



Open Day

6

**Teacher's
Guide**





Open Day

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Teacher's Guide

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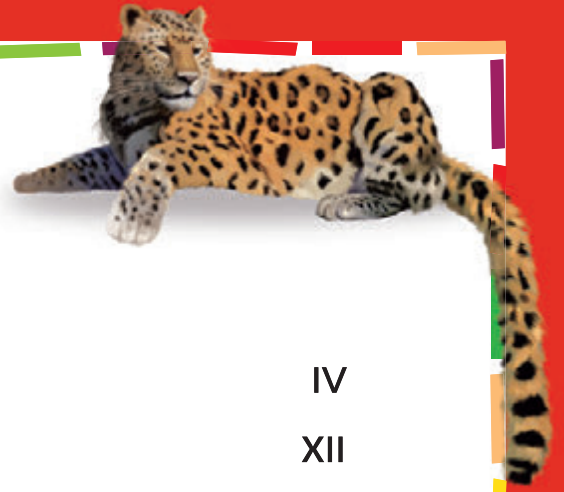
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Welcome to *Open Day 6!*

The concept behind the **Open Day** series is to *open* the world to our students one *day* at a time. In every class, students are given the opportunity to learn English as they explore a variety of interesting, age-appropriate topics. As one topic relates to another, students' natural curiosity motivates and maintains their interest and in turn promotes life-long learning. Additionally, the concept of **Open Day** refers to the bond we are creating between the school and the home—both of vital importance to children—while we aim at students' development and learning. Parents will be involved in the child's learning process through a variety of tips and activities available online.

Open Day is a topic-based series for primary students aged 6 to 12, taking beginner students from pre A1 to B1 over its seven levels. Its aim is to develop students' language competency in the four language skills, together with an awareness of themselves, their community, the environment and the world in general.

Open Day and the Environment

The series is committed to social responsibility, and for that reason we focus on a different vulnerable animal in each level as part of an ongoing thread of environmental consciousness. Students become more familiar with each animal in inspiring nature videos at three moments during the course, while they also engage with it through the comic strip in each unit. Throughout the year, students become more familiar with this species, its habitat and why it is endangered or vulnerable and develop awareness, empathy and a sense of responsibility to our natural world.

Open Day and Language Acquisition

Open Day's topic-based approach to language learning is based on the premise that students learn best when they are engaged in interesting and meaningful tasks in a stress-free and supportive learning environment. A topic-based syllabus is built upon the pillars of relevant and meaningful topics around which vocabulary, language structures and skills development are selected and organised. These topics provide the context and indicate the relevant language functions and skills that appear naturally and can be practised communicatively within each topic. **Open Day's** communicative approach recognises that a topic on its own won't achieve language acquisition, but that it does inspire a variety of tasks that will involve learners in real interaction in a natural context. Acquisition occurs when learners work together and

exchange messages, when they have to negotiate meaning and to participate actively in a range of communicative tasks. Consequently, **Open Day** focuses on two main types of activities: on those that aim exclusively at exchanging meaningful information and where learning the language is a by-product, and on inductive language-oriented tasks (where students discover rules by observing examples) that will support specific language and skills development. Therefore, the role of the teacher in **Open Day** is not to "teach" English in the traditional sense of the word, but to provide the necessary guidance and support for students to build on their own learning.

Open Day, CLIL and Citizenship

In **Open Day**, by presenting students with demanding topics and tasks, we aim at helping them become aware of the challenges of the global world they live in. The conditions of learning that create challenge also enhance long-term retention of knowledge and skills. With this in mind, **Open Day** connects each topic to other areas of the curriculum (CLIL), where the aim is to develop specific year-level content area standards using English as the medium of instruction. Furthermore, high-interest, content-related videos are available to help you exploit each topic by bringing authentic real-life situations into the language classroom. In this way, learning becomes vibrant and exciting and makes teaching and learning more effective. In addition, **Open Day** connects topics to issues related to social responsibility and citizenship and challenges students to use their critical thinking skills to explore, analyse, draw conclusions and propose solutions that can impact their daily lives. **Open Day** not only promotes social awareness and universal values, but it also fosters the sense of social responsibility needed to become global citizens.

Open Day and International Certifications

In today's global world, the use of standardised language proficiency exams has become more and more prevalent as a way of certifying students' language levels. These certifications also serve to motivate students to keep on studying and improving their English. For this reason, **Open Day** takes a new approach and uses international certification-type activities to develop language skills to promote lasting learning, and to prepare students who are planning to sit international exams at some time

in the near or distant future. Students that have practised this type of activities in casual, low-stress classroom conditions have greater chances of doing the same activities later on under exam conditions.

Open Day and the Mindful Learner

The learner is at the centre of this course of study and, to ensure that each student feels relaxed, focused and motivated in the English classroom, **Open Day** has integrated an ongoing mindfulness programme. Everyday life, in and outside school, can be stressful for children. Stress has a negative effect on the brain and on its ability to carry out these executive functions. Practising mindfulness helps students develop and master the socio-emotional skills they require to be successful in the language classroom and beyond.

Open Day focuses on developing four specific areas of mindfulness.

- *Mindful Body*, which teaches students to connect with their bodies and become aware of how they are feeling when they are stressed and what parts of their bodies are absorbing this stress.
- *Mindful Breathing*, which allows students to observe and become aware of their breathing. Mindful breathing can also reduce stress levels in the body and help regulate the body's reaction to stress and fatigue.
- *Mindful Senses*, which involves consciously noticing everything the senses come into contact with, without thinking or judging it. It entails being receptive, stopping running thoughts and absorbing the sensation rather than reacting.
- *Mindful Emotions*, which consists in connecting to the emotions, understanding them and taking ownership of them.

By practising and eventually mastering these skills, children will become more mindful of their actions and will learn how to express and interpret their present environment. They will create positive connections and they will be able to see the world from different perspectives. As a result, they will increase their self-regulation of attention, their use of executive functions of the brain and their personal achievements.

Open Day and Teacher's Role as a Facilitator

Based on the premise that **Open Day's** topic-based approach was designed to help students make connections, transfer knowledge and apply it, the teacher's role becomes that of a facilitator of learning, rather than the provider of knowledge. With topic-based learning, the boundaries of exploration are far wider than the expertise of any one teacher, and consequently he or she becomes a learning manager who guides students in the discovery of themselves and the world around them.

Creating a stress-free environment is probably the one most important job of a facilitator. Language learning brings with it a certain amount of stress, as it requires students to risk making mistakes. So how can we get our students to express their ideas without becoming overconcerned about making mistakes? By creating a learning environment where mistakes are considered a natural and necessary part of the learning process.

Another key aspect to creating an environment that is conducive to learning is that students must be interested and motivated to learn, must know what they have to do and why and must have the skills required for what is expected of them. For this to occur, a certain amount of preparation is required by the teacher so as to be able to facilitate the classroom activities, maintain students' attention and keep the flow of the class moving. **Open Day's** teacher's notes provide suggestions to this end that focus on:

- *Activating prior knowledge* and recycling previously learned structures and language to prepare students for the topics and tasks to come by allowing them to access their skills and knowledge.
- *Scaffolding* to prepare students for individual activities and to create one integrated class and a sense of purpose. Scaffolding activities also allows you to provide extra support in mixed-ability classrooms.
- *Classroom dynamics* allow you to organise collaborative learning, keep teacher-talking time at a minimum and place the learners at the centre of learning. The use of course resources, such as games, songs, the **Reader** and the range of online resources that include videos, internet links and interactive activities also enhance the classroom experience by bringing a rich variety of materials and activities into the classroom.

Open Day invites you, the teacher, to join us on this challenging, new journey and explore the world one day at a time.

For the Student

Student's Book consists of a *Welcome Unit* and eight units divided into four topics.

The *Welcome Unit* begins each book and offers an introduction to functional language for students in Year 1, and a review of vocabulary and language structures from the previous level for students in higher years.

Each *Topic* provides two separate units of study, both of which are presented in the *Topic Opener*, together with questions and activities aimed at introducing the concept of each unit and activating students' prior knowledge. The story from the *Reader* and the video that accompany each *Topic* are referenced at this point.



Units are classified into odd units (Units 1, 3, 5 and 7) and even units (Units 2, 4, 6, and 8). While some sections appear consistently in all units, there are some sections that are specific to odd and to even units.

Odd and Even Units' Structure:

My Words

These first two pages focus on presenting and practising key thematic vocabulary in the context of the unit.



My Language

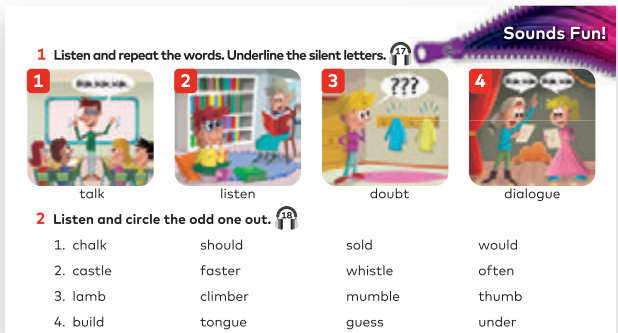
The next three pages aim at presenting and practising new language. The context for the language is presented through an ongoing *Good Buddies* comic strip that features characters engaged either with or alongside the vulnerable animal for each level. In Levels 1 and 2, the new language points are not shown on the pages explicitly.

However, in the remaining levels, there are **Open to Learn** boxes at the top of the *My Language* pages to provide a clear model of what language items are being presented in the comic strip.



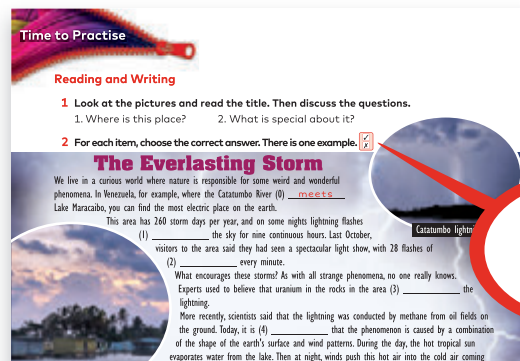
Sounds Fun!

- This page focuses on developing students' letter-sound correspondence awareness and pronunciation through the use of fun activities, such as songs, rhymes and tongue twisters.



Time to Practise

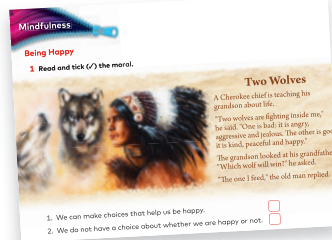
- This section offers activities in international certification formats. In addition to providing further language and skills practice, they familiarise students with specific international certification-type activities. Additional guidance about specific strategies for exam preparation are provided in the *Teacher's Guide*.



Sections Specific to Odd Units:

Mindfulness

- This page aims at helping students to apply mindfulness techniques to their everyday life.



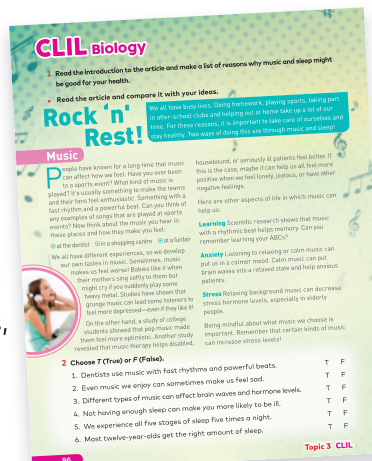
My Skills

- This section focuses on helping students develop specific strategies related to the four language skills:
 - Reading** This section dedicates two pages to developing reading strategies to enhance students' reading comprehension of meaningful authentic-like texts. Some of the main strategies that students learn are prediction, skimming and scanning.
 - Writing** These two pages provide a clear model text for students to analyse and then activities that scaffold the writing process. These include: brainstorming, organising ideas in graphic organisers, and writing and editing drafts.
 - A **Listening** page offers international certification-type listening comprehension activities that expose students to a variety of voices and authentic type recordings with real-life listening tasks.
 - A **Speaking** page provides freer oral activities that aim to develop students' fluency and language competency in real life communicative tasks, where students interact with their classmates in groups, pairs or give individual presentations.

Sections Specific to Even Units:

CLIL (Content and Language Integrated Learning)

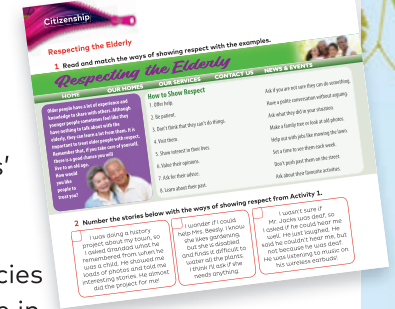
These pages connect the topic to other areas of the curriculum and allow students to practise and consolidate English while learning age-appropriate content related to other subjects, such as geography, history, maths, art, etc.



Introduction

Citizenship

- This page focuses students' attention on expanding their social awareness and exploring global competencies that promote an active role in their community.



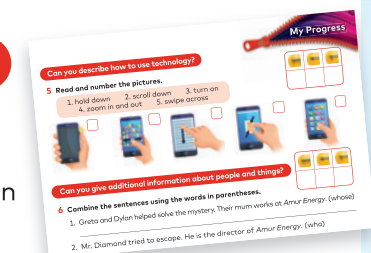
Project

- Here students will find a collaborative project that will allow them to use the language they acquired throughout the *Topic* in order to complete a final communicative task. Step-by-step instructions include a detachable template at the end of the **Practice Book** to help guide research and organisation.



My Progress

- These pages provide activities designed to help students evaluate their own progress by reflecting on what they have learned and selecting an emoji that represents their achievements. These activities will help students become more autonomous learners as they begin to take ownership of and responsibility for their learning.









- This section includes a *Home Connection* activity that invites the whole family to get involved in each student's learning process by developing a project together at home. Detailed steps for these projects are available on the digital platform in English and in the students' native language.

Home Connection

- Create a weekly health planner.

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Diet							
Fitness							
Sleep							

The following icons can be found in the **Student's Book** to indicate different types of activities or additional resources:

-  Recording available online
-  International certification-type activity
-  *Critical Thinking* activity
-  *Stickers* activity (Levels 1 and 2)
-  A reference to the text in the **Reader**
-  Additional interactive activities available online

The **Practice Book** offers students the opportunity to reinforce language objectives and skills development independently or in class. Suggestions for which activities to assign are included at the end of each lesson in the **Teacher's Guide**.

The first five pages of all units offer practice and reinforcement for the *My Words* and *My Language* sections of the **Student's Book**. There is always a *Good Buddies Quiz* related to the comic strip in each unit.

Good Buddies Quiz

- Dylan and Greta are Vicky's son and niece / daughter.
- Vicky might be late getting home / to work tonight.
- Mr. Diamond is Vicky's friend / boss.
- Mr. Diamond has just signed / read a big eco-energy deal.
- Vicky receives an anonymous call / e-mail at the office.
- Vicky receives an anonymous call / e-mail at home.
- An oil pipeline will destroy / save the land of the Amur leopard.
- Vicky is happy / puzzled after the anonymous messages.

Time to Practise

There is also a section called *Time to Practise*. These two pages offer international certification-type activities for students planning to sit international certification exams. The **Teacher's Guide** provides additional support for these activities.

Time to Practise

Reading and Writing

1. The sentences have been removed from the text. For each blank, choose the correct sentence. There are three extra sentences that you do not need to use.

Antarctic Labs

The world's first Antarctic station 1. The latest research on the lab has revealed some unexpected findings.

2. The lab is located in Antarctica, which is located in southern Africa.

3. The lab is located in Antarctica, which is located in southern Africa.

4. The lab is located in Antarctica, which is located in southern Africa.

5. The lab is located in Antarctica, which is located in southern Africa.

6. The lab is located in Antarctica, which is located in southern Africa.

7. The lab is located in Antarctica, which is located in southern Africa.

8. The lab is located in Antarctica, which is located in southern Africa.

9. The lab is located in Antarctica, which is located in southern Africa.

10. The lab is located in Antarctica, which is located in southern Africa.

Sections Specific to Odd Units:

My Skills

This section includes further skills practice over three pages.

My Skills

Writing

1. Read the description. What is it about? Tick (✓) the correct picture.

A Young Speaker

Alia is a young talented speaker. She is twelve years old and has just won a prize in our school's public speaking contest. When Alia heard about the contest, she decided to enter it because she wanted to be a speaker. After the sign-up fee, she thought it would be exciting to speak about some very interesting facts about a sea creature. She did some research about ocean giants, and she found some very interesting facts about a sea creature. She wrote a call. Look at Alia's draft.

The octopus, which lives in the Gulf of California, is a marine that looks like a small whale. The Mexican government has been working on a project to protect this species from becoming extinct. The main reason that the number of sea creatures has decreased is that they usually get entangled in the nets that fishermen use to catch fish. However, there is some good news: many fishermen have stopped using their nets, and several sea creatures have recently been seen in the ocean.

My Space

1. Tick (✓) the statements that are true for you.

- I often look up the meanings of words that I don't know.
- I use more than one dictionary to find the correct meaning of a word.
- I am interested in learning about the history of different countries.
- I read about different events that have happened in the world in the past.
- I like to learn about different cultures and traditions that have changed the world.
- I always try to learn about the history of different countries.
- I like to learn about the history of different countries.
- I like to learn about the history of different countries.

Your notes:

- Write a question you might ask an expert about each of the following topics:
 - medicine of the past
 - the extinction of dinosaurs
 - ancient civilizations
 - ancient civilizations
 - the invention of writing
 - discovery of the past
 - life in prehistoric oceans
 - early humans
- Choose one topic from the ones above and complete the chart.

What I Know About the Topic: _____ How I Can Learn More About It: _____

My Space

This page provides activities for students to consolidate and personalise learning.

Sections Specific to Even Units:

CLIL

This page provides consolidation activities for the content corresponding to the subject area students work with in their **Student's Book**.

CLIL Geography

1. Read and complete using the words in the box.

Throughout the earth's history, there have been several periods known as ice ages. These periods happen when global temperatures have dramatically fallen to very low levels. Factors, such as the tilt of our planet, the movement of the tectonic plates and climate change, all play a role in making some areas of our planet very cold. The last ice age, known as the Weichselian, lasted from about 115,000 years ago to 11,700 years ago. During this time, the earth's temperature was much colder than it is today. The earth's temperature was much colder than it is today. The earth's temperature was much colder than it is today.

2. Choose the best title for the article.

a. Animal Extinction in the Age of Ice
b. The Importance of Ice Ages
c. Covers and Effects of Ice Ages
d. The Impact of Ice Ages on the Environment

Citizenship

This page provides activities to support the values of this unit.

Citizenship

Being a Responsible and Careful Digital Citizen

1. Tick (✓) the examples of what responsible and careful digital citizens do.

- Exchange personal information with strangers.
- Speak up when they witness cyberbullying.
- Are rude to others online.
- Download songs and films illegally.
- Use polite language.
- Respect others' online property.

2. Listen and write the number of the online practice each person is referring to.

Karina: I have noticed that one of my classmates keeps making fun of other kids online.

Jacob: I have noticed that one of my classmates keeps making fun of other kids online.

Samantha: I have noticed that one of my classmates keeps making fun of other kids online.

Carlos: I have noticed that one of my classmates keeps making fun of other kids online.

My Progress

These two pages provide additional follow-up activities to be done after the self-evaluation section in the **Student's Book**.

My Progress

Can you identify communication verbs?

1. Complete the sentences.

shout inform complain announce

- Will you _____ your parents about that case of cyberbullying?
- They always _____ at the other players. That's rude!
- When are they going to _____ who posted the best photo?
- Please don't _____ but your screen time has to be reduced.

Can you use phrasal verbs related to communication?

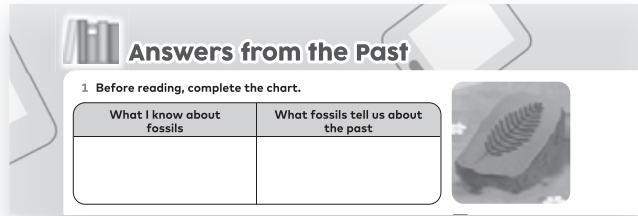
2. Match the sentences with the correct phrasal verbs.

1. Tricia and Patt **had an argument**. calm down
2. Tricia used to **interrupt** Patt all the time. fell out
3. Patt just **stopped talking**. made up
4. They didn't want to **relax**. cut in
5. They finally **resolved their differences**. clammed up

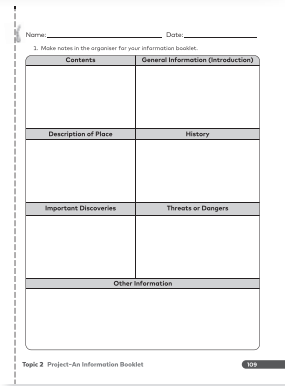
Can you talk about things that happened recently?

3. What has he just done? Write sentences.

- Each *Topic* ends with activities that can be used to further exploit the text in the **Reader**.



- Detachable templates are located at the end of the **Practice Book** for the development of the project.



Reader

Each level of the series includes a separate **Reader** component. The **Reader** includes four texts, one per *Topic*. (two fiction and two informative texts) These texts aim to provide more extensive reading practice related to the context of each unit, while further exposing students to new language and vocabulary from each topic in meaningful contexts. All reading material has been recorded to facilitate students' understanding.



For the Teacher

The **Teacher's Guide** consists of the following sections that aim at allowing the facilitator to exploit the programme of the series to the fullest.

- The *Introduction* presents the concepts and methodology that underpin the series. It also explains the structure of the **Student's Book** components and describes the resources found online.
- The *Scope and Sequence* provides a broad overview of the learning outcomes to be covered in the course.
- A section with *Flashcard* and *Poster Activities* offers sets of ideas on how to present and review vocabulary and language structures in each unit.

Each *Topic* begins with a short introduction and ideas on how to introduce the two units. It presents the **Reader** that corresponds to this *Topic* and gives suggestions on how to exploit the vulnerable animal video and the high interest topic-related video.

The **Teacher's Guide** provides complete lesson plans for each class and is interleaved with the corresponding pages of the **Student's Book** with the answers superimposed in pink.

Lesson plans include clear *Objectives* so that teachers can focus on students' specific learning outcomes in each class and make reference to any additional materials or course resources teachers will need for the class.

Flashcards

Each level of the series comes with a set of flashcards, in digital format, that can be printed, to aid in the presentation and practice of key vocabulary. Flashcards depict images on key topic vocabulary and also the corresponding words. References regarding when to use the flashcards and where to find instructions for suggested activities appear at the point of use.



Posters and Cutouts

Each level of the series comes with a set of posters, in digital format, (1 per unit) with cutouts. The *Posters* were designed, together with the corresponding activities, to create contexts for first presentation and further practice of new language structures. The *Cutouts* give each poster flexibility, making controlled practice more communicative by adding an element of surprise to each scene. References for when to use the posters and where to find instructions for suggested activities appear at the point of use.



Stages for Each Lesson:

Open the day

The *Open the day* initial stage begins each class with a *Mindfulness* activity that aims at helping students connect with themselves and focus their attention on their learning as well as an activity that either introduces the topic of the class or presents/reviews vocabulary and language.

Open the book!

The *Open the book!* stage offers teaching notes for how to exploit the material on the corresponding page. These notes suggest how to scaffold each activity to support students' learning and how to make the class flow seamlessly. It also suggests how to vary classroom dynamics, such as the way and moment to pair or group students, how to check activities and give support for mixed ability classes. Additional notes have also been provided in separate boxes. *Open Day's Tip* boxes include teaching tips that you will find helpful when dealing with challenging situations or complex language features. They may also provide ideas for ongoing evaluation and marking.

- **International Certification** boxes accompany the activities with the corresponding icon in the **Student's Book**.

These boxes contain strategies for how students should approach these activities and what you, the teacher, can do to train them.

- **Language Presentation** boxes offer ideas on how to present new language points through fun activities that might include posters, flashcards, etc.

Language Presentation

Present Perfect

In this class, students will learn how to make use of the present perfect tense to talk about things that have just happened. We suggest that you do Poster Activity 1A at this stage to present and practice the topic. This will help students complete the activities on this page.

- **Skills Strategy** boxes appear on the *My Skills* page and provide the teacher with ideas and suggestions for developing specific subskills for reading, listening, speaking and writing.
- **Critical Thinking** questions, marked with a light bulb icon in the **Student's Book**, challenge students to explore further a topic in order to draw their own conclusions after analysing information rationally.

Critical Thinking

How can you become a more thoughtful shopper?

Close the day

Finally, the *Close the day* stage offers wrap-up activities to sum up the key points of the lesson.

The **Teacher's Guide** includes, at the back of the book, *Audioscripts* for both the **Student's Book** and the **Practice Book** and the *Answer Key* for the **Practice Book**.

International Certification: Listening


One of the tasks in the Listening section of international certifications for this level is the form-filling exercise. Students listen to a speaker and have to complete a form with the facts and figures. It is important to read the incomplete form fully and try to guess the type of words that they might hear. Give an example: *The e-mail address will probably be a name, the special skill may be how to write a play, song or musical drama.* Explain that we can help our brains get into the right frame, so the listening task will be easier.

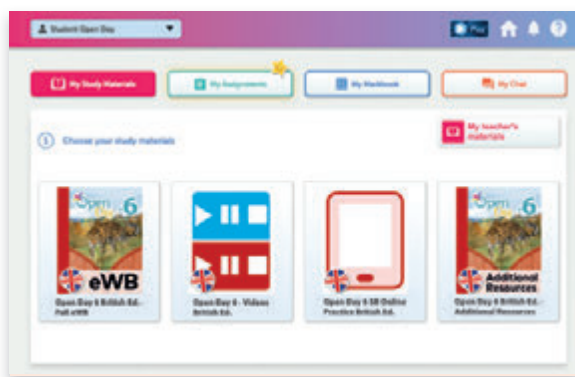
Open Day's Digital Material

Open Day offers both students and teacher a variety of online resources that are easily accessible on our state-of-the-art learning platform. In addition, teachers will be able to track students' performance for all interactive activities and manage the classes. References regarding when to assign or use additional student resources either print or digital can be found at point of use or at the end of each class.

For the Student

Digital Material provides access to all of the course print materials in digital format and is complemented by a robust selection of resources for online use. These include:

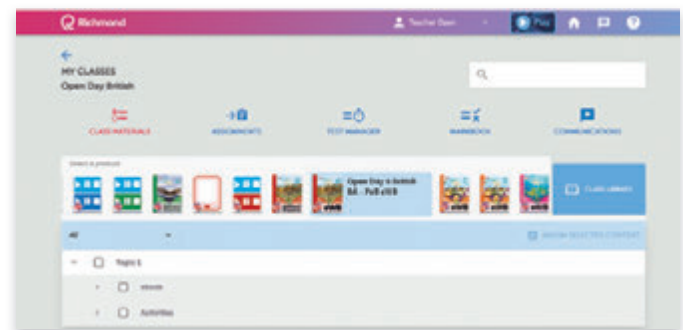
- all audio recordings for listening activities in both the **Student's Book** and the **Practice Book**.
- additional practice that supports classroom activities, indicated by a  icon in both the **Student's Book** and **Teacher's Guide**.
- instructions in English and students' native language for fun *Home Connection* activities at the end of the **Student's Book** that will allow the whole family to join in and explore the topic of each unit together.
- *Wordlists* of key topic vocabulary listed by unit and colour-coded according to their CEFR level with pronunciation models and examples of usage.
- the digital version of the **Practice Book (e-Practice Book)** for students to work online.
- e-book versions of the **Reader** that include animated texts in Levels 1 to 3 and karaoke versions at all levels, where the text is highlighted as it is read to facilitate reading aloud.



For Teachers

Digital Material for teachers also includes digital versions of all print materials and access to all of the student resources. It also provides teachers with a wide range of additional resources that will complement, enrich and support them in their roles as facilitators. These include:

- digitised **Posters** of the series for projection with the **Cutouts** in a drag-and-drop format for communicative language presentation and practice in class.
- digitised **Flashcards** of the series with the word in audio format of key topic vocabulary for projection and pronunciation practice in class.
- **Vulnerable Animals Videos**, one per level, offer professionally produced documentaries about each vulnerable animal in order to foster environmental awareness. Full lesson plans are provided online for you to exploit the resource at its maximum and guide your students to a project at the end of the lesson.
- **Topic-Related Videos**, four per level, bring high-interest, real-life videos into the classroom with full lesson plans that will allow you to present each topic and explore it further.
- **Unit Assessments** are available, in both interactive (online) or downloadable (offline) formats, to facilitate the evaluation process.
- **Mock Tests** for international certifications are available, four per level, in both interactive (online) or downloadable (offline) formats. These may be used diagnostically after each *Topic* or as practice exams nearer the dates when students will present the exams.
- A **Mapping Guide** elaborating on **Open Day's** correspondence to the Common European Framework of Reference standards is available in PDF format for easy reference.



Language Review

**Welcome Unit
This Year**

Present Continuous for Future Arrangements
The diggers are moving in this weekend.
Will for Prediction
I'm sure we will get permission.
Going to for Prediction Based on Evidence
We're going to be rich!
Present Simple for Future Arrangements
I fly on Saturday at 5 p.m.
Question Words (different tenses)
What was that noise?
When are you going to Vladivostock?

Vocabulary Review

Expectations
annoyed, determined, disagree, hardworking, interesting, microphone, recycling
Affixes
-able, de-, dis-, im-, in-, -ist, -ment, -ous, re-, un-

Language

Vocabulary

**Life Skills and
Extra Features**

Project

Topic 1 Communication

**Unit 1
People and Language**

Present Perfect with Just
Greta and Dylan have just arrived at school. I've just sat down.
Present Perfect Continuous
We've been waiting for you since 8 a.m. It's been standing there for two hours.
Present Perfect Continuous Affirmatives and Negatives
She's sleeping. Has she been working?
No, she hasn't been working. She has been watching TV.

Communication Verbs
announce, inform, complain, convince, shout
Communication Phrasal Verbs
break down, calm down, clam up, cut in, fall out, make up, speak up, turn away

Mindfulness
Being Present
Sounds Fun!
Minimal pairs: voiced and unvoiced: /s/ /z/, /p/ /b/, /t/ /d/, /k/ /g/, /tʃ/ /dʒ/

**Unit 2
Now and Then**

Used to and Would for Past Actions, Habits and States
I used to be a security guard at Amur Energy.
Every night, I would lock the office.
Verb + Object + Infinitive give / take / send / bring / show + Direct / Indirect Object
Dylan asks his mom to show him the latest message.
Do you want us to help you?

Phrasal Verbs with Get
get around, get away with, get by, get into, get on with, get through to, get together
Technology and Communication
applications, databases, devices, network, security, screen time, text message, viruses

Sounds Fun!
Silent letters l, t, b, u: talk, listen, doubt, dialogue
CLIL
Social Science
Citizenship
Being a Responsible and Careful Digital Citizen
Home Connection
Invent a communication app that would be useful at home.

A Communication Survey

Topic 2 A Curious World

**Unit 3
Looking for
Answers**

Prepositional Phrases with Gerunds
The Amur leopard is afraid of going anywhere near humans.
Let's concentrate on getting to the clearing.
Modal Verbs of Deduction: Must, Might, Could, Can't
It might be a bear! It could be a machine. It can't be a bear. It must be a digger.

Phrasal Verbs for Discovery
come across, come up with, figure out, find out, look for, look into, pick up, turn up
Fossil Hunting
bone, clay, fossil, shovel, skeleton, trowel

Mindfulness
Learning to Learn
Sounds Fun!
Minimal pairs: long and short vowels: /æ/ mad vs /eɪ/ made; /e/ well vs /i:/ wheel; /ɪ/ sit vs /aɪ/ site; /ɒ/ sock vs /u:/ soak; /ʌ/ tub vs /u:/ tube

**Unit 4
Extreme Nature**

Reported Requests and Commands
The weather forecaster is telling people not to go out.
Jim asked us to call him.
Reported Statements
They said it would be bad on the news. He said that the project had started, and it couldn't be stopped.

Natural Disasters
earthquake, flood, lightning, thunder, tsunami, typhoon, volcanic eruption, wildfire
Phrasal Verbs for Extreme Weather
clear up, cloud over, cool down, die out, takes over, turn into, warm up

Sounds Fun!
Homophones: bye / buy /baɪ/, I / eye /aɪ/, see / sea /si:/, know / no /nəʊ/, hear / here /hɪə/
CLIL
Geography
Citizenship
Thinking Globally, Acting Locally
Home Connection
Make candy tectonic plates.

An Information Booklet

Topic 3 Our Lives

Unit 5
Taking Care of Ourselves**Advice and Suggestions**

You ought to do more exercise.
Why don't we play a game? How about playing basketball?

If I were you, I would eat healthy food.

Semi-modals for Necessity and Obligation:**Have to, Need to**

Dylan and Greta need to do exercise.
Dylan and Greta have to use a locker.

Gerunds

Swimming is good for my health.
I didn't know you enjoyed swimming.

Infinitives with and without to

I have to get to the office.
We might find some evidence.

Phrasal Verbs for Health

come down with, cut back on, get over,
look after, wear out, work out

Social and Health-related Problems

bully, depressed, disabled, gossip,
housebound, jealous, lonely, wheelchair

Mindfulness

Being Happy

Sounds Fun!

Different silent *gh* sounds: although, caught, cough, eight, high, through

Unit 6
Keeping Busy**Indirect Speech**

I wonder if you could mow the lawn.
Could you tell me where the sponge and bucket are?

Reported Speech Questions

You asked if we could help you.
Mrs. Diamond asked us what we wanted to drink.

Equipment for Doing Jobs

brush, bucket, cloth, hose, lawn mower,
leash, sponge, watering can

Phrasal Verbs for Jobs at Home

drop off, get rid of, hang up, help out
with, put away, run off, take out

Sounds Fun!

Homographs with stress change: desert / desert, present / present, produce / produce, project / project, record / record, refuse / refuse

CLIL

Biology

Citizenship

Respecting the Elderly

Home Connection

Create a weekly health planner.

Topic 4 Making Choices

Unit 7
Sensible Shopping**Causative Have / Get**

She got her hair cut. I'm having the pipeline improved every day. I got it signed this morning.

Wishes about the Past, Present and Future

I wish I'd locked the door! I wish we were out of the country. I wish you would hurry up.

At the Shop

aisle, bargains, checkout, discount shelves, label, price tags

Phrasal Verbs for Shopping

bring down, fork out, line up, pay for, sell out, shop around, take back, take off, try on

Mindfulness

Being Thoughtful

Sounds Fun!

Stress patterns in four-syllable words: supermarket, experiment, reputation

Unit 8
My Rights**Agree and Disagree using So and Neither**

I am excited. So am I.
I don't think they'll get here on time. Neither do I.

Non-defining Relative Clauses

We are following Mr. Diamond, who is with his wife.

Mr. Diamond has the contract, which explains everything, and is on the way to the airport.

Third Conditionals

If I hadn't checked it, I would have bought it!
I would've escaped if it hadn't been for you!

Verbs for Technology

charge, drag, run down, scroll down, sign in, slide across, swipe across, swipe up, turn on, zoom in / out

Returning Things to a Shop

battery, charger, device, electrical circuit, faulty, flat, fuse, misleading, repair, replace, small print, tiny, user guide, warranty

Sounds Fun!

Connected words: Elision: Stand up, to education, happy and

CLIL

Technology

Citizenship

Knowing your Rights

Home Connection

Join a conservation group.

A Campaign Poster

A Consumer Advice Sheet

Flashcard Activities



Activity WA

Objective: Talk about your expectations for the new school year.

Show the *Expectations* Flashcards one by one and review the different ideas in each. Have students call out words associated with the flashcards. Write some of the more useful contributions on the board, then have students repeat chorally and individually. Encourage the use of the vocabulary from the unit, but also other related words.

Have students practise sentences similar to these: *We are / I am... because / when...* (I'm hardworking because I read my notebook after class. We are excited when we meet our new teacher.)

Divide students into small groups. Write the following question starters on the board:

When do you feel...? What makes you...? How do...? Where do you...? Are you...?

Explain to students that in their groups, they are going to take turns telling their group members about their feelings and expectations for the new school year. Demonstrate by turning a flashcard and completing one of the questions. *When do you feel annoyed?* Turn the flashcard to face the other way and demonstrate the possible answer: *I sometimes feel annoyed when I'm waiting for lunch.* Tell students to choose a group member to start. Provide help as needed as students play. At the end of the activity, invite one student from each group to report one of their classmates' answers to the class. Accept all contributions as valid.

Activity WB

Objective: Ask questions about animals and find the corresponding animal pairs.

Write these questions on the board: *What is the animal's name? What do they look like? Where do they live? What do they eat? Are they endangered?*

Distribute the *Animals* Flashcards. Each student, pair of students or small group should have one flashcard. Explain that they shouldn't show their flashcards to anyone but need to find its pair. Have students ask and answer questions to find their missing half. Once all the flashcards have a pair, have students list the reasons they are paired. Encourage discussion of other similarities across the other flashcards. Ask: *Are any other animals plant eaters?*

Activity 1A

Objective: Learn synonyms for *say*.

Write the following sentence on the board: *"Your music is too loud!" he says.*

Place the *Communicating* Flashcards on the board. Point to the verbs and elicit which verbs could replace *say* and how the verb form needs to change. (announces, complains, informs us) Explain that these verbs are all different ways of communicating. Tell the class that they will use these words later. Point out that *convince* can't replace *say* in this direct speech: *He wants to convince me that my music is too loud.* Leave the verbs on the board for future use. In pairs, have students come up with a sentence using one of the words from the *Communicating* Flashcards. Then have students work with another pair. Students read out their sentence while the opposing pair calls out the synonym as fast as they can. Continue playing the game until you are sure that students understand which synonyms can be used in which contexts.

Activity 1B

Objective: Review communication phrasal verbs.

Place the *Phrasal Verbs* Flashcards randomly on the board, separating the parts. Divide the class into two teams. Have them line up facing the board. Tell the first two students to approach the board. Explain that you are going to say a definition and that they have to race to the front to slap the two parts of the correct phrasal verb. *Say: face in the other direction.* Have the students run to slap the two parts of the phrasal verb. (turn away) Award a point to the fastest team. Have the next students approach the board and continue saying definitions for all of the remaining phrasal verbs. The team with the most points, wins.

Activity 2A

Objective: Review silent letters.

Write the silent letters *fl, t, b, v* in random order on the board. Place the *Silent Letters* Flashcards, picture-side up, randomly on tables around the room. Have students stand in a line facing the board. Explain that you are going to say one of the words, your pronunciation may or may not be correct. If your pronunciation is correct the first student in line should collect the corresponding picture-side flashcard and place it on the board under the corresponding word, then sit down. If it is not correct, they stay standing. Say another word and ask the second student to respond as before. Continue until all of the flashcards are paired with their words on the board and students are all sitting down. If you want to make the game more challenging, you can say words which contain the silent letter and have students point at or slap the correct silent letter on the board.

Activity 2B

Objectives: Consider the benefits and dangers of various leisure activities. Moderate statements to reflect varying degrees.

Write these moderating words and phrases on the board: *can, could, may (not), might (not), sometimes, often, if they are not careful*. Explain that you are going to discuss video games, including digital gaming online. In pairs, have students change or add to the statements to reflect their opinions. Demonstrate by placing one of the *Video Games* Flashcards on the board and have the class discuss if they believe the statement as it is, or if they want to moderate it so that it is true for them. Encourage students to contribute and write their suggestions on the board. (People help each other., People educate each other., etc.) Stress that there are no right or wrong answers. You may add to and change the list of moderating language as it comes up in the discussion.

Activity 3A

Objective: Learn vocabulary related to archaeology.

Display the *archaeological site* flashcard in the centre of the board and have students describe what they can see. Write the following headings around the flashcard: *People, Tools* and *Finds*. Draw a circle around each word and connect it to the flashcard with a line, creating the beginning of a mind map. Show each of the remaining flashcards and elicit what they are and connect them to the correct headings in the mind map. Invite students to copy the mind map in their notebooks, drawing and labelling the pictures.

Activity 3B

Objective: Review vocabulary related to archaeology.

Display all of the *Archaeology* Flashcards on the board in random order. Divide the class into two teams. Have one volunteer from each team come to the front. Tell them to look at all of the flashcards and remember where they are. Then have the volunteers turn around and face the class. Remove one flashcard from the board. Ask the volunteers to turn around and say which flashcard is missing. The first volunteer to name it, wins a point for their team. Play until all students have had a chance to play. You can mix up the cards periodically to make the game more challenging.

Activity 4A

Objective: Learn vocabulary related to natural disasters.

Display the *Disasters* Flashcards and have students name the disasters. Divide the class into two teams. Display the flashcards randomly on the board. Ask a volunteer from one of the teams to describe one of the natural disasters without saying what it is. The volunteer's team has three chances to guess which disaster it is. If they can guess the disaster, they win a point. Then the next team takes a turn. The team with the most points, wins.

Activity 4B

Objective: Review vocabulary related to extreme weather.

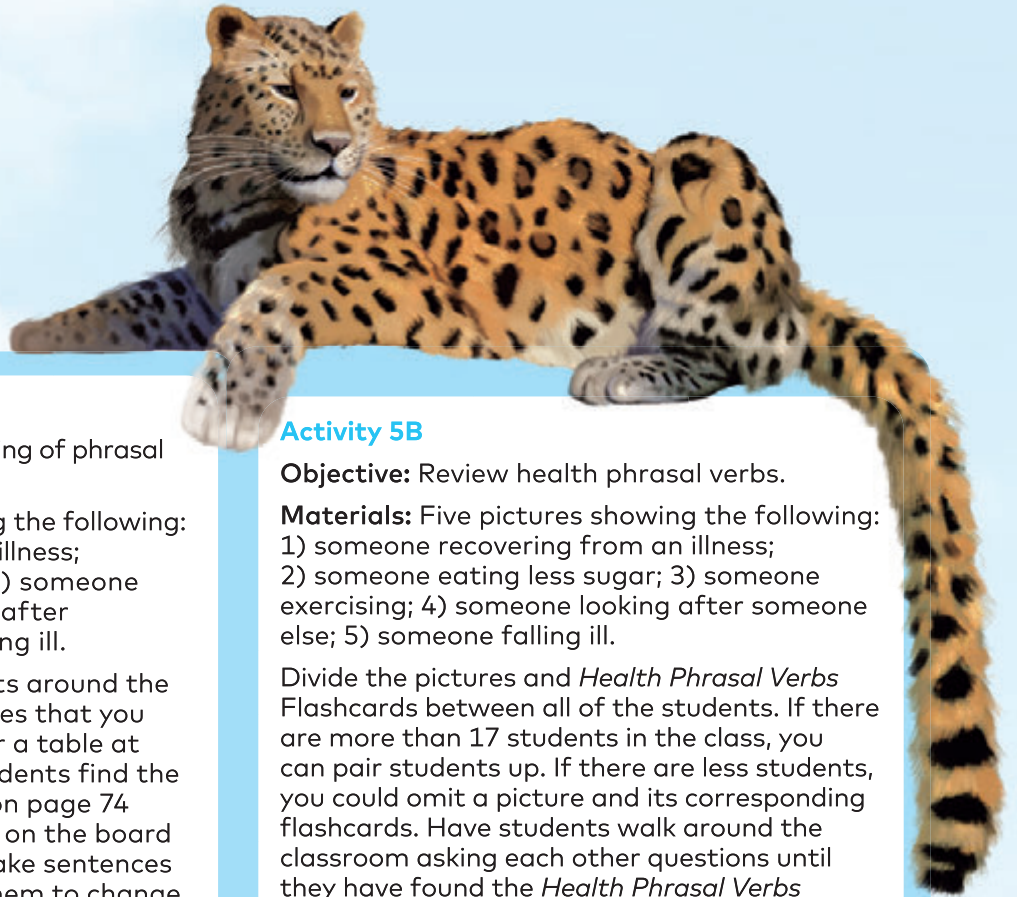
Remove the *lightning and thunder* flashcard. Divide the class into seven groups and give each group a flashcard. Ask each group to describe what damage the disaster on their card could cause and how best to prepare for it. Invite students to present their disasters to the class.

Activity 4C

Objective: Review vocabulary related to natural disasters.

Display each of the *Disasters* Flashcards and have students name the disasters. Then tell the class to divide a page in their notebooks into eight sections and to title each section with the name of one of the disasters. Divide the class into eight groups and give each group a flashcard. Tell students that they have one minute to write as many words as they can that are associated with the natural disaster. Time the activity and say: *Stop!* after one minute. Then have students pass their flashcards to another group. Continue until all of the groups have written words related to each of the eight flashcards. Invite the groups that have the longest list of words for each card to read their words aloud.





Activity 5A

Objective: Understand the meaning of phrasal verbs in the context of health.

Materials: Five pictures showing the following: 1) someone recovering from an illness; 2) someone eating less sugar; 3) someone exercising; 4) someone looking after someone else; 5) someone falling ill.

Place the 12 separate verb parts around the classroom. Place the five pictures that you have brought in on the board or a table at the front of the class. Have students find the phrasal verbs from the article on page 74 and match them to the images on the board or table. Invite volunteers to make sentences using the phrasal verbs. Help them to change the verb form as necessary.

Answers: get over, cut back on, work out, look after, come down with.

Other possible combinations that might come up for discussion include: *work on, look back on, look out, look down on, cut down on, cut out, get out, get on, get down.*

Activity 5B

Objective: Review health phrasal verbs.

Materials: Five pictures showing the following: 1) someone recovering from an illness; 2) someone eating less sugar; 3) someone exercising; 4) someone looking after someone else; 5) someone falling ill.

Divide the pictures and *Health Phrasal Verbs* Flashcards between all of the students. If there are more than 17 students in the class, you can pair students up. If there are less students, you could omit a picture and its corresponding flashcards. Have students walk around the classroom asking each other questions until they have found the *Health Phrasal Verbs* Flashcards that match their picture. As soon as students have managed to match up the picture and words, they have to run to the front of the class and display the picture and corresponding flashcards on the board. If they are correct, they can sit down. If they have not managed to make the correct pairing, they have to try again. Continue the game until all of the students are sitting down.

Activity 6A

Objective: Identify the change in syllable stress for homographs.

Play this version of *Pelmanism*. (matching pairs of cards) Turn the *Homographs* word Flashcards down. Divide the class into teams. Have teams take turns to turn a word card and say the correct pronunciation. Have the other teams decide if the syllable stress is correct. If they are correct, they continue to turn an image card, hoping to find its word pair. Once all of the pairs have been found, place the word flashcards down on the table and have students try to turn the correct flashcard. If the cards match, that team keeps all of the flashcards. If not, the word flashcards are turned down again and the next team tries to do the same. The aim is to remember where the flashcards are, so eventually the cards are collected in pairs.

Activity 6B

Objective: Class mingle about activities that keep you busy.

Print enough *Time* Flashcards so that each student, or each pair, has one to hold as they mingle around the classroom. Write on the board: *School / Chores / Hobbies*

Explain that students can imagine or think of a real activity that they do at that time of day. (I go swimming on Friday evenings.) Tell students that they can change the day of the week on their flashcard if they want to. Tell the class to walk around the room saying their activity in a sentence. When they find someone who does something similar, they should form a small group by linking arms. Then they continue to mingle. Stop the activity when every student is linked to another student.



Activity 7A

Objective: Learn vocabulary related to shopping.

Write the words on the back of each flashcard on separate slips of paper. Display each of the *Shopping* Flashcards one at a time and elicit from students what is shown on each flashcard. Show students the words on the back of each card, read it and have students repeat. Display the picture-side of the flashcards randomly at the front of the class. Divide the class into two teams. Invite a volunteer from one of the teams to come to the front. Give them a slip of paper with the words of one of the flashcards on it. Have the volunteer act out the word for their team to guess. The team gets two tries only. If they guess the word, the team gets a point and the next team takes a turn. The team with the most points, wins.

Activity 7B

Objective: Review vocabulary related to shopping.

Tell the class that they are going to write short riddles related to shopping. Say: *You can buy shoes here. Where is it?* Encourage students to guess. (a shoe store) Display the picture-side of the *Shopping* Flashcards randomly at the front of the class. Have students work in groups and assign a number to each group. Ask each group to write a riddle about six of the flashcards on a sheet of paper and write their group number at the top. Have each group exchange riddles with another group and solve the riddles on separate sheets of paper, noting down the group number above their answers. The first team to finish raises their hands. Say: *Stop!* Then have the groups exchange riddle pages with another group. Continue until all groups have solved all of the riddles. Have each group read their riddles to check the answers. The team with the most correct answers, wins.

Activity 8A

Objective: Learn vocabulary related to electronic devices.

Display the *devices* flashcards and have students name what they can see. (computer, smartphone, tablet) Ask: *What would you call all of them together?* (devices) Find out how many students have each item. Show a flashcard and ask: *Who has a tablet?* Have students raise their hands if they have the item. Now, show each of the flashcards and ask students to name them. Name any that they don't know and have the class repeat. Display all of the word flashcards on the board. Have students work in groups and write a sentence about each word that either describes it or says what you use it for, blanking out the vocabulary word: *You charge the ___ when it runs out. You get access to a programme when you download an ___.* (battery; app) Then exchange sentences with another group and fill in the blanks on a separate sheet of paper. Students can then exchange sentences with other groups and repeat the process. Finally, have different groups read their sentences to check the answers.

Activity 8B

Objective: Review vocabulary related to electronic devices.

Display all of the *Electronic Devices* Flashcards on the board in random order. Divide the class into an even number of teams. Ask each team to write a question about each flashcard, where the answer is the word on the back of each flashcard: *What do I push to turn on the tablet?* (the power key) Have teams take turns asking their questions. Teams win a point for each correct question and answer. The team with the most points, wins. Teams can play again against other teams.

Poster and Cutout Activities



Welcome Unit – This Year

Activity WA

Objective: Use *will* and *going to* to describe future changes in the national park.

Place the poster on the board with all of the *leopards*, *deer* and *trees* cutouts filling the central, empty green space. Have three volunteers each hold a *digger* cutout, and stand near the poster. Explain to students that the poster shows a national park, a protected natural area in an imaginary country. Say: *There's a plan to build an oil pipeline through this national park.* Encourage students to respond. Ask: *What do you think is going to happen?* Draw students' attention to the cutouts on the poster and the *digger* cutouts waiting nearby. Elicit predictions about what might happen. (They're going to cut the trees down. The animals are going to be scared.) Next, elicit predictions based on evidence. (The diggers will move in, so animals will have to move out. The trees won't hide the animals.) Have volunteers move the *digger* cutouts in toward the middle of the poster. Ask more volunteers to take *the trees, leopards* and *deer* cutouts away. Continue to elicit ideas about the future of this national park and its wildlife using *will* and *going to*.

Activity WB

Objective: Use present simple for future arrangements.

Place the poster on the board with all of the cutouts around it. Elicit some of the predictions that students have already made about the national park. Explain to students that they will now use present simple to talk about the future arrangements for the park. Remind students of the predictions involving the diggers. Say: *The diggers are moving in. They're going to cut down the trees.* Now, elicit predictions about the possible future arrangements using present simple. (The work to cut down the trees starts today. The diggers move in tomorrow.) Have volunteers move the cutouts on the poster accordingly. (diggers move onto the poster; trees are removed) Have students make more sentences for future arrangements in the present simple, using the cutouts to show the events.



Unit 1 – People and Language

Activity 1A

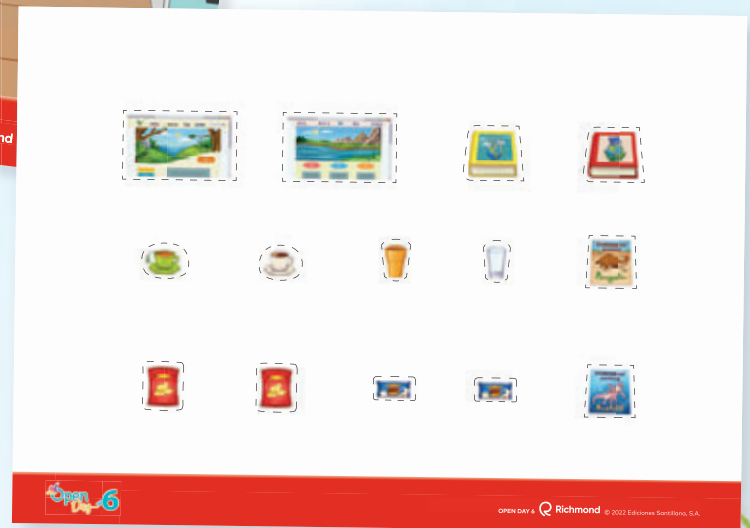
Objective: Explain what's just happened.

Place the poster on the board with all of the object cutouts around it. Ask students to suggest names for the two teens in the poster. Write the names agreed upon on the board next to the characters. Explain that the two teens are speaking on their mobile phones about their recent activities. Demonstrate a sentence using one of the objects. Say: *I've just finished a whole packet of chocolate biscuits!* Then place the *biscuit packet* cutout on the table in the poster. Invite volunteers to make similar sentences. Continue until all the cutouts have been placed in the two rooms.

Activity 1B

Objective: Explain what's just happened and is still happening.

Place the poster on the board. Ask students to recall the names of the teens in the poster or ask students to come up with new names. Explain to students that the teens in the poster have been doing certain actions, and that they have still not completed those actions. Say: *I have been talking on my mobile phone for two hours.* Then point to the mobile phone in the boy's hand. Have volunteers make similar sentences with the cutouts. Volunteers should place the cutout on the poster as they say their sentence. (I have been reading this book you gave me.) You can also elicit other objects and write them on the board or a strip of paper to stick to the poster. Continue until all students have had the opportunity to make up a sentence.



Unit 2 – Now and Then

Activity 2A

Objective: Review *used to* and introduce *would* for past habits.

Place the poster on the board. Place the cutouts on a table in random order. Explain that a past action or habit is one that we did all the time. Ask: *How did people learn long ago but don't learn like that anymore?* Elicit answers from students. Say: *Students used to have no other option than to go to a traditional school with a teacher.* Place the cutout of the teacher in the traditional classroom. Have a volunteer remove the cutout that you just placed and make up a similar statement using *would* instead of *used to* as they place the cutout again. (Students would see their teacher in person every day.) Continue like this until all of the cutouts have been placed on the poster. To make the activity more challenging, you can have students make up their own sentences comparing habits and activities then and now, in the traditional classroom and the "cyber classroom." (Students would read their work from their books, now they can read their work on their computers.)

Activity 2B

Objective: Review *used to* and *would* for past actions / habits and past states.

Place the poster on the board with all of the object cutouts around it. Explain that the two scenes are to help us to compare two different ways of learning. (In the past, students learned in traditional classrooms. Now, students can learn remotely.) Explain the difference between a past state (something that continued over time) and a past action or habit. (something we repeated) Demonstrate using the *teacher* cutout. Place the *teacher* cutout in the traditional classroom. Say: *My teacher would be there every day.* (a past state) *He would watch how we worked.* (a past action / habit) *He used to help us when we didn't understand.* (a past action / habit) *He'd always be friendly.* (a past state) Then place the *teacher* cutout "in" the computer screen in the living room on the poster. Invite volunteers to make similar sentences. Continue until all of the cutouts have been placed in the two learning spaces.



Unit 3 – Looking for Answers

Activity 3A

Objective: Describe and express feelings about a situation.

Examples: *I am concerned about people cutting down trees. I am afraid of people destroying the habitat. I don't agree with companies cutting down trees. I am upset about farmers planting crops. I am interested in creating a campaign to save the region. I am thinking about doing...*

Display the poster without cutouts and tell the class that this is the habitat of the Amur leopard. Point to the map in the corner and ask: *What continent does it live on?* (Asia) Draw three columns on the board with the following headings: *Habitat, Problems and Actions*. Have students work in pairs. Ask them to copy the chart into their notebooks and complete the first column with a description of the leopard's habitat. Then have them write down the problems they see related to human activity. (pollution in the river) Finally, have students use the prompts in Activity 5 on page 47 of the Student's Book to discuss the problems and suggest actions that they can do to help solve the problems.

Activity 3B

Objective: Make deductions or guesses about what things are.

Display the poster on the board. Tell the class that other animals share the same habitat as the Amur leopard. Divide the class into groups. Have each group come up and look at the poster and find the six animals hidden in the picture. (sika or roe deer, wild boar, raccoon dog, Asiatic Himalayan bear, Siberian tiger and Amur leopard) Once students have found the animals, have them go back to their seats and try to guess the animals. (The animal under the tree might be a bear.) Have groups write short descriptions identifying where each animal is and what they think it is, expressing different degrees of certainty. Finally, ask a volunteer to read one of their group's animal descriptions. Have each of the other groups read their descriptions of the same animal. Then display the corresponding cutout on the poster to see if students got it right. If they didn't, then name the animal and have students repeat. Continue in the same manner with the remaining animals.



Unit 4 – Extreme Nature

Activity 4A

Objective: Review and practise reported commands and requests.

Display the poster without cutouts. Tell the class that the poster depicts a rescue mission during a natural disaster. Ask: *What type of disaster is it?* (a flood) Point to each picture and have students describe what is happening in each picture. (1. A girl is talking to a reporter. 2. The girl and her father are on the roof of their house. There is a boat. 3. The boat comes to rescue them. 4. They get on the boat. 5. The boat starts to rock. 6. The boat drops them at a dock.) Then display all of the cutouts around the poster. Invite one volunteer to read the text in each picture and another to choose an appropriate speech bubble. Divide the class into pairs and have one student take the role of the girl and tell the story, reporting what was said using "told."

Sample language:

Picture 2:

My dad told them to help us.

My dad asked them to take us to dry land.

Picture 3:

The coast guard told us to jump in quickly.

The coast guard asked my dad to help me get on.

Picture 4:

The coast guard told the people to move to the back.

The coast guard asked the people to make room for two more.

Picture 5:

The coast guard told us all not to rock the boat.

The coast guard asked us all to sit down.

Next, have students switch roles and tell the story using "asked." Finally, retell both versions inviting different pairs to report each part of the story.

Activity 4B

Objective: Review and practise reported statements in the past with modal verbs.

Display the poster with the cutouts around it. Have students recall the story. Divide the class into pairs. Tell students that now they are going to be reporters from different newspapers and that each pair has to prepare their news broadcast about the rescue. You might want to do the first picture with them to demonstrate how to report the story, then let each group create their own version.

Sample language:

Picture 1: *I interviewed a survivor of the flood. She said that during the flood, she and her father had spent the night on the roof of their house.*

Picture 2: *Then she said that they had seen a boat and had waved to it.*

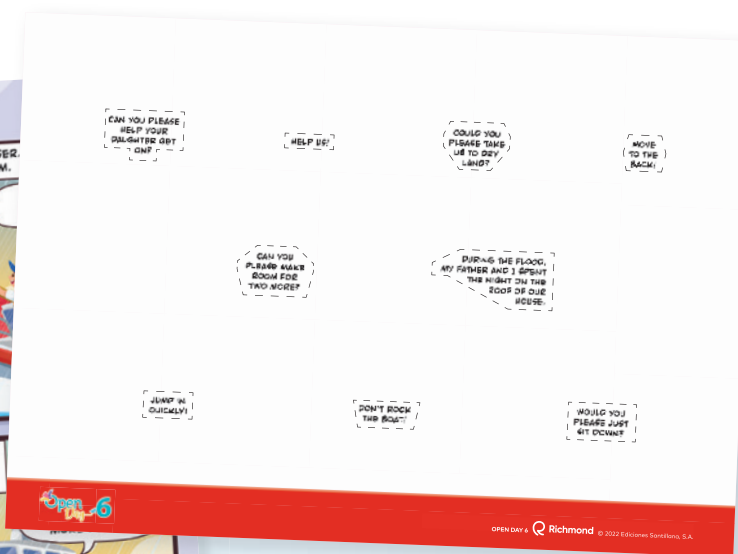
Picture 3: *She said that the boat had come closer and that she had been afraid because she couldn't swim.*

Picture 4: *She said that there had been more people in the boat and that they had tried to help them, but the coast guard had told them to move to the back.*

Picture 5: *She said that the people had started to move, and the boat had started rock. The coast guard had asked them to sit down.*

Picture 6: *She said that the coast guard had dropped them at the dock and said that the people there would help them. They said that it hadn't stopped raining and that they were going out again to look for more people.*

Invite pairs to report their stories to the class. Students can also write a short news article about the event.



Unit 5 – Taking Care of Ourselves

Activity 5A

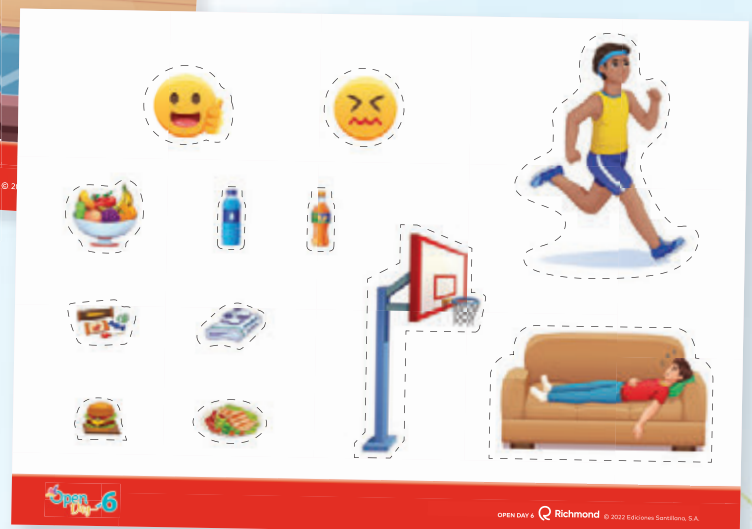
Objective: Make suggestions and give advice.

Place the poster in the centre of the board with the cutouts around it. Write these sentence starters on the board: *You ought to...; Why don't we...; How about...; If I were you, I wouldn't...* . Ask: *What are the unhealthy choices people are making?* Encourage volunteers to answer and place the corresponding cutout on the poster. Ask: *What suggestions can we make, or advice can we give to help people?* Have volunteers come to the front, one by one, to replace the unhealthy choice / habit with a healthy one. (Replace junk food with healthy food) As volunteers replace the cutout, they have to make a suggestion or give advice using the sentence starters on the board: *You ought to eat healthy, balanced meals.* Continue until all the cutouts on the poster have been replaced.

Activity 5B

Objective: Use infinitives with and without *to*.

Place the poster on the board. Lay all of the cutouts on a table. Explain the use of infinitives with *to* and without *to*. (*to* is not used with modal verbs) Divide the class into two groups. (A and B) Explain that Group A will make sentences using infinitives with *to*, and Group B will make sentences using infinitives without *to*. Members from each group take turns to take a cutout and make a sentence aloud. If the group approves of the sentence, they can place the cutout on the poster. (I want to play video games.; We might play basketball after lunch.) Continue until all of the cutouts are on the poster and you are satisfied that students know when to use the infinitive with and without *to*.



Unit 6 – Keeping Busy

Activity 6A

Objective: Learn forms of indirect speech.

Place the poster with the *materials* cutouts on the board. Write on the board: *I wonder if you could... , Could you tell me where... .* Divide the class into two teams. One team will ask indirect questions. The other team will be the keepers of the *materials* cutouts. Demonstrate the activity with a volunteer. Ask: *I wonder if you could tell me where the paper is?* The class votes on your question. If you have used the indirect form correctly, the keeper of the cutout tells you were to find the *paper* cutout or gives you the cutout. Then you place the cutout on the poster. Students continue with the activity until all of the cutouts are on the poster. Then switch the roles of the groups.

Activity 6B

Objective: Practise structures for reporting questions.

Place the poster and the *speech bubble* cutouts on the board.

Form teams and have them line up facing the board. Read aloud: *Can you help me?* Elicit that this is direct speech. Ask for suggestions as to which character in the poster might say this. Explain they are going to report this question to their teammates and the last person in the team writes down the reported version. Elicit the reported question (it will depend on the character chosen): *She asked if he could help her.* Demonstrate by having the first student in each team whisper the reported question to the next teammate in line. Students keep whispering the reported question until the last person in the team hears it. They then write it down and move to the front of the line for the next question. Once students understand the activity, have everyone turn their backs to the board, so that they can't see the next question. Only the student at the front of the line faces the board. Continue with the next question. The emphasis is on accuracy, not speed. Explain that they should focus on the structure. Once the five questions have been reported, have the teams share their answers. Go through the answers together, making corrections as necessary. Award points for accuracy.



Unit 7 – Sensible Shopping

Activity 7A

Objective: Practise expressing needs and actions someone else does for you or others.

Display the poster without the cutouts. Ask students to describe what is happening in each picture. Tell the class to work in pairs and say what each of the people need or want to have done. Then check the answers as a class.

Picture 1: He needs to have his shoes shined. He needs to have his trousers cleaned.

Picture 2: She needs to get her hair cut. She wants to have her hair dyed.

Picture 3: He needs to get his tyre repaired. He needs to have his tyre inflated.

Picture 4: She needs to get her car washed.

Have students work in groups. Assign different pictures to each group and have them write the beginning of a short story about their scene. Invite students to share their stories with the class. Tell students to save their stories for further use.



Activity 7B

Objectives: Review expressing needs and actions someone else does for you or others. Practise expressing wishes about the past, present and future.

Display the poster and review with the class what each person needs. Tell the class to imagine how the man in the first picture feels and ask: *What do you think he wishes?* (He wishes he had clean shoes and trousers. He wishes his shoes and trousers were clean / weren't dirty.) Cover the man with the cutout where he is jumping over the puddle, and ask: *What does he wish he had done?* (He wishes he had jumped over the puddle / hadn't stepped in the puddle.) Place the cutout of him happily walking and ask: *What does he wish will happen?* (He wishes it would stop raining / the sun would come out.) Continue in the same manner with the other pictures and cutouts.

Sample language:

Picture 2: *She wishes she had red hair.*

Cutout with short pink hair: *She wishes she hadn't cut her hair / dyed her hair.*

Cutout with hair longer: *She wishes her hair would grow back.*

Picture 3: *He wishes he didn't have a flat tyre.*

Cutout of pump: *He wishes he had a repair kit and pump.*

Cutout with tyre going around the nail: *He wishes he had ridden around the nail / hadn't ridden over the nail.*

Picture 2: *She wishes her car was clean / wasn't dirty.*

Cutout with car parked ahead of tree: *She wishes she hadn't parked under the tree / had parked ahead of the tree or somewhere else.*

Cutout with birds flying away: *She wishes the birds would fly away.*

Ask students work in the same groups as in Flashcard Activity 7A. Have students continue the stories that they started in the previous activity, including each person's wishes. Finally, have students read their stories to the class.



Unit 8 – My Rights

Activity 8A

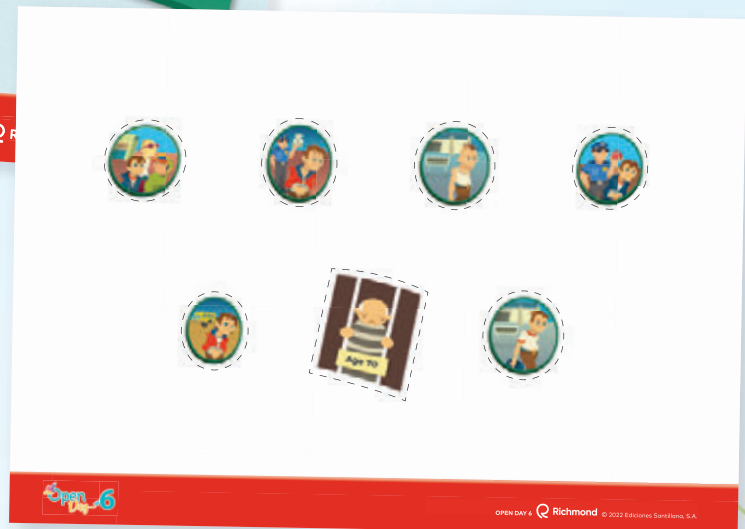
Objective: Practise agreeing or disagreeing with other people.

Display the poster on the board without the cutouts. Tell the class that this is a life timeline that shows how the choices you make have different consequences. Have students describe the different choices: *Go to work or go to college. Have children young or wait until you have a house.* Have students work in pairs. Have one student give their opinion of some of the choices a person can make and the other student agree or disagree with the decisions: *I think he should go to college. So do I; I don't think he should get married young. Neither do I.* Then have the other student do the same with other choices.

Activity 8B

Objective: Practise talking about events in the past that you would like to have been different, using the third conditional.

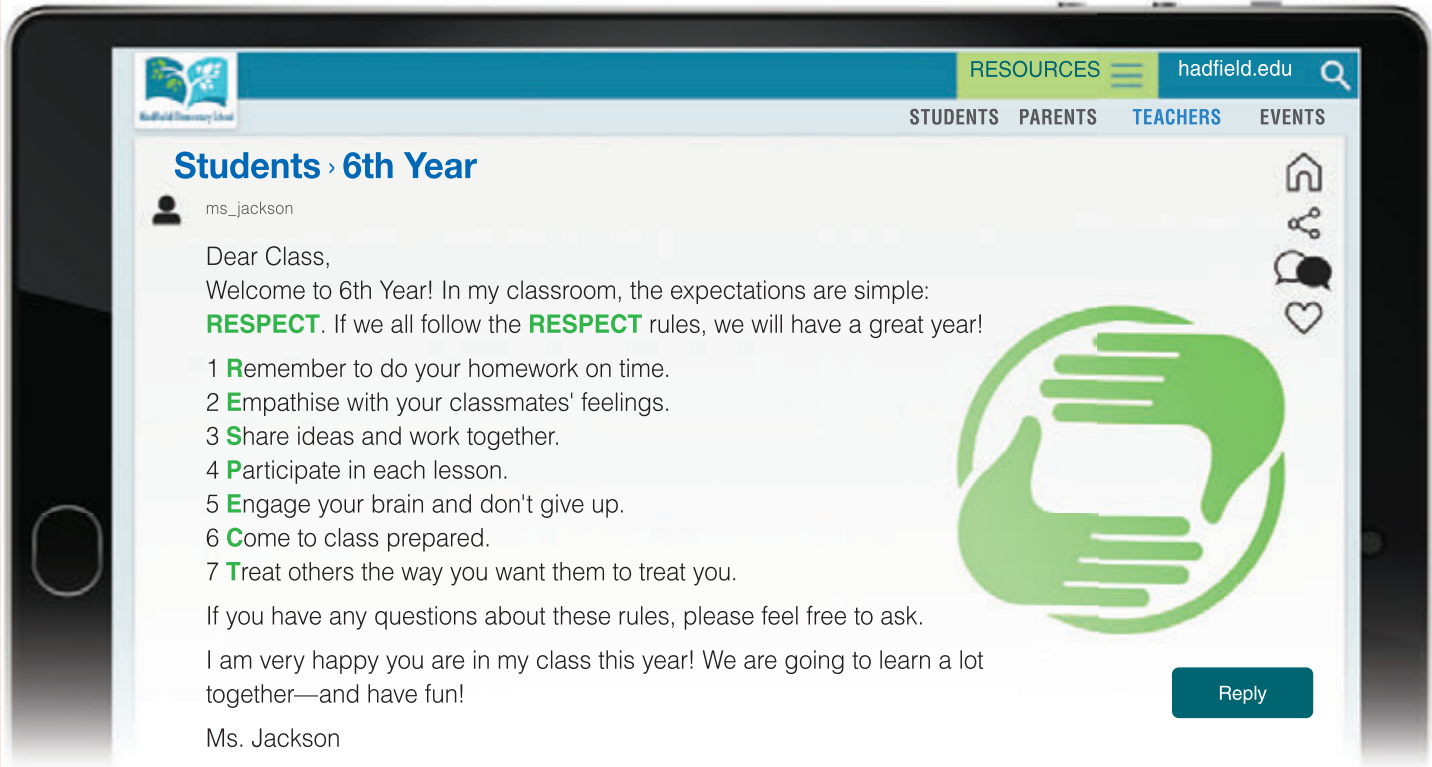
Display the poster with the cutouts in chronological order. Tell the class that this line shows other choices that the person could have made. Elicit the different events in his life. (He hung out with a gang at the shopping centre. He shoplifted something. He went to jail for a year. He stole a car. He went to jail for five years. He committed armed robbery. He went to jail for life.) Have students work in pairs. Ask them to talk about how the man in the last line could have changed his life. (If he had gone to college he wouldn't have hung out with a gang. If he had gone to work, he wouldn't have shoplifted. If he had gone to college when he got out of jail, he wouldn't have stolen a car.)



Welcome Unit This Year

1 Read and discuss the questions.

1. Who is the message from? Who is it for?
2. What is the purpose of the message?



The screenshot shows a school website interface. At the top, there is a navigation bar with 'RESOURCES' and 'hadfield.edu'. Below that, there are links for 'STUDENTS', 'PARENTS', 'TEACHERS', and 'EVENTS'. The main content area is titled 'Students > 6th Year' and shows a message from 'ms_jackson'. The message reads: 'Dear Class, Welcome to 6th Year! In my classroom, the expectations are simple: RESPECT. If we all follow the RESPECT rules, we will have a great year! 1 Remember to do your homework on time. 2 Empathise with your classmates' feelings. 3 Share ideas and work together. 4 Participate in each lesson. 5 Engage your brain and don't give up. 6 Come to class prepared. 7 Treat others the way you want them to treat you. If you have any questions about these rules, please feel free to ask. I am very happy you are in my class this year! We are going to learn a lot together—and have fun! Ms. Jackson'. To the right of the message is a green circular icon with two hands. A 'Reply' button is located at the bottom right of the message area.

2 Read and complete the sentences using the words in the box.

hardworking annoyed determined recycling
interesting disagree microphone

1. I give my opinion in class because it makes the class more interesting. 4
2. She tried the experiment four times until it worked. She is determined. 5
3. We always listen to each other even if we sometimes disagree. 2
4. Jim is working on his project for tomorrow. He is very hardworking. 1
5. I forgot the microphone for the interview. I can't record without it! 6
6. We all organised the recycling drive. It was great teamwork. 3
7. You should be more patient with your classmates. Don't get annoyed. 7

- Number the sentences according to the RESPECT acronym.

3 In your notebook, write another acronym for your classroom rules.

Welcome Unit This Year

Objective of the day:

1. Review vocabulary related to expectations for the new school year.

Materials: *Expectations* Flashcards, Flashcard Activity WA on page XIV.

Open the day

● "Mindful Feelings" practice

Introduce yourself and welcome students to the course. Tell them that, besides learning English, they will do activities that will help them to notice their feelings and enjoy their experience at school. For this introductory unit, we suggest that you do the "Mindful Feelings" mindfulness practice every day. Have students show you the five fingers of their right hand. They should think about different feelings (positive and negative) that they have about the new school year. Demonstrate feeling nervous, excited, worried, brave and tired. Tell students to place their left index finger on their right thumb. Have them breathe in slowly and think of one feeling that they have now. Then tell them to breathe out as they imagine that feeling float away. Have them continue in the same way with each of their fingers, taking them through five feelings. Encourage students to accept positive and negative feelings, acknowledging each one when inhaling and allowing the feelings to drift away when exhaling. Explain to students that they will do this practice throughout the unit.

- Flashcard Activity WA.

Open the book!

1 Read and discuss the questions.

Read the title of the Welcome Unit and call students' attention to the e-mail. Ask students to read the message and the questions individually. Ask: *How do you know who a message is for?* (their name is at the top) *How do you know who is a message is from?* (The message is signed with their name at the bottom.) Now have students answer the questions. Finally, discuss the answer to each question as a class. (From Ms. Jackson to the 6th year class.; It's to share the class rules.) You might want to have volunteers explain how they came to each answer.

2 Read and complete the sentences using the words in the box.

Read the words in the box aloud. Then read the first sentence. Elicit which word would fit best in the gap. (Interesting) Now have students complete the rest of the sentences with the remaining words from the box. Have them check their answers in pairs first, and then check as a class.

● Number the sentences according to the RESPECT acronym.

Explain to students what *acronym* means. Call students' attention to the RESPECT acronym in the e-mail and have them read it again. Point out that the first letter of each rule, is one of the letters from the word *RESPECT*. Explain to students that they will number each of the sentences they have completed with the number of one of the seven rules. Say: *Sentence 1 is about giving an opinion in class. Which rule is similar to giving your opinion in class?* (4. Participate in each lesson.) Give students a few minutes to number the sentences according to the rules. Check the answers as a class.

3 In your notebook, write another acronym for your classroom rules.

Elicit some more classroom rules. (Try hard, Listen, Be calm, Don't run) Write one idea on the board: *LISTEN*. Elicit a rule beginning with *L*. (Look at your teacher.) Then do the same with *I*. (I try to listen carefully every day.) Have students open their notebooks and continue to write the sentences.

Open Day Tip Making Acronyms Easier

Acronyms are often difficult to come up with. To make it easier, the initial letter could appear mid-sentence.

Look at your teacher.

Show **interest** in the person who is speaking to you.

Close the day

- Form small groups. Have students say how they are feeling about the new school year.

  Practice Book: Assign page 4 as homework.

Objective of the day:

1. Review affixation.

Open the day

- "Mindful Feelings" practice.
- Ask students to think about the new school year for a few seconds. Then ask: *Have you made any promises to yourself for this year? Give examples of a promise that you could make to yourself: I promise to come to class early and prepared to work. I promise to throw my empty water bottle into the recycling bin.* Invite volunteers to share their personal promises. Ask follow-up questions.


Open the book!

4 Read and number the promises. Then listen and check.

Invite four volunteers to read the numbered promises aloud. Next, have students read the four texts. Explain to students that they will number the texts according to the numbered promises above the texts. Play Track 1 and encourage students to identify the key words in the texts and in the promises in silence as they listen. (impatient, arguments, disagree, etc.) Then play Track 1 again and have students listen and point to the correct photo. Now have students number each text. Finally, have them compare their answers in pairs.

5 Circle the words that contain the prefixes or suffixes in the box.

Write *uncomfortable* on the board. Remind students that many words in English are made up of different parts. Circle the root word *comfort*, then underline the prefix *un* and the suffix *able*. Read David's text aloud. Ask students to call out *Stop!* when they hear a word with a prefix or a suffix. (argument) Have students circle *argument*. Continue reading the text and encourage students to say *Stop!* at *impossible*. Have students circle *impossible*. Point to Instruction 5 and read it aloud. Tell students to read the texts and the words with the prefixes or suffixes that appear in the box.

- **Make a promise for this year using some of the words you circled. Share your ideas.** 

Have students open their notebooks and write three promises for themselves. Provide help where necessary. Invite volunteers to read out one of their promises.

Finally, remind students to visit the online platform for more practice at home.

Close the day

- Write five root words down the centre of the board. Write ten affixes around the root words. Divide the class into two teams. Have a member from one team come to the board and draw a line to connect a root word and an affix, and then make a sentence using the new word. Have the other team vote on the word and its use in the sentence. Award one point for the new word and one point for its use. If a student uses both a prefix and suffix, award two points. Then the other team takes a turn. The team with the most points, wins.



Practice Book: Assign page 5 as homework.

4 Read and number the promises. Then listen and check. 

1. I promise to finish all my homework on time.
2. I promise to be more careful with my things.
3. I promise to be less impatient with my friends.
4. I promise to reuse plastic bags and bottles.



Hadfield Elementary School

RESOURCES hadfield.edu

 My name's David. Last year, I had a few **arguments** with my friends. It's **impossible** to agree about everything. Sometimes we **disagree** about silly things. I don't feel **comfortable** when we argue. **3**



 Hi, I'm Amy! I hope this year is as good as the last one! I am a little **nervous** because I think the amount of homework will **increase**. I have to work harder. I want to be a **journalist**, so I need to develop my writing skills. I can't believe it's our last year! **1**



 Hello, I'm Jim. I'd like to go green this year. I think we should **decrease** the amount of rubbish we produce every day. I might join a **movement** about an environmental issue because climate change is making the world **unsafe**. **4**



 Hey! I'm Katya. It's **incredible** how messy I am at home. Sometimes I break things. Last year, I spilled water on my computer and it was ruined. My parents **replaced** it, but it's **unlikely** they'll do that again. It's time to change my ways! **2**




5 Circle the words that contain the prefixes or suffixes in the box.

-able de- dis- im- in- -ist -ment -ous re- un-

- Make a promise for this year using some of the words you circled. Share your ideas. 

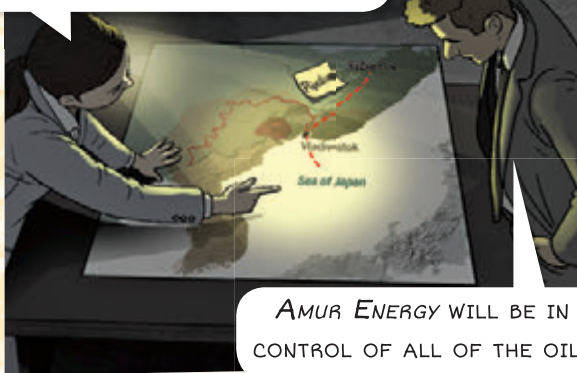
My Language

1 Listen and follow. 

Good Buddies The Deal

1 It's 9 P.M. AT THE AMUR ENERGY OFFICES.

THE PIPELINE WILL RUN FROM SIBERIA TO THE SEA OF JAPAN.



AMUR ENERGY WILL BE IN CONTROL OF ALL OF THE OIL.

2

THE DIGGERS ARE MOVING IN THIS WEEKEND. EVERYTHING IS READY.



3

WHAT ABOUT PERMISSION? IT'S A NATIONAL PARK, ISN'T IT?



DON'T WORRY ABOUT THAT. I'M SURE WE'LL GET PERMISSION. I HAVE A CONTACT WHO CAN HELP US OUT.

HA, HA. WE'RE GOING TO BE RICH!

4

SHHH! WHAT WAS THAT NOISE? DID YOU HEAR IT?



IT WAS JUST THE WIND.

2 Read and answer the questions.

- Who might be making a deal? The owner of the company
- What do they want to do? Lay a pipeline
- Why do they want to do this? To make money
- Why do they need permission? Because the place is a national park.

• Discuss how the following elements might be important to the story.

- The creaking noise
- The black van
- The leopard's future

Objectives of the day:

1. Practise present continuous for future arrangements: *will* for prediction, *going to* for prediction based on evidence.
2. Read, listen and answer questions about the comic strip.
3. Discuss possible future events.

Materials: Welcome Unit Poster with Cutouts, Poster Activity WA on page XX.

Open the day

- "Mindful Feelings" practice.

Language Presentation

Using *Will* and *Going to* for Future Arrangements

In this class, students will learn how to use *will* and *going to* to talk about future plans. We suggest that you do Poster Activity WA at this stage to present and practise the topic. This will help students to complete the activities on this page.

Open the book!

1 Listen and follow.

Point to the comic strip in your book on pages 8 and 9. Ask students to look at the pictures on page 8. Explain that the characters are making a plan. Tell students that the characters work at an oil company. Ask students to speculate as to why the characters are meeting in the office at night. (their plan is secret) Call students' attention to the *creak!* in the sound effect bubble. Ask: *What do you think is making a creaking noise?* (door, floorboards) Next, play Track 2 and have students follow the text on pages 8 and 9. Invite volunteers to say what they think the creaking noise is. Finally, play the first part of Track 2 again, pausing after the line *It was just the wind.*

2 Read and answer the questions.

Call students' attention to Questions 1 to 4. Encourage students to be creative in their guesses. Ask: *Which countries are involved?* (Japan, Russia/Siberia) *Who owns the oil?* *Where is the national park?* Divide students into groups of three, and explain that they will read the story. Point out that we can see two characters

planning a secret deal, but we can't see the third character. (the silhouette) Have students read the dialogue. Next, have students answer the questions. Once they have finished, ask students to compare their answers in pairs. Invite volunteers to read out their answers.

• Discuss how the following elements might be important to the story.

Find out from students if they have heard a creaking noise before. Divide the class into small groups and have them discuss what the creaking noise in the comic strip might be. Ask: *Why might this creaking noise be important?* After a few minutes, stop the discussion. Point out Elements 2 and 3. (*The black van* and *The leopard's future*) Then tell students to follow the comic strip on page 9. Play the rest of the audio again. Call students' attention to page 8 again and have them discuss the importance of Elements 2 and 3 in small groups. Walk around the classroom and help them to speculate. Ask: *Why do you think that might be important?*

Close the day

- Remind students that the comic strip uses language used to talk about future plans. Write the following sentences on the board: *The diggers are moving in this weekend. I'm sure we'll get permission. We're going to be rich.* Read the sentences aloud for students to repeat, as you underline the future forms. Divide students into pairs and have them change the words to make new sentences. Demonstrate with examples: *The teachers are having a party this weekend. I'm sure we'll have fun. We're going to eat cake!* Allow several minutes for students to change the sentences. Provide help with the verb forms as needed.

  Practice Book: Assign Activity 1 on page 6 as homework.

Objectives of the day:

1. Practise present continuous for future events and present simple for future arrangements.
2. Write sentences about future events.

Materials: Welcome Unit Poster with Cutouts, Poster Activity WB on page XX; white paper (1 sheet per student), markers (1 per student), sticky tape or Blutak.

Open the day

- "Mindful Feelings" practice.

Language Presentation

Making Future Arrangements

In this class, students will learn language used to talk about future plans. We suggest that you do Poster Activity WB at this stage to present and practise the topic. This will help students to complete the activities on this page.

Open the book!

3 Match the sentences with their meanings.

Read the comic strip again or play Track 2 again for students to recall the story. Then ask them to identify the animals. (deer and Amur leopard) Help students to find Sentences 1 to 4 in the comic strip. Explain that these are four different ways to talk about the future. Help students to match Sentence 1 with its meaning. (prediction based on evidence) Have students continue with the other sentences. As you check the answers together, use the comic strip to demonstrate the differences in meaning.

4 In your notebook, write about next weekend.

Explain to students that they are now going to write some true sentences about their plans for the weekend. Invite volunteers to read the example sentences aloud. Elicit some ideas from students. Encourage the use of a variety of future forms. Give students a few minutes to write their sentences and help as necessary.

Close the day

- Distribute the paper and markers. Ask students to draw themselves doing something interesting in the future. To elicit ideas, say: *I'm going to visit the moon! One day, I'll be a pilot!* Encourage students who are less confident about drawing to use simple shapes such as stick figures and emojis. As students finish, ask them to switch papers with a classmate. Have them write a sentence describing their classmate's future event. Provide help as needed.

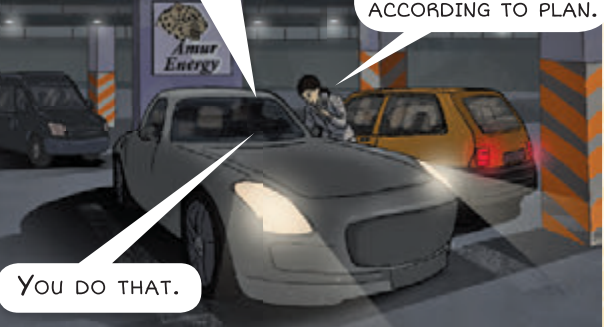


Practice Book: Assign Activity 2 on page 6 as homework.

5 THEY COMPLETE THE DEAL AND LEAVE THE BUILDING.

WHEN ARE YOU GOING TO VLADIVOSTOK?

I FLY TO VLADIVOSTOK ON SATURDAY AT 6 P.M. I'LL CHECK THAT EVERYTHING IS GOING ACCORDING TO PLAN.



YOU DO THAT.

6 ONE WEEK LATER. IN THE LAND OF THE LEOPARD NATIONAL PARK, RUSSIAN FAR EAST, THE CHASE IS ON...



7 SUDDENLY, THE DEER ENTERS A CLEARING...



...AND GETS AWAY.

8 THE AMUR LEOPARD IS CAUGHT IN THE LIGHTS AND IS TERRIFIED...



... AND AS QUICK AS A FLASH, IT IS GONE.

3 Match the sentences with their meanings.

- | | |
|---|--------------------------------|
| 1. The diggers are moving in this weekend. | A prediction based on evidence |
| 2. I'm sure we'll get permission. I have a contact who can help us out. | An arrangement |
| 3. We're going to be rich. | A promise |
| 4. I fly on Saturday at 6 p.m. | A prediction |

4 In your notebook, write about next weekend.

I'm sure I'll eat cake for my birthday.

I'll clean my room.

I'm visiting my grandmother on Saturday.

I'm going to sleep a lot.

I go to the cinema on Saturday at 3:00 p.m.

5 Complete the fact file using the question words.

Who Which When How big How much
 What How many Why How long Where

Amur Leopard: Fast Facts

The Amur leopard is one of the world's most endangered cats. It is a solitary animal that sleeps during the day and hunts at night. Its scientific name is *Panthera pardus orientalis*.



(1) Where do they live?

The Amur leopard lives in the mountainous forests of eastern Russia and northern China.

(2) Which river are they named after?

Most live in the Amur River basin of eastern Russia, in forests and mountain regions.

(3) How big are they?

They are around 1.2 metres long and 75 centimetres high at the shoulder.

(4) How much do they weigh?

Between 30 and 50 kilograms.

(5) How long do they live?

In the wild, they can live up to 15 years.

(6) What do they eat?

They are carnivores. Their favourite food is deer. They might also eat rabbits, mice, dogs and even bears!

(7) When was the first Amur leopard skin found?

In 1857 in Korea.

(8) How many are there in the wild?

Around 80.

(9) Why are they critically endangered?

The main threats are habitat destruction, conflicts with humans, illegal hunting for fur and an already small population size.

(10) Who works to save Amur leopards?

Conservationists have fought to protect the Amur leopards' habitat for years. Then, in 2012, the Russian government created the Land of the Leopard National Park. Also, the Wildcats Conservation Alliance was created in 2018 to save both Amur leopards and wild tigers.

• Listen and check.  

Play Guess the Animal!

How big is it?

It's about 1 centimetre long.

What does it look like?

It's yellow and black and has wings.

A bee!

Yes, that's right!

Objective of the day:

1. Review question words used in different tenses.

Materials: *Animals* Flashcards, Flashcard Activity WB on page XIV; one soft ball or paper ball.

Open the day

- "Mindful Feelings" practice.
- Flashcard Activity WB.

Open the book!**5 Complete the fact file using the question words.**

Point to the picture of the Amur leopard, read the heading (*Amur leopard: Fast facts*) and call students' attention to the gapped questions 1 to 10. Next, read out the text next to the heading. Invite volunteers to read out the question words in the box. Say: *Look at the answer to Question 1. Give students a moment to read in silence. Ask: Which question word or words do we need for Question 1? (Where)* Explain that students need to make questions, like the ones they practised at the beginning of the class. Have students complete the questions. Provide help as necessary.

- **Listen and check.**  

Explain to students that they will check their answers by listening to Track 3. Tell students to put down their pencils and to listen without writing. Play Track 3 and invite them to point to the question words that they wrote as they hear them, if they like. Play the audio again, pausing after each question for students to check their answers. Continue in the same way with the rest of the questions. Allow students to suggest answers and give feedback to each other as necessary.

Finally, remind students to visit the online platform for more practice at home.

Play Guess the Animal!  

Have students work in pairs. Explain that student A will think of an animal. Student B has to try and guess which animal this is by asking questions. Student A answers student B's questions until the animal is guessed. Then they switch roles. Demonstrate with the questions and answers on page 10. Remind students that they can use questions from the Fast Facts text. Provide help as needed. Make sure that students take turns to ask and answer.

Close the day

- **Play *The animal facts ball game*:**

Have students stand in a circle. You can play this game in a central space in the classroom or outside. Make sure that the area is cleared and safe. You are going to throw the ball to a student and ask a question about an animal. Ask: *How does the Amur leopard get its name?* The student has to catch the ball and give the answer: *From the river Amur.* If they don't know the answer, they repeat the question and throw the ball to another student. Continue in this way until someone answers the question correctly. If necessary, pause the game to encourage a variety of question types based on habitat, endangered species and human activity, as well as the more obvious questions about appearance and diet.

  Practice Book: Assign page 7 as homework.

Objectives of the day:

1. Complete a poster with personal, behaviour and study goals.
2. Review language for future predictions and plans.

Materials: a bell.

Open the day

- "Mindful Feelings" practice.
- Write the words: *personal*, *study* and *behaviour* widely spaced across the board. Ask students to stand behind their chairs. Explain to them that you are going to say some words for them to categorise. Have them point or wave to the correct heading(s) on the left, centre, or right of the board. Ask: *Is this something "personal", is it about "study", or is it a type of "behaviour?"* Then say: *I reread my school notebooks often.* (study) Some ideas can fall into more than one category. Invite volunteers to explain their choices if necessary. Continue asking questions: *I try to be patient.* (behaviour / personal) *I want to eat more fruit.* (behaviour) *I'm going to plan my homework before I do my final draft.* (study)


Open the book!

1 Read and number the goals.

Tell students that they are going to read and categorise three goals. Read aloud the goals and then the text below the goals. Point out the blank boxes next to each goal. Have students read and number the goals according to type. Encourage them to check their answers in pairs. Provide help as necessary.

2 Complete the poster with your goals.

Call students' attention to the blank poster. Invite them to reflect on their own abilities as they are now. Give them a few minutes to do this. Next, have them imagine themselves at the end of this year, leaving the 6th year and getting ready to start the 7th year. Have them write the goals and plans that they have for themselves, as well as predictions for the future. Encourage students to reflect on where they are right now and set achievable goals. These goals should not be too easy nor too hard. Provide help as necessary. You could ask students to write a first draft in their notebooks, so that you can check that their ideas are achievable growth goals.

- **Share your goals, plans and predictions. At the end of the year, check how you did.** 

Invite volunteers to share their goals, plans and predictions. Then have students share their posters in pairs and give each other encouraging feedback. Remind students that they will be able to look back at these goals at the end of the year to see how they have done.

Finally, remind students to visit the online platform for more practice at home.

Close the day

- Have students stand in a circle and hold hands. Tell them to close their eyes and imagine that they are at the end of the 6th year, about to start the 7th year. Have students breathe in as they reflect on their feelings today. Have them breathe out as they imagine their feelings at the end of 6th year. Repeat the practice at least three times. Say: *Breathe in and notice your feelings today, breathe out and imagine your feelings at the end of this year.* Ring the bell after a few minutes to end the activity.

1 Read and number the goals.

1. Behaviour goal 2. Study goal 3. Personal goal

My Goals for 6th Year

2 I'd like to pass an exam in English.

My plan: I'm going to do all of my English homework.

I'm going to practise speaking English every day. I'm going to watch a film in English at home at least once a week.

Prediction: I'll pass an exam by next April!

1 I want to be more respectful in class.

My plan: I'm going to listen to my classmates carefully whenever they speak. I'm going to volunteer more often in teamwork.

Prediction: I'll make new friends and have fun!

3 I need to be more active.

My plan: I'm going to walk to school, play football at the weekends and go swimming twice a week.

Prediction: I will be healthier and more active!

2 Complete the poster with your goals.

My Goals for 6th Year

Personal goal: _____

My plan: _____

Prediction: _____

Study goal: _____

My plan: _____

Prediction: _____

Behaviour goal: _____

My plan: _____

Prediction: _____

- Share your goals, plans and predictions. At the end of the year, check how you did. 

Topic 1

Communication

Objectives of the day:

1. Learn about different ways to communicate.
2. Discuss the ways in which you communicate with your friends.

Open the day

"Mindful Body"

Tell students that being mindful of our body means that we learn to notice how we feel. This helps us to notice when we are relaxed, when not and which part of our body helps us to notice it. Elicit from students why posture is important. (Open, upright posture helps us to breathe better and learn better.) When we practise the "mindful body" mindfulness practice, we pay attention to our posture, and every part of our body, to help us focus on how we feel. Tell students that to start, we can practise paying attention to our bodies in the resting position.

Say:

1. *Sit still at your desks with your eyes open.*
2. *Check your body. Check that your back is straight, your shoulders are down and your arms are by your sides or you can put your hands on your lap. Check that your legs and ankles are relaxed and not crossed.*
3. *Check that your breathing is regular. Make sure that your neck is straight, your jaw is relaxed, and that you are not frowning. Make sure that you are not biting down on your teeth.*
4. *Look ahead. How far ahead can you see? Without moving your head, look left and right, up and down. Do not say anything. Just pay attention to your body.*

Open the book!

Read the title of the topic and ask students what *communication* means. Have them talk in pairs about different types of communication. You can guide the discussion with questions: *What is good communication? What communication problems do some people have?*



Unit 1 People and Language

- **Number the pictures according to their intentions.**
 1. Expressing that they're upset
 2. Scolding someone
 3. Showing interest
- **Write how they use their bodies to show how they are feeling.**
 1. Crossing their arms
 2. Pointing or shaking his finger
 3. Looking each other in the eye

12

Topic 1 Unit 1 People and Language

Unit 1 People and Language

• Number the pictures according to their intentions.

Point out the three photos and elicit what students can see in these photos. Ask: *What emotion do you think these people are expressing? How are they showing how they feel?* (They are using their bodies.) Invite three volunteers to read aloud the three intentions. In the same pairs as in the previous activity, have students number the pictures.

• Write how they use their bodies to show how they are feeling.

Invite volunteers to express what they might be feeling using their bodies while students guess the feeling. Then discuss how we can use our bodies to show how we feel, without saying how we feel. Have students write about the body language they can see in each photo. Finally, invite volunteers to share their answers with the class.



Unit 2 Now and Then

- Look at the pictures and discuss the questions.
 1. What can you name in these pictures?
 2. What are the big differences between communication today and in the past?
- Tick (✓) the ways you communicate with your friends.

1. Text message <input type="checkbox"/>	3. Video call <input type="checkbox"/>
2. Phone call <input type="checkbox"/>	4. In person <input type="checkbox"/>
- Discuss how often you do these things.

Topic 1 Unit 2 Now and Then

13

Unit 2 Now and Then

- Look at the pictures and discuss the questions.

Have two volunteers read the questions aloud. Divide students into small groups to discuss what they can see in the pictures. Then have students discuss possible answers to the questions. Encourage all relevant answers. When the discussion is over, ask volunteers to share their answers.

- Tick (✓) the ways you communicate with your friends.

Ask students to think about how they communicate with their friends. Give examples of how you speak to your friends in person, how you text or how you make a phone call or video call. Have students tick the forms of communication that they use.

- Discuss how often you do these things.

Write the following sentence starters on the board: *Most of us...; Some of us...; Two of us...; Only one of us...; None of us...* . In the same small groups as before, have students compare and discuss how often they use their chosen communication methods. Have them summarise their discussion for the class using the sentence starters on the board. Invite each group to nominate a spokesperson to report back to the class.



Point to the Reader icon on page 12 and have students find it in their books. Elicit what this icon might refer to. Explain that each topic in the book will be accompanied by a fiction or nonfiction text related to that topic. Open the Reader on page 5. Ask a volunteer to read the title of the story: *A History of Sign Language*. Ask students what they expect this story to be about. Let students guess freely. Do not correct them at this point. Have them write their predictions in their notebooks to return to later. Inform your students that the Reader is also available in digital format on the platform so they can read it at home with their families. The printed copy can stay at school.

Close the day

- Have students make a list of the languages they speak in their family and share it with their classmates. This will help them to get to know one another better since it is still the beginning of the school year.

Go to video "Future Food."

For Unit 2, there is an accompanying video on the platform, called "Future Food." It relates to the topic of the future. We suggest that you go online to get acquainted with the proposed activities so that you are able to exploit all the aspects of the video.

Unit 1 People and Language

1 Look, read and tick (✓) the verb that best describes the interaction shown below.

announce verb
to tell a lot of people about something officially.

complain verb
to express that something is wrong or upsetting.

convince verb
to persuade someone or make someone sure about something.

inform verb
to tell a person about something.

shout verb
to speak using a very loud voice.



2 Read and underline the best option in each situation.

Let's Communicate!

Communication isn't just about talking. It involves making predictions, listening and responding with the right words or gestures. What's the best thing to do in each of these situations?

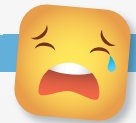
1) Two young teenagers are having an argument. How should they communicate?

- a) By shouting at the same time. c) By listening to what each other says.
b) By putting their fingers in their ears. d) By chewing gum.



2) Your neighbours are playing music very loudly. How do you convince them to turn it down?

- a) By sending a text message. c) By sending a postcard.
b) By going to their house. d) By phoning them.



3) A hotel guest informs the reception that there is a problem with her room. How should the receptionist show he is paying attention?

- a) By turning away from the guest. c) By nodding and making eye contact.
b) By looking out of the window. d) By acting like he's bored.



4) A man complains about the service in a restaurant. What's the best way for him to behave?

- a) Staying calm and explaining the problem. c) Getting very angry.
b) Crying. d) Saying the same thing over and over.



5) Your family is at an airport and hears an announcement. What do you think the reason for the message is?

- a) To say who the manager is. c) To announce the next departure.
b) To explain where to get coffee. d) To describe things to do in town.

3 Listen and number how people are communicating in each situation. 

- 2 convincing 1 shouting 3 informing 5 announcing 4 complaining

Unit 1 People and Language

Objectives of the day:

1. Learn communication verbs.
2. Read and understand a multiple-choice quiz.

Materials: *Communicating* Flashcards, Flashcard Activity 1A on page XIV.

Open the day

- "Mindful Body" practice.
- Flashcard Activity 1A.

Open the book!

1 Look, read and tick (✓) the verb that best describes the interaction shown below.

Have students look at the photo on page 14. Invite volunteers to read the communication verbs and their definitions. In pairs, have students discuss the best choice of verb for the photo. (complain) Elicit what the complaint might be.

2 Read and underline the best option in each situation.

The following activity will help students to consolidate vocabulary in a meaningful way. Ask students to read the heading. Explain that they are going to complete a multiple-choice quiz on the topic of communication. Read the headings aloud. Invite five volunteers to read Question 1 and answers A–D. Discuss the options as a class. Have students underline the best option. (C)

3 Listen and number how people are communicating in each situation.

Tell students that they are going to hear five dialogues. Call their attention to the five verb choices, then read the instruction aloud. Play Track 4 and pause after the first dialogue. Elicit the answer. (shouting) Continue playing the audio and have students number the verbs. Play Track 4 again to consolidate and check the answers together. (announcing: 5, complaining: 4, convincing: 2, inform: 3, shouting: 1) Elicit the words and phrases, or tones of voice that informed their decisions.

Open Day Tip Listening for Gist

Listening activities where students have to infer meaning or intention are good practice for real-life use of English, as well as for the certifications at this level. It is a good idea to play an audio more than once and discuss how students worked out the answers. (key words, intonation, etc.)

Close the day

- Place the *Communicating* Flashcards on the board. Strike a pose, or make a gesture, that represents one of the verbs. Have students guess the verb. Form small groups. Have them create a tableaux for one of the verbs. Invite groups to share their scene for their classmates to guess.



Practice Book: Assign page 8 as homework.

Objectives of the day:

1. Listen to a talk about different types of communication.
2. Learn communication phrasal verbs.
3. Write about your communication style and how to change it.

Materials: *Phrasal Verbs* Flashcards, Flashcard Activity 1B on page XV.

Open the day

- "Mindful Body" practice.
- **Play Simon Says:**

Write the following on the board: *stand up, sit down, turn around*. Have students stand up and stand in front of their chairs. Remind students how to play *Simon Says*. Say: *If I say "Simon says..." then you should do what I say next. If I don't say "Simon says..." first, then you shouldn't do it.* Demonstrate and say: *Simon says turn around*. Check that all students turn around. Say: *Sit down*. Congratulate those students still standing and remind those who sat down that you hadn't said "*Simon says...*" first. Play the game for a few rounds. Point out that the verbs used in the game consist of two parts. (stand + up, sit + down, turn + around) Write a few of the phrasal verbs that you used in the game on the board. Tell students that in today's class, they are going to learn some communication verbs made up of two parts, such as the ones on the board, called phrasal verbs.

Open the book!

4 Listen and number the pictures.

Point to the three photos in your book. Explain to students that they are going to hear a talk by a communication expert. Next, ask students to look at the terms 1 to 3. Read them aloud to model the pronunciation. Play Track 5 for students to number the pictures. Have them compare their answers in pairs. Play the audio again, pausing after each section, to check the answers.

- **Label each description with the type of communication. Then listen again and check.** 

Call students' attention to texts 1 to 3 and the lines under each one. Tell them to read the texts and label them with one of the terms above. As they finish, have them compare their answers in pairs. Play Track 5 again and have students point to key words in the texts with their fingers.

Finally, remind students to visit the online platform for more practice at home.

- **Write the verbs in bold using the base form next to their meanings.** 

Ask volunteers to read the definitions 1 to 8 aloud. Call students' attention to the phrasal verbs in bold in the texts. Read the first sentence in Text 1 aloud. Elicit the phrasal verb in bold and elicit the meaning. (*fall out*; have a disagreement) Tell students to write the base form of the phrasal verb *fall out* next to Definition 1.

Finally, remind students to visit the online platform for more practice at home.

My Space

- **Think of moments when you use aggressive or passive communication and write how you could turn them into assertive communication.**

Ask students to read the headings in the chart. Have them copy the chart in their notebooks. Demonstrate the activity with a personal example. Say: *For example, if someone asks me for money in the street, I usually look away quickly. That's passive communication. Perhaps one way to make this assertive is to look at the person in the eye, smile and say, "Sorry, I can't give you any money today."* Encourage students to write two or more examples of their own. (physical or verbal communication) Help them to transform their sentences into assertive solutions.

Close the day

- Flashcard Activity 1B.

  Practice Book: Assign page 9 as homework.

4 Listen and number the pictures. 

1. Aggressive



2. Assertive



3. Passive



Label each description with the type of communication. Then listen again and check. 



1 Sam and Emilio don't usually argue, but they **fell out** last week. When Emilio tries to speak, Sam **clams up**. Sam stops talking and Emilio looks at someone else. Sam hates it when Emilio **turns away**. Now, their friendship has **broken down** completely. They don't talk at all. Passive

2 Dora and Carla are good friends, but they are having a disagreement. They haven't talked to each other for a while. Dora thinks this is silly, so she decides to **speak up** and tell Carla how she feels. Carla listens closely and then gives her opinion. Soon, they understand each other. It wasn't so hard after all to **make up** and continue being friends. Assertive

3 Dan never lets his friends finish what they are saying. He always **cuts in** when others haven't finished talking. He's trying to change. If he took a deep breath and **calmed down**, more people would listen to him. He needs to relax. Aggressive

Write the verbs in bold using the base form next to their meanings. 


- 1. argue fall out
- 2. relax calm down
- 3. say what you think speak up
- 4. face in another direction turn away
- 5. reconcile make up
- 6. interrupt cut in
- 7. stop communication clam up
- 8. finish/end (a relationship) break down

My Space

Think of moments when you use aggressive or passive communication and write how you could turn them into assertive communication.

Aggressive/Passive Moment	Assertive Solution

My Language

1 Listen and follow. 

Good Buddies An Anonymous Call

Open to Learn

Greta and Dylan **have just arrived** at school.
We've just signed a big new international
 eco-energy deal.
I've just sat down.

1 GRETA AND DYLAN HAVE JUST ARRIVED AT SCHOOL.

SEE YOU TONIGHT, GUYS. I MIGHT BE LATE GETTING HOME. WE HAVE A LOT OF WORK AT THE OFFICE.



2 AT THE OFFICE...

VICKY! WE'VE BEEN WAITING FOR YOU SINCE 8 A.M. HAVE SOME CAKE.



3 LATER THAT DAY...

WHAT'S THAT?



4



2 Read and answer the questions.

- How does Mr. Diamond feel about the deal? Happy
- What kind of energy deal is it according to the news? A renewable energy deal
- What kind of energy deal is it according to the phone call? Nonrenewable energy

3 Tick (✓) the types of communication used in the story.

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> body language | <input type="checkbox"/> video call | <input checked="" type="checkbox"/> facial gestures |
| <input checked="" type="checkbox"/> phone call | <input checked="" type="checkbox"/> face-to-face talking | <input checked="" type="checkbox"/> e-mail |

Objectives of the day:

1. Understand the context for the use of the present perfect.
2. Read about different types of energy.

Materials: photo or drawing of an Amur leopard; Poster 1 with Cutouts, Poster Activity 1A on page XXI.

Open the day

- "Mindful Body" practice.
- Place a photo or drawing of an Amur leopard (or write *Amur leopard*) on the board. Have students turn to a classmate and recall the comic strip story. You can prompt them by asking questions: *Where is the story set?* (In a national park, East Russia and near Japan.) *Who is making a plan?* (an oil company)

Language Presentation

Present Perfect

In this class, students will learn how to make use of the present perfect to talk about things that have just happened. We suggest that you do Poster Activity 1A at this stage to present and practise the topic. This will help students to complete the activities on this page.

Open the book!

1 Listen and follow.

Have students work in pairs and guess who the characters are and where they are in each picture. This will help students to better understand the story while listening. Prompt their discussion with questions: *What job do you think the mum, Vicky, does? How do you know?* You can ask volunteers to explain what they think is going to happen in the story. Play Track 6 once as students follow. Ask students whether their guesses were correct or not.

Open to Learn

Call students' attention to the *Open to Learn* box. Explain that the structure presented there is used to describe activities experienced at any time in a person's life. Elicit this information by asking questions related to the story: *Where have Greta and Dylan just arrived? What has Mr. Diamond just*

signed? You can personalise the questions and ask students about their own experiences until you are confident that they have grasped the concept of the structure.

2 Read and answer the questions.

To check reading comprehension, ask students to read the questions and point to the comic strip frames that show the answer. Have students write their answers in their notebooks. Check the answers as a class. Have volunteers support their answers by using clues from the text.

3 Tick (✓) the types of communication used in the story.

Call students' attention to the six types of communication. Elicit examples of each to check that students understand the six types. Ask: *Do the characters use their bodies to show how they feel? What type of communication is this?* (yes; body language) Have them tick the communication types that they feel is present in the story. Finally, check the answers as a class.

Close the day

- In order to review past participles, write the verbs used in the unit so far (pages 12 to 17) on the board. Have students call out the past participle form of the verbs on the board. Then have volunteers describe experiences, real or invented, using the present perfect: *I have eaten all my chips!* Then have the class guess if the statement is true or false.



Practice Book: Assign page 10 as homework.

Go to video "Amur Leopards."

On the platform, you will find a video along with activities and projects related to this level's vulnerable animal. (the Amur leopards) It is important to take this time to begin raising students' awareness of this species. You might want to take a few minutes to show the opening of the video and then elicit from students what they know about Amur leopards. They can do the "Before Watching" activity online now. If possible, ask students to talk to their family members about the Amur leopard. They can draw pictures and bring them in for the next class. You can put these up on the walls for classroom decoration, if permitted. This might also be a good time to introduce one of the projects available for them.

Objectives of the day:

1. Understand the context for the present perfect with *just*.
2. Exchange information about experiences they have and haven't done.

Materials: Reader (1 per student).

Open the day

- "Mindful Body" practice.
- Review the comic strip story by asking the following questions: *What are the children's names?* (Greta and Dylan) *Where does their mum, Vicky, work?* (Amur Energy oil company) *Who is the boss?* (Mr. Diamond) *Has he just signed an eco-energy deal?* (No, he hasn't, but he said he has.) *What news story has Vicky read recently?* (An oil pipeline will destroy the Land of the Leopard National Park.)

Open the book!

4 Match the people with the things they have just done.

Have students read the comic strip again to check their answers. Then point out the characters' names and the specific frames listed next to them. Explain that all these characters have just completed an action in the frames mentioned. Say: *They've all just done something. Who did what? Look at the frame to find out.* Have students match the people with the actions that they have just completed.

- **Say what the people have just done.**

Divide students into pairs and tell them to say the recently completed actions. Demonstrate with the examples. Say: *Go to frame 2. Read the frame and look at the people. Look at Vicky's work colleagues. What have they just done?* Elicit: *they've just eaten cake.* Provide help as needed.



Reader

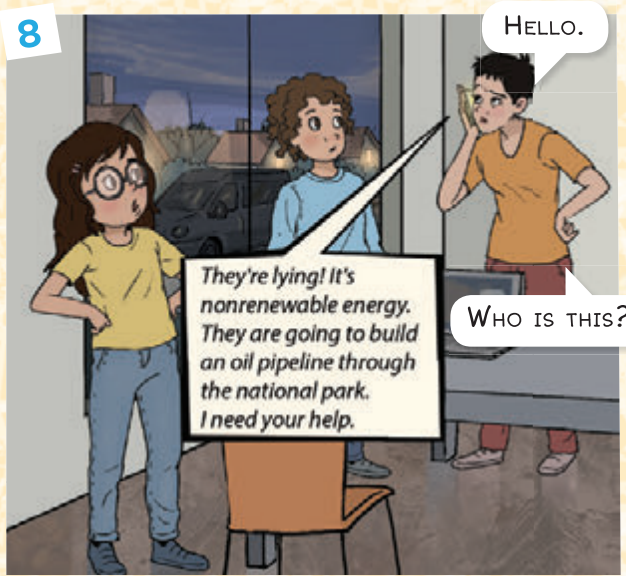
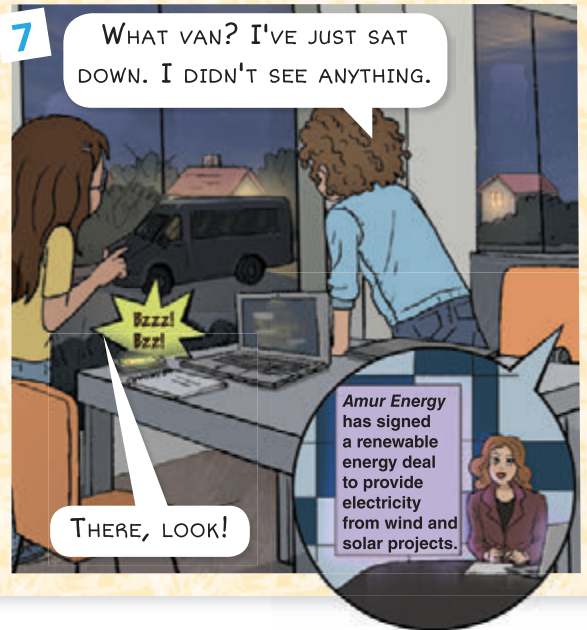
Remind students of the predictions that they made about *A History of Sign Language*. (See page T13.) Play Track R1 and ask students to listen and follow along on pages 5 and 6. Have them discuss whether their predictions were correct or not. Ask students if they are surprised about any of the facts they have heard. Have them try out a few of the gestures.

Close the day

- Write these sentences on the board: *I have just finished reading a book about monsters. I have prepared my class for tomorrow.* Have students guess whether the sentences are true or false. Invite volunteers to write similar sentences on the board, one true and one false, for the class to guess.



Practice Book: Assign page 11 as homework.



4 Match the people with the things they have just done.

- | | |
|------------------------------|------------------------------|
| 1. Greta and Dylan (frame 1) | has just read an e-mail. |
| 2. Mr. Diamond (frame 2) | has just sat down. |
| 3. Vicky (frame 4) | has just signed a deal. |
| 4. Dylan (frame 7) | have just arrived at school. |

• Say what the people have just done.

- Vicky (frame 2)
- Mr. Diamond (frame 5)
- Vicky (at the end of the story)

Vicky's work colleagues (frame 2)

They've just eaten cake.

My Language

Open to Learn

We've been waiting for you since 8 a.m.
It's been standing there for two hours.

5 Number according to who is speaking.



3 I'm happy because I've been chatting with my friend.

1 I'm puzzled because I've been getting anonymous calls all day.

2 I'm tired because I've been working on this project for 3 hours.

6 Answer the questions using the pictures as cues.



She's sleeping. Has she been working?

No, she hasn't been working.

She has been watching TV.



He's hot and tired. Has he been running?

No, he hasn't been running.

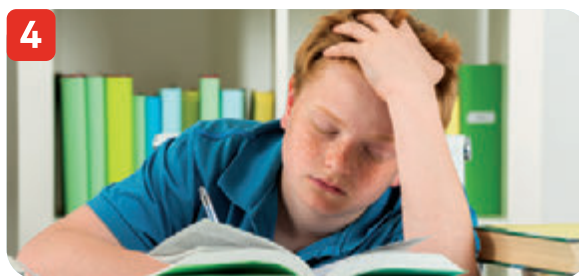
He's been cooking.



They're wet. Have they been walking in the rain?

No, they haven't been walking in the rain.

They've been swimming.



You're tired. Have you been doing exercise?

No, I haven't been doing exercise.

I've been studying.

Play What Have I Been Doing?

I feel sick.

Have you been eating a lot?

Objectives of the day:

1. Understand the context for using the present perfect continuous.
2. Write positive and negative present perfect continuous sentences.

Materials: Poster 1 with Cutouts, Poster Activity 1B on page XXI.

Open the day

- "Mindful Body" practice.
- Review emotions and feelings by miming or posing in different positions to represent the following: *tired, sad, hot, excited, interested, puzzled, happy, bored*. Have students guess the feelings.

Language Presentation

Present Perfect Continuous

In this class, students will learn how to make use of the present perfect continuous to talk about things that have just happened and are still happening. We suggest you do Poster Activity 1B at this stage to present and practise the topic. This will help students to complete the activities on this page.

Open the book!

Open to Learn

Call students' attention to the *Open to Learn* box. The structure presented there is used to describe continuous activities that are experienced up to the present time in a person's life. Elicit this information by asking questions related to the story: *When did the colleagues start waiting for Vicky?* (8 a.m.) *When did the van arrive?* (two hours ago) You might like to personalise the questions and ask students about their own experiences until you are confident that they have grasped the concept of the structure.

5 Number according to who is speaking.

Have students name the characters. (Vicky, Greta, Dylan) Have volunteers read aloud each statement under the pictures. Explain to students that they will hear a conversation and that they need to listen for who says each of the statements. Tell them that they will then number the statements according to the number of the character. Play Track 7 twice. During the first listening, have students number the statements. During the second listening, pause after each statement for students to confirm their answers.

6 Answer the questions using the pictures as cues.

Point out the pictures. Call students' attention to Picture 1. Have pairs of volunteers read the statement and the question aloud. Then read the example answers for Picture 1 aloud. Tell students that they need to write a negative present perfect continuous sentence first. Then they need to think of another explanation for the situation. Prompt students by asking questions: *Why do we think she has been watching TV?* (She's holding a TV remote control.)

Finally, remind students to visit the online platform for more practice at home.

Play What have I Been Doing?

Have students form small groups or pairs, and then explain the game. Say: *Think of a problem that could have different causes.* Read the example: *I feel sick.* Explain that the classmates need to ask questions to guess the reason. Read the example question: *Have you been eating a lot?* Tell them to play the game taking turns to say and guess the explanations.

Close the day

- Remind students of the opening activity. Strike one of the poses or make a gesture to represent *excited*, having in mind the reason for your excitement. Have students ask present perfect continuous questions to guess why you feel that way: *Have you been watching a good film?* Invite volunteers to do the same.

  Practice Book: Assign page 12 as homework.

Objectives of the day:

1. Practise the following listening strategy:
 - Listening for specific information.
2. Exchange information about facts and figures.

Open the day




- "Mindful Body" practice.

Open the book!

Listening

International Certification: Listening

One of the tasks in the Listening section of international certifications for this level is the form-filling exercise. Students listen to a speaker and have to complete a form with facts and figures. It is important to read the incomplete form fully and try to guess the type of words that they might hear. Say: *If the information missing from the form is a phone number, we know that we must listen for numbers.* Explain that we can help our brains get into the right frame, so that the listening task will be easier.

- 1 For each item, write the correct answer in the blank. Write one or two words or a number or a date or a time. There is one example.   

Ask a volunteer to read the instruction aloud. Then have students quickly read the form for themselves. Give students a minute to consider what information is missing. Elicit the type of information that could be missing in the gaps. Encourage a variety of guesses. This will build students' skills to think widely about possible vocabulary. Play Track 8 twice and have students complete the activity as they listen. To check the answers, read the form and have volunteers call out the answers.

Speaking

International Certification: Speaking

At this level students will be expected to decipher charts with data. It is important that students spend time to understand the information given and then use language of precision to describe and discuss the facts. They should also focus on being able to personalise the information in their discussion.

- 2 Look at the infographic and discuss the questions.  




Have students look at the data in the infographic. Ask: *How many numbers are there?* (4) *Which word appears most often?* (English) *What is the main message of this graphic?* (the importance of English) In a speaking test students will have a few minutes to look at information before they discuss it. Tell students that this time is useful to guess the questions and practise your answers, too. Say: *The test might be about why English is important, or how I learn English.* Ask students to discuss the questions in pairs.

Close the day

- Play *The Whispering Game*:

Divide the class into two teams. Have the teams line up, facing away from you. Write a sentence on a piece of paper and have the first two team members come to read it. They have to memorise it and walk back to whisper the sentence to the next teammate. The other students do the same. The last students in line run to the board and write the sentence they heard. Compare the sentences with your original sentence. Award points for the closest version.

Listening

1 For each item, write the correct answer in the blank. Write one or two words or a number or a date or a time. There is one example.   



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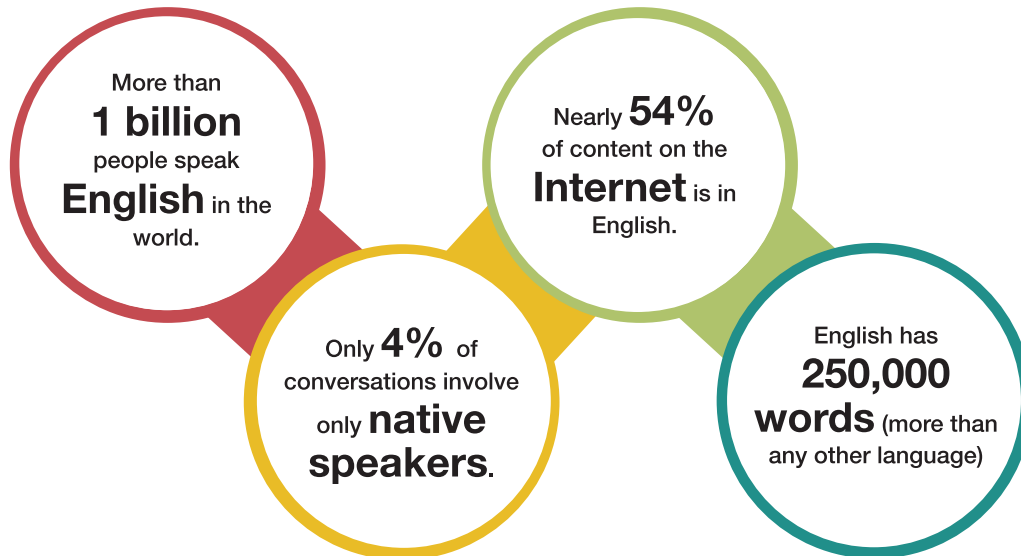
⊙ E-mail address: (5) jsweeney@dame.com

⊙ Phone number: (6) 152727



Speaking

2 Look at the infographic and discuss the questions.  



1. Why is it important to learn English?
2. How can you improve your communication in English?
3. How do you practise?

Mindfulness

Being Present



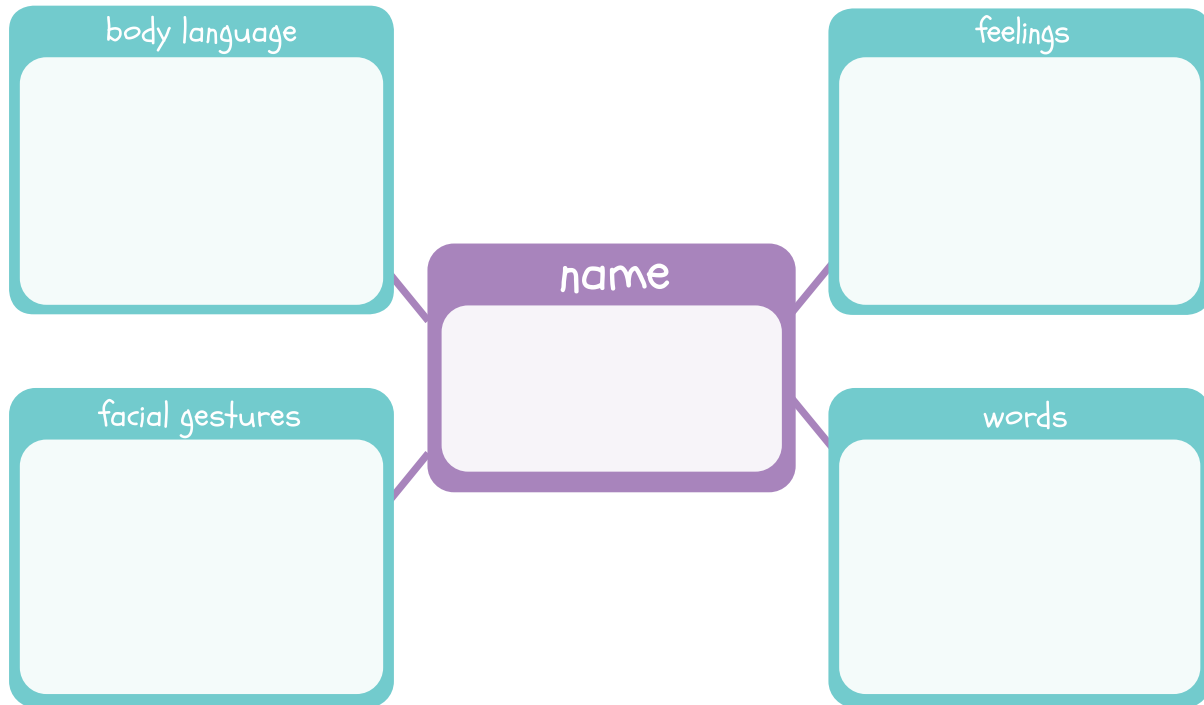
Why is it important to practise mindful communication?
How can it help relations between people?

1 Listen and tick (✓) the examples of mindful communication.



- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Pay attention. | <input checked="" type="checkbox"/> Show interest. | <input type="checkbox"/> Tell a personal story. |
| <input checked="" type="checkbox"/> Accept different opinions. | <input type="checkbox"/> Check your phone. | <input checked="" type="checkbox"/> Choose words carefully. |

2 Think about a time when a friend or family member told you something important. Make notes about what the person said or did.



• Think about how you responded. Answer the questions.

1. How did you feel and what words did you use?
2. Did you shout, cut in or cut the person off?
3. What gestures did you use (turning away, looking out the window, etc.)?
4. How could you communicate differently?

3 Think about three things you can do to be more mindful in your communication. Make a key ring using your ideas.



Objective of the day:

1. Listen to a talk about mindful communication.
2. Analyse a personal experience in order to increase personal awareness of how to improve communication.

Materials: key rings (1 per student), tabs made from coloured cardboard (3 per student), markers (1 per student).

Open the day

- "Being Present" practice.

Write the word *present* on the board. Ask students what it means. Elicit: *to be there*. Have volunteers tell the class about times when they can be there for someone and how people can be present in their lives.

Open the book!**Being Present**  **Critical Thinking****Why is it important to practise mindful communication? How can it help relations between people?**

Have students work in groups. Call their attention to the *Critical Thinking* box and have them think of one reason why we should think before we speak or do something. Students discuss their ideas in their group and then share them with the class. Prompt ideas, such as: *We need to think about the best words for the situation. If we just say the first thing that comes into our heads, it might be unkind.* If you would like to understand more about mindful communication, we recommend you visit this website: <https://www.mindful.org/stop-go-wait/>

1 Listen and tick (✓) the examples of mindful communication. 

Explain to students that they are going to hear a communications expert talk about mindful communication. Elicit from students if they can remember what it means to be mindful. (being aware) Point out the six statements and have students tick the examples that show mindful communication. Play Track 9. After the audio has finished, have students compare their answers in pairs. Play the audio again and pause at the relevant sections as you check the answers together.

2 Think about a time when a friend or family member told you something important. Make notes about what the person said or did.

Give students an example to show that all sections of the chart can be completed, without having to say what the actual issue was. This is important since there may be sensitive topics on students' minds and you don't want to make them feel uncomfortable. Give them a few minutes to complete the chart, encourage one or more notes in each box.

• Think about how you responded. Answer the questions.

Demonstrate your own answers to these questions first. Then have students answer the questions. Explain that nobody is judging them, and that this activity will help them to do the next task.

3 Think about three things you can do to be more mindful in your communication. Make a key ring using your ideas.

Point out the key ring and its different coloured tabs. Explain that they are going to make a key ring reminder about how to be more mindful when they communicate. Tell students that they should include body language as well as words.

Close the day

- Write the following phrases on the board: *Your shoes are horrible! Your idea is stupid! I'm not going to invite you to my party!* Form small groups and have them discuss a mindful response to each of the comments. Invite volunteers to share their ideas.

Objective of the day:

1. Practise pronunciation of minimal pairs: voiced and unvoiced: /s/ /z/, /p/ /b/, /t/ /d/, /k/ /g/, /tʃ/ /dʒ/

Materials: You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

Open the day

- "Being Present" practice. (See page T20.)
- Invite volunteers to share any tricks or recommendations for pronouncing English sounds. Explain that the way we use our mouth, teeth, tongue and voice is different in different languages. Remind students that being aware of their body can help them to pronounce English sounds better.

Open the book!

1 Listen and follow. Then discuss what the communication problem was and why it happened.

For this activity you don't want to predict the problem because it will spoil the joke. Have students follow the comic strip as you play Track 10. After listening to the audio, have pairs discuss the communication problem.

2 Listen and repeat.

Point out the pairs of pictures and their labels, with the individual sounds in bold. Have the same pairs of students as before practise saying aloud the first pair (coat / goat) several times. Tell them to hold their throats to feel the difference in their voices. Explain that some sounds in English are similar and one way in which we can tell the difference is noticing the use of our voice. Say: *We call these pairs voiced and unvoiced minimal pairs.* Play Track 11 for students to listen and repeat. Remind them to touch their throats if they are unsure whether a sound is voiced or unvoiced.

• Listen and circle the correct option.

Have students read the sentences twice, once for each of the options. Play Track 12 for students to circle the word they hear. Have them compare their answers in pairs, before you play the audio a second time. Check the answers by playing the audio a third time, pausing after each sentence.


• Read the sentences for a classmate to identify the word you are saying in each sentence.

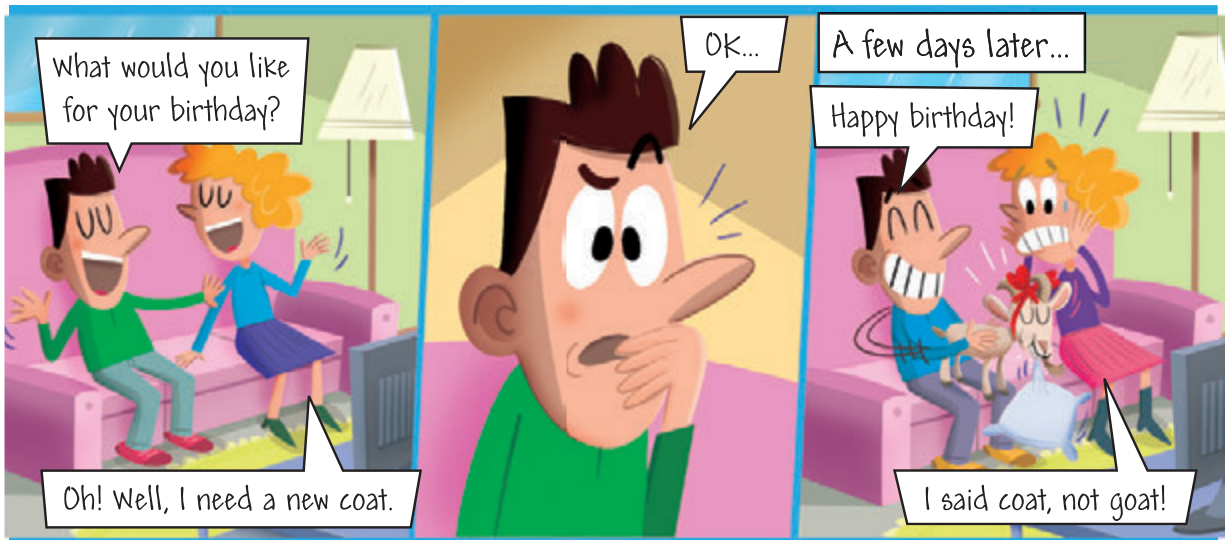
In the same pairs as before, have students take turns reading the sentences, choosing one of the options and pronouncing the word carefully for their classmate to guess.

Finally, remind students to visit the online platform for more practice at home.













Close the day

- Have students create a riddle or tongue twister using some of the voiced and unvoiced minimal pairs. Invite them to share their ideas with the class.

1 Listen and follow. Then discuss what the communication problem was and why it happened. 



2 Listen and repeat. 

- | | | | |
|--|--|--|---|
| 1. coat  | / goat  | 4. peas  | / bees  |
| 2. cheer  | / jeer  | 5. tart  | / dart  |
| 3. frock  | / frog  | 6. price  | / prize  |

• Listen and circle the correct option. 

- The **coat** / goat was very expensive.
- The crowd **cheers** / jeers every time he kicks the ball.
- The **frock** / frog is wet because it has been raining all day long.
- There are lots of peas / **bees** in the garden.
- Don't touch the tart / **dart**! It's not yours.
- The **price** / prize is 100 dollars.

• Read the sentences for a classmate to identify the word you are saying in each sentence. 

My Skills

Reading

1 Five sentences have been removed from the story. For each blank, choose the correct sentence.

There are three extra sentences that you do not need to use. There is one example.

- A** "It feels like we've been pushing that 10-ton boat up the Missouri river forever!"
B On the first night at Mandan, I was annoyed because I had insect bites all over my arms and neck.
C Soon, Sacagawea started to be useful in other ways.
D "I've just been bitten!" I said.
E But that wasn't the only reason for the trip.
F However, we didn't follow the river.
G Captain Lewis said that we needed their help on the next part of the journey.
H Finally, this person translated the question into English for Lewis and Clark.
I "Sacagawea has been taking us the wrong way," said Jim.

The Chain of Translation

Based on the true story of the Lewis and Clark Expedition

Part 1

It was November 1804 when we arrived at Mandan village. The previous year, President Thomas Jefferson had raised funds to send a group of soldiers to explore the West. He appointed Meriwether Lewis to lead the expedition, and William Clark became his co-commander. In March, I volunteered to join them.

We started our journey on May 14. Nearly 50 of us left St. Louis, Missouri, and the journey was tough.

"I'm exhausted," said my friend Jim when we arrived at Mandan. (0) A

That was true. In fact, we'd managed to travel between 16 and 32 kilometres every day. We were hoping to find the Northwest Passage, a supposed water route to the Pacific Ocean. (1) E The president also wanted us to make contact with Native Americans on our journey and improve trade with them.

I wasn't convinced about this second objective. How would we communicate? All of us spoke English, but none of us spoke any of the native languages. There were some French speakers, but I wasn't sure how they could help.

(2) B

"You've been scratching them all day!" Jim laughed. "Ugh! Disgusting bugs!" I said. "I need a rest. We've been travelling for six months, and we've just climbed through a thick forest to get to this village."

"Well, there's some good news," Jim replied. "Lewis and Clark have decided to build a fort and stay here for the winter."

That was a relief. It was uncomfortably cold at Mandan, but there was plenty to eat, including buffalo, elk and deer. After a few weeks, I was happy again.

While we were staying at Mandan, two new people joined the party. A French Canadian, Toussaint Charbonneau, and his Shoshone Indian wife, Sacagawea.

(3) G



2 Read Part 1 again. Identify and discuss the three difficulties the narrator has had so far.

Objective of the day:

1. Practise the following reading strategy:
 - Making connections.

Open the day

- "Being Present" practice.
- Ask students how they help themselves to understand longer texts or stories. Encourage them to express their positive and negative feelings about approaching reading in English. Ask them about their reading in other languages. Invite volunteers to share any reading strategies that they already use.

Open the book!**Reading****International Certification: Reading**

One of the tasks in the Reading section of international certifications for this level is to complete a text by inserting missing information. Students have to read a text and choose the correct sentence from a list to complete the text. Explain that it is important to read the complete text and all the options first. It is helpful to decide which answers are wrong and why.

Reading Strategy**Making Connections**

To make reading easier, students should make connections. In this activity, they are going to make text-to-text connections. That means that they think about how the text is similar to or different from another text that they have read. At the close of the day, they will make text-to-self connections.

- 1 **Five sentences have been removed from the story. For each blank, choose the correct sentence. There are three extra sentences that you do not need to use. There is one example.**

Point out the text on pages 22 and 23. Have students make use of the context clues (title, pictures) to get some idea of what the story is about. Elicit answers. (a true story about exploring North America) Call attention to the five gaps in the text and explain that extracts A–I fit in those gaps. Then invite volunteers to read out the extracts. Ask: *Have you read another true story adventure like this? What do you think will be in this story?* Prompt students to say: *people, dates, places, problems, different languages, a journey.* You may want to read the first two paragraphs aloud and discuss the example answer. Point out that the A, D and I extracts are all direct speech, but A is the best choice because it connects to the word "Missouri" and the idea of being exhausted. Have students read the full text and fill in the blanks. As students finish, allow them to compare their answers in pairs. Finally, check the answers as a class. Elicit the reasons for students' choices.

- 2 **Read Part 1 again. Identify and discuss the three difficulties the narrator has had so far.**

Ask students to read the instructions and ask them: *How many difficulties are you looking for?* (three) Have them read Part 1 again and tick three possible difficulties. Check the answers as a class. Then discuss the difficulties and why they have arisen.

Close the day

- Explain to students that they have already worked with text-to-text connections. Elicit what a text-to-self connection could be. (a personal connection with a text) Have students open their notebooks and brainstorm a list of text-to-self connections. Prompt them with questions: *Have you made a long journey before? Have you travelled with lots of people before? Have you ever had a translator help you? Have you been bitten by insects before? Do you connect with any of the characters in this story?* Explain that making personal connections with a text can help them to understand it.

Objectives of the day:

1. Use information from a text in a new context.
2. Make notes on specific information from a text.

Open the day

- "Being Present" practice.
- In pairs, have students remember as much as they can about the Lewis and Clark Expedition. Give them a few minutes to do this, then collate all the points by inviting each pair to share one point, until every pair has contributed.

Open the book!

3 Write the languages in "The Chain of Translation."

Ask students if they remember any of the names of the languages from the story. Point out the graphic organiser for the languages. Say: *This is like a flow chart for the translations in the story.* Elicit the first and last languages (English, French) and have students complete the chain of translation.

4 Imagine that the Lewis and Clark Expedition took place today. Make notes in the chart.

Point out the chart and read the headings aloud. Say: *You are going to compare life in the 1800s with life today.* Read the example and elicit today's equivalent. (cars, planes, trains, electric scooters, skateboards, etc.) Have students make notes in the chart. Ask volunteers to share their answers with the class.

Finally, remind students to visit the online platform for more practice at home.

Close the day

You can do either of the two activities below to close your class.

- Form small groups. Ask students to take turns in their groups to recall experiences when knowing, or not knowing, another language was important, funny or difficult. You may want to give a personal example from your own experience with languages.
- In pairs or small groups, have students discuss whether reading the story was difficult and why. Encourage them to talk about the strategies that may have helped. (text-to-text, text-to-self)



Practice Book: Assign page 13 as homework.

Part 2

After six months at the fort, it was time to move on again.

"We've been eating like kings. I don't want to leave!"

I cried. Jim laughed, but we were both nervous. We were going into unknown territory.

We left the fort on April 7, 1805, and around 30 of us continued the journey west. Captain Clark said that this was native Shoshone country. We had never traded with Shoshones before, and I wasn't sure that they would trust us.

"Sacagawea has been living with us for a few months now," said Jim. "She trusts us, and she can translate for us, too!"

"But she doesn't speak English," I said. "Sure, she'll understand what they say, but how can she tell us?"

"Good point," said Jim, and we continued up the river.

(4) C She recognised places along the river and pointed which way to go when it separated into two directions. Then we came to a Shoshone camp.

Some Shoshones came out to meet us. At first, everyone shouted at once. It felt like everyone was cutting in. It looked like Captain Lewis and the Shoshone chief were arguing. Then Captain Lewis turned away and waved Sacagawea forward.

Sacagawea said something and the Shoshones immediately calmed down. Then an amazing thing happened. The Shoshone chief asked Sacagawea a question in Shoshone. Sacagawea turned to her husband and translated the question

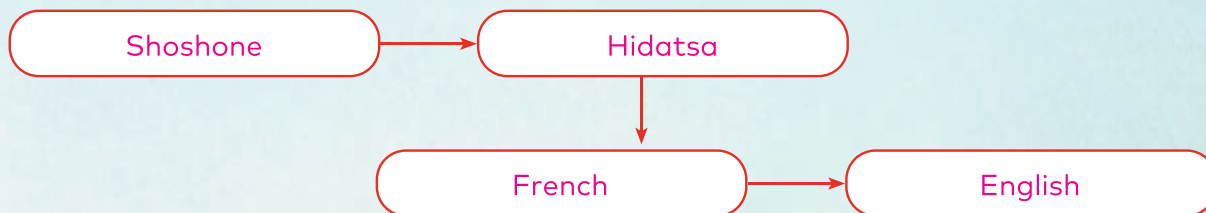


into Hidatsa, another Native language. We didn't know it, but Charbonneau could speak Hidatsa. Then he called over a French-speaking trader and translated the question into French. (5) H It was a chain of translation!

Things took a long time, and there were some misunderstandings, but eventually everyone understood one another. Sacagawea used her communication skills to inform the Shoshones of the reason for our expedition. They agreed to give us some horses in return for trade.

"I've just seen something incredible," said Jim, shaking his head. And we continued on our journey.

3 Write the languages in "The Chain of Translation."



4 Imagine that the Lewis and Clark Expedition took place today. Make notes in the chart.

Lewis and Clark Expedition	1804-5	Today
Transportation	boats, horses, on foot	
Communication		
Food		

My Skills

Writing

1 Read the first part of the article and number the people we communicate with in order.

- 2 Friends and siblings 3 Teachers and adults 1 Parents

An Important Skill

We all develop our communication skills as we grow up. Babies communicate by crying as soon as they are born, and then learn how to communicate better by watching and copying their parents. Later, children discover how to behave in social situations by playing with their brothers, sisters or friends. Then at school, they learn how to take part in discussions, present ideas and take oral or written exams. They speak to teachers and other adults and prepare for life after school, when they will use their communication skills to build a successful future.

What communication experiences have you had while growing up?
Here is what one person said.

Diana, 12

I don't remember when I was a baby, but Mum says I was always hungry. She says that, when I cried, I made **such a loud noise that** the neighbours woke up! I have an older brother, so I played with him when I was a kid. He had lots of toy cars. One day, I was **so jealous that** I took them and hid them in my room. He got so angry that he shouted at me, and we fell out. Mum convinced me to return the cars, but from that day on, my brother didn't let me in his room.

I've just started 6th year, and we have to present our projects and other work to the class. I've been working on a science project with my friends. It's such a difficult project that I'm nervous about presenting it. I hope I don't get so nervous that I forget what to say!



2 Read what Diana says and look at the words in bold. Find and underline other examples of **so...that** and **such...that**.

- In your notebook, write sentences with **so...that** or **such...that**. Use the prompts below. There is one example.

1. **Cause:** It's a difficult language. **Effect:** I'm taking extra classes.

It is such a difficult language that I'm taking extra classes.

2. **Cause:** I'm shy.

Effect: I get nervous when I speak.

3. **Cause:** She was excited.

Effect: She couldn't sleep.

4. **Cause:** It was a great film.

Effect: She watched it twice.

Objectives of the day:

1. Learn to write cause and effect sentences using *so... that* and *such... that*.
2. Practise the following writing strategy:
 - Noticing language in context.

Open the day

- "Being Present" practice.
- Remind students that Topic 1 is all about communication. Tell them that today they will write about the different people they communicate with throughout their lives. Have them close their eyes and try to remember their early childhood. Ask: *Who do you remember from your childhood?* Encourage students to remember the different people in their lives up to now, and how they communicated with them. Prompt them with the ideas from the unit so far. (body language, sounds, signs and gestures, different languages)

Open the book!**Writing****Writing Strategy****Noticing Language in Context**

Explain to students that whenever they read or hear English, it is a chance to learn. They can notice new language, or review language already learned. Paying attention to the language, as well as the meaning, will help them to learn English faster.

1 Read the first part of the article and number the people we communicate with in order.

Invite volunteers to read the instruction aloud and then look at the groups of people that they need to number. Point out that the text consists of two parts. Have students read the first paragraph and number the people in order. Check the answers as a class.

2 Read what Diana says and look at the words in bold. Find and underline other examples of *so...that* and *such...that*.

Explain to students that they will learn how to write cause-and-effect sentences, but that they will first see how that language is used in a text. Point out Diana's words in bold in the second part of the text. (**such a loud noise that**; **so jealous that**) Invite volunteers to read the full sentences aloud. Explain that this is one way in which we can show how and why something happens in English. Elicit the two causes (Diana cried really loudly. / Diana was jealous.) and the two effects. (The neighbours woke up. / Diana hid her brother's toys.) Have students find the remaining examples. Check the answers as a class and elicit the cause and effect of each sentence.

- **In your notebook, write sentences with *so...that* and *such...that*. Use the prompts below. There is one example.**

Point out the prompts and read aloud the example cause-and-effect sentence. Elicit an alternative answer using *so... that*. (This language is so difficult that I'm taking extra classes.) Have students write the sentences in their notebooks. Provide help as necessary.

Close the day

- Form small groups. Ask students to discuss similar memories from their own childhood. Encourage them to use the cause-and-effect structures, but there is no need to force it. Invite students to share one memory with the class.



Practice Book: Assign Activity 1 on page 14 as homework.

Objectives of the day:

1. Practise the following writing strategy:
 - Making notes.
2. Plan and write a description of experiences.

Open the day

- “Being Present” practice.
- Ask students which of their classmates’ stories about childhood communication they remember. Remind them which classmates they have heard stories from over the past few classes. Have more volunteers share their stories.

Open the book!

Writing

Writing Strategy

Making Notes

Explain to students that making notes is an important skill to practise for various reasons. Tell them that making notes helps them to check their comprehension of a text. It also acts as a summarising tool, that students can refer back to when having to answer questions. Remind students that making notes is a very important tool while brainstorming or planning a piece of writing. Having these short notes to refer back to can help students to remember what they wanted to write and act as the foundation on which to build their writing.

3 Read what Diana says again and make notes in the chart.

Ask students what they remember about Diana’s childhood memories. Point out the chart on page 25 and invite volunteers to read the headings and experiences aloud. Have students read the text again to complete the chart.

- **Make notes about your own communication experiences. Say what you did, why and how you felt.**

Call students’ attention to the graphic organiser. Remind them that brainstorming ideas is a good writing strategy for planning a piece of writing. Allow five minutes for students to plan. Provide help as necessary.

Open Day Tip Peer Feedback

It is important for students to know that they can learn from their classmates as well as their teacher. For this reason, allow students to read and reflect on their classmates’ writing in a respectful manner. Encourage all students to participate in peer feedback, not just the more advanced students.

4 In your notebook, write a description of your communication experiences in about 100 words. Use your notes.

As soon as students are ready, have them write their descriptions. Allow 20 minutes for this writing activity. Early finishers can exchange notebooks and peer correct or write positive feedback, such as: *That’s funny! I like your story about your sister.*

Close the day

You can do either of the two activities below to close your class.

- Display the descriptions around the classroom for the students to mingle and read. Encourage them to take a pencil with them and write a positive comment underneath each one they read.
- Invite volunteers to read their own description or a classmate’s description aloud.

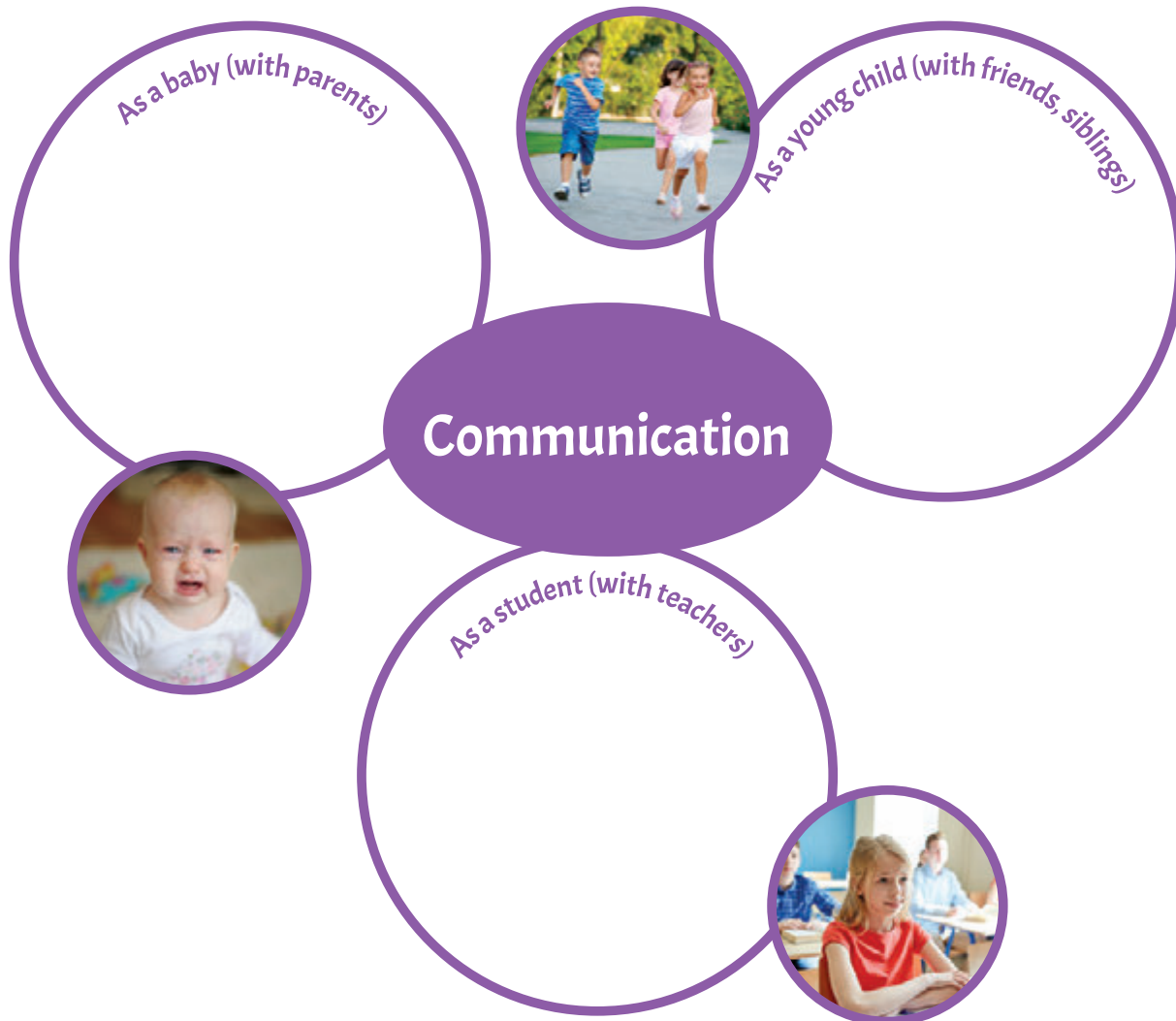


Practice Book: Assign Activity 2 on page 14 as homework.

3 Read what Diana says again and make notes in the chart.

Communication experiences...	What she did	Why
When she was a baby.	She cried.	She was hungry.
When she was a small child.	She hid her brother's toys.	She was jealous.
At school.	She gets nervous.	She is shy.

- Make notes about your own communication experiences. Say what you did, why and how you felt.



- 4 In your notebook, write a description of your communication experiences in about 100 words. Use your notes.

My Skills

Listening

1 For each question, choose the correct answer. There is one example.    13

0. What time is it?



A



B



C

1. What food did the girl bring to the party?



A



B



C

2. How did the boy feel yesterday?



A



B



C

3. Which platform is the train to Fairfield leaving from?



A

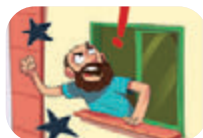


B



C

4. Why can't the boy sleep?



A



B



C

5. What is Aida doing now?



A



B



C

6. What club does Dan want to join?



A



B



C

• Listen again and identify the communication styles in each conversation. 

Objectives of the day:

1. Listen for specific information.
2. Identify styles of communication.

Materials: realia, a cloth.

Open the day

- "Being Present" practice.
- Ask students how they help themselves to understand listening activities. Encourage them to express their positive and negative feelings about approaching listening tasks in English. Volunteers can share listening strategies that they already use.

Open the book!**Listening****International Certification: Listening**

In the Listening section of international certifications at this level, students will find an activity in which they have to choose the correct answer from three or more options. Before listening to the audio, students might find it useful to quickly read all the questions and imagine the words they might hear. In this way, their stress levels are lower because they have already predicted what type of information will be in the audio.

1 For each question, choose the correct answer. There is one example.   

Give students one minute to look at all the questions and their options. Ask a volunteer to read the instructions and elicit the words they might hear on the audio. Explain that they are going to hear the audio twice and that they should not talk. Play Track 13 twice for students to complete the task. To check the answers, put students in small groups and have them compare their answers, justifying their answers to each other.

Listen again and identify the communication styles in each conversation. 

Read the instruction aloud and play the first part of Track 13 again. Elicit the communication style. Continue playing the audio, pausing for students to discuss the communication styles. Point out any features that justify the answers.

Finally, remind students to visit the online platform for more practice at home.

Close the day**Play A Memory Game:**

Explain to students that they can improve their listening skills by working on their memory. Tell them that they are going to play a memory game. Choose one of the following two options: Give students 30 seconds to look at the images on page 26. Have them close their books and write as many of the items as they can in their notebooks. After 30 seconds, say: *Stop!* Have students exchange books and check their classmate's answers against the book.

Or, you can display 12 to 20 items on a table or on the floor. Check that the items can all be covered with a cloth. Students gather round to memorise the items. Give them 30 seconds only. When time is up, cover the items and tell students to return to their desks. Give them 30 seconds to write as many items as they can remember. After 30 seconds say: *Stop!* Have students exchange books, then uncover the items for them to check their classmate's answers.

  Practice Book: Assign page 15 as homework.

Objective of the day:

1. Practise the following speaking strategy:
 - Using a variety of language.

Materials: Reader (1 per student); Practice Book (pages 17 and 18).

Open the day

- "Being Present" practice.
- **Play *The Synonym Game*:**

Have students stand behind their chairs. Explain to them that you are going to say a word, then students have to say a word which means the same or is similar. To demonstrate, say: *chair*. Elicit synonyms and related words: *seat, bench, armchair, sofa*. If the word is accepted, that student sits down. Continue until all students are seated again.

Open the book!

Speaking

International Certification: Speaking

This exam-type activity involves students speaking extensively for about one minute to describe a photograph. Explain to students that for this type of activity they will have some time to prepare, so that they can think carefully of what they want to say. Tell them that they need to study the photograph carefully, so that they can speak about everything that they see in the photograph. Remind students that they will be evaluated on their organisation and use of language and their vocabulary.

1 Work in pairs and follow the instructions.

Divide the class into pairs. Assign the letter A to the one student and the letter B to the other. Read the instructions for the activity and ask students if they have any questions.

Speaking Strategy

Variety of Language

Explain that an examiner wants students to succeed. They want to hear the use of many different words and many different tenses when a student describes their photo. Advise students to use their minute to plan a variety of language for the examiner to hear.

- **Take turns describing your photograph for 1 minute. While your classmate speaks, you may not interrupt.**

Divide students into pairs and assign them the letters A or B. Ask Students A to look at their corresponding photo. Students B should close their books. Explain that Students A will look at the photo for one minute and then they will describe as much as they can remember. Students B should listen with respect. After one minute, tell students to change roles.

- **Compare the pictures. Make notes in the chart.**

Have students work in pairs to list the similarities and differences between the pictures. Again, encourage the use of a variety of language to impress the examiner.

Close the day



Before opening the Reader, ask students what they can recall about the front cover of the Reader. Ask students to turn to page 5 in the Reader. Read aloud or play Track R1 from the beginning to page 9 for students to listen and follow.

  Practice Book: Assign page 16 as homework.

Time to Practise

You have now finished the first part of Topic 1 "Communication." It is now time to practise some skills using the certifications' format. In this unit, students will practise a Listening skill, as well as Reading and Writing skills. Have students open their Practice Book to page 17. Remind students to read all of the questions and answers before you play Track 3. Play the audio twice for students to circle the correct options. Next, have students turn to page 18. Have them read the texts and choose the correct answer. Again, encourage them to read all of the answers before choosing. Finally, assign the two pages as homework or do the activities in class at the beginning of the next class.

Speaking

- 1 Work in pairs and follow the instructions.

 - Take turns describing your photograph for 1 minute. While your classmate speaks, you may not interrupt.

Student A

Someone speaking at school



Student B

Someone speaking at home



- Compare the pictures. Make notes in the chart.

Similarities	Differences

Unit 2 Now and Then

1 Read and number the paragraphs according to the pictures.

Communication Then

The way we communicate has been getting easier and easier over the centuries. It feels like everyone wants to **get on with** things as fast as they can. In other words, we all want to do things quickly. Communication is no different.

2 In 2000, there were more than 2 million payphones in the USA. Today, there are only 100,000. So, how do people **get through to** each other today? They all own mobile phones to communicate. There are 300 millions of them in the USA alone!

3 It was also common for people to **get together** in groups and talk face-to-face. Information **got around** by word of mouth when people met to tell each other the latest news. Now, we are more likely to speak to each other by video call or pass on information via social media.

1 Today, we often send texts to tell friends about things we are interested in. We can even send pictures or videos of the activities that we are **getting into**, such as online series or new video games. In the eighteenth century, it took two weeks for a letter to travel 150 kilometres, so it could take a month to get a reply! You wouldn't be able to **get away with** that today. Your friends would criticise you and ask for an explanation!



1 One of the first mail carriages



2 An old rotary payphone



3 People chatting in a café

Think about how we use communication technology to **get by**. How would you survive without it?

• Write the verbs in bold using the base form next to their meanings.

1. avoid criticism for something **get away with**
2. survive **get by**
3. continue doing something **get on with**
4. meet **get together**
5. be shared (such as information) **get around**
6. succeed in talking to someone on the phone **get through to**
7. be interested in something **get into**

2 In your notebook, write three advantages and three disadvantages of communication in the past and in the present. Then share ideas.

Unit 2 Now and Then

Objectives of the day:

1. Learn phrasal verbs with get.
2. Learn about communication in the past and present.
3. Write about advantages and disadvantages of communication in the past and present.

Materials: a bell.

Open the day

- "Being Present in my Mind" practice. 

Tell students that we have about one million thoughts every day. Explain that we can help ourselves stay calm by being present in our bodies. Remind students of how they have practised being in their mindful bodies (see page T12) and being present. (See page T20.) Then say: *But we can also be present in our minds.*

Tell students that to start, we can practise paying attention to our bodies in the resting position. Say:

1. *Sit still at your desks with your eyes open or closed and check that you are being present in your body from your head to your toes.*
2. *Now we focus on being present in our minds. Close your eyes. Focus on your breathing, inhaling and exhaling deeply. Imagine a blue sky. Very soon you are going to have a thought. Maybe about something you did yesterday, maybe about something you are going to do later today. Maybe a worry or something exciting. Imagine that that thought is a cloud in the blue sky. Watch that cloud come in and move across the sky. Let that cloud go. Now you have a clear blue sky again. Being present in our minds is like coming back to the blue sky. We see a cloud, but we let it go. We don't follow the cloud.*
3. Allow students to sit and breathe and practise the coming and going of "thought clouds."
4. Conclude the practice by ringing the bell.

Open the book!

1 Read and number the paragraphs according to the pictures.

Point out the three numbered photos and the three paragraphs. Give students one minute to study each of the photos and their captions carefully. In pairs, have students read each paragraph. Have them note if there are any words that denote the picture, or any words used that are also used in the captions. Say: *Look at the first picture and note the word "mail." What*

does mail mean? (letters, etc. that we send to friends) *Read each of the paragraphs. What do we send today like we used to send letters?* (text messages) *Which paragraph mentions things we send to friends, or something like mail?* (the paragraph on the right) Have students write 3 in the space provided. Finally, have students match the photos and paragraphs individually.

● Write the verbs in bold using the base form next to their meanings.

In the text above, read the line: *Think about how we use technology to **get by**.* Call students' attention to the phrasal verb in bold, **get by**. Elicit the meaning in context from students by calling their attention to the sentence that follows. (survive) Explain that we can often find the meaning of words and phrases from the information around it. Now, point out the words in bold in the text above. Invite six volunteers to read them aloud. Finally, have students write the base form of the phrasal verbs next to the meanings.

2 In your notebook, write three advantages and three disadvantages of communication in the past and in the present. Then share ideas.

Have students divide a page in their notebooks into two columns with the headings *Advantages* and *Disadvantages*. Then have them brainstorm ideas for each column for communication in the past and in the present. Give students a few minutes to do this. You may prompt them with questions: *How often did friends communicate in the past? How many times do friends send messages today? Do you have family living far away? How would you have communicated with them a 100 years ago?* Form pairs for students to compare lists. Finally, invite volunteers to share their answers with the rest of the class.

Close the day

● Play Mime the Get Words:

Have students stand in small groups. Explain that you are going to say phrases with *get* and they have to agree on a mime or a pose that describes that idea. Demonstrate by miming or striking a pose to show the meaning of *get around*. Have students do their own versions of *get around*. Allow them a minute to discuss and try out different ideas. Have students show their results to the class. Continue with *get together*, *get through*, *get by*, *get into*, *get away with*.



Practice Book: Assign page 19 as homework.

Objectives of the day:

1. Learn vocabulary associated with technology and communication.
2. Conduct a quick class survey.

Materials: a bell; poster paper, markers (enough for 2 group activities).

Open the day

- “Being Present in my Mind” practice.
- Write the words *Technology and Communication* on the board. Form small groups. Distribute the poster paper and markers and have groups fold the poster in half to form two columns. Tell them to write the alphabet down both columns. Say: *You have three minutes to write a technology and communication word for every letter of the alphabet if you can. Count down: 5, 4, 3, 2, 1, go!* Once time is up, say: *Pens down! Now you have 20 seconds to walk around the room and look at words from the other groups.* Make sure that groups leave their paper and pens on their tables. Students should walk around and memorise words to add to their own A to Z. When the 20 seconds are up, have students return to their chairs. Now give them 30 seconds to add the new words that they saw to their A to Z. You may want to display the posters for reference.

Open Day Tip Activating Prior Knowledge

Students perform better when their minds are already working in the appropriate context. Connecting what students already know with new material also helps them to learn. It is helpful to gather the vocabulary that students are familiar with on a topic before introducing students to new language.

Open the book!

3 Complete the article using the words in the box.

Have students look at the fact sheet and predict what the article is about and what type of information could be missing. Point out the words in the box and elicit which came up in their A to Z lists. Call students' attention to the gaps and have them complete the fact sheet using the words from the box.

• Read and circle the correct option. Then listen and check.

Now ask students to read the fact sheet again and circle the correct options. To check the answers, play Track 14 in its entirety, then play it a second time, pausing after each fact.

4 Conduct a quick class survey.

Tell students that they are going to ask each other about their use of communication technology. Call students' attention to the three questions, then have them make a four-column chart in their notebooks. The heading of the first column should be *Names*, and the questions should be used as the headings of the other columns. Have students write the names of all the classmates present today under the *Names* column. Then have them survey their classmates, noting their answers in each column. Finally, have students analyse their charts and calculate the final results of the survey.

Finally, remind students to visit the online platform for more practice at home.

Close the day

- Divide the class into three groups. Distribute the poster paper and markers and assign one question from Activity 4 to each group. Tell groups to make a class display of the survey results. They may choose to do this as a bar chart, a pie chart or a tally.


  Practice Book: Assign page 20 as homework.

3 Complete the article using the words in the box.

databases network applications text message
 devices Security screen time Viruses

Communication Now

Here are some amazing facts about communication today.


- 
- 1 Today, 79 / 69 / 59 per cent of 12-year-olds in the USA own a smartphone.
 - 2 In some countries, the majority of 4 / 8 / 12-year-olds already own a tablet!
 - 3 It usually takes a second / minute / hour for a text message to travel across a phone network from one place to another.
 - 4 Around 200 billion / million / thousand applications are downloaded each year.
 - 5 Most children say sending messages / playing games / watching videos is their favourite smartphone activity.
 - 6 On average, people in the USA send and receive 54 / 74 / 94 text messages a day.
 - 7 Young teenagers have 2 / 4 / 6 hours of screen time on different devices per day.
 - 8 Security is a big concern. Viruses can attack databases that hold our personal information. To protect our personal information, experts block 4,000 / 14,000 / 24,000 dangerous apps every day.

• Read and circle the correct option. Then listen and check. 

4 Conduct a quick class survey. 

1. How many people in your class often download applications?
2. How many text messages do they send and receive each day?
3. How many people in your class use their mobile phones to do homework?

I **used to be** a security guard at *Amur Energy*.
Every night, I **would lock** the office.

1 Listen and follow. 

Good Buddies Jim, the Volunteer

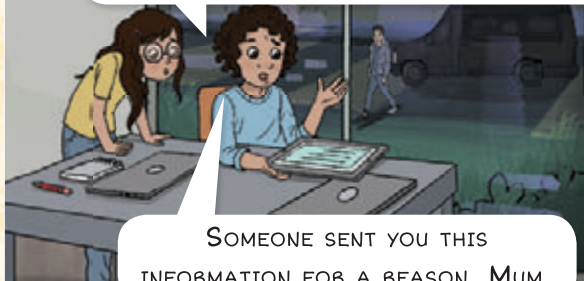
1 DYLAN ASKS HIS MUM TO SHOW HIM THE LATEST MESSAGE.

LOOK! THERE IS A LINK TO A WEBSITE.



IT SAYS THERE USED TO BE THOUSANDS OF AMUR LEOPARDS, BUT PEOPLE WOULD HUNT THEM FOR THEIR FUR.

3 THE LEOPARDS GO TO DEER FARMS TO GET FOOD, BUT FARMERS TRY TO PROTECT THE DEER AND HURT THE LEOPARDS. THE LEOPARDS USED TO CHASE THE DEER IN THE WILD.



SOMEONE SENT YOU THIS INFORMATION FOR A REASON, MUM.

2 HOW DID THEY GET AWAY WITH THAT?

WELL, IT'S ILLEGAL NOW. BUT THEY ARE STILL IN DANGER.



WHY?

4 WHO'S THAT?



IT'S THE MAN FROM THE VAN!

2 Read again and circle T (True) or F (False).

- | | | |
|--|----------------------------------|-----------------------|
| 1. Amur leopards aren't in danger now that the fur trade is illegal. | T | <input type="radio"/> |
| 2. It is illegal to keep deer farms. | T | <input type="radio"/> |
| 3. Jim worked at the same place as Vicky Adams. | <input checked="" type="radio"/> | F |
| 4. Jim knew who the people in the office were. | T | <input type="radio"/> |
| 5. Jim doesn't want Vicky to help him. | T | <input type="radio"/> |

3 Discuss possible answers to the questions.

1. Why is it illegal to hunt leopards for their fur?
2. Why do leopards go to deer farms to get food?
3. Where do you think Jim hides?
4. Why isn't Jim sure who the people were?

Objectives of the day:

1. Read a comic strip about a volunteer.
2. Review *used to* and introduce *would* for past habits.

Materials: a bell; Poster 2 with Cutouts, Poster Activity 2A on page XXII.

Open the day

- "Being Present in my Mind" practice.
- In pairs, have students recall the comic strip story. Tell them that they are going to meet a new character. Students guess who it might be and write their guesses on the board for further reference.

Language Presentation***Used to* and *Would* for Past Habits**

In this class, students will learn how to describe past habits or past repeated activities. We suggest that you do Poster Activity 2A at this stage to present and practise the topic. This will help students to complete the activities on this page.

Open the book!**1 Listen and follow.** 

Have students open their Student's Books to pages 30 and 31. Then play Track 15 for students to listen and follow. Ask students whether their guesses about the new character were correct or not.

2 Read again and circle *T* (True) or *F* (False).

To check reading comprehension, ask students to read the questions and point to the comic strip frames that show the answer. Have students circle *T* or *F*. Go through the answers and have volunteers share how they knew the answer using clues from the text.

3 Discuss possible answers to the questions.

Have four volunteers each read one of the questions. Discuss possible answers to each question. You might want to ask questions to prompt further discussion to check comprehension. (What about hunting leopards, but not for their fur?)

Open to Learn

Call students' attention to the *Open to Learn* box. Explain that the two structures presented there describe activities that were repeated in the past, like a habit or a repeated activity. You can elicit this information by asking questions related to the story, such as: *Where did Jim work before?* (Amur energy) *Does he work there now?* (No, he volunteers with World Conservation.) *What did he do there every night?* (lock the office) You might like to personalise the questions and ask students about their own past habits until you are confident that they have grasped the concept of the structure.

Close the day• **Play *Guess the Lie*:**

Write three past habits on the board. (I used to dream about becoming a teacher.; When I was young, I would always lie to my mother.; I used to go for a run every day.) Say: *One of these statements is not true.* Have students guess which habit is the lie. (When I was young, I would always lie to my mother.) Repeat with other people that the students know, such as celebrities or people in the school community, like the headteacher. In the next class, students will do this task themselves and guess each others' lies.



Practice Book: Assign page 21 as homework.

Objective of the day:

1. Understand the context for *used to* and *would* for past actions and past states.

Materials: a bell; Poster 2 with Cutouts, Poster Activity 2B on page XXII.

Open the day

- "Being Present in my Mind" practice.
- Review the comic strip story by asking students the following questions: *Who was in the black van?* (Jim) *Where did he used to work?* (Amur Energy oil company) *Where does he work now?* (World Conservation) *Why do you think he left his job at the oil company?* Discuss the answers as a class.

Open the book!

Language Presentation

Used to and *Would* for Past Actions and States

In this class, students will learn how to understand the context for *used to* and *would* for past actions / habits and past states. They will also understand their difference in use. We suggest that you do Poster Activity 2B at this stage to present and practise the topic. This will help students to complete the activities on this page.

4 Read the sentences and decide if they refer to past actions/habits or past states.

Point out the two sentences with *would*. Have students read the comic strip again to find the sentences. Remind them of the difference between a state (something that continues over time) and an action. (something we can repeat) Explain to students that the difference is difficult to see here, because people repeatedly hunted for leopards. Help students to understand that hunting leopards was a continued situation, so it is a state. Then the laws changed meaning and now the state is that it is illegal to hunt leopards.

• Tick (✓) the sentence where it is also possible to use *would*.

Point out the three sentences. Invite a volunteer to read the instruction aloud. Ask: *How many sentences are you going to tick?* (only one) Form pairs and have them say the sentences aloud. Then have the pairs say the sentences again, replacing *used to* with *would*. Provide help as needed.

5 In your notebook, write three past actions or states about yourself, two true and one false.

Remind students about the closing activity in the last class. Ask them to write three past actions or states about themselves, one of them false. In pairs, have students guess which statement is false.

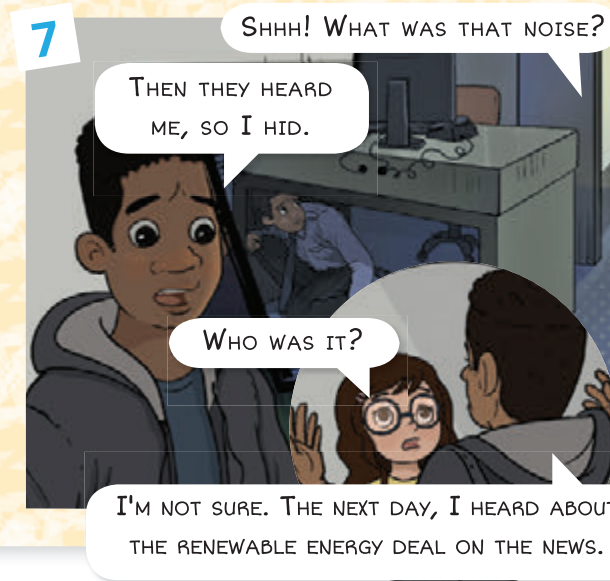
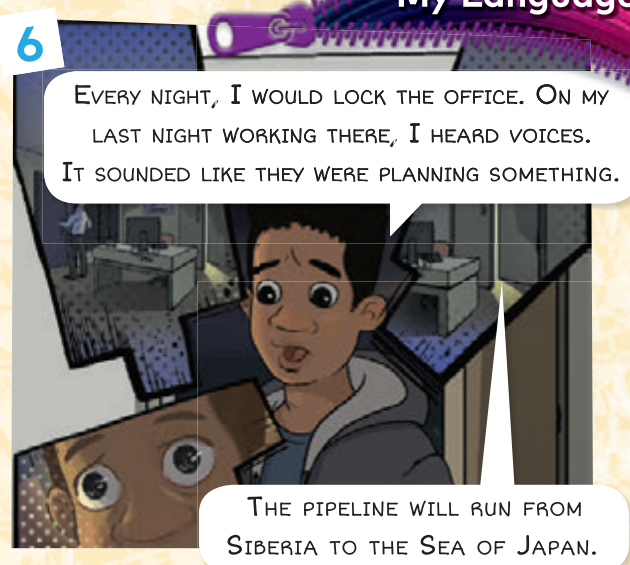
Close the day

- Write the following sentence starters on the board:
I used to be scared of spiders, but then I...
I used to eat meat, but then I...
I would listen to music by... for hours and hours!
I would watch the film... several times a year!

Form pairs and have students take turns to read and complete the sentences.



Practice Book: Assign page 22 as homework.



4 Read the sentences and decide if they refer to past actions/habits or past states.

1. People **would** hunt Amur leopards.
2. Jim **would** lock the office every night.

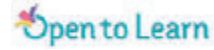
• Tick (✓) the sentence where it is also possible to use *would*.

1. There **used to** be thousands of Amur leopards.
2. The leopards **used to** chase deer in the wild.
3. I **used to** be a security guard at *Amur Energy*.

5 In your notebook, write three past actions or states about yourself, two true and one false.

I would/used to go swimming twice a week. I used to live with my grandparents. I used to have two cats.

My Language



Dylan **asks his mum to show him** the latest message.
Do **you want us to help you?**

6 Number according to who says it.



Can you give us more information? 1

2 The newspapers need more evidence.

Can you bring Jim some coffee? 1

3 You should show more pictures on a website.

We can have a chat group. 4

• Match the columns.

- | | | |
|----------------------|----------|-------------------------------|
| 1. Vicky asks Jim | to show | Jim some coffee. |
| 2. Jim wants someone | to bring | messages in a chat group. |
| 3. Vicky asks Dylan | to take | them more information. |
| 4. Greta advises Jim | to send | evidence to the newspapers. |
| 5. Dylan tells them | to give | more pictures on the website. |

Play the Sentence Race!

to
show
need
She
us

bring
persuade
We
them
a call.
a text.

take
tell
invite
me
They
information.

send
give
ask
you
the message.

want
He
1/4
him
her
advice.

I persuaded her to give him a call.

I asked him to show me the message.

Objective of the day:

1. Understand the structure verb + object + infinitive
give / take / send / bring / show + direct / indirect object.

Materials: a bell; three amusing dress-up objects and light-weight objects (e.g. wig, superhero cape, cuddly toy).

Open the day

- "Being Present in my Mind" practice.
- Invite three volunteers to stand in front of the class. Write *asks* and *tells* on the left-hand side of the board. Write *to give* and *to show* on the right-hand side of the board. Give the first object (the wig) to the first volunteer. Point to the second volunteer and say: (name of second volunteer) *asks* (name of first volunteer) *to give* (name of third volunteer) *the wig*. Have the first volunteer pass the wig to the third volunteer. Continue the demonstration changing the objects and order of the volunteers.

Open the book!

Open to Learn

Call students' attention to the *Open to Learn* box. Explain that the structure presented there is used to describe when there are three people or things involved in an action. You can elicit this information by asking questions related to the story: *Who asks who?* (Dylan asks his mum.) *What does Dylan want?* (to see the message) *What does mum do?* (She shows Dylan the message.) Point out the question form, read it aloud and stress the words: *you, us, you*. You might like to personalise the language and ask students to make sentences and questions about their own experiences: *We're going to ask you to help. Is he going to help us tidy the classroom?* Continue until you are confident that students have grasped the concept of the structure.

6 Number according to who says it.

Point out the comic strip characters and the speech bubbles. Have students name the characters. (Vicky, Jim, Greta and Dylan) Tell them that they are going to hear a conversation and that they need to listen for who says each statement. Have volunteers read each statement aloud. Play Track 16 for students to number the statements. Play the audio a second time and pause after each statement to confirm answers.

• Match the columns.

Point out the three columns. Explain to students that they need to connect the three sentence parts to make a sentence. Do the first one together. (Vicky asks Jim to give them more information.) Have students match the columns. To check the answers, invite volunteers to read aloud their completed sentences.

Finally, remind students to visit the online platform for more practice at home.

Play the Sentence Race!

Have students form small groups or pairs and open one notebook between them. Explain that they are going to have three minutes to make as many sentences as they can using the words in the box. Count down: 5, 4, 3, 2, 1, go! When time is up, have pairs exchange notebooks with another pair. Elicit sentences from different pairs, praise successes and correct errors.

Close the day

- Remind students of the opening activity. Write one of the sentences in the past tense on the board: *He asked her to give him the cuddly toy*. Have students call out the correct classmate. Tell students to think of another classmate or person from the school community. Encourage them to think of a true sentence about that person using the structure *person + verb + object + infinitive + direct / indirect object*. Explain to students that they need to guess the classmate or person from the clue. Demonstrate with an example: *She asked us to move the chairs*. (The headteacher)

  Practice Book: Assign page 23 as homework.

Objective of the day:

1. Practise pronunciation of silent letters *l, b, t, u* in common words: *talk, listen, doubt, dialogue*.

Materials: a bell; poster paper (1 sheet per group), markers (1 set per group); *Silent Letters Flashcards*, Flashcard Activity 2A on page XV. You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

Open the day

- “Being Present in my Mind” practice.
- Write the word *knife* on the board. Elicit the pronunciation. Say the word incorrectly to make the point that we do not pronounce the *k*, so it is not *k-naif*. Ask students to say more words in English that have silent letters that are not pronounced. Write these words on the board and leave them there for future reference. Invite volunteers to say the correct and incorrect pronunciation. Explain that today they are going to learn more words with silent letters.

Open the book!

1 Listen and repeat the words. Underline the silent letters.

Have students read the words and predict which letters are silent. Then play Track 17 for students to confirm their predictions and underline the silent letters. Have students repeat the words as they hear them. Finally, check the answers as a class.

2 Listen and circle the odd one out.

Point out the groups of words and again have students predict the answers before you play Track 18. Elicit the common letter in Group 1. (l) Say: *The letter is pronounced in only one word in each group, the others are silent*. Then play Track 18 for students to confirm their predictions and circle the odd word out. To check the answers, play the audio again and pause for students to repeat and confirm their answers.

3 Look at the pictures and solve the riddles.

Call students’ attention to the four riddles and the four pictures. Explain that they are mixed up. Have students read the riddles and guess the word with the silent letter. To check the answers, read the riddles aloud for students to call out their answers.

• In pairs, take turns to read the riddles aloud.

Ask students to work in pairs and take turns reading the riddles aloud. Encourage pairs to have a conversation about the riddles. You might prompt them with questions to keep the conversation flowing. (Which riddle is the most difficult to read and why? Which riddle do you enjoy most and why?)

Finally, remind students to visit the online platform for more practice at home.

Close the day

- Refer the students back to their list of words on the board. Ask: *Did we see any of your silent letter words today? Did we see any of your silent letters in new words?*

You can do either of the two activities below to close your class.

- Divide the class into four groups. Assign each group one of these silent letter: *l, b, t, u*. Distribute the poster paper and markers. Then have each group create a poster with example words to display in the classroom or in another public space around the school. You may want to include other silent letters from the opening activity list.
- Flashcard Activity 2A.

1 Listen and repeat the words. Underline the silent letters. 



talk



listen



doubt



dialogue

2 Listen and circle the odd one out. 

- | | | | |
|-----------|---------------|---------------|--------------|
| 1. chalk | should | <u>sold</u> | would |
| 2. castle | <u>faster</u> | whistle | often |
| 3. lamb | climber | <u>mumble</u> | thumb |
| 4. build | tongue | guess | <u>under</u> |

3 Look at the pictures and solve the riddles.

1 You would use me when you were happy
To say that everything was fine.
You pointed me up towards the sky
And made a positive sign!
What am I? thumb



2 You should listen for me when the referee
Wants to stop the game,
Or when a lifeguard
makes a loud sound with me at the pool
And shouts "out of the water, please."
What am I? whistle



3 You use me when you're talking.
I move around your mouth.
And sometimes, if you're being rude,
You even stick me out!
What am I? tongue



4 Teachers used to write with me
To make things clear at school,
But now they have interactive boards,
So now I'm not so cool.
What am I? chalk



• In pairs, take turns reading the riddles aloud. 

Time to Practise

Reading and Writing

- 1 Look at the pictures and discuss how learning is similar or different.
- 2 Read the text. For each question, choose the correct answer. There is one example.

The Rise of Cyber Schools!

We all know what a traditional classroom looks like. Children sit at desks and classes are for a specific amount of time. For some students, this is a problem. "I used to get bored in class and couldn't sit still," says Luke Harris. "So my parents suggested trying something different. I haven't been to a traditional school since fourth year." What does Luke do? He studies at a cyber school!

What are cyber schools and why are they becoming a popular way to learn? Cyber schools are where students work at home using computers and other devices. Students can create their own schedules, depending on which subjects they find difficult or which they can get on with quickly.

But how do "cyber teachers" communicate with their students? Students at online schools send work by e-mail to a course management system or database. In this way, teachers can see what their students are doing. They still have to mark work, give advice and communicate with parents themselves, but the "class" is a network of students in different locations.

One area of concern is online students' happiness and whether they socialise enough with their peers. For this reason, a lot of cyber schools sometimes give students the chance to get together for after-school activities, sports events or field trips. This allows them to have face-to-face communication with each other.

Finally, there are a lot of students who just can't make it to classes at traditional schools. This can happen for a number of reasons, like health problems or because their parents have to move around a lot. Cyber schools cover the same course contents as traditional schools, so they can help these students get by. This is yet another reason for cyber schools' growing popularity!



0. Luke stopped going to traditional school
- | | |
|---|--|
| A after his parents got angry with him. | <input checked="" type="radio"/> C on the advice of his parents. |
| B because he didn't like learning. | D before fourth year. |
1. What influences students' schedules at cyber schools?
- | | |
|---------------------------------------|--|
| A The devices they use. | C The fact that they are working at home. |
| B The time they need to do something. | <input checked="" type="radio"/> D The subjects that they struggle with. |
2. What does the course management system help teachers do?
- | | |
|---|--------------------------------|
| <input checked="" type="radio"/> A Monitor what students are doing. | C Build a network of students. |
| B Mark work. | D Teach the subject. |
3. At cyber schools, students
- | | |
|----------------------------|---|
| A never meet face-to-face. | C are unhappy about socialising. |
| B meet during study time. | <input checked="" type="radio"/> D occasionally meet and socialise. |

Objective of the day:

1. Practise reading comprehension about cyber learning.

Open the day


- "Mindful Body" practice. (See page T12.)
- Ask students to remember any reading comprehension tests that they have done in English. Elicit any advice that students have for taking a reading test in English. Collate the advice on the board.

Open the book!**Reading and Writing****1 Look at the pictures and discuss how learning is similar or different.**

Have students look at the pictures to help them to predict the topic of the reading text. Remind them that this will help their brains get into the right vocabulary area, and that this will make the reading easier. Students call out any communication and technology words, as well as classroom vocabulary. Then have students work in pairs to compare the two types of learning in the pictures.

International Certification: Reading

One of the tasks in the Reading section of international certifications for this level is multiple choice answers. Students have to read a text and choose the correct answer to the questions. Explain that it is important to read the complete question and all of the choices before answering. It is helpful to decide which answers are wrong and why.

2 Read the text. For each question, choose the correct answer. There is one example. 

Point out the three questions and their multiple-choice answers A–D. Allow students enough time to read the text. Once they have finished, go through the example answer. Say: *It can't be option A because his parents suggested that he leave school and we don't know if they were angry. Luke left in the fourth year, so it's not D. We don't know if Luke didn't like learning, so it can't be B.* Explain that this method will help them get to the correct answer. (C) Have students continue answering the questions.

Close the day

- Students should think of their own different learning experiences. Prompt them with questions: *Have you ever used a computer to learn? What did you learn? Was there a teacher? Were your parents involved?* Ask them if they have been to any other schools and if so, how it compares with this one. Encourage volunteers to share their experiences.



Practice Book: Assign page 24 as homework.

Objectives of the day:

1. Practise a gap fill test.
2. Practise writing a 100-word magazine article.

Open the day

- "Mindful Body" practice.
- Ask students to remember any writing tests that they have done in English. Elicit any advice that students have for taking a writing test in English. Collate the advice on the board.

Open the book!

Writing

International Certification: Writing

One of the tasks in the Writing section of international certifications for this level, is a gap-filling task. Students read a text and have to write one word in each gap. It is important that they read the instructions carefully because not all gap-fills are the same. They should circle the key words. It is also important to read the complete sentence before writing the answer. It is helpful to decide which type of word is needed, for example a verb or a preposition.

3 For each item, write the correct answer. Write one word for each blank. There is one example.

Read the instruction aloud and ask: *How many words do you need to write?* (one) Tell students to circle the key words. (one word) Point out that the text is in two parts and that there are five gaps to fill. Read the example together and discuss the fact that after the word *I*, we expect that we will need some sort of verb. Point out that the verb *to go* follows the gap and suggest other verbs that could fit in the gap. (want to go, like to go) Read the complete sentence and discuss why *used to go* is the best answer. (the past state, going to a traditional school, stopped because he left) Have students fill the remaining gaps in the text.

4 You see this announcement on a notice board at school. In your notebook, write your answer in about 100 words.

Read the instruction aloud. Tell students to circle the key words in the instruction. (announcement, notice board, school, 100 words) Read the announcement aloud. Tell students to underline the key words in the announcement. (think, important, Internet access, school, article, school magazine, what you think, reasons, important or not, publish, best, next month) Underlining the key words helps students plan the important parts of the writing task. Discuss which key words will help them plan. (important, Internet access, school, reasons, important or not) Have students use the key words to write a two-minute plan in their notebooks. At this stage, you may ask pairs to plan together, but have students write their 100 words individually.

Close the day

- Use the ideas from the writing task to have a class discussion about Internet access at school. You may want to divide the class into "for" and "against" teams.



Practice Book: Assign page 25 as homework.

3 For each item, write the correct answer. Write one word for each blank. There is one example. 

Do you think cyber schools are a good idea? Send us your comments!

Alan commented last week

I'm in sixth year and I study online. It is perfect for me because I am a swimmer. I train every day and travel around the country a lot for competitions. I (0) used to go to a traditional school, but I left because I missed too many classes. I (1) would/used to do my homework late at night and got really tired. In the end, I started falling behind with my homework and my teachers weren't happy.

I've been studying like this (2) for three years. I've been on field trips and have made friends. We send text messages to each other and keep in touch that way.

Sarah commented yesterday

I don't think cyber schools are such a good idea. I prefer to go to class and see my friends. We can get together in groups and help each other. We sometimes still work online. For example, sometimes we ask each other (3) to send information by text or e-mail when we are doing projects.

I think it's important to see your teachers in class (4) because/since they can give you help immediately if you need it. If you are working online, you might have to wait for advice.

It would be good to have my own schedule, (5) but I'm not very organised, so it's easier to have a school schedule!

4 You see this announcement on a notice board at school. In your notebook, write your answer in about 100 words. 

Do you think it is important to have Internet access at school?

Write an article for the school magazine telling us what you think. Give reasons why it is important or not.

We will publish the best articles answering this question next month.



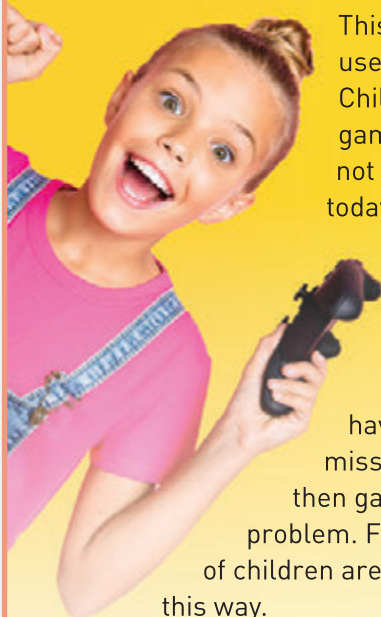
CLIL social science

1 Read and answer the questions.

1. How often do you play video games?
2. Do you think playing video games is good for you? Why or why not?

Is Playing Video Games Good For You?

Do you like playing video games? Lots of young people do. In fact, they love playing them so much that it can sometimes cause problems. Parents can get frustrated. "Why can't you do something else?" they shout. Then they ask you to give them the console. They might even ban you from playing altogether.



This is because video games used to have a bad reputation. Children who played video games would stay inside and not get enough exercise. Even today, playing video games too much can lead to stress, bad performance at school, sleep and mental health problems.

If children feel like they have to play a video game and miss out on other activities, then game-playing has become a problem. Fortunately, only 3 per cent of children are obsessed with games in this way.

The good news is that playing video games can be good for your body and mind. Choosing the right game is important. The best video

games make you feel good and give you a good message. Games are rated, like films, and your parents can help you choose which ones to play. Once you have a game, it is essential to play it in moderation. Limit your screen time on all devices to a reasonable amount.

Online Multiplayer Games

For a lot of young people, online games are important spaces to connect with others and chat while playing. They are a form of social media, where children and teenagers can build community networks and share content about games of common interest. If you balance playing these games with other activities, there can be developmental, emotional, social and educational benefits. Take a look at "The Benefits of Playing" to see how games have changed and how they can benefit you.



What did children use to play before video games were invented?

• Read the article and circle T (True) or F (False).

1. Parents get frustrated because they can't play video games. T F
2. If gaming stops people doing other things, they are obsessed. T F
3. Social media is a way of connecting and sharing content online. T F
4. We should do things we enjoy all the time. T F
5. People who play action games are quicker at decision-making. T F

Objectives of the day:

1. Learn about the dangers and benefits of playing video games.
2. Consider the dangers and benefits of other leisure activities.

Materials: *Video Games* Flashcards, Flashcard Activity 2B on page XV; poster paper (1 sheet per group), markers (1 set per group).

Open the day

- "Mindful Body" practice.
- Write the letters for the words *video games* randomly on the board for students to unscramble. Say: *You are going to read about this today.* When they think they have the words, have them open their books on page 36 to check.

Open the book!**1 Read and answer the questions.**

Point out the text on pages 36 and 37. Have students make use of the context clues (title, headings, pictures) to get some idea of what it is about. Elicit answers. Invite volunteers to read the questions and have pairs discuss their answers. Ask volunteers to share a summary of their discussion with the class. Have students read the article and decide if the writer's opinion is the same as theirs or not. As students finish reading, allow them to compare their ideas in pairs.

- **Read the article and circle *T* (True) or *F* (False).**

Invite volunteers to read the five statements aloud. Point out the *T* and *F* after each one for them to circle. Have them read the article again and circle the correct answer. As students finish, allow them to compare their answers in pairs. Finally, check the answers as a class. Elicit the reasons for their choices.

Lightbulb Critical Thinking**What did children use to play before video games were invented?**

Form groups and ask students to read the question in the *Critical Thinking* box. Invite them to think of some of their own games and recall any leisure activities that their parents have talked about. Distribute the poster paper and have them fold it into two columns. Assign a different leisure activity to each group. Tell them to brainstorm the dangers and benefits of their activity. Display the groups' posters for the next class.

Close the day

- Flashcard Activity 2B.

Go to video "Future Food."

Now is a good time to work with this unit's video. We suggest that you go to the Lesson Plan for this video and get an idea of which activity to do before students watch the video in the "Before Watching" section. Once students understand the concept of the video, invite them to watch it at home with their families. If appropriate, invite them to do the "While Watching" activities suggested in the Lesson Plan.

Objective of the day:

1. Learn about the benefits of gaming.

Materials: Reader (1 per student).

Open the day

- "Mindful Body" practice.
- In pairs, have students remember as much as they can about the video game article. Give them a few minutes to do this, then collate all the points by inviting each pair to share one point, until every pair has contributed. Ask: *Can you remember any of the good sides of video games?* Write a list of their answers on the board. Elicit the name for "good sides" used in the article. (benefits)

Open the book!**2 Read the situations and write the type of benefit they refer to.**

Have students read part two of the article again. Refer them back to their list on the board. Go through the list and tick any benefits that they remembered correctly. Invite volunteers to read the four situations aloud. Explain that they are all examples of a type of benefit. Have students write the correct benefits under each situation.

3 Think of a game you play. In your notebook list what types of benefits it gives you.

Have students think of a game they play, it could be a video game or another type of on-screen game. Have them use the information from the article to describe the benefits of their game. You may want to refer them back to their dangers and benefits posters from the last class.



Reader  R1

Before opening the Reader, ask students what they recall about the front cover of the Reader. Ask students to turn to page 5 in the Reader. Read aloud or play Track R1 page 9 to page 11 for students to listen and follow.

Close the day

- **Play Categories:**

Tell students to draw a four-column chart in their notebooks. Draw a four-column chart on the board with the headings: *video game, board game, sport, outdoor place or activity*. Tell students that you are going to say a letter and that they then have to write an example in each category beginning with that letter. Demonstrate on the board: F = *Fortnite, Family Fortunes, Football, Field*.



Practice Book: Assign page 26 as homework.

The Benefits of Gaming

The benefits of gaming depend on the activities you are doing and why, but you can get a lot from online games and gaming applications.



Developmental Benefits

Video games used to be a lot more basic, but they have been changing to include physical movement, problem-solving and decision-making tasks. For example, you might have to swing a virtual baseball bat or practise a dance move! You can improve your hand-eye coordination while doing several things at once.



Emotional Benefits

Whenever we do something we enjoy, we feel less stressed and more relaxed, as long as we don't do it too much. Plus, if you play a game well, it can also be good for your confidence. Online games help you feel connected to people with similar interests and can make you feel positive about life.



Social Benefits

Although a lot of online games don't need face-to-face communication, you can get together with family and friends to play. This helps you learn how to play in teams and take turns. Even with online games, you learn to help other people and feel closer to them.

By doing this, you build friendships and develop communication skills.



Educational Benefits

There are lots of educational benefits to gaming. Can you remember how to escape from that castle? What's the best way to get from A to B? Memory skills, critical thinking, learning new words and decision-making are all things you can get better at by playing games. Did you know that people who play action games make decisions 25 per cent faster than those who don't?

Remember that too much of anything can be bad for you, but that doesn't mean you shouldn't do things at all. The same goes for playing video games. There is nothing wrong with playing an appropriate game in your spare time in order to relax. Choose a game that gets you up and moving, challenge your family and friends to play it and have fun!

2 Read the situations and write the type of benefit they refer to.

developmental emotional social educational

1. You work together with a friend to pass a stage of an action game. social
2. You build a town in a building game and decide everything it needs. educational
3. You play a tennis game where you follow the ball with your eyes and body. developmental
4. You chat online about a game you enjoyed playing and have just completed successfully. emotional

3 Think of a game you play. In your notebook, list what types of benefits it gives you.



Being a Responsible and Careful Digital Citizen

- 1 Listen and mark the examples of good digital citizenship (✓) and bad digital citizenship (X). 


Why is it important to learn how to be a good digital citizen in the twenty-first century?

What is being a responsible and careful digital citizen?



Reporting cyberbullying to parents or teachers.



Using information without checking facts.



Not sharing personal information like phone numbers.



Writing a rude text message about a friend in a chat group.



Using your pet's name as a password.

- Circle the correct answer to each question.

- A digital citizen is someone who
A communicates well. **B uses technology well.** C writes letters.
- Good digital citizens never say things online they wouldn't say
A to their parents. B in text messages. **C in person.**
- You should not share personal information online with
A anyone. B cyberbullies. C teachers.

- 2 Write three ways you can become an ideal digital citizen.

- _____
- _____
- _____

Objective of the day:

1. Listen for specific information.

Materials: coloured paper (1 sheet per student), markers (1 set per student).

Open the day

- "Mindful Body" practice.
- Write the word *citizen* on the board and elicit the meaning. (someone who legally belongs to a particular country, with rights and responsibilities there) Then write the word *digital* in front of it. Ask: *How is a digital citizen different?* (It's the same, but online.) Have students discuss what it means to be a good digital citizen in small groups.


Open the book!

Being a Responsible and Careful Digital Citizen

 **Critical Thinking**

Why is it important to learn how to be a good digital citizen in the twenty-first century?

Form groups and ask students to read the question in the *Critical Thinking* box. Invite them to think of some of their own digital communication experiences. Ask: *Can we "learn" how to be a good digital citizen?* Explain to students that they are going to hear a teacher talk about digital citizenship.

1 Listen and mark the examples of good digital citizenship (✓) and bad digital citizenship (X). 

Invite volunteers to read aloud the five statements. Have them predict which are good and bad examples of digital citizenship. Explain that the words that they are going to hear on the audio will not always be the exact same words as in the question. Point out the word *reporting*. Say: *We might hear this word, or "report," or "reported."* Ask: *What's another word for "report?"* (tell) Play Track 19 once. Elicit the answers and refer to the different use of language in Track 19 and in the question.

• Circle the correct answer to each question.

Point out the incomplete statements and their three options. All options are grammatically correct, but students need to think about the meaning. Do Question 1 together and explain why options A and C are not correct. (B is the only option that mentions technology.) Remind students of the exam strategy introduced previously for eliminating incorrect options.

2 Write three ways you can become an ideal digital citizen.

Read the instruction aloud. Discuss the meaning of the word *ideal* (perfect, best possible option) and have students think in silence about the idea for 30 seconds. In pairs, have students list all the good digital citizen advice they have talked about today. Ask them to individually choose their top three ideas and then tell them to write their sentences. Provide help as necessary.

Close the day

- Distribute the coloured paper and markers. Have students write their advice in large lettering to make attractive posters to share around the school.

  Practice Book: Assign page 27 as homework.

Objective of the day:

1. Plan and write a description of experiences.

Materials: Practice Book (page 111).

Open the day

- "Mindful Body" practice.


Open the book!

Explore

- Write the word *survey* on the board and elicit its meaning from the class. Students can use the images on page 39 as clues. Remind them that in a survey many people are asked a series of questions to gather information about what most people do or think about a subject.
- **Look at the survey results and identify the most and least popular ways of communicating.**

Explain that this is one example of a survey, and how to collect the information (data) and results for it. Point out the questions, the options, the tally marks in groups of five, the percentages and the pie charts. Have students study the survey and tick or circle the most and least popular ways of communicating.

Produce

- **Conduct a similar survey with your classmates. Go to Practice Book page 111 to record your data and results.** 

Ask students to go to page 111 in their Practice Books. Have them read and think about the questions in the survey. Have students conduct the survey with their classmates, making sure that they take notes of the results. Finally, have students copy the results from their notes onto the survey.

Present

- **Show and describe to the class the results of your survey.**

Read the example presentation aloud. Point out the different ways to describe numbers. (number of people and percentage of total participants) Now have students use these ways to present and explain their results to the class.

Close the day

- Elicit what makes a good presentation from the class. Create a checklist on the board so that students can evaluate themselves: *I made eye contact with my audience. I paused between points. I spoke calmly.*

Explore

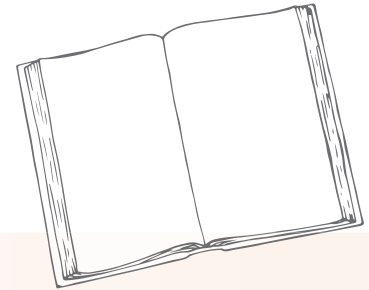
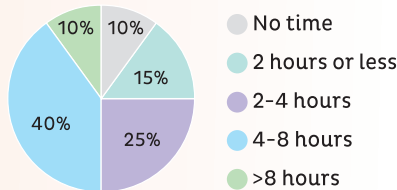
- Look at the survey results and identify the most and least popular ways of communicating.

A Communication Survey

Number of participants: 20

Question 1: How much screen time do you have every day?

No time	II
< 2 hours	III
2-4 hours	IIII
4-8 hours	IIII III
> 8 hours	II

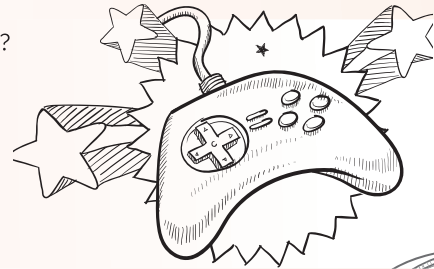


Question 2: Is this more or less screen time than you used to have?

More: 95% Less: 5%

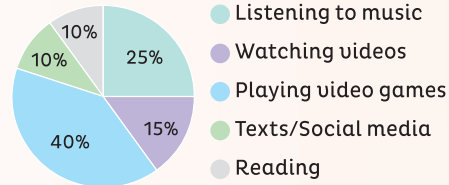
Question 3: Which of these activities have you been doing?

Listening to music	IIII III	50%
Watching videos	IIII IIII II	60%
Playing video games	IIII IIII	50%
Sending text messages/social media	IIII III	40%
Reading	IIII I	30%



Question 4: Which activity is your favourite?

Listening to music	IIII
Watching videos	III
Playing video games	IIII III
Sending text messages/social media	II
Reading	II



Produce

- Conduct a similar survey with your classmates. Go to Practice Book page 111 to record your data and results. 

Present

- Show and describe to the class the results of your survey.

Five people, which is twenty-five percent of the sample, spend two to four hours a day on digital devices. However, eight people, which is forty percent, spend four to eight hours a day on them.



Can you identify communication verbs?

1 Match the words with their definitions.

- | | | | |
|-------------|-------|-------|-------|
| 1. convince | _____ | _____ | _____ |
| 2. shout | _____ | _____ | _____ |
| 3. complain | _____ | _____ | _____ |
| 4. announce | _____ | _____ | _____ |
| | | _____ | _____ |
| | | _____ | _____ |

Can you use phrasal verbs related to communication?



2 Complete the sentences using the correct forms of the verbs in the box.

fall out cut off turn away point out cut in

- Please don't cut in. Let her finish what she is saying!
- He put the phone down, and I was cut off in the middle of a sentence.
- They are always arguing and falling out.
- Look at me when I'm speaking to you! Don't turn away.
- She pointed out what the problem was, but he still didn't understand.

Can you talk about things that happened recently?





3 Use the prompts below to write sentences.

- They/just/have/argument They have just had an argument.
- Andy/just/hear/announcement Andy has just heard an announcement.
- Kate/just/make/complaint Kate has just made a complaint.

Can you describe what people have been doing?



4 Look at the people and write what they have been doing.

- 
 She's tired. She's been doing exercise.
- 
 He's happy. He's been listening to music.

Objective of the day:

1. Self-assessment of Topic 1.

Open the day

- "Mindful Body" practice.

Open the book!**Can you identify communication verbs?****1 Match the words with their definitions.**

Remind students that the objective of these pages is to check how much they have learned in Units 1 and 2. Remind students after each activity, to draw a tick under the emoji that best represents how well they did on each task. (happy = very good; serious = ok; sad = you can do it better) Let students know that it is important for them to evaluate themselves honestly, so that they know what they need to review and improve. Let students know that this is also a good moment for them to ask you for help or to clarify doubts. Have students read the instructions, the words and their definitions. Give students one or two minutes to complete the activity. To check the answers, ask volunteers to read their answers aloud.

Can you use phrasal verbs related to communication?**2 Complete the sentences using the correct forms of the verbs in the box.**

Ask students if they remember seeing these phrasal verbs in the unit. Read the instruction aloud and point out that they may need to change the form of the verb. Have students complete the activity. Allow students to compare their answers in pairs before eliciting the answers as a class.

Can you talk about things that happened recently?**3 Use the prompts below to write sentences.**

Point out the prompts and explain to students that they need to add to and change the words to write complete sentences. Read the instruction and give them a couple of minutes to complete the activity. Allow students to compare their answers in pairs before eliciting the answers as a class.

Can you describe what people have been doing?**4 Look at the people and write what they have been doing.**

Point to the people and explain that students need to imagine what the people were doing before this photo. Read the instruction and give students a couple of minutes to complete the activity. Allow them to compare their answers in pairs before eliciting the answers as a class.

Close the day

- Invite volunteers to share what activities they found the easiest and the most difficult with the class. If most of the students had difficulty with the same tasks, you may want to do remedial work on that aspect of the unit to help students to improve.



Practice Book: Assign pages 28 and 29 as homework.

Objective of the day:

1. Self-assessment of Topic 1.

Materials: Reader (1 per student).

Open the day

- "Mindful Body" practice.

Open the book!

Can you identify words related to communication and technology?

5 Match the concepts with their definitions.

Have students read the instructions, the concepts and their definitions. Give students one or two minutes to complete the activity. To check the answers, ask volunteers to read their answers aloud.

Can you talk about past actions or states that are no longer true?

6 Describe how people communicated in the past using the prompts and *used to* / *would*. (Only use *used to* when you can't use *would*.)

Point out the prompts and explain to students that they need to add to and change the words to write complete sentences, and that they must include the verbs *used to* or *would*. Read the instruction and give them a couple of minutes to complete the activity. Allow students to compare their answers in pairs before eliciting the answers as a class.

Can you use infinitives with direct and indirect objects?

7 Complete the sentences using the correct forms of the words in parentheses.

Read the instruction and point out the words in parentheses. Explain to students that they have to read the sentence first and then decide how to change the words in parentheses to fit into the sentence. Have students complete the activity and compare their answers in pairs as they finish. To check the answers, ask volunteers to read their answers aloud.

Finally, remind students to visit the online platform for more practice at home.

Home connection

- **Invent a communication app that would be useful at home.** 



Write the word *app* on the board and elicit its meaning. (an application that is used on a tablet that can be different kinds used for different purposes: for reading books, to play games, etc.) Tell students that they are going to create an app that the entire family could use at home. Tell them that they should do this activity at home with their families. They can discuss what kind of app would benefit all of the family members. Ask students to bring their ideas to the next class and share them with the class.

Finally, remind students to visit the online platform for more practice at home.



Before opening the Reader, ask students what they remember about the text in the Reader. Ask students to turn to page 5 in the Reader. Read aloud or play Track R1 from the beginning to page 11 for students to listen and follow.

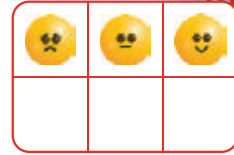
Close the day

  Practice Book: Assign pages 30 and 31 as homework.

Go to video "Future Food."

It's time to wrap up the work with this unit's video. You might want to do one of the "After Watching" activities described in the Lesson Plan or you may conduct some class feedback. If you choose the latter, you may guide students with the following questions: *What do you think the concept of "future food" is? What did you like most about the video? Which part of the video did you not like?*

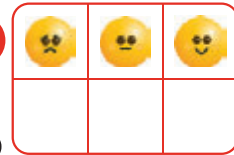
Can you identify words related to communication and technology?



5 Match the concepts with their definitions.

- 1. device ~~_____~~ a computer programme for a mobile device
- 2. application ~~_____~~ a piece of electronic equipment
- 3. database ~~_____~~ a system of computers or other devices
- 4. virus ~~_____~~ a collection of data used by computers
- 5. network ~~_____~~ a computer programme that causes problems

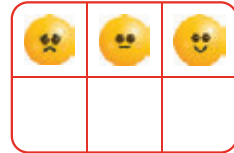
Can you talk about past actions or states that are no longer true?



6 Describe how people communicated in the past using the prompts and *used to* / *would*. (Only use *used to* when you can't use *would*.)

- 1. People/send/signals _____ *People would send signals.*
- 2. My grandparents/post/letters _____ *My grandparents would post letters.*
- 3. My parents/be/pen pals _____ *My parents used to be pen pals.*

Can you use infinitives with direct and indirect objects?



7 Complete the sentences using the correct forms of the words in parentheses.

- 1. She wanted _____ *me to bring* _____ (me/bring) some soda to the party.
- 2. He needed _____ *her to send* _____ (her/send) the package.
- 3. We asked _____ *them to show* _____ (them/show) us their holiday photos.
- 4. They asked _____ *us to take* _____ (us/take) her a gift.
- 5. I reminded _____ *him to give* _____ (him/give) me a call.

Home Connection

- Invent a communication app that would be useful at home.



Topic 2

A Curious World

Objectives of the day:

1. Learn about archaeological tools.
2. Learn about natural disasters and how to be prepared.

Materials: photographs of archaeological sites in your region or famous ones from around the world.

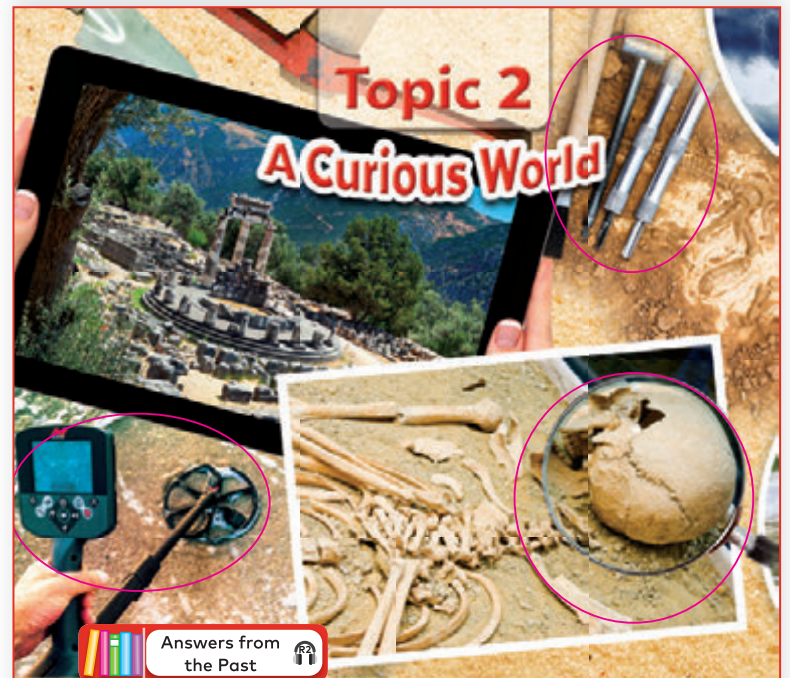
Open the day

"Elephant Breathing"

Invite three volunteers to come up to the board and draw an elephant. Ask: *What do elephants look like? What are elephants like? How do they move?* Elicit responses. Invite other volunteers to come to the front and demonstrate how elephants walk. Tell students that they are going to learn how to do "elephant breathing." Explain that this mindfulness practice will help them to calm down and to focus better. Demonstrate each action and have students follow your lead. Say: *Stand with your feet wide apart. Then bend over and dangle your arms in front of you like an elephant trunk. Make sure your arms are relaxed by swinging them from side to side. Next, breathe in through your nose and swing your arms high above your head, keeping them together like an elephant trunk. Keep your arms above your head for a moment and hold your breath. Then breathe out through your mouth while swinging your arms down again.* Repeat the practice three or four times. Ask students how they feel after completing the practice.

Open the book!

- Introduce the topic of archaeology by asking students if they have ever found fossils or if they have ever visited an archaeological site. You might show the pictures of archaeological sites in your regions or famous ones from around the world that you brought in. Ask students what we can learn from these sites. You can connect the topics by asking what they think happened to ancient cultures and introducing the topic of natural disasters. Allow volunteers to share their experiences with the class. You can learn more about archaeological tools and natural disasters at these sites:
<https://archaeology.mrdonn.org/tools.html>
<https://sciencestruck.com/what-tools-do-archaeologists-use>
<https://www.nationalgeographic.com/environment/natural-disasters-weather/>
<https://kidshealth.org/en/kids/disasters.html>



Unit 3 Looking for Answers

- In pairs, read the titles of the topic and the units and discuss what kinds of information you will be learning.
 1. Why are so many people interested in these objects and places?
 2. What can we learn from history and geography?
- Circle all the pieces of equipment in the picture and speculate about what they might be used for.

42

Topic 2 Unit 3 Looking for Answers

Unit 3 Looking for Answers

- In pairs, read the titles of the topic and the units and discuss what kinds of information you will be learning.

Have students work in pairs. Ask them to look at the titles and pictures on page 42 and make predictions about Unit 3. Then have students discuss the questions. Invite pairs to share their ideas with the class.

- Circle all the pieces of equipment in the picture and speculate about what they might be used for.

Have students circle the pieces of equipment in the pictures. (metal detector, magnifying glass, hammer, hand picks) Then have students work in pairs to come with ideas as to what they think each piece of equipment is used for. Next, ask students to make a simple drawing of each tool in their notebooks and write what they think the tool is used for. (This tool is used so you can examine things close up and see more detail.) Finally, invite volunteers to come to the front and draw their simple pictures on the board. Have them share with the class what they think each tool is used for.



Unit 4 Extreme Nature

- Look at the pictures and list three words related to each disaster.
 1. _____
 2. _____
 3. _____
- Choose one of the events in the pictures. Make a list of three things you can do to prepare for it.
 1. _____
 2. _____
 3. _____

Topic 2 Unit 4 Extreme Nature

43

Unit 4 Extreme Nature

- **Look at the pictures and list three words related to each disaster.**

Have students look at the pictures on the page and identify the different disasters. The first one might have different causes. (hurricane; tornado; earthquake; flood; wildfire) Accept any answers from the class and write the names of the disasters on the board. Then have students work in groups and write three words related to each disaster. Finally, invite volunteers from each group to write their words under the corresponding disasters.

- **Choose one of the events in the pictures. Make a list of three things you can do to prepare for it.**

Find out which of the disasters students have experienced and invite volunteers to talk about their experiences. Ask: *Were you prepared for the disaster? Are you prepared now?* Have students work in the same groups as before and choose one of the disasters. If they like, they can choose a disaster that they have experience with. Tell students to make a list of things that they can do to prepare for the disaster. Then ask them to

discuss and agree on which are the three most important things to do and write them in their notebooks. Invite each group to present to the class the three most important things that they should do in case of a disaster.



Have students find the Reader icon on page 42, and have a volunteer read the title: *Answers from the Past*. Ask students what type of text they think it will be, fiction or nonfiction. Then have students open the Reader on page 13 and look at the pictures on the page. Ask again: *Is this text fiction or nonfiction?* (fiction) Have students make predictions about the characters and what will happen in the story.

Close the day

- Ask the class to think about the topics of Units 3 and 4. Then have them write down three things that they want to learn about each topic in their notebooks. Invite students to share their ideas in pairs. Tell students to keep these for further reference throughout the units and to write the answers to the questions as they learn them.

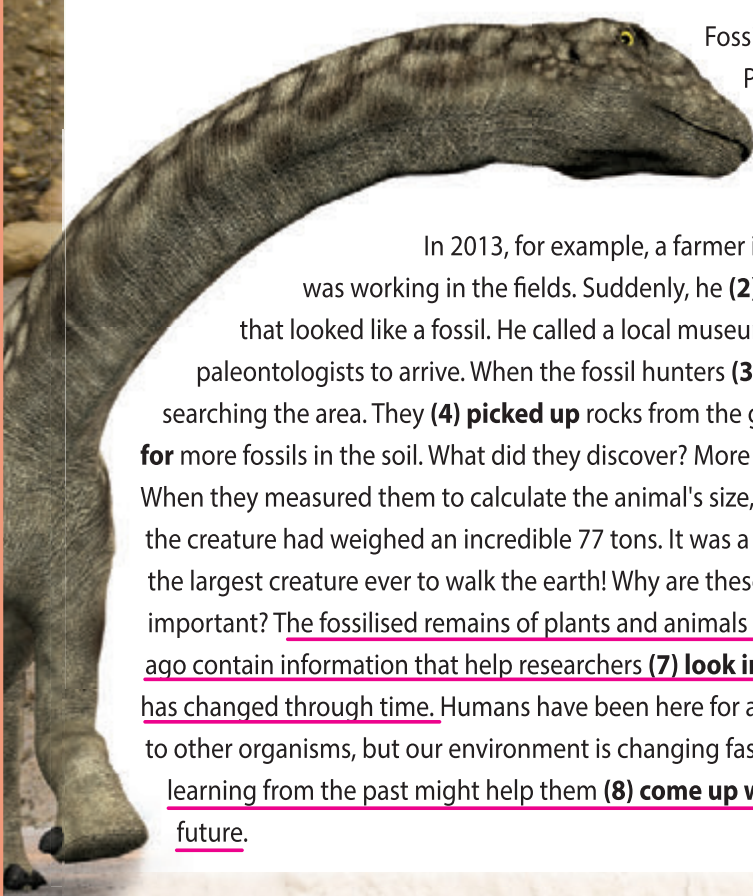
Go to video "The Mystery of the Axe." ▶ || ■

For Unit 4, there is an accompanying video on the platform, called "The Mystery of the Axe." It relates to the topic of archaeology. We suggest that you go online to get acquainted with the proposed activities so that you are able to exploit all the aspects of the video.

Unit 3 Looking for Answers

1 Look at the pictures and read the title of the article. In pairs, discuss what it might be about.

Paleontologists: The Fossil Hunters!



Fossils are the preserved remains of ancient organisms. Paleontologists study them to understand what prehistoric life was like. But how do paleontologists **(1) find out** where fossils are? Sometimes, it is by chance.

In 2013, for example, a farmer in Patagonia, Argentina, was working in the fields. Suddenly, he **(2) came across** something that looked like a fossil. He called a local museum and waited for the paleontologists to arrive. When the fossil hunters **(3) turned up**, they began searching the area. They **(4) picked up** rocks from the ground and **(5) looked for** more fossils in the soil. What did they discover? More than 150 fossilised bones! When they measured them to calculate the animal's size, they **(6) figured out** that the creature had weighed an incredible 77 tons. It was a new species of titanosaur, the largest creature ever to walk the earth! Why are these types of discovery important? The fossilised remains of plants and animals that lived millions of years ago contain information that help researchers **(7) look into** how the environment has changed through time. Humans have been here for a short time in comparison to other organisms, but our environment is changing fast. Experts believe that learning from the past might help them **(8) come up with** solutions for our future.



- Read and underline the reasons why fossils are important.

2 Read and write the number of a phrasal verb in bold from Activity 1 next to the verbs with similar meaning.

When we **(3) arrived** at the site, we **(1) discovered** that what the farmer had **(2) found by chance** were dinosaur remains! I was very excited as I **(5) searched for** evidence on the ground. I think I **(4) lifted** thousands of small rocks that first day! We **(7) investigated** when the dinosaur lived and **(8) calculated** how big it was. I **(6) thought of** an idea for why it lived here. I want to make a TV programme about it!

Unit 3 Looking for Answers

Objectives of the day:

1. Explore the topic of fossil hunting.
2. Express interest in a topic.

Materials: *Archaeology* Flashcards, Flashcard Activity 3A on page XV.

Open the day

- "Elephant Breathing" practice.
- Flashcard Activity 3A.

Open the book!

Open Day Tip K-W-L Charts

K-W-L charts are a great way to get students to reflect on their prior knowledge and to spark their curiosity about a new topic. It is important that students refer back to the chart as they do different activities related to the topic, and that they reflect on what they have learned once they have completed the chart. This will allow students to take ownership of their learning process and will make their learning more meaningful and long-lasting.

1 Look at the pictures and read the title of the article. In pairs, discuss what it might be about.

In pairs, have students discuss what the article might be about. Then tell students that they will draw a K-W-L chart. Ask students if they can remember what a K-W-L chart is used for. (showing what we know about a topic, what we want to know about a topic and all the new things we learned about a topic in a lesson) Draw three columns on the board titled *What I Know*, *What I Want to Know* and *What I Learned*. Have students copy the chart in their notebooks and fill out the first two columns of the chart about the article: *Paleontologists: The Fossil Hunters!* Tell students that they will complete the third column after they have read the text.

• Read and underline the reasons why fossils are important.

Ask students to read the text and underline the reasons why fossils are important. Then have them compare their answers in pairs. Finally, ask students to discuss each reason and how it can help our future.

2 Read and write the number of a phrasal verb in bold from Activity 1 next to the verbs with similar meaning.

Have students write down the phrases in bold in a list in their notebooks. Ask students to read each of the sentences around the phrases and to deduce the meaning. Then have them write a synonym or a definition for each phrasal verb. Have students compare their lists in pairs and agree on the synonyms or definitions of the phrasal verbs. Then ask students to use the phrasal verbs to complete the paragraph. Encourage them to use their lists to help them, as some of the words in their lists might appear in the paragraph. Check the answers with the class. Make sure that students use the correct tense and form of the phrasal verbs when substituting.

Close the day

- Have students get out their K-W-L charts and complete the third column with anything new that they have learned about the topic. Then have students compare their charts in groups. Have students consolidate a list of things that they would still like to learn about hunting for fossils and share it with the class. Have students keep the K-W-L charts and lists for further use throughout the unit.



Practice Book: Assign page 32 as homework.

Objectives of the day:

1. Review vocabulary related to fossil hunting.
2. Describe a dinosaur and how you found it.

Materials: *Archaeology* Flashcards, Flashcard Activity 3B on page XV; paper (1 sheet per student), coloured pencils or markers (1 set per student).

Open the day

- "Elephant Breathing" practice.
- Flashcard Activity 3B.


Open the book!

3 Listen to the paleontologist and number the steps in order.

In pairs, have students describe what is happening or what they can see in each of the pictures. Then ask them to read the texts individually and try to guess the correct order. Play Track 20 and ask them to listen and number the steps in order. To check the answers, have students read the steps in order in pairs.

- **Read again and write the letters.**

Ask students to look at the pictures and identify the items marked with letters a–f. Then have them match the items to their names. Have students compare their answers in pairs.

- **Retell how paleontologists find fossils. In your notebook, list the difficulties they have.** 

Ask students to work in groups. Have them close their books and retell, from memory, how paleontologists find fossils. Then have them discuss the difficulties paleontologists have. Next, ask students to think of possible solutions for the paleontologists' problems. Then have groups to report back to the class.

Finally, remind students to visit the online platform for more practice at home.

My Space

- **Imagine that you have come across the fossil of an unknown species of dinosaur. Describe how you found it and give it a name.**

Find out if there are any students who have ever found fossils and have them describe the fossils. Ask: *What did you find? What was it like?* Tell them that sometimes you can find fossils of fish in the mountains or in a desert. Have each student imagine that they found a fossil of a dinosaur. Ask them to decide what the dinosaur looks like and what they want to call it. Explain that when you find dinosaur bones, you have to keep a record of where and how it was found and who found it. Have students put together a fact file with a short description of their dinosaurs. Then have students share the information in pairs.

Close the day

- Distribute the paper and pencils or markers. Ask students to draw and colour pictures of what they think their dinosaurs looked like. Tell them that scientists do this based on the bones that they have found of dinosaurs, since no one has ever seen a real live dinosaur. Put students' drawings up around the classroom. Collect students' fact files and redistribute them so that no one has their own. Have students read the fact files and find the corresponding pictures. Invite volunteers to talk about the dinosaurs.

  Practice Book: Assign page 33 as homework.

3 Listen to the paleontologist and number the steps in order. 

How to Find Fossils



2

We go to the site. If we see pieces of bone, there may be fossils nearby.



1

We look at geological maps to find out where to go.



4

We cover the bones in a cast when we transport the skeletons to the laboratory.




3

We dig in the clay using small hand trowels and large shovels.

- Read again and write the letters.

 d shovel c skeleton a bone f trowel e clay b fossil


- Retell how paleontologists find fossils. In your notebook, list the difficulties they have. 

My Space

- Imagine that you have come across the fossil of an unknown species of dinosaurs. Describe how you found it and give it a name.



The Amur leopard is **afraid of going** anywhere near humans. Let's **concentrate on getting** to the clearing.

1 Listen and follow. 

Good Buddies In the Land of the Leopard

1 AT THE LEOPARD NATIONAL PARK...

THE AMUR LEOPARD IS AFRAID OF GOING ANYWHERE NEAR HUMANS.



YES, IT'S HARD TO KEEP TRACK OF THEIR NUMBERS.

2

LET'S CONCENTRATE ON GETTING TO THE CLEARING. WE CAN HIDE THE CAMERA IN A TREE NEAR THERE.



WHAT WAS THAT? IT COULD BE A MACHINE.

IT MIGHT BE A BEAR!

3

IT CAN'T BE A BEAR. THERE ARE NO BEARS IN THIS PART OF THE FOREST.



SOME PEOPLE DON'T AGREE WITH PROTECTING THE PARK. I THINK THEY ARE CUTTING DOWN TREES.

LET'S PUT THE CAMERA UP FIRST, AND THEN GO AND SEE.

4

I'M SO INTERESTED IN LEARNING MORE ABOUT THE LEOPARD.



ME TOO. I HOPE WE FIND OUT MORE ABOUT ITS BEHAVIOUR!

I'M CONCERNED ABOUT FINDING OUT WHAT IS MAKING THAT NOISE.

2 Read and answer the questions.

- Who are the people in the forest? They are World Conservation's activists.
- What are they doing? They are hiding a camera.
- Why are they doing it? To learn more about the Amur leopard.

3 Make notes about how the characters feel at the end of the story.

Character(s)	Feelings	Reason
1. Volunteers	Surprised	Diggers are destroying the clearing.
2. Digger	Defiant	More diggers are coming.
3. Jim	Upset	Diggers seen in national park.

Objectives of the day:

1. Make predictions based on pictures and titles.
2. Infer people's feelings from their words and actions.

Materials: (optional) vulnerable animal videos from other levels of *Open Day* if available.

Open the day

- "Elephant Breathing" practice.
- Tell the class that *Open Day* has dedicated each level in the series to a different vulnerable animal. Ask students if they know the names of the animals from the other levels and if not, to name other vulnerable animals that they know of. (honeybee, loggerhead turtle, panda, bald eagle, orca and Amur leopard) Keep in mind that most students might not have used all of the other books. Divide the class into five groups and assign one of the animals from each level to a different group. Have students make a list in their notebooks of reasons why they think the animals are vulnerable. Tell students to keep their notes for the *Close the day* activity.

Open the book!**1 Listen and follow.** 

Invite a volunteer to read the title of the comic strip. Have students recall what they know about the Amur leopard from the previous units. Have students look at the pictures of the comic strip and predict what they think the story will be about. Then play Track 21 and have students listen and follow. Assign the characters in the comic strip to different students and have them read it aloud.

2 Read and answer the questions.

Have students answer the questions individually and underline the parts of the text where they find the answers. Ask students to check their answers in pairs and to justify their answers with the information that they underlined in the text. Have students comment on whether they think it is important to photograph animals in the wild.

3 Make notes about how the characters feel at the end of the story.

Tell students that many times in comic strips and stories you know how people feel, even if it is not stated directly. You know this because you infer it from what they say, the expressions on their faces and prior knowledge about the characters or similar people. Tell students to complete the chart with how the characters feel in the story and justify their inferences with details either from the text, the pictures or their prior knowledge. Have students check their answers in pairs, and then check the answers as a class.

Close the day

- Have students work in the same groups as in the *Open the day* activity. Allow each group to view the video of the vulnerable animal assigned to their group, if it is available. Have students to draw a picture of their group's vulnerable animal in their notebooks. Ask students to research more information about their animals at home and include a fact box with general information (name, size, habitat, description, habits, threats, etc.) about their animals and any extra details that they find out. Invite them to add photographs of their animals in the wild to their notebooks. Tell students that they will present their animals in the following class.

  Practice Book: Assign Activity 7 on page 36 as homework.

Objectives of the day:

1. Understand the difference between verbs and gerunds.
2. Describe how specific actions make you feel.

Materials: Poster 3, Poster Activity 3A on page XXIII.

Open the day

- "Elephant Breathing" practice.
- Have each group from the previous class present their vulnerable animal to the class. After each presentation ask: *How does this animal's situation make you feel?* Encourage students to express their feelings.

Language Presentation

Prepositional Phrases

In this class, students will learn how to identify and use prepositional phrases. We suggest that you do Poster Activity 3A at this stage to present and practise the topic. This will help students to complete the activities on this page.

Open the book!

Open to Learn

Call students' attention to the sentences in the *Open to Learn* box on page 46. Write the sentences on the board and underline the main verbs in the sentences. (is, concentrate) Explain that the actions *going* and *getting* do not function as verbs in this sentence, but as gerunds. (verbs in the -ing form that function as nouns) Circle the prepositions and explain to students that they must use gerunds any time actions come after prepositions.

4 Circle and complete using the correct form of the verbs in parentheses.



Have students read the sentences and circle the correct preposition first. Remind students that in these cases the use of the preposition is not literal. The idea is just to have them learn which prepositions go with each verb. Then ask them to complete the sentence with the correct form of the verbs: gerunds. Have students check their answers in pairs and then as a class.

5 In your notebook, make notes about something...

To create a context for this activity, you might have students relate this to how the topic of endangered animals makes them feel, to the presentations in the *Open the day* activity or to some other issue that might be of interest to them. (I am concerned about riding my bicycle in the rain.) Have students make notes about each of the prompts. Invite volunteers to share their notes with the class.

Close the day

- Poster Activity 3A.

  Practice Book: Assign pages 34 and 35 as homework.

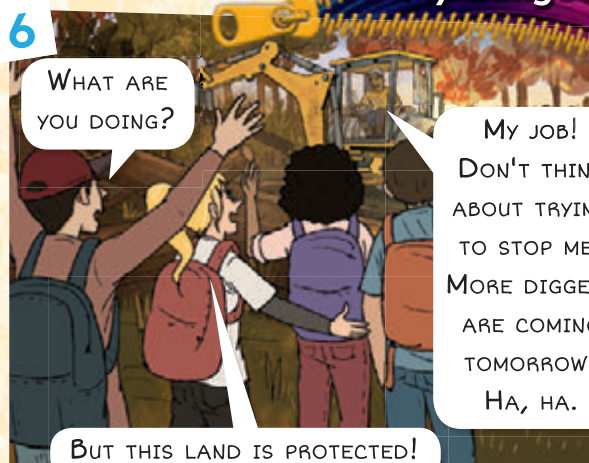
5

WE'RE GETTING CLOSER TO THE NOISE. WE SHOULD BE THERE SOON. IT MUST BE A DIGGER.



6

WHAT ARE YOU DOING?



BUT THIS LAND IS PROTECTED!

7

THE VOLUNTEERS ARE UPSET ABOUT SEEING THE DIGGER.

WHO WOULD PROFIT FROM CLEARING THIS LAND?

WE HAVE TO STOP THEM. WE SHOULD COME BACK TOMORROW WITH MORE PEOPLE AND PROTEST.



AND LET'S PUT A NOTICE ON THE WEBSITE.

8

THAT NIGHT, JIM CHECKS WORLD CONSERVATION'S WEBSITE.

I KNEW IT!



4 Circle and complete using the correct form of the verbs in parentheses.

- They don't agree **to / with / for** protecting (protect) the park.
- I'm so interested **for / of / in** learning (learn) more.
- She's concerned **of / about / to** finding out (find out) what the noise is.
- They thought **in / for / about** trying (try) to stop him.
- Are you upset **about / for / of** seeing (see) the digger?
- Someone will profit **in / of / from** clearing (clear) the land.

5 In your notebook, make notes about something...

- | | |
|-----------------------------------|--------------------------------------|
| 1. you are concerned about doing. | 4. you are thinking about doing. |
| 2. you are afraid of doing. | 5. you agree/don't agree with doing. |
| 3. you are interested in doing. | 6. you are upset about doing. |

It **might be** a bear! It **could be** a machine.
It **can't be** a bear. It **must be** a digger.

6 Listen and number the pictures in order. 



Resting Crouching and growling Walking toward the camera Sitting and looking at the camera Rolling around

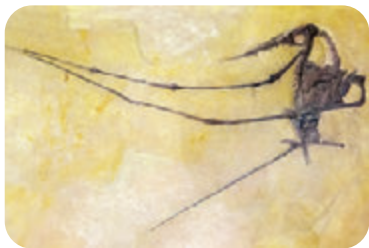
• Listen again. Then write completely sure (CS), almost sure (AS) or not sure (NS).

- CS It **must** have an itchy back.
- AS It **could** be enjoying the sunset.
- CS It **can't** know we're watching it!
- CS It **can't** be getting ready to attack.
- NS It **might** be getting ready to hunt.

7 Make deductions about the story on pages 46 and 47. 

1. Who does the man in the clearing work for?
_____ (completely sure)
2. Where is the leopard?
_____ (almost sure)
3. What is Jim going to do next?
_____ (not sure)

 Play Figure It Out!



It must be a bird.



It might be in the park.



They can't be high school students.

Objectives of the day:

1. Describe what is happening in pictures.
2. Learn how to express different degrees of certainty with modal verbs.

Materials: two small boxes or bags, stopwatch; Poster 3 with Cutouts, Poster Activity 3B on page XXIII.

Open the day

- "Elephant Breathing" practice.
- **Play Animal Charades:**

Mime an animal and have the class guess what animal it is. Ask: *What animal am I?* Have students write the name of an animal on a small piece of paper and fold it up. Divide the class into two teams. Collect the papers from one team in one bag or box and put them in front of the other team. Then do the same with the other team. To play the game, have students take turns coming to the front of the class, drawing a piece of paper from the bag or box in front of their teams and miming the animal on the paper. If the team guesses the animal in 20 seconds, they win a point. Time the activity with a stopwatch and continue until all of the students have participated. The team with the most points, wins.

Language Presentation**Modal Verbs of Deduction**

In this class, students will learn how to identify and use modal verbs to make deductions or guesses. We suggest that you do Poster Activity 3B at this stage to present and practise the topic. This will help students to complete the activities on this page.

Open the book!**6 Listen and number the pictures in order.** 

Have students look at the pictures and ask: *What animal is this?* (the Amur leopard) Ask students to work in pairs and describe what the leopard is doing in each picture. Tell them that they are going to listen to two people from the comic strip observing the leopard. Play Track 21 once and have students number the pictures in the order in which they hear them described. Finally, have students check their answers in pairs and then as a class. If necessary, play the audio again, pausing after each description.

• Listen again. Then write completely sure (CS), almost sure (AS) or not sure (NS).

Explain to students that the way we say something is affected by how sure we are of what we are saying. Have students read the statements from the audio and label them according to the degree of certainty that they express. You might want to play Track 21 again so that students can hear the speakers' intonation. Then have students check their answers in pairs by reading the statements with the correct intonation.

Open to Learn

Call students' attention to the sentences in the *Open to Learn* box. Tell them that the words in bold in each sentence express different degrees of how sure you are of something. Draw a horizontal line on the board, write *can't be* on the left end, and *must be* on the right end. Then mark a point closer to *can't be* and write *could be*, and mark a point closer to *must be* and write *might be*. To check that students understand these concepts, you might want to invite volunteers to make statements about the weather, or some other daily event at school, expressing different degrees of certainty: *It can't rain today.*

7 Make deductions about the story on pages 46 and 47. 

Tell the class that they are now going to make some deductions or inferences about the comic strip. Ask: *Why are they clearing land in the forest? What other animals live in the forest?* Ask students to answer the questions individually. Then have them share their answers in groups, giving reasons for their answers.

Finally, remind students to visit the online platform for more practice at home.

 Play Figure It Out! 

Have volunteers read the sample sentences aloud. Ask the class if they agree with the sentences. Divide the class into pairs and tell them that they are going to talk about what they think is happening in the pictures.

Close the day

- Poster Activity 3B.

  Practice Book: Assign Activity 6 on page 36 as homework.

Objectives of the day:

1. Practise reading for detailed information.
2. Practise participating actively in a discussion.

Open the day

- "Elephant Breathing" practice.

Open the book!

Listening

1 Look at the picture. Say what the person might be looking for.

Have students work in pairs. Write the following question words on the board and have students ask and answer questions about the picture: *Where...? What...? Why...?* Then have students say what the person might be looking for. Have volunteers share their ideas with the class.

International Certification: Listening

One common certification-type listening activity involves understanding detailed information. Students listen to an informal conversation where the answers might come from either speaker. Tell students that before listening to the audio, they have to read the instructions and the questions so that they know what to listen for. During the first listening, they should listen for the gist of each dialogue and choose the best option. Then they should use the second listening to check their answers. To practise, you might want to provide audios related to level-appropriate topics and have students listen for specific details and then write their own questions and multiple-choice options for other students to answer.

2 You will hear a radio interview with a young metal detectorist called Andy. For each question, choose the correct answer. There is one example.

Have students read the instructions and ask if anyone has any questions. Ask questions to help students to make predictions about the audio based on the context statement in the instruction: *Who is the interviewer? Why do you think he is interviewing the young man? What questions do you think the interviewer will ask?*

Then have students read the questions and see if any of the predictions are confirmed by the questions. Finally, play Track 23 and have students choose the correct options. Tell students that they can write their answers on a piece of scrap paper as they listen the first time, and then confirm the answers after the second listening and copy them into their books. Check the answers with the class.

Speaking

International Certification: Speaking

This speaking activity is designed for two students to be evaluated while discussing a topic independently. A task is set by the examiner and prompt material is provided in the form of visuals, a task or questions. The examiner does not participate in the discussion. Students must discuss their ideas together until they accomplish the task. It is important that students know that it is their responsibility to take part fully in the discussion and that they should not come to a conclusion too quickly or they will not give the examiner the opportunity to evaluate their language ability. Remind students that they will not be evaluated on their ideas, but rather on their use of language and fluency.



3 Look at the pictures and discuss the questions.

Divide the class into pairs. Read the instructions with the class. Remind students that what is important in this type of activity is that they respond to each other's ideas and keep the discussion going by giving their opinions about their classmate's ideas or by asking follow-up questions.

Close the day

- Have pairs reflect on and evaluate their participation in the discussion. Write the following aspects on the board for them to discuss and evaluate: *Kept the discussion flowing., Shared my opinions and ideas., Asked follow-up questions., Spoke clearly and fluently. and Listened to and understood the other person.* Finally, have volunteers share their reflections with the class and make suggestions for how they can improve.

Listening

- 1** Look at the picture. Say what the person might be looking for.
- 2** You will hear a radio interview with a young metal detectorist called Andy. For each question, choose the correct answer. There is one example.  



0. When did Andy start using a metal detector?
- A Last spring, when the weather was warmer.
- B When he got a metal detector last Christmas.
- C two years ago
1. What does Andy say about metal detectors?
- A He carries them a long way.
- B They are very heavy.
- C They are easy to use.
2. Where does Andy usually look for treasure?
- A in the fields at the back of his house
- B on the beach at low tide
- C in his garden
3. What other equipment does he take with him?
- A He only takes his detector.
- B a big shovel
- C a hand trowel for digging small holes
4. Why was Andy in the news?
- A He helped a friend.
- B He helped a man to dig up his whole garden.
- C He found a ring that belonged to a friend's neighbour.
5. What are his favourite things to find?
- A unusual or strange objects
- B people's jewelry
- C rubbish that he picks up to clean the environment

Speaking

- 3** Look at the pictures and discuss the questions.  

1. Would you like to go metal detecting? Why or why not?
2. If you went metal detecting, where would you do it and what would you look for?
3. How are metal detecting and paleontology similar? How are they different?
4. Which do you think is more interesting? Why?



Mindfulness

Learning to Learn



1 Read and number each section with a subtitle.

1. Observe and Relate Ideas
2. Get Curious
3. Have an Active Mind
4. Discover New Worlds



What are other good ways to learn?

Asking Questions

Learning to learn means connecting with your thoughts, emotions and senses. If you come across something new and want to find out more, you need to be open to new ideas and ask questions. Here are some tips on how to learn:

- 3 Ask yourself questions and look for your own answers in your mind. This mental exercise will make your mind stronger and stronger!
- 1 If you don't ask questions, ideas might pass you by because you are not prepared for them. It's important to connect new ideas to other areas.
- 4 Don't accept the world as it is. By asking why things are the way they are, you can understand them more deeply.
- 2 Look for adventure in everything you learn. There are always new ideas that can attract your attention. Find out about them and life won't be boring.



Remember, it is more important to be interested in learning than to be afraid of getting things wrong. Use the techniques above to practise learning to learn.

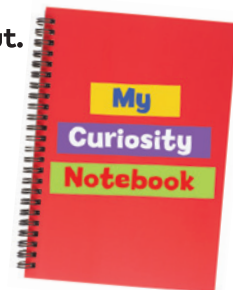
2 Listen and tick (✓) the best ways to learn.

- | | |
|---|--|
| <input type="checkbox"/> Be sure that you are right. | <input checked="" type="checkbox"/> Keep an open mind. |
| <input checked="" type="checkbox"/> Be curious. | <input checked="" type="checkbox"/> See learning as fun. |
| <input checked="" type="checkbox"/> Look into a topic in more detail. | <input type="checkbox"/> Demand immediate answers. |
| <input type="checkbox"/> Quickly come to a conclusion. | <input checked="" type="checkbox"/> Express personal feelings. |

3 Think about something you are interested in but don't know much about.

Make a Curiosity Notebook. Use the guide below.

1. Take notes about things you are curious about.
2. Do research in books or websites related to those things.
3. Write the sources where you got your answers.
4. Share your curious questions and answers with a classmate.



Objectives of the day:

1. Discuss good ways of learning.
2. Explore and ask questions about a topic of interest.

Materials: students' K-W-L charts and lists of what they want to learn about fossil hunting.

Open the day


- "Elephant Breathing" practice.
- Have students work in groups. Tell each group to imagine that they are going to have the opportunity to interview a paleontologist or a metal detectorist. Have each group choose which person they want to interview and prepare a questionnaire for the interview with questions that they have about the jobs. Students can use their K-W-L charts and their lists of things that they still want to know about fossil hunting to help them. Have students keep their questions for further use.

Open the book!**Learning to Learn** **1 Read and number each section with a subtitle.**

Ask students to look at the title of the text and the illustrations and ask: *What is running on the treadmill?* (a human brain) Then have students predict what they think the text will be about. (how asking questions makes the brain stronger) Tell students to skim the text quickly for the main idea of each section and then match the corresponding headings. Remind students that when they check answers with the class, it is important that they focus more on learning than on being afraid of getting answers wrong.

 **Critical Thinking****What are other good ways to learn?**

- Call students' attention to the *Critical Thinking* box. Have students work in groups. First, have them give their opinions about each of the sections in the article. Then have them think of other good ways to learn. Tell students that they can include different strategies that they use to study, to solve problems and to explore new things. Have each group share their strategies with the class.

2 Listen and tick (✓) the best ways to learn. 

Ask students to read through the suggestions and decide which ones they think are the best ways to learn. Play Track 24 and have students tick the correct answers. Finally, have students work in their groups and check their answers to see if they agree. Ask groups to share their ideas with the class about the best ways to learn.

3 Think about something you are interested in but don't know much about. Make a Curiosity Notebook. Use the guide below.

In pairs, have students agree on a topic that they are both curious about. Then have them write questions that they have about the topic. Remind them that their questions need to explore the topic in depth. Then have each pair divide up the questions that they are going to research. Remind them to make sure that they only use reliable sources and to always cite their sources. Have students bring the information to the following class to present it to the class.

Close the day

- Have students look at the ways to learn that they didn't put a tick next to in Activity 2. Ask students to think of a reason for why these are not good ways to learn and give examples. Have volunteers share their ideas with the class.

Objectives of the day:

1. Review the alphabet for spelling.
2. Recognise the difference between short and long vowel sounds.

Materials: *Expectations, Communicating, Phrasal Verbs, Silent Letters* and *Archaeology* Flashcards. You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

Open the day

- "Learning to Learn" practice. (See page T50.)
- **Play Spelling Bee:**

Mix up all of the flashcards. Divide the class into two teams. Give each student a picture and a word flashcard, preferably one with one word only. Tell them to keep their word cards down. Explain the rules of the game: A student from one of the teams comes to the front and a student from the other team shows the picture and reads the word on their card. If there is no picture, students can mime, describe or define the word. Make sure that the student pronounces the word correctly. Then the student at the front spells the word. If the spelling is correct, the student wins a point for their team. The student who read the word then goes to the front to spell the next word. The team with the most points, wins.

Open the book!

1 Listen and classify the words.

Have students read the two headings in the chart. Ask the class how to recognise the long vowel sound. (It sounds like the name of the letter.) Play Track 25 and have students classify the words in the chart. Ask students to check their answers in pairs, and then have volunteers read the word pairs out loud.

2 Match the pairs of words. Then underline the long vowels or diphthongs and circle the short vowels.

First, have students match the pairs of words. Then have them say each word quietly to themselves and identify and underline the long vowels / diphthongs and short vowel sounds. Ask volunteers to read out the word pairs for the class to check their answers.

3 Read and circle the correct options.

Then listen and check.

Have students work in pairs. First, ask them to describe what is happening in each of the pictures. Then have them read the text aloud and select the correct answers. Finally, play Track 26 so that students can check their answers. Invite volunteers to read the story aloud, picture by picture.

Finally, remind students to visit the online platform for more practice at home.

Close the day

- Have students work in groups. Have each group select at least four words from the page and write a short rhyme with the words. Tell students that they need to think of words that rhyme with the words they chose. Students can illustrate each line of their rhymes, if they wish. Finally, have groups present their rhymes to the class.

1 Listen and classify the words. 

mad – made well – wheel
sit – site sock – soak tub – tube

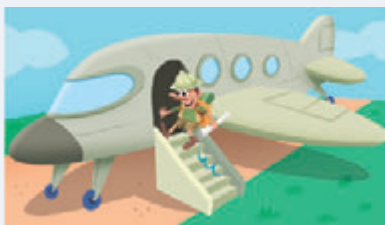
Vowel	Short	Long / Diphthong
a	mad	made
e	well	wheel
i	sit	site
o	sock	soak
u	tub	tube

2 Match the pairs of words. Then underline the long vowels or diphthongs and circle the short vowels.

cut snack not dim best

beast note cute snake dime

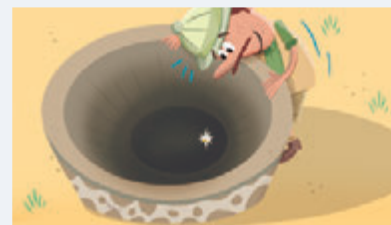
3 Read and circle the correct options. Then listen and check.  



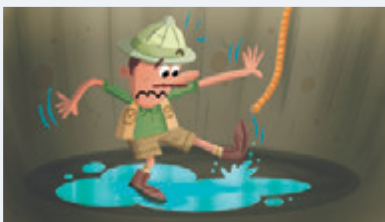
Fred the archaeologist took his plan / plane and got on a plan / plane.



When he arrived at the sit / site, he looked for a well / wheel.



When he looked down it was dim / dime, but he managed to see a dim / dime at the bottom.



He climbed down and his tub soaks / tube socks got wet.



He took note / not of his findings so that he would note / not forget anything.



The coin had a picture of a best / beast inscribed on it. This finding was the best / beast.

My Skills

Reading

- 1 Look at the seven natural wonders on the website. In your notebook, write a question about something you want to know about each wonder.
 - Read about the wonders and check to see whether the website answers your questions.

Things To Do Food and Drink Lodging Blog

Amazing Wonders of the World

There are a lot of spectacular sites that haven't been changed by humans. They fill visitors with amazement and wonder and generate strong emotions in people who see them. How did they form? How long have they been there? Why do they look like that? These amazing wonders raise many questions! There are hundreds, perhaps thousands, of amazing wonders around the world. Here are seven amazing examples. Which one would you like to visit?

A  **The Grand Canyon**

Over 5 million people visit this magnificent landscape in Arizona, USA, every year. It is 365 kilometres long, 29 kilometres wide and was formed by the Colorado River, which winds through the middle. Activities include rafting, hiking, riding a horse, or even taking a helicopter ride to see the view!

B  **The Northern Lights**

The incredible northern lights, also called aurora borealis, are different from other wonders because you can see them from more than one place. Travellers visit the polar regions of Alaska, Iceland and Finland for this fantastic light show. The light is caused by electric particles entering the earth's atmosphere at high speed.

C  **The Great Barrier Reef**

The world's largest coral reef off the coast of Australia includes over 900 islands and is bigger than a number of European countries. It has an astonishing variety of marine life, but global warming, overfishing and coastal developments are putting it in danger. We need to protect this amazing wonder!

D  **Mount Everest**

The stunning Mount Everest is over 8,000 metres high. This highest mountain in the world is in the Himalayas, which formed about 55 million years ago when India crashed into Eurasia. Edmund Hillary and Sherpa Tenzing Norgay were the first to climb it in 1952, but today it welcomes thousands of climbers.

E  **Victoria Falls**

The world's largest waterfall forms a natural border between the countries of Zambia and Zimbabwe. Visitors to this site are met with an unbelievable amount of noise. In fact, locals call the falls Mosi-oa-Tunga or "smoke that thunders." It rains every day and, during flood season, 540 million cubic metres go over the edge of the falls every minute.

F  **Paricutin**

What is so special about this volcano, located in the west of Mexico? It is the first volcano that humans saw grow and erupt from beginning to end. It appeared in a cornfield in 1943 and grew up to 150 metres in a week! It eventually reached 400 metres and erupted for 9 years. Today, visitors can walk or ride a horse to the top and look into its shocking crater.

G  **Rio de Janeiro Harbour**

The combination of gorgeous beaches and majestic mountains makes it easy to see why this harbour in Brazil is an amazing wonder. The bay was formed by erosion from the Atlantic Ocean and is the deepest natural bay in the world. There are more than 130 islands and 80 kilometres of beaches in the harbour.

- 2 Skim the website again and circle eight synonyms for the word *amazing*.

Objectives of the day:

1. Practise the following reading strategy:
 - Skimming.
2. Agreeing on and describing a location for a field trip.

Open the day

- "Learning to Learn" practice.
- Have students work in groups. Ask groups to brainstorm places where they think they might find fossils or archaeological artifacts in their area or region. Have them plan a day trip to a site and include what they think they will find there and why.

Open the book!**Reading**

- 1 Look at the seven natural wonders on the website. In your notebook, write a question about something you want to know about each wonder.**

Have students work in pairs. Ask them to look at the pictures and comment on why they think these places are considered "Wonders of the World." Then have them write a question that they would like to know about each wonder in their notebooks.

- **Read about the wonders and check to see whether the website answers your questions.**

Have students read the website individually to see if their questions are answered. Then have students work in the same pairs and comment on which questions were answered and which were not.

Reading Strategy**Skimming**

Students have practised skimming (for the general idea) of longer texts. Skimming can also be used to find a piece of information that you can't find by reading the word itself, but rather by understanding the message being conveyed.

- 2 Skim the website again and circle eight synonyms for the word *amazing*.**

To practise skimming, set a time limit of two to four minutes. Tell students that they do not have to read the whole text again carefully because they are already familiar with it. Have students skim over the first paragraph and find a synonym for *amazing*. (spectacular) Tell them to read over the articles for each of the wonders quickly and find eight more words that mean the same as *amazing*. To check the answers, have volunteers say the names of the wonders, say the words and read the sentences in which they appear.

Close the day

- Using the short articles about each wonder as a model, have each student write a description of the place they chose to visit in the *Open the day* section. Then have students work in the same groups and compare their descriptions. Invite each student to write a final description about the location consolidating information from the group's descriptions. Tell students to keep their descriptions for further use.

Objectives of the day:

1. Understand a text and make inferences.
2. Ask and answer questions about facts in a text.

Open the day

- "Learning to Learn" practice.
- Have students work in groups. Tell each group to write the names of the Seven Natural Wonders of the World that they read about in the previous class, without opening their books. Have students discuss why the wonders are so impressive and agree on the one that they would all like to visit and why. Have groups share their choices and their reasons with the class.

Open the book!

International Certification: Reading

Some exam-type reading activities require students to use the information from one text to complete another. This evaluates a deeper comprehension of the base text as the answers are not directly stated, and students must process the information and infer the answers to complete the task. Remind students that it is always important to read the instructions carefully so that they understand the task.

3 Read what the people say and write the letter of the place each person wants to visit. There is one example.

Have students look at the texts and say what type of texts these are and where they might find them. (blogs; online) Have students look at the title and make predictions about what the people are talking about. Tell them that the blog was written by people who are interested in visiting the Seven Natural Wonders of the World. Have students read the blogs and match them with the places the people are referring to. Tell students that they might need to scan the texts on the previous page to find the correct places. Tell students to note down the details from the website that support their answers. Then have students work in pairs to check and support their answers.

4 In your notebook, make up a quiz about the facts on the website. Write one question for each wonder and test your classmates.

Ask students to recall why it is important to ask questions. You could refer them back to page 50. Have students go back to the text about the Seven Natural Wonders of the World on page 52 and write one question about each place. Tell them that some questions should require students to infer the answers based on the facts included about each place. (Why is the Grand Canyon called the Grand Canyon?) Finally, remind students to visit the online platform for more practice at home.


Close the day

• Play "Wonders of the World" Jeopardy:

Write the names of the Seven Natural Wonders of the World from page 52 across the top of the board. Divide the class into two teams. Explain the rules of the game: a volunteer from one team names a wonder: *Paricutin*. A volunteer from the other team asks one of the questions they wrote in Activity 4 about the Paricutin: *What is the Paricutin?* The other student must then answer the question: *a volcano*. Each player gets a point, one for asking the question correctly and the other for answering correctly. Continue until all of the students have participated. The team with the most points, wins.



Practice Book: Assign page 37 as homework.

- 3 Read what the people say and write the letter of the place each person wants to visit. There is one example. 

Things To Do
Food and Drink
Lodging
Blog
🔍

Adventurous



B I'd love to see them, but it might be too cold. Maybe I won't have to leave my hotel room. I could see them through the window if it is a clear night. At least I won't have to do any climbing!



A I'm not keen on hiking, but I don't mind riding to see the site. I'd have to organise it before I turn up. If it's not possible, I suppose we could get a helicopter to see it from above.




E I like taking photos, but I'm concerned about getting a good picture of this site. I really want to go, but it's often very wet. I might not be able to see anything through the clouds.



C I love the ocean, but I think we should protect reefs and marine animals and not go near them. It's better to stay on the beach. There should be incredible views of the mountains!



F I don't think I'll try climbing it! It's better to look at it from the bottom. I know you can get a horse, but will it run fast enough if the ground starts to move again?

- 4 In your notebook, make up a quiz about the facts on the website. Write one question for each wonder and test your classmates. 

My Skills

Writing

1 Read and discuss the questions.

1. Why do people explore caves?

2. What can you find in them?

New message

From: AnnaD
Subject: Your visit!

Dear Elisa,


I thought about visiting the caves when you come to stay next week. What do you think? I went last year, and I am interested in going back again.

There are lots of famous caves under our city, and archaeologists keep finding more. They use laser scanners in order to find them. Then they use the scans to make cave maps so that we can see how they are connected. Experts say that there must be many more caves around the city!

Last year, some builders came across a huge, dark cave. The archaeologists turned up and started looking for mysterious objects, too. They found some dirty old pots on the floor and saw some simple chalk drawings on the walls. Apparently, people used to live in these caves!

If you want to see the fascinating cave, we can take a tour. It is two kilometres long and takes you through small, rocky passages. Do you want to go? I think it could be fun!

See you soon,
Anna



Send

- Read the e-mail again and find words in the text to complete the chart. Then add your own words.

Words to Describe Places and Objects	famous	fascinating
	huge	small
	dark	rocky
	mysterious	
	dirty	
	old	

2 Use the words from the chart to describe these objects.

1. _____
2. _____
3. _____
4. _____



Objectives of the day:

1. Scan a text for adjectives.
2. Describe artifacts.

Materials: paper (1 sheet per student), coloured pencils (1 set per student).

Open the day

- "Learning to Learn" practice.
- Have students recall the Seven Natural Wonders of the World. Say: *All of these wonders were created by nature.* Tell the class that there are also man-made wonders in the world. Have students work in groups and decide what the criteria should be for something man-made to be a wonder: *the highest building in the world, the oldest constructions,* etc. Then have them think of man-made things that they think should be considered wonders. Finally, ask groups to share their criteria and their wonders with the class.

Open the book!**Writing****1 Read and discuss the questions.**

Have students look at the e-mail and identify what type of text it is. In pairs, ask students to look at the e-mail address, the subject line and the picture. Then have students make predictions about the text. Finally, have students discuss the questions in their pairs.

- **Read the e-mail and find words in the text to complete the chart. Then add your own words.**

Have the class read the e-mail and see if their predictions were correct. Ask: *Who do you think Anna is?* Invite volunteers to guess and support their answers. (Any answers may work because it is not clearly stated in the text.) Then tell students to scan the text and underline the words that describe places and objects. Next, have them write these words in the chart.

Finally, have students add their own descriptive words to the chart.

Open Day Tip Adjective Order

You might want to call students' attention to what aspects the adjectives describe in the e-mail and have students classify them: opinion, age, size, etc. In some cases, two adjectives are used. For this reason, you might want to focus on and review adjective order. Adjective order in English is: opinion, size, age, shape, colour, origin, material and purpose. For example: *A beautiful, small, antique, octagon-shaped, bright, Spanish, silver coin.*

2 Use the words from the chart to describe these objects.

Ask students what the items are and write the items' names on the board. (a coin, a clay jug, a shell and a fossil) Then have students use words from the chart to describe the items. Tell them to use at least two adjectives for each object and to pay attention to the order of the adjectives. Have volunteers share their descriptions with the class.

Close the day

- **Play I Spy:**

Distribute the sheets of paper and coloured pencils. Have each student draw and colour a picture of something that you might find while exploring an archaeological site or a cave. Display the pictures at the front of the class. Identify one of the illustrated artifacts and describe it in the following manner: *I spy with my eye a small, shiny object.* Have students call out the names of objects until they guess the correct one. (the coin) Have students play the game in groups, taking turns describing and identifying artifacts.



Practice Book: Assign page 38 as homework.

Objectives of the day:

1. Describing a location with specific details.
2. Practise the following writing strategy:
 - Writing an e-mail.

Materials: students' descriptions of archaeological sites in their region.

Open the day

- "Learning to Learn" practice.
- Have students get out their descriptions of archaeological sites in their region. Ask them to work in groups with students who wrote about different locations. Have each student present the site they chose and try to convince the members of their group that their site is the best location for a day trip. Invite groups to report back to the class about which site they agreed on.

Open the book!

3 Choose one of the places in the pictures and describe it using some of the words from Activity 1 on page 54.

Have students look at the pictures and identify what they are of. (a castle, a pyramid and a cave) Ask students to work in groups of three and assign a different location to each group, so that all of the locations are described. Tell students to brainstorm and write a list of words that they can use to describe the location. Then rearrange the groups so that there is a student representing each location in each group. Have each student use the words they brainstormed to describe their locations.

4 Read this e-mail from an English teacher and make notes.

Have students look at the e-mail and predict who it is to, who it is from and what it is about. Then ask them to read the e-mail and check their predictions. Ask: *Why is the teacher writing to her class?* (To tell them that they are going to go on a field trip to celebrate the end of the course.) *What does she want her class to do?* (To send her suggestions for places to go.) Have students think about a place that they would like to go to and write notes in the boxes next to the e-mail to respond to the teacher's questions.

Writing Strategy

E-mail Format



It is important for students to become familiar and comfortable with the e-mail format since it is more common than letters and slightly different. E-mails must always include the e-mail address of the recipient; the sender's e-mail address will always appear automatically. Remind students that e-mail addresses must be copied or cut and pasted carefully, because if it is incomplete or incorrect the recipient won't receive the e-mail. Like letters, an e-mail must start with a salutation. This should be *Dear...* for more formal e-mails and students should always greet their teacher as they would in class. In the US, students always address their teachers with their titles and their last names, i.e. *Ms. Selby*. The salutation in informal e-mails can be as simple as *Hi*. Next, it is important to state why you are writing and give any background information, and after that, what or how you want the recipient to respond. Finally, you must always write your name. If it is a more formal e-mail, write your first and last name and if it is a more informal e-mail, just write your first name.

• Write your reply in about 100 words using your notes.

Review the parts of an e-mail with the class. Ask students if this is a formal or informal e-mail. (formal) Then have students use their notes to write their e-mails. Tell students that it is important that they write a detailed description of the place so that it appeals to the teacher. Remind students that sentences start with capital letters and end with punctuation, and that each paragraph should start with a topic sentence which contains the main idea and then be followed by sentences that support the main idea.

Close the day

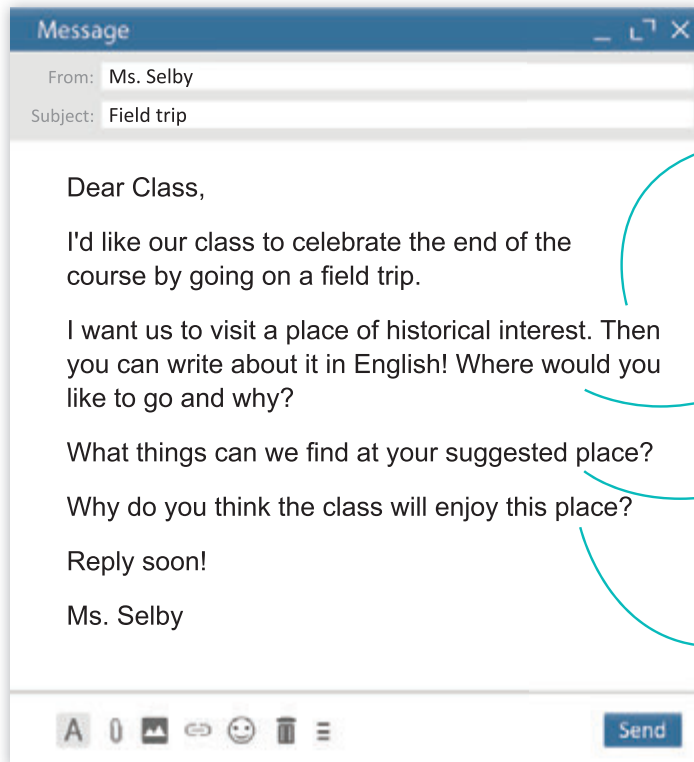
- Have students work in pairs and read each other's e-mails. Tell the class to focus first on the format of the letter and if the person answered all of the questions. Then ask them to decide if the descriptions of the place and the activities were appealing. Have students return the e-mails to the writer to edit. Tell students to bring their e-mail to the following class.

  Practice Book: Assign the second bullet on page 38 as homework.

3 Choose one of the places in the pictures and describe it using some of the words from Activity 1 on page 54.



4 Read this e-mail from an English teacher and make notes.



I thought about visiting...

I'm interested in going because...

In this place we can find...

I think the class will enjoy this place because...

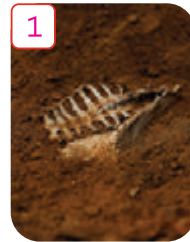
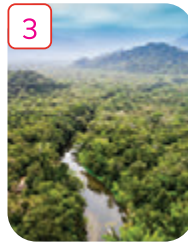
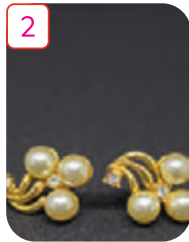
• Write your reply in about 100 words using your notes.






My Skills

Listening

1 Look at the pictures. Say what they might have in common.



- For each question, choose the correct answer. There is one example.  
 - 0. You will hear two friends talking about a school project they have to do. Why does the boy want to research the Tomb of Tutankhamun?
 - A Because of all the treasure that was found in the tomb.
 - B He's interested in learning about Egyptian mummies.
 - C Because there are lots of websites about it.
 - 1. You will hear two conservation workers discussing something they have found on the ground. What does the man say about the bones?
 - A They are possibly from a chicken.
 - B He is sure they are from a bird.
 - C They are definitely not from a bird.
 - 2. You will hear two friends talking about something one of them lost. Where did Jenny lose her earrings?
 - A in the ocean
 - B at a birthday party
 - C on the beach
 - 3. You will hear two friends talking about a news item. What does the boy say about the archaeologists?
 - A They haven't finished searching.
 - B They used traditional tools.
 - C They found more than one city.
 - 4. You will hear a paleontologist talking about his job. How does he feel at the moment?
 - A excited
 - B tired
 - C frustrated
 - 5. You will hear two friends talking about when they were younger. What sometimes happened during the game?
 - A Dad would answer questions.
 - B The girl didn't always know the answers.
 - C The girl didn't get a prize.
- Number the pictures in Activity 1 according to the questions. 

Objectives of the day:

1. Practise the following listening strategy:
 - Listening for gist.
2. Role-play a conversation.

Materials: Reader (1 per student).

Open the day

- "Learning to Learn" practice.
- **Play Word Scavenger Hunt:**

Write the following headings on the board: *Natural* and *Man-made*. In pairs, ask students to divide a page in their notebooks into two columns and write the heading at the top of each column. Explain the rules of the game: each pair has to look for as many words as possible in their books that describe natural and man-made locations and write them in the corresponding column. Give the class five minutes and then say: *Stop, put your pencils down*. The pair with the most words wins, and gets to write their words on the board. Invite volunteers to add more words to each column.

Open the book!**Listening****1 Look at the pictures. Say what they might have in common.**


Have students work in pairs and describe what they can see in each picture. Encourage students to use the words on the board to help them. Then have them agree on what they think the pictures have in common. Have different pairs share their ideas with the class and see if the whole class can decide on what they have in common.

International Certification: Listening

Another common exam-type listening activity involves listening for gist. Students will listen to six short dialogues. Each dialogue has a context sentence, a question or a sentence to complete along with three options. During the first listening, students should focus on understanding the gist of each dialogue and choosing the best option. Students should use the second listening to check their answers. For additional training, you might want to provide audios related to level-appropriate topics and have students listen for the main idea, then write their own questions and multiple-choice options for other students to answer.

- **For each question, choose the correct answer. There is one example.**  

Have students read the instructions and ask if anyone has any questions. Tell students that they are going to hear six different conversations. Ask them to read the statement and question for each conversation to get an idea of what they will be hearing and what information they need to listen for. Tell students that when listening for the first time, it is important that they listen to the whole conversation and note down their answers in pencil or on a piece of scrap paper. They should use the second listening to check and copy their answers into their books.

- **Number the pictures in Activity 1 according to the questions.** 

Have students read through the questions in Activity 2 and recall the conversations. Then ask the questions with match them with the pictures in Activity 1. Have students check their answers in pairs.

Finally, remind students to visit the online platform for more practice at home.



Ask students to recall their predictions about the characters and the story. Write their ideas on the board. Have students read pages 13 to 15 in class aloud or silently. After reading the pages, ask students to compare what has happened so far with their predictions. If time allows, play Track R2 while students follow in their books.

Close the day

- Have students work in pairs. Ask students to choose one of the conversations from Track 27 to act out and continue. You might want to play the audio again so that students can choose one conversation and write notes. Have pairs practise their conversations and then invite volunteers to act out their conversations in front of the class.



 Practice Book: Assign page 39 as homework.

Objectives of the day:

1. Practise the following speaking strategy:
 - Brainstorming about topics.
2. Describe photographs related to wonders and excavation sites.

Materials: Practice Book (pages 41 and 42).

Open the day

- "Learning to Learn" practice.

Open the book!

Speaking

1 How are excavation sites and natural wonders similar? How are they different? Make notes in the charts.

Have students work in groups to brainstorm and write their ideas in the charts. Tell students that they each have to take their own notes. Draw a Venn diagram with the headings *Excavations* in the one circle, *Natural Wonder* in the other and *Both* in the overlapping section. Invite volunteers from each group to come up and add some of their ideas to the diagram.

International Certification: Speaking

This exam-type activity involves students speaking extensively for about one minute to describe a colour photograph of a familiar everyday situation. Remind students to keep their descriptions simple and based on what they can see in the photographs. They should try to name and describe everything in the photographs. Students will be evaluated on the range of vocabulary that they use, how well they organise their language and their use of connectives.

2 Work in pairs and follow the instructions.

Divide the class into pairs. Assign the letter A to the one student and the letter B to the other. Read the instructions for the activity and ask students if they have any questions.

- **Take turns describing what you can see in the photograph and talk for 1 minute.**

Tell the class that they are going to talk for a minute about one of the photographs. Give them a couple of minutes to study their photograph and plan what they want to say. Encourage them to use their notes and the information in the Venn diagram to help them. Then have Student As describe their photographs.

- **As your classmate is talking, just listen to him/her.**

Tell Student Bs that they have to pay attention to what Student As are saying, maintaining eye contact and nodding to show agreement.

- **Now switch roles.**

Finally, have the pairs switch listening and speaking roles. Remind Student As that they now need to pay close attention, maintain eye contact and nod while their classmate speaks.

Close the day

- Have students reflect on the speaking activity. Invite them to evaluate the following aspects of their performance as a speaker and as a listener: Speaker: spoke fluently, provided interesting information; Listener: paid attention, maintained eye contact. Have students think about how they can improve their speaking skills.

  Practice Book: Assign page 40 as homework.

Time to Practise

You have now finished the first part of Topic 2 "A Curious World." Now it's time to practise some skills using the certifications' format. In this unit, students will practise a Listening skill, as well as Reading and Writing skills. Have students open their Practice Books to page 41. Have students read the questions before the audio starts. Tell them that they will hear a long factual-type interview. Have students first listen for gist and choose the correct options. Then have them listen again to check their answers. Call students' attention to the text with the numbered spaces and the provided sentences A–H on page 42. Have students first read the entire text to understand the narrative, then read the sentences before and after each gap and choose the answer that fits best. Finally, assign the two pages as homework or do the activities in class at the beginning of the next class.

Speaking

1 How are excavation sites and natural wonders similar? How are they different? Make notes in the charts.

Excavation Sites		
What people find	Questions they ask	What they learn

Natural Wonders		
What people see	Questions they ask	How they feel

2 Work in pairs and follow the instructions. 

- Take turns describing what you can see in the photograph and talk for 1 minute.
- As your classmate is talking, just listen to him/her.

Student A

People at an archaeological site



Student B


People at an amazing wonder



- Now switch roles.

Unit 4 Extreme Nature


1 Look at the news on the website. Then discuss the possible consequences of each natural event.



World News

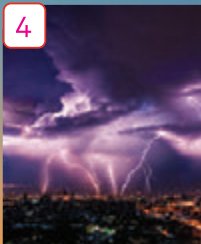
Science > Environment

1



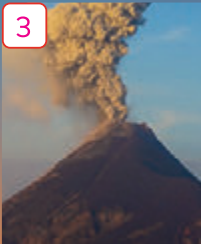
Tsunami warning after 7.4 earthquake.

4




City sees more than 1,000 lightning strikes in 3 hours.

3



Scientists believe volcano may erupt soon.

2



Firefighters get wildfire under control.

• Listen and number the news in order. 

• Listen again and circle **T** (True) or **F** (False).

- | | |
|---|---|
| 1. There was a tsunami in Indonesia this morning. | T <input type="radio"/> F |
| 2. The wildfire in California was caused by people. | T <input type="radio"/> F |
| 3. There could be a volcanic eruption in Hawaii, but no one is really sure. | <input checked="" type="radio"/> T F |
| 4. The storms and lightning were part of a typhoon coming from the Pacific Ocean. | <input checked="" type="radio"/> T F |

2 Match the words with their definitions.

- | | |
|----------------------|--|
| 1. tsunami | a fire that is out of control and can destroy a big area |
| 2. earthquake | a sudden explosion that throws out rocks and lava |
| 3. wildfire | a huge wave that occurs after an earthquake |
| 4. volcanic eruption | flashes of light that are produced during a storm |
| 5. typhoon | a large amount of water that covers land after heavy rains |
| 6. thunder | a shaking of the earth's surface that can cause damage |
| 7. lightning | a loud sound that follows a flash of lightning |
| 8. flood | a very heavy rain accompanied by strong, circular winds |

3 Imagine that you need to leave your house due to an extreme weather event. Decide what five things you would take with you.

Unit 4 Extreme Nature

Objectives of the day:

1. Learn vocabulary related to natural disasters.
2. Ask questions about a news event.
3. Describe what you would take in an evacuation.

Materials: Disasters Flashcards, Flashcard Activity 4A on page XVI.

Open the day

● "Animal Breaths" practice.

In this mindfulness practice, students will learn to breathe like different animals. Explain to students that this practice will help them to relax and focus. Have students sit at their desks, or if possible, cross-legged in a circle on the floor. Give the instructions and demonstrate each activity. Repeat each breathing exercise three times before moving on to the next exercise. First, ask students if they know how a dog breathes. Say: *Breathe in through your nose and then out as if you are panting, with your mouth open and your tongue relaxed, "Ha, ha, ha!"* Then tell them that they are going to breathe like cats. Say: *Breathe in through your nose and then out through your mouth purring softly "Rrrrrh!"* Next, say: *Breathe in through your nose and let all of the air out through your mouth with a long sigh.* Finally, tell students to relax for a few moments, just resting. Tell them to enjoy the calm feeling. Then ask students to stretch their muscles by raising their hands up over their heads to wake up their bodies. Ask students how they feel and allow volunteers to answer.

- Flashcard Activity 4A.

Open the book!

1 Look at the news on the website. Then discuss the possible consequences of each natural event.

Have students look at the news on the website and identify what the topic is. (natural disasters) Ask students to work in groups and come up with a list of possible causes for each natural disaster. Write the names of the natural disasters on the board and have volunteers write the causes under the corresponding disasters. Have students reflect on how many of these causes are related to human activity and how. Next, discuss what consequences these disasters might have on people and the environment. Then have students add possible consequences under each disaster.

● Listen and number the news in order.

Tell students that they are going to hear a news broadcast about the disasters. Play Track 28 and ask students to listen and number the disasters in the order that they are mentioned. To check the answers, have students name the disasters in order. Ask the class to recall the five questions that a news article must include. (Who...?, What...?, Where...?, When...? and Why...?) Then play the audio again and have students write notes to answer the above questions.

● Listen again and circle T (True) or F (False).

Have students read the statements and guess the correct answers from memory. Then play Track 28 again and have students check their answers. Ask the class what questions the statements answer about the news events. (1. what, where, when; 2. what, where, why; 3. what, where; 4. what, why, where) Have students write the missing questions to complete the information about each event.

2 Match the words with their definitions.

Point to and read the first word on the list. (tsunami) Elicit from students what a tsunami is and connect the word with the definition using your finger. (a huge wave that occurs after an earthquake) Now, ask students to match the words with the definitions. Then have them check their answers in pairs.

3 Imagine that you need to leave your house due to an extreme weather event. Decide what five things you would take with you.

Have students work in groups. Tell the class that many times people have to evacuate their homes or towns when there is a natural disaster, and that sometimes they can lose everything. Have students make a list of five things that they would take with them if they had to evacuate. Then have students share their lists in groups.

Close the day

- Flashcard Activity 4A.

  Practice Book: Assign page 43 as homework.

Objectives of the day:

1. Understand and use phrasal verbs to describe extreme weather.
2. Describe problems caused by extreme weather.

Materials: *Disasters* Flashcards, Flashcard Activity 4B on page XVI; Reader (1 per student).

Open the day

- "Animal Breaths" practice.
- Ask students if they watch or read the news. Write the following two headings on the board: *Good News* and *Bad News*. Have students work in groups. Ask them to brainstorm and write news topics that fit under each heading. (Bad News: deaths, crimes, natural disasters, financial disasters, global warming, etc. Good News: discoveries, inventions, human interest stories, sports events, entertainment, politics, etc.) Invite volunteers to write their topics under the corresponding headings. Tell students that some topics, like politics, depend more on personal opinion.

Open the book!

4 Read and number the pictures.

Ask students to read the title of the text and to look at the pictures. Then have them predict if the text is fiction or nonfiction. Ask students if they know the answer to the question in the title. If they do, allow volunteers to explain the natural occurrence in their own words. Then have students skim the text quickly to number the pictures in the correct order.

Open Day Tip Tense and Form

When doing substitution-type activities, it is important that students not only identify the word or words that they are going to use, but also how they are used grammatically. The tense must correspond in the case of verbs and the person, i.e. first person singular or plural; and in the case of nouns if they are singular, plural or uncountable. With phrasal verbs students also need to pay attention to the position of the preposition: *The plane took off; Take your sweater off.*

- Next to each sentence below, write a phrase in bold from the article above that matches the meaning of the phrase in bold in the sentence.

Have students read the text more carefully and deduce the meaning of the words in bold, either with a synonym or a simple definition. Ask students to compare their definitions or synonyms in pairs, justifying them with ideas from the text. Finally, have students substitute the words in bold in the sentences with the words from the text. Remind students to pay attention to tense and form when they make the substitutions. To check the answers, have volunteers read out the sentences and phrases.

- 5 Discuss what problems thunderstorms can cause. Make a list in your notebook. 

Have students work in groups. Ask each group to brainstorm and list the problems that thunderstorms can cause. Next, have students number their lists by order of impact, with 1 being the biggest impact. Then have students think of ways that they can prepare for, or prevent, damage from thunderstorms. Invite volunteers from each group to share their lists with the class.

Finally, remind students to visit the online platform for more practice at home.



Ask students to recall their predictions and what has happened in the story so far. Compare their predictions with what has actually happened. Ask students to make predictions for the next part of the story. Have them read pages 16 to 17 in class, aloud or silently. After reading the pages, ask students to compare the latest events with their predictions.

Close the day

- Flashcard Activity 4B.

  Practice Book: Assign page 44 as homework.

4 Read and number the pictures.



How do thunderstorms form and disappear?

1. The Towering Cumulus Stage

Thunderstorms are one of the most fascinating weather phenomena on the earth. They create strong winds and heavy rain accompanied by lightning and thunder. But did you know that these astonishing thunderstorms form out of air and vapour? When the sun heats the earth's surface during the day, the surface **warms up** and heats the air around it. The water on the surface now turns into vapour and is dragged up by the air. As the vapour goes higher, it **cools down** until it forms a cloud. At the tops of clouds, the temperature cools to below freezing (0 °C or 32 °F), and the vapour turns into ice! Meanwhile, the cloud gets bigger and bigger as vapour continues to be pushed up by warm air. If you look at the sky at this point, you will notice it starting to **cloud over**.

2. The Mature Stage

Now, how does the cloud **turn into** a thundercloud? Cool air enters the cloud and

pulls the heavy water down to make rain. At the same time, small pieces of ice **bump into** each other as they move around—just like go-karts! These collisions cause electrical charges that eventually fill the cloud. Lighter, positive charges go to the top of the cloud and heavier, negative charges go to the bottom. Eventually, the magic happens! A flash of light occurs between the two charges. This is what we call lightning, the flashes of light that we can see falling from the sky. Lightning is followed by thunder, a sound wave that we hear after the lightning strikes.

3. The Dissipating Stage

After about thirty minutes, the thunderstorm usually comes to an end. It **clears up** when there is more cool air than warm air in the cloud. As cool air **takes over**, there is not enough warm air to make more water. The storm **dies out** with light rain, and the cloud disappears from bottom to top.

1


3

2

- Next to each sentence below, write a phrase in bold from the article above that matches the meaning of the phrase in bold in the sentence.

1. It **gets hotter** during the summer. warm up
2. When it's cold, rain can **change into** snow. turn into
3. When a storm **ends**, the clouds disappear. die out
4. We should go home if it **gets cloudy**. cloud over
5. At the end of a storm, cool air **becomes more dominant**. take over
6. Storms cause accidents. Cars tend to **hit** each other. bump into
7. The day gets sunny when the storm **finishes**. clear up
8. It **gets colder** at night. cool down

- 5 Discuss what problems thunderstorms can cause. Make a list in your notebook. 

1 Listen and follow. 

The weather forecaster is **telling** people **not to go out**.
Jim **asked** us to call him.


Good Buddies The Protest

1 Hey, Mum. SOME VOLUNTEERS CAME ACROSS SOME DIGGERS IN THE LEOPARD NATIONAL PARK.



IT MUST BE THE PIPELINE! MAYBE JIM IS RIGHT.

2 WELL, THEY AREN'T DIGGING AT THE MOMENT. THERE IS A PROTEST.



I DON'T THINK THEY'LL BE DIGGING FOR A FEW DAYS. THERE IS A TYPHOON IN THE AREA. THE WEATHER FORECASTER IS TELLING PEOPLE NOT TO GO OUT.

3 AT THE NATIONAL PARK, THINGS ARE GETTING TENSE...



WHO ARE THEY?

WE DON'T KNOW. WE ASKED THEM NOT TO CUT DOWN ANY MORE TREES, BUT THEY SAID THEY WERE JUST DOING THEIR JOB.

SO, NOW WE ARE NOT MOVING.

4 PROTECT THE LEOPARDS! PROTECT THE LEOPARDS!



I THINK WE'LL HAVE TO MOVE SOON. LOOK, IT'S CLOUDING OVER!

THAT'S GOING TO TURN INTO A TYPHOON. LET'S TAKE COVER!

2 Summarise what happens at each stage of the story.

At Greta and Dylan's house	In the National Park	At Amur Energy	At Greta and Dylan's house
The family is discussing about the pipeline.	A typhoon is hitting the area.	Vicky hears Mr. Diamond is upset because of some machines.	The family suspects Jim might be right, and Vicky decides to call him.

• Retell the story using your notes.

3 In pairs, discuss the questions.

1. How did the typhoon help the Amur leopards?
2. How did the typhoon help the protesters?

Objectives of the day:

1. Exchange information in an interview.
2. Summarise events in a story

Open the day

- "Animal Breaths" practice.
- Ask students to work in pairs: Pairs A and Pairs B. Have students recall what happened in the previous comic strip on pages 46 and 47. Tell Pairs A to imagine that they are reporters and that they are going to interview two of the volunteers from the comic strip for an article that they are writing. Ask them to write at least five questions about the event. Have each Pair B imagine that they are two of the volunteers from the comic strip and agree on what they are going to say to the reporters. If necessary, remind students of the five standard questions that reporters must include in news articles. Have Pairs A and Pairs B group and role-play the interview.

Open the book!**Open to Learn**

In this unit, students will learn how to report commands and requests. It is important that they recognise the difference between a command and a request. You might want to make some commands and requests in the classroom and ask students how they are the same and how they are different: *Open the window. Would you open the window, please?* (Both indicate that the speaker wants the person to do something. The first is an order or command that you are expected to obey. The second is a request, a polite way of asking you to do something, and you can decide if you want to do it or not.) Call students' attention to the *Open to Learn* box. Have students read the two sentences in the box. Tell students that these sentences are telling you what someone else said, but not the exact words. Ask them to write down what they think the exact words were. (Don't go out! Could you call me?)

1 Listen and follow. 

Invite a volunteer to read the title of the comic strip. Have students look at the pictures and predict what they think will happen in this comic strip. Then play Track 29 and have students listen and follow along. Finally, assign the characters of the comic strip to different volunteers and have them read it aloud.

2 Summarise what happens at each stage of the story.

Ask general questions about the comic: *Who are in the comic?* (the volunteers, a volunteer's mum, protesters and a digger operator) *When did it happen?* (soon after the last comic strip) *Where does it happen?* (at Greta and Dylan's house, in a national park, at Amur Energy) Tell students that to answer the question *What happened?*, they need to summarise what happened at each location. Ask students to write one sentence in each box that answers *What happened?*

Open Day Tip Summarising

You might want to remind students that a summary should include only the main ideas of a text. Summaries should be short and concise and not include too much detail. Tell students that they shouldn't copy exactly what is in the text but rather rewrite it in their own words.

- **Retell the story using your notes.**

Have students work in pairs and retell the events of the story using their summaries. Invite different volunteers to read their summaries aloud. Ask the class to decide if the summaries include all of the main ideas concisely.

3 In pairs, discuss the questions.

Have students work in the same pairs and discuss the questions in their Student's Books. Tell students to reflect on how these events make them feel. Then ask them to share their ideas with the class.

Close the day

- Remind students that the fifth question that reporters ask is *Why*. Elicit questions from the class starting with *Why* and have volunteers come up and write them on the board. (*Why are people protesting?*) Have students work in groups and answer the list of questions on the board. Invite groups to share their answers with the class.



 Practice Book: Assign Activity 7 on page 47 as homework.

Objectives of the day:

1. Understand and identify reported commands and requests.
2. Report commands and requests.

Materials: Poster 4 with Cutouts, Poster Activity 4A on page XXIV.

Open the day

- "Animal Breaths" practice.
- **Play *Simon Says*:**

Tell students that they are going to play *Simon Says*. If they know the game, have a volunteer explain the rules of the game. If not, explain the rules, and do a couple of practice rounds to demonstrate before eliminating any students. Give commands and have students follow them only when preceded by "Simon says." Say: *Simon says stand up!* (Students stand up.) *Simon says don't sit down.* (Students don't sit down.) *Simon says touch your head.* (Students touch their heads.) *Touch your toes!* (Students do not touch their toes.) Any students who do touch their toes lose and have to sit down. The last student standing at the end of the game, wins.

Language Presentation**Reporting Commands and Requests**

In this class, students will learn how to report commands and requests. We suggest that you do Poster Activity 4A at this stage to present and practise the topic. This will help students to complete the activities on this page.

Open the book!**4 Find and underline the reported versions of these sentences in the story. Then write R (request) or C (command).**

Have students read through the comic strip and find examples of reported speech. Ask students to read the sentences and find the reported versions of them in the comics. Then have students decide and write if they are requests or commands.

● Complete using the correct form of the verbs in parentheses.

Have students identify the difference between a reported command and a reported request. (With a command, you use the reporting verb *told* and with a request, you use *asked*.) Have students complete the sentences with the correct form of the verbs. Invite students to write what they think the exact words were for each statement.

● In pairs, discuss whether the sentences above are commands or requests. Then write a command or request you have received from someone today.

Have students discuss whether the sentences are commands or requests. Then ask them to reflect on when to use commands and when to use requests. Ask students to report examples of commands or requests that they have received during the day. (The Spanish teacher asked us to bring a newspaper next class. The headteacher told us not to talk when lining up.)

Close the day

- Poster Activity 4A.

  Practice Book: Assign pages 45 and 46 as homework.

5

DON'T LEAVE! THEY TOLD US TO STAY WITH THE MACHINES! ARRGH!



6

THE NEXT DAY...

LOOK AT ALL THIS DAMAGE. THEY SAID IT WOULD BE BAD ON THE NEWS, BUT NOT THIS BAD.



DON'T GO NEAR THE MACHINES, PLEASE. THEY ARE RUINED, AND THE WORKERS HAVE LEFT. I'M GOING TO GET INTO TROUBLE.

NEVER MIND THAT! WE'RE TAKING YOU TO A DOCTOR.

7

IN THE OFFICES OF AMUR ENERGY...

WHAT? ALL THE WORKERS AND MACHINES? THEN GET SOME MORE. THIS PROJECT HAS STARTED NOW, AND WE CAN'T STOP IT!



HMM...

8

THAT NIGHT...

HE SAID THAT THE PROJECT HAD STARTED, AND THEY COULDN'T STOP IT. I THINK HE KNOWS SOMETHING.



JIM ASKED US TO CALL HIM IF WE LEARNED ANYTHING.

GRETA, COULD YOU PASS ME THE PHONE?

4 Find and underline the reported versions of these sentences in the story. Then Write R (Request) or C (Command).

C 1. Don't go out!

C 3. Stay with the machines!

R 2. Please don't cut down any more trees.

R 4. Could you call me?

• Complete using the correct form of the verbs in parentheses.

1. The protesters told the workers to protect (protect) the leopard.

2. The man told his workers not to leave (not leave).

3. The man asked the protesters not to go (not go) near the machines.

4. Vicky asked Greta to pass (pass) her the phone.

• In pairs, discuss whether the sentences above are commands or requests. Then write a command or request you have received from someone today.

They **said** it **would be** bad on the news. He **said** that the project **had started**, and they **couldn't** stop it.

5 Listen and match the people with what they said. 



head teacher



student



parent



builder

"There was a crack in the roof where water came in."

"I reported the problem before."

"The school can reopen tomorrow, and the students will share classrooms."

"It will take a week to fix the roof completely."

• Read and complete using the correct form of each verb in parentheses.

1. He said that there had been (be) a crack in the roof where water had come (come) in all week.
2. She said that she had reported (report) the problem before.
3. She said that the school could (can) reopen tomorrow, and that the students would (will) share classrooms.
4. He said that it would (will) take a week to fix the roof completely.

6 Look and take notes.



Where?

When?

What happened?

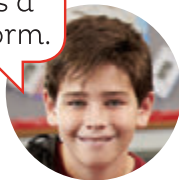
Why?

What will happen next?

• Tell the story to a classmate. 

 Play Report What They Said!

There was a thunderstorm.



There was a tsunami.



He said there had been a thunderstorm, but she said there had been a tsunami.

Objectives of the day:

1. Understand and identify reported statements.
2. Report statements in the past tense with modal verbs.

Materials: Poster 4 with Cutouts, Poster Activity 4B on page XXIV.

Open the day

- "Animal Breaths" practice.
- Ask the class what type of news interests them most: local, national or world. Elicit from the class the five question words that reporters use to report an event and write them on the board: *Who...?*, *When...?*, *Where...?*, *What...?* and *Why...?* Have students work in groups and come up with a headline for a current piece of news that answers at least three of the five questions: *Parker Reeves Wins Town Election for Mayor*. Ask the groups to share their headlines with the class and say whether they are related to local, national or world news. Leave the question words on the board for further reference.

Language Presentation**Reported Past Statements with Modal Verbs**

In this class, students will learn how to report statements in the past and with modal verbs. We suggest that you do Poster Activity 4B at this stage to present and practise the topic. This will help students to complete the activities on this page.

Open the book!**5 Listen and match the people with what they said.** 

Have students look at the pictures and read the text in the speech bubbles. Ask: *What do you think the audio will be about?* Have students guess which picture belongs with which speech bubble. Then play Track 30 and have students listen and match the speech bubbles with the people. Play the audio again and have students listen and note down the answers to the five questions on the board.



Call students' attention to the *Open to Learn* box. Have volunteers read the sentences aloud and write

them on the board. Ask students to tell you what they think the people said and write the direct speech below each reported statement. ("It will be bad on the news."; "The project has started and can't be stopped.") Underline the verbs in the sentences and tell students that when we report what people said, we are talking about something that happened in the past. The present turns into the past, the present perfect and past tenses go into the past perfect and *will* and modal verbs, like *can* and *may*, change to the past modal forms *would*, *could* and *might*.

• Read and complete using the correct form of each verb in parentheses.

Tell students that reporters also have to report what people said, not just report events. Ask students to complete the reporter's statements. Have students check their answers in pairs and then as a class.

6 Look and take notes.

Have students look at another picture of a weather-related event. Tell students to imagine that they are the man in the picture and to write notes about the event.

• Tell the story to a classmate. 



Ask students to copy the chart in Activity 6 into their notebooks. Have students work in pairs, Student A and Student B, to role-play the situation. Student A will be the man in the photograph and Student B will be a reporter. The reporters will interview the men about the event and complete the chart in their notebooks. Reporters can use the information in the chart in their Student's Books to tell the story. Then have students switch roles. Finally, remind students to visit the online platform for more practice at home.

 Play Report What They Said! 

Have students work in different pairs. Tell students that they are both going to be reporters comparing their information about the event. Have three volunteers read the information in the speech bubbles. Then tell students to use the information in the chart in their notebooks to report what the person said and find out where the stories are similar or different. Invite pairs to share the differences with the class.

Close the day

- Poster Activity 4B.

  Practice Book: Assign Activities 5 and 6 on page 47 as homework.

Objectives of the day:

1. Understand and identify homophones.
2. Learn and say a tongue twister.

Materials: student dictionaries (1 per group). You can use the IPA Pronunciation Guide on page A1 and the online platform as a guide.

Open the day

- "Animal Breaths" practice.
- **Play Word Scavenger Hunt:**

Write these words on the board and have students read them aloud with you: *Archaeology* and *Weather*. In pairs, ask students to divide a page in their notebooks into two columns with the titles: *Archaeology* and *Weather*. Explain the rules of the game: each pair has to page through their books and find as many words as possible related to the headings and write them in the corresponding column. Give students three minutes and then say: *Stop, put your pencils down*. The pair with the most words wins, and gets to read out their words. Invite volunteers to read out words that the winners didn't mention.

Open the book!

1 Match the words that sound the same.

Tell students that there are many words in English that sound the same, but that are spelled differently and mean something different as well. These words are called homophones. This happens because English comes from many different languages, as does its spelling. Ask students to read the words aloud and to match the ones that sound the same.

Open Day Tip Dictionary Study

You might want to use this opportunity to provide dictionary practice for students. They can use the dictionary to check how homophones are pronounced the same and also to check the meaning of the words.

2 Read and circle the correct options.

Have students read the story and select the correct options. Tell students that both options sound the same, so they must pay attention to the spelling. Finally, have students check their answers in pairs by spelling out the correct options.

• Listen and check.

Tell the class that they are going to hear the correct options from Activity 2 spelled out. Play Track 31 and have students check their answers. If dictionaries are available, students can look up the incorrect options and write the meaning for these in their notebooks.

3 Listen and repeat the tongue twister. Circle the words that sound the same.



Ask students if they remember any tongue twisters in English and have volunteers say them. Play Track 32 and have students circle the words that sound the same. Ask students to look up the words and write a definition or synonym for them. Warn them that the words might have more than one meaning. (*Weather* as a noun means atmospheric conditions, like cloudy, rainy, etc. As a verb, it means to endure or to put up with. *Whether* means the same as *if*.) Have students talk about what the tongue twister means. (We have no choice but to put up with the weather.)

Finally, remind students to visit the online platform for more practice at home.

Close the day

• Play The Tongue Twister Game:

Explain that it is easier to say tongue twisters if you memorise them. Give students five minutes to memorise the tongue twister in Activity 3 and practise saying it quickly. Divide the class into two teams. Explain the rules of the game: a student from one team comes to the front and says the tongue twister and the other team checks to make sure that they have said it correctly. Students win one point for their teams if they say the tongue twister correctly and a second point if they say it quickly as well.