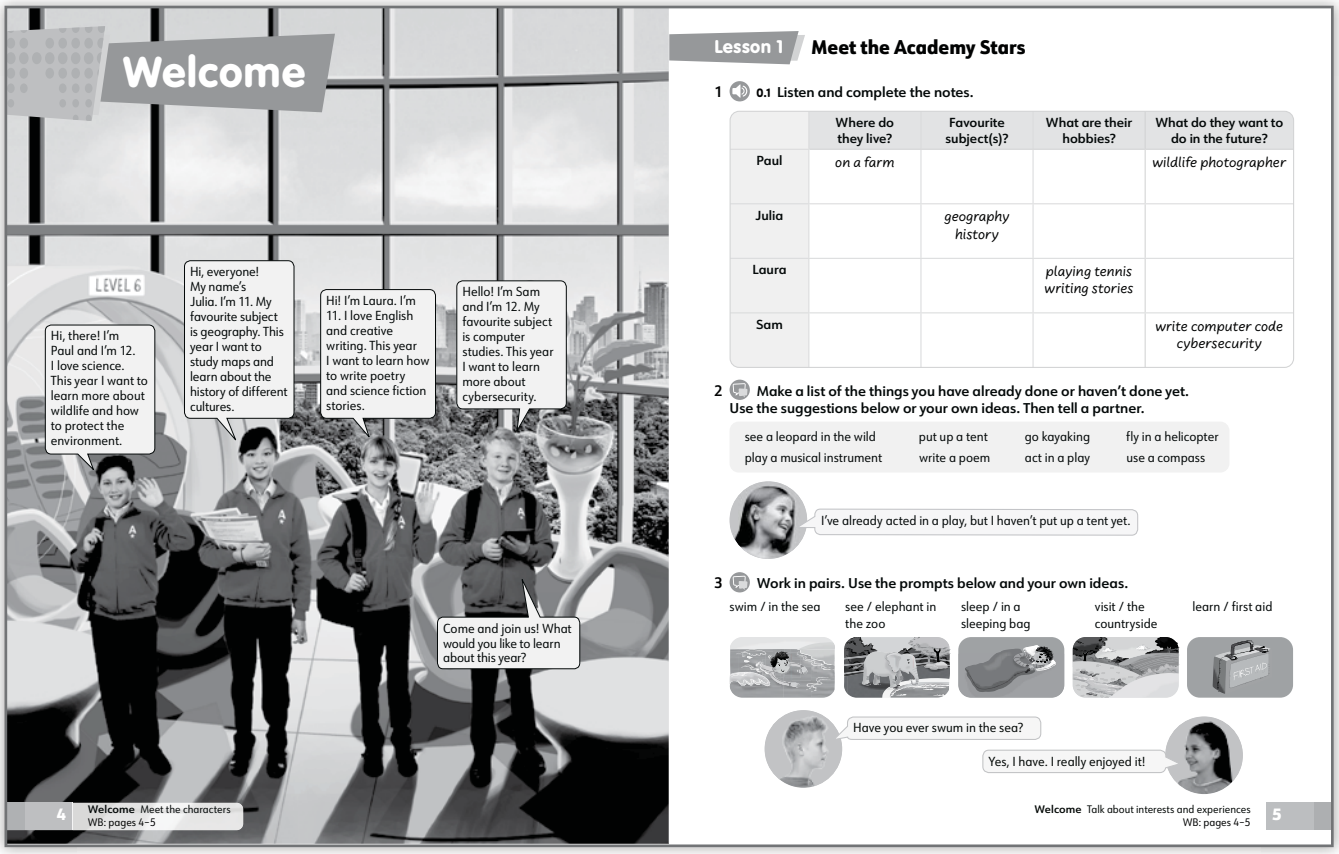
1. Divide the class into two groups. You will need a ball for this game, but you can use a screwed up piece of paper if you don't have one.
2. Tell the children the theme for the game (e.g. emergencies, outdoor activities, music). Tell them the teams will take turns to call out a word connected to the 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 experiences

Warm-up: The big picture

- Children look at the picture on page 4. Ask *Where are they? (On the sixth 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 complete the notes.

- Play the audio for Paul and have the children complete the first row of the chart.
- Play the rest of the audio. The children complete the chart.
- Check answers and write them on the board.

Audioscript

Paul: *Hi, I'm Paul and I'm 12 years old. I live with my mum, dad and little brother. We used to live in the city, but now we live on a farm. I love animals and I've learnt how to ride a horse. I used to like PE, but now my favourite subject in school is science. After school, I like playing football and taking pictures. I'd like to be a wildlife photographer one day and work in conservation.*

Julia: *Hello! My name's Julia and I'm 11. I live in a flat with my parents in the city. We used to live in the countryside. My favourite school subjects are geography and history. In my free time, I like looking at maps with my dad and I also like playing the violin. When I grow up, I'd like to be a journalist and also travel around the world.*

Laura: *Hi, I'm Laura and I'm 11 years old. I live with my parents and little sister in a cottage. I used to love art class, but now my favourite subject is English. I used to like playing basketball, but now I enjoy playing tennis. I also like writing stories in my free time. In the future, I'd like to have my own writing blog and I hope to be a teacher.*

Sam: *Hi there! My name's Sam and I'm 12. I live in the countryside. I used to take the underground to school, but now I cycle. I love it! My favourite school subjects are maths and computers. I also enjoy playing football and video games. When I grow up, I'd like to learn how to write computer code and work in cybersecurity.*

Answers: Paul: on a farm; science; playing football, taking pictures; wildlife photographer, work in conservation **Julia:** in a flat in the city; geography, history; looking at maps, playing the violin; be a journalist and travel around the world

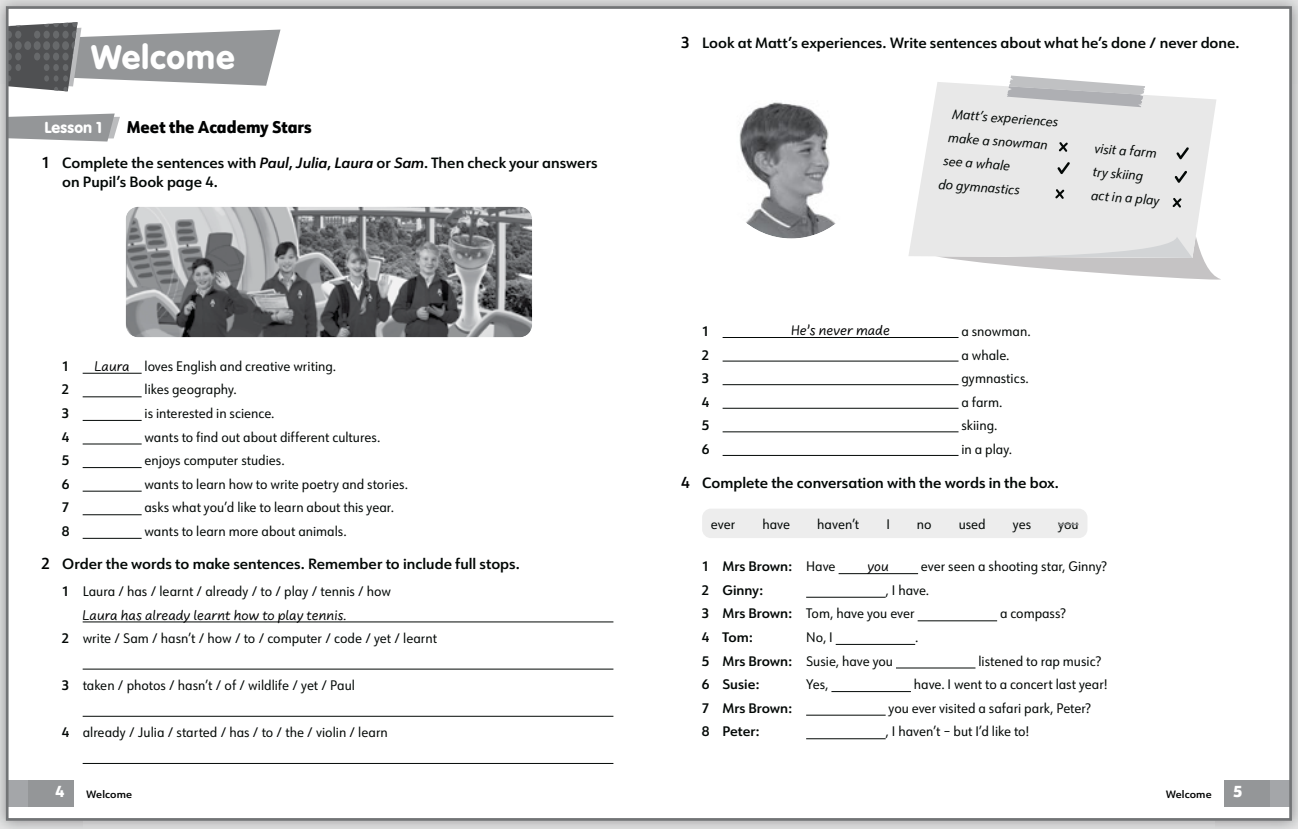
Laura: in a cottage; English; playing tennis, writing stories; have her own writing blog and be a teacher
Sam: in the countryside; maths, computers; playing football, video games; write computer code, work in cybersecurity

2 Make a list of the things you have already done or haven't done yet. Use the suggestions below or your own ideas. Then tell a partner.

3 Work in pairs. Use the prompts below and your own ideas.

- Divide the class into pairs to ask and answer.
- Conduct feedback with the class.

Workbook pages 4–5



Welcome

Lesson 1 **Meet the Academy Stars**

1 Complete the sentences with *Paul, Julia, Laura* or *Sam*. Then check your answers on Pupil's Book page 4.

1 *Laura* loves English and creative writing.
2 _____ likes geography.
3 _____ is interested in science.
4 _____ wants to find out about different cultures.
5 _____ enjoys computer studies.
6 _____ wants to learn how to write poetry and stories.
7 _____ asks what you'd like to learn about this year.
8 _____ wants to learn more about animals.

2 Order the words to make sentences. Remember to include full stops.

1 Laura / has / learnt / already / to / play / tennis / how
Laura has already learnt how to play tennis.
2 write / Sam / hasn't / how / to / computer / code / yet / learnt
_____
3 taken / photos / hasn't / of / wildlife / yet / Paul
_____
4 already / Julia / started / has / to / the / violin / learn
_____

4 Welcome

3 Look at Matt's experiences. Write sentences about what he's done / never done.

Matt's experiences
make a snowman ✗ visit a farm ✓
see a whale ✓ try skiing ✓
do gymnastics ✗ act in a play ✗

1 *He's never made* a snowman.
2 _____ a whale.
3 _____ gymnastics.
4 _____ a farm.
5 _____ skiing.
6 _____ in a play.

4 Complete the conversation with the words in the box.

ever have haven't I no used yes you

1 **Mrs Brown:** Have *you* ever seen a shooting star, Ginny?
2 **Ginny:** _____, I have.
3 **Mrs Brown:** Tom, have you ever _____ a compass?
4 **Tom:** No, I _____.
5 **Mrs Brown:** Susie, have you _____ listened to rap music?
6 **Susie:** Yes, _____ have. I went to a concert last year!
7 **Mrs Brown:** _____ you ever visited a safari park, Peter?
8 **Peter:** _____, I haven't – but I'd like to!

Welcome 5

1 Complete the sentences with *Paul, Julia, Laura* or *Sam*. Then check your answers on Pupil's Book page 4.

Answers: 1 Laura **2** Julia **3** Paul **4** Julia **5** Sam **6** Laura **7** Sam **8** Paul

2 Order the words to make sentences. Remember to include full stops.

Answers: 1 Laura has already learnt how to play tennis. **2** Sam hasn't learnt how to write computer code yet. **3** Paul hasn't taken photos of wildlife yet. **4** Julia has already started to learn the violin.

3 Look at Matt's experiences. Write sentences about what he's done / never done.

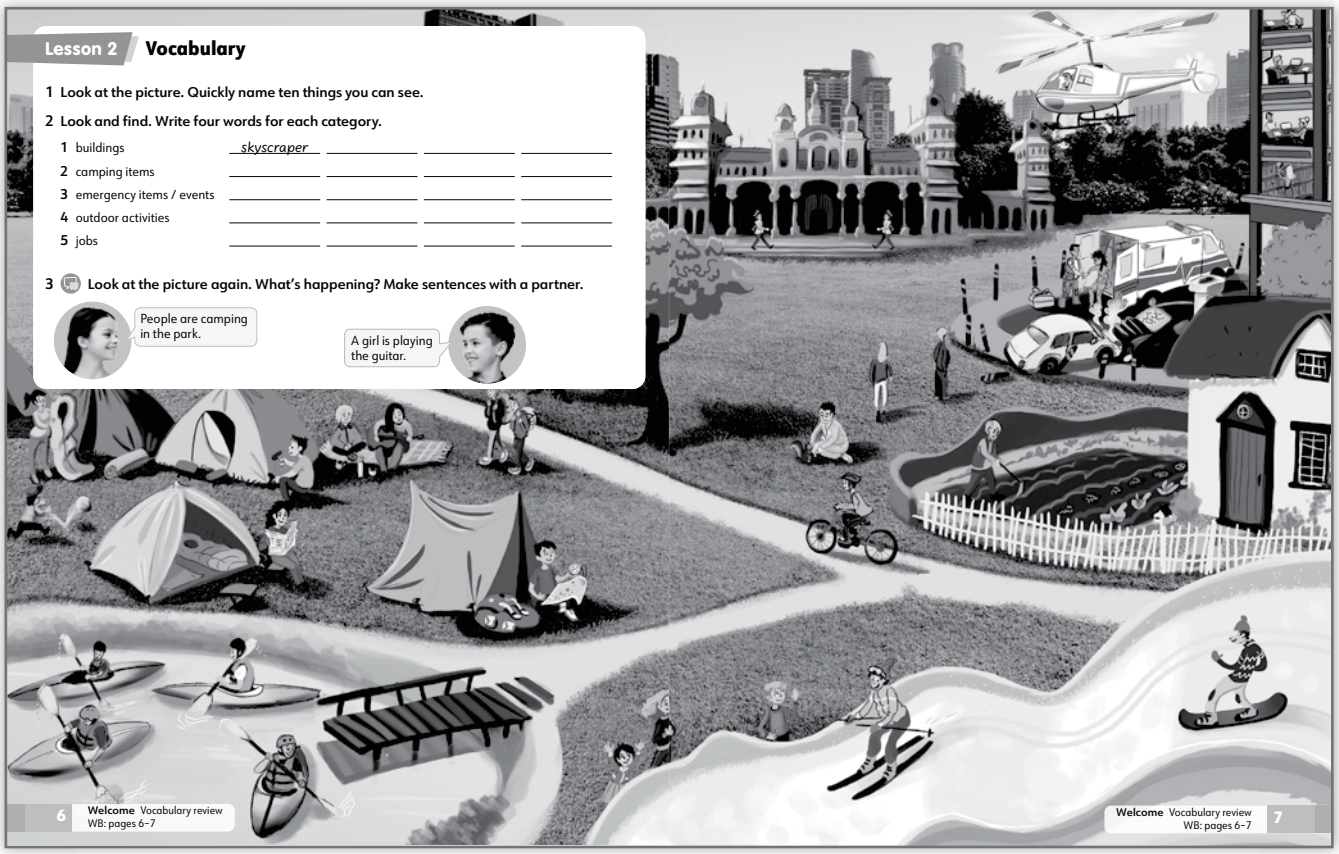
Answers: 1 He's never made **2** He's seen **3** He's never done **4** He's visited **5** He's tried **6** He's never actedl

4 Complete the conversation with the words in the box.

Answers: 1 you **2** Yes **3** used **4** haven't **5** ever **6** I **7** Have **8** No

Lesson 2 Vocabulary

Pupil's Book pages 6–7



Learning objectives: Vocabulary review

Vocabulary: buildings, camping items, emergency items / events, jobs, outdoor activities

Warm-up: Who's this?

- Write *PAUL* at the top of the board, *JULIA* at the bottom, *LAURA* on the left and *SAM* on the right.
- Ask questions about the Academy Stars. The children point up, down, left or right and say the name.
- First point to the characters in your Pupil's Book and ask *Who's this?* Then ask *Who lives on a farm? (Paul) Who plays the violin? (Julia) Who likes video games? (Sam) Who wants to be a photographer? (Paul) Who likes English? (Laura) Who wants to work in cybersecurity? (Sam) Who plays a lot of sport? (Laura) Who wants to be a journalist? (Julia)*

1 Look at the picture. Quickly name ten things you can see.

- Have the children look at the picture on pages 6–7. Ask them where the people are and what they can see happening. (Don't go into a lot of detail here, as the activities are talked about later in the lesson.)
- Elicit ten things, including objects and activities. Write the words on the board.

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

- Elicit one word for each of the categories and write them on the board.
- Have the children find more words and write them in their books.
- Conduct feedback and write the words on the board. Have the children check their spelling.

Suggested answers: 1 skyscraper, offices, cottage, palace **2** tent, rucksack, sleeping bag, compass **3** accident, smoke, first aid kit, ambulance, life jacket **4** camping, gardening, cycling, skiing, snowboarding **5** soldier, paramedic, vet, pilot, gardener

Teaching star!

Extension

As well as recognising the vocabulary, give the children an opportunity to use it creatively.

- Divide the class into groups of three and give each group a sheet of paper.
- Then give the class two of the vocabulary words from the lesson. These can be chosen at random.
- The groups now have to find a way to include both words in one correct sentence as quickly as possible.
- When they finish, they hold up their sentence for you to check. Ask the children who finish first to read out their sentences.
- Continue with other word pairs.

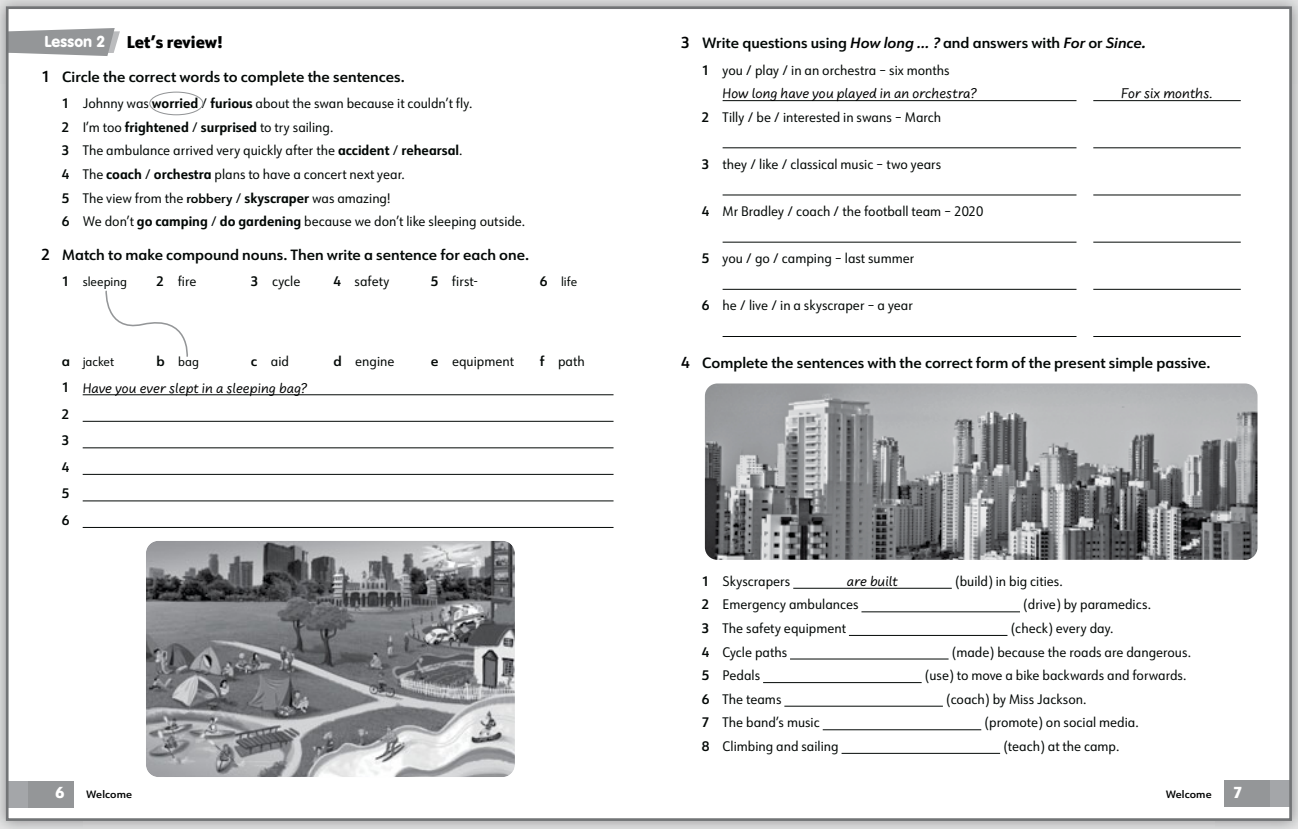
3 Look at the picture again. What's happening? Make sentences with a partner.

- Have two volunteers read out the example sentences. Elicit more sentences from the class.
- Divide the class into pairs and have the children take turns to say as many sentences as they can about the activities in the picture.
- Ask for a sentence from each pair, going round the class until the children have no more ideas.

Cooler: Mime game

- Mime one of the outdoor activities (from Activity 2) and have the children guess what it is.
- Invite other children to come to the front of the class and mime a word for the others to guess.
- Alternatively, if you have a large class, have the children play this game in groups of five or six.

Workbook pages 6–7



Lesson 2 **Let's review!**

1 Circle the correct words to complete the sentences.

1 Johnny was **worried** / **furious** about the swan because it couldn't fly.
2 I'm too **frightened** / **surprised** to try sailing.
3 The ambulance arrived very quickly after the **accident** / **rehearsal**.
4 The **coach** / **orchestra** plans to have a concert next year.
5 The view from the **robbery** / **skyscraper** was amazing!
6 We don't **go camping** / **do gardening** because we don't like sleeping outside.

2 Match to make compound nouns. Then write a sentence for each one.

1 sleeping 2 fire 3 cycle 4 safety 5 first- 6 life

a jacket b bag c aid d engine e equipment f path

1 *Have you ever slept in a sleeping bag?*
2 _____
3 _____
4 _____
5 _____
6 _____

3 Write questions using *How long ... ?* and answers with *For* or *Since*.

1 you / play / in an orchestra – six months
How long have you played in an orchestra? *For six months.*
2 Tilly / be / interested in swans – March
_____ _____
3 they / like / classical music – two years
_____ _____
4 Mr Bradley / coach / the football team – 2020
_____ _____
5 you / go / camping – last summer
_____ _____
6 he / live / in a skyscraper – a year
_____ _____

4 Complete the sentences with the correct form of the present simple passive.

1 Skyscrapers *are built* (build) in big cities.
2 Emergency ambulances _____ (drive) by paramedics.
3 The safety equipment _____ (check) every day.
4 Cycle paths _____ (made) because the roads are dangerous.
5 Pedals _____ (use) to move a bike backwards and forwards.
6 The teams _____ (coach) by Miss Jackson.
7 The band's music _____ (promote) on social media.
8 Climbing and sailing _____ (teach) at the camp.

6 Welcome

Welcome 7

1 Circle the correct words to complete the sentences.

Answers: 1 worried **2** frightened **3** accident **4** orchestra **5** skyscraper **6** go camping

2 Match to make compound nouns. Then write a sentence for each one.

Answers: 1 b **2** d **3** f **4** e **5** c **6** a
Children's own answers.

3 Write questions using *How long ...?* and answers with *For* or *Since*.

Answers: 1 How long have you played in an orchestra? For six months. **2** How long has Tilly been interested in swans? Since March. **3** How long have they liked classical music? For two years. **4** How long has Mr Bradley coached the football team? Since 2020. **5** How long have you been going camping? Since last summer. **6** How long has he lived in a skyscraper? For a year.

4 Complete the sentences with the correct form of the present simple passive.

Answers: 1 are built **2** are driven **3** is checked **4** are made **5** are used **6** are coached **7** is promoted **8** are taught

1 Life in the wild

Lesson 1 Reading

Pupil's Book pages 8–9



***Learning objectives*:** Read a biography from a magazine; Use images to help understanding

***Vocabulary*:** conservation, endangered, habitat, observe nervous, (observed), predator, protect, species, survive, trust

Resources: Vocabulary 1 worksheet

Warm-up: Farm or wild?

- On the left of the board write the word *FARM* and on the right write *WILD*.
- Explain that you are going to say the names of some animals. The children must tell you if the animals usually live on farms or in the wild by saying *farm* or *wild*. (Explain that sometimes it can be both.)
- Say the animals and have the children put their hands up and say *FARM* or *WILD*. Ask if the class agrees. Suggested animals: *cow (farm), tiger (wild), turtle (wild), horse (both), snake (wild), goat (both).*

1 How many sea animals do you know in English? Write a list.

- Divide the class into small groups and give each group a sheet of paper. Tell the children they have two minutes to write the names of as many sea animals as they can. Each child should write a name.
- When the time is up, say *Stop!* and ask the children for suggestions. Write them on the board and have the children check their spelling. Ask how many correct words they had.

Answers: Children's own answers.

2 Look at the text and photos and answer the questions.

- The children look at the text and photos (without reading the text) and write down their ideas to answer the questions.
- Ask volunteers to tell you their ideas and give reasons.
- Ask if the class agrees with the ideas.

3 1.1 Read the text quickly and check your ideas in Activity 2. Are any of the animals on your list in Activity 1?

Be a star!

- Give the children a few minutes to read the text. Have them check their answers from Activity 2. Then ask the children which of the animals in their lists from Activity 1 were in the texts. Tick them off on the board.
- Play the audio if the children need additional support.

Answers: 1 a biography **2** He is a wildlife documentary film-maker. **3** Underwater, in the sea

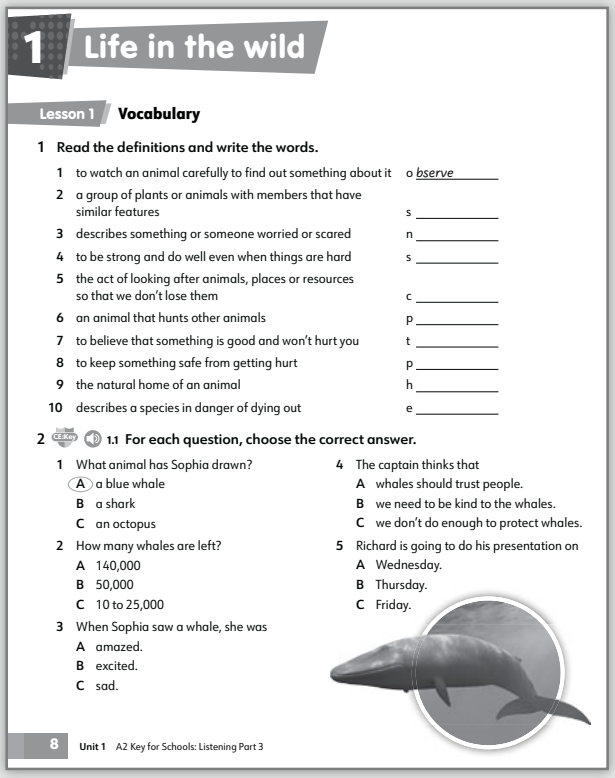
4 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

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

Cooler: Disappearing words

- Play *Disappearing words* (see Games bank, pages 14–17) with the vocabulary from this lesson.

Workbook page 8



1 Life in the wild

Lesson 1 Vocabulary

1 Read the definitions and write the words.

1 to watch an animal carefully to find out something about it o *bserve*
2 a group of plants or animals with members that have similar features s _____
3 describes something or someone worried or scared n _____
4 to be strong and do well even when things are hard s _____
5 the act of looking after animals, places or resources so that we don't lose them c _____
6 an animal that hunts other animals p _____
7 to believe that something is good and won't hurt you t _____
8 to keep something safe from getting hurt p _____
9 the natural home of an animal h _____
10 describes a species in danger of dying out e _____

2 CE:Key 1.1 For each question, choose the correct answer.

1 What animal has Sophia drawn?
(A) a blue whale
B a shark
C an octopus

2 How many whales are left?
A 140,000
B 50,000
C 10 to 25,000

3 When Sophia saw a whale, she was
A amazed.
B excited.
C sad.

4 The captain thinks that
A whales should trust people.
B we need to be kind to the whales.
C we don't do enough to protect whales.

5 Richard is going to do his presentation on
A Wednesday.
B Thursday.
C Friday.

8 Unit 1 A2 Key for Schools: Listening Part 3

1 Read the definitions and write the words.

Answers: 1 observe **2** species **3** nervous **4** survive **5** conservation **6** predator **7** trust **8** protect **9** habitat **10** endangered

2 CE:Key 1.1 For each question, choose the correct answer.

This activity helps the children prepare for Part 3 of the Listening paper of the Cambridge A2 Key for Schools exam.

- Have the children listen to the conversation and choose the correct answer to the questions based on what they hear. Review answers as a class.

Audioscript

For each question, choose the correct answer.

Boy: *Hi Sophia! I love that drawing! Is it a blue whale? Are you doing the project on animals and conservation?*

Girl: *Thanks Richard – yes it is ... and yes I am! What are you writing about?*

Boy: *I'm writing about sea animals like sharks and octopuses. Did you know that blue whales are endangered too?*

Girl: *I know – that's why I've drawn one!*

Boy: *So, what have you found out about blue whales?*

Girl: *Well, like you said – they are endangered. But they don't have any natural predators, so the reason why they are endangered isn't because other animals are eating them, but because they are losing their habitat. About 100 years ago, there used to be about 140,000 blue whales in our oceans. Guess how many there are left now?*

Boy: *Hmm – 50,000?*

Girl: *No – unfortunately not that many have survived. There are about 10 to 25 thousand – so of course they are now a protected species.*

Boy: *Have you ever seen a whale?*

Girl: *Actually, I have! I went on holiday to visit my aunt in California last year and we went on a boat trip. It was early morning and we saw one on its own. It was amazing – I felt so excited to see one.*

Boy: *Did you get very close to it?*

Girl: *No, we observed it from a distance – the captain of the boat said that we shouldn't get too close as they might start to trust people – and some people are not so kind. He thinks we should do more to protect them.*

Boy: *Oh, well that's a bit sad. Didn't you feel nervous that it might swim under your boat?*

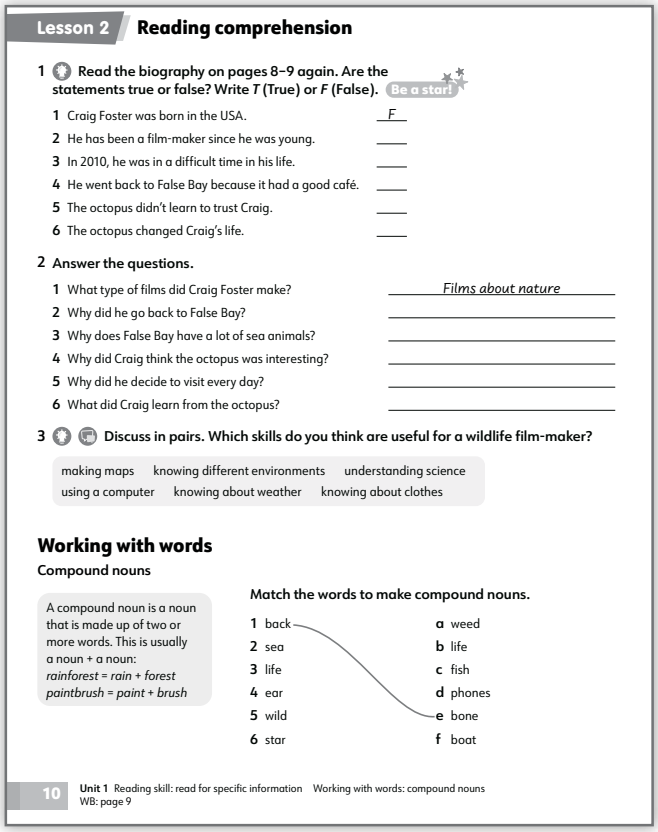
Girl: *No, not really. So, when are you going to do your presentation? I'm going to do mine on Wednesday.*

Boy: *It's on Thursday next week so I've got until Friday to finish it so that I can spend the rest of the time practising.*

Answers: 1 A **2** C **3** B **4** C **5** B

Lesson 2 Reading comprehension / Working with words

Pupil's Book page 10



Lesson 2 Reading comprehension

1 Read the biography on pages 8–9 again. Are the statements true or false? Write *T* (True) or *F* (False). Be a star!

1 Craig Foster was born in the USA. F
2 He has been a film-maker since he was young. ____
3 In 2010, he was in a difficult time in his life. ____
4 He went back to False Bay because it had a good café. ____
5 The octopus didn't learn to trust Craig. ____
6 The octopus changed Craig's life. ____

2 Answer the questions.

1 What type of films did Craig Foster make? Films about nature
2 Why did he go back to False Bay? ____
3 Why does False Bay have a lot of sea animals? ____
4 Why did Craig think the octopus was interesting? ____
5 Why did he decide to visit every day? ____
6 What did Craig learn from the octopus? ____

3 Discuss in pairs. Which skills do you think are useful for a wildlife film-maker?

making maps | knowing different environments | understanding science | using a computer | knowing about weather | knowing about clothes

Working with words

Compound nouns

A compound noun is a noun that is made up of two or more words. This is usually a noun + a noun:
rainforest = rain + forest
paintbrush = paint + brush

Match the words to make compound nouns.

1 back — a weed
2 sea — b life
3 life — c fish
4 ear — d phones
5 wild — e bone
6 star — f boat

10 Unit 1 Reading skill: read for specific information Working with words: compound nouns
WB: page 9

Learning objectives: Read for specific information; Compound nouns

Resources: Working with words worksheet

Warm-up: What's the last word?

- Play *What's the last word?* (see Games bank, pages 14–17) with track 1.1 from Lesson 1.
- Suggested words to pause after: *nature, animals, endangered, swimming, species, octopus, scared, shark, survive, plants.*

Teaching star!

Reading

To be efficient readers, the children need to be able to find information in a text without reading line by line. Introduce a scanning activity to develop this skill. Here is an example:

- Have the children find two numbers in the text on page 8. When they've found them, they raise their hands and give their answers. ('*1970' – the year Craig was born; '2020' – the year he finished My Octopus Teacher*)
- Ask if they found them by starting at the beginning and reading every word. (*Probably not – they scanned the text looking for numbers and not reading anything else.*)
- Do the same with names of sea animals in the text on page 8 for extra practice (*shrimp, octopus).*

1 Read the biography on pages 8–9 again. Are the statements true or false? Write *T* (True) or *F* (False).

Be a star!

- Refer the children to the example and ask them if they can remember why the sentence is false. Tell them they can check in a moment. (In the second sentence it says: *He was born in South Africa in 1970.)*
- Have the children read the biography again and write *T* or *F* next to the remaining statements.
- Read out the statements and ask for volunteers to answer and give reasons for their answers. Check with the class.

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

2 Answer the questions.

- Ask the children what they can remember about Craig Foster and *My Octopus Teacher*. Elicit answers from volunteers and check with the class.
- Refer the children to the first question and the example answer and have them find the information in the article that provides the answer (in the first paragraph).
- Then have them continue the activity individually.
- Check answers as a class.

Answers: 1 Films about nature **2** Because he felt sad and tired and didn't know what he wanted to do with his life. **3** Because there is a seaweed habitat on the bottom of the sea. **4** Because it was hiding in a pile of shells. **5** Because the octopus was nervous and scared of him **6** He learnt that life is hard sometimes, but if you are strong you can survive. He learnt that there is a beautiful world under the water.
He learnt that everything in nature is connected. He also learnt that if you trust an animal or person, then your life can be better.

3 Discuss in pairs. Which skills do you think are useful for a wildlife film-maker? Underline, then add two more ideas.

- Divide the class into pairs. Have the children discuss the skills from the list and choose the skills they think are useful.
- Read the list out and have the children raise their hands for the ones they chose. Ask a few volunteers to explain their reasons.

Answers: Children's own answers.

Working with words

Compound nouns

- Have the children read the introduction to the *Working with words* section.

Match the words to make compound nouns.

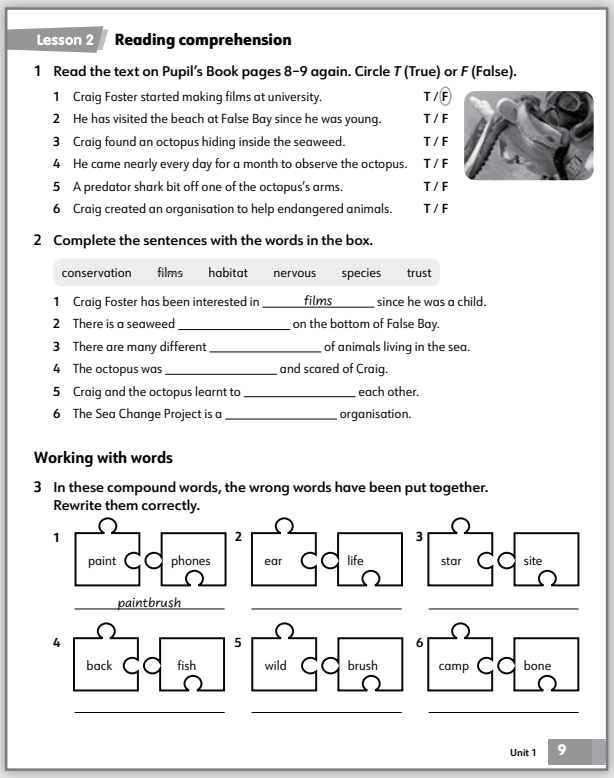
- Have the children match the words to make compound nouns and compare with a partner.
- Ask the children to read out a word each. Ask if the class agrees.

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

Cooler: Team spelling

- Play *Team spelling* (see Games bank, pages 14–17) with the compound nouns from *Working with words*. Call out only the first part of the word and have the team write the whole word.

Workbook page 9



Lesson 2 **Reading comprehension**

1 Read the text on Pupil's Book pages 8–9 again. Circle *T* (True) or *F* (False).

1 Craig Foster started making films at university. T / (F)
2 He has visited the beach at False Bay since he was young. T / F
3 Craig found an octopus hiding inside the seaweed. T / F
4 He came nearly every day for a month to observe the octopus. T / F
5 A predator shark bit off one of the octopus's arms. T / F
6 Craig created an organisation to help endangered animals. T / F

2 Complete the sentences with the words in the box.

conservation films habitat nervous species trust

1 Craig Foster has been interested in *films* since he was a child.
2 There is a seaweed _____ on the bottom of False Bay.
3 There are many different _____ of animals living in the sea.
4 The octopus was _____ and scared of Craig.
5 Craig and the octopus learnt to _____ each other.
6 The Sea Change Project is a _____ organisation.

Working with words

3 In these compound words, the wrong words have been put together. Rewrite them correctly.

1 paint + phones → *paintbrush*
2 ear + life → _____
3 star + site → _____
4 back + fish → _____
5 wild + brush → _____
6 camp + bone → _____

Unit 1 9

1 Read the text on Pupil's Book pages 8–9 again. Circle *T* (True) or *F* (False).

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

2 Complete the sentences with the words in the box.

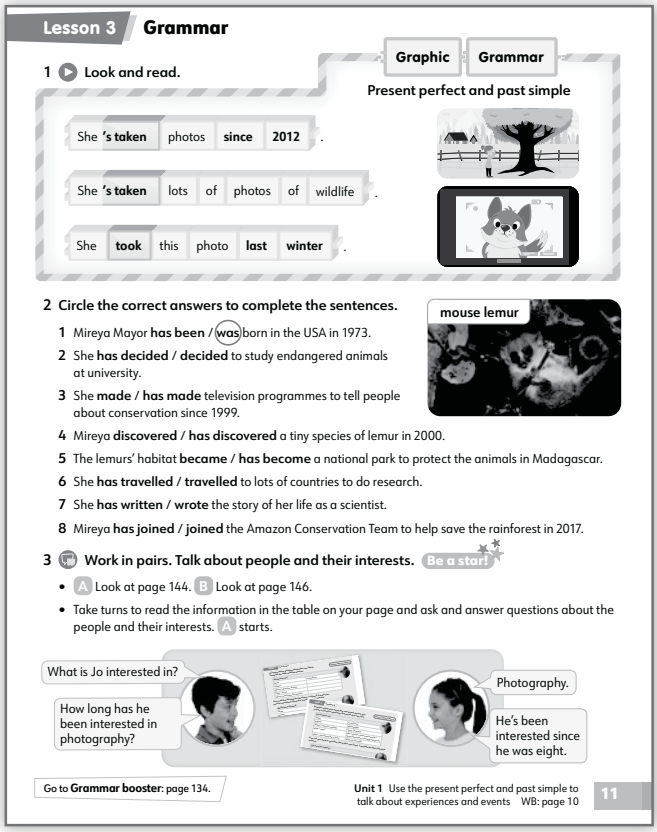
Answers: 1 films **2** habitat **3** species nervous **4** trust **5** conservation

3 In these compound words, the wrong words have been put together. Rewrite them correctly.

Answers: 1 paintbrush **2** earphones **3** starfish **4** backbone **5** wildlife **6** campsite

Lesson 3 Grammar

Pupil's Book page 11



***Learning objectives*:** Use the present perfect and past simple to talk about experiences and events

***Grammar*:** Present perfect and past simple tenses

Review vocabulary: wildlife and conservation

Resources: Grammar 1 worksheet

Warm-up: Missing vowels

- Write the compound nouns from the last lesson on the board, but without the vowels: *rnfrst wldlfe rphns swd lfbt bckbn pntbrsh strfsh*
  (Answers: rainforest, wildlife, earphones, seaweed, lifeboat, backbone, paintbrush, starfish)
- Tell the children they can make the words complete again by adding the vowels: *a, e, i, o* or *u*. Point out they are all words from the last lesson.
- Give the children some thinking time and then invite volunteers to the board to write a complete word. Ask if the class agrees.

1 Look and read.

- Ask the children to say what they can see in the pictures. Ask *What is the girl doing? Do you like her photo? Do you think it's her first photo?* Explain that to take good photos you need to practise for a long time.
- Ask why the girl takes good photos (*She's had years of practice.*).
- Have the children read the sentences in their Pupil's Book. Say the sentences and have the children repeat.
- Ask which sentences talk about the girl's life experience (*first two*) and which talk about something that happened at a specific time in the past (*last one*).
- Ask which word we use to talk about the start of the experience (*since*).
- 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 you have access to the class video, ask the questions in the first point above. Play the video. The children watch and answer the questions.
- Play the video again and continue as above from the fourth point.

2 Circle the correct answers to complete the sentences.

- Refer the children to the example sentence. Ask them why it is *has been* (because it *talks about something that happened at a specific time in the past*).
- Decide on the answer to numbers 2 and 3 as a class and ask the children to give reasons. (2 – *decided – specific time),* 3 – *has made – experience)*
- Have the children complete the activity individually and then compare answers with a partner.
- Have the children read out sentences. Ask if the class agrees.

Answers: 1 was **2** decided **3** has made
4 discovered **5** has become **6** has travelled
7 has written **8** joined

3 Work in pairs. Talk about people and their interests.

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 text so the children have an understanding of how to play the game.
- Tell the children to first read about their new friend shown on their page. Then tell Student A to look at the first table and ask Student B about their new friend using the questions in the table. Student B answers the questions using the present perfect and past simple as shown in the example on page 11. Student A completes the table with the answers given. Then they switch roles.
- Allow time for the children to complete the game.

Teaching star!

Pair work

Give the children a chance to learn about their partner as this builds positive relationships in the classroom.

- Have the pairs of children from the previous activity take turns asking and answering each other the following questions:
  What are you interested in?
  How long have you been interested in it?
  When did you start doing it?
  Have you bought any equipment?
- Have the children respond using the present perfect and past simple. For example, responses to the first two questions could be *I love playing volley ball. I've played since … .*

Cooler: Memory chain

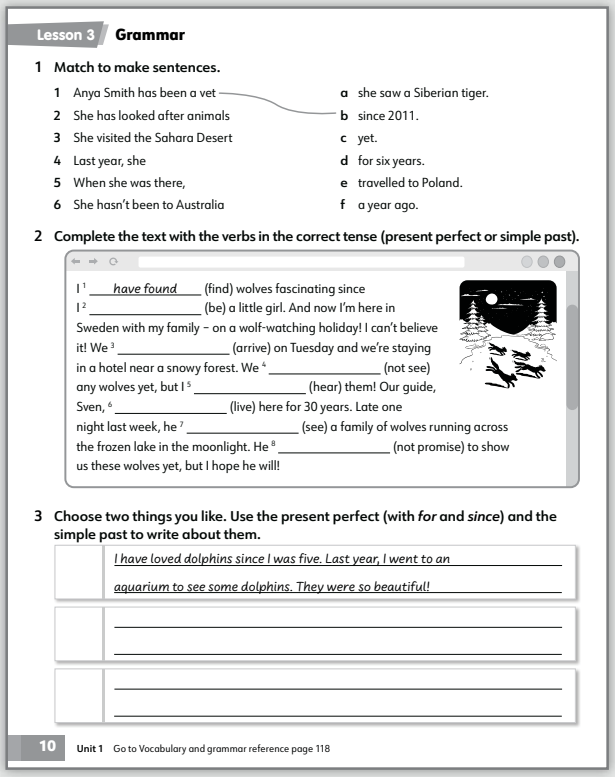
- Start a memory chain by saying, e.g. *For my hobby, I've bought a greenhouse.* Encourage the next child to repeat your sentence and add a new item (connected with their hobby) e.g. *For my hobby, I've bought a greenhouse and a skateboard.*
- Each new child in the chain remembers and repeats what the others said and then adds an item.
- In large classes, divide the children into groups of seven or eight to play the game so everyone can be more active and have their turn sooner.

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 have been **2** travelled **3** took **4** have helped **5** came **6** have been

Workbook page 10



Lesson 3 **Grammar**

1 Match to make sentences.

1	Anya Smith has been a vet	**a**	she saw a Siberian tiger.
2	She has looked after animals	**b**	since 2011.
3	She visited the Sahara Desert	**c**	yet.
4	Last year, she	**d**	for six years.
5	When she was there,	**e**	travelled to Poland.
6	She hasn't been to Australia	**f**	a year ago.

2 Complete the text with the verbs in the correct tense (present perfect or simple past).

I [1] *have found* (find) wolves fascinating since I [2] _____ (be) a little girl. And now I'm here in Sweden with my family – on a wolf-watching holiday! I can't believe it! We [3] _____ (arrive) on Tuesday and we're staying in a hotel near a snowy forest. We [4] _____ (not see) any wolves yet, but I [5] _____ (hear) them! Our guide, Sven, [6] _____ (live) here for 30 years. Late one night last week, he [7] _____ (see) a family of wolves running across the frozen lake in the moonlight. He [8] _____ (not promise) to show us these wolves yet, but I hope he will!

3 Choose two things you like. Use the present perfect (with *for* and *since*) and the simple past to write about them.

I have loved dolphins since I was five. Last year, I went to an aquarium to see some dolphins. They were so beautiful!

10 **Unit 1** Go to Vocabulary and grammar reference page 118

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

1 Match to make sentences.

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

2 Complete the text with the verbs in the correct tense (present perfect or simple past).

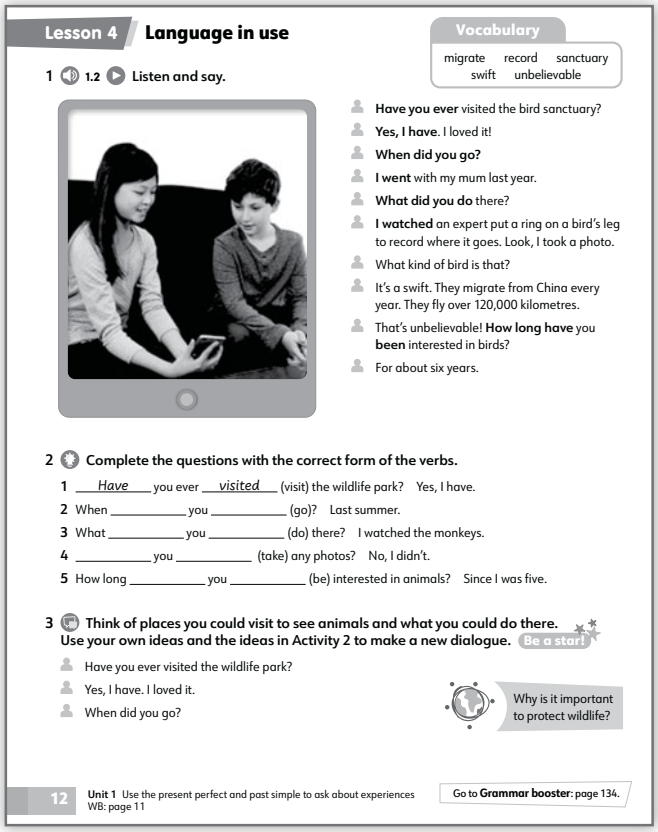
Answers: 1 have found **2** was **3** arrived **4** haven't seen **5** have heard **6** has lived **7** saw **8** hasn't promised

3 Choose two things you like. Use the present perfect (with *for* and *since*) and the simple past to write about them.

Answers: Children's own answers.

Lesson 4 Language in use

Pupil's Book page 12



Lesson 4 Language in use

Vocabulary: migrate record sanctuary swift unbelievable

1 1.2 Listen and say.

Have you ever visited the bird sanctuary?
Yes, I have. I loved it!
When did you go?
I went with my mum last year.
What did you do there?
I watched an expert put a ring on a bird's leg to record where it goes. Look, I took a photo.
What kind of bird is that?
It's a swift. They migrate from China every year. They fly over 120,000 kilometres.
That's unbelievable! **How long have** you **been** interested in birds?
For about six years.

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

1 ___Have___ you ever ___visited___ (visit) the wildlife park? Yes, I have.
2 When _____ you _____ (go)? Last summer.
3 What _____ you _____ (do) there? I watched the monkeys.
4 _____ you _____ (take) any photos? No, I didn't.
5 How long _____ you _____ (be) interested in animals? Since I was five.

3 Think of places you could visit to see animals and what you could do there. Use your own ideas and the ideas in Activity 2 to make a new dialogue. Be a star!

Have you ever visited the wildlife park?
Yes, I have. I loved it.
When did you go?

Why is it important to protect wildlife?

12 Unit 1 Use the present perfect and past simple to ask about experiences WB: page 11

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

***Learning objectives*:** Use the present perfect and past simple to ask about experiences

Grammar: Present perfect and past simple questions

***Vocabulary*:** migrate, record, sanctuary, swift, unbelievable

Review vocabulary: wildlife and conservation

Resources: Language in use video; Grammar 2 worksheet

Warm-up: Stand or sit

- Call out sentences about the children's hobbies, e.g. *I'm interested in ... photography / football / dancing*, etc. If the sentence is true for them, they stand up / stay standing. If it is false, they stay sitting / sit down.
- Each time the children stand up, ask a child or two a follow-up question, e.g. *How long have you been interested in ...? Have you bought any equipment?*

Vocabulary

- Draw attention to the vocabulary box.
- Use each word in a sentence and have the children say which word you used, e.g. *It's unbelievable how fast cheetahs can run! Lots of animals migrate from cold places to warm places in the winter. There's a sanctuary for homeless animals near my house. Scientists record everything they do in their experiments. Swifts fly high in the sky.*
- Check the children's pronunciation and repeat the word again for them to say, if necessary.
- Ask the children to identify the words from your definitions:
  A place where birds or animals are protected. (sanctuary)
  To move from one part of the world to another with the seasons. (migrate)
  To make a note or copy of information so you can use it later. (record)
  Amazing and very surprising (unbelievable)
  A type of aerial bird. (swift)

1 1.2 Listen and say.

- Have the children look at the photos. Ask *Who can you see?* (*Julia and Paul*) *What do you think they're talking about?*
- Play the audio and have the children follow and check their ideas. Ask *Where was the bird? What did they do to it? What's special about this bird?*
- Play the audio again. Stop after each sentence and have the children repeat.
- Ask the children to find two questions about experience. (*Have you ever visited ...? How long have you been interested in ...?*) Ask what is different about the other questions and why. (*They use* did + infinitive *to ask about events at a specific time.*)
- Divide the class into pairs and have them act out the dialogue and then change roles and act it out again.

- If you have access to the class video, ask *Where was the bird? What did they do to it? What's special about this bird?* Play the video. The children watch and answer the questions (*at a bird sanctuary; They put a ring on its leg.; It migrates over 120,000 kilometres from China every year.*).
- Follow the procedure above from the third point.
- Play the video again and have the children repeat, copying all intonation and body language as closely as possible.

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

- Refer the children to the example question. Elicit why it is *Have you ever ... .* (*We use 'Have you ever' to talk about a life experience.*)
- Elicit the answer for number 2 and ask the class to give reasons. (*We use 'did you go' because 'last summer' is a specific time.*)
- Have the children continue the activity individually.
- Ask pairs of children to read out the completed questions and answers. Ask if everyone agrees.

Answers: 1 Have / visited **2** did / go **3** did / do **4** Did / take **5** have / been

ESDC

Why is it important to protect wildlife?

Introduce the children to Sustainable Development Goal 15: *Life on land*. Ask: *Why is it important to protect wildlife?* This question helps the children take positive action in the community.

- Have the children discuss what we can do to help and protect wildlife and why it's important to do so (e.g., because all animals support each other's food chains and other wildlife).

Possible answers: It's important because animals need our help to stay safe from pollution and people who might harm them. We can't learn about or enjoy these animals unless we protect them.

3 Think of places you could visit to see animals and what you could do there. Use your ideas and the ideas in Activity 2 to make a new dialogue.

Be a star!

- Elicit some examples of places to visit to see animals. Explain that they do not have to be in the children's own area or even country. They can be in the wild or animals in captivity (*e.g. the zoo, the park, the jungle, the beach, the forest, the farm*).
- Ask what the children could do in the different places (*watch, take photos, learn, touch, feed, etc*).
- Have two volunteers read the mini-dialogue. Then elicit ideas from the class to build a new dialogue.
- Divide the class into pairs and have them develop and practise their own versions of the dialogue.

Grammar booster

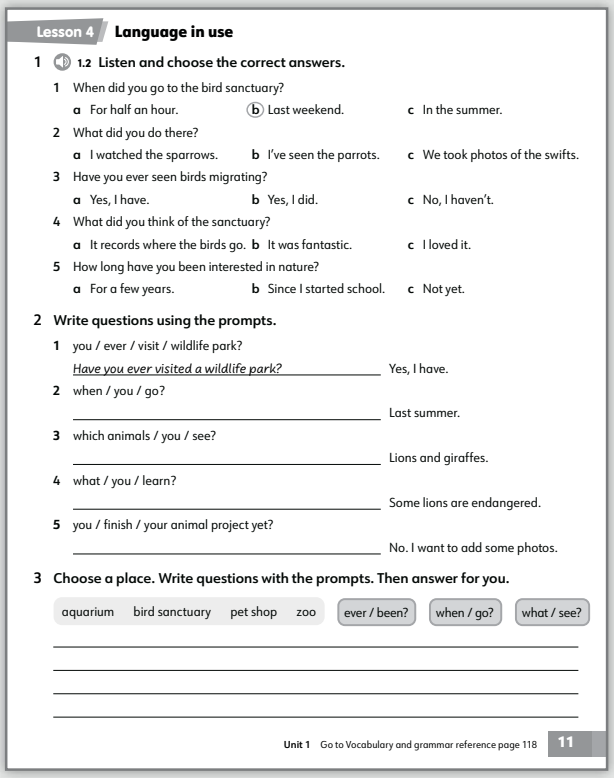
Ask the children to turn to page 134 of their Pupil's Book to complete Activities 2 and 3. If the children need more grammar practice before the communicative Activity 3, have them complete these activities first. Alternatively, you may wish to have the children complete these activities at home.

Answers: 2 1 Have 2 visited 3 did 4 go 5 went 6 did 7 do 8 watched 9 Did 10 take 11 have 12 been
3 1 I never visited India. 2 She discovered a new species last year. 3 Have you watched the new film yet? 4 We took a photo of the octopus under water. 5 Did you go to the safari park? 6 Who did you go with?

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see Games bank, pages 14–17) with the dialogue in Activity 1.

Workbook page 11



Lesson 4 **Language in use**

1 1.2 **Listen and choose the correct answers.**

1 When did you go to the bird sanctuary?
a For half an hour. b Last weekend. c In the summer.
2 What did you do there?
a I watched the sparrows. b I've seen the parrots. c We took photos of the swifts.
3 Have you ever seen birds migrating?
a Yes, I have. b Yes, I did. c No, I haven't.
4 What did you think of the sanctuary?
a It records where the birds go. b It was fantastic. c I loved it.
5 How long have you been interested in nature?
a For a few years. b Since I started school. c Not yet.

2 **Write questions using the prompts.**

1 you / ever / visit / wildlife park?
Have you ever visited a wildlife park? Yes, I have.
2 when / you / go?
_____ Last summer.
3 which animals / you / see?
_____ Lions and giraffes.
4 what / you / learn?
_____ Some lions are endangered.
5 you / finish / your animal project yet?
_____ No. I want to add some photos.

3 **Choose a place. Write questions with the prompts. Then answer for you.**

aquarium bird sanctuary pet shop zoo | ever / been? | when / go? | what / see?

_____
_____
_____
_____

Unit 1 Go to Vocabulary and grammar reference page 118 11

The children can refer to the grammar reference on page 118 while completing these activities.

1 1.2 Listen and choose the correct answers.

Audioscript

1 A: *When did you go to the bird sanctuary?*
B: *I went last weekend.*
2 A: *What did you do there?*
B: *We took photos of the swifts.*
3 A: *Have you ever seen birds migrating?*
B: *No, I haven't.*
4 A: *What did you think of the sanctuary?*
B: *It was fantastic.*
5 A: *How long have you been interested in nature?*
B: *I've been interested for a few years.*

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

2 Write questions using the prompts.

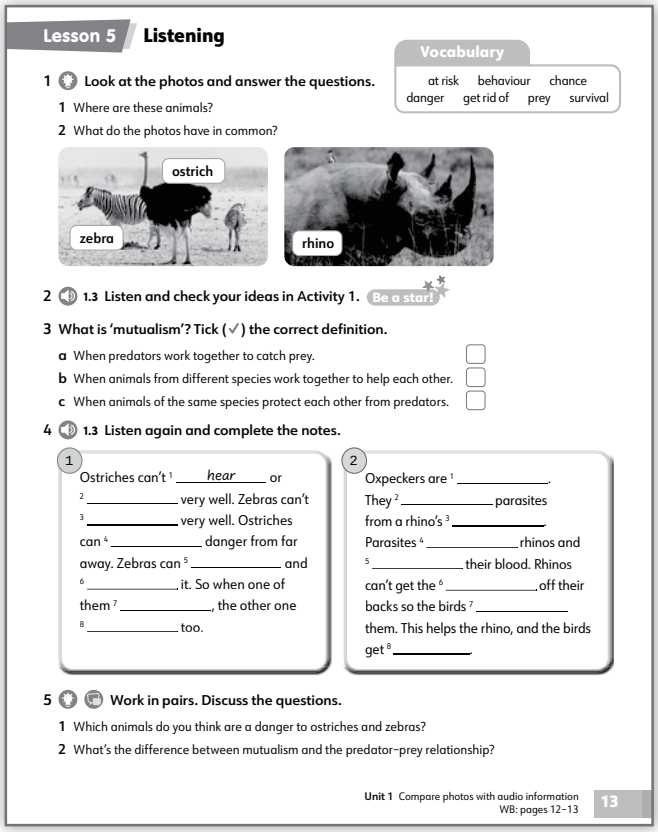
Answers: 1 Have you ever visited a wildlife park? **2** When did you go? **3** Which animals did you see? **4** What did you learn? **5** Have you finished your animal project yet?

3 Choose a place. Write questions with the prompts. Then answer for you.

Answers: Children's own answers.

Lesson 5 Listening

Pupil's Book page 13



Lesson 5 Listening

1 Look at the photos and answer the questions.

1 Where are these animals?
2 What do the photos have in common?

Vocabulary: at risk, behaviour, chance, danger, get rid of, prey, survival

ostrich
zebra
rhino

2 1.3 Listen and check your ideas in Activity 1. Be a star!

3 What is 'mutualism'? Tick (✓) the correct definition.

a When predators work together to catch prey.
b When animals from different species work together to help each other.
c When animals of the same species protect each other from predators.

4 1.3 Listen again and complete the notes.

1 Ostriches can't [1] *hear* or [2] _____ very well. Zebras can't [3] _____ very well. Ostriches can [4] _____ danger from far away. Zebras can [5] _____ and [6] _____ it. So when one of them [7] _____, the other one [8] _____ too.

2 Oxpeckers are [1] _____. They [2] _____ parasites from a rhino's [3] _____. Parasites [4] _____ rhinos and [5] _____ their blood. Rhinos can't get the [6] _____ off their backs so the birds [7] _____ them. This helps the rhino, and the birds get [8] _____.

5 Work in pairs. Discuss the questions.

1 Which animals do you think are a danger to ostriches and zebras?
2 What's the difference between mutualism and the predator–prey relationship?

Unit 1 Compare photos with audio information
WB: pages 12–13
13

***Learning objectives*:** Compare photos with audio information

***Vocabulary*:** at risk, behaviour, chance, danger, get rid of, survival

Review vocabulary: wildlife and conservation

Warm-up: Team sentences

- Play *Team sentences* (see Games bank, pages 14–17) with sentences from the previous lesson.
- Suggested sentences: *Have you ever visited the bird sanctuary? What did you do there? I watched an expert put a ring on a bird's leg. How long have you been interested in birds?*

Vocabulary

- Refer the children to the vocabulary box.
- 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 photos and answer the questions.

Suggested answers: 1 An ostrich and some zebras. A rhino and an oxpecker. They are in their habitat.
2 They are working together to help each other for a better chance of survival.

2 1.3 Listen and check your ideas in Activity 1.

Be a star!

Audioscript

Have you ever seen two animals helping each other? And did you know: animals from different species sometimes work together and help each other? It's called mutualism. Well, today I'm going to talk about mutualism. Many animals are at risk from predators. But by working together with another species, these animals have a better chance of survival. I've been interested in studying mutualism since 2010 and I've observed many examples. Here are some photos I took last year.

This is a photo of an ostrich and two zebras in their habitat. Ostriches and zebras aren't very similar, are they? So what are they doing together? Well, ostriches can't hear or smell very well, and zebras can't see very well. But ostriches can see danger from far away and zebras can hear and smell it. So, when one of them runs, the other one runs too.

The next photo shows a rhinoceros. Can you see the bird on its back? This is an oxpecker and its behaviour is quite interesting. Oxpeckers are cleaners. They clean parasites from a rhino's skin. Parasites bite rhinos and drink their blood. Rhinos can't get the parasites off their back so the birds eat them. This helps the rhino, and the birds get food!

Next is a photo of ...

3 What is 'mutualism'? Tick (✓) the correct definition.

- Ask the children if they remember the word *mutualism* from the audio.
- Refer them to the sentences and have them choose the correct definition.
- Read out the sentences and have them raise their hands for the definitions they chose.

Answer: b

4 1.3 Listen again and complete the notes.

- Play the audio again up to ... *poor sense of hearing and smell.* Ask if the children heard the example answer.
- Play the section of the audio about ostriches and zebras. Have the children complete the information.
- Ask the children to read out a sentence each. Write the words on the board.
- Follow the same procedure for the second section.

Answers: Text 1: **1** hear **2** smell **3** see **4** see **5** hear **6** smell **7** runs **8** runs
Text 2: 1 cleaners **2** clean **3** skin **4** bite **5** drink **6** parasites **7** eat **8** food

Teaching star!

Mixed ability

Some children may find completing the notes in Activity 4 challenging. The following approach will enable them to participate in the answer-checking process.

- When they have completed the texts in Activity 4, write all the answers on the board in random order. Fast finishers can check their work. Less confident children can identify any answers they found challenging.
- Finally, go through all the answers with the class. All the children will be confident and ready to contribute.

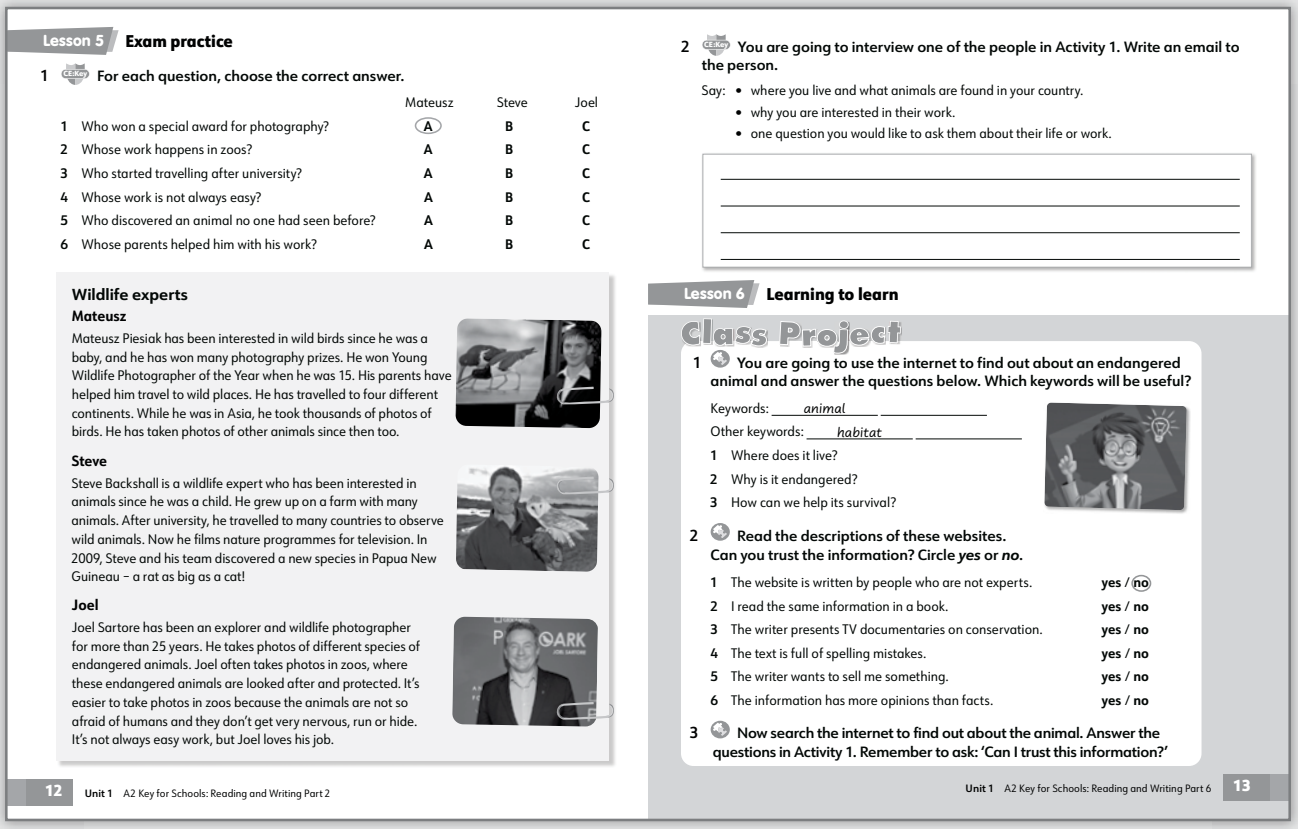
5 Work in pairs. Discuss the questions.

- Give the children some time to think about their answers.
- Divide the class into small groups and have them discuss their answers.
- Ask each group a different question. Then ask the rest of the class if they would like to add anything to the answer.

Cooler: Collocations

- Play *Collocations* (see Games bank, pages 14–17) with these words:
  Column 1 – *different / sense of / good / a long way / stand / quite / bad / a lot*
  Column 2 – *hearing / together / species / for the rhino / eyesight / of noise / away / interesting*

Workbook pages 12–13



Lesson 5 **Exam practice**

1 CE:Key **For each question, choose the correct answer.**

		Mateusz	Steve	Joel
1	Who won a special award for photography?	(A)	B	C
2	Whose work happens in zoos?	A	B	C
3	Who started travelling after university?	A	B	C
4	Whose work is not always easy?	A	B	C
5	Who discovered an animal no one had seen before?	A	B	C
6	Whose parents helped him with his work?	A	B	C

Wildlife experts

Mateusz

Mateusz Piesiak has been interested in wild birds since he was a baby, and he has won many photography prizes. He won Young Wildlife Photographer of the Year when he was 15. His parents have helped him travel to wild places. He has travelled to four different continents. While he was in Asia, he took thousands of photos of birds. He has taken photos of other animals since then too.

Steve

Steve Backshall is a wildlife expert who has been interested in animals since he was a child. He grew up on a farm with many animals. After university, he travelled to many countries to observe wild animals. Now he films nature programmes for television. In 2009, Steve and his team discovered a new species in Papua New Guineau – a rat as big as a cat!

Joel

Joel Sartore has been an explorer and wildlife photographer for more than 25 years. He takes photos of different species of endangered animals. Joel often takes photos in zoos, where these endangered animals are looked after and protected. It's easier to take photos in zoos because the animals are not so afraid of humans and they don't get very nervous, run or hide. It's not always easy work, but Joel loves his job.

12 Unit 1 A2 Key for Schools: Reading and Writing Part 2

2 CE:Key **You are going to interview one of the people in Activity 1. Write an email to the person.**

Say:
- where you live and what animals are found in your country.
- why you are interested in their work.
- one question you would like to ask them about their life or work.

Lesson 6 **Learning to learn**

Class Project

1 **You are going to use the internet to find out about an endangered animal and answer the questions below. Which keywords will be useful?**

Keywords: *animal* _____
Other keywords: *habitat* _____

1 Where does it live?
2 Why is it endangered?
3 How can we help its survival?

2 **Read the descriptions of these websites. Can you trust the information? Circle *yes* or *no*.**

1	The website is written by people who are not experts.	yes / (no)
2	I read the same information in a book.	yes / no
3	The writer presents TV documentaries on conservation.	yes / no
4	The text is full of spelling mistakes.	yes / no
5	The writer wants to sell me something.	yes / no
6	The information has more opinions than facts.	yes / no

3 **Now search the internet to find out about the animal. Answer the questions in Activity 1. Remember to ask: 'Can I trust this information?'**

Unit 1 A2 Key for Schools: Reading and Writing Part 6 13

1 CE:Key For each question, choose the correct answer.

This activity helps the children prepare for Part 2 of the Reading and Writing paper of the Cambridge English A2 Key for Schools exam.

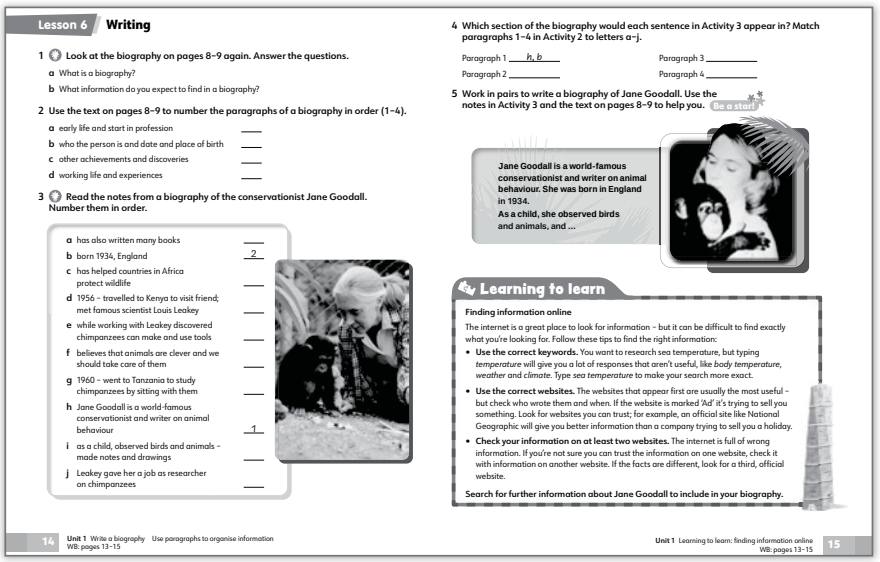
If done in class:

- have the children read the text and answer the questions by choosing the correct answer.
- have the children complete the activity individually.
- nominate children to read out questions, then call out their answers. Ask for class agreement.

Answers: 1 A **2** C **3** B **4** C **5** B **6** A

Lesson 6 Writing / Learning to learn

Pupil's Book pages 14–15


Lesson 6 Writing

1 Look at the biography on pages 8–9 again. Answer the questions.
a What is a biography?
b What information do you expect to find in a biography?

2 Use the text on pages 8–9 to number the paragraphs of a biography in order (1–4).
a early life and start in profession ___
b who the person is and date and place of birth ___
c other achievements and discoveries ___
d working life and experiences ___

3 Read the notes from a biography of the conservationist Jane Goodall. Number them in order.
a has also written many books ___
b born 1934, England 2
c has helped countries in Africa protect wildlife ___
d 1956 – travelled to Kenya to visit friend; met famous scientist Louis Leakey ___
e while working with Leakey discovered chimpanzees can make and use tools ___
f believes that animals are clever and we should take care of them ___
g 1960 – went to Tanzania to study chimpanzees by sitting with them ___
h Jane Goodall is a world-famous conservationist and writer on animal behaviour 1
i as a child, observed birds and animals – made notes and drawings ___
j Leakey gave her a job as researcher on chimpanzees ___

4 Which section of the biography would each sentence in Activity 3 appear in? Match paragraphs 1–4 in Activity 2 to letters a–j.
Paragraph 1 h, b Paragraph 3 ___
Paragraph 2 ___ Paragraph 4 ___

5 Work in pairs to write a biography of Jane Goodall. Use the notes in Activity 3 and the text on pages 8–9 to help you. Be a star!

Jane Goodall is a world-famous conservationist and writer on animal behaviour. She was born in England in 1934.
As a child, she observed birds and animals, and ...

Learning to learn
Finding information online
The internet is a great place to look for information – but it can be difficult to find exactly what you're looking for. Follow these tips to find the right information:
• Use the correct keywords. You want to research sea temperature, but typing *temperature* will give you a lot of responses that aren't useful, like *body temperature, weather* and *climate*. Type *sea temperature* to make your search more exact.
• Use the correct websites. The websites that appear first are usually the most useful – but check who wrote them and when. If the website is marked 'Ad' it's trying to sell you something. Look for websites you can trust; for example, an official site like National Geographic will give you better information than a company trying to sell you a holiday.
• Check your information on at least two websites. The internet is full of wrong information. If you're not sure you can trust the information on one website, check it with information on another website. If the facts are different, look for a third, official website.
Search for further information about Jane Goodall to include in your biography.

14 Unit 1 Write a biography Use paragraphs to organise information WB: pages 13–15
Unit 1 Learning to learn: finding information online WB: pages 13–15 15

***Learning objectives*:** Write a biography; Use paragraphs to organise information; finding information online

1 Look at the biography on pages 8–9 again. Answer the questions.

- Answer the first question as a class.
- Give some thinking time for the second question and ask for suggestions.

Suggested answers: a A biography is a book that someone writes about someone else's life. **b** Who the person is and their date and place of birth. Information on their early life, interests, profession and experiences.

2 Use the text on pages 8–9 to number the paragraphs of a biography in order (1–4).

- Decide the first paragraph together as a class and then have the children continue individually.
- Read out the topics and have the children say the corresponding number.

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

3 Read the notes from a biography of the conservationist Jane Goodall. Number them in order.

- Have the children find information about who Jane Goodall is (*h*). Write the letter on the board.
- Repeat for the other items. Then write the letters in order on the oard.

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

4 Which section of the biography would each sentence in Activity 3 appear in? Match paragraphs 1–4 in Activity 2 to letters a–j.

- The children read the sentences in Activity 3 again and match them to the paragraphs in Activity 2.

Answers: Paragraph 1: h, b **Paragraph 2**: i **Paragraph 3**: d, e, g, j Paragraph **4**: a, c, f

5 Work in pairs to write a biography of Jane Goodall. Use the notes in Activity 3 and the text on pages 8–9 to help you.

- Read out the first part of the biography and encourage the children to say what comes next.
- The children work in pairs to write the biography, using the notes in Activities 3 and 4.

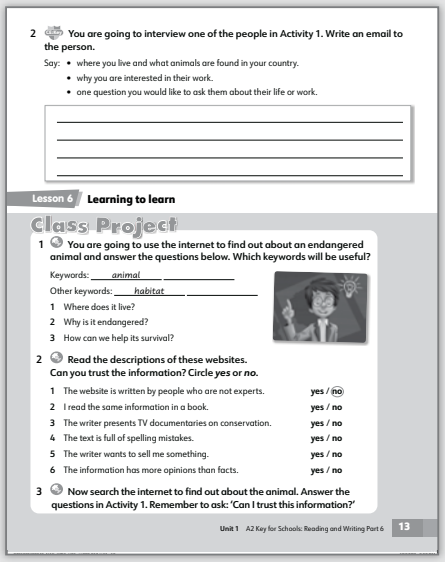
Suggested answers: ... made notes and drawings. In 1956, she travelled to Kenya to visit a friend and she met the famous scientist, Louis Leakey. Leakey gave her a job as a researcher on chimpanzees.
While she was working with Leakey, Jane discovered that chimpanzees can make and use tools. Then in 1960, she went to Tanzania to study chimpanzees by sitting with them.
She has helped countries in Africa protect wildlife and she has also written many books about it. She believes that animals are clever and that we should take care of them.

Learning to learn

Finding information online

- Ask the children if they use the internet to find information and what sort of things they search for.
- Have them read the information in the *Learning to learn* box.
- Ask for key words to search for information about Jane Goodall: *Jane Goodall, life, work, biography,* etc.

Workbook pages 13–15



2 You are going to interview one of the people in Activity 1. Write an email to the person.

Say:
- where you live and what animals are found in your country.
- why you are interested in their work.
- one question you would like to ask them about their life or work.

Lesson 6 Learning to learn

Class Project

1 You are going to use the internet to find out about an endangered animal and answer the questions below. Which keywords will be useful?

Keywords: animal
Other keywords: habitat

1 Where does it live?
2 Why is it endangered?
3 How can we help its survival?

2 Read the descriptions of these websites. Can you trust the information? Circle *yes* or *no*.

1 The website is written by people who are not experts. yes / no
2 I read the same information in a book. yes / no
3 The writer presents TV documentaries on conservation. yes / no
4 The text is full of spelling mistakes. yes / no
5 The writer wants to sell me something. yes / no
6 The information has more opinions than facts. yes / no

3 Now search the internet to find out about the animal. Answer the questions in Activity 1. Remember to ask: 'Can I trust this information?'

Unit 1 A2 Key for Schools: Reading and Writing Part 6 13

1 CE:Key You are going to interview one of the people in Activity 1. Write an email to the person.

This activity helps the children prepare for Part 6 of the Reading and Writing paper in the Cambridge English A2 Key for Schools exam.

Answers: Children's own answers.

Learning to learn

1 You are going to use the internet to find out about an endangered animal and answer the questions below. Which keywords will be useful?

2 Read the descriptions of these websites. Can you trust the information? Circle *yes* or *no*.

Answers: 1 no **2** yes **3** yes **4** no **5** no **6** no

3 Now search the internet to find out about the animal. Answer the questions in Activity 1. Remember to ask: 'Can I trust this information?'

Prepare to write

1 You're going to write a biography of the conservationist Gerald Durrell (1925–95). Read the notes and match the letters (a–i) to the correct sections.

- If done in class, elicit which paragraphs the information in *a* and *b* belongs to. The children complete the activity individually.

Answers: 1 h **2** a, b, d **3** g, i **4** c, e, f

2 Plan your biography of Gerald Durrell. Use the information in Activity 1 and your own research. Write notes.

- Elicit which notes (a–i) go in paragraphs 1 and 2. Then the children work individually to complete the plan. Elicit extra information and decide which paragraph it should go in. Write the extra notes on the board.

Ready to write

3 Write a biography of Gerald Durrell.

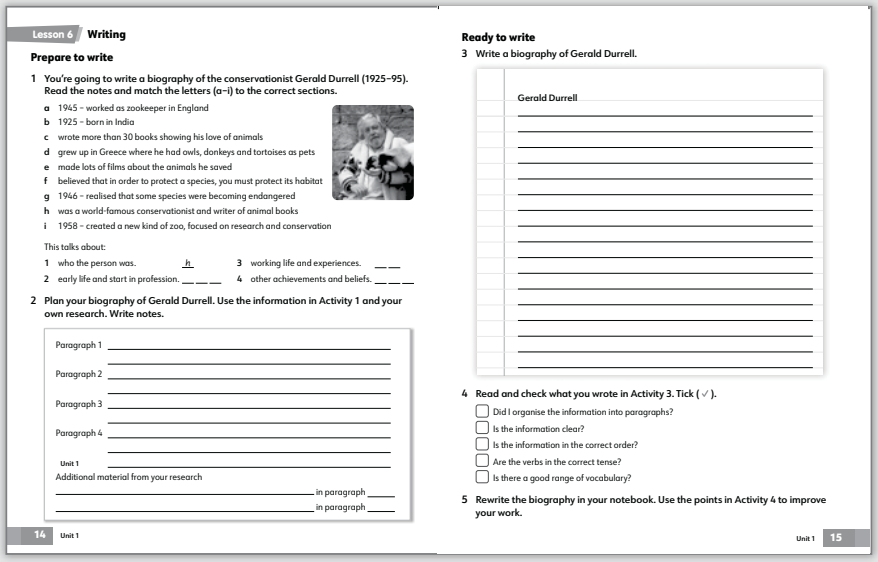
- The children use the plan in Activity 2 to write their biography.

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 biography in your notebook. Use the points in Activity 4 to improve your work.

- The children write a final version in their notebook.



Lesson 6 Writing

Prepare to write

1 You're going to write a biography of the conservationist Gerald Durrell (1925–95). Read the notes and match the letters (a–i) to the correct sections.

a 1945 – worked as zookeeper in England
b 1925 – born in India
c wrote more than 30 books showing his love of animals
d grew up in Greece where he had owls, donkeys and tortoises as pets
e made lots of films about the animals he saved
f believed that in order to protect a species, you must protect its habitat
g 1946 – realised that some species were becoming endangered
h was a world-famous conservationist and writer of animal books
i 1958 – created a new kind of zoo, focused on research and conservation

This talks about:
1 who the person was. h
2 early life and start in profession. ___
3 working life and experiences. ___
4 other achievements and beliefs. ___

2 Plan your biography of Gerald Durrell. Use the information in Activity 1 and your own research. Write notes.

Paragraph 1
Paragraph 2
Paragraph 3
Paragraph 4
Unit 1
Additional material from your research
in paragraph
in paragraph

14 Unit 1

Ready to write

3 Write a biography of Gerald Durrell.

Gerald Durrell

4 Read and check what you wrote in Activity 3. Tick (✓).

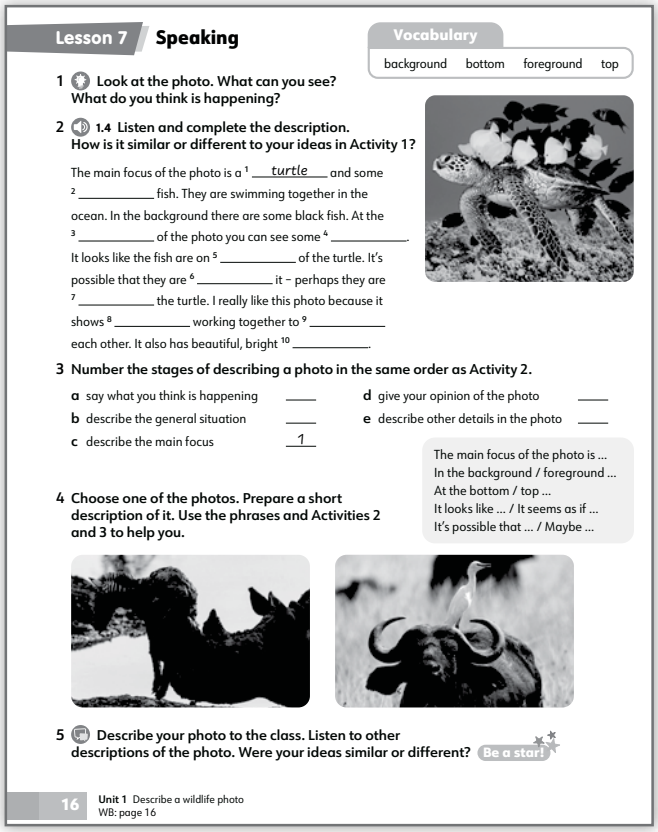
- Did I organise the information into paragraphs?
- Is the information clear?
- Is the information in the correct order?
- Are the verbs in the correct tense?
- Is there a good range of vocabulary?

5 Rewrite the biography in your notebook. Use the points in Activity 4 to improve your work.

Unit 1 15

Lesson 7 Speaking

Pupil's Book page 16



Lesson 7 Speaking

Vocabulary: background bottom foreground top

1 Look at the photo. What can you see? What do you think is happening?

2 1.4 Listen and complete the description. How is it similar or different to your ideas in Activity 1?

The main focus of the photo is a [1] turtle and some [2] _____ fish. They are swimming together in the ocean. In the background there are some black fish. At the [3] _____ of the photo you can see some [4] _____. It looks like the fish are on [5] _____ of the turtle. It's possible that they are [6] _____ it – perhaps they are [7] _____ the turtle. I really like this photo because it shows [8] _____ working together to [9] _____ each other. It also has beautiful, bright [10] _____.

3 Number the stages of describing a photo in the same order as Activity 2.

a say what you think is happening ____
b describe the general situation ____
c describe the main focus 1
d give your opinion of the photo ____
e describe other details in the photo ____

The main focus of the photo is ...
In the background / foreground ...
At the bottom / top ...
It looks like ... / It seems as if ...
It's possible that ... / Maybe ...

4 Choose one of the photos. Prepare a short description of it. Use the phrases and Activities 2 and 3 to help you.

5 Describe your photo to the class. Listen to other descriptions of the photo. Were your ideas similar or different? Be a star!

16 Unit 1 Describe a wildlife photo
WB: page 16

***Learning objectives*:** Describe a wildlife photo

***Vocabulary*:** background, bottom, foreground, top

Resources: Vocabulary 2 worksheet

Materials: a picture or landscape containing a background and a foreground (optional)

Warm-up: Alphabet vocabulary

- Write the alphabet on the board in four columns (*A–G, H–N, O–U, V–Z*) with space to write a word after each letter.
- Divide the class into two teams. Tell the teams they will have five seconds each time to think of an animal starting with one of the letters – only one animal per letter. Write each team's words in a different colour. Decide who starts and begin accepting and writing suggestions.
- When the point comes where a team takes longer than five seconds to give a word, they stop and the other team continues until they also have no more words. Then count the words in each colour to see who won.

Vocabulary

- Read out the words in the vocabulary box to the children. Do a gesture for each one: *background* – point to the back of the room; *foreground* – point to something close to you; *bottom* – point to the floor; *top* – point to the ceiling. You can also use a picture you have brought in to illustrate these words by pointing at different parts of it.
- Have the children repeat the words and do the actions with you.

1 Look at the photo. What can you see? What do you think is happening?

- Have the children look at the photo and say what they can see. Ask them if this photo reminds them of others they've seen recently in their book.
- Ask what the children can see in the foreground, in the background, at the bottom and at the top of the picture. Do the gestures from the vocabulary section above to remind them of the meanings.

2 1.4 Listen and complete the description. How is it similar or different to your ideas in Activity 1?

- Play the audio and have the children listen and compare to their ideas in Activity 1.
- Then play the audio again and have the children complete the missing words in the description.
- Ask individual children to read out a sentence each. Ask if the class agrees. Write the words on the board.

Audioscript

The main focus of the photo is a turtle and some yellow fish. They are swimming together in the ocean. In the background there are some black fish. At the bottom of the photo you can see some rocks. It looks like the fish are on top of the turtle. It's possible that they are helping it – perhaps they are cleaning the turtle. I really like this photo because it shows animals working together to help each other. It also has beautiful, bright colours.

Answers: 1 turtle **2** yellow **3** bottom **4** rocks **5** top **6** helping **7** cleaning **8** animals **9** help **10** colours

Teaching star!

Extension

Extra practice helps the children become more confident in producing extended speech.

- Give the children a chance to read the description one more time. Divide the class into pairs and have one child at a time try to remember and say the description. Tell them it doesn't have to be exactly the same, but as close as possible. The other child listens and follows in the book. They can give prompts if necessary, e.g. the start of the next sentence, or a missing word. They then change roles and repeat.

This 'effortful remembering' is the basis of effective and lasting learning.

3 Number the stages of describing a photo in the same order as Activity 2.

- Refer the children to the example – *describe the main focus* – and ask them which sentences this includes.
- Give the children some time to think about the other sections of the description.
- Write the order on the board for all the children to check.

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

4 Choose one of the photos. Prepare a short description of it. Use the phrases and Activities 2 and 3 to help you.

- Ask the children what they can see in each picture. Draw a line down the middle of the board and write key vocabulary for each picture on each side. Ask the children if there is anything in the pictures they are not sure how to say. Write new vocabulary as well.
- Ask the children to choose which photo they would like to talk about. Give them a few minutes to decide what they're going to say – remind them to refer to the phrases and order in the previous activities and to use the vocabulary from the top of the page where possible.

5 Describe your photo to the class. Listen to other descriptions of the photo. Were your ideas similar or different?

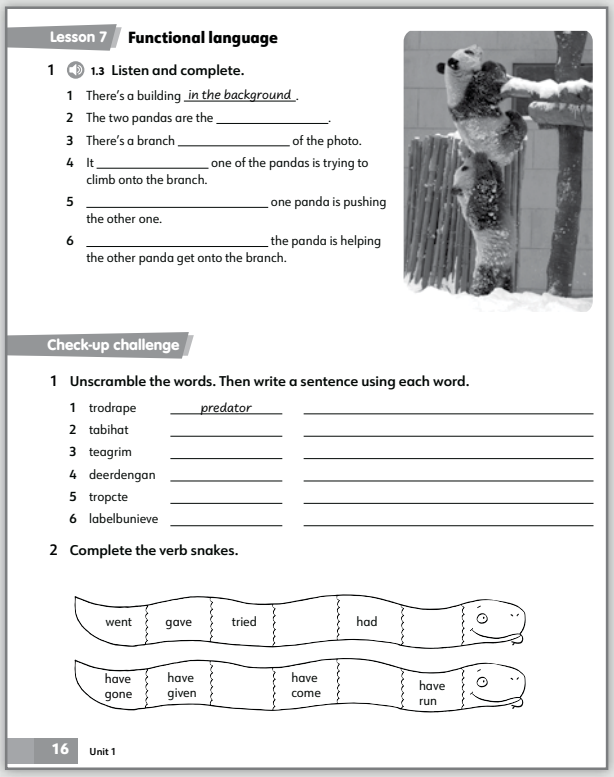
Be a star!

- Divide the class into pairs. Have the children listen to each others' description and see if their partner used words and phrases from the previous activities.
- Invite volunteers to read out descriptions for each photo. Elicit similarities and differences in the descriptions of each photo from the rest of the class.
- Ask the children if anyone would like to nominate their partner to give a good example of a description for the class.
- Ask the class to listen and say what was similar to their own description.

Cooler: Shark game

- Play the *Shark game* (See Games bank, pages 14–17) with some of the key vocabulary from this lesson.

Workbook page 16



Lesson 7 **Functional language**

1 1.3 **Listen and complete.**

1 There's a building *in the background*.
2 The two pandas are the _____.
3 There's a branch _____ of the photo.
4 It _____ one of the pandas is trying to climb onto the branch.
5 _____ one panda is pushing the other one.
6 _____ the panda is helping the other panda get onto the branch.

Check-up challenge

1 **Unscramble the words. Then write a sentence using each word.**

1 trodrape *predator* _____
2 tabihat _____ _____
3 teagrim _____ _____
4 deerdengan _____ _____
5 tropcte _____ _____
6 labelbunieve _____ _____

2 **Complete the verb snakes.**

went | gave | tried | | had |
have gone | have given | | have come | | have run |

16 Unit 1

1 1.3 Listen and complete.

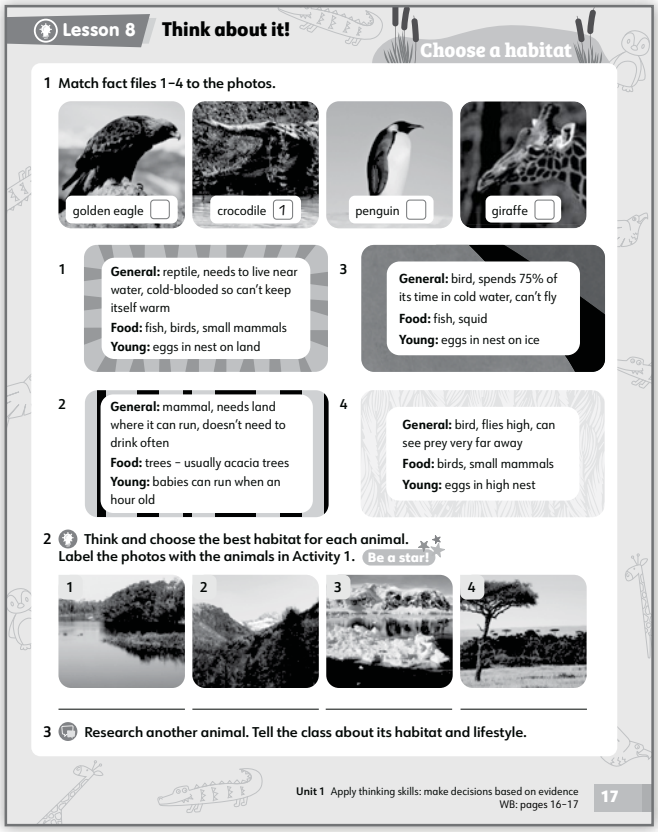
Audioscript

My uncle is a wildlife photographer. He sent me this photo last week. I think he took it in a zoo because you can see a building in the background. The main focus is two pandas in the snow. At the top of the photo is a branch. It looks like one of the pandas is trying to climb onto the branch, but it isn't tall enough. It seems as if the other panda is pushing it. It's possible that the panda is helping it get onto the branch. I really like this photo because it shows animals working together.

Answers: 1 in the background **2** main focus **3** at the top **4** looks like **5** It seems as if **6** It's possible that

Lesson 8 Think about it!

Pupil's Book page 17



Learning objectives: Apply thinking skills: make decisions based on evidence

Resources: Unit 1 test

Warm-up: Odd word out

- Write on the board the following groups of words:
  1 turtle fish rhino shark
  2 river jungle ocean lake
  3 eagle tiger crocodile rabbit
  4 fox cow sheep pig
- Ask the children to look and decide which is the odd word out in each group and why. Have them compare ideas with a partner and then invite suggestions from the class.
- Ask if everyone agrees – there may be alternative answers.

Suggested answers: 1 rhino (lives on land, not in water) **2** jungle (land habitat, not water) **3** rabbit (not a predator) **4** fox (wild animal not domesticated)

1 Match fact files 1–4 to the photos.

- Ask the children if they have ever seen any of these animals in a zoo or in the wild. Ask if they know where they live and what they eat.
- Have the children read the fact files and match each one to an animal in the photos.
- Say the names of the animals and have the children call out the numbers. Check that the class agrees.

Answers: 1 crocodile **2** giraffe **3** penguin **4** golden eagle

2 Think and choose the best habitat for each animal. Label the photos with the animals in Activity 1.

Be a star!

- Ask the class to choose a habitat from one of the photos for the crocodile. Ask for suggestions and reasons (e.g. photo 1: it needs to live near water, it can't keep itself warm so it can't live in a cold habitat).
- Have the children choose habitats for the other animals individually.
- Ask for volunteers to explain which habitat they chose for the other animals and why. Ask if the class agrees.

Answers: 1 crocodile **2** golden eagle **3** penguin **4** giraffe

3 Research another animal. Tell the class about its habitat and lifestyle.

- Ask the class for suggestions for animals to research and write them on the board.
- Have the children each choose one animal that they would like to research and tell the class about.
- Ask the children what key words they will use in their research: *name of animal, habitat, food, young.*
- If they have access to the internet, have the children do a search and make notes about the animals in the same format as the fact files in Activity 1. Help them choose a suitable website if necessary. If they don't have internet access, have the children make notes on what they already know about the animal and supplement it with online research later.
- Divide the class into pairs and have the children tell each other about their chosen animal.
- Invite volunteers to tell the class about their animal.

Cooler: Change it round

- Play *Change it round* (see Games bank, pages 14–17) using the giraffe fact file.
- Make the first change – erase *mammal* and replace it with *doctor.*
- Encourage the children to suggest changes using the phrase *Change (x) for (y).*
- At the end, ask the class to read the new fact file aloud.

Lesson 7 **Functional language**

1 1.3 **Listen and complete.**

1 There's a building *in the background*.
2 The two pandas are the _____.
3 There's a branch _____ of the photo.
4 It _____ one of the pandas is trying to climb onto the branch.
5 _____ one panda is pushing the other one.
6 _____ the panda is helping the other panda get onto the branch.

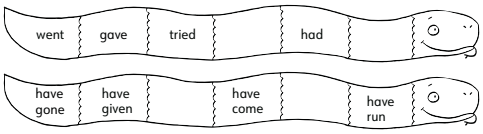


Check-up challenge

1 **Unscramble the words. Then write a sentence using each word.**

1 trodrape *predator* _____
2 tabihat _____ _____
3 teagrim _____ _____
4 deerdengan _____ _____
5 tropcte _____ _____
6 labelbunieve _____ _____

2 **Complete the verb snakes.**



3 **Complete the text with the correct form of the verbs.**



I [1] *have been* (be) a presenter on the wildlife programme *Save our species* since 2011. [2] _____ (you see) it? In the programme, we want to tell people how important it is to protect animals that might become endangered, or even die out. We [3] _____ (observe) more than 100 different species. Last year we [4] _____ (visit) zoos that look after endangered monkeys and, since we started, I [5] _____ (observe) more than 50 different types of animal in their habitat. I [6] _____ (not travel) to the Galapagos Islands to see the giant tortoises yet, but I'm hoping to go there next. Yesterday the other presenter, Melanie, [7] _____ (decide) that she would make a special programme about predators in danger.

On *Save our species* we're doing all we can do to help people to understand that conservation is important. More and more animals are at risk. Many species [8] _____ (be) described as endangered since the programme started, and more species are in danger every day, so we need to act fast!

What I can do!

Put a tick (✓) or a cross (×).

find specific information in a text	☐	make and use compound nouns	☐
talk about past events and experiences	☐	write a biography	☐
ask and answer about a past experience	☐	describe a wildlife photo	☐

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

Check-up challenge

1 Unscramble the words. Then write a sentence using each word.

Answers: 1 predator **2** habitat **3** migrate **4** endangered **5** protect **6** unbelievable
Children's own answers.

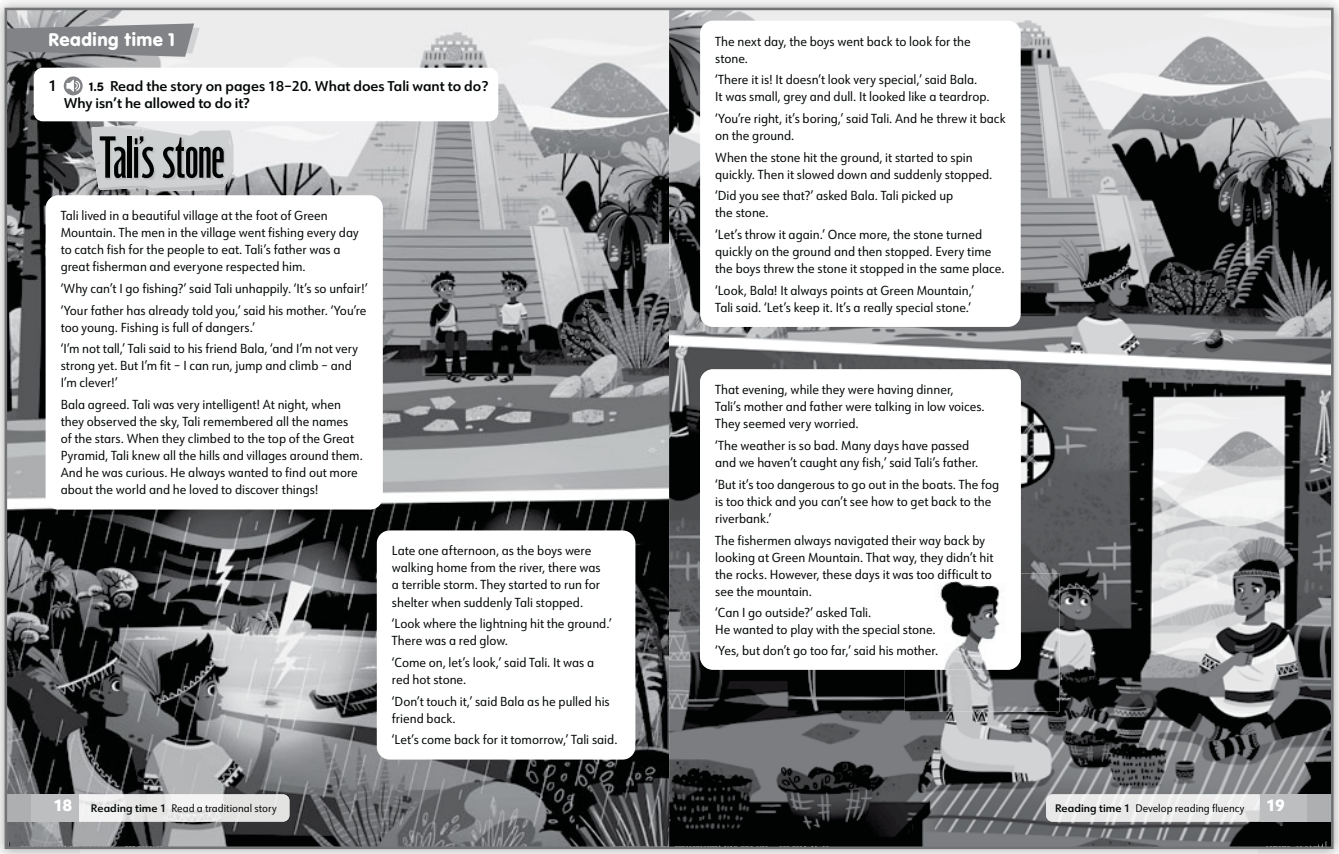
2 Complete the verb snakes.

Answers: 1 went, gave, tried, came, had, ran
2 have gone, have given, have tried, have come, have had, have run

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

Answers: 1 have been **2** Have you seen
3 have observed **4** visited **5** have observed
6 haven't travelled **7** decided **8** have been

Pupil's Book pages 18–20



Reading time 1

1 1.5 Read the story on pages 18–20. What does Tali want to do? Why isn't he allowed to do it?

Tali's stone

Tali lived in a beautiful village at the foot of Green Mountain. The men in the village went fishing every day to catch fish for the people to eat. Tali's father was a great fisherman and everyone respected him.

'Why can't I go fishing?' said Tali unhappily. 'It's so unfair!'

'Your father has already told you,' said his mother. 'You're too young. Fishing is full of dangers.'

'I'm not tall,' Tali said to his friend Bala, 'and I'm not very strong yet. But I'm fit – I can run, jump and climb – and I'm clever!'

Bala agreed. Tali was very intelligent! At night, when they observed the sky, Tali remembered all the names of the stars. When they climbed to the top of the Great Pyramid, Tali knew all the hills and villages around them. And he was curious. He always wanted to find out more about the world and he loved to discover things!

Late one afternoon, as the boys were walking home from the river, there was a terrible storm. They started to run for shelter when suddenly Tali stopped.

'Look where the lightning hit the ground.' There was a red glow.

'Come on, let's look,' said Tali. It was a red hot stone.

'Don't touch it,' said Bala as he pulled his friend back.

'Let's come back for it tomorrow,' Tali said.

The next day, the boys went back to look for the stone.

'There it is! It doesn't look very special,' said Bala. It was small, grey and dull. It looked like a teardrop.

'You're right, it's boring,' said Tali. And he threw it back on the ground.

When the stone hit the ground, it started to spin quickly. Then it slowed down and suddenly stopped.

'Did you see that?' asked Bala. Tali picked up the stone.

'Let's throw it again.' Once more, the stone turned quickly on the ground and then stopped. Every time the boys threw the stone it stopped in the same place.

'Look, Bala! It always points at Green Mountain,' Tali said. 'Let's keep it. It's a really special stone.'

That evening, while they were having dinner, Tali's mother and father were talking in low voices. They seemed very worried.

'The weather is so bad. Many days have passed and we haven't caught any fish,' said Tali's father.

'But it's too dangerous to go out in the boats. The fog is too thick and you can't see how to get back to the riverbank.'

The fishermen always navigated their way back by looking at Green Mountain. That way, they didn't hit the rocks. However, these days it was too difficult to see the mountain.

'Can I go outside?' asked Tali. He wanted to play with the special stone.

'Yes, but don't go too far,' said his mother.



Reading time 1

Tali ran outside and found his friend Bala already waiting for him.

'Did you tell your father about the stone?' Bala asked.

'I haven't told him yet. He's worried about the fog. They can't go fishing.'

Tali threw the stone on the ground and the boys watched it spin.

'What's that?' asked Tali's father, as he stood behind them in the doorway.

'It's a special stone,' Bala said. 'It spins and points to Green Mountain.'

'That's unbelievable! Do you think it could help us on the fishing boats?' Tali's father asked.

They ran down to the river and got onto one of the boats. Tali's father threw the stone down and watched it spin and stop, pointing to Green Mountain.

'Everyone in the village is hungry. We need to try to catch some fish. We'll take the stone with us tomorrow.'

The next day the fishermen went out on the boats in the fog. Tali and Bala waited and waited on the riverbank, but the boats didn't come. They were very tired and very worried. After many hours, they heard excited voices cheering through the fog.

'The special stone works! I can see the riverbank,' said one man.

Tali and Bala ran to meet them.

After that, the fishermen always took the special stone on their fishing trips. And they also took Tali and Bala!

Learning objectives: Read a traditional story; Develop reading fluency

Warm-up: Voabulary categories

- Divide the class into pairs or groups of three. Each pair / group needs a piece of paper and a pen or pencil.
- Tell the children you will say two words which belong to a vocabulary set. In their pair / group, they must decide what the set is and write two more words belonging to the set (they do not need to write the set). When they finish, they hold up their paper for you to check.
- Ask the groups what words they had and ask the class to guess the set.
- Suggested words / sets: *river, lake (water environments); tiger, shark (predators); hamster, cat (pets); background, bottom (positions in a picture); turtle, fish (water animals); eagle, duck (birds).*

Pre-reading

1 1.5 Read the story on pages 18–20. What does Tali want to do? Why isn't he allowed to do it?

- Have the children look at the pictures on pages 18–20. Ask *What can you see? What are the people doing? Where do you think this is? Is this a modern story or an old story? Why do you think that?*
- Have the children read the first paragraph of the story to find the answer to the question.
- Have one child explain the answer. Ask if the class agrees.
- Ask the children to imagine what Tali could do to persuade his parents to allow him to go fishing. Give a little thinking time and invite suggestions.
- Conduct class feedback and write some ideas on the board.

Answers: Tali wants to go fishing. Tali is too young and fishing is full of dangers.

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.
- Have the children read all the text on page 18 individually. While they are reading, write on the board:
  Who is Tali's father?
  What is Tali good at?
  What did Tali and Bala see?
  What do you think will happen next?
- Have the children place their Pupil's Book face down. Divide the class into pairs and have them discuss the answers to the questions on the board. Leave the questions on the board.
- Repeat for page 19 with these questions:
  What happened when they threw the stone?
  What was the fishermen's problem?
  What do you think will happen next?
- Repeat for page 20 with these questions.
  Did the fishermen understand why the stone was special?
  How did Bala explain it?
  What happened next?

Post-reading

- Ask the children to give a summary of the story. Nominate different children to contribute part of the summary each.
- Give your own incorrect answers to the questions in the While reading section. Have the children say *stop* when they hear something wrong.
- Invite a different child to give a correct version each time and ask if the class agrees.
- Give the children time to read the story one more time.
- In their pairs, have them discuss the answers to all the questions. Ask them to try to add some detail that they didn't remember the first time.

Teaching star!

Reading

A long text can be challenging for children. Help them to cope better by breaking the text down into parts. Between reading each part ask the children:

- comprehension questions – they will remember better what happened in a restricted portion of text.
- for a brief summary of what has happened (without looking at the text).
- what the children think will happen next and why.

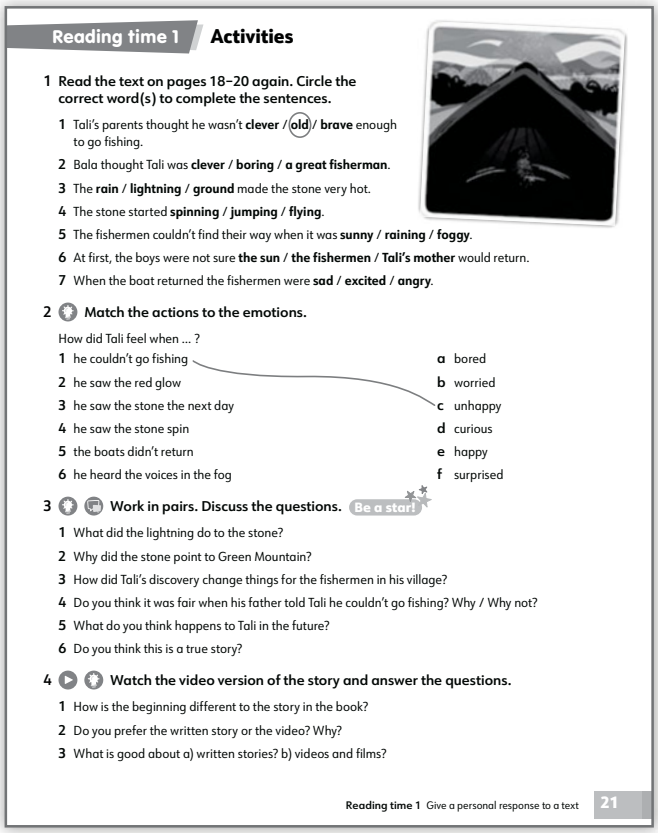
You can also write key words on the board and ask how they are important in the story so far.

Cooler: What's the word?

- Play *What's the word?* (see Games bank, pages 14–17) with key words from the story.
- When they have guessed the word, ask why it was important in the story.
- Suggested words: *fisherman, dangers, intelligent, lightning, stone, riverbank, navigate, unbelievable, cheering.*

Reading time 1 Activities

Pupil's Book page 21



Reading time 1 Activities

1 Read the text on pages 18–20 again. Circle the correct word(s) to complete the sentences.

1 Tali's parents thought he wasn't **clever** / (**old**) / **brave** enough to go fishing.
2 Bala thought Tali was **clever** / **boring** / **a great fisherman**.
3 The **rain** / **lightning** / **ground** made the stone very hot.
4 The stone started **spinning** / **jumping** / **flying**.
5 The fishermen couldn't find their way when it was **sunny** / **raining** / **foggy**.
6 At first, the boys were not sure **the sun** / **the fishermen** / **Tali's mother** would return.
7 When the boat returned the fishermen were **sad** / **excited** / **angry**.

2 Match the actions to the emotions.

How did Tali feel when ... ?

1 he couldn't go fishing	a bored
2 he saw the red glow	b worried
3 he saw the stone the next day	c unhappy
4 he saw the stone spin	d curious
5 the boats didn't return	e happy
6 he heard the voices in the fog	f surprised

3 Work in pairs. Discuss the questions. Be a star!

1 What did the lightning do to the stone?
2 Why did the stone point to Green Mountain?
3 How did Tali's discovery change things for the fishermen in his village?
4 Do you think it was fair when his father told Tali he couldn't go fishing? Why / Why not?
5 What do you think happens to Tali in the future?
6 Do you think this is a true story?

4 Watch the video version of the story and answer the questions.

1 How is the beginning different to the story in the book?
2 Do you prefer the written story or the video? Why?
3 What is good about a) written stories? b) videos and films?

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: Backs to the board

- Play *Backs to the board* (see Games bank, pages 14–17) with words from Unit 1.
- Suggested words: *migrate, danger, unbelievable, species, habitat, predator*

1 Read the text on pages 18–20 again. Circle the correct word(s) to complete the sentences.

- Refer the children to the example sentence. Ask if they remember why this answer is correct. (*Tali's mum said he was too young*.)
- Have the children complete the activity individually.
- Ask individual children to read out sentences. Ask if the class agrees. Write the correct words on the board so everyone can check their work.

Answers: 1 old **2** clever **3** lightning **4** spinning **5** foggy **6** the fishermen **7** excited

2 Match the actions to the emotions.

- Read out the emotion adjectives and have the children repeat each one with an appropriate facial expression.
- Read out the first sentence and have the children make an unhappy face.
- Decide the answer for number 2 as a whole class. Have them make a curious face.
- Have the children continue the activity individually.
- Ask individual children to read out the sentences and have the others call out the adjective and make the facial expression. Check everyone agrees.

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

3 Work in pairs. Discuss the questions.

Be a star!

- Discuss answers to number 1 with the whole class.
- Give the children some quiet time to look at and think about the other questions.
- Divide the class into pairs and have them discuss their answers.
- Ask the questions to the whole class and ask who would like to give an answer.

Answers: 1 The lightning made the stone red hot. **2** The stone pointed to Green Mountain so that the fishermen could navigate their way back. **3** The stone worked and the fishermen could catch fish and navigate their way back. They always took the stone fishing with them. **4**, **5**, **6** Children's own answers.

4 Watch the video version of the story and answer the questions.

Before the video

- Tell the children they are going to watch a video of the story.
- Divide the class into small groups and have each group choose one character from the story. The 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

- Show the children the video and ask them to look out for any differences between the version in their book and the video version.
- Ask the children what differences there are to the version in their book at the beginning and end of the video. Play those parts again if necessary.

After the video

- Give the children some time to think about questions 2 and 3. Then elicit some answers.
- Ask them to raise their hands to vote for the written version or the video version.

Videoscript

A long time ago, two boys, Tali and Bala, lived on a beautiful island. One evening, Bala found his friend with some fishermen. Tali and Bala looked up at the sky. The stars were coming out.

As they walked home, the sky became darker.

And suddenly... (a loud thunder clap)

'Look where the lightning hit the ground.' There was a red glow. `Come on, let's look,' said Tali.

It was a red hot stone.

'Don't touch it,' said Bala.

'Let's come back for it tomorrow,' Tali said.

The next day, Tali and Bala went back to look for the stone.

'There it is,' said Bala.

'It doesn't look very special,' said Bala.

'You're right, it's boring,' said Tali. And he threw it on the ground.

It started to spin. `Did you see that?' asked Bala.

'Let's throw it again!'

'Look, Bala! It always points to Green Mountain,' Tali said.

'Let's keep it. It's a really special stone.'

That evening, Tali's mother and father were talking. 'We need to go fishing to feed everyone, but the weather is so bad,' said Tali's father. `It's too dangerous to go out in the boats.'

The fishermen always used Green Mountain to navigate. However, these days it was too difficult to see the mountain.

'Can I go outside?' asked Tali. He wanted to play with the special stone. Tali ran outside and found his friend Bala there.

'Did you tell your father about the stone?' Bala asked.

'What's that?' asked Tali's father.

'It's a special stone,' Bala said. `It spins -`and points to Green Mountain.'

'That's unbelievable!' said Tali's father. `Do you think it could help us on the fishing boats?'

They ran down to the sea and Tali's father got into one of the boats. He threw the stone and watched it spin and stop, pointing to Green Mountain.

'Everyone in the village is hungry,' he said. `We need to try and catch some fish. We'll take the stone with us tomorrow.'

The next day, the men went out in their boats. That evening, Tali and Bala waited on the beach. They waited and waited, but the boats didn't come. After many hours, they heard excited voices.

'The special stone works! I can see Green Mountain,' said one of the fishermen.

After that, the fishermen always took the special stone on their fishing trips. And they took Tali and Bala too!

Answers: Children's own answers.

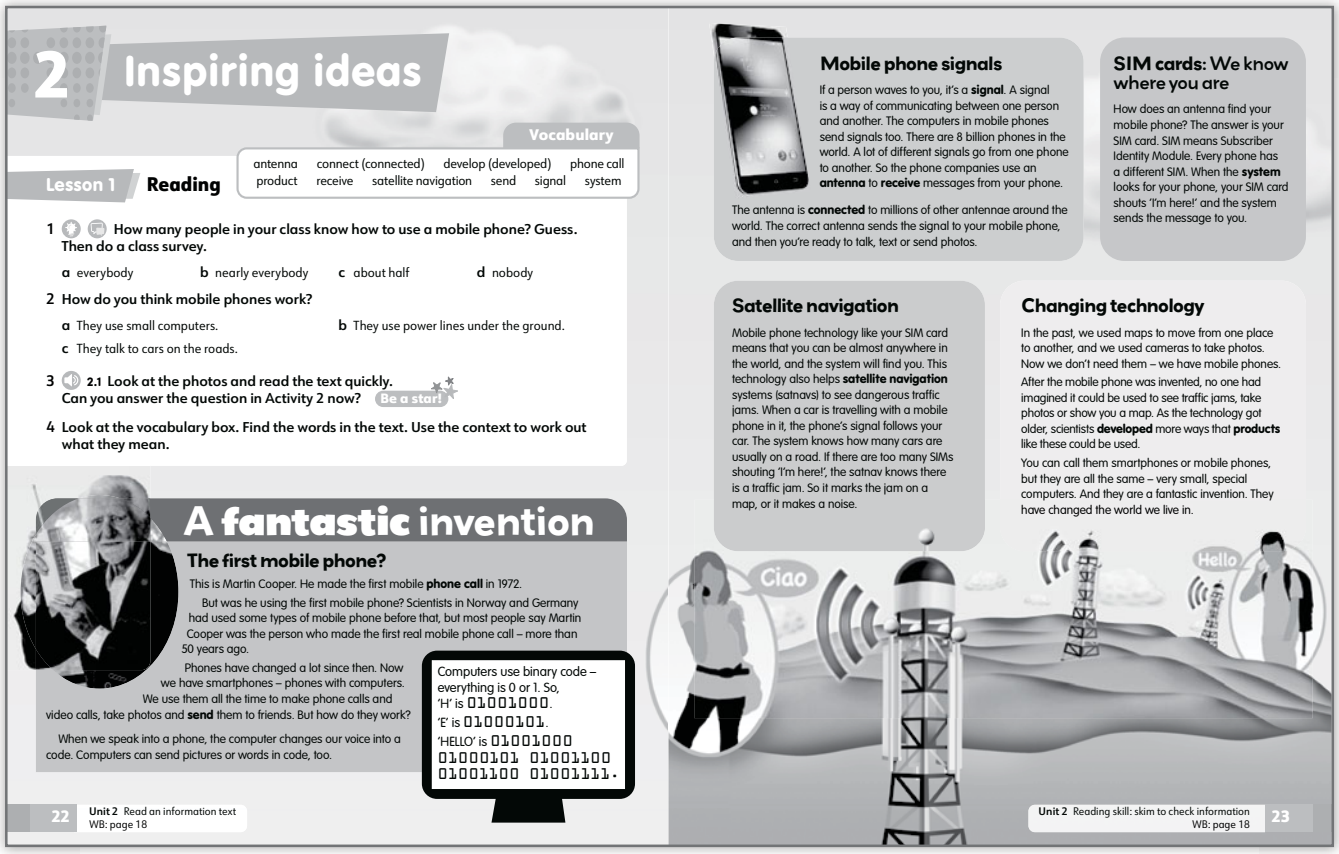
Cooler: Acrostics

- Write the word *STONE* on the board with the letters one below the other in a vertical line.
- Ask the children for a word about the story that begins with each of the letters. Write their suggestions next to the letters on the board (e.g. *storm, Tali, outside, navigate, excited*).
- Now have the children choose from the words *NORTH* or *DANGER* and do the same. They then share their acrostics with the children around them.
- Ask if anyone would like to share their acrostic with the class.

2 Inspiring ideas

Lesson 1 Reading

Pupil's Book pages 22–23


2 Inspiring ideas

Lesson 1 Reading

Vocabulary
antenna connect (connected) develop (developed) phone call product receive satellite navigation send signal system

1 How many people in your class know how to use a mobile phone? Guess. Then do a class survey.
a everybody b nearly everybody c about half d nobody

2 How do you think mobile phones work?
a They use small computers. b They use power lines under the ground.
c They talk to cars on the roads.

3 2.1 Look at the photos and read the text quickly. Can you answer the question in Activity 2 now? Be a star!

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

A fantastic invention

The first mobile phone?

This is Martin Cooper. He made the first mobile **phone call** in 1972.

But was he using the first mobile phone? Scientists in Norway and Germany had used some types of mobile phone before that, but most people say Martin Cooper was the person who made the first real mobile phone call – more than 50 years ago.

Phones have changed a lot since then. Now we have smartphones – phones with computers. We use them all the time to make phone calls and video calls, take photos and **send** them to friends. But how do they work?

When we speak into a phone, the computer changes our voice into a code. Computers can send pictures or words in code, too.

Computers use binary code – everything is 0 or 1. So, 'H' is 01001000. 'E' is 01000101. 'HELLO' is 01001000 01000101 01001100 01001100 01001111.

22 Unit 2 Read an information text WB: page 18

Mobile phone signals

If a person waves to you, it's a **signal**. A signal is a way of communicating between one person and another. The computers in mobile phones send signals too. There are 8 billion phones in the world. A lot of different signals go from one phone to another. So the phone companies use an **antenna** to **receive** messages from your phone.

The antenna is **connected** to millions of other antennae around the world. The correct antenna sends the signal to your mobile phone, and then you're ready to talk, text or send photos.

SIM cards: We know where you are

How does an antenna find your mobile phone? The answer is your SIM card. SIM means Subscriber Identity Module. Every phone has a different SIM. When the **system** looks for your phone, your SIM card shouts 'I'm here!' and the system sends the message to you.

Satellite navigation

Mobile phone technology like your SIM card means that you can be almost anywhere in the world, and the system will find you. This technology also helps **satellite navigation** systems (satnavs) to see dangerous traffic jams. When a car is travelling with a mobile phone in it, the phone's signal follows your car. The system knows how many cars are usually on a road. If there are too many SIMs shouting 'I'm here!', the satnav knows there is a traffic jam. So it marks the jam on a map, or it makes a noise.

Changing technology

In the past, we used maps to move from one place to another, and we used cameras to take photos. Now we don't need them – we have mobile phones.

After the mobile phone was invented, no one had imagined it could be used to see traffic jams, take photos or show you a map. As the technology got older, scientists **developed** more ways that **products** like these could be used.

You can call them smartphones or mobile phones, but they are all the same – very small, special computers. And they are a fantastic invention. They have changed the world we live in.

Ciao

Hello

Unit 2 Reading skill: skim to check information WB: page 18 23

Learning objectives: Read an information text; Skim to check information

Vocabulary: antenna, connect (connected), develop (developed), phone call, product, receive, satellite navigation, send, signal, system

Resources: Vocabulary 1 worksheet

Warm-up: Team spelling

- Play *Team spelling* (see Games bank, pages 14–17) with key vocabulary from Unit 1.

1 How many people in your class know how to use a mobile phone? Guess. Then do a class survey.

- Elicit the question that the children will ask each other, e.g. *How many people in your class know how to use a mobile phone? (everybody, nearly everybody, about half, nobody?)*
- Have the children survey their classmates and record the answers.
- Invite volunteers to share their findings with the class.

Answer: Children's own answers.

2 How do you think mobile phones work?

- Give the children some thinking time for the question before asking for their suggestions. Do not confirm or reject any answers yet.

3 2.1 Look at the photos and read the text quickly. Can you answer the question in Activity 2 now? Be a star!

- Give the children time to look at the photos and quickly scan the text to check their answer to the question in Activity 2.
- Read out the answers and have the children raise their hands for the one they believe is the correct answer.
- Ask for a few volunteers to provide the supporting text that provides the answer.
- Play the audio if the children need additional support.

Answer: a

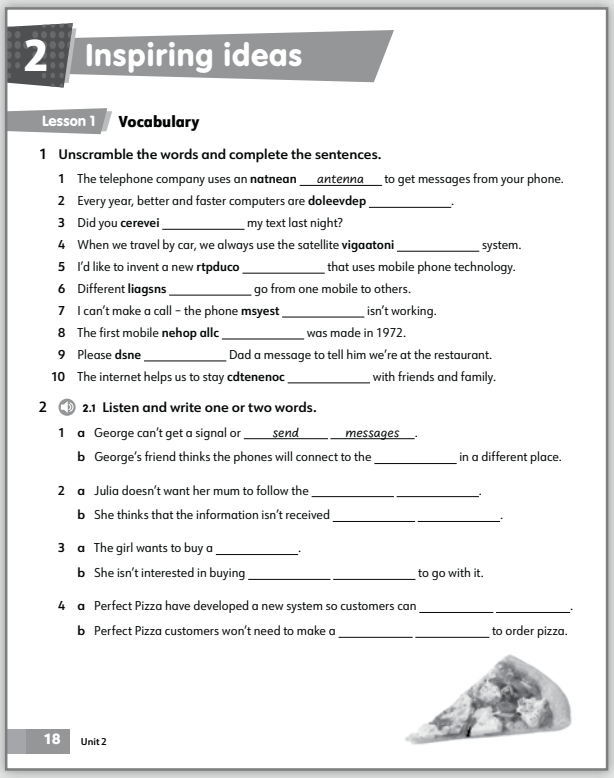
4 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

- The children scan the text to find the words in the vocabulary box.
- Ask the 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 155 of the Pupil's Book.
- Then use the dictionary on page 155 to give definitions in the following order to elicit the words: *phone call, send, signal, antenna, receive, connect (connected), system, satellite navigation, develop (developed), product*.

Cooler: Disappearing words

- Play *Disappearing words* (see Games Bank, pages 14–17) with the vocabulary from this lesson.

Workbook page 18



2 Inspiring ideas

Lesson 1 **Vocabulary**

1 Unscramble the words and complete the sentences.

1 The telephone company uses an **natnean** ___antenna___ to get messages from your phone.
2 Every year, better and faster computers are **doleevdep** _____.
3 Did you **cerevei** _____ my text last night?
4 When we travel by car, we always use the satellite **vigaatoni** _____ system.
5 I'd like to invent a new **rtpduco** _____ that uses mobile phone technology.
6 Different **liagsns** _____ go from one mobile to others.
7 I can't make a call – the phone **msyest** _____ isn't working.
8 The first mobile **nehop allc** _____ was made in 1972.
9 Please **dsne** _____ Dad a message to tell him we're at the restaurant.
10 The internet helps us to stay **cdtenenoc** _____ with friends and family.

2 2.1 Listen and write one or two words.

1 a George can't get a signal or ___send___ ___messages___.
b George's friend thinks the phones will connect to the _____ in a different place.

2 a Julia doesn't want her mum to follow the _____ _____.
b She thinks that the information isn't received _____ _____.

3 a The girl wants to buy a _____.
b She isn't interested in buying _____ _____ to go with it.

4 a Perfect Pizza have developed a new system so customers can _____ _____.
b Perfect Pizza customers won't need to make a _____ _____ to order pizza.

18 Unit 2

1 Unscramble the words and complete the sentences.

Answers: 1 antenna **2** developed **3** receive **4** navigation **5** product **6** signals **7** system **8** phone call **9** send **10** connected

2 2.1 Listen and write one or two words.

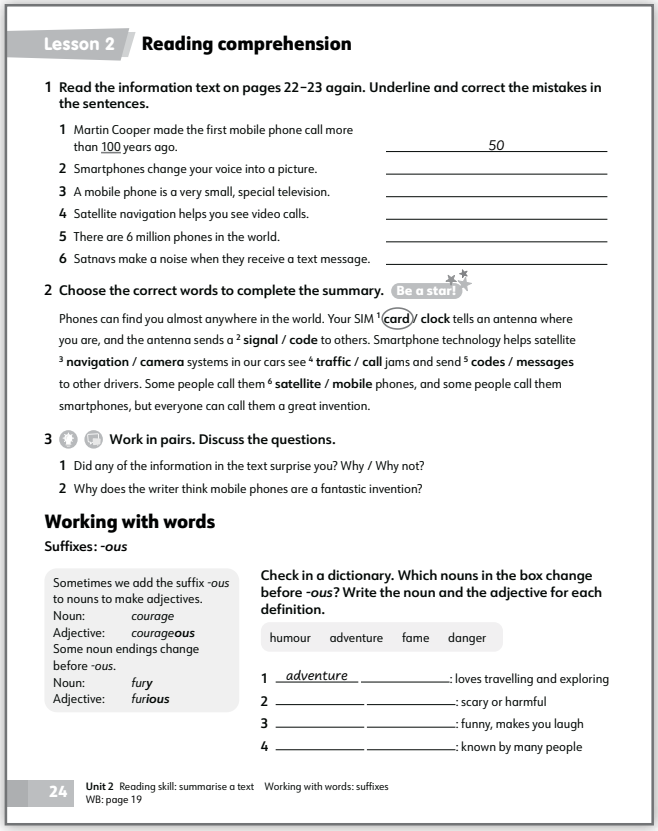
Answers: 1 a send messages b antenna
2 a satellite navigation b quickly enough
3 a smartphone b other products **4** a order online b phone call

3 Choose the correct words.

Answers: 1 developed **2** received **3** products **4** satellite

Lesson 2 Reading comprehension / Working with words

Pupil's Book page 24



Lesson 2 **Reading comprehension**

1 Read the information text on pages 22–23 again. Underline and correct the mistakes in the sentences.

1 Martin Cooper made the first mobile phone call more than 100 years ago. 50
2 Smartphones change your voice into a picture.
3 A mobile phone is a very small, special television.
4 Satellite navigation helps you see video calls.
5 There are 6 million phones in the world.
6 Satnavs make a noise when they receive a text message.

2 Choose the correct words to complete the summary. Be a star!

Phones can find you almost anywhere in the world. Your SIM [1] **card** / **clock** tells an antenna where you are, and the antenna sends a [2] **signal** / **code** to others. Smartphone technology helps satellite [3] **navigation** / **camera** systems in our cars see [4] **traffic** / **call** jams and send [5] **codes** / **messages** to other drivers. Some people call them [6] **satellite** / **mobile** phones, and some people call them smartphones, but everyone can call them a great invention.

3 Work in pairs. Discuss the questions.

1 Did any of the information in the text surprise you? Why / Why not?
2 Why does the writer think mobile phones are a fantastic invention?

Working with words

Suffixes: *-ous*

Sometimes we add the suffix *-ous* to nouns to make adjectives.
Noun: *courage*
Adjective: *courageous*
Some noun endings change before *-ous*.
Noun: *fury*
Adjective: *furious*

Check in a dictionary. Which nouns in the box change before *-ous*? Write the noun and the adjective for each definition.

humour adventure fame danger

1 *adventure* _____: loves travelling and exploring
2 _____ _____: scary or harmful
3 _____ _____: funny, makes you laugh
4 _____ _____: known by many people

24 **Unit 2** Reading skill: summarise a text Working with words: suffixes
WB: page 19

Learning objectives: Summarise a text; Suffixes (*-ous*)

Resources: Working with words worksheet

Warm-up: What's the last word?

- Play *What's the last word?* (see Games bank, pages 14–17) with track 2.1 from Lesson 1.
- Suggested words to pause after: *fifty, code, waves, millions, card, shouts, traffic, scientists*.

1 Read the information text on pages 22–23 again. Underline and correct the mistakes in the sentences.

- Refer the children to the example answer. Ask them to find the information the supports the answer. (page 23 – … *Martin Cooper was the person who made the first real mobile phone call – more than fifty years ago*.)
- Have the children continue the activity individually and then check with a partner.
- Discuss the answers as a class.

Answers: 1 ~~100~~ fifty **2** ~~picture~~ code **3** ~~television~~ computer **4** ~~video calls~~ traffic jams **5** ~~6 million~~ 8 billion **6** ~~they receive a text message~~ there is a traffic jam

2 Choose the correct words to complete the summary.

Be a star!

- Refer the children to the example. Point out that *SIM card* is a term from the text. Remind the children to look not just at the word choices but at the whole sentence.
- Have the children continue the activity individually.
- Have volunteers read out a sentence each and share their answer. Ask if the class agrees.

Answers: 1 card **2** signal **3** navigation **4** traffic **5** messages **6** mobile

Teaching star!

Pairwork

Have the children work in pairs to develop their summarising skills by eliminating extra information from a text.

- Have the children count the number of words in the summary in Activity 2. There are about 65 words after choosing the words to complete the activity.
- Tell them the aim is to reduce the text to 50 words but still include the important information.
- Do the first two sentences as an example: *Telephones can find you almost anywhere. Your SIM card tells where you are.*
- Ask the class what information has been cut or changed.
- Have the children work in pairs to reduce the rest of the text to reach the target of 50 words.
- Working in pairs will enable the children to debate various options for how to reduce the text, as there is no single correct solution to this challenge.
- Have volunteers read out their finished texts.

3 Work in pairs. Discuss the questions.

- Discuss the first question with the whole class.
- Then give the children some thinking time to consider question 2.
- Ask for suggestions and have the children give reasons for their answers.

Working with words

Suffixes: *-ous*

- Read out the information in the blue box. Then write on the board:
  Don't touch that! It's very danger!
  When the boys broke the window, the teacher was fury!
- Ask the children what is wrong with the sentences. Elicit the correct words and correct the sentences on the board. Ask the children what changed to make the correct word (*adding -ous*).
- Ask what type of words *dangerous* and *furious* are (*adjectives*) and what *danger* and *fury* are (*nouns*). Draw attention to the *-y* at the end of *fury* and elicit that this changes to an *-i* in the adjective form.

Check in a dictionary. Which nouns in the box change before *-ous*? Write the noun and the adjective for each definition.

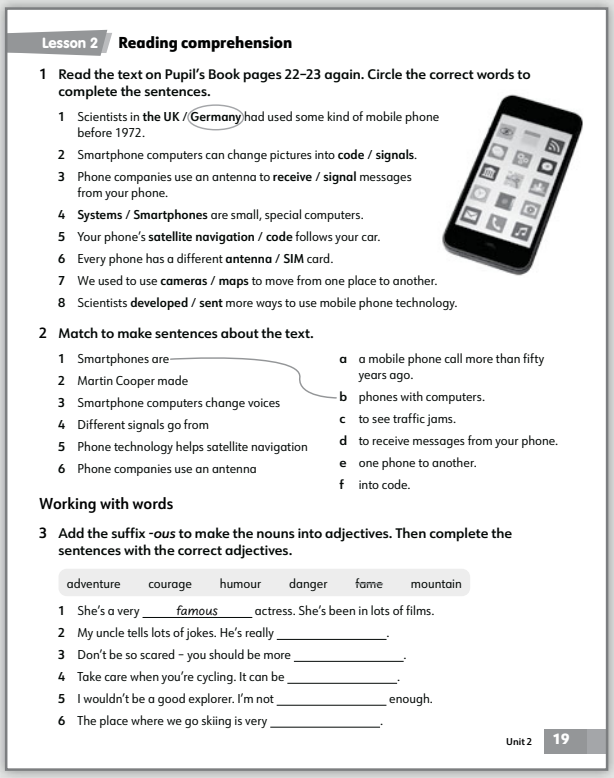
- Elicit the adjective for number 1 from the class. (*adventurous*) Ask what change is made to the noun (the *-e* at the end is dropped). Elicit what other nouns in the box drop the *-e*. Explain that with *humour*, they need to remove the *u* to make the adjective form.
- Then have the children write the nouns and adjectives for numbers 2, 3 and 4.
- Write numbers 1–4 vertically on the board and make two columns – one for nouns and one for adjectives. Invite volunteers to come and complete a word each on the board wherever they like. Ask if everyone agrees.
- Ask the children if they can think of any other adjectives ending in *-ous*. They may remember *nervous, enormous, delicious and generous,* but if not, you can prompt them with a quick definition.

Answers: 1 adventure – adventurous **2** danger – dangerous **3** humour – humorous **4** fame – famous

Cooler: Team spelling

- Play *Team spelling* (see Games bank, pages 14–17) with the adjectives from *Working with words*. Call out the noun form and have the team write the adjective on a sheet of paper. You can also challenge them with *nerve (nervous), enormity (enormous)* and *generosity (generous).*

Workbook page 19



Lesson 2 **Reading comprehension**

1 Read the text on Pupil's Book pages 22–23 again. Circle the correct words to complete the sentences.

1 Scientists in **the UK** / **Germany** had used some kind of mobile phone before 1972.
2 Smartphone computers can change pictures into **code** / **signals**.
3 Phone companies use an antenna to **receive** / **signal** messages from your phone.
4 **Systems** / **Smartphones** are small, special computers.
5 Your phone's **satellite navigation** / **code** follows your car.
6 Every phone has a different **antenna** / **SIM** card.
7 We used to use **cameras** / **maps** to move from one place to another.
8 Scientists **developed** / **sent** more ways to use mobile phone technology.

2 Match to make sentences about the text.

1 Smartphones are	a a mobile phone call more than fifty years ago.
2 Martin Cooper made	b phones with computers.
3 Smartphone computers change voices	c to see traffic jams.
4 Different signals go from	d to receive messages from your phone.
5 Phone technology helps satellite navigation	e one phone to another.
6 Phone companies use an antenna	f into code.

Working with words

3 Add the suffix *-ous* to make the nouns into adjectives. Then complete the sentences with the correct adjectives.

adventure courage humour danger fame mountain

1 She's a very _____*famous*_____ actress. She's been in lots of films.
2 My uncle tells lots of jokes. He's really _____.
3 Don't be so scared – you should be more _____.
4 Take care when you're cycling. It can be _____.
5 I wouldn't be a good explorer. I'm not _____ enough.
6 The place where we go skiing is very _____.

Unit 2 19

1 Read the text on Pupil's Book pages 22–23 again. Circle the correct words to complete the sentences.

Answers: 1 Germany **2** code **3** receive **4** Smartphones **5** satellite navigation **6** SIM **7** maps **8** developed

2 Match to make sentences about the text.

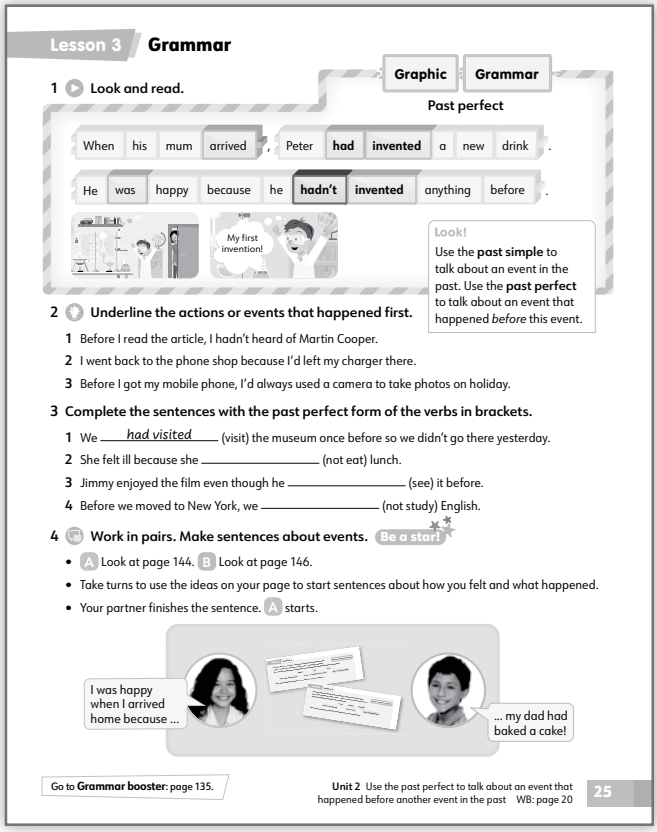
Answers: 1 b **2** a **3** f **4** e **5** c **6** d

3 Add the suffix *-ous* to make the nouns into adjectives. Then complete the sentences with the correct adjectives.

Answers: 1 famous **2** humorous **3** courageous **4** dangerous **5** adventurous **6** mountainous

Lesson 3 Grammar

Pupil's Book page 25


Lesson 3 Grammar

1 Look and read.

Graphic Grammar

Past perfect

When his mum arrived, Peter had invented a new drink.

He was happy because he hadn't invented anything before.

My first invention!

Look!
Use the **past simple** to talk about an event in the past. Use the **past perfect** to talk about an event that happened *before* this event.

2 Underline the actions or events that happened first.

1 Before I read the article, I hadn't heard of Martin Cooper.
2 I went back to the phone shop because I'd left my charger there.
3 Before I got my mobile phone, I'd always used a camera to take photos on holiday.

3 Complete the sentences with the past perfect form of the verbs in brackets.

1 We had visited (visit) the museum once before so we didn't go there yesterday.
2 She felt ill because she _____ (not eat) lunch.
3 Jimmy enjoyed the film even though he _____ (see) it before.
4 Before we moved to New York, we _____ (not study) English.

4 Work in pairs. Make sentences about events. Be a star!

- A Look at page 144. B Look at page 146.
- Take turns to use the ideas on your page to start sentences about how you felt and what happened.
- Your partner finishes the sentence. A starts.

I was happy when I arrived home because ...

... my dad had baked a cake!

Go to **Grammar booster**: page 135.

Unit 2 Use the past perfect to talk about an event that happened before another event in the past WB: page 20

25

Learning objectives: Use the past perfect to talk about an event that happened before another event in the past

Grammar: Past perfect tense

Resources: Graphic Grammar video; Grammar 1 worksheet

Warm-up: Backs to the board

- Play *Backs to the board* (see Games bank, pages 14–17) with words from Lesson 1.
- Suggested words: *invention, mobile phone, computer, antenna, photos.*

1 Look and read.

- Draw the children's attention to the pictures. Ask *What is the boy doing? How does he feel? Why? What is his mum doing?*
- Have the children read the sentences in the *Graphic Grammar* box. Ask if their ideas were correct.
- Read out the sentences and have the children repeat them.
- Ask them which action happened first – mum arrived or Peter invented the drink (*Peter invented the drink*). Ask how we know it happened first (*the verb uses* had *+ past participle*).
- Ask the children to look at the second sentence and say when Peter invented his first drink (*at that moment*). Ask if they think he tried new inventions before that day (*probably*).
- Have the children look back at the text 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 you have access to the class video, ask the children the questions in the first point above. Play the video and check their ideas.
- Play the video again and follow the procedure above.

2 Underline the actions or events that happened first.

- Refer the children to the example sentence. Ask them if they think this person knew about Martin Cooper before he / she read the article. (*no*)
- Have the children complete the activity individually.
- Read out the sentences and have the children raise their hands to say which action or event happened first. Ask if the class agree.

Answers: 1 hadn't heard **2** I'd left my charger there **3** I'd always used a camera to take photos on holiday.

Teaching star!

Extension

Seeing a graphic representation of verb tenses can help children understand the concept better. Introduce timelines as teaching aids.

- Draw this timeline on the board.



- Explain that the line shows time – past, present and future from left to right.
- Tell the children this shows the information in sentence 1 of Activity 2. Point to the parts of the timeline and ask the children what they are (*vertical line in past = I read the article, dashed line = I hadn't heard of Martin Cooper, arrow indicates we start in the past and then look back further into the past*).
- Have the children copy the timeline into their notebooks for future reference.

If the children have difficulty with the tenses later, a timeline can be a quick, visual and effective reminder.

3 Complete the sentences with the past perfect form of the verbs in brackets.

- Elicit the past participles of the verbs in brackets. Remind the children they need *had(n't)* and the past participle to describe the earlier event.
- Refer the children to the example sentence and elicit the answer to number 2.
- Have the children complete the activity. Write the incomplete sentences on the board.
- Invite children to come and complete a verb each in the sentences. Ask if the class agrees.

Answers: 1 had visited **2** hadn't eaten **3** had seen **4** hadn't studied

4 Work in pairs. Make sentences about events.

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 use the clues on their page to make sentences. They start their sentences with *I was … when I arrived home because …* and their partner finishes the sentences using the clues on their page. Then they swap roles.
- Allow time for the children to complete two sentences each and write the sentences on their respective pages.

Grammar booster

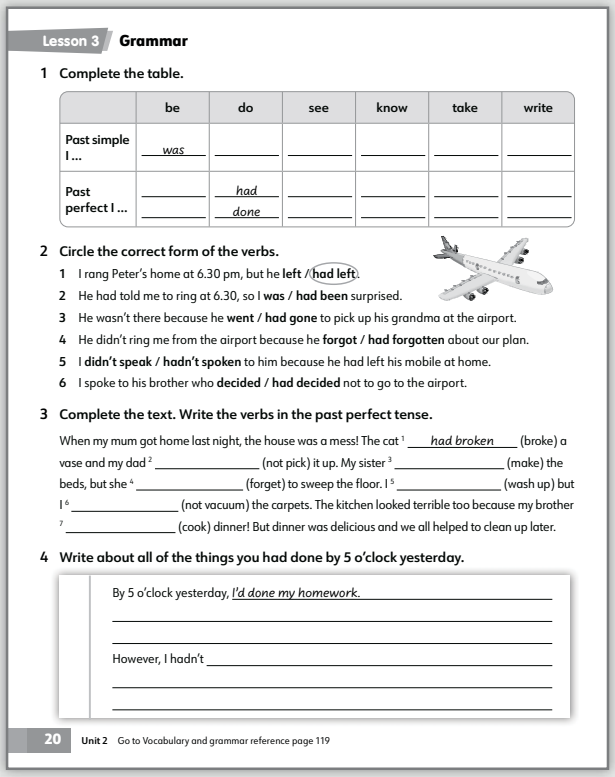
Ask the children to turn to page 135 of their Pupil's Book to complete Activities 1 and 2. If the children need more grammar practice before the communicative Activity 3, have them complete these activities first. Alternatively, you may wish to have the children complete these activities at home.

Answers: 1 had found **2** had started **3** had invented **4** hadn't done **5** had painted **6** had developed **7** hadn't eaten **8** hadn't invented

Cooler: Verb race

- Divide the class into small groups. Each group needs a piece of paper and a pen / pencil.
- Tell the children you will say some verbs. They must write the past participle of the verb. They hold up the paper for you to check when finished.
- Write the past participle on the board each time for everyone to check.
- Suggested verbs: *hear (heard), put (put), leave (left), eat (eaten), see (seen), lose (lost), write (written), choose (chosen), read (read).*

Workbook page 20



Lesson 3 **Grammar**

1 Complete the table.

	be	do	see	know	take	write
Past simple I …	*was*					
Past perfect I …		*had done*				

2 Circle the correct form of the verbs.

1 I rang Peter's home at 6.30 pm, but he **left** / (**had left**).
2 He had told me to ring at 6.30, so I **was** / **had been** surprised.
3 He wasn't there because he **went** / **had gone** to pick up his grandma at the airport.
4 He didn't ring me from the airport because he **forgot** / **had forgotten** about our plan.
5 I **didn't speak** / **hadn't spoken** to him because he had left his mobile at home.
6 I spoke to his brother who **decided** / **had decided** not to go to the airport.

3 Complete the text. Write the verbs in the past perfect tense.

When my mum got home last night, the house was a mess! The cat [1] *had broken* (broke) a vase and my dad [2] _____ (not pick) it up. My sister [3] _____ (make) the beds, but she [4] _____ (forget) to sweep the floor. I [5] _____ (wash up) but I [6] _____ (not vacuum) the carpets. The kitchen looked terrible too because my brother [7] _____ (cook) dinner! But dinner was delicious and we all helped to clean up later.

4 Write about all of the things you had done by 5 o'clock yesterday.

By 5 o'clock yesterday, *I'd done my homework.*

However, I hadn't _____

20 **Unit 2** Go to Vocabulary and grammar reference page 119

Remind the children that they can refer to the grammar reference on page 119 to help them while completing these activities.

1 Complete the table.

Answers: Past simple: was, did, saw, knew, took, wrote **Past perfect:** had been, had done, had seen, had known, had taken, had written

2 Circle the correct form of the verbs.

Answers: 1 had left **2** was **3** had gone **4** had forgotten **5** didn't speak **6** had decided

3 Complete the text. Write the verbs in the past perfect tense.

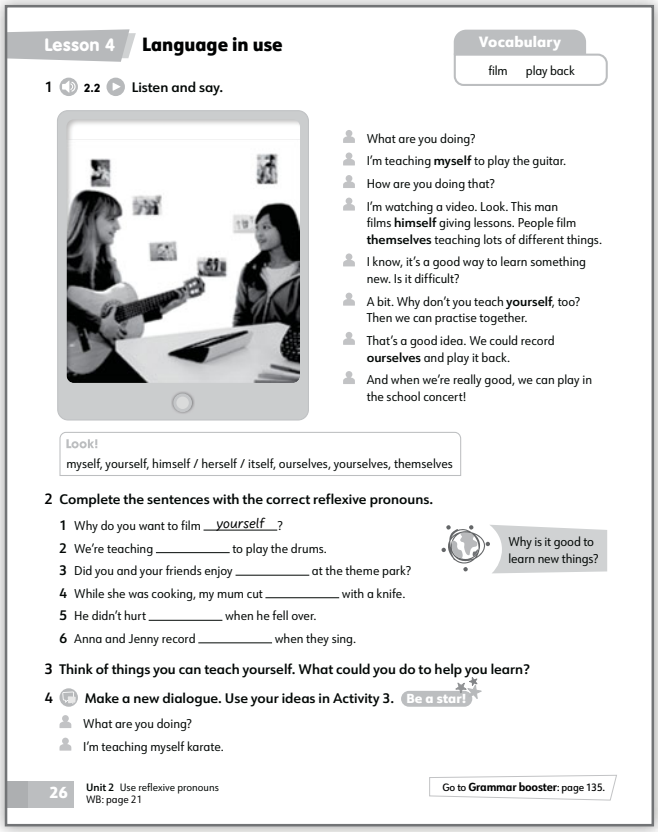
Answers: 1 had broken **2** hadn't picked **3** had made **4** had forgotten **5** had washed up **6** hadn't vacuumed **7** had cooked

4 Write about all of the things you had done by 5 o'clock yesterday.

Answers: Children's own answers.

Lesson 4 Language in use

Pupil's Book page 26



Lesson 4 Language in use

Vocabulary: film play back

1 2.2 Listen and say.

What are you doing?
I'm teaching **myself** to play the guitar.
How are you doing that?
I'm watching a video. Look. This man films **himself** giving lessons. People film **themselves** teaching lots of different things.
I know, it's a good way to learn something new. Is it difficult?
A bit. Why don't you teach **yourself**, too? Then we can practise together.
That's a good idea. We could record **ourselves** and play it back.
And when we're really good, we can play in the school concert!

Look!
myself, yourself, himself / herself / itself, ourselves, yourselves, themselves

2 Complete the sentences with the correct reflexive pronouns.

1 Why do you want to film *yourself*?
2 We're teaching _____ to play the drums.
3 Did you and your friends enjoy _____ at the theme park?
4 While she was cooking, my mum cut _____ with a knife.
5 He didn't hurt _____ when he fell over.
6 Anna and Jenny record _____ when they sing.

Why is it good to learn new things?

3 Think of things you can teach yourself. What could you do to help you learn?

4 Make a new dialogue. Use your ideas in Activity 3. Be a star!

What are you doing?
I'm teaching myself karate.

26 Unit 2 Use reflexive pronouns
WB: page 21

Go to **Grammar booster**: page 135.

Learning objectives: Use reflexive pronouns

Vocabulary: film, play back

Resources: Language in use video; Grammar 2 worksheet

Warm-up: Memory chain

- Start a memory chain by saying, e.g. *Before I came to school, I'd eaten breakfast.* Encourage the next child to repeat your sentence and also add a new morning activity e.g. *Before I came to school, I'd eaten breakfast and I'd cleaned my teeth.* Each new child in the chain remembers and repeats what the others said and then adds an action.
- In large classes, divide the children into groups of seven or eight to play the game so everyone can be more active and have their turns sooner.

Vocabulary

- Refer the children to the vocabulary box at the top of the page. Use each word in a sentence and have the children say which word you used, e.g. *Let's sing a song and record it on my phone! Then we can play it back and listen to it. Then we can film a dance and make a video!* Check the children's pronunciation and repeat the word again for them to say, if necessary.
- Ask the children to identify the words from your definitions: *To record moving pictures with a video camera. (film) To play something you recorded to listen to it again. (play back)*

1 2.2 Listen and say.

- Have the children look at the photo. Ask *Who can you see?* (*Laura and Julia*) *What do you think they're talking about? What is Laura doing with the computer?*
- Play the audio and have the children follow and check their ideas. Ask *What is Laura doing on the computer? (teaching herself to play the guitar) What do they plan to do? (learn to play the guitar and play in the school concert)*
- Play the audio again. Stop after each sentence and have the children repeat. Ask the children to look at the sentence *I'm teaching myself to play the guitar.* Ask *What's the subject of the sentence / Who is the sentence about?* (*I – me*). Ask *What other word in the sentence means 'I' or 'me'?* (*myself*)
- Have the children look at the list in the *Look!* box and ask how the words change when they are plural (*-self* changes to *-selves*).
- Divide the class into pairs and have them act out the dialogue. Then they change roles and act it out again.

- If you have access to the class video, play the video and follow the same procedure as above.
- Play the video again and have the children repeat. Have them imitate the intonation and body language as closely as possible.

2 Complete the sentences with the correct reflexive pronouns.

- Refer the children to the example answer. Elicit why it is *yourself.* (*Because the subject of the verb is you.*)
- Have the children continue the activity individually.
- Check answers as a class.

Answers: 1 yourself **2** ourselves **3** yourselves **4** herself **5** himself **6** themselves

3 Think of things you can teach yourself. What could you do to help you learn?

- Elicit examples of things people can teach themselves and what they can use to help them. Have the children give an example and say what they could use to help.

4 Make a new dialogue. Use your ideas in Activity 3.

Be a star!

- Have two children read out the beginning of the dialogue. Elicit from the class how this could continue (e.g. *How are you doing that?*).
- Have pairs make new dialogues with activities of their choice. Ask volunteers to perform their dialogue for the class.

Grammar booster

Ask the children to turn to page 135 of their Pupil's Book to complete Activity 3. 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 herself **2** ourselves **3** myself **4** yourself **5** themselves

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see Games bank, pages 14–17) with a section of the dialogue in Activity 1.

ESDC

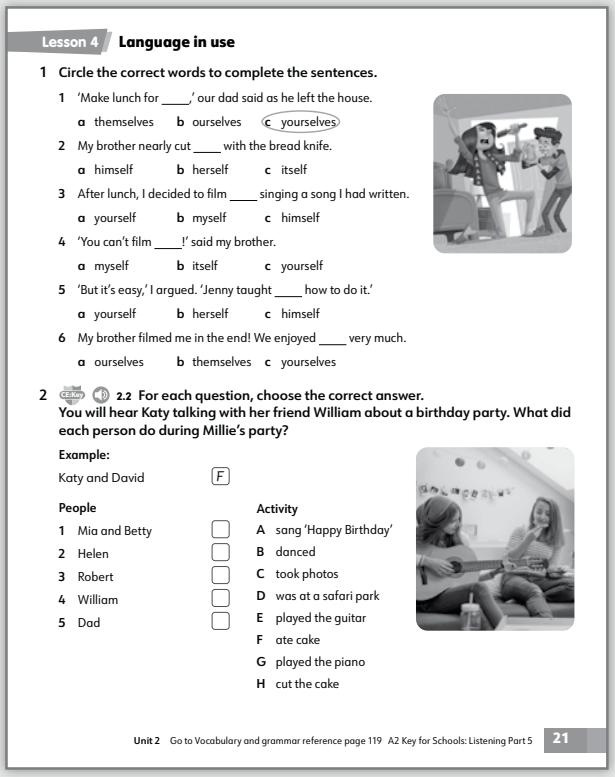
Why is it good to learn new things?

Introduce the children to Sustainable Development Goal 4: *Quality education*. Ask: *Why is it good to learn new things?*

- Ask if any of the children know how to do things like record themselves playing a song, or if they've taught themselves how to do something. Tell the children that we can teach ourselves to do many things.

Possible answers: It's good to learn new things because it's rewarding, it helps us share what we know with others and it makes us feel confident.

Workbook page 21



Lesson 4 **Language in use**

1 **Circle the correct words to complete the sentences.**

1 'Make lunch for ____,' our dad said as he left the house.
a themselves **b** ourselves **c** yourselves

2 My brother nearly cut ____ with the bread knife.
a himself **b** herself **c** itself

3 After lunch, I decided to film ____ singing a song I had written.
a yourself **b** myself **c** himself

4 'You can't film ____!' said my brother.
a myself **b** itself **c** yourself

5 'But it's easy,' I argued. 'Jenny taught ____ how to do it.'
a yourself **b** herself **c** himself

6 My brother filmed me in the end! We enjoyed ____ very much.
a ourselves **b** themselves **c** yourselves

2 CE:Key 2.2 **For each question, choose the correct answer.**
You will hear Katy talking with her friend William about a birthday party. What did each person do during Millie's party?

Example:
Katy and David F

People		Activity
1 Mia and Betty	☐	A sang 'Happy Birthday'
2 Helen	☐	B danced
3 Robert	☐	C took photos
4 William	☐	D was at a safari park
5 Dad	☐	E played the guitar
		F ate cake
		G played the piano
		H cut the cake

Unit 2 Go to Vocabulary and grammar reference page 119 A2 Key for Schools: Listening Part 5 **21**

Remind the children that they can refer to the grammar reference on page 119 to help them while completing these activities.

1 Circle the correct words to complete the sentences.

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

2 CE:Key 2.2 For each question, choose the correct answer. You will hear Katy talking with her friend William about a birthday party. What did each person do during Millie's party?

This activity helps the children prepare for Part 5 of the Listening paper of the Cambridge English A2 Key for Schools exam.

Audioscript

You will hear Katy talking with her friend William about a birthday party. What did each person do during Millie's party? Listen and write a letter in each box.

Girl: *I'm sorry you weren't at Millie's party, William! It was great! I didn't want to go by myself so I took my brother, David.*

Boy: *I'm pleased you went, Katy. Did you have a good time?*

Girl: *Yes, we did thanks! We really enjoyed ourselves. The food was great too and we both ate some birthday cake.*

Can you see the letter F? Now you listen and write a letter in each box.

Boy: *So, why didn't Mia and Betty go to the party? Mia usually plays the piano. Where were they?*

Girl: *I know. They were on holiday, but they recorded themselves singing Happy Birthday! It was fun when Millie played it back!*

Boy: *What about Helen? Was she there?*

Girl: *Yes, she was. Helen has taught herself to play the guitar, so she played for us and we all danced.*

Boy: *Oh no – did Robert dance too?*

Girl: *Of course! He was dancing so wildly that he fell over, but he didn't hurt himself. So what about you William? How was your family trip to the safari park? Did you all enjoy yourselves?*

Boy: *We did thanks. I got a great photo of the monkeys! ... by the way – did you take a photo of the cake? Millie's dad usually makes an amazing cake for her.*

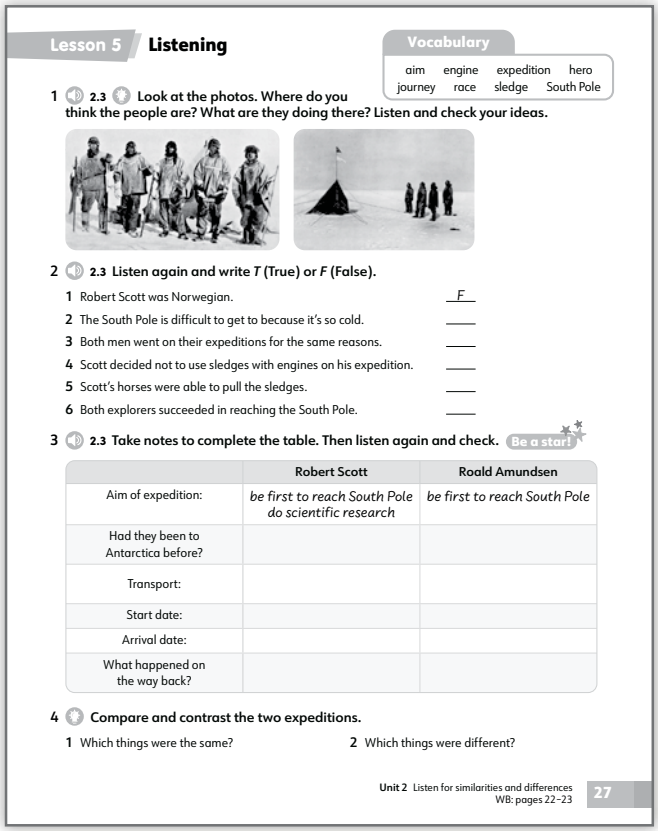
Girl: *He did, but I forgot to take a photo! He cut a big slice for all of us ... and for you too! Here it is!*

Boy: *Ah, thanks Katy!*

Answers: 1 A **2** E **3** B **4** D **5** H

Lesson 5 Listening

Pupil's Book page 27



Lesson 5 Listening

Vocabulary

aim engine expedition hero journey race sledge South Pole

1 2.3 Look at the photos. Where do you think the people are? What are they doing there? Listen and check your ideas.

2 2.3 Listen again and write *T* (True) or *F* (False).

1 Robert Scott was Norwegian. F
2 The South Pole is difficult to get to because it's so cold. ____
3 Both men went on their expeditions for the same reasons. ____
4 Scott decided not to use sledges with engines on his expedition. ____
5 Scott's horses were able to pull the sledges. ____
6 Both explorers succeeded in reaching the South Pole. ____

3 2.3 Take notes to complete the table. Then listen again and check. Be a star!

	Robert Scott	Roald Amundsen
Aim of expedition:	*be first to reach South Pole do scientific research*	*be first to reach South Pole*
Had they been to Antarctica before?		
Transport:		
Start date:		
Arrival date:		
What happened on the way back?		

4 Compare and contrast the two expeditions.

1 Which things were the same? 2 Which things were different?

Unit 2 Listen for similarities and differences 27
WB: pages 22–23

***Learning objectives*:** Listen for similarities and differences

***Vocabulary*:** engine, expedition, hero, journey, race, sledge, South Pole

Warm-up: Team sentences

- Play *Team sentences* (see Games bank, pages 14–17) with sentences from the last lesson.

Vocabulary

- Have the children identify the words in the vocabulary box from your definitions:
  When you travel from one place to another. (journey)
  Transport for people on snow or ice. (sledge)
  The place that's the furthest south you can go on the planet. (South Pole)
  The machine that makes a car move. (engine)
  A competition to see who is the fastest. (race)
  A person who people like because he is brave. (hero)
  A long journey to a dangerous or remote place. (expedition)

1 2.3 Look at the photos. Where do you think the people are? What are they doing there? Listen and check your ideas.

Audioscript

Woman: *There were two famous explorers who wanted to race to the South Pole. The British explorer Robert Scott and the Norwegian explorer Roald Amundsen. The South Pole is in Antarctica and is the coldest place on Earth. The journey to the South Pole is very difficult and dangerous because of the freezing temperatures.*
Captain Scott had been to Antarctica in 1901 to do scientific research. Amundsen had spent a winter in Antarctica but hadn't yet tried to reach the South Pole.
Both men planned their expedition in different ways because they had different aims. Both wanted to reach the South Pole first, but Scott also wanted to do scientific research on the way.

Man: *Scott decided to use horses, and sledges with engines. He thought they would give him an advantage. Amundsen taught himself and his men to use dogs to pull the sledges.*
Scott and his team started in November 1911. But it was too cold for the horses. Also, the engines on the sledges broke down. So Scott's men had to tie themselves to the sledges and pull them. This was very slow and tiring, but they continued.

Woman: *Amundsen's team began their expedition in October 1911. Their dogs were good at pulling sledges in the day and keeping themselves warm at night. This helped Amundsen make good progress.*

Man: *Scott and his team arrived at the South Pole on 17 January 1912 – and saw a Norwegian flag. Amundsen's men had arrived there first, on 14 December 1911. Scott's team had lost the race.*

Woman: *After they reached the South Pole, Amundsen's team succeeded in getting back to camp safely.*

Man: *But Scott's team got into trouble because the weather became very bad. Their journey back to camp took longer, so they didn't have enough food. Although Scott and his men had lost the race, they are remembered as heroes – their courage and their scientific research helped us to know more about Antarctica.*

2 2.3 Listen again and write *T* (True) or *F* (False).

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

3 2.3 Take notes to complete the table. Then listen again and check.

Be a star!

Answers:

	Robert Scott	Roald Amundsen
Aim of expedition:	be first to reach South Pole, do scientific research	be first to reach South Pole
Had they been ... before?	yes	yes
Transport:	horses, sledges with engines	dogs and sledges
Start date:	November 1911	October 1911
Arrival date:	17 January 1912	14 December 1911
What happened on the way back?	Scott's team didn't have enough food.	Amundsen's team returned safely.

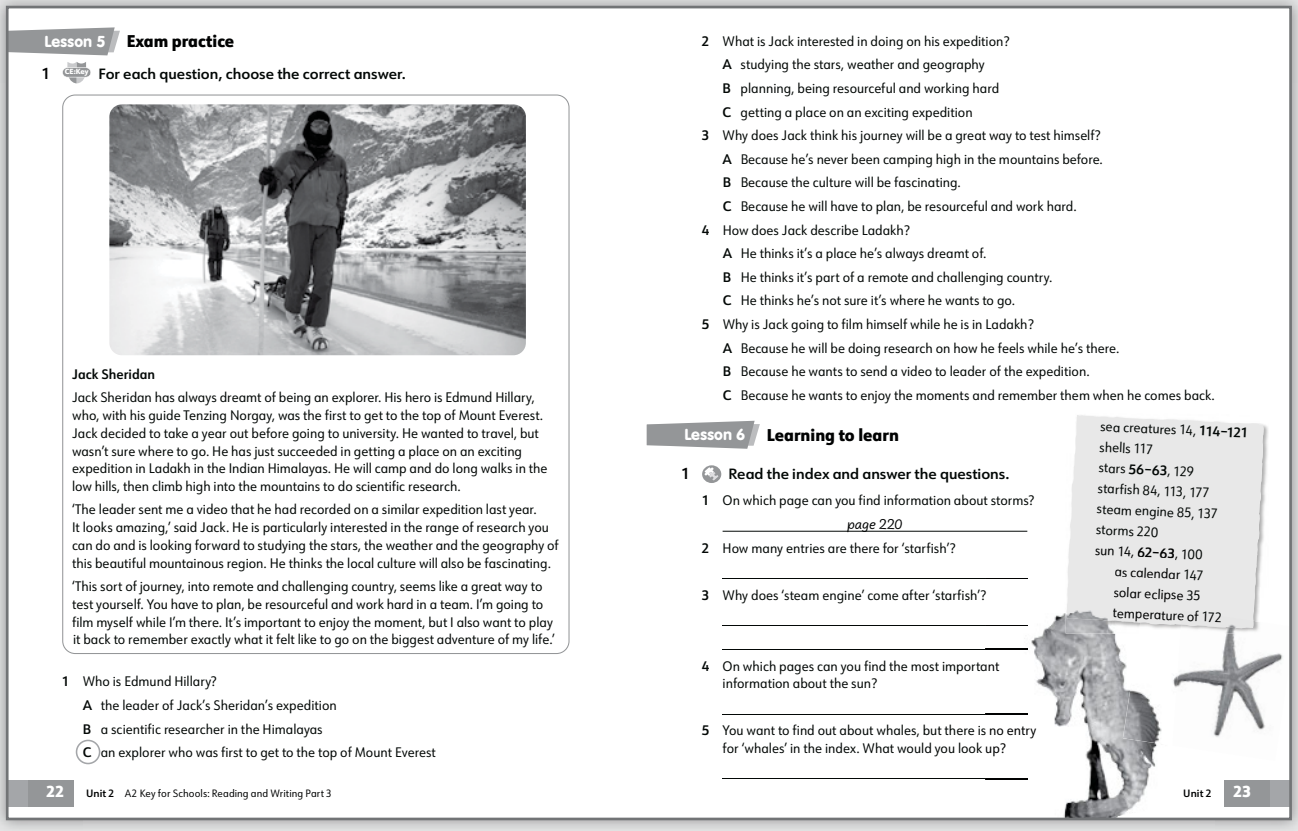
4 Compare and contrast the two expeditions.

- Elicit a sentence for a similarity and a difference using *both* and *whereas*, e.g. *Both expeditions used sledges. Scott used horses whereas Amundsen used dogs.* Write these sentences on the board.
- Have the children continue discussing similarities and differences in pairs. Then ask for their suggestions.

Cooler: Collocations

- Play *Collocations* (see Games bank, pages 14–17) with the following words:
  Column 1 – *famous / reach / plan / scientific / work / make / Norwegian / lose / get*
  Column 2 – *hard / the race / explorers / an expedition / into trouble / research / flag / good progress / the South Pole*

Workbook pages 22–23



Lesson 5 **Exam practice**

1 CE:Key **For each question, choose the correct answer.**

Jack Sheridan

Jack Sheridan has always dreamt of being an explorer. His hero is Edmund Hillary, who, with his guide Tenzing Norgay, was the first to get to the top of Mount Everest. Jack decided to take a year out before going to university. He wanted to travel, but wasn't sure where to go. He has just succeeded in getting a place on an exciting expedition in Ladakh in the Indian Himalayas. He will camp and do long walks in the low hills, then climb high into the mountains to do scientific research.

'The leader sent me a video that he had recorded on a similar expedition last year. It looks amazing,' said Jack. He is particularly interested in the range of research you can do and is looking forward to studying the stars, the weather and the geography of this beautiful mountainous region. He thinks the local culture will also be fascinating.

'This sort of journey, into remote and challenging country, seems like a great way to test yourself. You have to plan, be resourceful and work hard in a team. I'm going to film myself while I'm there. It's important to enjoy the moment, but I also want to play it back to remember exactly what it felt like to go on the biggest adventure of my life.'

1 Who is Edmund Hillary?
A the leader of Jack's Sheridan's expedition
B a scientific researcher in the Himalayas
C an explorer who was first to get to the top of Mount Everest

2 What is Jack interested in doing on his expedition?
A studying the stars, weather and geography
B planning, being resourceful and working hard
C getting a place on an exciting expedition

3 Why does Jack think his journey will be a great way to test himself?
A Because he's never been camping high in the mountains before.
B Because the culture will be fascinating.
C Because he will have to plan, be resourceful and work hard.

4 How does Jack describe Ladakh?
A He thinks it's a place he's always dreamt of.
B He thinks it's part of a remote and challenging country.
C He thinks he's not sure it's where he wants to go.

5 Why is Jack going to film himself while he is in Ladakh?
A Because he will be doing research on how he feels while he's there.
B Because he wants to send a video to leader of the expedition.
C Because he wants to enjoy the moments and remember them when he comes back.

Lesson 6 **Learning to learn**

1 **Read the index and answer the questions.**

1 On which page can you find information about storms?
page 220

2 How many entries are there for 'starfish'?

3 Why does 'steam engine' come after 'starfish'?

4 On which pages can you find the most important information about the sun?

5 You want to find out about whales, but there is no entry for 'whales' in the index. What would you look up?

sea creatures 14, **114–121**
shells 117
stars **56–63**, 129
starfish 84, 113, 177
steam engine 85, 137
storms 220
sun 14, **62–63**, 100
as calendar 147
solar eclipse 35
temperature of 172

22 Unit 2 A2 Key for Schools: Reading and Writing Part 3

Unit 2 23

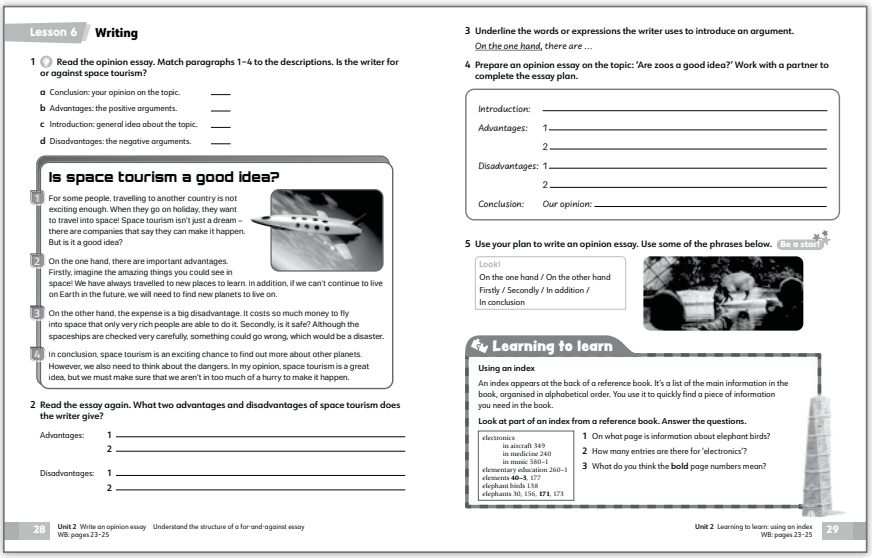
1 CE:Key For each question, choose the correct answer.

- This activity helps the children prepare for Part 3 of the Reading and Writing paper of the Cambridge English A2 Key for Schools exam.
- The children read the text and use the information to choose the correct answers.
- Have the children complete the activity individually.

Answers: 1 C **2** A **3** C **4** B **5** C

Lesson 6 Writing / Learning to learn

Pupil's Book pages 28–29



Lesson 6 Writing

1 Read the opinion essay. Match paragraphs 1–4 to the descriptions. Is the writer for or against space tourism?

a Conclusion: your opinion on the topic. ___
b Advantages: the positive arguments. ___
c Introduction: general idea about the topic. ___
d Disadvantages: the negative arguments. ___

Is space tourism a good idea?

1 For some people, travelling to another country is not exciting enough. When they go on holiday, they want to travel into space! Space tourism isn't just a dream – there are companies that say they can make it happen. But is it a good idea?

2 On the one hand, there are important advantages. Firstly, imagine the amazing things you could see in space! We have always travelled to new places to learn. In addition, if we can't continue to live on Earth in the future, we will need to find new planets to live on.

3 On the other hand, the expense is a big disadvantage. It costs so much money to fly into space that only very rich people are able to do it. Secondly, is it safe? Although the spaceships are checked very carefully, something could go wrong, which would be a disaster.

4 In conclusion, space tourism is an exciting chance to find out more about other planets. However, we also need to think about the dangers. In my opinion, space tourism is a great idea, but we must make sure that we aren't in too much of a hurry to make it happen.

2 Read the essay again. What two advantages and disadvantages of space tourism does the writer give?

Advantages: 1 ___ 2 ___
Disadvantages: 1 ___ 2 ___

3 Underline the words or expressions the writer uses to introduce an argument.

On the one hand, there are …

4 Prepare an opinion essay on the topic: 'Are zoos a good idea?' Work with a partner to complete the essay plan.

Introduction: ___
Advantages: 1 ___ 2 ___
Disadvantages: 1 ___ 2 ___
Conclusion: Our opinion: ___

5 Use your plan to write an opinion essay. Use some of the phrases below. Be a star!

Look!
On the one hand / On the other hand
Firstly / Secondly / In addition /
In conclusion

Learning to learn

Using an index

An index appears at the back of a reference book. It's a list of the main information in the book, organised in alphabetical order. You use it to quickly find a piece of information you need in the book.

Look at part of an index from a reference book. Answer the questions.

electronics
in aircraft 349
in medicine 240
in music 580–1
elementary education 260–1
elements **40–3**, 177
elephant birds 138
elephants 30, 156, **172**, 173

1 On what page is information about elephant birds?
2 How many entries are there for 'electronics'?
3 What do you think the **bold** page numbers mean?

28 Unit 2 Write an opinion essay Understand the structure of a for-and-against essay WB: pages 23–25

Unit 2 Learning to learn: using an index WB: pages 23–25 29

Learning objectives: Write an opinion essay; Understand the structure of a for-and-against essay

Materials: a book with an index to show the class

1 Read the opinion essay. Match paragraphs 1–4 to the descriptions. Is the writer for or against space tourism?

- Decide on the answer for paragraph 1 with the class.
- Have the children match the other paragraphs to the descriptions.
- Say the numbers of the paragraphs and have the children say the corresponding letters.

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

2 Read the essay again. What two advantages and disadvantages of space tourism does the writer give?

- Ask the class for one example of an advantage. Then have children find the advantages and disadvantages in the text.
- Have the children raise their hands to suggest answers.

Answers: Advantages: see amazing things, find new places to live
Disadvantages: expensive, don't know if it's safe

3 Underline the words or expressions the writer uses to introduce an argument.

- Have the children find the example phrase *On the one hand …* in the text.
- The children find and underline six more phrases to introduce an argument.
- Ask the children for the phrases and write them on the board.

Answers: On the one hand, Firstly, In addition, On the other hand, Secondly, In conclusion, In my opinion

4 Prepare an opinion essay on the topic: 'Are zoos a good idea?' Work with a partner to complete the essay plan.

- Elicit from the class an opening sentence for the introduction and write it on the board.
- The children work in pairs to complete the rest of the plan with their own ideas.

5 Use your plan to write an opinion essay. Use some of the phrases below.

Be a star!

- The children use their plan from Activity 4 to write an opinion essay.

Suggested answer: For some people, the only time they will ever see wild animals from around the world is in a zoo. Zoos can be exciting and fun, but are they a good idea?
On the one hand, there are important advantages to zoos. Firstly, they can teach us a lot about our world's animals. In addition, the animals are protected from predators and people, so endangered animals can live safely. Without zoos, some animals could become extinct.
On the other hand, animals in zoos do not live a natural life. They usually don't have the same habitat as their natural home and they may not be happy.
In conclusion, zoos can be great places to visit for all the family. They can protect animals, but we must remember that the animals should also be happy.

Learning to learn

Use an index

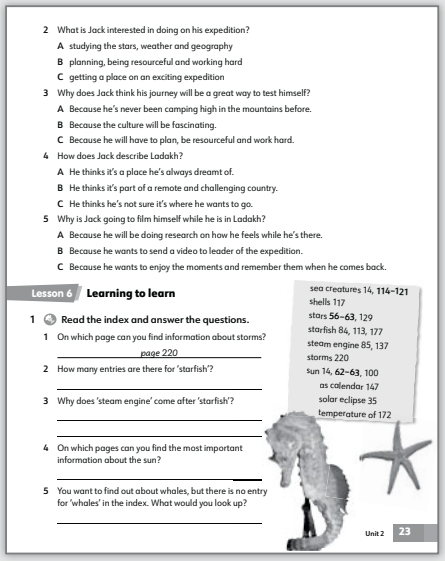
- Children read the information. Show them a real index in a reference book.

Look at part of an index from a reference book. Answer the questions.

- Children answer the questions.
- Conduct class feedback.

Answers: 1 page **138** **2** three
3 Bold indicates a page where a term is defined or where the main discussion on the subject is.

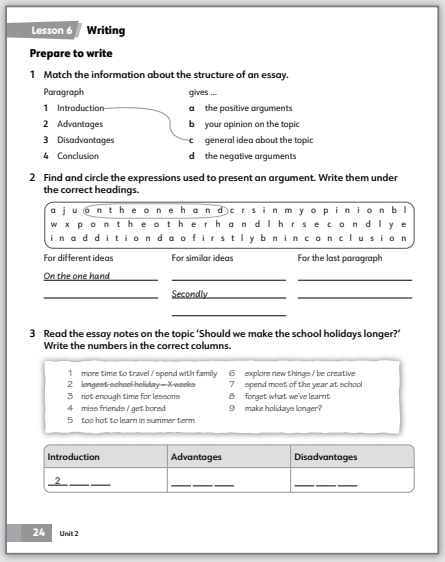
Workbook pages 23–25


2 What is Jack interested in doing on his expedition?
A studying the stars, weather and geography
B planning, being resourceful and working hard
C getting a place on an exciting expedition
3 Why does Jack think his journey will be a great way to test himself?
A Because he's never been camping high in the mountains before.
B Because the culture will be fascinating.
C Because he will have to plan, be resourceful and work hard.
4 How does Jack describe Ladakh?
A He thinks it's a place he's always dreamt of.
B He thinks it's part of a remote and challenging country.
C He thinks he's not sure it's where he wants to go.
5 Why is Jack going to film himself while he is in Ladakh?
A Because he will be doing research on how he feels while he's there.
B Because he wants to send a video to leader of the expedition.
C Because he wants to enjoy the moments and remember them when he comes back.
Lesson 6 Learning to learn
1 Read the index and answer the questions.
1 On which page can you find information about storms? page 220
2 How many entries are there for 'starfish'?
3 Why does 'steam engine' come after 'starfish'?
4 On which pages can you find the most important information about the sun?
5 You want to find out about whales, but there is no entry for 'whales' in the index. What would you look up?
sea creatures 14, 114–121
shells 117
stars 56–63, 129
starfish 84, 113, 177
steam engine 85, 137
storms 220
sun 14, 62–63, 100
as calendar 147
solar eclipse 35
temperature of 172
Unit 2 23

Learning to learn

1 Read the index and answer the questions.

Answers: 1 page 220 **2** three **3** The entries in an index are in alphabetical order. **4** pages 62–63 **5** sea creatures


Lesson 6 Writing
Prepare to write
1 Match the information about the structure of an essay.
Paragraph — gives ...
1 Introduction — c general idea about the topic
2 Advantages — a the positive arguments
3 Disadvantages — d the negative arguments
4 Conclusion — b your opinion on the topic
2 Find and circle the expressions used to present an argument. Write them under the correct headings.
a j u o n t h e o n e h a n d c r s i n m y o p i n i o n b l
w x p o n t h e o t h e r h a n d l h r s e c o n d l y e
i n a d d i t i o n d a o f i r s t l y b n i n c o n c l u s i o n
For different ideas: On the one hand
For similar ideas: Secondly
For the last paragraph:
3 Read the essay notes on the topic 'Should we make the school holidays longer?' Write the numbers in the correct columns.
1 more time to travel / spend with family
2 longest school holiday — 4 weeks
3 not enough time for lessons
4 miss friends / get bored
5 too hot to learn in summer term
6 explore new things / be creative
7 spend most of the year at school
8 forget what we've learnt
9 make holidays longer?
Introduction: 2 ___ ___
Advantages: ___ ___ ___
Disadvantages: ___ ___ ___
24 Unit 2

Prepare to write

1 Match the information about the structure of an essay.

- The children match the paragraphs to the information they contain.

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

2 Find and circle the expressions used to present an argument. Write them under the correct headings.

- The children find and circle six more phrases.
- Elicit the phrases and write them on the board. Then elicit which heading each phrase goes under.

Answers: For different ideas: on the one hand, on the other hand
For similar ideas: firstly, secondly, in addition
For the last paragraph: in conclusion, in my opinion

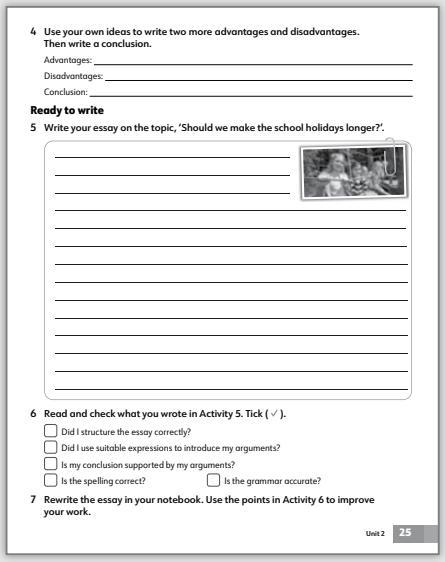
3 Read the essay notes on the topic *'Should we make the school holidays longer?'* Write the numbers in the correct columns.

- The children complete the table.

Answers: Introduction: 2, 7, 9 **Advantages:** 1, 5, 6 **Disadvantages:** 3, 4, 8

4 Use your own ideas to write two more advantages and disadvantages. Then write a conclusion.

- The children work in pairs to think of one more advantage and disadvantage. Then they decide what their opinion is and write a short conclusion.


4 Use your own ideas to write two more advantages and disadvantages. Then write a conclusion.
Advantages: _____
Disadvantages: _____
Conclusion: _____
Ready to write
5 Write your essay on the topic, 'Should we make the school holidays longer?'.
6 Read and check what you wrote in Activity 5. Tick (✓).
☐ Did I structure the essay correctly?
☐ Did I use suitable expressions to introduce my arguments?
☐ Is my conclusion supported by my arguments?
☐ Is the spelling correct? ☐ Is the grammar accurate?
7 Rewrite the essay in your notebook. Use the points in Activity 6 to improve your work.
Unit 2 25

Ready to write

5 Write your essay on the topic, 'Should we make the school holidays longer?'

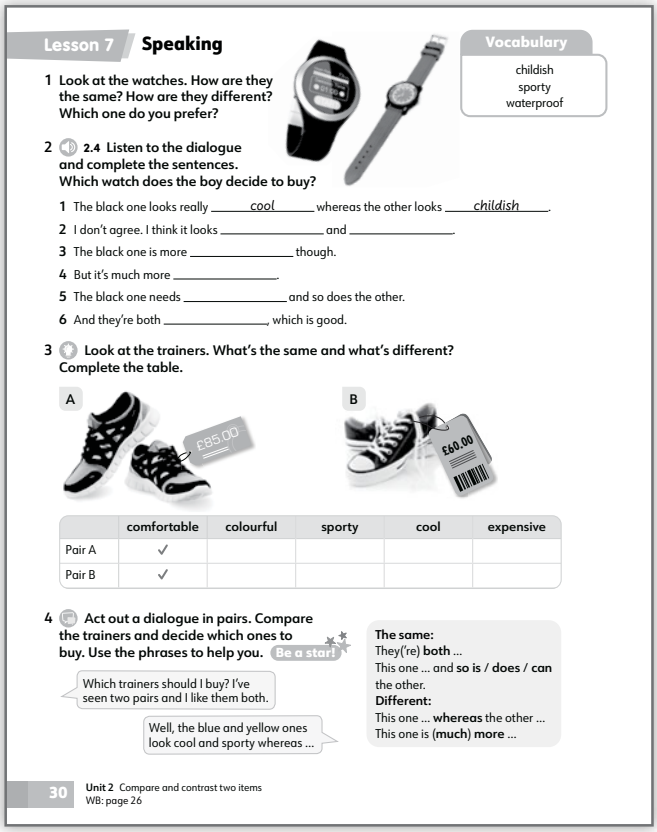
6 Read and check what you wrote in Activity 5. Tick (✓).

7 Rewrite the essay in your notebook. Use the points in Activity 6 to improve your work.

- The children write a final version in their notebook.

Lesson 7 Speaking

Pupil's Book page 30



Lesson 7 Speaking

1 Look at the watches. How are they the same? How are they different? Which one do you prefer?

Vocabulary: childish, sporty, waterproof

2 2.4 Listen to the dialogue and complete the sentences. Which watch does the boy decide to buy?

1 The black one looks really cool whereas the other looks childish.
2 I don't agree. I think it looks _____ and _____.
3 The black one is more _____ though.
4 But it's much more _____.
5 The black one needs _____ and so does the other.
6 And they're both _____, which is good.

3 Look at the trainers. What's the same and what's different? Complete the table.

A £85.00 B £60.00

	comfortable	colourful	sporty	cool	expensive
Pair A	✓				
Pair B	✓				

4 Act out a dialogue in pairs. Compare the trainers and decide which ones to buy. Use the phrases to help you. Be a star!

Which trainers should I buy? I've seen two pairs and I like them both.

Well, the blue and yellow ones look cool and sporty whereas ...

The same:
They('re) both ...
This one ... and so is / does / can the other.
Different:
This one ... whereas the other ...
This one is (much) more ...

30 Unit 2 Compare and contrast two items
WB: page 26

***Learning objectives*:** Compare and contrast two items

***Vocabulary*:** childish, sporty, waterproof

Resources: Vocabulary 2 worksheet

Warm-up: Telephone

- Play *Telephone* (see Games bank, pages 14–17).
- Suggested sentences:
  Zoos can be exciting and fun, but are they a good idea?
  Without zoos, some animals could become extinct.
  In conclusion, zoos can be great places to visit for all the family.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Ask the children: *Which word means something that is protected from water? Which word means something that seems silly because it is for little children? Which word means something that looks like it's designed for sport?*
- Ask: *Is anyone wearing anything sporty today? Has anyone got anything waterproof – a phone, a camera, a raincoat? What TV programmes do you think are childish?*

1 Look at the watches. How are they the same? How are they different? Which one do you prefer?

- Have the children look at the photos and say what similarities and differences they can see. Take a vote with a show of hands for their favourite watch.

2 2.4 Listen to the dialogue and complete the sentences. Which watch does the boy decide to buy?

- Tell the children they will hear two people talking about the watches in the photos.
- Play the audio. Have the children complete the sentences from the conversation. Play the audio again if necessary.
- Ask the children which watch Andy decided to buy.
- Have individual children read out one of their completed sentences. Ask if everyone agrees.
- Write the words on the board for everyone to check.

Audioscript

Boy: *Which watch should I buy with my birthday money? I've found two and I like them both.*

Girl: *The black one looks really cool whereas the other looks childish.*

Boy: *I don't agree, I think it looks fun and colourful.*

Girl: *The black one is more useful, though. Look, it records information about health and fitness.*

Boy: *That's true, but it's much more expensive. Do they both need batteries?*

Girl: *Let me check ... Yes, the black one needs batteries and so does the other.*

Boy: *And they're both waterproof, which is good.*

Girl: *Why don't you get the colourful one if you like it? Then you'll have some money left over to buy something else too.*

Boy: *That's a good idea.*

Answers: 1 cool, childish **2** fun, colourful **3** useful **4** expensive **5** batteries **6** waterproof he decides to buy the red watch

3 Look at the trainers. What's the same and what's different? Complete the table.

- Have the children look at the photos of the trainers and think about what's the same and what's different. Ask for suggestions.
- Children complete the chart. While they are doing this, draw the chart on the board.
- Invite children to come to the board and put ticks in the appropriate boxes. Ask if the class agrees. Emphasise that children may have different opinions for some sections of the chart.

Suggested answers:

	comfortable	colourful	sporty	cool	expensive
Pair A	✓	✓	✓	✓	✓
Pair B	✓			✓	✓

4 Act out a dialogue in pairs. Compare the trainers and decide which ones to buy. Use the phrases to help you.

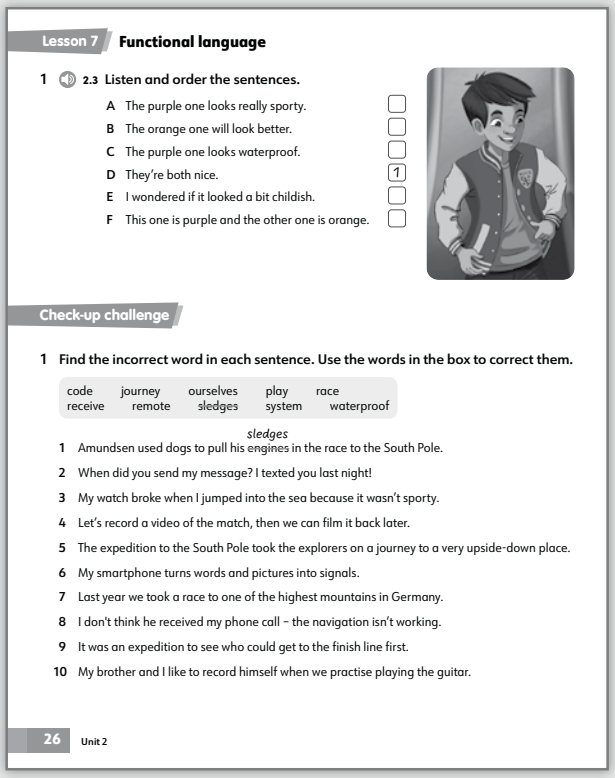
Be a star!

- Give the children a minute or two to think about what they are going to say about the trainers.
- Divide the class into pairs. Ask one pair to read out the example sentences for the start of the dialogue.
- Draw attention to the phrase box and elicit some example sentences with the phrases (e.g. *They're both expensive. These ones are colourful whereas the other ones look cool.*).
- Have the children compare ideas with their partner and decide which trainers they are going to buy.
- Ask volunteers which trainers they chose. Did everyone agree?
- Ask if any pairs would like to act out their conversation for the class.

Cooler: Shark game

- Play the *Shark game* (See Games bank, pages 14–17) with some of the key vocabulary from this unit.

Workbook page 26



Lesson 7 **Functional language**

1 2.3 Listen and order the sentences.

A The purple one looks really sporty. ☐
B The orange one will look better. ☐
C The purple one looks waterproof. ☐
D They're both nice. [1]
E I wondered if it looked a bit childish. ☐
F This one is purple and the other one is orange. ☐

Check-up challenge

1 Find the incorrect word in each sentence. Use the words in the box to correct them.

code journey ourselves play race
receive remote sledges system waterproof

sledges
1 Amundsen used dogs to pull his engines in the race to the South Pole.
2 When did you send my message? I texted you last night!
3 My watch broke when I jumped into the sea because it wasn't sporty.
4 Let's record a video of the match, then we can film it back later.
5 The expedition to the South Pole took the explorers on a journey to a very upside-down place.
6 My smartphone turns words and pictures into signals.
7 Last year we took a race to one of the highest mountains in Germany.
8 I don't think he received my phone call – the navigation isn't working.
9 It was an expedition to see who could get to the finish line first.
10 My brother and I like to record himself when we practise playing the guitar.

26 Unit 2

1 2.3 Listen and order the sentences.

Audioscript

Michael: *I can't decide which jacket to buy because they're both nice. Can I show you the two I like?*

Emma: *Of course.*

Michael: *This is the website. So, this one is purple ... and the other one is orange.*

Emma: *Yes, they're both lovely. I can see why it's difficult to decide.*

Michael: *I want one that I can wear when I got to play football.*

Emma: *The purple one looks really sporty.*

Michael: *I know, and so does the orange one!*

Emma: *Will they keep you dry in the rain?*

Michael: *The purple one looks waterproof and suitable for cold weather whereas the other one doesn't.*

Emma: *Actually, that purple one reminds me of the jacket my mum bought for my little brother last year.*

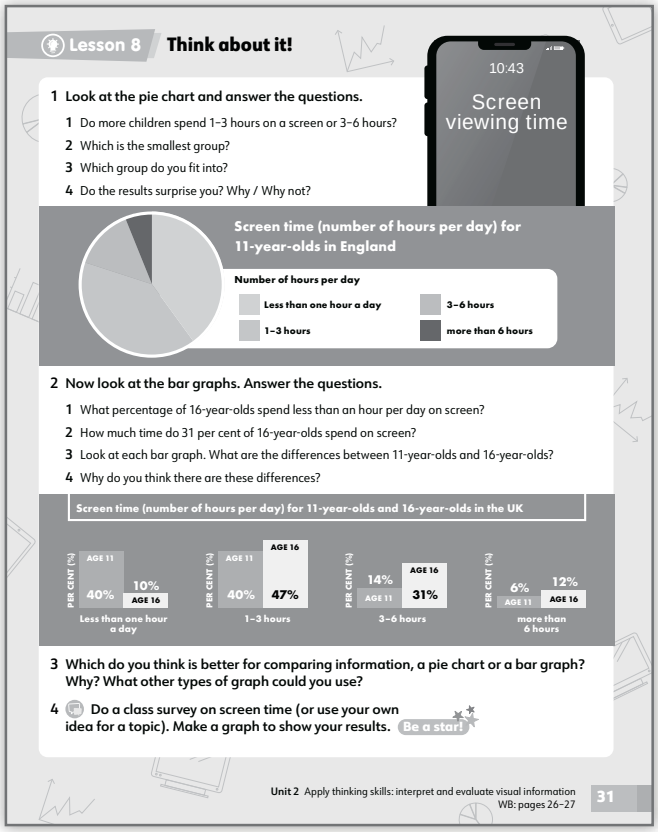
Michael: *Yes – I wondered if it looked a bit childish. OK – I've decided. I'll get the orange one!*

Emma: *Good idea! The orange one will look better on you*

Answers: 1 D **2** F **3** A **4** C **5** E **6** B

Lesson 8 Think about it!

Pupil's Book page 31



Learning objectives: Apply thinking skills: interpret and evaluate visual information

Resources: Unit 2 test

Warm-up: Odd word out

- Write on the board the following groups of words:
  1 space spaceship moon planet
  2 trainers sporty childish waterproof
  3 spaceship car sledge South Pole
  4 east south top west
- Ask the children to look and decide which is the odd word out in each group and why. Invite suggestions from the class – there may be alternative answers.

Suggested answers: 1 spaceship (transport, others are features of space) **2** trainers (clothes /noun, others are adjectives) **3** South Pole (place, others are transport) **4** top (position, others are directions)

1 Look at the pie chart and answer the questions.

- Have the children look at the pie chart and elicit what it shows (*how many hours 11-year-olds in England spend looking at a screen every day*).
- Draw attention to the key and elicit how each coloured square relates to the pie chart.
- Answer question 1 as a class, asking the children to give reasons.
- Have the children answer the other questions in pairs.
- Conduct class feedback.

Answers: 1 1–3 hours **2** more than 6 hours **3**, **4** Children's own answers.

2 Now look at the bar graphs. Answer the questions.

- Go over the bar graphs and check that the children understand what information each one shows. Answer question 1 as a class.
- Have the children answer the remaining questions in pairs.
- Ask volunteers to answer the questions. Ask if the class agrees.

Answers: 1 10% **2** 3–6 hours **3** Most 11-year-olds spend 0–3 hours looking at a screen each day. Most 16-year-olds spend 1–6 hours looking at a screen each day. **4** Children's own answers.

3 Which do you think is better for comparing information, a pie chart or a bar graph? Why? What other types of graph could you use?

- Read the question together. Give the children some thinking time, then ask for suggestions.
- Ask the children to imagine two pie charts – one for 11-year-olds and one for 16-year-olds. Would the difference between the results for each age group be clear? (*No – a bar chart is clearer.*)
- Ask them if they know other types of graph (*e.g. a line graph – good for showing progress*).

4 Do a class survey on screen time (or use your own idea for a topic). Make a graph to show your results.

Be a star!

- Elicit the question that children will ask each other, e.g. *How many hours a day do you spend on a screen? (Less than one, one to three, three to six or six or more?)*
- Ask for ideas for alternative topics. Write some suggestions on the board. Elicit questions for these topics.
- Ask how the children will organise their results (*e.g. by writing the answer options in a list with space for ticks next to each one*).
- Have the children survey their classmates and record the answers. They can work individually, or in pairs or groups.
- Now have them make a pie or bar chart to show the results, by hand, on a computer, in class or later at home. Remind them to use a key or labels.
- Invite volunteers to present their graph to the class.

Teaching star!

Group work

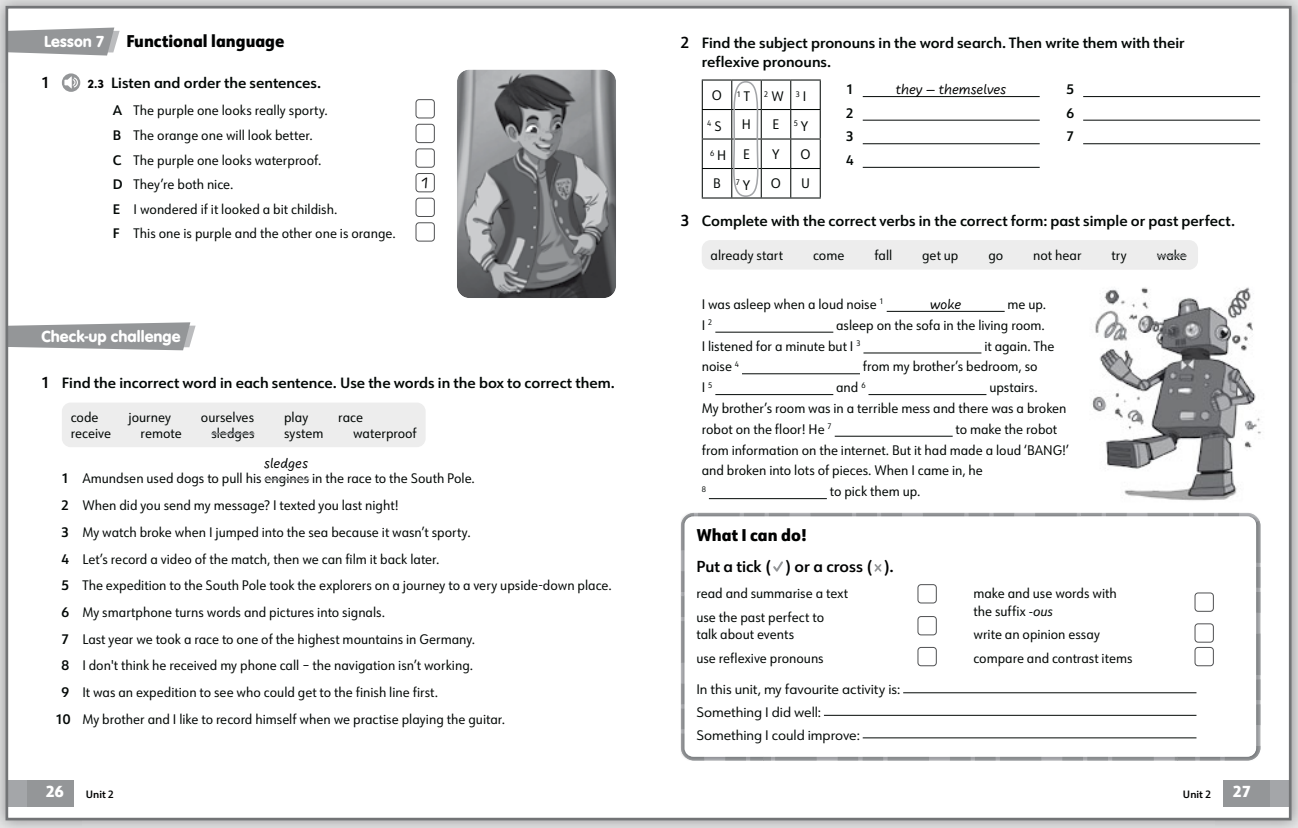
Activity 4 requires the children to move around the classroom and mingle. However, if classes are very large, or there is little space in the classroom, this can be difficult. To allow the children extended speaking practice when space is limited, follow these steps.

- Follow the first three points above for Activity 4.
- Then divide the class into groups of six to eight. The children must ask questions to all other children in the group. They record their answers as above. Point out that more than one person in the group can speak at the same time. Conduct feedback and write the results for each group on the board so children can work out results for the whole class.

Cooler: Don't say *yes* or *no*

- Have a confident child join you at the front. Explain that you will ask questions for him / her to answer, but he / she must never say *yes* or *no*.
- Ask questions about today's lesson topic: *Do you use a computer a lot? Do you use your phone more? How many hours a day? Really? Isn't that too much? Where is your computer at home? In your bedroom? Are you sure?*
- Divide the class into pairs and have them take turns playing the game. Have them change roles every time someone says *yes* or *no*.

Workbook pages 26–27



Lesson 7 **Functional language**

1 2.3 Listen and order the sentences.

A The purple one looks really sporty. ☐
B The orange one will look better. ☐
C The purple one looks waterproof. ☐
D They're both nice. 1
E I wondered if it looked a bit childish. ☐
F This one is purple and the other one is orange. ☐

Check-up challenge

1 Find the incorrect word in each sentence. Use the words in the box to correct them.

code journey ourselves play race
receive remote sledges system waterproof

sledges
1 Amundsen used dogs to pull his engines in the race to the South Pole.
2 When did you send my message? I texted you last night!
3 My watch broke when I jumped into the sea because it wasn't sporty.
4 Let's record a video of the match, then we can film it back later.
5 The expedition to the South Pole took the explorers on a journey to a very upside-down place.
6 My smartphone turns words and pictures into signals.
7 Last year we took a race to one of the highest mountains in Germany.
8 I don't think he received my phone call – the navigation isn't working.
9 It was an expedition to see who could get to the finish line first.
10 My brother and I like to record himself when we practise playing the guitar.

2 Find the subject pronouns in the word search. Then write them with their reflexive pronouns.

O	[1]T	[2]W	[3]I	
[4]S	H	E	[5]Y	
[6]H	E	Y	O	
B	[7]Y	O	U	

1 *they – themselves* 5 _____
2 _____ 6 _____
3 _____ 7 _____
4 _____

3 Complete with the correct verbs in the correct form: past simple or past perfect.

already start come fall get up go not hear try wake

I was asleep when a loud noise [1] *woke* me up. I [2] _____ asleep on the sofa in the living room. I listened for a minute but I [3] _____ it again. The noise [4] _____ from my brother's bedroom, so I [5] _____ and [6] _____ upstairs. My brother's room was in a terrible mess and there was a broken robot on the floor! He [7] _____ to make the robot from information on the internet. But it had made a loud 'BANG!' and broken into lots of pieces. When I came in, he [8] _____ to pick them up.

What I can do!

Put a tick (✓) or a cross (×).

read and summarise a text ☐
use the past perfect to talk about events ☐
use reflexive pronouns ☐
make and use words with the suffix *-ous* ☐
write an opinion essay ☐
compare and contrast items ☐

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 Find the incorrect word in each sentence. Use the words in the box to correct them.

Answers: 1 ~~engines~~ sledges **2** ~~send~~ receive **3** *sporty* waterproof **4** ~~film~~ play **5** ~~upside-down~~ remote **6** ~~signals~~ code **7** ~~race~~ journey **8** ~~navigation~~ system **9** ~~expedition~~ race **10** ~~himself~~ ourselves

2 Find the subject pronouns in the word search. Then write them with their reflexive pronouns.

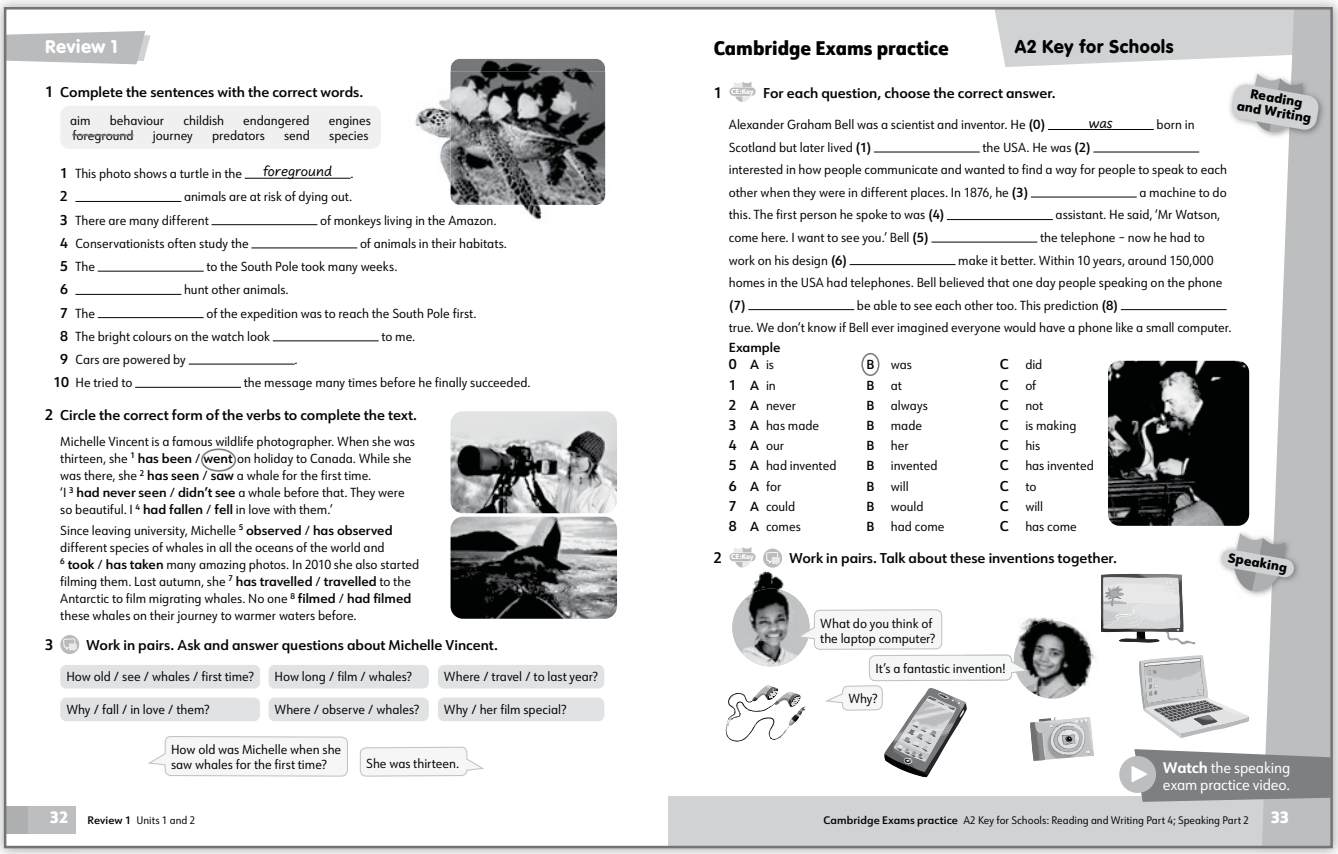
Answers: 1 they – themselves **2** we – ourselves **3** I – myself **4** she – herself **5** you – yourself **6** he – himself **7** you – yourselves

3 Complete with the correct verbs in the correct form: past simple or past perfect.

Answers: 1 woke **2** had fallen **3** didn't hear **4** came **5** got up **6** went **7** had tried **8** had already started

Review 1

Pupil's Book pages 32–33



Review 1

1 Complete the sentences with the correct words.

aim behaviour childish endangered engines foreground journey predators send species

1 This photo shows a turtle in the foreground.
2 _____ animals are at risk of dying out.
3 There are many different _____ of monkeys living in the Amazon.
4 Conservationists often study the _____ of animals in their habitats.
5 The _____ to the South Pole took many weeks.
6 _____ hunt other animals.
7 The _____ of the expedition was to reach the South Pole first.
8 The bright colours on the watch look _____ to me.
9 Cars are powered by _____.
10 He tried to _____ the message many times before he finally succeeded.

2 Circle the correct form of the verbs to complete the text.

Michelle Vincent is a famous wildlife photographer. When she was thirteen, she [1] **has been** / (**went**) on holiday to Canada. While she was there, she [2] **has seen** / **saw** a whale for the first time. 'I [3] **had never seen** / **didn't see** a whale before that. They were so beautiful. I [4] **had fallen** / **fell** in love with them.'

Since leaving university, Michelle [5] **observed** / **has observed** different species of whales in all the oceans of the world and [6] **took** / **has taken** many amazing photos. In 2010 she also started filming them. Last autumn, she [7] **has travelled** / **travelled** to the Antarctic to film migrating whales. No one [8] **filmed** / **had filmed** these whales on their journey to warmer waters before.

3 Work in pairs. Ask and answer questions about Michelle Vincent.

How old / see / whales / first time? | How long / film / whales? | Where / travel / to last year?
Why / fall / in love / them? | Where / observe / whales? | Why / her film special?

How old was Michelle when she saw whales for the first time? — She was thirteen.

32 Review 1 Units 1 and 2

Cambridge Exams practice — A2 Key for Schools

1 For each question, choose the correct answer. Reading and Writing

Alexander Graham Bell was a scientist and inventor. He (0) _was_ born in Scotland but later lived (1) _____ the USA. He was (2) _____ interested in how people communicate and wanted to find a way for people to speak to each other when they were in different places. In 1876, he (3) _____ a machine to do this. The first person he spoke to was (4) _____ assistant. He said, 'Mr Watson, come here. I want to see you.' Bell (5) _____ the telephone – now he had to work on his design (6) _____ make it better. Within 10 years, around 150,000 homes in the USA had telephones. Bell believed that one day people speaking on the phone (7) _____ be able to see each other too. This prediction (8) _____ true. We don't know if Bell ever imagined everyone would have a phone like a small computer.

Example			
0	A is	(B) was	C did
1	A in	B at	C of
2	A never	B always	C not
3	A has made	B made	C is making
4	A our	B her	C his
5	A had invented	B invented	C has invented
6	A for	B will	C to
7	A could	B would	C will
8	A comes	B had come	C has come

2 Work in pairs. Talk about these inventions together. Speaking

What do you think of the laptop computer? — It's a fantastic invention! — Why?

Watch the speaking exam practice video.

Cambridge Exams practice A2 Key for Schools: Reading and Writing Part 4; Speaking Part 2 33

***Learning objectives*:** Review vocabulary and grammar from Units 1 and 2; A2 Key for Schools Reading and Writing Part 4; Speaking Part 2

Resources: Unit 2, Review 1; Speaking exam practice video

Warm-up: Missing vowels

- Write the following vertically on the board: *wtrprf / chldsh / spc trsm / xpdtn / jrny / phn cll / stllt nvgtn* (Solution: *waterproof / childish / space tourism / expedition / journey /phone call / satellite navigation*).
- Tell the children these are all words from Unit 2. They need to add the vowels *a, e, i, o* or *u* to make them complete. They can check in their books if they want.
- Give the children some thinking time and then invite volunteers to the board to write a complete word next to its reduced form. Ask if the class agrees. Ask the children if they can remember what the lesson was about where they first learnt the word.

1 Complete the sentences with the correct words.

- Refer the children to the example sentence.
- Have the children continue the activity individually.
- Write numbers 1–10 on the board. Invite children to come and write a word each. Ask if everyone agrees.

Answers: 1 foreground **2** Endangered **3** species **4** behaviour **5** journey **6** Predators **7** aim **8** childish **9** engines **10** send

2 Circle the correct form of the verbs to complete the text.

- Have the children read the text quickly and say what it is about.
- Refer them to the example and ask why it is *went* (*we know exactly when the action happened*).
- Elicit the answer for numbers 2 and 3 and ask the children to explain why.
- Have the children continue the activity individually and then compare with a partner.
- Ask children to read out the sentences. Ask if everyone agrees.

Answers: 1 went **2** saw **3** had never seen **4** fell **5** has observed **6** has taken **7** travelled **8** had filmed

3 Work in pairs. Ask and answer questions about Michelle Vincent.

- Elicit the complete questions for each of the prompts and have the class repeat.
- Divide the class into pairs and have them take turns asking and answering about Michelle.
- Then have them repeat the activity, with the person answering using their memory and not the book.

1 For each question, choose the correct answer.

This activity helps the children prepare for Part 4 of the Reading and Writing paper of the Cambridge A2 Key for Schools exam. The children should be encouraged to read the text quickly for an overview before starting the activity.

- Have the children read the text quickly and say who the text is about and why he is famous.
- Elicit the answer for number 1 and have the class read out the complete sentence containing the example and number 1. Point out that 'hearing' the complete sentence is often useful to help find the right word.
- Have the children complete the activity individually.
- Ask children to read out complete sentences. Ask if the others agree. Write the words on the board.

Answers: 1 A **2** B **3** B **4** C **5** A **6** C **7** B **8** C

2 Work in pairs. Talk about these inventions together.

This activity helps the children prepare for Part 2 of the Speaking paper in the Cambridge English A2 Key for Schools exam.

- Point to the different items pictured and have the children call out what the items are.
- Role-play the dialogue with a confident child.
- The children work in pairs. They ask and answer questions about the inventions shown on the page.
- Circulate, monitor and help.

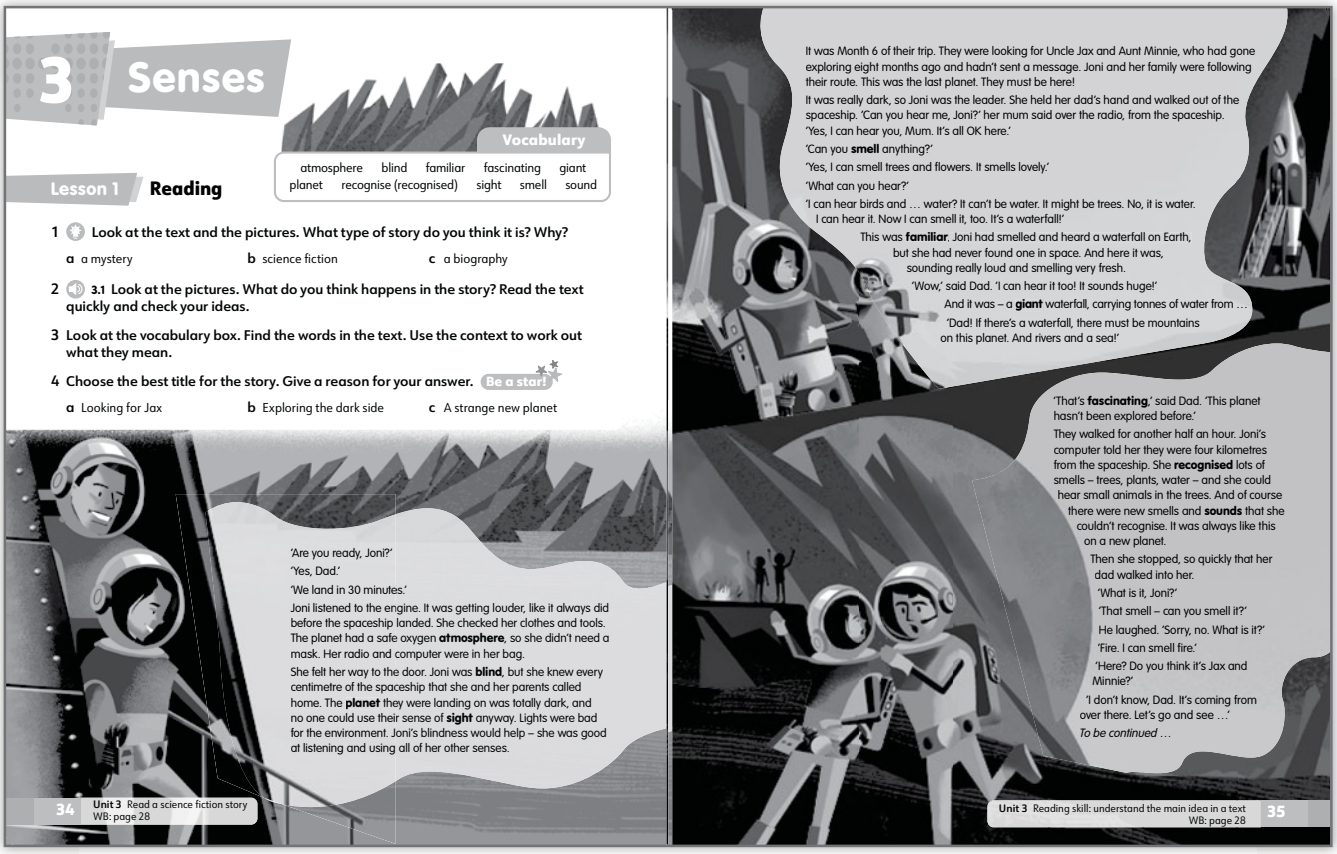
Cooler: Disappearing words

- Play *Disappearing words* (see Games bank, pages 14–17) with some key vocabulary from this Review.

3 Senses

Lesson 1 Reading

Pupil's Book pages 34–35



3 Senses

Lesson 1 Reading

Vocabulary

atmosphere blind familiar fascinating giant planet recognise (recognised) sight smell sound

1 Look at the text and the pictures. What type of story do you think it is? Why?

a a mystery b science fiction c a biography

2 3.1 Look at the pictures. 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 Choose the best title for the story. Give a reason for your answer. Be a star!

a Looking for Jax b Exploring the dark side c A strange new planet

'Are you ready, Joni?'

'Yes, Dad.'

'We land in 30 minutes.'

Joni listened to the engine. It was getting louder, like it always did before the spaceship landed. She checked her clothes and tools. The planet had a safe oxygen **atmosphere**, so she didn't need a mask. Her radio and computer were in her bag.

She felt her way to the door. Joni was **blind**, but she knew every centimetre of the spaceship that she and her parents called home. The **planet** they were landing on was totally dark, and no one could use their sense of **sight** anyway. Lights were bad for the environment. Joni's blindness would help – she was good at listening and using all of her other senses.

34 Unit 3 Read a science fiction story WB: page 28

It was Month 6 of their trip. They were looking for Uncle Jax and Aunt Minnie, who had gone exploring eight months ago and hadn't sent a message. Joni and her family were following their route. This was the last planet. They must be here!

It was really dark, so Joni was the leader. She held her dad's hand and walked out of the spaceship. 'Can you hear me, Joni?' her mum said over the radio, from the spaceship.

'Yes, I can hear you, Mum. It's all OK here.'

'Can you **smell** anything?'

'Yes, I can smell trees and flowers. It smells lovely.'

'What can you hear?'

'I can hear birds and … water? It can't be water. It might be trees. No, it is water. I can hear it. Now I can smell it, too. It's a waterfall!'

This was **familiar**. Joni had smelled and heard a waterfall on Earth, but she had never found one in space. And here it was, sounding really loud and smelling very fresh.

'Wow,' said Dad. 'I can hear it too! It sounds huge!'

And it was – a **giant** waterfall, carrying tonnes of water from …

'Dad! If there's a waterfall, there must be mountains on this planet. And rivers and a sea!'

'That's **fascinating**,' said Dad. 'This planet hasn't been explored before.'

They walked for another half an hour. Joni's computer told her they were four kilometres from the spaceship. She **recognised** lots of smells – trees, plants, water – and she could hear small animals in the trees. And of course there were new smells and **sounds** that she couldn't recognise. It was always like this on a new planet.

Then she stopped, so quickly that her dad walked into her.

'What is it, Joni?'

'That smell – can you smell it?'

He laughed. 'Sorry, no. What is it?'

'Fire. I can smell fire.'

'Here? Do you think it's Jax and Minnie?'

'I don't know, Dad. It's coming from over there. Let's go and see …'

To be continued …

Unit 3 Reading skill: understand the main idea in a text WB: page 28 35

***Learning objectives*:** Read a science fiction story; Understand the main idea in a text

***Vocabulary*:** atmosphere, blind, familiar, fascinating, giant, planet, recognise (recognised), sight, smell, sound

Resources: Vocabulary 1 worksheet

Warm-up: Spelling bee

- Play *Spelling bee* (see Games bank, pages 14–17) with the words from this lesson (*atmosphere, blind, familiar, fascinating, giant, planet, recognise (recognised), sight, smell, sound*).

1 Look at the text and the pictures. What type of story do you think it is? Why?

- Have the children look quickly at the pictures and text. Ask what type of story it is (*science fiction*) and how they know this (*planet, space suits, space helmets*).

Answer: b

2 3.1 Look at the pictures. What do you think happens in the story? Read the text quickly and check your ideas.

- The children look at the pictures again. Elicit what they can see in each one and what they think is happening. Write ideas on the board.
- The children read the story quickly to check their ideas.
- Play the audio if the 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.

- The children scan the text to find the words in the vocabulary box.
- Ask the 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 155 of the Pupil's Book.
- Then use the dictionary on page 155 to give definitions in the following order to elicit the words: *atmosphere, blind, planet, sight, smell, familiar, giant, fascinating, recognise (recognised), sound*

4 Choose the best title for the story. Give a reason for your answer. Be a star!

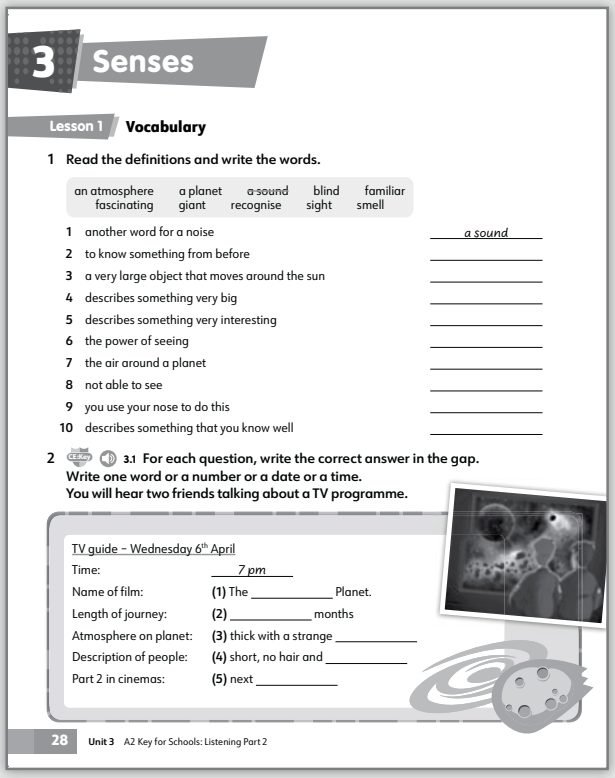
- Have the children read the three titles and choose the best one.
- Say each one and have the children who chose it raise their hands. Ask for their reasons. Explain that c is the best answer as it relates to the whole story.

Answer: c

Cooler: Disappearing words

- Play *Disappearing words* (see Games bank, pages 14–17) with the vocabulary from this lesson.

Workbook page 28



3 Senses

Lesson 1 Vocabulary

1 Read the definitions and write the words.

an atmosphere a planet a sound blind familiar fascinating giant recognise sight smell

1 another word for a noise *a sound*
2 to know something from before
3 a very large object that moves around the sun
4 describes something very big
5 describes something very interesting
6 the power of seeing
7 the air around a planet
8 not able to see
9 you use your nose to do this
10 describes something that you know well

2 CE:Key 3.1 For each question, write the correct answer in the gap.
Write one word or a number or a date or a time.
You will hear two friends talking about a TV programme.

TV guide – Wednesday 6th April
Time: 7 pm
Name of film: (1) The _____ Planet.
Length of journey: (2) _____ months
Atmosphere on planet: (3) thick with a strange _____
Description of people: (4) short, no hair and _____
Part 2 in cinemas: (5) next _____

28 Unit 3 A2 Key for Schools: Listening Part 2

1 Read the definitions and write the words.

Answers: 1 a sound **2** recognise **3** a planet **4** giant **5** fascinating **6** sight **7** an atmosphere **8** blind **9** smell **10** familiar

2 CE:Key 3.1 For each question, write the correct answer in the gap. Write one word or a number or a date or a time. You will hear two friends talking about a TV programme.

This activity helps the children prepare for Part 2 of the Listening paper of the Cambridge English A2 Key for Schools exam.

- The children listen and write one word or a number or a date or a time in each gap, based on what they hear.
- Have the children complete the activity and check answers with a partner.

Audioscript

Boy: *I watched a fascinating science-fiction film on TV last night.*

Girl: *Did you? Was it the one that started at seven o'clock?*

Boy: *Yes, that's right. Did you watch it too?*

Girl: *No, I didn't. I had to go out.*

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

Girl: *So what was the film called?*

Boy: *It was called The Giant Planet.*

Girl: *The Giant Planet! That's a funny name. So what happened?*

Boy: *Well, a group of people went into space to look for life on another planet but they got lost in space …*

Girl: *… of course – a familiar story! So how long were they travelling for?*

Boy: *Three months I think. But just when they thought all hope was lost – they couldn't hear any sounds from the radio and they had lost sight of Earth – they saw the planet …*

Girl: *… the giant one?*

Boy: *Yes, but when they landed, the atmosphere was thick and it had a strange smell … and then … you'll never guess what?*

Girl: *I'm sure I won't …*

Boy: *There were already people living on the planet! They were very short with no hair and they were all blind!*

Girl: *Right, well I can recognise a strange film when I hear about it! I don't think I'll watch that film – let's hope that there isn't a Part 2.*

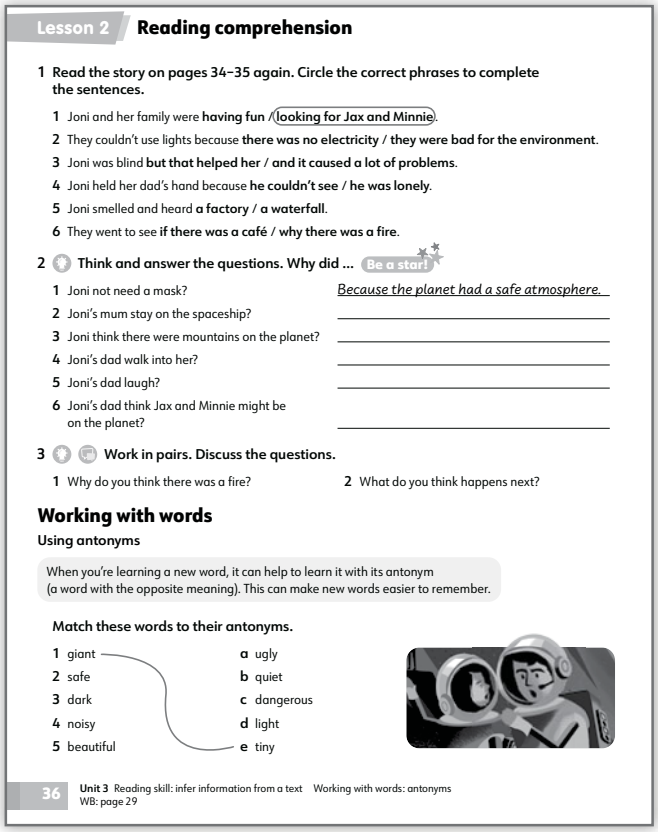
Boy: *There is a Part 2 actually. It's on in cinemas from next May!*

Girl: *Well, I'm sorry Harry, but you're on your own!*

Answers: 1 Giant **2** 3 **3** smell **4** blind **5** May

Lesson 2 Reading comprehension / Working with words

Pupil's Book page 36



Lesson 2 **Reading comprehension**

1 Read the story on pages 34–35 again. Circle the correct phrases to complete the sentences.

1 Joni and her family were **having fun** / **looking for Jax and Minnie**.
2 They couldn't use lights because **there was no electricity** / **they were bad for the environment**.
3 Joni was blind **but that helped her** / **and it caused a lot of problems**.
4 Joni held her dad's hand because **he couldn't see** / **he was lonely**.
5 Joni smelled and heard **a factory** / **a waterfall**.
6 They went to see **if there was a café** / **why there was a fire**.

2 Think and answer the questions. Why did ... Be a star!

1 Joni not need a mask? *Because the planet had a safe atmosphere.*
2 Joni's mum stay on the spaceship? _____
3 Joni think there were mountains on the planet? _____
4 Joni's dad walk into her? _____
5 Joni's dad laugh? _____
6 Joni's dad think Jax and Minnie might be on the planet? _____

3 Work in pairs. Discuss the questions.

1 Why do you think there was a fire?
2 What do you think happens next?

Working with words

Using antonyms

When you're learning a new word, it can help to learn it with its antonym (a word with the opposite meaning). This can make new words easier to remember.

Match these words to their antonyms.

1 giant — a ugly
2 safe — b quiet
3 dark — c dangerous
4 noisy — d light
5 beautiful — e tiny

36 **Unit 3** Reading skill: infer information from a text Working with words: antonyms
WB: page 29

***Learning objectives*:** Infer information from a text; Antonyms

Resources: Working with words worksheet

Warm-up: What's the last word?

- Divide the class into groups and play *What's the last word?* (see Games bank, pages 14–17) with track 3.1 from Lesson 1.
- Suggested words to stop after: *computer, senses, spaceship, waterfall, mountains, animals, fire.*

1 Read the story on pages 34–35 again. Circle the correct phrase to complete the sentences.

- Refer the children to the example answer.
- Have the children continue the activity individually and then check with a partner. Encourage them to find and underline supporting information in the story for each answer.
- Ask pairs to read out complete sentences. Ask if the class agrees. Write the correct words on the board for each sentence.

Answers: 1 looking for Jax and Minnie **2** there was no electricity **3** but that helped her **4** he couldn't see **5** a waterfall **6** why there was a fire

2 Think and answer the questions. Why did ...

Be a star!

- Discuss question 1 with the whole class. Ask the children to find the information in the story that supports the answer (page 34 – *The planet had a safe oxygen atmosphere, so she didn't need a mask.*).
- Then offer some thinking time for the children to consider their answers to the other questions – using both what they know from the text and what they can imagine.
- Ask the class for suggestions. Ask if the class agrees and if there is anything else to add.

Answers: 1 Because the planet had a safe atmosphere. **2** They needed to make sure someone stayed with the ship. **3** Because there was a waterfall on the planet. **4** Because Joni was in front of him and she stopped quickly. **5** Because he couldn't smell what Joni was smelling. **6** Because Joni could smell fire.

Teaching star!

Mixed ability

Some children may find Activity 2 challenging. Providing them with the words to express their ideas can help them to finish more difficult activities.

- When the children have had time to think about their answers to Activity 2, write the answers on the board in random order (see answers above).
- Fast finishers can use the sentences to check their work, while less confident children can find the language they need to answer the questions.

3 Work in pairs. Discuss the questions.

- Give the children some thinking time to consider the questions.
- Have the children tell their ideas to a partner.
- Ask them if they have any ideas they would like to share, or if they thought their friend had a good idea.
- Tell the children you don't have the answer now, but they will all find out soon (in Lesson 6, the class will collaborate in writing the continuation of the story).

Working with words

Using antonyms

- Write on the board:
  This story is very interesting.
  I don't agree. I think it's _____!
  Ask the children how they can complete the second sentence. (*boring*)
- Ask the children if they know the name of words that have the opposite meaning, like *interesting* and boring. (*antonyms*)
- Have the children read the introduction.

Match these words to their antonyms.

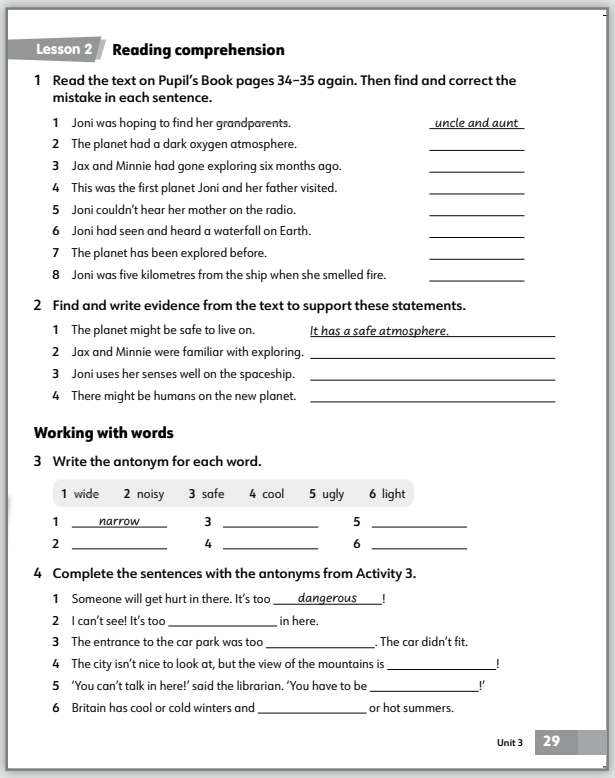
- Have the children match the pairs of antonyms.
- Invite children to come to the board to write a pair. Ask if the class agrees.
- Ask the children if they can think of any other pairs of antonyms.

Answers: 1 giant – tiny **2** safe – dangerous **3** dark – light **4** noisy – quiet **5** beautiful – ugly

Cooler: Team spelling

- Play *Team spelling* (see Games bank, pages 14–17) with the antonyms from *Working with words*.
- Call out one word and have the team write the antonym on a sheet of paper. You can also challenge them with other pairs – *hard / soft, heavy / light, near / far.*

Workbook page 29



Lesson 2 **Reading comprehension**

1 Read the text on Pupil's Book pages 34–35 again. Then find and correct the mistake in each sentence.

1 Joni was hoping to find her grandparents. *uncle and aunt*
2 The planet had a dark oxygen atmosphere. _____
3 Jax and Minnie had gone exploring six months ago. _____
4 This was the first planet Joni and her father visited. _____
5 Joni couldn't hear her mother on the radio. _____
6 Joni had seen and heard a waterfall on Earth. _____
7 The planet has been explored before. _____
8 Joni was five kilometres from the ship when she smelled fire. _____

2 Find and write evidence from the text to support these statements.

1 The planet might be safe to live on. *It has a safe atmosphere.*
2 Jax and Minnie were familiar with exploring. _____
3 Joni uses her senses well on the spaceship. _____
4 There might be humans on the new planet. _____

Working with words

3 Write the antonym for each word.

1 wide 2 noisy 3 safe 4 cool 5 ugly 6 light

1 *narrow* 3 _____ 5 _____
2 _____ 4 _____ 6 _____

4 Complete the sentences with the antonyms from Activity 3.

1 Someone will get hurt in there. It's too *dangerous*!
2 I can't see! It's too _____ in here.
3 The entrance to the car park was too _____. The car didn't fit.
4 The city isn't nice to look at, but the view of the mountains is _____!
5 'You can't talk in here!' said the librarian. 'You have to be _____!'
6 Britain has cool or cold winters and _____ or hot summers.

Unit 3 29

1 Read the text on Pupil's Book pages 34–35 again. Then find and correct the mistake in each sentence.

Answers: 1 ~~grandparents~~ uncle and aunt **2** ~~dark~~ safe **3** ~~six~~ eight **4** ~~first~~ last **5** ~~couldn't~~ could **6** ~~seen~~ smelled **7** ~~had~~ hasn't **8** ~~five~~ four

2 Find and write evidence from the text to support these statements.

Answers: 1 It has a safe oxygen atmosphere. **2** Jax and Minnie had gone exploring eight months ago. **3** Joni was blind, but she knew every centimetre of the spaceship. She was good at listening and using all of her other senses. **4** Joni can smell fire.

3 Write the antonym for each word.

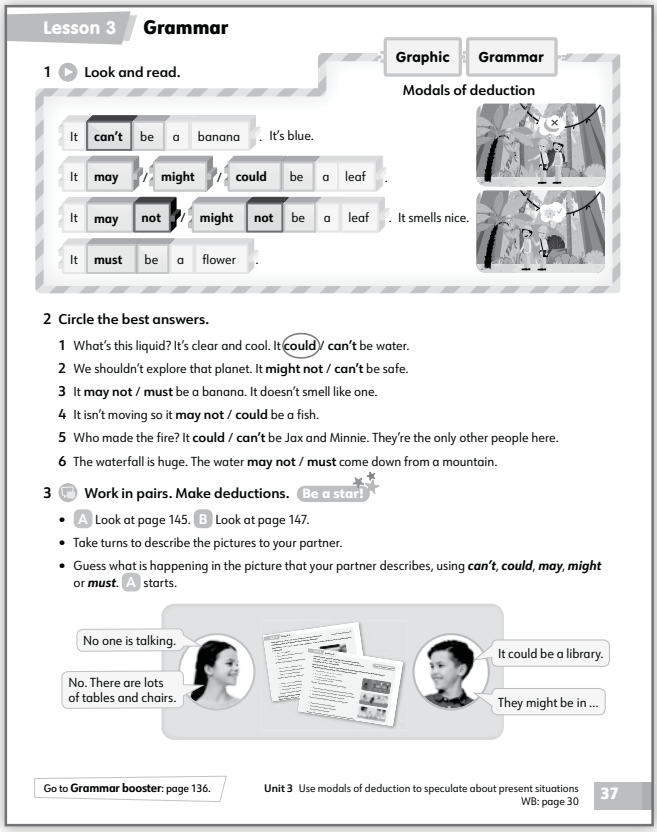
Answers: 1 narrow **2** quiet **3** dangerous **4** warm **5** beautiful **6** dark

4 Complete the sentences with the antonyms from Activity 3.

Answers: 1 dangerous **2** dark **3** narrow **4** beautiful **5** quiet **6** warm

Lesson 3 Grammar

Pupil's Book page 37



***Learning objectives*:** Use modals of deduction to speculate about present situations

***Grammar*:** Modals of deduction

Review vocabulary: describing things

Resources: Graphic Grammar video; Grammar 1 worksheet

Warm-up: Backs to the board

- Play *Backs to the board* (see Games bank, pages 14–17) with vocabulary from Lessons 1 and 2.
- Suggested words: *familiar, giant, sound, planet, fascinating, tiny, ugly.*

1 Look and read.

- The children look at the pictures. Ask *Where are they? What can you see? What do you think they're doing?* Elicit ideas.
- Read out the sentences in the *Graphic Grammar* box and have the children follow.
- Say the sentences again and have the children repeat. Elicit which sentences are positive and which are negative.
- Ask them which word we use to say: we are sure something is true (*must*); we are sure something isn't true (*can't*); we are not sure if something is true (*may (not) / might (not) / could*.

- If you have access to the class video, tell the children they will watch a short video about explorers in the jungle. Play the video and let the children watch and enjoy.
- Ask *Why is he sure it isn't a banana?* (*because it's blue*) *Is it possible that it's a leaf?* (*yes*) *Why is he sure it's a flower in the end?* (*because it's blue and it smells nice*)
- Play the video again and continue as above from the third point.

2 Circle the best answers.

- Refer the children to the example sentence. Ask *Does the person speaking know what the liquid is?* (*no*) *Does the person have an idea?* (*yes*) *Why?* (*Because of what he / she can see.*)
- Have the children complete the activity individually.
- Check answers as a class.

Answers: 1 could **2** might not **3** may not **4** may not **5** could **6** must

3 Work in pairs. Make deductions.

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 looks at the pictures on their page and uses the sentences to describe what is happening in them to their partner. Then their partner has to use *can't, could, may, might* and *must* to make deductions and guess what is happening. Then they swap roles.
- Allow time for the children to complete the game.

Grammar booster

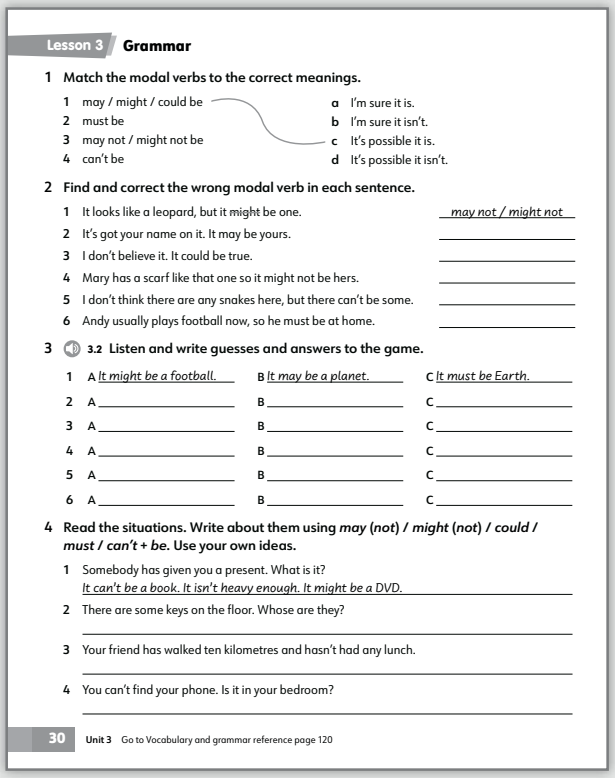
Ask the children to turn to page 136 of their Pupil's Book to complete Activities 1 and 2. If the children need more grammar practice before the communicative Activity 3, have them complete these activities first. Alternatively, you may wish to have the children complete these activities at home.

Answers: 1 1 may 2 might 3 may not 4 could 5 must 6 can't 7 could 8 might not; **2** 1 can't be 2 may / might / could be 3 may / might / could be 4 can't be 5 can't be 6 may / might / could be 7 may / might / could be 8 can't be

Cooler: Team sentences

- Play *Team sentences* (see Games bank, pages 14–17). Suggested sentences: *It can't be a banana. It must be a flower. They might be taking a test. They may be rehearsing for a play.*

Workbook page 30



Lesson 3 **Grammar**

1 Match the modal verbs to the correct meanings.

1	may / might / could be	a	I'm sure it is.
2	must be	b	I'm sure it isn't.
3	may not / might not be	c	It's possible it is.
4	can't be	d	It's possible it isn't.

2 Find and correct the wrong modal verb in each sentence.

1 It looks like a leopard, but it ~~might~~ be one. *may not / might not*
2 It's got your name on it. It may be yours. _____
3 I don't believe it. It could be true. _____
4 Mary has a scarf like that one so it might not be hers. _____
5 I don't think there are any snakes here, but there can't be some. _____
6 Andy usually plays football now, so he must be at home. _____

3 3.2 Listen and write guesses and answers to the game.

	A	B	C
1	*It might be a football.*	*It may be a planet.*	*It must be Earth.*
2			
3			
4			
5			
6			

4 Read the situations. Write about them using *may* (*not*) / *might* (*not*) / *could* / *must* / *can't* + *be*. Use your own ideas.

1 Somebody has given you a present. What is it?
It can't be a book. It isn't heavy enough. It might be a DVD.
2 There are some keys on the floor. Whose are they?
3 Your friend has walked ten kilometres and hasn't had any lunch.
4 You can't find your phone. Is it in your bedroom?

30 Unit 3 Go to Vocabulary and grammar reference page 120

Remind the children that they can refer to the grammar reference on page 120 to help them while completing these activities.

1 Match the modal verbs to the correct meanings.

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

2 Find and correct the wrong modal verbs in each sentence.

Answers: 1 ~~might~~ may not / might not **2** ~~may~~ must **3** ~~could~~ can't **4** ~~might not~~ may / might / could **5** ~~can't~~ may / might / could

3 3.2 Listen and write guesses and answers to the game.

Audioscript

***1* Boy:** *Let's play a guessing game!*
Girl: *OK. You start!*
Boy: *It's round.*
Girl: *It might be a football.*
Boy: *No, but it looks like a football.*
Girl: *It may be a planet.*
Boy: *Nearly right. We live on it!*
Girl: *It must be Earth!* **Boy:** *Yes!*

***2* Boy:** *OK. Now it's your turn.*
Girl: *They smell nice.*
Boy: *They may be cakes!*
Girl: *No – they are different colours.*
Boy: *Hmm – they might be sweets.*
Girl: *No – you can find them in your garden.*
Boy: *They must be flowers!* **Girl:** *Yes!*

***3* Boy:** *My turn again. OK – It's a dangerous predator. It's an endangered species. It's yellow and black.*
Girl: *It could be a lion.*
Boy: *No, it's not. It's an endangered species.*
Girl: *You're right – it can't be a lion. Is it yellow and black?*
Boy: *Yes, it is!*
Girl: *It must be a tiger!* **Boy:** *Yes!*

***4* Boy:** *Your turn.*
Girl: *You use it to check where you are going. It's not made of paper. Lots of people have them in their cars.*
Boy: *It could be a map.*
Girl: *No – it's not made of paper.*
Boy: *Oh OK, so it can't be a map.*
Girl: *Lots of people have them in their cars.*
Boy: *It must be a sat nav!* **Girl:** *Yes!*

***5* Boy:** *OK. You probably use this every day! You can take photos on it. You might use it to chat to your friends or send messages.*
Girl: *Hmm – it might be a toothbrush.*
Boy: *No – you can take photos on it.*
Girl: *It could be a camera.*
Boy: *No – you might use it to chat to your friends or send messages.*
Girl: *It must be a smartphone.* **Boy:** *Yes!*

***6* Girl:** *OK. Last one. You probably have one of these in your school.*
Boy: *It might be a sports hall.*
Girl: *No. Some of my friends do their homework in this place.*
Boy: *It could be a classroom.*
Girl: *No – you can't be noisy there.*
Boy: *Ah, it must be the library.* **Girl:** *Yes!*

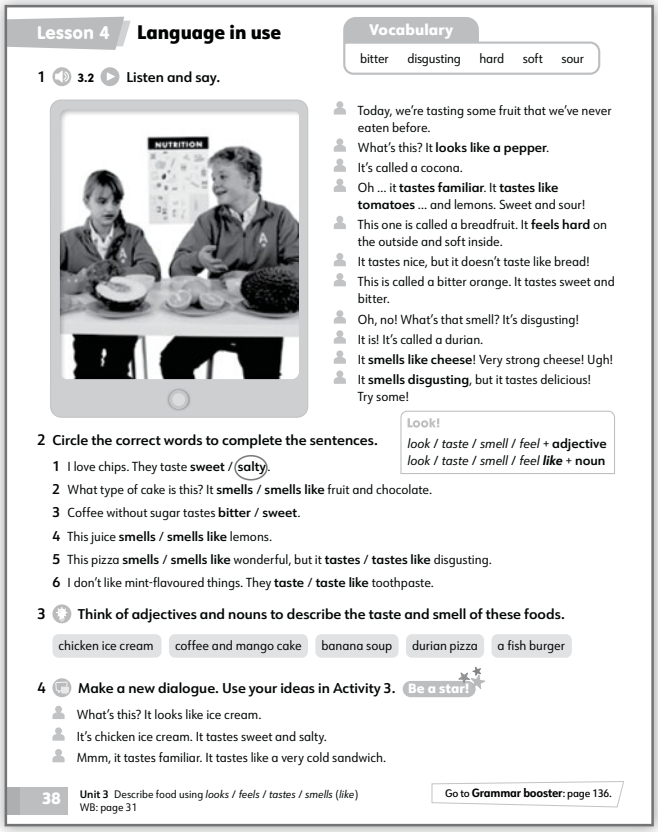
Answers: 1 A It might be a football. B It may be a planet. C It must be Earth. **2** A They may be cakes! B They might be sweets. C They must be flowers. **3** A It could be a lion. B It can't be a lion. C It must be a tiger. **4** A It could be a map. B It can't be a map. C It must be a sat nav! **5** A It might be a toothbrush. B It could be a camera. C It must be a smartphone. **6** A It might be a sports hall. B It could be a classroom. C It must be the library.

4 Read the situations. Write about them using *may (not) / might (not) / could / must / can't + be*. Use your own ideas.

Answers: 1 It can't be a book. It isn't heavy enough. It might be a DVD. **2–4** Children's own answers.

Lesson 4 Language in use

Pupil's Book page 38



Lesson 4 Language in use

Vocabulary: bitter disgusting hard soft sour

1 3.2 Listen and say.

Today, we're tasting some fruit that we've never eaten before.
What's this? It **looks like a pepper**.
It's called a cocona.
Oh ... it **tastes familiar**. It **tastes like tomatoes** ... and lemons. Sweet and sour!
This one is called a breadfruit. It **feels hard** on the outside and soft inside.
It tastes nice, but it doesn't taste like bread!
This is called a bitter orange. It tastes sweet and bitter.
Oh, no! What's that smell? It's disgusting!
It is! It's called a durian.
It **smells like cheese**! Very strong cheese! Ugh!
It **smells disgusting**, but it tastes delicious! Try some!

Look!
look / taste / smell / feel + **adjective**
look / taste / smell / feel ***like*** + **noun**

2 Circle the correct words to complete the sentences.
1 I love chips. They taste **sweet** / (**salty**).
2 What type of cake is this? It **smells** / **smells like** fruit and chocolate.
3 Coffee without sugar tastes **bitter** / **sweet**.
4 This juice **smells** / **smells like** lemons.
5 This pizza **smells** / **smells like** wonderful, but it **tastes** / **tastes like** disgusting.
6 I don't like mint-flavoured things. They **taste** / **taste like** toothpaste.

3 Think of adjectives and nouns to describe the taste and smell of these foods.
chicken ice cream | coffee and mango cake | banana soup | durian pizza | a fish burger

4 Make a new dialogue. Use your ideas in Activity 3. Be a star!
What's this? It looks like ice cream.
It's chicken ice cream. It tastes sweet and salty.
Mmm, it tastes familiar. It tastes like a very cold sandwich.

38 Unit 3 Describe food using *looks / feels / tastes / smells (like)*
WB: page 31

Go to **Grammar booster**: page 136.

***Learning objectives*:** Describe food using *looks / feels / tastes / smells (like)*

***Grammar*:** *looks / feels / tastes / smells* + adjective or *like* + noun

***Vocabulary*:** bitter, disgusting, hard, soft, sour

Review vocabulary: describing things

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

Warm-up: Missing vowels

- Write the following on the board:
  t cn't b _ bnn. t mght b _ lf. t mst b _ flwr. t smlls nc.
  (Solution: *It can't be a banana. It might be a leaf. It must be a flower. It smells nice.*)
- Tell the children they have to complete these sentences from the last lesson by adding the vowels: *a, e, i, o* or *u*. Point out that a line (_) is a complete word that is only one vowel – *a* or *I*.
- Give the children some thinking time. Then invite children to the board to write a complete sentence each. Ask if the class agrees with their answers.

Vocabulary

- Refer the children to the vocabulary box at the top of the page. Use each word in a sentence and have children say which word you used:
  Coffee can be very bitter without sugar.
  I really don't like this vegetable – it's disgusting!
  Coconuts are really hard.
  Strawberries and butter are soft foods.
  I like lemons, but they are very sour.
- Read out the sentences again. You can make either a facial expression or a mime to accompany each one.
- Have the children repeat the words and do the expressions or the mimes with you.

1 3.2 Listen and say.

- The children look at the photo. Ask *Who can you see? (Laura and Sam) What can you see on the table? What do you think the children are doing?*
- Play the audio and have the children follow and check their ideas about the photo. Ask again *What are they doing? (tasting fruit they haven't eaten before) Do they like the fruit? (yes)*
- Play the audio again. Stop after each sentence and have the children repeat.
- Ask the children which verb is used for something you sense using your eyes (*look*), your hands (*feel*), your mouth (*taste)* and your nose (*smell*).
- Draw the children's attention to the *Look!* box and have them find examples of the structures in the dialogue.
- Say the first part of these sentences for the children to complete:
  A cocona looks like ... (*a pepper*).
  It tastes like ... (*tomatoes*).
  A breadfruit tastes ... (*nice*).
  It doesn't taste like ... (*bread*).
  A bitter orange tastes ... (*sweet and bitter*).
  A durian smells like ... (*cheese*).
- Divide the class into pairs and have them act out the dialogue. Then they change roles and act it out again.

- If you have access to the class video, play the video and follow the same procedure as above.
- Play the video again and have the children repeat. Have them imitate the intonation and body language as closely as possible.

2 Circle the correct words to complete the sentences.

- Refer the children to the example answer. Ask *What things taste sweet?*
- Have the children continue the activity individually.
- Ask children to read out their completed sentences. Ask if the class agrees. Write the correct words on the board.

Answers: 1 salty **2** smells like **3** bitter **4** smells like **5** smells / tastes **6** taste like

3 Think of adjectives and nouns to describe the taste and smell of these foods.

- Elicit some phrases to describe the first item in the list (e.g. *salty and sweet*, *cold soup*, *disgusting*).
- Then give the children some thinking time to find ways to describe the other food. Ask for suggestions and ask if everyone agrees or if there is anything more to add.

Answers: Children's own answers.

4 Make a new dialogue. Use your ideas in Activity 3.

Be a star!

- Have two children read out the start of the dialogue. Ask the children if their ideas in Activity 3 were different, and elicit other ideas for the first part of the dialogue.
- Divide the class into pairs and have them make a new dialogue about the food in Activity 3, using the dialogue in Activity 1 as a model. Ask volunteers to perform their dialogue for the class.

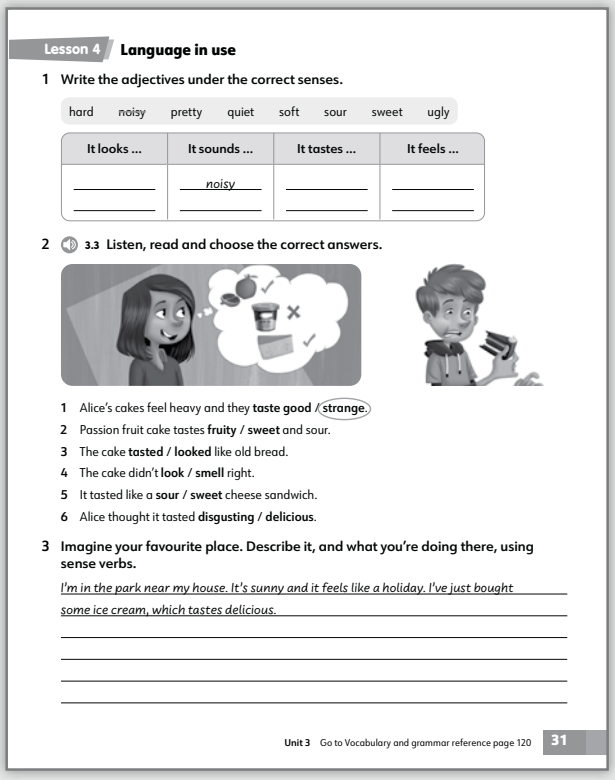
Answers: Children's own answers.

Grammar booster

Ask the children to turn to page 136 of their Pupil's Book to complete Activity 3. 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 tastes bitter **2–6** Children's own answers.

Workbook page 31



Lesson 4 **Language in use**

1 **Write the adjectives under the correct senses.**

hard noisy pretty quiet soft sour sweet ugly

It looks ...	It sounds ...	It tastes ...	It feels ...
	noisy		

2 3.3 **Listen, read and choose the correct answers.**

1 Alice's cakes feel heavy and they **taste good** / **strange**.
2 Passion fruit cake tastes **fruity** / **sweet** and sour.
3 The cake **tasted** / **looked** like old bread.
4 The cake didn't **look** / **smell** right.
5 It tasted like a **sour** / **sweet** cheese sandwich.
6 Alice thought it tasted **disgusting** / **delicious**.

3 **Imagine your favourite place. Describe it, and what you're doing there, using sense verbs.**

I'm in the park near my house. It's sunny and it feels like a holiday. I've just bought some ice cream, which tastes delicious.

Unit 3 Go to Vocabulary and grammar reference page 120 31

Remind the children that they can refer to the grammar reference on page 120 to help them while completing these activities.

1 Write the adjectives under the correct senses.

Answers: It looks: pretty, ugly **It sounds:** noisy, quiet **It tastes:** sour, sweet **It feels:** soft, hard

2 3.3 Listen, read and choose the correct answers.

Answers: 1 strange **2** sweet **3** looked **4** smell **5** sweet **6** disgusting

Audioscript

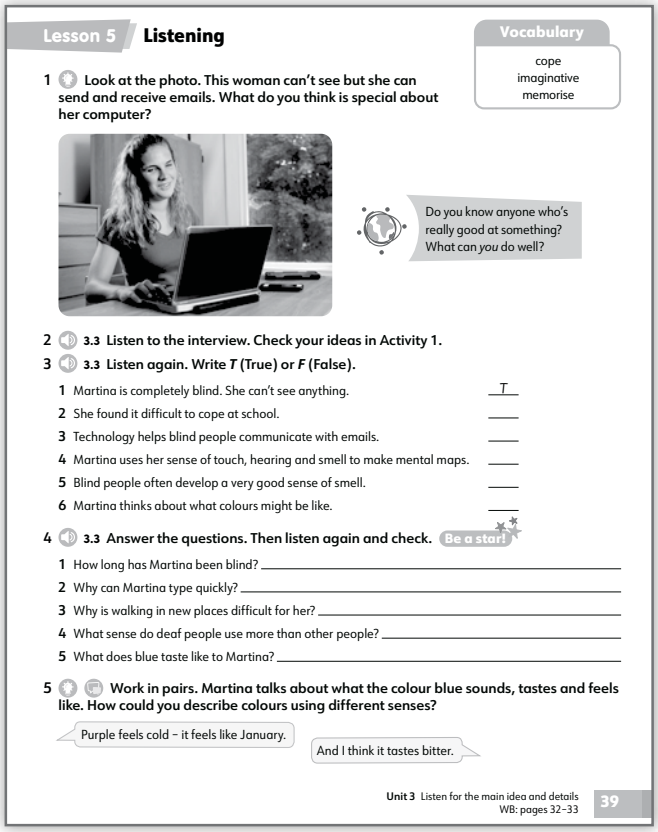
My friend Alice is not a good cook – her cakes don't look like cakes! They feel heavy and they taste strange. But she keeps trying. Yesterday, she made a passion fruit cake. I love passion fruit. They taste sweet and a little bit sour at the same time. 'I usually mix the fruit with yogurt,' Alice said, 'but I didn't have any, so I used cheese instead. Here – try it!' The cake looked like old bread, and my nose told me it didn't smell right. But I tried it. It was horrible! It tasted like a sweet cheese sandwich. But I didn't want to hurt Alice's feelings. 'Yum!' I said politely. 'It tastes delicious!' 'Really?' said Alice. `I think it tastes disgusting. But if you like it, you can have it all!'

3 Imagine your favourite place. Describe it, and what you're doing there, using sense verbs.

Answers: Children's own answers.

Lesson 5 Listening

Pupil's Book page 39



Lesson 5 Listening

Vocabulary: cope, imaginative, memorise

1 Look at the photo. This woman can't see but she can send and receive emails. What do you think is special about her computer?

Do you know anyone who's really good at something? What can *you* do well?

2 3.3 Listen to the interview. Check your ideas in Activity 1.

3 3.3 Listen again. Write *T* (True) or *F* (False).

1 Martina is completely blind. She can't see anything. T
2 She found it difficult to cope at school. ____
3 Technology helps blind people communicate with emails. ____
4 Martina uses her sense of touch, hearing and smell to make mental maps. ____
5 Blind people often develop a very good sense of smell. ____
6 Martina thinks about what colours might be like. ____

4 3.3 Answer the questions. Then listen again and check. Be a star!

1 How long has Martina been blind? ____
2 Why can Martina type quickly? ____
3 Why is walking in new places difficult for her? ____
4 What sense do deaf people use more than other people? ____
5 What does blue taste like to Martina? ____

5 Work in pairs. Martina talks about what the colour blue sounds, tastes and feels like. How could you describe colours using different senses?

Purple feels cold – it feels like January.

And I think it tastes bitter.

Unit 3 Listen for the main idea and details
WB: pages 32–33
39

***Learning objectives*:** Listen for the main idea and details

***Vocabulary*:** cope, imaginative, memorise

Review vocabulary: describing things

Warm-up: What's the last word?

- Play *What's the last word?* (see Games bank, pages 14–17) with audio track 3.2 from Lesson 4.
- Suggested words to stop before: *fruit, pepper, sour, inside, disgusting, cheese, delicious.*

Vocabulary

- Have the children identify the new vocabulary from your definitions:
  When someone has lots of new, different ideas. (imaginative)
  To be OK in a difficult situation. (cope)
  To learn something so you remember it perfectly. (memorise)
- Have the children practise saying the words.

1 Look at the photo. This woman can't see but she can send and receive emails. What do you think is special about her computer?

- The children look at the photo and give suggestions.

2 3.3 Listen to the interview. Check your ideas in Activity 1.

- Play the audio and have the children check their ideas.

Audioscript

Rob: *Martina, how long have you been blind?*

Martina: *All my life, Rob. I was born blind. I can't see at all. Some people are partially blind – they can see a little – but not me.*

Rob: *Did you go to a special school?*

Martina: *No, I went to a regular school, but I had a helper.*

Rob: *How do blind people cope in school? It can't be easy.*

Martina: *Well, blind people are just like sighted people. Some cope easily, some find it difficult. I like to do things myself but I know when to ask for help, so I coped well.*

Rob: *How do you communicate with people online or on your computer if you can't see?*

Martina: *My computer recognises the words on the screen and reads them out loud to me. And I've memorised the keyboard, so I can type really quickly. Many people who only know me through emails don't know that I'm blind.*

Rob: *Which things are difficult for you?*

Martina: *Walking in new places. I'm worried I might fall or hurt myself.*

Rob: *That must be worrying. But if you know the place, that's not a problem?*

Martina: *Not at all. When I walk somewhere for the first time, I make a mental map of the place so I can remember it next time.*

Rob: *What's in your mental map?*

Martina: *Well I think of the feel of the ground – does it feel hard or soft? Sounds – can I hear traffic? And most places have their own special smell – does it smell like fresh grass or like food? All of these together help me work out where I am walking.*

Rob: *You must use your other senses more?*

Martina: *Yes. And it's not just blind people who do that. Deaf people do the same. Because they can't hear, they use their sense of sight more.*

Rob: *Do blind people become 'super smellers', or have better listening powers?*

Martina: *No. Our senses are the same as other people's, but we learn to use our senses. I do think being blind makes you more imaginative. I've never seen colours, so I can't picture them. But I can imagine how they sound, feel and taste. For me, blue sounds like a flute and feels soft like cotton. And it tastes like ice cream.*

Rob: *Thank you, Martina! It's been great talking to you.*

Martina: *Thank you.*

3 3.3 Listen again. Write *T* (True) or *F* (False).

- Give the children time to read the statements.
- Play the audio again. The children listen and decide if each statement is true or false.

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

4 3.3 Answer the questions. Then listen again and check.

Be a star!

- The children answer the questions in pairs.

Answers: 1 all her life **2** she has memorised the keyboard **3** she might fall or hurt herself **4** their sense of sight **5** ice cream

5 Work in pairs. Martina talks about what the colour blue sounds, tastes and feels like. How could you describe colours using different senses?

- Refer the class to the example sentences and give them some thinking time.

ESDC

Do you know anyone who's really good at something? What can *you* do well?

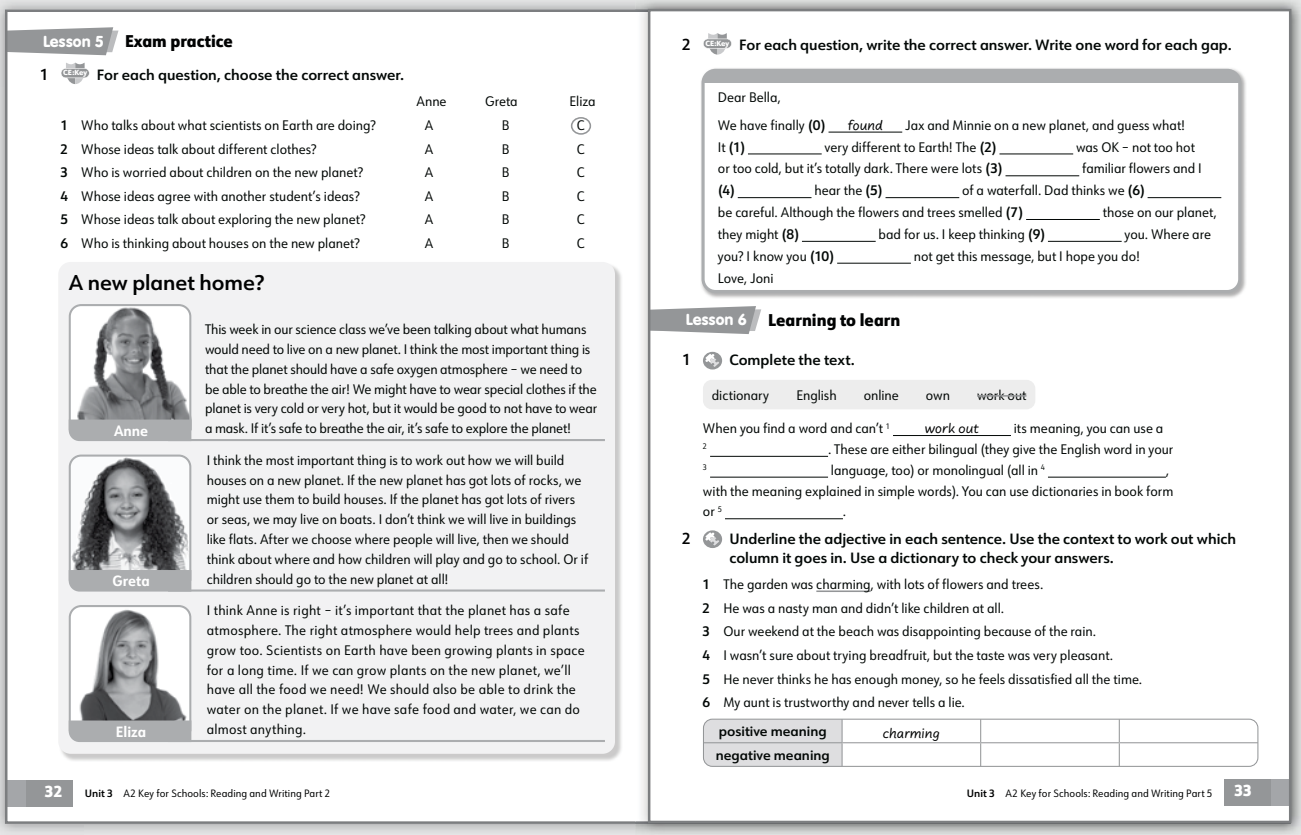
- Ask if the children can name something a classmate can do and something that they can do well too. Explain that we can help and learn from each other.

Possible answers: Children's own answers; encourage them to be proud of what they can do well.

Cooler: Bingo

- Play *Bingo* (see Games bank, pages 14–17) with the unit vocabulary.

Workbook pages 32–33



Lesson 5 Exam practice

1 CE:Key For each question, choose the correct answer.

		Anne	Greta	Eliza
1	Who talks about what scientists on Earth are doing?	A	B	C
2	Whose ideas talk about different clothes?	A	B	C
3	Who is worried about children on the new planet?	A	B	C
4	Whose ideas agree with another student's ideas?	A	B	C
5	Whose ideas talk about exploring the new planet?	A	B	C
6	Who is thinking about houses on the new planet?	A	B	C

A new planet home?

Anne: This week in our science class we've been talking about what humans would need to live on a new planet. I think the most important thing is that the planet should have a safe oxygen atmosphere – we need to be able to breathe the air! We might have to wear special clothes if the planet is very cold or very hot, but it would be good to not have to wear a mask. If it's safe to breathe the air, it's safe to explore the planet!

Greta: I think the most important thing is to work out how we will build houses on a new planet. If the new planet has got lots of rocks, we might use them to build houses. If the planet has got lots of rivers or seas, we may live on boats. I don't think we will live in buildings like flats. After we choose where people will live, then we should think about where and how children will play and go to school. Or if children should go to the new planet at all!

Eliza: I think Anne is right – it's important that the planet has a safe atmosphere. The right atmosphere would help trees and plants grow too. Scientists on Earth have been growing plants in space for a long time. If we can grow plants on the new planet, we'll have all the food we need! We should also be able to drink the water on the planet. If we have safe food and water, we can do almost anything.

32 Unit 3 A2 Key for Schools: Reading and Writing Part 2

2 CE:Key For each question, write the correct answer. Write one word for each gap.

Dear Bella,

We have finally **(0)** ___found___ Jax and Minnie on a new planet, and guess what! It **(1)** _____ very different to Earth! The **(2)** _____ was OK – not too hot or too cold, but it's totally dark. There were lots **(3)** _____ familiar flowers and I **(4)** _____ hear the **(5)** _____ of a waterfall. Dad thinks we **(6)** _____ be careful. Although the flowers and trees smelled **(7)** _____ those on our planet, they might **(8)** _____ bad for us. I keep thinking **(9)** _____ you. Where are you? I know you **(10)** _____ not get this message, but I hope you do!

Love, Joni

Lesson 6 Learning to learn

1 Complete the text.

dictionary English online own ~~work out~~

When you find a word and can't [1] ___work out___ its meaning, you can use a [2] _____. These are either bilingual (they give the English word in your [3] _____ language, too) or monolingual (all in [4] _____, with the meaning explained in simple words). You can use dictionaries in book form or [5] _____.

2 Underline the adjective in each sentence. Use the context to work out which column it goes in. Use a dictionary to check your answers.

1 The garden was charming, with lots of flowers and trees.
2 He was a nasty man and didn't like children at all.
3 Our weekend at the beach was disappointing because of the rain.
4 I wasn't sure about trying breadfruit, but the taste was very pleasant.
5 He never thinks he has enough money, so he feels dissatisfied all the time.
6 My aunt is trustworthy and never tells a lie.

positive meaning	*charming*		
negative meaning			

Unit 3 A2 Key for Schools: Reading and Writing Part 5 33

Activities 1 and 2 help the children prepare for Part 2 and Part 5 of the Reading and Writing paper of the Cambridge English A2 Key for Schools exam.

1 CE:Key For each question, choose the correct answer.

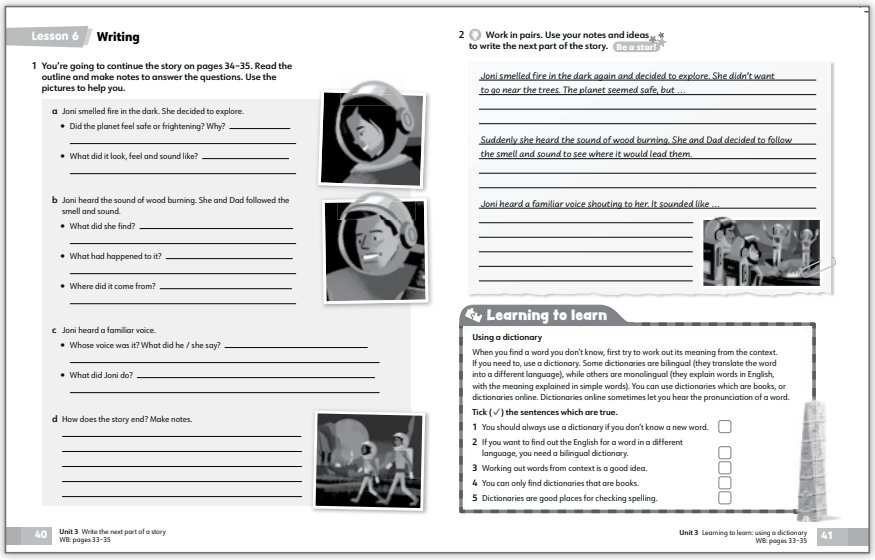
Answers: 1 C **2** A **3** B **4** C **5** A **6** B

2 CE:Key For each question, write the correct answer. Write one word for each gap.

Answers: 1 looks / seems / feels **2** temperature **3** of **4** could **5** sound **6** should **7** like **8** be **9** about **10** may / might

Lesson 6 Writing / Learning to learn

Pupil's Book pages 40–41



Learning objectives: Write the next part of a story; Using a dictionary

1 You're going to continue the story on pages 34–35. Read the outline and make notes to answer the questions. Use the pictures to help you.

- Elicit what the children remember about the story *A strange new planet* on pages 34–35. Write key events on the board.
- The children look at the first picture. Ask *Who can you see?* (Joni) *What is she wearing? (spacesuit and helmet) Why is she wearing these things? (she's in a spaceship)*
- Read out section a of the story plan and elicit ideas to complete it.
- Follow the same procedure with the remaining pictures and sections of the plan, asking questions and eliciting ideas to build up the next part of the story.
- Alternatively, the children can work in pairs to complete the activity.

Answers: Children's own answers.

2 Work in pairs. Use your notes and ideas to write the next part of the story.

Be a star!

- Have the children work in pairs to write the next part of the story, using their plan on page 40.
- If the children need more support, build up the story together as a class. Elicit example sentences for each part of the story and write them on the board.
- The children copy the story into their notebooks.

Suggested answer: Joni smelled fire in the dark again and decided to explore. She didn't want to go. The planet seemed safe, but she couldn't see what was around her.
Suddenly she heard the sound of wood burning. She and Dad decided to follow the smell and sound to see where it would lead them. There she found something hidden in the trees. It was a spaceship! It looked just like the spaceship that she had arrived on so it must be from Earth!
Joni heard a familiar voice shouting to her, a voice that made her feel happy. It sounded like Aunt Minnie. She turned and saw her aunt coming out of the trees with some of her team! 'Oh, Aunt Minnie We've found you at last!' Joni ran towards her friend and hugged her. Minnie explained how they had crashed on the planet when their spaceship stopped working. They made a home on the planet and started fires in the dark for light. They had lots of plants, seeds and food. Dad and Joni went to call Mum to tell her the good news.

Learning to learn

Use a dictionary

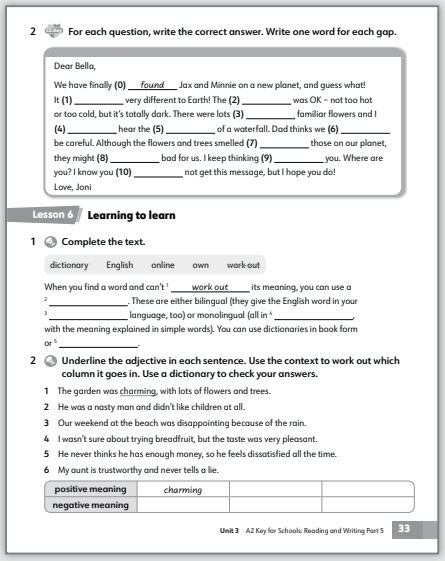
- Find out how many children use a dictionary, and what type they usually use.
- Read out the information in the *Learning to learn* box.

Tick (✓) the sentences which are true.

- The children work individually to read the statements and tick the ones that are true about dictionaries.

Answers: ✓ by: **2**, **3**

Workbook pages 33–35



2 For each question, write the correct answer. Write one word for each gap.

Dear Bella,

We have finally **(0)** *found* Jax and Minnie on a new planet, and guess what! It **(1)** _____ very different to Earth! The **(2)** _____ was OK – not too hot or too cold, but it's totally dark. There were lots **(3)** _____ familiar flowers and I **(4)** _____ hear the **(5)** _____ of a waterfall. Dad thinks we **(6)** _____ be careful. Although the flowers and trees smelled **(7)** _____ those on our planet, they might **(8)** _____ bad for us. I keep thinking **(9)** _____ you. Where are you? I know you **(10)** _____ not get this message, but I hope you do!

Love, Joni

Lesson 6 Learning to learn

1 Complete the text.

dictionary English online own work out

When you find a word and can't [1] *work out* its meaning, you can use a [2] _____. These are either bilingual (they give the English word in your [3] _____ language, too) or monolingual (all in [4] _____), with the meaning explained in simple words). You can use dictionaries in book form or [5] _____.

2 Underline the adjective in each sentence. Use the context to work out which column it goes in. Use a dictionary to check your answers.

1 The garden was charming, with lots of flowers and trees.
2 He was a nasty man and didn't like children at all.
3 Our weekend at the beach was disappointing because of the rain.
4 I wasn't sure about trying breadfruit, but the taste was very pleasant.
5 He never thinks he has enough money, so he feels dissatisfied all the time.
6 My aunt is trustworthy and never tells a lie.

positive meaning	*charming*		
negative meaning			

Unit 3 A2 Key for Schools: Reading and Writing Part 5 33

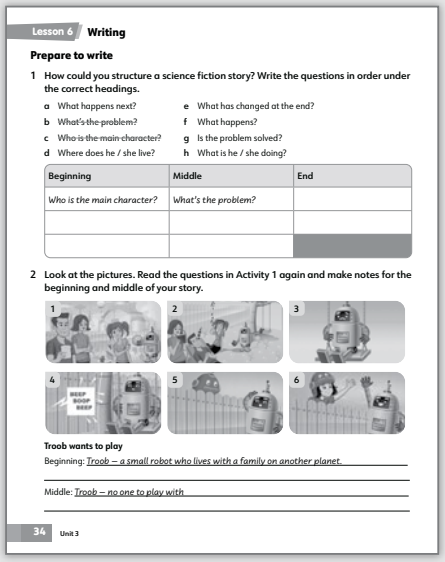
Learning to learn

1 Complete the text.

Answers: 1 work out **2** dictionary **3** own **4** English **5** online

2 Underline the adjective in each sentence. Use the context to work out which column it goes in. Use a dictionary to check your answers.

Answers: Positive: charming (1), pleasant (4), trustworthy (6) **Negative:** nasty (2), disappointing (3), dissatisfied (5)



Lesson 6 Writing

Prepare to write

1 How could you structure a science fiction story? Write the questions in order under the correct headings.

a What happens next?
b What's the problem?
c Who is the main character?
d Where does he / she live?
e What has changed at the end?
f What happens?
g Is the problem solved?
h What is he / she doing?

Beginning	Middle	End
Who is the main character?	*What's the problem?*	

2 Look at the pictures. Read the questions in Activity 1 again and make notes for the beginning and middle of your story.

Troob wants to play

Beginning: *Troob – a small robot who lives with a family on another planet.*

Middle: *Troob – no one to play with*

34 Unit 3

Prepare to write

1 How could you structure a science fiction story? Write the questions in order under the correct headings.

- Read out the example sentence in the 'Beginning' column and elicit what comes next.
- The children complete the activity individually.

Answers: Beginning: Who is the main character? Where does he / she live? What is he / she doing? **Middle:** What's the problem? What happens? What happens next? **End:** Is the problem solved? What has changed at the end?

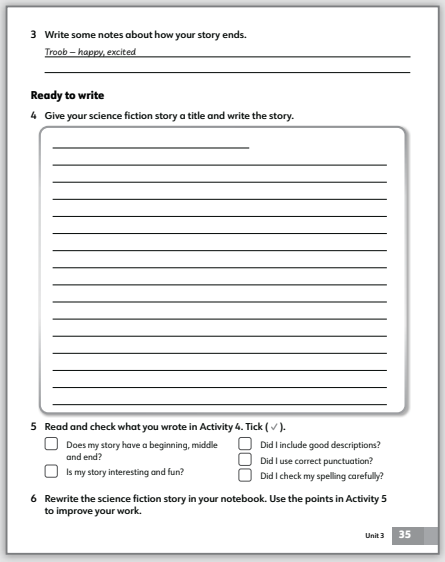
2 Look at the pictures. Read the questions in Activity 1 again and make notes for the beginning and middle of your story.

- Elicit what the children can see in pictures 1–4.
- The children work in pairs to think about what happens in the beginning and middle of the story.

3 Write some notes about how your story ends.

- Draw attention to the last two pictures and elicit ideas about how the story ends.

Answers: Children's own answers.



3 Write some notes about how your story ends.

Troob – happy, excited

Ready to write

4 Give your science fiction story a title and write the story.

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

☐ Does my story have a beginning, middle and end?
☐ Is my story interesting and fun?
☐ Did I include good descriptions?
☐ Did I use correct punctuation?
☐ Did I check my spelling carefully?

6 Rewrite the science fiction story in your notebook. Use the points in Activity 5 to improve your work.

Unit 3 35

Ready to write

4 Give your science fiction story a title and write the story.

- The children use the information on pages 34–35 to write their story and give it a title.

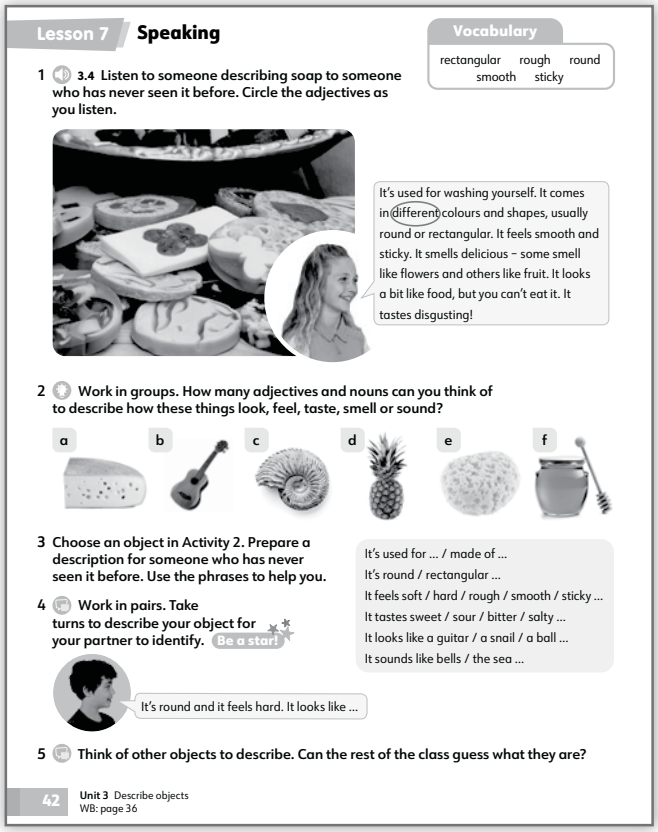
5 Read and check what you wrote in Activity 4. Tick (✓).

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

6 Rewrite the science fiction story in your notebook. Use the points in Activity 5 to improve your work.

Lesson 7 Speaking

Pupil's Book page 42



Lesson 7 Speaking

Vocabulary: rectangular rough round smooth sticky

1 3.4 Listen to someone describing soap to someone who has never seen it before. Circle the adjectives as you listen.

It's used for washing yourself. It comes in different colours and shapes, usually round or rectangular. It feels smooth and sticky. It smells delicious – some smell like flowers and others like fruit. It looks a bit like food, but you can't eat it. It tastes disgusting!

2 Work in groups. How many adjectives and nouns can you think of to describe how these things look, feel, taste, smell or sound?

a b c d e f

3 Choose an object in Activity 2. Prepare a description for someone who has never seen it before. Use the phrases to help you.

It's used for ... / made of ...
It's round / rectangular ...
It feels soft / hard / rough / smooth / sticky ...
It tastes sweet / sour / bitter / salty ...
It looks like a guitar / a snail / a ball ...
It sounds like bells / the sea ...

4 Work in pairs. Take turns to describe your object for your partner to identify. Be a star!

It's round and it feels hard. It looks like ...

5 Think of other objects to describe. Can the rest of the class guess what they are?

42 Unit 3 Describe objects
WB: page 36

Learning objectives: Describe objects

Vocabulary: rectangular, rough, smooth, sticky

Review vocabulary: describing things

Resources: Vocabulary 2 worksheet

Warm-up: Backs to the board

- Play *Backs to the board* (see Games Bank, pages 14–17) with words from this unit.
- Suggested words: *round, delicious, disgusting, sweet, bitter, hard.*

Vocabulary

- Read out the words in the vocabulary box and have children repeat. Point to or show something in the classroom of that shape or texture. Say: *Look – this is rectangular / rough / smooth / sticky.*
- Ask the children to find something else in the classroom with the same shape or texture.
- Have them raise their hands when they have an example and show the rest of the class. The others say what the word is and the child showing confirms.

1 3.4 Listen to someone describing soap to someone who has never seen it before. Circle the adjectives as you listen.

- Have the children look at the photo. Elicit nouns or adjectives to describe what they can see.
- Have them look quickly at the description and see if their words are included.
- Play the audio and have the children follow and circle the adjectives.
- Ask if there were words for all the senses (all except *sound*).
- Play the audio again and have the children say *Stop!* every time they hear an adjective. Ask them to say the adjective each time.

Audioscript

It's used for washing yourself. It comes in different colours and shapes, usually round or rectangular. It feels smooth and sticky. It smells delicious – some smell like flowers and others like fruit. It looks a bit like food, but you can't eat it. It tastes disgusting!

Answers: different, round, rectangular, smooth, sticky, delicious, disgusting

2 Work in groups. How many adjectives and nouns can you think of to describe how these things look, feel, taste, smell or sound?

- Elicit some words to describe the first object and write them on the board (e.g. *round*, *rough*, *soft*, *salty*, *delicious* / *disgusting*).
- Give the children some thinking time and then have them work in groups to describe the other objects. Ask them to try to use as many adjectives and nouns as possible.
- Ask groups to say the words they chose for each object and write them on the board. Ask if there is anything to add for each one.

3 Choose an object in Activity 2. Prepare a description for someone who has never seen it before. Use the phrases to help you.

- Read out the phrases in the box and elicit more ideas for how to complete them.
- Elicit a description of the first object from the whole class. The children can refer to the description in Activity 1 to help them.
- Give the children some time to choose an object and prepare a description of it. Point out they should not write the whole description, but can make some notes of key ideas.

Answers: Children's own answers.

4 Work in pairs. Take turns to describe your object for your partner to identify.

Be a star!

- Give the children an example by describing one of the objects and having them guess which one it is, e.g. *This is very interesting. It's round and it looks a bit like a snail. It feels rough and heavy, but it doesn't smell and you can't eat it. It's made of stone. You can use it for learning about the past.* (c – a fossil)
- Divide the class into pairs and have the children take turns to describe their objects to each other. Remind them that they mustn't say the name of the object.
- Ask if any children would like to describe their object for the rest of the class to guess.

Teaching star!

Group work

Extend activities into group work to develop communication skills.

- Divide the class into groups of five or six.
- Ask one child in each group to empty their school bag. The other group members each choose one object from their own bags. Make sure that the objects they choose are not sharp or messy. Each child places their object in the school bag without the others seeing.
- The children take it in turns to reach into the bag, feel an object and describe its shape, feel, texture, etc. The others try to guess what it is.
- The item is then taken out of the bag and returned to its owner. The bag passes to the next child.

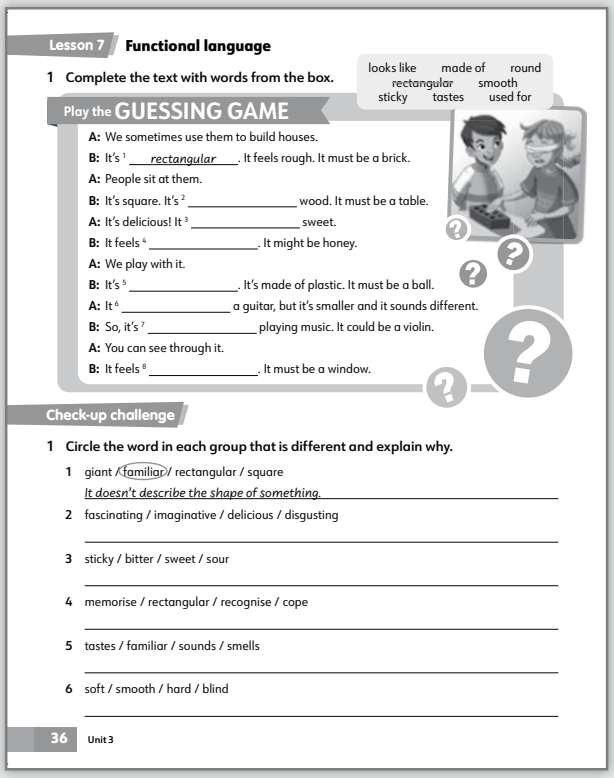
5 Think of other objects to describe. Can the rest of the class guess what they are?

- Have the children spend a few moments deciding what object they could describe. Have them prepare a short description, as they did in Activities 3 and 4.
- Put the class back into their pairs. Have the children take turns describing and guessing their new objects.
- Ask if any children would like to challenge the class to guess their new object.

Cooler: Mime game

- Mime holding or using one of the classroom objects that you have used in this lesson. Have the children guess which one it is.
- Invite other children to come to the front of the class and mime another object for the class to guess.
- The children can continue this in pairs.

Workbook page 36



Lesson 7 **Functional language**

1 Complete the text with words from the box.

looks like made of round rectangular smooth sticky tastes used for

Play the GUESSING GAME

A: We sometimes use them to build houses.
B: It's [1] *rectangular*. It feels rough. It must be a brick.
A: People sit at them.
B: It's square. It's [2] _____ wood. It must be a table.
A: It's delicious! It [3] _____ sweet.
B: It feels [4] _____. It might be honey.
A: We play with it.
B: It's [5] _____. It's made of plastic. It must be a ball.
A: It [6] _____ a guitar, but it's smaller and it sounds different.
B: So, it's [7] _____ playing music. It could be a violin.
A: You can see through it.
B: It feels [8] _____. It must be a window.

Check-up challenge

1 Circle the word in each group that is different and explain why.

1 giant / (familiar) / rectangular / square
It doesn't describe the shape of something.
2 fascinating / imaginative / delicious / disgusting
3 sticky / bitter / sweet / sour
4 memorise / rectangular / recognise / cope
5 tastes / familiar / sounds / smells
6 soft / smooth / hard / blind

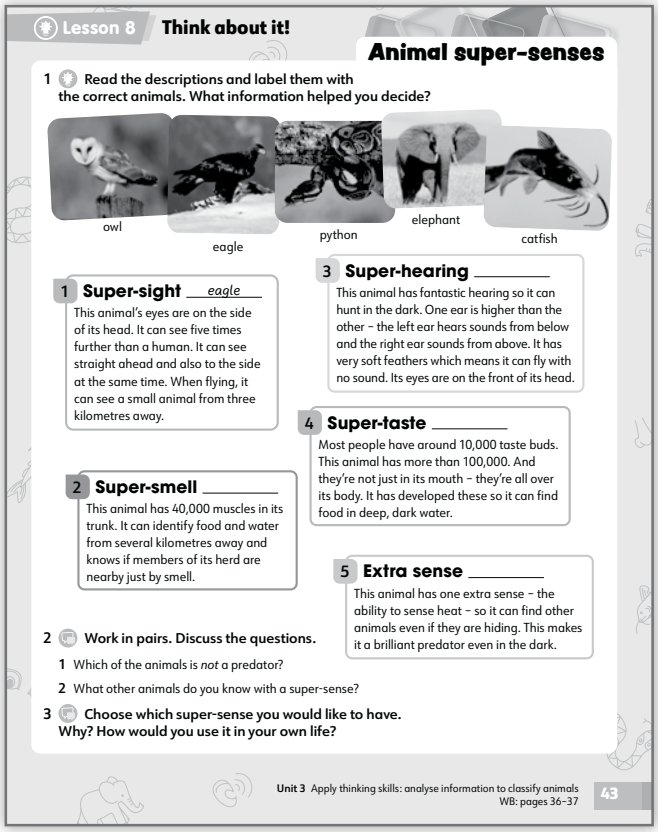
36 Unit 3

1 Complete the text with words from the box.

Answers: 1 rectangular **2** made of **3** tastes **4** sticky **5** round **6** looks like **7** used for **8** smooth

Lesson 8 Think about it!

Pupil's Book page 43


Lesson 8 Think about it!

Animal super-senses

1 Read the descriptions and label them with the correct animals. What information helped you decide?

owl eagle python elephant catfish

1 Super-sight eagle
This animal's eyes are on the side of its head. It can see five times further than a human. It can see straight ahead and also to the side at the same time. When flying, it can see a small animal from three kilometres away.

2 Super-smell
This animal has 40,000 muscles in its trunk. It can identify food and water from several kilometres away and knows if members of its herd are nearby just by smell.

3 Super-hearing
This animal has fantastic hearing so it can hunt in the dark. One ear is higher than the other – the left ear hears sounds from below and the right ear sounds from above. It has very soft feathers which means it can fly with no sound. Its eyes are on the front of its head.

4 Super-taste
Most people have around 10,000 taste buds. This animal has more than 100,000. And they're not just in its mouth – they're all over its body. It has developed these so it can find food in deep, dark water.

5 Extra sense
This animal has one extra sense – the ability to sense heat – so it can find other animals even if they are hiding. This makes it a brilliant predator even in the dark.

2 Work in pairs. Discuss the questions.
1 Which of the animals is *not* a predator?
2 What other animals do you know with a super-sense?

3 Choose which super-sense you would like to have. Why? How would you use it in your own life?

Unit 3 Apply thinking skills: analyse information to classify animals
WB: pages 36–37
43

Learning objectives: Apply thinking skills: analyse information to classify animals

Resources: Unit 3 test

Warm-up: Odd word out

- Write on the board the following groups of words:
  1 eagle tiger durian lizard
  2 durian juice breadfruit bitter orange
  3 speak taste smell feel
  4 sour sweet bitter taste
- Ask the children to look and decide which is the odd word out in each group and why. Have them compare ideas with a partner and then invite suggestions from the class. Ask if everyone agrees – there may be alternative answers. Ask for an explanation each time.

Suggested answers: 1 durian (a fruit, others are animals) **2** juice (a drink, others are fruits) **3** speak (others are sense verbs) **4** taste (a verb, others are adjectives)

1 Read the descriptions and label them with the correct animals. What information helped you decide?

- Have the children look at the photos of the animals. Ask which animal they like most and why. Find out if they have ever seen any of the animals in a zoo or in the wild.
- Ask a volunteer to read out the first description. Elicit which animal it matches and what clues in the description tell them this. (*its eyes are on the side of its head, it's a predator*)
- The children read the remaining descriptions and match them to the animals. Encourage them to find and underline clues in the text to support their answers.
- Say the names of the super-senses and have the children tell you the animal. Check that the class agrees and ask for their reasons.

Answers: 1 Super-sight: eagle
2 Super-smell: elephant **3 Super-hearing:** owl
4 Super-taste: catfish **5 Extra sense:** python

2 Work in pairs. Discuss the questions.

- Give the children some thinking time to decide on their answers to the questions.
- The children discuss their answers with a partner. Then open the discussion to the class and take suggestions, including as many children as possible.
- If the children need ideas, other animals with super-senses include:
  super-smell: dogs (used to find bombs and track people);
  super-hearing: bats (use their hearing to do echolocation and 'see' by hearing);
  super-sight: cats (they have incredible night vision).

Answers: 1 The elephant is not a predator.
2 Children's own answers.

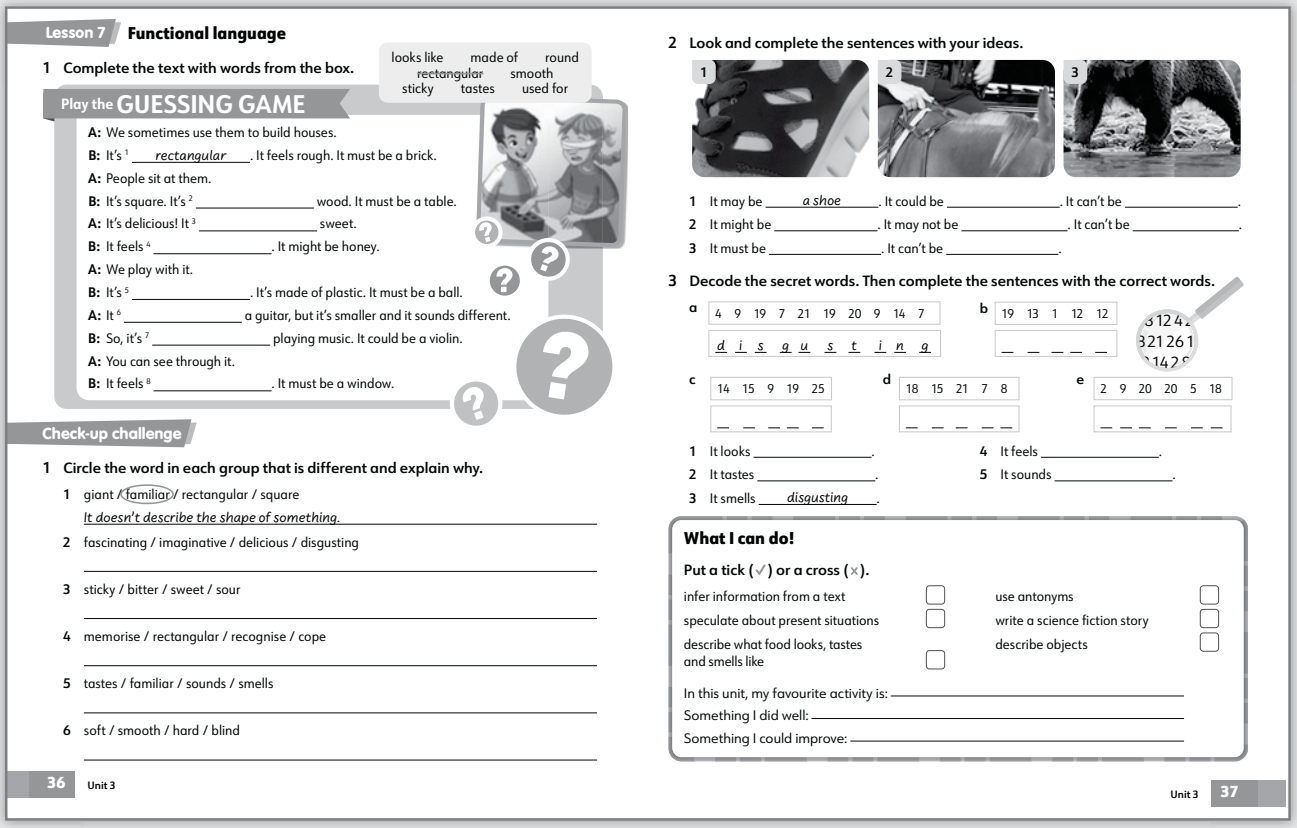
3 Choose which super-sense you would like to have. Why? How would you use it in your own life?

- Give the children an example answer of your own, e.g. *I'd like to have super-hearing because I could use it to hear everything my pupils are saying when everyone is talking in pairs at the same time!*
- The children work in pairs to discuss the questions and give reasons for their answers.
- Ask for examples of the super-senses the children would like to have and ask them to explain why.

Cooler: Shark game

- Play the *Shark game* (see Games bank, pages 14–17) with some of the key vocabulary from this lesson (e.g. *kilometre, predator, silently, muscles, brilliant, catfish*).

Workbook pages 36–37



Lesson 7 **Functional language**

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Play the GUESSING GAME

A: We sometimes use them to build houses.
B: It's [1] *rectangular*. It feels rough. It must be a brick.
A: People sit at them.
B: It's square. It's [2] _____ wood. It must be a table.
A: It's delicious! It [3] _____ sweet.
B: It feels [4] _____. It might be honey.
A: We play with it.
B: It's [5] _____. It's made of plastic. It must be a ball.
A: It [6] _____ a guitar, but it's smaller and it sounds different.
B: So, it's [7] _____ playing music. It could be a violin.
A: You can see through it.
B: It feels [8] _____. It must be a window.

Check-up challenge

1 Circle the word in each group that is different and explain why.

1 giant / familiar / rectangular / square
It doesn't describe the shape of something.
2 fascinating / imaginative / delicious / disgusting
3 sticky / bitter / sweet / sour
4 memorise / rectangular / recognise / cope
5 tastes / familiar / sounds / smells
6 soft / smooth / hard / blind

36 Unit 3

2 Look and complete the sentences with your ideas.

1 It may be *a shoe*. It could be _____. It can't be _____.
2 It might be _____. It may not be _____. It can't be _____.
3 It must be _____. It can't be _____.

3 Decode the secret words. Then complete the sentences with the correct words.

a 4 9 19 7 21 19 20 9 14 7 — *d i s g u s t i n g*
b 19 13 1 12 12 — _ _ _ _ _
c 14 15 9 19 25 — _ _ _ _ _
d 18 15 21 7 8 — _ _ _ _ _
e 2 9 20 20 5 18 — _ _ _ _ _ _

1 It looks _____.
2 It tastes _____.
3 It smells *disgusting*.
4 It feels _____.
5 It sounds _____.

What I can do!

Put a tick (✓) or a cross (×).

infer information from a text ☐
speculate about present situations ☐
describe what food looks, tastes and smells like ☐
use antonyms ☐
write a science fiction story ☐
describe objects ☐

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

Unit 3 37

Check-up challenge

1 Circle the word in each group that is different and explain why.

Answers: 1 familiar – It doesn't describe the shape of something. **2** disgusting – It has a negative meaning. **3** sticky – It doesn't describe a taste. **4** rectangular – It isn't a verb. **5** familiar – It isn't a sense verb. **6** blind – It doesn't describe what something feels like.

2 Look and complete the sentences with your ideas.

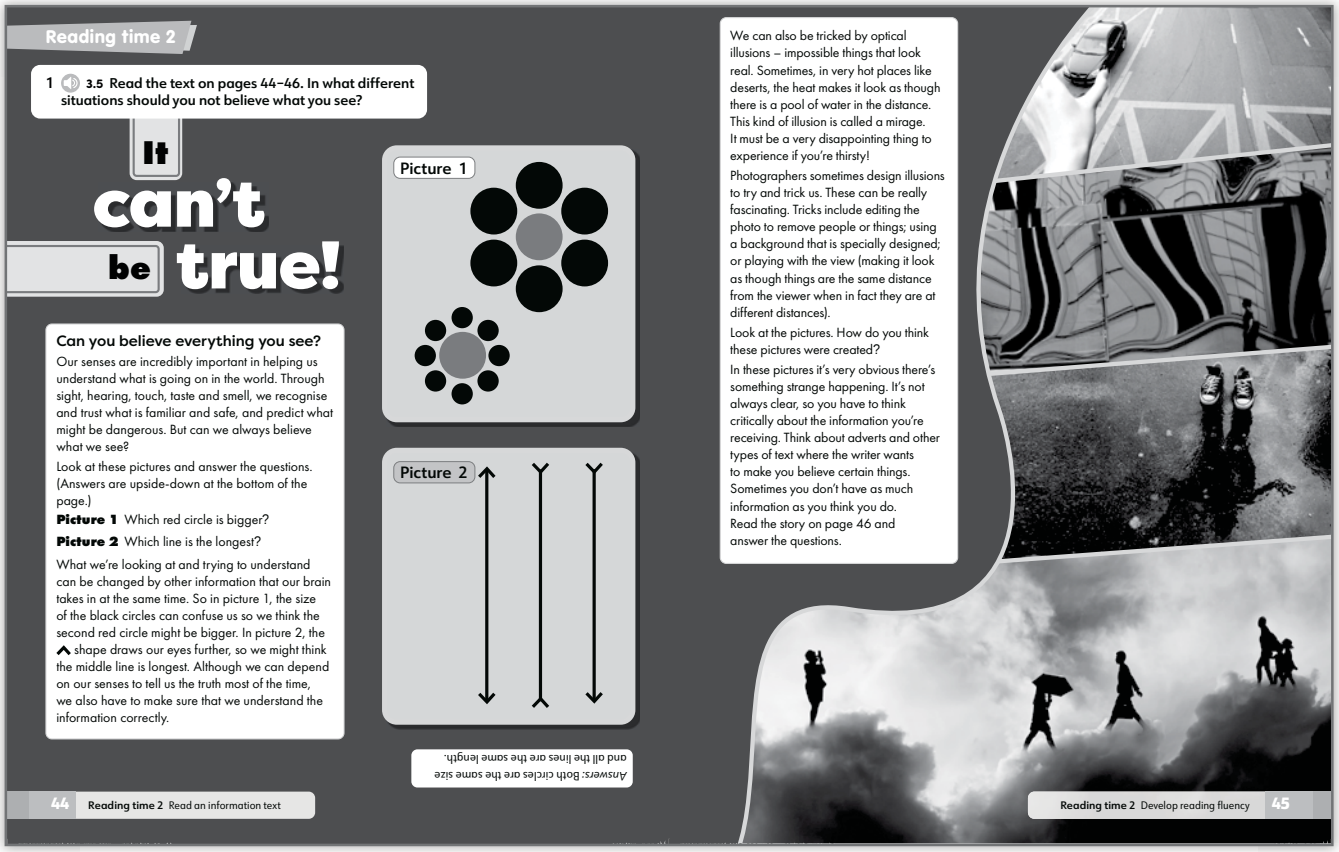
Answers: Children's own answers.

3 Decode the secret words. Then complete the sentences with the correct words.

Answers: a disgusting **b** small **c** noisy **d** rough **e** bitter
1 small **2** bitter **3** disgusting **4** rough **5** noisy

Reading time 2

Pupil's Book pages 44–46



Reading time 2

1 3.5 Read the text on pages 44–46. In what different situations should you not believe what you see?

It can't be true!

Can you believe everything you see?

Our senses are incredibly important in helping us understand what is going on in the world. Through sight, hearing, touch, taste and smell, we recognise and trust what is familiar and safe, and predict what might be dangerous. But can we always believe what we see?

Look at these pictures and answer the questions. (Answers are upside-down at the bottom of the page.)

Picture 1 Which red circle is bigger?

Picture 2 Which line is the longest?

What we're looking at and trying to understand can be changed by other information that our brain takes in at the same time. So in picture 1, the size of the black circles can confuse us so we think the second red circle might be bigger. In picture 2, the ^ shape draws our eyes further, so we might think the middle line is longest. Although we can depend on our senses to tell us the truth most of the time, we also have to make sure that we understand the information correctly.

Picture 1

Picture 2

Answers: Both circles are the same size and all the lines are the same length.

44 **Reading time 2** Read an information text

We can also be tricked by optical illusions – impossible things that look real. Sometimes, in very hot places like deserts, the heat makes it look as though there is a pool of water in the distance. This kind of illusion is called a mirage. It must be a very disappointing thing to experience if you're thirsty!

Photographers sometimes design illusions to try and trick us. These can be really fascinating. Tricks include editing the photo to remove people or things; using a background that is specially designed; or playing with the view (making it look as though things are the same distance from the viewer when in fact they are at different distances).

Look at the pictures. How do you think these pictures were created?

In these pictures it's very obvious there's something strange happening. It's not always clear, so you have to think critically about the information you're receiving. Think about adverts and other types of text where the writer wants to make you believe certain things. Sometimes you don't have as much information as you think you do. Read the story on page 46 and answer the questions.

Reading time 2 Develop reading fluency 45



Reading time 2

A smartly-dressed businessman is walking along a city street. He's speaking on his very expensive phone – he's not really paying attention to what's going on around him. Behind him, a poor young man with untidy hair and clothes suddenly starts running. He looks scary.

A What does the young man want?

The businessman hears the sound of footsteps running behind him and turns to see the young man running straight at him. He holds on to his phone tightly. He looks very frightened.

B What's going to happen to the businessman?

The young man grabs the businessman and pulls him to one side – just in time. The businessman was going to be hit by a cyclist coming round the corner. The young man had seen this and saved him.

C What's your opinion of the young man now?

Sometimes we don't know enough about a situation to understand what's really happening and we jump to the wrong conclusions.

So how do we manage when there is so much information in the world for us to take in – and some of it isn't what it seems? The answer is that we need to develop excellent 'reading' skills, so that we can understand not only texts, but also pictures, ideas and people. It's important to ask questions about what we're seeing: Can this be true? Have I misunderstood? Do I know enough? How can I find out more? Do I need to look at this from a different point of view? The more we understand about ourselves and about the world around us, the better we can trust our senses.

46 **Reading time 2** Read an information text

***Learning objectives*:** Read an information text; Develop reading fluency

Warm-up: Alphabet adjectives

- Write the alphabet on the board in four columns (*A–G, H–N, O–U, V–Z*) with space to write a word after each letter. Write *Adjectives* at the top of the board.
- Divide the class into two teams. Tell the teams they have five seconds each time to think of an adjective starting with one of the letters – only one adjective per letter.
- Write each team's words in a different colour. Decide who starts and begin accepting and writing suggestions.
- If a team takes longer than five seconds to give a word, they stop and the other team continues until they also have no more words. Then count the words in each colour to see who won.

1 3.5 Read the text on pages 44–46. In what different situations should you not believe what you see?

Pre-reading

- Have the children look at the pictures on pages 44–45 and the title of the text. Ask *What can you see? What do you think is the connection between the title and the pictures? Which sense do you think the text will talk about?*
- The children look at the first picture again and say which red circle looks bigger. Then they look at the second picture and say which black line looks the longest.

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 text on page 44 and check their ideas from the activities above.
- Conduct feedback with the class. Ask the children if they are surprised by the answers.
- The children look at the photos on page 45 and describe what they can see in each one.
- Write these questions on the board:
  What is an illusion?
  What trick has the photographer used in photos 1, 3 and 4?
  The children read the text on page 45 and answer the questions.
- The children compare their answers with a partner.
- Conduct feedback with the class and discuss ideas *(photo 1: playing with the view, photo 3: editing the photo to remove the person, photo 4: using a specially designed background).*
- The children look at the picture on page 46. Elicit what they think is happening and why.
- The children read the story in the top box and check their ideas. Then they discuss the three questions with a partner.
- Conduct feedback with the class.
- The children read the last part of the text. Elicit what questions we should ask ourselves about what we think we see and believe.
- Finally, ask *In what different situations can you believe what you see, even when it's not real?* The children scan the text on pages 44–46 and underline information to answer the question.
- Discuss answers with the class.

Suggested answers: optical illusions, trick photographs, some adverts

Post-reading

- Have the children look at the picture on page 46 again.
- Give your answers to each of the five questions in the last part of the text and have the children say which question you are answering, e.g.
  (*Can this be true?*) *The young man looks angry and scary, but how do I know he's going to do something bad?*
  (*Do I know enough?*) *I don't know anything about either of the people in the picture, so I can't really say what's happening.*
  (*Have I misunderstood?*) *My first impression is not always correct, so I have to consider other ideas.*
  (*Do I need to look at this from a different point of view?*) *Let's imagine I'm the young man – I'm not a bad person! What might I want to do?*
  (*How can I find out more?*) *I should read the text carefully and see if it makes sense. Maybe I can check the story in other places to see if other people tell it the same way.*

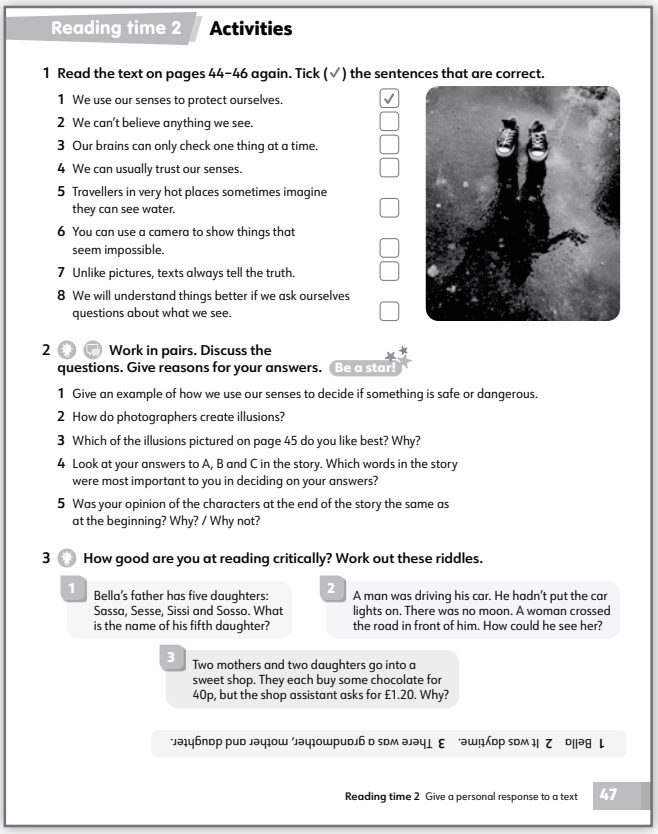
Cooler: Disappearing sentences

- Play *Disappearing sentences* (see Games bank, pages 14–17) with the five questions from the last part of the text on page 46.



Reading time 2 / Activities

Pupil's Book page 47



Reading time 2 Activities

1 Read the text on pages 44–46 again. Tick (✓) the sentences that are correct.

1 We use our senses to protect ourselves. ✓
2 We can't believe anything we see.
3 Our brains can only check one thing at a time.
4 We can usually trust our senses.
5 Travellers in very hot places sometimes imagine they can see water.
6 You can use a camera to show things that seem impossible.
7 Unlike pictures, texts always tell the truth.
8 We will understand things better if we ask ourselves questions about what we see.

2 Work in pairs. Discuss the questions. Give reasons for your answers. Be a star!

1 Give an example of how we use our senses to decide if something is safe or dangerous.
2 How do photographers create illusions?
3 Which of the illusions pictured on page 45 do you like best? Why?
4 Look at your answers to A, B and C in the story. Which words in the story were most important to you in deciding on your answers?
5 Was your opinion of the characters at the end of the story the same as at the beginning? Why? / Why not?

3 How good are you at reading critically? Work out these riddles.

1 Bella's father has five daughters: Sassa, Sesse, Sissi and Sosso. What is the name of his fifth daughter?

2 A man was driving his car. He hadn't put the car lights on. There was no moon. A woman crossed the road in front of him. How could he see her?

3 Two mothers and two daughters go into a sweet shop. They each buy some chocolate for 40p, but the shop assistant asks for £1.20. Why?

1 Bella 2 It was daytime. 3 There was a grandmother, mother and daughter.

Reading time 2 Give a personal response to a text 47

***Learning objectives*:** Read an information text; Give a personal response to a text

Warm-up: Bingo

- Play *Bingo* (see Games bank, pages 14–17) with words from units 1–3.
- Suggested words to use:
  habitat, migrate, behaviour, foreground, giraffe, species, antenna, signal, film, engine, journey, sporty, owl, giant, planet, sight, bitter, memorise, rough, eagle

1 Read the text on pages 44–46 again. Tick (✓) the sentences that are correct.

- Refer the children to the example sentence. Ask the children if they can find information in the text which shows why this answer is correct (*paragraph 1 – Through sight, hearing, touch, taste and smell, we recognise and trust what is familiar and safe, and predict what might be dangerous*).
- The children read the text again and tick the true statements. Encourage them to find and underline information in the text to support their answers.
- Ask individual children to read out sentences and then say if they are true or false. Ask if everyone agrees. Refer to information in the text to support the answer if there is disagreement.

Answers: ✓ by: **1**, **4**, **5**, **6**, **8**

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

Be a star!

- Read out the first question. Write the five senses on the board (*taste, touch, smell, sight, hearing*) and elicit ideas for how we can use each one to tell us if something is dangerous.
- The children work in pairs to discuss the other questions, using the information in the text and their own ideas.
- Ask the whole class for answers and opinions about the questions.

Suggested answers: 1 Touch can tell us if a drink is too hot; Taste or smell can tell us if food has gone bad; Hearing can tell us if a car is coming; Sight can tell us how close the car is. **2** They can edit a photo to remove people or things, use a special background, or play with the view so that things look the same distance from the viewer. **3, 4, 5** Children's own answers.

3 How good are you at reading critically? Work out these riddles.

- Tell the children to cover the answers at the foot of the page. Read out the first riddle and elicit ideas. The children may use logic to continue the sequence and answer *Sussu*, but explain that it is a trick question. If they need help, ask: *Whose father has five daughters?* (*Bella's*) *What are the names of Bella's sisters?* (*Sassa, Sesse, Sissi and Sosso*) *So what is the name of the fifth daughter?* (*Bella*)
- Give the children some time to look at and think about the other riddles. Encourage them to question what they read, and to think 'laterally' (i.e. indirectly and creatively) to solve the problems.
- Divide the class into pairs and have them discuss their answers.
- Ask the class to check their answers by looking at the bottom of the page. Then have volunteers explain the answers.

Answers: 1 Bella **2** It was daytime **3** There were only three people: a grandmother (who is also a mother), a mother (who is also a daughter) and a daughter

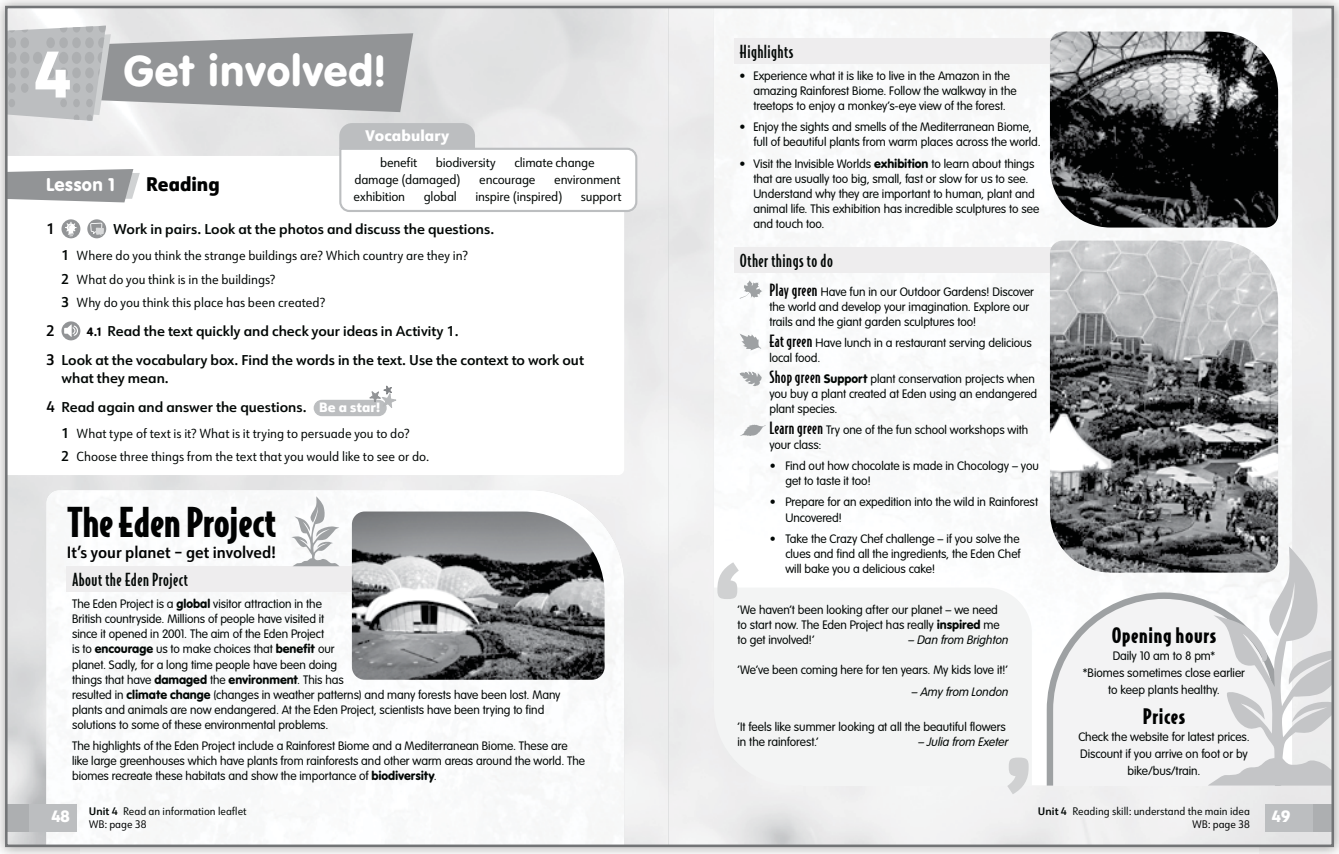
Cooler: Acrostics

- Write the word *BRAIN* on the board with the letters one below the other in a vertical line.
- Ask the children for a word about the text that begins with each of the letters. Write their suggestions next to the letters on the board (e.g. *believe*, *recognise*, *analyse*, *illusion*, *notice*).
- Now have the children choose from the words *TRUST* or *TRICK* and do the same. Then they share their acrostic with the children around them.
- Ask if anyone would like to share their acrostic with the class.

4 Get involved!

Lesson 1 Reading

Pupil's Book pages 48–49



4 Get involved!

Lesson 1 Reading

Vocabulary
benefit biodiversity climate change damage (damaged) encourage environment exhibition global inspire (inspired) support

1 Work in pairs. Look at the photos and discuss the questions.
1 Where do you think the strange buildings are? Which country are they in?
2 What do you think is in the buildings?
3 Why do you think this place has been created?
2 4.1 Read the text quickly and check your ideas in Activity 1.
3 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.
4 Read again and answer the questions. Be a star!
1 What type of text is it? What is it trying to persuade you to do?
2 Choose three things from the text that you would like to see or do.

The Eden Project
It's your planet – get involved!

About the Eden Project

The Eden Project is a **global** visitor attraction in the British countryside. Millions of people have visited it since it opened in 2001. The aim of the Eden Project is to **encourage** us to make choices that **benefit** our planet. Sadly, for a long time people have been doing things that have **damaged** the **environment**. This has resulted in **climate change** (changes in weather patterns) and many forests have been lost. Many plants and animals are now endangered. At the Eden Project, scientists have been trying to find solutions to some of these environmental problems.

The highlights of the Eden Project include a Rainforest Biome and a Mediterranean Biome. These are like large greenhouses which have plants from rainforests and other warm areas around the world. The biomes recreate these habitats and show the importance of **biodiversity**.

48 Unit 4 Read an information leaflet
WB: page 38

Highlights

- Experience what it is like to live in the Amazon in the amazing Rainforest Biome. Follow the walkway in the treetops to enjoy a monkey's-eye view of the forest.
- Enjoy the sights and smells of the Mediterranean Biome, full of beautiful plants from warm places across the world.
- Visit the Invisible Worlds **exhibition** to learn about things that are usually too big, small, fast or slow for us to see. Understand why they are important to human, plant and animal life. This exhibition has incredible sculptures to see and touch too.

Other things to do

Play green Have fun in our Outdoor Gardens! Discover the world and develop your imagination. Explore our trails and the giant garden sculptures too!

Eat green Have lunch in a restaurant serving delicious local food.

Shop green **Support** plant conservation projects when you buy a plant created at Eden using an endangered plant species.

Learn green Try one of the fun school workshops with your class:

- Find out how chocolate is made in Chocology – you get to taste it too!
- Prepare for an expedition into the wild in Rainforest Uncovered!
- Take the Crazy Chef challenge – if you solve the clues and find all the ingredients, the Eden Chef will bake you a delicious cake!

'We haven't been looking after our planet – we need to start now. The Eden Project has really **inspired** me to get involved!' *– Dan from Brighton*

'We've been coming here for ten years. My kids love it!' *– Amy from London*

'It feels like summer looking at all the beautiful flowers in the rainforest.' *– Julia from Exeter*

Opening hours
Daily 10 am to 8 pm*
*Biomes sometimes close earlier to keep plants healthy.

Prices
Check the website for latest prices. Discount if you arrive on foot or by bike/bus/train.

Unit 4 Reading skill: understand the main idea
WB: page 38 49

Learning objectives: Read an information leaflet; Understand the main idea

Vocabulary: benefit, biodiversity, climate change, damage (damaged), encourage, environment, exhibition, global, inspire (inspired), support

Resources: Vocabulary 1 worksheet

Warm-up: Backs to the board

- Play *Backs to the board* (see Games bank, pages 14–17) with vocabulary from Unit 3.
- Suggested words: *hard, giant, disgusting, sound, soft, sour, sticky.*

1 Work in pairs. Look at the photos and discuss the questions.

- Have the children look at the photos. Elicit what they can see in each one. Ask *What sort of place do you think this is? Where is this place located? Why do you think it was created? What do you think is in the buildings?* Elicit ideas and write them on the board.

2 4.1 Read the text quickly and check your ideas in Activity 1.

- Have the children read the text quickly and check their ideas in Activity 1.
- Ask the children to say which of their ideas on the board were correct.
- Play the audio if the children need additional support.

Suggested answers: 1 The buildings are in the British countryside. **2** There are plants from around the world in the buildings. **3** It was built to encourage us to think about our relationship with nature and to make choices that benefit our planet.

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

- The 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 155 of the Pupil's Book.

- Read out the following definitions and ask the children to call out the words:
  A public place where you can see art or other interesting things for a limited time. (exhibition)
  To have a good effect on something. (benefit)
  To make someone feel that they want to do something. (inspire)
  To help someone feel able to do something and feel good about it. (encourage)
  The natural world including land, water, air, plants and animals. (environment)
  The variety of all living things in the world or in a habitat. (biodiversity)
  To break something or make it worse. (damage)
  To give help to someone or something. (support)
  Relating to the whole world. (global)
  Changes in temperatures and weather that happen over a long time. (climate change)

4 Read again and answer the questions.

Be a star!

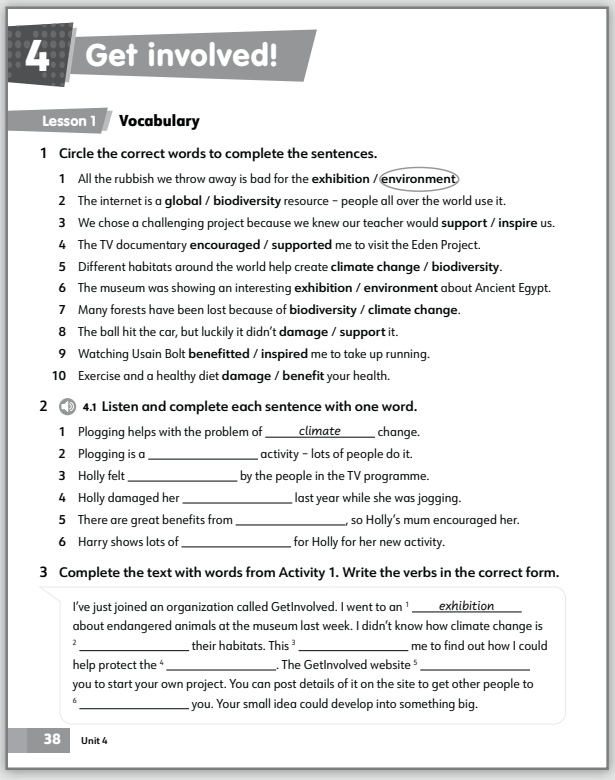
- Give the children time to read the text again at their own pace and think about the questions.
- Conduct feedback with the class.

Answers: 1 It's an information leaflet. It's persuading the reader to visit the Eden Project. **2** Children's own answers.

Cooler: What's the last word?

- Play *What's the last word?* (see Games bank, pages 14–17) with audio track 1.16. Suggested words to stop after: *encourage, biome, exhibition, child-friendly, endangered, expedition, delicious*.

Workbook page 38



4 Get involved!

Lesson 1 Vocabulary

1 Circle the correct words to complete the sentences.

1 All the rubbish we throw away is bad for the **exhibition** / **environment**.
2 The internet is a **global** / **biodiversity** resource – people all over the world use it.
3 We chose a challenging project because we knew our teacher would **support** / **inspire** us.
4 The TV documentary **encouraged** / **supported** me to visit the Eden Project.
5 Different habitats around the world help create **climate change** / **biodiversity**.
6 The museum was showing an interesting **exhibition** / **environment** about Ancient Egypt.
7 Many forests have been lost because of **biodiversity** / **climate change**.
8 The ball hit the car, but luckily it didn't **damage** / **support** it.
9 Watching Usain Bolt **benefitted** / **inspired** me to take up running.
10 Exercise and a healthy diet **damage** / **benefit** your health.

2 4.1 Listen and complete each sentence with one word.

1 Plogging helps with the problem of _climate_ change.
2 Plogging is a _____ activity – lots of people do it.
3 Holly felt _____ by the people in the TV programme.
4 Holly damaged her _____ last year while she was jogging.
5 There are great benefits from _____, so Holly's mum encouraged her.
6 Harry shows lots of _____ for Holly for her new activity.

3 Complete the text with words from Activity 1. Write the verbs in the correct form.

I've just joined an organization called GetInvolved. I went to an [1] _exhibition_ about endangered animals at the museum last week. I didn't know how climate change is [2] _____ their habitats. This [3] _____ me to find out how I could help protect the [4] _____. The GetInvolved website [5] _____ you to start your own project. You can post details of it on the site to get other people to [6] _____ you. Your small idea could develop into something big.

38 Unit 4

1 Circle the correct words to complete the sentences.

Answers: 1 environment **2** global **3** support **4** encouraged **5** biodiversity **6** exhibition **7** climate change **8** damage **9** inspired **10** benefit

2 4.1 Listen and complete each sentence with one word.

Audioscript

Girl: *Hi, Harry! Did you see that programme on TV yesterday? They were talking about something called plogging!*

Boy: *Hi, Holly! No, I didn't. What's plogging?*

Girl: *Well, the word plogging comes from the Swedish word `plocka', to `pick up'. And we all know what `jogging' is – so put the two together, and you get plogging! You pick up rubbish while you jog – so you get fit and help with the problem of climate change too. I had no idea about it, but it's a global thing – people all over the world do it! The people in the programme have really inspired me to have a go.*

Boy: *Really? I didn't think you liked jogging? You damaged your ankle last year while you jogging in the park.*

Girl: *I know – I wasn't sure about the jogging part, but my mum really encouraged me and being outside and exercising benefits your health.*

Boy: *Well, I think that sounds great, Holly! Plogging on a freezing cold Saturday morning is definitely inspiring!*

Girl: *Ahh, thanks so much for your support, Harry! Do you want to come too then?*

Boy: *Hmm – I'll think about it. I love anything to do with helping the environment and buy lots of products that are safe for the planet, but I'm not sure about the jogging. Are you plogging this Saturday? There's an exhibition on at the museum about endangered animals and biodiversity in the Amazon rainforest.*

Girl: *Yes, we are. But let's go to the museum too!*

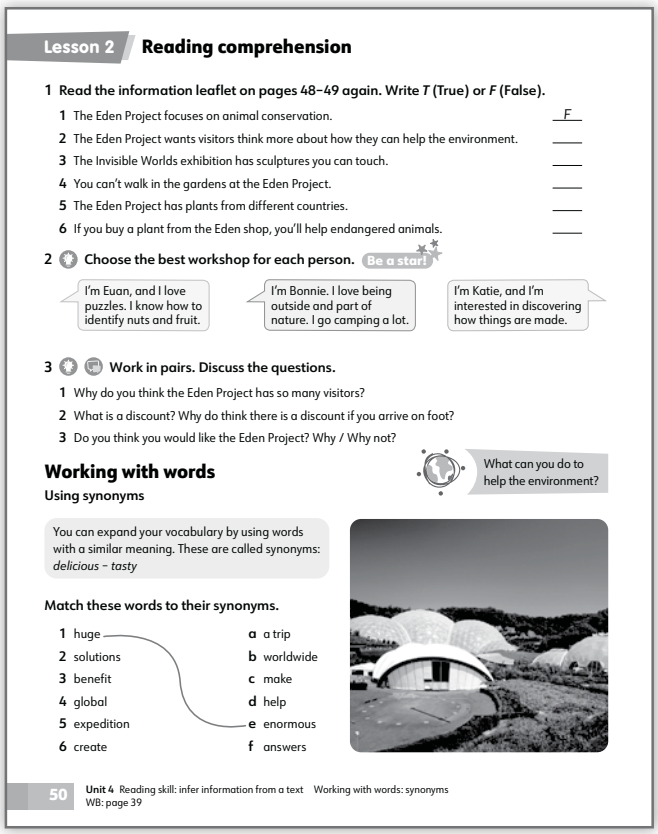
Answers: 2 global **3** inspired **4** ankle **5** exercising **6** support

3 Complete the text with words from Activity 1. Write the verbs in the correct form.

Answers: 1 exhibition **2** damaging **3** inspired **4** environment **5** encourages **6** support

Lesson 2 Reading comprehension

Pupil's Book page 50



Lesson 2 Reading comprehension

1 Read the information leaflet on pages 48–49 again. Write *T* (True) or *F* (False).

1 The Eden Project focuses on animal conservation. F
2 The Eden Project wants visitors think more about how they can help the environment. ___
3 The Invisible Worlds exhibition has sculptures you can touch. ___
4 You can't walk in the gardens at the Eden Project. ___
5 The Eden Project has plants from different countries. ___
6 If you buy a plant from the Eden shop, you'll help endangered animals. ___

2 Choose the best workshop for each person. Be a star!

I'm Euan, and I love puzzles. I know how to identify nuts and fruit.

I'm Bonnie. I love being outside and part of nature. I go camping a lot.

I'm Katie, and I'm interested in discovering how things are made.

3 Work in pairs. Discuss the questions.

1 Why do you think the Eden Project has so many visitors?
2 What is a discount? Why do think there is a discount if you arrive on foot?
3 Do you think you would like the Eden Project? Why / Why not?

Working with words

What can you do to help the environment?

Using synonyms

You can expand your vocabulary by using words with a similar meaning. These are called synonyms: *delicious – tasty*

Match these words to their synonyms.

1 huge — e enormous
2 solutions — f answers
3 benefit — a a trip
4 global — b worldwide
5 expedition — c make
6 create — d help

50 Unit 4 Reading skill: infer information from a text Working with words: synonyms
WB: page 39

Learning objectives: Infer information from a text; Synonyms

Resources: Working with words worksheet

Warm-up: Physical spelling

- Elicit words from the vocabulary box in Lesson 1 and play *Physical spelling* (see Games bank, pages 14–17).

1 Read the information leaflet on pages 48–49 again. Write *T* (True) or *F* (False).

- Read out the first sentence and elicit whether it is true or false (*it is false*). Ask the children to find information in the text to support their answer (*Support plant conservation projects when you buy a plant created at Eden …*).
- Have the children continue the activity individually and then compare answers with a partner, giving information from the text to support each answer.
- Ask children to read out sentences and say if they are true or false. Ask if everyone agrees. Ask one of the children to give a justification.

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

2 Choose the best workshop for each person.

Be a star!

- Ask the children if they can remember the workshops mentioned on page 49 (*Chocology, Rainforest Uncovered, Crazy Chef*).
- Have the whole class decide the best workshop for Euan and explain why (*Crazy Chef – he likes puzzles, and in Crazy Chef you need to solve clues; he can identify different ingredients*).
- Have the children work individually to decide which workshop would be best for Bonnie and Katie, and then compare ideas with a partner.
- Ask for volunteers to say which workshop they chose for the other two children and explain why. Ask if everyone agrees.

Answers: Euan: Crazy Chef **Bonnie:** Rainforest Uncovered **Katie:** Chocology

3 Work in pairs. Discuss the questions.

- Read out the first question and elicit ideas. Encourage children to look back at the text and identify all the different things you can see, do and learn at the Eden Centre.
- Have the children think about their answers to the other questions and then discuss them with a partner.
- Ask for suggestions from the class. Ask if everyone agrees and if there is anything more to add.

Answers: 1 Because there is so much to see, do and learn there. **2** Visitors get a discount, meaning they pay less for their admission ticket, if they travel there by foot, bike or train. This is because these are better for the environment and they want to encourage people not to travel by car or bus. **3** Children's own answers

Teaching star!

Mixed ability

Help less confident children to complete activities. ALL children can contribute one word at a time in this extra activity!

- Tell the children they're now going to work as a team to answer each question in Activity 3.
- Each child has to say one word of the answer, adding words in order round the class, e.g.
(Child 1) *They* (Child 2) *get* (Child 3) *a* (Child 4) *discount* (Child 5) *if* (Child 6) *they* (Child 7) *travel* (Child 8) *by* (Child 9) *train.*
- All the children need to listen and see how the sentence is developing so that they can choose the next word in the answer.
- If a child is finding it difficult, help him / her by suggesting two possible words to choose from.

Working with words

Using synonyms

- Write on the board:
  The Eden Project is fantastic!
  Yes, I agree. It's _____!
- Ask the children how they can complete the second sentence. (*wonderful, excellent, amazing,* etc.)
- Ask the children if they know the name of words which mean the same, like *fantastic* and *wonderful*. (*synonyms*)
- Have the children read the introduction in *Working with words*.

Match these words to their synonyms.

- Have the children match the pairs of synonyms.
- Invite children to come to the board to write a pair. Ask if everyone agrees.
- Ask the children if they can think of any other pairs of synonyms.

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

ESDC



What can we do to help the environment?

Introduce the children to Sustainable Development Goal 15: *Life on land*. Ask: *What can we do to help the environment?* This question helps the children take positive action in the community.

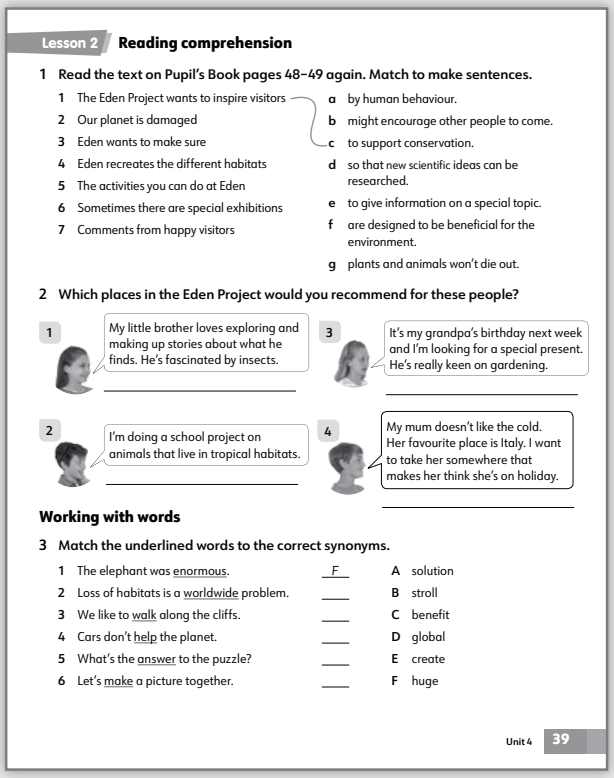
- Direct the children's attention back to pages 48–49 in their Pupil's Book. Ask what they would want to see and learn about if a project like the Eden Project came to your country. Then elicit ideas on what the children can do themselves, at school and in their community. Explain that the small things we can do to help the environment, e.g. recycling, can seem unimportant, but if everyone does them, it makes a big difference.
- If there is time, do a class survey of Top 5 things your class can do to help the environment. Post the list somewhere in your classroom for the children to see all year.

Possible answers: We can recycle, we can use less plastic, we can clean up parks and around rivers and lakes, we can ask community leaders to support rules that keep the community clean and we can share what we learn with others.

Cooler: Team spelling

- Play *Team spelling* (see Games bank, pages 14–17) with the synonyms from *Working with words*. Call out one word and have the team write the synonym. You can also challenge them with other pairs, e.g. *fantastic – wonderful, brave – courageous, correct – right, maybe – perhaps.*

Workbook page 39



Lesson 2 **Reading comprehension**

1 Read the text on Pupil's Book pages 48–49 again. Match to make sentences.

1	The Eden Project wants to inspire visitors	a	by human behaviour.
2	Our planet is damaged	b	might encourage other people to come.
3	Eden wants to make sure	c	to support conservation.
4	Eden recreates the different habitats	d	so that new scientific ideas can be researched.
5	The activities you can do at Eden	e	to give information on a special topic.
6	Sometimes there are special exhibitions	f	are designed to be beneficial for the environment.
7	Comments from happy visitors	g	plants and animals won't die out.

2 Which places in the Eden Project would you recommend for these people?

1 My little brother loves exploring and making up stories about what he finds. He's fascinated by insects. _____

2 I'm doing a school project on animals that live in tropical habitats. _____

3 It's my grandpa's birthday next week and I'm looking for a special present. He's really keen on gardening. _____

4 My mum doesn't like the cold. Her favourite place is Italy. I want to take her somewhere that makes her think she's on holiday. _____

Working with words

3 Match the underlined words to the correct synonyms.

1	The elephant was enormous.	F	A	solution
2	Loss of habitats is a worldwide problem.		B	stroll
3	We like to walk along the cliffs.		C	benefit
4	Cars don't help the planet.		D	global
5	What's the answer to the puzzle?		E	create
6	Let's make a picture together.		F	huge

Unit 4 39

1 Read the text on Pupil's Book pages 48–49 again. Match to make sentences.

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

2 Which places in the Eden Project would you recommend for these people?

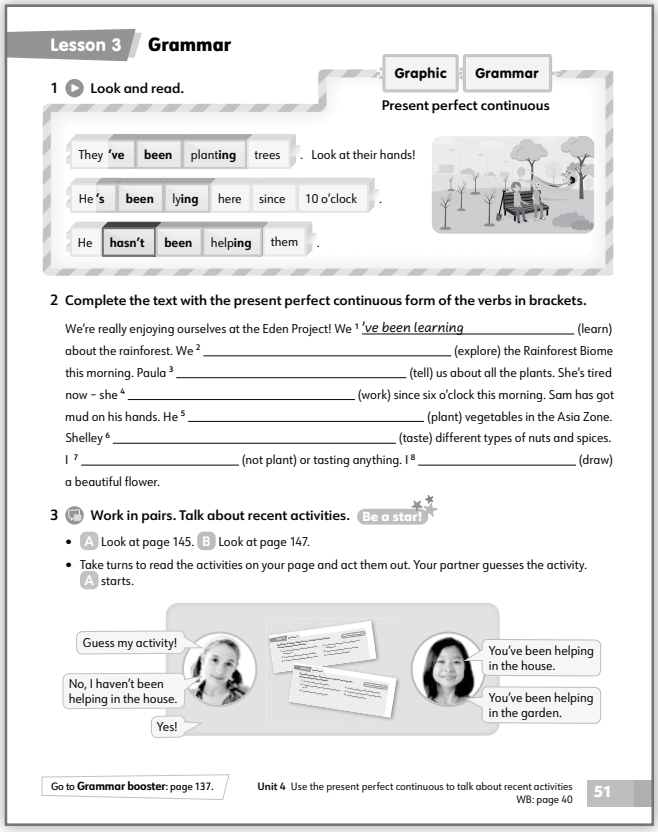
Answers: 1 the Outdoor Gardens **2** the Rainforest Biome **3** the shop / the plant shop **4** the Mediterranean Biome

3 Match the underlined words to the correct synonyms.

Answers: 1 F **2** D **3** B **4** C **5** A **6** E

Lesson 3 Grammar

Pupil's Book page 51



Lesson 3 Grammar

1 Look and read.

Graphic Grammar

Present perfect continuous

They 've been planting trees . Look at their hands!

He 's been lying here since 10 o'clock .

He hasn't been helping them .

2 Complete the text with the present perfect continuous form of the verbs in brackets.

We're really enjoying ourselves at the Eden Project! We 1 've been learning (learn) about the rainforest. We 2 (explore) the Rainforest Biome this morning. Paula 3 (tell) us about all the plants. She's tired now – she 4 (work) since six o'clock this morning. Sam has got mud on his hands. He 5 (plant) vegetables in the Asia Zone. Shelley 6 (taste) different types of nuts and spices. I 7 (not plant) or tasting anything. I 8 (draw) a beautiful flower.

3 Work in pairs. Talk about recent activities. Be a star!

- A Look at page 145. B Look at page 147.
- Take turns to read the activities on your page and act them out. Your partner guesses the activity. A starts.

Guess my activity!

No, I haven't been helping in the house.

Yes!

You've been helping in the house.

You've been helping in the garden.

Go to Grammar booster: page 137.

Unit 4 Use the present perfect continuous to talk about recent activities WB: page 40

51

***Learning objectives*:** Use the present perfect continuous to talk about recent activities

***Grammar*:** Present perfect continuous tense

Review vocabulary: the environment

Resources: Graphic Grammar video; Grammar 1 worksheet

Warm-up: Disappearing sentences

- Play *Disappearing sentences* (see Games bank, pages 14–17) with the first paragraph of the text on page 48.

1 Look and read.

- Elicit what the children can see in the picture. Ask: *What are they doing now? What do you think they were doing before? Was everyone helping?*
- Have the children read the sentences in the *Graphic Grammar* box and ask if their ideas were correct.
- Say the sentences and have the children repeat.
- Share with the children that we use the present perfect continuous to emphasise the **duration** of an activity. Use it to talk about …
  1) an activity that started in the past and is still continuing now.
  2) a recently finished activity, especially one that has a result now.
- Ask: *Have the children finished planting the trees? (Yes, it seems so.)*
  When did they finish – recently or a long time ago? (Recently.)
  How do we know? (Their hands are still dirty.)
  Is the other boy still lying down? (Yes.)
  Is he helping now? (No.)
  Was he helping before? (No.)
  What word do we use to give the start of an activity or period of time? (Since.)
- Ask how we form the present perfect continuous (*have / has(n't) + been + -ing).*
- Have the children look back at the text 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, tell the children they will watch a short video about some children helping the environment. Play the video and let the children watch and enjoy.
- Play the video again and pause after each sentence for the children to repeat.
- Continue as above from the fourth point.

Teaching star!

Extension

Help children cope with difficult language structures by reinforcing with plenty of practice activities, such as this scrambled words activity.

- Before the children do Activity 2, write the words from the first two sentences on the board in jumbled order:
  We / learning / been / rainforest / have / the / about / .
  this / exploring / the / morning / Rainforest Biome / We / been / have / .
- Give the children some time to put the words in order.
- Ask children for the correct sentences and write them on the board. Ask if everyone agrees.
- Remind the children of the words they need to include in their present perfect continuous sentences.

2 Complete the text with the present perfect continuous form of the verbs in brackets.

- Refer the children to the example answer. Ask them how they know whether to use *have* or *has* (has *is only for* he / she / it). Remind them that we always use *been* and the *-ing* form of the verb.
- Have the children complete the activity individually. Ask volunteers to read out the sentences one at a time. Ask if the class agrees. Write the verbs on the board.

Answers: 1 've / have been learning **2** 've / have been exploring **3** 's / has been telling **4** 's / has been working **5** 's / has been planting **6** 's / has been tasting **7** haven't been planting **8** 've / have been drawing

3 Work in pairs. Talk about recent activities.

- 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 have two volunteers read out the example dialogue so the children have an understanding of how to play the game.
- Student A acts out the activities on their page. Student B guesses the activities by saying sentences in the present perfect continuous. Then they swap roles.
- Allow time for the children to complete the game.

Grammar booster

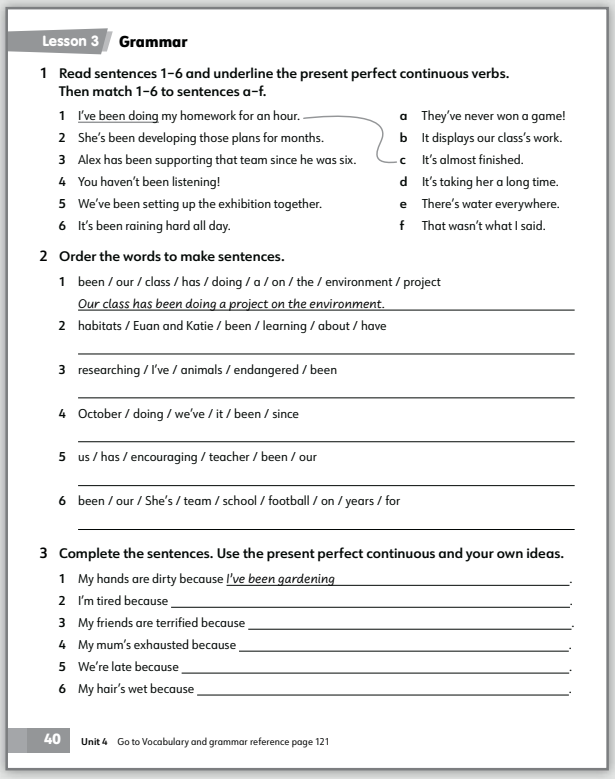
Ask the children to turn to page 137 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. Alternatively, you may wish to have the children complete this activity at home.

Answers: 1 herself **2** ourselves **3** myself **4** yourself **5** themselves

Cooler: Team sentences

- Play *Team sentences* (see Games bank, pages 14–17) with sentences from this unit.
- Suggested sentences:
  We've been exploring the rainforest.
  She's been working since six o'clock.
  I've been drawing a beautiful flower.
  We haven't been looking after our planet.
  We've been coming here for ten years.

Workbook page 40



Lesson 3 **Grammar**

1 Read sentences 1–6 and underline the present perfect continuous verbs. Then match 1–6 to sentences a–f.

1	I've been doing my homework for an hour.	a	They've never won a game!
2	She's been developing those plans for months.	b	It displays our class's work.
3	Alex has been supporting that team since he was six.	c	It's almost finished.
4	You haven't been listening!	d	It's taking her a long time.
5	We've been setting up the exhibition together.	e	There's water everywhere.
6	It's been raining hard all day.	f	That wasn't what I said.

2 Order the words to make sentences.

1 been / our / class / has / doing / a / on / the / environment / project
Our class has been doing a project on the environment.
2 habitats / Euan and Katie / been / learning / about / have
3 researching / I've / animals / endangered / been
4 October / doing / we've / it / been / since
5 us / has / encouraging / teacher / been / our
6 been / our / She's / team / school / football / on / years / for

3 Complete the sentences. Use the present perfect continuous and your own ideas.

1 My hands are dirty because *I've been gardening*.
2 I'm tired because _____.
3 My friends are terrified because _____.
4 My mum's exhausted because _____.
5 We're late because _____.
6 My hair's wet because _____.

40 Unit 4 Go to Vocabulary and grammar reference page 121

Remind the children that they can refer to the grammar reference on page 121 to help them while completing these activities.

1 Read sentences 1–6 and underline the present perfect continuous verbs. Then match 1–6 to sentences a–f.

Answers: 1 c ('ve been doing) **2** d ('s been developing) **3** a (has been supporting) **4** f (haven't been listening) **5** b ('ve been setting up) **6** e ('s been raining)

2 Order the words to make sentences.

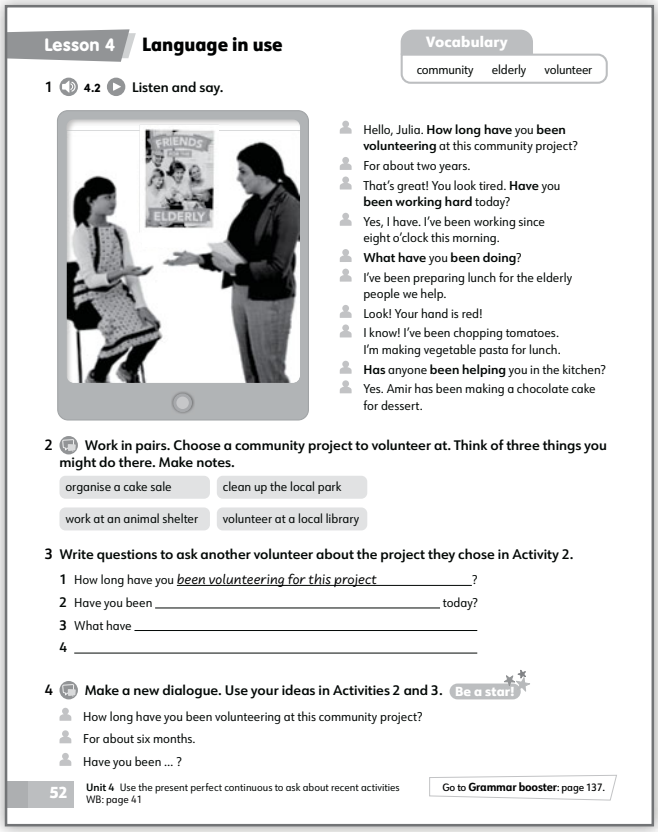
Answers: 1 Our class has been doing a project on the environment. **2** Euan and Katie have been learning about habitats. **3** I've been researching endangered animals. **4** We've been doing it since October. **5** Our teacher has been encouraging us. **6** She's been on our school football team for years.

3 Complete the sentences. Use the present perfect continuous and your own ideas.

Answers: Children's own answers.

Lesson 4 Language in use

Pupil's Book page 52



Lesson 4 Language in use

Vocabulary: community elderly volunteer

1 4.2 Listen and say.

Hello, Julia. **How long have** you **been volunteering** at this community project?
For about two years.
That's great! You look tired. **Have** you **been working hard** today?
Yes, I have. I've been working since eight o'clock this morning.
What have you **been doing**?
I've been preparing lunch for the elderly people we help.
Look! Your hand is red!
I know! I've been chopping tomatoes. I'm making vegetable pasta for lunch.
Has anyone **been helping** you in the kitchen?
Yes. Amir has been making a chocolate cake for dessert.

2 Work in pairs. Choose a community project to volunteer at. Think of three things you might do there. Make notes.

organise a cake sale | clean up the local park | work at an animal shelter | volunteer at a local library

3 Write questions to ask another volunteer about the project they chose in Activity 2.

1 How long have you *been volunteering for this project*?
2 Have you been _____ today?
3 What have _____
4 _____

4 Make a new dialogue. Use your ideas in Activities 2 and 3. Be a star!

How long have you been volunteering at this community project?
For about six months.
Have you been ... ?

52 Unit 4 Use the present perfect continuous to ask about recent activities WB: page 41

Go to **Grammar booster**: page 137.

***Learning objectives*:** Use the present perfect continuous to ask about recent activities

Grammar: Present perfect continuous questions

***Vocabulary*:** community, elderly, volunteer

Resources: Language in use video; Grammar 2 worksheet

Warm-up: Missing vowels

- Play *Team spelling* (see Games bank, pages 14–17) with vocabulary from the unit.

Vocabulary

- Refer the children to the vocabulary box at the top of the page. Use each word in a sentence and have the children say which word you used each time, e.g. *Elderly people often need support from others. I volunteer at a local bird sanctuary. There are lots of things we can do to help people in our community.*

1 1.3 Listen and say.

- Have the children look at the photo. Ask: *Who can you see? (Julia) Where do you think she is? Who is she talking to? What are they talking about?*
- Play the audio and have the children follow and check their ideas. Ask: *How long has Julia been volunteering?* (*for two years*) *What has she been doing today?* (*preparing lunch for the elderly*) *Why is her hand red?* (*She's been chopping tomatoes.*) *Who has been helping her?* (*Amir*)
- Elicit that these are *Wh-* questions and they are formed with a question word + *have / has* + subject + *been* + *-ing*.
- Divide the class into pairs and have them act out the dialogue. Then they change roles and act it out again.

- If you have access to the video ask: *Where is Julia? What has she been doing today? Why is her hand red?* Play the video. Children watch and answer the questions (*at a community project*; *preparing lunch for the elderly*; *because she's been chopping tomatoes*).
- Continue as above play the video again and have the children repeat. Have them imitate the intonation and body language as closely as possible.

2 Work in pairs. Choose a community project to volunteer at. Think of three things you might do there. Make notes.

- Elicit ideas for what the children could do to organise a cake sale and write them on the board (e.g. *make cakes and biscuits*, *decide prices*, *design posters*, etc).
- The children work in pairs. Encourage them to make short notes on the activities.

Answers: Children's own answers.

3 Write questions to ask another volunteer about the project they chose in Activity 2.

- The children work with a new partner and tell each other which project they chose. They work individually to write questions to ask their partner about his / her project.

4 Make a new dialogue. Use your ideas in Activities 2 and 3. Be a star!

- The children take turns asking and answering their questions to make a new dialogue.
- Ask volunteers to perform their dialogue for the class.

Grammar booster

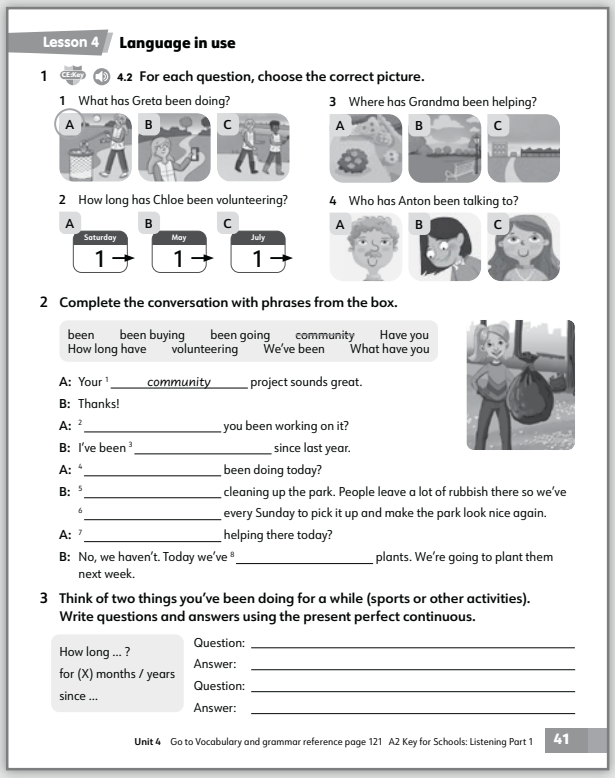
Ask the children to turn to page 137 of their Pupil's Book to complete Activities 2 and 3. Alternatively, you may wish to have the children complete these activities at home.

Answers: 2 1 How long have you been making the film? 2 We've been recording the animals for two years. 3 What have you been focusing on? 4 I've been observing endangered whales. 5 How long have you been studying sea animals? 6 I've been studying since I was 15 years old.
3 Children's own answers.

Cooler: Telephone

- Play *Telephone* (see Games bank, pages 14–17) with sentences from the dialogue in Activity 1.

Workbook page 41



Lesson 4 **Language in use**

1 CE:Key 4.2 **For each question, choose the correct picture.**

1 What has Greta been doing?

2 How long has Chloe been volunteering?

3 Where has Grandma been helping?

4 Who has Anton been talking to?

2 **Complete the conversation with phrases from the box.**

been | been buying | been going | community | Have you | How long have | volunteering | We've been | What have you

A: Your [1] _community_ project sounds great.
B: Thanks!
A: [2] _____ you been working on it?
B: I've been [3] _____ since last year.
A: [4] _____ been doing today?
B: [5] _____ cleaning up the park. People leave a lot of rubbish there so we've [6] _____ every Sunday to pick it up and make the park look nice again.
A: [7] _____ helping there today?
B: No, we haven't. Today we've [8] _____ plants. We're going to plant them next week.

3 **Think of two things you've been doing for a while (sports or other activities). Write questions and answers using the present perfect continuous.**

How long ... ?
for (X) months / years
since ...

Question: _____
Answer: _____
Question: _____
Answer: _____

Unit 4 Go to Vocabulary and grammar reference page 121 A2 Key for Schools: Listening Part 1 41

The children can refer to the grammar reference on page 121 while completing these activities.

1 CE:Key 4.2 For each question, choose the correct picture.

This activity helps the children prepare for Part 1 of the Listening paper in the Cambridge English A2 Key for Schools exam.

Audioscript

Narrator: ***One. What has Greta been doing?***

Boy: *What have you been doing today, Greta? You look tired.*

Girl: *I've been working really hard. I volunteered with a group of people to help clean up the local park. Look – I took a photo on my phone.*

Boy: *Oh yes! Is that your brother, Robert, that I can see in the background? Did he help too?*

Girl: *Yes, he did. He walked along the river and picked plastic bottles out of the water.*

Boy: *Oh – that's terrible.*

Narrator: ***Two. How long has Chloe been volunteering?***

Boy: *Did I see you coming out of the old people's home on Saturday, Chloe?*

Girl: *Yes, you did! I volunteer there every month. It's with a group called Friends of the Elderly.*

Boy: *What does the group do?*

Girl: *We help older people with their shopping and help them with chores in their homes.*

Boy: *That's great! How long have you been volunteering?*

Girl: *Well, I met the lady that organises the group in May last year, but I didn't start volunteering until July when I got back from my holiday.*

Narrator: ***Three. Where has Grandma been helping?***

Boy: *Hey Grandma! Your hands are dirty! Have you been gardening?*

Woman: *No, not today, Peter. I've been helping the local community group. We've been planting flowers and new trees in the park. Lots of trees were damaged in last month's storm.*

Boy: *You are so inspiring, Grandma! I think the same group came to our school last week to plant some trees.*

Woman: *You're right – they did!*

Narrator: ***Four. Who has Anton been talking to?***

Boy: *Don't put that in the rubbish bin, Mum! You can recycle it!*

Woman: *OK, OK Anton! Have you been talking to Granddad again? He's always talking about the environment and climate change!*

Boy: *No, not Granddad this time. Mrs Taylor did a presentation in class today and we talked about the benefits of recycling and green energy.*

Woman: *Oh, well maybe you should tell your sister – she's always leaving the lights on!*

Answers: 1 A **2** C **3** B **4** B

2 Complete the conversation with phrases from the box.

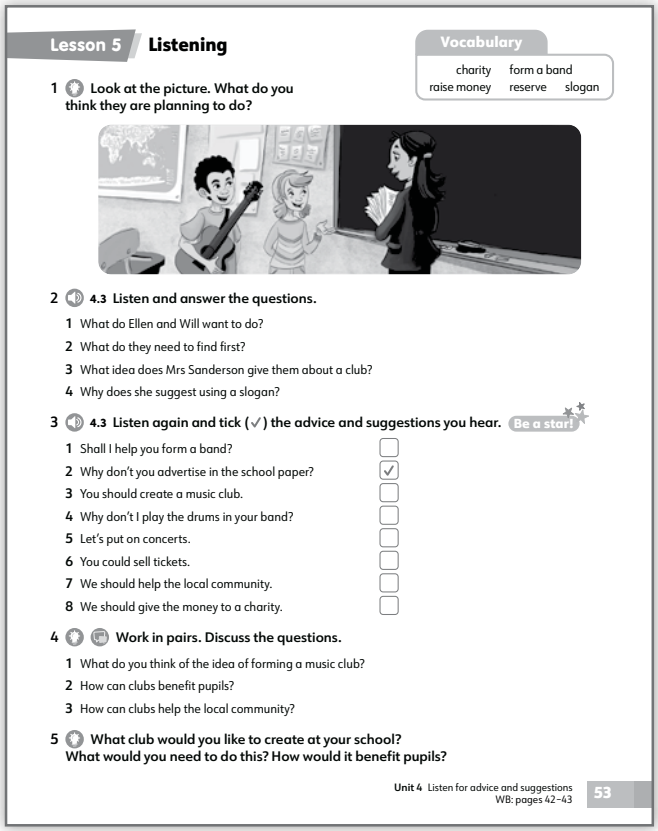
Answers: 1 community **2** How long have **3** volunteering **4** What have you **5** We've been **6** been going **7** Have you been **8** been buying

3 Think of two things you've been doing for a while (sports or other activities). Write questions and answers using the present perfect continuous.

Answers: Children's own answers.

Lesson 5 Listening

Pupil's Book page 53



Lesson 5 Listening

Vocabulary: charity, form a band, raise money, reserve, slogan

1 Look at the picture. What do you think they are planning to do?

2 4.3 Listen and answer the questions.
1 What do Ellen and Will want to do?
2 What do they need to find first?
3 What idea does Mrs Sanderson give them about a club?
4 Why does she suggest using a slogan?

3 4.3 Listen again and tick (✓) the advice and suggestions you hear. Be a star!
1 Shall I help you form a band? ☐
2 Why don't you advertise in the school paper? ☑
3 You should create a music club. ☐
4 Why don't I play the drums in your band? ☐
5 Let's put on concerts. ☐
6 You could sell tickets. ☐
7 We should help the local community. ☐
8 We should give the money to a charity. ☐

4 Work in pairs. Discuss the questions.
1 What do you think of the idea of forming a music club?
2 How can clubs benefit pupils?
3 How can clubs help the local community?

5 What club would you like to create at your school? What would you need to do this? How would it benefit pupils?

Unit 4 Listen for advice and suggestions
WB: pages 42–43
53

Learning objectives: Listen for advice and suggestions

Vocabulary: charity, form a band, raise money, reserve, slogan

Warm-up: Backs to the board

- Play *Backs to the board* (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, page 155). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 155.

1 Look at the picture. What do you think they are planning to do?

- Ask the children what they can see in the picture and what they think the children are planning to do.

2 4.3 Listen and answer the questions.

- Play the audio up to … *form a band*. Elicit the answer to question 1.
- The children read questions 2–4. Play the rest of the audio. The children answer the questions individually and then check with a partner.

Audioscript

Ellen: *Hi, Mrs Sanderson!*

Mrs S: *Hello, you two. Have you been practising your guitar, Will? I think I heard you.*

Will: *Yes, I have.*

Mrs S: *It sounded good. How long have you been playing the guitar?*

Will: *I've been playing for over five years. And Ellen has been singing with me for a year now.*

Mrs S: *Um. So, how can I help you?*

Will: *Well, we've decided we'd like to form a band.*

Mrs S: *A band? Just the two of you?*

Ellen: *No. We need to find another guitarist and a drummer.*

Mrs S: *I agree. Why don't you advertise in the school paper?*

Ellen: *Great idea! We will!*

Mrs S: *And where are you going to practise?*

Will: *We could use the hall after school.*

Ellen: *We've checked the schedule and we think it's free on Thursdays from four to six.*

Mrs S: *Good! How about I reserve it for you?*

Will: *Great! Thank you.*

Mrs S: *Actually, I have an idea. You should create a music club.*

Will: *A music club?*

Mrs S: *Yes – encourage other students who play music to join and form bands, too.*

Will: *Let's put on concerts!*

Mrs S: *Good idea! You could sell tickets to raise money for charity!*

Ellen: *Yes, we should give the money to a charity.*

Mrs S: *Great idea! What shall we call the club? Band Club? Build a Band?*

Will: *Build a Band is good.*

Mrs S: *It's a good idea to have a slogan. A good slogan will encourage everyone to get involved.*

Ellen: *How about: Make music to inspire the world?*

Mrs S: *I like it!*

Ellen: *This is so exciting! Thanks for the idea, Mrs Sanderson!*

Answers: 1 start / form a band **2** another guitarist and a drummer **3** creating a music club **4** to encourage everyone to get involved

3 4.3 Listen again and tick (✓) the advice and suggestions you hear.

Be a star!

- The children read the advice and suggestions. Elicit which ones they remember from the audio.
- Play the audio again. The children listen and tick the sentences they hear.

Answers: ✓ by: 2, 3, 5, 6, 8

4 Work in pairs. Discuss the questions.

- Divide the class into pairs and have them discuss their answers. Conduct class feedback.

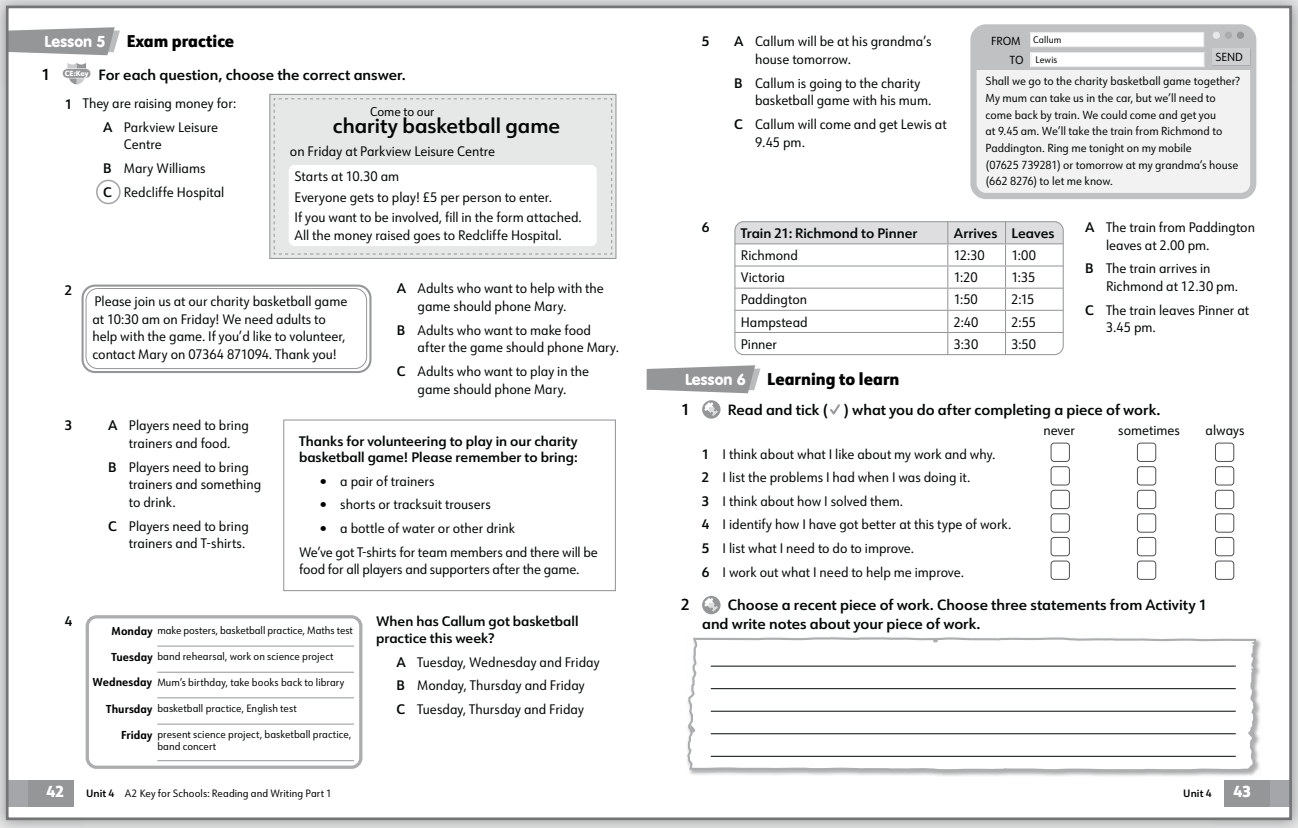
5 What club would you like to create at your school? What would you need to do this? How would it benefit pupils?

- Have the children share their ideas with a partner.
- Conduct class feedback and have the class vote on the best idea.

Cooler: Collocations

- Play *Collocations* (see Games bank, pages 14–17) with these words:
  Column 1 – *interested / form / put an advert / check / appreciate / a great / create / raise money / get*
  Column 2 – *on the notice board / idea / the schedule / for charity / in music / your suggestions / involved / a band / a club*

Workbook pages 42–43



Lesson 5 **Exam practice**

1 **For each question, choose the correct answer.**

1 They are raising money for:
A Parkview Leisure Centre
B Mary Williams
C Redcliffe Hospital

Come to our **charity basketball game** on Friday at Parkview Leisure Centre
Starts at 10.30 am
Everyone gets to play! £5 per person to enter.
If you want to be involved, fill in the form attached.
All the money raised goes to Redcliffe Hospital.

2 Please join us at our charity basketball game at 10:30 am on Friday! We need adults to help with the game. If you'd like to volunteer, contact Mary on 07364 871094. Thank you!
A Adults who want to help with the game should phone Mary.
B Adults who want to make food after the game should phone Mary.
C Adults who want to play in the game should phone Mary.

3
A Players need to bring trainers and food.
B Players need to bring trainers and something to drink.
C Players need to bring trainers and T-shirts.

Thanks for volunteering to play in our charity basketball game! Please remember to bring:
- a pair of trainers
- shorts or tracksuit trousers
- a bottle of water or other drink

We've got T-shirts for team members and there will be food for all players and supporters after the game.

4

Monday	make posters, basketball practice, Maths test
Tuesday	band rehearsal, work on science project
Wednesday	Mum's birthday, take books back to library
Thursday	basketball practice, English test
Friday	present science project, basketball practice, band concert

When has Callum got basketball practice this week?
A Tuesday, Wednesday and Friday
B Monday, Thursday and Friday
C Tuesday, Thursday and Friday

5
A Callum will be at his grandma's house tomorrow.
B Callum is going to the charity basketball game with his mum.
C Callum will come and get Lewis at 9.45 pm.

FROM Callum
TO Lewis
SEND
Shall we go to the charity basketball game together? My mum can take us in the car, but we'll need to come back by train. We could come and get you at 9.45 am. We'll take the train from Richmond to Paddington. Ring me tonight on my mobile (07625 739281) or tomorrow at my grandma's house (662 8276) to let me know.

6

Train 21: Richmond to Pinner	Arrives	Leaves
Richmond	12:30	1:00
Victoria	1:20	1:35
Paddington	1:50	2:15
Hampstead	2:40	2:55
Pinner	3:30	3:50

A The train from Paddington leaves at 2.00 pm.
B The train arrives in Richmond at 12.30 pm.
C The train leaves Pinner at 3.45 pm.

Lesson 6 **Learning to learn**

1 **Read and tick (✓) what you do after completing a piece of work.**

	never	sometimes	always
1 I think about what I like about my work and why.	☐	☐	☐
2 I list the problems I had when I was doing it.	☐	☐	☐
3 I think about how I solved them.	☐	☐	☐
4 I identify how I have got better at this type of work.	☐	☐	☐
5 I list what I need to do to improve.	☐	☐	☐
6 I work out what I need to help me improve.	☐	☐	☐

2 **Choose a recent piece of work. Choose three statements from Activity 1 and write notes about your piece of work.**

42 Unit 4 A2 Key for Schools: Reading and Writing Part 1

Unit 4 43

1 CE:Key For each question, choose the correct answer.

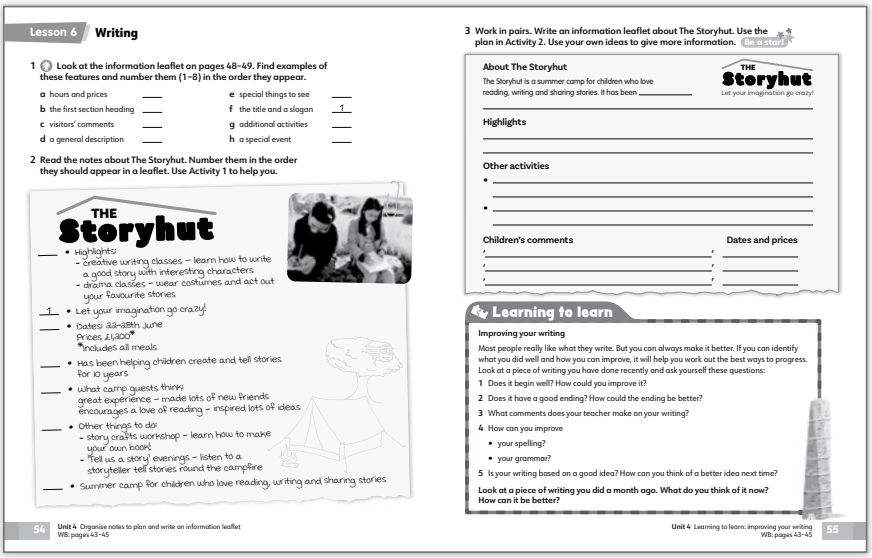
This activity helps the children prepare for Part 1 of the Reading and Writing paper of the Cambridge English A2 Key for Schools exam.

- The children read the information and use it to choose the correct answers.
- If done in class, read through all the information to the class.
- Have the children complete the activity individually.

Answers: 1 C **2** A **3** B **4** B **5** A **6** B

Lesson 6 Writing

Pupil's Book page 54–55


Lesson 6 Writing

1 Look at the information leaflet on pages 48–49. Find examples of these features and number them (1–8) in the order they appear.

a hours and prices ___
b the first section heading ___
c visitors' comments ___
d a general description ___
e special things to see ___
f the title and a slogan 1
g additional activities ___
h a special event ___

2 Read the notes about The Storyhut. Number them in the order they should appear in a leaflet. Use Activity 1 to help you.

THE Storyhut

___ • Highlights:
- creative writing classes – learn how to write a good story with interesting characters
- drama classes – wear costumes and act out your favourite stories

1 • Let your imagination go crazy!

___ • Dates: 22–28th June
Prices: £1,200*
*includes all meals

___ • Has been helping children create and tell stories for 10 years

___ • What camp guests think:
great experience – made lots of new friends
encourages a love of reading – inspired lots of ideas

___ • Other things to do:
- story crafts workshop – learn how to make your own book!
- 'Tell us a story' evenings – listen to a storyteller tell stories round the campfire

___ • Summer camp for children who love reading, writing and sharing stories

54 Unit 4 Organise notes to plan and write an information leaflet
WB pages 43–45

3 Work in pairs. Write an information leaflet about The Storyhut. Use the plan in Activity 2. Use your own ideas to give more information. Be a star!

About The Storyhut
The Storyhut is a summer camp for children who love reading, writing and sharing stories. It has been _____
THE Storyhut
Let your imagination go crazy!

Highlights

Other activities
•
•

Children's comments

Dates and prices

Learning to learn

Improving your writing

Most people really like what they write. But you can always make it better. If you can identify what you did well and how you can improve, it will help you work out the best ways to progress. Look at a piece of writing you have done recently and ask yourself these questions:

1 Does it begin well? How could you improve it?
2 Does it have a good ending? How could the ending be better?
3 What comments does your teacher make on your writing?
4 How can you improve
• your spelling?
• your grammar?
5 Is your writing based on a good idea? How can you think of a better idea next time?

Look at a piece of writing you did a month ago. What do you think of it now? How can it be better?

Unit 4 Learning to learn: improving your writing
WB pages 43–45 55

Learning objectives: Organise notes to plan and write an information leaflet; Improving your writing

1 Look at the information leaflet on pages 48–49. Find examples of these features and number them (1–8) in the order they appear.

- The children look back at the text on pages 48–49. Elicit the title of the article and the slogan (*The Eden Project; It's your planet – get involved!*).
- Read out features a–h. The children find and underline an example of each feature in the text. Then they number them in the order they appear.
- Check answers with the class.

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

2 Read the notes about The Storyhut. Number them in the order in which they should appear in a leaflet. Use Activity 1 to help you.

- The children scan the notes about The Storyhut. Ask: *What is The Storyhut? What can you do there? Did people enjoy it?*
- Ask children to identify the title and the slogan (*The Storyhut; Let your imagination go crazy!*).
- The children read the notes again and number each section in the correct order.
- Check answers with the class. Ask the children if they would like to go to The Storyhut, and why / why not.

Answers: 1 Let your imagination go crazy! **2** summer camp for children who … **3** has been helping … **4** Highlights **5** Other things to do **6** what camp guests think **7** Dates

3 Work in pairs. Write an information leaflet about The Storyhut. Use the plan in Activity 2. Use your own ideas to give more information. Be a star!

- Divide the class into pairs and have them write their leaflets using the notes in Activity 2. Encourage them to use bullet points and different colours to highlight information.
- Fast finishers can illustrate their leaflet.

Suggested answer: The Storyhut – Let your imagination go crazy!

About Storyhut

The Storyhut is a summer camp for children who love reading, writing and sharing stories. It has been helping children create and tell stories for ten years.

Highlights:

- Learn how to write a good story with interesting characters in our creative writing classes.
- Wear cool costumes and act out your favourite stories in our exciting drama classes!

Other activities

- Come to a 'Tell us a story' evening and listen to a storyteller tell stories round the campfire.
- Learn how to make your own book at our story crafts workshop.

Children's comments

'It was a great experience, so much fun – I made lots of new friends'
'Storyhut encourages curiosity and a love of reading. It inspired lots of ideas for me!'

Dates and prices

Storyhut is open from 22nd to 28th June.
Price: £1200 including all meals

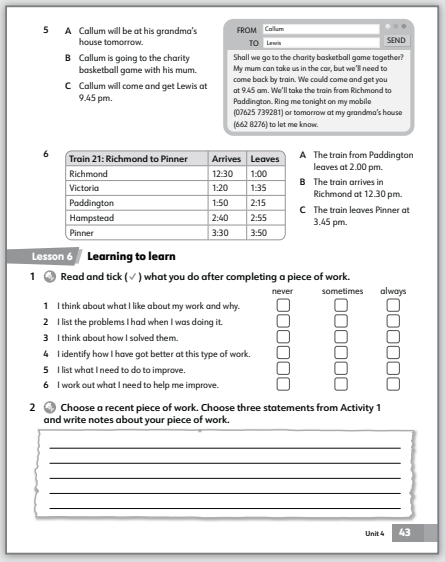
Learning to learn

Improving your writing

- Have the children read the introduction in the *Learning to learn* box.
- Refer the children to the questions and give them some thinking time.
- Divide the class into pairs. Have them discuss and compare their ideas.

Look at a piece of writing you did a month ago. What do you think of it now? How can it be better?

Workbook pages 43–45



5 A Callum will be at his grandma's house tomorrow.
B Callum is going to the charity basketball game with his mum.
C Callum will come and get Lewis at 9.45 pm.

FROM Callum
TO Lewis
SEND
Shall we go to the charity basketball game together? My mum can take us in the car, but we'll need to come back by train. We could come and get you at 9.45 am. We'll take the train from Richmond to Paddington. Ring me tonight on my mobile (07625 739281) or tomorrow at my grandma's house (662 8276) to let me know.

6

Train 21: Richmond to Pinner	Arrives	Leaves
Richmond	12:30	1:00
Victoria	1:20	1:35
Paddington	1:50	2:15
Hampstead	2:40	2:55
Pinner	3:30	3:50

A The train from Paddington leaves at 2.00 pm.
B The train arrives in Richmond at 12.30 pm.
C The train leaves Pinner at 3.45 pm.

Lesson 6 Learning to learn

1 Read and tick (✓) what you do after completing a piece of work.

	never	sometimes	always
1 I think about what I like about my work and why.	☐	☐	☐
2 I list the problems I had when I was doing it.	☐	☐	☐
3 I think about how I solved them.	☐	☐	☐
4 I identify how I have got better at this type of work.	☐	☐	☐
5 I list what I need to do to improve.	☐	☐	☐
6 I work out what I need to help me improve.	☐	☐	☐

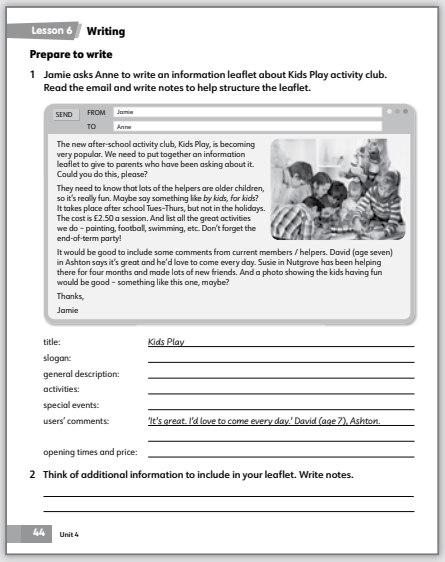
2 Choose a recent piece of work. Choose three statements from Activity 1 and write notes about your piece of work.

Unit 4 43

Learning to learn

1 Read and tick (✓) what you do after completing a piece of work.

2 Choose a recent piece of work. Choose three statements from Activity 1 and write notes about your piece of work.



Lesson 6 Writing

Prepare to write

1 Jamie asks Anne to write an information leaflet about Kids Play activity club. Read the email and write notes to help structure the leaflet.

SEND FROM Jamie
TO Anne
The new after-school activity club, Kids Play, is becoming very popular. We need to put together an information leaflet to give to parents who have been asking about it. Could you do this, please?
They need to know that lots of the helpers are older children, so it's really fun. Maybe say something like *by kids, for kids*? It takes place after school Tues–Thurs, but not in the holidays. The cost is £2.50 a session. And list all the great activities we do – painting, football, swimming, etc. Don't forget the end-of-term party!
It would be good to include some comments from current members / helpers. David (age seven) in Ashton says it's great and he'd love to come every day. Susie in Nutgrove has been helping there for four months and made lots of new friends. And a photo showing the kids having fun would be good – something like this one, maybe?
Thanks,
Jamie

title: *Kids Play*
slogan:
general description:
activities:
special events:
users' comments: *'It's great. I'd love to come every day.' David (age 7), Ashton.*
opening times and price:

2 Think of additional information to include in your leaflet. Write notes.

44 Unit 4

Prepare to write

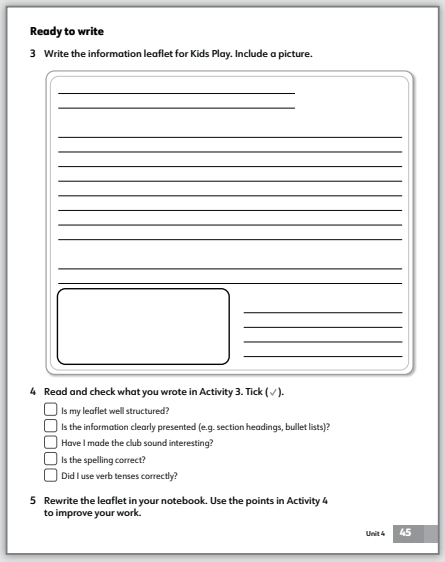
1 Jamie asks Anne to write an information leaflet about Kids Play activity club. Read the email and write notes to help structure the leaflet.

- If done in class, have the children read the email quickly. Ask: *What's it about?* (*a new after-school activity club*) *What does Jamie want Anne to do?* (*write a leaflet about the club*)
- Elicit the name of the club and the slogan Jamie suggests. The children read the email again and complete the notes.

Answers:
title: Kids Play
slogan: By kids, for kids
general description: after-school activity club, lots of helpers are older children
activities: painting, football, swimming, etc
special events: end-of-term party
users' comments: 'It's great. I'd love to come every day.' David (age 7), Ashton; Susie in Nutgrove has been helping there for four months and made lots of new friends.
opening times and price: after school on Tuesdays, Wednesdays, Thursdays (not in holidays); £2.50 per session

2 Think of some additional information to include in your leaflet. Write notes.

- Elicit some more information that the children could give about Kids Play. Encourage them to use their imagination. Write ideas on the board.
- The children choose one or two ideas and complete the notes.



Ready to write

3 Write the information leaflet for Kids Play. Include a picture.

4 Read and check what you wrote in Activity 3. Tick (✓).
☐ Is my leaflet well structured?
☐ Is the information clearly presented (e.g. section headings, bullet lists)?
☐ Have I made the club sound interesting?
☐ Is the spelling correct?
☐ Did I use verb tenses correctly?

5 Rewrite the leaflet in your notebook. Use the points in Activity 4 to improve your work.

Unit 4 45

Ready to write

3 Write the information leaflet for Kids Play. Include a picture.

- The children write their leaflet using the information on page 44.

4 Read and check what you wrote in Activity 3. Tick (✓).

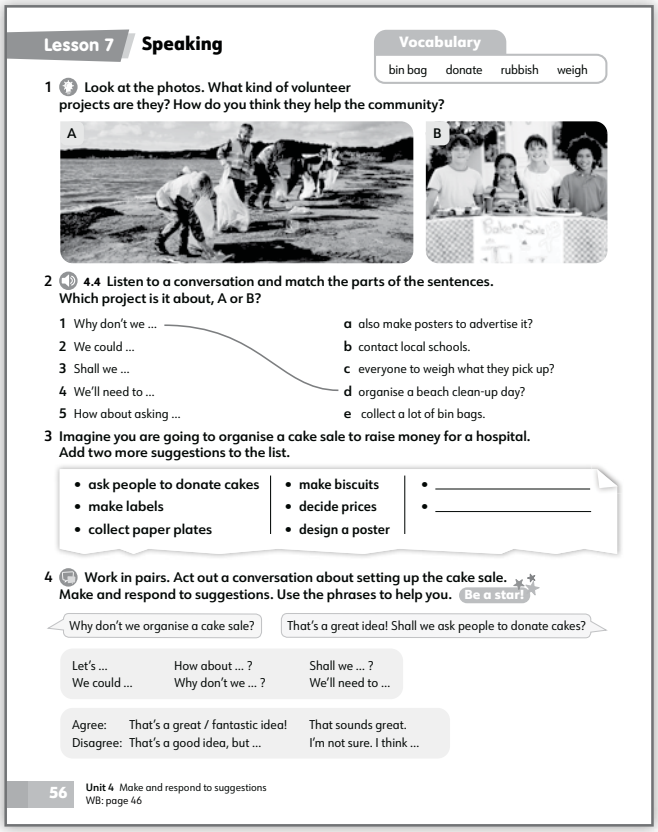
- The children check their leaflet against the checklist and make a note of any necessary changes.

5 Rewrite the leaflet 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 56



Lesson 7 Speaking

Vocabulary: bin bag donate rubbish weigh

1 Look at the photos. What kind of volunteer projects are they? How do you think they help the community?

A B

2 4.4 Listen to a conversation and match the parts of the sentences. Which project is it about, A or B?

1 Why don't we ... a also make posters to advertise it?
2 We could ... b contact local schools.
3 Shall we ... c everyone to weigh what they pick up?
4 We'll need to ... d organise a beach clean-up day?
5 How about asking ... e collect a lot of bin bags.

3 Imagine you are going to organise a cake sale to raise money for a hospital. Add two more suggestions to the list.

- ask people to donate cakes
- make labels
- collect paper plates
- make biscuits
- decide prices
- design a poster
- _____
- _____

4 Work in pairs. Act out a conversation about setting up the cake sale. Make and respond to suggestions. Use the phrases to help you. Be a star!

Why don't we organise a cake sale? That's a great idea! Shall we ask people to donate cakes?

Let's ... / We could ... | How about ... ? / Why don't we ... ? | Shall we ... ? / We'll need to ...

Agree: That's a great / fantastic idea! That sounds great.
Disagree: That's a good idea, but ... I'm not sure. I think ...

56 Unit 4 Make and respond to suggestions
WB: page 46

Learning objectives: Make and respond to suggestions

Vocabulary: bin bag, donate, rubbish, weigh

Review vocabulary: the environment

Resources: Vocabulary 2 worksheet

Warm-up: True or false?

- Play *True or False?* (see Games bank, pages 14–17) with facts about The Storyhut.
- Suggested sentences:
  The Storyhut is for kids who love sport. (F)
  The Storyhut has been helping kids for ten years. (T)
  Children learn how to write a good story. (T)
  Children learn how to make their own film. (F)
  Children wear costumes and have drama classes. (T)
  Sometimes people tell stories in the evening round a fire. (T)
  The camp guests didn't like the Storyhut. (F)

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Give a short definition of each word and have the children say which word it is. Check their pronunciation.
  To give money to an organisation or charity. (donate)
  Things that you throw away because they aren't useful any more. (rubbish)
  A plastic bag that you use to hold your rubbish. (bin bag)
  To measure how heavy something is. (weigh)

1 Look at the photos. What kind of volunteer projects are they? How do you think they help the community?

- Have the children look at the photos and say what they can see. Ask what sort of volunteer projects they might be and how they could help the community. Take suggestions from the class.

2 4.4 Listen to a conversation and match the parts of the sentences. Which project is it about, A or B?

- Play the audio and have the children decide which project in Activity 1 it is about. Say *A* and *B* and have the children raise their hands for their choice.
- The children read the sentence parts and try to match them.
- Play the audio again and have the children check and correct their ideas.
- Ask children to read out a sentence. Ask if the others agree. Write the numbers and letters on the board.
- Ask the children how many different ways of making suggestions there are (*five*). Ask which one uses a different verb form (*How about + -ing*. All the others are infinitives).

Audioscript

Millie: *Hello. My name's Millie Jones. I'd like to volunteer for the Clean Our Town Project.*

Mr Grant: *Wonderful! I'm Mr Grant. Do you have any ideas for our project?*

Millie: *Yes, I do. A big beach near here is really dirty. People can't take walks on it because there is so much rubbish. Why don't we organise a beach clean-up day?*

Mr Grant: *That's sounds great. We would need a lot of volunteers to help with this.*

Millie: *Yes, we would. We could contact local schools to ask for volunteers to help us at the weekend.*

Mr Grant: *Good idea! Maybe adults want to help, too. Shall we also make posters to advertise it?*

Millie: *Hmm, I'm not sure. I think that social media is a better way to advertise.*

Mr Grant: *Yes! And we'll need to collect a lot of bin bags.*

Millie: *Definitely! There's a lot of rubbish to pick up!*

Mr Grant: *I have another idea. How about asking everyone to weigh what they pick up? We can then publish the total weight collected in our town's newspaper.*

Millie: *That sounds great! People may then be inspired to keep our beaches clean. I'm so excited! I can't wait to begin.*

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

3 Imagine you are going to organise a cake sale to raise money for a hospital. Add two more suggestions to the list.

- Refer the children to the activities listed. Ask: *Why do you need to make labels? What prices do you need to decide? What would you put on your poster?*
- Give the children some time to think of more possible activities to prepare for the cake sale and then compare their ideas with a partner.
- Ask for suggestions from the class. Have the children complete the list with their favourite suggestions.

Answers: Children's own answers.

4 Work in pairs. Act out a conversation about setting up the cake sale. Make and respond to suggestions. Use the phrases to help you.

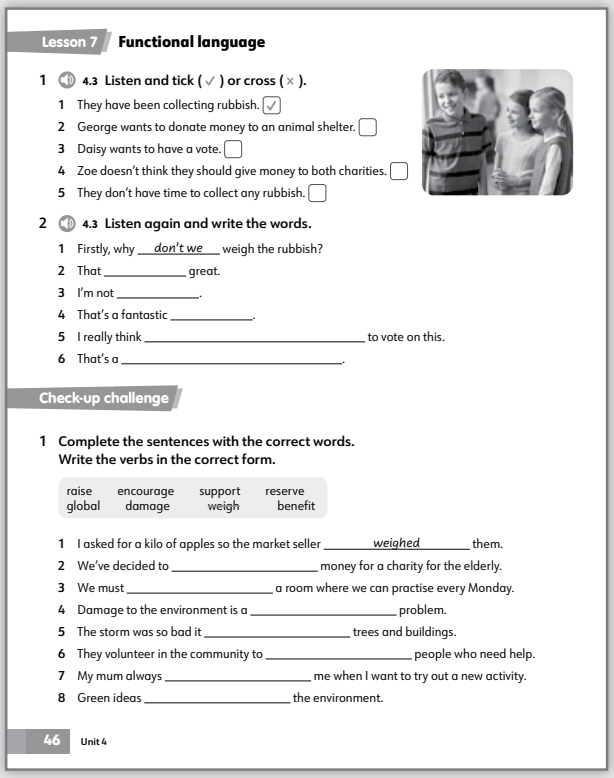
Be a star!

- Elicit some possible suggestions about the cake sale from the activities in Activity 3. Elicit a sentence with each phrase from the box.
- Respond to the suggestions the class gives by using one of the *Agree / Disagree* phrases given.
- Invite volunteers to read out the first part of the dialogue in the speech bubbles. Elicit a follow-up sentence.
- Divide the class into pairs and have the children act out their dialogues.
- Ask if any children would like to perform their dialogue for the class.

Cooler: Mime game

- Mime doing one of the activities in Activity 3 (from the book or the children's own additions). Have the children guess which one you are doing.
- Invite volunteers to come to the front of the class and mime another activity for the class to guess.
- The children can continue this in pairs.

Workbook page 46



Lesson 7 **Functional language**

1 4.3 Listen and tick (✓) or cross (×).

1 They have been collecting rubbish. ☑
2 George wants to donate money to an animal shelter. ☐
3 Daisy wants to have a vote. ☐
4 Zoe doesn't think they should give money to both charities. ☐
5 They don't have time to collect any rubbish. ☐

2 4.3 Listen again and write the words.

1 Firstly, why *don't we* weigh the rubbish?
2 That _____ great.
3 I'm not _____.
4 That's a fantastic _____.
5 I really think _____ to vote on this.
6 That's a _____.

Check-up challenge

1 Complete the sentences with the correct words. Write the verbs in the correct form.

raise encourage support reserve
global damage weigh benefit

1 I asked for a kilo of apples so the market seller *weighed* them.
2 We've decided to _____ money for a charity for the elderly.
3 We must _____ a room where we can practise every Monday.
4 Damage to the environment is a _____ problem.
5 The storm was so bad it _____ trees and buildings.
6 They volunteer in the community to _____ people who need help.
7 My mum always _____ me when I want to try out a new activity.
8 Green ideas _____ the environment.

46 Unit 4

1 4.3 Listen and tick (✓) or cross (✕).

Audioscript

Girl 1: *OK, we have a lot of suggestions about how we can help. Firstly, why don't we weigh the rubbish?*

Boy: *Yes, and for every kilo, we could ask people to donate money to a charity that supports helping with climate change.*

Girl 1: *That's sounds great, George.*

Girl 2: *I'm not sure. I'd prefer to raise money for an animal shelter.*

Girl 1: *Well, shall we have a vote?*

Boy: *That's a fantastic idea, Daisy.*

Girl 2: *How about raising money for both charities?*

Girl 1: *There's a lot to think about. I really think we'll need to vote on this.*

Boy: *I know, but to start, let's put the rubbish in the bin bags.*

Girl 2: *That's a good idea, but I don't think we have time now!*

Narrator: Listen again and write the words.

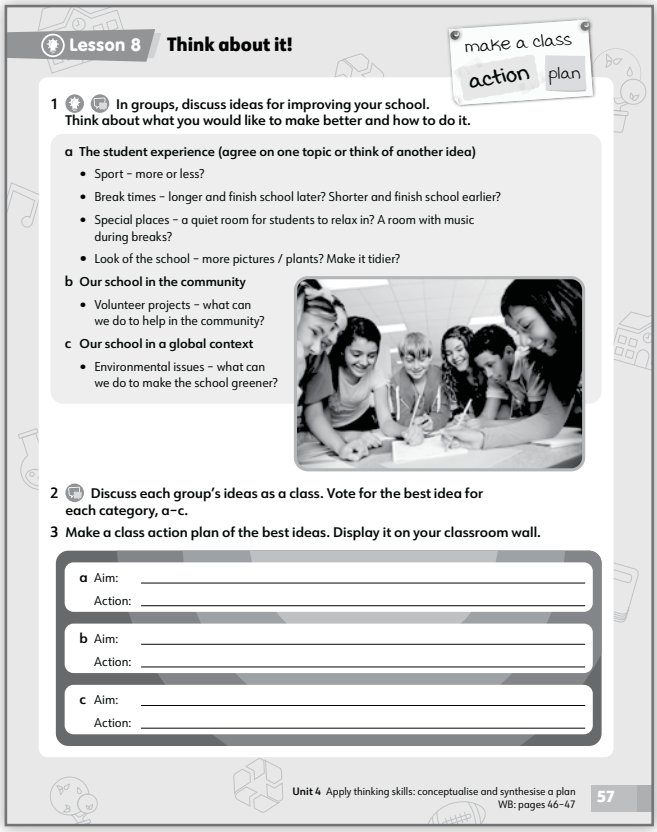
Answers: 1 ✓ **2** ✕ **3** ✓ **4** ✕ **5** ✓

2 Listen again and write the words.

Answers: 1 don't we **2** sounds **3** sure **4** idea **5** we'll need **6** good idea

Lesson 8 Think about it!

Pupil's Book page 57


Lesson 8 Think about it!

make a class action plan

1 In groups, discuss ideas for improving your school. Think about what you would like to make better and how to do it.

a The student experience (agree on one topic or think of another idea)
- Sport – more or less?
- Break times – longer and finish school later? Shorter and finish school earlier?
- Special places – a quiet room for students to relax in? A room with music during breaks?
- Look of the school – more pictures / plants? Make it tidier?

b Our school in the community
- Volunteer projects – what can we do to help in the community?

c Our school in a global context
- Environmental issues – what can we do to make the school greener?

2 Discuss each group's ideas as a class. Vote for the best idea for each category, a–c.

3 Make a class action plan of the best ideas. Display it on your classroom wall.

a Aim: _____
Action: _____

b Aim: _____
Action: _____

c Aim: _____
Action: _____

Unit 4 Apply thinking skills: conceptualise and synthesise a plan
WB: pages 46–47
57

Learning objectives: Apply thinking skills: conceptualise and synthesise a plan

Resources: Unit 4 test

Warm-up: Odd word out

- Write on the board the following groups of words:
  1 damaged support green conservation
  2 baking chopping cooking eating
  3 raise money volunteer spend donate
  4 drama race stories reading
- Ask the children to look and decide which is the odd word out in each group and why. Have them compare ideas with a partner and then invite suggestions from the class. Ask if everyone agrees – there will probably be alternative answers. Ask if anyone has an alternative answer and ask them to justify it.

Suggested answers: 1 damaged (bad thing, others are about protecting nature) **2** eating (is consuming, others are making food) **3** spend (others are ways to help) **4** race (others are connected with books and literature)

1 In groups, discuss ideas for improving your school. Think about what you would like to make better and how to do it.

- Ask volunteers to read out the information in the box. Elicit what three aspects of the school they will talk about improving (*the students' experience*, *helping the community and helping the environment*).
- Elicit one idea for each section and write it on the board.
- Divide the class into groups of three or four to discuss ideas for improving the school and how to achieve this. Explain that they should choose one topic from section a to discuss, and think of one idea for sections b and c.

2 Discuss each group's ideas as a class. Vote for the best for each category, a–c.

- Write the headings *Section a*, *Section b* and *Section c* on the board. Ask for feedback from each group and write their ideas under the corresponding heading. Ask for suggestions about how to achieve each idea.
- Ask each group to decide on the best idea for each category that didn't come from their group.
- Read out each idea and have the children raise their hands for the ones they think are best. Ask one of the children to be a vote counter and write the number of votes next to each idea.
- Based on the votes, decide on the three best ideas in the class.

3 Make a class action plan of the best ideas. Display it on your classroom wall.

- Use the idea that the children voted for in section a to elicit an aim and action, and write it in full on the board (e.g. Aim: *To do more sport at school*; Action: *Speak to the PE teacher about organising a basketball club in the gym at lunchtime*).
- Have the children complete the other aims and actions for the other two ideas.
- Ask children to read out their aims and actions. Elicit corrections from the children or their classmates where necessary.
- Have the children make a neat final copy of their plan to put on the wall as a wall display.
- Ask the class to decide on a title or slogan for their action plan, e.g. *Improve the school! Action plan* or *Action plan for a perfect school!* Ask if they think their ideas will be accepted by the rest of the school and why / why not.

Cooler: Shark game

- Play the *Shark game* (see Games bank, pages 14–17) with some of the key vocabulary from this unit (e.g. *elderly, inspire, volunteer, global, slogan, community*).

Lesson 7 **Functional language**

1 4.3 **Listen and tick (✓) or cross (×).**



1 They have been collecting rubbish. ☑
2 George wants to donate money to an animal shelter. ☐
3 Daisy wants to have a vote. ☐
4 Zoe doesn't think they should give money to both charities. ☐
5 They don't have time to collect any rubbish. ☐

2 4.3 **Listen again and write the words.**

1 Firstly, why *don't we* weigh the rubbish?
2 That _____ great.
3 I'm not _____.
4 That's a fantastic _____.
5 I really think _____ to vote on this.
6 That's a _____.

Check-up challenge

1 Complete the sentences with the correct words. Write the verbs in the correct form.

raise encourage support reserve
global damage weigh benefit

1 I asked for a kilo of apples so the market seller *weighed* them.
2 We've decided to _____ money for a charity for the elderly.
3 We must _____ a room where we can practise every Monday.
4 Damage to the environment is a _____ problem.
5 The storm was so bad it _____ trees and buildings.
6 They volunteer in the community to _____ people who need help.
7 My mum always _____ me when I want to try out a new activity.
8 Green ideas _____ the environment.

2 Match to make correct sentences. What do you notice about the *-ing* form of all the verbs?

1 You've — **a** travelling for three months.
2 Ben's been — **b** 've been running in the school team for two years.
3 The people have — **c** 's been hitting the ball into the net and not over it.
4 I — **d** been swimming a lot this week.
5 She — **e** been sitting around the fire for hours.

3 Write four questions using phrases and verbs in the boxes. Then write answers with the present perfect continuous.

How long ... ?
Have you ... ?
What have you ... ?

do learn study
volunteer work

1 *How long has she been volunteering at the animal rescue centre?*
She *'s been volunteering there for six months.*
2 _____
I _____
3 _____
Yes, we _____
4 _____
They _____
5 _____
Dan _____

What I can do!

Put a tick (✓) or a cross (×).

infer information from a text ☐
emphasise the duration of recent activities ☐
ask about recent events and actions ☐
use synonyms to vary vocabulary ☐
write an information leaflet ☐
make and respond to suggestions ☐

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

Check-up challenge

1 Complete the sentences with the correct words. Write the verbs in the correct form.

Answers: 1 weighed **2** raise **3** reserve **4** global **5** damaged **6** support **7** encourages **8** benefit

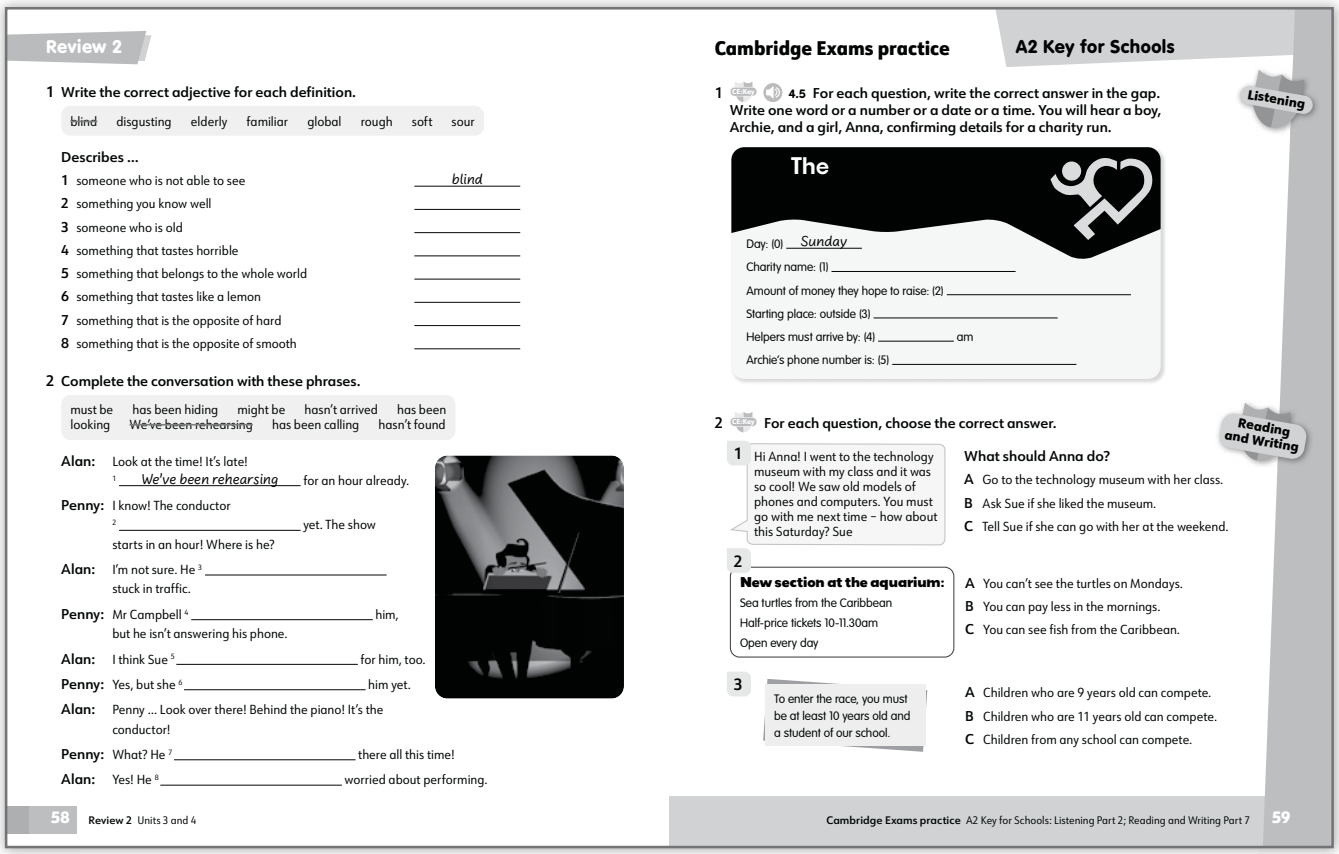
2 Match to make correct sentences. What do you notice about the *-ing* form of all the verbs?

Answers: 1 d **2** a **3** e **4** b **5** c
The consonant before -ing is doubled. (This happens if the vowel before it is a short sound – so hit–hitting, but eat–eating.)

3 Write four questions using phrases and verbs in the boxes. Then write answers with the present perfect continuous.

Answers: Children's own answers.

Pupil's Book pages 58–59



Review 2

1 Write the correct adjective for each definition.

blind disgusting elderly familiar global rough soft sour

Describes ...

1 someone who is not able to see blind
2 something you know well
3 someone who is old
4 something that tastes horrible
5 something that belongs to the whole world
6 something that tastes like a lemon
7 something that is the opposite of hard
8 something that is the opposite of smooth

2 Complete the conversation with these phrases.

must be looking has been hiding We've been rehearsing might be has been calling hasn't arrived hasn't found has been looking

Alan: Look at the time! It's late! 1 We've been rehearsing for an hour already.
Penny: I know! The conductor 2 _____ yet. The show starts in an hour! Where is he?
Alan: I'm not sure. He 3 _____ stuck in traffic.
Penny: Mr Campbell 4 _____ him, but he isn't answering his phone.
Alan: I think Sue 5 _____ for him, too.
Penny: Yes, but she 6 _____ him yet.
Alan: Penny ... Look over there! Behind the piano! It's the conductor!
Penny: What? He 7 _____ there all this time!
Alan: Yes! He 8 _____ worried about performing.

58 Review 2 Units 3 and 4

Cambridge Exams practice A2 Key for Schools

1 4.5 For each question, write the correct answer in the gap. Write one word or a number or a date or a time. You will hear a boy, Archie, and a girl, Anna, confirming details for a charity run.

Listening

The

Day: (0) Sunday
Charity name: (1) _____
Amount of money they hope to raise: (2) _____
Starting place: outside (3) _____
Helpers must arrive by: (4) _____ am
Archie's phone number is: (5) _____

2 For each question, choose the correct answer.

Reading and Writing

1 Hi Anna! I went to the technology museum with my class and it was so cool! We saw old models of phones and computers. You must go with me next time – how about this Saturday? Sue

What should Anna do?
A Go to the technology museum with her class.
B Ask Sue if she liked the museum.
C Tell Sue if she can go with her at the weekend.

2 **New section at the aquarium:**
Sea turtles from the Caribbean
Half-price tickets 10-11.30am
Open every day

A You can't see the turtles on Mondays.
B You can pay less in the mornings.
C You can see fish from the Caribbean.

3 To enter the race, you must be at least 10 years old and a student of our school.

A Children who are 9 years old can compete.
B Children who are 11 years old can compete.
C Children from any school can compete.

Cambridge Exams practice A2 Key for Schools: Listening Part 2; Reading and Writing Part 7 59

Learning objectives: Review vocabulary and grammar from Units 3 and 4; A2 Key for Schools Listening Part 2; Reading and Writing Part 7

Warm-up: Missing vowels

- Write the following vertically on the board: *rbbsh / dmg / vlntr / nvrnmnt / chrty / slgn* (Solution: *rubbish, damage, volunteer, environment, charity, slogan*)
- Tell the children these are all words from Unit 4. They need to add the vowels *a, e, i, o* or *u* to make them complete. They can check in their books if they want.
- Give the children some thinking time and then invite volunteers to the board to write a complete word next to its reduced form. Ask if the class agrees.
- Ask the children if they can remember the lesson that the word appeared in. What was it about?

1 Write the correct adjective for each definition.

- Refer the children to the example sentence and remind them that *green* can mean *good for the environment*.
- Have the children continue the activity individually.
- Write numbers 1–8 on the board. Invite volunteers to come and write a word each. Ask if everyone agrees.

Answers: 1 blind **2** familiar **3** elderly **4** disgusting **5** global **6** sour **7** soft **8** rough

2 Complete the conversation with these phrases.

- Have the children look quickly at the dialogue and say what it is about.
- Refer them to the example and ask how we know it is *We've been rehearsing.* (*The sentence uses* for *and ends with* already.)
- Elicit the answers for numbers 2 and 3 and write them on the board.
- Have the children complete the activity individually and then compare their answers with a partner.
- Ask children to read out sentences. Ask if the class agrees.

Answers: 1 We've been rehearsing **2** hasn't arrived **3** might be **4** has been calling **5** has been looking **6** hasn't found **7** has been hiding **8** must be

1 CE:Key 4.5 For each question, write the correct answer in the gap. Write one word or a number or a date or a time. You will hear a boy, Archie, and a girl, Anna, confirming details for a charity run.

This activity helps the children prepare for Part 2 of the Listening paper of the Cambridge A2 Key for Schools exam. The children should be encouraged to read the questions and think about the type of answer they will need for each one.

- Refer the children to the three text boxes on the left. Ask them to read the text in each box and then choose the correct answer from the choices to the right of each box.
- The children work individually.
- Discuss answers as a class.

Audioscript

Archie: *Hello, everybody. Thanks for volunteering to help at the sponsored run on Sunday. We want to help the runners raise as much money as possible.*

Anna: *What's the name of the charity?*

Archie: *It's called the Wright Organisation – that's W-R-I-G-H-T. It helps poor villages in Africa.*

Anna: *How much are the runners hoping to raise?*

Archie: *Last year they raised £3700. We're hoping this year the runners will raise as much as £4800. So far, people have sponsored £4200.*

Anna: *That's fantastic.*

Archie: *So, your job is to hand out water to the runners. Remember it's a race – the runners are in a hurry – so it's really important that you're quick.*
We want the runners to know that you're helpers, so you'll wear this orange T-shirt.

Anna: *Cool.*

Archie: *The race starts outside the swimming pool. Do you know where that is?*

Anna: *Yes.*

Archie: *Great – meet me there. It's really important you're there by seven o'clock in the morning. The race starts at eight o'clock.*

Anna: *OK.*

Archie: *If there's any problem at all, I need to know. My mobile number is 0789 475 362.*

Anna: *Got it – thanks. See you on Sunday!*

Answers: 1 C **2** B **3** B

2 CE:Key For each question, choose the correct answer.

This activity helps the children prepare for Part 7 of the Reading and Writing paper of the Cambridge English A2 Key for Schools exam.

- Have the children read the information quickly and say what a possible answer might be for each gap (*a name, a number, a place, etc*).
- Play the audio up to *as much money as possible*. Ask the children if they heard the information for the example answer.
- Play the rest of the audio and have the children complete the answers. Play the audio again and have them check their answers.
- Write the information on the board and invite volunteers to come and complete it with the answers. Ask if the class agrees.

Answers: 1 the Wright Organisation **2** £4,800 **3** the swimming pool **4** 7.00 **5** 0789 475 362

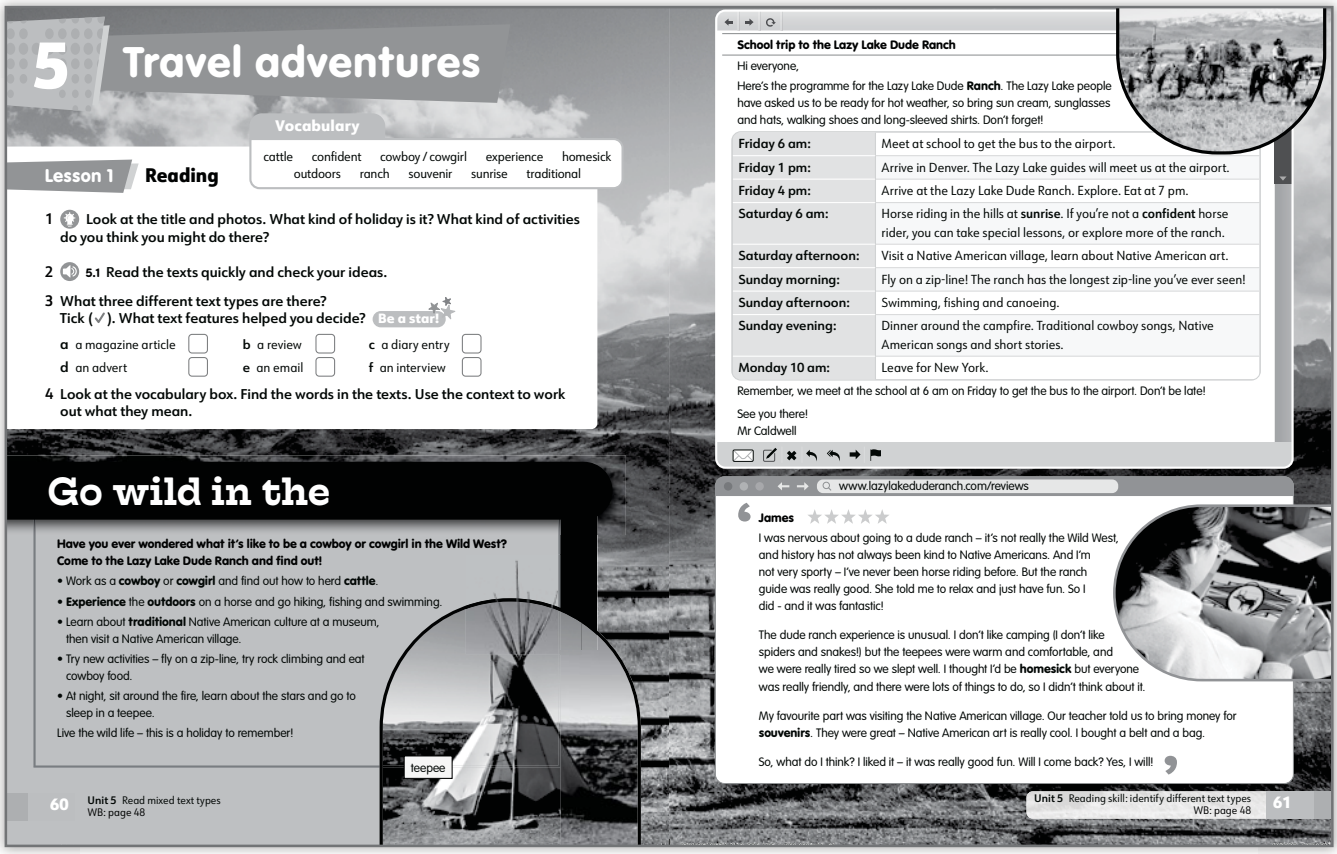
Cooler: Disappearing words

- Play *Disappearing words* (see Games bank, pages 14–17) with some key vocabulary from Units 3 and 4.

5 Travel adventures

Lesson 1 Reading

Pupil's Book pages 60–61



Learning objectives: Read mixed text types; Identify different text types

Vocabulary: cattle, confident, cowboy / cowgirl, experience, homesick, outdoors, ranch, souvenir, sunrise, traditional

Resources: Vocabulary 1 worksheet

Warm-up: Backs to the board

- Play *Backs to the board* (see Games bank, pages 14–17) with vocabulary from Unit 4.

1 Look at the title and photos. What kind of holiday is it? What kind of activities do you think you might do there?

- Have the children look at the photos and the title. Elicit or explain what 'Wild West' means (*the name for the western part of the USA when Europeans first started to live there*). Give them time to decide on their answers.
- Have the children think about the possible activities on the holiday and then compare ideas with a partner.
- Conduct class feedback and write ideas on the board.

2 5.1 Read the texts quickly and check your ideas.

- Have the children read the text quickly to check their ideas in Activity 1. Play the audio if the children need additional support.

Suggested answers: an outdoor activities holiday at a cowboy ranch; herding cattle, hiking, horse-riding, fishing, swimming, canoeing, visiting a museum and a village, flying on a zip-line, rock climbing, sleeping in a teepee, eating cowboy food, singing, listening to stories

3 What three different text types are there? Tick (✓). What text features helped you decide?

Be a star!

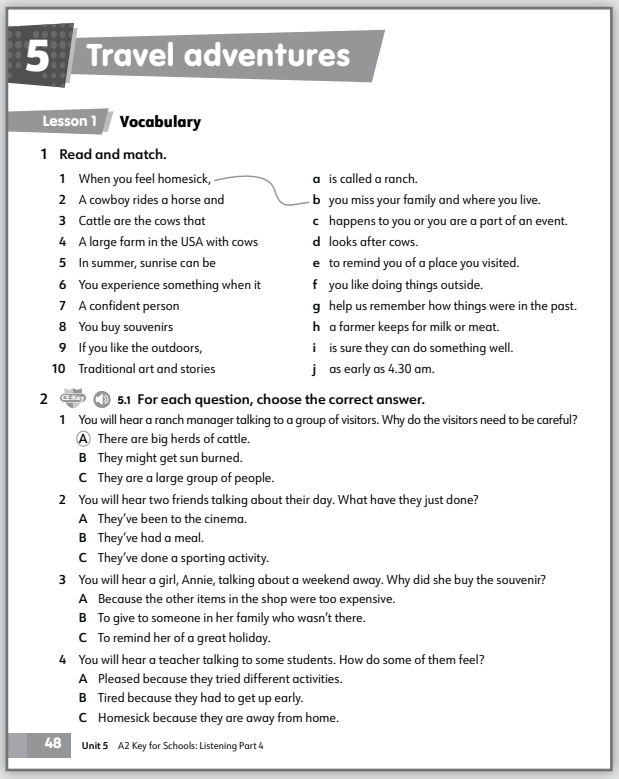
- Decide as a class what type of text is on page 60 (*an advert*). Ask the children how they know this (e.g. *different text sizes, bullet points, it's trying to persuade us to visit the ranch*). Then have them notice features of the texts on page 61 and tick the correct boxes. Call out the text types. The children identify the corresponding text (1, 2 or 3). Have them identify the features that helped them decide.

Answers: ✓ by: b, d, e

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

- The children scan the text to find the words in the vocabulary box. Have them explain the meaning of the words in bold. Ask them to check their answers in the dictionary on page 156 of the Pupil's Book.

Workbook page 48



5 Travel adventures

Lesson 1 Vocabulary

1 Read and match.

1	When you feel homesick,	a	is called a ranch.
2	A cowboy rides a horse and	b	you miss your family and where you live.
3	Cattle are the cows that	c	happens to you or you are a part of an event.
4	A large farm in the USA with cows	d	looks after cows.
5	In summer, sunrise can be	e	to remind you of a place you visited.
6	You experience something when it	f	you like doing things outside.
7	A confident person	g	help us remember how things were in the past.
8	You buy souvenirs	h	a farmer keeps for milk or meat.
9	If you like the outdoors,	i	is sure they can do something well.
10	Traditional art and stories	j	as early as 4.30 am.

2 CE:Key 5.1 For each question, choose the correct answer.

1 You will hear a ranch manager talking to a group of visitors. Why do the visitors need to be careful?
A There are big herds of cattle.
B They might get sun burned.
C They are a large group of people.

2 You will hear two friends talking about their day. What have they just done?
A They've been to the cinema.
B They've had a meal.
C They've done a sporting activity.

3 You will hear a girl, Annie, talking about a weekend away. Why did she buy the souvenir?
A Because the other items in the shop were too expensive.
B To give to someone in her family who wasn't there.
C To remind her of a great holiday.

4 You will hear a teacher talking to some students. How do some of them feel?
A Pleased because they tried different activities.
B Tired because they had to get up early.
C Homesick because they are away from home.

48 Unit 5 A2 Key for Schools: Listening Part 4

1 Read and match.

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

2 CE:Key 5.1 For each question, choose the correct answer.

- This activity helps the children prepare for Part 4 of the Listening paper in the Cambridge English A2 Key for Schools exam.

Audioscript

Narrator: ***One. You will hear a ranch manager talking to a group of visitors. Why do the visitors need to be careful?***

Man: *Hello everyone and welcome to the ranch. Now – there are 2,000 cows on the ranch, they are usually friendly but they are big animals in a large group, so please listen to your guide and stay with them at all times. I'd like to remind you also, that we'll be outdoors all day and it's hot. So, I would keep your hats on and use plenty of suncream.*

Narrator: ***Now listen again.***
Two. You will hear two friends talking about their day. What have they just done?

Girl: *I loved to experience being outdoors all day!*

Boy: *Me too. You have to be really confident to climb that high – but we did it! We all had a really good day, but my arms hurt.*

Girl: *Mine do too! I'm going to sit in front of the TV and watch a film.*

Boy: *That's a good idea! I might order a pizza too!*

Narrator: ***Now listen again.***
Three. You will hear a girl, Annie, talking about a weekend away. Why did she buy the souvenir?

Boy: *Oh wow! I love that – is it a little cowboy doll?*

Girl: *Yes, it is!*

Boy: *Where did you get it?*

Girl: *Well, I spent the weekend on a traditional ranch with my family. We slept in teepees but we had breakfast and lunch in the main house. It was such a great experience. They had a little shop with food, clothes and souvenirs. So, I got this for my cousin because she couldn't come. It wasn't expensive and I thought it would make her happy.*

Man: *That sounds great!*

Girl: *It was! I'll remember it for a long time.*

Narrator: ***Now listen again.***
Four. You will hear a teacher talking to some students. How do some of them feel?

Man: *OK class, listen carefully. We've had a great week so far and I've been pleased to see so many of you trying new things. Tonight, please go to bed early because we need to be up before sunrise. We need to start our walking by half past six so that we can get to the top of the mountain and back before dinner time. Oh, and one last thing – I know that some of you are missing your families so please look after each other. Tomorrow is our last day and then you'll be back home again.*

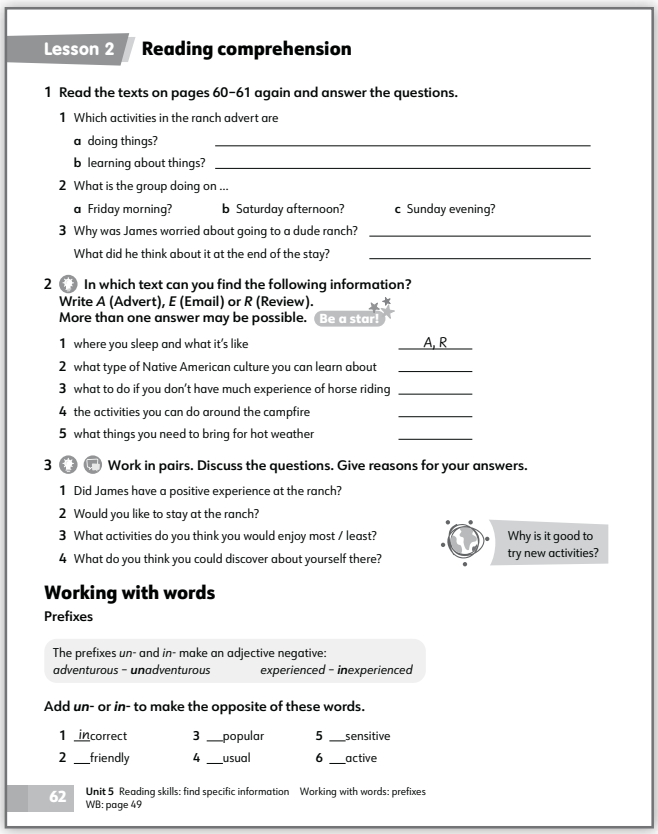
Answers: 1 A **2** C **3** B **4** C

Cooler: What's the last word?

- Play *What's the last word?* (see Games bank, pages 14–17) with track 5.1.

Lesson 2 Reading comprehension / Working with words

Pupil's Book page 62



Lesson 2 Reading comprehension

1 Read the texts on pages 60–61 again and answer the questions.

1 Which activities in the ranch advert are
a doing things? _____
b learning about things? _____
2 What is the group doing on ...
a Friday morning? b Saturday afternoon? c Sunday evening?
3 Why was James worried about going to a dude ranch? _____
What did he think about it at the end of the stay? _____

2 In which text can you find the following information? Write *A* (Advert), *E* (Email) or *R* (Review). More than one answer may be possible. Be a star!

1 where you sleep and what it's like A, R
2 what type of Native American culture you can learn about _____
3 what to do if you don't have much experience of horse riding _____
4 the activities you can do around the campfire _____
5 what things you need to bring for hot weather _____

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

1 Did James have a positive experience at the ranch?
2 Would you like to stay at the ranch?
3 What activities do you think you would enjoy most / least?
4 What do you think you could discover about yourself there?

Why is it good to try new activities?

Working with words

Prefixes

The prefixes *un-* and *in-* make an adjective negative:
*adventurous – **un**adventurous* *experienced – **in**experienced*

Add *un-* or *in-* to make the opposite of these words.

1 incorrect 3 ___popular 5 ___sensitive
2 ___friendly 4 ___usual 6 ___active

62 Unit 5 Reading skills: find specific information Working with words: prefixes
WB: page 49

Learning objectives: Find specific information; Prefixes

Resources: Working with words worksheet

Warm-up: Team spelling

- Play *Team spelling* (see Games bank, pages 14–17) with the new vocabulary from Lesson 1.

1 Read the texts on pages 60–61 again and answer the questions.

- The children read the text again and search for the answer to the first part of question 1. They raise their hand when they have an answer. Ask for suggestions. Check everyone agrees.
- Have the children continue the activity individually.
- Write the question prompts on the board. Invite volunteers to come to the board and complete one part each. Ask for class agreement.

Answers: 1a herding cattle, horse-riding, hiking, swimming, fishing, zip-lining, rock climbing, eating cowboy food, visiting a museum and a village; b learn about traditional Native American culture, learn about the stars **2** a meeting at the school at 6 am to get the bus to the airport.; b visiting a Native American village, learning about Native American art.; c having dinner around the campfire. Traditional cowboy songs, Native American songs and short stories. **3** it's not really the Wild West, and history has not always been kind to Native Americans. He wasn't very sporty and he'd never been horse riding before.; He liked it – it was fun.

2 In which text can you find the following information? Write *A* (Advert), *E* (Email) or *R* (Review). More than one answer may be possible. Be a star!

- Refer the children to the example answer and ask them to find phrases in the text that support it (advert – *sleep in a teepee*, review – *the teepees were warm and comfortable*).
- Have the children continue the activity individually.
- Write a big *A* on the left of the board, *E* in the middle and *R* on the right. Read out the sentences from Activity 2 and have the children call out the letter and point to it on the board. This way you can see if some children have different answers.

Answers: 1 A, R **2** A **3** E **4** E **5** E

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

- Discuss the answer to question 1 as a class. Ask the children to identify information in the text to support their answer (e.g. *the ranch guide was really good, everyone was really friendly, there were lots of things to do, I liked it – it was really good fun.*).
- Give the children time to answer the other questions and think about the reasons for their answers.
- Divide the class into pairs and have them compare their answers. Ask the children if they agreed about all the answers and to give examples of any that they answered differently.

Teaching star!

Reading

Focus on the phrasing of information to help children form complete answers to difficult questions.

- Before the children discuss their answers to Activity 3 above, give an example of your own.
- Make it clear you are using a combination of the question and the text by holding up your book and following with your finger as you speak, e.g. *James had a positive experience at the ranch because he had fun, it there were lots of things to do and he liked it – it was really good fun.*
- Ask the class to give an example answer for question 2, e.g. *I would like to stay at the ranch* because I would like to *try new activities* like *flying on a zip-line*.
- Point out that the children can provide excellent answers by using the text, or if they want, they can be more creative! Both are good options.

Working with words

Prefixes

- Write on the board:
  The past of 'go' is 'goed'.
  I'm sorry, that is __correct!
- Ask the children what they can add to the second sentence so that it makes sense. (*in*)
- Ask the children what the letters *in* at the beginning of the word do (*make it negative*).
- Have the children read the introduction in the blue box.

Write the opposite of these words.

- Have the children decide which prefix is correct for the other words in the activity. Encourage them to say each version out loud and see which sounds better.
- Invite volunteers to come to the board and write a negative word. Ask if everyone agrees.
- Tell the children that there is no fixed rule for when to use *in* or *un* – they will have to learn the words and use them to help remember!

Answers: *un*: unfriendly, unpopular, unusual; *in*: inactive, incorrect, inexperienced

ESDC



Why is it good to try new activities?

Introduce the children to Sustainable Development Goal 3: *Good health and well-being.* Ask: *Why is it good to try new activities?*

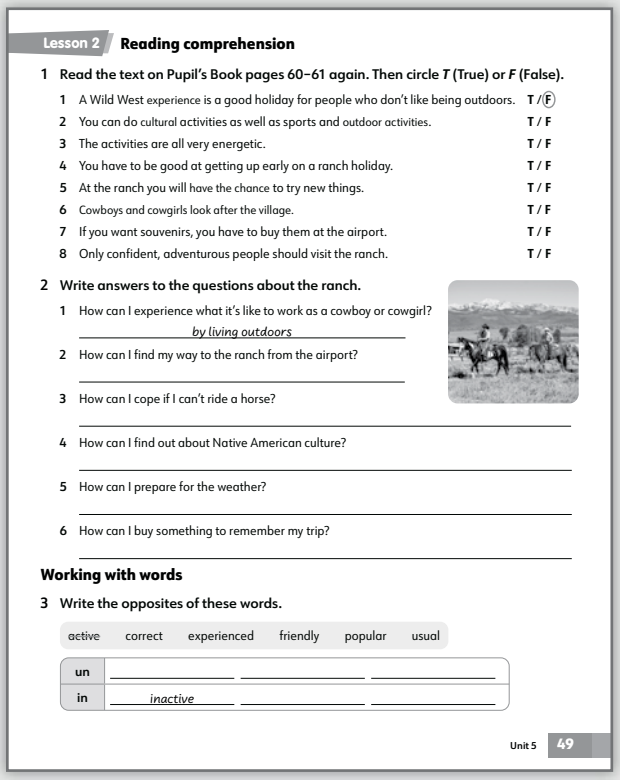
- Discuss whether any of the children would like to have a dude ranch experience like the one shown on pages 60–61 of their Pupil's Book. Have the children recall how James was nervous about some of the activities at the ranch, but how he enjoyed it and said he would come back! Elicit from the children some activities they tried recently for the first time. Ask what they enjoyed about the experience and how it made them feel. Have the children work in pairs to think of two answers to the question, then share their answers with the class.

Possible answers: If we don't try new activities, we will never know if we like them or not. Sometimes we like something that we didn't expect to, and we can learn a lot from different types of activities.

Cooler: *un-* or *in-*?

- Write a big *UN* on the left of the board and a big *IN* on the right. Call out adjectives from *Working with words* and have the children point to the correct prefix and say the negative adjective.
- You can challenge them with other adjectives, e.g. *(un)happy, (un)comfortable, (un)prepared, (in)complete, (in)visible, (in)credible*.

Workbook page 49



Lesson 2 **Reading comprehension**

1 Read the text on Pupil's Book pages 60–61 again. Then circle *T* (True) or *F* (False).

1 A Wild West experience is a good holiday for people who don't like being outdoors. T / (F)
2 You can do cultural activities as well as sports and outdoor activities. T / F
3 The activities are all very energetic. T / F
4 You have to be good at getting up early on a ranch holiday. T / F
5 At the ranch you will have the chance to try new things. T / F
6 Cowboys and cowgirls look after the village. T / F
7 If you want souvenirs, you have to buy them at the airport. T / F
8 Only confident, adventurous people should visit the ranch. T / F

2 Write answers to the questions about the ranch.

1 How can I experience what it's like to work as a cowboy or cowgirl?
by living outdoors
2 How can I find my way to the ranch from the airport?
3 How can I cope if I can't ride a horse?
4 How can I find out about Native American culture?
5 How can I prepare for the weather?
6 How can I buy something to remember my trip?

Working with words

3 Write the opposites of these words.

active correct experienced friendly popular usual

un			
in	*inactive*		

Unit 5 49

1 Read the text on Pupil's Book pages 60–61 again. Then circle *T* (True) or *F (False).*

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

2 Write answers to the questions about the ranch.

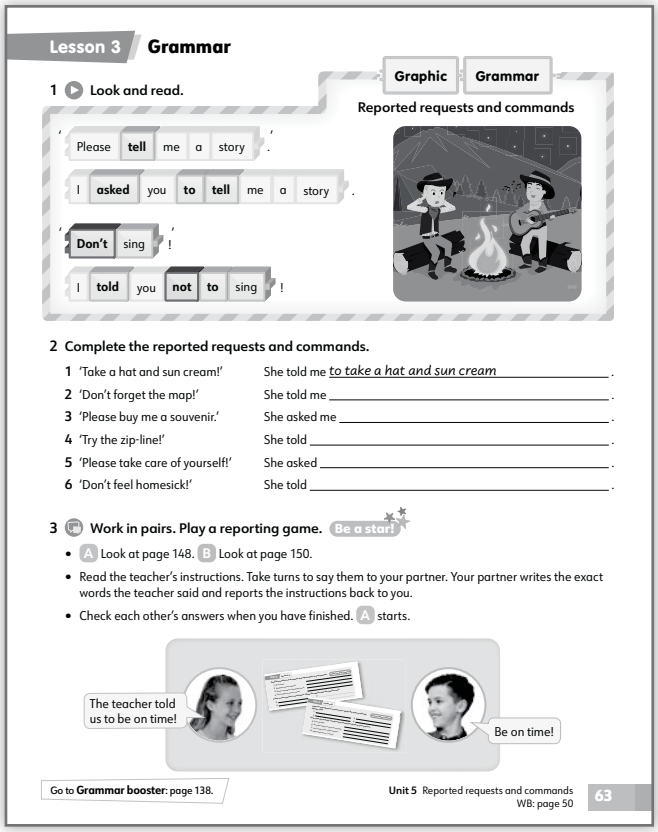
Answers: 1 by living outdoors, by learning how to herd cattle **2** a guide will meet you **3** by getting special lessons **4** by visiting the museum and village, by looking at native art, by listening to native stories and songs **5** by bringing sun cream, sunglasses and hats, walking shoes and long-sleeved shirts **6** by bringing money for souvenirs and visiting the village

3 Write the opposites of these words in the correct columns.

Answers: un: unpopular, unfriendly, unusual
in: inactive, incorrect, inexperienced

Lesson 3 Grammar

Pupil's Book page 63


Lesson 3 Grammar

1 Look and read.

Graphic Grammar

Reported requests and commands

'Please tell me a story.'

I asked you to tell me a story.

'Don't sing!'

I told you not to sing!

2 Complete the reported requests and commands.

1 'Take a hat and sun cream!' She told me to take a hat and sun cream.
2 'Don't forget the map!' She told me _____.
3 'Please buy me a souvenir.' She asked me _____.
4 'Try the zip-line!' She told _____.
5 'Please take care of yourself!' She asked _____.
6 'Don't feel homesick!' She told _____.

3 Work in pairs. Play a reporting game. Be a star!

- A Look at page 148. B Look at page 150.
- Read the teacher's instructions. Take turns to say them to your partner. Your partner writes the exact words the teacher said and reports the instructions back to you.
- Check each other's answers when you have finished. A starts.

The teacher told us to be on time!

Be on time!

Go to Grammar booster: page 138.

Unit 5 Reported requests and commands
WB: page 50

63

Learning objectives: Reported requests and commands

Grammar: Reported requests and commands

Review vocabulary: adventurous activities

Resources: Graphic Grammar video; Grammar 1 worksheet

Warm-up: Disappearing sentences

- Play *Disappearing sentences* (see Games bank, pages 14–17) with sentences from the first paragraph of the 'review' text on page 61 from *I'm not very sporty* ... to ... *and it was fantastic!*

1 Look and read.

- Ask the children to say what they can see in the picture. Ask *Who are they? Where are they? What are they doing? Do you think he's a good singer? What do you think his friend is saying to him?*
- Have the children read the sentences and ask if their ideas were correct.
- Say the sentences and have the children repeat them after you. Elicit which ones are direct speech and which ones are reported speech.
- Ask them *Why does the cowboy use 'asked' in one sentence and 'told' in the other?* (*The first is a request – asking politely. The second is a command – stronger.*)
- Draw attention to the blue *tell* brick in the first sentence. Elicit what you put in front of *tell* in the reported request (*to*). Repeat with the second sentence and elicit what *don't* changes to in the reported command (*not to*).
- Have the children look back at the 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, ask the children the questions in the first point above. Play the video and check their ideas.
- Continue as above from the fourth point. Play the video again and have the children repeat the sentences.

Teaching star!

Extension

Use controlled exercises to make children more confident users of complex new structures.

- Write on the board these two sentences:
  Please give me a pen.
  Don't take my ruler!
- Point to the first sentence and ask a child to say it to their partner. Then ask the class to say the sentence as a reported request. Word by word, elicit *She asked him to give her a pen.* As children say the words, they point to the corresponding people *(She* (point to you), *him* (point to the boy you asked), *her* (point to you again)). Write the sentence on the board and then have all the children repeat.
- Point to the second sentence and ask another child to say it to their partner. Word by word, elicit *She told him not to take her ruler.* Write the sentence on the board and have the children repeat it.
- Underline *asked* and *told*. Point out that these verbs are always followed by who you are asking or telling, e.g. *me / you / him / her*, etc.
- Point to the sentences again and have a few children say them to their partners. Elicit sentences from the class as reported speech each time.

2 Complete the reported requests and commands.

- Refer the children to the example answer. Ask them why it's *told* and not *asked* (*because it's a strong command, there is no 'please'*). Ask the children what comes after *told* (*the person (*me*) + *to *+ verb* (take)).
- Have the children complete the activity individually.
- Ask individual children to read out sentences. Ask if the class agrees. Write the answers on the board so everyone can check.

Answers: 1 to take a hat and sun cream **2** not to forget the map **3** to buy her a souvenir **4** me to try the zip-line **5** me to take care of myself **6** me not to feel homesick

3 Work in pairs. Play a reporting 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 150.
- Read out the instructions and the example dialogue so the children have an understanding of how to play the game.
- Student A reads the teacher's instructions and reports them to Student B and writes the reported instructions on the lines. Student B listens to the instructions and reports the exact words that the teacher said back to Student A and writes them on the lines. Then they swap roles.
- Allow time for the children to complete the game.

Answers: Student A: 1 The teacher told us to be on time! 2 The teacher told us to bring our sports uniform! 3 The teacher asked us to remember to bring our lunch. 4 The teacher told us not to forget to use sun cream!; 5 Don't be late! 6 Be polite when you meet new people. 7 Don't make noise in the museum! 8 Meet at the bus at 1 o'clock.

Student B: 1 Be on time! 2 Bring your sports uniform! 3 Please remember to bring your lunch. 4 Don't forget to use sun cream!; 5 The teacher told us not to be late! 6 The teacher told us to be polite when we meet new people. 7 The teacher told us told us not to make noise in the museum! 8 The teacher told us to meet at the bus at 1 o'clock.

Grammar booster

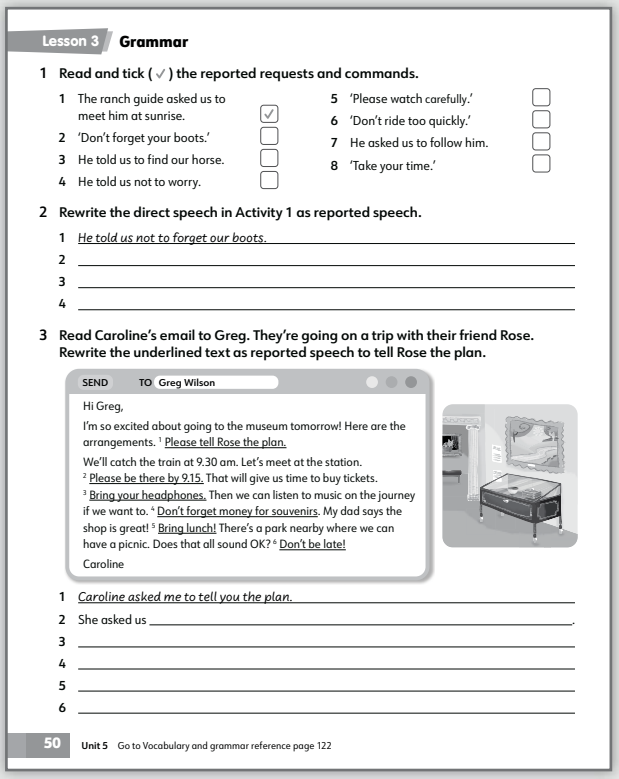
Ask the children to turn to page 138 of their Pupil's Book to complete Activities 1 and 2. Alternatively, you may wish to have the children complete these activities at home.

Answers: 1 1 told me to stay silent. 2 'Please us the other chair.' 3 told me not to go. 4 asked me to try harder. 5 'Don't wait for me.' 6 He asked me to try to be on time for the bus.
2 1 We will go shopping today. 2 You should rest this weekend. 3 Please do the washing up. 4 Rehearse the play after school. 5 I need to buy some clothes. 6 Please go horse riding with me.

Cooler: Team sentences

- Play *Team sentences* (see Games bank, pages 14–17) with sentences from Activities 2 and 3.
- Suggest using the following sentences:
  She told me not to forget the map.
  She asked me to take care of myself.
  The teacher asked us to remember to bring our lunch. She asked me to buy her a souvenir.

Workbook page 50



Lesson 3 **Grammar**

1 Read and tick (✓) the reported requests and commands.

1 The ranch guide asked us to meet him at sunrise. ☑
2 'Don't forget your boots.' ☐
3 He told us to find our horse. ☐
4 He told us not to worry. ☐
5 'Please watch carefully.' ☐
6 'Don't ride too quickly.' ☐
7 He asked us to follow him. ☐
8 'Take your time.' ☐

2 Rewrite the direct speech in Activity 1 as reported speech.

1 *He told us not to forget our boots.*
2 _____
3 _____
4 _____

3 Read Caroline's email to Greg. They're going on a trip with their friend Rose. Rewrite the underlined text as reported speech to tell Rose the plan.

SEND TO Greg Wilson

Hi Greg,
I'm so excited about going to the museum tomorrow! Here are the arrangements. [1] Please tell Rose the plan.
We'll catch the train at 9.30 am. Let's meet at the station.
[2] Please be there by 9.15. That will give us time to buy tickets.
[3] Bring your headphones. Then we can listen to music on the journey if we want to. [4] Don't forget money for souvenirs. My dad says the shop is great! [5] Bring lunch! There's a park nearby where we can have a picnic. Does that all sound OK? [6] Don't be late!
Caroline

1 *Caroline asked me to tell you the plan.*
2 She asked us _____.
3 _____
4 _____
5 _____
6 _____

50 Unit 5 Go to Vocabulary and grammar reference page 122

Remind the children that they can refer to the grammar reference on page 122 to help them while completing these activities.

1 Read and tick (✓) the reported requests and commands.

Answers: ✓ by: 1, 3, 4, 7

2 Rewrite the direct speech in Activity 1 as reported speech.

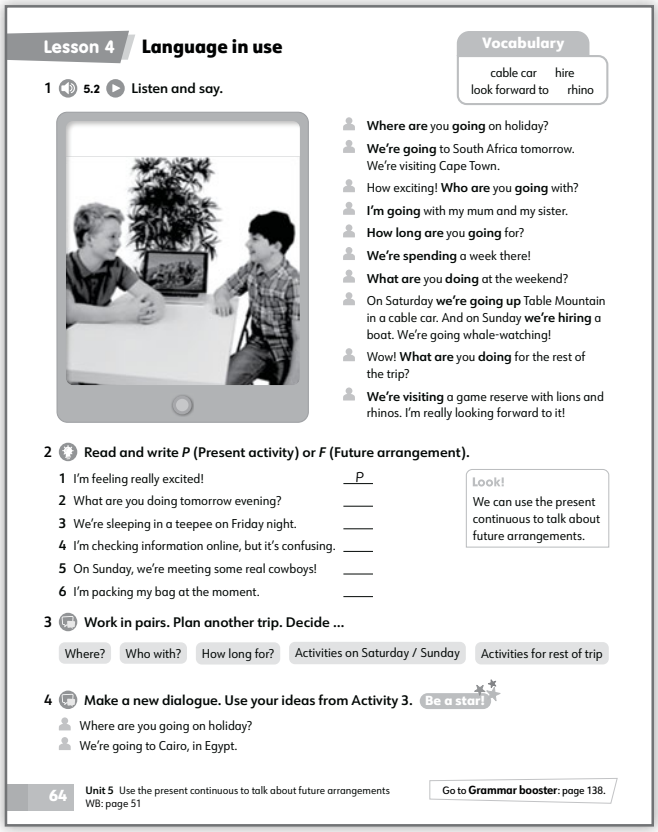
Answers: 1 He told us not to forget our boots.
2 He asked us to watch carefully. **3** He told us not to ride too quickly. **4** He told us to take our time.

3 Read Caroline's email to Greg. They're going on a trip with their friend Rose. Rewrite the underlined text as reported speech to tell Rose the plan.

Answers: 1 Caroline asked me to tell you the plan.
2 She asked us to be there by 9.15. **3** She told us to bring our headphones. **4** She told us not to forget money for souvenirs. **5** She told us to bring lunch. **6** She told us not to be late.

Lesson 4 Language in use

Pupil's Book page 64



Lesson 4 Language in use

Vocabulary
cable car hire
look forward to rhino

1 5.2 Listen and say.

Where are you going on holiday?
We're going to South Africa tomorrow. We're visiting Cape Town.
How exciting! Who are you going with?
I'm going with my mum and my sister.
How long are you going for?
We're spending a week there!
What are you doing at the weekend?
On Saturday we're going up Table Mountain in a cable car. And on Sunday we're hiring a boat. We're going whale-watching!
Wow! What are you doing for the rest of the trip?
We're visiting a game reserve with lions and rhinos. I'm really looking forward to it!

2 Read and write *P* (Present activity) or *F* (Future arrangement).

1 I'm feeling really excited! P
2 What are you doing tomorrow evening? ___
3 We're sleeping in a teepee on Friday night. ___
4 I'm checking information online, but it's confusing. ___
5 On Sunday, we're meeting some real cowboys! ___
6 I'm packing my bag at the moment. ___

Look!
We can use the present continuous to talk about future arrangements.

3 Work in pairs. Plan another trip. Decide ...

Where? Who with? How long for? Activities on Saturday / Sunday Activities for rest of trip

4 Make a new dialogue. Use your ideas from Activity 3. Be a star!

Where are you going on holiday?
We're going to Cairo, in Egypt.

64 Unit 5 Use the present continuous to talk about future arrangements
WB: page 51

Go to Grammar booster: page 138.

Learning objectives: Use the present continuous to talk about future arrangements

Grammar: Present continuous tense for future arrangements

Vocabulary: cable car, hire, look forward to, rhino

Review vocabulary: adventurous activities

Resources: Language in use video; Grammar 2 worksheet

Warm-up: How many words?

- Play *How many words?* (see Games bank, pages 14–17) with these sentences:
  I asked you to tell me a story. (8)
  She told me to take a hat and sun cream. (10)
  The teacher asked us to remember to bring our lunch. (10)
  She asked me to take good care of myself. (9)
  The teacher told us to be polite when we meet new people. (12)

Vocabulary

- Refer the children to the vocabulary box at the top of the page. Use each word in a sentence and have the children say which word you used, e.g. *I'm looking forward to my birthday party – it's going to be great!*
  There is a cable car which goes from the beach to the top of the mountain.
  We saw two rhinos in the zoo – they were huge!
  We hired bicycles to ride around the island.
- Have the children say the words. Check their pronunciation.
- Give a definition of each word and have the children say the word:
  An African animal with thick grey skin and a horn on its nose. (rhino)
  A type of lift for going up and down mountains. (cable car)
  To pay to use something like a car for a short time. (hire)
  To feel happy and excited about something which is going to happen. (look forward to)

1 5.2 Listen and say.

- Have the children look at the photo. Ask: *Who can you see?* (Sam and Paul) *What are they doing? What do you think they're talking about?*
- Play the audio and have the children check their ideas *(they're looking at photos on a laptop; they're talking about Paul's holiday in South Africa).*
- *Ask: Is the holiday in the past, present or future? (future) Is it organised or just an idea? (it's organised) Explain that we can use the present continuous to talk about organised future arrangements.*
- *Ask: Where is Paul going? (to South Africa) Who's he going with? (his mum and sister) What's he doing on Sunday? (hiring a boat)*
- Play the audio again. Stop after each sentence and have the children repeat.
- Divide the class into pairs. Have them act out the dialogue. Then change roles and act it out again.

- If you have access to the class video, ask the questions in the first point above. Play the video. The children watch and answer the questions.
- Continue as above from the third point.
- Play the video again and have the children repeat. Have them imitate the intonation and body language as closely as possible.

2 Read and write *P* (Present activity) or *F* (Future arrangement).

- Refer the children to the example sentence and answer. Ask: *Is this a future arrangement or something happening now?* (*happening now – present*)
- Elicit from the class whether the activity in sentence 2 is present or future. (*future – asking about plans for tomorrow*)

- Have the children complete the activity individually.
- Ask children to read out the sentences and have the rest of the class point downwards and say *present* or point forward and say *future*.

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

3 Work in pairs. Plan another trip. Decide ...

- Give your answers to the questions in Activity 3, e.g:
  I'm going to Australia!
  I'm going with my family.
  I'm staying there for two weeks.
  I'm visiting Sydney on Saturday and I'm going whale-watching on Sunday.
  Then we're hiring a car and travelling around the country.
- Divide the class into pairs and have them make short notes about a trip.

4 Make a new dialogue. Use your ideas from Activity 3.

Be a star!

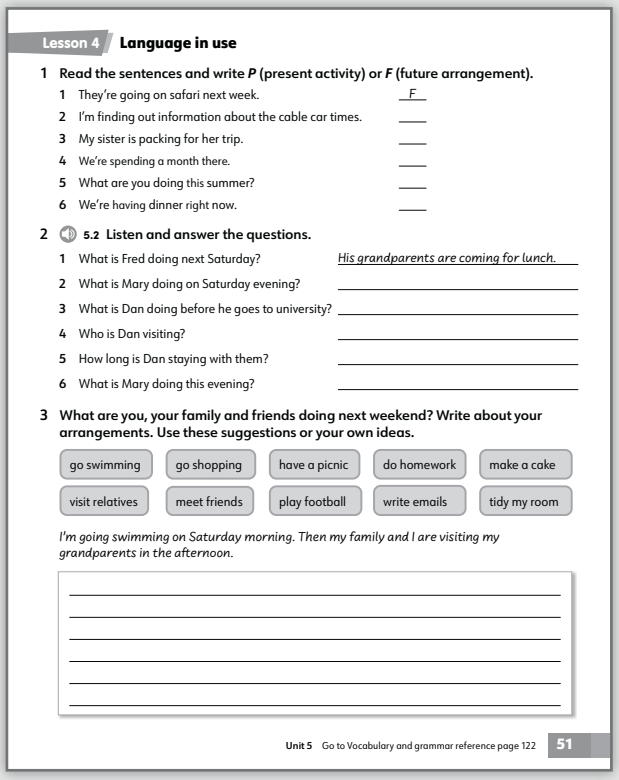
- Read out the example exchange with a volunteer. Elicit the next line of the dialogue (e.g. *Fantastic! Who are you going with?*).
- Elicit the remaining questions and drill them with the class.
- Have the pairs make new dialogues about their chosen trips using their notes from Activity 3 and the dialogue in Activity 1 as a model.
- Ask if any children would like to perform their dialogue for the class.

Grammar booster

Ask the children to turn to page 138 of their Pupil's Book to complete Activity 3. Alternatively, you may wish to have the children complete these activities at home.

Answers: Children's own answers.

Workbook page 51



Lesson 4 **Language in use**

1 Read the sentences and write *P* (present activity) or *F* (future arrangement).

1 They're going on safari next week. F
2 I'm finding out information about the cable car times. ___
3 My sister is packing for her trip. ___
4 We're spending a month there. ___
5 What are you doing this summer? ___
6 We're having dinner right now. ___

2 5.2 Listen and answer the questions.

1 What is Fred doing next Saturday? *His grandparents are coming for lunch.*
2 What is Mary doing on Saturday evening? ___
3 What is Dan doing before he goes to university? ___
4 Who is Dan visiting? ___
5 How long is Dan staying with them? ___
6 What is Mary doing this evening? ___

3 What are you, your family and friends doing next weekend? Write about your arrangements. Use these suggestions or your own ideas.

go swimming | go shopping | have a picnic | do homework | make a cake
visit relatives | meet friends | play football | write emails | tidy my room

I'm going swimming on Saturday morning. Then my family and I are visiting my grandparents in the afternoon.

Unit 5 Go to Vocabulary and grammar reference page 122 51

Remind the children that they can refer to the grammar reference on page 122 to help them while completing these activities.

1 Read the sentences and write *P* (Present activity) or *F* (Future arrangement).

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

2 5.2 Listen and answer the questions.

Audioscript

Girl: *Hi, Fred. Are you doing anything next Saturday?*
Boy: *My grandparents are coming for lunch. Why?*
Girl: *We are having a party that evening. It's for my brother, Dan, because he's just passed his exams. Can you come?*
Boy: *Yes. I'm not do anything that evening. So, is he starting university soon?*
Girl: *Yes, but he he's travelling to Australia first.*
Boy: *Wow! How long is he going there for?*
Girl: *For two months. He's visiting our aunt and uncle in Sydney. He's staying with them for two weeks and then he's travelling around the country for the rest of the time. Anyway, I have to go now. I'm making a big chocolate cake with my mum this evening. Dan loves chocolate!*

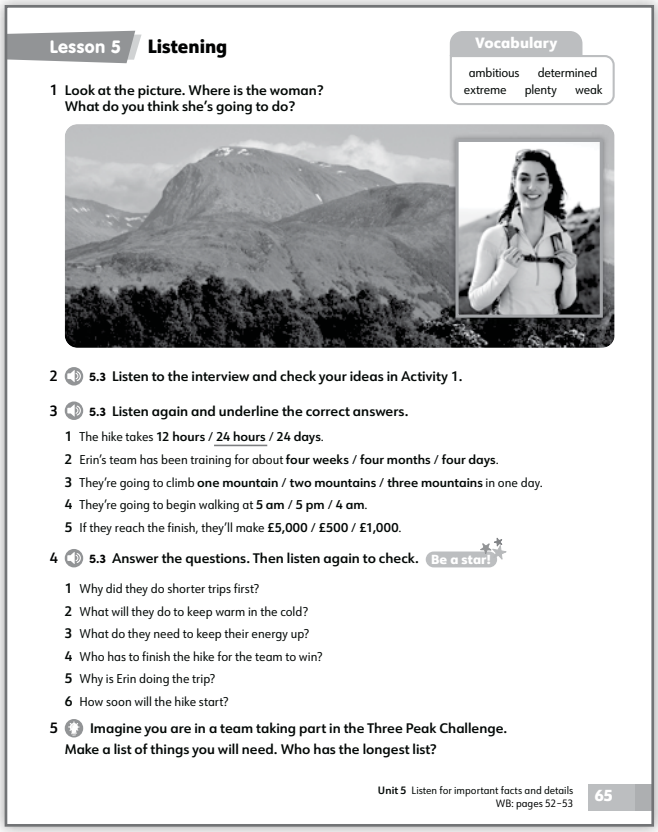
Answers: 1 His grandparents are coming for lunch. **2** She's having a party for her brother. **3** He's travelling to Australia. **4** He's visiting their aunt and uncle. **5** He is staying with them for two weeks. **6** She's making a chocolate cake.

3 What are you, your family and friends doing next weekend? Write about your arrangements. Use these suggestions or your own ideas.

Answers: Children's own answers.

Lesson 5 Listening

Pupil's Book page 65


Lesson 5 Listening

Vocabulary
ambitious determined
extreme plenty weak

1 Look at the picture. Where is the woman? What do you think she's going to do?

2 5.3 Listen to the interview and check your ideas in Activity 1.

3 5.3 Listen again and underline the correct answers.
1 The hike takes **12 hours** / **24 hours** / **24 days**.
2 Erin's team has been training for about **four weeks** / **four months** / **four days**.
3 They're going to climb **one mountain** / **two mountains** / **three mountains** in one day.
4 They're going to begin walking at **5 am** / **5 pm** / **4 am**.
5 If they reach the finish, they'll make **£5,000** / **£500** / **£1,000**.

4 5.3 Answer the questions. Then listen again to check. Be a star!
1 Why did they do shorter trips first?
2 What will they do to keep warm in the cold?
3 What do they need to keep their energy up?
4 Who has to finish the hike for the team to win?
5 Why is Erin doing the trip?
6 How soon will the hike start?

5 Imagine you are in a team taking part in the Three Peak Challenge. Make a list of things you will need. Who has the longest list?

Unit 5 Listen for important facts and details
WB: pages 52–53
65

Learning objectives: Listen for important facts and details

Vocabulary: ambitious, determined, extreme, plenty, weak

Warm-up: Backs to the board

- Play *Backs to the board* (see Games bank, pages 14–17) with known words from the audio in this lesson.
- Suggested words: *training, mountain, walking, weather, safely, challenge.*

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.
- The children check the definitions in the dictionary on page 156.

1 Look at the picture. Where is the woman? What do you think she's going to do?

- The children say what they can see in the photos and what they think the woman is going to do.

2 5.3 Listen to the interview and check your ideas in Activity 1.

Audioscript

Interviewer: *OK, here we are at the start line of the Three Peak Challenge. It's starting in just a few minutes, so the teams are getting ready. I'm talking to Erin, who's just about to begin this 24-hour hike. Erin, how long have you been training for this?*

Erin: *About four months. We've made shorter climbs, but we've never done anything this ambitious. We're going to climb three mountains in 24 hours!*

Interviewer: *What was your aim on the shorter trips?*

Erin: *The shorter trips were to test our equipment. It's also really important to get used to walking uphill.*

Interviewer: *How tall is the highest peak?*

Erin: *Ben Nevis is the tallest mountain at 1,345 metres. We're going to start walking up at 5 am. It should take about five hours to go up and down.*

Interviewer: *This is quite an extreme sport. How do you make sure you do it safely?*

Erin: *You need to bring extra clothing because the weather changes as you go up and down the mountains. In the summer time, the top of the mountain can be covered in snow and it can be quite cold! And you need a compass because sometimes it can get foggy and you can't see where you're going. You also need plenty of food and water to keep your energy up. Everyone on the team has to finish for us to win. So we all have to help each other.*

Interviewer: *Why did you decide to do the hike?*

Erin: *We're doing it to raise money for a good cause. We asked people to sponsor us, and a lot of very kind people have sponsored us. If we get to the finish, we'll make £5,000 for our local hospital.*

Interviewer: *Do you think you'll do it?*

Erin: *We're determined to do it! We believe that if we work as a team, we can. So, yeah, we're feeling confident.*
I'm sorry, Dan – I have to go. My team has just told me to put on my rucksack! We're leaving in a few minutes. I'm looking forward to getting started!

Interviewer: *Of course! Thanks, Erin – good luck!*

3 5.3 Listen again and underline the correct answer.

- Read out the sentences and options. Ask the children if they can remember the answer for each one.
- Play the audio again. The children check their ideas and underline the correct answers.

Answers: 1 24 hours **2** four months **3** three mountains **4** 5 am **5** £5,000

4 5.3 Answer the questions. Then listen again to check. Be a star!

- Discuss the first question with the class and write ideas on the board. The children work in pairs to answer the remaining questions.
- Play the audio again for the children to check their answers.

Answers: 1 To test their equipment and get used to walking uphill. **2** They will take extra clothing. **3** They need plenty of food and water. **4** Everyone on the team has to finish. **5** To raise money for a good cause. **6** In a few minutes.

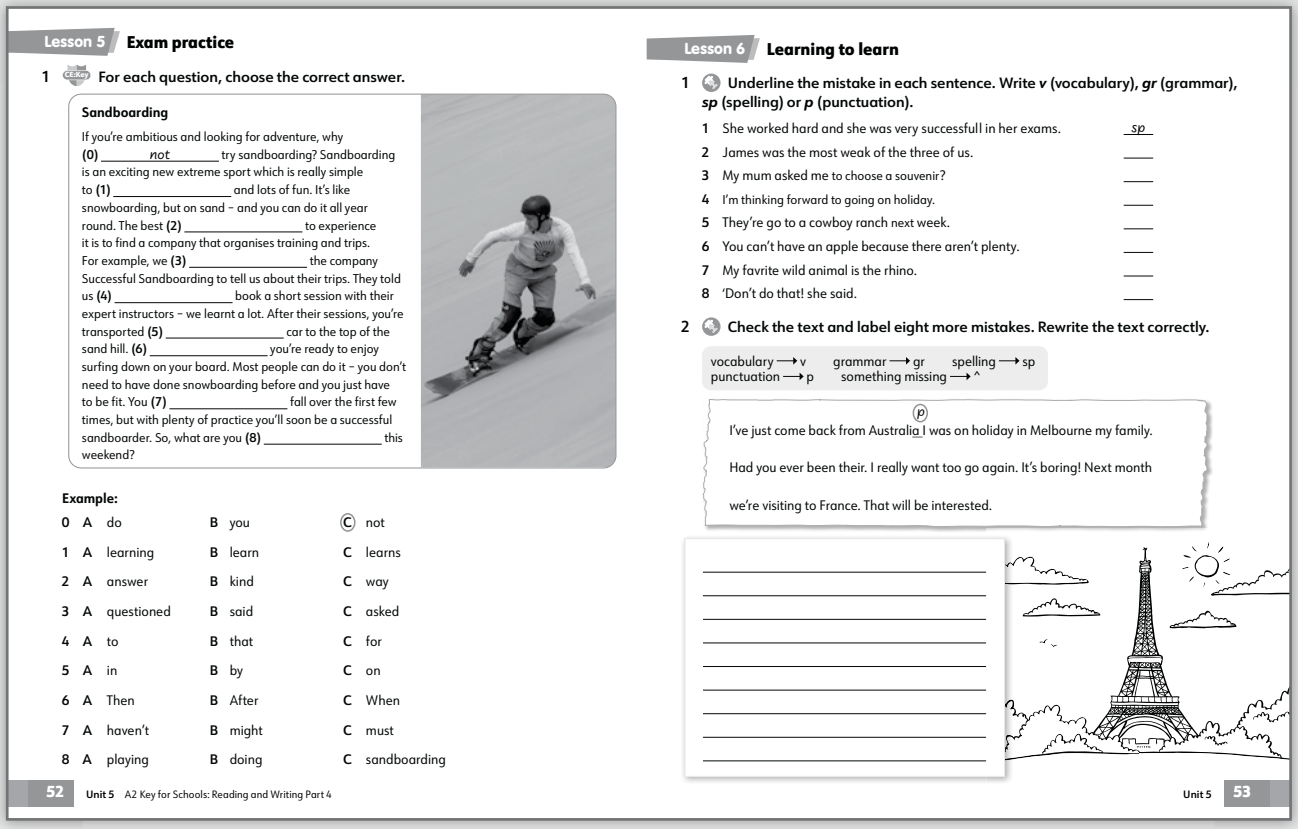
4 Imagine you are in a team taking part in the Three Peak Challenge. Make a list of things you will need. Who has the longest list?

- Elicit a first item from the class and reasons why they will need it.
- The children work in pairs. Give them three minutes to continue the list.
- Ask the pair with the longest list to read it out. The children raise their hands each time they hear an item that is also on their list.

Cooler: Collocations

- Play *Collocations* (see Games bank, pages 14–17) with the following words.
  Column 1 – *test / walking / tallest / covered / get / plenty / help / determined to*
  Column 2 – *uphill / foggy / each other / our equipment / in snow / do it / of food / mountain*

Workbook pages 52–53



Lesson 5 Exam practice

1 CE:Key For each question, choose the correct answer.

Sandboarding

If you're ambitious and looking for adventure, why **(0)** _not_ try sandboarding? Sandboarding is an exciting new extreme sport which is really simple to **(1)** _____ and lots of fun. It's like snowboarding, but on sand – and you can do it all year round. The best **(2)** _____ to experience it is to find a company that organises training and trips. For example, we **(3)** _____ the company Successful Sandboarding to tell us about their trips. They told us **(4)** _____ book a short session with their expert instructors – we learnt a lot. After their sessions, you're transported **(5)** _____ car to the top of the sand hill. **(6)** _____ you're ready to enjoy surfing down on your board. Most people can do it – you don't need to have done snowboarding before and you just have to be fit. You **(7)** _____ fall over the first few times, but with plenty of practice you'll soon be a successful sandboarder. So, what are you **(8)** _____ this weekend?

Example:			
0	A do	B you	C not
1	A learning	B learn	C learns
2	A answer	B kind	C way
3	A questioned	B said	C asked
4	A to	B that	C for
5	A in	B by	C on
6	A Then	B After	C When
7	A haven't	B might	C must
8	A playing	B doing	C sandboarding

52 Unit 5 A2 Key for Schools: Reading and Writing Part 4

Lesson 6 Learning to learn

1 Underline the mistake in each sentence. Write *v* (vocabulary), *gr* (grammar), *sp* (spelling) or *p* (punctuation).

1 She worked hard and she was very successfull in her exams. sp
2 James was the most weak of the three of us. ____
3 My mum asked me to choose a souvenir? ____
4 I'm thinking forward to going on holiday. ____
5 They're go to a cowboy ranch next week. ____
6 You can't have an apple because there aren't plenty. ____
7 My favrite wild animal is the rhino. ____
8 'Don't do that! she said. ____

2 Check the text and label eight more mistakes. Rewrite the text correctly.

vocabulary → v grammar → gr spelling → sp
punctuation → p something missing → ^

(p)
I've just come back from Australia I was on holiday in Melbourne my family.

Had you ever been their. I really want too go again. It's boring! Next month

we're visiting to France. That will be interested.

Unit 5 53

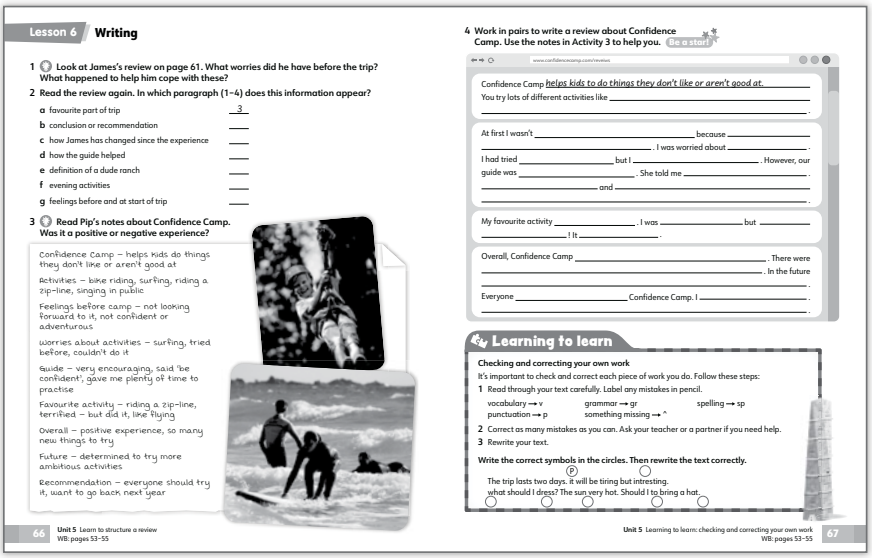
1 CE:Key For each question, choose the correct answer.

- This activity helps the children prepare for Part 4 of the Reading and Writing paper of the Cambridge English A2 Key for Schools exam.

Answers: 1 B **2** C **3** C **4** A **5** B **6** A **7** B **8** B

Lesson 6 Writing / Learning to learn

Pupil's Book pages 66–67


Lesson 6 Writing

1 Look at James's review on page 61. What worries did he have before the trip? What happened to help him cope with these?

2 Read the review again. In which paragraph (1–4) does this information appear?

a favourite part of trip 3
b conclusion or recommendation ___
c how James has changed since the experience ___
d how the guide helped ___
e definition of a dude ranch ___
f evening activities ___
g feelings before and at start of trip ___

3 Read Pip's notes about Confidence Camp. Was it a positive or negative experience?

Confidence Camp – helps kids do things they don't like or aren't good at
Activities – bike riding, surfing, riding a zip-line, singing in public
Feelings before camp – not looking forward to it, not confident or adventurous
Worries about activities – surfing, tried before, couldn't do it
Guide – very encouraging, said 'be confident', gave me plenty of time to practise
Favourite activity – riding a zip-line, terrified – but did it, like flying
Overall – positive experience, so many new things to try
Future – determined to try more ambitious activities
Recommendation – everyone should try it, want to go back next year

66 Unit 5 Learn to structure a review WB: pages 53–55

4 Work in pairs to write a review about Confidence Camp. Use the notes in Activity 3 to help you. Be a star!

www.confidencecamp.com/reviews

Confidence Camp helps kids to do things they don't like or aren't good at.
You try lots of different activities like _____.

At first I wasn't _____ because _____. I was worried about _____.
I had tried _____ but I _____. However, our guide was _____. She told me _____ and _____.

My favourite activity _____. I was _____ but _____! It _____.

Overall, Confidence Camp _____. There were _____. In the future _____.
Everyone _____ Confidence Camp. I _____.

Learning to learn

Checking and correcting your own work

It's important to check and correct each piece of work you do. Follow these steps:
1 Read through your text carefully. Label any mistakes in pencil.
vocabulary → v grammar → gr spelling → sp
punctuation → p something missing → ^
2 Correct as many mistakes as you can. Ask your teacher or a partner if you need help.
3 Rewrite your text.

Write the correct symbols in the circles. Then rewrite the text correctly.

(P) ( )
The trip lasts two days. It will be tiring but interesting.
( ) ( ) ( ) ( ) ( )
what should I dress? The sun very hot. Should I to bring a hat.

Unit 5 Learning to learn: checking and correcting your own work WB: pages 53–55 67

Learning objectives: Learn to structure a review; Checking and correcting your own work

1 Look at James's review on page 61. What worries did he have before the trip? What happened to help him cope with these?

- The children look back at the review to find the answers to the questions.
- Check answers with the class.

Answers: James was nervous and thought he would be homesick. He listened to the ranch guide's advice and relaxed and had fun. Also, the people he met were friendly, and there were lots of fun things to do.

2 Read the review again. In which paragraph (1–4) does this information appear?

- Refer the children to the example answer. Have them find supporting information in James's review. (*My favourite part was visiting the museum.*)
- Have the children continue individually.
- Read out the phrases a–g. Have the children say the paragraph number. Check everyone agrees.

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

3 Read Pip's notes about Confidence Camp. Was it a positive or negative experience?

- Have the children scan the notes and say what Confidence Camp is. Elicit what activities you can do there.
- Have them answer the question and give supporting information (*positive experience, so many new things to try, want to go back next year*).

Answer: positive

4 Work in pairs to write a review about Confidence Camp. Use the notes in Activity 3 to help you.

Be a star!

- The children work in pairs to complete the review about Confidence Camp using the notes in Activity 3.

Suggested answer: Confidence Camp helps kids do things they don't like or aren't good at. You try lots of different activities like bike riding, surfing, riding a zip-line and singing (in public!).
At first I wasn't looking forward to it because I'm not very confident or adventurous. I was worried about the activities. I had tried surfing before but I couldn't do it. However, our guide was very encouraging. She told me to be confident and gave me plenty of time to practise.
My favourite activity was riding the zip-line. I was terrified but I did it! It felt like I was flying!
Overall, Confidence Camp was a positive experience. There were so many new things to try. In the future I'm determined to try more ambitious activities. Everyone should try Confidence Camp. I want to go back next year!

Learning to learn

Checking and correcting your own work

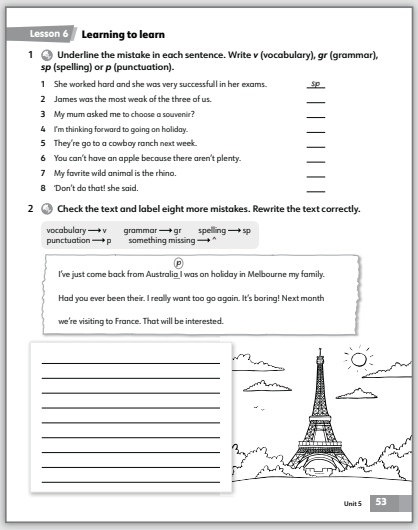
- Go over the information in the *Learning to learn* box and check understanding.

Write the correct symbols in the circles. Then rewrite the text correctly.

- Go over the example and elicit the correct punctuation (a capital letter). The children read the text and decide what type of mistake is marked by each circle. Then they rewrite the text in their notebooks.
- Conduct class feedback and write the text correctly on the board.

Answers: The trip lasts two days. (p) It will be tiring but (sp) interesting. (p) What should I (v) wear? The sun (^) is very hot. Should I (gr) bring a hat (p)?

Workbook pages 53–55


Lesson 6 Learning to learn

1 Underline the mistake in each sentence. Write v (vocabulary), gr (grammar), sp (spelling) or p (punctuation).

1 She worked hard and she was very successfull in her exams. sp
2 James was the most weak of the three of us. ___
3 My mum asked me to choose a souvenir? ___
4 I'm thinking forward to going on holiday. ___
5 They're go to a cowboy ranch next week. ___
6 You can't have an apple because there aren't plenty. ___
7 My favrite wild animal is the rhino. ___
8 'Don't do that! she said. ___

2 Check the text and label eight more mistakes. Rewrite the text correctly.

vocabulary → v grammar → gr spelling → sp
punctuation → p something missing → ^

I've just come back from Australia I was on holiday in Melbourne my family.
Had you ever been their. I really want too go again. It's boring! Next month
we're visiting to France. That will be interested.

Unit 5 53

Learning to learn

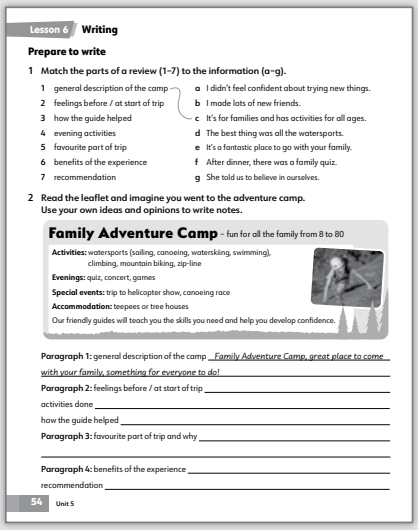
1 Underline the mistake in each sentence. Write *v* (vocabulary), *gr* (grammar), *sp* (spelling) or *p* (punctuation).

Answers: 1 successfull, sp **2** most weak, gr **3** ?, p **4** thinking, v **5** go, gr **6** plenty, v **7** favrite, sp **8** (missing speech mark), p

2 Check the text and label eight more mistakes. Rewrite the text correctly.

Answer: I've just come back from Australia_ I was on holiday in Melbourne my family. Had you ever been their. I really want too go again. It's boring! Next month we're visiting to France. That will be interested.

I've just come back from Australia. I was on holiday in Melbourne with my family. Have you ever been there? I really want to go again. It's fascinating! Next month we're visiting France. That will be interesting.


Lesson 6 Writing

Prepare to write

1 Match the parts of a review (1–7) to the information (a–g).

1 general description of the camp — a I didn't feel confident about trying new things.
2 feelings before / at start of trip — b I made lots of new friends.
3 how the guide helped — c It's for families and has activities for all ages.
4 evening activities — d The best thing was all the watersports.
5 favourite part of trip — e It's a fantastic place to go with your family.
6 benefits of the experience — f After dinner, there was a family quiz.
7 recommendation — g She told us to believe in ourselves.

2 Read the leaflet and imagine you went to the adventure camp. Use your own ideas and opinions to write notes.

Family Adventure Camp - fun for all the family from 8 to 80

Activities: watersports (sailing, canoeing, waterskiing, swimming), climbing, mountain biking, zip-line
Evenings: quiz, concert, games
Special events: trip to helicopter show, canoeing race
Accommodation: teepees or tree houses
Our friendly guides will teach you the skills you need and help you develop confidence.

Paragraph 1: general description of the camp _Family Adventure Camp, great place to come with your family, something for everyone to do!_
Paragraph 2: feelings before / at start of trip ___
activities done ___
how the guide helped ___
Paragraph 3: favourite part of trip and why ___
Paragraph 4: benefits of the experience ___
recommendation ___

54 Unit 5

Prepare to write

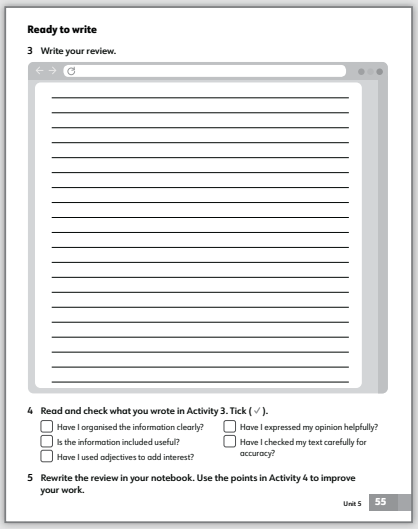
1 Match the parts of a review (1–7) to the information (a–g).

- If done in class, go over the example. Elicit the answer to number 2.
- The children complete the activity individually.
- Invite volunteers to read out the answers.

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

2 Read the leaflet and imagine you went to the adventure camp. Use your own ideas and opinions to write notes.

- The children look at the photo and the title. Elicit what the leaflet is about.
- The children read the leaflet and check their ideas.
- Go over the example. Elicit ideas for the start of paragraph 2 and write them on the board.
- The children work individually to complete the notes.


Ready to write

3 Write your review.

4 Read and check what you wrote in Activity 3. Tick (✓).

☐ Have I organised the information clearly?
☐ Is the information included useful?
☐ Have I used adjectives to add interest?
☐ Have I expressed my opinion helpfully?
☐ Have I checked my text carefully for accuracy?

5 Rewrite the review in your notebook. Use the points in Activity 4 to improve your work.

Unit 5 55

Ready to write

3 Write your review.

- The children use their notes from Activity 2 to write their review.

4 Read and check what you wrote in Activity 3. Tick (✓).

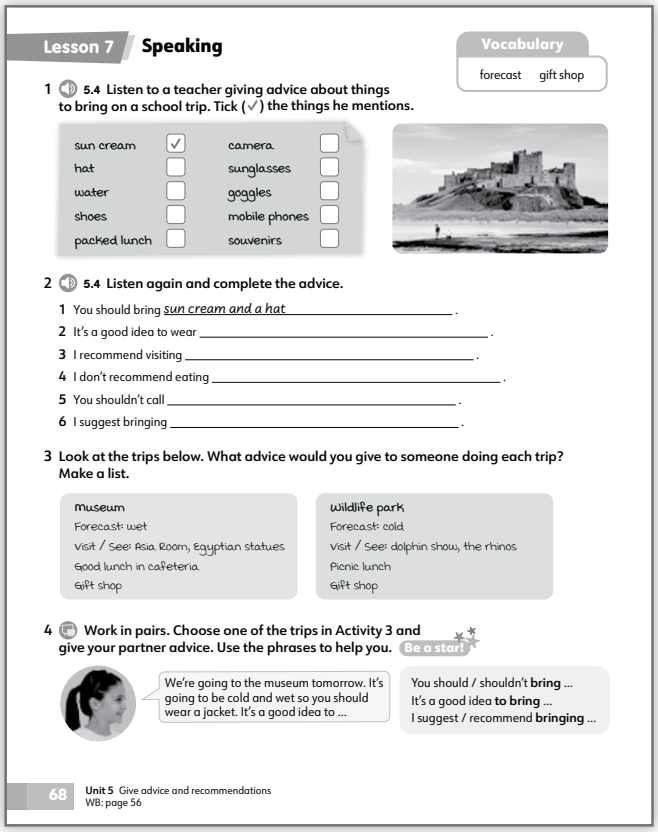
- The children check their review against the checklist and make a note of any necessary changes.

5 Rewrite the review 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: forecast, gift shop

1 5.4 Listen to a teacher giving advice about things to bring on a school trip. Tick (✓) the things he mentions.

sun cream	✓	camera	
hat		sunglasses	
water		goggles	
shoes		mobile phones	
packed lunch		souvenirs	

2 5.4 Listen again and complete the advice.

1 You should bring *sun cream and a hat* .
2 It's a good idea to wear _____ .
3 I recommend visiting _____ .
4 I don't recommend eating _____ .
5 You shouldn't call _____ .
6 I suggest bringing _____ .

3 Look at the trips below. What advice would you give to someone doing each trip? Make a list.

museum
Forecast: wet
visit / See: Asia Room, Egyptian statues
Good lunch in cafeteria
Gift shop

wildlife park
Forecast: cold
visit / See: dolphin show, the rhinos
Picnic lunch
Gift shop

4 Work in pairs. Choose one of the trips in Activity 3 and give your partner advice. Use the phrases to help you. Be a star!

We're going to the museum tomorrow. It's going to be cold and wet so you should wear a jacket. It's a good idea to ...

You should / shouldn't **bring** ...
It's a good idea **to bring** ...
I suggest / recommend **bringing** ...

68 Unit 5 Give advice and recommendations
WB: page 56

***Learning objectives*:** Learning objectives: Give advice and recommendations

Vocabulary: forecast, gift shop

Review vocabulary: adventurous activities

Resources: Vocabulary 2 worksheet

Warm-up: True or false?

- Play *True or False?* (see Games bank, pages 14–17) with facts about Confidence Camp.
- Suggested sentences:
  Confidence Camp helps children do things they don't like. (T)
  Confidence Camp helps children write good stories. (F)
  Pip wasn't looking forward to going there. (T)
  Pip was already good at surfing. (F)
  Pip had plenty of time to practise his activities. (T)
  Pip's favourite activity was singing. (F)
  Pip didn't like Confidence Camp much. (F)
  Pip wants to go back next year. (T)

Vocabulary

- Give a short definition of the words in the vocabulary box and have the children say which word it is:
  A place where you can buy things to give as presents. (gift shop) Ask the children for a synonym for *gift*. *(present)*
  A report that says what the weather will be like in the future. (forecast)
- Have the children repeat each word after you.

1 5.4 Listen to a teacher giving advice about things to bring on a school trip. Tick (✓) the things he mentions.

- Refer the children to the example. Play the audio up to *... wear comfortable shoes*. Ask which other items they can now tick (*hat, shoes*).
- Play the rest of the audio. Have the children complete the activity.
- Read out the items and have the children say *yes* or *no*.

Audioscript

Teacher: *Morning, class. Are you excited about the class trip to the castle tomorrow?*

Class: *Yes!*

Girl: *What should we bring, Mr Walker?*

Teacher: *Well, the forecast for tomorrow is hot and sunny. You should bring sun cream and a hat. We'll be walking a lot so it's a good idea to wear comfortable shoes. No flip-flops please! Also, there are two choices after the castle tour. You can visit the gardens or the castle museum. I recommend visiting the museum. It's fantastic.*

Teacher: *What about lunch?*

Teacher: *Please bring a packed lunch. I don't recommend eating in the castle cafeteria. It will be crowded.*

Boy: *Can we bring our mobile phones?*

Teacher: *Yes, but you shouldn't call anyone when inside the castle. It's rude. Oh, I nearly forgot. I suggest bringing money for souvenirs. The castle has a great gift shop.*

Answers: ✓ by: sun cream, hat, shoes, packed lunch, mobile phones, souvenirs

2 5.4 Listen again and complete the advice.

- Play the audio track up to *... a hat*. Ask the children if they heard the answer.
- Play the rest of the audio and have the children complete the advice.
- Volunteers read out complete sentences. Ask if the others agree.
- Ask the children how many different ways of giving advice and recommendations there are (four: *You should(n't) ... It's a good idea to ... I (don't) recommend ... I suggest ...*).

Answers: 1 sun cream and a hat **2** comfortable shoes **3** the museum **4** in the castle cafeteria **5** anyone when inside the castle **6** money for souvenirs

3 Look at the trips below. What advice would you give to someone doing each trip? Make a list.

- Refer the children to the information about the museum. Elicit ideas for advice and recommendations (e.g. *take an umbrella, wear a coat, see the Egyptian statues, bring money for the gift shop*).
- The children work in pairs to think of more recommendations for each trip. Tell them just to think of ideas at this stage, and not worry about the language used to express them.

Answers: Children's own answers

4 Work in pairs. Choose one of the trips in Activity 3 and give your partner advice. Use the phrases to help you.

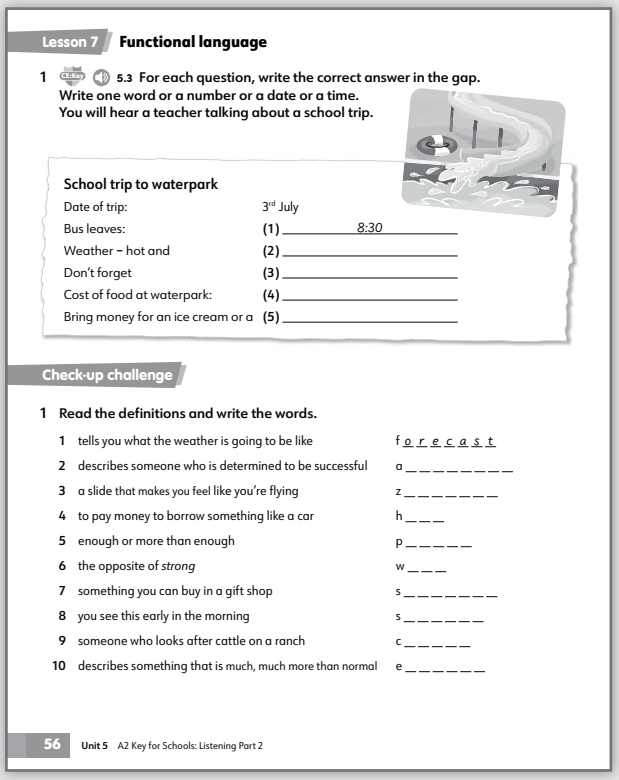
Be a star!

- Read out the phrases in the phrase box and elicit ideas to complete each one.
- Draw attention to which form of the verb is used each time (*the infinitive, the infinitive +* to, *the* -ing *form*).
- Divide the class into pairs. Read out the example in the speech bubble and elicit ideas to complete the second sentence. The children take it in turns to give their partner recommendations about one of the trips, using the phrases in the box.
- Ask if any children would like to perform their dialogue for the class.

Cooler: Mime game

- Mime a recommendation from Activity 3. Have the children guess which one.
- Invite other children to mime another piece of advice for the class to guess.
- The children can continue this in pairs.

Workbook page 56



Lesson 7 **Functional language**

1 CE:Key 5.3 **For each question, write the correct answer in the gap. Write one word or a number or a date or a time. You will hear a teacher talking about a school trip.**

School trip to waterpark

Date of trip:	3rd July
Bus leaves:	(1) 8:30
Weather – hot and	(2) _____
Don't forget	(3) _____
Cost of food at waterpark:	(4) _____
Bring money for an ice cream or a	(5) _____

Check-up challenge

1 **Read the definitions and write the words.**

1	tells you what the weather is going to be like	f o r e c a s t
2	describes someone who is determined to be successful	a _____
3	a slide that makes you feel like you're flying	z _____
4	to pay money to borrow something like a car	h ___
5	enough or more than enough	p _____
6	the opposite of *strong*	w ___
7	something you can buy in a gift shop	s _____
8	you see this early in the morning	s _____
9	someone who looks after cattle on a ranch	c _____
10	describes something that is much, much more than normal	e _____

56 Unit 5 A2 Key for Schools: Listening Part 2

1 CE:Key 5.3 For each question, write the correct answer in the gap. Write one word or a number or a date or a time. You will hear a teacher talking about a school trip.

This activity helps the children prepare for Part 2 of the Listening paper of the Cambridge English A2 Key for Schools exam.

- Children listen and write one word or a number or a date or a time in each gap, based on what they hear.
- Have the children complete the activity and check answers with a partner.

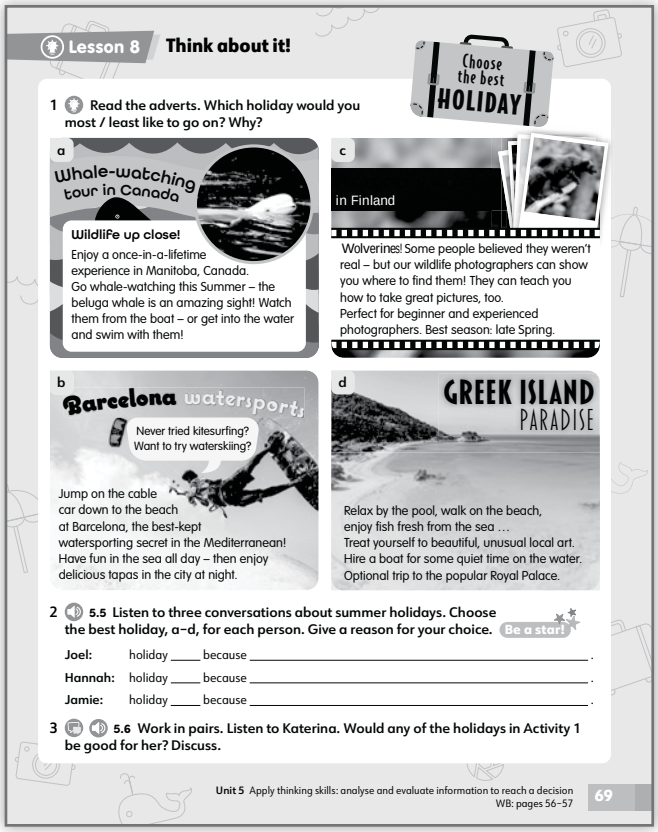
Audioscript

So, don't forget the trip to the water park is next week – on the 3rd of July. The bus for the waterpark leaves at half past eight. I suggest arriving early so that we can leave on time. The forecast is hot and sunny so don't forget to bring sun cream. You should ask your parents if you can bring your phone, but it isn't a good idea to use it at the waterpark, only on the bus. I recommend bringing a packed lunch because the canteen at the waterpark is very expensive. It's a good idea to bring some money with you too so that you can buy an ice cream or a souvenir from the gift shop.

Answers: 1 8.30 **2** sunny **3** sun cream **4** expensive **5** souvenir

Lesson 8 Think about it!

Pupil's Book page 69



Learning objectives: Apply thinking skills: analyse and evaluate information to reach a decision

Resources: Unit 5 test and Mid-year review

Warm-up: Odd word out

- Write on the board the following groups of words:
  1 souvenir sun cream sunglasses hat
  2 encouraging confident worried positive
  3 boat cable car plane teepee
  4 hiking exciting fishing swimming
- Have the children decide which one is different in each group and why.

Suggested answers: 1 souvenir (something to buy, others go on your body) **2** worried (negative feeling, others are positive) **3** teepee (accommodation, others are transport) **4** exciting (adjective, others are activities)

1 Read the adverts. Which holiday would you most / least like to go on? Why?

- The children look at the adverts. Elicit what they can see in the photos and what they think each advert is for.
- The children read the adverts and check their ideas.
- Give the class some time to think about which holiday they would most and least like to go on.
- The children work in pairs to discuss and compare their ideas, giving reasons for their answers.
- Conduct class feedback.

2 5.5 Listen to three conversations about summer holidays. Choose the best holiday, a–d, for each person. Give a reason for your choice.

Be a star!

- Play the first part of the audio. Discuss with the class which holiday is best for Joel and why.
- Elicit a short sentence about the reason to write on the board, e.g. *… because he likes water, boats, art and seafood.*
- Play the rest of the audio. Have the children choose the best holiday for each person. The children compare answers with a partner.
- Play the audio again and have them write a reason for each choice.
- Conduct feedback with the class.

Audioscript

Travel agent: *Joel, do you have any ideas about what you'd like to do?*

Joel: *I don't want a holiday anywhere crowded. I'm looking for the chance to relax and get away from everything. I enjoy eating fresh seafood and I love being out on a boat. I'd also like to buy some cool unique art pieces for my new apartment!*

Travel agent: *What kind of things are you interested in, Hannah?*

Hannah: *I want to arrange a holiday for me and a group of friends, who all love being outdoors. We're really active – we're not interested in lying about on a beach all day. It would be good to learn a new skill. But we don't want to be in the middle of nowhere with nothing to do in the evening! So lots of restaurants, shops and theatres nearby would be perfect.*

Travel agent: *Jamie, how can I help you?*

Jamie: *I'm looking for an adventure holiday for my family. We like exploring and seeing wildlife. We love trying out things we haven't done before and we're keen to travel somewhere new and exciting. We don't mind if it's hot or cold but we can only go in the school holidays.*

Answers: Joel: holiday d because he wants to relax. **Hannah:** holiday b because she and her friends are very active. **Jamie:** holiday a because he and his family like adventure and seeing wildlife.

3 5.5 **Work in pairs. Listen to Katerina. Would any of the holidays in Activity 1 be good for her? Discuss with a partner.**

Answers: none of the holidays are suitable

Audioscript

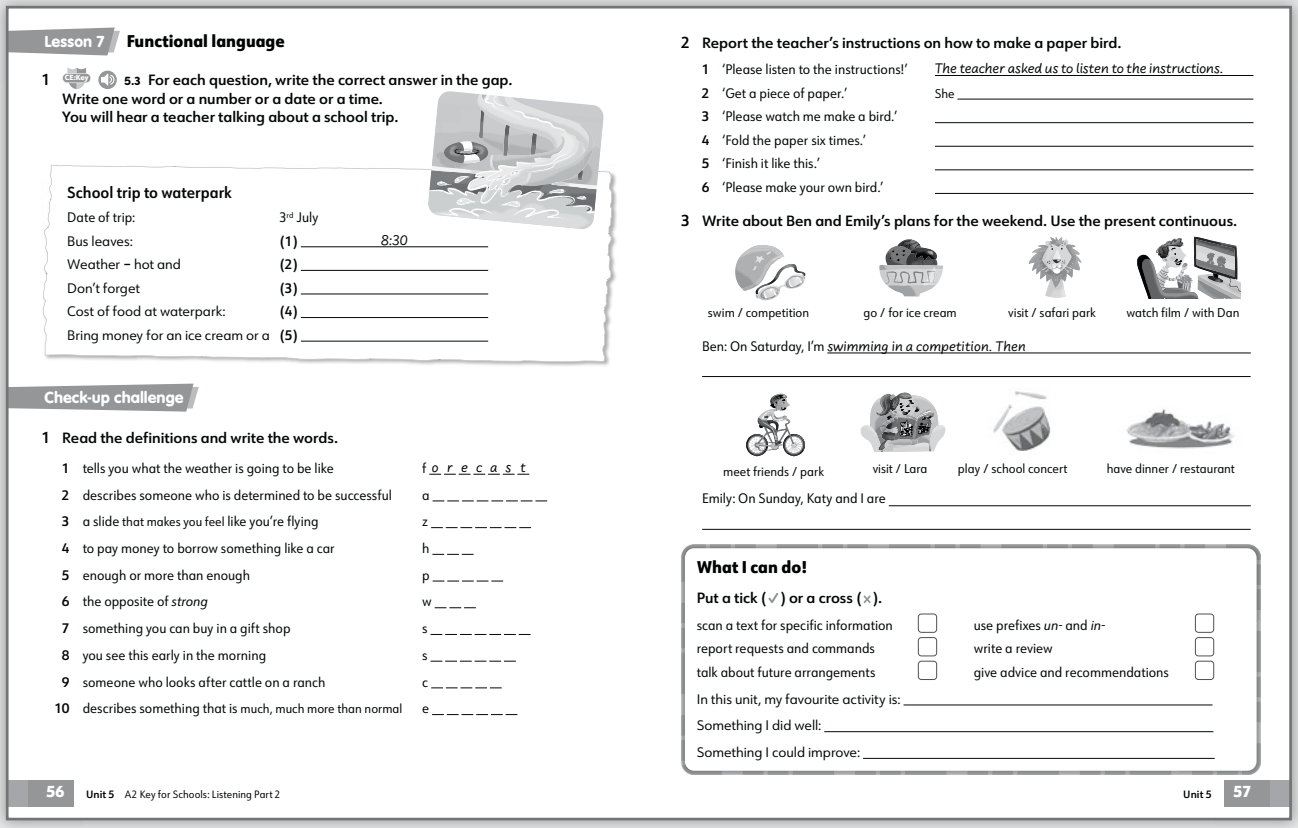
Travel agent: *What kind of holiday are you looking for, Katerina?*

Katerina: *I prefer winter holidays and I love travelling by plane. I like crowded, noisy places with lots to see and do. It would be good to go somewhere I can practise my English.*

Cooler: Shark game

- Play the *Shark game* (see Games bank, pages 14–17) with some vocabulary from the unit.

Workbook pages 56–57



Lesson 7 **Functional language**

1 5.3 **For each question, write the correct answer in the gap. Write one word or a number or a date or a time. You will hear a teacher talking about a school trip.**

School trip to waterpark

Date of trip:	3rd July
Bus leaves:	(1) 8:30
Weather – hot and	(2) _____
Don't forget	(3) _____
Cost of food at waterpark:	(4) _____
Bring money for an ice cream or a	(5) _____

Check-up challenge

1 **Read the definitions and write the words.**

1 tells you what the weather is going to be like — f o r e c a s t
2 describes someone who is determined to be successful — a _____
3 a slide that makes you feel like you're flying — z _____
4 to pay money to borrow something like a car — h _____
5 enough or more than enough — p _____
6 the opposite of *strong* — w _____
7 something you can buy in a gift shop — s _____
8 you see this early in the morning — s _____
9 someone who looks after cattle on a ranch — c _____
10 describes something that is much, much more than normal — e _____

2 **Report the teacher's instructions on how to make a paper bird.**

1 'Please listen to the instructions!' — *The teacher asked us to listen to the instructions.*
2 'Get a piece of paper.' — She _____
3 'Please watch me make a bird.' — _____
4 'Fold the paper six times.' — _____
5 'Finish it like this.' — _____
6 'Please make your own bird.' — _____

3 **Write about Ben and Emily's plans for the weekend. Use the present continuous.**

swim / competition; go / for ice cream; visit / safari park; watch film / with Dan

Ben: On Saturday, I'm *swimming in a competition. Then* _____

meet friends / park; visit / Lara; play / school concert; have dinner / restaurant

Emily: On Sunday, Katy and I are _____

What I can do!

Put a tick (✓) or a cross (×).

scan a text for specific information	☐	use prefixes *un-* and *in-*	☐
report requests and commands	☐	write a review	☐
talk about future arrangements	☐	give advice and recommendations	☐

In this unit, my favourite activity is: _____

Something I did well: _____

Something I could improve: _____

56 Unit 5 A2 Key for Schools: Listening Part 2

Unit 5 57

Check-up challenge

1 Read the definitions and write the words.

Answers: 1 forecast **2** ambitious **3** zip-line **4** hire **5** plenty **6** weak **7** souvenir **8** sunrise **9** cowboy **10** extreme

2 Report the teacher's instructions on how to make a paper bird.

Answers: 1 The teacher asked us to listen to the instructions. **2** She told us to get a piece of paper. **3** She asked us to watch her make a bird. **4** She told us to fold the paper six times. **5** She told us to finish it like this. **6** She asked us to make our own birds.

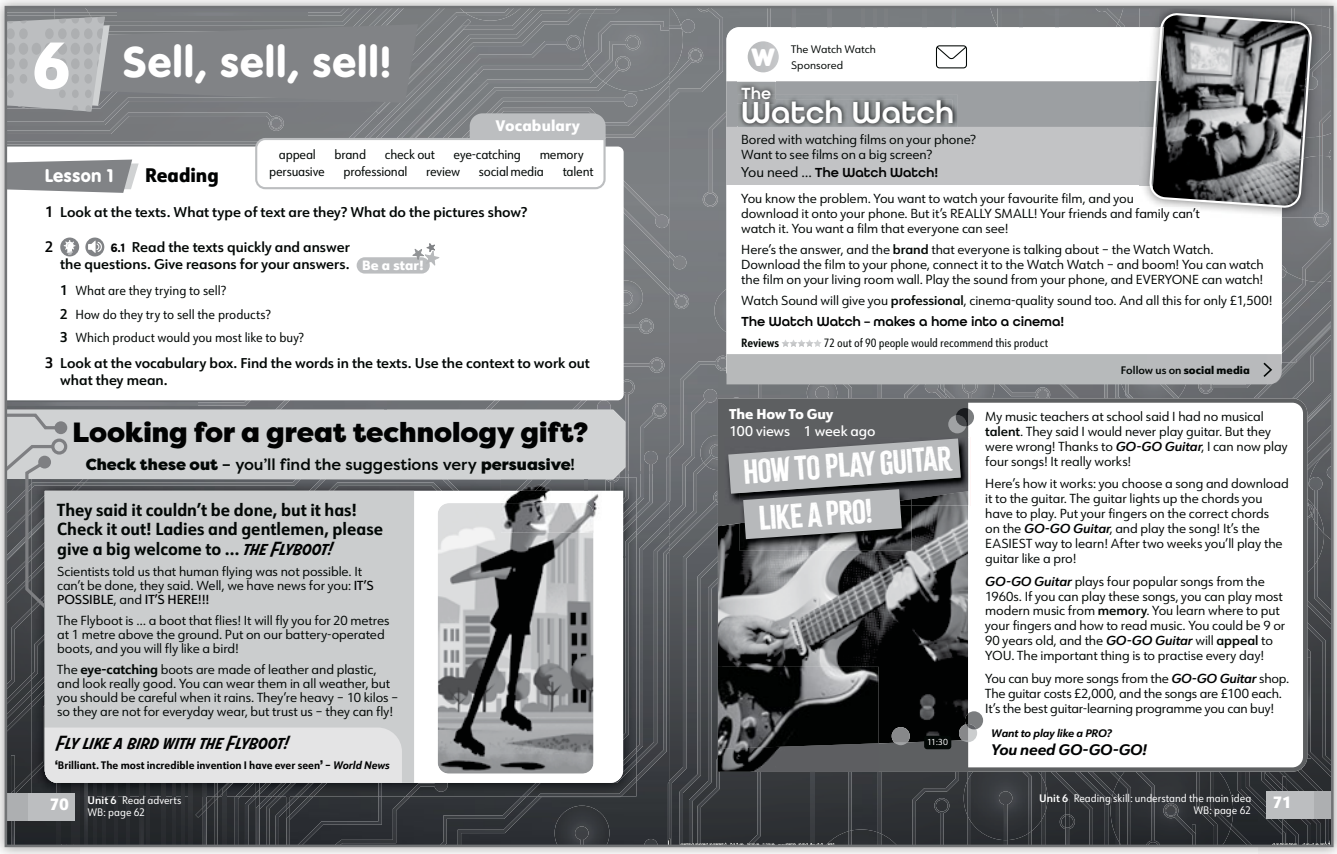
3 Write about Ben and Emily's plans for the weekend. Use the present continuous.

Answers: Ben: On Saturday, I'm swimming in a competition. Then I'm going for ice cream. Later I'm visiting the safari park. In the evening, I'm watching a film with Dan.
Emily: On Sunday, Katy and I are meeting friends in the park. Then we're visiting Lara. Later we're playing in the school concert. In the evening, we're having dinner in a restaurant.

6 Sell, sell, sell!

Lesson 1 Reading

Pupil's Book pages 70–71



Learning objectives: Read advertisements; Understand the main idea

Vocabulary: appeal, brand, check out, eye-catching, memory, persuasive, professional, review, social media, talent

Resources: Vocabulary 1 worksheet

Warm-up: Backs to the board

- Play *Backs to the board* (see Games bank, pages 14–17) with vocabulary from Unit 5.
- Suggested words: *cattle, homesick, cable car, weak.*

1 Look at the texts. What type of text are they? What do the pictures show?

- Have the children look at the texts and the photos. Elicit what type of text they think they are and why. Ask the children to say in as much detail as possible what they can see in the pictures.

Answers: They are adverts. The pictures show a man wearing boots that fly; people watching a film on a wall; a man learning how to play a guitar.

2 6.2 Read the texts quickly and answer the questions. Give reasons for your answers.

Be a star!

- Have the children read quickly through the texts.
- Ask for answers to the first question from individual children and ask if the class agree.
- Take a vote by a show of hands for the second and third questions to see which wins. Invite individuals to say why they voted for the advert or the product.
- Play the audio if the children need additional support.

Answers: 1 battery-operated boots that fly; a watch that can project a film onto a wall; a light-up guitar that teaches how to play the guitar **2** By creating persuasive advertisements. **3** Children's own answers.

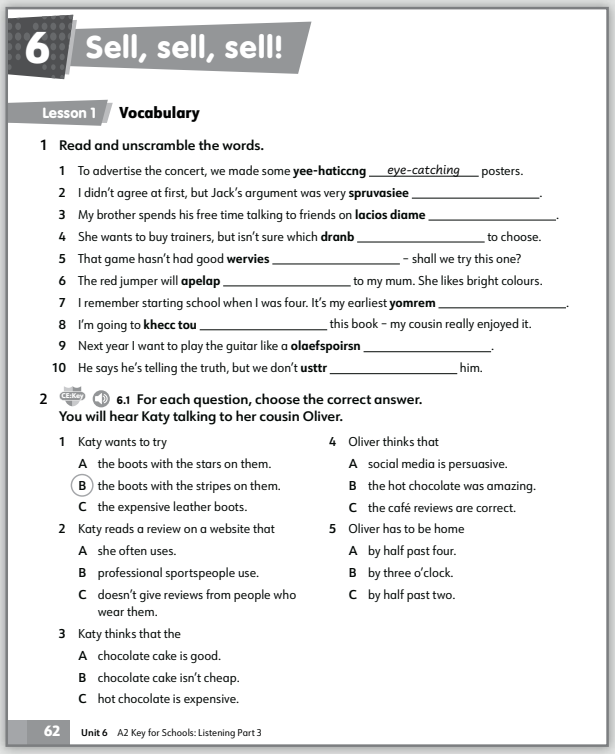
3 Look at the vocabulary box. Find the words in the texts. Use the context to work out what they mean.

- The children scan the text to find the words in the vocabulary box. Ask the 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 check their answers in the dictionary on page 157 of the Pupil's Book.

- Read out the following definitions and ask the children to call out the words:
  Something you remember. (memory)
  An opinion of a book, film or other product. (review)
  An ability to do something very well without lots of help. (talent)
  To make someone feel interested or pleased. (appeal)
  To look at something new, exciting or different for the first time. (check out)
  Able to make people do or believe something. (persuasive)
  Someone who does an activity as a job, not just for fun. (professional)
  Attractive and unusual so people look at it. (eye-catching)
  A company's name for a group of its products. (brand)
  The websites and apps that allow people to meet and talk on the internet. (social media)

Cooler: What's the last word?

- Play *What's the last word?* (see Games bank, pages 14–17) with track 6.1 for the texts on page 71.



6 Sell, sell, sell!

Lesson 1 Vocabulary

1 Read and unscramble the words.

1 To advertise the concert, we made some **yee-haticcng** ___eye-catching___ posters.
2 I didn't agree at first, but Jack's argument was very **spruvasiee** _____.
3 My brother spends his free time talking to friends on **lacios diame** _____.
4 She wants to buy trainers, but isn't sure which **dranb** _____ to choose.
5 That game hasn't had good **wervies** _____ – shall we try this one?
6 The red jumper will **apelap** _____ to my mum. She likes bright colours.
7 I remember starting school when I was four. It's my earliest **yomrem** _____.
8 I'm going to **khecc tou** _____ this book – my cousin really enjoyed it.
9 Next year I want to play the guitar like a **olaefspoirsn** _____.
10 He says he's telling the truth, but we don't **usttr** _____ him.

2 CE:Key 6.1 For each question, choose the correct answer.
You will hear Katy talking to her cousin Oliver.

1 Katy wants to try
A the boots with the stars on them.
B the boots with the stripes on them.
C the expensive leather boots.

2 Katy reads a review on a website that
A she often uses.
B professional sportspeople use.
C doesn't give reviews from people who wear them.

3 Katy thinks that the
A chocolate cake is good.
B chocolate cake isn't cheap.
C hot chocolate is expensive.

4 Oliver thinks that
A social media is persuasive.
B the hot chocolate was amazing.
C the café reviews are correct.

5 Oliver has to be home
A by half past four.
B by three o'clock.
C by half past two.

62 Unit 6 A2 Key for Schools: Listening Part 3

1 Read and unscramble the words.

Answers: 1 eye-catching **2** persuasive **3** social media **4** brand **5** reviews **6** appeal **7** memory **8** check out **9** professional **10** trust

2 CE:Key 6.1 For each question, choose the correct answer.

This activity helps the children prepare for Part 3 of the Listening paper in the Cambridge English A2 Key for Schools exam.

Audioscript

For each question, choose the correct answer.
You will hear Katy talking to her cousin Oliver.

Girl: *Look – I love those boots! Do you think they are leather?*

Boy: *I don't know – but I love the eye-catching star on the side.*

Girl: *I think the ones with the stripes appeal to me more. The ones with the stars are more expensive too.*

Boy: *You're right – the striped ones are only £80. What size are you?*

Girl: *This one is my size – it's a five. I'll try them on.*

Boy: *What brand are they?*

Girl: *They're STRUTTS.*

Boy: *I've never heard of STRUTTS before – perhaps you should check them out first? Search for them online on your phone.*

Girl: *That's a good idea (typing on phone and saying the words as she types) … reviews – STRUTTS.*

Boy: *What does it say – five stars?!*

Girl: *No, not five stars – but four, so that's OK.*

Boy: *OK – can you trust the reviews on that website?*

Girl: *Yes, I use it all the time. It also says that Anton Bridge wears them!*

Boy: *Wow! A professional sportsperson!*

Girl: *Yes, but unfortunately, I won't have his talent while I'm wearing them!*

Boy: *Why don't we go for lunch? Let's go to that new café in the town centre. Everyone on social media says that the chocolate cake is amazing …*

Girl: *… and very expensive too! I've just bought those boots so I haven't got much money.*

Boy: *Oh come on … a hot chocolate and a cake won't be that expensive.*

Girl: *You're being very persuasive, Oliver – OK – but I'm not going to order both – I'll just have a hot chocolate and a biscuit.*

Boy: *That cake was amazing – the reviews about this café on social media were right!*

Girl: *The hot chocolate was good too! What time do you have to be home?*

Boy: *Oh no – I can't remember.*

Girl: *You've got a terrible memory! I've got to be home by half past four. Why don't you check your messages?*

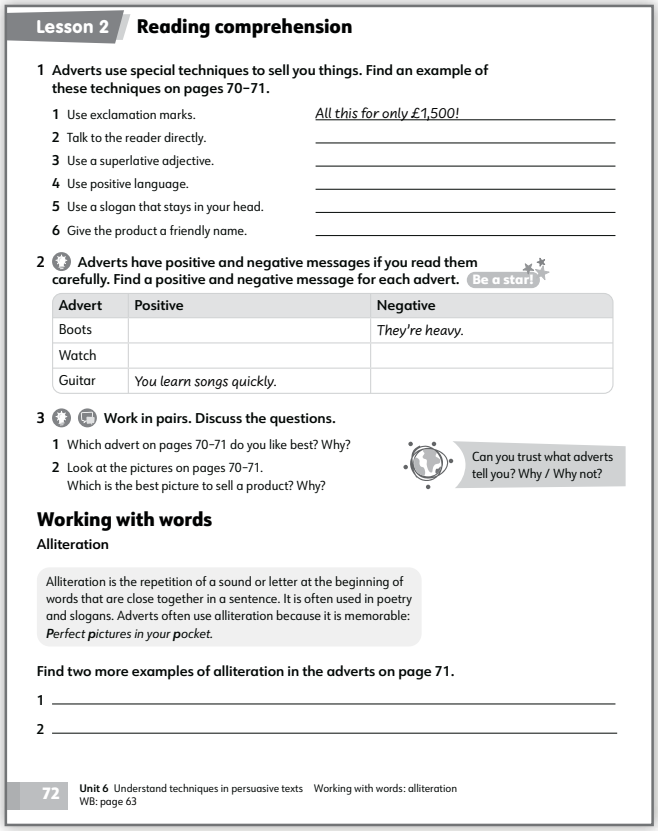
Boy: *Hmm – oh yes – here it is. Oh no – Mum said three o'clock – we're going to my grandparents for dinner.*

Girl: *Well, it's half past two now, so let's go.*

Answers: 1 B **2**A **3**B **4**C **5**B

Lesson 2 Reading comprehension / Working with words

Pupil's Book page 72



Lesson 2 **Reading comprehension**

1 Adverts use special techniques to sell you things. Find an example of these techniques on pages 70–71.

1 Use exclamation marks. *All this for only £1,500!*
2 Talk to the reader directly. _____
3 Use a superlative adjective. _____
4 Use positive language. _____
5 Use a slogan that stays in your head. _____
6 Give the product a friendly name. _____

2 Adverts have positive and negative messages if you read them carefully. Find a positive and negative message for each advert. Be a star!

Advert	Positive	Negative
Boots		*They're heavy.*
Watch		
Guitar	*You learn songs quickly.*	

3 Work in pairs. Discuss the questions.

1 Which advert on pages 70–71 do you like best? Why?
2 Look at the pictures on pages 70–71. Which is the best picture to sell a product? Why?

Can you trust what adverts tell you? Why / Why not?

Working with words

Alliteration

Alliteration is the repetition of a sound or letter at the beginning of words that are close together in a sentence. It is often used in poetry and slogans. Adverts often use alliteration because it is memorable: *Perfect pictures in your pocket.*

Find two more examples of alliteration in the adverts on page 71.

1 _____
2 _____

72 **Unit 6** Understand techniques in persuasive texts Working with words: alliteration
WB: page 63

Learning objectives: Understand techniques in persuasive texts; Alliteration

Resources: Working with words worksheet

Warm-up: Team spelling

- Play *Team spelling* (see Games bank, pages 14–17) with some of the new vocabulary from Lesson 1.
- Suggested words: *appeal, brand, memory, persuasive, review, talent.*

1 Adverts use special techniques to sell you things. Find an example of these techniques on pages 70–71.

- Read out the list of techniques and check understanding.
- Refer the children to the example answer. Ask the children to find supporting information in The Watch Watch text. (*And all this for only £1,500!*)
- Have the children continue the activity individually. Encourage them to find and underline the supporting information in the corresponding text.
- Ask volunteers to read out the technique and the corresponding example. Ask if the class agrees.

Answers: 1 All this for only £1,500! **2** Bored with watching films on your phone? **3** It's the best guitar-learning programme you can buy! **4** The eye-catching boots are made of leather and plastic, and look really good. **5** Want to play like a PRO? You need GO-GO-GO! **6** GO-GO Guitar

2 Adverts have positive and negative messages if you read them carefully. Find a positive and negative message for each advert.

Be a star!

- Refer the children to the examples and ask them to read through the adverts to find more positive and negative messages to complete the chart.
- Have the children continue the activity individually.
- Ask three volunteers to read out their answers for one of the adverts, making sure each one is covered. Ask if the class agrees.

Answers: Boots: looks really good.; They're heavy.

Watch: makes home into a cinema; It's really small.

Guitar: You learn songs quickly.; costs £2,000

3 Work in pairs. Discuss the questions.

- Divide the class into pairs and have them talk about their answers together.
- Conduct feedback with the class and see which advert they liked best and why.

Answers: 1, **2** Children's own answers.

Working with words

Alliteration

- Write on the board:
  Don't just dream. Drive.
- Ask the children what type of product they think this is a slogan for (*cars*). Ask them what they notice about the words (*all but one begin with D*). Ask the children if they think this is a good slogan for a car company and why.
- Have the children read the introduction.

Find two more examples of alliteration in the adverts on page 71.

- Have the children look for more examples of alliteration in the adverts in page 71. Ask them to raise their hands when they find one and share it with the class.

Answers: Advert **2**: You want to watch your favourite film, and you download it onto your phone.
Advert **3**: ...you can play most modern music from memory.

Cooler: Alliteration slogans

- Write in a column on the board: *Perfect ... / Amazing ... / Move your ... / A life of ... .*
- Ask the children to think of ways to continue these phrases to make advertising slogans with alliteration. They should try to make phrases which are about three to six words long.
- Invite the children to come and complete the slogans on the board.
- Take a vote on the best slogan for each one by a show of hands.

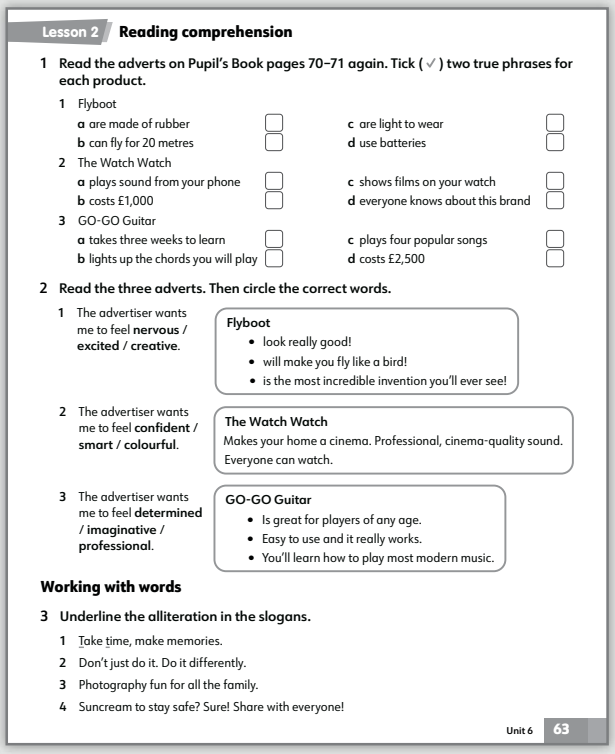
ESDC

Can you trust what adverts tell you? Why / Why not?

This question helps the children understand how adverts try to appear trustworthy.

- Review the idea of facts and opinions and explain that they are different. Ask the children for their ideas about how they are different. Explain that facts are true statements and opinions are statements of what a person or group of people believe or feel about something. Opinions may not be true for everyone. Facts are true and the information can be trusted.
- Ask the children if the adverts they read in their Pupil's Book shared more facts or opinions about the products. Discuss which products seemed more trustworthy and which did not, and why.
- Ask: *Can you trust what adverts tell you? Why / Why not?* Have the children suggest why they can or can't trust what advertisements tell them.
- Point out that there are usually official organisations which stop advertisers from telling lies about a product. However, advertisers will do everything they can to make you think the product is better than it is. It's always best not to believe it until you see it or try it!

Workbook page 63



Lesson 2 **Reading comprehension**

1 Read the adverts on Pupil's Book pages 70–71 again. Tick (✓) two true phrases for each product.

1 Flyboot
- **a** are made of rubber ☐
- **b** can fly for 20 metres ☐
- **c** are light to wear ☐
- **d** use batteries ☐

2 The Watch Watch
- **a** plays sound from your phone ☐
- **b** costs £1,000 ☐
- **c** shows films on your watch ☐
- **d** everyone knows about this brand ☐

3 GO-GO Guitar
- **a** takes three weeks to learn ☐
- **b** lights up the chords you will play ☐
- **c** plays four popular songs ☐
- **d** costs £2,500 ☐

2 Read the three adverts. Then circle the correct words.

1 The advertiser wants me to feel **nervous / excited / creative**.

Flyboot
- look really good!
- will make you fly like a bird!
- is the most incredible invention you'll ever see!

2 The advertiser wants me to feel **confident / smart / colourful**.

The Watch Watch
Makes your home a cinema. Professional, cinema-quality sound. Everyone can watch.

3 The advertiser wants me to feel **determined / imaginative / professional**.

GO-GO Guitar
- Is great for players of any age.
- Easy to use and it really works.
- You'll learn how to play most modern music.

Working with words

3 Underline the alliteration in the slogans.

1 Take time, make memories.
2 Don't just do it. Do it differently.
3 Photography fun for all the family.
4 Suncream to stay safe? Sure! Share with everyone!

Unit 6 63

1 Read the adverts on Pupil's Book pages 70–71 again. Tick (✓) two true phrases for each product.

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

2 Read the three adverts. Then circle the correct words below them.

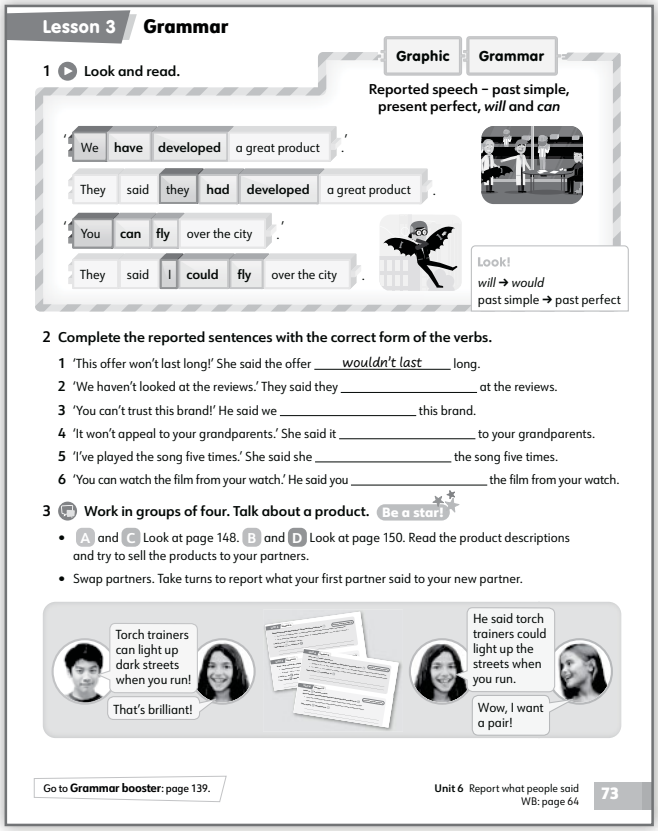
Answers: 1 excited **2** confident
3 professional

3 Underline the alliteration in the slogans.

Answers: 1 Take time; make memories.
2 Don't just do it. Do it differently.
3 Photography fun for all the family.
4 Suncream to stay safe? Sure! Share with everyone!

Lesson 3 Grammar

Pupil's Book page 73



Learning objectives: Report what people said

Grammar: Reported speech – past simple, present perfect, *will* and *can*

Review vocabulary: advertising

Resources: Graphic Grammar video; Grammar 1 worksheet

Materials: examples of adverts from magazines (optional)

Warm-up: Disappearing sentences

- Play *Disappearing sentences* (see Games bank, pages 14–17) with an extract from the second paragraph of the Go-go Guitar advert on page 71, from *Put your fingers …* to *… like a pro!*

1 Look and read.

- The children look at the first picture. Ask: *Where are the men? Who do you think they are? What are they showing?* Ask children what the man in the second picture is doing and what they think is happening.
- Read out the sentences and have the children check their ideas. Elicit which sentences are direct speech and which are reported speech.
- Ask: *What is different about the blue verbs in the first pair of sentences?* (have *changes to* had – *present perfect to past perfect*) *And in the second pair?* (can *changes to* could – *present to past*).
- Read out each sentence again. The children point to the corresponding speaker(s) in the pictures. Draw attention to the purple bricks and elicit why *We* changes to *they* and *You* to *I*.
- Have the children look at the examples in the *Look!* box and say what happens to the verbs (didn't make *changes to* hadn't made, won't (will not) *changes to* wouldn't (would not)).
- Have the children look back at the 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: *Who are the men? What product do they have? Is it a good product? Why / Why not?* Play the video. Children watch and answer the questions. *(They're inventors. They've invented a pair of wings. It isn't a good product because the man falls from the sky.)*
- Continue as above from the third point. Play the video again and have the children repeat the sentences.

Mixed ability

Some children can find the tense changes in reported speech confusing. Use a simple table to make this more immediate and effective.

- Before the children start Activity 2, draw the chart below on the board and complete the left column.
- Elicit the verbs for the right column. Have the children start Activity 2 with this useful reference to help them.

Direct speech	Reported speech
he saw / he didn't see	he had seen / he hadn't seen
he has seen / he hasn't seen	he had seen / he hadn't seen
he will see / he won't see	he would see / he wouldn't see
he can see / he can't see	he could see / he couldn't see

2 Complete the reported sentences with the correct form of the verbs.

- Refer the children to the example. Ask them why the answer is *wouldn't* (*won't in the original changes to* wouldn't).
- Elicit the answer for number 2.
- Have the children complete the activity individually.

Answers: 1 wouldn't last **2** hadn't looked **3** couldn't trust **4** wouldn't appeal **5** had played **6** could watch

3 Work in groups of four. Talk about a product.

- Organise the children into groups of four and make sure they know who is Student A, B, C and D in each group. For the first part of the activity, Students A and B will work together, and Students C and D will work together.
- Read out the instructions. Have volunteer Students A, B and C read the example dialogue so the children have an understanding of how to do the activity. Then have Students A and C turn to page 148, and have Students B and D turn to page 150.
- The children read the information on their page and take turns selling the products to their partners (A describes products to B, and C to D). They each listen to their partner and take notes before swapping roles (B describes products to A, and D to C).
- Then the children swap partners with the other pair and report what their first partner said (A reports to D, and B to C), swapping roles afterwards.

Grammar booster

Ask the children to turn to page 139 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 he had bought **2** I could spend
3 he had forgotten **4** they had been
5 it would benefit **6** I wouldn't believe

ESDC

Why is it important to recycle old products?

Introduce the children to Sustainable Development Goal 12: *Responsible consumption and production*. Ask: *Why is it important to recycle old products?* This question helps the children recognise the value of finding new ways to use materials and not to waste them.

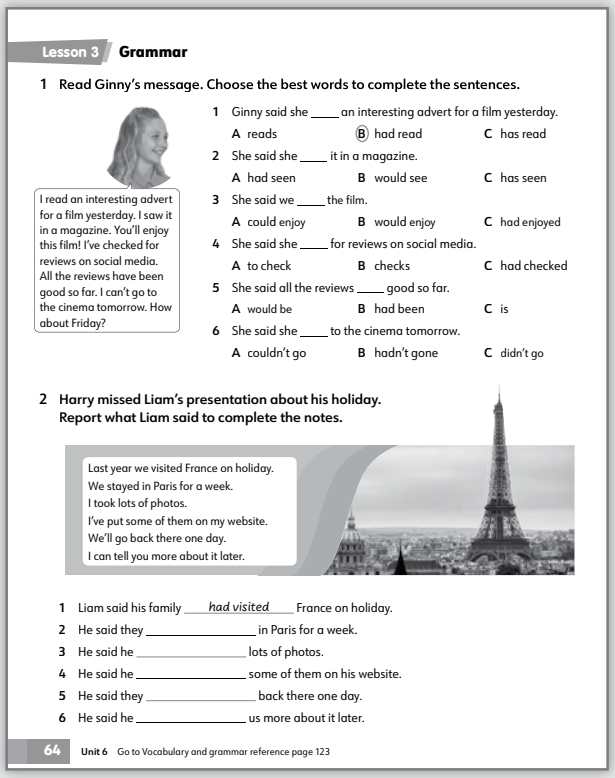
- Discuss how adverts can sometimes make us think that we need new technology, even if the things we own now are still working. Explain in L1 that most electronic waste like older phones, tables, laptops and other equipment isn't recycled properly. When we recycle electronics correctly, we help make sure that harmful chemicals don't get into the earth, and reduce the need for companies to take more materials like gold, copper and aluminium from the environment. Some electronic parts can be reused in new electronics if they are recycled correctly.

Possible answers: It's important because we don't want to waste materials or let chemicals get into the environment. If we can use parts of older products to create new ones, that creates less waste.

Cooler: Team sentences

- Play *Team sentences* (see Games bank, pages 14–17) with sentences from this lesson.
- Suggested sentences:
  They said they had developed a great product.He said we couldn't trust this brand. He said you could watch the film from your watch.

Workbook page 64



Lesson 3 **Grammar**

1 Read Ginny's message. Choose the best words to complete the sentences.

I read an interesting advert for a film yesterday. I saw it in a magazine. You'll enjoy this film! I've checked for reviews on social media. All the reviews have been good so far. I can't go to the cinema tomorrow. How about Friday?

1 Ginny said she ____ an interesting advert for a film yesterday.
A reads (B) had read C has read
2 She said she ____ it in a magazine.
A had seen B would see C has seen
3 She said we ____ the film.
A could enjoy B would enjoy C had enjoyed
4 She said she ____ for reviews on social media.
A to check B checks C had checked
5 She said all the reviews ____ good so far.
A would be B had been C is
6 She said she ____ to the cinema tomorrow.
A couldn't go B hadn't gone C didn't go

2 Harry missed Liam's presentation about his holiday. Report what Liam said to complete the notes.

Last year we visited France on holiday.
We stayed in Paris for a week.
I took lots of photos.
I've put some of them on my website.
We'll go back there one day.
I can tell you more about it later.

1 Liam said his family *had visited* France on holiday.
2 He said they _____ in Paris for a week.
3 He said he _____ lots of photos.
4 He said he _____ some of them on his website.
5 He said they _____ back there one day.
6 He said he _____ us more about it later.

64 Unit 6 Go to Vocabulary and grammar reference page 123

Remind the children that they can refer to the grammar reference on page 123 to help them while completing these Workbook activities.

1 Read Ginny's message. Choose the best words to complete the sentences.

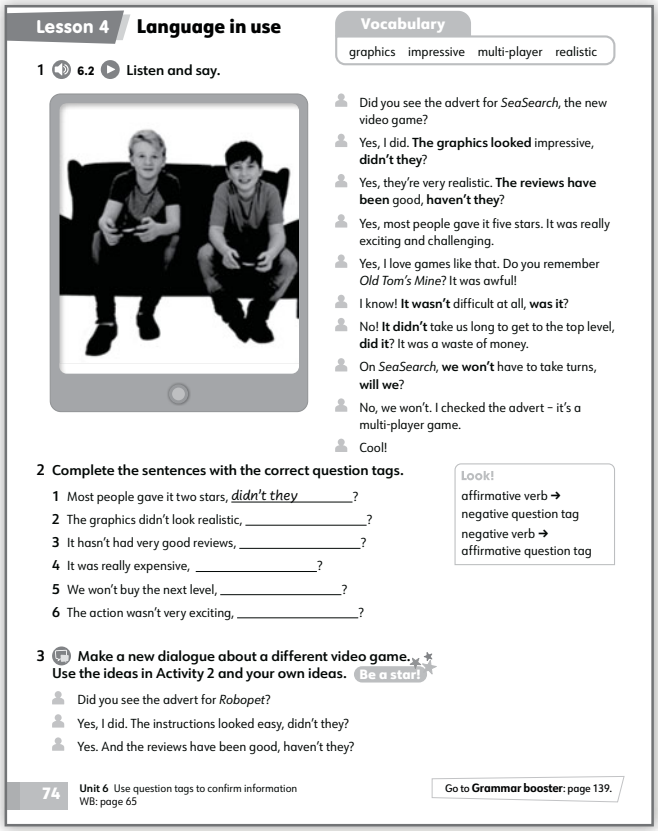
Answers: 1 B **2** A **3** B **4** C **5** B **6** A

2 Harry missed Liam's presentation about his holiday. Report what Liam said to complete the notes.

Answers: 1 had visited **2** had stayed
3 had taken **4** had put **5** would go
6 could tell

Lesson 4 Language in use

Pupil's Book page 74



Lesson 4 Language in use

Vocabulary: graphics impressive multi-player realistic

1 6.2 Listen and say.

Did you see the advert for *SeaSearch*, the new video game?
Yes, I did. **The graphics looked** impressive, **didn't they**?
Yes, they're very realistic. **The reviews have been** good, **haven't they**?
Yes, most people gave it five stars. It was really exciting and challenging.
Yes, I love games like that. Do you remember *Old Tom's Mine*? It was awful!
I know! **It wasn't** difficult at all, **was it**?
No! **It didn't** take us long to get to the top level, **did it**? It was a waste of money.
On *SeaSearch*, **we won't** have to take turns, **will we**?
No, we won't. I checked the advert – it's a multi-player game.
Cool!

2 Complete the sentences with the correct question tags.

1 Most people gave it two stars, *didn't they*?
2 The graphics didn't look realistic, _____?
3 It hasn't had very good reviews, _____?
4 It was really expensive, _____?
5 We won't buy the next level, _____?
6 The action wasn't very exciting, _____?

Look!
affirmative verb → negative question tag
negative verb → affirmative question tag

3 Make a new dialogue about a different video game. Use the ideas in Activity 2 and your own ideas. Be a star!

Did you see the advert for *Robopet*?
Yes, I did. The instructions looked easy, didn't they?
Yes. And the reviews have been good, haven't they?

74 Unit 6 Use question tags to confirm information
WB: page 65

Go to **Grammar booster**: page 139.

Learning objectives: Use question tags to confirm information

Grammar: Question tags: present simple, present perfect, past simple, *will*

Vocabulary: graphics, impressive, multi-player, realistic

Review vocabulary: advertising

Resources: Language in use video; Grammar 2 worksheet

Warm-up: Telephone

- Play *Telephone* (see Games bank, pages 14–17) with sentences in direct speech. In this version of the game, the child at the end of the line writes down a reported version of the sentence starting with *He said …* or *She said …*
- Suggested sentences:
  I've found a great new game!
  Mary can't go to the party.
  It won't rain at the weekend.
  We didn't enjoy the zoo.

Vocabulary

- Give a short definition of each word in the vocabulary box and have the children say which one it is:
  Pictures made by computers. (graphics)
  Better than expected. (impressive)
  A video game which more than one person can play at the same time. (multi-player)
  Like real life or the real thing. (realistic)

1 6.2 Listen and say.

- Have the children look at the photo. *Ask Who can you see? (Sam and Paul) What are they doing? What do you think they're talking about?*
- Play the audio and have the children check their ideas (*They're playing a video game. They're talking about two video games,* SeaSearch and Old Tom's Mine.)
- *Ask Which game do they prefer? (SeaSearch) Why didn't they like Old Tom's Mine? (It was too easy.)*
- Play the audio again. Stop after each sentence and have the children repeat.
- Ask the children to find the questions in the dialogue. Ask what the boys use most of the questions to do (*check or confirm information*) and which two are different *(Did you see the advert …? / Do you remember …?)*.
- Ask the children to find a question tag for a past simple verb (*didn't they? / did it?*), for a *will* sentence (*will we?*), for a present perfect sentence (*haven't they?*), and for the verb to be (*was it?*).
- Have the children read the *Look!* box. Elicit the patterns for making question tags: an affirmative verb in the statement → a negative question tag; a negative verb in the statement → an affirmative question tag.
- Divide the class into pairs. Have them act out the dialogue and then change roles.

- If you have access to the class video, ask the questions in the first point above. Play the video. The children watch and answer the questions.
- Continue as above from the third point.
- Play the video one more time and have the children repeat. Have them imitate the intonation and body language as closely as possible.

2 Complete the sentences with the correct question tag.

- Ask why the example is *didn't they?* (*the verb in the first part of the sentence is affirmative so the question tag has a negative verb; we use* did *for past simple verbs in question tags*).
- Have the children continue the activity individually.
- Check answers with the class.

Answers: 1 didn't they **2** did they **3** has it **4** wasn't it **5** will we **6** was it

Teaching star!

Communication

Activity 3 requires extended speaking which can be challenging. Help the children to feel confident with the model dialogue so that they are more productive.

- After Activity 2, refer the children back to the dialogue in Activity 1. Tell them they will act out the dialogue, but one child will say their lines from memory. The other child can check and help.
- Give the children time to study the dialogue. Have them act out the dialogue with one child speaking from memory. The other child can give prompts. Then they change roles.

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 these activities at home.

Answers: 2 1 wasn't it 2 has it? 3 didn't we? 4 hasn't she? 5 do they? 6 wasn't it? 7 were you? 8 will it? 9 won't he? 10 haven't they? **3** 1 wasn't it 2 don't they 3 is it 4 wasn't it 5 don't they 6 wasn't it 7 will it

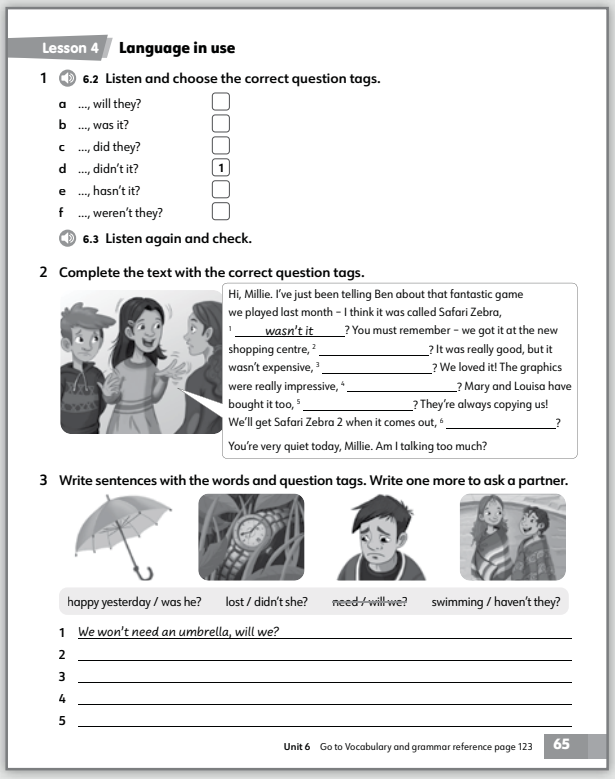
3 Make a new dialogue about a different video game. Use the ideas in Activity 2 and your own ideas. Be a star!

- Demonstrate the example dialogue with a confident child and ask the children to suggest the next line, using a question tag. They can use ideas from Activity 2 or their own ideas.
- Have the children work in pairs to make a new dialogue about a video game. They should use the ideas in Activity 2 (or their own ideas) and the dialogue in Activity 1 as a model.
- Ask if any children would like to perform their dialogue for the class.

Cooler: Missing vowels

- Write the following three questions on the board:
  t hsn't hd vry gd rvws, hs t? (It hasn't had very good reviews, has it?)
  Mst ppl gv t tw strs, ddn't thy? (Most people gave it two stars, didn't they?)
- Tell the children they need to add the vowels, *a, e, i, o* or *u* to complete the sentences.
- Invite children to write one or two words each on the board to complete the questions.

Workbook page 65



Lesson 4 **Language in use**

1 6.2 Listen and choose the correct question tags.

a ..., will they? ☐
b ..., was it? ☐
c ..., did they? ☐
d ..., didn't it? ☑ 1
e ..., hasn't it? ☐
f ..., weren't they? ☐

6.3 Listen again and check.

2 Complete the text with the correct question tags.

Hi, Millie. I've just been telling Ben about that fantastic game we played last month – I think it was called Safari Zebra, [1] *wasn't it* ? You must remember – we got it at the new shopping centre, [2] _____? It was really good, but it wasn't expensive, [3] _____? We loved it! The graphics were really impressive, [4] _____? Mary and Louisa have bought it too, [5] _____? They're always copying us! We'll get Safari Zebra 2 when it comes out, [6] _____?
You're very quiet today, Millie. Am I talking too much?

3 Write sentences with the words and question tags. Write one more to ask a partner.

happy yesterday / was he? lost / didn't she? ~~need / will we?~~ swimming / haven't they?

1 *We won't need an umbrella, will we?*
2 _____
3 _____
4 _____
5 _____

Unit 6 Go to Vocabulary and grammar reference page 123 65

Remind the children that they can refer to the grammar reference on page 123 to help them while completing these activities.

1 6.2 Listen and choose the correct question tags.

Audioscript

1 Boy: *The video game looked very impressive,*
2 Boy: *The graphics were so realistic,*
3 Boy: *They didn't release very good multi-player games last year,*
4 Boy: *The last game wasn't as successful,*
5 Boy: *The new one has lots of new features,*
6 Boy: *Other brands won't appeal to players as much now,*

6.3 Listen again and check.

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

2 Complete the text with the correct question tags.

Answers: 1 wasn't it **2** didn't we **3** was it **4** weren't they **5** haven't they **6** won't we

3 Write sentences with the words and question tags. Write one more to ask a partner.

Suggested answers: 1 We won't need an umbrella, will we? **2** She lost her watch, didn't she? **3** He wasn't happy yesterday, was he? **4** They've been swimming, haven't they? **5** Children's own answers.

Lesson 5 Listening

Pupil's Book page 75



Lesson 5 Listening

Vocabulary
depend on effective highlight
layout stand out well-designed

1 What makes a good advert? Make a list.

2 6.3 Listen to Michael talking about the adverts he creates. Does he mention any of your ideas in Activity 1?

3 6.3 Listen again and tick (✓) the true sentences. Why are the other sentences false?

1 The main aim of adverts is to make people remember the product. ✓
2 An attractive design makes people want to read the advert.
3 If you have lots of text in an advert, people will remember it.
4 A slogan is a good way to help people remember your brand.
5 Important points stand out clearly in good adverts.
6 You should only have pictures of people in adverts.
7 Good adverts are always funny.
8 Sometimes people remember the advert but don't remember the product.

4 Look at the adverts Michael brought to show the class. Which do you think is the most effective? Why? Be a star!

1 You love doing sports. You hate being thirsty. So what are you going to do about it? Get REFRESH. REFRESH is a long, cool drink. Lots of people like it. It will stop you feeling thirsty. Get REFRESH – and feel refreshed.

2 M-YOU-ZIK
Want music in your life?
Get M-YOU-ZIK, the music app for you!
* Listen in your room
* Listen on the go
£5 a month for the liveliest, catchiest music on the planet!
M-YOU-ZIK
makes you feel like dancing!

3 ZOOTER SCOOTER
In reviews, people said they had never seen such a well-designed scooter.
It gets you there QUICKLY, it gets you there IN STYLE.
For school, for play. Use it EVERYDAY!!
ZOOTER SCOOTER
ZOOOOOOOOM!!!!!

Unit 6 Listen and apply information to a task
WB: page 66
75

Learning objectives: Listen and apply information to a task

Vocabulary: depend on, effective, highlight, layout, stand out, well-designed

Review vocabulary: advertising

Warm-up: Backs to the board

- Play *Backs to the board* (see Games bank, pages 14–17) with known (not new) vocabulary from the audio in this lesson.
- Suggested words: *advert, product, attractive, interesting, message, humour, entertaining.*

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 157). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 157.
- Then use the dictionary to give definitions in the following order to elicit the words: *stand out, highlight, depend on, layout, well-designed, effective.*

1 What makes a good advert? Make a list.

- Brainstorm ideas with the class and write a list on the board. The children can refer back to page 72 for help.

2 6.3 Listen to Michael talking about the adverts he creates. Does he mention any of your ideas in Activity 1?

- Play the audio. The children listen and check whether any of the ideas on the board are mentioned.
- Conduct class feedback.

Audioscript

Michael: *I'm here today to talk to you about adverts. First we'll talk about what makes a good advert. Then we'll look at some examples. When we create an advert, we're thinking about how to make our product stand out. We need to attract people's attention, get our message across clearly and memorably. There's a lot of competition out there – our product needs to look special so that it sells. How do you think we can do that?*

Girl: *Use colours and pictures to make the advert attractive?*

Michael: *Yes. If your advert isn't eye-catching, people won't even read it. So we make sure it has a well-designed layout, with good use of colour and graphics.*
OK. You said we could use colours and pictures. What about text? What works better to get our message across – a lot of text or a little?

Boy: *A lot!*

Michael: *Actually, no – most of the time it's better to have less text. People get bored – you need to get your message across quickly, keep it interesting and persuasive. Slogans are great, aren't they? People remember a catchy phrase – which means they remember your brand.*
We need to highlight the most important points in our message. What techniques could we use?

Boy: *Bold text!*

Girl: *Or put the text in capital letters. Or make it bigger.*

Boy: *And use outlines around the text.*

Michael: *Yes – all great ideas which put the message across clearly!*
Now, what kind of pictures should you choose?

Boy: *Pictures that show the product positively.*

Michael: *Exactly. If you're selling cool trainers, show that they're cool. And if there are people in the picture, it must look like they think the product's great too. Do you have any questions?*

Girl: *Adverts should be funny, shouldn't they?*

Michael: *It depends on what you're advertising. Everyone loves to laugh – and they'll link that good feeling with your brand. But for some products humour would be a mistake. You have to be sensitive to people's feelings – if you make someone feel bad, they won't trust you and they won't buy your product. If it's too funny, people sometimes remember the advert but not the product! It's entertaining – but it's not an effective advert.*

Girl: *Thank you.*

Michael: *OK. Now, I said we would look at some examples. So let's look at these adverts, and you tell me if you think they work.*

3 6.3 Listen again and tick (✓) the true sentences. Why are the other sentences false?

- Give the children time to read the sentences.
- Play the audio for the children to complete the activity.

Answers: ✓ by: **1**, **2**, **4**, **5**, **8**

4 Look at the adverts Michael brought to show the class. Which do you think is the most effective? Why?

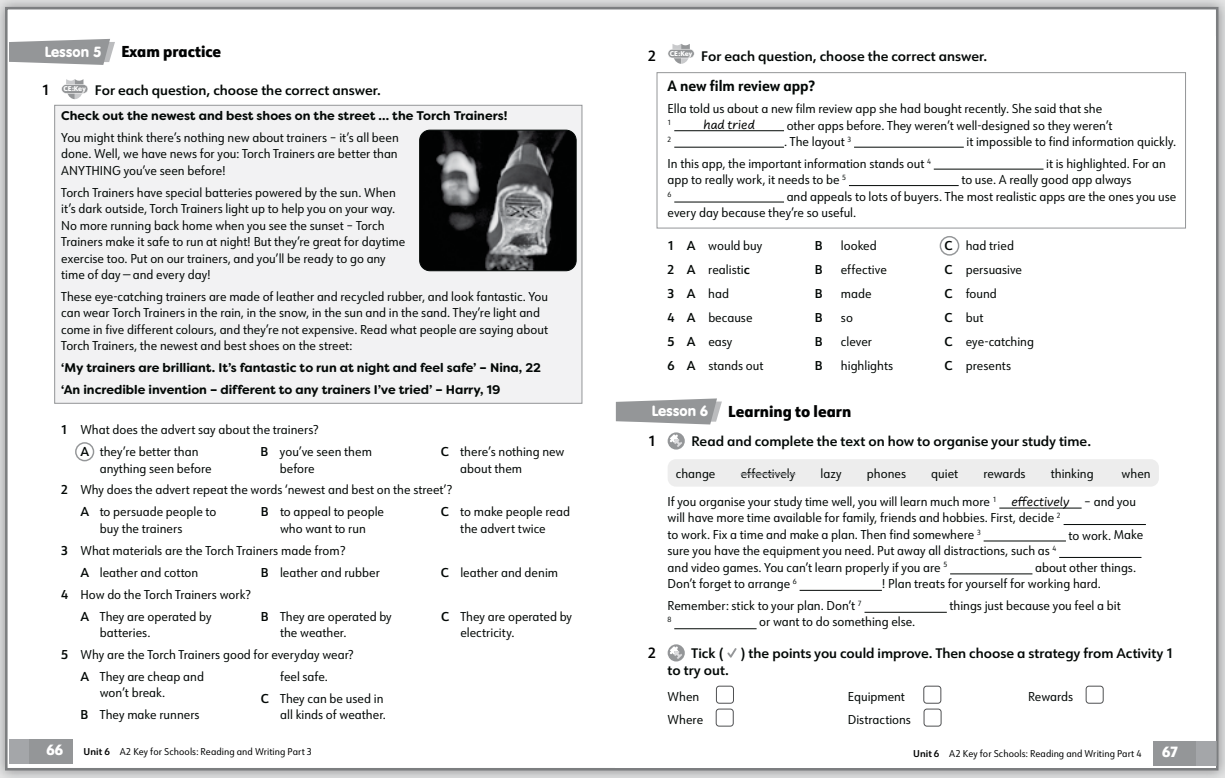
- Discuss the first advert. Elicit key things to consider when assessing how effective an advert is. Discuss whether the children think it is effective and why / why not.
- Divide the class into pairs. The children discuss the other two adverts using the list on the board.
- Take a class vote on the most effective advert.

Answers: Children's own answers.

Cooler: Collocations

- Play *Collocations* (see Games bank, pages 14–17) with these columns of words:
  Column 1 – *attract / well-designed / people / keep it / the most important / capital / it / an effective / determined to*
  Column 2 – *get bored / points / people's attention / interesting / layout / depends / advert / letters*

Workbook pages 66–67



Lesson 5 Exam practice

1 CE:Key For each question, choose the correct answer.

Check out the newest and best shoes on the street ... the Torch Trainers!

You might think there's nothing new about trainers – it's all been done. Well, we have news for you: Torch Trainers are better than ANYTHING you've seen before!

Torch Trainers have special batteries powered by the sun. When it's dark outside, Torch Trainers light up to help you on your way. No more running back home when you see the sunset – Torch Trainers make it safe to run at night! But they're great for daytime exercise too. Put on our trainers, and you'll be ready to go any time of day – and every day!

These eye-catching trainers are made of leather and recycled rubber, and look fantastic. You can wear Torch Trainers in the rain, in the snow, in the sun and in the sand. They're light and come in five different colours, and they're not expensive. Read what people are saying about Torch Trainers, the newest and best shoes on the street:

'My trainers are brilliant. It's fantastic to run at night and feel safe' – Nina, 22

'An incredible invention – different to any trainers I've tried' – Harry, 19

1 What does the advert say about the trainers?
(A) they're better than anything seen before B you've seen them before C there's nothing new about them

2 Why does the advert repeat the words 'newest and best on the street'?
A to persuade people to buy the trainers B to appeal to people who want to run C to make people read the advert twice

3 What materials are the Torch Trainers made from?
A leather and cotton B leather and rubber C leather and denim

4 How do the Torch Trainers work?
A They are operated by batteries. B They are operated by the weather. C They are operated by electricity.

5 Why are the Torch Trainers good for everyday wear?
A They are cheap and won't break. B They make runners C They can be used in all kinds of weather. feel safe.

66 Unit 6 A2 Key for Schools: Reading and Writing Part 3

2 CE:Key For each question, choose the correct answer.

A new film review app?

Ella told us about a new film review app she had bought recently. She said that she [1] *had tried* other apps before. They weren't well-designed so they weren't [2] _____. The layout [3] _____ it impossible to find information quickly.

In this app, the important information stands out [4] _____ it is highlighted. For an app to really work, it needs to be [5] _____ to use. A really good app always [6] _____ and appeals to lots of buyers. The most realistic apps are the ones you use every day because they're so useful.

1 A would buy B looked (C) had tried
2 A realistic B effective C persuasive
3 A had B made C found
4 A because B so C but
5 A easy B clever C eye-catching
6 A stands out B highlights C presents

Lesson 6 Learning to learn

1 Read and complete the text on how to organise your study time.

change effectively lazy phones quiet rewards thinking when

If you organise your study time well, you will learn much more [1] *effectively* – and you will have more time available for family, friends and hobbies. First, decide [2] _____ to work. Fix a time and make a plan. Then find somewhere [3] _____ to work. Make sure you have the equipment you need. Put away all distractions, such as [4] _____ and video games. You can't learn properly if you are [5] _____ about other things. Don't forget to arrange [6] _____! Plan treats for yourself for working hard.

Remember: stick to your plan. Don't [7] _____ things just because you feel a bit [8] _____ or want to do something else.

2 Tick (✓) the points you could improve. Then choose a strategy from Activity 1 to try out.

When ☐ Where ☐ Equipment ☐ Distractions ☐ Rewards ☐

Unit 6 A2 Key for Schools: Reading and Writing Part 4 67

These activities help the children prepare for Part 3 and Part 4 of the Reading and Writing paper of the Cambridge English A2 Key for Schools exam.

1 CE:Key For each question, choose the correct answer.

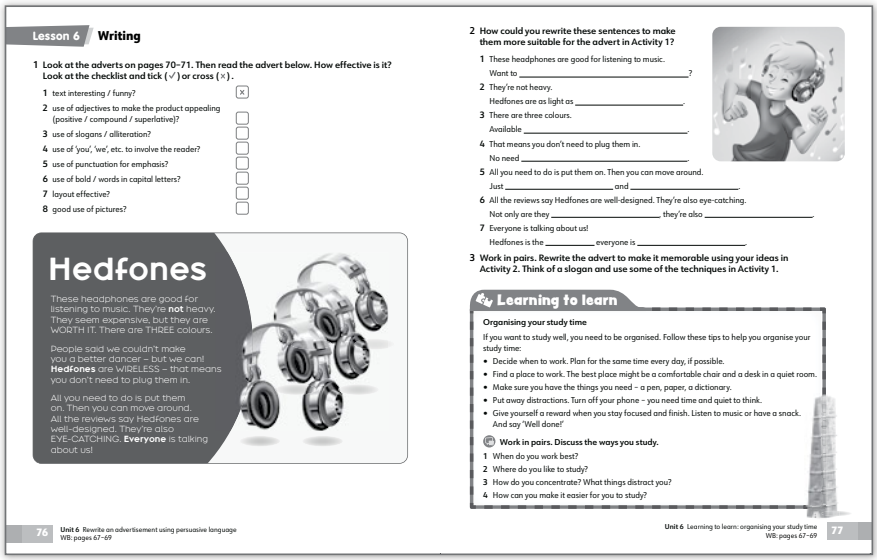
Answers: 1 A **2** A **3** B **4** A **5** C

2 CE:Key For each question, choose the correct answer.

Answers: 1 C **2** B **3** B **4** A **5** A **6** A **7** B

Lesson 6 Writing

Pupil's Book pages 76–77


Lesson 6 Writing

1 Look at the adverts on pages 70–71. Then read the advert below. How effective is it? Look at the checklist and tick (✓) or cross (✗).

1 text interesting / funny? ✗
2 use of adjectives to make the product appealing (positive / compound / superlative)? ☐
3 use of slogans / alliteration? ☐
4 use of 'you', 'we', etc. to involve the reader? ☐
5 use of punctuation for emphasis? ☐
6 use of bold / words in capital letters? ☐
7 layout effective? ☐
8 good use of pictures? ☐

Hedfones

These headphones are good for listening to music. They're **not** heavy. They seem expensive, but they are WORTH IT. There are THREE colours.

People said we couldn't make you a better dancer – but we can! **Hedfones** are WIRELESS – that means you don't need to plug them in.

All you need to do is put them on. Then you can move around. All the reviews say Hedfones are well-designed. They're also EYE-CATCHING. **Everyone** is talking about us!

2 How could you rewrite these sentences to make them more suitable for the advert in Activity 1?

1 These headphones are good for listening to music.
Want to _____?
2 They're not heavy.
Hedfones are as light as _____.
3 There are three colours.
Available _____.
4 That means you don't need to plug them in.
No need _____.
5 All you need to do is put them on. Then you can move around.
Just _____ and _____.
6 All the reviews say Hedfones are well-designed. They're also eye-catching.
Not only are they _____, they're also _____.
7 Everyone is talking about us!
Hedfones is the _____ everyone is _____.

3 Work in pairs. Rewrite the advert to make it memorable using your ideas in Activity 2. Think of a slogan and use some of the techniques in Activity 1.

Learning to learn

Organising your study time

If you want to study well, you need to be organised. Follow these tips to help you organise your study time:

- Decide when to work. Plan for the same time every day, if possible.
- Find a place to work. The best place might be a comfortable chair and a desk in a quiet room.
- Make sure you have the things you need – a pen, paper, a dictionary.
- Put away distractions. Turn off your phone – you need time and quiet to think.
- Give yourself a reward when you stay focused and finish. Listen to music or have a snack. And say 'Well done!'

Work in pairs. Discuss the ways you study.

1 When do you work best?
2 Where do you like to study?
3 How do you concentrate? What things distract you?
4 How can you make it easier for you to study?

76 Unit 6 Rewrite an advertisement using persuasive language WB: pages 67–69

Unit 6 Learning to learn: organising your study time WB: pages 67–69 77

Learning objectives: Rewrite an advertisement using persuasive language; Organising your study time

1 Look back at the adverts on pages 70–71. Then read the advert below. How effective is it? Look at the checklist and tick (✓) or cross (✗).

- Have the children look at the adverts on pages 70–71. Ask them which they think are effective and why (based on what they learnt in Lesson 5).
- Have the children read the advert on page 76 quickly and say what makes these headphones special (*they are wireless*).
- Refer the children to the example and ask why there is a cross against it (*the text is not funny or interesting*).
- Have the children continue the activity individually and then compare with a partner.
- Read out the checklist and have the children raise their hands and say *yes*, or lower their hands and say *no*.

Answers: ✓ by: **4**, **5**, **6**, **8** Crossed: **1**, **2**, **3**, **7**

2 How could you rewrite these sentences to make them more suitable for the advert in Activity 1?

- Elicit an answer for the first sentence from the children (e.g. *Want to listen to great music?*). Write their ideas on the board.
- The children work in pairs to complete the activity.
- Conduct class feedback and write ideas on the board.

Suggested answers: 1 listen to music **2** air / a feather **3** in three trendy / cool colours **4** to plug them in **5** put them on; move around **6** well-designed; trendy **7** brand; talking about

3 Work in pairs. Rewrite the advert to make it memorable using your ideas in Activity 2. Think of a slogan and use some of the techniques in Activity 1.

- The children work in the same pairs. Give each pair a sheet of paper to write their advert on.
- Remind them that design and layout are important – the advert needs to be attractive and the important points need to stand out.
- Display adverts around the classroom. Have a class vote on the best one.

Suggested answer: Want to get the best sound from your favourite music? Try Hedfones – they're as light as air! Available in three trendy colours and – best of all – they are WIRELESS! People said we couldn't make you a better dancer – but we can! No need to plug them in. Just put them on and move around to your favourite tunes!
Not only are they **well-designed**, they're also really **trendy**! Hedfones is the brand everyone is talking about.
Hedfones – happiness for your head!

Learning to learn

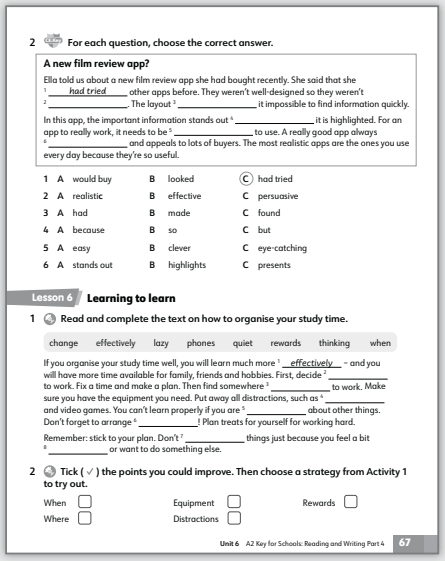
Organise your study time

- Ask the children if they have a regular plan for how and when they study. Ask for some suggestions.
- Have the children read *the tips in the Learning to learn box. Ask* them why each point is important.

Work in pairs. Discuss the ways you study.

- Have the children discuss their answers in pairs.
- Conduct class feedback.

Workbook pages 67–69



2 For each question, choose the correct answer.

A new film review app?

Ella told us about a new film review app she had bought recently. She said that she [1] *had tried* other apps before. They weren't well-designed so they weren't [2] _____. The layout [3] _____ it impossible to find information quickly. In this app, the important information stands out [4] _____ it is highlighted. For an app to really work, it needs to be [5] _____ to use. A really good app always [6] _____ and appeals to lots of buyers. The most realistic apps are the ones you use every day because they're so useful.

1	A would buy	B looked	C had tried
2	A realistic	B effective	C persuasive
3	A had	B made	C found
4	A because	B so	C but
5	A easy	B clever	C eye-catching
6	A stands out	B highlights	C presents

Lesson 6 **Learning to learn**

1 Read and complete the text on how to organise your study time.

change effectively lazy phones quiet rewards thinking when

If you organise your study time well, you will learn much more [1] *effectively* – and you will have more time available for family, friends and hobbies. First, decide [2] _____ to work. Fix a time and make a plan. Then find somewhere [3] _____ to work. Make sure you have the equipment you need. Put away all distractions, such as [4] _____ and video games. You can't learn properly if you are [5] _____ about other things. Don't forget to arrange [6] _____! Plan treats for yourself for working hard.

Remember: stick to your plan. Don't [7] _____ things just because you feel a bit [8] _____ or want to do something else.

2 Tick (✓) the points you could improve. Then choose a strategy from Activity 1 to try out.

When ☐ Equipment ☐ Rewards ☐
Where ☐ Distractions ☐

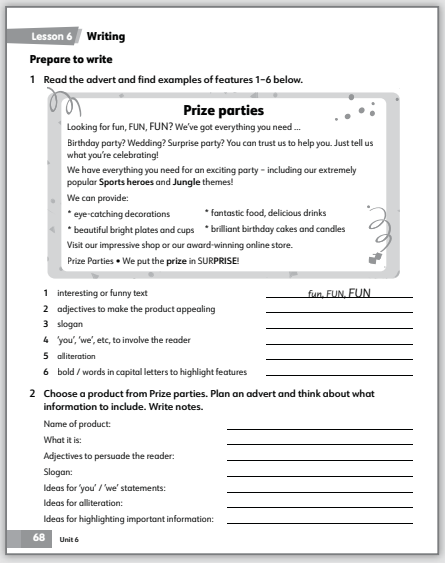
Unit 6 A2 Key for Schools: Reading and Writing Part 4 67

Learning to learn

1 Read and complete the text on how to organise your study time.

Answers: 1 effectively **2** when **3** quiet **4** phones **5** thinking **6** rewards **7** change **8** lazy

2 Tick (✓) the points you could improve. Then choose a strategy from Activity 1 to try out.



Lesson 6 **Writing**

Prepare to write

1 Read the advert and find examples of features 1–6 below.

Prize parties

Looking for fun, FUN, FUN? We've got everything you need ...

Birthday party? Wedding? Surprise party? You can trust us to help you. Just tell us what you're celebrating!

We have everything you need for an exciting party – including our extremely popular **Sports heroes** and **Jungle** themes!

We can provide:

* eye-catching decorations
* fantastic food, delicious drinks
* beautiful bright plates and cups
* brilliant birthday cakes and candles

Visit our impressive shop or our award-winning online store.

Prize Parties • We put the **prize** in SUR**PRISE**!

1	interesting or funny text	*fun, FUN, FUN*
2	adjectives to make the product appealing	
3	slogan	
4	'you', 'we', etc, to involve the reader	
5	alliteration	
6	bold / words in capital letters to highlight features	

2 Choose a product from Prize parties. Plan an advert and think about what information to include. Write notes.

Name of product:
What it is:
Adjectives to persuade the reader:
Slogan:
Ideas for 'you' / 'we' statements:
Ideas for alliteration:
Ideas for highlighting important information:

68 Unit 6

Prepare to write

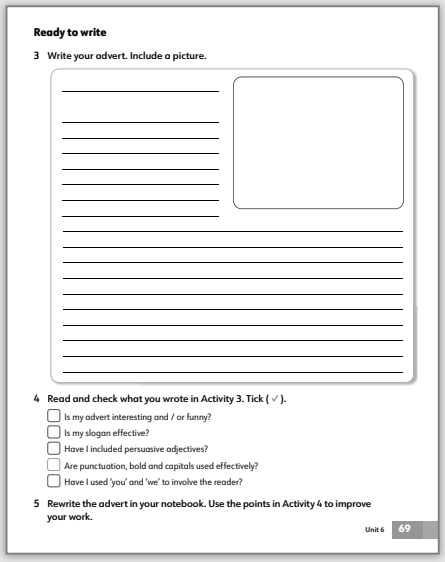
1 Read the advert and find examples of features 1–6 below.

- If done in class, ask the children to read the advert quickly and say whether they think it is a good one.
- Draw attention to the example in number 1. The children work individually to find examples of the other features in the advert.

Answers: 1 fun, FUN, FUN **2** exciting, popular, eye-catching, beautiful, bright, fantastic, delicious, brilliant, impressive, award-winning **3** We put the prize in SURPRISE! **4** We've got everything you need, You can trust us, Just tell us, We can provide **5** beautiful bright plates, fantastic food, delicious drinks, brilliant birthday cakes, prize parties **6** FUN, Sports heroes, Jungle, prize, SURPRISE!

2 Choose a product from Prize parties. Plan an advert and think about what information to include. Write notes.

- The children choose one of the products from the advert (decorations, food and drink, plates and cups, or cakes and candles).
- The children work in pairs to complete the advert plan. Encourage them to use their imagination. If necessary, do an example with the class first.



Ready to write

3 Write your advert. Include a picture.

4 Read and check what you wrote in Activity 3. Tick (✓).

- ☐ Is my advert interesting and / or funny?
- ☐ Is my slogan effective?
- ☐ Have I included persuasive adjectives?
- ☐ Are punctuation, bold and capitals used effectively?
- ☐ Have I used 'you' and 'we' to involve the reader?

5 Rewrite the advert in your notebook. Use the points in Activity 4 to improve your work.

Unit 6 69

Ready to write

3 Write your advert. Include a picture.

- The children write their advert using their plan in Activity 2. Remind them to use some of the techniques they have learnt about in this unit.

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 advert 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 78


Lesson 7 Speaking

Vocabulary: award-winning entertaining submarine

1 Look at the photos. What are they advertising? Read the adverts and check.

skydiving
Feel what it's like to fly!
- Float on air in a wind tunnel.
- Completely safe.
- Four flights, each lasting one minute.

Make memories you will

Chocolate!
- See where cocoa is grown.
- Watch as we make our award-winning chocolate.
- Make your own chocolate and take it home!

Educational and entertaining!

Submarine dive
Enter a wonderful world under the sea!
- Watch bright fish, sharks, turtles and other beautiful creatures.
- Learn about the reef as a habitat.
- Exciting – but warm and dry!

2 Which of the activities above would you most like to do? Why?

3 Work in groups. Choose an activity from the adverts for a special class day out. Follow the instructions. Be a star!
- Each person should try to persuade the group that their choice is the best.
- The group must agree together on one activity.
- Use the phrases to help you.
- Finally, choose one activity for the group.

(X) sounds the most interesting / exciting because ...
It will be fantastic / amazing to ...
(X) stands out because ...
If we do (X), we'll all be able to ...
I'm not sure about (X) because ...
I don't think it's the best idea because ...
I don't think so.

4 Tell the class which activity your group chose and why. Then have a class vote on what to do for your day out.

78 Unit 6 Reach a decision about a class outing
WB: page 70

Learning objectives: Reach a decision about a class outing

Vocabulary: award-winning, entertaining, submarine

Review vocabulary: advertising

Resources: Vocabulary 2 worksheet

Warm-up: True or false?

- Play *True or false?* (see Games bank, pages 14–17)
- Suggested sentences about *Hedfones* from Lesson 6:
  Hedfones are good for listening to music. (T)
  They are heavier than usual headphones. (F)
  They are expensive. (T)
  They come in five different colours. (F)
  They have a very long wire. (F)
  The design of the headphones is popular. (T)
  No one is talking about them. (F)

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Give a short definition of each word and have the children say which one it is:
  A boat that can take you underwater. (submarine)
  Having won a prize. (award-winning)
  Fun and enjoyable to see or do. (entertaining)
  Have the children repeat each word after you and check and correct pronunciation as necessary.

1 Look at the photos. What are they advertising? Read the adverts and check.

- Have the children look at the photos and think about what the adverts might be about. Invite suggestions from the class and write them on the board.
- Have children read the adverts quickly and check their ideas.

Answers: Indoor skydiving activity; Chocolate-making workshop; Submarine trip

2 Which of the activities above would you most like to do? Why?

- The children work in pairs to discuss the three activities in the adverts. Encourage them to think about the positive and negative aspects of each activity.
- The children tell their partner which activity they would most like to do and why.
- Invite volunteers to say which activity they chose and why. Find out who else in the class agrees.

3 Work in groups. Choose an activity from the adverts for a special class day out. Follow the instructions.

Be a star!

- Divide the class into groups of four.
- Read out the sentences in the phrase box. Have a volunteer read out the example in the speech bubble. Complete the first one with an example: *I think the submarine dive sounds the most exciting because you get to see amazing sea creatures.*
- Encourage volunteers to complete the other phrases with examples from the adverts.
- The children work together to agree on a class day out. They take turns to say which day out they have chosen, and try to persuade the rest of the group using the phrases in the box. Group members can disagree, using the suggested phrases, and argue why their chosen day out would be better.
- Remind the children that they should all have a chance to give their opinion, but the important thing is to agree on one activity by the end.
- Give the children a time limit of about five minutes to decide and warn them when their time is nearly finished.

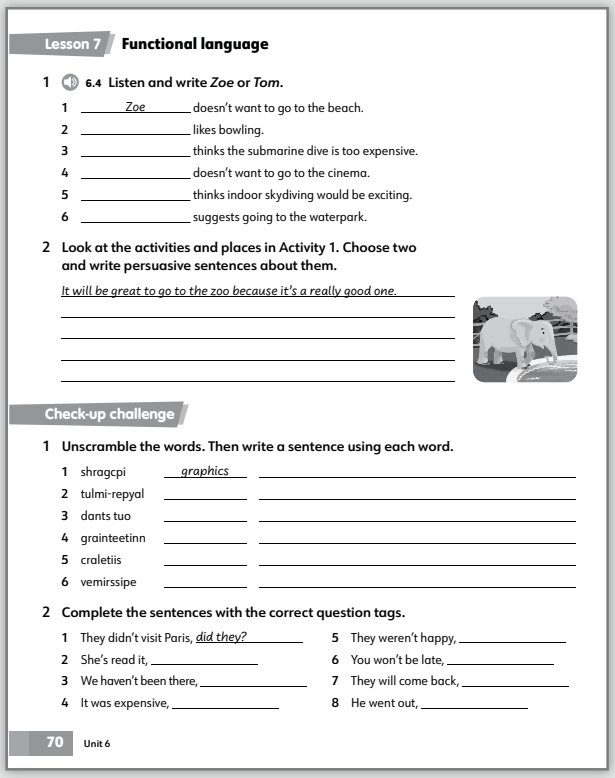
4 Tell the class which activity your group chose and why. Then have a class vote on what to do for your day out.

- Ask each group to choose one person who will explain their group's choice and give a reason for it.
- Groups take turns to report back on which activity they chose.
- If there is not a clear consensus, have a class vote to decide on which activity to do.
- Ask the children to compare the activities in the adverts to the type of class trips they usually go on.

Cooler: Disappearing words

- Play *Disappearing words* (see Games bank, pages 14–17) with a selection of the key vocabulary from the lesson. Allow the children to choose the words and you write them on the board. Check pronunciation each time.

Workbook page 70



Lesson 7 **Functional language**

1 6.4 **Listen and write *Zoe* or *Tom*.**

1 *Zoe* doesn't want to go to the beach.
2 _____ likes bowling.
3 _____ thinks the submarine dive is too expensive.
4 _____ doesn't want to go to the cinema.
5 _____ thinks indoor skydiving would be exciting.
6 _____ suggests going to the waterpark.

2 **Look at the activities and places in Activity 1. Choose two and write persuasive sentences about them.**

It will be great to go to the zoo because it's a really good one.

Check-up challenge

1 **Unscramble the words. Then write a sentence using each word.**

1 shragcpi *graphics* _____
2 tulmi-repyal _____
3 dants tuo _____
4 grainteetinn _____
5 craletiis _____
6 vemirssipe _____

2 **Complete the sentences with the correct question tags.**

1 They didn't visit Paris, *did they?*
2 She's read it, _____
3 We haven't been there, _____
4 It was expensive, _____
5 They weren't happy, _____
6 You won't be late, _____
7 They will come back, _____
8 He went out, _____

70 Unit 6

1 6.3 Listen and write *Zoe* or *Tom*.

Audioscript

Girl: *Hey Tom! What are you going to do at the weekend?*

Boy: *Hi Zoe! Should we go to the beach?*

Girl: *I'm not sure about the beach because it might be too cold.*

Boy: *OK – what about bowling? I went last week with my brother and I love it!*

Girl: *A bowling alley? I don't think so. What about a submarine dive? – I saw an advert for it.*

Boy: *I don't think it's the best idea because a submarine dive is so expensive. What about the cinema – there's a 3D film on at the big cinema in town?*

Girl: *A 3D film sounds entertaining, but I don't want to sit in a cinema if the weather is good.*

Boy: *OK – so no indoor skydiving either?*

Girl: *The indoor skydiving stands out because it would be so exciting, but you're right – it's indoors and it's expensive.*

Boy: *OK, so we need to choose something outside and not so expensive. What about the waterpark? The reviews are great and they've got a special price this weekend only.*

Girl: *Great idea! If we go to a waterpark, we'll all be able to enjoy ourselves.*

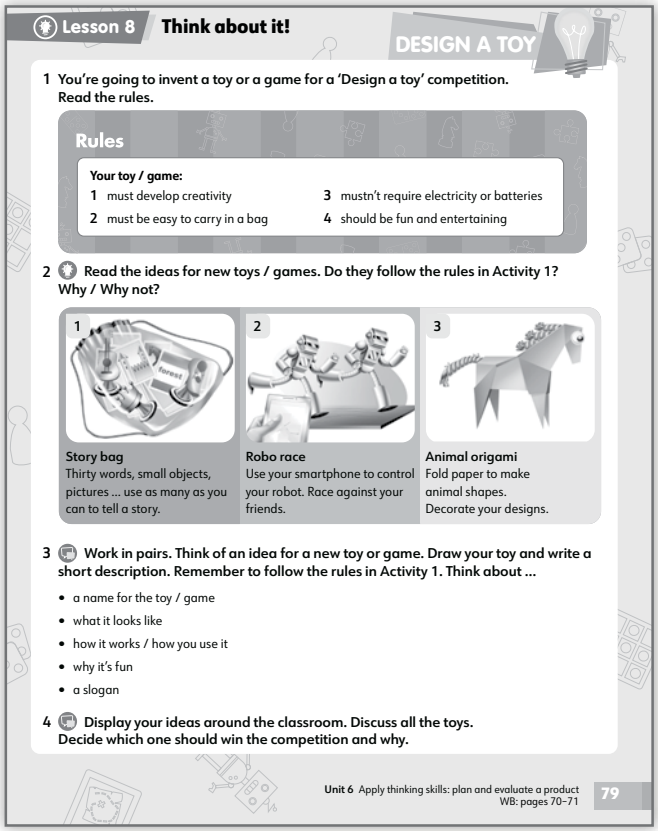
Answers: 1 Zoe **2** Tom **3** Tom **4** Zoe **5** Zoe **6** Tom

2 Look at the activities and places in Activity 1. Choose two and write persuasive sentences about them.

Answers: Children's own answers.

Lesson 8 Think about it!

Pupil's Book page 79


Lesson 8 Think about it!

DESIGN A TOY

1 You're going to invent a toy or a game for a 'Design a toy' competition. Read the rules.

Rules

Your toy / game:
1 must develop creativity
2 must be easy to carry in a bag
3 mustn't require electricity or batteries
4 should be fun and entertaining

2 Read the ideas for new toys / games. Do they follow the rules in Activity 1? Why / Why not?

1 Story bag
Thirty words, small objects, pictures ... use as many as you can to tell a story.

2 Robo race
Use your smartphone to control your robot. Race against your friends.

3 Animal origami
Fold paper to make animal shapes. Decorate your designs.

3 Work in pairs. Think of an idea for a new toy or game. Draw your toy and write a short description. Remember to follow the rules in Activity 1. Think about ...
- a name for the toy / game
- what it looks like
- how it works / how you use it
- why it's fun
- a slogan

4 Display your ideas around the classroom. Discuss all the toys. Decide which one should win the competition and why.

Unit 6 Apply thinking skills: plan and evaluate a product
WB: pages 70–71
79

Learning objectives: Apply thinking skills: plan and evaluate a product

Resources: Unit 6 test

Materials: paper (one sheet per group)

Warm-up: Team vocabulary

- Divide the class into groups of four or five. Each group needs a piece of paper and a pen or pencil.
- Write *Toys and games* at the top of the board. Tell the children it is today's theme.
- Give the groups two minutes to write on their paper the names of all the toys and games they can think of. A different child writes each name, passing the paper and pen / pencil around.
- When finished, ask how many names they have. Elicit names, write them on the board and have the children check their spelling. Ask how many correct words they had.

1 You're going to invent a toy or a game for a 'Design a toy' competition. Read the rules.

- Have the children read the rules.
- Ask them the following questions and ask them to explain their answers.
  Can it be a large board and some paints? (*no – doesn't fit in a bag*)
  Can it be a smartphone? (*no – uses electricity*)
  Can it be a dictionary? (*no – not fun or entertaining*)
  Can it be a ball? (*no – doesn't develop creativity*)

2 Read the ideas for new toys / games. Do they follow the rules in Activity 1? Why / Why not?

- Have the children look at the pictures and describe what they can see.
- Then they read the descriptions and decide whether they follow the competition rules.
- Ask the children about each one and have them justify why they are allowed or not.

Answers: Story bag: Yes – it's in a bag, develops creativity, is fun, and needs no electricity or batteries.
Robo race: No – it needs electricity / batteries.
Animal origami: Yes – it's small and easy to carry, creative and entertaining, and needs no electricity or batteries.

Pairwork

Carefully manage creative pair or group activities. To be successful, use the following strategies:

- Make sure the children know what is expected of them at the end of the activity – what they need to produce, if they will need to present their work, etc.
- Make sure they know how long they have to finish – show them on a classroom clock if possible.
- Let them know when their time is half finished and remind them five minutes or so before it finishes.
- Before the children start the activity, have them explain the instructions back to you, including the time, the objective and what comes next.

Use these strategies to prepare the children to do Activity 3.

3 Work in pairs. Think of an idea for a new toy or game. Draw your toy and write a short description. Remember to follow the rules in Activity 1. Think about ...

- Divide the class into pairs. Explain that they are going to invent a new game or toy. Have them read the list of things to think about.
- Ask the children to think of types of creativity (e.g. *stories, drama, pictures and painting, solving problems, building models or machines, etc).*
- Give each pair a sheet of paper. Children work together to think up a new toy or game that follows the rules in Activity 1. Remind them that it should be something very simple to make and use.
- Children draw a picture of their toy or game and write a short description of it, including a slogan.
- Invite volunteers to share their ideas with the class.

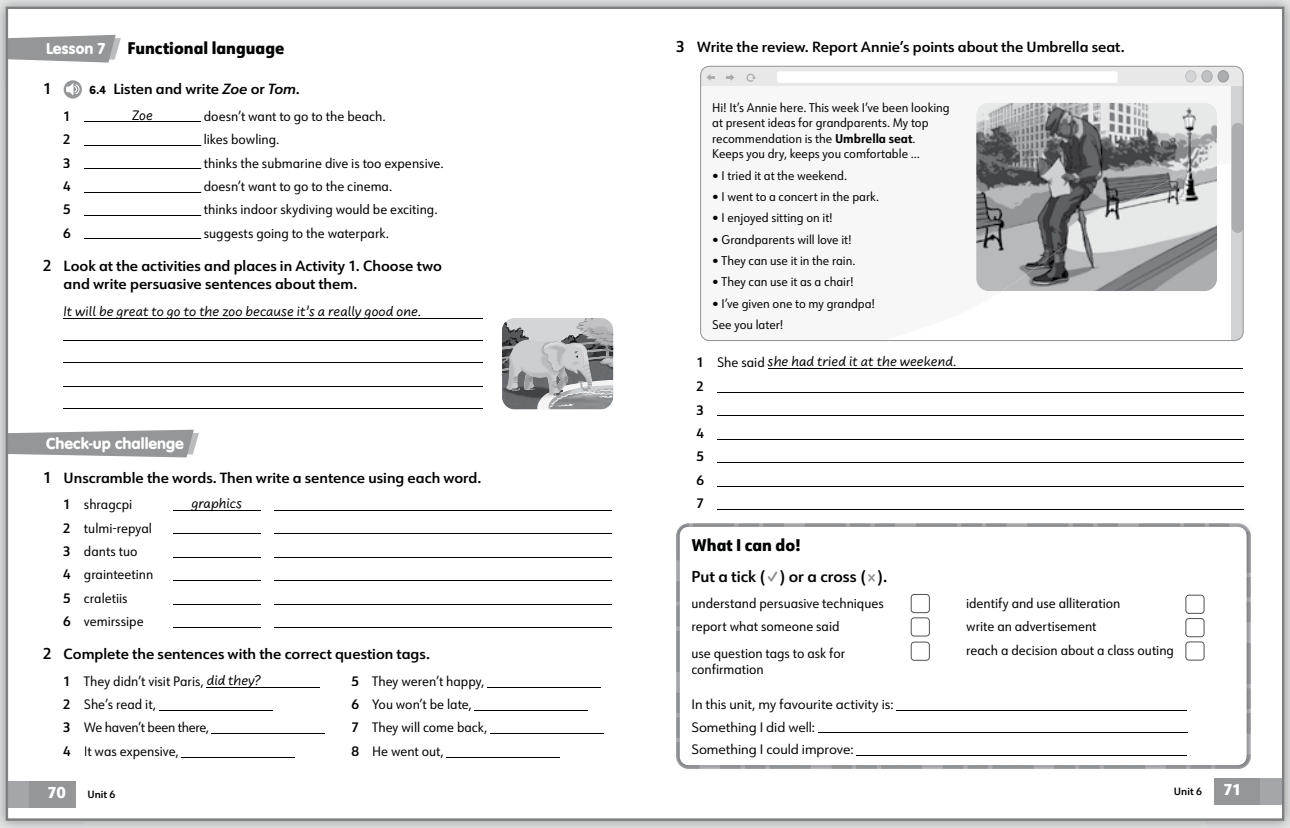
4 Display your ideas around the classroom. Discuss all the toys. Decide which one should win the competition and why.

- Display the children's ideas from Activity 3 around the classroom. Stick a piece of paper just below each idea for votes.
- Have the children walk around the room and put a tick against the two or three ideas they like best.
- Ask the pairs to take back their idea and votes. Ask: *Who had more than one vote? More than two? More than three?* etc. Find the competition winner and have them present their idea to the class. Encourage a round of applause!
- This winning idea can have a special place on the wall display.

Cooler: Shark game

- Play the *Shark game* (see Games bank, pages 14–17) with some of the key vocabulary from this unit.

Workbook pages 70–71



Lesson 7 **Functional language**

1 6.4 Listen and write *Zoe* or *Tom*.

1 *Zoe* doesn't want to go to the beach.
2 _____ likes bowling.
3 _____ thinks the submarine dive is too expensive.
4 _____ doesn't want to go to the cinema.
5 _____ thinks indoor skydiving would be exciting.
6 _____ suggests going to the waterpark.

2 Look at the activities and places in Activity 1. Choose two and write persuasive sentences about them.

It will be great to go to the zoo because it's a really good one.

Check-up challenge

1 Unscramble the words. Then write a sentence using each word.

1 shragcpi *graphics* _____
2 tulmi-repyal _____
3 dants tuo _____
4 grainteetinn _____
5 craletiis _____
6 vemirssipe _____

2 Complete the sentences with the correct question tags.

1 They didn't visit Paris, *did they?*
2 She's read it, _____
3 We haven't been there, _____
4 It was expensive, _____
5 They weren't happy, _____
6 You won't be late, _____
7 They will come back, _____
8 He went out, _____

70 Unit 6

3 Write the review. Report Annie's points about the Umbrella seat.

Hi! It's Annie here. This week I've been looking at present ideas for grandparents. My top recommendation is the **Umbrella seat**. Keeps you dry, keeps you comfortable ...
• I tried it at the weekend.
• I went to a concert in the park.
• I enjoyed sitting on it!
• Grandparents will love it!
• They can use it in the rain.
• They can use it as a chair!
• I've given one to my grandpa!
See you later!

1 She said *she had tried it at the weekend.*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

What I can do!

Put a tick (✓) or a cross (×).

understand persuasive techniques ☐
report what someone said ☐
use question tags to ask for confirmation ☐
identify and use alliteration ☐
write an advertisement ☐
reach a decision about a class outing ☐

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

Unit 6 71

Check-up challenge

1 Unscramble the words. Then write a sentence using each word.

Answers: 1 graphics **2** multi-player **3** stand out **4** entertaining **5** realistic **6** impressive Children's own answers.

2 Complete the sentences with the correct question tags.

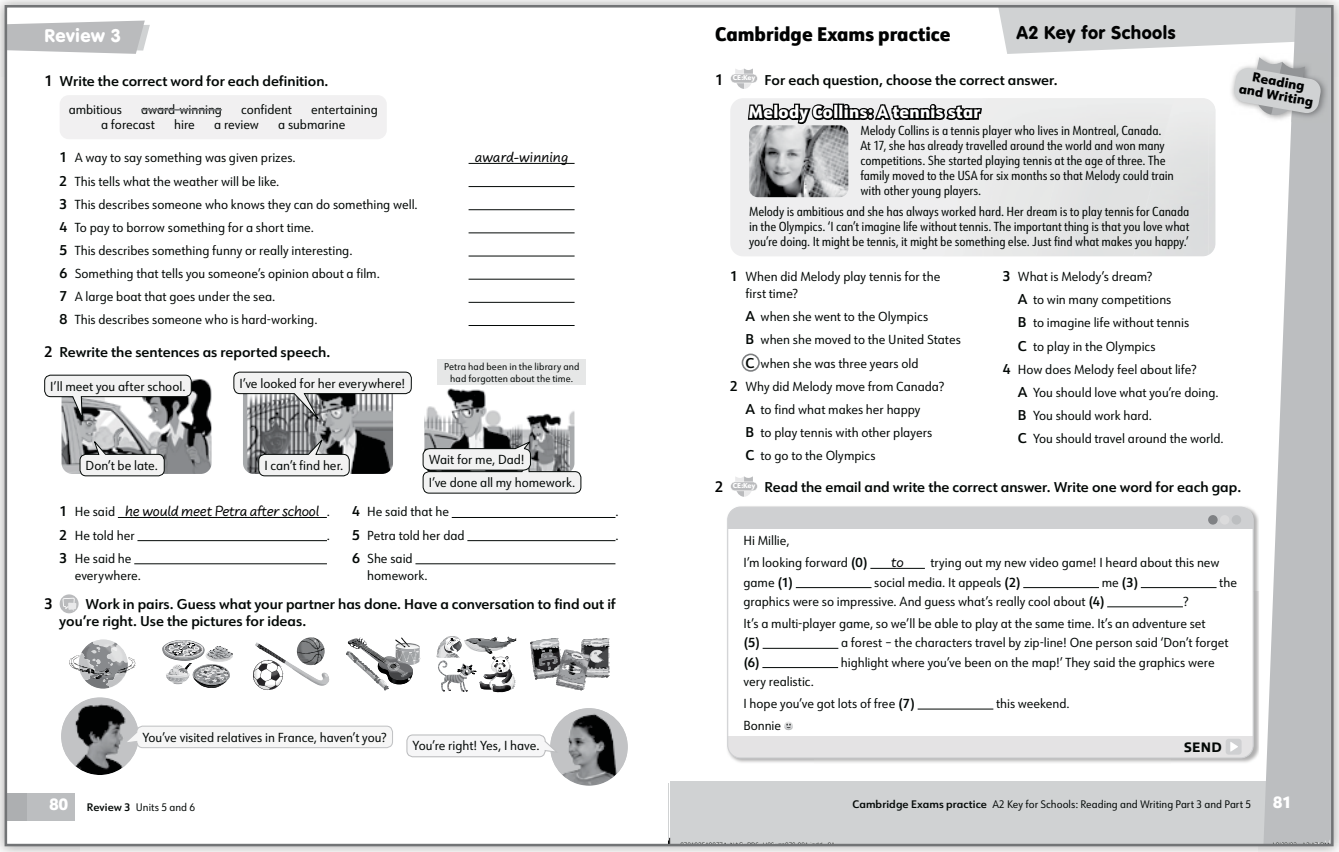
Answers: 1 did they? **2** hasn't she? **3** have we? **4** wasn't it? **5** were they? **6** will you? **7** won't they? **8** didn't he?

3 Write the review. Report Annie's points about the Umbrella seat.

Answers: 1 She said she had tried it at the weekend. **2** She said she had gone to a concert in the park. **3** She said she had enjoyed sitting on it. **4** She said grandparents would love it. **5** She said they could use it in the rain. **6** She said they could use it as a chair. **7** She said she had given one to her grandpa.

Review 3

Pupil's Book pages 80–81



Review 3

1 Write the correct word for each definition.

ambitious award-winning confident entertaining a forecast hire a review a submarine

1 A way to say something was given prizes. award-winning
2 This tells what the weather will be like. _____
3 This describes someone who knows they can do something well. _____
4 To pay to borrow something for a short time. _____
5 This describes something funny or really interesting. _____
6 Something that tells you someone's opinion about a film. _____
7 A large boat that goes under the sea. _____
8 This describes someone who is hard-working. _____

2 Rewrite the sentences as reported speech.

I'll meet you after school. Don't be late.
I've looked for her everywhere! I can't find her.
Petra had been in the library and had forgotten about the time. Wait for me, Dad! I've done all my homework.

1 He said he would meet Petra after school.
2 He told her _____.
3 He said he _____ everywhere.
4 He said that he _____.
5 Petra told her dad _____.
6 She said _____ homework.

3 Work in pairs. Guess what your partner has done. Have a conversation to find out if you're right. Use the pictures for ideas.

You've visited relatives in France, haven't you? You're right! Yes, I have.

80 Review 3 Units 5 and 6

Cambridge Exams practice A2 Key for Schools

Reading and Writing

1 For each question, choose the correct answer.

Melody Collins: A tennis star

Melody Collins is a tennis player who lives in Montreal, Canada. At 17, she has already travelled around the world and won many competitions. She started playing tennis at the age of three. The family moved to the USA for six months so that Melody could train with other young players.

Melody is ambitious and she has always worked hard. Her dream is to play tennis for Canada in the Olympics. 'I can't imagine life without tennis. The important thing is that you love what you're doing. It might be tennis, it might be something else. Just find what makes you happy.'

1 When did Melody play tennis for the first time?
A when she went to the Olympics
B when she moved to the United States
C when she was three years old
2 Why did Melody move from Canada?
A to find what makes her happy
B to play tennis with other players
C to go to the Olympics
3 What is Melody's dream?
A to win many competitions
B to imagine life without tennis
C to play in the Olympics
4 How does Melody feel about life?
A You should love what you're doing.
B You should work hard.
C You should travel around the world.

2 Read the email and write the correct answer. Write one word for each gap.

Hi Millie,
I'm looking forward (0) to trying out my new video game! I heard about this new game (1) _____ social media. It appeals (2) _____ me (3) _____ the graphics were so impressive. And guess what's really cool about (4) _____?
It's a multi-player game, so we'll be able to play at the same time. It's an adventure set (5) _____ a forest – the characters travel by zip-line! One person said 'Don't forget (6) _____ highlight where you've been on the map!' They said the graphics were very realistic.
I hope you've got lots of free (7) _____ this weekend.
Bonnie

SEND

Cambridge Exams practice A2 Key for Schools: Reading and Writing Part 3 and Part 5 81

Learning objectives: Review vocabulary and grammar from Units 5 and 6; A2 Key for Schools Reading and Writing Part 3 and Part 5

Warm-up: Missing vowels

- Write the following vertically on the board: *sbmrn / hghlght / prdct / tlnt* (Solution: *submarine / highlight / product / talent)*
- Tell the children these are all words from Unit 6. They need to add the vowels *a, e, i, o* or *u* to make them complete. They can check in their books if they want.
- Give the children some thinking time and then invite volunteers to the board to write a complete word next to its reduced form. Ask if everyone agrees.

1 Write the correct word for each definition.

The children read the definitions on the left and choose the correct word from the word pool for each definition.

- Have the children continue the activity individually.
- Write numbers 1–8 on the board. Invite volunteers to write a word next to each number and read out the corresponding definition. Ask if the class agrees.

Answers: 1 award-winning **2** a forecast **3** confident **4** hire **5** entertaining **6** a review **7** a submarine **8** ambitious

2 Rewrite the sentences as reported speech.

- Have the children look quickly at the pictures and dialogue and say what it is about. (*Father arranges to meet his daughter after school. When he gets there he can't find her. She's late because she was doing her homework in the library and forgot the time.*)
- Refer them to the example and ask why it is *would meet.* (Will *changes to* would *when you report what someone said.*)
- Have the children continue the activity individually. Check answers as a class.

Answers: 1 he would meet Petra after school **2** not to be late **3** had looked for her **4** couldn't find her **5** to wait for her **6** she had done all her

3 Work in pairs. Guess what your partner has done. Have a conversation to find out if you're right. Use the pictures for ideas.

- Draw attention to the pictures. Elicit what each group of pictures shows. Then have two volunteers read out the example dialogue. Ask how the boy checks his information (*with a question tag*).
- Elicit possible question tags to talk about the second group of pictures. Try to include affirmative–negative and negative–affirmative question tags (e.g. *You haven't tried banana ice cream, have you?*)
- Divide the children into pairs and have them guess the things their partner has done.
- Have the children check their information with each other, using question tags each time.

1 For each question, choose the correct answer.

This activity helps the children prepare for Part 3 of the Reading and Writing paper of the Cambridge A2 Key for Schools exam. The children should be encouraged to read the text quickly first before they start looking for answers.

- Ask the children to read through the text. Then refer them to the questions below the article. Have them choose the correct answers based on what they've read.
- Have the children do the activity individually.
- Read out the sentences one at a time. Ask for a volunteer to say their answer. Check that everyone agrees.

Answers: 1 C **2** B **3** C **4** A

2 Read the email and write the correct answer. Write one word for each gap.

This activity helps the children prepare for Part 5 of the Reading and Writing paper of the Cambridge A2 Key for Schools exam.

- Refer the children to the email and ask what was written in the gap to complete the first sentence *(to)*.
- The children complete the remaining sentences by writing the correct word in each gap.
- Have them do the activity individually and then check answers with a partner.

Answers: 1 to **2** on **3** to **4** because **5** it

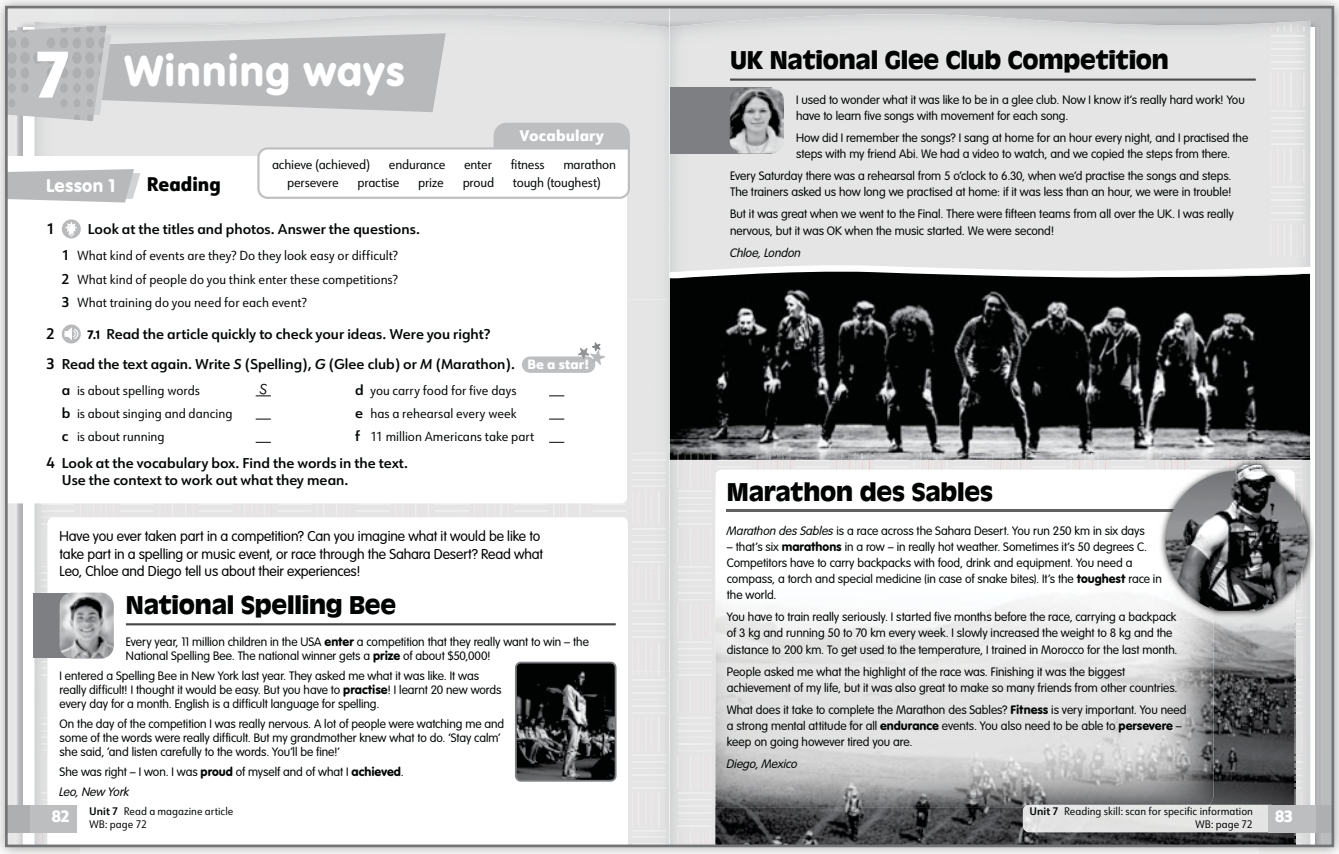
Cooler: Change it round

- Play *Change it round* (see Games bank, pages 14–17) with the beginning of the text in Activity 1, from *Melody Collins is …* to *… other young players.*
- Make the first change by taking out *a tennis player* and putting in *an inventor.*
- Then encourage the children to continue.

7 Winning ways

Lesson 1 Reading

Pupil's Book pages 82–83



7 Winning ways

Lesson 1 Reading

Vocabulary

achieve (achieved) endurance enter fitness marathon persevere practise prize proud tough (toughest)

1 Look at the titles and photos. Answer the questions.

1 What kind of events are they? Do they look easy or difficult?

2 What kind of people do you think enter these competitions?

3 What training do you need for each event?

2 7.1 Read the article quickly to check your ideas. Were you right?

3 Read the text again. Write *S* (Spelling), *G* (Glee club) or *M* (Marathon). Be a star!

a is about spelling words S
b is about singing and dancing __
c is about running __
d you carry food for five days __
e has a rehearsal every week __
f 11 million Americans take part __

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

Have you ever taken part in a competition? Can you imagine what it would be like to take part in a spelling or music event, or race through the Sahara Desert? Read what Leo, Chloe and Diego tell us about their experiences!

National Spelling Bee

Every year, 11 million children in the USA **enter** a competition that they really want to win – the National Spelling Bee. The national winner gets a **prize** of about $50,000!

I entered a Spelling Bee in New York last year. They asked me what it was like. It was really difficult! I thought it would be easy. But you have to **practise**! I learnt 20 new words every day for a month. English is a difficult language for spelling.

On the day of the competition I was really nervous. A lot of people were watching me and some of the words were really difficult. But my grandmother knew what to do. 'Stay calm' she said, 'and listen carefully to the words. You'll be fine!'

She was right – I won. I was **proud** of myself and of what I **achieved**.

Leo, New York

82 Unit 7 Read a magazine article WB: page 72

UK National Glee Club Competition

I used to wonder what it was like to be in a glee club. Now I know it's really hard work! You have to learn five songs with movement for each song.

How did I remember the songs? I sang at home for an hour every night, and I practised the steps with my friend Abi. We had a video to watch, and we copied the steps from there.

Every Saturday there was a rehearsal from 5 o'clock to 6.30, when we'd practise the songs and steps. The trainers asked us how long we practised at home: if it was less than an hour, we were in trouble!

But it was great when we went to the Final. There were fifteen teams from all over the UK. I was really nervous, but it was OK when the music started. We were second!

Chloe, London

Marathon des Sables

Marathon des Sables is a race across the Sahara Desert. You run 250 km in six days – that's six **marathons** in a row – in really hot weather. Sometimes it's 50 degrees C. Competitors have to carry backpacks with food, drink and equipment. You need a compass, a torch and special medicine (in case of snake bites). It's the **toughest** race in the world.

You have to train really seriously. I started five months before the race, carrying a backpack of 3 kg and running 50 to 70 km every week. I slowly increased the weight to 8 kg and the distance to 200 km. To get used to the temperature, I trained in Morocco for the last month.

People asked me what the highlight of the race was. Finishing it was the biggest achievement of my life, but it was also great to make so many friends from other countries.

What does it take to complete the Marathon des Sables? **Fitness** is very important. You need a strong mental attitude for all **endurance** events. You also need to be able to **persevere** – keep on going however tired you are.

Diego, Mexico

Unit 7 Reading skill: scan for specific information WB: page 72 83

***Learning objectives*:** Read a magazine article; Scan for specific information

***Vocabulary*:** achieve (achieved), endurance, enter, fitness, marathon, persevere, practise, prize, proud, tough (toughest)

***Resources*:** Vocabulary 1 worksheet

Warm-up: Backs to the board

- Play *Backs to the board* (see Games bank, pages 14–17) with vocabulary from Unit 6.

1 Look at the titles and photos. Answer the questions.

- Elict what the children can see in the photos. Children work in pairs to look at the titles and photos and answer the questions.

Answers: 1 competitions; difficult **2** competitive, determined **3 National Spelling Bee:** daily practise, learning new words; **UK National Glee Club Competition**: singing songs and practising steps daily, rehearsal every Saturday; **Marathon des Sables:** training = starting five months before the race, carrying a backpack and increasing the weight and distance. Training in Morocco to get used to the temperature.

2 7.1 Read the article quickly to check your ideas. Were you right?

- Have the children read the texts quickly to check if their ideas were correct.

3 Read the text again. Write *S* (Spelling), *G* (Glee club) or *M* (Marathon).

Be a star!

- Refer the children to the example and ask them to find information in the first text to support the answer. (*It's says it in the title and in the text.*)
- Have the children read sentences a–f before reading the text again so they know what information they need to look for.
- Have the children continue the activity individually.

Answers: a S **b** G **c** M **d** M **e** G **f** S

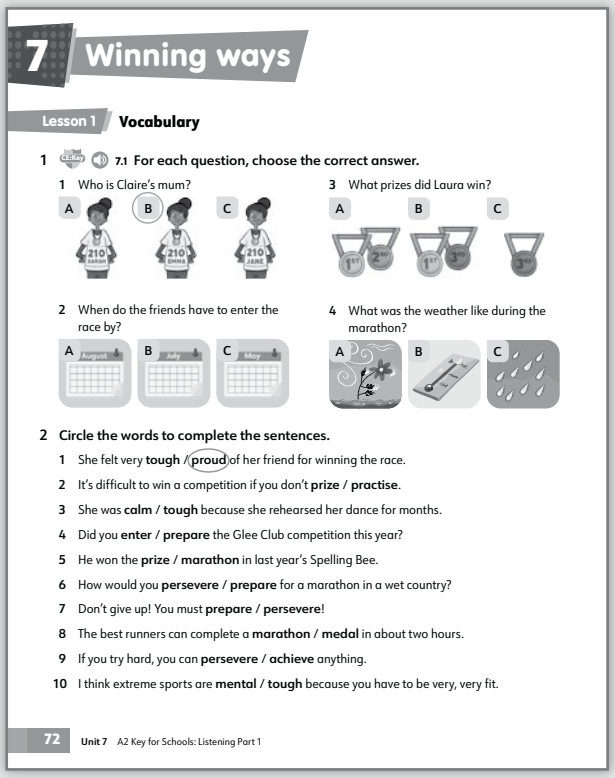
3 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

- The children scan the text to find the words in the vocabulary box.
- Ask the 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 157 of the Pupil's Book.

Cooler: What's the last word?

- Play *What's the last word?* (see Games bank, pages 14–17) with track 7.1 from page 82.

Workbook page 72



7 Winning ways

Lesson 1 Vocabulary

1 7.1 For each question, choose the correct answer.

1 Who is Claire's mum?

A B C

3 What prizes did Laura win?

A B C

2 When do the friends have to enter the race by?

A August B July C May

4 What was the weather like during the marathon?

A B C

2 Circle the words to complete the sentences.

1 She felt very **tough** / (**proud**) of her friend for winning the race.
2 It's difficult to win a competition if you don't **prize** / **practise**.
3 She was **calm** / **tough** because she rehearsed her dance for months.
4 Did you **enter** / **prepare** the Glee Club competition this year?
5 He won the **prize** / **marathon** in last year's Spelling Bee.
6 How would you **persevere** / **prepare** for a marathon in a wet country?
7 Don't give up! You must **prepare** / **persevere**!
8 The best runners can complete a **marathon** / **medal** in about two hours.
9 If you try hard, you can **persevere** / **achieve** anything.
10 I think extreme sports are **mental** / **tough** because you have to be very, very fit.

72 Unit 7 A2 Key for Schools: Listening Part 1

1 7.1 For each question, choose the correct answer.

This activity helps the children prepare for Part 1 of the Listening paper in the Cambridge English A2 Key for Schools exam.

Audioscript

Narrator: ***One. Who is Claire's mum?***

Boy: *Your mum ran a marathon yesterday, didn't she Claire? Did she finish?*

Girl: *Yes, she did! I'm so proud of her. I took a photo of her at the finish line.*

Boy: *Is that her in the middle – with the number 310?*

Girl: *No, that's her friend. Sarah. Mum's wearing the number 210. Her name, Emma, was on her front too. She was amazing!*

Narrator: ***Two. When do the friends have to enter the race by?***

Boy: *I'm going to enter the 10K race at the end of August. Do you want to do it with me?*

Girl: *I'm not sure. My fitness isn't great at the moment and we'd have to practise in July when it's really hot.*

Boy: *I know – running when it's hot is tough, but think about how you'll feel when you've achieved it.*

Girl: *Hmm. When do we have to enter it by?*

Boy: *You've got until the end of May to decide.*

Narrator: ***Three. What prizes did Laura win?***

Girl: *Do you know how Laura's dance competition was at the weekend? Did she win any prizes?*

Boy: *She did really well! She won first place for her solo dance and second place for her group dance.*

Girl: *That's great! Her parents must be proud of her! What about Robert – he was dancing too, wasn't he?*

Boy: *Yes, but he only entered for one dance and he came third – he was really pleased too.*

Narrator: ***Four. What was the weather like during the marathon?***

Girl: *The runners were lucky this year for the London Marathon – it wasn't windy or cold like it was last year. Did you see it?*

Boy: *Yes, I did and you're right – the weather was perfect. It wasn't too hot either. Sifan Hassan is an amazing woman! She showed such endurance to win when she was so far back.*

Girl: *I know! She stopped and you could see she was in pain, but she still persevered through the rain.*

Boy: *Yes, although they were lucky that the rain stopped half way through.*

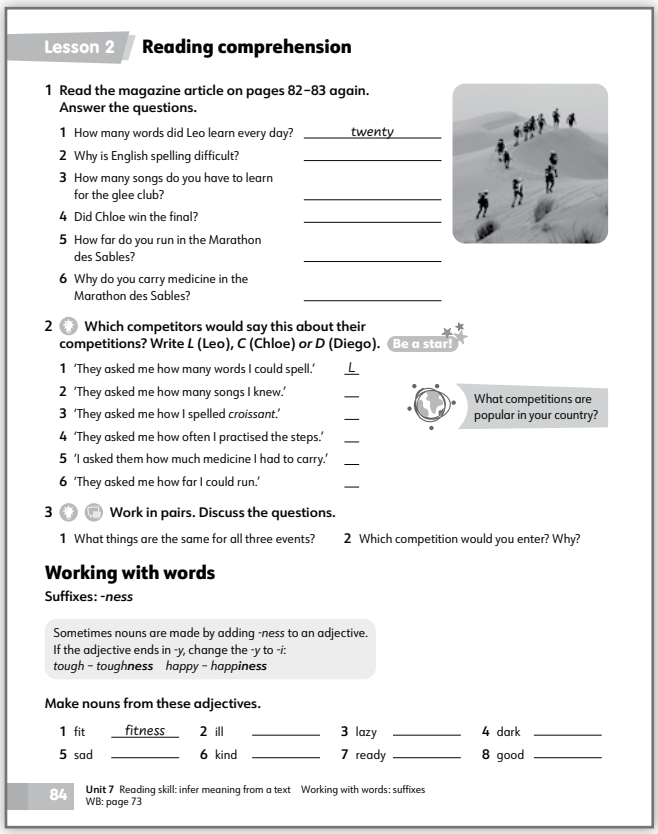
Answers: 1 b **2** c **3** a **4** c

2 Circle the words to complete the sentences.

Answers: 1 proud **2** practise **3** calm **4** enter **5** prize **6** prepare **7** persevere **8** marathon **9** achieve **10** tough

Lesson 2 Reading comprehension / Working with words

Pupil's Book page 86



Lesson 2 **Reading comprehension**

1 Read the magazine article on pages 82–83 again. Answer the questions.

1 How many words did Leo learn every day? *twenty*
2 Why is English spelling difficult? _____
3 How many songs do you have to learn for the glee club? _____
4 Did Chloe win the final? _____
5 How far do you run in the Marathon des Sables? _____
6 Why do you carry medicine in the Marathon des Sables? _____

2 Which competitors would say this about their competitions? Write *L* (Leo), *C* (Chloe) *or D* (Diego). Be a star!

1 'They asked me how many words I could spell.' *L*
2 'They asked me how many songs I knew.' _
3 'They asked me how I spelled *croissant*.' _
4 'They asked me how often I practised the steps.' _
5 'I asked them how much medicine I had to carry.' _
6 'They asked me how far I could run.' _

What competitions are popular in your country?

3 Work in pairs. Discuss the questions.

1 What things are the same for all three events? 2 Which competition would you enter? Why?

Working with words

Suffixes: *-ness*

Sometimes nouns are made by adding *-ness* to an adjective. If the adjective ends in *-y*, change the *-y* to *-i*:
*tough – tough**ness* *happy – happ**iness***

Make nouns from these adjectives.

1 fit *fitness* 2 ill _____ 3 lazy _____ 4 dark _____
5 sad _____ 6 kind _____ 7 ready _____ 8 good _____

84 **Unit 7** Reading skill: infer meaning from a text Working with words: suffixes
WB: page 73

Learning objectives: Infer meaning from a text; Suffixes: -ness

Resources: Working with words worksheet

Warm-up: Get it wrong

- Read out the beginning of the text on page 82, but change certain key words. Have the children say *Stop!* when they notice something different and tell you what the original was.
- Suggested version to use: *Every month, 11 thousand children in the UK enter a competition that they really want to lose – the National Spelling Bee. The national loser gets a prize of about $500. I entered a Spelling Bee in Boston last week. They told me what it was like. It was really easy!*

  I thought it would be difficult. But you have to sing! I learnt 50 new songs every day for a week.

1 Read the magazine article on pages 82–83 again. Answer the questions.

- Discuss the example answer to question 1 as a class. The children look back at the first text on page 82. Ask them to find supporting information to answer the question (*I learnt 20 new words every day for a month.*)
- Have the children read the texts again and find the answers to the rest of the questions.
- Have them compare their answers with a partner first and then invite suggestions from the class. Include as many people as possible. Ask if the class agrees.

Answers: 1 twenty **2** Some words have the same sound but a different spelling. **3** five **4** No, they were second **5** 250km **6** in case of snake bites

2 Which competitors would say this about their competitions? *L* (Leo), *C* (Chloe) or *D* (Diego).

Be a star!

- Refer the children to the example answer and ask them why this is the correct answer. (*Because the statement refers to spelling and therefore, the National Spelling Bee.*)
- Have the children complete the activity individually. Encourage them to find and underline supporting information in the text for each answer.
- Ask volunteers to read out the sentences and say which competition the speaker is referring to. Ask the children to raise their hands if they agree. If there is any disagreement, ask the children to use the text to justify their answer.

Answers: 1 L **2** C **3** L **4** C **5** D **6** D

3 Work in pairs. Discuss the questions.

- Give the children some time to think about their answers to the questions.
- Divide the class into pairs and have them discuss their answers together.
- Ask the children if they had similar ideas about the answers.
- Invite suggestions from the class. Ask if other children agree.

Answers: Children's own answers.

Working with words

Suffixes: *-ness*

- Write on the board:
  I feel so happy! I'm full of happy!
  Ask the children what is wrong with the second sentence and how they would change it (change *happy* to *happiness* – point out that the *y* changes to an *i*).
- Have the children read the introduction in *Working with words*.

Make nouns from these adjectives.

- Have the children make the nouns using *-ness*.
- Invite children to come to the board and write a word each. Ask if everyone agrees.

Answers: 1 fitness **2** illness **3** laziness **4** darkness **5** sadness **6** kindness **7** readiness **8** goodness

ESDC

What competitions are popular in your country?

This question helps the children recognise aspects of their culture and what is considered important or interesting about competitive events in their country.

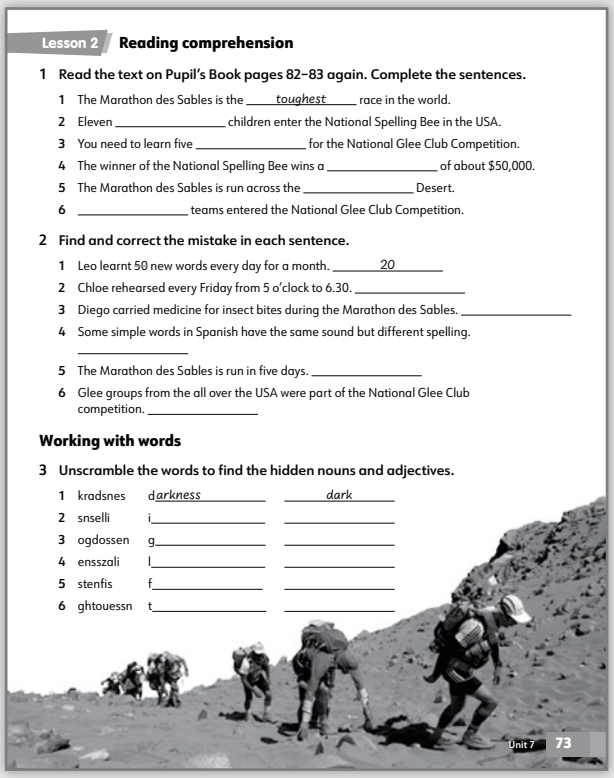
- Direct the children's attention back to pages 82–83 in their Pupil's Book. Ask if the children know of any similar competitions that are held in your country. Discuss what makes these competitions popular and if any children would like to take part in one when they are older. If you know of a sportsperson or other public figure from your country who has participated in a positive way in a competitive event you discuss in class, you may wish to talk about how that person is perceived in your country as a competitor. What could the children learn from how this person has trained to compete in this event?

Possible answers: Children's own answers; if there are several competitions mentioned, do a class survey about what competition the children most enjoy and why. If there is time, have children discuss what type of competition their classmates would succeed in.

Cooler: Team spelling

- Play *Team spelling* (see Games bank, pages 14–17) with the words in *Working with words*. Read out the adjective and have the children write the noun.
- You can challenge them with other examples: *nervous – nervousness*, *tired – tiredness*, *weak – weakness*.

Workbook page 73



Lesson 2 **Reading comprehension**

1 Read the text on Pupil's Book pages 82–83 again. Complete the sentences.

1 The Marathon des Sables is the *toughest* race in the world.
2 Eleven _____ children enter the National Spelling Bee in the USA.
3 You need to learn five _____ for the National Glee Club Competition.
4 The winner of the National Spelling Bee wins a _____ of about $50,000.
5 The Marathon des Sables is run across the _____ Desert.
6 _____ teams entered the National Glee Club Competition.

2 Find and correct the mistake in each sentence.

1 Leo learnt 50 new words every day for a month. *20*
2 Chloe rehearsed every Friday from 5 o'clock to 6.30. _____
3 Diego carried medicine for insect bites during the Marathon des Sables. _____
4 Some simple words in Spanish have the same sound but different spelling. _____
5 The Marathon des Sables is run in five days. _____
6 Glee groups from the all over the USA were part of the National Glee Club competition. _____

Working with words

3 Unscramble the words to find the hidden nouns and adjectives.

1	kradsnes	d*arkness*	*dark*
2	snselli	i_____	_____
3	ogdossen	g_____	_____
4	ensszali	l_____	_____
5	stenfis	f_____	_____
6	ghtouessn	t_____	_____

Unit 7 73

1 Read the text on Pupil's Book pages 82–83 again. Complete the sentences.

Answers: 1 toughest **2** million **3** songs **4** prize **5** Sahara **6** Fifteen/15

2 Find and correct the mistake in each sentence.

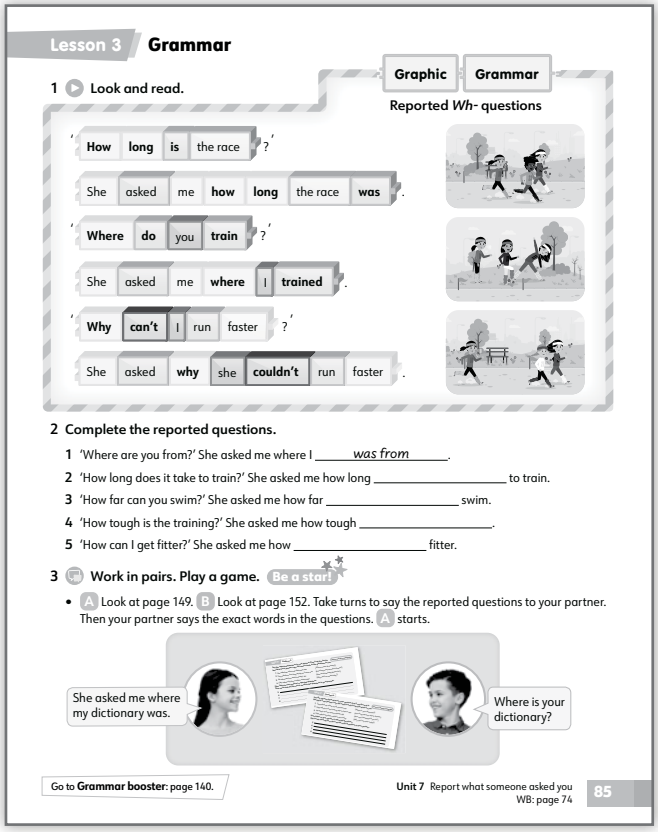
Answers: 1 ~~50~~ 20 **2** ~~Friday~~ Saturday **3** insect snake **4** ~~Spanish~~ English **5** ~~five~~ six **6** ~~USA~~ UK

3 Unscramble the words to find the hidden nouns and adjectives.

Answers: 1 darkness, dark **2** illness, ill **3** goodness, good **4** laziness, lazy **5** fitness, fit **6** toughness, tough

Lesson 3 Grammar

Pupil's Book page 85


Lesson 3 Grammar

1 Look and read.

Graphic Grammar

Reported *Wh*- questions

'How long is the race?'

She asked me how long the race was.

'Where do you train?'

She asked me where I trained.

'Why can't I run faster?'

She asked why she couldn't run faster.

2 Complete the reported questions.

1 'Where are you from?' She asked me where I was from.
2 'How long does it take to train?' She asked me how long ____ to train.
3 'How far can you swim?' She asked me how far ____ swim.
4 'How tough is the training?' She asked me how tough ____.
5 'How can I get fitter?' She asked me how ____ fitter.

3 Work in pairs. Play a game. Be a star!

• A Look at page 149. B Look at page 152. Take turns to say the reported questions to your partner. Then your partner says the exact words in the questions. A starts.

She asked me where my dictionary was.

Where is your dictionary?

Go to **Grammar booster**: page 140.

Unit 7 Report what someone asked you
WB: page 74

85

Learning objectives: Report what someone asked you

Grammar: Reported *Wh*- questions (present simple, *can*)

Review vocabulary: sport

Resources: Graphic Grammar video; Grammar 1 worksheet

Warm-up: Disappearing sentences

- Play *Disappearing sentences* (see Games bank, pages 14–17) with an extract from the *Marathon des Sables* text on page 83, from *Marathon des Sables …* to *… temperatures of 50 degrees C.*

1 Look and read.

- Ask the children to say what they can see in the pictures. Establish that the girl on the left is less fit than the other two.
- Say the sentences and have the children repeat.
- Ask the children *Which are the direct questions?* (*1, 3 and 5*). *Which are the reported questions?* (*2, 4 and 6*). *What verb do we use to report questions?* (*asked*)
- Ask them what they notice about the tense of the verbs. (*The changes are the same as with reported speech.*)
- Ask the children to look at the words after *how long*, *where* and *why* in sentences 2, 4 and 6. Ask *Do they look like questions?* (*no*) Point out that in reported questions, we use the regular affirmative and negative word order, and there is no question mark or auxiliary verb (*do / does / did*).
- Have the children look back at the 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, ask *What's the girl doing?* What's the problem? Play the video. Children watch and answer the questions. (*She's running a race. She isn't as fast or as fit as the other runners.*)
- Continue as above from the third point. Play the video again and have the children repeat the sentences.

2 Complete the reported questions.

- Refer the children to the example answer. Ask them why it's *I was* (present *are* changes to past *was*, *you* changes to *I* because the speaker changes, question word order changes to affirmative word order).
- Elicit the answer for number 2.
- Have the children complete the rest of the activity individually.
- Ask volunteers to read out sentences. Ask if everyone agrees. Write the answers on the board.

Answers: 1 was from **2** it took **3** I could **4** the training was **5** she could get

Teaching star!

Extension

Use this jumbled word order activity to give the children time to think about the word order of reported questions and become more confident.

- Take four of the complete reported questions from Activity 2 and write the words in jumbled order on the board in four 'clouds', with space underneath each for a sentence.
- Tell the children they need to put the words back into the correct order to make correct reported questions.
- When they finish, invite children to come to the board and write a question each. Ask if the class agrees. They can then check against the sentences in Activity 2.

3 Work in pairs. Play a 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 152.
- Read out the instructions and the example dialogue so the children have an understanding of how to play the game.
- The children take turns to read the reported questions to their partner. Ask them to say the exact words in the question. A starts the game.
- Allow time for the children to complete the game.

Grammar booster

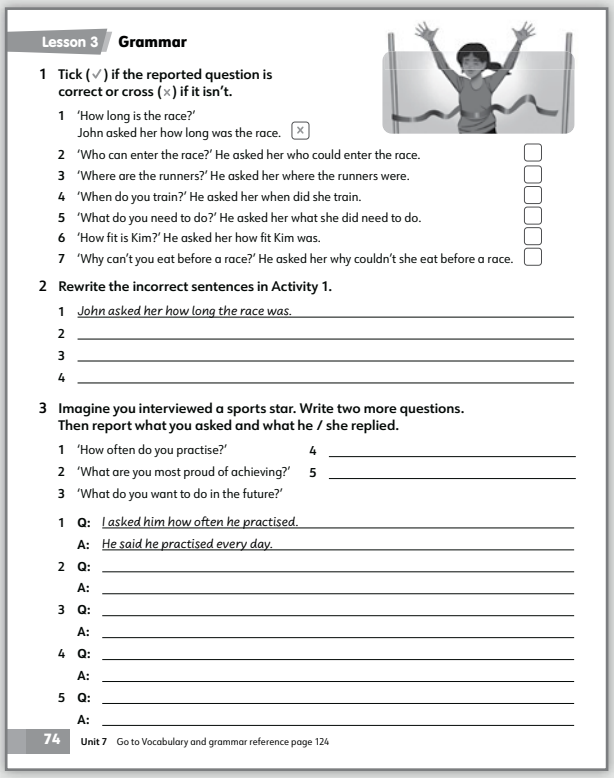
Ask the children to turn to page 140 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 how hard cycling was. **2** why I preferred it to running. **3** where the best places to cycle were. **4** when I went out on my bike. **5** who I cycled with. **6** what brand my new bike was. **7** when my next bike race was. **8** what prize I win.

Cooler: Team sentences

- Play *Team sentences* (see Games bank, pages 14–17) with sentences from today's lesson.
- Suggested sentences:
  He asked me how long the race was.
  He asked me why he couldn't run faster.
  She asked me how long it took to train.
  She asked me how she could get fitter.

Workbook page 74



Lesson 3 **Grammar**

1 Tick (✓) if the reported question is correct or cross (×) if it isn't.

1 'How long is the race?' John asked her how long was the race. ×
2 'Who can enter the race?' He asked her who could enter the race. ☐
3 'Where are the runners?' He asked her where the runners were. ☐
4 'When do you train?' He asked her when did she train. ☐
5 'What do you need to do?' He asked her what she did need to do. ☐
6 'How fit is Kim?' He asked her how fit Kim was. ☐
7 'Why can't you eat before a race?' He asked her why couldn't she eat before a race. ☐

2 Rewrite the incorrect sentences in Activity 1.

1 *John asked her how long the race was.*
2 _____
3 _____
4 _____

3 Imagine you interviewed a sports star. Write two more questions. Then report what you asked and what he / she replied.

1 'How often do you practise?'
2 'What are you most proud of achieving?'
3 'What do you want to do in the future?'
4 _____
5 _____

1 Q: *I asked him how often he practised.*
A: *He said he practised every day.*
2 Q: _____
A: _____
3 Q: _____
A: _____
4 Q: _____
A: _____
5 Q: _____
A: _____

74 Unit 7 Go to Vocabulary and grammar reference page 124

Remind the children that they can refer to the grammar reference on page 124 to help them while completing these activities.

1 Tick (✓) if the reported question is correct or cross (×) if it isn't.

Answers: 1 × **2** ✓ **3** ✓ **4** × **5** × **6** ✓ **7** ×

2 Rewrite the incorrect sentences in Activity 1.

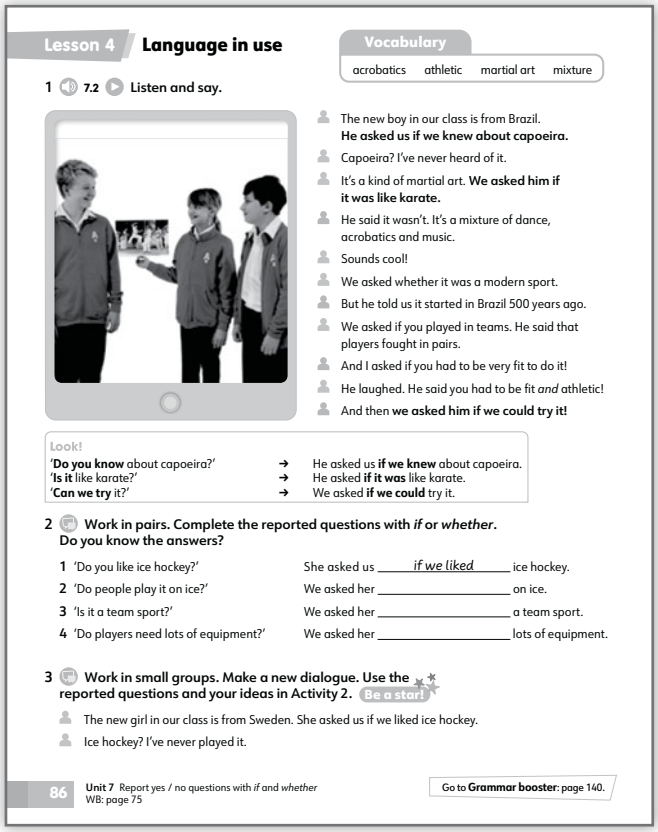
Answers: 1 John asked her how long the race was. **2** He asked her when she trained. **3** He asked her what she needed to do. **4** He asked her why she couldn't eat before a race.

3 Imagine you interviewed a sports star. Write two more questions. Then report what you asked and what he / she replied.

Answers: 1 I asked him how often he practised. **2** I asked him what he was most proud of achieving. **3** I asked him what he wanted to do in the future. **4, 5** Children's own answers.

Lesson 4 Language in use

Pupil's Book page 86



Lesson 4 Language in use

Vocabulary: acrobatics athletic martial art mixture

1 7.2 Listen and say.

The new boy in our class is from Brazil. **He asked us if we knew about capoeira.**
Capoeira? I've never heard of it.
It's a kind of martial art. **We asked him if it was like karate.**
He said it wasn't. It's a mixture of dance, acrobatics and music.
Sounds cool!
We asked whether it was a modern sport.
But he told us it started in Brazil 500 years ago.
We asked if you played in teams. He said that players fought in pairs.
And I asked if you had to be very fit to do it!
He laughed. He said you had to be fit *and* athletic!
And then **we asked him if we could try it!**

Look!
'**Do you know** about capoeira?' → He asked us **if we knew** about capoeira.
'**Is it** like karate?' → He asked **if it was** like karate.
'**Can we try** it?' → We asked **if we could** try it.

2 Work in pairs. Complete the reported questions with *if* or *whether*. Do you know the answers?

1 'Do you like ice hockey?' She asked us *if we liked* ice hockey.
2 'Do people play it on ice?' We asked her _____ on ice.
3 'Is it a team sport?' We asked her _____ a team sport.
4 'Do players need lots of equipment?' We asked her _____ lots of equipment.

3 Work in small groups. Make a new dialogue. Use the reported questions and your ideas in Activity 2. Be a star!

The new girl in our class is from Sweden. She asked us if we liked ice hockey.
Ice hockey? I've never played it.

86 Unit 7 Report yes / no questions with *if* and *whether* WB: page 75

Go to **Grammar booster**: page 140.

Learning objectives: Report *yes / no* questions with *if* and whether

Grammar: Reported *yes / no* questions: present simple, *can*

Vocabulary: acrobatics, athletic, martial art, mixture

Review vocabulary: sport

Resources: Language in use video; Grammar 2 worksheet

Warm-up: Telephone

- Play *Telephone* (see Games bank, pages 14–17) with questions in direct speech. This time, the child at the end writes down a reported version of the question starting with *He (or She) asked …*
- Suggested questions: *How long is the race? How often do you train? Where does the race finish?*

Vocabulary

- Give a short definition of each word in the vocabulary box and have the children say which one it is:
  The movements of an acrobat or gymnast. (acrobatics)
  Two or more things put together. (mixture)
  Strong and good at sports. (athletic)
  A sport that is a way of fighting like karate or judo. (martial art)
- Have the children repeat each word after you and check their pronunciation.

1 7.2 Listen and say.

- Have the children look at the photo. Ask: *Who can you see?* (*Sam, Laura and Paul*) *What are they looking at? What are the people doing in the photo?*
- Play the audio and have the children follow and check (*They're looking at a photo. They're doing capoeira.*).
- Play the audio again. Stop after each sentence and have the children repeat.
- Ask: *What is capoeira? (a martial art) Where is it from? (Brazil) Is it a team sport? (no, players fight in pairs)*
- Refer the children to the first reported question: *He asked us if we knew about capoeira.* Ask: what the direct question was (*Do you know about capoeira?*) and what the possible answers are (*Yes* or *No*). Have the children look again at the interview and find which word always comes directly before a reported *Yes / No* question (*if*). Explain that we can also use whether.
- Have the children read the *Look!* box and find the examples in the dialogue.
- Divide the class into pairs to act out the dialogue.

- If you have access to the class video, ask the questions in the first point above. Play the video. The children watch and answer the questions.
- Continue as above from the third point.
- Play the video one more time and have the children repeat. Have them imitate the intonation and body language.

2 Work in pairs. Complete the reported questions with *if* or *whether*. Do you know the answers?

- Refer the children to the example. Ask if *whether* can be used. (*yes*)
- Elicit the answer to number 2.
- Have the children continue the activity in pairs.
- Ask pairs of children to read out the direct and reported questions. Ask if everyone agrees.

Answers: 1 if we liked **2** if / whether people played it **3** if / whether it was **4** if / whether players needed

Teaching star!

Mixed ability

Introduce simpler tasks to build the confidence of those children who take longer to assimilate the relationship between direct and reported questions.

- Ask a child to read out a complete reported question from Activity 2 to you. Without looking at your book, say the direct question. Ask if you are correct.
- The children continue the activity in pairs.

This allows the children to hear the target language more times, reinforcing the link between direct and reported speech in a less challenging way.

3 Work in small groups. Make a new dialogue. Use the reported questions and your ideas in Activity 2. Be a star!

- Have two volunteers read the example dialogue. Elicit examples to continue the dialogue (e.g. *We asked her if you played it on ice.*).
- Look at the questions in Activity 2 again and elicit ideas for the answers. Write them on the board.
- Divide the class into groups of three. Have the children make a new dialogue about ice hockey, using the reported questions in Activity 2, and the dialogue in Activity 1 as a model.
- Ask volunteers to perform their dialogue for the class.

Answers: 2 1 whether 2 if 3 if 4 if 5 whether 6 if 7 if 8 if **3** me I me if I 2 if whether 3 if whether 4 how if 5 we I 6 why whether 7 you I 8 when where

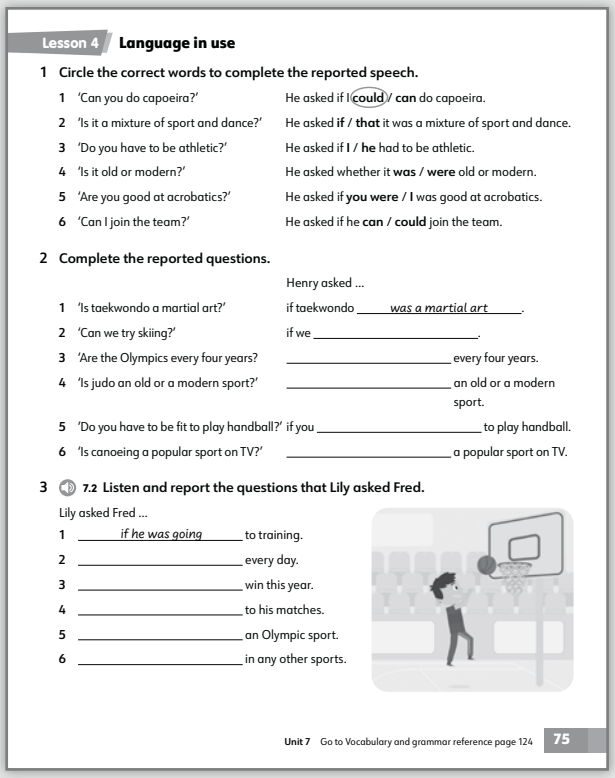
Grammar booster

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 these activities at home.

Cooler: General knowledge quiz

- Divide the class into teams of three or four.
- Ask a series of general knowledge questions. If the team knows the answer, they raise their hands. They first report the question back to you, and then give the answer.
  Elicit an example:
  Teacher: *Do you know the name of the highest mountain in the world?*
  Child: *You asked us if we knew the name of the highest mountain in the world. It's Mount Everest.*
  Possible questions: *Are there wild tigers in Africa? (no) Can elephants swim? (yes)*

Workbook page 75



Lesson 4 **Language in use**

1 Circle the correct words to complete the reported speech.

1 'Can you do capoeira?' He asked if I could / **can** do capoeira.
2 'Is it a mixture of sport and dance?' He asked **if / that** it was a mixture of sport and dance.
3 'Do you have to be athletic?' He asked if **I / he** had to be athletic.
4 'Is it old or modern?' He asked whether it **was / were** old or modern.
5 'Are you good at acrobatics?' He asked if **you were / I** was good at acrobatics.
6 'Can I join the team?' He asked if he **can / could** join the team.

2 Complete the reported questions.

Henry asked ...

1 'Is taekwondo a martial art?' if taekwondo *was a martial art*.
2 'Can we try skiing?' if we _____.
3 'Are the Olympics every four years?' _____ every four years.
4 'Is judo an old or a modern sport?' _____ an old or a modern sport.
5 'Do you have to be fit to play handball?' if you _____ to play handball.
6 'Is canoeing a popular sport on TV?' _____ a popular sport on TV.

3 7.2 Listen and report the questions that Lily asked Fred.

Lily asked Fred ...

1 *if he was going* to training.
2 _____ every day.
3 _____ win this year.
4 _____ to his matches.
5 _____ an Olympic sport.
6 _____ in any other sports.

Remind the children that they can refer to the grammar reference on page 124 to help them while completing these activities.

1 Circle the correct words to complete the reported speech.

Answers: 1 could **2** if **3** he **4** was **5** I was **6** could

2 Complete the reported questions.

Answers: 1 was a martial art **2** could try skiing **3** if the Olympics were **4** whether judo was **5** had to be fit **6** if canoeing was

3 7.2 Listen and report the questions that Lily asked Fred.

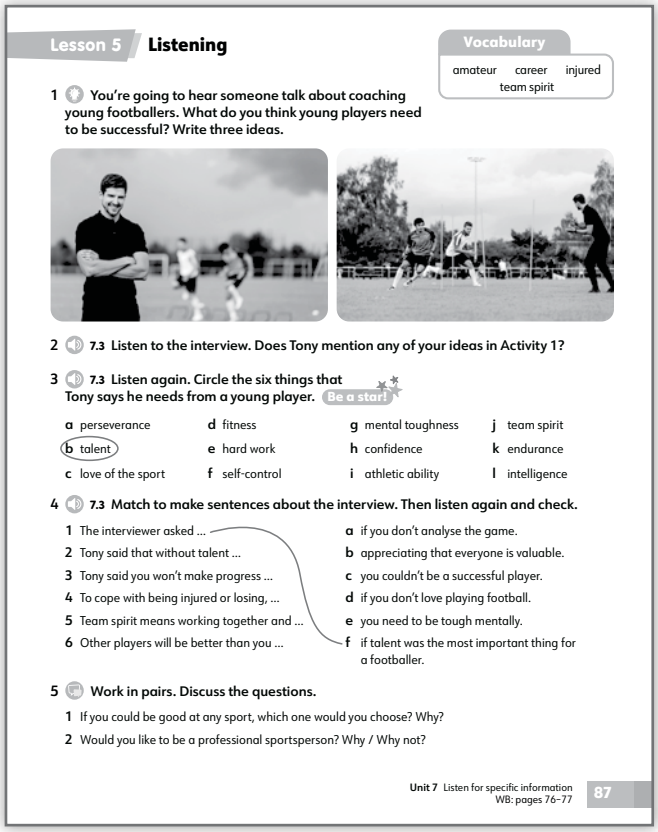
Audioscript

Girl: *Hey, Fred! Are you going to training?*
Boy: *Yes!*
Girl: *Do you train every day?*
Boy: *Yes, I do. Our fitness needs to be very good and we want to win a trophy!*
Girl: *Oh really? Can your team win this year?*
Boy: *Yes – but only if we qualify for the final of course!*
Girl: *Does your family come to your matches?*
Boy: *Yes – of course. They love watching me play – they are really proud of what we've achieved so far.*
Girl: *Is basketball an Olympic sport?*
Boy: *Yes, it is and I'd love to go one day.*
Girl: *Are you interested in any other sports?*
Boy: *I like football, but I only play for fun with my friends in the park. Anyway, I have to go ...*

Answers: 1 if/whether he was going **2** if/whether he trained **3** if/whether his team could **4** if/whether his family came **5** if/whether basketball was **6** if he was interested

Lesson 5 Listening

Pupil's Book page 87



Lesson 5 Listening

Vocabulary
amateur career injured team spirit

1 You're going to hear someone talk about coaching young footballers. What do you think young players need to be successful? Write three ideas.

2 7.3 Listen to the interview. Does Tony mention any of your ideas in Activity 1?

3 7.3 Listen again. Circle the six things that Tony says he needs from a young player. Be a star!

a perseverance	d fitness	g mental toughness	j team spirit
b talent	e hard work	h confidence	k endurance
c love of the sport	f self-control	i athletic ability	l intelligence

4 7.3 Match to make sentences about the interview. Then listen again and check.

1 The interviewer asked ...	a if you don't analyse the game.
2 Tony said that without talent ...	b appreciating that everyone is valuable.
3 Tony said you won't make progress ...	c you couldn't be a successful player.
4 To cope with being injured or losing, ...	d if you don't love playing football.
5 Team spirit means working together and ...	e you need to be tough mentally.
6 Other players will be better than you ...	f if talent was the most important thing for a footballer.

5 Work in pairs. Discuss the questions.

1 If you could be good at any sport, which one would you choose? Why?
2 Would you like to be a professional sportsperson? Why / Why not?

Unit 7 Listen for specific information
WB: pages 76–77 87

Learning objectives: Listen for specific information

Vocabulary: amateur, career, injured, team spirit

Review vocabulary: sport

Warm-up: Backs to the board

- Play *Backs to the board* (see Games bank, pages 14–17) with known (not new) vocabulary from this lesson.
- Suggested words: *football, training, ability, successful, progress, attitude.*

Vocabulary

- Have the children identify words in the vocabulary box from these definitions:
  Hurt in an accident or playing sport. (injured)
  The good attitude shared by people who work or play sport together. (team spirit)
  A job, or series of jobs, that you do for a lot of your adult life. (career)
  Someone who does something as a hobby, not as a job. (amateur)

1 You're going to hear someone talk about coaching young footballers. What do you think young players need to be successful? Write three ideas.

2 7.3 Listen to the interview. Does Tony mention any of your ideas in Activity 1?

Audioscript

Interviewer: *Welcome to our podcast, 'Sporting Chances'. Last week we spoke to football coach Tony Thomson and asked him what it took to be a professional footballer. Let's listen to what he had to say. Tony, you specialise in training young players for a career in football?*

Tony: *That's right. I've trained many players who are now professional footballers.*

Interviewer: *What's the best age to get in a training programme?*

Tony: *Generally, about eight or nine but we don't rule out older players.*

Interviewer: *What do you look for in a player?*

Tony: *Well, I'm looking for six things. First, talent – a natural ability to play the game.*

Interviewer: *That's the most important thing?*

Tony: *You can't be a successful footballer without it – but it's not enough on its own. Second – and this seems obvious, but not everyone who's good at football feels it – they have to love the sport. It's not a hobby. We train for hours and hours. Every time they come onto the field, they have to feel excited about playing. Because if they're not enjoying themselves, they won't make progress.*

Interviewer: *So it's hard work?*

Tony: *Yes – that's the third thing. They need to be ready to work really hard. Even when they don't feel like it. That's the difference between an amateur and a professional. Everyone can have fun playing football, but as a professional, you have to put football first. Someone once asked me how often he needed to practise. I told him 'Every day.'*

Interviewer: *And the fourth thing ...*

Tony: *... is a tough mental attitude. Sometimes you get injured, or your team isn't playing well. Whatever happens, it's important that you stay focused and enthusiastic.*

Interviewer: *Fifth?*

Tony: *You must have team spirit. When we watch football matches, sometimes it seems like the person scoring the goal is the hero – he did it all himself. That's never true. He can't score unless he's got his team supporting him. Everyone plays an important part and players need to recognise that.*
You asked if talent was the most important thing. I think team spirit is almost as important.

Interviewer: *And finally?*

Tony: *You need to think intelligently. You have to analyse the game. Football isn't just kicking a ball. It's about understanding how people think, what they'll do – your own team and the opposition. The best players in the world understand this – that's a big part of why they're the best.*

Interviewer: *Fascinating – thanks, Tony!*

Tony: *You're welcome.*

3 7.3 Listen again. Circle the six things that Tony says he needs from a young player.

Be a star!

Answers: b talent **c** love of the sport **e** hard work **g** mental toughness **j** team spirit **l** intelligence

4 7.3 Match to make sentences about the interview. Then listen again and check.

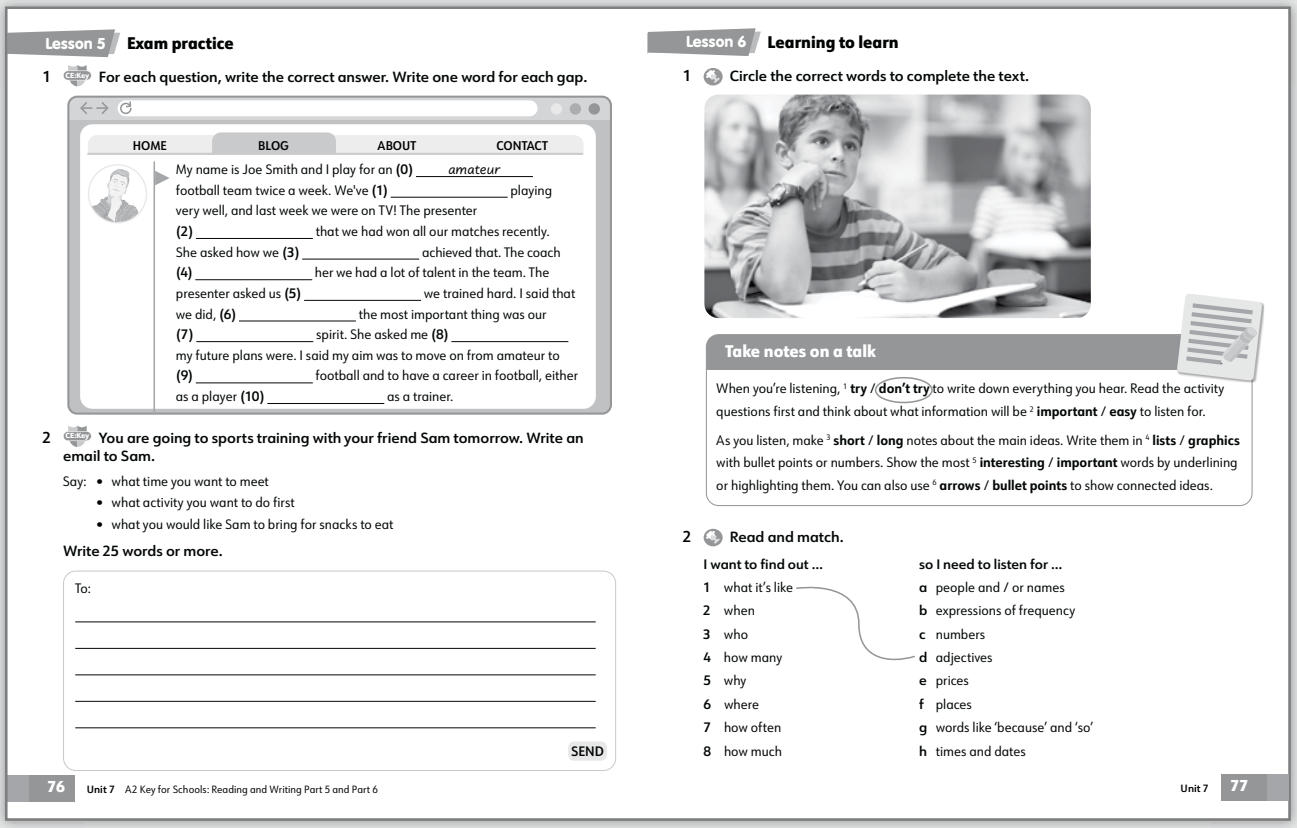
Answers: 1 f **2** c **3** d **4** e **5** b **6** a

5 Work in pairs. Discuss the questions.

Cooler: Collocations

- Play *Collocations* (see Games bank, pages 14–17) with the following columns of words:
  Column 1 – *a career / professional / natural / enjoying / make / work / stay / team*
  Column 2 – *ability / progress / in football / focused / really hard / themselves / spirit / footballers*

Workbook pages 76–77



Lesson 5 **Exam practice**

1 CE:Key For each question, write the correct answer. Write one word for each gap.

HOME | BLOG | ABOUT | CONTACT

My name is Joe Smith and I play for an **(0)** *amateur* football team twice a week. We've **(1)** _____ playing very well, and last week we were on TV! The presenter **(2)** _____ that we had won all our matches recently. She asked how we **(3)** _____ achieved that. The coach **(4)** _____ her we had a lot of talent in the team. The presenter asked us **(5)** _____ we trained hard. I said that we did, **(6)** _____ the most important thing was our **(7)** _____ spirit. She asked me **(8)** _____ my future plans were. I said my aim was to move on from amateur to **(9)** _____ football and to have a career in football, either as a player **(10)** _____ as a trainer.

2 CE:Key You are going to sports training with your friend Sam tomorrow. Write an email to Sam.

Say:
- what time you want to meet
- what activity you want to do first
- what you would like Sam to bring for snacks to eat

Write 25 words or more.

To:

SEND

76 Unit 7 A2 Key for Schools: Reading and Writing Part 5 and Part 6

Lesson 6 **Learning to learn**

1 Circle the correct words to complete the text.

Take notes on a talk

When you're listening, [1] **try** / **don't try** to write down everything you hear. Read the activity questions first and think about what information will be [2] **important** / **easy** to listen for.

As you listen, make [3] **short** / **long** notes about the main ideas. Write them in [4] **lists** / **graphics** with bullet points or numbers. Show the most [5] **interesting** / **important** words by underlining or highlighting them. You can also use [6] **arrows** / **bullet points** to show connected ideas.

2 Read and match.

I want to find out ...	so I need to listen for ...
1 what it's like	a people and / or names
2 when	b expressions of frequency
3 who	c numbers
4 how many	d adjectives
5 why	e prices
6 where	f places
7 how often	g words like 'because' and 'so'
8 how much	h times and dates

Unit 7 77

1 CE:Key For each question, write the correct answer. Write one word for each gap.

This activity helps the children prepare for Part 5 of the Reading and Writing paper of the Cambridge English A2 Key for Schools exam.

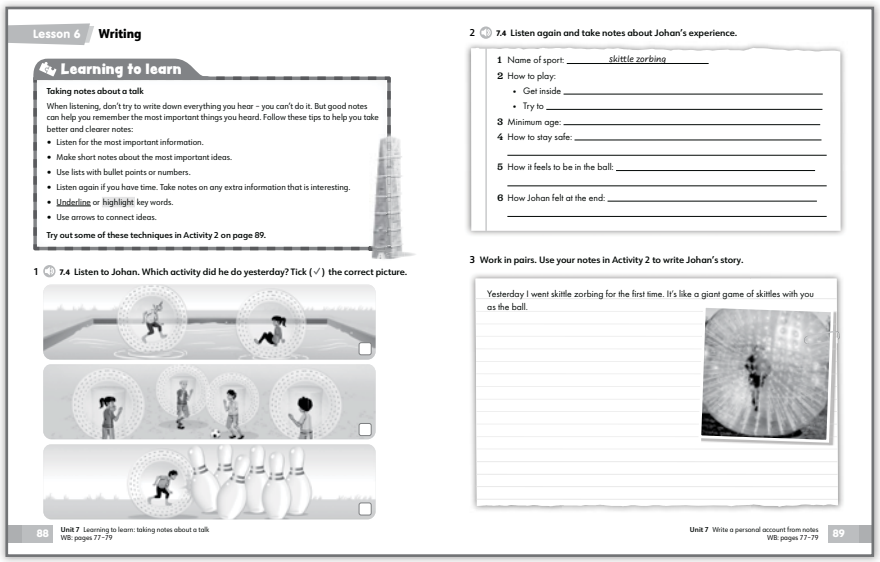
Answers: 1 been **2** said **3** had **4** told **5** if **6** and **7** team **8** what **9** professional **10** or

2 CE:Key You are going to sports training with your friend Sam tomorrow. Write an email to Sam.

This activity helps the children prepare for Part 6 of the Reading and Writing paper of the Cambridge English A2 Key for Schools exam.

Lesson 6 Writing / Learning to learn

Pupil's Book pages 88–89


Lesson 6 Writing

Learning to learn

Taking notes about a talk

When listening, don't try to write down everything you hear – you can't do it. But good notes can help you remember the most important things you heard. Follow these tips to help you take better and clearer notes:

- Listen for the most important information.
- Make short notes about the most important ideas.
- Use lists with bullet points or numbers.
- Listen again if you have time. Take notes on any extra information that is interesting.
- Underline or highlight key words.
- Use arrows to connect ideas.

Try out some of these techniques in Activity 2 on page 89.

1 7.4 Listen to Johan. Which activity did he do yesterday? Tick (✓) the correct picture.

2 7.4 Listen again and take notes about Johan's experience.

1 Name of sport: skittle zorbing
2 How to play:
• Get inside
• Try to
3 Minimum age:
4 How to stay safe:
5 How it feels to be in the ball:
6 How Johan felt at the end:

3 Work in pairs. Use your notes in Activity 2 to write Johan's story.

Yesterday I went skittle zorbing for the first time. It's like a giant game of skittles with you as the ball.

88 Unit 7 Learning to learn: taking notes about a talk WB: pages 77–79

Unit 7 Write a personal account from notes WB: pages 77–79 89

Learning objectives: Taking notes on a talk; Write a personal account from notes

Learning to learn

Taking notes about a talk

- Have the children read the tips in the *Learning to learn* box and say if they ever make notes this way.

Try out some of these techniques in Activity 2 on page 89.

- Encourage the children to follow these tips when they do the note-taking task in Activity 2.

1 7.4 Listen to Johan. Which activity did he do yesterday? Tick (✓) the correct picture.

- Elicit or explain what the children are doing in the pictures (*an activity called zorbing*).
- Elicit what is happening in each picture and what the differences between them are.
- Play the audio. Children listen and tick the picture that shows what Johan did yesterday.

Audioscript

I: *Hello, Johan. Can you tell us what you did yesterday for the first time?*

J: *Yes, I went skittle zorbing.*

I: *Skittle zorbing? What's that?*

J: *It's like a giant game of skittles with you as the ball! You get inside a large, clear plastic ball and try to knock down the enormous skittles.*

I: *That sounds fun – is it dangerous?*

J: *No, it isn't, but you have to be at least 12 years old to try it. I thought it looked a bit scary, so I asked the instructor if it was safe. He said that it was and told me not to worry.*

I: *Do you need any safety equipment?*

J: *Yes, you do. You can wear special straps for extra protection. You also need to take off your shoes and empty your pockets before you start.*

I: *And how did it feel when you were inside the ball?*

J: *It was like being inside a washing machine! I felt out of control – but in a good way! I was screaming and laughing at the same time.*

I: *And how did you feel at the end?*

J: *Well, I knocked down eight out of nine skittles, so I was proud of myself! I felt tired, but I was really happy. It's the most fun activity I've ever done. I can't wait to try it again.*

Answer: ✓ by: third picture – skittle zorbing

2 7.4 Listen again and make notes about Johan's experience.

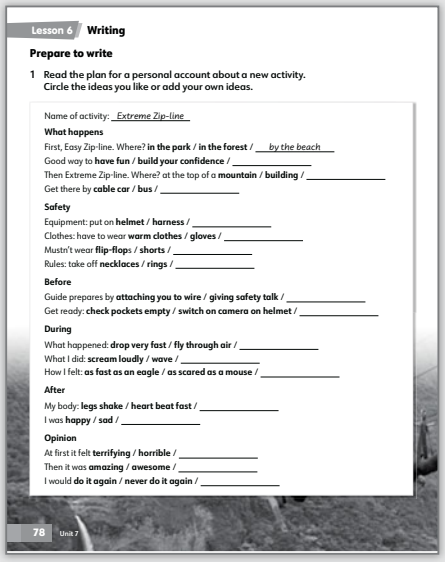
- Play the audio and have the children complete the notes. Play the audio again.
- Ask the children to read out lines of their notes. Point out unnecessary information where necessary.

Suggested answers: 1 skittle zorbing **2** a large, clear plastic ball and roll down a hill; knock down the enormous skittles **3** 12 **4** wear special straps, take off shoes, empty pockets **5** like being inside a washing machine, out of control in a good way **6** proud (knocked down eight out of nine skittles), tired, happy

3 Work in pairs. Use your notes in Activity 2 to write Johan's story.

- The children work with a partner to write Johan's story using their notes from Activity 2. Play the audio again, if necessary, so children can add more details to their account.

Suggested answer: Yesterday I went skittle zorbing for the first time. It's like a giant game of skittles with you as the ball. First, you get inside a large, clear plastic ball. Then you roll down a hill and try to knock down the enormous skittles.
You need to be at least 12 years old to try it. You don't need any safety equipment, but you can wear special straps for protection. You should also take off your shoes and empty your pockets.
It was the most fun activity I've ever done! It felt like being in a washing machine. I felt out of control, but in a good way!
At the end, I felt really proud because I knocked down eight out of nine skittles. I was tired, but really happy.
I can't wait to try it again.



Lesson 6 Writing

Prepare to write

1 Read the plan for a personal account about a new activity. Circle the ideas you like or add your own ideas.

Name of activity: *Extreme Zip-line*

What happens
First, Easy Zip-line. Where? **in the park / in the forest /** *by the beach*
Good way to **have fun / build your confidence /** _____
Then Extreme Zip-line. Where? at the top of a **mountain / building /** _____
Get there by **cable car / bus /** _____

Safety
Equipment: put on **helmet / harness /** _____
Clothes: have to wear **warm clothes / gloves /** _____
Mustn't wear **flip-flops / shorts /** _____
Rules: take off **necklaces / rings /** _____

Before
Guide prepares by **attaching you to wire / giving safety talk /** _____
Get ready: **check pockets empty / switch on camera on helmet /** _____

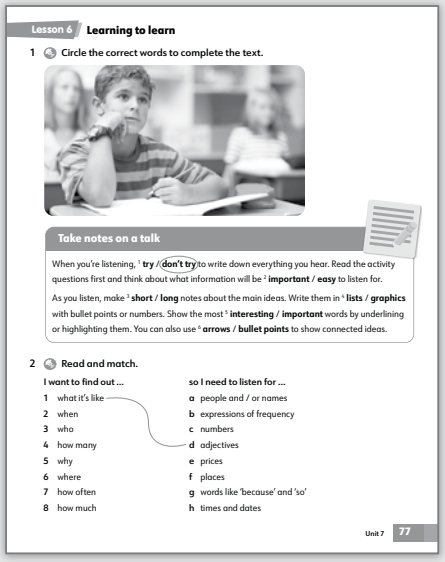
During
What happened: **drop very fast / fly through air /** _____
What I did: **scream loudly / wave /** _____
How I felt: **as fast as an eagle / as scared as a mouse /** _____

After
My body: **legs shake / heart beat fast /** _____
I was **happy / sad /** _____

Opinion
At first it felt **terrifying / horrible /** _____
Then it was **amazing / awesome /** _____
I would **do it again / never do it again /** _____

78 Unit 7

Workbook pages 77–79



Lesson 6 Learning to learn

1 Circle the correct words to complete the text.

Take notes on a talk

When you're listening, [1] **try** / **don't try** to write down everything you hear. Read the activity questions first and think about what information will be [2] **important** / **easy** to listen for.

As you listen, make [3] **short** / **long** notes about the main ideas. Write them in [4] **lists** / **graphics** with bullet points or numbers. Show the most [5] **interesting** / **important** words by underlining or highlighting them. You can also use [6] **arrows** / **bullet points** to show connected ideas.

2 Read and match.

I want to find out ...	so I need to listen for ...
1 what it's like	a people and / or names
2 when	b expressions of frequency
3 who	c numbers
4 how many	d adjectives
5 why	e prices
6 where	f places
7 how often	g words like 'because' and 'so'
8 how much	h times and dates

Unit 7 77

Learning to learn

1 Circle the correct words to complete the text.

Answers: 1 don't try **2** important **3** short **4** lists **5** important **6** arrows

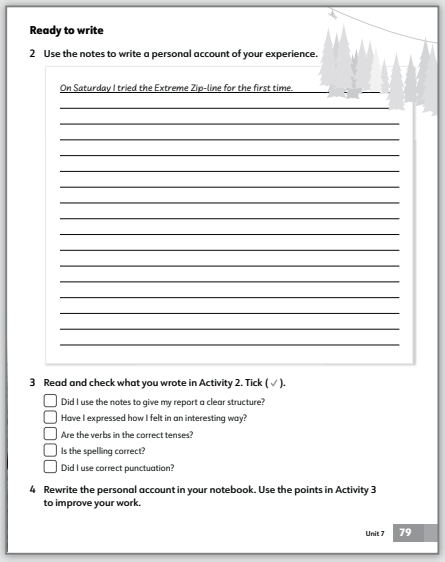
2 Read and match.

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

Prepare to write

1 Read the plan for a personal account about a new activity. Circle the ideas you like or add your own ideas.

- If done in class, ask the children what activity they can see in the photo.
- The children complete the plan by circling the ideas they like, or adding their own ideas.



Ready to write

2 Use the notes to write a personal account of your experience.

On Saturday I tried the Extreme Zip-line for the first time.

3 Read and check what you wrote in Activity 2. Tick (✓).

- ☐ Did I use the notes to give my report a clear structure?
- ☐ Have I expressed how I felt in an interesting way?
- ☐ Are the verbs in the correct tenses?
- ☐ Is the spelling correct?
- ☐ Did I use correct punctuation?

4 Rewrite the personal account in your notebook. Use the points in Activity 3 to improve your work.

Unit 7 79

Ready to write

2 Use the notes to write a personal account of your experience.

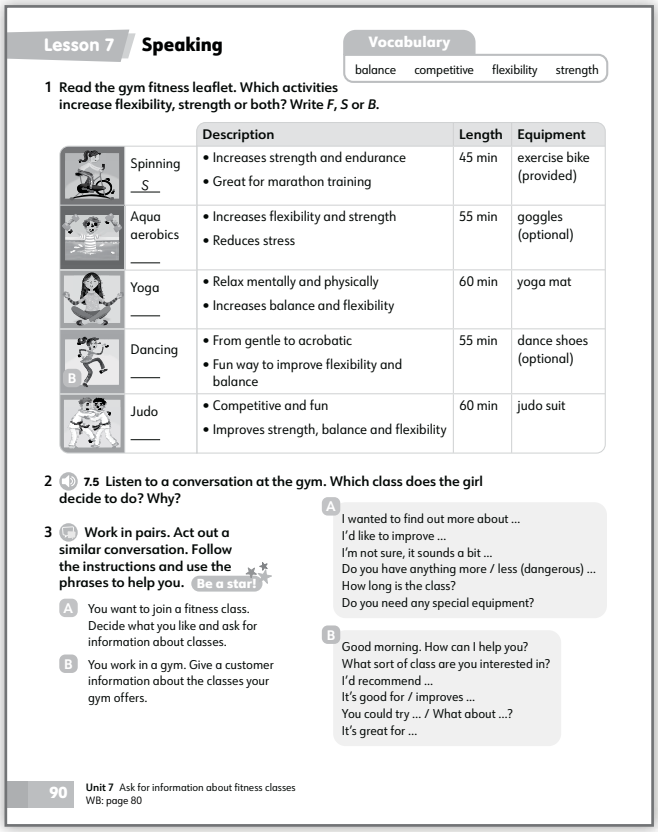
- The children write their personal account using the plan on page 78.

3 Read and check what you wrote in Activity 2. Tick (✓).

4 Rewrite the personal account in your notebook. Use the points in Activity 3 to improve your work.

Lesson 7 Speaking

Pupil's Book page 90



Lesson 7 Speaking

Vocabulary: balance competitive flexibility strength

1 Read the gym fitness leaflet. Which activities increase flexibility, strength or both? Write *F*, *S* or *B*.

	Description	Length	Equipment
Spinning S	• Increases strength and endurance • Great for marathon training	45 min	exercise bike (provided)
Aqua aerobics ___	• Increases flexibility and strength • Reduces stress	55 min	goggles (optional)
Yoga ___	• Relax mentally and physically • Increases balance and flexibility	60 min	yoga mat
Dancing ___	• From gentle to acrobatic • Fun way to improve flexibility and balance	55 min	dance shoes (optional)
Judo ___	• Competitive and fun • Improves strength, balance and flexibility	60 min	judo suit

2 7.5 Listen to a conversation at the gym. Which class does the girl decide to do? Why?

3 Work in pairs. Act out a similar conversation. Follow the instructions and use the phrases to help you. Be a star!

A You want to join a fitness class. Decide what you like and ask for information about classes.

B You work in a gym. Give a customer information about the classes your gym offers.

A: I wanted to find out more about ... / I'd like to improve ... / I'm not sure, it sounds a bit ... / Do you have anything more / less (dangerous) ... / How long is the class? / Do you need any special equipment?

B: Good morning. How can I help you? / What sort of class are you interested in? / I'd recommend ... / It's good for / improves ... / You could try ... / What about ...? / It's great for ...

90 Unit 7 Ask for information about fitness classes
WB: page 80

Learning objectives: Ask for information about fitness classes

Vocabulary: balance, competitive, flexibility, strength

Review vocabulary: sport

Resources: Vocabulary 2 worksheet

Warm-up: True or false?

Play *True or false?* (see Games bank, pages 14–17).

Suggested sentences about skittle zorbing from Lesson 6:
In skittle zorbing, you push a big plastic ball. (F)
You have to be 12 years old or older to do zorbing. (T)
Zorbing is not safe. (F)
He did well on his first try at zorbing. (T)
You don't need to be fit to do zorbing. (F)
Johan really enjoyed himself. (T)

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Give a short definition of each word and have the children say which one it is:
  The ability to move and bend easily. (flexibility)
  The ability to stay still and not move or fall. (balance)
  Being determined to win. (competitive)
  The physical ability to lift or move heavy things. (strength)
- Have the children repeat each word after you.

1 Read the gym fitness leaflet. Which activities increase flexibility, strength or both? Write *F*, *S* or *B*.

- Have the children look at the pictures. Elicit what the activities are and ask if the children have ever tried any of them.
- Have them find and underline the word *flexibility* in the leaflet. Ask which activities it describes (*aqua aerobics, yoga, dancing and judo*).
- Have the children continue individually to look for activities which increase *strength* and those which improve both flexibility and strength.
- Read out the activities and ask the children to raise their hands when they hear the ones that increase flexibility only. Repeat for only strength and then both.

Answers: Spinning: S **Aqua aerobics:** B
Yoga: F **Dancing:** F **Judo:** B

2 7.5 Listen to a conversation at the gym. Which class does the girl decide to do? Why?

- Play the beginning of the audio up to ... *What sort of class are you interested in?* Ask the children who the girl is speaking to (*someone who works at the gym*).
- Play the rest of the audio. The children make notes.
- Call out the classes from the leaflet. The children raise their hand for the correct class. Check as a class.

Audioscript

Woman: *Good morning. How can I help you?*
Girl: *I wanted to find out more about your fitness classes.*
Woman: *Certainly. What sort of class are you interested in?*
Girl: *I'd like to improve my flexibility.*
Woman: *I'd recommend yoga. It's particularly good for flexibility, and it's very relaxing.*
Girl: *I'm not sure, it sounds a bit boring.*
Woman: *OK. You could try judo. It's fun and it improves flexibility and strength.*
Girl: *I don't want to get injured though. Do you have anything less dangerous?*
Woman: *Well, what about dancing? It's good fun and it's great for flexibility and balance.*
Girl: *That sounds perfect. How long is the class?*
Woman: *It's 55 minutes.*
Girl: *And do you need any special equipment?*
Woman: *You can wear dance shoes, but that's optional – you can also wear socks. You don't need to bring any other equipment.*

Answer: She chooses dancing because she wants to improve her flexibility. She thinks it's more fun than yoga and safer than judo.

3 Work in pairs. Act out a similar conversation. Follow the instructions and use the phrases to help you.

Be a star!

- Read out the phrases and questions in the boxes. Elicit ways to complete the phrases.
- Divide the class into A / B pairs. Give the children time to read the instructions for their role.
- Demonstrate the first part of the dialogue with a volunteer. Prompt him / her to use phrases from the first box to continue the dialogue:
  You: Good morning. How can I help you?
  Child: I wanted to find out more about your fitness classes.
  You: What sort of class are you interested in?
  Child: I'd like to improve my (strength).
- The children work in pairs to act out the dialogue. Then they swap roles and act it out again.
- Have volunteers perform their dialogue for the class.

Teaching star!

Imagination

Add an acting element to a speaking task to engage the children's imagination and help them to contextualise the language in a memorable way.

- Play the audio again and ask the children if they think a) the girl sounds polite (*yes*) and b) the woman is nice and helpful (*yes*).
- Play the audio again and stop after the sentences which use the phrases from Activity 3. Have the children repeat with the same intonation that makes the girl and the woman communicate their ideas politely and helpfully. Ask them to try to do this when they speak.
- Have the children carry out their dialogues. When finished ask if the 'customers' were polite and if the 'employees' were helpful.

ESDC

3 GOOD HEALTH AND WELL-BEING

Why is it important to improve our fitness?

Introduce the children to Sustainable Development Goal 3: *Good health and well-being*. Ask: *Why is it important to improve our fitness?* This question helps the children feel empowered to improve their own health and well-being.

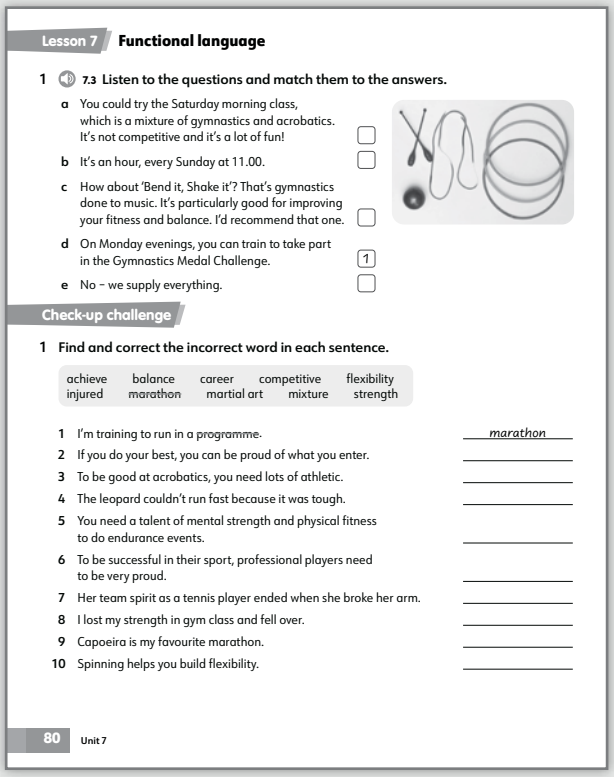
- Ask if the children have done any of the activities shown in the table on Pupil's Book page 90. If you have done any of the activities, you may choose to discuss your own experience. Elicit why we should improve our fitness and use different types of exercise to keep fit and stay healthy. Emphasise that there are many different types of exercise suitable for everyone, and that if the children don't enjoy one type, they may love a different type.

Possible answers: It's important because when we keep fit, we stay healthy; we get stronger and we have more flexibility.

Cooler: Disappearing words

- Play *Disappearing words* (see Games bank, pages 14–17) with key vocabulary from the unit. You can let the children choose the words and write them on the board.

Workbook page 80



Lesson 7 **Functional language**

1 7.3 **Listen to the questions and match them to the answers.**

a You could try the Saturday morning class, which is a mixture of gymnastics and acrobatics. It's not competitive and it's a lot of fun! ☐
b It's an hour, every Sunday at 11.00. ☐
c How about 'Bend it, Shake it'? That's gymnastics done to music. It's particularly good for improving your fitness and balance. I'd recommend that one. ☐
d On Monday evenings, you can train to take part in the Gymnastics Medal Challenge. [1]
e No – we supply everything. ☐

Check-up challenge

1 **Find and correct the incorrect word in each sentence.**

achieve balance career competitive flexibility injured ~~marathon~~ martial art mixture strength

1 I'm training to run in a ~~programme~~. *marathon*
2 If you do your best, you can be proud of what you enter. _____
3 To be good at acrobatics, you need lots of athletic. _____
4 The leopard couldn't run fast because it was tough. _____
5 You need a talent of mental strength and physical fitness to do endurance events. _____
6 To be successful in their sport, professional players need to be very proud. _____
7 Her team spirit as a tennis player ended when she broke her arm. _____
8 I lost my strength in gym class and fell over. _____
9 Capoeira is my favourite marathon. _____
10 Spinning helps you build flexibility. _____

80 Unit 7

1 7.3 Listen to the questions and match them to the answers.

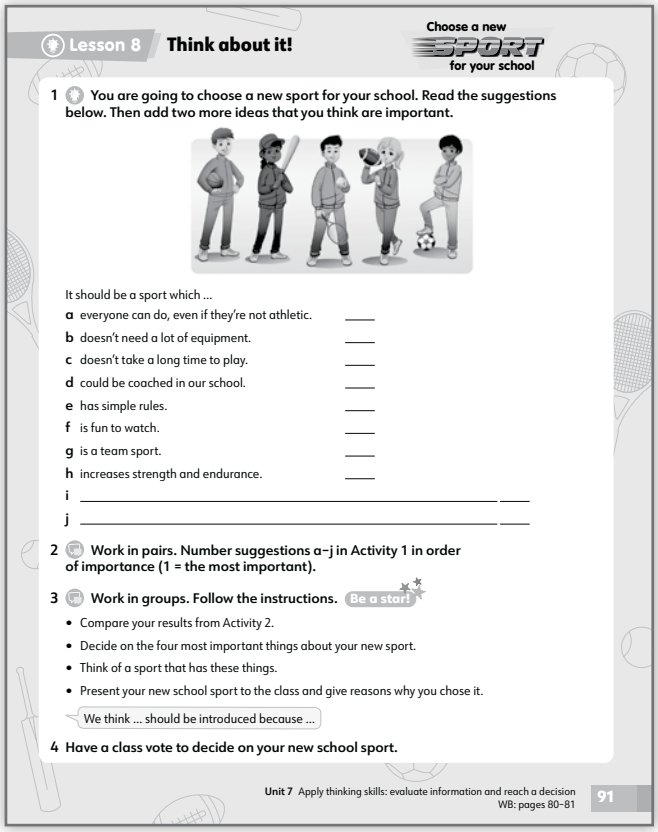
Audioscript

1 Girl: *I'm interested in gymnastics. Do you have any classes?*
2 Girl: *Umm ... Do you have anything less competitive?*
3 Girl: *I'm not sure. It sounds like you'd need a lot of strength and flexibility for that. I don't think I'm ready yet. Is there anything else?*
4 Girl: *That sounds great! How long is the class?*
5 Girl: *And do you need any special equipment?*

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

Lesson 8 Think about it!

Pupil's Book page 91


Lesson 8 Think about it!

Choose a new SPORT for your school

1 You are going to choose a new sport for your school. Read the suggestions below. Then add two more ideas that you think are important.

It should be a sport which ...

a everyone can do, even if they're not athletic. ____
b doesn't need a lot of equipment. ____
c doesn't take a long time to play. ____
d could be coached in our school. ____
e has simple rules. ____
f is fun to watch. ____
g is a team sport. ____
h increases strength and endurance. ____
i _____ ____
j _____ ____

2 Work in pairs. Number suggestions a–j in Activity 1 in order of importance (1 = the most important).

3 Work in groups. Follow the instructions. Be a star!

- Compare your results from Activity 2.
- Decide on the four most important things about your new sport.
- Think of a sport that has these things.
- Present your new school sport to the class and give reasons why you chose it.

We think ... should be introduced because ...

4 Have a class vote to decide on your new school sport.

Unit 7 Apply thinking skills: evaluate information and reach a decision WB: pages 80–81 91

Learning objectives: Apply thinking skills: evaluate information and reach a decision

Resources: Unit 7 test

Warm-up: Team vocabulary

- Divide the class into groups of four or five. Each group needs a piece of paper and a pen or a pencil.
- Write *Sports* at the top of the board and tell the children it is today's theme.
- Give the groups two minutes to write on their paper the names of as many sports as they can remember. Each word must be written by a different child and the paper and pen / pencil passed round the group.
- After the time is up, ask how many words they have. Ask for suggestions, write them on the board and have the children check their spelling. Ask how many correctly spelled words they had.

1 You are going to choose a new sport for your school. Read the suggestions below. Then add two more ideas that you think are important.

- The children look at the picture. Elicit what sports they can see (*basketball, baseball, tennis, rugby, football*).
- Elicit other sports that the children enjoy and ask them to say why (it can be a sport they enjoy doing or watching).
- Explain that the children are going to choose a new sport to introduce to their school. Ask volunteers to read out requirements a–h. After each requirement, ask which of the sports in the picture they think meets it.
- The children work in pairs to discuss two more important requirements to add to the list.
- Conduct class feedback and write ideas on the board.
- Have the children complete the list with the two requirements they think are best.

Answers: Children's own answers.

2 Work in pairs. Number suggestions a–j in Activity 1 in order of importance (1 = the most important).

- Ask the children which of the suggestions they think is the most important. Encourage them to give reasons for their answer. Point out that there isn't one correct answer – it is a matter of opinion.
- Divide the class into pairs and have them decide on their own order of importance for the suggestions. Set a time limit of about five minutes for this.

3 Work in groups. Follow the instructions.

Be a star!

- Join pairs together to make groups of four. Have the children read the instructions and then explain back to you what they need to do.
- The children work together in their groups to compare their ideas in Activity 2 and agree on the four most important requirements of the new sport.
- Then they think of a new sport to introduce to their school that meets these requirements.
- Invite each group to come to the front and present their ideas to the class.
- Have the other children make notes as they listen to each presentation. They will use these notes to help make the final choice in the next activity.

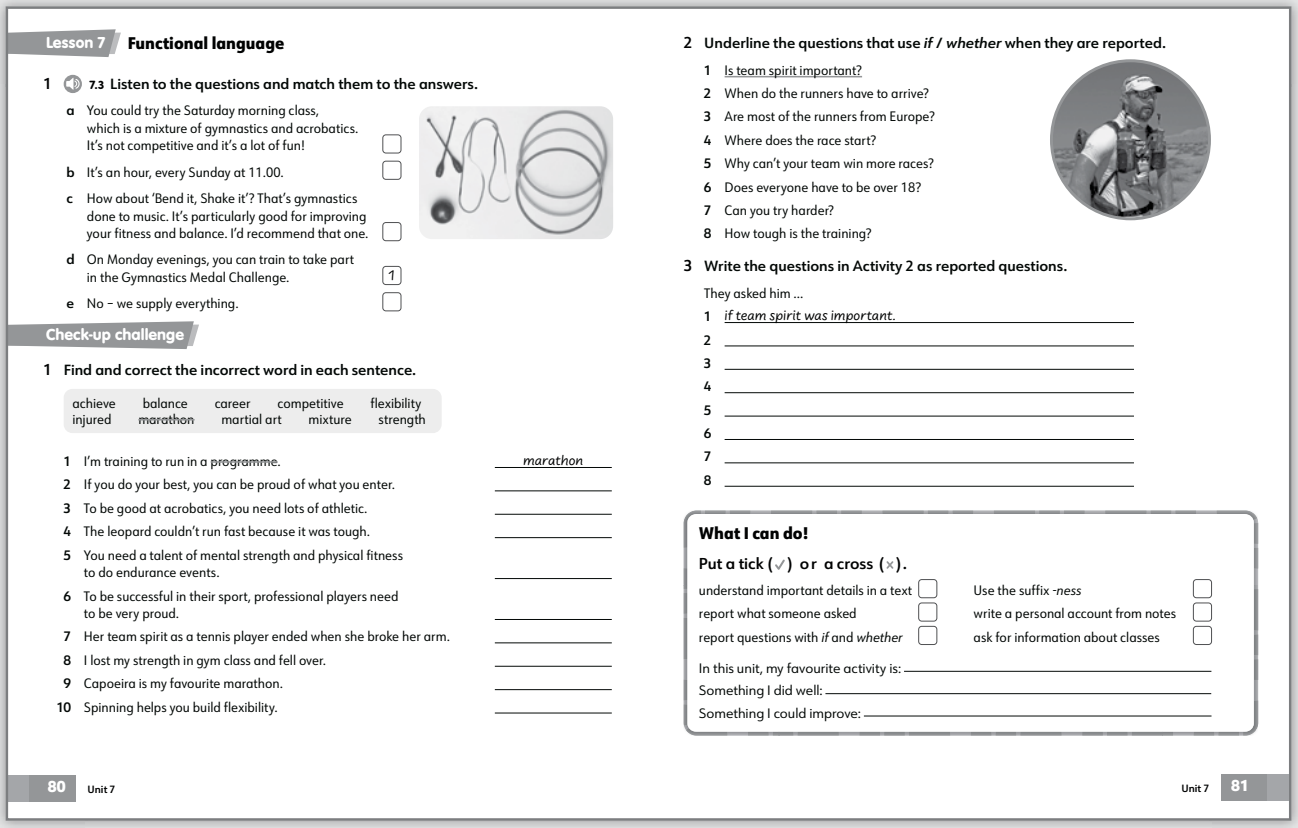
4 Have a class vote to decide on your new school sport.

- Write the sports that were chosen on the board. Ask the children to look at the notes they made and decide on the best choice.
- Read out the sports and take a vote by a show of hands. Nominate one child to count the votes and write the numbers on the board.
- When the final choice is made, ask the class to recap what features make it a good choice.

Cooler: Mime game

- Mime playing one of the sports mentioned in the lesson (from the class discussion or the *Warm-up*). Have the children guess which sport you are playing.
- Invite other children to come to the front of the class and mime for the other children to guess. Alternatively, the children could continue the game in pairs or groups.

Workbook pages 80–81



Lesson 7 **Functional language**

1 7.3 **Listen to the questions and match them to the answers.**

a You could try the Saturday morning class, which is a mixture of gymnastics and acrobatics. It's not competitive and it's a lot of fun! ☐

b It's an hour, every Sunday at 11.00. ☐

c How about 'Bend it, Shake it'? That's gymnastics done to music. It's particularly good for improving your fitness and balance. I'd recommend that one. ☐

d On Monday evenings, you can train to take part in the Gymnastics Medal Challenge. 1

e No – we supply everything. ☐

Check-up challenge

1 **Find and correct the incorrect word in each sentence.**

achieve balance career competitive flexibility
injured ~~marathon~~ martial art mixture strength

1 I'm training to run in a ~~programme~~. *marathon*
2 If you do your best, you can be proud of what you enter. _____
3 To be good at acrobatics, you need lots of athletic. _____
4 The leopard couldn't run fast because it was tough. _____
5 You need a talent of mental strength and physical fitness to do endurance events. _____
6 To be successful in their sport, professional players need to be very proud. _____
7 Her team spirit as a tennis player ended when she broke her arm. _____
8 I lost my strength in gym class and fell over. _____
9 Capoeira is my favourite marathon. _____
10 Spinning helps you build flexibility. _____

2 **Underline the questions that use *if / whether* when they are reported.**

1 Is team spirit important?
2 When do the runners have to arrive?
3 Are most of the runners from Europe?
4 Where does the race start?
5 Why can't your team win more races?
6 Does everyone have to be over 18?
7 Can you try harder?
8 How tough is the training?

3 **Write the questions in Activity 2 as reported questions.**

They asked him ...
1 *if team spirit was important.*
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____

What I can do!

Put a tick (✓) or a cross (×).

understand important details in a text ☐ | Use the suffix *-ness* ☐
report what someone asked ☐ | write a personal account from notes ☐
report questions with *if* and *whether* ☐ | ask for information about classes ☐

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

80 Unit 7 | Unit 7 81

Check-up challenges

1 Find and correct the incorrect word in each sentence.

Answers: 1 ~~programme~~ marathon **2** ~~enter~~ achieve **3** ~~athletic~~ flexibility **4** ~~tough~~ injured **5** ~~talent~~ mixture **6** ~~proud~~ competitive **7** ~~team spirit~~ career **8** ~~strength~~ balance **9** ~~marathon~~ martial art **10** ~~flexibility~~ strength

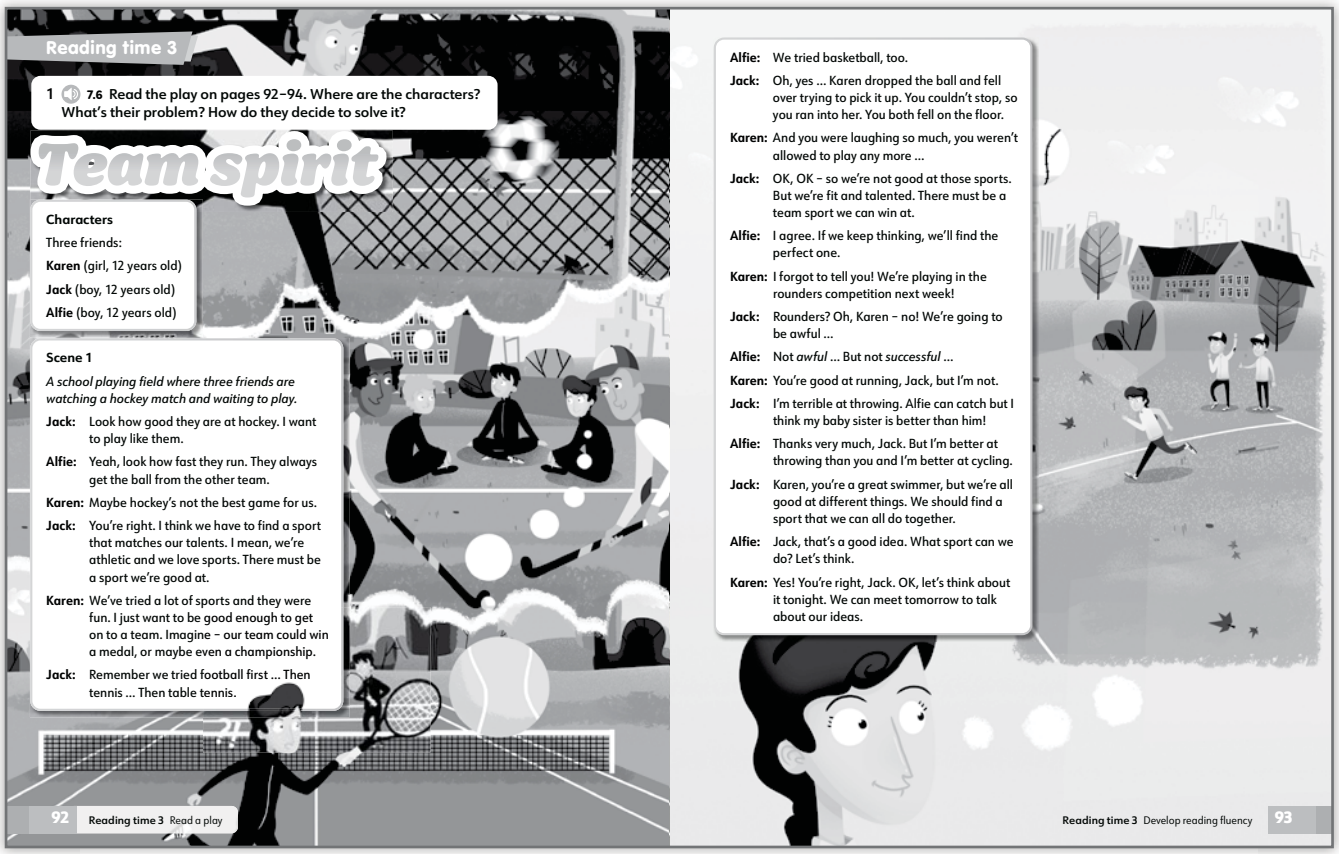
2 Underline the questions that use *if / whether* when they are reported.

Answers: 1, 3, 6, 7

3 Write the questions in Activity 2 as reported questions.

Answers: 1 if team spirit was important. **2** when the runners had to arrive. **3** if / whether most of the runners were from Europe. **4** where the race started. **5** why his team couldn't win more races. **6** if everyone had to be over 18 **7** if / whether he could try harder. **8** how tough the training was.

Pupil's Book pages 92–94



Reading time 3

1 7.6 Read the play on pages 92–94. Where are the characters? What's their problem? How do they decide to solve it?

Team spirit

Characters

Three friends:

Karen (girl, 12 years old)

Jack (boy, 12 years old)

Alfie (boy, 12 years old)

Scene 1

A school playing field where three friends are watching a hockey match and waiting to play.

Jack: Look how good they are at hockey. I want to play like them.

Alfie: Yeah, look how fast they run. They always get the ball from the other team.

Karen: Maybe hockey's not the best game for us.

Jack: You're right. I think we have to find a sport that matches our talents. I mean, we're athletic and we love sports. There must be a sport we're good at.

Karen: We've tried a lot of sports and they were fun. I just want to be good enough to get on to a team. Imagine – our team could win a medal, or maybe even a championship.

Jack: Remember we tried football first ... Then tennis ... Then table tennis.

92 Reading time 3 Read a play

Alfie: We tried basketball, too.

Jack: Oh, yes ... Karen dropped the ball and fell over trying to pick it up. You couldn't stop, so you ran into her. You both fell on the floor.

Karen: And you were laughing so much, you weren't allowed to play any more ...

Jack: OK, OK – so we're not good at those sports. But we're fit and talented. There must be a team sport we can win at.

Alfie: I agree. If we keep thinking, we'll find the perfect one.

Karen: I forgot to tell you! We're playing in the rounders competition next week!

Jack: Rounders? Oh, Karen – no! We're going to be awful ...

Alfie: Not *awful* ... But not *successful* ...

Karen: You're good at running, Jack, but I'm not.

Jack: I'm terrible at throwing. Alfie can catch but I think my baby sister is better than him!

Alfie: Thanks very much, Jack. But I'm better at throwing than you and I'm better at cycling.

Jack: Karen, you're a great swimmer, but we're all good at different things. We should find a sport that we can all do together.

Alfie: Jack, that's a good idea. What sport can we do? Let's think.

Karen: Yes! You're right, Jack. OK, let's think about it tonight. We can meet tomorrow to talk about our ideas.

Reading time 3 Develop reading fluency 93



Reading time 3

Scene 2

The friends are in a café, drinking lemonade.

Alfie: So, what are our strengths?

Jack: I'm good at watching sport on TV.

Karen: Come on, Jack. Be serious.

Alfie: Well, I ride my bike every day. I suppose I'm quite good at that?

Karen: You're brilliant at that! You have so much endurance – you can cycle for hours.

Alfie: Thanks, Karen!

Karen: Swimming for me, obviously.

Alfie: And running for you, Jack.

Jack: But those skills are so different – I don't see how we can make them into a sport that we can all do together.

Alfie: I do! I saw this advert yesterday ... Look! Why don't we enter this triathlon?

Jack: Triathlon? That's really difficult, isn't it? You have to be good at three different sports.

Alfie: But we as a team are good at three different sports - swimming, cycling and running!

Jack: So one person does each stage?

Alfie: Yes! All our times are added together at the end of the race. The team with the fastest time is the winner.

Karen: What do you think? Shall we enter?

Jack: I think I might like that ...

Alfie: I think we might be quite good ...

Karen: Yay! We're definitely going to win a medal!

94 Reading time 3 Read a play

Learning objectives: Read a play; Develop reading fluency

Warm-up: Alphabet sports

- Write the alphabet on the board in four columns (*A–G, H–N, O–U, V–Z*) with space to write a word after each letter. Write *Sports* at the top of the board.
- Divide the class into two teams. Tell the teams they will have five seconds each time to think of a sport starting with one of the letters – only one sport per letter. Write each team's words in a different colour. Start accepting and writing suggestions.
- If a team takes longer than five seconds to give a word, they stop and the other team continues until they also have no more words. Then count the words in each colour to see who won.

1 7.6 Read the play on pages 92–94. Where are the characters? What's their problem? How do they decide to solve it?

Pre-reading

- Have the children look at the pictures on pages 92–94. Ask: *Who can you see? Where are they? What sports are they doing? Do you think they're good at the sports? Why / Why not? Invite suggestions from the class.*
- Ask the children to look at the title of the play and say what they think it will be about.

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. Share that in Scene 1 (on page 93), a *rounders competition* is mentioned. Explain that rounders is a game that is similar to baseball, in which players hit a ball with a bat and then run around four sides of a square.
- Have the children scan Scene 1 (pages 92–93) and check their ideas in the above activity.
- Write the following questions on the board: *What do the children want to do? What problem do they have?* The children read Scene 1 again and answer the questions.
- Elicit ideas about how the children could solve the problem and write them on the board.
- The children read Scene 2 on page 94 and check their ideas.

Answers: They want to find a sport that they're all good at and can do together. The problem is that they are not very good at any of the sports they have tried. They decide to do a triathlon as each of them is good at one triathlon sport.

- Write the following questions on the board:
  What happened when they played basketball?
  Are they happy about playing in the rounders match? Why? / Why not?
  What three sports do you do in a triathlon?
  The children read the play again and answer the questions *(Karen dropped the ball and fell over. Alfie ran into her and fell over too. Jack laughed so much he wasn't allowed to play any more.; No. Karen isn't good at running, Jack can't throw and Alfie can't catch.; Running, cycling and swimming.)*

Post-reading

- Ask the children if they enjoyed the play and elicit why / why not.
- Ask them to think about their own situation. Ask: *What sports have you tried that you didn't really enjoy? Why didn't you like them?*
  What sports do you enjoy? Why?
  Do you think it's important for everyone to be good at a sport?
- Give the children some time to think about their answers and then discuss them with a partner.
- Conduct feedback with the class.

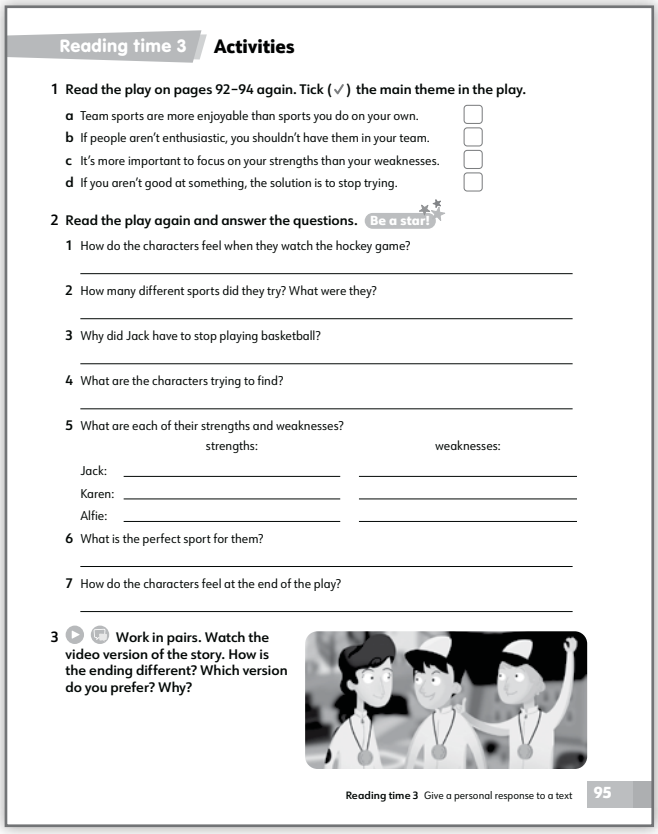
Cooler: Disappearing sentences



- Play *Disappearing sentences* (see Games bank, pages 14–17) with the section of the text from page 94, from *Alfie: I saw this advert yesterday …* to *Jack: So one person does each stage?*

Reading time 3 / Activities

Pupil's Book page 95



Reading time 3 Activities

1 Read the play on pages 92–94 again. Tick (✓) the main theme in the play.

a Team sports are more enjoyable than sports you do on your own. ☐
b If people aren't enthusiastic, you shouldn't have them in your team. ☐
c It's more important to focus on your strengths than your weaknesses. ☐
d If you aren't good at something, the solution is to stop trying. ☐

2 Read the play again and answer the questions. Be a star!

1 How do the characters feel when they watch the hockey game?
2 How many different sports did they try? What were they?
3 Why did Jack have to stop playing basketball?
4 What are the characters trying to find?
5 What are each of their strengths and weaknesses?

	strengths:	weaknesses:
Jack:		
Karen:		
Alfie:		

6 What is the perfect sport for them?
7 How do the characters feel at the end of the play?

3 Work in pairs. Watch the video version of the story. How is the ending different? Which version 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

Materials: a soft ball or a ball made from scrunched paper

Warm-up: Vocabulary ping-pong

- Play *Vocabulary ping-pong* (see Games bank, pages 14–17) with the following categories: *sports with a ball; sports with something you hold in your hand; sports for only two people at a time; team sports; sports where the fastest time wins; sports on or in water.*

1 Read the play on pages 92–94 again. Tick (✓) the main theme in the play.

- Elicit what the children remember about the play Team spirit.
- Refer the children to the first sentence in Activity 1. Ask if they think this is the theme of the story. (*No, because they don't always enjoy the team sports they play, but they do enjoy the sports they do on their own.)*
- Have the children read the play again and decide which sentence describes the main theme of the story.
- Ask individual children to read out each sentence and then say whether they think it is the main theme of the story or not. Ask if the class agrees. Encourage children to give reasons for their answers.

Answer: ✓ by: c

2 Read the play again and answer the questions.

Be a star!

- Read out the questions in Activity 2 and have the children raise their hands if they think they remember the answers (they don't need to say the answers at this point). This will help them focus and find the answers more efficiently.
- Have the children look back at the play and find the answer to number 1. Elicit an answer from a volunteer and ask if everyone agrees.
- Have the children find the answers to the other questions and write them in the spaces. Then they compare their answers with a partner.
- Have pairs of children read out questions and answers. Ask if everyone agrees.

Answers: 1 They feel inspired and want to be good at something, like the hockey players.
2 Four: football, tennis, table tennis, basketball.
3 Because he laughed so much when Karen and Alfie fell over. **4** They are trying to find a sport which they are good at and can all do together.
5 Jack: strengths – running, weaknesses – throwing; Karen: strengths – swimming, weaknesses – running; Alfie: strengths – cycling; weaknesses – catching.
6 A triathlon because each person can do what they are good at. **7** Excited and optimistic.

3 Work in pairs. Watch the video version of the story. How is the ending different? Which version do you prefer? Why?

Before the video

- Tell the children that they are going to watch a video of the story. Tell them to look for what the video shows them that the version in their book doesn't.

During the video

- Allow the children to watch the whole video once.
- Then play it again, this time stopping it every so often to ask the children to describe what happened.
- Ask them how the ending is different in the video.

After the video

- Ask the children which version they preferred and why. Have them discuss ideas with a partner.
- Then invite individual children to explain their opinion to the class.
- Take a class vote on which version was more popular.

Videoscript

Jack: *Look how good they are at hockey. I want to play like them.*

Alfie: *Yeah, look how fast they run. They always get the ball from the other team.*

Karen: *Maybe hockey's not the best game for us.*

Alfie: *You're right! I think we have to find a sport that matches our talents. I mean, we're athletic and we love sports. There must be a sport we're good at.*

Karen: *We've tried a lot of sports and they were fun. I just want to be good enough to get on to a team. Imagine – our team could win a medal, or maybe even a championship!*

Jack: *Remember we tried football first … Then tennis … Then table-tennis.*

Alfie: *We tried basketball too.*

Jack: *Oh, yes … Karen dropped the ball and fell over trying to pick it up. You couldn't stop, so you ran into her. You both fell on the floor.*

Karen: *And you were laughing so much, you weren't allowed to play any more …*

Jack: *OK, OK – so we're not good at those sports. But we're fit and talented. There must be a team sport we can win at.*

Alfie: *I agree. If we keep thinking, we'll find the perfect one.*

Karen: *I forgot to tell you! We're playing in the Rounders Competition next week!*

Jack: *Rounders? Oh, Karen – no! We're going to be awful …*

Alfie: *Not awful … But not successful …*

Karen: *You're good at running, Jack, but I'm not.*

Jack: *I'm terrible at throwing. Alfie can catch, but I think my baby sister is better than him!*

Alfie: *Thanks very much, Jack. But I'm better at throwing than you, and I'm better at cycling.*

Jack: *Karen, you're a great swimmer, but we're all good at different things. We should find a sport that we can all do together.*

Alfie: *Jack, that's a good idea. What sport can we do? Let's think.*

Karen: *Yes! You're right, Jack. OK, let's think about it tonight. We can meet tomorrow to talk about our ideas.*

Alfie: *So, what are our strengths?*

Jack: *I'm good at watching sport on TV.*

Karen: *Come on, Jack. Be serious.*

Alfie: *Well, I ride my bike every day. I suppose I'm quite good at that?*

Karen: *You're brilliant at that! You have so much endurance – you can cycle for hours.*

Alfie: *Thanks, Karen!*

Karen: *Swimming for me, obviously.*

Alfie: *And running for you, Jack.*

Jack: *But those skills are so different – I don't see how we can make them into a sport that we can all do together.*

Alfie: *I do! I saw this advert yesterday … Look! Why don't we enter this triathlon?*

Jack: *Triathlon? That's really difficult, isn't it? You have to be good at three different sports.*

Alfie: *But we as a team are good at three different sports – swimming, cycling and running!*

Jack: *So, one person does each stage?*

Alfie: *Yes! All our times are added together at the end of the race. The team with the fastest time is the winner.*

Karen: *What do you think? Shall we enter?*

Jack: *I think I might like that …*

Alfie: *I think we might be quite good …*

Karen: *Yay! We're definitely going to win a medal!*

Alfie: *I can't believe it!*

All: *We won!*

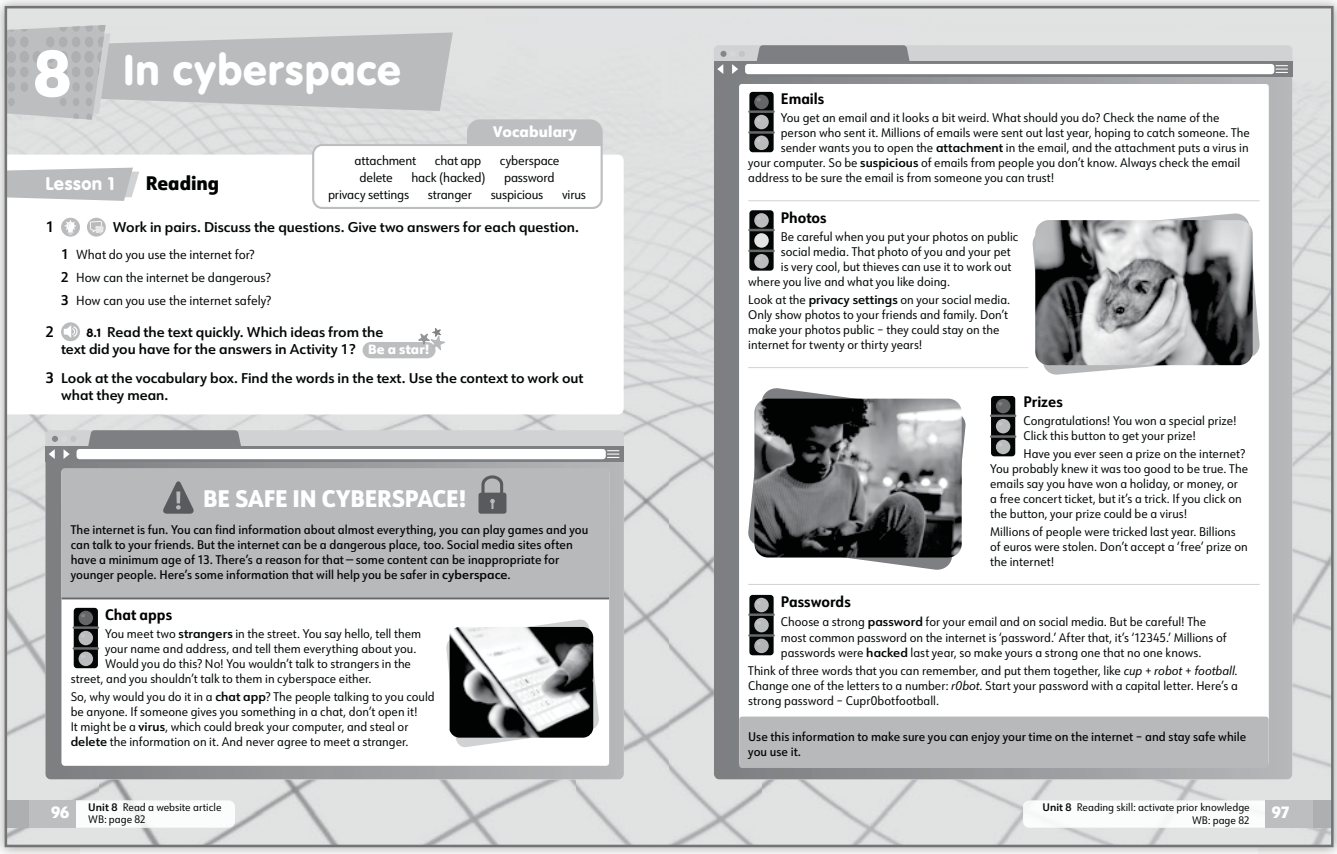
Cooler: Acrostics

- Write the word *SPORT* on the board with the letters one below the other in a vertical line.
- Ask the children for a word about the play that begins with each of the letters. Write their suggestions next to the letters on the board (e.g. *strengths, persevere, optimistic, rewarding, talent*).
- Now have the children choose from the words *TEAMS* or *SPIRIT* (or a word of their own choice from the text) and do the same. Then they share their acrostic with the children around them.
- Ask if anyone would like to share their acrostic with the class.

8 In cyberspace

Lesson 1 Reading

Pupil's Book pages 96–97


8 In cyberspace

Lesson 1 Reading

Vocabulary: attachment, chat app, cyberspace, delete, hack (hacked), password, privacy settings, stranger, suspicious, virus

1 Work in pairs. Discuss the questions. Give two answers for each question.
1 What do you use the internet for?
2 How can the internet be dangerous?
3 How can you use the internet safely?

2 8.1 Read the text quickly. Which ideas from the text did you have for the answers in Activity 1? Be a star!

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

BE SAFE IN CYBERSPACE!

The internet is fun. You can find information about almost everything, you can play games and you can talk to your friends. But the internet can be a dangerous place, too. Social media sites often have a minimum age of 13. There's a reason for that – some content can be inappropriate for younger people. Here's some information that will help you be safer in cyberspace.

Chat apps
You meet two **strangers** in the street. You say hello, tell them your name and address, and tell them everything about you. Would you do this? No! You wouldn't talk to strangers in the street, and you shouldn't talk to them in cyberspace either.
So, why would you do it in a **chat app**? The people talking to you could be anyone. If someone gives you something in a chat, don't open it! It might be a **virus**, which could break your computer, and steal or **delete** the information on it. And never agree to meet a stranger.

Emails
You get an email and it looks a bit weird. What should you do? Check the name of the person who sent it. Millions of emails were sent out last year, hoping to catch someone. The sender wants you to open the **attachment** in the email, and the attachment puts a virus in your computer. So be **suspicious** of emails from people you don't know. Always check the email address to be sure the email is from someone you can trust!

Photos
Be careful when you put your photos on public social media. That photo of you and your pet is very cool, but thieves can use it to work out where you live and what you like doing.
Look at the **privacy settings** on your social media. Only show photos to your friends and family. Don't make your photos public – they could stay on the internet for twenty or thirty years!

Prizes
Congratulations! You won a special prize! Click this button to get your prize!
Have you ever seen a prize on the internet? You probably knew it was too good to be true. The emails say you have won a holiday, or money, or a free concert ticket, but it's a trick. If you click on the button, your prize could be a virus!
Millions of people were tricked last year. Billions of euros were stolen. Don't accept a 'free' prize on the internet!

Passwords
Choose a strong **password** for your email and on social media. But be careful! The most common password on the internet is 'password.' After that, it's '12345.' Millions of passwords were **hacked** last year, so make yours a strong one that no one knows.
Think of three words that you can remember, and put them together, like *cup + robot + football*. Change one of the letters to a number: *r0bot*. Start your password with a capital letter. Here's a strong password – Cupr0botfootball.

Use this information to make sure you can enjoy your time on the internet – and stay safe while you use it.

96 Unit 8 Read a website article WB: page 82

Unit 8 Reading skill: activate prior knowledge WB: page 82 97

***Learning objectives*:** Read a website article; Activate prior knowledge

***Vocabulary*:** attachment, chat app, cyberspace, delete, hack (hacked), password, privacy settings, stranger, suspicious, virus

***Resources*:** Vocabulary 1 worksheet

Warm-up: Backs to the board

- Play *Backs to the board* (see Games bank, pages 14–17) with vocabulary from Unit 7.
- Suggested words: *fitness, marathon, acrobatics, athletic, mixture.*

1 Work in pairs. Discuss the questions. Give two ideas for each.

- Discuss question 1 as a whole class. Then give the children some thinking time for questions 2 and 3 before having them discuss answers with a partner.
- Conduct class feedback and write key ideas on the board.

2 8.1 Read the text quickly. Which ideas from the text did you have for the answers in Activity 1? Be a star!

- Have the children read the article quickly to check their ideas in Activity 1. Set a time limit so the children read quickly to get an overall idea.
- Ask them which of their ideas on the board they found in the text and what information was new.
- The children work in pairs. Ask them to tell their partner one thing that they didn't know before and one thing they think is important.
- Play the audio if the children need additional support.

Suggested answers: 1 emailing, watching videos, finding information, listening to music **2** People can lie to you, send attachments with a virus, hack into your computer, or steal personal information. You may find scary or shocking information. **3** Don't agree to meet anyone online. Be suspicious of emails and attachments from people you don't know. Don't give personal information online. Change your privacy settings. Choose a strong, secure password.

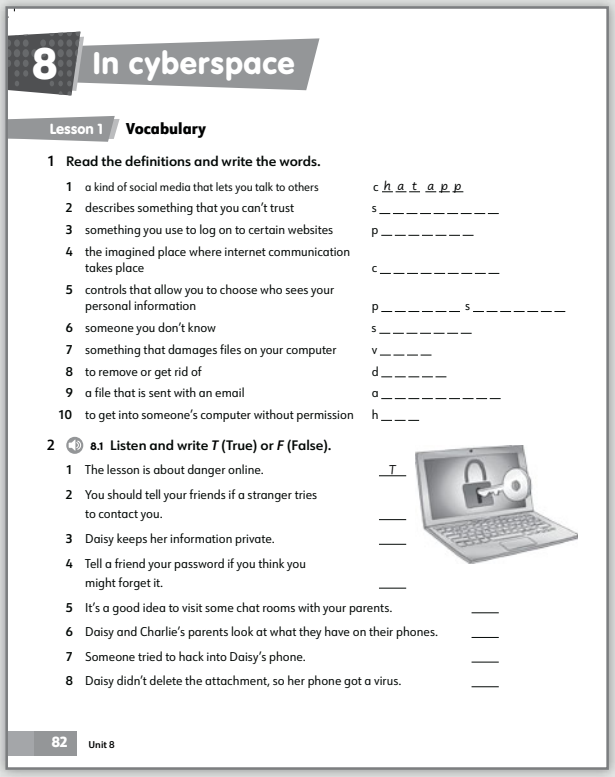
3 Look at the vocabulary box. Find the words in the text. Use the context to work out what they mean.

- The children scan the text to find the words in the vocabulary box.
- Ask the 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 157 of the Pupil's Book.
- Read out definitions from the dictionary in the following order: *privacy settings*, *stranger, cyberspace*, *attachment*, *virus*, *suspicious*, *delete*, *password*, *chat app, hack*. The class call out the words. Check and correct pronunciation as necessary.

Cooler: What's the last word?

- Play *What's the last word?* (see Games Bank, pages 14–17) with part one of track 8.1 from Lesson 1.
- Suggested words to stop after: *games, dangerous, cyberspace, strangers, chat app, computer, information.*

Workbook page 82



8 In cyberspace

Lesson 1 Vocabulary

1 Read the definitions and write the words.

1 a kind of social media that lets you talk to others — c h a t a p p
2 describes something that you can't trust — s _____
3 something you use to log on to certain websites — p _____
4 the imagined place where internet communication takes place — c _____
5 controls that allow you to choose who sees your personal information — p _____ s _____
6 someone you don't know — s _____
7 something that damages files on your computer — v _____
8 to remove or get rid of — d _____
9 a file that is sent with an email — a _____
10 to get into someone's computer without permission — h _____

2 8.1 Listen and write *T* (True) or *F* (False).

1 The lesson is about danger online. — T
2 You should tell your friends if a stranger tries to contact you. — ____
3 Daisy keeps her information private. — ____
4 Tell a friend your password if you think you might forget it. — ____
5 It's a good idea to visit some chat rooms with your parents. — ____
6 Daisy and Charlie's parents look at what they have on their phones. — ____
7 Someone tried to hack into Daisy's phone. — ____
8 Daisy didn't delete the attachment, so her phone got a virus. — ____

82 Unit 8

1 Read the definitions and write the words.

Answers: 1 chat app **2** suspicious **3** password **4** cyberspace **5** privacy settings **6** stranger **7** virus **8** delete **9** attachment **10** hack

2 8.1 Listen and write *T* (True) or *F* (False).

Audioscript

Woman: *OK, everyone – listen please. In today's lesson, we've going to talk about internet safety. Being safe on the internet is important because cyberspace can be a dangerous place. Now – what happens if you get a message from someone you don't know?*

Boy: *You shouldn't answer them but if you do, you must never agree to meet a stranger. You should only share personal information with friends.*

Woman: *Good answer Charlie ... and if a stranger does contact you – you should tell your parents. But how do you make sure that no one that don't know contacts you? Yes – Daisy ...*

Girl: *Well, I have got my privacy settings on my social media app as `private' – so only my friends can see and comment on what I say.*

Woman: *That's right Daisy ... and a password is another good way to keep your information secret, especially if you choose one that is difficult to guess. Remember that you should never share passwords though. So, it is OK for you to use every chat app?*

Boy: *No – you should check what age they are for before you use them and if you are not sure, you should ask your parents.*

Girl: *My parents check my phone anyway.*

Boy: *Mine too!*

Woman: *The last thing I want to talk about is messages or emails with suspicious attachments. What should we do with them?*

Girl: *I got one of those last week! I think they were trying to hack into my phone. Attachments could have a virus and they might be trying to steal information or even money from you.*

Woman: *That's right! So, what should you do?*

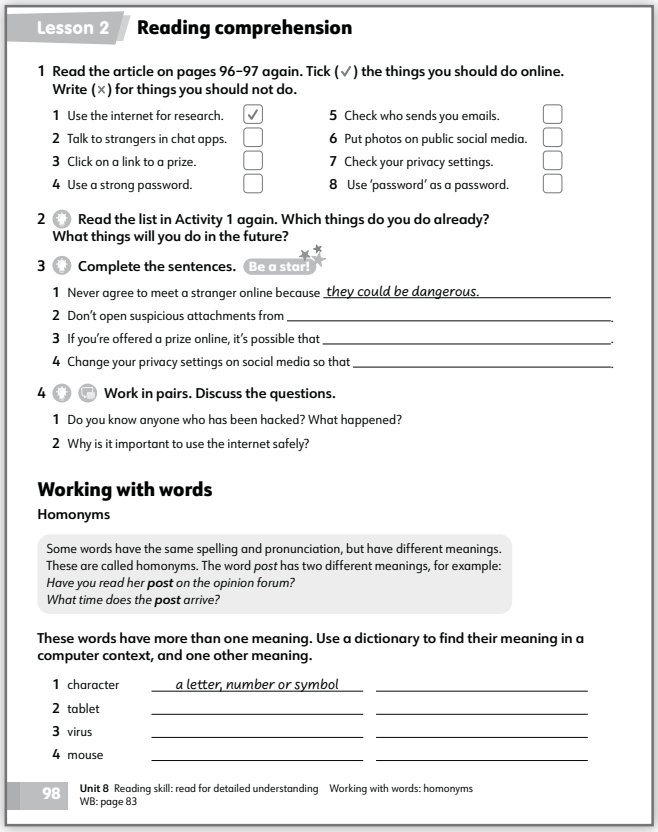
Boy: *I hope you deleted it without opening it, Daisy.*

Girl: *I sure did!*

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

Lesson 2 Reading comprehension / Working with words

Pupil's Book page 98



Lesson 2 **Reading comprehension**

1 Read the article on pages 96–97 again. Tick (✓) the things you should do online. Write (×) for things you should not do.

1 Use the internet for research.	✓	5 Check who sends you emails.	
2 Talk to strangers in chat apps.		6 Put photos on public social media.	
3 Click on a link to a prize.		7 Check your privacy settings.	
4 Use a strong password.		8 Use 'password' as a password.	

2 Read the list in Activity 1 again. Which things do you do already? What things will you do in the future?

3 Complete the sentences. Be a star!

1 Never agree to meet a stranger online because *they could be dangerous.*
2 Don't open suspicious attachments from _____.
3 If you're offered a prize online, it's possible that _____.
4 Change your privacy settings on social media so that _____.

4 Work in pairs. Discuss the questions.

1 Do you know anyone who has been hacked? What happened?
2 Why is it important to use the internet safely?

Working with words

Homonyms

Some words have the same spelling and pronunciation, but have different meanings. These are called homonyms. The word *post* has two different meanings, for example:
*Have you read her **post** on the opinion forum?*
*What time does the **post** arrive?*

These words have more than one meaning. Use a dictionary to find their meaning in a computer context, and one other meaning.

1 character	*a letter, number or symbol*	
2 tablet		
3 virus		
4 mouse		

98 **Unit 8** Reading skill: read for detailed understanding Working with words: homonyms
WB: page 83

***Learning objectives*:** Read for detailed understanding; Homonyms

***Resources*:** Working with words worksheet

Warm-up: Get it wrong

- Read out the beginning of the text on page 96, but change certain key words. Have the children say *Stop!* when they notice that something is different and tell you what the original was.
- Possible version to use: *The internet is boring. You can find information about almost nothing, you can play games and you can talk to your cousins. But the cinema can be a dangerous place, too. Shopping sites often have a maximum age of 13. There's a reason for that. Here's some apples that will help you be happy in cyberspace.*

1 Read the article on pages 96–97 again. Tick (✓) the things you should do online. Write (✕) for things you should not do.

- Refer the children to the example. Ask them to find information in the text to support the answer. (*You can find information about almost everything, …*)
- Have the children read the article again and continue the activity individually.
- Read out the phrases and have the children raise their hand for the ones they ticked and leave their hand down for ones they crossed. Check the class agrees. Encourage children to give information from the text to support their answers.

Answers: ✓ by: 1, 4, 5, 7 ✕ by: 2, 3, 6, 8

2 Read the list in Activity 1 again. Which things do you do already?

What things will you do in the future?

- Refer the children to the list in Activity 1 again.
- Discuss with the children what things they already do on the list to stay safe online and what they will do in the future after having read the article.

3 Complete the sentences. Be a star!

- Refer the children to the first sentence and elicit ideas for completing it. Explain that they should try to use their own words to express the information in the text.
- Have the children continue the activity individually and then compare their answers with a partner.
- Ask individual children to read out their sentences and ask if the class agrees. Ask if there are alternative ways of saying it that the children want to share. Write one correct version on the board for each sentence so children can copy it if necessary.

Suggested answers: 1 it could be very dangerous. **2** people you don't know. **3** it's a trick to try and steal your personal information. **4** you can decide who to share personal information with.

4 Work in pairs. Discuss the questions.

- Give the children some time to think about their answers to the questions.
- Divide the class into pairs and have them talk about their answers together.
- Invite suggestions from the class. Ask if anyone has anything else to add.

Working with words

Homonyms

- Write on the board:
  Oh, no! I can't find my front door _____ !
  To start the game press the 'Start' _____ .
  Ask the children to find one word which can complete both gaps (*key*). Point out that the word *key* has two meanings – words like these are called homonyms.
- Have the children read the introduction in *Working with words*.

These words have more than one meaning. Use a dictionary to find their meaning in a computer context, and one other meaning.

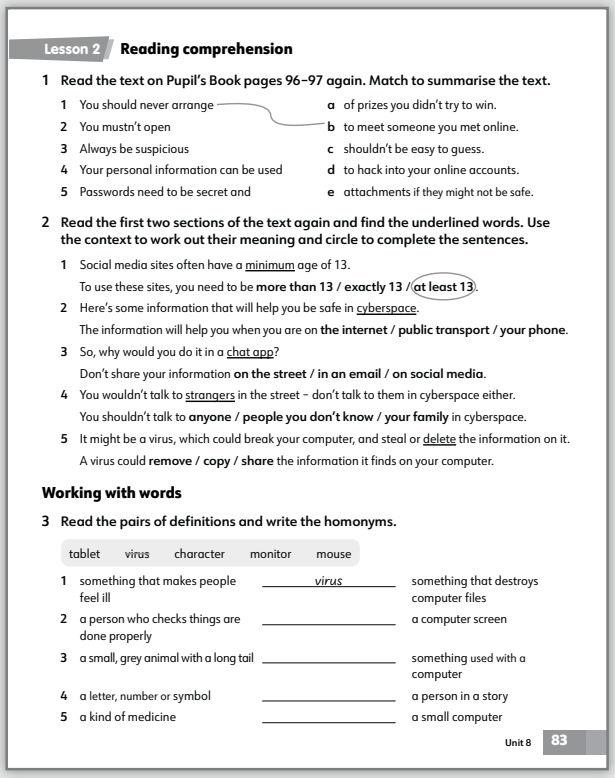
- Have the children find and suggest a different definition for the word *character*. Then have the children continue the activity individually.
- Ask the children to raise their hands to give the definition of the words in a computer context, and then another child gives the definition in another context. Ask if the class agrees, or if there are other possible definitions.

Answers: 1 a letter, number or symbol / a person in a story **2** a small touchscreen computer / a small solid piece of medicine **3** a program that enters computers and causes damage / a tiny living thing that can enter your body and make you ill **4** a small object you use to move the cursor on a computer screen / a small furry animal with a long tail

Cooler: Team spelling

- Play *Team spelling* (see Games bank, pages 14–17) with the examples in *Working with words*. Read out the definition and have the children write the word.

Workbook page 83



Lesson 2 **Reading comprehension**

1 Read the text on Pupil's Book pages 96–97 again. Match to summarise the text.

1	You should never arrange	**a**	of prizes you didn't try to win.
2	You mustn't open	**b**	to meet someone you met online.
3	Always be suspicious	**c**	shouldn't be easy to guess.
4	Your personal information can be used	**d**	to hack into your online accounts.
5	Passwords need to be secret and	**e**	attachments if they might not be safe.

2 Read the first two sections of the text again and find the underlined words. Use the context to work out their meaning and circle to complete the sentences.

1 Social media sites often have a minimum age of 13.
To use these sites, you need to be **more than 13 / exactly 13 / at least 13**.
2 Here's some information that will help you be safe in cyberspace.
The information will help you when you are on **the internet / public transport / your phone**.
3 So, why would you do it in a chat app?
Don't share your information **on the street / in an email / on social media**.
4 You wouldn't talk to strangers in the street – don't talk to them in cyberspace either.
You shouldn't talk to **anyone / people you don't know / your family** in cyberspace.
5 It might be a virus, which could break your computer, and steal or delete the information on it.
A virus could **remove / copy / share** the information it finds on your computer.

Working with words

3 Read the pairs of definitions and write the homonyms.

tablet virus character monitor mouse

1	something that makes people feel ill	*virus*	something that destroys computer files
2	a person who checks things are done properly	_____	a computer screen
3	a small, grey animal with a long tail	_____	something used with a computer
4	a letter, number or symbol	_____	a person in a story
5	a kind of medicine	_____	a small computer

Unit 8 83

1 Read the text on Pupil's Book pages 96–97 again. Match to summarise the text.

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

2 Read the first two sections of the text again and find the underlined words. Use the context to work out their meaning and circle to complete the sentences.

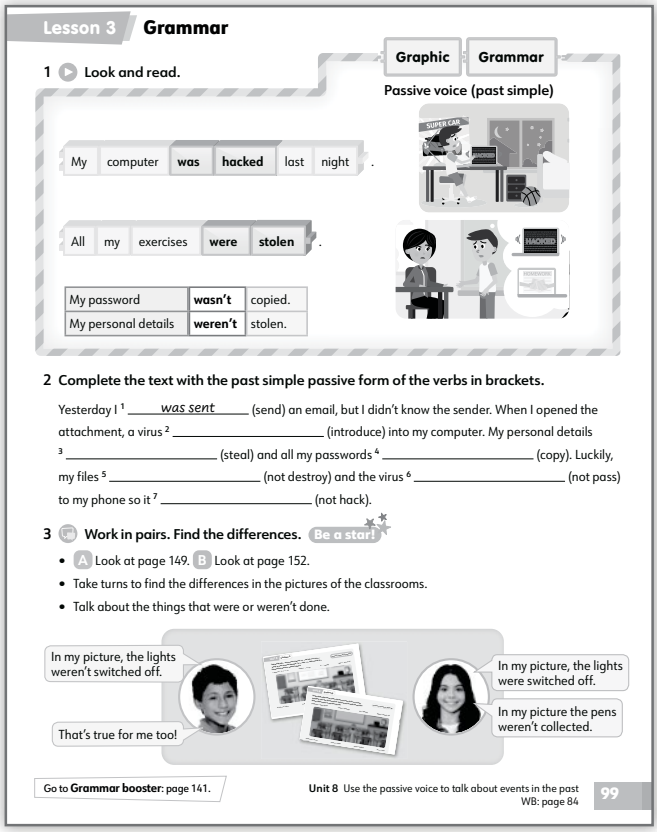
Answers: 1 at least 13 **2** the internet **3** on social media **4** people you don't know **5** remove

3 Read the pairs of definitions and write the homonyms.

Answers: 1 virus **2** monitor **3** mouse **4** character **5** tablet

Lesson 3 Grammar

Pupil's Book page 99


Lesson 3 Grammar

1 Look and read.

Graphic | Grammar

Passive voice (past simple)

My computer was hacked last night.

All my exercises were stolen.

My password	wasn't	copied.
My personal details	weren't	stolen.

2 Complete the text with the past simple passive form of the verbs in brackets.

Yesterday I [1] was sent (send) an email, but I didn't know the sender. When I opened the attachment, a virus [2] _____ (introduce) into my computer. My personal details [3] _____ (steal) and all my passwords [4] _____ (copy). Luckily, my files [5] _____ (not destroy) and the virus [6] _____ (not pass) to my phone so it [7] _____ (not hack).

3 Work in pairs. Find the differences. Be a star!

- A Look at page 149. B Look at page 152.
- Take turns to find the differences in the pictures of the classrooms.
- Talk about the things that were or weren't done.

In my picture, the lights weren't switched off.

That's true for me too!

In my picture, the lights were switched off.

In my picture the pens weren't collected.

Go to Grammar booster: page 141.

Unit 8 Use the passive voice to talk about events in the past WB: page 84

99

Learning objectives: Use the passive voice to talk about events in the past

Grammar: The passive voice (past simple)

Review vocabulary: internet safety

Resources: Graphic Grammar video; Grammar 1 worksheet

Warm-up: Disappearing sentences

- Play *Disappearing sentences* (see Games bank, pages 14–17) with the first four sentences on page 97, from *You get an email …* to *… hoping to catch someone.*

1 Look and read.

- Ask the children to say what they can see in the pictures. Ask *What happened to the boy? What do you think he's saying to his teacher?*
- Read out the sentences and have the children check their ideas. Read them again for children to repeat.
- Ask: *Are these actions in the present or the past?* (*past (last night)*) *Do we know who did these actions?* (*no*) Remind the children that we use the passive voice when we want to focus on the action. The person who does the action is not known or is not important.
- Ask the children how we form the past simple passive. (*subject + past simple to be (was / were) + past participle*)
- Have the children look back at the 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, ask: *What happened to the boy last night? Why can't he give the teacher his homework?* Play the video. The children watch and answer the questions. (*His computer was hacked. His homework exercises were stolen.*)
- Continue as above from the third point. Play the video again and have the children repeat the sentences.

Teaching star!

Game

Make repetition fun so that the children will remember irregular verb forms more easily and be more willing to practise again.

- Divide the class into two or three groups. Give one child in each group a board pen.
- Call out the infinitive of an irregular verb from this lesson (e.g. *steal*, *send*, *shut*, *take*, *see*, *hurt*, *meet*) with some regular verbs mixed in (*hack*, *delete*, *copy*, *introduce*).
- Each child with a pen comes to the board and writes the past participle of the verb on the board. The first correct answer wins.

Tip: This can also be done seated in small groups with sheets of paper and pens / pencils if you wish to have a quieter classroom.

The element of fun, competition and repetition makes the verbs easier to learn and remember.

2 Complete the text with the past simple passive form of the verbs in brackets.

- Refer the children to the example answer. Elicit why it is *was sent*, not *were sent* (*because the subject is* I).
- Elicit the answer for number 2 from the class.
- Have the children complete the activity individually.
- Ask volunteers to read out sentences. Ask if the class agrees. Write the answers on the board for the children to check.

Answers: 1 was sent **2** was introduced **3** were stolen **4** were copied **5** was promised **6** weren't destroyed **7** wasn't passed **8** wasn't hacked

3 Work in pairs. Find the differences.

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 152.
- Read out the instructions and the example dialogue so the children have an understanding of how to play the game. The children look at their pictures and describe to their partner what things were/weren't done in their classrooms yesterday afternoon using the prompts above and below the pictures.
- Have the children take turns and allow time for them to complete the game.

Cooler: Team sentences

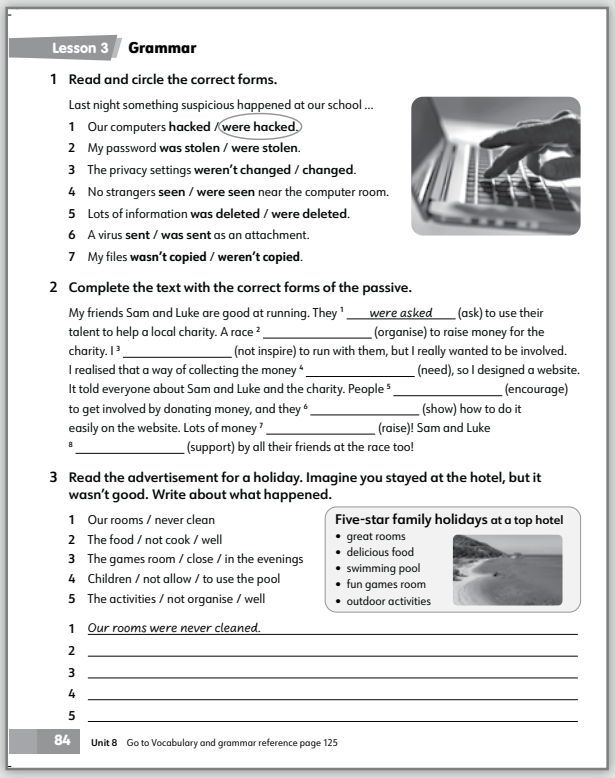
- Play *Team sentences* (see Games bank, pages 14–17) with sentences from this lesson.
- Suggested sentences:
  My computer was hacked last night.
  My password wasn't copied.
  All my exercises were stolen.
  My files weren't destroyed.
  The lights weren't switched off yesterday.

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 was designed **2** were reviewed **3** was injured **4** was stolen **5** was damaged **6** were received **7** was hacked **8** had seen

Workbook page 84



Lesson 3 **Grammar**

1 Read and circle the correct forms.

Last night something suspicious happened at our school ...

1 Our computers **hacked** / **were hacked**.
2 My password **was stolen** / **were stolen**.
3 The privacy settings **weren't changed** / **changed**.
4 No strangers **seen** / **were seen** near the computer room.
5 Lots of information **was deleted** / **were deleted**.
6 A virus **sent** / **was sent** as an attachment.
7 My files **wasn't copied** / **weren't copied**.

2 Complete the text with the correct forms of the passive.

My friends Sam and Luke are good at running. They [1] *were asked* (ask) to use their talent to help a local charity. A race [2] _____ (organise) to raise money for the charity. I [3] _____ (not inspire) to run with them, but I really wanted to be involved. I realised that a way of collecting the money [4] _____ (need), so I designed a website. It told everyone about Sam and Luke and the charity. People [5] _____ (encourage) to get involved by donating money, and they [6] _____ (show) how to do it easily on the website. Lots of money [7] _____ (raise)! Sam and Luke [8] _____ (support) by all their friends at the race too!

3 Read the advertisement for a holiday. Imagine you stayed at the hotel, but it wasn't good. Write about what happened.

1 Our rooms / never clean
2 The food / not cook / well
3 The games room / close / in the evenings
4 Children / not allow / to use the pool
5 The activities / not organise / well

Five-star family holidays at a top hotel
- great rooms
- delicious food
- swimming pool
- fun games room
- outdoor activities

1 *Our rooms were never cleaned.*
2 _____
3 _____
4 _____
5 _____

84 **Unit 8** Go to Vocabulary and grammar reference page 125

Remind the children that they can refer to the grammar reference on page 125 to help them while completing these activities.

1 Read and circle the correct forms.

Answers: 1 were hacked **2** was stolen **3** weren't changed **4** were seen **5** was deleted **6** was sent **7** weren't copied

2 Complete the text with the correct forms of the passive.

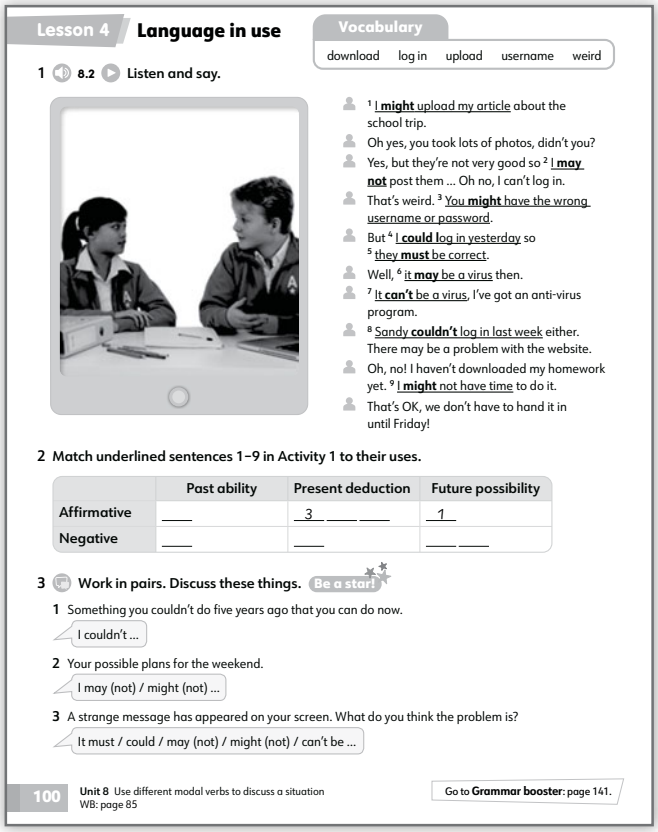
Answers: 1 were asked **2** was organised **3** wasn't inspired **4** was needed **5** were encouraged **6** were shown **7** was raised **8** were supported

3 Read the advertisement for a holiday. Imagine you stayed at the hotel, but it wasn't good. Write about what happened.

Answers: 1 Our rooms were never cleaned.
2 The food was not cooked well.
3 The games room was closed in the evenings.
4 Children were not allowed to use the pool.
5 The activities were not organised well.

Lesson 4 Language in use

Pupil's Book page 100



Lesson 4 Language in use

Vocabulary: download log in upload username weird

1 8.2 Listen and say.

[1] I **might** upload my article about the school trip.
Oh yes, you took lots of photos, didn't you?
Yes, but they're not very good so [2] I **may not** post them ... Oh no, I can't log in.
That's weird. [3] You **might** have the wrong username or password.
But [4] I **could** log in yesterday so [5] they **must** be correct.
Well, [6] it **may** be a virus then.
[7] It **can't** be a virus, I've got an anti-virus program.
[8] Sandy **couldn't** log in last week either. There may be a problem with the website.
Oh, no! I haven't downloaded my homework yet. [9] I **might** not have time to do it.
That's OK, we don't have to hand it in until Friday!

2 Match underlined sentences 1–9 in Activity 1 to their uses.

	Past ability	Present deduction	Future possibility
Affirmative	___	3 ___ ___	1
Negative	___	___	___ ___

3 Work in pairs. Discuss these things. Be a star!

1 Something you couldn't do five years ago that you can do now.
I couldn't ...
2 Your possible plans for the weekend.
I may (not) / might (not) ...
3 A strange message has appeared on your screen. What do you think the problem is?
It must / could / may (not) / might (not) / can't be ...

100 Unit 8 Use different modal verbs to discuss a situation
WB: page 85

Go to **Grammar booster**: page 141.

***Learning objectives*:** Use different modal verbs to discuss a situation

***Grammar*:** Modal verbs

***Vocabulary*:** download, log in, upload, username, weird

Review vocabulary: internet safety

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

Warm-up: Telephone

- Play *Telephone* (see Games bank, pages 14–17) with sentences from Lesson 3.
- Suggested sentences to use:
  All my exercises were stolen.
  All my passwords were copied.
  The virus wasn't passed to my phone.
  The computer wasn't shut down yesterday.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Use each word in a sentence. Have the children say which word you used. Suggested sentences:
  I'm going to <u>upload</u> my photos to a website so you can see them.
  My computer was making a <u>weird</u> noise so I switched it off.
  I <u>downloaded</u> the presentation from today's lesson from our class site.
  I tried to <u>log</u> in to my account, but I couldn't remember my username!
- Repeat the words for the children to practise the pronunciation.

1 8.2 Listen and say.

- Have the children look at the photo. Ask: *Who can you see? (Julia and Sam) What do you think they're doing?*
- Play the audio and have the children follow and check their ideas (*They're trying to log in to a school website.*).
- Play the audio again. Stop after each sentence and have the children repeat.
- Ask: *What does Sam want to do? (upload an article to the website) What's the problem? (he can't log in) Does he have the wrong password? (no) Is it a virus? (no)*
- Ask the children to find a sentence where Sam or Julia 1) makes a deduction, 2) talks about a possible future activity and 3) talks about ability in the past. Ask them how all these sentences are formed (*subject + modal verb (+* not*) + infinitive*).
- Divide the class into pairs. The children act out the dialogue.

- If you have access to the class video, ask the questions in the first point above. Play the video. The children watch and answer the questions.
- Continue as above from the third point.
- Play the video one more time and have the children repeat. Have them imitate the intonation and body language.

2 Match underlined sentences 1–9 in Activity 1 to their use.

- Refer the children to the first underlined sentence in Activity 1. Elicit which part of the table it goes in (*future possibility*, *affirmative*). Explain that this means an event which will possibly happen in the future. Do the same with the third sentence in the dialogue. Elicit or explain that 'present deduction' means to make a guess about a present situation.
- Have the children complete the activity individually.
- Ask children to say the numbers and sentences for each category. Ask if everyone agrees. Write the answers on the board.

Answers: 1 future possibility + **2** future possibility – **3** present deduction + **4** past ability + **5** present deduction + **6** present deduction + **7** present deduction – **8** past ability – **9** future possibility –

Teaching star!

MIxed ability

When tasks are more open ended, give the children a minimum number of sentences to produce to help them feel successful. Activity 3 needs the children to use different modals to talk about different concepts. Less confident children may find this a challenge.

- Set a time limit for discussing each question (e.g. two minutes). Set a minimum number of sentences that the pairs must produce per question (e.g. three between them). Point out that they can make as many as they want in the time.
- Let the children know when the time is finished for each question and move onto the next one.

This way all children know what their objective is and can feel they have achieved it. More confident children have the opportunity to produce as much as they want.

3 Work in pairs. Discuss these things.

Be a star!

- Give your own example for each question, e.g. *I couldn't make video calls five years ago, but now I can. I might go to the cinema this weekend or I may watch a film at home. It could be because I have a new username.*
- Divide the class into pairs. Have the children share their answers. Check as a class.

Grammar booster

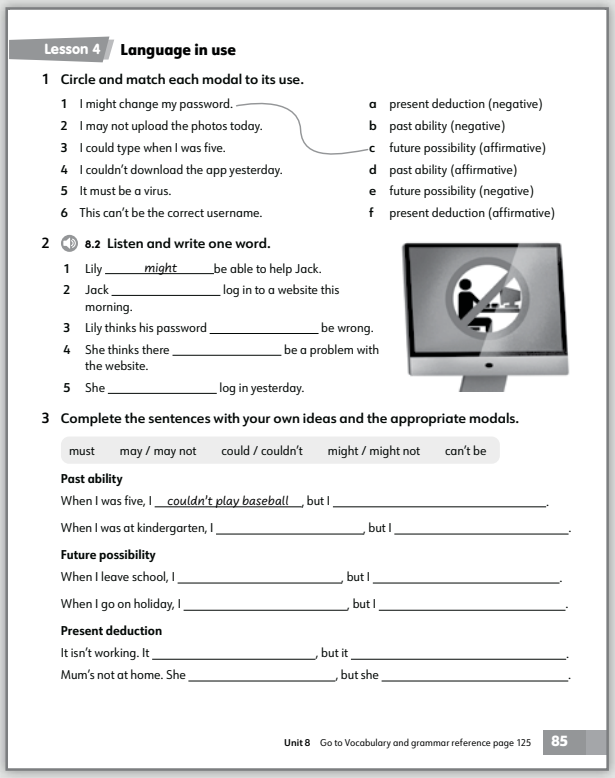
For additional practice, ask the children to turn to page 141 of their Pupil's Book to complete Activities 2 and 3. Alternatively, you may wish to have the children complete these activities at home.

Answers: 2 1 must 2 might 3 couldn't 4 could 5 can't 6 may 7 might 8 might
3 1 can't 2 weren't 3 couldn't 4 must 5 was 6 may not 7 might 8 were

Cooler: How many words?

- Play *How many words?* (see Games bank, pages 14–17).
- Suggested sentences:
  You might have the wrong username or password. (8)
  The password must be correct because I logged in this morning. (11)
  I might not have time to do the homework before Friday. (11)
  There was a weird message on my tablet last night and I couldn't log in. (15).

Workbook page 85



Lesson 4 **Language in use**

1 Circle and match each modal to its use.

1	I might change my password.	a	present deduction (negative)
2	I may not upload the photos today.	b	past ability (negative)
3	I could type when I was five.	c	future possibility (affirmative)
4	I couldn't download the app yesterday.	d	past ability (affirmative)
5	It must be a virus.	e	future possibility (negative)
6	This can't be the correct username.	f	present deduction (affirmative)

2 8.2 Listen and write one word.

1 Lily *might* be able to help Jack.
2 Jack _____ log in to a website this morning.
3 Lily thinks his password _____ be wrong.
4 She thinks there _____ be a problem with the website.
5 She _____ log in yesterday.

3 Complete the sentences with your own ideas and the appropriate modals.

must | may / may not | could / couldn't | might / might not | can't be

Past ability
When I was five, I *couldn't play baseball*, but I _____.
When I was at kindergarten, I _____, but I _____.

Future possibility
When I leave school, I _____, but I _____.
When I go on holiday, I _____, but I _____.

Present deduction
It isn't working. It _____, but it _____.
Mum's not at home. She _____, but she _____.

Unit 8 Go to Vocabulary and grammar reference page 125 85

Remind the children that they can refer to the grammar reference on page 125 to help them while completing these activities.

1 Circle and match each modal to its use.

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

2 8.2 Listen and write one word.

Audioscript

Boy: *I've got a problem with this website Lily. You might be able to help me.*
Girl: *I can try, Jack! What's wrong?*
Boy: *I couldn't log in last night or this morning.*
Girl: *You might not have the correct username.*
Boy: *The username can't be wrong – I've saved it on my computer.*
Girl: *What about your password? It may be the wrong one.*
Boy: *Well, I do have lots of passwords, but I'm sure I used the right one.*
Girl: *Then it must be a problem with the website.*
Boy: *Could you log in yesterday?*
Girl: *Yes. … That's weird. I can't get in now either. I'll ring my dad and see if he can help.*

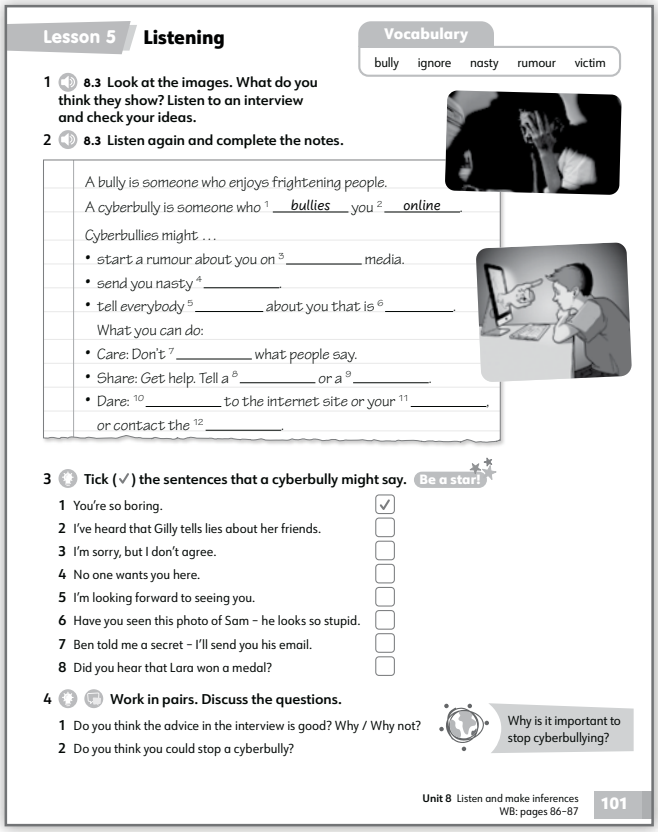
Answers: 1 might **2** couldn't **3** may **4** must **5** could

3 Complete the sentences with your own ideas and the appropriate modals.

Answers: Children's own answers.

Lesson 5 Listening

Pupil's Book page 101


Lesson 5 Listening

Vocabulary: bully ignore nasty rumour victim

1 8.3 Look at the images. What do you think they show? Listen to an interview and check your ideas.

2 8.3 Listen again and complete the notes.

A bully is someone who enjoys frightening people.
A cyberbully is someone who [1] bullies you [2] online.
Cyberbullies might …
• start a rumour about you on [3] _____ media.
• send you nasty [4] _____.
• tell everybody [5] _____ about you that is [6] _____.
What you can do:
• Care: Don't [7] _____ what people say.
• Share: Get help. Tell a [8] _____ or a [9] _____.
• Dare: [10] _____ to the internet site or your [11] _____, or contact the [12] _____.

3 Tick (✓) the sentences that a cyberbully might say. Be a star!

1 You're so boring. ✓
2 I've heard that Gilly tells lies about her friends.
3 I'm sorry, but I don't agree.
4 No one wants you here.
5 I'm looking forward to seeing you.
6 Have you seen this photo of Sam – he looks so stupid.
7 Ben told me a secret – I'll send you his email.
8 Did you hear that Lara won a medal?

4 Work in pairs. Discuss the questions.

1 Do you think the advice in the interview is good? Why / Why not?
2 Do you think you could stop a cyberbully?

Why is it important to stop cyberbullying?

Unit 8 Listen and make inferences WB: pages 86–87 101

***Learning objectives*:** Listen and make inferences

***Vocabulary*:** bully, ignore, nasty, rumour, victim

Review vocabulary: internet safety

Warm-up: What's the word?

- Play *What's the word?* (see Games bank, pages 14–17) with words from today's lesson.
- Suggestions: *frighten*, *online*, *interview*, *internet*.

Vocabulary

- Refer the children to the vocabulary box at the top of the page. Give a short definition of each word and have the children say which one it is:
  Really unkind. (nasty); Someone who frightens or hurts others to get what they want. (bully); News that may not be true. (rumour); To pretend you have not heard or noticed something. (ignore); Someone who is injured or harmed by something or someone. (victim)

1 8.3 Look at the images. What do you think they show? Listen to an interview and check your ideas.

- Elicit what the children can see in the images and what they think they represent. Write ideas on the board. Then play the audio. The children listen and check their ideas.

2 8.3 Listen again and complete the notes.

- Invite volunteers to read out the notes. Ask the class to suggest words to complete each sentence.
- Play the audio again. Have the children check their ideas and complete the notes.

Audioscript

Presenter: *Hi Jane, you're an expert on cyberbullying and how to deal with it. First, can you tell us what cyberbullying is?*

Jane: *Everyone knows what bullies are – they enjoy frightening people and making them feel bad. Bullies tell people they aren't welcome, tell lies about them and make them feel helpless.*

Presenter: *And a cyberbully?*

Jane: *That's someone who bullies people online.*

Presenter: *What kinds of things do cyberbullies do?*

Jane: *Well, sometimes they can start a rumour about you on social media. For example, they might say you copied someone's homework even when you didn't. Other times, cyberbullies can send you nasty messages that make you feel really bad. And sometimes they can tell everybody information about you that is private.*

Presenter: *That must be awful. So you go into schools to talk about this?*

Jane: *Yes. Everyone needs to understand that cyberbullying is a serious problem. Cyberbullies often don't see their victims, so they may not realise how much they hurt people. Some people become depressed or ill. I know because I was bullied at school.*

Presenter: *What advice do you give?*

Jane: *I advise a three – step approach to stop it: Care, Share and Dare. First, care what people say or do to you. Don't ignore it. You were bullied, and that's wrong. If someone is behaving badly like that, you should do something about it.*

Presenter: *Like what?*

Jane: *Share. Share the information with another person: tell a parent or a teacher. Don't try and fix it on your own – get help.*

Presenter: *And then?*

Jane: *Dare to do something. Write to the internet site or your school – or contact the police. Ask an adult to help you. Remember: none of this is your fault. It's the fault of the cyberbully. But you can be brave and do something about it. That's how we'll stop cyberbullying.*

Answers: 1 bullies **2** online **3** social **4** messages **5** information **6** private **7** ignore **8** parent **9** teacher **10** write **11** school **12** police

3 Tick (✓) the sentences that a cyberbully might say.

Be a star!

- Refer the children to the example. Ask why a cyberbully might say this (*to make people feel bad or uncomfortable*).
- Have the children continue the activity individually.
- Conduct class feedback.

Answers: ✓ by: 1, 2, 4, 6, 7

4 Work in pairs. Discuss the questions.

- Have the children discuss in pairs. Invite answers from the class.

Cooler: Collocations

- Play *Collocations* (see Games bank, pages 14–17) with the following columns of words:
  Column 1 – *tell / horrible / start / spread /*
  Column 2 – *very quickly / lies / a rumour / feeling*

ESDC



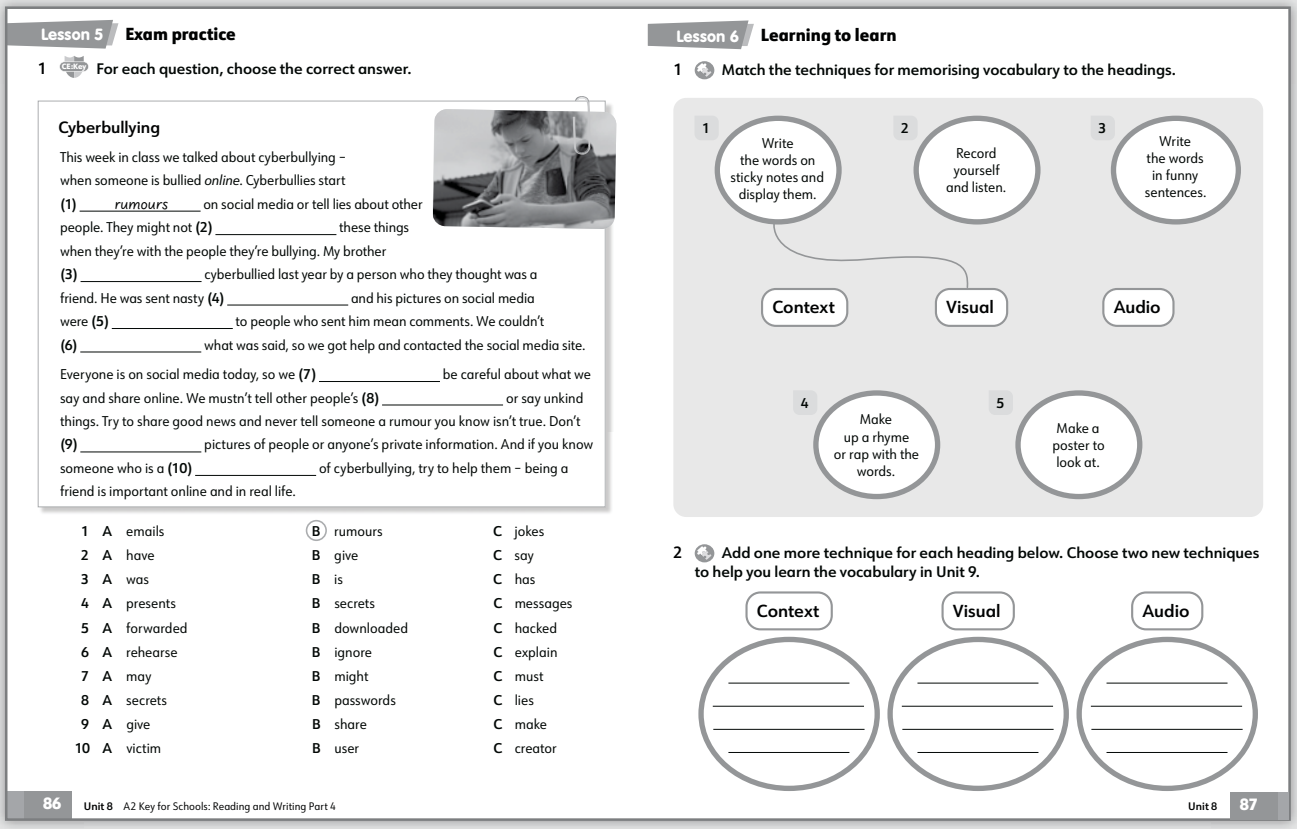
Why is it important to stop cyberbullying?

Introduce the children to Sustainable Development Goal 3: *Good health and well-being*. Ask: *Why is it important to stop cyberbullying?* This question helps the children recognise that personal behaviour can have a positive impact on others.

- Discuss how cyberbullying is a problem that we can fight if we don't say unkind things online, start rumours or share other people's photos or information. Explain that cyberbullying is harmful and makes us all less safe.

Possible answers: It's important because no one should be bullied, online or in real life. Cyberbullying can be harmful because it hurts feelings and can spread rumours about people that aren't true.

Workbook pages 86–87



Lesson 5 Exam practice

1 CE:Key For each question, choose the correct answer.

Cyberbullying

This week in class we talked about cyberbullying – when someone is bullied *online*. Cyberbullies start **(1)** *rumours* on social media or tell lies about other people. They might not **(2)** _____ these things when they're with the people they're bullying. My brother **(3)** _____ cyberbullied last year by a person who they thought was a friend. He was sent nasty **(4)** _____ and his pictures on social media were **(5)** _____ to people who sent him mean comments. We couldn't **(6)** _____ what was said, so we got help and contacted the social media site.

Everyone is on social media today, so we **(7)** _____ be careful about what we say and share online. We mustn't tell other people's **(8)** _____ or say unkind things. Try to share good news and never tell someone a rumour you know isn't true. Don't **(9)** _____ pictures of people or anyone's private information. And if you know someone who is a **(10)** _____ of cyberbullying, try to help them – being a friend is important online and in real life.

1	A emails	B rumours	C jokes
2	A have	B give	C say
3	A was	B is	C has
4	A presents	B secrets	C messages
5	A forwarded	B downloaded	C hacked
6	A rehearse	B ignore	C explain
7	A may	B might	C must
8	A secrets	B passwords	C lies
9	A give	B share	C make
10	A victim	B user	C creator

86 Unit 8 A2 Key for Schools: Reading and Writing Part 4

Lesson 6 Learning to learn

1 Match the techniques for memorising vocabulary to the headings.

1 Write the words on sticky notes and display them.
2 Record yourself and listen.
3 Write the words in funny sentences.
4 Make up a rhyme or rap with the words.
5 Make a poster to look at.

Context | Visual | Audio

2 Add one more technique for each heading below. Choose two new techniques to help you learn the vocabulary in Unit 9.

Context | Visual | Audio

Unit 8 87

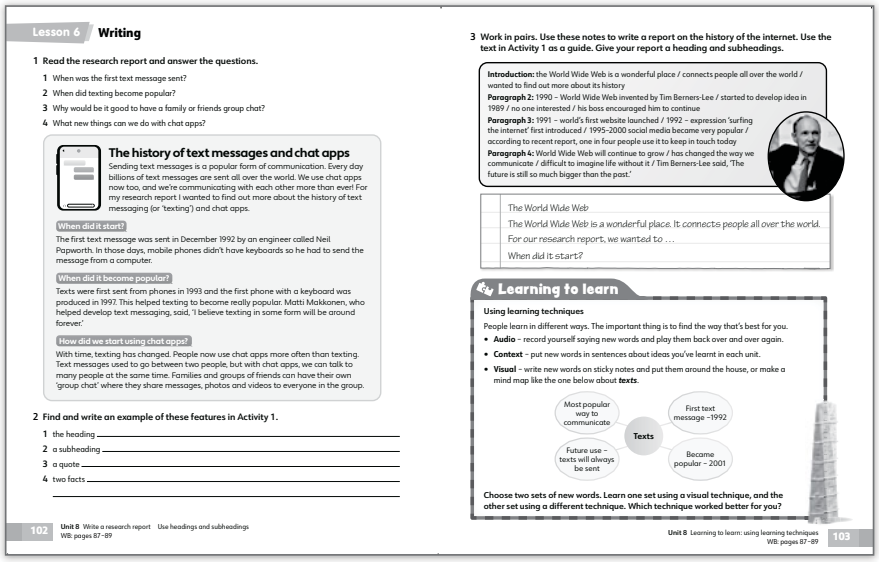
1 CE:Key For each question, choose the correct answer.

This activity helps the children prepare for Part 4 of the Reading and Writing paper of the Cambridge English A2 Key for Schools exam.

Answers: **1** B **2** C **3** A **4** C **5** A **6** B **7** C **8** A **9** B **10** A

Lesson 6 Writing / Learning to learn

Pupil's Book pages 102–103



Lesson 6 **Writing**

1 **Read the research report and answer the questions.**

1 When was the first text message sent?
2 When did texting become popular?
3 Why would be it good to have a family or friends group chat?
4 What new things can we do with chat apps?

The history of text messages and chat apps

Sending text messages is a popular form of communication. Every day billions of text messages are sent all over the world. We use chat apps now too, and we're communicating with each other more than ever! For my research report I wanted to find out more about the history of text messaging (or 'texting') and chat apps.

When did it start?

The first text message was sent in December 1992 by an engineer called Neil Papworth. In those days, mobile phones didn't have keyboards so he had to send the message from a computer.

When did it become popular?

Texts were first sent from phones in 1993 and the first phone with a keyboard was produced in 1997. This helped texting to become really popular. Matti Makkonen, who helped develop text messaging, said, 'I believe texting in some form will be around forever.'

How did we start using chat apps?

With time, texting has changed. People now use chat apps more often than texting. Text messages used to go between two people, but with chat apps, we can talk to many people at the same time. Families and groups of friends can have their own 'group chat' where they share messages, photos and videos to everyone in the group.

2 **Find and write an example of these features in Activity 1.**

1 the heading
2 a subheading
3 a quote
4 two facts

102 Unit 8 Write a research report Use headings and subheadings
WB: pages 87–89

3 **Work in pairs. Use these notes to write a report on the history of the internet. Use the text in Activity 1 as a guide. Give your report a heading and subheadings.**

Introduction: the World Wide Web is a wonderful place / connects people all over the world / wanted to find out more about its history
Paragraph 2: 1990 – World Wide Web invented by Tim Berners-Lee / started to develop idea in 1989 / no one interested / his boss encouraged him to continue
Paragraph 3: 1991 – world's first website launched / 1992 – expression 'surfing the internet' first introduced / 1995–2000 social media became very popular / according to recent report, one in four people use it to keep in touch today
Paragraph 4: World Wide Web will continue to grow / has changed the way we communicate / difficult to imagine life without it / Tim Berners-Lee said, 'The future is still so much bigger than the past.'

The World Wide Web
The World Wide Web is a wonderful place. It connects people all over the world.
For our research report, we wanted to …
When did it start?

Learning to learn

Using learning techniques

People learn in different ways. The important thing is to find the way that's best for you.

- **Audio** – record yourself saying new words and play them back over and over again.
- **Context** – put new words in sentences about ideas you've learnt in each unit.
- **Visual** – write new words on sticky notes and put them around the house, or make a mind map like the one below about ***texts***.

Most popular way to communicate
First text message –1992
Texts
Future use – texts will always be sent
Become popular – 2001

Choose two sets of new words. Learn one set using a visual technique, and the other set using a different technique. Which technique worked better for you?

Unit 8 Learning to learn: using learning techniques
WB: pages 87–89 103

Learning objectives: Write a research report; Use headings and subheadings; Using learning techniques

1 Read the research report and answer the questions.

- Read out the questions and elicit ideas about the answers.
- The children read the report and answer the questions.

Answers: 1 December **1992** **2** After the first phone with a keyboard was produced in **1997**. **3** You can talk to many people at the same time. **4** Share messages, photos and videos with everyone in the group.

2 Find and write an example of these features in the report in Activity 1.

- Draw attention to the first feature (the heading). Have the class identify the heading in the research report.
- Read out the other features and check understanding. The children work in pairs to complete the activity.
- Conduct class feedback.

Answers: 1 The history of text messages and chat apps **2** When did it start? / When did it become popular? / How did we start using chat apps? **3** 'I believe texting in some form will be around forever.' **4** Children's own answers.

3 Work in pairs. Use these notes to write a report on the history of the internet. Use the text in Activity 1 as a guide. Give your report a heading and subheadings.

- Give the children time to read the notes.
- Read out the example for the first part of the report. Elicit ideas to complete the second sentence.
- The children work in pairs to write a research report using the notes.

Suggested answer:
The World Wide Web
The World Wide Web is a wonderful place. It connects people all over the world. For our research report we wanted to find out more about its history.
When did it start?
The Web was invented in 1990 by Tim Berners-Lee. He had started to develop the idea in 1989. No one was interested, but his boss encouraged him to continue.
How has it developed?
The world's first website was launched in 1991 and the expression 'surfing the internet' was first introduced in 1992. Social media became very popular between 1995 and 2000. According to one recent report, one in four people use social media to keep in touch today.
The future
The World Wide Web will continue to grow. It has changed the way we communicate and it is difficult to imagine life without it. Tim Berners-Lee said, 'The future is still so much bigger than the past'.

Learning to learn

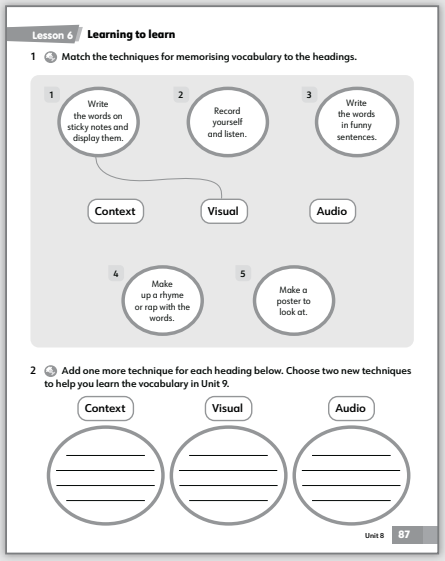
Using learning techniques

- Ask the children what they do to help themselves remember new words.
- Read out the information in the *Learning to learn* box. Ask which method they like most.

Choose two sets of new words. Learn one set using a graphic organiser, and the other set using a different technique. Which technique worked better for you?

- Go over the example mind map with the children. Explain that the main idea is *Texts* and the four linked ideas are related to the main idea.
- Set the children the final task to do at home. The children can use the word lists below.
  Lesson 5: *bully, helpless, horrible, weird, rumour, embarrassing, depressed, brave*
  Lesson 6: *research, engineer, popular, keyboard, wonderful, encourage, recent*

Workbook pages 87–89


Lesson 6 Learning to learn

1 Match the techniques for memorising vocabulary to the headings.

1 Write the words on sticky notes and display them.
2 Record yourself and listen.
3 Write the words in funny sentences.
Context
Visual
Audio
4 Make up a rhyme or rap with the words.
5 Make a poster to look at.

2 Add one more technique for each heading below. Choose two new techniques to help you learn the vocabulary in Unit 9.

Context
Visual
Audio

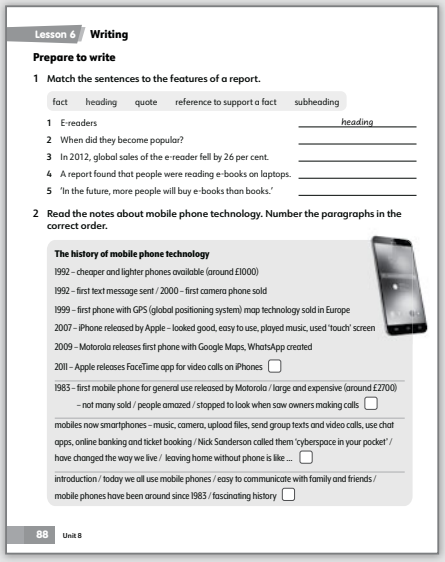
Unit 8 87

Learning to learn

1 Match the techniques for memorising vocabulary to the headings.

Answers: 1 Visual **2** Audio **3** Context **4** Audio **5** Visual

2 Add one more technique for each heading below. Choose two new techniques to help you learn the vocabulary in Unit 9.


Lesson 6 Writing

Prepare to write

1 Match the sentences to the features of a report.

fact heading quote reference to support a fact subheading

1 E-readers — heading
2 When did they become popular? —
3 In 2012, global sales of the e-reader fell by 26 per cent. —
4 A report found that people were reading e-books on laptops. —
5 'In the future, more people will buy e-books than books.' —

2 Read the notes about mobile phone technology. Number the paragraphs in the correct order.

The history of mobile phone technology

1992 – cheaper and lighter phones available (around £1000)

1992 – first text message sent / 2000 – first camera phone sold

1999 – first phone with GPS (global positioning system) map technology sold in Europe

2007 – iPhone released by Apple – looked good, easy to use, played music, used 'touch' screen

2009 – Motorola releases first phone with Google Maps, WhatsApp created

2011 – Apple releases FaceTime app for video calls on iPhones ☐

1983 – first mobile phone for general use released by Motorola / large and expensive (around £2700) – not many sold / people amazed / stopped to look when saw owners making calls ☐

mobiles now smartphones – music, camera, upload files, send group texts and video calls, use chat apps, online banking and ticket booking / Nick Sanderson called them 'cyberspace in your pocket' / have changed the way we live / leaving home without phone is like ... ☐

introduction / today we all use mobile phones / easy to communicate with family and friends / mobile phones have been around since 1983 / fascinating history ☐

88 Unit 8

Prepare to write

1 Match the sentences to the features of a report.

- If done in class, read out the report features in the box and check understanding.
- The children work individually to match the features to the sentences.

Answers: 1 heading **2** subheading **3** fact **4** reference to support a fact **5** quote

2 Read the notes about mobile phone technology. Number the paragraphs in the correct order.

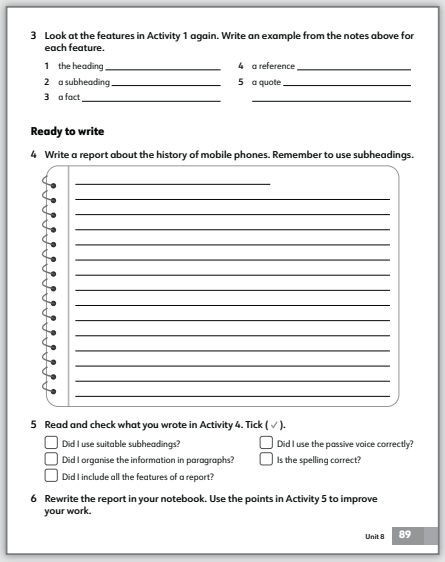
- Give the children time to read the notes. Then elicit which section goes first.
- The children read the notes again and number the remaining sections in order.

Answers: 3, 2, 4, 1

3 Look at the features in Activity 1 again. Write an example from the notes above for each feature.

- Elicit what the heading of the report is. The children look at the notes again and find an example of each feature.

Suggested answers: 1 The history of mobile phone technology **2** Introduction **3** 1992 – first text message sent **4** reports say they have changed the way we live **5** 'cyberspace in your pocket'


3 Look at the features in Activity 1 again. Write an example from the notes above for each feature.

1 the heading ____ 4 a reference ____
2 a subheading ____ 5 a quote ____
3 a fact ____

Ready to write

4 Write a report about the history of mobile phones. Remember to use subheadings.

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

☐ Did I use suitable subheadings? ☐ Did I use the passive voice correctly?
☐ Did I organise the information in paragraphs? ☐ Is the spelling correct?
☐ Did I include all the features of a report?

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

Unit 8 89

Ready to write

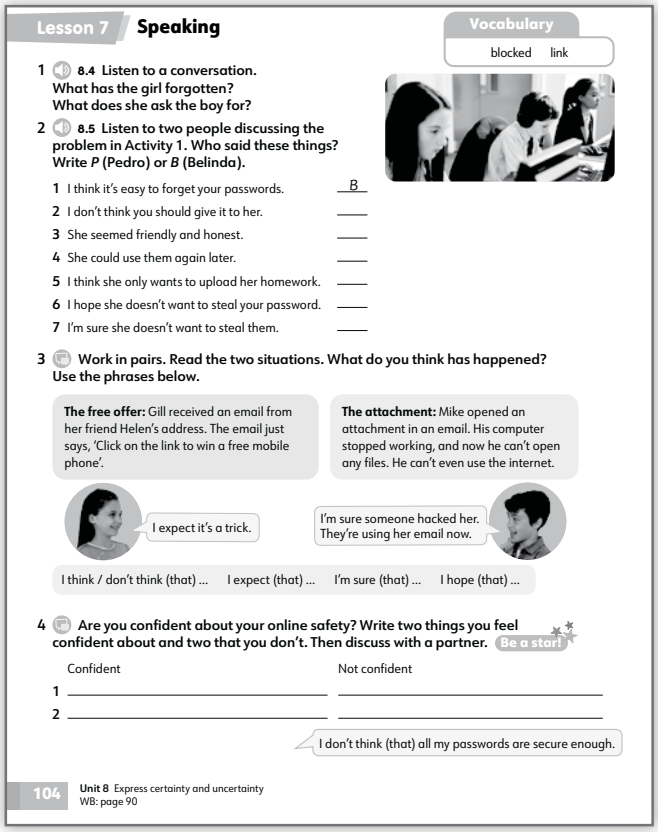
4 Write a report about the history of mobile phones. Remember to use subheadings.

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

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

Lesson 7 Speaking

Pupil's Book page 104



Lesson 7 Speaking

Vocabulary: blocked link

1 8.4 Listen to a conversation. What has the girl forgotten? What does she ask the boy for?

2 8.5 Listen to two people discussing the problem in Activity 1. Who said these things? Write *P* (Pedro) or *B* (Belinda).

1 I think it's easy to forget your passwords. B
2 I don't think you should give it to her. ____
3 She seemed friendly and honest. ____
4 She could use them again later. ____
5 I think she only wants to upload her homework. ____
6 I hope she doesn't want to steal your password. ____
7 I'm sure she doesn't want to steal them. ____

3 Work in pairs. Read the two situations. What do you think has happened? Use the phrases below.

The free offer: Gill received an email from her friend Helen's address. The email just says, 'Click on the link to win a free mobile phone'.

The attachment: Mike opened an attachment in an email. His computer stopped working, and now he can't open any files. He can't even use the internet.

I expect it's a trick.

I'm sure someone hacked her. They're using her email now.

I think / don't think (that) ... I expect (that) ... I'm sure (that) ... I hope (that) ...

4 Are you confident about your online safety? Write two things you feel confident about and two that you don't. Then discuss with a partner. Be a star!

	Confident	Not confident
1		
2		

I don't think (that) all my passwords are secure enough.

104 Unit 8 Express certainty and uncertainty WB: page 90

***Learning objectives*:** Express certainty and uncertainty

***Vocabulary*:** blocked, link

Review vocabulary: internet safety

***Resources*:** Vocabulary 2 worksheet

Warm-up: Memory test

- If the children used the lists of words supplied in Lesson 6 to test their learning techniques, ask them to remember and write down as many words as they can (without looking at the original lists).
- Have them tell a partner about which technique was more successful and why.

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Give a short definition of each word and have the children say which one it is:
  To get something that someone has sent or given to you. (receive)
  A highlighted word on a web page that takes you to another page if you click it. (link)
  Stopped from entering or using an email account or website. (blocked)
- Have the children repeat each word after you.

1 8.4 Listen to a conversation. What has the girl forgotten? What does she ask the boy for?

- Elicit what the children can see in the photo.
- Play the audio. The children listen and answer the questions.
- Elicit answers. Ask if the class agrees.

Audioscript

Girl: *Oh, no! I can't use the site. I can't open any internet links and I can't receive any emails. And I really need to upload my homework. Can you help me?*

Boy: *Sure. How can I help?*

Girl: *I think I've forgotten my password. I've tried it three times. And now I've been blocked!*

Boy: *That happens when you try it too many times.*

Girl: *Hey, I have an idea. Could you help me out? Can I use your password and username?*

Answers: Her password. She asks the boy for his password and username.

2 8.5 Listen to two people discussing the problem in Activity 1. Who said these things? Write *P* (Pedro) or *B* (Belinda).

- Ask the children if they think the situation they just listened to is a normal one, or if there is a need to be careful. Elicit reasons for their answers.
- Play the audio up to ... *easy to forget your passwords*. Ask the children who said this (*Belinda*).
- Play the rest of the audio and have the children complete the activity. Pause the audio to give the children time if necessary.
- Ask the children if their opinion of the situation has changed since hearing the conversation.

Audioscript

Pedro: *This girl in the computer room forgot her password!*

Belinda: *I think it's easy to forget your passwords. I can't remember all of mine! But I don't think that you should give it to her.*

Pedro: *Why not? She seemed friendly and honest.*

Belinda: *You don't know that for sure. If you tell her your username and password, she could use them again later.*

Pedro: *Well, I think she only wants to upload her homework.*

Belinda: *I hope she doesn't want to steal your password. If someone asks me for my password, I never give it to them.*

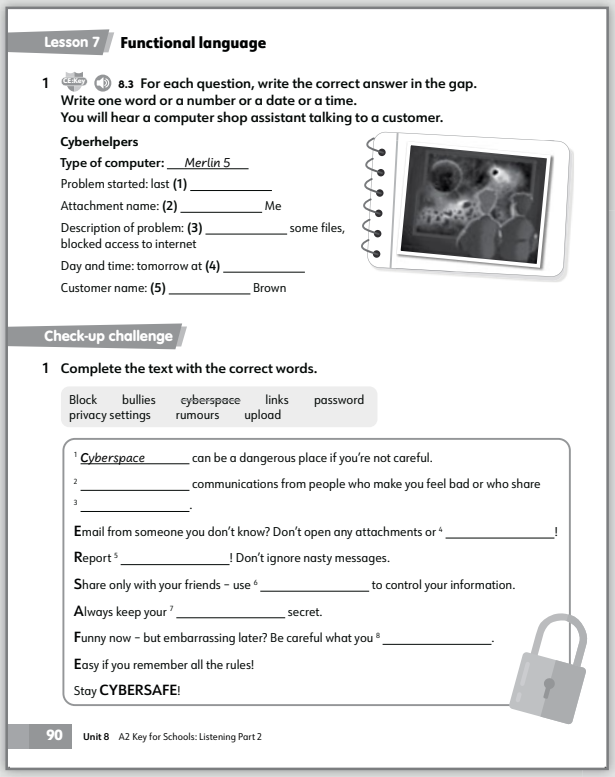
Pedro: *I'm sure she doesn't want to steal them. But, you're right, I'll tell her to ask the teacher for help.*

Answers: 1 B **2** B **3** P **4** B **5** P **6** B **7** P

3 Work in pairs. Read the two situations. What do you think has happened? Use the phrases below.

- Invite volunteers to read out the two situations. Ask questions to check understanding.
- Read out the phrases in the box. Elicit ideas to complete each one.
- Read out the example sentences in the speech bubbles. The children work in pairs to discuss the situations using the phrases in the box.
- Conduct class feedback. Did the children have similar ideas about the situations?

Workbook page 90



Lesson 7 **Functional language**

1 CE:Key 8.3 **For each question, write the correct answer in the gap.**
Write one word or a number or a date or a time.
You will hear a computer shop assistant talking to a customer.

Cyberhelpers
Type of computer: *Merlin 5*
Problem started: last **(1)** _____
Attachment name: **(2)** _____ Me
Description of problem: **(3)** _____ some files, blocked access to internet
Day and time: tomorrow at **(4)** _____
Customer name: **(5)** _____ Brown

Check-up challenge

1 **Complete the text with the correct words.**

Block bullies cyberspace links password privacy settings rumours upload

[1] *Cyberspace* can be a dangerous place if you're not careful.
[2] _____ communications from people who make you feel bad or who share [3] _____.
Email from someone you don't know? Don't open any attachments or [4] _____!
Report [5] _____! Don't ignore nasty messages.
Share only with your friends – use [6] _____ to control your information.
Always keep your [7] _____ secret.
Funny now – but embarrassing later? Be careful what you [8] _____.
Easy if you remember all the rules!
Stay **CYBERSAFE**!

90 Unit 8 A2 Key for Schools: Listening Part 2

1 CE:Key 8.3 For each question, write the correct answer in the gap. Write one word or a number or a date or a time. You will hear a computer shop assistant talking to a customer.

This activity helps the children prepare for Part 2 of the Listening paper of the Cambridge A2 Key for Schools exam.

- Tell the children they will need to listen carefully to the audio to hear the answers for the activity.

4 Are you confident about your online safety? Write two things you feel confident about and two that you don't. Then discuss with a partner.

Be a star!

- Give the children an example for each of the categories, e.g. confident – *I have strong passwords and no one else knows them* / not confident – *I sometimes use open internet access.*
- Give the children some time to think about their online safety and make notes.
- Have the children discuss their ideas with a partner.
- Ask the class if they found any other areas they were not confident about after talking to their partner.

Cooler: Disappearing words

- Play *Disappearing words* (see Games bank, pages 14–17) with a selection of the key vocabulary from the lesson. You can let the children choose the words and write them on the board.

Audioscript

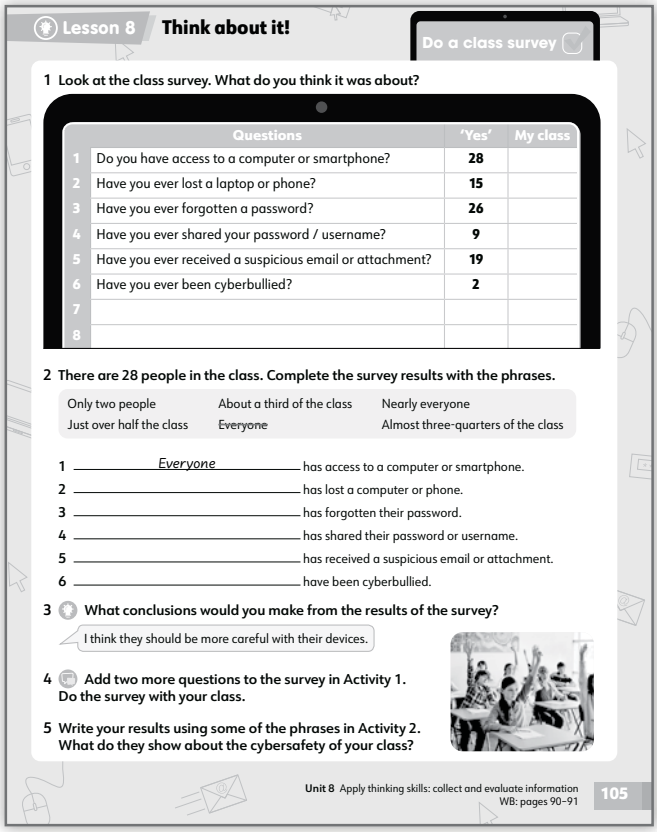
Hello! Cyberhelpers. How can I help you? A virus? I'm sure I can help with that. What kind of computer have you got?... OK, a Merlin 5. So what's happened and when did the problem start? ... I see, a week ago – so on Tuesday. ... You thought your friend had sent you an email with an attachment and you opened it ...

I think it had a virus. Do you know if the attachment had a name? ... Aha, Inspire me. I-N-S-P-I-R-E. Yes, a lot of people have been calling with the same problem. So, when you clicked on it, did it block access to the internet or did it delete some files? ... I see, it deleted some files and you can't get onto the internet either ... OK. I'm sure I can fix it. Bring it tomorrow at about 4 o'clock. Can I have your name? ... Katy Brown. Is that K-A-T-Y? ... Great, thank you. See you tomorrow.

Answers: 1 Tuesday **2** Inspire **3** deleted **4** four o'clock/**4** p.m. **5** Katy

Lesson 8 Think about it!

Pupil's Book page 105



Lesson 8 Think about it!

Do a class survey

1 Look at the class survey. What do you think it was about?

	Questions	'Yes'	My class
1	Do you have access to a computer or smartphone?	28	
2	Have you ever lost a laptop or phone?	15	
3	Have you ever forgotten a password?	26	
4	Have you ever shared your password / username?	9	
5	Have you ever received a suspicious email or attachment?	19	
6	Have you ever been cyberbullied?	2	
7			
8			

2 There are 28 people in the class. Complete the survey results with the phrases.

Only two people | About a third of the class | Nearly everyone
Just over half the class | ~~Everyone~~ | Almost three-quarters of the class

1 Everyone has access to a computer or smartphone.
2 _____ has lost a computer or phone.
3 _____ has forgotten their password.
4 _____ has shared their password or username.
5 _____ has received a suspicious email or attachment.
6 _____ have been cyberbullied.

3 What conclusions would you make from the results of the survey?

I think they should be more careful with their devices.

4 Add two more questions to the survey in Activity 1. Do the survey with your class.

5 Write your results using some of the phrases in Activity 2. What do they show about the cybersafety of your class?

Unit 8 Apply thinking skills: collect and evaluate information WB: pages 90–91 105

Learning objectives: Apply thinking skills: collect and evaluate information

Resources: Unit 8 test

Warm-up: Missing vowels

- Write the following on the board:
  __ *thnk tht t's sy t frgt yr psswrd.*
  __ *dn't thnk h shld gv hs dtls t hr.*
  __*'m sr tht's th rght thng t d.*
  (Solution: *I think that it's easy to forget your password. I don't think he should give his details to her. I'm sure that's the right thing to do.)*
- Have the children complete the sentences by inserting the vowels.
- Invite volunteers to come to the board and complete one or two words each.

1 Look at the class survey. What do you think it was about?

- Have the children read the questions in the survey. Elicit what it is about (*online safety*).

2 There are 28 people in the class. Complete the survey results with the phrases.

- Draw a circle on the board. Read out the phrases in the box. Check understanding by shading in the corresponding area of the circle each time.
- Read out the first sentence. Ask: *Why is the answer 'Everyone'?* (*28 'yes' answers out of 28 people*).
- Elicit the answer for number 2 (*15 is 'just over half' of 28*).
- Have the children complete the activity individually. If they need more support, write the number 28 on the board. Elicit a half, a quarter and three-quarters of 28 (*14, 7, 21*).
- Check answers with the class.

Answers: 1 Everyone **2** Just over half the class **3** Nearly everyone **4** About a third of the class **5** Almost three-quarters of the class **6** Only two people

3 What conclusions would you make from the results of the survey?

- Elicit one more possible conclusion, e.g. *The class should choose passwords that are safe but easy to remember.*
- Divide the class into pairs. The children discuss their ideas with a partner.
- Conduct feedback with the class.

Teaching star!

Group work

Large interactions like class surveys can be difficult to manage. Use this technique to keep things organised and productive.

- If space allows, have the children stand in two lines facing each other, so everyone has a partner. If you have a large class, divide it in two and have two sets of two lines. Have the children ask their partner the questions from Activity 4 and note their answers.
- Then have one child move from the end of one line to the other end. Everyone moves along one space, so all the children have new partners. Repeat questions and answers.
- Continue until the children are back in their original pairs. Now all the children in one line have spoken to all the children in the other.

4 Add two more questions to the survey in Activity 1. Do the survey with your class.

- Elicit ideas for extra questions and write them on the board. The children choose two questions to complete the survey in Activity 1.
- Have the children talk to as many other children as possible. (See the *Teaching star!* feature above.)
- Have the children complete the last column in the survey in Activity 1.

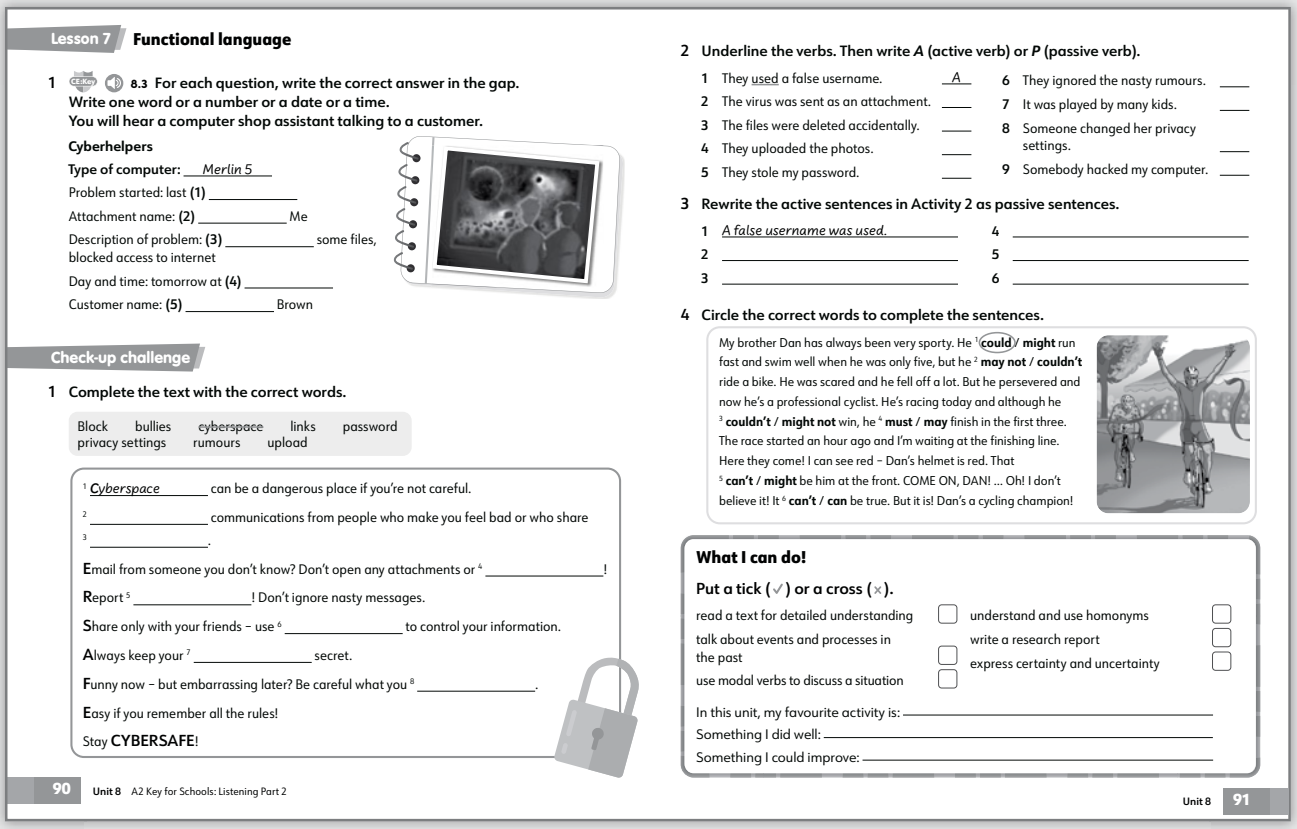
5 Write your results using some of the phrases in Activity 2. What do they show about the cybersafety of your class?

- Write the number of children in the class on the board. Ask: *How many people is 'everyone'? How many is 'nearly everyone'? How many is 'almost a half / a quarter / a third'?*
- Elicit some results from the class survey using the phrases in Activity 2.
- Have the children write at least three sentences about their results.
- Conduct class feedback and discuss what the results show about class cybersafety.

Cooler: What was the question?

- Divide the class into groups of three or four. Give each group a sheet of paper.
- Give your answers to the questions in Activity 1 in random order (e.g. *Yes, I do. I always have mine with me (question 1)* or *No, I'm happy to say I haven't – it would be expensive to buy a new one!* etc).
- Have the children decide which question you are answering and write it on their paper. When finished, they hold it up to check.

Workbook pages 90–91



Lesson 7 **Functional language**

1 CEFR 8.3 **For each question, write the correct answer in the gap. Write one word or a number or a date or a time. You will hear a computer shop assistant talking to a customer.**

Cyberhelpers

Type of computer: *Merlin 5*

Problem started: last **(1)** _____

Attachment name: **(2)** _____ Me

Description of problem: **(3)** _____ some files, blocked access to internet

Day and time: tomorrow at **(4)** _____

Customer name: **(5)** _____ Brown

Check-up challenge

1 **Complete the text with the correct words.**

Block bullies cyberspace links password privacy settings rumours upload

[1] *Cyberspace* can be a dangerous place if you're not careful.

[2] _____ communications from people who make you feel bad or who share [3] _____.

Email from someone you don't know? Don't open any attachments or [4] _____!

Report [5] _____! Don't ignore nasty messages.

Share only with your friends – use [6] _____ to control your information.

Always keep your [7] _____ secret.

Funny now – but embarrassing later? Be careful what you [8] _____.

Easy if you remember all the rules!

Stay **CYBERSAFE**!

2 **Underline the verbs. Then write *A* (active verb) or *P* (passive verb).**

1 They used a false username. A
2 The virus was sent as an attachment. ____
3 The files were deleted accidentally. ____
4 They uploaded the photos. ____
5 They stole my password. ____
6 They ignored the nasty rumours. ____
7 It was played by many kids. ____
8 Someone changed her privacy settings. ____
9 Somebody hacked my computer. ____

3 **Rewrite the active sentences in Activity 2 as passive sentences.**

1 *A false username was used.*
2 _____
3 _____
4 _____
5 _____
6 _____

4 **Circle the correct words to complete the sentences.**

My brother Dan has always been very sporty. He [1] **could** / **might** run fast and swim well when he was only five, but he [2] **may not** / **couldn't** ride a bike. He was scared and he fell off a lot. But he persevered and now he's a professional cyclist. He's racing today and although he [3] **couldn't** / **might not** win, he [4] **must** / **may** finish in the first three. The race started an hour ago and I'm waiting at the finishing line. Here they come! I can see red – Dan's helmet is red. That [5] **can't** / **might** be him at the front. COME ON, DAN! ... Oh! I don't believe it! It [6] **can't** / **can** be true. But it is! Dan's a cycling champion!

What I can do!

Put a tick (✓) or a cross (×).

read a text for detailed understanding ☐
talk about events and processes in the past ☐
use modal verbs to discuss a situation ☐
understand and use homonyms ☐
write a research report ☐
express certainty and uncertainty ☐

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

90 Unit 8 A2 Key for Schools: Listening Part 2

Unit 8 91

Check-up challenge

1 Complete the text with the correct words.

Answers: 1 Cyberspace **2** Block **3** rumours **4** links **5** bullies **6** privacy settings **7** password **8** upload

2 Underline the verbs. Then write *A* (active verb) or *P* (passive verb).

Answers: 1 used – A **2** was sent – P **3** were deleted – P **4** uploaded – A **5** stole – A **6** ignored – A **7** was played – P **8** changed – A **9** hacked – A

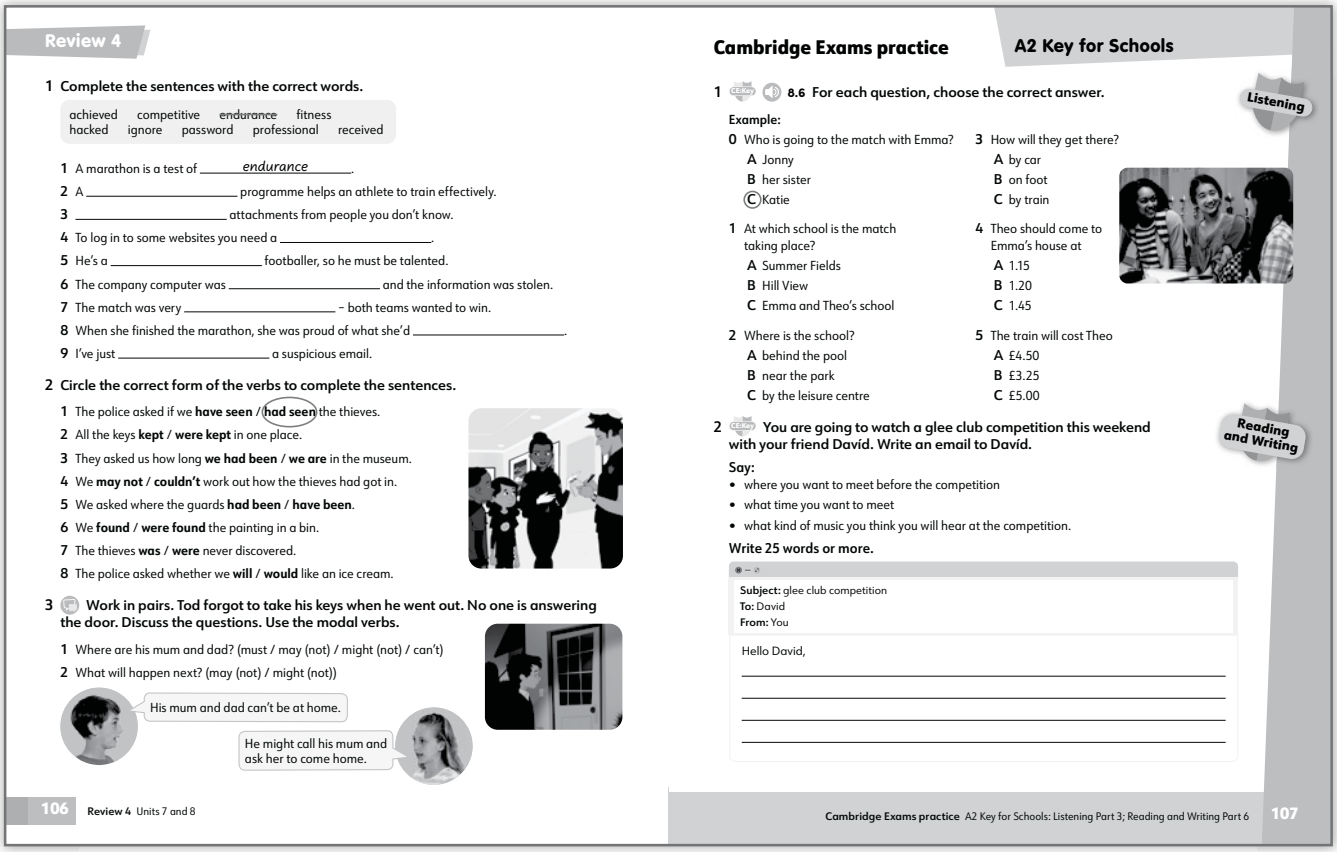
3 Rewrite the active sentences in Activity 2 as passive sentences.

Answers: 1 A false username was used. **2** The photos were uploaded. **3** My password was stolen. **4** The nasty rumours were ignored. **5** Her privacy settings were changed. **6** My computer was hacked.

4 Circle the correct words to complete the sentences.

Answers: 1 could **2** couldn't **3** might not **4** may **5** might **6** can't

Pupil's Book pages 106–107



Review 4

1 Complete the sentences with the correct words.

achieved competitive ~~endurance~~ fitness hacked ignore password professional received

1 A marathon is a test of *endurance*.
2 A _____ programme helps an athlete to train effectively.
3 _____ attachments from people you don't know.
4 To log in to some websites you need a _____.
5 He's a _____ footballer, so he must be talented.
6 The company computer was _____ and the information was stolen.
7 The match was very _____ – both teams wanted to win.
8 When she finished the marathon, she was proud of what she'd _____.
9 I've just _____ a suspicious email.

2 Circle the correct form of the verbs to complete the sentences.

1 The police asked if we **have seen** / **had seen** the thieves.
2 All the keys **kept** / **were kept** in one place.
3 They asked us how long **we had been** / **we are** in the museum.
4 We **may not** / **couldn't** work out how the thieves had got in.
5 We asked where the guards **had been** / **have been**.
6 We **found** / **were found** the painting in a bin.
7 The thieves **was** / **were** never discovered.
8 The police asked whether we **will** / **would** like an ice cream.

3 Work in pairs. Tod forgot to take his keys when he went out. No one is answering the door. Discuss the questions. Use the modal verbs.

1 Where are his mum and dad? (must / may (not) / might (not) / can't)
2 What will happen next? (may (not) / might (not))

His mum and dad can't be at home.
He might call his mum and ask her to come home.

106 Review 4 Units 7 and 8

Cambridge Exams practice A2 Key for Schools

1 8.6 For each question, choose the correct answer.

Listening

Example:
0 Who is going to the match with Emma?
A Jonny
B her sister
C Katie

1 At which school is the match taking place?
A Summer Fields
B Hill View
C Emma and Theo's school

2 Where is the school?
A behind the pool
B near the park
C by the leisure centre

3 How will they get there?
A by car
B on foot
C by train

4 Theo should come to Emma's house at
A 1.15
B 1.20
C 1.45

5 The train will cost Theo
A £4.50
B £3.25
C £5.00

2 You are going to watch a glee club competition this weekend with your friend Davíd. Write an email to Davíd.

Reading and Writing

Say:
- where you want to meet before the competition
- what time you want to meet
- what kind of music you think you will hear at the competition.

Write 25 words or more.

Subject: glee club competition
To: David
From: You

Hello David,

Cambridge Exams practice A2 Key for Schools: Listening Part 3; Reading and Writing Part 6 107

***Learning objectives*:** Review vocabulary and grammar from Units 7 and 8; A2 Key for Schools Listening Part 3; Reading and Writing Part 6

Warm-up: Team spelling

- Play *Team spelling* (see Games Bank, pages 14–17) with key vocabulary from Units 7 and 8.
- Suggested words: *rumour, bully, weird, stranger, injured, marathon.*

1 Complete the sentences with the correct words.

- Refer the children to the example sentence. Ask them what they can remember about the endurance race they read about in Unit 7 (Marathon des Sables).
- Have the children complete the activity individually.
- Write numbers 1–9 on the board. Invite volunteers to come and write a word each. Ask if everyone agrees.
- Ask individual children to read a sentence each to hear the words in context.

Answers: 1 endurance **2** fitness **3** Ignore **4** password **5** professional **6** hacked **7** competitive **8** achieved **9** received

2 Circle the correct form of the verbs to complete the sentences.

- Have a child read out the example sentence. Elicit what the direct question was (*Have you seen the thieves?*).
- Have the children complete the activity individually and then compare with a partner.
- Ask the children to read out their sentences. Ask if the class agrees.

Answers: 1 had seen **2** were kept **3** we had been **4** couldn't **5** had been **6** found **7** were **8** would

3 Work in pairs. Tod forgot to take his keys when he went out. No one is answering the door. Discuss the questions. Use the modal verbs.

- Ask questions to check that the children understand the situation. Then read out question 1.
- Have two volunteers read out the examples in speech bubbles. Elicit one or two more examples from the class.
- Divide the class into pairs. Have the children compare ideas about questions 1 and 2, using all the verbs in brackets.
- Have volunteers share their ideas with the class.

Answers: Children's own answers.

1 CE:Key 8.6 For each question, choose the right answer.

This activity helps the children prepare for Part 3 of the Listening paper of the Cambridge A2 Key for Schools exam. The children should be encouraged to recognise the key words they need to listen for each time.

- Refer the children to the example and play the first part of the audio. Ask if they heard the information for the answer. Elicit who else is mentioned.
- Play the rest of the audio and have the children circle the answers.
- Read out the questions and have the children raise their hands to answer. Ask if the class agrees.

Audioscript

Emma: *Hi, Theo. Katie and I are going to support the school basketball team on Saturday. Would you like to come with us? I asked Jonny and my sister too, but they're busy.*

Theo: *Where is the match, Emma? Is it at home?*

Emma: *No, it was at our school last time, when we played Hill View. We're playing Summer Fields this time and the match is there.*

Theo: *That's behind the pool, isn't it? Or is it the one near the park?*

Emma: *Neither! It's by the leisure centre.*

Theo: *Oh, yes – I know. And how are you getting there?*

Emma: *We planned to walk but it's too far. So we'll get the train. Then my dad can pick us up after the match.*

Theo: *OK. Shall I meet you at the station?*

Emma: *No – come to my house.*

Theo: *What time?*

Emma: *Well, the match starts at 1.45, and the train will take 15 minutes. So see you at 1.20?*

Theo: *Fine. And how much money should I bring? We don't need to pay to watch the match, do we?*

Emma: *No, the tickets are free. But the train costs £4.50 – though we'll only need a single – £3.25. I'm taking £5.00 so I can buy some popcorn too.*

Theo: *That's a good idea. See you on Saturday!*

Answers: 1 A **2** C **3** C **4** B **5** B

2 CE:Key You are going to watch a glee club competition this weekend with your friend David. Write an email to David.

This activity helps the children prepare for Part 6 of the Reading and Writing paper in the Cambridge English A2 Key for Schools exam.

- Ask the children to read the prompts under *Say* so they know what they need to include in their emails.
- The children write an email to David using 25 or more words.
- Have the children work individually to complete the activity.
- Then have volunteers read you their emails.

Cooler: What's the last word?

- This is an adaptation of *What's the last word?* from the Games bank (pages 14–17).
- Divide the class into pairs. Have them take turns to read out sentences from Activities 1 or 2 in Review 4, but stop before the last word. Their partner has to remember or guess the last word (with their Pupil's Book face down).

9 Fun with films

Lesson 1 Reading

Pupil's Book pages 108–109



Learning objectives: Read two film reviews; Activate prior knowledge

Vocabulary: action, cast, costumes, fantasy, outstanding, plot, romance, science fiction, search, version

Resources: Vocabulary 1 worksheet

Warm-up: Backs to the board

- Play *Backs to the board* (see Games bank, pages 14–17) with vocabulary from Unit 8.
- Suggested words: *weird, log in, bully, ignore, rumour, receive.*

1 Look at the texts. What are they describing?

- Have the children look at the texts. Elicit what they think they are describing.

2 What's your favourite film? Why do you like it?

- Give the children some thinking time and then have them discuss their answers with a partner.
- Ask if any children would like to share their answers with the class.

3 9.1 Look and read the texts. Which film would you like to see? Be a star!

- Give the children time to decide which of the films they would prefer to see.
- Have them discuss their answers with a partner.
- Take a vote to see which film is more popular (see *Teaching star* below).
- Ask the children what influenced their choice – the description of the film or the writer's opinion.

Answers: Children's own answers.

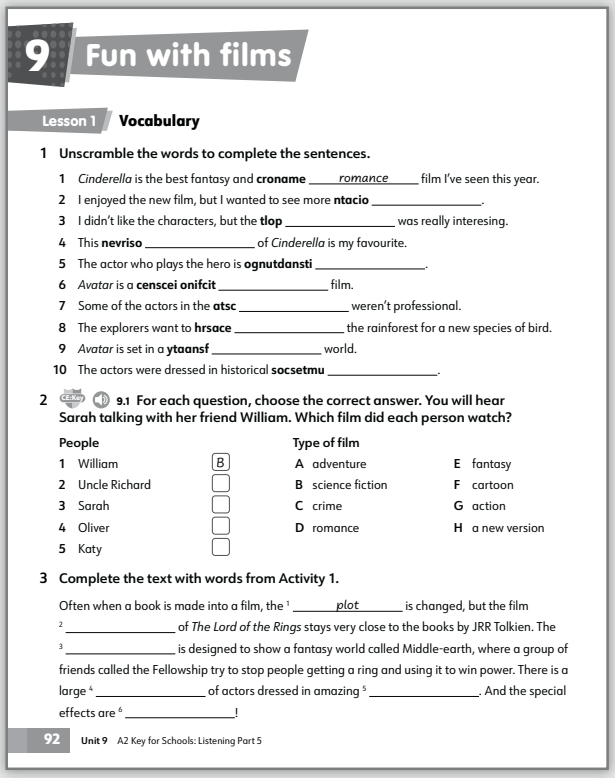
4 Look at the vocabulary box. Find the words in the texts. Use the context to work out what they mean.

- The children scan the text to find the words in the vocabulary box.
- Ask the 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 157 of the Pupil's Book.

Cooler: What's the last word?

- Play *What's the last word?* (see Games bank, pages 14–17) with track 2.16 (the *Cinderella* review from this lesson).

Workbook page 92



9 Fun with films

Lesson 1 **Vocabulary**

1 Unscramble the words to complete the sentences.

1 *Cinderella* is the best fantasy and **croname** *romance* film I've seen this year.
2 I enjoyed the new film, but I wanted to see more **ntacio** _____.
3 I didn't like the characters, but the **tlop** _____ was really interesing.
4 This **nevriso** _____ of *Cinderella* is my favourite.
5 The actor who plays the hero is **ognutdansti** _____.
6 *Avatar* is a **censcei onifcit** _____ film.
7 Some of the actors in the **atsc** _____ weren't professional.
8 The explorers want to **hrsace** _____ the rainforest for a new species of bird.
9 *Avatar* is set in a **ytaansf** _____ world.
10 The actors were dressed in historical **socsetmu** _____.

2 CE:Key **9.1 For each question, choose the correct answer. You will hear Sarah talking with her friend William. Which film did each person watch?**

People		Type of film		
1 William	B	A adventure	E fantasy
2 Uncle Richard		B science fiction	F cartoon
3 Sarah		C crime	G action
4 Oliver		D romance	H a new version
5 Katy			

3 Complete the text with words from Activity 1.

Often when a book is made into a film, the [1] *plot* is changed, but the film [2] _____ of *The Lord of the Rings* stays very close to the books by JRR Tolkien. The [3] _____ is designed to show a fantasy world called Middle-earth, where a group of friends called the Fellowship try to stop people getting a ring and using it to win power. There is a large [4] _____ of actors dressed in amazing [5] _____. And the special effects are [6] _____!

92 Unit 9 A2 Key for Schools: Listening Part 5

1 Unscramble the words to complete the sentences.

Answers: 1 romance **2** action **3** plot **4** version **5** outstanding **6** science fiction **7** cast **8** search **9** fantasy **10** costumes

2 CE:Key 9.1 For each question, choose the correct answer. You will hear Sarah talking with her friend William. Which film did each person watch?

- This activity helps the children prepare for Part 1 of the Listening paper in the Cambridge English A2 Key for Schools exam.

Audioscript

Girl: *Did you have a good weekend, William?*

Boy: *I did thank you. I went to the cinema with my Uncle Richard and my sister.*

Girl: *Really? What did you see?*

Boy: *Well, we didn't all watch the same film! My sister and I went to see a science fiction film about a group of people searching for life on another planet.*

Girl: *So, why didn't Uncle Richard watch it too!?*

Boy: *He doesn't like science fiction films. He prefers fantasy films – so he went to see Colours of the Moon. It's about people who are searching for a special flower. I think you'd like it, Sarah.*

Girl: *Yes, it sounds good! I watched a good film at the weekend too – but not at the cinema – at home. It was a new version of an old film – Alice. It's about life in England in the 19th century – the costumes are beautiful. I watched the first film a few years ago, but I liked this one better.*

Boy: *Oh I haven't seen it. I'm not keen on that kind of film. Did you watch it with your brother?*

Girl: *Oliver? No – he doesn't like those films either. He watched something on his tablet – I think it was an adventure film – Secrets of the Wild West of something ...*

Boy: *Oh I know – it's got an outstanding cast and it's really funny, but the plot's a bit silly. It's about two special agents in America in the 1800s – so they ride horses and get into dangerous situations.*

Girl: *Oh, I like the sound of that! I usually go to the cinema with Katy but she doesn't like old films, science fiction or fantasy films – so it's very hard to choose something we both like. She likes old black and white romance films.*

Boy: *They show old romance films at the ABC on Saturday mornings – The Long Journey Home is on at the moment. I'm sure she'd love it!*

Girl: *You're right! Katy saw it at the weekend and she did!*

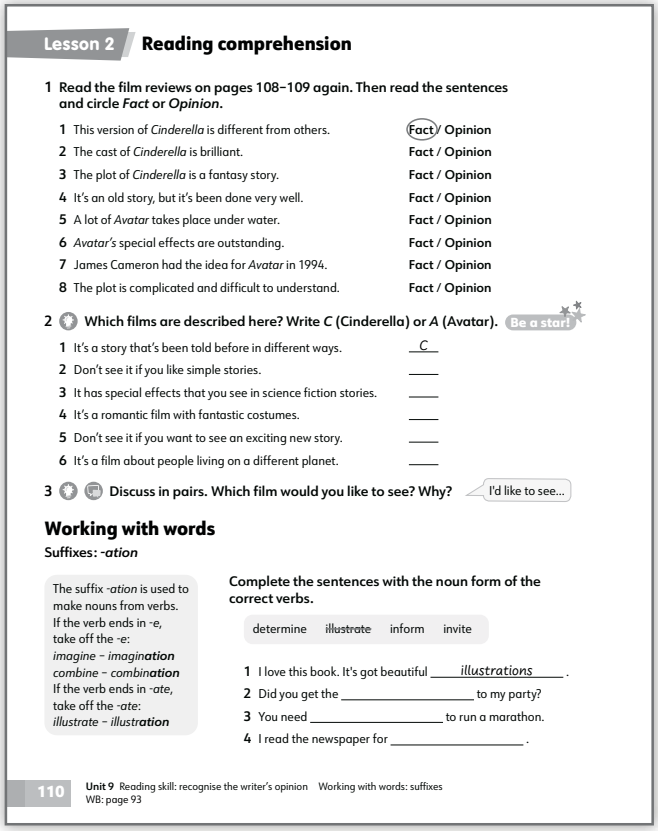
Answers: 1 B **2** E **3** H **4** A **5** D

3 Complete the text with words from Activity 1.

Answers: 1 plot **2** version **3** set **4** cast **5** costumes **6** outstanding

Lesson 2 Reading comprehension / Working with words

Pupil's Book pages 110



Lesson 2 **Reading comprehension**

1 Read the film reviews on pages 108–109 again. Then read the sentences and circle *Fact* or *Opinion*.

1 This version of *Cinderella* is different from others. (Fact) / Opinion
2 The cast of *Cinderella* is brilliant. Fact / Opinion
3 The plot of *Cinderella* is a fantasy story. Fact / Opinion
4 It's an old story, but it's been done very well. Fact / Opinion
5 A lot of *Avatar* takes place under water. Fact / Opinion
6 *Avatar's* special effects are outstanding. Fact / Opinion
7 James Cameron had the idea for *Avatar* in 1994. Fact / Opinion
8 The plot is complicated and difficult to understand. Fact / Opinion

2 Which films are described here? Write *C* (Cinderella) or *A* (Avatar). Be a star!

1 It's a story that's been told before in different ways. C
2 Don't see it if you like simple stories. ____
3 It has special effects that you see in science fiction stories. ____
4 It's a romantic film with fantastic costumes. ____
5 Don't see it if you want to see an exciting new story. ____
6 It's a film about people living on a different planet. ____

3 Discuss in pairs. Which film would you like to see? Why? I'd like to see...

Working with words

Suffixes: *-ation*

The suffix *-ation* is used to make nouns from verbs. If the verb ends in *-e*, take off the *-e*: *imagine – imagination* *combine – combination* If the verb ends in *-ate*, take off the *-ate*: *illustrate – illustration*

Complete the sentences with the noun form of the correct verbs.

determine ~~illustrate~~ inform invite

1 I love this book. It's got beautiful *illustrations*.
2 Did you get the _____ to my party?
3 You need _____ to run a marathon.
4 I read the newspaper for _____.

110 **Unit 9** Reading skill: recognise the writer's opinion Working with words: suffixes
WB: page 93

***Learning objectives*:** Recognise the writer's opinion; Suffixes: *-ation*

***Resources*:** Working with words worksheet

Warm-up: Get it wrong

Read out a section of the text on page 108, but change certain key words. Have the children say *Stop!* when they notice something different and have them tell you what the original was.

- Possible version to use: *A lot of games about Cinderella have been made. This show is a little different but you'll know what's snowing. The main presenter is a young giraffe called Ella, who is played by Lily James.*
  Ella lives with her doctor Lady Tremaine and nurses Drizella and Anastasia. They are all sweet to Ella. The only friend Ella has is a kangaroo called Kit.

1 Read the film reviews on pages 108–109 again. Then read the sentences and write *Fact* or *Opinion*.

- Refer the children to the example answer. Ask them to find the supporting information that shows this is a fact *(A lot of films about Cinderella have been made. This version is a little different ...)*.
- Discuss the answer for the second sentence and why it is an opinion (*The writer says he / she is impressed – this is a personal opinion.*).
- Have the children complete the activity individually.
- Have volunteers read out the sentences and say if they are facts or opinions. Ask if the class agrees.

Answers: 1 Fact **2** Opinion **3** Opinion **4** Fact **5** Opinion **6** Fact

Teaching star!

Personalisation

As well as recognising facts and opinions, encourage the children to share their own opinions, as this helps personalise the activity and makes it more memorable.

- Ask the children to write one fact and one opinion about the following: a film they saw recently; their *Academy Stars* Pupil's Book; their school.
- When ready, divide the class into pairs and have them share the sentences with a partner in the order they choose.
- Their partner listens and identifies whether each sentence is a fact or opinion.

2 Which films are described here? Write *C* (Cinderella) or *A* (Avatar).

- Refer the children to the first sentence and ask why the answer is *Cinderella* (*The review of* Cinderella *mentions a lot of films about Cinderella have been made. This version is a little different ...*).
- Have the children continue the activity individually and then compare with a friend. While they are doing this, write *Cinderella* on the left of the board, and *Avatar* on the right.
- Ask individual children to read out the sentences and have the others point left for *Cinderella* and right for *Avatar*. Check that everyone agrees. Encourage children to give supporting information from the text for each answer.

Answers: 1 C **2** A **3** A **4** C **5** C

3 Discuss in pairs. Which film would you like to see? Why?

- Give the children some time to think about their answer.
- Divide the class into pairs and have them talk about their answer together, giving reasons.
- Invite feedback from the class.

Working with words

Suffixes: *-ation*

- Write on the board:
  I can't imagine a better writer. He has so much imagin _____ .
- Elicit what part of speech the incomplete word is (*a noun*). Ask the children to complete the word.
- Have the children read the introduction in *Working with words*. Elicit what happens when the verb ends in *-e* or *-ate*.

Complete the sentences with the noun form of the correct verbs.

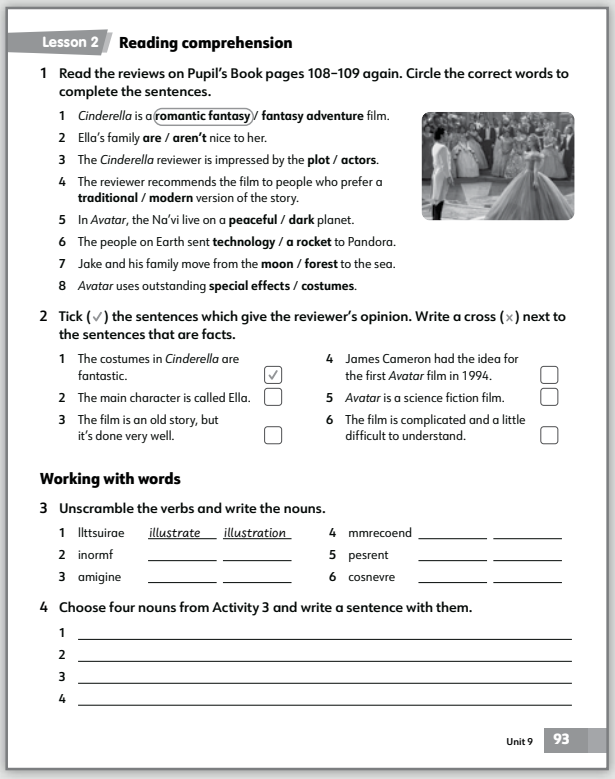
- Elicit the noun form for each verb in the box.
- The children complete the sentences with the correct noun.
- Ask individual children to read out the completed sentences. Ask if the class agrees.

Answers: 1 illustrations **2** invitation **3** determination **4** information

Cooler: Team spelling

- Play *Team spelling* (see Games bank, pages 14–17) with the examples in *Working with words*. Say the verb and have the children write the noun with *-ation*. You can challenge them with more words, e.g. *consider – consideration, examine – examination, educate – education.*

Workbook page 93



Lesson 2 **Reading comprehension**

1 Read the reviews on Pupil's Book pages 108–109 again. Circle the correct words to complete the sentences.

1 *Cinderella* is a **romantic fantasy** / **fantasy adventure** film.
2 Ella's family **are** / **aren't** nice to her.
3 The *Cinderella* reviewer is impressed by the **plot** / **actors**.
4 The reviewer recommends the film to people who prefer a **traditional** / **modern** version of the story.
5 In *Avatar*, the Na'vi live on a **peaceful** / **dark** planet.
6 The people on Earth sent **technology** / **a rocket** to Pandora.
7 Jake and his family move from the **moon** / **forest** to the sea.
8 *Avatar* uses outstanding **special effects** / **costumes**.

2 Tick (✓) the sentences which give the reviewer's opinion. Write a cross (×) next to the sentences that are facts.

1 The costumes in *Cinderella* are fantastic. ☑
2 The main character is called Ella. ☐
3 The film is an old story, but it's done very well. ☐
4 James Cameron had the idea for the first *Avatar* film in 1994. ☐
5 *Avatar* is a science fiction film. ☐
6 The film is complicated and a little difficult to understand. ☐

Working with words

3 Unscramble the verbs and write the nouns.

1 llttsuirae *illustrate* *illustration*
2 inormf _____ _____
3 amigine _____ _____
4 mmrecoend _____ _____
5 pesrent _____ _____
6 cosnevre _____ _____

4 Choose four nouns from Activity 3 and write a sentence with them.

1 _____
2 _____
3 _____
4 _____

Unit 9 93

Answers: 1 romantic fantasy **2** aren't **3** actors **4** traditional **5** peaceful **6** a rocket **7** forest **8** special effects

1 Read the reviews on Pupil's Book pages 108–109 again. Circle the correct words to complete the sentences.

2 Tick (✓) the sentences which give the reviewer's opinion. Write a cross (✕) next to the sentences that are facts.

Answers: ✓ by: 1, 3, 6 ✕ by: 2, 4, 5

3 Unscramble the verbs and write the nouns.

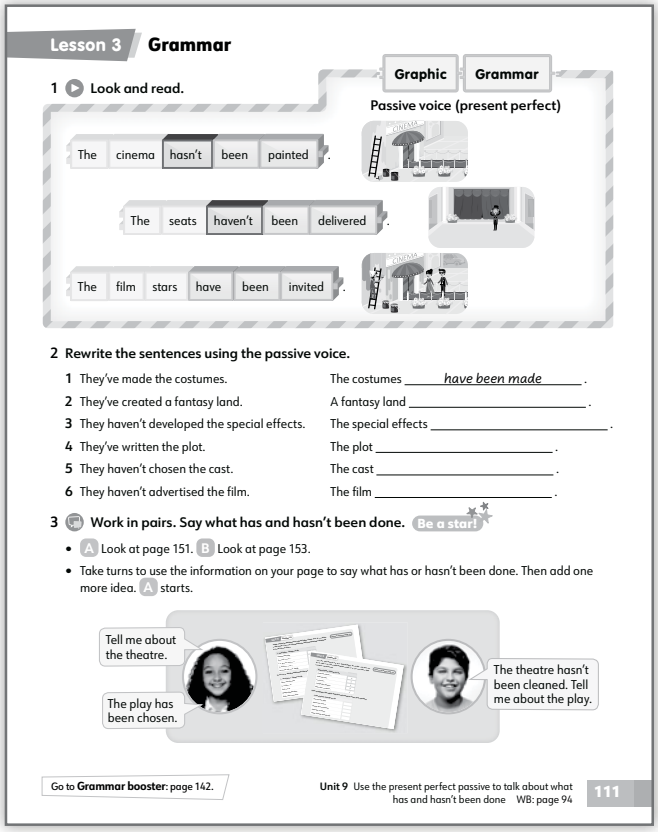
Answers: 1 illustrate, illustration **2** inform, information **3** imagine, imagination **4** recommend, recommendation **5** present, presentation **6** conserve, conservation

4 Choose four nouns from Activity 3 and write a sentence with them.

Answers: Children's own answers.

Lesson 3 Grammar

Pupil's Book page 111


Lesson 3 Grammar

1 Look and read.

Graphic Grammar

Passive voice (present perfect)

The cinema hasn't been painted.

The seats haven't been delivered.

The film stars have been invited.

2 Rewrite the sentences using the passive voice.

1 They've made the costumes. The costumes have been made.
2 They've created a fantasy land. A fantasy land _____.
3 They haven't developed the special effects. The special effects _____.
4 They've written the plot. The plot _____.
5 They haven't chosen the cast. The cast _____.
6 They haven't advertised the film. The film _____.

3 Work in pairs. Say what has and hasn't been done. Be a star!

- A Look at page 151. B Look at page 153.
- Take turns to use the information on your page to say what has or hasn't been done. Then add one more idea. A starts.

Tell me about the theatre.

The play has been chosen.

The theatre hasn't been cleaned. Tell me about the play.

Go to Grammar booster: page 142.

Unit 9 Use the present perfect passive to talk about what has and hasn't been done WB: page 94 111

Learning objectives: Use the present perfect passive to talk about what has and hasn't been done

Grammar: The passive voice (present perfect)

Review vocabulary: films

Resources: Graphic Grammar video; Grammar 1 worksheet

Warm-up: Disappearing sentences

- Play *Disappearing sentences* (see Games bank, pages 14–17) with the second paragraph on page 108, from *Ella lives …* to *… is a boy called Kit.*

1 Look and read.

- Refer the children to each picture in turn and ask: *What can you see? What's the problem?*
- Read out the sentences. The children check if their ideas were correct. Say the sentences again and have children repeat.
- Ask: *Did someone paint the cinema?* (*no*) *Is it painted now?* (*no*) *Did someone deliver the seats?* (*no*) *Are the seats there now?* (*no*) *Did someone invite the film stars?* (*yes*) *Where are they now?* (*outside the cinema*) *How do they feel?* (*surprised*)
- Ask who did (or didn't do) the actions (*someone, we don't know who*).
- Explain that we use the present perfect for an action that happened in the past and has a result in the present. We use the passive form of this tense when we don't know, or it isn't important, who did the action.
- Ask the children how we form the present perfect passive: subject + *has(n't) / have(n't)* + *been* + past participle.
- Have the children look back at the 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 *Graphic Grammar* box and ask: *What can you see? What's the problem?*
- Play the video. The children watch and check their ideas.
- Continue as above from the third point. Play the video again and have the children repeat the sentences.

Teaching star!

Mixed ability

Some children may find it challenging to remember all the components of the present perfect passive and put them in the right order. Use this activity to help them.

- Write these sentences from Activity 2 in random order on the board, in two separate 'clouds':
  The costumes have been made.
  The special effects haven't been developed.
- Have the children use the examples in the *Graphic Grammar* box to help them write the words in the correct order, making sure they use them all.
- Ask volunteers to read out the sentences. Ask if everyone agrees. Compare with the example sentence in Activity 2 and complete the answer for item 3 together. Then continue with Activity 2.

The careful ordering of the words allows the children to be more confident in approaching Activity 2 and making correct sentences.

2 Rewrite the sentences using the passive voice.

- Refer the children to the example answer. Point out the sentence is about the costumes, so *the costumes* moves to the beginning of the sentence.
- Elicit why we use *have* (because *the costumes* is plural). Elicit the answer for number 2.
- Have the children complete the rest of the activity individually.
- Ask volunteers to read out sentences. Ask if everyone agrees. Write the answers on the board.

Answers: 1 have been made **2** has been created
3 haven't been developed **4** has been written
5 hasn't been chosen **6** hasn't been advertised

3 Work in pairs. Say what has and hasn't been done.

- Organise the children into pairs and then into Student A and Student B. Have Student A turn to page 151 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 to use the information on their page to say what has or hasn't been done. Then they add one more idea. Student A starts the game.
- Allow time for the children to complete the game.

Cooler: Team sentences

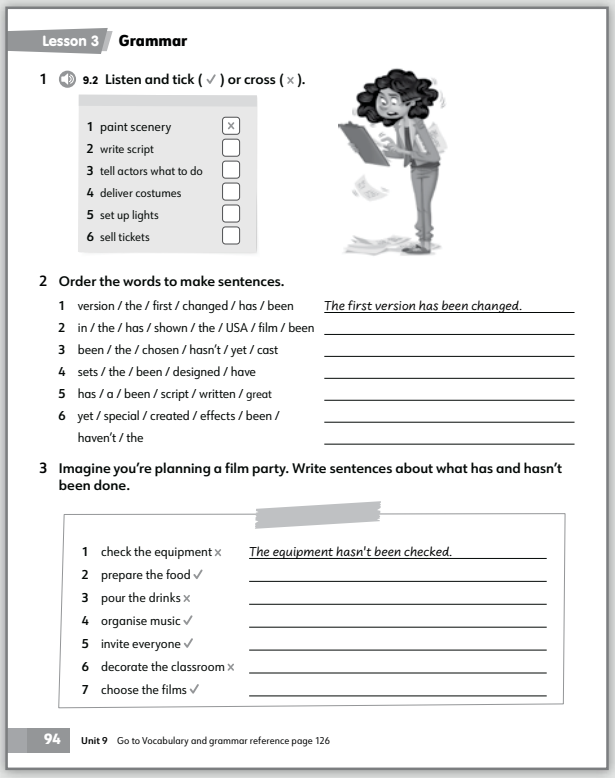
- Play *Team sentences* (see Games bank, pages 14–17) with sentences from this lesson.
- Suggested sentences:
  The cinema hasn't been painted.
  The film stars have been invited.
  A fantasy land has been created.
  The cast hasn't been chosen.

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 My costume for the play has been made. **2** The furniture hasn't been painted. **3** The special effects have been developed. **4** The costumes haven't been finished. **5** They haven't made the film. **6** All my friends have been invited.

Workbook page 94



Lesson 3 **Grammar**

1 9.2 Listen and tick (✓) or cross (×).

1 paint scenery	×
2 write script	
3 tell actors what to do	
4 deliver costumes	
5 set up lights	
6 sell tickets	

2 Order the words to make sentences.

1 version / the / first / changed / has / been — *The first version has been changed.*
2 in / the / has / shown / the / USA / film / been
3 been / the / chosen / hasn't / yet / cast
4 sets / the / been / designed / have
5 has / a / been / script / written / great
6 yet / special / created / effects / been / haven't / the

3 Imagine you're planning a film party. Write sentences about what has and hasn't been done.

1 check the equipment × — *The equipment hasn't been checked.*
2 prepare the food ✓
3 pour the drinks ×
4 organise music ✓
5 invite everyone ✓
6 decorate the classroom ×
7 choose the films ✓

94 Unit 9 Go to Vocabulary and grammar reference page 126

Remind the children that they can refer to the grammar reference on page 126 to help them while completing these activities.

1 9.2 Listen and tick (✓) or cross (✗).

Audioscript

Designers! Cast! Everyone! Our first performance is on Friday - Friday, people - and there's still a lot that hasn't been done. So, please listen carefully, then go away and do it - QUICKLY! The scenery hasn't been painted yet - that needs to happen NOW. The last part of the script has been written but the actors haven't been told what to do yet - I'll do that next. Then cast now needs to rehearse the whole play in costume. The costumes have been delivered. Yes, Peter, I see you're already wearing yours. You look very impressive! The lights haven't been set up yet - that will happen later. I think that's all for now. Lots of tickets have been sold so it's going to be a huge success! Thank you, everyone. Oh, no! ... Peter, why did you go near the wet paint when you were wearing your costume?!

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

2 Order the words to make sentences.

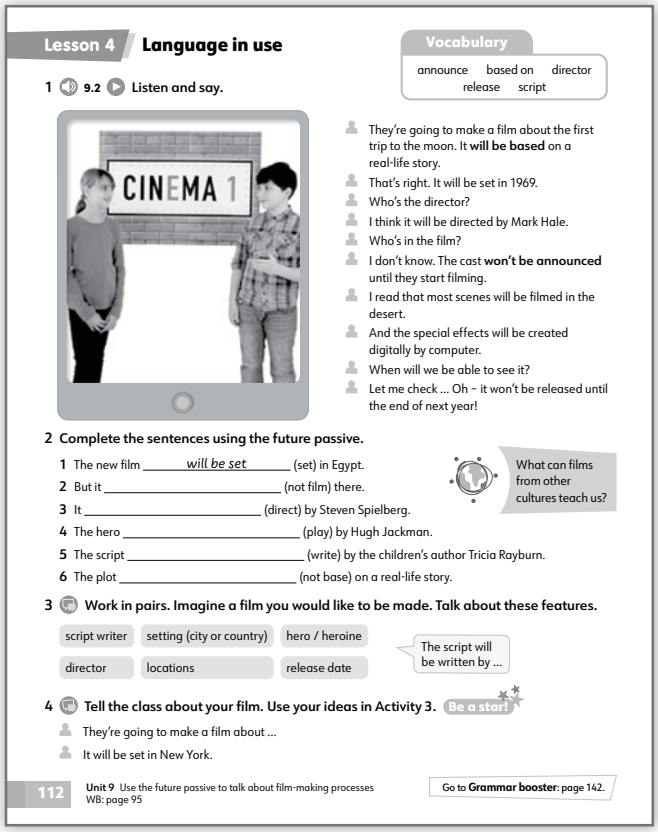
Answers: 1 The first version has been changed. **2** The film has been shown in the USA. **3** The cast hasn't been chosen yet. **4** The sets have been designed. **5** A great script has been written. **6** The special effects haven't been created yet.

3 Imagine you're planning a film party. Write sentences about what has and hasn't been done.

Answers: 1 The equipment hasn't been checked. **2** The food has been prepared. **3** The drinks haven't been poured. **4** The music has been organised. **5** Everyone has been invited. **6** The classroom hasn't been decorated. **7** The films have been chosen.

Lesson 4 Language in use

Pupil's Book page 112



Lesson 4 Language in use

Vocabulary: announce based on director release script

1 9.2 Listen and say.

CINEMA 1

They're going to make a film about the first trip to the moon. It **will be based** on a real-life story.
That's right. It will be set in 1969.
Who's the director?
I think it will be directed by Mark Hale.
Who's in the film?
I don't know. The cast **won't be announced** until they start filming.
I read that most scenes will be filmed in the desert.
And the special effects will be created digitally by computer.
When will we be able to see it?
Let me check ... Oh – it won't be released until the end of next year!

2 Complete the sentences using the future passive.

1 The new film *will be set* (set) in Egypt.
2 But it _____ (not film) there.
3 It _____ (direct) by Steven Spielberg.
4 The hero _____ (play) by Hugh Jackman.
5 The script _____ (write) by the children's author Tricia Rayburn.
6 The plot _____ (not base) on a real-life story.

What can films from other cultures teach us?

3 Work in pairs. Imagine a film you would like to be made. Talk about these features.

script writer | setting (city or country) | hero / heroine
director | locations | release date

The script will be written by ...

4 Tell the class about your film. Use your ideas in Activity 3. Be a star!

They're going to make a film about ...
It will be set in New York.

112 Unit 9 Use the future passive to talk about film-making processes
WB: page 95

Go to **Grammar booster**: page 142.

Learning objectives: Use the future passive to talk about film-making processes

Grammar: Passive voice – future

Vocabulary: announce, based on, director, release, script

Review vocabulary: films

Resources: Language in use video; Grammar 2 worksheet

Warm-up: Telephone

- Play *Telephone* (see Games bank, pages 14–17) with passive voice sentences from Lesson 3.
- Suggested sentences to use:
  Our friends and family haven't been invited.
  The film hasn't been advertised yet.
  The costumes have been made.
  A fantasy land has been created.

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 158). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 158.

1 9.2 Listen and say.

- Have the children look at the photo. Ask *Who can you see? (Laura and Paul) Where are they? What do you think they're talking about?*
- Play the audio and have the children check their ideas (*They're at the cinema. They're talking about a film that is going to be made.*).
- Play the audio again. Stop after each sentence and have the children repeat.
- Ask *What is the film about?* (*the first trip to the moon*) *Who will the director be?* (*Mark Hale*) *Where will they film it?* (*in the desert*)
- Ask the children to find two verbs in the first sentence of the dialogue that talk about the future (*They're going to make ... / It will be based*). Ask them which is in the passive (It will be based – *it has the verb* to be + *past participle*).
- Have them find more examples of the future passive. Ask how it is formed (*will / won't + be + past participle*).

- If you have access to the class video, ask the questions in the first point above. Play the video. The children watch and answer the questions.
- Continue as above from the third point.
- Play the video one more time and have the children repeat. Have them imitate the intonation and body language.

2 Complete the sentences using the future passive.

- Refer the children to sentence 1 and elicit the parts of the future passive (*will* + *be* + past participle).
- Elicit the answer to the second sentence. Then have the children continue the activity individually.
- Check answers as a class.

Answers: 1 will be set **2** won't be filmed **3** will be directed **4** will be played **5** will be written **6** won't be based

3 Work in pairs. Imagine a film you would like to be made. Talk about these features.

- Ask if any of the children know a story which would make a good film. Allow the children to think about a good topic for a film. Invite suggestions.
- Give an example before the children start the activity, e.g. *I think the story of my life will make a good film! It will be set in (your home town) and I will be played by (famous actor / actress). It will be filmed in my house and in this classroom! I will write the script, and it will be directed by my mum! It will be released next year.*
- Elicit the sentences from your example and write them on the board. Then elicit ideas to replace the information about your film with the children's ideas. Leave the sentences on the board.
- Divide the class into pairs and have the children exchange their own ideas.

4 Tell the class about your film. Use your ideas in Activity 3.

Be a star!

- Invite volunteers to read out the example exchange.
- In the same pairs, the children make a new dialogue about the film they discussed in Activity 3, using the dialogue in Activity 1 as a model.
- Invite pairs to act out their dialogue for the class.

Grammar booster

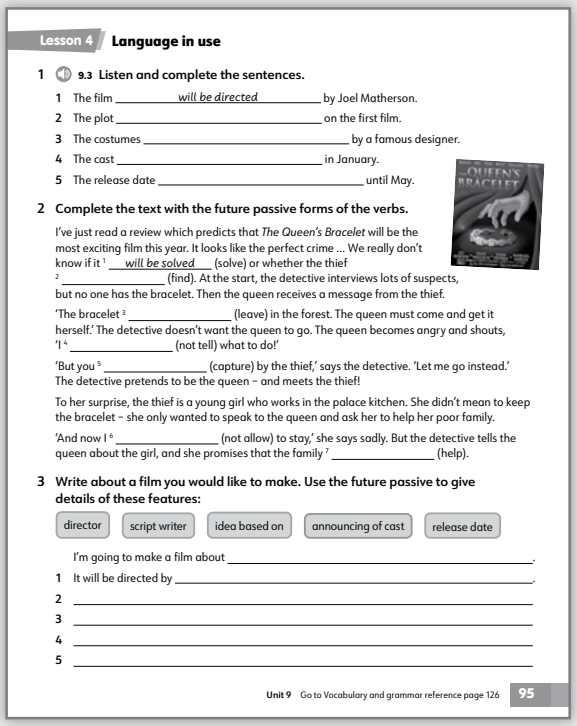
For additional practice, ask the children to turn to page 142 of their Pupil's Book to complete Activities 2 and 3. Alternatively, you may wish to have the children complete these activities at home.

Answers: 2 1 The app will be downloaded next week. 2 The graphics have been designed. 3 The password will be changed next week. 4 The attachments have been sent. 5 The photos have been uploaded. 6 The brands will be researched next week. **3** 1 hasn't been raised 2 have been blocked 3 will be completed 4 hasn't been fed 5 will be observed 6 has been called

Cooler: How many words?

- Play *How many words?* (see Games bank, pages 14–17). Suggested sentences:
  The script will be written by my favourite author. (9)
  The cast won't be announced until next year. (8)
  The hero will be played by a new, young actor. (10)

Workbook page 95



Lesson 4 **Language in use**

1 9.3 **Listen and complete the sentences.**

1 The film *will be directed* by Joel Matherson.
2 The plot _____ on the first film.
3 The costumes _____ by a famous designer.
4 The cast _____ in January.
5 The release date _____ until May.

2 Complete the text with the future passive forms of the verbs.

I've just read a review which predicts that *The Queen's Bracelet* will be the most exciting film this year. It looks like the perfect crime ... We really don't know if it [1] *will be solved* (solve) or whether the thief [2] _____ (find). At the start, the detective interviews lots of suspects, but no one has the bracelet. Then the queen receives a message from the thief.

'The bracelet [3] _____ (leave) in the forest. The queen must come and get it herself.' The detective doesn't want the queen to go. The queen becomes angry and shouts, 'I [4] _____ (not tell) what to do!'

'But you [5] _____ (capture) by the thief,' says the detective. 'Let me go instead.' The detective pretends to be the queen – and meets the thief!

To her surprise, the thief is a young girl who works in the palace kitchen. She didn't mean to keep the bracelet – she only wanted to speak to the queen and ask her to help her poor family.

'And now I [6] _____ (not allow) to stay,' she says sadly. But the detective tells the queen about the girl, and she promises that the family [7] _____ (help).

3 Write about a film you would like to make. Use the future passive to give details of these features:

director | script writer | idea based on | announcing of cast | release date

I'm going to make a film about _____.
1 It will be directed by _____.
2 _____
3 _____
4 _____
5 _____

Unit 9 Go to Vocabulary and grammar reference page 126 95

Remind the children that they can refer to the grammar reference on page 126 to help them while completing these activities.

ESDC

What can films from other cultures teach us?

This question helps the children identify distinguishing features of a variety of global cultures.

- Ask the children if they have a favourite film, and what makes them their favourites. Then ask if any children have a favourite film that is in their own language. Are there differences between films in their language and films in English?

Possible answers: Films from other cultures can teach us what those cultures enjoy and think is important, as well as their history. They also teach us new ways of thinking about how a film is made and how stories are told.

1 9.3 Listen and complete the sentences.

Audioscript

Boy: *Have you seen the film Escape to the Moon? They're going to make a new version. It will be with a new cast but two of the cast from the first film will be in it too.*
Girl: *Oh! I loved that film. Who's the director this time?*
Boy: *I think it will be directed by Joel Matherson.*
Girl: *Will the plot be the same?*
Boy: *Yes – the plot will be based on the first film but I the script will be written by a new team of writers. And I read that the costumes will be created by a famous designer – but they haven't said who it is!*
Girl: *Exciting! Do you know who's in the new cast?*
Boy: *No, but I read that the cast will be chosen in January.*
Girl: *Oh no – so not this year then. When will we be able to see it?*
Boy: *The release date won't be announced until May.*

Answers: 1 will be directed **2** will be based **3** will be created **4** will be chosen **5** won't be announced

2 Complete the text with the future passive forms of the verbs.

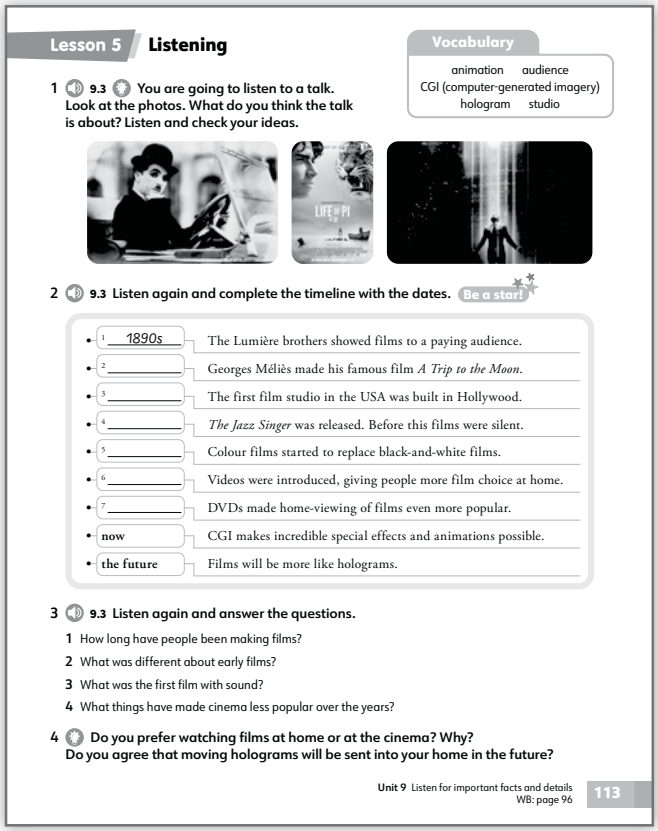
Answers: 1 will be solved **2** will be found **3** will be left **4** won't be told **5** will be captured **6** won't be allowed **7** will be helped

3 Write about a film you would like to make. Use the future passive to give details of these features:

Answers: Children's own answers.

Lesson 5 Listening

Pupil's Book page 113



Lesson 5 Listening

Vocabulary
animation audience
CGI (computer-generated imagery)
hologram studio

1 9.3 You are going to listen to a talk. Look at the photos. What do you think the talk is about? Listen and check your ideas.

2 9.3 Listen again and complete the timeline with the dates. Be a star!

- 1 1890s — The Lumière brothers showed films to a paying audience.
- 2 _____ — Georges Méliès made his famous film *A Trip to the Moon*.
- 3 _____ — The first film studio in the USA was built in Hollywood.
- 4 _____ — *The Jazz Singer* was released. Before this films were silent.
- 5 _____ — Colour films started to replace black-and-white films.
- 6 _____ — Videos were introduced, giving people more film choice at home.
- 7 _____ — DVDs made home-viewing of films even more popular.
- now — CGI makes incredible special effects and animations possible.
- the future — Films will be more like holograms.

3 9.3 Listen again and answer the questions.

1 How long have people been making films?
2 What was different about early films?
3 What was the first film with sound?
4 What things have made cinema less popular over the years?

4 Do you prefer watching films at home or at the cinema? Why? Do you agree that moving holograms will be sent into your home in the future?

Unit 9 Listen for important facts and details WB: page 96 113

Learning objectives: Listen for important facts and details

Vocabulary: animation, audience, CGI (computer-generated imagery), hologram, studio

Review vocabulary: films

Warm-up: What's the word?

- Play *What's the word?* (see Games bank, pages 14–17) with known vocabulary from this lesson.
- Suggested words: *camera, effect, entertainment, popular, computer, future.*

Vocabulary

- Refer the children to the vocabulary panel at the top of the page.
- Have the children identify the words from these definitions:
  Pictures and / or movement produced by a computer. (CGI – computer-generated imagery)
  The place where films are made. (studio)
  Moving pictures made from graphics or models. (animation)
  The people who watch a film, play, etc. (audience)
  A 3D picture that seems to be in front of the screen, not on it. (hologram)

1 9.3 You are going to listen to a talk. Look at the photos. What do you think the talk is about? Listen and check your ideas.

- The children look at the photos and say what they can see in each one.
- Elicit what they think the talk is about and write their ideas on the board.

Audioscript

Mark: *People have been making films for more than 125 years. In the 1890s in France, the Lumière brothers were the first people to show films and sell tickets. Early films were black and white. They had no sound and they lasted less than a minute.*
Georges Méliès opened one of the first film studios. He discovered how to make special effects one day when some film accidentally got stuck in his camera and changed the pictures in it. One of his most famous films with special effects was A Trip to the Moon. He made it in 1902.
Soon films were being made all over the world. In 1911, the first film studio in the USA was built in a part of Los Angeles called Hollywood. Before 1927, all films were silent, so cinemas had a person to play music while people watched the film. Then The Jazz Singer was released and it was the first film with people talking. Colour films were introduced in the 1930s. Cinema became more popular than ever.

Sophie: *Nowadays, cinema isn't nearly as popular as it used to be. New technologies have been introduced – like videos in the 1980s and DVDs in the 1990s – which mean you don't have to go to the cinema to watch films. And in this century, we've been given even more choices because we can download films from the internet. Now films look better than ever because of computer-generated imagery (CGI), which makes incredible special effects and animations possible. What will happen to film viewing in the future? We think films will be made in new ways: more like moving holograms, and these will be sent into your home. Families will watch in their living room like spectators at a live football match. You'll get a different view depending on where you sit. It'll feel like we are actually in the world of the film.*

2 9.3 Listen again and complete the timeline with the dates.

Be a star!

- Refer the children to the example answer. Play the audio up to *... show films and sell tickets.* Ask if they heard the answer.
- Play the rest of the audio. Have the children complete the information.
- Write numbers 1–7 on the board. Invite volunteers to come to the board and write one answer each.

Answers: 1 1890s **2** 1902 **3** 1911 **4** 1927 **5** 1930s **6** 1980s **7** 1990s

3 9.3 Listen again and answer the questions.

- Have the children read the questions and say how many they can answer.
- Play the audio again. Have the children make notes.
- Read out the questions and invite answers.

Answers: 1 For more than 125 years. **2** Early films were black and white, had no sound and lasted less than a minute. **3** *The Jazz Singer.* **4** Television, videos, DVDs, downloadable films.

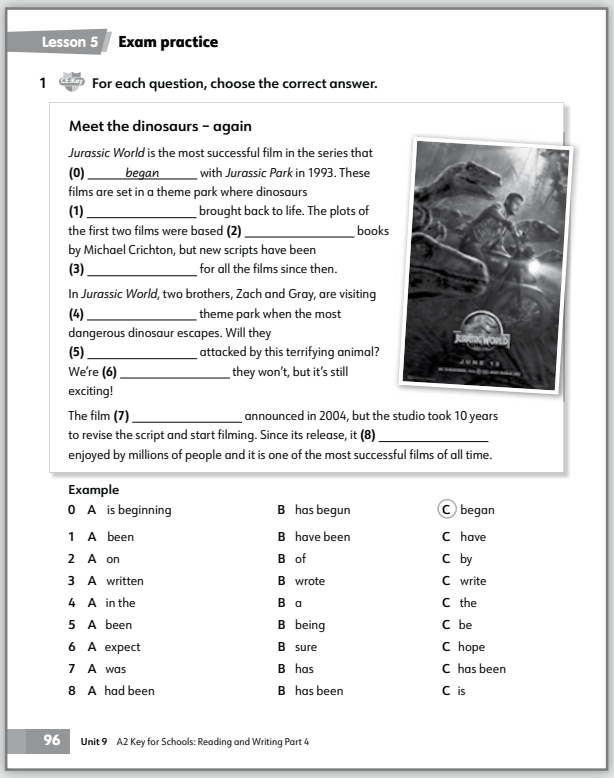
4 Do you prefer watching films at home or at the cinema? Why? Do you agree that moving holograms will be sent into your home in the future?

- Give the children some thinking time. Then have them compare ideas with a partner.
- Conduct class feedback.

Cooler: Collocations

- Play *Collocations* (see Games Bank, pages 14–17) with these columns of words:
  Column 1 – *black / lasted less / film / special / affected / downloadable / big / unforgettable / computer-*
  Column 2 – *studio / films / than a minute / experience / effects / by television / and white / generated / screen*

Workbook page 96



Lesson 5 **Exam practice**

1 CE:Key **For each question, choose the correct answer.**

Meet the dinosaurs – again

Jurassic World is the most successful film in the series that **(0)** _began_ with *Jurassic Park* in 1993. These films are set in a theme park where dinosaurs **(1)** _____ brought back to life. The plots of the first two films were based **(2)** _____ books by Michael Crichton, but new scripts have been **(3)** _____ for all the films since then.

In *Jurassic World*, two brothers, Zach and Gray, are visiting **(4)** _____ theme park when the most dangerous dinosaur escapes. Will they **(5)** _____ attacked by this terrifying animal? We're **(6)** _____ they won't, but it's still exciting!

The film **(7)** _____ announced in 2004, but the studio took 10 years to revise the script and start filming. Since its release, it **(8)** _____ enjoyed by millions of people and it is one of the most successful films of all time.

Example			
0	A is beginning	B has begun	C began
1	A been	B have been	C have
2	A on	B of	C by
3	A written	B wrote	C write
4	A in the	B a	C the
5	A been	B being	C be
6	A expect	B sure	C hope
7	A was	B has	C has been
8	A had been	B has been	C is

96 Unit 9 A2 Key for Schools: Reading and Writing Part 4

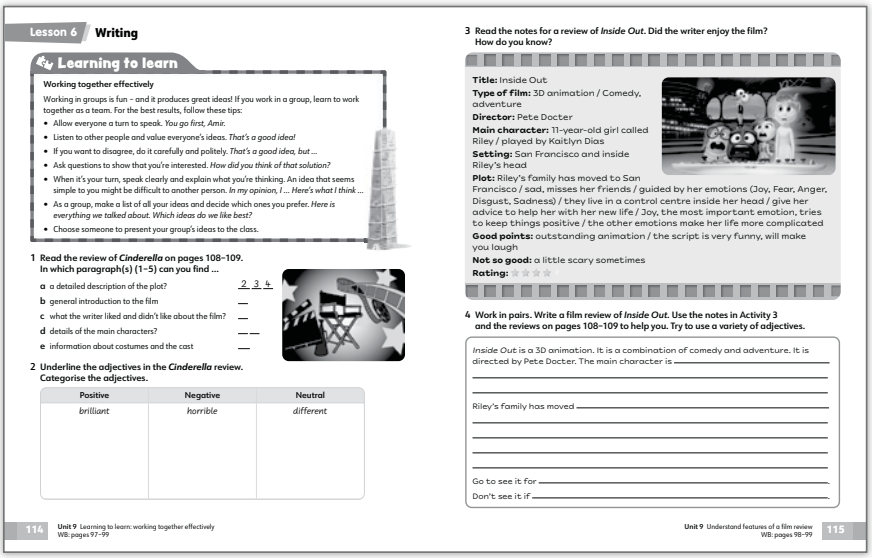
1 CE:Key For each question, choose the correct answer.

This activity helps the children prepare for Part 5 of the Reading and Writing paper in the Cambridge English A2 Key for Schools exam. The children should read the text before choosing answers.

Answers: 1 B **2** A **3** A **4** B **5** C **6** B **7** A **8** B

Lesson 6 Writing

Pupil's Book page 114–115



Learning objectives: Work together effectively; Understand features of a film review

Learning to learn

Working together effectively

- Ask the children if they often work in groups and if they enjoy it.
- Have the children read the information in the *Learning to learn* box. Ask which piece of advice they think is best.

1 Read the review of *Cinderella* on pages 108–109. In which paragraph(s) (1–5) can you find ...

- Read out features a–e. The children read the *Cinderella* review and underline information about the plot.
- The children find and underline the remaining features and write the paragraph numbers.
- Read out each feature and have the children say the corresponding paragraph number.

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

2 Underline the adjectives in the *Cinderella* review. Categorise the adjectives.

- Ask the children to find and underline all the adjectives in the *Cinderella* review. Ask how many they found (there are 11).
- Elicit the first two adjectives (*different, young*). Ask if they are positive, negative or neutral.
- The children categorise the remaining adjectives individually.
- Draw the table on the board. Invite volunteers to come up and write two words each. Ask if everyone agrees.

Answers: Positive: excited, kind, great, fantastic, brilliant, good
Negative: horrible
Neutral: young, new, old, different

3 Read the notes for a review of *Inside Out*. Did the writer enjoy the film? How do you know?

- The children read the notes quickly and decide if the writer enjoyed the film. Ask them to give reasons for their answers.

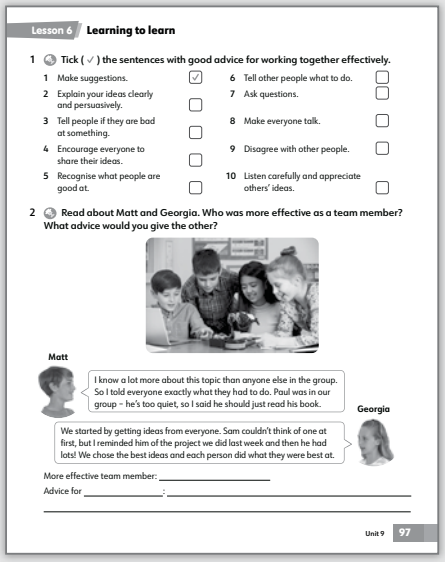
Suggested answers: Yes, because they gave an overall rating of 4 out of 5 stars. They also commented that the animation was outstanding and the script was funny.

4 Work in pairs. Write a film review of *Inside Out*. Use the notes in Activity 3 and the reviews on pages 108–109 to help you. Try to use a variety of adjectives.

- Read out the first part of the review. Elicit ideas for how to continue the fourth sentence.
- The children work in pairs to complete the review, using the notes in Activity 3.

Suggested answer: *Inside Out* is a 3D animation. It is a combination of comedy and adventure. It is directed by Pete Docter. The main character is an 11-year-old girl called Riley, who is played by Kaitlyn Dias. The film is set in San Francisco and inside Riley's head.
Riley's family has moved to San Francisco. Riley is sad because she misses her friends. She is guided by her emotions (Joy, Fear, Anger, Disgust and Sadness) who live in a control centre inside her head. They give her advice to help her with her new life. Joy, the most important emotion, tries to keep things positive while the other emotions make Riley's life more complicated.
Go to see it for the outstanding animation and the very funny script, which will make you laugh. Don't see it if you're easily scared.

Workbook pages 97–99


Lesson 6 Learning to learn

1 Tick (✓) the sentences with good advice for working together effectively.

1 Make suggestions. ☑ 6 Tell other people what to do. ☐
2 Explain your ideas clearly and persuasively. ☐ 7 Ask questions. ☐
3 Tell people if they are bad at something. ☐ 8 Make everyone talk. ☐
4 Encourage everyone to share their ideas. ☐ 9 Disagree with other people. ☐
5 Recognise what people are good at. ☐ 10 Listen carefully and appreciate others' ideas. ☐

2 Read about Matt and Georgia. Who was more effective as a team member? What advice would you give the other?

Matt: I know a lot more about this topic than anyone else in the group. So I told everyone exactly what they had to do. Paul was in our group – he's too quiet, so I said he should just read his book.

Georgia: We started by getting ideas from everyone. Sam couldn't think of one at first, but I reminded him of the project we did last week and then he had lots! We chose the best ideas and each person did what they were best at.

More effective team member: _____
Advice for _____: _____

Unit 9 97

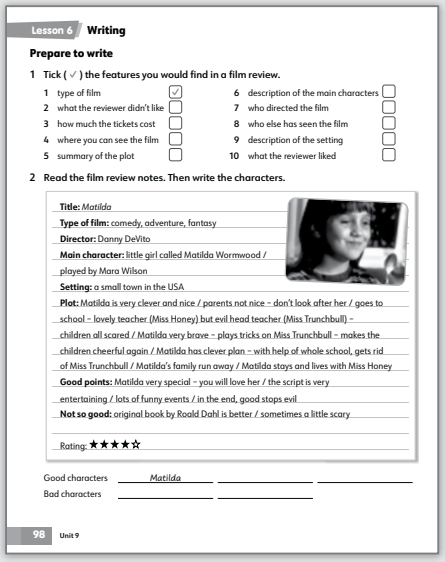
Learning to learn

1 Tick (✓) the sentences with good advice for working together effectively.

Answers: ✓ by: 1, 2, 4, 5, 7, 10

2 Read about Matt and Georgia. Who was more effective as a team member? What advice would you give the other?

Answers: More effective team member: Georgia **Advice for Matt:** explain your ideas persuasively, make suggestions / don't tell people what to do, encourage people to share their ideas / suggest ways people can share their skills


Lesson 6 Writing

Prepare to write

1 Tick (✓) the features you would find in a film review.

1 type of film ☑ 6 description of the main characters ☐
2 what the reviewer didn't like ☐ 7 who directed the film ☐
3 how much the tickets cost ☐ 8 who else has seen the film ☐
4 where you can see the film ☐ 9 description of the setting ☐
5 summary of the plot ☐ 10 what the reviewer liked ☐

2 Read the film review notes. Then write the characters.

Title: *Matilda*
Type of film: comedy, adventure, fantasy
Director: Danny DeVito
Main character: little girl called Matilda Wormwood / played by Mara Wilson
Setting: a small town in the USA
Plot: Matilda is very clever and nice / parents not nice – don't look after her / goes to school – lovely teacher (Miss Honey) but evil head teacher (Miss Trunchbull) – children all scared / Matilda very brave – plays tricks on Miss Trunchbull – makes the children cheerful again / Matilda has clever plan – with help of whole school, gets rid of Miss Trunchbull / Matilda's family run away / Matilda stays and lives with Miss Honey
Good points: Matilda very special – you will love her / the script is very entertaining / lots of funny events / in the end, good stops evil
Not so good: original book by Roald Dahl is better / sometimes a little scary

Rating: ★★★★☆

Good characters: *Matilda* _____ _____
Bad characters: _____ _____

98 Unit 9

Prepare to write

1 Tick (✓) the features you would find in a film review.

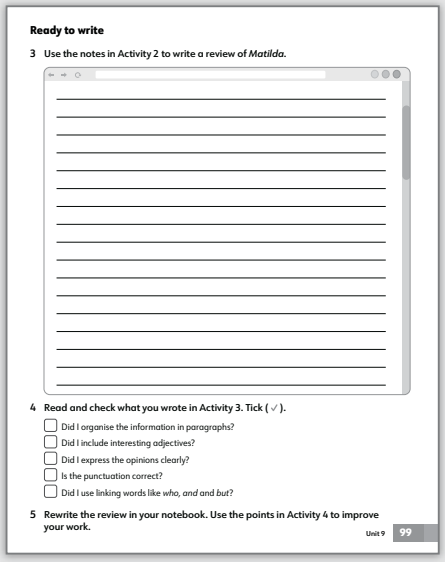
- If done in class, elicit what information children would expect to find in a film review.
- The children read the features and tick the ones that would appear in a film review.

Answers: ✓ by: 1, 2, 5, 6, 7, 9, 10

2 Read the film review notes. Then write the characters.

- The children scan the notes to find the first character (*Matilda Wormwood*) and decide if she is good or bad. Elicit reasons for their answer (*good – she's 'very clever and nice'*).
- The children find the remaining characters and write them in the correct column.

Answers: Good characters: Matilda, Miss Honey, the children **Bad characters:** Miss Trunchbull, Matilda's parents


Ready to write

3 Use the notes in Activity 2 to write a review of *Matilda*.

4 Read and check what you wrote in Activity 3. Tick (✓).

☐ Did I organise the information in paragraphs?
☐ Did I include interesting adjectives?
☐ Did I express the opinions clearly?
☐ Is the punctuation correct?
☐ Did I use linking words like *who, and* and *but*?

5 Rewrite the review in your notebook. Use the points in Activity 4 to improve your work.

Unit 9 99

Ready to write

3 Use the notes in Activity 2 to write a review of *Matilda*.

- The children write their film review using the notes in Activity 2.

4 Read and check what you wrote in Activity 3. Tick (✓).

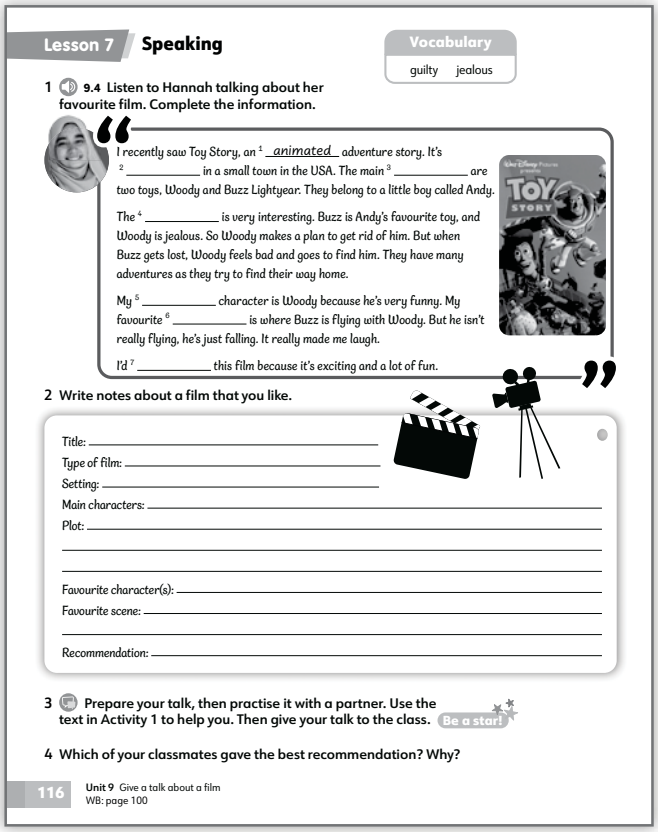
- The children check their work against the checklist and make a note of any necessary changes.

5 Rewrite the review 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 116



Lesson 7 Speaking

Vocabulary: guilty jealous

1 9.4 Listen to Hannah talking about her favourite film. Complete the information.

I recently saw Toy Story, an [4] animated adventure story. It's [2] _____ in a small town in the USA. The main [3] _____ are two toys, Woody and Buzz Lightyear. They belong to a little boy called Andy.

The [4] _____ is very interesting. Buzz is Andy's favourite toy, and Woody is jealous. So Woody makes a plan to get rid of him. But when Buzz gets lost, Woody feels bad and goes to find him. They have many adventures as they try to find their way home.

My [5] _____ character is Woody because he's very funny. My favourite [6] _____ is where Buzz is flying with Woody. But he isn't really flying, he's just falling. It really made me laugh.

I'd [7] _____ this film because it's exciting and a lot of fun.

2 Write notes about a film that you like.

Title: _____
Type of film: _____
Setting: _____
Main characters: _____
Plot: _____
Favourite character(s): _____
Favourite scene: _____
Recommendation: _____

3 Prepare your talk, then practise it with a partner. Use the text in Activity 1 to help you. Then give your talk to the class. Be a star!

4 Which of your classmates gave the best recommendation? Why?

116 Unit 9 Give a talk about a film
WB: page 100

***Learning objectives*:** Give a talk about a film

***Vocabulary*:** guilty, jealous

Review vocabulary: films

***Resources*:** Vocabulary 2 worksheet

***Materials*:** card-sized pieces of paper (four per child)

Warm-up: True or false?

- Play *True or false?* (see Games bank, pages 14–17).
- Suggested sentences from Lesson 6:
  Inside Out is a romantic film. (F)
  The heroine of the film is a girl called Riley. (T)
  Riley is very sad and misses her friends. (T)
  She has emotions which live in her heart. (F)
  The most important emotion is called Disgust. (F)
  The film is very funny. (T)
  The review gave it five stars. (F)

Vocabulary

- Draw attention to the vocabulary box at the top of the page.
- Give a short definition of each word and have the children say which one it is:
  Feeling bad because you have done something wrong. (guilty)
  Unhappy or angry because someone has something that you don't have. (jealous)
  Have the children repeat each word after you.

1 9.4 Listen to Hannah talking about her favourite film. Complete the information.

- Have the children look at the photo. Ask them if they know what film it is and whether they have seen it. If some children have seen it, elicit what they remember about it.
- Draw attention to the text in the speech bubble. Play the first sentence of the audio. Ask the children to listen and raise their hands if they heard the answer for the first gap.
- Play the rest of the audio. The children complete the text.
- Have volunteers read out a sentence each. Ask if everyone agrees.

Audioscript

I recently saw Toy Story, an animated adventure story. It's set in a small town in the USA. The main characters are two toys, Woody and Buzz Lightyear. They belong to a little boy called Andy.

The plot is very interesting. Buzz is Andy's favourite toy, and Woody is jealous. So Woody makes a plan to get rid of him. But when Buzz gets lost, Woody feels bad and goes to find him. They have many adventures as they try to find their way home.

My favourite character is Woody because he's very funny. My favourite scene is where Buzz is flying with Woody. But he isn't really flying, he's just falling. It really made me laugh.

I'd recommend this film because it's exciting and a lot of fun.

Answers: 1 animated **2** set **3** characters **4** plot **5** favourite **6** scene **7** recommend

2 Write notes about a film that you like.

- Check with the children if they are going to write complete sentences or words and short phrases for their notes in this activity (words and short phrases).
- Elicit information about *Toy Story* as an example to complete the notes.
- Have the children think of a film they like, perhaps their favourite film, and complete the notes.

Teaching star!

Extension

The children can be encouraged to produce more complex sentences when they speak by using speech cards to remind them of what they plan to say.

- Give each child a set of four card-sized pieces of paper.
- Tell the children to copy onto the cards key words and phrases from their notes for the beginning, middle and end of their talk. They can number the cards to remember the order.
- Encourage the children to refer to their cards when they practise and present their talk.

3 Prepare your talk, then practise it with a partner. Use the text in Activity 1 to help you. Then give your talk to the class.

Be a star!

- Give the children a few minutes to look at their notes and decide what they are going to say in their talk.
- Divide the class into pairs and have the children tell their partner about the film. Remind them that they can use Activity 1 as a model.
- If you have a small class, invite all children to come up and give their talk to the class. If you have a larger class, invite volunteers to give their talk.

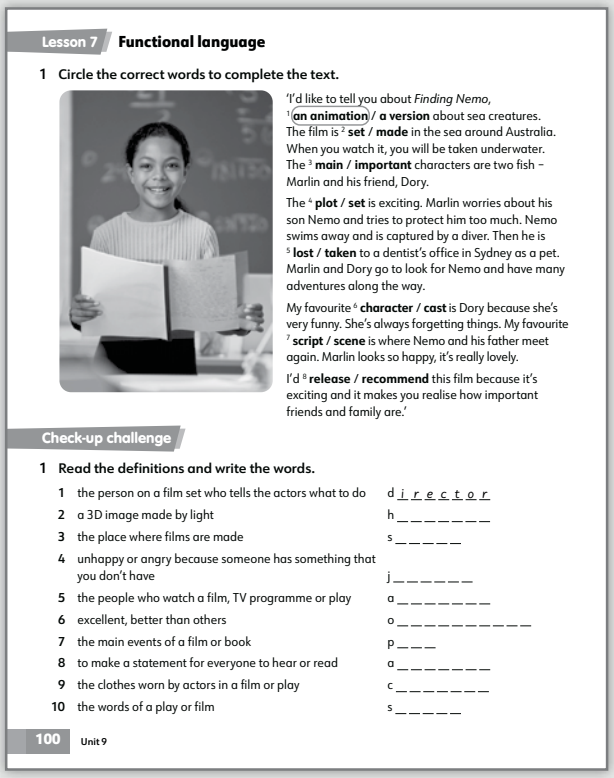
4 Which of your classmates gave the best recommendation? Why?

- Ask the children which presentations made them want to watch the film, and why.
- Take a vote by a show of hands to decide which is the most popular film from the presentations.
- Have one of the children who didn't speak take the role of vote-counter.

Cooler: Disappearing words

- Play *Disappearing words* (see Games bank, pages 14–17) with a selection of sentences from the audioscript for this lesson.

Workbook page 100



Lesson 7 **Functional language**

1 Circle the correct words to complete the text.

'I'd like to tell you about *Finding Nemo*, [1] **an animation / a version** about sea creatures. The film is [2] **set / made** in the sea around Australia. When you watch it, you will be taken underwater. The [3] **main / important** characters are two fish – Marlin and his friend, Dory.

The [4] **plot / set** is exciting. Marlin worries about his son Nemo and tries to protect him too much. Nemo swims away and is captured by a diver. Then he is [5] **lost / taken** to a dentist's office in Sydney as a pet. Marlin and Dory go to look for Nemo and have many adventures along the way.

My favourite [6] **character / cast** is Dory because she's very funny. She's always forgetting things. My favourite [7] **script / scene** is where Nemo and his father meet again. Marlin looks so happy, it's really lovely.

I'd [8] **release / recommend** this film because it's exciting and it makes you realise how important friends and family are.'

Check-up challenge

1 Read the definitions and write the words.

1	the person on a film set who tells the actors what to do	d i r e c t o r
2	a 3D image made by light	h _ _ _ _ _ _ _
3	the place where films are made	s _ _ _ _ _
4	unhappy or angry because someone has something that you don't have	j _ _ _ _ _ _
5	the people who watch a film, TV programme or play	a _ _ _ _ _ _ _
6	excellent, better than others	o _ _ _ _ _ _ _ _ _ _ _
7	the main events of a film or book	p _ _ _
8	to make a statement for everyone to hear or read	a _ _ _ _ _ _ _
9	the clothes worn by actors in a film or play	c _ _ _ _ _ _ _
10	the words of a play or film	s _ _ _ _ _

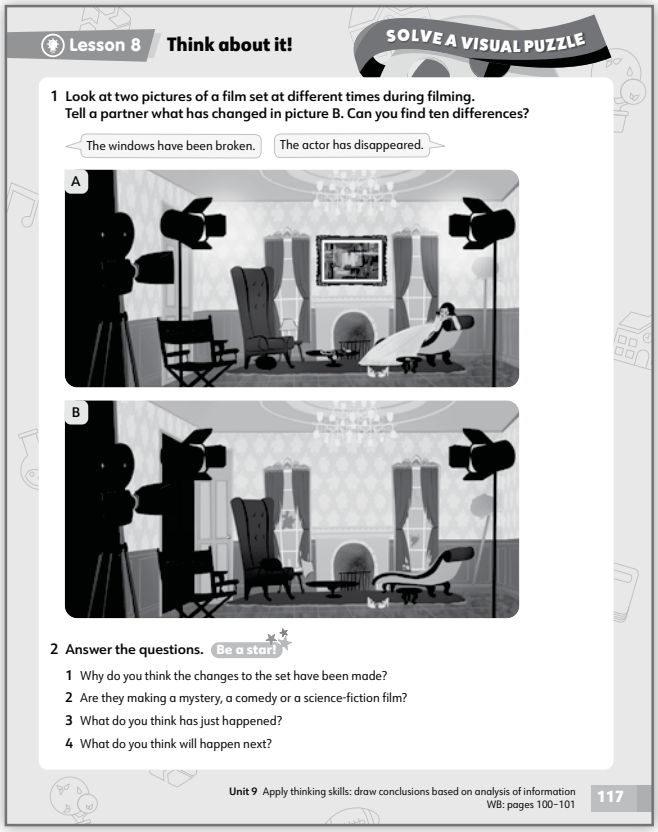
100 Unit 9

1 Circle the correct words to complete the text.

Answers: 1 an animation **2** set **3** main **4** plot **5** taken **6** character **7** scene **8** recommend

Lesson 8 Think about it!

Pupil's Book page 117



Learning objectives: Draw conclusions based on analysis of information

Resources: Unit 9 test

Warm-up: Odd word out

- Write on the board the following groups of words:
  1 desert director plot cast
  2 fantastic brilliant evil cool
  3 costumes set script environment
  4 written make chosen play
- Ask the children to decide which is the odd word out in each group and why.
- Have them compare ideas with a partner. Then invite suggestions. Ask if everyone agrees – there may be alternative answers!

Suggested answers: 1 desert (this is a place, others are connected to films) **2** evil (this is negative, others are positive) **3** environment (others are parts of producing a play or film) **4** play (this is an infinitive, others are past participles)

1 Look at two pictures of a film set at different times during filming. Tell a partner what has changed in picture B. Can you find ten differences?

- Have the children look at the pictures. Elicit what they can see in the first one and what they think is happening (*they're filming a scene from a film or TV show*).
- Ask volunteers to read out the example sentences.
- The children work in pairs to find eight more differences and tell each other what they are.
- Ask volunteers to say a difference each. Ask if everyone agrees.

Suggested answers: 1 The actor has disappeared. **2** The windows have been broken. **3** The lights have been switched off. **4** The door has been opened. **5** The lamps have been knocked over. **6** The painting has been taken. **7** The necklace has been taken. **8** The watch has been taken. **9** The curtains have been torn. **10** The cat has moved.

2 Answer the questions.

Be a star!

- Elicit answers to the first question and write ideas on the board.
- Give some thinking time for the other questions. Have the children compare ideas with a partner.
- Invite suggestions for the answers and any new ideas about the first question.

Suggested answers: 1 Because someone has broken into the house and damaged the room **2** A mystery film **3** Someone has broken in, knocked things over, stolen valuable items and possibly kidnapped the woman. **4** Children's own answers.

Cooler: What's the difference?

- Invite six children to come to the front of the class, bringing something with them – e.g. a bag, ruler or book.
- Have the rest of the class look very carefully at them, and then turn away.
- While the class is turned away, have the children at the front exchange objects, have two of them change places, swap jackets, take off or put on glasses, etc. Then have the rest of the class turn back.
- Class members raise their hand to say a difference they can see.

Lesson 7 **Functional language**

1 Circle the correct words to complete the text.



'I'd like to tell you about *Finding Nemo*, [1] **an animation** / **a version** about sea creatures. The film is [2] **set** / **made** in the sea around Australia. When you watch it, you will be taken underwater. The [3] **main** / **important** characters are two fish – Marlin and his friend, Dory.

The [4] **plot** / **set** is exciting. Marlin worries about his son Nemo and tries to protect him too much. Nemo swims away and is captured by a diver. Then he is [5] **lost** / **taken** to a dentist's office in Sydney as a pet. Marlin and Dory go to look for Nemo and have many adventures along the way.

My favourite [6] **character** / **cast** is Dory because she's very funny. She's always forgetting things. My favourite [7] **script** / **scene** is where Nemo and his father meet again. Marlin looks so happy, it's really lovely.

I'd [8] **release** / **recommend** this film because it's exciting and it makes you realise how important friends and family are.'

Check-up challenge

1 Read the definitions and write the words.

1	the person on a film set who tells the actors what to do	d *i r e c t o r*
2	a 3D image made by light	h _ _ _ _ _ _ _
3	the place where films are made	s _ _ _ _ _
4	unhappy or angry because someone has something that you don't have	j _ _ _ _ _ _
5	the people who watch a film, TV programme or play	a _ _ _ _ _ _ _
6	excellent, better than others	o _ _ _ _ _ _ _ _ _ _
7	the main events of a film or book	p _ _ _
8	to make a statement for everyone to hear or read	a _ _ _ _ _ _ _
9	the clothes worn by actors in a film or play	c _ _ _ _ _ _ _
10	the words of a play or film	s _ _ _ _ _

2 Complete the table.

present	present passive	present perfect passive	future passive
does			
writes	is written		
		has been made	
			will be chosen

3 Use the prompts to write the zookeeper's notes. Use the present perfect passive or future passive.

WELCOME TO THE ZOO

✓ = has been done **L** = will be done later

1	feed the lions	✓	*The lions have been fed.*
2	clean the monkeys' cage	L	*The monkeys' cage will be cleaned later.*
3	brush the crocodile's teeth	✓	
4	give the rhino its medicine	✓	
5	wake up the owls	L	
6	put the bear cub to bed	L	
7	catch the kangaroo	✓	
8	find the lizards	L	

What I can do!

Put a tick (✓) or a cross (×).

recognise a writer's opinion	☐	make and use words with the suffix *-ation*	☐
talk about what has / hasn't been done	☐	write a film review	☐
talk about film-making processes	☐	give a talk about a film	☐

In this unit, my favourite activity is: _____

Something I did well: _____

Something I could improve: _____

Check-up challenge

1 Read the definitions and write the words.

Answers: 1 director **2** hologram **3** studio **4** jealous **5** audience **6** outstanding **7** plot **8** announce **9** costumes **10** script

2 Complete the table.

Answers: present: does, writes, makes, chooses **present passive:** is done, is written, is made, is chosen **present perfect passive:** has been done, has been written, has been made, has been chosen **future passive:** will be done, will be written, will be made, will be chosen

3 Use the prompts to write the zookeeper's notes. Use the present perfect passive or future passive.

Answers: 1 The lions have been fed. **2** The monkeys' cage will be cleaned later. **3** The crocodile's teeth have been brushed. **4** The rhino has been given its medicine. **5** The owls will be woken up later. **6** The bear cub will be put to bed later. **7** The kangaroo has been caught. **8** The lizards will be found later.

Pupil's Book pages 118–120



Reading time 4

1 9.5 Read the story on pages 118–120. What happens to Ed? Why does it happen?

Lost in cyberspace

'Oh, no!'

Ed kept hitting the keys on the keyboard. But nothing worked. The screen on his laptop was still frozen.

What had Sophie said? 'Are you sure you want to open that attachment? You don't know who sent it.' Why didn't he listen to his sister?

Was it a virus? He tried to imagine what a virus would look like. He pressed his nose against the screen, trying to look inside. And suddenly he felt himself falling ...

AAAAARGH!

He landed upside down, somewhere soft and dark. This wasn't his bedroom. Where was he? No! It was impossible ... *He was on the other side of the screen!* Look – there was his bedroom! He was inside his computer ... Whose voice was that? Mum's!

'Ed always leaves his laptop open ...'

'Mum – don't!'

But she didn't hear him. Ed's room disappeared as the laptop was closed and Ed was shut inside.
What was he going to do now?

'Think, Ed ...'

And then they started to appear, one by one: stars in the darkness. They reminded Ed of a website about space that his teacher had recommended – he'd really enjoyed that one. *That* made him think about his favourite endangered animal website – he could picture the lions and the snakes ...

118 Reading time 4 Read a fantasy adventure story

RRRROOOAAAARRRR! HISSSSSSSSS!

What was that? It wasn't dark any more – it was very bright and very hot. Ed found himself hiding behind a rock. RROOAARR! He thought he heard a lion ...

A lion, in the distance, was chasing its prey. And nearer him a giraffe was reaching up to eat leaves from a tall tree. And there, drinking from the pool, was a rhino! Ed could see two little birds on the rhino's back.

'There must be a lot of insects,' thought Ed. 'I can see them moving!'

BUZZZZZZZZ!

Suddenly, hundreds of insects flew up in a group from the rhino's back – and came directly towards Ed!

'We're Evil Weevils! The nastiest kind of computer virus in cyberspace. Run or you'll be caught!'

Ed ran. 'Think, Ed, think of another website! Think of anything except the endangered animal website.'

TOOOOOOOT! PUUUUUUURP! CRAAAAAASH!

The buzzing had stopped – but there were all kinds of other very loud noises. Ed covered his ears. Where was he now?

'Come and join us!' said a woman with a saxophone. 'Can you play the guitar? How are you on the drums?'

'I love this website!' said Ed, grabbing a guitar.

'Let's go – one, two, three ...'

Ed was on stage! He was a rock guitarist! This had always been his dream. And it felt so real – he could even see the musical notes floating up out of the saxophone ...

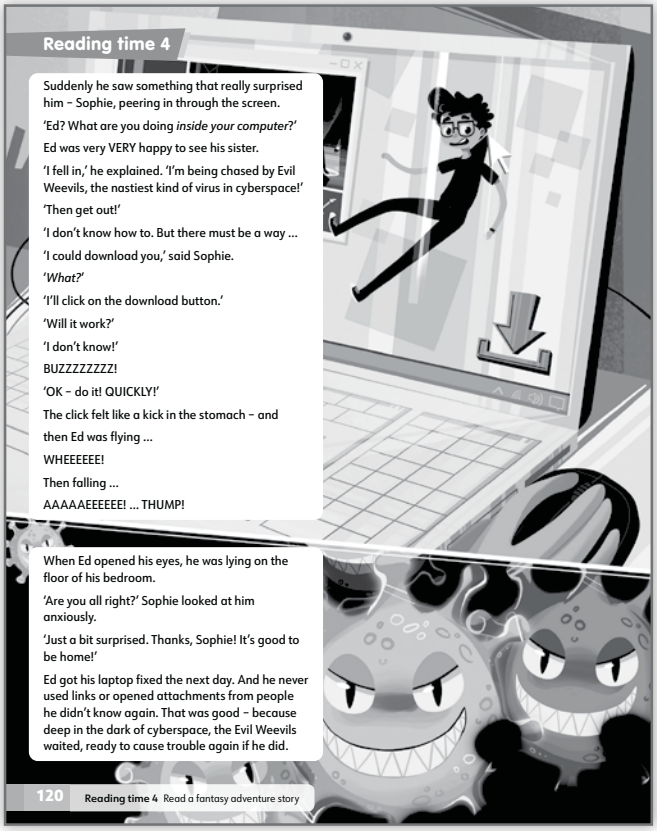
Oh, no! Those weren't musical notes ...

BUZZZZZZZZ!

'We're Evil Weevils! The nastiest kind of computer virus in cyberspace. Run or we'll bite you!'

Ed ran. 'Think, Ed! Think of another website!'

Reading time 4 Develop reading fluency 119



Reading time 4

Suddenly he saw something that really surprised him – Sophie, peering in through the screen.

'Ed? What are you doing *inside your computer*?'

Ed was very VERY happy to see his sister.

'I fell in,' he explained. 'I'm being chased by Evil Weevils, the nastiest kind of virus in cyberspace!'

'Then get out!'

'I don't know how to. But there must be a way ...

'I could download you,' said Sophie.

'*What*?'

'I'll click on the download button.'

'Will it work?'

'I don't know!'

BUZZZZZZZZ!

'OK – do it! QUICKLY!'

The click felt like a kick in the stomach – and then Ed was flying ...

WHEEEEEE!

Then falling ...

AAAAAEEEEEE! ... THUMP!

When Ed opened his eyes, he was lying on the floor of his bedroom.

'Are you all right?' Sophie looked at him anxiously.

'Just a bit surprised. Thanks, Sophie! It's good to be home!'

Ed got his laptop fixed the next day. And he never used links or opened attachments from people he didn't know again. That was good – because deep in the dark of cyberspace, the Evil Weevils waited, ready to cause trouble again if he did.

120 Reading time 4 Read a fantasy adventure story

Learning objectives: Read a fantasy adventure story; Develop reading fluency

Warm-up: Alphabet computers

- Write *Computers* at the top of the board. Then write the alphabet on the board in four columns (*A–G, H–N, O–U, V–Z*) with space to write a word below each letter.
- Divide the class into two teams. Tell the teams they will have five seconds each time to think of a word connected with computers that starts with one of the letters – only one word per letter. Write each team's words in a different colour under the letters on the board.
- If a team takes longer than five seconds to give a word, they stop and the other team continues until they also have no more words. Then count the words in each colour to see who won.

1 9.5 Read the story on pages 118–120. What happens to Ed? Why does it happen?

Pre-reading

- The children work in pairs to write a list of what they can see in the pictures on pages 118–120.
- Conduct class feedback. Who has the longest list?
- Refer the children to the title of the story. Go through each picture and 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

- The children read the first part of the story on page 118 and answer the questions.

Suggested answer: His computer screen freezes and then he falls inside his computer. He had opened an attachment from someone he didn't know, then pressed his nose against the screen to see if it was a virus.

- Write these questions on the board: *Where does Ed end up? What animals does he see? Why does he run? Where does he end up next? What does he see there?*
- The children read the next part of the story on page 119 and answer the questions (*He ends up inside a wildlife website. He sees a lion, a giraffe, a rhino, some birds and lots of insects. He runs because the insects are Evil Weevils, a computer virus. Next, he ends up inside a music website. He sees the Evil Weevils again.*).
- Write the following questions on the board: *How does Ed get back to his bedroom? What did he learn from his experience?*
- The children read the final part of the story on page 120 and answer the questions (*His sister downloads him. He learns never to use links or open attachments from people he doesn't know.*).

Post-reading

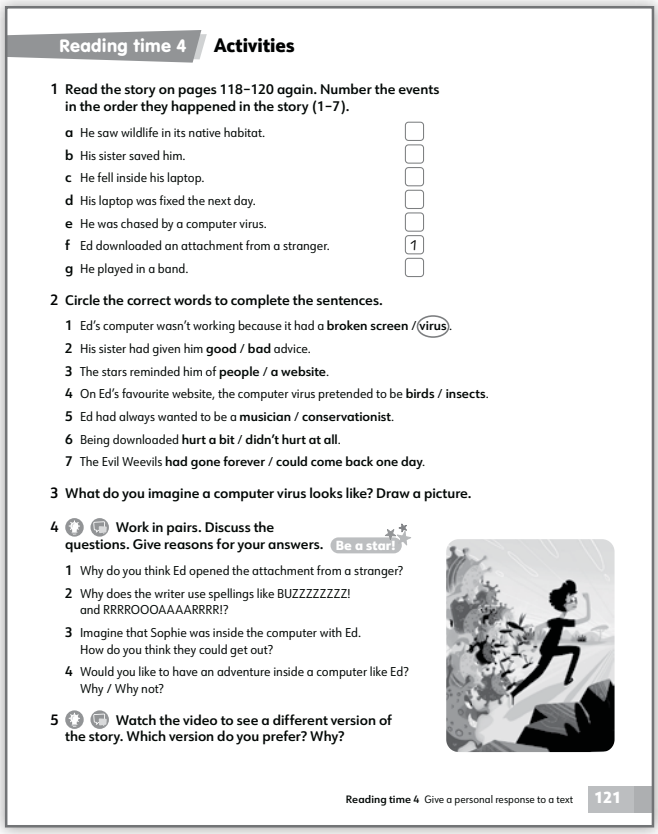
- Ask the children if they liked the story and why / why not.
- Ask them to think about themselves in the same situation. Ask: *What sites do you think you would find yourself in?*
- Give the children some time to think about their answers and then discuss them with a partner.
- Invite feedback from the class.

Cooler: Disappearing sentences

- Play *Disappearing sentences* (see Games bank, pages 14–17) with this section of the text from page 118: *What had Sophie said? 'Are you sure you want to open that attachment? You don't know who sent it.' Why didn't he listen to his sister …?*

Reading time 4 / Activities

Pupil's Book page 121



Reading time 4 Activities

1 Read the story on pages 118–120 again. Number the events in the order they happened in the story (1–7).

a He saw wildlife in its native habitat. ☐
b His sister saved him. ☐
c He fell inside his laptop. ☐
d His laptop was fixed the next day. ☐
e He was chased by a computer virus. ☐
f Ed downloaded an attachment from a stranger. 1
g He played in a band. ☐

2 Circle the correct words to complete the sentences.

1 Ed's computer wasn't working because it had a **broken screen** / **virus**.
2 His sister had given him **good** / **bad** advice.
3 The stars reminded him of **people** / **a website**.
4 On Ed's favourite website, the computer virus pretended to be **birds** / **insects**.
5 Ed had always wanted to be a **musician** / **conservationist**.
6 Being downloaded **hurt a bit** / **didn't hurt at all**.
7 The Evil Weevils **had gone forever** / **could come back one day**.

3 What do you imagine a computer virus looks like? Draw a picture.

4 Work in pairs. Discuss the questions. Give reasons for your answers. Be a star!

1 Why do you think Ed opened the attachment from a stranger?
2 Why does the writer use spellings like BUZZZZZZZZZ! and RRRROOOAAAARRRR!?
3 Imagine that Sophie was inside the computer with Ed. How do you think they could get out?
4 Would you like to have an adventure inside a computer like Ed? Why / Why not?

5 Watch the video to see a different version of the story. Which version do you prefer? Why?

Reading time 4 Give a personal response to a text 121

Learning objectives: Give a personal response to a text

Resources: Reading time 4 video; Video activity worksheet

Warm-up: Vocabulary categories

- Divide the class into pairs or groups of three. Each pair / group needs a piece of paper and a pen or pencil.
- Tell the children you will say two words which belong to a vocabulary set. In their pair / group, they must decide what the set is and write two more words belonging to it. When they finish, they hold up their paper for you to check.
- When everyone is finished, ask each group to read out what words they had, and ask the rest of the class to decide the set.
- Suggested sets:
  keyboard, screen (parts of a computer)
  action, romantic (types of film)
  program, virus (things that work inside a computer)
  drums, guitar (musical instruments)

1 Read the story on pages 118–120 again. Number the events in the order they happened in the story (1–7).

- Ask the children what they remember about the story *Lost in cyberspace*.
- Refer the children to the example answer. Elicit where this happened in the story (*page 118, at the beginning*).
- The children read the story again and number the events in order. Then they check their answers with a partner.
- Ask volunteers to read out the sentences in order. Ask if everyone agrees. Ask for supporting information in the story if there are disagreements.

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

2 Circle the correct words to complete the sentences.

- Refer the children to the example answer. Ask how we know (*it says 'Was it a virus?' at the beginning of the story and then Ed meets the Evil Weevils, a computer virus*).
- Have the children continue the activity individually and then check their answers with a partner.
- Ask children to read out their complete sentences. Ask if everyone agrees.

Answers: 1 virus **2** good **3** a website **4** insects **5** musician **6** hurt a bit **7** could come back one day

3 What do you imagine a computer virus looks like? Draw a picture.

- Discuss with the class what viruses can do to a computer (e.g. *destroy information, copy information, delete information, copy passwords, introduce new information, search for and find things*). Ask them to remember this when drawing their virus!
- Give the children time to think about and draw their virus. They can label it if it has specific parts.
- Have the children show their picture to the children near them and explain why they drew it that way.
- These can make a wall display afterwards.

4 Discuss the questions. Give reasons for your answers. Be a star!

- Give the children time to read the questions and think about their answers. Then they discuss their ideas with a partner.
- Conduct class feedback. Try to involve as many people as possible.

5 Watch the video to see a different version of the story. Which version do you prefer? Why?

Before the video

- Tell the children that they are going to watch a video showing a different ending to the story (see Videoscript on page 189).
- Ask the children what they would do if they were lost in cyberspace. Would they try to escape? Why / Why not? How would they escape?

During the video

- Play the video. The children watch and notice whether Ed escapes from cyberspace and why / why not.
- Elicit feedback (*He decides to stay in cyberspace as Internet Man, fighting computer viruses*).
- Write the following questions on the board:
  How does Ed end up in cyberspace?
  Where does he find himself?
  Who does he meet?
  How does he bring the Evil Weevils to him?
  How does he catch them?
- Play the video again and have the children answer the questions (*He thinks of a fancy dress website. He finds himself at a fancy dress party. He meets a kangaroo and a pirate. He says different passwords to bring the Evil Weevils to him. He catches them with a big net and puts them in a glass bottle.*)

After the video

- Divide the class into pairs and have them discuss their favourite part of the story.
- Invite some pairs to come to the front and share their opinions with the class.
- Ask the children which version of the story they liked the most and why.
- Conduct further class discussion about the story. Ask: *Do you think Ed was happy as Internet Man? Why / Why not? What problems do you think he had? Do you think he will try to get home again one day?*

Videoscript

Uh-oh. Those weren't musical notes ... Suddenly, the noise got louder and louder.

'We're the Evil Weevils! The nastiest kind of computer virus in cyberspace. 'Run!' said the Evil Weevils. 'Run or you'll be in trouble!'

Ed was tired of running and he knew that he couldn't run forever. He had to do something.

'There must be a way to stop them,' said Ed.

He tried to think of what to do next. Then he had an idea.

'I know! I'll try and think of a different website – that fancy dress website from yesterday.' Ed closed his eyes and tried to remember all the costumes he had seen.

Ed opened his eyes and saw something hop past him.

This part of cyberspace was full of kids dressed as cowboys and clowns and characters from films. Everyone was laughing and playing happily in the sun. There was only one tiny dark cloud in the bright blue sky ...

'Can we help you?' asked a girl. She was wearing a kangaroo costume and next to her stood a pirate. They both looked at him curiously. Ed had never met a kangaroo or a pirate before. They seemed friendly enough though. Ed looked around.

'I have to fight the Evil Weevils,' he explained to the kangaroo and pirate.

As he was speaking, Ed realised that the virus could be hiding in something ... in anything! He had to act quickly.

'I need a superhero costume,' said Ed.

'Ah,' said the girl. 'Come this way.' And she bounced off.

'It suits you,' she said, five minutes later. Ed looked at himself in the mirror. He was dressed in a bright red costume with black spots.

'Here,' said the pirate. 'You'll need this.' And he gave Ed a big net.

Suddenly, a dark cloud appeared in the sky. The children were terrified and started screaming. But Ed shouted, 'Don't worry! I can catch them!' 'Now I need to bring the Evil Weevils to me.'

Jelly22fish!

AppleLight078!

Kit&Cat99

The Evil Weevils heard the passwords and were very excited. They wanted to steal the passwords.

Suddenly Ed appeared and the viruses tried to get away – but Ed was too fast and too powerful. He chased after them, sweeping them up in his net. When he had caught them all, he put them into a large glass bottle. The Evil Weevils weren't happy. They shouted and banged on the glass, but no one could hear them. Ed gave the bottle to the kangaroo and pirate.

'I noticed that Evil Weevils shine in the dark. You can use this as a lamp.'

'Thanks, Internet Man!' they both said happily.

And so Ed stayed in cyberspace as Internet Man, fighting computer viruses.

Cooler: Who said it?

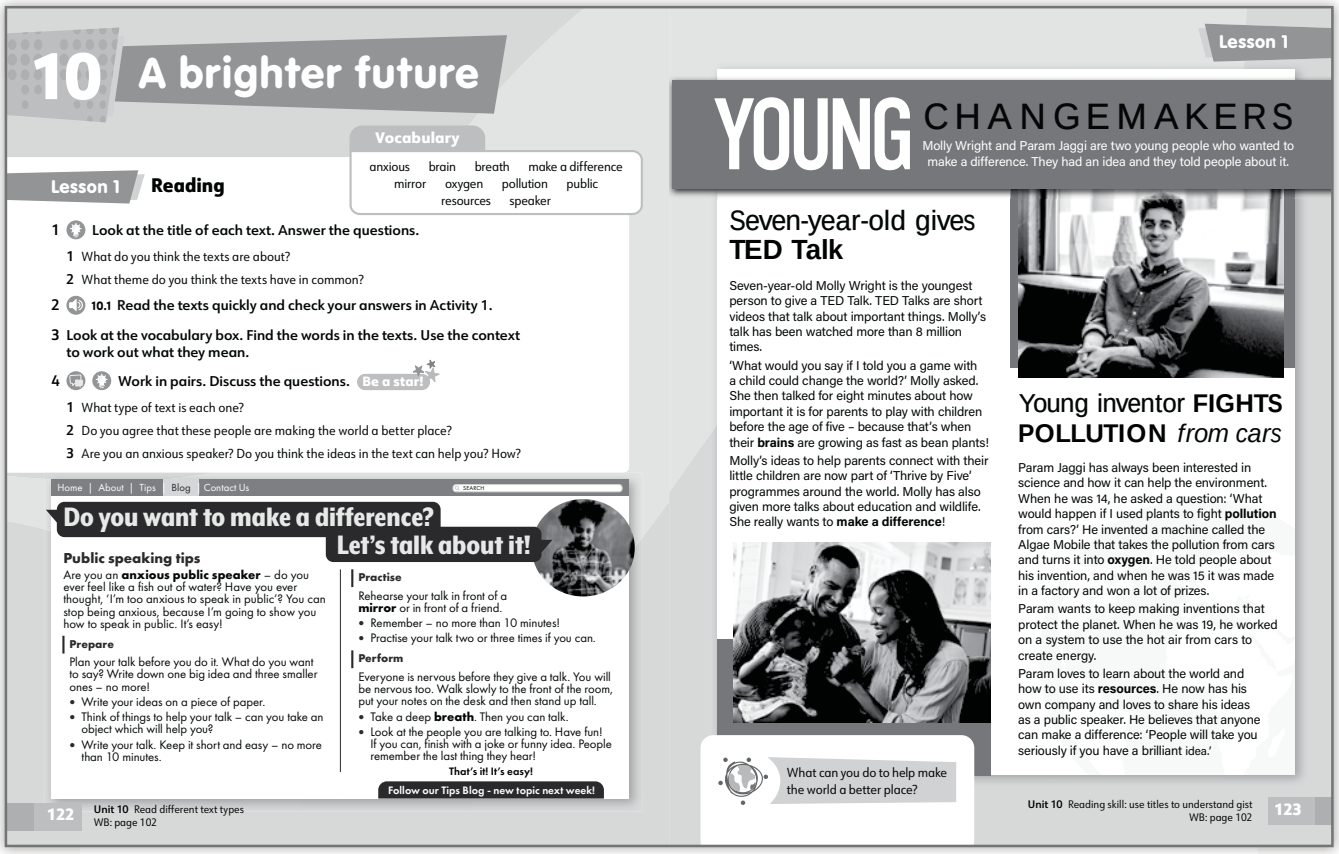


- Write a big *Ed* on the left of the board, a big *Sophie* on the right and a big *other* at the top.
- Tell the children you will read out things different characters said in the story in the Pupil's Book. If they think it was Ed, they call out his name and point left. If they think it was Sophie, they call out her name and point right and if they think it was another character, they point up!
- Read out these sentences:
  Are you sure you want to open that attachment? (Sophie)
  Ed always leaves his laptop open ... (Other – Mum)
  Think, Ed, think. (Ed)
  I can see them moving. (Ed)
  Run or you'll be caught! (Other – Evil Weevils)
  Can you play the guitar? (Other – woman in music website)
  Let's go – one, two, three ... (Ed)
  I could download you. (Sophie)
  OK, do it. Quickly! (Ed)
  It's good to be home. (Ed)

10 A brighter future

Lesson 1 Reading

Pupil's Book pages 122–123



10 A brighter future

Lesson 1 Reading

Vocabulary: anxious brain breath make a difference mirror oxygen pollution public resources speaker

1 Look at the title of each text. Answer the questions.
1 What do you think the texts are about?
2 What theme do you think the texts have in common?
2 10.1 Read the texts quickly and check your answers in Activity 1.
3 Look at the vocabulary box. Find the words in the texts. Use the context to work out what they mean.
4 Work in pairs. Discuss the questions. Be a star!
1 What type of text is each one?
2 Do you agree that these people are making the world a better place?
3 Are you an anxious speaker? Do you think the ideas in the text can help you? How?

Home | About | Tips | Blog | Contact Us SEARCH

Do you want to make a difference? Let's talk about it!

Public speaking tips

Are you an **anxious public speaker** – do you ever feel like a fish out of water? Have you ever thought, 'I'm too anxious to speak in public'? You can stop being anxious, because I'm going to show you how to speak in public. It's easy!

Prepare

Plan your talk before you do it. What do you want to say? Write down one big idea and three smaller ones – no more!
- Write your ideas on a piece of paper.
- Think of things to help your talk – can you take an object which will help you?
- Write your talk. Keep it short and easy – no more than 10 minutes.

Practise

Rehearse your talk in front of a **mirror** or in front of a friend.
- Remember – no more than 10 minutes!
- Practise your talk two or three times if you can.

Perform

Everyone is nervous before they give a talk. You will be nervous too. Walk slowly to the front of the room, put your notes on the desk and then stand up tall.
- Take a deep **breath**. Then you can talk.
- Look at the people you are talking to. Have fun! If you can, finish with a joke or funny idea. People remember the last thing they hear!

That's it! It's easy!

Follow our Tips Blog - new topic next week!

122 Unit 10 Read different text types WB: page 102

Lesson 1

YOUNG CHANGEMAKERS

Molly Wright and Param Jaggi are two young people who wanted to make a difference. They had an idea and they told people about it.

Seven-year-old gives **TED Talk**

Seven-year-old Molly Wright is the youngest person to give a TED Talk. TED Talks are short videos that talk about important things. Molly's talk has been watched more than 8 million times.

'What would you say if I told you a game with a child could change the world?' Molly asked. She then talked for eight minutes about how important it is for parents to play with children before the age of five – because that's when their **brains** are growing as fast as bean plants!

Molly's ideas to help parents connect with their little children are now part of 'Thrive by Five' programmes around the world. Molly has also given more talks about education and wildlife. She really wants to **make a difference**!

Young inventor **FIGHTS POLLUTION** *from cars*

Param Jaggi has always been interested in science and how it can help the environment. When he was 14, he asked a question: 'What would happen if I used plants to fight **pollution** from cars?' He invented a machine called the Algae Mobile that takes the pollution from cars and turns it into **oxygen**. He told people about his invention, and when he was 15 it was made in a factory and won a lot of prizes.

Param wants to keep making inventions that protect the planet. When he was 19, he worked on a system to use the hot air from cars to create energy.

Param loves to learn about the world and how to use its **resources**. He now has his own company and loves to share his ideas as a public speaker. He believes that anyone can make a difference: 'People will take you seriously if you have a brilliant idea.'

What can you do to help make the world a better place?

Unit 10 Reading skill: use titles to understand gist WB: page 102 123

Learning objectives: Read different text types; Use titles to understand gist

Vocabulary: anxious, brain, breath, make a difference, mirror, oxygen, pollution, public, resources, speaker

Resources: Vocabulary 1 worksheet

Warm-up: Guess the word

- Play *Guess the word* (see Games bank, pages 14–17).

1 Look at the title of each text. Answer the questions.

- Ask volunteers to read out the titles. Elicit ideas about what the texts are about, what children think they're going to learn about and what they think the common theme is. Write ideas on the board.

Suggested answer: The common theme is people who want to make a difference.

2 10.1 Read the texts quickly and check your ideas in Activity 1.

- Have the children read the texts quickly to check their ideas. Elicit two things that are the same as their ideas on the board and two things that are different.

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

- The children scan the text to find the words in the vocabulary box. Ask the 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 159 of the Pupil's Book.

4 Work in pairs. Discuss the questions.

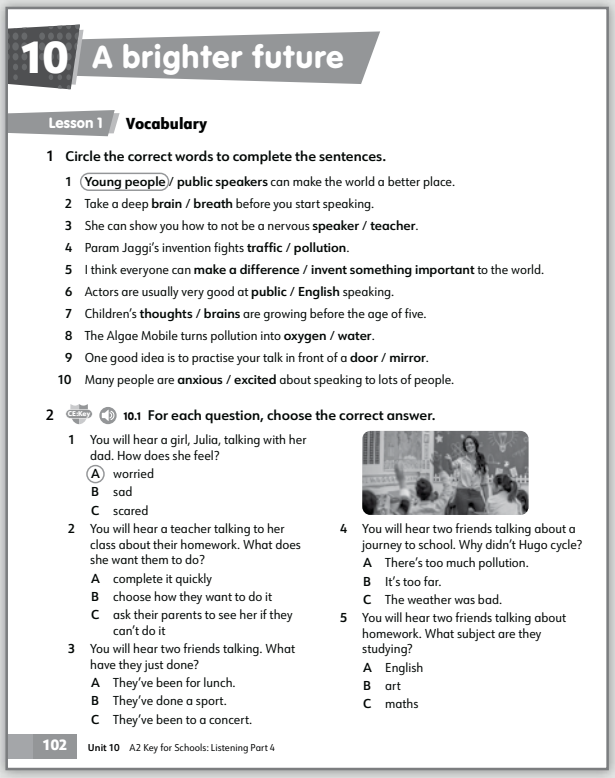
- Elicit answers to question 1 from the class. Then have the children discuss their answers to question 2 with a partner.

Answers: 1 newspaper article, website article, poem, notes **2 3** Children's own answers.

Cooler: What's the last word?

- Play *What's the last word?* (see Games bank, pages 14–17) with track 10.1 from page 122.

Workbook page 102



10 A brighter future

Lesson 1 Vocabulary

1 Circle the correct words to complete the sentences.

1 (Young people) / public speakers can make the world a better place.
2 Take a deep brain / breath before you start speaking.
3 She can show you how to not be a nervous speaker / teacher.
4 Param Jaggi's invention fights traffic / pollution.
5 I think everyone can make a difference / invent something important to the world.
6 Actors are usually very good at public / English speaking.
7 Children's thoughts / brains are growing before the age of five.
8 The Algae Mobile turns pollution into oxygen / water.
9 One good idea is to practise your talk in front of a door / mirror.
10 Many people are anxious / excited about speaking to lots of people.

2 CE:Key 10.1 For each question, choose the correct answer.

1 You will hear a girl, Julia, talking with her dad. How does she feel?
(A) worried
B sad
C scared

2 You will hear a teacher talking to her class about their homework. What does she want them to do?
A complete it quickly
B choose how they want to do it
C ask their parents to see her if they can't do it

3 You will hear two friends talking. What have they just done?
A They've been for lunch.
B They've done a sport.
C They've been to a concert.

4 You will hear two friends talking about a journey to school. Why didn't Hugo cycle?
A There's too much pollution.
B It's too far.
C The weather was bad.

5 You will hear two friends talking about homework. What subject are they studying?
A English
B art
C maths

102 Unit 10 A2 Key for Schools: Listening Part 4

1 Circle the correct words to complete the sentences.

Answers: 1 Young people **2** breath **3** speaker **4** pollution **5** make a difference **6** public **7** brains **8** oxygen **9** mirror **10** anxious

2 CE:Key 10.1 For each question, choose the correct answer.

This activity helps the children prepare for Part 4 of the Listening paper in the Cambridge English A2 Key for Schools exam.

Audioscript

Narrator: ***One. You will hear a girl, Julia, talking with her dad. How does she feel?***

Man: *What's wrong Julia? You don't look very happy.*

Girl: *I'm OK – I'm not unhappy, but I do feel a bit anxious. I've got to give a presentation in class tomorrow.*

Man: *I'm sure you'll be fine. Why don't you go and practice in front of the mirror?*

Girl: *Won't I look silly?*

Man: *Of course not – come on … it won't be as scary as you think.*

Narrator: ***Two. You will hear a teacher talking to her class about their homework. What does she want them to do?***

Woman: *This week's homework is to prepare a talk on something that is important to you. Each speaker will only have three minutes and you can use any resources that you like – posters, computer presentations, photos … . I suggest that you practise at home with your family but please come and see me if you don't feel that you can speak in public. I don't want anyone to feel anxious.*

Narrator: ***Three. You will hear two friends talking. What have they just done?***

Boy: *Wow – that was hard – I can't get my breath!*

Girl: *We did really well – we finished in 58 minutes.*

Boy: *I need a cold drink … and something to eat … and my legs hurt!*

Girl: *Oh, come on – the support along the way was brilliant. So many people came! And we've made a big difference with the money we've raised.*

Boy: *I suppose so …*

Narrator: ***Four. You will hear two friends talking about a journey to school. Why didn't Hugo cycle?***

Girl: *Did you cycle to school this morning, Hugo?*

Boy: *No, it's too hot and there are so many cars along that main road – I can't get my breath when I'm cycling next to them – it smells horrible.*

Girl: *Why don't you come the back way through the forest? It's a longer way to come but you can breathe in fresh air and oxygen from the trees!*

Man: *That's a good idea – I didn't think of that.*

Narrator: ***Five. You will hear two friends talking about homework. What subject are they studying?***

Boy: *Can you help me, Maria? I just can't do it!*

Girl: *Sure – let me see what you've done … hmmm – you haven't done it right here – it's the wrong number.*

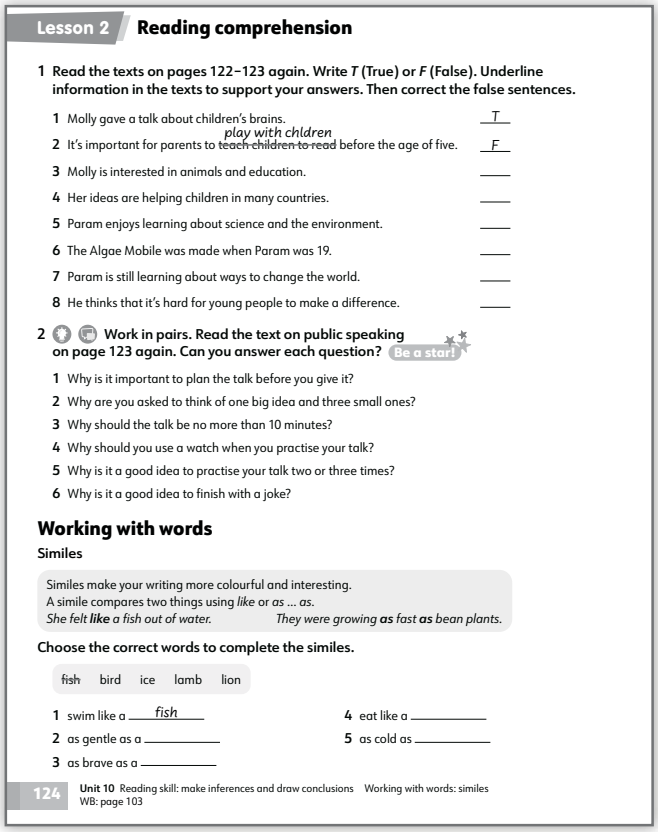
Man: *Oh – but I don't understand why. Why do I find this so hard?*

Girl: *Don't worry, I think you've got a more creative brain! You're amazing at drawing … and writing stories too and I'm terrible at both!*

Answers: 1 A **2** B **3** B **4** A **5** C

Lesson 2 Reading comprehension / Working with words

Pupil's Book page 124



Lesson 2 **Reading comprehension**

1 Read the texts on pages 122–123 again. Write *T* (True) or *F* (False). Underline information in the texts to support your answers. Then correct the false sentences.

1 Molly gave a talk about children's brains. T
2 It's important for parents to ~~teach children to read~~ play with children before the age of five. F
3 Molly is interested in animals and education. ____
4 Her ideas are helping children in many countries. ____
5 Param enjoys learning about science and the environment. ____
6 The Algae Mobile was made when Param was 19. ____
7 Param is still learning about ways to change the world. ____
8 He thinks that it's hard for young people to make a difference. ____

2 Work in pairs. Read the text on public speaking on page 123 again. Can you answer each question? Be a star!

1 Why is it important to plan the talk before you give it?
2 Why are you asked to think of one big idea and three small ones?
3 Why should the talk be no more than 10 minutes?
4 Why should you use a watch when you practise your talk?
5 Why is it a good idea to practise your talk two or three times?
6 Why is it a good idea to finish with a joke?

Working with words

Similes

Similes make your writing more colourful and interesting.
A simile compares two things using *like* or *as ... as*.
*She felt **like** a fish out of water.* *They were growing **as** fast **as** bean plants.*

Choose the correct words to complete the similes.

fish bird ice lamb lion

1 swim like a fish
2 as gentle as a ____
3 as brave as a ____
4 eat like a ____
5 as cold as ____

124 **Unit 10** Reading skill: make inferences and draw conclusions Working with words: similes
WB: page 103

Learning objectives: Make inferences and draw conclusions; Similes

Resources: Working with words worksheet

Warm-up: Get it wrong

- Read out a section of the text on page 122, but change certain key words. Have the children say *Stop!* when they notice something different and tell you what the original was.
- Possible version to use: *Ten-year-old Molly Wright is the oldest person to give a TED Talk. TED Talks are short books that talk about unimportant things. Molly's podcast has been watched more than 8 hundred times.*

1 Read the texts on pages 122–123 again. Write *T* (True) or *F* (False). Underline information in the text to support your answers. Then correct the false sentences.

- Refer the children to the example answer. Ask them why this sentence is true (*in the text it says she talked about how important it is for parents to play with children before the age of five – because that's when their brains are growing like plants).*
- Have the children continue the activity individually.
- Have volunteers read out a sentence each and say if they think it is true or false. Ask if the rest of the class agrees and elicit supporting information from the text.
- The children then write a correct version of the false sentences in their notebooks.
- Ask the children to read out the corrected sentences and ask a) if everyone agrees and b) if there are any alternatives. Write a correct version on the board.
- Refer to the text when necessary to confirm.

Answers: 1 T **2** F – It's important for parents to play with children before the age of five. **3** T **4** T **5** T **6** F – The Algae Mobile was made when Param was 15. **7** T **8** F – He believes that anyone can make a difference.

2 Work in pairs. Read the text on public speaking on page 123 again. Can you answer each question?

Be a star!

- Discuss the answer to question 1 as a whole class. Write some of the answers on the board.
- Divide the class into pairs. Give the children some thinking time to answer questions 2–6 and then have them discuss their answers with a partner.
- Invite answers from the class and ask the children to justify them. Ask if anyone has anything to add.

Suggested answers: 1 Because it will make it easier to give the talk. **2** To keep it simple and easy. **3** To keep it short and easy, **4** So you can keep track of your time and not go over 10 minutes. **5** So you can get more comfortable with what you're going to say. **6** Because people remember the last thing they hear.

Teaching star!

Extension

Useful language can often go unnoticed in reading texts. Use this 'text mining' activity to encourage the children to look for interesting combinations of words, but offer guidance to support them.

- Ask the children to find and underline all the phrases in the text on page 122 with adjective + noun. (They will find: *young changemakers, young people, youngest person, short videos, important things, little children.)*
- Ask the children to place their Pupil's Book face down and try to make a sentence using four of these phrases.
- Then they find the sentences again in the text and see how similar their sentences are to the originals.

This type of focus helps develop the children's awareness of how they can make richer sentences. You can also ask them to look for phrases with verb + noun.

Working with words

Similes

- Have the children read the introduction in *Working with words*.
- Write on the board:
  I washed your shirt for you, and now it's as white as _____!
- Ask the children to suggest words to finish the phrase. Give credit for good suggestions, then point out that there is one particular word that makes a well-known phrase (*snow*).

Choose the correct words to complete the similes.

- Have the children complete similes 1–4 with the words in the box. Ask whether they know any people or things that could be described with these similes and elicit sentences, e.g. *My sister is as gentle as a lamb!* Point out that *to eat like a bird* means to eat very little food.

Answers: 1 fish **2** lamb **3** lion **4** bird

Cooler: Team spelling

- Play *Team spelling* (see Games bank, pages 14–17) with key words from this lesson.
- Suggested words: *anxious, breath, mirror, oxygen, pollution, resources*

ESDC

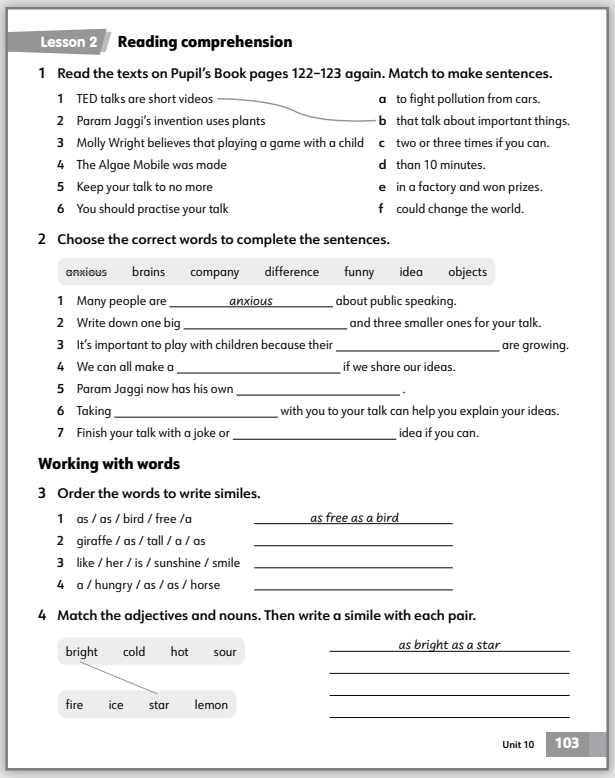
What can we do to help make the world a better place?

This question helps the children take positive action in the community.

- Direct the children's attention back to page 123 in their Pupil's Book. Ask if the children were surprised by Molly's or Param's stories. Emphasise that Molly and Param were young when they had their ideas to make a difference in the world, but they were ready to share those ideas and make them happen. It doesn't matter how young or old we are; we can make a difference too. Ask the children to think about what they've learnt this year. Is there anything they've learnt that they can use to make a difference? Did they learn about any jobs or activities they can do to make the world a better place? Elicit a few general ideas the children can then narrow down later on. Write ideas on the board and tell the children that they will read more about this topic in this unit.

Possible answers: Children's own answers; responses will probably focus on ideas such as looking after the environment and animals, being kind to other people, understanding other cultures and learning new things.

Workbook page 103



Lesson 2 **Reading comprehension**

1 Read the texts on Pupil's Book pages 122–123 again. Match to make sentences.

1	TED talks are short videos	**a**	to fight pollution from cars.
2	Param Jaggi's invention uses plants	**b**	that talk about important things.
3	Molly Wright believes that playing a game with a child	**c**	two or three times if you can.
4	The Algae Mobile was made	**d**	than 10 minutes.
5	Keep your talk to no more	**e**	in a factory and won prizes.
6	You should practise your talk	**f**	could change the world.

2 Choose the correct words to complete the sentences.

anxious brains company difference funny idea objects

1 Many people are *anxious* about public speaking.
2 Write down one big _____ and three smaller ones for your talk.
3 It's important to play with children because their _____ are growing.
4 We can all make a _____ if we share our ideas.
5 Param Jaggi now has his own _____.
6 Taking _____ with you to your talk can help you explain your ideas.
7 Finish your talk with a joke or _____ idea if you can.

Working with words

3 Order the words to write similes.

1 as / as / bird / free /a — *as free as a bird*
2 giraffe / as / tall / a / as — _____
3 like / her / is / sunshine / smile — _____
4 a / hungry / as / as / horse — _____

4 Match the adjectives and nouns. Then write a simile with each pair.

bright cold hot sour
fire ice star lemon

as bright as a star

Unit 10 103

1 Read the texts on Pupil's Book pages 122–123 again. Match to make sentences.

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

2 Circle the correct words to complete the sentences.

Answers: 1 anxious **2** idea **3** brains **4** difference **5** company

3 Order the words to write similes.

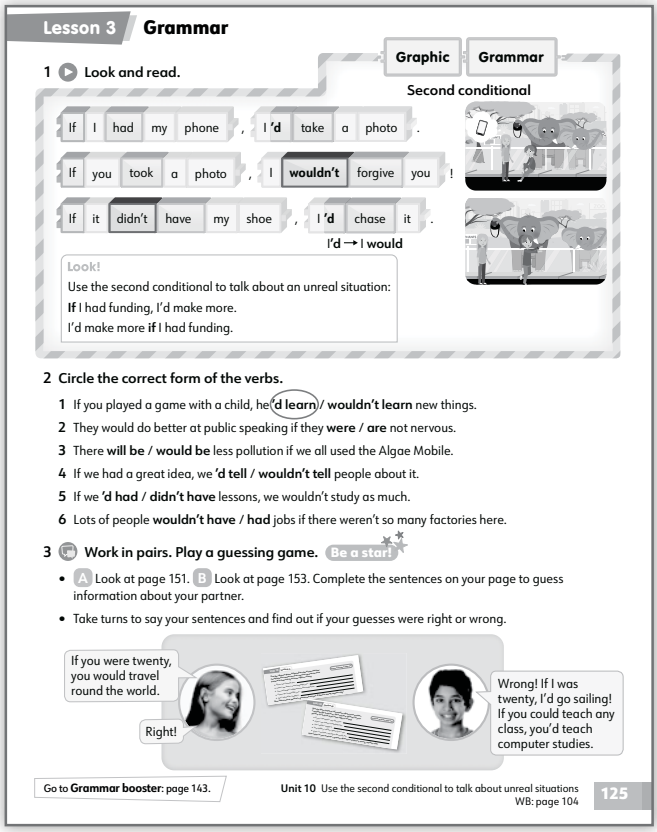
Answers: 1 as free as a bird **2** as tall as a giraffe **3** Her smile is like sunshine. **4** as hungry as a horse

4 Order the words to write similes.

Answers: as bright as a star, as cold as ice, as hot as fire, as sour as a lemon

Lesson 3 Grammar

Pupil's Book page 125



***Learning objectives*:** Use the second conditional to talk about unreal situations

***Grammar*:** The second conditional

Review vocabulary: improving the world

Resources: Graphic Grammar video; Grammar 1 worksheet

Warm-up: Disappearing sentences

- Play *Disappearing sentences* (see Games bank, pages 14–17) with the last sentences of the Young inventor text on page 123, from *Param wants to keep making …* to *… use its resources.*

1 Look and read.

- Elicit what the children can see in the pictures. Ask: *Where are they? What is happening? What's the problem? How do they feel? What do you think they're saying?*
- Read out the sentences for children to check their ideas. Then have them repeat the sentences.
- Ask: *Does the girl have her phone with her?* (*no*) *Is she going to take a photo?* (*no*) *Does the elephant have the other girl's shoe?* (*yes*) *Can she run after it?* (*no*).
- Elicit whether the sentences are about real or imagined (unreal) situations (*imagined*). Read out each sentence again and ask whether it refers to the past, present or future (*1 present, 2 future, 3 present*). Explain that we use the second conditional to talk about an unreal present or an unlikely future situation and its result.
- Ask the children to look at the coloured bricks in the sentences and say how we form the second conditional: *If* + past simple + *would(n't)* + infinitive.
- Have the children read the *Look!* box. Point out that the *if* part of the sentence can come first or second. When it comes second, we don't use a comma.

- If you have access to the class video, refer the children to the pictures in the *Graphic Grammar* box and ask: *Where are they? What is happening? What's the problem? How do they feel? What do you think they're saying?*
- Play the video. The children watch and check their ideas (*They're at the zoo. The elephants are taking their things. One of them has taken the girl's shoe. She's annoyed, but her friend thinks it's funny.*).
- Continue as above from the third point. Play the video again and have the children repeat the sentences.

2 Circle the correct form of the verbs.

- Read out the first sentence. Ask: *Can children learn new things by themselves? (sometimes) If you play with a child, do they learn new things? (yes)* Explain that we are imagining a situation where a parent is playing with a young child.
- Elicit how we form the sentence (*If* + past simple of *play* + *would* + infinitive of *learn*).
- Elicit the answer for number 2 from the class.
- Have the children complete the activity individually.
- Ask volunteers to read out sentences. Ask if everyone agrees. Write the answers on the board so everyone can check.

Answers: 1 'd learn **2** were **3** would be **4** 'd tell **5** didn't have

Teaching star!

Extension

Include more practice in making these complex sentences to help the children remember them.

- Dictate the beginnings of some second conditional sentences (see below). The children write them into their notebooks and number them 1–6.
- Divide the class into pairs. The children work together to think of endings for the sentences and write them on a separate piece of paper. They shouldn't number the sentence endings and should write them in a different order to the beginnings of the sentences.
- They then swap endings with another pair. Each pair a) checks the grammar and b) decides which sentence beginnings the endings go with (and writes the number). They hand it back to the original pair to see if they were correct.
- Suggested sentence beginnings: 1) *If I didn't go to school … /* 2) *I would be on the beach now if … /* 3) *If you knew what was in the test … /* 4) *Animals could teach us many things if … /* 5) *This food would taste better if … /* 6) *If I only had one gadget …*

Tip: If you have the preparation time, this activity works well if you give the children long strips of paper to write the sentence endings on, rather than giving them a second piece of A4 paper. Then the children can place them on the end of the sentence beginnings to decide where they belong.

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 151 and have Student B turn to page 153.
- Read out the instructions and have a pair read the example dialogue so the children have an understanding of how to play the game.
- The children use the prompts on their page to guess information about their partner. Have them complete the sentences. Their partner says if they're right or wrong. Then their partner takes a turn using the prompts on their page. They continue taking turns.
- Allow time for the children to complete the game.

Grammar booster

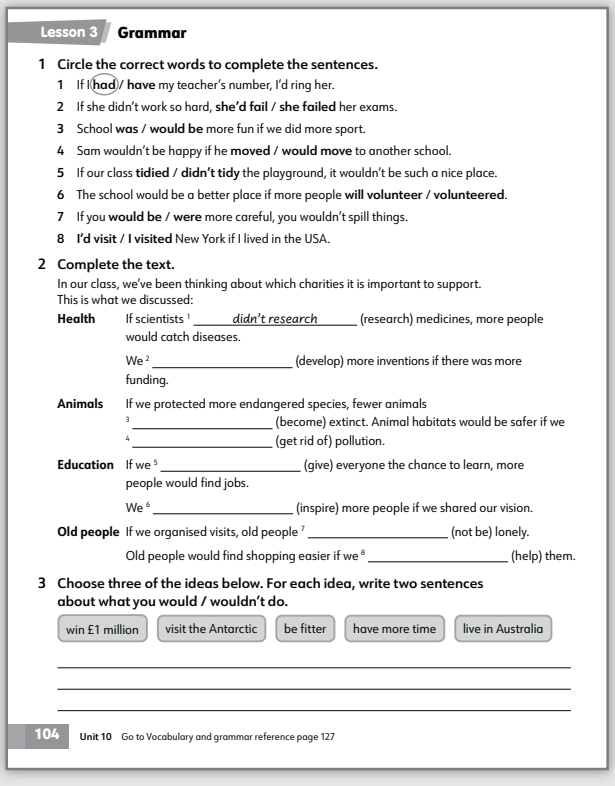
Ask the children to turn to page 143 of their Pupil's Book to complete Activity 1. If the children need more grammar practice before the communicative Activity 3, have them complete this activity first. You may also wish to have the children complete this activity at home.

Answers: 1 I would look for water
2–6 Children's own answers

Cooler: Team sentences

- Play *Team sentences* (see Games bank, pages 14–17) with sentences from this lesson.
- Suggested sentences:
  If I had my phone, I'd take a photo.
  They would do better at public speaking if they were not nervous.
  If we didn't have lessons, we wouldn't study as much.

Workbook page 104



Lesson 3 **Grammar**

1 Circle the correct words to complete the sentences.

1 If I had / **have** my teacher's number, I'd ring her.
2 If she didn't work so hard, **she'd fail / she failed** her exams.
3 School **was / would be** more fun if we did more sport.
4 Sam wouldn't be happy if he **moved / would move** to another school.
5 If our class **tidied / didn't tidy** the playground, it wouldn't be such a nice place.
6 The school would be a better place if more people **will volunteer / volunteered**.
7 If you **would be / were** more careful, you wouldn't spill things.
8 **I'd visit / I visited** New York if I lived in the USA.

2 Complete the text.

In our class, we've been thinking about which charities it is important to support. This is what we discussed:

Health If scientists [1] _didn't research_ (research) medicines, more people would catch diseases.
We [2] _____ (develop) more inventions if there was more funding.

Animals If we protected more endangered species, fewer animals [3] _____ (become) extinct. Animal habitats would be safer if we [4] _____ (get rid of) pollution.

Education If we [5] _____ (give) everyone the chance to learn, more people would find jobs.
We [6] _____ (inspire) more people if we shared our vision.

Old people If we organised visits, old people [7] _____ (not be) lonely.
Old people would find shopping easier if we [8] _____ (help) them.

3 Choose three of the ideas below. For each idea, write two sentences about what you would / wouldn't do.

win £1 million | visit the Antarctic | be fitter | have more time | live in Australia

_____
_____
_____

104 **Unit 10** Go to Vocabulary and grammar reference page 127

Remind the children that they can refer to the grammar reference on page 127 to help them while completing these activities.

1 Circle the correct words to complete the sentences.

Answers: 1 had **2** she'd fail **3** would be **4** moved **5** didn't tidy **6** volunteered **7** were **8** I'd visit

2 Complete the text.

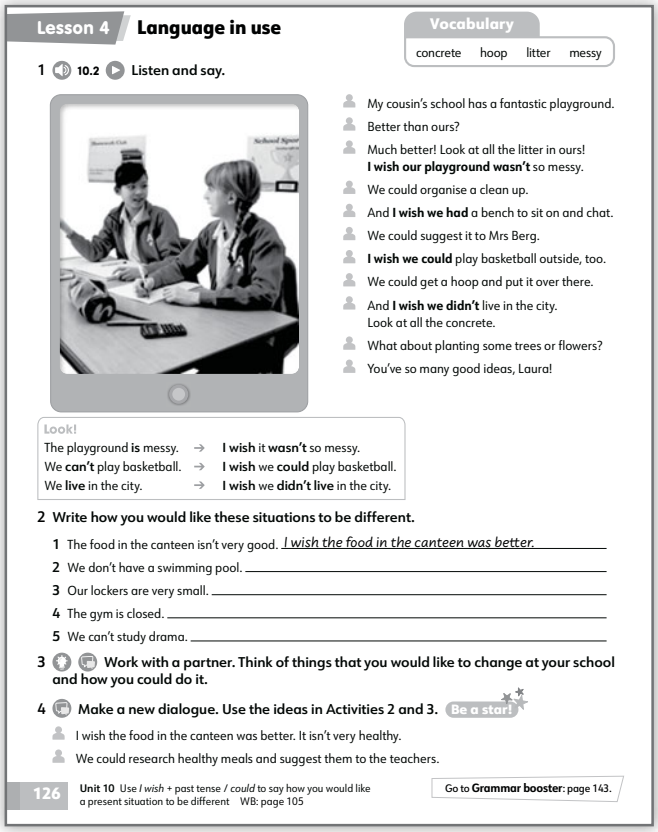
Answers: 1 didn't research **2** would develop **3** would become **4** got rid of **5** gave **6** 'd / would inspire **7** wouldn't be **8** helped

3 Choose three of the ideas below. For each idea, write two sentences about what you would / wouldn't do.

Answers: Children's own answers.

Lesson 4 Language in use

Pupil's Book page 126



Lesson 4 Language in use

Vocabulary: concrete hoop litter messy

1 10.2 Listen and say.

My cousin's school has a fantastic playground.
Better than ours?
Much better! Look at all the litter in ours! **I wish our playground wasn't** so messy.
We could organise a clean up.
And **I wish we had** a bench to sit on and chat.
We could suggest it to Mrs Berg.
I wish we could play basketball outside, too.
We could get a hoop and put it over there.
And **I wish we didn't** live in the city. Look at all the concrete.
What about planting some trees or flowers?
You've so many good ideas, Laura!

Look!
The playground **is** messy. → **I wish** it **wasn't** so messy.
We **can't** play basketball. → **I wish** we **could** play basketball.
We **live** in the city. → **I wish** we **didn't live** in the city.

2 Write how you would like these situations to be different.
1 The food in the canteen isn't very good. *I wish the food in the canteen was better.*
2 We don't have a swimming pool. _____
3 Our lockers are very small. _____
4 The gym is closed. _____
5 We can't study drama. _____

3 Work with a partner. Think of things that you would like to change at your school and how you could do it.

4 Make a new dialogue. Use the ideas in Activities 2 and 3. Be a star!
I wish the food in the canteen was better. It isn't very healthy.
We could research healthy meals and suggest them to the teachers.

126 Unit 10 Use *I wish* + past tense / *could* to say how you would like a present situation to be different WB: page 105

Go to **Grammar booster**: page 143.

Learning objectives: Use *I wish* + past tense / *could* to say how you would like a present situation to be different

Grammar: *I wish* + past tense / *could*

***Vocabulary*:** concrete, hoop, litter, messy

Review vocabulary: improving the world

Resources: Language in use video; Grammar 2 worksheet

Warm-up: Telephone

- Play *Telephone* (see Games bank, pages 14–17) with second conditional sentences from Lesson 3.
- Suggested sentences:
  If you took a photo, I wouldn't forgive you.
  There would be less pollution if we all used the Algae Mobile.
  They would do better at public speaking if they were not nervous.

Vocabulary

- Refer the children to the vocabulary box.
- Give a short definition of each word and have the children say which one it is:
  Rubbish on the ground in a public place. (litter)
  Untidy or dirty. (messy)
  A hard material used for building. (concrete)
  A large metal ring, as used in basketball. (hoop)

1 10.2 Listen and say.

- Have the children look at the photo. Ask *Who can you see? (Julia and Laura) Where are they? What do you think they're talking about?*
- Play the audio and have the children follow and check their ideas (*They're in the classroom. They're talking about the playground.*).
- Play the audio again. Stop after each sentence and have the children repeat.
- Ask: *Are they happy with their playground?* (*no*) *Is it messy?* (*yes*) *Do they have a bench to sit on?* (*no*) *Can they play basketball?* (*no*) *Do they live in a city?* (*yes*) *Do they want all these things to be different?* (*yes*)
- Ask what words the girls use to talk about things they would like to be different (*I wish …*). Ask them what verb form comes after it (*past simple or could*).
- Read out the first sentence in the *Look!* box. Explain that this talks about the real situation. Then read out the *I wish …* sentence and explain that this is how they would like the playground to be.
- Elicit that the present simple affirmative in the real situation changes to the past simple negative with *I wish …* Follow the same procedure with the remaining sentences.

- If you have access to the class video, ask the questions in the first point above. Play the video. The children watch and answer the questions.
- Continue as above from the third point.
- Play the video one more time and have the children repeat. Have them imitate the intonation and body language as closely as possible.

2 Write how you would like these situations to be different.

- Refer the children to the example answer. Draw attention to the verb in the first sentence (*isn't*) and elicit that it changes to the past simple affirmative in the *I wish …* sentence.
- Ask the children for suggestions of other things that they would wish for in this situation (e.g. *I wish I could eat at home.*).
- Have the children write wishes for the remaining situations and compare them with a partner.
- Ask for suggestions for each situation.

Suggested answers: 1 I wish the food in the canteen was better. **2** I wish we had a swimming pool. **3** I wish our lockers were bigger. **4** I wish the gym was open. **5** I wish we could study drama.

ESDC

How can we help our school and community?

Introduce the children to Sustainable Development Goal 11: *Sustainable cities and communities*. Ask: *How can we help our school and community?* This question helps the children focus their thoughts from more general ways to make the world a better place to how they can use their ideas and energy locally.

- Have the children recall the dialogue on page 126 in their Pupil's Book. What ideas do they have? Do any of their ideas involve ways to make their community safer, friendlier and better for the environment? Organise the children in groups to continue discussing the question.

Possible answers: Set up recycling stations, plant trees, make playgrounds safer for younger children, organise after-school clubs so children can have fun.

3 Work with a partner. Think of things that you would like to change at your school and how you could do it.

- Ask the children about things which could be changed in their school. Elicit ideas and write them on the board. Ask the children how they could do these things. Have pairs of children continue the task.

4 Make a new dialogue. Use the ideas in Activities 2 and 3.

Be a star!

- Ask the children how to express their ideas for how to change things at their school. Elicit sentences using *I wish* + past simple or *could*. Elicit suggestions for how to make the changes using *I / We could ...* . Ask what they should say when someone has a good idea (*Good idea! What a great idea! That's great!*).
- The children work in pairs to make a new dialogue, using the dialogue in Activity 1 as a model.
- Ask volunteers to perform their dialogue for the class.

Grammar booster

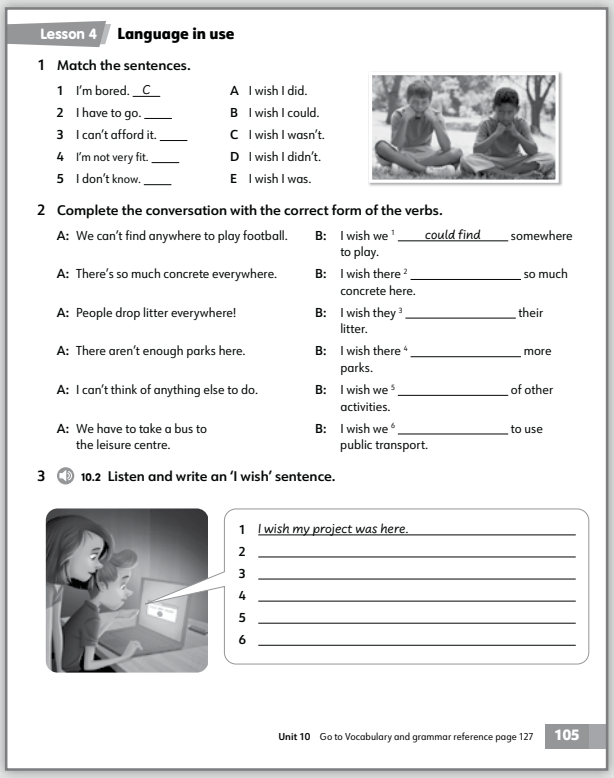
For additional practice, ask the children to turn to page 143 of their Pupil's Book to complete Activities 2 and 3. Alternatively, you may wish to have the children complete these activities at home.

Answers: 2 1 it was lunchtime. 2–8 Children's own answers **3** 1 'd be 2 had 3 would like 4 would have 5 wouldn't have 6 I'd known 7 wouldn't have 8 would have

Cooler: How many words?

- Play *How many words?* (see Games bank, pages 14–17).

Workbook page 105



Lesson 4 **Language in use**

1 **Match the sentences.**

1	I'm bored. C	A	I wish I did.
2	I have to go. ____	B	I wish I could.
3	I can't afford it. ____	C	I wish I wasn't.
4	I'm not very fit. ____	D	I wish I didn't.
5	I don't know. ____	E	I wish I was.

2 **Complete the conversation with the correct form of the verbs.**

A: We can't find anywhere to play football. B: I wish we [1] could find somewhere to play.

A: There's so much concrete everywhere. B: I wish there [2] _____ so much concrete here.

A: People drop litter everywhere! B: I wish they [3] _____ their litter.

A: There aren't enough parks here. B: I wish there [4] _____ more parks.

A: I can't think of anything else to do. B: I wish we [5] _____ of other activities.

A: We have to take a bus to the leisure centre. B: I wish we [6] _____ to use public transport.

3 10.2 **Listen and write an 'I wish' sentence.**

1 *I wish my project was here.*
2 _____
3 _____
4 _____
5 _____
6 _____

Unit 10 Go to Vocabulary and grammar reference page 127 105

Remind the children that they can refer to the grammar reference on page 127 to help them while completing these activities.

1 Match the sentences.

Answers: 1 C **2** D **3** B **4** E **5** A

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

Answers: 1 could find **2** wasn't **3** didn't drop **4** were **5** could think **6** didn't have

3 10.2 Listen and write an 'I wish' sentence.

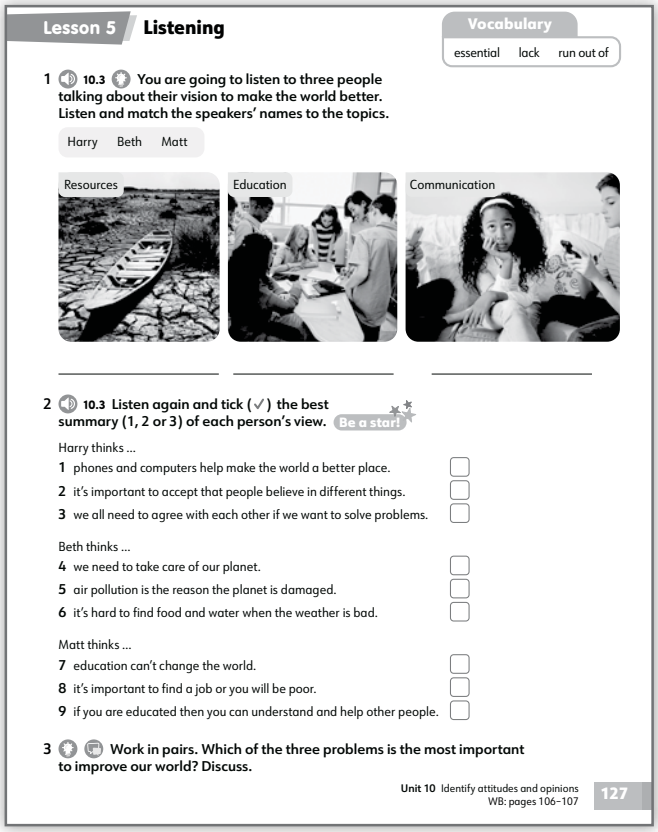
Audioscript

1 Boy: *Oh no! My project isn't here!*
2 Boy: *The file is lost.*
3 Boy: *This laptop is old.*
4 Boy: *I don't have a copy.*
5 Boy: *I can't rewrite it.*
6 Boy: *There isn't time to do it again.*

Suggested answers: 1 I wish my project was here. **2** I wish I hadn't lost the file. **3** I wish this laptop wasn't so old. **4** I wish I had a copy. **5** I wish I could rewrite it. **6** I wish I had more time.

Lesson 5 Listening

Pupil's Book page 127



Lesson 5 Listening

Vocabulary: essential lack run out of

1 10.3 You are going to listen to three people talking about their vision to make the world better. Listen and match the speakers' names to the topics.

Harry Beth Matt

Resources Education Communication

2 10.3 Listen again and tick (✓) the best summary (1, 2 or 3) of each person's view. Be a star!

Harry thinks ...
1 phones and computers help make the world a better place.
2 it's important to accept that people believe in different things.
3 we all need to agree with each other if we want to solve problems.

Beth thinks ...
4 we need to take care of our planet.
5 air pollution is the reason the planet is damaged.
6 it's hard to find food and water when the weather is bad.

Matt thinks ...
7 education can't change the world.
8 it's important to find a job or you will be poor.
9 if you are educated then you can understand and help other people.

3 Work in pairs. Which of the three problems is the most important to improve our world? Discuss.

Unit 10 Identify attitudes and opinions WB: pages 106–107 127

***Learning objectives*:** Identify attitudes and opinions

***Vocabulary*:** essential, lack, run out of

Review vocabulary: improving the world

Warm-up: What's the word?

- Play *What's the word?* (see Games bank, pages 14–17) with known vocabulary from this lesson.
- Suggested words: *vision, communication, disagreement, respect, diseases, weather, protect, knowledge.*

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Have the children identify the words from these definitions:
  Things that exist in nature and can be used by people. (resources)
  To use all of something and need more of it. (run out of)
  To not have enough of something you want or need. (lack)
  Completely necessary or very important. (essential)

1 10.3 You are going to listen to three people talking about their vision to make the world better. Listen and match the speakers' names to the topics.

- Have the children look at the photos. Ask them what they can see in each one. Elicit one idea for each topic about what the speakers might say.
- Play the audio and have the children label each photo with the speaker's name.
- Read out each topic and have the children say the corresponding name.

Audioscript

Teacher: *Today we have three students sharing their vision of how to make the world a better place. First, Harry.*

Harry: *Good communication is essential if we want to improve our world. And I don't mean just communicating with our phones and computers – I also mean the way we talk to and listen to each other.*
If we thought about what we said before speaking, and listened more carefully, we wouldn't disagree as much. We need to imagine what it's like to be the other person and try to understand how they feel. Even if we don't agree with their opinions, it's important to respect their values.

Teacher: *Now Beth.*

Beth: *For a better future, we need to be very careful with important resources, like water and food. I wish there was enough water and food for everyone – but bad weather and poor organisation mean that sometimes it's hard to find these essential things, so we lack them. I wish everyone would focus on looking after our planet and its people. Every day we are damaging the planet. The air is polluted, the temperature is rising and we could run out of water. This is bad for plants, animals and humans. We have to learn to value our planet.*

Teacher: *And finally, Matt.*

Matt: *'Education is the most powerful thing we can use to change the world.' Nelson Mandela said that – and I agree. Without education, it's hard to develop skills and increase our knowledge – and without those it's hard to get a job. If you don't get a job, you don't make money, so uneducated people are often very poor.*
Education also helps us understand and appreciate all people and the world, even though we are not all the same. If everyone could have the best possible education, we'd all get along better.

Answers: Resources: Beth **Education:** Matt **Communication:** Harry

2 10.3 Listen again and tick (✓) the best summary (1, 2 or 3) of each person's view.

Be a star!

- Ask volunteers to read out each sentence, 1–9. After each one, ask if the children think it is a good summary of what the speaker said. Elicit ideas about why / why not. (Don't worry if the children don't remember enough to do so at this stage as they are going to listen again.)
- Play the audio again and have the children complete the activity.
- Read out the statements. Have the children raise their hands if they ticked them. Encourage them to give reasons for their answers.

Answers: ✓ by: 2, 4, 9

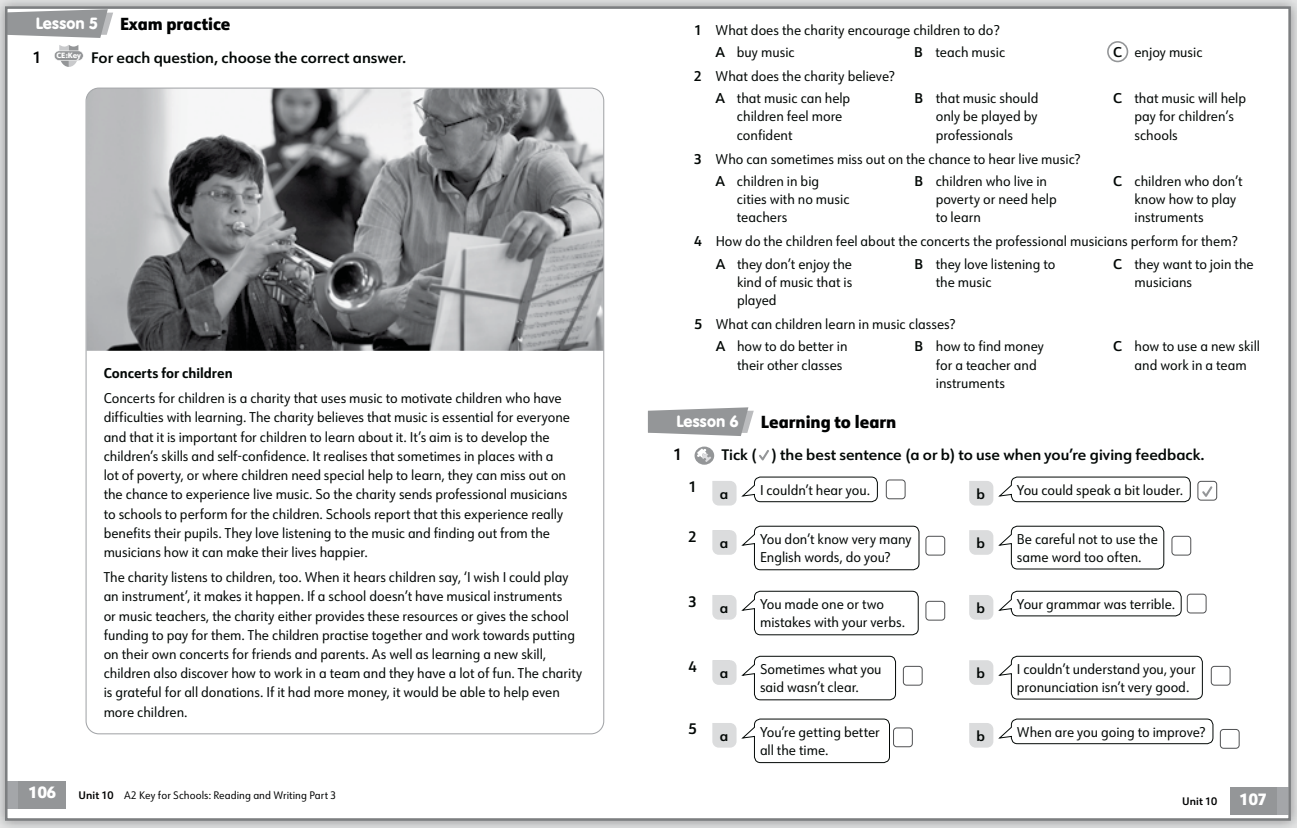
3 Work in pairs. Which of the three problems is the most important to improve our world? Discuss.

- Give the children some thinking time. Then they discuss their ideas with a partner.
- Conduct feedback with the class.

Cooler: Collocations

- Play *Collocations* (see Games bank, pages 14–17) with the following columns of words:
  Column 1 – *take / fewer / respect / fix / put a stop / managing / looking after / powerful / develop*
  Column 2 – *their values / our planet / the initiative / to wars / weapon / skills / disagreements / resources / problems*

Workbook pages 106–107



Lesson 5 **Exam practice**

1 CE:Key For each question, choose the correct answer.

Concerts for children

Concerts for children is a charity that uses music to motivate children who have difficulties with learning. The charity believes that music is essential for everyone and that it is important for children to learn about it. It's aim is to develop the children's skills and self-confidence. It realises that sometimes in places with a lot of poverty, or where children need special help to learn, they can miss out on the chance to experience live music. So the charity sends professional musicians to schools to perform for the children. Schools report that this experience really benefits their pupils. They love listening to the music and finding out from the musicians how it can make their lives happier.

The charity listens to children, too. When it hears children say, 'I wish I could play an instrument', it makes it happen. If a school doesn't have musical instruments or music teachers, the charity either provides these resources or gives the school funding to pay for them. The children practise together and work towards putting on their own concerts for friends and parents. As well as learning a new skill, children also discover how to work in a team and they have a lot of fun. The charity is grateful for all donations. If it had more money, it would be able to help even more children.

1 What does the charity encourage children to do?
A buy music B teach music C enjoy music

2 What does the charity believe?
A that music can help children feel more confident B that music should only be played by professionals C that music will help pay for children's schools

3 Who can sometimes miss out on the chance to hear live music?
A children in big cities with no music teachers B children who live in poverty or need help to learn C children who don't know how to play instruments

4 How do the children feel about the concerts the professional musicians perform for them?
A they don't enjoy the kind of music that is played B they love listening to the music C they want to join the musicians

5 What can children learn in music classes?
A how to do better in their other classes B how to find money for a teacher and instruments C how to use a new skill and work in a team

Lesson 6 **Learning to learn**

1 Tick (✓) the best sentence (a or b) to use when you're giving feedback.

1 a I couldn't hear you. ☐ b You could speak a bit louder. ☑
2 a You don't know very many English words, do you? ☐ b Be careful not to use the same word too often. ☐
3 a You made one or two mistakes with your verbs. ☐ b Your grammar was terrible. ☐
4 a Sometimes what you said wasn't clear. ☐ b I couldn't understand you, your pronunciation isn't very good. ☐
5 a You're getting better all the time. ☐ b When are you going to improve? ☐

106 Unit 10 A2 Key for Schools: Reading and Writing Part 3

Unit 10 107

1 CE:Key For each question, choose the correct answer.

This activity helps the children prepare for Part 3 of the Reading and Writing paper of the Cambridge English A2 Key for Schools exam. The children should be encouraged to read the text before choosing their answers.

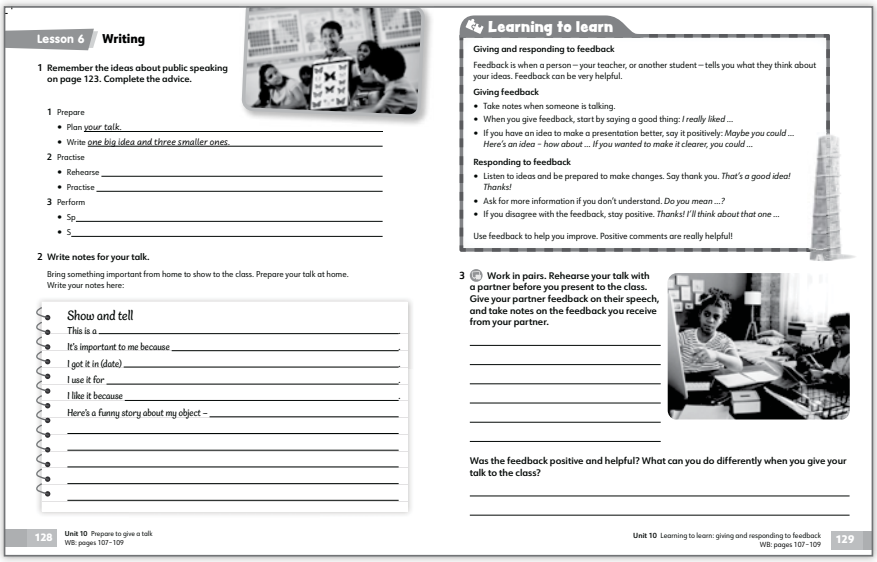
If done in class:

- have the children complete the activity.
- say the numbers and have the children raise their hands for *A*, lower them for *B* and put them on their head for *C*.

Answers: 1 A **2** A **3** B **4** B **5** C

Lesson 6 Writing / Learning to learn

Pupil's Book pages 128–129


Lesson 6 Writing

1 Remember the ideas about public speaking on page 123. Complete the advice.

1 Prepare
- Plan your talk.
- Write one big idea and three smaller ones.

2 Practise
- Rehearse
- Practise

3 Perform
- Sp
- S

2 Write notes for your talk.

Bring something important from home to show to the class. Prepare your talk at home. Write your notes here:

Show and tell
This is a
It's important to me because
I got it in (date)
I use it for
I like it because
Here's a funny story about my object –

128 Unit 10 Prepare to give a talk WB: pages 107–109

Learning to learn

Giving and responding to feedback

Feedback is when a person – your teacher, or another student – tells you what they think about your ideas. Feedback can be very helpful.

Giving feedback
- Take notes when someone is talking.
- When you give feedback, start by saying a good thing: *I really liked ...*
- If you have an idea to make a presentation better, say it positively: *Maybe you could ... Here's an idea – how about ... If you wanted to make it clearer, you could ...*

Responding to feedback
- Listen to ideas and be prepared to make changes. Say thank you. *That's a good idea! Thanks!*
- Ask for more information if you don't understand. *Do you mean ...?*
- If you disagree with the feedback, stay positive. *Thanks! I'll think about that one ...*

Use feedback to help you improve. Positive comments are really helpful!

3 Work in pairs. Rehearse your talk with a partner before you present to the class. Give your partner feedback on their speech, and take notes on the feedback you receive from your partner.

Was the feedback positive and helpful? What can you do differently when you give your talk to the class?

Unit 10 Learning to learn: giving and responding to feedback WB: pages 107–109 129

Learning objectives: Prepare to give a talk; Giving and responding to feedback

1 Remember the ideas about public speaking on page 123. Complete the advice.

- Elicit what the children can remember about the ideas regarding public speaking on page 123.
- The children complete the advice and then check their ideas.
- Conduct class feedback.

Suggested answers: 1 your talk., one big idea and three smaller ones. **2** your talk in front of a mirror or in front of a friend., your talk two or three times if you can. **3** Speak and look at the people you are talking to.

2 Write notes for your talk.

- Ask the children to write notes about the important item they're bringing from home using the prompts on the page.

Answers: Children's own answers.

Learning to learn

Giving and responding to feedback

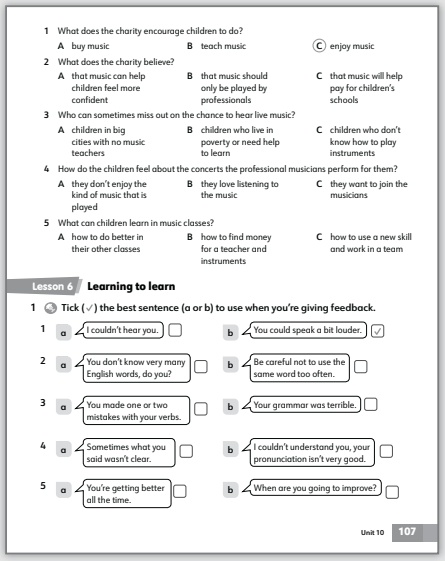
- Ask the children in what situations they usually give or receive feedback.
- Ask them how they feel when someone gives them feedback. Elicit what sort of things it's important to think about when you give feedback.
- Have the children read the information in the *Learning to learn* box. Ask if any of their ideas are mentioned. Elicit whether they think it is good advice, and why / why not.

3 Work in pairs. Rehearse your talk with a partner before you present to the class. Give your partner feedback on their speech, and take notes on the feedback you receive from your partner.

- Divide the class into pairs and have the children rehearse their talks before presenting to the class.
- Ask that the listening children pay close attention to their partner's talk so that they may provide valuable feedback.
- Each child takes notes on their partner's feedback and makes changes to their talk as needed.

Answers: Children's own answers.

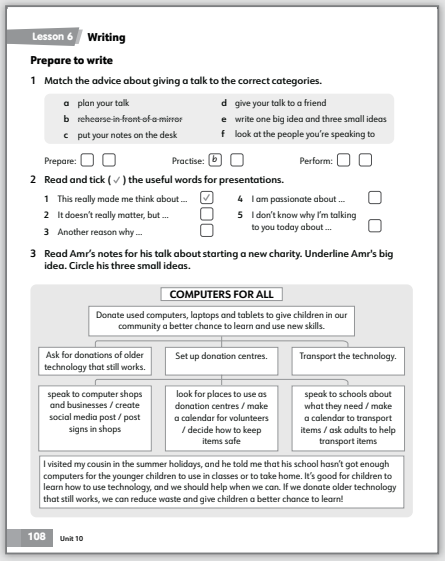
Workbook pages 107–109


1 What does the charity encourage children to do?
A buy music B teach music C enjoy music
2 What does the charity believe?
A that music can help children feel more confident B that music should only be played by professionals C that music will help pay for children's schools
3 Who can sometimes miss out on the chance to hear live music?
A children in big cities with no music teachers B children who live in poverty or need help to learn C children who don't know how to play instruments
4 How do the children feel about the concerts the professional musicians perform for them?
A they don't enjoy the kind of music that is played B they love listening to the music C they want to join the musicians
5 What can children learn in music classes?
A how to do better in their other classes B how to find money for a teacher and instruments C how to use a new skill and work in a team
Lesson 6 Learning to learn
1 Tick (✓) the best sentence (a or b) to use when you're giving feedback.
1 a I couldn't hear you. b You could speak a bit louder. ✓
2 a You don't know very many English words, do you? b Be careful not to use the same word too often.
3 a You made one or two mistakes with your verbs. b Your grammar was terrible.
4 a Sometimes what you said wasn't clear. b I couldn't understand you, your pronunciation isn't very good.
5 a You're getting better all the time. b When are you going to improve?
Unit 10 107

Learning to learn

1 Tick (✓) the best sentence (a or b) to use when you're giving feedback.

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


Lesson 6 Writing
Prepare to write
1 Match the advice about giving a talk to the correct categories.
a plan your talk
b rehearse in front of a mirror
c put your notes on the desk
d give your talk to a friend
e write one big idea and three small ideas
f look at the people you're speaking to
Prepare: Practise: b Perform:
2 Read and tick (✓) the useful words for presentations.
1 This really made me think about ... ✓
2 It doesn't really matter, but ...
3 Another reason why ...
4 I am passionate about ...
5 I don't know why I'm talking to you today about ...
3 Read Amr's notes for his talk about starting a new charity. Underline Amr's big idea. Circle his three small ideas.
COMPUTERS FOR ALL
Donate used computers, laptops and tablets to give children in our community a better chance to learn and use new skills.
Ask for donations of older technology that still works.
Set up donation centres.
Transport the technology.
speak to computer shops and businesses / create social media post / post signs in shops
look for places to use as donation centres / make a calendar for volunteers / decide how to keep items safe
speak to schools about what they need / make a calendar to transport items / ask adults to help transport items
I visited my cousin in the summer holidays, and he told me that his school hasn't got enough computers for the younger children to use in classes or to take home. It's good for children to learn how to use technology, and we should help when we can. If we donate older technology that still works, we can reduce waste and give children a better chance to learn!
108 Unit 10

Prepare to write

1 Match the advice about giving a talk to the correct categories.

- The children match the advice to the categories.

Answers: Prepare: a, e Practise: b, d Perform: c, f

2 Read and tick (✓) the useful words for presentations.

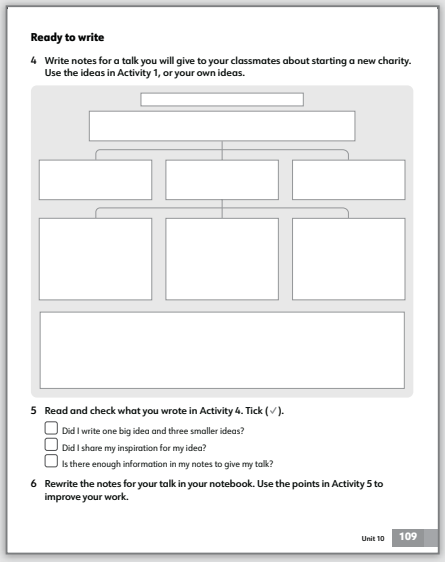
- The children read the sentences and tick the boxes next to the useful words.

Answers: ✓ next to: 1, 3, 4

3 Read Amr's notes for his talk about starting a new charity. Underline Amr's big idea. Circle his three small ideas.

- Have the children read Amr's notes.
- The children underline Amr's big idea and circle his three small ideas.

Answers: big idea: in rectangle in top row **three small ideas:** rectangles in second row from top


Ready to write
4 Write notes for a talk you will give to your classmates about starting a new charity. Use the ideas in Activity 1, or your own ideas.
5 Read and check what you wrote in Activity 4. Tick (✓).
Did I write one big idea and three smaller ideas?
Did I share my inspiration for my idea?
Is there enough information in my notes to give my talk?
6 Rewrite the notes for your talk in your notebook. Use the points in Activity 5 to improve your work.
Unit 10 109

Ready to write

4 Write notes for a talk you will give to your classmates about starting a new charity. Use the ideas in Activity 1, or your own ideas.

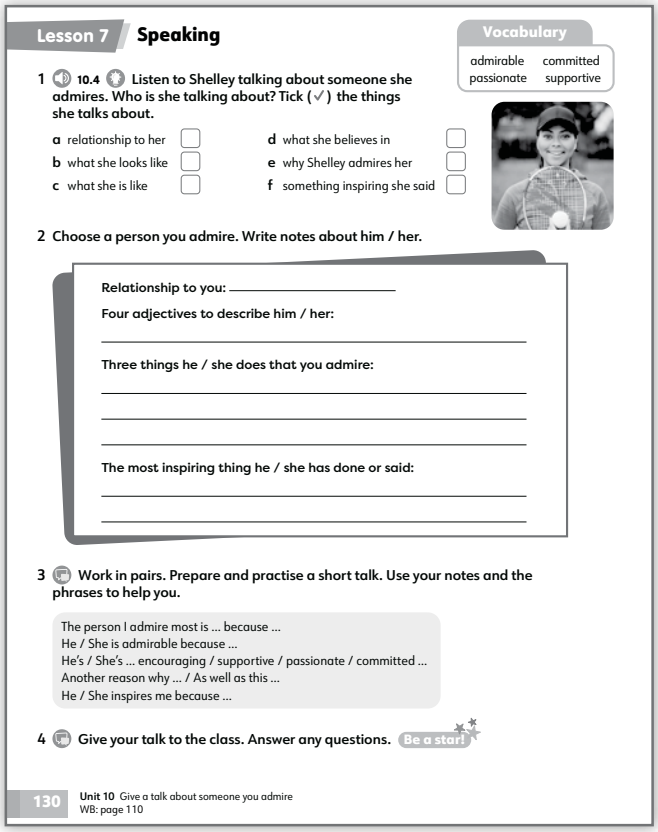
- Elicit suggestions for the big idea and write them on the board.
- Give the children some time to think about their big and small ideas. Have them write notes in their presentation map.

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

6 Rewrite the notes for your talk in your notebook. Use the points in Activity 5 to improve your work.

Lesson 7 Speaking

Pupil's Book page 130



Lesson 7 Speaking

Vocabulary: admirable, committed, passionate, supportive

1 10.4 Listen to Shelley talking about someone she admires. Who is she talking about? Tick (✓) the things she talks about.

a relationship to her ☐
b what she looks like ☐
c what she is like ☐
d what she believes in ☐
e why Shelley admires her ☐
f something inspiring she said ☐

2 Choose a person you admire. Write notes about him / her.

Relationship to you: _____
Four adjectives to describe him / her:
Three things he / she does that you admire:
The most inspiring thing he / she has done or said:

3 Work in pairs. Prepare and practise a short talk. Use your notes and the phrases to help you.

The person I admire most is ... because ...
He / She is admirable because ...
He's / She's ... encouraging / supportive / passionate / committed ...
Another reason why ... / As well as this ...
He / She inspires me because ...

4 Give your talk to the class. Answer any questions. Be a star!

130 Unit 10 Give a talk about someone you admire
WB: page 110

***Learning objectives*:** Give a talk about someone you admire

***Vocabulary*:** admirable, committed, passionate, supportive

Resources: Vocabulary 2 worksheet

Warm-up: Spelling bee

- Play *Spelling bee* (see Games bank, pages 14–17) with the words from this lesson *(admirable, committed, passionate, supportive)*

Vocabulary

- Refer the children to the vocabulary box at the top of the page.
- Give a short definition of each word and have the children say which one it is:
  When you believe in something and will work hard for it. (committed)
  Helpful and encouraging. (supportive)
  Deserving our respect. (admirable)
  Showing strong beliefs and enthusiasm. (passionate)
- Have the children repeat each word after you.

1 10.4 Listen to Shelley talking about someone she admires. Who is she talking about? Tick (✓) the things she talks about.

- Elicit what the children can see in the photo. Then play the audio up to *... and I want to be like her.* Ask the children who Shelley is talking about.
- Give the children time to read options a–f. Then play the rest of the audio and have the children tick the things Shelley talks about. Play the audio again if necessary.
- Read out the items and have the children raise their hands for the ones they ticked. Elicit what they remember about why Shelley admires her cousin.

Audioscript

The person I admire most is my cousin because she's a very special person. She's quite a lot older than me and she's a professional tennis player. I've always loved sports, and I want to be like her.

I think she's admirable because she's passionate about her sport. She's really committed to it and she works amazingly hard to be successful. But she also believes in helping others. She's very supportive to young players like me, and she has found time to give me a lesson every week this year.

Another reason why I admire her is her attitude to people. She never gets angry with people, and she respects everyone. As well as this, she's very encouraging to me. She inspires me because she helps me to believe in myself. My favourite quote of hers is 'You can achieve anything you want. You just have to want it enough.'

Answers: She's talking about her cousin.✓ by: a, c, d, e, f

2 Choose a person you admire. Write notes about him / her.

- Check with the children if they are going to write complete sentences or words and short phrases for their notes in this activity (words and short phrases).
- You could give an example first and write the notes on the board. This will provide a clear model and give children more support, e.g. *my uncle Hugh; intelligent, funny, kind, helpful; helped me with chemistry at school, listens to my problems, cooks great food for family parties; won prize for being best teacher in his department.*
- Have the children write similar notes about someone they admire.

Teaching star!

Mixed ability

Fast finishers for Activity 2 can help other children who are having difficulty finding ideas.

- Have a look at the notes of any children who finish quickly and see if they have completed the task.
- If so, direct them to work with someone who may be having difficulty. Tell them to look at what their partner has done and ask lots of questions to help them find ideas and complete their notes.

Peer teaching can be very rewarding for both partners – the fast finisher gets recognition for their good work and the child who needs help manages to finish without the presence of the teacher.

3 Work in pairs. Prepare and practise a short talk. Use your notes and the phrases to help you.

- Play the audio again to remind the children of what Shelley said about her cousin.
- Read out the phrases in the box. Elicit ideas for how to complete each one.
- Give the children a few minutes to look at their notes and decide what they are going to say in their talk.
- Divide the class into pairs and have the children tell their partner about the person they admire. Remind them they can use phrases and vocabulary from the box.

4 Give your talk to the class. Answer any questions.

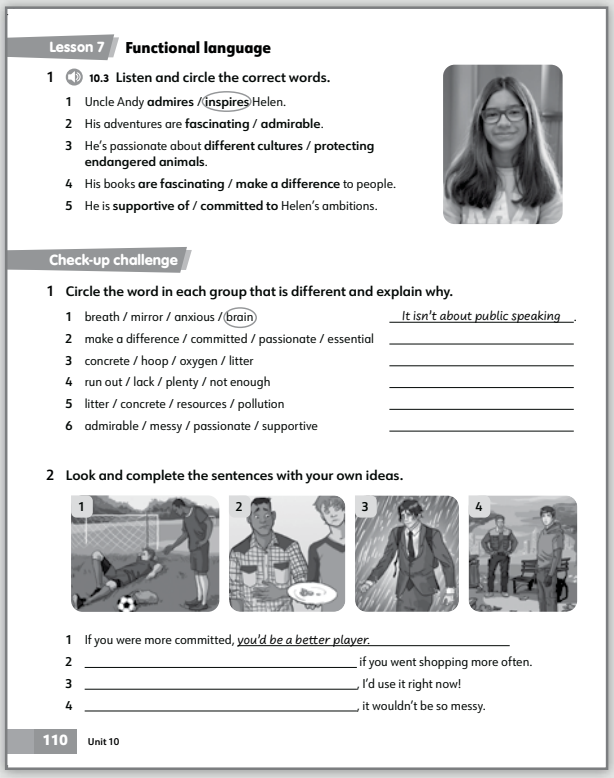
Be a star!

- If you have a small class, invite all children to come up and give their talk to the class. If you have a larger class, invite volunteers to give their talk.

Cooler: Disappearing words

- Play *Disappearing words* (see Games bank, pages 14–17) with a selection of the key vocabulary from the lesson. You can let the children choose the words and write them on the board.

Workbook page 110



Lesson 7 **Functional language**

1 10.3 **Listen and circle the correct words.**

1 Uncle Andy **admires** / (inspires) Helen.
2 His adventures are **fascinating** / **admirable**.
3 He's passionate about **different cultures** / **protecting endangered animals**.
4 His books **are fascinating** / **make a difference** to people.
5 He is **supportive of** / **committed to** Helen's ambitions.

Check-up challenge

1 **Circle the word in each group that is different and explain why.**

1 breath / mirror / anxious / (brain) — *It isn't about public speaking*.
2 make a difference / committed / passionate / essential
3 concrete / hoop / oxygen / litter
4 run out / lack / plenty / not enough
5 litter / concrete / resources / pollution
6 admirable / messy / passionate / supportive

2 **Look and complete the sentences with your own ideas.**

1 2 3 4

1 If you were more committed, *you'd be a better player.*
2 _____ if you went shopping more often.
3 _____ I'd use it right now!
4 _____ it wouldn't be so messy.

110 Unit 10

1 10.3 Listen and circle.

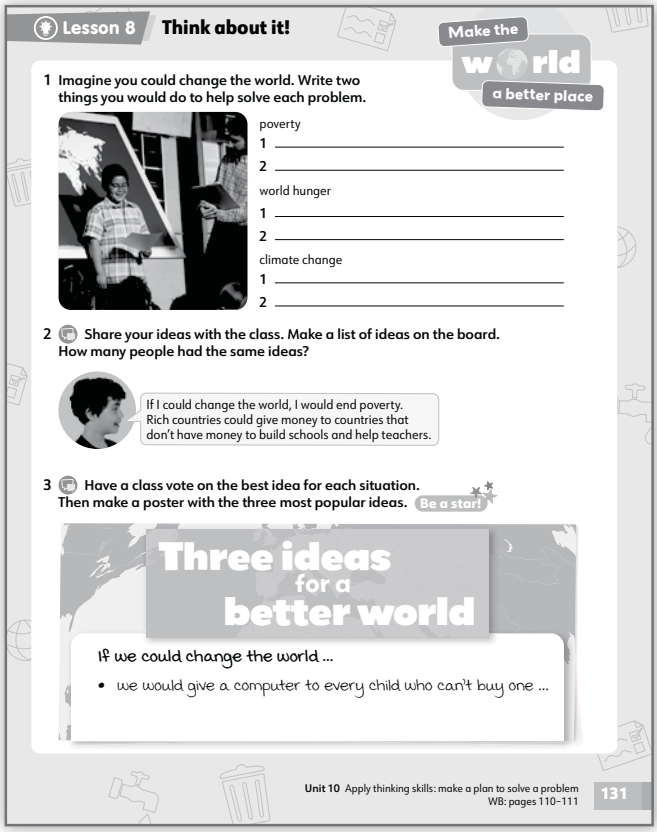
Audioscript

The person I admire most is my Uncle Andy. He inspires me because he's travelled all over the world and knows a lot about different cultures – he's even written books. I love visiting him because he tells me about his adventures, which are fascinating. Another reason why he's admirable is that he's passionate about conservation and committed to protecting the most endangered animals. As well as being funny and interesting, his books make a difference and get people involved in protecting animals and their habitats. And when I tell him about my ambitions, he is always encouraging and supportive.

Answers: 1 inspires **2** fascinating **3** protecting endangered animals **4** make a difference **5** supportive of

Lesson 8 Think about it!

Pupil's Book page 131



Learning objectives: Apply thinking skills: make a plan to solve a problem

Resources: Unit 10 test and End-of-year review

Materials: A3 paper (one sheet per pair)

Warm-up: Odd word out

- Write on the board the following groups of words:
  1 cousin uncle stepmother grandfather
  2 climb soar jump feel
  3 concrete playground canteen gymnasium
  4 disease invention poverty illness
- Ask the children to look and decide which is the odd word out in each group and why. Have them compare ideas with a partner and then invite suggestions from the class. Ask if everyone agrees – there may be alternative answers!

Suggested answers: 1 stepmother (all family, but stepmother is not a blood relation) **2** feel (others are action verbs) **3** concrete (others are parts of a school) **4** invention (others are negative situations)

1 Imagine you could change the world. Write two things you would do to help solve each problem.

- Elicit what the children think the main problems in their country are.
- Read out the three problems in Activity 1. Elicit one idea for how to help solve each problem and write it on the board.
- Divide the class into pairs. The children discuss the problems and complete the notes with ideas about how to help solve them.

Answers: Children's own answers.

2 Share your ideas with the class. Make a list of ideas on the board. How many people had the same ideas?

- Draw three columns on the board with the headings from Activity 1 at the top. Appoint one child as a writer for each column. Ask for suggestions from the class for each category.
- The writer at the board makes short notes about the ideas. If there is a repeated idea, they should put a tick after that idea each time it is repeated.

3 Have a class vote on the best idea for each situation. Then make a poster with the three most popular ideas.

Be a star!

- Give the children some time to decide which idea they think is the best for each situation.
- Have each writer come back to the board and read out the choices for each problem. The children should vote for one idea only by raising their hand. The writer is now the vote counter and circles the most popular idea in that column.
- Divide the class into pairs and give each pair a sheet of A3 paper. Have them decide how to design their poster with the most popular ideas. Remind them that visuals make an attractive poster, clear headings help organise it, and a good slogan or title makes it memorable (they don't have to use the heading and the layout in the Pupil's Book).
- Give the class time to make their posters.

Cooler: Evalution

- Have the children leave their poster on their desk and move around the class, looking at other children's posters. Ask the children to look for posters which have a clear presentation, attractive design, or a good title or slogan.
- Every now and again ask them to stop. Ask if anyone is next to a poster that has any of the qualities that they were looking for, or any other particularly well done feature.

Lesson 7 **Functional language**

1 10.3 **Listen and circle the correct words.**

1 Uncle Andy **admires** / (**inspires**) Helen.
2 His adventures are **fascinating** / **admirable**.
3 He's passionate about **different cultures** / **protecting endangered animals**.
4 His books **are fascinating** / **make a difference** to people.
5 He is **supportive of** / **committed to** Helen's ambitions.



Check-up challenge

1 **Circle the word in each group that is different and explain why.**

1 breath / mirror / anxious / (brain) *It isn't about public speaking*.
2 make a difference / committed / passionate / essential _____
3 concrete / hoop / oxygen / litter _____
4 run out / lack / plenty / not enough _____
5 litter / concrete / resources / pollution _____
6 admirable / messy / passionate / supportive _____

2 **Look and complete the sentences with your own ideas.**



1 If you were more committed, *you'd be a better player.*
2 _____ if you went shopping more often.
3 _____, I'd use it right now!
4 _____, it wouldn't be so messy.

3 **Rewrite the sentences using *if*.**

1 My phone doesn't work, so I need a new one.
If my *phone worked, I wouldn't need a new one*.
2 I wish I could buy a new phone, but I don't have enough money.
If I _____.
3 I don't have enough money because I spend so much on games.
I'd have _____.
4 I don't want to use my mum's phone because it isn't a smartphone.
I'd use _____.
5 I can't call my friends because my phone doesn't work.
If my _____.



4 **Write sentences about you using *I wish* + the verbs.**

have | be | can travel | live | can go | know

1 I wish I had _____.
2 I wish I _____.
3 _____
4 _____
5 _____
6 _____



What I can do!

Put a tick (✓) or a cross (×).

make inferences and draw conclusions	☐	understand and use similes	☐
talk about unreal or unlikely situations	☐	write notes for a talk	☐
talk about things I'd like to be different	☐	give a talk about someone I admire	☐

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

Check-up challenge

1 Circle the word in each group that is different and explain why.

Answers: 1 brain – It isn't about public speaking. **2** essential – It's the only one that isn't about a project you are passionate about. **3** oxygen – it's a gas; the others are not. **4** plenty – It's the only one that refers to a positive quantity. **5** concrete – It's the only one that isn't about environmental problems. **6** messy – It's the only one with a negative meaning.

2 Look and complete the sentences with your own ideas.

Answers: Children's own answers.

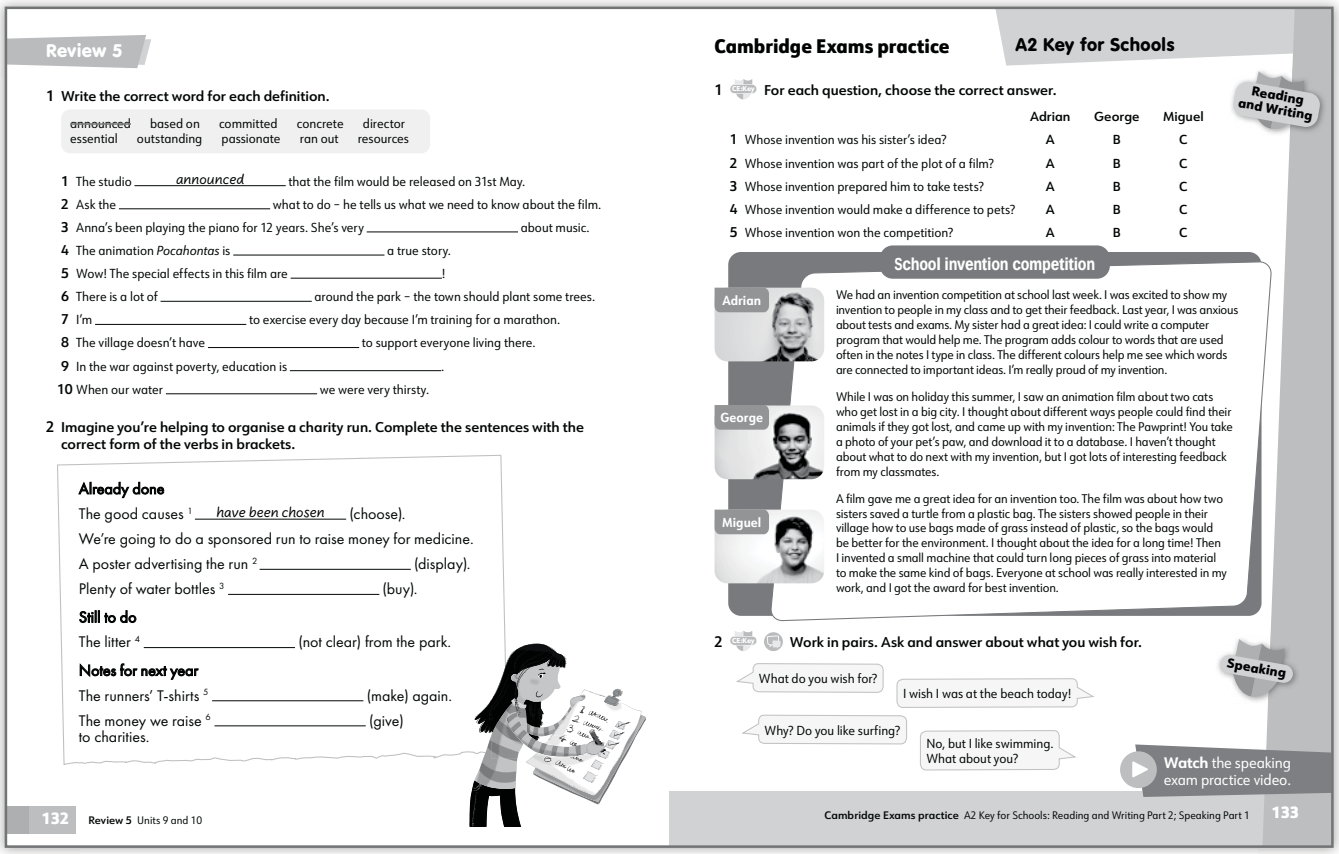
3 Rewrite the sentences using *if*.

Answers: 1 If my phone worked, I wouldn't need a new one. **2** If I had enough money, I could buy a new phone. **3** I'd have enough money if I didn't spend so much on games. **4** I'd use my mum's phone if it was a smartphone. **5** If my phone worked, I could call my friends.

4 Write sentences about you using *I wish* + the verbs.

Answers: Children's own answers.

Pupil's Book pages 132–133



Review 5

1 Write the correct word for each definition.

~~announced~~ based on committed concrete director
essential outstanding passionate ran out resources

1 The studio announced that the film would be released on 31st May.
2 Ask the _____ what to do – he tells us what we need to know about the film.
3 Anna's been playing the piano for 12 years. She's very _____ about music.
4 The animation *Pocahontas* is _____ a true story.
5 Wow! The special effects in this film are _____!
6 There is a lot of _____ around the park – the town should plant some trees.
7 I'm _____ to exercise every day because I'm training for a marathon.
8 The village doesn't have _____ to support everyone living there.
9 In the war against poverty, education is _____.
10 When our water _____ we were very thirsty.

2 Imagine you're helping to organise a charity run. Complete the sentences with the correct form of the verbs in brackets.

Already done
The good causes [1] have been chosen (choose).
We're going to do a sponsored run to raise money for medicine.
A poster advertising the run [2] _____ (display).
Plenty of water bottles [3] _____ (buy).

Still to do
The litter [4] _____ (not clear) from the park.

Notes for next year
The runners' T-shirts [5] _____ (make) again.
The money we raise [6] _____ (give) to charities.

132 Review 5 Units 9 and 10

Cambridge Exams practice A2 Key for Schools

1 For each question, choose the correct answer.

Reading and Writing

	Adrian	George	Miguel
1 Whose invention was his sister's idea?	A	B	C
2 Whose invention was part of the plot of a film?	A	B	C
3 Whose invention prepared him to take tests?	A	B	C
4 Whose invention would make a difference to pets?	A	B	C
5 Whose invention won the competition?	A	B	C

School invention competition

Adrian
We had an invention competition at school last week. I was excited to show my invention to people in my class and to get their feedback. Last year, I was anxious about tests and exams. My sister had a great idea: I could write a computer program that would help me. The program adds colour to words that are used often in the notes I type in class. The different colours help me see which words are connected to important ideas. I'm really proud of my invention.

George
While I was on holiday this summer, I saw an animation film about two cats who get lost in a big city. I thought about different ways people could find their animals if they got lost, and came up with my invention: The Pawprint! You take a photo of your pet's paw, and download it to a database. I haven't thought about what to do next with my invention, but I got lots of interesting feedback from my classmates.

Miguel
A film gave me a great idea for an invention too. The film was about how two sisters saved a turtle from a plastic bag. The sisters showed people in their village how to use bags made of grass instead of plastic, so the bags would be better for the environment. I thought about the idea for a long time! Then I invented a small machine that could turn long pieces of grass into material to make the same kind of bags. Everyone at school was really interested in my work, and I got the award for best invention.

2 Work in pairs. Ask and answer about what you wish for.

Speaking

What do you wish for?
I wish I was at the beach today!
Why? Do you like surfing?
No, but I like swimming. What about you?

Watch the speaking exam practice video.

Cambridge Exams practice A2 Key for Schools: Reading and Writing Part 2; Speaking Part 1 133

Learning objectives: Review vocabulary and grammar from Units 9 and 10; A2 Key for Schools Reading and Writing Part 2; Speaking Part 1

Resources: Unit 10, Review 5; Speaking exam practice video

Warm-up: Team spelling

- Play *Team spelling* (see Games bank, pages 14–17) with key vocabulary from Units 9 and 10.
- Suggested words: *admirable, litter, director, resources, messy, announce.*

1 Write the correct word for each definition.

- Refer the children to the example sentence. Ask how they think the studio announced the news (*maybe with an advert or a review in a newspaper or magazine*).
- Have the children continue the activity individually.
- Write numbers 1–10 on the board. Invite volunteers to come and write the correct word next to each number. Ask if the class agrees. Ask individual children to read a sentence each to hear the words in context.

Answers: 1 announced **2** director **3** passionate **4** based on **5** outstanding **6** concrete **7** committed **8** resources **9** essential **10** ran out

2 Imagine you're helping to organise a charity run. Complete the sentences with the correct form of the verbs in brackets.

- Have a child read out the example sentence. Ask why the passive is used here (*because we don't know, or it isn't important, who did the action*). Explain that this paragraph uses the present perfect because it talks about present results of past actions.
- Check with the children what tense is suitable for paragraphs 2 and 3 (*future*). Elicit the answer to number 4.
- Have the children continue the activity individually and then compare their answers with a partner.
- Ask volunteers to read out sentences. Ask if everyone agrees. Write the answers on the board.

Answers: 1 have been chosen **2** has been displayed **3** have been bought **4** has not been cleared **5** will be made **6** will be given

1 For each question, choose the correct answer.

This activity helps the children prepare for Part 2 of the Reading and Writing paper in the Cambridge English A2 Key for Schools exam.

- Have the children read the questions before reading the text so they have an idea of the kind of information they need to look for.
- Have the children read the text and complete the activity individually.
- Read out the questions. Ask volunteers to share their answers. Ask if everyone agrees.

Answers: 1 A **2** C **3** A **4** B **5** C

2 Work in pairs. Ask and answer about what you would wish for.

This activity helps the children prepare for Part 1 of the Speaking paper in the Cambridge English A2 Key for Schools exam.

- Ask individual children to read out the example sentences.
- Give the children some time to think about what they would wish for.
- Divide the class into pairs and have the children ask and answer what they'd wish for with their partner.
- Ask if any of the children would like to share their ideas with the class.

Cooler: Vocabulary categories

- Divide the class into pairs or groups of three. Each pair / group needs a piece of paper and a pen or pencil.
- Tell the children you will say two words which belong to a vocabulary set. In their pair / group, they must decide what the set is and write two more words belonging to it. When they finish, they hold up their paper for you to check.
- When everyone is finished, ask each group to read out their words, and ask the rest of the class to decide the set.
- Suggested sets: *director, script (related to film)*
  chosen, written (irregular past participles)
  uncle, cousin (family)
  pollution, poverty (world problems)
  admirable, passionate (positive adjectives)

Mid-year review

Page 58

1 **1** rainforest – It isn't a person. **2** cable car – Animals don't live there. **3** sporty – It doesn't describe a person who is trying to do something. **4** forecast – It isn't about filming. **5** donate – It isn't about travel. **6** bitter – It doesn't describe the feel of something. **7** extreme – It doesn't describe the situation of animals / plants. **8** damage – It's the only negative verb.

2 **1** souvenir **2** outdoors **3** charity **4** predator **5** expedition **6** community

3

Audioscript

1 Woman: *How long have you been working in conservation?*

2 Woman: *What have you been doing recently?*

3 Woman: *Have you made a lot of progress since last month?*

4 Woman: *Did you raise enough money yesterday?*

5 Woman: *Why have you been researching pandas?*

6 Woman: *Have you been enjoying the work?*

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

Page 59

4 **1** d **2** h **3** a **4** k **5** e **6** j **7** b **8** l **9** g **10** f **11** i **12** c

5 **1** C **2** B **3** A **4** F **5** E

Page 60

6 **1** C **2** A **3** B **4** C **5** B **6** B

Page 61

7 **1** seen **2** been drawing **3** drawn **4** to tell **5** must **6** can't **7** might **8** look

8 **1** bear **2** sour **3** like him **4** sweet, sticky **5** like **6** waterproof **7** disgusting

9 **1** am **2** is **3** of **4** to **5** have **6** been **7** planets **8** in **9** had **10** didn't

End-of-year review

Page 112

1 **Answers: Film:** studio, animation, hologram, director
Negative adjectives: messy, jealous, nasty, disgusting
Cyberspace: privacy settings, username, link, hack
Advertising: well-designed, slogan, brand, layout
Sport: martial art, athletic, marathon, competitive

2 **1** achieve appeal **2** proud persuasive **3** suspicious passionate **4** entertaining essential **5** souvenirs memories **6** released deleted **7** set script **8** poverty resources **9** jealous supportive **10** predator audience

Page 113

3 ✓ by: 1, 4, 5, 9 **2** wrote written **3** be been **6** been be **7** deleting deleted **8** hack hacked **10** has have

4 **1** b **2** b **3** a **4** c **5** a

Page 114

5

Audioscript

1 Man: *Irina, where are you from?*

2 Man: *Is this your biggest win?*

3 Man: *Who is your coach?*

4 Man: *Can you win again next year?*

5 Man: *Do you train every day?*

6 Man: *When will you be on TV again?*

1 where she was from. **2** if / whether this was her **3** her coach was. **4** if / whether she could win again **5** if / whether she trained **6** she would be on

6 **1** If I was more competitive, I would take part in a marathon. I wish I could run as fast as you.
2 If the film had a better script, it would win an award. I wish I was a film director. **3** School would be better if we didn't study maths. I wish I went to your school. **4** They would sell more if the advert was more appealing. I wish I could afford to buy one.

Page 115

7 **1** A **2** B **3** A **4** C **5** C **6** B **7** B **8** A

8 **1** everyone had seen **2** cast had been **3** it would be **4** I could download **5** he had had **6** there wouldn't be **7** the play had been **8** they could use

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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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