

Michael Downie • David Gray • Juan Manuel Jiménez

reacher's Book

Richmond

Richmond

58 St Aldates Oxford OX1 1ST United Kingdom

© 2013 Ediciones Santillana, S.A. Leandro N. Alem 720 C1001AAP Buenos Aires, Argentina

© Michael Downie, David Gray, Juan Manuel Jiménez © Santillana Educación, S.L. / Richmond Publishing 2011

ISBN: 978-950-46-3602-1

Music and Recordings: Bobally Records

Publisher: Mabel Manzano
Publishing Director: Alicia Becker, Vicki Caballero Anderson
Managing Editor: Andrea Turner
Development Editor: Justine Piekarowicz, Elsa Rivera
Editorial Team: Harriet Grigg, Suzanne Harris, Lawrence Lipson, Inés S. Pérez

Proofreading: Jane Holt, Rebecca Watson, Rosario Brondolo

Art Director: Isabel Arnaud, José Crespo, Rubí V. Ramírez Design supervisor: Marisela Pérez Cover Design: Karla Ávila Cover Illustration: Estudio de Diseño "A corazón abierto" Illustrators: Mónica Bellido, Mariana Inés Díaz, Estudio de Diseño "A corazón abierto", Jacqueline González, Joaquín González, Guillermo Graco, Gilberto Guzmán, Diego Llansó, Teresa Martínez, Juan Manuel Moreno, Carlos Vélez Cover Photograph: Ingram Publishing

Photo Researcher: Amparo Rodríguez Technical Director: Ángel García Encinar Production Manager: Rocío Lominchar Romero Technical Coordination: Salvador Pereira

Layout: Viridiana Alvarado, Daniel Santillán, Colin Stobbart, María Florencia Visconti

Photos:

Brand X Pictures, Comstock, Digital Stock, Elías Salas, Hemera, Ingram Publishing, Photo Disc

This Teacher's Book includes Audio CDs.

Queda hecho el depósito legal que marca la ley 11.723. Impreso en Argentina. Printed in Argentina. First Edition Published 2013

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission in writing from the Publisher.

The Publisher has made every effort to trace the owner of copyright material; however, the Publisher will correct any involuntary omission at the earliest opportunity.

Este libro se terminó de imprimir en el mes de enero de 2014, en Artes Gráficas Color Efe, Paso 192, Avellaneda, Provincia de Buenos Aires, República Argentina.

Downie, Michael Lighthouse 6 Teacher's Book / Michael Downie ; David Gray ; Juan Manuel Jiménez. - 1a ed. - Buenos Aires : Santillana, 2013. 144 p. + CD-ROM ; 28x22 cm.

ISBN 978-950-46-3602-1

1. Enseñanza de Inglés. I. Gray, David II. Jiménez, Juan Manuel CDD 420.7



Michael Downie • David Gray • Juan Manuel Jiménez

Richmond

Contents	 Introduction 3 – 7 Scope & sequence 8 – 9 	-
Inits	Overview Unit 1 12 – 13 Unit 1 14 – 23	
	Overview Unit 2 24 – 25 Unit 2 26 – 35	
20	* Overview Unit 3 36 – 37 Unit 3 38 – 47	
25	Overview Unit 4 48 – 49 Unit 4 50 – 59	
	Overview Unit 5 60 - 61 Unit 5 62 - 71	
	Overview Unit 6 72 – 73 Unit 6 74 – 83	
0	Overview Unit 7 84 – 85 Unit 7 86 – 95	
32	* Overview Unit 8 96 – 97 Unit 8 98 – 107	
	* Overview Unit 9 108 - 10 Unit 9 110 - 119	09

Activity Book with answers

		*	Unit
	(₩	Unit
		₩	Unit
	(₩	Unit
A		₩	Unit
al	1	xbx	Unit

N Contents

₩	Unit 1
*	Unit 2 123 – 124
*	Unit 3 125 – 127
*	Unit 4 128 – 129
₩	Unit 5. 130 – 132
₩	Unit 6 133 – 134
-	

₩	Unit 7 135 – 137
₩	Unit 8 138 – 139
₩	Unit 9 140 – 142
₩	My spelling practice
₩	Track List 144

Introduction

Lighthouse approach

is a six-level series for primary learners. It combines a structural grammar-based course with a functional syllabus to promote communicative language use in reading, speaking, listening and writing.

introduces and practises the main arammar and vocabulary items, taking into consideration learners' individual needs.

Student's Book

- consists of 9 units with 10 pages each
- is clearly organised and consistent
- includes a pictionary for all new vocabulary

Unit opener

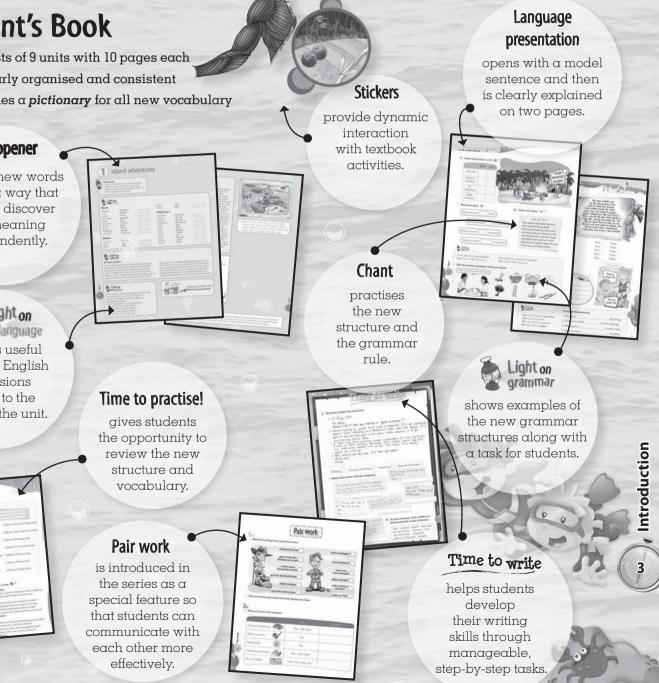
presents new words in such a way that students discover their meaning independently.



provides useful everyday English expressions related to the theme of the unit.



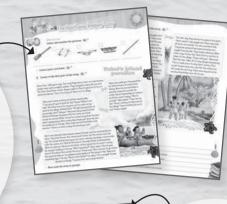
ighthouse also gives students lots of opportunities to understand and use the language for themselves and at their own pace. It promotes interaction through pair and group work. Students build up their independence by helping and learning from each other. It establishes the right kind of environment for all types of students to enjoy learning English.



A Introduction

The lighthouse keepers' story

contains texts appropriate to students' age, interests and language level. They are presented by the **Lighthouse** keepers, Joe and Sally. The texts are fully developed through *Before* and *After you read* sections.





introduces students to information about other cultures through a series of motivating texts and activities.

Pictionary

provides audio and visual support to help students to actively review the new words in each unit.



Activity Book

provides grammar and vocabulary reinforcement

12

3.4

and a

100

-A

145

192

Time to check

- the first eight pages of each unit shadow the material covered in the Student's Book
- the last two pages offer self-evaluation tasks and a project to be done with the family

Check what you know!

is a part of the Time to check page. It helps students to evaluate their progress at the end of each unit. There is no writing involved, so it is quick and easy and allows teachers to identify students who need help. Students evaluate themselves by completing the faces:



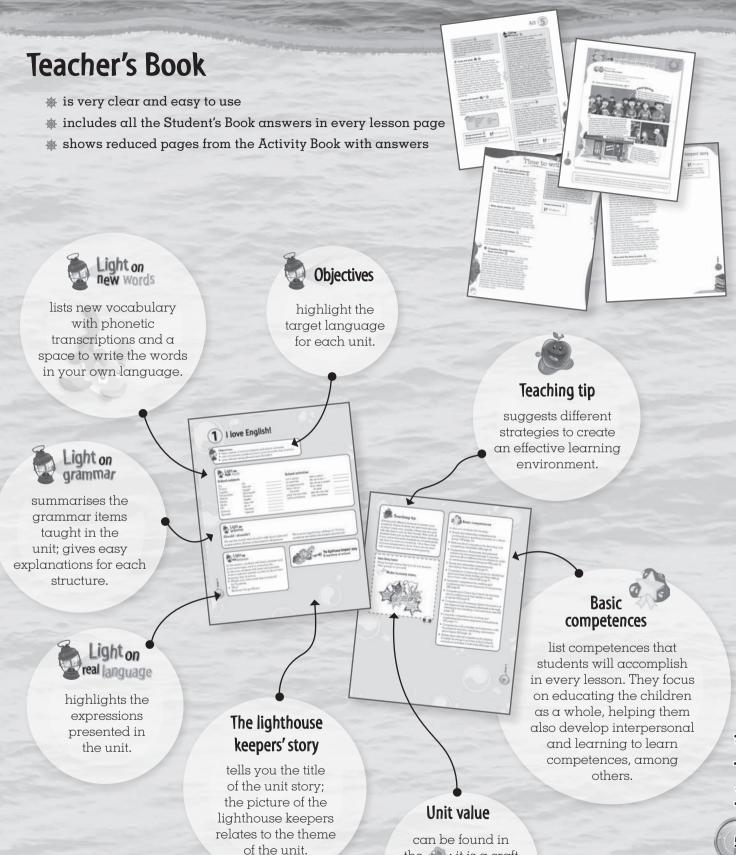
My project

gives family members an opportunity to get involved in students' learning in an enjoyable way.

My spelling practice

includes crossword puzzles and wordsearches with a selection of words from the unit. In solving them, studentsreinforce the written form of vocabulary taught in each unit.

	Unit y Health - And rate hear - Christman parts - 1 10	and the budg	
B. Stars for a second star of a star star for a star star of a star star star star star star star st	3 We would like all 4 Textber and Like all 3 Spring block and 6 Spring company	neer encourse i theo tempore. New and one based and a temp of theo exclusion encours (income time on a de-	494
All Carlos de Ca	te better	n we dad e sawaik fan han d e soestek die bien	
		**	



can be found in the); it is a craft activity to make the value more meaningful to children. Introduction

u), Introd

Activities within the sections

Warm-up

establishes a nonthreatening atmosphere in the classroom. <section-header><section-header><section-header><section-header>

indicates the end of a lesson when there is more than one lesson on a page.

→ Icons

allow for quick identification of time and components needed for each activity.

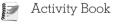
Transcripts

are provided for all the listening activities except when the text is present in the Student's Book.

Wrap-up

personalises and consolidates the language and concepts practised in the lesson.

Teacher's Book icons





Craft activity



Teaching tip

Time for a game

Time for a test

Key to phonetic transcripts

Co	onsonants:			Vo	wels:		
р	p ink	3	trea s ure	I	f i sh		u p
b	b all	h	h ello	i:	tr ee	еі	tr ai n
t	t alk	t∫	ch alk	æ	c a t	ວບ	ph o ne
d	d oll	dz	bri dg e	a:	c ar	aı	b i ke
k	cave	m	m an	α	cl o ck	au	owl
g	g ive	n	n ow) o:	h or se	31	b o y
v	vase	ŋ	so ng	ə	fath er	IÐ	ear
θ	th ink	W	w ith	υ	l oo k	eə	h ai r
ð	th is	r	rock	u:	fl u te	ບອ	to u r
S	s alt	1	live	з:	b ir d		
Ζ	z ebra	j	y ou	e	egg	.	divides syllables
ſ	sh ort					'	stressed syllable
						1	

Class CDs

* The teachers are provided with a complete audio set containing all the songs, listening activities, and stories in each level.

house Leghthouse DIR

Teacher's Resource CD-ROM



- * The Teacher's Resource CD-ROM contains a wealth of printable and photocopiable worksheets divided into sections:
- Celebrations
- Richmond Primary Reader
- Tests
- ✤ Values
- Vocabulary lists
- Young Learner and Trinity Exams tips
- Grammar activities

Celebrations

can be found in the (1);these three-step activities foster cooperation and teamwork. Students work together in three teams to complete different parts of each activity. Then, they assemble the finished parts to create a classroom decoration.

Tests

can be found in the (1);each test consists of three pages that evaluate the grammar and vocabulary, as well as reading strategies from the unit.



Introduction

Student's CD-ROM

includes lots of fun activities to do at home to consolidate the language learned at school

Scope and sequence

Unit	Light on	Light on grammar	Light on reading
1 Island adventures	Beach: coconut, coral, oyster, palm tree, pearl, seaweed, shade, shelter, shipwreck, sunburnt Senses: hearing, sight, smell, taste, touch Adjectives 1: beautiful, creamy, crunchy, disgusting, fresh, loud, quiet, rotten, rough, slimy, smooth, sweet Sit in the shade or you'll get burnt! Drink this or you'll get thirsty! Don't touch it or you'll get ill! Eat this or you'll get hungry! Follow her or you'll get lost!	Present perfect: Have you ever gone sailing? Have you ever climbed a volcano? Yes, I have. / No, I haven't. She has been a good friend. She hasn't been swimming. He has talked to a parrot. He hasn't been happy.	The Highthouse keepers' stor Takai's island paradise Polynesia
2 Star quality	New words Musical instruments: clarinet, drums, flute, keyboard, saxophone, trombone, trumpet, tuba, violin Musical genres: classical, country, heavy metal, jazz, pop, rap, rock, samba real laguage I'm exhausted! This work is exhausting. This is really exciting! I'm very excited! I'm bored. Standing in a queue is boring. That's surprising! I'm very surprised.	Yet / already: Have you sung in public yet? Yes, I have. / No, I haven't. He has already sung in public. She hasn't won a competition yet. Present perfect vs. past simple: I have already recorded a CD. I recorded it last week.	Music from the inside
3 Cinema	New words Film jobs: actor, actress, cameraman, extras, film director, make-up artist, producer, scriptwriter, stuntman Film features: acting, costumes, dubbing, original version, plot, soundtrack, special effects, subtitles real language Quiet on the set! Roll cameras! Action! Take 1! Cut and print!	Object pronouns: <i>I</i> - me, you - you, he - him, she - her, it - it, we - us, they - them Reported speech (told): She told them to put on their costumes. He told her not to walk too fast.	A town emergency Great Britain
4 Mother Earth	New Words Pollution: exhaust fumes, landfill, litter, oil spill, sewage, smog, smoke, toxic waste Collocations 1: eat organic food, pick up litter, plant trees, produce clean energy, put up solar panels, save water, use biodegradable products, use public transport real larguage Think green! Don't panic, it's organic! Extinction is forever! Give Earth a chance!	Passive voice (present simple): Paths are made. The park is opened. Where is it made? It's made in Sweden. What is it made of? It's made of wood. What are they made of? They're made of plastic.	The lighthouse keepers' sto The clearing Greenland

	8	2		
Unit	Light on	Light on grammar	Light on reading	Par -
5 Art	New Words Art supplies: canvas, digital camera, easel, flash, lens, oil paints, pastels, spray paint, watercolours Art forms: abstract, collage, landscape, mosaic, mural, portrait, self-portrait, still life real language I'd rather use watercolours. She'd rather not go to the art gallery.	Relative clauses: The people who visited the exhibition were shocked. Monet painted pictures that were full of colour. The house where he lived is now a museum. Reported speech (past simple): They said they liked the gallery. She said she was tired. He said he couldn't paint like that!	The art competition	
6 Sports	New words Sports facilities: American football field, baseball pitch, basketball court, bowling alley, boxing ring, football pitch, golf course, hockey arena, swimming pool, tennis court Sports equipment: baseball glove, basketball hoop, diving board, goal, golf club, helmet, hockey puck, hockey stick, tennis racket, volleyball net real language Home run! Touchdown! Goal! Hole in one! Game point!	For / since: How long have you lived here? I've lived here for three years. How long has he played basketball? He's played since January 2008. Need to: Do you need to wear a helmet? Yes, I do. / No, I don't. What does he need to do? He needs to do exercise at the gym. He doesn't need to wear a helmet.	Marathon heroes Scotland	1
Z Healthy body	New Words The body: blood, bones, brain, heart, intestines, kidneys, liver, lungs, muscles, skin Verbs: chew, cough, have the hiccups, scratch, sneeze, snore, swallow, yawn real language He's got butterflies in his stomach. That costs an arm and a leg! You're pulling my leg! He's got a really sweet tooth.	First conditional: If you brush your teeth longer, your mouth will be cleaner. If you don't eat enough protein, your muscles will be weak. Reflexive pronouns: Oops, I cut myself. We're going to enjoy ourselves.	The lighthouse keepers' story Mosquito trouble	
8 In the news	New words TV programmes: cartoon, documentary, drama, news, quiz show, soap opera, talk show, traffic report, weather report The news: breaking news, exclusive interview, latest headlines, live coverage, newsreader, overseas correspondent, special report real arguage <i>Can I change the channel? Turn up the volume. Turn down</i> <i>the volume. What's on next? What channel is it on?</i>	Passive (past simple): The bank wasn't robbed by three men. The thieves were arrested by the police. Was the gorilla seen by a woman? Yes, it was. / No, it wasn't. Were any people hurt? Yes, they were. / No, they weren't. When was it captured? After nine o'clock.	USA	
9 Award ceremony	New words Personal qualities: courage, forgiveness, honesty, loyalty, patience, responsibility Adjectives 2: courageous, forgiving, honest, loyal, patient, responsible Collocations 2: cheat in an exam, get even, look up to, stand up for, tell a lie, tell on someone, tell the truth real language I can't decide. I can't make up my mind. You decide. It's up to you.	Second conditional: If I found a mobile phone, I would give it to a teacher. I would stand up for a friend if it was necessary. If you were a teacher, would you give homework? How would you make your students happy if you were a teacher?	The lightbase keeper's sory One good turn The United Nations	C

Scope and sequence



* Call my bluff

Divide the class into teams. Give each team a word and a written definition of its meaning. Each team writes two false definitions of the word. Then, they read their word and the three definitions to the class. The other teams guess which is the correct meaning. The first team to guess correctly wins a point.

* Catch me if you can

Materials: Five sheets of paper rolled up into a ball.

Divide the class into five groups and give each group a ball. Tell the class what they are going to say every time they get the ball. Then, one student in each group says the sentence you indicate and throws the ball to another member of his / her group. This student says his / her sentence and throws the ball to another student. Students continue until all the members of each group have participated.

Correct it!

Divide the class into teams. Write a word, phrase or sentence on the board. Each team must decide if it is correct or not. If it is not correct, they must identify the mistake and correct it. Teams get a point if they guess correctly that a word, phrase or sentence is correct or incorrect. They get another point if they can correct it. The team with the most points at the end wins.

☆ Dance it!

Time for a game

10

Divide students into teams. They invent a dance action to represent a scene of a story or other information in the unit. The first team to guess what it is wins a point. Continue with other teams.

* Escape artist!

Divide students into teams. Together, they mime that they are trying to escape from something. The first team to guess what it is wins a point. Continue with other teams.

Invisible drawings

Draw a word or sentence in the air. Students guess what it is. Divide the class into five groups. Students take turns drawing words or sentences in the air and guessing what they are.

Making faces

Students make faces to represent language or situations in the book. Other students on their team guess what they are showing. They continue until all students have participated.

☆ Mime it!

Divide students into teams. Together, they mime a word, phrase or sentence. The first team to guess what it is wins a point. Continue with other teams.

Slow motion

Divide students into pairs. One student starts acting out a word, phrase or dialogue with the other student in slow motion as he / she speaks. The other student continues the dialogue or says another word or phrase in slow motion.

Spelling race

Divide students into teams and get them to form lines at the board. The first student from each team takes a board pen. The second spells a word to him / her. Then, they go to the end of the line. The third student checks the word and marks it with 3 if it is correct. If not, he / she corrects it. Students continue in this pattern until their team has got five words on the board. The first team with five correct words wins.

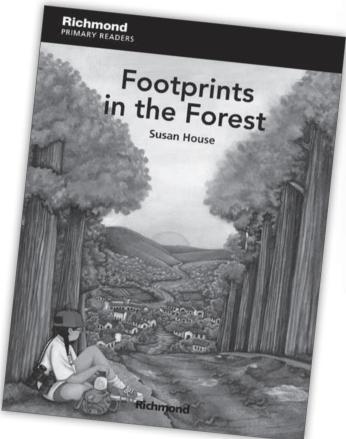


Associated reading

* Richmond Primary Readers

The reader recommended for this level is Footprints in the forest . This is available in book format and also as an APP. There are photocopiable worksheets available in the Lighthouse 6 Teacher's Resource CD-ROM, along with teacher's notes and answers. These worksheets together with the reader's audio are also available at www.richmond.com.ar





* Richmond Interactive Digital Practice Tests

Interactive activities and tests in the Interactive Digital Practice Tests Book that can help prepare students for the Flyers Young Learners Exams.



Island adventures



Objectives:

- learn the names of things at the beach
- learn words to talk about the senses
- learn to use the present perfect with ever
- learn expressions with get



Bec	ach		taste	/teist/	
coco		/ˈkəʊ·kə·nʌt/ /ˈkɒ·rəl/	 touch	/tat∫/	
corc oyst	er	/ˈɔɪ·stə/	 Adjectives 1		
seav shaa shel ship	weed de	/pa:m tri:/ /p3:1/ /'si:·wi:d/ /ʃeɪd/ /ˈʃel·tə/ /ˈʃɪp·rek/ /'sʌn·b3:nt/	beautiful creamy crunchy disgusting fresh loud quiet	/ˈbju:·tə·fəl/ /ˈkri:·mɪ/ /ˈkrʌn·tʃɪ/ /ˈdɪs·ˈɡʌs·tɪŋ/ /freʃ/ /laʊd/ /ˈkwaɪ·ət/	
Ser	ises	/ˈhɪə·rɪŋ/	rotten rough	/'rɒ·tən/ /rʌf/	
sigh	it	/mə·mj/ /saɪt/ /smel/	 slimy smooth sweet	/ˈslaɪ·mɪ/ /smu:ə/ /swi:t/	



Present perfect

We use the present perfect to talk about actions that people did at some time in the past. The emphasis is on the fact that the action was done rather than when it happened. In this unit, we use the question *Have you ever* + the past participle to ask about actions people have done. We answer with short answers: Yes, I have. / No, I haven't. We talk about actions we did or did not do by using the subject + the verb have + the past participle: She has been on TV. In this unit, we also talk about regular and irregular past participles. Regular participles end in -ed: walked, climbed, etc. Irregular participles have other forms: had, been, eaten.



Unit 1

12

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn different expressions with *get*.

- Sit in the shade or you'll get burnt!
- Drink this or you'll get thirsty.
- Don't touch it or you'll get ill!
- Eat this or you'll get hungry!
- Follow her or you'll get lost.



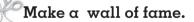


Teaching tip

We all remember things differently. Some people have a good visual memory while others find that hearing things helps them remember. Some people remember tastes or smells, while others associate an item with what it feels like. Encouraging students to use their different senses can help them to remember new words. You can do this by inviting students to close their eyes. Then say a word – for example, coconut. Tell the class to imagine they are looking at a coconut. Where is it? Is the sun shining? What colour is the coconut? Ask the questions quietly, and just have students think about the answers. Then tell them to imagine they are touching the coconut. What does it feel like? Is it rough or smooth? Heavy or light? Next, invite them to hold the coconut to their ear. What can they hear? After that, have them smell the coconut, What does it smell like? Does the smell remind them of anything? Finally, tell them to imagine they are eating the coconut. What does it taste like? Is it cold or warm? Are they enjoying it? When you finish, ask the class to open their eyes. Say the word coconut again and invite students to say which of the impressions was the strongest for them.

Value: Celebrating your achievements

Celebrating your achievements means congratulating yourself when you do something well.



Basic competences

In this unit, students will develop:

- Competence in Autonomy and personal initiative by making a wall of fame to celebrate their achievements (TB p. 13)
- *Linguistic* competence by identifying and learning vocabulary related to being a castaway as well as functional language for giving advice (SB p. 4).
- Linguistic competence by consolidating knowledge of vocabulary regarding the five senses and giving advice in a semi-controlled speaking activity (SB p. 5).
- Competence in Processing digital information in the classroom by listening to a recorded conversation and filling in a chart with information from the dialogue (SB p. 6).
- Social and citizenship competence by participating in pair work while asking and answering questions about past experiences in a gap-filling activity (SB p. 7).
- Competence in Autonomy and personal initiative by completing a questionnaire and identifying how adventurous they are (SB p. 8).
- Mathematical competence by ordering the different parts of an informal letter numerically (SB p. 9).
- *Linguistic* competence by listening to and reading a story while looking at drawings that support contextual information (SB p. 10).
- Cultural and Artistic competence by reading the story Takai's island paradise which highlights the role of the sea in the history of Polynesia and its people (SB p. 11).
- Competence in Knowledge and interaction with the physical world by reading and listening to a text about Polynesia. (SB p. 12)
- Competence in Learning to learn by reviewing key unit concepts and revision techniques in the Time to Check, Pictionary and My Spelling Practice sections before doing a final test (SB p. 13).

1 Island adventures



Listen and circle the correct option.

Invite the class to count the people in the picture. Ask where they are: on a beach. Then get students to look at picture 1 and the words that go with it. Tell them they will hear a sentence with one of the words. They should circle the word that they hear. Point out that the words have got similar sounds and that they will need to listen very carefully. Play track 1.1. Students listen and circle the correct word for each illustration. Finally, ask why the people are on the island: *Because they were in a shipwreck*. Invite students to explain in their own words what a shipwreck is.

TRACK 1.1

NARRATOR: LISTEN AND CIRCLE THE CORRECT OPTION. NARRATOR: NUMBER ONE. THE PETERSON FAMILY WAS IN A SHIPWRECK.

NUMBER TWO. THEY BUILT A SHELTER. NUMBER THREE. THE SHELTER IS NEAR A BIG PALM TREE. NUMBER FOUR. A GIRL IS HOLDING AN OYSTER. NUMBER FIVE. SHE IS LOOKING FOR A PEARL. NUMBER SIX. A BOY IS SITTING ON THE BEACH. HIS FACE IS SUNBURNT.

NUMBER SEVEN. HE IS LOOKING AT SOME CORAL. NUMBER EIGHT. A MAN IS SITTING IN THE SHADE. NUMBER NINE. HE IS DRINKING FROM A COCONUT. NUMBER TEN. A WOMAN IS IN THE SEA. SHE IS PICKING UP SEAWEED.

Answer Key:



🗄 Listen and check. 🦾 12 🛐

Spell your name to the class. Then invite some volunteers to spell their names. Play track 1.2. Students listen and check their answers for the previous activity. Finally, have some volunteers say and spell the words.

TRACK 1.2

NARRATOR: LISTEN AND CHECK. NARRATOR: NUMBER ONE. SHIPWRECK: S-H-I-P-W-R-E-C-K. NUMBER TWO. SHELTER: S-H-E-L-T-E-R. NUMBER THREE. PALM TREE: P-A-L-M T-R-E-E. NUMBER FOUR. OYSTER: O-Y-S-T-E-R. NUMBER FIVE. PEARL: P-E-A-R-L. NUMBER SIX. SUNBURNT: S-U-N-B-U-R-N-T. NUMBER SEVEN. CORAL: C-O-R-A-L. NUMBER EIGHT. SHADE: S-H-A-D-E. NUMBER NINE. COCONUT: C-O-C-O-N-U-T. NUMBER TEN. SEAWEED: S-E-A-W-E-E-D.

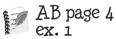


Play track 1.3 and get students to repeat the words. Then write a scrambled new vocabulary word on the board. Students say and spell it correctly. Continue in the same way with the remaining words.

TRACK 1.3

NARRATOR: LISTEN AND REPEAT. NARRATOR: SHIPWRECK OYSTER CORAL COCONUT SHELTER PEARL SHADE SEAWEED PALM TREE SUNBURNT

Assign homework 5 Additional homework

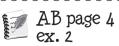


In their notebooks, students draw a scene on an island and label the items they include.



Invite the class to describe the first picture. Then have them read all the expressions silently. When they finish, elicit what is similar about the expressions: They all contain the word get. Next, invite volunteers to read the expressions aloud. Ask them to say which picture each one goes with and why. After that, divide the class into pairs. One student mimes a command (wear a hat), and the other says the get expression. Finally, they switch roles and play again.

Assign homework 5 Additional homework

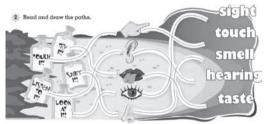


In their notebooks, students write and use magazine cutouts to illustrate three of the get expressions.

😰 Read and draw the paths. 🛐

Ask the class to identify the parts of the body. Explain that each of these corresponds to a sense. We use our senses to get information about the world. Then read the first instruction and have students draw the path to the corresponding body part and sense that go with it: *mouth and tongue / taste*. Mime the action of tasting something. Next, have them draw paths for the remaining items. Finally, read the instructions aloud and elicit the senses. Students mime the actions.

Answer Key:



🚯 Listen and complete the table. 🚵 1.4 🔟

Tell students to look at the table and name the senses that each body part represents. Then get them to read the words in the box silently. Elicit the meaning of any words they know. Play track 1.4 and invite students to listen to what is happening: Two people are on an island. They're talking about how different things feel, taste, sound, etc. Next, play the CD again, pausing after each item. Elicit which item the speakers are talking about: a coconut, the coconut milk, an oyster, etc. Play the CD a third time and ask students to write the adjectives from the box in the correct column. Students check in pairs. After that, elicit or explain the meaning of each word. Finally, ask students to suggest which of the words can be used with different senses: beautiful – sight, hearing; rotten – smell, taste, etc.

TRACK 1.4

5.	TRACK I.	4
	NARRATOR:	LISTEN AND COMPLETE THE TABLE.
	MAN:	LOOK, I FOUND A COCONUT! TOUCH IT WITH
		YOUR HAND.
	GIRL:	OH, IT FEELS SMOOTH.
	MAN:	HERE, TRY SOME.
	GIRL:	MMM! IT TASTES SWEET AND CREAMY. IT'S
		A LITTLE CRUNCHY, TOO. WHAT'S THAT? IT'S
		NOT SMOOTH LIKE A COCONUT. IT FEELS VERY
		ROUGH.
	MAN:	IT'S AN OYSTER. OPEN IT AND TELL ME WHAT
		YOU SEE INSIDE.
	GIRL:	UGH! IT LOOKS DISGUSTING. AND IT FEELS SLIMY.
		IS IT OK TO EAT?
	MAN:	HOLD IT UNDER YOUR NOSE AND SNIFF IT. DOES
		IT SMELL ROTTEN?
	GIRL:	NO, IT SMELLS FRESH.
	MAN:	YES, IT'S OK.
	GIRL:	LOOK AT THE STARS! THEY'RE BEAUTIFUL!
	MAN:	wow! It's so quiet! I can't hear anything.
	GIRL:	YEAH, IN THE CITY, WE HEAR LOTS OF REALLY
		LOUD NOISES.

Answer Key:

How we describe things. . .

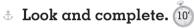
	ø		17	de la
disgusting	quiet	rotten	sweet	smooth
beautiful	loud	fresh	creamy	rough
			crunchy	slimy

🗄 Listen and repeat. 🚵 1.5 🛐

Play track 1.5. Students listen and repeat several times. When they finish, invite volunteers to make faces that correspond to the adjectives for the class to guess the words.

TRACK 1.5

NARRATOR: LISTEN AND REPEAT. NARRATOR: SIGHT SMOOTH DISGUSTING TOUCH CREAMY CRUNCHY SMELL SWEET ROUGH HEARING ROTTEN SLIMY TASTE FRESH BEAUTIFUL LOUD QUIET



Tell students to identify the pictures: a sunset, a snail, an apple, an ice cream, waves. Then elicit what adjective would complete the sentence next to the sunset: *beautiful*. Tell the class to complete the rest of the sentences individually. Finally, check by inviting volunteers to read their answers aloud.

Answer Key:

Look at the sunset. It's beautiful! Touch the snail. It's slimy. Sniff the apple. It's rotten. Try some ice cream. It's sweet. Listen to the waves. They're loud.



Make up dialogues with your friend.

Invite a pair of volunteers to read the dialogue aloud. Elicit that it is a warning because the pot is very hot. Point out the expression with get. Then divide the class into pairs. Students make up similar dialogues about the remaining photos.

Assign homework 5



Additional homework Pictionary pages 94 and 95. Students identify the pictures and write the corresponding words. Then they write a sentence for each. Finally, they listen to the words in this unit's section of the CD in class.

I have eaten snails!

🕦 Listen and mark (🗸 or X). 🚵 1.6 🔟

Invite students to describe the scene: Two children are on holiday, eating crabs. Elicit their names: Brian, Alex. Read the items in the table. Explain meaning as necessary. Tell students to listen and mark affirmative statements with a \checkmark and negative statements with a **X** . Play track 1.6. Students listen and mark the table. Check by reading the items and the children's names aloud. Students say Yes or No.

TRACK 1.6

NARRATOR: LISTEN AND MARK.

	1 1 1 11 11 11 11 11	
	GIRL:	have you ever eaten crab before, brian?
	BOY:	yes, i have. have you, alex?
	GIRL:	NO, I HAVEN'T.
	BOY:	HEY, IT'S GETTING LATE. WHERE ARE WE SLEEPING
		TONIGHT?
	GIRL:	HERE, IN THIS SHELTER.
	BOY:	I'VE NEVER SLEPT IN A SHELTER BEFORE.
	GIRL:	I HAVE, LOTS OF TIMES.
	BOY:	WHAT ARE WE GOING TO DO TOMORROW?
	GIRL:	IN THE MORNING, WE'RE GOING TO GO CANOEING.
	BOY:	good! I love canoeing! have you ever gone
		CANOEING?
	GIRL:	YES, I HAVE. AND IN THE AFTERNOON, WE'RE
		GOING TO CLIMB A VOLCANO.
	BOY:	have you ever climbed a volcano?
	GIRL:	YES, I HAVE. I CLIMBED ONE LAST YEAR. IT WAS
		LOTS OF FUN!
	BOY:	I HAVEN'T.
~		

Answer Key:

	Brian	Alex
eat crab	1	×
sleep in a shelter	×	1
go canoeing	1	1
climb a volcano	×	1

🗄 Read and stick. ੱ 🔟

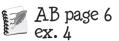


Tell students that they will form the same questions as the children did with the help of the stickers. Tell them to use the stickers for activity 1 on page 6. Get them to stick the words in the spaces.

Answer Key:

Have you ever eaten crab? Have you ever slept in a shelter? Have you ever gone canoeing? Haver you ever climbed a volcano?

Assign homework (5) Additional homework



In their notebooks, students draw a cartoon of a reporter asking a person one of the questions.

Listen and chant. 飺 1.7 👔

Have students close their books. Write on the board: snails, raft, tree. Elicit verbs that can go with the words: snails-touch, eat / raft-see, go / tree-climb, smell, etc. Play track 1.7. Students listen for the verbs that were used with those words. Next, they open their books. Play the CD again. Students listen and follow along in their books. Then divide the class into two groups. Play the CD one last time. Groups chant alternate lines. Finally, they switch roles and do the chant again.

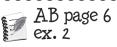


Invite two volunteers to read the first question and possible answers aloud. Draw a wavy line on the board and label it Your life. At the right end of the line, write Now. Run your finger along the line and say: Have you ever swum in the ocean? Explain that we use this form to talk about whether things have or have not happened at some moment of your life. We are not interested in exactly when they happened. The result is important to us in the present. Tell the class that we call this tense the present perfect. We make questions in the present perfect with Have/Has + subject + ever + the past participle form of the verb. Elicit the past participle in the example: gone. Finally, have two volunteers read the second question and possible answers aloud. Elicit the past participle: climbed.

Ask and answer questions with your friend. (10)

Tell the class to identify the pictures. Then tell them to ask questions with past participles about the picture. Divide the class into pairs. Students take turns asking and answering questions about the remaining pictures.

Assign homework (5' Additional homework



In their notebooks, students write a question and an answer with a past participle. Then they illustrate them.

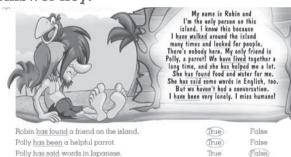
🚯 Read and circle True or False. 🔖

Ask the class to describe the picture. Then write on the board: What's the man's name? Where is he? What's the parrot's name? Tell students to read the text quickly to find answers to these questions. When they have the answers, they should raise their hands. Elicit answers: Robin / on an island / Polly. Next, invite volunteers to read the statements underneath the picture. Have students read the text slowly to see whether the statements are True or False. They circle the correct option. Check by inviting volunteers to read the sentences aloud and say whether they are true or false.

Underline the verbs in the present perfect. (5)

Elicit the first verb in the present perfect in the letter: have walked. Tell students to underline it. Remind them that the present perfect has always got two parts: have / has and the past participle. Then tell the class to underline the rest of the verbs. Check by inviting volunteers to read the verbs aloud.

Answer Key:



Classify the verb forms. S S

Robin has had a conversation with Polly.

Robin has been happy.

Tell the class to read the titles on the coconuts. Then elicit one participle for each: *walked*, *found*. Next, have students write past participles from the text in the correct coconut. When they finish, ask volunteers to read the verbs aloud. Explain that irregular verbs form the past participle in different ways and that it is necessary to learn each one individually.

True

True

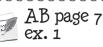
False

Answer Key: Regular -ed form walked, looked, lived, helped

Irregular form found, said, had, been

Assign homework 5

Additional homework



Students find three more regular and irregular past participles in a dictionary and write them in their notebooks.

Light on grammar 10

Invite a volunteer to read the first example aloud. Ask what the tense is: the present perfect. Remind students when we use the present perfect and how we form it: to talk about something that happened before now. The exact time in the past is not important. We form it with subject + have / has + past participle. Finally, have volunteers read the other three examples aloud and say what the past participles are for each.

• Complete the sentences. (10)

Invite a volunteer to complete the first sentence: She has gone climbing. Then have students write the rest of the sentences. Check by inviting volunteers to read the completed sentences aloud.

Answer Key:

- 1. She has gone climbing.
- 2. She hasn't had a nice holiday.
- 3. She has learnt to catch fish.
- 4. She hasn't been healthy.

Pair work 15'

Divide the class into pairs: student A and student B. Student A looks at page 112 and student B looks at page 116. Tell them to mark three things their explorer has done. Next, students ask and answer questions about the explorers. When they finish, get them to compare the information they have marked with their partner.

Assign homework (5') Additional homework

AB page 7 ex. 2

In their notebooks, students write My life experiences. Then they draw pictures of four things they have done. They write a sentence under each picture: I have eaten pasta. I have visited Rome. I have ridden a bike. I have slept on a beach.

Time to practise!



Call my bluff (see page 10) Play Call my bluff with present perfect

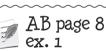
🚯 Read and circle the correct option. 💩

Invite a volunteer to read the title aloud: How adventurous are you? Ask the class to give examples of TV or film characters they think are adventurous. Then tell them to look at the text. Elicit that it is a questionnaire about people's personalities. Next, have students read the questions and circle the options individually. When they finish, tell them to read the Key. After that, get them to compare their answers with a friend. Finally, invite them to talk about things which they have always wanted to try but were afraid to do. read the text sentence by sentence.

Answer Key:

Student's own answers.

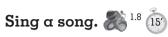
Assign homework (10'



Additional homework

In their notebooks, students stick three pictures of people they think are adventurous. Then they write a sentence for each person: *Harrison Ford has flown a helicopter*. Encourage them to use dictionaries to find appropriate participles.





Invite a volunteer to read the chorus of the song aloud. Ask the class what they think it means. Accept all answers. Then play track 1.8. Students listen and follow along in their books. Confirm the meaning of the chorus: *It's important to be active in life. Don't just stay at home. Go out and explore the world.* Next, divide the class into two groups. Play the CD again. Groups take turns singing the verses. The whole class sings the chorus. When they finish, groups switch roles and sing the song again.

Answer Key:

Student's own answers.

Assign homework 10 Additional homework

AB page 8 ex. 2

In their notebooks, students write three more questions to find out how adventurous people are. Then they illustrate each of the questions.

Time to write

Read and number the categories. 10

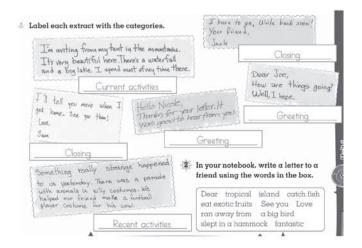
Ask students: Have you ever written a letter to someone? Who did you write to? Have you ever received a letter from someone? Who was it from? Then invite them to read the letter. Ask who the writer is and who she is writing to: Amy is writing to Kelly. Have them say why Amy is writing: She is telling Kelly about her holiday. Next, point out the numbers next to each paragraph and tell students that these mark the parts of the letter. After that, have them read and number the categories underneath the letter. Check by inviting a volunteer to read the categories aloud in the correct order. Finally, explain that this is the order we normally follow when we write a letter to a friend.

Answer Key:

- 1. Greeting
- 2. Current activities
- 3. Recent activities
- 4. Closing

Label each extract with the categories. 10'

Tell the class to read the first extract. Elicit what category it belongs to: *Current activities*. Then have them read and label the rest of the extracts. Check by asking them to read the extracts aloud and say the category for each one. Finally, point out the following for the different categories: *Greeting* – the different ways to start a letter. *Current activities* – you say what you are doing or you describe the place where you are. *Recent activities* – you describe what happened in the days prior to writing the letter. *Closing* – the different ways to end a letter.



In your notebook, write α letter to α friend using the words in the box. 15

Tell students to read the words in the box. While they are doing this, write the categories on the board. Then elicit which words go with each category and write them on the board: Greeting – Dear. Current activities – tropical island, fantastic, catch fish, eat exotic fruits. Recent activities – ran away from a big bird, slept in a hammock. Closing – See you, Love. Explain that when students write their letter, they can include more information if they want. Next, tell them to write their letter. When they finish, encourage them to compare what they have written with a friend.

Bulletin board idea (15')

Material: Poster paper, scissors, colouring pencils, drawing pins, glue per group. Divide the class into four groups. Hand out the poster paper, scissors and colouring pencils. Then tell one group to draw and cut out a map of a desert island and label it. Another group draws and labels animals that live on the island. The third group draws and labels the animals that live in the sea around the island. The last group draws four family members who have been shipwrecked on the island. When they finish, the first group pins their map to the bulletin board. Other groups cut out their drawings and stick them onto the map. Finally, the class suggests a short list of the family's experiences: They've been in a shipwreck. They've built a shelter. They've found some coconuts.



), Unit 1 - Student's Book page

19

σ

The lighthouse keepers' story



Before you read 10 Listen and number the pictures. 20 1.8

Tell students to look at the pictures and describe what they see. Then play track 1.9. Students listen and number the pictures. Check by drawing five rectangles in a line on the board and pointing to each. Students say the corresponding number.

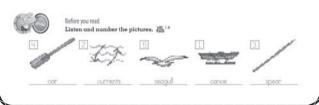
TRACK 1.9

NARRATOR: LISTEN AND NUMBER THE PICTURES. NARRATOR: NUMBER ONE. A TYPE OF BOAT. IT'S A CANOE. C-A-N-O-E. NUMBER TWO. THE MOVEMENT OF WATER IN THE SEA. THEY'RE CURRENTS. C-U-R-R-E-N-T-S. NUMBER THREE. YOU CAN USE IT TO CATCH FOOD. IT'S A SPEAR. S-P-E-A-R. NUMBER FOUR. YOU USE IT TO MOVE A BOAT. IT'S AN OAR. O-A-R. NUMBER FIVE. A BIRD THAT LIVES NEAR THE SEA. IT'S A SEAGULL. S-E-A-G-U-L-L.

🗄 Listen again and label. 🚵 🗓 🔟

Play track 1.9 again. Students listen and write the names of the objects. When they finish, say the numbers aloud and get students to say and spell the words.

Answer Key:



Listen to the first part of the story.

Invite a volunteer to read the title of the story aloud. Then have the class look at the picture. Ask them to say what they can see. Next, tell them to close their books. Write these sentences on the board: The man in the canoe is the boy's uncle. The man and the boy are trying to catch fish. They see an eagle in the sky. After that, play track 1.10. Students listen and decide if the sentences are true or false. When you finish, elicit answers but do not say if they are right or wrong. Then play the CD again. Students listen and follow along in their books. Finally, point to the different sentences on the board and invite the class to say if they are true or false.

ightharpoonup Now read the story in groups. <math> ightharpoonup ig

Divide the class into groups of four. Students in each group take turns reading aloud one paragraph of the story. When they finish, get them to switch roles and read the story again. Finally, invite volunteers to read the story to the class.

Assign homework (10) Additional homework

🖉 AB page 10

In their notebooks, students draw and colour one of the scenes from the story and label it: (Takai in the canoe with his father.)

Listen to the second part of the story.

Invite students to say what happened in the first part of the story. Then play track 1.11. Students listen and follow along in their books. When they finish, have them say in their own words what happened to Takai and his father.

\oplus Now read the story in groups. 10°

Divide the class into groups of three. Students take turns reading the story aloud. When they finish, tell two of the students in each group to close their books. The other student reads part of his/her extract aloud, changing one or two pieces of information. The other students correct the information.

After you read 10 Complete the sentences.

Invite a volunteer to read the beginning of the first sentence aloud. Then, elicit the missing information: There were no fish. / There was nothing to take back to the village. Ask students to read aloud the sentences where they found the information. After that, have them complete the sentence and do the rest of the items. Finally, check by asking volunteers to read the completed sentences aloud.

Answer Key:

	se there were no fish
Takai was proud because	his father let him help
They couldn't row the canoe	home because they lost the cars
They built a shelter on the isl	and because they were very tired
Arama left the island becaus	e he wanted to return to the village



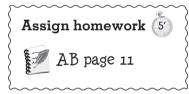
Value: Celebrating your achievements

Make a wall of fame. (15'

Materials: One photocopy of craft templates la, lb and lc per student (see the Values Section on the Teacher's Resource CD-ROM), crayons, scissors, glue, paint, glitter.

Ask students to give some examples of things they have done that they are proud of. When they finish, elicit what activity types they have mentioned: sports, art, schoolwork, helping other people, music. Next, tell the class to choose one of the types and think of their greatest achievement. After that, hand out craft templates la, lb and lc.

Students colour and cut out the templates and stick them together to form a star. Then ask them to write a sentence about their greatest achievement on the label. Next, they use paint to put their handprints on their star. When it dries, they stick the label onto the star. They can decorate their star with glitter. Remind them to write their name on the star. Finally, display the stars on the bulletin board and invite students to read about their friends' achievements. Remind the class that we all make mistakes and that it is important to learn from them. But it is also important to celebrate our successes!





Warm-up: Let's talk about Polynesia 10 Materials: A map of the world, photos of Pacific atolls, a coral reef, some Polynesian people. Display the map and invite a volunteer to point to the Pacific Ocean. Elicit the names of some countries that border the Pacific Ocean: *Chile*, *Japan, Australia*, etc. Next, explain that the Pacific Ocean is the biggest ocean on Earth. The islands in the middle of the Pacific are called Polynesia. After that, pass around the photos of the Pacific atolls. Explain that most atolls in the Pacific were formed from volcances. They have usually got a coral reef around them and mountains in the middle. Palm trees and jungles grow there. Next, pass around the photo of the coral reef. Explain that a reef is a colony of millions of tiny creatures and that many different varieties of fish live there. Finally, pass around the photos of Polynesian people. Explain that Polynesian people traditionally live in wooden houses with roofs made of grass. They earn a living from fishing and agriculture.

Read and label. 10'

Students read the text and label the islands at the points of the triangle. Check by drawing a triangle on the board and pointing to different places inside the triangle. Students say the names of the islands.



Tell the students to use the stickers for *Light up the* world on page 12. Invite students to say what they see in each one. Then play track 1.12. Students listen and stick the pictures in the corresponding spaces. Check by asking which picture goes with each island. Finally, encourage them to say if they would like to visit Polynesia and why.

TRACK 1.12

NARRATOR: LISTEN AND STICK.

NARRATOR: SOME OF THE POLYNESIAN ISLANDS ARE VERY FAMOUS. TAHITI IS FAMOUS FOR ITS TRADITIONAL DANCING. MEN AND WOMEN WEAR SKIRTS MADE OF GRASS AND DANCE TO THE SOUND OF DRUMS. MOST OF THE DANCES TELL A STORY.

> THE HAWAIIAN ISLANDS HAVE BEAUTIFUL BEACHES, ACTIVE VOLCANOES AND TROPICAL FORESTS. IF YOU LOVE GOING TO THE BEACH, YOU'LL LOVE HAWAII!

TYPICAL SAMOAN HOUSES, CALLED FALES, HAVEN'T GOT WALLS. AT NIGHT OR IN BAD WEATHER, PEOPLE ROLL DOWN CURTAINS MADE OF PALM LEAVES.

MAORI WARRIORS FROM NEW ZEALAND USED TO PAINT THEIR FACES TO LOOK FEROCIOUS IN BATTLE. THEY TRIED TO INTIMIDATE THEIR ENEMIES BY STICKING OUT THEIR TONGUES AND SHOUTING.

MOST PEOPLE IN FIJI EARN THEIR LIVING FROM AGRICULTURE. SUGAR IS THE MOST IMPORTANT CROP IN FIJI. PEOPLE ALSO GROW COCONUTS, RICE AND SWEET POTATOES.

Answer Key:



Colour and discover the painting.

Tell the class to look at the picture. Point out how the numbers correspond to different colours. Then have students colour the painting. When they finish, encourage them to compare their work with a friend's. Finally, ask them what they can see in the painting: *a dog, two women.*

Answer Key:



AB page 12 15

Check what you know! 😂 😂 🧐

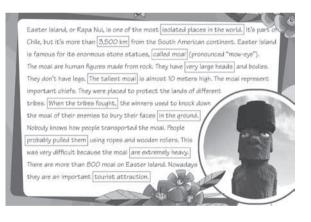
Divide the class into pairs. Tell them to open their books to page 4. Give them a few moments to look at the words, then have them close their books. Students take turns tracing the words on their partner's back with their finger. Their partner says the words. Finally, ask the class to complete the faces according to how they feel about what they know.

Read and stick the missing parts.



Tell students to read the text guickly and say what it is about: Rapa Nui and its stone statues. Refer them to the picture and explain that this is one of the statues. Then tell students to use the stickers for *Light up the* world on page 13. Students read the text and stick the missing parts. When they finish, encourage them to compare their work with a friend's. After that, check by inviting volunteers to read the completed text aloud. Then ask students to use their own words to say what they have learned about Rapa Nui. Finally, have the class look at the Did you know? text. Ask a student to read the sentence aloud. Explain that the first Europeans who arrived on Rapa Nui were from Holland. They were looking for a lost continent that they thought existed in the Pacific. They reported that the local people were very friendly and gave them presents of bananas and chickens. The local people were very interested in the European ships and made many visits to the ships to inspect them.

Answer Key:



Unscramble to discover a Polynesian saying.

Divide the class into pairs. Students unscramble the words and write the saying. Check by asking a volunteer to read the saying aloud.

Answer Key:

A small cloud can hide many stars.

Discuss its meaning with a friend. 10'

Tell students to talk about what they think the saying means. Invite volunteers to give their ideas. Elicit that even when everything looks dark, we should

remember that the world is full of bright and happy things, too, Sooner or later the cloud will move away, and we will feel good again.



Chinese whispers (see page 10) 10' Now play Chinese whispers with the language from this unit. Have fun!

Assign homework (5) My project 🏹



Make a memory game.

Materials: A paper plate, felt-tip pens and an elastic band per student.

Invite the class to look at *My* project and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then go through each step with them. Finally, remind them that they can do their project with the help of their family.



Tiker A friendly reminder 🔏

It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with My spelling practice on page 94 and the Time to check section on page 12 in the Activity Book. During the evaluation:

• read the instructions for the first activity with students

- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc. •



Star quality

Objectives:

- learn the names of musical instruments and musical genres
- practise ways to describe events and talk about how we feel
- talk about accomplishments with yet and already
- say when the accomplishments took place using the past simple



Musical instruments

Prusicul mistruments		musical get	1105		
clarinet	/klæ·rɪ·'net/		classical	/ˈklæ·sɪ·kəl/	
drums	/drʌmz/		country	/ˈkʌn·trɪ/	
flute	/flu:t/		heavy metal	/ˌhe·vɪ ˈme·təl/	
keyboard	/ˈki:·bɔ:d/		jazz	/dʒæz/	
saxophone	/ˈsæk·sə·fəʊn/		pop	/pop/	
trombone	/trom·bəun/		rap	/ræp/	
trumpet	/trʌm·pɪt/		rock	/rɒk/	
tuba	/ˈtju:∙bə/		samba	/ˈsæm·bə/	
violin	/vai.ə.'lin/				
	, , , , , , , , , , , , , , , , , , , ,				

Musical genres



Yet / Already

We use yet and already with the present perfect to talk about whether or not we have done an activity by the present time. We use yet with questions and negative answers: Have you sung in public yet? She hasn't gone to Germany yet. Yet always goes at the end of the sentence. We use already with affirmative sentences: They've already recorded a CD. Already goes after the auxiliary have and before the past participle form of the verb. In this unit, we use yet and already to talk about accomplishments.

Present perfect and past simple

We use the present perfect to talk about accomplishments in the past. The emphasis is not on when an activity happened, but rather that it did or did not happen. We use the past simple to give specific information about when an activity happened. We can use both tenses together to show that we did an activity and explain when it happened.

24

Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise expressions for describing events and talking about how we feel.

- I'm exhausted! This work is exhausting.
- This is really exciting! I'm very excited!
- I'm bored. Queueing is boring.
- That's surprising! I'm very surprised.



The lighthouse keepers' story Music from the inside



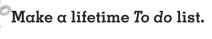
Teaching tip

Children love songs. In fact, being able to understand songs in English is one of the main reasons why many children are interested in learning English. But, apart from their motivational value, there are other reasons to use songs in the classroom. Songs help to make learning memorable. They are an excellent way of practising stress and rhythm. Being able to sing a song in English builds confidence. And songs are full of "chunks" of language that students learn almost without realizing. *Lighthouse* includes a song in every unit, but you may sometimes want to use a song that your students are listening to outside the classroom. If you do, invite your class to suggest a list of songs. Always make sure you listen carefully to the song first. Popular songs often contain language or refer to topics that are inappropriate for English lessons. Ask the students who suggested the song to bring in pictures of the singer and to tell the rest of the class a little about the singer's life. Then you can write the title of the song on the board and ask students to predict what they think it will be about, or what words the singer will use. While they listen, you can get them to reorder the lines of the song, or fill in the blanks. As a follow-up, you can write one verse of the song on the board and have students sing it. Rub out the words one by one until the class is singing from memory. There are many ways to use songs. Whatever you do, your class will almost certainly love it!

Value: Celebrating your achievements

Being ambitious means not setting limits for yourself.

ny lifetime



To do list

Basic competences

In this unit, students will develop:

- Competence in autonomy and personal initiative by making a lifetime To Do list to encourage them to be ambitious (TB p. 25)
- *Linguistic* competence by identifying and learning vocabulary related to music as well as functional language for expressing feelings (SB p. 14).
- Cultural and Artistic competence by reading and completing a text about famous musicians and styles of music (SB p. 15).
- Competence in Processing digital information in the classroom by listening to a recorded conversation and filling in a chart with information from the dialogue (SB p. 16).
- Mathematical competence by recognizing the difference between actions that were completed at a definite time in the past and those that are finished but do not specify when (SB p. 17).
- Social and citizenship competence by participating in pair work to act out an interview with a classmate in a role play (SB p. 18).
- *Linguistic competence* by focusing on pronunciation and rhyme in songs (SB p. 19).
- *Linguistic* competence by listening to and reading a story while looking at drawings that support contextual information (SB p 20).
- Competence in autonomy and personal initiative by reading the story Music from the inside to develop awareness about the power of visualization and positive thinking (SB p. 21).
- Competence in Knowledge and interaction with the physical world by reading and listening to a text about Jamaica (SB p. 22).
- Competence in Learning to learn by reviewing key unit concepts and revision techniques in the Time to Check, Pictionary and My Spelling Practice sections before doing a final test (SB p. 23).

Unit 2



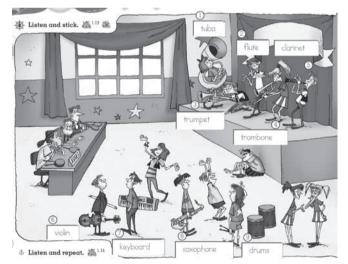
🕀 Listen and stick. 🚵 🖽 🔞

Ask the class to look at the picture and say what the people are doing: *playing in a band competition*. Refer them to the three people on the left and elicit who they are: *the judges*. Elicit or explain meaning as necessary. Then ask if anybody in the class plays an instrument. Elicit which one. After that, tell students to use the stickers for activity 1 on page 14. Invite students to read the words. Next, play track 1.13. Students listen and put the stickers in the correct spaces. When they finish, get them to check their work with a friend.

TRA CK 1.13

N A RRA TOR:	USTEN A	ND STICK		
N A RRA TOR:	NUM BE	RONE.	BOY: IT'S A	TUBA.
	NUM BE	RTWO.	GIRL: IT'S A	HUTE.
	NUM BE	RTHREE.	BOY: IT'S A	TRUM PE T.
	NUM BE	R FOUR.	GIRL: IT'S A	TROM BONE.
	NUM BE	RHVE.	BOY: IT'S A	CLARINET.
	NUM BE	R SIX.	GIRL: IT'S A	VIOUN.
	NUM BE	RSEVEN.	BOY: IT'S A	KEYBOARD.
	NUM BE	REIGHT.	GIRL: IT'S A	SAXOPH ONE.
	NUM BE	RNINE.	BOY: THEY	'RE DRUM S.

Answer Key:



🗄 Listen and repeat. 🚵 1.14 👔

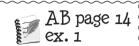
Play track 1.14 and invite students to repeat the words. Then mime playing the different instruments. Students say the names of the instruments. Finally, divide the class into pairs. Students take turns miming with their friend.

TRA CK 1.14

NARRATOR: UISTEN AND REPEAT. NARRATOR: TUBA TROM BONE HUTE CLARINET TRUM PET VIOUN

KE Y BO A RD SAXOP HONE D RU M S

Assign homework 5 Additional homework



In their notebooks, students draw a wordsearch that includes the names of the instruments from this lesson. Tell them to bring their wordsearches to the next class.



Get students to exchange their wordsearches from the Additional homework with a friend and find the words. Then have students point to the first scene and say what they can see. Next, read the first two sentences aloud: I'm exhausted! This work is exhausting. Explain that the little face shows how the people in the picture feel and why. Act out the emotion and put lots of expression in your voice. Ask the class which word refers to the speaker's emotion: exhausted. Explain that the adjective exhausting describes the action that causes that emotion. Then invite volunteers to read the remaining sentences aloud. Students underline how the people feel in one colour and the word that describes the activity in a different colour. Elicit the endings of the adjectives that describe the emotions: -ed. Do the same with the adjectives that describe the actions: -ing. Finally, ask students whether they know other adjectives that you can use in this way: tired / tiring, interested / interesting.

Assign homework 5 Additional homework

AB page 14 ex. 2

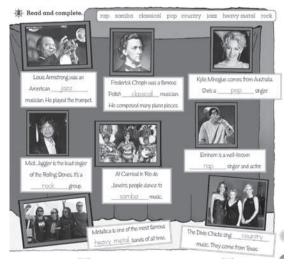
Students use old magazines to cut out pictures that illustrate the meaning of four sentences from this lesson. Then they stick the pictures into their notebooks and write the appropriate sentence beside each one.

Read and complete.

Materials: Short extracts of the following types of music: rap, samba, classical, pop, country, jazz, heavy metal, rock; a CD player.

Invite students to read the genres of music in the box. Then play the extracts one by one and have students tell you whether they recognize the genre. If they do not, tell them what the genre is. Next, tell students to look at the photos and say if they recognize any of the musicians. Invite a volunteer to read the text about Louis Armstrong aloud. Elicit the missing word: *jazz*. After that, have the class read and complete the rest of the texts individually. Check by getting them to read the completed texts aloud.

Answer Key:



Listen and check. ^{1.15} ⁵

Play track 1.15. Students listen and check their work. Then ask them which genre of music they prefer.

тва ск 1.15

NARRATOR: USTEN AND CHECK.

NARRATOR: LOUIS ARM STRONG WAS AN AMERICAN JAZZ M USICIAN. HE PLAYED THE TRUM PE T. REDERICK CHOPI N WAS A FAM OUS PO LISH CLASSICALM USICIAN. HE COM P OSED M ANY PI ANO PI ECES. KYLLE M INOGUE COM ES FROM AUSTRALIA. SHE'S A P OP SINGER M ICK JAGGER IS THE LEAD SINGER OF THE ROLLING STONES. IT'S A ROCK GROUP. AT CARNIVALIN RIO DE JANEIRO, PE OPLE

DANCE TO SAM BA MUSIC. EM INEM ISAWELL-KNOWNRAP SINGERAND

ACTOR M ETALLICA IS ONE OF THE M OST FAM OUS

HEAVY METALBANDS OF ALLTIME. THE DIXIE CHICKSSING COUNTRY MUSIC. THEY COME FROM TEXAS.

🗄 Listen and repeat. 🚵 1.16 🛐

Play track 1.16. Students listen and repeat the words. Then say a name of a musician or singer. Students say the genre of music that he/she represents.

3	TRA CK 1.16	
9	NARRATOR: LISTEN AND REPE AT.	
	NARRATOR: JAZZ.	
	CLASSICAL.	
	POP.	
	ROCK.	
	SAM BA .	
	RAP.	
	HEAVY METAL.	
	COUNTRY.	



[⊕] Mαke up dialogues with your friend.

Have the class look at the pictures and say where the people are: *at a concert*. Then elicit dialogues for the first picture: *They're excited*. *Yes, concerts are exciting*. Next, divide the class into pairs. Students make up dialogues for the rest of the pictures with *-ed* and *-ing* adjectives. Finally, ask some pairs to say their dialogues aloud.

Assign homework (5)

MB page 15

Additional homework Pictionary pages 96 and 97. Students identify the pictures and write the corresponding words or phrases. Then they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.

Have you sung in public yet?

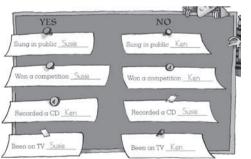
Listen and write the names. 🚵 1.17 (15)

Invite students to look at the pictures of Susie and Ken and explain that they want to be on the TV show *Our Idol.* Tell them to read the activities in the table silently. Next, play track 1.17. Students write Susie or Ken next to the actions in the Yes or No column. Play the CD again for them to check. Finally, check as a class by saying Susie or Ken to elicit the activities that they have and have not done.

TRA CIV 1 17

TRACK I	.1/	
NARRATOR:	USTEN AND WRITE THE NAMES.	
JUDGE:	HELLO.COM EIN.HAVE A SEAT.WHATSYOURNAM E?	
SUSIE:	SUSIE.S-U-S-I-E.	
JUDGE:	have you sung in pu blic yet?	
SUSIE:	YES, I HAVE. I HAVE AIREADY SUNG IN PU BLIC	
	TWICE.	
JUDGE:	HAVE YOU WON ANY COM PETITIONS?	
SUSIE:	YES, I HAVE. WHEN I WAS THREE YEARS OLD.	ľ
JUDGE:	AND HAVE YOU RECORDED A CD YET?	5
SUSIE:	NOTYET. BU TI HAVE ALREADY BE EN ON TV.	100
JUDGE:	HELLO. YOURNAME IS	
KEN:	KEN.K-E-N.	ľ
JUDGE:	right, ken. whatdo you do?	
KEN:	I'M A SINGER	
JUDGE:	GREAT! HAVE YOU SUNG IN PU BLIC YET?	
KEN:	NO, I HAVEN'T. BU TI SING A LOTATHOM E.	
JUDGE:	SO YOU HAVEN'TWON A COM PE TITION YET?	
KEN:	NO, I HAVEN'T.	
JUDGE:	AND WHATABOUTRECORDING? HAVE YOU	
	RECORDED A CD YET?	
KEN:	YES, I HAVE AIREADY RECORDED A CD ATHOM E.	
JUDGE:	AND HAVE YOU BE EN ON TV YET?	
KEN:	NO, I HAVEN'T. I HAVEN'TBE EN ON TV YET.	

Answer Key:



Look and circle *True or False.* [5]

Students use the table from the previous activity and decide whether each sentence is *True* or *False*. They circle the answer. Check by inviting volunteers to read the sentences aloud and say whether they are true or false.

Answer Key:

1. T; 2. F; 3. F; 4. F; 5. T

Assign homework (5')

AB page 16 ex. 1

Additional homework In their notebooks, students draw a picture of an imaginary person. They write two sentences about the person, one with already and one with yet.

ight on grammar (15'

Invite volunteers to read the first question and its short answer aloud. Elicit the name of the tense: the present perfect. Get students to say when we use that tense. Then explain that we use yet at the end of a question to ask if something has happened. Next, invite a volunteer to read the next example aloud. Explain that we use already to emphasize that an action has been done before now. Point out that already goes after the auxiliary and before the past participle. After that, aet another volunteer to read the last example aloud. Explain that we can also use yet to talk about something that has not happened but that we expect to happen.

Make sentences with α friend. (10)

Invite students to read the prompts silently. Explain that a \checkmark means they should make an affirmative sentence and a X means they should make a negative sentence. Elicit what a ? means: a question. Get a volunteer to say the first sentence: Ellie has already been on stage. Then divide the class into pairs. Students take turns making the rest of the sentences.

Listen and check. ⁽⁵⁾

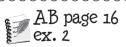
Play track 1.18. Students listen and check whether or not their sentences were correct.

TRACK 1.18

NARRATOR: LISTEN AND CHECK.

- BOY: EWE HAS AIREADY BE EN ON STAGE.
- GIRL: ELLE HASN'TWON A COMPETITION YET.
- BOY: HARRY HAS ALREADY RECORDED A SONG.
- GIRL: HARRY HASN'T BE EN ON THE RADIO YET.
- BOY: HAS ELLE SUNG IN PU BLIC YET?
- HAS HARRY WON A COM PE TITION YET? GIRI:

Assign homework (5) Additional homework



In their notebooks, students write a sentence with yet and a sentence with already about a family member.



Circle the verbs with the correct colour. (15)

Have the class look at the picture and ask a volunteer to read the article title aloud. Elicit what is special about the boy: He is only twelve but he can play the violin very well. Then tell students to read the article quickly. Invite them to say what they know about the boy in their own words: His name's Robert. He's already been on MTV. etc. Next, ask a volunteer to read the first sentence aloud elicit the verb: has won. Get students to circle the verb in red. Make sure they circle both the auxiliary and the participle. Then ask them to find a sentence with a verb in the past simple: He started to play the violin seven years ago. Get them to circle started in blue. Have students circle the rest of the verbs in the same way. Check by writing present perfect and past simple on the board. Invite volunteers to write the verbs under the correct heading.

Answer Key:

A musical genius at 12!

Robert has already (von lots of music awards, but he (hasn't) (inished school yet. In fact, he is only twelvel He started to play the violin seven years ago. (Has)he (ecorded) any CDs yet?" we asked his mother yesterday. "Yes, he has. He recorded one last year. It was amazing. He has already played in several live concerts, too. He played with the national orchestra last week. Robert (has already been on TV. He (appeared on MTV last month!"

🗄 Read and stick. 🍓 🔟

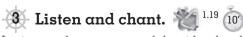
Invite a volunteer to read the first incomplete definition aloud. Ask students when we use the past simple. Do the same with the second definition and ask when we use the present perfect. Then tell students to use the stickers for activity 2 on page 17. Students read the missing parts of each definition and decide where they belong.

Ask volunteers to read the completed definitions. Finally, have students put the phrases in the corresponding spaces.

Answer Key:

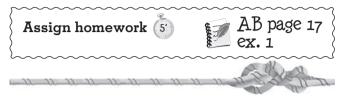
We use the past simple to talk about past actions with specific time expressions: ago, last, in, yesterday.

We use the present perfect to talk bout past actions with general time expressions: every, already, yet.



Invite a volunteer to read the title aloud. Then tell students to close their books. Play track 1.19. After that, elicit what the person in the chant says about

the singer. Play the CD again. Students open their books and follow along. Next, divide the class into two groups. Play track 1.19 for the last time. Groups chant alternate lines. When they finish, they switch roles and do the chant again.



grammar 5

Read the examples aloud. Invite volunteers to say the difference between the two sentences: In the first one, we're saying that something has been done. In the second one, we're saying when it happened. Elicit the names of both tenses.

Write the sentences. 15'

Invite a volunteer to say the first sentence. Ask the class how they know what form of the verb to use and why: the past simple, because in 2004 is a specific time expression. Then tell students to find the time expressions in the other sentences: already, yet, two years ago. Elicit whether each one is a general or a specific expression. After that, get the class to write the sentences in their books. Then encourage them to compare answers with a friend to check. Check as a class by asking volunteers to read the sentences aloud.

Answer Key:

She sang in public in 2004. I have already won a prize. They haven't recorded a CD yet. He finished school two years ago.

Pair work

Divide the class into pairs: student A and student B. Student A looks at page 112 and student B looks at page 117. Elicit the first two questions: Have you done your homework yet? When did you do it? Then get students to ask and answer questions with their partner. Finally, they compare answers with their friend to check.



Time to practise!

20'



Call my bluff (see page 10)

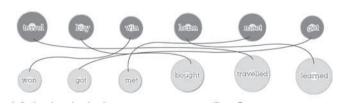
Play Call my bluff with present perfect sentences. Have fun!

) Match the verb forms. 🛐

Read the first verb form aloud and tell the class to find the past participle: *travel – travelled*. Students connect both forms with a line. Point out the *-ed* ending and explain that most verbs form their past participle with this ending. However, some verbs use a completely different form, for example the past participle of go is gone. Then have them match the remaining forms. Check by inviting volunteers to read the pairs of forms aloud.

Note: You may want to remind students that the verb *travel* doubles its final *l* before *-ed* and *-ing*

Answer Key:



Look and number the phrases. 10

Have students look at the picture in the centre. Elicit who the people are: a reporter and a rock star. Then invite a volunteer to read the first phrase aloud: *met the queen of England*. Elicit which picture goes with the phrase: *number two*. Next, have students read and number the rest of the phrases. Finally, check by having students read the phrases aloud and say the number of the picture that goes with each one.

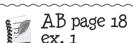
Answer Key:

- 1. travelled to Tokyo
- 2. met the queen of England
- 3. won a Grammy
- 4. bought a big house
- 5. got married
- 6. learned to play the saxophone

\oplus Act out the interview with a friend. (15)

Invite two volunteers to read the interview aloud. Elicit how we form questions with the present perfect and the past simple: *Have you* + past participle + yet / *Did you...* + infinitive. Ask students to find the time expression used in the answers and then give examples of other time expressions for the past simple: *last month*, *two years ago*, *last October*, *in 2004*, etc. Then divide the class into pairs. Students choose roles and interview each other. When they finish, get them to switch roles and interview each other again. Encourage them to use all the participles they have learned.

Assign homework 10 Additional homework



Students choose two verbs from the lesson and write true sentences about themselves, using the present perfect and the past simple: *I have already met a famous person. I met the president last month.*

🏖 Sing α song. 🙈 1.20 💩

Draw two columns on the board and write these phrases at the top: *The singer likes... The singer doesn't like...* Have students copy them into their notebooks. Then play track 1.20. Students listen and write the music genres in the corresponding column. Check by pointing to the columns and having students say the music genres. Next, play track 1.20 again. Students listen and follow along in their books. After that, divide the class into two groups. Play track 1.20 for the last time. Groups take turns singing the verses. The whole class sings the chorus. When they finish, groups switch roles and sing again.

Assign homework (5') Additional homework

AB page 18 ex. 2

Students choose one of the genres of music mentioned in the song. In their notebooks, they make a collage of pictures or drawings that they associate with that kind of music.

Time to w

Match the rhyming words. (5)

Ask a volunteer to read the first phrase aloud: new song. Then elicit the phrase from the second column that rhymes with it: too long. Next, tell students to match the rest of the words and phrases. Encourage them to say the words and phrases quietly as a guide. Finally, check by having students read the pairs aloud. Explain that when we write a song, we often use rhyming words at the end of the lines.

Answer Key:



Listen and write the number of syllables. 🚵 1.21 🔟

Say the word satisfaction aloud and ask students how many syllables it has got. Clap the syllables to confirm their answer: four. Explain that when we write songs, it is also important that the lines have the same number of syllables. Then play track 1.21. Students write the number of syllables. When they are finished, check by asking volunteers to read the words aloud and clap the syllables in each.

TRA CK 1.21

NARRATOR: LISTEN AND WRITE THE NUM BE ROFSYLLABLES. NARRATOR: NEW SONG. [TWO CLAPS] DOOR [ONE CLAP] ON TIME. [TWO CLAPS] INSPIRATION. [FOUR CLAPS] BITBY BIT. [THREE CLAPS] ROCK 'N' ROLL. [THREE CLAPS]

Bead and complete. [5]

Read the first two lines aloud. Tell students to find words in the previous activity to complete the lines: floor / door. Then have students complete the rest of the lines individually.

🗄 Listen and check. 🚵 🖽 🔊



Play track 1.22. Students listen and check their work. When they finish, have them read the song aloud.

TRA CK 1.22

VARRATOR:	USTEN AND CHECK.
	I'M LYING ON THE FLOOP,
	M Y JACKET'S HANGING ON THE DOOR
	I'M DEEP IN CONCENTRATION,
	WAITING FOR INSPIRATION.
	WORKING ON A BRAND-NEW SONG,
	NOT TOO SHORT AND NOT TOO LONG.
	MAYBE JAZZ OR ROCK 'N' ROLL,
	SOM ETHING FULL OF HEART AND SOUL
	FOREVERY LINE, I NEED A RHYME,
	I NEED TO HAVE THIS SONG ON TIME.
	I KEEP WRITING BITBY BIT,
	M Y SONG IS GOING TO BE A HIT.

Choose two rhymes and write a verse. 15

Ask volunteers to read the rhymes aloud. Then get students to write their verses. Remind them that the lines should have the same number of syllables. When they finish writing their verse, get students to think of music to go with it. Then have them sing their verse to each other.

Bulletin board idea (15'

Materials: Poster paper, colouring pens, scissors per group.

Divide the class into groups of four. Hand out the materials. Then get each group to choose a song in English that they like. Tell them to cut out a square piece of paper and illustrate a CD cover. In the middle, they write the name of the song. After that, have them write words and phrases from their song on the back of the CD cover. Groups stick their CD covers on the bulletin board, face to the board. Other groups read the words and phrases and guess the name of the song.

Assign homework (5)

🚰 AB page 19

<u>Unit 2 - Student's Book page 19</u>

The lighthouse keepers' story



Before you read 10° Discuss with α friend.

Divide the class into pairs.

Students discuss the questions with their friend. When they finish, invite some students to tell the class what their pa rtner said.



Invite a volunteer to read the title of the story aloud. Then have the class look at the pictures. Ask them to say what they can see. Next, tell them to close their books. Write these questions on the board: *What's the girl's name?*

What are the people waiting for? What did the judge give the girl?

After that, play track 1.23. Students listen for the answers to the questions. When they finish, encourage students to check their answers with a friend. Then play track 1.23 again. Invite students to tell you why the girl is crying: *Because she felt nervous and thought she couldn't do well*. Finally, invite the class to predict what will happen next. Accept all answers.

Now read the story in groups. 10

Divide the class into groups of three. Students take turns reading the texts that go with the different scenes. When they finish, get them to switch roles and read the texts again. Finally, invite volunteers to read the story to the class.

Assign homework 5

AB page 20

Additional homework

In their notebooks, students write six different verbs from the story. They use a dictionary to find their different forms: *love – loved – loved*.

Listen to the second part of the story.

Invite students to say what happened in the first part of the story. Then play track 1.24. Students listen and follow in their books. When they finish, ask the class what happened at the end of the story: *Liana sang the song very well*. Encourage them to say why they think Liana was successful: *Because she imagined herself doing well*. *This made her feel she could do it*.

\oplus Now read the story in pairs. $\widehat{10}$

Divide the class into pairs. Students take turns reading the texts that go with the different scenes. When they finish, have one of the students in each pair close his/her book. The other student reads one of the scenes aloud, stopping several times. The first student tries to predict the word or words that come next. After each scene, students switch roles.



After you read 10° Circle the correct option.

Invite a volunteer to read the first sentence aloud. Elicit the correct option: *loved singing*. Then have students circle the option and do the same for the rest of the items. Finally, check by getting students to read the correct sentences aloud.

Answer Key:

Liana went to the audition because she (oved singing) wanted to be famous.
 Ruth sang(before) after Liana.

- 3. The judge gave Liana a song she knew well (didn't know)
- 4. Liana practised by singing / magining the song in the music room.
- 5. Liana will probably (be in the school musical) have to find a different hobby.



Value: Being ambitious

Make a lifetime To do list. 15

Materials: One photocopy of craft templates 2a and 2b (see the Values Section on the Teacher's Resource CD-ROM), one sheet of card per student, colouring pencils, scissors, glitter, glue. Invite students to think of something they would really like to do in the future. Ask them if they think they will achieve their goal. Explain that it is good to have goals in life and that it is important to believe they can achieve them - this is what it means to be ambitious. Tell students they should not get discouraged, even though it can be difficult sometimes to achieve a goal. If they really want to do something, they should keep trying. Next, hand out the photocopies of craft templates 2a and 2b. Have students think of the top ten things they want to do as they colour and cut out the parts of the list. Then they stick the parts together. After that, elicit some examples of ambitions: visit another country, climb a mountain, become a scientist, etc. Students write their ambitions on the lines. Next, they stick their list onto a sheet of card and decorate it with alitter. Finally, encourage them to share their lifetime To do list with a friend.

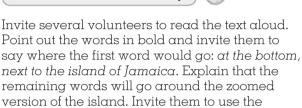
Assign homework 5 AB page 21



Warm-up: Let's talk about Jamaica (10) Materials: A map of the world, different photos of Jamaica.

Display the map. Then ask a volunteer to come to the front and point to the Caribbean Sea. Elicit the names of some of the islands in the Caribbean Sea and some of the countries around

Read and label the map. 10'



say where the first word would go: at the bottom, next to the island of Jamaica. Explain that the remaining words will go around the zoomed version of the island. Invite them to use the cardinal points to find the correct spaces. Students label the pictures. When they finish, encourage them to compare their work with a friend's. After that, check by drawing an outline map of Jamaica on the board and pointing to different places. Students say the names. Finally, invite a volunteer to read the *Did you know*? text aloud. Ask students if they have ever heard of Bob Marley or reggae music before. Explain that Bob Marley's group was called *The Wailers*, and that they were very popular in the 1960s, '70s and '80s.

Answer Key:



Read and draw the paths.

Ask a volunteer to read the text in the red box aloud. Explain that *Patois* is a mixture of English and West African languages because the British used to control Jamaica and many of the people who live there originally came from West Africa. Then have students draw the paths and find the English translations of the Patois sentences. Check by reading the Patois expressions aloud and getting students to say the English equivalents.

5'

it: Cuba, Dominican Republic, Haiti, Jamaica, Mexico, etc. Point to the different countries and islands. Next, pass around the photos of Jamaica. Explain that Jamaica is a popular tourist destination. Ask students if they would like to go there and why, or why not. Get them to say anything else they know about Jamaica.

Answer Key:





Play track 1.25. Students repeat the expressions. Encourage them to have fun with the Patois accent – there is no need to take this activity too seriously!

tra ck 1.25

NARRATOR: LISTEN AND REPE AT THE PA TOIS EXPRESSIONS. NARRATOR: ELLO, MI CAN HEIP YUH WID SOM ETHING? SHE A MI BE SS BE SS FREN. A WAN IRE LIKKLE PLACE. SEE YU PA N SATDAY. WHEY YUH A SHE?

📝 AB page 22 🝈

Check what you know! 😂 😂

Divide the class into pairs. Tell them to open their books to page 14. Give them a few moments to look at the words, then have them close their books. Student take turns miming playing the instruments. Their friend says the instruments. Next, pairs prepare three questions with yet to ask another pair: Have you seen the new (Pixar / Disney / Dreamworks) film yet? Students reply Yes, I've already seen it. Or: No, I haven't seen it yet. If the answer is yes, questioners ask for more information with the past simple: When did you see it? Did you enjoy it? Finally, ask the class to complete the faces according to how they feel about what they know.



Refer the class to the pictures and ask them to describe what they see. Accept all answers. Then tell students to use the stickers for *Light up the world* on page 23. Students read the texts and put the stickers under the corresponding illustrations. Check by inviting volunteers to read the texts aloud in order.

Answer Key:



Listen and colour the boxes.

Tell students to look at the pictures. Elicit that the people are pirates. Point out their names and the fact that each one is a different colour. Then explain that the pieces of paper have got information about all three pirates but that it is mixed up. Give the class a few moments to read the information. After that, play track 1.26. Students listen and colour the boxes according to which pirate the information refers to. Finally, check by inviting volunteers to read the information about each of the pirates in turn.

1.26 10'

TRA CK 1.26

NARRATOR: LISTEN AND COLOUR THE BOXES. NARRATOR: BLACKBE ARD'S REALNAM E WAS EDM UND TEACH.BEFORE BATTLE, HE USED TOTLE PIECES OF BU RNING CLOTH IN HIS HAIR THE BLACK

SM OKE M ADE HIS ENEM IES VERY AFRAID. BLACKBE ARD ATTACKED M ANY COLONIES IN NORTH AM ERICA. HE DIED DURING A HGHT WITH THE BRITISH NAVY.

HENRY M ORGAN WAS A VERY CLEVER AND SUCCESSFUL PI RATE. ONCE, HE NEEDED TO ESCAPETROM SOM ESP ANISHSHIPS.HE HILED A BO ATWITH EXPLOSIVES AND PUTHGURES ON TOP THATLOOKED LIKE PE OPLE. THE BO AT EXPLODED CLOSE TOTHE SPA NISH SHIPS, AND M ORGAN AND HISM ENESCAPED. THE KINGOF ENGLAND REW ARDED HIM, AND HE LIVED COM FORTABLY IN JAM AICA. HE DIED A VERY HAPPY AND RICH MAN.

THERE WERE SOM E WOM EN PI RATES, TOO. ANNE BONNY WAS BORN IN IRELAND BUT M OVED TO AM ERICA WITH HER FATHER SHE PRETENDED TOBE AM AN ANDJOINED AP IRATE SHIP.ONENIGHT, THE PIRATE SWERE HAVINGA PA RTY WHEN THE SHIP WAS ATTACKED. ANNE DEFENDED THE PI RATE SHIP ALONE. SOON AFTER THAT, SHE DISAPPE ARED.

Answer Key:

Blackbeard:

Edmund Teach; pieces of burning cloth in his hair; attached colonies in North America; died fighting the British Navy

Henry Morgan:

clever and successful; escaped from Spanish ships; rewarded by the king; died happy and rich

Anne Bonny:

born in Ireland; retended to be a man; defended the pirate ship alone; disappeared





Materials: A sheet of white paper, rice, two small balloons, two cardboard tubes, newspaper, water, flour, a spoon, a pin, a paintbrush per student.

Invite the class to look at *My* project and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then go through each step with them. Finally, remind them that they can do their project with the help of their family.

Time for

Timesfor A friendly reminder

It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed,

they should review the unit vocabulary with My spelling practice on page 94 and the Time to check section on page 22 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.

Cinema

Objectives:

- learn the names of film jobs and features
- practise expressions that people use on film sets
- learn to use object pronouns
- practise reporting commands with told



Light on new words

Film jobs

I IIIII JODS		I IIII leature	5	
actor	/ˈæk·tə/	 acting	/ˈæk·tɪŋ/	
actress	/ˈæk·trəs/	 costumes	/ˈkɒs·tju:mz/	
cameraman	/ˈkæm·rə·mæn/	 dubbing	/ˈdʌ·bɪŋ/	
extras	/'ek·strəz/	 original	/ə·ˈrɪ·dʒɪ·nəl/	
film director	/ˈfɪlm dɪ·ˌrek·tə/	 version	/ˌvɜ:·ʒən/	
make-up artist	/ˈmeɪk·ʌp ˌa:·tɪst/	 plot	/plɒt/	
producer	/prə·ˈdju:·sə/	 soundtrack	/'saun.træk/	
scriptwriter	/ˈskrɪpt·raɪ·tə/	 special effects	/ˈspe·∫əl 1·ˌfekts/	
stuntman	/ˈstʌnt·mæn/	 subtitles	/ˈsʌb·taɪ·təlz/	



Object pronouns

Object pronouns take the place of nouns in the predicate of a sentence. We use object pronouns to distinguish between the *subject* (the person or thing that is doing the action) and the *object* (the person or thing that is receiving the action). The object forms are: I - me, you – you, he – him, she – her, it – it, we – us, they – them.

Reported speech

Film features

We use reported speech to tell a person what someone else said. In this unit, we use reported speech to report commands. We use this structure: subject + told + object + to + command – "Put on your costumes," Valerie told the actors. \rightarrow Valerie told the actors to put on their costumes. The pronouns inside the command change to show the perspective of the speaker. We do not use quotation marks in reported speech.

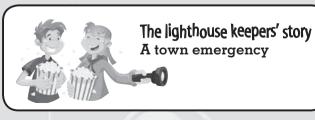


36

Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise expressions that people use on film sets.

- Quiet on the set!
- Roll cameras!
- Action!
- Take 1!
- Cut and print!





Teaching tip

Watching films in English is a great way to speed up language learning. It develops students' "ear" for the language and gets them into the habit of deducing meaning from context. It also reinforces the meaning of words and chunks of language that they already know. But it is important that students find the experience fun and rewarding. The first time they watch a film, they will probably want to watch it in their own language. If they enjoyed the film, encourage them to choose a short scene (one or two minutes) and watch it again in English, and with subtitles in English. Have them create a special section in their notebooks. Tell them to copy a phrase or two from the scene, and to write the names of the actors who say each one. After that, they should write what they think the phrases mean. They can use a dictionary to look up the meaning of any words they do not know. Encourage them to practise saying the phrases aloud. Then, about once a month, get the class to say what films they have watched. Invite volunteers to say their phrases aloud and tell the rest of the class a little about the film. By doing this, students are encouraged to bring pieces of "real" language that interest them to the lesson. They also get ideas from other people about what films are good to watch.

Value: Staying away from pirated films

Staying away from pirated films means not buying or making illegal copies of films.

Make an antipirating poster.



Basic competences

- Competence in Processing digital information in the classroom by using audio-visual media such as films as a further resource in learning English (TB p. 37)
- Linguistic competence by identifying and learning vocabulary related to the cinema as well as functional language for giving orders on a set (SB p. 24).
- Mathematical competence by using numbers to match new vocabulary to definitions first via a listening exercise and then in written form (SB p. 25).
- *Linguistic* competence by identifying direct object pronouns in speech (SB p. 26).
- Cultural and Artistic competence by reading a text that deals with the cinema and the different people that work on a film set (SB p. 27).
- Competence in Processing digital information in the classroom by listening to and singing a song about a stuntman's job (SB p. 28).
- Autonomy and personal initiative by writing a film review to share with the class on a group bulletin board (SB p. 29).
- Linguistic competence by listening to and reading a story while looking at drawings that support contextual information (SB p. 30).
- Social and citizenship competence by reading the story A town emergency to develop awareness of the benefits of solidarity in a community (SB p. 31).
- Competence in Knowledge and interaction with the physical world by reading and listening to a text about Great Britain (SB p. 32).
- Competence in Learning to learn by reviewing key unit concepts and revision techniques in the Time to Check, Pictionary and My Spelling Practice sections before doing a final test (SB p. 33).





Listen and point to the people.

Invite the class to look at the scene and say what the people are doing: *They're making a film*. Explain that they are on a film set. Then encourage students to say what jobs they do. Accept all answers. Next, play track 1.27. Students listen and point to the people.

TRA CK 1.27

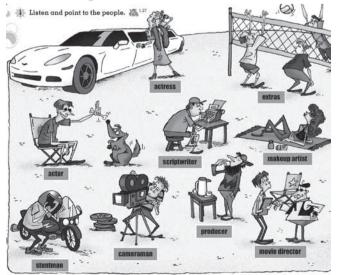
NARRATOR: LISTEN AND POINT TO THE PE OPLE. NARRATOR: THE HIM DIRECTOR IS TAIKING TO HIS ASSISTANT. THE PRODUCER IS HAVING A CUP OF COFFEE. AN ACTOR IS PLAYING WITH A DOG. AN ACTOR IS SISCOM ING OUTOFHERIIM OUSINE. THE STUNTM AN IS PUTTING ON HIS HEIM ET. THE CAM ERAM ANISP REP ARINGHISCAM ERA. THE SCRIPT WRITER IS CORRECTING THE SCRIPT.

A M AKE-UP ARISTIS SUNBATHING. SOM E EXTRAS ARE PLAYING VOLEYBA LL

🗄 Listen again and stick. 🦾 🖅 🍓 🔟

Tell students to use the stickers for activity 1 on page 24. Tell students to read the *film jobs* words on the stickers. Then play the CD again. Students listen and stick the words. Check by reading the words aloud and inviting volunteers to say what each person is doing. Finally, read each of the words aloud again. Elicit what the people do: The actors and actresses play the characters in a film. The scriptwriter writes what they say, and the make-up artist puts on their make-up. The director tells them what to do. The stuntman performs the dangerous parts of the film. The cameraman films everything. Extras act in scenes with lots of people. The producer pays for the film.

Answer Key:



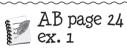
🗄 Listen and repeat. 🚵 🕮 🔟

Play track 1.28 for students to repeat the words. Then tell students to close their books. Invite volunteers to stand up and mime the different film jobs. The rest of the class guesses the jobs. When they finish, divide the class into pairs. Students take turns miming the jobs for a friend to guess.

TRA CK 1.28

NARRATOR: LISTEN AND REPE AT. NARRATOR: ACTRESS STUNTMAN EXTRAS CAMERAMAN ACTOR PRODUCER SCRIPTWRITER HIM DIRECTOR MAKE-UPARIST

Assign homework 5 Additional homework



In their notebooks, students draw their own film set and people. Then they label the people's jobs.





Invite the class to look at the first picture and ask who the person is: a *film director*. Explain that the rest of the pictures show his instructions to other people on the film set. Get a volunteer to read the first instruction aloud. Mime the meaning. Have another volunteer read the next instruction aloud. Explain that this means to start filming. Do the same with the rest of the instructions: Action! *tells the actors to start acting*. Take 1 means that *it is the first time filming the scene*. Cut and print! *means to stop the cameras and save the scene*. The director says this when he/she is happy with *the scene*. Finally, ask students to close their books. Say different instructions for the class to mime.

Assign homework 5 Additional homework

AB page 24 ex. 2

Students stick a photo of a film director into their notebooks and draw speech bubbles with the commands from this lesson.

🔆 Listen and number. 🚵 1.29 👍

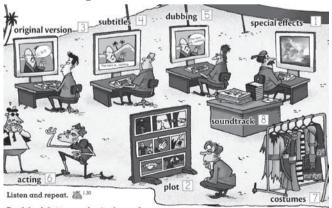
Invite students to say what kind of films they like. Ask them if they watch the films in English or in their own language. Then tell them to look at the people in the picture. Read the *film features* words aloud for students to point to them. Accept all answers. Next, play track 1.29. Students listen and number the words in the order that they hear them. Check by reading each word aloud. Students say the number. Finally, play the CD again, pausing after the sentences that contain the new words. Elicit what the speakers said: *original version – She didn't understand a word; subtitles – they were very small. She couldn't read them. etc.*

TRA CK 1.29

NARRATOR: LISTEN AND NUMBER

INAMA ION:	IISEN AND NOMBER
BOY:	HI, AUCE. DID YOU UKE THE HIM ?
GIRL:	NO. THE SPECIALE HECTS WERE TERRIBLE. THE
	EXPLOSIONS WERE VERY UNREALISTIC, AND
	THE PLOTWAS SLOW AND BORING. I COULDN'T
	UNDERSTAND A WORD! IT WAS IN THE ORIGINAL
	VERSION IN CHINESE!
BOY:	OH,NO!WEREN'TTHERE ANY SUBTILES?YOU CAN
	READ WHATTHE PEOPLE ARE SAYING.
GIRL:	YES, BUTTHEY WERE VERY SM ALL I COULDN'T
	READ THEM. I USUALLY WATCH FILMS WITH
	DUBBING. ATIEASTI CAN HEAR THE ACTORS
	SPEAKING IN MY OWN LANGUAGE.
BOY:	I HEARD GONG II WAS IN THE HIM . SHE'S YOUR
	favourite aciress, right?
GIRL:	YES, BUTIN THISHIM, HERACING WASN'TGOOD.
	I REALLY LIKED HERCOSTUMES, THOUGH. FORONE
	SCENE, SHE WORE A BEAUTIFULRED KIM ONO.
BOY:	ATLE ASTY OU LIKED SOM ETHING AB OUT THE FILM !
GIRL:	YES, AND I REALLY LIKED THE SOUND TRACK, TOO. I
	THINK I M IGHTBUY THE CD.

Answer Key:



🗄 Listen and repeat. 🚵 1.30 🛐

Play track 1.30. Students listen and repeat the words. Play the CD again and pause it after each word. Volunteers spell the word with the help of their books. TRACK 1.30

NARRATOR: LISTEN AND REPE AT. NARRATOR: ORIGINAL VERSION. SUBTITLES. DUBBI NG. SPE CIALETECTS. SOUNDTRACK. ACTING. PLOT. COSTUM ES.

$m \div$ Read the definitions and write the words. $m \widetilde{10}$

Invite a volunteer to read the first definition aloud. Elicit the word that goes with the definition: *plot*. Tell students to write the word in the space. Then have them read the rest of the definitions and write the words. Finally, invite volunteers to read the definitions and say the corresponding words.

Answer Key:

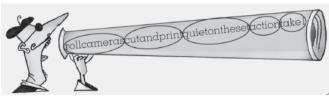
- 1. plot
- 2. original version
- 3. costumes
- 4. special effects
- 5. soundtrack
- 6. acting
- 7. subtitles
- 8. dubbing



$\oplus~$ Find and circle the director's instructions.

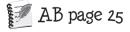
Divide the class into pairs. Students find and circle the instructions. Then they take turns saying the instructions for a friend to mime.

Answer Key:



Assign homework (5'

Additional homework



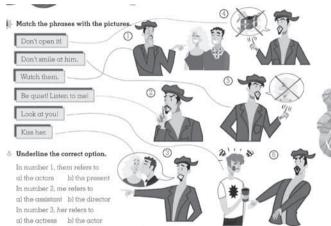
Pictionary pages 98 and 99. Students identify the pictures and write the corresponding words or phrases. Then they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.

He told her to stand up

Match the phrases with the pictures. 10

Invite students to look at the first picture. Elicit who the people are: a director, an actor and an actress. Then get them to read the phrases silently and say which one goes with the picture: Watch them. Next, have students match the rest of the phrases with the pictures. Check by saying the numbers aloud. Students read the phrases.

Answer Key:



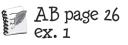
Underline the correct option.

Tell students to look at the first picture again. Have a volunteer read the corresponding phrase aloud: *Watch them*. Invite students to say who them refers to: the actors. Tell students to underline option a. After that, have students read and underline the correct options for the rest of the pictures. When they finish, check by getting volunteers to read the completed items aloud: *In number two*, it refers to the present.

Answer Key:

- 1. the actors
- 2. the director
- 3. the actress 4. the present
- 5. the actor
- 6. the extra

Assign homework (5') Additional homework



Students tear a sheet of paper into six pieces of equal size. Then they write a phrase from activity 1 on each piece of paper. Tell them to bring their pieces of paper to the next lesson.

😕 Listen and chant. 襸 1.31 👔

Divide the class into pairs. Then have students put their pieces of paper from the Additional homework activity face down on a desk. Students take turns choosing one of their friend's pieces and one of their own. If the pieces match, they keep them. If not, they put them face down again in the same position. The student with the most pairs at the end is the winner. After that, get a volunteer to read the title of the chant aloud: Quiet on the set! Elicit who says this: a film director. Then, play track 1.31. Students listen and follow along in their books. Next, play the CD again and mime the commands as they are mentioned. Finally, play track 1.31 for students to chant and mime the actions.

grammar 10

Say and point to a male student: I'm pointing at (Orlando). I'm pointing at him. Elicit what the subject in each sentence is: I. Next, ask students who the object of the action is: (Orlando, him). Explain that him is an object pronoun. We use object pronouns to replace a proper name or a noun. Next, tell students to look at the table. Point out the subject and object pronouns. Finally, tell the class to look at the chant again. Invite volunteers to read phrases that have object pronouns aloud: Listen to me. Look at her. etc.

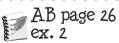
${}^{\scriptscriptstyle \pm}$ Complete what the people say. $\widehat{{}^{\scriptscriptstyle 5}}$

Get students to look at both pictures and say what the difference is: In the first one, the actors are pointing at themselves, and in the second one, they are pointing at the film director and his assistant. Ask what pronoun completes the first command: us. Students complete the sentence. Then invite them to complete the second one individually. Finally, get volunteers to read the sentences aloud.

Answer Key:

Listen to us. Listen to them.

Assign homework 5 Additional homework



In their notebooks, students draw four people giving commands. Then they draw a speech bubble and write the command for each person: Look at her! Don't touch them!

🚯 Read and number the pictures. 🔟

Tell students to look at the pictures. Ask who the people are. Accept all answers. Then ask a volunteer to read the first two sentences of the text aloud. Students write *I* beside the corresponding picture. After that, have them read the text silently and number the rest of the pictures. Check by drawing five squares on the board to represent the scenes. Point to the squares to elicit the numbers.

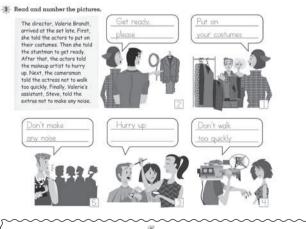
Listen and write what each person says. ^{1.32} ^{1.32}

Invite students to look at the pictures again and imagine what the people are saying in each one. Then play track 1.32 and have students write what the people say. Play the CD again for them to check. Finally, invite volunteers to write what the people say in the squares on the board.

TRA CK 1.32

NARRATOR: LISTEN AND WRITE WHATEACH PE RSON SAYS. NARRATOR: NUM BE R ONE. WOM AN: OK, ACTORS. PU TON YOUR COSTUM ES. NARRATOR: NUM BE R TWO. WOM AN: STUNTM EN, GET RE ADY PLEASE. NARRATOR: NUM BE R THREE. MAN 1: PLEASE, HURRY UP! NARRATOR: NUM BE R FOUR MAN 2: DON'T WAIK TOO QUICKLY, PLEASE. NARRATOR: NUM BE R HVE. MAN 3: EXTRAS! DON'T MAKE ANY NOISE.

Answer Key:



Assign homework 5

In their notebooks, students write a command with an object pronoun in a speech bubble. They draw a picture to illustrate the person giving the command.



Light-on grammar 🔟

Invite the class to read the sentences silently. Ask them what each colour stands for: purple – an instruction; red – the person who gives the instruction; green – the person who should follow the instruction. After that, ask how the first and second sentences are different: In the first sentence, we show the instruction as a quote. In the second sentence, we only report what the person said. We add to before the instruction. We use a subject pronoun for the person who gives the instruction and an object pronoun for the person who should follow the instruction. We use told for both kinds of sentences.

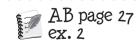
b Report these sentences to α friend. 10

Invite a volunteer to read the first sentence aloud. Elicit the original instruction: *Turn on the lights.* Ask who gave the instruction and who should follow it: *the director, the technicians.* Next, elicit the subject, the object and the instruction in the reported sentence, and write it on the board: *The director told / them / to turn on the lights.* Then divide the class into pairs. Students take turns reporting the sentences. Finally, ask volunteers to report the sentences to the class.

Pair work

Divide the class into pairs: student A and student B. Student A looks at page 113 and student B looks at page 117. Students write sentences reporting what the people in their picture say. Then they read the sentences for their partner to write the original instruction. They compare answers to check. Check as a class by asking volunteers to read the reported sentences aloud and eliciting the original instructions.

Assign homework 5 Additional homework



In their notebooks, students write four things people told them to do last week: (My mum) told me to (make my bed).

Time to practise!

Warm-up: Report it! (25')

Divide the class into two teams, A and B. Then whisper a simple instruction to a student on team A: Open the door. The student does what you ask. Students from team B report the instruction and win a point if they are right: You told (her) to open the door. Next, whisper a different instruction to a student on team B. Students from team A report the instruction. Continue in the same way with more instructions.

Follow the arrows and write sentences. 15

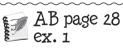
Materials: Three different coloured board pens. Tell students to follow the green arrow and describe what they see in the three pictures: a French teacher, two students, a French phrase. Then explain that the first picture shows the person who gives the instruction, the second picture shows the person or persons who should follow the instruction, and the third picture shows the instruction. Invite a volunteer to complete the first sentence: The teacher told the students to speak in French. Write it on the board and have students write it in their books. Elicit the information for another set of pictures and get a volunteer to write it on the board. Encourage the class to correct it if necessary. Then they write it in their books. Have students write the last two sentences individually. Check by getting volunteers to write the sentences on the board.

Answer Key:

- 1. The teacher told the students to speak French.
- 2. Dad told the girl to go to bed.
- 3. The director told the actress to look at the camera.
- 4. The police officer told the thief to put his hands up.

Assign homework 5 Additional homework

(walk faster).



In their notebooks, students draw a sequence of three pictures and write a sentence: The (director) told (the actor) to

😧 Sing α song. 🔊 1.33 👔

Write stuntman on the board. Elicit what stuntmen do: They do dangerous things in the place of an actor. Then play track 1.33. Ask what the stuntman in the song did: jumped too far, landed on a car, walked into a fire. Next, tell the class to open their books. Play the CD again. At the end of the song, ask how many times the stuntman walked into the fire: twice. Ask why: because the director got angry and told him to do it again. Finally, divide the class into two groups. Play the CD a third time. One group sings the first verse. The other group sings the second verse. Both groups sing the chorus. When they finish, switch roles and sing the song again.

Assign homework (10) Additional homework

AB page 28 ex. 2

In their notebooks, students draw a happy face and a sad face. Then they write a sentence for each face reporting a command: The teacher told him to go home early. His dad told him not to play video games.

Read and write the letters of the missing parts.

Invite a volunteer to read the title of the text: *High* School Musical – a film review. Get the class to say what a review is: a short summary and an opinion that a person gives about a film. Ask students if they have seen this film and whether or not they liked it. Then tell the class to read the review and the parts of the texts in the box. Next, read the first paragraph aloud and elicit the part that completes it: are Troy Bolton. Students write the letter c in the space. Invite students to complete the activity individually. Check by getting students to read the completed review aloud. Finally, ask if the person liked the film: Yes,he/she did.

Answer Key:

High School Musical – a film review

- High School Musical is about two teenagers who love to sing. The main characters <u>c</u> and Gabriella Montez. Zac Efron plays Troy and Vanessa Anne Hudgens is Gabriella.
- ² <u>f</u>, Troy and Gabriella meet at a New Year's Eve party. They discover
- they <u>a</u> school. Later, they decide to audition <u>e</u>. Some other teenagers
- <u>d</u> try to stop them. In the end, they are very successful, and their friends are happy for them.
- * In my opinion, this is a great film. The <u>b</u> are really exciting.
- " I think you should go and see this film right away!

🔏 Read and number the parts of a review. 🔟

Tell students to look at the texts on the boards. Then invite a volunteer to read the first board title aloud: *Talking about the plot*. Explain that each board gives examples of the language to use for writing a film review. Next, have students read the review and number the boards according to the numbers of the paragraphs. Check by reading the titles of the boards aloud to elicit the number of the corresponding paragraph. Finally, invite students to read each board aloud. Elicit other examples from the review for each board.

Answer Kev:



⁺ Write α film review in your notebook. (10)

Tell students to think of a film that they want to write a review for. It should be a film that they have already seen. Then elicit the topic of the first paragraph: *Introducing the main characters*. In their notebooks, get them to write the names of the main characters and, if possible, the actors who play them. After that, elicit the topic of the second paragraph: *Talking about the plot*. Tell the class to write words and phrases to help them to remember the main points of the plot. Continue in the same way for the last two paragraphs. When students finish, get them to write their review in their notebooks for homework. Remind them to use the examples on page 29 as a guide.

Bulletin board idea (15'

Materials: Information about six well-known films (titles of the films, names of directors, main actors and actresses), one sheet of poster paper per group, colouring pencils.

Elicit what kind of information normally appears on a film poster: the title of the film, the name of the director and the main actors, a picture of a scene from the film, some words that describe the film. Then divide the class into six groups. Give each group the title of a well-known film and the information about it. Hand out the poster paper and colouring pencils and tell students to make a poster for their film. When groups finish, display the posters on the bulletin board. Invite the class to look at the posters and vote on the film they like most.

Assign homework 🛐 🛛 🗾 AB page 29

<u>Unit 3 - Student's Book page 29</u>

The lighthouse keepers' story



Before you read 15° Discuss with α friend.

Ask a volunteer to read the

questions aloud. Then divide the class into pairs. Have students discuss the questions with a friend. When they finish, invite volunteers to share their answers with the rest of the class.

Listen to the first part of the story.

Invite a volunteer to read the title of the story aloud. Then have the class look at the pictures. Ask them what they think the town emergency was. Accept all answers. Next, tell them to close their books. Write these questions on the board:

Why did Matt and Shannon feel lucky? Who's Mr. Jones?

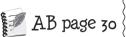
What did he tell the children about?

Why did everything change for Matt and Shannon? After that, play track 1.34. Students listen for answers to the questions. When the track finishes, encourage them to compare their answers with a friend. Then play the CD again. Students listen and follow along in their books. Finally, elicit answers to the questions from the class. Ask what the town emergency is: The cinema is going to be sold.

Now read the story in groups. in

Divide the class into groups of three. Students choose paragraphs and read the story aloud. When they finish, they switch paragraphs and read the story again.

Assign homework 5 Additional homework



Students find and cut out newspaper or magazines advertisements for three films they have seen or want to see. Then they stick the advertisements into their notebooks. Finally, they look up the original English titles of the films online and write them next to the advertisements.

Listen to the second part of the story.

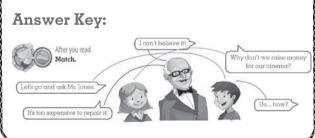
Invite students to say how Matt and Shannon felt at the end of the first part of the story: *horrified*. Elicit why: *Because Mr. Jones was going to sell the cinema*. Then play track 1.35 for students to listen and follow along in their books. When they finish, tell them to look at each of the pictures in turn and say what they show from the story. Finally, ask how they think Mr. Jones felt at the end of the story. Encourage them to say why.

Now read the story in groups. 10°

Divide the class into groups of four. Tell students to assign roles: Mr. Jones, Shannon, Matt and the narrator. Then have them read the story aloud. Encourage the students who are reading the parts of Mr. Jones, Shannon and Matt to use lots of expression in their voices.



characters and say who each one is. Then invite a volunteer to read the first speech bubble aloud: *I can't believe it!* Elicit who said this: *Mr. Jones.* Next, tell students to match the rest of the speech bubbles. Check by asking them to read the speech bubbles aloud and say who said each one.

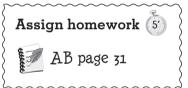




Value: Staying away from pirated films

Make an antipirating poster (15)

Materials: One photocopy of craft templates 3a and 3b, one sheet of poster paper per student, colouring pencils, scissors, magazine cutouts of actors and film advertisements, glue. Hand out craft templates 3a and 3b and tell students to read the text silently. Then elicit what pirated films are: illegal copies of films. Invite the class to give some examples: people who sell DVDs on the street, people who download films from the internet. Get them to say why this is a problem: Lots of people work hard to make a film. When someone makes an illegal copy, the people who made the film don't get any money for their work. It's like stealing. Next, get students to colour the heading, the text and the pictures and cut them out. Hand out the paper and have them stick the items onto it. After that, hand out the magazine cutouts. Then they stick the cutouts and template items onto their poster paper. Encourage them to display their posters at home and tell their family about what they learned.





Warm-up: Let's talk about Great Britain 10 Materials: A map of the world, labelled photos of Buckingham Palace, Old Trafford, Stonehenge and famous British icons (a London police officer, a Rolls-Royce, a traditional English breakfast).

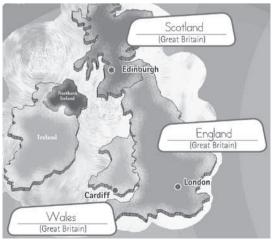
Display the map and invite a volunteer to point to Great Britain. Then pass around pictures of famous places in Great Britain. Elicit or tell students what the photos show: Buckingham Palace is in London. The Queen lives there. Old Trafford is the stadium where the team Manchester United plays. Manchester United is one of the richest football clubs in the world. Stonehenge is between 3,500 and 5,000 years old.

Read and label



Point out the map and invite volunteers to read the text aloud. Encourage students to say what countries form Great Britain: England, Scotland and Wales. Then tell them to read the text again and label the map. Check by saying the names of the capital cities to elicit the names of the countries. Explain that there are two main islands in Britain: Great Britain and Ireland. England, Scotland, Wales and Northern Ireland are one country, called the United Kingdom of Great Britain and Northern Ireland. Many people call it the UK for short. It is not correct to call this region England. The southern part of the island of Ireland is an independent country, called the Republic of Ireland. Finally, for homework, encourage the class to find another island with more than one country on it: Hispaniola - Haiti and the Dominican Republic; Borneo -Indonesia, Malaysia and Brunei, etc.

Answer Key:



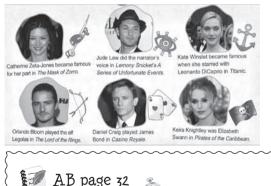
The position of the stones is related to the sun and the moon. Next, pass around the photos of famous British icons. Encourage students to say what the pictures show, then say a little about each one: London police officers are called "bobbies." Their traditional uniform includes a special helmet. They do not carry guns. The Rolls-Royce is one of the most expensive cars in the world. The first Rolls-Royce was made in 1906 by Charles Rolls and Henry Royce. A traditional English breakfast includes bacon, eggs, tomatoes, sausages, toast and tea. Most British people do not eat a traditional breakfast every day. They just have cereal, toast, fruit or yoghurt. It is faster and cheaper!

Read and stick the photos of these British stars.



Tell the class to read the descriptions of the actors. When they finish, ask if they have ever watched any of the films and whether or not they enjoyed them. Next, tell students to uset the stickers for *Light up the world* on page 32. Say the name of the actress in the first description and get the class to hold up the corresponding sticker. Then have them put the sticker in the space. Do the same with the rest of the descriptions. Finally, have them vote on their favourite actor or actress.

Answer Key:



Check what you know! 🕑 🗁 🔄

Divide the class into pairs. Have them open their books to page 24. Tell them to review the words and their meanings. Then have them close their books. Students take turns miming the different jobs for their partner to guess. Next, have pairs write three instructions as quotations: "Run fast," the director told the extras. Finally, ask the class to complete the faces according to how they feel about what they know.

Read and complete the names of the films. 10

Materials: Photos of Wallace and Gromit.

Write the names of some animated films on the board: Shrek, Toy Story, Finding Nemo. Elicit some more examples and ask students if they like animated films. Then write Wallace and Gromit on the board. Pass around the photos of Wallace and Gromit and get the class to say anything they know about them. Next, have students look at the photo in their book. Tell them to read the text and find out who the man is: Nick Park, the creator of Wallace and Gromit. After that, have the class look at the incomplete titles below the text. Explain that these are the titles of some Wallace and Gromit films. Tell students to read the text again and complete the film titles. When they finish, encourage them to compare answers with a friend to check. Finally, check as a class by inviting volunteers to read the completed titles aloud.

Answer Key:



5

Look and match.

Get students to look at the pictures and say what they see in each one: a *ball of string*, a carrot, a diamond, the moon. Then tell the class to read the text again and match the objects with the film titles. Check by getting volunteers to read the film titles aloud and say which pictures they go with. Finally, ask whether students have seen any of the films.

Take the Wallace and Gromit film quiz!

Divide the class into pairs and tell them to look at the Wallace and Gromit film quiz. Get them to circle the answers according to the text at the top of the page. Encourage them to underline the parts of the text where they find the answers. Check by getting volunteers to read the questions aloud. Invite other volunteers to read their answers and the sentences in the text where they found them. Finally, invite a volunteer to read the *Did you know*? text aloud. Encourage students to say if they have had any similar experiences.

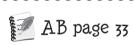
Answer Key:

- 1.b 2.b 3.α
- 4.α
- 5.α 6.c
-

Combinations (see page 10) Now play Combinations with

Now play Combinations with reported speech. Have fun!

Assign homework 5 My project



10'

Make a shoebox cinema.

Materials: One shoebox and two or three sheets of white paper per student, a paintbrush.

Invite the class to look at My project and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then go through each step with them. Finally, remind them that they can do their project with the help of their family.

Time f

5

Timesfor A friendly reminder

It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with My spelling practice on page 95 and the Time to check section on page 32 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.



Mother Earth

Objectives:

- learn the names of different kinds of pollution
- learn collocations about taking care of the environment
- practise slogans about taking care of the environment
- talk about processes with the passive voice
- talk about objects using made and made of



ight on **new** Words

Pollution

exhaust fumes	/eg·'zɔ:st fju:mz/	
landfill	/lænd·fil/	
litter	/ˈlɪ·tə/	
oil spill	/ˈɔɪl spɪl/	
sewage	/ˈsu:·ɪdʒ/	
smog	/smpg/	
smoke	/sməuk/	
toxic waste	/ˌtɒk·sɪk 'weɪst/	

Collocations 1

eat organic food pick up litter plant trees produce clean energy put up solar panels save water use biodegradable /ju:z bai-a-da-grei-da-bal products use public transport

/i:t o:/gæ·nɪk fu:d/ /pik np 'li·tə/ /pla:nt 'tıi:z/ /prə.dju:s kli:n 'e•nə•dʒɪ/ /put np 'səu·lə pæ·nəlz/ /serv 'wo:.tə/ 'prp.dakts/ /ju:z pʌb·lɪk 'tra:n·spo:·t/



Passive voice

We use the passive sentence structure subject + the verb be + past participle to talk about an action when we do not know or do not need to say who did the action. In this unit, we use the passive with the simple present to talk about processes. We also practise using made and made of with passive structures: Where is it made? What is it made of? We use made of to talk about the material of an object.





In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise slogans about taking care of the environment.

- Think green!
- Don't panic, it's organic!
- Extinction is forever!
- Give Earth a chance!





Teaching tip

Tell students that recycling things is good for the planet but we can also recycle language by practising the things we have already learned. This is very important for learning English successfully. Students should practise the things they have learned once or twice a week. They should also look at the things they learn at school the same night at home. Once a week, they can look through the Student's Book to remind them of the different things they have learned. To help students practise more effectively, encourage them to try some of these things: Get them to write each new word on a piece of paper and draw a picture on the back that shows its meaning. When they want to practise, they can look at the word and try to remember its meaning. Encourage them to visualize the picture rather than translating the word. They can also look at the drawing and think of the word in English. In addition, have them make a special section in their notebooks for grammar. On one page, they write sentences as examples of new grammar structures. On other page, they draw a situation for each sentence: It's made of paper. (A picture of an object and some paper). Another good way to review language is to practise with a friend. Students ask each other questions about what they learned in the previous unit. They can quiz each other about the meaning of new words or get each other to give examples of the new grammar. Finally, remind students that reviewing what they have learned a little at a time is easier and more effective than reviewing everything at the end of the year!

Value: Taking care of the Earth

Taking care of the earth means respecting other living things and using resources carefully.





In this unit, students will develop:

- Competence in Learning to learn by focusing in this unit on the concept of 'recycling' language as well as material waste (TB p. 49).
- *Linguistic* competence by identifying and learning vocabulary and slogans related to ecology (SB p. 34).
- Cultural and Artistic competence by creating their own ecology slogans and drawing pictures to illustrate the words (SB p. 35).
- *Linguistic* competence by identifying the structure of the passive voice and writing sentences (SB p. 36).
- Competence in Processing digital information in the classroom by listening to a recorded conversation and selecting the items mentioned in the dialogue from a variety of pictures (SB p. 37).
- *Mathematical competence* by using numbers to identify steps in a scientific process and talk about them using the passive voice (SB p. 38).
- Autonomy and personal initiative by writing their own text on how to recycle paper, using the passive voice and connectors to mark the steps (SB p. 39).
- Social and citizenship competence by reading the story *The clearing* to develop awareness about the impact of man's actions on the environment and on other people (SB p. 40).
- *Linguistic competence* by listening to and reading a story while looking at drawings that support contextual information (SB p. 41).
- Competence in Knowledge and interaction with the physical world by reading and listening to a text about Greenland (SB p. 42).
- Competence in Learning to learn by reviewing key unit concepts and revision techniques in the Time to Check, Pictionary and My Spelling Practice sections before doing a final test (SB p. 43).

Unit 4



Mother Earth

Warm-up: Quiz (10)

Materials: 12 index cards with the names of a city, island, river, mountain or endangered species written on each, sticky tape.

Write the category names across the board: *Cities, Islands, Rivers, Mountains, Endangered species.* Then divide the class into four teams. Shuffle the cards and give one to each team. They read the name on the card and attach it under the corresponding category. Teams win a point for each correctly placed card. Continue with the rest of the cards.

Listen and point to the contaminants. 🔊 ^{1.36} 10

Invite the class to look at the picture. Elicit the name of the city: *Lake City*. Then ask students if they would like to live there. Encourage them to say why or why not. Explain that Lake City is very polluted. There are contaminants, things that are bad for the environment, everywhere. Next, play track 1.36. Students listen and point to the items as they hear them.

track 1.36

NARRATOR: LISTEN AND POINT TO THE CONTAMINANTS. NARRATOR: LAKE CITY HAS GOT LOTS OF PROBLEMS. A BLANKET OF SMOG HANGS IN THE SKY OVER THE CITY. CAN YOU SEE IT? THAT'S S-M-O-G. THE SMOG IS A MIXTURE OF SMOKE FROM FACTORY CHIMNEYS AND EXHAUST FUMES FROM CARS. THAT'S S-M-O-K-E. AND E-X-H-A-U-S-T F-U-M-E-S. THE LAKE IS VERY POLLUTED. SEWAGE, BROWN DIRTY WATER, IS COMING OUT OF THE PIPE. THAT'S S-E-W-A-G-E. AND THERE'S AN OIL SPILL IN THE MIDDLE OF THE LAKE, THAT'S O-I-L S-P-I-L-L. THE PARK IS FULL OF LITTER. THERE AREN'T ANY RUBBISH BINS! THAT'S L-I-T-T-E-R. AND, BELIEVE IT OR NOT, THERE'S A LANDFILL NEXT TO IT. A LANDFILL IS A PLACE TO DEPOSIT ALL THE CITY'S RUBBISH. THAT'S L-A-N-D-F-I-L-L. AND THERE'S SOMETHING VERY DANGEROUS IN THE MIDDLE OF THE LANDFILL - A BARREL FULL OF TOXIC WASTE. T-O-X-I-C W-A-S-T-E. I WOULDN'T LIKE TO LIVE IN LAKE CITY!

🗄 Listen again and stick. 🦾 1.36 🍓

1.36 🍓 10

Tell students to use the stickers for activity 1 on page 34. Get students to read the words on the stickers. Then play track 1.36 again. Students listen and stick the words. Check by reading the words aloud and inviting students to point to the contaminants. Finally, read the words aloud and ask what they mean: We get smoke when we burn things. Smog is dirty air. Exhaust fumes come out of cars. Sewage comes from toilets. An oil spill happens when oil comes out of a ship or a truck. Litter is rubbish on the ground in public places. A landfill is a place where large amounts of rubbish are buried. Toxic waste is poisonous material.

Answer Key:



🗄 Listen and repeat. 🦝 1.37 🔟

Play track 1.37 for students to repeat the words. Say the first letter of one of the words. Encourage the class to guess the word. Continue spelling the word until α student guesses correctly. Invite volunteers to do the same with the rest of the words.

TRACK	1.37		
NARRATOR:	LISTEN AND	REPEAT.	
NARRATOR:	SMOG	LITTER	SEWAGE
	SMOKE	EXHAUST FUMES	OIL SPILL
	LANDFILL	TOXIC WASTE	
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	~~~~~~
Assign hor	nework (	5'	
-		学 🐒 AB pa	ge 34 ex. :
Additional	homewo	rk 🐔	

In their notebooks, students illustrate three *pollution* vocabulary items with magazine or newspaper cutouts and label them.

#### Light-on real language (15')

Ask students why it is important to protect the environment. Then point out the pictures and the slogans. Ask students where we see slogans like this: on badges, on bumper stickers (stickers on cars), in advertisements. Next, get a volunteer to read the first slogan aloud. Ask what it means: We should think about the environment. Ask why people use the colour green to mean the environment: Because plants are green when they are healthy. After that, have different volunteers read the rest of the slogans aloud. Encourage students to guess their meaning. Finally, divide the class into pairs and tell them to close their books. Write the slogans on the board with the words scrambled. Pairs unscramble the slogans. Check by asking volunteers what each slogan is.

#### Assign homework 5 Additional homework

AB page 34 ex. 2

In their notebooks, students write and illustrate their own slogan: Help our planet!  $I \clubsuit$  trees. etc.

## 2 Look and match.

Materials: Photos of ecological disaster areas: a local landfill, a dried-up reservoir, a burnt forest, dead fish floating in a polluted river, etc.

Pass around the photos. Explain that these things happen when we do not take care of the environment. Then have the class look at the pictures in their books. Invite volunteers to describe them. After that, ask a volunteer to read the text on the banner aloud: *Put some colour in your life. Think green!* Explain that the actions on the signs are all things we can do to protect the environment. Next, have a volunteer read the first action and say the number of the corresponding picture: *Six*. Students match the remaining actions with the pictures. Finally, check by reading the actions aloud to elicit the number of the pictures.

## 🗄 Listen and repeat. 冹 1.38 🔟

Play track 1.38 several times. Students listen and repeat. Then ask them to close their books. Say a word from one of the actions: *litter*. Students say the whole phrase: *pick up litter*. Do the same with the rest of the actions.

#### TRACK 1.38

NARRATOR: LISTEN AND REPEAT. NARRATOR: PLANT TREES. PICK UP LITTER. PRODUCE CLEAN ENERGY. PUT UP SOLAR PANELS. USE BIODEGRADABLE PRODUCTS. SAVE WATER. EAT ORGANIC FOOD. USE PUBLIC TRANSPORT.



### • Read and draw the badges. 🔟

Tell students to read the slogans and draw a pictures to illustrate them on the badges. Explain that the drawings should be different from the ones on page 34. When they finish, encourage them to compare pictures with a friend.

#### **Answer Key:**

Student's own drawings.



Correct it! (see page 10)

Now play Correct *it!* with collocations from this page. Have fun!

#### Assign homework 5 Additional homework

AB page 35

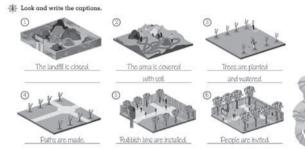
*Pictionary* pages 100 and 101. Students identify the pictures and write the corresponding words or phrases. Then they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.

## Trees are planted and watered

## 🚯 Look and write the captions. 🔟

Ask the class if there are any landfills in their city. Get them to say where they are and what they are like. Then invite a volunteer to read the banner aloud and have the class look at the pictures. Explain that the pictures show the process of turning a landfill into a park. Point out the captions and elicit the caption that goes with the first picture: *The landfill is closed*. Students write the caption on the lines. After that, have them write the captions for the rest of the pictures.

#### **Answer Key:**



## 🗄 Listen and check. 🚵 1.39 🛐

Play track 1.39. Students check that the captions are in the correct order.

#### track 1.39

NARRATOR: LISTEN AND CHECK.

NARRATOR: THESE ARE THE STEPS TO TURN A LANDFILL INTO A PARK. FIRST, THE LANDFILL IS CLOSED. THEN THE AREA IS COVERED WITH SOIL. NEXT, TREES ARE PLANTED AND WATERED. AFTER THAT,

NEXT, TREES ARE PLANTED AND WATERED. AFTER THAT, PATHS ARE MADE. NEXT, RUBBISH BINS ARE INSTALLED. FINALLY, PEOPLE ARE INVITED TO THE PARK.

## $\oplus$ Talk about the process with a friend. 15

Invite a volunteer to read what the boy in the photo says. Ask which word shows the position of this process in the sequence: *First*. Then elicit other sequence words and write them on the board: *Then*, *Next*, *After that*, *Finally*. Point to *Then* and elicit the next caption: *Then the area is* covered with soil. After that, divide the class into pairs. Students take turns describing the process to their partner. Finally, invite volunteers to say the process to the class.

### Assign homework 🕤

Additional homework

AB page 36 ex. 1

Students make one of the stages of the ecoproject with modelling clay and cardboard. Then they write its caption on an index card.

## 😕 Listen and chant. 籠 1.40 访

Point out the picture and ask a volunteer to read the title aloud. Then tell students to close their books. Get them to predict the words that will appear in the chant. Write them on the board. Next, play track 1.40 and ask students which words from the board are in the chant. After that, play the CD again for students to follow along in their books. Finally, play the CD and invite students to chant along.

# grammar (in

Invite a volunteer to read the first example aloud. Then write People make paths on the board. Point out that both sentences mean the same. Say that the sentence in the book is a passive sentence. Ask how it is different: We don't know who does the action. Explain that we use passive sentences when it is not important to know who does the action. Circle paths in the sentence on the board. Explain that in passive sentences, we use the object of a normal sentence as the subject. Then we use the verb be and the past participle. After that, invite a volunteer to read the second example aloud. Elicit a sentence with the same meaning using people as the subject: People open the park.

## 🗄 Write sentences. 🔟

Have a volunteer read the first prompt aloud: the park / decorate. Ask students what the subject is and if it is singular or plural: park. It's singular. Then elicit the passive sentence: The park is decorated. Next, tell students to write the sentences. When they finish, check by inviting volunteers to read their sentences aloud.

#### Answer Key:

The park is decorated. The chairs are painted. A party is organized. The lights are turned on.

#### Assign homework 5 Additional homework

AB page 36 ex. 2

Students copy the sentences that they wrote for *Light* on grammar into their notebooks and illustrate them.

#### Listen and circle the products you hear.

Ask students if they've got any items at home that are made of recycled material and what they are. Then tell them to look at the pictures and say what the objects are. Next, play track 1.41. Students circle the objects that the woman mentions. Check by eliciting the names of the objects.

#### TRACK 1.41

R	Product of the second se	IRACK 1.41
ĩ	NARRATO	RILISTEN AND CIRCLE THE PRODUCTS YOU HEAR.
1	MAN:	HELLO. WELCOME TO ECO CHIC. CAN I HELP YOU?
1	WOMAN:	YES, I'M INTERESTED IN THIS CHAIR. IT'S BEAUTIFUL.
1		IS IT MADE OF WOOD?
1	MAN:	NO, IT ISN'T. IT'S MADE OF RECYCLED PAPER.
1	WOMAN:	paper! really? that's amazing! where is it
1		MADE?
1	MAN:	IT'S MADE IN SWEDEN.
1	WOMAN:	
1		WOULD BE BEAUTIFUL WITH SOME ROSES. WHAT'S IT
1		MADE OF?
1	MAN:	IT'S MADE OF RECYCLED GLASS.
1	WOMAN:	IS IT MADE IN SWEDEN, TOO?
1	MAN:	NO, IT'S MADE IN MEXICO.
	WOMAN:	AND JUST LOOK AT THESE DRESSES! I LOVE THESE.
1		WHAT ARE THEY MADE OF?
1	MAN:	THEY'RE MADE OF RECYCLED PLASTIC. THEY'RE MADE
1		IN POLAND.
	WOMAN:	AND THE FORKS AND KNIVES? WHERE ARE THEY
1		MADE?
1	MAN:	THEY'RE MADE IN THE UK OF RECYCLED METAL.
1	WOMAN:	HMM. WELL, YOU HAVE SOME VERY INTERESTING
		THINGS. CAN I LOOK AROUND SOME MORE?
1	MAN:	SURE!

#### **Answer Key:**



AB page 37 ex. 1

#### Listen again and categorize the information.^{1.41} (15')

Point out the boxes with the names of the objects and the information on the pieces of paper. Play track 1.41 twice for students to write the information for each object. Then get them to compare answers with a friend. Check as a class by naming each object and asking volunteers to read the information aloud.

#### **Answer Key:**

Chair: paper, Sweden Vase: glass, Mexico Dresses: plastic, Poland Knives and forks: metal, USA

Assign homework (5') Additional homework



Invite pairs of volunteers to read the questions and answers aloud. Explain that when we talk about where an object is made, we use *made in*. When we talk about the materials that are used to make an object, we use *made* of. Get another volunteer to read the last question and answer aloud: *What are they made of?* Ask how we make *wh*- questions in the passive: *We use a question word, the verb be, the subject and the past participle*. Finally, hold up a classroom object and ask questions about it for the class to answer. Ask volunteers to do the same with other objects.

#### Play a guessing game with a friend. 10°

Invite a pair of volunteers to read what the children say aloud. Then point out the pictures and ask what the objects are and which countries the flags represent: a computer – the USA, glasses – Great Britain, clog shoes – Holland, a hat – Bolivia. Divide the class into pairs and have them take turns describing items in the pictures for their friend to guess.



Divide the class into pairs: student A and student B. Student A looks at page 113 and student B looks at page 118. Tell them to look at the information. Elicit the questions they will need to ask: Where is/are the ... made? What is/are it/ they made of? Next, get them to ask each other the questions and complete the information. When they finish, encourage them to compare pages to check.

#### Assign homework 5 Additional homework

AB page 37 ex. 2

Students stick a magazine cutout of an unusual object into their notebooks. Then they draw two people talking about the object and write their dialogue in speech bubbles: Where's it made? It's made in (China). What's it made of? It's made of (paper).

## Time to practise!

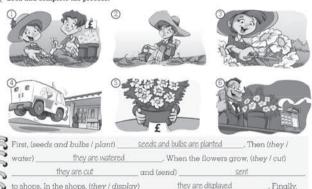
#### Running dictation (see page 10) 15' Play Running dictation with the process of turning a landfill into a park. Have fun!

## Look and complete the process. (15)

Get students to look at the pictures and say what they see. Explain that the pictures illustrate the process of growing flowers to sell. Elicit what structure we can use to describe processes: the passive. Then point out the text and invite the class to say the first sentence: First, seeds and bulbs are planted. Have them write the sentence in the space and complete the rest of the text individually. When they finish, check by asking volunteers to read the process aloud.

#### **Answer Key:**

#### Look and complete th



to shops. In the shops, (they / display) _

(the flowers / sell) the flowers are sold

### Unscramble the sentences. (10)

Tell students to unscramble the sentences and write them on the lines. When they finish, encourage them to compare answers with a friend. Finally, check by having volunteers read the sentences aloud.

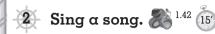
#### **Answer Key:**

- 1. Cars are made of metal.
- 2. Many toys are made in China.
- 3. Water bottles are made of plastic.
- 4. These pencils are made in the USA.

#### Assign homework (5' Additional homework

AB page 38 ex. 1

In their notebooks, students write sentences with made of and made in about three of their favourite possessions: My guitar is made in Mexico. It's made of wood.



Write these words on the board and tell students to copy them into their notebooks: toxic waste, acid rain, industrial waste, global warming, ecosystem. Then play track 1.42. Students number the words as they hear them. Next, elicit the order and get the class to tell you what the singer says about these things. After that, play the CD again for students to listen and follow along in their books. Finally, divide the class into two groups. Play the CD. One group sings the first verse and the other sings the second verse. Both groups sing the chorus. When they finish, groups switch roles and sing the song again.

#### Assign homework (5') Additional homework

AB page 38 ex. 2

Write How ice cream is made on the board. Tell students to investigate and draw a picture for each stage of the process in their notebooks.

Time to write

#### Complete the process. 10'

Invite students to look at the pictures and say what the process is: making paper. Then encourage them to say what they see in the pictures. Ask the class to look at the text and read the first incomplete sentence silently. Explain that students should use the words under the pictures to complete the sentences. Invite a volunteer to complete the first sentence: *First, trees are marked and cut down.* After that, get the class to complete the rest of the sentences individually. When they finish, check by inviting volunteers to read the completed text aloud. Elicit the meaning of *pulp: a mixture of wood, water and chemicals.* Finally, point out that making paper is a very long process that uses lots of trees. Encourage students to think about this and not to waste paper.

#### **Answer Key:**

#### Look and describe the process

E Complete the process.



 First, trees
 arc marked
 and
 Cut
 down. Then they

 arc transported
 to the mill. There they
 arc dried
 for three

 years. When they are ready, the trees
 arc chopped
 into 2-centimetre

 cubes and
 hcated
 to a very high temperature. Chemicals

 arc added
 to the wood until pulp
 is formed

 After that,
 the pulp
 is washed
 in litres and litres of fresh water. Finally, the pulp

 is pressed
 into paper.
 into paper.
 into paper.

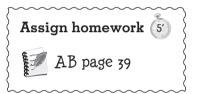
#### in your notebook. 20'

Invite a volunteer to read the title aloud. Ask the class if they have ever made recycled paper themselves. Get them to say what they see in the different pictures. Next, write these words on the board: 1 - paper / ina warehouse; 2 - to a factory / into pieces; <math>3 - to atremendous temperature / the pulp; 4 - the pulp;5 - onto a conveyer belt; 6 - the paper / onto rolls.Tell students to use these words and the verbs under each set of pictures to help them describe the process. After that, have them write their descriptions in their notebooks. When they finish, encourage them to compare texts with a friend. Finally, check as class by inviting a volunteer to read his/her description aloud.

#### Bulletin board idea (15')

**Materials:** One sheet of poster paper per group, one sheet of white paper per student, magazine cutouts of things people throw away, glue.

Divide the class into four groups and hand out the materials. Then assign one category of rubbish to each group: Paper (blue), Glass (green), Organic waste (red), Plastic (yellow). Groups draw a recycling container on their poster. Get them to colour and label their container. Next, have them stick cutouts of the recyclable materials in their containers. Finally, have groups display their posters and say things that people can make from the recycled rubbish. Point out that we can use organic waste to make compost, a special soil that helps plants to grow.





## The lighthouse keepers' story



#### Before you read (10) Discuss with a friend.

Ask a volunteer to read the questions aloud. Then invite the class to look at the first picture. Elicit the problem: There was a forest fire. Get students to suggest ideas for how they can help to prevent forest fires: *Don't play* with fire. Be careful with campfires. etc. Explain that forest fires destroy trees and people's homes. They are very dangerous. Sometimes they happen naturally, because of dry weather and lightning. Sometimes people make the fires to create land for farming or for building houses. Encourage students to give other examples of the consequences of forest fires. After that, get the class to look at the other two pictures and say what the problems are and what they can do to help.

## Listen to the first part of the story.

Invite the class to look at the picture and guess what will happen in the story. Then have a volunteer read the title of the story aloud. Ask students what they think a clearing is. Accept all answers. Next, have students close their books. Write these sentences on the board:

Farmers are burning trees because they want to build houses.

Mr. Thompson is the children's teacher.

Mr. Thompson thinks the fires are exciting. Destroying the forest is dangerous because it can

cause earthquakes.

After that, play track 1.43. Students listen and decide which of the sentences are true and which are false. When the track finishes, encourage them to talk about their answers with a friend. Then play the CD again. Students listen and follow along in their books. After that, get the class to say which of the sentences are true and which are false. Finally, ask students if they know any places in the world where people burn the forest this way.

#### Now read the story in groups. (10)

Divide the class into groups and tell them to take turns reading the story aloud. Encourage them to put as much expression as possible into their voices. When they finish, invite the class to guess what happens in the next part of the story. Accept all answers.

#### Assign homework (5' Additional homework

AB page 40

Students choose one of the Before you read problems and make a poster telling people how they can help. The poster should include instructions and an illustration for each instruction: Don't throw rubbish in the street. Don't contaminate the water. etc.

#### Listen to the second part of the story.

Get students to say what caused the fire in the first part of the story and why burning the forest is dangerous. Then play track 1.44. Students listen and follow along in their books. When the story finishes, ask students to say what Gina and Kevin did to help: *They replanted the forest*. Ask students if they know about any projects like this in their area.

#### $\oplus$ Now read the story in groups. $10^{\circ}$

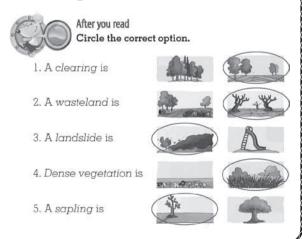
Divide the class into groups of three. Students take turns reading sections of the story. When they finish, invite volunteers to read the story to the class.



#### After you read 15 Circle the correct option.

Tell students to look at number 1 and get them to find and underline all the examples of the word *clearing* in the story. Then, tell them to read the sentences around each example and decide which picture shows the meaning of the word: *the second picture*. After that, have them do the same with the rest of the words. When they finish, check by reading the items aloud to elicit which picture shows the meaning. Finally, encourage students to try to read short books in English. Explain that when they read and see the same word in different sentences, it becomes easier to understand and remember the meaning of the word.

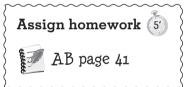
#### **Answer Key:**





### Value: Taking care of the Earth Μαke α globe. 10

Materials: One photocopy of craft templates 4a, 4b, 4c and 4d (see the Values Section on the Teacher's Resource CD-ROM) per student, colouring pencils, scissors, glue, string. Write the value on the board: Taking care of the Earth. Elicit reasons why this is important: Because the Earth is our home. Because people sometimes treat the Earth very badly. There is lots of pollution. Because the Earth is beautiful. Because we have to think of the *future*. Explain that taking care of the Earth means respecting other living things and using resources carefully. Then hand out the templates and tell students to colour the parts of the globe. Next, they cut out the parts and fold them along the lines. After that, they stick the four parts together to form a globe. Finally, get them to put string through the top of their globe so that they can hang it up. Encourage them to display their globe at home and to remember how they can help take care of the Earth.





Warm-up: Let's talk about Greenland (15') Materials: A map of the world, the Helheim glacier, before-and-after photos of retreating glaciers.

Display the map and invite a volunteer to point to Greenland. Tell students that Greenland was discovered by the Vikings. Then point to the water between Greenland and Canada. Explain that this is called the Northwest Passage. Explorers thought they could sail this way from Europe to India. None of the explorers succeeded because this body of water is often frozen solid. Now, because of global warming, the ice is melting, and experts think that it will soon be possible for commercial ships to

#### Read and complete.

10'

Tell students to read the text about Greenland and complete the information. Check by asking volunteers to say and spell the completed items. Ask what a coat of arms is: A picture that shows the official symbols of a country.

#### Answer Key:

#### Read and say *True* or *False*.

Materials: Photos of an iceberg, the Northern Lights.

10'

Divide the class into pairs. Tell them to read sentences about Greenland and guess whether they are true or false. When they finish, have them read the answers at the bottom of the page. After that, ask the class if they were surprised by any of the facts about Greenland. Tell them that if all the ice in Greenland melted, sea levels around the world would rise by about 6 metres! Next, pass around the photo of the iceberg. Explain that even though some icebergs are very tall, 90% of an iceberg is under

the water! Finally, pass around the photo of the Northern Lights. Explain that they are caused by electricity and gases high in the earth's atmosphere. use the Northwest Passage. This will mean that it will be much cheaper to transport cargo between the Atlantic and the Pacific oceans than it is now. This, however, will greatly impact the wildlife in that area, such as polar bears and sea birds. Pass around the photo of the Helheim glacier. Explain that Greenland has got 1,784,000 square kilometres of glaciers. Only Antarctica has got more. Finally, pass around the photos of the retreating glaciers. Explain that because of global warming, glaciers all over the world are melting. Mountains of ice are turning into rocky valleys. Encourage students to say what consequences this could have.

## AB page 42 15

### Check what you know! 😂 😂

Divide the class into groups of four. Have students look at page 34. Tell them to take turns saying the pollution vocabulary items and miming actions to clean up each one. Next, get them to look at page 35. Tell them to take turns spelling the actions one letter at a time. The others guess the action and explain why it is important. After that, divide the class into pairs. In pairs, students choose one of the processes described in the unit and take turns saying sentences to describe the process. Next, they choose something they can see in the classroom. They describe what it is made of and where they think it is made. Their friend guesses the object. Finally, ask the class to complete the faces according to how they feel about what they know.

#### Read and circle the animals in the scene.

Tell students to describe the scene. Then get them to read the text and circle the animals from the text in the picture. Check by asking where each animal is in the picture. After that, write these words on the board: *huskies*, polar bear skins, oil from whales and seals. Divide the class into pairs. Tell students to discuss why these things are important to Inuit people. When they finish, elicit the answers: Because huskies pull their sleds. Because they wear clothes made of polar bear skins. Because they light their igloos with oil from whales and seals.

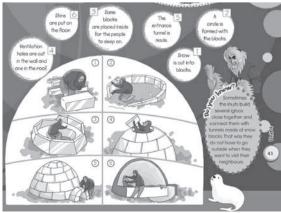
#### **Answer Key:**



#### Number the steps to make an igloo. $10^{\circ}$

Invite the class to look at the pictures and ask what the person is making: an igloo. Ask students if they have ever seen a picture of a real igloo in a book or on TV. Then tell them to look at the picture for step land find the text that describes that step: Snow is cut into blocks. Students write 1 in the box next to that text. After that, get them to read and number the rest of the texts according to the pictures. Check by saying the numbers and inviting volunteers to read the texts aloud. Finally, get a volunteer to read the Did you know? text aloud. Ask students if they would like to have a tunnel that connected them to their neighbour's house. Encourage them to say why or why not.

#### **Answer Key:**

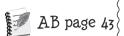


## 15'

### Call my bluff (see page 10)

Now play *Call my bluff* with passive sentences from one of the processes described in this unit. Have fun!

#### Assign homework 5 My project



10'

#### Make a re-box.

Materials: Two cereal boxes, card, white paper, a paintbrush per student.

Invite the class to look at *My* project and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then go through each step with them. Finally, remind them that they can do their project with the help of their family.



#### A friendly reminder 🐔

It is advisable to create a stress-free and supportive environment for taking

a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 96 and the *Time to check* section on page 42 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.

# Art



#### **Objectives:**

- learn the words to talk about art supplies and art forms
- practise ways to express preferences
- use relative clauses to combine information about a person, place or thing
- learn how to report what a person said



#### Light on new word

#### Art supplies

I. I				
canvas digital camera	/ˈkæn·vəs/ /ˌdɪ·dʒɪ·təl ˈkæm·rə/	abstract collage	/æb·strækt/ /kp·la;3/	
U U	1 9	0	•	
easel	/i:·zəl/	landscap	be /lænd.skeip/	
flash	/flæ∫/	mosaic	/məʊ·ˈzeɪk/	
lens	/lenz/	mural	/ˈmju:•rəl/	
oil paints	/oil peints/	portrait	/ˈpɔ:·t.ɪeɪt/	
pastels	/pæs·təlz/	self-portr	ait /self 'po:.treit/	
spray paint	/sprei peint/	still life	/stil 'laif/	
watercolours	/wɔ:·tə·kʌ·ləz/			
k				

**Art forms** 



#### **Relative clauses**

We use relative clauses to combine pieces of information in one sentence. We often do this in order to specify which person, place or thing we are talking about. We use the relative pronouns who, that and where to connect the information. We use who to add information about people: The girl has got brown hair. She goes to my school. – The girl who has got brown hair goes to my school. We use that to add information about a thing: I like the painting. It shows a beautiful landscape. – I like the painting that shows a beautiful landscape. We use where to add information about a place: This is the city. I was born here. – This is the city where I was born. The relative pronoun usually goes after the person, place or thing we are talking about.

## Reported speech (past simple)

We use reported speech to tell someone what another person said. We change the pronouns and tense of the original sentence to show that the perspective of the speaker is different: *I* don't like it. *He said he didn't like it.* In this unit, we use reported speech with the past simple to talk about people's feelings about artwork.



### Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise ways to express preferences.

- I'd rather use watercolours.
- She'd rather not go to the art gallery.





### Teaching tip

Visual materials are an important part of language teaching. They help students to learn better, by giving them the opportunity to associate new language with images. Visual materials like the *Lighthouse* posters also bring variety into the classroom, and stimulate students' creativity. Apart from bringing photos into our lessons (which help students relate language to their own world), there are a number of other things we can do:

- First, do not be afraid to draw on the board. Most of us are not great artists, but we can all use simple stick figures or line drawings, and often the worse we are at drawing, the more amusing (and memorable) our students find our efforts!
- Second, use students' work as much as possible. Encourage them to make posters of new language that include example sentences and illustrations, and display them on the classroom walls or bulletin board. In general, if your school permits, display as much students' work as you can. If you have a Visitors' Day, open a Visitors' Book and encourage people to write comments about the work on display.
- Finally, when you give feedback on written work in class or on homework, try to include a simple visual element. Drawing a smiling face, a thumbs-up sign or a picture of the sun to show that you appreciate a student's work is an effective device, and makes feedback much more personal.

Remember, by making lessons more dynamic and appealing, we can help students to enjoy learning and do it more effectively.

#### Value: Expressing yourself

Expressing yourself means communicating how you see and feel about yourself and the world around you.

#### Make an Impressionist painting.







#### **Basic competences**

In this unit, students will develop:

- Competence in Learning to learn by focusing in this unit on using art and other visual stimuli to encourage memorization of new vocabulary (TB p. 61)
- Linguistic competence by identifying and learning vocabulary related to art (SB p. 44).
- *Mathematical* competence by using numbers to identify different art forms (SB p. 45).
- Cultural and Artistic competence by learning about the Impressionist movement in France (SB p. 46).
- Competence in Processing digital information in the classroom by listening to a recorded conversation and selecting the items mentioned in the dialogue from a variety of pictures (SB p. 47).
- Competence in Autonomy and personal initiative by interpreting art and writing what feelings it inspires as well as what the model is saying in the painting (SB p. 48).
- *Linguistic competence* by reading a descriptive text about a painting and then writing their own description (SB p. 49).
- *Linguistic* competence by listening to and reading a story while looking at drawings that support contextual information (SB p. 50)
- Social and citizenship competence by reading the story The art competition to develop awareness about how friendship and the support of others can help us to achieve our goals (SB p. 51).
- Competence in Knowledge and interaction with the physical world by reading and listening to a text about France (SB p. 52)
- Competence in Learning to learn by reviewing key unit concepts and revision techniques in the Time to Check, Pictionary and My Spelling Practice sections before doing a final test (SB p. 53).

Unit 5



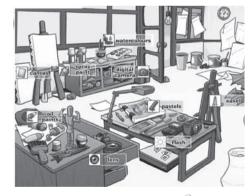
#### Warm-up: Associations (10'

Write ART on the board. Then tell students to write three words they associate with art in their notebooks: painting, sculpture, colour, etc. Next, have them compare their words with a friend. Finally, invite volunteers to read their words aloud.

#### Look and stick. 🚵 20'

Have the class look at the scene and say what it shows: an artist's studio. Then ask them to name any objects they know. Next, tell students to use the stickers for activity 1 on page 44. Say digital camera. Students find the sticker for the digital camera and choose an appropriate place to put it. They should guide themselves by the picture on the sticker. Encourage students to check with a friend that they have chosen the right place. After that, have them put the sticker in the corresponding space. They continue with the remaining stickers. Check by drawing a symbol for each art supply to elicit its name. Finally, ask students if art is important to them. Encourage them to think of different places they can find art: in books, in video games, etc.

#### **Answer Key:**



## 🗄 Listen and repeat. 📸 1.45 📅

Play track 1.45 and get students to repeat the words. Then write the words in the air. Students say them. When you finish, divide the class into pairs. Students continue the activity with their friend. Finally, invite students to say which of the supplies they use in Art at school.

13	TRACK 1.4	45	
	NARRATOR:	LISTEN AND REPEAT.	
	NARRATOR:	WATERCOLOURS	PASTELS
		CANVAS	EASEL
		SPRAY PAINT	LENS
		DIGITAL CAMERA	FLASH
		OIL PAINTS	

#### Assign homework (5'

Additional homework

📝 AB page 44 ex. 1

In their notebooks, students draw an artist's studio and label the items inside.



Materials: A sheet of paper rolled into a ball, a sheet of white paper per student.

Invite students to imagine what they would use to create their artwork if they were artists. Then ask a volunteer: Watercolours or oil paints? Ask another one: Spray paint or pastels? Continue with other volunteers. After that, point out the first picture and encourage students to tell you what choice of paints they see: watercolours and oil paints. Read the first expression aloud: I'd rather use watercolours. Invite students to repeat after you. Then toss the ball to a student and ask Watercolours or oil paints? Elicit the answer with *I'd* rather... Next, get students to stand in a circle. They toss the ball to each other giving a choice and making a decision. After that, students sit down and look at the second picture. Ask: Does the girl want to go to the art gallery? No, she doesn't. Read the expression aloud: She'd rather not go to the art gallery. Explain that the expression would rather (not) do an action shows a preference. We always use the contracted form of would: 'd. Finally, tell students to draw a picture of what they'd rather (not) do on the sheet of paper. When they finish, they show their picture to a friend. He/She makes a sentence: You'd rather not use spray paint.

#### Assign homework (5' Additional homework

AB page 44 ex. 2

In their notebooks, students write four sentences, two with 'd rather and two with 'd rather not. Then they draw a picture for each of the sentences.

## 😧 Read and number the art forms. 🔝

Tell students to look at the paintings and decide which one they like best. Meanwhile, draw eight rectangles on the board matching the positions of the paintings in the *Student's Book*. Point to the different rectangles and have students put up their hands when you point to the one they like. Encourage them to say why they like it. Next, invite a volunteer to read the first text in the frame aloud. Explain that it is a description of one of the art forms. Point to different rectangles on the board until students say Yes. Have them number the picture. After that, get them to read the texts silently and number the rest of the art forms. Finally, check by pointing to the different rectangles on the board. Students say the number.

## 🗄 Listen and repeat. 🚵 1.46 🌀

Play track 1.46 several times. Students listen and repeat the names of the art forms. Then point to the rectangles on the board and have students say and spell the new words.

3	TRACK 1.46	
5	NARRATOR:	LISTEN AND REPEAT.
	NARRATOR:	COLLAGE.
		SELF-PORTRAIT.
		PORTRAIT.
		LANDSCAPE.
		STILL LIFE.
		ABSTRACT.
		MURAL.
		MOSAIC.
_		



#### Talk about your preferences with α friend. 15'

Tell the class to look at the pairs of illustrations and say what they see in each. Then ask a volunteer to read the verb below the first pair of illustrations and express a preference about number 1 with the verb and 'd rather: I'd rather buy an abstract painting. I'd rather not buy a mosaic. After that, divide the class into pairs. Students take turns talking about their preferences.



**Draw and guess** (see page 10)

Now play Draw and guess with the art forms vocabulary. Have fun!

#### Assign homework (5') Additional homework

AB page 45

*Pictionary* pages 102 and 103. Students identify the pictures and write the corresponding words or phrases. Then they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.

## The house where he lived ...

## Ð

### Read the text quickly and complete. 10

Invite students to look at the table and read the headings. Then get them to look at the painting and say whether they like it or not and why. Next, ask students to read the text quickly and complete the table. Explain that they should not stop at every unfamiliar word, only focus on finding the information they need. Check by reading the headings aloud and having students say what they wrote.

#### **Answer Key:**

The name of an artistic movement	Impressionism	The name of an artist	Claude Monet
The name of a country	France	A date	1874

#### * Read again slowly and underline the answers in the text. (15)

Tell the class that we read texts slowly when we want to find out all the details. Get a volunteer to read the questions. Then have students read the text and underline the answers to the questions. Check by reading the questions aloud and inviting volunteers to read what they underlined aloud.

#### **Answer Key:**



Impressionism was an art movement that started in France in the second half of the nineteenth century. The Impressionists were artists who wanted to show the <u>effects of light on objects</u>. Claude Monet was one of the first Impressionists. It was his painting Impression, Sunrise that gave the movement its name. The gallery where people first saw the painting in 1874 called the exhibition The Impressionists. Many of the people who visited the exhibition were shocked at the new style. The house where Monet lived is now a museum.

## Assign homework 5

Students find a photo of an Impressionist painting on the internet, print it and stick it into their notebooks. They write the name of the artist and the title of the painting.



## 2 Listen and chant. 籠 1.47 🐻

Read the title of the chant aloud. Ask the class to describe the picture. Play track 1.47. Students listen and follow along in their books. Next, invite a volunteer to illustrate the first two lines of the chant on the board. Encourage the rest of the class to say if they agree. Continue with the remaining lines. Finally, play the CD again and invite the class to chant along.



Have a volunteer read the first two sentences aloud. Tell the class that when two sentences talk about the same person, place or thing, we can combine the information in one sentence. Ask students what the first two sentences refer to: the people. Then invite a volunteer to read the third sentence aloud. Explain that we use the relative pronoun who to connect the information. After that, get volunteers to read the next three sentences aloud. Ask what they are talking about: *pictures*. Elicit the relative pronoun: that. Next, invite volunteers to read the last three sentences and ask what the information is about: the house. Elicit the relative pronoun: where. After that, encourage students to say when we use who, that and where as relative pronouns: who - with people, that - with things, where - with places. Point out that the relative pronouns come after the noun we are talking about. Encourage students to notice what words we drop when we combine the information: the subject, prepositions of place, etc. Finally, invite the class to find examples of relative clauses in the chant.

## $\oplus$ Join the sentences. u

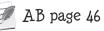
Invite a volunteer to read the first two sentences aloud. Then ask students what they talk about: the painting. Elicit what word they will use to join the sentences: that. Get a volunteer to say the new sentence and have students write it on the line. After that, have the class join the remaining sentences and write them on the lines. Check by inviting volunteers to read their sentences aloud.

#### **Answer Key:**

I've got a painting that shows a big garden. She lives in an old house where a famous artist lived.

Claude Monet was an artist who painted impressionist paintings.

#### Assign homework 5 Additional homework



Write three definitions from the *Wrap-up* activity on the board for students to copy into their notebooks. At home, students write a definition with who, that and where. Tell them to bring their definitions to the next lesson.



#### 3 Listen and match the texts with the people. 3 1.48 15

Tell students to look at the picture and describe it: It's an art gallery. There are several different people. etc. Get them to describe the people in the gallery. Then have volunteers read the texts in the speech bubbles aloud. Next, play track 1.48. Students listen and match the texts with the people. Check by naming the people: the artist, the elderly woman, etc. Students read what each of them said.

50	TRACK 1.48	
	NARRATOR: LISTEN AND MATCH THE TEXTS WITH THE PEOPLE.	
	WOMAN: SO HOW DID THE EXHIBITION GO?	
	REPORTER: IT WAS OK, BUT NOT MANY PEOPLE WENT.	
	WOMAN: WHO WAS THERE?	
	REPORTER: THERE WAS AN ELDERLY MAN AND WOMAN, A	
	YOUNG MAN, THE ARTIST OF COURSE, A YOUNG	2
	COUPLE WITH TWIN GIRLS. AND ME. I TALKED TO	3
	ALL OF THEM.	1
	WOMAN: WHAT DID THEY SAY?	1
	REPORTER: THE ARTIST SAID HE WAS VERY EXCITED ABOUT	
	THE EXHIBITION. THE ELDERLY WOMAN SAID THE	
	PAINTING WAS WONDERFUL!	
	WOMAN: OH, GOOD!	
	REPORTER: YES, UNFORTUNATELY HER HUSBAND SAID THE	
	PAINTING DIDN'T MEAN ANYTHING TO HIM. THE YOUNG	
	COUPLE SAID THEY LOVED IT. AND THE YOUNG MAN	
	SAID HE COULD PAINT BETTER THAN THAT!	
	WOMAN: YOU'RE KIDDING!	
	REPORTER: AND THE TWINS JUST SAID THEY WERE HUNGRY!	
	WOMAN: AND WHAT ABOUT YOU? WHAT DID YOU SAY?	
	REPORTER: I SAID I DIDN'T UNDERSTAND IT.	
	WOMAN: OH, WELL.	

#### **Answer Key:**



#### Assign homework (5)

Students create three abstract paintings by cutting out three squares or rectangles from magazines. They stick the cutouts into their notebooks. Next, they draw a person looking at each painting. Finally, they write one of the sentences from activity 3 next to each person.



Invite a volunteer to read the first sentence aloud. Point out the highlighted words. Ask: Who said We like the gallery? The young people. Then tell them that the word said refers to the past. Read the next sentence and ask the difference between the first sentence and this one: In the first sentence, we say the exact words that the young people said. In the second, we report what they said. Point out that when we report the sentence, we have to change the subject pronoun from we to they and put the verb into the past simple. After that, have another volunteer read the next two sentences aloud. Point out the changes: the woman – She / I'm – She was. Also point out that we do not use quotation marks when we report what a person says. Finally, do the same for the last two sentences.

#### Beport to a friend what these people said. (10')

Invite a volunteer to read aloud what the young man says: It looks like a dog. Then have another student read the reported sentence that the boy in the photo says. After that, divide the class into pairs. Students take turns reporting what the people said to their friend. When they finish, have them change roles and report again. Finally, ask some students to report the sentences to the class.



Divide the class into pairs: student A and student B. Student A looks at page 114 and student B looks at page 118. Student A listens to what student B reports and writes the exact words of what people say. Then he/she reports to student B what people in his picture said. Finally, invite a pair of volunteers to read what the people in their pictures say aloud.



**Chinese whispers** (see page 10) Now play Chinese whispers with

reported speech. Have fun!

Assign homework (5')

AB page 47

10'

## Time to practise!

## Imagine and write what the people are saying. 15

Have students look at the first painting. Explain that it is a caricature of a famous painting and elicit or say the name of the painting and the artist: the Mona Lisa, by Leonardo da Vinci. Then get the class to give ideas of what the woman is saying. Encourage them to be as creative as possible: My head hurts. I want to have lunch. This bird might bite me. After that, divide the class into pairs. They imagine what the people are saying in each of the paintings. Finally, students write their favourite ideas in the speech bubbles. Get several volunteers to read what they wrote to the class.

#### **Answer Key:**

Student's own answers.

#### Play a guessing game with a friend. 15

Invite a volunteer to report what he/she imagined one of the people was saying. Make sure the volunteer reports the person's words in the past: *He said he wanted to cry*. Have other students guess the number of the picture. Then divide the class into pairs. Students take turns reading what people said and guessing the picture.

#### Assign homework (5') Additional homework

🖉 AB page 48 ex. 1

Students choose two of the paintings from activity 1. They find the title of the real painting and the name of the artist and write them in their notebooks. **2** Sing α song. **3** ^{1.49} 15

Write on the board: What art forms does the singer mention? Then play track 1.49. Students listen for the art forms. When the song finishes, elicit the forms: still life, collage, portrait, mosaic. Ask the class who the singer is: the owner of an art gallery. Next, play the CD again. Students listen and follow along in their books. Invite them to underline words that are used to describe art forms: super, fantastic, great, confusing. After that, divide the class into two groups. Play track 1.49 again. Groups take turns singing the verses. The whole class sings the chorus. When they finish, groups switch roles and sing the song again.



#### Assign homework (5'

Additional homework

AB page 48 ex. 2

Students choose one of the art forms the singer describes. Then they draw a picture in that style on a sheet of white paper.

Time to write

### Complete the description. 15

Tell the class to look at the painting. Ask students if they have seen it before and if they know who the artist is. Ask volunteers for words that could describe it: a room, a bed, bright colours, etc. Explain that they are going to learn how to describe a painting. Ask students how many sections the text has got: three. Invite a volunteer to read the introduction aloud. Elicit what information the writer includes in this section: the name of the painter, the subject of the painting, a general comment about the artist's style. Elicit the name of the artist and the title of the painting: Vincent van Gogh, Bedroom. Tell them that Van Gogh was a Dutch Impressionist who lived in the south of France most of his life. His paintings are very famous for their bright colours and free lines. He painted many pictures of sunflowers and the countryside near where he lived. Next, tell students to look at the description. Point out that here the writer describes where things are in the picture and what colour they are. Ask a volunteer to read the names of the colours in the box. Invite a volunteer to read the first sentence of the description aloud. Elicit the missing colour: rich brown. Have students write the words in the space, then complete the rest of the sentences individually. Check by asking volunteers to read the completed sentences aloud. Finally, read the writer's opinions aloud. Elicit the adjectives the writer uses: warm, full of life. Point out that in the last sentence, the writer says if he or she likes the painting or not. Ask students whether they agree with these opinions. Encourage them to give their opinions. Tell them it is OK to have a different opinion because every person perceives art differently.

#### **Answer Key:**

#### A description of the painting

On the left, the	re's a <u>r</u> i	ich brown	_ chair. <u>Nex</u>	t to the door	, there's a piece of cloth
hanging on a hoo	k. <u>On the back</u>	wall, there's a	bright	vellow	window, a mirror and
a landscape pain	ting. Below the	window, there's	another cha	ir next to a t	table. The bed is on the
right with a	vivid red	bed cov	er. <u>On the ri</u>	<u>ght wall</u> , the	re are four paintings.
The door is	royal blue	The flo	or is	dark green	and yellow.

## Complete the locations with the underlined phrases. 10

Invite a volunteer to read the underlined phrases in the description aloud. Elicit that all the phrases describe where things are in the painting. Then have students look at the first picture. Elicit the phrase: On the left. Invite students to point to this part in the painting. Next, have students write the phrase in the space. Continue with the remaining locations. When they finish, ask about the locations: Where's the chair? Next to the door.

#### **Answer Key:**



#### Describe a painting of an Impressionist artist in your notebook. 15

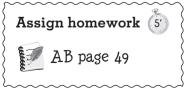
Get students to look at the picture. Tell them it was painted by the artist Claude Monet. The name of the painting is *Argenteuil*. Invite them to say what they can see and if they like the picture. Then have them write a description. When they finish, encourage them to compare what they have written with a friend. Finally, invite some volunteers to read their descriptions to the class.

#### Bulletin board idea (15'

**Materials:** One sheet of poster paper per group, photos of people and objects typically found in a school, wool, pieces of material, coloured paper, colouring pencils, scissors, glue.

Divide the class into groups of four. Hand out the materials. Tell students they are going to make a collage of a scene in their school. Encourage them to plan their collage first. Get them to think of different scenes: *in a classroom, in the playground, during the morning assembly, in the hall, going home.* Have them choose one and think about what elements they want to include. Then get them to choose the materials they are going to use. Next, have them assign jobs inside the group and start working. Make sure they write a title on their collage. When they finish, get them to pin their work to the bulletin board.

<u>Unit 5 - Student's Book page 49</u>



## The lighthouse keepers' story



#### Before you read (15) Draw yourself with your best friend.

Tell students to close their eyes and think of their best friend. Then have them open their eyes and draw a picture of themselves with that friend in the frame. When they finish, encourage students to look at the portrait of the person next to them.

#### **Answer Key:**

Student's own drawings.

## Listen to the first part of the story.

Invite a volunteer to read the title of the story aloud. Ask them if they have ever taken part in an art competition. Then have the class look at the pictures and predict what is going to happen in the first part of the story. Next, tell them to close their books. Write these questions on the board:

What did Steve's mum and dad want him to do? What happened after the exams?

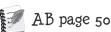
What did the teachers tell Steve's mum and dad? What was Clara's idea?

After that, play track 1.50. Students listen for answers to the questions. When the track finishes, tell them to discuss their answers with a friend. Then ask students to open their books. Play the CD again. Students listen and follow along in their books. Finally, elicit answers to the questions from the class. Ask why Steve smiled at the end: Because he was going to help Clara with her art.

### • Now read the story in pairs. (10)

Divide the class into pairs. One student in each pair reads the first half of the text aloud. Then his/her partner reads the rest. When they finish, students switch roles and read again.

#### Assign homework (5' Additional homework



In their notebooks, students draw a picture of Steve's report and marks. The report should include the following subjects, and a comment by the teacher for each: Math, English, PE, Art.

### Listen to the second part of the story.

Invite students to say what Steve's problem was and what Clara suggested. Then play track 1.51. Students listen and follow along in their books. When they finish, tell them to look at each of the pictures in turn and say what it shows. Finally, ask students if they think Steve's parents were right to give more importance to Maths and English than to Art.

#### Now read the story in pairs. 10

Divide the class into pairs. Tell one student in each pair to close his/her book. Then have the other student read the first half of this second part of the story aloud, changing some of the information. The first student corrects the information. After that, get students to switch roles and do the same for the second half of this part of the story.



## After you read 5

Underline the correct option.

Explain to students that this is a multiple-choice activity. They should read each question with its options and underline the correct option. If they are not sure which option is the correct one, they should reread that part of the story to find the answer. Invite a volunteer to read the first question and choose the right answer. Have another volunteer find the answer in the text. Next, invite students to do the rest of the activity individually. Check by reading the questions aloud and having the class say the letter of the correct answer. If they disagree about any of the answers, encourage them to read aloud the part of the story that includes the relevant information.

#### **Answer Key:**

- 1. ... art.
- 2. ... because his exam results were bad.
- 3. She offers to study with him.
- 4. Steve does much better.
- 5. He painted her portrait.
- 6. ... because he won a competition.

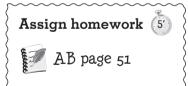


#### Value: Expressing yourself

#### Make an Impressionist painting. (15)

Materials: One photocopy of craft templates 5a and 5b (see the Values Section on the Teacher's Resource CD-ROM) per student, colouring pencils, scissors, glue.

Tell students that expressing yourself through art means using art to communicate how you see and feel about the world. Then get them to look again at Van Gogh's picture of his bedroom. Ask them what they think the picture tells us about Van Gogh. After they give their ideas, explain that Van Gogh had a very extreme personality. He was very passionate and impatient. He worked very quickly. Point out that the way Van Gogh used warm, bright colours tells us a lot about his personality. Cold, pale colours communicate calm and mystery. Next, hand out the craft templates. Ask students what they think the subject of the painting is. Then get them to look at the colour key. After that, have students colour the painting. Encourage them to think about what feelings the colours of the painting communicate. When they finish, they cut it out. Next, they colour and cut out the frame. After that, they stick the painting into the frame. Finally, ask students to express their opinions about the painting and how it makes them feel.





Warm-up: Let's talk about France

Materials: A map of the world, a picture of Joan of Arc, photos of Gérard Depardieu and Zinédine Zidane.

Display the map and invite a volunteer to point to France. Then encourage students to say anything they know about France. After that, pass around the picture of Joan of Arc and the photos of Gérard Depardieu and Zinédine Zidane. Ask students if they recognize any of the people. Finally, give a little information about each person: Joan of Arc

## Read and complete with the corresponding letters.



15'

Ask a volunteer to read the captions of the photos aloud. Invite volunteers to tell you which place or object they recognize. Explain that the French Open and the Tour de France refer to sports competitions. Then tell the class to read and complete the text with the letters that correspond to the captions. Tell students they should read all the words around the space carefully to be sure what the text refers to. Check by having students read the text aloud. Finally, ask students if they would like to visit France and what they would do there.

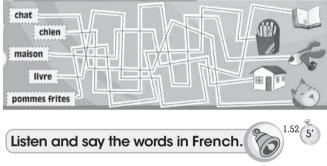
## Answer Key:

France is the largest country in Western	France is This is a bicycle race
Europe. The capital of France is Paris.	that takes place in July. The cyclists
The most famous landmark in France	ride for over 3,218 kilometres! Many
is <u>C</u> . It was designed by Gustave	French people like to go <u>d</u> in the
Eiffel and was completed in 1889. Another	winter. In the summer they go to the
famous place in Paris is theC	beach or they go camping and hiking in
Cathedral. Victor Hugo wrote a book	the Pyrenees. Food and wine are also very
about it called The Hunchback of Notre	important for French people. Some famous
Dame. From mid-May to early June, there	French dishes are <u>b</u> (snails),
is a famous tennis tournament in Paris.	coq-au-vin (chicken in wine),
It's called	ratatouille (a vegetable dish) and
Another famous sports competition in	bouillabaisse (fish soup).

#### Draw the paths and discover the meaning.

Invite students to look at the words in the left-hand column and say what language it is: *French*. Then, encourage them to guess what the words mean. Accept all answers. Next, get students to draw the paths and explain that the picture at the end of each path reveals the meaning of the word. Finally, ask if their guesses were correct. was a very brave girl from a poor family who lived in the 15th century. She had religious visions that inspired her to lead the French army against the English. She won many victories. Gérard Depardieu is a famous French actor. He has made many films. He played the part of Obelix in the Asterix films. Zinédine Zidane is the son of Algerian immigrants to France. He became one of the greatest football players of all time. He never lost contact with the poor part of Marseille where he was born and today runs football schools for children all over the world.

#### **Answer Key:**



Play track 1.52. Students listen and say the words in French. When they finish, ask them if they like the sound of French.

## AB page 52 15

5'

### Check what you know! 😂 🗁 🔇

Divide the class into pairs. Have them open their books to page 44. Tell them to review the words and their meanings. Then ask them to close their books. Students take turns drawing a picture of the different art supplies in the air. Their friend says the words. Then dictate the following sentences to the class: I want to go home. I feel hot. I'm playing tennis. I don't drink coffee. I've got a headache. I can listen to music at school. Students report the sentences to their friend: She said she wanted to go home. She said she felt hot. Finally, ask the class to complete the faces according to how they feel about what they know.

## Listen and match the artists with the paintings.



Invite students to look at the paintings and say what each one shows. Encourage them to say which painting they like the most. Then read the artists' names aloud. Explain that the names are in the wrong order. Next, play track 1.53. Students listen and match the artists with the paintings. Check by drawing three rectangles on the board and pointing to each in turn. Students say the name of the artist. After that, write these items on the board: Napoleon, Polynesia, 1985. Play the CD again. Students listen for what the track says about each item. Check by eliciting the information from students: David admired Napoleon. He painted him many times. He tried to make Napoleon look heroic. Gauguin went to Polynesia because he wanted to find a more natural way to live. He painted many scenes of life in Polynesia. "Monsieur A" started doing graffiti in 1985.

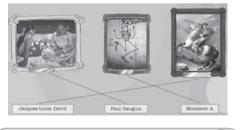
#### TRACK 1.53

NARRATOR: LISTEN AND MATCH THE ARTISTS WITH THE PAINTINGS. NARRATOR: JACQUES-LOUIS DAVID WAS BORN IN 1748. HE PAINTED IN A CLASSICAL STYLE. HE WAS AN ADMIRERER OF THE FRENCH EMPEROR NAPOLEON, AND PAINTED HIM MANY TIMES. HE ALSO TRIED TO MAKE NAPOLEON LOOK VERY HEROIC.

PAUL GAUGUIN WAS BORN IN 1848. HE WAS A FRIEND OF VINCENT VAN GOGH. HE GOT TIRED OF EUROPE AND TRAVELLED TO POLYNESIA, WHERE HE WANTED TO FIND A MORE NATURAL WAY TO LIVE. HE PAINTED MANY SCENES OF INDIGENOUS LIFE THERE.

ANDRÉ, ALSO KNOWN AS "MONSIEUR A," IS A FRENCH GRAFFITI ARTIST. HE STARTED DOING GRAFFITI IN 1985. HIS GRAFFITI USUALLY INCLUDE A STICK FIGURE WITH A TOP HAT AND AN X IN PLACE OF ONE OF THE EYES. HE WORKS MOSTLY IN PARIS.

### Answer Key:



Stick the pieces to discover a famous painting.

Tell students to use the stickers for *Light up the world* on page 53. Students arrange the stickers to make a picture. When they are sure the pieces are in the correct place, they stick them on the page. When they finish, ask them if they like the picture. Explain

10'

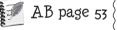
that Henri Rousseau worked at the same time as the Impressionists. His style is called *naïf*. The word *näïf* means "*innocent*" in French. Rousseau's style is called like this because it looks as if it was painted by a child. Finally, invite a volunteer to read the *Did you know*? information aloud. Ask them what they think Van Gogh would say if he knew how much people pay for his paintings now.

### **Answer Key:**



**Correct it!** (see page 10) 10 Now play Correct *it!* with the language from this unit. Have fun!

Assign homework 5 My project



### Make an All about me collage.

Materials: One sheet of paper, aluminium foil, photos and small objects that represent special people and events per student.

Invite the class to look at *My* project and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then go through each step with them. Finally, remind them that they can do their project with the help of their family.



### A friendly reminder

It is advisable to create a stress-free and supportive environment for taking

a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 97 and the *Time to check* section on page 52 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.

# Sports



- learn the words to talk about sports facilities and equipment
- learn what to say when people score points in different sports
- use the present perfect with for and since
- talk about necessity with need to



### Sports facilities

American football field baseball pitch basketball court bowling alley boxing ring football pitch golf course hockey arena swimming pool tennis court /ə,me.rı.kən 'fot.bɔ:l fi:ld/ /'beıs.bɔ:l pıtʃ/ /'ba:s.kıt.bɔ:l kɔ:t/ /'bəu.lıŋ ,æ.lı/ /'bək.sıŋ rıŋ/ /'fot.bɔ:l pıtʃ/ /'gplf kɔ:s/ /'ho.kı ə,rı:.nə/ /'swı.mıŋ pu:l/ /'te.nıs kɔ:t/

### Sports equipment

baseball glove basketball hoop diving board goal golf club helmet hockey puck hockey stick tennis racket volleyball net /'beis·bɔ:l glʌv/ /'ba:s·kıt·bɔ:l hu:p/ /'dai·vıŋ bɔ:d/ /gəʊl/ /'gəlf klʌb/ /'hel·mɪt/ /'ho·kɪ pʌk/ /'ho·kɪ stɪk/ /'te·nis ˌræ·kɪt/ /'vɒ·lī·bɔ:l net/





### For / since

Light on grammar

We use the present perfect to talk about whether or not an action occurred. When we want to specify how long a situation has existed, we use for + an amount of time: I have lived here for three years. When we want to specify how long ago an action occurred, we use since + a specific time in the past or a date: He's been a professional since 2008.

### Need to

We use need to + the base form of the verb to express that an action is necessary. When we talk about another person, we say needs to. To ask if something is necessary, we use *Do / Does* + the subject + need to + the base form of the verb. We can ask for more information by adding a question word to the beginning of the question: (*What*) does he need to wear?



72

### Light on real language

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise expressions people use when they score points in different sports.

- Home run!
- Touchdown!
- Goal!
- Hole in one!
- Game point!





### Teaching tip

Most teachers tend to be analytical, book-oriented learners. Because of this, it is easy to forget that many of our students are not like us. Indeed. some of them can be very different — they are sometimes strongly kinesthetic, preferring to learn by moving around and doing things. When students like this are forced to sit still for long periods, they become restless and potentially disruptive. One way to work with these students is to give them class jobs, like opening the windows, getting things from the cabinet, or cleaning the board. Another is to include in your teaching plenty of activities such as mime, role play and games that involve physical movement. You will be rewarded by seeing how enthusiastically your kinesthetically inclined students participate. And finally, don't forget to use the Bulletin board, Values and My project activities included in Lighthouse. Activities like these usually involve making something, and are ideally suited to learners with a kinesthetic orientation.

#### Value: Playing fair

Playing fair means respecting the rules when you play a sport.









In this unit, students will develop:

- Social and citizenship competence by making a mini basketball hoop to remind them to always respect the rules of a game and not to cheat (TB p. 73)
- Cultural and artistic competence by learning expressions used in English to talk about scoring in sports (SB p. 54).
- *Linguistic competence* by identifying and learning vocabulary and expressions related to sports (SB p. 55).
- Competence in Processing digital information in the classroom by listening to a recording about Pau Gasol and identifying words in text (SB p. 56).
- Social and citizenship competence by participating in pair work to complete an information gap activity about Fernando Alonso (SB p. 57).
- Linguistic competence by using the Present Perfect to write questions and later conduct a controlled interview with a classmate (SB. p. 58).
- Competence in Knowledge and interaction with the physical world by reading a text about two sports stars and answering comprehension questions SB. p. 59).
- *Mathematical competence* by practising talking about different dates and distances regarding marathons (SB. p. 60).
- Competence in Autonomy and personal initiative by reading the story Marathon heroes to focus on the importance of autonomy and initiative in achieving one's personal goals (SB. p. 61).
- Cultural and Artistic competence by reading and listening to a text about Scotland (SB p. 62).
- Competence in Learning to learn by reviewing key unit concepts and revision techniques in the Time to Check, Pictionary and My Spelling Practice sections before doing a final test (SB p. 63).

🔊 Unit 6



# **Sports**

### Warm-up: Spelling tennis (20'

Materials: A sheet of paper rolled into a ball. Ask students what their favourite sports are. Then, ask Who wants to play tennis with me? Choose a volunteer, say football and toss the ball to a student. Tell him/her to spell the word. If the student spells the word correctly, he/she wins a point. If not, you win a point. Next, have the student toss the ball back and say a different word related to games and sports that they know from previous years. Spell the word. Continue with two other words. After that, divide the class into groups of four. Students play spelling tennis in their groups.

### Look and stick. 🚵 🔟



Invite the class to look at the picture. Ask if they recognize the sports that the stick figures represent. Then tell students to use the stickers for activity 1 on page 54. Students put the stickers in the spaces according to the shape of the place. Finally, read the names of the places and have volunteers mime the sport that is played there.

### **Answer Key:**



### Listen and repeat. ^{1.54} 10¹

Play track 1.54 and get the class to repeat the words. Then name some sports and have students give the names of the places where these sports are played.

100		
9	TRACK 1	.54
	NARRATOR:	LISTEN AND REPEAT.
	NARRATOR:	AMERICAN FOOTBALL FIELD.
		GOLF COURSE.
		BASEBALL PITCH.
		TENNIS COURT.
		BASKETBALL COURT.
		SWIMMING POOL.
		BOWLING ALLEY.
		HOCKEY ARENA.
		BOXING RING.
		FOOTBALL PITCH.
_		

### Assign homework (5) Additional homework

🗊 AB page 54 ex. 1

Students choose five sports facilities and look on the internet to find the names of well-known examples. Then, in their notebooks, they write the names of the facilities and where they are: a football pitch – Maracanã Stadium, Rio de Janeiro; a tennis court – Wimbledon, London; a boxing ring – Madison Square Garden, New York.



real language (20')

Ask students to look at the first picture and identify the sport: baseball. Then invite students to say any words and phrases related to baseball that they know. Next, say home run. Invite students to explain what a home run is. Continue in the same way for the rest of the pictures and expressions. When you finish, ask students if they are fans of any of the sports. Encourage them to say who their favourite team or player is. After that, tell the class to imagine they are sports commentators. Name a sport. Students say the expression in the same way a sports commentator would say it. Finally, invite students to illustrate each expression in their notebooks.

### Assign homework (5' Additional homework



AB page 54 ex. 2

Students cut out a picture of an athlete scoring a goal, winning a game point or hitting a hole in one from a newspaper or magazine. Then they stick the picture into their notebooks and write the appropriate expression beside the picture.

### Find and count the objects in the picture. 10

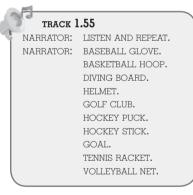
Tell the class to look at the picture and say what they see. Then have students look at the picture next to the phrase *basketball* hoop. Ask them how many hoops they can see in the picture: two. Students write 2 in the box. Next, get them to find and count the rest of the sports accessories and write the numbers in the corresponding box. Check by saying the names of the items aloud and inviting students to say how many of each they have found.

### Answer Key:



### 🗄 Listen and repeat. 🚵 🖽 👘

Play track 1.55 several times. Students listen and repeat the new words. Then draw the outline of one of the objects in the air and say the name of the sport: *hockey*. Students say the object: *hockey stick*. Next, divide the class into pairs. Students take turns drawing the objects in the air and saying their names. When they finish, have them switch roles and continue.





### $\oplus$ Listen and number the events. (a) $^{1.56}$ (10)

Have the class look at the photos and say which sport each one shows. Then play track 1.56. Students listen and number the sports in the order they hear the expressions. When they finish, encourage them to compare answers with a friend to check. Check by saying the number of each event. Students say the expression.

#### TRACK 1.56 NARRATOR:

LISTEN AND NUMBER THE EVENTS.
AND THAT'S A HOME RUN!
IT'S A HOLE IN ONE!
goal! goal! goal to arsenal!
AND THAT'S A GAME POINT TO FEDERER.
AND JENNER RUNS FOR THE LINE
TOUCHDOWN!

### **Answer Key:**

- 1. Home run!
- 2. Hole in one!
- 3. Goal!
- 4. Game point!
- 5. Touchdown!



Dance it! (see page 10) (5'

Now play Dance it! with the sports vocabulary from this page. Have fun!

### Assign homework (5'

AB page 55

Additional homework Pictionary pages 104 and 105. Students identify the pictures and write the corresponding words or phrases. Then they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.



# He has lived here since June



Listen and circle the words vou hear. 🚵 1.57 10

Ask students what they know about Pau Gasol. Then invite a volunteer to read the words aloud. Explain meaning as necessary. Play track 1.57. Students circle the words that are mentioned in the recording. Check as a class by getting volunteers to say the words they have circled.

#### **TRACK 1.57**

NARRATOR: LISTEN AND CIRCLE THE WORDS YOU HEAR. NARRATOR: PAU GASOL HAS LOVED BASKETBALL SINCE HE WAS A CHILD. HE STARTED PLAYING AT SCHOOL AND JOINED BARCELONA WHEN HE WAS SIXTEEN. HE STARTED STUDYING MEDICINE AT UNIVERSITY, BUT SOON DECIDED TO CONCENTRATE ON HIS BASKETBALL. HE MOVED TO THE USA IN 2001 TO PLAY FOR THE MEMPHIS GRIZZLIES. AFTER THAT, HE MOVED TO LOS ANGELES TO PLAY FOR THE LAKERS. (THE LAKERS TEAM HAS PLAYED BASKEBALL IN LOS ANGELES FOR ALMOST 50 YEARS.) PAU HAS BEEN WITH THE LA LAKERS SINCE 2008. HE HAS ADMIRED MICHAEL JORDAN FOR MANY YEARS AND SAYS THAT WHEN THEY PLAYED TOGETHER. IT WAS ONE OF THE BEST DAYS OF HIS LIFE.

### **Answer Key:**



### [±] Listen αgαin and complete with the words you have circled. 🚵 1.57 🔊

Play track 1.57. Students complete the text with the words that they have circled. Check by inviting volunteers to read the completed text aloud.

### Underline examples of the present perfect. (10')

Elicit how we form the present perfect. Then tell the class to find and underline an example of the present perfect in the text. Next, have them read the rest of the text silently and underline other examples of the present perfect. Check by inviting volunteers to read their sentences aloud.

### **Answer Key:**

Pau Gasol has loved basketball since he was a child. He started playing at school and joined Barcelong when he was sixte to <u>concentrate</u> on his basketball. He moved to the USA in



to Los Angeles to play for the Lakers. (The Lakers <u>team</u> has played basketball in Los Angeles for almost 50 <u>years</u>.) Pau has been with the LA Lakers since 2008. He has samired Michael Jordan for many years and says that when they played together, it was one of the bost days of his life.

### **⁺** Classify the time expressions in the text. (10)

Tell the class to find for and a time expression in the text: for almost 50 years. Write it on the board and ask what information it gives: the amount of time that the Lakers have played in LA. Next, elicit an example with since: since he was a child. Write it on the board and ask what information it gives: the time when he started playing basketball. Then students find more examples with for and since and write them in the corresponding column. Check by having volunteers read their answers aloud.

### **Answer Key:**

For: almost 50 years, many years Since: he was a child, 2008



### 2 Listen and chant. 籠 1.58 🝻

Read the title aloud and explain its meaning. Play track 1.58. Ask students who chants it and where they can see them: cheerleaders / at American football matches. Play the first half of the chant again, doing cheerleader moves. Students imitate you. Then divide the class into four groups. Tell them to prepare some moves to go with the second part of the chant. Play the CD again. Groups take turns doing the chant with their moves. Finally, have students vote on the best moves.



Invite a volunteer to read the questions and the answers aloud. Point out that we use How long with the present perfect to ask about the duration of time of an action or situation. Encourage students to find the difference between the two answers using the previous activity as a guide: With for, we add an amount of time. With since, we add the specific time when the action or situation began.

### Ask and answer questions with your friend. (10')

Tell students to look at the prompts and ask a volunteer to make a question: How long have you been at this school? Invite another volunteer to answer. Then divide the class into pairs and have them take turns asking and answering the questions.

Assign homework (5' AB page 56

### 🚯 Listen and mark (🗸 or X). 🚵 1.59 👸

Ask students to describe the scene: A reporter is interviewing three children who play sports. Play track 1.59 and get them to say what sport each child participates in. Then have them read the pieces of paper individually. Play the CD again and have students mark what is necessary and what is not necessary for the children when they do their sports. Check by reading the texts and getting students to say Yes or No.

#### TRACK 1.59

6		IRACK 1.55
	NARRATOR:	LISTEN AND MARK.
	REPORTER:	HI, JOANNA, YOU'RE A RUNNER, RIGHT?
	JOANNA:	YES, THAT'S RIGHT. I RUN THE 100 METRES.
	REPORTER:	WHAT DO YOU NEED TO DO TO BE A SUCCESSFUL
		RUNNER?
	JOANNA:	WELL, YOU NEED TO HAVE GOOD SHOES. BUT YOU
		DON'T NEED TO RUN EVERYWHERE OR WEAR KNEE
		PADS.
	REPORTER:	AND WHAT HAPPENS IF YOU FALL DOWN?
	JOANNA:	I DON'T USUALLY FALL DOWN.
	REPORTER:	THANKS, JOANNA. NOW, KARL, WHAT'S YOUR SPORT?
	KARL:	I PLAY FOOTBALL.
	REPORTER:	AND WHAT DO YOU NEED TO DO TO BE A GOOD
		FOOTBALL PLAYER?
	KARL:	TO BE REALLY GOOD, YOU NEED TO PLAY LOTS OF
		GAMES. YOU ALSO NEED TO DO EXERCISE AT THE
		GYM.
	REPORTER:	do you need to wear a helmet?
	KARL:	NO, YOU ONLY NEED TO WEAR A HELMET IN AMERICAN
		FOOTBALL.
	REPORTER:	OH, THAT'S RIGHT. AND YOU, PETRA?
	PETRA:	HI. I'M A SWIMMER.
	REPORTER:	THAT'S VERY INTERESTING. WHAT DO YOU NEED TO DO
		TO BE A GOOD SWIMMER?
	PETRA:	WELL, I NEED TO LIFT WEIGHTS.
	REPORTER:	REALLY?
	PETRA:	YES, I NEED TO BE VERY STRONG TO SWIM FAST.
	REPORTER:	OH, AND WHAT ELSE DO YOU NEED TO DO?
	PETRA:	I NEED TO SWIM EVERY DAY.
	REPORTER:	DO YOU NEED TO HAVE A SWIMMING POOL AT HOME?
	PETRA:	NO, YOU DON'T. I GO TO A SWIMMING POOL NEAR MY
		HOUSE.
	REPORTER:	THANK YOU ALL VERY MUCH.
	THE CHILDREN	: BYE!

### **Answer Key:**

have good shoes 🔽	play lots of games	$\checkmark$	lift weights	1
run everywhere 🔀	do exercise at the gym	1	swim every day	1
wear knee pads 🕅	wear a helmet	×	have a swimming pool at home	X

### Complete the sentences with needs to or doesn't need to. 15

Invite a volunteer to read the first sentence aloud. Then have students look again at the items they marked in the previous activity. Point out that each column corresponds to one of the children. Ask Does Joanna need to have good shoes? Yes. Next, tell students to complete the sentence with needs to. Then have them complete the rest of the sentences individually. Check by getting students to read the completed sentences aloud.

### **Answer Key:**

- 1. Joanna needs to have good shoes.
- 2. She doesn't need to run everywhere.
- 3. Karl needs to do exercise at the gym.
- 4. He doesn't need to wear a helmet.
- 5. Petra needs to lift weights.
- 6. She needs to swim every day.



grammar in

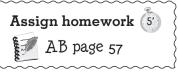
Invite a volunteer to read the first question aloud. Explain that we use this question when we want to know if an action is necessary. Invite a pair of volunteers to read the short answers aloud. Explain that we do not need to repeat *need* to and the action. After that, get a volunteer to read the second question aloud. Ask how it is different from the first question: The first question is a yes / no question. This question asks for information. Have two volunteers read the sentences aloud. Point out that when we use *need* to to talk about another person, we add -s. The negative form is doesn't need to.

### Talk about the baseball player with a friend. 10

Tell students to look at the pictures. Elicit what the player is doing in each one: eating well, lifting weights in a classroom, watching TV, practising a lot. Then invite a volunteer to form a question about the first picture: Does he need to eat well? Elicit the answer: Yes, he does. After that, divide the class into pairs. They take turns asking and answering questions about the baseball player.

Pair work (15'

Divide the class into pairs: student A and student B. Student A looks at page 114 and student B looks at page 119. Ask them who the person in the photo is: *Fernando Alonso*. Then explain that the texts are the same, but different information is missing in each version. Students should ask each other questions with *How long* to complete their text. When they finish, have them compare texts with their partner to check.



## Time to practise!

### Warm-up: Who am I? (15')

Tell the class you are a famous athlete. Then have students ask a maximum of five questions to find out who you are. Encourage them to ask some of the questions with need to. You can only answer Yes or No. After that, divide the class into pairs. Students play the game with their partner.

#### -**61**0-Complete the questions. (10)

Get students to look at the pictures and say what sport each person plays. Then tell them to look at the information about Kathy. Point out the prompts and the incomplete questions. Next, ask what the first question is: How long has she been a pro? After that, have them complete the rest of the guestions individually. When they finish, check by inviting volunteers to read the questions aloud.

#### **Answer Key:**

#### Kathy:

**Billy:** 

for the NFL?

How long have you been a pro? How long have you taught golf?

#### **Justine:**

How long have you been World Number 1? How long have you had the How long have you played same racket?

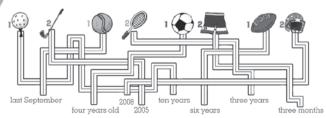
football? How long have you lived in Brazil? Mike: How long have you had a doa?

How long have you played

⁺ Draw the paths and answer the questions with  $\alpha$  friend. (15)

Point out the pictures and elicit the names of the objects and the sports. Then ask who plays golf: Kathy. Invite a volunteer to read the first question for Kathy aloud: How long has she been a pro? Tell students to draw the path for the first golf picture to find the answer: For ten years. Do the same with the second question. After that, divide the class into pairs. Tell students to draw the paths and find the answers for the rest of the questions. Finally, they should take turns asking and answering the questions with  $\alpha$  friend.

**Answer Key:** 



### Assign homework (5' Additional homework

AB page 58 ex. 1

Students choose one of the people from activity 1. Then they make a sculpture of the person from modelling clay. After that, they write a short paragraph about the person on a sheet of paper. The paragraph should begin like this: This is (Justine). She is a famous (tennis player). She's got... Finally, they attach the model to the paper.



### Sing α song. 🔊 1.60 (15)

Ask students to close their books. Play track 1.60. When the song finishes, ask who the people in the song are: a reporter and a sports star. Then play the CD again. Tell students to listen for the reporter's questions and the star's answers. After they finish listening, elicit the questions and answers: How long have you lived here? – I've only been here for a day. Do you like our town? – I like your town. How long have you played baseball? - I've played baseball since I was young. Do you plan to stay around? - That's all I can say. Next, tell the class to open their books. Play track 1.60. Students listen and follow along in their books. Finally, divide the class into two groups. One group sings the part of the reporter, and the other sings the part of the star. The whole class sings the chorus. When they finish, have groups switch roles and sing again.

#### Assign homework (5' Additional homework

AB page 58 ex. 2

Tell students their favourite athlete is going to visit their school. In their notebooks, students write five questions they would like to ask the person.

Time to write

# Read and underline the corresponding parts with the correct colour. (10)

Tell students to look at the photos and elicit the names of the people: *Tiger Woods, Maria Sharapova*. Get students to say anything they know about these sports figures. Then have the class look at the text. Explain that it's got information about Tiger and Maria but that the information is mixed. Next, invite a volunteer to read the first two sentences of the text aloud. Ask who each of the sentences is about: *The first sentence is about Tiger. The second is about Maria*. Get the class to underline the sentence about Tiger in blue and the sentence about Maria in red. Then have students underline the rest of the sentences in the same way. When they finish, invite a volunteer to read only the sentences that refer to Tiger Woods. Ask another volunteer to read about Maria Sharapova. Finally, tell students that a text that describes the life of a person is called *a biography*.

#### Write the biographies of Tiger Woods and Maria Sharapova in your notebook. (15)

Have students write the name *Tiger Woods* in their notebooks. Then, underneath, get them to write a paragraph with the sentences about Tiger. Next, have them do the same with Maria Sharapova. When they finish, write these words on the board: *Birth, Childhood, Achievements*. Explain that these are the sections of the biography of an athlete. Invite the class to say which sentences from each of the biographies correspond to the different sections.

#### **Answer Key:**

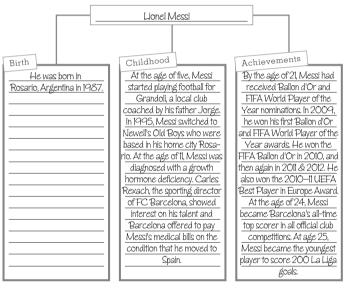
Tiger Woods was born in California in 1975. He started playing golf when he was two years old. When he was five, he appeared on an ABC television programme about gifted children. He won the Junior World Golf Championship six times. She moved to the USA when she was seven to train. He became a pro in 1996. He won his first Masters Tournament in 1997.

Maria Sharapova was born in 1987, in Russia. She started playing tennis when she was four years old. She moved to the USA when she was seven She became a pro in 2001 and she was named the tennis Newcomer of the Year in the same year. He became a pro in 1996. She won Wimbledon at the age of seventeen. She was the youngest player ever. He was the youngest player ever.

### 😰 Complete about another athlete. 🔟

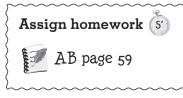
Elicit the names of some athletes students admire. Then get them to choose an athlete. Have them note down any information they know about the person in the corresponding sections. After that, tell them to find more information about the person at home. Encourage them to look on the internet or in magazines. Finally, they should use the information to write a biography of the person in their notebooks.

#### **Answer Key:**



### Bulletin board idea 15'

Materials: Card, felt-tip pens, scissors, glue. Divide the class into six groups. Then assign one of the sports facilities from activity 1 on page 54 to each group. Hand out the materials. Next, tell students to make a model of the facility. Encourage them to plan what their model is going to include before they start cutting. Get them to colour their model with the felt-tip pens. When they finish, have groups give their facility a name. Finally, invite them to pin their models to the bulletin board.



Unit 6 - Student's Book page 59

# The lighthouse keepers' story



### Before you read 15 Underline the correct answer.

Divide the class into pairs. Then ask a volunteer to read the questions aloud. Invite students to discuss the answers with a friend. When they finish, invite students to underline the correct answers. Tell them that you will check the answers after listening to the story.

### **Answer Key:**

- l. a running race
- 2. Greece
- 3. 42 kilometres

### Listen to the first part of the story. 161 15

Have a volunteer read the title of the story aloud. Then tell the class to look at the first picture and describe it.

Ask students where the runner is from. Accept all answers. Next, play track 1.61. Students listen to the first paragraph of the story and follow along in their books. Stop the CD and elicit that the runner was a soldier in ancient Greece. After that, read the questions from the *Before you read* section aloud and invite students to give the correct answers. Then tell the class to look at the second picture and describe it.

Ask students to close their books. Write these questions on the board:

What did Kip's father do?

How far was the bus stop from Kip's house? Why did Kip take the bus?

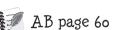
Why did he run in his bare feet?

Play the second paragraph of the story. Students listen for the answers to the questions. When the track finishes, encourage them to compare their answers with a friend. Ask the class to open their books. Then play the second paragraph again. Students listen and follow along in their books. Finally, read the questions aloud and invite volunteers to answer: *Kip's father spent most of the day guarding the goats. The bus stop was 10 kilometres from Kip's house. Kip took the bus to go to school. He ran in his bare feet because the path was sandy.* 

### Now read the story in pairs. 10

Divide the class into pairs. Students take one paragraph each and read it to their partner. Then they switch paragraphs and read again.

### Assign homework 5 Additional homework



Students find the name of a famous marathon runner on the internet or in a magazine. Then they write the person's name in their notebooks and write two facts about him/her.

### 2 Listen to the second part of the story. 26 1.62 10

Get students to say who Kip was and what he enjoyed doing: running. Then play track 1.62. Students listen and follow along in their books. When the story finishes, tell them to look at each picture in turn and say what it shows from the story. After that, get students to look at the first picture again. Elicit why the teacher is surprised: Because Kip has never come to running events before. Next, have them look at the second picture. Ask why people thought Kip wouldn't win: Because he didn't have any running shoes. After that, tell the class to look at the last picture. Invite them to say what the Governor said to Kip: You should be a marathon runner. Finally, ask students if they like running. Ask them if they have ever won any races.

### **b** Now read the story in pairs. (10)

Divide the class into pairs. Students take turns reading the paragraphs aloud. Encourage them to use a different voice when they read the actual words of the people in the story. When they finish, students switch roles and read again.



### After you read 5

#### Read and circle True or False. Invite a volunteer to read the first

sentence aloud. Then tell students to look in the text to find whether the sentence is true or false. Elicit the answer and ask the class to say where they found the information in the text. After that, have them read and circle the rest of the answers individually. When you check, get students to read aloud the part of the text where they found the information.

### **Answer Key:**



#### After you read Read and circle True or False.

Kip's family were farmers.	True	False
Kip started running in his free time.	True	False
The bus didn't wait for Kip.	True	False
Kip had a favourite pair of trainers.	True	False
His teachers knew he would win.	True	False
The Governor congratulated Kip.	True	False



#### 🖉 Value: Playing fair Make a mini basketball hoop. (15)

Materials: One photocopy of craft templates 6a, 6b and 6c (see the Values Section on the Teacher's Resource CD-ROM) per student, card, colouring pencils, scissors, glue.

Elicit the names of sports students play and write them on the board. Then get students to say some things you cannot do when you play these sports: football - you can't touch the ball with your hands; tennis - you can't throw the ball. etc. Explain that playing fair means following the rules of the game. Winning is only valuable if you respect the rules. Encourage students to say the names of athletes who always play fair. Next, hand out craft templates 6a, 6b and 6c. Ask what it is: a basketball hoop. Tell students to colour and cut out the parts of the hoop. Then they stick the backboard and the hoop onto the card and cut them out again. After that, help them join the hoop and the backboard and stick the net onto the hoop. Students can hang their basketball hoop on the wall at home and score points using a sheet of paper rolled into a ball.

### Assign homework (5' AB page 61



**Warm-up:** Let's talk about Scotland (10) Materials: A map of the world, photos of the Scottish Lowlands, mountains in the Scottish Highlands, a Scottish fishing village, cottages on one of the islands such as the Hebrides, the Orkneys or Skye.

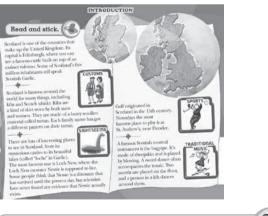
Display the map and invite a volunteer to point to Scotland. Elicit what country Scotland is part of: The United Kingdom. Ask students to name the other countries in the United Kingdom: England, Wales, Northern Ireland. Then pass around the photos of the Lowlands. Explain that Scotland is divided into different geographical areas. Most people live in the Lowlands. Point to the Lowlands on the map and explain that the traditional occupation here is

### Read and stick.



Tell students to use the stickers for *Light up the* world on page 62. Ask students to say what they see in each sticker. Then tell them to read the text and put each sticker beside the appropriate paragraph. After that, invite volunteers to read the paragraphs aloud. Students check their stickers with a friend. Finally, ask students if they find any of the information surprising. Answer any questions students have about the information in the text.

### Answer Key:



### Listen to the music and read the joke.



Play track 1.63. Ask students what instrument is playing: the bagpipes. Ask them if they like the sound. Then invite a volunteer to read the joke aloud. Explain that bagpipe bands normally march when they play. It is very difficult to play the bagpipes, and people who are not expert often play out of tune. That is why farming. Two of the biggest cities, Edinburgh and Glasgow, are also in the Lowlands. Next, hand out the photos of the Highlands and point to them on the map. Explain that the Highlands are very wild and that the climate is very extreme. Not many people live there. After that, hand out the photos of a Scottish fishing village. Say that fishing is an important industry in Scotland. There are many little fishing villages all around the coast. Finally, hand out the photos of cottages on one of the islands. Tell the class that people on the islands live mostly from fishing and sheep farming. Because they are isolated, some people on the islands and in the Highlands still speak the traditional language of Scotland, Scots Gaelic.

there are lots of jokes about bagpipes. Finally, read the *Did you know*? text aloud. Explain that *banned* means *prohibited*. Ask whether they think the king's ban was reasonable or not.

### AB page 62 15

### Check what you know! 😂 😂

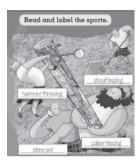
Have students open their books to pages 54 and 55. Tell them to look again at the words and the illustrations. Then ask them to close their books. Divide the class into pairs. Students take turns giving the name of a sport: baseball. Their partner says where the sport is played and the equipment that players use: a baseball pitch, a baseball glove. Next, pairs write five questions about what players of different sports need to do: Does a football player need to wear a helmet? Then they take turns asking and answering questions with another pair. After that, one student in each pair pretends to be a famous athlete. The other student interviews him/ her: How long have you played (basketball)? - I've played (since I was a child). How long have you played for (Barcelona)? – I've played for (Barcelona) for three years. How long have you lived in (New York)? – I've lived in (New York) since (2002). Finally, ask the class to complete the faces according to how they feel about what they know.

### Read and label the sports.



Have the class look at the picture. Explain that it shows four traditional Scottish sports. Then tell students to read the text and label the sports. When they finish, get them to check their work with a friend. Finally, read the names of the sports aloud and encourage students to mime each one. Ask them what they think of the different sports.

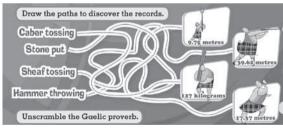
### **Answer Key:**



### Draw the paths to discover the records.

Have students draw the paths. Check by reading the names of the sports aloud and getting the class to say the records. For each one, encourage them to point to or say something they can see in the classroom or outside that is a similar distance away.

### **Answer Key:**



Divide the class into pairs. Then have students unscramble the proverb. Check by asking students to read the proverb aloud in the correct order.

### **Answer Key:**

A bird in the hand is worth two in the bush.

Unscramble the Gaelic proverb.

### Discuss its meaning with a friend.

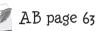
Tell students to talk about the meaning of the proverb in pairs. Then encourage them to share their ideas with the class. Finally, explain the meaning of the proverb: *If* you've got a bird in your hand, it is a sure thing. *If* you try to catch two birds that are in the bush, they might fly away and you could end up with nothing.



### **Combinations** (see page 10)

Now play Combinations with the present perfect and with time expressions with for and *since*. Have fun!

Assign homework 5 My project



10'

### Make a mini football team.

Materials: Eleven plastic bottle caps, a sheet of white paper, a sheet of card, two small boxes, a marble per student.

Invite the class to look at *My* project and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then go through each step with them. Finally, remind them that they can do their project with the help of their family.



10'

5'

### A friendly reminder 🐇

It is advisable to create a stress-free and supportive environment for taking

a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on pages 97 and 98 and the *Time to check* section on page 62 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.



# Healthy body

#### **Objectives:**

- learn the names of body organs and actions related to the body
- practise common idioms with body parts
- talk about healthy habits with the first conditional
- learn to use reflexive pronouns



### The body

-	
blood	/blʌd/
bones	/bəʊnz/
brain	/brein/
heart	/hat/
intestines	/ın·ˈtes·tɪnz/
kidneys	/ˈkɪd·ni:z/
liver	/ˈlɪ·və/
lungs	/lʌŋz/
muscles	/ˈmʌ·səlz/
skin	/skin/

### Verbs

chew	/t∫u:/	
cough	/kʌf/	
have the hiccups	/hæv ðə (hı·kʌps/	
scratch	/skræt∫/	
sneeze	/sni:z/	
snore	/sno:/	
swallow	/ˈswɒ·ləʊ/	
yawn	/jɔ:n/	



### First conditional

We use the first conditional to talk about specific actions that can happen in the present and cause consequences in the future. There are two parts: a condition and a consequence. The condition begins with *If* and is followed by the verb in the present simple. The consequence contains *will* + the base form of the verb: *If* you eat lots of vegetables, you will be healthier. If the condition is negative, we add don't / doesn't before the main verb: *If* she doesn't go to school, she will miss her exam. In this unit, we use the first conditional to talk about healthy habits.

### **Reflexive pronouns**

We use reflexive pronouns to show that the object of an action is the same as the subject: *He cut himself*. *They dressed themselves*. etc. The reflexive pronoun follows the verb. In this unit, we use reflexive pronouns with everyday actions.



Unit 7

84

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise idioms with body parts.

- He's got butterflies in his stomach.
- That costs an arm and a leg!
- You're pulling my leg!
- He's got a really sweet tooth.



The lighthouse keepers' story Mosquito trouble



### Teaching tip

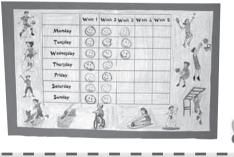
Students can learn a lot from each other. One way to help them realize this is to encourage them to organize *grammar clinics*. A grammar clinic is when a small group of students meets with the objective of helping each other with problems or questions related to English grammar. Each student brings at least one sentence with a grammar mistake or a sentence that includes an example of a point of grammar that the student does not understand. The group diagnoses the problem and helps the student to put it right. Students can look at their books for examples and explanations of the different grammar points.

If they cannot "cure" the problem by themselves, they come and see you. In order for grammar clinics to work well, you should organize the first one or two during lesson time. Then encourage students to arrange a time outside of the lesson to hold their clinics.

#### Value: Exercising regularly

Exercising regularly means exercising for  $\boldsymbol{\alpha}$  short time every day.

^{Make} an exercise chart.





### $Basic \ competences$

In this unit, students will develop:

- Competence in Learning to learn by creating grammar clinics to help each other with grammar problems (TB p. 85).
- *Linguistic competence* by identifying and learning vocabulary and idiomatic expressions relating to the human body (SB p. 64).
- *Mathematical competence* by using numbers to identify different symptoms of illness (SB. p 65).
- Competence in Autonomy and personal initiative by writing a letter giving advice to others about problem situations that have been previously invented (SB p. 66).
- Social and citizenship competence by participating in pair work to complete an information gap activity about a picture (SB p. 67).
- *Linguistic* competence by listening to and filling in a text about future plans (SB p. 68).
- Competence in Knowlege and interaction with the physical world by thinking about healthy meals, the impact of different foods on the body and the importance of nutrition (SB p. 69).
- *Linguistic* competence by listening to and reading a story while looking at drawings that support contextual information (SB p. 70).
- Competence in Autonomy and personal initiative by reading the story Mosquito trouble to focus on the importance of autonomy and initiative in problem solving (SB p. 71).
- Competence in Knowledge and interaction with the physical world by reading and listening to a text about China (SB p. 72).
- Competence in Learning to learn by reviewing key unit concepts and revision techniques in the Time to Check, Pictionary and My Spelling Practice sections before doing a final test (SB p. 73).

Unit 7

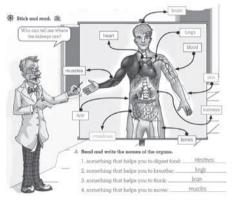


### 🕦 Stick and read. ੱ 🌆



Invite students to look at the picture. Ask them who and where the man is: He's a biology teacher. He's in a classroom. Ask students what is missing in the picture: some words and some pictures of the organs. Next, tell students to use the stickers for activity 1 on page 64. Point out that the stickers are colour-coded with the picture in their books. Invite them to find spaces for the missing words first and place the stickers. Then have them stick the missing pictures. Finally, tell the class to stand up. Read the names of the organs and have students point to them on their own bodies.

### **Answer Key:**



### Bead and write the names of the organs. (10)

Invite the class to say what skin is: something that covers our bodies. Then have a volunteer read the first definition aloud. Elicit or explain the meaning of digest: to process. Do the same for the other definitions. Next, invite students to write the name of each organ. Check by reading the numbers aloud. Students say the names of the organs.

### **Answer Key:**

1. intestines 2. lungs 3. brain 4. muscles

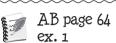
### Listen and repeat. ^{2.1} (10)

Play track 2.1 and get the class to repeat the words. Then describe the function of the item and have students say its name. Next, divide the class into pairs. Students continue the guessing game with a friend.

#### TRACK 2.1 NARRATOR: LISTEN AND REPEAT. NARRATOR: BRAIN BONES INTESTINES BLOOD SKIN MUSCLES

LUNGS IIVFR KIDNEYS HEART

### Assign homework (5' Additional homework



In their notebooks, students copy the picture from page 64. Then they label the different parts.



real language (20'

Invite the class to look at the first picture. Ask them how the man feels: nervous. Have a volunteer read the first expression aloud. Explain that this is an idiom. This means that it cannot be taken literally. Ask students to say times when they might have butterflies in their stomach: before an exam, when they go into a room with lots of new people. After that, tell the class to look at the next picture and get a volunteer to read the expression aloud. Ask what the person is doing: buying something. Explain that we use this idiom when something is very expensive. Ask students if they have ever bought anything that cost an arm and a leg. Next, invite a volunteer to read the third idiom aloud. Ask if the person believes the story. Elicit the meaning of the idiom: To say that you don't believe what someone tells you. Finally, have the class look at the last picture and say what they see. Get a volunteer to read the expression aloud. Elicit the meaning: To like eating lots of sweet things. Ask students they've got a sweet tooth. After that, divide the class into pairs and assign one idiom to each pair. Students invent a dialogue that shows the meaning of the idiom. When they finish, invite some pairs to act out their dialogues. The rest of the class says the idiom.

#### Assign homework (5' Additional homework



Students choose one of the idioms and illustrate it in their notebooks. Then they write the idiom beside their drawing.

### 😕 Listen and number. 冹 2.2 🗊

Tell the class to describe the picture: Students are sitting in their biology lesson. All of them are doing an action relating to their body. Mime a person sneezing and have students do the same. Then mime the rest of the actions in the same way. After that, play track 2.2. Students listen and number the people according to what they hear. Check by drawing eight squares on the board in the same position as in the picture. Say Number 1 and have a volunteer write it in the correct square on the board. Check the rest of the numbers in the same way.

#### TRACK **2.2**

8 I I	TRACK 2.2	
	NARRATOR:	LISTEN AND NUMBER.
	NARRATOR:	NUMBER ONE.
	GIRL 1:	I CAN'T STOP SNEEZING!
	NARRATOR:	NUMBER TWO.
	BOY 1:	I NEED SOME WATER! I'VE GOT THE HICCUPS!
	NARRATOR:	NUMBER THREE.
	girl 2:	ZZZZZ, ZZZZZ.
	NARRATOR:	NUMBER FOUR.
	GIRL 3:	I CAN'T STOP SCRATCHING.
	NARRATOR:	NUMBER FIVE.
	GIRL 4:	I LOVE CHEWING GUM.
	NARRATOR:	NUMBER SIX.
	воу 2:	watch out! you're going to swallow a fly!
	NARRATOR:	NUMBER SEVEN.
	boy 3:	WOW, I'M TIRED. I COULDN'T SLEEP LAST NIGHT!
	NARRATOR:	NUMBER EIGHT.
	воу 4:	I GOT WET IN THE RAIN YESTERDAY, AND NOW I'VE GOT A BAD COUGH!

### 🗄 Listen and label. 冹 2.3 🛺

Play track 2.3. Students listen and label the illustrations. Check by saying the verbs in order. Students spell them aloud.

#### TRACK 2.3

NARRATOR: LISTEN AND LABEL. NARRATOR: NUMBER ONE. SNEEZE. S-N-E-E-Z-E. NUMBER TWO. HAVE THE HICCUPS. H-I-C-C-U-P-S. NUMBER THREE. SNORE. S-N-O-R-E. NUMBER FOUR. SCRATCH. S-C-R-A-T-C-H. NUMBER FIVE. CHEW. C-H-E-W. NUMBER FIVE. CHEW. C-H-E-W. NUMBER SIX. SWALLOW. S-W-A-L-L-O-W. NUMBER SEVEN. YAWN. Y-A-W-N. NUMBER EIGHT. COUGH. C-O-U-G-H.

### **Answer Key:**



### Listen and repeat.^{2.4} ⁵

Play track 2.4 several times. Students listen and repeat the new verbs.

				_
3.1	TRACK 2.4	4		
	NARRATOR:	LISTEN AND RE	EPEAT.	
	NARRATOR:	SNEEZE	SNORE	
		SWALLOW	COUGH	
		CHEW	SCRATCH	
		YAWN	HAVE THE HICCUPS	



# * Talk about the pictures with a friend. $(10^{\circ})$

Point to different parts of your body to elicit the idioms from *Light* on *real language*. Then tell students to look at the pictures. Say: *Number* one. Students say *That costs an arm and a leg*. Next, divide the class into pairs. Students take turns pointing to the pictures and saying the corresponding idioms.

Wrap-up: Air writing (10'

Divide the class into pairs. Students take turns "writing" words from this lesson in the air. Their partner guesses the word.

Assign homework (5') Additional homework

MB page 65

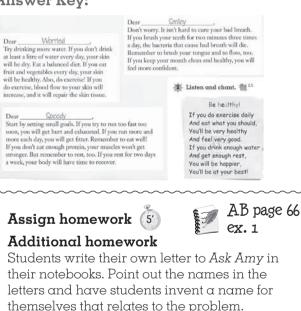
*Pictionary* pages 106 and 107. Students identify the pictures and write the corresponding words or phrases. Then they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD.

## If you eat more sweets, you'll feel sick

### 🚯 Read and complete Amy's answers. 🍻

Tell students to look at the picture of a woman. Ask them to tell you her name and what her job is: Amy. She's a psychologist. Then get them to look at the texts guickly and say where they are from: a magazine. Ask students why the title of the section is Ask Amy: Because people write to Amy about their problems and she answers them. Next, invite a volunteer to read the first letter aloud. Ask what the writer's name is: Speedy. Elicit what his problem is: He needs to prepare for a running competition. Do the same for the other two letters. After that, invite students to look at Amy's answers. They should read them and put the name of each writer at the top of Amy's answer. When they finish, encourage students to compare their work with a friend. Finally, ask the class if they think Amy gives good advice. Encourage them to suggest more advice for the different people.

### **Answer Key:**





### 😢 Listen and chant. 籠 25 🔟

Tell students to close their books. Read the title of the chant aloud and invite students to suggest things people can do to be healthy. Next, play track 2.5. Students say the things the chant suggests to do: do exercise daily, eat what you should, drink enough water, get enough rest. After that, play the chant again for them to follow along in their books. Finally, divide the class into four groups. Each group chants two lines. When they finish, groups switch lines and chant again.



Invite a volunteer to read the first example aloud. Tell students that we call this structure the first conditional. We use it to talk about things that might occur in the future because of actions that we do now. We call the actions that happen now conditions. Encourage the class to deduce what the condition for the first sentence is: If you brush your teeth longer. Point out that conditions begin with If and use the present simple. Then read the second part of the sentence: your mouth will be cleaner. Explain that this is the consequence. We use will (or the contracted form 'll) and the base form of the verb. After that, invite a volunteer to read the second example aloud. Elicit the condition: If you don't eat enough protein. Then elicit the consequence: your muscles will be weak. Finally, invite volunteers to give examples from the previous activities.

### Bead and match. 15'

Ask students to close their books. Write *If you don't* sleep enough on the board. Elicit that it is a condition. Ask volunteers to give options for the consequences: *you will be tired / you won't feel well*, etc. Then get students to open their books. Invite a volunteer to read the first phrase aloud and find the consequence in the other column. Students match the parts of the phrase. After that, have students read and match the rest of the conditions and consequences individually. Check by inviting volunteers to read the complete sentences aloud.

### **Answer Key:**

If you don't sleep enough, you If you eat junk food, you If you do exercise every day, you If you don't use your muscles, you

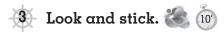
you'll have more energy. you'll feel tired. you won't be strong.

-your body won't get enough nutrients.

### Assign homework 5 Additional homework

AB page 66 ex. 2

In their notebooks, students write two first conditional sentences and illustrate them.



Tell students to look at the pictures and say what they see in each one. Invite volunteers to read the texts in the speech bubbles. Elicit what the missing sentences might be. Accept all answers. Then tell students to use the stickers for activity 3 on page 67. Students read the sentences silently. Next, tell them to look at the first picture. Elicit which sticker goes there: Don't jump! After that, have students read and put the rest of the stickers in the correct spaces. Check by inviting volunteers to read aloud the complete text for each picture.

### **Answer Key:**

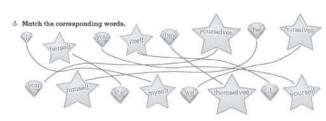
Don't jump! You'll hurt yourself! Look at your brother! He's dressing himself. This place is great! We're going to enjoy ourselves! Do we need to wash the cats? No, they wash themselves.

Can I have a plaster? I cut myself. She shouldn't touch the oven. She could burn herself.

### Match the corresponding words. 10

Write the text of the first picture from activity 3 on the board: *Don't jump! You'll hurt yourself!* Then underline you and yourself. After that, tell the class to underline the rest of the pairs in the sentences. Check by asking volunteers to read the pairs. Finally, get them to match the pairs of words in the stars.

### **Answer Key:**



Assign homework 5 Additional homework AB page 67 ex. 1

In their notebooks, students draw a table and complete it with the pronouns from this lesson: I - myself, you – yourself, etc.



Mime the action of cutting yourself and say: Ouch, I cut myself. Then write the sentence on the board. Point to the word I and point to yourself. Do the same for the word myself. Explain that when the same person is both the subject and the object, we use the reflexive pronouns. Next, invite a volunteer to read the second sentence aloud. Elicit the subject and the object: we / ourselves. Point out that singular reflexive pronouns end in *-self*. Plural reflexive pronouns end in *-selves*.

### ⁺ Make up dialogues with a friend. ¹⁰

Tell students to look at the pictures. Elicit the verb that goes with each picture: *enjoy, burn, dress, hurt.* Then divide the class into pairs. Students decide what the people are saying in each picture. After that, have them make up the dialogue for each picture. Finally, check by saying the number of each picture. Students say the dialogue.

### Pair work 10

Divide the class into pairs: student A and student B. Student A looks at page 115 and student B looks at page 119. Tell students to take turns describing their picture to a friend. When they finish, have the other student describe his/her picture. Students circle the differences between the two pictures. When they finish, get them to check by looking at their partner's picture.

#### Assign homework (5') Additional homework

AB page 67 ex. 2

In their notebooks, students write two sentences about an event in their lives. The second sentence must contain a reflexive pronoun: My little brother jumped off a chair yesterday. He didn't hurt himself. / I invited all my friends to my birthday party last week. / They all enjoyed themselves.

## Time to practise!

### 🐌 Listen and complete. 🚵 2.6 🔞



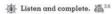
Tell students to look at the first picture. Ask where the girl is and what she is doing: She's at school. She's thinking. Then have students look at the next picture. Ask them to suggest why the girl asks for some homework. Accept all answers. Next, give the class time to read the start of the sentences. After that, play track 2.6. Students listen and complete the sentences. Check by inviting volunteers to read the completed sentences aloud. Finally, elicit why the girl asks for some homework: Because doing homework is better than being bored at home.

#### TRACK 2.6

NARRATOR: LISTEN AND COMPLETE. GIRL: IF I HAVEN'T GOT ANY HOMEWORK TOMORROW, I'LL GO TO THE PARK. IF IT RAINS, I'LL GO TO THE CINEMA. IF THERE AREN'T ANY GOOD FILMS, I'LL GO TO MY FRIEND'S HOUSE. IF MY FRIEND ISN'T AT HOME, I'LL GO TO THE SHOPS. IF I GET BORED, I'LL

> GO HOME AND WATCH TV. CAN I HAVE SOME HOMEWORK, PLEASE?

### **Answer Key:**



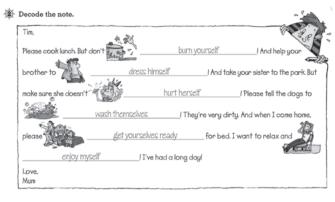




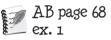
### 2 Decode the note. 15'

Tell students to look at the note. Ask who it is for and who wrote it: It is for Todd, from his mum. Elicit what the note is about: things for Todd to do at home to help his mum. Then invite a volunteer to read the beginning of the note aloud. Explain that students have to complete the note with verbs and the corresponding reflexive pronouns. Next, have them look at the first picture and elicit what the missing words are: burn yourself. Get them to write the words in the space. After that, tell the class to look at the rest of the pictures and complete the note individually. Finally, check by inviting volunteers to read the completed note aloud.

### **Answer Key:**



Assign homework (5' Additional homework



In their notebooks, students write a chain of three conditional sentences.

### 🚯 Sing α song. 🎥 2.7 🙆

Write this question on the board: What will you do ...? Then play track 2.7. Pause the CD after the chorus. Elicit the question the singer asked: What will you do tomorrow if the sky is blue? Invite students to suggest some things for the singer's friend to do. Accept all answers. Next, play the first verse of the song. Students listen and compare what the singer says with the things they suggested. After that, elicit the things for the singer's friend to do if the sky isn't blue. After they give their suggestions, play the second verse of the song. Students listen and compare what they suggested with what the singer says. Next, divide the class into two groups and tell students to open their books. Play the CD again. One group sings the chorus and the other sings the verses. When the song finishes, get groups to switch roles and sing again. Finally, elicit how both verses are similar: They've both got a condition with if in the first line. They've both got the same rhyme scheme: AABA (this means that all the lines except the third rhyme).

#### Assign homework 5 Additional homework

AB page 68 ex. 2

In their notebooks, students write another verse about things to do tomorrow if it's a nice day. Remind them to use the text in activity 1 as a guide.

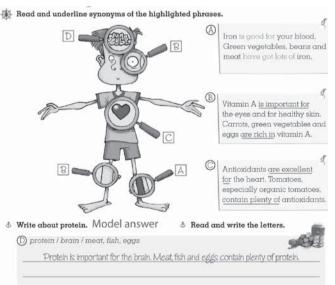
# Read and underline synonyms of the highlighted phrases.

Have students look at the picture. Get them to say the parts of the body that are shown inside the magnifying glasses: brain, eye, heart, skin, blood. Then invite a volunteer to read the first text aloud. Elicit or explain the meaning of *iron*. Ask the class where they would find a text like this: *in a magazine or a school textbook about nutrition; on a website*. Point out the phrases in green. Elicit their meaning. Next, tell students to read the other two texts and find phrases that mean the same as the phrases in green. They underline the phrases. When they finish, invite volunteers to read them aloud: *is important for; are excellent for; are rich in; contain plenty of.* 

### Bead and write the letters. 5

Ask students to read the first text and say what iron is good for: your blood. Get them to write the letter A next to the drawing of blood. After that, have them read the other texts and mark the drawings individually. When they finish, tell them to check their work with a friend.

### **Answer Key:**



### 🗄 Write αbout protein. 🛐

Have students look at the prompts and say what nutrient they are asked to write about: *protein*. Invite them to give their ideas about what protein is good for, where they can find it, etc. Then get them to write about protein using the prompts and the expressions they learned in activity 1. When they finish, encourage them to compare their work with a friend. Finally, invite some volunteers to read their text aloud.

### Model Answer:

Protein is important for the brain. Meat, fish and eggs contain plenty of protein.

# Complete the notes αbout these nutrients. (15)

**Note:** Write the following information on a big sheet of cardboard: calcium - bones and teeth / milk, cheese and broccoli; potassium - brain and all cells of the body / potatoes, bananas, avocadoes and tomatoes. Invite a volunteer to read the names of the nutrients aloud. Ask students if they know what they are good for and where they are found. Then display the cardboard on the board and divide the class into pairs. Assign one of the nutrients to each pair. Next, tell students to write the class into groups of four so that each group includes two students with information about calcium and two students with information to each other. Finally, invite volunteers to read their notes.

### Model Answer: Calcium:

Calcium is important for healthy bones and teeth. Milk, cheese and broccoli have got lots of calcium.

#### Potassium:

Potassium is good for the brain and all the cells of the body. Potatoes, bananas, avocados and tomatoes are all rich in potassium.

### Bulletin board idea (15'

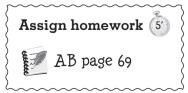
Materials: One sheet of poster paper per group, colouring pencils, drawing pins.

- Student's Book page 69

Unit 7

91

Divide the class into groups of six. Each group decides on a healthy school meal. Students write a menu and draw a picture of their meal. Then they label the picture with the names of the nutrients their meal contains. Finally, they pin their work onto the bulletin board. The class decides on the healthiest and best-tasting meal.



# The lighthouse keepers' story



### Before you read 10 Discuss with α friend.

Ask students whether they have ever gone camping. Invite them to say if they enjoyed the experience. Then tell them to look at the pictures. Elicit or teach the names of the objects: a gas stove, a tent, a sleeping bag, a torch, a ladder, a rope, insect repellent, suncream. Next, divide the class into pairs. Tell students that they have to decide which five objects they would take on a camping trip. When they finish, invite some pairs to say which objects they chose and why.

### Listen to the first part of the story. 28 20

Have a volunteer read the title of the story aloud. Then tell the class to look at the pictures and describe them. After that, ask them to close their books. Write these sentences on the board: John was going camping with his mum and dad / friends.

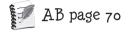
He was allergic to mosquito bites / cats. They were planning to camp near the hotel / higher in the mountains.

John fell into a stream / down the mountain. After that, play track 2.8. Students listen and decide on the correct option in each sentence. When the track finishes, get volunteers to come to the front and underline the correct option. Then play the CD again. Students listen and follow along in their books. Finally, invite volunteers to read the correct sentences aloud: John was going camping with his friends. He was allergic to mosquito bites. They were planning to camp higher in the mountains. John fell into a stream.

### δ Now read the story in groups. 10

Divide the class into groups of four. Tell students to divide the text into four equal sections. Then have them take turns reading sections of the story. When they finish, have them switch sections and read again.

### Assign homework (5'



### Additional homework

Students choose a sentence from the story. Then they represent the sentence in their notebooks by using drawings and symbols instead of words. Tell them to bring their sentence to the next lesson.

### Listen to the second part of the story. 🚵 2.9 🔟

Divide the class into pairs and have them decode the sentence their partner made for homework. Then get students to say where John went with his friends and what happened to him. Elicit what medical problem John has got: *He's allergic to mosquito bites*. Next, play track 2.9. Students listen and follow along in their books. When the story finishes, have the class look at the first picture. Ask what John lost in the stream: *His mosquito repellent*. After that, tell them to look at the second picture and say what Luke is doing: *He's making mosquito repellent from the leaves of eucalyptus trees*. Finally, get them to say what happened for the rest of the weekend: *The three friends had a wonderful time*.

### $\oplus$ Now read the story in groups. $10^{-10}$

Divide the class into groups of four. Tell three students in each group to close their books. Then have one student in each group start reading the story aloud. Explain that the student reading should stop after a sentence or two and invite the others in the group to say what happens next in the story. After that, students switch roles and continue.



### After you read $10^{\circ}$ Find words in the story with a similar meaning.

Invite a volunteer to read the first description aloud. Then have students look for a word with a similar meaning in the story. Tell them to put up their hands when they find it. Invite a volunteer to say the word and to read the sentence where the word occurs: repellent. Don't forget to take some mosquito repellent, just in case. After that, have students find words for the rest of the descriptions. Check by asking students to read the sentence where each word occurs in the text.

### **Answer Key:**

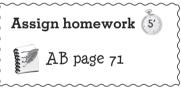
A product to keep insects away:	A path in the forest:
repellent	trail
A bag to carry things on your back:	Another word for forest:
rucksack	2boow
To take people in a car and leave them	Very wet:
in a place: drop off	soaked



#### Value: Exercising regularly Make an exercise chart. (15')

Materials: One photocopy of craft templates 7a and 7b (see the Values Section on the Teacher's Resource CD-ROM), one sheet of coloured paper per student, colouring pencils, scissors, glue.

Write Doing exercise on the board. Elicit examples of activities you can do to exercise: plaving football, running, skipping, walking to school. Then ask students how many minutes of exercise they do every day. Explain that it is important to do about half an hour of exercise daily. Next, hand out craft templates 7a and 7b. Invite a student to read the title and the sentence aloud. Then get students to colour and cut out the parts of the chart. Tell them to stick the parts together and then to stick the chart onto a sheet of coloured paper. Finally, encourage them to keep the chart in their school bag and to complete it each time they do exercise. Set a day when you are going to look at everybody's chart.





Warm-up: Let's talk about China (10)

Materials: A map of the world, photos of a traditional Chinese farm, a street scene in Shanghai, people eating a typical Chinese meal with bowls and chopsticks.

Display the map and invite a volunteer to point to China. Elicit the name of the capital: *Beijing*. Ask the class what event took place there in 2008: The Olympic Games. Then invite students to say anything else they know about China. Pass around the photo of Shanghai. It is one of the most modern cities in China. Finally, pass around the photo of people eating a typical Chinese meal. Tell students that rice is the most important part of a Chinese meal.

### Listen and stick.



Tell students to look at the map and the illustrations. Invite them to describe the different pictures. Do not give them any names or other information yet. Then tell students to use the stickers for *Light up the world* on page 72. Tell the class to read the texts on the stickers silently. When they finish, play track 2.10. Students listen and put the stickers in the spaces next to the corresponding pictures. Finally, check by saying the following: *Shi Huangdi, The Three Gorges Dam, The Great Wall, the population of China.* Students read the information from the corresponding sticker aloud.

### TRACK 2.10

NARRATOR: LISTEN AND STICK.

NARRATOR: SHI HUANGDI WAS THE FIRST EMPEROR OF CHINA. HE WAS A VERY CRUEL MAN AND KILLED MANY PEOPLE DURING HIS REIGN. WHEN HE DIED IN 210 BC, HE WAS BURIED NEAR PRESENT DAY XI'AN. MORE THAN 6,000 LIFE-SIZED TERRA-COTTA SOLDIERS AND HORSES WERE BURIED WITH THE EMPEROR TO PROTECT HIM ON HIS JOURNEY AFTER DEATH.

The three gorges dam was completed in 2008. It is the largest dam in the world, and the lare behind it is 660 kilometres long. More than 1.3 million people had to move from their homes. The dam was built to generate electricity and to control flooding on the yangtze river.

The most famous tourist site in china is the great wall. It was built over many centuries, in order to protect china from attacks by people from central asia. It is more than 6,400 kilometres long and was guarded by over one million soldiers. Millions of people died building the great wall.

The population of china is currently about 1.3 Billion people. It is expected to reach 1.5 billion around the year 2050. The chinese government became worried about its population some years ago and allowed people to have only one child.

### **Answer Key:**



### Read and match.



Get students to look at the Chinese characters. Tell them that Chinese writing does not use an alphabet characters. After that, tell the class to read the text and match the characters with the words. Check by drawing the characters on the board and eliciting the meaning of each one.

### Answer Key:



Listen and repeat the Chinese words.

Play track 2.11 and have students repeat the words in Chinese. Explain that the same word can have different meanings, depending on whether the voice goes up or down. That is why Chinese sounds musical when we hear people speaking it.

2.11

### AB page 72 10

### Check what you know! 😂 😂

Have students open their books to pages 64 and 65. Tell them to look again at the new words and the illustrations. Then ask them to close their books. Divide the class into pairs. Students take turns pointing to a part of their body or miming a body function. Their friend guesses the word. Finally, ask the class to complete the faces according to how they feel about what they know.

#### Read and label.



Tell students to look at the picture and say what they see. Elicit that the man is a doctor and that the woman is ill. Explain that the man is using a traditional form of Chinese medicine. Then have the class read the text and label the picture. When they finish, get them to check their work with a friend. Finally, encourage students to say if they know anybody who has had acupuncture and if they would have acupuncture themselves.

### **Answer Key:**

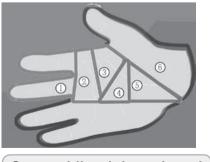


### Read and stick the pieces of the puzzle.



Elicit how many acupuncture points there are on the body: More than 2,000. Tell the class that many of these points are on the hand. Then hand out the stickers for *Light up the world* on page 73. Students place the stickers to complete a map of the hand. After that, encourage them to find the different points on a friend's hand. Finally, invite a volunteer to read the *Did you know*? text aloud. Ask them what they would do if a doctor told them to take some traditional Chinese medicine.

### **Answer Key:**



### Connect the dots and read.

Tell students to connect the dots. When they finish, have them read the text individually. Finally, elicit that the creature is a dragon.

5'

#### **Answer Key:**





Call my bluff (see page 10) Now play Call my bluff with the language of the unit. Have fun!

### Assign homework 5 My project

AB page 73

### Make a pasta skeleton.

Materials: Different kinds of pasta, a sheet of newspaper, a sheet of black card, a paintbrush per student.

Invite the class to look at *My project* and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then go through each step with them. Finally, remind them that they can do their project with the help of their family.



### 🚮 🖌 A friendly reminder

It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My spelling practice* on page 97 and the *Time to check* section on page 72 in the Activity Book. During the

- evaluation:read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.



# In the news

#### **Objectives:**

- learn the words to talk about TV programmes and the news
- practise expressions related to watching TV
- learn passive structures in the past simple





### TV programmes

|--|

The news



### Passive (past simple)

We use the passive sentence structure *subject* + the verb be + past participle to talk about an action when we do not know or do not need to say who did the action, or when the action is much more important than the person who did it: The bank was robbed (by two thieves). The subject of the passive sentence would be the object in an active sentence: Two thieves robbed the bank. In this unit, we use the passive with the past simple to talk about the news.



In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise expressions related to watching TV.

- Can I change the channel?
- Turn up the volume.
- Turn down the volume.
- What's on next?

Unit 8

96

What channel is it on?



The lighthouse keepers' story Amanda's mega party



### Teaching tip

Newspapers and magazines that are published in English are an excellent source of authentic English for students. They also offer students another perspective on world events, as well as a window on the culture of the English-speaking world. It is important, however, that students do not become discouraged when they realize they do not understand everything they read. Keep activities simple and fun. Here are some examples:

- Write some news headlines on the board. Students guess what the stories are about. Then pass around the articles and get students to skim them to see if they guessed correctly.
- 2) Hand out TV guides and ask students which programmes they recognize and which they would like to watch.
- 3) Cut out pictures from newspapers or magazines and pass them around. The class guesses what the story each picture illustrates is about. After they have guessed, they can create their own captions for the pictures.
- Hand out sections of a newspaper or magazine and have the class say which article they would most like to read.

All of these activities are fun, and none of them involves students reading the texts word by word. And remember, when you finish with your newspapers and magazines, recycle!

#### Value: Looking at the positive

Looking at the positive means that even though the media often report bad news, it is important to remember that lots of good things happen in the world every day!





### **Basic competences**

In this unit, students will develop:

- Cultural and Artistic competence by looking at the news in English-speaking countries (TB p. 97).
- Linguistic competence by identifying and learning vocabulary and formulaic language related to television programmes (SB p. 74).
- *Linguistic* competence by identifying and learning vocabulary related to news broadcasts (SB p. 75).
- Cultural and Artistic competence by reading newspaper articles about a cultural event, a crime and breaking news (SB p. 76).
- Social and citizenship competence by participating in pair work to complete an information gap activity about a news event (SB p. 77).
- Mathematical competence by revising larger numbers and using them to talk about events in the news (SB p. 78).
- Competence in autonomy and personal initiative by creating their own class newspaper displayed on a bulletin board (SB p. 79).
- *Linguistic* competence by listening to and reading a story while looking at drawings that support contextual information (SB p. 80).
- Competence in Processing digital information in the classroom by reading and listening to the story Amanda's mega party (SB p. 81).
- Competence in Knowledge and interaction with the physical world by reading and listening to a text about the USA (SB p. 82).
- Competence in Learning to learn by reviewing key unit concepts and revision techniques in the Time to Check, Pictionary and My Spelling Practice sections before doing a final test (SB p. 83).



### 🚯 Read and label. 访

Invite students to describe the picture: It's a TV studio. Different TV programmes are shown on the screens. Ask them what DFC indicates: The name of the TV channel. Then have them describe what they see on each screen. Next, ask them to look at the text. Elicit where it is from: A TV guide. After that, draw nine rectangles on the board. Invite a volunteer to read the information for Channel 1 aloud. Elicit what the programme is called: News. Point out that the word in bold names the programme type. Then point to the different rectangles and elicit which TV is showing this programme. Have students label the corresponding TV screen: News. After that, tell students to read the information for the rest of the programmes individually and label the screens. Check by saying the different programme types and pointing to the rectangles.

### Answer Key:



### 🗄 Listen and repeat. 🚵 ^{2.12} ἶῦ

Play track 2.12 and get the class to repeat the words. Then have students close their books. Read aloud the programme descriptions from the TV guide in random order and invite students to say the programme type for each one.

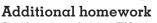
#### TRACK 2.12

NARRATOR: LISTEN NARRATOR: NEWS WEATI TRAFF SOAP DOCU

LISTEN AND REPEAT. NEWS TALK SHOW WEATHER REPORT DRAMA TRAFFIC REPORT CARTOON SOAP OPERA QUIZ SHOW DOCUMENTARY

### Assign homework 5

AB page 74 ex. 1



Students stick four TV programme advertisements into their notebooks and label them.

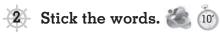


Tell students to look at the pictures and say what they've all got in common: They all refer to watching TV. Then point out the first picture. Invite a volunteer to read aloud what the person is saying. Demonstrate meaning by miming a yawn and saying This channel is boring. I want to watch the sports channel now. Next, invite a volunteer to read aloud what the next person is saying. Demonstrate meaning by putting your hand behind your ear and pretending that you can't hear. Continue in the same way for the rest of the pictures. For the third item, put your hands over your ears and mime hearing a very loud TV. For the fourth item, mime looking through the pages of a TV guide. For the fifth item, say the name of a programme and ask the question Friends and Family. What channel is it on? After that, mime each of the actions and elicit what the person is saying. Encourage students to use different tones of voice for each person: bored, excited, angry, etc. Finally, divide the class into pairs. Students take turns miming and saying the appropriate phrase.

### Assign homework 5 Additional homework

AB page 74 ex. 2

Students choose two of the phrases the people say from this lesson. In their notebooks, they illustrate and label each one.



Tell the class to look at the picture. Elicit that the man is reading the news. Then point out the incomplete expressions in the picture. Ask students if they can complete any of them. After that, tell students to use the stickers for activity 2 on page 75. Point out that the colour of the words on the stickers corresponds to the labels on the page. Finally, tell students to stick the words in the correct spaces.

#### **Answer Key:**

newsreader / latest headlines / special report / exclusive interview / breaking news / live coverage / overseas correspondent

### 🗄 Listen and check. 🚵 2.13 🔞

Play track 2.13 and ask students what the text was about: A news report. Then play the CD again. Tell students to put up their hands when they hear one of the expressions. After each, pause the CD and elicit the expression.

#### **TRACK 2.13**

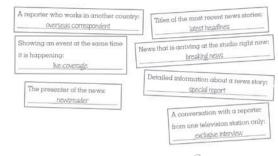
NARRATOR: LISTEN AND CHECK.

MAN: GOOD EVENING, THIS IS DFC WORLD, AND I'M YOUR NEWSREADER, HENRY SULLIVAN. HERE ARE THE LATEST HEADLINES. PRESIDENT HARRIS HAS STARTED HIS FIRST VISIT TO EUROPE. HE WILL BE VISITING PARIS, LONDON AND BERLIN. IN AUSTRALIA, FIREFIGHTERS ARE BATTLING HUGE FIRES NEAR SYDNEY, AND IN BRAZIL, PREPARATIONS ARE UNDER WAY FOR THE WORLD'S BIGGEST SURFING FESTIVAL. WE WILL HAVE A SPECIAL REPORT ON THE PRESIDENT'S EUROPEAN TOUR LATER IN THE PROGRAMME, BUT FIRST. WE'VE GOT SOME BREAKING NEWS THAT'S JUST COMING IN... RESCUERS HAVE LOCATED THE THREE PERUVIAN CLIMBERS WHO WERE LOST IN THE ANDES, APPARENTLY THEY ARE ALL WELL, WE HAVEN'T GOT MANY DETAILS YET, BUT LET'S GO TO OUR OVERSEAS CORRESPONDENT, JOANNA GRACE... JOANNA? HELLO? JOANNA...? WE SEEM TO HAVE SOME PROBLEMS ON THE LINE, WE'LL BRING YOU MORE INFORMATION ON THAT STORY AS WE GET IT. LATER IN THE PROGRAMME WE'LL ALSO HAVE LIVE COVERAGE OF THIS YEAR'S world cup, starting at 2 pm local time. That WILL INCLUDE AN EXCLUSIVE INTERVIEW WITH U.S. COACH LOU BECKER, ONLY ON DFC. NOW BACK TO THAT STORY FROM PERU... HELLO JOANNA? JOANNA? HELLO? CAN YOU HEAR ME?

### Bead and write the meaning. (10)

Say newsreader. Give students time to read the definitions and find the corresponding one. Then have a volunteer read the definition aloud: A person who reads the news. After that, get students to read the rest of the definitions and write the words that each one describes. Check by reading the words aloud. Volunteers read the definitions.

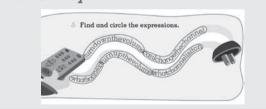
### **Answer Key:**



### 🗄 Listen and repeat. 🚵 2.14 🛐

Play track 2.14 twice. Students listen and repeat the words.

### TRACK 2.14 NARRATOR: LISTEN AND REPEAT. NARRATOR: NEWSREADER. LATEST HEADLINES. SPECIAL REPORT. BREAKING NEWS. OVERSEAS CORRESPONDENT. LIVE COVERAGE. EXCLUSIVE INTERVIEW. ight on real language (20') Find and circle the expressions. (5) Have students find and circle the expressions individually. Invite them to provide the missing punctuation marks. Check by asking volunteers to write the complete expressions on the board. **Answer Kev:**



Dance it! (see page 10) Now play Dance it! with news vocabulary items. Have fun!

### Assign homework (5)

AB page 75

5'

Student's Book page 75

1 Unit 8 -

99

Additional homework Pictionary pages 108 and 109. Students identify the pictures and write the corresponding words or phrases. Then they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD in class.

# Three people were arrested

### Ð

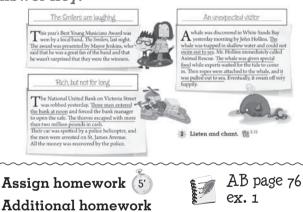
Read and write the headlines.

Tell students to look at the texts and pictures quickly and say where they are from: *a newspaper*. Then have them look at the headlines in the box. After that, get the class to read the texts and write the corresponding headlines. Check by reading the first sentence of each text aloud to elicit the headline.

### Underline the answers to the questions in the texts. 10

Invite a volunteer to read the first question aloud. Ask which text it refers to: *The text about the bank robbery*. Then elicit the answer: *at noon*. Have students underline the answer in the text. Next, tell them to underline the rest of the answers. To check, invite volunteers to read the questions aloud. Other students read the words they underlined.

### Answer Key:



In their notebooks, students draw four pictures to illustrate the story of the whale in activity 1.

### Listen and chant. 2.15 15

Read the title aloud and elicit the meaning: *It's news* from the place where you live. Then invite the class to look at the picture and predict what the chant will be about. Accept all answers. Next, have students close their books. Play track 2.15 and elicit the news items. Write them on the board: *Mrs. Green's cat, Mr. Moore's window, two boys' caps.* Play the CD again. Students listen for more information about each item. Elicit the information. Divide the class into three groups. Students open their books and play the CD again. Each group chants one of the news items. The whole class chants the last two lines. When they finish, groups switch roles and do the chant again.



Invite a volunteer to read the first two sentences aloud. Elicit the type of sentences and the difference between them: active / passive; in the second sentence, it's not important to know who did the action. Ask the class what time the sentences refer to: the past. Elicit how we form the past passive: The object of the active sentence becomes the subject. We add was or were and the past participle of the main verb. Point out that in negative sentences, we use not after the verb be. Explain that we can use passive sentences without saying who did the action. Sometimes, however, we include this information by adding by and the name of the person or thing. Finally, get students to underline examples of the passive in the previous activities. When they finish, invite volunteers to read the examples aloud.

# Transform the sentences into the passive with a friend. 10'

Invite a volunteer to read the first sentence aloud and write the object on the board: *the houses*. Ask if it is singular or plural: *plural*. Then elicit the correct form of the verb be and write it after *the houses*: were. Finally, get another volunteer to write the past participle: *destroyed*. Ask what we can say after this to show who or what did the action: *by an earthquake*. Next, divide the class into pairs and have them transform the rest of the sentences. Check by asking volunteers to say the active and passive sentences.

### **Answer Key:**

The houses weren't destroyed by an earthquake. Three hundred seals were rescued by Greenpeace. The ruins were discovered by French archaeologists. The suspects weren't released by the police.



**Chinese whispers** (see page 10) Now play *Chinese whispers* with sentences in the past passive. Have fun!

### Assign homework 5 Additional homework

AB page 76 ex. 2

15'

Students stick three magazine cutouts of events into their notebooks and write a sentence for each one: The old house was destroyed by a hurricane. The film was produced by Steven Spielberg.

### Listen and circle the correct pictures. 🚵 ^{2.16} 10'

Invite a student to read the headline aloud. Then point out the first pair of pictures. Ask how they are different. Do the same with the rest of the pictures. Next, play track 2.16. Have students circle the correct picture in each pair. When they finish, check by saying each number to elicit whether the first or second picture is correct.

#### TRACK 2.16

21	TRACK 2.16	)
	NARRATOR:	LISTEN AND CIRCLE THE CORRECT PICTURES.
	NEWS ANCHOR:	WE'RE REPORTING ON A GORILLA THAT HAS
		ESCAPED FROM THE TOWN ZOO. THE CHIEF OF
		POLICE IS HERE TO EXPLAIN THE SITUATION.
	NARRATOR:	NUMBER ONE.
	REPORTER 1:	CHIEF JOHNSON, WHAT HAPPENED EXACTLY?
	CHIEF:	WELL, THE CAGE DOOR WASN'T CLOSED
		CORRECTLY YESTERDAY, AND THE GORILLA
		ESCAPED DURING THE NIGHT.
	NARRATOR:	NUMBER TWO.
	REPORTER 2:	SO WHEN WAS IT SEEN NEXT?
	CHIEF:	THE GORILLA WAS SEEN BY A LOCAL GIRL
		THIS MORNING. IT WAS DRINKING WATER
		FROM HER SWIMMING POOL.
	NARRATOR:	NUMBER THREE.
	REPORTER 1:	what did it do then?
	CHIEF:	WELL, IT WENT INTO THE TOWN. EVERYBODY
		RAN AWAY.
	REPORTER 1:	WERE ANY PEOPLE HURT?
	CHIEF:	NO, NOBODY WAS HURT.
	NARRATOR:	NUMBER FOUR.
	reporter 2:	HOW WAS IT CAPTURED?
	CHIEF:	THE GORILLA WAS GIVEN BANANAS. THEN IT
		GOT INTO A TRUCK AND WAS TAKEN BACK
		TO THE ZOO.

### **Answer Key:**



### 🗄 Tell a friend what happened. 🔟

Invite the class to look at the photo of the boy and read what he says. Then ask the class what the boy is doing: *He's saying what happened in the story*. Elicit the next part of the story: *The gorilla escaped during the night*. After that, divide the class into pairs and have them take turns saying what happened. When they finish, invite some students to tell the rest of the class what happened.

### Assign homework 5

### Additional homework

AB page 77 ex. 1

In their notebooks, students draw four pictures illustrating the story of a lion that escaped from the zoo. Then they write sentences describing what happened.

Light on grammar 10

Invite a volunteer to read the first question and the short answers aloud. Then elicit how we make questions in the past passive: We put was or were before the subject. Point out that we put the phrase with by after the verb. Next, invite a volunteer to read the next question and short answers aloud. Elicit why we use were: Because the subject of the sentence is plural. Read the last question and answer aloud. Ask how this question is different from the other two: It's a Wh-question. Point out that we form Wh-questions in the same way as Yes / No questions, except that we put a question word at the beginning.

### Write questions. 10⁰

Have a volunteer read the first prompt aloud: *the gorilla / hurt*. Ask students what the noun is and if it is singular or plural: *gorilla / singular*. Then ask them what form of the verb be they will use: was. Do the same for the rest of the prompts. After that, have students write the interrogative sentences. When they finish, check by inviting volunteers to read their questions aloud. Encourage other students to answer the questions.

#### **Answer Key:**

1. Was the gorilla hurt?

Assign homework (5')

- 2. What time were the police officers informed?
- 3. Was Main Street closed to traffic?

### Pair work (15'

Divide the class into pairs: student A and student B. Student A looks at page 115 and student B looks at page 120. Tell them to take turns asking and answering questions to complete the texts. When they finish, have students compare texts to check.

🗊 AB page 77 ex. 1

# Time to practise!



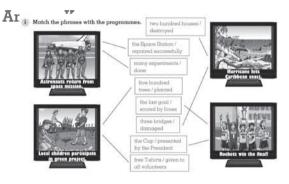
### Running dictation (see page 10) (15'

Play *Running dictation* with the texts from page 76. Have fun!

# Match the phrases with the programmes. 10

Tell students to look at the pictures and say what is happening in each one. Then get them to look at the phrases in the column. Explain that two phrases correspond to each picture. Elicit the phrases that go with the first picture. After that, have students match the rest of the phrases with the pictures. Check by reading the headlines aloud and inviting volunteers

to say the phrases that go with each one.



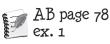
### ightarrow Read and write the sentences. (15)

Tell students to look at the first picture again. Invite a volunteer to form a complete sentence in the passive with one of the phrases corresponding to this picture: *The Space Station was repaired successfully*. Then have students write the rest of the sentences. When they finish, get students to read their sentences aloud. The rest of the class say if they are correct or not. If they are not correct, invite students to read the correct version.

### **Answer Key:**

- 1. Many experiments were done.
- 2. The Space Station was repaired successfully.
- 3. Five hundred trees were planted.
- 4. Free T-shirts were given to all volunteers.
- 5. Two hundred houses were destroyed.
- 6. Three bridges were damaged.
- 7. Thte last goal was scored by Jones.
- 8. The Cup was presented by the President.

### Assign homework



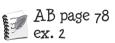
Additional homework In their notebooks, students write one question in the past passive for each of the sentences they made in this lesson: What was repaired successfully? How many experiments were done?

5



Write these questions on the board: What channel is the news on? What news does the singer mention? What does the singer watch after the news? Then play track 2.17. Students listen for answers to the questions with their books closed. When they finish, get them to compare answers with a friend. Next, play the CD again. Students listen and complete their answers. When the song finishes, elicit answers to the questions: The news is on channel 5. The singer mentions breaking news, a sports triumph, a film release, a thief arrested by the police. The singer watches a soap on channel 4. After that, tell students to open their books. Play track 2.17 again. Students listen and follow along. Finally, divide the class into two groups. Groups take turns singing the verses. The whole class sings the chorus.

### Assign homework 5 Additional homework



In their notebooks, students copy the second verse of the song. Then they draw pictures to illustrate the different things mentioned in the verse.

Time to write

### Listen and number the pictures. 🚵 ^{2.18} 🔞

Tell students to look at the pictures quickly. Elicit what they show: *a traffic accident*. Then have students say what they see in each picture. After that, play track 2.18. Students listen and number the pictures in the order they hear the information. Finally, check by drawing seven rectangles on the board. Point to each rectangle and elicit its number.

#### TRACK 2.18

NARRATOR: LISTEN AND NUMBER THE PICTURES. WOMAN: NUMBER ONE. AND NOW IT'S TIME FOR OUR TRAFFIC REPORT. THERE WAS TRAFFIC CHAOS ON THE Å56 EARLIER TODAY. NUMBER TWO. THE ROAD WAS CLOSED FOR THREE HOURS. NUMBER THREE. POLICE ON THE SCENE TOLD OUR REPORTERS THAT A TRUCK FULL OF COWS LOST CONTROL AND HIT A TREE. NUMBER FOUR. THE IMPACT OPENED THE BACK DOORS AND THE COWS ESCAPED, CAUSING PROBLEMS FOR TRAFFIC IN BOTH DIRECTIONS. NUMBER FIVE. FORTUNATELY, THE COWS WERE TRAPPED BY THE LOCAL POLICE. NUMBER SIX. NOBODY WAS HURT.

NUMBER SEVEN. THE TRUCK WAS PULLED BACK ONTO THE ROAD AND CONTINUED ITS JOURNEY.

### Listen again and complete the notes. ^{2.18} 10⁹

Tell students they are going to write a summary of the report. Explain that the phrases under each picture are notes. Then play track 2.18 again. Students listen and complete the notes. Play the track twice if necessary. After that, check by pointing to the rectangles on the board in order and saying the number: *Number 1*. Volunteers read the completed notes aloud: *traffic chaos on the A56*.

#### **Answer Key:**



### Use the notes to write a summary. 10^o

Tell students to look at the notes for the first picture in the report. Explain that when we take notes, we usually leave out the verb be and the articles. Ask a volunteer to make the first sentence of the summary: *Earlier today there was traffic chaos on the A56*. After that, have students write their summaries individually. When they finish, encourage them to compare their summaries with their desk partners. Finally, if you have time, invite some students to read their summary aloud for the rest of the class.

#### Model Answer:

Earlier today there was traffic chaos on the A56 when the road was closed for three hours. A truck hit a tree and the cows escaped. Eventually, the cows were trapped by local police. Fortunately, nobody was hurt and the truck continued on its journey.

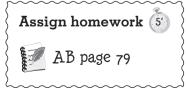
### * Read and circle True or False. 5

Have students read the sentences and circle the appropriate word. Then invite volunteers to read the sentences aloud and say if they are true or false. When they finish, explain that notes are important to help us organize our summary. The notes should only include the most important information. Also point out that it is important to use short sentences.

### Bulletin board idea (10'

Materials: Poster paper, English-language newspapers and news magazines, scissors, glue, colouring pencils.

Divide the class into six groups. Then assign a news type to each group: *International, National, Sports, Culture, Society, Technology.* Next, hand out the materials. Students find and cut out articles, headlines and pictures for their news area. They stick the cutouts onto the poster paper to make a collage. After that, they write the name of their news type on the poster with colouring pencils. Finally, they display their work on the bulletin board. <u> Unit 8 - Student's Book page 79</u>



# The lighthouse keepers' story



### Before you read 10' Read and mark.

Ask students if they have ever given a party. Elicit what it was for and if it was a success. Then have them read and mark the headlines. Check by reading the headlines aloud and inviting the class to say if they are positive or negative.

Answer	Key:	

Dream party is a hit! P Amanda's MEGA party! P

GA party! P A party disaster! N

N→ negative

### Listen to the first part of the story.

Invite the class to look at the pictures and say what they see. Then tell them to close their books. Write these questions on the board:

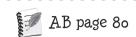
What kind of parties did Amanda's friends have? What kind of party did Amanda decide to have? What was different about her party invitations? Why did she start to get worried?

Next, play track 2.19. Students listen for answers to the questions. When the track finishes, encourage students to discuss their answers with a friend. After that, tell them to open their books. Play the CD again. Students listen and follow along in their books. Finally, elicit answers to the questions: Amanda's friends had parties with a Hollywood theme and a Hawaiian party. Amanda decided to have a disco party. She decided to advertise her party on her web page. She started to get worried because some strangers said they were coming to her party.

### Now read the story in groups. 10

Divide the class into groups of four. Then ask them to take turns reading sections of the story. When they finish, have them switch sections and read again.

### Assign homework 😚



### Additional homework

In their notebooks, students draw Amanda's web page showing the invitation for her party.



### Listen to the second part of the story. 2.20 $10^{-1}$

Ask students why Amanda was worried at the end of the first part of the story: Because some strangers said they were coming to her party. Then have them look at the pictures. Encourage them to predict what happened at the party. After that, play track 2.20. Students listen and follow along in their books. When the story finishes, ask the class what lesson Amanda learned from her party: Her web page was not a good place to put her party invitation because it was not secure. Finally, ask them what kind of information is safe to give on the internet and what information they should never give.

### $\therefore$ Now read the story in groups. (10)

Divide the class into groups of three. Two students in each group close their books. The third student reads one of the sections aloud, changing some of the information. The other students correct the information. At the end of the section, students switch roles and continue in the same way for the other two sections.



### After you read (10) Underline the answers in the story.

Invite a volunteer to read the first question aloud. Then have students look for the answer in the story. Tell them to put up their hands when they find it. Invite a volunteer to give the answer and read the corresponding part of the text aloud: I talked to my mum and dad. Next, have students find and underline the rest of the answers. Check by getting students to read out the questions and the corresponding part of the text for each answer.

### **Answer Key:**

The night of the party came, and at six, people started arriving. At first it was mainly my friends. My mum met them at the door and invited them in. They all had presents for me, and I was very excited. The music was on, and there were lots of snacks. We were dancing and having fun. Then more people started coming. I recognized some of them from school, but one or two were strangers. My mum let the first ones in, but soon the number was growing and growing. The house was filling with people. Some were in the living room, some in the garden and some in the kitchen! My mum started to worry. Soon the snacks were gone, and still people were arriving.

"Why did you invite so many people?" my mum asked. "I didn't!"I replied in despair. "That's it," she said. "Nobody else comes in!" Mum closed the door and began to prepare more snacks.

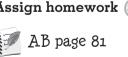
People were having a great time, and before long it was 11. Everyone started leaving. "That was the best party ever!" They all said. My mum sat down on the sofa. She was exhausted. She looked around. "What a mess!" "I'll help," I offered. She was about to get cross with me when my little brother appeared from behind a big pile of presents. "I want to have a party like that, Mum... it was MEGA! " She looked at him and started to smile. "It was certainly MEGA... a MEGA headache!" she said. We all laughed. I realize now that my web page was not a good place to put the party invitation. It wasn't secure, and lots of people I didn't know were able to read my invitation and decided to come to the party. I know now to keep my special news just between me and my friends!

### Value: Looking at the positive

#### Make a newspaper article. (15')

Materials: One photocopy of craft template 8 per student (see the Values Section on the Teacher's Resource CD-ROM), crayons, scissors. Elicit some examples of stories that have been in the news recently. Point out that many news stories report sad or negative things, but it is important to remember that lots of positive things happen in the world as well. Then hand out craft template 8. Invite students to describe the picture. After that, have them read the article and say whether their guesses were correct. Next, they colour the picture. Elicit some examples of other happy events: a person winning a sports event, a lost dog that is found, an interesting discovery, a cure for a disease, etc. Tell students to make their own article describing a heroic event. They can use one of the examples the class has suggested or write about something different. When they finish, have them illustrate their article and give it a headline.

Assign homework (5'



Warm-up: Let's talk about the USA 10 Materials: A map of the world, photos of Americans who have been in the news recently. Display the map and invite a volunteer to point to the USA. Elicit what USA stands for: United States of America. Then ask the class if they have ever been to the USA. Encourage them to say where. Next, explain that there are signs of the USA in nearly every country in the world. Elicit examples of things in their country that

are from the USA. Encourage them to think of food and drink (McDonald's, Kentucky Fried Chicken, Coca-Cola), clothes (Levis, Nike), manufactured goods (cars, computers), culture (films, music), sports (baseball, basketball). Finally, pass round some photos of Americans who have been in the news recently. Invite students to say who the people are and why they are famous.

#### Read and underline the correct option. 10'

Tell students to look at the map. Ask them if they have heard of any of the places and encourage them to say what they know about them. Then tell them to look at the compass. Elicit the four points: *North, South, East, West.* After that, get students to read the text and underline the correct information. Check by having volunteers read the text aloud, with the information they have underlined. Finally, explain that the American flag has got 50 stars, one for each state. The thirteen stripes represent the thirteen colonies that rebelled against Britain in 1776.

### **Answer Key:**

The USA is an enormous country, with a population of almost **200** / **300** million people. It has a very varied geography. The Rocky Mountains are in the West, and run parallel to the Atlantic / Pacific **Coast**. The Great Lakes are in the **North** / **South** of the country. South of them are the Great Plains. The Appalachian Mountains separate the **Atlantic Coast** / **Great Plains** from the rest of the country. The Mojave Desert is in the Southwest. New York is the biggest city in the USA. **The Statue** of Liberty / White House is one of its best-known monuments. New Orleans, in the South, is famous for being the home of **country music** / jazz. Cape Canaveral, in Florida, is NASA's main base. This is where the **jumbo jet** / **space shuttle** is launched from. The Grand Canyon, in **Arizona** / **California**, is one of the most famous national parks in the USA.

You can fly over it or take a raft down the river. Hollywood, in <u>Los Angeles</u> / San Francisco, is famous for its movie industry. The national symbol of the USA is the <u>eagle</u> / condor. The American flag is popularly known as the <u>Stars and Stripes</u> / Red, white and blue.

#### Solve the crossword puzzle.

Tell students to look at the puzzle. Explain that all the words are in the text they have just read. Then have them solve the puzzle individually. Check by drawing the puzzle on the board and inviting volunteers to come to the front and write in the different words. Finally, have a volunteer read the *Did you know?* text aloud. Ask them if they know where the name of their country comes from.

10'

#### **Answer Key:**

- l. plains
- 2. varied
- 3. enormous
- 4. lake
- 5. launch
- 6. eagle

### MB page 82

### Check what you know! 😂 😂

Have students open their books to page 74 and read the types of programmes. Then tell them to close their books. Divide the class into pairs. Students take turns writing one of the new words in the air. Their friend says the word and describes the program: Documentary. A programme that gives information about nature, science, history and so on. Next, tell the class to open their books to page 76. Pairs prepare four questions in the passive about the texts: Who was the car spotted by? Where was the whale discovered? When they are ready, they take turns asking and answering their questions with another pair. Finally, ask the class to complete the faces according to how they feel about what they know.

#### Read and stick.



Tell students to look at the picture and say what they see. Elicit that the man is a Native American. Ask what he is doing. Accept all answers. Then, tell students to use the stickers for *Light up the world* on page 83. Next, have students read the text and put the stickers in the appropriate places. Check by asking the class what the different numbers of puffs of smoke meant. Finally, elicit what other ways of communicating messages Native Americans used: signs made with their hands and pictographs. Elicit when they used each method: signs - when they needed to communicate with people who spoke a different language, or when they were out hunting; pictographs – when they wanted to leave written messages or write stories.

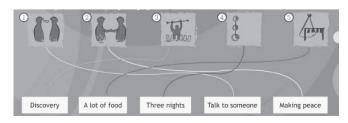
#### **Answer Key:**

ricans had several different ways of giving news. When they wanted to communicate messages over long distances, they used smoke signals. They made a fire and threw wet grass on it. This caused smoke to rise into the , air. Then they took the grass off and waited for the smoke to disappear. Depending on the message they did this two or three times. One pull of smo meant "attention," two puffs meant "all is well" and three puffs meant "danger" or "help." When Native Americans needed to communicate with people who spoke a different language, or when they were hunting and needed to be quiet. they used signs made with their hands. When they wanted to leave written messages or write storie. they used pictures, called pictographs.

#### Match the phrases with the pictographs.

Tell students to look at the pictographs and say what they see in each one. Then have them guess what they mean and match the signs individually. When they finish, encourage them to compare their work with a friend. Finally, check by drawing the pictographs roughly on the board. Point to each one in turn and elicit the phrase: 1 - Talk to someone, 2 - TalkMaking peace, 3 – Discovery, 4 – Three nights, 5 – Lots of food.

#### **Answer Key:**

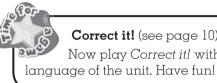


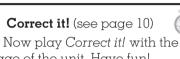
#### Read and draw your own pictographs.

Have students draw their pictographs individually. When they finish, get them to compare what they have drawn with a friend. If you have time, invite some students to come to the front and draw their pictographs on the board. The rest of the class guesses the phrase.

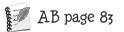
#### **Answer Key:**

Student's own drawings.





#### Assign homework (5') My project



10

10'

#### Make a totem pole.

Materials: One long cardboard tube, a ruler, a sheet of paper per student.

Invite the class to look at *My* project and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then go through each step with them. Finally, remind them that they can do their project with the help of their family.

tast

8

10'

#### Timesfor A friendly reminder 🕷

It is advisable to create a stress-free and supportive environment for taking a test.

Before students are assessed, they should review the unit vocabulary with *My* spelling practice on page 97 and the Time to check section on page 82 in the Activity Book. During the evaluation:

- read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.



# Award ceremony

#### **Objectives:**

- learn the words to talk about personal qualities
- learn verbs to talk about positive and negative actions
- practise expressions for talking about decisions
- talk about hypothetical situations with the second conditional



#### Personal qualities

r ersonar quannes		responsible /rɪs·ˈpɒn·sə·bəl/
forgiveness honesty	/ˈkʌ·rɪdʒ/ /fə·ˈɡɪv·nəs/ /ˈɒ·nɪs·tɪ/	Collocations 2
loyalty patience responsibility	/ˈlɔɪ·jəl·tɪ/ /ˈpeɪ·ʃənts/	cheat in         /tʃi:t ın           an exam         ən eg.'zæm/           get even         /get 'i:.vən/           look up to         /luk 'ʌp tu/
Adjectives	2	stand up for /stænd 'Ap fo:/
courageous forgiving honest loyal	/kə·ˈreɪ·dʒəs/ /fə·ˈɡɪv·ɪŋ/ /ˈɒ·nɪst/ /ˈlɔī·jəl/	tell α lie       /tel ອ 'laɪ/         tell on       /tel ɒn         someone       ,sʌm·wʌn/         tell the truth       /tel ðə 'tru:θ/

nationt



#### Second conditional

We use the second conditional structure to talk about hypothetical situations that are possible. We express the condition with *If* + subject + the past simple. We express the consequence with subject + would + the base form of the verb. We combine the condition and the consequence using a comma: *If I found some money, I would tell a teacher.* We can also switch the order of the clauses and avoid the comma: *I would talk to my friend if she was sad.* To form Yes / No

questions, we use the condition and switch the subject and would in the consequence: If you were a teacher, would you give lots of tests? To form Wh- questions, we add the question word before would: How would you improve your school if you were the headteacher? We can switch the order of the clauses in questions as well: If you were the headteacher, how would you improve your school?

/'net.font/



Unit 9

108

In this section, students will learn phrases and short exchanges used in everyday life. In this unit, students will learn and practise expressions for talking about decisions.

- I can't decide.
- I can't make up my mind. • You decide.
- It's up to you.





### Teaching tip

Most schools carry out some kind of assessment of each student at the end of the school year. Sometimes this takes the form of a final test. At other times, it is the result of continual assessment that teachers have carried out throughout the year, and at others it is some combination of both. Students often get nervous when they know they are going to have a test and perform below their real ability. If your school expects students to take a final test, it is important to help them prepare for it properly. To prepare students, first tell them what the test is going to consist of:

- Will it have a reading and listening component?
- Will you test speaking? If so, how?

• What grammar points are you going to test? Then give students suggestions for how to revise:

- Tell them to set aside some time every day. Explain that to do a little every day is better than trying to do too much all at once.
- Advise them to look at the *Check what you know!* sections in the Activity Book. Can they still do all the things there?
- If they still have any problems, get them to look again at any *Light on grammar* sections they are not sure about. Encourage them to ask you or other students for help. Tell them to do the relevant activities again.
- If they have problems remembering vocabulary, get them to make flash cards with the English word or phrase on one side and a drawing on the other. They can look at these at different times during the day.

Above all, encourage students to feel good about their English. A student who feels confident will usually do well on a final assessment, and more importantly, will approach future learning with a positive and open attitude.

#### Value: Doing the right thing

Doing the right thing means doing what you think is right even when it may be easier to do something else.





#### In this unit, students will develop:

- Competence in autonomy and personal initiative by making a values chain to encourage them to follow their own moral compass even when faced by peer pressure (TB p. 109)
- *Linguistic* competence by identifying and learning vocabulary and formulaic language related to personal qualities (SB p. 84).
- Mathematical competence by using numbers to match collocations of phrasal verbs and compound nouns (SB p. 85).
- Competence in Learning to learn by creating a table of conditions and consequences to help learn the conditional structure (SB p. 86).
- *Linguistic* competence by conducting an interview with a classmate (SB p. 87).
- Competence in processing digital information in the classroom by listening to a song about personality traits and singing along (SB p. 88).
- Competence in autonomy and personal initiative by creating their own end of the year speech to share with other students in the class (SB p. 89).
- *Linguistic* competence by listening to and reading a story while looking at drawings that support contextual information (SB p. 90).
- Social and citizenship competence by reading the story One good turn... to develop awareness about the importance of helping others, even if they are strangers (SB p. 91).
- Competence in Knowledge and interaction with the physical world by reading and listening to a text about the United Nations (SB p. 92).
- Cultural and Artistic competence by reading about World Heritage sites and identifying them on a world map (SB p. 93).





# Listen and complete. 🚵 2.21 (15)

Invite the class to describe the picture: It's an auditorium. Some children are receiving awards. etc. Tell students to read the teacher's notes guickly. Elicit what the awards are for: personal qualities. Next, have a volunteer read the adjectives in the box aloud. Explain that these words describe people's character. Then play track 2.21 for students to complete the notes. Check by reading the adjectives aloud to elicit the name of the person. After that, say honest. Get students to give you examples of honest behaviour: If you do something wrong, you admit it. If you find money, you tell the teacher. etc. Do the same for the rest of the adjectives.

#### TBACK 2.21

NARRATOR' LISTEN AND COMPLETE WOMAN: TONIGHT'S AWARDS GO TO SIX VERY SPECIAL STUDENTS. MARY IS VERY HONEST - SHE NEVER TELLS LIES, SIMONE IS RESPONSIBLE - SHE ALWAYS DOES WHAT SHE SHOULD. EMMA IS LOYAL - SHE NEVER BETRAYS A FRIEND. TODD IS FORGIVING — HE ALWAYS GIVES PEOPLE A SECOND CHANCE, IOSIE IS PATIENT - SHE ALWAYS WAITS FOR HER FRIENDS. JOHN IS COURAGEOUS - HE ISN'T AFRAID OF ANYTHING.

### 🗄 Read and stick. ੱ 🚾

Invite students to look at the awards. Point out that the labels are missing. Then hand out the stickers for activity 1 on page 84. Have students read the nouns silently. Next, tell them to compare the nouns with the adjectives for personal qualities. Get them to read the descriptions again and decide which sticker goes with each person. Elicit the label for Mary's award: honesty. Students stick the word in the correct place. Continue with the rest of the labels. Finally, have students compare answers to check.

#### **Answer Key:**

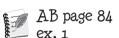
courageous	Mary is very	11	nonest	- she never tells lies.
forgiving	Simone is_	responsible		always does what she should.
honest	Emma is_	loyal		- one never betroys a friend.
loyal				s gives people a second chance.
patient	ei skd	patient	chr	always waits for her friends.
responsible	John is	courageou		- he isn't afraid of anything.

### Listen and repeat. ^{2.22} 10

Play track 2.22 for students to repeat. Then write Adjective and Noun on the board. Point to Noun and say the first letter of a word: R. Students say the corresponding word: responsibility. Do the same with the rest of the words.

#### TRACK 2.22 NARRATOR: LISTEN AND REPEAT. NARRATOR: COURAGEOUS - COURAGE LOYAL - LOYALTY FORGIVING - FORGIVENESS PATIENT - PATIENCE HONEST - HONESTY RESPONSIBLE - RESPONSIBILITY

#### Assign homework (5)

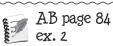


Additional homework Students stick three magazine cutouts of famous people into their notebooks to represent three personal qualities. They write the quality for each person and a sentence to describe him/her: (Courage). (She) is a very (courageous) person.



Tell students to look at the scenes. Ask what the problem is: The boy has to make a decision. Elicit his options: read, watch TV. Then ask what the angel and the devil mean: The angel is telling the boy what he should do. The devil's suggesting something that he shouldn't do. Next, invite a volunteer to read the phrases in the first scene aloud. Point out that they mean the same thing: Idon't know what to choose. Get another volunteer to read what the boy's mum says aloud. Ask if she is telling him what to do: No. She's telling him to decide. Point out that the sentences have the same meaning. After that, get students to draw themselves in their notebooks making a choice. They should draw another person to help them. Then they make a speech bubble for each person: I can't decide. It's up to you. Finally, invite them to show their pictures to a friend.

### Assign homework (5'



Additional homework In their notebooks, students stick magazine cutouts of four items that they like. Then they draw themselves making a decision and write a sentence to label it: I can't make up my mind.

# 🚁 Listen and number. 🚵 2.23 🔟

Tell the class to look at the picture. Elicit who the person is: The headteacher. Ask what the award is for: Student of the Year. Ask students if there is a similar award in their school and what aualities the winner of this award should have. Then have students read the words in the two columns silently. Elicit what the angels and the devils indicate: The angels indicate good actions, and the devils indicate bad actions. Point out that the words in the first column begin phrases for good and bad actions. The words in the second column are the endings of each phrase. Next, play track 2.23 and pause it after the first sentence. Ask what word from the first column is in the sentence: look. Encourage students to say the complete phrase: look up to. Have them find both parts of the phrase on the banners. Tell them to write *l* next to the banner that says up to. Ask whether look up to is a good action or a bad action: a good action. After that, play the rest of the track and have students number the banners. Play the CD again for them to check. Check as a class by saying the numbers to elicit the phrases.

#### TRACK **2.23**

NARRATOR: LISTEN AND NUMBER.

WOMAN: NUMBER ONE. THIS YEAR'S STUDENT OF THE YEAR AWARD GOES TO SOMEONE WE CAN ALL LOOK UP TO AND ADMIRE.

NUMBER TWO. SHE IS A MODEL TO US ALL. SHE IS A VERY HONEST PERSON WHO GIVES BACK ANYTHING THAT SHE FINDS AND WHO NEVER TELLS A LIE.

NUMBER THREE. OUR WINNER THIS YEAR IS A PERSON WHO WILL ALWAYS TELL THE TRUTH.

NUMBER FOUR. SHE NEVER CHEATS IN AN EXAM.

NUMBER FIVE. AND WHEN SOMEBODY TREATS HER BADLY, SHE DOESN'T TRY TO GET EVEN. SHE PREFERS TO FORGIVE AND FORGET.

NUMBER SIX. SHE IS VERY LOYAL — SHE ALWAYS DEFENDS HER FRIENDS AND STANDS UP FOR THEM.

NUMBER SEVEN. SHE CERTAINLY NEVER TELLS ON THEM, EVEN IF THEY HAVE DONE SOMETHING WRONG. SO THIS YEAR, THE PRIZE GOES TO...

5. get even

6. stand up for someone

7. tell on someone

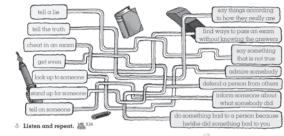
#### Answer Key:

- 1. look up to someone
- 2. tell a lie
- 3. tell the truth
- 4. cheat in an exam

# Draw the paths and discover the meaning. 10

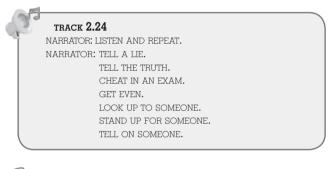
Have the class read the first phrase: *tell a lie*. Then get students to draw the path to the meaning of the phrase. Invite a volunteer to read it aloud: *say something that is not true*. Next, get students to draw the rest of the paths to discover the meanings of the phrases. When they finish, give phrases and have students say their meaning. Finally, encourage students to give examples of situations where they might do the actions.

#### **Answer Key:**



### 🗄 Listen and repeat. 🚵 2.24 🛐

Play track 2.24 several times. Students listen and repeat the phrases. As they repeat, invite them to mime whether the phrase is a good action or a bad action.



#### Light-on real language (20)

#### ⁺ Make up dialogues with a friend. ¹⁰

Have the class look at the scenes. Elicit what the person's choice is in each one: to buy sweets or save his money / to enter a singing competition or not. Then divide the class into pairs. Invite a volunteer to read aloud what the boy in the photo says. Get students to make up dialogues that include the new phrases:

S1: I can't decide what to do. Should I save my money or buy sweets? S2: It's up to you.



**Dance it!** (see page 10) Now play Dance it! with

Now play *Dance it!* with the vocabulary from this page. Have fun!

### Assign homework 5

#### Additional homework

AB page 85

10'

Student's Book page 85

Unit 9 - 8

111

Pictionary pages 110 and 111. Students identify the pictures and write the corresponding words or phrases. Then they write a sentence for each. Finally, they listen to the words and phrases in this unit's section of the CD.

# If I found money, I would give it to a teacher

### 🚯 Answer the quiz. 🔟

Read the title of the quiz aloud. Ask students where we can find quizzes like this one: *in magazines* or on websites. After that, have students read the questions and mark their answers individually. Tell them to be honest. They should keep their answers secret. When they finish, ask students how easy it is to be honest and what challenges they might have: You might get in trouble. A friend might be angry with you. etc. Invite them to mention the benefits of being honest: You feel good. You help another person. etc.

#### **Answer Key:**

Student's own answers.

#### Complete the table. ¹⁰ ¹⁰

Tell the class to look at the table. Point out the headings for each column and elicit what each is: A condition starts with If. It's an action that causes something to happen. A consequence is something that happens because of another action. Elicit an example of each from number 1 in the quiz. Have them write the condition and consequence on the lines. Then tell them to complete the table with other examples from the quiz. They do not need to use their own answers. When they finish, check by inviting volunteers to read aloud what they wrote.

#### **Answer Key:**

Student's own answers.

#### Assign homework 5

#### Additional homework

AB page 86 ex. 1

In their notebooks, students copy a sentence from the quiz. Then they draw two pictures, one to show

the condition and one to show the consequence.

### 😧 Listen and chant. 籠 2.25 店

Read the title of the chant aloud. Invite students to look at the picture and predict what the chant is about. Accept all answers. Next, get students to close their books. Play track 2.25 and ask if their predictions were correct. Elicit what the singer says she would do if she found a bag of money. Then play the CD again. Students follow along in their books and chant along. After that, divide the class into two groups. Play the CD and get them to chant alternating lines. When they finish, have them switch roles and do the chant again.



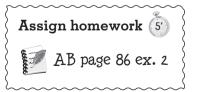
Write the first sentence on the board. Elicit the condition and underline it: If I found a mobile phone. Ask students how they know this is the condition: Because it starts with If. Ask what the other part of the sentence is: the consequence. Explain that we use the second

consequence. Explain that we use the second conditional when we talk about a condition that is possible, but not a reality at the present time. Elicit the verb form that we use in the condition: the past simple. Elicit the form we use in the consequence: would + the base form of the verb. Next, get a volunteer to read the second sentence aloud. Elicit the condition and the consequence. Say that we can put the consequence first and the condition second. If we do this, we do not need a comma.

#### Complete the sentences with α friend. 10⁽¹⁾

Read the first item aloud and ask what part of the second conditional it is: *a condition*. Invite the class to suggest a consequence. Then divide the class into pairs and have them complete the sentences in their notebooks. Finally, get volunteers to read their sentences to the class.

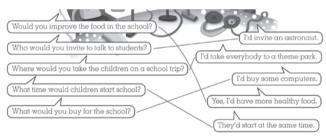
**Wrap-up:** Funny consequences 10 Write this condition on the board: *If I met my favourite singer...* Then give students 30 seconds to write a funny consequence. Next, invite volunteers to read their consequences aloud. The class votes on the funniest consequence.



## 🛞 Read and match. 🤬

Invite students to look at the picture and say where the people are: in a radio studio. Point out that the person on the left is interviewing the girl. Then invite students to find the topic of the interview in the picture: If you were the headteacher... Next, have a volunteer read the interviewer's first question aloud beginning with If you were the headteacher... Tell the class to find the correct response: Yes, I'd have more healthy food. After that, have students read and match the rest of the questions and answers. When they finish, check by inviting volunteers to read the questions and answers aloud. Point out that If you were the headteacher is the condition for all of the questions. Elicit the consequences: improve the food they sell in the school, have more healthy food, invite people to talk to students, etc. Encourage them to say how they know: They use would + the base form of the verb. After that, divide the class into pairs and tell them to take turns interviewing each other with the interviewer's questions. They can use their own answers. Finally, invite a pair to do their interview in front of the class.

#### **Answer Key:**



#### Assign homework 5

In their notebooks, students write two sentences starting with the words *If I were the headteacher*... Then they draw a picture to illustrate each sentence.



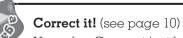
Invite a volunteer to read the first question aloud. Elicit the condition and the consequence. Ask what kind of answer is appropriate for this question: Yes or No. Then encourage students to look at the example again and say how we form Yes / No questions in the second conditional: We switch the position of would and the subject in the consequence. The condition doesn't change. Next, get another volunteer to read the second question aloud and say how it is different from the first question: It asks for specific information. It uses a question word. The consequence comes before the condition. Explain that we can ask for specific information by adding a question word before would. The order of the condition and the consequence can be switched. When we put the consequence first, we do not need a comma. Finally, have students look again at the questions in activity 3 on page 87. Have them say which question is a Yes / No question.

### Ask and answer with a friend. 10

Point out the pictures of the monkey and the photo of the boy. Invite a volunteer to read his question aloud. Ask which picture he is talking about: the first one. Encourage the class to answer: I'd live in a tree. Then have them read the prompts for the next picture and get a volunteer to say the question: Would you go to school? Invite the class to answer. After that, divide the class into pairs and have them take turns asking and answering questions about the pictures with a friend. Check by getting pairs to say their questions and answers to the class.

### Pair work 15'

Divide the class into pairs: student A and student B. Student A looks at page 116 and student B looks at page 120. Then write the following prompts on the board: Student A: what / do, where / go, what / do, what / play. Student B: what / be, what / have, what / do, what / play. Elicit how to complete the first questions for each student: What would you do? What would you be? After that, get students to complete the rest of the questions. When they finish, they ask their friend the questions. Finally, invite some students to say what they would do for each of the conditions.



Assign homework (5')

Now play Correct it! with secondconditional sentences. Have fun!

🚺 AB page 87

10'

# Time to practise!

Warm-up: Find someone who... (15)

Write these questions on the board:

What would you do if... you saw a snake at school? you won 1,000 pounds?

you saw your favourite actor or actress in the street? Students copy the questions in their notebooks. Then get them to write true answers to the questions. When they finish, have them walk around the classroom and ask their friends the questions. Tell students to find people who have got the same answers to any of the questions and write their names next to each question. Finally, vote on the most popular answer to each question.

# 🕅 Write questions. 🛅

Get students to look at the first picture and describe it. Then invite a volunteer to read the prompts aloud. Encourage the class to guess the condition: *If you had a plane*. After that, have another volunteer form a question about the picture using Where go: *If you had a plane*, where would you go? Then have a different volunteer make a question with Why: Why would you go there? Next, elicit the conditions for the rest of the pictures: *Picture 2 – If you were a film star; Picture 3 – If you had a million pounds; Picture 4 – If you had three wishes*. Next, have students write the questions. When they finish, get them to compare questions with a friend to check. Check as a class by having volunteers read their questions aloud.

#### **Answer Key:**

- 1. If you had an aeroplane, where would you go? Why would you go there?
- 2. If you were famous, where would you live? Why would you live there?
- 3. If you were rich, what would you buy? Why would you buy it?
- 4. If you had three wishes, what would you wish for? Why would you wish for it?

#### Ask and answer the questions with α friend. 10

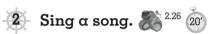
Invite a volunteer to read the child's question aloud and answer it. Ask him/her: *Why* would you go there? Then divide the class into pairs and tell them to take turns asking each other the questions from the previous activity and giving answers that are true for them. When they finish, invite some pairs to say some of their answers.

### Assign homework 5

#### Additional homework

AB page 88 ex. 1

In their notebooks, students make a collage of things that they would ask for if they had three wishes. Then they write sentences: If I had three wishes, I would ask for a trip to the beach with my family. I would ask for a new house for my mum. I would ask for an MP3 player.



Ask students to remind you what personal qualities they have learned in the unit. Then play track 2.26 and ask which personal qualities are mentioned in the song. Next, point out that the singer asks some questions in the song. Play the CD several times more for students to write down as many questions as they can in their notebooks. After that, get them to compare questions with a friend to check. Next, tell students to open their books. Play track 2.26 again. Students listen and check the questions they have written. Finally, divide the class into two groups. One group sings the first verse and the other group sings the second verse. Both groups sing the chorus. When they finish, switch roles and sing the song again.

#### Assign homework 5 Additional homework

AB page 88 ex. 2

In their notebooks, students write two more lines for the song. The lines should follow this pattern: What would you do if...? Would you... or would you...?

Time to write

#### Complete the mind map. 10

Invite students to say if their school holds an end-of-year ceremony and encourage them to say what happens. Ask if there are any speeches. If there are, elicit what kinds of things people talk about. Then tell the class to look at the information on the page. Explain that this is a mind map. We use mind maps to help think of and organize ideas. They are helpful for preparing speeches. Elicit the topic of the speech. Then get volunteers to read the different notes for the speech aloud. Next, point out the headings in the box. Ask which heading goes with the first set of notes: A teacher I want to thank. After that, have students read the rest of the headings and write them with their corresponding notes.

#### **Answer Key:**

A teacher I want to thank	My end-of-year speech	A promise
Ms. Miller — for teaching me how to draw		will visit the teachers, use things I learned
A special friend I want to thank	A day I particularly enjoyed	Things that I will miss
my best friend, Sam, — for being loyal	the day that we had the School Talent Competition	seeing my friends, my teachers every day

### Listen and check. ^{2.27} ⁵ ⁵

7 5

Play track 2.27 for students to listen and check their work. Then read the headings aloud and elicit the information for each one. After that, ask the class what words the speaker uses to start and finish the speech: *First* of all. Thank you and good luck.

TRACK	2.27

NARRATOR: LISTEN AND CHECK. BOY: FIRST OF ALL, I WOULD LIKE TO THANK MS. MILLER — FOR TEACHING ME HOW TO DRAW. SHE'S ALWAYS HELPED ME TO BELIEVE IN MYSELF. I WOULD ALSO LIKE TO THANK MY BEST FRIEND, SAM, FOR BEING LOYAL AND FUN TO BE WITH. WE HAD LOTS OF FUN ADVENTURES TOGETHER. I REMEMBER THE DAY WHEN WE HAD THE SCHOOL TALENT COMPETITION, AND SAM AND I FORGOT THE WORDS TO THE SONG. IT WAS VERY EMBARRASSING, BUT WE HAD FUN ANYWAY. I LOVED MY TIME AT SCHOOL AND I WILL MISS SEEING MY FRIENDS AND MY TEACHERS EVERY DAY. I PROMISE TO VISIT AND USE ALL OF THE THINGS I LEARNED HERE. THANK YOU AND GOOD LUCK.

### 😰 Complete about you. 🔟

Tell the class to write headings in the mind map. They can use the headings from activity 1 or adapt them to be about a different person or event. Then invite students to make notes of what they want to say for each heading. Get several volunteers to read their notes for the rest of the class.

# Write your end-of-year speech in your notebook. (15)

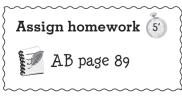
Remind students how the example speech began and ended: *First of all. Thank you and good luck.* Elicit any other suggestions students may have. Then get them to use their notes to write an end-of-year speech in their notebooks. When they finish, encourage them to compare their work with a friend's. Finally, invite one or two students to read their speech aloud.

#### Answer Key:

Student's own answers.

#### Bulletin board idea (15'

Materials: One sheet of paper, one sheet of poster paper per group, felt-tip pens, scissors, glue. Divide the class into six groups. Assign one of these personal qualities to each group: honesty, forgiveness, loyalty, courage, patience, responsibility. Then hand out the materials. Students make an award for their quality using paper. They should label it clearly. After that, have them cut out their award and stick it onto the poster paper. Next, have them think of three situations that illustrate their quality. Tell them to write a short sentence for each situation and illustrate the sentences on the poster paper: If we found some money in the playground, we would give it to a teacher. When groups finish, display the posters on the bulletin board.



Unit 9 - Student's Book page 89

# The lighthouse keepers' story



### Before you read 15

Complete the sentences.

Ask students if they have ever been lost. Elicit how they felt, what they did, etc. Remind them how important it is to know their address and telephone number and also an extra number in case there is no one at home. Then get a volunteer to read the incomplete sentences aloud. Have them close their eyes and imagine each situation. After a minute, divide the class into pairs and get them to talk about what they would do in each situation. Next, have students complete the sentences individually. Finally, invite some students to read their answers to the class.

#### **Answer Key:**

Student's own answers.

#### Listen to the first part of the story.

Have a volunteer read the title of the story aloud. Explain that it is the first part of a saying in English. Students will see the complete saying later in the story. Then invite the class to describe what they see in the pictures. Get students to say what sport the boy plays: football. Ask how many students play football, how many only watch it on TV and how many dislike it. Next, have the class close their books. Write these questions on the board:

What's going to happen at the end of the month? Why did Adam take the bus?

What happened on the bus?

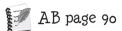
How did Adam feel at the end of this part of the story? Why?

After that, play track 2.28. Students listen for answers to the questions. When the track finishes, elicit their answers. Accept all suggestions. Then play the CD again for students to listen and follow along in their books. Invite volunteers to give answers to the questions: There's going to be a football tournament at the end of the month. / Adam took the bus because his mum and dad were both working. / Adam fell asleep. / He felt scared. He was in a strange part of the city. Finally, ask students to say how they would feel if they were in Adam's situation, and what they would do.

#### Now read the story in groups. 10

Divide the class into groups of three. Students choose one of the paragraphs and read the story aloud. When they finish, have them switch paragraphs and read the story again.

#### Assign homework 5 Additional homework



In their notebooks, students draw a time when they were lost. Then they write a caption: *I* was *lost at the shopping centre*. If they have never been lost, they can invent a situation.

#### Listen to the second part of the story. 🔊 2.29

Get students to say what happened to Adam in the first part of the story. Then have them look at the pictures. Ask them to predict what will happen in the second part. Next, play track 2.29. Students listen and follow along in their books. When the story finishes, ask students if the story was different from their predictions and, if so, encourage them to say how. Finally, ask them what they think the moral of the story is: You shouldn't judge people by how they look or where they live.

#### $\oplus$ Now read the story in groups. $\widehat{10}$

Divide the class into groups of four. Students divide the story into sections and take turns reading the story aloud. Encourage them to use different voices for the characters. When they finish, have them switch sections and read the story again.

### After you read $10^{\circ}$ Discuss with $\alpha$ friend.

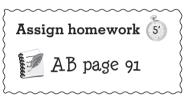
Have a volunteer read the first question aloud. Ask students who used that expression in the story: Adam's teacher. Then divide the class into pairs and tell students to discuss the answers to the questions with their friend. When they finish, elicit answers from the class: "One good turn deserves another" means that when someone does something nice for you, you should do something nice for that person in return. People in the story who did something nice for other people are: Jim (he helped Adam); Adam (he asked his teacher if Jim's team could play in the tournament); Adam's teacher (she agreed to let Jim's team play).

1	1			
L				
£.	£	6	2	
1	ŝ,			į

#### Value: Doing the right thing Make a values chain. (15'

Materials: One photocopy of craft templates 9a and 9b (see the Values Section on the Teacher's Resource CD-ROM) per student, colouring pencils, scissors, glue, string.

Explain to students that doing the right thing means doing what you feel is right even when it might be easier to do something else. Invite the class to give examples of times when they have done the right thing. Then hand out photocopies of craft templates 9a and 9b. Get students to describe the different situations and say what decision the people have to make for each situation. After that, hand out the rest of the materials. Students colour and cut out the pictures. They fold each picture in half. Finally, they thread the string through the pictures and stick them together to form a values chain.





Materials: A map of the world, photos of the flag of the United Nations and the United Nations General Assembly hall.

Display the map and pass around the photo of the flag. Ask the class if they know what country or region it represents. Then explain that it represents the United Nations. The United Nations is not a single country or region. It is a group of countries from all over the world. It is often called the UN.

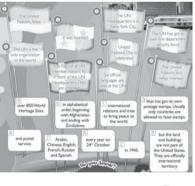
10'

Encourage students to say what they see on the flag and why they think the countries look that way. Explain that from that perspective, all of the nations are equal. The UN is an organization with the goals of protecting human rights, protecting the environment and promoting peace. Pass around the photo of the General Assembly hall. Explain that here, a representative from each member country votes on important issues.

#### Read and number.

Invite the class to look at the picture. Explain what it shows: the United Nations headquarters in New York. Then invite a volunteer to read the text on the first flag aloud. Have the class find the text that completes the sentence: international relations and tries to bring peace to the world. Students write l in the box. After that, get students to read the rest of the texts individually and write the corresponding numbers in the boxes.

#### **Answer Key:**



# Listen and check.

2.30

Play track 2.30. Students listen and check the sentences. Then ask them whether any of the information is surprising. Next, invite a volunteer to read the *Did you know?* text aloud. Tell students that there are 194 countries in the world. The ones that are not members of the United Nations are Kosovo and Vatican City.

TRACK **2.30** 

#### NARRATOR: LISTEN AND CHECK.

NARRATOR: NUMBER ONE. THE UNITED NATIONS HELPS INTERNATIONAL RELATIONS AND TRIES TO BRING PEACE TO THE WORLD.

NUMBER TWO. IT WAS FOUNDED IN 1945. NUMBER THREE. THE UN HEADQUARTERS IS IN NEW YORK CITY, BUT THE LAND AND BUILDINGS ARE NOT PART OF THE UNITED STATES. THEY ARE OFFICIALLY INTERNATIONAL TERRITORY. NUMBER FOUR. THE UN HAS GOT ITS OWN FIRE DEPARTMENT, SECURITY FORCE AND POSTAL SERVICE.

NUMBER FIVE. THE UN IS THE ONLY ORGANIZATION IN THE WORLD THAT HAS GOT ITS OWN POSTAGE STAMPS. USUALLY ONLY COUNTRIES ARE ALLOWED TO HAVE STAMPS. NUMBER SIX. THE FLAGS OF ALL 192 member nations fly in front of the UN headquarters. They are arranged in Alphabetical order, beginning with Afghanistan and ending with Zimbabwe.

NUMBER SEVEN. SIX OFFICIAL LANGUAGES ARE USED AT THE UN: ARABIC, CHINESE, ENGLISH, FRENCH, RUSSIAN AND SPANISH. NUMBER EIGHT. UNITED NATIONS DAY IS CELEBRATED EVERY YEAR ON  $24^{\rm TH}$  october.

NUMBER NINE. THE UNITED NATIONS ALSO HELPS MAINTAIN OVER  $850\ \text{world}$  heritage sites.

## AB page 92 15

### Check what you know! 😳 😂

Materials: Collocations 2 poster word cards, a sheet of paper rolled into a ball.

Divide the class into pairs and have them turn to page 84. Tell them to look again at the adjectives and nouns for personal qualities. Then they take turns saying one of the words. Their partner says the corresponding adjective or noun. After that, have them look at page 85. Tell them to read the verb phrases and the definitions silently. Then have them close their books. Hold up one of the poster word cards and invite the class to say what the phrase means. Do the same with the rest of the word cards. Next, toss the ball to a student and ask a question with the second conditional: If you were an animal, what would you be? The student replies: I'd be a (cat). After that, the student tosses the ball to another student and asks a different question: If you were an animal... (what would you eat)? Continue until most students have participated. Finally, ask the class to complete the faces according to how they feel about what they know.

### Listen and stick.



Invite students to look at the map. Explain that it shows the location of some World Heritage Sites. Encourage the class to say what they know about World Heritage Sites: *There are more than 850. The UN helps to maintain them.* Then play track 2.31. Students listen for more information about what World Heritage Sites are. When the track finishes, elicit the information: *World Heritage Sites are very important natural or cultural places.* Next, hand out the stickers for *Light up the world* on page 93, and have students read the names of the places. Then play the CD again. Students listen and choose the sticker for each space. Check by saying the names of the countries and getting students to hold up the coresponding sticker. Finally, have them put the stickers in the spaces.

#### track **2.31**

NARRATOR: LISTEN AND STICK.

NARRATOR: WORLD HERITAGE SITES ARE OUR WORLD'S MOST PRECIOUS NATURAL AND CULTURAL PLACES. THEY ARE OF OUTSTANDING UNIVERSAL VALUE FOR YOU AND ME – PLACES SUCH AS THE TAJ MAHAL IN INDIA OR THE GREAT WALL OF CHINA. THESE PLACES ARE SPECIAL FOR EVERYONE AROUND THE WORLD. AND EACH ONE IS SPECIAL IN A DIFFERENT WAY. THE HISTORIC MONUMENTS OF TLACOTALPAN IN MEXICO, OR THE ANCIENT STRUCTURE OF THE GREAT PYRAMID IN EGYPT, OR THE STATUE OF LIBERTY IN NEW YORK CITY — WE NEED TO PROTECT THESE WORLD HERITAGE SITES SO THAT WHEN YOU GROW UP, YOU WILL BE ABLE TO ENJOY THEM, TOO. THAT IS WHY WORLD HERITAGE SITES ARE IMPORTANT TO ALL OF US, AND ALL OF US ARE RESPONSIBLE FOR TAKING GOOD CARE OF THEM.

10'

#### Read and label the map.

Materials: A map of the world.

Invite a volunteer to read the information about the Pantanal Conservation Area aloud. Then ask what country it is in: *Brazil*. Get students to write the name in the appropriate space. After that, have them label the rest of the sites individually. When they finish, get them to compare answers with a friend to check. Check as a class by getting students to point to the World Heritage Sites on the map and say what they are. Finally, get students to say which of the sites they would like to visit and why.

#### **Answer Key:**



#### Draw a new World Heritage Site for your country.



Have students say the names of any World Heritage Sites they know in their country. Then get them to think of another place they think is special. Have them draw the place and label it. When they finish, get them to compare their work with a friend. Finally, invite some students to say the name of the place that they chose.

#### **Answer Key:**

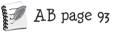
Student's own answers.



**Combinations** (see page 10) Now play Combinations with

sentences and questions in the second conditional. Have fun!

#### Assign homework 5 My project



10'

#### Make a trophy.

Materials: One large plastic bottle and one large lid, card, aluminium foil per student.

Invite the class to look at *My* project and tell them the main materials for the craft. Point out the icons and explain the additional materials that they need. Then go through each step with them. Finally, remind them that they can do their project with the help of their family.



#### Time A friendly reminder 🔏

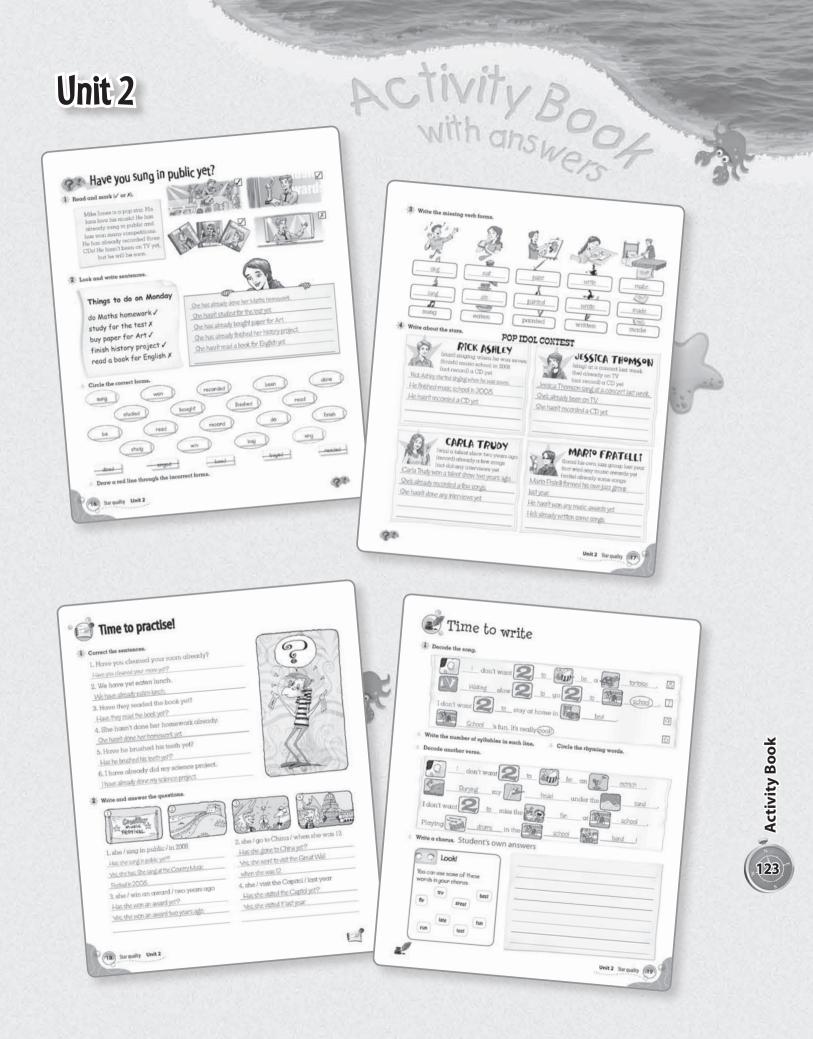
It is advisable to create a stress-free and supportive environment for taking a test. Before students are assessed, they should review the unit vocabulary with *My* spelling practice on page 100 and the *Time* to check section on page 92

- in the Activity Book. During the evaluation:read the instructions for the first activity with students
- read the example and clarify doubts
- ask a volunteer for another example
- assign time to complete the activity
- read the instructions for the next activity, etc.

and the second Book Unit 1 CT wers 3 Write what the presenter says. Unit (1 1 2 1 Decode the sentences. _ if you live on an island. 1. Coconuts grow chelter Touch it d to build a grows in the sea, and you can find it on the beach. 2. 40 Y is a colony of tiny sea animals. 3. Coral 4. 46 1E 5. You can find a pearl inside a ie. The white part is crunchy. Listen to it is white inside and brown a 4 Circle the co tok at i 6. A pearls ct option 7. You can make a necklace if you put together some 0 accident when a ship is destroyed at sea. 0 chiewree there is no light from the sun: 8. A . shade 9. In the 2 Look and complete the sentences 6 The rface of the lake is really 3 ( 2 0 (5) 1. Wear suncream or you'll _get sunburnt 2. Take an umbrella or you'll get wet 3. Don't eat all the crisps or you'll get Bat That looks 4"2" + "3" #4 P. 4. Take a map or you'll get lost 5. Eat before the race or you'll get tind Unit 1 Island adver 4"1" + "g" #1" 5 (4) Island adventures Unit 1 I have eaten snails! 3 Draw the paths and read I Complete the question 0000 1. Have you ever climbea Seed 2. Have you ever ______caten a mountain? Yes, I have, No, I haven't. 3. Have you ever_ sushi? Yes, I have. Categorize the v Bone No, I haven't 4. Have you ever _____ in the jungle? Yes, I have. No, I haven't. Underline the answers about you.
 Student's own answers Yes, I have. No, I haven't 2 Unscramble the questions. Directivity Book have / had Ind / R l. gone - Have - surfing - you - ever look / looked ssy/said be/been 1 Have you ever gone surfing? help/helped We / Ned 2. ever climbed tree you Have a Yes Those 4 Look and write set Have you ever climbed a tree? 3. Have - hiking - ever - you - gone Na I haven't Have you over gone hilling? 4. food you Chinese ever Have eaten Yes I have 63 She has lived with Have you ever eaten Chinese food? She hashi'l learned Chin 5. five-star - you - Have - ever - slept - hotel - in - a Yes, I have. She has travelled by carnel 5. climb Have you ever dept in a five-star hotel? 4. find 6. ever - sailed - Have - boat - a - you - on No, I haven't Have you over sailed on a bost? Look and answer. No I haven't She hasn't eaten gisters She has climbed a palm tree. She hasn't found a treasure. Unit 1 Island adventures 6 Island adventures Unit 1 33 30

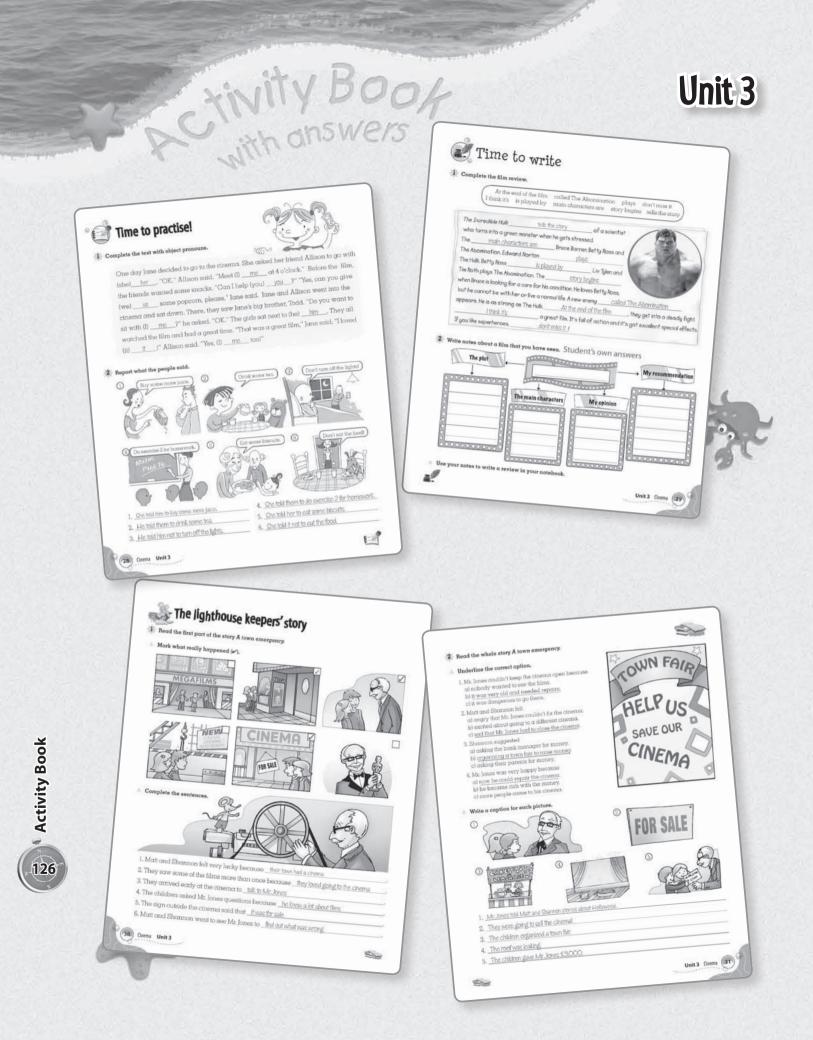


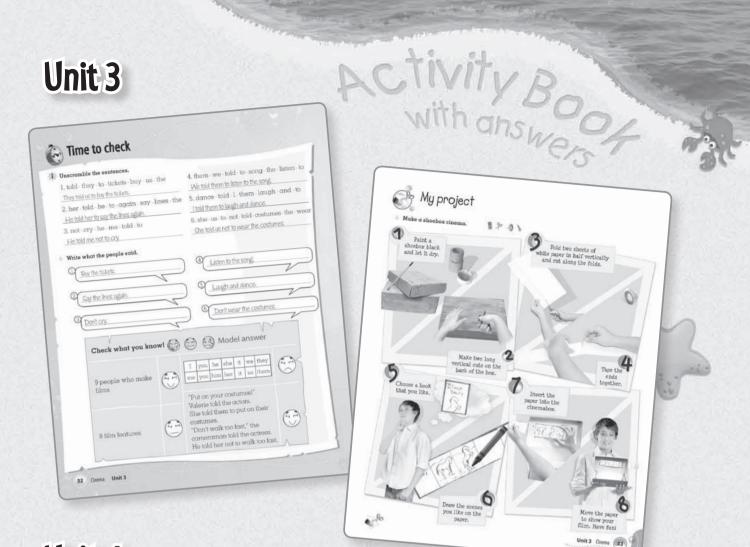








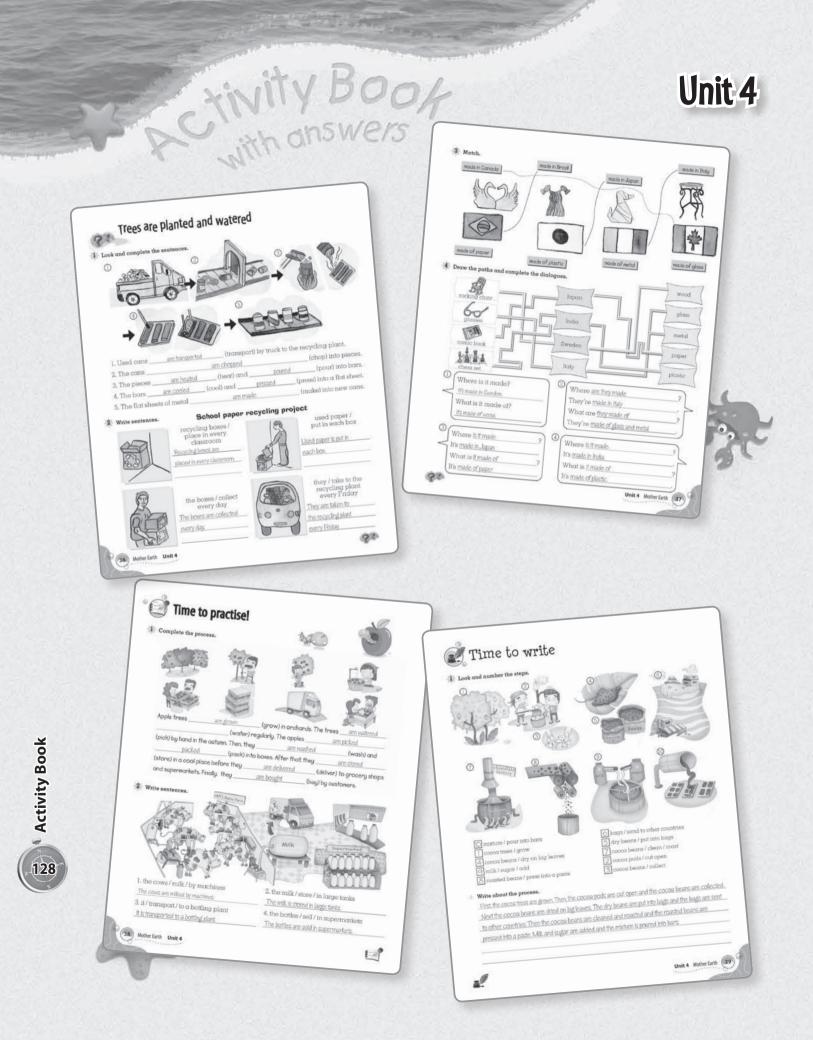




# Unit 4



4ctivity Book

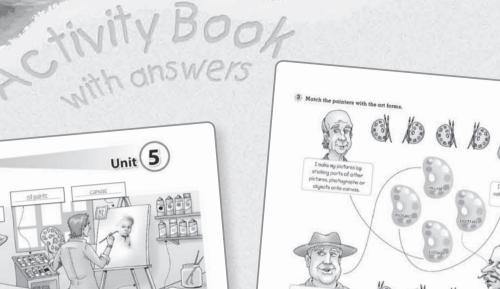


# Unit 4



the states

# **Activity Book** 1



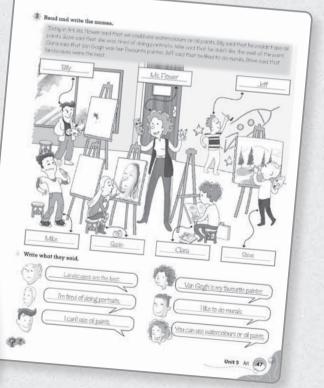




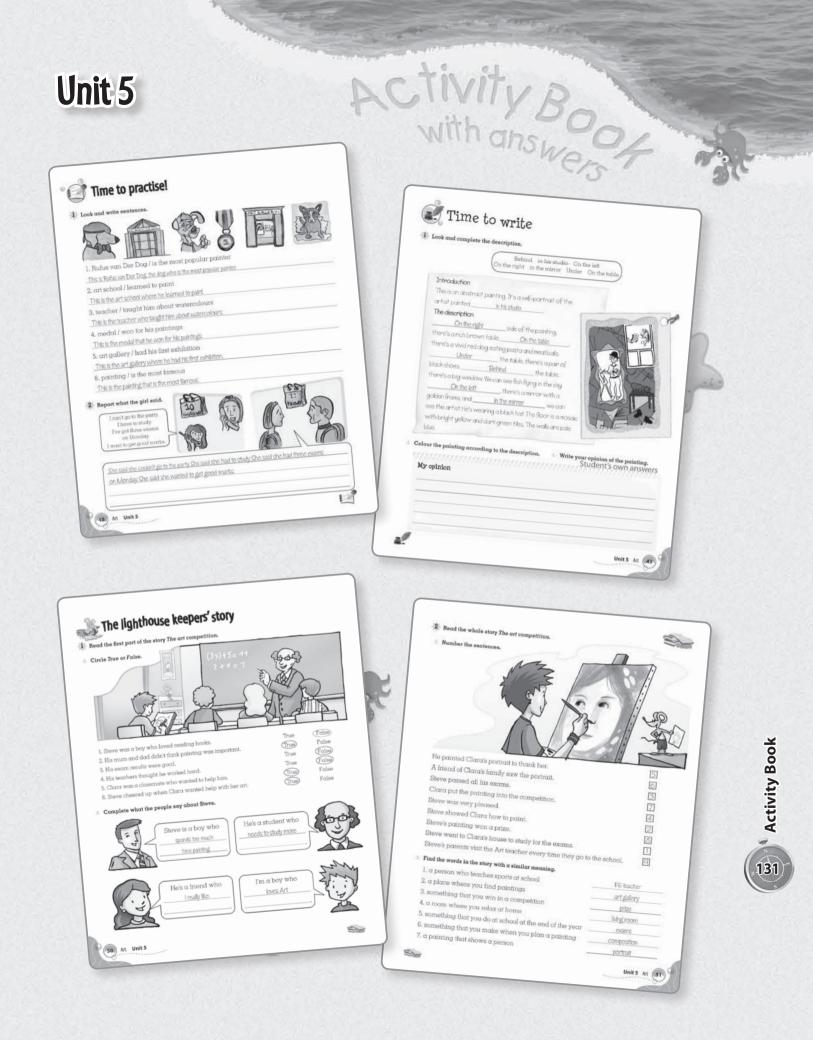
Unit 5

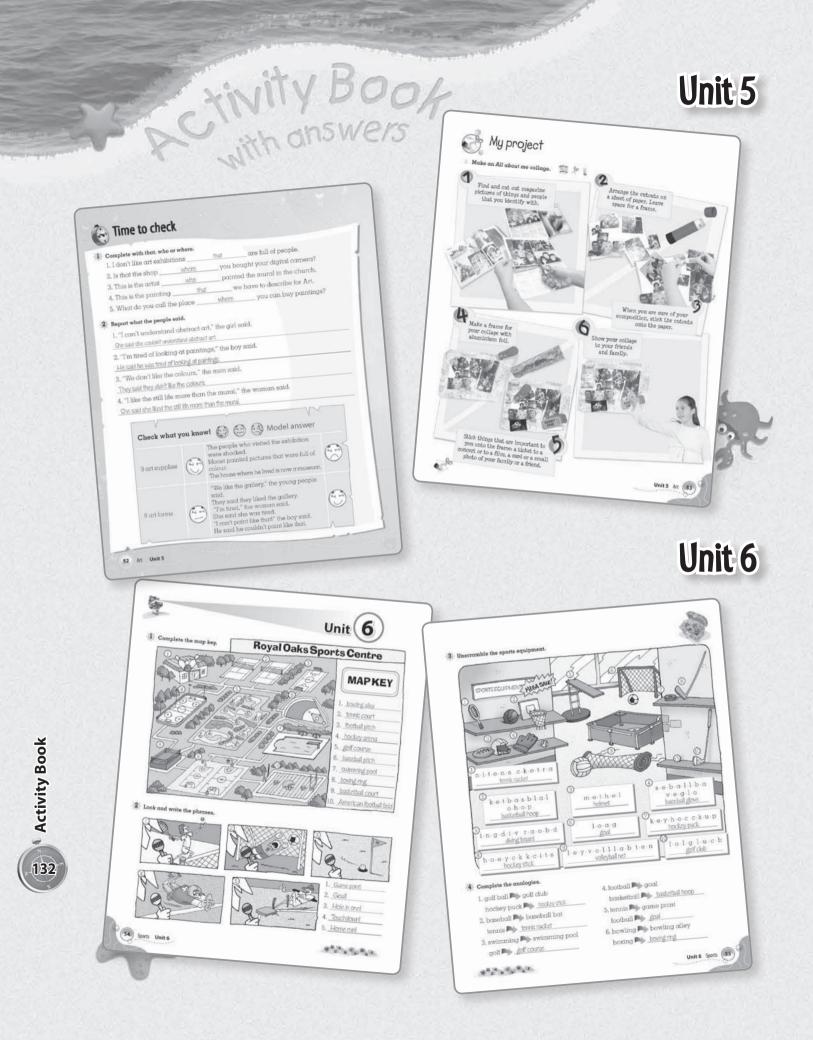
The house where he lived ... (who asked Leonardo to paint here) 1 Complete the text. (that you should see in your lifetime (who is in the painting (where thousands of visitors admire it every year ) (Line shows a smilling lady) that shows a smling lady The Mona Lisa is a famous portrait Leonardo da Vinci painted it in the 16th century. Nobody really knows the true who is in the painting Mang art historians think that she is the wife of a rich nerchant <u>who asked</u> It antil his death in 1519. In the next three centuries, it had many hones. A French king boaght it, and later Napoleon hung it in the room <u>where he stept</u>. Since 1804, it has hung on a wall in the Louvre Maseum in Paris. It is in this moreown where thousands of visitors admire it every year It is a painting that you should see in your lifetime 2 Rewrite using relative pronouns. 1, This is a house, Picasso was born here. This is the house where Picaeso was born. 2. 1 like paintings. They show real people and things. Tike paintings that show real people and things 3. This is an art shop, I bought my watercolours here. This is the art shop where I bought my watercolours. 4. This is a beautiful picture. I told you about it yesterday. This is the beautiful picture that I told you about yesterday 5. My Art teacher is a painter. He painted the mural on the school wall. My Art teacher is the painter who painted the moral on the achool wall. 6. This is an art gallery. I saw a portrait of Monet here. This is the art gallery where I saw a picture of Monet 92

46 An Unit 5



00 Activity Book

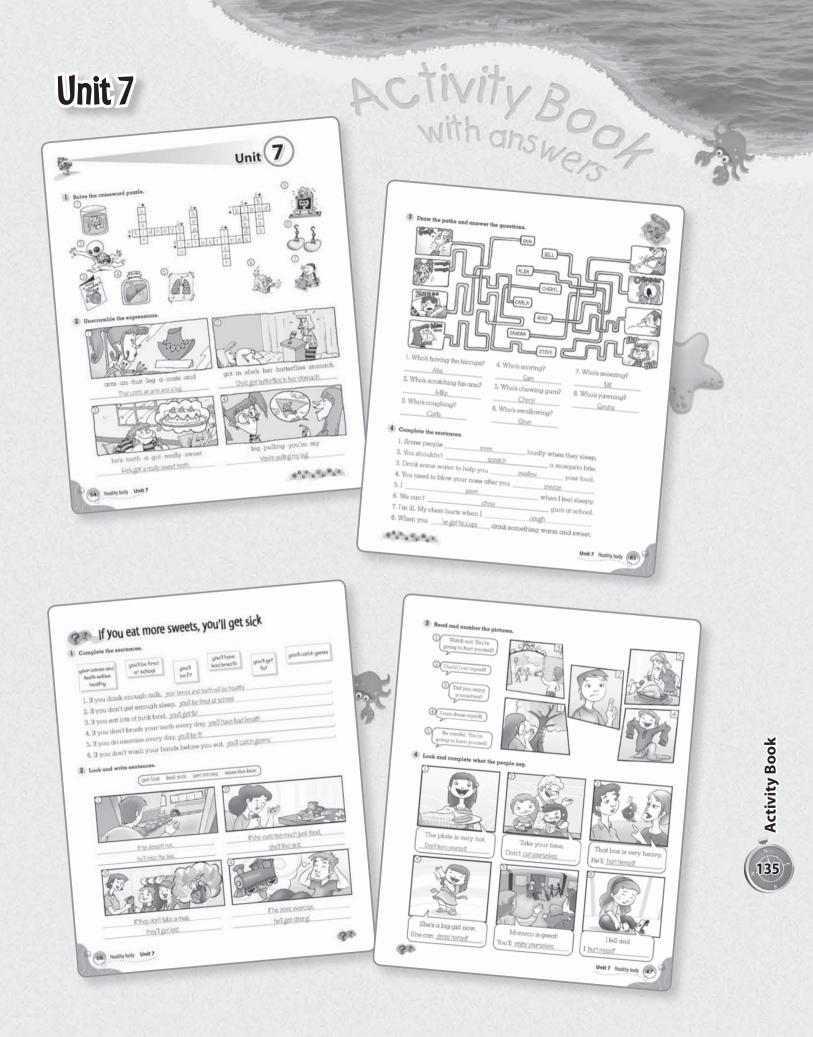


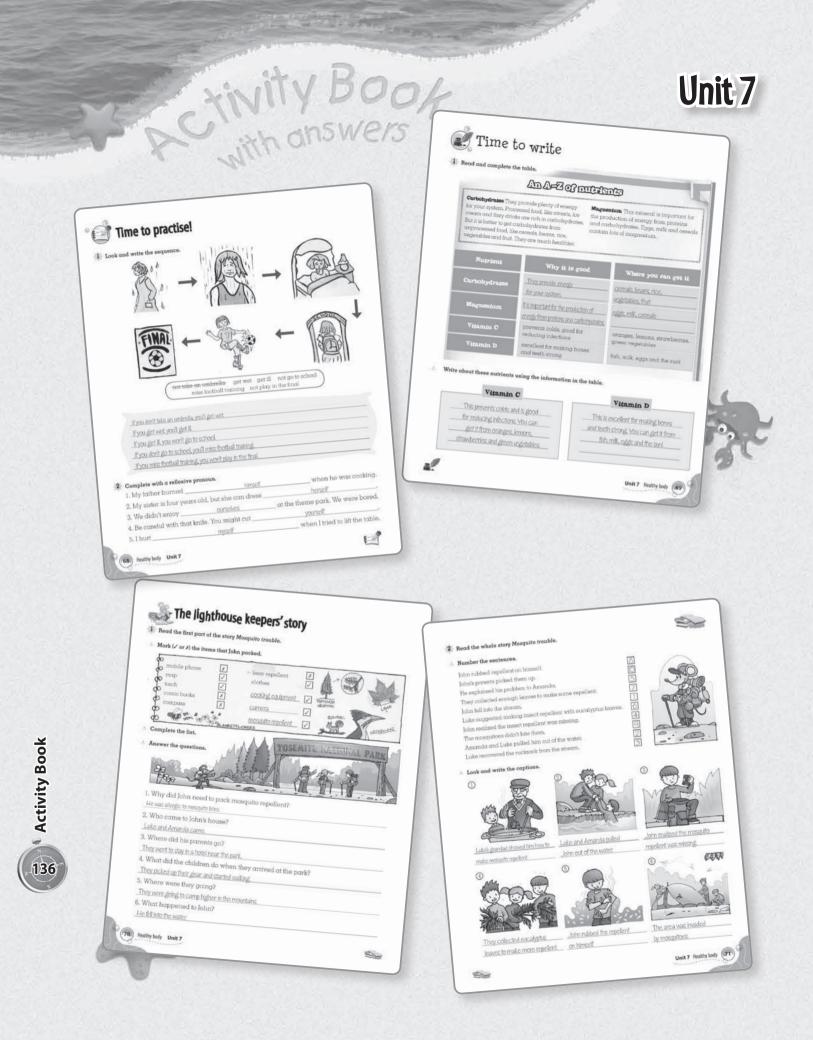




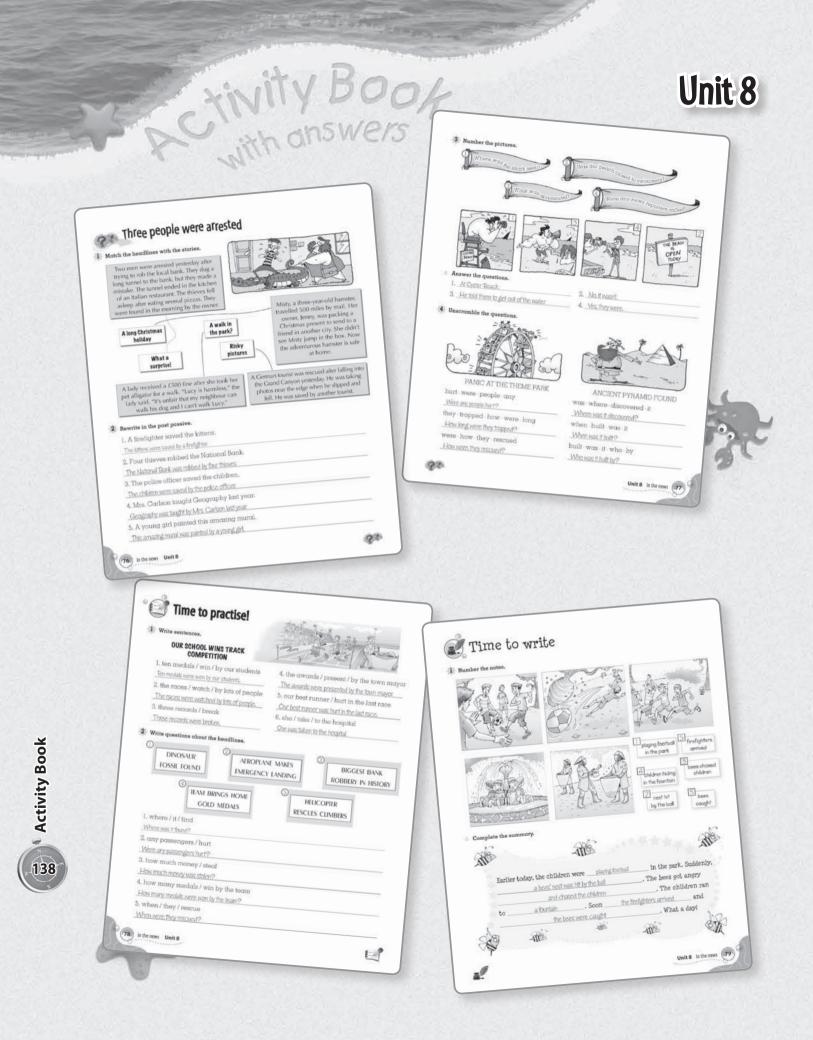
Unit 6



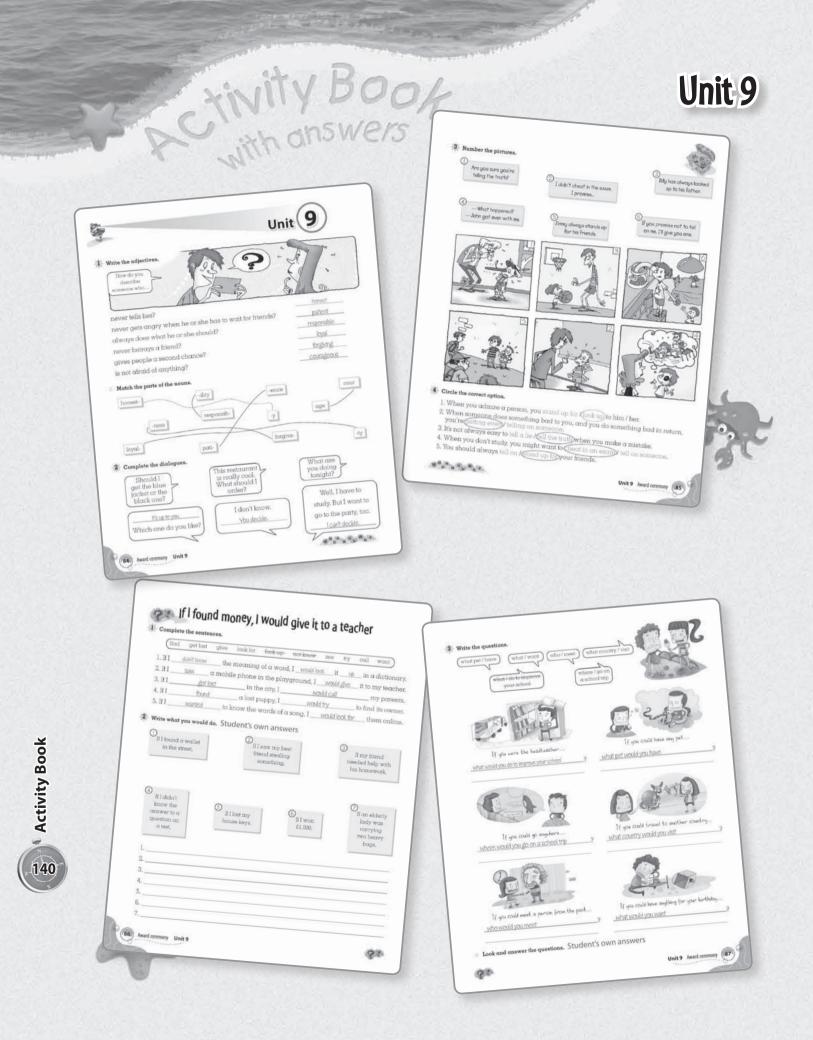


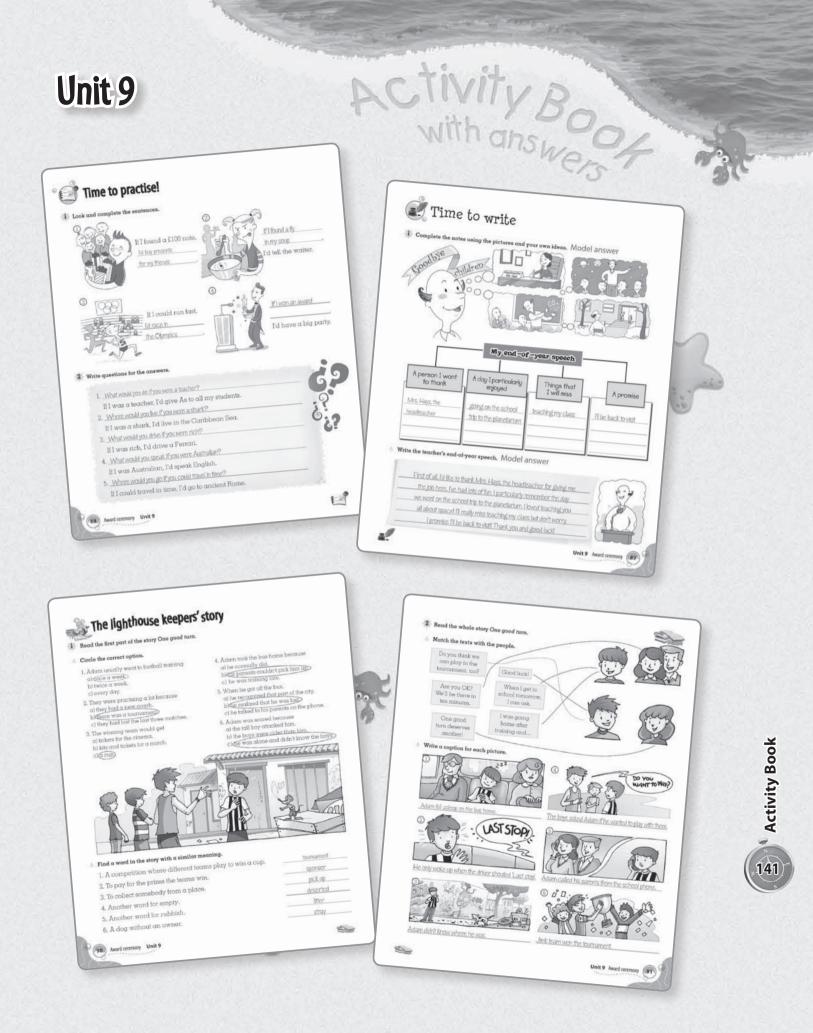




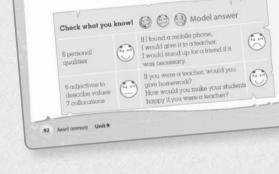








Ctivity Boc ok Unit 9 My project CONTRACTORY Make a trophy. So A \$-5. YOU? Get an adult to help you cut the top off a large plastic bottle. 2 Make a cylinder with a piec of card and slick it onto the mouth of the bottle. 1 Complete with the correct form of the verbs. 1. If you found (find) a spider in the shower, what worki you do (run away). would run away (shout) "Help!" 2. If you _____kcrs ____ (be) on a lonely street and a stray dog barked at you, what (do)? (do) (do)? (run away). would run away (not move). would walk away (walk away) slowly. got (get) lost in a city, what would you do (call) my parents for help, would call (ask for) directions from a stranger. Put modelling clay inside a large lid to forr the base of your trophy. 5 Cover your cup



(teel) and and lonely.

Time to check

ct. I____

a.1_

b.1

c.I_

er. 1

b.1

c.1.

3. If you _____

would kill

would ask for

would feel

Underline your answers and check your score

My spelling practice

# Unit 1 Island adventures

#### Solve the crossword puzzle.

1. shipwreck 2. palm tree 3. slimy 4. shade 5. crunchy 6. sunburn 7. coral 8. shelter

Activity Book

142

9. pearl 10. coconut 11. oyster 12. seaweed



Press the

cylinder into the modelling clay.

. %

#### Solve the crossword puzzle.

- 1. drums 2. saxophone 3. keyboard 4. tuba 5. violin
- 6. clarinet 7. trumpet 8. trombone 9. flute

aluminium

Make a label for your trophy and stick it onto the base of your cup

Unit 9 Award ceres

# My spelling practice

# Unit 3 Cinema

#### Rewrite the words correctly.



# **Unit 4 Mother Earth**

#### Complete the sentences.

	<u>Smog</u> is a bish is taken to the _			1 State
3	Smoke	_ from factories	pollutes the air.	alle
4. Cars	produce	exhaust fumes		SLAMO?
5.	Toxic waste	_is very danger	ous for people.	P. C. S. A. S. Walding.
6. An _		oli spill	can	kill many sea animals.
7	Sewage	is one		that smells really bad.
8	Eat organic food			emicals like pesticides.
9	Use public transport	to reduce	pollution when y	ou go to work or school.
	g the wind is one we	ry to	produce clean	energy
			1222	taking shorter showers,
0. Usin	can	save water	by	
0. Usin 1. You	can1			to keep the park clean.
0. Usin 1. You 2	1	Pick up litter		and the second second second

# Unit 5 Art



# Solve the puzzle to find the hidden message.

7. landscape

10. watercolours

8. pastels

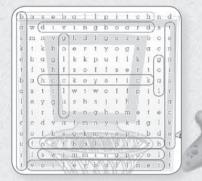
9. still life

11. canvas

- 1. digital
- 2. mosaic
- 3. abstract
- 4. collage
- 5. oil paints
- 6. lens

# Unit 6 Sports

#### Find and circle ten vocabulary items.



# Unit 7 Healthy body

### Read and write the parts of the body.

1. brain 2. lungs 3. bones

4. skin

5. heart

6. scratch 7. sneeze 8. snore 9. swallow 10. chew

# Unit 8 In the news

#### Unscramble the vocabulary items.

e·a·t·w·h·e·r p·t·r·r·e·o	weather report
a·k·t·l w·s·o·h	talk show
$i\cdot z\cdot q\cdot u = s\cdot o\cdot h\cdot w$	quiz show
w-s·r·e·n·a·r·d·e·e	newsreader
i·l·e·v e·r·g·e·o·a·v·c	live coverage
r-o-c-n-o-a-t	cartoon
a · a · m · d · r	drama
r · y · t · u · n · m · e · c · a · d · o	documentary
$c \cdot e \cdot x \cdot s \cdot e \cdot l \cdot i \cdot u \cdot v  e \cdot t \cdot v \cdot i \cdot r \cdot w \cdot e \cdot i \cdot n$	exclusive interview
a·t·i·r·f·c·f t·r·p·o·r·e	traffic report

# Unit 9 Award ceremony

#### Complete the sentences.

- l. patient
- 2. courage
- 3. honest
- 4. forgiving
- 5. responsible
- 6. loyalty
- 7. look up to
  8. tell the truth / tell α lie
  9. stand up for
  10. tells on
  11. get even
- The state of the s

# Track List

-		CD 1
Unit	Track	Rubrics
	1.1	Listen and circle the correct option.
	1.2	Listen and check.
	1.3	Listen and repeat.
	1.4	Listen and complete the table.
	1.5	Listen and repeat.
,	1.6	Listen and mark.
1	1.7	Listen and chant.
	1.8	Sing a song.
	1.9	Listen and number the pictures.
	1.10	Listen to the first part of the story.
	1.11	Listen to the second part of the story.
	1.12	Listen and stick.
	1.13	Listen and stick.
	1.14	Listen and repeat.
	1.15	Listen and check.
	1.16	Listen and repeat.
	1.17	Listen and write the names.
	1.18	Listen and check.
•	1.19	Listen and chant.
2	1.20	Sing a song.
	1.21	Listen and write the number of syllables.
	1.22	Listen and check.
	1.23	Listen to the first part of the story.
	1.24	Listen to the second part of the story.
	1.25	Listen and repeat the Patois expressions.
	1.26	Listen and colour the boxes.
	1.27	Listen and point to the people.
	1.28	Listen and repeat.
	1.29	Listen and number.
	1.30	Listen and repeat.
3	1.31	Listen and chant.
	1.32	Listen and write what each person says.
	1.33	Sing a song.
	1.34	Listen to the first part of the story.
	1.35	Listen to the second part of the story.
	1.36	Listen and point to the contaminants.
	1.37	Listen and repeat.
	1.38	Listen and repeat.
	1.39	Listen and check.
4	1.40	Listen and chant.
	1.41	Listen and circle the products you hear.
	1.42	Sing a song.
	1.43	Listen to the first part of the story.
	1.44	Listen to the second part of the story.
	1.45	Listen and repeat.
	1.46	Listen and repeat.
	1.47	Listen and chant.
	1.48	Listen and match the texts with the people.
5	1.49	Sing a song.
2	1.50	Listen to the first part of the story.
	1.51	Listen to the second part of the story.
	1.52	Listen and say the words in French.
	1.53	Listen and match the artists with the paintings,
	1.00	una indicir die artiele with the paintings.

		CD 2	
Unit	Track	Rubrics	
	1.54	Listen and repeat.	
	1.55	Listen and repeat.	
	1.56	Listen and number the events.	
	1.57	Listen and circle the words you hear.	
6	1.58	Listen and chant.	_
	1.59	Listen and mark.	
	1.60	Sing a song.	
	1.62	Listen to the first part of the story. Listen to the second part of the story.	
	1.63	Listen to the music and read the joke.	_
	2.1	Listen and repeat.	
	2.2	Listen and number.	
	2.3	Listen and label.	
	2.4	Listen and repeat.	
	2.5	Listen and chant.	
7	2.6	Listen and complete.	
	2.7	Sing a song.	
	2.8	Listen to the first part of the story.	
	2.9	Listen to the second part of the story.	
	2.10	Listen and stick.	
	2.11	Listen and repeat the Chinese words.	
	2.12	Listen and repeat.	
	2.13	Listen and check.	
	2.14	Listen and repeat.	
	2.15	Listen and chant.	
8	2.16	Listen and circle the correct pictures.	
	2.17	Sing a song.	
	2.18	Listen and number the pictures.	
	2.19	Listen to the first part of the story.	
	2.20	Listen to the second part of the story.	
	2.21	Listen and complete.	
	2.22	Listen and repeat.	
	2.23	Listen and number.	
	2.24	Listen and repeat.	
	2.25	Listen and chant.	
9	2.26	Sing a song.	
	2.27	Listen and check.	
	2.28	Listen to the first part of the story.	
	2.29	Listen to the second part of the story.	
	2.30	Listen and check.	
	2.31	Listen and stick.	
stic	2.32	Listen and number the people.	
Diagnos test	2.33	Listen and number the lines.	
Dia	2.34	Listen and circle what will happen.	
	2.35	Unit 1. Beach.	
	2.36	Unit 1. Senses.	
	2.37	Unit 1. Adjectives 1.	
	2.38	Unit 2. Musical instruments.	
	2.39	Unit 2. Musical genres.	
	2.40	Unit 3. Film jobs.	
•	2.41	Unit 3. Film features.	
Pictionary	2.42	Unit 4. Pollution.	
ŭ	2.43	Unit 4. Collocations 1.	
tio	2.44	Unit 5. Art supplies.	
J.C.	2.45	Unit 5. Art forms.	
д	2.46	Unit 6. Sports facilities.	
	2.47	Unit 6. Sports equipment.	
	2.48	Unit 7. The body.	
	2.49	Unit 7. Verbs.	
	2.50	Unit 8. TV programmes.	
	2.51	Unit 8. The news.	
	2.52	Unit 9. Personal qualities / Adjectives 2.	]
	2.53	Unit 9. Collocations 2.	

Track List



For centuries, lighthouses have guided ships in their travels and they continue to light the way in our modern world. Similarly, the six-level series aims to guide primary students through the sometimes-rough seas of their adventure in learning English. It seamlessly integrates modern language teaching practices with traditional classroom needs, helping students successfully navigate through reading, writing, listening, speaking and grammar, to be able to use English in real life.

#### Special features:

- Combines a structural grammatical-based programme with a functional syllabus to promote communicative language use across the four skill areas.
- Provides ample opportunity for students to understand and use the language at their own pace.
- Offers frequent pair and group work activities to build students' confidence and independence.
- * Includes an easy-to-follow self-evaluation for students at the end of each unit.
- Offers a variety of dynamic materials and activities, including songs, chants, stickers, games and craft projects. Even the homework is fun!
- Promotes universal values and celebrates cultural differences through a variety of colourful, in-class craft activities.

#### Components: Student's Book + Student's CD-ROM Activity Book

Teacher's Book + Class CDs Teacher's Resource CD-ROM



**Kichmond** www.richmondelt.com



