

Lesson objectives

- To understand some 'self descriptions'
- To describe abilities, likes and dislikes using *good at*, *like* and *prefer*, and adjectives
- To write about their favourite activities
- To identify and correct mistakes in their own writing

Language

I'm good at Maths and Science.

I'm a very active person.

I like doing all kinds of sports.

I prefer team sports to individual sports.

Key vocabulary: *perform, gifted, artistic, take part, trophy, medal, tournament, competition, prize, athletic, musical, extraordinary*

More words: *active, lazy, sociable, shy, cheerful, kind, funny, serious*

Reading (page 4)

Before reading

1 Discuss these questions.

- Ask the children to open their books at page 4. Draw the children's attention to the unit title and explain the meaning of *talented* if necessary. Ask a few children the first question. Then ask *How many children are best at (sport)?* and count the children. Find out which activity your class is best at, out of the four.
- Read the second question and ask the children to discuss it in pairs. Then ask individual children to tell you about people their partners know, e.g. *His friend is very good at basketball. Her mum is very good at making cakes.*
- Ask the children to look at the reading text, and point out the title *Super Kids!* Say *This is a text about talented children.* Tell the children to look at the text on the blue bands and ask some questions about the children, e.g. *How old is Kati? What is she good at? Where is Josh from? What is he good at?* Then let the children ask and answer similar questions in pairs.

2 Read and listen. 🎧 01

- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, explaining any further vocabulary as necessary, e.g. *How old was Asif when he started painting? What is he going to do when he is older? What competition did Josh win? What is Kati going to take part in next year?* etc.
- Play the recording again. Then point out the red words within the text. Read each word in turn, make sure the children understand the meaning (explaining the meaning in English where necessary), and model and drill punctuation.

- Ask the children to find in the text three adjectives that describe abilities (*artistic, athletic, musical*) and three words for things you can win in a competition or tournament (*trophy, prize, medals*).

Vocabulary (page 5)

3 Use the words from the text to complete the sentences.

- Look at the example together. Then tell the children to read the rest of the sentences and find words in red in the text to complete them.
- The children do the exercise individually. Let them check their answers in pairs before checking as a class.

KEY

- 1 tournament 2 medals 3 prize 4 trophy 5 gifted
6 perform 7 athletic 8 artistic 9 took part 10 musical
11 competition 12 extraordinary

Reading comprehension (page 6)

4 Answer the questions. Write *Asif, Kati, Josh* or *Sang-mi*.

- Let the children ask and answer the questions in pairs before they write anything, taking turns to ask the questions. Encourage them to look back at the text to help them.
- The children work individually to write the answers.
- Check the answers as a class.

KEY

- 1 Kati 2 Josh 3 Sang-mi 4 Kati 5 Asif
6 Sang-mi 7 Kati 8 Asif 9 Asif 10 Josh 11 Sang-mi
12 Sang-mi

5 Write *True* or *False*.

- The children work individually to read each sentence and write *True* or *False* as appropriate.
- Let them check their answers in pairs, then check them as a class. As you do so, ask the children to correct the false sentences.

KEY

- 1 False 2 True 3 False 4 False 5 True 6 True
7 True 8 False 9 False 10 False 11 True 12 True

6 Discuss these questions with a partner or with your class.

- Ask the children to read and discuss the questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class.
- If the children are discussing the questions in pairs, when they have finished, ask each pair to tell the class about one interesting thing that they have discussed.

More words (page 52)

Read the sentences on the left. Check the blue words in your dictionary.

- In a stronger class, use the *More words* section to extend the children's knowledge of adjectives used to describe people's personalities.
- Ask the children to turn to page 52, section 1 (*Personalities*). Read the example with them. Point out that the sentence on the right explains the meaning of the word *active*.
- Model and drill pronunciation of the adjectives in blue.
- The children work individually or in pairs, using dictionaries where necessary. Tell them to read all the sentences before they do the matching.
- Check the answers as a class by asking volunteers to read out the pairs of sentences. Pay attention to the children's pronunciation of the adjectives in blue.
- Ask the children to find another adjective in one of the right hand sentences that is used to describe personality (*generous*) and explain the meaning if necessary.

KEY

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

Writing (page 7)

- Look at the photo next to the reading text and say *This text is about a boy. What is he good at? (rugby)*. Ask the children to scan quickly through the text (without reading every word) and tell you what other activities are mentioned (*Maths, Science, football, tennis, running, swimming*).
- Read the text while the children follow it in their books. Then ask some questions to check understanding, e.g. *Does he hate any sports? Does he prefer team sports or individual sports? How old was he when he started playing rugby? When does his team practise? Does he like his coach?*
- Ask the children to find adjectives in the text that describe personality (*active, sociable, cheerful, funny*).

7 There are mistakes in each sentence below. Rewrite them correctly.

- Read the text in the blue box with the children. Then look at Exercise 7 and read the example. Ask *What kind of mistake is this? (incorrect punctuation)*. Point out that a full stop is needed after *running*, because that is the end of a sentence. A comma is often used before *too*, but it is not incorrect to omit this.
- Let the children work individually, then check their answers in pairs. Check the answers as a class. For each sentence, ask *What kind of mistake is this?*

KEY

- 1 I like running. I like swimming, too.
- 2 I'm **quite** good at Art and Music.
- 3 I'm very good at football, **tennis** and basketball.
- 4 My mother **taught** me the piano when I was four.
- 5 I love dancing. It's my favourite activity.
- 6 I practise every day after school.

8 Write about you and your favourite activities. Answer these questions to give you ideas. Use some of the new vocabulary to describe yourself.

- In preparation for the writing task, ask the children to read the questions in the box, and ask and answer in pairs. Encourage them to answer each other in full sentences.
- Give the children a time limit to write a paragraph about themselves, using the model text and the questions in Exercise 8 to help them.

9 When you finish, check for mistakes in your work.

- When the children have finished writing, ask them to read through their work, checking for incorrect spelling, tenses and punctuation. They can also swap books and check their partners' work (it is often easier to spot mistakes in someone else's writing than in your own).
- When the children are happy with their work, you could ask them to copy it out neatly.

Writing (optional extension activity)

- Tell the children they are going to write an imaginary interview with a famous talented person of their choice. They are going to use the questions in the green box, and add some more questions if they like.
- First they should look on the Internet to see if they can find answers to their questions. If you like, they could do this for homework.
- Now let the children write their interview, imagining that it is going to be published in a magazine. They can use their imagination to fill in any information that they haven't managed to find out!
- When the children have finished their interviews, they could read them out in pairs. You might also like to display the written interviews in the classroom, along with photos of the famous people who have been 'interviewed'.

2

Extreme nature

Lesson objectives

To understand factual texts about volcanoes and hurricanes

To identify conditional and time clauses with *when* and *if*

To organize notes into paragraphs

To use notes to write a text about tornadoes

Language

When the rock comes out of the ground, it is called lava.

If it erupted, the explosion would cause the sky to turn very dark.

Key vocabulary: *underground, rises, hole, ash, liquid, forms, buried, surface, reaches, steam, explosion, fall*

More words: *unsettled, light, freezing, severe, dark, strong, heavy*

Reading (page 8)

Before reading

1 Discuss these questions.

- Ask the children to open their books at page 8 and draw the children's attention to the unit title. Look at the photo and ask *What's this?* Ask the children to tell you what they know about volcanoes.
- Read the questions and ask the children to discuss them in pairs. Then let the pairs feed back to the class.

2 Read and listen. 02

- First read the words in red and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation.
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, explaining any further vocabulary as necessary, e.g. *When do volcanoes become dangerous? When the hot rock comes out of the volcano, what is it called? What kind of volcano destroyed Pompeii? What is the most dangerous kind of volcano? What would happen if the supervolcano in Yellowstone National Park erupted?*
- You might also want to use the text to revise conditionals and time clauses with *when* and *if*. Read this sentence again: *Volcanoes become dangerous when they erupt.* Identify the time clause (...*when they erupt*). Ask the children to look for other sentences with *when* or *if*. Identify the time clauses/conditional clauses.

Vocabulary (page 9)

3 Match the words from the text to the definitions.

- Look at the example together. Then tell the children to match the rest of the red words to their definitions, reading each definition carefully and looking up words in dictionaries if necessary. You might like to let them do this in pairs.

KEY

- 1 ash 2 rises 3 steam 4 buried 5 explosion
6 surface 7 fall 8 reaches 9 underground 10 liquid
11 forms 12 hole

Reading comprehension (page 10)

4 Complete the facts. Write one word in each gap.

- Read the example with the children. Explain that they should write one word in each gap, so that the sentence matches the information given in the text. You might want to let them work in pairs.
- Check their answers as a class by asking individuals to read the sentences.

KEY

- 1 sea 2 Dormant 3 ash / magma 4 lava 5 Vesuvius
6 island 7 climate 8 Extinct

5 Match the sentences with the pictures.

- Write the following words on the board: *supervolcano, stratovolcano, submarine volcano*. Look at the photos with the children and ask them to use the reading text to match the names to the photos. Give them two or three minutes to do this in pairs. Then check as a class (a = *stratovolcano*, b = *submarine volcano*, c = *supervolcano*).
- The children work individually to read the descriptions and draw lines matching them to the correct photo. They should use the reading text on pages 8 and 9 to help them.
- Let them check their answers in pairs, then check them as a class by asking individuals to read out the sentences and say the corresponding letter and name.

KEY

They look like mountains. – a (stratovolcano)

They start under the sea. – b (submarine volcano)

They are under the earth. – c (supervolcano)

When they erupt, they can make islands. – b (submarine volcano)

They are the most dangerous volcanoes. – c (supervolcano)

They are the most common volcanoes. – a (stratovolcano)

6 Match the two parts of the sentences.

- The children use the text to help them match the sentence halves.
- Let the children check their answers in pairs, making sure they agree. Then check the answers as a class.

KEY

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

7 Discuss these questions with a partner or with your class.

- Ask the children to read and discuss the first two questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class.
- If the children are discussing the questions in pairs, when they have finished, ask each pair to tell the class about one interesting thing that they have discussed.
- Read question 3 and elicit the names of other dangerous natural events, helping the class with any vocabulary and writing the names on the board (e.g. *hurricanes, tornadoes, cyclones, earthquakes, floods, tsunamis*).

More words (page 52)**Look at the phrases below and check the meanings in your dictionary.**

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 52, section 2 (*Weather*). Read the phrases in the box, and give the children some time to look up any words they are not familiar with in dictionaries. Model and drill pronunciation.
- Explain that these phrases are common 'collocations' (i.e. combinations of words that sound right together) and that it is a good idea to learn the complete phrases.

Now complete the weather report with the best words.

- Explain that the text is a weather report or forecast, such as you might hear on the TV or radio. Ask the children to read quickly through the gapped text and tell you whether they think the weather is going to be good or bad.
- The children work individually or in pairs to complete the text. Tell them to read the whole text before they write anything. (They should be careful with the last gap: *rain* would be possible after *light*, but the context of freezing temperatures tells us that the word should be *snowfall*).
- Check the answers as a class by asking volunteers to read out the sentences. Pay attention to the children's pronunciation of the weather words.

KEY

'There will be unsettled **weather** over the next few days. We will see dark **clouds** and heavy **rain**, together with strong **winds**. In some areas, the rain may cause severe **flooding**. In the north, it will be much colder, with freezing **temperatures**, and light **snowfall** in some areas.'

Writing (page 11)

- Ask the children what they know about hurricanes.
- Read the text while the children follow it in their books. Then check understanding by saying some sentences and letting the children tell you whether they are true or false. Example sentences: *Hurricanes form in cold countries. Hurricanes can happen over the sea or land. Hurricanes can pick up cars. Hurricanes cause floods. Scientists don't know when a hurricane is going to happen.*

8 Match these notes about tornadoes with the topics below.

- Read the text in the blue box with the children. Remind them of the work they did on topic sentences in level 5. Then explain that the paragraphs in the reading text don't have topic sentences at the beginning, but that each paragraph talks about a group of ideas. Read out the first topic: *Damage caused by hurricanes*. Ask the children which paragraph in the reading text it matches and why (B – because it says, *Their winds destroy buildings, pick up cars and rip trees out of the ground. Their heavy rains can cause severe flooding*.). Repeat with the other topics (Staying safe in a hurricane – C; What is a hurricane? – A).
- Look at Exercise 8 and read the example. Explain that they should read each line of notes, and decide which topic it relates to (choosing from the three topics on the right hand side, A, B or C). Tell them to look up any unknown words in a dictionary.
- Let the children work individually, then check their answers in pairs. Check the answers as a class.

KEY

form during thunderstorms – A
 strong ones cause severe destruction – B
 look like a spinning column – A
 can destroy buildings – B
 warn people to find safe shelter – C
 scientists follow tornadoes – C
 winds can travel up to 480 kph – A
 can predict arrival of tornadoes – C
 can pull cars and trees up in the air – B
 usually last a few minutes – A

9 Now use the notes to write three paragraphs about tornadoes.

- Construct the paragraphs orally with the children. Read out the first 'topic' (*What is a tornado?*) and ask the children to tell you the notes that are relevant. As they do so, help them to turn the notes into complete sentences.
- Repeat with the other two topics.
- Now ask the children to write the text.
- When the children have finished writing, ask them to read through their work, checking for incorrect spelling, tenses and punctuation, as they did in unit 1. They can also swap books and check their partners' work.

Writing (optional extension activity)

- Children write about the climate in the place where they live, describing the weather in each season.

3

Ancient civilizations

Lesson objectives

- To understand factual texts about ancient civilizations
- To identify regular and irregular past simple forms
- To understand and use examples (with *like, such as, for example, for instance*)
- To write a factual text containing historical information

Language

The Vikings came from cold places like Norway, Denmark and Sweden.

They grew grain such as wheat and barley.

Key vocabulary: *ruled, decorated, servants, jewellery, weapons, brick, silk, mud, merchants, craftsmen, grain, obey*

More words: *wool, metal, stone, china, cotton, clay, leather, glass*

Reading (page 12)

Before reading

1 Discuss these questions.

- Ask the children to open their books at page 12. Draw the children's attention to the unit title and explain the meaning. Ask the children what ancient civilizations they know of, and if they have studied any of them in history lessons. Draw a timeline on the board, showing the time periods for the different civilizations if you like.
- Read the questions and discuss them as a class, drawing in the children's knowledge of ancient civilizations.

2 Read and listen. 03

- First read the words in red and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation. Explain that the word *merchant* is old-fashioned – we don't use it nowadays.
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, explaining any further vocabulary as necessary, e.g. *Who lived in palaces? Who were the richest people? Where did they live? Who were the poorest people? Where did they live? What two important developments does the text mention?*
- You might also want to use the text to revise the past simple. Ask the children to find examples of past forms in the text, and identify the regular and irregular forms.

Vocabulary (page 13)

3 Use the words from the text to complete the sentences.

- Look at the example together. Then tell the children to read the rest of the sentences and find words in red in the text to complete them.
- The children do the exercise individually. Let them check their answers in pairs before checking as a class.

KEY

- 1 Craftsmen 2 Weapons 3 obey 4 mud 5 silk
6 decorated 7 servants 8 brick 9 jewellery 10 grain
11 ruled 12 merchants

Reading comprehension (page 14)

4 Write True or False.

- The children work individually to read each sentence and write *True* or *False* as appropriate. Encourage them to look back at the text to help them decide whether the sentences are true or false.
- Let them check their answers in pairs, then check them as a class. As you do so, ask the children to correct the false sentences.

KEY

- 1 True 2 True 3 False 4 True 5 True 6 True
7 False 8 False

5 Complete the facts.

- Read the example with the children. Explain that they should write one word in each gap (the example is the only sentence that requires two words), so that the sentence matches the information given in the text.
- Check their answers as a class by asking individuals to read the sentences.

KEY

- 1 Yellow River 2 servants 3 Rich 4 cities 5 rice
6 tools 7 bronze 8 Writing

6 Write the sentences under the correct headings.

- The children use the text to help them match the sentences to the groups of people, and write each sentence under the correct heading.
- Let the children check their answers in pairs, making sure they agree. Then check the answers as a class.

KEY

Priests and warriors	Merchants and craftsmen	Farmers
They wore silk clothes.	They were not rich, but not poor.	They lived in bamboo houses.
They lived in wooden houses.	They lived outside the city walls.	They lived in villages.
They liked horse riding.		They looked after animals.

7 Discuss these questions with a partner or with your class.

- Ask the children to read and discuss the questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class.
- If the children are discussing the questions in pairs, when they have finished, ask each pair to tell the class about one interesting thing that they have discussed.

More words (page 52)

Check the meanings of the words below and then complete the sentences.

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 52, section 3 (*Materials*). Read the words in the box, and give the children some time to look up any words they are not familiar with in dictionaries. Model and drill pronunciation.
- The children work individually or in pairs to complete the sentences.
- Check the answers as a class by asking volunteers to read out the sentences. Pay attention to the children's pronunciation of the target vocabulary.

KEY

1 clay 2 glass 3 metal 4 cotton 5 leather 6 stone
7 china 8 wool

Writing (page 15)

- Explain that you are going to read a text about a different ancient civilization, written by a child.
- Read the text while the children follow it in their books. Then ask some questions to check understanding, e.g. *When did Vikings first arrive in England? How do we know they settled in Liverpool? What were their houses made of? What grains did they grow? What metals did they use to make things?*
- You might like to let the children find Liverpool on a map of the United Kingdom.

NOTE The Vikings came from Scandinavia, and travelled to other countries in Europe (e.g. Britain and Ireland) between about 700 AD and 1100. Some went in search of new land to settle, and became farmers, craftsmen or traders. Others went to fight and steal treasure.

8 Match the general points with their examples.

- Read the text in the blue box with the children, and let them work in pairs to find examples in the text at the top of the page. Explain that the phrases *for example* and *for instance* require a comma after them.
- Look at Exercise 8 and read the example.
- Let the children work individually to do the matching, then check their answers in pairs. Check the answers as a class.

KEY

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

9 Write about your area a thousand years ago. Answer these questions to help you, and use examples to make your writing more interesting.

- Work together as a class to answer the questions in the green box. Use reference books or the Internet to find out the answers if necessary.
- Working orally as a class, help the children to form sentences with examples, using the information you have found out. Say a statement (e.g. *They wore skins from animals*) and let the children think of a way of ending the sentence, using examples (e.g. *...such as sheep and cows*).
- When you think the children are ready, ask them to write a short piece about your area a thousand years ago, by answering the questions in the green box. Remind them to make their writing more interesting by using examples where possible.

Vocabulary (optional extension activity)

- Ask the children to look back at the readings texts and find some examples of materials (e.g. *wood, brick, silk, mud, stone, bamboo, bronze*).
- Ask the children to see how many different modern materials they can think of and to make a list. Encourage them to look around them and see what everyday objects are made of, and to look in dictionaries to find out what those materials are called in English.

4

Endangered animals

Lesson objectives

- To understand factual texts about animals
- To understand and use sentences with *so*
- To include exact and approximate numbers in factual writing
- To write a factual text about crocodiles

Language

They have white fur, so it is difficult to see them in the snow.

They have strong tails and pointed fins so they swim fast.

They have approximately 3,000 teeth.

Key vocabulary: *predators, habitat, prey, endangered, conservationists, attack, camouflaged, species, hemisphere, rare, due to, pollution*

More words: *claws, fur, paws, tail, scales, fin, feathers, shell, beak, jaws, horns, wings*

Reading (page 16)

Before reading

1 Discuss these questions.

- Ask the children to open their books at pages 16 and 17. Draw the children's attention to the unit title and explain the meaning if necessary.
- Read the questions and discuss them as a class.

2 Read and listen. 🎧 04

- First read the words in red and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation.
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, explaining any further vocabulary as necessary, e.g. *Where do polar bears live? What makes them good swimmers? Why are polar bears endangered? What do penguins eat? Where do most penguins live? Why are they endangered?*
- Read this sentence again: *They have white fur, so it is difficult to see them in the snow.* Point out the use of *so* to express a consequence (it is difficult to see them in the snow because they have white fur).
- Ask the children to find two more sentences with *so* in the polar bears text.

Vocabulary (page 17)

3 Match the words from the text to the definitions.

- Look at the example together. Then tell the children to match the rest of the red words to their definitions, reading each definition carefully and looking up words in dictionaries if necessary. You might like to let them do this in pairs.

KEY

- 1 attack 2 conservationists 3 pollution 4 species
5 endangered 6 predators 7 hemisphere 8 habitat
9 rare 10 due to 11 prey 12 camouflaged

Reading comprehension (page 18)

4 Correct the information in bold.

- Read the example with the children. Then let them work individually to complete the exercise, using the text to help them find the appropriate word or phrase.
- Let the children check their answers in pairs, then check them as a class by asking individuals to read the corrected sentences.

KEY

- 1 taller 2 northern 3 fur 4 people 5 swim 6 squid
7 dark ocean 8 rare

5 Match the sentences with the pictures.

- The children work individually to read the descriptions and draw lines matching them to the correct photo. They should use the text to help them.
- Let them check their answers in pairs, then check them as a class by asking individuals to read out the sentences and say the corresponding letter.

KEY

They live in Antarctica. – a

They eat seals. – b

They live in Canada. – b

They eat krill. – a

Their flippers help them to swim very well. – a

They have flat feet. – b

They have sharp beaks. – a

Their predators include sharks. – a

6 Match the two parts of the sentences.

- The children use the text to help them match the sentence halves. As this exercise is quite challenging, you may prefer to let them work in pairs.
- Check the answers as a class.

KEY

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

7 Discuss these questions with a partner or with your class.

- Ask the children to read and discuss the questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class.
- If the children are discussing the questions in pairs, when they have finished, ask each pair to tell the class about one interesting thing that they have discussed.

More words (page 53)

Write the words with the types of animals they describe. Use your dictionary if you like. Some words can describe more than one type of animal.

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 53, section 4 (*Describing animals*). Read the words in the box, and give the children some time to look up any words they are not familiar with in dictionaries. Model and drill pronunciation.
- Check that the children understand the meaning of *mammals* and *reptiles*. Then let the children work individually or in pairs to write the words in the correct box(es). Tell them to include each word in every box it can apply to; e.g. some mammals, such as cats, have claws, so the word *claws* should be written under *mammals* as well as under *birds*.
- Check the answers as a class.

KEY

mammals	reptiles	birds	fish
claws	claws	claws	tail
fur	tail	tail	scales
paws	scales	feathers	fin
tail	shell	beak	jaws
jaws	jaws	wings	
horns			

Now use some of the words to complete the sentences. Look at the **adjectives** that go together with the animal words to help you.

- The children complete each sentence with the correct word from the box, using the adjectives in bold to help them.

KEY

1 fur 2 fin 3 shell 4 scales 5 claws 6 jaws

Writing (page 19)

- Explain that you are going to read a text about a different animal. Ask the children to look at the picture and ask *What's this?*
- Read the text while the children follow it in their books. Then ask some questions to check understanding, e.g. *How fast can great white sharks swim? Where do they live? Do they eat humans? Why are they grey on top?*
- Ask the children to find three sentences with *so* in the text.

8 Match the two parts of the sentences.

- The children use the text to help them match the sentence halves.
- Let the children check their answers in pairs, making sure they agree. Then check the answers as a class.

KEY

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

9 Write about crocodiles. Use this information.

- Working orally with the class, use the notes to put together a factual text about crocodiles. Show the children how to expand the notes by adding clauses with *so* (e.g. *They are dark brown or green, so they are difficult to see in the water; They have long tails, so they can swim fast; They have about 66 teeth, so they can bite their prey.*)
- When you think the children are ready, ask them to write the text.

KEY

Example text:

Nile crocodiles are reptiles. They grow up to six metres long and weigh approximately 700 kilograms.

They are dark brown or green, so they are difficult to see in the water. They have a long nose and a long tail. They have approximately 66 teeth, which they use to catch their prey. Nile crocodiles live in the rivers and lakes of Southern Africa. They eat fish, birds, zebras and sometimes humans!

Writing (optional extension activity)

- Children research and write about a different animal of their choice.

5

Food inventions

Lesson objectives

To understand descriptions of processes

To identify and use present passive sentences to describe processes

To use the adverbs *first, then, next, after that* and *finally*

To write a description of the chocolate-making process

Language

First, the beans are picked in the fields.

After that, cans are filled with beans.

Finally, the cans are labelled and transported to shops.

Key vocabulary: *preserve, bacteria, spoils, removed, product, methods, traditional, refrigerate, discovered, container, factories, transported*

More words: *label, inspect, pick, sell, transport, eat, distribute, heat, select*

Reading (page 20)

Before reading

1 Discuss these questions.

- Ask the children to open their books at pages 20 and 21. Read the unit title and the title of the reading text, explaining the meaning if necessary. Ask the children to look at the photos and tell you in L1 what foods they can see, and how they are preserved.
- Read the questions and discuss them as a class.

2 Read and listen. 🎧 05

- First read the words in red and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation.
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, explaining any further vocabulary as necessary, e.g. *What happens if you remove the water from food? Why does salted food last a long time? Who invented canning? When was frozen food first sold?*
- Ask the children to find and read out passive sentences in the text. Explain if necessary that the passive is usually used to describe processes.

Vocabulary (page 21)

3 Use the words from the text to complete the sentences.

- Look at the example together. Then tell the children to read the rest of the sentences and find words in red in the text to complete them.
- The children do the exercise individually. Let them check their answers in pairs before checking as a class.

KEY

- 1 preserve 2 bacteria 3 refrigerate 4 methods
5 transported 6 spoils 7 removed 8 product
9 factories 10 discovered 11 traditional 12 container

Reading comprehension (page 22)

4 Answer the questions. Write *D (drying)*, *S (salting)*, *F (freezing)* or *C (canning)*.

- The children work individually to read each question and write the appropriate letter. They should use the text to help them.
- Let them check their answers in pairs, then check them as a class by asking individual children to ask and answer the questions.

KEY

- 1 D 2 F 3 C 4 D 5 F 6 S 7 D 8 F

5 Write *True* or *False*.

- The children work individually to read each sentence and write *True* or *False* as appropriate.
- Let them check their answers in pairs, then check them as a class. As you do so, ask the children to correct the false sentences.

KEY

- 1 True 2 True 3 False 4 False 5 True 6 True
7 False 8 True

6 Write *dried*, *canned* or *frozen* under each food.

- The children look at the photos, decide how each food has been preserved, and write the appropriate word.
- Let the children check their answers in pairs, then check them as a class. See if the children can name the foods in English.

KEY

- 1 canned (marmalade) 2 dried (figs) 3 frozen (ice cream)
4 canned (fish/sardines/pilchards) 5 frozen (peas)
6 dried (chilli)

7 Discuss these questions with a partner or with your class.

- Ask the children to read and discuss the questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class.
- If the children are discussing the questions in pairs, when they have finished, ask each pair to tell the class about one interesting thing that they have discussed.

More words (page 53)

Complete the description. Use the verbs below and check any new words in your dictionary. Remember to use the passive for the verbs.

- In a stronger class, use the *More words* section to extend the children's vocabulary.

- Ask the children to turn to page 53, section 5 (*Processing food*). Read the words in the box, and give the children some time to look up any words they are not familiar with in dictionaries. Model and drill pronunciation.
- Elicit the past participles of the verbs. Note the double / in *labelled*, and the two irregular forms (*sold*, *eaten*).
- Let the children work individually or in pairs to read the text and write the correct passive form in each gap. Tell them to read and complete the text orally before they write anything.
- Check the answers as a class by asking individual children to read out sentences.

KEY

First, the plums **are picked** from the trees. Then, they **are transported** to a factory by trucks.

The plums **are inspected** carefully to check their quality and only the good ones **are selected** to make jam. Sugar, water and other ingredients are added and then the jam **is heated** to very high temperatures to kill any bacteria.

Once the jam is in glass jars, the jars **are labelled** with the name of the product and the company. The jam **is distributed** to different shops and supermarkets, where it **is sold** to customers. And finally, it **is eaten** on bread.

Writing (page 23)

- Explain that you are going to read a text about a different way of preserving food. Ask the children to look at the picture and ask *What are these?*
- Read the text while the children follow it in their books. Then ask some questions to check understanding, explaining any vocabulary as necessary, e.g. *What is done first? Why are the beans put in boiling hot water? What happens after the lids are sealed? What is done last?*

8 Describe the process of making chocolate. Use the notes below.

- Read the text in the blue box. Ask the children to look back at the model text above and identify the introduction, the headings for the steps, the time phrases and the passive verbs. Point out that a comma isn't needed after *Then*.
- Ask the children what they know about the chocolate-making process. Look at the notes in the green box. Point out that the verbs are all in the infinitive, and that most of them will need to be changed into the passive. Identify the verbs, explaining the meaning as necessary. (Note that *shell* is a verb here.)
- Working orally with the class, use the notes to put together a text describing the process of chocolate-making. Help the children to expand the notes by adding time phrases and changing the verbs into the passive.
- When you think the children are ready, ask them to write the text.

KEY

Example text:

Chocolate is made from cocoa beans.

Step 1 First, the beans are picked on the farms. They are left to dry in the sun. Then they are transported to factories.

Step 2 The beans are cleaned, roasted and shelled. Next, they are made into a rich brown chocolate liquid.

Step 3 The fat in the liquid is removed to make cocoa butter. The cocoa butter is turned into cocoa powder.

Step 4 Finally, different ingredients are added to make milk and dark chocolate.

Vocabulary (optional extension activity)

- Children use dictionaries to make lists of dried, canned and frozen foods that they eat regularly.

6

Old and new

Lesson objectives

- To understand a factual text about old buildings
- To understand an advert
- To identify and use the passive (past simple and present perfect)
- To use interesting adjectives in their writing
- To write an advert for a museum or gallery

Language

The beautiful building was first built in 1927 and was used as a swimming pool until 1985.

The building has been filled with fantastic collections of paintings, sculptures and textiles.

Key vocabulary: *restore, transformed, art gallery, original, sculptures, textiles, statues, exploring, architecture, tourist attractions, recycled, exhibition*

More words: *tower, wildlife park, ruins, aquarium, national park, theatre*

Reading (page 24)

Before reading

1 Look at the photos and discuss these questions.

- Ask the children to open their books at pages 24 and 25. Look at the photos and discuss the questions as a class.

2 Read and listen. 06

- First read the words in red and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation.
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, explaining any further vocabulary as necessary, e.g. *Where is the Roubaix Museum? What did it use to be? What can you see in the Thanjavur Art Gallery? What is special about the Nomadic Museum? What countries has it been to?*
- Ask the children to find and read out examples of the past simple passive (e.g. *The beautiful building was first built in 1927 and was used as a swimming pool until 1985*) and the present perfect passive (e.g. *Since then, the original designs have been carefully restored; The building has been filled with fantastic collections of paintings...*).
- Ask the children to find and read out positive adjectives that are used to describe the museums/art gallery and the things you can see in them (*beautiful, fantastic, amazing, spectacular, unforgettable, incredible, fascinating*).

Vocabulary (page 25)

3 Match the words from the text to the definitions.

- Look at the example together. Then tell the children to match the rest of the red words to their definitions, reading each definition carefully and looking up words in dictionaries if necessary. You might like to let them do this in pairs.

KEY

- 1 sculptures 2 restore 3 tourist attractions 4 art gallery
5 original 6 statues 7 transformed 8 textiles
9 recycled 10 architecture 11 exhibition 12 exploring

Reading comprehension (page 26)

4 Read and write R (Roubaix), T (Thanjavur), or N (Nomadic).

- The children work individually to read each sentence and write the appropriate letter. They should use the text to help them.
- Let them check their answers in pairs, then check them as a class by asking individual children to read the sentences and say the name of the museum.

KEY

- 1 T 2 T 3 T 4 N 5 T 6 R 7 N 8 R 9 T 10 N
11 T 12 N

5 Correct the information in bold.

- Read the example with the children. Then let them work in pairs to complete the exercise, using the text to help them find the appropriate word, phrase or year.
- Check the answers as a class by asking individuals to read the corrected sentences.

KEY

- 1 small town 2 1927 3 sculptures 4 statues 5 music
6 palace 7 bronze and stone 8 ancient documents
9 metal 10 Japanese 11 photographs 12 Mexico

6 Discuss these questions with a partner or with your class.

- Ask the children to read and discuss the questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class. Encourage the children to justify their answers.
- If the children are discussing the questions in pairs, when they have finished, ask each pair to tell the class about one interesting thing that they have discussed.

More words (page 54)

Which places should these tourists visit? Match the statements with the suggestions. Use your dictionary if you like.

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 54, section 6 (*Tourist attractions*). Read the words in blue, and give the children some time to look up any words they are not familiar with in dictionaries. Model and drill pronunciation.
- Let the children work individually or in pairs to match the sentences.
- Check the answers as a class by asking individual children to read out sentences.

KEY

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

Writing (page 27)

- Explain that you are going to read a text about another old building that has been turned into a museum, in London. Look at the text and ask *What kind of text is this? (an advert)*.
- Read the text while the children follow it in their books. Then ask some questions to check understanding, explaining any vocabulary as necessary, e.g. *What did the building use to be? When was it closed down? What is the building now? What river is the building next to?*

7 Underline the most interesting adjectives.

- Read the text in the blue box. Find more interesting adjectives to improve the given phrases (e.g. *The most up-to-date artists; The art is exciting; One of the most fascinating cities*). Then ask the children to identify other interesting adjectives in the model text above. Point out that in an advert, interesting adjectives like these will be more persuasive than more ordinary adjectives.
- The children work individually to underline the adjective in each pair that they think is the most interesting. Then check the answers as a class.

KEY

1 surprising 2 ancient 3 unforgettable 4 fascinating
5 incredible 6 amazing 7 enormous 8 wonderful

8 Write an advert for a museum or gallery. Use these questions to help you.

- Ask the children to think of a museum or gallery they have been to. Tell the children to read the questions in the green box, and ask and answer in pairs. Then ask individual children some of the questions.
- When you think the children are ready, ask them to write their advert. If they like, they can use headings, as in the model text (they should write headings that are appropriate to their chosen museum or gallery). Remind them to use interesting adjectives to make their adverts more persuasive.

Writing (optional extension activity)

- Children write a short account of a visit to a real museum or gallery, or other place of interest.

7

Moving pictures

Lesson objectives

- To understand a factual text about the history of film
- To understand a film review
- To understand and use some defining relative clauses
- To write a review for their favourite film

Language

It's about a man who gets a job in a museum.

It's about a family that live on an island.

Key vocabulary: *development, screen, audience, silent, documentaries, sound, musicals, animated, characters, feature-length, special effects, scenes*

More words: *plots, audience, costumes, climax, blockbusters, stars, soundtrack, produced*

Reading (page 28)

Before reading

1 Discuss these questions.

- Ask the children to open their books at page 28. Discuss the questions as a class.

2 Read and listen. 07

- First read the words in red and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation.
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, explaining any further vocabulary as necessary, e.g. *How long was the first moving picture? Why was it important to be able to project films onto a screen? What was the first film with colour and sound? When were the first cartoons made? What was the first film to be made completely with CGI?*

Vocabulary (page 29)

3 Use the words from the text to complete the sentences.

- Look at the example together. Then tell the children to read the rest of the sentences and find words in red in the text to complete them.
- The children do the exercise individually. Let them check their answers in pairs before checking as a class.

KEY

- 1 scenes 2 animated 3 feature-length
4 special effects 5 screen 6 silent 7 characters
8 musicals 9 development 10 audiences 11 sound
12 documentaries

Reading comprehension (page 30)

4 Number the sentences in the correct order.

- The children work individually to order the sentences chronologically, using the text to help them. Explain to the children that as the information in the text isn't ordered chronologically, they will have to check it carefully.
- They may find it helpful to write a note next to each sentence giving the year where possible, then use these to help them do the ordering. Let them check their answers in pairs, then check them as a class by asking the children to read out the events in order.

KEY

- A short film of a running horse was made. (1878)
- Films were shown on a screen. (after 1895)
- Films were shown with musicians playing beside them. (after 1895)
- The Jazz Singer* was produced. (1927)
- Most films were in colour and had sound. (from 1927)
- Shirley Temple was a popular child movie star. (1930s and 40s)
- Toy Story* was the first CGI film produced. (1995)

5 Match the two parts of the sentences.

- The children use the text to help them match the sentence halves.
- Let the children check their answers in pairs, making sure they agree. Then check the answers as a class.

KEY

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

6 Circle the correct words to make true sentences.

- The children use the text to help them choose and circle the correct option in each sentence.
- Check the answers as a class.

KEY

- 1 dancers 2 silent 3 audiences 4 Musicals 5 was
6 19th 7 animated 8 special effects

7 Discuss these questions with a partner or with your class.

- Ask the children to read and discuss the questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class.
- If the children are discussing the questions in pairs, when they have finished, ask the class each question in turn, and ask individual children to share their opinions.

More words (page 54)

Complete the film review with the words below. Check the meanings of the words in your dictionary.

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 54, section 7 (*Film reviews*). Read the words in the box, and give the children some time to look up any words they are not familiar with in dictionaries. Model and drill pronunciation.
- Let the children work individually or in pairs to complete the text. Tell them to read the whole text before they write anything.
- Check the answers as a class by asking individual children to read out sentences.

KEY

One of the biggest **blockbusters** ever is the film *Titanic*. It was **produced** in 1997, but is still watched on DVD by thousands of people every week.

There are really two separate **plots** – the story of a ship sinking, and the story of two young people in love. The two people are the **stars** of the film, played by Kate Winslet and Leonardo DiCaprio. The **climax** of the film is when the ship is sinking, and the **audience** doesn't know who will survive.

It is not only the plot which is fantastic, however. As the story takes place in 1912, all the characters, but especially the rich people, are dressed in beautiful old-fashioned **costumes**. In addition, the music adds to the story – the **soundtrack** is almost as popular as the film itself.

Writing (page 31)

- Explain that you are going to read a film review written by a child. Ask the children to look at the film poster next to the text, and ask them what kind of film they think it is.
- Read the text while the children follow it in their books. Then ask some questions to check understanding, explaining any vocabulary as necessary, e.g. *What kind of film is it? Who is the main character? What does he have to do? Why does the reviewer recommend the film?*
- Write this sentence on the board, and underline the defining relative clause as shown: *It's about a man who gets a job in a museum.* Point out how the clause with *who* gives us essential information about the man; without that the sentence is meaningless.

8 Match the sentences with the parts of the review they belong to.

- Read the text in the blue box, making sure the children understand the meaning of the words in blue. For each line in the blue box, identify the corresponding paragraph in the film review.
- Ask the children to help you think of some different types of films, and make a list on the board, helping them with the English where necessary (e.g. *comedy, historical film, romantic film, animated film, documentary*).
- The children work individually or in pairs to read the sentences in Exercise 8, decide what type of information each sentence tells us, and write the appropriate letter next to each one.

- See if the children can identify another defining relative clause in one of the sentences (*that live on an island*) and ask them what it is defining (*the family*).

KEY

1 C 2 B 3 C 4 A 5 D 6 A

9 Write a review of your favourite film. Answer these questions to help you.

- Ask the class *What's your favourite film?* and let individual children answer you.
- Read the questions in the green box, then ask the children to ask and answer in pairs.
- Ask individual children some of the questions, and help them to formulate their answers.
- When you think the children are ready, ask them to write a short film review, with four paragraphs. They can use the model film review, the blue box and the sentences in Exercise 8 to help them.

Vocabulary (optional extension activity)

- Children make lists of words to do with films (e.g. *characters, plot, scene*).

8

Once upon a time

Lesson objectives

- To understand some short stories
- To understand and use the past simple for narratives
- To use interesting adjectives and adverbs in stories
- To write a known story from their own country

Language

Once upon a time, there was a handsome stag with enormous, amazing antlers.

Immediately, the stag leapt into the deep, dark woods and ran quickly out of sight.

Key vocabulary: *wealthy, ambitious, impatient, crop, harvested, pile, suddenly, drought, secretly, strange, approached*

More words: *loudly, wearily, angrily, suddenly, quickly, urgently, quietly*

Reading (page 32)

Before reading

1 Discuss these questions.

- Think of a list of traditional stories from your country before you start, in case children have trouble thinking of any.
- Ask the children to open their books at page 32. Ask the children to think of a traditional story, and help them if necessary. Tell them to retell the story in their own words, to their partner.
- Discuss questions 2 and 3 as a class. Ask the children to tell you about the story their partner told them, rather than about the one they told themselves.

2 Read and listen. 08

- First read the words in red and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation.
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, explaining any further vocabulary as necessary, e.g. *Was the greedy farmer rich or poor at the beginning of the story? Why did he wish it were sunny? Did he have a good crop? What happened at the end of the story? Were the brothers in 'Brotherly Love' rich or poor? Why did the older brother take a bag of grain to his brother's house? Why didn't his pile of grain get smaller?*
- Ask the children which tense is mainly used to tell stories (the past simple), and ask them to read out a few examples.

Vocabulary (page 33)

3 Match the words from the text to the definitions.

- Look at the example together. Then tell the children to match the rest of the red words to their definitions, reading each definition carefully and looking up words in dictionaries if necessary. You might like to let them do this in pairs.

KEY

- 1 ambitious 2 impatient 3 drought 4 secretly
5 grain 6 wealthy 7 strange 8 harvested 9 suddenly
10 pile 11 crop 12 approached

Reading comprehension (page 34)

4 Match the sentences with the correct story.

- The children work individually to match each sentence to the correct story, using the reading texts to help them.
- Let them check their answers in pairs, then check them as a class by asking one child to read out a sentence, then his/her partner to say the title of the story.

KEY

- He grew corn on his farm. – Brotherly Love
There was no rain, so the harvest was small. – Brotherly Love
He was a kind man. – Brotherly Love
He was poor, but he was ambitious. – The Greedy Farmer
He was poor, but he was happy. – Brotherly Love
The harvest was the biggest ever. – The Greedy Farmer
He was a greedy man. – The Greedy Farmer
He became impatient when it didn't rain. – The Greedy Farmer

5 Number the sentences in the correct order for *Brotherly Love*.

- The children look back at the *Brotherly Love* story and put the sentences in order to tell the story. Let them do this in pairs, as it is quite a challenging activity.
- Check the answers as a class.

KEY

- 1 The brothers had large families and were happy.
2 One year, it didn't rain.
3 The brothers harvested their crop.
4 The brothers put their grain in their barns.
5 The older brother was worried, so he gave some grain to his brother.
6 He noticed his pile of grain never got smaller.
7 One night, he waited near his barn.
8 He saw his younger brother bringing him a bag of grain.

6 Correct the information in bold for *The Greedy Farmer*.

- Read the example with the children. Then let them work individually to complete the exercise, using the text to help them find the appropriate word or phrase.
- Let the children check their answers in pairs, then check them as a class by asking individuals to read the corrected sentences.

KEY

1 poor 2 money 3 wheat 4 sun/rain 5 well 6 best
7 greedy 8 rain

7 Discuss these questions with a partner or with your class.

- Ask the children to read and discuss the questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class.
- If the children are discussing the questions in pairs, when they have finished, ask the class each question in turn, and ask individual children to share their opinions.

More words (page 55)

Look at the adverbs and decide which ones can be used with the verbs below. You can use the adverbs more than once.

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 55, section 8 (*Adverbs for stories*). Read the words in the box, and explain the meaning as necessary. Model and drill pronunciation.
- Copy the table on the board and ask the children to help you decide which adverbs can be used with each verb. Write the adverbs in the table. Encourage the children to offer their opinions.

KEY

Suggested answers (but please note that there are no correct answers; this activity is very subjective):

cry	shout	run	appear
loudly angrily suddenly urgently	loudly angrily suddenly urgently	wearily quickly	suddenly
creep	wake up	hide	whisper
quickly	wearily suddenly quickly	quickly	angrily suddenly urgently

Now complete the story sentences with adverbs.

- Now ask the children to choose an adverb to complete each sentence. Explain that there is more than one correct answer for each sentence.
- Compare answers as a class, exploring how the adverb chosen can change the meaning.

KEY

- 1 loudly/wearily/angrily/suddenly/urgently
- 2 suddenly/quietly
- 3 wearily/suddenly/quickly
- 4 wearily/angrily/suddenly/quickly/urgently/quietly
- 5 suddenly/quickly
- 6 loudly/wearily/angrily

Writing (page 35)

- Explain that you are going to read another traditional story. Ask the children to look at the picture next to the text, and ask them to tell you (without looking at the text) what might happen in the story.
- Read the text while the children follow it in their books. Then ask some questions to check understanding, explaining any vocabulary as necessary, e.g. *Why didn't the stag like his legs at the beginning of the story? Why did he like his legs at the end of the story?*

8 Match the lines from the story with the suggestions.

- Read the text in the blue box, making sure the children understand the meaning of the words in blue. For each line in the blue box, identify the corresponding sentence(s) in the story above.
- The children work individually to match the sentences in Exercise 8 with the suggestions (which are taken from the blue box).
- Check the answers as a class.

KEY

1 E 2 A 3 D 4 C 5 B

9 Write a story from your country, maybe a story your parents used to tell you. Answer these questions to help you.

- Help the children to think of a simple traditional story that they would like to rewrite in English. Discuss the story as a class, using the questions in the green box. (As this writing activity is quite challenging, you may prefer to ask all the children to write the same story; but in a strong class, children could choose and write their own stories.)
- When you think the children are ready, ask them to write their own stories. Encourage them to look back at the suggestions in the blue box to help them, and to use dictionaries to help them find appropriate adverbs and adjectives.
- When the children have finished, you could ask them to read each others' stories and comment. Encourage them to make positive comments.

Writing (optional extension activity)

- The children could write emails or letters to each other, telling each other about their families, free time activities, what they did at the weekend, etc. You might like to approach a school in an English-speaking country and see if the children there would be interested in exchanging emails in English.

9

Rescued!

Lesson objectives

To understand simple newspaper reports

To understand and use the third conditional

To write a simple newspaper report

Language

If it hadn't rained we wouldn't have had anything to drink.

We wouldn't have gone if we had known about the bad weather.

Key vocabulary: *set off, planned, signal, batteries, protected, raw, emergency services, sunburn, dehydration, peak, mist, dramatic*

More words: *initially, fortunately, unfortunately, eventually, luckily, finally, at first, sadly*

Reading (page 36)

Before reading

1 Discuss these questions.

- Ask the children to open their books at page 36. Discuss the questions as a class.

2 Read and listen. 🎧 09

- First read the words in red and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation.
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, explaining any further vocabulary as necessary, e.g. (first report) *How long were Ben and Michael at sea? Why couldn't they call for help at first? How did the storm save their lives? How were they rescued?* (second report) *Why was it difficult to see? How long did the rescue operation last?*
- Write the following phrase on the board: *If it hadn't rained...* and ask the children to look back at the text and tell you how the sentence ends (*...we wouldn't have had anything to drink*). Make sure they understand the meaning of the sentence (that the speaker is talking about the past and imagining how things could have been different). See if the children can find three examples of the third conditional in the second text, on page 37. You might like to focus on the tenses used in these sentences.

Vocabulary (page 37)

3 Use the words from the text to complete the sentences.

- Look at the example together. Then tell the children to read the rest of the sentences and find words in red in the text to complete them.
- The children do the exercise individually. Let them check their answers in pairs before checking as a class.

KEY

1 dramatic 2 signal 3 raw 4 emergency services
5 set off 6 sunburn 7 dehydration 8 batteries 9 mist
10 planned 11 protected 12 peak

Reading comprehension (page 38)

4 Answer the questions. Write S (*Sea Rescue*) or M (*Mountain Rescue*).

- The children work individually or in pairs to answer the questions. Make sure the children understand that each question starts with *In which story...*
- Check the answers as a class.

KEY

1 S 2 M 3 S 4 S 5 S 6 M 7 S 8 M

5 Write True or False.

- The children work individually to read each sentence and write *True* or *False* as appropriate.
- Let them check their answers in pairs, then check them as a class. As you do so, ask the children to correct the false sentences.

KEY

1 False 2 True 3 False 4 False 5 True 6 True
7 False 8 False

6 Match the questions and answers.

- Read the example with the children. Then let them work individually to match the questions and answers, using the texts to help them.
- Let the children check their answers in pairs, then check them as a class by asking pairs of children to read the questions and answers.

KEY

1 c 2 g 3 a 4 f 5 b 6 d

7 Discuss these questions with a partner or with your class.

- Ask the children to read and discuss the questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class.
- If the children are discussing the questions in pairs, when they have finished, ask the class each question in turn, and ask individual children to share their opinions.

More words (page 55)

Use your dictionary to match the linking words with the same meanings.

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- First look back at the news reports on pages 36 and 37. Write these two words on the board: *Eventually*, *Unfortunately*. Ask the children to scan-read the news reports and find these words (they are both at the beginning of paragraphs). Ask the children what they think they mean.
- Now ask the children to turn to page 55, section 9 (*Linking words*). Ask them to work individually to match the words that mean the same, using their dictionaries if necessary.
- Check the answers as a class.

KEY

1 c 2 a 3 d 4 b

Now complete the news report with some of the linking words above.

- Now ask the children to choose a linking word to go in each gap in the text. Explain that there are two possible answers for each gap.
- Compare answers as a class.

KEY

Earlier tonight, emergency services rescued two men from their boat. They had gone out for a short ride. **Initially/At first** the weather was fine and sunny and they had been enjoying their day out. **Unfortunately/Sadly** it soon became windy and started raining heavily and they lost their way. **Fortunately/Luckily** they were able to phone for help, and **eventually/finally** the rescue team found them and brought them safely back to shore.

Writing (page 39)

- Explain that you are going to read another short news report. Ask the children to look at the headline and the photo, and to tell you what they think happens in the report.
- Read the text while the children follow it in their books. Then ask some questions to check understanding, explaining any vocabulary as necessary, e.g. *How did the teenagers rescue Mario? How did Mario feel at the end of the story?*
- Ask the children to find two third-conditional sentences in the text.

8 Match the sentences with the correct headline. Write A or B.

- Read the text in the blue box, making sure the children understand the meaning of the words in blue. Explain if necessary that news reports usually give all the most important information in the first sentence or two, so that people don't have to read the whole report if they don't want to. The detail is given later.
- The children work individually to match the sentences in Exercise 8 with the headlines.
- Check the answers as a class.

KEY

1 B 2 A 3 A 4 A 5 B 6 B

9 Write a newspaper report on one of these stories. Use the ideas above.

- Talk about one of the headlines. Ask the children to imagine what might have happened and build up a picture of the story. Make notes on the board as you talk. Ask questions to help them, e.g. *Who were the tourists/teenagers (number of people, ages, names) and where were they from? Where were they and what were they doing at the beginning of the story? What went wrong? How did they get help? Who rescued them, and how? How did the tourists/teenagers feel at the end of the story?*
- Ask the children to think of quotes that they could include. You could encourage them to use the third conditional for this.
- When you think the children are ready, ask them to write the newspaper report. Let them use their own details if they prefer, rather than the details on the board. Stronger pupils may choose to write about the other headline. Encourage the children to look back at the suggestions in the blue box to help them.
- When the children have finished, you could ask them to read each others' news reports and comment. Encourage them to make positive comments.

Writing (optional extension activity)

- The children write an imaginary interview with a survivor of an accident like those described in the reading texts. They can of course make up the details of the accident themselves.
- Alternatively, you could prepare the children for the writing task by doing a role play. Tell them to imagine that you are the survivor of an accident (e.g. a skiing or swimming accident), and let them ask you questions to find out what happened. You will need to prepare for this in advance, so you know how to answer their questions! Children can then write the interview.

Lesson objectives

- To understand an article about languages in India
- To understand an informal email
- To understand and use informal expressions that are typical in emails
- To write an informal email

Language

Let me tell you about California.

Write soon and tell me about you and your country!

Key vocabulary: *regional, depended on, scripts, hieroglyphs, dead language, widely, working language, acquired, aspect, generation, communicate, relatives*

More words: *The United Kingdom, Australia, The United Arab Emirates, The United States, Egypt, Turkey, Arabic, Turkish, Australian, British, American, Emirian, English, Christian, Muslim*

Reading (page 40)**Before reading****1 Discuss these questions.**

- Ask the children to open their books at page 40. Discuss the questions as a class.
- Explain in simple terms the difference between a language and a dialect (a dialect is a variation on a language, spoken by people in a particular area or community; it is the same language but has some different words), and teach the English word *dialect*.
- If appropriate, ask the children if they are aware of any different dialects in their country. Do they know of any words that are only used in a particular area of the country?

2 Read and listen.  10

- First read the words in red and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation.
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, explaining any further vocabulary as necessary, e.g. *How many people officially speak Hindi? Why can't people read Harapan today? How many people speak Sanskrit well today? What is the working language of India? How many languages are taught in schools in India? What languages does Haresh/Samir/Mala speak?*
- Ask the children to look back at the text and make a list of all the languages and dialects that are mentioned (*Hindi, Assamese, Bengali, English, Harapan, Sanskrit, Urdu, Kashmiri, Punjabi, Malvi*).

Vocabulary (page 41)**3 Match the words from the text to the definitions.**

- Look at the example together. Then tell the children to match the rest of the red words to their definitions, reading each definition carefully and looking up words in dictionaries if necessary. You might like to let them do this in pairs.

KEY

- 1 aspect 2 scripts 3 acquired 4 regional 5 relatives
6 widely 7 dead language 8 communicate
9 hieroglyphs 10 depended on 11 working language
12 generation

Reading comprehension (page 42)**4 Match the questions and answers.**

- Read the example with the children. Then let them work individually to match the questions and answers, using the texts to help them.
- Let the children check their answers in pairs, then check them as a class by asking pairs of children to read the questions and answers.

KEY

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

5 Circle the correct words to make true sentences.

- The children use the text to help them choose and circle the correct option in each sentence.
- Check the answers as a class.

KEY

- 1 Hindi 2 dialects 3 region 4 dead
5 two hundred thousand 6 school 7 parents
8 many different languages

6 Match the sentences with the pictures.

- The children work in pairs to read the sentences and draw lines matching them to the correct child. They should use the texts on page 41 to help them. Tell them to make sure they agree on their answers.
- Check them as a class by asking individuals to read out the sentences and say the corresponding name.

KEY

- I love watching English cartoons. – Samir
I learn English and Urdu at school. – Haresh
I like watching Hindi films. – Mala
My family speak Punjabi. – Samir
I live in a multilingual city. – Samir
My family speak Kashmiri. – Haresh
I speak Hindi. – Mala
I speak Urdu. – Haresh
I can speak Malvi. – Mala

7 Discuss these questions with a partner or with your class.

- Ask the children to read and discuss the questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class.
- If the children are discussing the questions in pairs, when they have finished, ask the class each question in turn, and ask individual children to share their opinions.

More words (page 56)

Write the words with the categories below. Use your dictionary if you like.

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 56, section 10 (*Languages and Nationalities*). Ask them to have a go at completing the table, individually or in pairs. (Explain that under 'language' and 'religion', they should write the most common language/religion of that country. Note that Turkey is officially secular, but that the vast majority of Turkish people are Muslim.)
- Check the answers as a class, asking the children to correct their answers or fill in any they didn't know as you do so.

KEY

country	nationality	language	religion
The United Arab Emirates	Emirian	Arabic	Muslim
The United Kingdom	British	English	Christian
Australia	Australian	English	Christian
The United States	American	English	Christian
Egypt	Egyptian	Arabic	Muslim
Turkey	Turkish	Turkish	Muslim

Writing (page 43)

- Explain that you are going to read an informal email. Read the text while the children follow it in their books. Then ask some questions to check understanding, explaining any vocabulary as necessary, e.g. *Where does Carmen live? What languages does she speak? What does she do in her free time? What does she want Sharifa to do?*

8 Number the parts of the email in the correct order.

- Read the text in the blue box, making sure the children understand the meaning of the words in blue. For each example of language in the blue box, ask the children to find and read out the appropriate part of the text above.
- Now ask the children to tell you what kinds of information are included in each paragraph of the email (1 personal details, 2 why she is writing, 3 where she lives/the languages she speaks, 4 her free time activities).
- Explain that Sharifa has written back to Carmen, but that the parts of her email are mixed up. Tell the children to order the parts by writing numbers next to them.
- Check the answers as a class.

KEY

1 d 2 c 3 a 4 e 5 b

9 Write your own email reply to Carmen. Use the ideas above to help you.

- Ask the children to imagine that the email at the top of the page was addressed to them. Tell them to write a reply, using the suggestions in the blue box and the text in Exercise 8 to help them.
- When they have finished writing, ask some of the children to read out their emails.

Vocabulary (optional extension activity)

- Children make a list of countries and find out which languages are spoken in each country. Make sure they use the English names for the countries and languages.

Lesson objectives

- To understand an article with advice about study skills
- To understand a description of someone's school routines
- To understand and use imperative verbs
- To understand and use 'linking words' (*although, however*)
- To write about their school day

Language

Each time you learn a new word, write it in a vocabulary book.

We have lunch in the canteen at 12.30, although we don't have to eat the school dinners.

Key vocabulary: *advice, part of speech, synonym, definition, sticky, subtopics, highlight, underline, simple, nervous, erase, blank*

More words: *packed lunch, school dinners, registration, canteen, assembly, break time, certificates, hall*

Reading (page 44)**Before reading****1 Discuss these questions.**

- Ask the children to open their books at page 44. Discuss the questions as a class.

2 Read and listen.  11

- First read the words in red and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation.
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, explaining any further vocabulary as necessary, e.g. *Does the text say you should always translate new words into your language? What does the text suggest you use sticky notes for? What does the text suggest you use for recording sets of vocabulary? What does the text suggest you do with a friend or brother/sister to help you practise a grammar point?*
- Ask the children to identify some sentences with imperative verbs (e.g. *Each time you learn a new word, write it in a vocabulary book...*; *Draw a circle and write the name of a topic in the middle*). See if they can find some other ways of giving advice (*You should...*; *You could...*).

Vocabulary (page 45)**3 Use the words from the text to complete the sentences.**

- Look at the example together. Then tell the children to read the rest of the sentences and find words in red in the text to complete them.
- The children do the exercise individually. Let them check their answers in pairs before checking as a class.

KEY

- 1 highlight 2 erase 3 part of speech 4 definition
5 simple 6 nervous 7 synonym 8 sticky 9 advice
10 subtopics 11 underline 12 blank

Reading comprehension (page 46)**4 Tick (✓) the advice that is in the text, and cross (✗) the advice that isn't.**

- Read the example with the children. Then let them work individually to put a tick or cross next to each sentence as appropriate.
- Let the children check their answers in pairs, then check them as a class by asking individual children to read the sentences and say whether that advice is in the text or not.

KEY

- 1 ✗ 2 ✗ 3 ✓ 4 ✓ 5 ✗ 6 ✗ 7 ✗ 8 ✓

5 Complete the advice. Write one word in each gap.

- Read the example with the children. Explain that they should write one word in each gap, so that the sentence matches the information given in the text. You might want to let them work in pairs.
- Check their answers as a class by asking individuals to read the sentences.

KEY

- 1 book 2 dictionary 3 paper 4 topics/subtopics
5 home 6 coursebook 7 sentences 8 parents

6 Match the two parts of the sentences.

- The children use the text to help them match the sentence halves.
- Let the children check their answers in pairs, making sure they agree. Then check the answers as a class.

KEY

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

7 Discuss these questions with a partner or with your class.

- Ask the children to read and discuss the questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class.
- If the children are discussing the questions in pairs, when they have finished, ask the class each question in turn, and ask individual children to share their opinions.

More words (page 56)

Write the words with their definitions, using your dictionary if you like.

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 56, section 11 (*School words*). Ask them to write each word next to the correct definition, using dictionaries as necessary.
- Check the answers as a class.

KEY

1 school dinners 2 registration 3 certificates 4 canteen
5 break time 6 packed lunch 7 hall 8 assembly

Writing (page 47)

- Explain that you are going to read a child's account of a typical school day. Read the text while the children follow it in their books. Then ask some questions to check understanding, explaining any vocabulary as necessary, e.g. *What two things happen before lessons start? What do some children receive in assembly? What time do lessons start? What is her favourite subject? Does everyone eat a school dinner?*

8 Read the paragraph below. Rewrite it using linking words and varying word order, so it is more interesting to read.

- Read the text in the blue box, making sure the children understand the meaning of the words in blue. Make sure children understand how the word order of some sentences can be changed (by making the activity the subject of the sentence) and do some examples on the board if necessary.
- Read out the paragraph, asking children to make suggestions on how it could be improved, using the ideas in the blue box.
- When you think the children are ready, ask them to rewrite the paragraph.

KEY

Suggested improved paragraph:

We start school at 8.30. However, we don't have lessons then. We go to our first lesson at 8.45. Maths class is the first lesson. I don't like Maths, but I'm good at it. After Maths, we have Science at 9.30 and English at 10.15. Break time is at 11.00, although we don't go outside. We stay in the canteen.

9 Write a description of your school day. You can draw a picture to illustrate your composition if you like.

- Ask the children to write a similar paragraph about their school day, remembering to use the ideas in the blue box to help them.

Vocabulary (optional extension activity)

- Ask children to make a 'spidergram' with words about school. They should write the word 'school' in the middle of a piece of paper, and add subtopics around it (e.g. subjects, people, places in the school), and finally add as much vocabulary as they can think of relating to each of the subtopics.

Lesson objectives

- To understand holiday brochures
- To use extreme adjectives in persuasive writing
- To use questions with *wish/dream/imagine* to get their readers' attention
- To write a holiday brochure for their dream holiday

Language

Do you wish you were going to a modern and exciting city?

Key vocabulary: *crystal clear, wonders, resorts, activities, shore, tropical, creatures, shipwreck, thrilling, dunes, handicrafts, luxurious*

More words: *sightseeing, picnic, guided tour, trek, coach trip, cruise, souvenirs, spa*

Reading (page 48)**Before reading****1 Discuss these questions.**

- Ask the children to open their books at page 48. Discuss the questions as a class.

2 Read and listen.  12

- First read the words in red and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation.
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, explaining any further vocabulary as necessary, e.g. *Where is Sharm-el-Sheikh? What is the Red Sea famous for? How many different types of sea life are there along the coast? How can you see under the sea if you don't want to go diving? What two things can you ride on in the desert? Where can you buy souvenirs?*
- Ask the children what kind of text this is (*a holiday brochure or advert*). Ask them to identify how the author of the text gets the readers' attention at the beginning (*by asking questions*).

Vocabulary (page 49)**3 Match the words from the text to the definitions.**

- Look at the example together. Then tell the children to match the rest of the red words to their definitions, reading each definition carefully and looking up words in dictionaries if necessary. You might like to let them do this in pairs.

KEY

1 activities 2 creatures 3 resorts 4 tropical 5 thrilling
6 dunes 7 shipwreck 8 handicrafts 9 wonders
10 crystal clear 11 shore 12 luxurious

Reading comprehension (page 50)**4 Match the two parts of the sentences.**

- The children use the text to help them match the sentence halves.
- Let the children check their answers in pairs, making sure they agree. Then check the answers as a class.

KEY

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

5 Write True or False.

- The children work individually to read each sentence and write *True* or *False* as appropriate.
- Let them check their answers in pairs, then check them as a class. As you do so, ask the children to correct the false sentences.

KEY

1 False 2 False 3 True 4 True 5 False 6 False
7 True 8 False

6 Match the words with the pictures.

- First look at the photos and ask the children what places they show (*Sharm el-Sheikh/the beach, the Sinai desert, Na'ama Bay*).
- The children work individually to read the words and draw lines matching them to the correct photo. They should use the text to help them.
- Let them check their answers in pairs, then check them as a class by asking individuals to read out the words and say the corresponding letter.

KEY

snorkelling – a, camping – b, souvenirs – c, dunes – b,
handicrafts – c, safari – b, coral – a, rare birds – b,
shipwrecks – a, markets – c, diving course – a,
luxurious hotels – c, quad biking – b

7 Discuss these questions with a partner or with your class.

- Ask the children to read and discuss the questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class.
- If the children are discussing the questions in pairs, when they have finished, ask the class each question in turn, and ask individual children to share their opinions.

More words (page 56)**Complete the holiday brochure with the words below.**

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 56, section 12 (*Holiday activities*). Ask them to complete the text with words from the box, using dictionaries as necessary. Tell them to read the whole text before they write anything.
- Check the answers as a class.

KEY

No trip to Egypt would be complete without visiting the great pyramids. First, we'll take a **coach trip** from your hotel to Giza. Once you leave the bus, our trained staff will take you on a **guided tour** of all the important sites. We'll have a **picnic** for lunch. More adventurous travellers may like to go on a camel **trek** in the desert. In the afternoon, we'll do some **sightseeing** in the city – the Sultan Hassan mosque, the Egyptian Museum, and the Salah el-Din citadel are some of the highlights. You can look for **souvenirs** in the traditional Khan el-Khalili market, before returning to your hotel. You might like to relax in the **spa** when you get back. In the evening, we'll go on a fantastic **cruise** down the Nile in a felucca – it's an unforgettable experience!

Writing (page 51)

- Explain that you are going to read part of another holiday brochure. Ask the children to look at the photo – can they identify this famous building?
- Read the text while the children follow it in their books. Then ask some questions to check understanding, explaining any vocabulary as necessary, e.g. *What is the climate like in Sydney? Can you climb to the top of the bridge? How many animals live in Taronga Zoo?*

8 Circle the correct words to make sentences.

- Read the text in the blue box, making sure the children understand the meaning of the words in blue. Ask the children to identify the questions the author of the Sydney brochure asks to get people's attention. Ask them how many 'extreme adjectives' they can find in the text.
- Write the following on the board:
 - Do you wish you were + verb + ing ...?*
 - Do you wish you could + verb (infinitive) ...?*
 - Can you imagine + verb + ing ...?*
 - Do you dream of + verb + ing ...?*
- Ask the children to look back at the texts on pages 48–49 and 51, and identify questions with some of these constructions. Emphasize how the sentences are formed.
- Children use the information on the board to help them choose and circle the correct words in the sentences in Exercise 8.

KEY

1 swimming 2 climb 3 standing 4 staying

9 Write a holiday brochure for your dream holiday. Don't forget to follow the advice above, and use the plan below to help you.

- As a class, choose a holiday resort to write about. Then work together on each of the points in the plan, 'writing' a holiday brochure orally. Start by asking some questions to get your readers' attention.
- When you think the children are ready, ask them to write their holiday brochure. They can write about the resort that you have discussed as a class, or choose a different resort.

Writing (optional extension activity)

- Children write a short account of a holiday they have been on.