Now I Know! 4 Teacher's Book

Virginia Marconi

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Now I Know! 4

Teacher's Book

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Contents

Unit	Vocabulary	Reading
UNIT 1 **How can we eat well?** Page 18 **Video:** Lifebabble: Food	**Key vocabulary 1:** butter, calcium, carbohydrates, dairy, fat, fiber, iron, minerals, oil, protein, vegetables, vitamins **Key vocabulary 2:** beef, boiled, bread roll, broccoli, fried, grilled, jelly, miso soup, noodles, omelet, pancakes, salmon	**Reading 1:** The Sweet Tooth Truth! (factual, British English) **Reading 2:** When in Rome (fiction, American English) **Reading strategies:** Use context and pictures to guess the topic. / Check your understanding while reading. **Value:** A varied diet is a healthy diet
UNIT 2 **Why are some buildings famous?** Page 38 **Video:** All Over the Workplace: Architects	**Key vocabulary 1:** architect, attract, bridge, concrete, construction, massive, meters, modern, monument, statue, structure, tower **Key vocabulary 2:** arches, belfry, brochures, camp, carved, landmark, medieval, monasteries, mural, package, staircase, typical	**Reading 1:** As High as the Sky (factual, British English) **Reading 2:** From Paris to Peru (fiction, American English) **Reading strategies:** Scan a text in order to find specific information. / Use clues in a text to make inferences. **Value:** Travel helps open your mind to new ideas
UNIT 3 **How can we protect wild animals?** Page 58 **Video:** Deadly 60: Silverback Gorillas and Rhinos	**Key vocabulary 1:** bluefin tuna, endangered, destroy, disappear, gorilla, leatherback turtle, national park, poacher, prevent, rainforest, snow leopard, species **Key vocabulary 2:** bamboo, coat, coral, glide, hectare, polar bear, predator, roam, shell, survive, tusks, whisper	**Reading 1:** Once They're Gone, We Can't Bring them Back (factual, American English) **Reading 2:** Where There's No Return (fiction, British English) **Reading strategies:** Think about the opinions expressed by the author in the text. / Look for the overall message the poem is trying to send. **Value:** Protect wild animals' habitats
UNIT 4 **What can we do with our trash?** Page 78 **Video:** Deadly DIY: Octopus Umbrella	**Key vocabulary 1:** cans, fleece, fumes, glass jars, landfill, metal, natural resources, packaging, plastic, process, soil, toxic **Key vocabulary 2:** cardboard, create, cup, decorations, picture frames, recycling plant, stuff, throw out, tire, toilet paper rolls, upcycle, wood	**Reading 1:** Waste Not, Want Not! (factual, American English) **Reading 2:** Rubbish Revival (fiction, British English) **Reading strategies:** Relate a text to the things you do in your life. / Predict the kind of information you might find in a story. **Value**: Recycle, reuse, and upcycle
UNIT 5 **How can we choose our jobs?** Page 98 **Video:** All Over the Workplace: Illustrators	**Key vocabulary 1:** athlete, brushes, compete, compose, discover, discuss, lab, musician, painter, self-portraits, studio, train **Key vocabulary 2:** barber, comfortable, crew, delicious, explorer, fast, hard, journey, late, sailor, surgeon, terrifying	**Reading 1:** Biographies (factual, British English) **Reading 2:** Ahoy There! (fiction, American English) **Reading strategies:** Compare the key details presented in different texts of the same kind. / Describe characters in a story and their feelings. **Value:** Appreciate your family and friends
UNIT 6 **What happens in extreme conditions?** Page 118 **Video:** Super Human Challenge: Extreme Cold	**Key vocabulary 1:** adapt to, beat, dehydrated, extreme, heart rate, heatstroke, hypothermia, mild, numb, perspire, shiver, sweat **Key vocabulary 2:** ash, collapse, crater, eruption, explosion, in danger, lava, medallion, safe, shake, tremor, volcano	**Reading 1:** Extreme Climates! (factual, American English) **Reading 2:** The Medallion Movers (fiction, British English) **Reading strategies:** Identify how texts are organized. / Use what you already know to identify problems and solutions. **Value**: Listen for emergency information and alerts

Grammar	Speaking	Listening	Writing	Now I Know
Grammar 1: *smell / look / taste (like)* … **Grammar 2:** *will / won't* for quick decisions **Videos:** Doctor Who: Sticky Times Parts 1–3	**Speaking strategy:** Use hand gestures to make yourself understood.	**Listening strategies:** Make predictions before you listen. Listen for specific words and information.	**Writing strategy:** We can use *should* and *shouldn't* to give advice.	**Projects:** Do a survey about eating habits. Write advice about healthy eating.
Grammar 1: *How tall / long / deep / far … ? It's … tall / long / deep / away.* **Grammar 2:** *be + going to + verb* **Videos:** Doctor Who: Scary Statue Parts 1–3	**Speaking strategy:** Ask to find more information.	**Listening strategies:** Ignore words that seem less important. Listen for information to support my inferences.	**Writing strategy:** Use numbers, names, and facts to give detailed information.	**Projects:** Design a landmark for your school. Plan a tour of a city or town.
Grammar 1: *How much / How many … ?* **Grammar 2:** *could / couldn't* **Videos:** Doctor Who: African Adventure Parts 1–3	**Speaking strategy:** Monitor your voice when talking about something exciting.	**Listening strategies:** Listen for reasons that explain why something is happening. Listen for examples used to support the speakers' points.	**Writing strategy:** We can connect words and sentences with *so*.	**Projects:** Find ways to protect wild animals. Create a local habitat.
Grammar 1: *need to* **Grammar 2:** *too much / too many / enough* **Videos:** Doctor Who: Rubbish! Parts 1–3	**Speaking strategy:** Think about the language you want to use.	**Listening strategies:** Make notes while listening to help you remember what you hear. Listen for the general context to help you find out meaning.	**Writing strategy:** Use examples to support and connect your ideas.	**Projects:** Three Rs investigation. Create a piece of upcycled art.
Grammar 1: comparative and superlative adverbs **Grammar 2:** adjectives vs. adverbs (comparative and superlative) **Videos:** Doctor Who: Hard Work Parts 1–3	**Speaking strategy:** Think about what you want to ask.	**Listening strategies:** Listen for the reasons someone gives. Listen for key information about people.	**Writing strategy:** State an opinion about a job and give reasons to support it.	**Projects:** Create a questionnaire. Create a biography.
Grammar 1: *must* and *have to* **Grammar 2:** *mustn't* and *don't / doesn't have to* **Videos:** Doctor Who: Hot and Cold Parts 1–3	**Speaking strategy:** Be polite.	**Listening strategies:** Identify what you're listening to and listen for important points. Listen for a change in events by listening for new names, numbers, and places.	**Writing strategy:** Before writing, find information on the internet or in books, and think of the main points of the episode you want to include in your summary.	**Projects:** Prepare a weather report. How to stay safe.

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Unit	Vocabulary	Reading
UNIT 7 **How and why do fashions change?** Page 138 **Video:** All Over the Workplace: Fashion Design	**Key vocabulary 1:** artificial fibers, cardigan, collar, cotton, denim, leather, pattern, silk, suit, tights, vest, wool **Key vocabulary 2:** belt, borrow, bracelet, delicate, design, dress up, earrings, jewelry, necklace, ribbon, watch	**Reading 1:** The Fashion Museum (factual, American English) **Reading 2:** The Treasure in the Attic (fiction, British English) **Reading strategies:** Use information gained from pictures and words to understand the text. / Think about and recount a story. **Value:** Appreciate your family belongings
UNIT 8 **How has entertainment developed?** Page 158 **Video:** Technobabble: Animations	**Key vocabulary 1:** audience, ballet, ballroom dancing, hip-hop, hiplet™, jive, performance, rhythm, rock, samba, tango, waltz **Key vocabulary 2:** action, animation, applause, comedy, director, drama, edit, horror, lines, make-up, play, reality TV	**Reading 1:** Winning Combinations! (factual, British English) **Reading 2:** Movie Stars in the Making (fiction, American English) **Reading strategies:** Choose the most important information to summarize what you're reading. / Identify reasons why certain details are given in a story. **Value:** Encourage your family and friends to develop their talent
UNIT 9 **Why are adventure stories popular?** Page 178 **Video:** Brain Crunch: Kings and Queens	**Key vocabulary 1:** battle, challenge, endurance, exhaustion, loneliness, moonlit, navigate, nonstop, sink, solo, treacherous, yachtsman **Key vocabulary 2:** eye patch, history, huge, island, metal detector, mystery, nervously, pointing, rope, scar, sword	**Reading 1:** Sailing Around the World – Solo! (factual, American English) **Reading 2:** Pete and the Pirates (fiction, British English) **Reading strategies:** Use text headings to locate information efficiently. / Describe characters in a story. **Value:** Learn something new about yourself by helping others
UNIT 10 **Why do we raise money for charity?** Page 198 **Video:** Show Me What You're Made Of: Bristol FareShare	**Key vocabulary 1:** charity, donate, email, raise money, regularly, sponsor, support, text message, volunteer, website **Key vocabulary 2:** care for, collect, constant, frequently, generous, helpful, improve, jerry can, organization, well	**Reading 1:** What Is Biblioburro? (factual, British English) **Reading 2:** Miremba's Dream Comes True (fiction, American English) **Reading strategies:** Determine the meaning of specific words and phrases in a text. / Compare your life to that of characters to understand a story about a different culture. **Value:** Appreciate what you have and help others
UNIT 11 **How are we similar but different?** Page 218 **Video:** Lifebabble: Friends	**Key vocabulary 1:** arrogant, feeling, funny, have something in common, honest, imaginative, mean, open, rude, stubborn, talkative, think, thoughtful, vow **Key vocabulary 2:** active, behave, character, determine, disagree, forgetful, positive, practical, respond, similar, unique	**Reading 1:** Anne of Green Gables (fiction, American English) **Reading 2:** Nature or Nurture? (factual, British English) **Reading strategies:** Look for adjectives to understand the characters better. / Describe scientific ideas in a text to understand them better. **Value:** Don't be stubborn and forgive your friends
UNIT 12 **How did people live in the past?** Page 238 **Video:** Children in Victorian Britain	**Key vocabulary 1:** baker, butcher, commute, cotton mill, horse and cart, locomotive, marvel, railway, suburb, subway **Key vocabulary 2:** chimney sweep, coal mine, flower girl, housemaid, pickpocket, ratcatcher, run errands, soot, street sweeper, workhouse	**Reading 1:** Railway Revolution! (factual, American English) **Reading 2:** William's Lucky Day (fiction, British English) **Reading strategies:** Compare different experiences to describe the impact of a historical event. / Describe the motivation of characters in a story. **Value:** Act kindly and don't judge others

Workbook Answer Key: page 258 **Audio Scripts:** Student Book: page 272 Workbook: page 281

Grammar	Speaking	Listening	Writing	Now I Know
Grammar 1: *before / after / when* **Grammar 2:** *Let's … ! Should / Shall … ?, Why don't … ?, … should / could … .* **Videos:** Doctor Who: Hot Wax Parts 1–3	**Speaking strategy:** Use key grammar words to ask questions.	**Listening strategies:** Listen for details. Listen for suggestions.	**Writing strategy:** Use appropriate informal greetings and closing phrases in an email.	**Projects:** Work in a small group. Role-play a clothes shopping trip. Design some clothes for a special occasion.
Grammar 1: *What about / How about + ing?* **Grammar 2:** *be* + verb + *-ing* for arrangements *will* for spontaneous decisions **Videos:** Doctor Who: Show Time Parts 1–3	**Speaking strategy:** Give reasons to explain your answer.	**Listening strategies:** Listen for the details given to answer specific questions. Listen for the reasons people give about why they like or don't like something.	**Writing strategy:** Use descriptions and your opinion to give a review.	**Projects:** Organize an entertainment show. Design a movie poster.
Grammar 1: *was / were* + verb + *-ing* **Grammar 2:** *Was / Were …* verb + *-ing*? **Videos:** Doctor Who: The Terrible Captain Parts 1–3	**Speaking strategy:** Try to find something in common with your friend.	**Listening strategies:** Listen for opinions. Listen for key information.	**Writing strategy:** Establish a context to your story and introduce characters.	**Projects:** Research a famous sailor. Write a review of a book or a movie about adventure.
Grammar 1: *know / understand how to* **Grammar 2:** *was / were* + verb + *-ing* and verb + *-ed* **Videos:** Doctor Who: Please Help! Parts 1–3	**Speaking strategy:** Think when it's your turn to speak.	**Listening strategies:** Listen for information. Listen for who's speaking.	**Writing strategy:** Write an informative text to convey information clearly. Think about *when*, *where*, and *who* to convey the information clearly.	**Projects:** Plan a fund-raising campaign for a charity. Review a charity website. What makes a good website? Why?
Grammar 1: *some- / every- / no- / any-* **Grammar 2:** *look / look like* and *be / be like* **Videos:** Doctor Who: The Super Slim Battery Parts 1–3	**Speaking strategy:** Express strong opinions.	**Listening strategies:** Listen for opinions. Listen for similarities.	**Writing strategy:** When you write a descriptive text, use a variety of adjectives to add depth to your description.	**Projects:** Do a friendship class survey. Research your family.
Grammar 1: *used to* **Grammar 2:** *that / who / where* **Videos:** Doctor Who: The Pollution Factory Parts 1–3	**Speaking strategy:** Ask questions to find out more.	**Listening strategies:** Listen for differences. Listen for similarities.	**Writing strategy:** Write descriptions of thoughts and feelings to show the response of a character to a situation.	**Projects:** Make a poster about children's lives in the past. Research an invention that changed people's lives.

Video Scripts: page 283

Course pedagogy

21st century skills

Today's learners require materials that will help them develop the skills they need to survive and succeed in a rapidly changing world. They need to be challenged and inspired by their learning, and to learn how to work with their peers using the modern technologies they are familiar with and enjoy. *Now I Know!* helps develop not just English language skills, but all those skills modern learners need to become fully rounded citizens of the global community. The key skills focused on in *Now I Know!* are collaboration, communication, creativity, and critical thinking.

21st century skills are embedded throughout *Now I Know!* You will find clearly signposted sections in the teaching notes to show you how to best enhance 21st century skills on a regular basis.

Collaboration: Projects at the end of the unit can be done collaboratively by a group of students. Additionally, teaching notes suggest extra activities that also lend themselves to group work.

Communication: There are pair work and group work activities integrated into core lessons, signposted with a speech bubble icon. Some of them aim to activate prior knowledge, some to practice key language, and others encourage students to express their views on new and potentially difficult topics. This may initially be a challenge, especially in the lower levels, but it's a good idea to persist so that students get used to expressing themselves in English, even when faced with a new context. Many of the extension activities suggested in the teaching notes also focus on communication.

Creativity: There are numerous activities throughout the course where students have a chance to apply their creativity by solving problems and answering questions, or by working on projects and extension activities.

Critical thinking: Activities that particularly focus on problem-solving or reasoning skills are marked with a light bulb icon (💡) in the Student Book. These usually contain more open-ended questions to help develop analytical skills, for example, "What do you want to be?," and, more importantly, "Why?," rather than "Do you want to be a doctor?." At the beginning, these open questions may need to be supported with simpler, yes/no questions, but increasingly, students will become comfortable expressing themselves in English. Therefore, even if students cannot answer fully in English at the beginning, any attempts should be praised.

Values: Every unit of *Now I Know!* contains a story that teaches students a value and helps with their social and emotional development. The teaching notes contain suggestions for activities that focus on the value and can extend work on the reading text.

Inquiry-based learning and Big Questions

Inquiry-based learning poses questions that tap into students' natural curiosity, encouraging them to learn what they are really interested in. It nurtures collaboration, creativity, and independent learning.

Now I Know! uses elements of inquiry-based learning methodology by introducing Big Questions, that open each unit. In the first two levels, these are simpler and often less open, in order to allow students to become more comfortable with the language. From Level 3, they are always broad and encourage students to explore further the facts and concepts that are introduced in the units.

Big Questions work well as a tool to grow discussion and develop students' ideas. At the start of the unit, students are asked to think about what they already know about the topic, and to record their ideas in the Workbook. At the end of the unit, students are encouraged to reflect on what they have learned, using both their own ideas and what they have learned from the book. Each stage of the unit where students focus on the Big Question is marked with a question mark icon (❓), making it easier for students to go back and remember all the possible answers. There are no correct or incorrect answers to the question; it's about the process of learning and discovery, and coming up with ideas.

Assessment for Learning

There are two main types of assessment: summative and formative (Assessment for Learning). Summative assessment is administered at the end of the teaching period to assess the progress students have made. Assessment for Learning, on the other hand, is looking for ways to understand how students are doing during the teaching period, and to use this information to help them improve, as well as inform teachers on ways to aid improvement. When Assessment for Learning strategies are integrated into the lesson, students take an active role in their own learning and seek out the help they need to meet their goals.

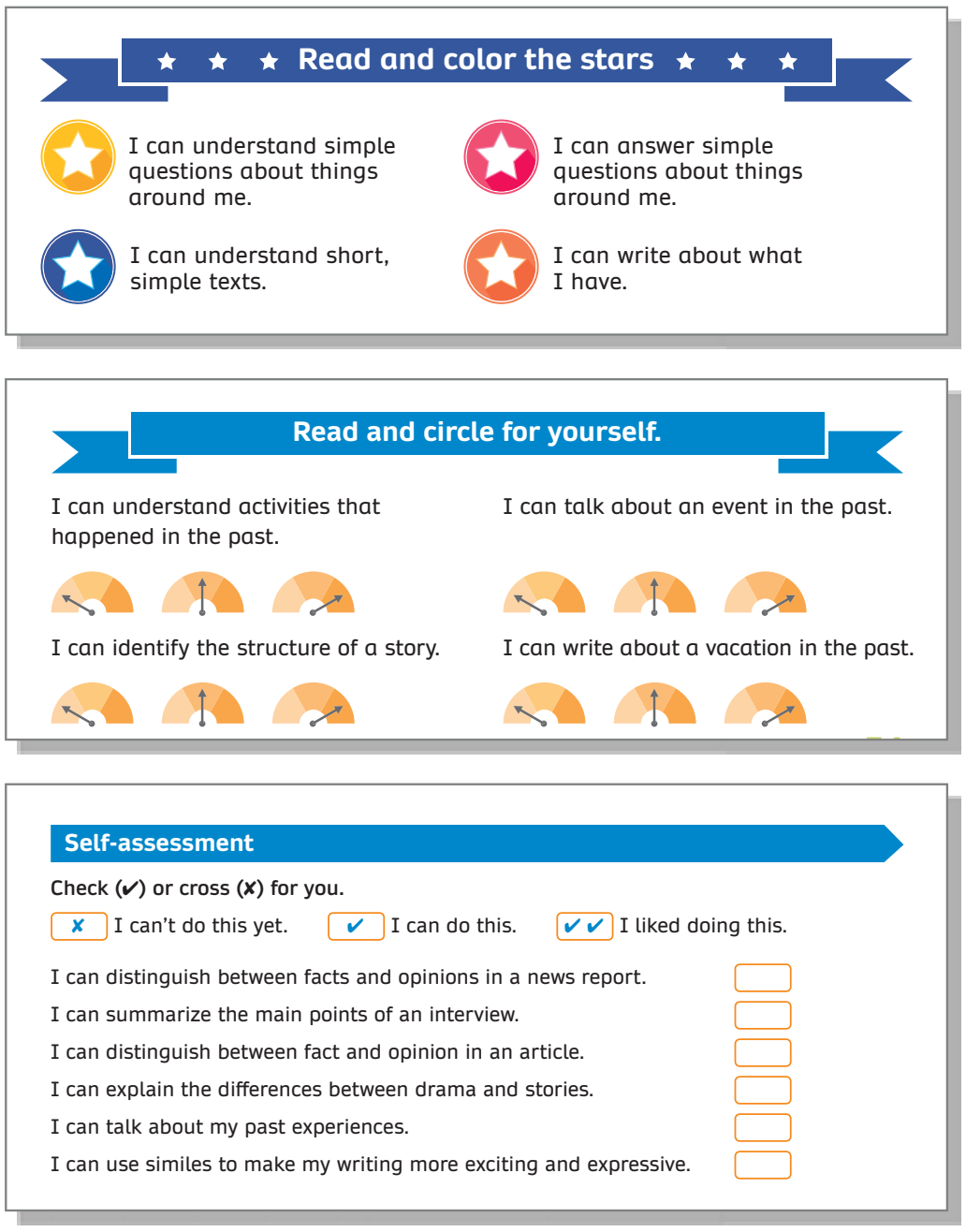
Assessment for Learning can include a variety of activities, for example, classroom discussions, peer or group work, and homework. The important thing to remember about formative assessment is that the method of assessment is not what makes it useful, but the way in which the results are used. Formative assessment is most successful when the results are analyzed to determine the current state of student understanding and then folded into the classroom experience, enabling teachers to take specific actions to improve deficiencies or correct misunderstandings.

Now I Know! uses the following Assessment for Learning techniques in the units:

Setting aims and self-assessing

Every unit sets two types of goals that students are encouraged to reflect upon in the *Now I Know!* section. In terms of language, goals are formulated as GSE objectives for the four skills. The unit title is always phrased as a question, which encourages students to think of and look for answers throughout the lessons, and focuses on content rather than language.

Sharing clear targets with the class is a key aspect of formative assessment, and part of the teaching notes for every lesson. Discussing objectives at the start of the class helps students focus. Reviewing these objectives at the end helps develop self-awareness of the progress they are making, and what they need to do to improve.



Setting criteria for success

Success criteria is a set of features that the teacher wants students to include in their work. Understanding their aims helps students produce work of the correct standard and to see clearly what they need to work on. The language of success criteria needs to be clear and simple. If students know that they need to use three new words, a new structure, write three paragraphs, and check the punctuation, for example, they will find it easier to complete their homework before handing it in.

Make sure students really understand what is expected of them, and then check that they have tried to meet the success criteria.

Peer learning

Working together in pairs or groups, students can learn from each other. They learn the language, share knowledge, learn how to collaborate with a team, and how to be attentive and objective. Their learning covers knowledge and language skills, as well as social skills.

Peer assessment

Now I Know! encourages teachers to go a step further and to apply peer assessment. This strategy encourages students to provide feedback to their friends using the success criteria outlined by teachers. When a group of students presents work to the class, encourage others to think if it meets the success criteria. This technique can also be applied to written work, or any homework. Make sure students know exactly what they are looking for, and that this is done in a friendly way and seen as a way of helping each other to learn.

Independent learning

This strategy is based on a number of reflective questions that promote autonomous, more independent learning. Students need to be aware of their aims and be convinced that they truly have an influence on what and how they learn. They need to know that the teacher appreciates their involvement and effort. Gradually, students take more responsibility for the progress they make and the pace of their learning.

Differentiation

There are students of different levels of ability and skill in every class. In order to help all of them progress as much as they can and succeed in their learning, teaching notes include suggestions on how to differentiate lessons. In each lesson, the core activity is accompanied by ideas for struggling learners and those who need extra challenges. These are clearly signposted in the Teacher's Book. Additionally, you will find some of the extra activities marked as suitable for high-achieving students. You can choose to do just one or two of these differentiated tasks with the whole class, or you can set up the students so that different groups work on different activities in parallel.

Projects that end each unit are also designed to provide differentiation. There is always a choice of two projects appealing to different skills, so you can decide which students will benefit from which project. For example, one may require writing and the other drawing, or presenting to the class. They will both cover the same material, but appeal to different learners.

Learning strategies

Learning strategies are techniques for understanding, remembering, and using information and skills. They are particularly important to students trying to master language and content simultaneously, and help accelerate learning.

Learning strategy instruction can help students by

- Showing them techniques for "how to learn"
- Developing their independence
- Developing their awareness of the learning processes.

Now I Know! provides students with strategies for all four skills. Many of the strategies reappear throughout the levels, with increasing levels of complexity.

Reading strategies are included from the moment students start reading texts. Initially, the same strategy is covered twice in one unit, so that students have more practice. From Level 3, there is a different reading strategy for every text.

Reading strategy

Look for words you know to help you understand.

Speaking strategies are also included from the very beginning. Initially, they focus on body language, respecting others, and non-verbal communication. In higher levels, they progress to the language students use.

Speaking strategy

Focus on the speaker.

Writing strategies are introduced as soon as students can write, and are developed in the writing section of each Student Book and Workbook unit.

Writing strategy

Use numbers, names, and facts to give detailed information.
from 1936 until 1939

Listening strategies are introduced from Level 4.

Listening strategy

Listen for key questions to help you find the answers.

Reading and Writing

Now I Know! offers two entry levels which follow the same syllabus. Level 1 "I can read" is aimed at students who have already learned to read and write before starting school. Level 1 "Learning to read" assumes students have not yet been exposed to reading and writing. In the first half of the book, they do not need to work with text. In the second half, they are gradually introduced to increasingly longer reading and writing tasks in order to transition to Level 2 comfortably. From Level 2, all students use the same coursebooks.

International English

Now I Know! provides students with exposure to both British and American English, preparing them to understand English spoken around the world. The texts, audio, and video clips expose students to a variety of accents and pronunciation, as well as variations in grammar and vocabulary between British and American English.

Reading text and audio

In Levels 1 and 2, 75% of the reading texts are in American English. In Levels 3–6, 50% of the texts are in British English, and 50% are in American English. The recordings for these are in the same variety as the written text. With stronger students, teachers may want to focus more on exploring these differences.

Videos

All the video clips in the course come from the BBC, and therefore are in British English. As the levels go up, students will be exposed to an increasing variety of accents. Throughout the course, key differences between the language used in the clip and elsewhere in the unit are highlighted in "International English" boxes.

International English

International English boxes allow students to focus on the key differences between British and American English. You may want to point out the differences and stress that both are correct, or to practice them more with a stronger group.

British	American
rubber	eraser
tidy up	clean up

GSE

The Global Scale of English (GSE) is a standardized, granular scale that measures English language proficiency. Using the Global Scale of English, students, teachers, and parents can now answer three questions accurately: Exactly how good is my English? What progress have I made toward my learning goal? What do I need to do next if I want to improve?

The Global Scale of English identifies what a learner can do at each point on a scale from 10 to 90, across all four skills (listening, reading, speaking, and writing), as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made, and what they need to learn next.

The table on the back cover of the coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select materials with the correct level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all of the objectives below the range before starting the course, or that they will all be at the top of the range by the end.

COURSE LEVEL	GSE	CEFR
1	19–29	Pre A1/A1
2	27–34	A1/A2
3	33–39	A2/A2+
4	38–46	A2+/B1
5	43–54	B1/B1+
6	51–58	B1+

In every unit opener of *Now I Know!*, you get an overview of key objectives for the unit, phrased as GSE objectives, for listening, reading, speaking, and writing. The same unit objectives are then used in the self-assessment activity at the end of the unit. The language of these objectives has been adjusted so that they can be clearly understood by students. The full list of all GSE objectives, for each lesson and in the original wording, can be found in the Objectives box at the top of every lesson in the Teacher's Book.

Thanks to GSE mapping, each level of *Now I Know!* can be supplemented and extended with additional materials at the level of students, for example reading or science programs.

For more information about how using the GSE can support your planning and teaching, your assessment of young learners, and selecting or creating additional materials to supplement your core program, please go to www.english.com/gse.

Exam preparation

The table below shows the correlation between the language level of each part of the *Now I Know!* series and the requirements for Pearson Test of English and Cambridge English.

COURSE LEVEL	PTE YL	Cambridge English	English Benchmark
1	First words	A1 Starters	Level 1
2	Springboard	A1 Starters	Level 2
3	Quickmarch	A1 Movers	Level 3
4	Breakthrough	A2 Flyers	Level 4
5		Key	Level 5
6		Preliminary	Level 6

COURSE LEVEL	Bug Club	Wordsmith
1	Lilac, Pink, Red	
2	Yellow, Blue, Green	Wordsmith 1
3	Orange, Turquoise, Purple	Wordsmith 2
4	Gold, Brown	Wordsmith 3
5	Silver/Grey	Wordsmith 4
6	Red	Wordsmith 5

Now I Know! provides a lot of opportunities for students to get acquainted with the formats of the Pearson Test of English for Young Learners and Cambridge English Young Learner tests. There are exam-style activities in Workbooks, Grammar Books, and in the Tests. These activities are marked with an exam icon ( ).

English Benchmark

English Benchmark is the engaging test for young learners, delivered entirely on a tablet. Developed by experts, English Benchmark uses sophisticated artificial intelligence to automatically score students' abilities in listening, reading, speaking, and writing. After administering the test, teachers get a report for each student and their whole class detailing where students did well and recommendations for where they can improve. The recommendations provide references to activities in *Now I Know!* that can help students develop further. Teachers can also generate reports for parents containing similar, but simplified, information. The linking is done by identifying where GSE Learning objectives that have been selected as supporting the recommendations can be found within the course.

To find out more about English Benchmark, please go to www.pearson.com.

Now I Know! videos

There are two types of videos in *Now I Know!*, both produced by the BBC.

Unit opener videos

The purpose of these videos is to spark students' imagination and interest in the unit topic and the question posed in the unit opener. In the lower levels, the videos are a mix of cartoon and real-world clips, and the language is kept simpler so that they are more accessible. From Level 3, students are exposed to authentic BBC clips, taken from renowned educational television programs produced for children by CBBC.

Across all levels, the CLIL videos provide exposure to high-level language. Students will hear words and structures they do not know, and will listen to speakers with different accents. This will improve students' receptive fluency, as well as their overall confidence, as they become accustomed to handling and interpreting a wider range of authentic content in English. It will also allow them to develop compensation strategies and focus on getting the gist of the speech.

Story videos

Story videos appear on Grammar pages and focus more on the specific language covered by the unit. These videos follow the adventures of various characters and are divided into three parts per unit.

Levels 1 and 2

Tommy Zoom story videos are a BBC-produced cartoon following the adventures of Tommy, Suzie, and their friend Cranky, who is an alien. Tommy and Suzie introduce Cranky to their everyday life, school, and friends and find out about his world, which is very different. There are three parts of the story in each unit: one animated, and the other two a slideshow.

Levels 3 and 4

Doctor Who story videos are a BBC-produced cartoon version of the adventures of the famous doctor who travels through time to save the world. In Levels 3 and 4, Doctor Who and his friend Kim are fighting off the Smogator, who is trying to pollute the world. They are helped by a boy named Jack. There are three parts of the story in each unit: one animated, and the other two a slideshow.

Levels 5 and 6

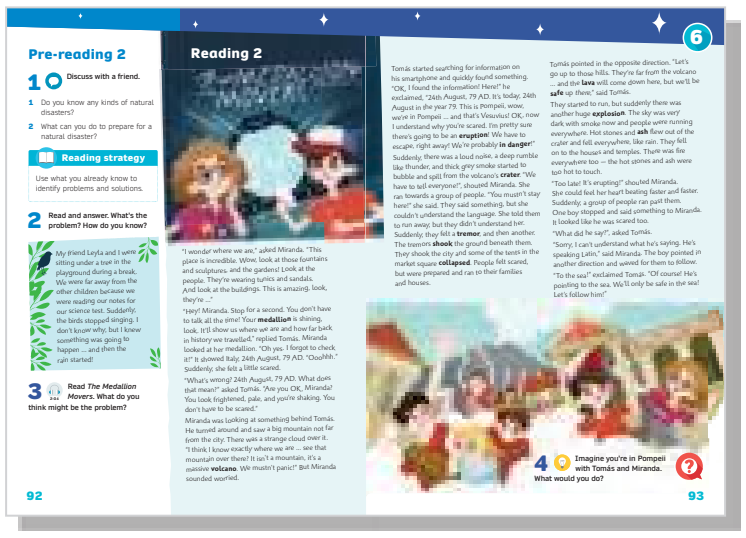
School Rules story videos are a BBC-produced cartoon about the everyday life of a group of school friends, described by the main character, Emily, in her diary. There are two parts of the story in each unit: one animated, and one a slideshow.

All the videos are available on the Pearson English Portal, for use online or offline. They are also available on a USB stick as part of the Presentation Tool.

Now I Know! component walkthrough

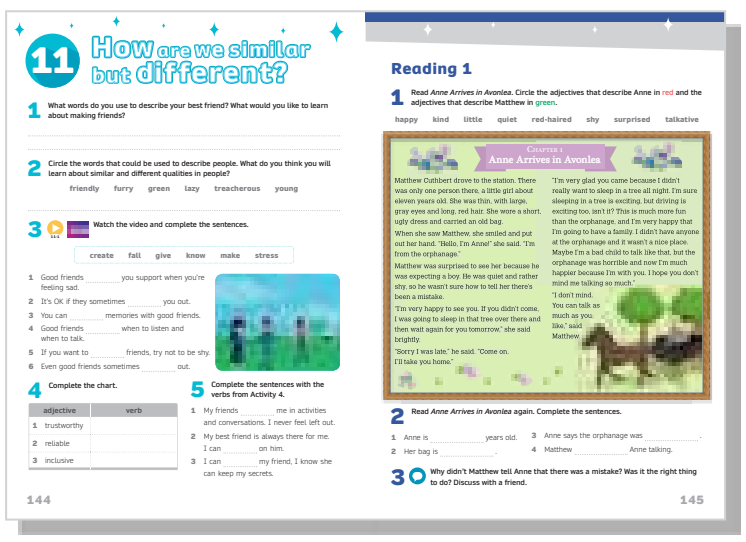
For the student

Student Book



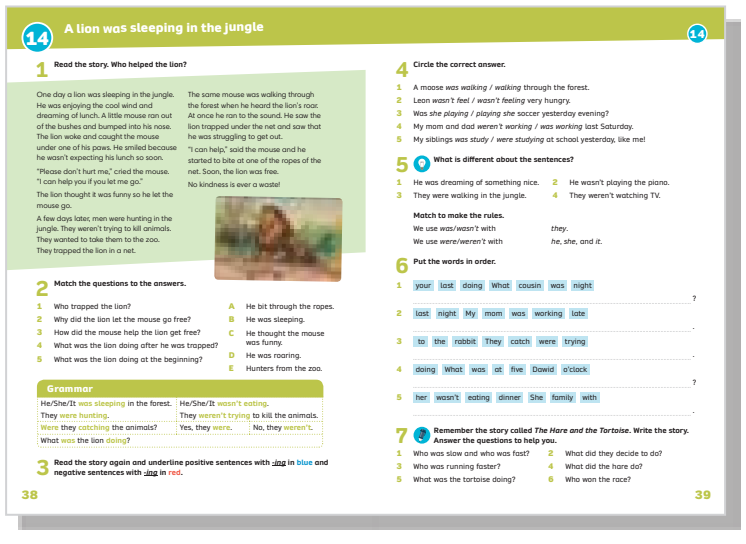
- Available in two versions: with and without online practice
- 12 units with teaching material designed for at least 8 hours of English a week
- Video clips (topic and story clips) with every unit
- Units organized around Big Questions
- A factual and a fiction text in every unit

Workbook with App



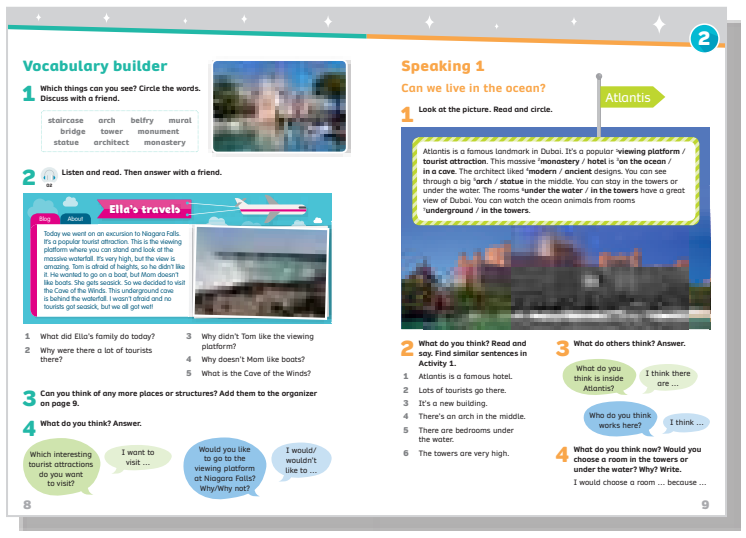
- Additional vocabulary, grammar, reading, and writing practice to reinforce the material in the Student Book
- Vocabulary challenge sections providing students with stretch options
- Word study sections providing focus on word building and collocations
- Activities can be used in class or as homework

Grammar Books



- Covers all grammar points of the Student Book
- Allows students to brush up on their grammar

Speaking and Vocabulary Books



- Practice and extension of the Student Book vocabulary
- Extra speaking tasks focusing on the unit questions
- Extra work on speaking strategies

Pearson English Portal

Student Online Resources

- Accessed with a code provided in the Student Book with online practice
- Extra digital activities for every lesson
- Videos
- Workbook audio
- Online homework activities

For the teacher

Teacher's Book with Online Resources

- Unit-by-unit teaching notes
- Unit and lesson objectives defined by GSE descriptors
- Reduced Student Book pages with answers
- Audio scripts for the Student Book and Workbook
- Answer key for the Workbook
- Access code to the Pearson English Portal, containing all Student Book videos, answers keys for the Grammar Book and Speaking and Vocabulary Book, audio scripts for the Speaking and Vocabulary Book, Presentation Tool, online practice, and other digital resources

Pearson English Portal

Presentation Tool

- Presentation Tool contains step-by-step lessons following the same learning path as the Teacher's edition, and is available online, and to download (unit by unit)
- All videos with subtitles that can be turned on and off
- Class audio material embedded

Teacher's Resources

- Assignable activities with automatic scoring
- Gradebook with reports
- Assessment package
- Additional resources
- Access to Student area

Assessment

- Comprehensive suite of printable assessment materials including a diagnostic test, unit tests, skills tests, and a final test
- ExamView® Test Generator that allows teachers to create and customize a test, edit and delete questions from a question bank, and print tests
- Preparation for PTE Young Learners as well as Cambridge English Young Learners tests
- All tests can be accessed on Pearson English Portal to download and print
- The audio material is available on the Pearson English Portal

How to get the best from *Now I Know!*

Now I Know! has been developed to make it easy and rewarding to integrate digital tools into your teaching. Here are a a few possible ways to access the comprehensive set of *Now I Know!* materials.

Basic

This is the classic print option with the addition of the Presentation Tool, available to teachers for offline use. The Presentation Tool allows teachers to display Student Book activities on an Interactive Whiteboard or using a projector, as well as play audio and video clips.

FOR THE TEACHER

- Student Book
- Workbook
- Teacher's Book + access code to Pearson English Portal (code gives access to: Presentation Tool and digital resources available online and for downloading)
- Presentation Tool (USB)
- Audio CDs
- Assessment
- Grammar Book
- Speaking and Vocabulary Book

FOR THE STUDENT

- Student Book
- Workbook
- Speaking and Vocabulary Book
- Grammar Book

Standard

This is the blended option for classrooms where internet may or may not be reliable, but students and teachers have easy access to online materials, possibly outside of school.

FOR THE TEACHER

- Student Book
- Workbook
- Teacher's Book + access code to Pearson English Portal (code gives access to: Presentation Tool and digital resources, available online and for downloading, gradebook, assignable homework, as well as Student online access)
- Audio CDs
- Assessment
- Grammar Book
- Speaking and Vocabulary Book

FOR THE STUDENT

- Student Book + access code to Pearson English Portal (code gives access to: Student Online Practice, including homework, extra activities, audio, and video)
- Workbook
- Speaking and Vocabulary Book
- Grammar Book

Premium

This is the option for schools with reliable internet, where both teachers and students can enjoy the fully digital solution, and parents can follow their children's work.

FOR THE TEACHER

- Student Book or eBook
- Workbook
- Teacher's Book + access code to Pearson English Portal (code gives access to: Presentation Tool and digital resources available online and for downloading, gradebook, assignable homework, as well as Student online access)
- Audio CDs
- Assessment
- Grammar Book
- Speaking and Vocabulary Book
- Assignable stretch and remediation activities
- English Benchmark test
- Professional development

FOR THE STUDENT

- Student Book or eBook + access code to Pearson English Portal (code gives access to: Student Online Practice including homework, extra activities, audio, and video)
- Workbook
- Speaking and Vocabulary Book
- Grammar Book

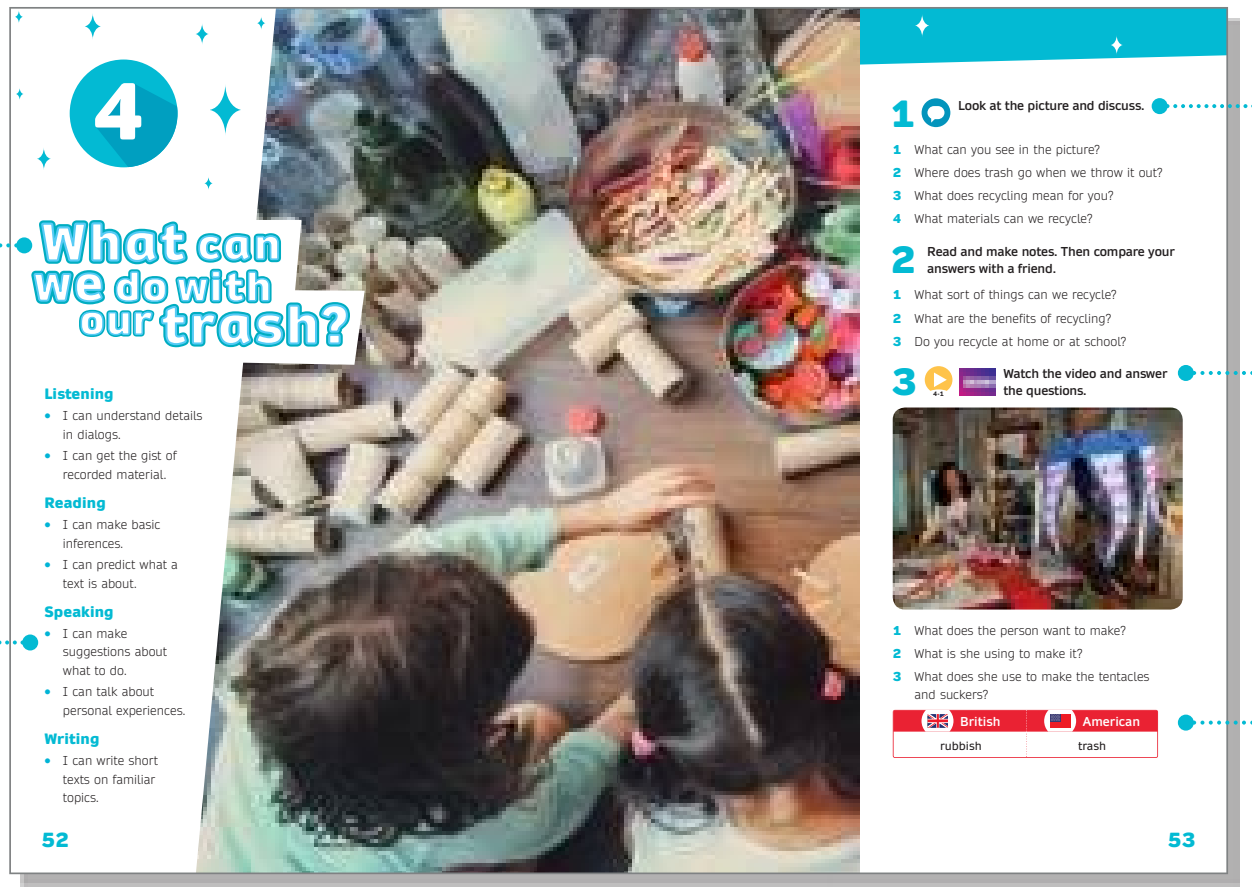
FOR THE PARENT

- Parent app

Unit walkthrough

Unit title phrased as a Big Question sparks students' curiosity and builds engagement with the topic. Students come up with answers throughout the unit, and reflect on what they have learned on the "Now I Know" page at the end.

Unit objectives phrased as simplified *GSE* descriptors appear at the beginning and at the end of the unit, helping students see what they have learned.



Opening activities help students review language and information they already know.

BBC clip enhances engagement and understanding of the unit topic. The clip is further exploited in the Workbook.

International English box highlights differences between British English and American English.

Pre-reading section allows students to practice the reading strategy and engage with the text.

Key vocabulary appears in bold. This encourages students to guess the meaning from the context.

All texts include a number of new passive vocabulary items, which can further extend the lesson if there is time. Suggestions for exploiting them are included in the teaching notes.

One text per unit is factual, allowing students to gain non–ELT knowledge.

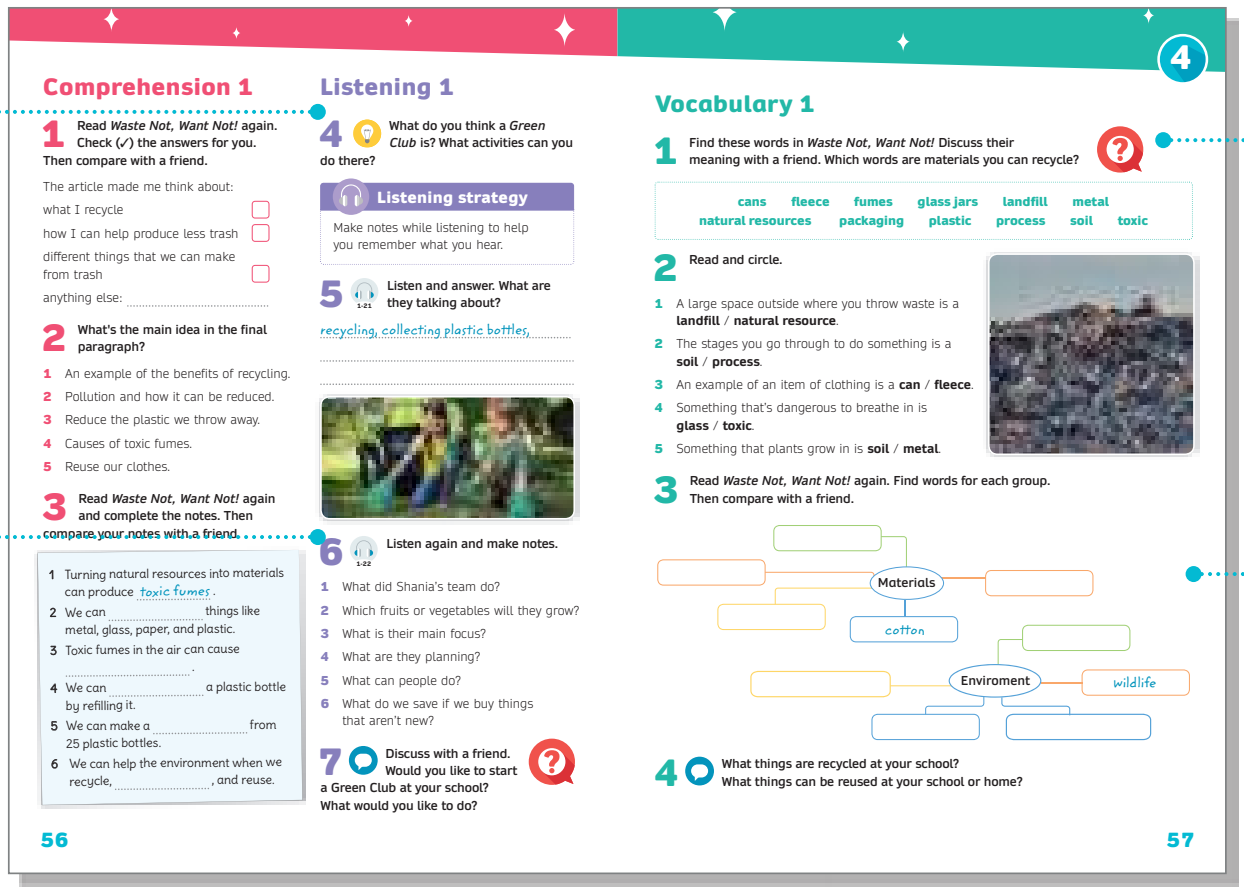
Every reading lesson provides opportunities for practicing speaking skills in pairs and in groups.

Light bulb icons indicate activities which particularly focus on critical thinking skills and often can be a springboard for class discussion.

Starting from Level 4, the course includes a separate listening section to help students with listening strategies.

BBC story videos are used to highlight key language points in an engaging context. The characters of the stories recur throughout two levels, helping students bond with the course.

Students go back to the text to find the new language points in a familiar context.



Comprehension 1

1 Read *Waste Not, Want Not!* again. Check (✓) the answers for you. Then compare with a friend.

The article made me think about:
- what I recycle ☐
- how I can help produce less trash ☐
- different things that we can make from trash ☐
- anything else: .....

2 What's the main idea in the final paragraph?
1 An example of the benefits of recycling.
2 Pollution and how it can be reduced.
3 Reduce the plastic we throw away.
4 Causes of toxic fumes.
5 Reuse our clothes.

3 Read *Waste Not, Want Not!* again and complete the notes. Then compare your notes with a friend.

1 Turning natural resources into materials can produce *toxic fumes*.
2 We can ..... things like metal, glass, paper, and plastic.
3 Toxic fumes in the air can cause .....
4 We can ..... a plastic bottle by refilling it.
5 We can make a ..... from 25 plastic bottles.
6 We can help the environment when we recycle, ..., and reuse.

Listening 1

4 What do you think a *Green Club* is? What activities can you do there?

Listening strategy
Make notes while listening to help you remember what you hear.

5 1-21 Listen and answer. What are they talking about?

recycling, collecting plastic bottles, ...

6 1-22 Listen again and make notes.

1 What did Shania's team do?
2 Which fruits or vegetables will they grow?
3 What is their main focus?
4 What are they planning?
5 What can people do?
6 What do we save if we buy things that aren't new?

7 Discuss with a friend. Would you like to start a Green Club at your school? What would you like to do?

Vocabulary 1

1 Find these words in *Waste Not, Want Not!* Discuss their meaning with a friend. Which words are materials you can recycle?

cans fleece fumes glass jars landfill metal natural resources packaging plastic process soil toxic

2 Read and circle.

1 A large space outside where you throw waste is a **landfill** / **natural resource**.
2 The stages you go through to do something is a **soil** / **process**.
3 An example of an item of clothing is a **can** / **fleece**.
4 Something that's dangerous to breathe in is **glass** / **toxic**.
5 Something that plants grow in is **soil** / **metal**.

3 Read *Waste Not, Want Not!* again. Find words for each group. Then compare with a friend.

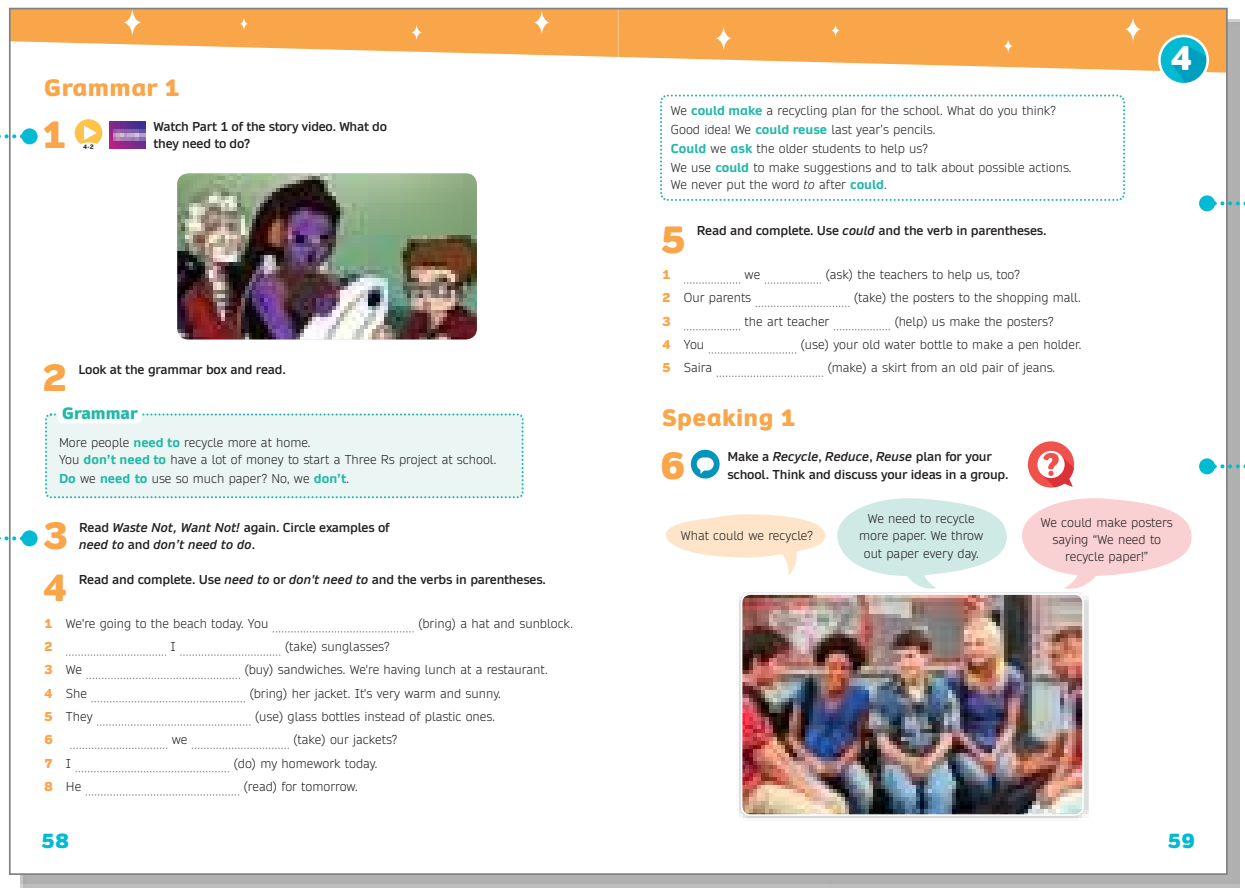
Materials
- cotton
- .....
- .....

Enviroment
- wildlife
- .....
- .....

4 What things are recycled at your school? What things can be reused at your school or home?

Red question mark icon signposts points at which students reflect on answers to the Big Question. This helps students sum up their findings at the end of the unit.

Key vocabulary from the text is practiced more thoroughly in the vocabulary section.



Grammar 1

1 4.2 Watch Part 1 of the story video. What do they need to do?

2 Look at the grammar box and read.

Grammar
More people **need to** recycle more at home.
You **don't need to** have a lot of money to start a Three Rs project at school.
Do we **need to** use so much paper? No, we **don't**.

3 Read *Waste Not, Want Not!* again. Circle examples of *need to* and *don't need to do*.

4 Read and complete. Use *need to* or *don't need to* and the verbs in parentheses.

1 We're going to the beach today. You ..... (bring) a hat and sunblock.
2 ..... I ..... (take) sunglasses?
3 We ..... (buy) sandwiches. We're having lunch at a restaurant.
4 She ..... (bring) her jacket. It's very warm and sunny.
5 They ..... (use) glass bottles instead of plastic ones.
6 ..... we ..... (take) our jackets?
7 I ..... (do) my homework today.
8 He ..... (read) for tomorrow.

We **could make** a recycling plan for the school. What do you think?
Good idea! We **could reuse** last year's pencils.
Could we **ask** the older students to help us?
We use **could** to make suggestions and to talk about possible actions.
We never put the word *to* after **could**.

5 Read and complete. Use *could* and the verb in parentheses.

1 ..... we ..... (ask) the teachers to help us, too?
2 Our parents ..... (take) the posters to the shopping mall.
3 ..... the art teacher ..... (help) us make the posters?
4 You ..... (use) your old water bottle to make a pen holder.
5 Saira ..... (make) a skirt from an old pair of jeans.

Speaking 1

6 Make a *Recycle*, *Reduce*, *Reuse* plan for your school. Think and discuss your ideas in a group.

Clear grammar practice helps students build confidence with the language.

New language is used in spoken production. These are controlled activities allowing students to feel confident with new language.

Unit walkthrough

The Workbook provides more work on the Reading strategy with another, shorter text.

The fictional text introduces a value, which helps students develop socially and emotionally. Extra work on the value can be found in the teaching notes.

Pre-reading 2

1 Discuss with a friend.

1 Do you reuse old things?
2 Is it possible to turn a piece of trash into something beautiful?

Reading strategy

Predict the kind of information you might find in a story.

2 Read, think, and answer. What do you think Ena's father creates?

When Ena and her sisters were small, their family had very little money. Their father made a new dining room table from an old door. The older children's clothes went to the younger children. Everyone was happy, but they wanted to make new things that were more fun. Ena's father was very creative and one day he had a totally new idea!

3 Read *Rubbish Revival*. What's Rita's suggestion? What do you predict they'll do for Earth Day?

Reading 2

The school wanted to celebrate Earth Day and all the pupils started to plan their projects. Ahmed and his friends Rita, Luca and Jamie got together to make their plans. "Now, we all know the type of stuff that can be recycled like metal, glass, plastic, **cardboard** …" said Ahmed. "But what about all of the other stuff that we **throw out**? Isn't there something that we can do with all that? We throw away too much **stuff** every day and use too many plastic bottles!"

"Yes, you're right," replied Luca. "We know a lot about recycling, but all we do is learn about **recycling plants** and big things that we can't get involved with! What can we do at school and at home?"

"I know!" exclaimed Rita suddenly. "**Upcycling**!"

"Upcycling? What's that?" asked the boys. Rita sometimes had crazy ideas that only she could understand.

"It's making new things from rubbish," she said.

"But that's the same as recycling", said Jamie.

"No, it isn't," she replied. "When we recycle, we take things like plastic bottles or car **tyres**, and we make new products. For example, lots of plastic goes to a recycling plant and they then turn it into new plastic bowls or plastic **cups**, right?"

The boys nodded. Rita went on. "Upcycling is different. You take something, say … **toilet paper rolls**, for example. Then you cut and colour them, and **create** something completely and totally different … and pretty! Like the things we do with Miss Temple in arts and crafts!"

Rita switched on her laptop and searched the internet. She showed her friends some photos of upcycled things made from waste. There was some amazing jewellery made from paper and metal, and some cool **photo frames** made from cardboard. There were too many ideas to choose from.

"We could make **decorations** … for Earth Day!" said Luca.

"Or we could have an upcycle art competition!" said Jamie.

"Great ideas! We have enough rubbish. Let's plan what we're going to do," said Ahmed. "Rita, what do you think we need to do first?"

"I think we need to tell the other classes what upcycling is. We could also make a few things ourselves, and bring them to school … so they know what we're talking about. My grandma is a great upcycler. She made my pencil case from an old pair of denim jeans! She also used a chair – she used the old **wood** to make a box. I can ask her to help us."

Rita, Ahmed, Luca and Jamie worked very hard and their upcycled art competition was a great idea. Everyone in the school wanted to, and could, take part. It was so successful that they appeared in the local newspaper with some of the things everyone made!

4 How could you revive rubbish? Do you think it's a good idea to upcycle? Why?/Why not?

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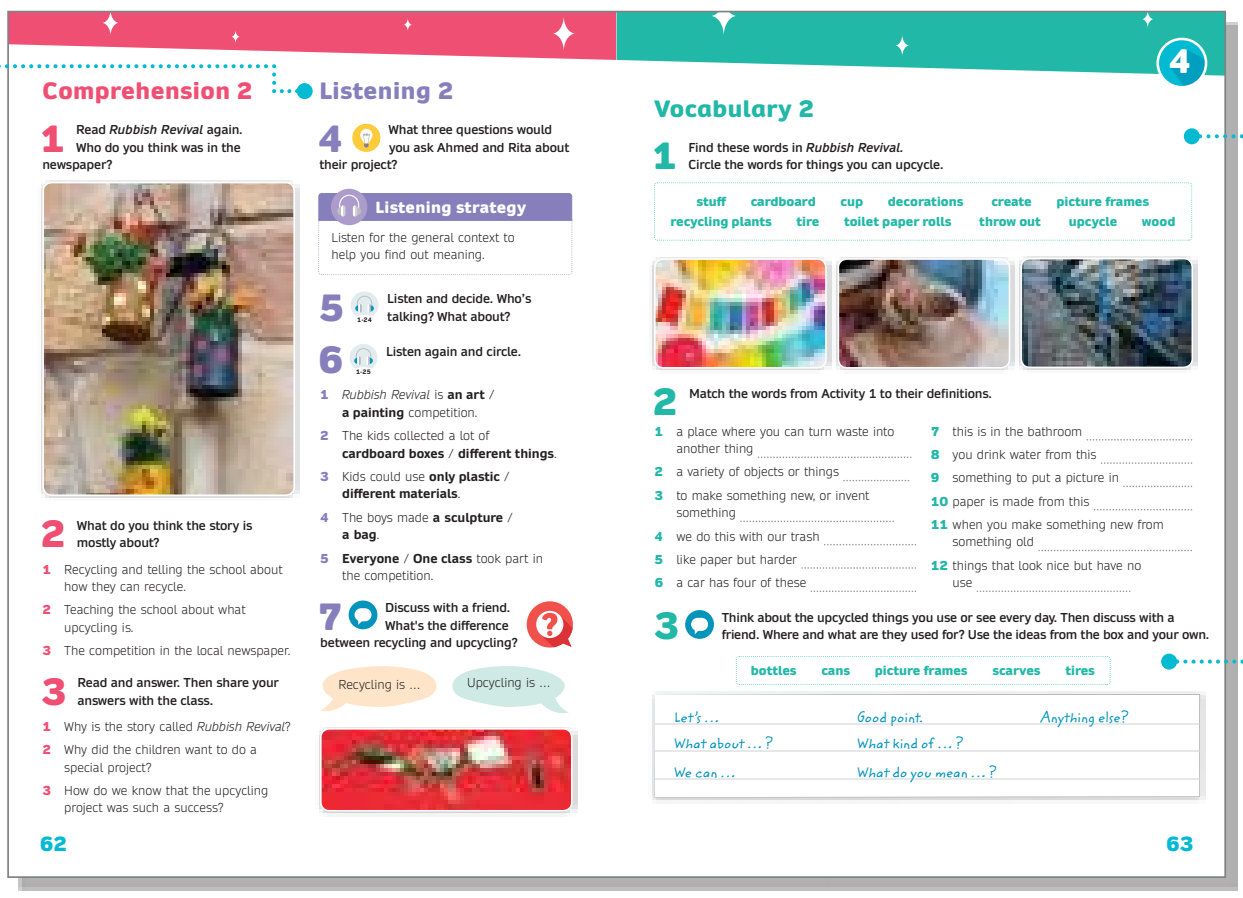
All reading texts are recorded. In Levels 1 and 2, 25% of the texts are written and recorded in British English, and 75% in American English. From Level 3, it's 50% of each. This allows students to get comfortable with both varieties of English.

Just like with the Reading texts, the recordings come in American and British English, so students can get familiar with a variety of accents.



Comprehension 2

1 Read *Rubbish Revival* again. Who do you think was in the newspaper?

2 What do you think the story is mostly about?

1 Recycling and telling the school about how they can recycle.
2 Teaching the school about what upcycling is.
3 The competition in the local newspaper.

3 Read and answer. Then share your answers with the class.

1 Why is the story called *Rubbish Revival*?
2 Why did the children want to do a special project?
3 How do we know that the upcycling project was such a success?

Listening 2

4 What three questions would you ask Ahmed and Rita about their project?

Listening strategy

Listen for the general context to help you find out meaning.

5 Listen and decide. Who's talking? What about?

6 Listen again and circle.

1 *Rubbish Revival* is **an art** / **a painting** competition.
2 The kids collected a lot of **cardboard boxes** / **different things**.
3 Kids could use **only plastic** / **different materials**.
4 The boys made **a sculpture** / **a bag**.
5 **Everyone** / **One class** took part in the competition.

7 Discuss with a friend. What's the difference between recycling and upcycling?

Recycling is …

Upcycling is …

Vocabulary 2

1 Find these words in *Rubbish Revival*. Circle the words for things you can upcycle.

stuff cardboard cup decorations create picture frames recycling plants tire toilet paper rolls throw out upcycle wood

2 Match the words from Activity 1 to their definitions.

1 a place where you can turn waste into another thing .....
2 a variety of objects or things .....
3 to make something new, or invent something .....
4 we do this with our trash .....
5 like paper but harder .....
6 a car has four of these .....
7 this is in the bathroom .....
8 you drink water from this .....
9 something to put a picture in .....
10 paper is made from this .....
11 when you make something new from something old .....
12 things that look nice but have no use .....

3 Think about the upcycled things you use or see every day. Then discuss with a friend. Where and what are they used for? Use the ideas from the box and your own.

bottles cans picture frames scarves tires

Let's …
Good point.
Anything else?
What about …?
What kind of …?
We can …
What do you mean …?

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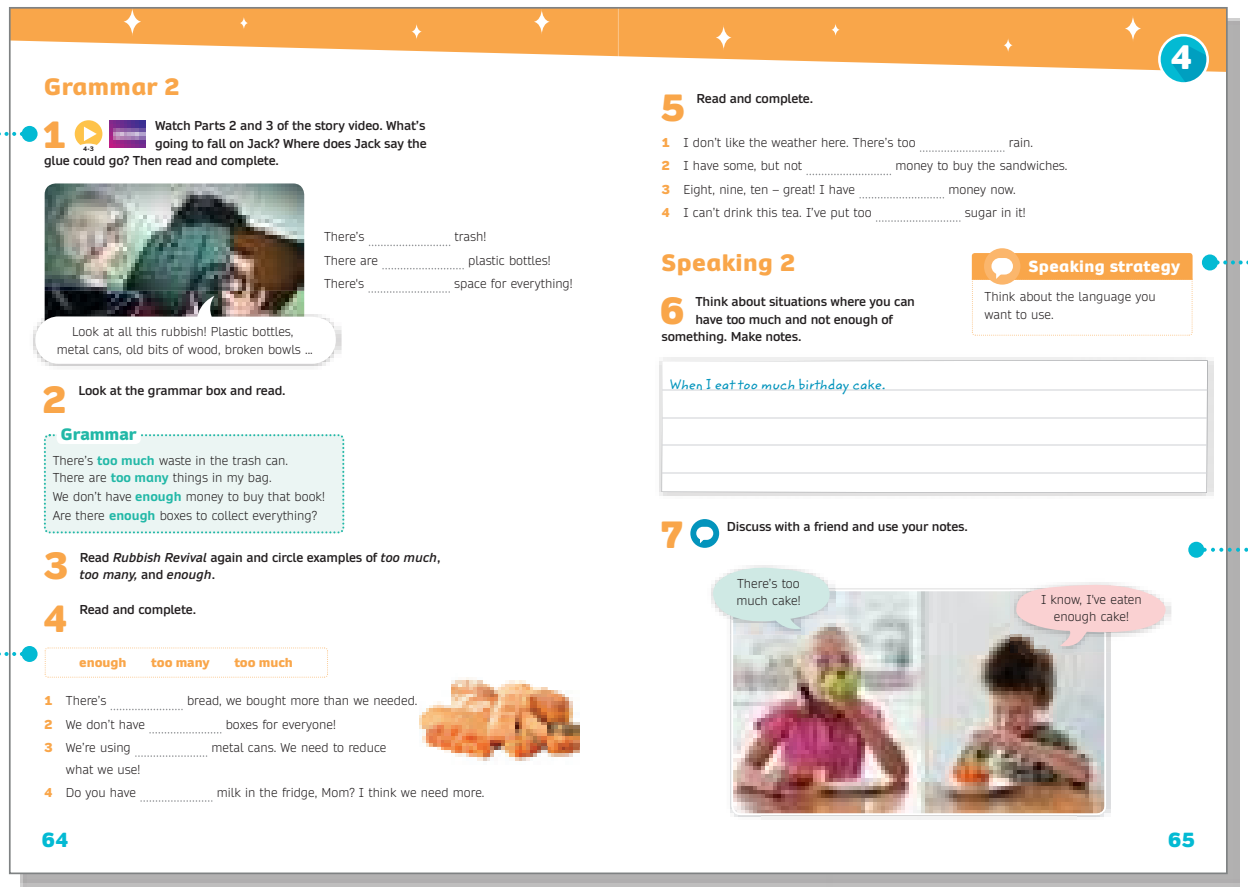
Teachers who want to further consolidate and expand the vocabulary related to the unit topic can reach for the ***Now I Know!*** **Speaking and Vocabulary Books.**

The Workbook introduces Challenge vocabulary sections which provide an optional extension of unit vocabulary.

Unit walkthrough

BBC story videos used to highlight key language points come in three parts per unit. The three parts tell one episode of the story.

More practice of the new language points can be found in the ***Now I Know!*** **Grammar Books**.



Grammar 2

1 4-3 **Watch Parts 2 and 3 of the story video. What's going to fall on Jack? Where does Jack say the glue could go? Then read and complete.**

Look at all this rubbish! Plastic bottles, metal cans, old bits of wood, broken bowls ...

There's ..... trash!
There are ..... plastic bottles!
There's ..... space for everything!

2 **Look at the grammar box and read.**

Grammar

There's **too much** waste in the trash can.
There are **too many** things in my bag.
We don't have **enough** money to buy that book!
Are there **enough** boxes to collect everything?

3 **Read *Rubbish Revival* again and circle examples of *too much*, *too many*, and *enough*.**

4 **Read and complete.**

enough too many too much

1 There's ..... bread, we bought more than we needed.
2 We don't have ..... boxes for everyone!
3 We're using ..... metal cans. We need to reduce what we use!
4 Do you have ..... milk in the fridge, Mom? I think we need more.

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5 **Read and complete.**

1 I don't like the weather here. There's too ..... rain.
2 I have some, but not ..... money to buy the sandwiches.
3 Eight, nine, ten – great! I have ..... money now.
4 I can't drink this tea. I've put too ..... sugar in it!

Speaking 2

6 **Think about situations where you can have too much and not enough of something. Make notes.**

Speaking strategy
Think about the language you want to use.

When I eat too much birthday cake.

7 **Discuss with a friend and use your notes.**

There's too much cake!
I know, I've eaten enough cake!

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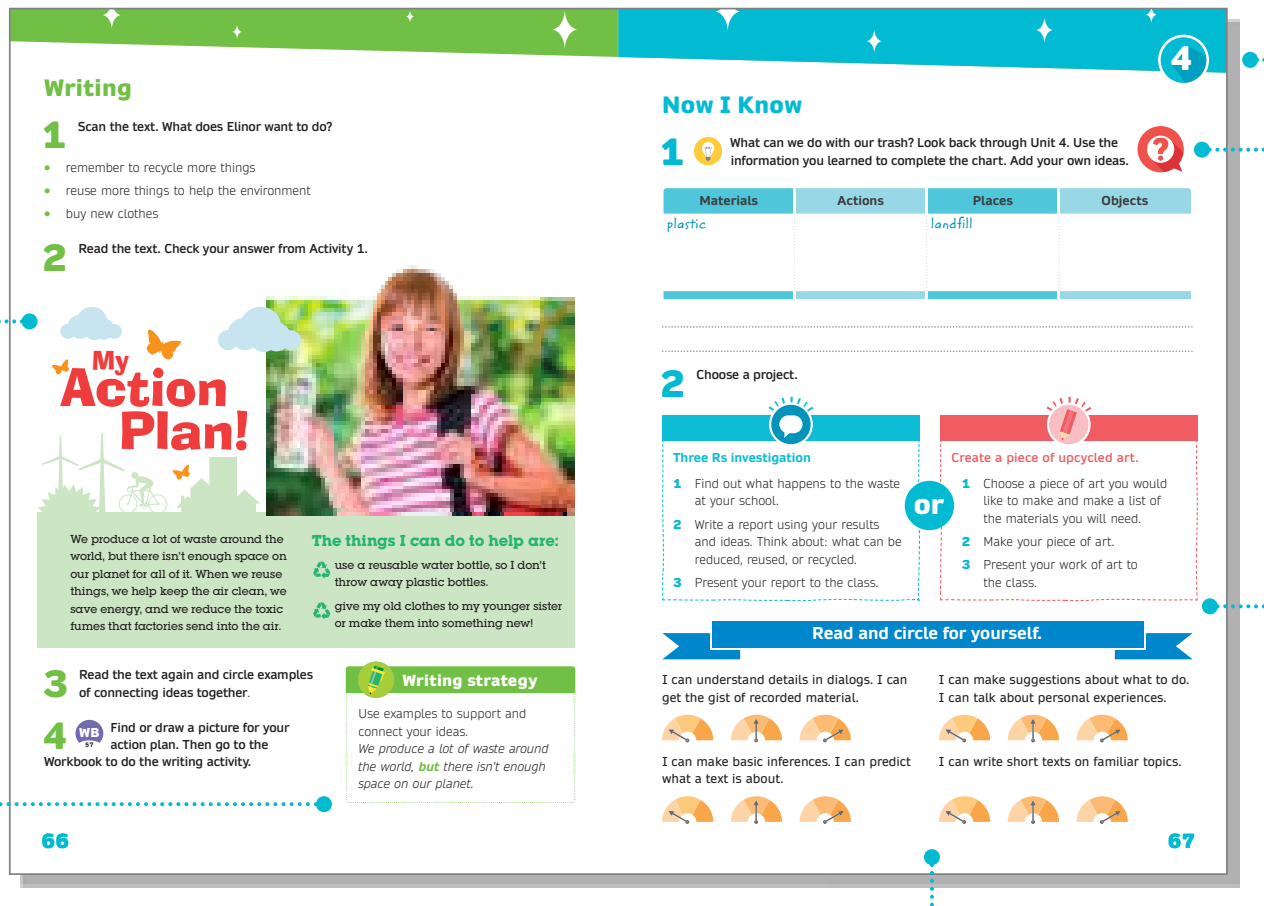
A speaking strategy in every unit helps students not only to become confident speakers, but also to focus on the non-verbal aspects of communication.

More practice of the speaking strategies and more opportunities for discussions can be found in the ***Now I Know!*** **Speaking and Vocabulary Books**.

The writing page takes students from reading an example text to writing their own, in small steps outlined in the Workbook.

The writing strategy helps students focus on a particular aspect of writing in each unit, allowing for a high degree of personalization and creativity.



Writing

1 **Scan the text. What does Elinor want to do?**

- remember to recycle more things
- reuse more things to help the environment
- buy new clothes

2 **Read the text. Check your answer from Activity 1.**

My Action Plan!

We produce a lot of waste around the world, but there isn't enough space on our planet for all of it. When we reuse things, we help keep the air clean, we save energy, and we reduce the toxic fumes that factories send into the air.

The things I can do to help are:
- use a reusable water bottle, so I don't throw away plastic bottles.
- give my old clothes to my younger sister or make them into something new!

3 **Read the text again and circle examples of connecting ideas together.**

4 WB 57 **Find or draw a picture for your action plan. Then go to the Workbook to do the writing activity.**

Writing strategy
Use examples to support and connect your ideas.
*We produce a lot of waste around the world, **but** there isn't enough space on our planet.*

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Now I Know

1 **What can we do with our trash? Look back through Unit 4. Use the information you learned to complete the chart. Add your own ideas.**

Materials	Actions	Places	Objects
plastic		landfill	

2 **Choose a project.**

Three Rs investigation
1 Find out what happens to the waste at your school.
2 Write a report using your results and ideas. Think about: what can be reduced, reused, or recycled.
3 Present your report to the class.

or

Create a piece of upcycled art.
1 Choose a piece of art you would like to make and make a list of the materials you will need.
2 Make your piece of art.
3 Present your work of art to the class.

Read and circle for yourself.

I can understand details in dialogs. I can get the gist of recorded material.
I can make suggestions about what to do. I can talk about personal experiences.
I can make basic inferences. I can predict what a text is about.
I can write short texts on familiar topics.

67

The "Now I Know" pages link back to the unit opener, helping students reflect on what they have learned.

As they do this exercise, students can look for the red question mark icons throughout the unit to remember what they have discovered about the topic.

A choice of two projects, aimed at different skills, helps with differentiated teaching. These can be done individually or collaboratively.

The final activity of the unit links to the GSE descriptors in the unit opener and helps students see what new language they have learned. The full list of GSE descriptors is available to teachers for better visibility of students' progress.

1 How can we eat well?

SKILLS

Listening: Can understand the main points of a short, informal interview on a familiar topic.
Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Reading: Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.
Can identify specific information related to a familiar topic in a short, simple text.

Speaking: Can make suggestions about doing common everyday activities, using a basic fixed expression.
Can talk about basic personal experiences, using simple linking words.

Writing: Can write short, simple texts on familiar topics in linked sentences.

GRAMMAR

Grammar 1: Can use verbs of sensation in statements with adjectives.

Grammar 2: Can use "'ll" + infinitive for spontaneous decisions and offers.

VOCABULARY

Key vocabulary 1: butter, calcium, carbohydrates, dairy, fat, fiber, iron, minerals, oil, protein, vegetables, vitamins

Key vocabulary 2: beef, boiled, bread roll, broccoli, fried, grilled, jelly, miso soup, noodles, omelet, pancakes, salmon

Video vocabulary: balance, fuel, junk food, impact, superfoods

Reading 1 vocabulary: balanced diet, cereal, drizzle, fatty, spread, store energy

Reading 2 vocabulary: brain foods, energy, filling, memory, nutritious, peanut butter, tasty

Passive vocabulary: boost, concentration, diabetes, intake, tooth decay

Revised vocabulary: disease, crunchy, food items, hungry, minty, slice

Academic vocabulary: ancient, investigate

Expressions: Be careful! I'm full. I think so. You are what you eat!

PROJECTS

Do a survey about eating habits
Write advice about healthy eating

VIDEOS

Lifebabble: Food (1-1)
Doctor Who: Sticky Times Parts 1–3 (1-2, 1-3, 1-4)

VALUE

A varied diet is a healthy diet

Unit opener

OBJECTIVES

Listening: Can understand the main idea of a simple news story, with visual support.

Speaking: Can express their opinions on familiar topics, using simple language.

Vocabulary: Video vocabulary, revised vocabulary (food items, slice)

Expressions: You are what you eat!

MATERIALS

SB pp. 4–5
WB p. 4
WB key p. 258
Video 1-1
Video script p. 283
Pearson English Platform

Big Question

- Ask students to make a list of healthy and unhealthy food to check what words they already know.
- Read the Big Question *How can we eat well?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about healthy and unhealthy eating habits.

1 How can we eat well?

Listening
- I can understand the main points of an interview.
- I can identify key details in factual talks.

Reading
- I can predict what a text is about.
- I can identify specific information.

Speaking
- I can make suggestions about activities.
- I can talk about personal experiences.

Writing
- I can write short texts on familiar topics.

1 **Look at the picture and discuss.**

1 What can you see in the picture?
2 What's the boy doing?
Do you think he's healthy?
3 Why does he like eating this food?
4 What do you think he eats in a normal day?

2 **Read and make notes. Then compare your answers with a friend.**

1 What's your favorite food and why do you like it?
2 Is it good for you?
3 Is there anything you can't eat?

3 1-1 **Watch the video about food. Why is food important? Circle T (true) or F (false).**

1 Food keeps us healthy. **T** F
2 Food gives us energy. **T** F
3 All food is good for us. T **F**
4 Food can affect how we feel. **T** F

SB Act. 1 p. 5

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

SB Act. 2 p. 5

Read and make notes. Then compare your answers with a friend.

- Ask students to compare their notes with a partner before discussing them with the class.

WB Act. 1 p. 4

What kinds of healthy food do you know? What would you like to learn about healthy food?

- Ask students to think of the Big Question and write answers to the questions.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 4

CRITICAL THINKING

Circle words related to food. What else do you think you will learn about eating well?

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 5

1-1

Watch the video about food. Why is food important? Circle T (true) or F (false).

- Ask students to look at the video still and guess what the video is about. (*healthy and unhealthy food*)
- Play the video and ask students to do the activity.

Extra activity

CREATIVITY

In groups, ask students to create a healthy school lunch menu and an unhealthy one.

WB Act. 3 p. 4

1-1

Watch the video. What snacks do they like? Match the healthy and unhealthy food. Some food words can be used twice.

WB Act. 4 p. 4

1-1

Complete the sentences. Then watch the video again to check.

Objective review

Ask students what they should change in the snacks they eat and to explain why. Praise their effort.

1 Pre-reading 1 • Reading 1

OBJECTIVES

Reading: Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.

Speaking: Can express their opinions on familiar topics, using simple language.

SB vocabulary: balanced diet, cereal

WB vocabulary: drizzle, fatty, spread, store energy

Passive vocabulary: boost, diabetes, intake, tooth decay

Revised vocabulary: slice

MATERIALS

SB pp. 6–7
WB p. 5
WB key p. 258
SB audio track 1-02
Pearson English Platform

Warm-up

Students review their list of healthy and unhealthy food from the previous lesson. Put students into groups. Ask *What do you eat on weekends? Do you eat any special food?* Students write their typical meals. Groups write their meals on a large sheet of paper and stick them on the board.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 6

COMMUNICATION

Discuss with a friend. What's a healthy diet?

- Put students into pairs. They look at the meals on the board and say which food items are healthy and they can or should eat every day, and which aren't healthy and they should eat only on weekends.

Reading strategy

Explain the reading strategy: Use context and pictures to guess the topic.

SB Act. 2 p. 6

Read the text, look at the pictures, and answer. Which items can you identify? What do we mean by good fats?

- Put students into groups. Focus their attention on the pictures and the text. Ask *Is the picture related to the text*? Encourage groups to answer the questions using the picture and the text. (**Answers:** We can see oil and butter. Good fats are the fats that don't always make us fat.)
- Encourage groups to say what name we give to the second group of fats (*bad fats*).

Reading 1

Reading text in British English

This is one of the texts in Level 4 that is in British English. Focus students' attention on some of the differences between British and American English. Ask them to find words that are different. Highlight *fibre/fiber*; *yoghurt/yogurt*.

SB Act. 3 p. 6

1-02

Read *The Sweet Tooth Truth!*. What's a balanced diet?

- Focus students' attention on the pictures, title, and introduction of the text. Ask *What do you think having a sweet tooth means?* (a *craving for sweet food*). Remind students of the reading strategy and ask them to predict what the text is about. Write some of their ideas on the board.
- Play track 1-02. Students listen and read.
- Ask if students found the answer to the question. Ask *Were your guesses correct? What helped you guess?* (**Answer:** A balanced diet is eating different kinds of food in the correct amounts.)

Differentiation

Struggling with pronunciation: Play the audio, pausing frequently, and ask students to repeat the sentences.

Stretch: Students underline the words they don't know.

Stretch activity

CRITICAL THINKING

Put students into three groups. Focus each group's attention on one of the pictures. The group has to explain which paragraph the picture is related to and why.

Pre-reading 1

10 Discuss with a friend. What's a healthy diet?

Reading strategy

Use context and pictures to guess the topic.

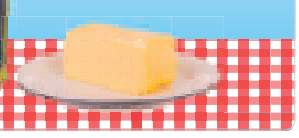
2 Read the text, look at the pictures, and answer. Which items can you identify? What do we mean by good fats?

BLOG

Good fats

So, eating fat doesn't make you fat? Yes, that's right. There are good fats and bad fats and we now know which fatty foods are actually good for us!

Let's take a look at olive **oil** and **b utter** – they both contain good fats. Olive oil is great to drizzle on a salad, and it's great to spread butter on a slice of bread.



3 1-02 Read *The Sweet Tooth Truth!* What's a balanced diet?

Reading 1

THE SWEET TOOTH TRUTH!

Eating a balanced and varied diet is important for our health. We should eat different types of food, in the right amounts. So, where does sugar come into this?

1 Lots of us love sugar and we have a sweet tooth, but sugar is in lots of our food and too much isn't good for us. Let's start with breakfast and cereal – it tastes good and is a very popular food all over the world.

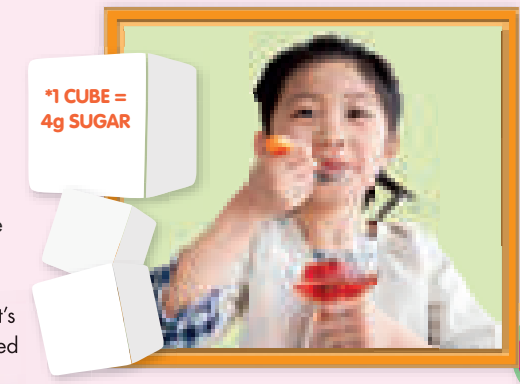
2 It's hard to find time for breakfast, and it's easy to think a quick bowl of cereal looks like a sensible and healthy option. It contains **fibre** and **carbohydrates**, and can be a good source of **dairy** and **protein** from the milk. It's sometimes packed with good **vitamins** and **minerals** like **calcium** and **iron** too.

3 The question: "How much sugar do we need?" is an important one. Let's think about sugar cubes* – we're advised to eat no more than around six cubes of sugar each day (for 7 to 10 year-olds), but a small serving of some cereals can contain half our daily intake. Sometimes that's more than three sugar cubes! That's a lot of sugar and lots of us are eating nearly two or three times more sugar than we need!

4 With sugary cereal for breakfast, our levels of sugar go up very high, very quickly. We get a quick boost of energy, but then our energy levels drop quickly too. This can make us sleepy, moody and unhappy. We can also find it difficult to think. This isn't good when we need to study and learn at school! Cereal looks good but we need to be careful.

5 Like good **fats** and bad fats in our diet, we can look at healthy sources of sugar. Sugar is also in **vegetables** and fruit. This type of sugar helps us manage the levels of sugar in our bodies. When we replace a sugary breakfast cereal with plain cereal or yoghurt and a tasty piece of fruit, our sugar levels rise slowly. Our energy will last longer and we probably won't feel hungry again until lunchtime. It's easy to concentrate and we don't feel tired or sleepy.

6 Too much sugar now can mean problems in the future, for example tooth decay, problems with weight, and diseases like diabetes. The good news is we can make small changes now and reduce foods and drinks with added sugar. Try changing fizzy drinks for water or no-added sugar drinks, or ice cream for sugar-free jelly. Can you change your sweet tooth?



4 How do you feel after eating different foods? What food do you eat to give you more energy?

SB Act. 4 p. 7

CRITICAL THINKING

How do you feel after eating different foods? What food do you eat to give you more energy?

- Ask *How do you feel after eating too much chocolate cake/candy/ice cream? Is it different from when you eat vegetables/fruit/yogurt?*
- Put students into pairs to discuss the answers to the questions.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

SB Vocabulary work

- Ask students to find the new words related to healthy eating in the text: *balanced diet, cereal*.
- Start sentences on the board*: He doesn't eat a … – he eats … for breakfast, lunch, dinner, and sometimes as a snack.* Ask students to complete the sentences in their notebooks.

WB Act. 1 p. 5

Look at the pictures and read the first paragraph of *Good Fats.* What's the text about? How do you know?

- Focus students' attention on the first paragraph of the text. Remind them of their answers to Activity 2 on p. 6 in the SB. Ask *In what way are the pictures different from those in the SB? In what way are they similar?*

WB Act. 2 p. 5

Read *Good Fats* again. Write T (true) or F (false).

WB Act. 3 p. 5

COMMUNICATION

Discuss with a friend.

- In pairs, students discuss the answers to the questions.
- Pairs share their ideas with the class.

Extra activity

WB Vocabulary work

Write on the board: *drizzle*, *fatty*, *spread*, *store energy.* First make sure students know what these words mean. Then ask pairs to make one sentence containing all the words.

Objective review

Ask students if the pictures and context helped them guess what the reading was about. Ask *Have you learned new things about food and eating?* Praise their effort.

1 Comprehension 1 • Listening 1

OBJECTIVES

Listening: Can understand the main points of a short, informal interview on a familiar topic.

Reading: Can understand the main points in simple descriptive texts on familiar topics.

Speaking: Can express their opinions on familiar topics, using simple language.

MATERIALS

SB pp. 6–7, 8
SB audio tracks 1-03 and 1-04
Optional: green, orange, and red sheets of paper
Pearson English Platform

Warm-up

Remind students of the reading strategy. Write some paired words from *The Sweet Tooth Truth!*, e.g., *fiber – fruit, carbohydrates – cereal, milk – protein, butter – fat, mineral – iron, sugar – vegetables.* Students choose one pair, write a sentence, and draw a picture to show how they go together. Students show their pictures and read their sentences to the class.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using context and pictures to guess the topic of the text.

SB Act. 1 p. 8

Read *The Sweet Tooth Truth!* again and answer.

- Refer students back to the text on SB pp. 6 and 7.
- Allow them to check their answers with a partner before discussing them with the whole class. (**Answers: 1** We can feel tired and moody, find it difficult to concentrate, experience problems with tooth decay and weight, and develop diabetes., **2** We can choose healthy sources of sugar, e.g., yogurt and fruit.)

SB Act. 2 p. 8

Check (✓) the sentence that best summarizes the text.

- Students work in pairs and choose the correct sentence.
- Check answers as a class, then ask individual students why the other answers aren't correct.

SB Act. 3 p. 8

Read the article again and match the headings to the paragraphs on pages 6–7. What helped you decide?

- Do the first item together as an example. Students work individually and then check their answers in pairs.
- Ask individual students to read their answers aloud.

Extra activity

COLLABORATION

Ask students to work in groups to justify their answers by finding the pictures and relevant parts of the text.

Objective review

Ask students if they think that using pictures and context to guess what a reading is about is a good idea, and why. Give students three sheets of paper: green, orange, and red. Explain that green means they feel confident using the reading strategy, orange means that they feel OK using the strategy, and red means they don't feel confident using it. Ask students to raise the colored paper that best describes how confident they feel about using the reading strategy. Praise their effort.

Listening 1

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 4 p. 8

CRITICAL THINKING

A nutritionist knows a lot about food and staying healthy. What do you think a nutritionist does?

- Focus students' attention on the picture. Students describe the picture and say what they think a nutritionist does.

Listening strategy

Explain the listening strategy: Make predictions before you listen.

SB Act. 5 p. 8

1–03

Listen to a nutritionist talking to a group of children. What kinds of food or drink does he ask about?

- Play track 1-03 twice. Students listen and answer the question. (**Answer:** fruit and water)
- Ask *Where are the children?* (probably at school) *How many sugar cubes does an orange have?* (six) *How much sugar should we eat in a day?* (six cubes) *What does fruit contain?* (water, vitamins, minerals, fiber) *Why should we eat fruit?* (It's healthy and nutritious.)

Comprehension 1

1 **Read *The Sweet Tooth Truth!* again and answer.**

1 What happens when we have too much sugar?

2 How can your energy last longer?

2 **Check (✓) the sentence that best summarizes the text.**

1 We should eat sugar every day. ☐

2 We should eat cereal for every meal. ☐

3 The ideal balance of sugar is a mix of sugar in fruit and sugar in soda. ☐

4 Think about the kind of sugar we eat and manage our sugar levels. ☑

3 **Read the article again and match the headings to the paragraphs on pages 6-7. What helped you decide?**

a Full of energy! — 1
b Sugar is everywhere — 2
c A quick breakfast — 3
d A change for the future — 4
e Sugar cubes — 5
f Feeling sleepy! — 6

Listening 1

4 **A nutritionist knows a lot about food and staying healthy. What do you think a nutritionist does?**

Listening strategy

Make predictions before you listen.

5 1-03 **Listen to a nutritionist talking to a group of children. What kinds of food or drink does he ask about?**

6 1-04 **Complete the summary. Then listen again and check.**

Gabriel helps people [1] eat well. Fruit contains [2] sugar and a large orange contains [3] six sugar cubes! Fruit is good for us because it contains [4] vitamins, [5] minerals, and fiber. It also has [6] water. Fruit has nutritional benefits and is [7] good for us.

7 **Discuss with a friend. How much sugar do you eat every day? Is it a lot and what changes can you make to eat less?**

Vocabulary 1

1 **Look at the words in bold in *Sweet Tooth Truth!*. What do you think they mean?**

2 **Match the definitions to the words in bold on pages 6–7. Were your ideas correct?**

1 These are found in food, for example, iron and calcium. minerals
2 The food group that includes milk, cheese, and yogurt. dairy
3 It gives us energy and you can find them in bread, pasta, and cereal. carbohydrates
4 This is a word for foods like onions, carrots, and potatoes. vegetables
5 This is good for our teeth and bones and is found in dairy products. calcium
6 This helps us keep warm and is in different foods we eat. fat
7 You can find this in meat, milk, and eggs. protein
8 We can spread this on our bread. butter
9 An element found in some foods. iron
10 This helps food move through your body. fiber
11 A kind of fat which isn't solid. oil
12 These have letters and numbers in their names. vitamins

3 **Read *The Sweet Tooth Truth!* again. Find examples of food and write them in the chart. Can you add more examples?**

Protein	Carbohydrates	Fat	Dairy	Sugar
milk, yogurt	cereal	oil, butter	milk, yogurt	cereal, vegetables, fruit, soda

4 **Write a food diary for a day (what you eat for breakfast, lunch, and dinner). Talk about your food diary with a friend.**

Do you eat a lot of ... ? I don't really like ... I like ...
I think I eat ... What about you? What about (protein)?

SB Act. 6 p. 8

1-04

Complete the summary. Then listen again and check.

- Students complete the summary. Allow them to check their answers in pairs before you play track 1-04 again.
- Students check their answers with the whole class.

SB Act. 7 p. 8

COMMUNICATION

Discuss with a friend. How much sugar do you eat every day? Is it a lot and what changes can you make to eat less?

- Focus students' attention on what they eat. Ask *How many apples/pieces of candy/cookies do you eat every day? Do you think it's a lot or very little?* Ask them to make notes of their answers so they can discuss the question with a partner.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Stretch: Ask students to report to the class how much sugar their partners eat every day and the changes they'll make to eat less.

Extra activity

CRITICAL THINKING

Write down the mistakes you hear during the communication activity, but do not interrupt students while they speak. Once the activity is over, write the mistakes on the board without saying who made them. Students have to provide the correct forms.

Objective review

Ask students if the picture in Activity 4 helped them guess what the listening was about. Ask *Have you learned new things about food and eating?* Praise their effort.

1 Vocabulary 1

OBJECTIVES

Speaking: Can express their opinions on familiar topics, using simple language.

SB vocabulary: butter, calcium, carbohydrates, dairy, fat, fiber, iron, minerals, oil, protein, vegetables, vitamins

WB vocabulary: sweet, salty, savory, sour, bitter

MATERIALS

SB pp. 6–7, 9
WB pp. 6–7
WB key p. 258
WB audio track 01
Pearson English Platform

Warm-up

Ask students to stand in a line in front of the whiteboard. Write *Healthy* on one side of the board and *Unhealthy* on the other. Say different food words for students to jump to one side or the other, according to whether they think the food is healthy or unhealthy, e.g., *butter, olive oil, cereals, cookies, chocolate, carbohydrates, minerals, calcium, fruit, vegetables*.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to food.

SB Act. 1 p. 9

Look at the words in bold in *The Sweet Tooth Truth!*. What do you think they mean?

- Refer students back to the text on SB pp. 6 and 7.
- Put students into pairs. Ask them to read the sentences with the words in bold to help them contextualize. Then ask them to say what they mean.
- Ask different pairs to say what they think the meaning of a word is. Ask *Do you agree? Does anybody have a better definition?*

SB Act. 2 p. 9

Match the definitions to the words in bold on pages 6–7. Were your ideas correct?

- Put students into pairs to match the definitions to the words.
- Check answers with the whole class. Ask students to raise their hands to see who guessed correctly the first time.

Differentiation

Struggling learners: Allow use of L1 to provide translations.

Stretch: Ask students to use the words in their own sentences.

WB Act. 1 p. 6

Read and match.

- Put students into pairs, combining a stronger and a struggling student to do the matching.

WB Act. 2 p. 6

Find and write eight words. What do they have in common?

- Students work in pairs.

WB Act. 3 p. 6

Complete the sentences with words from Activity 2.

- Choose individual students to read completed sentences. Ask the class to raise their hands to check which are correct.

WB Act. 4 p. 7

01

Listen and draw lines.

- This is an A2 Flyers Listening Part 1 task.
- Before students listen, focus their attention on the picture and ask them to predict what the people are doing.
- Play track 01 twice before checking the answers as a class.

SB Act. 3 p. 9

Read *The Sweet Tooth Truth!* again. Find examples of food and write them in the chart. Can you add more examples?

- Brainstorm the categories to make sure students understand the task. Say *bread, steak, chips, margarine, cookies, olive oil,* etc., for students to say which category they belong to. Students exchange their lists and discuss whether they are correct.
- Draw the chart on the board and ask individual students to come to the front and complete it.

Extra activity

CRITICAL THINKING

Ask students to provide examples of food that may belong to more than one category, e.g., *milk* can be included in "Protein" and "Dairy," *chips* can be put in "Carbohydrates" and "Fat."

Comprehension 1

1 **Read *The Sweet Tooth Truth!* again and answer.**

1 What happens when we have too much sugar?

2 How can your energy last longer?

2 **Check (✓) the sentence that best summarizes the text.**

1 We should eat sugar every day. ☐

2 We should eat cereal for every meal. ☐

3 The ideal balance of sugar is a mix of sugar in fruit and sugar in soda. ☐

4 Think about the kind of sugar we eat and manage our sugar levels. ☑

3 **Read the article again and match the headings to the paragraphs on pages 6-7. What helped you decide?**

a Full of energy! — 1
b Sugar is everywhere — 2
c A quick breakfast — 3
d A change for the future — 4
e Sugar cubes — 5
f Feeling sleepy! — 6

Listening 1

4 **A nutritionist knows a lot about food and staying healthy. What do you think a nutritionist does?**

Listening strategy

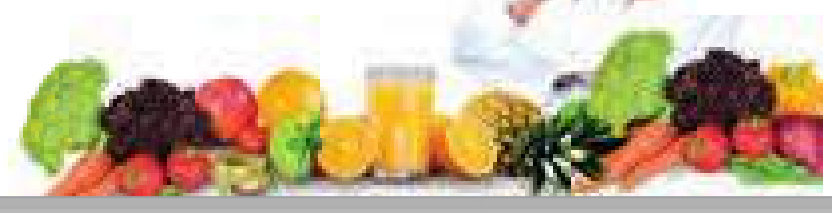
Make predictions before you listen.

5 1-03 **Listen to a nutritionist talking to a group of children. What kinds of food or drink does he ask about?**

6 1-04 **Complete the summary. Then listen again and check.**

Gabriel helps people [1] eat well. Fruit contains [2] sugar and a large orange contains [3] six sugar cubes! Fruit is good for us because it contains [4] vitamins, [5] minerals, and fiber. It also has [6] water. Fruit has nutritional benefits and is [7] good for us.

7 **Discuss with a friend. How much sugar do you eat every day? Is it a lot and what changes can you make to eat less?**



Vocabulary 1

1 **Look at the words in bold in *Sweet Tooth Truth!*. What do you think they mean?**

2 **Match the definitions to the words in bold on pages 6–7. Were your ideas correct?**

1 These are found in food, for example, iron and calcium. minerals
2 The food group that includes milk, cheese, and yogurt. dairy
3 It gives us energy and you can find them in bread, pasta, and cereal. carbohydrates
4 This is a word for foods like onions, carrots, and potatoes. vegetables
5 This is good for our teeth and bones and is found in dairy products. calcium
6 This helps us keep warm and is in different foods we eat. fat
7 You can find this in meat, milk, and eggs. protein
8 We can spread this on our bread. butter
9 An element found in some foods. iron
10 This helps food move through your body. fiber
11 A kind of fat which isn't solid. oil
12 These have letters and numbers in their names. vitamins

3 **Read *The Sweet Tooth Truth!* again. Find examples of food and write them in the chart. Can you add more examples?**

Protein	Carbohydrates	Fat	Dairy	Sugar
milk, yogurt	cereal	oil, butter	milk, yogurt	cereal, vegetables, fruit, soda

4 **Write a food diary for a day (what you eat for breakfast, lunch, and dinner). Talk about your food diary with a friend.**

Do you eat a lot of ... ? I don't really like ... I like ...
I think I eat ... What about you? What about (protein)?

SB Act. 4 p. 9 — COMMUNICATION

Write a food diary for a day (what you eat for breakfast, lunch, and dinner). Talk about your food diary with a friend.

- Give students time to write their diary and model the conversation with a student.
- Ask some pairs to present their conversations to the class.

Vocabulary challenge: tastes

WB Act. 5 p. 7

Read and add more examples of food to each category.

- Focus students' attention on the mind map. Play a quick game saying, e.g., *Chocolate cookies are sweet. Broccoli is bitter. Pizza is sour.* Students raise their right hand if the sentence is true, or stand up if it's false. Choose individual students to provide the correct sentences.
- Students complete the chart in pairs. They compare their answers in groups of four. Write conflicting examples on the board for the class to discuss.

WB Act. 6 p. 7

Complete the sentences using the tastes.

- Ask students to read their answers to the class.

Extra activity — COLLABORATION

Ask *What's your favorite food?* Students work in groups of ten to find out what the group's favorite food is and why. Encourage them to talk about food groups and to use the words they learned in Vocabulary challenge. Ask groups to come to the front and make a short presentation.

Objective review

Elicit the new words students have learned today. Ask them to say what their favorite breakfast, lunch, or dinner is. Praise their effort.

1 Grammar 1 • Speaking 1

OBJECTIVES

Grammar: Can use verbs of sensation in statements with adjectives.

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can make suggestions about doing common everyday activities, using a basic fixed expression.

MATERIALS

SB pp. 6–7, 10–11
WB pp. 8–9
WB key p. 258
Video 1-2
Video script p. 283
Pearson English Platform
Speaking and Vocabulary Book 4, Unit 1

Warm-up

Set up a chain. Student 1 says *I usually eat pancakes for breakfast. What about you?* Student 2 responds *I usually eat fruit for breakfast. What about you?* Provide change by cueing different meals, e.g., *snack, dinner, lunch*.

Lesson objective

Explain the lesson objective: To talk about what different food tastes, smells, or looks like.

SB Act. 1 p. 10

1–2

Watch Part 1 of the story video. Why doesn't Kim drink tea with honey? Then read and complete.

- Students watch Part 1 of the video and answer the question. (**Answer:** Kim doesn't drink tea with honey because it's bad for her teeth.)
- Focus students' attention on the sentence under the video still and ask them to complete it. Check the answer with the whole class.
- Ask *What does Jack like?* (pizza with tomato and cheese) *What does he drink?* (hot chocolate with chilies) *Who doesn't like Japanese food?* (Jack)

SB Act. 2 p. 10

Read the grammar box and match.

- Remind students of the verbs related to the senses.
- Focus students' attention on the grammar box and read the sentences in the first two lines together. Elicit that these verbs are always followed by a describing word.
- Read the third line. Write on the board *This cake looks beautiful. This cake looks like a football.* Elicit the difference between *look*, *smell*, and *taste*, and *look like*, *smell like*, and *taste like.* While the former verbs are followed by a describing word, the latter phrases are followed by a thing.
- Students match the sentence halves.
- Ask them to provide examples of their own.

SB Act. 3 p. 10

Read *The Sweet Tooth Truth!* again and circle examples of *looks good*, *looks like*, and *tastes good*.

- Refer students back to the text on SB pp. 6 and 7.
- Students read and circle.

SB Act. 4 p. 10

Read and circle.

- Students work individually and check their answers in pairs.

Extra activity

COMMUNICATION

Put students into pairs. Ask Student 1 to say an adjective or a noun, e.g. *delicious* or *chicken*. Student 2 says a sentence with the word and one of the verbs of sensation, e.g. *It tastes delicious. It tastes like delicious*.

WB Act. 1 p. 8

Read and circle.

- Focus students' attention on the grammar box before they complete the activity.

WB Act. 2 p. 8

Read and match.

WB Act. 3 p. 8

Look and complete the sentences.

WB Act. 4 p. 9

Complete with one word in each blank.

WB Act. 5 p. 9

Write the words in order.

SB Act. 5 p. 11

Look and complete the sentences. Use *taste*, *look*, and *smell* and your own ideas. Then compare with a friend.

- Students change books with a partner to check their answers.

Grammar 1

1 1-2 **Watch Part 1 of the story video. Why doesn't Kim drink tea with honey? Then read and complete.**

The pizzas look good !

2 **Read the grammar box and match.**

Grammar

What are you cooking, Mom? It **smells delicious** and **looks good**.
Wow! Those cakes **look tasty**. Can I try one?
I don't know what this is. It **tastes like** beef, but it **looks like** chicken.

1	These pizzas taste	a	like fish, but I don't know what it is.
2	Fruit cake. Yummy! It smells	b	an orange, but it's very small.
3	This is strange. It tastes	c	very good, Mom. Thank you!
4	What's that? It looks like	d	delicious. Does it contain apples?

3 **Read *The Sweet Tooth Truth!* again and circle examples of looks good, looks like, and tastes good.**

4 **Read and circle.**

1 The bread you're cooking **smells** / **smells like** delicious.
2 Yummy! This curry **tastes** / **tastes like** great!
3 Is this fish? It **looks** / **looks like** chicken to me.
4 Those cakes **look** / **look like** beautiful – they have flowers on them.

5 **Look and complete the sentences. Use *taste*, *look*, and *smell* and your own ideas. Then compare with a friend.**

WHAT IS IT?

Wow! This [1] ..... nice. It [2] .....
soup. It [3] ..... vanilla ice cream.
It's really nice. It isn't my favorite flavor, but
it [4] ..... . Look, it has these things,
they [5] ..... leaves.
It [6] ..... fruit, but I'm not sure.

Speaking 1

6 **Think of a food and ask your friend to guess the food. Make sure you write down the food you guess.**

Speaking strategy

Use hand gestures to make yourself understood.

James: Is it meat?
Mark: No.
James: Does it taste nice?
Mark: Yes.
James: Does it look like fruit?
Mark: Yes.
James: Is it a tomato?
Mark: Yes!

7 **Use your list. You're planning a menu for tomorrow. How healthy is it? Can you make it healthier?**

Pasta with tomato is healthy.

We can make it healthier if we add salad.

Speaking 1

Speaking strategy

Explain the speaking strategy: Use hand gestures to make yourself understood. Remind students that their hands can also help them communicate.

SB Act. 6 p. 11

COMMUNICATION

Think of a food and ask your friend to guess the food. Make sure you write down the food you guess.

- Read the model with a student. Put students into pairs.
- Make sure students write down the food they want their partner to guess before starting and that the partner writes down his/her answer. Encourage them to apply the speaking strategy.
- Ask some pairs to say their dialogs to the class.

Extra activity

CREATIVITY

Ask students to draw a dish that combines their favorite foods and tastes, and to describe what it contains and tastes like. Choose a few students to present their pictures.

SB Act. 7 p. 11

COMMUNICATION

Use your list. You're planning a menu for tomorrow. How healthy is it? Can you make it healthier?

- Model the activity with a student. Encourage students to write their menus using the food they used for Activity 6.
- Ask students to think if this activity gives them an answer to the Big Question. Write their ideas on the poster.

Differentiation

Struggling learners: Focus on correct use of *taste, smell, look* and the Present Simple.

Stretch: Ask students to provide more details, e.g., meals: *Pasta with tomato is a healthy dinner. We can make a healthier dinner if we add salad, and a fruit for dessert.*

Objective review

Ask students to describe two healthy and two unhealthy foods. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 4, Unit 1.

1 Pre-reading 2 • Reading 2

OBJECTIVES

Reading:	Can identify specific information related to a familiar topic in a short, simple text.
Speaking:	Can talk about basic personal experiences, using simple linking words.
SB vocabulary:	brain foods, memory, peanut butter
WB vocabulary:	energy, filling, nutritious, tasty
Passive vocabulary:	concentration
Academic vocabulary:	ancient, investigate

MATERIALS

SB pp. 12–13
WB p. 10
WB key p. 258
SB audio track 1-05
Pearson English Platform

Warm-up

Put students into groups. Each group has to think of a food riddle for the class to guess, using the one from Activity 5 on p. 11 of the SB as a model.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 12

COMMUNICATION

Discuss with a friend.

- Put students into pairs to discuss the answers to the questions.
- Ask some pairs to share their ideas with the class.

Reading strategy

Explain the reading strategy: Check your understanding while reading.

SB Act. 2 p. 12

CRITICAL THINKING

Read. Why do you think Eneida eats pancakes for breakfast?

- Students read the text. Discuss their answers with the whole class. (**Answer:** She likes to eat something sweet and filling, and she needs energy for sports.)
- Ask *What sport do you think Eneida plays? Do you need a nutritious breakfast? Is breakfast the most important meal of the day for you?*

Reading 2

SB Act. 3 p. 12

1-05

Read *When in Rome*. Why did Harry's parents wake him up?

- Students read and listen to the text.
- Explain that "When in Rome, do as Romans do" is a proverb that means when you're visiting another place, you should follow the customs of the people living there.
- Ask students to check their understanding as they read. (**Answer:** Harry's parents woke him up to eat breakfast.)

Differentiation

Struggling learners: After students read each paragraph, ask them comprehension questions, e.g., *What do Harry's parents do every Saturday?* (They prepare a different breakfast.) *What sort of breakfast have they prepared?* (a Roman breakfast) *Is Harry happy about it?* (No, he isn't.)

Stretch: After students read each paragraph, ask them to report what they've read and to guess what they'll read about in the following paragraph.

SB Act. 4 p. 13

CRITICAL THINKING

Do you think diets are better now or in the past? Why? What do you think Harry made for breakfast?

- Discuss the first question with the whole class.
- Elicit students' ideas for the second question. Ask *Is it possible to make breakfast using all the ingredients Harry mentions? What do you think?*
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

COLLABORATION

Ask pairs to come up with a brain breakfast using the ingredients Harry mentions. Students present their breakfast to the class. Ask the class to vote for the most interesting/delicious breakfast.

Pre-reading 2

1 Discuss with a friend.

1 When do you need the most energy?

2 What's the most important meal of the day for you? Why?

Reading strategy

Check your understanding while reading.

2 Read. Why do you think Eneida eats pancakes for breakfast?

I need a lot of energy at the start of the day! I do a lot of sports and I realize that I need to eat well to be healthy, so it's important for me to have a nutritious breakfast. It has to be filling and tasty, too. Sometimes I have **pancakes** with fruit and strawberry **jelly**. I also like cereal with milk, fruit, and nuts. But my breakfast isn't always sweet. Let's have a closer look at the things I eat.

3 1-05 Read *When in Rome*. Why did Harry's parents wake him up?

Reading 2

WHEN IN ROME

Harry was suddenly awake. It was still dark outside, but Harry was happy it was Saturday and the weekend was here. Something was different and a bit strange ... again.

Harry couldn't quite see the clock at the end of his bed. He got up to investigate and looked at the time ... 5 a.m.! It's too early! Harry went back to bed, but he could hear Mom and Dad. They're walking upstairs, thought Harry. "Wake up, Harry! It's breakfast time."

"What, no, it can't be, it's Saturday. It's 5 a.m. I'm sleeping!"

"Not today, you aren't. We're taking you on a journey. Put this on and come downstairs."

Harry was sleepy, but he put the clothes on and looked in the mirror. "What's this?" he thought. It looks really old!

"Mom, Dad, these clothes are ... Wait, why are we all wearing these old clothes?"

"We're in ancient Rome today, Harry!" said his mom. "In ancient Rome, everyone got out of bed before the sun came up and ... here's your breakfast." Harry looked down to see a **bread roll** and a cup of water. "Oh, um, thank you." Harry wasn't excited about breakfast today. He preferred peanut butter and jelly on toast.

Harry's parents gave Harry a different breakfast every Saturday morning. Sometimes breakfast was from a different country and sometimes it was from a different time in the past. Harry ate a **noodle** and **beef** soup from Vietnam last Saturday. His favorite was **omelet**, **grilled** fish, and **miso soup** from Japan.

"Harry, don't worry. This is the last time – we had a lot of of ideas, but we can't think of any more!" said Harry's dad. "'But we want you to think about breakfast for tomorrow ... a brain breakfast!"

"Yes I'll think about it in bed!" said Harry. He was very happy and thought this was a great idea! He learned all about brain foods last week at school and how brain foods can help our memory and concentration. He started to think ... oily fish, so **salmon**! ... **boiled** or **fried** eggs, nuts, **broccoli**, seeds, tomatoes, avocados, ... oooh and a lot of chocolate ... these are all healthy brain foods, but what can we eat for breakfast with of all of these?

Harry got up early on Sunday and prepared breakfast for everyone.

"Mom, Dad! Breakfast's ready!"

4 Do you think diets are better now or in the past? Why? What do you think Harry made for breakfast?

Extra activity

SB Vocabulary work

- Write on the board: *brain foods*, *memory*, *peanut butter.* Ask students to find these words in the text and explain their meanings.
- Ask pairs to use the words in a sentence referring to their own breakfast habits.

WB Act. 1 p. 10

Read *Energy Breakfast*. What kind of food is the best for breakfast?

- Remind students of their answers to Activity 2 on p. 12 in the SB.
- Ask *How many different kinds of breakfast does Eneida have?* (three) *What are superfoods?* (foods that are good for you and that give you energy for a long time).

WB Act. 2 p. 10

Read *Energy Breakfast* again. Stop after each paragraph. Read and circle.

WB Act. 3 p. 10

CRITICAL THINKING

Think and write.

- Students answer the questions individually and then discuss the answers with the class.

Extra activity

WB Vocabulary work

- Write on the board: *energy*, *filling*, *nutritious*, *tasty.* Ask students to underline these words in the text.
- Write: *Sportspeople need a lot of ... . They have ... breakfasts. A nutritious breakfast is always ... .* Students complete the sentences in their notebooks.

Extra activity

CRITICAL THINKING

Students write a breakfast menu. It can be from a different country, or simply something good for their health. Students read their menus for the class to guess where it's from, or why it's healthy.

Value

A varied diet is a healthy diet

Remind students of the different breakfasts Harry had. Ask *Why do his parents want him to have different kinds of breakfasts? Do you always have the same food for breakfast? Do you like trying new food? Why?/Why not?*

Objective review

Ask students if stopping and thinking about the meaning of each paragraph helped them have a better idea about the reading. Ask *Have you learned new things about food and healthy eating?* Praise their effort.

1 Comprehension 2 • Listening 2

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Reading: Can understand some details in longer texts on everyday topics, if guided by questions or prompts.

Speaking: Can express their opinions on familiar topics, using simple language.

MATERIALS

SB pp. 12–13, 14
SB audio tracks 1-06 and 1-07
Pearson English Platform

Warm-up

Remind students of the reading strategy. Put them into four groups and assign each group one paragraph of the reading. First paragraph: *"Harry couldn't quite see … "*; Second: *"We're in ancient Rome … "*; Third: *"Harry's parents gave Harry … "*; Fourth: *"Yes, I'll think … "* Students decide what the main idea of each paragraph is.

Lesson objective

Explain the lesson objective: To apply the reading strategy by checking your understanding while reading.

SB Act. 1 p. 14

Read *When in Rome* again. Where was Harry's breakfast from this morning?

- Refer students back to the text on SB pp. 12 and 13.
- Ask students to find the part of the text that supports their answer. Allow them to check their answer with a partner before discussing as a whole class.
- Ask students to re-read the relevant parts of the text to explain why the other answers are wrong. Ask *When did Harry eat Vietnamese/Japanese breakfast? What exactly did he eat?*

SB Act. 2 p. 14

Read again and answer.

- Students answer the questions in pairs. Then, they swap pairs and check their answers.
- Discuss answers as a whole class.

SB Act. 3 p. 14

Use examples from the story to complete the chart.

- Focus students' attention on the example. They classify the different breakfasts in the reading and complete the chart.
- Allow students to check their answers in pairs before checking with the whole class.

Extra activity

COLLABORATION

Put students into groups. Ask *Have you ever been in a different region or country? Did you eat any meal or food that was different from what you eat every day at home?* Students make a list of the different meals or foods they ate and say where. Ask each group to present their answers to the class.

Objective review

Ask students if checking that they understood the ideas in each paragraph helped them better understand what the whole reading was about. Ask *Have you learned new things about food and eating?* Praise their effort.

Listening 2

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

Listening strategy

Explain the listening strategy: Listen for specific words and information.

SB Act. 4 p. 14

1-06

Listen to the conversation. What are they talking about? Check (✓) the things you hear.

- Focus students' attention on the words before they listen.
- Play track 1-06. Students listen and check the answer to the question. (**Answer:** how to get a good night's sleep)
- Play track 1-06 again. Students listen and check the things they hear in pairs.
- Ask students to change pairs to check their answers, before checking with the whole class.

Comprehension 2

1 Read *When in Rome* again. Where was Harry's breakfast from this morning?

1 Vietnam 2 Ancient Rome 3 Japan

2 Read again and answer.

1 Do you think Harry usually likes breakfast?
Yes.

2 Why do Harry's parents want him to make breakfast?
They ran out of ideas.

3 Does Harry want to make a brain breakfast?
Yes, he's excited.

4 What does brain food do?
It helps memory and concentration.

3 Use examples from the story to complete the chart.

BREAKFAST FROM THE PAST: Bread and water, Ancient Rome

BREAKFAST FROM DIFFERENT COUNTRIES: omelet, grilled fish

BREAKFAST WITH SOUP: noodle and beef soup, miso soup

BRAIN FOODS: salmon, eggs, broccoli, nuts, seeds, tomatoes, avocadoes, chocolate

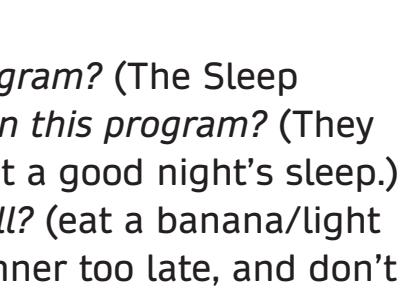
Listening 2

Listening strategy

Listen for specific words and information.

4 1-06 Listen to the conversation. What are they talking about? Check (✓) the things you hear.

dinner	✓	soda	✓
milk		bananas	✓
apples		reading	✓
sleep	✓		



5 1-07 Listen again. Circle T (True) or F (False).

1 She says bananas can help us sleep well. (T) F
2 Bananas can help our body relax. (T) F
3 Jessica says we should drink soda before bed. T (F)

6 Discuss with a friend. Do you eat or drink before bed? Do you think food can make a difference to how you sleep?

Vocabulary 2

1 Find these words in *When in Rome*. Which are sweet foods? Which describe how something is cooked?

beef, boiled, bread roll, broccoli, fried, grilled, jelly, miso soup, noodles, omelet, pancakes, salmon

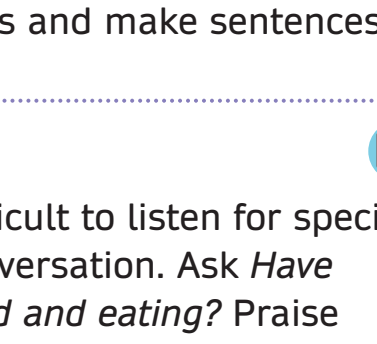
2 Read *When in Rome* again and complete the quiz.

1 We can eat them for breakfast with fruit. They're pancakes.
2 They look like spaghetti and are sometimes used in soups. They're noodles.
3 Something you can spread on your bread. It's jelly.
4 Cooking eggs like this makes them hard. It's boiled.
5 This is when food is cooked in very hot oil. It's fried.
6 A kind of green vegetable. It's broccoli.

3 Six words from Activity 1 are missing from the quiz. Write down these words. Work with a friend and write quiz questions for these words. Ask another pair your questions.

4 Read *When in Rome* again and think. Then ask and answer the questions with a friend.

1 Which breakfast from around the world would you like to try? Is it healthy?
2 What would you make for breakfast for Harry's parents?



SB Act. 5 p. 14

1-07

Listen again. Circle T (true) or F (false).

- Play track 1-07 again. Check answers with the whole class.
- Ask *What's the name of the program?* (The Sleep Factory) *What do people share in this program?* (They share information on how to get a good night's sleep.) *What should you do to sleep well?* (eat a banana/light meal, read a book, don't eat dinner too late, and don't drink coffee or soda)

Differentiation

Struggling learners: Ask students to underline the key words in the sentences and focus on them as they listen.

Stretch: Ask students to guess which sentences are true or false before they listen.

SB Act. 6 p. 14

COMMUNICATION

Discuss with a friend. Do you eat or drink before bed? Do you think food can make a difference to how you sleep?

- Focus students' attention on their habits before going to sleep. Ask *What do you do every night before going to sleep? Do you read a book / have a glass of milk / watch TV / do your homework?*
- Put students into pairs to discuss the answers to the questions.

Extra activity

CREATIVITY

Explain to students that they will have to draw a picture following your directions. Say *Draw a fruit that can help you sleep well. On the right of this fruit, draw some food that's bad for sleep. Under the first fruit, draw an activity that helps you sleep. Under the second food, draw an activity that's bad for sleep.* Students show their drawings to the class and make sentences.

Objective review

Ask students if it was easy or difficult to listen for specific words and information in the conversation. Ask *Have you learned new things about food and eating?* Praise their effort.

1 Vocabulary 2

OBJECTIVES

Speaking: Can express their opinions on familiar topics, using simple language.

SB vocabulary: beef, boiled, bread roll, broccoli, fried, grilled, jelly, miso soup, noodles, omelet, pancakes, salmon

WB vocabulary: synonyms

MATERIALS

SB pp. 12–13, 15
WB pp. 11–12
WB answer key pp. 258–259
Pearson English Platform

Warm-up

Review *taste, smell,* and *look* to describe food. Model the activity. Say *Lemons taste sour*. Then cue different foods, e.g., *coffee, pancakes, pizza, chocolate, tomatoes*, for students to come up with sentences using one of the three verbs to describe the food.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to food and different ways to cook it.

SB Act. 1 p. 15

Find these words in *When in Rome*. Which are sweet foods? Which describe how something is cooked?

- Refer students back to the text on SB pp. 12 and 13.
- Put students into pairs. Ask them to find the words from the box in the text. Read the sentences in which they're used to help them contextualize and discuss the answers to the questions.
- Ask different pairs to answer the questions. Do the rest of the class agree? (**Answers:** Sweet food: jelly, pancakes. Ways of cooking: grilled, fried, boiled)

SB Act. 2 p. 15

Read *When in Rome* again and complete the quiz.

- Students complete the quiz on their own. Give them two minutes.
- Call out the numbers of the sentences and ask individual students to read the complete answers.

SB Act. 3 p. 15

COMMUNICATION

Six words from Activity 1 are missing from the quiz. Write down these words. Work with a friend and write quiz questions for these words. Ask another pair your questions.

- With a weaker group, you may want to check they've found the six words. Tell pairs to ask their questions to two or three other pairs. Write the most interesting questions on the board.

Differentiation

Struggling learners: Ask students to refer to the sentences in the text to help them make their own questions.

Stretch: Ask students to exchange their questions and check them for mistakes.

WB Act. 1 p. 11

Look and match the sentences to the food.

WB Act. 2 p. 11

Read and circle.

WB Act. 3 p. 11

Complete the sentences with words from Activity 2.

Extra activity

CRITICAL THINKING

On the board, write eight words with their letters in random order (e.g., *kpnscaae – pancakes, oetlme – omelet*, etc.). When you say *Go!*, students work individually to find the words as quickly as they can. The first student to do so wins. With a struggling group, you may want to run quickly through each of the scrambled letter groups on the board. With a stronger group, you may want students to provide the meaning of each word or make a sentence with it.

SB Act. 4 p. 15

CRITICAL THINKING

Read *When in Rome* again and think. Then ask and answer the questions with a friend.

- Put students into pairs. They read the text again and discuss the answers to the questions.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

COMMUNICATION

Put students into two groups. One will be "waiters" and the other will be "customers." The waiters have to prepare a menu using the different words for food they've learned in this unit. The customers have to choose a meal from the menu and ask questions about it, e.g., *How do you cook it? What does it taste like?*, etc. Once the menus and the questions are ready, put the class into pairs again, so that they can act out their dialogs.

Comprehension 2

1 Read *When in Rome* again. Where was Harry's breakfast from this morning?

1 Vietnam 2 Ancient Rome 3 Japan

2 Read again and answer.

1 Do you think Harry usually likes breakfast?
Yes.

2 Why do Harry's parents want him to make breakfast?
They ran out of ideas.

3 Does Harry want to make a brain breakfast?
Yes, he's excited.

4 What does brain food do?
It helps memory and concentration.

3 Use examples from the story to complete the chart.

BREAKFAST FROM THE PAST: Bread and water, Ancient Rome

BREAKFAST FROM DIFFERENT COUNTRIES: omelet, grilled fish

BREAKFAST WITH SOUP: noodle and beef soup, miso soup

BRAIN FOODS: salmon, eggs, broccoli, nuts, seeds, tomatoes, avocadoes, chocolate

Listening 2

Listening strategy

Listen for specific words and information.

4 1-06 Listen to the conversation. What are they talking about? Check (✓) the things you hear.

dinner	✓	soda	✓
milk		bananas	✓
apples		reading	✓
sleep	✓		

5 1-07 Listen again. Circle T (True) or F (False).

1 She says bananas can help us sleep well. (T) F
2 Bananas can help our body relax. (T) F
3 Jessica says we should drink soda before bed. T (F)

6 Discuss with a friend. Do you eat or drink before bed? Do you think food can make a difference to how you sleep?

Vocabulary 2

1 Find these words in *When in Rome*. Which are sweet foods? Which describe how something is cooked?

beef, boiled, bread roll, broccoli, fried, grilled, jelly, miso soup, noodles, omelet, pancakes, salmon

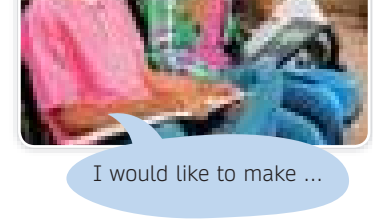
2 Read *When in Rome* again and complete the quiz.

1 We can eat them for breakfast with fruit. They're pancakes.
2 They look like spaghetti and are sometimes used in soups. They're noodles.
3 Something you can spread on your bread. It's jelly.
4 Cooking eggs like this makes them hard. It's boiled.
5 This is when food is cooked in very hot oil. It's fried.
6 A kind of green vegetable. It's broccoli.

3 Six words from Activity 1 are missing from the quiz. Write down these words. Work with a friend and write quiz questions for these words. Ask another pair your questions.

4 Read *When in Rome* again and think. Then ask and answer the questions with a friend.

1 Which breakfast from around the world would you like to try? Is it healthy?
2 What would you make for breakfast for Harry's parents?



WB Act. 4 p. 12

CRITICAL THINKING

Think and write.

- Students compare their answers in pairs. To check, ask them to report their partners' answers.

Word study: synonyms

WB Act. 5 p. 12

Match the words that have the same meanings.

- To check answers, say a sentence, e.g., *This chocolate cake is delicious.* and ask a student to say a negative sentence with the synonym, e.g. *And this strawberry cake isn't tasty.*

WB Act. 6 p. 12

Read and write. Use synonyms from Activity 5.

- To check answers, ask students to read the dialogs in pairs.

Objective review

Ask students to say what their favorite meal is. Praise their effort.

1 Grammar 2 • Speaking 2

OBJECTIVES

Grammar: Can use "'ll" + infinitive for spontaneous decisions and offers.

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can talk about basic personal experiences, using simple linking words.

Expressions: I'm full. I think so. Be careful!

MATERIALS

SB pp. 12–13, 16–17
WB pp. 13–14
WB key p. 259
Videos 1-3 and 1-4
Video scripts p. 284
Pearson English Platform
Grammar Book 4, Unit 3
Speaking and Vocabulary Book 4, Unit 1

Warm-up

Write on the board: *broccoli*, *early*, *bread roll*, *noodle and beef*, *omelet*, *brain breakfast*, *Rome*, *salmon*, *boiled*, *eggs*, *fried*, *seeds*. In groups of four, students use the words to rewrite the story *When in Rome* without looking at it. Ask groups to read their sentences to the class. Discuss whether the sentences are correct and in the correct order.

Lesson objective

Explain the lesson objective: To learn how to express making decisions in English.

SB Act. 1 p. 16

1–3

Watch Part 2 of the story video. Where are they? Then complete.

- Students watch Part 2 of the video to answer the question. (**Answer:** They're in the restaurant.)
- Ask *What's wrong with the waiters?* (They're skating fast with bowls full of hot curry.) *Do Doctor Who, Jack, and Kim know why?* (No, they don't.) *What will they do?* (They'll try to stop them.)
- Ask students to look at the video still and complete the sentence. (**Answer:** I'll look in the Indian restaurant.)

SB Act. 2 p. 16

1–4

Watch Part 3 of the story video and answer. What happened to the robots? What do you think the doctor is going to do with the honey?

- Students watch Part 3 of the video and answer the first questions. (**Answers:** The robots stopped skating fast. The Doctor is going to use the honey to stop the robots.)
- Ask *What does Doctor Who use to stick the robots to the floor?* (honey) *Where do they find a clue?* (at the bottom of the honey jar) *Where does Jack put the clue?* (in his bottomless bag)
- Ask students what they think of Doctor Who's solution to the problem of the crazy robots. Ask *Can you think of a different solution?*

SB Act. 3 p. 16

Look at the grammar box and read.

- Focus students' attention on the grammar box.
- Explain that *I'll eat more fruit.* is a decision you make on the spur of the moment.
- Ask students to provide examples of their own.

SB Act. 4 p. 16

Read *When in Rome* and circle examples of *will*.

- Refer students back to the text on SB pp. 12 and 13.
- Students read the text and circle the examples.

SB Act. 5 p. 16

Read and complete the sentences with the correct form of the verbs in parentheses.

- Focus students' attention on the grammar box. (**Answers: 1** 'll go, **2** 'll look, **3** 'll have, **4** 'll eat)

WB Act. 1 p. 13

Read and match.

- Focus students' attention on the grammar box before they match the sentence halves.

WB Act. 2 p. 13

Read and complete with *will* or *won't*.

SB Act. 6 p. 17

Read the dialog. Complete with *'ll eat,* and *won't eat*.

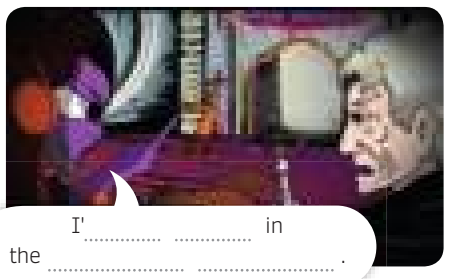
- Students read and complete the dialog individually and check their answers in pairs.
- Ask different pairs to read their dialogs aloud to check.

WB Act. 3 p. 14

You want to be healthier. What will you do? Write sentences with *will* or *won't*.

Grammar 2

1 1-3 **Watch Part 2 of the story video. Where are they? Then complete.**



2 1-4 **Watch Part 3 of the story video and answer. What happened to the robots? What do you think the doctor is going to do with the honey?**

3 **Look at the grammar box and read.**

Grammar

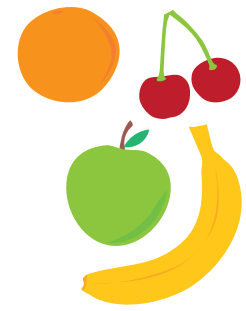
You can use *will* to talk about quick decisions that you make:
I'**ll look** in the Indian restaurant.
I'**ll eat** more fruit.
I **won't drink** soda every day.

4 **Read *When in Rome* again and circle examples of *will*.**

5 **Read and and complete the sentences with the correct form of the verbs in parentheses.**

1 We _____ (go) to the Chinese Restaurant.
2 I _____ (look) for my book now.
3 I _____ (have) any cake.
4 I _____ (eat) more fruit and vegetables.

6 **Read the dialog. Complete with *'ll eat, and won't eat.***



Ileana: There's too much chocolate in your lunch box. You [1] won't stay healthy if you eat too much chocolate.
Marek: OK! I' [2] ll eat fruits and vegetables. I' [3] ll eat some salad in my sandwiches, too.
Ileana: [4] You'll need to eat lots of green vegetables. There's a box of fruit in your lunch box, but no vegetables.
Marek: I hate vegetables. I' [5] ll eat spinach but [6] I won't eat broccoli!

7 **Think about the things you eat and drink. What unhealthy things do you eat or drink? What changes could you make so you're healthier? Complete the chart.**

What **kind of food do you like**?
I like chocolate.
Is it good/bad for you?
No, it isn't./Yes, it is.

	unhealthy	healthy
1	I drink a lot of soda.	I'll drink more water.
2		
3		
4		

Speaking 2

8 **Use your answers from Activity 7. Ask and answer with a friend.**

What kind of food do you like?
I like fruit.
Is that good for you?
Yes, it is.

Extra activity

COMMUNICATION

Provide students with situations for them to use *will* to make quick decisions, e.g., Your brother has lost his mobile phone. What do you say to him? (*I'll lend you mine.*)

SB Act. 7 p. 17

Think about the things you eat and drink. What unhealthy things do you eat or drink? What changes could you make so you're healthier? Complete the chart.

- Focus students' attention on the grammar box and read the sentences aloud.
- Students complete the chart individually and compare their answers in groups of four. Ask if they've made the same decisions.

WB Act. 4 p. 14

Imagine you're at a camp. You have to choose what you'll eat tomorrow. Check the things you prefer. Then write sentences.

- Ask students to check each other's sentences for mistakes.

For more grammar practice, go to Grammar Book 4, Unit 3.

Speaking 2

SB Act. 8 p. 17

COMMUNICATION

Use your answers from Activity 7. Ask and answer with a friend.

- Put students into pairs. Model the example.
- Ask students to take turns asking and answering the questions.

Differentiation

Struggling learners: Ask some students to say an unhealthy eating/drinking habit they'll change.
Stretch: Ask students to say to the class what unhealthy eating/drinking habit their partners will change.

Extra activity

COLLABORATION

Put students into groups. Ask them to collect all the ideas from Activity 8 and write a report outlining which unhealthy food is the most popular in their groups and what decisions they've made to change their bad eating habits.

Objective review

Ask students to report to the class an unhealthy habit and the decision they've made to change it. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 4, Unit 1.

1 Writing • Now I Know

OBJECTIVES

Reading: Can understand the main points in simple descriptive texts on familiar topics.

Speaking: Can give a short, simple prepared talk on a topic of personal interest.

Writing: Can write short, simple texts on familiar topics in linked sentences.

MATERIALS

SB pp. 18–19
WB pp. 15–17
WB key p. 259
Pearson English Platform
Test Book 4, Unit 1

Warm-up

Ask students if they can remember any of the writing strategies they learned in Level 3.

Lesson objective

Explain the lesson objective: To write healthy eating tips, while applying the writing strategy.

SB Act. 1 p. 18

Scan the text. Answer the questions.

- Remind students that scanning a text involves reading a text quickly to find specific details.

SB Act. 2 p. 18

Read the text. Check your answers from Activity 1.

- Ask individual students to justify their answers. (**Answers: 1** Josef likes lasagne with salad., **2** He eats carbohydrates, proteins, and fats.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 18

When we give advice, we use *should* and *shouldn't*. Read the text again and circle *should* and *shouldn't*.

WB Act. 1 p. 15

Complete the tips with *should* or *shouldn't*.

SB Act. 4 p. 18

Find or draw pictures of your healthy eating tips. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks.

WB Act. 2 p. 15

CRITICAL THINKING

Think about your healthy eating tips. Complete the chart with your ideas.

WB Act. 3 p. 15

Write your tips for healthy eating in your notebook. Use your ideas from Activity 2.

Remember!

WB p. 15

- Focus students' attention on the Remember! box to use as a checklist for their writing.

Objective review

Ask students to read their healthy eating tips aloud. Praise their effort.

Now I Know

Warm-up

Put students into two groups and play the *Telephone Game* (whisper messages in a line) to review the unit vocabulary.

Lesson objective

Explain the lesson objective: To review everything students have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 19

How can we eat well? Look back through Unit 1. Think about why a healthy diet is important. Write down some reasons.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 16

Complete the crossword. What's the hidden word? What does it mean?

WB Act. 2 p. 16

Read, choose, and write.

- This is an A2 Flyers Reading and Writing Part 4 task.

Writing

1 Scan the text. Answer the questions.

1 What does Josef like to eat?
2 What food groups does Josef eat?

2 Read the text. Check your answers from Activity 1.

3 When we give advice, we use *should* and *shouldn't*. Read the text again and circle *should* and *shouldn't*.

1 What's your favorite meal?
2 What are the ingredients? What makes it healthy or unhealthy for you?
3 How often should you eat it?

4 WB 15 Find or draw pictures of your healthy eating tips. Then go to the Workbook to do the writing activity.

Writing strategy

We can use ***should*** and ***shouldn't*** to give advice, for example:
*We **should** eat a balanced diet.*
*We **shouldn't** eat a lot of sugar.*

Now I Know

1 How can we eat well? Look back through Unit 1. Think about why a healthy diet is important. Write down some reasons.

1 A balanced diet has protein, fat, and carbohydrates.
2 Fruits and vegetables give us vitamins and minerals.
3 Drinking and eating well give us energy and help us concentrate.

2 Choose a project.

Do a survey about eating habits.

1 Decide what information you want to find out from your class.
2 Write some questions you can ask.
3 Ask your questions and write down your findings.
4 Prepare and present the information to the class.

or

Write advice about healthy eating.

1 Find information about healthy foods and unhealthy foods, and how people can make healthy choices.
2 Find or draw pictures that show the most important information.
3 Write notes to explain the pictures.
4 Make a poster for the class.

Read and circle for yourself.

I can understand the main points of an interview. I can identify key details in factual talks.

I can make suggestions about activities. I can talk about personal experiences.

I can predict what a text is about. I can identify specific information.

I can write short texts on familiar topics.

WB Act. 3 p. 17

Find and circle five words. Then complete the sentences.

WB Act. 4 p. 17

Circle the odd one out. Then write sentences with the words you circled.

Project

SB Act. 2 p. 19

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as a way of helping them learn.

Things I learn

WB Act. 1 p.17

Write down your three favorite new words from this unit. Which word was the most difficult?

- Have a class vote on favorite words.

WB Act. 2 p. 17

Write two things you found interesting about eating a balanced diet and different kinds of breakfasts.

- Ask students to share their answers with the class.

WB Act. 3 p. 17

What good things can you find in food?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 19

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 4, Unit 1.

2 Why are some buildings famous?

SKILLS

Listening: Can recognize simple examples used to support the speaker's points in short talks on familiar topics, if clearly introduced by linking words/phrases.
Can extract factual information from short, simple dialogs or stories about past events, if spoken slowly and clearly and guided by questions or prompts.

Reading: Can identify specific information related to a familiar topic in a short, simple text.
Can make basic inferences from simple information in a short text.

Speaking: Can talk about basic personal experiences, using simple linking words.
Can talk about plans for the near future in a simple way.

Writing: Can write short, simple descriptive texts about familiar places using basic connectors, given a model.

GRAMMAR

Grammar 1: Can ask for information about measurements with "how" + adjective/ quantifier.

Grammar 2: Can use "going to …" with verbs in the infinitive to refer to plans and intentions.

VOCABULARY

Key vocabulary 1: architect, attract, bridge, concrete, construction, massive, meters, modern, monument, statue, structure, tower

Key vocabulary 2: arches, belfry, brochures, camp, carved, landmark, medieval, monasteries, mural, package, staircase, typical

Video vocabulary: career, development, loading bay, model, observational, pavilion, rookie, sketch, slab

Reading 1 vocabulary: aluminum, architecture, biome, design, iron, land, project, spiral, steel

Reading 2 vocabulary: excursions, final, frog's legs, galleries, games, score, snails, team, together

Passive vocabulary: bubbles, recycled

Revised vocabulary: numbers, tall

Expressions: Anything else? Love (from …). I don't know.

PROJECTS

Design a landmark for your school
Plan a tour of a city or town

VIDEOS

All Over the Workplace: Architects (2-1)
Doctor Who: Scary Statue Parts 1–3 (2-2, 2-3)

VALUE

Travel helps open your mind to new ideas

Unit opener

OBJECTIVES

Listening: Can understand the main idea of a simple news story, with visual support.

Speaking: Can express their opinions on familiar topics, using simple language.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 20–21
WB p. 18
WB key p. 259
Video 2-1
Video script pp. 284–285
Pearson English Platform

Big Question

- Elicit different kinds of buildings to check what words students already know.
- Read the Big Question *Why are some buildings famous?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

2 Why are some buildings famous?

Listening
- I can recognize a speaker's point.
- I can extract information about past events.

Reading
- I can identify specific information.
- I can make basic inferences.

Speaking
- I can talk about personal experiences.
- I can talk about plans for the near future.

Writing
- I can write descriptive texts about familiar places.

1 Look at the picture and discuss.

1 What type of building can you see?
2 What do you think this building is?
3 What do you think it's like inside?
4 Who designs buildings like this?

2 Read and make notes. Then compare your answers with a friend.

1 Can you think of words to describe this building?
2 Do you like it? Why?/Why not?
3 What materials are used?
4 Why is the building famous?

3 2-1 Watch the video. Circle T (true) or F (false).

1 You need to study for a long time to be an architect. (T) F
2 Architects don't need to understand science. T (F)
3 Rosie's favorite building is the Gherkin. T (F)
4 Battersea Power Station is a massive project. (T) F

Lesson objective

Explain the lesson objective: To talk about famous buildings and why they're famous.

SB Act. 1 p. 21

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

SB Act. 2 p. 21

Read and make notes. Then compare your answers with a friend.

- Ask students to compare their notes with a partner before discussing them with the class.

Extra activity

COLLABORATION

In groups, students prepare a description of a famous building in their town/city. They say what/where it is, what's inside, and what it looks like.

WB Act. 1 p. 18

What kinds of buildings do you know? What would you like to learn about buildings?

- Ask students to think of the Big Question and write answers to the questions.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 18

CRITICAL THINKING

Circle words related to architecture. What else do you think you will learn about buildings?

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 21

2-1

Watch the video. Circle T (true) or F (false).

- Ask students to look at the video still and guess what the video is about (*the work architects do*).
- Play the video. Students check if they were correct.
- Play the video again. Students do the activity.

WB Act. 3 p. 18

2-1

Watch the video and circle the correct answer.

WB Act. 4 p. 18

2-1

Complete the sentences and match them to the pictures. Watch the video again and check your answers.

Objective review

Ask students for one characteristic of each of the buildings they chose in the Extra activity. Praise their effort.

2 Pre-reading 1 • Reading 1

OBJECTIVES

Reading: Can identify specific information related to a familiar topic in a short, simple text.

Speaking: Can talk about basic personal experiences, using simple linking words.

SB vocabulary: aluminum, architecture, design, iron, steel

WB vocabulary: biome, land, project, spiral

Passive vocabulary: bubbles, recycled

Revised vocabulary: numbers, tall

MATERIALS

SB pp. 22–23
WB p. 19
WB key p. 259
SB audio track 1-08
Pearson English Platform

Warm-up

Students write down three characteristics of a famous building, e.g., *It's in London. It's very tall. It has a clock.* (Big Ben) Collect the strips of paper and read each one aloud. Students guess what building is being described.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 22

COMMUNICATION

Discuss with a friend.

- Put students into pairs. Ask them to discuss the questions.
- Ask some pairs to share their answers with the class.

Reading strategy

Explain the reading strategy: Scan a text in order to find specific information.

SB Act. 2 p. 22

Read and answer. What's the name of the building? What kind of building is it?

- Put students into pairs. Focus their attention on the text, and ask them to read it quickly. (**Answers:** It's the Eden Project. It's a building that houses plants from around the world.)

Reading 1

Reading text in British English

This is one of the texts in Level 4 that is in British English. Focus students' attention on some of the differences between British and American English. Ask them to find words that are different. Highlight *metre/meter*.

SB Act. 3 p. 22

1-08

Read *As High As the Sky.* Find two numbers that show you how buildings are taller now than in the past.

- Students read and listen to the text.
- Explain that the expression *as high as the sky* means *very*, *very high*.
- Ask students to scan the text looking for the two numbers to answer the question. Explain they don't need to understand every word. (**Answers: Past:** 324 meters – Eiffel Tower / 381 meters – Empire State Building; **Now:** 828 meters – Burj Khalifa)
- Ask students to raise their hands if they found the information they were looking for.

Differentiation

Struggling with pronunciation: Ask students to underline all numbers. Have them read the numbers aloud.

Stretch: Ask students to explain how the height of buildings evolved through time. Ask *Can you think of a reason for this?*

Stretch activity

CRITICAL THINKING

Ask students to look for more specific information in the text. Ask *When did people change the way they designed and built buildings?* (19th century) *Who finished the Empire State Building?* (William Lamb) *When was the Empire State Building the tallest building in the world?* (in 1931) *How many floors does Empire State Building have?* (102)

Extra activity

COMMUNICATION

Put students into pairs. With books closed, Student A thinks of one building from the text. Student B can ask a maximum of three *Yes/No* questions to guess which building it is. Students take turns asking and answering the questions.

Pre-reading 1

1 **Discuss with a friend.**

1 When did you last visit an interesting or famous building?

2 Why is it interesting or famous?

Reading strategy

Scan a text in order to find specific information.

2 **Read and answer. What's the name of the building? What kind of building is it?**

At the Eden Project in Cornwall, UK, you can see what looks like huge bubbles sitting on the land. These **structures** are called biomes. Inside the biomes are different plants from all over the world. There's a rainforest biome that is tall enough to fit the Tower of London into it! The Eden Project was designed by Grimshaw Architects and the whole project is bigger than 35 football pitches!

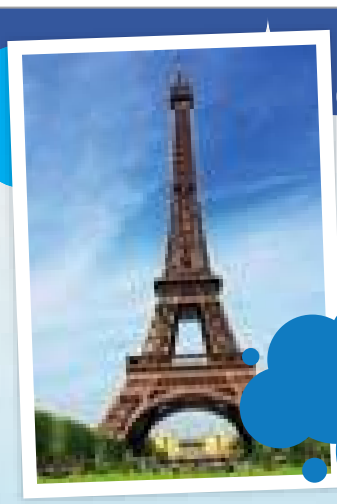
3 1-08 Read *As High As the Sky*. Find two numbers that show you how buildings are taller now than in the past.

Reading 1

As High As the SKY

Today, we can make buildings in almost any shape or size, and quickly too! When we compare the buildings of today to the buildings built many years ago, we can see lots of changes in design. Just compare the famous building known as the Gherkin in London with the Parthenon in Greece!

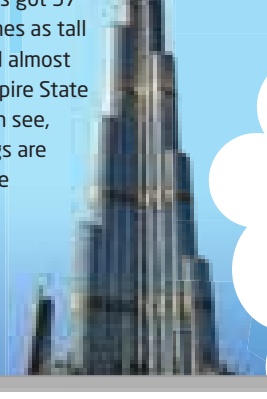
In the 19th century, people tried new ideas and started to design and build in ways they hadn't before. It was an important time in history when people started to work differently. Instead of hand-made products, things were made in larger numbers in factories. The production of materials changed. For example, the production of iron increased. This was just one change, and there were a lot more changes that resulted in an exciting time for architecture. Buildings and other **constructions**, like **bridges**, could be bigger, longer or taller than before.



We all know the Eiffel **Tower**. This was the work of Gustave Eiffel. He finished the tower in 1889 and at that time, it was the tallest building in the world. It was 324 **metres** high. Today, the Eiffel Tower is still the tallest building in Paris, but since the Eiffel Tower, architects have designed and created much taller buildings around the world.

Gustave also worked on the famous **monument**, the **Statue** of Liberty, in New York, which continues to **attract** tourists with its large number of tall buildings. William Lamb finished the Empire State Building in 1931. It's 381 metres tall and in 1931 it was the tallest building in the world. From the 102nd floor, visitors can see New York City, but is it still the tallest building in the world?

From the 1970s, **architects** designed bigger buildings. Tons of iron, steel, aluminium, **concrete** and glass were used to build the Burj Khalifa in Dubai, in the UAE. How tall is it? It's 828 metres tall and has got 57 elevators! It's three times as tall as the Eiffel Tower and almost twice as tall as the Empire State Building! So, as you can see, some **modern** buildings are bigger and taller – some are **massive**!



4 How are the buildings in the pictures different from or similar to buildings in your country? Is there a famous building or monument in the place where you live?

SB Act. 4 p. 23

CRITICAL THINKING

How are the buildings in the pictures different from or similar to buildings in your country? Is there a famous building or monument in the place where you live?

- Put students into pairs to discuss the questions.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

SB Vocabulary work

- Write on the board: *aluminum, architecture, design, iron, steel*. Ask students to find these words in the text.
- In pairs, students write one sentence with each word to describe the pictures on pp. 22 and 23. Ask some students to read their sentences aloud.

WB Act. 1 p. 19

Read *The Eden Project* quickly and answer the questions.

- Remind students of their answers to Activity 2 on p. 22 in the SB.
- Before students scan the text, ask them to read the questions and identify the information they need to find (*place, person, date, definition*).

WB Act. 2 p. 19

Read *The Eden Project* again and match.

- When you check answers, ask students to point out the relevant part of the text.

WB Act. 3 p. 19

COMMUNICATION

Discuss with a friend. Why do you think places like the Eden Project are so popular?

- Ask pairs to share their ideas with the class.

Extra activity

WB Vocabulary work

- Ask students to find new words in the text and explain their meaning: *biome, land, project, spiral*.
- Students make sentences about other buildings they know with the new words.

Objective review

Ask *Do you think that reading a text quickly without focusing on every word in order to find information is a useful strategy?* Ask students in what kinds of texts this reading strategy might be useful (*recipes, dictionaries, phone books, catalogs,* etc.). Praise their effort.

2 Comprehension 1 • Listening 1

OBJECTIVES

Listening: Can recognize simple examples used to support the speaker's points in short talks on familiar topics, if clearly introduced by linking words/phrases.

Reading: Can identify specific information related to a familiar topic in a short, simple text.

Speaking: Can express their opinions on familiar topics, using simple language.

MATERIALS

SB pp. 22–23, 24
SB audio tracks 1-09 and 1-10
Pearson English Platform

Warm-up

Remind students of the reading strategy. Write some questions on the board, e.g., *Where's the Gherkin?* (London) *Name three changes in how bridges were constructed in the 19th century.* (They were bigger, longer, or taller.) *How tall is the Eiffel Tower?* (324 meters) *What two monuments did Gustave Eiffel work on?* (the Eiffel Tower and the Statue of Liberty) Set it up as a competition: the first student who answers correctly wins a point.

Lesson objective

Explain the lesson objective: To apply the reading strategy by scanning a text in order to find specific information.

SB Act. 1 p. 24

Look at the numbers below. Scan *As High As the Sky* and find what they refer to.

- Refer students back to the text on SB pp. 22 and 23.
- Remind them that their eyes should move quickly across the page to find the information they're looking for. (**Answers:** 1889 – the Eiffel Tower was finished; 381 – the height of the Empire State Building; 828 – the height of the Burj Khalifa; 57 – the number of elevators in the Burj Khalifa)

SB Act. 2 p. 24

Organize the buildings in the chart in order of height and age: *Empire State Building*, *Eiffel Tower*, and *Burj Khalifa*.

- Students check the information in the text and complete the chart. (**Answers:** Height: **1** Burj Khalifa, **2** Empire State Building, **3** Eiffel Tower. Age: **1** Eiffel Tower, **2** Empire State Building, **3** Burj Khalifa)
- They correct each other's answers by exchanging books. Students read the answers and justify them with the correct numbers from the text.

SB Act. 3 p. 24

Read *As High As the Sky* again and answer.

- Students work individually and check their answers in pairs, before checking with the whole class. (**Answers: 1** People started to work differently. Things were made in factories and in large numbers. Buildings could be taller, bigger, and longer., **2** because the production of materials changed and increased)

Extra activity

COLLABORATION

- Put students into three groups. Explain that each group will write three statements: one true and two false, or vice versa. Write two examples on the board, e.g., *The Eiffel Tower is the tallest building architects have ever designed.* (False) *From the 19th century, bridges were often longer and taller than before.* (True)
- Each group scans the text and writes their three statements.
- Ask a group to read their statements aloud to the class. If the other groups have the same statements, they cross them out.
- Write the remaining statements on the board. Each group scans the text to find whether they're true or false. The first group to come up with the correct answers wins.

Objective review

Ask students if scanning a text to find information is a good strategy and to explain why. Ask *Have you learned new things about buildings, monuments, and constructions?* Praise their effort.

Listening 1

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 4 p. 24

1-09

Listen to Abbie. Does Abbie's city have any famous buildings?

- Tell students to focus on finding the answer to the question.
- Play track 1-09 twice and ask students to complete the activity. (**Answer:** Yes, the Guggenheim Museum.)

Listening strategy

Explain the listening strategy: Ignore words that seem less important.

Comprehension 1

1 Look at the numbers below. Scan *As High As the Sky* and find what they refer to.

1889 381 828 57

2 Organize the buildings in the chart in order of height and age: *Empire State Building*, *Eiffel Tower*, and *Burj Khalifa*.

Tallest	Oldest
1	1
2	2
3	3 Burj Khalifa
Shortest	Youngest

3 Read *As High As the Sky* again and answer.

1 Why was the 19th century an important time for architecture?

2 Why did structures get bigger, taller, or longer?

Listening 1

4 1-09 Listen to Abbie. Does Abbie's city have any famous buildings?

Listening strategy

Ignore words that seem less important.

5 1-10 Listen again and circle.

1 Abbie is from **Madrid** / **Bilbao**.

2 There is a famous **building** / **bridge** in Bilbao.

3 The Guggenheim opened in **1997** / **2012**.

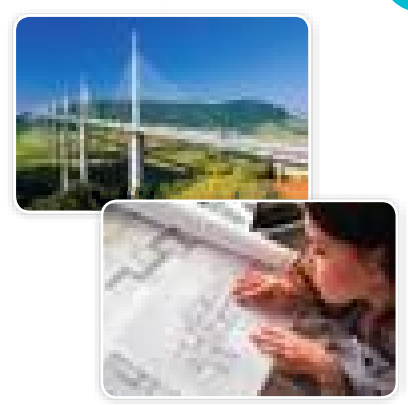
4 Frank Ghery is an **engineer** / **architect**.

6 What does an architect do? What skills do you think an architect needs? Do you know any famous architects? Discuss with a friend.

Vocabulary 1

1 Match the words to their definitions.

1	tower	7	meters
2	monument	8	attract
3	statue	9	modern
4	construction	10	massive
5	architect	11	structure
6	bridge	12	concrete



a This is a structure built in a public place to celebrate an important person or event. 2

b This is a tall, thin structure or a building that stands alone. 1

c This goes from one side of a place, for example a river, to the other. 6

d A person or animal made of stone, wood, metal, or another material. 3

e This is a measurement that we use it to say how tall or long something is. 7

f This is a hard material used for building. 12

g This word means very big and tall in size. 10

h When something is not old or traditional in style. 9

2 Four words from Activity 1 don't have definitions. Which words are they? Describe their meanings to a friend.

3 Read *As High As the Sky* again. Find words for each category.

Words for measurements and sizes: bigger feet, tall (taller, tallest), massive, longer, larger

Jobs: architect

Structures: tower, bridge, building, monument, statue

Names of famous structures: Gherkin in London, Parthenon in Greece, Eiffel Tower, Empire State Building, Statue of Liberty, Burj Khalifa.

4 What makes you remember a building? Use the ideas from the box.

age architect color height location material shape use

SB Act. 5 p. 24

1-10

Listen again and circle.

- Read the sentences with the class. Make sure students focus on the words in bold. Play track 1-10.
- Read the sentences with either correct or wrong answers. Students raise their hands if they think the answer is correct, and shake their head if it isn't.

SB Act. 6 p. 24

COMMUNICATION

What does an architect do? What skills do you think an architect needs? Do you know any famous architects? Discuss with a friend.

- Students work in pairs. Write their ideas on the board.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling learners: Write some key words on the board, e.g., *design, draw, safe, materials, builders, engineers, communicative*, and ask students to use them when answering the questions.

Stretch: Ask students to report their partners' answers to the class.

Extra activity

CREATIVITY

If you have access to the internet, ask students to find out whether there's another Guggenheim Museum in a different city. (*There's one in New York.*) Put the class into two groups. One group finds more information about the Guggenheim Museum in Bilbao and the other group finds information about the museum in New York. Groups need to make posters for their museums, including pictures. The class as a whole compares both buildings. You may want to do this activity as homework.

Objective review

Ask students if ignoring words that seem less important when they listen is a useful strategy. Ask *Have you learned new things about buildings and the architects that design them?* Praise their effort.

2 Vocabulary 1

OBJECTIVES

Speaking: Can express their opinions on familiar topics, using simple language.

SB vocabulary: architect, attract, bridge, concrete, construction, massive, meters, modern, monument, statue, structure, tower

WB vocabulary: opposites

MATERIALS

SB pp. 22–23, 25

WB pp. 20–21

WB key p. 259

Optional: a large picture of a famous building/ monument, cards with key vocabulary and definitions, scissors

Pearson English Platform

Warm-up

Show students a picture of a famous building or monument. The picture must be big enough for the whole class to see. Cover the picture and show just a part of it. In groups, students describe what they can see and discuss what building it might be using vocabulary from the unit. If they struggle, gradually reveal other parts of the picture.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to buildings and monuments.

SB Act. 1 p. 25

Match the words to their definitions.

- Refer students back to the text on SB pp. 22 and 23.
- Put students into pairs. Ask them to find the words in the list in the text and read the sentences in which they're used to help them contextualize.
- Ask individual students to read their answers.

SB Act. 2 p. 25

COMMUNICATION

Four words from Activity 1 don't have definitions. Which words are they? Describe their meanings to a friend.

- In pairs, students find the missing words.
- Students discuss possible definitions for the words. Ask some pairs to say their definitions for the class to check. (**Answers:** architect – a person who designs buildings and structures; attract – to get attention; construction – a kind of structure like a building or a bridge; structure – a large building)

Extra activity

COLLABORATION

- Write the key vocabulary and definitions on separate cards. Put the word card and definition cards in two piles, face down on your desk.
- Put the class into two groups. Students from each group come to the front in turns and pick up a card from each pile. If they pick up the word and its definition, they keep both cards and try to make another match. If they don't, they return the cards to each pile and shuffle them. Once all the cards are matched, the winner is the team that has matched the most cards.

SB Act. 3 p. 25

Read *As High As the Sky* again. Find words for each category.

- Brainstorm the categories quickly to make sure students understand the task. Students work in pairs. Write their answers on the board.

Differentiation

Struggling learners: Put students into groups so that there's a stronger student in each one. Ask the student to take on the role of an expert and help the other students to do the activity.

Stretch: Ask students to say more adjectives, jobs, and kinds of structures than those given in the reading.

WB Act. 1 p. 20

Read and match.

WB Act. 2 p. 20

Look, read, and complete. Then match.

- Before students do the activity, ask them to look at the pictures and say what they can see, using the words from the box.

WB Act. 3 p. 21

Find and circle five words in the word snake. Then complete the description.

SB Act. 4 p. 25

CRITICAL THINKING

What makes you remember a building? Use the ideas from the box.

- Students discuss their ideas in pairs, before discussing with the whole class.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Comprehension 1

1 Look at the numbers below. Scan *As High As the Sky* and find what they refer to.

1889 381 828 57

2 Organize the buildings in the chart in order of height and age: *Empire State Building*, *Eiffel Tower*, and *Burj Khalifa*.

Tallest	Oldest
1	1
2	2
3	3 Burj Khalifa
Shortest	Youngest

3 Read *As High As the Sky* again and answer.

1 Why was the 19th century an important time for architecture?

2 Why did structures get bigger, taller, or longer?

Listening 1

4 1-09 Listen to Abbie. Does Abbie's city have any famous buildings?

Listening strategy

Ignore words that seem less important.

5 1-10 Listen again and circle.

1 Abbie is from **Madrid** / **Bilbao**.

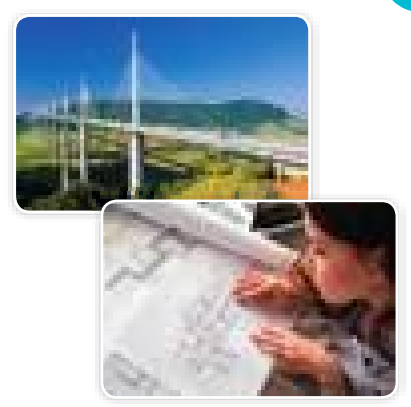
2 There is a famous **building** / **bridge** in Bilbao.

3 The Guggenheim opened in **1997** / **2012**.

4 Frank Ghery is an **engineer** / **architect**.

6 What does an architect do? What skills do you think an architect needs? Do you know any famous architects? Discuss with a friend.

Vocabulary 1



1 Match the words to their definitions.

1	tower	7	meters
2	monument	8	attract
3	statue	9	modern
4	construction	10	massive
5	architect	11	structure
6	bridge	12	concrete

a This is a structure built in a public place to celebrate an important person or event. 2

b This is a tall, thin structure or a building that stands alone. 1

c This goes from one side of a place, for example a river, to the other. 6

d A person or animal made of stone, wood, metal, or another material. 3

e This is a measurement that we use it to say how tall or long something is. 7

f This is a hard material used for building. 12

g This word means very big and tall in size. 10

h When something is not old or traditional in style. 9

2 Four words from Activity 1 don't have definitions. Which words are they? Describe their meanings to a friend.

3 Read *As High As the Sky* again. Find words for each category.

Words for measurements and sizes: bigger feet, tall (taller, tallest), massive, longer, larger

Jobs: architect

Structures: tower, bridge, building, monument, statue

Names of famous structures: Gherkin in London, Parthenon in Greece, Eiffel Tower, Empire State Building, Statue of Liberty, Burj Khalifa.

4 What makes you remember a building? Use the ideas from the box.

age architect color height location material shape use

Extra activity

CREATIVITY

- Put students into four groups. Each group draws a structure.
- Students write five sentences to describe it, e.g., *It's a tall, cylindrical construction. It's made of glass. It has a round structure at the end. There are many plants inside this structure.*
- Groups take turns dictating their descriptions for the other groups to draw. The groups stick up the original drawings on the board. The other groups compare their designs to the original. Ask *Who drew a structure that's most similar to the original?*

Word study: antonyms

WB Act. 4 p. 21

Read and match the opposites.

WB Act. 5 p. 21

Complete with five words from Activity 4.

Objective review

Ask students what new words they've learned. Have a class vote for the group that drew the structure most similar to the original group design. Praise their effort.

2 Grammar 1 • Speaking 1

OBJECTIVES

Grammar: Can ask for information about measurement with "how" + adjective/quantifier.

Speaking: Can talk about basic personal experiences, using simple linking words.

Revised vocabulary: tall

Expressions: Anything else? I don't know.

MATERIALS

SB pp. 26–27
WB pp. 22–23
WB key p. 259
WB audio track 02
Video 2-2
Video script p. 285
Optional: cardboard paper (to make posters)
Pearson English Platform
Speaking and Vocabulary Book 4, Unit 2

Warm-up

Tell students they're going to have a guessing contest. You'll read descriptions of buildings and students will say which building it is. You can also use buildings from students' own country. For example:

- *This building is in Italy. It was built between 72 A.D. and 80 A.D. It's 48.9 meters tall and 190 meters long. It was the largest amphitheater in the ancient world.* (The Colosseum in Rome)
- *This building is in India. It's made of white marble and it changes color during the day. The dome at the top of the monument is 35 meters tall. The tombs of Emperor Shah Jahan and his wife are inside this building.* (The Taj Mahal)
- *This building is in the U.K. It's the residence of kings and queens. It's 24 meters tall and has 775 rooms. The largest room is the ballroom. It's 36.6 meters long and 18 meters wide.* (Buckingham Palace)

Lesson objective

Explain the lesson objective: To ask and answer questions using *tall, long, deep, wide,* and *far*.

SB Act. 1 p. 26

2-2

Watch Parts 1 and 2 of the story video. Where are they going to visit?

- Students watch Parts 1 and 2 of the video and answer the question. **(Answer:** New York City)
- Ask *Where's this city?* (in the future on New Earth) *Why do they go there?* (to find the Smogator) *How tall is the Statue of Liberty after Kim uses the Smogsucker?* (It's 10 centimeters tall.).

SB Act. 2 p. 26

Read the grammar box and complete.

- Focus students' attention on the grammar box and read the examples together.
- Students complete the questions and answers.

SB Act. 3 p. 26

Write questions for these answers. Then ask and answer with a friend.

- Students write the questions individually and check them in pairs.

Differentiation

Struggling learners: You may want to do the first question as an example.

Extra activity

COMMUNICATION

Put students into pairs. Ask them to look at Activity 2. Student A says a sentence from column 2, e.g., *It's 67 meters tall*. Student B says what it refers to, e.g., *Galata Tower.* Students continue, taking turns.

WB Act. 1 p. 22

Read and circle.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 2 p. 22

Write questions. Then choose the correct answer.

- Students correct each other's questions before they do the matching.

SB Act. 4 p. 27

Look, choose, and write.

- Focus students' attention on the pictures before they do the activity.

WB Act. 3 p. 23

02

Listen and write.

- This is an A2 Flyers Listening Part 2.
- Remind students of the listening strategy. Play track 02 twice.

WB Act. 4 p. 23

Look at the information in Activity 3. Write questions and full answers.

Grammar 1

1 2-2 **Watch Parts 1 and 2 of the story video. Where are they going to visit?**

How tall is the Statue of LIberty?

2 **Read the grammar box and complete.**

Grammar

How tall is the Galata Tower? It's 67 meters **tall**.
How long is the Great Wall of China? It's 8,000 kilometers **long**.
How deep is the Atlantic Ocean? It's 8,486 meters **deep**.
How far is Mexico City from New York? It's 3,360 kilometers **away**.

How tall is the Eiffel Tower? It's 324 meters tall.
How long is the Eurotunnel? It's 50.45 kilometers long.
How deep is the Mediterranean Sea? It's 5,267 meters deep.
How far is the Moon from the Earth? It's 384,400 kilometers away.

3 **Write questions for these answers. Then ask and answer with a friend.**

1 How tall is the Statue of Liberty?
The Statue of Liberty is 93 meters tall.
2 How long is Route 66?
Route 66 in the United States is 3,945 kilometers long.
3 How far is Big Ben from the Leaning Tower of Pisa?
Big Ben is 1,521 kilometers away from the Leaning Tower of Pisa.

4 **Look, choose, and write.**

deep long tall wide

How long is the bridge? It's 244 meters long.
How deep is the ocean? It's 3,500 meters deep.
How tall is the tower? It's 306 meters tall.
How wide is the street? It's three kilometers wide.

Speaking 1

5 **Choose three places or structures in your country. Find information and make notes.**

Speaking strategy
Ask to find more information.

6 **Ask and answer questions with a friend about the places or structures. Complete the chart.**

place/ structure	tall	far	long	deep	wide	old

This is the Galata Tower. It's in Turkey.
How tall is it?
How old is it?

Speaking 1

Speaking strategy

Explain the speaking strategy: Ask to find more information.

SB Act. 5 p. 27

Choose three places or structures in your country. Find information and make notes.

- Students work individually. If they don't have access to the internet at school, you can ask them to invent three places or structures.

SB Act. 6 p. 27

COMMUNICATION

Ask and answer questions with a friend about the places or structures. Complete the chart.

- Model the dialog with a student. Encourage students to ask and answer their questions using the vocabulary from the lesson.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling learners: Focus on the correct use of *how tall/far/long*, etc. for questions, and *tall, far, long,* etc. for answers.

Stretch: Ask students to provide comments, e.g., *The Galata Tower isn't very tall. It's only 67 meters tall, but it was Istanbul's tallest building for many years.*

Extra activity

CREATIVITY

Put students into pairs. Ask them to make a poster for one of the buildings from Activity 6. Ask them to draw a picture and write a short description. Display the posters in class and vote for the most interesting one.

Objective review

Ask students to say sentences about constructions or places where they live, using *tall, far, long,* etc. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 4, Unit 2.

2 Pre-reading 2 • Reading 2

OBJECTIVES

Reading: Can make basic inferences from simple information in a short text.

Speaking: Can talk about plans for the near future in a simple way.

SB vocabulary: excursions, frog's legs, galleries, snails

WB vocabulary: final, games, score, team, together

MATERIALS

SB pp. 28–29
WB p. 24
WB key p. 259
SB audio track 1-11
Pearson English Platform

Warm-up

Put students into two groups. Give students two minutes to scan the previous lessons and write three questions about the constructions and places mentioned, using *How tall/far/long/deep/wide is … ?* Teams take turns asking and answering their questions.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 28

COMMUNICATION

Imagine you're planning your next vacation. Where are you going to go? Talk with your friends, then vote.

- Put students into groups of four. Focus them on the vacations they might like to have, and where. Students discuss and vote for the group's favorite vacation.
- Ask groups to explain their choice to the class.

Reading strategy

Explain the reading strategy: Use clues in a text to make inferences.

SB Act. 2 p. 28

CRITICAL THINKING

Read and answer. Does Alma like playing sports? How do you know?

- Explain that "making inferences" means that the answer to a question isn't clear in the text. Students have to read between the lines and look for hidden clues to find the answers.
- Students read the text and answer the questions. (**Answers:** Yes, she does. She's on two sports teams.)
- Ask *How do you know that Adela and Alma are friends?* (They spend a lot of time together.) *How do you know that Adela doesn't like playing sports?* (She isn't on any team.)

Reading 2

SB Act. 3 p. 28

1-11

Read *From Paris to Peru*. What do you think is in the package?

- Students read and listen to the text.
- Discuss students' guesses with the class. Ask them to justify their answers.

Differentiation

Struggling learners: Put students into pairs. Ask *What's Rachel interested in?* (art history, drawing and painting, architecture, photography) *What's she going to do on vacation?* (visit art galleries, explore medieval villages, draw, paint, and take pictures) *Why do you think the title is From Paris to Peru?* (because Rachel will go to Peru and Miriam will go to Paris)

Stretch: Ask students to point at the relevant clues in the text to justify their answers.

Extra activity

CRITICAL THINKING

Students answer more questions about the text and provide the correct clues. Ask *What three subjects does Rachel like?* (architecture, art history, photography) *How do we know that Miriam isn't sure about Rachel's vacation?* (She asks "Are you going to study all that in one month?") *How do we know Rachel doesn't like trying new food?* (She wasn't sure about eating frog's legs or snails.) *What do you think Miriam did on her vacation?* (She went walking in the mountains.)

SB Act. 4 p. 29

CRITICAL THINKING

Would you like to go on vacation with Rachel? Why?/ Why not?

- Encourage students to give reasons for their answers.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

COLLABORATION

Put students into groups. Ask them to imagine they went on vacation with Rachel and write a short text about where they went and what they did.

Pre-reading 2

1 **Imagine you're planning your next vacation. Where are you going to go? Talk with your friends, then vote.**

- a summer camp
- a city close to the ocean
- a city in the mountains
- an around-the-world trip

Reading strategy

Use clues in a text to make inferences.

2 **Read and answer. Does Alma like playing sports? How do you know?**

Adela and Alma spend a lot of time together, both at school and after school. Alma is on the school hockey team and on the basketball team, and Adela always goes to the games to see her play.

3 1-11 **Read *From Paris to Peru*. What do you think is in the package?**

Reading 2

Last week, Rachel and Miriam were at Rachel's house making plans for their vacations.

"Where are you going to go this summer, Rachel? Have you decided?"

"I'm going to go to a summer art **camp** in France."

"France! That's wonderful, but … an art camp? What are you going to do there?" asked Miriam. "Are you going to be in Paris and spend the summer visiting art galleries? It doesn't sound very exciting to me."

"Well, we're going to visit Paris for a few days, but we're going to stay in the country and I'm going to do a lot of other things. Let me show you …" Rachel looked for some **brochures** and showed them to Miriam. "Here, look. I'm going to stay here, it's in a small town in the south of France. We're going to learn to draw and paint, and we're also going to learn about architecture, photography, and art history."

Miriam didn't look quite sure.

"Are you going to study all that in one month?" she asked.

"No, I'm not, not everything. I have to choose three, so I'm going to choose painting, art history, and architecture. Then I'm going to go on different excursions, for example, I want to see some of the small towns, so we're going to explore the **medieval** villages and draw, paint, and take pictures of them. There are some small **monasteries** where you can see beautiful **murals**. In one of the small towns, there's a very old tower with a beautiful **belfry**, a **staircase carved** in stone, and a **typical** garden surrounded by **arches**. I love old buildings and enjoy finding out about their history."

Rachel couldn't wait to go on vacation. Part of the art camp was a four-day excursion to Paris and she was really excited about this. There was so much to visit in Paris, the Eiffel Tower, of course – Paris' most important **landmark**. But also the Louvre Museum, the Arc de Triomphe, and many other things to see. The only thing she wasn't sure about was eating frogs' legs or snails!

After the summer, Rachel and Miriam got together at Miriam's house. Miriam had a lot of things on her bed from her vacation. There were clothes, socks, walking shoes, maps, a flashlight, a compass, sunblock, and pictures. She picked up a **package** and gave it to Rachel.

"This is for you. I'm sure you're going to love it." said Miriam.

"I love it, thank you!" smiled Rachel.

4 **Would you like to go on vacation with Rachel? Why/Why not?**

Extra activity

SB Vocabulary work

- Write on the board: *excursions*, *frog's legs*, *galleries*, *snails*. Ask students to find these words in the text and explain their meanings.
- Start sentences on the board: *Instead of going on a(n) … to the countryside, we took a bus tour of the city. We went to a French restaurant and ate … and … . If you go to Paris, make sure you visit … .* Students complete the sentences in their notebooks.

WB Act. 1 p. 24

Read the story. Is Alma excited about the trip to Scotland? How do you know?

- Remind students of their answers to Activity 2 on p. 28 in the SB.
- Students complete the activity individually and then compare their answers in pairs.

WB Act. 2 p. 24

Read and complete the sentences.

WB Act. 3 p. 24

COMMUNICATION

Discuss with a friend. What landmark in your hometown would you like to show to a foreign visitor? Why?

Extra activity

WB Vocabulary work

- Write on the board: *final*, *games, score*, *team*, *together*. Students find the words in the text and guess their meanings.
- In pairs, students make sentences using the new words.

Value

Travel helps open your mind to new ideas

Remind students of the different vacations that Rachel and Miriam went on. *Why do you think they went abroad? Would you like to go abroad on vacation? Why?/Why not? Do you think visiting different countries and learning about their customs is a good idea? Why?/Why not?*

Objective review

Ask students if using the clues from the text to make inferences helped them have a better understanding of the text. Ask *Have you learned new things about vacation activities?* Praise their effort.

2 Comprehension 2 • Listening 2

OBJECTIVES

Listening: Can extract factual information from short, simple dialogs or stories about past events, if spoken slowly and clearly and guided by questions or prompts.

Reading: Can make basic inferences from simple information in a short text.

Speaking: Can express their opinions on familiar topics, using simple language.

MATERIALS

SB pp. 28–29, 30
SB audio tracks 1-12 and 1-13
Optional: cardboard paper (to make posters)
Pearson English Platform

Warm-up

Remind students of the reading strategy. Then read the following text twice. *Mrs. Albert's jewels have been stolen. She lives in a circular house. When the police arrived, they interviewed the cook, the house cleaner, and the babysitter. The cook said he didn't do it: he was cooking dinner. The house cleaner said she didn't do it: she was dusting the corners. The babysitter said she didn't do it: she was playing with the children. Who's lying?* Ask students to work in pairs and take notes as they listen. Tell them that they have to find the thief and give evidence. (*The house cleaner is the thief. There are no corners in a circular house.*)

Lesson objective

Explain the lesson objective: To apply the reading strategy by using clues in a text to make inferences.

SB Act. 1 p. 30

Read *From Paris to Peru* and Activity 2 again. What can you infer?

- Refer students back to the texts on SB pp. 28 and 29.
- Students read the questions and find the clues that imply the answers.
- They check their answers with a partner before discussing them with the whole class. **(Answers: 1** Alma is sporty because she's on two sports teams., **2** an active vacation because of the items on her bed)

SB Act. 2 p. 30

Read and circle.

- Put students into groups of three. Ask each student to focus on one sentence. Then tell them to exchange their answers and justify them to one another.

SB Act. 3 p. 30

Read and circle T (true) or F (false).

- Students work individually. Ask them to underline the clues in the text.

Extra activity

CREATIVITY

- Put students into groups of four. Ask them to imagine they're Rachel's sister, or Rachel's mom, or a girl who went to the same summer camp as Rachel, or one of the tutors at the summer camp, etc. Each group retells the events at the summer camp from the point of view of the character they chose.
- Ask the groups to come to the front to retell their stories. Have a class vote on the best or most creative story.

Objective review

Ask students if using the clues they found in the text to make inferences helped them understand what the reading was about. Ask *Have you learned anything new about architecture and art in different countries?* Praise their effort.

Listening 2

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 4 p. 30

CRITICAL THINKING

Imagine you're Miriam. What gift would you like to give Rachel?

- Remind students of their answers to Activity 3 on p. 28 in the SB. Based on what they now know, what would they give Rachel as a present? Ask students to explain their choices.

Listening strategy

Explain the listening strategy: Listen for information to support my inferences.

Comprehension 2

1 **Read *From Paris to Peru* and Activity 2 again. What can you infer?**

1 Who might be sporty?
2 What kind of vacation do you think Miriam would like to go on?

2 **Read and circle.**

1 Miriam and Rachel **have** / **don't have** the same interests.
2 Rachel **is** / **isn't** going to study all day on her vacation.
3 Children at the camp **are** / **aren't** going to see some old buildings.

3 **Read and circle T (true) or F (false).**

1 Rachel isn't interested in drawing. T F
2 An art camp isn't Miriam's favorite plan for her vacation. T F
3 Rachel is going to do a lot of different activities. T F
4 She's going to visit a lot of modern buildings. T F
5 She's only interested in visiting the Louvre Museum. T F

Listening 2

4 **Imagine you're Miriam. What gift would you like to give Rachel?**

Listening strategy

Listen for information to support my inferences.

5 1-12 **Listen and check your answer from Activity 4.**

6 1-13 **Listen again and circle.**

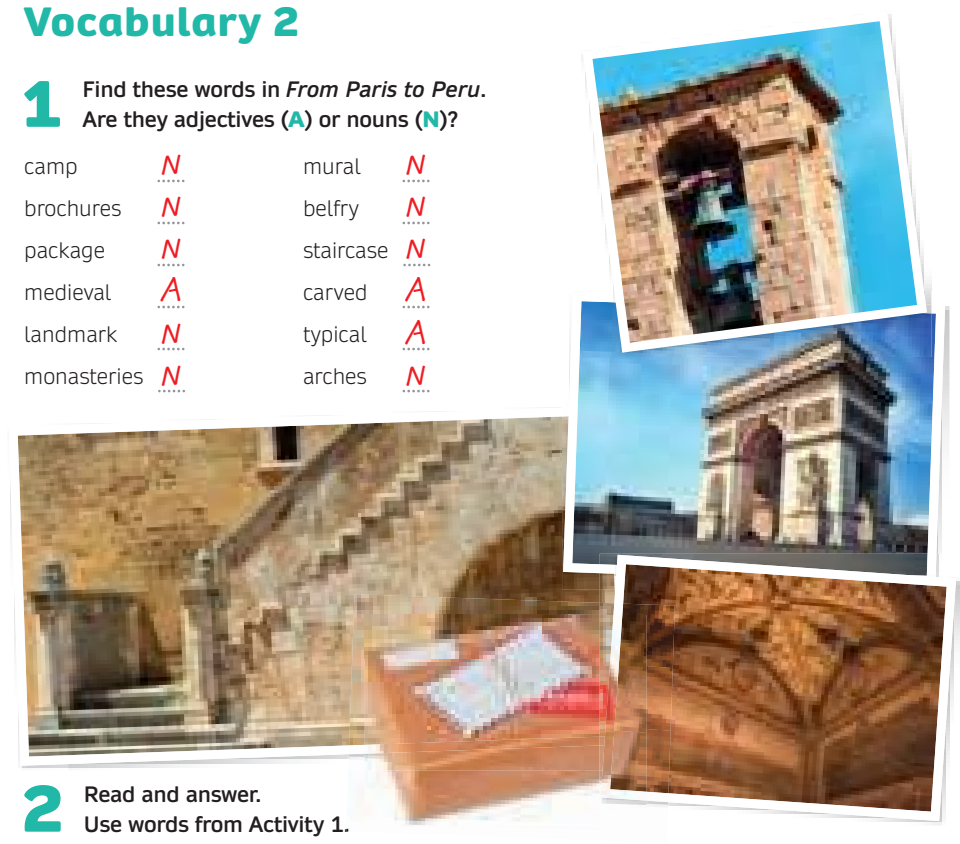
1 Miriam visited **one place** / **many places**.
2 The book is about a kind of architecture in **Peru** / **Spain**.
3 Miriam and her family **walked** / **flew up** to the architectural site.
4 When people don't want to walk to the site, you can take a **car** / **train**.
5 The **Romans** / **Incas** built the ancient site.
6 The architects in the book **used** / **didn't use** stone.

7 **Discuss with a friend. Is it easy to take care of old buildings? Why are some buildings more difficult to take care of than others?**

Vocabulary 2

1 **Find these words in *From Paris to Peru*. Are they adjectives (A) or nouns (N)?**

camp	N	mural	N
brochures	N	belfry	N
package	N	staircase	N
medieval	A	carved	A
landmark	N	typical	A
monasteries	N	arches	N



2 **Read and answer. Use words from Activity 1.**

1 Which four words describe a building or part of a building? monasteries, belfry, arches, staircase
2 Which word describes a kind of artwork or painting? mural
3 Which word do you use to talk about a very famous structure? landmark
4 When things are common or exactly like we think they will be, what are they? typical

3 **Five words are missing from Activity 2. Which are they? Describe their meaning to a friend.**

4 **What kind of buildings did Miriam see in Peru? Are they similar or different from the buildings you read about earlier in the unit?**

SB Act. 5 p. 30

1-12

Listen and check your answer from Activity 4.

- Play track 1-12. Students listen and answer the question. Have a show of hands to see how many were correct. (**Answer:** the book "Incan Architecture")

SB Act. 6 p. 30

1-13

Listen again and circle.

- Play track 1-13 again. Students do the activity.
- After you check the answers, ask *What landmark did Rachel visit?* (Machu Picchu) *When was it built?* (15th century) *Why didn't the Incas use iron or steel?* (They didn't have either at that time.)

Extra activity

COLLABORATION

Put students into groups. Each group chooses a place where they would like to spend their vacation, and a building or a monument that they would like to visit there. Ask students to make a poster about the place, including the characteristics of the landmark they've chosen. Ask each group to present their poster to the class.

SB Act. 7 p. 30

COMMUNICATION

Discuss with a friend. Is it easy to take care of old buildings? Why are some buildings more difficult to take care of than others?

- Remind students of the structures they've discussed in this unit. Allow them to go back and read some passages again if necessary. Encourage students to think about other buildings they know.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling learners: Students focus on using the key vocabulary of the lesson correctly.

Stretch: Students report to the class the differences or similarities in opinion between them and their friends.

Objective review

Ask students if it was easy or difficult to listen for information to support their inferences. Ask *Have you learned new things about buildings and monuments?* Praise their effort.

2 Vocabulary 2

OBJECTIVES

Speaking: Can make simple, direct comparisons between two people or things using common adjectives, given a model.

SB vocabulary: arches, belfry, brochures, camp, carved, landmark, medieval, monasteries, mural, package, staircase, typical

WB vocabulary: chimney, driveway, gutter, porch, shutter

MATERIALS

SB pp. 28–29, 31
WB pp. 25–26
WB key p. 260
Pearson English Platform

Warm-up

Remind students of the strategy: using clues to make inferences. Read the following text twice. *The Chief of Customs is talking with the new Chief of Police. He shows the police officer a picture of a man driving a Ferrari and says, "This is the richest man in the city. He has dozens of cars like this in different colors." "How does he make his money?" asks the Chief of Police. "We don't know – he seems to be smuggling something, but we don't know what or how." The Chief of Police has police officers follow and search the man all the time, but they cannot solve the mystery. Is the man a smuggler? If so, what does he smuggle?* Check who manages to solve the problem first. (*He smuggles luxury cars.*)

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to describing buildings and their parts.

SB Act. 1 p. 31

Find these words in *From Paris to Peru*. Are they adjectives (A) or nouns (N)?

- Refer students back to the text on SB pp. 28 and 29.
- Give students two minutes to underline the words and decide whether they're adjectives or nouns. Explain that adjectives are words that describe things.
- Discuss answers with the whole class. Write the answers in two lists on the board.

SB Act. 2 p. 31

Read and answer. Use words from Activity 1.

- Students work individually. Then they correct each other's answers in pairs.

SB Act. 3 p. 31

Five words are missing from Activity 2. Which are they? Describe their meaning to a friend.

- Students work in pairs and take turns giving definitions of the five missing words.
- With a weak group, you may want to check they've found the five words before they start working. (**Answers:** camp – a place where people sleep, usually in temporary accommodation, e.g., tents; brochure – a small booklet with information; package – an object or collection of objects wrapped in paper; medieval – an adjective to describe people and things from a period in history; carved – describing something cut in an artistic way)

Extra activity

COLLABORATION

Put students into two teams and ask them to stand in two lines. Ask one student from each team to come to the front. Choose a word from the lesson and whisper it to them, making sure their teams can't hear. The two students go back to their teams and whisper the word to the first student in the line of their group. Students whisper the word to one another until it reaches the end of the line. The last student rushes to the board, and writes the word. The first student to do so correctly gains a point for their team. Ask the last student in the line to come to the front of the line and continue the game.

WB Act. 1 p. 25

Read and circle.

WB Act. 2 p. 25

Complete the crossword.

WB Act. 3 p. 26

Look, read, and complete the sentences.

- Before students do the activity, ask them to describe the picture using the words in the box.

Comprehension 2

1 **Read *From Paris to Peru* and Activity 2 again. What can you infer?**

1 Who might be sporty?
2 What kind of vacation do you think Miriam would like to go on?

2 **Read and circle.**

1 Miriam and Rachel **have** / **don't have** the same interests.
2 Rachel **is** / **isn't** going to study all day on her vacation.
3 Children at the camp **are** / **aren't** going to see some old buildings.

3 **Read and circle T (true) or F (false).**

1 Rachel isn't interested in drawing. T F
2 An art camp isn't Miriam's favorite plan for her vacation. T F
3 Rachel is going to do a lot of different activities. T F
4 She's going to visit a lot of modern buildings. T F
5 She's only interested in visiting the Louvre Museum. T F

Listening 2

4 **Imagine you're Miriam. What gift would you like to give Rachel?**

Listening strategy

Listen for information to support my inferences.

5 1-12 **Listen and check your answer from Activity 4.**

6 1-13 **Listen again and circle.**

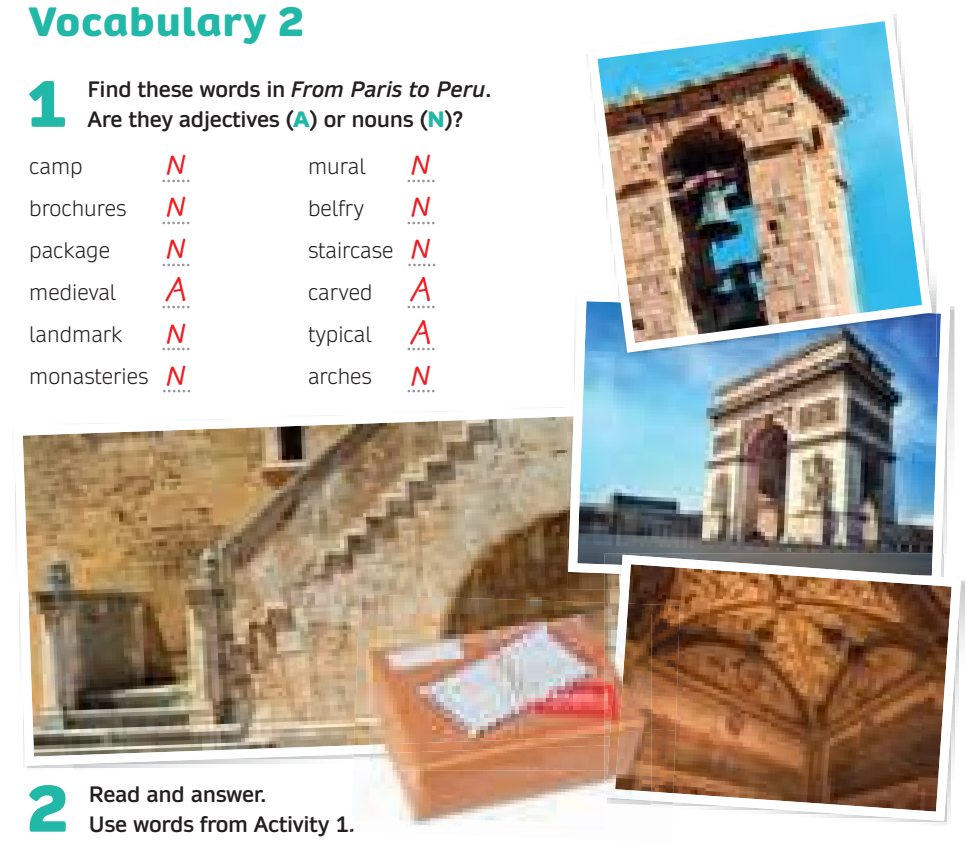
1 Miriam visited **one place** / **many places**.
2 The book is about a kind of architecture in **Peru** / **Spain**.
3 Miriam and her family **walked** / **flew up** to the architectural site.
4 When people don't want to walk to the site, you can take a **car** / **train**.
5 The **Romans** / **Incas** built the ancient site.
6 The architects in the book **used** / **didn't use** stone.

7 **Discuss with a friend. Is it easy to take care of old buildings? Why are some buildings more difficult to take care of than others?**

Vocabulary 2

1 **Find these words in *From Paris to Peru*. Are they adjectives (A) or nouns (N)?**

camp	N	mural	N
brochures	N	belfry	N
package	N	staircase	N
medieval	A	carved	A
landmark	N	typical	A
monasteries	N	arches	N



2 **Read and answer. Use words from Activity 1.**

1 Which four words describe a building or part of a building? monasteries, belfry, arches, staircase
2 Which word describes a kind of artwork or painting? mural
3 Which word do you use to talk about a very famous structure? landmark
4 When things are common or exactly like we think they will be, what are they? typical

3 **Five words are missing from Activity 2. Which are they? Describe their meaning to a friend.**

4 **What kind of buildings did Miriam see in Peru? Are they similar or different from the buildings you read about earlier in the unit?**

SB Act. 4 p. 31

COMMUNICATION

What kind of buildings did Miriam see in Peru? Are they similar or different from the buildings you read about earlier in the unit?

- Put students into pairs. They brainstorm the buildings from the two reading passages and the listening comprehension.

Differentiation

Struggling learners: Ask students to make notes of the characteristics of particular buildings before they start comparing and contrasting.

Stretch: Ask students to report the outcome of their discussion to the class.

Vocabulary challenge: parts of a house

WB Act. 4 p. 26

Look and label the diagram.

WB Act. 5 p. 26

Complete with the words from Activity 4.

Extra activity

COMMUNICATION

Put students into two groups. Draw a tic-tac-toe grid on the board, and write one of the words from the lesson in each slot. Members of each group take turns choosing a word and making a mini dialog with it. If it's correct, write an O or an X in the slot. The first team to place three of their marks horizontally, vertically, or diagonally wins the game. Otherwise, the game ends in a draw.

Objective review

Ask students to describe a famous structure they know using the words from the lesson. Praise their effort.

2 Grammar 2 • Speaking 2

OBJECTIVES

Grammar: Can use "I'm going to …" with verbs in the infinitive to refer to plans and intentions.

Speaking: Can talk about plans for the near future in a simple way.

Expressions: Love (from …)

MATERIALS

SB pp. 28–29, 32–33
WB pp. 27–28
WB key p. 260
Video 2-3
Video script pp. 285–286
Optional: a paper bag
Pearson English Platform
Grammar Book 4, Units 17 and 18
Speaking and Vocabulary Book 4, Unit 2

Warm-up

Write on the board: *summer camp*, *brochures*, *architecture*, *medieval villages*, *monasteries*, *belfry*, *arches*, *old buildings*, *landmark*, *compass*, *package*. In groups of four, students rewrite the story *From Paris to Peru* with books closed. Different groups read their sentences for the class to say whether the sentences are factually correct and in the correct order.

Lesson objective

Explain the lesson objective: To talk about decisions made before the time of speaking.

SB Act. 1 p. 32

2-3

Watch Parts 2 and 3 of the story video. Where's Doctor Who going to go?

- Students watch Parts 2 and 3 of the video and answer the question. (**Answer:** He's going to go to the post office.)
- Focus students' attention on the sentence under the video still.
- Ask *Why are Doctor Who and his friends in New York?* (They're looking for the Smogator.) *What color are the Statue of Liberty's eyes?* (green) *What does Kim do?* (She uses the Smogsucker.) *How tall is the Statue of Liberty before Kim uses the Smogsucker?* (It's 93 meters tall.) *What* do *Doctor Who and his friends decide to do?* (go back to the past) *Do they manage to restore the Statue of Liberty to its correct size?* (yes) *Where are the clues for Jack's quest?* (on the envelope)

SB Act. 2 p. 32

Look at the grammar box and read.

- Focus students' attention on the grammar box and read the sentences aloud.
- Elicit that we use *going to* for things we planned, and for decisions we made before the moment of speaking.
- Ask students if they remember when we use *will* for making decisions.
- Write on the board *I _____ a new smartphone.* Say different situations for students to choose *going to,* or *will*. Say *1 You drop your smartphone and it breaks. (will get) 2 Your parents promised you a new smartphone for your birthday. (am going to get)*

SB Act. 3 p. 32

Read *From Paris to Peru* again. Circle examples of *going to.*

- Refer students back to the text on SB pp. 28 and 29.
- Students share their circled sentences with the class.

SB Act. 4 p. 32

What are you going to do tomorrow? Complete the chart with three things you're going to do.

- Students share their answers with the class.

WB Act. 1 p. 27

Underline *be going to* and circle the verb. Then match.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 2 p. 28

Complete the sentences with the information in the chart and *going to/not going to.*

SB Act. 5 p. 33

Complete with the correct form of the verbs from the box.

- Ask students to read the short dialogs aloud in pairs.

WB Act. 3 p. 28

What are they going to do? Write and answer the questions.

WB Act. 4 p. 28

Complete the questions. Then answer for you.

Grammar 2

1 2-3 **Watch Parts 2 and 3 of the story video. Where's Doctor Who going to go?**

The smogator is going to pollute the universe!

2 **Look at the grammar box and read.**

Grammar

I **'m going to do** a lot of different activities.
You **'re going to travel** to Australia **next year**.
Rachel **isn't going to spend** the whole day studying.
My parents **are going to travel** to Spain for vacation **next** summer.

Are you **going to study** all day? No, I **'m not**.

Going to + verb refers to decisions taken before the time of speaking.

3 **Read *From Paris to Peru* again. Circle examples of *going to*.**

4 **What are you going to do tomorrow? Complete the chart with three things you're going to do.**

Three things I'm going to do tomorrow		

5 **Complete with the correct form of the verbs from the box.**

be **do** **go** **next** **next year** **see** **study** **travel** **visit**

1 Are you going to the United States next summer?
Yes, I am. I 'm going to visit New York. I want to see the Guggenheim Museum there.

2 Where is Janis going to go next year ?
She 's going to travel to Turkey. She 's going to see the Galata Tower in Istanbul.

3 I want to go to Buenos Aires next spring.
What are you going to do there?
I 'm going to visit the 9 de Julio Avenue, it's the widest in the world.

4 What 's your brother going to do next year?
He 's going to go to university. He 's going to study architecture.

Speaking 2

6 **Plan a vacation for next summer with a friend. Decide where you're going to go and what you're going to do.**

And what are you going to do on vacation?

I'm going to visit the Washington Monument.

Why are you going to visit that?

Because I like tall structures. I'm going to be an architect. What about you?

Extra activity

CRITICAL THINKING

Provide students with situations for them to share their plans with the class, e.g., *You have a difficult exam next week. You want to learn Chinese. Your parents' anniversary is next week. You want to become a professional football player.* Students share their plans for these situations.

For more grammar practice, go to Grammar Book 4, Units 17 and 18.

Extra activity

CREATIVITY

Sit students in a circle. Student A passes a paper bag to Student B and asks *Why do you have a tiger in your bag?* The thing in the bag has to be funny or unusual. Student B receives it, looks inside, and answers, e.g., *I'm going to take it to the zoo.* Then, he/she passes it to Student C and asks *Why do you have a spaceship in your bag?*, and so on. Students are out of the game if they can't think of an appropriate reason, or repeat an answer given by another student.

Speaking 2

SB Act. 6 p. 33 COMMUNICATION

Plan a vacation for next summer with a friend. Decide where you're going to go and what you're going to do.

- Ask a pair of students to read the example dialog aloud.
- Students work in pairs and take turns asking and answering the questions.

Differentiation

Struggling learners: Ask students to take notes before they speak.

Stretch: Ask students to speak with two or three other friends and then report to the class the vacation plans of each of them.

Objective review

Ask students to share with the class a plan they have for the near future. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 4, Unit 2.

2 Writing • Now I Know

OBJECTIVES

Reading: Can extract specific information in short texts on familiar topics.

Speaking: Can give a short, simple prepared talk on a topic of personal interest.

Writing: Can write short, simple descriptive texts about familiar places using basic connectors, given a model.

MATERIALS

SB pp. 34–35
WB pp. 29–31
WB key p. 260
Pearson English Platform
Test Book 4, Unit 12

Warm-up

Review the Unit 1 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a description of a building while applying the writing strategy.

SB Act. 1 p. 34

Scan the text. Answer the questions.

- Remind students that they should scan the text quickly to find specific details.

SB Act. 2 p. 34

Read the text. Check your answers from Activity 1.

- Ask individual students to justify their answers. (**Answers: 1** It's a beautiful design, and is now famous., **2** It was built between 1936 and 1939.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 34

Read the text again and circle any numbers that add detail to the text.

WB Act. 1 p. 29

Read, underline the names, and circle the numbers.

SB Act. 4 p. 34

Find or draw a picture of a famous house. Then go to the Workbook to do the writing activity.

- Students complete the activity in their notebooks.

WB Act. 2 p. 29

CRITICAL THINKING

Find information about the famous house you chose. Write down the facts, numbers, and names.

WB Act. 3 p. 29

Write your description of a building in your notebook. Use your ideas from Activity 2.

Remember!

WB p. 29

- Focus students' attention on the Remember! box to use as a checklist for their writing.

Objective review

Ask students to read their descriptions aloud. Praise their effort.

Now I know

Warm-up

Students design their dream home using some of the things they've learned in the unit, e.g., *belfry, staircase, carved*, and present it to the class.

Lesson objective

Explain the lesson objective: To review everything students have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 35

CRITICAL THINKING

Why are some buildings famous? Look back through Unit 2 and make notes.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 30

Read and circle.

WB Act. 2 p. 30

Read and write the words.

Writing

1 Scan the text. Answer the questions.

1 Why do tourists visit the house?
2 When was the building built?

2 Read the text. Check your answers from Activity 1.

The Falling Water House

The Falling Water House in Pennsylvania is a popular tourist attraction. Its design is very different and it's a National Historic Landmark. The architect Frank Lloyd Wright designed the house for a family to live in and it took three years to build, from 1936 until 1939 to construct the whole building.

The family loved mountains and nature so much that one of Frank Lloyd Wright designed the building to stand over a waterfall. It's beautiful! It's Frank Lloyd Wright's most famous pieces of work.

3 Read the text again and circle any numbers that add detail to the text.

4 WB 29 Find or draw a picture of a famous house. Then go to the Workbook to do the writing activity.

Writing strategy

Use numbers, names, and facts to give detailed information, for example: *from **1936** until **1939***

Now I Know

1 Why are some buildings famous? Look back through Unit 2 and make notes.

Buildings:	Materials:
Measurements:	Historical places:
Landmarks:	Beautiful structures:

2 Choose a project.

Design a landmark for your school.

1 Imagine you're an architect. What structure would you like to design?
2 Brainstorm your ideas.
3 Draw your design.
4 Plan a presentation about your ideas and design.
5 Present your idea to the class.

or

Plan a tour of a city or town.

1 Work with some friends and choose a city or town.
2 Find information about important landmarks in your place.
3 Make a map of the places you're going to see on your tour and write notes.
4 Show your plan to the class.

Read and circle for yourself.

I can recognize a speaker's point. I can extract information about past events.

I can talk about personal experiences. I can talk about plans for the near future.

I can identify specific information. I can make basic inferences.

I can write descriptive texts about familiar places.

WB Act. 3 p. 30

Complete the words.

WB Act. 4 p. 31

Read and complete.

WB Act. 5 p. 31

Complete the questions. Then answer for you.

Project

SB Act. 2 p. 35

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as a way of helping them learn.

Things I learn

WB Act. 1 p. 31

Write down your three favorite new words from this unit. Which word was the most difficult?

- Have a class vote on favorite words.

WB Act. 2 p. 31

Write two things you found interesting about famous buildings and constructing buildings.

- Ask students to share their answers with the class.

WB Act. 3 p. 31

Which landmark in the world would you like to visit?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 35

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 4, Unit 2.

3 How can we protect wild animals?

SKILLS

Listening: Can understand the reasons for someone's actions or choices.
Can recognize simple examples used to support the speaker's points in short talks on familiar topics, if clearly introduced by linking words/phrases.

Reading: Can understand basic opinions related to familiar topics, expressed in simple language.
Can understand the main ideas in short, simple stories on familiar topics.

Speaking: Can talk about basic personal experiences, using simple linking words.
Can talk about past events or experiences, using simple language.

Writing: Can write short, simple texts on familiar topics in linked sentences.

GRAMMAR

Grammar 1: Can ask questions with "How much/many … did … ?" with common nouns and common verbs.

Grammar 2: Can refer to impossibility and inability in the past using "couldn't".

VOCABULARY

Key vocabulary 1: bluefin tuna, endangered, destroy, disappear, gorilla, leatherback turtle, national park, poacher, prevent, rainforest, snow leopard, species

Key vocabulary 2: bamboo, coat, coral, glide, hectare, polar bear, predator, roam, shell, survive, tusks, whisper

Video vocabulary: deadly, disturb, respectful, stand my ground, superhuman, threat, vulnerable

Reading 1 vocabulary: amazing, golden toad, jellyfish, pollution, rescue center, volunteers, wildlife

Reading 2 vocabulary: alone, Arctic, delicious, hunters, melting, nets, protective, waves

Passive vocabulary: spots, stripes

Revised vocabulary: caves, clean-up, grass, ice, jungle, neighborhood, savannah, trash

Academic vocabulary: documentary

Expressions: It's too late! Take a seat.

PROJECTS

Find ways to protect wild animals
Create a local habitat

VIDEOS

Deadly 60: Silverback Gorillas and Rhinos (3-1)
Doctor Who: African Adventure Parts 1–3 (3-2, 3-3)

VALUE

Protect wild animals' habitats

Unit opener

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can express their opinions on familiar topics, using simple language.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 36–37
WB p. 32
WB key p. 260
Video 3-1
Video script p. 286
Pearson English Platform

Big Question

- Ask students to make a list of wild animals and pets to check what words they already know.
- Read the Big Question *How can we protect wild animals?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about the different forms of life that live in the wild and how to protect them.

3 How can we protect wild animals?

Listening
- I can understand someone's reasons.
- I can recognize examples that support a speaker's point.

Reading
- I can understand basic opnions.
- I can understand the main ideas in simple stories.

Speaking
- I can talk about personal experiences.
- I can talk about past events or experiences.

Writing
- I can write short texts on familiar topics.

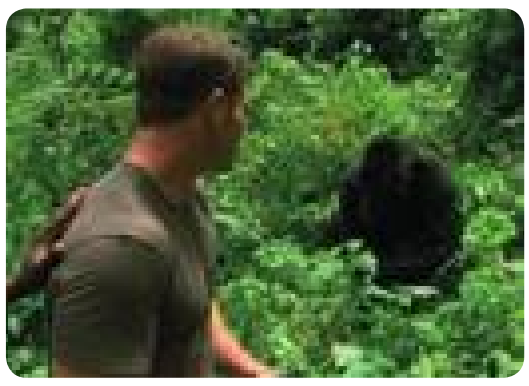
1 **Look at the picture and discuss.**

1 What can you see in the picture?
2 Where are the living things?
3 What do we mean by living things?
4 Can you name the living things?

2 **Read and make notes. Then compare your answers with a friend.**

1 What else do you know about the animals in the picture?
2 Is their habitat safe?
3 Should we protect animals? Why?
4 Do we need to protect their habitats?

3 3-1 **Watch the video and answer the questions.**



1 What animal can you see at the beginning?
2 What is the second animal that you can see?
3 Why is the second animal in danger?
4 List some of the characteristics of this animal.

SB Act. 1 p. 37

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

SB Act. 2 p. 37

Read and make notes. Then compare your answers with a friend.

Extra activity

COLLABORATION

In groups, students make a list of wild animals they think are in danger.

WB Act. 1 p. 32

What animals shouldn't be kept as pets? What would you like to learn about animals?

- Ask students to think of the Big Question and write answers to the questions.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 32

CRITICAL THINKING

Circle the words related to wild animals. What do you think you will learn about them?

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 37

3-1

Watch the video and answer the questions.

- Ask students to look at the video still and guess what the video is about. (*endangered species in Africa*)
- Play the video. Students answer the questions. (**Answers: 1** a silverback gorilla, **2** a rhino, **3** People kill rhinos for their horns., **4** weighs over 2 tons, 4 meters long, bad-tempered, fast)

WB Act. 3 p. 32

3-1

Watch the video and circle the correct answer.

WB Act. 4 p. 32

Read the sentences from the video. Match the highlighted words to their definitions.

Objective review

Ask students to say why some animals are in danger and what to do to protect them. Praise their effort.

3 Pre-reading 1 • Reading 1

OBJECTIVES

Reading: Can understand basic opinions related to familiar topics, expressed in simple language.

Speaking: Can express their opinions on familiar topics, using simple language.

SB vocabulary: golden toad, jellyfish, pollution

WB vocabulary: amazing, rescue center, volunteers, wildlife

Revised vocabulary: clean-up, neighborhood, trash

MATERIALS

SB pp. 38–39
WB p. 33
WB key p. 260
SB audio track 1-14
Optional: cardboard paper (to make posters)
Pearson English Platform

Warm-up

Write on the board: *herbivore*, *omnivore*, *carnivore*. Explain that human beings are omnivores because they eat both meat and vegetables. Then ask *What do the other two groups eat?* Discuss as a class, then put students into groups to make lists of animals that fit into each of the categories. (*Lions and tigers are carnivores. Giraffes and rhinos are herbivores.*) Ask groups to share their lists with the class. Ask them to reflect: *Is the food these animals eat one of the reasons why they're in danger?*

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 38

COMMUNICATION

Discuss with a friend.

- Explain that facts are things we know to be true or that are proved to be true, e.g., *Tuna can be about 2 meters long.*
- Put students into pairs. Ask them to discuss the questions.
- Ask some pairs to share their answers with the class.

Reading strategy

Explain the reading strategy: Think about the opinions expressed by the author in the text.

SB Act. 2 p. 38

CRITICAL THINKING

Read and answer. How do you think the author feels about animals?

- Explain that an opinion is something we believe to be true, or the way we think about something, as opposed to a fact.
- Put students into pairs. Focus their attention on the text, and ask them to find the author's opinion about animals. (**Suggested answer:** The author likes animals and finds them interesting. He wants to help protect them.)

Reading 1

SB Act. 3 p. 38

1-14

Read *Once They're Gone, We Can't Bring Them Back.* What does the author want people to do?

- Remind students of the difference between a fact and an opinion.
- Students read and listen to the text. Ask them to find the author's opinion. (**Answer:** The author wants to protect and save our sealife by keeping our oceans clean.)
- Have a show of hands to see whether students have found what they were looking for.

Differentiation

Struggling learners: Ask students to work in pairs and underline the sentences that show the author's opinion.

Stretch: Ask students to explain the author's opinions by finding relevant facts in the text and saying whether they agree and why.

Extra activity

COMMUNICATION

Ask students to choose three animals from Activities 2 and 3, and make notes about them. Put students into pairs. Student A reads an animal description for Student B to guess which animal it is. Students continue, taking turns asking and guessing.

SB Act. 4 p. 39

CRITICAL THINKING

What habitats can you identify in your country? Which animals live in those habitats?

- Brainstorm different kinds of habitats and write them on the board. Put students into pairs to discuss the questions.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Pre-reading 1

1 Discuss with a friend.

1 What do the animal facts make you think about?

2 What ideas does the text give you?

Reading strategy

Think about the opinions expressed by the author in the text.

2 Read and answer. How do you think the author feels about animals?

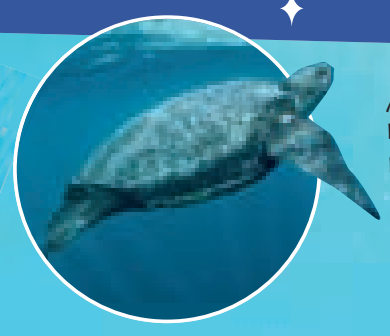
SAVE OUR ANIMALS!

Last month I watched a documentary about amazing animals on TV. I loved learning new things about tuna, gorillas, leopards, and turtles.

Sadly, many of them are now endangered and need our help. I think it's important to learn more about the endangered species and to teach everyone about the wonderful wildlife, birds, fish, and plants that live close to you.

3 1-14 Read *Once They're Gone, We Can't Bring Them Back*. What does the author want people to do?

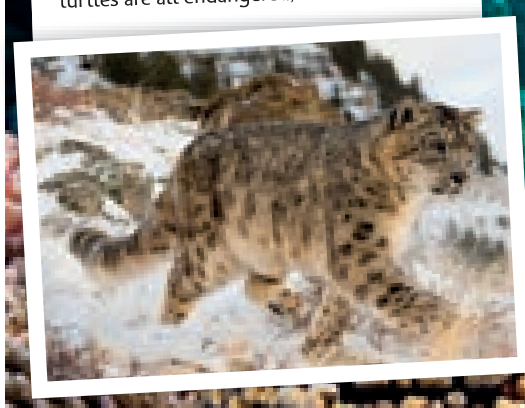
Reading 1



Once They're Gone, WE CAN'T BRING THEM BACK

There are many animals and plants on our planet that are in danger. Some animals, like the West African Black rhino, are now extinct. It's very sad that we won't see another animal from this species again. In the last 500 years, we've lost 869 species of plants and animals. They're now extinct.

There are also **species** of animals or plants that are **endangered**. This is because their **habitats** are changing, **disappearing**, are **destroyed**, or they're hunted by **poachers**. Some of these are well-known species, such as mountain **gorillas**, and scientists believe there are about 600 left in the **rainforests** of Congo and Rwanda, Africa. Animals like **snow leopards**, **bluefin tuna**, and sea turtles are all endangered, too.



Today, almost all species of sea turtle are endangered, including the **leatherback turtle**. The leatherback is the largest of the sea turtles. An adult leatherback can weigh over 408 kilograms and grow as big as a small car! We can find these magnificent animals in the Pacific, Atlantic, and Indian Oceans ... but how many of them are left? Well, it's difficult to know exact numbers, but we do know that the numbers of sea turtles are dropping.

Almost 100 countries in the world have **national parks**. These are protected areas for both animals and plants. Sadly, we can't protect sea animals like turtles in the same way. Over 25% of Costa Rica is national park, but in 1989 the golden toad became extinct. This teaches us that levels of pollution are getting worse. This is a dangerous time for living species in our seas and on land. How much can we help?

The biggest problem for turtles and other sealife is that they eat tons of plastic. This plastic gets into oceans. There, things like plastic bags look like jellyfish to turtles. For some species of turtle, jellyfish are a form of food. This means they mistakenly eat the plastic bags.

Leatherbacks are born on land, but then live their whole life in the ocean. So, we need to find ways to stop our garbage and pollution from entering our oceans. We also need to **prevent** things like nets from fishing boats catching and trapping these beautiful animals. How much time do we have to change all that? Hopefully, enough.

Let's save our sealife from extinction ... and keep the sea trash free!

4 What habitats can you identify in your country? Which animals live in those habitats?

Extra activity

SB Vocabulary work

- Write on the board: *golden toad*, *jellyfish*, *pollution*. Ask students to find these words in the text and explain their meaning.
- Students work in pairs and write one sentence with each word to give their opinion about the future of an endangered animal.
- Ask a few students to read their sentences aloud.

Extra activity

COLLABORATION

Put students into groups. Each group chooses an endangered animal, does some research as to why it's endangered, and prepares a poster for a class presentation. Tell students they'll give their presentations in the next lesson.

WB Act. 1 p. 33

Read *Save Our Animals!*. Then check (✓) the opinions the author expresses in the article.

- Remind students of their answers to Activity 2 on p. 38 in the SB.

WB Act. 2 p. 33

What ways of helping animals does the author propose?

- Ask students which of the author's suggestions they like the most and why.

WB Act. 3 p. 33

CRITICAL THINKING

Work with a friend. Think and circle the things you can do. You can add your own ideas.

Extra activity

WB Vocabulary work

Write on the board: *amazing, rescue center, volunteers, wildlife.* Make sure students know what these words mean. Then ask pairs to make one sentence with both words.

Objective review

Ask students in what way finding the author's opinion is a useful strategy when reading a text. Ask *In what kinds of texts might it be useful?* (magazine or newspaper articles) Praise their effort.

3 Comprehension 1 • Listening 1

OBJECTIVES

Listening: Can understand the reasons for someone's actions or choices.

Reading: Can draw simple conclusions about the information given in a factual text on a familiar topic.

Speaking: Can express their opinions on familiar topics, using simple language.

MATERIALS

SB pp. 38–39, 40
SB audio tracks 1-15 and 1-16
Optional: cardboard paper (to make posters)
Pearson English Platform

Warm-up

Play a *Fact vs Opinion* game. Read sentences aloud and students decide whether they're facts or opinions, e.g., *Paris is the capital city of France.* (F) *My new video game is brilliant.* (O) *The Chinese invented paper.* (F) *Spain has the best climate in Europe.* (O) *Germany is in the center of Europe*. (F) *Africa is the home of the largest living animals.* (F) *People in New Zealand are very friendly.* (O)

Lesson objective

Explain the lesson objective: To apply the reading strategy by finding the author's opinions in the text.

SB Act. 1 p. 40

Check (✓) the sentence that best summarizes the text.

- Refer students back to the text on SB pp. 38 and 39.
- Focus students' attention on the statements. Explain that a text is always built around one idea, in this case, the message the author wants to convey.
- Ask students to find the main idea and then choose the sentence that best describes it.
- Allow students to check their answer with a partner. Then have a class discussion about students' choices, and ask them to prove why the remaining statements are wrong. Do they all agree?

SB Act. 2 p. 40

Read *Once They're Gone, We Can't Bring Them Back* again and answer the questions. Then compare with a friend.

- Ask *Are you looking for facts or opinions?* (facts)
- Students work individually and compare their answers in pairs. Allow them to discuss their doubts and to check the text again if necessary.

Extra activity

CRITICAL THINKING

Ask students to write two sentences that are facts and two sentences related to them that are opinions, e.g., *Monday is the first day of the week.* (F) *I love Mondays.* (O) *Dogs bark.* (F) *Dogs are the best pets*. (O). Put students into small groups. Each student reads his/her sentences, and the other students in the group identify which are facts and which are opinions.

Objective review

Ask students if knowing the difference between a fact and an opinion is useful when reading a text, and to explain why. Ask *Have you learned new things about wild animals and their habitats?* Praise their effort.

Listening 1

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 3 p. 40

CRITICAL THINKING

A wildlife biologist studies wild animals and other wildlife. What questions would you ask a wildlife biologist?

- Students work individually, writing at least three questions.
- Ask them to share their questions with the class and to discuss what the best questions are.

Listening strategy

Explain the listening strategy: Listen for reasons that explain why something is happening.

SB Act. 4 p. 40

1-15

Listen to a wildlife biologist talking to a group of children. What problem does she talk about?

- Before students listen, explain that they should focus on the topic of the dialog, not on the details.
- Play track 1-15 twice. Students listen and do the activity. (**Answer:** She talks about why seabirds eat plastic.)

SB Act. 5 p. 40

1-16

Listen again and complete.

- Make sure students understand that this time they have to focus on the reasons why seabirds eat plastic. Check if they remember any reasons before they listen. Play track 1-16.

Comprehension 1

1 **Check (✓) the sentence that best summarizes the text.**

1 There are only a few turtles in the ocean. ☐
2 We need more national parks. ☐
3 We can't stop animals becoming extinct. ☐
4 We need to protect animals' habitats. ☑

2 **Read *Once They're Gone, We Can't Bring Them Back* again and answer the questions. Then compare with a friend.**

1 Where do these animals live?
- Leatherback turtle

.....
- Mountain gorilla

.....

2 What are two reasons why sea turtles are endangered?

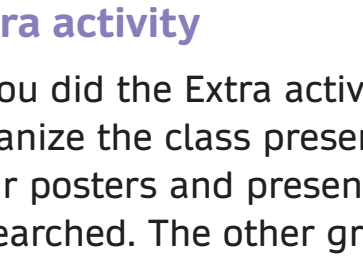
.....

3 Which two animals are extinct according to the article?

.....

4 How are we destroying habitats?

.....



Listening 1

3 **A wildlife biologist studies wild animals and other wildlife. What questions would you ask a wildlife biologist?**

Listening strategy

Listen for reasons that explain why something is happening.

4 1-15 **Listen to a wildlife biologist talking to a group of children. What problem does she talk about?**

5 1-16 **Listen again and complete.**

1 Some sealife thinks plastic *looks* like their food.
2 Plastic is dangerous for sea animals because they *eat* it.
3 We can *see* large algae – it looks like seaweed.
4 This source of food *grows* on plastic.
5 Seabirds think the plastic is their *food* .

6 **Discuss with a friend. Why do you think other habitats, like rainforests, are in danger?**

Vocabulary 1

1 **Find these words in *Once They're Gone, We Can't Bring Them Back*. What do you think they mean?**

bluefin tuna **endangered** **destroy** **disappear** **gorilla** **leatherback turtle** **national park** **poacher** **prevent** **rainforest** **snow leopard** **species**

2 **Match the words from Activity 1 to the definitions. Were your ideas correct?**

1 This place is full of tall trees and it rains a lot there. *rainforest*
2 A person who catches and kills animals without permission. *poacher*
3 This is a protected place where animals can live safely. *national park*
4 To no longer exist. *disappear*
5 A plant or animal group. *species*
6 This is the biggest kind of ape. *gorilla*
7 This animal lives in the ocean but starts life on land. *leatherback turtle*
8 To stop something from happening or someone doing something. *prevent*
9 To damage something so much that it no longer exists. *destroy*
10 Animals or plants that are in danger of becoming extinct. *endangered*
11 This is a fish that lives in the Atlantic Ocean. *bluefin tuna*
12 This is a large cat that lives in Asia. *snow leopard*

3 **Discuss with a friend. Are there any endangered animals in your country? Why are they endangered? Do humans have a responsibility to protect wild animals and plants? Why?**

SB Act. 6 p. 40

COMMUNICATION

Discuss with a friend. Why do you think other habitats, like rainforests, are in danger?

- Students work in pairs. Write their ideas on the board.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling learners: Write some key words on the board, e.g., *vulnerable*, *disturb*, *endangered*, and ask students to use them when answering the questions.

Stretch: Ask students to report the outcome of their discussion to the class.

Extra activity

COMMUNICATION

If you did the Extra activity from the previous lesson, organize the class presentations. Each team put up their posters and present the endangered animal they researched. The other groups listen and note down the reasons why each animal is in danger. Ask *Are your reasons similar or different?* Have a class discussion.

Objective review

Ask students if they think that focusing on finding the reasons that explain why something is happening is a useful listening strategy. Ask *Have you learned new things about biologists, their work, and the problems facing sealife?* Praise their effort.

3 Vocabulary 1

OBJECTIVES

Speaking: Can express their opinions on familiar topics, using simple language.

SB vocabulary: bluefin tuna, endangered, destroy, disappear, gorilla, leatherback turtle, national park, poacher, prevent, rainforest, snow leopard, species

WB vocabulary: arctic, ocean, wetland, coast, grassland, woodland, desert, tundra

MATERIALS

SB pp. 38–39, 41
WB pp. 34–35
WB key p. 260
Pearson English Platform

Warm-up

Play a memory game. Write the names of the animals in *Once They're Gone, We Can't Bring Them Back*, e.g., *black rhino*, *gorilla*, *snow leopards*, *bluefin tuna*, *sea turtles*, *leatherback turtle*, *golden toad*, *jellyfish*. Put students into groups. Give each group an animal to think about. Students have to remember facts about their animal. Ask them to share these facts with the class. The class should listen, check whether what they're saying is correct, and add missing information.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to wildlife and wildlife protection.

SB Act. 1 p. 41

Find these words in *Once They're Gone, We Can't Bring Them Back*. What do you think they mean?

- Refer students back to the text on SB pp. 38 and 39.
- Put students into pairs. Ask them to find the words from the box in the text, read the sentences in which they're used to help them contextualize, and discuss possible definitions for them.
- Different pairs say what they think the words mean. Ask *Do you agree? Does anybody have a better definition?* Don't say whether their answers are correct or not, but you may want to write them on the board.

SB Act. 2 p. 41

Match the words from Activity 1 to the definitions. Were your ideas right?

- Students do the activity in pairs and share their answers with the class.
- Have a show of hands to see how many students got correct answers the first time.

Extra activity

CRITICAL THINKING

Play a game in pairs. Student A reads out six definitions from Activity 2, one by one. Student B, with book closed, has to say the corresponding word. Then they swap roles and continue.

WB Act. 1 p. 34

Read and match.

WB Act. 2 p. 34

Read and complete the words.

- Before students do the activity, ask them to identify the two animals in the pictures.
- Tell students they have two minutes to complete the passage. When time's up, they must stop working and share their answers with the class.

WB Act. 3 p. 34

Read and complete the sentences.

WB Act. 4 p. 35

CRITICAL THINKING

Think and write.

- Ask students to check each other's answers for mistakes.

SB Act. 3 p. 41

COMMUNICATION

Discuss with a friend. Are there any endangered animals in your country? Why are they endangered? Do humans have a responsibility to protect wild animals and plants? Why?

- Monitor and assist while students share their ideas. You may ask them to take notes to help them present their ideas to the class.
- Ask some pairs to share their opinions with the class. Ask *Do you agree? Do you have a different opinion?* Have a class discussion.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling learners: Write on the board: *endangered*, *national park*, *poacher*, *prevent*, *rainforest*, *species.* Make sure students are using these words in their dialog.

Stretch: Ask students to provide possible solutions to the problems they discussed.

Comprehension 1

1 **Check (✓) the sentence that best summarizes the text.**

1 There are only a few turtles in the ocean. ☐
2 We need more national parks. ☐
3 We can't stop animals becoming extinct. ☐
4 We need to protect animals' habitats. ☑

2 **Read *Once They're Gone, We Can't Bring Them Back* again and answer the questions. Then compare with a friend.**

1 Where do these animals live?
- Leatherback turtle

.....

- Mountain gorilla

.....

2 What are two reasons why sea turtles are endangered?

.....

3 Which two animals are extinct according to the article?

.....

4 How are we destroying habitats?

.....

Listening 1

3 **A wildlife biologist studies wild animals and other wildlife. What questions would you ask a wildlife biologist?**

Listening strategy

Listen for reasons that explain why something is happening.

4 1-15 **Listen to a wildlife biologist talking to a group of children. What problem does she talk about?**

5 1-16 **Listen again and complete.**

1 Some sealife thinks plastic *looks* like their food.
2 Plastic is dangerous for sea animals because they *eat* it.
3 We can *see* large algae – it looks like seaweed.
4 This source of food *grows* on plastic.
5 Seabirds think the plastic is their *food* .

6 **Discuss with a friend. Why do you think other habitats, like rainforests, are in danger?**

Vocabulary 1

1 **Find these words in *Once They're Gone, We Can't Bring Them Back*. What do you think they mean?**

bluefin tuna **endangered** **destroy**
disappear **gorilla** **leatherback turtle**
national park **poacher** **prevent**
rainforest **snow leopard** **species**

2 **Match the words from Activity 1 to the definitions. Were your ideas correct?**

1 This place is full of tall trees and it rains a lot there. *rainforest*
2 A person who catches and kills animals without permission. *poacher*
3 This is a protected place where animals can live safely. *national park*
4 To no longer exist. *disappear*
5 A plant or animal group. *species*
6 This is the biggest kind of ape. *gorilla*
7 This animal lives in the ocean but starts life on land. *leatherback turtle*
8 To stop something from happening or someone doing something. *prevent*
9 To damage something so much that it no longer exists. *destroy*
10 Animals or plants that are in danger of becoming extinct. *endangered*
11 This is a fish that lives in the Atlantic Ocean. *bluefin tuna*
12 This is a large cat that lives in Asia. *snow leopard*

3 **Discuss with a friend. Are there any endangered animals in your country? Why are they endangered? Do humans have a responsibility to protect wild animals and plants? Why?**

Extra activity

COLLABORATION

Put students into groups. Each group has to think of a campaign to solve a problem with the habitat of one of the endangered animals in their country. Each group will give a presentation to the class explaining the situation their chosen animal faces, and giving reasons for their choice of campaign. They'll also make a poster to launch their campaign. Allow other students to ask them questions. You may want to have a vote on the campaign that students think will be most effective. Alternatively, you may want to propose this activity as homework, and have the presentations and vote during the next lesson.

Vocabulary challenge: animal habitats

WB Act. 5 p. 35

Decode the words. Then match them to the pictures.

- Make sure students understand how to code works.

WB Act. 6 p. 35

Write each animal's habitat. Use words from Activity 5.

Extra activity

CRITICAL THINKING

Say the animals and habitats from WB Activity 6. Say some of the pairs wrong. Students have to listen and stand up when they hear the correct answers. Otherwise, they have to say *boo* and give the correct answer.

Objective review

Ask students what new words they've learned today about endangered animals. Praise their effort.

3 Grammar 1 • Speaking 1

OBJECTIVES

Grammar: Can ask questions with "How much/many … did … ?" with common nouns and common verbs.

Speaking: Can talk about basic personal experiences, using simple linking words.

Expressions: Take a seat.

MATERIALS

SB pp. 38–39, 42–43
WB pp. 36–37
WB key pp. 260–261
Video 3-2
Video script p. 287
Pearson English Platform
Grammar Book 4, Unit 1
Speaking and Vocabulary Book 4, Unit 3

Warm-up

Play *Hot Seat*. Put students into two groups and place two chairs back to the board. One member of each group sits on one chair facing their team. Write a word from the previous lesson on the board for each team. When you say *Go!* the members of each team have to elicit the word on the board from the student in the hot seat. Students can't say sentences that include spelling clues, e.g., *extinct.* Student: *This happened to the golden toad.* The team whose hot seat player first says the target word wins a point. Students have two minutes to guess the word.

Lesson objective

Explain the lesson objective: To ask and answer questions using *How much … ?* and *How many … ?* with countable and uncountable nouns.

SB Act. 1 p. 42

3-2

Watch Part 1 of the story video. Where's the man taking the animals? Then read and complete.

- Students watch Part 1 of the video and answer the question. (**Answer:** out of the jungle)
- Ask *Where's the poacher?* (in Kenya) *What animals is he going to steal?* (lions, rhinos, gorillas) *Who's listening to the conversation?* (Doctor Who)
- Focus students' attention on the questions under the video still. Ask students to complete them.
- When the questions have been completed, ask *Who asked these questions, the poacher or the alien animal collector?* (the alien)

SB Act. 2 p. 42

Read the grammar box and write.

- Focus students' attention on the grammar box and read the model questions together.
- Ask students if they can count animals. Write *countable* on the board. Ask students for other nouns that can be counted and write them under *countable*. Repeat the procedure for *money*. Explain that you can say *One dollar, two dollars, …* but not *One money, two moneys, …* . Write *uncountable* on the board. Ask students for other uncountable nouns and write them on the board.
- Students complete the questions in pairs and share their answers with the class before completing the rules.

SB Act. 3 p. 42

Read *Once They're Gone, We Can't Bring Them Back* again and circle examples of *how many* and *how much*.

- Refer students back to the text on SB pp. 38 and 39.
- When students circle the questions, ask them what nouns they refer to and whether they're countable or uncountable.

WB Act. 1 p. 36

Circle the countable nouns. Underline the uncountable nouns.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 2 p. 36

Write the words in order. Then match the questions to the correct answers.

- Check the questions as a class before students match them to the answers.

SB Act. 4 p. 43

Write the words in the correct column.

- Focus students' attention on the words in the box. Write *How much … ?* and *How many … ?* in two columns on the board. Ask individual students to come to the front to write the words in the corresponding column.

Extra activity

COMMUNICATION

Set up a chain asking *How much/many … do you have?* Student A asks *How many brothers do you have?* Student B: *Three. How much money do you have?* and so on.

SB Act. 5 p. 43

Look, think, and write *How much* or *How many*. Then answer.

- Match a stronger and a struggling student to complete the activity.
- Check how confident students feel about the use of *How much* and *How many*.

Grammar 1

1 3-2 **Watch Part 1 of the story video. Where's the man taking the animals? Then read and complete.**

1 How many lions do you have?
2 How much money do you want?

2 **Read the grammar box and write.**

Grammar

How many animals were there in the cage?
How much money is he going to make?

1 How much milk do we have in the refrigerator? A lot!
2 How many children did you invite to the party? Ten.
3 How much protein is there in an egg? I don't know!
4 How many bananas did you eat yesterday? Only one.

countable **uncountable**

We use *How many* with countable nouns.
We use *How much* with uncountable nouns.

3 **Read *Once They're Gone, We Can't Bring Them Back* again and circle examples of *how many* and *how much*.**

4 **Write the words in the correct column.**

bananas **bread** **eggs** **food** **gorillas** **milk** **pictures** **protein** **snow leopards** **water**

How much … ?	How many … ?
bread, food, milk, protein, water	bananas, eggs, gorillas, pictures, snow leopards

5 **Look, think, and write *How much* or *How many*. Then answer.**

1 How much of Costa Rica is national park?
Over 25%
2 How much can leatherback turtles weigh?
Up to 408 kilograms
3 How many mountain gorillas are there in Rwanda and Congo?
600
4 How many countries in the world have national parks?
100 countries.
5 How many plant and animal species have we lost in the last 500 years?
869 species.

Speaking 1

6 **Look and choose a topic. Then ask and answer with a friend.**

clothes **food and drink** **pets**

Speaking strategy
Monitor your voice when talking about something exciting.

WB Act. 3 p. 37

Complete the questions. Then look at the picture and write answers.

WB Act. 4 p. 37

Read the answers and write questions.

For more grammar practice, go to Grammar Book 4, Unit 1.

Speaking 1

Speaking strategy

Explain the speaking strategy: Monitor your voice when talking about something exciting.

SB Act. 6 p. 43

COMMUNICATION

Look and choose a topic. Then ask and answer with a friend.

- Focus students' attention on the topics and give them one minute to take turns asking and answering questions.

Differentiation

Struggling learners: Focus on the correct use of *How much* and *How many.*

Stretch: Ask students to expand their questions and answers, e.g., *How many summer clothes do you have? I have a lot: three shorts, four T-shirts,* etc.

Extra activity

COMMUNICATION

Put students into pairs. They think of three other topics they would like to talk about, e.g., *sports*, *camping*, and *outdoor activities*. They take turns asking and answering questions with *How much* and *How many*.

Objective review

Ask students to ask questions about the environment with *How much* and *How many* for the rest of the class to answer. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 4, Unit 3.

3 Pre-reading 2 • Reading 2

OBJECTIVES

Reading:	Can understand the main ideas in short, simple stories on familiar topics.
Speaking:	Can express their opinions on familiar topics, using simple language.
SB vocabulary:	delicious, protective, waves
WB vocabulary:	alone, Arctic, hunters, melting, nets
Passive vocabulary:	spots, stripes
Revised vocabulary:	caves, grass, ice, jungle, savannah

MATERIALS

SB pp. 44–45
WB p. 38
WB key p. 261
SB audio track 1-17
Pearson English Platform

Warm-up

Write on the board *How much water do you drink each day?* Explain that students will ask their classmates personal questions using *How much / How many* and *food* (or any other topic of interest). Set up a chain. Student 1 asks, e.g., *How much pasta do you eat per week?* Student 2 answers and asks a question to Student 3, and so on.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 44

COMMUNICATION

Discuss with a friend.

- Put students into pairs to discuss the answers to the questions.
- Monitor and make notes as students speak. Then read some of the notes aloud and ask the class who they refer to, e.g., *His favorite wild animal is the cheetah. Who is it?*

Reading strategy

Explain the reading strategy: Look for the overall message the poem is trying to send.

SB Act. 2 p. 44

CRITICAL THINKING

Read, think, and answer. Is the polar bear's habitat changing? What do you think the poem is trying to tell us?

- Students read the text. Discuss the answers with the whole class. (**Answer:** Yes, it is. The polar bear is unhappy because its habitat is changing.)
- Ask *What's the Arctic like for the polar bear?* (It's dangerous, white, and cold.) *How do you know that the bear is unhappy?* (It's too warm. His home is slowly melting.)

Reading 2

Reading text in British English

This is one of the texts in Level 4 that is in British English. Focus students' attention on some of the differences between British and American English. Highlight *Have you got stripes?/Do you have stripes?* Explain that both questions are correct.

SB Act. 3 p. 44

1-17

Read *Where There's No Return*. Do you think the habitats and animals are safe?

- Explain that authors use different techniques to convey their overall message. One technique is giving examples that lead the reader to their general idea.
- Students read and listen to the text.
- Discuss students' answers with the class. (**Answer:** No, they aren't, and the animals ask for help.)

Stretch activity

CRITICAL THINKING

Students answer more questions about the text and find the correct clues for them. Ask *Why should we be quiet?* (This isn't our home.) *What helps the tiger survive?* (His orange coat, the jungle trees, and grass.) *Why is the turtle unhappy?* (She has no friends.) *Why don't pandas have enough bamboo?* (The roads have destroyed the forest.).

SB Act. 4 p. 45

CRITICAL THINKING

What do the animals in the poem have or need to survive? Do you think the animals are happy about their habitats changing?

- Put students into pairs to discuss the questions.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Pre-reading 2

1 Discuss with a friend.

1 What's your favorite wild animal?
2 Where's its habitat?
3 What does it need to live?

Reading strategy

Look for the overall message the poem is trying to send.

2 Read, think, and answer. Is the polar bear's habitat changing? What do you think the poem is trying to tell us?

Polar Bear

Dangerous, white
Arctic, cold.
I walk on ice
What a cold life.
I'm happy alone.
But it's too warm.
Slowly. Melting. My home.

3 1-17 Read *Where There's No Return*. Do you think the habitats and animals are safe?

Reading 2

Where There's No Return

Shhh! **Whisper!**
Where the animals are free to **roam**,
Please be quiet.
This isn't our home ...

In the depth of the jungle
The Indian tiger lies.
A **predator** with black stripes
His shiny orange **coat**
Keeps him warm
And helps him to **survive**.
Behind the tall grass, he liked to hide
But the trees and grass are gone.
Could you live here?
Stay or go – he couldn't decide.

Under the waves
Gracefully the turtle **glides**,
In and out of sea caves,
Around **corals** red and white.
Her hard, protective **shell**
She needs to survive.
Over rocks and with friends, she liked to play
But the water is dirty and dangerous.
Could you live here?
She couldn't stay.

High in the mountains, the pandas sit.
We like to sit and eat.
Hectares of trees and forest.
Not many of us are alive.
We need lots of our food,
We need to survive.
Delicious **bamboo**, we ate all day.
But now there are roads, our forest isn't here.
Could you live here?
We couldn't stay.

And you?
Have you got stripes,
Or spots or **tusks**?
Do you eat bamboo?
Do you live in the savannah?
In the ocean or sky?
And most importantly,
Do you need us to survive?

4 What do the animals in the poem have or need to survive? Do you think the animals are happy about their habitats changing?

Extra activity

SB Vocabulary work

- Write on the board: *delicious*, *protective*, *waves.* Ask students to find these words in the text and explain their meaning.
- Start sentences on the board *Panda bears love to eat ... bamboo. Whales love to play among the ... . Turtles are not the only animals that have a ... shell.* Students complete the sentences in their notebooks.

Extra activity

CREATIVITY

Put students into pairs. They imagine they're one of the endangered animals in their own country, and write a short poem similar to the one they've just read.

WB Act. 1 p. 38

Read *Polar Bear*. What's the message of the poem?

- Remind students of their answers to Activity 2 on p. 44 in the SB.
- Explain that sometimes the overall message appears at the beginning or end of a text.

WB Act. 2 p. 38

Read *Polar Bear* again and write the name of an animal.

WB Act. 3 p. 38

COMMUNICATION

Discuss with a friend. Can you see any of the animals from the poem in your local zoo? Are zoos a good way of protecting animals?

Extra activity

WB Vocabulary work

Write on the board: *alone, Arctic, hunters, melting*, *nets.* Make sure students know what these words mean. Then ask pairs to make one sentence with each word.

Value

Protect wild animals' habitats

Remind students of the campaign they prepared in the Vocabulary 1 lesson and what the animals in the poem say. If they're yet to complete the campaign, it can be done here. Ask *Do you think your campaign might help the animals in the poem? Why? Why not?*

Objective review

Ask students what they think the overall message of the poem is. Praise their effort.

3 Comprehension 2 • Listening 2

OBJECTIVES

Listening: Can recognize simple examples used to support the speaker's points in short talks on familiar topics, if clearly introduced by linking words/phrases.

Reading: Can understand some details in longer texts on everyday topics, if guided by questions or prompts.

Speaking: Can express their opinions on familiar topics, using simple language.

MATERIALS

SB pp. 44–45, 46
SB audio tracks 1-18 and 1-19
Pearson English Platform

Warm-up

Copy the following haiku poems on the board:

- *Together we build / A future for our planet / Loving space for all.*
- *The earth is dying / Preserve our water sources / There is not much left …*
- *Earth is in our care / Vulnerable and beautiful: / Treasure our planet.*
- *The animals need / For us all to take the lead / And fight for their rights.*

Give students time to read them and, in pairs, to discuss their message. Ask some pairs to share their ideas with the class.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using clues in a poem to discover the overall message.

SB Act. 1 p. 46

Read *Where There's No Return* again. What do you think is happening to the animals' habitats?

- Refer students back to the text on SB pp. 44 and 45.
- Remind students that the message of the poem is conveyed by some clues.
- Ask them to find the different habitats in the text before they answer (*jungle, coral reefs, bamboo forest*).
- Check the answer as a class. (**Answer:** They're being destroyed.)

SB Act. 2 p. 46

Read again and answer. Then share your answers with the class.

- Give students one minute to take down notes. Then ask individual students to give answers. (**Answers: 1** They offer protection, camouflage, and they keep them warm., **2** It's the main source of food., **3** us; to put ourselves in the animals' place, **4** us)

SB Act. 3 p. 46

Read and circle.

- Students work individually. Then they compare their answers with a partner and justify them.

Extra activity

CREATIVITY

Put students into groups. Focus their attention on one haiku from the Warm-up. Explain that a haiku is made up of three lines of 5, 7, and 5 syllables, and has no rhyme. Groups choose a habitat, an animal, and a message, and write a haiku. They read their poems to the class.

Objective review

Ask students if looking for the overall message in the poem helped them understand it better. Ask *Have you learned new things about animals and their habitats?* Praise their effort.

Listening 2

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 4 p. 46

CRITICAL THINKING

What do you think about keeping wild animals as pets?

- Ask *What wild animals do you think people keep as pets? Is it a good or a bad idea? Why? What are some of the problems of keeping wild animals as pets?* Write students' ideas on the board. Encourage them to discuss their partners' opinions giving reasons for their point of view.
- Ask *What do you think the dialog will be about?* Write students' opinions on the board.

Listening strategy

Explain the listening strategy: Listen for examples used to support the speakers' points.

Comprehension 2

1 Read *Where There's No Return* again. What do you think is happening to the animals' habitats?

2 Read again and answer. Then share your answers with the class.

1 How do the turtle's shell and the tiger's coat help them survive?
2 Why is bamboo important for the panda?
3 Who are the questions in the poem for?
4 Who's the last verse talking to?

3 Read and circle.

1 The turtle lives in **a cave** / **the ocean**.
2 There **is** / **isn't** a jungle in India.
3 There is **more** / **less** bamboo for pandas to eat.
4 Pandas **like** / **don't like** plants.
5 Humans and animals **need** / **don't need** each other.

Listening 2

4 What do you think about keeping wild animals as pets?

Listening strategy

Listen for examples used to support the speakers' points.

5 1-18 Listen to the children. Check (✓) the topics you hear.

rare animals	✓
pandas	
national parks	
pets	✓
starting a campaign	✓

6 1-19 Listen again and circle T (true) or F (false).

1 The children like the poem. T F
2 Iguanas are exotic pets. T F
3 People don't have spiders as pets. T F
4 Some animals are endangered because they bite people. T F
5 The children will tell people about animal and habitat protection. T F

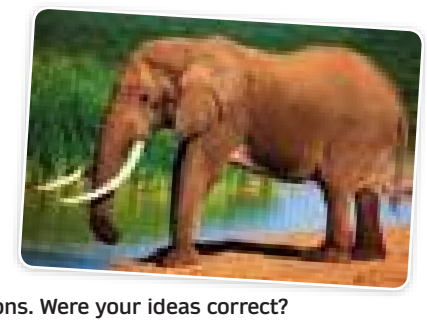
7 Discuss with a friend.

1 Do you think keeping exotic animals as pets is fair?
2 Are there any endangered animals in your country?

Vocabulary 2

1 Find these words in *Where There's No Return*. What do you think they mean?

bamboo **coat** **coral** **glide**
hectare **polar bear** **predator** **roam**
shell **survive** **tusks** **whisper**



2 Match the words from Activity 1 to the definitions. Were your ideas correct?

1 Parts of animals. shell coat tusks
2 A kind of food. bamboo
3 A measurement of space or land. hectare
4 The smooth movement though water or air. glide
5 To talk very quietly. whisper
6 A large white animal. polar bear
7 To continue to live, especially if you're in danger. survive
8 To walk or move around and not have a clear plan of what to do. roam
9 They live in the ocean. They look like colorful rocks and plants. coral
10 An animal that hunts, kills, and eats other animals. predator

3 Read and circle one or two words.

1 We do this when we don't want to be loud. **whisper** / **roam** / **survive**
2 These protect some animals. **tusks** / **bamboo** / **shell**
3 Some land animals do this all day in their habitats. **whisper** / **glide** / **roam**
4 A lot of these make a national park. **tusks** / **predators** / **hectares**

4 Imagine you're organizing an animal protection day. How can we help animals? What information do you think is important to share?

SB Act. 5 p. 46

1-18

Listen to the children. Check (✓) the topics you hear.

- Focus students' attention on the topics and play track 1-18.
- Ask students to look at the board and check whether their answers were correct. Play the track again if necessary.

SB Act. 6 p. 46

1-19

Listen again and circle T (true) or F (false).

- Play track 1-19. Students do the activity.
- Check answers as a class.
- Ask *Why shouldn't we have iguanas as pets?* (They prefer to live on a tree rather than in a house.) *Why is the slow loris endangered?* (People buy them as pets. It's losing its habitat.) *Would you like to have a tarantula as a pet? Why? Why not?*

SB Act. 7 p. 46

COMMUNICATION

Discuss with a friend.

- Put students into groups. Ask the groups to share their opinions with the class. Remind students of their campaign projects.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling learners: Ask students to focus on the key vocabulary of the lesson.

Stretch: Ask students to report the opinions of the different members of their groups to the class.

Extra activity

COLLABORATION

Do a class survey. Ask *Which is the most popular pet in the class?* Students raise their hands if they have a pet. Then they say what pets they have. Write the results on the board. Students write a short report on the survey, e.g., *Ten students don't have any pets. Five have goldfish. Two have a cat. Eight have a dog.*

Objective review

Ask students if it was easy or difficult to listen for examples used to support the speakers' points about exotic animals. Ask *Have you learned new things about exotic animals and pets?* Praise their effort.

3 Vocabulary 2

OBJECTIVES

Speaking: Can express their opinions on familiar topics, using simple language.

SB vocabulary: bamboo, coat, coral, glide, hectare, polar bear, predator, roam, shell, survive, tusks, whisper

WB vocabulary: synonyms

MATERIALS

SB pp. 44–45, 47
WB pp. 39–40
WB key p. 261
Optional: cards with key vocabulary, cardboard paper (to make posters)
Pearson English Platform

Warm-up

Brainstorm wild animals that have something in common, e.g., animals that fly, animals that live in the water, herbivorous animals, carnivorous animals. There will be animals that will fit more than one category. For extra practice, ask the students who come up with the answers to spell them and write them on the board.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to wild animals and ways to preserve their habitats.

SB Act. 1 p. 47

Find these words in *Where There's No Return*. What do you think they mean?

- Refer students back to the text on SB pp. 44 and 45.
- Put students into pairs. Ask them to find the words from the box in the text, read the sentences in which they're used to help them contextualize, and discuss possible definitions for them.
- Ask different pairs to share their ideas with the class. Ask *Do you agree? Does anybody have a better definition?*

SB Act. 2 p. 47

Match the words from Activity 1 to the definitions. Were your ideas correct?

- Students do the activity individually. Then they exchange books and correct each other's answers.
- Have a show of hands to see how many students got all answers correct the first time.

SB Act. 3 p. 47

Read and circle one or two words.

- Students do the activity individually, before exchanging their answers with the class.

Extra activity

COLLABORATION

Write all the words on cards and put them face down on your desk. Put students into two groups. A member of each group comes to the front, picks a card, and says a sentence while another student writes it on the board. Teams get one point for a sentence correctly said, and another if the sentence is correctly written.

WB Act. 1 p. 39

Find and circle eight words. Then sort.

- Remind students of the difference between a verb and a noun.

WB Act. 2 p. 39

Complete the sentences with the words from Activity 1.

WB Act. 3 p. 40

Write the letters in order. Then choose four words and write sentences with them.

- Ask students to correct each other's sentences in pairs.

SB Act. 4 p. 47

COMMUNICATION

Imagine you're organizing an animal protection day. How can we help animals? What information do you think is important to share?

- Brainstorm what facts students have learned about endangered species in this unit. Put students into groups. Each group should prepare a short presentation about their ideal Animal Protection Day.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling learners: Write the new words from the lesson on the board and ask students to present their ideas using at least five of those words.

Stretch: Ask students to prepare a poster for their Animal Protection Day presentation and explain their ideas using at least ten words from the new vocabulary list.

Comprehension 2

1 Read *Where There's No Return* again. What do you think is happening to the animals' habitats?

2 Read again and answer. Then share your answers with the class.

1 How do the turtle's shell and the tiger's coat help them survive?
2 Why is bamboo important for the panda?
3 Who are the questions in the poem for?
4 Who's the last verse talking to?

3 Read and circle.

1 The turtle lives in **a cave** / **the ocean**.
2 There **is** / **isn't** a jungle in India.
3 There is **more** / **less** bamboo for pandas to eat.
4 Pandas **like** / **don't like** plants.
5 Humans and animals **need** / **don't need** each other.

Listening 2

4 What do you think about keeping wild animals as pets?

Listening strategy

Listen for examples used to support the speakers' points.

5 1-18 Listen to the children. Check (✓) the topics you hear.

rare animals	✓
pandas	
national parks	
pets	✓
starting a campaign	✓

6 1-19 Listen again and circle T (true) or F (false).

1 The children like the poem. T F
2 Iguanas are exotic pets. T F
3 People don't have spiders as pets. T F
4 Some animals are endangered because they bite people. T F
5 The children will tell people about animal and habitat protection. T F

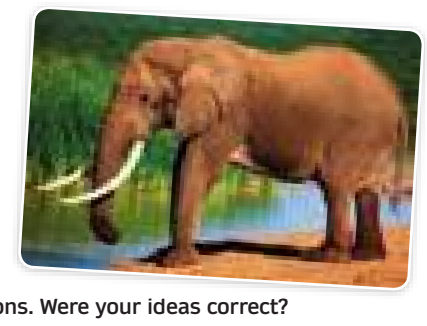
7 Discuss with a friend.

1 Do you think keeping exotic animals as pets is fair?
2 Are there any endangered animals in your country?

Vocabulary 2

1 Find these words in *Where There's No Return*. What do you think they mean?

bamboo **coat** **coral** **glide**
hectare **polar bear** **predator** **roam**
shell **survive** **tusks** **whisper**



2 Match the words from Activity 1 to the definitions. Were your ideas correct?

1 Parts of animals. shell coat tusks
2 A kind of food. bamboo
3 A measurement of space or land. hectare
4 The smooth movement though water or air. glide
5 To talk very quietly. whisper
6 A large white animal. polar bear
7 To continue to live, especially if you're in danger. survive
8 To walk or move around and not have a clear plan of what to do. roam
9 They live in the ocean. They look like colorful rocks and plants. coral
10 An animal that hunts, kills, and eats other animals. predator

3 Read and circle one or two words.

1 We do this when we don't want to be loud. **whisper** / **roam** / **survive**
2 These protect some animals. **tusks** / **bamboo** / **shell**
3 Some land animals do this all day in their habitats. **whisper** / **glide** / **roam**
4 A lot of these make a national park. **tusks** / **predators** / **hectares**

4 Imagine you're organizing an animal protection day. How can we help animals? What information do you think is important to share?

Extra activity

COMMUNICATION

Play *Bingo*. Students draw a 3x3 bingo grid. Write all the words from the lesson on the board. Students write the words of their choice in each square. Write the same words on cards and put them face down on your desk. Read the different cards aloud. Students cross out the words you read aloud. To make the activity more competitive, award one point to the students who cross out a line and shout *Bingo!*, and two points to the student who finishes the entire box and shouts *Bingo!* first.

Word study: synonyms

WB Act. 4 p. 40

From each line, cross out one word that is not a synonym.

- For extra practice, you may ask pairs to make sentences using the words that aren't synonyms.

WB Act. 5 p. 40

Read and write. Use synonyms from Activity 4.

Objective review

Ask students to give reasons why we should help preserve wild animals' habitats and how we can do it, using the words in the lesson. Ask *Have you learned new things about wild animals and their habitats?* Praise their effort.

3 Grammar 2 • Speaking 2

OBJECTIVES

Grammar: Can refer to impossibility and inability in the past using "couldn't."

Speaking: Can talk about past events or experiences, using simple language.

Expressions: It's too late!

MATERIALS

SB pp. 44–45, 48–49
WB pp. 41–42
WB key p. 261
Video 3-3
Video script p. 287
Pearson English Platform
Speaking and Vocabulary Book 4

Warm-up

Ask each student to choose three words from Unit 3 and write each of them on a sticky note, e.g., Student 1 chooses *national park*, *destroy*, and *survive*, and Student 2 chooses *bamboo*, *coral*, and *hectare*. Students stick the sticky notes to the front of their clothes. Play some music for students to move around the room. When the music stops, Student 1 goes to Student 2, choses one of his/her partner's words, and asks a question about it, e.g. *Who eats bamboo?* Student 2 answers, chooses one word from Student 1, and asks a question. Repeat several times.

Lesson objective

Explain the lesson objective: To talk about things students could or couldn't do when they were younger.

SB Act. 1 p. 48

3–3

Watch Parts 2 and 3 of the story video. Where are they going to go? Why are the animals going on the spaceship?

- Students watch Parts 2 and 3 of the video and answer the questions. (**Answers:** They're going to go to Kenya in Africa. The animals want to get the alien animal collector.)
- Focus students' attention on the sentence under the video still.
- Ask *Why are Doctor Who and his friends going to Kenya?* (They're looking for the Smogator.) *What are the poacher and the animal collector doing?* (They're putting the cages in an alien spaceship.) *Where's the alien collector taking the animals?* (to an alien planet) *Why does the poacher steal animals?* (for money) *What do Doctor Who and his friends explain to the poacher?* (That it's wrong to put animals in cages.)

SB Act. 2 p. 48

Read the grammar box and circle.

- Focus students' attention on the grammar box and read the sentences together.
- Students circle the correct word to complete the sentences.
- Ask *Can you read comics?* and *Could you read comics when you were three years old?*

SB Act. 3 p. 48

Read *Where There's No Return* again and circle examples of *could*, *couldn't*, and *could* + verb.

- Refer students back to the text on SB pp. 44 and 45.
- Students read the text and circle the examples.

SB Act. 4 p. 48

Read and match.

- Students share their answers with the class.

WB Act. 1 p. 41

Read and circle.

- Focus students' attention on the grammar box. Then they choose the correct verb forms.

WB Act. 2 p. 41

What could or couldn't they do? Look at the pictures and write.

SB Act. 5 p. 49

Read and complete. Use *can/can't* or *could/couldn't* and words from the box.

- Ask a pair of students to read the completed dialog to the class.

Extra activity

CRITICAL THINKING

Write several verbs on the board, e.g., *drink*, *read*, *cry*, *swim*, *eat*, *sleep*, *whisper*, *type*, *run*, *sleep*, etc. Divide the board into two columns with the headings: *When I was two years old, I could* and *When I was two years old, I couldn't*. Students complete the sentences about them, using the verbs on the board.

WB Act. 3 p. 42

Read the text. Choose and complete.

- This is an A2 Flyers Reading and Writing Part 4 task.
- Ask students to pay attention to tenses and positive and negative forms.

Grammar 2

1 3-3 **Watch Parts 2 and 3 of the story video. Where are they going to go? Why are the animals going on the spaceship?**

They couldn't catch the alien animal collector.

2 **Read the grammar box and circle.**

Grammar

Look! I **can** run very fast!

Could you ride a bike when you were five?

I **couldn't** run fast when I was very young.

The Smogator **could** / **couldn't** escape.

The Doctor **could** / **couldn't** catch the poacher.

3 **Read *Where There's No Return* again and circle examples of *could*, *couldn't* and *could + verb*.**

4 **Read and match.**

1 My dad couldn't speak German when he was a child, but he
2 My mom's a great writer now, but she
3 My dad loved soccer. He couldn't play, but he
4 Jared and Sonia studied hard, but they

a could watch it for hours on TV.
b can now.
c couldn't spell very well when she was a kid.
d couldn't get good scores in science.

5 **Read and complete. Use *can/can't* or *could/couldn't* and words from the box.**

play send watch

Zoey: Grandma, [1] could you send emails when you were young?

Grandma: No, I [2] couldn't. There were no computers when I was young.

Zoey: And [3] could your parents watch TV when they were young?

Grandma: Yes, they [4] could. And I [5] could, too. We had a TV at home.

Zoey: And [6] could you play tennis when you were at school?

Grandma: Yes, I [7] could. And your Grandpa, too. We [8] could play tennis very well.

Zoey: I [9] can play tennis now, too.

Speaking 2

6 **Work in groups. Write a questionnaire and ask and answer the questions. Then tell the class about your group.**

	Speak English		
Me			
Friend 1			
Friend 2			
Friend 3			

Could you speak English when you were six?

Yes, I could, but I couldn't speak very well.

No, I couldn't, but I can now!

WB Act. 4 p. 42

Complete the questions. Answer for you.

- Make sure students use the correct tense for each question.

Speaking 2

SB Act. 6 p. 49

COMMUNICATION

Work in groups. Write a questionnaire and ask and answer the questions. Then tell the class about your group.

- Put students into groups of four. Model the example. Students take turns asking and answering the questions.
- Ask a few students to report to the class some of their group's answers.

Differentiation

Struggling learners: Allow students to keep their notes when they speak.

Stretch: Ask students to report to the class from memory.

Extra activity

COMMUNICATION

Explain that you're going to read a story, and students will have to stand up for *true* and sit down for *false*. Read the story making pauses for students to react. *When I was a baby, I couldn't speak.* (T) *But now I can speak my language and Intergalactic!* (F) *When I was a baby, I couldn't make a sandwich when I was hungry.* (F) *But now I can make a sandwich easily.* (T) *Now I can watch TV and understand what people are saying.* (T) *But when I was younger, that was impossible – I couldn't understand very much!* (T)

Objective review

Ask students to tell the class what their younger family members could or couldn't do two years ago. Ask *How confident do you feel about using "could" and "couldn't"?* Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 4, Unit 3.

3 Writing • Now I Know

OBJECTIVES

Reading: Can extract specific information in short texts on familiar topics.

Speaking: Can give a short, simple prepared talk on a topic of personal interest.

Writing: Can write short, simple texts on familiar topics in linked sentences.

MATERIALS

SB pp. 50–51
WB pp. 43–45
WB key p. 261
Pearson English Platform
Test Book 4, Unit 3

Warm-up

Review the Unit 2 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a description of an animal, while applying the writing strategy.

SB Act. 1 p. 50

Scan the text. Find this information.

- Remind students that they should scan the text quickly to find specific information.

SB Act. 2 p. 50

Read the text. Check your answers from Activity 1.

- Ask individual students to justify their answers. (**Answers: 1** Our Animals, **2** monkeys, **3** Monkeys aren't pets.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 50

Read the text again and circle the connecting words.

WB Act. 1 p. 43

Read and complete the text with *so* or a cross (*x*).

WB Act. 2 p. 43

Read and match.

SB Act. 4 p. 50

Find or draw a picture of the animal the wildlife protection group helps. Then go to the Workbook to do the writing activity.

- Students complete this activity in their notebooks.

WB Act. 3 p. 43

CRITICAL THINKING

Think about the animal you chose. Plan your writing.

WB Act. 4 p. 43

Write about your animal in your notebook. Use your ideas from Activity 3.

Remember!

WB p. 43

- Focus students' attention on the Remember! box to use as a checklist for their writing.

Objective review

Ask students to read their descriptions aloud.
Praise their effort.

Now I know

Warm-up

Play a spelling game with students to review the unit vocabulary.

Lesson objective

Explain the lesson objective: To review everything students have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 51

CRITICAL THINKING

How can we protect wild animals? Look back through Unit 3. Make notes on what you learned about these things. Add your own ideas.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 44

Find eight words in the word snake. Complete the phrases with some of the words.

Writing

1 Scan the text. Find this information.

1 The name of the group.
2 Which species they want to help.
3 What they try to teach.

2 Read the text. Check your answers from Activity 1.

How Can You Help?

We are responsible for our country's wild animals, birds, fish, and plants. A good way to protect endangered species is to join an animal protection group.

Our group's name is *Our Animals* and we think about how animal habitats are in danger. We need to think about different ways to help. We care about monkeys, so we started this wildlife group to help them. We believe they need to be in the wild and not in people's homes. We try to teach people that monkeys aren't pets. You can help by visiting our monkey sanctuary and learning more about our work. You can also volunteer at the sanctuary and of course, we always welcome donations.

3 Read the text again and circle the connecting words.

4 WB 43 Find or draw a picture of the animal the wildlife protection group helps. Then go to the Workbook to do the writing activity.

Writing strategy

We can connect words and sentences with ***so***.
*We care about monkeys, **so** we started this wildlife group.*

Now I Know

1 How can we protect wild animals? Look back through Unit 3. Make notes on what you learned about these things. Add your own ideas.

Endangered species
Animal habitats
Why they are in danger
What we can do to help
Exotic pets
Sharing messages

2 Choose a project.

Find ways to protect wild animals

1 Think about five easy things you can do to protect wild animals.
2 Make notes and plan a presentation of these five things.
3 Present your ideas to the class.

or

Create a local habitat

1 Choose a habitat and research it.
2 Find or draw pictures that show the most important information.
3 Write some notes to explain what the pictures show.
4 Put your pictures and notes onto a poster and show it to the class.

Read and circle for yourself.

I can understand someone's reasons. I can recognize examples that support a speaker's point.

I can talk about personal experiences. I can talk about past events or experiences.

I can understand basic opinions. I can understand the main ideas in simple stories.

I can write short texts on familiar topics.

WB Act. 2 p. 44

Read and circle.

WB Act. 3 p. 44

Read and complete.

WB Act. 4 p. 45

Complete the questions with *much* or *many*. Then match and answer.

Project

SB Act. 2 p. 51

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as a way of helping them learn.

Things I learn

WB Act. 1 p. 45

Write down your three favorite new words from this unit. Which word was the most difficult?

- Have a class vote on favorite words.

WB Act. 2 p. 45

Write two things you found interesting about animal habitats and helping endangered animals.

- Ask students to share their answers with the class.

WB Act. 3 p. 45

Why do animals become extinct?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 51

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress.
Praise their effort.

For more test practice, go to Test Book 4, Unit 3.

4 What can we do with our trash?

SKILLS

Listening: Can understand some details in extended dialogs on familiar everyday topics.
Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures.

Reading: Can make basic inferences from simple information in a short text.
Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.

Speaking: Can make suggestions about what to do, using a few basic fixed expressions.
Can talk about basic personal experiences, using simple linking words.

Writing: Can write short, simple texts on familiar topics in linked sentences.

GRAMMAR

Grammar 1: Can use "need" in affirmative statements and questions relating to the present and near future.

Grammar 2: Can express sufficiency and insufficiency with "enough" and "too".

VOCABULARY

Key vocabulary 1: cans, fleece, fumes, glass jars, landfill, metal, natural resources, packaging, plastic, process, soil, toxic

Key vocabulary 2: cardboard, create, cup, decorations, picture frames, recycling plant, stuff, throw out, tire, toilet paper roll, upcycle, wood

Video vocabulary: fold, pop out, snip, stick, suckers, tapers, tentacles

Reading 1 vocabulary: break down, environment, pollute, recycle, reduce, reuse, reusable, sort, throwaway, waste

Reading 2 vocabulary: beads, creative, modeling clay, search, string, switch on

Passive vocabulary: chop, crush

Revised vocabulary: clothes, trash

Academic vocabulary: demand

Expressions: Hurry! I think it's time to … ! Watch out!

PROJECTS

Three Rs investigation
Create a piece of upcycled art

VIDEOS

Deadly DIY: Octopus Umbrella (4-1)
Doctor Who: Rubbish! Parts 1–3 (4-2, 4-3)

VALUE

Recycle, reuse, and upcycle

Unit opener

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can express their opinions on familiar topics, using simple language.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 52–53
WB p. 46
WB key p. 261
Video 4-1
Video script p. 288
Pearson English Platform

Big Question

- Elicit what *recycling* means and what materials can be recycled to check what words students already know.
- Read the Big Question *What can we do with our trash?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about the different materials that can be recycled.

SB Act. 1 p. 53

COMMUNICATION

Look at the picture and discuss.

4

What can we do with our trash?

Listening

- I can understand details in dialogs.
- I can get the gist of recorded material.

Reading

- I can make basic inferences.
- I can predict what a text is about.

Speaking

- I can make suggestions about what to do.
- I can talk about personal experiences.

Writing

- I can write short texts on familiar topics.

1 Look at the picture and discuss.

1 What can you see in the picture?
2 Where does trash go when we throw it out?
3 What does recycling mean for you?
4 What materials can we recycle?

2 Read and make notes. Then compare your answers with a friend.

1 What sort of things can we recycle?
2 What are the benefits of recycling?
3 Do you recycle at home or at school?

3 4-1 Watch the video and answer the questions.

1 What does the person want to make?
2 What is she using to make it?
3 What does she use to make the tentacles and suckers?

British	American
rubbish	trash

SB Act. 2 p. 53

Read and make notes. Then compare your answers with a friend.

- Ask students to compare their notes with a partner before discussing them with the class.

Extra activity

COLLABORATION

Students make a list of anti-littering rules for school.

WB Act. 1 p. 46

Do you know how to segregate trash? What would you like to learn about it?

- Ask students to think of the Big Question and write answers to the questions.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 46

CRITICAL THINKING

Circle the words related to trash. What else do you think you will learn about dealing with trash?

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 53

4–1

Watch the video and answer the questions.

- Ask students to look at the video still and guess what the video is about (*recycling an old umbrella*).
- Play the video. Ask students to check if they were correct. Then play the video again and ask students to do the activity. (**Answers: 1** an octopus, **2** an umbrella, **3** foam, polystyrene balls)

International English

Focus students' attention on the difference between British and American English for the same words: *rubbish* and *trash*. Can they think of any others?

WB Act. 3 p. 46

4-1

Watch the video and answer the questions.

WB Act. 4 p. 46

4-1

Read and complete. Watch the video again and check.

Objective review

Ask students to give reasons why we should recycle. Praise their effort.

4 Pre-reading 1 • Reading 1

OBJECTIVES

Reading: Can make basic inferences from simple information in a short text.

Speaking: Can express their opinions on familiar topics, using simple language.

SB vocabulary: recycle, reduce, reuse, reusable, sort, throwaway

WB vocabulary: break down, environment, pollute, waste

Passive vocabulary: chop, crush

Revised vocabulary: clothes, trash

Academic vocabulary: demand

MATERIALS

SB pp. 54–55
WB p. 47
WB key p. 261
SB audio track 1-20
Pearson English Platform

Warm-up

Put students into groups. Write on the board *HARMWASTERECYCLEENDANGEREDTRASHREUSE*. A student from each group comes to the front to find and circle a word. Then, the group has to make a sentence using the word. Groups get one point for finding the word and another one for a correct sentence.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 54

COMMUNICATION

Discuss with a friend.

- Put students into pairs. Remind them of what they learned in the previous unit about plastic and wild animals. Ask some pairs to share their answers with the class.

Reading strategy

Explain the reading strategy: Relate a text to the things you do in your life.

SB Act. 2 p. 54

CRITICAL THINKING

Read and answer. Are we recycling enough? How do you know?

- Focus students' attention on the rubric. Help them activate their prior knowledge and experience. Ask *How much waste do you recycle? Do you think you could recycle more?*
- Students compare their answers in pairs. (**Answer:** No, hundreds of millions of tons of plastic and other waste are still sent to landfills.)
- Ask *How does what you read relate to what you do every day? Do you agree that people should recycle more?*

Extra activity

CRITICAL THINKING

- Students look at the title of the reading and relate it to the text in Activity 2. Discuss with the class what *Waste Not, Want Not!* is about. Ask *What sort of information do you think you'll get?* Write some of their ideas on the board.
- After they've read the text, ask students whether their guesses were correct.

Reading 1

SB Act. 3 p. 54

1-20

Read *Waste Not, Want Not!* What do you do with the items after using them?

- Students read and listen to the text.
- Ask *Why should we recycle?* (Creating plastic, metal, paper, and glass uses unnecessary energy.) *What is one consequence of not recycling?* (climate change) *What are the three Rs?* (recycling, reusing, and reducing)
- Have a class discussion about what students do with the items mentioned in the text. Ask *Which of these items do you recycle? Which do you reuse and how? Do you try to reduce anything?*

Differentiation

Struggling learners: Ask students to underline the items that can be recycled and reused. Then they work in pairs and make notes about how they use each of the items before they answer.

Stretch: When students answer the question, they explain what can be done with each of the materials and say whether they think that recycling them is a good or a bad idea.

Pre-reading 1

1 Discuss with a friend.

1 What happens to the plastic we throw out?

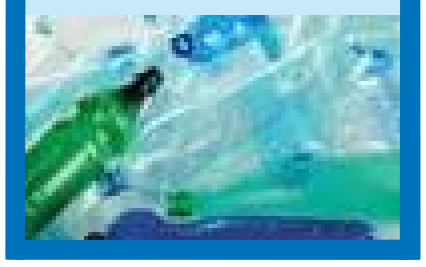
2 Can we use less plastic and paper? How?

Reading strategy

Relate a text to the things you do in your life.

2 Read and answer. Are we recycling enough? How do you know?

Recycling is an excellent way to save energy and take care of the environment. Many countries in Europe recycle more than 50% of their waste, but hundreds of millions of tons of **plastic** and other waste are still sent to **landfills**. We all know that we should recycle plastic, but what happens to it when we just throw it out?



3 1-20 Read *Waste Not, Want Not!* What do you do with the items after using them?

Reading 1

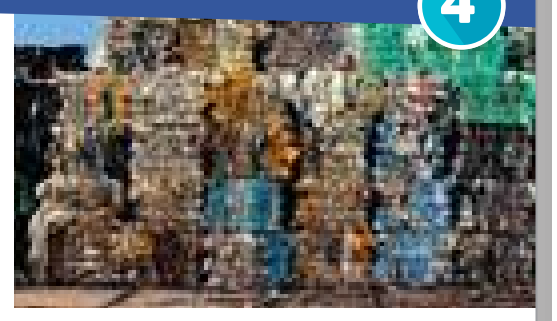
WASTE NOT, WANT NOT!

We all know that we need to protect our planet. We know our wildlife and environment need our help, and we also know that we could do more as individuals to make a positive change.

Do you drink milk from plastic containers, soda from metal **cans**, or eat food from **glass jars**? Do you use writing paper or notepads? Most of us will answer "yes" to these questions, but the bigger question is, what can we do with these items to help our environment?

Ideally, we need to use **natural resources** to make more of our materials. This is because the process of creating plastic, **metal**, paper, or glass uses unnecessary energy and sends **toxic fumes** into the air. This all causes, and adds to, climate change. We know there's a big demand for this kind of **packaging**, so another way we can help is by not putting them in the general trash.

RRR – the Three Rs. We probably all know what these mean, especially *recycle*. But what about *reduce* and *reuse*? Let's use the example of plastic water bottles — there are about 50 kinds of plastic and we can recycle most of them. So, when we finish using a plastic bottle, we can clean it and then put it in the trash to *recycle*. It sounds simple, but over half of our plastic bottles are not recycled … and this happens all over the world. To *reduce*, we could buy a larger bottle instead of a lot of smaller bottles. This could reduce the amount of packaging. Finally, we could easily *reuse* a plastic bottle. Once it's empty, fill it again and off you go. However, an even better idea is to use a reusable bottle. Then you don't need to buy throwaway plastic bottles!



Now, let's go back to *reuse*. Can you think of any other ways that we can reuse our plastic bottles? Maybe you have seen ideas for flower pots using old plastic bottles, **soil**, and plants. Or, birdfeeders filled with bird food. But what about clothes?

Clothes, from plastic bottles? Yes. There are some companies that use a **process** to make clothes from plastic bottles. First, they remove the caps and labels, clean the plastic and sort the different kinds or colors of plastic. Then, they crush and chop the plastic into very small pieces. This is melted and then they make long, thin fibers that can be used like cotton. These fibers are then used to make clothes. It's amazing and 25 plastic bottles can make one **fleece**. The fleeces are like any other sweater or jacket — they're warm and comfortable … and these help us protect the environment!

4 Would you wear clothes made from recycled plastic? Why?/Why not?

SB Act. 4 p. 55

CRITICAL THINKING

Would you wear clothes made from recycled plastic? Why?/Why not?

- Put students into pairs to discuss the questions.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

SB Vocabulary work

- Write on the board in two columns: *recycle*, *reduce*, *reuse*, *reusable*, *sort*; *containers*, *plastic bottles*, *packaging*. Students work in pairs matching words. Explain there are many possibilities.
- Students write one sentence with each pair about the way in which recycling (or not recycling) affects their environment. Choose some students to read their sentences aloud.

WB Act. 1 p. 47

Read *Throwing Out Plastic.* Then check (✓) the sentences that are true for you.

- Remind students of their answers to Activity 2 on p. 54 in the SB.
- Students share their answers with the class.

WB Act. 2 p. 47

Read *Throwing Out Plastic* again and match.

WB Act. 3 p. 47

COMMUNICATION

Discuss with a friend. What can you Reduce, Reuse, and Recycle? Use the phrases in the box. Can you add one more idea to each of the three Rs?

Extra activity

WB Vocabulary work

Write on the board: *break down, environment, pollute, waste.* First, ensure students know what these words mean. Then ask pairs to make sentences with them.

Extra activity

COMMUNICATION

Take a survey. Write on the board *What do you always recycle? What do you sometimes recycle? What do you never recycle?* Put students into groups of four. They take turns asking one another the three questions and writing the answers. Groups collate the results and report them to the class.

Objective review

Ask students in what ways they can relate the text to their own lives. Praise their effort.

4 Comprehension 1 • Listening 1

OBJECTIVES

Listening: Can understand some details in extended dialogs on familiar everyday topics.

Reading: Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions.

Speaking: Can express their opinions on familiar topics, using simple language.

Writing: Can make simple notes about the key points of a familiar topic.

MATERIALS

SB pp. 54–55, 56

SB audio tracks 1-21 and 1-22

Optional: sticky notes

Pearson English Platform

Warm-up

Write *ENVIRONMENT* on the board. In pairs, students find eleven words connected with the topic of the previous lesson, each containing one letter from the word on the board, e.g., *rEcycle*, *eNergy*, *saVe*, *plastIc*, *Reuse*, *bOttles*, *coNtainer*, *cliMate*, *rEduce*, *cleaN.*

Lesson objective

Explain the lesson objective: To apply the reading strategy by relating the text to students' experiences and knowledge.

SB Act. 1 p. 56

Read *Waste Not, Want Not!* again. Check (✓) the answers for you. Then compare with a friend.

- Refer students back to the text on SB pp. 54 and 55.
- Focus students' attention on the statements. They discuss their ideas with a partner.
- Have a class discussion about what students think. Ask *Do you all agree?*

SB Act. 2 p. 56

What's the main idea in the final paragraph?

- When students choose the main idea, ask them to explain why the remaining statements are wrong.

SB Act. 3 p. 56

Read *Waste Not, Want Not!* again and complete the notes. Then compare your notes with a friend.

- Monitor and assist students when they compare their notes.

Extra activity

COLLABORATION

Running Dictation: Put students into two groups and divide the board into two parts. Each group stands in a row in front of the board. Place two SBs at the end of the classroom. Group A has to rewrite the first paragraph of *Waste Not, Want Not!* (*Do you drink … environment?)* and Group B, the first part of the second paragraph (*Ideally, … climate change*.) to have a similar number of words. The first student in each row runs to the end of the classroom, reads the first sentence of the text, runs to the front, and shares it with the second student, who has to rewrite it on the board. They both go to the end of the line, and the game continues. The first team to correctly rewrite the text is the winner.

Objective review

Ask students if relating a text to the things they do in their lives is a good idea and to explain why. Praise their effort.

Listening 1

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 4 p. 56

CRITICAL THINKING

What do you think a *Green Club* is? What activities can you do there?

- Students work individually writing down their ideas.
- Ask some students to share them with the class and write them on the board.

Listening strategy

Explain the listening strategy: Make notes while listening to help you remember what you hear.

Comprehension 1

1 Read *Waste Not, Want Not!* again. Check (✓) the answers for you. Then compare with a friend.

The article made me think about:

what I recycle ☐

how I can help produce less trash ☐

different things that we can make from trash ☐

anything else: .....

2 What's the main idea in the final paragraph?

1 An example of the benefits of recycling.
2 Pollution and how it can be reduced.
3 Reduce the plastic we throw away.
4 Causes of toxic fumes.
5 Reuse our clothes.

3 Read *Waste Not, Want Not!* again and complete the notes. Then compare your notes with a friend.

1 Turning natural resources into materials can produce toxic fumes.
2 We can recycle things like metal, glass, paper, and plastic.
3 Toxic fumes in the air can cause climate change.
4 We can reuse a plastic bottle by refilling it.
5 We can make a fleece from 25 plastic bottles.
6 We can help the environment when we recycle, reduce, and reuse.

Listening 1

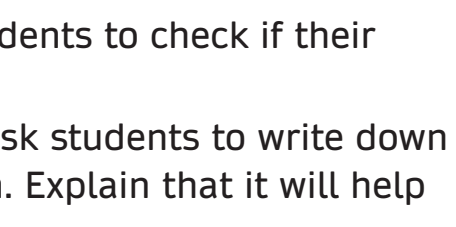
4 What do you think a *Green Club* is? What activities can you do there?

Listening strategy

Make notes while listening to help you remember what you hear.

5 1-21 Listen and answer. What are they talking about?

recycling, collecting plastic bottles, reducing waste and trash, reducing energy, using second-hand things



6 1-22 Listen again and make notes.

1 What did Shania's team do?
2 Which fruits or vegetables will they grow?
3 What is their main focus?
4 What are they planning?
5 What can people do?
6 What do we save if we buy things that aren't new?

7 Discuss with a friend. Would you like to start a Green Club at your school? What would you like to do?

Vocabulary 1

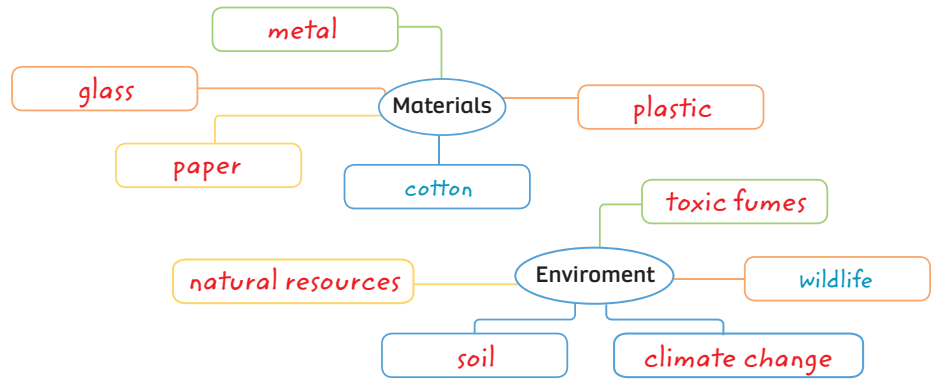
1 Find these words in *Waste Not, Want Not!* Discuss their meaning with a friend. Which words are materials you can recycle?

cans fleece fumes glass jars landfill metal
natural resources packaging plastic process soil toxic

2 Read and circle.

1 A large space outside where you throw waste is a **landfill** / **natural resource**.
2 The stages you go through to do something is a **soil** / **process**.
3 An example of an item of clothing is a **can** / **fleece**.
4 Something that's dangerous to breathe in is **glass** / **toxic**.
5 Something that plants grow in is **soil** / **metal**.

3 Read *Waste Not, Want Not!* again. Find words for each group. Then compare with a friend.



4 What things are recycled at your school? What things can be reused at your school or home?

SB Act. 5 p. 56

1-21

Listen and answer. What are they talking about?

- Play track 1-21 and ask students to check if their guesses were correct.
- Play track 1-21 again and ask students to write down the key words as they listen. Explain that it will help them answer the question.

SB Act. 6 p. 56

1-22

Listen again and make notes.

- Ask students to focus their attention on the questions when they listen to track 1-22.
- Ask pairs to compare answers before you check them together. (**Answers: 1** used bottles to make plant pots, **2** tomatoes, lettuce, carrots, **3** reducing waste, **4** a campaign to reduce trash in the small town, **5** buy things with less packaging, buy reusable things, buy things that aren't new, **6** money, energy, materials)

SB Act. 7 p. 56

COMMUNICATION

Discuss with a friend. Would you like to start a Green Club at your school? What would you like to do?

- Students work in pairs. Write their ideas on the board.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling learners: Write some key words on the board, e.g., *toxic fumes*, *recycle*, *pollute, reuse*, *fleece*, *reduce.* Ask students to use them when presenting their ideas.

Stretch: Ask pairs to give a presentation to the class. Have a class vote on the most interesting ideas.

Extra activity

CRITICAL THINKING

You'll need three sticky notes in different sizes for each student. Read *Throwing Out Plastic* (WB p. 47) aloud once and ask students to listen carefully and make notes on the largest sticky note. Read the text aloud again and ask them to use the medium note to write the most important details from the large note. Finally, provide students with the smallest sticky note. Explain they now have to write the most important information or idea. Ask some students to read their smallest note.

Objective review

Ask students if making notes while listening is a useful strategy. Praise their effort.

4 Vocabulary 1

OBJECTIVES

Speaking: Can talk about basic personal experiences, using simple linking words.

SB vocabulary: cans, fleece, fumes, glass jars, landfill, metal, natural resources, packaging, plastic, process, soil, toxic

WB vocabulary: sandstone, clay, lumber, marble, ore

MATERIALS

SB pp. 54–55, 57
WB pp. 48–49
WB key p. 262
Optional: a large sheet of paper
Pearson English Platform

Warm-up

Write eight words from the text on SB pp. 54 and 55 with their letters scrambled, e.g., *bresalue – reusable, lllndfia – landfill, ggpkcaain – packaging, scesourre – resources, socpres – process, ixtoc – toxic, ceefle – fleece*. Students work in pairs to unscramble all the words. The first pair to do so wins.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to recycling at home and at school.

SB Act. 1 p. 57

Find these words in *Waste Not, Want Not!*. Discuss their meaning with a friend. Which words are materials you can recycle?

- Refer students back to the text on SB pp. 54 and 55.
- Put students into pairs. Ask them to find the words from the box in the text, read the sentences in which they're used to help them contextualize, and discuss possible definitions for them.
- Different pairs say what they think the meaning of the word is. Ask *Do you agree? Does anybody have a better definition?* Ask *Which words are materials that can be recycled?* (plaster, metal, glass).
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

SB Act. 2 p. 57

Read and circle.

- Students do the activity in pairs and share their answers with the class.

WB Act. 1 p. 48

Find and circle the words. Then look and write.

- Ask students to identify the things in the pictures before they circle the words.

WB Act. 2 p. 48

Read and circle.

WB Act. 3 p. 48

Read and complete the missing letters. Then match.

- Ask pairs of students to read the matching sentences.

SB Act. 3 p. 57

Read *Waste Not, Want Not!* again. Find words for each group. Then compare with a friend.

- Ask some pairs to share their opinion with the class. Ask *Have you completed your diagrams similarly or differently? Can you explain why?*

Differentiation

Struggling learners: Put struggling students into pairs with strong students. Ask students to discuss their answers before completing the diagrams.

Stretch: Ask students to complete the diagrams without looking closely at the text, and then check their answers themselves by reading the relevant parts.

Extra activity

CREATIVITY

- Draw a 3x4 grid on the board. Explain that you'll read the definitions of the words from Activity 1 aloud, and students will come to the front to write the corresponding words in the grid.
- Put students into small groups to choose two words from the grid. Groups must write a single sentence using both words. Ensure that groups choose different words and that all the words from the grid are chosen.
- Groups read their sentences to the class. Write them on the board. Have a class vote on the most interesting or funniest sentence.

Comprehension 1

1 Read *Waste Not, Want Not!* again. Check (✓) the answers for you. Then compare with a friend.

The article made me think about:

what I recycle ☐

how I can help produce less trash ☐

different things that we can make from trash ☐

anything else: .....

2 What's the main idea in the final paragraph?

1 An example of the benefits of recycling.
2 Pollution and how it can be reduced.
3 Reduce the plastic we throw away.
4 Causes of toxic fumes.
5 Reuse our clothes.

3 Read *Waste Not, Want Not!* again and complete the notes. Then compare your notes with a friend.

1 Turning natural resources into materials can produce toxic fumes.
2 We can recycle things like metal, glass, paper, and plastic.
3 Toxic fumes in the air can cause climate change.
4 We can reuse a plastic bottle by refilling it.
5 We can make a fleece from 25 plastic bottles.
6 We can help the environment when we recycle, reduce, and reuse.

Listening 1

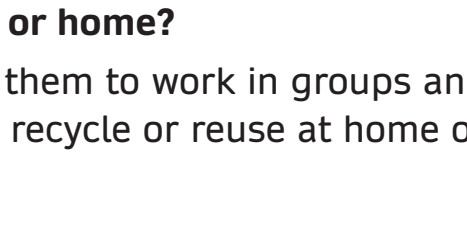
4 What do you think a *Green Club* is? What activities can you do there?

Listening strategy

Make notes while listening to help you remember what you hear.

5 1-21 Listen and answer. What are they talking about?

recycling, collecting plastic bottles, reducing waste and trash, reducing energy, using second-hand things



6 1-22 Listen again and make notes.

1 What did Shania's team do?
2 Which fruits or vegetables will they grow?
3 What is their main focus?
4 What are they planning?
5 What can people do?
6 What do we save if we buy things that aren't new?

7 Discuss with a friend. Would you like to start a Green Club at your school? What would you like to do?

Vocabulary 1

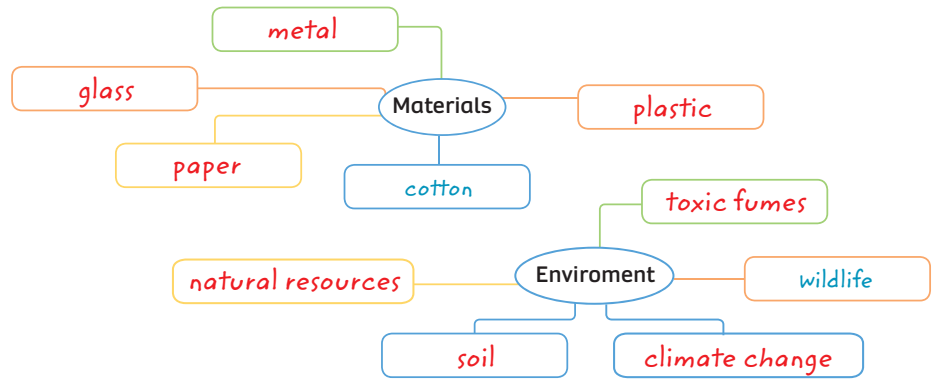
1 Find these words in *Waste Not, Want Not!* Discuss their meaning with a friend. Which words are materials you can recycle?

cans fleece fumes glass jars landfill metal
natural resources packaging plastic process soil toxic

2 Read and circle.

1 A large space outside where you throw waste is a **landfill** / **natural resource**.
2 The stages you go through to do something is a **soil** / **process**.
3 An example of an item of clothing is a **can** / **fleece**.
4 Something that's dangerous to breathe in is **glass** / **toxic**.
5 Something that plants grow in is **soil** / **metal**.

3 Read *Waste Not, Want Not!* again. Find words for each group. Then compare with a friend.



4 What things are recycled at your school? What things can be reused at your school or home?

SB Act. 4 p. 57

COMMUNICATION

What things are recycled at your school? What things can be reused at your school or home?

- After students discuss, ask them to work in groups and make a list of things they'll recycle or reuse at home or at school in the future.

WB Act. 4 p. 49

CRITICAL THINKING

Think about things you buy often. What kind of packaging do they have? Is it good for the environment?

Vocabulary challenge: natural resources

WB Act. 5 p. 49

Read and label the pictures with the words in bold.

WB Act. 6 p. 49

Complete the dialog. Use the words from Activity 5.

Extra activity

COLLABORATION

- On a large sheet of paper, write *fruit*, *plastic bottles*, *newspapers*, *vegetables*, *cans of soda*, *notebooks*, *paper towels*, *writing paper*, *metal caps*, *magazines*, *milk bottles*, *plastic caps*, *broken mirrors*, *pizza boxes*, *chips packets*, *paper plates*, etc. Place the sheet of paper on one side of the board.
- Draw four large trash cans on the board labeled *Paper*, *Plastic*, *Organic*, and *Waste*. Explain that *Organic* is for things like fruit, meat, etc. *Waste* is for items that can't be recycled like paper towels, broken mirrors, etc.
- Put students into two groups. Groups take turns choosing something from the list, crossing it out, and writing it into the correct trash can. They get one point for each item correctly placed in the trash can. As a follow up, you may want to set up different trash cans for paper and plastic in your classroom and tell students that from now on everyone will help the environment by segregating trash.

Objective review

Ask students what new words they've learned today. Praise their effort.

4 Grammar 1 • Speaking 1

OBJECTIVES

Grammar: Can use "need" in affirmative statements and questions relating to the present and near future.

Speaking: Can make suggestions about what to do, using a few basic fixed expressions.

MATERIALS

SB pp. 54–55, 58–59
WB pp. 50–51
WB key p. 262
Video 4-2
Video script p. 288
Optional: cardboard paper (to make posters)
Pearson English Platform
Grammar Book 4 Units 4 and 9
Speaking and Vocabulary Book 4, Unit 4

Warm-up

Explain that you'll read some situations, each with two options. Students raise their hands when they hear the greener option. Say:

- *You need a new shirt. Which should you choose: one that is 100% pure natural cotton or one that is 50% polyester?* (Cotton is one of the world's most polluting crops.)
- *Should you leave the faucet on when you brush your teeth? Yes or No?* (You waste 25 liters of water by leaving the faucet on.)
- *Which form of transport is better for the environment: car or plane?* (Planes pollute much more than cars.)
- *When you go to the grocery store, how should you take your groceries home: in a plastic bag or in your own bag?* (Plastic bags are very bad for the environment.)

Lesson objective

Explain the lesson objective: To use *need to, don't need to,* and *could* to plan a school campaign.

SB Act. 1 p. 58

4-2

Watch Part 1 of the story video. What do they need to do?

- Students watch Part 1 of the video and answer the question. (**Answer:** They need to save the planet from the Smogator.)
- Ask *Where do Doctor Who and his friends travel?* (Brazil) *How does the recycling plant work?* (You put rubbish in one end and it comes out as a new object.) *What surprises them?* (a lot of flies) *Why?* (The machine's broken.)

SB Act. 2 p. 58

Look at the grammar box and read.

- Focus students' attention on the grammar box and read the sentences together.
- Explain that *need to = it's necessary* and *don't need to = you don't have to.*

SB Act. 3 p. 58

Read *Waste Not, Want Not!* again. Circle examples of *need to* and *don't need to do*.

- Refer students back to the text on SB pp. 54 and 55.
- Students read the text and circle the examples.

Extra activity

COMMUNICATION

- Explain that you'll provide half a sentence and students will complete it using *need to* or *don't need to*. Say: *Dad can drive us to school today, so … .* Student: *… we don't need to walk / take the bus.* Possible continuation: *Our car isn't dirty, so we … ; We already have bread, so you … ; To get good grades, you … .*
- When students feel confident, ask them to continue in pairs providing their own examples.

SB Act. 4 p. 58

Read and complete. Use *need* or *don't need* and the verbs in parentheses.

- With a struggling group, complete the first sentence as an example.

WB Act. 1 p. 50

Write sentences. Use the correct form of *need to*.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 2 p. 50

Read Grace's list. Complete the dialog.

- Students work in pairs. Ask different pairs to read the completed dialog.

WB Act. 3 p. 50

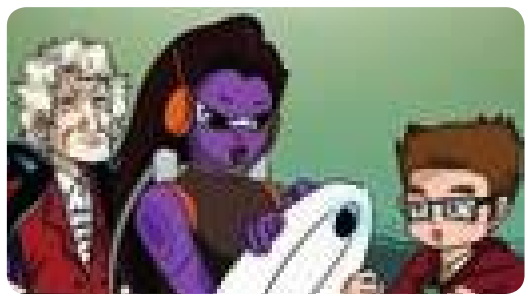
Write one thing you need to do and one thing you don't need to do today.

- Students read their sentences to the class and check who *needs to or doesn't need to* do the same things.

4

Grammar 1

1 4-2 **Watch Part 1 of the story video. What do they need to do?**



2 **Look at the grammar box and read.**

Grammar

More people **need to** recycle more at home.
You **don't need to** have a lot of money to start a Three Rs project at school.
Do we **need to** use so much paper? No, we **don't**.

3 **Read *Waste Not, Want Not!* again. Circle examples of *need to* and *don't need to do*.**

4 **Read and complete. Use *need to* or *don't need to* and the verbs in parentheses.**

1 We're going to the beach today. You need to bring (bring) a hat and sunblock.
2 Do I need to take (take) sunglasses?
3 We don't need to buy (buy) sandwiches. We're having lunch at a restaurant.
4 She doesn't need to bring (bring) her jacket. It's very warm and sunny.
5 They need to use (use) glass bottles instead of plastic ones.
6 Do we need to take (take) our jackets?
7 I need to do (do) my homework today.
8 He needs to read a book (read) for tomorrow.

We **could make** a recycling plan for the school. What do you think?
Good idea! We **could reuse** last year's pencils.
Could we **ask** the older students to help us?
We use **could** to make suggestions and to talk about possible actions.
We never put the word *to* after **could**.

5 **Read and complete. Use *could* and the verb in parentheses.**

1 Could we ask (ask) the teachers to help us, too?
2 Our parents could take (take) the posters to the shopping mall.
3 Could the art teacher help (help) us make the posters?
4 You could use (use) your old water bottle to make a pen holder.
5 Saira could make (make) a skirt from an old pair of jeans.

Speaking 1

6 **Make a *Recycle*, *Reduce*, *Reuse* plan for your school. Think and discuss your ideas in a group.**

What could we recycle?

We need to recycle more paper. We throw out paper every day.

We could make posters saying "We need to recycle paper!"

SB Act. 5 p. 59

Read and complete. Use *could* and the verb in parentheses.

- Focus students' attention on the grammar box. Remind them that in Unit 3 they used *could* to talk about the past. Explain that now they'll be using *could* to make polite suggestions and talk about possible actions.

WB Act. 4 p. 51

Look and complete. Use *could* and the verbs in the box. Then match.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 5 p. 51

Write the words in order.

WB Act. 6 p. 51

Write four things you could do to help the environment.

- Students share their sentences with the class.

For more grammar practice, go to Grammar Book 4, Units 4 and 9.

Speaking 1

SB Act. 6 p. 59

COMMUNICATION

Make a *Recycle*, *Reduce*, *Reuse* plan for your school. Think and discuss your ideas in a group.

- Focus students' attention on the three *Rs*. Ensure everybody has a chance to speak.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling learners: Focus on the correct use of *need to, don't need to,* and *could.*

Stretch: Ask students to make a poster for the school cafeteria using the three Rs.

Extra activity

CRITICAL THINKING

Write three places on the board, e.g., *the school library*, *the movie theater*, and *the grocery store*. In pairs, students suggest what they could do at each place and say what they *need to / don't need to* do there.

Objective review

Ask students to say what they *could / need to / don't need to* do at the beach. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 4, Unit 4.

4 Pre-reading 2 • Reading 2

OBJECTIVES

Reading: Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.

Speaking: Can express their opinions on familiar topics, using simple language.

SB vocabulary: search, switch on

WB vocabulary: beads, creative, modeling clay, string

MATERIALS

SB pp. 60–61
WB p. 52
WB key p. 262
SB audio track 1-23
Pearson English Platform

Warm-up

Set up a chain. Provide a situation for students to make a sentence using *could*, *need to*, or *don't need to*. Say *There's a party next Saturday*. to elicit *We don't need to buy a cake. Mom's making one. We could buy paper hats. We need to make some sandwiches*, etc.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 60

COMMUNICATION

Discuss with a friend.

- Put students into pairs to discuss the questions.
- Students give examples of trash turned into a piece of art.

Reading strategy

Explain the reading strategy: Predict the kind of information you might find in a story.

Extra activity

CRITICAL THINKING

Remind students of *Waste Not, Want Not!* Ask *What kind of text was it?* (informative). Ask students to look at the title and pictures of *Rubbish Revival*. Ask *Is this text similar or different? Is this text informative or is it going to tell a story? How do you know?* Write their ideas on the board. After they read the story, ask students whether their ideas were correct.

SB Act. 2 p. 60

CRITICAL THINKING

Read, think, and answer. What do you think Ena's father creates?

- To help students answer the question, ask *How do you know Ena's father was creative?* (He made a new dining room table from an old door.) *Why did he have to make this table?* (They were very poor.)

Reading 2

Reading text in British English

This is one of the texts in Level 4 that is in British English. Focus students' attention on some of the differences between British and American English. Ask them to find words that are different. Highlight *pupil/student*; *tyre/tire*; *jewellery/jewelry*.

SB Act. 3 p. 60

1-23

Read *Rubbish Revival.* What's Rita's suggestion? What do you predict they'll do for Earth Day?

- Students read and listen to the text to complete the activity. (**Answer:** Rita suggests upcycling.)
- Discuss students' predictions with the class.

Differentiation

Struggling learners: To help students predict what Rita and her friends will do for Earth Day, focus their attention on the pictures.

Stretch: Ask students to explain the difference between upcycling and recycling, and justify their guesses using the relevant parts of the text.

SB Act. 4 p. 61

CRITICAL THINKING

How could you revive rubbish? Do you think it's a good idea to upcycle? Why?Why not?

- Ask *Have you ever upcycled or used upcycled things? Do you know any upcyclers? What are upcycled things like?* Encourage students to extend their answers.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

SB Vocabulary work

- Write on the board: *search* and *switch on.* Ask students to find these words in the text and discuss whether they are verbs or nouns. Ask *Can you guess the meaning of the new words?*
- Students write sentences using the words and share them with the class.

Pre-reading 2

1 Discuss with a friend.

1 Do you reuse old things?

2 Is it possible to turn a piece of trash into something beautiful?

Reading strategy

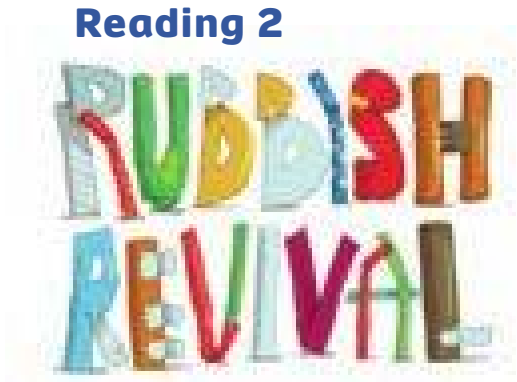
Predict the kind of information you might find in a story.

2 Read, think, and answer. What do you think Ena's father creates?

When Ena and her sisters were small, their family had very little money. Their father made a new dining room table from an old door. The older children's clothes went to the younger children. Everyone was happy, but they wanted to make new things that were more fun. Ena's father was very creative and one day he had a totally new idea!

3 1-23 Read *Rubbish Revival.* What's Rita's suggestion? What do you predict they'll do for Earth Day?

Reading 2



The school wanted to celebrate Earth Day and all the pupils started to plan their projects. Ahmed and his friends Rita, Luca and Jamie got together to make their plans. "Now, we all know the type of stuff that can be recycled like metal, glass, plastic, **cardboard** …" said Ahmed. "But what about all of the other stuff that we **throw out**? Isn't there something that we can do with all that? We throw away too much **stuff** every day and use too many plastic bottles!"

"Yes, you're right," replied Luca. "We know a lot about recycling, but all we do is learn about **recycling plants** and big things that we can't get involved with! What can we do at school and at home?"

"I know!" exclaimed Rita suddenly. "**Upcycling**!"

"Upcycling? What's that?" asked the boys. Rita sometimes had crazy ideas that only she could understand.

"It's making new things from rubbish." she said.

"But that's the same as recycling", said Jamie.

"No, it isn't." she replied. "When we recycle, we take things like plastic bottles or car **tyres**, and we make new products. For example, lots of plastic goes to a recycling plant and they then turn it into new plastic bowls or plastic **cups**, right?"

The boys nodded. Rita went on. "Upcycling is different. You take something, say … **toilet paper rolls**, for example. Then you cut and colour them, and **create** something completely and totally different … and pretty! Like the things we do with Miss Temple in arts and crafts!"

Rita switched on her laptop and searched the internet. She showed her friends some photos of upcycled things made from waste. There was some amazing jewellery made from paper and metal, and some cool **photo frames** made from cardboard. There were too many ideas to choose from.

"We could make **decorations** … for Earth Day!" said Luca.

"Or we could have an upcycle art competition!" said Jamie.

"Great ideas! We have enough rubbish. Let's plan what we're going to do," said Ahmed. "Rita, what do you think we need to do first?"

"I think we need to tell the other classes what upcycling is. We could also make a few things ourselves, and bring them to school … so they know what we're talking about. My grandma is a great upcycler. She made my pencil case from an old pair of denim jeans! She also used a chair – she used the old **wood** to make a box. I can ask her to help us."

Rita, Ahmed, Luca and Jamie worked very hard and their upcycled art competition was a great idea. Everyone in the school wanted to, and could, take part. It was so successful that they appeared in the local newspaper with some of the things everyone made!

4 How could you revive rubbish? Do you think it's a good idea to upcycle? Why?/Why not?

Extra activity

COMMUNICATION

Write on the board *Find someone who …* and the following options: *makes upcycled art*, *recycles newspapers at home*, *picks up trash on the playground*, *turns off the lights when they leave a room*, *has a reusable water bottle*. Students write five questions, e.g., *Do you recycle newspapers at home?* and circulate asking them until they find someone who answers *Yes, I do*. They can only ask one question per person. Students report their results.

WB Act. 1 p. 52

Read *Dad's New Idea*. Stop at the sentence in bold. Which kitchen items do you think they used to make the gift?

- Remind students of their answers to Activity 2 on p. 60 in the SB.
- Students read the text to complete the activity. Ask *What gift could you create with the things you can see in the picture?* Elicit several possibilities.

WB Act. 2 p. 52

Read *Dad's New Idea* and circle.

WB Act. 3 p. 52

COMMUNICATION

Discuss with a friend. Have you ever upcycled anything? Would you be happy to get an upcycled gift?

- Ask some pairs to share their ideas with the class.

Extra activity

WB Vocabulary work

- Write on the board: *beads, creative, modeling clay, string.* Students find the words in the text and explain their meanings.
- Ask pairs to design a piece of jewelry and describe it using the new words.

Value

Recycle, reuse, and upcycle

Remind students what they've read so far about wild animals' habitats and climate change. Ask *Why is protecting our planet important? What might happen if we continue throwing away stuff like we do now?*

Objective review

Ask students if looking at the title and the pictures helped them predict what kind of information they would find in the story. Ask *Have you learned new things about recycling and upcycling?* Praise their effort.

4 Comprehension 2 • Listening 2

OBJECTIVES

Listening: Can get the gist of authentic recorded texts on topics of personal interest, if delivered in clear standard speech and supported by pictures.

Reading: Can predict what a short, simple text is about from the title, a picture, etc., if guided by questions or prompts.

Speaking: Can make simple, direct comparisons between two people or things using common adjectives, given a model.

MATERIALS

SB pp. 60–61, 62
SB audio tracks 1-24 and 1-25
Pearson English Platform

Warm-up

Tell a story as a class. Students retell the story from SB pp. 60 and 61 without looking at it. You may want to say the first sentence as a model. Then, a student continues with another sentence, etc., until the whole story is retold.

Lesson objective

Explain the lesson objective: To apply the reading strategy by predicting the kind of information you might find in a story.

SB Act. 1 p. 62

Read *Rubbish Revival* again. Who do you think was in the newspaper?

- Refer students back to the text on SB pp. 60 and 61.
- After students answer the question, they guess what upcycled objects the children made.

SB Act. 2 p. 62

What do you think the story is mostly about?

- Remind students that they should base their answer on the clues in the text. Give them one minute to look at the sentences and choose one that reflects the main message of the text.

SB Act. 3 p. 62

Read and answer. Then share your answers with the class.

- Students work individually. Then they exchange their answers with a partner before sharing them with the whole class. Ask students to justify their answers. (**Answers: 1** It's about making trash into beautiful objects., **2** They wanted to celebrate Earth Day., **3** They appeared in a local newspaper.)

Extra activity

CRITICAL THINKING

Ask students to look back on the texts in Units 1 to 4. Ask them what differences they can find in layout (distribution of text on the page), pictures (photos or illustrations), the way in which the information is given (facts or opinions), and in the author's message. Ask *What are the characteristics of informative texts? And of stories?* Put students into groups to discuss the questions and share their answers with the class.

Objective review

Ask students if looking at the title and the pictures to help predict what kind of information is in a story is a useful reading strategy. Ask *Why? Have you learned new things about recycling?* Praise their effort.

Listening 2

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 4 p. 62

CRITICAL THINKING

What three questions would you ask Ahmed and Rita about their project?

- Ask students to look at the pictures from *Rubbish Revival* before writing their questions. Write the questions on the board.

Listening strategy

Explain the listening strategy: Listen for the general context to help you find out meaning.

Comprehension 2

1 Read *Rubbish Revival* again. Who do you think was in the newspaper?

2 What do you think the story is mostly about?

1 Recycling and telling the school about how they can recycle.
2 Teaching the school about what upcycling is.
3 The competition in the local newspaper.

3 Read and answer. Then share your answers with the class.

1 Why is the story called *Rubbish Revival*?
2 Why did the children want to do a special project?
3 How do we know that the upcycling project was such a success?

Listening 2

4 What three questions would you ask Ahmed and Rita about their project?

Listening strategy

Listen for the general context to help you find out meaning.

5 1-24 Listen and decide. Who's talking? What about?

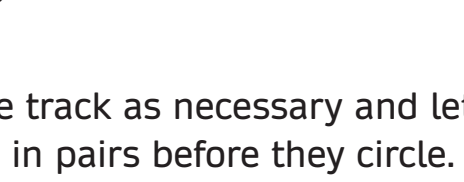
6 1-25 Listen again and circle.

1 *Rubbish Revival* is **an art** / **a painting** competition.
2 The kids collected a lot of **cardboard boxes** / **different things**.
3 Kids could use **only plastic** / **different materials**.
4 The boys made **a sculpture** / **a bag**.
5 **Everyone** / **One class** took part in the competition.

7 Discuss with a friend. What's the difference between recycling and upcycling?

Recycling is ...

Upcycling is ...



Vocabulary 2

1 Find these words in *Rubbish Revival*. Circle the words for things you can upcycle.

stuff cardboard cup decorations create picture frames
recycling plants tire toilet paper rolls throw out upcycle wood

2 Match the words from Activity 1 to their definitions.

1 a place where you can turn waste into another thing recycling plant
2 a variety of objects or things stuff
3 to make something new, or invent something create
4 we do this with our trash throw out
5 like paper but harder cardboard
6 a car has four of these tires
7 this is in the bathroom toilet paper roll
8 you drink water from this cup
9 something to put a picture in picture frame
10 paper is made from this wood
11 when you make something new from something old upcycle
12 things that look nice but have no use decorations

3 Think about the upcycled things you use or see every day. Then discuss with a friend. Where and what are they used for? Use the ideas from the box and your own.

bottles cans picture frames scarves tires

Let's ...	Good point.	Anything else?
What about ...?	What kind of ...?	
We can ...	What do you mean ...?	

SB Act. 5 p. 62

1-24

Listen and decide. Who's talking? What about?

- Play track 1-24 twice. Ask students to focus on finding the conversation topic and who the speakers are. (**Answer:** The reporter, Ahmed, Rita, Luca, and Jamie are talking about an upcycling art competition at school.)
- Ask *Where are the children?* (at school) *What did the children upcycle?* (Rita made a backpack from an old jacket. Ahmed and Luca made a sea turtle.) *Would you like to upcycle an old object?*

SB Act. 6 p. 62

1-25

Listen again and circle.

- Play track 1-25. This time ask students to concentrate on the words in bold as they listen.

Differentiation

Struggling learners: Pause the track as necessary and let students discuss their answers in pairs before they circle.

Stretch: Ask students to predict the answers. Then play the track and let them check how many of their answers are correct.

Extra activity

COLLABORATION

Put students into four groups. Tell them that you'll read one sentence related to the conversation in Activity 5 for each team to decide if it's true or false, e.g., *Hi, today we are at Rubbish Removal, the art competition at Littlewood School.* (Revival) *Rubbish Revival is a recycling art competition.* (upcycling) *Upcycling is reusing trash to make new things.* (true) *Rita made an old jacket out of a backpack.* (Rita made a backpack out of an old jacket.)

SB Act. 7 p. 62

COMMUNICATION

Discuss with a friend. What's the difference between recycling and upcycling?

- Ask students to make their own definitions for the two terms and vote for the most original one.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Objective review

Ask students if it was easy or difficult to listen for the general context to help them find out meaning. Ask *Have you learned new things about recycling and upcycling?* Praise their effort.

4 Vocabulary 2

OBJECTIVES

Speaking: Can make suggestions about what to do, using a few basic fixed expressions.

SB vocabulary: cardboard, create, cup, decorations, picture frames, recycling plant, stuff, throw out, tire, toilet paper roll, upcycle, wood

WB vocabulary: eat out, cut out, hand out, stand out

MATERIALS

SB pp. 60–61, 63
WB pp. 53–54
WB key p. 262
Optional: cards with key vocabulary
Pearson English Platform

Warm-up

Write the words from the text on SB pp. 60 and 61 on separate cards. Put students into two groups and ask them to stand in two lines. A student from each group comes to the front. Pick one of the cards and show the word to the two students, making sure the rest of the students don't see it. The two students go back to their teams and whisper the word to the first student in the line of their group. Students whisper the word to one another until it reaches the end of the line. The last student rushes to the board and writes the word. The first student to write the word correctly gains a point for their team. The student who was last in the line goes to the front of the line and continues the game.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to recycling and upcycling.

SB Act. 1 p. 63

Find these words in *Rubbish Revival*. Circle the words for things you can upcycle.

- Refer students back to the text on SB pp. 60 and 61.
- Remind students of how they can segregate trash. Ask *Can you remember what things from the list you can recycle and what you can't? Can you upcycle things that can't be recycled?*
- Students do the activity individually. Then they exchange books and correct each other's answers. Have a class discussion.

SB Act. 2 p. 63

Match the words from Activity 1 to their definitions.

- Put students into pairs. Focus their attention on the words in the box and the definitions.
- Ask different pairs to share their ideas with the class.
- Have a show of hands to see how many students got correct answers the first time.

Extra activity

CRITICAL THINKING

- Write the words from Activity 1 on the board. Students draw a 2x3 bingo card in their notebooks and complete it with six words from the board.
- Give your own definition of each word for students to guess which word it is and to cross it out on their cards. The first student to cross out all the words on his/her card and say *Bingo!* is the winner.

WB Act. 1 p. 54

Read and circle.

WB Act. 2 p. 53

Read and complete.

- This is an A2 Flyers Reading and Writing Part 3 task.
- Ask students to read the text before they start completing it. Explain that they should focus on what part of speech they need to complete a sentence and to check which words make collocations.

WB Act. 3 p. 53

Choose the best name for the story and check (✓).

- This is an A2 Flyers Reading and Writing Part 3 task.
- Ask students to justify their answer.

SB Act. 3 p. 63

COMMUNICATION

Think about the upcycled things you use or see every day. Then discuss with a friend. Where and what are they used for? Use the ideas from the box and your own.

- Listen and note down the mistakes students make, but do not interrupt them. When students finish speaking, focus their attention on some of the mistakes you noted down.
- Ask some pairs to present their upcycling ideas to the class.

Comprehension 2

1 Read *Rubbish Revival* again. Who do you think was in the newspaper?

2 What do you think the story is mostly about?

1 Recycling and telling the school about how they can recycle.
2 Teaching the school about what upcycling is.
3 The competition in the local newspaper.

3 Read and answer. Then share your answers with the class.

1 Why is the story called *Rubbish Revival*?
2 Why did the children want to do a special project?
3 How do we know that the upcycling project was such a success?

Listening 2

4 What three questions would you ask Ahmed and Rita about their project?

Listening strategy

Listen for the general context to help you find out meaning.

5 1-24 Listen and decide. Who's talking? What about?

6 1-25 Listen again and circle.

1 *Rubbish Revival* is **an art** / **a painting** competition.
2 The kids collected a lot of **cardboard boxes** / **different things**.
3 Kids could use **only plastic** / **different materials**.
4 The boys made **a sculpture** / **a bag**.
5 **Everyone** / **One class** took part in the competition.

7 Discuss with a friend. What's the difference between recycling and upcycling?

Recycling is ...

Upcycling is ...

Vocabulary 2

1 Find these words in *Rubbish Revival*. Circle the words for things you can upcycle.

stuff cardboard cup decorations create picture frames
recycling plants tire toilet paper rolls throw out upcycle wood

2 Match the words from Activity 1 to their definitions.

1 a place where you can turn waste into another thing recycling plant
2 a variety of objects or things stuff
3 to make something new, or invent something create
4 we do this with our trash throw out
5 like paper but harder cardboard
6 a car has four of these tires
7 this is in the bathroom toilet paper roll
8 you drink water from this cup
9 something to put a picture in picture frame
10 paper is made from this wood
11 when you make something new from something old upcycle
12 things that look nice but have no use decorations

3 Think about the upcycled things you use or see every day. Then discuss with a friend. Where and what are they used for? Use the ideas from the box and your own.

bottles cans picture frames scarves tires

Let's ...	Good point.	Anything else?
What about ...?	What kind of ...?	
We can ...	What do you mean ...?	

Differentiation

Struggling learners: Model a dialog with a student. Then write the names of the categories on the board to help students generate ideas: *playground*, *kitchen*, *toys*, *decorations*, *furniture*.

Stretch: After students discuss, ask them to choose their favorite upcycled object and explain why they like it the most.

Extra activity

CREATIVITY

Each pair prepares a poster illustrating the steps to be followed in order to upcycle the chosen object. You may want to have a class vote on the most original/beautiful/useful upcycled object. You may also ask students to stick up their posters on the classroom walls and make a class exhibition. Invite students from other classrooms to look at them and have your students explain their upcycling projects.

WB Act. 4 p. 54

Circle the odd one out. Then write sentences with the words you circled.

Word study: phrasal verbs with *out*

WB Act. 5 p. 54

Match the phrasal verbs to their meanings.

- Explain that the pictures will help students complete the activity.

WB Act. 6 p. 54

Read and complete. Use the phrasal verbs from Activity 5.

Objective review

Ask students to explain the difference between recycling and upcycling using the words in the lesson. Praise their effort.

4 Grammar 2 • Speaking 2

OBJECTIVES

Grammar: Can express sufficiency and insufficiency with “enough” and “too”.

Speaking: Can talk about basic personal experiences, using simple linking words.

Expressions: Hurry! I think it’s time to … ! Watch out!

MATERIALS

SB pp. 64–65
WB pp. 55–56
WB key p. 262
Video 4-3
Video script p. 289
Pearson English Platform
Optional: cards with key vocabulary, sheets of paper, poster putty
Grammar Book 4, Unit 2
Speaking and Vocabulary Book 4, Unit 4

Warm-up

Memory card game. Write each word from the previous lesson on a card and its meaning on another card. Shuffle each deck and stick all the cards with scotch tape in a grid pattern face down on the board. Put students into two groups. Students from each group take turns coming to the front and turning over two cards. If the cards don’t match, the student turns them over again, and a student from the other group takes a turn. If they do match, the group scores a point. If the student can make a correct sentence with the word, his/her group scores another point. The group with the highest score wins.

Lesson objective

Explain the lesson objective: To talk about having *too much*, *too many*, *enough*, or *not enough* of something.

SB Act. 1 p. 64

4-3

Watch Parts 2 and 3 of the story video. What’s going to fall on Jack? Where does Jack say the glue could go? Then read and complete.

- Students watch Parts 2 and 3 of the video and answer the questions. (**Answers:** The trash is going to fall on Jack. The glue could go inside the Smogsucker.)
- Ask *Why are Doctor Who and his friends in Brazil?* (to see the world’s largest recycling plant) *What did the Smogator do to the machine?* (He cut the pipe and put glue into it.) *What do Kim and Jack do?* (They mend the machine.)
- Ask students to look at the video still and complete the sentences.

SB Act. 2 p. 64

Look at the grammar box and read.

- Focus students’ attention on the grammar box and read the sentences together.
- Remind students of the difference between countable and uncountable nouns. Elicit that *too much/many* means more than is necessary, while *enough* means as much/many as needed. Ask students to make new sentences using *too much*, *too many*, and *enough*.

SB Act. 3 p. 64

Read *Rubbish Revival* again and circle examples of *too much*, *too many*, and *enough*.

- Refer students back to the text on SB pp. 60 and 61.
- Students read the text and circle the examples.

SB Act. 4 p. 64

Read and complete.

- Ask students to compare their answers in pairs before checking them as a class.

SB Act. 5 p. 65

Read and complete.

- Students share their completed sentences with the class.

WB Act. 1 p. 55

Read and circle. Then match.

- Focus students’ attention on the grammar box before they do the activity.

WB Act. 2 p. 55

Read and complete. Use *too much*, *too many*, or *enough*.

WB Act. 3 p. 56

Write the words in order.

WB Act. 4 p. 56

Read, circle, and write for you. Use *enough* or *too much/many*. Then write two of your own ideas.

WB Act. 5 p. 56

Look at the picture and write sentences. Use *too much/many* and *enough*.

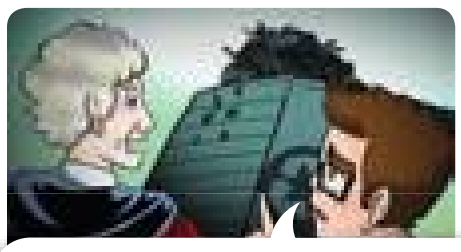
Extra activity

COLLABORATION

Put students into groups of six and give each student a sheet of paper. Explain that the class will write stories in their groups. Say that you’ll read seven questions

Grammar 2

1 4-3 **Watch Parts 2 and 3 of the story video. What's going to fall on Jack? Where does Jack say the glue could go? Then read and complete.**



Look at all this rubbish! Plastic bottles, metal cans, old bits of wood, broken bowls ...

There's *too much* trash!
There are *too many* plastic bottles!
There's *not enough* space for everything!

2 **Look at the grammar box and read.**

Grammar

There's **too much** waste in the trash can.
There are **too many** things in my bag.
We don't have **enough** money to buy that book!
Are there **enough** boxes to collect everything?

3 **Read *Rubbish Revival* again and circle examples of *too much*, *too many,* and *enough*.**

4 **Read and complete.**

enough **too many** **too much**

1 There's *too much* bread, we bought more than we needed.
2 We don't have *enough* boxes for everyone!
3 We're using *too many* metal cans. We need to reduce what we use!
4 Do you have *enough* milk in the fridge, Mom? I think we need more.

5 **Read and complete.**

1 I don't like the weather here. There's too *much* rain.
2 I have some, but not *enough* money to buy the sandwiches.
3 Eight, nine, ten – great! I have *enough* money now.
4 I can't drink this tea. I've put too *much* sugar in it!

Speaking 2

Speaking strategy

Think about the language you want to use.

6 **Think about situations where you can have too much and not enough of something. Make notes.**

When I eat too much birthday cake.

7 **Discuss with a friend and use your notes.**

and they must write their answers using *too much, too many, enough* or *not enough* whenever possible, but each answer must be written on a different sheet of paper. After a student writes an answer, he/she must fold the paper and pass it to the student on the right. Ask *What did the children want? Why couldn't they buy ice creams? Who were the two adults? What were the two adults thinking of? What did they decide to do? Was it a good idea? How does the story end?* Students read aloud their stories and vote for the best one as a class.

For more grammar practice, go to Grammar Book 4, Unit 2.

Speaking 2

Speaking strategy

Explain the speaking strategy: Think about the language you want to use.

SB Act. 6 p. 65

Think about situations where you can have too much and not enough of something. Make notes.

- Give students two minutes to write down at least three situations.

SB Act. 7 p. 65 — COMMUNICATION

Discuss with a friend and use your notes.

- Put students into pairs. Model the example. Students take turns sharing situations.

Differentiation

Struggling learners: Allow students to keep their notes when they speak.

Stretch: Ask students to report their partner's answers to the class.

Extra activity — COMMUNICATION

Find funny pictures from magazines or the internet. Give each pair one picture and ask students to talk about it, and then to come up with a caption using *too much, too many, enough,* or *not enough.* Ask the pairs to share their captions. Have a vote on the funniest caption.

Objective review

Ask students to share sentences with the class about things they have *too much/many* or *enough* of. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 4, Unit 4.

4 Writing • Now I Know

OBJECTIVES

Reading: Can get the gist of short factual school texts.

Speaking: Can give a short, simple prepared talk on a topic of personal interest.

Writing: Can write short, simple texts on familiar topics in linked sentences.

MATERIALS

SB pp. 66–67
WB pp. 57–59
WB key p. 262
Pearson English Platform
Test Book 4, Unit 4

Warm-up

Review the Unit 3 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write an action plan, while applying the writing strategy.

SB Act. 1 p. 66

Scan the text. What does Elinor want to do?

- Remind students that they should scan the text quickly to find specific details.

SB Act. 2 p. 66

Read the text. Check your answer from Activity 1.

- Ask individual students to justify their answer. (**Answer:** reuse more things to help the environment)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 66

Read the text again and circle the examples of connecting ideas together.

WB Act. 1 p. 57

Read and circle the examples Harry gives.

SB Act. 4 p. 66

Find or draw a picture for your action plan. Then go to the Workbook to do the writing activity.

- Students complete this activity in their notebooks.

WB Act. 2 p. 57

CRITICAL THINKING

Think about things your family throw out and answer the questions.

WB Act. 3 p. 57

Write about your action plan in your notebook. Use your ideas from Activity 2.

Remember!

WB p. 57

- Focus students' attention on the Remember! box to use as a checklist for their writing.

Objective review

Ask students to read their action plans aloud. Praise their effort.

Now I know

Warm-up

Read a few sentences using key vocabulary from the unit, but cough in place of the key word you'd like to review. Then ask students to say the missing word, e.g. *I drink soda from a metal (*cough*).* Students say *can*.

Lesson objective

Explain the lesson objective: To review everything students have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 67

What can we do with our trash? Look back through Unit 4. Use the information you learned to complete the chart. Add your own ideas.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 58

Read and match.

WB Act. 2 p. 58

Write the words in alphabetical order.

Writing

1 Scan the text. What does Elinor want to do?

- remember to recycle more things
- reuse more things to help the environment
- buy new clothes

2 Read the text. Check your answer from Activity 1.

We produce a lot of waste around the world, but there isn't enough space on our planet for all of it. When we reuse things, we help keep the air clean, we save energy, and we reduce the toxic fumes that factories send into the air.

The things I can do to help are:

- use a reusable water bottle, so I don't throw away plastic bottles.
- give my old clothes to my younger sister or make them into something new!

3 Read the text again and circle examples of connecting ideas together.

4 WB 57 Find or draw a picture for your action plan. Then go to the Workbook to do the writing activity.

Writing strategy

Use examples to support and connect your ideas.
*We produce a lot of waste around the world, **but** there isn't enough space on our planet.*

Now I Know

1 What can we do with our trash? Look back through Unit 4. Use the information you learned to complete the chart. Add your own ideas.

Materials	Actions	Places	Objects
plastic		landfill	

2 Choose a project.

Three Rs investigation

1. Find out what happens to the waste at your school.
2. Write a report using your results and ideas. Think about: what can be reduced, reused, or recycled.
3. Present your report to the class.

or

Create a piece of upcycled art.

1. Choose a piece of art you would like to make and make a list of the materials you will need.
2. Make your piece of art.
3. Present your work of art to the class.

Read and circle for yourself.

I can understand details in dialogs. I can get the gist of recorded material.

I can make suggestions about what to do. I can talk about personal experiences.

I can make basic inferences. I can predict what a text is about.

I can write short texts on familiar topics.

WB Act. 3 p. 58

Read and complete. Use the correct form of the words from Activity 2.

WB Act. 4 p. 59

Read and complete. There's one extra word.

WB Act. 5 p. 59

Read the problems and suggest solutions.

Project

SB Act. 2 p. 67

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as a way of helping them learn.

Things I learn

WB Act. 1 p. 59

Write down your three favorite new words from this unit. Which word was the most difficult?

- Have a class vote on favorite words.

WB Act. 2 p. 59

Write two things you found interesting about upcycling and recycling.

- Ask students to share their answers with the class.

WB Act. 3 p. 59

Why do people produce so much trash?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 67

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 4, Unit 4.

5 How can we choose our jobs?

SKILLS

Listening: Can recognize simple examples used to support the speaker's points in short talks on familiar topics, if clearly introduced by linking words/phrases.
Can recognize a speaker's feelings or attitudes.

Reading: Can scan several short, simple texts on the same topic to find specific information.
Can make simple inferences about characters' motives and feelings in straightforward narrative texts.

Speaking: Can make simple, direct comparisons between two people or things using common adjectives, given a model.

Writing: Can provide facts or examples to support a stated opinion in a simple structured paragraph, given a model.

GRAMMAR

Grammar 1: Can make simple comparisons using "better" and "worse."

Grammar 2: Can use "more" with longer adjectives to make simple comparisons.

VOCABULARY

Key vocabulary 1: athlete, brushes, compete, compose, discover, discuss, lab, musician, painter, self-portraits, studio, train

Key vocabulary 2: barber, comfortable, crew, delicious, explorer, fast, hard, journey, late, sailor, surgeon, terrifying

Video vocabulary: endless possibilities, fantastical, greeting card, illustrators, pencil shavings, resourceful, sea glass, spaceship

Reading 1 vocabulary: greatest, easel, engineer, flying machine, orchestra, pie chart, present data, seamstress, tank

Reading 2 vocabulary: adventure, damp, destination, seasick, set off, set out, smelly, straw, worried

Passive vocabulary: civil rights movement, chemical elements, fresh water, injured, miss, polonium, radium

Revised vocabulary: jobs

Academic vocabulary: Nobel Prize

Expressions: I told you so! Let me think about it. Thanks for your help.

PROJECTS

Create a questionnaire
Create a biography

VIDEOS

All Over the Workplace: Illustrators (5-1)
Doctor Who: Hard Work Parts 1–3 (5-2, 5-3)

VALUE

Appreciate your family and friends

Unit opener

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can express their opinions on familiar topics, using simple language.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 68–69
WB p. 60
WB key p. 263
Video 5-1
Video script pp. 289–290
Pearson English Platform

Big Question

- Students make a list of jobs they know and their characteristics to check what words they already know.
- Read the Big Question *How can we choose our jobs?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

5

How can we choose our jobs?

Listening

- I can recognize a speaker's point.
- I can recognize a speaker's feelings or attitudes.

Reading

- I can scan texts for specfic information.
- I can infer about characters' feelings.

Speaking

- I can make comparisons between people or things.

Writing

- I can give facts to support an opinion.

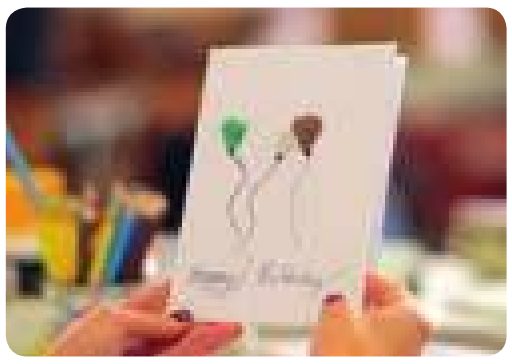
1 **Look at the picture and discuss.**

1 What can you see in the picture?
2 What job is she doing?
3 Would you like to do this job? Why?/Why not?
4 Do you know anyone who does a similar job to the woman in the picture?

2 **Read and make notes. Then compare your answers with a friend.**

1 What other jobs can you think of?
2 What job would you like to do? Why? Do you know anyone who already does this job? Have you asked them about it? What skills do you think you need to do this job?

3 5-1 **Watch the video and answer the questions.**



1 What do the two girls want to be?
2 What skills do you need for this job?
3 What does Ruth Jackson make?
4 What do the girls use?

Lesson objective

Explain the lesson objective: To talk about jobs and the jobs students would like to do.

SB Act. 1 p. 69

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

SB Act. 2 p. 69

Read and make notes. Then compare your answers with a friend.

Extra activity

CRITICAL THINKING

Students think of their parents' jobs. Ask *What do they do? Do they like their jobs? What skills do your parents have? Would you like to do their jobs? Why?/Why not?*

WB Act. 1 p. 60

What jobs do you know? What would you like to learn about jobs?

- Ask students to think of the Big Question and write answers to the questions.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 60

CRITICAL THINKING

Circle the words related to work. What else do you think you will learn about jobs?

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 69

5-1

Watch the video and answer the questions.

- Ask students to look at the video still and guess what the video is about (*the work illustrators do*).
- Play the video. (**Answers: 1** illustrators, **2** creativity and imagination, **3** greeting cards, **4** sea glass)

WB Act. 3 p. 60

5-1

Watch the video. Match the words to make phrases.

WB Act. 4 p. 60

5-1

Complete the sentences. Use phrases from Activity 3. Watch the video again and check.

Objective review

Ask students to say a quality or skill that they need to do their dream job. Praise their effort.

5 Pre-reading 1 • Reading 1

OBJECTIVES

Reading: Can scan several short, simple texts on the same topic to find specific information.

Speaking: Can express their opinions on familiar topics, using simple language.

SB vocabulary: easel, greatest, orchestra

WB vocabulary: engineer, flying machine, pie chart, present data, seamstress, tank

Passive vocabulary: civil rights movement, chemical elements, injured, polonium, radium

Revised vocabulary: jobs

Academic vocabulary: Nobel Prize

MATERIALS

SB pp. 70–71
WB p. 61
WB key p. 263
SB audio track 1-26
Pearson English Platform

Warm-up

Put students into two groups. Students from each group take turns coming to the front and miming a job that you whisper to them. Their groups have a minute to guess. Award a point for each correctly guessed job.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 70

COMMUNICATION

Discuss with a friend.

- Put students into pairs. Ask some pairs to share their ideas with the class.

Reading strategy

Explain the reading strategy: Compare the key details presented in different texts of the same kind.

SB Act. 2 p. 70

Read and answer. What's a biography? Who is this biography about? Why is he famous?

- Ask students to read the text and answer the questions in pairs. (**Answers:** It's a book or a text about someone's life.; It's a biography about Leonardo da Vinci.; He's famous for his paintings and work as a scientist and engineer.)

Reading 1

Reading text in British English

This is one of the texts in Level 4 that is in British English. Focus students' attention on some of the differences between British and American English. Ask them to find words that are different. Highlight *realised/realized*; *learnt/learned*; *colourful/colorful*; *Physics/physics*; *Maths/math*.

SB Act. 3 p. 70

1-26

Read *Biographies.* What jobs did the famous people do?

- Before students read, ask them to look at the pictures and try to predict the answers.
- Students read and listen to the text. Check if their guesses were correct. (**Answers:** Jesse Owens – athlete; Ludwig van Beethoven – musician; Frida Kahlo – painter; Marie Curie – scientist)

Differentiation

Struggling learners: Explain that this kind of information usually appears at the beginning of biographies. Ask students to work in pairs and underline all job words as they read, and then circle the jobs of the people in question.

Stretch: When students find the answers, ask them to explain who the other job words refer to (*singer – Beethoven's father, artist – Frida's husband and Frida, too*). Ask *Who else was a scientist?* (Marie's husband) *Did Jesse train horses?* (No, he didn't.) *Was Beethoven's father a teacher, too?* (No, he wasn't. He was only Beethoven's teacher.)

Pre-reading 1

1 **Discuss with a friend.**

1 Look at the people in the pictures. Which of these people do you know?

2 What do you know about them?

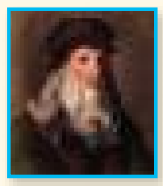
Reading strategy

Compare the key details presented in different texts of the same kind.

2 **Read and answer. What's a biography? Who is this biography about? Why is he famous?**

Leonardo da Vinci

Leonardo da Vinci was one of the most important painters of the fifteenth century. His most famous painting is the *Mona Lisa*, a picture of a smiling woman. But Leonardo wasn't just a painter. He was also a scientist and an engineer – he designed a flying machine, a tank and a bridge, and he made drawings of the human body.



3 1-26 **Read *Biographies*. What jobs did the famous people do?**

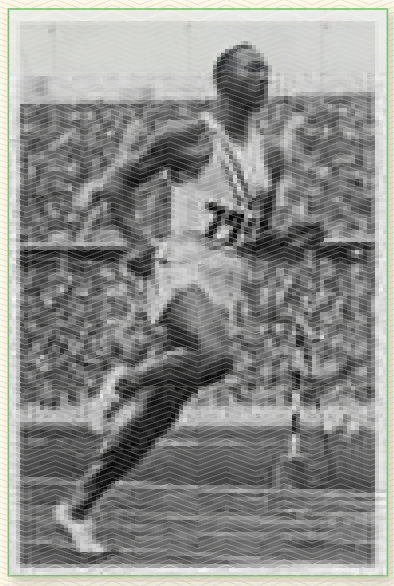
Reading 1

Biographies

Jesse Owens

Born: 1913 **Died:** 1980

Jesse Owens was one of the world's greatest **athletes**. He was born in the USA, and had ten brothers and sisters. At school, he realised he could run faster than the other children. He wanted to be the best, so he **trained** very hard, and ran every day before school. In 1935, he set four world records in less than an hour! Then in 1936, he **competed** in the Olympics in Germany and won four gold medals in the 100 metres, 200 metres, the long jump and the 400-metre relay. After the Olympics, he didn't have much money, so he sometimes raced against horses, and won!



Ludwig van Beethoven

Born: 1770 **Died:** 1827

Ludwig van Beethoven was one of the greatest **musicians** of all time. He was born in Germany and learnt to play the piano when he was young. His father was a singer, and he was Ludwig's first music teacher. Ludwig was better at playing the piano than he was at reading and writing. He later lived in Vienna, where he played and **composed** music for piano and orchestra. When he was older, Beethoven's hearing became worse and worse until he was deaf and couldn't hear at all. He composed some of his best music after he became deaf.

Frida Kahlo

Born: 1907 **Died:** 1954

Frida Kahlo was one of Mexico's greatest **painters**. She had a difficult life because she was often sick. When she was 18, she was injured in a terrible bus accident and spent lots of time in bed getting better. This was one of the worst times of her life, but her mother got her an easel and some **brushes**. Frida started to paint and her bedroom was her **studio**. She is best known for her **self-portraits**, and her paintings are very colourful. One of her paintings shows her with her husband. He was also an artist.

Marie Curie

Born: 1867 **Died:** 1934

Marie Curie was born in Poland. She always wanted to be a scientist and when she was 24 she went to the Sorbonne University in Paris to study Physics and Maths. After university, she spent many hours in the science **lab** with her husband Pierre, who was also a scientist. They studied different materials and **discussed** the results. They **discovered** two new chemical elements: polonium and radium. In 1903, Marie Curie won the Nobel Prize for Physics. She was the first woman to get this prize and became very famous.

4 **Why do you think these people did these jobs? Who do you think had the most interesting job? Why?**

SB Act. 4 p. 71

CRITICAL THINKING

Why do you think these people did these jobs? Who do you think had the most interesting job? Why?

- Put students into pairs to discuss the answers to the questions.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

SB Vocabulary work

- Write on the board: *easel*, *greatest*, *orchestra*. Ask each student to find these words in the text and explain their meaning.
- Students make sentences with these words, each referring to a different person in the classroom.

WB Act. 1 p. 61

Read *Famous People* and complete the chart.

- Remind students of their answers to Activity 2 on p. 70 in the SB.
- Students share their answers with the class and justify them by referring to the text.

WB Act. 2 p. 61

Read *Famous People* again and write.

WB Act. 3 p. 61

COMMUNICATION

Discuss with a friend. Do you know anyone who has a similar job to any of the people in the biographies? Who is it? What do they do?

- Ask students to present the athletes, painters, musicians, and scientists they know to the class. Have a class discussion about the similarities and differences between them and the people they read about.

Extra activity

WB Vocabulary work

Ask students to find *engineer*, *flying machine*, *pie chart*, *present data*, and *seamstress* in the text and write definitions for them in pairs.

Extra activity

COLLABORATION

Put students into groups of four. Each group has to think of a famous person they want to know more about. They prepare a short presentation providing similar information as in the different reading passages. You may want to assign this activity as homework. Students present their work in the following class.

Objective review

Ask students if comparing key details in different texts is a useful strategy. Praise their effort.

5 Comprehension 1 • Listening 1

OBJECTIVES

Listening: Can recognize simple examples used to support the speaker's points in short talks on familiar topics, if clearly introduced by linking words/phrases.

Reading: Can scan several short, simple texts on the same topic to find specific information.

Speaking: Can express their opinions on familiar topics, using simple language.

MATERIALS

SB pp. 70–71, 72
SB audio tracks 1-27 and 1-28
Pearson English Platform

Warm-up

Groups present the famous person they chose in the last lesson to the class. Have a class discussion. Ask *Have you learned any lessons from the lives of these famous people? Who's your favorite famous person out of all the presentations? Why? Do you think he or she is a role model? Why?*

Lesson objective

Explain the lesson objective: To apply the reading strategy by comparing the key details presented in each of the four biographies.

SB Act. 1 p. 72

Read *Biographies* again and answer.

- Refer students back to the text on SB pp. 70 and 71.
- Ask students to focus on the key information they need to find. Explain that they should scan the text quickly and underline the relevant parts.

SB Act. 2 p. 72

Read *Biographies* again. Circle T (true) or F (false).

- To check answers, ask individuals to read the sentences aloud. Ask the class to raise their right arm when a sentence is true, and their left arm when it's false.
- Ask students to correct all false sentences.

Extra activity

CRITICAL THINKING

Play a memory game. Write the names of the four famous people in *Biographies* on the board (*Jesse Owens, Ludwig van Beethoven, Frida Kahlo, Marie Curie*). Put students into four groups. Each group has to choose one person and say what they remember about him or her without opening their books. Ask them to share those facts with the class. The class should listen, check whether the facts are correct, and add missing information.

Objective review

Ask students if they think that comparing the key details presented in different texts is a useful study strategy, and to explain how or when they can apply it in other subjects, too, e.g., when studying history. Ask *Have you learned new things about famous people?* Praise their effort.

Listening 1

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 3 p. 72

CRITICAL THINKING

What job would you like to do when you're older? Why?

- Have a class discussion. Ask *Do you know any adult who is doing a job he or she always wanted to do? What about your parents/uncles/aunts/cousins/friends' parents?*

Listening strategy

Explain the listening strategy: Listen for the reasons someone gives.

SB Act. 4 p. 72

1-27

Listen and answer. What was Lena's dream job when she was a child? What job does she do now?

- Read the rubric with the whole class. Explain that students should focus on Lena's job and the reason why she chose it.
- Play track 1-27 twice. Students answer the questions. (**Answers:** Lena's dream job was to play the violin in a big orchestra.; Now, she's a musician/violinist in one of London's biggest orchestras.)

Comprehension 1

1 Read *Biographies* again and answer.

1 Who went to university? Marie Curie
2 Who didn't have a lot of money? Jesse Owens
3 Who was injured in an accident? Frida Kahlo
4 Who couldn't hear? Ludwig van Beethoven

2 Read *Biographies* again. Circle **T** (true) or **F** (false).

1 Frida Kahlo worked in a science lab. T (F)
2 Marie Curie was born in Poland. (T) F
3 Jesse Owens died when he was 67. (T) F
4 Ludwig van Beethoven stopped creating music when he became deaf. T (F)
5 Frida Kahlo's husband was a singer. T (F)
6 Beethoven's father was a teacher. T (F)
7 Jesse Owens competed in the 1936 Olympics. (T) F
8 Marie Curie always wanted to be a scientist. (T) F

Listening 1

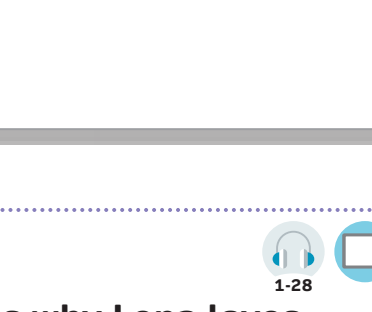
3 What job would you like to do when you're older? Why?

Listening strategy

Listen for the reasons someone gives.

4 1-27 Listen and answer. What was Lena's dream job when she was a child? What job does she do now?

5 1-28 Listen again. Check (✓) the reasons why Lena loves her job.



1 Every day is the same. ☐
2 She travels all around the world. ☑
3 She gets to play some of the greatest music in the world. ☑
4 She meets a lot of interesting people. ☑
5 It's the most boring job in the world. ☐
6 It's a tiring job. ☐

6 Discuss with a friend. What do you think is the most interesting thing about Lena's job?

Vocabulary 1

1 Find these words in *Biographies*. What do you think they mean? Discuss their meaning with a friend.

athlete brushes compete compose discover discuss
lab musician painter self-portraits studio train

2 Read and circle.

1 A musician **composes** / **trains** music.
2 An athlete **discusses** / **competes** in sports events.
3 A painter uses **brushes** / **a piano**.
4 A scientist **discovers** / **composes** new things.
5 A painter works in a **lab** / **studio**.
6 Scientists **compose** / **discuss** their results.

3 Read *Biographies* again. Write words connected with each job.

scientist	painter	athlete	musician
lab	easel	run	compose
discover	studio	compete	piano
discuss	brushes	race	studio
results	paint	medal	singer
	self-portraits	train	orchestra

4 Which of these jobs would you like to do? Why? Discuss with a friend.

SB Act. 5 p. 72

1-28

Listen again. Check (✓) the reasons why Lena loves her job.

- Make sure students understand that this time they have to focus on the reasons Lena gives for liking her job. Check if they remember any reasons before they listen. Play track 1-28.

Differentiation

Struggling learners: Ask students to underline key words in the sentences and focus on them as they listen. When you check answers, play track 1-28 again and ask students to say *Stop!* every time they hear anything that confirms their answers.

Stretch: Ask students to make notes as they listen so that they can justify their answers.

SB Act. 6 p. 72

COMMUNICATION

Discuss with a friend. What do you think is the most interesting thing about Lena's job?

- Students work in pairs. Write their ideas on the board. Have a class discussion.

Extra activity

COMMUNICATION

Choose one of the famous people students have read or talked about, or somebody they haven't discussed. The rest of the class have to guess who it is by asking you *Yes/No* questions, e.g., *Is she a woman? Is she alive? Is she a scientist?* Students can ask up to 20 questions. The student who guesses correctly takes your place.

Objective review

Ask students if listening for the reasons someone gives to justify a choice is a useful strategy. Ask *Have you learned new things about musicians and music?* Praise their effort.

5 Vocabulary 1

OBJECTIVES

Speaking: Can express their opinions on familiar topics, using simple language.

SB vocabulary: athlete, brushes, compete, compose, discover, discuss, lab, musician, painter, self-portraits, studio, train

WB vocabulary: co-worker, salary, meeting, employer, interview

MATERIALS

SB pp. 70–71, 73
WB pp. 62–63
WB key p. 263
Optional: cardboard paper (to make posters)
Pearson English Platform

Warm-up

Play *tic-tac-toe*. Put students into two groups. Draw a tic-tac-toe board and write *greatest*, *easel*, *orchestra*, *Nobel Prize*, *deaf*, *injured*, *seamstress*, *pie chart*, *artist* in each slot. Students from each group choose a word and say a sentence. The winning team is the first to have three correct answers vertically, horizontally, or diagonally.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to famous people and the jobs they did.

SB Act. 1 p. 73

Find these words in *Biographies.* What do you think they mean? Discuss their meaning with a friend.

- Refer students back to the text on SB pp. 70 and 71.
- Put students into pairs. Ask them to find the words from the box in the text, read the sentences in which they are used to help them contextualize, and discuss possible definitions for them.
- Ask pairs for their definitions and check with the class if they agree. Write their answers on the board. (**Answers:** athlete – a person who plays a sport; brush – a device used for applying paint; compete – take part in a contest; compose – write a piece of music; discover – find while searching; discuss – talk about something in detail; lab – a place where a scientist does experiments; musician – a person who plays a musical instrument for a living; painter – an artist who paints pictures; self-portrait – a picture or photo you make of yourself; studio – the working place of an artist; train – teach a particular skill)

SB Act. 2 p. 73

Read and circle.

- Students do the activity individually and correct each other's answers in pairs.

Extra activity

COMMUNICATION

Ask students to take turns reading a word from Activity 1 for their partner to say what it means.

WB Act. 1 p. 62

Read and circle.

WB Act. 2 p. 62

Read and complete.

- Before students do the activity, ask them to name the jobs shown in the pictures.

SB Act. 3 p. 73

Read *Biographies* again. Write words connected with each job.

- Put students into four groups and give them a few minutes to complete the chart. Then, check which group got the most correct answers.

SB Act. 4 p. 73

COMMUNICATION

Which of these jobs would you like to do? Why? Discuss with a friend.

- Ask students to think of the best and the worst points of the job they would like to do. Remind them that Lena says her job's tiring. Ask some pairs to share their opinion with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling learners: Ask students to write down their arguments for and against before they start speaking.

Stretch: Ask students to say whether they agree or disagree with their partners as to their choice of jobs, and to give arguments for or against their choices.

Extra activity

CREATIVITY

- As a follow up of Activity 4, you may want to ask students to expand on their choice of a dream job. Write on the board *Why do you want that job? Where would you work? What would you have to do/study to do that job? What would be the best part of that job? What would be the worst?*
- Students prepare a poster and draw a picture of themselves doing their dream job. You may want them to stick up their posters on the classroom walls.

Comprehension 1

1 Read *Biographies* again and answer.

1 Who went to university? Marie Curie
2 Who didn't have a lot of money? Jesse Owens
3 Who was injured in an accident? Frida Kahlo
4 Who couldn't hear? Ludwig van Beethoven

2 Read *Biographies* again. Circle **T** (true) or **F** (false).

1 Frida Kahlo worked in a science lab. T (F)
2 Marie Curie was born in Poland. (T) F
3 Jesse Owens died when he was 67. (T) F
4 Ludwig van Beethoven stopped creating music when he became deaf. T (F)
5 Frida Kahlo's husband was a singer. T (F)
6 Beethoven's father was a teacher. T (F)
7 Jesse Owens competed in the 1936 Olympics. (T) F
8 Marie Curie always wanted to be a scientist. (T) F

Listening 1

3 What job would you like to do when you're older? Why?

Listening strategy

Listen for the reasons someone gives.

4 1-27 Listen and answer. What was Lena's dream job when she was a child? What job does she do now?

5 1-28 Listen again. Check (✓) the reasons why Lena loves her job.

1 Every day is the same. ☐
2 She travels all around the world. ☑
3 She gets to play some of the greatest music in the world. ☑
4 She meets a lot of interesting people. ☑
5 It's the most boring job in the world. ☐
6 It's a tiring job. ☐

6 Discuss with a friend. What do you think is the most interesting thing about Lena's job?

Vocabulary 1

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discover	studio	compete	piano
discuss	brushes	race	studio
results	paint	medal	singer
	self-portraits	train	orchestra

4 Which of these jobs would you like to do? Why? Discuss with a friend.

WB Act. 3 p. 63

CRITICAL THINKING

Think about four famous people from your country. What are their names? What are they famous for?

- Explain that athletes are players of different sports, e.g., soccer/tennis/baseball players, and musicians can play different kinds of music, e.g., classical, pop, rap.

Vocabulary challenge: words related to jobs

WB Act. 4 p. 63

Look, read, and write.

- Read the instructions with the whole class. With a weak group, you may have to do the first item with the class. Once you're sure they understand the task, ask them to complete it in pairs.

WB Act. 5 p. 63

Read and complete. Use the singular or plural form of the words from Activity 4.

Objective review

Ask students what new words they've learned. Praise their effort.

5 Grammar 1 • Speaking 1

OBJECTIVES

Grammar: Can make simple comparisons using "better" and "worse."

Speaking: Can make simple, direct comparisons between two people or things using common adjectives, given a model.

Expressions: I told you so! Let me think about it.

MATERIALS

SB pp. 70–71, 74–75
WB pp. 64–65
WB audio 03
WB key p. 263
Video 5-2
Video script pp. 290–291
Optional: cards with key vocabulary
Pearson English Platform
Grammar Book 4, Units 6 and 7
Speaking and Vocabulary Book 5. Unit 5

Warm-up

Put students into two groups. Write the words from the previous lesson on cards and put them face down on your desk. Students take turns picking up a card and writing a sentence on the board using the word on it. The idea is to write a twelve-sentence story as a group, e.g., *Yesterday, I saw an athlete. He was using a brush to paint a door. He wasn't happy because he wanted to train for a race.*, etc.

Lesson objective

Explain the lesson objective: To compare two or more actions.

SB Act. 1 p. 74

5-2

Watch Part 1 of the story video. Answer the questions. Then read and complete.

- Students watch Part 1 of the video and answer the questions. (**Answers: 1** a scientist, **2** to Australia)
- Ask *Why does Jack want to be a scientist?* (to help catch the Smogator) *Who do they see in Australia?* (They see the best Australian painter.) *Where do they see the journalist?* (in a TV news office) *How do they know the Smogator is in Australia?* (because the worst fire in the world started in Australia)
- Ask students to look at the video still and complete the question.

SB Act. 2 p. 74

Read the grammar box.

- Focus students' attention on the grammar box. Elicit that *well*, *badly*, and *quietly* describe actions.
- Explain that when we compare two actions we use *better/worse than*, and when we compare more than two, we use *the best/worst*. In the case of long words that describe actions, we use *more … than* when we compare two actions and *the most …* when we compare more than two.

SB Act. 3 p. 74

Read *Biographies* again and circle words that compare actions.

- Refer students back to the text on SB pp. 70 and 71.
- Students read the text and circle the examples.

SB Act. 4 p. 74

Read and circle.

- Match a stronger student with a struggling one to do the activity.

WB Act. 1 p. 64

Read and underline words that describe or compare actions. Circle the words before them. Then match.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 2 p. 64

Complete the dialog. Use *better*, *worse*, *best*, or *worst*.

SB Act. 5 p. 75

Complete the chart and write sentences with your own answers.

- Ask students to compare their answers with three or four partners and check who they're most similar to and different from.

WB Act. 3 p. 65

03

Listen and check (✓).

- This is an A2 Flyers Listening Part 4 task.
- Before students listen, explain that they should read each question and analyze the pictures to make predictions as to what they might hear in the track.
- Play track 03 twice and ask students to complete the activity.

WB Act. 4 p. 65

Write sentences that are true for you.

Grammar 1

1 5-2 **Watch Part 1 of the story video. Answer the questions. Then read and complete.**

What did you think of that?
Did I play *better* or *worse* than before?

1 What's Jack's dream job?
2 Where do Jack and the Doctor go in the TARDIS?

2 **Read the grammar box.**

Grammar

Rashid runs **fast**. He runs **faster than** Santiago. He runs **the fastest** in our class.
Holy sings **loudly**. She sings **more loudly** than Dean. She sings **the most loudly** of all.

Jack played **well**. He played **better than** before. He played **the best**.
Roman played **badly**. He played **worse than** before. He played **the worst**.

1 The green words compare two actions.
2 The blue words describe actions.
3 The orange words compare all actions.

3 **Read *Biographies* again and circle words that compare actions.**

4 **Read and circle.**

1 Naiara runs **the most** / **more** slowly of all her friends.
2 Samuel speaks **more quietly** / **quieter** than Pablo.
3 Sofia did **better** / **well** in her math test this week than last week.
4 My old sneakers fit the **most comfortably** / **more comfortable** than all my shoes.

5 **Complete the chart and write sentences with your own answers.**

How well can you ...

Write 1–5.
1 = really well 5 = not so well

play soccer?	☐	paint?	☐
play basketball?	☐	sing?	☐
speak English?	☐	do math?	☐
speak Spanish?	☐	do science?	☐
play the guitar?	☐	run?	☐
play the drums?	☐	swim?	☐

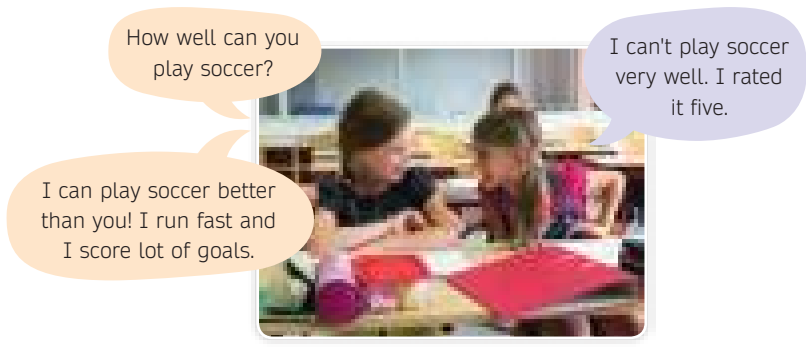
better best worse worst

1 I play soccer well. I play it better than I play basketball.
2 .....
3 .....
4 .....
5 .....
6 .....

Speaking 1

6 **Look at the actions in Activity 5. How well can you do them? Talk with a friend.**

athlete clown firefighter musician nurse painter scientist singer



Speaking strategy
Think about what you want to ask.

Extra activity

COLLABORATION

Write on the board at least 10 verbs/verb phrases, e.g., *sing*, *cook*, *play soccer / play the guitar*, *dance*, etc. Put students into groups of four and give them five minutes to write as many sentences comparing themselves to the other students in the room as they can. When time's up, ask one group to share their sentences. If another group has the same sentence, both groups should cross it off their list. When all groups have read their sentences, and all duplicates have been eliminated, the group with the most sentences wins.

For more grammar practice, go to Grammar Book 4, Units 6 and 7.

Speaking 1

Speaking strategy

Explain the speaking strategy: Think about what you want to ask.

SB Act. 6 p. 75

COMMUNICATION

Look at the actions in Activity 5. How well can you do them? Talk with a friend.

- Give students two minutes to take turns asking and answering questions in pairs.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Differentiation

Struggling learners: Before students start speaking, ask them to make a list of skills required for each job and a list of duties each job involves.

Stretch: When students finish speaking, they work individually arranging the jobs from the best to the worst. Then they explain their choices to the class.

Extra activity

COMMUNICATION

Put students into pairs. Explain that they'll choose a job each, take turns interviewing each other about, and then report answers to the class. Give students a minute to think of the questions they'll ask. With a struggling group, you may want them to write down the questions before starting the interview.

Objective review

Ask students to compare two activities they do well and not so well, and share this with the rest of the class. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book 4, Unit 5.

5 Pre-reading 2 • Reading 2

OBJECTIVES

Reading: Can make simple inferences about characters' motives and feelings in straightforward narrative texts.

Speaking: Can talk about past events or experiences, using simple language.

SB vocabulary: damp, set off, smelly, straw

WB vocabulary: adventure, destination, seasick, set out, worried

Passive vocabulary: fresh water, miss

Revised vocabulary: jobs

MATERIALS

SB pp. 76–77
WB p. 66
WB key p. 263
SB audio track 1-29
Pearson English Platform

Warm-up

Set up a chain. Students have to compare famous people, athletes, celebrities, actors, e.g., *Messi plays soccer better than Neymar. Rafael Nadal plays tennis worse than Roger Federer. Federer is the best tennis player in the world.*

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 76

COMMUNICATION

Discuss with a friend.

- Put students into pairs to discuss the questions first.
- Have a show of hands to see how many students have been on a long journey. Discuss with the class.

Reading strategy

Explain the reading strategy: Describe characters in a story and their feelings.

SB Act. 2 p. 76

CRITICAL THINKING

Read and answer. Who do you think wrote this? What are they going to do? How do they feel?

- When you check answers, ask *How do you know?* to develop students' understanding. (**Answers:** an explorer on a journey; travel around the world; excited and worried)

Reading 2

SB Act. 3 p. 76

1-29

Read *Ahoy There!*. Where does the boy go and why?

- Students read and listen to the text. Then they discuss their answers with the class.(**Answers:** He goes traveling around the world. He wants to be a sailor and an explorer.)
- You may want to explain that *ahoy* is an expression sailors shouted in boats to call people's attention. Also, mention that Sir Frances Drake was the first explorer to complete a journey around the world as captain of his ship for the whole time.

Differentiation

Struggling learners: Put students into pairs and ask *How does the boy feel at the beginning of his journey?* (excited/happy) *Who isn't happy about him leaving?* (his mom) *Is life on the ship easy?* (no) *How do some sailors feel?* (hungry, thirsty, sick) *What's the most dangerous experience the boy talks about?* (the terrible storm)

Stretch: When students have finished reading, ask them to refer to the clues that show how the boy and the different people in the story feel.

Stretch activity

CRITICAL THINKING

Students answer more questions about the text and find the correct clues for them. Ask *When do you think this story happened?* (a long time ago) *How do you know?* (They're traveling by ship. / It takes a long time to get to Africa.) *How do you know life isn't easy on the ship?* (The boy says he sleeps on the floor. He's hungry and thirsty. He works hard and is tired.) *Why is everybody happy in the end?* (They had fresh food to eat.)

SB Act. 4 p. 77

CRITICAL THINKING

How can you describe the boy in the diary?

- Students think about what they discovered answering the questions and doing the Stretch activity. Ask *What can you say about the boy?* (age, where he comes from, how he feels about his adventure, how he feels once he's on the ship, etc.)
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Pre-reading 2

1 Discuss with a friend.

1 Have you ever been on a long journey?

2 Where did you go? What was the journey like?

Reading strategy

Describe characters in a story and their feelings.

2 Read and answer. Who do you think wrote this? What are they going to do? How do they feel?

Today, we're setting out on our journey. We're going to travel around the world faster than anyone before. I'm so excited, but a bit worried, too. It's going to be a long and dangerous journey, but I have my crew with me and we'll help each other. It'll be a great adventure!

3 1-29 Read *Ahoy There!*. Where does the boy go and why?

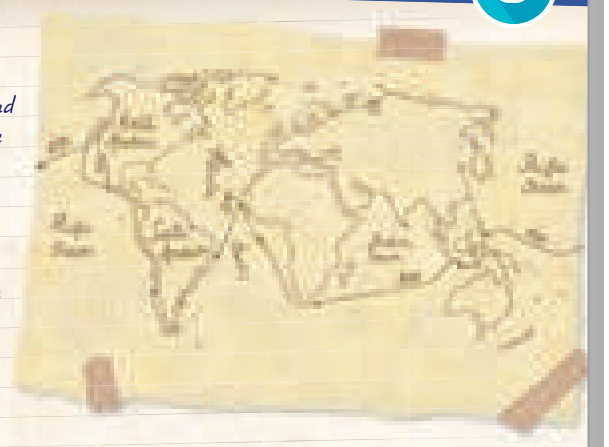
Reading 2

Ahoy There!

*Day 1: This is the most exciting day of my life! Today I'm traveling from my small town to join the crew of the Golden Hind, the fastest ship in all of England! My mom is worried. She says it'll be dangerous. But I'm not worried – I'm going on the greatest **journey** of my life, as a **sailor** and an **explorer**!*

*Day 10: I arrived at the ship and met our Captain, Sir Francis Drake. He's the greatest explorer of our time! There are 80 men in the **crew**, and they're all older than me – I'm 15 so I'm the youngest, but I don't mind. I'm going to travel around the world and it's going to be much more exciting than life in the small town!*

*My bed is some straw on the floor. It isn't very **comfortable**, and I think it'll be cold and damp. My bed at home is more comfortable ... but I'm still happy to be here!*
*We bought food and water before our journey. We have some meat, butter, and cheese. And there's some bread and biscuits. Then we set off, sailing on the ocean. There are five other ships sailing with us, but they're smaller and slower than this ship. This ship sails so **fast**, it's incredible!*



Day 90: After three months on the ocean, I'm feeling hungry and thirsty. Yesterday, we didn't have any meat or vegetables left for dinner, so we ate dry bread. And we don't have much fresh water left. There isn't enough water for washing, so we're all dirty and smelly. I'm much dirtier than normal.
*We work very **hard** every day. We get up early, work all day, and go to sleep very **late**. I'm so tired ... I'm missing home and I'm a bit worried now about this journey.*

*Day 100: Yesterday, there was a terrible storm. It was the most **terrifying** experience of my life. The ship was like a little toy on the huge waves. We still don't have much food and I'm hungrier and thirstier than before. Some of the men are getting sick and there isn't a doctor or **surgeon** on the ship to help them – just the **barber**, who usually cuts our hair. He tries to help the men who are sick, but he can't do much.*

*Day 120: Today, I'm much happier because we reached the coast of Africa. We're a long way from home, but the ocean is calmer and it's hot! It's much hotter than in England. And we have fresh food to eat! They have the most **delicious** food here – bananas, limes, and coconuts. Yesterday we caught some fish and the cook made us a wonderful dinner of fish and potatoes. Our stomachs are full and we're all happier. I'm starting to think this journey is fun again!*

4 How can you describe the boy in the diary?

Extra activity

SB Vocabulary work

- Write on the board: *damp*, *set off*, *smelly*, *straw*. Make sure students know what these words mean. Then ask pairs to make one sentence with each of the words.
- Ask *Would you like to sleep on straw? Is it healthy to sleep in a damp room? Do you like setting off on a journey in the morning? What kind of food is smelly?*

Extra activity

CREATIVITY

Put students into groups and ask them to imagine they're members of a crew of astronauts who are going to settle on Mars. Students think of at least four entries for a diary that describe what happens from leaving home to arriving on Mars, and illustrate each entry with a picture.

WB Act. 1 p. 66

Read *A Great Adventure* and answer the questions.

- Remind students of their answers to Activity 2 on p. 76 in the SB.
- Ask students to underline the words that describe how the different members of the crew feel.

WB Act. 2 p. 66

Read *A Great Adventure* again. Write T (true) or F (false).

WB Act. 3 p. 66

CRITICAL THINKING

Would you like to sail with Captain Shaw and his crew? Why? Why not?

Extra activity

WB Vocabulary work

Write on the board: *adventure, destination, seasick, set out, worried*. Students underline them in the text and write their own sentences.

Value

Appreciate your family and friends

Remind students how the boy felt when things were difficult on the ship. Ask *Do you think the other members of the crew felt the same? How do you think the boy will feel when he comes back home and meets his family again? Have you ever had to stay away from home? How did you feel?*

Objective review

Ask students if finding out what the characters in a story are like and how they feel helped them have a better understanding of the story. Ask *Have you learned new things about jobs?* Praise their effort.

5 Comprehension 2 • Listening 2

OBJECTIVES

Listening: Can recognize a speaker's feelings or attitudes.

Reading: Can make simple inferences about characters' motives and feelings in straightforward narrative texts.

Speaking: Can express their opinions on familiar topics, using simple language.

MATERIALS

SB pp. 76–77, 78
SB audio tracks 1-30 and 1-31
Optional: sheets of paper, poster putty
Pearson English Platform

Warm-up

Write on the board: *comfortable*, *delicious*, *exciting*, *hungry and thirsty*, *miss*, *smelly*, *terrifying*, *unhappy*, *worried*. Put students into groups and ask them to think how they would retell the story from previous lesson using these words as prompts. Then ask one of the groups to retell the story. The rest of the students listen and raise their hands when there's a missing detail, or a mistake has been made, to add to the story or correct what was wrong.

Lesson objective

Explain the lesson objective: To apply the reading strategy by describing the characters in a story and their feelings.

SB Act. 1 p. 78

Read *Ahoy There!* again and answer.

- Refer students back to the text on SB pp. 76 and 77.
- Remind students of the clues they underlined in the previous lesson. (**Answers: 1** excited/happy, **2** worried, **3** Yes, he's hungry, thirsty, tired, terrified, worried, and happy in the end.)

SB Act. 2 p. 78

Read and answer. Then share your answers with the class.

- Give students two minutes to make notes and compare them in pairs.
- Ask individual students to give answers, and other students to justify them by referring to the relevant parts of the text.

SB Act. 3 p. 78

Find words and phrases in *Ahoy There!* that describe the boy's feelings about the journey.

- Students work individually. Then they exchange their answers with a partner. (**Answers:** Good feelings: excited, a great adventure, happy, incredible, delicious fruit, calm (ocean), hot, happier, fun, wonderful dinner. Bad feelings: hungry, it isn't very comfortable, cold, damp, thirsty, dirty, smelly, tired, worried, frightening, sick, terrible, missing home)

Extra activity

CREATIVITY

- Put students into six groups. Agree on a name for the boy with the whole class. Then explain that each group will draw the boy on a sheet of paper and write a short description of how he feels on each day of his journey, e.g., *Day 1: Tom's excited and very happy at the beginning of his journey.*
- When they've finished, ask each group to put their drawing and descriptions on the board. Have a class discussion on how they think the trip continued. You may want to tell students that the journey lasted three years.

Objective review

Ask students if describing the characters in a story and their feelings helped them understand the text better. Ask *Have you learned new things about difficult jobs?* Praise their effort.

Listening 2

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

Listening strategy

Explain the listening strategy: Listen for key information about people.

SB Act. 4 p. 78

1-30

Listen and check (✓). Which two people are speaking?

- Focus students' attention on the possible choices and play track 1-30.
- Play track 1-30 again if necessary, and ask students to give the reason for their answers.

Comprehension 2

1 Read *Ahoy There!* again and answer.

1 How does the boy feel at the start of his journey?
2 How does his mom feel?
3 Do his feelings change during the journey? How?

2 Read and answer. Then share your answers with the class.

1 What was the *Golden Hind*?
The fastest ship in England.
2 Where did the crew sleep on the ship?
They slept on the floor.
3 Why were the crew hungry?
There was very little food left.
4 What other problems did they have during the journey?
A terrible storm and sickness.
5 How did the boy feel at the end of the story? Why?
Happy because they have fresh food.

3 Find words and phrases in *Ahoy There!* that describe the boy's feelings about the journey.

Good feelings	Bad feelings
excited	hungry

Listening 2

Listening strategy

Listen for key information about people.

4 1-30 Listen and check (✓). Which two people are speaking?

an explorer	☐	a scientist	☐
a photographer	✓	a sailor	☐
a reporter	✓		

5 1-31 Listen and circle T (true) or F (false).

1 Malavath Poorna was the first girl to climb Mount Everest. T F
2 Her biggest problem was feeling cold. T F
3 The thing she missed most was her bed. T F
4 Her biggest dream now is to become a nurse. T F

6 Discuss with a friend. Would you like to go on a similar expedition to Malavath's? Why?/Why not?

Vocabulary 2

1 Find these words in *Ahoy There!*. Circle the words for jobs and underline the describing words.

barber comfortable crew delicious explorer fast hard journey late sailor surgeon terrifying

2 1-32 Listen to the meanings and say.

3 Read and match.

1 Someone who travels to find new places is an — e explorer.
2 Someone who sails on a ship is a — c sailor.
3 A doctor who fixes things inside the body is a — d surgeon.
4 Someone who cuts hair and beards is a — f barber.
5 A group of people who work together on a ship are the — a crew.
6 To travel from one place to another you go on a — b journey.

4 Imagine you're an explorer from the past. Work with a friend and describe your journey. Then tell the class.

1 How did you travel? Where did you go?
2 What happened during your journey?
3 How did you feel during your journey?
4 What adjectives can you use to describe the journey?

SB Act. 5 p. 78

1-31

Listen and circle T (true) or F (false).

- Play track 1-31. Students do the activity.
- After you check the answers, ask *Why was Malavath sick sometimes?* (There wasn't much oxygen.) *When did the photographer talk to Malavath?* (When she took some pictures of her.) *Would you like to climb a mountain? Why?/Why not?*

Differentiation

Struggling learners: Put students into pairs and ask them to discuss the sentences before they listen. Pause the track when necessary to help them.

Stretch: Ask students to correct the false sentences.

SB Act. 6 p. 78

COMMUNICATION

Discuss with a friend. Would you like to go on a similar expedition to Malavath's? Why?/Why not?

- Ask *Would you like to go on an expedition similar to the girl's? What would be the positive points? What would be the negative ones?* Write students' ideas on the board. Encourage them to discuss their partners' opinions giving reasons for their point of view.

Extra activity

COLLABORATION

Write on the board: *excited*, *miss*, *smelly*, *terrifying*, *unhappy*, *tired*, *worried*, *better at*, *worse at.* Put students into groups of six or eight. Each student has a sheet of paper and writes three sentences about himself/herself using those words, e.g., *I'm 10 years old. I'm better at math than at English. I always feel excited on the first day of class.* Students fold the sheets up and pass them to the student on their right. The group passes the sheets to their right three more times. The person who receives the paper reads the sentences out in random order. The group has to guess who the sentences refer to.

Objective review

Ask students if listening for key information about people helped them discover who was talking in the dialog. Ask *Have you learned new things about journeys and jobs?* Praise their effort.

5 Vocabulary 2

OBJECTIVES

Speaking: Can talk about past events or experiences, using simple language.

SB vocabulary: barber, comfortable, crew, delicious, explorer, fast, hard, journey, late, sailor, surgeon, terrifying

WB vocabulary: suffixes *-er* and *-or*

MATERIALS

SB pp. 76–77, 79
WB pp. 67–68
WB key p. 263
SB audio track 1-32
Optional: a soft ball, cards with key vocabulary
Pearson English Platform

Warm-up

Put students into groups of four or five. Write on the board these words, but use dashes: *damp*, *smelly*, *tired*, *worried*, *seasick*, *hungry*, *dangerous*, *excited*, *fun*, *thirsty*, e.g., *d _ _ p*, and present a soft ball. When you throw the ball to a group, students have to complete the missing letters in one of the words on the board and make a sentence with it. They need to do it in 15 seconds to get a point.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to travels and explorers in the past.

SB Act. 1 p. 79

Find these words in *Ahoy There!*. Circle the words for jobs and underline the describing words.

- Refer students back to the text on SB pp. 76 and 77.
- Remind students of the difference between a describing and a naming word.
- Put students into pairs. Ask them to find the words in the text, read the sentences in which they're used, and discuss whether they're jobs or describing words.
- Ask different pairs to share their answers with the class. Ask *Does everybody agree?*

SB Act. 2 p. 79

1-32

Listen to the meanings and say.

- Play track 1-32. Students listen without saying anything.
- Play the track again, pausing after each sentence for students to say the missing words. (**Answers: 1** barber, **2** delicious, **3** sailor, **4** fast, **5** hard, **6** comfortable)

SB Act. 3 p. 79

Read and match.

- Students do the activity individually. Then they exchange books with a partner to check their answers.

Extra activity

COLLABORATION

Play *Hot Seat*. Put students into two groups. Put two chairs with their back to the board at the front of the classroom. Ask one member from each group to sit on the chair. Write a word from Activity 1 on the board. The students with their back to the board have to ask *Yes/No* questions to guess what it is, e.g., *Is it a describing word?* The students from each group take turns answering. The first student to guess correctly wins a point for his/her group and swaps places with another student. The student who guesses incorrectly stays in the hot seat. The team with the most correct answers wins.

WB Act. 1 p. 67

Decode the words. Then match them to the pictures.

- Make sure that students understand how the code works.

WB Act. 2 p. 67

Read and circle.

WB Act. 3 p. 68

Circle the odd one out. Then write sentences with the words you circled.

- Ask students to exchange books to correct their partner's sentences in pairs after they do the activity.

SB Act. 4 p. 79

COMMUNICATION

Imagine you're an explorer from the past. Work with a friend and describe your journey. Then tell the class.

- Brainstorm what facts students have learned about traveling in the past in *Ahoy There!*.
- Put students into pairs. Each pair discusses the questions and gets ready to present their ideas to the class.

Differentiation

Struggling learners: Ask students to present their ideas using at least five of the new words from the lesson. Students make simple sentences and connect them using linking words such as *and*, *but*, and *so*.

Stretch: Ask students to explain their ideas using at least nine words from the new vocabulary list. Ask them to add interesting details to their descriptions to make them more vivid.

Comprehension 2

1 Read *Ahoy There!* again and answer.

1 How does the boy feel at the start of his journey?
2 How does his mom feel?
3 Do his feelings change during the journey? How?

2 Read and answer. Then share your answers with the class.

1 What was the *Golden Hind*?
The fastest ship in England.
2 Where did the crew sleep on the ship?
They slept on the floor.
3 Why were the crew hungry?
There was very little food left.
4 What other problems did they have during the journey?
A terrible storm and sickness.
5 How did the boy feel at the end of the story? Why?
Happy because they have fresh food.

3 Find words and phrases in *Ahoy There!* that describe the boy's feelings about the journey.

Good feelings	Bad feelings
excited	hungry

Listening 2

Listening strategy

Listen for key information about people.

4 1-30 Listen and check (✓). Which two people are speaking?

an explorer ☐ a scientist ☐
a photographer ✓ a sailor ☐
a reporter ✓

5 1-31 Listen and circle T (true) or F (false).

1 Malavath Poorna was the first girl to climb Mount Everest. (T) F
2 Her biggest problem was feeling cold. (T) F
3 The thing she missed most was her bed. T (F)
4 Her biggest dream now is to become a nurse. T (F)

6 Discuss with a friend. Would you like to go on a similar expedition to Malavath's? Why?/Why not?

Vocabulary 2

1 Find these words in *Ahoy There!*. Circle the words for jobs and underline the describing words.

barber comfortable crew delicious explorer fast hard journey late sailor surgeon terrifying

2 1-32 Listen to the meanings and say.

3 Read and match.

1 Someone who travels to find new places is an — e explorer.
2 Someone who sails on a ship is a — c sailor.
3 A doctor who fixes things inside the body is a — d surgeon.
4 Someone who cuts hair and beards is a — f barber.
5 A group of people who work together on a ship are the — a crew.
6 To travel from one place to another you go on a — b journey.

4 Imagine you're an explorer from the past. Work with a friend and describe your journey. Then tell the class.

1 How did you travel? Where did you go?
2 What happened during your journey?
3 How did you feel during your journey?
4 What adjectives can you use to describe the journey?

Word study: suffixes *-er* and *-or*

WB Act. 4 p. 68

Look and write. Use the verbs in the box with *-er* or *-or*.

- Ask students to do the activity orally first. Then choose students to come to the front and write the words for the class to check spelling.

WB Act. 5 p. 68

CRITICAL THINKING

Can you think of more jobs that end in *-er* or *-or*? Complete the chart.

- Ask students to dictate the words to you and write them on the board for weaker students to check spelling.

Extra activity

CREATIVITY

Write all the new words from the lesson on cards. Put cards face down on your desk. One student picks up a card and makes a sentence using the word. The next student takes a card and has to continue to make a story, building on the first sentence and incorporating their word, e.g. *The boy had a terrifying experience. He went to the barber because he had toothache.* To have more fun, you can put students into two groups, whose members alternate picking the cards and making sentences.

Objective review

Ask students to give reasons why traveling in the past was so difficult, using as many of the new words in the lesson as possible. Praise their effort.

5 Grammar 2 • Speaking 2

OBJECTIVES

Grammar: Can use "more" with longer adjectives to make simple comparisons.

Speaking: Can make simple, direct comparisons between two people or things using common adjectives, given a model.

Expressions: Thanks for your help.

MATERIALS

SB pp. 76–77, 80–81
WB pp. 69–70
WB key p. 263
Video 5-3
Video script pp. 290–291
Optional: all cards used in unit
Pearson English Platform
Grammar Book 4, Unit 5
Speaking and Vocabulary Book 4, Unit 5

Warm-up

Put students into two groups. Put all the vocabulary cards you prepared in this unit face down on your desk. Groups take turns sending a student to the front. Students pick a card and give the definition of the word. Groups get a point for each correct definition.

Lesson objective

Explain the lesson objective: To compare the characteristics of different jobs or objects.

SB Act. 1 p. 80

5-3

Watch Parts 2 and 3 of the story video. Answer the questions. Then read and complete.

- Ask students to look at the video still and predict what the video will be about. Play Parts 2 and 3 and answer the questions. (**Answers: 1** filming the fire, **2** the Smogator, **3** Dr. Who, Jack, and Kim)
- Ask *Where are Doctor Who and his friends?* (They're in Australia.) *What's the photographer traveling on?* (a helicopter) *What do Doctor Who and his friends see?* (the Smogator / a large green cloud) *Why are the firefighters worried?* (They can't stop the fire.) *What's Jack's dream job now?* (He wants to be a scientist.)
- Ask students to look at the video still and complete the sentence.

SB Act. 2 p. 80

Read the grammar box.

- Remind students of the words that describe actions and what they learned in Grammar 1. Read the six sentences at the top of the box together.
- After students do the activity, elicit which words describe actions (*adverbs*), and which describe things (*adjectives*), e.g., *The fire is big.* (*big* describes the fire) *The firefighters work hard.* (*hard* describes how they work).
- Explain that both kinds of words form the comparative and superlative following the same rules. To form the comparative, add *-er* to adjectives and adverbs of one or two syllables. For longer adjectives and adverbs, add *more … than*. To form the superlative, add *the … -est* to adjectives and adverbs of one or two syllables. For longer adjectives and adverbs, add *the most* before them.

SB Act. 3 p. 80

Read *Ahoy There!* again and circle *-er* and *-est* words.

- Refer students back to the text on SB pp. 76 and 77.
- Students read the text and circle the examples.

SB Act. 4 p. 81

Read and circle.

- Ask students to choose the correct words. (**Answers: 1** carefully, **2** safer, **3** loudest, **4** slowly)

SB Act. 5 p. 81

Read, look, and complete.

- With a struggling class, do the first item together.
- Ask students to compare their answers in pairs.

WB Act. 1 p. 69

Read and match.

- Focus student's attention on the grammar box before they do the activity.

WB Act. 2 p. 69

Read and circle.

WB Act. 3 p. 70

Complete the sentences. Use the correct form of the words in the box.

- Ask students to pay attention to how many things are being compared: two or more than two.

WB Act. 4 p. 70

Read and write a comparative and a superlative sentence. Use the words in bold.

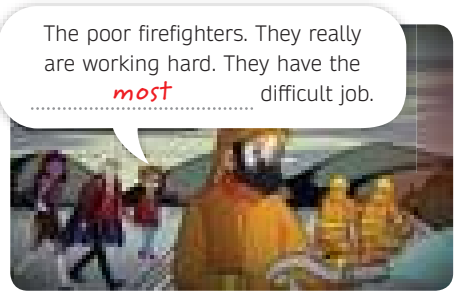
WB Act. 5 p. 70

Write comparative and superlative sentences. Use one word from each box.

Grammar 2

1 5-3 **Watch Parts 2 and 3 of the story video. Answer the questions. Then read and complete.**

1 What's the photographer doing?
2 Who started the fire?
3 Who's going to help the firefighters stop the fire?



2 **Read the grammar box.**

Grammar

Adverbs describe actions

The firefighters are working **hard**.
They're working **harder than** the reporter.
They're working the **hardest**.

The firefighters work **carefully**.
They work **more carefully than** the reporter.
They work **the most carefully**.

Adjectives describe things

The fire is very **big**.
It's **bigger than** any other fire.
It's **the biggest** fire in Australia.

The photographer has a **difficult** job.
She has a **more difficult** job than the reporter.
The firefighters have the **most difficult** job.

3 **Read *Ahoy there!* again and circle *-er* and *-est* words.**

4 **Read and circle.**

1 The firefighters work **careful** / **carefully**.
2 Traveling by plane is **safer** / **more safely** than traveling by bus.
3 This is the **loudest** / **loudly** class in the entire school.
4 My mom always drives very **slowly** / **slow**.

5 **Read, look, and complete.**

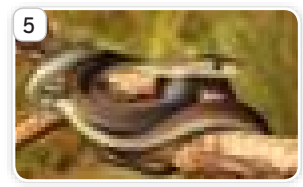
big **building** **difficult** **dry** **fast** **planet** **quick** **tall**

The Burj Khalifa is *the tallest* *building* in the world.

The Atacama Desert is *the driest* in the world.

Jupiter is *the biggest* *planet* in the solar system.

The Amazon flows *very fast.*



The snake moves *more quickly than* the tortoise.

A climber of Annpurna has *the most difficult* job.

Speaking 2

6 **Use the words in bold to compare the jobs.**

Maya: My dream is to be a teacher. What's your dream job, Lola?
Lola: My dream is to be a reporter. It's a really **interesting** job. A reporter [1] *writes more interesting* stories than a teacher! How about you, Sam?
Sam: My dream is to be a firefighter. Firefighters are **strong**. I think they're [2] *stronger than* teachers and reporters.
Maya: But being a firefighter is **dangerous**. It's [3] *more dangerous than* being a teacher.

7 **What's your dream job? Compare your dream job with a friend.**

Extra activity — CRITICAL THINKING

Put students into small groups. Ask them to compare what they know from *Ahoy There!* about traveling in the past to what traveling is like nowadays. You could help by writing some categories on the board like *means of transport*, *speed*, *time*, *comfort*, etc.

For more grammar practice, go to Grammar Book 4, Unit 5.

Speaking 2

SB Act. 6 p. 81 — COMMUNICATION

Use the words in bold to compare the jobs.

- Students work in pairs. First, they complete the dialog, and then they read it twice, swapping roles the second time.

Differentiation

Struggling learners: Allow students to read the dialog in pairs.

Stretch: Ask students to make a similar dialog about different jobs that they choose.

SB Act. 7 p. 81

What's your dream job? Compare your dream job with a friend.

- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity — COMMUNICATION

- Put students into small groups. Write on the board *When did your parents buy your mobile phone? Was it expensive? Is it your first phone? How many apps does it have? What do you like about it? What don't you like about it?* Students answer the questions about their phones, and make a short presentation to their group.
- Then ask students to compare their phones. Set a target of eight sentences, e.g., *Alicia's phone is bigger than mine. Enrique's phone is more interesting than Carola's.*

Objective review

Ask students to report to the class different things they've learned about their classmates' mobile phones. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 4, Unit 5.

5 Writing • Now I Know

OBJECTIVES

Reading: Can understand the main points in simple descriptive texts on familiar topics.

Speaking: Can give basic biographical information in a short talk about another person.

Writing: Can provide facts or examples to support a stated opinion in a simple structured paragraph, given a model.

MATERIALS

SB pp. 82–83
WB pp. 71–73
WB key p. 264
Optional: sheets of paper
Pearson English Platform
Test Book 4, Unit 5

Warm-up

Review the Unit 4 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write about their dream job, while applying the writing strategy.

SB Act. 1 p. 82

Scan the text. Answer the questions.

- Remind students that they should scan the text quickly to find specific details.

SB Act. 2 p. 82

Read the text. Check your answers from Activity 1.

- Ask individual students to justify their answers. (**Answers: 1** The author wants to be a musician., **2** She loves music, she's good at singing, and composes her own songs.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 82

Read the text again and circle phrases that express opinion.

WB Act. 1 p. 71

Read and underline the sentences that express the author's opinion.

SB Act. 4 p. 82

Find or draw pictures of your dream job. Then go to the Workbook to do the writing activity.

- Students complete this activity in their notebooks.

WB Act. 2 p. 71

Think about your dream job. Complete the information.

WB Act. 3 p. 71

Write about your dream job in your notebook. Use your ideas from Activity 2.

Remember!

WB p. 71

- Focus students' attention on the Remember! box to use as a checklist for their writing.

Objective review

Ask students to read their texts aloud. Praise their effort.

Now I know

Warm-up

Put students into four groups. Each group chooses four words from the unit and draws pictures on pieces of paper to illustrate it.

Lesson objective

Explain the lesson objective: To review everything students have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 83

CRITICAL THINKING

How can we choose our jobs? Look back through Unit 5. Use the information you learned to answer the question. Add your own ideas.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 72

Complete the crossword.

Writing

1 Scan the text. Answer the questions.

1 What does the writer want to be?
2 Give two reasons why.
3 Is this a job you'd like to do? Why?/Why not?

2 Read the text. Check your answers from Activity 1.

My DREAM Job

My biggest wish is to be a musician because I love music! I'm good at singing and I compose my own songs. I think they're quite good! I'm also working hard to learn to play the guitar and the piano. My best instrument is the violin. I started learning when I was six years old and I am pretty good! I play in the school orchestra. I think being a musician is more exciting than any other job because you can play music every day and you can meet other people who like music, too. I hope that one day I'll record one of my own songs in a music studio. I think being a musician is the best job in the world!

3 Read the text again and circle phrases that express opinion.

4 WB 71 Find or draw pictures of your dream job. Then go to the Workbook to do the writing activity.

Writing strategy

State an opinion about a job and give reasons to support it.
I think being a musician is more exciting than any other job because you can play music every day.

Now I Know

1 How can we choose our jobs? Look back through Unit 5. Use the information you learned to answer the question. Add your own ideas.

When we choose a job, we think about
- what we're good at.
- what we like doing.

2 Choose a project.

Create a questionnaire

1 Make notes about four or five jobs and what you need for each one.
2 Create a questionnaire with questions about what people like and what they're good at.
3 Give the questionnaire to your classmates.
4 Present their answers in class and suggest a job for each person.

or

Create a biography

1 Choose a famous scientist, explorer, athlete, musician, photographer, or painter.
2 Find out as much as possible about their life.
3 Write a biography using the information you found. Add some pictures showing important things in the person's life.
4 Present your biography in class.

Read and circle for yourself.

I can recognize a speaker's point and feelings or attitudes.

I can make comparisons between people or things.

I can scan texts for specfic information. I can infer about characters' feelings.

I can provide facts to support an opinion.

WB Act. 2 p. 72

Read, write, and circle.

WB Act. 3 p. 73

Read and complete. There's one extra word.

WB Act. 4 p. 73

Answer the questions.

Project

SB Act. 2 p. 83

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as a way of helping them learn.

Things I learn

WB Act. 1 p. 73

Write down your three favorite new words from this unit. Which word was the most difficult for you?

- Have a class vote on favorite words.

WB Act. 2 p. 73

Write two things you found interesting about the work of an illustrator and choosing a job.

- Ask students to share their answers with the class.

WB Act. 3 p. 73

Why do you think some people have more than one job in their lives?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 83

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 4, Unit 5.

6 What happens in extreme conditions?

SKILLS

Listening: Can identify the main points of short, clear factual talks or presentations on familiar topics.
Can extract factual information from short, simple dialogs or stories about past events, if spoken slowly and clearly and guided by questions or prompts.

Reading: Can identify the key characteristics and structure of a limited range of factual text types.
Can make basic inferences from simple information in a short text.

Speaking: Can express their opinions on familiar topics, using simple language.

Writing: Can describe the plot of a movie or book very briefly, using simple language.

GRAMMAR

Grammar 1: Can use "has/have to" in statements with common verbs for obligation and necessity.

Grammar 2: Can use "mustn't" to express prohibition in the present and near future.

VOCABULARY

Key vocabulary 1: adapt to, beat, dehydrated, extreme, heart rate, heatstroke, hypothermia, mild, numb, perspire, shiver, sweat

Key vocabulary 2: ash, collapse, crater, eruption, explosion, in danger, lava, medallion, safe, shake, tremor, volcano

Video vocabulary: frost, guinea pig, oxygen, pump, recover

Reading 1 vocabulary: amazing, desperate, episode, gold, heat, incredible, lost city, sail, temperature

Reading 2 vocabulary: crack, massive, notes, pulled at, rushed, spill

Passive vocabulary: experience, rumble

Revised vocabulary: body, building, climate, crew, degrees Celsius, headache, journey, lightning, playground, storm, thunder

Academic vocabulary: unexpected

Expressions: Don't forget. Follow me!

PROJECTS

Prepare a weather report
How to stay safe

VIDEOS

Super Human Challenge: Extreme Cold (6-1)
Doctor Who: Hot and Cold Parts 1–3 (6-2, 6-3, 6-4)

VALUE

Listen for emergency information and alerts

Unit opener

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can express their opinions on familiar topics using simple language.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 84–85
WB p. 74
WB key p. 264
Video 6-1
Video script pp. 291–292
Pearson English Platform

Big Question

- Read the Big Question *What happens in extreme conditions?* aloud. Ask students to think of answers.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about extreme living conditions and how to cope with them.

6 What happens in extreme conditions?

Listening
- I can identify key points in facts.
- I can extract information about past events.

Reading
- I can identify the structure of texts.
- I can make basic inferences.

Speaking
- I can express my opinion.

Writing
- I can describe the plot of a movie or book.

1 Look at the picture and discuss.

1 Where do you think the people are?
2 Why are they dressed like that?
3 How do you think they feel?

2 Read and make notes. Then compare your answers with a friend.

1 What kind of character do you think you need to climb in extreme conditions?
2 Do you think these people have to train to be able to go on expeditions like these?
3 Have you ever been in the mountains? Did you wear special clothes?

3 6-1 Watch the video and answer the questions.

1 What does "Ice Man" not feel?
2 What's the first activity they try?
3 Does the "Ice Man's" heart get faster in the cold?
4 Is it usually dangerous to run in very cold weather?

SB Act. 1 p. 85

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

SB Act. 2 p. 85

Read and make notes. Then compare your answers with a friend.

- Ask students to compare their notes with a partner before discussing them with the class.

WB Act. 1 p. 74

How many types of weather can you name? What else would you like to learn about weather?

- Ask students to think of the Big Question and write answers to the questions.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 74

CRITICAL THINKING

Circle the words related to weather. What do you think you will learn about extreme conditions?

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 85

6-1

Watch the video and answer the questions.

- Students look at the video still and guess what the video is about. (*doing sports in extremely cold conditions*)
- Play the video. Ask students to check if they were correct. Then play the video again and ask students to do the activity. (**Answers: 1** the cold, **2** running in the snow, **3** No, it doesn't., **4** Yes, it is.)

WB Act. 3 p. 74

6-1

Watch the video and circle the correct answer.

WB Act. 4 p. 74

Match the words in bold to their definitions.

Extra activity

COLLABORATION

Put students into groups. Ask them to find out about extreme sport activities like desert trekking or polar expeditions, and what kind of training they involve.

Objective review

Ask students to say how they think people feel when experiencing extreme conditions. Praise their effort.

6 Pre-reading 1 • Reading 1

OBJECTIVES

Reading: Can identify the key characteristics and structure of a limited range of factual text types.

Speaking: Can express their opinions on familiar topics using simple language.

SB vocabulary: episode, heat, temperature

WB vocabulary: amazing, desperate, gold, incredible, lost city, sail

Passive vocabulary: experience

Revised vocabulary: body, climate, crew, degrees Celsius, headache, journey

Academic vocabulary: unexpected

MATERIALS

SB pp. 86–87
WB p. 75
WB key p. 264
SB audio track 2-01
Optional: four photocopies of paragraph in Extra activity, scissors
Pearson English Platform

Warm-up

Students work in groups. Ask *Is there a region in your country where it's very hot or very cold? Where is it? Do people live there? Do they wear any special clothes or have special means of transport? Why?*

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 86

COMMUNICATION

Discuss with a friend.

- Put students into pairs to discuss. Remind them what they learned about the extreme weather in some regions in the world.
- Ask some pairs to share their answers with the class.

Reading strategy

Explain the reading strategy: To identify how texts are organized.

SB Act. 2 p. 86

CRITICAL THINKING

Read and answer. What did Orellana find? What kind of text do you think this is? How do you know?

- Focus students' attention on the title of the text and the pictures. Explain that texts have different elements and features that help organize the content. Ask *What elements help organize this text?* (title, bolded introduction, pictures).
- Students compare their answers in pairs. (**Answers:** the Amazon; a book review)

Reading 1

SB Act. 3 p. 86

2-01

Read *Extreme Climates!*. Discuss with a friend.

- Students read and listen to the first paragraph of the text. Remind them that the first sentence in a paragraph usually contains its main idea.
- Ask pairs to decide what the first paragraph is about. (**Answer: 1** Jason Hewitts' documentary series about extreme climates)
- Discuss what the remaining parts of the text will be about.
- Students read and listen to the whole text. Ask *Were your guesses correct?* (**Answer: 2** the climate of Antarctica, Amundsen's expedition, and the consequences of staying in extremely cold weather; the climate of Death Valley National Park; what we should do in extreme temperatures)

Differentiation

Struggling learners: Students work in pairs underlining the sentence that contains the main idea of each paragraph. Explain they should look for them either at the beginning or the end of the paragraphs.

Stretch: When students answer the questions, they look for the information that supports the main idea in each paragraph.

SB Act. 4 p. 87

CRITICAL THINKING

Which episode would you most like to watch? Why? How do you feel when you are too hot or too cold?

- Students work in pairs to discuss.
- Have a class discussion. Ask *How do you feel when it's too hot or too cold?*
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Pre-reading 1

1 Discuss with a friend.

1 What's the climate like in Antarctica? And in the desert?

2 Can extreme temperatures and weather be dangerous?

Reading strategy

Identify how texts are organized.

2 Read and answer. What did Orellana find? What kind of text do you think this is? How do you know?

Book: City of Gold

★★★★★

Francisco de Orellana was a Spanish explorer, and the first person to sail the Amazon river. Orellana and his men wanted to find the lost city of El Dorado because they thought there was a lot of gold there. They started their journey in February 1542, but they never found the city. They found the Amazon, but Orellana and his men didn't know the dangers they were going to find along the way.

3 2-01 Read *Extreme Climates!*. Discuss with a friend.

1 What's the first paragraph about?

2 What are the other parts of *Extreme Climates!* about?

Reading 1

EXTREME CLIMATES!

By Caterina Lopez

I spoke to Jason Hewitts (documentary maker) about his latest documentary to be aired later this year. The documentary looks at extreme climates across the world. Jason starts in Antarctica and talks about Roald Amundsen's expedition.

The climate of Antarctica is the coldest on Earth. Here, the weather can be too cold to go outside. These **extreme** weather conditions are dangerous for humans. Our bodies are simply not designed for them. Most of us live in places with **mild** temperatures. Only a few people, like the Inuit in Arctic Canada and the Nenets in the north of Russia, can **adapt to** these temperatures. This episode goes back to the 1900s when Amundsen and his men prepared for their greatest adventure.

Our hands, feet, ears, and nose can start to feel **numb** and turn blue when our body loses heat faster than it produces it. This is called **hypothermia**. When this happens, your breathing and **heart rate** get faster. You start to **shiver** as your body tries to keep warm. Your skin becomes cold and pale, and muscles become tight and hard. This is dangerous because we can also feel **dehydrated**. Our episode this week shows us the dangers that Amundsen and his team experienced on their polar journey. Don't miss it!

Extremely hot weather is dangerous, too. We all **perspire** when our bodies keep us cool. But our body can become dehydrated when we produce a lot of **sweat**. You might have a headache and in extreme heat your heart will **beat** very fast. In extreme heat, it's also possible to suffer from **heatstroke**. When this happens, you must see a doctor.

One of the hottest places on earth is *Death Valley National Park*. What dangers do people who live and work in the desert have? In our Sunday episode, we'll follow the Timbisha Shoshone tribe, who live there!

Our summers are getting hotter and hotter, and there are many places around the world where the temperature can go up to 45° C and more. There are also times when there's unexpected cold weather – and we aren't prepared. That's why we must be careful, especially with small children, babies, and older people. In this episode, we talk to Dr. Helena Smith about what we have to do when we experience extreme temperatures in our everyday lives.

4 Which episode would you most like to watch? Why? How do you feel when you are too hot or too cold?

Extra activity

SB Vocabulary work

Write the new words on the board with their letters scrambled, e.g., *odespie* (episode), *eath* (heat), *pertemtuaer* (temperature). Students work in pairs unscrambling the words without looking at the text. The first pair to write all the words correctly wins.

Extra activity

CRITICAL THINKING

Make four copies of the paragraph below, then cut up each one so there's one sentence per strip of paper. Put students into four groups and give a paragraph to each. Students put the sentences in order.

Hurricanes and typhoons are both tropical cyclones. The winds in a tropical cyclone may exceed 120 km per hour. Hurricanes occur in the Atlantic or the eastern Pacific Ocean. Typhoons are only found in the west Pacific Ocean. A typhoon always rotates in a counter clockwise direction. Hurricanes rotate clockwise in the Southern Hemisphere and counter clockwise in the Northern Hemisphere.

WB Act. 1 p. 75

Read the reviews and circle the correct answers.

- Remind students of their answers to Activity 2 on p. 86 in the SB.
- Check answers and analyze the structure of the blog with students.

WB Act. 2 p. 75

Read the reviews again. Complete the chart

WB Act. 3 p. 75

COMMUNICATION

Discuss with a friend. What would you choose to watch or read from the blog? Why?

- Put students into pairs to discuss.

Extra activity

WB Vocabulary work

Write on the board: *amazing*, *desperate*, *gold*, *incredible*, *lost city*, *sail*. Make sure students know what these words mean. Then ask pairs to make one sentence with each word.

Extra activity

COMMUNICATION

A student chooses an extreme location he/she would like to visit. The class takes turns asking questions about the weather and living conditions to guess where it is. Students can ask up to ten questions.

Objective review

Ask students if they think that being able to identify how a text is organized helps them understand it better. Praise their effort.

6 Comprehension 1 • Listening 1

OBJECTIVES

Listening: Can identify the main points of short, clear factual talks or presentations on familiar topics.

Reading: Can identify the key characteristics and structure of a limited range of factual text types.

Speaking: Can give an opinion in a structured discussion, if guided by questions.

MATERIALS

SB pp. 86–87, 88
SB audio tracks 2-02 and 2-03
Optional: cardboard paper (to make posters)
Pearson English Platform

Warm-up

Put students into four groups. Each group chooses one of the episodes from *Extreme Climates!*. They say what its main idea is and what supporting information is given in the text. The class listen to the presentations and correct or add any missing information.

Lesson objective

Explain the lesson objective: To apply the reading strategy by identifying how texts are organized.

SB Act. 1 p. 88

Read *Extreme Climates!* again and answer. Then compare your answers with a friend.

- Refer students back to the text on SB pp. 86 and 87.
- Ask students to scan the text quickly to answer the questions. (**Answers: 1** four, **2** episode three)
- Check answers and analyze the structure of the text with students. Ask *Was the organization of the text helpful in answering Question 1*? (Yes. Each episode forms a separate part of the text.)

SB Act. 2 p. 88

Read the titles. Which paragraph from the text do they refer to? Write the number.

- Focus students' attention on the possible titles. You may want to remind students of the Warm-up activity and explain that each title should reflect the main idea of the corresponding paragraph. Discuss the different titles.

SB Act. 3 p. 88

Read *Extreme Climate!* again and circle.

- Ask students to focus on the words in bold and make guesses before they read the text again.

Extra activity

COLLABORATION

Write four statements on the board, e.g., *Only a few people, like the Inuit, live in the Antarctic because its climate is the coldest on Earth.* (F) *When you get hypothermia, your hands, feet, ears, and nose feel numb.* (T) *When it's too hot, you may get dehydrated because your heart beats very fast.* (F) *The extreme weather conditions we experience in our everyday lives are especially dangerous for adults.* (F) Put students into three groups. Each group scans the text to check whether the statements are true or false. The first group to come up with four correct answers wins. Working with a stronger group, you may also ask groups to explain why the statement is wrong and to correct it.

Objective review

Ask students what elements/features of a text they should check to analyze how it's organized. Praise their effort.

Listening 1

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 4 p. 88

CRITICAL THINKING

What extreme weather happens where you live? How can you prepare for it?

- Brainstorm different kinds of extreme weather before students do the activity (*hurricane*, *tornado*, *flood*, *heat wave*, *drought*, *snowstorm*). Write their ideas on the board.

Listening strategy

Explain the listening strategy: To identify what you're listening to and listen for important points.

SB Act. 5 p. 88

2-02

Listen and answer. What is it? Which words helped you decide?

- Play track 2-02 and ask students to write down the key words as they listen. Explain that it'll help them answer the question. (**Answer:** It's a weather forecast.)

Comprehension 1

1 Read *Extreme Climates!* again and answer. Then compare your answers with a friend.

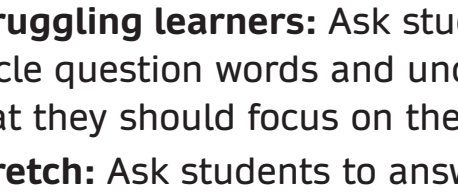
1 How many episodes are there?
2 Which episode tells you more about living in Death Valley?

2 Read the titles. Which paragraph from the text do they refer to? Write the number.

1 Ice cold danger [2]
2 Daily dangers [3]
3 Can't take the heat [4]
4 The journey starts [1]

3 Read *Extreme Climates!* again and circle.

1 The weather in Antarctica is **wet** / **cold**.
2 **Only a few people live** / **Nobody lives** in polar areas.
3 Hypothermia happens when your body can't **keep warm** / **cool down**.
4 We can dehydrate in **extremely hot weather** / **extremely cold and hot weather**.
5 We perspire because **our body is trying to stay cool** / **we are shivering**.
6 You can have heatstroke **only in a desert** / **anywhere** when the temperature is high.



Listening 1

4 What extreme weather happens where you live? How can you prepare for it?

Listening strategy

Identify what you're listening to and listen for important points.

5 2-02 Listen and answer. What is it? Which words helped you decide?

6 2-03 Listen again and answer. Then compare your answers with a friend.

1 Where's the cold air coming in from?
2 How many countries are mentioned?
3 Where's it going to be extremely cold?
4 Where's it difficult to sleep at night?
5 What do these numbers refer to?
-15 .....
45 .....
110 .....
6 What do you do when there is a tornado?

7 Discuss with a friend. How can you protect yourself and others in any of these situations?

Vocabulary 1

1 Find these words in *Extreme Climates!*. Then complete the chart. Can you think of any more words to add?

adapt to **beat** **dehydrated** **extreme** **heart rate** **heatstroke** **hypothermia** **mild** **numb** **perspire** **shiver** **sweat**

Weather words	Effects of extreme temperatures
extreme, mild	dehydrated, heatstroke, hypothermia, numb, perspire, shiver, sweat

2 Match the words from Activity 1 to the definitions.

1 Our body produces this when we're hot. sweat
2 This is when a part of our body can't feel. numb
3 When we change to help us survive. adapt to
4 Our heart needs to do this. beat

3 Think about what you learned in *Extreme Climate!*. Make notes. Then present to the class.

Do this in the winter	Don't do this in the winter
wear warm clothes	
Do this in the summer	**Don't do this in the summer**

4 How do you think extremely cold or extremely hot weather can affect our planet? How can this affect our lives?

SB Act. 6 p. 88

2-03

Listen again and answer. Then compare your answers with a friend.

- Ask students to focus their attention on the questions when they listen. Play track 2-03. (**Answers: 1** the North Pole, **2** Canada, Spain, Italy, Greece, Turkey, and Japan, **3** in Canada and the north of Europe, **4** in Spain, Italy, Greece and Turkey, **5** -15: minimum temperature in Canada and the north of Europe; 45: maximum temperature in the Mediterranean area (Spain, Italy, Greece, Turkey); 110: the speed of the winds in kilometers, **6** stay inside, find safe places far from windows and doors)
- Ask pairs to compare answers before checking together.

Differentiation

Struggling learners: Ask students to work in pairs to circle question words and underline key words. Explain that they should focus on them as they listen.

Stretch: Ask students to answer as many questions as possible before they listen. Then ask extra questions, e.g., *What countries are mentioned?* (Canada, Spain, Italy, Greece, Turkey, Japan).

SB Act. 7 p. 88

COMMUNICATION

Discuss with a friend. How can you protect yourself and others in any of these situations?

- You may play track 2-03 again and ask students what advice is given (*Stay at home and keep warm, don't go out at noon, stay inside, drink a lot of water, and stay away from windows and doors.*).
- Students work in pairs. Write their ideas on the board.

Extra activity

CREATIVITY

This can be an expansion on the previous activity. Put students into groups. Students make a list of the possible emergency situations in their community, e.g., extreme cold or hot weather conditions, floods, earthquakes, etc. Each group chooses one emergency and develops a family disaster plan by doing some internet research. The groups make a poster and present it to the class. This activity could be done as homework.

Objective review

Ask students if identifying what they're listening to and listening for important points is a useful strategy. Praise their effort.

6 Vocabulary 1

OBJECTIVES

Speaking: Can give a short, simple prepared talk on a topic of personal interest.

SB vocabulary: adapt to, beat, dehydrated, extreme, heart rate, heatstroke, hypothermia, mild, numb, perspire, shiver, sweat

WB vocabulary: sandstorm, blizzard, flood, humidity, drought, precipitation

MATERIALS

SB pp. 86–87, 89
WB pp. 76–77
WB key p. 264
Optional: cards with key vocabulary
Pearson English Platform

Warm-up

Play *Running Dictation*. Put students into two groups and divide the board into two parts. Each group stands in a row facing the board. Place two WBs at the end of the classroom. Group A has to rewrite *The Amazon*, and Group B *The River Journey* from *Joe's Entertainment Blog*. Runners run to the end of the classroom, read, run back, and dictate only the key words to the writers. Once the first runners and writers have done their job, they go to the end of the line and the game continues. Groups have two minutes to write the key words on the board. Then they sit down, reconstruct the paragraph, and read it to the class.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to how extreme weather conditions affect our lives.

SB Act. 1 p. 89

Find these words in *Extreme Climates!*. Then complete the chart. Can you think of any more words to add?

- Refer students back to the text on SB pp. 86 and 87.
- Put students into pairs. Ask them to find the words in the text and read the sentences in which they're used to help them contextualize.
- Draw the chart on the board and ask different pairs to write the words in each column.

SB Act. 2 p. 89

Match the words from Activity 1 to the definitions.

- Students do the activity in pairs. Read the definitions and ask students to say the words.

WB Act. 1 p. 76

Read and circle.

WB Act. 2 p. 76

Complete the crossword. What's the hidden word? What does it mean?

WB Act. 3 p. 77

CRITICAL THINKING

Write the letters in order. Then choose three words and write sentences.

- Students check each other's answers for mistakes.

SB Act. 3 p. 89

Think about what you learned in *Extreme Climate!*. Make notes. Then present to the class.

- Students make notes individually.
- Ask some students to share their ideas with the class.

Differentiation

Struggling learners: Put struggling students into pairs with strong students. Students discuss the answers before sharing them with the class.

Stretch: Ask students to explain the reasons for some of their notes.

Extra activity

COLLABORATION

Students stand up in a circle. If you have a large class, put them into groups. Students clap out a beat and say, *one, two, three*, followed by a word from the lesson. After the next three beats, the next student in the circle gives another word, and so on. If a student can't think of a word or repeats a word already said, he/she has to sit down and it's the next person's turn. The winner is the last one standing.

SB Act. 4 p. 89

COMMUNICATION

How do you think extremely cold or extremely hot weather can affect our planet? How can this affect our lives?

- You may want to introduce the idea of global warming as a reason for these extreme weather conditions.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Comprehension 1

1 Read *Extreme Climates!* again and answer. Then compare your answers with a friend.

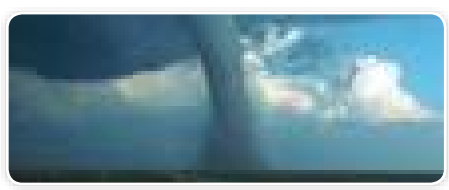
1 How many episodes are there?
2 Which episode tells you more about living in Death Valley?

2 Read the titles. Which paragraph from the text do they refer to? Write the number.

1 Ice cold danger [2]
2 Daily dangers [3]
3 Can't take the heat [4]
4 The journey starts [1]

3 Read *Extreme Climates!* again and circle.

1 The weather in Antarctica is **wet** / **cold**.
2 **Only a few people live** / **Nobody lives** in polar areas.
3 Hypothermia happens when your body can't **keep warm** / **cool down**.
4 We can dehydrate in **extremely hot weather** / **extremely cold and hot weather**.
5 We perspire because **our body is trying to stay cool** / **we are shivering**.
6 You can have heatstroke **only in a desert** / **anywhere** when the temperature is high.



Listening 1

4 What extreme weather happens where you live? How can you prepare for it?

Listening strategy

Identify what you're listening to and listen for important points.

5 2-02 Listen and answer. What is it? Which words helped you decide?

6 2-03 Listen again and answer. Then compare your answers with a friend.

1 Where's the cold air coming in from?
2 How many countries are mentioned?
3 Where's it going to be extremely cold?
4 Where's it difficult to sleep at night?
5 What do these numbers refer to?
-15
45
110
6 What do you do when there is a tornado?

7 Discuss with a friend. How can you protect yourself and others in any of these situations?

Vocabulary 1

1 Find these words in *Extreme Climates!*. Then complete the chart. Can you think of any more words to add?

adapt to **beat** **dehydrated** **extreme** **heart rate** **heatstroke** **hypothermia** **mild** **numb** **perspire** **shiver** **sweat**

Weather words	Effects of extreme temperatures
extreme, mild	dehydrated, heatstroke, hypothermia, numb, perspire, shiver, sweat

2 Match the words from Activity 1 to the definitions.

1 Our body produces this when we're hot. sweat
2 This is when a part of our body can't feel. numb
3 When we change to help us survive. adapt to
4 Our heart needs to do this. beat

3 Think about what you learned in *Extreme Climate!*. Make notes. Then present to the class.

Do this in the winter	Don't do this in the winter
wear warm clothes	
Do this in the summer	**Don't do this in the summer**

4 How do you think extremely cold or extremely hot weather can affect our planet? How can this affect our lives?

Vocabulary challenge: weather words

WB Act. 4 p. 77

Read the sentences and label the pictures with the words in bold.

WB Act. 5 p. 77

Complete the sentences. Use the words from Activity 4.

Extra activity

CREATIVITY

- Write each word from the lesson on a card, and put them face down in a pile on your desk. Draw a tic-tac-toe grid on the board and write in each square *weather*, *temperatures*, *coldest*, *feel*, *cool*, *heart*, *heat*, *faster*, and *body.*
- Put students into two groups. Members of each group take turns coming to the front, picking up one card from the pile (e.g., *extreme*), choosing a word from the grid (e.g., *weather*), and making a sentence using both, (e.g., *Extreme weather is dangerous for people.*)

Objective review

Ask students what new words connected with the weather and the effects of extreme temperatures they've learned. Praise their effort.

6 Grammar 1 • Speaking 1

OBJECTIVES

Grammar: Can use "has/have to" in statements with common verbs for obligation and necessity.

Speaking: Can express their opinions on familiar topics using simple language.

MATERIALS

SB pp. 86–87, 90–91
WB pp. 78–79
WB key p. 264
Video 6-2
Video script p. 292
Pearson English Platform
Optional: three large pictures showing extreme weather conditions, poster putty
Grammar Book 4, Units 8 and 9
Speaking and Vocabulary Book 4, Unit 6

Warm-up

Bring three pictures that clearly describe extreme weather conditions (e.g., *children in a park refreshing themselves in a fountain*; *people walking in the snow*; *a desert expedition*). Show students each picture. Students describe what the people are doing, what season they think it is, etc. Stick the pictures on the board. Encourage students to compare the pictures and to talk about the consequences of the extreme weather for the people in the pictures.

Lesson objective

Explain the lesson objective: To use *must* and *have to* to talk about what it's necessary to do at school in extreme weather conditions.

SB Act. 1 p. 90

6–2

Watch Part 1 of the story video. Answer the questions.

- Students watch Part 1 of the video and answer the questions. (**Answers: 1** They may be damaged in extremely cold weather., **2** He plays the violin and his fingers are extremely important., **3** It's suddenly too hot and it's getting hotter.)
- Ask *Where do Doctor Who and his friends travel?* (Canada) *Why are they surprised?* (The air is hot and it's sunny.) *What do they see?* (an accident) *Why doesn't the Smogsucker work?* (The air in the Smogsucker is too hot.) *What are they going to do?* (They're going to give the Smogsucker a wash with cold water.)
- Focus students' attention on the video still and read the text in the speech bubble together.

SB Act. 2 p. 90

Look at the grammar box and read.

- Focus students' attention on the grammar box and read the sentences together.
- Explain that *must* expresses an obligation that comes from the person speaking (e.g., your parents, teachers, or from yourself) and is not a rule or a law.. *Have to* expresses an obligation that comes from somebody else and can be a rule or a law.

SB Act. 3 p. 90

Read *Extreme Climates!* again. Circle examples of *must* and *have* to.

- Refer students back to the text on SB pp. 86 and 87.
- Students share their circled sentences with the class.

SB Act. 4 p. 90

Read and complete. Use *must* or *have to* and the verbs in parentheses.

- With a struggling group, you may want to do the first sentence as an example.

WB Act. 1 p. 78

Read and check (✓) the sentences that are rules or laws.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 2 p. 78

Complete the sentences with *must* or *have to* and the verbs from the box. Then match.

- After checking answers, ask students to say whether the sentences are about an internal or an external obligation.

WB Act. 3 p. 79

Write the words in order.

SB Act. 5 p. 91

Read and complete. Then check (✓) the things that you don't have a choice about doing.

- Students check in pairs whether they've checked the same obligations.

SB Act. 6 p. 91

Read and complete. Use *must* or *have to* and words from the box.

- Monitor and check which students need more guidance.

Grammar 1

1 6-2 **Watch Part 1 of the story video. Answer the questions.**

1 Why must they be careful with their fingers and toes?
2 Why does Jack need to look after his fingers?
3 What's wrong with the weather?

2 **Look at the grammar box and read.**

Grammar

I **must** find the Smogator	I **have to** take my exams.
You **must** wear gloves, it's cold.	You **have to** wear a seat belt.
Must you make that noise?	Do we **have to** finish the project today?

Must expresses obligation that comes from the speaker (not a rule or a law).
Have to expresses obligation that comes from somebody else (can be a rule or a law).

3 **Read *Extreme Climates!* again. Circle examples of *must* and *have to*.**

4 **Read and complete. Use *must* or *have to* and the verbs in parentheses.**

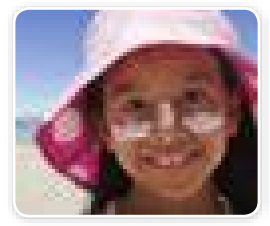
1 Do you have to wear (wear) a uniform to go to school?
2 Look! An accident! We must call (call) the police!
3 We have to buy (buy) some food for dinner.
4 I can't go out now. I have to start (start) my science homework.

5 **Read and complete. Then check (✓) the things that you don't have a choice about doing.**

1 I have to / must go to school tomorrow. ☐
2 I have to go to the movies with my Grandpa tonight. ☐
3 I must eat breakfast in the morning. ☐
4 I have to brush my teeth every day. ☐
5 I have to play badminton tomorrow. ☐
6 I have to/must do my homework this afternoon. ☐

6 **Read and complete. Use *must* or *have to* and words from the box.**

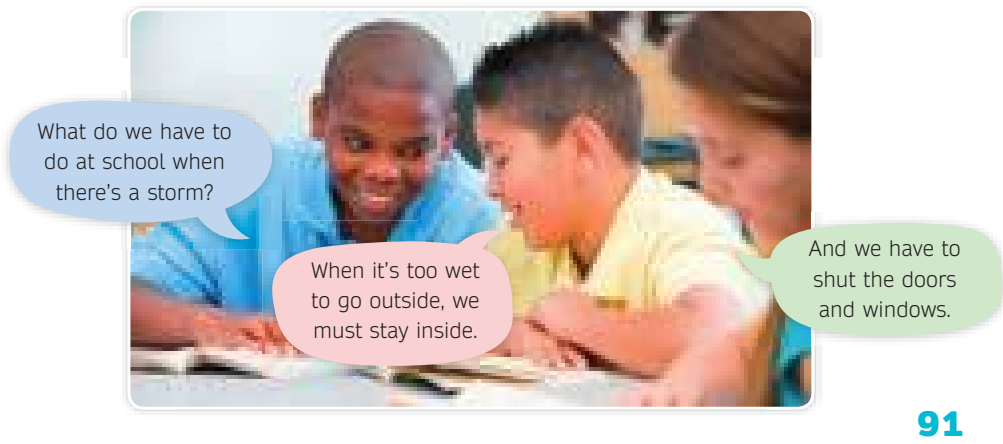
be call go hurry up wear



1 I have to go to the post office now and I must hurry up. It closes in 30 minutes.
2 I have to call my grandma, it's her birthday today.
3 Jen, you must be careful with that knife. You can get hurt!
4 We must wear a hat and sunblock when we're at the beach.

Speaking 1

7 **What important things do you have to do in extreme weather conditions at school? Discuss with a friend.**



WB Act. 4 p. 79

Complete the questions. Then answer for you.

- Remind students how to form questions with *have to* (using *do/does*) and *must* (using inversion).

WB Act. 5 p. 79

Write two things you must do and two things you have to do today.

- Students review and correct each other's sentences.

For more grammar practice, go to Grammar Book 4, Units 8 and 9.

Speaking 1

SB Act. 7 p. 91

COMMUNICATION ☐

What important things do you have to do in extreme weather conditions at school? Discuss with a friend.

- Model the activity with a group of three students. Make sure everybody has a chance to speak.

Differentiation

Struggling learners: Ask students to make notes before they speak. Focus their attention on the correct use of *must* and *have to.*

Stretch: Ask students to support their ideas with reasons.

Extra activity

COMMUNICATION

- Provide students with half a sentence for them to complete using *must* or *have to*. Say: *It's raining outside. You …* Student: *… must take an umbrella.*
- Possible continuation: *It's Mom's birthday on Friday,* so *we … . That's a red light! You … . To get good grades, you … . During the exam, students … .*
- When students feel confident, ask them to continue in pairs with their own examples.

Objective review ☐

Ask students to say what they must and have to do in class. Praise their effort.

For more speaking practice, go to Speaking and Vocabulary Book, Unit 6.

6 Pre-reading 2 • Reading 2

OBJECTIVES

Reading: Can make basic inferences from simple information in a short text.

Speaking: Can express their opinions on familiar topics using simple language.

SB vocabulary: massive, spill

WB vocabulary: crack, notes, pulled at, rushed

Passive vocabulary: rumble

Revised vocabulary: building, lightning, playground, storm, thunder

MATERIALS

SB pp. 92–93
WB p. 80
WB key p. 264
SB audio track 2-04
Optional: strips of paper with situations in clue form
Pearson English Platform

Warm-up

Write a situation and some clues on strips of paper, e.g., *Their mom / the kids / clean / room. The boss / the secretary / send / emails / midday. You / listen / teacher. Monday / I / school. You / cross / street / light / green. I / eat / vegetables. At our school / wear / uniform.* Put them face down on your desk. Students pick up a strip and make sentences with *must* or *have to*.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 92

COMMUNICATION

Discuss with a friend.

- Put students into pairs to discuss the questions.
- Provide some examples if necessary, e.g., *earthquake, flood, hurricane, volcano, tsunami*. Ask *What are the problems people will face in each of these cases? How can they be solved?*

Extra activity

CREATIVITY

- Explain that you're going to describe a scene and students will draw it on a piece of paper. Read aloud *Draw two houses. There are three people on the roof of one of the houses. There's a man and a dog on the roof of the other. It's raining. Draw black clouds in the sky. Draw a helicopter in the sky. There's water around the houses. There's a boat with two men in the water.*
- In pairs, students share their pictures and discuss what they think happened, and what will happen.

Reading strategy

Explain the reading strategy: To use what you already know to identify problems and solutions.

SB Act. 2 p. 92

Read and answer. What's the problem? How do you know?

- Students read the text. Ask *How did the girl know that something strange was happening?* (The birds stopped singing.) *What happened then?* (The rain started.)
- Check answers with the class. (**Answers:** A flood might happen. It started raining.)

Reading 2

Reading text in British English

This is one of the texts in Level 4 that is in British English. Focus students' attention on some differences between British and American English. Ask them to find words and dates that are different. Highlight *traveled/travelled*; *gray/grey*; *24th of August/August 24*.

SB Act. 3 p. 92

2-04

Read *The Medallion Movers*. What do you think might be the problem?

- Students read and listen to the text.
- Ask *What shows there's a problem?* (the cloud over the mountain, a loud noise, tremors)
- Discuss students' answers with the class. (**Answer:** A volcano is erupting.)

Differentiation

Struggling learners: Put students into pairs. Ask them to say what shows there's a problem, and what confirms that it's a volcano.

Stretch: When students answer the question, ask them to explain what the two possible escape solutions are and to justify the one chosen by Tomás and Miranda.

Pre-reading 2

1 Discuss with a friend.

1 Do you know any kinds of natural disasters?

2 What can you do to prepare for a natural disaster?

Reading strategy

Use what you already know to identify problems and solutions.

2 Read and answer. What's the problem? How do you know?

My friend Leyla and I were sitting under a tree in the playground during a break. We were far away from the other children because we were reading our notes for our science test. Suddenly, the birds stopped singing. I don't know why, but I knew something was going to happen ... and then the rain started!

3 2-04 Read *The Medallion Movers*. What do you think might be the problem?

Reading 2

"I wonder where we are," asked Miranda. "This place is incredible. Wow, look at those fountains and sculptures, and the gardens! Look at the people. They're wearing tunics and sandals. And look at the buildings. This is amazing, look, they're ..."

"Hey! Miranda. Stop for a second. You don't have to talk all the time! Your **medallion** is shining, look. It'll show us where we are and how far back in history we travelled," replied Tomás. Miranda looked at her medallion. "Oh yes. I forgot to check it!" It showed Italy, 24th August, 79 AD. "Ooohhh." Suddenly, she felt a little scared.

"What's wrong? 24th August, 79 AD. What does that mean?" asked Tomás. "Are you OK, Miranda? You look frightened, pale, and you're shaking. You don't have to be scared."

Miranda was looking at something behind Tomás. He turned around and saw a big mountain not far from the city. There was a strange cloud over it. "I think I know exactly where we are ... see that mountain over there? It isn't a mountain, it's a massive **volcano**. We mustn't panic!" But Miranda sounded worried.

Tomás started searching for information on his smartphone and quickly found something. "OK, I found the information! Here!" he exclaimed, "24th August, 79 AD. It's today, 24th August in the year 79. This is Pompeii, wow, we're in Pompeii ... and that's Vesuvius! OK, now I understand why you're scared. I'm pretty sure there's going to be an **eruption**! We have to escape, right away! We're probably **in danger**!"

Suddenly, there was a loud noise, a deep rumble like thunder, and thick grey smoke started to bubble and spill from the volcano's **crater**. "We have to tell everyone!", shouted Miranda. She ran towards a group of people. "You mustn't stay here!" she said. They said something, but she couldn't understand the language. She told them to run away, but they didn't understand her. Suddenly, they felt a **tremor**, and then another. The tremors **shook** the ground beneath them. They shook the city and some of the tents in the market square **collapsed**. People felt scared, but were prepared and ran to their families and houses.

Tomás pointed in the opposite direction. "Let's go up to those hills. They're far from the volcano ... and the **lava** will come down here, but we'll be **safe** up *there*," said Tomás.

They started to run, but suddenly there was another huge **explosion**. The sky was very dark with smoke now and people were running everywhere. Hot stones and **ash** flew out of the crater and fell everywhere, like rain. They fell on to the houses and temples. There was fire everywhere too – the hot stones and ash were too hot to touch.

"Too late! It's erupting!" shouted Miranda. She could feel her heart beating faster and faster. Suddenly, a group of people ran past them. One boy stopped and said something to Miranda. It looked like he was scared too.

"What did he say?", asked Tomás.

"Sorry, I can't understand what he's saying. He's speaking Latin," said Miranda. The boy pointed in another direction and waved for them to follow.

"To the sea!" exclaimed Tomás. "Of course! He's pointing to the sea. We'll only be safe in the sea! Let's follow him!"

4 Imagine you're in Pompeii with Tomás and Miranda. What would you do?

SB Act. 4 p. 93

CRITICAL THINKING

Imagine you're in Pompeii with Tomás and Miranda. What would you do?

- Ask *What do you know about Pompeii? Have you ever seen a volcano eruption on TV or at the movie theater? Why wasn't going up the hills an option for them? How would you protect yourself from falling ash and stones?* Encourage students to justify their answers.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

SB Vocabulary work

- Write on the board: *massive* and *spill.* Ask students to find these words in the text. Check the meaning of the new words.
- Students write sentences using the words and share them with the class.

WB Act. 1 p. 80

Read *The Storm*. How do we know there's a problem in paragraph 1? Check (✓) the correct answer.

- Remind students of their answers to Activity 2 on p. 92 in the SB.

WB Act. 2 p. 80

Read *The Storm* again and answer.

WB Act. 3 p. 80

CRITICAL THINKING

Imagine Mr. Smith doesn't open the doors. What should the girls do then?

- Students discuss the question in pairs.

Extra activity

WB Vocabulary work

Write on the board: *crack, notes, pulled at*, *rushed*. Students find the words in the text and explain their meanings.

Value

Listen for emergency information and alerts

Remind students of the disaster plan they wrote. Ask *Why should you pay attention to alerts and emergency information? What might happen if you don't?*

Objective review

Ask students if using what they already know to identify problems and solutions in a story is a useful strategy. Praise their effort.

6 Comprehension 2 • Listening 2

OBJECTIVES

Listening: Can extract factual information from short, simple dialogs or stories about past events, if spoken slowly and clearly and guided by questions or prompts.

Reading: Can make basic inferences from simple information in a short text.

Speaking: Can express their opinions on familiar topics, using simple language.

MATERIALS

SB pp. 92–93, 94
SB audio tracks 2-05 and 2-06
Pearson English Platform

Warm-up

Tell the story from pp. 92 and 93 as a class, but from a different point of view. Students retell the story without looking at it, as if they were the boy from Pompeii whom Miranda and Tomás followed. You may want to say the first sentence as a model. Then students continue until the whole story is retold.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using what you already know to identify problems and solutions.

SB Act. 1 p. 94

Read *The Medallion Movers* again. Why does Tomás think they're going to be safe in the sea?

- Refer students back to the text on SB pp. 92 and 93.
- Remind students that they should base their answer on clues in the text. (**Answer:** They're away from the volcano and the water will protect them.)
- Ask *Do you agree with Tomás?* Have a class discussion. Students refer to the problems with Tomás's solution and provide their own.

SB Act. 2 p. 94

Read and answer. Then share your answers with the class.

- To check answers, ask one student to answer a question, ask another one if the answer is correct, and then ask a third student for an explanation why it's correct/incorrect. (**Answers: 1** two kids in a place where a volcano erupted, **2** Pompeii, 24 August, 79 A.D., **3** Miranda's medallion and Tomás's phone, **4** It shines and shows the date., **5** information about important events in the past)

SB Act. 3 p. 94

Read and number the events in the order they happen.

- Students work individually. Then they exchange their answers with a partner before checking them against the text. Have a show of hands to see how many answered correctly.

Extra activity

CRITICAL THINKING

Ask students to look back at the reading text on pp. 92 and 93 and imagine there's a different natural disaster. Ask *What will change in the story? What will be the solution to the problem?* Put students into groups. They choose a different natural disaster, discuss the details they should include, and share their answers with the class.

Objective review

Ask whether it helped students to use what they already knew to identify problems and solutions in the story. Ask if they've learned new things about natural disasters. Praise their effort.

Listening 2

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

Listening strategy

Explain the listening strategy: To listen for a change in events by listening for new names, numbers, and places.

SB Act. 4 p. 94

2-05

Listen and check (✓) the main changes to the story's ending.

- Play track 2-05 twice. First ask students to listen for new names, places, and numbers (*2017, Costa Rica, Cerro Chato*). Then check the answers.
- Ask *What's Cerro Chato?* (a dormant volcano) *Are they safe in Cerro Chato?* (yes) *Why?* (The volcano is dormant.) *What's the year?* (2017) *What can they see?* (jungles, monkeys, hanging bridges) *What can they do there?* (swim, hike).

Comprehension 2

1 **Read *The Medallion Movers* again. Why does Tomás think they're going to be safe in the sea?**

2 **Read and answer. Then share your answers with the class.**

1 What's the story about?
2 When and where does it happen?
3 What helped Miranda and Tomás know where they were?
4 What's special about the medallion?
5 What information do you think you can find using Tomás's phone?

3 **Read and number the events in the order they happen.**

The children told people about the danger. 6
The medallion showed a date. 2
Miranda realized where they were. 3
Miranda and Tomás arrived in the city. 1
The boy spoke to the children. 9
Smoke came out of the volcano. 5
Tomás found the information. 4
The children started to run to the hills. 8
An eruption started. 7

Listening 2

Listening strategy

Listen for a change in events by listening for new names, numbers, and places.

4 2-05 **Listen and check (✓) the main changes to the story's ending.**

1 Tomás and Miranda made a new friend. ☐
2 The boy found his family and they leave. ☑
3 Tomás and Miranda traveled to Costa Rica. ☑
4 Pompeii was covered in smoke. ☐

5 2-06 **Listen again and circle T (true) or F (false).**

1 The boy knew the man in the white tunic. T F
2 The man and the woman were the boy's family. T F
3 Tomás and Miranda traveled to Costa Rica on the ship. T F
4 They time traveled to another volcano in Costa Rica. T F
5 Tomás and Miranda weren't scared about the volcano called Cerro Chato. T F
6 They decided to go and explore Italy. T F

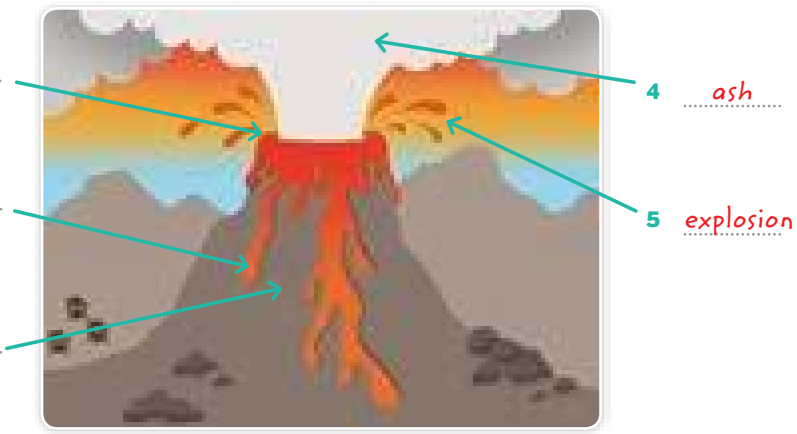
6 **What might happen next in the story? What do you think they will say and do?**

Vocabulary 2

1 **Find these words in *The Medallion Movers*. What do you think they mean? Which words are kinds of movement?**

ash **collapse** crater **eruption** **explosion** in danger
lava medallion safe **shake** **tremor** volcano

2 **Label the picture. Use words from Activity 1.**



3 **Find words in *The Medallion Movers* that have the same meaning.**

1 a piece of jewelry medallion
2 the opposite of dangerous safe
3 fall down collapse
4 moved quickly shook
5 movement of the ground tremor
6 when you are in an unsafe situation in danger
7 this is in the air after a volcano erupts ash

4 **Think about the changes in the story at the end. Can you think of an alternative ending? Make notes and discuss with a friend.**

SB Act. 5 p. 94

2-06

Listen again and circle T (true) or F (false).

- Play track 2-06. Ask students to underline the key words and focus on specific information as they listen.

Differentiation

Struggling learners: Pause the track as necessary and let students discuss their answers in pairs before they decide.

Stretch: Ask students to predict the answers. Then play the track, and let them check how many of their answers are correct.

SB Act. 6 p. 94

COMMUNICATION

What might happen next in the story? What do you think they will say and do?

- Ask students to think about problems or adventures that the kids might have in Costa Rica.

Extra activity

CREATIVITY

Put students into four groups. Write these questions on the board *Where would you like to go if you had the magic medallion? Why? What would you do there?* Tell students that the place they decide on can be in the present, in the past, or in the future. Using *The Medallion Movers* as a model, they have to think of a new story. They may take Tomás and Miranda with them or not. Encourage them to use the background knowledge they've acquired through the unit.

Objective review

Ask students if it was easy or difficult to listen for a change in events by listening for new names, numbers, and places. Ask *Have you learned new things about natural disasters and living conditions in extreme situations?* Praise their effort.

6 Vocabulary 2

OBJECTIVES

Speaking: Can tell a simple story.

SB vocabulary: ash, collapse, crater, eruption, explosion, in danger, lava, medallion, safe, shake, tremor, volcano

WB vocabulary: danger, medallion, tunic, strange, abandon, escape

MATERIALS

SB pp. 92–93, 95
WB pp. 81–82
WB key p. 264
Optional: cards with key vocabulary
Pearson English Platform

Warm-up

Write the key words from Reading 2 on separate cards. Put students into two groups and ask them to stand in two lines. Pick one of the cards and show the word to the first students from each group, making sure the rest don't see it. The two students whisper the word to the next students in their groups. Students whisper the word to one another until it reaches the end of the line. The last student rushes to the board and writes the word. The first student to write the word correctly gains a point for their team. The student who was last in the line goes to the front of the line and the game continues.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to volcano eruptions.

SB Act. 1 p. 95

Find these words in *The Medallion Movers*. What do you think they mean? Which words are kinds of movement?

- Refer students back to the text on SB pp. 92 and 93.
- Put students into pairs. Ask them to find the words from the box in the text, read the sentences in which they're used to help them contextualize, and discuss possible definitions for them.
- Ask different pairs to share their ideas with the class. Ask *Do you agree? Does anybody have a better definition?*
- They compare their answers in pairs. (**Answers:** ash – the powder left after burning; collapsed – fell down; crater – a hole in a volcano; eruption – when a volcano ejects lava; explosion – the blowing apart of something; in danger – likely to be harmed by something; lava – fluid rock that spills from a volcano; medallion – a piece of jewelry; safe – not in danger; shake – vibrate; tremor – shaking movement; volcano – a mountain through which lava goes)
- Ask different pairs to read their lists of words for movement.

SB Act. 2 p. 95

Label the picture. Use words from Activity 1.

- Put students into pairs. Focus their attention on the words in the box.
- Have a show of hands to see how many students got correct answers the first time.

SB Act. 3 p. 95

Find words in *The Medallion Movers* that have the same meaning.

- Put students into pairs. Ask them to find the matching words from Activity 1.

Extra activity

COMMUNICATION

Put students into two groups: journalists and people who've escaped from a volcano eruption. The journalists write down their questions and the interviewees make notes about their experience, so they can use as many new words as possible. Put students into pairs. Ask some pairs to do their interviews for the class.

WB Act. 1 p. 81

Look and complete.

- Ask students to describe what they see in the pictures before completing the sentences.

WB Act. 2 p. 81

Complete the text. Use the words from Activity 1.

- Ask students to read the text quickly before they start completing it, to get a general idea of its topic.

WB Act. 3 p. 82

Circle the odd one out. Then write sentences with the words you circled.

- Ask students to make their own sentences with the words that are left out in each group.

Comprehension 2

1 **Read *The Medallion Movers* again. Why does Tomás think they're going to be safe in the sea?**

2 **Read and answer. Then share your answers with the class.**

1 What's the story about?
2 When and where does it happen?
3 What helped Miranda and Tomás know where they were?
4 What's special about the medallion?
5 What information do you think you can find using Tomás's phone?

3 **Read and number the events in the order they happen.**

The children told people about the danger. 6
The medallion showed a date. 2
Miranda realized where they were. 3
Miranda and Tomás arrived in the city. 1
The boy spoke to the children. 9
Smoke came out of the volcano. 5
Tomás found the information. 4
The children started to run to the hills. 8
An eruption started. 7

Listening 2

Listening strategy

Listen for a change in events by listening for new names, numbers, and places.

4 2-05 **Listen and check (✓) the main changes to the story's ending.**

1 Tomás and Miranda made a new friend. ☐
2 The boy found his family and they leave. ☑
3 Tomás and Miranda traveled to Costa Rica. ☑
4 Pompeii was covered in smoke. ☐

5 2-06 **Listen again and circle T (true) or F (false).**

1 The boy knew the man in the white tunic. T F
2 The man and the woman were the boy's family. T F
3 Tomás and Miranda traveled to Costa Rica on the ship. T F
4 They time traveled to another volcano in Costa Rica. T F
5 Tomás and Miranda weren't scared about the volcano called Cerro Chato. T F
6 They decided to go and explore Italy. T F

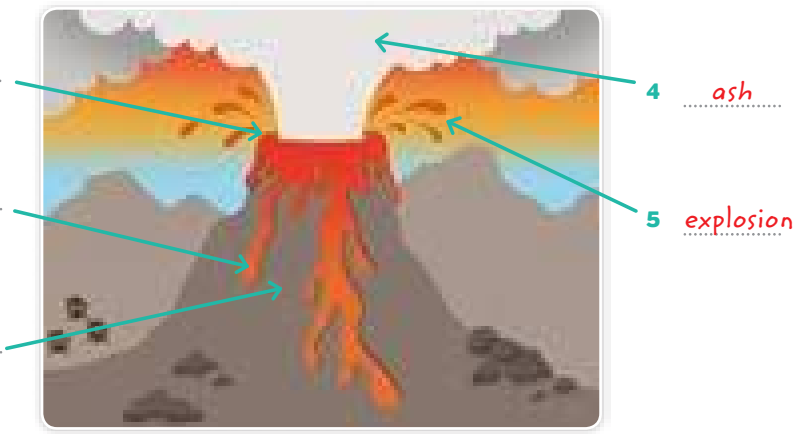
6 **What might happen next in the story? What do you think they will say and do?**

Vocabulary 2

1 **Find these words in *The Medallion Movers*. What do you think they mean? Which words are kinds of movement?**

ash collapse crater eruption explosion in danger lava medallion safe shake tremor volcano

2 **Label the picture. Use words from Activity 1.**



3 **Find words in *The Medallion Movers* that have the same meaning.**

1 a piece of jewelry medallion
2 the opposite of dangerous safe
3 fall down collapse
4 moved quickly shook
5 movement of the ground tremor
6 when you are in an unsafe situation in danger
7 this is in the air after a volcano erupts ash

4 **Think about the changes in the story at the end. Can you think of an alternative ending? Make notes and discuss with a friend.**

SB Act. 4 p. 95

COMMUNICATION

Think about the changes in the story at the end. Can you think of an alternative ending? Make notes and discuss with a friend.

- Ask different pairs to present their alternative endings to the class. Note down students' mistakes while they speak, but do not stop them to correct them.
- When the activity is over, share some of the mistakes you noted down with the class without saying who made them.

Differentiation

Struggling learners: Write the new words from the lesson on the board, plus others like *family*, *parents*, *island*, *horses*, *pets*, *hills*, *friends*, *grandparents*, to help students generate ideas.

Stretch: After students discuss, ask them to choose the best ending and explain why they like it the most.

Word study: words of French origin

WB Act. 4 p. 82

Write the letters in order. Use the definitions to help you.

- Explain that the definitions should help students find the correct word.

WB Act. 5 p. 82

Complete the sentences. Use the words from Activity 4.

Extra activity

CRITICAL THINKING

Write the words from SB Activity 1 on the board as well as on cards that you place face down on your desk. Students draw a 2x3 bingo card in their notebooks and write one of the words in each slot. Explain that instead of calling out the word, when you draw the card from the pile, you'll be saying its definition. Students cross out the words for the definitions they hear on their bingo cards. The first student to cross out all the words and shout *Bingo!* is the winner.

Objective review

Ask students to talk about some of their alternative endings to the story using the words in the lesson. Praise their effort.

6 Grammar 2 • Speaking 2

OBJECTIVES

Grammar: Can use "mustn't" to express prohibition in the present and near future.

Listening: Can extract factual information from short, simple dialogs or stories about past events, if spoken slowly and clearly and guided by questions or prompts.

Speaking: Can express their opinions on familiar topics, using simple language.

Expressions: Don't forget. Follow me!

MATERIALS

SB pp. 92–93, 96–97
WB pp. 83–84
WB key p. 265
Video 6-3
Video script p. 292
Optional: all cards used in unit, strips of paper
Pearson English Platform
Grammar Book 4, Units 8 and 9
Speaking and Vocabulary Book 4, Unit 6

Warm-up

Put students into two groups. Put all the cards with words from the previous lesson face down on your desk. A student from each group picks up a card and gives the definition of the word. With a struggling group, allow them to consult their team before answering. Award a point for each correct definition.

Lesson objective

Explain the lesson objective: To talk about what you're forbidden to do, or you aren't obliged to do.

SB Act. 1 p. 96

6-3
6-4

Watch Parts 2 and 3 of the story video. Answer the questions. Then read and complete.

- Students watch Parts 2 and 3 of the video to answer the questions. (**Answers: 1** use a fan, **2** another clue)
- Ask *Where are Doctor Who and his friends?* (Canada) *What do they do to the Smogsucker to make it work?* (They connect it first to a fridge and then to a fan.) *Why are Doctor Who and his friends coughing?* (The Smogator is in the TARDIS.) *Who saves Jack?* (Doctor Who) *What happens to the Smogator?* (He's swallowed by the time vortex.)
- Ask students to look at the video still and complete the sentences in the speech bubble. (**Answer:** mustn't)

SB Act. 2 p. 96

Look at the grammar box and read.

- Focus students' attention on the grammar box and read the sentences together.
- Elicit that *don't have to* means you're not obliged to do something, while *mustn't* means it's forbidden to do something.

WB Act. 1 p. 83

Read the dialog and choose the correct answer. There's one extra sentence.

- This is an A2 Flyers Reading and Writing Part 2 task.
- Focus students' attention on the grammar box before they do the activity.

SB Act. 3 p. 96

Read *The Medallion Movers* again and circle examples of *mustn't* and *don't have to*.

- Refer students back to the text on SB pp. 92 and 93.
- Students share their circled sentences with the class.

SB Act. 4 p. 96

Read and complete. Use *mustn't* or *don't have to*.

- Students check their answers in pairs.

SB Act. 5 p. 97

Read and complete. Use *don't/doesn't have to* or *mustn't*, and the words in the box.

- Ask students to read the whole paragraph before completing it to get a general idea.
- Students check their answers with a partner.

WB Act. 2 p. 83

Read Mom's note. Circle and write.

WB Act. 3 p. 84

Look and write. Complete the sentences. Use *doesn't have to* or *mustn't* and the verbs in bold.

SB Act. 6 p. 97

CRITICAL THINKING

Think about the things you have to do at school. Make a list and compare with a friend.

- Ask students to share their sentences with the class.

Extra activity

COLLABORATION

Ask students to imagine there's a new student in class. Set up a chain with students asking and answering questions as to what he/she mustn't do or doesn't have to do. Possible questions and answers: Student 1: *Do I have to wear a uniform?* Student 2: *Yes, you do, but you don't have to wear it for gym class.*

Grammar 2

1 6-3 **Watch Parts 2 and 3 of the story video. Answer the questions. Then read and complete.**

1 What do they have to do to bring the temperature down?
2 What's on the bottom of Jack's glass?

2 **Look at the grammar box and read.**

Grammar

It's your decision. You **don't have to** go to the party.
At the weekend, I **don't have to** go to school!

You **mustn't** run across the street.
We **mustn't** shout in class.

Mustn't means prohibition and ***don't have to*** is just lack of obligation.

3 **Read *The Medallion Movers* again and circle examples of *mustn't* and *don't have to*.**

4 **Read and complete. Use *mustn't* or *don't have to*.**

1 You mustn't speak to the bus driver when the bus is moving.
2 It's a good idea to study for your exams, but you don't have to .
3 We don't have to do our homework now, we can finish it later.
4 People mustn't talk loudly in the library.

5 **Read and complete. Use *don't/doesn't have to* or *mustn't* and the words from the box.**

clean get up go stay study

Today's Sunday and Gale's in bed reading a book. She [1] doesn't have to get up early because there's no school. She [2] doesn't have to clean her room because she did that on Friday. She [3] doesn't have to study because there are no exams tomorrow.

She's going to the swimming pool with her friends later but they [4] mustn't go before 3 p.m. because it's too hot. And they [5] mustn't stay in the sun for a long time.

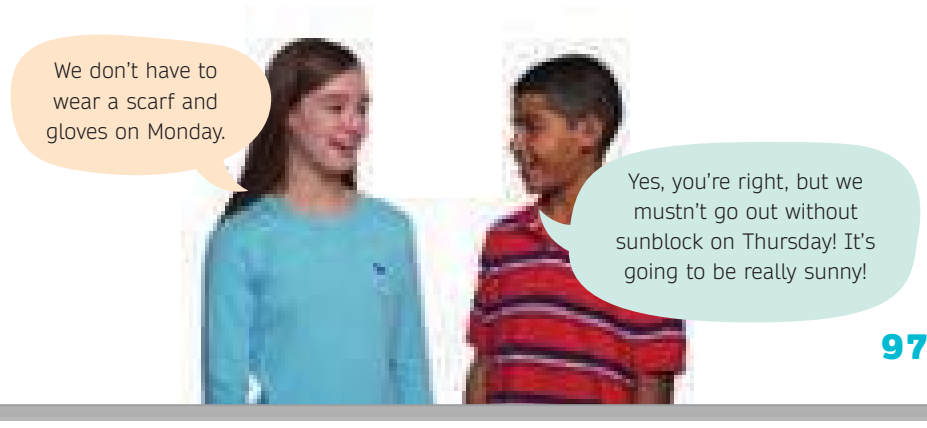
6 **Think about the things you have to do at school. Make a list and compare with a friend.**

Speaking 2

Speaking strategy

Be polite.

7 **Look and discuss with a friend about what people have to do and don't have to do on each day.**



WB Act. 4 p. 84

Write sentences. Use *don't have to* or *mustn't* and a phrase from the box.

WB Act. 5 p. 84 CRITICAL THINKING

Write two things you mustn't do and two things you don't have to do at home.

For more grammar practice, go to Grammar Book 4, Units 8 and 9.

Speaking 2

Speaking strategy

Explain the speaking strategy: Be polite.

SB Act. 7 p. 97 COMMUNICATION

Look and discuss with a friend about what people have to do and don't have to do on each day.

- Focus students' attention on the weather alert. Put them into pairs. Model the example.

Differentiation

Struggling learners: Before students speak, brainstorm what problems they might have in various weather conditions.

Stretch: After students speak, ask them to write a list of guidelines for the different weather conditions.

Extra activity COMMUNICATION

On strips of paper, write jobs students know and place them face down on your desk, e.g., *actor*, *nurse*, *bus driver*, *painter*, *athlete*, *photographer*, *scientist*, *police officer*, *musician*. Put students into two groups. Students come to the front, pick up a strip, and say a sentence using *don't have to* or *mustn't*, e.g., *An athlete mustn't smoke. A musician doesn't have to be good at math.* Then they replace the strip on the desk. Award a point for each correct sentence.

Objective review

Ask students to say the things they must / mustn't and have to / don't have to do in class. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book, Unit 6.

6 Writing • Now I Know

OBJECTIVES

Reading: Can identify the purpose of a range of common text types, e.g., to instruct, entertain, or persuade.

Speaking: Can describe weather conditions in their country using simple language.

Writing: Can describe the plot of a movie or book very briefly using simple language.

MATERIALS

SB pp. 98–99
WB pp. 85–87
WB key p. 265
Pearson English Platform
Test Book 4, Unit 6

Warm-up

Review the Unit 5 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write an episode of a journey while applying the writing strategy.

SB Act. 1 p. 98

Scan the text. Answer the questions.

- Remind students that they should scan the text quickly to find specific details.

SB Act. 2 p. 98

Read the text. Check your answers from Activity 1.

- Ask individual students to justify their answers. (**Answers: 1** giving information, **2** a summary or a review of a program)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 98

Read the text again and circle any information you think is important.

- Students circle facts, numbers, and names.

WB Act. 1 p. 85

Read and underline the most important information in the episode summary.

SB Act. 4 p. 98

WB 85

Write a title for your new episode. Then go to the Workbook to do the writing activity.

- Students complete this activity in their notebooks.

WB Act. 2 p. 85

Think about a nature show you like. Write down information about your favorite episode.

WB Act. 3 p. 85

Write the summary of the episode you chose in your notebook. Use the information from Activity 2.

Remember!

WB p. 85

- Focus students' attention on the Remember! box to use as a checklist for their writing.

Objective review

Ask students to read their summaries aloud. Praise their effort.

Now I know

Warm-up

Write on the board *NATURAL DISASTER*. In pairs, students write 15 words from Unit 6, containing a letter from the word on the board, e.g., *Numb*, *Adapt*, *beaT*, *erUption*, etc.

Lesson objective

Explain the lesson objective: To review everything students have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 99

CRITICAL THINKING

What happens in extreme conditions? Make notes about:

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 86

Write the letters in order. Then write them in the correct word groups.

Writing

1 Scan the text. Answer the questions.

1 Is the text telling a story or giving information about a journey?
2 What kind of text is it?

2 Read the text. Check your answers from Activity 1.

The Travel Planner
Desert Adventure

Episode 1

This week's journey starts at four o'clock in the morning. The team is in the Sahara Desert and they must travel across the desert, and survive! The extreme heat is dangerous and they need to be careful. They must drink enough water and take a lot of food for their journey. They're going to have to work hard, work together, and rest when they need to. Will they arrive at the next camp before it's dark and night time? **You mustn't miss it!**

3 Read the text again and circle any information you think is important.

4 WB 85 Write a title for your new episode. Then go to the Workbook to do the writing activity.

Writing strategy

Before writing, find information on the Internet or in books, and think of the main points of the episode you want to include in your summary.

Now I Know

1 What happens in extreme conditions? Make notes about:

1 Extreme cold and hot temperatures.
2 Other examples of extreme conditions and weather.
3 Where we can find these conditions.
4 How extreme conditions can affect people.

2 Choose a project.

Prepare a Weather report

1 Work in groups and imagine an extreme weather situation.
2 One person is the weather forecaster. He/she will explain what happened and where.
3 The other group members are the reporters from different parts of the city. Explain what people are doing and what they have to do to stay safe.

or

How to stay safe

1 Choose an example of extreme conditions in a particular place or country. Find out about this place and the possible dangers.
2 Find or draw pictures that show the place and the dangers.
3 Write notes to tell people how to stay safe in these conditions.
4 Put your pictures and notes onto a poster and show it to the class.

Read and circle for yourself.

I can identify key points in facts and extract information about past events.

I can express my opinion.

I can identify the structure of texts. I can make basic inferences.

I can describe the plot of a movie or book.

WB Act. 2 p. 86

Read and circle.

WB Act. 3 p. 87

Read and complete.

WB Act. 4 p. 87

Write sentences that are true for you.

Project

SB Act. 2 p. 99

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as a way of helping them learn.

Things I learn

WB Act. 1 p. 87

Write down your three favorite new words from this unit. Which word was the most difficult?

- Have a class vote on favorite words.

WB Act. 2 p. 87

Write two things you found interesting about the effects of extreme weather on people and places with extreme weather.

- Ask students to share their answers with the class.

WB Act. 3 p. 87

Why do people want to travel to places with extremely hot or cold weather?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 99

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 4, Unit 6.

7 How and why do fashions change?

SKILLS

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.
Can understand people's preferences in informal conversations, if the speakers talk slowly and clearly.

Reading: Can draw simple conclusions about the information given in a factual text on a familiar topic.
Can read a short text and predict what they think will happen next.

Speaking: Can talk about an event in the past using fixed expressions, given a model.
Can make suggestions about doing common everyday activities, using a basic fixed expression.

Writing: Can use appropriate standard greetings and closings in simple informal personal messages.

GRAMMAR

Grammar 1: Can use "before/after" as conjunctions with complement clauses.

Grammar 2: Can use "Let's …" to suggest an action.

VOCABULARY

Key vocabulary 1: artificial fibers, cardigan, collar, cotton, denim, leather, pattern, silk, suit, tights, vest, wool

Key vocabulary 2: belt, borrow, bracelet, delicate, design, dress up, earrings, jewelry, necklace, ribbon, watch

Video vocabulary: advice, capital, creations, detail, glamorous, runway, sewing machine, stitch, tips, time management, vision

Reading 1 vocabulary: casual, century, cloak, decade, exhibit, extravagant, fabric, fashionable, formal, puff sleeves, rock and roll, teenagers

Reading 2 vocabulary: attic, cellar, familiar, lucky, sparkling, trapdoor, weekend, wedding

Passive vocabulary: cool, mini-, simple, uniform

Revised vocabulary: clothes, change

Academic vocabulary: influenced by

PROJECTS

Work in a small group. Role-play a clothes shopping trip
Design some clothes for a special occasion

VIDEOS

All Over the Workplace: Fashion Design (7-1)
Doctor Who: Hot Wax Parts 1–3 (7-2, 7-3, 7-4)

VALUE

Appreciate your family belongings

Unit opener

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can express their opinions on familiar topics, using simple language.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 100–101
WB p. 88
WB key p. 265
Video 7-1
Video script p. 293
Pearson English Platform

Big Question

- Ask students questions about clothes to check what words they already know.
- Read the Big Question *How and why do fashions change?* aloud. Ask students to think of answers.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about fashion, and how and why it changes.

SB Act. 1 p. 101

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

7 How and why do fashions change?

Listening
- I can identify key details in factual talks.
- I can understand people's preferences.

Reading
- I can draw simple conclusions.
- I can predict what I think will happen next.

Speaking
- I can talk about an event in the past.
- I can make suggestions about activities.

Writing
- I can use appropriate greetings and closings in an email.

1 Look at the picture and discuss.

1 What clothes can you see in the picture?
2 What are the clothes made of?
3 What are your favorite clothes? Why?

2 Read and make notes. Then compare your answers with a friend.

1 Why do we wear different clothes?
2 Do you wear similar clothes to your parents?

3 7-1 Watch the video and answer the questions.

1 Where's the capital of the British fashion industry?
2 Why does Dylan want to be a fashion designer? And Izzy?
3 Have they designed clothes before?
4 What are Giles Deacon's top tips for a fashion designer?
5 What do most people working in fashion design start out as?

Differentiation

Stretch: Ask students what they think about the clothes in the picture. Would they wear them?

SB Act. 2 p. 101

Read and make notes. Then compare your answers with a friend.

Extra activity

CREATIVITY

Ask students to choose a destination, draw the clothes they'll take, and write why they'll need them.

WB Act. 1 p. 88

What items of clothing are you wearing? What would you like to learn about clothes?

- Ask students to think of the Big Question and write answers to the questions.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 88

CRITICAL THINKING

Circle the words related to fashion. What do you think you will learn about fashion?

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 101

7-1

Watch the video and answer the questions.

- Ask students to look at the video still and guess what the video is about (*fashion design*).
- Play the video. Students check if they were correct.
- Play the video again and ask students to do the activity. (**Answers: 1** in London, **2** Dylan saw a famous fashion designer on a TV show and he thought he should give it a try. / He was watching *Strictly Come Dancing* and Julien Macdonald was on it, so he thought he should give it a try. Izzy thinks it's a nice industry where you can be creative., **3** Izzy designs clothes for her dog. Dylan hasn't done any designs but he matches his outfits a lot., **4** Have your own visions and ideas. Be nice to people. Work hard., **5** Most people begin as an intern or a design assistant.

WB Act. 3 p. 88

7-1

Watch the video and complete.

WB Act. 4 p. 88

7-1

Complete the sentences. Watch the video again to check.

Objective review

Ask students to say how they feel about fashion and fashionable clothes. Praise their effort.

7 Pre-reading 1 • Reading 1

OBJECTIVES

Reading: Can draw simple conclusions about the information given in a factual text on a familiar topic.

Speaking: Can describe differences between people's appearance in some detail.

SB vocabulary: casual, century, decade, exhibit, formal, rock and roll, teenagers

WB vocabulary: extravagant, fabric, fashionable, puff sleeves

Passive vocabulary: mini-, simple, uniform

Revised vocabulary: clothes, change

MATERIALS

SB pp. 102–103
WB p. 89
WB key p. 265
SB audio track 2-07
Optional: pictures of a long dress, a long cloak, and a felt hat, all from around the 15th century
Pearson English Platform

Warm-up

Put up on the board six pictures of people wearing peculiar clothes, i.e., old fashioned or extremely modern. Put students into small groups. Say *Last night, there was a bank robbery between 8:00 and 9:30 p.m. The police are asking for information about three strange people seen close to the bank at that time. The robbers are among the people on the board. Tell the police what they were doing, and what they were wearing. Explain why you think (or don't think) they were the robbers.* Groups share their descriptions and explanations with the class.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 102

COMMUNICATION

Discuss with a friend.

- Put students into pairs. Remind them what they learned about clothes design in the previous lesson.

Reading strategy

Explain the reading strategy: Use information gained from pictures and words to understand the text.

SB Act. 2 p. 102

CRITICAL THINKING

Read and answer. What do you think the website is for?

- If possible, bring pictures of a long dress, a long cloak, and a felt hat, all from around the 15th century. Ask students to name the items.
- Students read the text and answer the question. (**Answer:** It's about clothes people wore in the 15th century.)

Reading 1

SB Act. 3 p. 102

2-07

Read *The Fashion Museum*. Find out about the exhibition.

- Focus students' attention on the pictures, title, and introduction of the text. Ask *Which word in the title tells you the text is about clothes?* (fashion) *What are the pictures and the legends about?* (the different clothes people wore in the 20th century). Remind students of the reading strategy and ask them to predict what the text is about. Write some of their ideas on the board.
- Students read and listen to the text.
- Ask *What kind of clothes did people wear at the beginning of the 20th century?* (formal) *Why did clothes change during the Second World War?* (There wasn't much fabric.) *When did people start to wear more casual clothes?* (when the war ended) *What were girls' dresses like in the 1960s?* (short and colorful) *When did people start to wear more comfortable clothes?* (at the end of the 20th century)

Differentiation

Struggling learners: Ask *What do all these pictures have in common?* (They all show clothes.) *What's different?* (the style of clothes) *Why do you think they are labeled with dates?* (to show how clothes changed through time) *Do the legends help you understand the text better?*

Stretch: Students explain how pictures and legends relate to the text. Ask *Were the pictures well chosen? Why? Why (not)? Would you add any other pictures or legends?*

SB Act. 4 p. 103

CRITICAL THINKING

Which of the fashions do you like best? Why do you think fashions changed during the twentieth century? How are they different from today's fashions?

- Have a class vote on students' favorite fashion. Ask them which item of clothing from the pictures they could wear today.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Pre-reading 1

1 Discuss with a friend.

1 What kind of clothes do we wear now?

2 What kind of clothes did people wear in the past?

Reading strategy

Use information gained from pictures and words to understand the text.

2 Read and answer. What do you think the website is for?

Extravagant hats were very popular in the fifteenth century. Women's hats were often tall with long silk fabric on them. Men could choose from a wide variety of wool or felt hats. Women's dresses and men's cloaks were very long and they were made of wool. Blue was a new color to Europe and it was very fashionable.

3 2-07 Read *The Fashion Museum.* Find out about the exhibition.

Reading 1

The Fashion Museum

100 YEARS OF FASHION!

Exhibit dates:
MAY 20 – AUGUST 20

Book online

Tickets $10

Come and see our fantastic exhibit about fashion in the twentieth century. Learn about different fabrics. Find out what clothes people wore in each decade, from the 1900s to the 1990s.

1900s

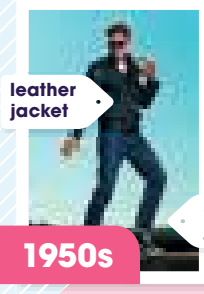
In the 1900s, at the beginning of the twentieth century, people wore formal clothes. Women wore long dresses or long skirts, and blouses with high **collars**. They also wore hats with ribbons and feathers or flowers on them. Men wore three-piece suits – pants, a shirt, a **vest**, and a jacket. Clothes at this time were made of natural fibers, like silk, cotton, or **wool**. There were no clothes especially for children or young people.

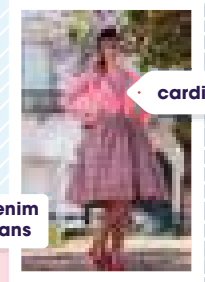
1930s and 1940s

When the Second World War started, there wasn't much fabric to make clothes. So clothes became simpler and more practical. Men mostly wore army uniforms and women wore knee-length skirts with simple shirts and jackets. Before the war women didn't wear pants, but when the war started many women went to work and wore work pants for the first time.

They were usually made of **cotton**, wool, or denim. Some natural fabrics, like **silk**, became very expensive at this time and people started using **artificial fibers**, like nylon, to make clothes.

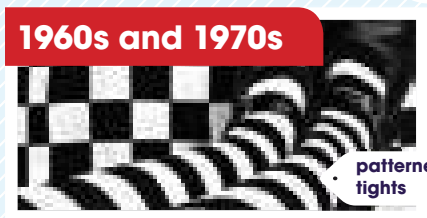
1950s





People started to wear more casual clothes after the war ended. They had more money to spend and for the first time there were clothes especially made for young people and teenagers. Girls liked to wear really wide skirts called poodle skirts, with blouses and short **cardigans**. These skirts were good for dancing rock and roll. Boys started to wear T-shirts, **leather** jackets, and blue jeans made of **denim**. Some boys, called Teddy Boys, wore colorful tight pants and long jackets.

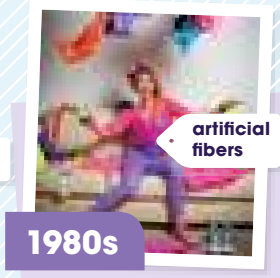
1960s and 1970s



In the 1960s and 1970s, fashions changed again. People had even more money and teenagers bought more clothes. Girls' skirts and dresses were shorter and more colorful than before. They were called mini-skirts or mini-dresses, and girls wore them with **patterned tights.** Boys wore shirts with colorful patterns or **suits** with tight pants.

Later in the 1970s people wore very wide pants called bell-bottoms and brightly-colored shirts with really big collars.

1980s



At the end of the twentieth century, comfortable sports clothes became more popular with both boys and girls. Girls often wore tights or leggings made of artificial fibers like lycra. They wore them with wool leg warmers and very big sweaters. Boys wore sweatpants and sweatshirts with patterns and sports shoes. Denim jeans and denim jackets were also very fashionable and popular.

Today our clothes are influenced by all the fashions from the twentieth century. Which is your favorite?

4 Which of the fashions do you like best? Why do you think fashions changed during the twentieth century? How are they different from today's fashions?

Extra activity

SB Vocabulary work

- Ask students to find and circle the following words in the text: *casual*, *century*, *decade*, *exhibit*, *formal*, *rock and roll*, *teenagers*. In pairs, they decide which of them refer to a length of time (*century*, *decade*).
- Ask students to use all the words in two sentences and share them with the class.

Extra activity

CREATIVITY

Put students into groups of three. Ask them to imagine they're fashion designers in 2100. Groups draw the clothes they think men and women will wear. Then they show their pictures and describe them to the class.

WB Act. 1 p. 89

Look and read *Fashion Through the Centuries*. Label the pictures with the correct century.

- Remind students of their answers to Activity 2 on p. 102 in the SB.
- Students give reasons for their answers.

WB Act. 2 p. 89

What did men and women wear in each century? Read *Fashion Through the Centuries* again and write.

WB Act. 3 p. 89

CRITICAL THINKING

Which fashion style do you like best? Why?

Extra activity

WB Vocabulary work

- Ask students to find and circle the following words in the text: *extravagant*, *fabric*, *fashionable*, *puff sleeves*. Students find the words in the text and explain their meanings.
- Ask pairs to draw a man dressed in clothes from the 16th or the 17th century, and describe his clothes using the new words.

Extra activity

CRITICAL THINKING

Put students into small groups. Write on the board *Compare clothes in your country with those of another country.* Students choose a foreign country, discuss the way clothes there are different from those of their own country, and draw pictures to exemplify them. Have different groups share their ideas and pictures with the class.

Objective review

Ask students if the pictures and context helped them have a better understanding of the text. Praise their effort.

7 Comprehension 1 • Listening 1

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Reading: Can draw simple conclusions about the information given in a factual text on a familiar topic.

Speaking: Can express their opinions on familiar topics, using simple language.

MATERIALS

SB pp. 102–103, 104

SB audio tracks 2-08 and 2-09

Optional: a picture of fashion shows or a set of clothes from any period of history

Pearson English Platform

Warm-up

Describe what you were wearing at one particular time, e.g., *I was wearing a lace blouse, a long black skirt, and high-heel shoes.* Students guess what occasion it was, e.g., *an end of year or birthday party*. The student who guesses correctly takes your place. Alternatively, students can describe the clothes of people doing certain jobs, like the mailman or principal, for their partners to guess who they're talking about.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using information gained from pictures and words to understand a text.

SB Act. 1 p. 104

Read *The Fashion Museum* again and answer.

- Refer students back to the text on SB pp. 102 and 103.
- Students scan the text quickly to find the answers. (**Answers: 1** The Fashion Museum, **2** *100 Years of Fashion!*, **3** $10)
- Then ask *Were the pictures and the way in which the text was organized useful to find the answers*?

SB Act. 2 p. 104

Read and circle.

- Ask students to focus their attention on the words in bold and guess possible answers before they read the text again.
- To check answers, ask individuals to read the sentences aloud. Ask the class to raise their right arm when a sentence is correct, and their left arm when it's wrong.

SB Act. 3 p. 104

Match the clothes to each decade.

- After students do the matching, ask them what other details about the clothes in each of the decades they can remember.

Extra activity

COLLABORATION

- Play *Change place if … .* Students sit in a circle. If you have a large class, you may want to put them into two groups. Say *Change places if you're wearing blue socks/a white watch/a tie*, etc. After a couple of rounds, ask a volunteer to give instructions.
- If you want to make the game more competitive, you may remove a chair from the circle each time students get up to change places. Anyone who can't find a chair is "out."

Objective review

Ask students what information they can get from pictures and legends to understand a text. Praise their effort.

Listening 1

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activites.

SB Act. 4 p. 104

CRITICAL THINKING

What fabrics can you name? What do you know about them?

- Brainstorm different kinds of fabrics (*silk*, *cotton*, *wool*, *leather*, *artificial fibers*, *nylon*, *linen*). Write students' ideas on the board.

Listening strategy

Explain the listening strategy: Listen for details.

SB Act. 5 p. 104

2-08

Listen to the quiz. What fabric words do you hear?

- Play audio track 2-08. Ask students to give the answers. (**Answers:** cotton, denim, silk, wool, leather, nylon, Lycra)
- Ask if they can see in the classroom anything made from each fabric.

Comprehension 1

1 Read *The Fashion Museum* again and answer.

1 What's the website for?
2 What's the name of the exhibit?
3 How much are the tickets?
4 Would you like to visit the exhibit? Why?

2 Read and circle.

1 In the 1900s, clothes were made of **natural** / **artificial** fibers.
2 In the 1940s, women wore **jackets** / **pants** for the first time.
3 Clothes especially for young people were first made in the **1900s** / **1950s**.
4 In the 1960s, skirts were **longer** / **shorter** than before.
5 Clothes in the 1960s and 1970s were **colorful** / **dark**.

3 Match the clothes to each decade.

1900s 1940s 1950s 1960s 1980s

1950s: blue jeans, leather jackets
1960s: mini-skirts, patterned tights
1980s: big sweaters, sports clothes
1940s: uniforms, work pants
1900s: long dresses, high collars

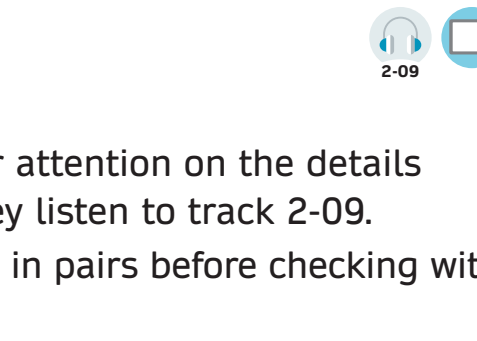
Listening 1

4 What fabrics can you name? What do you know about them?

Listening strategy

Listen for details.

5 2-08 Listen to the quiz. What fabric words do you hear?



6 2-09 Listen again and match.

1	Cotton comes from	a	Levi Strauss.
2	Denim pants were first made by	b	silkworm.
3	Silk comes from a	c	stretchy.
4	Leather is made from	d	a plant.
5	Nylon is used to make	e	animal skin.
6	Lycra is an artificial fabric that is	f	women's tights.

7 Why do you think we use different fabrics to make clothes? Have you seen any clothes made of unusual fabrics? Discuss with a friend.

Vocabulary 1

1 Find these words in *The Fashion Museum*. Circle the words for fabrics and underline the words for clothes.

artificial fibers, cardigan, collar, cotton, denim, leather, pattern, tights, silk, suit, vest, wool

2 2-10 Listen and say. Use the words from Activity 1.

3 Read and circle.

1 My mom's blouse has a high **collar** / **fabric**.
2 My dad wears formal clothes to work. He wears a **cardigan** / **suit**.
3 My grandpa wears a shirt under his **vest** / **T-shirt**.
4 To keep my legs warm in the winter, I wear wool **sweaters** / **tights**.
5 I like colorful clothes made from natural fibers, such as **nylon** / **cotton**.

4 Write two kinds of clothes made of each fiber. Compare with a friend.

Artificial fibers	Cotton	Silk
Leather	**Wool**	**Denim**

5 What clothes do you have that are made of natural fibers or artificial fibers? Which do you prefer? Why? Discuss with a friend.

SB Act. 6 p. 104

2-09

Listen again and match.

- Ask students to focus their attention on the details about the fabrics when they listen to track 2-09.
- Students compare answers in pairs before checking with the whole class.

Differentiation

Struggling learners: Put students into pairs. Ask them to read the first column carefully. Explain that they should focus on the second column as they listen.

Stretch: Ask students to match the sentence halves before they listen. Then play the audio to confirm their answers.

SB Act. 7 p. 104

COMMUNICATION

Why do you think we use different fabrics to make clothes? Have you seen any clothes made of unusual fabrics? Discuss with a friend.

- Students work in pairs. Monitor and collect their ideas on the board. Discuss with the class what unusual fabrics they know.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

CRITICAL THINKING

- Show the entire class a picture for one minute. It can be of a fashion show, or a set of clothes from any period in history. Make sure it has many little details in it. Then, take the picture down.
- Put students into pairs. Tell them they have 30 seconds to talk about the details in the picture.
- Now, put students into two groups and divide the board in two. Ask two students from each group to come to the front and write down the things they saw in the picture in 30 seconds (or one minute). Groups can tell details to the writers. When the time is up, students sit down.
- Show the picture again. Give points for every detail they got correct. The team with the most correct answers is the winner.

Objective review

Ask students if listening for key details is a useful strategy. Praise their effort.

7 Vocabulary 1

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can express their opinions on familiar topics, using simple language.

SB vocabulary: artificial fibers, cardigan, collar, cotton, denim, leather, pattern, silk, suit, tights, vest, wool

WB vocabulary: plaid, striped, polka dot, camouflage, floral, solid color

MATERIALS

SB pp. 102–103, 105
WB pp. 90–91
WB key p. 265
SB audio track 2-10
Optional: sheets of paper
Pearson English Platform

Warm-up

Put students into pairs. Write on the board *Write three kinds of fabric and three things people wear on their heads, on their feet, when it's cold, and in the summer.* Pairs have five minutes to write down three examples of each. Ask individual students to read their pair's answers. Teams score one point for each correct answer. The pair with the most points wins the game.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to clothes and fabrics.

SB Act. 1 p. 105

Find these words in *The Fashion Museum*. Circle the words for fabrics and underline the words for clothes.

- Refer students back to the text on SB pp. 102 and 103.
- Put students into pairs. Ask them to find the words from the box in the text and read the sentences in which they are used to help them contextualize.
- Draw a two-column chart on the board and ask pairs to write the clothes and fabrics in the corresponding columns.

SB Act. 2 p. 105

2-10

Listen and say. Use the words from Activity 1.

- Play audio track 2-10. Students listen and complete the sentences they hear with the correct kind of fabric. (**Answers: 1** denim, **2** leather, **3** wool, **4** cotton, **5** silk, **6** artificial fibers)

SB Act. 3 p. 105

Read and circle.

- Students check their answers by exchanging books with a partner.

WB Act. 1 p. 90

Find ten words and write them in alphabetical order. Then label the pictures.

- Students race to do the activity.

WB Act. 2 p. 90

Read and complete.

WB Act. 3 p. 91

CRITICAL THINKING

What clothes and materials should you wear to these occasions?

- Students discuss their answers in pairs. Then they compare them with another pair. Finally, have a class discussion.

Extra activity

COLLABORATION

Students stand up in a circle. If you have a large class, put them into groups. Students clap out a beat and say *One, two, three*, followed by a word from the lesson. After the next three beats, the next student in the circle gives another word, and so on. If a student can't think of a word or repeats a word already said, he/she has to sit down and it's the next person's turn. The winner is the last student standing.

SB Act. 4 p. 105

COMMUNICATION

Write two kinds of clothes made of each fiber. Compare with a friend.

- When students complete the activity, write each fiber on the board and ask students to write their answers under the correct headings.

Differentiation

Struggling learners: Put each struggling student into a pair with a strong student. Students discuss the answers before sharing them with the class.

Stretch: Students add one or two more kinds of clothes under each fiber.

Comprehension 1

1 Read *The Fashion Museum* again and answer.

1 What's the website for?
2 What's the name of the exhibit?
3 How much are the tickets?
4 Would you like to visit the exhibit? Why?

2 Read and circle.

1 In the 1900s, clothes were made of **natural** / **artificial** fibers.
2 In the 1940s, women wore **jackets** / **pants** for the first time.
3 Clothes especially for young people were first made in the **1900s** / **1950s**.
4 In the 1960s, skirts were **longer** / **shorter** than before.
5 Clothes in the 1960s and 1970s were **colorful** / **dark**.

3 Match the clothes to each decade.

1900s 1940s 1950s 1960s 1980s

1950s: blue jeans, leather jackets
1960s: mini-skirts, patterned tights
1980s: big sweaters, sports clothes
1940s: uniforms, work pants
1900s: long dresses, high collars

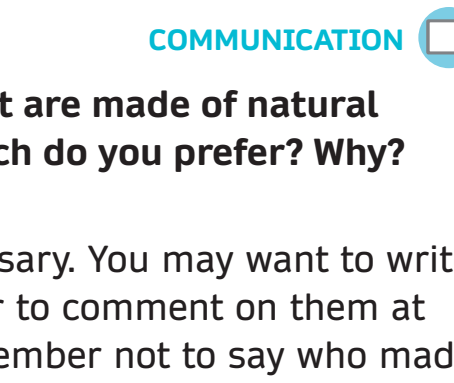
Listening 1

4 What fabrics can you name? What do you know about them?

Listening strategy

Listen for details.

5 2-08 Listen to the quiz. What fabric words do you hear?



6 2-09 Listen again and match.

1	Cotton comes from	a	Levi Strauss.
2	Denim pants were first made by	b	silkworm.
3	Silk comes from a	c	stretchy.
4	Leather is made from	d	a plant.
5	Nylon is used to make	e	animal skin.
6	Lycra is an artificial fabric that is	f	women's tights.

7 Why do you think we use different fabrics to make clothes? Have you seen any clothes made of unusual fabrics? Discuss with a friend.

Vocabulary 1

1 Find these words in *The Fashion Museum*. Circle the words for fabrics and underline the words for clothes.

artificial fibers, cardigan, collar, cotton, denim, leather, pattern, tights, silk, suit, vest, wool

2 2-10 Listen and say. Use the words from Activity 1.

3 Read and circle.

1 My mom's blouse has a high **collar** / **fabric**.
2 My dad wears formal clothes to work. He wears a **cardigan** / **suit**.
3 My grandpa wears a shirt under his **vest** / **T-shirt**.
4 To keep my legs warm in the winter, I wear wool **sweaters** / **tights**.
5 I like colorful clothes made from natural fibers, such as **nylon** / **cotton**.

4 Write two kinds of clothes made of each fiber. Compare with a friend.

Artificial fibers	Cotton	Silk
Leather	**Wool**	**Denim**

5 What clothes do you have that are made of natural fibers or artificial fibers? Which do you prefer? Why? Discuss with a friend.

SB Act. 5 p. 105

COMMUNICATION

What clothes do you have that are made of natural fibers or artificial fibers? Which do you prefer? Why? Discuss with a friend.

- Monitor and assist as necessary. You may want to write down the mistakes you hear to comment on them at the end of the activity. Remember not to say who made the mistakes.
- As a follow up, you may have a class vote on the class's favorite fiber.

Extra activity

COLLABORATION

- Play *Word wish*. Put students in two groups and appoint a group leader to call out the words for each group. While group leaders write the words from the lesson on strips of paper and place them face down on their desk, the rest of the students draw 3x2 bingo cards and complete them with the words from the lesson. Give students 30 seconds to look at their cards, memorize them, and put them face down in front of them.
- Leaders draw strips one at a time and say the word. If that word appears on the student's bingo card, the student will say, *May I have that card, please?* The first student to call for the word gets the strip. When all strips have been drawn, students turn their cards and check. Award one point for correct choices and minus two points for incorrect choices.

Vocabulary challenge: fabric patterns

WB Act. 4 p. 91

Decode the words.

- Make sure students understand how the code works.

WB Act. 5 p. 91

CREATIVITY

Look and complete. Use the words from Activity 4. Then design your own outfit and write a description.

- Students read their answers. Then they draw their own outfit and show it as they describe it.

Objective review

Ask students to say what new words connected with clothes and fibers they've learned today. Praise their effort.

7 Grammar 1 • Speaking 1

OBJECTIVES

Grammar: Can use "before/after" as conjunctions with complement clauses.

Listening: Can recognize a range of common linking words/phrases signaling the sequence of events in short, simple narratives.

Speaking: Can talk about an event in the past using fixed expressions, given a model.

MATERIALS

SB pp. 102–103, 106–107
WB pp. 92–93
WB key p. 265
Video 7-2
Video script p. 294
Optional: strips of paper with verbs, a bag
Pearson English Platform
Grammar Book 4, Unit 12
Speaking and Vocabulary Book 4, Unit 7

Warm-up

Organize a guessing contest. Read clues about items of clothing or fabrics, for students to say what they are. Possible questions: *It's something that pilots and students wear*. (a uniform) *Pants are made of cotton, wool, and … .* (denim) *Women wore them with poodle skirts in the 1950s.* (cardigans) *People use this fabric to make jackets.* (leather) *Girls wore them with their mini-skirts.* (patterned tights) *Girls wore them with their leggings in the winter.* (leg warmers)

Lesson objective

Explain the lesson objective: To use the Past Simple with *before*, *after*, and *when* to talk about past activities.

SB Act. 1 p. 106

Watch Part 1 of the story video. Where do they go? Then number the sentences in order.

- Students watch Part 1 of the video and answer the question. (**Answer:** They go to London.)
- Ask *Are they traveling to the past, the present, or the future?* (the present) *What does the air in London smell like?* (bad) *Why?* (A garbage truck's dropping garbage on the street.) *What do they see?* (a man wearing strange clothes) *What's he wearing?* (tights, boots, a jacket, a crown)
- Ask students to read the sentence under the video still and number them in order. Play the video again if necessary.

SB Act. 2 p. 106

Read the grammar box and match.

- Focus students' attention on the grammar box and read the sentences together.
- Explain that *before*, *after*, and *when* show in what order two activities in the past happened. Elicit *when* = the two activities happened at the same time; *after* = this activity happened first; *before* = this activity happened second.
- Write on the board *We played a video game. My friend Susan arrived.* Students join the two sentences using the three linking words, and explaining the difference in meaning. (*We played a video game when/before/after my friend Susan arrived.*)

SB Act. 3 p. 106

Read *The Fashion Museum* again and circle examples of *before*, *after*, and *when*.

- Refer students back to the text on SB pp. 102 and 103.
- Students compare the examples they've circled in pairs.

SB Act. 4 p. 107

What did you do yesterday? Complete the sentences with *before*, *after*, or *when*.

- Ask students to say which activity in each sentence happened first.

WB Act. 1 p. 92

Read and circle.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 2 p. 92

Think about your morning. Complete the sentences for you.

WB Act. 3 p. 92

Read and complete. Use *before*, *after*, or *when* and a verb from the box.

SB Act. 5 p. 107

Look at Marc's diary. Write sentences with *before*, *after*, and *when*.

- Have a show of hands to see how confident students feel about using the linking words.

WB Act. 4 p. 93

William did things differently yesterday. Look and write.

- Explain that William did things in an unusual order. Ask students to describe the pictures before they do the activity.

Grammar 1

1 7-2 **Watch Part 1 of the story video. Where do they go? Then number the sentences in order.**

The Doctor and his friends saw the man when they arrived at the museum.

3 They ran to the wax museum.
1 They traveled to London in the TARDIS.
4 They followed the man inside.
2 They saw a garbage truck dropping trash.

2 **Read the grammar box and match.**

Grammar

I had breakfast **before** I went to school.
I went to school **after** I had breakfast.
I had classes **when** I got to school.

1 They got into the TARDIS — a when they arrived at the museum.
2 They ran to the wax museum — b before they traveled to London.
3 They saw the man — c after they saw the garbage truck.

3 **Read *The Fashion Museum* again and circle examples of *before*, *after*, and *when*.**

4 **What did you do yesterday? Complete the sentences with *before*, *after*, or *when*.**

1 I got dressed before I went to school.
2 I brushed my teeth before/after I had breakfast.
3 I watched TV before/after I had dinner.
4 I took a bath before I went to bed.
5 I played soccer when I got to my friend's house.

5 **Look at Marc's diary. Write sentences with *before*, *after*, and *when*.**

8:00 a.m.	woke up
8:15 a.m.	got dressed
8:30 a.m.	had breakfast
9:00 a.m.	got to Sam's house, had a snack
11:00 a.m.	played video games
12:00 p.m.	had lunch
2:00 p.m.	played soccer
4:00 p.m.	went to the swimming pool
6:00 p.m.	had dinner
7:00 p.m.	had dessert, watched TV
9:00 p.m.	went to bed, fell asleep

1 Marc got dressed after he woke up.
2 He had a snack when ...
3 .....
4 .....
5 .....
6 .....

Speaking 1

Speaking strategy

Use key grammar words to ask questions.

6 **What did you do yesterday? Complete the diary. Then discuss with a friend. Use *before*, *after,* and *when*.**

Time	Activity

What did you do yesterday evening?

I had dinner early. I had dinner before I watched TV.

WB Act. 5 p. 93

CRITICAL THINKING

What else do you think William did differently yesterday? Write sentences. Use *before*, *after*, and *when*.

- Students correct each other's sentences in pairs.

Extra activity

CREATIVITY

Write at least 20 verbs on strips of paper and put them in a bag. Put students into two groups. Students from each group take turns drawing two strips from the bag and making a sentence using *when*, *before*, or *after*. Then they put the strips back. Each sentence should follow from the previous one, so students from both teams make up a story together. Encourage students to make unusual sentences. Award a point for each correct sentence.

For more grammar practice, go to Grammar Book 4, Unit 12.

Speaking 1

Speaking strategy

Explain the speaking strategy: Use key grammar words to ask questions.

SB Act. 6 p. 107

COMMUNICATION

What did you do yesterday? Complete the diary. Then discuss with a friend. Use *before*, *after*, and *when*.

- Model the activity before students speak.

Differentiation

Struggling learners: Students may look at their notes while they speak.

Stretch: Students produce sentences with activities in unusual order.

Extra activity

COLLABORATION

Put students into groups. They make three sentences about fashion based on the text on SB pp. 102 and 103, and using *before*, *when*, *after*, e.g., *Before the Second World War, women didn't wear pants. People used artificial fibers after natural fabrics became very expensive.* Pairs read their sentences. The pair with more correct sentences wins.

Objective review

Ask students what they did yesterday before and after coming to class. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 4, Unit 7.

7 Pre-reading 2 • Reading 2

OBJECTIVES

Reading: Can read a short text and predict what they think will happen next.

Speaking: Can talk about basic personal experiences, using simple linking words.

SB vocabulary: attic, familiar, lucky, sparkling, trapdoor, wedding

WB vocabulary: cellar, weekend

Passive vocabulary: cool, uniform

MATERIALS

SB pp. 108–109
WB p. 94
WB key p. 266
SB audio track 2-11
Optional: sticky notes (in size 7x7)
Pearson English Platform

Warm-up

Students fill out a journal for the last weekend. Then, in pairs, they discuss what they did using *before*, *after*, or *when*, e.g., Student 1: *What did you do on Saturday morning after you woke up?* Student 2: *I took a shower after I woke up.*

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 108

COMMUNICATION

Are there any old clothes or objects in your house? Who do/did they belong to? Discuss with a friend.

- Provide some examples, e.g., *old clothes*, *photographs*, *magazines and newspapers*, *books*, *cameras*, *washing machines*, *cooking utensils*.

Reading strategy

Explain the reading strategy: Think about and recount a story.

SB Act. 2 p. 108

CRITICAL THINKING

Read and answer. What do you think the children will find in the cellar? What do you think will happen in the story?

- Ask *Why do the children go down into the cellar?* (They're bored.) *What part of the story is it?* (the beginning) *What do you think they may find? What do you think will happen next?* Ask students to write down their ideas in their notebooks. Explain that you'll use them later.

Reading 2

Reading text in British English

This is one of the texts in Level 4 that is in British English. Focus students' attention on some differences between British and American English. Ask them to find words that are different. Highlight *jewelry/jewellery*.

SB Act. 3 p. 108

2-11

Read *The Treasure in the Attic*. Find out about the treasure the children find.

- Play track 2-11 up to the end of the first column. Ask *Why do they go up into the attic?* (To find clothes to dress up as pirates.) *What do you think they'll find?*
- Play track 2-11 up to the end of the second column. Ask *Who do you think the objects belong to? What do you think will happen next?*
- Play track 2-11 to the end. Ask *Who did the objects belong to?* (the children's great-grandparents) *What objects belonged to their grandmother?* (the necklace, the earrings) *What belonged to their grandfather?* (the watch, the ribbon with a medal, the belt) *Was their mom happy?* (yes)

Differentiation

Struggling learners: Students discuss their answers to the questions in groups.

Stretch: Students think of different possible endings, e.g., *The children's mom isn't happy.,* and they explain why.

Extra activity

COLLABORATION

Give three 7x7 sticky notes to each student. Students read the first column of the story and write the main idea and the most important details on the first sticky note. Repeat the procedure for the second and third column. In groups, students discuss their notes. They have to recount the story using the notes of all the members of the group. Students keep the notes for the next class.

SB Act. 4 p. 109

CRITICAL THINKING

Do you have any special things at home that belonged to members of your family in the past? Would you use them today? Why?/Why not?

- Remind students of their answers to Activity 1.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Pre-reading 2

1 Are there any old clothes or objects in your house? Who do/did they belong to? Discuss with a friend.

Reading strategy

Think about and recount a story.

2 Read and answer. What do you think the children will find in the cellar? What do you think will happen in the story?

Iris, Felix and Stefan were at their grandma's house for the weekend. Grandma fell asleep after dinner.

"I'm bored!" said Felix.
"What shall we do?"
"I know! Let's explore!"

"Great idea!" said Iris.
"There's a door that Grandma always keeps closed. I think it goes down into the cellar! Why don't we go down there and see what we can find?"

3 2-11 Read *The Treasure in the Attic*. Find out about the treasure the children find.

Reading 2

THE TREASURE IN THE ATTIC

Maia, Jaime and Saira were at home one rainy day.

"I'm bored!" said Jaime. "What shall we do?"

"I know! Why don't we **dress up**?" suggested Maia. "There are some dressing-up clothes upstairs. We could dress up as pirates! Arr!"

"That's a great idea!" said Saira.

The children went upstairs to find the dressing-up box. When they were there, Saira noticed a ladder. It went up to a trapdoor in the ceiling.

"What's up there?" she asked.

"Oh, that's just the attic," answered Maia.

"Shall we go up and explore?" suggested Saira.

"Yes, let's explore!" said Jaime.

"I don't think that's a good idea. Mum doesn't like us to go up there," said Maia.

"Oh, come on! We could just have a quick look!" said Saira.

"Oh, OK!" agreed Maia. The children climbed slowly up the ladder and opened the trapdoor.

"It's dark in here. I can't see!" complained Maia.

"We could **borrow** Dad's torch! I'll go and get it!" said Jaime.

Jaime found the torch and shone it into the attic. They saw a big, old, wooden box in the middle of the room.

"What's in the box? Let's look inside!" said Saira.

The children opened the heavy lid of the box. Inside there was another smaller box. When they opened the smaller box, they saw something sparkling in the light.

"Wow! Look at this! It's an old **necklace**! It's beautiful!" said Saira.

"Yes, it is, but it looks very **delicate**. Be careful! It might break," said Maia.

"There are some **earrings** and a **bracelet** here too! They're very old!" said Saira.

"And there's an old pocket **watch** too! And a **ribbon** … with a medal on it! How cool!" said Jaime.

"Look, there's an old picture too. The lady's wearing a beautiful silk dress! And the man's wearing a uniform with a big leather **belt**. Who are they?" asked Saira.

Suddenly, the children heard footsteps on the stairs. They stopped talking.

"We should hide!" whispered Jaime.

Then they heard a familiar voice, "Maia? Jaime? What are you doing up there?" asked Mum, as she climbed up into the attic.

"Oh, we were just exploring, and we found this box … " said Jaime.

"What are these things in the box, Mum?" asked Maia.

"Oh! I forgot that box was up here! That's a picture of your great-grandmother and your great-grandfather on their wedding day!" said Mum. "And this is the **jewellery** your great-grandmother wore that day! It was **designed** by a famous jewellery designer."

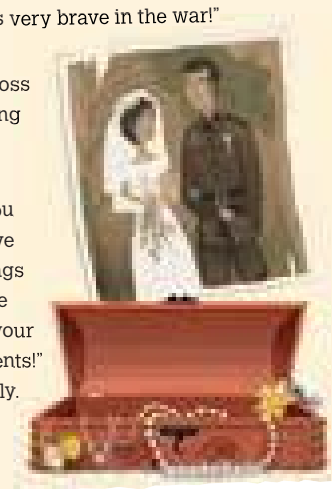
"Wow!" exclaimed Maia.

"And is this Great-grandfather's medal?" asked Jaime.

"Yes, it is! He was very brave in the war!" said Mum.

"So you aren't cross with us for coming up here?" asked Jaime.

"No! It's lucky you did. Now we have these lovely things to look at and we can remember your great-grandparents!" said Mum happily.



4 Do you have any special things at home that belonged to members of your family in the past? Would you use them today? Why?/Why not?

Extra activity

SB Vocabulary work

- Ask students to find and circle the following words in the text: *attic*, *familiar*, *lucky*, *sparkling*, *trapdoor*, w*edding.* They then say which are modifying words (*familiar*, *lucky*, *sparkling*), and which are things (*trapdoor*), places (*attic*), or events (*wedding*).
- They write sentences using these words.

Extra activity

CREATIVITY

Ask *How would you feel if you found things belonging to your parents when they were your age?* Students make a list of the objects, clothes, toys, etc. that they might find and present it to their parents. Do they agree that the chosen objects are typical from their childhood? If not, why not? Have students report their parents' opinions in the next class.

WB Act. 1 p. 94

Read *The Secret in the Cellar* carefully. Then cover the story and answer the questions.

- Remind students of their answers to Activity 2 in the SB before they read the story. Then check whose guesses were correct.

WB Act. 2 p. 94

COMMUNICATION

What do you think happened next? Was Grandma cross? What did Iris and Stefan say? Discuss with a friend and think of an ending to the story.

Extra activity

WB Vocabulary work

Ask students to find and circle the following words in the text: *cellar*, *weekend*. Students say what they mean, and use them in one sentence.

Value

Appreciate your family belongings

Ask *Why do you think the children's mom was happy when they opened the box? Do you talk with your parents/ grandparents about your great-grandparents? What do you know about them?*

Objective review

Ask students if they feel confident to retell *The Treasure in the Attic*. Praise their effort.

7 Comprehension 2 • Listening 2

OBJECTIVES

Listening: Can understand people's preferences in informal conversations, if the speakers talk slowly and clearly.

Reading: Can understand the main points in simple descriptive texts on familiar topics.

Speaking: Can make suggestions about doing common everyday activities, using a basic fixed expression.

MATERIALS

SB pp. 108–109, 110
SB audio tracks 2-12 and 2-13
Pearson English Platform

Warm-up

Remind students of the reading strategy. Ask them to bring out the sticky notes they completed in the previous class. Put students into four groups. Each group chooses one of the characters from the story (Maia, Jaime, Saira, or their mom) and retells their part of the story from their character's point of view. Make sure everybody has a chance to speak.

Lesson objective

Explain the lesson objective: To apply the reading strategy by thinking about and recounting a story.

SB Act. 1 p. 110

Read *The Treasure in the Attic* again and answer.

- Refer students back to the text on SB pp. 108 and 109.
- Students check their answers in pairs before checking with the whole class. (**Answers: 1** They were bored/curious., **2** a box of jewelry and a picture of their great-grandparents, **3** their great-grandparents)

SB Act. 2 p. 110

Read and write T (true) or F (false).

- Give students two minutes to do the activity on their own. To check answers, ask students to say them for the class.
- Ask individual students to correct the false sentences.

SB Act. 3 p. 110

Read and match.

- Students underline the words in the text before doing the matching. Then, they exchange their answers with a partner before checking with the class. Have a show of hands to see how many answered correctly.

Extra activity

CRITICAL THINKING

- Explain that a time capsule is a box that a person fills with present-day things like newspapers, pictures, clothes, objects, etc. The box is hidden to be opened sometime in the future by whoever finds it. It's something similar to the wooden box in the story.
- Tell students they'll prepare a time capsule. Put students into groups. They think what items they could put in their time capsule to show what life is like today. Each student has to contribute with one item and explain why he/she chose it. Groups present their time capsules to the class.
- As an extension, you may ask *How do you think people in the future will feel when they find it? What things do you think will have changed so much that they won't know what they are?* Have a class discussion.

Objective review

Ask students to tell you if retelling the story from different points of view helped them find something new about it. Why? Praise their effort.

Listening 2

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

Listening strategy

Explain the listening strategy: Listen for suggestions.

SB Act. 4 p. 110

2-12

Listen to the conversation. What are the children talking about?

- Play track 2-12, twice if necessary. Students answer the question. (**Answer:** what to do at the Living History Museum)
- Ask *Where are the children?* (at the Living History Museum) *How many children are there?* (four) *Will they see all the places at the museum together?* (*no*) *Will they eat lunch?* (yes)

Comprehension 2

1 Read *The Treasure in the Attic* again and answer.

1 Why did the children go into the attic?
2 What did they find there?
3 Who did the things in the box belong to?
4 How do you think they felt when they found the box?

2 Read and write T (true) or F (false).

1 The children decided to dress up. T
2 They went upstairs because they wanted to find some jewelry. F
3 Saira suggested going up into the attic. T
4 Jaime used his own flashlight to light up the attic. F
5 The box in the attic was full of dressing-up clothes. F
6 Mom was happy when she saw the box in the attic. T

3 Read and match.

1	to dress up	a	something that isn't very strong
2	to borrow	b	a room at the top of a house
3	jewelry	c	something you use to tell the time
4	attic	d	to use somebody else's things for a short time
5	delicate	e	to put on clothes to play a children's game
6	watch	f	pretty things worn on the neck, ears, hands, and arms

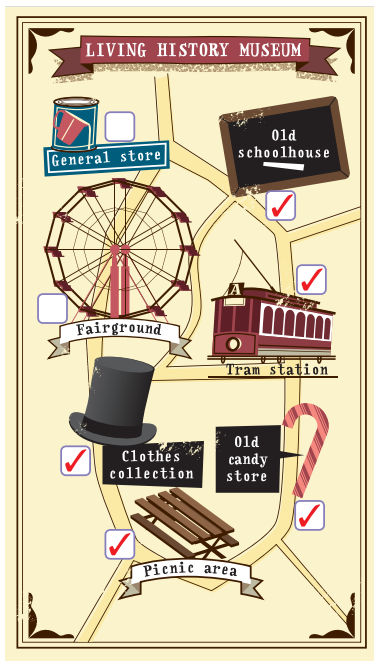
Listening 2

Listening strategy

Listen for suggestions.

4 2-12 Listen to the conversation. What are the children talking about?

5 2-13 Look at the plan of the museum. Listen again and check (✓) the places they decide to visit.



6 Imagine you're at the Living History Museum. Discuss with a friend. Make suggestions about where to go.

Vocabulary 2

1 Find these words in *The Treasure in the Attic*. Which words are things that you can wear?

belt borrow bracelet delicate design dress up earrings jewelry necklace ribbon watch

2 2-14 Listen and say. Use the words from Activity 1.

3 Read, choose, and write.

bracelet earrings jewelry necklace ribbons watch

Maria: Look at these beautiful things in Mom's [1] jewelry box! They're so sparkly!
Ana: Let's try them on!
Maria: Yes, good idea! Look at this [2] necklace. It looks so nice around my neck. But the [3] bracelet is too big for my wrist.
Ana: These [4] earrings look really nice in my ears!
Maria: I love Mom's [5] watch. It tells the time and looks pretty, too.
Ana: And I like the [6] ribbons she uses to tie up her hair. Mom has some really nice things!

4 Read and circle.

1 I don't have my watch with me. Could I **borrow** / **break** / **buy** yours?
2 Mom's necklace is pretty, but it's easy to break. It's **strong** / **expensive** / **delicate**.
3 My little sister likes to wear a princess costume. She likes to dress **up** / **on** / **in**.
4 I want to learn how to **discover** / **digest** / **design** clothes.
5 Earrings, necklaces, and bracelets are all kinds of **sculpture** / **jewelry** / **plastic**.

5 Discuss with a friend.

1 Do you like dressing up? What's your favorite costume?
2 When did you last borrow something? What was it? Who did you borrow it from?
3 Do you have any jewelry? Do you have a watch? Can you describe it?

I love dressing up as a superhero!

I borrowed my sister's hair ribbon last week.

SB Act. 5 p. 110

2-13

Look at the plan of the museum. Listen again and check (✓) the places they decide to visit.

- Write on the board *Why don't we … ? We could … . Should we go to … ?* Play track 2-13 and ask students to focus on the suggestions they hear.
- Play track 2-13 again for students to do the activity.
- Ask *Who will go to the clothes collection?* (Suzie and Anna) *Who doesn't want to see any clothes?* (Ben) *Who will Ben go to the tram station with?* (Mark)

Differentiation

Struggling learners: Pause the audio as necessary and let students make notes of the suggestions.

Stretch: Ask students to say what suggestions they heard after the first time you played the track. Write them on the board. Play the track again, and let them check how many of their answers are correct.

SB Act. 6 p. 110

COMMUNICATION

Imagine you're at the Living History Museum. Discuss with a friend. Make suggestions about where to go.

- In pairs, students take turns making suggestions about where to go and what to do. Monitor and assist as necessary. Note down the mistakes you hear to comment on them later on.

Extra activity

COMMUNICATION

Give different situations to students for them to come up with suggestions using the expressions they found in the listening activity, e.g., *Why don't we … ?*, *We/You could/should*, *Should we … ?* Say *I'm feeling sick.* for Student 1 to say *Why don't you go to the doctor's?* Possible cues: *Today's my birthday*. *Where should we go tonight?*. *I'm tired*. *We don't have any milk left*. *We're bored*.

Objective review

Ask students if it was easy or difficult to listen for suggestions. Have they learned to make suggestions in polite ways? Praise their effort.

7 Vocabulary 2

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can talk about basic personal experiences, using simple linking words.

SB vocabulary: belt, borrow, bracelet, delicate, design, dress up, earrings, jewelry, necklace, ribbon, watch

WB vocabulary: take off, take back, take after, take away, take out

MATERIALS

SB pp. 108–109, 111
WB pp. 95–96
WB key p. 266
SB audio track 2-14
Pearson English Platform

Warm-up

Put students into groups. Write on the board *I want to speak English/do well in an exam/be a good athlete/ be healthy/protect the environment.* Groups choose two goals and make suggestions on the best way to achieve them, e.g., *We could study together for the exam.* Students discuss trying to agree on the best suggestion. Then they report their suggestions to the class.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to clothes and accessories.

SB Act. 1 p. 111

Find these words in *The Treasure in the Attic*. Which words are things that you can wear?

- Refer students back to the text on SB pp. 108 and 109.
- Students look for the words from the box in the text, read the sentences in which they are used, and identify clothes and accessories. They compare their answers in pairs. (**Answers:** belt, bracelet, earrings, jewelry, necklace, ribbon, watch)

SB Act. 2 p. 111

2-14

Listen and say. Use the words from Activity 1.

- Play track 2-14. Pause each dialog at the end, before the missing word, and ask students to give you the answer. Then play the dialog to the end so that students can check their answer. (**Answers: 1** watch, **2** belt, **3** ribbon, **4** earrings, **5** jewelry, bracelet, necklace)

WB Act. 1 p. 95

Read and write T (true) or F (false).

- Students race to answer the questions.

WB Act. 2 p. 95

Read, choose, write. There's one extra word.

- This is an A2 Flyers Reading & Writing Part 1 task.
- Explain that students should read the definitions very carefully before choosing the corresponding words.

SB Act. 3 p. 111

Read, choose, and write.

- Students complete the dialog on their own. They exchange books to check and correct their answers.
- Ask different pairs to read the dialog.

Extra activity

CREATIVITY

Ask *In what way did your parents and grandparents dress differently from you?* Put students into groups. Each group has to come up with a list of clothes and accessories their parents and grandparents wore when they were the students' age, and say whether they're similar to or different from those students wear nowadays. They should point out not only the different clothes, but also the different fabrics the clothes and accessories were made from, e.g., *My grandfather wore bell bottom pants, and I wear skinny jeans. His pants were denim. Mine are denim and Lycra.*

SB Act. 4 p. 111

Read and circle.

- To check students' answers, ask a student to read a sentence. Ask a second student to say if the sentence is correct. If it isn't, ask a third student to correct it.

WB Act. 3 p. 95

Write the letters in order. Then use the words to complete the message. There's one extra word.

- Ask students to make their own sentence with the word that's left out.

Comprehension 2

1 Read *The Treasure in the Attic* again and answer.

1 Why did the children go into the attic?
2 What did they find there?
3 Who did the things in the box belong to?
4 How do you think they felt when they found the box?

2 Read and write T (true) or F (false).

1 The children decided to dress up. T
2 They went upstairs because they wanted to find some jewelry. F
3 Saira suggested going up into the attic. T
4 Jaime used his own flashlight to light up the attic. F
5 The box in the attic was full of dressing-up clothes. F
6 Mom was happy when she saw the box in the attic. T

3 Read and match.

1	to dress up	a	something that isn't very strong
2	to borrow	b	a room at the top of a house
3	jewelry	c	something you use to tell the time
4	attic	d	to use somebody else's things for a short time
5	delicate	e	to put on clothes to play a children's game
6	watch	f	pretty things worn on the neck, ears, hands, and arms

Listening 2

Listening strategy

Listen for suggestions.

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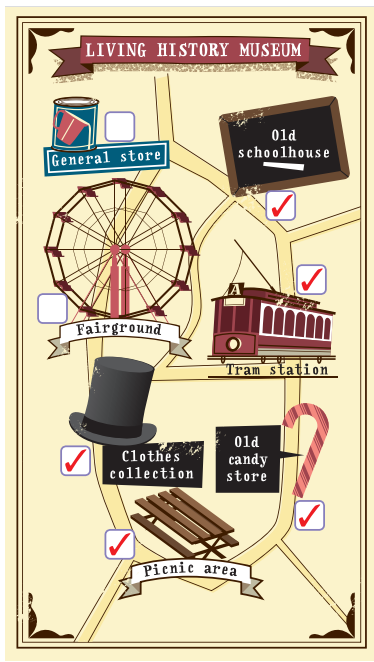
5 2-13 Look at the plan of the museum. Listen again and check (✓) the places they decide to visit.



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4 I want to learn how to **discover** / **digest** / **design** clothes.
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1 Do you like dressing up? What's your favorite costume?
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3 Do you have any jewelry? Do you have a watch? Can you describe it?

I love dressing up as a superhero!

I borrowed my sister's hair ribbon last week.

SB Act. 5 p. 111

COMMUNICATION

Discuss with a friend.

- Model the activity. Monitor and assist while students exchange ideas. Note down the mistakes students make for later discussion with the class.

Differentiation

Struggling learners: To help students generate ideas, write the words from the lesson on the board, plus others like *leather*, *cotton*, *denim*, *silk*, *tights*, *wool*, and brainstorm different kinds of costumes.

Stretch: Ask students to provide reasons for their answers, e.g., *I borrowed my sister's hair ribbon last week because I lost mine.*

Extra activity

COMMUNICATION

- Ask students to divide a page into four squares. Explain they'll have to draw a picture of an item of clothing or an accessory they borrowed, one they designed, one they use when they dress up, and one they received as a present, in any square, and in any order. They shouldn't show their drawings to anybody.
- Put students into pairs. Student A takes Student B's pictures and talks to Student B about them, saying what the objects are and guessing which category they belong to. Student B allows Student A to guess and makes no comments. Then they swap roles, and Student B describes Student A's drawings. Finally, students comment on each other's guesses.

WB Act. 4 p. 96

CRITICAL THINKING

Imagine you're a jewelry and accessories designer. Design three things and write a sentence about each.

- Students share their answers with the class. Have a class vote on the most interesting design.

Word study: phrasal verbs with *take*

WB Act. 5 p. 96

Read and match.

- Put struggling students into pairs with stronger ones to do the activity.

WB Act. 6 p. 96

Complete the sentences. Use the phrasal verbs from Activity 5.

Objective review

Ask students to talk about their favorite clothes and accessories using the words in the lesson. Praise their effort.

7 Grammar 2 • Speaking 2

OBJECTIVES

Grammar: Can use "Let's …" to suggest an action.

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can make suggestions about doing common everyday activities, using a basic fixed expression.

MATERIALS

SB pp. 112–113
WB pp. 97–98
WB key p. 266
Videos 7-3 and 7-4
Video scripts p. 294
Optional: cards with key vocabulary
Pearson English Platform
Speaking and Vocabulary Book 4, Unit 7

Warm-up

Write the words from Vocabulary 1 and 2 on cards and put them in a pile face down on your desk. Put students into two groups. Students from each team take turns picking up a card and giving a definition of the word on it for students from the other team to guess it. Award a point for each correct definition, and for each correct guess. If students don't know the definition of a word, they put the card back on the pile, and a member of the other team can choose a word.

Lesson objective

Explain the lesson objective: To practice making suggestions.

SB Act. 1 p. 112

7-3

Watch Part 2 of the story video. Then read and complete.

- Ask students to look at the video still and play Part 2 of the video. Students complete the sentence in the speech bubble.

SB Act. 2 p. 112

7-4

Watch Parts 2 and 3 of the story video. Then answer the questions.

- Students watch Parts 2 and 3 of the video and answer the questions. (**Answers: 1** the king, **2** tights, a red jacket, a belt, boots, a crown, **3** the Smogator)
- Ask *Where are Doctor Who and his friends?* (at the wax museum) *How do they find the king?* (They turn off the lights and look for green eyes.) *Where's the next clue*? (on Mozart's tie) *Who changes their clothes?* (Doctor Who and his friends) *What happens when Kim uses the smogsucker?* (the wax figure melts) *Do they catch the Smogator?* (no)

SB Act. 3 p. 112

Read the grammar box and complete.

- Focus students' attention on the grammar box. Elicit the structures for making suggestions.
- Students complete the sentences and more examples.

SB Act. 4 p. 112

Read *The Treasure in the Attic* again and circle phrases that the children use to suggest ideas.

- Refer students back to the text on SB pp. 108 and 109.

SB Act. 5 p. 112

Write the words in the correct order.

- Students share their sentences with the class.

WB Act. 1 p. 97

Read and circle.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 2 p. 97

Read and complete.

WB Act. 3 p. 97

Complete the sentences.

SB Act. 6 p. 113

Read and complete. Use the words and phrases from the grammar box.

- Students complete the two dialogs on their own.

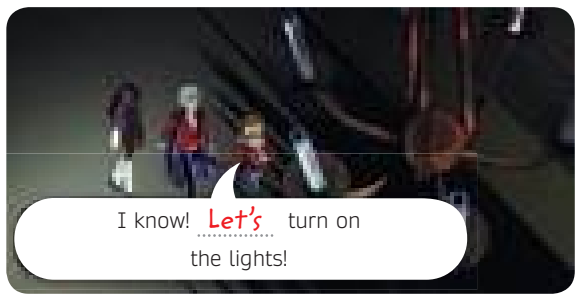
Extra activity

COLLABORATION

Write on the board: *at / meal / have / Italian / an / let's / restaurant / a*; *the / go / beach / on / shall / to / Sunday / we*; *we / go / don't / why / after / shopping / class*; *homework / should / our / together / do / we*. In pairs, students write the words in the correct order using the correct punctuation. Give them five minutes to complete the task. Check answers by having students write the correct sentences on the board. (*Let's have a meal at an Italian restaurant. Shall we go to the beach on Sunday? Why don't we go shopping after class? We should do our homework together*.)

Grammar 2

1 7-3 **Watch Part 2 of the story video. Then read and complete.**



2 7-4 **Watch Parts 2 and 3 of the story video. Then answer the questions.**

1 Who's the Doctor looking for in the wax museum?
2 What's the king wearing?
3 Who's controlling the king?

3 **Read the grammar box and complete.**

4 **Read *The Treasure in the Attic* again and circle phrases that the children use to suggest ideas.**

5 **Write the words in the correct order.**

1 we / swimming / go / shall
Shall we go swimming ?
2 don't / why / we / shopping / go
Why don't we go shopping ?
3 go / the / museum / let's / to / fashion
Let's go to the Fashion Museum !
4 should / wear / we / our / sneakers
We should wear our sneakers .

Grammar

Let's turn off the lights!
We **should/could** turn off the lights!
Shall I/we turn off the lights?
Should I/we turn off the lights?
Why don't you/we turn off the lights?

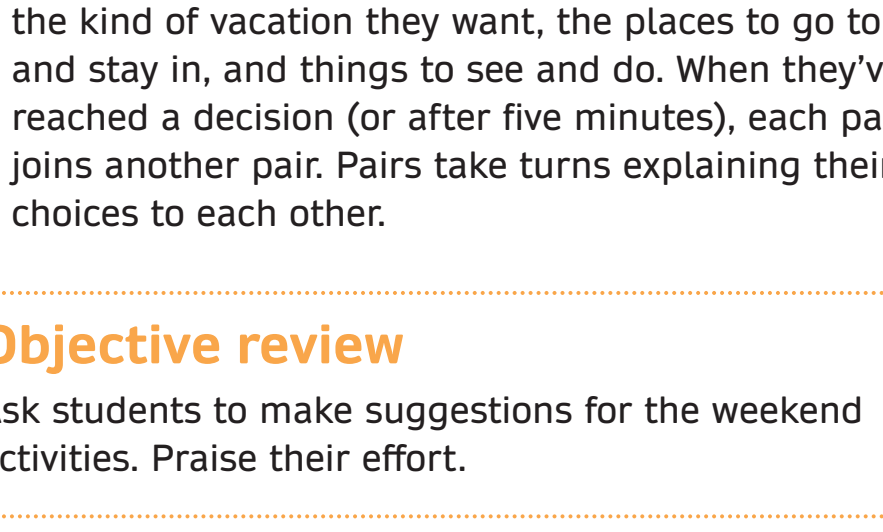
1 The Smogator is coming! We should hide!
2 Why don't we run this way?
3 Let's change our clothes!
4 Shall/Should I use the Smogsucker?

6 **Read and complete. Use the words and phrases from the grammar box.**

1 What shall we do today?
..... go to the sports center?
Yes, that's a good idea. We ..... play basketball!
Great! ..... go!
2 ..... visit the Fashion Museum today?
That's not a bad idea! ..... we have lunch before we go?
OK. ..... have pizza?
No! ..... have burgers!

Speaking 2

7 **Think about the activities below. Discuss with your group. Make a plan for a day out.**



Why don't we go to the aquarium first?
Yes, that's a good idea. We could see some fish!
After that, let's have pizza for lunch!
No, we should have sushi. It's healthier!
Then after lunch, we could go to the shopping mall!

WB Act. 4 p. 98

The Smith family is going on a picnic. Look at the picture and complete the dialogs.

- Make sure students use correct suggestions in their sentences.

WB Act. 5 p. 98

CRITICAL THINKING

Imagine you're going on a picnic with the Smiths. Write five suggestions.

- Students compare their suggestions in groups, choose the best ones, and share them with the class.

Speaking 2

SB Act. 7 p. 113

COMMUNICATION

Think about the activities below. Discuss with your group. Make a plan for a day out.

- Put students into groups.
- Monitor and assist as necessary.

Differentiation

Struggling learners: Before students speak, brainstorm what activities they might do in each place.

Stretch: Students give reasons for or against doing a certain activity, e.g., *Let's go to the aquarium to see the dolphins. They're clever and funny.*

Extra activity

COMMUNICATION

Brainstorm different kinds of vacations: *beach*, *trekking in the mountains*, *going to summer camp*, *backpacking in a city*, etc. In pairs, students make suggestions for the kind of vacation they want, the places to go to and stay in, and things to see and do. When they've reached a decision (or after five minutes), each pair joins another pair. Pairs take turns explaining their choices to each other.

Objective review

Ask students to make suggestions for the weekend activities. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 4, Unit 7.

7 Writing • Now I Know

OBJECTIVES

Reading: Can draw simple conclusions about the information given in a factual text on a familiar topic.

Speaking: Can act out a short dialog or role-play, given prompts.

Writing: Can use appropriate standard greetings and closings in simple informal personal messages.

MATERIALS

SB pp. 114–115
WB pp. 99–101
WB key p. 265
Pearson English Platform
Test Book 4, Unit 7

Warm-up

Review the Unit 6 writing strategy with students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write an email, while applying the writing strategy.

SB Act. 1 p. 114

Scan the texts. Answer the questions.

- Remind students that they should scan the text quickly to find specific details.

SB Act. 2 p. 114

Read the texts. Check your answers from Activity 1.

- Check answers as a class. (**Answers: 1** emails, **2** Laila and Alex, **3** Alex writes to get information and make suggestions. Laila writes to give information and make suggestions.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 114

Circle the correct informal greetings and closing phrases.

WB Act. 1 p. 99

Read and circle the informal greeting and closing phrases. Then underline the suggestions.

SB Act. 4 p. 114

Find or draw pictures of your weekend. Then go to the Workbook to do the writing activity.

- Students complete this activity in their notebooks.

WB Act. 2 p. 99

CRITICAL THINKING

Think about your plans for the weekend. Write your ideas.

WB Act. 3 p. 99

Write an email to a friend about what to do on the weekend in your notebook. Use your ideas from Activity 2.

Remember!

WB p. 99

- Focus students' attention on the Remember! box to use as a checklist for their writing.

Objective review

Ask students to read their emails aloud. Praise their effort.

Now I Know

Warm-up

Write on the board various items of clothing and the fabrics from Unit 7. In pairs, students identify words that are fabrics and words that are clothes, and match them.

Lesson objective

Explain the lesson objective: To review everything students have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 115

CRITICAL THINKING

How and why do fashions change? Look back through Unit 7. Use the information you learned to answer the questions. Add your own ideas.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 100

Read and circle.

Writing

1 **Scan the texts. Answer the questions.**

1 What kind of texts are they?
2 Who's writing the texts?
3 What's the purpose of the texts?

To: Alex - alex@email.com
From: Laila - laila@home.com
Subject: School disco

Hello Alex,

I didn't see you after school, so just wanted to ask you about the disco tomorrow. What are you going to wear? I think I'm going to wear my jeans and my new cardigan. You know, the one with the red and white patterns. I can't decide whether to wear my black or blue jeans. Why don't you come to my house before we go? Then we can decide what to wear and get ready together.

My parents said they can take us to the disco if you want.

Love,
Laila

To: Laila - laila@home.com
From: Alex - alex@email.com
Subject: RE: School disco

Hi Laila,

Yes, good idea! That would be awesome! I think I'm going to wear my denim jacket and my blue T-shirt. Why don't we wear our new sneakers, too? They're good for dancing! I'll come home with you from school and then we can get ready! I can't wait for the disco, it's going to be so cool!

See you tomorrow,
Alex

2 **Read the texts. Check your answers from Activity 1.**

3 **Circle the correct informal greetings and closing phrases.**

1 Dear Isabella / Hi Isabella
2 Love / Best wishes
3 Hi Alex / Dear Alex
4 Yours sincerely / See you tomorrow

4 WB 99 **Find or draw pictures of your weekend. Then go to the Workbook to do the writing activity.**

Writing strategy

Use appropriate informal greetings and closing phrases in an email.

***Hello*, *Hi*, *Love*, *See you soon*.**

Now I Know

1 **How and why do fashions change? Look back through Unit 7. Use the information you learned to answer the questions. Add your own ideas.**

1 Why are people interested in fashion?
2 Why do we wear different kinds of clothes?
3 Why do we use different fabrics to make clothes?
4 Why do fashions change?

2 **Choose a project.**

Work in a small group. Role-play a clothes shopping trip.

1 Decide why you want to buy some new clothes, e.g. for a party.
2 In your group, make and respond to suggestions about what to buy.
3 Record your dialog by writing it down or making an audio recording.
4 Role-play your dialog for the class.

or

Design some clothes for a special occasion.

1 Choose an occasion.
2 Decide what kind of clothes you're going to design for the occasion.
3 Choose the fabrics for your clothes.
4 Draw and label the clothes.
5 Present them to the class. Explain your choices.

Read and circle for yourself.

I can identify key details in factual talks.
I can understand people's preferences.

I can talk about an event in the past.
I can make suggestions about activities.

I can draw simple conclusions. I can predict what I think will happen next.

I can use appropriate greetings and closings in an email.

WB Act. 2 p. 100

Find and circle seven words. Then read and complete.

WB Act. 3 p. 100

Read and complete.

WB Act. 4 p. 101

Complete the suggestions.

WB Act. 5 p. 101

Read and answer. Write full sentences.

Project

SB Act. 2 p. 115

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as a way of helping each other learn.

Things I learn

WB Act. 1 p. 101

Write down your three favorite new words from this unit. Which word was the most difficult?

- Have a class vote on favorite words.

WB Act. 2 p. 101

Write two things you found interesting about how fashion has changed since the 1500s and why different materials and patterns are important in fashion.

- Ask students to share their answers with the class.

WB Act. 3 p. 101

Why do some people keep old clothes and jewelry instead of throwing them away?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 115

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 4, Unit 7.

8 How has entertainment developed?

SKILLS

Listening: Can understand some details in extended dialogs on familiar everyday topics.
Can understand the reasons for someone's actions or choices.

Reading: Can identify key vocabulary and expressions in unfamiliar texts related to school subjects.
Can identify the writer's overall purpose in straightforward texts on familiar topics.

Speaking: Can make suggestions about what to do, using a range of expressions.
Can talk about plans for the near future in a simple way.

Writing: Can write a simple structured paragraph giving their opinion on a familiar topic, given a model.

GRAMMAR

Grammar 1: Can make suggestions using "what about/how about" with verbs in the gerund.

Grammar 2: Can use the Present Progressive to refer to the near future.

VOCABULARY

Key vocabulary 1: audience, ballet, ballroom dancing, hip-hop, hiplet™, jive, performance, rhythm, rock, samba, tango, waltz

Key vocabulary 2: action, animation, applause, comedy, director, drama, edit, horror, lines, make-up, play, reality TV

Video vocabulary: character, import, layers, microphone, software, vlogger

Reading 1 vocabulary: classical, gymnastics, hoop dancing, movements, recognize, steps, traditional, twirl

Reading 2 vocabulary: angle, combine, dream, enthusiastically, nodded, project (v), sheet, talented

Passive vocabulary: entertainment, pointe, show, style

Revised vocabulary: dancer

Academic vocabulary: prehistoric

Expressions: What's going on? Do you think … ?

PROJECTS

Organize an entertainment show
Design a movie poster

VIDEOS

Technobabble: Animations (8-1)
Doctor Who: Show Time Parts 1–3 (8-2, 8-3, 8-4)

VALUE

Encourage your family and friends to develop their talent

Unit opener

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can express their opinions on familiar topics, using simple language.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 116–117
WB p. 102
WB key p. 266
Video 8-1
Video script p. 295
Optional: audio of a popular song
Pearson English Platform

Big Question

- Read the Big Question *How has entertainment developed?* aloud. Ask students to think of answers.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about entertainment, and how it changes and develops.

8 How has entertainment developed?

Listening
- I can understand details in dialogs.
- I can understand someone's reasons.

Reading
- I can identify key words and phrases.
- I can identify the writer's overall purpose.

Speaking
- I can make suggestions about what to do.
- I can talk about plans for the near furture.

Writing
- I can give my opinion on a familiar topic.

1 **Look at the picture and discuss.**

1 What can you see in the picture?
2 What kind of dance do you think it is? Is it modern or traditional?
3 Why do you think they're dancing?

2 **Read and make notes. Then compare your answers with a friend.**

1 Imagine you have an audition for a performance. How do you prepare for an audition? How would you feel?
2 Have you ever been in a performance? What was the performance? What was your role in the performance? Did you enjoy it?

3 8-1 **Watch the video. Then write T (true) or F (false).**

1 Adam is an art teacher. F
2 When creating animations, it's important to draw out the different stages of your animation first. T
3 Once you record your voices, it's important to save the recording. T
4 Make sure you post your animation online before you make any final edits to it. F

SB Act. 1 p. 117

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

Differentiation

Struggling learners: Write some prompts on the board to help students generate ideas, e.g, *music*, *party*, *quick*, *slow*, *beat*, *drums*, *celebration.*

SB Act. 2 p. 117

Read and make notes. Then compare your answers with a friend.

WB Act. 1 p. 102

What do people your age do for fun? What else would you like to learn about entertainment?

- Ask students to think of the Big Question and write answers to the questions.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 102

CRITICAL THINKING

Circle the words related to entertainment. What do you think you will learn about entertainment?

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 3 p. 117

8-1

Watch the video. Then write T (true) or F (false).

- Ask students to look at the video still and guess what the video is about (*making animated cartoons*).
- Play the video. Students check if they were correct.
- Play the video again and ask students to do the activity.

Extra activity

CREATIVITY

Review parts of the body, action verbs, and basic instructions, e.g., *Jump! Spin! Clap your hands! Shake your shoulders! Put your left foot in! Turn!* Put students into pairs. Play a song that's popular with students and ask them to create a dance routine to it. Ask different pairs to do and describe their dance routine for the whole class to follow the instructions and dance, too.

WB Act. 3 p. 102

8-1

Watch the video and circle the correct answer.

WB Act. 4 p. 102

8-1

Complete the sentences. Watch the video again to check.

Objective review

Ask students to say how they feel about music and dancing. Praise their effort.

8 Pre-reading 1 • Reading 1

OBJECTIVES	
Reading:	Can identify key vocabulary and expressions in unfamiliar texts related to school subjects.
Speaking:	Can express their opinions on familiar topics, using simple language.
SB vocabulary:	classical, movements, recognize, steps, traditional
WB vocabulary:	gymnastics, hoop dancing, twirl
Revised vocabulary:	dancer

MATERIALS

SB pp. 118–119
WB p. 103
WB key p. 266
SB audio track 2-15
Optional: pictures of unusual instruments
Pearson English Platform

Warm-up

Bring to class three pictures of unusual instruments, e.g., a *hyperbass flute, a pyrophone organ, a sea organ,* and the instructions on how to play them. Ask *Who can play a musical instrument?* Students describe/show how to play it, and what it sounds like. Show the pictures. Put students into small groups. They choose an instrument and guess how to play it, and what the sound is like.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 118

COMMUNICATION

Discuss with a friend.

- Ask some pairs to share their answers with the class. Is there anything all students have in common?

Reading strategy

Explain the reading strategy: Choose the most important information to summarize what you're reading.

SB Act. 2 p. 118

CRITICAL THINKING

Read and answer. Can you summarize what the text is about in one sentence?

- Ask *What's the text about?* (hoop dancing) *What do hoop dancers do*? (They twirl hoops around their arms, waist, and legs to music.) *Where can you see hoop dancing?* (in Native American tribes, in gymnastics, in exercise classes)
- In pairs, students decide which information is the most important, and make a one-sentence summary. (**Suggested answer:** The text is about hoop dancing as it's found in traditional Native American tribes, rhythmic gymnastics or exercise classes.)

Reading 1

Reading text in British English

This is one of the texts in Level 4 that is in British English. Focus students' attention on some of the differences between British and American English. Ask them to find words that are different. Highlight *recognise/recognize*.

SB Act. 3 p. 118

2-15

Read *Winning Combinations!*. How has dance developed from prehistoric times?

- Focus students' attention on the pictures, title, and introduction of the text. Ask *What words show the most important information in the text*? Collect students' answers on the board. Remind them of the reading strategy and ask them what information they will focus on to summarize the text. Write some of their ideas on the board.
- Students listen and read the text.
- Ask if they found the answer to the question. Ask *Were your guesses correct? What helped you guess?* (**Suggested answer:** There were traditional and classical dances based on the countries' culture. Some classical dances became popular all over the world and some of them evolved into modern dances.)

Differentiation

Struggling learners: Explain that by analyzing text features such as division into paragraphs, use of color, or bolded words will help students find the most important words.

Stretch: Students look at the information on the board and, in pairs, summarize the text in three or four sentences. The others listen and comment. Are any important ideas missing?

Extra activity

SB Vocabulary work

- Ask students to find and circle the following words in the text: *classical*, *movements*, *recognize*, *steps*, *traditional*.
- Ask them to make a question with each word, and then ask and answer their questions in pairs.

Pre-reading 1

1 **Discuss with a friend.**

1. Are music and dancing important to you? Why?
2. Do you dance when you listen to your favorite music? Why?/Why not?
3. How do you feel when you listen to music or dance?

Reading strategy

Choose the most important information to summarize what you're reading.

2 **Read and answer. Can you summarize what the text is about in one sentence?**

This week we're looking at hoop dancing. You can probably twirl a hoop around your waist, arms or legs, but can you do it to music? We can see traditional hoop dancing in some Native American tribes, and you might also see hoop dancing performances in rhythmic gymnastics. There are even exercise classes using hoops. They're a bit heavier, but it looks good fun!

3 2-15 **Read *Winning Combinations!*. How has dance developed from prehistoric times?**

Reading 1

Dance and music are an important part of our lives today, and they were important many years ago too. We know that dance goes back in history to prehistoric times. We can see this in cave paintings from as far back as 9,000 years ago!

Music and dance were part of many old traditions, and were a form of entertainment for their **audiences**. Watching different dance **performances** can be breathtaking! Some of these traditions still exist today, and others are developing into more modern music and styles of dancing.

Traditional and classical dances have got different styles. The style depends on the country and culture the dance is from. Other classical dances are hundreds of years old and started in one country, but are now danced all over the world – like **ballroom dancing**.

There are several kinds of dance people learn when they start ballroom dancing. A few, for example, are the **waltz** (which started in Germany in the eighteenth century), the **tango** (which dates back to the late 1800s in Argentina), the **samba** (is more recent and dates to the beginning of the twentieth century in Brazil) and the **jive** (which began in the United States in the 1930s). These are a few examples, and recognising the different dances can be difficult, but even harder to dance them!

In traditional and classical dance, there are particular steps, movements and **rhythms**. Some kinds of dances are individual, friend dances, or in small or large groups. **Ballet** is an example of a classical dance. It's usually easy to recognise because a lot of dancers are "en pointe." This refers to the pointe shoes they wear, so they look like they're dancing on the tips of their toes.

Ballet goes back to the fifteenth century. It began in Italy, but ballet "en pointe" didn't start until the late nineteenth century. Today, we can see classical ballet and contemporary ballet. Contemporary ballet uses classical ballet with more modern dances. Some dance schools and companies use ballet techniques with modern music like jazz or **rock** and **hip-hop**!

What about mixing ballet and hip-hop? Can you mix hip-hop and ballet dancing? Yes, you can, and it's called hiplet™. It's a new contemporary dance style. **Hiplet™** dancers are classically trained in ballet and learn to dance "en pointe." They combine movements of classical ballet with movements and music from hip-hop. It's a very new style, but its popularity is growing.

So, we all move to a beat. We all enjoy moving to music we like. Some songs get us tapping our feet or moving our whole bodies. How about the bachata from the Dominican Republic and the Argentine tango? Check out next week's column on bachatango! Will it be a winning combination for you?

4 **Do you think you would prefer to watch a classical or contemporary dance performance? Why?**

SB Act. 4 p. 119

CRITICAL THINKING

Do you think you would prefer to watch a classical or contemporary dance performance? Why?

- Ask *What's your favorite contemporary dance style?*
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

COMMUNICATION

- Write on the board *Find someone who likes the same dance music as you/can dance one of the styles in the text/watches dance performances/knows or has met a famous dancer*. Ask students to use this information to write questions, e.g., *Do you like (hip-hop)? Can you dance waltz?*
- Then, students move around asking their questions. They report their findings in groups or to the whole class.

WB Act. 1 p. 103

Read the first paragraph of *Hoop Dancing*. What do the underlined phrases tell us? Check (✓).

- Remind students of their answers to Activity 2 on p. 118 in the SB.

WB Act. 2 p. 103

Read *Hoop Dancing* again and complete the summary.

WB Act. 3 p. 103

CRITICAL THINKING

Think about a book you're reading or you've recently read. Write the most important information about it.

Extra activity

WB Vocabulary work

- Ask students to find and circle the following words in the text: *gymnastics*, *hoop dancing*, *twirl*. Students explain their meanings.
- Ask pairs to write a short broadcast of a rhythmic gymnastics work out.

Extra activity

CRITICAL THINKING

Put students into small groups. Ask *Do you know any traditional dances from other countries? Are they similar to those of your country?* In groups, students discuss their answers to the questions. Have different groups share their ideas with the class.

Objective review

Ask students if summarizing the text help them understand it. Praise their effort.

8 Comprehension 1 • Listening 1

OBJECTIVES

Listening: Can understand some details in extended dialogs on familiar everyday topics.

Reading: Can identify key vocabulary and expressions in unfamiliar texts related to subjects of interest.

Speaking: Can talk about past events or experiences, using simple language.

MATERIALS

SB pp. 118–119, 120
SB audio tracks 2-16 and 2-17
Optional: audio of different bands
Pearson English Platform

Warm-up

Bring to class two audios from two different bands. One should be something very rhythmical, and the other calmer. Write on the board *drums / guitars*, *hip-hop / rap / rock*, *beat / rhythm / slow / quick*, *recognize.* Put students into groups. Explain they're executives in a recording company who are looking for a band to sign a new contract with. They have to discuss which group they like best and why using the words on the board or their own ideas. Groups share their choice with the class and give their reasons.

Lesson objective

Explain the lesson objective: To apply the reading strategy by choosing the most important information to summarize a text.

SB Act. 1 p. 120

Read *Winning Combinations!* again. Which two sentences best summarize the text?

- Refer students back to the text on SB pp. 118 and 119.
- Ask students to skim the text quickly. Students provide reasons for their choices. Ask which of the sentences that are left out is incorrect (*a*), which refers to specific information (*b*), and which includes information which isn't said in the text (*d*).

SB Act. 2 p. 120

Read and circle.

- Ask students to focus on the words in bold and make guesses before they read the text again.
- Explain that students should scan the text quickly and underline the relevant parts, focusing on the key information they need to find.

SB Act. 3 p. 120

Match each dance to a date and location.

- Students use the text to check their answers.

Extra activity

COLLABORATION

- Make four copies of this passage making sure each sentence is on a different line: *On April 29th every year, the International Dance Council (IDC) organizes International Dance Day. The IDC is part of UNESCO. This celebration started in 1982 to honor Jean-Georges Noverre, the creator of modern ballet. The aim of this day is to promote all kinds of dance around the world, and to stress the importance of dance to world culture. The IDC and the UNESCO also want to encourage governments around the world to introduce dance in schools. They believe dance education is an important part of school life from elementary school because dance is an important part of our culture.* Cut the sentences out and make four bundles of six strips.
- Put the class into four groups and hand them out the strips. Groups have to reorder the sentences to form the original paragraph, and then summarize it in one sentence.

Objective review

Ask students to explain how they can decide what information is important in a text, and can be used to summarize it. Praise their effort.

Listening 1

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 4 p. 120

What kind of entertainment or performance do you sometimes see in public places?

- Ask students to brainstorm different kinds of activities they may have seen in public places. Allow use of L1 for students to provide more complex examples, e.g., *singing*, *playing an instrument*, *dancing*, *gymnastics.* Collect their ideas on the board.

Comprehension 1

1 Read *Winning Combinations!* again. Which two sentences best summarize the text?

a Dance and music are recent and modern inventions.
b In the past, dance was used for entertainment.
c Dance has changed a lot over the years.
d Some kinds of dance are more difficult than others.
e There are new styles of some classical dances.

2 Read and circle.

1 We know that dance was important in prehistoric times because **it was a tradition** / **we can see dance in cave paintings**.
2 In ballroom dancing, there are **several dances** / **two dances**.
3 Traditional ballet started in **France** / **Italy**.
4 Ballet "en pointe" **began in** / **developed after** the fifteenth century.
5 Hiplet™ is a combination of ballet and **jive** / **hip-hop**.
6 Bachata is a dance from **the Dominican Republic** / **Argentina**.

3 Match each dance to a date and location.

Waltz	Argentina	1930s
Ballet	Germany	18th century
Jive	Brazil	20th century
Samba	United States	1800s
Tango	Italy	15th century

Listening 1

4 What kind of entertainment or performance do you sometimes see in public places?

Listening strategy

Listen for the details given to answer specific questions.

5 2-16 Listen to the interview. What kind of performance do they discuss?

6 2-17 Listen again and write T (true) or F (false).

1 Alisha was in the supermarket. F
2 There were less than 30 people watching the performance. F
3 A flashmob is a group of people dancing. T
4 A flashmob only performs in a theater. F
5 People are waiting and expecting to see a performance. F
6 The group might dance something modern. T

7 Have you ever seen a flashmob? Would you like to take part in one?

Vocabulary 1

1 Find these words in *Winning Combinations!*. Which words describe a kind of dance?

audience, ballet, ballroom dancing, hip-hop, hiplet™, jive, performance, rhythm, rock, samba, tango, waltz

2 Complete the chart. Use words from Activity 1.

Classical dance	Modern dance	Combination dance	Other dance/music words
ballroom dancing	samba	hiplet™	performance
ballet	jive		audience
waltz			rhythm
tango			

3 Write two examples for each heading. Then compare with a friend.

Places you might find an audience
.....
.....

Other modern dances
.....
.....

BALLROOM DANCES
.....
.....

Kinds of performance
.....
.....

4 Read the questions.

1 Would you like to be a professional dancer? Why?/Why not?
2 Can you name any movies about dancing?
3 Which do you prefer – watching movies about dancing or music performances? Why?

Listening strategy

Explain the listening strategy: Listen for the details given to answer specific questions.

SB Act. 5 p. 120

2-16

Listen to the interview. What kind of performance do they discuss?

- Play track 2-16. Students listen and write down the performance words as they listen. (**Answer:** flashmobs)
- Ask students what a flashmob is (*a group of people who arrange by phone or online to meet in a public place to do something for a short time*).

SB Act. 6 p. 120

2-17

Listen again and write T (true) or F (false).

- Ask students to read the sentences, and focus their attention on the details that will help them decide whether the sentences are true or false.
- Play track 2-17. Students listen and complete the activity.

Differentiation

Struggling learners: Students work in pairs. Pause track 2-17 as necessary and ask students to write down key words before they mark the sentences true or false.

Stretch: Students provide reasons and correct false sentences.

SB Act. 7 p. 120

COMMUNICATION

Have you ever seen a flashmob? Would you like to take part in one?

- Students discuss in pairs before sharing their answers with the class. Ask *Who would like to take part in a flashmob? Why would(n't) you like to do it?*
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

CRITICAL THINKING

In groups, students discuss how to organize a flashmob in the school playground. Ask *What will you do? Who will you text? What text will you send?* Groups present their ideas to the class. Have a vote on the most interesting idea. You may even want to have fun putting it into action

Objective review

Ask students to decide if listening for key details to answer questions is a useful strategy. Praise their effort.

8 Vocabulary 1

OBJECTIVES

Speaking: Can express their opinions on familiar topics, using simple language.

SB vocabulary: audience, ballet, ballroom dancing, hip-hop, hiplet™, jive, performance, rhythm, rock, samba, tango, waltz

WB vocabulary: solo, lullaby, duet, aria, anthem, serenade

MATERIALS

SB pp. 118–119, 121
WB pp. 104–105
WB key p. 266
WB audio track 04
Optional: cards with key vocabulary
Pearson English Platform

Warm-up

Get students to stand in a line in front of the board. Write *Yes* on one side of the board and *No* on the other side. Say statements about *Winning Combinations!* for students to move to the *yes* or *no* sides of the board, e.g., *Human beings began dancing 9,000 years ago.* (no) *German people danced the waltz in the 18th century.* (yes) *Classical dances are 100 years old.* (no) *Samba originated in Argentina.* (no) *Contemporary ballet is danced to modern music.* (yes) *Ballet is a traditional dance.* (no) Students who make a mistake have to sit down. The last student left standing wins.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to music and dance as forms of entertainment.

SB Act. 1 p. 121

Find these words in *Winning Combinations!*. Which words describe a kind of dance?

- Refer students back to the text on SB pp. 118 and 119.
- Put students into pairs. Ask them to find the words from the box in the text, and read the sentences in which they're used to help them contextualize.

SB Act. 2 p. 121

Complete the chart. Use words from Activity 1.

- Draw the chart on the board and ask different pairs to write the music and dance words in the corresponding columns.

Extra activity

COLLABORATION

Write the words from Activity 1 on cards. Put them face down on your desk. Put students into two groups. A student from each group takes turns coming to the front, picking up a card, and giving the definition of the word for their team to say the word. If a student doesn't know the definition of a word, he/she puts the card back on the desk. Award a point for each correct definition and each correct answer.

WB Act. 1 p. 104

04

Which is each person's favorite type of music or dance? Listen and match.

- This is an A2 Flyers Listening Part 3 task.
- Ask students to look at the pictures and identify the different kinds of dance and music before they do the activity.

WB Act. 2 p. 104

Read and complete.

WB Act. 3 p. 105

CREATIVITY

What's your favorite dance group or dancer? What kind of dance do they perform? Draw or stick a picture and write two sentences about them.

- Students show their pictures and read their sentences aloud. Ask them to find two things they like about each picture and description, and one thing that needs improvement.

SB Act. 3 p. 121

COMMUNICATION

Write two examples for each heading. Then compare with a friend.

- Brainstorm an example for each of the words that might fit in each box. Students work on their own before sharing their answers in pairs.

Differentiation

Struggling learners: Put a struggling student into a pair with a strong student. Students discuss and compare their lists with another pair before sharing them with the class.

Stretch: Ask students to give an example of one thing they like and one they dislike in each category, and give reasons.

SB Act. 4 p. 121

COMMUNICATION

Read the questions.

- Put students into pairs. Each pair discusses the questions and gets ready to present their ideas to the class.
- Monitor and assist as necessary. You may want to write down the mistakes you hear to comment on them at the end of the activity. Remember not to say who made the mistakes.

Comprehension 1

1 Read *Winning Combinations!* again. Which two sentences best summarize the text?

a Dance and music are recent and modern inventions.
b In the past, dance was used for entertainment.
c Dance has changed a lot over the years.
d Some kinds of dance are more difficult than others.
e There are new styles of some classical dances.

2 Read and circle.

1 We know that dance was important in prehistoric times because **it was a tradition** / **we can see dance in cave paintings**.
2 In ballroom dancing, there are **several dances** / **two dances**.
3 Traditional ballet started in **France** / **Italy**.
4 Ballet "en pointe" **began in** / **developed after** the fifteenth century.
5 Hiplet™ is a combination of ballet and **jive** / **hip-hop**.
6 Bachata is a dance from **the Dominican Republic** / **Argentina**.

3 Match each dance to a date and location.

Waltz	Argentina	1930s
Ballet	Germany	18th century
Jive	Brazil	20th century
Samba	United States	1800s
Tango	Italy	15th century

Listening 1

4 What kind of entertainment or performance do you sometimes see in public places?

Listening strategy

Listen for the details given to answer specific questions.

5 2-16 Listen to the interview. What kind of performance do they discuss?

6 2-17 Listen again and write **T** (true) or **F** (false).

1 Alisha was in the supermarket. F
2 There were less than 30 people watching the performance. F
3 A flashmob is a group of people dancing. T
4 A flashmob only performs in a theater. F
5 People are waiting and expecting to see a performance. F
6 The group might dance something modern. T

7 Have you ever seen a flashmob? Would you like to take part in one?

Vocabulary 1

1 Find these words in *Winning Combinations!*. Which words describe a kind of dance?

audience, ballet, ballroom dancing, hip-hop, hiplet™, jive, performance, rhythm, rock, samba, tango, waltz

2 Complete the chart. Use words from Activity 1.

Classical dance	Modern dance	Combination dance	Other dance/music words
ballroom dancing	samba	hiplet™	performance
ballet	jive		audience
waltz			rhythm
tango			

3 Write two examples for each heading. Then compare with a friend.

Places you might find an audience
.....
.....

Other modern dances
.....
.....

BALLROOM DANCES
.....
.....

Kinds of performance
.....
.....

4 Read the questions.

1 Would you like to be a professional dancer? Why?/Why not?
2 Can you name any movies about dancing?
3 Which do you prefer – watching movies about dancing or music performances? Why?

Extra activity

CREATIVITY

- Students divide a page in their notebooks into four squares. Explain they need to draw a different symbol in each square, and that no words are allowed. The four symbols should represent a dance they like to dance, music they like to listen to, music or dance they hate, and their best experience connected with music or dance.
- Put students into pairs and ask them to exchange their notebooks, and to take turns guessing what their partner's symbols stand for. Then ask students to tell their partners if their guesses were correct, and to explain what their pictures really mean.

Vocabulary challenge: kinds of songs

WB Act. 4 p. 105

Read, look, and write.

WB Act. 5 p. 105

Complete the sentences. Use the words from Activity 4.

Objective review

Ask students to say what new words connected with dancing and music they've learned today. Praise their effort.

8 Grammar 1 • Speaking 1

OBJECTIVES

Grammar: Can make suggestions using "what about/ how about" with verbs in the gerund.

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can make suggestions about what to do, using a range of expressions.

MATERIALS

SB pp. 118–119, 122–123
WB pp. 106–107
WB key p. 266
Video 8-2
Video script p. 295
Pearson English Platform
Grammar Book 4, Unit 10
Speaking and Vocabulary Book 4, Unit 8

Warm-up

Put students into two equal groups. Students stand in two circles facing each other (an inner circle looking outwards and an outer circle looking inwards). Paired students take turns asking and answering questions about their favorite bands, favorite dance, facts from the text, etc. Clap your hands after two questions have been asked and answered. Ask the circles to move to the right so that students can work with a new partner and continue the activity.

Lesson objective

Explain the lesson objective: To use *What about … / How about … ?* to make suggestions, and the Present Progressive to talk about fixed arrangements.

SB Act. 1 p. 122

8–2

Watch Part 1 of the story video. What does Kim want to do? Then read and complete.

- Students watch Part 1 of the video and answer the question. (**Answer:** Kim wants to watch the music channels.)
- Ask *What's Jack doing?* (He's watching cartoons.) *Why does Jack like cartoons?* (Because they're like comics, but better.) *What does Doctor Who suggest?* (going to the theater) *What does Jack remember?* (going to the theater at Christmas) *What do they need to do to go to the theater?* (buy tickets)
- Focus students' attention on the questions next to the video still and ask them to complete the blanks.

SB Act. 2 p. 122

Read the grammar box and circle.

- Focus students' attention on the grammar box. Read the questions and answers together. Ask students to circle the correct forms to complete questions 1–2.
- Explain that *What about … ?* and *How about … ?* introduce ways of making polite suggestions. Elicit that they're always followed by *-ing.* Write on the board *How about/What about going to the theater tonight?* Students provide other suggestions using either introductory question.

SB Act. 3 p. 122

Read *Winning Combinations!* again. Circle examples of *what about* and *how about.*

- Refer students back to the text on SB pp. 118 and 119.
- Students race to circle the examples.

SB Act. 4 p. 122

Read and match. Then complete the suggestions.

- Students work individually and compare their answers in pairs.

WB Act. 1 p. 106

Read and circle. Then match.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 2 p. 106

Read, choose, and write suggestions.

Extra activity

COMMUNICATION

Provide situations for students to make suggestions, e.g., *Your best friend wants to learn to dance, but he's/she's shy. Your grandfather keeps forgetting things. Your brother/sister works very hard, but his/her exam results aren't very good. Your best friend always arrives late for school. It's your little brother's/sister's first day in a new school and he's/she's very shy. You have a ten-minute break at school. It's a beautiful summer day during your vacations.*

SB Act. 5 p. 123

Complete the sentences. Use the correct form of the verbs in parentheses.

- Focus students' attention on the grammar box and read the sentences together.
- Elicit that we use the Present Progressive to talk about things we arranged to do in the future. Write on the board *What are you doing on (Saturday)? I am (giving a party).* Set up a chain of questions and answers.

Grammar 1

1 8-2 **Watch Part 1 of the story video. What does Kim want to do? Then read and complete.**

What do you *think* ?
How about *going* tonight?

2 **Read the grammar box and circle.**

Grammar

What about going to a concert tonight? — Yes, let's do that!
How about eating some pizza for dinner? — That's a great idea!

1 How about **buy** / **buying** some fruit for lunch? — Good idea.
2 What about **playing** / **play** tennis on Saturday? — Great! At what time?

3 **Read *Winning Combinations!* again. Circle examples of *what about* and *how about*.**

4 **Read and match. Then complete the suggestions.**

1 I'm hungry. — a How about asking ..... for some help?
2 We're bored. — b What about taking a ..... to get there?
3 You're too busy now. — c What about watching a ..... ? That's fun!
4 Dad doesn't like driving. — d How about making a ..... to eat?
5 My homework is difficult. — e How about going to ..... when you're finished?

The concert **is starting** at eight o'clock.
My sister **is performing** in a show on Sunday.
I **am meeting** my friend outside the arts center.
Are you **meeting** your grandparents on Sunday?

5 **Complete the sentences. Use the correct form of the verbs in parentheses.**

1 We *are watching* (watch) the ballet performance on Saturday at 7:00 p.m.
2 The movie *is showing* (show) at 6:00 p.m.
3 My sister *is performing* (perform) in her street dance show on Friday.
4 *Are* you *meeting* (meet) before the movie to buy popcorn?
5 The party is *is starting* (start) at 6.30 p.m. on Saturday.
6 Are you *meeting* (meet) me before Coding Club?
7 My brother *is playing* (play) soccer on Saturday.

Speaking 1

6 **Look at the events. Then discuss with your friends.**

Speaking strategy
Give reasons to explain your answer.

Friday	Saturday	Sunday
Hip-hop show 4:00 p.m.	Samba class 6:00 p.m.	Family lunch 12:30 p.m.
Pop concert 7:00 p.m.	Ballet performance 7:00 p.m.	New movie 7:30 p.m.
.....	.....	.....

What are you doing on Saturday?
What about going to a pop concert after?
My sister is performing in a hip-hop show.

WB Act. 3 p. 107

Read and complete. Use the correct form of the verbs in parentheses.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 4 p. 107

Complete the questions. Then answer for you.

- Ask students to share their answers in small groups.

WB Act. 5 p. 107

CRITICAL THINKING

Think about your plans for this week. Write what you're doing.

- Students correct each other's sentences in pairs, and check if they have similar plans for the week.

For more grammar practice, go to Grammar Book 4, Unit 10.

Speaking 1

Speaking strategy

Explain the speaking strategy: Give reasons to explain your answer.

SB Act. 6 p. 123

COMMUNICATION

Look at the events. Then discuss with your friends.

- Put students into groups. After each student chooses one arrangement from the program, ask the group to discuss and check if they can make a common arrangement. Model the activity.

Differentiation

Struggling learners: Ask students to make notes and use them as they speak.

Extra activity

CREATIVITY

Put students into groups of three to think of a different version of Doctor Who's story in four pictures, e.g., Picture 1: *Doctor Who is going to buy the tickets for the theater.* Picture 2: *Kim and Jack suggest doing something different.* Picture 3: *Doctor Who rejects their suggestions and makes another one.* Picture 4: *Kim and Jack accept the Doctor's new suggestion.* Groups show their strips and role-play their dialogs.

Objective review

Ask students to suggest activities to do after class. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 4, Unit 8.

8 Pre-reading 2 • Reading 2

OBJECTIVES

Reading: Can identify the writer's overall purpose in straightforward texts on familiar topics.

Speaking: Can express their opinions on familiar topics, using simple language.

SB vocabulary: enthusiastically, nodded, project, sheet, talented

WB vocabulary: angle, combine, dream

Expressions: What's going on? Do you think … ?

MATERIALS

SB pp. 124–125
WB p. 108
WB key p. 267
SB audio track 2-18
Optional: strips of paper with characters and events
Pearson English Platform

Warm-up

Students think of different plans for their summer/winter vacations and make notes. Put students into pairs to discuss their plans and agree on common vacations. They take turns making suggestions, trying to convince one another that their plans are better.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 124

COMMUNICATION

Discuss with a friend.

- Collect the movie titles students discuss on the board and have them vote on their favorite movie.

Reading strategy

Explain the reading strategy: Identify reasons why certain details are given in a story.

SB Act. 2 p. 124

CRITICAL THINKING

Read and answer. Why do you think we're told about the school classes Carlos has?

- Ask *What subjects did Carlos have?* (drama, English, P.E., history) *What subjects did he love?* (English and drama)
- Elicit the answer to the question. (**Answer:** to explain which classes he likes)

Reading 2

SB Act. 3 p. 124

2-18

Read *Movie Stars in the Making*. Why do you think Kim's mom sends Charlotte and Eleanor into the play room?

- Focus students' attention on the pictures, title, and introduction of the text. Remind students of the reading strategy and ask them to predict what the text is about. Write some of their ideas on the board.
- Students read and listen to the text.
- Ask if they found the answer to the question. Ask *Were your guesses correct? What helped you guess?* (**Answer:** because she wants them to act out the script Kim wrote)
- Then ask *What was there in the script?* (horror, action, comedy, drama, animation) *Who's a talented writer?* (Kim) *What's the camera like?* (very old/vintage) *Why was it easy for them to learn their lines?* (because they acted in their school plays) *What did they get from the dressing-up box?* (clothes and make-up) *Who was in the yard?* (the girls' family)

Differentiation

Struggling learners: To help students find the answer, ask *What did the girls usually do on Saturday?* (watch a reality TV show) *Where was the script?* (on the table) *How did they know it was for them?* (there were their names on the script)

Stretch: Ask students to find details and give reasons which justify the answer.

Extra activity

COLLABORATION

Put students into small groups. Ask *How do we know that (a) Kim's parents knew about the making of the film? (b) the girls would film their story? (c) the girls were excited acting and filming? (d) the whole family knew about the film? (e) Kim needed time to edit the film?* Ask different groups to share their ideas with the class. The others listen, correct, and add details.

SB Act. 4 p. 125

CRITICAL THINKING

Do you go to the movies often? Have you ever been to an open air showing of a movie? How else can you watch movies?

- Put students into pairs to discuss the questions.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

SB Vocabulary work

Say these definitions for students to find the corresponding words in the text: showing enjoyment and interest (*enthusiastically*); how you move your head to show you agree (*nod*); display a movie (*project*); cloth you put on your bed (*sheet*); having a natural skill for something (*talented*).

Pre-reading 2

1 **Discuss with a friend.**

1 What kind of movies do you like watching?

2 What's your favorite movie and why do you like it?

Reading strategy

Identify reasons why certain details are given in a story.

2 **Read and answer. Why do you think we're told about the school classes Carlos has?**

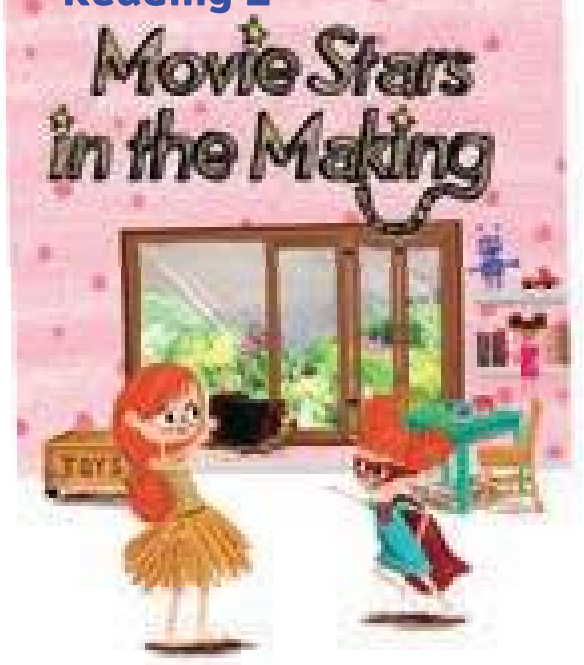
Carlos got up early. He got dressed and put his books in his backpack. He had drama, English, P.E., and history on Mondays. He loved English and writing stories, and he loved drama, but he really enjoyed the things that combined the two. Carlos wanted to be a writer and a director.

"I'll go to London and I'll be famous when I'm older," Carlos dreamed.

"Carlos! Hurry up! You don't want to be late for school!" his mom shouted from downstairs.

3 2-18 **Read *Movie Stars in the Making*. Why do you think Kim's mom sends Charlotte and Eleanor into the play room?**

Reading 2



Earlier in the morning, sisters Charlotte and Eleanor visited their cousin Kim. They always visited on a Saturday to watch their favorite **reality TV** show, but she wasn't at home today.

"I'll call your uncle and see where they are – they just popped out. They're visiting your grandparents," said Auntie Julia. "Do you want to go through to the play room, girls? I'm sure they won't be long. I'll bring you a drink in a minute."

Charlotte and Eleanor went through to the play room. Charlotte noticed a piece of paper and a notebook on the table. "It's from Kim. It says, *The Charlotte and Eleanor Show!* I'll read it."

Eleanor nodded her head enthusiastically.

They sat and read the notebook. They laughed. They laughed so hard their tummies hurt. It had everything, from **horror**, to **action**, to **comedy**, to **drama**, and even to **animation**. Kim was a very talented writer.

"OK, let's follow her instructions … but where's the camera?" Charlotte shrugged her shoulders.

"Is that it over there?" said Eleanor pointing across the room.

Charlotte frowned. "It looks so old, where did she find this?! It must be vintage. Do you think it'll even work?"

"There's only one way to find out!" squeaked Eleanor as she skipped across the room and grabbed it.

Auntie Julia popped her head around the door. "Is everything OK, girls? Uncle Tom and Kim are stuck in traffic. They'll be back later."

"Yeah, we're fine," said the girls. They were so excited and busy that they didn't really notice Auntie Julia with their drinks.

They lost track of time and followed all of Kim's instructions … and **lines**. There were so many lines, but they loved learning lines for things like their school **plays** and could remember them very quickly. They took turns being the **director**, but were also both in front of the camera. They used everything in the dressing-up box, including the **make-up**. Hours went by and finally they finished. "THE END!" they laughed, and fell onto the couch.

"Are you hungry, girls?" shouted Auntie Julia. "I'm meeting a friend at Peppers and Pizzas in 30 minutes. Do you want to come?"

"Definitely!" Charlotte could hear her tummy rumbling.

"Perfect timing!" said Eleanor, running into the kitchen.

Later …

The big, white sheet was hanging across the yard. This was going to be brilliant. Everywhere was dark, but the stars were sparkling in the sky. Everyone was sitting in the yard waiting. They all gave a big round of **applause** … as Auntie Julia, Charlotte, and Eleanor walked into the yard.

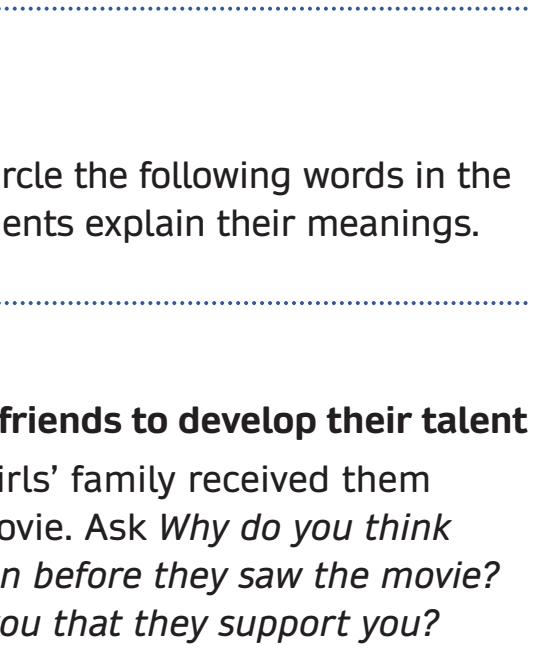
Eleanor and Charlotte were totally surprised. "What's going on?" asked Eleanor, looking around at everyone sitting there. There was Mom and Dad, Grandpa and Grandma, Uncle Tom, and other friends and family.

"It's *The Charlotte and Eleanor Show!*" laughed Kim as she hugged Eleanor and Charlotte. "I can't wait to see the final show. When you went for pizza, I **edited** it. It's definitely a comedy!"

"We thought Auntie Julia ate her pizza slowly!" Charlotte laughed.

As they turned to look at Auntie Julia, they saw the show was projected onto the white sheet.

"Lights, camera, action!" said Kim waving everyone to sit down and watch.



4 **Do you go to the movies often? Have you ever been to an open air showing of a movie? How else can you watch movies?**

WB Act. 1 p. 108

Read *The Young Director*. How do we know that Mrs. Fry's the English teacher?

- Remind students of their answers to Activity 2 on p. 124 in the SB.
- Ask students to underline the parts of the text which help them answer.

WB Act. 2 p. 108

Read *The Young Director* again and complete the sentences.

WB Act. 3 p. 108

COMMUNICATION

Discuss with a friend.

Extra activity

CREATIVITY

- Write eight characters (*a doctor*, *an alien*, *a giant*, *a policeman*, *a robot*, *a group of teenagers*, *a superhero*, *a dancer*), eight places (*spaceship*, *airplane*, *Antarctica*, *distant planet*, *restaurant*, *party*, *big city*, *mountains*), and eight events (*get a superpower*, *run away from home*, *learn something shocking*, *experience a natural disaster*, *find a treasure*, *see an alien invasion*, *see a dangerous animal*, *break a leg*), each on a separate strip of paper. Put all the strips face down on your desk in three separate piles (*characters*, *places*, *events*).
- Put students into eight groups. Each group takes a strip of paper from each pile, writes an outline of a movie plot adding their own details, and presents it to the class. Have a vote on the most interesting plot.

Extra activity

WB Vocabulary work

Ask students to find and circle the following words in the text: *combine, dream.* Students explain their meanings.

Value

Encourage your family and friends to develop their talent

Remind students how the girls' family received them even before they saw the movie. Ask *Why do you think they applauded the girls even before they saw the movie? How do your parents show you that they support you? How do you feel about it?*

Objective review

Ask students if thinking why certain details are given is a story is a good reading strategy. Praise their effort.

8 Comprehension 2 • Listening 2

OBJECTIVES

Listening: Can understand the reasons for someone's actions or choices.

Reading: Can identify the writer's overall purpose in straightforward texts on familiar topics.

Speaking: Can talk about basic personal experiences, using simple linking words.

MATERIALS

SB pp. 124–125, 126
SB audio tracks 2-19 and 2-20
Optional: movie summaries
Pearson English Platform

Warm-up

Write on the board *Auntie Julia invited the girls to Peppers and Pizzas. There was a piece of paper and a notebook on the table. Kim edited the film. The girls' family applauded them when they entered the yard. Kim wasn't at home.* Put students into groups. They reorder the sentences and retell the story. Ask some groups to read their summaries.

Lesson objective

Explain the lesson objective: To apply the reading strategy by identifying reasons for certain details to be given in a story.

SB Act. 1 p. 126

Read *Movie Stars in the Making* again and answer.

- Refer students back to the text on SB pp. 124 and 125.
- Ask students to refer to the text and give reasons for their answers. (**Possible answers: 1** probably not, **2** so that Kim could edit the movie)

SB Act. 2 p. 126

COMMUNICATION

Read and circle. Then discuss with a friend and give reasons for your answers.

- Students exchange their answers with a partner before checking with the class. Monitor and listen for the reasons students give.
- Have a show of hands to see how many students answered correctly.

SB Act. 3 p. 126

Read and check (✓) the sentences you think are true.

- Ask individual students to modify the false sentences so that they become true.

Extra activity

CRITICAL THINKING

Explain you'll read summaries of movies for students to guess the titles, e.g., Movie 1: *An 11-year-old boy is surprised when a giant man tells him he's a wizard and will attend a school only for wizards. At school, he has two friends. He plays a sport that requires flying on brooms.* (Harry Potter and the Philosopher's Stone) Movie 2: *In a happy neighborhood, there's a black house. Gru is a mysterious man surrounded by yellow creatures. He wants to steal the moon! One day, he meets three little girls with no family who want him to become their dad.* (Despicable Me 1)

Objective review

Ask students to decide if finding the relation between details and the events in a story helped students understand the text better. Why? Praise their effort.

Listening 2

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 4 p. 126

What are your favorite video games and apps?

- Brainstorm different opinions about apps and video games. What do students' parents think about them? Are they free to play video games whenever they want?

Listening strategy

Explain the listening strategy: Listen for the reasons people give about why they like or don't like something.

Comprehension 2

1 Read *Movie Stars in the Making* again and answer.

1 Do you think Kim and Uncle Tom were really stuck in traffic?

2 Why do you think Auntie Julia took the girls for pizza?

2 Read and circle. Then discuss with a friend and give reasons for your answers.

1 Charlotte and Eleanor **were** / **weren't** very surprised at the end of the story.

2 Charlotte and Eleanor **enjoyed** / **didn't enjoy** acting.

3 **Kim** / **Charlotte and Eleanor** planned the surprise.

3 Read and check (✓) the sentences you think are true.

1 Kim was sure Eleanor and Charlotte were going to follow her instructions. ☐

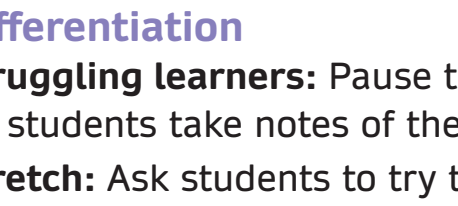
2 Auntie Julia didn't know where Kim was. ☐

3 Charlotte and Eleanor knew they were going to see their show later. ☐

4 The family wanted to surprise Charlotte and Eleanor. ☐

5 All of Charlotte and Eleanor's family and friends knew about the show. ☐

6 Kim likes to write and edit shows. ☐



Listening 2

4 What are your favorite video games and apps?

Listening strategy

Listen for the reasons people give about why they like or don't like something.

5 2-19 Listen to Bea and Chloe. What kinds of apps are they talking about? Check (✓).

sleep app	☐	photo app	☑
food app	☐	music app	☐
video editing app	☑	games apps	☑
dance steps app	☐		

6 2-20 Listen again and complete.

1 Bea likes the video editing app because she can *make movies* .

2 Chloe likes using photo apps because she thinks the *filters* are funny.

3 Chloe doesn't like looking at a screen for too long because it isn't *healthy* .

4 Chloe plays *Turtle Trails* because there's a new *level* each day.

7 Can you think of any other kinds of games? For example, are there any board games or mime games you enjoy? Discuss with a friend.

Vocabulary 2

1 Find these words in *Movie Stars in the Making*. What do you think they mean?

action animation applause
comedy director drama
edit horror lines
make-up play reality TV

2 Match the words from Activity 1 to the definitions.

1 This usually happens at the end of a good performance. *applause*

2 These movies are often fast and there might be explosions. *action*

3 Sometimes these movies can be scary. *horror*

4 A kind of show about real people and their lives. They don't have lines to learn. *reality TV*

5 These kinds of movies make us laugh. *comedy*

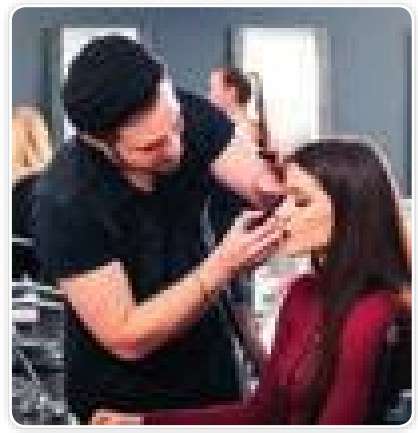
6 This happens to all of the video recordings to make a final movie. *edit*

7 This person is in charge of making a movie and directs the actors. *director*

8 This kind of movie uses pictures, drawings, and people's voices. *animation*

9 Actors need to learn and remember these. *lines*

10 This is put on the face or body. *make-up*



3 Which are your two favorite words from the word box? Choose and write sentences with them in your notebook.

4 2-21 Listen and number the movie ads in the order you hear them. Which movie would you like to see? Why?

drama	4	horror	2
action	3	comedy	1

5 Read the questions. Discuss with a friend.

1 Do you like watching reality TV?

2 Would you like to be on a reality TV show? Why?/Why not?

3 Do you think reality TV can have a negative impact on people?

SB Act. 5 p. 126

2-19

Listen to Bea and Chloe. What kind of apps are they talking about? Check (✓).

- Ask students to read the activity and brainstorm the vocabulary they expect to hear.
- Then play track 2-19 and ask students to note down the key words. Did they help them check the correct items?

SB Act. 6 p. 126

2-20

Listen again and complete.

- Play track 2-20 again. Ask students to focus on the reasons they hear. Explain that when people like something, they usually speak enthusiastically and use positive modifying words, e.g., *cool*, *great*.

Differentiation

Struggling learners: Pause the audio as necessary and let students take notes of the reasons.

Stretch: Ask students to try to complete the sentences before they listen. Then, play the track and let them check how many of their guesses are correct.

SB Act. 7 p. 126

COMMUNICATION

Can you think of any other kinds of games? For example, are there any board games or mime games you enjoy? Discuss with a friend.

- Students work in pairs suggesting games to each other and giving reasons for liking or disliking them. You could also encourage them to demonstrate a short game.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

CREATIVITY

Ask students to draw a picture of their favorite band/singer/actor and write the reasons for liking them. They take turns showing their pictures and reading their sentences for the class. How many students share the same favorite band/singer/actor?

Objective review

Ask students to decide if it was easy or difficult to listen for reasons for liking or disliking something. Praise their effort.

8 Vocabulary 2

OBJECTIVES

Speaking: Can give brief reasons for their opinions on familiar topics.

SB vocabulary: action, animation, applause, comedy, director, drama, edit, horror, lines, make-up, play, reality TV

WB vocabulary: unavailable, unpopular, unenthusiastic, impossible, impolite, impatient

MATERIALS

SB pp. 124–125, 127
WB pp. 109–110
WB key p. 267
SB audio track 2-21
Pearson English Platform

Warm-up

Ask *Do you like camping/chatting online/watching sports on TV/hip-hop music/watching horror movies/doing homework? Why (not)?* In pairs, students take turns asking and answering these questions. Ask different pairs to report their partner's likes and dislikes and their reasons, e.g., *Alicia likes chatting online because she can talk with her friends, but she dislikes watching sports on TV because she thinks it's boring.*

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to movies and TV shows.

SB Act. 1 p. 127

Find these words in *Movie Stars in the Making*. What do you think they mean?

- Refer students back to the text on SB pp. 124 and 125.
- Students look for the words from the box in the text, read the sentences in which they're used to check their context, and say what they think they mean to a partner.
- Ask individual students to share their definitions with the class to check if everybody agrees, but don't confirm any answers yet.

SB Act. 2 p. 127

Match the words from Activity 1 to the definitions.

- Students work on their own. Check answers with the whole class.
- Have a show of hands to see how many students got correct answers the first time.

Differentiation

Struggling learners: Put struggling students into pairs with stronger ones to do the activity.

Stretch: After completing the activity, students write definitions of the words from the box that are left (*drama*, *play*).

SB Act. 3 p. 127

Which are your two favorite words from the word box? Choose and write sentences with them in your notebook.

- Ask some students to read their sentences aloud. Then have a class vote on favorite words.

Extra activity

CREATIVITY

Put students into small groups. Explain they have to write a riddle about a movie for the class. They should agree on a movie, and then write the clues (kind of movie, where it takes place, who's in it, outline of the plot, how it ends), e.g., *It's an action movie. It takes place in a distant galaxy. Alden Ehrenreich is in it. It's about the adventures of a young pilot and how he meets his co-pilot and friend, a hairy alien. In the end, they leave for another planet*. (Solo: A Star Wars Story)

WB Act. 1 p. 109

Complete the words. Then look and match.

WB Act. 2 p. 109

Read and circle.

- Students check their answers by exchanging their books with a friend.

WB Act. 3 p. 109

Find and circle six words. Then read and complete.

- With a strong class, you could ask students to cover the word snake, complete the sentences, and then check if they can find their answers in it.

SB Act. 4 p. 127

2-21

Listen and number the movie ads in the order you hear them. Which movie would you like to see? Why?

- Play track 2-21 twice. First, students work on their own and try to recognize the movie kinds by listening to the music and sounds they hear in the background. Then ask them to write down the key words and number the movies.
- Put students into pairs. They exchange books to check. Then, they take turns giving reasons as to which movie they'd like to see.

Comprehension 2

1 Read *Movie Stars in the Making* again and answer.

1 Do you think Kim and Uncle Tom were really stuck in traffic?

2 Why do you think Auntie Julia took the girls for pizza?

2 Read and circle. Then discuss with a friend and give reasons for your answers.

1 Charlotte and Eleanor **were** / **weren't** very surprised at the end of the story.

2 Charlotte and Eleanor **enjoyed** / **didn't enjoy** acting.

3 **Kim** / **Charlotte and Eleanor** planned the surprise.

3 Read and check (✓) the sentences you think are true.

1 Kim was sure Eleanor and Charlotte were going to follow her instructions. ☐

2 Auntie Julia didn't know where Kim was. ☐

3 Charlotte and Eleanor knew they were going to see their show later. ☐

4 The family wanted to surprise Charlotte and Eleanor. ☐

5 All of Charlotte and Eleanor's family and friends knew about the show. ☐

6 Kim likes to write and edit shows. ☐

Listening 2

4 What are your favorite video games and apps?

Listening strategy

Listen for the reasons people give about why they like or don't like something.

5 2-19 Listen to Bea and Chloe. What kinds of apps are they talking about? Check (✓).

sleep app	☐	photo app	☑
food app	☐	music app	☐
video editing app	☑	games apps	☑
dance steps app	☐		

6 2-20 Listen again and complete.

1 Bea likes the video editing app because she can *make movies* .

2 Chloe likes using photo apps because she thinks the *filters* are funny.

3 Chloe doesn't like looking at a screen for too long because it isn't *healthy* .

4 Chloe plays *Turtle Trails* because there's a new *level* each day.

7 Can you think of any other kinds of games? For example, are there any board games or mime games you enjoy? Discuss with a friend.

Vocabulary 2

1 Find these words in *Movie Stars in the Making*. What do you think they mean?

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comedy director drama
edit horror lines
make-up play reality TV

2 Match the words from Activity 1 to the definitions.

1 This usually happens at the end of a good performance. *applause*

2 These movies are often fast and there might be explosions. *action*

3 Sometimes these movies can be scary. *horror*

4 A kind of show about real people and their lives. They don't have lines to learn. *reality TV*

5 These kinds of movies make us laugh. *comedy*

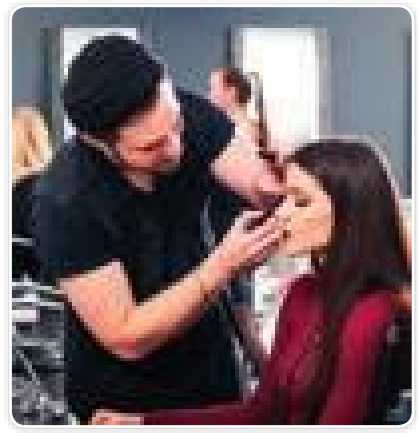
6 This happens to all of the video recordings to make a final movie. *edit*

7 This person is in charge of making a movie and directs the actors. *director*

8 This kind of movie uses pictures, drawings, and people's voices. *animation*

9 Actors need to learn and remember these. *lines*

10 This is put on the face or body. *make-up*



3 Which are your two favorite words from the word box? Choose and write sentences with them in your notebook.

4 2-21 Listen and number the movie ads in the order you hear them. Which movie would you like to see? Why?

drama	4	horror	2
action	3	comedy	1

5 Read the questions. Discuss with a friend.

1 Do you like watching reality TV?

2 Would you like to be on a reality TV show? Why?/Why not?

3 Do you think reality TV can have a negative impact on people?

SB Act. 5 p. 127

COMMUNICATION

Read the questions. Discuss with a friend.

- Write on the board the names of some reality TV shows your students may know. Have a show of hands to see how many students watch them. Brainstorm their opinions about them and their effect on people.
- Put students into pairs. Monitor and assist as necessary.

Extra activity

COMMUNICATION

- Explain what sequels and prequels are (*movies that show what preceded or followed a big blockbuster movie*). Brainstorm names of sequels and prequels.
- Put students into two groups. Group A has to argue for sequels, while Group B has to argue against them. You may want to brainstorm arguments for and against, e.g., *What's wrong with them if people want to see them/if the first movie was great/ if studios can make a lot of money?* Or *Hollywood studios are lazy! Making original movies is risky. Sequels are never as good as the original movies.*
- Have a class discussion with groups taking turns presenting their ideas.

WB Act. 4 p. 110

Rank the kinds of entertainment from the one you like the most (1) to the one you like the least (7). Then choose four and write why you like/don't like them.

- Students share their answers with the class. Have a class discussion.

Word study: prefixes *un-* and *im-* for opposites of adjectives

WB Act. 5 p. 110

Circle the adjectives in the questions. Write their opposites in the answers.

- Put struggling students into pairs with stronger ones to do the activity.

Objective review

Ask students to talk about their favorite movies or TV programs using the words from this class. Praise their effort.

8 Grammar 2 • Speaking 2

OBJECTIVES

Grammar: Can use the Present Progressive to refer to the near future.

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can talk about plans for the near future in a simple way.

MATERIALS

SB pp. 124–125, 128–129
WB pp. 111–112
WB key p. 267
Video 8-3
Video script pp. 295–296
Optional: strips of paper
Pearson English Platform
Speaking and Vocabulary Book 4, Unit 8

Warm-up

Students write on a piece of paper two movie titles: one they like and one they dislike, giving reasons for both. Collect all the pieces of paper and shuffle them. Put students into groups. Give each group four pieces of paper. They have to guess who wrote the sentences. Groups share their guesses with the class to check.

Lesson objective

Explain the lesson objective: To talk about future spontaneous decisions and arrangements.

SB Act. 1 p. 128

8–3

Watch Parts 2 and 3 of the story video. What do they do on stage? Then read and complete.

- Students watch Parts 2 and 3 of the video and answer the question. (**Answer:** They dance and perform to music.)
- Ask *Where are Doctor Who and his friends?* (at the most beautiful theater in the universe) *How do you know the audience is happy?* (They applaud.) *What's the second place they go to?* (stadium) *Whose music are the musicians playing?* (Mozart's) *Who plays the violin?* (Jack) *Why do they go back to the TARDIS?* (because the Smogator is close)
- Focus students' attention on the sentence under the video still and ask them to complete it.

SB Act. 2 p. 128

Read the grammar box and complete.

- Focus students' attention on the grammar box and read the sentence together.
- Elicit that we use the Present Progressive for arrangements, and *will* for decisions taken at the moment of speaking. Ask for more examples.
- Students complete the text in pairs.

SB Act. 3 p. 128

Read *Movie Stars in the Making* again and circle the spontaneous decisions and the definite arrangements Auntie Julia makes.

- Refer students back to the text on SB pp. 124 and 125.
- Ask students to underline *will* and Present Progressive in the sentences they've found.

SB Act. 4 p. 129

Read and check (✓) the sentences that describe planned events.

- Students share their choices with the class.

WB Act. 1 p. 111

Read and circle. Then check (✓) the sentences that are spontaneous decisions.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 2 p. 111

Read and match.

SB Act. 5 p. 129

Read and complete. Use the Present Progressive, *will*, and the words in parentheses.

- Students compare their answers in pairs.

Differentiation

Struggling learners: Before students complete the gaps, elicit which sentences describe planned events.

WB Act. 3 p. 111

Complete the dialog. Use Present Progressive or *will*.

WB Act. 4 p. 112

Read and complete. Use the correct form of the words in parentheses. Then match.

WB Act. 5 p. 112

Read and complete.

Grammar 2

1 8-3 **Watch Parts 2 and 3 of the story video. What do they do on stage? Then read and complete.**

I'm going to *go to* a concert tonight!

2 **Read the grammar box and complete.**

Grammar

I **'m meeting** my best friend after school.
My grandma **is visiting** us next week.
We use the Present Progressive to talk about definite future arrangements.

The concert starts at 1:00 p.m. I **'ll buy** the tickets online now.
Those bags are too heavy, Mom. I **'ll help** you.
We use *will* for spontaneous decisions.

Next week is a holiday and I [1] *'m doing* (do) a lot of things! On Monday, I [2] *'m seeing* (see) my friends and we [3] *'re going* (go) to a concert. On Tuesday, I [4] *'m visiting* (visit) my cousins. I [5] *'ll call* (call) them now and ask them if they want to go to a dance performance.

3 **Read *Movie Stars in the Making* again and circle the spontaneous decisions and the definite arrangements Auntie Julia makes.**

4 **Read and check (✓) the sentences that describe planned events.**

1 My family and I are traveling to Italy for a vacation. We have the tickets! ✓
2 What would you like to eat? Let me see ... OK, I'll have the chicken with salad. ☐
3 It's getting dark. I'll turn on the lights. ☐
4 My mom is teaching me how to cook lunch tomorrow. We have all the ingredients. ✓

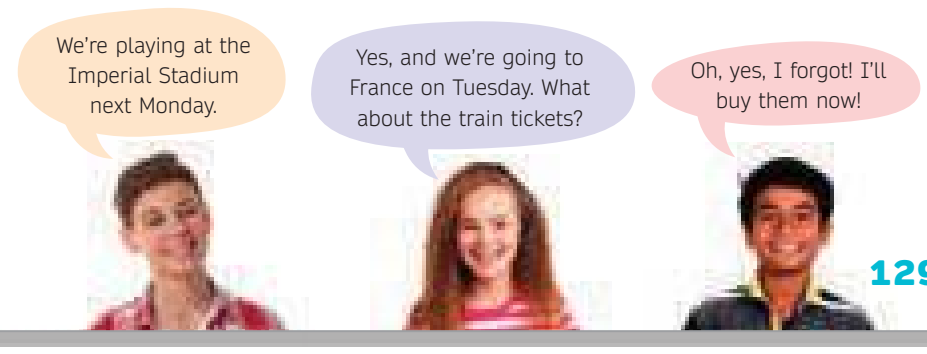
5 **Read and complete. Use the *Present Progressive*, *will*, and the words in parentheses.**

1 The show looks brilliant! I *'ll try* (try) and book us a seat now.
2 I can't watch the movie with you tomorrow. We *'re visiting* (visit) the museum.
3 Yes, let's go. I *'ll call* (call) the restaurant and tell them you're vegetarian.
4 I *'m playing* (play) soccer later. Do you want to come?
5 They want to see the ballet tomorrow, but they *'re studying* (study) for a school test.

Speaking 2

6 **Imagine you're a dancer, musician, or singer in a band. Complete the chart. Then discuss with the band members about your arrangements for next week.**

Band members	Planned	To do
Rob – singer	show – Monday	practice songs



Extra activity

COLLABORATION

Write on strips of paper four sentences using *will* and four using the Present Progressive, e.g., *Don't worry! We'll decorate the living room for the dance. / I'll call to book the tickets for the concert. / I'll carry your suitcases – they look heavy! / It looks like snow – I'll put on my fur hat. / I'm meeting my friends at the movie theater at six. / I'm flying to Paris tomorrow morning. / We're going on a school trip to the British Museum next Monday. / My brother's taking his first driving lesson this week.* Shuffle the strips and put them face down on your desk for students to pick up one at a time and decide if it's a plan or a spontaneous decision. Then students write their own sentences. Put them into pairs. Students swap sentences, check that they're correct, and say what they express.

Speaking 2

SB Act. 6 p. 129

COMMUNICATION

Imagine you're a dancer, musician, or singer in a band. Complete the chart. Then discuss with the band members about your arrangements for next week.

- Put students into groups of four, each role-playing a band member.
- Use the speech bubbles to model the activity. Monitor and assist as necessary.

Differentiation

Struggling learners: Brainstorm what activities students might plan, and what they might decide to do each day.

Stretch: Encourage students to make alternative spontaneous decisions, e.g., Student A: *What about the train tickets?* Student B: *I'll buy them now.* Student C: *No, don't. We'll get them on the train.*

Extra activity

COMMUNICATION

Students write two pieces of information about their future, e.g., *movies / friends* and *gloves.* Their partner has to guess which is a plan, and which is an instantaneous decision, and make a sentence using the correct tense form, e.g., *You're going to the movies with your friends and you'll take your gloves because it's cold.*

Objective review

Ask students how confident they feel about using the two tenses to talk about their plans for the weekend. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 4, Unit 8.

8 Writing • Now I Know

OBJECTIVES

Reading: Can identify the writer's overall purpose in straightforward texts on familiar topics.

Speaking: Can give a short, simple prepared talk on a topic of personal interest.

Writing: Can write a simple structured paragraph giving their opinion on a familiar topic, given a model.

MATERIALS

SB pp. 130–131
WB pp. 113–115
WB key p. 267
Pearson English Platform
Test Book 4, Unit 8

Warm-up

Review the Unit 7 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a review, while applying the writing strategy.

SB Act. 1 p. 130

Scan the text. Answer the questions.

- Remind students that they should scan the text quickly to find specific details.

SB Act. 2 p. 130

Read the text. Check your answers from Activity 1.

- Students justify their answer by pointing at the text. (**Answer:** 1b)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 130

Read the text again. Circle examples of descriptions and opinions.

WB Act. 1 p. 113

Read the review and underline the opinions.

SB Act. 4 p. 130

Find or draw pictures of your favorite movie or show. Then go to the Workbook to do the writing activity.

- Explain that students can draw a character or a scene from their movie, and they can add the title, too.

WB Act. 2 p. 113

CRITICAL THINKING

Think about a show or a movie you like and complete the information.

WB Act. 3 p. 113

Write your review in your notebook. Use your ideas from Activity 2.

Remember!

WB p. 113

- Focus students' attention on the Remember! box to use as a checklist for their writing.

Objective review

Ask students to read their reviews aloud. Praise their effort.

Now I Know

Warm-up

Write on the board: *animation*, *applause*, *audience*, director, *enthusiastically*, *performance*, *reality TV*, *rhythm*, *talented*, *vintage.* Put students into groups. They choose six words to invent the outline of a script, and share it with the class.

Lesson objective

Explain the lesson objective: To review everything students have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 131

CRITICAL THINKING

How has entertainment developed? Look back through Unit 8 and make notes. Add your own ideas.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 114

Complete the chart. Write the words in alphabetical order.

WB Act. 2 p. 114

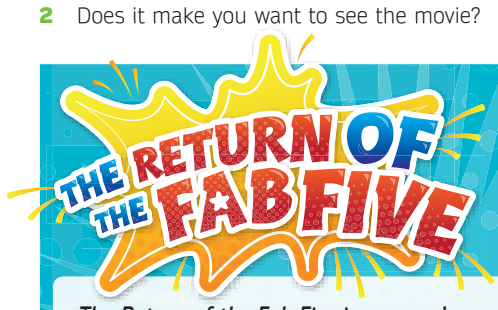
Read and complete.

Writing

1 Scan the text. Answer the questions.

1 What's the purpose of the text?
   - **a** to give information about a movie
   - **b** to give information and an opinion about a movie
   - **c** to give a story

2 Does it make you want to see the movie?



The Return of the Fab Five is a comedy about five superheroes. They have to save the planet from a terrible monster. The monster wants to turn children into robots and steal their imagination! The children lose their ability to play music and create stories, and their world becomes gray and boring.

The five superheroes devise a plan to capture the monster and give the children back their creativity.

The superheroes are active and fly everywhere. The movie is fast paced and dramatic and at last the superheroes rescue the children from the grayness of life without creativity.

The director and the actors did a great job. The story is exciting and there's an interesting mix of classical music, rap, and rock. You should see this movie! The movie opens at the Cinebox next Saturday.

2 Read the text. Check your answers from Activity 1.

3 Read the text again. Circle examples of descriptions and opinions.

4 WB 113 Find or draw pictures of your favorite movie or show. Then go to the Workbook to do the writing activity.

Writing strategy

Use descriptions and your opinion to give a review.
... a comedy about five superheroes. The story is exciting ...

Now I Know

1 How has entertainment developed? Look back through Unit 8 and make notes. Add your own ideas.

1 When and where dances started .....

2 Kinds of dance .....

3 Kinds of movies .....

4 Phones and tablets for entertainment .....

2 Choose a project.

Organize an entertainment show.

1 Work in a small group. Put on an entertainment show for your class.
2 Decide what your group would like to perform, e.g. a play, a comedy, etc.
3 In your group, plan and decide what each person needs to say or do.
4 Practice. Then perform for the class.

or

Design a movie poster.

1 You're a movie director and you're going to make a movie.
2 Choose the title, music, characters, and storyline.
3 Design the poster for your movie.
4 Present the poster to the class.
5 Invite people to audition.

Read and circle for yourself.

I can understand details in dialogs. I can understand someone's reasons.

I can make suggestions about what to do. I can talk about plans for the near furture.

I can identify key words and phrases. I can identify the writer's overall purpose.

I can give my opinion on a familiar topic.

WB Act. 3 p. 114

Write the words in order. Use the verbs in the correct form.

WB Act. 4 p. 115

Read and complete. Use the words in parentheses and Present Progressive or *will*.

WB Act. 5 p. 115

CRITICAL THINKING

Think about and write five things that you, your family, or friends have planned for next week.

Project

SB Act. 2 p. 131

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as a way of helping each other learn.
- Have a class vote on favorite words.

Things I learn

WB Act. 1 p. 115

Write down your three favorite new words from this unit. Which word was the most difficult?

WB Act. 2 p. 115

Write two things you found interesting about different kinds of entertainment and people who work in entertainment.

- Ask students to share their answers with the class.

WB Act. 3 p. 115

Why do people enjoy music, dancing, and movies so much? Which kind of entertainment is your favorite?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 131

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 4, Unit 8.

9 Why are adventure stories popular?

SKILLS

Listening: Can identify clearly stated opinions in extended informal conversations on matters of personal interest, if the speakers use clear standard speech.
Can understand key information in authentic recorded material on topics of personal interest, if delivered in clear, standard speech.

Reading: Can make basic predictions about factual text content from headings, titles, or headlines.
Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts.

Speaking: Can talk about past events or experiences, using simple language.

Writing: Can write a simple story with a clear sequence of events.

GRAMMAR

Grammar 1: Can distinguish between the Past Simple and Past Progressive.

Grammar 2: Can distinguish between the Past Simple and Past Progressive.

VOCABULARY

Key vocabulary 1: battle, challenge, endurance, exhaustion, loneliness, moonlit, navigate, nonstop, sink, solo, treacherous, yachtsman

Key vocabulary 2: eye patch, history, huge, island, metal detector, mystery, nervously, pointing, rope, scar, sword

Video vocabulary: Atlantic Ocean, beard, castle, disease, flag, fleet, pirate

Reading 1 vocabulary: circumnavigate, communicate, epic, famous, globe, satellite phone, single-handed, voyage

Reading 2 vocabulary: anchored, bobbing, Caribbean, crashing, hidden, rocking, searching

Passive vocabulary: Antarctica, Indian Ocean, on board, radio

Revised vocabulary: summer, dream (v), journey

Expressions: I know.

PROJECTS

Research a famous sailor
Write a review of a book or a movie about adventure

VIDEOS

Brain Crunch: Kings and Queens (9-1)
Doctor Who: The Terrible Captain Parts 1–3 (9-2, 9-3, 9-4)

VALUE

Learn something new about yourself by helping others

Unit opener

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can give brief reasons for their opinions on familiar topics.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 132–133
WB p. 116
WB key p. 267
Video 9-1
Video script p. 296
Pearson English Platform

Big Question

- Ask students what adventure stories they know to check what words they already know.
- Read the Big Question *Why are adventure stories popular?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about adventures and why they're popular.

SB Act. 1 p. 133

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

9 Why are adventure stories popular?

Listening
- I can idenitfy opinions.
- I can understand key information.

Reading
- I can make predictions from headings.
- I can infer information.

Speaking
- I can talk about past events or experiences.

Writing
- I can write a simple story.

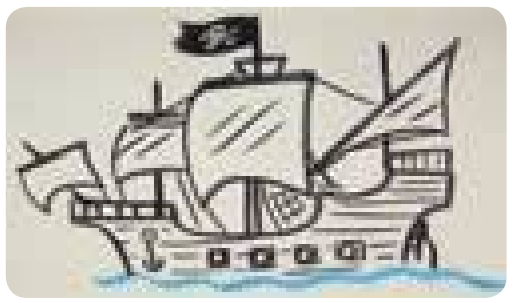
1 **Look at the picture and discuss.**

1 Who and what can you see in the picture?
2 How do you think the people on the ship feel?
3 Would you like to travel on this ship? Why?/Why not?

2 **Look at the video still in Activity 3 and answer the questions. Then compare your answers with a friend.**

1 What kind of ship is this? How do you know?
2 How would you describe the people who sailed on this ship?

3 9-1 **Watch the video and answer.**



1 Who was the most famous pirate in history?
2 Where did he sail? And with who?
3 When did he live?
4 What was his real name?
5 What did he do with the two different flags on the ship?

SB Act. 2 p. 133

Look at the video still in Activity 3 and answer the questions. Then compare your answers with a friend.

Extra activity

COMMUNICATION

Tell students to imagine they're on the boat in the picture. The boat is taking on water, but there's a desert island nearby. In groups, students discuss what things from the boat to take with them and why. Each student can take one item.

WB Act. 1 p. 116

What adventure stories do you know? What would you like to learn about them?

- Ask students to think of the Big Question and write answers to the questions.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 116

CRITICAL THINKING

Circle the words related to adventures. What do you think you will learn about adventure stories?

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection, at the end of the lesson, or as homework.

SB Act. 3 p. 133

9-1

Watch the video and answer.

- Ask students to look at the video still and guess what the video is about (*pirates*).
- Play the video. (**Answers: 1** It was Blackbeard., **2** He sailed around the Atlantic Ocean and the Caribbean Sea with his crew and fleet of ships., **3** He lived in the 18th century., **4** His real name was Edward Teach., **5** He used one flag from England to pretend to be friendly and a pirate one when the ships got close.)

Extra activity

CRITICAL THINKING

Write on the board *You're offered a one-month trek in the Amazon, a trip on a space shuttle, or a place on an expedition to colonize Mars. Which offer would you be most suitable for? Why?*

WB Act. 3 p. 116

9-1

Watch the video. Read and check (✓) the true sentences.

WB Act. 4 p. 116

9-1

Read and complete. Watch the video again to check.

Objective review

Ask students to say why they think people like adventure stories. Praise their effort.

9 Pre-reading 1 • Reading 1

OBJECTIVES

Reading: Can make basic predictions about factual text content from headings, titles, or headlines.

Speaking: Can give brief reasons for their opinions on familiar topics.

SB Vocabulary: circumnavigate, communicate, epic, globe, satellite phone, single-handed

WB Vocabulary: famous, voyage

MATERIALS

SB pp. 134–135
WB p. 117
WB key p. 267
SB audio track 2-22
Optional: a world map
Pearson English Platform

Warm-up

Put a world map on the board. Put students into pairs and give them one minute to write as many countries that have a coast on one of the oceans as possible. The pair with the longest list reads it aloud. Write their country names on the board. The rest of the class add missing countries to the list. Ask students to imagine they're going to travel around the world by sea. Which of the countries listed on the board would they like to visit? Ask students if they know any stories of the people who have sailed around the world.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 134

COMMUNICATION

Discuss with a friend.

- On the board, make a list of things students would like to find out about sailors. You may refer to it after they read the text.

Reading strategy

Explain the reading strategy: Use text headings to locate information efficiently.

SB Act. 2 p. 134

CRITICAL THINKING

Read and answer. What information do you think you'll find under each heading? Which is the best heading for the text?

- Focus students' attention on the headings. Explain that a heading gives an idea of what a text or a part of a text is about, so that you know what to expect. Students read the headings and make some notes predicting what the paragraphs will be about. Then they skim the paragraph, find the main idea, and choose the best heading. (**Answer:** Nineteenth century hero)
- Students compare their answers in pairs. Ask some students to say their predictions for headings 2–5. Write them on the board.

Reading 1

SB Act. 3 p. 134

2-22

Read *Sailing Around the World – Solo!*. Find out if your predictions for headings 2–5 are correct.

- Students read and listen to the text.
- Ask *Were your predictions correct?*

Differentiation

Struggling learners: Students work in pairs underlining in the paragraphs the ideas that are related to the headings and confronting them with the ideas on the board.

Stretch: Once students have found the ideas that justify the headings, they think of an alternative heading for each paragraph.

Extra activity

CRITICAL THINKING

Put students into groups. Each group has to take one of the three last paragraphs from the text, divide it into two parts, and invent a heading for each subparagraph. Ask them to share their ideas with the class.

SB Act. 4 p. 135

CRITICAL THINKING

What do you think about the stories of yachtsmen and women sailing solo around the globe? Would you like to do it? Why?/Why not?

- Students work in pairs discussing the questions. Ask some pairs to share their ideas with the class.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

COMMUNICATION

- Put students into groups. One student in each group is the solo sailor from the text and the other three are journalists. They have to role-play a TV interview. Give students time to write down their questions and to rehearse the interview.
- Ask some of the groups to role-play their interviews for the class. Make sure each group chooses a different sailor.

Pre-reading 1

1 Discuss with a friend.

1 Do you know any famous sailors?
2 What do you know about them?
3 What would you like to find out about famous sailors?

Reading strategy

Use text headings to locate information efficiently.

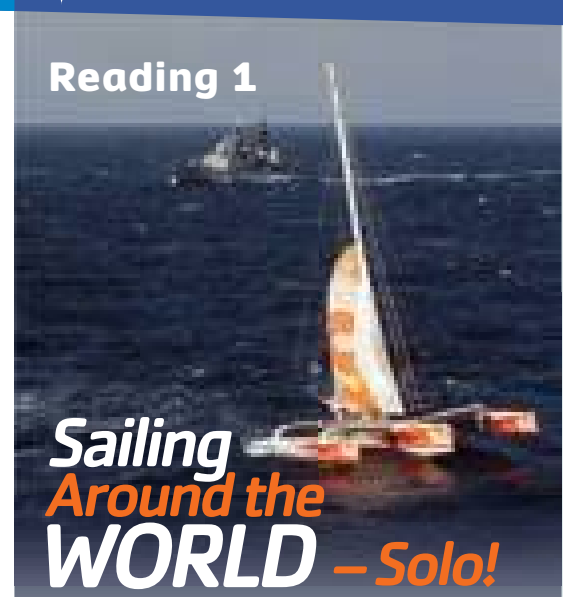
2 Read and answer. What information do you think you'll find under each heading? Which is the best heading for the text?

1 Nineteenth-century hero
2 Escaping the storm!
3 "It's what I do – I do the sea."
4 The best Christmas gift!
5 Space or sea?

On April 24, 1895, Joshua Slocum sailed away from Boston Harbor in his boat, *The Spray*. Three years later he returned, after sailing 74,060 kilometers and becoming the first man to sail solo around the world. He visited many exciting places on his voyage, which he later wrote about in his famous book, *Sailing Alone Around the World.*

3 2-22 Read *Sailing Around the World – Solo!*. Find out if your predictions for headings 2–5 are correct.

Reading 1



Sailing Around the WORLD – Solo!

1 Space or sea?

Did you know that more people have traveled to space than have sailed around the world alone? Sailing alone in a small boat or ship isn't easy – in fact, it's a huge **challenge**. Can you imagine what it would be like?

Read on to find out more about some of the brave sailors who have made this amazing journey.

2 "It's what I do – I do the sea."

These were the words of the English **yachtsman** Robin Knox-Johnston after his epic **solo** journey around the globe. In 1969, he became the first man to sail single-handed and **nonstop** around the world. His journey took 312 long days. The most difficult challenge for him was the **loneliness** – in those days there were no satellite phones, and after his radio broke he couldn't communicate with anyone for most of the journey. But he said, "To people it may seem dangerous, foolish even. But for me, it's where I'm happiest." And the most amazing thing is that he did it all again almost 40 years later when he was 68 years old!

3 The best Christmas gift!

The fastest man to **navigate** nonstop around the globe is a French yachtsman called Thomas Colville. He sailed 28,400 miles around the world in just 49 days. That's about seven weeks! His wife and son were waiting for him when he returned on December 25, 2016 – they said it was the best Christmas gift ever to have him home again. Sailing so quickly around the world was a real test of **endurance**. The biggest challenge was **exhaustion** – Thomas never slept for more than three hours at one time because he had to make sure the boat didn't **sink**. He also had to sail through monster waves up to 10 meters tall in the Indian Ocean. But there were great moments while he was sailing, too – when he saw dolphins, whales, and beautiful sunsets.

4 Escaping the storm!

Ellen MacArthur loved sailing from an early age. In 2004, she became the fastest woman to sail **solo** around the world, circumnavigating the globe in 71 days. On her journey she had to **battle** against **treacherous** icy oceans and terrifying winds. The worst moment was when she was sailing through the Southern Ocean close to Antarctica, with a huge storm behind her. At that moment she realized that she was completely alone, 2,000 miles from land. The closest people to her were in the European Space Station miles above her in space. It was a terrifying moment. Luckily, she escaped the storm and later, as she was looking at the beautiful calm, **moonlit** ocean, she realized just how lucky she was.

4 What do you think about the stories of yachtsmen and women sailing solo around the globe? Would you like to do it? Why?/Why not?

Extra activity

SB Vocabulary work

Write on the board the new words from the text with their letters scrambled: *vigumciraatcne* (circumnavigate), *cmitcnaemou* (communicate), *piec* (epic), *bloge* (globe), *teilletsa ehpoen* (satellite phone), *gelins-deahnd* (single-handed),. Students work in pairs unscrambling the words without looking at the text. The first pair to write all the words correctly wins.

WB Act. 1 p. 117

Read *Sailing Solo Around the Globe*. Match the headings to the paragraphs.

- Reminds students of their answers to Activity 2 on p. 134 in the SB.
- Put students into pairs. Remind them to skim and find the most important idea in each paragraph before choosing the heading.

WB Act. 2 p. 117

Read *Sailing Solo Around the World* again and match. Then write the letter of the heading that has the information.

- You may ask students to write similar sentences about the sailors from the text in the SB.

WB Act. 3 p. 117

COMMUNICATION

Discuss with a friend. Which of the sailors would you like to join on their trip? Why?

- If you have time, ask students to give arguments against the trips they haven't chosen.

Extra activity

WB Vocabulary work

Ask students to find and circle the following words in the text: *famous*, *voyage.* Students find the meaning of these words. Then they work in pairs and make one sentence using both words.

Objective review

Ask students if they think that being able to use the headings to locate and predict information efficiently helps them understand and remember the gist better. Praise their effort.

9 Comprehension 1 • Listening 1

OBJECTIVES

Listening: Can identify clearly stated opinions in extended informal conversations on matters of personal interest, if the speakers use clear standard speech.

Reading: Can make basic predictions about factual text content from headings, titles, or headlines.

Speaking: Can give brief reasons for their opinions on familiar topics.

MATERIALS

SB pp. 134–135, 136
SB audio tracks 2-23 and 2-24
Pearson English Platform

Warm-up

Write on the board *This is what makes me happiest! I could only sleep three hours at a time! The best thing was watching dolphins and whales amuse themselves. It can really get lonely!* Put students into groups. Each group develops the four headings into a story about a solo sailor. They can place the headings in any order. They read their stories for the class.

Lesson objective

Explain the lesson objective: To apply the reading strategy by using text headings to locate information efficiently.

SB Act. 1 p. 136

Read *Sailing Around the World – Solo!* again and answer.

- Refer students back to the text on SB pp. 134 and 135.
- Ask students to scan the text quickly and share their answers with a partner. Have a class discussion. (**Answers: 1** They love sailing/like a challenge/are happy in the ocean., **2** Worst things: loneliness, bad weather, storms, tiredness, etc. Best things: seeing dolphins/whales/sunsets/moonlit oceans)

SB Act. 2 p. 136

Read the sentences. Which paragraph from the text do they refer to? Write the number.

- Ask students to underline what they think are the key words in each sentence, and then find the headings that might be related to those words, e.g., *bad weather* and *storm*, *December 25th* and *Christmas*.
- Students scan the text and check their guesses in pairs. Ask them to locate the references when saying their answers.

SB Act. 3 p. 136

Read and write the heading from the reading text where you can find the information below.

- Ask students to read the headings again and recall what each paragraph is about before they scan the text to find the relevant information.

Extra activity

COLLABORATION

Put students into groups. Write five false statements on the board. Each group scans the text to check why the statements are false, and corrects them. The first group to come up with five correct answers wins. Possible statements: *More people have traveled to space than have sailed around the world.* (*Alone* is missing.) *Robin Knox-Johnston was the first man to sail single-handed around the world.* (He sailed single-handed and nonstop.) *Thomas Colville sailed solo around the world in 59 days.* (In 49 days.) *Ellen MacArthur is the fastest woman to sail around the world.* (The fastest woman to sail solo.) *When she was sailing close to Antarctica, she found she was closer to land than to the European Space Station.* (The people who were closer were in the European Space Station.)

Objective review

Ask students to decide if headings help predict the content of the text and find specific information. Praise their effort.

Listening 1

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 4 p. 136

COMMUNICATION

Have you seen any movies or read any books about adventures in the ocean? Who were your favorite characters? Discuss with a friend.

- Ask students to share their ideas with the class. Have a class discussion. Ask *Is there anyone who doesn't like adventure books? Why?*

Listening strategy

Explain the listening strategy: Listen for opinions.

9

Comprehension 1

1 Read *Sailing Around the World – Solo!* again and answer.

1 Why do you think people sail around the world alone?

2 What are the best and worst things about sailing alone?

2 Read the sentences. Which paragraph from the text do they refer to? Write the number.

1 Ellen MacArthur battled against bad weather. 4

2 Thomas Colville arrived home on December 25. 3

3 Sailing alone is a huge challenge. 1

4 Robin Knox Johnston is happiest in the ocean. 2

3 Read and write the heading from the reading text where you can find the information below.

1 The best Christmas gift!
He didn't sleep very much.
He saw dolphins and whales.

2 Escaping the storm!
She's the fastest woman to sail solo around the world. She always loved sailing.

3 Space or sea?
Not many people have sailed around the world alone.
More people have traveled to space.

4 "It's what I do – I do the sea."
His journey took 312 days.
He couldn't communicate with anyone.

Listening 1

4 Have you seen any movies or read any books about adventures in the ocean? Who were your favorite characters? Discuss with a friend.

Listening strategy

Listen for opinions.

5 2-23 Listen to the conversation and circle.

1 The children are talking about **a book** / **a play** / **a movie**.

2 They enjoyed it **a bit** / **not much** / **a lot**.

6 2-24 Listen again and write *A* (Anja) or *F* (Filip).

1 My favorite character was Captain Coogan. F

2 My favorite character was Sailor Maria. A

3 My favorite scene was when they were watching the dolphins. A

4 I loved it when they were sailing through the storm. F

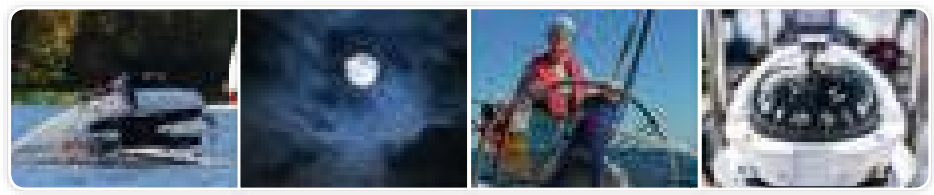
5 I like the ending, when they arrived home and met their families again. F

7 Would you like to see *Adventures in the Ocean*? Why?/Why not?

Vocabulary 1

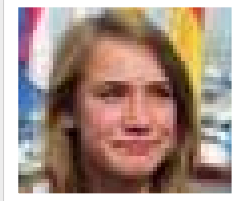
1 Find these words in *Sailing Around the World – Solo!* Circle the words that describe the difficulties of sailing alone around the world.

battle challenge endurance exhaustion loneliness navigate nonstop sink solo treacherous moonlit yachtsman



2 2-25 Listen and say. Use the words from Activity 1.

3 Read and circle.



Laura Dekker was born on a boat and grew up on the ocean, so she was always a great [1] **yachtswoman** / **explorer**. When she was only 16, she sailed alone – yes, [2] **hard** / **solo** – around the world! She spent many weeks on her own, so she suffered from [3] **shyness** / **loneliness** during her trip. She was often very tired, so she had to deal with [4] **exhaustion** / **distance**, too. She had to [5] **ride** / **navigate** her boat through difficult and [6] **fine** / **treacherous** conditions. And she had to [7] **play** / **battle** against giant waves and storms. It was a real test of [8] **math** / **endurance**. But after a year and one day she made it! Now that's what I call a [9] **challenge** / **change**.

4 Read and match. Compare with a friend. Can you make a sentence using each word in the first column?

1 a challenge	a feeling very tired
2 solo	b to fight or work very hard
3 to sink	c having the strength to keep going
4 to navigate	d dangerous
5 treacherous	e alone
6 exhaustion	f a difficulty
7 endurance	g to go under water
8 to battle	h to direct a boat on its way

5 Read the questions. Discuss with a friend.

1 Why do you think there are so many books and movies about the ocean?

2 What makes stories about the ocean exciting?

SB Act. 5 p. 136

2-23

Listen to the conversation and circle.

- Play track 2-23 once. Explain that students should concentrate on the topic and the general opinion of the speakers.

Differentiation

Struggling learners: Write on the board *I liked*, *I didn't like*, *I loved*, *My favorite …* Encourage students to listen for those expressions to decide what the speakers liked about the movie.

Stretch: Students say who liked what and justify their answers.

SB Act. 6 p. 136

2-24

Listen again and write *A* (Anja) or *F* (Filip).

- Ask students to focus their attention on the statements when they listen again. Play track 2-24 once.
- Pairs compare answers before you check them together.

SB Act. 7 p. 136

COMMUNICATION

Would you like to see *Adventures in the Ocean*? Why?/Why not?

- Before students discuss, you may want to ask them what Filip says he's going to do (*see the sequel* Adventures in the Ocean 2 *the following week*).
- Students work in pairs. Monitor and collect their ideas on the board.

Extra activity

COMMUNICATION

Put students into groups. They think of a movie they've seen recently, say whether they liked it or not, and discuss who their favorite character is and which was the best scene. Ask them to give reasons for their opinions. Ask some groups to do their dialogs for the class.

Objective review

Ask students to decide if listening for the opinions of the people in a dialog is a useful strategy. Praise their effort.

9 Vocabulary 1

OBJECTIVES

Speaking: Can give brief reasons for their opinions on familiar topics.

SB vocabulary: battle, challenge, endurance, exhaustion, loneliness, moonlit, navigate, nonstop, sink, solo, treacherous, yachtsman

WB vocabulary: bow, deck, hull, mainsail, mast, rudder, stern, waterline

MATERIALS

SB pp. 134–135, 137
WB pp. 118–119
WB key p. 267
SB audio track 2-25
Optional: cards with key vocabulary
Pearson English Platform

Warm-up

Put students into groups. Each group chooses a paragraph from the text on SB pp. 134 and 135, and makes three sentences about it: two true and one false. A representative of each group reads the sentences aloud for the class to listen, identify the false sentences, and correct them.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to ocean adventures and why people like them.

SB Act. 1 p. 137

Find these words in *Sailing Around the World – Solo!*. Circle the words that describe the difficulties of sailing alone around the world.

- Refer students back to the text on SB pp. 134 and 135.
- Put students into pairs. Ask them to find the words from the box in the text and read the sentences in which they're used to help them contextualize.
- When students select the correct words, ask them to elaborate on their choice, e.g., *Why and when is loneliness a problem? What can be treacherous when you sail alone?*

SB Act. 2 p. 137

2-25

Listen and say. Use the words from Activity 1.

- Play audio track 2-25 for students to listen and say the missing words. (**Answers: 1** yachtsman, **2** navigate, **3** challenge, **4** nonstop, **5** endurance, **6** treacherous, **7** sink)

SB Act. 3 p. 137

Read and circle.

- Students complete the paragraph on their own and share their answers with the class.
- Ask them what they think of Laura Dekker.

WB Act. 1 p. 118

Read and circle. Then match.

WB Act. 2 p. 118

Read and complete. There's one extra word in each box.

SB Act. 4 p. 137

COMMUNICATION

Read and match. Compare with a friend. Can you make a sentence using each word in the first column?

- When students write their sentences, ask them to exchange their notebooks in pairs and correct each other's mistakes.

Differentiation

Struggling learners: Put a struggling student into a pair with a strong student. Pairs discuss the answers before sharing them with the class.

Stretch: Ask students to use the words to invent a story of a solo sailor.

Extra activity

COLLABORATION

- Write each word from Activity 1 on a card, shuffle the cards, and put them face down on your desk. Draw a tic-tac-toe grid on the board and complete it with these words: *test*, *hard*, *conditions*, *deal*, *storms*, *globe*, *biggest*, *epic*, *single-handed*.
- Put students into two groups. Members of each group take turns coming to the front, picking up one card from the pile (e.g., *endurance*), choosing a word from the grid (e.g., *test*), and making a sentence using both, e.g., *Sailing solo around the world is a test of endurance*. If the sentence is acceptable, draw an O or X in the square. Students continue in this way until one of the groups gets three in a row. If no one manages to get three in a row, the team with the most squares wins.

SB Act. 5 p. 137

COMMUNICATION

Read the questions. Discuss with a friend.

- Ask some pairs to share their ideas with the class. Write students' ideas on the board. Do they agree about what makes stories about the ocean exciting?
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Comprehension 1

1 Read *Sailing Around the World – Solo!* again and answer.

1 Why do you think people sail around the world alone?

2 What are the best and worst things about sailing alone?

2 Read the sentences. Which paragraph from the text do they refer to? Write the number.

1 Ellen MacArthur battled against bad weather. 4

2 Thomas Colville arrived home on December 25. 3

3 Sailing alone is a huge challenge. 1

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3 Read and write the heading from the reading text where you can find the information below.

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4 "It's what I do – I do the sea."
His journey took 312 days.
He couldn't communicate with anyone.

Listening 1

4 Have you seen any movies or read any books about adventures in the ocean? Who were your favorite characters? Discuss with a friend.

Listening strategy

Listen for opinions.

5 2-23 Listen to the conversation and circle.

1 The children are talking about **a book** / **a play** / **a movie**.

2 They enjoyed it **a bit** / **not much** / **a lot**.

6 2-24 Listen again and write *A* (Anja) or *F* (Filip).

1 My favorite character was Captain Coogan. F

2 My favorite character was Sailor Maria. A

3 My favorite scene was when they were watching the dolphins. A

4 I loved it when they were sailing through the storm. F

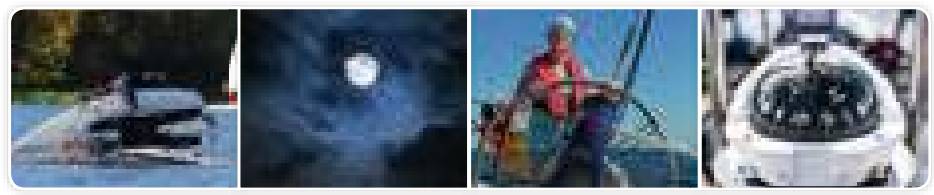
5 I like the ending, when they arrived home and met their families again. F

7 Would you like to see *Adventures in the Ocean*? Why?/Why not?

Vocabulary 1

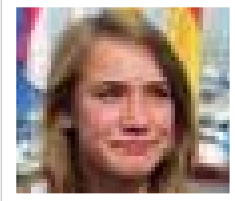
1 Find these words in *Sailing Around the World – Solo!* Circle the words that describe the difficulties of sailing alone around the world.

battle challenge endurance exhaustion loneliness navigate nonstop sink solo treacherous moonlit yachtsman



2 2-25 Listen and say. Use the words from Activity 1.

3 Read and circle.



Laura Dekker was born on a boat and grew up on the ocean, so she was always a great [1] **yachtswoman** / **explorer**. When she was only 16, she sailed alone – yes, [2] **hard** / **solo** – around the world! She spent many weeks on her own, so she suffered from [3] **shyness** / **loneliness** during her trip. She was often very tired, so she had to deal with [4] **exhaustion** / **distance**, too. She had to [5] **ride** / **navigate** her boat through difficult and [6] **fine** / **treacherous** conditions. And she had to [7] **play** / **battle** against giant waves and storms. It was a real test of [8] **math** / **endurance**. But after a year and one day she made it! Now that's what I call a [9] **challenge** / **change**.

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1	a challenge	a	feeling very tired
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4	to navigate	d	dangerous
5	treacherous	e	alone
6	exhaustion	f	a difficulty
7	endurance	g	to go under water
8	to battle	h	to direct a boat on its way

5 Read the questions. Discuss with a friend.

1 Why do you think there are so many books and movies about the ocean?

2 What makes stories about the ocean exciting?

WB Act. 3 p. 119

CRITICAL THINKING

Think and write.

- Students discuss their answers in pairs. Then they compare them with another pair. Finally, have a class discussion.

Extra activity

CREATIVITY

- Put students into groups. Each group has to think of a famous astronaut (man or woman) to give a presentation to the class, explaining the challenges he/she had to face to accomplish his/her mission.
- Ask students to make a poster with a picture of their chosen astronaut and classify the main points of their presentation using headings. Allow the other students to ask them questions. Alternatively, you may want to propose this activity as homework and have the presentations in the next class.

Vocabulary challenge: parts of a yacht

WB Act. 4 p. 119

Read, look, and label.

- When students have labeled the picture, make sure that they understand the new words. Use L1 if necessary.

WB Act. 5 p. 119

Complete the dialog. Use the words from Activity 4.

- Put struggling students into pairs with strong students. Ask pairs to read the dialog to check their answers.

Objective review

Ask students to say what new words connected with the ships and sailing solo they've learned today. Praise their effort.

9 Grammar 1 • Speaking 1

OBJECTIVES

Grammar: Can distinguish between the Past Simple and Past Progressive.

Listening: Can extract factual information from short, simple dialogs or stories about past events if spoken slowly and clearly.

Speaking: Can talk about past events or experiences, using simple language.

MATERIALS

SB pp. 134–135, 138–139
WB pp. 120–121
WB key pp. 267–268
Videos 9-2 and 9-3
Video scripts p. 297
Optional: pictures of individuals on an adventure, strips of paper with different dates and times
Pearson English Platform
Grammar Book 4, Units 13 and 14
Speaking and Vocabulary Book 4, Unit 9

Warm-up

Bring three pictures of a person in a solo adventure (e.g., *a woman or a man trekking, paragliding, flying a balloon*). Students describe what the people are doing, what challenges they face, etc. Encourage students to compare the pictures.

Lesson objective

Explain the lesson objective: To talk about past activities using the Past Progressive in the affirmative and negative.

SB Act. 1 p. 138

9-2

Watch Part 1 of the story video. Who does the Doctor speak to on the ship?

- Students watch Part 1 of the video and answer the question. (**Answer:** The Doctor speaks to Mary Read / a famous pirate.)
- Ask *Why are Doctor Who and his friends traveling to the past*? (because the Smogator is there) *Where does TARDIS take them?* (to a ship in the middle of the sea) *Why is Mary Read disguised as a man?* (because it's difficult to be a woman and a pirate) *Why are the pirates scared?* (because Yellowbeard took Mary's husband and wants to steal their treasure)
- Focus students' attention on the sentences under the video still and read them together.

SB Act. 2 p. 138

9-3

Watch Part 2 of the story video. Then write T (true) or F (false).

- Play Part 2 of the video and ask *Why is Yellowbeard sailing to the island?* (He hides his treasure there.) *Why's Mary Reed a pirate?* (to feed her family) *Why can the Smogator escape?* (Because the Smogsucker doesn't work.)
- Students mark the sentences true or false.

SB Act. 3 p. 138

Read the grammar box and circle. Then write.

- Focus students' attention on the grammar box and read the sentence together.
- Elicit that we use *was/wasn't* with *I*, *he*, *she* and *it*, and *were/weren't* with *you* and for the plural.
- Ask *Which verbs double the final consonant to form the -ing form?* (swim – swimming, hit – hitting) *Which delete final "e"?* (have – having, escape – escaping)

SB Act. 4 p. 139

Read *Sailing Around the World – Solo!* again and circle examples of the *Past Progressive*. Think and check (✓). When do we use the *Past Progressive*?

- Refer students back to the text on SB pp. 134 and 135.
- Ask students to make their own sentences using the Past Progressive.

WB Act. 1 p. 120

Read and circle. Then match.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 2 p. 120

Complete the sentences. Use Past Progressive.

WB Act. 3 p. 121

Read and complete. Write the words in the correct form.

SB Act. 5 p. 139

Look and write. What were they doing at six o'clock that evening?

- Students correct each other's sentences in pairs.

Extra activity

COMMUNICATION

Put students into groups. Write on the board: *polish your fingernails*, *yawn*, *clap*, *wave the left hand*, *touch one's nose*, etc. Students do any of the actions in any order. At a point, say *Stop!* Say *Tell me what the people in your group were doing.* Students in each group report what the others were doing, e.g., *Habib was clapping. Noor was polishing her fingernails. I was sitting down.*

Grammar 1

1 9-2 **Watch Part 1 of the story video. Who does the Doctor speak to on the ship?**

The pirates weren't talking. They were fighting.
Doctor Who was watching them.

2 9-3 **Watch Part 2 of the story video. Then write T (true) or F (false).**

1 Yellowbeard was trying to find his treasure. T
2 Yellowbeard was a good pirate. F
3 Mary Read was a bad pirate. F
4 Doctor Who was helping Mary Read rescue her husband. T

3 **Read the grammar box and circle. Then write.**

Grammar

I/He/She **was/wasn't sailing** to the island.
You/We/They **were/weren't sailing** to the island.

1 Yellowbeard's ship **was** / **were** sailing.
2 Mary Read's ship **were** / **was** following him.
3 Yellowbeard's eyes **wasn't** / **weren't** glowing red.
They **was** / **were** glowing green.
4 The Smogsucker **wasn't** / **weren't** working.
The Smogator **were** / **was** escaping.

Write the Progressive forms. Remember! What are the spelling rules?

swim – swimming
have – having

4 **Read *Sailing Around the World – Solo!* again and circle examples of the *Past Progressive*. Think and check (✓). When do we use the *Past Progressive*?**

for a short action in the past ☐
for a longer action in the past ☑

5 **Look and write. What were they doing at six o'clock that evening?**

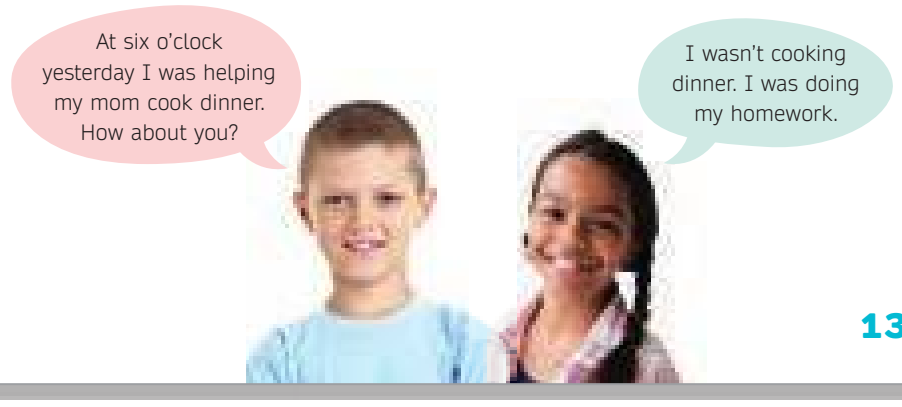
	dance	eat	drink	sleeping
Pirates	✓	✗	✓	✗
Captain	✗	✓	✓	✗

At six o'clock that evening

1 the pirates were dancing.
2 they weren't eating.
3 they were drinking.
4 they weren't sleeping.
5 the Captain wasn't dancing.
6 he was eating.
7 he was drinking.
8 he wasn't sleeping.

Speaking 1

6 **What were you doing yesterday at six o'clock? Work in small groups and find someone who did the same.**



WB Act. 4 p. 121

Look at the three pictures. Write a story in 20 words or more.

- This is an A2 Flyers Reading & Writing Part 7 task.
- Ask some students to share their stories with the class.

For more grammar practice, go to Grammar Book 4, Units 13 and 14.

Speaking 1

SB Act. 6 p. 139

COMMUNICATION

What were you doing yesterday at six o'clock? Work in small groups and find someone who did the same.

- Students discuss in pairs. Give them five minutes to walk around the room saying *At six o'clock yesterday, I was watching TV. And you?* to find a person who was doing the same thing. When they find him/her, they write their name down, and move on to the next person. They should talk to as many people as possible within the time limit.

Differentiation

Struggling learners: Write the model sentence on the board. Ask students to refer to it when needed.

Stretch: Students report how many people they interviewed, how many were doing the same thing, how many were doing something different, and if somebody was doing something unusual.

Extra activity

CRITICAL THINKING

Write on strips of paper 10 to 15 different dates and times, e.g., *last Tuesday at dinner time*, *on Sunday at 9 a.m.*, *yesterday at 10 p.m*. Put all strips face down in a pile on your desk. Students come to the front, pick one strip, and make a sentence, e.g., *Last Tuesday at dinner time, I was having dinner with my grandmother.* Then they put the strip back on the pile and shuffle the strips.

Objective review

Ask students to say what they were doing last Sunday morning at 10 o'clock. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 4, Unit 9.

9 Pre-reading 2 • Reading 2

OBJECTIVES	
Reading:	Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts.
Speaking:	Can give brief reasons for their opinions on familiar topics.
SB Vocabulary:	anchored, bobbing, Caribbean, hidden, searching
WB Vocabulary:	crashing, rocking
Revised vocabulary:	dream (v), journey, summer

MATERIALS

SB pp. 140–141
WB p. 122
WB key p. 268
SB audio track 2-26
Optional: a picture of people performing different actions
Pearson English Platform

Warm-up

Bring to class a picture showing lots of people doing different actions, e.g., a page from *Where's Waldo?* Give students a minute to look at it. Turn it over and ask *What was (the young mom with the baby) doing?* Students answer using complete sentences in the Past Progressive.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 140

COMMUNICATION

Discuss with a friend.

- Brainstorm different kinds of books, e.g., *action*, *mystery*, *adventure*, *fantasy*.

Stretch activity

COMMUNICATION

This is a continuation of the previous activity. Write on the board *How many books / read / month? What / last book / read? What / favorite books? Who / favorite character? When / get books / presents?* Students make questions and then, in groups, they take turns asking and answering them. They prepare a report on the literary likes and dislikes of each member of the group.

Reading strategy

Explain the reading strategy: Describe characters in a story.

SB Act. 2 p. 140

CRITICAL THINKING

Read, think, and answer. Why do you think there's a strange light around the ship? Why do you think the Captain is waving at Tommy? What do you think will happen in the story?

- Students share their answers with the class. Collect their ideas on the board.
- Then ask *What do the strange white light and the color of the Captain's face show?* (That the story is a fantasy.)

Reading 2

Reading text in British English

This is one of the texts in Level 4 that is in British English. Focus students' attention on some of the differences between British and American English. Ask them to find words that are different. Highlight *moustache/mustache.* Remind them of *grey/gray*.

SB Act. 3 p. 140

2-26

Read *Pete and the Pirates*. Who does Pete meet?

- Focus students' attention on the pictures, title, and introduction of the text. Remind students of the reading strategy and ask them to predict what the text is about. Write some of their ideas on the board.
- Students read and listen to the text.
- Ask if they found the answer to the question. Ask *Were your guesses correct? What helped you guess?* (**Answer:** Pete meets Captain Morgan, his great-great-great-great-great-grandfather.)
- Ask *Where was Pete?* (in the Caribbean) *Did he stay in a hotel?* (no, on a boat) *What did the pirate ask him for? Why?* (the metal detector, to find treasure) *What did the Captain look like?* (white-faced, old, with a long, gray beard and mustache, a black eye patch and a scar)

Differentiation

Struggling learners: Put students into pairs. Ask them to find words that describe Pete's feelings and the Captain's looks. Then ask them to describe both characters.

Stretch: Ask students to look for words referring to Pete's feelings and behavior, and to infer what he is like (*curious, imaginative, brave*).

SB Act. 4 p. 141

CRITICAL THINKING

Do you know any other famous pirate or adventure stories? Discuss with a friend.

- *Ask What famous pirates do you know? What adventure fantasy films have you seen?* Encourage students to give you arguments for their answers.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Pre-reading 2

1 **Discuss with a friend.**

1 What kind of books do you like to read?

2 Do you like mysteries or adventure stories? Why?/Why not?

Reading strategy

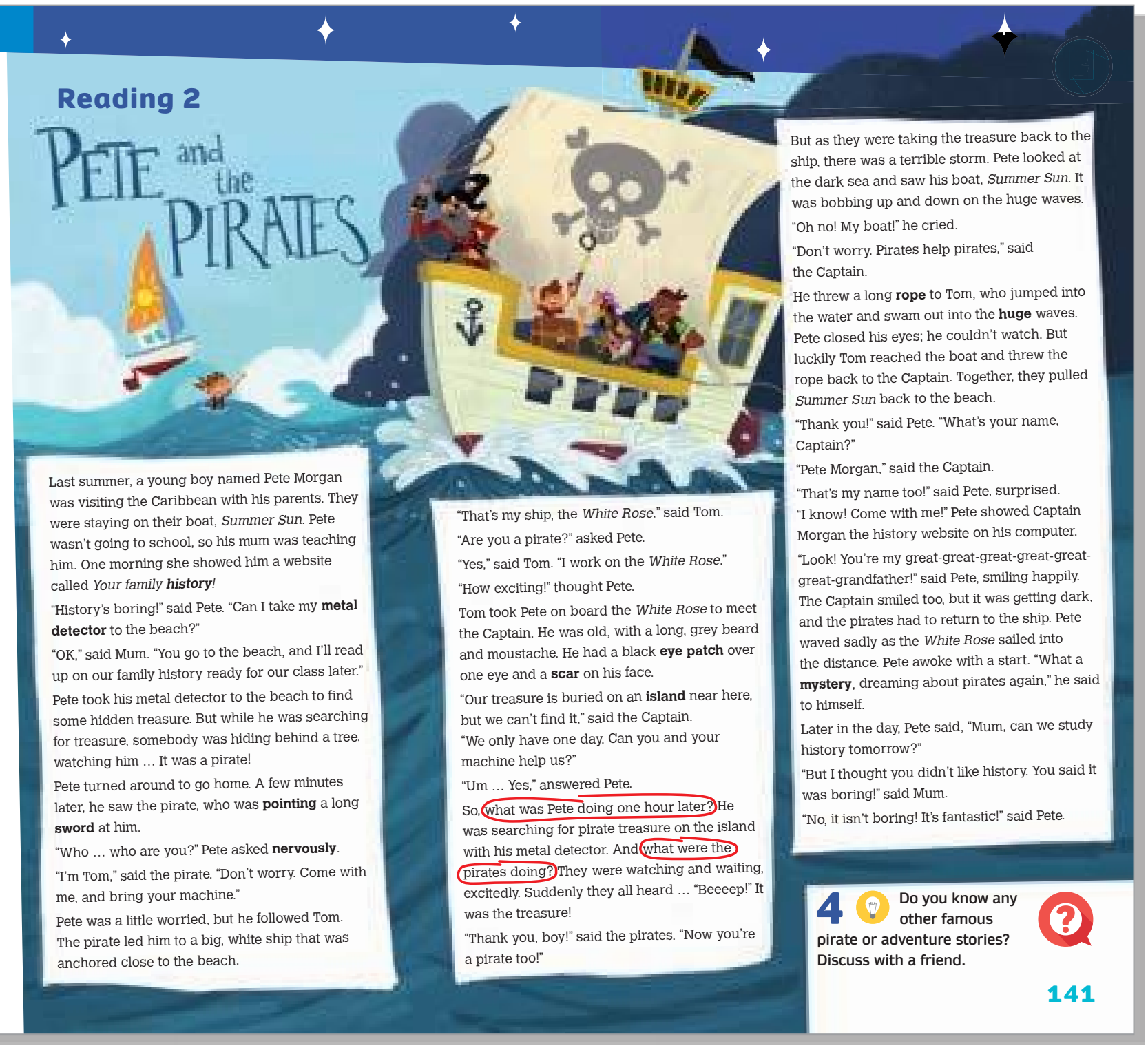
Describe characters in a story.

2 **Read, think, and answer. Why do you think there's a strange light around the ship? Why do you think the Captain is waving at Tommy? What do you think will happen in the story?**

Tommy was standing on the beach, looking out to the ocean. It was a stormy day – the sky was dark and the waves were crashing on the beach. Suddenly, Tommy saw a strange white light out in the ocean. Then he realised it was a ship, which was rocking up and down on the waves. The Captain was standing on the deck. His face was very white and he was waving at Tommy.

3 2-26 **Read *Pete and the Pirates*. Who does Pete meet?**

Reading 2



Last summer, a young boy named Pete Morgan was visiting the Caribbean with his parents. They were staying on their boat, *Summer Sun*. Pete wasn't going to school, so his mum was teaching him. One morning she showed him a website called *Your family* ***history***!

"History's boring!" said Pete. "Can I take my **metal detector** to the beach?"

"OK," said Mum. "You go to the beach, and I'll read up on our family history ready for our class later."

Pete took his metal detector to the beach to find some hidden treasure. But while he was searching for treasure, somebody was hiding behind a tree, watching him … It was a pirate!

Pete turned around to go home. A few minutes later, he saw the pirate, who was **pointing** a long **sword** at him.

"Who … who are you?" Pete asked **nervously**.

"I'm Tom," said the pirate. "Don't worry. Come with me, and bring your machine."

Pete was a little worried, but he followed Tom. The pirate led him to a big, white ship that was anchored close to the beach.

"That's my ship, the *White Rose*," said Tom.

"Are you a pirate?" asked Pete.

"Yes," said Tom. "I work on the *White Rose*."

"How exciting!" thought Pete.

Tom took Pete on board the *White Rose* to meet the Captain. He was old, with a long, grey beard and moustache. He had a black **eye patch** over one eye and a **scar** on his face.

"Our treasure is buried on an **island** near here, but we can't find it," said the Captain. "We only have one day. Can you and your machine help us?"

"Um … Yes," answered Pete.

So, what was Pete doing one hour later? He was searching for pirate treasure on the island with his metal detector. And what were the pirates doing? They were watching and waiting, excitedly. Suddenly they all heard … "Beeeep!" It was the treasure!

"Thank you, boy!" said the pirates. "Now you're a pirate too!"

But as they were taking the treasure back to the ship, there was a terrible storm. Pete looked at the dark sea and saw his boat, *Summer Sun*. It was bobbing up and down on the huge waves.

"Oh no! My boat!" he cried.

"Don't worry. Pirates help pirates," said the Captain.

He threw a long **rope** to Tom, who jumped into the water and swam out into the **huge** waves. Pete closed his eyes; he couldn't watch. But luckily Tom reached the boat and threw the rope back to the Captain. Together, they pulled *Summer Sun* back to the beach.

"Thank you!" said Pete. "What's your name, Captain?"

"Pete Morgan," said the Captain.

"That's my name too!" said Pete, surprised. "I know! Come with me!" Pete showed Captain Morgan the history website on his computer.

"Look! You're my great-great-great-great-great-great-grandfather!" said Pete, smiling happily. The Captain smiled too, but it was getting dark, and the pirates had to return to the ship. Pete waved sadly as the *White Rose* sailed into the distance. Pete awoke with a start. "What a **mystery**, dreaming about pirates again," he said to himself.

Later in the day, Pete said, "Mum, can we study history tomorrow?"

"But I thought you didn't like history. You said it was boring!" said Mum.

"No, it isn't boring! It's fantastic!" said Pete.

4 **Do you know any other famous pirate or adventure stories? Discuss with a friend.**

Extra activity

SB Vocabulary work

- Ask students to find and circle the following words in the text: *anchored*, *bobbing*, *Caribbean*, *hidden*, *searching*. They say what they mean, and write sentences using them.
- Ask them to find a word that means *woke up* (*awoke*).

Extra activity

CRITICAL THINKING

- Put students into groups of five or six. In secret, groups choose and describe one of their members. Each group writes a description, beginning with the student's physical appearance, and moving on to his/her personality.
- When all the groups have finished, they read their descriptions aloud. The other teams guess who is being described. Award a point for each correct answer. The group with the most points at the end of the game wins.

WB Act. 1 p. 122

Read *A Strange Sailor*. Why did Kylie and Tommy stare at the man?

- Remind students of their answers to Activity 2 on p. 140 in the SB.

WB Act. 2 p. 122

Read *A Strange Sailor* again. Read and circle.

WB Act. 3 p. 122

COMMUNICATION

Discuss with a friend. Did Tommy and Kylie react in the right way? What would you do differently?

Extra activity

WB Vocabulary work

Ask students to find and circle the following words in the text: *crashing*, *rocking*. They write a definition for each. Which word has a similar meaning to a word in the SB? (*rocking – bobbing*)

Value

Learn something new about yourself by helping others

Ask *What did Pete do when the pirate asked him for help? What did the pirate do when Pete's ship was in danger? Why do you think he did it? Should you always help people who are in need?*

Objective review

Ask students if the descriptions of the characters helped them understand the story. Praise their effort.

9 Comprehension 2 • Listening 2

OBJECTIVES

Listening: Can understand key information in authentic recorded material on topics of personal interest, if delivered in clear, standard speech.

Reading: Can infer unstated information in simple stories or descriptive texts, if guided by questions and prompts.

Speaking: Can re-tell a simple or familiar story, using their own words.

MATERIALS

SB pp. 140–141, 142
SB audio tracks 2-27 and 2-28
Pearson English Platform

Warm-up

Without looking into the book, students reconstruct the story *Pete and the Pirates*, from Pete's point of view. Set up a chain for students to say one sentence at a time, as if they were Pete Morgan. You may want to say the first sentence as a model. *Last summer, I was staying on our boat in the Caribbean …*

Lesson objective

Explain the lesson objective: To apply the reading strategy by describing the characters in a story.

SB Act. 1 p. 142

Read *Pete and the Pirates* again and answer.

- Refer students back to the text on SB pp. 140 and 141.
- Remind students that they should base their answer on the clues in the text. (**Answers: 1** No, they're in Pete's dream., **2** He finds their treasure., **3** They rescue his boat., **4** He's his great-great-great-great-great-great-grandfather.)

SB Act. 2 p. 142

Read and number the sentences in order.

- Students work on their own. Then, they exchange their answers with a partner before checking them against the text.

SB Act. 3 p. 142

Find three words in the story to describe Pete and the Captain.

- Put students into pairs. To check answers, appoint one pair to read their lists for the class to comment on and add missing modifiers. (**Answers:** Pete: young, nervous, excited, scared, surprised, happy. Captain: old, ghost, grey beard/mustache, eye patch, scar, white face)

SB Act. 4 p. 142

COMMUNICATION

Answer the questions with a friend.

- Ask students to work in pairs and refer to the text when needed. (**Answers: 1** worried/nervous, amazed/excited, scared/terrified., **2** because he helped them find the treasure, **3** because he met the pirates/found out that the Captain was his great-great-great-great-great-great-grandfather)

Extra activity

CREATIVITY

- Students imagine that a boy named Terry Armstrong suddenly finds himself on the *Apollo 11* in July 1969, the first manned mission to the Moon. Ask *What happens when Neil Armstrong has to go down onto the moon? What can Terry help him and Buzz Aldrin find on the moon? Is there a relationship between Terry and Neil Armstrong?*
- Put students into groups to discuss the details and write a short story, including at least two dialogs between the characters.
- Ask groups to share their stories with the class.

Objective review

Ask students to decide if the description of the characters in the story helped them understand the story better. Ask *Why? Have you learned new things about people's personal characteristics?* Praise their effort.

Listening 2

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

Listening strategy

Explain the listening strategy: Listen for key information.

Comprehension 2

1 **Read *Pete and the Pirates* again and answer.**

1 Are the pirates in the story real?
2 How does Pete help the pirates?
3 How do the pirates help Pete?
4 What does Pete find out about the Captain?

2 **Read and number the sentences in order.**

Pete helped the pirates find their treasure. 4
Pete saw that a pirate was watching him. 2
Pete met the Captain of the *White Rose*. 3
There was a storm, and the pirates rescued Pete's boat. 5
Pete found out that the Captain was a member of his family. 6
Pete was looking for treasure on the beach with his metal detector. 1

3 **Find three words in the story to describe Pete and the Captain.**

4 **Answer the questions with a friend.**

1 How do you think Pete felt when he first saw the *White Rose* and when he first met the Captain?
2 Why did the pirates tell Pete "Now you're a pirate, too!"?
3 Why does Pete like history at the end of the story?

Listening 2

Listening strategy

Listen for key information.

5 2-27 **Listen to the story. What was the *Mary Celeste*? Why is the story still a mystery?**

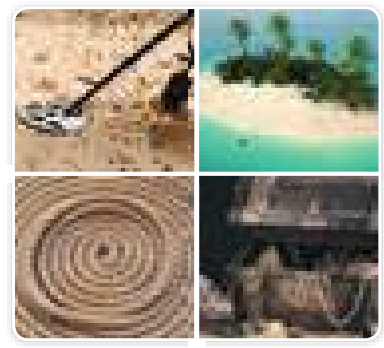
6 2-28 **Listen again and circle.**

1 Where did the *Mary Celeste* sail from?
Italy / **New York** / **England**
2 How many people were on the ship when she set sail? **Ten** / **Seven** / **Five**
3 When the *Mary Celeste* was found, she was **sailing** / **sinking** / **drifting**.
4 There was enough food and water on the ship for **two** / **five** / **six** months.
5 How many people were on the ship when she was found? **None** / **Two** / **Ten**

7 **What do you think happened to the *Mary Celeste*? Do you know any other strange stories about people or ships disappearing? Discuss with a friend.**

Vocabulary 2

1 **Find these words in *Pete and the Pirates*. What do you think they mean? Circle the verb.**



pointing eye patch huge history island metal detector mystery rope scar sword nervously

2 2-29 **Listen and answer the questions. Use the words from Activity 1.**

3 **Read and complete the text. Use the words from Activity 1.**

I love finding out about the past. I really like looking for old coins in the yard by [1] pointing my [2] metal detector. And my favorite subject at school is [3] history.

I also like talking to my grandpa because he tells me stories about the past. He's old and he has a long, gray beard and a mustache. He has a bad eye, too, so he sometimes wears an [4] eye patch. It makes him look like a pirate! He lives in a [5] huge house. When I stay there, I sometimes hear strange noises in the night. Last weekend, when I was staying with my grandpa, we went out on his boat. I [6] nervously boarded the boat. We sailed out to an [7] island. Suddenly, water started coming into the boat! We thought the boat was going to sink. Luckily, a man on another boat threw us a [8] rope and rescued us. It was scary but fun!

4 **Write words associated with each heading. Use the words from Activity 1.**

Treasure
island, metal detector

Pirate
eye patch, scar, sword

Ship
sink, rope

5 **Discuss with a friend.**

1 Do you like history? Why?/Why not?
2 Would you like to use a metal detector? What would you like to find?
3 Have you sailed on a ship or boat?

I love history because I like learning about the past.

I don't like history. I prefer to talk about what's happening today.

SB Act. 5 p. 142

2-27

Listen to the story. What was the *Mary Celeste*? Why is the story still a mystery?

- Play track 2-27 twice. Students listen and answer the questions. (**Answers:** She was a ship. Because the *Mary Celeste* was found drifting with no people onboard.)

SB Act. 6 p. 142

2-28

Listen again and circle.

- Tell students to read the sentences and focus on the words in bold.
- Play track 2-28 again. Students work individually and exchange books to compare answers.

Differentiation

Struggling learners: Pause the audio as necessary and let students discuss their answers in pairs.

Stretch: Ask students to predict the answers. Then play the track to check how many of their answers are correct.

SB Act. 7 p. 142

COMMUNICATION

What do you think happened to the *Mary Celeste*? Do you know any other strange stories about people or ships disappearing? Discuss with a friend.

- Brainstorm other cases of disappeared planes or ships.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

COLLABORATION

- Put students into groups of six. Then read to them the following passage. *In December 1945, five planes from the American Navy and the search plane sent after them disappeared off the Florida coast. About 20 years before, in March 1918, the cargo ship Cyclops vanished with 309 people on board. These are only two of the mysterious disappearances that have made the Bermuda Triangle famous. About 300 ships and planes have vanished in the Atlantic Ocean between Florida, Bermuda, and Puerto Rico. Some people say there are aliens in the Triangle. Others say it's the lost continent of Atlantis. Others still say there's a black hole that swallows objects into another dimension and time.*
- Ask students to search the internet, find the likeliest explanation, and prepare a presentation for the next class. Encourage students to use the vocabulary they've learned all along the unit.

Objective review

Ask students to decide if it was easy or difficult to listen for key information. Ask *Have you learned new things about disappeared ships?* Praise their effort.

9 Vocabulary 2

OBJECTIVES

Speaking: Can give brief reasons for their opinions on familiar topics.

SB vocabulary: eye patch, history, huge, island, metal detector, mystery, nervously, pointing, rope, scar, sword

WB vocabulary: desert island, fishing net, ocean floor, seagull, shipwreck, shoreline, sunset, treasure chest

MATERIALS

SB pp. 140–141, 143
WB pp. 123–124
WB key p. 268
SB audio track 2-29
Optional: cards with key vocabulary
Pearson English Platform

Warm-up

Students present the result of the internet search that they did in the previous class. Once the presentations are over, allow the class to ask questions to the groups. Have a vote on the most interesting/likely explanation regarding the Bermuda Triangle.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to pirates and sea adventures.

SB Act. 1 p. 143

Find these words in *Pete and the Pirates.* What do you think they mean? Circle the verbs.

- Refer students back to the text on SB pp. 140 and 141.
- Students find the words from the box in the text, read the sentences in which they're used to help them contextualize, and think of possible definitions. They compare their answers in pairs. (**Suggested answers:** bury- put or hide in the ground; eye patch- a patch worn to protect an eye; hide- put out of sight; history- the study of the past; island- a piece of land surrounded by water; metal detector- a device used to find metal; mystery- something difficult to understand; rope- cord; scar- a mark on the skin; sword- a weapon; treasure- a quantity of valuable objects)
- Ask different pairs to read their verbs.

SB Act. 2 p. 143

2-29

Listen and answer the questions. Use the words from Activity 1.

- Play audio track 2-29. Stop each dialog before the missing word and ask students to say it. (**Answers: 1** eye patch, **2** a metal detector, **3** a rope, **4** a scar, **5** an island, **6** history.)

WB Act. 1 p. 123

Read, look, and label.

SB Act. 3 p. 143

Read and complete the text. Use the words from Activity 1.

- Ask students to compare their answers in pairs.

Extra activity

CRITICAL THINKING

Play a game in pairs. Student A says the definition of one of the words in Activity 1. Student B has to say the corresponding word. Then they take turns and continue.

WB Act. 2 p. 123

Write the missing consonants.

- Ask students to read the text before they start completing it to get a general idea of its topic.

WB Act. 3 p. 123

Find and circle eight words. Then choose four and write sentences about the picture from Activity 1.

- Students check their lists with a friend. Then ask some students to share their sentences with the class.

SB Act. 4 p. 143

Write words associated with each heading. Use the words from Activity 1.

- Put students into pairs. If they have problems finding the correct words, ask them to look them up in the text.

SB Act. 5 p. 143

COMMUNICATION

Discuss with a friend.

- Students take turns asking and answering the questions. Monitor and assist as necessary. Ask pairs to share their ideas with the class.

Differentiation

Struggling learners: Write the words from the lesson on the board, plus others like *anchored*, *bobbing*, *hidden*, *rocking* to help students generate ideas.

Stretch: Ask students to give reasons for all their answers, e.g., *I would like to use a metal detector because I like the "beep" sound. I'd like to find a treasure to buy my father a new boat.*

Comprehension 2

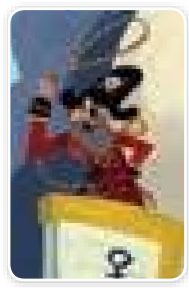
1 **Read *Pete and the Pirates* again and answer.**

1 Are the pirates in the story real?
2 How does Pete help the pirates?
3 How do the pirates help Pete?
4 What does Pete find out about the Captain?

2 **Read and number the sentences in order.**

Pete helped the pirates find their treasure. 4
Pete saw that a pirate was watching him. 2
Pete met the Captain of the *White Rose*. 3
There was a storm, and the pirates rescued Pete's boat. 5
Pete found out that the Captain was a member of his family. 6
Pete was looking for treasure on the beach with his metal detector. 1

3 **Find three words in the story to describe Pete and the Captain.**



4 **Answer the questions with a friend.**

1 How do you think Pete felt when he first saw the *White Rose* and when he first met the Captain?
2 Why did the pirates tell Pete "Now you're a pirate, too!"?
3 Why does Pete like history at the end of the story?

Listening 2

Listening strategy

Listen for key information.

5 2-27 **Listen to the story. What was the *Mary Celeste*? Why is the story still a mystery?**

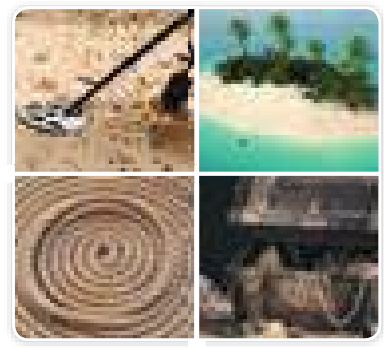
6 2-28 **Listen again and circle.**

1 Where did the *Mary Celeste* sail from?
Italy / **New York** / **England**
2 How many people were on the ship when she set sail? **Ten** / **Seven** / **Five**
3 When the *Mary Celeste* was found, she was **sailing** / **sinking** / **drifting**.
4 There was enough food and water on the ship for **two** / **five** / **six** months.
5 How many people were on the ship when she was found? **None** / **Two** / **Ten**

7 **What do you think happened to the *Mary Celeste*? Do you know any other strange stories about people or ships disappearing? Discuss with a friend.**

Vocabulary 2

1 **Find these words in *Pete and the Pirates*. What do you think they mean? Circle the verb.**



pointing eye patch huge history island metal detector mystery rope scar sword nervously

2 2-29 **Listen and answer the questions. Use the words from Activity 1.**

3 **Read and complete the text. Use the words from Activity 1.**

I love finding out about the past. I really like looking for old coins in the yard by [1] pointing my [2] metal detector. And my favorite subject at school is [3] history.

I also like talking to my grandpa because he tells me stories about the past. He's old and he has a long, gray beard and a mustache. He has a bad eye, too, so he sometimes wears an [4] eye patch. It makes him look like a pirate! He lives in a [5] huge house. When I stay there, I sometimes hear strange noises in the night. Last weekend, when I was staying with my grandpa, we went out on his boat. I [6] nervously! boarded the boat. We sailed out to an [7] island. Suddenly, water started coming into the boat! We thought the boat was going to sink. Luckily, a man on another boat threw us a [8] rope and rescued us. It was scary but fun!

4 **Write words associated with each heading. Use the words from Activity 1.**

Treasure
island, metal detector

Pirate
eye patch, scar, sword

Ship
sink, rope

5 **Discuss with a friend.**

1 Do you like history? Why?/Why not?
2 Would you like to use a metal detector? What would you like to find?
3 Have you sailed on a ship or boat?

I love history because I like learning about the past.

I don't like history. I prefer to talk about what's happening today.

WB Act. 4 p. 124

CRITICAL THINKING

Imagine you're a pirate with some treasure. What's your name? What treasure do you have? Where are you going to hide it? Think and write.

- Ask students to share their passages with the class. Note down students' mistakes while they speak, but don't stop them to correct them.
- When the activity is over, share some of the mistakes you noted down with the class without saying who made them.

Word study: compound nouns

WB Act. 5 p. 124

Read and match. Then complete the chart. Use a dictionary to help you.

- Put struggling students into pairs with stronger ones to do the activity. Explain that using a dictionary should help them find the correct words.

WB Act. 6 p. 124

Label the pictures. Use the compound nouns from Activity 5.

Extra activity

COLLABORATION

Put students into groups. Write the words from Activity 1 on the board, and on cards. Put all the cards face down on your desk. Students draw a 2x3 bingo card on a sheet of paper, and write one of the words in each slot. Pick up and call the first word. Students mark it off as usual. Before you call the second word, ask them to pass the papers clockwise around the group. Students keep passing the paper after each word, so the student who gets bingo may or may not have their own paper.

Objective review

Ask students to talk about some of their alternative endings to *Pete and the Pirates* story using the words in the lesson. Praise their effort.

9 Grammar 2 • Speaking 2

OBJECTIVES

Grammar: Can distinguish between the Past Simple and Past Progressive.

Listening: Can extract factual information from short, simple dialogs or stories about past events if spoken slowly and clearly and guided by questions or prompts.

Speaking: Can talk about past events or experiences, using simple language.

MATERIALS

SB pp. 140–141, 144–145
WB pp. 125–126
WB key p. 268
Video 9-4
Video script p. 297
Optional: cards from previous class
Pearson English Platform
Grammar Book 4, Units 13 and 14
Speaking and Vocabulary Book 4, Unit 9

Warm-up

Put students into two groups. Put all the cards with words from the previous class face down on your desk. Ask a student from each group to come to the front. They pick a card each, read the words, and exchange them. Students give a definition of each other's words, and use them in a sentence. Award a point for each correct definition, and another for each correct sentence.

Lesson objective

Explain the lesson objective: To ask questions about the past using the Past Progressive.

SB Act. 1 p. 144

Watch Part 3 of the story video. What was Mary Read doing? Then read and complete.

- Students watch Part 3 of the video and answer the question. (**Answer:** She was looking for the treasure.)
- Ask *What can Doctor Who use to find the treasure?* (the sonic screwdriver) *Where is the treasure?* (in the middle of the island) *Why did Yellowbeard hide the treasure there?* (Because his family lives on the island. He thinks it's safe.) *What does Mary Read give Jack?* (a necklace with his name) *How many clues in total do they need?* (10)
- Play the video again and ask students to complete the question and answer in the speech bubbles.

SB Act. 2 p. 144

Read the grammar box and circle.

- Focus students' attention on the grammar box and read the sentences together.
- Elicit when we use *was* (with I, he, she, and it) and *were* (with you, we, and they)?

SB Act. 3 p. 144

Read *Pete and the Pirates* again. Circle questions in the *Past Progressive*. How do we make the question form of the *Past Progressive*?

- Refer students back to the text on SB pp. 140 and 141.
- Elicit that to make a question in the Past Progressive, we put *was/were* before the subject.

SB Act. 4 p. 144

COMMUNICATION

Read and match. Then discuss with a friend.

- After students match the sentences, they ask each other detailed questions, e.g., *What color were the boots Mary was wearing?* (brown)

WB Act. 1 p. 125

Read and circle.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 2 p. 125

Look and answer the questions from Activity 1.

SB Act. 5 p. 145

Write the questions and then answer.

- Students compare their answers with a friend by exchanging books. They correct each other's mistakes.

Extra activity

COMMUNICATION

- Students draw a two-column chart in their notebooks. In one column, they write five activities they were doing the day before, and in the other column, they write five different times.
- Put students into pairs. Students exchange their notebooks and take turns asking and answering questions to guess what time their partners were doing the activities, e.g., *Were you doing homework at five in the afternoon?*

WB Act. 3 p. 126

Complete the dialog. Use Past Progressive.

- To check answers, ask pairs to read the dialog.

WB Act. 4 p. 126

Read and write.

- Ask students to check if their answers are the same, and ask follow-up questions, e.g., *Which ocean were you swimming in?*

Grammar 2

1 9-4 **Watch Part 3 of the story video. What was Mary Read doing? Then read and complete.**

2 **Read the grammar box and circle.**

3 **Read *Pete and the Pirates* again. Circle questions in the *Past Progressive*. How do we make the question form of the *Past Progressive*?**

Grammar

Was I/he/she/it **digging**? — **Yes**, he/she/it **was**. / **No**, he/she/it **wasn't**.
Were you/we/they **digging**? — **Yes**, you/we/they **were**. / **No**, you/we/they **weren't**.

1 **Was** / **Were** Yellowbeard's parents **live** / **living** on the island when he buried his treasure there?
2 Yes, they **were** / **weren't**.

4 **Read and match. Then discuss with a friend.**

1	Was Mary Read wearing boots?	a	No, he wasn't.
2	Was she wearing an eye patch?	b	Yes, she was.
3	Were the pirates fighting?	c	Yes, they were.
4	Was Doctor Who holding a sword?	d	No, they weren't.
5	Were the pirates helping to find the treasure?	e	No, she wasn't.

5 **Write the questions and then answer.**

1 Captain's wife / sail / the boat
Was the Captain's wife sailing the boat ? Yes, she was .
2 the pirates / dig for treasure
Were the pirates digging for treasure ? Yes, they were .
3 the ship / sink
Was the ship sinking ? Yes, it was .
4 you / hide from me
Were you hiding from me ? No, I wasn't .

Speaking 2

6 **Think about and write what you were doing at these times in the past. Discuss with a friend.**

Speaking strategy
Try to find something in common with your friend.

Today 7:00 a.m.	
Today 8:30 a.m.	
Yesterday 12:00 p.m.	
Yesterday 4:00 p.m.	
Last Saturday 2:00 p.m.	
Last Sunday 6:00 p.m.	

WB Act. 5 p. 126 — CRITICAL THINKING

Imagine you were at a party last Saturday evening. Complete the questions with one word in each blank. Then answer them.

For more grammar practice, go to Grammar Book 4, Units 13 and 14.

Speaking 2

Speaking strategy

Explain the speaking strategy: Try to find something in common with your friend.

SB Act. 6 p. 145 — COMMUNICATION

Think about and write what you were doing at these times in the past. Discuss with a friend.

- Ask students to complete the chart. Put them into pairs. Use the example to model the activity.

Differentiation

Struggling learners: Before students speak, brainstorm different activities they may do at these times.

Stretch: After students speak, ask them to report on the activities and times they and their partners have in common.

Extra activity — COMMUNICATION

Say *Someone stole a cookie from the cookie jar this morning.* Put students into groups of five or six. They choose one student to be the detective, and then, in secret, they choose a "cookie thief." The detective has to find out who stole the cookie by asking questions to identify the thief, e.g., *What were you doing this morning at 8 a.m.? Were you near the kitchen this morning at 9 a.m.? Where were you this morning at 10 a.m.?* Students answer using the Past Progressive.

Objective review

Ask students to ask and answer about the things they *were/weren't* doing last Sunday at 9 a.m. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 4, Unit 9.

9 Writing • Now I Know

OBJECTIVES

Reading: Can read a short text and predict what they think will happen next.

Speaking: Can give a short, simple prepared talk on a topic of personal interest.

Writing: Can write a simple story with a clear sequence of events.

MATERIALS

SB pp. 146–147
WB pp. 127–129
WB key p. 268
Pearson English Platform
Test Book 4, Unit 9

Warm-up

Review the Unit 8 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a story, while applying the writing strategy.

SB Act. 1 p. 146

Scan the text. Answer the questions.

- Remind students that they should scan the text quickly to find specific details.

SB Act. 2 p. 146

Read the text. Check your answers from Activity 1.

- Check the answer as a class. (**Answers: 1** Yes. It sets the time and place., **2** He loves the beach, swimming, adventures, and exploring.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 146

Read the text again and think about:

- Students underline the information they need to think about in the model text.

WB Act. 1 p. 127

Read and answer.

SB Act. 4 p. 146

WB 127

Find or draw pictures of your adventure story. Then go to the Workbook to do the writing activity.

- Students complete this activity in their notebooks.

WB Act. 2 p. 127

CRITICAL THINKING

Think about your adventure story and write your ideas.

WB Act. 3 p. 127

Write your story in your notebook. Use your ideas from Activity 2.

Remember!

WB p. 127

- Focus students' attention on the Remember! box to use as a checklist for their writing.

Objective review

Ask students to read their stories aloud. Praise their effort.

Now I Know

Warm-up

Spell words from Unit 9 for students to write them on the board and give their definitions.

Lesson objective

Explain the lesson objective: To review everything students have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 147

CRITICAL THINKING

Why are adventure stories popular? Look back through Unit 9. Use the information to answer the questions. Add your own ideas.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 128

Find 13 words and write them in alphabetical order.

Writing

1 **Scan the text. Answer the questions.**

1 Is this a good beginning for a story? How else could you begin the story?
2 Can you describe the main character?
3 Would you like to continue reading the story? What do you think will happen next?

Santiago's ADVENTURE

Santiago was on holiday with his family. They went to the same place by the ocean every year, so he knew all the different coves and good places to hide. Santiago loved the beach and swimming in the ocean. He loved adventures and exploring!

It was a sunny day and Santiago woke early. The sun was streaming in through the window and he could see the surfers were already out searching for the perfect wave!

He dressed quickly and ate breakfast on the veranda with his mom. His mom had already packed him his favorite cheese sandwich and potato chips. His backpack was packed with all the essential things he needed for a day of adventure.

He raced out of the house, and down to the shore. His plan was to walk along the shore and walk to the next cove. Santiago was ready for an adventure!

2 **Read the text. Check your answers from Activity 1.**

3 **Read the text again and think about:**

- where the story takes place.
- who the main character is.
- what the main character is doing.

Writing strategy

Establish a context to your story and introduce characters.

4 WB 127 **Find or draw pictures of your adventure story. Then go to the Workbook to do the writing activity.**

Now I Know

1 **Why are adventure stories popular? Look back through Unit 9. Use the information to answer the questions. Add your own ideas.**

1 Why do you think people are interested in adventure stories?

2 What makes a good adventure story?

2 **Choose a project.**

Research a famous sailor.

1 Work with a friend and choose a famous explorer.
2 Find out as much as you can about them, using reference books or the internet.
3 Find pictures of your explorer.
4 Make a presentation showing what you have found out. Present to the class.

or

Write a review of a book or a movie about adventure.

1 Choose a book or movie.
2 Who are the main characters? What's the story about?
3 Did you like the movie? Why?/Why not? Would you recommend it?
4 Write your review. Present to the class.

Read and circle for yourself.

I can identify opinions. I can understand key information.

I can talk about past events or experiences.

I can make predictions from headings. I can infer information.

I can write a simple story.

WB Act. 2 p. 128

Read and match.

WB Act. 3 p. 128

Read and complete with words from Activity 1.

WB Act. 4 p. 129

Read and complete. Use the correct form of the words from the box.

WB Act. 5 p. 129

CRITICAL THINKING

Do you know what your family were doing while you were at school yesterday? Write one sentence for each family member.

Project

SB Act. 2 p. 147

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as a way of helping each other learn.

Things I learn

WB Act. 1 p. 129

Write down your three favorite new words from this unit. Which word was the most difficult?

- Have a class vote on favorite words.

WB Act. 2 p. 129

Write two things you found interesting about people who sail around the world and pirates.

- Ask students to share their answers with the class.

WB Act. 3 p. 129

What qualities does a good adventure story have?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 147

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 4, Unit 9.

10 Why do we raise money for charity?

SKILLS

Listening: Can understand some details in extended dialogs on familiar everyday topics.
Can understand key information in authentic recorded material on topics of personal interest, if delivered in clear, standard speech.

Reading: Can identify key vocabulary and expressions in unfamiliar texts related to school subjects.
Can understand the main ideas in short, simple stories on familiar topics.

Speaking: Can talk about basic personal experiences, using simple linking words.
Can talk about past events or experiences, using simple language.

Writing: Can write short, simple notices giving information about events or activities using appropriate layout, given a model.

GRAMMAR

Grammar 1: Can refer to someone's practical knowledge using "know how to" + verb phrase.

Grammar 2: Can distinguish between the Past Simple and Past Progressive.

VOCABULARY

Key vocabulary 1: charity, donate, email, raise money, regularly, sponsor, support, text message, volunteer, website

Key vocabulary 2: care for, collect, constant, frequently, generous, helpful, improve, jerry can, organization, well

Video vocabulary: community, edible, homeless, suplus, supplier

Reading 1 vocabulary: Asian elephant, collection, load up, marine, remote, take part

Reading 2 vocabulary: faucet, garbage dump, hissing, settlement, slither, sweep

Passive vocabulary: cake sale, event, library

Revised vocabulary: money

Expressions: That's great. You're right.

PROJECTS

Plan a fund-raising campaign for a charity

Review a charity website. What makes a good website? Why?

VIDEOS

Show Me What You're Made Of: Bristol FareShare (10-1)

Doctor Who: Please Help! Parts 1–3 (10-2, 10-3, 10-4)

VALUE

Appreciate what you have and help others

Unit opener

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can give brief reasons for their opinions on familiar topics.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 148–149
WB p. 130
WB key p. 268
Video 10-1
Video script p. 298
Pearson English Platform

Big Question

- Ask students what charities they know and what they do to check what charity words they already know.
- Read the Big Question *Why do we raise money for charity?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about charities and raising money for them.

SB Act. 1 p. 149

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

10

Why do we raise money for charity?

Listening

- I can understand details in dialogs.
- I can understand key information in recorded materials.

Reading

- I can identify key vocabulary and expressions.
- I can understand the main ideas in stories.

Speaking

- I can talk about personal experiences and past events.

Writing

- I can write notices about events.

1 **Look at the picture and discuss.**

1 Who can you see in the picture?
2 What are they doing?
3 Why do you think they're doing it?

2 **Look at the video still in Activity 3 and answer the questions. Then compare your answers with a friend.**

1 What can you see?
2 What do you think the people are doing?

3 10-1 **Watch the video and check your answers from Activity 2. Then watch again and answer the questions.**

1 What does Bristol FareShare do?
2 Who benefits from the food?
3 Why is the food donated? Is there anything wrong with it?
4 How many volunteers work at Bristol FareShare?
5 What does Maddie mean by working together as a community?

WB Act. 1 p. 130

Name two different ways people can raise money for charity. What would you like to learn about charities?

- Ask students to think of the Big Question and write answers to the questions.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 130

Circle the words related to charities. What else do you think you will learn about raising money for charity?

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 2 p. 149

Look at the video still in Activity 3 and answer the questions. Then compare your answers with a friend.

- (**Answers: 1** two young people/volunteers, **2** putting away food)

SB Act. 3 p. 149

10-1

Watch the video and check your answers from Activity 2. Then watch again and answer the questions.

- Play the video. Students check if they were correct.
- Play the video again and ask students to do the activity. (**Answers: 1** They take surplus food and drink from the suppliers and give it to other charities., **2** homeless people, young people, refugees, **3** There's nothing wrong with it. The packaging might be damaged, the barcode might be wrong, or it looks less than perfect., **4** 70, **5** people working together to help other people)

Extra activity

CRITICAL THINKING

Ask *Are charities useful? Why?/Why not? Would you like to help in a charity? Why?/Why not?* Students work in pairs and share their ideas with the class.

WB Act. 3 p. 130

10-1

Watch the video. Read and complete.

WB Act. 4 p. 130

Read and match.

Objective review

Ask students to name some charities from their country and say how they raise money. Praise their effort.

10 Pre-reading 1 • Reading 1

OBJECTIVES

Reading: Can identify key vocabulary and expressions in unfamiliar texts related to school subjects.

Speaking: Can give brief reasons for their opinions on familiar topics.

SB vocabulary: collection, load up, remote, take part

WB vocabulary: Asian elephant, marine

Passive vocabulary: cake sale, event, library

Revised vocabulary: money

MATERIALS

SB pp. 150–151
WB p. 131
WB key p. 268
SB audio track 3-01
Optional: a logo of a charity
Pearson English Platform

Warm-up

Find the logo of a well-known charity. The logo must be big enough for the whole class to see. You may download it from the internet and print it. Cover it and show just a part of it. In groups, students describe what they can see and discuss what charity it might be using the vocabulary from the previous class. Gradually reveal some other parts of the logo to help.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 150

COMMUNICATION

Discuss with a friend.

- If your school does have a favorite charity, ask students to discuss what charity from their country they could support before answering question 2.

Reading strategy

Explain the reading strategy: Determine the meaning of specific words and phrases in a text.

SB Act. 2 p. 150

CRITICAL THINKING

Read and answer. What charity does the school want to support?

- When students answer, ask them if they have any ideas about how they could raise money for WWF. (**Answer:** World Wide Fund for Nature (WWF))

Reading 1

Reading text in British English

This is one of the texts in Level 4 that is in British English. Focus students' attention on some differences between British and American English. Highlight *donkey* /ˈdɒŋki/ in British English vs. /ˈdɑːŋkɪ/ in American English, or *sponsor* /ˈspɒnsə/ in British English vs. /spɑːnsə/ in American English. Explain that both pronunciations are correct.

SB Act. 3 p. 150

3-01

Read *What is Biblioburro?* What charity is the school going to support?

- Focus students' attention on the pictures, title, and introduction of the text. Remind students of the reading strategy and ask them to predict what the text is about. Write some of their ideas on the board.
- Students read and listen to the text.
- Ask if they found the answer to the question. Ask *Were your guesses correct? What helped you guess?* (**Answer:** Biblioburro)
- Ask students what language is spoken in Colombia (*Spanish*). Explain that the name of the charity is derived from the combination of two Spanish words that mean *donkey* (*burro*) and *library* (*biblioteca*).

Differentiation

Struggling learners: Students focus on what the charity does to decipher the meaning of the word.

Stretch: When students have deciphered the meaning of Biblioburro, ask them to refer to the text and explain what *have extra time on your hands* and *sponsored walk* mean.

SB Act. 4 p. 151

CRITICAL THINKING

Is this a charity you would like to support? Why?/Why not?

- Put students into pairs to discuss the answers to the questions.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

SB Vocabulary work

- Ask students to find and circle the following words in the text: *collection*, *load up, organize*, *remote*, *take part*. Ask students to say which of these words are activities (*load up*, *organize*, *take part*).
- In pairs, students use these words in related sentences, e.g., *Our school organizes a fundraising event, and we'll take part in it.*

Pre-reading 1

1 Discuss with a friend.

1 What charities do you know about?

2 Does your school do anything to help a charity? If so, what?

Reading strategy

Determine the meaning of specific words and phrases in a text.

2 Read and answer. What charity does the school want to support?

This year at our school we're going to support a charity that helps endangered animals, such as the Asian elephant and the marine turtle. It's called the *World Wide Fund for Nature*. WWF has projects all around the world and they need our help to carry on with their important work.

We'd like to hear your ideas about how we can raise money for this amazing charity.

3 3-01 Read *What Is Biblioburro?* What charity is the school going to support?

Reading 1

10

Archdale Primary School

Our charity page

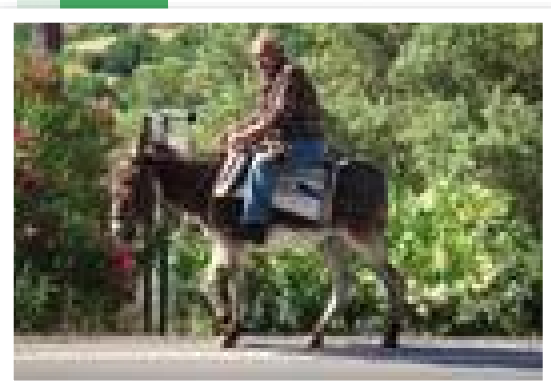
This year at Archdale Primary School, we're raising money for a **charity** called Biblioburro. Look at the **website** to find out more about this charity and to see what our school is doing to **support** it.

What Is Biblioburro?

Biblioburro is a travelling library that takes books to children who can't easily go to school. It was started in the late 1990s by Luis Soriano, a primary school teacher from Colombia. Luis understood how difficult it was for some children living in remote and poor areas of Colombia to go to school – some children had to walk or ride a donkey for up to 40 minutes to get to school.

He knew that he had to take books out to these children to help them learn. So, he asked people to donate books. He loaded the books up on his two donkeys, Alfa and Beto. Then he rode out to schools and small towns in remote regions, delivering the books to children who couldn't go to school. He started with a small collection of about 70 books. He now has thousands of books, but he needs more!

The charity is now building a small library to keep all the books that people donate. That's why it needs our help.



How can we help?

Donate!

We are asking each family to **donate** a book. If you have a book that you've read, but no longer need, please bring it in! We have collection buckets in each classroom, so please put your books in the bucket!

Volunteer!

Have you or your parents got extra time on your hands? You could come to the library and help us pack the donated books before we send them out to Biblioburro. If you can help **regularly**, for example once a week, that would be great! If not, then you can just come and help whenever you've got some free time.

If you or your parents would like to **volunteer**, please tell your class teacher. Or you can phone us, send a **text message** or **email**.

Raise money!

We are organising a sponsored walk to **raise money** for Biblioburro. We want as many children as possible to take part. We're going to walk from the school to the park and back again. Get your family and friends to **sponsor** you! Come and join us on the walk, then collect the money from your friends and family.

We're also asking each class to organise a special event. Can you bake? Maybe you could bake some cakes and do a cake sale? Or perhaps you can sing or play a musical instrument? You could organise a mini concert in your class and ask for donations.

And finally, this Friday is "Mad Hair Day!" Come to school wearing your own clothes and a mad hairstyle. We'd like everyone to donate £1 on the day.

We think Biblioburro is a really important charity because it aims to help children develop a love of reading. Help us raise money if you can!

4 Is this a charity you would like to support? Why?/Why not?

Extra activity

COLLABORATION

- Draw a tic-tac-toe board on the board. Write nine definitions, one in each blank square, e.g., *arrange for something to happen* (organize), *far away* (remote), *participate* (take part), *organization helping people in need* (charity), *people having no home* (homeless).
- Put students into two groups and ask them to take turns choosing the square and saying the word in a sentence. The winning team is the one to have three correct answers vertically, horizontally, or diagonally.

WB Act. 1 p. 131

Read *Martindale Primary School blog*. Think about the underlined words and phrases and circle the correct meaning.

- Remind students of their answers to Activity 2 on p. 150 in the SB.
- Students share their answers with the class and justify them by pointing at the text.

WB Act. 2 p. 131

Read *Martindale Primary School blog* again. Find the words or phrases that match these meanings.

- Students work on their own and exchange books to check.

WB Act. 3 p. 131

COMMUNICATION

Work with a friend. Think of a fundraising idea for Martindale Primary School.

- Students discuss their ideas in pairs. Vote on the most interesting ideas as a class.

Extra activity

WB Vocabulary work

Ask students to find and circle the following words in the text: *Asian elephant*, *marine*. Ask them to write definitions for the words in pairs.

Objective review

Ask students if the pictures and context helped them understand the text. Praise their effort.

10 Comprehension 1 • Listening 1

OBJECTIVES

Listening: Can understand some details in extended dialogs on familiar everyday topics.

Reading: Can identify key vocabulary and expressions in unfamiliar texts related to school subjects.

Speaking: Can give brief reasons for their opinions on familiar topics.

MATERIALS

SB pp. 150–151, 152
SB audio tracks 3-02 and 3-03
Pearson English Platform

Warm-up

Remind students of the reading strategy. Write some sentences on the board, e.g., *The earthquake made 300 people homeless. Our school supports a charity that helps poor children. I'm going to take part in a fundraiser. He loaded the books up on two donkeys. Their school organized a food sharing day for homeless people.* Put students into pairs. The first pair to come up with the definitions of the underlined words wins.

Lesson objective

Explain the lesson objective: To apply the reading strategy by determining the meaning of specific words and phrases in a text.

SB Act. 1 p. 152

Read *What is Biblioburro?* again and answer.

- Refer students back to the text on SB pp. 150 and 151.
- Focus students' attention on finding the key information they need to answer the questions. (**Answers: 1** Biblioburro is a traveling library that takes books to children who can't go to school. It was founded by an elementary school teacher from Colombia, Luis Soriano, in the late 1990s., **2** because it helps children develop a love of reading)

SB Act. 2 p. 152

Read and circle.

- To check the answers, ask individual students to read the sentences aloud.

SB Act. 3 p. 152

Check (✓) the ways Archdale Primary School wants to support Biblioburro.

- Students race to do the activity. Ask them to point at the relevant parts of the text to justify their answers.

Extra activity

CRITICAL THINKING

Put students into groups. Each group has to choose a charity they'd like their school to help, explain who their charity helps, and what activities they'd do. They'll also make a poster to launch their fundraising campaign. You may want to have a vote on the charity they'd all like to help.

Objective review

Ask students to decide if they think that finding the meaning of specific words and phrases in a text is a useful study strategy, and explain how or when they can apply it in other subjects as well (e.g., *when studying history*). Have they learned new things about fundraising for charities? Praise their effort.

Listening 1

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 4 p. 152

CRITICAL THINKING

Do you and your family support any charities?

- Have a class discussion. Ask *What are the best-known charities in your country? Who do they help? Which one(s) does your family support?*

Listening strategy

Explain the listening strategy: Listen for information.

SB Act. 5 p. 152

3-02

Listen to the interview. Which charities do the Garcia family support?

- Focus students' attention on the charity names. Explain that students should focus their attention on them as they listen. Play track 3-02, twice if necessary.

10

Comprehension 1

1 Read *What Is Biblioburro?* again and answer.

1 What is Biblioburro? Who was it founded by and when was it founded?
2 Why does the school want to support this charity?

2 Read and circle.

1 Some children in Colombia don't go to school because they **don't want to** / **live too far away from the closest school**.
2 Biblioburro is helping by **training teachers** / **taking books out to children**.
3 Luis Soriano delivers the books **on a donkey** / **in a truck**.
4 The charity is now building a **new stable for the donkeys** / **library to keep books in**.

3 Check (✓) the ways Archdale Primary School wants to support Biblioburro.

asking children to donate books	✓
drawing pictures	
raising money	✓
sending toys	
building a school	
doing a sponsored walk	✓
asking people to volunteer	✓

Listening 1

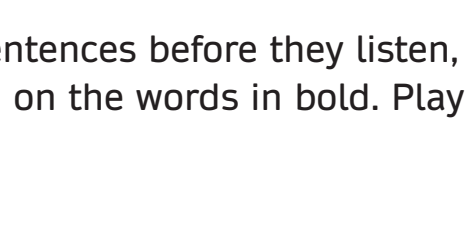
4 Do you and your family support any charities?

Listening strategy

Listen for information.

5 3-02 Listen to the interview. Which charities do the Garcia family support?

Misión México Red Cross **a food bank**



6 3-03 Listen again and circle.

1 Julio's favorite charity knows how to help **children** / **animals**.
2 Julio did a sponsored **walk** / **run** to raise money for his favorite charity.
3 Señora Garcia volunteers in a **food bank** / **grocery store**.
4 Señor Garcia knows how to design **websites** / **toys**.
5 Señor Garcia answers **letters** / **emails** from people.

7 Would you support either of these charities? Why?/Why not?

Vocabulary 1

1 Find these words in *What Is Biblioburro?*. Which words describe what children and their parents can do to help the charity?

charity **donate** email
raise money regularly **sponsor**
support text message
volunteer website

2 3-04 Listen and say. Use the words from Activity 1.

3 Read and match.

1	My mom volunteers in a food bank.	a	I look at it every day.
2	I donate to a charity.	b	They gave me money for doing an activity for charity.
3	I look at the internet regularly.	c	I give $5 a month.
4	The charity has a page on the internet.	d	He helps to get money for charity.
5	My friends sponsored me for charity.	e	She gives her time for free.
6	My dad raises money for charity.	f	The charity has a website.

4 Read and complete the text. Use the words from Activity 1.

ANIMAL Aid

Animal Aid is a [1] *charity* that helps animals in need. There are a lot of things you can do to help us [2] *raise* money. You could [3] *donate* $10 every month. Or if you have some free time, you could [4] *volunteer* in one of our stores. If you know how to design internet pages, you could help us with our [5] *website*. Or if you're good at sports, you could ask your friends to [6] *sponsor* you to do a run or walk for charity. Please help us if you can. We need your [7] *support*.

5 Discuss with a friend.

1 What websites do you look at regularly?
2 Do you write emails or text messages? Who to? When?
3 Does anyone in your family volunteer for a charity?

SB Act. 6 p. 152

3-03

Listen again and circle.

- Ask students to read the sentences before they listen, and to focus their attention on the words in bold. Play track 3-03 again.

Differentiation

Struggling learners: When checking answers, play the audio track again. Students say *Stop!* when they hear anything that confirms their answers.

Stretch: Ask *How much money did Julio raise?* (50 dollars) *Who donates food to the food bank?* (people and businesses) *What kind of food do people donate?* (canned food, fresh fruit and vegetables, pasta, and rice) Students make notes as they listen, so that they can justify their answers.

SB Act. 7 p. 152

COMMUNICATION

Would you support either of these charities? Why?/ Why not?

- Students work in pairs. Collect their ideas on the board.
- Ask students if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

COLLABORATION

- Read the passage below twice, but don't read the words in parentheses, and encourage students to listen carefully to remember important information and details. *One of the best-known fundraisers in the USA (Britain) is the Girl Scouts, and its Girl Scout Cookies campaign. Girl (Boy) Scout Cookies began when the mothers (fathers) of the members of the organization started to make cookies for their daughters to sell. The first cookie (cupcake) sale took place in a high (elementary) school in Oklahoma, in December 1917 (2017). The money from the sale of cookies was used to finance troop (charity) activities during the First (Second) World War.*
- Put students into pairs. Explain that some words have been changed, and pairs will have to listen carefully and write down the words that are different from the original text. Read the text again, replacing the underlined words with the words in parentheses.

Objective review

Ask students to decide if they think focusing on listening for information is a useful strategy. Ask *Have you learned new things about charities?* Praise their effort.

10 Vocabulary 1

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can talk about past events or experiences, using simple language.

SB vocabulary: charity, donate, email, raise money, regularly, sponsor, support, text message, volunteer, website

WB vocabulary: caring, dishonest, enthusiastic, greedy, miserable, polite

MATERIALS

SB pp. 150–151, 153
WB pp. 132–133
WB key p. 269
SB audio track 3-04
Pearson English Platform

Warm-up

Write *DONATE* vertically on the board. Put students into pairs. They copy the word in their notebooks and write words from the unit using the letters of the word, e.g., ***D****etail*, ***O****rganize*, *carry o****N***, *p****A****rticipate*, ***T****ake part*, *r****E****mote.* Once they've written the words, ask them to give their definitions.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to charities and donations, websites, and volunteering.

SB Act. 1 p. 153

Find these words in *What Is Biblioburro?*. Which words describe what children and their parents can do to help the charity?

- Refer students back to the text on SB pp. 150 and 151.
- Put students into pairs. Ask them to find the words from the box in the text and read the sentences in which they're used to help them contextualize.
- Pairs share their choices with the class. Write their answers on the board.
- Students provide their own definitions of these words.
- Ask students if this activity gives them an answer to the Big Question. Add their ideas to the poster.

SB Act. 2 p. 153

3-04

Listen and say. Use the words from Activity 1.

- Play track 3-04, stop it at each pause, and ask students to provide the missing word. Then students listen to the end of each sentence and check their answers. (**Answers: 1** charity, **2** volunteer, **3** donates, **4** website, **5** text message, **6** support, **7** regularly, **8** raise money)

SB Act. 3 p. 153

Read and match.

- Put students into pairs. Then ask pairs to read their matched sentences aloud for the class to say whether they agree or not.

Differentiation

Struggling learners: Put a stronger student with a struggling one to match the sentences. Ask them to underline the key words in sentences 1–6 and a–f before they do the matching.

Stretch: Ask students to make their own sentences with the key words in sentences 1–6.

WB Act. 1 p. 132

Complete the crossword.

WB Act. 2 p. 132

Read and complete. There are two extra words.

Extra activity

COMMUNICATION

Ask students to play a game in pairs. Students take turns saying the meaning of a word from this lesson for their partner to say the word. Monitor and assist as necessary.

SB Act. 4 p. 153

Read and complete the text. Use the words from Activity 1.

- Students complete the text individually and check their answers by exchanging books with a friend. Then, they share answers with another pair.

10

Comprehension 1

1 Read *What Is Biblioburro?* again and answer.

1 What is Biblioburro? Who was it founded by and when was it founded?
2 Why does the school want to support this charity?

2 Read and circle.

1 Some children in Colombia don't go to school because they **don't want to / live too far away from the closest school**.
2 Biblioburro is helping by **training teachers / taking books out to children**.
3 Luis Soriano delivers the books **on a donkey / in a truck**.
4 The charity is now building a **new stable for the donkeys / library to keep books in**.

3 Check (✓) the ways Archdale Primary School wants to support Biblioburro.

asking children to donate books	✓
drawing pictures	
raising money	✓
sending toys	
building a school	
doing a sponsored walk	✓
asking people to volunteer	✓

Listening 1

4 Do you and your family support any charities?

Listening strategy

Listen for information.

5 3-02 Listen to the interview. Which charities do the Garcia family support?

Misión México Red Cross a food bank

6 3-03 Listen again and circle.

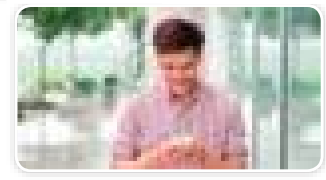
1 Julio's favorite charity knows how to help **children / animals**.
2 Julio did a sponsored **walk / run** to raise money for his favorite charity.
3 Señora Garcia volunteers in a **food bank / grocery store**.
4 Señor Garcia knows how to design **websites / toys**.
5 Señor Garcia answers **letters / emails** from people.

7 Would you support either of these charities? Why?/Why not?

Vocabulary 1

1 Find these words in *What Is Biblioburro?*. Which words describe what children and their parents can do to help the charity?

charity donate email
raise money regularly sponsor
support text message
volunteer website



2 3-04 Listen and say. Use the words from Activity 1.

3 Read and match.

1	My mom volunteers in a food bank.	a	I look at it every day.
2	I donate to a charity.	b	They gave me money for doing an activity for charity.
3	I look at the internet regularly.	c	I give $5 a month.
4	The charity has a page on the internet.	d	He helps to get money for charity.
5	My friends sponsored me for charity.	e	She gives her time for free.
6	My dad raises money for charity.	f	The charity has a website.

4 Read and complete the text. Use the words from Activity 1.

ANIMAL Aid

Animal Aid is a [1] *charity* that helps animals in need. There are a lot of things you can do to help us [2] *raise* money. You could [3] *donate* $10 every month. Or if you have some free time, you could [4] *volunteer* in one of our stores. If you know how to design internet pages, you could help us with our [5] *website*. Or if you're good at sports, you could ask your friends to [6] *sponsor* you to do a run or walk for charity. Please help us if you can. We need your [7] *support*.

5 Discuss with a friend.

1 What websites do you look at regularly?
2 Do you write emails or text messages? Who to? When?
3 Does anyone in your family volunteer for a charity?

SB Act. 5 p. 153

COMMUNICATION

Discuss with a friend.

- Brainstorm possible answers to the questions and write on the board those you think might help students answer the questions. Ask some pairs to share with the class their opinions about websites, the choice between emails or text messages, or volunteering for a charity.

Extra activity

CREATIVITY

As a follow up of Activity 5, put students into groups. Each group takes one of the questions and prepares a short presentation about it, e.g., Question 1: *What's your favorite website and why? Do you have a website or a blog? Would you like to have one? Why (not)?* Question 2: *What's better: emails or text messages? Why? What do your parents prefer?* Question 3: *What sort of work do the people you know who volunteer for a charity do? Do you think it's useful/nice/interesting? How many hours a week would you volunteer?*

WB Act. 3 p. 132

CRITICAL THINKING

What charities do you know? What can you do to support them?

- Students discuss in pairs and prepare a list of activities they could do to support the charities they know.

Vocabulary challenge: different personalities

WB Act. 4 p. 133

Read and look. Label the pictures with the words in bold.

- After students do the activity, ask them to memorize the words in bold, cover the sentences, and describe the people in the pictures using the new words. Put them into pairs. Monitor and assist if necessary.

WB Act. 5 p. 133

Which personalities are good for volunteers and which ones are bad? Complete the chart with the words from Activity 4. Then add words of your own.

- Students check their lists in pairs. Have a class discussion. Ask *Do you agree on the positive and negative qualities? Why?*

Objective review

Students say what new words they've learned today. Praise their effort.

10 Grammar 1 • Speaking 1

OBJECTIVES

Grammar: Can refer to someone's practical knowledge using "know how to" + verb phrase.

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can talk about basic personal experiences, using simple linking words.

Expressions: That's great. You're right.

MATERIALS

SB pp. 150–151, 154–155
WB pp. 134–135
WB key p. 269
WB audio track 05
Video 10-2
Video script p. 298
Optional: strips of paper with verbs
Pearson English Platform
Speaking and Vocabulary Book 4, Unit 10

Warm-up

Put students into groups. Write words on the board replacing letters with underscores: *charity*, *donate*, *email*, *raise money*, *regularly*, *sponsor*, *support*, *text message*, *volunteer*, *website*, e.g., *s _ _ _ _ _r*, and prepare a soft ball. When you throw the ball to a group, students have to complete the missing letters in one of the words on the board, and make a sentence with it. They need to do it in 15 seconds to get a point.

Lesson objective

Explain the lesson objective: To ask and answer questions about how to do things.

SB Act. 1 p. 154

10-2

Watch Part 1 of the story video. Who's Sally trying to help? Then read and complete.

- Students watch Part 1 of the video and answer the question. (**Answer:** her grandparents)
- Then they complete the sentence in the speech bubble.

SB Act. 2 p. 154

10-2

Watch Part 1 of the story video again and answer.

- Play the video again. (**Answers: 1** She wants to help look after her grandparents., **2** She texts her friends asking for help and searches on the internet for someone to help.)
- Ask *What's the problem with the old people?* (Nobody visits them because it's very cold.) *Who's happy to see Sally?* (her grandparents/the nurse) *What does Sally have to do for homework?* (text someone asking for help) *Who did she email?* (a charity)

SB Act. 3 p. 154

Read the grammar box and match.

- Focus students' attention on the grammar box and read the sentences together.
- Elicit the difference between *I/You/We* and *He/She.* (*We add "s" to the verb and we change "do" for "does."*)
- Ask students to do the matching.

SB Act. 4 p. 154

Read *What Is Biblioburro?* and circle examples of *know* and *understand how to*.

- Refer students back to the text on SB pp. 150 and 151.
- Students compare the examples they've circled in pairs.

WB Act. 1 p. 134

Read and match. Then check (✓) the sentences that are true for you.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 2 p. 134

05

Listen and draw lines.

- This is an A2 Flyers Listening Part 1 task.

SB Act. 5 p. 155

Read and complete the text. Use *know/understand how to*.

- To compare answers, students exchange books in pairs.

WB Act. 3 p. 135

Complete the sentences. Use the correct form of the words in parentheses.

SB Act. 6 p. 155

Write questions. Then write answers for you.

- Students circulate to find other students with the same answers. (**Answers: 1** Do you know how to send a message?, **2** Do you know how to design a website?, **3** Does your grandpa understand how to write an email?, **4** Do your parents understand how to help you with your homework?)

WB Act. 4 p. 135

Write the words in order.

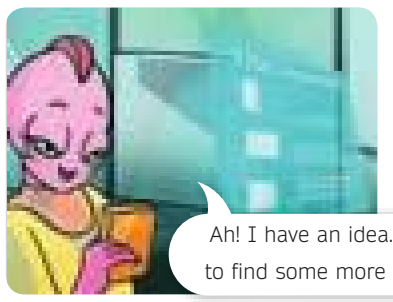
WB Act. 5 p. 135

Write sentences that are true for you and your family.

10

Grammar 1

1 10-2 **Watch Part 1 of the story video. Who's Sally trying to help? Then read and complete.**



Ah! I have an idea. I know how to find some more help on the internet.

2 10-3 **Watch Part 1 of the story video again and answer.**

1 How can Sally help them?
2 What does she do?

3 **Read the grammar box and match.**

Grammar

I/You/We **know**/**understand how to** help.
I/You/We **don't know**/**understand how to** help.
He/She **knows**/**understands how to** help.
He/She **doesn't know**/**understand how to** help.
Do you **know**/**understand how to** help?
Does he/she **know**/**understand how to** help?

1	Sally's grandparents	a	how to send a text message.
2	Sally knows	b	understands how to use the internet to get help.
3	Sally	c	don't know how to get help.

4 **Read *What Is Biblioburro?* and circle examples of *know* and *understand how to*.**

5 **Read and complete the text. Use *know/understand how to*.**

My grandparents are pretty old and they don't [1] understand/know how to use technology. My grandma [2] knows how to bake a cake, but she [3] doesn't know how to use the internet. My grandpa can fix a car, but he doesn't [4] know how to fix the computer. But there are some things my grandparents [5] know how to do that I don't. I [6] don't know how to knit a sweater like my grandma, and I [7] don't know how to play cards like my grandpa.

6 **Write questions. Then write answers for you.**

1 you / know / send a text message
_____ ? _____
2 you / know / design a website
_____ ? _____
3 your grandpa / understand / write an email
_____ ? _____
4 your parents / understand / help you with your homework
_____ ? _____

Speaking 1

7 **What do you know how to do? Use the ideas below and your own ideas. Discuss with a friend.**

design a website
search for something on the internet
send a text message
write an email

Speaking strategy

Think when it's your turn to speak.

Do you know how to write an email?

Yes, I do. Do you understand how to design a website?

Extra activity

COLLABORATION

- Write on the board at least 10 activities, e.g., *sing opera*, *play tennis/the guitar*, *dance ballet*, *design a website*, *speak English*, *raise money for charity*, *attach a file*.
- Put students into groups and give them two minutes to write as many sentences as they can about what they and the people in the room know or understand how to do. When the time's over, groups compare their sentences.

Speaking 1

Speaking strategy

Explain the speaking strategy: Think when it is your turn to speak. Explain that taking turns when we're talking with a friend helps get the conversation going.

SB Act. 7 p. 155

COMMUNICATION

What do you know how to do? Use the ideas below and your own ideas. Discuss with a friend.

- Focus students' attention on the words in the box before doing the activity.

Differentiation

Struggling learners: Students choose what they want to talk about before starting the exchanges, so that they don't make long pauses between questions and answers.

Stretch: Students decide on more topics to discuss and make sure they take turns when talking.

Extra activity

COMMUNICATION

- Write 10 verbs on strips of paper, e.g., *sing*, *design*, *write*, *attach*, *play*, *fix*, *knit*, *bake*, *search*, *use*, and 10 nouns on other strips, e.g., *a cake*, *a car*, *an email*, *a file*, *a computer*, *chess*, *on the internet*, *a tablet*, *a sweater*, *cupcakes.* Shuffle the verbs and put them in a pile face down on your desk. Repeat for the nouns.
- Students come to the front, pick one strip from each pile, and make a question using *know/understand how to* for another student to answer, e.g., *Do you know how to design a computer?*

Objective review

Ask students to say an activity they know and one they don't know how to do. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 4, Unit 10.

10 Pre-reading 2 • Reading 2

OBJECTIVES

Reading: Can understand the main ideas in short, simple stories on familiar topics.

Speaking: Can give brief reasons for their opinions on familiar topics.

SB vocabulary: faucet, hissing, settlement, slither, sponsor

WB vocabulary: garbage dump, poor, sweep

MATERIALS

SB pp. 156–157
WB p. 136
WB key p. 269
SB audio track 3-05
Pearson English Platform

Warm-up

Set up a chain. Students have to say what the different members of their families know/understand how to do, e.g., *My grandpa knows how to fix his car.*

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 156

COMMUNICATION

Discuss with a friend. What chores do you do at home to help your family?

- Have students vote on the most typical/unusual chores they do.

Reading strategy

Explain the reading strategy: Compare your life to that of characters to understand a story about a different culture.

SB Act. 2 p. 156

CRITICAL THINKING

Read, think, and answer. What does Sahil have to do to help his family? Why does he have to do it? Would you like to live like Sahil? Why?/Why not?

- Brainstorm students' arguments for and against living like Sahil. Can they think of the consequences of such a life? (**Answers:** He has to spend all day at the garbage dump and look for things he and his family could use or sell. Because his family is poor and he has to help bring in some money.)

Reading 2

SB Act. 3 p. 156

3-05

Read *Miremba's Dream Comes True*. Find out what Miremba has to do to help her family.

- Focus students' attention on the pictures, title, and introduction of the text. Remind students of the reading strategy and ask them to predict what the text is about. Write some of their ideas on the board.
- Students read and listen to the text.
- Ask if they found the answer to the question. Ask *Were your guesses correct? What helped you guess?* (**Answer:** She has to go to the river or the lake and collect water for cooking and washing.)
- Explain that this is a common situation in some poor countries.
- Ask students to find two similarities and two differences between their lives and Miremba's.

Differentiation

Struggling learners: Put students into pairs. Ask *Why didn't Miremba want to walk to the river?* (Because she wanted to go to school.) *Why couldn't her mother go?* (She took care of the younger children and sick parents.) *How did Miremba bring water home?* (in a jerry can) *Why didn't she go to the lake alone?* (because of dangerous, wild animals; it was very far away) *What did the girls want to be?* (a teacher and a doctor) *How do they get their well*? (English schoolchildren donated the money.)

Stretch: *Ask How would you feel if you were in Miremba's place? What words in the text show how she feels? Point at examples from the text that support the idea that your life is very different from Miremba's? Do you think that boys in Miremba's village have the same problem as Miremba? Why (not)? Are there children in our country who live like Miremba?*

Stretch activity

CRITICAL THINKING

Put students into groups. Ask *What do you think about what the schoolchildren from England did? Who do they have more in common with: you or Miremba? Would you do the same as the English children if you had the chance? Why do you think these children helped Miremba and her friends?*

SB Act. 4 p. 157

CRITICAL THINKING

Do you think Miremba's dream of becoming a teacher came true? Why?/Why not?

- Ask students to use what they found by answering the questions and doing the Stretch activity to answer the question.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

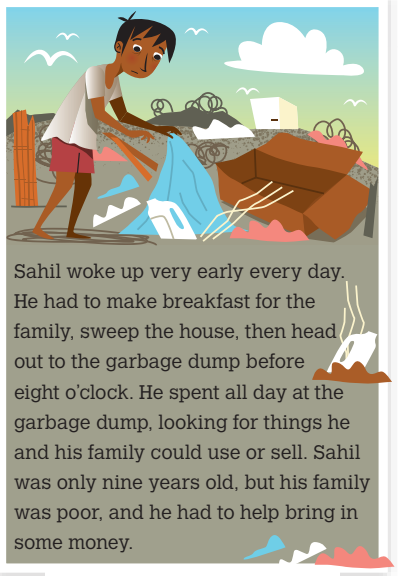
Pre-reading 2

1 Discuss with a friend. What chores do you do at home to help your family?

Reading strategy

Compare your life to that of characters to understand a story about a different culture.

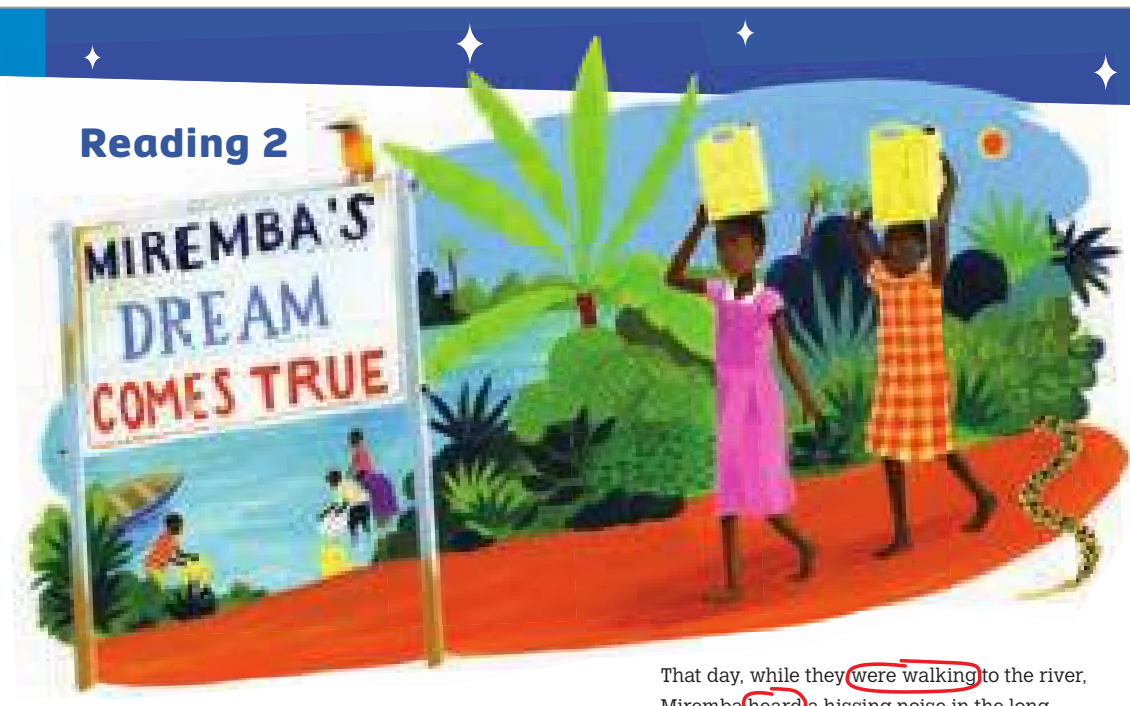
2 Read, think, and answer. What does Sahil have to do to help his family? Why does he have to do it? Would you like to live like Sahil? Why?/Why not?



Sahil woke up very early every day. He had to make breakfast for the family, sweep the house, then head out to the garbage dump before eight o'clock. He spent all day at the garbage dump, looking for things he and his family could use or sell. Sahil was only nine years old, but his family was poor, and he had to help bring in some money.

3 3-05 Read *Miremba's Dream Comes True*. Find out what Miremba has to do to help her family.

Reading 2



It was early morning in the settlement. Miremba was getting out of bed when she heard her mother call.

"Miremba, you must go to the river today. We need water for cooking and washing."

"Alright, Mother," sighed Miremba. She was tired and didn't want to walk to the river. She wanted to go to school to **improve** her reading and writing instead. But the family needed water, and Miremba's mother couldn't go to the river – she had to take care of the younger children, and to **care for** Miremba's sick grandparents. So Miremba had to go and collect the water.

"I wish we had a faucet in the house. Or even just a water **well** in the settlement," she thought as she picked up the **jerry can** and headed out of the door.

The journey to the river and back took many hours and was sometimes dangerous. Coming face to face with wild animals was a **constant** worry. So Miremba **frequently** walked to the river with her friend, Akiki.

That day, while they were walking to the river, Miremba heard a hissing noise in the long grass. "Stop! Be quiet!" whispered Miremba. The girls stood very still, their hearts beating like drums as they watched a long snake slither by their feet, just inches away. "Phew!" they sighed. "That was close."

While they were walking to the river, the girls also talked about their dreams for the future.
"I want to be a doctor one day," said Akiki. "I want to be a teacher," dreamed Miremba. "But we have to spend so much time collecting water, there's no time to study. I wish we had a well in the settlement!" she sighed.
"Me, too," said Akiki.
"Do you remember that lady from England who visited last year?" asked Miremba.
"Yes, she was very **helpful** and said she would try to get us a well," answered Akiki. "Do you think she's forgotten us?"
"Maybe," sighed Miremba.

However, later that day when Miremba and Akiki returned home, they had a big surprise.

There were some visitors in the settlement. They said they were from an **organization** called *Schools for Wells*. They gathered everyone together and read a letter aloud. It was from some schoolchildren in England.
"Hello, everyone. Our teacher, Ms. Diaz, visited your settlement last year. She told us all about her trip and she said that you needed a well in your settlement. So, we decided to raise some money to help you. We got together with some other schools, and we did a big sponsored run. We had a collection, too, and everyone contributed. We're happy to say that we **collected** enough money to help you build a well in your settlement. We hope you enjoy your well and that you will now be able to go to school and learn to read and write!"

"Ms. Diaz! She did remember us!" exclaimed Miremba. "I can't believe that those schoolchildren have been so **generous**!"
"We're going to have a well! We'll be able to go to school every day!" shouted Akiki happily.
"Maybe we'll be teachers and doctors one day!"
"Yes, and one day soon we'll be able to write a letter to Ms. Diaz and her schoolchildren to say thank you for our well!" said Miremba.

4 Do you think Miremba's dream of becoming a teacher came true? Why?/Why not?

Extra activity

SB Vocabulary work

Ask students to find and circle the following words in the text: *faucet*, *hissing*, *settlement*, *slither, sponsored*. Ask *Do you turn the faucet off when you brush your teeth? What animals hiss? Can you make a hissing sound? Name an animal that slithers. Are there any settlements in your country? Where? Have you ever taken part in a sponsored walk?*

Extra activity

CREATIVITY

In groups, students imagine they've heard there's a village in their country that has a serious problem that prevents children from going to school. Ask *What would you do to help?* Groups have to think what problem the village may have, and how they'd go about raising money to help the children. They should prepare a poster with the main points, and then make a presentation.

WB Act. 1 p. 136

Read *Sahil's Story*. Write two similarities and two differences between you and Sahil.

- Remind students of their answers to Activity 2 on p. 156 in the SB.

WB Act. 2 p. 136

Read *Sahil's Story* again and answer the questions.

WB Act. 3 p. 136

CRITICAL THINKING

Why is it important to help poor children go to school?

Extra activity

WB Vocabulary work

Ask students to find and circle the following words in the text: *garbage dump*, *poor*, *sweep*. Students check their context in the text and write their own sentences.

Value

Appreciate what you have and help others

Remind students of Miremba's feelings when she couldn't go to school. *What could change in the village if she became a teacher? Are those changes worth helping the village?*

Objective review

Ask students if comparing their life to that of Miremba's helped them understand the text better. Praise their effort.

10 Comprehension 2 • Listening 2

OBJECTIVES

Listening: Can understand key information in authentic recorded material on topics of personal interest, if delivered in clear, standard speech.

Reading: Can understand the main ideas in short, simple stories on familiar topics.

Speaking: Can give brief reasons for their opinions on familiar topics.

MATERIALS

SB pp. 156–157, 158
SB audio tracks 3-06 and 3-07
Pearson English Platform

Warm-up

Write on the board: *settlement*, *water*, *school*, *jerry can*, *hissing noise*, *slither*, *doctor*, *teacher*, *Ms. Díaz*, *well*, *English schoolchildren*. Put students into groups. Each group has to choose one point of view (Miremba's, Miremba's mother's, Abbo's, Ms Díaz's, the English schoolchildren's) to retell the story using these words as props. Each group retells the story from the chosen point of view. Make sure they all choose different ones. The class listens carefully and students raise their hands when there's a missing detail, or a mistake has been made, to add information or correct what was wrong.

Lesson objective

Explain the lesson objective: To apply the reading strategy by comparing their lives to that of characters to understand a story about a different culture.

SB Act. 1 p. 158

Read *Miremba's Dream Comes True* again and write T (true) or F (false).

- Refer students back to the text on SB pp. 156 and 157.
- Students compare their answers in pairs. Ask them to give answers, and ask other students to justify them by pointing at the relevant parts of the text.

SB Act. 2 p. 158

Compare your life to Miremba's. Read and circle.

- Students work on their own. Then, they exchange their answers with a partner.
- Ask if their lives are very different from Miremba's. Why?

Extra activity

CREATIVITY

- Put students into pairs. They have to write a letter to a charity in their country asking for help for a school in their own country – or in another – in which children are too poor to buy books and school supplies. They should explain the situation, give reasons for supporting these children, and suggest ways in which to do it. They should also say what they're willing/ready to do to raise money for these children.
- Encourage students to use what they learned in the two texts in Unit 10 to make proposals for volunteering and ways to raise money. Have a vote on the best letter.

Objective review

Ask students to decide if comparing their lives to those of the characters helped them understand a story about a different country. Ask *Have you learned new things about charities and people in difficult situations?* Praise their effort.

Listening 2

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

Listening strategy

Explain the listening strategy: Listen for who's speaking.

SB Act. 3 p. 158

3-06

Listen to the talk. Who's speaking? Who's he speaking to?

- Play track 3-06. Explain that to answer the question, students should focus on how the speaker is introduced and how he addresses his audience. (**Answers:** Jonas, who works for a charity called Action for Grandparents. He's speaking to schoolchildren.)

Comprehension 2

1 Read *Miremba's Dream Comes True* again and write **T** (true) or **F** (false).

1 Miremba had a faucet in her house. F
2 Miremba went to school every day. F
3 Miremba had to help with chores. T
4 Miremba enjoyed collecting water every day. F

2 Compare your life to Miremba's. Read and circle.

1 **I go** / **Miremba goes** to school every day.
2 **I have** / **Miremba has** running water at home.
3 **I can't** / **Miremba can't** go to school.
4 **I walk** / **Miremba walks** to the river every day.
5 **I dream** / **Miremba dreams** about being a teacher.

Listening 2

Listening strategy

Listen for who's speaking.

3 3-06 Listen to the talk. Who's speaking? Who's he speaking to?

4 3-07 Listen again and match.

1	Jonas works for an international	a	grandparents.
2	He's talking to some children at their	b	a cupcake sale.
3	The charity helps old people who don't have families to	c	organization.
4	Most children at the school have	d	school.
5	He suggests that they can do a sponsored run or	e	care for them.

5 Do you agree that grandparents are an important part of our families? Why?/Why not? How do you help your grandparents? Discuss with a friend.

Vocabulary 2

1 Find these words in *Miremba's Dream Comes True*. What do you think they mean?

care for **collect** **constant** **frequently** **generous** **helpful** **improve** **jerry can** **organization** **well**

2 3-08 Listen and say. Use the words from Activity 1.

3 Read and circle.

My mom and dad both have very busy jobs. My mom works in a hospital. She [1] **cares for** / **collects** sick children. My dad works for a large [2] **organize** / **organization**. Mom and Dad [3] **frequently** / **constant** have to work late, so everyone in our house has to contribute to doing chores around the house. I try to be [4] **helping** / **helpful** by keeping my room clean and neat. And I sometimes [5] **collect** / **give** my younger sister from school. Other times my grandparents come and take care of us if Mom and Dad are late at work. I like it when they come. They're very [6] **poor** / **generous** and always bring us candy and toys!

4 Complete the chart. Use the words from the box.

collect **improve** **generous** **helpful** **jerry can** **organization**

Thing or person (noun)	Doing word (verb)	Describing word (adjective)
jerry can	collect	generous
organization	improve	helpful

5 Read the questions. Discuss with a friend.

1 What or who do you help/care for, e.g. a pet/ grandparents/younger brothers or sisters?
2 Do you think you're helpful at home? How could you be more helpful?
3 What activities do you do frequently?

SB Act. 4 p. 158

3-07

Listen again and match.

- Play track 3-07 again for students to match the sentence halves.
- Ask *How many different ways of helping the charity does Jonas talk about*? (donating money, raising money at school by organizing a sponsored event, a cupcake sale, or a fun walk.)

Differentiation

Struggling learners: Put students into pairs and ask them to discuss the sentences before they listen. Stop the track when necessary to help them do the activity.

Stretch: Students work individually matching the sentence halves from memory, and check their answers in pairs. Play the audio track for the class to check.

Extra activity

COLLABORATION

Put students into four teams. Tell them that you'll read one sentence related to Jonas's presentation for each team to decide if it's true or false. If the sentence is true, students remain seated.

If it's wrong, they have to stand up and correct the mistakes, e.g., *Action for Grandparents is a big national organization.* (international) *They raise money to care for older people who need help.* (true) *Jonas says that some old people have families who don't take care of them.* (They don't have families who can take care of them.) *Jonas suggests children could organize a clothes sale or a fun walk to help them.* (cupcake sale or a fun run)

SB Act. 5 p. 158

COMMUNICATION

Do you agree that grandparents are an important part of our families? Why?/Why not? How do you help your grandparents? Discuss with a friend.

- Students discuss in pairs and report their friend's opinions to the class. Encourage them to give reasons for agreeing or disagreeing with their friends.
- Ask students if they think this activity gives them an answer to the Big Question. Add their ideas to the poster.

Objective review

Ask students to decide if it was easy or difficult to discover who was speaking in the dialog. *Ask Have you learned new things about charities and who they care for?* Praise their effort.

10 Vocabulary 2

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can give brief reasons for their opinions on familiar topics.

SB Vocabulary: care for, collect, constant, frequently, generous, helpful, improve, jerry can, organization, well

WB Vocaulary: fell for, roots for, speak for, stand for, waiting for

MATERIALS

SB pp. 156–157, 159
WB pp. 137–138
WB key p. 269
SB audio track 3-08
Optional: cards with key vocabulary
Pearson English Platform

Warm-up

Write words from the unit on separate cards, e.g., *hissing*, *settlement*, *slither*, *charity*, *donate*, *raise money.* Put students into two teams and ask them to stand in two lines. A student from each team comes to the front. Pick one of the cards and show the word to the two students, making sure their groups don't see it. The two students go back to their teams and whisper the word to the first student in the line of their group. Students whisper the word to one another until it reaches the end of the line. The last student rushes to the board and writes the word. The first student to write the word correctly gains a point for their team. The student who was last in the line goes to the front of the line and continues the game.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to caring for and helping others.

SB Act. 1 p. 159

Find these words in *Miremba's Dream Comes True*. What do you think they mean?

- Refer students back to the text on SB pp. 156 and 157.
- Put students into pairs. Ask them to find the words from the box in the text, read the sentences in which they're used, and discuss their meaning. (**Answers:** care for – take care of; collect – gather, e.g., money; constant – regular; frequently – often; generous – willing to give something; helpful – trying to help; improve – make better; jerry can – a container for liquids; organization – an organized group of people; well – a hole in the ground where water can be taken from)

SB Act. 2 p. 159

3-08

Listen and say. Use the words from Activity 1.

- Play track 3-08, stop it at each pause, and ask students to provide the missing word. Then students listen to the end of each sentence and check their answers. (**Answers: 1** organization, **2** well, **3** generous, **4** helpful, **5** improves, **6** jerry cans)

SB Act. 3 p. 159

Read and circle.

- Students do the activity on their own. Then, they compare answers with a partner.

Extra activity

CRITICAL THINKING

- Play *Hot Seat*. Put students into two groups. Put two chairs with their back to the board. Ask one member from each group to sit on one chair.
- Write a word from Activity 1 on the board. Students on the chairs have to ask *Yes/No* questions to guess what it is, e.g., *Is it a describing word?* The students from each team take turns answering. The first student to guess correctly wins a point for his/her team, and swaps places with another student from the team. The student who guesses incorrectly, stays in the hot seat.

WB Act. 1 p. 137

Write the letters in order. Then match the words to their definitions.

WB Act. 2 p. 137

Read and circle.

WB Act. 3 p. 137

Complete with the words from Activity 1.

SB Act. 4 p. 159

Complete the chart. Use the words from the box.

- Draw the chart on the board and ask students to come to the front to complete it.

WB Act. 4 p. 138

Circle the odd one out. Then write one sentence with each word you circled.

- Students read their answers aloud. The class waves their hands if they're correct, and says *Boo* if they're wrong.

Comprehension 2

1 Read *Miremba's Dream Comes True* again and write **T** (true) or **F** (false).

1 Miremba had a faucet in her house. F
2 Miremba went to school every day. F
3 Miremba had to help with chores. T
4 Miremba enjoyed collecting water every day. F

2 Compare your life to Miremba's. Read and circle.

1 **I go** / **Miremba goes** to school every day.
2 **I have** / **Miremba has** running water at home.
3 **I can't** / **Miremba can't** go to school.
4 **I walk** / **Miremba walks** to the river every day.
5 **I dream** / **Miremba dreams** about being a teacher.

Listening 2

Listening strategy

Listen for who's speaking.

3 3-06 Listen to the talk. Who's speaking? Who's he speaking to?

4 3-07 Listen again and match.

1 Jonas works for an international — c organization.
2 He's talking to some children at their — d school.
3 The charity helps old people who don't have families to — a grandparents.
4 Most children at the school have — b a cupcake sale.
5 He suggests that they can do a sponsored run or — e care for them.

5 Do you agree that grandparents are an important part of our families? Why?/Why not? How do you help your grandparents? Discuss with a friend.

Vocabulary 2

1 Find these words in *Miremba's Dream Comes True*. What do you think they mean?

care for **collect** **constant** **frequently** **generous** **helpful** **improve** **jerry can** **organization** **well**

2 3-08 Listen and say. Use the words from Activity 1.

3 Read and circle.

My mom and dad both have very busy jobs. My mom works in a hospital. She [1] **cares for** / **collects** sick children. My dad works for a large [2] **organize** / **organization**. Mom and Dad [3] **frequently** / **constant** have to work late, so everyone in our house has to contribute to doing chores around the house. I try to be [4] **helping** / **helpful** by keeping my room clean and neat. And I sometimes [5] **collect** / **give** my younger sister from school. Other times my grandparents come and take care of us if Mom and Dad are late at work. I like it when they come. They're very [6] **poor** / **generous** and always bring us candy and toys!

4 Complete the chart. Use the words from the box.

collect **improve** **generous** **helpful** **jerry can** **organization**

Thing or person (noun)	Doing word (verb)	Describing word (adjective)
jerry can	collect	generous
organization	improve	helpful

5 Read the questions. Discuss with a friend.

1 What or who do you help/care for, e.g. a pet/ grandparents/younger brothers or sisters?
2 Do you think you're helpful at home? How could you be more helpful?
3 What activities do you do frequently?

SB Act. 5 p. 159

COMMUNICATION

Read the questions. Discuss with a friend.

- Have a class survey to check how many students are helpful, who they help most often, and which activity they do most frequently.

Differentiation

Struggling learners: Ask students to make notes using the words from the lesson, before they start speaking.

Stretch: Encourage students to ask their partners follow-up questions, e.g., *Who's the most helpful person in your family?*

Extra activity

CREATIVITY

Write all the words from this class on cards. Put the cards face down on your desk. One student picks up a card and makes a sentence using the word. The next student takes a card and has to continue to make a story, building on the first sentence and incorporating the new word, e.g., *Susan works for a charity. Her organization raises money to build wells in poor villages*. To have more fun, you may divide the class into two teams, whose members alternate picking the cards and making sentences.

Word study: phrasal verbs with *for*

WB Act. 5 p. 138

Read and match.

WB Act. 6 p. 138

Read and complete. Use the phrasal verbs in bold from Activity 5.

Objective review

Ask students to say how they help care for their younger brothers or sisters using as many of the words from this class as possible. Praise their effort.

10 Grammar 2 • Speaking 2

OBJECTIVES

Grammar: Can distinguish between the Past Simple and Past Progressive.

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can talk about past events or experiences, using simple language.

MATERIALS

SB pp. 160–161
WB pp. 139–140
WB key p. 269
Videos 10-3 and 10-4
Video scripts p. 299
Optional: cards with key vocabulary and definitions
Pearson English Platform
Grammar Book 4, Unit 15
Speaking and Vocabulary Book 4, Unit 10

Warm-up

Write six words from the unit and their meanings, each on a separate cards. Shuffle the 12 cards and stick them face down in a 4x3 grid pattern on the board. Put students into two teams. Students from each team take turns coming to the front and turning over two cards at a time. If the cards match, the student makes a sentence with the word. If they don't, the student turns them over and it's the other team's turn. Award a point for matching cards, and another one for the correct sentence.

Lesson objective

Explain the lesson objective: To make sentences combining the Past Progressive and the Past Simple.

SB Act. 1 p. 160

10-3

Watch Parts 2 and 3 of the story video. What did the Doctor and Jack decide to do to raise money?

- Students watch Parts 2 and 3 of the video and answer the question. (**Answer:** make and sell cakes)
- Ask *What do Doctor Who and his friends receive?* (an email) *What did Sally write?* (Please help. I want someone to improve this home.) *What does Doctor Who want Sally to do*? (to tell other grandchildren to visit their grandparents) *What's the answer to Jack's riddle?* (Stonehenge)

SB Act. 2 p. 160

10-4

Watch Parts 2 and 3 of the story video again and answer.

- Check if students can answer any questions before you play the video again. (**Answers: 1** the internet, **2** an egg because there's a clue on it, **3** working together, **4** by painting it with bright colors and making it warm)

SB Act. 3 p. 160

Read the grammar box and complete.

- Focus students' attention on the grammar box and read the sentences together.
- Ask struggling students to focus their attention on the examples when they complete the sentences.

SB Act. 4 p. 160

Read *Miremba's Dream Comes True* again. Circle examples of the *Past Progressive* and *Past Simple*. Then read and circle.

- Refer students back to the text on SB pp. 156 and 157.
- Students check the underlined verbs in pairs, and then complete the rules.

SB Act. 5 p. 161

Read and circle.

- Students share their answers with the class.

Differentiation

Struggling learners: You may want students to underline long actions before doing the activity.

WB Act. 1 p. 139

Read and circle.

- Focus students' attention on the grammar box before they do the activities.

WB Act. 2 p. 139

Complete the dialog. Use Past Progressive or Past Simple.

WB Act. 3 p. 140

Complete the sentences. Use Past Progressive or Past Simple and the correct verbs.

SB Act. 6 p. 161

CREATIVITY

Write four sentences using the *Past Progressive* and *Past Simple*. Use the ideas in the boxes.

- Encourage students to make creative, funny sentences.

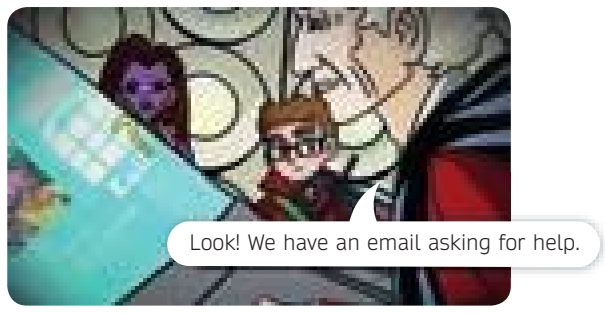
WB Act. 4 p. 140

CRITICAL THINKING

Write four true sentences about things that happened to you. Use *while* and *when*.

Grammar 2

1 10-3 **Watch Parts 2 and 3 of the story video. What did the Doctor and Jack decide to do to raise money?**



2 10-4 **Watch Parts 2 and 3 of the story video again and answer.**

1 What does Jack remember from the past?
2 What does he put in his pocket? Why?
3 What makes the work easier?
4 How do they improve the home?

3 **Read the grammar box and complete.**

Grammar

I/He/She **was looking** on the internet when I/he/she **found** the picture.
You/We/They **were looking** on the internet when you/we/they **found** it.

1 While Jack *was thinking* (think) about the past, he remembered the internet.
2 He was thinking how to raise money when he *had* (have) an idea.
3 Jack *was making* (make) cakes when he found the last clue.

4 **Read *Miremba's Dream Comes True* again. Circle examples of the *Past Progressive* and *Past Simple*. Then read and circle.**

1 The Past Progressive describes a **long** / **short** activity in the past.
2 The Past Simple describes a **long** / **short** activity in the past.

5 **Read and circle.**

1 Yesterday, I **was surfing** / **surfed** the internet when it crashed.
2 The volunteers **started** / **were starting** the project two years ago.
3 My grandma **sent** / **was sending** me an email last week.
4 She **was daydreaming** / **daydreamed** when she **had** / **was having** an idea.
5 My mom **donated** / **was donating** $200 to her favorite charity last year.

6 **Write four sentences using the *Past Progressive* and *Past Simple*. Use the ideas in the boxes.**

do a sponsored run	find some treasure
play in the yard	hear a strange noise
visit the zoo	meet a tiger
walk through the forest	slip on a banana skin

1 While I _____, I _____.
2 She _____ when _____.
3 They _____ when _____.
4 _____.

Speaking 2

7 **Discuss with a friend. Use the *Past Progressive* and *Past Simple*. Use the ideas from Activity 6 or add some of your own to come up with a short story.**

Extra activity

COLLABORATION

Set up a chain, giving two verbs for pairs to make sentences using the Past Progressive and the Past Simple, e.g., *walk river/see a snake. When Miremba was walking to the river, she saw a snake.*

For more grammar practice, go to Grammar Book 4, Unit 15.

Speaking 2

SB Act. 7 p. 161

COMMUNICATION

Discuss with a friend. Use the *Past Progressive* and *Past Simple*. Use the ideas from Activity 6 or add some of your own to come up with a short story.

- Model the activity using the speech bubbles.
- Ask different pairs to share their stories.

Differentiation

Struggling learners: Ask students to make a list of action verbs and phrases before they start speaking.

Stretch: Ask pairs to make different kinds of stories, e.g., *funny*, *mysterious*, *detective*.

Extra activity

COMMUNICATION

- Discuss a crime that students have to investigate as a class. Appoint four stronger students to be the detectives. Put the rest of the class – the suspects – into four groups. Each group of suspects prepares a story about where they were and what they were doing at the time of the crime.
- Secretly, appoint one of the groups as the real "criminals." They have to create alibis that can be broken if the detectives think logically. The detectives mustn't know which group it is.
- Mix the suspects, so that the detectives interview one from each group. They can only ask questions about actions that were going on at the time of the crime, e.g., Suspect: *When the robbery happened, I was having dinner at Carlo's.* Detective: *What were you eating?*
- The detectives then get together to find out who's lying, and give the reasons why.

Objective review

Ask students to report what they saw today on the way to school. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 4, Unit 10.

10 Writing • Now I Know

OBJECTIVES

Reading: Can understand the main points in simple descriptive texts on familiar topics.

Speaking: Can give a short, simple prepared talk on a topic of personal interest.

Writing: Can write short, simple notices giving information about events or activities using appropriate layout, given a model.

MATERIALS

SB pp. 162–163
WB pp. 141–143
WB key p. 269
Pearson English Platform
Test Book 4, Unit 10

Warm-up

Review the Unit 9 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a notice, while applying the writing strategy.

SB Act. 1 p. 162

Scan the text. Answer the questions.

- Remind students that they should scan the text quickly to find specific details.

SB Act. 2 p. 162

Read the text. Check your answers from Activity 1.

- Check answers as a class. (**Answers: 1** a bake sale charity event, **2** to raise money for a charity called Houses for the Homeless)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 162

Read the text again and complete the chart.

WB Act. 1 p. 141

Read and circle.

SB Act. 4 p. 162

WB 141

Find or draw pictures for your event. Then go to the Workbook to do the writing activity.

- Students complete this activity in their notebooks.

WB Act. 2 p. 141

CRITICAL THINKING

Think about the charity event you chose and answer the questions.

WB Act. 3 p. 141

Write your notice in your notebook. Use your ideas from Activity 2.

Remember!

WB p. 141

- Focus students' attention on the Remember! box to use as a checklist for their writing.

Objective review

Ask students to read their notices aloud. Praise their effort.

Now I Know

Warm-up

Read a few sentences from the unit using key vocabulary, but cough in place of the key word you'd like to review, and ask students to say the missing word, e.g., *My family makes donations to different (cough).* Students say *charities*.

Lesson objective

Explain the lesson objective: To review everything students have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 163

CRITICAL THINKING

Why do we raise money for charity? Look back through Unit 10. Use the information to answer the questions. Add your own ideas.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 142

Find and circle 10 words or phrases. Then complete the chart.

10

Writing

1 Scan the text. Answer the questions.

1 What's the event?
2 Why is the event taking place?
3 Would you like to take part in this event? Why?/Why not?

2 Read the text. Check your answers from Activity 1.

3 Read the text again and complete the chart.

When	Where	Who
Thursday, April 20th	the school cafeteria	everyone

4 WB 141 Find or draw pictures for your event. Then go to the Workbook to do the writing activity.

Writing strategy

Write an informative text to convey information clearly. Think about ***when***, ***where***, and ***who*** to convey the information clearly.
Come along to the sponsored run ***on Friday at the park.***

Now I Know

1 Why do we raise money for charity? Look back through Unit 10. Use the information to answer the questions. Add your own ideas.

1 How do charities raise money?

2 How do they use technology to help them do this?

2 Choose a project.

Plan a fund-raising campaign for a charity.

1 Work in a group. Choose a charity you want to raise money for.
2 Decide on events you can organize, plan your events, and make a poster.
3 Present your ideas to the class.

or

Review a charity website. What makes a good website? Why?

1 Choose a charity and look at its website.
2 Think about the good and bad points of the website, e.g. the design, the amount of information, etc.
3 Write your review of the website.

Read and circle for yourself.

I can understand details in dialogs. I can understand key information in recorded materials.

I can identify key vocabulary and expressions. I can understand the main ideas in stories.

I can talk about personal experiences and past events.

I can write notices about events.

WB Act. 2 p. 142

Read and circle.

WB Act. 3 p. 142

Complete the sentences. Use the correct form of the verbs from the box. There's one extra word.

WB Act. 4 p. 143

Look and write sentences. Use (*not*) *know how* or (*not*) *understand how*.

Project

SB Act. 2 p. 163

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as a way of helping each other learn.

Things I learn

WB Act. 1 p. 143

Write down your three favorite new words from this unit. Which word was the most difficult?

- Have a class vote on favorite words.

WB Act. 2 p. 143

Write two things you found interesting about charities that help people and animals and organizing charity events.

- Ask students to share their answers with the class.

WB Act. 3 p. 143

How can you find out more about charities?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 163

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 4, Unit 10.

11 How are we similar but different?

SKILLS

Listening: Can identify clearly stated opinions in extended informal conversations on matters of personal interest, if the speakers use clear standard speech.
Can understand some details in extended dialogs on familiar everyday topics.

Reading: Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions.
Can draw simple conclusions about the information given in a factual text on a familiar topic.

Speaking: Can talk about basic personal experiences, using simple linking words.
Can describe similarities between people's appearance in some detail.

Writing: Can describe similarities between two people in simple connected text, given a model.

GRAMMAR

Grammar 1: Can use singular verb forms with impersonal pronouns "every/any/no/some+body/where/one/thing."

Grammar 2: Can form questions with prepositional verbs and final prepositions.

VOCABULARY

Key vocabulary 1: arrogant, feeling, funny, have something in common, honest, imaginative, mean, open, rude, stubborn, talkative, think, thoughtful, vow

Key vocabulary 2: active, behave, character, determine, disagree, forgetful, positive, practical, respond, similar, unique

Video vocabulary: cheer up, friends, laugh, loyalty, memories, stress, support, trust

Reading 1 vocabulary: ground, keep secrets, orphanage, slate, smart, tell lies, thin, ugly, woods

Reading 2 vocabulary: cells, DNA molecule, fraternal, gene, grow up, identical, nature, nurture, personality, twins

Passive vocabulary: best friend, schoolroom

Revised vocabulary: creative, different, kind, quiet, shy

Academic vocabulary: disagree, respond

PROJECTS

Do a friendship class survey
Research your family

VIDEOS

Lifebabble: Friends (11-1)
Doctor Who: The Super Slim Battery Parts 1–3 (11-2, 11-3, 11-4)

VALUE

Don't be stubborn and forgive your friends

Unit opener

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can give brief reasons for their opinions on familiar topics.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 164–165
WB p. 144
WB key pp. 269–270
Video 11-1
Video script p. 299
Pearson English Platform

Big Question

- Read the Big Question *How are we similar but different?* aloud. Ask students to think of answers.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about ways in which people are similar but different.

11

How are we similar but different?

Listening

- I can identify opinions.
- I can understand details in extended dialogs.

Reading

- I can identify supporting details.
- I can draw simple conclusions.

Speaking

- I can talk about personal experiences.
- I can describe similarities between appearances.

Writing

- I can describe similarities between two people.

1 **Look at the picture and discuss.**

1 Who can you see in the picture?
2 Are the children happy?
3 Do you think the children are classmates?
4 Do you enjoy spending time with your classmates?
5 What do you do with your classmates?

2 **Look at the video still in Activity 3 and answer the questions. Then compare your answers with a friend.**

1 What can you see in the picture?
2 Do you think they're good friends? Why?/Why not?

3 11-1 **Watch the video and answer.**

1 What kinds of friends are there?
2 What does being a good friend mean to the interviewees?
3 What tips do they give for making friends?
4 What tips would you give someone for making new friends at your school?

SB Act. 1 p. 165

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

WB Act. 1 p. 144

What words do you use to describe your best friend? What would you like to learn about making friends?

- Ask students to think of the Big Question and write answers to the questions.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 144

Circle the words that could be used to describe people. What do you think you will learn about similar and different qualities in people?

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 2 p. 165

Look at the video still in Activity 3 and answer the questions. Then compare your answers with a friend.

- (**Answers: 1** friends, **2** yes)

Extra activity

COMMUNICATION

Students find other people who like and dislike the same things as they do by asking questions, e.g., *Do you like swimming?* They report their findings.

SB Act. 3 p. 165

11-1

Watch the video and answer.

- Play the video. (**Answers: 1** friends who you have a laugh with/support you/stress you out/do all these things at once, **2** A good friend is trustworthy, listens to you, creates great memories with you, laughs with you, is reliable, is there for you, cares for you, and is there to talk to when you're down., **3** Don't be shy, say hi, ask a lot of questions, talk to different people, stay positive.)

WB Act. 3 p. 144

11-1

Watch the video and complete the sentences.

WB Act. 4 p. 144

Complete the chart.

WB Act. 5 p. 144

Complete the sentences with the verbs from Activity 4.

Objective review

Ask students to say who their best friend is and why. Praise their effort.

11 Pre-reading 1 • Reading 1

OBJECTIVES

Reading: Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions.

Speaking: Can re-tell a simple or familiar story, using their own words.

SB vocabulary: ground, keep secrets, slate, smart, tell lies, woods

WB vocabulary: orphanage, thin, ugly

Passive vocabulary: best friend, schoolroom

Revised vocabulary: creative, different, kind, quiet, shy

MATERIALS

SB pp. 166–167
WB p. 145
WB key p. 270
SB audio track 3-09
Pearson English Platform

Warm-up

Ask *How many best friends do you have? Do you have any best friends from kindergarten? Why do you like them? What do you think are the qualities of a good friend? What are the characteristics of a bad friend?* Give students a couple of minutes to come up with at least three qualities they think a good friend should have, and three that he/she shouldn't have. Put students into pairs to compare their lists. Do their best friends share any of these qualities?

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 166

COMMUNICATION

Discuss with a friend.

- Ask some pairs to tell you the titles of the stories and the names of the characters they discussed. Write them on the board. Ask other students: *Do you know them? Do you agree with the descriptions?*

Reading strategy

Explain the reading strategy: Look for adjectives to understand the characters better.

SB Act. 2 p. 166

Read and choose two qualities that describe the girl in the story. Compare your answers in pairs.

- Ask students to read the paragraph and underline the describing words and other parts of the text that help them decide about the girl's qualities.
- Students compare their underlined words in pairs and choose the girl's qualities. Ask some students to justify their answers. (**Suggested answer:** friendly – she smiled and put out her hand; poor – her dress was ugly and her bag was old)

Reading 1

SB Act. 3 p. 166

3-09

Read *Anne of Green Gables*. What else do you find out about Anne's character?

- Focus students' attention on the pictures, title, and introduction of the text. Remind students of the reading strategy and ask them to predict what the text is about. Write some of their ideas on the board.
- Students read and listen to the text.
- Ask if they found the answer to the question. Ask *Were your guesses correct? What helped you guess?* (**Answers:** She's talkative and stubborn, has a great imagination, and is good at her classes. She doesn't like her teacher.)
- Ask students to underline the words or ideas that describe Anne.

Differentiation

Struggling learners: Put students into pairs and ask them to underline the words that describe Anne, and to decide which of her qualities are positive and which are negative.

Stretch: Once students have found the describing words for Anne, ask them to do the same for Diana and Gilbert, and to classify the words into physical appearance or personality.

Extra activity

CREATIVITY

Ask students to choose one of the characters and to draw and color their picture following the description from the text, and make a sentence about their chosen character using two appearance words and one personality word. Students show their drawings and read their sentences.

SB Act. 4 p. 167

CRITICAL THINKING

Think about your best friends. Where and how did you meet? What do you like doing together?

- Students work in pairs discussing the questions.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Pre-reading 1

1 Discuss with a friend.

1 Do you know any stories or books about friendship?
2 Who are the main characters?
3 How do they become friends?

Reading strategy

Look for adjectives to understand the characters better.

2 Read and choose two qualities that describe the girl in the story. Compare your answers in pairs.

friendly kind naughty
polite poor rich shy

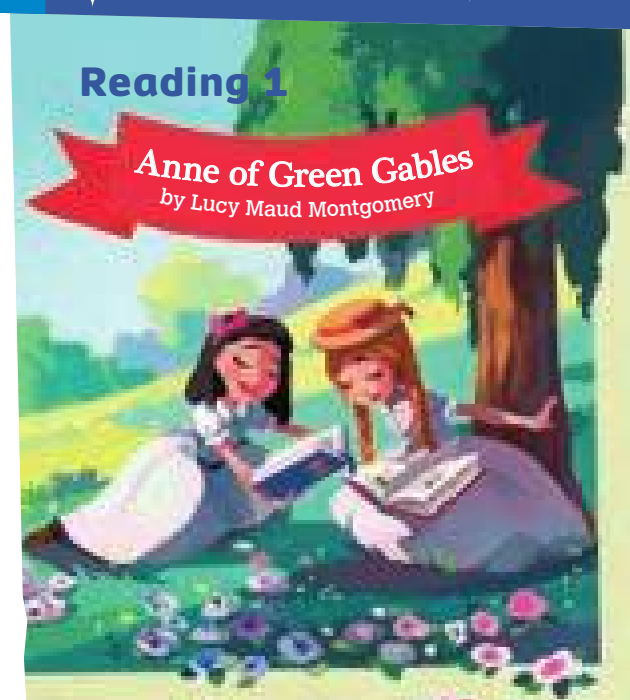
CHAPTER 1
Anne Arrives in Avonlea

Matthew Cuthbert drove to the station. There was only one person there, a little girl about eleven years old. She was thin, with large, gray eyes, and long, red hair. She wore a short, ugly dress and carried an old bag.

When she saw Matthew, she smiled and put out her hand. "Hello, I'm Anne!" she said. "I'm from the orphanage."

3 3-09 Read *Anne of Green Gables*. What else do you find out about Anne's character?

Reading 1



CHAPTER 5
Friends and Enemies

"Marilla," asked Anne, "do any other girls live close to Green Gables? I'd like to have a best friend."

"Yes," answered Marilla. "I **think** you'd like Diana Barry. She's a kind and **thoughtful** girl. Should we go and see her?"

Diana was a pretty girl with black hair and dark eyes. She looked very different from Anne, who had red hair and gray eyes. The girls went out into the yard. They were both shy at first, but Anne was a **talkative** girl and couldn't stay quiet for long. They soon found they **had something in common** – they both loved reading. They talked about books all afternoon. And Anne, being an **imaginative** girl with a great mind, told Diana a lot of stories.

That day, Anne and Diana agreed to be best friends. They promised to be **honest** and **open** and never to tell lies or keep secrets.

"We'll always be friends and nobody will ever come between us!" they **vowed**.

After that, Anne and Diana met every day. They played in the woods, read books, and told stories. They always had a wonderful time.

Then summer ended, and Anne and Diana had to go to school. Anne was good at her classes and she liked the other girls. But she didn't like the teacher, Mr. Phillips.

One day, a new boy arrived at school. "That's Gilbert Blythe," said Diana. Gilbert was tall, with black hair. The girls liked him because he was smart and funny. He could make everybody laugh.

Gilbert's desk was close to Anne's. He often looked at her, and he wanted her to look at him, too. But Anne wasn't interested in Gilbert.

One day, Gilbert took a handful of Anne's hair and held it up, shouting, "Carrots! Carrots!" Anne jumped up and looked at Gilbert angrily. "I hate you! I hate you!" she cried. She hit Gilbert over the head with her slate, and the slate broke. Everybody looked at her.

"Anne! What do you think you're doing?" shouted Mr. Phillips.

"Anne didn't do anything wrong," said Gilbert quickly. "I was acting **arrogantly** and rudely about her hair."

"Anne, go and stand in front of the class," said Mr. Phillips.

Anne stood in front of the class all afternoon. Everybody looked at her, but she didn't look at anybody. "Gilbert Blythe is **mean**," she thought. "I hate him!"

After school, Gilbert tried to talk to Anne, but she walked past him.

The next day after lunch, the children arrived late for school. Anne ran in laughing, with flowers in her hair. Mr. Phillips was angry and told her to sit next to Gilbert. Anne did as she was told, but she didn't look at Gilbert or talk to him. A little later, Gilbert tried to make friends again by giving Anne some candy. But Anne was **stubborn**. She threw the candy on the ground and wouldn't talk to Gilbert.

At the end of the day, Anne was **feeling** upset and angry. She picked up her slate and books, and marched out of the schoolroom.

"What are you doing?" asked Diana, surprised.

"I'm taking my things home. I'll learn my lessons there. I'm not coming back to school."

4 Think about your best friends. Where and how did you meet? What do you like doing together?

Extra activity

SB Vocabulary work

Ask students to find and circle the following words in the text: *ground*, *keep secrets*, *slate*, *smart*, *tell lies*, *woods*. Students write sentences using the words and expressions. If possible, ask them to write about their friends, members of the family, or classmates. They correct their answers in pairs.

WB Act. 1 p. 145

Read *Anne Arrives in Avonlea*. Circle the adjectives that describe Anne in red and the adjectives that describe Matthew in green.

- Remind students of their answers to Activity 2 on p. 166 in the SB.
- Put students into pairs. Ask them to justify their answers to each other.

WB Act. 2 p. 145

Read *Anne Arrives in Avonlea* again. Complete the sentences.

WB Act. 3 p. 145

COMMUNICATION

Why didn't Matthew tell Anne that there was a mistake? Was it the right thing to do? Discuss with a friend.

- Ask students to give arguments for their answers.

Extra activity

WB Vocabulary work

Write on the board the words with their letters scrambled: *nith* (thin), *ylgu* (ugly), *egphanaro* (orphanage). Students work in pairs making sentences with these words.

Value

Don't be stubborn and forgive your friends

Ask *Did Gilbert ask Anne to forgive him? Why didn't Anne want to forgive him? Do you think she was right? Should you always forgive our friends? What would you forgive your best friend? What wouldn't you forgive?*

Objective review

Ask students if the adjectives helped them understand the text better. Ask them if they've learned new things about friendships. Praise their effort.

11 Comprehension 1 • Listening 1

OBJECTIVES

Listening: Can identify clearly stated opinions in extended informal conversations on matters of personal interest, if the speakers use clear standard speech.

Reading: Can identify supporting details in simple structured paragraphs on familiar topics, if guided by questions.

Speaking: Can talk about past events or experiences, using simple language.

MATERIALS

SB pp. 166–167, 168
SB audio tracks 3-10 and 3-11
Pearson English Platform

Warm-up

Explain that you'll give students a quiz to see whether they're good friends. Write on the board *When's your best friend's birthday? What do you do if your friend is crying/tells you a secret/moves to another country/is copying your work on a test/is being bullied in the playground?* Students discuss the answers in pairs. Ask *Do you agree?* Pairs share their ideas with the class.

Lesson objective

Explain the lesson objective: To apply the reading strategy by looking for adjectives to understand the characters better.

SB Act. 1 p. 168

Read *Anne of Green Gables* again and answer.

- Refer students back to the text on SB pp. 166 and 167.
- Students scan the text individually and share their answers with a partner. Have a class discussion. (**Answers: 1** because they both loved reading/telling stories, **2** because he pulled her hair)

SB Act. 2 p. 168

Read and write T (true) or F (false).

- Ask individual students to give answers. The others wave hands if the answer is correct and stand up if it's wrong. Ask different students to make the false statements true.

SB Act. 3 p. 168

Write the words that describe each character.

- Students do the activity from memory and check the text if needed.

Differentiation

Struggling learners: In pairs, students read the words they underlined in the previous lesson to help them do the activity.

Stretch: To justify their answers, students give examples of the character's behavior from memory.

Extra activity

COLLABORATION

Play *20 Questions* with descriptive words. Tell students they have to guess which member of the class (or famous actor or sportsperson) you're thinking of by asking *yes/no* questions about their appearance and character, e.g., *Is she short/talkative? Does she like reading?* After 20 questions, students have three chances to guess who the person is. The student who guesses takes your place.

SB Act. 4 p. 168

COMMUNICATION

Imagine you're Diana or Gilbert. Describe your first meeting with Anne. What happened from your character's point of view?

- Encourage students to use as many describing words as possible in their description.

Objective review

Ask students to decide if looking for adjectives helps them understand the characters better. Praise their effort.

Listening 1

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 5 p. 168

CRITICAL THINKING

What do you think are the most important qualities in a friend?

- Ask pairs to share their ideas with the class. Have a class discussion.

Listening strategy

Explain the listening strategy: Listen for opinions.

Comprehension 1

1 Read *Anne of Green Gables* again and answer.

1 Why do you think Anne and Diana became friends?

2 Why didn't Anne like Gilbert?

2 Read and write **T** (true) or **F** (false).

1 Anne and Diana became best friends slowly. F

2 At school, nobody liked Gilbert. F

3 Gilbert wanted to be friends with Anne. T

4 Anne had strong feelings and gets angry quickly. T

3 Write the words that describe each character.

imaginative **funny** **kind** **pretty** **rude** **smart** **stubborn** **talkative**

1 Anne: stubborn, imaginative, talkative

2 Diana: pretty, kind

3 Gilbert: funny, rude, smart

4 Imagine you're Diana or Gilbert. Describe your first meeting with Anne. What happened from your character's point of view?

Listening 1

5 What do you think are the most important qualities in a friend?

Listening strategy

Listen for opinions.

6 3-10 Listen to the conversation. What are the children talking about?

7 3-11 Listen again. Check (✓) to show what each child thinks is important in a friend.

	Miguel	Antonio	Rosa
Being honest			✓
Liking the same things		✓	
Having fun	✓		
Being kind and polite			✓
Being different	✓		
Being creative		✓	

8 Who do you agree with most? Miguel, Antonio, or Rosa? Why? Discuss with a friend.

Vocabulary 1

1 Find these words in *Anne of Green Gables*. Which qualities do you think are important in a friend?

arrogant **feeling** **funny** **have something in common** **honest** **imaginative** **mean** **open** **rude** **stubborn** **talkative** **think** **thoughtful** **vow**

2 3-12 Listen and say. Use the words from Activity 1.

3 Read and circle.

1 My mom says I never stop talking. I'm very **talkative** / **quiet** / **shy**.

2 My friend likes telling us stories. He's **helpful** / **imaginative** / **kind**.

3 My brother says horrible things to me. He's so **brave** / **polite** / **mean**.

4 My sister talks to everyone about her feelings. She's very **open** / **shy** / **naughty**.

5 I never tell lies. I always tell the truth. I'm very **mean** / **true** / **honest**.

4 Read and complete. Use *think* or *feel*.

1

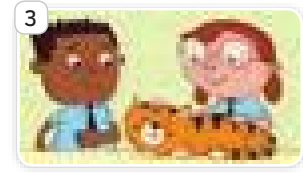
What's the highest mountain in the world?

I'm not sure, but I think it's Everest.

2

Hi, Gemma! How are you?

I'm feeling nervous. I have an exam today.

3 

Do you like my kitten?

Yes, I love it! Its fur feels so soft!

5 Discuss with a friend.

1 What do you have in common with your friends?

2 What do you think about when you're alone?

3 How do you feel when you meet new people?

SB Act. 6 p. 168

3-10

Listen to the conversation. What are the children talking about?

- Play track 3-10. Focus students' attention on the topic of the conversation and ask them to disregard details. (**Answer:** friendship)

SB Act. 7 p. 168

3-11

Listen again. Check (✓) to show what each child thinks is important in a friend.

- Focus students' attention on the statements. Play tracks 3-11 once. Pairs compare answers before you check them together.

Differentiation

Struggling learners: Write on the board *I think it's important … , I think it's good … , There's nothing better … , I think the most important thing is …* Explain that these phrases introduce the children's opinions about what makes a good friend. Focus their attention on them to complete the grid.

Stretch: Students write down phrases used for giving opinions as they listen.

SB Act. 8 p. 168

COMMUNICATION

Who do you agree with most? Miguel, Antonio, or Rosa? Why? Discuss with a friend.

- Ask students to complete the chart in Activity 7 for themselves. Ask *Who do you agree with? Do you agree for the same reasons?*
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

COMMUNICATION

- Put students into pairs. One student in each pair is A, the other is B.
- Explain to As: *You had an argument with your best friend. Now he/she doesn't want to talk to you. Explain to him/her that you didn't want to hurt his/her feelings, and why you were angry. Think of reasons to be angry either with him/her or perhaps because of something else.*
- Explain to Bs: *You argued with your best friend, and he/she said bad things to you. (What did your friend say?) Your friend hurt your feelings and you don't want to forgive him/her.*
- Ask students to role-play their conversations. Monitor and assist as necessary. Ask some pairs to do their role-play for the class.

Objective review

Ask students to decide if listening for the people's opinions in a dialog is a useful strategy. Praise their effort.

11 Vocabulary 1

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can give brief reasons for their opinions on familiar topics.

SB vocabulary: arrogant, feeling, funny, have something in common, honest, imaginative, mean, open, rude, stubborn, talkative, think, thoughtful, vow

WB vocabulary: accomplice, buddy, neighbor, partner, schoolmates, teammates

MATERIALS

SB pp. 167–168, 169
WB pp. 146–147
WB key p. 270
SB audio track 3-12
Pearson English Platform

Warm-up

Put students into groups. Each student has to make two true sentences describing Anne, Diana, or Gilbert, and two false ones. Students take turns saying their sentences for the other two groups to say which are false and correct them.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to friendship and the qualities of good friends.

SB Act. 1 p. 169

Find these words in *Anne of Green Gables.* Which qualities do you think are important in a friend?

- Refer students back to the text on SB pp. 166 and 167.
- Students find the words from the box in the text, read the sentences in which they're used to help them contextualize, and think of possible definitions.
- When students have selected their most important qualities, you may want to discuss how some qualities can be either good or bad depending on the circumstances, e.g., *Having a talkative friend may be a problem in class, but it may be good to help you make friends if you're shy.*

SB Act. 2 p. 169

3-12

Listen and say. Use the words from Activity 1.

- Play track 3-12 for students to listen and say the missing words. You may want to stop the audio at the pause to give students more time to think. (**Answers: 1** arrogant, **2** imaginative, **3** open, **4** have something in common, **5** thoughtful, **6** talkative, **7** stubborn, **8** honest)

SB Act. 3 p. 169

Read and circle.

- Read the sentences with either correct or incorrect answers. Students raise their arm if they think the answer is correct, and say *Boo* if it's incorrect.

WB Act. 1 p. 146

Find seven more words. Write them next to their opposite meanings.

- Check students have found all eight words before they start matching words to their opposites.

WB Act. 2 p. 146

What qualities do you look for in a friend? Number these qualities 1–5 in order of importance (1 = most important).

- Students do the activity and share their ideas in groups of four.

WB Act. 3 p. 146

Read and complete.

SB Act. 4 p. 169

Read and complete. Use *think* or *feel*.

- Explain that *think* expresses an opinion or idea, while *feel* expresses a feeling or a sensation.
- When students complete their sentences, ask them to exchange their notebooks in pairs and correct each other's mistakes.

Differentiation

Struggling learners: Put a struggling student into a pair with a strong student. Pairs discuss the answers before sharing them with the class.

Stretch: Ask students to come up with other examples of their own. If they find it difficult, give them cues to make sentences, e.g., *I'm hungry/sandwich* (I'm hungry. I think I'll eat a sandwich.) *The water is warm/great* (The water is warm. It feels great!)

Extra activity

COLLABORATION

Play a game in pairs. Student A says the definition of one of the words from Activity 1. Student B, with the book closed, has to say the corresponding word. Then they take turns and continue.

11

Comprehension 1

1 Read *Anne of Green Gables* again and answer.

1 Why do you think Anne and Diana became friends?

2 Why didn't Anne like Gilbert?

2 Read and write **T** (true) or **F** (false).

1 Anne and Diana became best friends slowly. F

2 At school, nobody liked Gilbert. F

3 Gilbert wanted to be friends with Anne. T

4 Anne had strong feelings and gets angry quickly. T

3 Write the words that describe each character.

imaginative **funny** **kind** **pretty** **rude** **smart** **stubborn** **talkative**

1 Anne: stubborn, imaginative, talkative

2 Diana: pretty, kind

3 Gilbert: funny, rude, smart

4 Imagine you're Diana or Gilbert. Describe your first meeting with Anne. What happened from your character's point of view?

Listening 1

5 What do you think are the most important qualities in a friend?

Listening strategy

Listen for opinions.

6 3-10 Listen to the conversation. What are the children talking about?

7 3-11 Listen again. Check (✓) to show what each child thinks is important in a friend.

	Miguel	Antonio	Rosa
Being honest			✓
Liking the same things		✓	
Having fun	✓		
Being kind and polite			✓
Being different	✓		
Being creative		✓	

8 Who do you agree with most? Miguel, Antonio, or Rosa? Why? Discuss with a friend.

Vocabulary 1

1 Find these words in *Anne of Green Gables*. Which qualities do you think are important in a friend?

arrogant **feeling** **funny** **have something in common** **honest** **imaginative** **mean** **open** **rude** **stubborn** **talkative** **think** **thoughtful** **vow**

2 3-12 Listen and say. Use the words from Activity 1.

3 Read and circle.

1 My mom says I never stop talking. I'm very **talkative** / **quiet** / **shy**.

2 My friend likes telling us stories. He's **helpful** / **imaginative** / **kind**.

3 My brother says horrible things to me. He's so **brave** / **polite** / **mean**.

4 My sister talks to everyone about her feelings. She's very **open** / **shy** / **naughty**.

5 I never tell lies. I always tell the truth. I'm very **mean** / **true** / **honest**.

4 Read and complete. Use *think* or *feel*.

1

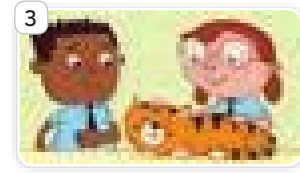
What's the highest mountain in the world?

I'm not sure, but I think it's Everest.

2

Hi, Gemma! How are you?

I'm feeling nervous. I have an exam today.

3 

Do you like my kitten?

Yes, I love it! Its fur feels so soft!

5 Discuss with a friend.

1 What do you have in common with your friends?

2 What do you think about when you're alone?

3 How do you feel when you meet new people?

SB Act. 5 p. 169

COMMUNICATION

Discuss with a friend.

- Ask some pairs to share their ideas with the class and write them on the board. Ask *Which of these ideas do you agree with?*

WB Act. 4 p. 147

CRITICAL THINKING

What do you have in common with the person next to you?

- Students speak to the person sitting next to them to find out what qualities, if any, they have in common. Then students write their sentences and share them with the class.

Extra activity

CREATIVITY

Put students into groups. Each group has to think of a person and write eight sentences describing him/her, e.g., *He has long blond hair. He has gray eyes. He's short. He's mean. He's arrogant*. Groups read their descriptions. Students listen and draw a picture taking into account what they hear. Students show their drawings to the class.

Vocabulary challenge: people you know

WB Act. 5 p. 147

Read and circle the words for people.

- Put struggling students into pairs with strong students.

WB Act. 6 p. 147

Read and write. Use the words you circled from Activity 5.

Objective review

Ask students to say what new words connected with important qualities of a good friend they've learned today. Praise their effort.

11 Grammar 1 • Speaking 1

OBJECTIVES

Grammar: Can use singular verb forms with impersonal pronouns "every/any/no/some+body/where/one/thing."

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can talk about basic personal experiences, using simple linking words.

MATERIALS

SB pp. 166–167, 170–171
WB pp. 148–149
WB key p. 270
Video 11-2
Video script p. 300
Pearson English Platform
Grammar Book 4, Unit 16
Speaking and Vocabulary Book 4, Unit 11

Warm-up

Put students into two teams and divide the board into two parts to play *Running Dictation*. Each team stands in a row before the board. Place two WBs at the end of the classroom. Team A has to rewrite the first two paragraphs of the text on p. 145. Team B rewrites paragraphs 3 and 4. The first student in each row runs to the end of the classroom, reads the first sentence of the text, runs to the front, and shares it with the second student, who has to rewrite it on the board. They both go to the end of the line and the game continues. The first team to rewrite the text is the winner!

Lesson objective

Explain the lesson objective: To refer to people or things without saying exactly who or what they are.

SB Act. 1 p. 170

11-2

Watch Part 1 of the story video. Answer the questions. Then read and complete.

- Students watch Part 1 of the video and answer the question.
- Play the video again. Ask students to discuss the answers to the questions. (**Answers: 1** a group of tall, huge stones in a field, **2** They followed the clues on the map., **3** one meter, **4** a box)
- Ask *Why are Doctor Who and his friends traveling to Stonehenge?* (Because the clues told them to go there.) *Was Jack there before?* (He can't remember.)

SB Act. 2 p. 170

Look at the grammar box and read.

- Focus students' attention on the grammar box and read the sentences together.
- Elicit that we use the ending *-body* and *-one* to talk about people and *-thing* to talk about objects.
- Remind students of the use of *some*, *any*, and *no*. *Which do we use in the affirmative?* (some) *Which in the interrogative?* (any) *Which in the negative?* (no/not any) Elicit that the same rules apply to the words ending in *-body, -one*, and *-thing*.

SB Act. 3 p. 170

Read *Anne of Green Gables* again and circle examples of words beginning with *some- … , any- … ,* or *every- … .* What do these kinds of words describe?

- Refer students back to the text on SB pp. 166 and 167.
- Students make their own sentences using *some/any/every* and *-body/-one* or *-thing.*

SB Act. 4 p. 171

Read and circle.

- Students compare their sentences by exchanging books.

WB Act. 1 p. 148

Read and match.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 2 p. 148

Read, choose, and write.

- This is an A2 Flyers Reading and Writing Part 4 task.
- Ask students to read the text carefully and think whether the word that's missing is a person or a thing and then to check whether the verb is in the affirmative or negative.

WB Act. 3 p. 149

Read and complete.

SB Act. 5 p. 171

Read, choose, and write.

- Students compare their answers in pairs.

Extra activity

CREATIVITY

Write on the board combinations of *some/every/any/no* + *thing/body/one* paired up with random words. Put students into pairs to make sentences from these pairings. Encourage them to be as creative as possible.

Grammar 1

1 11-2 **Watch Part 1 of the story video. Answer the questions. Then read and complete.**

1 What's Stonehenge?
2 How did they find the X?
3 How deep do they dig?
4 What do they find?

2 **Look at the grammar box and read.**

Grammar

He's so rich he can buy **anything** he wants.
Is there **anyone** in your family who has red hair?
Do you want to buy **something** from the supermarket?
I went to the park, but there wasn't **anybody** there.
Let's find **someone** who can help us.
I knew **nothing** about today's meeting.
She knocked on the door, but **no one** answered.
I felt that **everything** was going wrong.
Everyone had fun at the party last night.

People
somebody/someone
everybody/everyone
nobody/no one
anybody/anyone

Things
something
everything
nothing
anything

3 **Read *Anne of Green Gables* again and circle examples of words beginning with *some- … , any- … , or every- … . What do these kinds of words describe?***

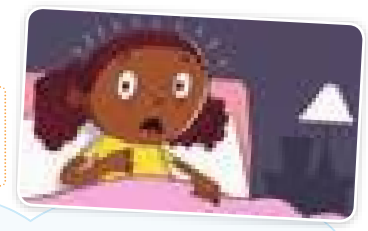
a one particular person or thing
b no particular person or thing

4 **Read and circle.**

1 **Everyone** / **Everything** had fun at the party.
2 I didn't know **anybody** / **nobody** on my first day at my new school.
3 Listen! Did you hear **something** / **everything**?
4 Do you know **anything** / **anyone** about science?
5 There was **nobody** / **anybody** at home when I arrived.
6 I don't know **nothing** / **anything** about chess.
7 My music teacher taught me **everything** / **everyone** I know about music.
8 Look! I think there's **somebody** / **everybody** in the yard.

5 **Read, choose, and write.**

anything **everything** **everyone** **nobody** **nothing** **something** **someone**



Yesterday my English teacher asked me to prepare a presentation to the class about my favorite hobby. I'm shy, so I felt very nervous about it. Last night, [1] *something* strange happened. I imagined I was standing in front of the class and [2] *everyone* was looking at me. But I couldn't think of [3] *anything* to say. Finally, I started talking, but [4] *nobody* listened to me. They all started shouting, and there was [5] *nothing* I could do to make them stop. Then I suddenly heard [6] *someone* saying, "Sonia, wake up!" I opened my eyes and saw my mom standing next to my bed. I realized that it was just a bad dream and that [7] *everything* was going to be alright.

Speaking 1

6 **Imagine you're going on vacation. Think about what you would like to know. Then discuss with a friend.**

Tell me **something** you know about London.
The Queen of England lives there.
Do you know **anything** else?
I'm afraid this is **everything** I know.

WB Act. 4 p. 149

Read and complete.

WB Act. 5 p. 149

CRITICAL THINKING

Circle the odd one out. Then write one sentence with each word you circled.

For more grammar practice, go to Grammar Book 4, Unit 16.

Speaking 1

SB Act. 6 p. 171

COMMUNICATION

Imagine you're going on vacation. Think about what you would like to know. Then discuss with a friend.

- Model the activity with a stronger student. Put students into pairs or groups of four. Students choose a place they've visited or that they know something about to practice the dialog.
- Monitor and assist when necessary.

Differentiation

Struggling learners: Allow students to make notes of what they know about the chosen place.

Stretch: Students report on what they've learned about the different places.

Extra activity

CRITICAL THINKING

- Students think of a usual or an unusual thing or habit that a friend or a member of their family may (not) have or do, and make three sentences using *somebody*, *everybody*, and *nobody*, e.g., *Somebody in my family walks in their sleep. Everybody in my family likes singing. Nobody in my family has long hair.*
- Students discuss their sentences in pairs. Monitor and note their mistakes to review them later. Students report on their partner's sentences. Write some mistakes on the board and ask students to correct them.

Objective review

Ask students to say one unusual thing that somebody they know does. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 4, Unit 11.

11 Pre-reading 2 • Reading 2

OBJECTIVES

Reading: Can draw simple conclusions about the information given in a factual text on a familiar topic.

Speaking: Can describe similarities between people's appearance in some detail.

SB vocabulary: cells, DNA molecule, fraternal, gene, identical, nature, nurture, personality, twins

WB vocabulary: fraternal, grow up, identical

Revised vocabulary: different

MATERIALS

SB pp. 172–173
WB p. 150
WB key p. 270
SB audio track 3-13
Optional: pictures of people performing activities
Pearson English Platform

Warm-up

Show students three pictures with several people doing different activities, e.g., *a picture of people at the park/beach/a busy train station*. Put students into three groups and assign a picture to each. Students write three sentences about their picture using indefinite pronouns, e.g., *Someone threw a ball. Somebody tried to catch it. Everybody wanted to play soccer*. Have groups show their pictures and read their sentences aloud.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 172

COMMUNICATION

Discuss with a friend.

- Students describe themselves to a partner. Ask *Do you resemble anybody in your family? What about your brothers, sisters, cousins?*

Extra activity

COMMUNICATION

- Put students into pairs. Students think of a friend their partner doesn't know. The partner has to ask questions about the friend's appearance and character, e.g., *Does he/she have blue/brown eyes? Is he/she tall/funny/thin/thoughtful/stubborn?*
- On the basis of the answers, the partner decides what this friend's parents must look and be like, e.g., *One of his parents has blue eyes and is thoughtful.*

Reading strategy

Explain the reading strategy: Describe scientific ideas in a text to understand them better.

SB Act. 2 p. 172

Read and answer. Who are Rodrigo and Santi? What do they look like? Do they have anything in common?

- Ask *Why does Rodrigo think he and his brother have a lot in common?* (because they grew up together) *Do you have a lot in common with your brothers and sisters?* (**Answers:** They're brothers. They have black hair, dark eyes, small noses, and round faces. They both like listening to music and playing football. They're quiet and shy.)

Reading 2

Reading text in British English

This is one of the texts in Level 4 that is in British English. Focus students' attention on some of the differences between British and American English. Highlight the use of *have got* vs. *have* to describe people, e.g., *we have both got blue eyes*. Ask students how they'd say the same sentences in American English. Explain that both are correct.

SB Act. 3 p. 172

3-13

Read *Nature or Nurture?* Find out why people in a family often look similar.

- Focus students' attention on the pictures, title, and introduction of the text. Remind students of the reading strategy and ask them to predict what the text is about. Write some of their ideas on the board.
- Students read and listen to the text.
- Ask if they found the answer to the question. Ask *Were your guesses correct? What helped you guess?* (**Answer:** because we share DNA with our parents)
- Ask *What do you think is the purpose of this text?* (to explain scientific facts) *What are the elements that show it?* (scientific words, picture of the DNA molecule, fun facts) *What does nature determine?* (what we look like) *What's nurture?* (the environment we grow up in, our family)

Differentiation

Struggling learners: Put students into pairs. Ask them to find scientific words (*cells*, *DNA molecule*, *gene*, *nature*, *nurture*) and to underline the sentences in which they're used.

Stretch: Ask students to look for scientific words and use them in two sentences explaining why they look like their mother/father/brother, etc.

Pre-reading 2

1 **Discuss with a friend.**

1 What do you look like?

2 Do you look like anyone in your family?

Reading strategy

Describe scientific ideas in a text to understand them better.

2 **Read and answer. Who are Rodrigo and Santi? What do they look like? Do they have anything in common?**

Rodrigo and Santi

I'm Rodrigo and this is my brother, Santi. People say we look like each other. We've got black hair and dark eyes. We've got small noses and round faces. We're quite like each other too. We're both quite shy and quiet. And we've got a lot in common – we both like listening to music and playing football – I suppose that's because we grew up together and did the same things as children.

3 3-13 **Read *Nature or Nurture?*. Find out why people in a family often look similar.**

Reading 2

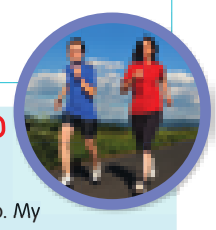
Nature or Nurture?

Who do you look like?

Think about what you look like. What colour eyes have you got? Have you got straight or curly hair? Are you tall or short?

Do people ever say, "You look just like your mum" or "Your eyes are just like your dad's!"?

Everybody is **unique** – no two people are exactly the same. But we often look **similar** to one of our parents or to someone in our family.



People say I look like my mum – we have both got blue eyes and straight blonde hair. I'm quite like her in other ways too. My mum is very **active**. She's always doing things and does lots of sport and that's why I love sport too. And we're both **forgetful** – I'm always forgetting things and so is she.
Mia, 12

People tell me I look like my dad. We have both got dark hair and brown eyes. I think we're quite similar in other ways. My dad is very **practical** – he makes lots of things and he grows vegetables too. He teaches me to make things, so I think I'm learning to be practical like him.
Rodrigo, 11

The Science...

We've all got a special molecule in our bodies called DNA. And every molecule of DNA has got sections called genes. The genes are like a code – they give instructions to our cells, telling them how to grow and what job to do. Scientists agree that our DNA and our genes **determine** things like our eye colour or hair colour, and whether we are tall or short. We all get half of our DNA from our mum and half from our dad. That's why we often look like our parents.

But what about our **character** or personality? Does DNA determine that too?

The answer is that our DNA probably determines some of our character and some of our talents. So, if your dad is very musical, then you may be too. Or if your mum is very creative, then you may have got the same "creative" genes.

But there's another reason why we're like our parents – we learn how to **respond** to different situations by watching how our parents **behave**.

So, if your see that your parents are happy and positive, you learn to be happy and **positive** too.
Or if they get angry quickly, then you may learn to do the same.

Nature or Nurture?

Most scientists agree that our DNA determines what we look like. But they **disagree** about how much it determines our character and the way we behave.

Some scientists think our DNA determines everything about us. Others think the environment we grow up in determines how we are. The truth is that it's probably a bit of both.

This is a DNA molecule.

Fun Facts

More than 99.9 percent of our DNA is the same as other people's. The other 0.1 percent is unique to you!

We share 98 percent of our DNA with chimpanzees and 50 percent with bananas!

4 **Who do you look like in your family? Who are you most like in character?**

Extra activity

CRITICAL THINKING

- Write on the board *Like father like son*. Elicit what they think it means. Explain that it may also apply to the relationship between mother and daughter, daughter and father, and son and mother.
- Tell students they have one minute to write two physical characteristics and one character feature they have in common with one of their parents and two they don't.

SB Act. 4 p. 173

CRITICAL THINKING

Who do you look like in your family? Who are you most like in character?

- Students discuss the question in groups of four using the notes from their previous activity.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

SB Vocabulary work

Ask students to find and circle the following words in the text: *cells*, *DNA molecule*, *gene*, *nature*, *nurture*, *personality*. They say what they mean, and write one sentences using as many of these words as possible.

WB Act. 1 p. 150

Read *Twins*. What's the main purpose of this text?

- Remind students of their answers to Activity 2 on p. 172 in the SB.

WB Act. 2 p. 150

Read *Twins* again. Complete the sentences with one word.

WB Act. 3 p. 150

CRITICAL THINKING

Do you know any twins? What do they look like? What are their personalities like?

Extra activity

WB Vocabulary work

Ask students to find and circle the following words in the text: *fraternal*, *grow up*, *identical*. Ask students to explain the meaning of these words. Give examples of other phrasal verbs they know, e.g., the ones they learned in Unit 7 or Unit 10.

Objective review

Ask students to explain how the reading strategy help them understand the text better. Ask them if they've learned new things about scientific ideas. Praise their effort.

11 Comprehension 2 • Listening 2

OBJECTIVES

Listening: Can understand some details in extended dialogs on familiar everyday topics.

Reading: Can draw simple conclusions about the information given in a factual text on a familiar topic.

Speaking: Can describe similarities between people's appearance in some detail.

MATERIALS

SB pp. 172–173, 174
SB audio tracks 3-14 and 3-15
Pearson English Platform

Warm-up

Ask students to look back on the texts on SB pp. 166–167 and 172–173. Ask *What differences in layout (distribution of text on the page), illustrations (pictures), way in which the information is given (facts and opinions) can you find between them? Which is an informative text? Which is a story? Where can you find one and the other?* Divide the class into groups to discuss the questions and share their answers with the class.

Lesson objective

Explain the lesson objective: To apply the reading strategy by describing scientific ideas in a text to understand them better.

SB Act. 1 p. 174

Read *Nature or Nurture?* again and circle.

- Refer students back to the text on SB pp. 172 and 173.
- Encourage students to use the elements of the Warm-up to answer the questions. With a stronger class, you may want to ask them for the clues in the text that support their answers.

SB Act. 2 p. 174

Read and write T (true) or F (false).

- Students work on their own. Then, they exchange their answers with a partner before checking them with the class. Have a show of hands to see how many answered correctly.

SB Act. 3 p. 174

Read and complete.

- Put students into pairs. To check answers, ask different pairs to read their answers. The other students wave hands if the answer is correct and say *Boo* if it's wrong. Ask other students to correct wrong sentences.

SB Act. 4 p. 174

COMMUNICATION

What do you understand by *Nature or Nurture?*. Discuss with a friend.

- Ask students to work in pairs and refer to the text when needed. (**Answer:** What determines our personality more: the characteristics we're born with (nature) or upbringing, education, and environment (nurture)?)

Extra activity

CRITICAL THINKING

On the board, write the statements below. Each group of students has to decide whether the statements are related to Nature (Na) or Nurture (Nu), and give reasons for their answers. Sample statements: *My brother and I have a lot in common because we grew up together*. (Nu) *Our DNA determines eye and hair color*. (Na) *I have blue eyes and straight blond hair like my mom.* (Na) *Our parents teach us how to respond to different situations.* (Nu) *Some scientists think that DNA determines everything about us*. (Na) *I think I'm practical like my dad: he's teaching me to make things*. (Nu).

Objective review

Ask students to decide if the description of scientific ideas in a text helped them understand them better. Ask *Have you learned new things about the nature vs. nurture discussion?* Praise their effort.

Listening 2

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

Listening strategy

Explain the listening strategy: Listen for similarities.

SB Act. 5 p. 174

3-14

Listen to the conversation. Who's talking? What are they talking about?

- Play track 3-14. Ask students to focus on how the speakers address each other and how old they sound. (**Answer:** A mom and her children are talking about grandparents/great-grandparents.)

Comprehension 2

1 Read *Nature or Nurture?* again and circle.

1 You would find this text in a **newspaper** / **science magazine** / **letter**.
2 The purpose of the text is to **make you laugh** / **give you information** / **tell you a story**.

2 Read and write **T** (true) or **F** (false).

1 No two people are exactly the same. T
2 We often look similar to someone in our family. T
3 Mia has blond hair like her dad. F
4 Rodrigo and his dad both have brown eyes. T
5 Mia and her mom are both lazy. F
6 Rodrigo and his dad both enjoy making things. T

3 Read and complete.

1 We all have a special molecule in our bodies called DNA .
2 Our genes determine things like eye color and hair color.
3 DNA probably determines some of our character and talents .
4 We also learn to behave in certain ways by watching our parents .
5 We share 98 percent of our DNA with chimpanzees .

4 What do you understand by *Nature or Nurture?* Discuss with a friend.

Listening 2

Listening strategy

Listen for similarities.

5 3-14 Listen to the conversation. Who's talking? What are they talking about?

6 3-15 Listen again and circle.

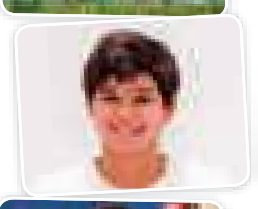
1 Mom found a picture of her **grandparents** / **parents**.
2 Mom and her grandma both have **curly** / **straight** hair.
3 Everyone in the family is pretty **stubborn** / **creative**.
4 Mom's grandpa was **tall** / **short** and handsome.
5 Sam thinks he's like his great-grandpa because he's **practical** / **funny**.
6 Sam and Lola's great-grandpa was **hardworking** / **positive**.

7 What do you know about past generations of your family? Are you like them? Do you look like them? Discuss with a friend.

Vocabulary 2

1 Find these words in *Nature or Nurture?*. Circle the adjectives (describing words). Underline the verbs (action words). Which word isn't an adjective or a verb?

active behave character determine disagree forgetful positive practical respond similar unique



2 Look at the words from Activity 1. Which adjective describes someone who:

1 is always forgetting things? forgetful
2 is good at making things? practical
3 is always happy and cheerful? positive
4 is not the same as anyone else? unique

3 Read and match.

1 If you don't behave, — e you'll get into trouble.
2 My mom and dad disagree — a but she didn't respond.
3 She has a good character; — b she's kind and thoughtful.
4 Your scores will determine — c whether you move to the next level.
5 I asked my mom a question, — d about where to go on vacation.

4 Discuss with a friend.

1 What places do you have to behave well in? How? Why?
2 Which of these words best describe your character: practical, active, creative, positive, forgetful? Why?
3 Do you often disagree with your friends or family? Why?/Why not?
4 Who in your family are you most like?
5 Describe your friend's character? What do you like about your friend?

SB Act. 6 p. 174

3-15

Listen again and circle.

- Tell students to read the sentences and focus on the words in bold.
- Play track 3-15. Students work individually and exchange books to compare answers.

Differentiation

Struggling learners: Pause the audio as necessary and let students discuss their answers in pairs before they decide.

Stretch: Ask students to predict the answers. Then play the track and let them check how many of their answers are correct.

SB Act. 7 p. 174

COMMUNICATION

What do you know about past generations of your family? Are you like them? Do you look like them? Discuss with a friend.

- Remind students of the previous discussions they've had. Monitor and assist as necessary. Make notes of the mistakes you hear for further comment once the activity is over.
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

COLLABORATION

Put students into three teams. Tell them you'll read one sentence related to the conversation in Activity 5 for each team. Explain that there may or may not be a mistake in each sentence. Students from the team will have to stand up if they hear a mistake, and correct it. If there's no mistake, they remain seated, e.g., *Lola and Sam are looking at a photo album <u>with their dad</u>.* (with their mom) *<u>Lola and her mom</u> have green eyes and curly hair.* (Lola's mom and her grandma). *Sam's grandma was very practical.* (correct) *Sam is short and handsome like his grandpa.* (Sam's tall and handsome like his great-grandpa.)

Objective review

Ask students to decide if it was easy or difficult to listen for similarities. Ask *Have you learned new things about nature and nurture?* Praise their effort.

11 Vocabulary 2

OBJECTIVES

Speaking: Can give brief reasons for their opinions on familiar topics.

SB vocabulary: active, behave, character, determine, disagree, forgetful, positive, practical, respond, similar, unique

WB vocabulary: disagree, disapprove, dishonest, dislike, disloyal, disrespect, disorganized, dissimilar

MATERIALS

SB pp. 172–173, 175
WB pp. 151–152
WB key p. 270
Optional: cards with key vocabulary
Pearson English Platform

Warm-up

Write the word *NATURE* on the board. Students write it in their notebooks. In pairs, they have to come up with as many words from the previous class as they can using each of the letters. (*Possible answers: ge**Ne**, DN**A**, personali**T**y, molec**U**le, g**R**ow up, c**E**lls*)

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to nature and nurture.

SB Act. 1 p. 175

Find these words in *Nature or Nurture?*. Circle the adjectives (describing words). Underline the verbs (action words). Which word isn't an adjective or a verb?

- Refer students back to the text on SB pp. 172 and 173.
- Students find the words from the box in the text, read the sentences in which they're used to help them contextualize, and think of possible definitions. They compare their answers in pairs.
- Ask different pairs to read their lists of adjectives and verbs, and the noun. (**Answer:** *Character* isn't an adjective or a verb.)

Extra activity

COLLABORATION

Students stand up in a circle. If you have a large class, put them into groups. Students clap out a beat and say *One, two, three*, followed by a word from Activity 1. After the next three beats, the next student in the circle gives another word, and so it continues. If a student can't think of a word or repeats a word already said, he/she has to sit down and it's the next person's turn. The winner is the last student standing.

SB Act. 2 p. 175

Look at the words from Activity 1. Which adjective describes someone who:

- Students work in pairs and check their answers by sharing their books with other pairs. Have a show of hands to see how many students got the answers correctly.

Differentiation

Struggling learners: Ask students to look for describing words. Allow them to refer to the text if needed.

Stretch: Ask students to cover the box with words, and to answer the questions from memory.

SB Act. 3 p. 175

Read and match.

- Students read their answers.
- Put students into pairs. They cover the second column and take turns finishing the sentences on their own.

WB Act. 1 p. 151

Read and circle.

WB Act. 2 p. 151

Read and write T (true) or F (false).

- Ask some students to share their answers with the class.

WB Act. 3 p. 151

Read and complete. Then match.

- Focus students' attention on the sentences before they start completing them. Ask them to think what the missing words might be, and then look for them in the box.

SB Act. 4 p. 175

COMMUNICATION

Discuss with a friend.

- Students take turns asking and answering the questions. Monitor and assist as necessary. Note down students' mistakes while they speak, but don't stop them to correct the mistakes.
- When the activity is over, share some of the mistakes you noted down with the class without saying who made them.

Comprehension 2

1 Read *Nature or Nurture?* again and circle.

1 You would find this text in a **newspaper** / **science magazine** / **letter**.
2 The purpose of the text is to **make you laugh** / **give you information** / **tell you a story**.

2 Read and write **T** (true) or **F** (false).

1 No two people are exactly the same. T
2 We often look similar to someone in our family. T
3 Mia has blond hair like her dad. F
4 Rodrigo and his dad both have brown eyes. T
5 Mia and her mom are both lazy. F
6 Rodrigo and his dad both enjoy making things. T

3 Read and complete.

1 We all have a special molecule in our bodies called DNA .
2 Our genes determine things like eye color and hair color.
3 DNA probably determines some of our character and talents .
4 We also learn to behave in certain ways by watching our parents .
5 We share 98 percent of our DNA with chimpanzees .

4 What do you understand by *Nature or Nurture?.* Discuss with a friend.

Listening 2

Listening strategy

Listen for similarities.

5 3-14 Listen to the conversation. Who's talking? What are they talking about?

6 3-15 Listen again and circle.

1 Mom found a picture of her **grandparents** / **parents**.
2 Mom and her grandma both have **curly** / **straight** hair.
3 Everyone in the family is pretty **stubborn** / **creative**.
4 Mom's grandpa was **tall** / **short** and handsome.
5 Sam thinks he's like his great-grandpa because he's **practical** / **funny**.
6 Sam and Lola's great-grandpa was **hardworking** / **positive**.

7 What do you know about past generations of your family? Are you like them? Do you look like them? Discuss with a friend.

Vocabulary 2

1 Find these words in *Nature or Nurture?*. Circle the adjectives (describing words). Underline the verbs (action words). Which word isn't an adjective or a verb?

active behave character determine
disagree forgetful positive practical
respond similar unique

2 Look at the words from Activity 1. Which adjective describes someone who:

1 is always forgetting things? forgetful
2 is good at making things? practical
3 is always happy and cheerful? positive
4 is not the same as anyone else? unique

3 Read and match.

1 If you don't behave, — e you'll get into trouble.
2 My mom and dad disagree — d about where to go on vacation.
3 She has a good character; — b she's kind and thoughtful.
4 Your scores will determine — c whether you move to the next level.
5 I asked my mom a question, — a but she didn't respond.

4 Discuss with a friend.

1 What places do you have to behave well in? How? Why?
2 Which of these words best describe your character: practical, active, creative, positive, forgetful? Why?
3 Do you often disagree with your friends or family? Why?/Why not?
4 Who in your family are you most like?
5 Describe your friend's character? What do you like about your friend?

WB Act. 4 p. 152

CRITICAL THINKING

Think and write.

- Students answer the questions individually. Put them into groups of four. Students share their answer with the group. Ask *Are your answers similar or different?* Ask each group to report on similarities and differences to the class.

Extra activity

CRITICAL THINKING

- Write the words from this class on the board. Students draw a 2x3 bingo card in their notebooks, and write one of the words in each slot.
- Write the same words on separate cards. Put them face down on your desk and turn them over, one at a time, in any order, but instead of saying the word, say a sentence leaving a blank for the word you drew, e.g., *I asked my friend a question, but he didn't …* (respond) *My grandma is always forgetting things. She's …* (forgetful) *Alice is kind and thoughtful. She has a good …* (character). Students cross out the missing words in their boards. The first student to cross out all the words and say *Bingo!* is the winner.

Word study: prefix *dis-* for opposites of adjectives/verbs

WB Act. 5 p. 152

Write the opposite of these words in the chart. Use the prefix *dis-*.

- Put struggling students into pairs with stronger ones to do the activity.

WB Act. 6 p. 152

Complete the sentences with the words from Activity 5. Use a dictionary to help.

- Explain that using a dictionary should help students find the correct words. You may want students to read some of the definitions if they have doubts.

Objective review

Ask students to describe members of their family using the words from this lesson. Praise their effort.

11 Grammar 2 • Speaking 2

OBJECTIVES

Grammar: Can form questions with prepositional verbs and final prepositions.

Listening: Can extract factual information from short, simple dialogs or stories about past events if spoken slowly and clearly and guided by questions or prompts.

Speaking: Can describe similarities between people's appearance in some detail.

MATERIALS

SB pp. 172–173, 176–177
WB pp. 153–154
WB key p. 270
Video 11-3
Video script p. 300
Pearson English Platform
Speaking and Vocabulary Book 4, Unit 11

Warm-up

Write up the words from the previous class with their letters shuffled on the board (e.g., *etdeerinm – determine*, *glotrefuf – forgetful*). When you say *Go*, students work individually untangling the words as quickly as they can. The first student to do so wins. With a stronger group, you may want students to provide the meaning of each word, or a sentence using it.

Lesson objective

Explain the lesson objective: To ask and answer about similarities and differences in appearance and personality.

SB Act. 1 p. 176

11–3

Watch Parts 2 and 3 of the story video. Who can you see in the photo album? Then answer the questions.

- Students watch Parts 2 and 3 of the story video and answer the question. (**Answer:** Jack and his family are in the picture.)
- Play the videos again for students to answer the question. (**Answers: 1** a super slim battery, **2** He lost his memory there. / The Smogator took him.)
- Ask *Who needs a super slim battery?* (Kim) *What are Jack's aunt and uncle like?* (shy) *Who calls Jack?* (his parents) *What's Jack's parents' name?* (Mr. and Mrs. Green) *What will Jack be?* (a famous scientist) *What will he invent?* (the super slim battery) *When did Doctor Who hide the clues?* (when he traveled to the past, the present, and the future)

SB Act. 2 p. 176

Read the grammar box and match.

- Focus students' attention on the grammar box and read the sentences together.
- Elicit that *look like* follows the rules of verbs in the Present Simple in the interrogative and affirmative, while *be like* follows those of the verb *to be*.

SB Act. 3 p. 176

Read *Nature or Nurture?* again and circle examples of *look like* and *is/are like*. Then read and circle.

- Refer students back to the text on SB pp. 172 and 173.
- Students work on their own and check their answers with a friend.
- Ask students to provide further examples to make sure they understand the difference between *look like* and *be like.*

WB Act. 1 p. 153

Read and check (✓) the correct picture.

- Focus students' attention on the grammar box before they do the activity.

SB Act. 4 p. 177

Read, choose, and write. Can you add more examples?

- Students complete the activity individually. Then ask pairs to add any other words to each category that they can think of to check who can make the longest lists.

SB Act. 5 p. 177

Read and complete. Use *look like* or *be like*.

- Students exchange books and correct each other's answers.

Extra activity

COLLABORATION

In groups, students make sentences describing Jack and his family both in terms of physical appearance and personality using *look like* and *be like*.

WB Act. 2 p. 153

Read and circle.

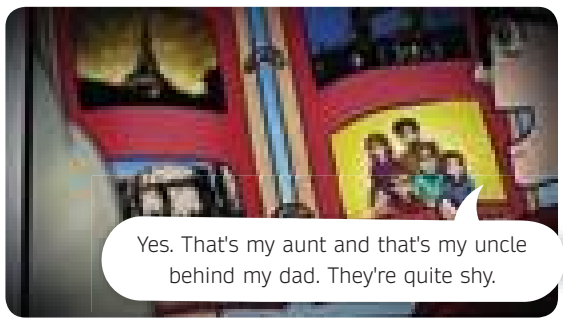
WB Act. 3 p. 154

Look at the pictures of Steve and Emma's family. Then complete the sentences. Use *be like* and *look like* and the words from the box.

11

Grammar 2

1 11-3 **Watch Parts 2 and 3 of the story video. Who can you see in the photo album? Then answer the questions.**



1 What did Jack and the Doctor find in the box?
2 What does Jack remember about Stonehenge?

2 **Read the grammar box and match.**

Grammar

Who **do you look like**?
I **look like** my dad. We both have blond hair.

Who **are you like**?
I'm like my mom. We're both pretty stubborn.

Who **does he/she look like**?
He/She looks like his/her dad. They both have blue eyes.

Who **is he/she like**?
He's/She's like her mom. They're both shy.

1 Who do you like look like? — a She looks like her sister.
2 Who does she look like? — b I look like my dad.

3 **Read *Nature or Nurture?* again and circle examples of *look like* and *is/are like*. Then read and circle.**

1 *Look like* describes people who have similar **physical appearance** / **personality**.
2 *Be like* describes people who have similar **physical appearance** / **personality**.

4 **Read, choose, and write. Can you add more examples?**

creative **curly hair** **forgetful** **funny** **gray eyes** **honest** **small mouth** **tall**

look like	be like
curly hair, gray eyes, small mouth, tall	creative, forgetful, funny, honest

5 **Read and complete. Use *look like* or *be like*.**

1 My mom *looks like* my aunt. They both have blue eyes and blond hair.
2 I *'m like* my sister – we're both stubborn.
3 My best friend *looks like* her sister. They're tall and slim.
4 Everyone says I *look like* my dad – we have the same nose and eyes.
5 I think I *'m like* my best friend. We're both honest and open.
6 Natasha *'s like* her sister. They're both forgetful.

Speaking 2

Speaking strategy
Express strong opinions.

6 **Think about your family. Who do you look like? Who are you like? Discuss with a friend.**

Who do you look like?
I look a lot like my dad. We both have blue eyes and brown hair.
Who are you like?
I'm exactly like my grandma. We're both forgetful.

WB Act. 4 p. 154

CRITICAL THINKING

Draw a picture of you and your family. Write three sentences comparing how you look and three sentences comparing your characters.

- Students show their pictures and read their sentences to the class. Ask students to listen carefully to each other's answers and correct mistakes.

Extra activity

COMMUNICATION

Set up a chain with students asking and answering questions alternating *What do you look like?* and *Who are you like?*, e.g., Student 1: *Who do you look like?* Student 2: *I look like my grandpa. Who are you like?* Student 3: *I'm like my dad. Who do you look like?*, etc.

Speaking 2

Speaking strategy

Explain the speaking strategy: Express strong opinions.

SB Act. 6 p. 177

COMMUNICATION

Think about your family. Who do you look like? Who are you like? Discuss with a friend.

- Put students into pairs. Model the dialog with a stronger student. Once pairs have discussed, put them into groups with a different pair.

Differentiation

Struggling learners: Before students speak, brainstorm words describing personality and physical appearance students may need. If necessary, write them on the board.

Stretch: After students speak, ask them to report on the answers of the other members of their group.

Objective review

Ask students to ask and answer questions about what their friends/members of the family/favorite person looks like and is like. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 4, Unit 11.

11 Writing • Now I Know

OBJECTIVES

Reading: Can understand the main points in simple descriptive texts on familiar topics.

Speaking: Can carry out a simple informal interview.

Writing: Can describe similarities between two people in simple connected text, given a model.

MATERIALS

SB pp. 178–179
WB pp. 155–157
WB key p. 270
Pearson English Platform
Test Book 4, Unit 11

Warm-up

Review the Unit 10 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a description of a friend, while applying the writing strategy.

SB Act. 1 p. 178

Scan the text. Answer the questions.

- Remind students that they should scan the text quickly to find specific details.

SB Act. 2 p. 178

Read the text. Check your answers from Activity 1.

- Check answers as a class. (**Answers: 1** her best friend, Monica, **2** They're talkative, creative, and stubborn. They have long, dark hair and brown eyes., **3** They like to do sports and they like the same music.)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 178

Read the text again and think about the adjectives used. Then compare yourself and a friend and complete the chart.

WB Act. 1 p. 155

Read and complete.

SB Act. 4 p. 178

Find or draw a picture of a friend to describe. Then go to the Workbook to do the writing activity.

- Students complete this activity in their notebooks.

WB Act. 2 p. 155

Think about one of your friends. Complete the information.

WB Act. 3 p. 155

Write a description of your friend in your notebook. Use your ideas from Activity 2.

Remember!

WB p. 155

- Focus students' attention on the Remember! box to use as a checklist for their writing.

Objective review

Ask students to read their descriptions aloud. Praise their effort.

Now I Know

Warm-up

Say words from Unit 11 for students to spell and write on the board while others give their definitions.

Lesson objective

Explain the lesson objective: To review everything students have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 179 CRITICAL THINKING

How are we similar but different? Look back through Unit 11. Use the information you learned to answer the questions. Add your own ideas.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 156

Read and circle.

WB Act. 2 p. 156

Read and complete. Then match.

WB Act. 3 p. 156

Read and complete. Use *be like* or *look like*.

Writing

1 Scan the text. Answer the questions.

1 Who does Esme describe?
2 How are the girls similar?
3 What do they have in common?

2 Read the text. Check your answers from Activity 1.

Me and My Best Friend

I'm Esme and I'm 11 years old. My best friend, Monica, is 11, too. I think we're good friends because we're pretty similar. I think we're like each other in character, too – we're both talkative, creative, and a bit stubborn. Monica is really honest and thoughtful, she always thinks of my feelings and I just love her company. Sometimes we argue but not often! We also have a lot in common – we both like to do sports and we like the same music. We look like each other – we both have long, dark hair and brown eyes.

3 Read the text again and think about the adjectives used. Then compare yourself and a friend and complete the chart.

Similar in character	Interests in common	Similar in physical appearance

4 WB 155 Find or draw a picture of a friend to describe. Then go to the Workbook to do the writing activity.

Writing strategy

When you write a descriptive text, use a variety of adjectives to add depth to your description.

Now I Know

1 How are we similar but different? Look back through Unit 11. Use the information you learned to answer the questions. Add your own ideas.

1 What makes a good friend?

.....

2 Is it important to have something in common with your friends?

.....

3 Think about your family and friends. Who do you look like? Who are you like?

.....

2 Choose a project.

Do a friendship class survey.

1 Work in pairs or small groups.
2 Make a list of qualities you think are important in a friend.
3 Do a class survey. Which quality is the most important?
4 Record the results in a tally chart.
5 Present your findings to the class.

or

Research your family.

1 Find pictures of your family. Do your family members look similar?
2 Find out what your grandparents and great-grandparents look/ looked like and are/were like.
3 Who are you most like?
4 Present your findings to the class.

Read and circle for yourself.

I can identify opinions. I can understand details in extended dialogs.

I can identify supporting details. I can draw simple conclusions.

I can talk about personal experiences. I can describe similarities between appearances.

I can describe similarities between two people.

WB Act. 4 p. 157

Write the letters in order. Then use the words to complete the dialog.

WB Act. 5 p. 157

Describe one of your family members. Use adjectives that you learned in this unit.

Project

SB Act. 2 p. 179

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way and seen as a way of helping each other learn.

Things I learn

WB Act. 1 p. 157

Write down your three favorite new words from this unit. Which word was the most difficult?

- Have a class vote on favorite words.

WB Act. 2 p. 157

Write two things you found interesting about things that determine our personality and things that influence the way we look.

- Ask students to share their answers with the class.

WB Act. 3 p. 157

What qualities does a good friend have?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 179

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 4, Unit 11.

12 How did people live in the past?

SKILLS

Listening: Can understand some details in extended dialogs on familiar everyday topics.

Reading: Can get the gist of short factual school texts.
Can make simple inferences about characters' motives and feelings in straightforward narrative texts.

Speaking: Can talk about past events or experiences, using simple language.
Can explain the meaning of a word or phrase.

Writing: Can write short, simple descriptions of personal experiences in linked sentences, given prompts or a model.

GRAMMAR

Grammar 1: Can use "used to" to refer to past habits and routines.

Grammar 2: Can use "who/that/where" in basic defining relative clauses.

VOCABULARY

Key vocabulary 1: baker, butcher, commute, cotton mill, horse and cart, locomotive, marvel, railway, suburb, subway

Key vocabulary 2: chimney sweep, coal mine, flower girl, housemaid, pickpocket, ratcatcher, run errands, soot, street sweeper, workhouse

Video vocabulary: discipline, educate, heed, housekeeper, keep apart, linen, mechanical, scholars, scrub, steam engine

Reading 1 vocabulary: country, electric light, graze, historic, revolution, thrilling, underground

Reading 2 vocabulary: dung, earn, gratefully, matches, penny, prison, thief, thread, wallet

Passive vocabulary: candle, factory, light bulb, smoke

Revised vocabulary: farm, village

Expressions: Everything is ready. It's a long story.

PROJECTS

Make a poster about children's lives in the past

Research an invention that changed people's lives

VIDEOS

Children in Victorian Britain (12-1)

Doctor Who: The Pollution Factory Parts 1–3 (12-2, 12-3, 12-4)

VALUE

Act kindly and don't judge others

Unit opener

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can give brief reasons for their opinions on familiar topics.
Can explain the meanings of words.

Vocabulary: Video vocabulary

MATERIALS

SB pp. 180–181
WB p. 158
WB key p. 271
Video 12-1
Video script p. 301
Pearson English Platform

Big Question

- Ask students what they know about life in the past to check what words they already know.
- Read the Big Question *How did people live in the past?* aloud. Ask students to think of answers. Allow use of L1.
- Write their ideas on a poster. Tell students you'll continue adding to it as you go through the unit.

Lesson objective

Explain the lesson objective: To talk about how people lived in the past.

SB Act. 1 p. 181

COMMUNICATION

Look at the picture and discuss.

- Focus students' attention on the unit picture.

12 How did people live in the past?

Listening
- I can understand details in extended dialogs.

Reading
- I can get the gist of short texts.
- I can infer about characters' motives.

Speaking
- I can talk about past experiences.
- I can explain the meaning of a word.

Writing
- I can write about personal experiences.

1 **Look at the picture and discuss.**

1 What can you see in the picture?
2 Did the streets look different 100 years ago? How? Why?

2 **Look at the video still in Activity 3 and answer the questions. Then compare your answers with a friend.**

1 What can you see in the picture?
2 What do you think school life was like in the past?

3 12-1 **Watch the video and check your answers from Activity 2. Then watch again and answer the questions.**

1 What happened to boys and girls in a Victorian school?
2 How did education differ for girls and boys?
3 What does the teacher ask the boys to repeat?
4 Do you think the lessons in a Victorian school were formal or informal?

Differentiation

Stretch: Say *Imagine you're in the same place today. What do you think is different?*

WB Act. 1 p. 158

In the past, children had to work. What jobs do you think they did? What would you like to learn about that?

- Ask students to think of the Big Question and write answers to the questions.
- This activity can be used to support the Big Question at the start or end of the lesson, or as homework.

WB Act. 2 p. 158 CRITICAL THINKING

Circle the things you think people had 150 years ago. What do you think you will learn about life in the past?

- Ask students to predict what they think they'll learn by reading the Big Question and flicking through the unit.
- Alternatively, you may want to use this activity as reflection at the end of the lesson, or as homework.

SB Act. 2 p. 181

Look at the video still in Activity 3 and answer the questions. Then compare your answers with a friend.

SB Act. 3 p. 181

12-1

Watch the video and check your answers from Activity 2. Then watch again and answer the questions.

- Play the video. Students check if they were correct.
- Play the video again and ask students to do the activity. (**Answers: 1** Girls and boys were kept apart., **2** Boys' education was considered more important than girls'. They had extra lessons in math, technology, and drawing. Girls were taught housekeeping., **3** Idle people never prosper., **4** Formal. Discipline was expected at all times.)

Extra activity CRITICAL THINKING

Put students into pairs. Student A has to imagine he/she is a student in a Victorian school. Student B is himself/herself. Say *Describe your school day to each other.*

WB Act. 3 p. 158

12-1

Watch the video. Read and write T (true) or F (false).

WB Act. 4 p. 158

Read and complete.

Objective review

Ask students to say some of the differences between life 150 years ago and now. Praise their effort.

12 Pre-reading 1 • Reading 1

OBJECTIVES

Reading: Can get the gist of short factual school texts.

Speaking: Can give brief reasons for their opinions on familiar topics.

SB vocabulary: country, graze, historic, revolution, thrilling

WB vocabulary: electric light, underground

Passive vocabulary: candle, factory, light bulb, smoke

Revised vocabulary: farm, village

MATERIALS

SB pp. 182–183
WB p. 159
WB key p. 271
SB audio track 3-16
Pearson English Platform

Warm-up

Write on the board 10 inventions that have changed our lives, in any order, e.g., *the internet, the telephone*, *the wheel*, *paper*, *the microscope*, *the airplane*, *the automobile*, *the bicycle*, *printing*. Also in any order, write the following years *1969*, *1903*, *1440*, *3,500 B.C.E.*, *1886*, *1839*, *1590*, *1906*, *1876*, *100*. Put students into groups. Ask groups to put the inventions in chronological order and match them to the years on the board. You may have to explain that B.C.E. means Before Common Era. (*Answers: the wheel: 3,500 BC; paper: 100; printing: 1440; the microscope: 1590; the bicycle: 1839; the telephone: 1876; the automobile: 1886; the airplane: 1903; the internet: 1969*). Groups share their lists with the class. Match the inventions to the dates for students to check their answers.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 182

COMMUNICATION

Discuss with a friend.

- Students use the previous discussion to answer the questions. Ask some pairs to share with the class their ideas about how some of the inventions changed our lives.

Reading strategy

Explain the reading strategy: Compare different experiences to describe the impact of a historical event.

SB Act. 2 p. 182

CRITICAL THINKING

Read and match each newspaper headline to a nineteenth-century invention. What do you know about each one?

- Brainstorm ideas about each invention and collect them on the board.

Extra activity

COLLABORATION

In groups, students discuss which of the three inventions is the most important. Then, they classify the inventions from the Warm-up in order of importance, adding the three from Activity 2, and any other invention they can think of. Have a class vote on the most important invention in human history.

Reading 1

SB Act. 3 p. 182

3-16

Read *Railway Revolution!*. What nineteenth-century invention is it about?

- Focus students' attention on the pictures, title, and introduction of the text. Remind students of the reading strategy and ask them to predict what the text is about. Write some of their ideas on the board.
- Students read and listen to the text.
- Ask if they found the answer to the question. Ask *Were your guesses correct? What helped you guess?* (**Answer:** the railway/steam train)

Differentiation

Struggling learners: Put students into pairs. On the board, write *historic journey*, *24 km per hour*, *get to the town quickly*, *brings fresh fish from the coast*, *the noise is terrible*, *noisy*, and *dirty.* Students find these phrases in the text and decide what they refer to.

Stretch: Students work on their own finding the parts of the text which refer to what people thought of the railway, and then compare their answers in pairs.

Extra activity

CRITICAL THINKING

Put students into pairs. Ask them to classify the different points of view in the text into those in favor of the railway and those against it. Ask some pairs to share their ideas with the class. Write them on the board.

Pre-reading 1

1 Discuss with a friend.

1 What important inventions can you think of?
2 How have they changed our lives?
3 Do you know when they were invented?

Reading strategy

Compare different experiences to describe the impact of a historical event.

2 Read and match each newspaper headline to a nineteenth-century invention. What do you know about each one?

1 *May 29, 1879*
Electric Light!

2 *March 7, 1876*
Going Underground!

3 *August 2, 1826*
A View from the Window

a The first subway train journey was made in London.
b Thomas Edison invented the first light bulb.
c The first picture was taken in France.

3 3-16 Read *Railway Revolution!*. What nineteenth-century invention is it about?

Reading 1

September 27, 1826

The Daily News

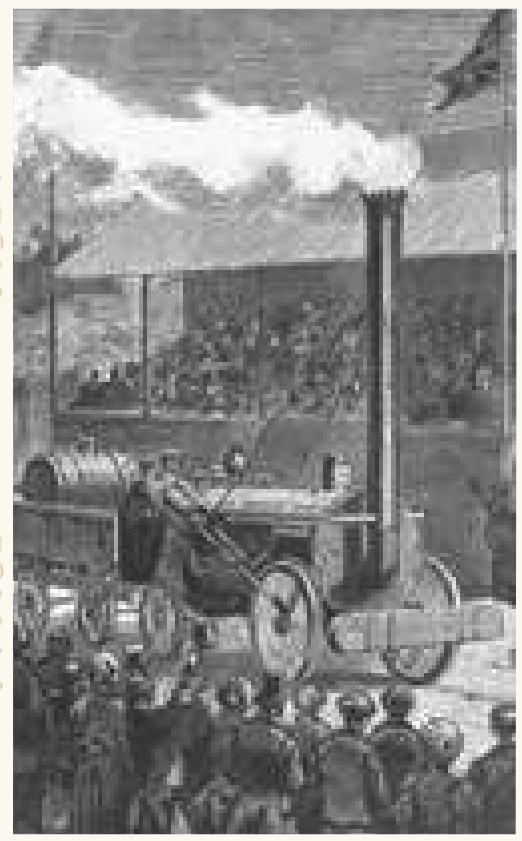
Railway Revolution!

One year ago, on September 27, 1825, we reported on the first, historic journey of Locomotion No. 1. This famous steam engine was designed and built by the engineer George Stephenson and became the first passenger locomotive in the world. On that historic day, George Stephenson himself drove Locomotion No. 1, carrying 600 passengers on a thrilling ride at speeds of up to 24 kilometers per hour. Thousands of people came to **marvel** at the sight and to cheer the **locomotive** on. It was a proud moment for the whole country.

In today's newspaper, we talk to some ordinary people about the impact of the **railway** on their everyday lives.

"We used to travel from our small village to the closest town by **horse and cart** to buy food. It was a long, hard journey. But now we can get to town quickly on the train. We can buy fresh bread from the **baker** and meat from the **butcher**. It's marvelous."
☞*John Smith*

"The locomotive is wonderful. We can take the children to the seaside on the weekend. They didn't use to know what the ocean was, but now they love having fun at the beach. The train brings fresh fish from the coast every day, too, so we can eat better."
☞*Bertha Smith*



"We used to live in a tiny cottage next to the factory, but the air was very polluted. Now, thanks to the train, we can live outside the town in one of the new **suburbs** – the houses are bigger and it's nice and quiet. I take the train to the factory every day to work, but I can live somewhere more pleasant."
☞*Frederick Green*

"I used to work on my family's farm in the country. It was hard work, and I didn't use to get paid much. But now, thanks to Mr. Stephenson's locomotive train I can travel to the city to work in the factory. They call it **commuting**. I earn more money now, and the work isn't as hard. I hear that they're building a tunnel under the Thames in London, and that one day there might be something called a **subway** with trains underground. That would be incredible!"
☞*Benjamin Giles*

"Well, the railway is right at the bottom of my farm, close to where my cows and sheep graze. It used to be nice and quiet here. Now the noise of the train is terrible, and it terrifies my animals. And the smoke from the train is dirty and pollutes my fields."
☞*Farmer Jones*

"My sons used to live with us and help on the farm. But now they travel by train to the **cotton mills** in town to work. They think the train is fast and exciting, but I just find it noisy and dirty. I feel lonely now; it's just me and my husband left to take care of the farm."
☞*Mrs. Jones*

4 Whose point of view do you most agree with? Why?

SB Act. 4 p. 183

CRITICAL THINKING

Whose point of view do you most agree with? Why?

- If you didn't do the extra activity, focus students' attention on the different points of view. In pairs, students discuss the answer to the question. What would they say to those people who have a negative point of view of the railway?
- Ask students to think if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

SB Vocabulary work

- Ask students to find and circle the following words in the text: *country*, *graze*, *historic*, *marvel at*, *revolution*, *steam engine*, *thrilling*. Ask students to say which of these words are verbs and which are modifiers.
- In pairs, students use these words in sentences, e.g., *The first journey of Locomotion No. 1 was historic. The ride was thrilling for the 600 passengers. The noise and the smoke from the locomotive scared the animals that were grazing in the fields.*

WB Act. 1 p. 159

Read *The Daily News* and complete the sentences.

- Remind students of their answers to Activity 2 on p. 182 in the SB.
- Students share their answers with the class and justify them by pointing at the text.

WB Act. 2 p. 159

CRITICAL THINKING

Which of the predictions in Activity 1 were correct? Which were not?

- Students work on their own and exchange books to check.

Extra activity

WB Vocabulary work

Ask students to find and circle the following words in the text: *electric light*, *underground*. Ask them to write definitions for them in pairs.

Objective review

Ask students if focusing on different points of view helped them understand the text. Ask them if they've learned new things about the past. Praise their effort.

12 Comprehension 1 • Listening 1

OBJECTIVES

Listening: Can understand some details in extended dialogs on familiar everyday topics.

Reading: Can identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions.

Speaking: Can briefly describe a funny or exciting personal experience, if guided by questions or prompts.

MATERIALS

SB pp. 182–183, 184
SB audio tracks 3-17 and 3-18
Pearson English Platform

Warm-up

Remind students of the reading strategy. Say *What changed after the invention of the railway?* Write on the board *Name three foods people could eat every day.* (fresh bread, meat, and fish) *Where could the family go for the weekend?* (to the seaside) *Where could factory workers live?* (away from the factory) *Give two reasons why farmers were unhappy about the train* (The animals were terrified. Their children traveled to town to work, so they were alone to take care of the farm.) The first student who finds all correct answer wins.

Lesson objective

Explain the lesson objective: To apply the reading strategy by comparing the different experiences to describe the impact of a historical event.

SB Act. 1 p. 184

Read *Railway Revolution!* again and answer.

- Refer students back to the text on SB pp. 182 and 183.
- Focus students' attention on the information they need to answer the questions.
- Ask individual students to say answers, and ask the class if they agree. (**Answers: 1** the one-year anniversary of the first passenger steam train and the impact of the train on people's lives, **2** Some of them did and some of them didn't.)

SB Act. 2 p. 184

Read and write T (true) or F (false).

- Students read their answers aloud for the class to raise their right arm when the answer is correct, or their left arm when it's wrong.

SB Act. 3 p. 184

Find and write four positives and four negatives about the new train.

- Put students into pairs. Focus their attention on the arguments they underlined in their previous class. They complete the chart and share their ideas with the class.

SB Act. 4 p. 184

COMMUNICATION

Imagine you're a passenger on the first journey of *Locomotion No. 1.* Can you describe how you feel? What do you see/smell/hear on the journey? Discuss with a friend.

- Help generate ideas by brainstorming sounds, smells, and scenes from the countryside.
- Ask students if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

CRITICAL THINKING

Put students into pairs. Students take turns choosing an invention from the list they worked on in their last class, and discuss its positive and negative effects. They should speak for about one minute about each invention.

Objective review

Ask students to decide if they think that comparing people's different experiences to describe the impact of a historical event is a useful study strategy. Ask *Have you learned new things about the past?* Praise their effort.

Listening 1

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

SB Act. 5 p. 184

CRITICAL THINKING

What do we use electricity for? How would our lives be different without electricity?

- Brainstorm the objects students use in their everyday lives that function with electricity, e.g., *refrigerator*, *cell phones*, *television*, *computer*, *tablets*, *stove*, *heating*.
- Students discuss the question in pairs.

Listening strategy

Explain the listening strategy: Listen for differences.

Comprehension 1

1 Read *Railway Revolution!* again and answer.

1 What's the newspaper report about?
2 Do you think people liked the trains?

2 Read and write **T** (true) or **F** (false).

1 *Locomotion No. 1* was the first passenger train in the world. T
2 George Stephenson was a train driver. F
3 A lot of people came to see the train's first journey. T
4 The train traveled faster than any transport before. T
5 The train helped people get to work quickly. T
6 Everybody liked the new train. F

3 Find and write four positives and four negatives about the new train.

Positives	Negatives
fast	noisy
people can travel to work quicker	pollutes
can travel to the seaside	dirty
get fresh food	scares the animals

4 Imagine you're a passenger on the first journey of *Locomotion No. 1*. Can you describe how you feel? What do you see/smell/hear on the journey? Discuss with a friend.

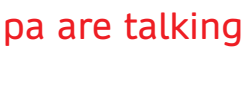
Listening 1

5 What do we use electricity for? How would our lives be different without electricity?

Listening strategy

Listen for differences.

6 3-17 Listen to the conversation. Who's talking? What are they talking about?



7 3-18 Listen again. Check (✓) the things people used to do before they had electricity at home.

watch TV	☐	use candles	☑
go to bed early	☑	surf the internet	☐
write letters	☑	talk to each other	☑
do jigsaw puzzles	☑	read e-books	☐

8 Which electrical machine would it be hardest to live without? Why? Discuss with a friend.

Vocabulary 1

1 Find these words in *Railway Revolution!*. What do you think they mean?

baker · butcher · commute · cotton mill · horse and cart · locomotive · marvel · railway · suburb · subway

2 3-19 Listen and say. Use the words from Activity 1.

3 Complete with the words from Activity 1. Can you think of more words to add?

Transportation and travel

commute, horse and cart, locomotive, railway, subway

Places in town

baker, butcher, cotton mill

Places to live

suburb, village (cottage, town)

4 Read and complete the text. Use the words from Activity 1.

Life in the past was very different to life today. A lot of people lived in small villages and worked on farms in the country. They had to use candles for light because they didn't have electricity. They didn't have cars, so they traveled by [1] horse and cart. The coming of the [2] railway changed the way people traveled. People could travel more easily to the cities to work in factories and [3] cotton mills. Nowadays, a lot of people live in [4] suburbs outside the city and [5] commute by bus, train, or [6] subway.

5 Discuss with a friend.

1 Would you prefer to live in a city or a village? Why?
2 Would you like to work in a factory or cotton mill? Why?/Why not?
3 Do your parents have to commute to work?

SB Act. 6 p. 184

3-17

Listen to the conversation. Who's talking? What are they talking about?

- Focus students' attention on the pictures. Ask students to try to guess what the dialog will be about.
- Play track 3-17, twice if necessary. (**Answer:** A child and grandpa are talking about life before electricity.)

SB Act. 7 p. 184

3-18

Listen again. Check (✓) the things people used to do before they had electricity at home.

- Play track 3-18 twice. Students exchange books to check answers.

Differentiation

Struggling learners: When checking answers, play the audio again. Students say *Stop!* when they hear anything that confirms their answers.

Stretch: Students make notes as they listen, so that they can justify their answers.

SB Act. 8 p. 184

COMMUNICATION

Which electrical machine would it be hardest to live without? Why? Discuss with a friend.

- Students work in pairs. Collect their ideas on the board. Have a class vote on the machine it would be hardest to live without.
- Ask students if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Extra activity

CREATIVITY

- Brainstorm problems in everyday life that might be solved by a new invention, e.g., getting wet in a windy storm, getting soap into eyes when washing hair, a more comfortable sleeping bag, a device to prevent people from stealing your lunch at school.
- In groups, students decide on a problem and come up with an invention to solve it. Ask groups to make posters with a drawing of their invention and some sentences to describe it.

Objective review

Ask students to decide if they think that focusing on listening for differences is a useful strategy. Ask *Have you learned new things about life in the past?* Praise their effort.

12 Vocabulary 1

OBJECTIVES

Listening: Can identify key details in factual talks on familiar topics, if spoken slowly and clearly.

Speaking: Can make simple, direct comparisons between two people or things using common adjectives, given a model.

SB vocabulary: baker, butcher, commute, cotton mill, horse and cart, locomotive, marvel, railway, suburb, subway

WB vocabulary: compass, engine, penicillin, printing press, telephone, wheel, world wide web

MATERIALS

SB pp. 182–183, 185
WB pp. 160–161
WB key p. 271
SB audio track 3-19
Pearson English Platform

Warm-up

Play *Hot Seat*. Put students into two teams and place two chairs back to the board. One member of each team sits on one of the chairs facing their team. Write a word from *Railway Revolution!* on the board for each team (*country*, *graze*, *historic*, *marvel at*, *revolution*, *steam engine*, *thrilling*). When you say *Go!*, the members of each team have to elicit the word on the board from the student in the "hot seat." Students can't say sentences that include spelling clues, e.g., *thrilling.* Student: *This is what people thought about the first train ride.* The team whose "hot seat" player first says the target word wins a point. Students have one minute to guess the word.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to the way inventions changed life in the past.

SB Act. 1 p. 185

Find these words in *Railway Revolution!*. What do you think they mean?

- Refer students back to the text on SB pp. 182 and 183.
- Put students into pairs. They check the context of the words in the text before they do the activity. Students provide their own definitions of these words. (**Answers:** baker – person who makes bread; butcher – person who sells meat; commute – travel to work; cotton mill – factory where cotton is made; horse and cart – vehicle drawn by a horse; locomotive – vehicle used for pulling trains; marvel – impressive thing, miracle; railway – network of tracks with the trains; suburb – part of a city; subway – tunnel under a road; village – settlement smaller than a town)

Differentiation

Struggling learners: Students underline the words or phrases that helped them guess the meaning of the required words.

Stretch: Students use all the words to write sentences summarizing the effects of the railway on the lives of people.

SB Act. 2 p. 185

3-19

Listen and say. Use the words from Activity 1.

- Play track 3-19, stop it at each pause, and ask students to provide the missing word. Then students listen to the end of each sentence and check their answers. (**Answers: 1** locomotives, **2** village, **3** subway, **4** suburb, **5** commute, **6** baker, **7** butcher, **8** cotton mill)

Extra activity

COMMUNICATION

Ask students to play a game in pairs. Students take turns saying the meaning of a word from Activity 1 for their partner to say the word. Monitor and assist as necessary.

WB Act. 1 p. 160

Complete the crossword and find the hidden word. What does it mean?

- Put students into pairs. Students race each other to see who finishes first.

SB Act. 3 p. 185

Complete with the words from Activity 1. Can you think of more words to add?

- Tell students they have three minutes to complete the chart. When time's up, they must stop working and share their lists with the class.

SB Act. 4 p. 185

Read and complete the text. Use the words from Activity 1.

- Students complete the text individually and check their answers by exchanging books with a friend. Then, they share answers with another pair.

WB Act. 2 p. 160

Complete the sentences.

Comprehension 1

1 Read *Railway Revolution!* again and answer.

1 What's the newspaper report about?
2 Do you think people liked the trains?

2 Read and write **T** (true) or **F** (false).

1 *Locomotion No. 1* was the first passenger train in the world. T
2 George Stephenson was a train driver. F
3 A lot of people came to see the train's first journey. T
4 The train traveled faster than any transport before. T
5 The train helped people get to work quickly. T
6 Everybody liked the new train. F

3 Find and write four positives and four negatives about the new train.

Positives	Negatives
fast	noisy
people can travel to work quicker	pollutes
can travel to the seaside	dirty
get fresh food	scares the animals

4 Imagine you're a passenger on the first journey of *Locomotion No. 1*. Can you describe how you feel? What do you see/smell/hear on the journey? Discuss with a friend.

Listening 1

5 What do we use electricity for? How would our lives be different without electricity?

Listening strategy

Listen for differences.

6 3-17 Listen to the conversation. Who's talking? What are they talking about?

7 3-18 Listen again. Check (✓) the things people used to do before they had electricity at home.

watch TV	☐	use candles	☑
go to bed early	☑	surf the internet	☐
write letters	☑	talk to each other	☑
do jigsaw puzzles	☑	read e-books	☐

8 Which electrical machine would it be hardest to live without? Why? Discuss with a friend.

Vocabulary 1

1 Find these words in *Railway Revolution!*. What do you think they mean?

baker butcher commute cotton mill horse and cart locomotive marvel railway suburb subway

2 3-19 Listen and say. Use the words from Activity 1.

3 Complete with the words from Activity 1. Can you think of more words to add?

Transportation and travel

commute, horse and cart, locomotive, railway, subway

Places in town

baker, butcher, cotton mill

Places to live

suburb, village (cottage, town)

4 Read and complete the text. Use the words from Activity 1.

Life in the past was very different to life today. A lot of people lived in small villages and worked on farms in the country. They had to use candles for light because they didn't have electricity. They didn't have cars, so they traveled by [1] horse and cart. The coming of the [2] railway changed the way people traveled. People could travel more easily to the cities to work in factories and [3] cotton mills. Nowadays, a lot of people live in [4] suburbs outside the city and [5] commute by bus, train, or [6] subway.

5 Discuss with a friend.

1 Would you prefer to live in a city or a village? Why?
2 Would you like to work in a factory or cotton mill? Why?/Why not?
3 Do your parents have to commute to work?

WB Act. 3 p. 160

CRITICAL THINKING

Circle the odd one out. Then write sentences with the words you circled.

- Students share their answers in pairs and check if they have similar sentences.

SB Act. 5 p. 185

COMMUNICATION

Discuss with a friend.

- If you have a struggling group, elicit advantages and disadvantages of living in a village/city, working in a factory/cotton mill, commuting, and write them on the board. Have a show of hands to see how many students' parents commute. Ask *How do you feel about your parents having to commute? What do your parents think about commuting to work?*
- Monitor and assist as pairs share their opinions. Make notes of the mistakes and discuss them with the class once the activity is over. Remember not to say who made the mistakes.

Extra activity

CREATIVITY

Put students into groups. They have to design a form of public transport for the future which is environmentally friendly, fast, safe, and makes as little noise as possible. Students draw the vehicle and explain how it works to other groups.

Vocabulary challenge: inventions that changed the world

WB Act. 4 p. 161

Decode the words. Which of the inventions do you use in your everyday life?

- Put students into pairs. Make sure students understand how the code works. Ask students to write the words on the board to check.

WB Act. 5 p. 161

Read and write. Use the words from Activity 4.

- Students work in pairs matching the words to the sentences. Ask students to make other sentences of their own.

Objective review

Ask students to say what new words about inventions they've learned today. Praise their effort.

12 Grammar 1 • Speaking 1

OBJECTIVES

Grammar: Can use "used to" to refer to past habits and routines.

Listening: Can extract factual information from short, simple dialogs or stories about past events if spoken slowly and clearly and guided by questions or prompts.

Speaking: Can talk about past events or experiences, using simple language.

MATERIALS

SB pp. 182–183, 186–187
WB pp. 162–163
WB key p. 271
Video 12-2
Video script p. 301
Optional: cards with key vocabulary and definitions, sticky notes
Pearson English Platform
Speaking and Vocabulary Book 4, Unit 12

Warm-up

Write each word from the previous lesson and its definition on separate cards. Put the word cards and the definition cards in two piles, face down on your desk. Put students into two teams. Students from each team come to the front in turns, and pick up a card from each pile. If they pick up matching cards, they make a sentence with the word. If the sentence is correct, they keep both cards and try to make another match. If the two cards don't match, they put them back at the bottom of their piles. The winner is the team with the most matching cards.

Lesson objective

Explain the lesson objective: To describe a repeated action over a period of time in the past.

SB Act. 1 p. 186

12-2

Watch Part 1 of the story video. Answer the questions. Then read and complete.

- Students watch Part 1 of the video and answers the questions. (**Answers: 1** 19th century, **2** in a village, **3** a long time, **4** because the Smogator was controlling them)
- Ask *What do the Doctor and Kim decide to do?* (dress up as workers) *Why?* (to find out what's going on at the factory)
- Play the video again and ask students to complete the sentences in the speech bubble.

SB Act. 2 p. 186

Read the grammar box and complete.

- Focus students' attention on the grammar box and read the sentences together. Then ask students to complete the short answers.
- Elicit that to form the interrogative of *used to*, we add *Did* at the beginning of the question, and to form the negative, we add *didn't*. Remind students that when we use the auxiliary, *used to* becomes *use to*.

SB Act. 3 p. 186

Read *Railway Revolution!* again and circle examples of *used to* and *didn't use to*. Then check (✓).

- Refer students back to the text on SB pp. 182 and 183.
- Students work individually and then compare their answers. Make sure students understand when we use used to.

WB Act. 1 p. 162

Read and circle. Then match.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 2 p. 162

Read and match.

SB Act. 4 p. 187

Read and complete. Use *used to* or *use to*.

- Remind students that when we use *did* or *didn't*, the main verb is in the infinitive form.

SB Act. 5 p. 187

Check (✓) the sentences that are correct.

- Pair a stronger student with a struggling one to do the activity.

Extra activity

COLLABORATION

- Put students into groups. Write on the board *the light bulb*, *air conditioning*, *the smartphone*, *the remote control*, *television*, *the wheel*, *penicillin*, *the airplane*, *paper*. Then write *Before the invention of (the) … , people used to/didn't use to …*
- Each group chooses four inventions and writes down complete sentences for them.
- Then, groups take turns reading their sentences aloud, but without the inventions, for another group to guess the missing word, e.g., *Before the invention of the … , people used to go to bed early.* (light bulb)

12

Grammar 1

1 12-2 **Watch Part 1 of the story video. Answer the questions. Then read and complete.**

Look at the trams and factory workers. Look at the factory! No big supermarkets here.

They used to travel to work by bike.

They didn't use to have supermarkets.

1 What century is it?
2 Where did the factory workers live?
3 How long did it take them to travel to work?
4 Why were they weak?

2 **Read the grammar box and complete.**

3 **Read *Railway Revolution!* again and circle examples of *used to* and *didn't use to*. Then check (✓).**

Used to describes

a repeated action over a period of time in the past. ☑

an action that happened once in the past. ☐

Grammar

I/You/She/They **used to** work in the factory.
I/You/He/We **didn't use to** work on the farm.
Did you/she/they **use to** work in the factory?

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

1 Did they use to travel by subway?
No, they didn't .
2 Did they use to work hard?
Yes, they did .

4 **Read and complete. Use *used to* or *use to*.**

Billy: Mom, did you [1] use to play video games when you were young?
Mom: No, we didn't have video games then. And we didn't have smartphones!
Billy: What did you [2] use to play with then?
Mom: We [3] used to play with other toys. I [4] used to play with my dolls. My friends and I [5] used to make up stories and role-play them.
Billy: Didn't you [6] use to get bored?
Mom: No, I didn't [7] use to get bored! We had a lot of fun then, even without smartphones and computers!

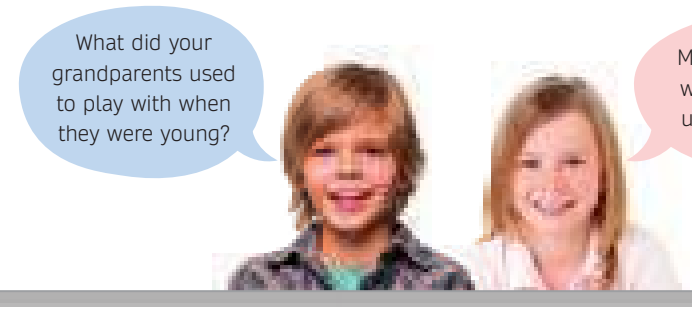
5 **Check (✓) the sentences that are correct.**

1 My grandma used to go swimming every day when she was young. ☑
2 We used to go on vacation to Spain last week. ☐
3 In the nineteenth century, people didn't use to watch TV. ☑
4 My mom used to wear a nice dress to the party last night. ☐
5 Did you use to go to the movies yesterday? ☐
6 Did you use to suck your thumb when you were a baby? ☑

Speaking 1

6 **Imagine your grandparents when they were young. What did they use to do? Discuss with a friend.**

Speaking strategy
Ask questions to find out more.



WB Act. 3 p. 163

Write questions. Use the correct form of *used to*.

- Ask students to correct each other's questions.

WB Act. 4 p. 163 CRITICAL THINKING

Answer the questions from Activity 3 for you. Write short answers.

- Students answer the questions and circulate to find other students with the same answers.

WB Act. 5 p. 163

Check (✓) the things that you used to do or have when you were four years old. Then write sentences.

Speaking 1

Speaking strategy

Explain the speaking strategy: Ask questions to find out more.

SB Act. 6 p. 187 COMMUNICATION

Imagine your grandparents when they were young. What did they use to do? Discuss with a friend.

- Brainstorm some activities students think their grandparents did when they were their age.

Differentiation

Struggling learners: Before starting the activity, students work in pairs making a list of activities their grandparents did and didn't do.

Stretch: Pairs report their partners' answers to other pairs and ask questions about their grandparents.

Extra activity COMMUNICATION

Write questions with *used to* on sticky notes and stick them to your students' backs. Put students into groups and ask them to stand in a circle, so that they can read the question on the back of the student in front of them. Students hear the question from the students behind them, answer it, and read the question to the student in front of them.

Objective review

Ask students to say an activity they used to do and one they didn't use to do when they were eight. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 4, Unit 12.

12 Pre-reading 2 • Reading 2

OBJECTIVES

Reading: Can make simple inferences about characters' motives and feelings in straightforward narrative texts.

Speaking: Can make simple, direct comparisons between two people or things using common adjectives, given a model.

SB vocabulary: dung, gratefully, matches, penny, prison, thief, wallet

WB vocabulary: earn, thread

MATERIALS

SB pp. 188–189
WB p. 164
WB key p. 271
SB audio track 3-20
Optional: strips of paper with sentences in clue form
Pearson English Platform

Warm-up

Put students into two teams. Write on strips of paper, e.g., *you/walk to school/kindergarten*; *your grandma/play with dolls*; *men in the 19th century/go to work by subway*; *you grandfather/take pictures with a smartphone*; *people in the 19th century/eat fresh fish.* Shuffle the strips and put them in a pile face down on your desk. Students take turns picking a strip and making a question with *used to* (e.g., *Did you use to walk to school when you were in kindergarten?*) for a member of the other team to answer.

Lesson objective

Explain the lesson objective: To apply the reading strategy to the text.

SB Act. 1 p. 188

COMMUNICATION

What do you think children's lives were like in the past? Discuss with a friend.

- Pairs discuss and share their ideas with the class.

Reading strategy

Explain the reading strategy: Describe the motivation of characters in a story.

SB Act. 2 p. 188

CRITICAL THINKING

Read and answer. Who's telling the story? Where does he work? Do you think he likes his job?

- Ask students why they think the boy doesn't like his job. (*It's hard work.*) (**Answers:** a young boy. He works in the cotton mill. He doesn't like his job.)

Reading 2

Reading text in British English

This is one of the texts in Level 4 that is in British English. Focus students' attention on some of the differences between British and American English. Ask them to find words that are different. Remind them of *realise/realize*.

SB Act. 3 p. 188

3-20

Read *William's Lucky Day*. Find out what happens to William.

- Focus students' attention on the pictures, title, and introduction of the text. Remind students of the reading strategy and ask them to predict what the text is about. Write some of their ideas on the board.
- Students read and listen to the text.
- Ask if they found the answer to the question. Ask *Were your guesses correct? What helped you guess?* (**Answer:** William steals a wallet from the doctor. The doctor tells the police officer he gave it to William to look after. The police officer lets William go.)

Differentiation

Struggling learners: In pairs, students underline the motives for the boy to steal the wallet, and for the doctor to lie about it.

Stretch: Students underline the reason why people paid children to catch rats, the doctor paid a child to clear the horse dung from the road, the boy didn't want to go to the workhouse, the boy was grateful to the doctor.

Extra activity

COLLABORATION

- Put students into groups. Each group chooses one of the children working on the street, catching rats, clearing horse dung, delivering papers/fresh bread, selling flowers/matches/ribbons.
- Ask *How old do you think the child is? What is he/she like? Does he/she have a family? Where does he/she live/sleep? Why is the child working? Does the child ever play? Why (not)?*
- Groups use the questions to make descriptions and present them to the class.

SB Act. 4 p. 189

CRITICAL THINKING

Why do you think children had to work in the past?

- Brainstorm answers to the question and write some of them on the board.
- Ask students if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Pre-reading 2

1 What do you think children's lives were like in the past? Discuss with a friend.

Reading strategy

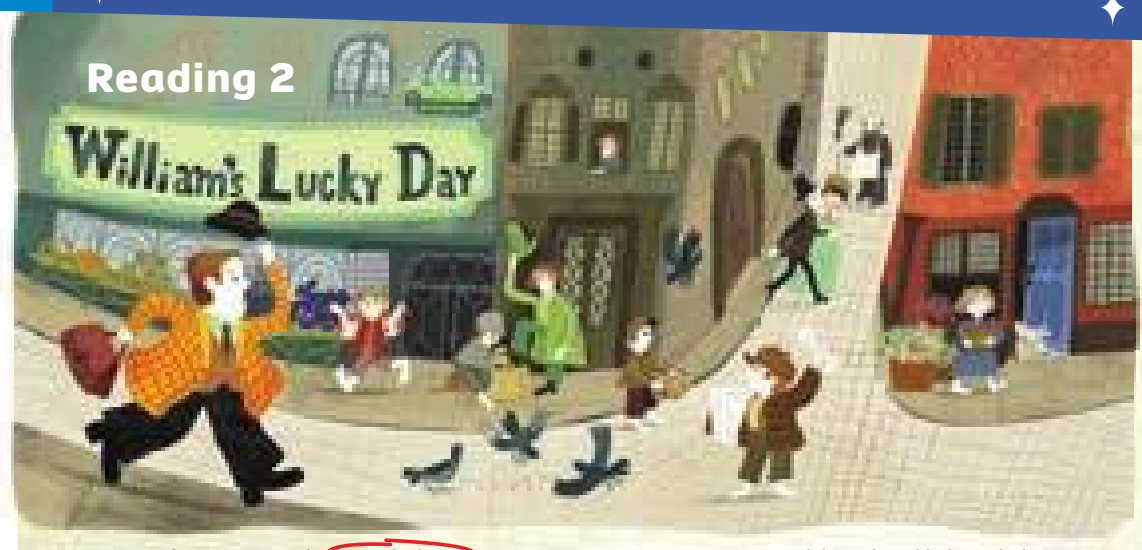
Describe the motivation of characters in a story.

2 Read and answer. Who's telling the story? Where does he work? Do you think he likes his job?

My name is Albert Smith. I'm eight years old. I live in one small room with my father and my brothers and sisters. Our mother died last year and my father is ill and can't work. So, me and my brothers and sisters have to go out to work to earn money. My sisters work on the street as flower sellers and my brothers work in the coal mine. I work in the cotton mill – I have small fingers that are good for making thread. It's hard work, but someone has to do it.

3 3-20 Read *William's Lucky Day*. Find out what happens to William.

Reading 2



It was time for me to go to the hospital where I worked as a doctor. I put on my coat and hat, put my wallet in my back pocket, and stepped outside. The street was noisy and full of people. The factory workers were on their way to work. Some of them were children, as young as eight or nine years old – their small fingers did jobs that big adult fingers couldn't do, and they cleaned under the machines where adults couldn't reach.

It was a hard life for them, although it was better than working deep underground in the **coal mines**. Many of the children who worked in dark and dangerous conditions ended up in the hospital with terrible injuries.

Meanwhile, on the street young boys were **running errands** – taking fresh bread to the big houses where the rich people lived, or delivering newspapers. The **ratcatchers** were out, chasing the rats that spread disease all around the city. The **flower girls** were on the street selling their ribbons, matches and flowers.

I stopped to buy some matches and then waited to cross the road. A **street sweeper**, a boy of about 10, cleared the horse dung from the road so that I could cross. I gave him a penny, but before I could cross I heard shouting behind me. I looked around to see a police officer holding a young boy, aged about six.

He was tiny and dressed in old, dirty clothes. He had no shoes, and his face was covered with black **soot**.

"Let me go!" he shouted. "I need to get to work!"
"Where do you work, boy?" shouted the police officer.

"I work as a **chimney sweep**. I clean the chimneys at the big house. If I don't go to work, I'll be sent to the **workhouse**!" shouted the boy.

The workhouse was the place where poor people were sent when they had no jobs. It was a horrible place, so I could understand why the boy was terrified of going there.

"Empty your pockets!" shouted the police officer. Slowly, the boy emptied his pockets. A large wallet fell out onto the ground. The police officer picked it up and took out the money inside. "You're a thief – a **pickpocket**!" he shouted. "Where's your mother?"

"My mother's at home, Sir! She used to be a **housemaid**. She worked for the lady in the big house, washing and cleaning. But now she's ill, so she can't work, and father's dead. I sweep chimneys to get some money to help her. Please, Sir, don't send me to the workhouse … or to prison!"

At that moment I felt my back pocket. I realised that my wallet was missing! As I approached the police officer to report the crime, the poor boy looked up at me. He looked so terrified that I started to feel sorry for him. It was a hard life for these poor children and as a doctor, I wanted to help.

"Sir," I said to the police officer. "I'm a doctor. This boy works for me. He sweeps my chimney and runs errands. I gave him my wallet to look after. I'll take it now, thank you!"

The boy and the police officer looked at me in astonishment. The police officer returned my wallet and had no choice but to let the boy go.

The boy smiled gratefully and raced off up the street. It wasn't often that rich people were kind to him. It was his lucky day!

4 Why do you think children had to work in the past?

Extra activity

SB Vocabulary work

Ask students to find and circle the following words in the text: *dung*, *gratefully*, *matches*, *penny*, *prison*, *thief*, *wallet*. Ask *What animals produce dung? Do your parents let you play with matches? Name three things in your life for which you are grateful.*

Extra activity

CREATIVITY

Put students into groups. Each group has to transform William's story into a comic strip told by one of the boys or girls who work on the street and see what happened. They have to explain what they think William's, the police officer's, and the doctor's motivations were.

WB Act. 1 p. 164

Read *A Day in the Life of Albert Smith* and match.

- Remind students of their answers to Activity 2 on p. 188 in the SB.

WB Act. 2 p. 164

COMMUNICATION

Discuss with a friend. What problems do you think poor children had in the past?

Extra activity

WB Vocabulary work

Ask students to find and circle the following words in the text: *earn*, *thread*. Students check their context in the text and write their own sentences.

Value

Act kindly and don't judge others

The doctor acted kindly toward William. He thought that sending the little boy to prison would be worse than letting him work to help his ill mom. Ask *Can you think of acts of kindness that you or other people have done?*

Objective review

Ask students if thinking about the motivation of characters helped them understand this story. Ask them if they've learned new things about life in the past. Praise their effort.

12 Comprehension 2 • Listening 2

OBJECTIVES

Listening: Can understand some details in extended dialogs on familiar everyday topics.

Reading: Can make simple inferences about characters' motives and feelings in straightforward narrative texts.

Speaking: Can make simple, direct comparisons between two people or things using common adjectives, given a model.

MATERIALS

SB pp. 188–189, 190
SB audio tracks 3-21 and 3-22
Optional: a woolen glove
Pearson English Platform

Warm-up

Make a "storytelling" glove: Take a woolen glove and label the thumb and each finger with one of the reading strategies in order, e.g., *(thumb) topic of the story*, *(index) problem and solution*, *(middle) the characters and their feelings*, *(ring) the characters' lives compared to yours*, *(pinkie) message of the story.* Put students into five groups. Each group applies the five strategies to *William's Lucky Day*. Students have five minutes to do the activity and make notes. A member from the first group puts on the glove, shows the thumb, reads the strategy, and reports the group's conclusions. The other students listen carefully and raise their hands when they think a mistake has been made, to add information, or correct what was wrong. Each group reports on a different strategy.

Lesson objective

Explain the lesson objective: To apply the reading strategy by describing the motivation of characters in a story.

SB Act. 1 p. 190

Read *William's Lucky Day* again and answer.

- Refer students back to the text on SB pp. 188 and 189.
- Students compare their answers in pairs. Ask students to give answers, and ask others to justify them by pointing at the relevant parts of the text. (**Answers: 1** the doctor, **2** His wallet is stolen.)

SB Act. 2 p. 190

Read and circle.

- Students work on their own. Then, they exchange their answers with a partner.

SB Act. 3 p. 190

Read and write.

- Students exchange their answers in groups of four. Ask *Do you agree? Why?/Why not?*

Extra activity

CRITICAL THINKING

- Ask *Do you know any children who work? Why do they do it? What jobs do they do?*
- Explain that in 1990, the United Nation Convention on the Rights of Children established that children have the right to eat healthy food, to go to school, to have time to play, to go to the doctor if they're ill, and to be safe and protected. Write these rights on the board.
- In groups, students think how this convention would have changed the lives of the characters in the story.

SB Act. 4 p. 190

COMMUNICATION

Do you think children's lives are better now than in the past? Why? Discuss with a friend.

- Remind students of their ideas from the Extra activity.
- Ask students if this activity gives them an answer to the Big Question. Add their ideas to the poster.

Objective review

Ask students to decide if discussing the motivation of the characters helped them better understand the story. Ask *Have you learned new things about the life of children in the past?* Praise their effort.

Listening 2

Lesson objective

Explain the lesson objective: To apply the listening strategy to the activities.

Listening strategy

Explain the listening strategy: Listen for similarities.

Comprehension 2

1 Read *William's Lucky Day* again and answer.

1 Who's telling the story?
2 What happens to him?
3 Do you think the street in the story would be different now?

2 Read and circle.

1 Children worked in factories because they **enjoyed the work** / **could do jobs that adults couldn't**.
2 Working in a coal mine was **dangerous** / **better than working in a factory**.
3 In the past, a lot of children used to work **in offices** / **on the street**.
4 The boy who stole the wallet was **poor and hard-working** / **rich and lazy**.

3 Read and write.

1 Name three jobs children used to do.

.....

2 Describe the pickpocket.

.....

3 Why do you think the boy stole the doctor's wallet?

.....

4 How do you think the doctor felt about the jobs children had to do?

.....

5 How did the doctor help the boy?

.....

4 Do you think children's lives are better now than in the past? Why? Discuss with a friend.

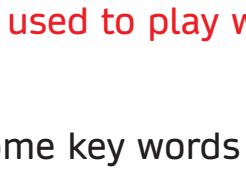
Listening 2

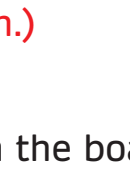
Listening strategy

Listen for similarities.

5 3-21 Listen to the talk. Where is it? What is it about?

6 3-22 Listen again and match.


kaleidoscope


zoetrope

1	Children played soccer with a ball	a	showed moving pictures.
2	Girls used to play	b	toy soldiers and trains.
3	Rich boys used to play with	c	a rocking horse.
4	A zoetrope was a toy that	d	with dolls and jump ropes.
5	A kaleidoscope was a tube that	e	that was made of animal skin.
6	A wooden horse that moved was called	f	you looked through to see colorful designs.

7 Which toys from the past do we still have today? How are toys different now? Discuss with a friend.

Vocabulary 2

1 Find these words in *William's Lucky Day*. Which words are jobs that children used to do?

chimney sweep · coal mine · flower girl · housemaid · pickpocket · ratcatcher · run errands · soot · street sweeper · workhouse

2 Read and circle.

I'm Fred. I'm 10 years old. I used to be a [1] **chimney sweep** / **street sweeper**, but now I'm too big to fit up the chimneys, so I have to do something else. I tried being a [2] **pickpocket** / **flower girl**, but I got caught by the police and I had to go to prison for a week. Now I do two jobs. I sometimes [3] **run** / **make** errands for rich people. And I also work as a [4] **housemaid** / **ratcatcher**. I like it because I get money for each animal that I catch. And it's better than working underground in a [5] **coal mine** / **workhouse** and getting covered in [6] **dung** / **soot**.

3 Write the job title for each advertisement.

1 **Are you very small?** Do you like climbing chimneys and getting covered in soot? If so, this is the perfect job for you.
chimney sweep

2 DO YOU WANT TO WORK WITH ANIMALS? Can you run fast? This could be the job for you!
ratcatcher

3 Are you good at cleaning? Do you like washing clothes and ironing? If so, you'll love this job.
housemaid

4 Do you like working outside? Are you good at sweeping? Do you like the smell of horses?
street sweeper

4 Discuss with a friend.

1 Do you ever run errands? What do you do?
2 Which of the jobs from the past would you choose to do? Why?

I sometimes run errands for my mom. I go to the corner store to buy bread and milk.

I would like to be a flower girl because I like flowers.

SB Act. 5 p. 190

3-21

Listen to the talk. Where is it? What is it about?

- Play track 3-21 once. Students listen and answer the questions. (**Answer:** It's at the Toy Museum. They're talking about toys children used to play with.)

Differentiation

Struggling learners: Write some key words on the board so that students can make some guesses before they listen, e.g., *ball*, *soldiers*, *doll*, *jump rope*, *marbles*.

SB Act. 6 p. 190

3-22

Listen again and match.

- Play track 3-22 again. Then ask *Which of the toys in the museum do you know? Have you ever played with any of them?* Write students' answers on the board. (**Answers: 1** e, **2** d, **3** b, **4** a, **5** f, **6** c)

Differentiation

Struggling learners: Put students into pairs to discuss the sentences before they listen. Stop the track when necessary to help them do the activity.

Stretch: Students match the sentence halves from memory and listen to the audio to check.

Extra activity

CREATIVITY

- Play track 3-22 again and ask students to draw and color a room of the Toy Museum. In that room, they have to place: an old soccer ball, some toy soldiers, two dolls and a dolls' house, a jump rope, an old toy of their choice.
- Put students into pairs. They take turns describing their pictures for their partners to draw and color, e.g., *There's a dolls' house on the right of the soccer ball. It has a red roof and blue windows.*
- Finally, students compare the pictures they drew with the original ones, pointing out the differences.

SB Act. 7 p. 190

COMMUNICATION

Which toys from the past do we still have today? How are toys different now? Discuss with a friend.

- Remind students of the list of toys on the board. Students discuss in pairs and report their friend's opinions to the class.
- Ask students if they think this activity gives them an answer to the Big Question. Add their ideas to the poster.

Objective review

Ask students to decide if it was easy or difficult to listen for similarities. Ask *Have you learned new things about toys in the past?* Praise their effort.

12 Vocabulary 2

OBJECTIVES

Speaking: Can talk about basic personal experiences using simple linking words.

SB Vocabulary: chimney sweep, coal mine, flower girl, housemaid, pickpocket, ratcatcher, run errands, soot, street sweeper, workhouse

WB Vocabulary: work on, work out, work through, work towards, work (oneself) up

MATERIALS

SB pp. 188–189, 191
WB pp. 165–166
WB key p. 271
Optional: cards with key vocabulary
Pearson English Platform

Warm-up

Put students into groups. Say *Think of the conversations you have with your parents about when they were children, e.g., what things they used to play with. Imagine you're living in 2050, and you talk with your children about what you used to do with your friends and your family, where you used to play, and the toys you used to play with when you were 10. Imagine the toys your children will play with and the questions they might ask you*. Encourage students to be as creative as possible when imagining the future. Groups write and rehearse their dialogs and role-play them for the class. Have a vote on the most creative dialog.

Lesson objective

Explain the lesson objective: To explore vocabulary from the reading related to the jobs children did in the past.

SB Act. 1 p. 191

Find these words in *William's Lucky Day*. Which words are jobs that children used to do?

- Refer students back to the text on SB pp. 188 and 189.
- Put students into pairs. Ask them to find the words from the box in the text, read the sentences in which they're used, and discuss their meaning.
- Then have them find the words for jobs, and say what they consist of.

WB Act. 1 p. 165

Read, choose, and write. There are two extra words.

- This is an A2 Flyers Reading and Writing Part 1 task.
- Explain that students should take their time first to read the definitions very carefully, and then to find the words that match them in the box. Ask them to count sentences and words to make them aware of the fact that there are two extra words.

SB Act. 2 p. 191

Read and circle.

- Students work individually. Ask them to give reasons for their choices.

Differentiation

Stretch: Ask students to write a similar text using the words and phrases that are left.

WB Act. 2 p. 165

Read and complete. There's one extra word.

- Ask students to predict what the passage is about from the picture. Ask *What's the boy's job?* (chimney sweep)

SB Act. 3 p. 191

Write the job title for each advertisement.

- Ask students to underline the words or phrases that are the requirements for the jobs.

Extra activity

CREATIVITY

Put students into groups. Write on the board *pickpocket*, *flower girl*, *factory worker*. Groups have to write similar advertisements for these jobs. Encourage students to be as creative as possible when talking about the qualities children need to do the jobs. Ask *Can you think of any advantages that each job might offer?* Have a vote on the best job advertisement.

SB Act. 4 p. 191

COMMUNICATION

Discuss with a friend.

- While students exchange ideas, take down notes of the mistakes you hear to comment on them when the activity is over.

Differentiation

Struggling learners: Allow students to make notes before the activity and to use them while exchanging ideas.

Stretch: Students have to give two reasons for choosing a job. Then, they report to the class the jobs their friends would like to do and their reasons for doing them.

Comprehension 2

1 Read *William's Lucky Day* again and answer.

1 Who's telling the story?
2 What happens to him?
3 Do you think the street in the story would be different now?

2 Read and circle.

1 Children worked in factories because they **enjoyed the work** / **could do jobs that adults couldn't**.
2 Working in a coal mine was **dangerous** / **better than working in a factory**.
3 In the past, a lot of children used to work **in offices** / **on the street**.
4 The boy who stole the wallet was **poor and hard-working** / **rich and lazy**.

3 Read and write.

1 Name three jobs children used to do.

.....

2 Describe the pickpocket.

.....

3 Why do you think the boy stole the doctor's wallet?

.....

4 How do you think the doctor felt about the jobs children had to do?

.....

5 How did the doctor help the boy?

.....

4 Do you think children's lives are better now than in the past? Why? Discuss with a friend.

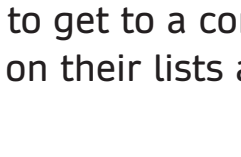
Listening 2

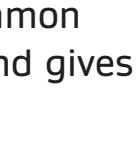
Listening strategy

Listen for similarities.

5 3-21 Listen to the talk. Where is it? What is it about?

6 3-22 Listen again and match.


kaleidoscope


zoetrope

1	Children played soccer with a ball	a	showed moving pictures.
2	Girls used to play	b	toy soldiers and trains.
3	Rich boys used to play with	c	a rocking horse.
4	A zoetrope was a toy that	d	with dolls and jump ropes.
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Vocabulary 2

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2 Read and circle.

I'm Fred. I'm 10 years old. I used to be a [1] **chimney sweep** / **street sweeper**, but now I'm too big to fit up the chimneys, so I have to do something else. I tried being a [2] **pickpocket** / **flower girl**, but I got caught by the police and I had to go to prison for a week. Now I do two jobs. I sometimes [3] **run** / **make** errands for rich people. And I also work as a [4] **housemaid** / **ratcatcher**. I like it because I get money for each animal that I catch. And it's better than working underground in a [5] **coal mine** / **workhouse** and getting covered in [6] **dung** / **soot**.

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2 DO YOU WANT TO WORK WITH ANIMALS? Can you run fast? This could be the job for you!
ratcatcher

3 Are you good at cleaning? Do you like washing clothes and ironing? If so, you'll love this job.
housemaid

4 Do you like working outside? Are you good at sweeping? Do you like the smell of horses?
street sweeper

4 Discuss with a friend.

1 Do you ever run errands? What do you do?
2 Which of the jobs from the past would you choose to do? Why?

I sometimes run errands for my mom. I go to the corner store to buy bread and milk.

I would like to be a flower girl because I like flowers.

WB Act. 3 p. 166 — CRITICAL THINKING

Write the jobs in order from the best to the worst in your opinion. Justify your choice.

- Students check their answers in groups. Then, they discuss their reasons, trying to get to a common grading. Each group reports on their lists and gives reasons for them.

Extra activity — CRITICAL THINKING

- Play *Word Wish*. Put students in two groups, and appoint group leaders to call out the words for each group. While group leaders write the words from the lesson on cards and place them face down on their desk, the rest of the students draw 3x2 bingo cards and complete them with the words from the lesson.
- Give students 30 seconds to look at their bingo cards, memorize them, and put them face down in front of them.
- Leaders draw word cards one at a time and say the word. If that word appears on the student's bingo card, the student will say, *May I have that card, please?* The first student to call for the word gets the card. When all word cards have been drawn, students turn their bingo cards and check. Award one point for correct choices and minus two for incorrect choices.

Word study: phrasal verbs with *work*

WB Act. 4 p. 166

Read and match.

WB Act. 5 p. 166

Read and write. Use the phrasal verbs from Activity 4.

WB Act. 6 p. 166 — CRITICAL THINKING

Name something …

- Ask some students to read their sentences aloud for the class to check if their answers are similar or different.

Objective review

Ask students to say what their favorite jobs from the past are and give reasons for their choice. Praise their effort.

12 Grammar 2 • Speaking 2

OBJECTIVES

Grammar: Can use "who/that/where" in basic defining relative clauses.

Listening: Can extract factual information from short, simple dialogs or stories about past events if spoken slowly and clearly and guided by questions or prompts.

Speaking: Can explain the meaning of a word or phrase.

Expressions: Everything is ready. It's a long story.

MATERIALS

SB pp. 188–189, 192–193
WB pp. 167–168
WB key p. 271
Video 12-3
Video script p. 302
Optional: cards with key vocabulary
Pearson English Platform
Grammar Book 4, Unit 20
Speaking and Vocabulary Book 4, Unit 12

Warm-up

Play *10 Questions*. Think of a job children used to do in the past. Students have to ask *yes/no* questions to guess what it is, e.g., *Did girls use to do the job? No, they didn't. Did boys use to have to run to do the job? Yes, they did.* The student who guesses takes your place.

Lesson objective

Explain the lesson objective: To make sentences using *that*, *who*, and *where* to describe people, objects, and places.

SB Act. 1 p. 192

12-3

Watch Parts 2 and 3 of the story video. Then answer the questions.

- Students watch Parts 2 and 3 of the video and answer the questions. (**Answers: 1** They moved/put the clocks forward., **2** the Smogsucker/super slim battery/sonic screwdriver, **3** Jack Green, a scientist)
- Play the video again. Ask *What's making the pollution?* (a machine) *What year are they in?* (2045) *Why did Jack win the Nobel Prize*? (Because he created the super slim battery.) *Why does the Doctor have to travel to the past, the present, and the future?* (to hide the clues for Jack to find out who he is)
- Play the videos again and ask students to complete the sentence in the speech bubble.

SB Act. 2 p. 192

Read the grammar box and match.

- Focus students' attention on the grammar box and read the sentences together.
- Ask students to do the matching. Then, they underline the person, object, or place in the first half of each sentence.
- Elicit that the second half of the sentence describes or defines the person, object, or place from the first half.

SB Act. 3 p. 192

Read *William's Lucky Day* again. Circle examples of relative clauses with *that*, *who*, and *where*. Then complete.

- Refer students back to the text on SB pp. 188 and 189.
- Students check their answers and complete the rules.

SB Act. 4 p. 193

Read and complete. Use *that*, *who*, or *where*.

- Students compare their answers in pairs before checking them as a class.

Differentiation

Struggling learners: Ask students to underline the person, object, or place in the first sentence half before doing the activity.

WB Act. 1 p. 167

Read and circle.

- Focus students' attention on the grammar box before they do the activity.

WB Act. 2 p. 167

Read and match.

- Ask students to focus their attention on which words are people, objects, or places before doing the activity.

WB Act. 3 p. 167

Complete the sentences. Use *that*, *where*, or *who* and a word from the box.

SB Act. 5 p. 193

Write sentences about these things, people, and places. Use *that*, *who*, or *where*.

- Students exchange books with a friend to check their sentences.

12

Grammar 2

1 12-3 **Watch Parts 2 and 3 of the story video. Then answer the questions.**

The Doctor is the man who defeated the Smogator.

1 How did the Doctor and Kim make the workers go home?
2 What did they use to defeat the Smogator?
3 Who do you think built the Super Slim Battery?

2 **Read the grammar box and match.**

Grammar

This is the machine **that** makes the pollution.
Doctor Who is the man **who** defeated the Smogator.
The village is the place **where** the workers lived.

1	The factory was the place	a	that helped defeat the Smogator.
2	The Super Slim Battery was the thing	b	who made the Super Slim Battery.
3	Jack Green is the scientist	c	where Doctor Who found the Smogator.

3 **Read *William's Lucky Day* again. Circle examples of relative clauses with *that*, *who*, and *where*. Then complete.**

that defines an object *who* defines a person *where* defines a place

4 **Read and complete. Use *that*, *who*, or *where*.**

1 George Stephenson was the man *who* built the world's first locomotive.
2 The light bulb was an invention *that* changed people's lives.
3 A factory is a place *where* people work.
4 The internet is a network *that* connects computers across the world.
5 A governess was someone *who* used to teach children at home.
6 A school is a place *where* children learn.

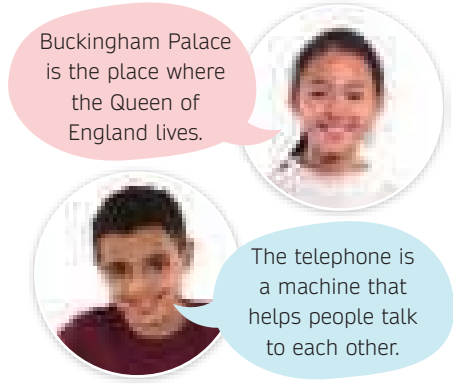
5 **Write sentences about these things, people, and places. Use *that*, *who*, or *where*.**

1 Tim Berners Lee / man / invent internet
Tim Berners Lee is the man who invented the internet.
2 television / machine / shows moving pictures
Television is a machine that shows moving pictures.
3 London / city / see Big Ben
London is the city where you can see Big Ben.
4 Big Ben / big clock / tells time
Big Ben is a big clock that tells the time.
5 Neymar Jr. / soccer player / Brazil
Neymar Jr. is a soccer player who plays for Brazil.
6 Shakira / singer / Colombia
Shakira is a singer who comes from Colombia.
7 Chichén Itzá / city / see Mayan ruins
Chichén Itzá is a city where you can see Mayan ruins.

Speaking 2

6 **Work with a friend. Can you define these things, people, or places? Use *that*, *who*, or *where*.**

Acapulco beach
Buckingham Palace
computer
Istanbul
Lionel Messi
Mexico City
telephone
newspaper



WB Act. 4 p. 168 — CRITICAL THINKING

Answer the questions. Use *that*, *where*, *which*, or *who*.

- Students read their answers aloud for the class.

WB Act. 5 p. 168

Complete the sentences for you and write three more. Use *that*, *where*, or *who*.

- In pairs, students say two things they like about their partner's answers and one that needs improvement.

Extra activity — CRITICAL THINKING

Write the following words on cards: *subway*, *invention*, *museum*, *park*, *volunteer*, *locomotive*, *cotton mill*. Put them face down on your desk. Pick a card. Students have 10 possibilities to guess the word by using sentences with relative pronouns, e.g., You: *It's a place where …* Student 1: *we see movies.* You: *No.* Student 2: *It's a place where we see things from the past.* You: *Yes. It's a museum.* The student who makes the correct relative clause and guesses the word takes your place.

For more grammar practice, go to Grammar Book 4, Unit 20.

Speaking 2

SB Act. 6 p. 193 — COMMUNICATION

Work with a friend. Can you define these things, people, or places? Use *that*, *who*, or *where*.

- Ask different pairs to share their sentences.

Differentiation

Struggling learners: Brainstorm what students know about the people, objects, and places on the list before they start speaking.

Stretch: Ask pairs to take turns making sentence halves about people, places, or objects they know for their friends to complete, e.g., *Paris is a city …* , *A double-decker is a bus …* .

Objective review

Ask students to report what they saw today on the way to school. Praise their effort.

For more speaking practice and additional vocabulary, go to Speaking and Vocabulary Book 4, Unit 12.

12 Writing • Now I Know

OBJECTIVES

Reading: Can understand the main points in simple descriptive texts on familiar topics.

Speaking: Can give a short, simple prepared talk on a topic of personal interest.

Writing: Can write short, simple descriptions of personal experiences in linked sentences, given prompts or a model.

MATERIALS

SB pp. 194–195
WB pp. 169–171
WB key p. 271
Pearson English Platform
Test Book 4, Unit 12

Warm-up

Review the Unit 11 writing strategy with the students. Ask what other strategies they remember.

Lesson objective

Explain the lesson objective: To write a journal entry, while applying the writing strategy.

SB Act. 1 p. 194

Scan the text. Answer the questions.

- Remind students that they should scan the text quickly to find specific details.

SB Act. 2 p. 194

Read the text. Check your answers from Activity 1.

- Check answers as a class. (**Answers: 1** on a locomotive train, **2** to the seaside, **3** excited)

Writing strategy

Focus students' attention on the writing strategy and remind them to apply the strategy to their own writing.

SB Act. 3 p. 194

Read the text again and look at the way the author has applied the strategy. Circle the thoughts and feelings the author shares.

WB Act. 1 p. 169

Read and circle.

SB Act. 4 p. 194

Find or draw pictures of how the railway changed the lives of children in the nineteenth century. Then go to the Workbook to do the writing activity.

- Students complete this activity in their notebooks.

WB Act. 2 p. 169

Imagine you're a child in the 19th century. Think about how the railway changed your life. Read, circle, and complete.

WB Act. 3 p. 169

Write your journal entry in your notebook. Use your ideas from Activity 2.

Remember!

WB p. 169

- Focus students' attention on the Remember! box to use as a checklist for their writing.

Objective review

Ask students to read their diaries aloud. Praise their effort.

Now I Know

Warm-up

Put students into two groups. Ask them to choose eight words from the unit and take turns miming them for the other group to guess.

Lesson objective

Explain the lesson objective: To review everything students have learned in the unit.

Big Question

- Ask *What's the answer to the Big Question for this unit?*
- Review the Big Question poster you began at the start of the unit. Invite students to give other answers from outside the book.
- Ask students to reflect on what they wrote in WB Activity 1 at the start of the unit. Students review what they've learned since then to observe their own progress.

SB Act. 1 p. 195

CRITICAL THINKING

How did people live in the past? Look back through Unit 12. Use the information you've learned to answer the questions.

- Students use their consolidated knowledge of the Big Question to answer.

WB Act. 1 p. 170

Read and circle.

Writing

1 Scan the text. Answer the questions.

1 How did the girl travel?
2 Where did she go?
3 How did she feel about her journey?

2 Read the text. Check your answers from Activity 1.

July 12, 1835

A Day at the Seaside!

Today I traveled on a locomotive train for the first time! I went on a day trip to the seaside with my family. I saw the ocean and the beach for the first time in my life! The smell of the ocean is something I will remember forever. The noise of the train was so loud but it was so exciting! And I could smell the smoke. The fields and country flashed by very quickly. It was fantastic and I felt very excited! Before, we used to travel very slowly by horse and cart. Now we can travel easily and quickly to new places. I think the railway will make communication so much easier and faster. I really hope my family and I can return to the ocean soon. I felt so happy there.

3 Read the text again and look at the way the author has applied the strategy. Circle the thoughts and feelings the author shares.

Writing strategy

Write descriptions of thoughts and feelings to show the response of a character to a situation.
When he went in the coal mine, he felt very scared.

4 WB 169 Find or draw pictures of how the railway changed the lives of children in the nineteenth century. Then go to the Workbook to do the writing activity.

Now I Know

1 How did people live in the past? Look back through Unit 12. Use the information you've learned to answer the questions.

1 How did people use to travel/work/play in the past?

2 How's life different now?

3 What do you think are the three most important inventions of the last century? Why?

2 Choose a project.

Make a poster about children's lives in the past.

1 Choose one of these subjects – school life, work, or toys. Work in pairs or small groups.
2 Find out as much as you can.
3 Make a poster with pictures and present your findings to the class.

or

Research an invention that changed people's lives.

1 Decide on an invention.
2 Find information about the invention: Who invented it? When? How did it change people's lives?
3 Write about the invention. Add illustrations where appropriate and present to the class.

Read and circle for yourself.

I can understand details in extended dialogs.

I can talk about past experiences. I can explain the meaning of a word.

I can get the gist of short texts. I can infer about characters' motives.

I can write about of personal experiences.

WB Act. 2 p. 170

Write the letters in order. Which one was not a job?

WB Act. 3 p. 170

Read and complete.

WB Act. 4 p. 171

Complete the sentences.

WB Act. 5 p. 171

CRITICAL THINKING

Think about the things you learned in this unit. How is the 19th century different from today?

Project

SB Act. 2 p. 195

Choose a project.

- Provide success criteria for the project, for example, use a new grammar point with at least three new words, and apply the speaking and writing strategies.
- Encourage the class to think if the projects meet the success criteria. Make sure this is done in a friendly way, and seen as a way of helping each other learn.

Things I learn

WB Act. 1 p. 171

Write down your three favorite new words from this unit. Which word was the most difficult?

- Have a class vote on favorite words.

WB Act. 2 p. 171

Write two things you found interesting about the railway and jobs people did.

- Ask students to share their answers with the class.

WB Act. 3 p. 171

Would you like to live in the past? Why/Why not?

- Students use their consolidated knowledge of the Big Question to answer.

Self-assessment

SB p. 195

Read and circle for yourself.

- Students decide how to rate each statement.

Objective review

Ask students to comment on their progress. Praise their effort.

For more test practice, go to Test Book 4, Unit 12.

Workbook Answer Key

Unit 1 How can we eat well?

Activity 2, page 4

butter, fish, vitamins

Activity 3, page 4

1 b, e 2 d 3 g, c 4 f 5 a

Activity 4, page 4

1 balance 2 fuel 3 superfoods 4 hungry
5 healthier

Reading 1

Activity 1, page 5

It's about olive oil and butter and which one is better for us.
The subjects are in the pictures and mentioned in the title. Also, the paragraph says "Let's take look at olive oil and butter." The last sentence asks the question, 'But is one better than the other?'

Activity 2, page 5

1 T 2 T 3 F 4 F 5 T

Activity 3, page 5

Suggested answers:
1 bread / croissants / toast / pancakes 2 (not) every day / every week 3 butter / olive oil / I like both
4 Students' own answers

Vocabulary 1

Activity 1, page 6

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

Activity 2, page 6

Across: carbohydrates, vitamins, protein, minerals
Down: calcium, iron, fat, fiber
These are things we find in food, not food items.

C	A	R	B	O	H	Y	D	R	A	T	E	S
A	R	K	A	L	F	I	V	R	E	T	V	M
L	O	V	I	T	A	M	I	N	S	I	F	I
C	N	I	B	E	T	V	A	O	I	Q	I	N
I	P	R	O	T	E	I	N	F	I	B	B	N
U	P	O	S	L	I	N	T	A	M	I	E	S
M	I	N	E	R	A	L	S	F	A	A	R	T

Activity 3, page 6

1 minerals 2 fiber 3 fat 4 protein 5 vitamins
6 Carbohydrates

Activity 4, page 7

1 Jim is cutting vegetables.
2 Daisy is pouring oil on a salad.
3 Peter is spreading butter on bread.
4 Anna is drinking milk.

Vocabulary challenge

Activity 5, page 7

Suggested answers:
Sweet: chocolate, cookies, cereal
Salty: popcorn, nachos
Savory: burgers, fish, soup, cheese
Sour: oranges, limes
Bitter: tea, dark chocolate

Activity 6, page 7

1 sweet 2 savory 3 salty 4 bitter 5 sour

Grammar 1

Activity 1, page 8

1 smells like 2 looks 3 taste like 4 looks 5 tastes
6 smells like

Activity 2, page 8

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

Activity 3, page 8

1 like 2 nice 3 smells 4 looks 5 tastes

Activity 4, page 9

1 smells 2 like 3 taste 4 like 5 tastes 6 like

Activity 5, page 9

1 This cereal tastes like chocolate and bananas / bananas and chocolate.
2 Those pancakes look like hearts.
3 My burger smells delicious.
4 Your breakfast looks nutritious.
5 These potato chips taste like cheese.
6 Dad is baking cookies and they smell yummy.
7 Fruit / yogurt always tastes good with yogurt / fruit.

Reading 2

Activity 1, page 10

Suggested answers:
Superfoods like fruit, cereal, milk, nuts, omelet, broccoli, berries, honey

Activity 2, page 10

1 filling and healthy 2 superfoods 3 a great superfood breakfast 4 are great on pancakes 5 a good breakfast choice

Activity 3, page 10

Suggested answers:
1 strawberries / sunflower seeds / walnuts 2 broccoli
3 full of energy / healthy / better / good / not tired / not hungry

Vocabulary 2

Activity 1, page 11

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

Activity 2, page 11

1 bread roll 2 soup 3 boiled 4 pancakes 5 salmon

Activity 3, page 11

1 boiled 2 Beef 3 omelet 4 Salmon 5 fried
6 broccoli

Word study: synonyms

Activity 5, page 12

1 d 2 e 3 b 4 a 5 c

Activity 6, page 12

1 sugary 2 sleepy 3 delicious 4 nutritious
5 strange

Grammar 2

Activity 1, page 13

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

Activity 2, page 13

1 will 2 will 3 will 4 won't 5 will 6 won't 7 will

Activity 3, page 14

Suggested answers:
1 I won't eat chocolate ice cream for breakfast.
2 I will have more vegetables.
3 I will put fruit in my lunch box.
4 I won't bake cookies with Mom once a week.
5 I won't have butter every day.

Writing

Activity 1, page 15

1 should 2 shouldn't 3 shouldn't 4 should
5 should 6 shouldn't

Now I Know

Activity 1, page 16

1 carbohydrates 2 fried 3 pancakes 4 oil
5 vitamins 6 dairy
The hidden word is healthy

Activity 2, page 16

1 will help 2 will 3 tastes 4 taste 5 like 6 won't

Activity 3, page 17

Students circle the words:
calciumgro**bread**oda**noodle**thf**grilled**ir**vegetables**
1 bread 2 calcium 3 vegetables 4 noodle 5 grilled

Activity 4, page 17

1 broccoli 2 fiber 3 boiled 4 omelet

Unit 2 Why are some buildings famous?

Activity 2, page 18

elevator, roof, stairs, wall

Activity 3, page 18

1 math 2 sister's husband 3 future 4 do a drawing

Activity 4, page 18

1 sketches, d 2 model, b 3 architecture, a
4 building site, c

Reading 1

Activity 1, page 19

1 Cornwall, U.K. 2 Tim Smit 3 1998
4 an education center

Activity 2, page 19

1 c 2 a 3 d 4 e 5 b

Activity 3, page 19

Suggested answers:
Because they help you learn about many interesting things; they're cheaper than flying to a tropical country; they're a great way of spending time with your family and learning something new.

Vocabulary 1

Activity 1, page 20

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

Activity 2, page 20

1 Tower, c 2 Statue, a 3 architect, d 4 monument, b
5 Bridge, e

Activity 3, page 21

Students circle the words:
bridgefga**massive**blo**meters**ark**architect**tmo**tower**contr
1 massive 2 bridge 3 architect 4 tower 5 meters

Word study: antonyms

Activity 4, page 21

1 c 2 a 3 d 4 e 5 b

Activity 5, page 21

1 tall 2 easy 3 hard 4 huge 5 tiny 6 old 7 new
8 inside

Grammar 1

Activity 1, page 22

1 long 2 deep 3 tall 4 far

Activity 2, page 22

1 How deep is the ocean here? It's 2,900 meters deep., e
2 How tall is that tower? It's 226 meters tall., a
3 How far is the monument from here? It's two kilometers away., b
4 How long is your street? It's one kilometer long., f
5 How tall is the statue over there? It's about two meters tall., d
6 How long is that bridge over the river? It's a small bridge, only 300 meters long., c

Activity 3, page 23

1 443 meters 2 10 kilometers 3 62 meters
4 328 kilometers

Activity 4, page 23

2 How long is 5th Avenue? It's 10 kilometers long.
3 How deep is the Hudson River? It's 62 meters deep.
4 How far is New York from Washington, D.C.? It's 328 kilometers away.

Reading 2

Activity 1, page 24

She's very excited.
She made a lot of plans for the trip and she says 'I can't wait'.

Activity 2, page 24

1 "That's great!"
2 It's going to be cold in Scotland in December.
3 She's going to try a typical Scottish dish.
4 She looked surprised.

Vocabulary 2

Activity 1, page 25

1 brochure 2 typical 3 camp 4 staircase 5 murals 6 carved

Activity 2, page 25

Across: 1 staircase 4 typical 6 mural 8 brochure 9 monasteries
Down: 2 camp 3 landmark 5 packages 7 arches

Activity 3, page 26

1 medieval 2 landmarks 3 staircase 4 carved 5 belfry

Vocabulary challenge

Activity 4, page 26

1 chimney 2 gutter 3 shutters 4 driveway 5 porch

Activity 5, page 26

1 driveway 2 porch 3 chimney 4 shutters 5 guttering

Grammar 2

Activity 1, page 27

Students underline: 1 ‘s going to 2 ‘re going to 3 ‘m going to 4 ‘s going to 5 ‘re going to 6 ‘re going to
Students circle: 1 see 2 swim 3 go 4 drive 5 read 6 travel
1 b 2 f 3 a 4 e 5 d 6 c

Activity 2, page 28

1 is going to visit, isn’t going to travel to 2 aren’t going to see, are going to explore 3 am going to stay in, am not going to visit 4 are going to go, is going to go

Activity 3, page 28

1 Is Kelly going to go on summer camp? No, she isn’t.
2 Are your parents going to fly to the U.S.A.? Yes, they are.
3 Are you and Jim going to visit a museum? Yes, we are.
4 Is your vacation going to be boring? No, it isn’t.

Activity 4, page 28

1 to, Yes, I am./No, I’m not.
2 Is, Yes, (s)he is./No, (s)he isn’t.
3 going, I’m going to

Writing

Activity 1, page 29

Students underline: Graceland, Memphis, Elvis Presley, Stephen Toof, Grace, Furbringer and Erhmanis
Students circle: 1939, 1957, eight

Now I Know

Activity 1, page 30

1 tower 2 brochure 3 monument 4 carved 5 construction

Activity 2, page 30

1 medieval 2 architect 3 meters 4 landmark 5 concrete 6 monastery

Activity 3, page 30

1 attract 2 camp 3 mural 4 massive 5 belfry 6 arch, structure

Activity 4, page 31

1 going 2 Are 3 isn’t 4 to 5 aren’t 6 is going

Activity 5, page 31

1 How tall 2 How long
Students’ own answers

Unit 3 How can we protect wild animals?

Activity 2, page 32

forest, leaves, shell, snake

Activity 3, page 32

1 seven hundred 2 rise 3 Rhinos 4 sixty 5 seventeen

Activity 4, page 32

1 e 2 c 3 b 4 d 5 a

Reading 1

Activity 1, page 33

2 ✓ 4 ✓

Activity 2, page 33

1 Volunteer in a local rescues center.
2 With the help of your teacher make a list of the endangered animals and how to protect them.
3 Write a school magazine about wildlife in your area and show it to everyone in your neighborhood.
4 Start a wildlife blog with your parents’ permission and organize a clean-up of the local environment.

Vocabulary 1

Activity 1, page 34

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

Activity 2, page 34

1 destroyed 2 species 3 endangered 4 disappear 5 Poachers 6 prevent

Activity 3, page 34

1 species 2 prevent 3 disappeared, destroyed 4 endangered

Vocabulary challenge

Activity 5, page 35

wetland, 3; grassland, 1; tundra, 4; woodland, 5; coast, 6; arctic, 2

Activity 6, page 35

1 arctic 2 wetland 3 coast 4 grassland 5 woodland 6 tundra

Grammar 1

Activity 1, page 36

Students circle: 1 pictures 3 pets 6 eggs
Students underline: 2 bread 4 milk 5 food

Activity 2, page 36

1 How much water did you drink yesterday?, d
2 How many pets do you have?, c
3 How many bananas are there in the bag?, a
4 How much food do elephants eat?, b

Activity 3, page 37

1 How many, There's one backpack.
2 How many, There are four gorillas.
3 How much, There are three puddles of water.
4 How many, There are two men.
5 How many, There are six birds.
6 How much, They have a lot of food.

Activity 4, page 37

2 How many gorillas are there in the rainforest?
3 How many hours do lions sleep every day?
4 How much money do national parks need?
5 How many tigers are there at this national park?

Reading 2

Activity 1, page 38

The poem's message is that animals' habitats are disappearing, and we must find ways to help them.

Activity 2, page 38

1 polar bear 2 black rhino 3 tuna 4 tuna

Vocabulary 2

Activity 1, page 39

Verbs: 1 whisper 2 roam 3 survive 4 glide
Nouns: 5 coral 6 coat 7 bamboo 8 hectare

W	H	I	S	P	E	R	G
H	S	U	R	V	I	O	P
G	U	S	C	O	R	A	L
L	R	K	O	A	L	M	A
I	V	B	A	M	B	O	O
D	I	T	T	R	A	C	G
E	V	U	H	O	M	O	L
H	E	C	T	A	R	E	I

Activity 2, page 39

1 coral 2 whisper 3 hectare 4 bamboo 5 survive
6 roam 7 coat 8 glide

Activity 3, page 40

1 shells 2 predator 3 survive 4 Polar bears
5 whisper 6 tusks

Word study: synonyms

Activity 4, page 40

1 endangered 2 species 3 shout 4 whisper
5 predator 6 hectare

Activity 5, page 40

1 coat / hair 2 protected area / nature reserve
3 dead / extinct 4 stop / block 5 habitat / territory
6 wander / roam

Grammar 2

Activity 1, page 41

1 could 2 couldn't 3 could 4 can't 5 Can 6 can
7 can't 8 can

Activity 2, page 41

1 couldn't send 2 could play 3 could ride
4 couldn't speak

Activity 3, page 42

1 could 2 couldn't 3 couldn't 4 couldn't 5 can't

Activity 4, page 42

1 Could; Yes, I could. / No, I couldn't.
2 Could; Yes, she could. / No, she couldn't.
3 Can; Yes, he/she can. / No, he/she can't.
4 Can; Yes, he can. / No, he can't.

Writing

Activity 1, page 43

Let's Clean the Oceans!
We're Sealife Protection **X** and we think that sealife habitats are in danger. We try to think of different ways to help. We care about turtles, jellyfish, and coral, **so** we started this group to help them. We believe they need to have clean water and not polluted habitats, **so** we try to convince people **X** not to drop plastic bags and garbage in the oceans.

Activity 2, page 43

1 b 2 c 3 a

Now I Know

Activity 1, page 44

Students circle the words: **bear**poa**coat**v**leopard**he**park**gr-**shell**ri**species**wi**tuna**pre**turtle**
1 species 2 leopard 3 tuna 4 turtle 5 bear
6 park

Activity 2, page 44

1 poacher 2 tusks 3 roam 4 habitat 5 hectares
6 bamboo 7 glide 8 destroyed

Activity 3, page 44

1 could 2 can 3 couldn't 4 can 5 Could you
6 couldn't 7 Can you 8 can

Activity 4, page 45

1 many, b, two toads 2 much, d, a lot of bamboo
3 many, f, a lot of fish 4 much, e, a lot of bread rolls
5 much, a, a lot of water 6 many, c, four bananas

Unit 4 What can we do with our trash?

Activity 2, page 46

bottle, plastic, trash can, waste

Activity 3, page 46

1 triangles 2 eight 3 Yes, it is. 4 from a craft store
5 suckers 6 six

Activity 4, page 46

1 draws 2 cuts 3 pop 4 folds 5 sticks

Reading 1

Activity 2, page 47

1 b 2 d 3 a 4 c

Activity 3, page 47

Suggested answers:
Reduce: shopping bags, food packaging, water bottles
Reuse: shopping bags, water bottles, clothes, shoes
Recycle: shopping bags, food packaging, water bottles

Vocabulary 1

Activity 1, page 48

Students circle the words: dlqo**plastic**l**metal**qwopeg**fume-**
savoldi**can**solpa**soil**kilwm**fleece**ws

1 cans 2 soil 3 metal 4 fumes 5 fleece 6 plastic

Activity 2, page 48

1 soil 2 natural 3 plastic 4 landfill

Activity 3, page 48

1 c, toxic 2 a, fleece 3 f, glass jar 4 b, natural resource 5 d, packaging 6 e, process

Vocabulary challenge

Activity 5, page 49

a ore b clay c marble d sandstone e lumber

Activity 6, page 49

a lumber b clay c marble d ore e sandstone

Grammar 1

Activity 1, page 50

2 I don't need to buy new shoes.
3 You need to use less plastic.
4 You don't need to wear a sweater.

Activity 2, page 50

1 need to recycle 2 we do 3 need to wash 4 we don't
5 need to wash 6 need to cook 7 you don't

Activity 4, page 51

1 could reuse, b 2 could make, a 3 could ask, d
4 could recycle, c

Activity 5, page 51

1 I could ask my cousin to help us.
2 Could we reuse this box for something?
3 We could recycle these metal cans.

Reading 2

Activity 2, page 52

1 creative 2 mother 3 pasta 4 bottle 5 pretty

Vocabulary 2

Activity 1, page 53

1 upcycle 2 cup 3 recycling plant

Activity 2, page 53

1 picture frame 2 decorations 3 toilet paper rolls
4 throw out 5 cardboard 6 created

Activity 3, page 53

Making party decorations

Activity 4, page 54

1 tire 2 wood 3 stuff

Word study: phrasal verbs with *out*

Activity 5, page 54

1 c 2 e 3 a 4 b 5 d

Activity 6, page 54

1 stand out 2 cut out 3 hand out 4 eat out
5 throw out

Grammar 2

Activity 1, page 55

1 many, b 2 much, d 3 many, c 4 much, a

Activity 2, page 55

1 enough 2 too many 3 too much 4 too many
5 too much 6 too much 7 enough

Activity 3, page 56

1 I don't have enough time to cook supper.
2 I put too much sugar in my tea.
3 Juan doesn't have enough money for gifts.
4 My family throws out too many plastic bottles.
5 There's too much noise in here.
6 Do you have enough information for your project?

Activity 4, page 56

Suggested answers:
1 are too many / aren't enough 2 is too much / isn't enough 3 have enough / don't have enough 4 have enough / don't have enough 5 are too many / enough / aren't enough

Activity 5, page 56

Suggested answers:
He ordered too many pizzas. There's too much food. There aren't enough people to eat the pizzas. There's enough cream on the shake.

Writing

Activity 1, page 57

My Action Plan!

My family produces a lot of trash. Every day we throw out soda cans, plastic bottles, and cardboard packaging. Mom says we don't have enough time to recycle everything.
I want to persuade my family to recycle and reuse our trash. We can reuse water bottles and we can recycle all their cans and packaging.
The things I can do to help are:

- buy some bins and label them glass, plastic, paper, and metal
- help Mom with the trash every day
- upcycle some trash into cool things

Now I Know

Activity 1, page 58

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

Activity 2, page 58

1 can 2 cardboard 3 cup 4 fleece 5 glass jar
6 natural resources 7 recycling plant 8 soil 9 stuff
10 tire 11 toilet paper roll 12 wood

Activity 3, page 58

1 cups 2 tires 3 fleece 4 can 5 wood 6 glass jar
7 recycling plant 8 natural resources

Activity 4, page 59

1 fumes, toxic 2 landfills, plastic, metal 3 throw, packaging 4 upcycle, create 5 decorations, frame

Activity 5, page 59

Suggested answers:
1 You could ask someone to look after it.
2 You could start using a reusable water bottle.

Unit 5 How can we choose our jobs?

Activity 2, page 60

doctor, study, talent, teacher

Activity 3, page 60

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

Activity 4, page 60

1 space ships 2 children's books 3 Mother's Day
4 pencil shavings 5 greeting cards 6 sea glass

Reading 1

Activity 1, page 61

Leonardo da Vinci: a painting called the Mona Lisa
Florence Nightingale: starting a nursing school
Louis Armstrong: his long trumpet solos
Rosa Parks: refusing to give her seat to a white person on a bus

Activity 2, page 61

1 Leonardo da Vinci, Louis Armstrong 2 Florence Nightingale, Rosa Parks 3 Louis Armstrong, Rosa Parks
4 Leonardo da Vinci, Florence Nightingale

Vocabulary 1

Activity 1, page 62

1 train 2 discovered 3 discussed 4 studio
5 compose 6 competed

Activity 2, page 62

1 musician, composes 2 painter, self-portraits, brushes
3 athlete, trains, competes 4 lab

Vocabulary challenge

Activity 4, page 63

1 salary 2 co-worker 3 employer 4 meeting
5 interview

Activity 5, page 63

1 employers 2 meetings 3 co-workers 4 interview
5 salary

Grammar 1

Activity 1, page 64

Students circle the words: 1 played, played 2 swims, 3 did, did 4 sing, sing 5 smells
Students underline the words: 1 well, better 2 faster, 3 badly, worse 4 loudly, the most loudly 5 worse
a 5 b 4 c 2 d 1 e 3

Activity 2, page 64

1 worst 2 better 3 best 4 worse

Activity 3, page 65

1 b 2 a 3 b 4 a

Activity 4, page 65

1 I sing worse than my best friend. / My best friend sings worse than me.
2 My mom cooks better than my dad. / My dad cooks better than my mom.
3 I draw better than my grandma. / My grandma draws better than me.
4 Students' own answers

Reading 2

Activity 1, page 66

1 Because the sick crew members couldn't eat or drink.
2 He's sad because they returned last, but he's happy because they made it home safely.

Activity 2, page 66

1 F 2 T 3 T 4 F

Vocabulary 2

Activity 1, page 67

1 sailor, b 2 explorer, d 3 surgeon, a 4 barber, e
5 journey, f 6 crew, c

Activity 2, page 67

1 terrifying 2 fast 3 late 4 hard 5 comfortable
6 delicious

Activity 3, page 68

1 journey 2 late 3 surgeon 4 barber 5 delicious
6 comfortable

Word study: suffixes *-er* and *-or*

Activity 4, page 68

1 singer 2 actor 3 painter 4 sailor 5 teacher

Activity 5, page 68

Suggested answers:
-er: trainer, swimmer, explorer, manager, farmer
-or: doctor, professor, author, inventor, illustrator

Grammar 2

Activity 1, page 69

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

Activity 2, page 69

1 the highest 2 dangerous 3 more quietly 4 earlier
5 smaller 6 harder 7 fast

Activity 3, page 70

1 longer 2 hardest 3 most difficult 4 fastest
5 more slowly 6 more quietly

Activity 4, page 70

2 Doctors work harder than … ., Doctors work the hardest.
3 Tina ate her lunch more quickly than … ., Tina ate her lunch the quickest.
4 Farmers get up earlier than … ., Farmers get up the earliest.

Activity 5, page 70

Suggested answers:
1 You have to run the fastest /faster to win the race.
2 The movie lasted longer than I expected.
3 My dad says my brother drives more carefully than my sister.
4 The clown was funny and I laughed the loudest in the audience.
5 She walked more quickly because she didn't want to be late.

Writing

Activity 1, page 71

My dream Job
My dream job is a scientist. I think a scientist has an important job because they can do something useful for the world. I think I'll be good at my dream job because science is my favorite subject. I also study hard and learn fast. I'd love to meet and discuss my ideas with people who know science better than me. In the future, I want to work in a lab and discover new medicine to help sick people.

Now I Know

Activity 1, page 72

1 journey 2 compose 3 musician 4 surgeon
5 painter 6 athlete 7 explorer 8 sailor 9 late
10 crew 11 barber

Activity 2, page 72

1 fast, compete 2 lab, comfortable 3 discovered, delicious 4 brush, terrifying 5 trains, hard

Activity 3, page 73

1 well 2 worse 3 the worst 4 the best

Unit 6 What happens in extreme conditions?

Activity 2, page 74

climate, frost, storm, temperature

Activity 3, page 74

1 trains 2 faster 3 is 4 finishes 5 feet 6 is

Activity 4, page 74

1 d 2 e 3 a 4 c 5 b

Reading 1

Activity 1, page 75

Students circle: short, one, information

Activity 2, page 75

1 book, documentary, movie 2 Francisco de Orellana, Nick Ferris, Ted 3 amazing, excellent, exciting

Vocabulary 1

Activity 1, page 76

1 mild 2 shivers 3 hypothermia 4 heart rate
5 perspire 6 dehydrated

Activity 2, page 76

1 heart 2 dehydrated 3 perspire 4 to 5 sweat
6 shiver 7 heatstroke 8 extreme 9 numb 10 mild
11 beat
Hidden word: hypothermia – dangerously low body temperature caused by extremely cold conditions

Activity 3, page 77

1 extreme 2 adapt to 3 heatstroke 4 sweat

Vocabulary challenge

Activity 4, page 77

a blizzard b sandstorm c drought d flood
e humidity f precipitation

Activity 5, page 77

1 flood 2 drought, precipitation 3 blizzard
4 sandstorm 5 humidity

Grammar 1

Activity 1, page 78

1 ✓ 3 ✓

Activity 2, page 78

1 have to wear, a 2 have to pass, c 3 have to pay, b
4 must hurry up, d

Activity 3, page 79

1 Students have to arrive at school at 8 a.m.
2 I must buy a new pair of sneakers.
3 It's getting late, I must go now.
4 I must remember to get a gift for Natalia.
5 Police officers have to wear uniforms.
6 My brother must be home before it gets dark.

Activity 4, page 79

1 Do you have to wear 2 Must you stay / Do you have to stay 3 Do you have to do 4 Must you prepare / Do you have to prepare

Reading 2

Activity 1, page 80

1 ✓

Activity 2, page 80

1 Vicky says "This isn't good" and Leyla says "Oh no."
2 The problem is that they can't get inside the school building.
3 We find out they're safe in paragraph 5. The sentences, "Thank goodness I heard you girls," and "I thanked our lucky stars that we were inside the building," tell us they're safe.

Activity 3, page 80

Suggested answer
The girls should find a low spot to shelter away from trees, fences, poles, or any other high objects.

Vocabulary 2

Activity 1, page 81

1 volcano 2 lava 3 crater 4 ash 5 eruptions
6 explosion

Activity 2, page 81

1 volcano 2 explosion 3 eruption 4 lava 5 ash
6 crater

Activity 3, page 82

1 medallion 2 safe 3 shake 4 tremor 5 in danger
6 collapse

Word study: words of French origin

Activity 4, page 82

1 danger 2 medallion 3 tunic 4 strange 5 abandon
6 escape

Activity 5, page 82

1 tunics 2 medallion 3 danger 4 escape
5 abandon 6 strange

Grammar 2

Activity 1, page 83

1 b 2 e 3 a 4 c

Activity 2, page 83

1 must, go 2 doesn't have to, cook 3 mustn't, call
4 mustn't, have

Activity 3, page 84

1 doesn't have to clean, mustn't go 2 doesn't have to do, mustn't play 3 mustn't watch, doesn't have to worry

Activity 4, page 84

1 don't have to take an umbrella 2 mustn't sit in the sun all day 3 mustn't walk outside without shoes 4 don't have to visit the volcano

Writing

Activity 1, page 85

Ocean trip

Episode 3

This week, the team are in the Pacific Ocean and they must get to Hawaii. The wind is dangerous but they mustn't panic. One member of the team hurts his arm, but the captain quickly helps him. The team get tired, but they have to work for many days and survive the extreme conditions. They also have to survive without a lot of sleep. Will they arrive safely in Hawaii? You must watch this exciting episode to find out!

Now I Know

Activity 1, page 86

1 ash 2 crater 3 dehydrated 4 eruption
5 hypothermia 6 lava 7 numb 8 perspire 9 shiver
10 sweat 11 tremor 12 volcano
Human body: dehydrated, hypothermia, numb, perspire, shiver, sweat
Natural world: ash, crater, eruption, lava, tremor, volcano

Activity 2, page 86

1 must 2 have to 3 mustn't 4 have to 5 don't have to

Activity 3, page 87

1 rate, beats 2 heatstroke, adapt 3 ash, danger

Unit 7 How and why do fashions change?

Activity 2, page 88

pattern, show, silk

Activity 3, page 88

1 design 2 London 3 hard 4 prepare 5 models

Activity 4, page 88

1 outfits 2 vision 3 show 4 touches 5 lace
6 overlaps

Reading 1

Activity 1, page 89

1 16th century 2 15th century 3 17th century

Activity 2, page 89

15th century:
Men: wool or felt hats, blue cloaks
Women: wool dresses, tall hats with long silk fabric
16th century:
Men: ruffs, soft caps, tight-fitting jackets, short pants, tights
Women: wide dresses, hoops under dresses, ruffs
17th century:
Men: knee-length pants, knee-high boots, wide hats, linen capes, long wigs, lace scarves
Women: long silk dresses, puff sleeves, lace

Vocabulary 1

Activity 1, page 90

S	D	C	C	C	Y	L	K
U	X	O	W	O	O	L	C
I	U	L	T	T	W	L	C
T	P	L	T	T	O	E	A
S	T	A	O	O	L	A	R
E	I	R	T	N	O	T	D
N	G	L	I	T	H	H	I
T	H	G	K	T	E	E	G
I	T	C	I	R	A	R	A
M	S	D	E	N	I	M	N

1 cardigan 2 collar 3 cotton 4 denim 5 leather
6 pattern 7 silk 8 suit 9 tights 10 wool
a cardigan b cotton c silk d pattern e suit

Activity 2, page 90

1 artificial fiber 2 Patterns 3 vest 4 Leather
5 Denim

Vocabulary challenge

Activity 4, page 91

1 plaid 2 striped 3 polka dot 4 camouflage 5 floral
6 solid color

Activity 5, page 91

1 blue 2 striped 3 polka dot

Grammar 1

Activity 1, page 92

1 after 2 when 3 after 4 after 5 when 6 before

Activity 3, page 92

1 before, had 2 after, parked 3 after, booked
4 when, told 5 when, played 6 before, crossed

Activity 4, page 93

1 He ate dessert before he ate dinner.
2 He went skateboarding after he took off his sneakers.
3 He put on his pajamas before he had supper.
4 He sat on the table when he had breakfast.
5 He put on his T-shirt after he put on his sweater.
6 He did his homework when he was in bed.

Reading 2

Activity 1, page 94

1 Felix, Iris, Stefan 2 in a cup in the kitchen cupboard 3 the torch 4 under the stairs 5 old photos of a magician and his assistant 6 Felix

Vocabulary 2

Activity 1, page 95

1 F 2 T 3 T 4 F

Activity 2, page 95

1 necklace 2 belt 3 ribbon 4 earrings 5 watch 6 bracelet

Activity 3, page 95

delicate, jewelry, dress up, borrow, designed, ribbon
1 jewelry 2 delicate 3 borrow 4 designed 5 dress up

Word study: phrasal verbs with *take*

Activity 5, page 96

1 b 2 d 3 a 4 e 5 c

Activity 6, page 96

1 take, out 2 take off 3 take away 4 take after 5 take, back

Grammar 2

Activity 1, page 97

1 don't 2 should 3 Shall I 4 We should 5 could 6 Let's

Activity 2, page 97

1 Should 2 Let's 3 could 4 Shall 5 why don't

Activity 3, page 97

1 Let's 2 Shall / Should 3 Shall / Should 4 could 5 don't 6 should

Activity 4, page 98

Suggested answers:
No, we should take some juice.
We could put mayo in the sandwiches, too.
Shall we bring the dog?

Writing

Activity 1, page 99

Students circle: Hi, Love
Students underline: Let's, We could, we could, we could, Should we, Why don't we, You should

Now I Know

Activity 1, page 100

1 after 2 when 3 before 4 when 5 after

Activity 2, page 100

Students circle the words: s**belt**k**necklace**g**jewelry**wi**rib-bon**be**bracelet**q**watch**e**earrings**
1 belt 2 necklace 3 watch 4 ribbon 5 bracelet

Activity 3, page 100

1 cotton 2 leather 3 tights 4 artificial fibers 5 pattern 6 dress up 7 delicate 8 collar 9 designed 10 borrow

Activity 4, page 101

1 Let's 2 could / should 3 Shall / Should 4 Why 5 should / could

Unit 8 How has entertainment developed?

Activity 2, page 102

creative, fun, perform, rhythm

Activity 3, page 102

1 blogger 2 animations 3 pencil and paper 4 before 5 different layers 6 after

Activity 4, page 102

1 lip sync, voice recording 2 recording software, animation programme 3 animated cartoons, sound effects

Reading 1

Activity 1, page 103

2 ✓

Activity 2, page 103

1 American 2 classes 3 dancer 4 hoops 5 legs 6 rules 7 waist

Vocabulary 1

Activity 1, page 104

1 d 2 e 3 a 4 f 5 b

Activity 2, page 104

1 audience, rhythm, samba 2 Hiplet™, ballet, hip-hop

Vocabulary challenge

Activity 4, page 105

1 duet 2 lullaby 3 anthem 4 serenade 5 aria 6 solo

Activity 5, page 105

1 lullaby 2 anthem 3 duet 4 serenade

Grammar 1

Activity 1, page 106

1 listening, b 2 about, d 3 What, a 4 taking, f 5 about, c 6 doing, e

Activity 2, page 106

2 How / What about baking a cake?
3 How / What about learning the guitar?
4 How / What about taking dance classes?
5 How / What about inviting some friends?

Activity 3, page 107

1 're visiting 2 is performing 3 are coming over 4 is driving 5 Is, going 6 are, meeting

Activity 4, page 107

1 Are you performing, Yes, I am. / No, I'm not.
2 Is your friend staying, Yes (s)he is./ No, (s)he isn't.
3 Is your school having, Yes, it is. / No, it isn't.
4 Are you going, Yes, I am. / No, I'm not.
5 Are you visiting, Yes, I am. / No, I'm not.
6 Is your mom baking, Yes, she is. / No, she's not.

Reading 2

Activity 1, page 108

Because the text says Mr. Martin is the drama teacher.

Activity 2, page 108

1 Sure!
2 She helped Carlos edit the movie and uploaded it to the competition website.
3 It's a dream come true!

Vocabulary 2

Activity 1, page 109

1 animation, c 2 director, e 3 horror, a 4 action, b
5 applause, d 6 comedy

Activity 2, page 109

1 action 2 animation 3 play 4 applause 5 directors
6 make-up

Activity 3, page 109

Students circle the words: **edit**qw**realityTV**yh**comedy**zx-**lines**cb**horror**mj**drama**
1 horror 2 comedy 3 lines 4 drama 5 edit
6 reality TV

Word study: prefixes *un-* and *im-* for opposites of adjectives

Activity 5, page 110

Students circle the words: 1 available 2 popular
3 enthusiastic 4 possible 5 polite 6 patient
1 unavailable 2 unpopular 3 unenthusiastic
4 impossible 5 impolite 6 impatient

Grammar 2

Activity 1, page 111

1 I'll take, ✓ 2 I'm taking 3 is starting 4 I'll eat ✓

Activity 2, page 111

1 c 2 d 3 e 4 b 5 a

Activity 3, page 111

1 I'll show 2 I'll try 3 We're doing 4 We're performing 5 Tony will turn

Activity 4, page 112

1 'll answer, b 2 're going, f 3 'll, help, c 4 is moving, e 5 are meeting, d 6 'll get, a

Activity 5, page 112

1 'll take an umbrella 2 're meeting at seven thirty 3 's flying to New York 4 'll catch the bus 5 'll bake a cake

Writing

Activity 1, page 113

Night

My favorite series is called *Night* and it's on TV every Saturday. It's about three friends who always hang out together. When one friend keeps disappearing at night, her friends start to follow her to a beautiful fantasy world. It's an action show but it's also funny. In the show there's a lot of modern music, such as hip-hop and rock. My favorite character is Marta, because she always knows how to get out of tricky situations. I think this show is funny and exciting, but sometimes it's scary. You should definitely watch this show!

Now I Know

Activity 1, page 114

Dance and music: ballet, hip-hop, hiplet™, jive, rock, samba, tango, waltz
Shows and movies: action, animation, comedy, director, drama, horror, lines, reality TV

Activity 2, page 114

1 performance 2 audience 3 ballroom 4 rhythm

Activity 3, page 114

1 How about eating out tonight?
2 How about going to see the new play?
3 What about playing some board games after school?

Activity 4, page 115

1 is / 's seeing 2 will buy 3 'll / will call
4 are performing

Unit 9 Why are adventure stories popular?

Activity 2, page 116

amazing, challenge

Activity 3, page 116

3 ✓ 4 ✓ 6 ✓

Activity 4, page 116

1 pirates 2 crew 3 fleet 4 smoke 5 frighten
6 horrible 7 returned

Reading 1

Activity 1, page 117

A 2 B 1 C 5 D 3

Activity 2, page 117

1 d, heading B 2 a, heading D 3 b, heading A
4 c, heading C

Vocabulary 1

Activity 1, page 118

1 moonlit, c 2 yachtsman, a 3 exhaustion, f 4 sink, b
5 loneliness, e 6 nonstop, d

Activity 2, page 118

1 endurance 2 challenge 3 navigate 4 battle
5 solo 6 treacherous

Activity 4, page 119

1 mainsail 2 mast 3 deck 4 bow 5 waterline
6 hull 7 rudder 8 stern

Activity 5, page 119

1 mainsail 2 mast 3 waterline 4 hull 5 deck
6 bow 7 stern 8 rudder

Grammar 1

Activity 1, page 120

1 was listening, e 2 was studying, f 3 wasn't doing, b
4 were playing, d 5 weren't making, a

Activity 2, page 120

1 was having 2 were writing 3 was getting 4 weren't walking, were sleeping 5 wasn't talking, was playing
6 were running

Activity 3, page 121

1 were getting 2 was coming 3 wasn't sailing
4 weren't working 5 was enjoying

Activity 4, page 121

Suggested answer:
Yesterday at seven o'clock, Steve was getting up. At eight o'clock, he was running to his grandpa's boat. At three o'clock, they were sailing the boat. Steve was very happy.

Reading 2

Activity 1, page 122

Because the man was wearing a pirate's hat and clothes, and there was a parrot clinging to his shoulder.

Activity 2, page 122

1 doesn't know 2 good 3 polite 4 strange

Vocabulary 2

Activity 1, page 123

1 eye patch 2 scar 3 sword 4 nervous 5 rope

Activity 2, page 123

1 history 2 huge 3 nervous 4 island 5 mystery
6 metal detector

Activity 3, page 123

Students circle the words: t**island**gbn**pointing**j**mys-tery**kop**history**yc**huge**vtj**scar**tem**rope**laq**sword**er

Word study: compound nouns

Activity 5, page 124

1 d 2 f 3 e 4 g 5 c 6 h 7 b 8 a
One-word compound nouns: seagull, shipwreck, shoreline, sunset
Two-word compound nouns: treasure chest, ocean floor, fishing net, desert island

Activity 6, page 124

1 ocean floor 2 shipwreck 3 fishing net 4 seagull
5 sunset 6 treasure chest 7 shoreline 8 desert island

Grammar 2

Activity 1, page 125

1 Was 2 Were 3 sailing 4 pulling 5 she 6 they

Activity 2, page 125

1 Yes, he was.
2 No, they weren't.
3 No, it wasn't.
4 Yes, we were.
5 Yes, she was.
6 No, they weren't.

Activity 3, page 126

1 Were you wearing 2 I wasn't 3 Was she having
4 she was 5 Were they making 6 they were

Activity 5, page 126

1 were 2 What 3 were 4 were
Students' own answers

Writing

Activity 1, page 127

1 on a yacht on the ocean 2 Elena and her dad
3 Elena was hiding in the yacht and she was looking for an adventure. Her dad was standing on the deck and he was looking at the ocean.

Now I Know

Activity 1, page 128

Across: challenge, island, battle, sword, exhaustion, rope, endurance
Down: loneliness, history, moonlit, scar, point, yachtsman
1 battle 2 challenge 3 endurance 4 exhaustion
5 history 6 island 7 loneliness 8 moonlit 9 point
10 rope 11 scar 12 sword 13 yachtsman

T	C	H	A	L	L	E	N	G	E	Y
R	L	I	M	I	S	L	A	N	D	A
E	O	S	O	K	W	A	Z	E	S	C
T	N	T	O	B	A	T	T	L	E	H
R	E	O	N	T	R	W	P	S	A	T
E	L	R	L	E	S	W	O	R	D	S
A	I	Y	I	S	H	I	I	T	R	M
B	N	W	T	C	C	H	N	L	E	A
U	E	X	H	A	U	S	T	I	O	N
Y	S	V	E	R	O	P	E	S	M	I
E	S	E	N	D	U	R	A	N	C	E

Activity 2, page 128

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

Activity 3, page 128

1 island, history 2 challenge, rope 3 pointed, sword

Activity 4, page 129

1 were having 2 weren't going 3 Were, wearing, were
4 wasn't watching 5 was cooking

Unit 10 Why do we raise money for charity?

Activity 2, page 130

food bank, help, volunteer

Activity 3, page 130

1 food 2 meals 3 bin 4 fresh 5 packaging
6 perfect 7 Over 8 together

Activity 4, page 130

1 d 2 e 3 b 4 c 5 a

Reading 1

Activity 1, page 131

1 continue 2 collect 3 be part of 4 smaller groups

Activity 2, page 131

1 endangered 2 prefer 3 have a vote 4 take place

Vocabulary 1

Activity 1, page 132

1 text message 2 website 3 regularly 4 support
5 sponsor 6 charity 7 email 8 donate

Activity 2, page 132

1 sponsor 2 raise 3 volunteer 4 donate

Vocabulary challenge

Activity 4, page 133

a caring b polite c greedy d enthusiastic
e dishonest f miserable

Activity 5, page 133

Good: polite, caring, enthusiastic
Bad: dishonest, miserable, greedy
Students' own answers

Grammar 1

Activity 1, page 134

1 c 2 e 3 b 4 a 5 d

Activity 2, page 134

Rick – eating a sandwich
Chris – riding a skateboard well
Ethan – falling off a skateboard
Jackie – selling lemonade
Sarah – wearing a hat and sunglasses

Activity 3, page 135

1 understands how to play 2 don't know how to make
3 know how to raise 4 doesn't understand how to create
5 Do you know how to send 6 Does Mom know how to set

Activity 4, page 135

1 I know how to send an email.
2 Dave understands how to upload pictures.
3 You don't understand how to play chess.
4 Alexis doesn't know how to drive a car.
5 Does Grandma know how to send a text message?

Reading 2

Activity 1, page 136

Suggested answers:
Similarities: My dad also works abroad. / I have sisters. / I'm a good student. / I want to be a teacher. / I get up early every day.
Differences: I don't have to work to help my family. / I don't want to be a teacher. / My dad doesn't work abroad. / All children in my country have to go to school.

Activity 2, page 136

1 to help this family / because his family was poor
2 four 3 He learned how to read and write. 4 He has to study hard.

Vocabulary 2

Activity 1, page 137

1 jerry can, c 2 constant, f 3 frequently, a 4 helpful, b
5 care for, d 6 well, e

Activity 2, page 137

1 organization 2 improve 3 collect 4 generous

Activity 3, page 137

1 constant 2 frequently 3 helpful 4 care for 5 well
6 jerry can

Activity 4, page 138

1 well 2 improve 3 frequently

Word study: phrasal verbs with *for*

Activity 5, page 138

1 c 2 a 3 e 4 b 5 d

Activity 6, page 138

1 Speak for 2 waiting for 3 root for 4 fell for
5 stand for

Grammar 2

Activity 1, page 139

1 was playing 2 ran 3 were talking 4 walked 5 was getting 6 came 7 was trying 8 video-called 9 were talking 10 covered

Activity 2, page 139

1 was playing 2 asked 3 fixed 4 were working
5 turned

Activity 3, page 140

1 was visiting, took 2 was baking, stole 3 were doing, started 4 saw, were collecting 5 was writing, called
6 were watching, fell asleep

Writing

Activity 1, page 141

1 how 2 raise 3 donate 4 charity 5 support

Now I Know

Activity 1, page 142

Nouns: charity, organization, jerry can, website, text message
Verbs: care for, sponsor, improve, donate, collect

Activity 2, page 142

1 a support, b well 2 a volunteer, b care for
3 a constant, b generous 4 a raise, b sponsor
5 a regularly, b helpful

Activity 3, page 142

1 was sleeping 2 were playing 3 were studying
4 went

Activity 4, page 143

1 Dan knows how to ride a mountain bike.
2 May and Jane know how to ski down the mountain.
3 Uncle Tom doesn't understand how to do this puzzle.
4 Grandma and her friend don't understand how to pay at this checkout.

Unit 11 How are we similar but different?

Activity 2, page 144

friendly, lazy, young

Activity 3, page 144

1 give 2 stress 3 create 4 know 5 make 6 fall

Activity 4, page 144

1 trust 2 rely 3 include

Activity 5, page 144

1 include 2 rely 3 trust

Reading 1

Activity 1, page 145

Students circle the words in red: happy, little, red-haired, talkative
Students circle the words in green: kind, quiet, shy, surprised

Activity 2, page 145

1 eleven 2 old 3 horrible 4 doesn't mind

Vocabulary 1

Activity 1, page 146

2 stubborn 3 vow 4 talkative 5 open 6 mean 7 honest 8 arrogant

T	H	O	U	G	H	T	F	U	L
A	R	P	C	P	O	T	I	V	A
L	U	E	F	U	S	N	Y	T	E
K	U	N	W	O	E	E	E	M	H
A	D	O	P	E	S	A	T	E	O
T	V	S	R	O	T	G	H	A	N
I	S	T	U	B	B	O	R	N	E
V	T	U	D	E	T	A	L	Q	S
E	A	R	R	O	G	A	N	T	T

Activity 3, page 146

1 something in common 2 stubborn 3 open 4 feeling 5 think

Vocabulary challenge

Activity 5, page 147

1 buddy 2 neighbor 3 schoolmates 4 accomplice 5 teammates 6 partner

Activity 6, page 147

1 accomplice 2 partner 3 buddy 4 teammates 5 neighbor 6 schoolmates

Grammar 1

Activity 1, page 148

1 b 2 e 3 d 4 a 5 c

Activity 2, page 148

1 anybody 2 someone 3 nothing 4 anything 5 something 6 everyone

Activity 3, page 149

1 somebody 2 everybody 3 nobody 4 anybody 5 something 6 everything 7 nothing 8 anything

Activity 4, page 149

1 everything 2 anything 3 something 4 Nobody 5 somebody

Activity 5, page 149

1 anything 2 no one 3 nobody

Reading 2

Activity 1, page 150

The main purpose of the text is to tell us about twins – what kind of twins there are and how they're similar or different.

Activity 2, page 150

1 three percent 2 older 3 one 4 two

Vocabulary 2

Activity 1, page 151

1 determine 2 responded 3 disagreed 4 behave

Activity 2, page 151

1 F 2 F 3 F 4 T 5 F 6 T

Activity 3, page 151

1 forgetful 2 practical 3 similar 4 unique 5 positive

Word study: prefix *dis-* for opposites of adjectives/verbs

Activity 5, page 152

Verbs: disagree, disapprove, dislike, disrespect
Adjectives: dishonest, disloyal, disorganized, dissimilar

Activity 6, page 152

1 disapprove 2 dislike 3 disrespect 4 disagree 5 disorganized 6 dissimilar 7 disloyal 8 dishonest

Grammar 2

Activity 1, page 153

Picture a

Activity 2, page 153

1 Is Dave like 2 We look like 3 is like 4 are like 5 look like 6 do you look like

Activity 3, page 154

2 looks like Mom, blond 3 is like Grandma, creative 4 looks like Dad, short 5 is like Dad, active

Writing

Activity 1, page 155

1 similar 2 short 3 dark 4 blue 5 tall 6 positive / active 7 positive / active

Now I Know

Activity 1, page 156

1 somebody 2 anything 3 everybody 4 Nobody 5 something 6 nothing 7 Everything 8 anyone

Activity 2, page 156

1 e, talkative 2 c, imaginative 3 a, forgetful 4 g, stubborn 5 b, honest 6 d, mean 7 f, unique

Activity 3, page 156

1 look like 2 look like 3 look like 4 are like 5 is like

Activity 4, page 157

disagree, determine, respond, feeling, behave, think
1 think 2 determine 3 respond 4 disagree 5 feeling 6 behave

Unit 12 How did people live in the past?

Activity 2, page 158

bread, newspapers, tables

Activity 3, page 158

1 F 2 T 3 F 4 T 5 T

Activity 4, page 158

1 apart 2 practical 3 discipline 4 idle, prosper

Reading 1

Activity 1, page 159

1 cheap 2 light bulbs 3 fail 4 expensive

Vocabulary 1

Activity 1, page 160

1 commute 2 railway 3 baker 4 locomotive
5 butcher 6 cotton mill
Hidden word: marvel – feel surprise and/or admiration

Activity 2, page 160

1 horse and cart 2 suburb 3 subway 4 baker
5 commute

Activity 3, page 160

1 locomotive 2 marvel 3 commute

Vocabulary challenge

Activity 4, page 161

1 wheel 2 compass 3 printing press 4 engine
5 telephone 6 penicillin 7 world wide web

Activity 5, page 161

1 engine 2 compass 3 printing press 4 wheel
5 penicillin 6 telephone 7 world wide web

Grammar 1

Activity 1, page 162

1 used to, f 2 used to, a 3 used to, e 4 use to, b
5 used to, d 6 use to, c

Activity 2, page 162

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

Activity 3, page 163

1 Did you use to live in the same house when you were a baby?
2 Did your parents use to go to the same school as you?
3 Did you use to play with toy cars when you were young?
4 Did your grandpa use to work on a farm?
5 Did your mom use to play computer games when she was a teenager?

Activity 4, page 163

Suggested answers:
1 Yes, I did. / No, I didn't.
2 Yes, they did. / No, they didn't.
3 Yes, I did. / No, I didn't.
4 Yes, he did. / No, he didn't.
5 Yes, she did. / No, she didn't.

Reading 2

Activity 1, page 164

1 c 2 d 3 a 4 b

Vocabulary 2

Activity 1, page 165

1 workhouse 2 chimney sweep 3 soot 4 housemaid
5 flower girl 6 ratcatcher 7 pickpocket 8 coal mine

Activity 2, page 165

1 chimney sweeps 2 soot 3 coal mines 4 pickpockets
5 run errands

Word study: phrasal verbs with *work*

Activity 4, page 166

1 d 2 c 3 e 4 a 5 b

Activity 5, page 166

1 work towards 2 work out 3 work on 4 work up
5 work through

Grammar 2

Activity 1, page 167

1 that 2 that 3 who 4 who

Activity 2, page 167

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

Activity 3, page 167

1 movies that 2 village where 3 girl who 4 country where 5 book that 6 person who

Activity 4, page 168

Suggested answers:
2 Queen Elizabeth II is the person who rules in the UK.
3 A locomotive is a vehicle that moves on rails.
4 Thomas Edison was the man who invented the light bulb.
5 A suburb is an area where people live just outside a city.
6 The White House is the place where the U.S. President lives.

Writing

Activity 1, page 169

1 went 2 used to 3 where 4 who 5 didn't

Now I Know

Activity 1, page 170

1 who 2 that 3 where 4 used to 5 use to 6 did
7 use to 8 that

Activity 2, page 170

1 pickpocket 2 street sweeper 3 chimney sweep
4 flower girl 5 butcher 6 ratcatcher 7 housemaid
8 baker
A pickpocket was not a job.

Activity 3, page 170

1 railway 2 marveled 3 suburbs 4 horse and cart
5 coal mine 6 commute 7 soot

Activity 4, page 171

1 locomotive 2 cotton mill 3 suburbs 4 subway
5 workhouse 6 run errands

Audio Scripts

Student Book 4 CD1

Unit 1 How can we eat well?

Page 8, Activity 5 1-03

Listen to a nutritionist talking to a group of children. What kinds of food or drink does he ask about?

Man: Hi, I'm Gabriel – a nutritionist. My job is to help people eat well. Today, we're going to discuss the fruit that we eat. Who here eats fruit? Wow, that's most of you. OK, and what does fruit contain?
Girl 1: Sugar – it's soooo sweet.
Man: Yes, and any idea how much sugar is in an orange? Does anyone know?
Girl 2: One sugar cube?
Boy: Three?
Man: Not quite, a large orange has about 23 grams of sugar, that's six sugar cubes!
Girl 1: But that's the total amount of sugar we should have in a day! Wow!
Man: Yes, it's natural sugar, but it's still a lot of sugar. So … what else does fruit contain?
Girl 1: Vitamins, minerals, … fiber.
Man: Great. Anything else … OK, what about water?
Boy: Really, fruit has water in it?
Man: Yes … think about how juicy watermelons and grapes are. The water helps us absorb, digest, and process our food.
Girl 1: So, fruit is really healthy then?
Man: It's very good for you because it offers a lot of healthy and nutritional benefits.

Page 14, Activity 4 1-06

Listen to the conversation. What are they talking about? Check (✓) the things you hear.

Woman 1: Good evening, so, here we are at the *Sleep factory*. Here people share information on how they think we can all get a good night's sleep. For example, Jessica here suggests eating a banana at night before bed.
Woman 2: Yes, that's right. Bananas actually contain a mineral called potassium and this mineral can help your muscles relax and help your body get some really good quality sleep.
Woman 1: And what about dinner?
Woman 2: Things like fast food, eating a very big meal, or a very heavy meal all might make a difference to how you sleep.
When your body is working hard to process and digest its food, it can mean you don't sleep very well – it can all cause a bad night's sleep and sometimes strange dreams for some people.
Woman 1: Is there anything else we can do?
Woman 2: It's also good to have a routine at night, maybe read a book, don't eat dinner too late, and don't drink things like coffee or soda!
Woman 1: Very interesting! Thank you, Jessica.
Woman 2: You're welcome. Good night and I hope you all sleep well.

Unit 2 Why are some buildings famous?

Page 24, Activity 4 1-09

Listen to Abbie. Does Abbie's city have any famous buildings?

Man: Welcome to *The World of Work*. Today we're talking to Abbie Sanchez. Hi, Abbie.
Woman: Hi.
Man: So, you live in Spain. Where in Spain are you from?
Woman: I'm from Bilbao, in the North of Spain.
Man: Great. And tell us, what do you do? What's your job?
Woman: I'm an architect.
Man: An architect, so you build houses, skyscrapers, supermarkets, and other buildings?
Woman: Well, not exactly. I'm an architect, so architects design buildings and we usually work on what a building will look like. We make sure it's safe, we think about its materials and how its space will be used. But we work with engineers, builders, surveyors, and many more – there's usually a very big team of people involved.
Man: That's really interesting! So, does your city have any famous buildings?
Woman: Oh, yes, in 1997 the Guggenheim Museum Bilbao opened. The architect Frank Gehry designed the building using CAD, which is Computer-Aided Design. At the time, this was a really new and exciting way to design buildings. The connecting shapes and forms of the building are built from steel, titanium, glass, and stone. It's a beautiful building.
Man: It is, indeed! And it's become the symbol of the city, very much like the Eiffel Tower in Paris or the Statue of Liberty in New York.

Page 30, Activity 5 1-12

Listen and check your answer from Activity 4.

Girl 1: Thank you. What is it?
Girl 2: Open it!
Girl 1: A book about architecture! *Incan Architecture*? What is it?
Girl 2: Well, you see, my family and I went on a trekking vacation to Peru, remember? Well, we walked to a lot of fascinating places, the best walk was the Inca Trail to an ancient site in Peru called Machu Picchu.
Girl 1: And what's Machu Picchu?
Girl 2: It's the name of an Incan site in Peru. It was built in the 15th century, so it's very old, and people discovered it again many years later. Now it attracts a lot of tourists every year, but you need to be fit and prepared to walk a lot to see it … or there's a train you can take!
Girl 1: That's interesting. And is Incan architecture different?
Girl 2: Yes! Well, Macchu Pichu was built into the Andes Mountains – the Incas had no steel or iron, so the walls and buildings were made using stone and rocks – here, look at this picture.
Girl 1: It looks like an exciting vacation.
Girl 2: Yes, it was. We were really tired after, but it was great.

Unit 3 How can we protect wild animals?

Page 40, Activity 4 1-15

Listen to a wildlife biologist talking to a group of children. What problem does she talk about?

Woman: Hi, I'm Gabriela. I'm a wildlife biologist here in Costa Rica. I study animals, plants, insects, and their natural habitats. We know some sealife thinks plastic looks like their food and scientists now know that some seabirds actually think the plastic they find smells like their food.

Boy: How can plastic smell like their food?

Woman: Well, something called algae are found in oceans, lakes, ponds, and large algae are like plants and we can see these. Other algae are very small floating plants, and are so small that we can't see them with our eyes — only with a microscope. But, they're all a big source of food for a lot of sealife.You might have seen algae in the form of seaweed before, as they're green, slimy and they can smell! So algae don't smell nice to us, but they smell very nice to many living things in the ocean. Yes, John?

Boy: So when algae grow on plastic in the ocean, the plastic then smells like food to some birds … and do they eat it?

Woman: Yes, that's right. Although many birds don't actually eat algae, they might eat fish that do, or they might eat other sealife that algae grow on. So, to the birds, the plastic smells too good not to eat!

Page 46, Activity 5 1-18

Listen to the children. Check (✓) the topics you hear.

Boy: Did you like the poem we read in class, Gillian?

Girl: Yes, it's beautiful and it made me think a lot about the animals we have.

Boy: Yes, for example, is it right to have wild, rare, or unusual animals, you know, as exotic pets? I've always wanted a green iguana, but I don't think iguanas want to live in houses, they want to be in trees!

Girl: And what about buying animals that *need* to stay in the wild? The Slow Loris from Asia is losing its habitat and too many people buy them as exotic pets because they're so cute – they're now endangered!

Boy: Yes, I saw a TV program about spiders as pets – tarantulas! The good news is they rarely bite people, phew!

Girl: Yes, but I guess some tarantulas are now endangered because too many people buy them and their habitats are destroyed, too. I want to help, but what can we do?

Boy: We can do some things. We can make posters and give presentations to tell people why it's important to think about the animals we have as pets.

Girl: You're right. We can also tell people that by protecting our planet, we're protecting our animals, and their habitats.

Unit 4 What can we do with our trash?

Page 56, Activity 5 1-21

Listen and answer. What are they talking about?

Man: So, let's see what the Green Club are doing. Shania?

Girl: Last week my team collected all of the big plastic bottles from the cafeteria and used them as plant pots. We planted tomatoes, lettuce, and carrots.

Man: Excellent! So the club focuses on reusing recyclable things?

Boy 1: Not only that. Our main focus is actually on reducing waste and trash. We think about reducing energy and materials.

Man: OK, and how can we do that?

Boy 1: Well, we're planning a campaign to reduce some of the trash from our small town. We're putting posters in stores. We're telling people they shouldn't buy products with too much packaging, you know, so to buy things with less plastic, cardboard, or paper covering protecting them.

Man: That's great! But will that really help?

Boy 2: Yes, a lot, but there are other things people can do, too. They can buy things that are reusable – then they can use them again and again. This reduces the need to buy something every time, only to throw it out – it reduces materials. Or they can buy things that are like new, but they aren't, they're used items. They're usually cheaper, but as good as new. Like a bike. Then the energy and materials to make a new one aren't needed.

Man: You're right. Good ideas everyone.

Page 62, Activity 5 1-24

Listen and decide. Who's talking? What about?

Woman: Hi, today we're at "Rubbish Revival", the art competition at Littlewood School and we're going to talk to a very special team. Hi, kids!

All: Hi!

Woman: Your names are … ?

Girl: I'm Rita and this is Ahmed, Luca, and Jamie.

Woman: Great – tell us, what's "Rubbish Revival"?

Boy 1: It's an upcycling art competition.

Woman: You mean recycling.

Boy 2: No, upcycling. It isn't the same. Here we were reusing trash to make new things. We collected lots of things. We put everything into cardboard boxes and each class decided what they wanted to do with them.

Boy 3: They could use anything they wanted.

Woman: Mmm, … and you can use these things?

Girl: Yes. Some things are decorations, to look nice, but others are useful. For example, I made this backpack from an old jacket and I use it to carry my school things.

Woman: And what did you make?

Boy 3: That sculpture over there. It's a sea turtle.

Woman: How many students took part in the competition?

Boy 2: Everyone in our school and there are over 500 children!

Woman: That's fantastic! Thank you very much. More about this competition in tomorrow's newspaper.

Unit 5 How can we choose our jobs?

Page 72, Activity 4 1-27

Listen and answer. What was Lena's dream job when she was a child? What job does she do now?

Man: Hi listeners! Today on *Dream Jobs*, Lena Brown is here to talk to us about her dream job.

Woman: Hi John. Yes, I think I have the best job in the world! I play the violin in one of London's biggest Orchestras. When I was a child, it was what I dreamed about doing! And now I'm so lucky that I get to do my dream job and play music I love every day!

Man: What's a typical day in your job?

Woman: Well, there isn't really a typical day. Every day is different, that's why I love it. We play different kinds of music in concert halls, theaters, and stadiums all around the world. Last week we performed a concert of Beethoven's music in Germany.

And last month we performed in China and Japan. We play music for TV and movies, too. A few years ago we played the music for a very famous movie, and this year we played live while people watched it on a big screen. It was really exciting!

Man: What's the best thing about your job?

Woman: The best thing about being in an orchestra is playing some of the greatest music in the world. Also I love meeting a lot of interesting people and traveling around the world.

Man: And what's the worst thing about your job?

Woman: Well, it's hard work and it's quite tiring. But it's worth it! It really is the best job in the world!

Page 78, Activity 4 1-30

Listen and check (✓). Which two people are speaking?

Man: Last week I talked to Malavath Poorna, a young girl from India. I'm writing her incredible story in the newspaper.

Malavath is famous because when she was just 13, she climbed Mount Everest, one of the highest mountains in the world. She was the first girl in the world to do this. She said it was very hard work! The biggest problem on the climb was the cold. And there wasn't much oxygen, so she was sometimes sick.

Woman: Yes, I talked to Malavath, too … when I took some pictures of her for a magazine. She said one of the worst things on the journey was the packed food. It wasn't very nice and she missed her mom's home cooking! But she wanted to get to the top, so she kept climbing.

She said the best moment was when she finally reached the top and saw the most fantastic view.

Man: And do you know the most amazing thing? Her biggest dream now is to become a police officer! And she'd like to climb another mountain, too!

Page 79, Activity 2 1-32

Listen to the meanings and say.

1 My dad cuts people's hair. He's a barber.
2 Pasta tastes good. It's delicious.
3 I love boats. When I'm older I want to be a sailor.
4 Olympic athletes can run very fast.
5 My mom works every night as a nurse. She works hard.
6 I don't like sleeping on the floor. It isn't comfortable.

Student Book 4 CD2

Unit 6 What happens in extreme conditions?

Page 88, Activity 5 2-02

Listen and answer. What is it? Which words helped you decide?

Man: Morning, everyone! It's Breakfast Radio and here's the global weather for today … and it doesn't look too good!

It's going to be really cold in Canada and the north of Europe. A very cold mass of air is coming in from the North Pole and temperatures are going to be really low. The highest temperatures will be around -5ºC and the lowest will be as cold as -15ºC. So, stay at home and keep warm!

In the Mediterranean we have a heat wave coming in from Africa. Temperatures are going to be very high, up to 45ºC in the south of Spain, Italy, Greece, and Turkey. Temperatures tonight are going to be high, too and it might be difficult to sleep. Remember, don't go out at noon or in the early afternoon. Stay inside, and drink a lot of water.

And the Pacific is suffering a series of tornadoes. The winds coming from the south are at speeds of more than 110 kilometers per hour and they may reach as far north as Japan.

So if you're close to these areas, stay inside, find safe places, far away from windows and doors.

Page 94, Activity 4 2-05

Listen and check (✓) the main changes to the story's ending.

Woman: The children followed the boy and they ran to the ships where there were lots of people. They saw a tall man in a white tunic standing on one of the ships. Suddenly, he smiled and shouted. The boy looked at him and waved. Tomás and Miranda got onto the ship. The boy ran to the tall man and hugged him. A woman appeared and she opened her arms and the boy ran to her.

"They're his parents," whispered Miranda.

"Ah that's great! I'm so happy they all found each other." said Tomás. "Ooh we're time travelling again. Quick. Close your eyes, Miranda! Wow, where are we now? The medallion says: 2017, Costa Rica … Look ANOTHER volcano!" said Tomás.

"Pass your phone. We're in La Fortuna, the volcano is named Cerro Chato, so yes, another volcano … but, wait, this one is dormant, it's sleeping. It last erupted thousands of years ago. We're safe!" said Miranda.

"Great. Well, let's go and explore!" said Tomás.

"Yes, I wonder what we can do … Oooh, there are jungles, monkeys, hiking, swimming … there are some hanging bridges in the jungle … " said Miranda.

"Miraaandaaa!" groaned Tomás.

Unit 7 How and why do fashions change?

Page 104, Activity 5 2-08

Listen to the quiz. What fabric words do you hear?

Woman: Hello, children. Today we're doing a quiz about fabrics. Raise your hand if you know the answers. Question 1. Where does cotton come from?

Boy 1: A plant?

Woman: Yes! Cotton is a natural fiber that comes from a plant. We use it for cotton pants and T-shirts. Question 2: Is denim a natural or an artificial fiber?

Girl 1: It's a natural fiber.

Woman: Yes, denim is a strong cotton fabric. Did you know that a man named Levi Strauss made the first denim pants in America? Question 3. What fabric comes from a caterpillar?

Boy 2: Wool?

Woman: No, not wool. Silk. Silk comes from a caterpillar called a silkworm. Question 4: What fabric comes from a sheep?

Boy 3: Wool!

Woman: Yes! That's right. We make hats and sweaters from wool to keep warm. Question 5: What fabric is made from animal skin?

Girl 2: Leather?

Woman: Yes, very good. We make some jackets and shoes from leather. Question 6: What is nylon ? No? Well, nylon is a very strong artifical fiber. We use it to make women's tights. Finally: What is Lycra? No? Lycra is a stretchy artificial fabric. It's good for sports clothes. Well, that's the end of the quiz. How many did you get right?

Page 105, Activity 2 2-10

Listen and say. Use the words from Activity 1.

What are clothes made of

1 Jeans are made of denim.
2 Shoes, jackets, and bags are made of leather.
3 Sweaters and winter hats are made of wool.
4 T-shirts and shirts are made of cotton.
5 Expensive blouses, dresses, and scarves are made of silk.
6 These fibers are man-made artificial fibers.

Page 110, Activity 4 2-12

Listen to the conversation. What are the children talking about?

Man: Anna, Suzie, Ben, and Mark are at the Living History Museum.

Boy 1: Here we are at the Living History Museum. Let's look at the plan. What should we do? Suzie, what do you want to do?

Girl 1: Well, I want to see what people wore in the past. Anna, why don't we go to the clothes collection?

Girl 2: Yes, that's a great idea. After that, we could go and see the old schoolhouse.

Girl 1: Yes, great. So, Anna and I will go to the clothes collection, and after that to the old schoolhouse. How about you, Ben?

Boy 1: I don't want to see any clothes, but I'd like to see the old tramcars. Mark, shall we go to the tram station?

Boy 2: Yes, OK. And then after that, we should go and eat our lunch at the picnic area!

Girl 2: Yes, and then why don't we buy some candy at the old candy store?

Boy 2: That's a great idea. So, we'll see you at the picnic area in one hour. OK?

Girl 2: Yes, great. See you there. Come on, Suzie. Let's go …

Page 111, Activity 2 2-14

Listen and say. Use the words from Activity 1.

Narrator: One

Boy 1: Ben, do you know what time it is?

Boy 2: No, sorry. I don't have my watch.

Narrator: Two

Boy 1: Oh, no. These pants are too big!

Boy 2: Here. You can borrow my belt.

Narrator: Three

Woman: Janet, you need to tie your hair up for school, don't you?

Girl 1: Yes, but I can't find my ribbon.

Narrator: Four

Woman: What do you want for your birthday, Marta?

Girl 2: I want to have my ears pierced, Mom. Then I can wear a nice pair of earrings.

Narrator: Five

Boy 1: What shall we get Mom for Mother's Day?

Girl 2: I think she'd like some jewelry.

Boy 1: Good idea. Let's get her a bracelet or a necklace.

Unit 8 How has entertainment developed?

Page 120, Activity 5 2-16

Listen to the interview. What kind of performance do they discuss?

Woman: Wow, Alisha, so I just saw your latest performance on my phone!

Girl: Oh, yeah, I love dancing. Flashmobs are so much fun!

Woman: It looks like a mall. Where exactly was it and how many of you were there?

Girl: Yes, you're right. It was at Meadowhill Mall. There were 30 of us dancing and a lot more watching it.

Woman: It looked like it was really exciting. Can you tell us more about flashmobs?

Girl: Well, it's all organized over email, text, or social media. Anyone who wants to dance as part of a big group can take part. The idea is that a group of people suddenly start dancing in a public place, so, for example, a park, a mall – like the one in the video, an airport or maybe a town square. It's a big surprise for everyone there. They don't know about it.

Woman: So, it's like the dancers all appear from nowhere … and then suddenly a big group of people are dancing?

Girl: Exactly. It's a group dance, in public … but no one is expecting it – only the dancers know about it. They appear … perform and entertain … and then they quickly disappear into the crowd again when they're finished.

Woman: Are you always dancing the jive? And is everyone a professional dancer?

Girl: No, they're not all professionals, but they practice the dance before they perform it. And it's not always jive. I did one at Silverlake Park and it was hip-hop dancing – so much fun! Sometimes, people know the dance quite well – I watched an amazing salsa flashmob in New York! Would you like to try one? Some are modern dances to pop songs, and the moves are nice and easy to remember.

Woman: Ooh, yes, maybe! And when and where's your next flashmob?

Girl: Well, that's a secret …

Page 126, Activity 5 2-19

Listen to Bea and Chloe. What kind of apps are they talking about? Check (✓).

Girl 1: Chloe, have you seen this new app? I can edit all of my videos with it – it means I can make some really cool, short movies. I can add effects, too, like making things slower, faster, with different colours, and different sounds. I can spend hours on it! Do you use any apps on your tablet?

Girl 2: Yes, some. There are some fun photo apps that I sometimes use, but they're on my mom's phone. I like playing around with the different filters – look, I saved these photos – this app gives you a hat, glasses, and mustache. Ha ha! But I prefer playing games. I can spend hours on my tablet, too, but I try not to spend too long playing them. Dad says it's not good for us to look at a screen for too many hours.
I love *Turtle Trails* because they add a new level every day! I'm on level 78!

Girl 1: Oh, you should play *Move it Madness*, Chloe. You actually have to move and run, and jump to find treasure in the game and then you get to the next level. So, you're still looking at a screen, but it's really entertaining, and you're exercising!

Girl 2: That sounds great! I'm going to try it now.

Page 127, Activity 4 2-21

Listen and number the movie ads in the order you hear them. Which movie would you like to see? Why?

1 Geena, Julie, and Jaffa, their dog, will drive their family crazy! Dad takes them on a camping vacation to relax in the mountains. Wow, was he wrong?

2 In a forest millions of miles from us, a strange creature is growing bigger and bigger and it needs more food! Who will stop it? Run!

3 Dark City, a remote region in Russia, is the home of Ronnie Max. Who is he and where is his next challenge? Who can find him?!

4 Charles is nowhere to be seen. Hettie is visiting her mother in Castle Bloor. Will they meet again and will the family survive the cold, long winter? There's only one way forward for Hettie now!

Unit 9 Why are adventure stories popular?

Page 136, Activity 5 2-23

Listen to the conversation and circle.

Boy: What did you do on the weekend, Anja?

Girl: I saw a really good movie at the movie theater. It was called *Adventures in the Ocean*. It was really exciting. It was about some sailors that sailed around the world and had great adventures. They battled terrible conditions, and their boat almost sank. They met some pirates, too, but managed to escape.

Boy: Oh, I know that movie. I saw it last week and I really enjoyed it. My favorite character was the Captain – Captain Coogan. He was such a great yachtsman, and he rose to every challenge. Who was your favorite character?

Girl: I liked the girl, Sailor Maria. I liked the way she navigated the boat through the treacherous oceans. Even when she was exhausted, she carried on sailing.

Boy: Yes, she was good. But I liked the Captain more. I loved it when they were sailing through the storm, and the monster wave hit the boat. I thought the boat was going to sink! But the sailors battled through the terrible weather. That was really exciting!

Girl: Oh, no! I didn't like that part; it was scary! I liked the bits when they weren't battling against the storm! My favorite scene was when the sailors were watching the dolphins and whales after the storm. That was beautiful!

Boy: I liked the ending, too – when they arrived back home and met their families again. It was a great movie. Next week, I'm going to see the sequel, *Adventures in the Ocean Part 2.*

Page 137, Activity 2 2-25

Listen and say. Use the words from Activity 1.

1.

Boy: Dad, do you like sailing?

Man: Yes, I love sailing. I'm a very good yachtsman.

2.

Boy: Mom, when did you learn sailing?

Woman: Your granddad taught me when I was twelve. He also showed me how to use the stars to navigate.

3.

Boy: Dad, are you really going to sail to America next year?

Man: Yes, I am. It'll be hard, but I like a challenge.

4.

Man: I ran a marathon last year.

Boy: Did you stop while running?

Man: No, I ran nonstop.

5 I had to keep running even though I was tired. It was a real test of endurance.

6 Watch out! There are sharks in the water! Sailing in these waters is treacherous.

7 Oh, no! There's a hole in our boat. The water's coming in. We're going to sink.

Page 142, Activity 5 2-27

Listen to the story. What was the *Mary Celeste*? Why is the story still a mystery?

This is the story of the *Mary Celeste*. It's one of the world's greatest mysteries.

On November 7, 1872, the *Mary Celeste* set sail from New York. She was carrying an expensive cargo and was on her way to Italy. There were ten people on board the ship – the Captain, his wife and daughter, and seven crew.

One month later, the *Mary Celeste* was found by another ship. She was drifting in the middle of the ocean. Her sails were up and the ship was in good condition. There was enough food and water on board for six months.

The cargo and the crew's belongings were still there. But there was nobody on board the ship. The Captain, his family, and his crew were all gone …and they were never seen again.

What happened to the *Mary Celeste* has been a mystery ever since. Why was she drifting on the ocean with no crew? Were they attacked by pirates? Or by a sea monster? Was there a terrible storm, or a fight? There are many questions about what happened, but we don't know the answers. And perhaps we never will!

Page 143, Activity 2 2-29

Listen and answer the questions. Use the words from Activity 1.

Boy 1: Let's take the quiz!

One

What's a piece of fabric you wear over your eye to protect it?

Boy 2: Eye patch!

Boy 1: Two

What machine do you use to find old buried coins and metal?

Boy 2: A metal detector.

Boy 1: Three

What's a long, strong piece of fabric for tying up boats … or people?

Boy 2: A rope.

Boy 1: Four

If you cut yourself, what will you have on your skin afterwards?

Boy 2: A scar.

Boy 1: Five

What's a piece of land surrounded by water?

Boy 2: An island.

Boy 1: Six

What do you call the study of past events?

Boy 2: History.

Boy 1: How many did you get right?

Student Book 4 CD3

Unit 10 Why do we raise money for charity?

Page 152, Activity 5 3-02

Listen to the interview. Which charities do the Garcia family support?

Woman 1: Today, I'm talking to the Garcia family. They do a lot to support their favorite charities. Julio, can you tell us which charities you support and how you help them?

Boy: Yes, my favorite charity is Misión México. It's a charity that knows how to help children who are not as lucky as me. It raises money to help poor children in Mexico. I think that's a really good thing. Last month I did a sponsored run to raise money for Misión México. I ran five kilometers! My family and friends all sponsored me. They gave me $10 for every kilometer I ran, so I raised $50.

Woman 1: And Señora Garcia, you volunteer for a charity, don't you?

Woman 2: Yes, I volunteer in the local food bank. I understand that some people don't have enough money to buy food for their family, so I want to help. People and businesses donate food to the food bank. Then we give the food to people who come because they need it. I volunteer regularly, sorting out all the donations. People donate all sorts of food – canned food, fresh fruit and vegetables, pasta, and rice.

Woman 1: And Señor Garcia, you support the food bank, too, don't you?

Man: Yes, I volunteer for the food bank, too. I know about the internet, and I know how to design websites, so I help with that. I also understand how to solve techical problems with the website. And I answer emails and text messages from people who want to support the food bank.

Page 153, Activity 2 3-04

Listen and say. Use the words from Activity 1.

1 Misión México is a group that helps children in need. It's a charity.
2 I work in the food bank in my free time. I volunteer.
3 My mom gives money to charity. She donates $10 a month.
4 A page on the internet is called a website.
5 A message from one cell phone to another is a text message.
6 I help a charity. I give it my support.
7 I run every day. I run regularly.
8 My school does events to get money for charity. We raise money.

Page 158, Activity 3 3-06

Listen to the talk. Who's speaking? Who's he speaking to?

Woman: Good morning, children. Today, I want you to give a big welcome to Jonas. He works for a charity called *Action for Grandparents*, and he's going to tell you about the work they do.

Man: Good morning, everyone. Thank you for welcoming me to your school this morning. As Mrs. Martin said, I work for a charity called *Action for Grandparents*. We're a big international organization, and we have offices and volunteers all around the world. We raise money to care for older people who need help.
How many of you have grandparents or even great-grandparents?
I can see that's most of you. Grandparents are such an important part of our families, aren't they? I'm sure you all love spending time with your grandparents when you can. And I'm sure that you're all very helpful to your grandparents and that you and your families care for them if they're sick or need support. But sadly, some older people don't have families who can care for them, and they're the ones who need our help. *Action for Grandparents* tries to improve the lives of older people all around the world. But we need money to do our important work. That's why I'm here today to ask you and your families to contribute to our organization. If every family donates just a small amount, say $1, we'll collect over $200 just in this school. If you're feeling generous, and you can give more, that would be great!
The other thing you could do to help us is to raise money yourselves at school. You could do a sponsored event, or perhaps a cupcake sale, or a Fun Run to raise money. I hope this is something you'd like to do. Thank you for listening! Now, are there any questions … ?

Page 159, Activity 2 3-08

Listen and say. Use the words from Activity 1.

1 A large group that people work for is an organization.
2 If people don't have a faucet in their home, they can get water from a well.
3 Someone who gives a lot of money to other people is generous.
4 Someone who helps other people is helpful.
5 When something gets better it improves.
6 Children in Africa carry water in jerry cans.

Unit 11 How are we similar but different?

Page 168, Activity 6 3-10

Listen to the conversation. What are the children talking about?

Girl: What do you think makes a good friend, Miguel?

Boy 1: I think it's important to have fun with your friends. My friends are all really funny, and I feel happy when I'm with them. They're always telling jokes and making me laugh. I also like people who are talkative because I'm quite shy. It's harder for me to make friends with someone who's quiet and shy. I think it's good to have friends who are a bit different from you.

Girl: How about you, Antonio? What's important for you in a friendship?

Boy 2: I think it's important to have something in common with your friends. Everyone in my group of friends is really creative. We all love listening to music and singing together, too. It's great fun. There's nothing better than having friends who like the same things as you.
How about you, Rosa? What do you think makes a good friend?

Girl: I think the most important thing about friends is that they are honest. I want my friends to always tell me the truth, even if it's sometimes difficult to hear. If someone isn't being honest, then they can't be a good friend. And I think it's important that you can be open with your friends and talk to them about anything. I also think you should always be kind and polite to your friends. I couldn't be friends with anyone who's rude or mean.

Page 169, Activity 2 3-12

Listen and say. Use the words from Activity 1.

1 Someone who behaves as if he or she is more important than others is arrogant.
2 Someone who is good at making up stories is imaginative.
3 Someone who can talk about their feelings is open.
4 If you and your friend like the same things, you have something in common.
5 Someone who's kind and thinks of others is thoughtful.
6 Someone who talks a lot is talkative.
7 Someone who's determined to do what he or she wants is stubborn.
8 Someone who always tells the truth is honest.

Page 174, Activity 5 3-14

Listen to the conversation. Who's talking? What are they talking about?

Woman: Sam! Lola! Look! I found this old photo album in the attic. This is a picture of my grandparents. This is my mom's mom. And this is my mom's dad.

Boy: Wow, Mom, that's an old picture! So, are these my great-grandparents?

Woman: Yes, that's right.

Girl: Mom, look at your grandma – that's my great-grandmother, right? You look just like her! You have the same straight hair and the same round face.

Woman: Yes, you're right! I think I do look like her. And we both have green eyes, too!

Boy: Did you know her? What was she like?

Woman: She was very creative. I remember she used to paint a lot. And she was very practical, too – she always made her own clothes and fixed things around the house.

Girl: So, Mom, you're like her in that way, too! I mean you're a photographer, so you're creative, too!

Woman: Yes, I suppose you're right! And my mom – your grandma – is creative, too, so I suppose it must run in the family! We have creative genes! And look this was my grandpa. He was very tall! And pretty handsome!

Boy: I think I look a bit like him! I'm tall and handsome, too!

Girl: Ha! Really? I disagree!

Boy: What was your grandpa like, Mom?

Woman: I remember my grandpa was a very positive person – he was always smiling, and we had a lot of fun playing with him. He was funny, too, always telling jokes!

Boy: Well, I'm funny, too! I think I'm like my great-grandfather!

Woman: Yes, you are!

Unit 12 How did people live in the past?

Page 184, Activity 6 3-17

Listen to the conversation. Who's talking? What are they talking about?

Woman: A world without electricity – can you imagine it? Think of all the things we use electricity for in the 21st century – electric lights, TVs, computers, washing machines, refrigerators, air conditioning. And we use electricity to get around, too – cars, trains, the subway, and elevators all use electricity. But people didn't use to have electricity, so how did they live? …

Girl: Grandpa, how did people use to live without electricity? If they didn't have electric lights, what did they use to do when it got dark?

Man: Well, they used to light candles. Or later on, in Victorian times, they had oil and gas lamps.
But people didn't really do much after it got dark – they used to go to bed early when it was dark!

Girl: And how did people use to communicate without telephones and the internet?

Man: Well, before the first telephone in 1876, people used to meet and talk to each other face to face. Or they used to write letters if they lived far away.

Girl: And if people didn't use to have TVs, radios, or computers, then what did they use to do for entertainment?

Man: Well, they used to read books. They played musical instruments and board games. They used to do jigsaw puzzles and crafts like sewing or knitting. And they used to sit and talk to each other! But remember that without electricity everyday jobs like washing clothes, cleaning the house, or cooking used to take much longer. So, people had less time for entertainment in the past.

Girl: Wow! Life was hard without electricity! I think we're really lucky to have electricity in our lives today!

Page 185, Activity 2 3-19

Listen and say. Use the words from Activity 1.

1 The first trains were called locomotives.
2 An underground railway is called a subway.
3 An area where people live outside the city center is a suburb.
4 To travel to work from the suburb to the city center every day. commute
5 A person who bakes bread is a baker.
6 A store where you buy meat from is a butcher.
7 A kind of factory where people made cotton is a cotton mill.

Page 190, Activity 5 3-21

Listen to the talk. Where is it? What is it about?

Welcome to the Toy Museum. The museum is a place where you can see the toys that children used to play with in the past.
Even though a lot of poor children worked from a young age, they still had time to play.
And believe it or not, some of the toys they played with were similar to those we have now. Boys used to play soccer on the street or at school with a ball made of leather or animal skin. Rich boys also used to play with toy soldiers and train sets. Girls used to play with jump ropes or with marbles. Marbles were small, round balls that you could roll around. And rich girls used to play with dolls and dollhouses.
Even though there were no video games or computers, children used to love toys that showed moving pictures. One of the most popular was the zoetrope. This was a toy that made pictures look like they were moving when it was spinning round. Children also loved kaleidoscopes. These were long tubes, a bit like telescopes. When you looked through one end, you could see a brightly colored design at the other end.
Another very popular toy was the rocking horse. This was a wooden horse that rocked backwards and forwards when you sat on it. Only rich children used to have rocking horses. Poor children used to have a simpler version, which was a horse's head on a stick. They used to run around with it, pretending they were riding.
So, go and have a look around. See what other toys you can find.

Workbook 4 CD1

Unit 1 How can we eat well?

Page 7, Activity 4 01

Listen and draw lines.

Narrator: One
Man: What are you doing?
Girl: We're making something to eat.
Man: Are they all your family?
Girl: Yes, they're my cousins and that's my older brother, Jim.
Man: What's he doing?
Girl: He's cutting some vegetables.
Narrator: Two
Man: Who's the girl with the big bowl?
Girl: The one that's putting dressing on the salad?
Man: Yes.
Girl: That's Daisy.
Narrator: Three
Girl: Look at Peter.
Man: What's he doing?
Girl: He's spreading butter on some bread.
Man: He's hungry already!
Girl: Yes.
Narrator: Four
Man: One girl is thirsty. What's she drinking?
Girl: That's Anna. She's drinking milk.
Man: Does she like milk a lot?
Girl: She loves all dairy products.

Unit 2 Why are some buildings famous?

Page 23, Activity 3 02

Listen and write.

Boy: What are you doing, Mary?
Girl: I have to find out more about New York. Can you write the numbers down for me please?
Boy: OK. The Empire State Building is your first question. How tall is it?
Girl: Let me see … It's 443 meters tall.
Boy: 443 meters. Wow! That's tall. Your second question is about 5th Avenue. How long is it?
Girl: Wait a minute. 5th Avenue is 10 kilometers long.
Boy: 10 kilometers! That's a long street. OK, there's a river in New York. The Hudson River. How deep is it?
Girl: How deep is the Hudson River? Let's find out … It's 62 meters deep in some places.
Boy: 62 meters. Great, last question. How far is New York from Washington D.C.?
Girl: Hmm … OK, I've got it. It's 328 kilometers away.
Boy: 328 kilometers. We're all done!

Unit 5 How can we choose our jobs?

Page 65, Activity 3 03

Listen and check.

Narrator: One. What's the best job for Ben?
Woman: Hello, Ben. What do you want to do when you grow up?
Boy: I'm not sure. I know I don't want to be a scientist.
Woman: Do you like music?
Boy: Yes, I do. But I don't want to be a musician. I can play baseball well and I can run fast.
Woman: In that case, I think the best job for you is an athlete.
Narrator: Two. Which girl is Amy?
Girl: Look, that's Amy. She's the best student in my class.
Man: Is Amy good at sports, too?
Girl: She's OK. But Kelly can run faster than Amy. She's the girl with brown hair.
Man: Is Amy the girl with red hair?
Girl: No. That's Beth. She runs the slowest in our class. Amy has blond hair.
Narrator: Three. What are Mom and Caleb doing now?
Boy 2: I'm playing better than you, Mom!
Woman: I know. I played very well yesterday but I play worse than you today.
Boy 2: I think I'm going to win!
Woman: Yes, you are! You're the best soccer player today!
Narrator: Four. What's Penny's worst subject?
Man: What are you doing Penny?
Girl 2: My English homework.
Man: Do you need help?
Girl 2: Not with English. It's my favorite subject. But I have some problems with music and science.
Man: OK. I'll help you with those. Which one is your worst subject?
Girl 2: Definitely music. I'm better at science than music.

Unit 8 How has entertainment developed?

Page 104, Activity 1 04

Which is each person's favorite type of music or dance? Listen and match.

Girl: Hello Mrs. Lopez. Did you have a nice weekend?

Woman: Hello Lucia. Yes, thank you. I went to a dance performance with my sister. It was a ballroom dancing competition. My sister loves ballroom dancing – her favorite dance is the jive. She likes the 50s music and the throws. She's learning the jive at a dance school.

Girl: Does everyone in your family like dancing?

Woman: We all like dancing or music. My parents were good dancers when they were young. Their favorite dance is the waltz. My dad likes wearing a suit and my mom loves the long dresses. They think the waltz is very romantic.

Girl: What about your daughter? She goes to the same school as me, doesn't she?

Woman: That's right. Paula goes to ballet classes. She wants to be a ballerina one day. Ballet is definitely her favorite type of dance. But my son doesn't like ballet.

Girl: I didn't know you have a son, too. What does he like?

Woman: Well, he's six years older than you. He loves rock music. He plays the electric guitar and he's actually in a rock band!

Girl: That's cool! Do you have any more children?

Woman: No, but I have a brother.

Girl: What's his favorite kind of music or dance?

Woman: He likes ballroom dancing, too. His favorite is the tango. He has a dance school and he can do all the dances, but he's best at the tango. That's why it's his favorite I think.

Unit 10 Why do we raise money for charity?

Page 134, Activity 2 05

Listen and draw lines.

Boy: I took this picture at the park, Grandma.

Grandma: It looks lovely, Tom. Do you know any of these people?

Boy: Yes, I do. The man with the sandwich is Rick. He's a chef and he knows how to cook.
Look at the skateboarding boys!

Grandma: The ones with the red helmets?

Boy: Yes. They're Chris and Ethan. Rick's their dad. Chris is older and he knows how to ride a skateboard.

Grandma: How old is Ethan?

Boy: He's five, I think. He doesn't know how to ride his skateboard. He's still learning. But he loves trying!

Grandma: Who's that girl selling lemonade?

Boy: That's Jackie. She's raising money for charity.

Grandma: How old is she?

Boy: She's only six, but she knows how to count money already. She likes math.

Grandma: Who's that woman next to her?

Boy: The one in the hat and sunglasses?

Grandma: Yes. What's her name?

Boy: That's Sarah. She's Jackie's mom. She made the lemonade. She knows how to make the best lemonade in the world!

Video Scripts

Unit 1 How can we eat well?

CLIL video

Lifebabble: Food 1-1

Scola: Hey, there life babblers! Today we're looking at food and eating right. Of course, how we eat can have an impact on our lives but it can also impact how we're feeling so it's important to get it right.

Girl 1: Food is the fuel that keeps us going.

Boy 1: We're bombarded with choices, from sugary drinks and junk food to superfoods. It can sometimes be overwhelming and confusing.

Girl 2: A good relationship with food is listening to our body. When we're hungry and when we're not. What food helps our body in the long run and what food maybe isn't so nutritious.

Boy 2: It doesn't matter what size or age you are.

Boy 3: With the right balance, eating can be one of life's greatest joys.

Child 1: I'm not so fond of healthy eating. If I had to choose between eating an apple and eating some crisps, I know I should get the apple but I like the packet of crisps better. I really know I should eat healthier but I just don't do it sometimes.

Garrett: People say you are what you eat and it's hard not to be a little charmed by the sweets but your body's unique you only really get one so be kind, eat right show appreciation to yourself and to others when they gather around, break bread, make friends in the yard of their house so we don't always need sweets to have a sweet life. A lot of time to eat left, so let's try to eat right!

Girl 3: There were times where I would eat too much and there were times where I'd eat too little but eventually I found the right balance for me.

Girl 1: I love fruit. I also love chocolate biscuits.

Boy 4: Oranges and cookies.

Boy 1: Chips. Melon.

Boy 5: I like apples. But I also like a donut here and there.

Girl 3: Oranges. Pizza.

Garrett: Apples. Sour gummy worms.

Boy 6: I love bananas. I also really like chocolate cake.

Child 2: I try to eat healthy and I love carrots. I love how they are crunchy when they are cold. But my favourite way is to have them lovely and warm. My favourite treat is mint choc chip ice cream because it is so minty!

Scolia: That's all for this lifebabble.

Story videos

Doctor Who: Sticky Times Part 1 1-2

Where is the Smogator?
I don't know. I'm hungry! Can we eat?
No more sweets! You'll get toothache.
Can we have a picnic?
Let's go to the alien food planet. It's good for me to spend some time away from Earth!
Ooo. I know this planet. I came here last year.
Robot waiters on skates!
Hello and welcome to the food planet! What kind of food would you like?
Hello!
I'm not hungry. I'm thirsty.
Please try our Purple Café.
Great. I drank there before and they have a great sweet tea with honey drink.
Welcome to the Purple Café. Here is a menu. I am your waiter today.
What would you like to drink?
Three teas with honey please.
No tea for me. It's too sweet. It's bad for your teeth.
Coffee please.
Please can I try a hot chocolate drink with chillies?
Is that good for you? Do you have a toothbrush?
That was a nice tea but the honey was quite sticky.
I'm not sure about my chilli drink! It was a soup not a drink.
What kind of food do you like Jack?
The pizzas look good! Mmm. Pizza with tomato and cheese!
This is a great restaurant.
The food is from Japan.
A Japanese restaurant? They haven't got any pizza! Hmm.
Have they got steak or pasta?
Erm. They've got sushi. Sushi is very good for you.
Chopsticks?
Come on Jack! Eat the fish and vegetables. It's all very good for you.
I know but I can't eat it!
It's easy. Watch me.
Watch out!

Doctor Who: Sticky Times Part 2

1-3

Oh no! Why are the waiters skating like that? They're going very fast!
Oops!
The sonic screwdriver didn't do that!
Yes it did! How can we stop them? Can you help Kim? You understand computers.
I'm not sure! Let me see.
Something's wrong! What happened out there?
Did your sonic screwdriver do all this?
I think so. I can't get it to work. It's broken.
I'll look in the Indian restaurant.
Argh! The waiters are skating with bowls full of hot curry!
What?
Look!
Let's think!
I've got an idea.
Why did we come to the kitchen?
To look for sticky food.
What can we use?
Congee? Chilli?
Be careful with the chilli!
No, here! Honey!

Doctor Who: Sticky Times Part 3

1-4

I need some glue!
This is honey not glue!
This is sticky!
There is no more honey Doctor.
Thank you Jack.
It worked! They stopped moving!
Look Doctor.
Great, another clue for Jack's quest.
Eugh! This honey is everywhere!
I'll help the waiter.
They're ready to clean everything. They'll start with you, Doctor!
Be careful with that water! Thank you.
Let's help clean up the food planet. It's a sticky mess!
I washed the clue and put it in my bottomless bag. I'm really hungry. Can we eat now?
I'm full. Well, my pockets *are* full of honey and water.
What will you eat on Earth, Jack? Pasta or curry?
What about pizza … with honey!
No! No more honey!

Unit 2 Why are some buildings famous?

CLIL video

All Over the Workplace: Architects

2-1

Alexander: Yeah, I'm pleased with that! Building a career as an architect is a pretty tall order. You have to study for years, be a good communicator, understand science, maths, and engineering. To say nothing of spending hours making detail drawings and creating elaborate models. Right, let me see if I can go and sell this idea to a very important client. Let's hope they know what they're letting themselves in for.

Man: Alex and the rookies are at the top of the tallest, Rosie's favourite, the Shard.

Alexander: Tell you what, you must be loving this.

Amjad and Rosie: Yes, we love it!

Alexander: What is it about architecture that makes you so excited?

Rosie: My sister's husband told me a lot about architecture and I got a few pictures and I sort of fell in love drawing buildings.

Alexander: Mhm, what about you, Amjad?

Amjad: I woke up one day and it just came to my mind that I wanna be an architect.

Man: Accompanied by Nerinda the rookies are having a stroll through a gigantic model of Battersea Power Station.

Alexander: Everything's nice and straight, Amjad?

Man: But why Battersea Power Station? Well, it's currently going through some major redevelopment work and Nerinda wants the rookies to come up with some architectural ideas to be built in this area of green space, right in front of the old power station.

Man 2: Now it's time to see the real thing, I think. What this actually feels like at real size. We can talk to someone who is working on the site and ask him some tough questions that may help us generate some ideas.

Amjad and Rosie: Yeah.

Man: Battersea is a massive architectural and landscaping project. The area that the rookies are visiting is the area they're designing for. Mike Grice oversees construction at the Battersea development. This is the rookies' chance to quiz him about the project.

Rosie: When was the power station built?

Mike Grice: It was built in two halves, funnily enough, so originally it was just two chimneys and that I think was the early 1930s. The two chimneys on this side were put on in the early 1950s, I believe.

Man: So that's the history. But what's happening now?

Mike Grice: What we're doing here is, this is a great big underground holding area and loading bay where we're gonna put what we call our energy center. And then we're gonna put slab all the way across the top of here.

Amjad: If we build here, what are the restrictions?

Mike Grice: This will be a great park, you cannot put a massively heavy structure on here because it is a supported slab.

Man 2: So, if we were to put a pavilion on there?

Mike Grice: Pavilion would go on easily …
Man 2: … would be perfect.
Mike Grice: Your pavilion's got to be so good that the planner says "Wow, this adds to Battersea power station, not it detracts from it.".
Man 2: So I thought that would be a really good idea to get away from all the noisiness of the building site and to just to be able to look at it from a distance and imagine what it might look like in the future. But before we think about what it looks like in the future I think we should draw what it looks like today. How about it?
Alexander: Okay. Yeah, I'm good.
Man: This isn't just about drawing. This exercise will help Amjad and Rosie understand how the power station looks from a distance.
Man 2: You might even draw the sun. And then make a little note saying: "This is the midday's, sun in the south".
Man: These sketches will help when thinking about the scale and overall look of the pavilion they're going to design.
Amjad: The best bit of the assignment was the moment to be about to see the power station, to look at the new construction.
Rosie: The hardest part was probably getting all the details into the drawing.
Man 2: Rosie, you've been absolutely fantastic today. Wonderful to see you sketching all the time. If there's anything I would say that you could improve on is that sometimes look out from the sketchbook, make sure that you're still looking around, still listening, still asking questions. Amjad, your energy's been amazing today but don't forget all your drawings don't have to be perfect. When we're drawing as an architect, we're being observational and we're quickly jotting down ideas.

Story videos

Doctor Who: Scary Statue Part 1

2-2

Where's the Smogator?
I don't know. There's nothing on the control panel. I'm going to try something different.
We're going to visit *New*New York! It's a great city.
Oh! Where's that? What's the address?
It's a really long way in the future on New Earth.
We're going to have an adventure in the future!
No! We're going to find the Smogator! Come on, Let's go!
Is no one hungry? I'm really hungry. Are we going to eat first?
I know a good place for a quick sandwich. It's down that street opposite the post office and next to the library.
OK, but we have to be quick.
Hello. What would you like?
A cheese sandwich please. Bread and cheese. Yummy!
Are you going to have some salad too?
OK. Please can I have a *big* cheese sandwich with salad?
What would you like?
I think I'm going to eat a jam and curry sandwich.
Yuck! I'm not going to try your sandwich! There's sugar in jam!
Have you got a dumpling sandwich?
Of course. In New New York we can make any sandwich you want!
Anything else?
No nothing else, thank you.
I'm worried the Smogator is going to be here soon.
Yes, let's be quick.
What was that noise?
I don't know but I think we're going to find out!

Doctor Who: Scary Statue Part 2

2-3

I'm frightened. The Smogator doesn't usually make that noise.
It's the Statue of Liberty!
Look at her eyes! They're green!
The Smogator!
Kim! Get your smogsucker!
I am going to make everything in New New York dirty!
No you're not! I'm going to stop you with my smogsucker.
Where am I? How tall am I? I'm just ten centimetres tall!
Hmmm. She is short!
Quick! She's scared.
She's ten centimetres tall!
She's going to escape!
Look at her eyes! Now they're not green!
There's no one here.
It's disgusting
I think the Smogator is making all of the pollution down here.
It's very dangerous now!
I have an idea. We're going to go back to the past and find the Smogator there. It's too dangerous here. The past is safer.
First, I have to find a clue… I mean, send an important postcard. I'm going to go to the post office and I'll meet you on the bridge next to the TARDIS.
But Doctor…?

Doctor Who: Scary Statue Part 3

2-4

Let's take the Statue of Liberty back to the river.
She looks different! I like it!
She looks the right size again.
How tall is the Statue of Liberty?
Ninety-three metres tall.
Goodbye!
Thanks!
Let's go to the bridge to meet the Doctor.
There's no one here. Where is the Doctor?
Right. The post office. Time to send a postcard to my friends in New New York.
Please can I buy a stamp and an envelope too? Thanks.
'Love from the Doctor'.
Ah a clue. Another clue for Jack's quest.
Where were you Doctor? The Smogator's going to pollute the whole universe and we have to
stop him.
I went shopping.
You went shopping?!
I wanted to shop for a postcard and I found this.
Look on the back.
It's for me. For my quest. N-E-O-H and now another E. E for envelope.
We need to start thinking very hard. Is it one word or two? … ONE HE?
Jack, can you start playing your violin?
Why?
Erm, because it helps me to think.

Unit 3 How can we protect wild animals?

CLIL video

Deadly 60: Silverback Gorillas and Rhinos

3-1

Man: Here, Johny. On this side. But they're all around us, up there, the silverback.
It feels quite vulnerable to be so close. Knowing that if he wanted to charge, he'd be on me in a heartbeat. We try and keep a respectful distance so we don't disturb the gorillas as they feed.
Johny, Johny, Johny …
But suddenly a cheeky, confident young male moves menacingly towards us.
Stay, stay …
The guides make me stand my ground as he comes in for a closer look.
Right, well that is a blackback gorilla letting us know who's the boss.
The fact that mountain gorillas still exist in the wild has taken superhuman efforts. Although with only around seven hundred left in the wild they remain endangered and are still under constant threat. But as long as we can protect them, numbers will hopefully rise. And it proves that we can make a difference. But perhaps one of the greatest back from the brink extinction stories occurs with another iconic African mammal. Up to four meters long weighing over two tons, the rhino is the second biggest land mammal. And although it's not a predator, it's certainly deadly. They're bad-tempered, surprisingly fast and, well, really big. Territorial males and females with calves can be a real handful. But wherever rhino are found, they're in trouble. White rhino, black rhino, the armour-plated Indian rhino are all endangered. The Javan Rhino is down to the last few individuals and is unlikely to survive.
Rhino might look like massive living armoured tanks. You might think they're perfectly capable of looking after themselves but actually every species that's found throughout Africa or Asia is under threat and it's all for the same reason. This giant impressive horn is actually made pretty much out of matted hair but many people believe that it could be used in medicines. There's absolutely no scientific proof that it works but regardless, it can actually fetch as much as 60 thousand US dollars per kilo and because of that these animals are being absolutely plundered by poachers. But there's being a superhuman effort to try and protect rhinos around the world with armed patrols to prevent poaching. At one point, the numbers of southern White Rhino dropped to as low as 20 to 30 animals. But what followed was one of the greatest conservation success stories of recent times. Today, over 17 thousand of these rhino can be found in Africa. It's all due to the hard work of those who have chosen to protect this magnificent animal.

Story videos

Doctor Who: African Adventure Part 1 3-2

Kenya! I love jungles, the long grass and the big lakes. But look at all these nasty animals! Bats, bears, kangaroos, lions, pandas, parrots … and a rabbit! Ha! I love to steal animals from all around the world and make lots of money.
Pandas from China, kangaroos from Australia. Now I'm in Kenya! I'm going to catch all the lions, rhinos, and gorillas. I'm going to be *rich*! Haha!!
I am going to move the animals out of the jungle. I am going to pollute the jungle! I am going to pollute the world!
First I need to put all these noisy wild animals into cages.
I have hundreds of animals.
Hello!
It's noisy. I can't hear you.
I'm in the jungle. Would you like to buy some wild animals?
Shh. That's too loud! Stop shouting.
How many lions have you got?
How many do you want? I have got one hundred and thirty two!
How many bats do you want?
How many have you got? I want one thousand.
Nine hundred and ninety-nine! Do you want them all?
Wow! What's that noise?
Wait, don't move. Shhh! Take a seat and listen carefully.
This is going to be interesting.

Doctor Who: African Adventure Part 2 3-3

These cages are very heavy! The animals are very loud too.
Hold on! We're going to a hill in the African jungle. We're going to Kenya!
Ooo! Are we going to see wild elephants?
Maybe, let's see…
Look! They're putting the animals in an alien spaceship!
What can we do?
Wow! Look!
It's the Smogator!
Don't move. Take a seat. We'll talk to you in a minute.
Where are the animals going?
Maybe they're going to catch the nasty animal collector.
How much time have we got? He's getting in his spaceship!
It's too late!

Doctor Who: African Adventure Part 3 3-3

Quick! The Smogator is escaping too!
There's nothing more we can do.
Time to talk to you about stealing animals. Why do you steal animals?
I steal and sell animals from all over the world. African animals, Chinese animals … I make lots of money.
That's really bad.
I'm confused. Who are you?
I'm the Doctor.
An animal doctor?
No. You must stop putting wild animals into cages.
In the future, there will only be a few hundred wild animals in the jungle.
What about pandas? Can I steal pandas?
No!
Lions?
No!
Rabbits?
No! No!
OK, I understand.
The Smogator escaped again.
Yes, but it's good we stopped the poacher.
Right now we have to stop the Smogator.

Unit 4 What can we do with our trash?

CLIL video

Deadly DIY: Octopus Umbrella 4-1

Woman: I'm gonna show you how to make this giant octopus using an old umbrella. Now, an octopus has 8 tentacles and an umbrella has 8 segments so it's perfect for this make. I wanna give my octopus a lovely, bright-blue color so for that I'm using some blue foam and you can get this from any craft store. What I've done here is cut out a large triangle and you'll see that this fits onto a segment of the umbrella. Now you need to repeat this all the way around, sticking it down to each segment. Let's make a tentacle now. Again, I got a large piece of blue foam and I've just drawn a tentacle shape on it with a black marker pen. And this is almost like a kind of wavy road that tapers at the end. So once it's drawn on, you just need to cut it out. The foam's really easy to cut through. There we go, one large tentacle. And now for the inner part of it I've just drawn the same shape but slightly smaller and I'm gonna stick the two together. Now that's all stuck down, I'm gonna move on to those amazing suckers. All I need to do is just draw some large circles on top of the foam. Once you've got your circles, you just need to cut them out. Now, the circles look great because they pop out against the white tentacle. To create this effect, all you need to do is draw a line from the center of your circle to the edge and then just snip into with your scissors and as you can see I'm just folding one side over the other and it creates a cone shape. So next, all I'm going to do is stick these two sides down so it is nicely secured. Now, I've got a load of suckers here so what I'm gonna do is start sticking them all over the tentactle. This is the fun bit. That's my circles stuck on, so now I'm gonna start building up the umbrella. As you can see from this what we've made earlier, there's just one last tentacle to put on and one last segment of triangular foam. So I'll just bring it over. It's pretty big. And first, I'll attach that last segment of foam at the top. That looks brilliant. Next step, the last tentacle. I'm just gonna put some glue on top over here and stick it in. And for the finishing touches we of course need some deadly eyes. So for that I've got a polystyrene ball and cut it in half and then I've got some black foam and cut out the number 6 for the pupils. So I'm just gonna stick these on. There we go, my new umbrella. And he's an octopus! He doesn't mind getting wet.

Story videos

Doctor Who: Rubbish! Part 1 4-2

We're going to Brazil. They've got the world's largest recycling plant.
What's a recycling plant?
I think we're going to find out!
That is a recycling plant!
Wow! It's really big. How does it work?
It's easy. The metal goes into this square here and comes out of the circle there. The machine turns the metal into knives and forks.
You put broken glass inside this bin and the machine turns it into glasses.
Put empty plastic bottles into this bin. Collect the plastic cups and bowls here.
Put old wood here and collect new chairs and cricket bats here!
Can you show me the paper? No, that paper!
You drop old paper into this bin and collect paper plates here.
You see. It's easy! Try it.
Easy?!
No, but it's cool! What happens to the extra pieces of glass, metal, plastic, paper and wood?
They go outside.
It's a great way to save the planet.
Right now we need to save the planet from the Smogator.
Yes we do. It's really hot inside the recycling plant. Have you got any water?
You could use one of the empty plastic bottles and get some water.
Yuck! There's a fly.
There are lots of flies.
That's strange. Can you pass me the empty bottle?
The machine is broken.
Rubbish. Rubbish. Rubbish.
Ah hello! Ooo. Please can you give me the glue and hand me the scissors!
I am going to put rubbish everywhere.

Doctor Who: Rubbish! Part 2 4-3

Kim, help this man. We'll go and look at the machine outside.
Any problems, give me a shout.
We will.
Look at all this rubbish! Plastic bottles, metal cans, old bits of wood, broken bowls…
Watch out, Jack! It's going to fall on you! Hurry!
Kim! Quick! Come outside! We need the smogsucker. We need your help.
Throw me the glue and scissors. No, wait!
Oh no! It's really going to fall.
Stop! Who are you?
I work in the recycling plant. My friend cut the pipe here with scissors and put glue inside the machine there! Can you help?
The Smogator!
Crikey! What is that? What should I do?
You could go inside and find your friend. He's OK now.
You could put some glue inside the smogsucker.
Inside?
Yes. You can glue the pipe from the outside and we can use the scissors to cut here.
Brilliant.
Show me the recycling bin!
Yes, I think it's time to recycle this rubbish.

Doctor Who: Rubbish! Part 3 4-3

Can you smell something?
There is a bad smell. Is it the plastic?
We can't go back to the TARDIS smelling like rubbish.
Can you give me the soap please Jack?
Here you are!
Look! It's for me. It's a clue for the quest. The letter 's'!
Soap
Wash your hands first with the soap. *Then* we can go back to the TARDIS!
What do the letters mean? Is it a name? Is it a place? Who am I?

Unit 5 How can we choose our jobs?

CLIL video

All Over the Workplace: Illustrators 5-1

Alexander: Who wouldn't want to be an illustrator? Not only do you get to draw for a living but you get to dive into your imagination and create fantastical worlds. You can dream up mountains, forests, castles and rivers and populate them with dragons, unicorns, spaceships and giants. The possibilities are endless.
So, Kirsty and Tamira, I hear you want to be illustrators.
Kirsty: I want to be an illustrator that illustrates children's books and magazines.
Alexander: And what about you, Tamira?
Tamira: Greeting cards and books but also non-fiction books as well.
Alexander: And so Kirsty was there a moment when you thought 'Yes, that's it. I want to be an illustrator.'?
Kirsty: Well, I like reading Jacqueline Wilson books and as soon as I would finish reading *Diamond,* Nick Sharratt's illustrations were just amazing and I thought that's what I want to be.
Alexander: Right, I see. And Tamira, what skills, do you think, a successful illustrator would need?
Tamira: Well, creativity and imagination. You have to be resourceful and just use all the materials you have to make something amazing.
Man: Time to meet our first mentor. Ruth Jackson is a greetings card illustrator. She uses pencil shavings to sharpen up her designs. She's been illustrating greetings cards for five years. That's a lot of pencils. Today just happens to be her birthday.
Alexander: Happy birthday, Ruth. I've got you a little card there.
Ruth: Oh, that's so kind. Thank you very much. Let's have a look. Oh goodness.
Alexander: Careful!
Ruth: 'Happy birthday! Have a PAW-some day'. I love it!
Alexander: Paw-some, this is a cat.
Ruth: Yeah, it's very clever, it's very clever.
Alexander: Haha, PAW-some sounds like awesome.
Man: Hm, stick to the day job, Alex.
Alexander: So what's our assignment?
Ruth: Okay. Well, today, you're gonna be making some of your own greetings cards and you're not gonna be using your pencil shavings, you're going to be using beach glass or sea glass, glass that's been turned around and washed around in the sea. And the cards that you're gonna be making today are gonna cover all different occasions. So you have to see if you can think of some ideas. Shall we get started then?
Tamira and Kirsty: Yes.
Ruth: So, have you had any first thoughts?
Kirsty: So I'm thinking about having them like balloons, and having these as the actual balloon and then having a string going down.
Ruth: That is a really nice thought. You should definitely try that.

Video Scripts

Man: Kirsty and Tamira can let their imaginations go in this task and turn the glass into almost anything.
Tamira: Did this one 'Happy Mother's day to a classy lady'!
Ruth: Oh, yes, so nice! And such lovely writing!
Tamira: Thank you!
Ruth: Should we start putting some of them down onto actual cards?
Tamira: Yeah.
Ruth: Okay, so let's get started. Shall we have a look?
Tamira: Yes.
Ruth: Okay, shall I start here? That's really clever to put them all together in almost like mosaic way. That's very sweet. So we've got a little boy crying tears, massive, massive glass tears. And they're really cute earrings. I love that. That so nice! I think your mom will be very happy with getting that. They're great. Shall we have a look at yours as well? Now that is a such a different thing to do, isn't it? So you got the sea glass and you thought about how it's translucent and you tried to see if you can read through it and you can. And that's great. So this one I think is interesting, you've tried drawing on a sea glass and I think perhaps you need to try different pens cause they are bleeding a bit, aren't they? And then this one is really sweet and really simple. And I think this one, which is really, really pretty but would take a long time to make and it's quite heavy, you could perhaps think of photographing that. Great range, rookies. Cards for almost every occasion.

Story videos

Doctor Who: Hard Work Part 1

5-2

What did you think of that? Did I play better or worse than before?
It's brilliant. You worked hard to play well.
You're very good at music. You're going to be an excellent singer.
A singer? My biggest wish is to be a scientist or an engineer like Kim.
What about a nurse, or a farmer?
Erm.
A taxi driver? A clown?
Let me think about it! No, my dream is to be a brilliant scientist.
That's a great idea.
I want to help catch the Smogator.
We could go and watch some different people working.
Then I can choose the job I like best.
Yes, that's right.
Are we in Australia?
Yes. We're going to see a painter. She's the best Australian painter I know.
Cool! I wish I could be a scientist *and* a painter. I want to draw comic books.
Come on. I have more jobs to show you.
Where are we?
Shh! We're in a TV news office. That's a journalist. He's writing a news story for the television.
What is he going to say?
I think it's bad news.
Good morning everyone. It's bad news.
I told you so!
There's a huge fire in Australia! It's the worst fire in the world.
It's worse than I thought.
The Smogator is here.

Doctor Who: Hard Work Part 2

5-3

How did the fire start? No one knows, but it's getting worse. Houses are in danger. How much time do we have?
I don't know the answer.
Who's that?
That's the photographer. She's going to film the fire.
Wow! I wish I could fly in a helicopter.
We'll take the TARDIS. It's better than a helicopter!
The fire is burning everything. Look at the farm.
Look! A huge green cloud of smog!
The Smogator! He *did* start the fire!
The poor firefighters. They really are working hard. They have the most difficult job.
The photographer wants the best photographs of the places worst hit by the fire but only the firefighters can get that near to a fire.
Look. It's the journalist again. What's he going to say now?
Let's listen.
The firefighters are worried. They think the fire is getting worse. They're working hard to stop the fire but they really need some help.
It's very strange. It's a monster fire! Who can help us?
We can help.
Come on. It's time to stop this fire.

Doctor Who: Hard Work Part 3 5-3

The fire is getting worse.
We're working hard to stop the fire!
I know!
Wow! Look at the huge waves.
It's working!
It was a monster fire!
Thanks for your help.
Where did it go? Did I dream it?
Look. The photographer is taking some more photos. She's in the helicopter again. That's a fun job!
So Jack. What would you like to be?
Everyone worked very hard today but I know my favourite job.
I don't want to be a firefighter, a journalist a photographer or a painter. My biggest wish is to be a scientist!
You have to work very hard to be the best scientist in the whole world.
Maybe one day you will find a way to catch the Smogator.

Unit 6 What happens in extreme conditions?

CLIL video

Super Human Challenge: Extreme Cold 6-1

Tim: To survive out here you really would need the power of a superhero.
Man: A superhero like Iceman who never feels cold and uses frosten ice to defy evil. But I've heard of a real life Iceman, a man whose body does not feel the cold. A man who cannot be frozen.
Iceman: Hi.
Tim: Hi, now you tell me, you … Are you a real-life Iceman?
Will: Yeah, that's the way they call me, but I'm the Iceman, yes.
Tim: Wow! And are you, do you think you're superhuman?
Will: I'm superhuman because I trained a lot.
Tim: So would you be up for maybe three tests where I'll go up against you, I'll be like a human guinea pig and we'll see what my body does as opposed to what your body does which is maybe a little bit different.
Will: I'm always up to a new challenge, so let's do it.
Woman: They're ready to go.
Tim: You good? Let's do this now. Let's go.
Woman: Normally, Tim's heart rate when his running is 121 beats per minute, but in these freezing conditions its beating a lot faster.
Tim: My heart rate is now at 167.
Woman 2: Will, could you let me know your heart rate, please?
Will: 82.
Woman 2: 82. So, you've got your heart rate of 82. Tim's is nearly double.
Woman: Blood carries oxygen and sugars around the body. When you exercise, you use more oxygen and sugar so your heart needs to pump faster. Now, when your cold, your body needs more oxygen and sugar, too. So that also makes your heart pump faster. So when you run in a freezing cold, your heart has to pump extremely hard to keep you moving and keep you warm.
Tim: Calm down now, down now.
Woman 2: Tim, what's your heart rate now?
Tim: Heart rate is at 178.
Will: 84.
Woman: Will's heart rate is incredibly low. Only 84 bpm. But Tim's is now 178. This is dangerously fast.
Woman 2: So this is getting touch and go as to whether I can let them carry on any more.
Woman: Coming up to a thousand meters and Will's heart rate is unbelievably low but Tim's moved to a critical state. His heart really can't take much more of this.
Tim: I'm using every single molecule of energy to make it to those flags. I've got pain in my feet.
Woman 2: OK, Tim. This is the point I don't think it is safe for you to continue.
Woman: Tim's finished the race but in doing so he's put himself in serious danger. Doctor Megan and the team had to cover him in insulating materials to keep him warm as blood starts to return to his outer body.

Woman 2: I'm trying to keep his head lower than his heart so the blood supply gets back to his heart. I'm trying to feed him some sugar 'cause you get rapid reduction in sugar when you do so much exercise.
Tim: The rest of me feels OK, it's just the feet. I can't, I can't move them now.
Woman: I'll be painful for Tim all over but especially in his feet. Tim needs to get off the mountain and into a recovery bath fast. But remarkably, Will is completely fine.
Woman 2: So right now do you feel in control of your heart rate …
Will: Yes …
Woman 2: … control of your body temperature?
Will: Yes …
Woman 2: You don't feel unwell in any way?
Will: No.
Woman 2: Do you feel sick?
Will: No … totally …
Woman 2: No pain anywhere in your body?
Will: Nothing. No.
Woman 2: Remarkable, quite remarkable.
Will: OK, we've just come down off the mountain now. Doctor Megan has looked at my feet. And it seems that I might have frostbite so they're taking me back to the hotel to get some sort of warming bath on them. It will be painful but my feet will return to normal. Sometimes, the human body has an amazing ability to recover.

Story videos

Doctor Who: Hot and Cold Part 1 6-2

We're in Canada!
What's the weather like in Canada?
It's cold. Very cold in the winter. Put on extra gloves and socks. You must be careful with your fingers and toes.
You need to look after your fingers for playing the violin, Jack.
That's strange. The air doesn't feel cold. It's sunny here!
Oh it's cloudy over there
And it's windy over there.
We need to wear T-shirts and shorts not gloves and socks.
I'm going to take them off.
Be careful Jack. I think there's danger around here.
Yes, it must be the Smogator.
Everything is really hot! Too hot! Put on sun cream.
There's pollution everywhere.
Doctor, there's a really big problem with the temperature.
It's really high and it's getting higher. Look at the thermometer.
It's one hundred and forty degrees. That's very hot!
Let's walk around the town. Maybe we can find out what's happening.
It's too hot to walk! Let's go for a drive.
Hmm. It's too hot for a drive. Look at that swing! It swung into the road!
Look at the cars and traffic lights.
There's an accident.
I'll use the smogsucker. Maybe it can help.
No, it's not working. The air in the smogsucker is too hot.
What must we do?
We must give the smogsucker a wash with cold water.
How?

Doctor Who: Hot and Cold Part 2 6-3

Follow me!
Hello. We have got a big …
HUGE!
… problem. Can you help us?
Oh no! Did you have an accident? Do you need to use the telephone?
No, we don't need to phone anyone.
Do we need to wash this?
Yes. We need to wash it in the washing machine, oh and use your fridge.
Come in! Quickly, it's too hot outside.
Ouch! My toe!
Sorry. It was an accident.
Stop hopping!
It's working. The temperature is going down!
There's a problem with the fan. The temperature is too high.
Be careful of your fingers.
Excuse me. Can you help us again? We need a fan. Have you got one please?
Here!
We don't need a fan like that. I meant a big one … like that!
Be careful Jack. Don't fall over!
We mustn't drop it!
Alright!
The temperature is staying low.
Would you like some water?
What's the problem? I'm having a shower.
I meant a *glass* of water!
Thank you very much.
It's another clue!

Doctor Who: Hot and Cold Part 3 6-3

A note, an earring, an octopus, honey, an envelope, soap and a glass.
Lots of clues. What do they mean?
We have a huge problem.
Watch out! The Smogator's inside the TARDIS.
Help me Doctor. I can't see.
Follow me.
I can't follow you! I can't see!
Jack, you need to hold on to something. You mustn't let go. Swing your arm over and hold onto the door.
I can't! I'm going to fall out of the TARDIS. Help me!
Save him!
I'm all right. You saved me! Thank you Doctor.
Don't skip about too quickly. Don't forget we need to find your family. You're Jack, but Jack who?

Unit 7 How and why do fashions change?

CLIL video

All Over the Workplace: Fashion Design 7-1

Alexander: Pull on your pumps, slip on a sarong, and settle back, as we enter the super glamorous universe of fashion design.

Man: Dylan and Izzy have been whisked to London, capital of the British fashion industry and starting point of many budding fashion designers.

Alexander: Wow, look at that view! Welcome to London, one of the fashion capitals of the world. So, Dylan, why do you want to be a fashion designer?

Dylan: Once I was watching Strictly Come Dancing and Julien Macdonald's on that so I thought to give it a try.

Alexander: And Izzy, why do you want to be a fashion designer?

Izzy: Because it's quite a nice industry where you can be creative.

Alexander: And have you done any of your own fashion designs?

Izzy: I do them for my dog.

Alexander: For your dog?

Izzy: Yeah.

Alexander: So you want to be a dog fashion designer?

Izzy: Or a women's as well, like a mixture.

Alexander: Dylan, do you do your own designs?

Dylan: I usually match my outfits a lot. So when I come downstairs my mamma would be like 'ooh!'.

Alexander: Giles, what would be your three top tips be for somebody who wants to become a fashion designer like you.

Giles: I think you have to have your own vision. Very distinctive vision and ideas and be nice to people and work hard.

Man: Giles's top tips for fashion design are firstly: have your own vision, make it a very distinctive vision and idea. Like Claudine, Giles thinks it's important to be nice to people and lastly, you have to work hard. Izzy and Dylan are eager to show their design ideas to Giles and their first idea is advice on where to go from here.

Giles: I think you could do a lot more volume in the skirt.

Alexander: Obviously that's a lot of work to do so, what's the next step?

Giles: Well, the next step is to start making these pieces real and to start pattern cutting and to keep the day really, really focused cause we've got a short amount of time to make these pieces as fantastic as possible for the runway show tomorrow.

Alexander: Right, let's get cracking.

Man: The rookies now pin and cut the fabric into the pieces that would be stitched up to make their garments.

Giles: That's not always the most exciting part of fashion designing, I will admit. But it is an important one. You've cut a few things before for your dog, haven't you. What sort of dog have you got?

Izzy: Pomeranian.

Giles: Gee, you know what? I love a Pomeranian.

Giles: What color is it?

Izzy: White.

Giles: You are spoilt.

Giles: Look at that. You're a natural.

Man: Dylan and Izzy carefully oversee the stitching of their designs. Now things are litreally coming together.

Dylan: How fast can a sewing machine dial?

Woman: They can go as fast as you want them to go so it all depends on the balance that you put on the pedal. It is a bit like a car when you accelerate it will pace faster.

Man 2: So, that's the shoulder piece. Step number one done.

Dylan: That looks nice.

Man: Izzy and Dylan are now busy putting the finishing touches to their creations, like buttons and ribbons. And it's not long before they'll be ready for the runway.

Dylan: You can do all the hard work, I'll just put the pins in the cushion.

Alexander: Yeah, I've noticed that. There's just not that much pinning going on.

Izzy: So there is like a lace area under the neck and I planned for three bowties going vertically down.

Giles: I think something quite nice and subtle like this would work.

Izzy: Yeah…

Giles: Let's pin it on. How's it about that.

Izzy: Yeah…

Alexander: That's nice actually, isn't it, how it dangles down.

Giles: Look at that, no, it's great if you've been eating soup as well because you can go like that …

Dylan: My plan was to have it like that so that it looks like a zebra.

Giles: You wanted it that way round, you see. This is all good to know.

Dylan: It could be next to it or overlapping it …

Giles: Overlapping sounds quite good.

Alexander: OK, rookies! This is the moment of truth. This is the first time you're gonna see your creations on actual human living models.

Giles: First we have Ania, Dylan. And Andrea. How are you feeling? Excited?

Dylan: It's really good.

Izzy: Yeah.

Giles: It looks all, you know, super super gorgeous. I think you've done incredibly well.

Woman 2: Look how the proportions work well with the jacket and the skeggings. We weren't sure what that was gonna look like but it works well. And that yellow shirt with the pocket … I mean, where's the pocket gone?

Giles: There it is.

Woman 2: Look at that!

Giles: And I think the most important thing is it's come across all the way through that you've been working really hard but you've been having loads of fun with it. Develop your own ideas, your own vision but have some fun.

Story videos

Doctor Who: Hot Wax Part 1

7-2

Where are we going today?
Is it the future?
Is it the past?
No, it's the present.
London? Again?!
That's great. I like London! I think!
Can you smell that?
That rubbish truck's dropping rubbish on the street.
That isn't good. Do you think it's the Smogator?
Let's follow it and find out!
These trainers are great. They're good for running!
The truck's outside the wax museum!
Look at that man's clothes. He's wearing tights, boots, a jacket, and a crown.
Is it a uniform?
No, he's a king. From the past.
Maybe he's dressing up?
Or he borrowed those clothes from a real king?
A real king doesn't give his clothes to someone else.
Come on. We should follow him inside.
The Smogator is taking over Earth tonight! The Smogator is taking over Earth tonight!

Doctor Who: Hot Wax Part 2

7-3

It's dark!
Shall I turn on the lights?
Ahh!
We don't have wax museums in the future. Who are these people?
They're famous people from the past and present.
These are strange coats. I like this scarf and sweater!
Jack, we have to find the king. The Smogator's using him!
Tell me. What was the colour of his hair?
What was his costume? Think!
He had fair hair and a crown!
Tights and a pair of boots.
And a red jacket with a belt.
Light red or dark red?
Dark red.
Shall I try to find him?
It's no good. There are too many people!
I know. Let's turn off the lights!
Can you see his green eyes?
Yes, he's over there! Let's get him!
Oh, no! Doctor!
It's the king - watch out!
This way!

Doctor Who: Hot Wax Part 3

7-4

Mozart!
Oh, he's a waxwork.
Ohh.
That's not right. Mozart's wearing a tie!
Let me check.
Look at the tie! It's says Jack. That's me!
Yes. Great. Put it in your bottomless bag, Jack.
The king's going to be here in a minute!
We should hide!
We should get undressed and change our clothes.
Quick, get dressed in these uniforms.
I'm going to put on this blouse and bright tights!
It worked! He can't see us!
Kim, use your smogsucker!
Kim, use the smogsucker to blow hot air.
Look! The wax is melting.
Look! It's the Smogator. He's getting away!
Back to the TARDIS!
It was smaller before. In Australia, it was huge.
Yes, the Smogator's growing stronger. We're finding it tonight.
Don't forget this! The tie. I borrowed it from Mozart!
The letter 'T'! It's another clue.

Unit 8 How has entertainment developed?

CLIL video

Technobabble: Animations 8-1

Man: Time to meet our newest vlogger, Adam, who is here to show us how to make cool animations.

Adam: Hello there! I'm Adam. What's that? You want to make animated cartoons just like the ones you see on TV? That would be cool. Oh! I can help you with that. The first thing you gonna… Woah! Oh! Hello there my small bird friend, you can learn with us too. Let's get started! The first thing you gonna wanna do is grab a pencil and some paper and get to work on designing your very own character. Now you could go for … a cowboy or a lady. Grab another piece of paper and draw a number of boxes on it. In those boxes you can draw up the different stages of your animation.
Recording voices for your characters.
For this step you need a microphone and some recording software. 'Hello, and welcome to technobubble'. Once you are done, go ahead and save your recordings so that you can use it in your animation program.
Animating your animation.
Now, it is a good idea to draw different parts of your character on different layers so you can move them around individually. For example, here we've got here 'head layer'' for his head left and 'mouth layer'' so that we can move around different mouth shapes and a 'bone layer' for the arms and the legs so that we can pose them however we want to. Now you can go ahead and import your voice recordings, so you can start to lip sync.
So, once you've got your animation done and you've saved it, it's time for the last step.
The final edits.
Here we can drag in our animation and we can add some music, some sound effects, transitions and all kinds of cool stuff to make your animation better. Once you're done, save it, and put it online.

Animation: Hello, and welcome to technobubble.

Story videos

Doctor Who: Show Time Part 1 8-2

What are you doing Jack?
I'm watching cartoons.
I love cartoons. They're like comics but better!
What about finishing the cartoon and doing something different now, Jack?
I don't think so.
Why did you change channels?
I want to watch the music channels. There's jazz, disco, rap, hip hop, pop … What about watching this rock concert?
The Big London Orchestra is playing tonight! They're amazing.
Hello?! No? I know! How about turning the television off?
We can go to the theatre.
What's the theatre?
Actors put on shows in theatres. They go on a stage and people give money and buy tickets to watch them act!
They're called the audience.
I remember! I went to the theatre at Christmas. The audience loved it!
That's great! You can remember something from your past!
Yes! It was exciting! I went to see a Christmas show. There were lots of actors and dancers too!
What do you think? How about going tonight?
Yes. I'm excited!
Can we go after watching my cartoons?
No. Let's go now, before something stops us! Come on! We need to buy our tickets before we go in.

Doctor Who: Show Time Part 2 8-3

Here we are! We are at the most beautiful theatre in the universe.
Oh. That's not right.
Is this the stage?
Yes.
Are we actors now?
I think so. Sorry!
What do we do?
Act!
Hmm. I'm not really an actor. I'm more of a dancer!
How about putting on a show! Can you dance Kim?
I don't think so!
Follow me!
That was lucky! What did you think, Kim?
I didn't like being on the stage. But the music was good and I loved the dancing!
How about visiting somewhere different? I've got an idea.

Doctor Who: Show Time Part 3 8-3

What's this?
A stadium. Tonight, there will be a concert! I last saw a concert … Hmmm … two thousand years ago. I think!
The orchestra is going to play classical rock music.
Here are your tickets. Let's find a seat in the audience.
Thank you Doctor.
We're lucky tonight. We're not on stage this time.
Look at the musicians. They have violins like mine!
They have keyboards!
And they have drums!
I know that music! Mozart wrote it!
That's strange. Why did the musicians stop playing?
It wasn't me!
Ooo. The audience aren't happy with tonight's performance!
Go on Jack. Go on stage and play your violin!
Phew! The audience are happy again!
Classical music is cooll!
Everyone loves him!
Take a big bow before you sit down!
Thank you, thank you!
That was amazing!
It's the Smogator! We have to go back to the TARDIS!

Unit 9 Why are adventure stories popular?

CLIL video

Brain Crunch: Kings and Queens 9-1

Brain Crunch: Hi! What are we learning about today?
BOWL: History! We are learning about famous pirates in history, I wonder who the most famous pirate was?
Brain Crunch: It was Blackbeard, he was the most famous pirate. He sailed around the Atlantic Ocean and the Caribbean Sea with his crew and fleet of ships. He stole treasure from lots of other ships. His real name was Edward Teach.
Bowl: When was he alive?
Brain Crunch: About 300 years ago. He was living in the 18 century.
Bowl: He looks really frightening, why did he have such a long black beard and smoke coming out of his ears.
Brain Crunch: To frighten the other sailors he put burning rope in his ears to make the smoke. Let's find out about how he stole treasure from other ships!
Bowl: Look, there were two different flags on his ship.
Brain Crunch: Blackbeard used one flag from England to pretend to be friendly then he changed it to a pirate one when the ships got close. He was terrible. The pirate flag is called the Jolly Roger.
Bowl: The Jolly Roger?! That's a funny name!
Brain Crunch: Pirates first used red flags. Red flags meant danger. Ten they used black flags, black flags meant disease.
Bowl: The Jolly Roger has a skull and crossbones … Scary!
Brain Crunch: Pirates drew different pictures on their flags to scare people. They drew swords, skeletons, and the first letter of the captain's name.
Bowl: What happened to the treasure Blackbeard stole? Did he keep the treasure on his ship?
Brain Crunch: Let's see where he put the treasure …
Bowl: On an island! I wonder why he didn't ask the other pirates to help him …
Brain Crunch: Blackbeard never told anyone where he put the treasure.
Bowl: I wonder why those pirates were on the island?
Brain Crunch: Blackbeard was a horrible pirate, he left 15 of his men on the island and he said he would go back to collect them later, but he never returned. He stole their treasure, too! He was a pirate for just two years …
Bowl: Two years? That not very long, what happened?
Brain Crunch: He died in 1718, there is a place called Blackbeard's Castle on the Caribbean Island of St. Thomas. People say that this is where the famous pirate, Blackbeard, looked for many hours for ships in the sea that he could attack. Many people think that maybe the island is the place where he put all of his treasure.
Bowl: Did anyone find the treasure?
Brain Crunch: No.
Bowl: Ooh! Let's go and find it!
Brain Crunch: Haha!
Bowl: See you later!
Brain Crunch: Haha! Bye!

Story videos

Doctor Who: The Terrible Captain Part 1

9-2

Are we going to the future?
Erm … no. We were going to the future but we have a signal. The Smogator is in the past. We're going back in history.
We're going back to the 18th century!
Cool! A journey into history.
We're in the middle of the sea. Cool! A ship!
Not 'cool' … it's a pirate's ship
What are pirates?
Pirates are terrible people. They sail in ships and steal treasure from people!
They look frightened.
I wonder why they're frightened.
Who's the pirate with the ring on his middle finger, the curly moustache and the blonde beard?
That's their captain!
Turn round!
Argh! Stop that right now!
Doctor, use your sonic screwdriver. Make them drop their swords!
Why are you dressed up in men's clothes?
It's difficult to be a pirate *and* a woman. I have a moustache, a long, straight beard and I dress like my husband.
My name is Mary Reed and I'm a famous pirate. Who are you?
I'm the Doctor. She's Kim and he's Jack. Why are you frightened?
We're frightened because Yellowbeard took my husband and wants to steal our treasure.
Hmm. Let's think how we can help Where is Yellowbeard?
He's sailing to that island!
Oh no, I think it's because of the Smogator.

Doctor Who: The Terrible Captain Part 2

9-3

Why is Yellowbeard sailing to that island?
He puts all his treasure there. He took my husband to help him steal from the whole country. Now Yellowbeard is rich
And you? Are you a good pirate?
Yes. I steal food to feed my family because I am poor.
Then we will help you get your husband! But we need to sail faster and get to that ship!
My husband! I love you! I will help you!
My wife! Please save me!
Stop this right now, Yellowbeard!
Oh.
Walk the plank!
Use the smogsucker, Kim!
Oh no, it isn't working! Again!
The Smogator's escaping!
I'm sorry. I couldn't help you more. Thank you.
That's OK. It's nothing.
Let's go and find some treasure!

Doctor Who: The Terrible Captain Part 3

9-4

Where is the treasure?
I know! I can find it with my sonic screwdriver!
It's in the middle of the island.
Here we are!
Why did Yellowbeard put the treasure here?
His mother and father were living on this island. It's his home. He buried his treasure here because he thinks it's safe.
He could steal more treasure in one day than I could in one year.
A box! It's *full* of money and treasure.
You can feed all the poor people in your country now.
A necklace! It's got the name Jack on it.
Another clue! N for necklace!
You can have this necklace. Your name is Jack, and you helped me find my husband! Thank you.
Goodbye!
Thank you!
Let's take the clue back to the TARDIS.
We've now got nine clues for the quest.
We only need one more! I wonder what it means…
I think it's time to find out!

Unit 10 Why do we raise money for charity?

CLIL video

Show Me What You're Made Of: Bristol FareShare 10-1

Woman: We are visiting Bristol FareShare, a charity which takes food destined to the bin and redistributes it. I hope Lukas will take this place seriously.
How are you?
Jackie Ribs: I'm good, how are you?
Jackie Ribs is in charge here.
Thanks so much for having us. This is Jackie.
Mati: Nice to meet you.
Jackie Ribs: What's your name?
Mati: Mati.
Mats: and Mats.
Jackie Ribs: and…
Lukas: I am Mati. Lukas, Lukas, Lukas.
Woman: The charity takes surplus foods and drinks directly from the suppliers and gives it to other charities who turn it into meals for those in needs.
Jackie Ribs: That is people who are homeless, young people, refugee projects. All this food here that you can see would be thrown away.
Woman: It is completely edible. Totally fresh, it's not even passed its sell-by date. The only reason it could be here is possibly … the packaging is a bit damaged or the wrong barcode is on it. It's as simple as that. Or it can even be because it looks less than perfect.
Jackie Ribs: Something like this … Might not be straight.
Lukas: It's all edible.
Jackie Ribs: Yeah!
Woman: All right, gang, off you go!
It's Mati, Mats and Lukas's job to work with the other volunteers gathering food for the orders before they're shipped out.
Volunteer 1: Take that one back.
Lukas: Okay.
Volunteer 2: Mixed biscuits and we're looking for one tray.
Woman: There are over 70 volunteers here, working to deliver around a ton of food a day which makes 2871 meals.
Volunteer 2: Can you imagine doing it for a job all day?
Mati: I don't know, I quite like it. Yeah.
Woman: Let's hope Mati's enthusiasm is catching. At the food factory Lukas, Mati, and Mats are hard at work. I hope it's a sign of things to come …
Lukas: Pork raw sausages. Give me five.
Mati: I wouldn't think it'll all be wasted. Like, it's all really nice stuff.
Woman: Yeah, yeah. You just think imagine if you're homeless and then you get a nice pizza.
Mati: Yeah.
Woman: How bad is that?
Mati: I like how, when it comes down to here, people work in a community. And they work together to help other people and I'd love when I am ordered to volunteer here.
Woman: Oh, would you?
Mati: Yeah.
Lukas: It is a small place but it feeds a lot of people. Good food as edible … nothing is wrong with it. It's definitely changed my attitude of chocking away leftovers as well.

Story videos

Doctor Who: Please Help! Part 1 10-2

Hello. Can I see my grandparents please?
Hi Granny. Hi Grandad.
You're lucky. Your granddaughter comes to visit you.
I *never* see my grandchildren. I never laugh.
My grandson doesn't visit. He thinks it's too cold here.
He's ri .. ght.
Where's the nurse? I want her to look after my grandparents.
They don't look healthy or strong. I'll send a text message to my friends and ask for help.
'Dear Daisy and Paul …'
Hello. Who's this?
This is my granddaughter, Sally.
It's good to see you. We really need help caring for these people.
You look sad. Don't cry Granny. I promise I'll find some help. Please laugh!
I don't know how to help.
Ah! I have an idea. I know how to find some more help on the internet.
What are you doing?
I'm using the internet to search for someone who can help you.
That's great.
It's also my homework. I have to text someone and ask them to help me.
You're very good.
It's nothing. I learnt about charities at school. It's easy.
I just found this charity website, found someone to help, wrote a message and emailed the photo. Let's wait and see.
I wish someone would fix this home. It's too cold.

Doctor Who: Please Help! Part 2 10-3

Look! We have an email asking for help!
There isn't a lot of information.
We can find information easily on the internet! Wow! I remember something else from my past!
That's great, Jack.
The internet! I remember that too. My grandparents used it but it stopped working years ago.
There are lots of different websites!
Look at that photograph. It's the one from the email.
They don't look healthy. They look cold and hungry. They need someone to care for them
You're right! Off we go!
In her message Sally wrote 'Please help. I want someone to improve this home.'
What can we do to help?
We could raise some money?
I know what to do. We can sell cakes!
Great! How do we make cakes?
We need flour, sugar and eggs.
Flour!
Sugar!
And eggs!
Look! E for Egg! We now have ten clues. It's the last clue!
We can't look now. We have to work together to help these people!

Doctor Who: Please Help! Part 3 10-4

My friends texted and someone called 'The Doctor' answered my message on the website. He promised to help.
Let's sell some cakes!
I didn't know you would come and help. You are good people.
Working together makes the work easier. We understood you needed help.
Thank you very much everyone.
Let's paint the home bright colours and make it warm inside.
Thank you for reading my message, Doctor. My grandparents had a great laugh today.
Happy to help!
I want you to speak to the other grandchildren and tell them to come and visit their grandparents.
OK, I will. Thank you
Let's take Jack's egg back to the TARDIS.
I'll take it!
Wait! Please let me!
Of course!
Look at the letters! Look at the map!
What does it mean?
S for soap.
T for tie.
O for octopus.
N for note.
E for earring.
H for honey.
E for envelope.
N for necklace.
G for glass.
E for egg.
Stonehenge?
Stonehenge! Of course! Let's go!

Unit 11 How are we similar but different?

CLIL video

Lifebabble: Friends 11-1

Girl 1: Hi there, lifebabblers! Today, we're talking about friends. You can have different kinds of friends, some are good to have a laugh with, others give you support when you're feeling sad, some can even stress you out. And some friends can be all of those things at once. So, what does being a good friend mean to you?
Boy 1: Somebody you can trust in and be yourself with.
Girl 2: Listens to you when you need to talk.
Boy 2: Someone to create great memories with and also have a laugh with.
Girl 3: Being a good friend is being someone that others can rely on.
Girl 4: Someone who is there for you and cares about you.
Boy 1: Somebody you can talk to when you are down.
Girl 2: Includes you in activities and conversations.
Girl 5: Knowing when to listen and when to talk.
Boy 3: And of course, a good friend is someone who you have fun with.
Boy on the phone: My friends are trustworthy and reliable. They are always there for me and they are like a second family. When one of us is feeling down, the others always cheer yourselves with a joke or a silly story. If that fails, the group hug does the trick. It's so cheesy, we will just laugh.
Girl 4: Making new friends isn't always easy. But, you could try some of these.
Try not to be shy. The most difficult part is simply saying 'Hi!'. If you wait for people to come to you, you might be waiting a long time.
Once you've said 'Hi!', you've done the hardest part. If you can't think of something to say next, just ask a lot of questions. People love to talk about themselves.
Just because someone doesn't want to talk to you, doesn't mean everybody else doesn't.
Keeping friends takes work, too. Being a good friend requires loyalty, trust, respect, listening and being inclusive. Stay positive!
Boy: Even the best of friends can fall out sometimes, over the simplest of things. Whether it is hogging the game's controller. Not sharing some sweets or keeping secrets from each other. Good friends should always try to work through problems together.
Boy on the phone: Sometimes my friends can be quite mean to me and exclude me from the group, it does make me feel sad but I try to ignore that and go on and meet new friends.

Story videos

Doctor Who: The Super Slim Battery Part 1

11-2

We're back at Stonehenge in the twenty-first century.
Back?
I came here before. We need to be careful.
Stonehenge? Is it a big back garden?
No. Stonehenge is a famous group of tall, huge stones in the middle of a field.
I think I was here too. I can't remember.
Oh! I think I was here when I lost my memory!
Well, the clues can help us find out!
Let's first look at the map. Where is the X on the map?
It's straight in front of us. Let's *go there*!
Walk in a straight line, turn left, walk five metres and stop!
What do we do now?
Dig one metre into the ground.
I'm tired. I need to take a break!
Kim! You're usually very hard-working! We can use my sonic screwdriver to help us!
Thanks!
I think I can see something!
It's an old box. I wonder what's in it.
What do you think it is, Doctor?
I don't know. Let's open it!

Doctor Who: The Super Slim Battery Part 2

11-3

What is that? It's like a battery.
It is.
It's a super slim, super battery!
Great! That's really helpful. I need a new super slim battery for my smogsucker. This can help us stop the Smogator!
The person who made the super slim battery is very clever! Look! What's that?
A photo album.
It says Jack! It's my photo album!
The person who put it here is very clever, kind, hard-working … !
Look at all these photographs!
That's you!
It is!
Who are those people with you?
The people who are on the right are my parents.
Your dad is tall!
Yes. That's my aunt and that's my uncle behind my dad.
They're quite shy!
They have a daughter!
My parents have a daughter. That's my sister! I remember now! I remember the trip to Stonehenge. I was here when the Smogator took me! Yes. It is! This is where I lost my memory!
Jack! Where are you son?
My parents are here!

Doctor Who: The Super Slim Battery Part 3

11-3

We thought you were behind us listening to your MP3 player. How did you get here?
Were you hiding behind one of the stones? More importantly where is your MP3 player?
Erm.
Oh Jack. You are naughty!
Sorry.
What was it like?
It was a slim, black MP3 player. It was too thin. I lost it.
Jack, you must look after your things.
Yes, mum!
Hello, I'm the Doctor.
Hello, I'm Mr Green. This is my wife, Mrs Green and this is our son, Jack.
Green?
Yes, that's our surname.
Ah, so your son's name is Jack Green!
I know the name. Jack Green.
Really. It's me? What will I be like in the future?
You'll be a famous scientist. You'll be a brilliant, hardworking grown-up. You'll be the man who makes a super slim battery, for example.
Me?
Sorry Jack. I just want to mend the smogsucker. Now I've got this super slim battery.
It's OK. Yes, this is the place where the Smogator took me.
I remember now.
Good for you!
Hang on! I know who hid the clues.
Who?
Me! I need your bag with the clues. When I travel to the past, the present and the future, I can hide the clues!
Jack, we're going!
I need to go home with my family.
Yes and don't forget to study hard to be a scientist!
Thank you, Doctor. Goodbye Kim! I owe you!
Goodbye!
Great. The smogsucker is stronger now. Let's go and find the Smogator.
Let's do it!

Unit 12 How did people live in the past?

CLIL video

Children in Victorian Britain 12-1

During the Victorian period, girls and boys were treated very differently, even in mixed schools it was considered important for the two sexes to be kept apart.

Teacher 1: That's right, keep coming girls. This right up this line, that's right, very good and to this side.

Teacher 1: Good morning boys.

Boys: Good morning, Ma'am.

Teacher 1: Good morning girls.

Girls: Good morning, Ma'am.

Teacher 1: Classroom position, scholars.

Teacher 1: Girls, classroom position, hands in your laps. The boys' education was considered more important than the girls', so they often had extra lessons in maths, technology, and drawing.

Teacher 2: I have here a model of the steam engine. And I shall say you the workings because as boys you need to understand mechanical things, some of you will work hard in life. Remember 'Idle people never prosper.' Would you repeat that, please?

Boys: 'Idle people never prosper'.

Teacher 1: Now girls, will you repeat after me? 'A woman's place is in the home.'

Girls: 'A woman's place is in the home.'

Some Victorians thought it was a waste of money to educate the girls, as there were few job opportunities for women, so separate lessons focused on more practical subjects.

Teacher 1: Girls, you will all be blessed, I hope, in holy matrimony, and you will need to be able to mend and sew. And in service, many of you will start as scholarly maids, and if you hope not to stay scholarly maids, to become a housekeeper you will need to be fine sewers and you will need to mend the linen each week.

Teacher 1: I trust you all remember the lesson last week on cleanliness and the use of carbolic soap, I see you've all scrubbed your faces, I hope you have scrubbed your hands, too. Will you all put your hands on a desk. I am glad to see there has been improvement and you've heeded my lesson on cleanliness. Would you all repeat after me: 'cleanliness is next to godliness.'

Lessons were formal and good discipline was expected at all times. The children also had to follow a set pattern of behavior called drills.

Teacher 1: Right scholars, we will have letters drills, and after me 'Hook, stroke. Hook, stroke'

Boys & Girls: 'Hook, stroke. Hook, stroke.'

Teacher 1: Slate pencils up! A line of hooks and strokes upon your slates.

Story videos

Doctor Who: The Pollution Factory Part 1 12-2

Where are we?
We're in the north of England. Look, there's a factory.
We're in the 19th century!
How do you know?
Well, it isn't like the future. See? There are lots of differences!
Oh yes.
Look at the trams and factory workers! Look at the factory! No big supermarkets here.
How long does it take the factory workers to get to their village do you think?
I don't know but it must take a long time for the people who cycle to work. Some of the workers can take the coaches and trams but they didn't have the underground to go to work in the 19th century.
They all look weak though.
Eugh! Look at the clouds of smoke coming out of the factory.
The streets are polluted. The Smogator is everywhere now!
Look at that worker!
Look at that one too! Both workers have green eyes.
Now I understand why they look weak. The Smogator is controlling them.
What's happening in the factory?
I don't know. Let's go.
Wait. Let's change our clothes and dress up as workers!
Yes. Let's put on the uniform that they're wearing. Then we can go inside easily.
We should both put something on our heads too. Then they won't see I'm an alien.
Good point.
Let's hide in the queue.
We look the same. They can't see the difference!
Oops!
Who are you?
Ah!

Video Scripts

Doctor Who: The Pollution Factory Part 2

12-3

Quick. Over here.
This factory is huge! What do they do in here?
I think this is the machine that makes the pollution.
They're making small smoke clouds!
We have to stop them!
How?!
How long is it to home time?
Three hours.
Let's move the clocks forward.
Then the workers will think it's time to go back to the village!
It worked! They're going home!
Now we must find the Smogator. We can't let him win!
He's up there!
Oh no!
Help! Use the smogsucker!
Wait! I have to use the super slim battery!
Use this too! Everything is ready. Let's defeat the Smogator. The alien that tried to take over the earth!
We did it! We won!
That super slim battery helped!
Yes. I wonder who built it …
It's a long story. Let me show you…

Doctor Who: The Pollution Factory Part 3

12-3

Where are we?
We're in the north of England. Look, there's a factory.
We're in the 19th century!
How do you know?
Well, it isn't like the future. See? There are lots of differences!
Oh yes.
Look at the trams and factory workers! Look at the factory! No big supermarkets here.
How long does it take the factory workers to get to their village do you think?
I don't know but it must take a long time for the people who cycle to work. Some of the workers can take the coaches and trams but they didn't have the underground to go to work in the 19th century.
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4

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Level 5	43-54	B1/B1+		Level 5	Key
Level 6	51-58	B1+		Level 6	Preliminary

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