

BIG

ENGLISH 6



Mario Herrera • Christopher Sol Cruz

TEACHER'S BOOK

ALWAYS LEARNING

PEARSON

Share in your pupils' success
Watch them excel in English

Big English prepares pupils for the challenges they will find in today's world:

- **CLIL:** because pupils are learning English and so much more
- **21st Century Skills:** because pupils want to get ahead and need to be prepared for the world around them
- **Assessment for Learning:** because confidence leads to success

Think **BIG** Dream **BIG**

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The Big Ideas behind *Big English*

Big English reflects the most up-to-date and best practices of teaching and learning English. It is supported by research carried out by the authors and other professionals in the classroom and reinforced by internationally recognised educational standards, including the Common European Framework of Reference for Languages and the Global Scale of English.

Let's take a look behind the scenes and explore the big ideas that laid the foundation for *Big English*...

Learning happens in context, not in isolation.

Core to our belief is the notion that human learning is a process of constructing meaning through interaction in social contexts. Our minds – whether we are children or adults – seek to make sense of our surroundings and our experiences.

There are many cutting-edge and well-researched ideas in the world of education.

Three of the central principles of the *Big English* course philosophy are **Assessment for Learning (AFL)** techniques, a focus on **21st Century Skills** and an approach supported by **Content and Language Integrated Learning (CLIL)**.

Children learn best when they engage with the language in a variety of ways.

Big English provides multiple and varied opportunities for success, including:

singing	thinking critically
role playing	participating in meaningful play
discussing	reading fiction and nonfiction texts
creating journals	viewing and responding to video
doing research	conducting interviews and surveys
reflecting on life skills	producing and presenting projects of different types

Language learners need support to meet their goals.

Young learners learn about their world within their personal, social *and* educational domains. *Big English* provides opportunities to explore and personalise new language in these domains and helps develop pupils' communicative language competence.

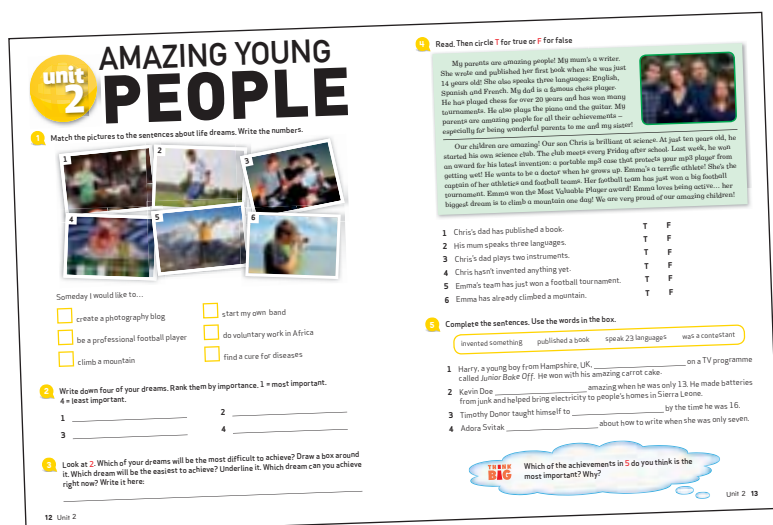
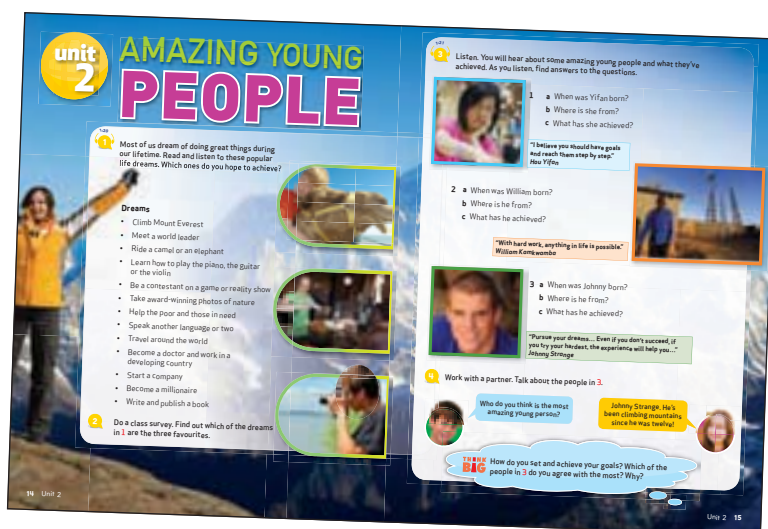
It's a digital world.

Today's pupils are digital natives who have never known a world without computers and the internet. *Big English* provides digital learning tools, the use of which reflects learners' reality and expectations.

Big English is a new, seven-level primary course that engages pupils with fun, exciting material and prepares them to succeed both in the classroom and the outside world. In addition to a balanced integrated-skills approach to instruction, the course includes a CLIL strand and an emphasis on 21st Century Skills, challenging pupils to be creative, to think critically and to collaborate with their classmates. Teachers can pinpoint areas where pupils require extra practice and encourage pupils to become independent, effective learners with the Assessment for Learning techniques.

Pupil's Book/eText

- Activities present language in context, motivating learners not only to understand key language but also to acquire it. Activities include fun facts, stories, phonics, content language and writing lessons.
- Think Big** activities help pupils develop 21st Century Skills.
- Content Connection lessons integrate use of learning strategies into content-based learning.
- Culture Connection lessons give pupils an insight into different cultures and countries around the world.
- Life Skills lessons and Projects help build character through creative and collaborative activities.
- Three 4-page Checkpoints focus on Assessment for Learning and provide opportunities for pupils to assess their own progress.



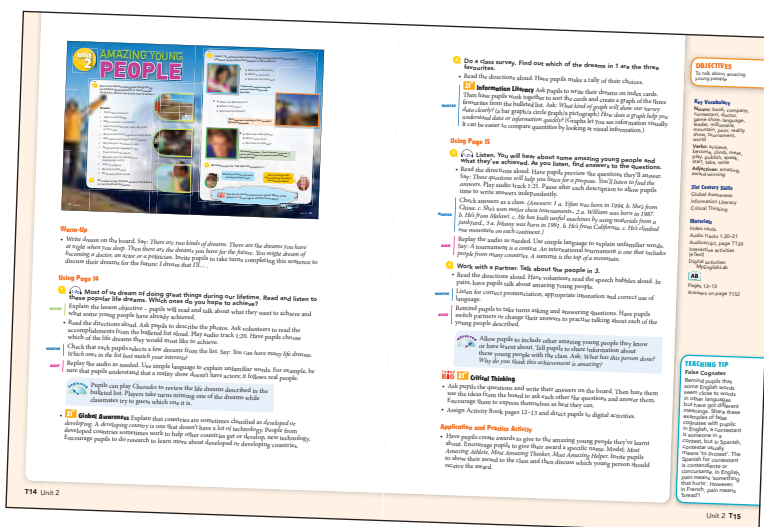
Activity Book

- The Activity Book provides engaging additional practice for each lesson in the Pupil's Book.
- The Activity Book is designed for independent study at home but can be used for reinforcement in the classroom as well.

Components (continued)

Teacher's Book

- This comprehensive overview of each unit includes step-by-step lesson plans, activities and ideas, a Game Bank, Pupil's Book and Activity Book audioscript, Activity Book Answer Key and notes and audioscripts for using the YLE using the Practice Materials found at the end of the Activity Book.
- Assessment for Learning techniques and ideas for developing 21st Century Skills are incorporated into each Lesson Plan.



Teacher's eText for IWB

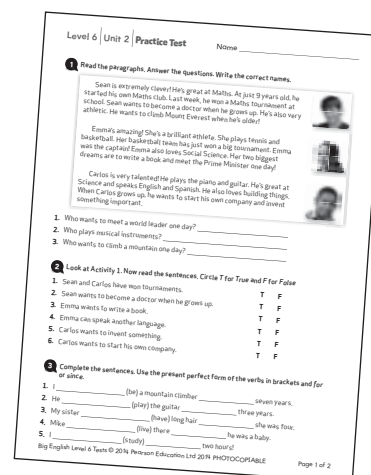
This digital tool includes helpful resources, such as:

- Interactive versions of Pupil's Book activities for use on a whiteboard or a computer and projector. Includes a full range of interactive tools.
- Theme-based CLIL related video with questions.
- Teacher Resources, which include supplementary materials such as games, activities and worksheets, a Grammar Handbook for pupils and interactive classroom games.



Assessment Pack

- The Assessment Pack is found on the Teacher's eText for IWB and includes an overview of language assessment for young children and a comprehensive range of tests. These include a placement test, practice tests and unit tests for each unit, review tests (after every three units), a final exam and materials for oral assessment.



Class Audio CD

- Listening activities for the Pupil's Book and Activity Book
- Unit stories and CLIL readings

MyEnglishLab

This optional online learning tool includes:

- An interactive *Big English* Activity Book
- CLIL videos
- Assignable tests
- Easy course management and record-keeping for teachers



A Pupil's Book Unit

Each unit opens with a trivia-based quiz or fun facts to introduce the unit theme in an appealing context.

unit 4 DREAMS FOR THE FUTURE

1 Read the predictions made by John E. Watkins in the year 1900. Say which predictions you think came true. Then listen to check.

John E. Watkins, an American civil engineer, predict that in one hundred years from now...

- Trains will travel at speeds of up to 240 kilometres per hour.
- A man in the middle of the Atlantic Ocean will be talking to his family in Chicago. It'll be like his family is sitting next to him!
- People will be buying ready-cooked meals.
- People will be sending photographs from anywhere in the world. Photographs of major events from another continent will be in newspapers in an hour and they'll have the colours of nature.
- People will be eating strawberries as big as apples! Raspberries and blackberries will also be big.
- Americans will be taller by three to five centimetres.

2 Look at the list as you listen to two boys discussing their dreams for the future. Which topics do you hear them talking about?

DREAMS FOR THE FUTURE

- I'll be working in my dream job.
- I'll be running my own business.
- I'll be living in another country.
- I'll be married.
- I'll be bringing up a family.
- I'll be working in the music industry.
- I'll be going on adventurous holidays.
- I'll be speaking several foreign languages including English.
- I'll be earning a good salary.
- I'll be famous.

3 Imagine your life in twenty years. Look at the list in 2 and think about each statement. Which do you think you'll be doing?

4 Work with a partner. Ask and answer about what you'll be doing in twenty years.

What will you be doing in twenty years?

I'll be working in the music industry and earning a good salary.

THINK BIG What do you think the world will be like thirty years from now in terms of:

- education?
- transport?
- everyday life?

Key unit vocabulary is presented.

THINK BIG Think big questions prompt pupils to use critical thinking skills, to personalise language, to collaborate and to use key vocabulary in context.

Engaging stories and other texts in a variety of genres engage learner's imaginations and encourage a love of reading.

Reading | Email

On futureme.org, people write to themselves in the future. MeToday has written three emails to her future self. Listen and read. How old will she be ten years from now?

futureme.org

TO: MeToday@Me2014.com
CC: MeToday@Me2014.com
SUBJECT: Ten years from now

Dear FutureSelf:

It's 2014. I'm in my Year 7 English class. Ten years from now, I'll be studying at a big university. I'll probably have a lot of classmates from different parts of the country and the world. I won't be making much money yet so I'll be living in a small flat near the university to save money. But I know I'll be successful after I graduate.

MeToday

TO: MeToday@Me2014.com
CC: MeToday@Me2014.com
SUBJECT: Thirty years from now

Dear FutureSelf:

It's 2014. Right now, I'm in Year 7. In thirty years, I'll be living in London and learning to speak another foreign language, probably Japanese. I'll be working in a beautiful office with a great view of the Thames and I'll hopefully be running my own business. I won't be bringing up a big family because I'll be working hard. It's OK. I won't work long hours all my life. I really want to have children, a dog and a cat, too.

MeToday

READING COMPREHENSION

6 What will MeToday be doing in the future? Find and compare with a partner.

- Find two things MeToday will be doing ten years from now. Find one thing she won't be doing.
- Find two things MeToday will be doing thirty years from now. Find one thing she won't be doing.
- Find two things MeToday will be doing fifty years from now. Find one thing she won't be doing.

THINK BIG Is there anything about MeToday that you admire? Explain. Do you think MeToday will be successful? Why/Why not?

Reading comprehension questions develop comprehension strategies and critical-thinking.

On the Language in Action pages, grammar is taught in context through dialogues and listening activities and supported on the facing page by clear grammar charts.

Language in Action

7 Listen and read. Where will people be going on holiday in the future?

Lise: I'll definitely buy a nice car when I grow up.

Gavin: A car? We'll probably be flying around in spaceships when we're older!

Lise: You're such a dreamer.

Gavin: Well, maybe in twenty or thirty years.

Lise: So, do you think we'll be taking a spaceship to work every day?

Gavin: Why not? I'll be living in Tokyo and working in Madrid.

Lise: But the world is running out of oil. If there's no oil, how will we fly around in spaceships?

Gavin: People will discover a new source of fuel so we won't need oil.

Lise: But if we've got spaceships, travelling won't be exciting any more! Where will we go on holiday?

Gavin: Maybe we'll be visiting other planets!

8 Practise the dialogue in 7 with a partner. Change the underlined words.

9 Listen and match. Then complete the sentences. Use the correct form of the verb.

- In 100 years, we'll live.
- In twenty years, she'll travel.
- In fifteen years, he'll work.
- In forty years, they'll visit.

10 What will you or won't you be doing forty years from now? Make complete sentences. Use the future continuous of the verbs in brackets and **definitely** or **probably**.

- (live in another country) I'll definitely be living in another country.
- (run my own business) I'll probably be running my own business.
- (go on holidays on the moon) I'll definitely be going on holidays on the moon.
- (go on white-water rafting trips) I'll probably be going on white-water rafting trips.
- (teach chemistry at the university) I'll definitely be teaching chemistry at the university.
- (make a big archaeological discovery) I'll probably be making a big archaeological discovery.

11 Make **Yes/No** questions about the future. Use the ideas below or your own ideas. Exchange your questions with a partner. Take turns with your partner to ask and answer your questions.

bring up a family make huge scientific discoveries

live in a big city earn good money

travel around the globe make a difference to the world

work for an environmental organisation act in films/on TV

Activities reinforce understanding of the new language and enable pupils to manipulate language to build meaningful sentences.

In Content Connection, pupils learn additional language and engage with topics from curriculum areas such as science, art, social studies and maths.

Content Connection | Science and Technology

12 Listen and read. How will we be learning new skills in the future?

CONTENT WORDS
3-D image, download, futurist, nano, virtual, wireless technology

EXPERTS' PREDICTIONS FOR THE FUTURE
Futurists are people whose job is to look ahead and help us plan for the future. Here are a few of their predictions for the next fifty years.

Virtual Reality
In a virtual-reality game, you, as a player, experience an imaginary world and interact with the game characters as though you were part of that world. Now, imagine yourself in a virtual-reality school of the future where you would be socialising and learning with virtual people. Cool, don't you think? In order for this to happen, a 3-D image linked to your brain will make you feel as though you were actually in the classroom and interacting with your virtual teacher and virtual classmates.

Nanotechnology
Nanotechnology is the science of incredibly small things. Exactly how big is a nano? Nano means 'billionth', so a nanometre is one billionth of a metre! When something is nano size, it's so small, it's invisible. With nanotechnology, we'll have microscopic computerised robots called nanobots. Because nanobots can be built into almost anything – even appliances – household chores will be easier.

Brain-to-Computer Communication
How about this for an amazing prediction. One day, even you and everything will be linked through wireless technology. Nanocomputers will be in your system so your brain just like a computer will be receiving downloads and uploads. Do you want to learn a new language or how to dance? As soon as you think the thought, your brain will be uploading the new language and the dance steps and you'll be learning them instantly!

13 Read 12 again and say true or false.
In the future,
1 ...you'll be able to 'go to school' without leaving home.
2 ...nanobots will only help us with household chores.
3 ...you'll be able to learn a new language in no time.

THINK BIG If you could learn something instantly by uploading it to your brain, what would you like to learn? Why? Do you think learning like this would be a good thing?

Around the World | Culture Connection

14 Listen and read. How many predictions are there about technology?

Kids' Predictions for the Future
When it comes to predicting the future, look no further than your classmates! What? In the world of predictions for the future, kids have had some amazing ideas. In some cases, their predictions, especially about technology, have turned out to be true or most likely will be coming true. Here's what some kids from around the world have predicted for the future:

People around the world will be living happily. They will accept and help each other. Everyone will have food and shelter. People will be enjoying life because they'll have time.

People, no matter what their skin colour, gender, culture or religion, will be co-existing harmoniously together. The environment will be safe to live in.

In the future, there will be more space travel. There may be people living on Mars or on the moon.

Nanobots and nanobots will be living with us. We won't have to do anything. Our nanobots will be doing our work for us. For example, they can go shopping for us. They can even entertain us.

There will be a time machine that can show us what we'll look like in the future. We can also use the time machine to show us the past – like what our parents and grandparents looked like when they were young.

15 Read 14 again and match.
1 shelter
2 harmoniously
3 gender
4 co-existing
a female or male
b a safe place to live
c living together
d in peace

In Culture Connection, pupils learn about different cultures and countries around the world.

Models and examples of different genres of writing are broken down and explained in an easy-to-follow format. Pupils follow the model to do their own writing.

Writing | Formal and informal emails

16 With a partner, read these two emails and decide which is formal and which is informal. Discuss the differences with your partner.

Formal
TO: teachmet23@gmail.com
CC: CC
SUBJECT: Next week's essay
Dear Mr Priscott,
I'll be working on next week's essay this weekend because I've got play rehearsals all week but I need more information about it. I've got some questions.
• What type of essay will we be writing?
• I'm planning to write about future technology.
Is this topic OK?
• What is the deadline for the essay?
Thank you for your help.
Thomas Brown

Informal
TO: howcoolstigt@gmail.com
CC: CC
SUBJECT: This weekend
Hey Leo,
Any plans tomorrow? Wanna hang out at my house? I'm staying home all day cos we've got to babysit my little sister. Wanna do homework together?
Got the new video game, btw. It's brilliant! Just text me b4 u come over. OK? CU soon.
Thomas

17 Write two emails: one to a teacher and one to a friend.

Formal
TO: _____
CC: _____
SUBJECT: _____
Dear _____

Informal
TO: _____
CC: _____
SUBJECT: _____
Hey _____

THINK BIG How can thinking about the past help you make better decisions in the present? Do you think it's good or bad to be thinking about and making plans for the future? Why/Why not?

Make good decisions. | Life Skills

18 Many young people don't think too much about the future. But they should. Read these statements. Think of a response to each one.

Why do I have to learn English? I don't plan on living abroad so I don't need it.

My parents own a business. I don't need to finish school because I'll be running the business when I'm old enough.

Me? Learn how to do household chores? I don't think so! I'll have maids at home so I won't be doing any chores in the future.

PROJECT
19 Make a **FutureSelf** book. Write a letter to yourself fifteen, thirty, even fifty years from now! Make a class book.

Dear FutureSelf,
Today is 4th January, 2014 and I'm in Year 7. Fifteen years from now, I'll be living on a tropical island. I'll be teaching at a school there and living near the beach. I won't be married or have children yet. I'll be...

Pupils reflect on a life skill related to the theme of the unit and apply this in a collaborative project.

Pupils learn about letters and their corresponding sounds in a systematic way, then revise the language learnt in the unit through a game-style group activity.

Listening and Speaking

20 Listen, read and repeat.
1 eats 2 sings 3 washes

21 Listen and blend the sounds.
1 c-o-o-k-s cooks 2 r-u-n-s runs
3 w-a-t-c-h-es watches 4 s-l-e-e-p-s sleeps
5 s-w-i-m-s swims 6 d-a-n-c-es dances

22 Listen and chant.
Sol swims in the summer,
He cooks in the winter,
He dances on Fridays,
He sings in the shower
And he sleeps for hours!

23 Create class surveys.
1 Work in groups. Brainstorm a list of predictions.
2 Choose a group leader. The group leader conducts a class survey about one of your predictions.
3 As a group, add up the results and create a graph. Then present your graph to the class.

Will you be working in the fashion industry in thirty years?
Yeah, I probably will be. I'm interested in designing clothes and I love art.

In our class, 15 out of 30 pupils think they definitely won't be working in the fashion industry.

Review

24 Use the words in the box to complete the expressions.

a business, a family, a foreign language, a good salary, adventurous holidays, children, in a dream job, in a nice office, in another country

1 run 2 work
3 earn 4 bring up
5 go on 6 speak

25 In your notebook, write four sentences about what four of your classmates will be doing in the future. You can use the expressions in 24 plus **probably** or **definitely**.

26 In your notebook, write answers to the questions. Use complete sentences.
1 What will you probably be doing tonight at 7-20?
2 What will you be doing this time next year?
3 Will you be travelling with friends ten years from now? Why/Why not?
4 What will you definitely not be doing in the future?
5 Will you be bringing up a family fifteen years from now?
6 What will you be doing forty years from now?
7 Will you be earning a lot of money twenty years from now?
8 Will you be travelling in space fifty years from now?

I Can
• talk about and make predictions about the future.
• talk about levels of certainty.

On the Review page, pupils show what they have learnt in the unit. The *I Can* feature helps pupils assess their own learning and reflect on their progress.

A Pupil's Book Unit (continued)

Checkpoint lessons consolidate material from the three previous units and help prepare learners to use Assessment for Learning techniques (see page xi).

Pupils review key language from the units and consider their current knowledge of that language.

Checkpoint Units 4-6

How Well Do I Know It? Can I Use It?

1 Think about it. Read and draw. Practise.

I know this. I need more practice. I don't know this.

	PAGES	
Dreams: bring up a family, go on adventurous holidays, live in another country...	43	
Super powers: read people's minds, become invisible...	55	
School subjects: Music, English, Social Science...	66-67	
Things we learn about: democracy, prime numbers...	66-67	
What will you be doing ten years from now? I'll definitely be studying at a big university in the city. I probably won't be living in Europe.	46-47	
Will you be running a business? Yes, I will . / No, I won't .		
If she could have one super power, she'd fly . If I didn't have to go to school, I'd stay at home all day.	58-59	
If you could go anywhere, where would you go ? I'd go to Italy.		
China's got more speakers of English than the USA. I've got fewer school subjects than my brother. Some teachers give less homework than others.	70-71	
The Amazon rainforest has got the most species of plants and animals on Earth. Cheltenham is one of the least populated cities in the UK. Antarctica's got the fewest flowering plants of any continent.	70-71	

I Can Do It!

2 Get ready.

A Number the lines of the dialogue in the correct order. Then listen and check.

Calvin: Yeah, maybe. But I'd like to try it and see. How about you? If you could have just one kind of food every day, what would it be?

Calvin: Great! I love pizza! I wish I could eat pizza every day.

Calvin: What's for lunch tomorrow?

Calvin: Yuck. If I only ate salad, I'd feel hungry all the time. It's too boring.

Calvin: But I eat vegetables all the time... on pizza!

Hannah: No, you don't. If you ate pizza every day, you'd get sick of it.

Hannah: Let's see... Tomorrow's Friday. It looks like we'll be having pizza again.

Hannah: Well, it wouldn't be pizza. I think I'd have a salad every day.

Hannah: Salad isn't boring. You know, if I were you, I would try to eat more vegetables.

B Practise the dialogue in A with a partner.

C Ask and answer the questions with a partner.

- How does Calvin feel about tomorrow's lunch? How about Hannah?
- Does Calvin like vegetables? Explain.
- If you could choose one food to eat every day, what would it be? Why?
- What do you think would happen if you ate that food every day?

78 Checkpoint Units 4-6 79

The 'Get ready' task helps identify any gaps in learners' knowledge of key language points so that teachers can review as needed.

The 'Get set' and 'Go' tasks allow learners to consolidate and use the new language in pair and group activities featuring cut-out materials.

Checkpoint Units 4-6

3 Get set.

STEP 1 Cut out the Mystery Classmate card on page 123 of your Activity Book.

STEP 2 Ask one classmate questions about him/her to fill in the card. Be sure to write neatly.

STEP 3 Mix up all the cards in a bag. Then each pupil takes one of the cards from the bag. Make sure it's not your own card. Now you're ready to Go!

4 Go!

A Work in a group. Take turns reading the information (except for the name) on your card aloud. Each group member copies the chart into a notebook and completes it by writing who he or she thinks the other group members are reading about.

Card number	Who read it?	Who do you think it's about?
Example	Andy	Anna
1		
2		
3		
4		

B Talk about your guesses. Give reasons for your choices.

I think Andy's card is about Anna. She loves playing football and she'll be working in a hospital someday.

I'm not sure. I don't think Anna likes chocolate.

All About Me Date: _____

How Well Do I Know It Now?

6 Look at page 78 and your notebook. Draw again.

A Use a different colour.

B Read and think.

I can start the next unit.

I can ask my teacher for help and then start the next unit.

I can practise and then start the next unit.

7 Rate this Checkpoint.

very easy easy hard very hard fun OK not fun

80 Checkpoint Units 4-6 81

Pupils have fun with in a mini-portfolio section and then reassess their understanding of the key language points from the previous group of units in the 'How Well Do I Know It Now?' section.

Learner Centred Approach

The *Big English* course ensures that all learners become active participants in every lesson by activating prior knowledge of topics and concepts and by encouraging them to share and express their personal experiences, ideas and opinions in English.

Big English also incorporates activities that appeal to pupils having a variety of learning styles. Attention has been paid to visual, auditory and tactile/kinesthetic learners through the inclusion of illustrations, photos, graphic organisers (visual learners); opportunities to hear and repeat key learning targets (auditory learners); and routines and games using touch and movement (tactile/kinesthetic learners).

Furthermore, care has been taken to provide activities that capitalize on Howard Gardner's Theory of Multiple Intelligences: logical-mathematical, linguistic, spatial, bodily-kinesthetic, musical, naturalistic, existential, interpersonal and intrapersonal.

Big English also considers classes with pupils of different abilities by providing differentiated instruction suggestions throughout the Teacher's Book.

Assessment for Learning

While all assessment is used to measure pupils' progress and to motivate pupils to learn, the *Big English* Teacher's Book offers opportunities for teachers to train pupils in a more dynamic type of assessment. As opposed to traditional, summative assessment tools that measure what is known or what has been learnt (assessment *of* learning), Assessment *for* Learning is based on the following three main principles: having pupils participate in setting goals, performing ongoing assessment and helping pupils learn how to set goals and self-assess.

Principles of Assessment for Learning

Set Goals	Perform Ongoing Assessment	Help Pupils Learn How to Set Goals and Self-Assess
Make sure each pupil has a clear understanding from the beginning of each unit what exactly the learning target is and what the expected outcomes are.	With the individual pupils' participation, informally and frequently assess where he or she is on the path to achieving those outcomes, usually during the course of a lesson.	Help pupils understand where the gaps are between what they have learnt and the expected outcome so they can address whatever areas are still lacking to achieve their goals.

Assessment for Learning in *Big English*

The Teacher's Book integrates and signposts the Assessment for Learning process throughout each lesson, as applied to all activities in the Pupil's Book.

- INVOLVE** | Make sure pupils know what the lesson objectives are so they feel ownership of their own learning.
- MONITOR** | Build in opportunities to assess how well the pupils are learning the material and try to work out where the gaps are. Whenever possible, help pupils learn how to assess their own learning at this stage, too.

Course Features (continued)

ASSIST

Once you've determined where the gaps are, present the material again in another context or modality so pupils have another opportunity to learn the material.

CHALLENGE

Go beyond the page and get pupils to internalise the material by personalising it, applying it to new contexts, analysing it critically, etc.

These Assessment for Learning techniques, used in combination with the *Big English* Assessment Pack, provide teachers and pupils with a unique set of tools to achieve both personal and course goals.

21st Century Skills

The term *21st Century Skills* refers to the knowledge and skills that learners need to be successful in the increasingly complex life and work environment of today's rapidly changing, digital world. These skills are divided into three key areas: learning and innovation, digital literacy and career/life skills. The *Big English* course combines rich content, a wide variety of tasks and specific teaching suggestions to ensure ample coverage and opportunities for development of these important skills.

21st Century Skills are reflected throughout the course.

21st Century Skills in *Big English*

Learning and Innovation 'The 4 C's'	Critical thinking and problem solving Creativity and innovation Communication Collaboration	→	<i>Think Big</i> tasks Personalisation tasks Communicative tasks Collaborative tasks Activity extension ideas
Digital Literacy	Information literacy Media literacy ICT literacy	→	Print/Digital reading genres Content-based research tasks Activity extension ideas
Career and Life	Flexibility and adaptability Initiative and self-direction Social and cross-cultural interaction Productivity and accountability Leadership and responsibility	→	<i>Think Big</i> tasks Content-based research tasks Life skills instruction Individual and group projects Content-based discussion tasks

The *Big English* classroom creates authentic learning experiences for pupils. Pupils are encouraged and motivated to think deeply about issues, to develop critical thinking skills and to work together to solve problems creatively. It brings the world into the classroom and takes pupils beyond the classroom out into the world.

Content and Language Integrated Learning (CLIL)

The content-based materials in *Big English* provide countless benefits to young learners of English. *Big English* implements CLIL by using the target language – English – as the medium for teaching school content areas – for example, science, history and social studies, as well as to raise learners' awareness of cultural similarities and differences.

Learning content language through the medium of English helps pupils deepen their comprehension of both the subject curriculum and English. This enhanced comprehension places them far beyond where they would be by studying only non-academic, everyday English.

The content-based materials in *Big English* improve pupils' language competence and oral communication skills. They help diversify classroom practices and increase learners' motivation and confidence in both their acquisition of key language and development of content knowledge.

Content Connection

In *Big English*, the content that learners are studying in their first language provides scaffolding for their learning of content-area English. CLIL also promotes learners' application of learning strategies. As these learning strategies become part of a pupil's repertoire of behaviours for learning, they transfer to other content areas and encourage greater pupil autonomy.

Culture Connection

Big English also integrates another important category of CLIL in the Culture Connection lessons, which provide insights into how people all over the world have similarities as well as differences that enrich all of our lives. *Big English* content materials broaden pupils' real-world knowledge and understanding, develop intercultural communication skills and multilingual interests and attitudes and provide opportunities to study content through different perspectives.

Theme-Based Units

Big English provides a basis for English language learning through a variety of content areas and high-interest topics. Theme-related language and concepts are presented as a tightly integrated whole. All parts of a unit present, apply, review and/or expand upon the unit theme from a variety of perspectives, from the opening quiz/fun facts or activities through to the review. Everything in the unit encourages a deeper understanding of the language, knowledge of the content and better communication.

Integrated Skills

Big English provides a balanced approach to developing the four skills – listening, speaking, reading and writing. This approach strengthens communicative competency with presentation of language in a meaningful context. Pupils learn to listen and speak in a multiplicity of ways – through dialogues, asking and answering questions, role playing, games, summarising and presenting their own work. Reading and writing are developed through fiction and several types of non-fiction, dialogues, informational texts, maps, graphic organisers and other reading materials, in both print and digital formats. Younger learners are also given opportunities to practise their skills in a developmentally appropriate manner.

Systematic Vocabulary Development

In *Big English*, presentation of new language is done first in context, allowing pupils to develop important learning strategies that they will be able to apply to other learning areas. Vocabulary is then individually presented to make sure that pupils are able to understand each vocabulary item on its own. Pupils practise the new vocabulary in a variety of activities, including categorisation, providing multiple exposures in a variety of contexts. Each time they encounter a word in a new context, they increase their knowledge of the word, linking the new piece of information to other information in mental networks of meaning.

Course Features (continued)

Big English also takes care to target vocabulary appropriate to the developmental age of children. Very young learners focus on concrete vocabulary items that relate to objects they can see and touch in the world around them. Older children are better able to handle abstract words and themes that are more removed from their immediate world and tend to learn the words in categories. The vocabulary is also systematically recycled many times.

Conceptually and Developmentally Appropriate Grammar Training

In addition to the four skills and vocabulary development, *Big English* recognises that learners need systematic and repeated exposure over time to language structures if they are to make the new language their own. For younger children, due to their level of cognitive development, it is not conceptually appropriate for teachers to present grammar as a set of rules that require analysis and manipulation of the new structure in order to use it properly. Instead, young learners become aware of structures by learning them as 'chunks', which they see and hear again and again until they start using them in a natural way, as do infants learning their first language.

As children become older and begin to think more analytically, they are able to elicit and apply rules to language structures. *Big English* gives pupils the opportunity to consider structures in such devices as grammar boxes in their books. But *Big English* never abandons the necessity of presenting language structures in meaningful contexts and highlights differences and similarities in language use to encourage pupils to work out the grammatical principle. This makes the grammatical 'rule' more meaningful and memorable.

YLE Practice Materials


Pupils who plan to take the YLE (Young Learners English) Flyers test gain exposure to the YLE exam format in combination with language they have learnt in *Big English*. The Activity Book provides practice materials for the three sections found in the YLE Flyers exam: Listening; Reading and Writing; and Speaking. Notes for the *Big English* YLE Flyers Practice Materials are provided in the Teacher's Book.

Young Learner's English Practice Flyers: Reading & Writing C

– 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

A Discovery in the Back Garden



My name's Robert and I've got an amazing story to tell. Most people don't believe me when I tell them about it but it's completely true.

One day, my friend Sarah brought a small potted tree to my house. My mum said it was OK for us to plant the tree in the back garden. While I was digging, I found something hard and round.

"What is it?" Sarah asked.

"I'm not sure," I said, "but I think it's a coin."

We brushed it off and looked at it more closely. It wasn't perfectly round and it wasn't very shiny but it was definitely a coin or a token of some kind. On one side was a picture of a man's face. He had a big nose and looked very serious. The word 'Roma' was printed on the other side.

Sarah thought it might be a bus token from Italy. We decided to take it to the museum. An expert looked at the coin. She said it was from ancient Rome.

"You've discovered an important piece of history," she said.

"This is very mysterious," I said. "I wonder how it got into my back garden?"

Like I said, most people don't believe me when I tell this story. If you don't believe me, you can go to the museum and see the coin for yourself.

Examples

The person telling this story is called Robert.

Most people don't believe him when he tells this story.

Questions

- 1 One day, Sarah brought a small _____ to Robert's house.
- 2 Robert's mum said it was OK to _____ in the back garden.
- 3 Robert found something that was _____ and round while he was digging.
- 4 On one side of the coin, there was a picture of _____.
- 5 On the other side of the coin, the word 'Roma' _____.
- 6 Robert went to _____ and spoke to an expert.
- 7 The expert said the discovery was an important _____.

116 Reading & Writing C

Reading & Writing C 117

Projects

Big English includes a pupil-centred project linked to the life skill presented in each unit. The project stimulates creative thinking and pupil collaboration. It encourages pupils to use new language in meaningful contexts and also helps pupils to personalise the life skill being taught in the lesson.

Unit projects further aid the process of language acquisition through the exploration and development of the senses and sensory modalities. At the lower levels, they help pupils develop their small-muscle and hand-to-eye coordination, sensory discrimination and concentration. At upper levels, creativity and self-expression are cultivated. Individuals or groups of pupils present their projects to the class, which gives them the opportunity to build on their presentation skills.

Games and Activities

Big English includes a variety of games and activities to sustain pupils' interest and motivation in the language classroom. They help sustain learners' interest through the hard work of understanding, reproducing and manipulating newly learnt language. Games and/or activities provide enjoyable contexts for communication and the same density of practice as exercises while motivating learners to use their language capabilities to the fullest. Using new language in fun contexts intensifies the experience and helps pupils acquire it.

Listening and Speaking

192 Listen, read and repeat.
1 nch 2 nth 3 mpt

193 Listen and blend the sounds.
1 l-u-nch lunch 2 t-e-nth tenth
3 p-r-o-mpt prompt 4 c-r-u-nch crunch
5 m-o-nth month 6 t-e-mpt tempt

194 Listen and chant.
I make lunch
On the tenth of the month.
An apple and crisps.
Do you want any sweets?
Don't tempt me!
Crunch! Crunch!

195 Work in groups of three. Choose a situation from the box or create your own. Pupils 1 and 2 role play the situation. Pupil 3 states the right thing to do.

Oh, no! My ball's just broken the window of that house!

If you break something, you should tell the owner.

You should go up to the front door and talk to the owner.

You:
- lose your friend's CD.
- see someone cheat in a test.
- spill juice on your friend's new shirt.
- see a man drop his wallet.
- break your friend's mobile phone.
- are asked to lie for your brother/sister.
- break a window at home.
- forget mother's day.

Listening and Speaking

20 Listen, read and repeat.
1 sion 2 tion 3 ation

21 Listen and blend the sounds.
1 t-e-l-e-v-i-sion television 2 f-i-c-tion fiction
3 c-e-l-e-b-r-ation celebration 4 d-e-c-i-sion decision
5 o-p-tion option 6 i-n-v-i-t-ation invitation

22 Listen and chant.
I've got an invitation
To a birthday celebration.
We'll watch science fiction
Films on television.
Now that's a good decision!

23 Work with a partner. Copy and complete this chart for yourself. Then write your partner's answers.

What's your favourite...?	Me	My partner
animated film		
action film		
comedy film		
comic book		
video game		
actor		
singer		
song		
album		

24 With your partner, talk about three of the items on the list. Why are those your favourites?

Krypton Kid is my favourite animated film. The animation is brilliant. The ending is amazing!

The First Day

Class Atmosphere

It is very important to put your pupils at ease as soon as possible and to let them know that their English classroom is a fun, comfortable and exciting place to be. Structure your first class in such a way that pupils get acquainted or reacquaint themselves with their classmates, review some of the English they know, gain some familiarity with their new textbook and set some learning goals and classroom rules for the year, with your help. End with a rousing version of the *Big English Song* (see page xvii).

Getting Acquainted Activities

A fun and simple way to begin is to tell pupils you're going to find out what kinds of things they have in common with one another. Tell them you're going to ask them to do something (like stand up or raise a hand) based on a series of sentences. Here are some examples:

Raise your hand/Stand up if...
your first name starts with a(n) ____.
you [walk/take a bus/ride a bike] to school.
you've got a pet [cat/dog/bird].
you like to eat [apples/spicy food/pizza].
you like to play [basketball/chess/the piano].
you've got more than one brother or sister.
your favourite subject is [Maths/Art/English].

You may wish to vary the content depending on the level of comfort of the class and the age of the pupils. Another variation is to change the command from *raise your hand/stand up* to things like: *shake your hands in the air, hop on one foot, shake your head* and so on.

Classroom Language Brainstorm

List on the board key classroom expressions that pupils may hear or need to use frequently in their English class, such as the following:

1. *Open your Pupil's Book to page ____.*
2. *Who can tell me the answer to number ____?*
3. *For this exercise, I want you to work with a partner/in a small group.*
4. *Has anybody got any questions?*
5. *Can you please say that again?*
6. *What are we supposed to do for this activity?*
7. *I'll be Pupil A.*
8. *What's our homework for the next lesson?*

Have the pupils listen and repeat all of the classroom language so they can get used to saying each line. Here are some ideas for practising the lines:

- Have pupils work in pairs or groups. Ask them to take turns miming or acting out each line of classroom language. Their partners have to guess the line.
- Photocopy the lines onto a large sheet of paper. Cut each sentence in half and mix up all the pieces. Have pupils work in pairs to put the lines back together.



Big English Song

From the mountaintops to the bottom of the sea,
From a big blue whale to a baby bumblebee-
If you're big, if you're small, you can have it all,
And you can be anything you want to be!



**It's bigger than you. It's bigger than me.
There's so much to do and there's so much to see!
The world is big and beautiful and so are we!
Think big! Dream big! Big English!**

So in every land, from the desert to the sea
We can all join hands and be one big family.
If we love, if we care, we can go anywhere!
The world belongs to everyone; it's ours to share.

**It's bigger than you. It's bigger than me.
There's so much to do and there's so much to see!
The world is big and beautiful and so are we!
Think big! Dream big! Big English!**

**It's bigger than you. It's bigger than me.
There's so much to do and there's so much to see!
The world is big and beautiful and waiting for me.
A One, two, three...**

Think big! Dream big! Big English!

unit 1

ALL ABOUT

SCHOOL

1:04

1

Read and listen to the statements. All of them are true! Talk about them with a partner. Which one is the most surprising? Why?

- 1 Some kids have *didaskaleinophobia*, which is the fear of going to school.
- 2 Richard Branson, creator of *Virgin Records* and the *Virgin Atlantic* airline, didn't finish secondary school.
- 3 There is an alternative school in Canada that doesn't test pupils and it doesn't follow a strict timetable, either. Pupils decide how to spend the school day and which activities to attend. They are grouped not by their age but by their interests.
- 4 Finnish pupils rarely take exams or do homework until they are into their teens. But they rank at the top or near the top in international tests in Science, Maths and Language.
- 5 China's got the longest school day in the world. A Chinese pupil spends almost eleven hours in the classroom each day!
- 6 In South Korea, secondary school pupils applying for university all take the same standardised test. On the day of the test, people come to the school to support pupils who are going to take the test. They give out sweets, tea and other treats to the pupils. Some taxis give pupils free rides and additional trains and buses run before and after the exam.





Read and listen to these bad excuses. Say what each person should have done. Use the phrases in the box.

been more careful done it earlier
done it again paid attention to the time
taken it away from her

TIP

Use *should + have + past participle* form of the verb to give advice about something in the past.

1 Q: Have you done your homework yet?

A: No, I haven't...

She should have ?.

2 Q: Have you studied for the test yet?

A: No, I haven't...

She should have ?.

3 Q: Have you finished your project yet?

A: Yes, I have, but...

He should have ?.

4 Q: Have you handed in your essay yet?

A: No, I haven't...

He should have ?.

5 Q: Have you done your Maths homework yet?

A: No, I haven't...

He should have ?.

3

Work with a partner. Take turns making up your own bad excuses.



Have you finished your homework yet?

Why not?

No, I haven't.

There was a power cut and I couldn't find my torch.



THINK BIG

When do we usually give excuses? What's the difference between an excuse and an explanation?



Reading | Web forum

Listen and read. What's the problem? What different advice is offered?

boy1_xyz Hey, you guys. I'm only twelve years old and I'm already under so much stress. I think I'm developing didaskaleinophobia. Have you ever had it? It feels like school is one long punishment. I've got so much homework! I've barely got time to talk to my friends! What shall I do?

cookie48 Uh oh. That's not good. Have you told your parents? I told mine about my situation and we ended up having a meeting with my teacher. That might sound stressful but it was actually helpful. My teacher still gives a lot of homework but she helps me manage it. Things aren't perfect but I feel better.

34309843_kc Take my advice, boy1_xyz: Don't tell your parents! Trust me - they'll think you just don't like studying. You'll end up in more trouble than you were in before.

imsoclever I agree with cookie48. Tell your parents about your situation and about how it's making you feel. Show them all your homework.

cute_girl28 I disagree with 34309843_kc. I had the same problem. At first, I couldn't tell my parents but then every Sunday, I'd start feeling sick at the thought of going to school the next day. I finally told my parents. They talked to my teachers and it helped. At the end of the school year, I ended up transferring to an alternative school. My new school suits me much better. We've got much more freedom. We choose our subjects and school activities. I've been here for a month now and I'm MUCH happier.

citymouse1 Hey, cute_girl28. Your school sounds reaaaaaally cool! Where is it?

techieboy03 I've already researched alternative schools, citymouse1. There are some great ones in the UK. I've also researched similar schools in Scotland. There are some really cool ones that are unusual and interesting. I'm guessing but I think your school might be in London, cute_girl28. Am I right?

cute_girl28 You're close, techieboy03. Good guess! You're a great detective. There are a lot of alternative schools in London. I know because I researched it, too! My school is in Brighton. I just love my school!

boy1_xyz I like your idea. I think an alternative school would fix my problem. But those schools are difficult to get into and there are only a few of them.

rainbowgirl Why not try homeschooling? I'm being homeschooled and I really like it. My mum teaches me all the subjects. We go on field trips a lot. And once a year, we go to an event just for homeschoolers. It's very exciting. I look forward to it every summer!

READING COMPREHENSION

5 Read and say yes, no or doesn't say.

- Boy1_xyz has already told his parents about his problem.
- Cookie48 has spoken to his teacher about his problem.
- Imsoclever and cookie48 give the same advice.
- Cute_girl28 lives in Scotland.
- Techieboy03 likes being at a traditional school.

THINK BAG Who do you think gave the best advice to boy1_xyz? Why/Why not? What advice would you give to boy1_xyz?

Warm-Up

- Play *Stress Ball* to review the concept of stress. Say: *Stress is pressure caused by worry or too much work.* Begin by having pupils sit in a circle. A player names something that causes stress and passes the ball to the right. The next player repeats the first player's response and adds another cause of stress. Players who can't remember the causes of stress in the order they were given or add another cause of stress are out of the game.

Using Page 4

4 Listen and read. What's the problem? What different advice is offered?

INVOLVE | Explain the lesson objective – pupils will read, talk and answer questions about a web forum.

- Have pupils read the title aloud and preview the forum layout, including text features like the user's identification and the comment. Say: *This is a web forum that pupils use to share ideas and advice. Web forums are a good place to share opinions. Sometimes it's easier to say something in a forum than to say it face-to-face.*
- Remind pupils that they read about didaskaleinophobia on page 2. Ask: *If you've got this problem, what are you afraid of?* (going to school)
- Read the directions aloud. Play audio track 1:07 and have pupils listen and read along.

MONITOR

Ask questions to check for understanding. Ask: *How does boy1_xyz feel about school?* (He feels like it's punishment and he's stressed.) *What happened when cookie48 told his parents about a similar situation?* (They had a meeting with his teacher who now helps him manage his homework. He feels better.) *What's the problem?* (boy1_xyz thinks he's developing didaskaleinophobia) *What different advice is offered?* (talk to the parents/teacher, search for an alternative school, try homeschooling)

ASSIST

Replay the audio as needed. Pause after each comment and use simple language to explain unfamiliar words and phrases. Say: *A situation is a problem. A traditional school follows teaching ideas that have been used for a long time. An alternative school is one that follows new or unusual teaching ideas.*

Using Page 5

- **21st Media Literacy** Point out that all of the comments on a web forum are anonymous – users don't know each other's real names. Have pupils discuss the advantages and disadvantages of anonymous postings. Point out that being anonymous can make it easier for someone to say what he or she really feels about something.

5 Read and say *yes, no or doesn't say*.

- Read the directions aloud. Ask: *What does it mean if you choose doesn't say?* (The information is not stated in the forum.) Have pupils complete the activity independently.

MONITOR Review answers with the class. Have volunteers explain why the false statements are not correct. (Answers: 1 *no*, he hasn't told them yet, 2 *yes*, 3 *yes*, 4 *no*, cute_girl28 goes to school in Brighton, 5 *doesn't say*)

ASSIST Replay the audio as needed and review any problems with understanding. Suggest that pupils locate clues that helped them answer each item.

CHALLENGE Invite pupils to write additional items for classmates to answer with *yes/no/doesn't say*. Model: *Rainbowgirl wants to transfer to another school.* (No; she is happy being homeschooled.) *Boy1_xyz decides he'll talk with his parents about his problem.* (doesn't say)

THINK BIG 21st Problem Solving

- Read the questions aloud with pupils.
- Say: *Online forums can help you solve a problem. You can post a question and get a lot of advice. Then you can decide which advice is best for you.*
- Encourage pupils to use the reading text for additional support as they answer in pairs.

MONITOR As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language.



Suggest that pupils give each of the forum users a first name to make it easier to talk about their opinions. Say: *You can choose a name that begins with the first letter of the pupil's posting ID. For example, you might call boy1_xyz Ben, Bob or Bruce.*

- Assign Activity Book page 4 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to write comments that they would share in response to boy1_xyz's post. Remind pupils that the language used in an online forum is friendly and informal and that many users don't use complete sentences. Say: *However, it's important to be as clear as possible when giving advice. Writing in complete sentences can help you make sure that your ideas are clear to others. Clear writing is more likely to persuade others that you're right.* Encourage pupils to use a computer if available and then print out a copy of their comments to share with the class.

MONITOR Invite partners to exchange comments and check each other's writing for correct vocabulary and grammar before they 'post' their comments on the board or in their books.

OBJECTIVES

To read unit language in context

To read for understanding by using text features

To read and draw conclusions

To relate the text to pupils' own lives

Key Vocabulary

Nouns: advice, detective, field trips, freedom, meeting, situation

Verbs: homeschool, manage, research, study, transfer

Adjectives: alternative, helpful, traditional

21st Century Skills

Media Literacy
Problem Solving

Materials

Ball

Audio tracks 1:07–08

Digital activities:
MyEnglishLab



Page 4

Answers on page T152

Summary

A twelve-year-old web forum user asks for advice. He's stressed because of too much homework. One user suggests telling his parents and meeting with his teacher. Another user says he shouldn't tell his parents at all. A third agrees with talking to his parents. She had a similar problem and transferred to an alternative school. A fourth recommends homeschooling.

TEACHING TIP


Antonyms


Recognising antonym pairs helps pupils learn new vocabulary. Have pupils talk about ideas in the forum using these antonym pairs: *stressed/relaxed, punishment/reward, traditional/alternative, transfer/stay, similar/different, interesting/boring.*





Listen and read. What's the problem? What different advice is offered?

boy1_xyz 	<p>Hey, you guys. I'm only twelve years old and I'm already under so much stress. I think I'm developing didaskaleinophobia. Have you ever had it? It feels like school is one long punishment. I've got so much homework! I've barely got time to talk to my friends! What shall I do?</p>
cookie48 	<p>Uh oh. That's not good. Have you told your parents? I told mine about my situation and we ended up having a meeting with my teacher. That might sound stressful but it was actually helpful. My teacher still gives a lot of homework but she helps me manage it. Things aren't perfect but I feel better.</p>
34309843_kc 	<p>Take my advice, boy1_xyz: Don't tell your parents! Trust me – they'll think you just don't like studying. You'll end up in more trouble than you were in before.</p>
imsoclever 	<p>I agree with cookie48. Tell your parents about your situation and about how it's making you feel. Show them all your homework.</p>
cute_girl28 	<p>I disagree with 34309843_kc. I had the same problem. At first, I couldn't tell my parents but then every Sunday, I'd start feeling sick at the thought of going to school the next day. I finally told my parents. They talked to my teachers and it helped. At the end of the school year, I ended up transferring to an alternative school. My new school suits me much better. We've got much more freedom. We choose our subjects and school activities. I've been here for a month now and I'm MUCH happier.</p>
citymouse1 	<p>Hey, cute_girl28. Your school sounds reaaaaaally cool! Where is it?</p>

techieboy03

 I've already researched alternative schools, citymouse1. There are some great ones in the UK. I've also researched similar schools in Scotland. There are some really cool ones that are unusual and interesting. I'm guessing but I think your school might be in London, cute_girl28. Am I right?

cute_girl28

 You're close, techieboy03. Good guess! You're a great detective. There are a lot of alternative schools in London. I know because I researched it, too! My school is in Brighton. I just love my school!

boy1_xyz

 I like your idea. I think an alternative school would fix my problem. But those schools are difficult to get into and there are only a few of them.

rainbowgirl

 Why not try homeschooling? I'm being homeschooled and I really like it. My mum teaches me all the subjects. We go on field trips a lot. And once a year, we go to an event just for homeschoolers. It's very exciting. I look forward to it every summer!

READING COMPREHENSION

5 Read and say **yes**, **no** or **doesn't say**.

- 1 Boy1_xyz has already told his parents about his problem.
- 2 Cookie48 has spoken to his teacher about his problem.
- 3 Imsoclever and cookie48 give the same advice.
- 4 Cute_girl28 lives in Scotland.
- 5 Techieboy03 likes being at a traditional school.

**THINK
BIG**

Who do you think gave the best advice to boy1_xyz?
 Why/Why not? What advice would you give to boy1_xyz?

Language in Action



Listen and read. What have Peter and his mum already discussed?

Mum: Peter, I'm about to ask you a question. Can you guess what?

Peter: You're about to ask me if you can increase my pocket money.

Mum: Ha ha. Have you finished your homework yet?

Peter: Not exactly. I'm talking to Tessa.

Mum: Yes, I can see that. May I speak to you, please?

Peter: OK. *[to phone]* Tessa, I've got to go. I'll call you back later.

Mum: So you haven't 'exactly' finished your homework yet?

Peter: Yeah, well, I've finished my Maths homework and I've almost finished my English essay but I haven't started my History assignment yet.

Mum: We've been through this before, Peter. Homework first, phone calls later.

Peter: I know. Sorry, Mum. I'll do it now.



7

Practise the dialogue in 6 with a partner.



Listen and match. Then complete the sentences. Use the correct form of the verb.

get his licence
see the music video

meet the new pupil
walk the dog



1 Mark's brother has already ?.

3 Roberto has already ?.

2 Stacey hasn't ? yet.

4 Dawn hasn't ? yet.

Warm-Up

- Have pupils preview the pictures in Activity 8. Encourage them to describe what they see in each one. Then explain that they will hear a dialogue about each one and ask pupils to predict what each dialogue will be about. Write pupil predictions for each picture on the board.

Using Page 6

6 Listen and read. What have Peter and his mum already discussed?

INVOLVE

Explain the lesson objective – pupils will read, listen to and practise a dialogue. Pupils will also listen to conversations about school life.

- Tell pupils they will listen to a conversation about homework that a boy named Peter and his mother are having.
- Read the directions. Then play audio track 1:09 and have pupils listen and read silently.
- Invite partners to talk about the conversation. Ask them to describe Peter's problem.

MONITOR

Ask questions to check for understanding. Ask: *Has Peter finished his homework yet?* (He's finished his Maths homework but not his English and History homework.) *Why hasn't Peter finished his homework?* (He's talking to his friend on the phone.) *What have Peter and his mum already discussed?* (They've discussed the rule 'Homework first, phone calls later'.)

7 Practise the dialogue in 6 with a partner.

- Read the directions. Invite pairs to read the dialogue aloud, swap parts and repeat.

MONITOR

As pupils work, listen for proper pronunciation and appropriate intonation.

ASSIST

As you notice errors, say words or sentences correctly and have pupils repeat after you.

8 Listen and match. Then complete the sentences. Use the correct form of the verb.

- Read the directions aloud. Play audio track 1:10 and have pupils complete the activity independently.

MONITOR

Check to make sure pupils have matched correctly. Use questions to check for understanding. Ask: *Why didn't Mark ask his brother for a lift to school?* (He didn't know his brother had already got his licence.) *How did Stacey's dad know she hadn't walked the dog yet?* (In the picture, you can see that the dog is sitting inside, in front of the door, looking at it.) (Answers: 1 d, got his licence, 2 c, walked the dog, 3 b, met the new pupil, 4 a, seen the music video)

ASSIST

Review past participle forms of the verbs in the box before having pupils write their answers: *get–got, see–seen, meet–met, walk–walked.*

- Assign Activity Book page 5 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to role play a dialogue based on one of the situations in Activity 8. Encourage pupils to extend the dialogues to include at least one idea that they didn't hear.

OBJECTIVES

To talk about school activities, homework and events

To make excuses

To use unit language in context

To use correct pronunciation and appropriate stress and intonation

Key Vocabulary

Nouns: dog, exchange student, licence, phone call, pocket money, version

Verbs: finish, get, meet, see, walk

21st Century Skills

Cross-Cultural Skills

Materials

Audio tracks 1:09–12

Audioscript, page T138

Digital activities:
MyEnglishLab



Page 5

Answers on page T152

TEACHING TIP

21st Cross-Cultural Skills

Point out that sometimes a song or music video might be about ways of life pupils know little or nothing about. If available, share the farm boy's music video and ask pupils to raise their hands if they know about farms. Help pupils who don't know about farms to find out more about farm life by providing appropriate internet and magazine articles and books. Have them talk about how the information and the video helped them appreciate farm life better.

OBJECTIVES

To use *yet*, *already* and *ever* with present perfect verbs

Key Vocabulary

Nouns: email, field trip, homework, project

Verbs: be, check, do, finish, start, talk

Materials

Index cards

Interactive activity / Game (eText)

Digital activities:
MyEnglishLab

AB

Pages 6–7

Answers on page T152

Warm-Up

- Have teams play *Verb Showdown* to review verb forms. Players take turns giving the past and past participle forms of verbs you name. They score one point for each correct form. Model: *The verb is do. The past form is did. The past participle is done.* Include these verbs from the lesson: *finish, be, call, check, start, talk.* Then allow pupils to suggest other verbs.

Using Page 7

9 Make questions and answers. Follow the example.

INVOLVE

Explain the lesson objective – pupils will use *yet*, *already* and *ever* to talk about activities that have and have not happened.

- Have volunteers read the sentences and tip in the first grammar box aloud. Ask pupils to name the verb in each sentence and explain how the words *yet*, *already* and *ever* add information to the questions and answers.
- Read the directions aloud and do Item 1 as a class.

MONITOR

Check answers as a class. (Answers: 2 *Has he finished his project yet? Yes, he's already finished it.*, No, *he hasn't finished it yet.*, 3 *Have they ever been on a field trip? Yes, they have.*, No, *they haven't.* 4 *Have your parents spoken to the teacher yet? Yes, they have.*, No, *they haven't.*, 5 *Has she given the book back yet? Yes, she's already given it back.*, No, *she hasn't given it back yet.*)

10 Look at Jan's to-do list. Then complete the questions about it and answer them. Follow the example.

- Have volunteers read the sentences and tip in the second grammar box aloud. Provide and then ask pupils to complete additional sample sentences with the correct verb in the past simple or present perfect: *She ... the essay last night.* (wrote) *She ... already ... the essay.* (has, written) *She ... not ... the essay yet.* (has, written)
- Read the directions aloud. Then invite volunteers to read Jan's to-do list aloud. Say: *A tick means that Jan has finished the activity.* Complete Item 1 as a class. Write the answer on the board.
- Have pupils complete the activity independently or in pairs in their notebooks.

MONITOR

Check answers as a class. (Answers: 2 *Has Jan checked her email yet? Yes, she has. She checked it at 4:15.*, 3 *Has Jan started reading her book yet? No, she hasn't. She hasn't started reading it yet. She should have started reading it earlier.*, 4 *Has Jan written her essay yet? Yes, she has.*, 5 *Has Jan finished her Science project yet? No, she hasn't.*)

- Assign Activity Book pages 6–7 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils create jumbled sentences to practise the present perfect. First, pupils write sentences using *yet*, *already* or *ever*. Then they write the words for each sentence on separate index cards, mix the cards and then put them into a set. Pupils exchange sets and try to arrange the cards to form sentences.
- Have pupils play Unit 1, Game 1 on the eText.

Has she **done** her solo yet?

Yes, she **has**. She **has** already done it.

No, she **hasn't**. She **hasn't done** it yet.

Have they ever **won** an award?

Yes, they **have**./No, they **haven't**.

Tip: Use the present perfect to talk about an event that happened at an indefinite time in the past. The specific time is unknown or unimportant.

9 Make questions and answers. Follow the example.

1 **Q:** you/do/your homework/yet

Have you done your homework yet?

A: Yes, I've already done it.

A: No, I haven't done it yet.

2 **Q:** he/finish his project/yet

3 **Q:** they/ever/be on a field trip

4 **Q:** your parents/speak to the teacher/yet

5 **Q:** she/give the book back/yet

He **has** already finished the project.

He **finished** it yesterday.

He **hasn't finished** the project yet.

He **didn't finish** it yesterday.

Tip: Use the present perfect when no specific time is given. Use the past simple when giving a specific time in the past.

10 Look at Jan's to-do list. Then complete the questions about it and answer them. Follow the example.

1 (talk) Has Jan talked to Jenny yet?

Yes, she has. She talked to her at 4:00.

2 (check email) Has Jan ?

3 (start reading) Has Jan ?

4 (write essay) Has Jan ?

5 (finish Science project) Has Jan ?

Things to do:

1 Call Jenny at 4:00. ✓

2 Check email at 4:15. ✓

3 Start reading my book. ✗

4 Write essay. ✓

5 Finish Science project. ✗



Listen and read. How much free time is there in a Chinese pupil's typical school day?

CONTENT WORDS

daily free time period study period timetable typical

A Day in the Life of a Pupil in China

It's noon and the bell is ringing at your school. How many hours have you spent doing schoolwork by then?

Shall we take a look at a typical school day in China? Well the school day begins at 7:30 with a flag-raising ceremony and a speech from the head teacher. A pupil's daily timetable is packed. There is hardly any free time and pupils must work hard all day. Pupils, especially pupil leaders, have been trained from a young age to be good pupils, get good marks and help other pupils do the same. And school timetables show this. The school day is almost eleven hours long!

Look at a typical school timetable in China.

7:30-7:40 a.m.	flag-raising ceremony
7:40-7:45	prepare the classroom
7:45-8:30	1 st period
8:40-9:25	2 nd period
9:35-10:20	3 rd period
10:30-11:00	morning exercises
11:10-11:15	eye exercises
11:25-12:10 p.m.	4 th period
12:20-12:40	lunch
12:50-1:50	study period
2:00-2:15	free time
2:25-2:30	classroom prep
2:30-3:15	5 th period
3:25-3:30	eye exercises
3:40-4:25	6 th period
4:35-5:20	7 th period
5:30-6:10	8 th period or study period

12 Read **11** again and say **true** or **false**.

- Chinese pupils prepare their classroom first thing in the morning.
- Chinese pupils learn how to work hard and are usually good pupils.
- A Chinese pupil's typical day at school is over twelve hours long.

13 Write your school timetable in a chart. Discuss it with a partner.

Warm-Up

- Write the word *timetable* on the board. Say: *A timetable is a list of times and events. It might show the hours in a day or the days in a week.* Give pupils television timetables and have them ask and answer questions about them.

Using Page 8

11 Listen and read. How much free time is there in a Chinese pupil's typical school day?

INVOLVE

Explain the lesson objective – pupils will read about a typical day for a school in China and compare their school's timetable with one from the Chinese school.

- Preview the article by having pupils read the Content Words aloud. Ask the pupils to share their understanding of these words.
- Play audio track 1:13 and have pupils listen and read along. Then have pupils read the chart showing a typical school timetable in China.

MONITOR

Use questions to check for understanding. Ask: *What time does school begin in a typical school in China?* (at 7:30 in the morning) *What are the first activities every day?* (a flag-raising ceremony and a speech from the head teacher) *How much time do pupils in China get for lunch?* (twenty minutes) *When does the school day end?* (at 6:10 p.m.) *How much free time is there in a Chinese pupil's typical school day?* (There's very little free time in a pupil's typical day.)

ASSIST

Replay the audio as necessary. Have pupils point to each Content Word in the text and use context clues to determine its meaning. Model for pupils how to use context clues to understand the meaning of new words. Explain any unfamiliar words. Say: *A packed timetable is very full. When there is hardly any free time, there is very little free time.*

12 Read 11 again and say true or false.

- Read the directions aloud and have pupils complete the activity independently in their notebooks.

MONITOR | Check answers as a class. (Answers: 1 false, 2 true, 3 false)

CHALLENGE | Have pupils make two questions from the text to ask their partners.

13 Write your school timetable in a chart. Discuss it with a partner.

- Read the directions aloud. Have pupils work in pairs to create charts and talk about their school timetables. Remind pupils that they will fill in details for a typical day. Say: *Your timetable might not match every day exactly. For example, you might have different timetables on Monday and Tuesday.*

MONITOR

Check that pupils' timetables include the activities they complete during a typical school day, from beginning to end. Have partners read their timetables aloud: one partner can read the time and the other can name the activity.

- Assign Activity Book page 8 and direct pupils to digital activities.

Application and Practice Activity

- **21st Self-Direction** Have pupils talk about how they might use a timetable like the one they created. Point out that they might use timetables to plan their free time or to suggest changes in the school day. Ask: *Why do people keep timetables? What problems might a timetable help you solve?*

OBJECTIVES

To read about a typical day at a school in China

To compare school timetables

Content Words

daily, free time, period, study period, timetable, typical

21st Century Skills

Self-Direction

Materials

Television timetables from newspapers or other sources

Audio track 1:13

Interactive activity (eText)

Digital activities: MyEnglishLab

AB

Page 8

Answers on page T152

TEACHING TIP

Understanding Visual Data

Allow pupils to practise reading data from their charts.

Say: *Charts give a lot of information in a small space. Take time to read a chart carefully. Begin by reading any headings or labels. Suggest that pupils write true/false statements about the data and challenge classmates to evaluate them.*

OBJECTIVES

To read about a school in Finland

To connect a text to personal experience

Content Words

break, curriculum, objective, pace, task, workshop

21st Century Skills

Health Literacy
Critical Thinking

Materials

Audio track 1:14
World map or globe
Video (eText)
Digital activities:
MyEnglishLab

AB

Page 9

Answers on page T152

TEACHING TIP

National Adjectives

Write *Finland* and *Finnish* on the board. Say: *Finland is the name of a country. Finnish is an adjective. Finnish is the way we refer to schools in Finland.* Have pupils say the adjective for each of these countries: *Poland* (Polish), *Spain* (Spanish), *France* (French), *Japan* (Japanese), *India* (Indian), *Afghanistan* (Afghan), *Argentina* (Argentinian), *Holland* (Dutch), *China* (Chinese), *Brazil* (Brazilian), *Indonesia* (Indonesian), *Russia* (Russian), *Greece* (Greek).

Warm-Up

- Remind pupils that they created a timetable that shows their typical school day on page 8. Invite them to create new timetables that show a 'dream' school day. Ask: *What would you like a typical day to be like?* Allow pupils to share their 'dream' timetables and talk about similarities and differences.

Using Page 9

14 Listen and read. How do pupils at this school learn new things?

INVOLVE Explain the lesson objective – pupils will read and talk about a school in Finland. Have a volunteer point to Finland on a world map or globe.

- Write these vocabulary items on the board: *break, curriculum, objective, pace, task, workshop*. Have pupils listen for and locate these words in the article. Play audio track 1:14 and have pupils listen and read. Pause after each paragraph and have pupils summarise the content, using their own words.

MONITOR Ask questions to check for comprehension: *When does a school day in Finland begin and end?* (It begins at 7:45 a.m. It ends by 2:00 p.m.) *What does it mean if you 'work at your own pace'?* (You work at a rate of time that is comfortable for you; it's not too fast or too slow.) *How do pupils at this school learn new things?* (They work together to gather information. They ask their teacher for help whenever they need to.)

ASSIST Replay the audio as needed. Answer any questions about vocabulary or grammar structures.

- 21st Health Literacy** Remind pupils that health includes physical, mental and emotional health. Ask: *How do school activities in Finland keep pupils healthy?* (Elicit answers, such as: Lunch provides good nutrition./The school day includes few activities that are stressful.)

CHALLENGE Ask pupils to write a sentence using each vocabulary item. Then ask pupils to read their sentences aloud, leaving out each vocabulary item for others to guess.

15 Read 14 again and match.

- Read directions aloud. Allow pupils time to read the text again. Complete Item 1 as a class and then have pupils complete the activity independently.

MONITOR Review answers as a class. (Answers: 1 b, 2 c, 3 a)

CHALLENGE Have pupils make sentences using the vocabulary items from this activity.

THINK BIG 21st Critical Thinking

- Tell pupils that they will compare their school with Finnish schools.
- Read the questions aloud. Have pupils work in pairs to ask and answer questions.

MONITOR Listen for proper pronunciation, appropriate intonation and correct use of language.

- Assign Activity Book page 9 and direct pupils to digital activities.

Application and Practice Activity

- Assign pupil groups a subject, such as Maths, History or Science. Then have them create a dialogue showing pupils studying that subject. Say: *Your dialogue should take place in Finland or here. If you choose Finland, use details from the article to show how pupils there learn.* Allow pupils to share their dialogues and encourage classmates to guess where each one takes place.
- Have pupils view the Unit 1 video segment. Use the Video Guide.

1:14

14

Listen and read. How do pupils at this school learn new things?

A Day at a School in Finland

“Moi, Sofia!” “Terve, Aleks!” That’s “hi” and “hello” in Finland. And that’s how pupils and teachers greet each other at this Finnish school. Pupils call their teachers by their first names. Anna Hansson has gone to this school since Year 1 so she knows everybody. Anna shouts “Moi” to her fellow pupils as she arrives at 7:45 in the morning.

At her school, Anna and her classmates decide, along with their teacher, what their weekly objectives, tasks and activities will be. Pupils work at their own pace. They don’t always study together. Some may be in their home classroom. Others might be in a workshop where they’re learning by actually doing. Today, Anna’s group is working on a magazine in a magazine workshop.

Anna and her classmates don’t learn by memorising facts. Instead, they work together to gather information. They ask their teacher for help whenever they need to. At times, they even rest on the classroom sofa. The class is active and busy but the teacher is in full control and doesn’t have to tell pupils to behave. Parents are welcome at the school and lend their expertise in workshops and evening classes.

After 90 minutes, pupils have a 30-minute break. Soon, it’s lunchtime! At Anna’s school, pupils get free hot meals every day. Today’s lunch is everybody’s favourite – meatballs and mashed potatoes. It is served with salad, bread and glasses of milk on tables with tablecloths and flowers in vases.

Chores have always been part of the curriculum at Anna’s school. All pupils do chores, which include taking care of plants, collecting rubbish, recycling and composting. Pupils help in the library and in the kitchen.

School is over by 2 in the afternoon. Most parents work so in the afternoon, there are clubs and hobby groups. Pupils can study Japanese, learn to play instruments and do arts and crafts.

15

Read 14 again and match.

- | | |
|----------------------|----------------------------------|
| 1 memorise facts | a research and record details |
| 2 lend expertise | b learn and remember information |
| 3 gather information | c share knowledge and skills |

**THINK
BIG**

How is Anna’s school the same as your school? How is it different?

Writing | Opinion paragraph

- 16 Read the opinion paragraph about homework.

Homework Does Not Make Pupils Learn Better

Does homework make pupils learn better? In my opinion, it does not. In fact, having a lot of homework makes pupils dislike school and become stressed. Pupils who are anxious and don't like school cannot learn well. Pupils who have got hours and hours of homework cannot relax and spend quality time with their families. I believe that school timetables should allow pupils to get most of their schoolwork done at school. In this way, when they get home, they can be free to enjoy time with their family or just relax. In my opinion, a more relaxed pupil will perform better in class. Too much homework prevents this!

- 17 Look at 16 again. Copy and complete the paragraph outline.

Title rewritten as question: ?

Main opinion: ?

Reason: ?

Suggestion: ?

Conclusion: ?

- 18 Choose one of these school issues or use one of your own ideas and write about it:

- Do you think memorising facts makes pupils learn better?
- Do you think school uniforms should be required?

- 1 Copy the chart in 17 and complete it with information about your topic.
- 2 Write your own paragraph.
- 3 Share it with the class.

Warm-Up

- **21st Media Literacy** Have pupils review facts and opinions by finding examples of each in a newspaper or magazine. Say: *A fact is known to be true. It can be proven. An opinion is a personal view. It's based on a person's judgment.* Allow pupils to scan sources and share examples of facts and opinions. Point out that news articles mainly contain facts but opinions may be included in 'light news', such as entertainment features. Opinions are also stated and supported in editorials and editorial features.

Using Page 10

INVOLVE Explain the lesson objective – pupils will read an opinion paragraph about homework. Then they will write their own opinion paragraph about homework or another school issue. Say: *An issue is a subject for discussion. People have often got different opinions about important issues.*

16 Read the opinion paragraph about homework.

- Read the directions aloud. Then have volunteers read the paragraph aloud.
- **MONITOR** Check for understanding. Ask: *What's the writer's opinion about homework?* (A lot of it creates stress. It doesn't help make pupils better learners.) *When does the writer think pupils should do most of their schoolwork?* (when they're at school)
- **ASSIST** Use simple language to explain unfamiliar words and point out antonyms. Say: *Stressed and relaxed are opposites. If you're stressed out, you feel a lot of pressure. If you're relaxed, you feel calm.*

17 Look at 16 again. Copy and complete the paragraph outline.

- Read the directions aloud. Say: *The topic of a paragraph can be stated as a question. The paragraph then gives the writer's answer.* Then have pupils work independently or in pairs to complete the activity in their notebooks.
- **MONITOR** Review answers as a class. (Possible answers: Title rewritten as question: *Does homework make pupils learn better?* Main opinion: *No, homework doesn't make pupils learn better or do better in school.* Reason: *Homework creates stress and stress makes pupils dislike school and perform poorly.* Suggestion: *Pupils should be able to get most of their work done at school.* Conclusion: *Limiting homework will create happier pupils who do better at school.*)

18 Choose one of these school issues or use one of your own ideas and write about it:

- Do you think memorising facts helps pupils learn better?
- Do you think school uniforms should be required?
- Read the directions, issues and steps aloud. Then have pupils work independently to plan and write an opinion paragraph.
- **MONITOR** Check that pupils complete their outlines before they begin to draft paragraphs. Invite volunteers to read their paragraphs aloud. Check for correct grammar and punctuation. Ask pupils to say how well the paragraph develops each topic in the outline.
- **ASSIST** Have pupils use the school facts on page 2 to help them think of issues for their opinion paragraphs. Say: *You might get ideas by thinking about schools in other countries, such as China or Finland.*
- Assign Activity Book page 10 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils revise their opinion paragraphs based on class feedback. Then encourage them to submit their work to school, local or online publications.

OBJECTIVES

To write an opinion paragraph about a school issue

21st Century Skills

Communication
Media Literacy

Materials

Magazines, newspapers
Digital activities:
MyEnglishLab

AB

Page 10

Answers on page T152

TEACHING TIP

21st Communication

Remind pupils that the goal of an opinion paragraph is often to persuade readers. Have pupils review advertisements and editorials to find examples of persuasive language. Discuss persuasive techniques, such as using expert testimonials and appealing to emotions.

OBJECTIVES

To learn about the importance of managing time wisely

To make a graph showing how they spend time in a typical school week

21st Century Skills

Technology Literacy
Critical Thinking

Materials

Calculators
Digital activities:
MyEnglishLab

TEACHING TIP

21st Technology Literacy

Ask: *Did you use a calculator to estimate how many hours you did any activities during a typical week? Why or why not?* (Answers will vary. Some pupils will find maths easy to do using mental maths; others will prefer to use calculators.)

Warm-Up

- Ask pupils to talk in small groups about how much time they spend doing things like talking on the phone, listening to music, tidying their rooms and exercising. Go around the room and take notes about how they are quantifying their time. Pupils are probably using general approximations like these: *I talk on the phone all night. I listen to music whenever I can. I hardly ever tidy my room! I exercise as much as I can every day.* As a class, talk about words and phrases pupils used and then tell pupils that they will get more specific and show how they generally spend their time over the course of a week.

Using Page 11

- 19** How do you spend your time? Copy the list of activities and add two more. Tick (✓) the ones you have to do each week and write the number of hours.

INVOLVE

Explain the lesson objective – pupils will share ideas about how they manage their time. Then they will create graphs showing how they spend time during a typical week.

- Read the directions aloud. Say: *To estimate how many hours you sleep each week, first estimate how many hours you sleep in one night. Then multiply your estimate by seven.* Have pupils complete the activity independently.

MONITOR

Make sure that pupils check each activity they do during most weeks and then provide reasonable estimates for how many hours they spend doing each activity.

ASSIST

Provide pupils with vocabulary to discuss other activities. Suggest activities, such as *read for pleasure, take care of pets, help others* and *cook*.

- 21st Critical Thinking** Ask: *Why is it useful to look at how you spend a typical week instead of a typical day?* (Pupils should point out that there are some activities they don't do every day; looking at a typical week gives a better idea of how they spend time all days of the week, including weekdays and weekends.)

THINK BIG

- Have volunteers read the questions and restate them in their own words. Then have pupils work in pairs to talk about how they manage their time.

MONITOR

Check that pupils talk about how wisely they use their time and the importance of what they do each week.

- 20** Make a graph about how you spend your time in a typical school week. Share it with the class.

- Read the directions aloud. Review the parts of a bar graph: the title, labels and bars. Answer any questions pupils have got about the data shown on the sample graph. Then ask them to complete their graphs independently.
- Have pupils share their graphs with the class. Challenge pupils to generalise about their activities. Write this model on the board: *This year, I've spent a lot of time exercising because I'm on the athletics team.*

Application and Practice Activity

- Display all of the graphs. Help pupils generalise to decide which graph best reflects how most of the class spends time during a week.



Have pupils collect data from the individual graphs and create a bar graph showing the class averages. Say: *To find the average amount of time we sleep each week, add the estimates and then divide by the number of pupils.*

19 How do you spend your time? Copy the list of activities and add two more. Tick (✓) the ones you have to do each week and write the number of hours.

Activity	Approximate hours per week
? attend lessons	?
? travel to and from school	?
? eat	?
? sleep	?
? study or do homework	?
? play sports or exercise	?
? participate in school clubs	?
? do chores	?
? watch TV	?
? chat with friends online or by phone	?
? ?	?
? ?	?

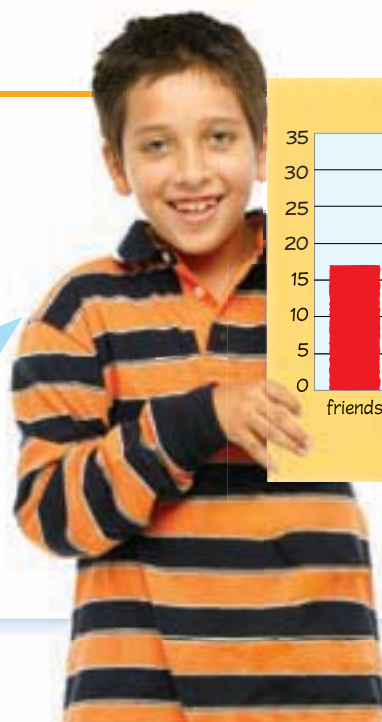
THINK BIG

Do you think you manage your time wisely? Do you always have enough time to study, to take care of your health, to sleep and to relax? Are the activities you spend the most time doing important? Why/Why not?

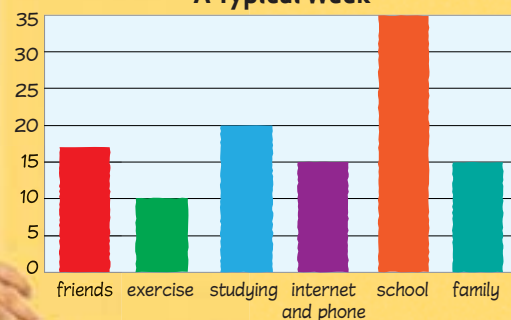
PROJECT

20 Make a graph about how you spend your time in a typical school week. Share it with the class.

My graph shows that in a typical week, I spend most of my time at school or studying. But I also spend time with my friends, my family and on the phone and the internet. That's important! I don't spend enough time exercising. I'm going to work on managing my time better!



A Typical Week



Listening and Speaking



Listen, read and repeat.

1 spr 2 str 3 scr



Listen and blend the sounds.

1 spr-i-ng spring

3 scr-ee-n screen

5 str-o-ng strong

2 str-ee-t street

4 spr-i-n-t sprint

6 scr-ew screw



Listen and chant.

*I'm fast, I'm strong,
I can sprint all day long.
In the spring, in the street,
Greeting people that I meet!*



24

Look at the list of school activities and think of some really bad excuses for why you haven't done these things yet. Work in a group. Ask and answer questions.

complete your research project
organise your backpack

do your homework
write your book review

join any after-school clubs

Have you done your homework yet?

No, I haven't. I lost my book on my way home!

No, I haven't. I started to do it but my dog ran off with it and ate it!

No, I haven't. I had to train his dog not to eat homework so I ran out of time!



Warm-Up

- Invite two pupils to the front of the classroom and have them stand back-to-back so that they can't see each other. Pupil A gives Pupil B instructions for completing a simple activity, such as packing a book bag neatly, putting on a coat or folding a shirt. Pupil B slowly follows the instructions after first listening to all of them. To check Pupil B's progress, Pupil A asks questions that begin with 'Have you.' Model: *Have you put the books on the table yet? Have you put the books in order from largest to smallest already?* Repeat with other volunteers.

Using Page 12

21 1:15 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify the letters and distinguish between the sounds *spr*, *str* and *scr* individually and as part of words. Then they will review talking about excuses.

- Read the directions aloud. Play audio track 1:15 and have pupils listen and point to each sound as it is said. Have pupils repeat.

MONITOR

As pupils repeat, check they are pointing to the correct sound and listen for correct pronunciation.

22 1:16 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:16 and have pupils listen and point to each item as it is sounded out and blended on the audio.

MONITOR

As pupils repeat, check they're pointing to the correct word and listen for correct pronunciation and appropriate intonation.

ASSIST | Replay the audio as needed.

23 1:17 Listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books.
- Play audio track 1:17 and have pupils listen. Replay several times and encourage them to join in.

MONITOR

As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and correct use of language.

24 Look at the list of school activities and think of some really bad excuses for why you haven't done these things yet. Work in a group. Ask and answer questions.

- Ask volunteers to read the directions and the speech bubbles aloud. Have pupils complete the activity in small groups.

MONITOR

Listen to pupils' questions and answers to make sure they're using the target vocabulary and grammar correctly.

ASSIST | Provide pupils with the past participle of the verbs they will use to ask questions about the chart activities: *done*, *written*, *organised*, *joined*, *completed*. Write this sentence frame on the board: *Have you ... yet?*

Application and Practice Activity

- Invite pupils to create cartoons or comic strips that use bad excuses as punch lines. Say: *The punch line is the part of a joke that makes it funny.*

OBJECTIVES

To identify and say the letters and sounds *spr*, *str* and *scr* individually and as part of words

To talk about school activities and homework

To make excuses for what they have and haven't done yet

21st Century Skills

Leadership

Materials

Audio tracks 1:15–17

Digital activities:
MyEnglishLab

TEACHING TIP

21st Leadership

Allow pupils to take turns leading class discussions. Remind leaders that they should make sure that the class stays focused on the topic. Leaders can also ask questions and involve volunteers to be sure everyone participates.

OUTCOMES

Pupils can talk about school activities and homework.

Pupils can say what they have and haven't done.

21st Century Skills

Self-Direction

Materials

Index cards

Audio track 1:18

Audioscript, page T139

Game (eText)

Digital activities:
MyEnglishLab



Page 11

Answers on page T152

TEACHING TIP

21st Self-Direction

Invite pupils to share their own strategies for revising. Ask: *What might you do to prepare for a quiz about Unit 1?* Write a list of ideas on the board and encourage pupils to discuss which strategies would work for them and say why.

Warm-Up

- Have pupils play *Charades* to review Unit 1 vocabulary. Write phrases on index cards and have players take turns drawing a card and miming as many phrases as they can in one minute, scoring one point for each phrase correctly guessed by teammates.

Using Page 13

- 25 1:18 Listen to Lucas and Nina talking about their school. What have they already done? What haven't they done yet? Copy the chart and put a tick (✓) or a cross (X) next to the activities.

INVOLVE

Explain the lesson objective – pupils will review the vocabulary and grammar they have learnt in Unit 1.

- Read the directions aloud. Say: *You'll hear a conversation between two pupils sharing their ideas.* Play audio track 1:18. Then have pupils complete the activity independently.

MONITOR

To review answers, name an activity and have pupils explain how they completed the chart for that activity. (Answers: take the test – Lucas, X; Nina, ✓; hand in the research – Lucas, X; Nina, ✓; go to an art club meeting – Lucas, ✓; Nina, X; start the essay – Lucas, ✓; Nina, X)

ASSIST

Suggest that pupils create timelines for Nina and Lucas. Place 'now' in the centre, with what they've done to the left and what they haven't done yet to the right.

- 26 1:19 Listen again. Make sentences about 25. Follow the example.

- Read the directions aloud. Read Item 1 aloud and model: *I want to write sentences about whether or not Nina and Lucas have taken the test.* Play the first three lines on audio track 1:18. Say: *Lucas hasn't taken the test yet. Nina has already taken the test. She took it on Tuesday.*
- Have pupils complete the activity independently.

MONITOR

Check answers with the class. (Possible answers: 2 Lucas hasn't handed in his research yet. Nina has already handed in the research. She handed it in yesterday., 3 Nina hasn't gone to any of the art club meetings yet. Lucas has already gone to one art club meeting. He went two weeks ago., 4 Nina hasn't started the essay yet. Lucas has already started the essay. He started it last night.)

ASSIST

Remind pupils to use the past simple when a sentence names a specific time in the past. Write the verb forms pupils will need to write sentences: *take/took/taken, hand in/handed in/handed in, go/went/gone, start/started/started.*

I Can

- 21st Self-Direction This section asks pupils to assess their own learning and think about their progress. Explain that pupils should read the *I Can* bullets carefully and copy the skills they feel they can do into their notebooks.
- Assign Activity Book page 11 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to role play the dialogue in Activity 25 or to create a new conversation between Nina and Lucas two days later. Allow them time to practise and share their dialogues.
- Have pupils play Unit 1, Game 2 on the eText.

1:18



Listen to Lucas and Nina talking about their school. What have they already done? What haven't they done yet? Copy the chart and put a tick (✓) or a cross (✗) next to the activities.



	Lucas	Nina
take the test		
hand in the research		
go to an art club meeting		
start the essay		

1:19



Listen again. Make sentences about 25. Follow the example.

1 take the test

Lucas hasn't taken the test yet.

Nina has already taken the test. She took it on Tuesday.

2 hand in the research

?

3 go to an art club meeting

?

4 start the essay

?

I Can

• talk about school activities and homework.

• say what I have and haven't done.

unit 2

AMAZING YOUNG PEOPLE

Objectives

Vocabulary

- To talk about amazing people's accomplishments

Reading

- To identify important ideas in a biography ('Jimmy Woodard: Computer Whizz Kid')
- To draw conclusions about a selection

Grammar

- To use the present perfect with *for* and *since*
- To use the present perfect continuous with *for* and *since*

Content Connection

- Social Science:** To learn about amazing young people in history

Culture Connection

- Around the World:** To read about 'Seeds of Peace', an organisation that promotes peaceful communication

Writing

- To write a short biography

Life Skills

- To learn about the importance of appreciating yourself

Project

- To make a collage that celebrates amazing qualities and talents

Listening and Speaking

- To identify and say the letters and sounds *spl*, *squ* and *thr* individually and as part of words; to play a game

Think Big

- To develop 21st century skills and 'bigger picture' thinking

Key Vocabulary

Reaching Goals	Expressions	Content Words
become a doctor	developing country	accomplishments
climb a mountain	drop out	ages
invent something	get into	Braille
meet a world leader	in trouble with	conflict resolution
play an instrument	It feels funny.	critical thinking
speak another language	really getting into it	journalist
start a company	You're joking.	
win a tournament		
write and publish a book		

Materials

Pupil's Book, Unit 2

- ☐ Main unit, pages 14–25
- ☐ Class Audio CD, Tracks 1:20–31

Activity Book, Unit 2

- ☐ Main unit, pages 12–21
- ☐ Extra grammar practice, page 99
- ☐ Class Audio CD, Tracks 1:23–26

Assessment

- ☐ Unit 2 Practice test
- ☐ Unit 2 Unit test
- ☐ Unit 2 Oral assessment

Additional Materials

- ☐ Video (eText), Unit 2
- ☐ Interactive activities (eText), Unit 2
- ☐ Digital activities (MyEnglishLab), Unit 2



Unit Opener Activities

Family Connection

Have pupils tell their families that they're learning about amazing young people. Encourage pupils to talk with family members about amazing or impressive young people they've known or read about. Remind pupils to take notes about their conversations so they can share ideas with the class. Pupils can also share stories about amazing young people they are learning about in Unit 2. Tell pupils to notice and record their family members' reactions.

We're Young and We're Amazing Bulletin Board

Create a *We're Young and We're Amazing* bulletin-board display to celebrate accomplishments by young people, including those profiled in the unit as well as pupils in the class. Begin the display by cutting out banners, awards or ribbons from construction paper. Post several on the display, along with pictures or details about amazing young people. Place remaining cutouts in an envelope attached to the display and encourage pupils to use them to add new people to the display throughout the unit. Pupils may wish to use glitter, confetti or other art supplies to highlight amazing accomplishments.

unit 2

AMAZING YOUNG PEOPLE

1 Most of us dream of doing great things during our lifetime. Read and listen to these popular life dreams. Which ones do you hope to achieve?

Dreams

- Climb Mount Everest
- Meet a world leader
- Ride a camel or an elephant
- Learn how to play the piano, the guitar or the violin
- Be a contestant on a game or reality show
- Take award-winning photos of nature
- Help the poor and those in need
- Speak another language or two
- Travel around the world
- Become a doctor and work in a developing country
- Start a company
- Become a millionaire
- Write and publish a book

2 Do a class survey. Find out which of the dreams in 1 are the three favourites.

3 Listen. You will hear about some amazing young people and what they've achieved. As you listen, find answers to the questions.

1

a When was Yifan born?

b Where is she from?

c What has she achieved?

"I believe you should have goals and reach them step by step."
Hou Yifan

2

a When was William born?

b Where is he from?

c What has he achieved?

"With hard work, anything in life is possible."
William Kamkwamba

3

a When was Johnny born?

b Where is he from?

c What has he achieved?

"Pursue your dreams... Even if you don't succeed, if you try your hardest, the experience will help you..."
Johnny Strange

4 Work with a partner. Talk about the people in 3.

Who do you think is the most amazing young person?

Johnny Strange. He's been climbing mountains since he was twelve!

THINK BIG How do you set and achieve your goals? Which of the people in 3 do you agree with the most? Why?

Warm-Up

- Write *dream* on the board. Say: *There are two kinds of dreams. There are the dreams you have at night when you sleep. Then there are the dreams you have for the future. You might dream of becoming a doctor, an actor or a politician.* Invite pupils to take turns completing this sentence to discuss their dreams for the future: *I dream that I'll...*

Using Page 14

- 1** **1:20** Most of us dream of doing great things during our lifetime. Read and listen to these popular life dreams. Which ones do you hope to achieve?

- INVOLVE** Explain the lesson objective – pupils will read and talk about what they want to achieve and what some young people have already achieved.
- Read the directions aloud. Ask pupils to describe the photos. Ask volunteers to read the accomplishments from the bulleted list aloud. Play audio track 1:20. Have pupils choose which of the life dreams they would most like to achieve.
- MONITOR** Check that each pupils selects a few dreams from the list. Say: *You can have many life dreams. Which ones in the list best match your interests?*
- ASSIST** Replay the audio as needed. Use simple language to explain unfamiliar words. For example, be sure that pupils understand that a reality show doesn't have actors; it follows real people.



Pupils can play *Charades* to review the life dreams described in the bulleted list. Players take turns miming one of the dreams while classmates try to guess which one it is.

- **21st Global Awareness** Explain that countries are sometimes classified as *developed* or *developing*. A *developing country* is one that doesn't have a lot of technology. People from developed countries sometimes work to help other countries get or develop, new technology. Encourage pupils to do research to learn more about developed or developing countries.

- 2 Do a class survey. Find out which of the dreams in 1 are the three favourites.

- Read the directions aloud. Have pupils make a tally of their choices.

MONITOR

21st Information Literacy Ask pupils to write their dreams on index cards. Then have pupils work together to sort the cards and create a graph of the three favourites from the bulleted list. Ask: *What kind of graph will show our survey data clearly?* (a bar graph/a circle graph/a pictograph) *How does a graph help you understand data or information quickly?* (Graphs let you see information visually. It can be easier to compare quantities by looking at visual information.)

Using Page 15

- 3 **1:21 Listen.** You will hear about some amazing young people and what they've achieved. As you listen, find answers to the questions.

- Read the directions aloud. Have pupils preview the questions they'll answer. Say: *These questions will help you listen for a purpose. You'll listen to find the answers.* Play audio track 1:21. Pause after each description to allow pupils time to write answers independently.

MONITOR

Check answers as a class. (Answers: 1 a. Yifan was born in 1994. b. She's from China. c. She's won major chess tournaments., 2 a. William was born in 1987. b. He's from Malawi. c. He has built useful machines by using materials from a junkyard., 3 a. Johnny was born in 1991. b. He's from California. c. He's climbed one mountain on each continent.)

ASSIST

Replay the audio as needed. Use simple language to explain unfamiliar words. Say: *A tournament is a contest. An international tournament is one that includes people from many countries. A summit is the top of a mountain.*

- 4 **Work with a partner.** Talk about the people in 3.

- Read the directions aloud. Have volunteers read the speech bubbles aloud. In pairs, have pupils talk about amazing young people.

MONITOR

Listen for correct pronunciation, appropriate intonation and correct use of language.

ASSIST

Remind pupils to take turns asking and answering questions. Have pupils switch partners or change their answers to practise talking about each of the young people described.



Allow pupils to include other amazing young people they know or have learnt about. Tell pupils to share information about these young people with the class. Ask: *What has this person done? Why do you think this achievement is amazing?*

THINK BIG 21st Critical Thinking

- Ask pupils the questions and write their answers on the board. Then have them use the ideas from the board to ask each other the questions and answer them. Encourage them to express themselves as best they can.
- Assign Activity Book pages 12–13 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils create awards to give to the amazing young people they've learnt about. Encourage pupils to give their award a specific name. Model: *Most Amazing Athlete, Most Amazing Thinker, Most Amazing Helper*. Invite pupils to show their award to the class and then discuss which young person should receive the award.

OBJECTIVES

To talk about amazing young people

Key Vocabulary

Nouns: book, company, contestant, doctor, game show, language, leader, millionaire, mountain, poor, reality show, tournament, world

Verbs: achieve, become, climb, meet, play, publish, speak, start, take, write

Adjectives: amazing, award-winning

21st Century Skills

Global Awareness
Information Literacy
Critical Thinking

Materials

Index cards
Audio tracks 1:20–21
Audioscript, page T139
Interactive activities (eText)
Digital activities:
MyEnglishLab

AB

Pages 12–13
Answers on page T152

TEACHING TIP

False Cognates

Remind pupils that some English words seem close to words in other languages but have got different meanings. Share these examples of false cognates with pupils: in English, a *contestant* is someone in a contest, but in Spanish, *contestar* usually means 'to protest'. The Spanish for *contestant* is *contendiente* or *concurante*. In English, *pain* means 'something that hurts'. However, in French, *pain* means 'bread'!

unit 2

AMAZING YOUNG PEOPLE

1:20

1

Most of us dream of doing great things during our lifetime. Read and listen to these popular life dreams. Which ones do you hope to achieve?

Dreams

- Climb Mount Everest
- Meet a world leader
- Ride a camel or an elephant
- Learn how to play the piano, the guitar or the violin
- Be a contestant on a game or reality show
- Take award-winning photos of nature
- Help the poor and those in need
- Speak another language or two
- Travel around the world
- Become a doctor and work in a developing country
- Start a company
- Become a millionaire
- Write and publish a book

2

Do a class survey. Find out which of the dreams in **1** are the three favourites.



1:27

3

Listen. You will hear about some amazing young people and what they've achieved. As you listen, find answers to the questions.



- 1 a When was Yifan born?
b Where is she from?
c What has she achieved?

"I believe you should have goals and reach them step by step."
Hou Yifan

- 2 a When was William born?
b Where is he from?
c What has he achieved?

"With hard work, anything in life is possible."
William Kamkwamba



- 3 a When was Johnny born?
b Where is he from?
c What has he achieved?

"Pursue your dreams... Even if you don't succeed, if you try your hardest, the experience will help you..."
Johnny Strange

4

Work with a partner. Talk about the people in 3.



Who do you think is the most amazing young person?

Johnny Strange. He's been climbing mountains since he was twelve!



THINK BIG

How do you set and achieve your goals? Which of the people in 3 do you agree with the most? Why?



Listen and read. Why is Jimmy different from the kids around him?

JIMMY WOODARD: COMPUTER WHIZZ-KID

by Chris Winger

Where do you see yourself at seventeen? Owning a business? Owning a car? Saving for university? Chances are you will eventually do these things but maybe not when you are seventeen... unless you are someone like Jimmy Woodard!

Jimmy Woodard is a high school pupil from Manchester, Vermont, USA. In many ways, Jimmy is a normal teenager who spends a lot of time online every day. But in other ways, Jimmy has always been different from the kids around him. When Jimmy was very young, his parents realised he had a special gift. While other children were playing with toys, Jimmy would take his toys apart to find out how they worked. But Jimmy's gift really became obvious when he started using computers. Jimmy was only six when he started using his parents' computer. That's not so unusual these days. However, in Jimmy's case, if he had a problem with the computer, he worked out how to fix it by himself!

When Jimmy was in the 5th year of primary school, his technology teacher gave him a computer to work on. Jimmy took the computer apart and put it back together again. Since then, Jimmy has been working with computers in his school, even helping teachers with their technology problems.



When he was fourteen, Jimmy decided to open his own technology consulting company. Since that time, he has brought in about 200 regular customers. One of them is former astronaut Gerald Carr. "It feels funny sometimes," said Jimmy with a smile. "I can't believe I'm helping an astronaut with his computer!"

Jimmy has done more than just work on computers. Since he was eleven or twelve, Jimmy has been helping and working in his community. He has managed the sound and lights for a local TV show and for theatrical performances. Jimmy has also worked as a DJ. "I've been a DJ at more than fifty dance events already," he said. "It's really fun."

Jimmy has saved a lot of money over the past three years. "I've just bought my own car," he said happily. "I've used some of my money to buy more computers or equipment for my company. But I'm trying to save the rest of it for university." As for his future, Jimmy explained, "I don't know what I want to do yet. I know I want to do something with computers. But I'm interested in a lot of different things. I'd like to live in a big city someday. I can't wait to see what happens next."



READING COMPREHENSION

- 6 Number the events in the order they happened in Jimmy's life.
- Jimmy rebuilt a computer.
 - Jimmy bought a car.
 - Jimmy started his own company.
 - Jimmy took his toys apart to find out how they worked.
 - Jimmy started using his parents' computer.

THINK BIG What do you think Jimmy will choose to do in the future? Why?

Warm-Up

- 21st **Technology Literacy** Discuss when pupils started using computers. Ask: *When did you learn how to use a computer? What could you do on a computer when you were six? When you were eight?* Record class answers on the board to find out who started using a computer at the youngest age. Then have pupils explain steps they might follow to teach a younger sister or brother about computers.

Using Page 16

- 5 1:22 Listen and read. Why is Jimmy different from the kids around him?

INVOLVE | Explain the lesson objective – pupils will read, talk and answer questions about a biography.

- Have pupils read the title aloud and preview the pictures. Say: *A whizz-kid is a young person who is very, very good at something.* Have pupils look at the pictures and the title and guess what Jimmy Woodard has already accomplished.
- Read the directions aloud. Play audio track 1:22 and have pupils listen and read along.

MONITOR

Use questions to check for understanding. Ask: *How old is Jimmy Woodard?* (17) *What has he already done?* (He has owned a company, has bought his own car and has saved money for university.) *What's Jimmy's special gift?* (He loves and understands computers.) *How did a technology teacher help Jimmy when he was in the fifth year of primary school?* (The teacher gave Jimmy a computer. Jimmy took it apart and put it back together.) *What kind of company did Jimmy start?* (a technology consulting company) *Who is Gerald Carr?* (He is a former astronaut and one of Jimmy's customers.) Then ask the rubric question *Why is Jimmy different from the kids around him?* (He's a whizz-kid.)

ASSIST

Replay the audio as needed. Pause after each paragraph and use simple language to explain unfamiliar words and phrases. Say: *Consulting means giving advice. An astronaut travels in outer space. A DJ plays music at parties and other events.*



Have pupils make a timeline of Jimmy's life. Encourage pupils to include at least one event from each paragraph of Jimmy's biography.

CHALLENGE

Explain that the word *whizz* is probably a shortened form of the word *wizard*, which is a fictional character who uses magic. Ask: *How is a whizz-kid like a wizard?* (A whizz-kid has got special abilities that seem like magic to other people.) Point out that the expression *whizz-kid* became a popular phrase in the 1930s. At that time, there were many radio quiz shows. Some of them featured young contestants, who were called *quiz kids*. Soon, a very smart young person was called a *whizz-kid*.



Have pupils estimate how many dance events Jimmy deejayed last year. Say: *Jimmy began to work as a DJ when he was about 11. He's 17 now. He has been a DJ at more than 50 events.* (Sample answer: He has been a DJ for about seven years so he might have worked at about seven events each year. That means he worked as a DJ at seven events last year or he might have worked at more events recently than when he was younger so the number might be higher – say about twelve.)

Using Page 17

6 Number the events in the order they happened in Jimmy's life.

- Read the directions aloud. Invite volunteers to read the events aloud. Model: *We want to find the first event. I know that Jimmy started using computers when he was very young but one thing happened even before that. He played with toys first. So the first event is 'Jimmy took his toys apart to find out how they worked'.*
- Have pupils work in pairs to find each event in the biography and number them in the correct order. Have pupils write their answers in their notebooks.

MONITOR | Review answers with the class. (Answers: 1 d, 2 e, 3 a, 4 c, 5 b)

ASSIST

Replay the audio as needed and pause after each event so pupils can check the order of events.



Critical Thinking

- Remind pupils that asking and answering questions can help us understand and think about what we read.
- Read the question aloud. Have pupils work in pairs.

MONITOR

As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language.

ASSIST

Provide pupils with sentence frames to complete as they discuss Jimmy's life. Write these frames on the board: *Jimmy is different from other kids because he's already When he is older, Jimmy will Jimmy's story is amazing because*

- Assign Activity Book page 14 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to draw scenes from Jimmy's life. Suggest that each pupil choose one scene to illustrate. Tell pupils they can also draw events that they predict will happen when Jimmy is older.
- After pupils complete their pictures, encourage them to work together to hang the drawings in chronological order around the classroom. Say: *Chronological order is time order. We'll hang the scenes from first to last.*

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To draw conclusions

To relate the text to pupils' own lives

Key Vocabulary

Nouns: astronaut, biography, car, community, company, computer, DJ, equipment, money, technology, university

Verbs: achieve, buy, fix, rebuild, save, start, take apart, work

Adjectives: local

21st Century Skills

Technology Literacy
Critical Thinking

Materials

Audio track 1:22

Digital activities:
MyEnglishLab



Page 14

Answers on page T152

Summary

High-school pupil Jimmy Woodard began to use computers when he was six. He started his own computer company at 14. He has worked in his community for a TV show and as a DJ. He has already bought a car and saved money for university.

TEACHING TIP

Word Origins

Explain that *biography* comes from the Greek words *bio* (life) and *graph* (writing). Help pupils use these to define *biography* (writing about someone's life). Follow a similar procedure with *autobiography* (writing about one's own life) and *autograph* (writing one's own name). Point out that *auto* means 'self'.



Listen and read. Why is Jimmy different from the kids around him?

JIMMY WOODARD:

COMPUTER WHIZZ-KID

by Chris Winger

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When Jimmy was in the 5th year of primary school, his technology teacher gave him a computer to work on. Jimmy took the computer apart and put it back together again. Since then, Jimmy has been working with computers in his school, even helping teachers with their technology problems.



When he was fourteen, Jimmy decided to open his own technology consulting company. Since that time, he has brought in about 200 regular customers. One of them is former astronaut Gerald Carr. “It feels funny sometimes,” said Jimmy with a smile. “I can’t believe I’m helping an astronaut with his computer!”

Jimmy has done more than just work on computers. Since he was eleven or twelve, Jimmy has been helping and working in his community. He has managed the sound and lights for a local TV show and for theatrical performances. Jimmy has also worked as a DJ. “I’ve been a DJ at more than fifty dance events already,” he said. “It’s really fun.”

Jimmy has saved a lot of money over the past three years. “I’ve just bought my own car,” he said happily. “I’ve used some of my money to buy more computers or equipment for my company. But I’m trying to save the rest of it for university.” As for his future, Jimmy explained, “I don’t know what I want to do yet. I know I want to do something with computers. But I’m interested in a lot of different things. I’d like to live in a big city someday. I can’t wait to see what happens next.”



READING COMPREHENSION

6 Number the events in the order they happened in Jimmy’s life.

- a Jimmy rebuilt a computer.
- b Jimmy bought a car.
- c Jimmy started his own company.
- d Jimmy took his toys apart to find out how they worked.
- e Jimmy started using his parents’ computer.

**THINK
BIG**

What do you think Jimmy will choose to do in the future? Why?

Language in Action



Listen and read. What has Zack been doing on the computer?

Mum: Zack, you've been on the computer for a while now.

Zack: I know. I've got to write a biography about an amazing person so I've been doing research on someone. This guy is so interesting!

Mum: Who is it?

Zack: William Kamkwamba. He's been a builder and an inventor since he was a teenager.

Mum: What has he built?

Zack: His village in Malawi had no electricity or running water. So he built a windmill. And he was only fourteen!

Mum: Wow. How did he know how to make a windmill?

Zack: He got some books from the library and studied the diagrams.

Mum: He made a windmill from a diagram? That's amazing!

Zack: I know!



Practise the dialogue in 7 with a partner.

dance
design computer programs
do medical research
play in rock bands



Listen and complete the sentences. Use the correct form of the verb.



1 She's been dancing since she was about five.



2 He's ? for ?.



3 He's ? for ?.



4 They've ? together since ?.

Warm-Up

- Give pupils copies of diagrams in other languages or with the labels blacked out. Challenge them to name what the diagram shows or describes. Have pupils vote on which seems most accurate. Then reveal the actual purpose of the diagram.
- Tell pupils they will read about a young boy in Africa who built a windmill, using only a diagram.

Using Page 18

7 Listen and read. What has Zack been doing on the computer?

INVOLVE

Explain the lesson objective – pupils will read, listen to and practise a dialogue. Pupils will also listen to conversations about amazing achievements.

- Tell pupils they will listen to a conversation that Zack and his mother are having.
- Read the directions. Then play audio track 1:24 and have pupils listen and read along.

MONITOR

Ask questions to check for understanding. Encourage pupils to answer in complete sentences where appropriate. Ask: *What is Zack working on?* (He's writing a biography about an amazing person.) *Why did Zack choose to write about William Kamkwamba?* (Zack thinks William has done something amazing.) *What has William done?* (He's built a windmill, using only a diagram.)

- **21st Technology Literacy** Point out that a windmill uses energy from the wind. Some windmills use the energy to mill or crush, grain. Other windmills use the energy to make electricity. Explain that a windmill is the opposite of a fan. A fan uses electricity to make wind. A windmill uses wind to make electricity. Invite pupils to use classroom or internet resources to research windmills.

8 Practise the dialogue in 7 with a partner.

- Read the directions. Invite pairs to read the dialogue aloud, swap parts and repeat.

MONITOR

As pupils work, listen for proper pronunciation and appropriate intonation.

ASSIST

As you notice errors, say words or sentences correctly and have pupils repeat after you.

9 Listen and complete the sentences. Use the correct form of the verb.

- Read the directions aloud. Have pupils look at each picture and describe it. Then have volunteers read the sentences aloud. Play audio track 1:25 and have pupils complete the activity independently in their notebooks. Say: *You'll use the words and phrases from the box and change the verb to the correct form.* Tell pupils to use the contracted form as in the sample answer.

MONITOR

Review the answers as a class. (*Answers: 2 He's been doing research for ten years., 3 He's been designing programs for three years., 4 They've been playing together since they were thirteen.*)

ASSIST

Point out that present perfect continuous verbs always use *been*. Have pupils find an example in the dialogue in Activity 7 (... I've been doing research). Review the present perfect continuous forms of the verbs in the box before having pupils listen to the audio.

- Assign Activity Book page 15 and direct pupils to digital activities.

Application and Practice Activity

- Ask pupils to write sentences describing what the class has been doing in this unit. Model: *We've been reading about amazing young people. I've been learning new words. She's been teaching us about verbs.* Then have pupils exchange sentences and underline verbs in the present perfect continuous.

OBJECTIVES

To talk about amazing achievements

To use unit language in context

To use correct pronunciation and appropriate stress and intonation

Key Vocabulary

Nouns: biography, builder, diagrams, electricity, guy, inventor, program, research, rock band, water, windmill

Verbs: build, dance, design, do, make, play, study, write

Adjectives: medical, running

21st Century Skills

Technology Literacy

Materials

Diagrams from books, magazines, internet

Audio tracks 1:24–26

Audioscript, page T139

Digital activities:
MyEnglishLab

AB

Page 15

Answers on page T152

Audioscript on page T140

TEACHING TIP

Listening

Remind pupils to listen for the main idea of the dialogue. Say: *Don't worry if you don't understand every word. You can still get the main idea of what the people are talking about. Worrying about every word makes it harder to understand what you hear.* Tell pupils they will be able to listen to the audio again to improve their understanding.

OBJECTIVES

To use present perfect verbs with *for* and *since*

To use present perfect continuous verbs with *for* and *since*

Key Vocabulary

Nouns: bungee jumping, chess, university, documentary, film, hospital, kindergarten, mountains, piano, tennis

Verbs: climb, film, play, save, volunteer

Materials

Interactive activity / Game (eText)

Digital activities:
MyEnglishLab

AB

Pages 16–17

Answers on page T152

Warm-Up

- Review *for* and *since* by having pupils play *Silly Sentences*. Say: *First, write down an amount of time. You might write '2 minutes', '8 weeks' or '16 years'. Next, write down a specific time in the past. You might write down '6:30 this morning', 'last Sunday' or '1995'. Then write this sentence on the board: I played one video game for Have pupils complete the sentence with the amount of time they wrote down. Then write this sentence: It's been raining since Have pupils complete the sentence with the specific times they wrote down. Ask: Which sentences make sense? Which are very silly?*

Using Page 19

- 10** Read the information and then complete the sentences about each amazing person. Use the present perfect and *for* or *since*.

INVOLVE Explain the lesson objective – pupils will use *for* and *since* to talk about how long people have done activities.

- Have volunteers read the questions and answers in the first grammar box aloud. Then read the directions and invite volunteers to read the newspaper clippings in the boxes aloud. Read the directions aloud and do Item 1 as a class. Then have pupils complete the activity independently in their notebooks.

MONITOR Review the answers as a class. (Answers: 1 She has played chess for sixteen years., 2 She has played chess since she was three., 3 He has climbed mountains since he was twelve., 4 He has climbed mountains for ten years.)

ASSIST Review the difference between *for* and *since*. Discuss the difference between these two sentences: *She's lived here for three years. She's lived here since she was three years old.* Say: *For comes before an amount of time; since comes before a specific time, age or event in the past.*



Have pupils rewrite the sentences in Activity 10, using contractions. Model: *She's played chess for sixteen years.*

- 11** Read the answers. Ask the questions. Use the present perfect continuous.

- Have volunteers read the questions and answers in the second grammar box aloud. Then read the directions aloud. Read the sample question and have pupils continue independently.

MONITOR Invite volunteers to read their questions aloud. Then have partners check one another's grammar and vocabulary. (Answers: 1 How long has he been saving money for university? 2 How long have you been volunteering at the hospital? 3 How long has she been filming her documentary? 4 How long have you been playing the piano? 5 How long have they been friends?)

ASSIST Say: *The present perfect continuous can begin with have or has.* Model: *We have been studying grammar. She has been studying grammar.*

- Assign Activity Book pages 16–17 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils work in pairs to write sentences using the present perfect continuous. Each partner writes down a present perfect continuous verb. For ideas, have partners look at sentences in the grammar box. Then they swap verbs and use each other's verb in a complete sentence. Model: *Has been practising: My neighbour's been practising the saxophone for eight years. Have been visiting: We've been visiting Florida every summer since I was six years old.*
- Have pupils play Unit 2, Game 1 on the eText.

How long **has** she **played** the piano?
She's **played** the piano for five years.

How long **have** they **known** about William Kamkwamba?
They've **known** about him since they saw a film about him.



- 10** Read the information and then complete the sentences about each amazing person. Use the present perfect and **for** or **since**.

Hou Yifan is nineteen and a chess player. She started playing chess when she was three.

- 1 She ? chess ? sixteen years.
- 2 She ? chess ? she was three.

- 3 He ? mountains ? he was twelve.
- 4 He ? mountains ? ten years.

Johnny Strange is twenty-two and a mountain climber. He started climbing when he was twelve.

How long **has** your brother **been playing** tennis?
He's **been playing** tennis since he was five.

How long **have** you and your sister **been bungee jumping**?
We've **been bungee jumping** for two years.

- 11** Read the answers. Ask the questions. Use the present perfect continuous.

- 1 ?
He's been saving money for university since he was thirteen.
- 2 ?
We've been volunteering at the hospital for two years.
- 3 ?
She's been filming her documentary since August.
- 4 ?
I've been playing the piano since I was at nursery school.
- 5 ?
They've been friends for seven years.

1:27

12

Listen and read. Who became an Olympic champion at the age of fourteen?

CONTENT WORDS

accomplishment
opera

ages
personal computing

Braille
symphony

Amazing Young People Through the Ages

While most of us spend our time having fun with friends, watching TV and just going about our daily lives, these incredible young people spent their time doing things that have changed the world.

Read about some people who did amazing things when they were very young.

- Wolfgang Amadeus Mozart composed his first symphony by himself at eight and wrote an opera at fourteen.
- Louis Braille started working on his code for blind readers (later called Braille) when he was just twelve years old.
- Fourteen-year-old Nadia Comaneci scored a perfect 10 in gymnastics at the 1976 Olympic Games – an amazing accomplishment! She was the first person to achieve this!
- Pelé, whom every young footballer dreams about, was seventeen when he scored six goals in four games in a World Cup event, making Brazil the football champions that year.
- At nineteen, Steve Jobs started developing personal computing and Bill Gates co-founded a company called Microsoft.
- Also at nineteen, Mark Zuckerberg started Facebook, a social media website that has changed the way people around the world keep in touch with each other.

13

Copy and complete.

Who?	What?	Age?
Steve Jobs	?	19
?	work on code for blind readers	12
Mozart	write an opera	?
Comaneci		14



Warm-Up

- Have pupils play *Who Am I?* Write these names on the board: *Mozart, Louis Braille, Nadia Comaneci, Pelé, Steve Jobs, Mark Zuckerberg*. A pupil chooses one of the people and gives one-word clues until classmates guess the secret identity. Model: *Brazil, football, player, famous*. (Pelé) Pupils can also play wordlessly by striking a pose to represent one of the people named.

Using Page 20

12 1:27 Listen and read. Who became an Olympic champion at the age of fourteen?

INVOLVE

Explain the lesson objective – pupils will read and talk about people who did amazing things when they were young.

- Preview the article by having pupils read the Content Words aloud. Ask pupils to share their understanding of these words. Then have pupils describe what they see in each of the photographs.
- Play audio track 1:27 and have pupils listen and read along.

MONITOR

Use questions to check for understanding. Ask: *Which of these people wrote music when he was very young?* (Mozart) *Which young people used computers to accomplish amazing things?* (Steve Jobs, Bill Gates and Mark Zuckerberg) *Which of these people had amazing athletic achievements?* (Nadia Comaneci, Pelé) Then ask the rubric question *Who became an Olympic champion at the age of fourteen?* (Nadia Comaneci)

ASSIST

Replay the audio as necessary. Have pupils locate each Content Word in the text and use context clues to determine its meaning. Provide definitions as needed. Say: *Braille is a writing system used by blind people. A symphony is a piece of classical music played by a full orchestra.*

- 21st Technology Literacy** Have pupils talk about why Zuckerberg's site was so successful. Ask: *How do people use Facebook? How do you think they did these things before Facebook existed?*

CHALLENGE

Have pupils find and share with the class examples of music from operas and symphonies by Mozart.

13 Copy and complete.

- Read the directions aloud. Have pupils work in pairs or small groups to complete the activity.

MONITOR

Check answers as a class. (Answers: 1 start developing personal computing, 2 Louis Braille, 3 14, 4 score a perfect 10 in gymnastics at the 1976 Olympic Games)

- Assign Activity Book page 18 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to create puzzles by writing sentences using the Content Words and then rewriting their sentences, leaving out the Content Words and inserting blanks. Pupils can then exchange sentences and try to guess the missing words.
- Have pupils view the Unit 2 video segment. Use the Video Guide.

OBJECTIVES

To read about people who accomplished amazing things when they were young

To read and understand a social science text

Content Words

accomplishment, ages, Braille, opera, personal computing, symphony

21st Century Skills

Technology Literacy

Materials

Audio track 1:27

Interactive activity (eText)

Video (eText)

Digital activities: MyEnglishLab

AB

Page 18

Answers on page T153

TEACHING TIP

Comparing and Contrasting

Say: *When we compare and contrast, we say how two or more items or people are the same and different.* Have pupils compare and contrast the young people in the article. Ask: *What have these young people got in common? What makes each person different?*

OBJECTIVES

To read and talk about a summer camp that supports world peace

To connect a text to personal experiences

Content Words

conflict resolution, critical thinking, journalist, peace

21st Century Skills

Global Awareness
Innovation

Materials

World map or globe
Index cards
Audio track 1:28
Digital activities:
MyEnglishLab



Page 19

Answers on page T153

TEACHING TIP

Analogies

Say: *An analogy compares two things. The pupils at this summer camp aren't literally 'seeds' but they are like seeds because they help ideas grow.* Have pupils describe how Seeds of Peace members are and aren't like real seeds to help them understand how the programme name uses an extended analogy or metaphor.

Warm-Up

- **21st Global Awareness** Play *That's a Border!* to review world geography. Divide the class into two teams. Players take turns using a world map or globe to choose a country and only reveal the countries that border it. Players on the other team try to guess the country. Teams score one point for each country they can name.
- Say: *The dividing lines between countries are called borders. Many countries share borders with no problems. They are at peace. But some countries that share a border may have problems. These problems, or conflicts, can lead to war.*

Using Page 21

14 1:28 Listen and read. What is 'Seeds of Peace'?

INVOLVE

Explain the lesson objective – pupils will read about a summer camp where some amazing young people try to help promote world peace.

- Ask pupils to preview the article by describing the photograph.
- Write these vocabulary items on the board: *conflict resolution, critical thinking, journalist, peace*. Have pupils listen for and locate these words in the article.
- Play audio track 1:28 and have pupils listen and read along. Pause and have pupils summarise each paragraph. Use questions to check comprehension.

MONITOR

Ask questions to check for comprehension: *Who is John Wallach?* (A journalist who founded the camp.) *Why do you think these young people are called 'seeds'?* (Like plant seeds, their ideas 'grow' when they are 'planted and spread'.) *What is 'Seeds of Peace'?* (It's a place where young people from 'enemy countries' come together to learn ways to promote peace.)

ASSIST

Replay the audio as needed. Answer any questions about vocabulary or grammar structures.



Invite pupils to create five-column charts to gather details from the article. Have them label the columns *Who, What, Where, When* and *Why*. Have partners take turns adding information to complete the chart.

- Encourage pupils to create flashcards to help them define and learn the vocabulary items. Have them write a word on one side of an index card and its definition on the other. Model: *conflict resolution/finding ways to solve problems; critical thinking/careful thought and analysis of a question or topic*.

15 Read 14 again and say true or false.

- Read the statements aloud and have pupils tell you whether they're true or false.
- Have pupils read the text again and complete the activity independently in their notebooks.

MONITOR | Check answers as a class. (Answers: 1 true, 2 true, 3 false)

THINK BIG 21st Innovation

- Read the question aloud. Have pupils work in pairs or small groups to share their answers. Point out that *being amazing* often means doing something new. Suggest that pupils name new things they can do for their families, school or community.

MONITOR

Listen for proper pronunciation, appropriate intonation and correct use of language.

- Assign Activity Book page 19 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils write five questions they'd like to ask John Wallach, the founder of Seeds of Peace or Sharon Koren, one of the pupil leaders who attended the summer camp. Allow pupils to share their questions and predict how each person might answer.

1:28



Listen and read. What is 'Seeds of Peace'?

Seeds of Peace

Every day we hear about individuals, politicians and world leaders trying to bring peace to countries at war. But there's another group of people you probably haven't heard much about who are trying to do the same thing. And they're mainly teenagers. These teenagers belong to an organisation called Seeds of Peace.

Seeds of Peace was started in 1993 by a journalist named John Wallach. The group began with 46 teenagers and educators and has grown to over 5,000 participants in 27 different countries.

Each summer, 350 new 'Seeds' are carefully chosen by the group. This new group of teenagers attends the Seeds of Peace international summer camp, where they meet and live with other teenagers whose countries are 'enemy' countries. The campers learn important communication skills as well as conflict resolution and critical thinking skills. Most importantly, they learn how to make change happen.

Fifteen-year-old Sharon Koren summed up her expectations of the summer camp with these words: "My goal is to be as understanding as I can be, to be open to hear the other side and respect everyone. Everyone wants peace... I think we're going to make peace."

After the summer is over, these teenagers return to their home countries. They go home, not just with memories of new friendships but also with the idea that they can be leaders who can work together for a better future for themselves and for the whole world. They've learnt that the fighting around them doesn't have to go on forever.

15 Read 14 again and say **true** or **false**.

- 1 Seeds of Peace has thousands of participants.
- 2 Seeds of Peace members learn how to change things for the better.
- 3 Sharon Koren doesn't think there can be peace.

**THINK
BIG**

What do you think makes a person amazing? Why?



16 Read the biography.

My Brother Josh

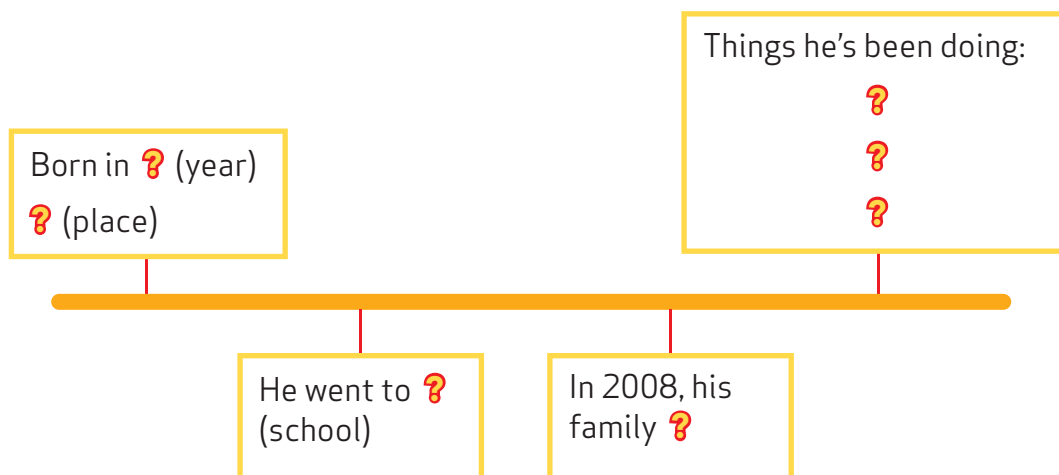
My brother Josh is amazing! He was born in 1998 in Melbourne, Australia. Josh went to Melmoth Primary School there and was top of his class.

In 2008, my family moved to Bristol, in the UK. Josh has been very busy since we moved. He has played the drums with the school band, has been on the school football team and has joined the drama club.

Josh is really busy but he always takes time out to do things with me. That's what makes him so amazing!



17 Look at 16. Copy and complete the timeline about Josh.



18 Write a short biography.

- 1 Interview an older relative or do research on an amazing person that you're interested in.
- 2 Create a timeline based on your interview or research.
- 3 Use your timeline to write the biography.
- 4 Share your biography with a partner. Discuss each other's work.

Warm-Up

- Help pupils review time order. Ask each pupil to write life events on index cards, shuffle the cards and challenge a partner to put the events in order. Model: *I was born on August 31. My family moved here when I was four. We visited my grandparents in Italy last summer. I started year six this September.* Encourage pupils to ask questions when they can't decide on the order of events in their partner's life.
- Say: *When you put life events in order, you create a timeline or life map.*

Using Page 22

16 Read the biography.

INVOLVE

Explain the lesson objective – pupils will interview relatives, create timelines and then write biographies to share what they found out.

- Read the directions aloud. Invite volunteers to read the model biography aloud.

MONITOR

Help with pronunciation of school and place names as needed.

17 Look at 16. Copy and complete the timeline about Josh.

- Read the directions aloud. Have pupils look at the timeline and discuss the kind of information that is needed to complete each entry.
- Have pupils complete the timelines independently.

MONITOR

Review answers as a class. (*Answers: 1998, Melbourne, Melmoth Primary School, moved to Bristol, has played the drums with the school band, has been on the school football team and has joined the drama club.*)

ASSIST

Say: *A timeline shows events that happen in order throughout a person's life.*

18 Write a short biography.

- Read the directions and steps aloud. Have pupils decide which people they're going to interview or research. Then have pupils complete the interviews and writing activity independently. Remind them to create a timeline for the important events in their amazing person's life.
- Have pupils share their biographies with classmates. Encourage pupils to ask questions about the person their partner interviewed.

MONITOR

As pupils share their biographies, check that they've included important events in chronological order.

ASSIST

Help pupils create a list of interview questions to use. For example: *When and where were you born? Where did you live when you were growing up? Where did you go to school? Where have you worked so far? What are some of your greatest achievements? How old were you when you achieved these?*

- **21st Technology Literacy** If available, encourage pupils to use phones or video cameras to record interviews. Suggest that pupils use computer software to share interview highlights with the class. Encourage pupils to create 1–3-minute presentations. Otherwise they can write up their biography on their computers and present it to the class as a report.
- Assign Activity Book page 20 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils compile their biographies in a classroom book entitled *Amazing People*. Suggest that they work together to create a cover illustration that reflects all of the biographies included in the collection. Pupils can also include photographs, their own drawings or other illustrations.

OBJECTIVES

To conduct an interview

To create a timeline

To write a biography that includes important life events

21st Century Skills

Communication

Technology Literacy

Materials

Index cards

Phones or video cameras (optional)

Digital activities:
MyEnglishLab

AB

Page 20

Answers on page T153

TEACHING TIP

21st Communication

Remind pupils to use follow-up questions when they interview relatives. Say: A follow-up question is a question that helps you get more details about an answer. Model: *I asked my grandma to name her greatest achievement. She said it was learning how to fix cars. I didn't know she could do that! I was very interested so I asked follow-up questions. How old were you when you learnt that? Was it hard to learn? Why was it so useful?*

OBJECTIVES

To learn about the importance of appreciating yourself

To make collages that show amazing qualities and talents

21st Century Skills

Social Skills

Communication

Materials

Construction paper

Magazines

Glue and other art supplies

Digital activities:
MyEnglishLab

TEACHING TIP

Managing Art Projects

Have pupils work on a table covered with newspapers. Encourage pupils to lay out the decorations for their collages before gluing them down. Remind pupils that cleaning up is the important last step of any art project.

Warm-Up

- Say: *When we talk about amazing people, we can talk about their qualities and talents. A quality is a good point about someone. A talent is something a person does well.* Write these sentence frames on the board: *She's amazing! She's very ... (a quality). She can ... (a talent).* Invite pupils to think of different ways to complete each sentence. (Sample answers: *smart/friendly/patient/caring; run fast/solve problems/invent things/fix anything*)

Using Page 23

- 19** Just like the young people in this unit, all of us have amazing qualities and talents. Copy and complete a chart about you.

INVOLVE

Explain the lesson objective – pupils will share their own qualities and talents. Then they'll create a collage that celebrates what makes them amazing.

- Read the page title, directions, steps and chart headings aloud with pupils. Then have a volunteer read the model row in the chart aloud.
- Have pupils complete the first and second columns of the chart independently. Then have pupils work in pairs to complete the third column.

MONITOR

Check that pupils complete the first two columns of their charts before talking with their partners.

- ASSIST | Provide pupils with vocabulary as needed.



Interview pupils to help them think of qualities and talents to complete their charts. Ask: *Are you more patient or more energetic? How are you helpful? What do you like doing when you've got free time?*

- 20** Now study your chart. Is your classmate's opinion of you the same as/different to your opinion about yourself?

- Read the directions and questions aloud. Have pupils continue working in pairs to talk about their charts.

- MONITOR | Check that pupils are using appropriate language and gestures.

- **21st Social Skills** Ask: *What's the difference between appreciating yourself and showing off? Why is one a good quality and the other a problem?* (Sample answers: *Appreciating yourself* means you celebrate your qualities and talents. *Showing off* means you talk with too much pride about yourself./*Showing off* can annoy people. *Appreciating yourself* makes you confident and helps you connect with others.)

- 21** Make an Amazing Me collage.

- Read the directions and steps with pupils. Ask: *What does the model collage tell you about this pupil?* (Sample answers: *She likes dancing./She values creativity./She likes cooking.*) Then have pupils create their collages.

- MONITOR | Remind pupils not to write their names on the front of their collages.

- 22** Take turns guessing the person who made each collage. Then interview that person.

- Have pupils post their collages. Then have each pupil stand in front of a classmate's collage and guess who created it. Poll the class to see who agrees with each guess. Then have partners interview each other about their collages.

THINK BIG 21st Communication

- Read the questions aloud and write pupils' answers on the board. Then place pupils in pairs and encourage them to discuss the questions.

Application and Practice Activity

- Encourage pupils to make generalisations about the collages. Model: *A lot of us included our families. We think our families are amazing, too!*

19 Just like the young people in this unit, all of us have amazing qualities and talents. Copy and complete a chart about you.

- 1 Think about your good qualities and talents.
- 2 Complete the first and second columns of the chart.
- 3 Ask a partner to name three things about you that are amazing.
- 4 Write them in the third column of the chart.



	My good qualities	What I'm good at	My classmate thinks I'm amazing because ...
Ex.	<i>I'm friendly.</i>	<i>playing the drums</i>	<i>I'm quite clever.</i>
1.	?	?	?
2.	?	?	?
3.	?	?	?

20 Now study your chart. Is your classmate's opinion of you the same as/different to your opinion about yourself?

PROJECT

21 Make an **Amazing Me** collage.

- 1 Include photos or drawings of yourself doing things you enjoy.
- 2 Include drawings, pictures from magazines and words and phrases that show who you are and what you like.
- 3 Write your name on the back and display your collage in the classroom.

22 Take turns guessing the person who made each collage. Then interview that person.



THINK BIG

How can we make use of other people's opinions of us? Whose opinion counts the most?

Listening and Speaking



Listen, read and repeat.

1 spl 2 squ 3 thr



Listen and blend the sounds.

1	spl-a-sh	splash	2	squ-i-d	squid
3	thr-ee	three	4	spl-i-t	split
5	squ-a-sh	squash	6	thr-oa-t	throat



Listen and chant.

Take a dive in the deep blue sea.
 Splish! Splash!
 One squid, two whales
 And three dolphins, swimming free.



26

Work in a small group. Play a memory game. Follow the steps below.

know live play study watch

- Take turns making sentences with the verbs from the box. Follow the order shown. Here's an example:

Mary (Pupil 1): I've known Ben since I was six years old.

Tom (Pupil 2): Mary has known Ben since she was six years old. I've lived in Liverpool for ten years.

Anna (Pupil 3): Mary has known Ben since she was six years old. Tom has lived in Liverpool for ten years. I've been playing football since I was in Year 1.

- Continue with the other verbs until a pupil can't remember all the sentences. Then start again with *know*.

Ed (Pupil 4): Mary has known Ben since... oh, no! I forget! Let's start again.

- Talk about how you did as a group. Which pupil remembered the most sentences?



Warm-Up

- Have pupils sit or stand in a circle and review verb forms. The first pupil names a verb. The next pupil gives the past participle form of the verb. The third pupil gives the present perfect form. The fourth pupil starts a new verb. Model: *play/played/has played; give/gave/has given; love/loved/has loved; drink/drank/has drunk; think/thought/has thought.*

CHALLENGE

Time how long it takes pupils to go around the circle once. Then challenge pupils to beat their first time as they play again.

Using Page 24

23 1:29 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify the letters and distinguish between the sounds *spl*, *squ* and *thr* individually and as part of words. Then they will review the unit by talking about important life events and accomplishments in the past.

- Read the directions aloud. Play audio track 1:29 and have pupils listen and point to each sound as it is said. Have pupils repeat.

MONITOR

As pupils repeat, check they're pointing to the correct sound and listen for correct pronunciation.

24 1:30 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:30 and have pupils listen and point to each item as it is sounded out and blended on the audio.

MONITOR

As pupils repeat, check they're pointing to the correct word and listen for correct pronunciation and appropriate intonation.

ASSIST

Replay the audio as needed.

25 1:31 Listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books.
- Play audio track 1:31 and have pupils listen. Replay several times and encourage them to join in.

MONITOR

As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and correct use of language.

26 Work in a small group. Play a memory game. Follow the steps below.

- Read the directions and steps aloud. You may wish to have pupils remain in the class circle from the Warm-Up and do the activity as a class before having pupils break into small groups and continuing. Have four pupils model the steps by reading the examples in the book aloud but have Pupil 4 remember correctly and then continue the memory game with his or her own information.

MONITOR

Check that pupils use present perfect verbs correctly as they add to the series.

ASSIST

Provide pupils with the past participle form of the verbs in the box: *known, lived, played, studied, watched.*

CHALLENGE

Encourage pupils to include some sentences that use the present perfect continuous of verbs from the box. Model: *We've been living in our house for six years. We've been studying amazing people since September 25th. Zelda has been playing the piano since she was eight.*

Application and Practice Activity

- Invite partners to role play interviews about past events. Encourage them to include one or two verbs from the box at the top of the page in the present perfect or present perfect continuous. Model: *How long have you lived here? I've lived here since I was born. Have you ever played an instrument? Yes, I play the flute. When did you start? I've been playing the flute for six months now.* Have classmates raise their hands whenever they hear a verb in the present perfect or present perfect continuous.

OBJECTIVES

To identify and say the letters and sounds *spl*, *squ* and *thr* individually and as part of words

To talk about past experiences

To talk about past accomplishments

21st Century Skills

Problem Solving

Materials

Audio tracks 1:29–31

Digital activities:
MyEnglishLab

TEACHING TIP

21st Problem Solving

Say: *This game is hard because you have to remember a long list of sentences. One way to help you remember them is to picture what the sentences describe. This is called visualising. Have pupils try one round, visualising the list they're trying to remember. Point out that closing their eyes may help some pupils visualise more clearly. Ask: Did visualising help you remember a longer list? What other strategies can you use to help you remember things?*

OUTCOMES

Pupils can talk about past experiences.

Pupils can talk about past accomplishments.

21st Century Skills

Critical Thinking
Self-Direction

Materials

Books, newspapers, magazines

Game (eText)

Digital activities:
MyEnglishLab

AB

Page 21

Answers on page T153

TEACHING TIP

21st Critical Thinking

Say: *Visitors to a classroom often find clues that help them know what has been happening in class. What clues might visitors find in our classroom? What conclusions might they draw about what we've been doing?* (Sample answers: Clues include posters and art on the walls; activity sheets./We've been studying English./ We've been learning the present perfect./ We've been talking about amazing young people.)

Warm-Up

- Have pupils scan books, newspapers or magazines to find verbs in the present perfect or present perfect continuous. Say: *You'll look for verbs that begin with has, have, has been or have been.* Have pupils read examples aloud and name each verb.

Using Page 25

27 Complete the paragraph with *for* or *since*.

INVOLVE Explain the lesson objective – pupils will review the vocabulary and grammar they have learnt in Unit 2.

- Read the directions aloud. Have pupils complete the paragraph independently.

MONITOR Review the answers. Ask pupils to give the answer and then read each completed sentence aloud. (Answers: 1 *since*, 2 *for*, 3 *since*, 4 *since*, 5 *for*)

ASSIST Review the difference between *for* and *since*. Explain that *for* comes before a length of time (two years) and *since* comes before a specific point of time (2008) in the past.

28 Complete the sentences. Use the present perfect continuous and *for* or *since*.

- Read the directions and the phrases in the box aloud. Complete Item 1 as a class. Then have pupils complete the activity independently in their notebooks.
- Review when to use *has* and *have*. Say *Use have for the subjects I, you, we and they. Use has for the subjects he, she and it.* Then have partners check each other's work to see if they have used the present perfect continuous form of each verb.

MONITOR Review answers as a class. (Answers: 1 *has been playing football since*, 2 *has been singing opera for*, 3 *have been having cooking lessons since*, 4 *has been practising the piano for*)

ASSIST Remind pupils that they'll use the present perfect continuous verb and *for* if they are naming a length of time, such as *six years* or *two months*. They'll use the present perfect continuous verb and *since* if they are naming a specific time in the past, such as *2003* or *last April*.

I Can

- 21st Self-Direction** This section asks pupils to assess their own learning and think about their progress. Explain that pupils should read the *I Can* bullets carefully and copy the skills they feel they can do into their notebooks.
- Assign Activity Book page 21 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils extend Activity 28 by saying what their classmates have been playing, what they've been singing, what they've been practising or what classes they've been taking.
- Have pupils play the Unit 2, Game 2 on the eText.

27 Complete the paragraph with **for** or **since**.

This is Jen and Ally. Jen has lived in Oxford ¹? 2008. Ally has been Jen's best friend ²? two years but they've known each other ³? Year 3. They like in-line skating but Jen hasn't done it ⁴? she was a little girl. Ally's teaching her how to do it again. They want to invite their friends to skate with them at the park. They've been talking about it ⁵? about a month! Maybe they'll go next weekend.



28 Complete the sentences. Use the present perfect continuous and **for** or **since**.

have cooking lessons play football
practise the piano sing opera



1 She ? she was six years old.



2 She ? the past eight years.



3 They ? Year 4.



4 He ? an hour.

I Can

- talk about past experiences.
- talk about amazing people's accomplishments (including my own).

unit 3

DILEMMAS

Objectives

Vocabulary

- To talk about dilemmas and consequences

Reading

- To identify main ideas in a story ('Marissa Mobley's Dilemma')
- To make inferences about a story

Grammar

- To use conditional sentences

Content Connection

- Social Science:** To learn about ethics

Culture Connection

- Around the World:** To understand and compare proverbs

Writing

- To write an ending to a narrative

Life Skills

- To learn about the importance of doing the right thing

Project

- To create pages for a class handbook about making the right choices

Listening and Speaking

- To identify and say the letters and sounds *nch*, *nth* and *mpt* individually and as part of words; to talk about consequences and doing the right thing

Think Big

- To develop 21st century skills and 'bigger picture' thinking

Key Vocabulary

Dilemmas	Results and Consequences	Expressions		Content Words	
apologise borrow cheat confess lend lie	feel good about feel guilty get into trouble get upset with	answer key be mean to bothering me calling me names catch the bus	finders, keepers Look. see it in your face wait and see What's going on?	blame character deceive ethical ethics pass on	proverb qualities regret sayings traits treat

Materials

Pupil's Book, Unit 3

- ☐ Main unit, pages 26–37
- ☐ Checkpoint Units 1–3, pages 38–41
- ☐ Cutouts for Checkpoint Units 1–3, Activity Book, page 121
- ☐ Class Audio CD, Tracks 1:32–45

Activity Book, Unit 3

- ☐ Main unit, pages 22–31
- ☐ Checkpoint Units 1–3, pages 32–33
- ☐ Extra grammar practice, page 100
- ☐ Class Audio CD, Tracks 1:36–41

Assessment

- ☐ Unit 3 Practice test
- ☐ Unit 3 Unit test
- ☐ Unit 3 Oral assessment
- ☐ Review test Units 1–3

Additional Materials

- ☐ Video (eText), Unit 3
- ☐ Interactive activities (eText), Unit 3
- ☐ Digital activities (MyEnglishLab), Unit 3

Unit Opener Activities

Family Connection

Have pupils tell their families that they're learning about difficult choices. Encourage pupils to talk with family members about difficult choices they've made, as well as the consequences (results) of those choices. Remind pupils that they should always ask family members if they want their stories shared with the class or not. Explain that learning about real choices people make is still helpful even if pupils can't share them.

The Right Choice Bulletin Board

Create a bulletin-board display titled *The Right Choice*. Post one or two scenarios along with possible choices. Model: *You find a brand new mp3 player on the floor in a shopping centre. You can keep it. You can take it to Lost and Found.* Place a pin next to each choice and have each pupil hang a paper-clip from the pin for his or her choice. Paper-clip chains will be longer for more popular choices, providing a visual pictograph of pupils' opinions. Add new scenarios to the board throughout the unit.

Checkpoint Activities | Units 1–3

Pupil's Book, pages 38–41, AB121

Guide pupils in discussions (spontaneous class, group or pair) that enable them to put the vocabulary and structures they've learnt into practice. Encourage pupils to assess themselves on how well they remember the material. As they do, pay attention to their performance and target areas that need more practice before moving on to the next part of the lesson.

Activity Book, pages 32–33

THINK BIG Songs are a key feature in the Units 1–3 Checkpoint. First, pupils use background knowledge and creativity to identify and categorise information. Pupils then use critical thinking to select a song about themes presented in Units 1–3. Then they complete a chart to synthesise information about the song. After analysing the information, pupils draw pictures to illustrate the song and rewrite the song in the form of a story. Finally, pupils can collaborate and share their work in groups or pairs.

unit 3 DILEMMAS

1 1:32 Listen and read. What would you do? Work with a group to choose an answer for each situation. Then compare and discuss answers with another group.

Your older sister is supposed to be home by 10:00 p.m. One night, you see your sister leave at 9:00. At 10:00, your sister still isn't home. You're worried about her but if you tell your parents, your sister will get into trouble. And she might be just a few minutes late. But something might be wrong!

Answer 1: You should tell your parents right away.
Answer 2: You should wait an hour before you tell them. Everything is probably OK.

Two classmates have found the answer key to a Maths test near the photocopier. You see them pick it up and hear them talking about it. They tell you that they'll show you the answers if you don't tell anyone. You're not doing well in Maths. You really need to pass this test. If you look at the answers and cheat in the test, you'll feel guilty and dishonest but you'll pass. If you tell the teacher about the answer key, the boys will be angry and you probably won't pass.

Answer 1: You should talk to the boys and tell them to put the answer key back or you'll tell the teacher.
Answer 2: You should look at the answer key and not tell the teacher.
Answer 3: You should just tell the boys you're not interested and walk away.

2 1:33 You'll hear three people talking about dilemmas or difficult situations they've experienced. Listen. Then read about their concerns.

Dilemma #1

If I keep the wallet, I'll feel guilty.

Emily

Dilemma #2

If I tell my friend I lost her necklace, she'll be upset with me.

Angela

Dilemma #3

If I confess I broke the lamp, I'll get into trouble.

Al

3 1:34 What's the right thing to do? Think of advice to give to Emily, Angela and Al. Then listen and compare your answers.

- Emily, I think you should ?
- Angela, I think you should ?
- Al, I think you should ?

4 Work with a partner. Talk about the dilemmas. Use the expressions in the box or your own ideas.

be upset with (him/her)
 feel good
 feel guilty
 get into trouble

What will happen if Emily returns the wallet?

If she returns the wallet, she'll feel good! And the man will, too!

TALK BIG How do you cope with dilemmas? Who do you discuss them with? Why?

Warm-Up

- Help pupils recall activities they did to show how well they manage their time from Unit 1. Suggest some habits (that pupils probably noticed when looking closer at how they spend their time), which might cause them to have to make difficult choices. For example, say: *Tim doesn't get enough sleep. He also doesn't spend enough time studying. He has an exam that he put off studying for until the night before. It's already late. What should he do? If he stays up even later, he'll be very tired and not do well on the exam. If he doesn't study, he won't know the material and may do even worse.* Encourage pupils to discuss the choices and solutions in small groups. Then have groups come up with a few more tough choices to discuss. For ideas, remind them to think about how they spend their time.

Using Page 26

- 1** 1:32 Listen and read. What would you do? Work with a group to choose an answer for each situation. Then compare and discuss answers with another group.

INVOLVE | Explain the lesson objective – pupils will read and talk about difficult choices.

- Read the directions aloud. Remind pupils that a dilemma is a problematic situation with a difficult choice. Say: *For each of these dilemmas, you can choose from the possible answers on the page or think of your own solution.* Play audio track 1:32. Pause after each dilemma and have pupils discuss their answers in their groups. Suggest that pupils write down their individual decisions for each dilemma first. Then have them think about whether or not they changed their mind after each group discussion.

MONITOR | Check that each group chooses and defends an answer for each dilemma.

ASSIST | Replay the audio as needed. Use simple language and the images on the page to explain unfamiliar words. Provide pupils with additional vocabulary as needed for other solutions they have for each dilemma.

Using Page 27

- **21st Social Skills** Ask: *How is defending an opinion different from having an argument?* (Sample answer: Two people can talk calmly and respectfully when they disagree. They don't have to become angry or shout.)

2 **1:33** You'll hear three people talking about dilemmas or difficult situations they've experienced. Listen. Then read about their concerns.

- Read the directions aloud. Have pupils preview the pictures. Then play audio track 1:33. Pause after each dilemma and have volunteers read the related comment.

MONITOR

Use questions to check comprehension. Ask: *What does Emily think will happen if she keeps the wallet?* (She'll feel guilty.) *What does Angela think will happen if she tells her friend about the lost necklace?* (Her friend will be upset with her.) *What does Al think will happen if he confesses he broke the lamp?* (He'll get into trouble).

ASSIST

Replay the audio as needed. Pause after each item. Have pupils use their own words to summarise each dilemma.

3 **1:34** What's the right thing to do? Think of advice to give to Emily, Angela and Al. Then listen and compare your answers.

- Read the directions aloud. Say: *You'll write down your opinion and then listen to what someone else thinks. Remember that people don't always agree about what's the right thing to do.* Play audio track 1:34.

MONITOR

Have pupils read their advice aloud. Check that pupils use *should* to tell what they think each person should do. (Sample answers: *Emily: I think you should return the wallet. Angela: I think you should buy a new necklace first and then tell your friend what happened. Al: I think you should tell the truth.*)

4 Work with a partner. Talk about the dilemmas. Use the expressions in the box or your own ideas.

- Read the directions and the expressions in the box aloud. Say: *You and a partner will discuss what will happen if these people take certain actions.* Have volunteers read the speech bubbles to model the activity.

MONITOR

Listen for correct pronunciation, appropriate intonation and correct use of language.

ASSIST

Have pupils complete this sentence frame to form questions about different possibilities: *What will happen if ... ?*

THINK BIG 21st Communication

- Read the questions aloud and encourage pupils to express themselves as best they can. Write answers on the board. Then ask pupils to write a few sentences about how they cope with dilemmas and who they discuss them with.
- Assign Activity Book pages 22–23 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils retell one of the dilemmas, using illustrations and speech bubbles. Provide models from graphic novels or comic strips. Pupils may wish to collaborate, with one pupil drawing part of the dilemma, the next drawing more details and a third drawing a possible outcome. Allow pupils to share their work with the class by displaying their finished artwork.

OBJECTIVES

To talk about dilemmas and ways to resolve them

Key Vocabulary

Nouns: dilemma, trouble

Verbs: confess, feel, get (into trouble), loan, lose

Adjectives: dishonest, good, guilty, mad, upset

21st Century Skills

Social Skills

Communication

Materials

Graphic novels, comic strips

Audio tracks 1:32–34

Audioscript, page T140

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Pages 22–23

Answers on page T153

unit 3

DILEMMAS



1:32

Listen and read. What would you do? Work with a group to choose an answer for each situation. Then compare and discuss answers with another group.

Your older sister is supposed to be home by 10:00 p.m. One night, you see your sister leave at 9:00. At 10:00, your sister still isn't home. You're worried about her but if you tell your parents, your sister will get into trouble. And she might be just a few minutes late. But something might be wrong!

Answer 1: You should tell your parents right away.

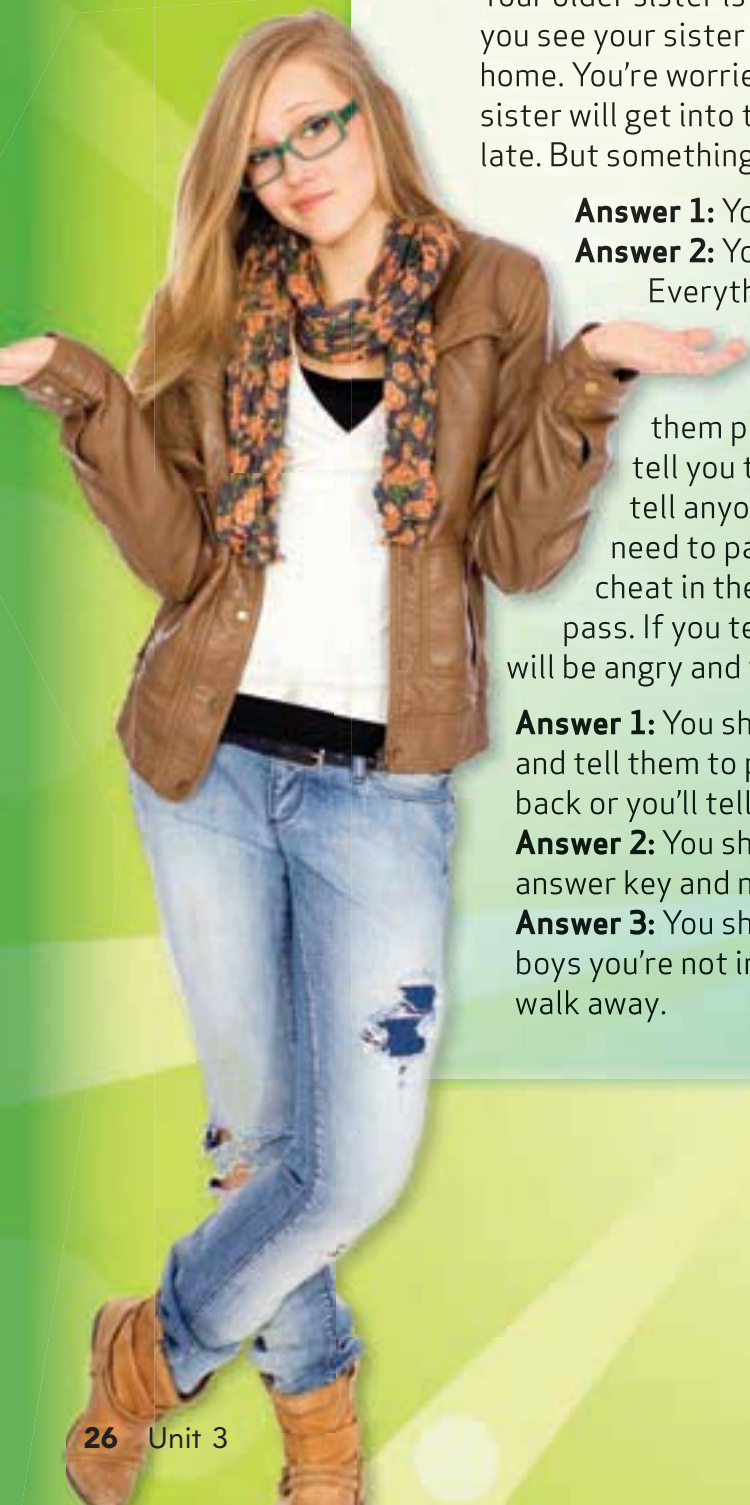
Answer 2: You should wait an hour before you tell them. Everything is probably OK.

Two classmates have found the answer key to a Maths test near the photocopier. You see them pick it up and hear them talking about it. They tell you that they'll show you the answers if you don't tell anyone. You're not doing well in Maths. You really need to pass this test. If you look at the answers and cheat in the test, you'll feel guilty and dishonest but you'll pass. If you tell the teacher about the answer key, the boys will be angry and you probably won't pass.

Answer 1: You should talk to the boys and tell them to put the answer key back or you'll tell the teacher.

Answer 2: You should look at the answer key and not tell the teacher.

Answer 3: You should just tell the boys you're not interested and walk away.



1:33



You'll hear three people talking about dilemmas or difficult situations they've experienced. Listen. Then read about their concerns.



Dilemma #1



If I keep the wallet, I'll feel guilty.

Emily

Dilemma #2

If I tell my friend I lost her necklace, she'll be upset with me.



Angela



Dilemma #3



Al

If I confess I broke the lamp, I'll get into trouble.

1:34



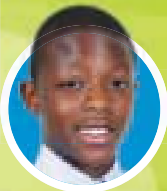
What's the right thing to do? Think of advice to give to Emily, Angela and Al. Then listen and compare your answers.

- 1 Emily, I think you should ?.
- 2 Angela, I think you should ?.
- 3 Al, I think you should ?.

4

Work with a partner. Talk about the dilemmas. Use the expressions in the box or your own ideas.

be upset with (him/her)
feel good
feel guilty
get into trouble



What will happen if Emily returns the wallet?

If she returns the wallet, she'll feel good! And the man will, too!



THINK BIG

How do you cope with dilemmas? Who do you discuss them with? Why?

1:35 Listen and read. What's Marissa's dilemma?

MARISSA MOBLEY'S DILEMMA

by Milan Norman

Marissa Mobley walked into the kitchen and said, "I'm home." She didn't sound happy. Mrs Mobley looked at Marissa.

"Is something wrong?" she asked. "You don't sound happy."

"Oh, nothing, Mum," Marissa replied. "I've just got a lot of homework."

Mrs Mobley looked worried. "Are you sure you're OK?" she asked again.

"Umm... yeah, Mum. I've just been doing too much at school lately. So I'm tired. That's all," Marissa said as she walked into her room and closed the door.

Marissa's brother, Leo, knocked on Marissa's door. "Hey, what's up?" asked Leo. "Something's wrong. I can see it in your face."

"Well," said Marissa, finally, "can you keep a secret? I've got a problem at school. It's a real dilemma. You know Dan, right?"

"Dan? Yeah, I know him," said Leo. "He's a funny guy."

"Well, I don't think he's so funny. At least not this week," Marissa said. "Listen to this. He asked me to help him cheat in our Maths test on Friday."

"What?" Leo asked.

"I guess Dan's marks in Maths aren't very good this term," said Marissa. "If he doesn't do well in the test, he won't be able to play for the basketball team any more. He sits next to me in Maths and he knows I do well in tests. He wants me to make it easy for him to see my paper during the test."

"Seriously?" said Leo. "That's not good."

"I know," said Marissa, sounding more and more upset. "I've been thinking about it all week and it's bothering me a lot. I'd like to help Dan but helping him cheat really isn't helping him! I just can't do it!"

"Of course you can't!" her brother said. "If a boy asks you to help him cheat in a test, you should tell your teacher!"

"Tell my teacher? If I do that, Dan will get into big trouble," said Marissa.

"But if you help him cheat, you'll be cheating, too, Marissa," said Leo.

Marissa sighed. After a minute, she smiled and looked at her brother.

"I know!" she said.

"What are you going to do?" Leo asked.

"Wait and see," Marissa answered. Then she picked up her mobile phone.

READING COMPREHENSION

6 Find one detail in the story that supports these statements.

- 1 Marissa's mum knows Marissa isn't happy.
- 2 Marissa doesn't tell her mum the truth about her problem.
- 3 Marissa trusts her brother Leo.
- 4 Leo doesn't want Marissa to help Dan cheat.
- 5 Marissa doesn't think telling the teacher is a good idea.
- 6 Marissa's got an idea about what to do.

THINK BIG Why do you think Marissa has been having a hard time deciding what to do? What do you think she's going to do next? Why?



28 Unit 3

Unit 3 29

Warm-Up

- **21st Communication** Say: *We learn a lot about what each other is thinking from our body language—especially our facial expressions.* Have pupils play *Charades*, miming simple emotions, such as anger, happiness, fear, worry, sadness and surprise. Suggest that pupils use body language, including facial expressions, to mime how the individuals in the dilemmas on pages 26–27 might have felt. Have others guess. How well did pupils guess?

Using Page 28

5 1:35 Listen and read. What's Marissa's dilemma?

INVOLVE

Explain the lesson objective – pupils will read, talk and answer questions about a realistic fiction story. Say: *This unit's story leaves readers wondering what's going to happen. Later in this unit, you'll have the opportunity to decide what happens and write your own ending.*

- Have pupils read the title aloud and preview the pictures. Ask: *What is a dilemma?* (Sample answer: a problematic situation in which someone must make a difficult choice)
- Read the directions aloud. Play audio track 1:35 and have pupils listen and read along.

MONITOR

Ask questions to check for understanding. Ask: *How does Marissa feel when she gets home from school?* (She seems worried.) *What does Marissa tell Leo?* (Dan has asked her to help him cheat in a Maths test.) *Does Leo think Marissa should help Dan?* (No, he knows cheating would be wrong.) *What does he think Marissa should do?* (tell her teacher) *What's Marissa's dilemma?* (To help Dan cheat in the Maths test or not.)

ASSIST

Replay the audio as needed. Pause after each scene and use simple language to explain unfamiliar words and phrases.

- **21st Social Skills** Ask pupils to define *cheating in school*. (Sample answer: to use what someone else has done on an assignment or test, usually to gain an advantage) Ask: *Is cheating always wrong?* (Yes, cheating is breaking a rule that everyone knows is a dishonest thing to do.)



Suggest that pupils create a timeline to review story events.

Point out that the first event takes place at school when Dan asks Marissa to help him cheat on a Maths test. Check that pupils include these events: *Marissa comes home. Mum notices something seems to be bothering Marissa. Marissa tells Leo about Dan's request. Leo tells Marissa not to do it. Marissa comes up with a plan and picks up her phone.*

CHALLENGE

Say: *We know Dan asked Marissa to let him cheat. What else do you think he said that is making Marissa want to help him and making her feel bad?* (Sample answer: He probably told her that if he doesn't do well in the test, he won't be able to play for the basketball team.) Ask: *Do you think Dan is being fair to his friend Marissa? Why?* (Sample answer: No, he is making it sound like it will be her fault if he can't be in the team. He's appealing to her emotions and knows she's kind and wants to help him. He must know that's wrong and that it's not fair to his friend.)

Using Page 29

6 Find one detail in the story that supports these statements.

- Read the directions aloud. Have volunteers read the statements aloud. Say: *When you read a story, story details give you a lot of information. You can use these details to make inferences about the story characters and events. We'll look for clues that support each inference.*
- Complete the first item with the class. Then have pupils work independently.

MONITOR

Review answers as a class. (Sample answers: 1 *Marissa's mum says "You don't sound happy."*, 2 *When Marissa's mum asks her if there is anything wrong she answers "Oh, nothing, Mum" and then again "I've just been doing too much at school lately. So I'm tired. That's all."*, 3 *Marissa tells her brother "Can you keep a secret? I've got a problem at school."*, 4 *When Leo hears about Dan's idea of cheating in the Maths test he says "That's not good."*, 5 *When Leo suggests that Marissa should talk to her teacher, she answers "Tell my teacher? If I do that, Dan will get into big trouble."*, 6 *Marissa sighed not knowing what to do but after a minute she smiled and looked at her brother. "I know!" she said.*)

ASSIST

Help pupils locate the parts of the story where they'll find clues that support each statement. Model: *For Statement 1, I want to find clues about how Mum knows Marissa has got a problem. I reread the scene with Mum and Marissa. I notice that Mum asks Marissa twice, in different words, if she is OK. Replay the audio as needed and review any problems with understanding. Suggest that pupils locate story clues and then restate them in their own words.*

THINK BIG 21st Critical Thinking

- Read the questions aloud. Then have pupils discuss the questions about the story in pairs.
- Encourage pupils to write notes about what they think Marissa will do next and hold onto them for use later in the unit.

MONITOR

As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language.

- Assign Activity Book page 24 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils role play one of the events from the story: Marissa and Dan at school, Marissa and Mum or Marissa and Leo at home. Tell pupils they can use the words from their story or their own words to role play what happened. If possible, allow pupils to record their scenes using phones or video cameras.

OBJECTIVES

To read unit language in context

To read for main ideas

To make inferences

To relate the text to pupils' own lives

Key Vocabulary

Nouns: problem, trouble, truth

Verbs: bother, cheat, help, know, tell, trust, want

Adjectives: happy, upset, worried, wrong

21st Century Skills

Communication

Social Skills

Critical Thinking

Materials

Phones or video cameras

Audio track 1:35

Digital activities:
MyEnglishLab



Page 24

Answers on page T153

Summary

Marissa comes home from school and both her mother and brother can tell something is wrong. She tells her brother Leo that Dan asked her to help him cheat on a Maths test. Marissa says Dan is a nice guy and she'd like to help him. Leo cautions her against cheating. The story ends with Marissa picking up her mobile phone.

TEACHING TIP

Making Inferences

Remind pupils about how to make inferences and ask them why they think Marissa wants to help Dan. (Sample answers: Dan is popular; Basketball is important at their school; Dan and Marissa are good friends.) Tell them to use details from the story to support their inferences.



Listen and read. What's Marissa's dilemma?

MARISSA MOBLEY'S DILEMMA

by Milan Norman

Marissa Mobley walked into the kitchen and said, "I'm home." She didn't sound happy. Mrs Mobley looked at Marissa.

"Is something wrong?" she asked. "You don't sound happy."

"Oh, nothing, Mum," Marissa replied. "I've just got a lot of homework."

Mrs Mobley looked worried. "Are you sure you're OK?" she asked again.

"Umm... yeah, Mum. I've just been doing too much at school lately. So I'm tired. That's all," Marissa said as she walked into her room and closed the door.

Marissa's brother, Leo, knocked on Marissa's door. "Hey, what's up?" asked Leo. "Something's wrong. I can see it in your face."

"Well," said Marissa, finally, "can you keep a secret? I've got a problem at school. It's a real dilemma. You know Dan, right?"

"Dan? Yeah, I know him," said Leo. "He's a funny guy."

"Well, I don't think he's so funny. At least not this week," Marissa said. "Listen to this. He asked me to help him cheat in our Maths test on Friday."

"What?" Leo asked.



"I guess Dan's marks in Maths aren't very good this term," said Marissa. "If he doesn't do well in the test, he won't be able to play for the basketball team any more. He sits next to me in Maths and he knows I do well in tests. He wants me to make it easy for him to see my paper during the test."

"Seriously?" said Leo. "That's not good."

"I know," said Marissa, sounding more and more upset. "I've been thinking about it all week and it's bothering me a lot. I'd like to help Dan but helping him cheat really isn't helping him! I just can't do it!"

"Of course you can't!" her brother said. "If a boy asks you to help him cheat in a test, you should tell your teacher!"

"Tell my teacher? If I do that, Dan will get into *big* trouble," said Marissa.

"But if you help him cheat, you'll be cheating, too, Marissa," said Leo.

Marissa sighed. After a minute, she smiled and looked at her brother. "I know!" she said.

"What are you going to do?" Leo asked.

"Wait and see," Marissa answered. Then she picked up her mobile phone.

READING COMPREHENSION

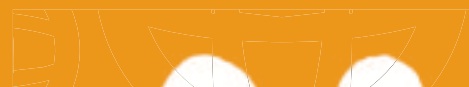
6 Find one detail in the story that supports these statements.

- 1 Marissa's mum knows Marissa isn't happy.
- 2 Marissa doesn't tell her mum the truth about her problem.
- 3 Marissa trusts her brother Leo.
- 4 Leo doesn't want Marissa to help Dan cheat.
- 5 Marissa doesn't think telling the teacher is a good idea.
- 6 Marissa's got an idea about what to do.

**THINK
BIG**

Why do you think Marissa has been having a hard time deciding what to do? What do you think she's going to do next? Why?

Language in Action



Listen and read. What should Chris do?

Ashley: This is fun! Can we play *Lost World 3* next?

Chris: Uh, no. We can't. The disc is broken.

Ashley: Broken? How'd that happen?

Chris: I was running to catch the bus and I dropped it. Before I could pick it up, someone stepped on it.

Ashley: Oh, no. Did you tell Sam? He's going to be upset.

Chris: No, I haven't told him yet. I was hoping he would forget that I borrowed it from him.

Ashley: But you've got to tell him! He won't be upset if you replace it. You can buy him a new disc with your pocket money.

Chris: You're right. I'll buy him a new one and tell him what happened.



Practise the dialogue in 7 with a partner.



Listen and complete the sentences.



1 If she tells the truth, ?.



2 If she keeps it, ?.



3 If he goes to the concert, ?.



4 If he doesn't tell his mum what's wrong, ?.

Warm-Up

- Have pupils preview the pictures in Activity 9. Ask them to describe what they see in each picture. Challenge volunteers to make up stories for each one.

Using Page 30

7 Listen and read. What should Chris do?

INVOLVE

Explain the lesson objective – pupils will read, listen to and practise a dialogue. Pupils will also listen to conversations about people in difficult situations.

- Tell pupils they'll listen to two friends – Ashley and Chris – talking about a dilemma.
- Read the directions aloud. Then play audio track 1:37 and have pupils listen and read along.

MONITOR

Ask questions to check understanding. Encourage pupils to answer in complete sentences. Ask: *What is Lost World 3?* (It's a video game.) *How did Chris get the game?* (He borrowed it from Sam.) *Why can't Chris and Ashley play the game?* (It's broken. Chris dropped the disc when he was running to catch the bus.) *What does Ashley think Chris should do?* (She thinks Chris should tell Sam what happened.) Ask pupils if they agree with Ashley and why.



Say: *What happened to the disc was an accident. What does that mean?* (Chris didn't mean to break the disc.) *What's the opposite of accidental?* (on purpose) Have pupils make up stories in which Chris breaks the game on purpose. (Model: *He's playing the game and gets a very bad score. He's so angry that he throws the disc at the wall.*)

8 Practise the dialogue in 7 with a partner.

- Read the directions. Invite pairs to read the dialogue aloud, swap parts and repeat.

MONITOR

As pupils work, listen for proper pronunciation and appropriate intonation.

ASSIST

As you notice errors, say words or sentences correctly and have pupils repeat after you.

9 Listen and complete the sentences.

- Read the directions aloud. Have pupils look at each picture and describe it. Then have volunteers read the sentences aloud. Play audio track 1:38. Complete the first item as a class and then have pupils complete the activity independently.

MONITOR

Review answers as a class. (Sample answers: 1 *If she tells the truth, she'll feel better.*, 2 *If she keeps it, she'll feel guilty every time she wears it.*, 3 *If he goes to the concert, he'll worry about his brother.*, 4 *If he doesn't tell his mum, she won't be able to help him.*)

- Assign Activity Book page 25 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils compare the stories they made up during the Warm-Up activity with the stories on the audio. Which one was closest to the recorded version?

OBJECTIVES

To talk about dilemmas

To use unit language in context

To use correct pronunciation and appropriate stress and intonation

Key Vocabulary

Nouns: accident, concert, pocket money, truth

Verbs: borrow, break, buy, drop, feel, go, keep, run, tell, think

Adjectives: broken, guilty

21st Century Skills

Technology Literacy

Materials

Audio tracks 1:37–38

Audioscript, page T141

Digital activities:
MyEnglishLab



Page 25

Answers on page T153

TEACHING TIP

21st Technology Literacy

Point out that Chris in Activity 7 broke a disc because he was careless with it. Ask: *What could Chris do to keep the game safe?* Have pupils share suggestions for ways to take care of tech products such as video games, computers and music players.

OBJECTIVES

To use conditional sentences

To use *should* and *shouldn't* for advice

Key Vocabulary

Nouns: adult, CD, desk, diary, changing room, maths, [older] brother, parents, rack, science

Verbs: be [in trouble], change [the subject], do, go, help, lie, loan, read, return, say, tell, want

21st Century Skills

Think Creatively

Materials

Index cards (two colours, optional)

Interactive activity / Game (eText)

Digital activities:
MyEnglishLab



Pages 26–27

Answers on page T153

TEACHING TIP

21st Think Creatively

Challenge pupils to think of stories behind what they read in the sentences for Activity 10.

Model: For Item 1, the story is about an older brother who asks his younger brother to lie for him. The older brother might have scratched the family car during a driving lesson. The younger brother knows what happened but the parents don't.

Warm-Up

- Play *Word Builder* (see *Game Bank*, page T136, for details) to review contractions. Have pupils write these words on index cards: *I, you, he, she, it, we, they, are, will, can, do, have*. Shuffle the cards and place them in one stack. Then write these words on cards: *not, have, will*. Use a second colour card if available. Players take turns drawing one card from each deck. If they can make a contraction, they say the word and score one point. Return used cards to the decks. Models: *are + not = aren't*; *I + will = I'll*; *you + not = no contraction*.

Using Page 31

10 Complete the sentences. What will they do?

INVOLVE | Explain the lesson objective – pupils will use conditional sentences.

- Have volunteers read the tip and sentences in the first grammar box aloud. Say: *A conditional sentence includes the word if. If is often the first word in the sentence.*
- Read the directions aloud and complete Item 1 as a class. Then have pupils complete the activity independently.

MONITOR | Review the answers as a class. (Answers: 1 *I won't do*, 2 *I'll change*, 3 *I'll help*, 4 *she'll be*, 5 *I won't read*)

ASSIST | Point out that *if* does not begin the sentence in Item 5. Ask: *How can you change the word order so this sentence begins with if?* (If I see my sister's diary on her desk, I won't read it.) Point out that changing the word order does not change the meaning of the sentence.

11 Which is the best advice? Make sentences with *should* or *shouldn't*.

- Have volunteers read the sentences in the second grammar box aloud. Say: *Notice that you use should or shouldn't to give advice in a conditional sentence.*
- Read the directions aloud and complete Item 1 as a class. Then have pupils complete the activity independently.

MONITOR | For each item, poll pupils to see how many chose each answer. Then invite volunteers to read their sentences aloud. Check for correct use of grammar and vocabulary. (Sample answers: 1 *b*; *If you see someone being bullied, you should tell an adult.*, 2 *b*; *If you tear an expensive shirt in the fitting room, you should tell a store employee what happened.*, 3 *a*; *If your brother is going to watch a film that he's not allowed to see, you should tell your parents about it.*, 4 *b*; *If your sister is studying and you want to listen to music, you should use headphones.*, 5 *b*; *If your friend asks you to let him copy your English homework, you should offer to help him do his homework.*)

ASSIST | Explain vocabulary as needed. Say: *When you want to give advice, try saying what someone should do.*



Provide pupils with the first part of each sentence to be completed.

- Assign Activity Book pages 26–27 and direct pupils to digital activities.

Application and Practice Activity

- Have partners collaborate to write conditional sentences. One partner begins a sentence with *if*, describing a situation. The other partner completes the sentence by describing what will happen or what the person should or shouldn't do.
- Have pupils play Unit 3, Game 1 on the eText.

If he **pays attention** in class, he'll **understand** the lesson.

If they **don't study** for the Maths test, they **won't get** a good mark.

If you **tell** me the truth, I'll **help** you.

Tip: Use a conditional sentence to express true or factual ideas in the present or future.

10 Complete the sentences. What will they do?

- 1 If my older brother wants me to lie for him, (I / not do) ? it.
- 2 If Sarah says bad things about Michelle, (I / change) ? the subject.
- 3 If you help me with my book review, (I / help) ? you with your project.
- 4 If you tell Mum we lent Anna her CD, (she / be) ? upset.
- 5 (I / not read) ? my sister's diary if I see it on her desk.

You **should tell** your parents **if** you've got a problem at school.

If you don't want to get into trouble, you **shouldn't lie**.

11 Which is the best advice? Make sentences with **should** or **shouldn't**.

- 1 You see someone being bullied.
 - a Just walk away.
 - b** Tell an adult.
- 2 You tear an expensive shirt in the changing room in a shop.
 - a Quietly return it to the rack.
 - b** Tell a shop assistant what happened.
- 3 Your brother's going to watch a film that he's not allowed to see.
 - a Tell your parents about it.
 - b** Don't say anything to your parents.
- 4 Your sister's studying and you want to listen to music.
 - a Tell her to go to a friend's house.
 - b** Use headphones.
- 5 Your friend asks you to let him copy your English homework.
 - a Tell your teacher.
 - b** Offer to help him do his homework.



1:40

12

Listen and read. What does 'ethics' mean?

CONTENT WORDS

character ethical behaviour ethics qualities traits treat

Ethics

The saying 'Treat others the way you'd want them to treat you' is not hard to understand. It means that you should behave towards others the way you'd want them to behave towards you. It sounds simple but is not always simple to do. If everyone did this, the world would be a much better place.

This unit is about ethics and ethical behaviour. Do you know what 'ethics' means? Of course you do. You make choices based on ethics all the time. Ethics tells you what's right or wrong, fair or unfair, acceptable or unacceptable. Choosing to do the right thing is ethical behaviour.

The word *ethics* comes from the Greek word *ethos*, which means 'character'. Our character – all of our traits and qualities taken together – is what leads us to do what we do – right or wrong. What kind of 'character' have you got? Are you respectful of your classmates? That's a question of ethics. Would you cheat in a test to make sure you pass? That's a question of ethics. Would you tell a 'harmless' lie in order to avoid hurting someone's feelings? That's also a question of ethics. Would you lie to someone to get out of trouble? That's a question of ethics, too.

13 Read 12 again and say **true** or **false**.

- 1 Treating others the way you'd want them to treat you is very easy to do.
- 2 If you choose to do the wrong thing, then you're an 'ethical' person.
- 3 Trusting your gut feelings will help you decide what's right.



Tips for Deciding What's Right

If you're not sure about what to do, ask yourself these questions:

- 1 If I do it, will I feel bad afterwards?
 - 2 Could doing it cause anybody harm?
 - 3 How would I judge someone else who did the same thing?
 - 4 What would my mum or dad say about it?
- And most importantly...
- 5 What's my gut feeling about it?

Warm-Up

- Write on the board: *He/She did the WRONG thing*. Invite pupils to share situations in which story characters or people they know did *not* do the right thing. Have them say what the person did and why they think it was wrong. Model: *My neighbour borrowed my bicycle. When she returned it, the tyre was flat and the bicycle had a big scratch. She left it without saying anything. She should have told me what happened.*

Using Page 32

12 Listen and read. What does 'ethics' mean?

INVOLVE | Explain the lesson objective – pupils will read and talk about ethics.

- Preview the article by having pupils read the Content Words aloud. Ask pupils to share their understanding of these words.
- Play audio track 1:40 and have pupils listen and read along.

MONITOR | Use questions to check for understanding. Ask: *What does 'ethics' mean?* (Ethics is knowing right and wrong and doing what is right.) *What are some examples of ethical behaviour?* (being respectful to others, not cheating, being honest)

ASSIST | Replay the audio as necessary. Have pupils locate each Content Word in the text and use context clues to come up with a definition.



Have pupils make a 'happy face' or 'sad face' for whether or not an action is ethical. Model: *Cheating in a test.* (sad face); *Helping a friend by reading her essay and giving advice.* (happy face); *Helping a friend by writing her essay for her.* (sad face)

- 21st Leadership** Ask: *How can a good leader help people make ethical choices?* (Sample answers: A leader can set a good example./A leader can make it clear what actions are right or wrong.)



Explain that not everyone agrees on every ethical question. Say: *Some people believe that a harmless lie can be ethical if it makes someone feel better. Others believe that it's always wrong to lie.* Ask pupils to name other ethical behaviours that people might disagree about.

13 Read 12 again and say true or false.

- Have pupils read the text silently and then answer the questions independently.

MONITOR | Check answers as a class. (Answers: 1 false, 2 false, 3 true)

CHALLENGE | Have pupils make false statements about the article for their partners to correct.

- Assign Activity Book page 28 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to look through newspapers and magazines for situations that call for right or wrong decisions. Have pupils discuss. What would they do?

OBJECTIVES

To read about ethics

To learn about how to make better ethical choices

To read and understand a social science text

Content Words

character, ethical behaviour, ethics, qualities, traits, treat

21st Century Skills

Leadership

Materials

Newspapers and magazines

Audio tracks 1:40–41

Interactive activity (eText)

Digital activities: MyEnglishLab



Page 28

Answers on page T153

TEACHING TIP

Recognising Cognates

Remind pupils that different languages often have similar words. For example, the Italian word for ethics is *etica*. Explain that recognising cognates can help pupils understand vocabulary.

OBJECTIVES

To read and talk about proverbs from around the world

To connect a text to personal experiences

Content Words

blame, deceive, pass on, proverb, regret, sayings

21st Century Skills

Technology Literacy
Global Awareness

Materials

World map or globe
Audio track 1:42
Video (eText)
Digital activities:
MyEnglishLab

AB

Page 29

Answers on page T153

TEACHING TIP

21st Technology Literacy

Allow pupils to use the internet to search for similar proverbs. Point out that there are several sites with proverbs, which can be searched by key words. Help pupils compare sites to decide which ones are most useful for finding proverbs to complete the Think Big activity.

Warm-Up

- Have pupils create *Word Search Puzzles* (see *Game Bank*, page T136) to preview vocabulary items. Model creating a simple *Word Search Puzzle* on the board. Explain that words can be hidden horizontally, vertically or diagonally. Then have pupils create puzzles that include these words: *deceive, blame, pass on, proverb, regret*. Have pupils exchange puzzles to find the hidden words.

Using Page 33

14 Listen and read. What's a proverb?

INVOLVE

Explain the lesson objective – pupils will read and talk about proverbs from around the world.

- Ask pupils to use a world map or globe to locate each country named in the chart.
- Write these vocabulary items on the board: *blame, deceive, pass on, proverb, regret, sayings*. Have pupils listen for and note down these words in the article.
- Play audio track 1:42 and have pupils listen and read along. Pause after each proverb and have pupils summarise each one.

MONITOR

Ask questions to check comprehension: *Why should something with a tail of straw stay away from fire?* (Straw catches fire very easily.) *What's a proverb?* (Proverbs are short sayings about life that are passed on from generation to generation.)

ASSIST

- Replay the audio as needed. Answer any questions about vocabulary or grammar structures. Say: *Regret is feeling sorry about something. To slip is to fall.*
- Ask pupils to use context clues to provide definitions for the vocabulary items. Then have them use a dictionary to check their definitions.

CHALLENGE

Ask partners to role play a dialogue that uses one or more of the vocabulary items. Classmates can identify which vocabulary item they hear.

THINK BIG 21st Global Awareness

- Read the directions aloud. Have pupils follow the instructions and discuss in pairs.

MONITOR

Listen for proper pronunciation, appropriate intonation and correct use of language. (Some similar proverbs include the following: *People who live in glass houses shouldn't throw stones.* England; *Careless hurry may cause endless regret.* America; *The man whose conscience is clear will never fear a knock on the door at midnight.* Russia; *Do unto others what you would have them do unto you.* Latin; *Caution is the parent of safety.* America; *Appearances can be deceptive.* Greece/ Aesop; *He who has the choice has the pain.* Africa; *Lying and stealing are next door neighbours.* Arabia)

15 Read 14 again and find the country.

- Read some proverbs from the text aloud and have pupils guess which country they're from.
 - Read directions aloud and have pupils complete the activity independently.
- MONITOR | Check answers as a class. (Answers: 1 Germany, 2 Mexico, 3 Italy)
- Assign Activity Book page 29 and direct pupils to digital activities.

Application and Practice Activity

- Encourage pupils to draw illustrations about proverbs from the chart. Then have them display their artwork without captions and challenge classmates to guess which proverb is illustrated. Model: *I think this picture of a toy stuffed donkey with a tail of straw and looking afraid of a fire goes with this proverb from Argentina: 'If you have a tail of straw, stay away from the fire'.*
- Have pupils view the Unit 3 video segment. Use the Video Guide.



Listen and read. What's a proverb?

Proverbs from Around the World

Every culture's got its own proverbs. *Proverbs* are short sayings about life that are passed on from generation to generation. Proverbs provide sound advice and can help us make decisions. Across cultures, proverbs can be similar but some are quite different. Here are a few of the thousands of proverbs from around the world.

Country	Proverb
Argentina	If you have a tail of straw, stay away from the fire.
China	One step in the wrong direction can cause a thousand years of regret.
Germany	A clear conscience is a soft pillow.
Greece	Avoid doing what you would blame others for doing.
Ireland	A friend's eye is a good mirror.
Italy	Deceive me once, shame on you; deceive me twice, shame on me.
Liberia	Do not look where you fell but where you slipped.
Malaysia	Don't think there are no crocodiles just because the water is calm.
Mexico	Better to be alone than be in bad company.
Netherlands	He who has a choice has trouble.
Russia	You can get to the ends of the world on a lie but you cannot return.

15 Read 14 again and find the country.

- 1 You'll sleep well if you don't feel guilty.
- 2 Having no friends is better than having a bad friend.
- 3 Don't give anyone a second chance.



Choose three different proverbs and explain what they mean. Research three more proverbs about ethical behaviour. Discuss their meaning and present them to the class.

Writing | Story ending

16 Work with a partner. Answer questions about 'Marissa Mobley's Dilemma' (see pages 28-29).

- 1 Who are the characters in 'Marissa Mobley's Dilemma'?
- 2 How does Marissa feel when she gets home from school?
- 3 Who knocks on Marissa's door?
- 4 What's Marissa's dilemma?
- 5 What advice does Marissa's brother give her?
- 6 At the end of the story on page 29, what do you think Marissa is going to do?



17 How do you think the story ends? Discuss these possible endings with a partner. Think of a reason why each one is possible.

- Marissa helps Dan cheat.
Reason: ?
- Marissa tells her teacher about Dan.
Reason: ?
- Marissa tells Dan she can't help him.
Reason: ?
- Marissa helps Dan study.
Reason: ?

18 With your partner, write an ending to the story. Add details, such as how the other story characters react to Marissa's decision and how she feels about it.

19 Share your story ending with another pair. Discuss. Talk about what Marissa did and whether it was the right thing to do.

**THINK
BIG**

Do you always know what the right thing to do is?
How do you know what's right? Why isn't it always
easy to do the right thing?

Warm-Up

- Have pupils form a story circle to review the story 'Marissa Mobley's Dilemma' on pages 28–29. Have pupils work together to retell the story, going around the circle. Each pupil adds a detail or event until they have summarised the story. Encourage pupils to describe events in time order but allow them to go back and add important details that were left out.

Using Page 34

- 16** Work with a partner. Answer questions about 'Marissa Mobley's Dilemma' (see pages 28–29).

INVOLVE Explain the lesson objective – pupils will write an ending for a story and then compare their endings.

- Read the directions aloud. Then have pupils work in pairs to answer the questions.

MONITOR Review answers as a class. (Answers: 1 Marissa, her mum Mrs Mobley, her brother Leo and her schoolmate Dan., 2 She feels unhappy., 3 Her brother Leo., 4 If she should help her classmate Dan cheat in the Maths test or not., 5 Her brother advises her to talk to her teacher., 6 Pupil's own answer.)

ASSIST Have pupils locate phrases in the story on pages 28–29 that answer each question.

- 17** How do you think the story ends? Discuss these possible endings with a partner. Think of a reason why each one is possible.

- Read the directions aloud. Say: *Readers are left wondering how the story ends but there are clues that support different endings.* Model the first item: *Marissa might help Dan cheat because she likes him.* Have pupils complete the activity in pairs by using details from the story.

MONITOR Have volunteers share the clues they found to support each ending. (Sample answers: 1 Marissa likes Dan., 2 Leo thinks she should tell her teacher., 3 Marissa is upset, which shows that she doesn't want to cheat., 4 Studying would help Dan without cheating.)

- 18** With your partner, write an ending to the story. Add details, such as how the other story characters react to Marissa's decision and how she feels about it.

- Read the directions aloud. Suggest that pupils reread the story on pages 28–29 before they write their ending so that they match the tone and style. Remind them to include both descriptions of what happened and dialogue.

ASSIST Remind pupils to use verbs in the past simple to say what happened in the story. Provide pupils with additional vocabulary to complete their stories.

- 19** Share your story ending with another pair. Discuss. Talk about what Marissa did and whether it was the right thing to do.

- Read the directions aloud. Invite pairs to exchange their story endings.

MONITOR Pupils can read each other's endings silently or aloud and then discuss what Marissa did in each version. Check correct use of vocabulary and grammar.

THINK BIG 21st Communication

- Read the questions aloud and encourage pupils to express themselves as best they can.

CHALLENGE Ask pupils to tell the class about two instances when they didn't know what the right thing to do was.

- Assign Activity Book page 30 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils vote for their favourite story ending. Ask pupils to explain the reasons for their votes.

OBJECTIVES

To write a story ending

To compare story endings

21st Century Skills

Problem Solving

Communication

Materials

Digital activities:
MyEnglishLab

AB

Page 30

Answers on page T153

TEACHING TIP

21st Problem Solving

Remind pupils that a dilemma like Marissa's (pages 28–29) is a problem. The ending of the story should say whether Marissa solves her problem. Say: *Most problems can be solved in many ways. A good solution takes care of the situation and doesn't cause other problems.* Have pupils discuss whether or not each ending in Activity 17 causes a new problem for Marissa.

OBJECTIVES

To learn about the importance of doing the right thing

To create pages for a class handbook about doing the right thing

21st Century Skills

Collaboration

Materials

Card paper with holes punched along one side

String or ribbon

Magazines and newspapers

Digital activities:
MyEnglishLab

TEACHING TIP

Class Handbook

When pupils are ready to complete Activity 21, distribute card paper with holes pre-punched along one side. Allow pupils to use as many pages as they need for their descriptions of dilemmas, the three courses of action and their solutions. Help them bind the pages with string or ribbon.

Warm-Up

- Have pupils review useful opposites. Say: Right *and* wrong *are opposites*. Then write these ten words on the board: *bad, decline, fair, find, foolish, guilty, happy, honest, possible, take*. Challenge pupils to write down opposites for each word within a one-minute time limit. Pupils get one point for each correct opposite. (Sample answers: *good, accept, unfair, lose, smart, innocent, sad, dishonest, impossible, give*)

Using Page 35

- 20** Read about three situations and three possible courses of action for each one. Which one is the right thing to do? Discuss with a partner.

INVOLVE Explain the lesson objective – pupils will talk about doing the right thing in different situations. Then they'll create pages for a class handbook about doing the right thing.

- Read the page title and directions aloud. Have volunteers read each situation aloud. Say: A course of action *involves a choice you make*.
- Have pupils work in pairs to discuss the situations. Suggest that they begin by reading aloud the three courses of action for each situation. Pupils might begin by eliminating one course of action that they think is clearly wrong and then discuss which of the remaining choices is better.

MONITOR Check that pupils choose and defend a specific course of action. Take a class poll to find out which courses of action were most popular. Remind pupils that not everyone always agrees about what is the right thing to do in a situation.

ASSIST Use simple language to explain unfamiliar words. Say: *To accept means to take. To decline means to say 'no'.*

- 21** Make a page to go in a class handbook about doing the right thing.

- Read the directions and steps aloud.
- Have pupils complete the activity independently. Then have pupils collaborate and review one another's work before deciding on the best way to organise their handbook and a title for it.

MONITOR Check that pupils' pages depict a dilemma clearly, give three possible courses of action and say which one is best. Pupils might illustrate the best thing to do on the back of their pages. In this way, others can make their own decision and compare.

ASSIST Encourage pupils to review dilemmas from the unit and to scan magazines and newspapers for dilemmas, before choosing one to write about.

- 21st Collaboration** Remind pupils to include dilemmas that are relevant to their own lives and their friends and families' lives. In this way, they can ask them for ideas about how they would solve the dilemmas, too.

Application and Practice Activity

- Have pupils share the class handbook with another class, with friends or with parents.

20 Read about three situations and three possible courses of action for each one. Which one is the right thing to do? Discuss with a partner.

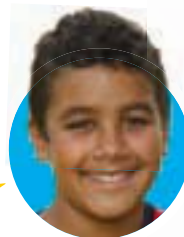
Situation	#1	#2	#3
You're getting into your mum's car. You see an envelope full of money on the ground.	Tell your mum about it and ask if you can keep the money.	Pick up the money quietly but don't tell your mum about it.	Tell your mum and ask her how you can return the money.
Your teacher gives you the highest mark for your book review and uses it as a model for the rest of the class. Your older sister wrote the book review for you.	Do nothing. Be happy and accept the mark and the compliment.	Tell your teacher you didn't write the review and apologise.	Tell your parents what you did but don't tell your teacher.
Your teacher goes out of the room during a big test. Your classmate, who's the best pupil in the class, tries to show you her answers.	Copy your classmate's answers – after all, she offered. It'd be silly to say no.	Compare your answers with hers but change only a few to match hers.	Tell your classmate, "No, thank you".

PROJECT

21 Make a page to go in a class handbook about doing the right thing.

- 1 Choose a dilemma from the unit or use one of your own. Describe it at the top of the page.
- 2 Write three possible courses of action.
- 3 Use a picture from a magazine or draw one to show the right thing to do.
- 4 Present your page to the class. Read it aloud. Then say what you think the right thing to do is.
- 5 Bind the pages together to make a class handbook.

I think she should run after the man and return the tablet to him. If she doesn't, she'll feel terrible later.



Dilemma: You're at a park. You see a man sitting on a bench with a tablet. He leaves the park and you notice he's left his tablet on the bench. You've always wanted one but you haven't got enough money to buy one. What should you do?

- 1: Sit on the bench and cover the tablet so no one sees it.
- 2: Don't say anything but hold onto the tablet in case the man comes back for it. Secretly hope he doesn't!
- 3: Run after the man and return the tablet to him.



Listening and Speaking



Listen, read and repeat.

1 nch 2 nth 3 mpt



Listen and blend the sounds.

1 l-u-nch lunch

3 p-r-o-mpt prompt

5 m-o-nth month

2 t-e-nth tenth

4 c-r-u-nch crunch

6 t-e-mpt tempt



Listen and chant.

I make lunch
On the tenth of the month.
An apple and crisps.
Do you want any sweets?
Don't tempt me!
Crunch! Crunch!



25

Work in groups of three. Choose a situation from the box or create your own. Pupils 1 and 2 role play the situation. Pupil 3 states the right thing to do.

Oh, no! My ball's just broken the window of that house!

If you break something, you should tell the owner.



You should go up to the front door and talk to the owner.

You:

- lose your friend's CD.
- see someone cheat in a test.
- spill juice on your friend's new shirt.
- see a man drop his wallet.
- break your friend's mobile phone.
- are asked to lie for your brother/sister.
- break a window at home.
- forget mother's day.

Warm-Up

- Have pupils play *Rhyme Time* (see *Game Bank*, page T136, for details) to review key vocabulary. Pupils take turns choosing a vocabulary word and then giving a word that rhymes with it. Classmates try to guess the vocabulary word. Say: *Remember that words in Unit 3 are about dilemmas, results and consequences.*
Model: *My clue is seat. The secret word is cheat.*

Using Page 36

22 1:43 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify the letters and distinguish between the sounds *nch*, *nth* and *mpt* individually and as part of words. Then they'll review dilemmas and consequences.

- Read the directions aloud. Play audio track 1:43 and have pupils listen and point to each sound as it is said. Have pupils repeat.

MONITOR

As pupils repeat, check they're pointing to the correct sound and listen for correct pronunciation.

23 1:44 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:44 and have pupils listen and point to each item as it is sounded out and blended on the audio.

MONITOR

As pupils repeat, check they're pointing to the correct word and listen for correct pronunciation and appropriate intonation.

- Replay the audio as needed.

24 1:45 Listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books.
- Play audio track 1:45 and have pupils listen. Replay several times and encourage them to join in.

MONITOR

As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and correct use of language.

25 Work in groups of three. Choose a situation from the box or create your own. Pupils 1 and 2 role play the situation. Pupils 3 states the right thing to do.

- Read the directions aloud. Invite volunteers to role play a conversation about one situation and to state the right thing to do.
- Have pupils work in groups to complete the activity.

MONITOR

Check that pupils form conditional statements correctly.

ASSIST

Write this sentence frame on the board: *If ... , you should ...*. For a situation about cheating, model: *If you see someone cheating, you should tell the teacher.*

Application and Practice Activity

- Have pupils create jumbled sentences for conditional sentences from the lesson. Pupils choose conditional sentences and write one word from each on an index card. Pupils then mix the cards up and place them in an envelope or clip them together. Pupils swap card sets and try to rearrange the words to form each original sentence. Point out that some card sets may form more than one accurate sentence.

OBJECTIVES

To identify and say the letters and sounds *nch*, *nth* and *mpt* individually and as part of words

To talk about consequences

To talk about doing the right thing

21st Century Skills

Social Skills

Materials

Index cards

Envelopes (optional)

Audio tracks 1:43–45

Digital activities:

MyEnglishLab

TEACHING TIP

21st Social Skills

Explain that using a conditional sentence with *should* is a polite way to give advice. Have pupils compare two pieces of advice. Say: a) *If you walk a dog, you should always clean up.* b) *You're walking a dog? You have to clean up!* Ask: *Which advice sounds more friendly? Why?* (The first piece of advice is more friendly.) Encourage pupils to role play friendly and less friendly ways to give advice in each situation from this lesson.

OUTCOMES

Pupils can talk about consequences.

Pupils can talk about doing the right thing.

21st Century Skills

Self-Direction
Problem Solving

Materials

Game (eText)
Digital activities:
MyEnglishLab

AB

Page 31

Answers on page T153

TEACHING TIP

Idioms

Ask: What's a 'white lie'? (A lie that hasn't got harmful consequences and one that's usually told to protect someone's feelings.) Do you think it's ever OK to tell a white lie? (Answers will vary.) Have pupils suggest situations in which telling a white lie might be acceptable, ethical behaviour.

Warm-Up

- Have pupils review vocabulary. Have each pupil write a sentence that uses one vocabulary word or phrase. Then have pupils read their sentences aloud, leaving out the vocabulary word or phrase. See if classmates can guess what it is. Model: *If you lie about something, you're going to feel ... later. (guilty)*

Using Page 37

26 Complete the sentences with expressions from the box.

INVOLVE Explain the lesson objective – pupils will review the vocabulary and grammar they've learnt in Unit 3.

- Read the directions aloud. Have pupils complete the activity independently.

MONITOR Review the answers as a class. (Answers: 1 felt guilty, was upset with, 2 get into trouble, felt guilty, 3 felt guilty, feel good about)

ASSIST Remind pupils that reading a sentence aloud can help them decide which words sound right. Model this strategy by reading one of the sentences, filling in the blank with a correct and then an incorrect phrase. Have pupils raise their hands when they hear a word or phrase that doesn't make sense.

27 Read the problems in 26 again. Choose one. In your notebook, write what you think the person should have done.

- Read the directions aloud. Have pupils complete the activity independently.

MONITOR Have volunteers share their advice with the class. Check that they used the target vocabulary and grammar correctly. (Sample answers: Claudia should have returned the wallet earlier. Anna should have told her teacher what she saw. Michael should have gone back to the shop and admitted what he did.)

28 Complete the sentences with the correct form of the verb in brackets and will.

- Read the directions aloud. Have pupils complete the activity independently.

MONITOR Check answers as a class. (Answers: 1 will, tease, 2 asks, will, 3 will, get, 4 promise, will, 5 spend, will, 6 spill, will)

ASSIST Say: You'll use will once in each sentence. The word in brackets should agree with its subject.



Remind pupils that conditional sentences can begin or end with an *if* clause. Have pupils reverse the order of each sentence. Model: *If other kids tease my friend, I'll be kind to him.*

I Can

- 21st Self-Direction** This section asks pupils to assess their own learning and think about their progress. Explain that pupils should read the *I Can* bullets carefully and copy the skills they feel they can do into their notebooks.
- Assign Activity Book page 31 and direct pupils to digital activities.

Application and Practice Activity

- 21st Problem Solving** Make a list of all of the advice pupils gave for each situation. Then have pupils vote to see which advice they think is the best.
- Have pupils play Unit 3, Game 2 on the eText.

26 Complete the sentences with expressions from the box.

be upset with
feel guilty (3x)

feel good about
get into trouble

- 1 Claudia saw a man drop his wallet. When she picked it up, she saw that there was a lot of money in it. She was tempted to keep it but she knew it wasn't right. She thought about what to do. By the time she decided to return the man's wallet, he was gone. Claudia ? . She ? herself for not deciding quickly enough.
- 2 Anna saw two classmates looking at each other's papers during an exam. She didn't know what to do. She knew it was wrong to cheat but she didn't want her friends to ? . Anna ? about not saying anything.
- 3 Mike was at a toy shop and was holding a robot when he accidentally broke it. He didn't have the money to pay for the toy so he put it back on the shelf and quickly left the shop. Michael ? . He didn't ? what he did.



27 Read the problems in 26 again. Choose one. In your notebook, write what you think the person should have done.

28 Complete the sentences with the correct form of the verb in brackets and **will**.

- 1 (tease) I ? be kind to my friend if others ? him.
- 2 (ask) If my friend ? me to help her cheat, I ? not do it.
- 3 (get) I ? spend my money carefully if I ? some from my grandparents.
- 4 (promise) If I ? to do something, I ? do it!
- 5 (spend) If you ? all your pocket money, I ? lend you some of mine.
- 6 (spill) If I ? juice on the sofa, Mum ? be very upset with me.

I Can

● talk about consequences.

● talk about doing the right thing.

Checkpoint Units 1-3

How Well Do I Know It? Can I Use It?

1 Think about it. Read and draw. Practise.



I know this.

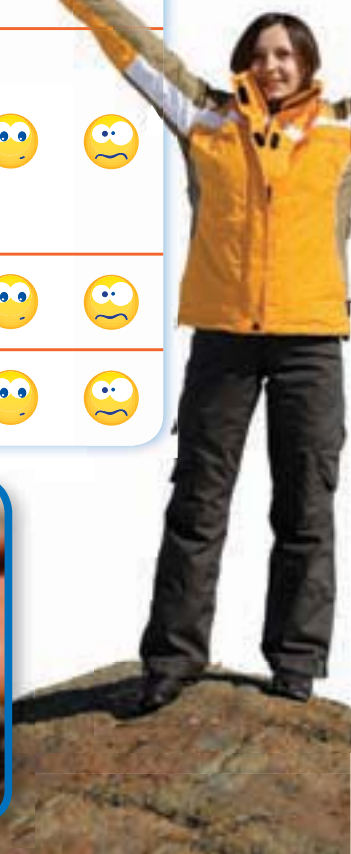
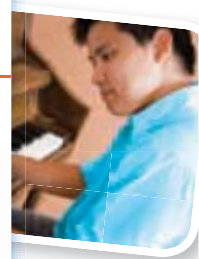
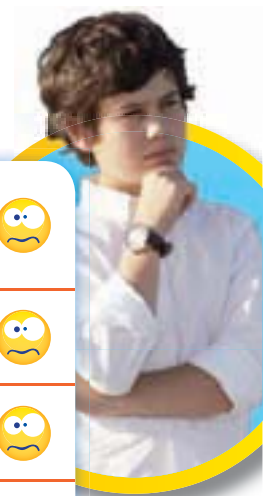


I need more practice.



I don't know this.

School Activities: study for a test, hand in an essay, finish a project...	PAGES 3	
Advice: be more careful, do it again...	3	
Achievements: climb a mountain, start a company...	14-15	
Dilemmas: (tell/don't tell) the truth, (return/don't return) a wallet, (cheat/don't cheat) in a test...	26-27	
Results and Consequences: feel good, feel guilty, get into trouble...	27	
Has he practised his part <u>yet</u> ? Yes, he has . He's <u>already</u> practised his part. No, he hasn't . He hasn't practised it <u>yet</u> . Have the twins <u>ever</u> studied abroad? Yes, they have . / No, they haven't .	6-7	
How long has he played the guitar? He's played the guitar <u>for</u> five years. How long has she been playing in a band? She's been playing in a band <u>since</u> she was fourteen.	18-19	
If he studies hard for the Maths test, he'll get a good mark.	30-31	
You should talk to your parents about it.	30-31	



Warm-Up

- Have pupils play *Word Clues* (see *Game Bank*, page T137, for details) to review key vocabulary from Units 1–3. Partners should write words or phrases on index cards. Players then take turns choosing a word and giving one-word clues until their partner guesses the word. Model: *test, essay, project (school activities)*.

Using Page 38

1 Think about it. Read and draw. Practise.

INVOLVE Explain the lesson objective – pupils will say how well they can use what they’ve learnt in Units 1–3.

- Read the directions aloud. Ask pupils to say what each face means, using their own words. (Sample answers: *I can do this. I can sort of do this. I can’t do this.*)
- Have pupils use a marker pen or coloured pencil to complete the activity in their notebooks. They will choose a different colour when they review this list at the end of the Checkpoint.

MONITOR Follow the suggestions below to review the key language in these units. Listen for correct use of vocabulary and grammar. Remind pupils that they’ll be asked to assess their own abilities. You may wish to review all the language in the checklist first and then have pupils complete the checklist or have pupils complete the checklist as each language point is reviewed.

ASSIST Encourage pupils to turn to the page references when they need additional support or to refresh their memories.

School Activities (page 3)

Have groups create a school timeline for a fictional pupil. Encourage them to include things the pupil does on each day of the week.

Advice (page 3)

Invite groups to swap timelines they created in the previous review activity. Have them think of problems the pupil might have with each activity and give advice. Model: *Jan’s homework is sloppy. She should do it again.*

Achievements (pages 14–15)

Ask: *What are three things you would like to do before you are twenty?* Have pupils write and compare their lists.

Dilemmas (pages 26–27)

Ask: *What’s a dilemma?* (a situation in which you must make a difficult choice) Have pupils give examples of dilemmas and challenge others to say what they would do in each situation.

Results and Consequences (page 27)

Have pupils describe possible consequences of courses of action taken to resolve dilemmas. Ask: *What will happen if you take that course of action?*

Has he practised?/Yes, he has./No, he hasn’t. (pages 6–7)

Have pupils complete these sentence frames: *Has he...? Has she...? Have they...?* Then have them write answers.

He’s played for ... / She’s been playing since ... (pages 18–19)

Ask: *What’s something you’ve done for a long time? How long have you done it?* Then have classmates report each other’s answers. Model: *Jim has played football for five years.* Remind pupils they should use the continuous form when they wish to emphasise the duration of an activity. Model: *I’ve been waiting in line for concert tickets for two hours!*

If he studies, he’ll get ... / You should study ... (pages 30–31)

Challenge pupils to use *if* in a sentence. Say: *You can write a conditional sentence or give advice.*

OBJECTIVE

To self-assess comfort with target skills and key language for Units 1–3

21st Century Skills

Self-Direction

Materials

Index cards
Coloured pencils or marker pens

For more information about using Checkpoints, see page x.

TEACHING TIP

Self-Direction

Remind pupils that there are no right or wrong answers on the checklist. Emphasise that they should draw the face that shows how they feel about their progress with each skill. Say: *This page will help us find out what you know well and what you should continue to study.*

OBJECTIVES

To complete a dialogue

To ask and answer questions

To describe results and consequences

21st Century Skills

Media Literacy

Materials

Audio track 1:46

Audioscript, page T141

Newspapers, magazines

Phones or video cameras

TEACHING TIP

Irregular Verbs

Remind pupils that irregular verbs don't follow the rules for forming past or past participle forms. Write *forget, forgot, forgotten* on the board. Ask: *Why is this verb irregular?* (It doesn't add -ed for the past or the past participle.) Have pupils give the forms for other verbs that change spelling in the past and have got past participles that end with -n: *give (gave/given), know (knew/known), grow (grew/grown), ride (rode/ridden), see (saw/seen), write (wrote/written)*.

Warm-Up

- Have pupils review verb forms by scanning newspapers and magazines for examples of these forms: present, present perfect, present perfect continuous, past, future. Invite volunteers to read sentences aloud, leaving out the main verb in the sentence. Listeners can try to guess the verb that completes the sentence.
- You may wish to have pupils review forms for verbs that will be used in this activity: *feel, forget, know, learn, pass, practise, study, try*. Name a verb and have volunteers give other forms.

Using Page 39

2 1:46 Get ready.

INVOLVE

Explain the lesson objective – pupils will put together what they've learnt in Units 1–3. They'll complete a dialogue and then they'll share ideas with a partner.

- Part A:** Read the directions. Tell pupils they'll listen to Danny and his mum talking about a school play.
- Do Item 1 as a class. Have pupils read aloud Mum's question, completing it with the correct choice: *Have you learnt your lines yet?*
- Have pupils complete the dialogue independently. Remind them that reading aloud as they work can help them find the correct verb forms.
- Play audio track 1:46 twice. First, have pupils focus on listening comprehension. Then have them check to see if they wrote the correct verb forms.

MONITOR

Check answers as a class. (Answers: *learnt, learnt, practising, know, been practising, been practising, studied, studied, study, practise, forget, feel, pass, feel, try*)

ASSIST

Suggest that pupils locate clue words that help them decide which verb form to choose. For example, they can locate *yet*, which goes with a past participle form or *been*, which is followed by an -ing form.



Play audio track 1:46 once for pupils before they do the activity.

- Part B:** Read the directions aloud and invite pupils to practise the dialogue. Encourage pupils to switch roles.

MONITOR

Listen for correct pronunciation and intonation as pupils practise.

- 21st Media Literacy** Allow pupils to record their dialogues using phones or video cameras. Remind them to rehearse the dialogue several times. Suggest that they create a reader's script by copying the page and using a coloured pencil to circle words they should emphasise and add arrows to indicate strong up or down intonations. Remind pupils to speak clearly during recording and then review their recordings to monitor their own language production.
- Part C:** Read the directions aloud. Have pupils ask and answer questions in pairs about Danny's situation and compare it with their own experiences.

MONITOR

Have pupils share their responses with the class. Encourage volunteers to share dilemmas that they've faced similar to Danny's situation. Listen for correct use of language.

ASSIST

Have pupils complete these sentences to discuss Danny's dilemma: *Danny should study for his test if he wants to Danny should learn his lines if he wants to*

I Can Do It!



Get ready.

- A** Choose the correct word or phrase to complete the dialogue. Then listen and check.



- Mum:** The school play is tomorrow night. Have you (learnt / learning) your lines yet?
- Danny:** I've (learn / learnt) most of them already. We've been (practised / practising) for two weeks.
- Mum:** Really? I didn't (know / known) that. Where have you (practise / been practising)?
- Danny:** We've (practising / been practising) every day at school, after lunch.
- Mum:** And have you (studied / studying) for your Maths test tomorrow?
- Danny:** Yeah, I've (studied / studying) a bit.
- Mum:** You should (study / studying) again after dinner tonight.
- Danny:** But Mum, I need to (practise / practising) my lines for the play! If I (forget / forgot) my lines on stage, I'll (feel / feeling) awful.
- Mum:** I know, Danny, but if you don't (pass / passing) your Maths test, you'll (feel / felt) even more awful and then you won't enjoy your play! Listen – study Maths for an hour, then you can practise your lines again for an hour. You should (try / will try) to get a good night's sleep, too.
- Danny:** OK, Mum. Thanks.

- B** Practise the dialogue in **A** with a partner.

- C** Ask and answer the questions with a partner.

- 1 Has Danny studied enough for his Maths test? Explain.
- 2 Why does Danny's mum want him to get a good night's sleep?
- 3 Which do you think Danny should do first, study for his test or learn his lines? Explain.
- 4 Have you ever had to do two important things at one time? What happened?

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3 Get set.



STEP 1 Cut out the cards on page 121 of your Activity Book.



STEP 2 Lay out all the cards on your desk. Now you're ready to **Go!**

4 Go!

- A** Work with a partner. Look at the questions. You will use them to create two dialogues.
- B** Create the first dialogue. Pupil A reads these questions and Pupil B chooses five responses from the cutouts. Read the dialogue aloud.
- C** Switch roles and create the second dialogue. The new Pupil A reads these questions and the new Pupil B answers the questions with the remaining cutouts.

Pupil A

- 1 Have you chosen the topic of your project yet?
- 2 Why did you choose that topic?
- 3 What do you need to do for the project?
- 4 Have you already started the project?
- 5 Do you need to buy anything for the project?

Have you chosen the topic of your project yet?



Yes, I want to do a project about the solar system.

- D** Now make up your own dialogue. Role play your dialogue in front of another pair.

Pupil A

You're the mum or dad of Pupil B. You want to know all about your son or daughter's project.

Pupil B

You're doing a project on a topic that you're really interested in. You've already started the project but you haven't finished yet.

Warm-Up

- Have pupils preview the dialogue cards on Activity Book page 121. Say: *You'll use these cards to create two dialogues. Both dialogues will be about school projects. One project is about the solar system. The other project is about an artist.* Have pupils read the cards aloud and ask questions about any unfamiliar vocabulary.

Using Page 40

3 Get set.

INVOLVE | Explain the lesson objective – pupils will organise two dialogues. Then they'll role play a dialogue of their own based on a new situation.

- Read the directions and steps aloud. Have pupils cut out and display the cards.

4 Go!

- **Parts A–C:** Read the directions aloud. Have pupils work in pairs to create the first dialogue. Say: *The first dialogue is about a solar system project. The solar system includes our sun, eight planets and their moons.*

MONITOR | Check that pupils formed two logical dialogues.

Sample Dialogue 1

1 Have you chosen the topic of your project yet? Yes, I want to do a project about the solar system.

2 Why did you choose that topic? I've been studying about the solar system in school and I like it.

3 What do you need to do for the project? I need to build a model of the solar system and write a report about it.

4 Have you already started the project? Yes, I've written my report but I haven't built the model yet.

5 Do you need to buy anything for the project? I need to buy some glue so I can finish my model.

Sample Dialogue 2

1 Have you chosen the topic of your project yet? Yes, I want to do a project about Pablo Picasso.

2 Why did you choose that topic? I've been studying about him in Art and I like his paintings.

3 What do you need to do for the project? I need to write a report about him and make a big poster to show some of his art.

4 Have you already started the project? No, I haven't. I'm going to start looking at some websites about him on the internet.

5 Do you need to buy anything for the project? Yes, I need to get some ink for our printer. I need to print out some of his paintings.



Help pupils sort the answers into two dialogues: one about the solar system project and the other about the Pablo Picasso project.

- **Part D:** Invite pupils to create their own dialogues. Read the directions and dialogue descriptions aloud.
- **21st Collaboration** Remind pupils that ideas from all members create a better dialogue. Point out that pupils can contribute ideas for both parts.

MONITOR | Have pupils share their new dialogues with the class. Check for proper pronunciation, appropriate intonation and correct use of language.

ASSIST | Have pupils use the questions from the middle of the page and change answers.

OBJECTIVES

To ask and answer questions about school projects

To role play dialogues about school projects

21st Century Skills

Collaboration

Materials

Cutouts on Activity Book page 121

TEACHING TIP

Interpersonal Learning

Pupils with strong interpersonal skills might take the role of a director to help pairs rehearse their dialogues. Remind pupils that a director's job is to help pupils do the best possible job. After pupils rehearse with the director, discuss how working with a third person helped teams improve their dialogues.

OBJECTIVES

To write a journal entry

To reassess comfort with target skills and key language for Units 1–3

21st Century Skills

Self-Direction

Materials

Coloured pencils or marker pens

Game (eText)

Digital activities:
MyEnglishLab

AB

Pages 32–33

Answers on page T153

TEACHING TIP

Using Checkpoint Evaluations

Pupil evaluations of the Checkpoint (very easy/easy/hard/very hard, fun/OK/not fun) can give you insights into pupils' reactions to classroom activities. Review their answers to help you engage and motivate them as they continue to review Units 1–3 and move on to the next units. Consider whether pupils require additional assistance, deeper challenges or more inspiring activities.

Warm-Up

- Write this jumble on the board: *A J L N O R U*. Challenge pupils to find and define the jumbled word. (*JOURNAL*; sample definition: a written record of your personal experiences). Point out that the word *journal* comes from an Old French word that means 'day'. Ask: *How is the word day related to a journal?* (Many people write in a journal every day; they write about everyday experiences.) Invite pupils to share their experiences with writing journals.
- Point out that writing a journal can be helpful in two ways. Say: *You can learn from your own ideas by writing them down. You can also look back at an old journal and remember what you were thinking. Writing a journal is like taking a photograph of your thoughts.*

Using Page 41

5 Write about yourself in your notebook.

INVOLVE

Explain the lesson objective – pupils will write a journal entry. Then they'll look back at Units 1–3 and think about how well they can use what they've learnt.

- Read the directions, questions and journal title aloud.
- Have pupils begin by writing today's date. Then have them write answers to the questions.

MONITOR

Check pupils' writing for correct use of language.

CHALLENGE

Invite pupils to read aloud their *All About Me* entries and compare them with their classmates' answers.

6 Look at page 38 and your notebook. Draw again.

- **Part A:** Read the directions aloud.
- **21st Self-Direction** Have pupils turn back to page 38 and think about each of the categories again. Remind pupils to take their time to think about each category carefully. Suggest that they look back to the pages listed as they review their skills.

MONITOR

Make sure pupils use a different coloured pencil or marker pen to reassess their understanding and use of each category.

- **Part B:** Read the directions and items aloud. Say: *Choose the statement that tells how you feel about Units 1–3.*

7 Rate this Checkpoint.

- Read the directions with pupils. Point out that they'll choose two stars. Say: *First, you'll say if the Checkpoint was very easy, easy, hard or very hard. Then you'll say if it was fun, OK or not fun.*
- Have pupils complete the rating individually.
- Have pupils play the Checkpoint Game on the eText.
- Assign Activity Book pages 32–33 and direct pupils to digital activities.

5 Write about yourself in your notebook.

- How long have you been learning English?
- What kinds of things have you liked best about your English lessons?
- If you learn English well, what will you be able to do in the future?

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All About Me Date: _____

How Well Do I Know It Now?

6 Look at page 38 and your notebook. Draw again.

A Use a different colour.

B Read and think.

I can start the next unit.

I can ask my teacher for help and then start the next unit.

I can practise and then start the next unit.

7 Rate this Checkpoint.


very easy


easy


hard


very hard


fun


OK


not fun

unit 4

DREAMS FOR THE FUTURE

Objectives

Vocabulary

- To talk about future ambitions and give predictions about the future

Reading

- To identify important ideas in emails (futureme.org)
- To make inferences

Grammar

- To use the future continuous to describe what will and won't happen

Content Connection

- Science and Technology:** To read scientific predictions about how we'll live in the future

Culture Connection

- Around the World:** To compare kids' predictions for the future

Writing

- To write formal and informal emails

Life Skills

- To learn about the importance of making good decisions for the future

Project

- To write letters to yourself at different times in the future to go in a FutureSelf class book

Listening and Speaking

- To identify and say the letters and sounds /s/, /z/ and /iz/ individually and as part of words; to create class surveys

Think Big

- To develop 21st century skills and 'bigger picture' thinking

Key Vocabulary

Dreams	Expressions	Content Words
be famous	big break	3-D image
bring up a family	flying around	shelter
earn a good salary	for a start	time machine
go on adventurous holidays	It's hard to imagine	turn out
live in another country	meet the next	upload
run a business	on the red carpet	virtual
work in my dream job	work long hours	wireless technology
work in the music industry	You're such a dreamer.	

Materials

Pupil's Book, Unit 4

- ☐ Main unit, pages 42–53
- ☐ Class Audio CD, Tracks 2:01–13

Activity Book, Unit 4

- ☐ Main unit, pages 34–43
- ☐ Extra grammar practice, page 101
- ☐ Class Audio CD, Tracks 2:04–09

Assessment

- ☐ Unit 4 Practice test
- ☐ Unit 4 Unit test
- ☐ Unit 4 Oral assessment

Additional Materials

- ☐ Video (eText), Unit 4
- ☐ Interactive activities (eText), Unit 4
- ☐ Digital activities (MyEnglishLab), Unit 4

Unit Opener Activities

Family Connection

Have pupils tell their families that they're talking in class about their dreams for the future. Encourage pupils to interview family members to find out what they think they'll be doing in five, fifteen or twenty-five years. Suggest that pupils take notes during each interview so that they can share their family member's future ambitions with the class.

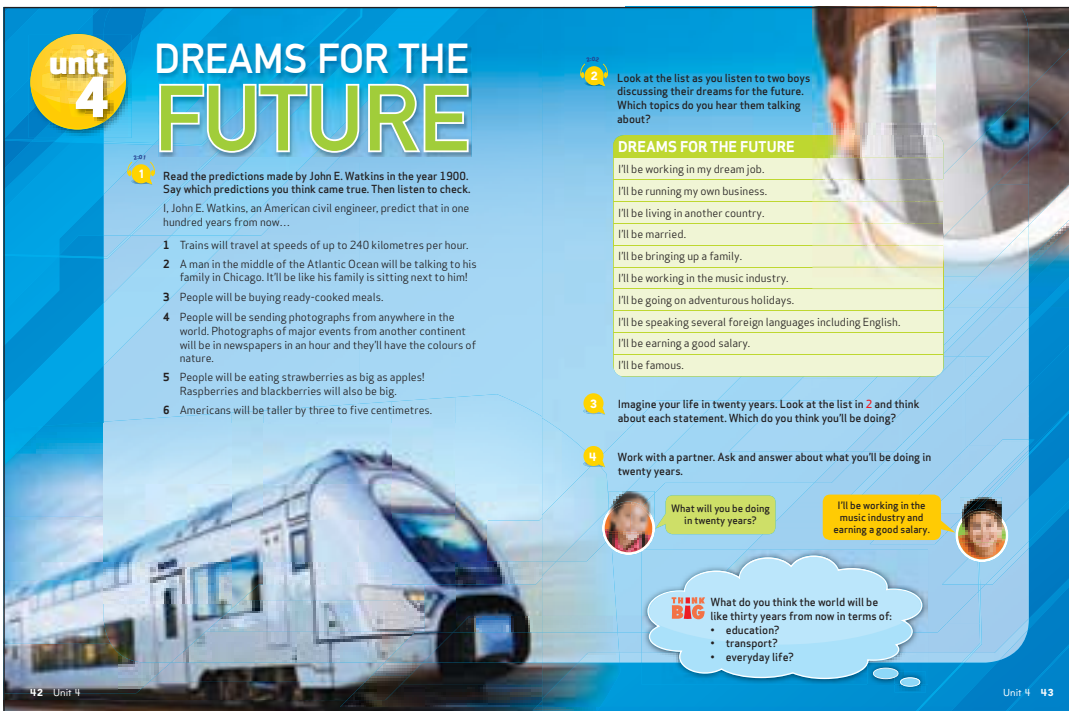
Future Life Bulletin Board

Create a *Future Life* bulletin-board display to collect pupils' predictions about what they'll be doing at different points in the future. Divide the display into three or four sections and label each one with a year. For example: *In 2025 ...*. Encourage each pupil to write predictions on thin paper strips or ribbons and pin them up in the appropriate section. Model: *I'll be living in another country. I won't be living on Earth.* Tell pupils not to sign their predictions and have classmates guess who contributed each prediction.



unit 4

DREAMS FOR THE FUTURE



1 Read the predictions made by John E. Watkins in the year 1900. Say which predictions you think came true. Then listen to check.

1. John E. Watkins, an American civil engineer, predict that in one hundred years from now...

- 1 Trains will travel at speeds of up to 240 kilometres per hour.
- 2 A man in the middle of the Atlantic Ocean will be talking to his family in Chicago. It'll be like his family is sitting next to him!
- 3 People will be buying ready-cooked meals.
- 4 People will be sending photographs from anywhere in the world. Photographs of major events from another continent will be in newspapers in an hour and they'll have the colours of nature.
- 5 People will be eating strawberries as big as apples! Raspberries and blackberries will also be big.
- 6 Americans will be taller by three to five centimetres.


2 Look at the list as you listen to two boys discussing their dreams for the future. Which topics do you hear them talking about?

DREAMS FOR THE FUTURE


- I'll be working in my dream job.
- I'll be running my own business.
- I'll be living in another country.
- I'll be married.
- I'll be bringing up a family.
- I'll be working in the music industry.
- I'll be going on adventurous holidays.
- I'll be speaking several foreign languages including English.
- I'll be earning a good salary.
- I'll be famous.

3 Imagine your life in twenty years. Look at the list in 2 and think about each statement. Which do you think you'll be doing?

4 Work with a partner. Ask and answer about what you'll be doing in twenty years.



What will you be doing in twenty years?



I'll be working in the music industry and earning a good salary.

THINK BIG What do you think the world will be like thirty years from now in terms of:

- education?
- transport?
- everyday life?

Warm-Up

- Refer pupils to a calendar and quickly review the days of the week, the months of the year and the current year.
- Tell pupils they'll challenge other pupils to answer questions about the future. Model: *In what year will you turn twenty-five years old? In what year will you turn fifty? How old will you be in the year 2150?*

Using Page 42

- 1** **2:01** Read the predictions made by John E. Watkins in the year 1900. Say which predictions you think came true. Then listen to check.

INVOLVE | Explain the lesson objective – pupils will read and talk about predictions for the future.

- Read the directions aloud. Say: *Watkins made these predictions in an article he published in a magazine called Ladies' Home Journal. The title of the article was 'What May Happen in the Next Hundred Years'.*
- Have pupils read the predictions and decide which ones came true. Then have them work in pairs or small groups to compare their answers.
- **21st Technology Literacy** Have pupils share information they know about each of Watkins's predictions that came true. Share these facts: *1 Some trains in the United States can run up to 240 kilometres per hour; some trains in Europe and Asia run 321 kilometres per hour., 2 Wireless technology and satellite networks allow world-wide communication., 3 Ready-cooked meals are sold in most supermarkets., 4 Photographs can be sent through internet and mobile phones., 5 In 1900, the average American man was about 1.68–1.70m tall. In 2000, the average height was 1.75m.*
- Play audio track 2:01. Have pupils listen to check their answers.


MONITOR | Check answers as a class. (Answers: *Pupils should check all predictions except Item 5.*)

- Point out that while Watkins was wrong that strawberries would be as big as apples, he was correct that many fruits would be larger than they were in 1900.

ASSIST | Replay the audio as needed. Use simple language to explain unfamiliar words. For example, say: *Express means 'fast'. An express train doesn't make many stops. A ready-cooked meal is food that is already cooked when you buy it.*

- **21st Critical Thinking** Say: *Watkins was a civil engineer who worked for American railroads. Civil engineers often work on public projects, such as city and transportation planning. Ask: How might Watkins' career have helped him make such accurate predictions? (He was familiar with the scientific trends of his time.)*

Using Page 43

- 2  **Look at the list as you listen to two boys discussing their dreams for the future. Which topics do you hear them talking about?**

- Read the directions aloud and have pupils preview the items in the chart. Say: *You'll hear Sam and Jake talking about the future.* Play audio track 2:02, pausing after Sam mentions speaking other languages. Ask pupils to note this down in their notebooks. Then continue playing the audio pausing after each item for pupils to make their notes. Have pupils complete the activity independently.

MONITOR Check answers as a class. (Answers: *I'll be working in my dream job; I'll be living in another country; I'll be working in the music industry; I'll be going on adventurous holidays; I'll be speaking several foreign languages, including English*)

ASSIST Replay the audio as needed. Use simple language and gestures to explain unfamiliar vocabulary. Say: *An industry is an area of work that involves many people such as the music industry, the movie industry or the fashion industry. Earning a good salary usually means making enough money to live well.*

- 3 **Imagine your life in twenty years. Look at the list in 2 and think about each statement. Which do you think you'll be doing?**

- Read the directions aloud and have pupils complete the activity independently.

MONITOR Encourage pupils to choose at least three of the dreams from the list.

ASSIST Tell pupils to read each sentence aloud, adding *In twenty years*, before they decide which ones they'll be doing. Model: *In twenty years, I'll be working in my dream job.*



Encourage pupils to add two or three additional predictions.

- 4 **Work with a partner. Ask and answer about what you'll be doing in twenty years.**

- Read the directions aloud. Then have volunteers read the speech bubbles aloud.
- Have pupils work in pairs asking and answering questions about predictions for their future.

MONITOR Listen for proper pronunciation, appropriate intonation and correct use of language.

CHALLENGE Encourage pupils to use the list in Activity 2 to talk about what they *won't* be doing in twenty years, as well as what they *will* be doing. Model: *In twenty years, I won't be married and I won't be famous.*

THINK BIG 21st Critical Thinking

- Read the questions aloud and encourage pupils to express themselves as best they can. Write their answers on the board. Then have them write one sentence about how they think the world will be different in thirty years from now to read to the class.
- Assign Activity Book pages 34–35 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils write predictions for what they'll be doing twenty years from now on slips of paper and place them in a bowl or envelope. Then have each pupil take a prediction and read it aloud, saying whether they will or won't be doing it. Pupils can add their predictions to the Unit 4 bulletin board *Future Life* display.

OBJECTIVES

To read and evaluate predictions for the future

To talk about future ambitions

Key Vocabulary

Nouns: business, country, dreams, family, job, music industry, salary, vacation

Verbs: be, bring up, earn, live in, run, take, work in

Adjectives: adventurous, dream, famous, foreign, several

21st Century Skills

Technology Literacy
Critical Thinking

Materials

Calendar
Slips of paper
Audio tracks 2:01–02
Audioscript, page T142
Interactive activities (eText)
Digital activities:
MyEnglishLab

AB

Pages 34–35

Answers on page T154

unit 4

DREAMS FOR THE FUTURE



Read the predictions made by John E. Watkins in the year 1900. Say which predictions you think came true. Then listen to check.

I, John E. Watkins, an American civil engineer, predict that in one hundred years from now...

- 1 Trains will travel at speeds of up to 240 kilometres per hour.
- 2 A man in the middle of the Atlantic Ocean will be talking to his family in Chicago. It'll be like his family is sitting next to him!
- 3 People will be buying ready-cooked meals.
- 4 People will be sending photographs from anywhere in the world. Photographs of major events from another continent will be in newspapers in an hour and they'll have the colours of nature.
- 5 People will be eating strawberries as big as apples! Raspberries and blackberries will also be big.
- 6 Americans will be taller by three to five centimetres.



2:02

2

Look at the list as you listen to two boys discussing their dreams for the future. Which topics do you hear them talking about?

DREAMS FOR THE FUTURE

I'll be working in my dream job.

I'll be running my own business.

I'll be living in another country.

I'll be married.

I'll be bringing up a family.

I'll be working in the music industry.

I'll be going on adventurous holidays.

I'll be speaking several foreign languages including English.

I'll be earning a good salary.

I'll be famous.

3

Imagine your life in twenty years. Look at the list in 2 and think about each statement. Which do you think you'll be doing?

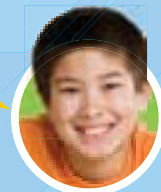
4

Work with a partner. Ask and answer about what you'll be doing in twenty years.



What will you be doing in twenty years?

I'll be working in the music industry and earning a good salary.



**THINK
BIG**

What do you think the world will be like thirty years from now in terms of:

- education?
- transport?
- everyday life?

Reading | Email

5 On futureme.org, people write to themselves in the future. MeToday has written three emails to her future self. Listen and read. How old will she be ten years from now?

READING COMPREHENSION

6 What will MeToday be doing in the future? Find and compare with a partner.

- Find two things MeToday will be doing ten years from now.
Find one thing she won't be doing.
- Find two things MeToday will be doing thirty years from now.
Find one thing she won't be doing.
- Find two things MeToday will be doing fifty years from now.
Find one thing she won't be doing.

THINK BAG Is there anything about MeToday that you admire? Explain. Do you think MeToday will be successful? Why/Why not?

44 Unit 4
Unit 4 45

Warm-Up

- Provide some general categories like: *transportation, travel, communication, meals, holidays*. Have pupils work in small groups and make predictions about what each will be like in fifty years. Model: *We'll be living on Earth and travelling to the moon fifty years from now*. Have groups share their predictions and the class vote on which predictions they agree with.

Using Pages 44–45

- 5** **2:03** On futureme.org, people write to themselves in the future. MeToday has written three emails to her future self. Listen and read. How old will she be ten years from now?

- INVOLVE** Explain the lesson objective – pupils will read and talk about emails written to be read in the future.
- Have pupils read the subject lines aloud and preview the pictures. Ask: *What future events might these photos predict?* (Sample answers: graduating from college, living in a big city and having a house)
 - Read the directions aloud. Play audio track 2:03 and have pupils listen and read along.
- MONITOR** Use questions to check for understanding. Ask: *Who is MeToday writing to?* (herself in the future) *Who is FutureSelf?* (FutureSelf is MeToday in the future; it is the same person but ten, thirty or fifty years later.) *How old will she be ten years from now?* (She'll be twenty-two years old.)
- ASSIST** Replay the audio as needed. Pause after each message and use simple language to explain unfamiliar words and phrases.
- 6** What will MeToday be doing in the future? Find and compare with a partner.
- Read the directions aloud and have pupils complete the activity independently. Then have pupils work in pairs to compare their sentences.
- MONITOR** Review answers as a class. (Sample answers: 1 In ten years, MeToday will be studying at a big university and living in a small flat. MeToday won't be making much money., 2 In thirty years, MeToday will be living in the United Kingdom and, hopefully, learning to speak another foreign language. MeToday won't be bringing up a big family., 3 In fifty years, MeToday will be retired and living in a small house. MeToday won't be working.)

ASSIST | Suggest that pupils locate the important details in each email.



Remind pupils that *won't* is a contraction that combines *will* and *not*. Have pupils use both *will not* and *won't* to describe what MeToday won't be doing in ten, thirty and fifty years.

THINK BIG 21st Critical Thinking

- Read the questions aloud. Say: *When you admire someone, you like and respect them.*

MONITOR

As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language.

ASSIST

Remind pupils that they'll need to make inferences in order to decide whether or not they admire MeToday and predict whether or not MeToday will be successful. Model: *When I think about whether or not I admire MeToday, I think about what I respect in the emails. In the first email, MeToday predicts going to college. In the second email, MeToday predicts learning Japanese. In the last email, MeToday predicts having grandchildren. I respect all of these things so I decided that I admire MeToday.*

CHALLENGE

Ask: *Why might people want to write emails or letters to themselves in the future?* (Sample answers: It's fun to compare predictions with what really happens./It's interesting to remember what you were like.) *What might have you predicted about yourself ten years ago?* (Answers will vary.)

- **21st Initiative** Ask: *Why might writing an email or a letter to yourself in the future help you reach your goals?* (Sample answers: Thinking about the future can help you decide what's important to you. When you write these letters, you'll think about the goals you need to set to make your dreams for the future come true.)
- Assign Activity Book page 36 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils create a timeline that shows events in MeToday's life, beginning with now and extending to at least fifty years in the future. Encourage pupils to include events described in MeToday's three emails as well as other possible events. Pupils may wish to make timelines by writing specific events on individual index cards and then hanging these cards from a string stretched across the classroom. Encourage pupils to take turns adding events until they've completed the timeline. Have pupils compare and contrast their timelines.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To make inferences

Key Vocabulary

Nouns: business, family

Verbs: be, bring up, live in, run

Adjectives: successful

21st Century Skills

Media Literacy

Critical Thinking

Initiative

Materials

Index cards

String

Audio track 2:03

Digital activities:
MyEnglishLab

AB

Page 36

Answers on page T154

Summary

MeToday (the nickname the writer has given herself) writes three emails to be read by her future self. MeToday makes predictions about her schooling, housing, work and family in ten, thirty and fifty years.

TEACHING TIP

21st Media Literacy

Point out that both MeToday and FutureSelf are names written with no space between words. Say: *Many computer IDs don't allow users to include spaces. So usernames haven't got spaces between words and use capital letters. Sometimes, people use an underscore between words. Write: MeToday, FutureSelf.* Ask: *Why shouldn't you use full stops to separate words in a username?* (Full stops may have special meanings, as in the full stop that comes before a file extension.)



On futureme.org, people write to themselves in the future. MeToday has written three emails to her future self. Listen and read. How old will she be ten years from now?

TO MeToday@iMail2014.com

CC

SUBJECT Ten years from now

Dear FutureSelf:

It's 2014. I'm in my Year 7 English class. Ten years from now, I'll be studying at a big university. I'll probably have a lot of classmates from different parts of the country and the world. I won't be making much money yet so I'll be living in a small flat near the university to save money. But I know I'll be successful after I graduate.

MeToday

TO MeToday@iMail2014.com

CC

SUBJECT Thirty years from now

Dear FutureSelf:

It's 2014. Right now, I'm in Year 7. In thirty years, I'll be living in London and learning to speak another foreign language, probably Japanese. I'll be working in a beautiful office with a great view of the Thames and I'll hopefully be running my own business. I won't be bringing up a big family because I'll be working hard. It's OK. I won't work long hours all my life. I really want to have children, a dog and a cat, too.

MeToday



READING COMPREHENSION

6 What will MeToday be doing in the future? Find and compare with a partner.

- 1 Find two things MeToday will be doing ten years from now.
Find one thing she won't be doing.
- 2 Find two things MeToday will be doing thirty years from now.
Find one thing she won't be doing.
- 3 Find two things MeToday will be doing fifty years from now.
Find one thing she won't be doing.

**THINK
BIG**

Is there anything about MeToday that you admire? Explain.
Do you think MeToday will be successful? Why/Why not?

Language in Action



Listen and read. Where will people be going on holiday in the future?



Lisa: I'll definitely buy a nice car when I grow up.

Gavin: A car? We'll probably be flying around in spaceships when we're older!

Lisa: You're such a dreamer.

Gavin: Well, maybe in twenty or thirty years.

Lisa: So, do you think we'll be taking a spaceship to work every day?

Gavin: Why not? I'll be living in Tokyo and working in Madrid.

Lisa: But the world is running out of oil. If there's no oil, how will we fly around in spaceships?

Gavin: People will discover a new source of fuel so we won't need oil.

Lisa: But if we've all got spaceships, travelling won't be exciting any more! Where will we go on holiday?

Gavin: Maybe we'll be visiting other planets!



Practise the dialogue in 7 with a partner. Change the underlined words.



Listen and match. Then complete the sentences. Use the correct form of the verb.

1 In 100 years, we'll ?.

2 In twenty years, she'll ?.

3 In fifteen years, he'll ?.

4 In forty years, they'll ?.

live in
read
travel to
work on



Warm-Up

- Ask: *When do you think people will be able to buy their own spaceships?* Have each pupil write down a year. Then have pupils compare their answers, identifying the earliest and latest predictions. Then invite pupils to work together to find a class average prediction: *Our class predicts that people will be able to buy their own spaceships in the year ...* (To find the class average, add all of the predictions together and then divide by the number of predictions.)

Using Page 46

7 2:05 Listen and read. Where will people be going on holiday in the future?

INVOLVE

Explain the lesson objective – pupils will read, listen to and practise a dialogue. Pupils will also listen to conversations about predictions for the future.

- Tell pupils they'll listen to two friends, Lisa and Gavin, talking about the future.
- Read the directions aloud. Then play audio track 2:05 and have pupils listen and read along.

MONITOR

Ask questions to check for understanding. Encourage pupils to answer in complete sentences where appropriate. Ask: *Why does Gavin think cars will be old-fashioned in the future?* (Gavin thinks people will be flying around in spaceships instead.) *What problem does Lisa mention?* (The world is running out of oil.) *What solution does Gavin predict?* (He thinks people will invent a new source of fuel.) *Where will people be going on holiday in the future?* (Maybe they'll be travelling in space.)

CHALLENGE

Talk about Lisa's final comment: *Lisa suggests travelling won't be exciting if we all have spaceships. Why?* (Sample answer: With spaceships, we could move around the planet easily. Sometimes when you do something too often, it loses some of its excitement.) Ask pupils if they agree with Lisa's assumption.

8 Practise the dialogue in 7 with a partner. Change the underlined words.

- Read the directions aloud. Invite pairs to read the dialogue aloud, inserting new words for the underlined ones. Then they can swap parts and repeat.

MONITOR

Listen for correct pronunciation, appropriate intonation and effective use of vocabulary.

9 2:06 Listen and match. Then complete the sentences. Use the correct form of the verb.

- Read the directions aloud. Have pupils look at the pictures and describe what they see. Then have volunteers read the words in the box aloud.
- Play audio track 2:06. Have pupils complete the activity independently.

MONITOR

Review the answers as a class. (Answers: 1 d, In 100 years, we'll be travelling to other planets., 2 c, In twenty years, she'll be living in Paris., 3 b, In fifteen years, he'll be working on a big film., 4 a, In forty years, they'll be reading emails they wrote to themselves.)

ASSIST

Suggest that pupils create a chart to take notes. Help them label four columns: *fifteen years from now; twenty years from now; forty years from now; 100 years from now*. Replay the audio and have pupils fill in their charts.

- Assign Activity Book page 37 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils invent words people might be using in the future by following the model of *email* (electronic mail). Model: *I can combine bad and adventure to create badventure, which is an adventure that turns out badly. Or add roam and homework to create roamwork, which is schoolwork you do while travelling.*

OBJECTIVES

To talk about predictions for the future

To use unit language in context

To use correct pronunciation and appropriate stress and intonation

Key Vocabulary

Nouns: dreamer, fuel, oil, source, space, spaceship, years

Verbs: discover, fly around, live in, run out of, travel to, work on

21st Century Skills

Technology Literacy

Materials

Phones or video cameras

Audio tracks 2:05–06

Audioscript, page T142

Digital activities:
MyEnglishLab

AB

Page 37

Answers on page T154

TEACHING TIP

21st Technology Literacy

Creating their own recordings of dialogues will help many pupils improve pronunciation and intonation. Remind pupils to speak loudly and clearly when practising dialogues. Then have them listen to their recordings, note specific things they want to improve and record again.

OBJECTIVES

To use the future continuous to describe what will be happening in the future

To use *definitely* and *probably* to express degrees of certainty

Key Vocabulary

Nouns: business, country, holidays, moon, [white-water rafting] trip

Verbs: bring up, go on holiday, live in, run

Materials

Dice

Interactive activity / Game (eText)

Digital activities: MyEnglishLab

AB

Pages 38–39

Answers on page T154

TEACHING TIP

Concrete Modeling

Have pupils use dice to model the concepts of *definitely* and *probably*. Show pupils a die. Ask: *What will definitely happen when I roll this die?* (Sample answers: You will roll a number between one and six./ You will roll a number less than seven.) *What will probably happen when I roll this die?* (You will roll a number greater than one./ You will roll a number less than six.)

Warm-Up

- Have pupils work in pairs to review *-ing* forms of verbs. Say: *A verb that ends in -ing can describe an action that's happening right now, in the past or even in the future.* One pupil names a verb and the other names the *-ing* form. Model: *make/ making, do/doing, live/living, stop/stopping.* Encourage pupils to use these lesson verbs: *go, enjoy, live, bring up, run, study, take, work.*
- Ask: *What are the rules for adding -ing to a verb?* (If the verb ends in *e*, drop the *e* before adding *-ing*. If the verb ends in a short-vowel sound and a consonant, double the consonant, as in *cutting, running* and *shopping*.)

Using Page 47

- 10 What will you or won't you be doing forty years from now? Make complete sentences. Use the future continuous of the verbs in brackets and *definitely* or *probably*.

INVOLVE

Explain the lesson objective – pupils will use the future continuous to talk about what will be happening in the future.

- Have volunteers read the sentences in the first grammar box aloud. Ask: *What -ing verbs are used in these sentences?* (*doing, studying, living*)
- Read the directions aloud and complete Item 1 as a class. Then have pupils complete the activity independently.

MONITOR

Review answers as a class. (Sample answers: 1 I'll definitely be living in another country., 2 I'll probably be running my own business., 3 I definitely won't be going on holidays on the moon., 4 I'll probably won't be going on white-water rafting trips., 5 I'll probably be teaching chemistry at the university., 6 I definitely won't be making a big archaeological discovery.)

ASSIST

Say: *The future continuous combines will be and an -ing verb: will be living, will be studying. To say what will not be happening, you can use will not or won't. You can say: I will not be living in Paris or I won't be living in Paris.*

- 11 Make Yes/No questions about the future. Use the ideas below or your own ideas. Exchange your questions with a partner. Take turns with your partner to ask and answer your questions.

- Have volunteers read the sentences in the second grammar box aloud. Then have them complete the sentences in their notebooks.
- Read the directions aloud. Have pupils write their questions independently in their notebooks. Be sure they exchange questions and write their partner's answers. Then ask them to answer their partner's questions.

MONITOR

Have pupils compare their questions. Model a few examples of questions for the class: *Will you be living in this town ten years from now? Will you be working in a hospital in the future? Will you be driving a flying car in fifty years?*

ASSIST

Remind pupils to use *definitely* or *probably* in their answers.

- Assign Activity Book pages 38–39 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils write sentences that predict what they probably will and probably won't be doing next week, next month and next year.
- Have pupils play Unit 4, Game 1 on the eText.

What **will** you **be doing** ten years from now?

I'll definitely **be studying** at a big university.

Where **will** you **be living** in twenty years?

I probably **won't be living** in Europe.

Tip: Use the future continuous to talk about what you'll be doing in the future. For degrees of certainty (how likely something is), use either *definitely* or *probably*.



10 What will you or won't you be doing forty years from now? Make complete sentences. Use the future continuous of the verbs in brackets and **definitely** or **probably**.

- 1 (live in another country) ?
- 2 (run my own business) ?
- 3 (go on holidays on the moon) ?
- 4 (go on white-water rafting trips) ?
- 5 (teach chemistry at the university) ?
- 6 (make a big archaeological discovery) ?

Will you **be running** a business?

No, definitely not. I definitely **won't**...

Yes, definitely. I definitely **will**...

Probably not. I probably **won't**...

Yes, probably. I probably **will**...

11 Make **Yes/No** questions about the future. Use the ideas below or your own ideas. Exchange your questions with a partner. Take turns with your partner to ask and answer your questions.

bring up a family

make huge scientific discoveries

live in a big city

earn good money

travel around the globe

make a difference to the world

work for an environmental organisation

act in films/on TV

2:08



Listen and read. How will we be learning new skills in the future?

CONTENT WORDS

3-D image
upload

download
virtual

futurist

nano

wireless technology

EXPERTS' PREDICTIONS FOR THE FUTURE

Futurists are people whose job is to look ahead and help us plan for the future. Here are a few of their predictions for the next fifty years.

Virtual Reality

In a virtual-reality game, you, as a player, experience an imaginary world and interact with the game characters as though you were part of that world. Now, imagine yourself in a virtual-reality school of the future where you would be socialising and learning with virtual people. Cool, don't you think? In order for this to happen, a 3-D image linked to your brain will make you feel as though you were actually in the classroom and interacting with your virtual teacher and virtual classmates.

Nanotechnology

Nanotechnology is the science of incredibly small things. Exactly how big is a nano? *Nano* means 'billionth', so a nanometre is one billionth of a metre! When something is nano size, it's so small, it's invisible! With nanotechnology, we'll have microscopic computerised robots called nanobots! Because nanobots can be built into almost anything – even appliances – household chores will be easier.

Brain-to-Computer Communication

How about this for an amazing prediction:

One day, everyone and everything will be linked through wireless technology. Nanocomputers will be in your system so your brain, just like a computer, will be receiving downloads and uploads. Do you want to learn a new language or how to tango? As soon as you think the thought, your brain will be uploading the new language and the dance steps and you'll be learning them instantly!

13 Read **12** again and say **true** or **false**.

In the future,

- 1 ...you'll be able to 'go to school' without leaving home.
- 2 ...nanobots will only help us with household chores.
- 3 ...you'll be able to learn a new language in no time.

**THINK
BIG**

If you could learn something instantly by uploading it to your brain, what would you like to learn? Why? Do you think learning like this would be a good thing?

Warm-Up

- Have pupils make predictions for the future by changing statements about the present. Model: *Today, people drive cars to work. In the future, people will fly spaceships to work. Today, a laptop weighs about a kilogram. In the future, a laptop will weigh about 100 grams.*

Using Page 48

12 Listen and read. How will we be learning new skills in the future?

- INVOLVE** | Explain the lesson objective – pupils will read and talk about what some scientists, called futurists, predict for the future.
- Preview the article by having pupils read the Content Words aloud. Ask pupils to share their understanding of these words.
 - Play audio track 2:08 and have pupils listen and read along.
- MONITOR** | Use questions to check for understanding. Ask: *What's a virtual-reality school?* (a school where pupils learn together without actually being physically near each other) *What is nanotechnology?* (the science of incredibly small things) *How is a nanobot different from a robot?* (It's very small – microscopic.) *How will we be learning new skills in the future?* (Nanocomputers will upload information to the brain.)
- ASSIST** | Replay the audio as necessary. Have pupils locate each Content Word in the text and use context clues to come up with a definition.



Point out that many long words can be broken down into smaller words. Model: Nanotechnology includes the prefix nano- and the word technology. If you remember that nano means incredibly small, you can remember that nanotechnology is 'incredibly small technology'. This prefix will also help you understand words like nanobot, nanometer and nanotube.

13 Read 12 again and say true or false.

- Read directions aloud and have pupils complete the activity independently.
- MONITOR** | Check answers as a class. (Answers: 1 true, 2 false 3 true)
- CHALLENGE** | Have pupils make two false statements about the text for their partners to correct.

THINK BIG 21st ICT Literacy

- Read the directions aloud. Have pupils work with partners to share their answers.
- MONITOR** | Listen for correct use of vocabulary and grammar.
- Assign Activity Book page 40 and direct pupils to digital activities.

Application and Practice Activity

- Invite partners to role play skits that show predictions about a normal day one hundred years from now. Encourage them to include at least two ideas from the article, as well as their own predictions. After the class views a skit, ask pupils to talk about the predictions. Model: [Susana] and [Maria] think people will be using lots of nanobots in one hundred years. People will be learning to do new things by uploading information to nanocomputers in their brains.

OBJECTIVES

To read and talk about scientific predictions for the future

To read and understand a science text

Content Words

3-D image, download, futurist, nano, upload, virtual, wireless technology

21st Century Skills

Health Literacy
ICT Literacy

Materials

Dice
Audio track 2:08
Interactive activity (eText)
Digital activities: MyEnglishLab

AB

Page 40

Answers on page T154

TEACHING TIP

21st Health Literacy

Have pupils think about and discuss how some of the ideas in the article might improve health in the future. Ask: *How might doctors be using nanobots in the future?* (Sample answer: They might be using nanobots to diagnose illnesses or perform surgery.) *What might be happening at virtual-reality hospitals?* (Doctors might be treating patients without actually seeing them.)

OBJECTIVES

To read and talk about kids' predictions for the future

To connect a text to personal experiences

Content Words

environment, harmoniously, shelter, time machine, turn out

21st Century Skills

Communication
Initiative

Materials

Audio track 2:10
Video (eText)
Digital activities:
MyEnglishLab

AB

Page 41

Answers on page T154

TEACHING TIP

21st Communication

Say: *When you share ideas, you sometimes have strong opinions about them. At other times, you haven't.* Write this scale on the board: *strongly agree, agree, disagree, strongly disagree.* Have pupils use the scale to say how strongly they agree or disagree with each prediction. Remind pupils to support their opinions with details.

Warm-Up

- Have pupils come up with predictions for the future by listing things they need help with, such as homework and chores. Then have them make predictions about how doing these tasks will be easier in the future. Have them compare their predictions.

Using Page 49

14 Listen and read. How many predictions are there about technology?

INVOLVE

Explain the lesson objective – pupils will read predictions for the future made by kids around the world.

- Ask pupils to preview the article by skimming the speech bubbles to say what each young person is mainly talking about. Model: *The first one seems to be about life in general. I think this because of the words people around the world, everyone and enjoying life.*
- Write these vocabulary items on the board: *environment, harmoniously, shelter, time machine, turn out.* Have pupils listen for and locate these words in the article.
- Play audio track 2:10 and have pupils listen and read along. Pause after each speech bubble and have pupils summarise the predictions.

MONITOR

Ask question to check comprehension *How many predictions are about technology?* (three).

ASSIST

Replay the audio as needed. Answer any questions about vocabulary or grammar structures.

- Ask pupils to write a definition of each vocabulary item. Have volunteers read their definitions aloud. Challenge classmates to guess the word.

15 Read 14 again and match.

- Read directions aloud and have pupils complete the activity independently.

MONITOR

Check answers as a class. (*Answers: 1 b, 2 d, 3 a, 4 c*)

- Take a class poll to see which of the predictions was most popular in your class. Ask: *Why do you think so many of us want this prediction to come true?*
- Assign Activity Book page 41 and direct pupils to digital activities.

Application and Practice Activity

- 21st Initiative** Have pupils make a list of things they can do to make their favourite prediction come true. Model: *I want the environment to be safe to live in. I can help fight pollution now. I can join groups that are working to protect the environment. I can write to leaders and share my opinion.*
- Have pupils view the Unit 4 video segment. Use the Video Guide.

2:10



Listen and read. How many predictions are there about technology?

Kids' Predictions for the Future

When it comes to predicting the future, look no further than your classmates! Why? In the world of predictions for the future, kids have had some amazing ideas. In some cases, their predictions, especially about technology, have turned out to be true or most likely will be coming true. Here's what some kids from around the world have predicted for the future:

People around the world will be living happily. They will accept and help each other. Everyone will have food and shelter. People will be enjoying life because they'll have time.

People, no matter what their skin colour, gender, culture or religion, will be co-existing harmoniously together. The environment will be safe to live in.

In the future, there will be more space travel. There may be people living on Mars or on the moon.

Nanobots and nanopets will be living with us. We won't have to do anything. Our nanobots will be doing our work for us. For example, they can go shopping for us. They can even entertain us.

There will be a time machine that can show us what we'll look like in the future. We can also use the time machine to show us the past - like what our parents and grandparents looked like when they were young.



15

Read 14 again and match.

- 1 shelter
- 2 harmoniously
- 3 gender
- 4 co-existing

- a female or male
- b a safe place to live
- c living together
- d in peace

Writing | Formal and informal emails

- 16 With a partner, read these two emails and decide which is formal and which is informal. Discuss the differences with your partner.

TO teachme123@iMail.com
CC
SUBJECT Next week's essay

Dear Ms Priscott,
I'll be working on next week's essay this weekend because I've got play rehearsals all week but I need more information about it. I've got some questions:

- What type of essay will we be writing?
- I'm planning to write about future technology. Is this topic OK?
- What is the deadline for the essay?

Thank you for your help.
Thomas Brown

TO howcoolisit1@iMail.com
CC
SUBJECT This weekend

Hey Leo,
Any plans 4 tomorrow? Wanna hang out at my house? I'm staying home all day coz ive got to babysit my little sister. Wanna do homework together?
Got the new video game, btw. It's brilliant!
Just text me b4 u come over. OK? CU soon.
Thomas

- 17 Write two emails: one to a teacher and one to a friend.

Formal

TO
CC
SUBJECT

Dear _____

Informal

TO
CC
SUBJECT

Hey _____

**THINK
BIG**

How can thinking about the past help you make better decisions in the present? Do you think it's good or bad to be thinking about and making plans for the future? Why/Why not?

Warm-Up

- Review the meaning of *formal* and *informal*. Say: *Something informal is casual, everyday or friendly. Something formal is serious and official.* Have pupils look through magazines, newspapers and catalogues for examples of clothing they think is formal or informal. Allow volunteers to share their examples with the class. Ask whether they agree or not. Then have pupils make generalisations about what each kind of clothing (formal and informal) looks like.

Using Page 50

- 16** With a partner, read these two emails and decide which is formal and which is informal. Discuss the differences with your partner.

INVOLVE Explain the lesson objective – pupils will read and write formal and informal emails.

- Read the directions aloud. Then have volunteers read the emails aloud.

MONITOR Use questions to check comprehension. Ask: *Which email is formal?* (the email to Ms Priscott) *How do you know it's formal?* (Thomas uses formal language. He writes in complete sentences and doesn't use slang.) *Why does Thomas write to Ms Priscott?* (to get information about next week's essay) *Why does Thomas write to Leo?* (to invite him over tomorrow) *How is the email to Leo different?* (It is informal. It uses casual language and some informal abbreviations.)

ASSIST Help pupils read informal language. Explain these words and abbreviations: 4 – for; wanna – want to; cuz – because; btw – by the way; CU – see you; b4 u – before you.

- 21st Social Skills** Ask: *What might happen if Thomas sends an informal email to Ms Priscott?* (Sample answers: She might be concerned./She might not take Thomas's request seriously.) *What might happen if Thomas sends a formal email to his friend Leo?* (Sample answers: He might think something is wrong./He might think Thomas is too serious./He might tease Thomas.)

- 17** Write two emails: one to a teacher and one to a friend.

- Read the directions aloud. Have pupils work independently on their emails.

MONITOR Review emails with the class. Have volunteers read their emails aloud and have the class point out the differences between the two.

ASSIST Provide pupils with specific writing tasks, such as: *Write to a teacher to ask for information about something your class will do next month. Write to a friend to make plans for this weekend.*

THINK BIG 21st Critical Thinking

- Read the questions aloud and encourage pupils to express themselves as best they can. Then place pupils in groups and have them write a few answers to the questions to read to the class.
- Assign Activity Book page 42 and direct pupils to digital activities.

Application and Practice Activity

- 21st Technology Literacy** Have pupils compile a glossary of abbreviations commonly used in informal emails. Point out that these abbreviations may also be used in online chats or text messages. (Examples include *imho* – in my humble opinion, *jk* – just kidding, *LOL* – laughing out loud, *BFF* – best friends forever.)

OBJECTIVES

To write formal and informal emails

21st Century Skills

Social Skills
Critical Thinking
Technology Literacy

Materials

Magazines, newspapers, catalogues

Digital activities:
MyEnglishLab

AB

Page 42

Answers on page T154

TEACHING TIP

Tone

Explain that we use a different tone of voice to read aloud *formal* and *informal* writing. Say: *One way to recognise tone is to read something aloud. The tone of your voice will give you a big clue about whether a piece of writing is formal or informal.* Encourage pupils to read the emails aloud and notice how their tone of voice reflects whether each email is formal or informal.

OBJECTIVES

To learn about the importance of making good decisions

To write letters to yourself in the future

Materials

Digital activities:
MyEnglishLab

Warm-Up

- Have pupils review the FutureSelf emails on pages 44–45 by writing true or false statements about them. Invite pupils to read statements aloud and challenge classmates to decide whether each one is true or false. Then have pupils change details in each false statement to make it true. Model: *FutureSelf is a website that lets you write to yourself in the future.* (True.) *MeToday is the name of a website about today's pupils.* (False. MeToday is the name of a pupil who wrote letters to be read in the future.)

Using Page 51

- 18** Many young people don't think too much about the future. But they should. Read these statements. Think of a response to each one.

INVOLVE Explain the lesson objective – pupils will share ideas about making decisions for the future. Then they'll write letters to themselves in the future.

- Read the page title and directions aloud. Have pupils write responses to the statements independently. Then have partners ask each other about their responses.

MONITOR Listen for proper pronunciation, appropriate intonation and correct use of language.

ASSIST Provide a sample answer to the first item: *You never know what you'll decide to do in the future. You might end up living where English is the main language spoken. You should learn English. It may help you in the future!* Then have pupils compare their answers, identifying similarities and differences. Ask volunteers to give reasons for their answers.

- 19** Make a FutureSelf book. Write a letter to yourself fifteen, thirty, even fifty years from now! Make a class book.

- Read the directions aloud. Then invite volunteers to read the sample letter. Ask: *What predictions does this pupil make for her life fifteen years from now?* (She'll be living on a tropical island near the beach and teaching at a school. She won't be married or have children yet.)
- Have pupils write their letters independently.

MONITOR Have pupils share their letters with the class. Check for correct use of language.

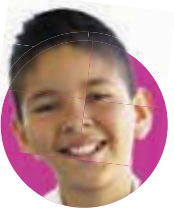
ASSIST Use simple language to explain any unfamiliar words.

- Have pupils create a class book of FutureSelf letters that includes one or more letters from each pupil. Have pupils work in pairs or in small groups to choose an appropriate title and cover illustration. Place the book in the classroom or the school library or share it with families during conferences.

Application and Practice Activity

- Have pupils place individual letters in envelopes with directions to be opened on a specific date in the future. Model: *To be opened by Analia on 14th Dec. 2025.*

- 18 Many young people don't think too much about the future. But they should. Read these statements. Think of a response to each one.



Why do I have to learn English? I don't plan on living abroad so I don't need it.

?



My parents own a business. I don't need to finish school because I'll be running the business when I'm old enough.

?



Me? Learn how to do household chores? I don't think so! I'll have maids at home so I won't be doing any chores in the future.

?

PROJECT

- 19 Make a **FutureSelf** book. Write a letter to yourself fifteen, thirty, even fifty years from now! Make a class book.

Dear FutureSelf,

Today is 4th January, 2014 and I'm in Year 7. Fifteen years from now, I'll be living on a tropical island. I'll be teaching at a school there and living near the beach. I won't be married or have children yet. I'll be...



Listening and Speaking



Listen, read and repeat.

1 eats 2 sings 3 washes



Listen and blend the sounds.

1 c-oo-k-s cooks

2 r-u-n-s runs

3 w-a-tch-es watches

4 s-l-ee-p-s sleeps

5 s-w-i-m-s swims

6 d-a-n-c-es dances



Listen and chant.

Sol swims in the summer,
He cooks in the winter,
He dances on Fridays,
He sings in the shower
And he sleeps for hours!



23

Create class surveys.

- 1 Work in groups. Brainstorm a list of predictions.
- 2 Choose a group leader. The group leader conducts a class survey about one of your predictions.

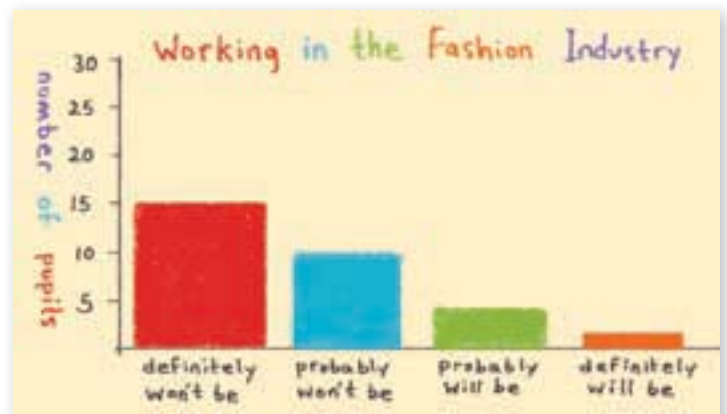
Will you be working in
the fashion industry
in thirty years?

Yeah, I probably will be.
I'm interested in designing
clothes and I love art.

- 3 As a group, add up the results and create a graph. Then present your graph to the class.



In our class, 15 out of 30
pupils think they definitely
won't be working in the
fashion industry.



Warm-Up

- Have pupils play *Charades* to review unit vocabulary. Pupils take turns choosing a vocabulary word or phrase and miming for their team. To increase the challenge, award 3 points for each word guessed in less than 15 seconds, 2 points for under 30 seconds and 1 point for under one minute.

Using Page 52

20 2:11 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify the letters and distinguish between the sounds /s/, /z/ and /iz/ individually and as part of words. Then they review making predictions about the future.

- Read the directions aloud. Play audio track 2:11 and have pupils listen and point to each sound as it is said. Have pupils repeat.

MONITOR

As pupils repeat, check they're pointing to the correct sound and listen for correct pronunciation.

21 2:12 Listen and blend the sounds.

- Read the directions aloud. Play audio track 2:12 and have pupils listen and point to each item as it is sounded out and blended on the audio.

MONITOR

As pupils repeat, check they're pointing to the correct word and listen for correct pronunciation and appropriate intonation.

- Replay the audio as needed.

22 2:13 Listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books.
- Play audio track 2:13 and have pupils listen. Replay several times and encourage them to join in.

MONITOR

As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and correct use of language.

23 Create class surveys.

- Invite volunteers to read the conversation aloud. Have pupils work in pairs to ask and answer their own questions about what they'll be doing in thirty years.
- Read the directions aloud. Have groups choose a leader. Have them choose a topic for a class survey. Have each group leader poll the class about his or her group's topic.
- When the polling is completed, the leaders return to their groups and the groups tally the results of the poll. Each group creates a graph with the results.
- Volunteers from each group present survey results to the class.

MONITOR

Check that pupils use target language, including degrees of certainty (*probably* and *definitely*) when asking and answering the questions. Encourage them to give reasons for their answers. Also check that pupils create accurate graphs.

CHALLENGE

Suggest that pupils convert the results of their surveys to percentages. Allow pupils to use calculators to find percentages.

Application and Practice Activity

- Have pupils write brief articles, summarising the survey results. Remind them to use degrees of certainty (*probably* and *definitely*). Pupils may wish to submit finished articles to school or community newspapers or online forums.

OBJECTIVES

To identify and say the letters and sounds /s/, /z/ and /iz/ individually and as part of words

To talk about and make predictions about the future

To talk about degrees of certainty using *probably* and *definitely*

21st Century Skills

Information Literacy

Materials

Calculators

Audio tracks 2:11–13

Digital activities:
MyEnglishLab

TEACHING TIP

21st Information Literacy

Ask: *Why is it useful to change totals into percentages?* (Sample answers: Percentages are easier to understand./ Percentages show parts of a whole./ Percentages give an instant idea of how popular something is.)

OUTCOMES

Pupils can talk about and make predictions about the future.

Pupils can talk about degrees of certainty using *probably* and *definitely*.

21st Century Skills

Self-Direction

Materials

Game (eText)

Digital activities:
MyEnglishLab

AB

Page 43

Answers on page T154

TEACHING TIP

Bulletin Board Review

Have pupils review predictions from the *FutureLife* bulletin board display. Encourage them to remove the predictions and arrange them from most to least likely. Pupils can also correct any errors in grammar and vocabulary.

Warm-Up

- Have pupils create word jumbles for one another to solve, using unit vocabulary. Model: *NRU A SUSENISB (RUN A BUSINESS)*, *RIBGN PU A YLFIMA (BRING UP A FAMILY)*. Encourage pupils to use the phrases in sentences.

Using Page 53

- 24** Use the words in the box to complete the expressions.

INVOLVE

Explain the lesson objective – pupils will review the vocabulary and grammar they've learnt in Unit 4.

- Read the directions and the words in the box aloud. Have pupils complete the activity independently.

MONITOR

Review answers as a class. (Answers: 1 *run a business*, 2 *work in a dream job*, *work in another country*, *work in a nice office*, 3 *earn a good salary*, 4 *bring up a family*, *bring up children*, 5 *go on adventurous holidays*, 6 *speak a foreign language*)

- 25** In your notebook, write four sentences about what four of your classmates will be doing in the future. You can use the expressions in 24 plus *probably* or *definitely*.

- Read the directions aloud. Have pupils complete the activity independently.

MONITOR

Check pupils' sentences and make sure they're using the target vocabulary and grammar correctly. (Sample sentences: [Alan] *will probably be running a video game business*. [Viv] *will definitely be earning a good salary as a doctor*. [Lisa] *will definitely be going on adventurous holidays in the Caribbean*. [Shoji] *will probably be working in a nice office in Rome*. [Liam] *will be bringing up a big family*. [Lara] *will definitely be speaking several foreign languages*.)

ASSIST

Review forming *-ing* verbs to form the future continuous for each item (*running*, *earning*, *taking*, *working*, *bringing up*, *speaking*).

- 26** In your notebook, write answers to the questions. Use complete sentences.

- Read the directions aloud. Have pupils work in pairs, taking turns asking and answering each question and then switching roles.

MONITOR

Check answers as a class. (Sample answers: 1 *At 7:20 tonight, I'll probably be eating dinner*., 2 *I'll probably be running my own business this time next year*., 3 *No. Ten years from now, I definitely won't be travelling with friends because I'll be studying at university*., 4 *In the future, I definitely won't be working on a farm*., 5 *No. Fifteen years from now, I definitely won't be bringing up a family*., 6 *Forty years from now, I'll be working in an office*., 7 *I'll probably be earning a lot of money*., 8 *Fifty years from now, I'll definitely be travelling to space*.)

I Can

- 21st** Self-Direction This section asks pupils to assess their own learning and think about their progress. Explain that pupils should read the *I Can* bullets carefully and copy the skills they feel they can do into their notebooks.
- Assign Activity Book page 43 and direct pupils to digital activities.

Application and Practice Activity

- Ask pupils to draw cartoons to illustrate one of their predictions from the unit. Have the class guess the prediction.
- Have pupils play Unit 4, Game 2 on the eText.

24 Use the words in the box to complete the expressions.

a business
a good salary
in a dream job

a family
adventurous holidays
in a nice office

a foreign language
children
in another country

1 run ?

2 work ?

3 earn ?

4 bring up ?

5 go on ?

6 speak ?

25 In your notebook, write four sentences about what four of your classmates will be doing in the future. You can use the expressions in **24** plus **probably** or **definitely**.

26 In your notebook, write answers to the questions. Use complete sentences.

- 1 What will you probably be doing tonight at 7:20?
- 2 What will you be doing this time next year?
- 3 Will you be travelling with friends ten years from now? Why/Why not?
- 4 What will you definitely not be doing in the future?
- 5 Will you be bringing up a family fifteen years from now?
- 6 What will you be doing forty years from now?
- 7 Will you be earning a lot of money twenty years from now?
- 8 Will you be travelling in space fifty years from now?



I Can

● talk about and make predictions about the future.

● talk about levels of certainty.

unit 5

IF I COULD FLY...

Objectives

Vocabulary

- To describe super powers
- To talk about what we would do in different situations

Reading

- To identify important ideas in a graphic novel ('Captain Allsafe to the Rescue!')
- To use reading strategies to comprehend and appreciate a graphic novel

Grammar

- To use conditional clauses with *if*

Content Connection

- **Science:** To read about inventions that could provide people with super powers

Culture Connection

- **Around the World:** To learn about superheroes from different cultures

Writing

- To write about character traits

Life Skills

- To learn about the importance of taking positive steps for the future

Project

- To create a page for a class book about positive steps for the future

Listening and Speaking

- To identify and say the letters and sounds /t/, /d/ and /id/ individually and as part of words; conduct an interview

Think Big

- To develop 21st century skills and 'bigger picture' thinking

Key Vocabulary

Wishes and Super Powers	Expressions	Content Words
ability to become invisible	as it should be	adhesive electrodes
fly	hands-free	android gecko
have superhuman strength	go back in time	armour meteorite
read people's minds	Let me think.	bolt of lightning reflexes
run at lightning speed	Not only that...	computer superhuman
travel through time	That's a hard one.	designer technology
	What about you?	digital tweet

Materials

Pupil's Book, Unit 5

- ☐ Main unit, pages 54–65
- ☐ Class Audio CD, Tracks 2:14–26

Activity Book, Unit 5

- ☐ Main unit, pages 44–53
- ☐ Extra grammar practice, page 102
- ☐ Class Audio CD, Tracks 2:17–22

Assessment

- ☐ Unit 5 Practice test
- ☐ Unit 5 Unit test
- ☐ Unit 5 Oral assessment

Additional Materials

- ☐ Video (eText), Unit 5
- ☐ Interactive activities (eText), Unit 5
- ☐ Digital activities (MyEnglishLab), Unit 5

Unit Opener Activities

Family Connection

Have pupils tell their families that they're learning about superheroes and their super powers. Encourage pupils to share ideas with their families about how super powers might help them solve problems. Model: *We've got a lot of dishes to wash but we also want to play basketball. If we could be in two places at once, we could do both! That would be an amazing super power.* Remind pupils to take notes about the super powers they share with their families so they can talk about what they discussed in class.

Tower of Powers Bulletin Board

Create a bulletin-board display titled *Tower of Powers*. Write *I WISH I COULD* in large bold letters at the top of the display. Then have pupils add card rectangles above the base to build a tower. Each rectangle should describe a super power pupils would like to have. Model: *be invisible, fly, remember everything I hear, jump over buildings.* Encourage pupils to add illustrations to show each super power in action.



unit 5 IF I COULD FLY...

1 Listen and read about ideas that could change our lives. Discuss the questions in small groups. Then share your favourite idea with the class.

Now You See Me - Now You Don't!
In the Harry Potter films, Harry puts on a cloak that makes him invisible. When he does that, nobody can see him! Have you ever wished that you could be invisible? If so, you may get your wish sooner than you think. Scientists have been working on bending light around objects to make them hard to see. Think about it. If you could become invisible, what would you do?

Time After Time
People have always thought about travelling to a different time period. What about you? Would you like to go back to medieval times and meet a real knight? Or would you like to see what the future will be like in 100 years? Maybe someday you'll be able to do this! If you could travel through time, what time period and place would you visit? Why?

It's a Bird! It's a Plane! It's a... Car?
Did you know that flying cars already exist? This vehicle's got four wheels and wings that fold up. You can drive it on the road. And you can also open up the wings and fly in the air! Would you like to have a flying car? What would you use it for?

2 Some pupils are talking about things they could do if they had one of the super powers in the box. Listen and match.

superhuman strength the ability to fly the ability to run at lightning speed	the ability to become invisible the ability to read people's minds the ability to travel through time
--	---

If you could have one super power, what would it be?

1

There are so many things I could do...

3

2

I think I'd choose...

4

5

I'd want to have...

6

3 Work with a partner. Talk about super powers.

7

If you could have one super power, what would it be?

8

I'd want the ability to read people's minds.

THINK BIG What other super powers can you think of that could be useful to people? Do you think any of them could become reality? Why/Why not?

Warm-Up

- Say: Super means 'more than', as in the word superhuman. Have pupils look through comic books and find pictures of heroes doing things that people can't do. Create a two-column chart labelled *Human* and *Superhuman* to classify the actions in pictures pupils found. Model: *Put out fires* (Human), *Breathe fire* (Superhuman).
- Encourage volunteers to add examples of human and superhuman actions they recall seeing in movies or on television.

Using Page 54

- 1** **2:14** Listen and read about ideas that could change our lives. Discuss the questions in small groups. Then share your favourite idea with the class.

- INVOLVE** Explain the lesson objective – pupils will read and talk about powers people might have in the future or would like to have.
- Read the directions aloud. Invite volunteers to read the headings aloud and predict what each section will be about. Play audio track 2:14. Then have pupils work in groups to discuss the questions posed in each paragraph.
- MONITOR** Have pupils say which of the ideas they would most like to come true and why. Check for understanding as groups discuss.
- ASSIST** Replay the audio as needed. Use simple language and the images on the page to explain unfamiliar words. Say: A cloak is a cape. It goes around your shoulders and hasn't got sleeves. A vehicle is a form of transport. Most vehicles have got wheels.

- Point out that mediaeval times are also called *the Middle Ages*. This is a period in European history from about the year 500 to 1500. The time period begins with the end of the Roman Empire and ends with the Renaissance. Encourage pupils to use internet or library resources to answer questions about the period. Ask: *How did the Middle Ages get its name? What specific dates are used for the beginning and ending of this period?*



Tell pupils the main idea of each section before they listen: *being invisible, time travel, flying cars.*

Using Page 55

- 2** **2:15** Some pupils are talking about things they could do if they had one of the super powers in the box. Listen and match.

- Read the directions aloud. Remind pupils: *A super power is an amazing skill. Super powers are things people can't do.* Ask: *What super powers were mentioned in Activity 1?* (the ability to become invisible, the ability to travel through time and the ability to fly [in a car]).
- Play audio track 2:15. Have pupils complete the activity independently.

MONITOR

Have pupils choose two or three super powers they'd like to have and then take a class poll to see how many pupils chose each super power. Ask pupils to explain their reasons for choosing a power or have them say what they would do with it. (Answers: 1 the ability to fly, 2 the ability to run at lightning speed, 3 the ability to travel through time, 4 superhuman strength, 5 the ability to become invisible)

ASSIST

Replay the audio as needed. Pause after each super power and have pupils use their own words to say what the power is. Model: *Travel through time means go back to another time, like last year or 100 years ago or even to the future.*

- 3** Work with a partner. Talk about super powers.

- Read the directions aloud. Have volunteers read the speech bubbles aloud. Have partners talk about what they would do if they had super powers.

MONITOR

Listen for correct pronunciation, appropriate intonation and correct use of language.

THINK BIG 21st Communication

- Read the questions aloud and encourage pupils to express themselves as best they can. Write their answers on the board and then place pupils in pairs to discuss the questions.

MONITOR

Check for correct use of vocabulary and grammar.

- Assign Activity Book pages 44–45 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to play *Charades*, using super powers they have discussed. Write the names of super powers on slips of paper and have pupils take turns choosing one and miming it for the class or a team.

OBJECTIVES

To read and talk about super powers

Key Vocabulary

Nouns: lightning, minds, period, [lightning] speed, strength, time

Verbs: able, become [invisible], fly, read, run, travel

Adjectives: superhuman

21st Century Skills

Think Creatively
Communication

Materials

Comic books
Slips of paper
Audio tracks 2:14–15
Audioscript, page T143
Interactive activities (eText)
Digital activities:
MyEnglishLab

AB

Pages 44–45
Answers on page T154

TEACHING TIP

21st Think Creatively

Point out that this unit is about things that aren't possible today. Strongly logical or practical pupils may be reluctant to think playfully. Encourage all pupils to relax and have fun with this unit. Say: *Thinking about things that are impossible today can help you imagine how they might be possible in the future. You might even come up with a new idea for the future.*

unit 5

IF I COULD FLY...

2:14

1

Listen and read about ideas that could change our lives. Discuss the questions in small groups. Then share your favourite idea with the class.

Now You See Me – Now You Don't!

In the Harry Potter films, Harry puts on a cloak that makes him invisible. When he does that, nobody can see him! Have you ever wished that you could be invisible? If so, you may get your wish sooner than you think. Scientists have been working on bending light around objects to make them hard to see. Think about it. If you could become invisible, what would you do?



Time After Time

People have always thought about travelling to a different time period. What about you? Would you like to go back to mediaeval times and meet a real knight? Or would you like to see what the future will be like in 100 years? Maybe someday you'll be able to do this! If you could travel through time, what time period and place would you visit? Why?

It's a Bird! It's a Plane! It's a... Car?

Did you know that flying cars already exist? This vehicle's got four wheels and wings that fold up. You can drive it on the road. And you can also open up the wings and fly in the air! Would you like to have a flying car? What would you use it for?



2:15

2

Some pupils are talking about things they could do if they had one of the super powers in the box. Listen and match.

superhuman strength
the ability to fly
the ability to run at lightning speed

the ability to become invisible
the ability to read people's minds
the ability to travel through time

If you could have one super power, what would it be?



If I had this super power...

1



I know what super power I'd want!

2



There are so many things I could do...

3



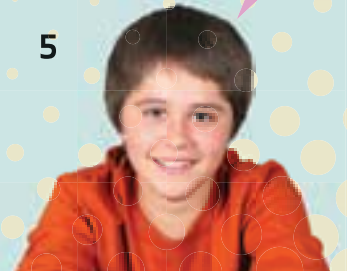
I think I'd choose...

4



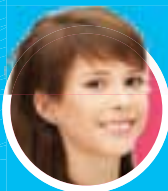
I'd want to have...

5



3

Work with a partner. Talk about super powers.



If you could have one super power, what would it be?

I'd want the ability to read people's minds.



THINK BIG

What other super powers can you think of that could be useful to people? Do you think any of them could become reality? Why/Why not?

3:16

4 Listen and read. What's wrong with Captain Allsafe?

CAPTAIN ALLSAFE TO THE RESCUE!

by Buster Marone



56 Unit 5



READING COMPREHENSION

5 Number the events from the story in the order they happened.

- Captain Allsafe ties up a 'dinosaur'.
- Captain Allsafe sees a 'fire' and blows it out.
- Captain Allsafe sees smoke. He throws water and puts out the 'fire', pouring water onto the barbecue!
- Captain Allsafe is flying over the city and everything seems calm and quiet.
- Captain Allsafe hears children screaming.
- Captain Allsafe says that maybe he should go on a holiday.
- A woman brings out a birthday cake.



THINK BAG Why doesn't Captain Allsafe want to go on holiday? If you were Captain Allsafe, would you go on holiday? Why? If you could give Captain Allsafe some advice, what would you tell him?

Unit 5 57

Warm-Up

- Write *Captain Allsafe* on the board. Say: *We're going to read a story about this superhero. A superhero is a character who's got powers that humans haven't got.* Ask: *What two words do you see in this superhero's name? (all, safe) What do you think this superhero wants to do? (Sample answer: He wants to keep all people safe from danger.) What super powers might he have? (Sample answers: He might be able to fly or have superhuman strength.)*

Using Page 56

4

2:16 Listen and read. What's wrong with Captain Allsafe?

INVOLVE

Explain the lesson objective – pupils will read, talk and answer questions about a graphic novel. Say: *A graphic novel uses pictures and words to tell a story. Each part of a graphic novel is called a frame or a panel.*

- Have pupils read the title aloud and preview the first frames of the story. Invite pupils to compare Captain Allsafe in the story with the predictions they made about him during the Warm-Up activity.
- Read the directions aloud. Play audio track 2:16 and have pupils listen and read along.

MONITOR

Use questions to check for understanding. Ask: *What does Captain Allsafe mean when he says everything is 'just as it should be'?* (People in the city are safe; there are no problems or dangers.) *Why are the children screaming?* (A dinosaur is chasing them.) *What does Captain Allsafe do?* (He ties up the dinosaur so it can't chase the children.) *What fire does Captain Allsafe put out?* (the candles on a birthday cake) *What happens when the father starts cooking sausages?* (Captain Allsafe pours water on the barbecue.) *What's wrong with Captain Allsafe?* (He's very tired and needs to go on holiday.)

ASSIST

Replay the audio as needed. Pause after each frame and use simple language to explain unfamiliar words and phrases.

- 21st Media Literacy** Ask: *How is a graphic novel similar to a short story? How is it different?* (Sample answers: Both a short story and a graphic novel are fictional. They've got plots, characters, settings and conflicts. A short story uses words to describe characters and to say what happens; a graphic novel uses both words and pictures.)

- **21st Problem Solving** Say: *What kinds of problems does Captain Allsafe solve in this story?* (He solves problems that are really not problems. He causes problems because he jumps to conclusions.) Point out that an important part of problem solving is identifying the problem. Ask: *How could Captain Allsafe have avoided making the mistakes he did?* (He could have taken time to find out more about a situation before taking action.)

Using Page 57

5 Number the events from the story in the order they happened.

- Read the directions aloud. Have volunteers read the events aloud. Ask: *What's happening in the first frame of the story?* (Captain Allsafe is flying over the city, and everything seems calm and quiet.) Have pupils work independently to order the events from first to last.

MONITOR | Review answers with the class. (Answers: 1 d, 2 e, 3 a, 4 g, 5 b, 6 c, 7 f)

ASSIST | Replay the audio as needed to help pupils understand story order.



Suggest that pupils write the labelled events on separate index cards and then arrange the cards in story order.

THINK BIG 21st Critical Thinking

- Read the directions aloud. Have pupils discuss their answers in pairs.

MONITOR | As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language. (Sample answers: 1 *Captain Allsafe doesn't want to go on holiday because he likes to feel useful. He is proud of what he does.*, 2 *If I were Captain Allsafe, I'd go on holiday. I think a rest would help me decide when people really need help.*, 3 *I would tell Captain Allsafe to talk to people before he helps them. He could make sure they really need help.*)



Have pupils tell or write stories about what happens when Captain Allsafe goes on holiday.

- Assign Activity Book page 46 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to role play interviews with one of the characters from the story: Captain Allsafe, the mum, dad, 'dinosaur' or one of the kids at the birthday party. Remind pupils to ask questions that begin with *who*, *what*, *where*, *when*, *why* and *how*. Encourage pupils to add details that are not in the story. Model questions and answers: Q: *What happened at your birthday party?* A: *Captain Allsafe ruined everything!* Q: *Who's Captain Allsafe?* A: *He's a superhero.* Q: *When did he arrive?* A: *When my Uncle Leo was dressed as a dinosaur. We were having a great time until Captain Allsafe tied up poor Uncle Leo!*

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Nouns: barbecue, birthday cake, city, dinosaur, fire, holiday, sausages, smoke, water

Verbs: blow out, bring out, fly, hear, put out, sausages, scream, take, throw, tie up

Adjectives: calm, quiet

21st Century Skills

Media Literacy
Problem Solving
Critical Thinking

Materials

Index cards

Audio track 2:16

Digital activities:
MyEnglishLab



Page 46

Answers on page 154

Summary

Superhero Captain Allsafe comes to the rescue – even when he isn't needed. At a children's birthday party, he ties up someone in costume. He blows out the candles on the cake and pours water on a barbecue. Finally, he agrees that he needs a holiday.

TEACHING TIP

Compound Words

Remind pupils that compound words are made up of two or more words, such as *superhero*, *everything*, *birthday* and *everyone*. Tell pupils they can guess the meaning of a compound word by combining the meanings of the words. Have pupils share other compound words they know.

2:16

4

Listen and read. What's wrong with Captain Allsafe?

CAPTAIN ALLSAFE TO THE RESCUE!

by Buster Marone

CAPTAIN ALLSAFE IS FLYING OVER THE CITY, LOOKING FOR SIGNS OF TROUBLE.

EVERYTHING LOOKS CALM AND QUIET IN OUR CITY – JUST AS IT SHOULD BE.



UNTIL...

WAIT! WHAT'S THAT? I HEAR CHILDREN. THEY'RE SCREAMING!



CAPTAIN ALLSAFE SEES SOMETHING HAPPENING BELOW.

THIS IS A JOB FOR CAPTAIN ALLSAFE! DON'T WORRY KIDS, I'LL SAVE YOU!



HEY! WHAT DO YOU THINK YOU'RE DOING?



♪ HAPPY BIRTHDAY TO... ♪



HEY!



CAPTAIN ALLSAFE, IF I WERE YOU, I'D THINK ABOUT HAVING A HOLIDAY.



ME? GO ON HOLIDAY?



IF I DID THAT, THE PEOPLE OF THIS CITY WOULDN'T BE SAFE!





READING COMPREHENSION

5 Number the events from the story in the order they happened.

- a Captain Allsafe ties up a 'dinosaur'.
- b Captain Allsafe sees a 'fire' and blows it out.
- c Captain Allsafe sees smoke. He throws water and puts out the 'fire', pouring water onto the barbecue!
- d Captain Allsafe is flying over the city and everything seems calm and quiet.
- e Captain Allsafe hears children screaming.
- f Captain Allsafe says that maybe he should go on a holiday.
- g A woman brings out a birthday cake.



**THINK
BIG**

Why doesn't Captain Allsafe want to go on holiday? If you were Captain Allsafe, would you go on holiday? Why? If you could give Captain Allsafe some advice, what would you tell him?

Language in Action



Listen and read. What would Ben and Alexa do if they had a certain super power?

Ben: I'm reading about this guy who can make objects move just by thinking about them. Isn't that cool?

Alexa: That's very cool. I wish I could do that.

Ben: Yeah? If you could move things with your mind, what would you do?

Alexa: I'd clean up my room – hands-free, no physical effort.

Ben: You're thinking too small, Alexa. If I had that power, I'd move our town closer to the beach.

Alexa: Oh! I like that. Then we could move all our friends' houses next to our houses.

Ben: Now you're getting the idea.



Practise the dialogue in 6 with a partner.



Listen and match. What would each person do? Make complete sentences.

go back in time	have any job
have anything to eat	talk to animals

1 If Maya could , she'd .

2 If Kelly could , she'd .

3 If Luke could , he'd .

4 If Daniel could , he'd .



Warm-Up

- Have pupils preview the pictures in Activity 8. Pupils can work in pairs to create sentences to describe each picture. One partner begins the sentence with one word; then each partner takes a turn adding one word at a time until they have complete sentences. Model: *This picture shows a Maths test with a good mark.* Have pairs compare their descriptions with other pairs' descriptions.



Have pupils choose one of the pictures and give one-word clues to a partner, who tries to guess which picture is being described.

Using Page 58

- 6** **2:18** Listen and read. What would Ben and Alexa do if they had a certain super power?

INVOLVE

Explain the lesson objective – pupils will read, listen to and practise a dialogue. Pupils will also listen to conversations about what people would do if they had super powers.

- Tell pupils they will listen to two friends -Ben and Alexa- talking about super powers.
- Read the directions. Play audio track 2:18 and have pupils listen and read along.

MONITOR

Ask questions to check for understanding. Encourage pupils to answer in complete sentences where appropriate. Ask: *What does Alexa wish she could do?* (She wishes she could move things with her mind.) *What would she do if she had that power?* (Her first idea is she would use it to clean up her room.) *What would Ben do if he had that super power?* (He would move their town closer to the beach.) *What idea does Alexa add to Ben's?* (They could move all their friends' houses next to theirs.)

- 7** Practise the dialogue in 6 with a partner.

- Read the directions aloud. Invite pairs to read the dialogue aloud, swap parts and repeat.

MONITOR

As pupils work, listen for proper pronunciation and appropriate intonation.

ASSIST

As you notice errors, say words or sentences correctly and have pupils repeat after you.

- 8** **2:19** Listen and match. What would each person do? Make complete sentences.

- Read the directions aloud. Have pupils look at each picture and describe it. Then have volunteers read the sentences aloud. Play audio track 2:19. Complete the first item as a class and then have pupils complete the activity independently.

MONITOR

Review answers as a class. (Answers: 1 If Maya could go back in time, she'd spend more time studying., 2 If Kelly could have any job, she'd be a doctor., 3 If Luke could have anything to eat, he'd have ice cream., 4 If Daniel could talk to animals, he'd know what Kiku was saying.)

- Assign Activity Book page 47 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils write sentences about what they'd do if they had one of the super powers described in this lesson. Then invite partners to interview each other about their super powers and plans.

OBJECTIVES

To talk about what people would do if they had super powers

To talk about what would happen if something else were true

To use unit language in context

Key Vocabulary

Nouns: mind, people, time

Verbs: able, have, move, read, travel

Adjectives: super

Materials

Audio tracks 2:18–19

Audioscript, pages T143–144

Digital activities: MyEnglishLab

AB

Page 47

Answers on page T154

OBJECTIVES

To use conditional sentences with *if* to talk about situations that are not true or contrary to fact

Key Vocabulary

Nouns: minds, star, super power

Verbs: be, breathe, choose, dream, explore, go, listen, make [up], meet, read [people's minds], stay

Materials

Newspapers, magazines and books

Slips of paper

Interactive activity / Game (eText)

Digital activities:
MyEnglishLab

AB

Pages 48–49

Answers on page pages T154–155

Warm-Up

- To get pupils ready for using sentences with *if* clauses, have them start thinking about things they would like to have or do (but haven't got or can't do now) and people they would like to be when they're older. Help them make a T-chart with the labels *Would like to* and *Then I could*. Provide some examples: *have a dog/teach him tricks; have superhuman strength/move my house to the beach; go on a holiday to Nepal/climb the Himalayas; be a film star/be recognised everywhere I go*. Have pupils prepare charts in small groups. Tell pupils they'll find out how to talk about what they've listed in this lesson.

Using Page 59

9 Choose the correct verbs to complete the sentences.

INVOLVE

Explain the lesson objective – pupils will use *if* clauses and result clauses in sentences to talk about what would happen if something were true.

- Have volunteers read the sentences in the first grammar box aloud.
- Review contractions that include *would* (*I'd, you'd, he'd, she'd, it'd, we'd, they'd*). Point out that these contractions combine a subject pronoun and the verb *would*.
- Read the directions aloud and complete Item 1 as a class. Then have pupils complete the activity independently.

MONITOR

Review the answers as a class. (Answers: 1 *could breathe, would explore, 2 owned, would ride, 3 ate, would be, 4 could read, would know*)



Point out that a result clause can come before an *if* clause. Model: *I would explore the bottom of the sea if I could breathe underwater*. Have pupils change the order of the clauses in Items 2–4. Ask: *How does the punctuation change when the order is switched?* (There's no need for a comma between the clauses when the *if* clause comes at the end of a sentence.)

10 Choose phrases from the box to complete the questions. Then answer the questions for you. Make complete sentences.

- Have volunteers read the questions and answers in the second grammar box aloud.
- Read the directions aloud and complete Item 1 as a class. Then have pupils complete the activity independently in their notebooks.

MONITOR

Invite volunteers to share their answers with the class. Check for correct use of *if* and result clauses. (Answers: 1 *where else would you be now? Pupil's own answer*, 2 *who would you like to meet? Pupil's own answer*, 3 *what would you dream about? Pupil's own answer*, 4 *whose mind would you read? Pupil's own answer*, 5 *when would you travel to? Pupil's own answer*)

- Assign Activity Book pages 48–49 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils write two or three sentences using this frame: *If I could..., I'd...*. Then have them write each clause on a separate slip of paper and mix up the slips. Suggest that pupils use what they listed on their charts for the Warm-Up activity. Challenge classmates to assemble the sentences.
- Have pupils play Unit 5, Game 1 on the eText.

if clause

If I **were** you,

If he **made** his bed every day,

If she **could have** one super power,

result clause

I'd **choose** something else.

his mum **would be** happy.

she'd **breathe** underwater.

Tip: Use *if* to talk about situations that are not true or contrary to fact. For example: *If I were you = I'm not you.*



9

Choose the correct verbs to complete the sentences.

- 1 If I (could breathe / would breathe) underwater, I (will explore / would explore) the bottom of the sea.
- 2 If I (owned / will own) a horse, I (would ride / will ride) it every day.
- 3 If you (ate / will eat) healthier food, you (are going to be / would be) stronger.
- 4 If we (can read / could read) people's minds, we (knew / would know) when they were lying.

If you **didn't have to go** to school, what **would** you **do** every day?

If I **didn't have to go** to school, I **would stay** home and **listen** to music all day.

If you **could go** anywhere, where **would** you **go**?

If I **could go** anywhere, I'd **go** to Paris.

10

Choose phrases from the box to complete the questions. Then answer the questions for you. Make complete sentences.

- 1 If you could be in two places at the same time, ?

Answer: ?

- 2 If you could meet a TV or film star, ?

Answer: ?

- 3 If you could make up your own dreams, ?

Answer: ?

- 4 If you could read people's minds, ?

Answer: ?

- 5 If you could travel through time, ?

Answer: ?

who would you like to meet?
whose mind would you read?
when would you travel to?
where else would you be now?
what would you dream about?

2:27

11

Listen and read. Which idea involves a computer reading your mind?

CONTENT WORDS

adhesive computer designer digital electrodes gecko technology tweet

Super Power... or Science?

Can scientists invent super powers? Read about ways in which humans are able to do things beyond what we think of as human abilities.

Wall Climbing

Have you ever seen a gecko climb up a wall and wondered why it didn't fall off? Geckos have got very sticky feet which keep them from slipping off the wall. If a human could climb like a gecko, it would seem like a super power. Scientists are experimenting with plastic to make an adhesive (a kind of glue) that will let humans climb up walls and they are close to working it out!

Think and Tweet

How would you like to be able to tweet without using a keyboard? Believe it or not, there's a scientist who's trying to make this possible! His experiment involves wearing a cap with electrodes. While wearing the cap, he concentrates on one letter at a time, spelling out his message on a computer screen – slowly! He's able to tweet eight letters a minute. But in the future, who knows?



All Digital, All the Time

Mark Rolston, a computer designer, thinks that computers, as we know them – a monitor, a keyboard, speakers – limit us. He believes that digital technology should be available to us everywhere. For example, in your kitchen, you should be able to watch the news on the kitchen table, make a video phone call on your refrigerator and read a recipe on the wall above your cooker. Would you like that?

12

Read 11 again and say **true**, **false** or **doesn't say**.

- 1 It's very possible that humans will soon be able to climb up walls.
- 2 Scientists are hopeful that soon they'll be able to 'think and tweet' a hundred letters a minute.
- 3 According to Mark Rolston, there are only a few things that digital technology can do for us at present.

Warm-Up

- Ask: *What can some animals do that people can't do?* Write answers on the board. (Sample answers: fly, live underwater, change their skin colour, live in very cold conditions) Say: *Something you can do is an ability. Animals have got some abilities that people haven't got. Science can help us develop new abilities.*
- Have pupils discuss how science can help people gain the animal abilities that are listed on the board. (Sample answers: People use planes to fly, diving equipment to stay underwater for a long time and clothing to change their appearance or tolerate the cold.)

Using Page 60

- 11** **2:21** Listen and read. Which idea involves a computer reading your mind?

INVOLVE Explain the lesson objective – pupils will read and talk about how science may be able to give people new abilities.

- Preview the article by having pupils read the Content Words aloud. Ask pupils to share their understanding of these words. Then have pupils describe what they see in each picture.
- Play audio track 2:21 and have pupils listen and read along.

MONITOR

Use questions to check for understanding. Ask: *What can a gecko do that people can't do?* (climb up walls) *How do geckos climb?* (They've got very sticky feet.) *How are scientists working to give people this ability?* (They are experimenting with plastic to make an adhesive that people can use to climb.) *What does 'Think and Tweet' refer to?* (sending a message without using a keyboard) *What does Mark Rolston believe about digital technology?* (It should be available to us everywhere.) *Which idea involves a computer reading your mind?* (Think and tweet.)

- **21st Technology Literacy** Explain that an electrode conducts electricity. The scientist who tweets by thinking places electrodes in a cap on his head. The electrodes detect electrical energy in the brain, which allows him to send messages without using his hands. Ask: *What other tasks might you do with this technology?*

ASSIST

Replay the audio as necessary. Have pupils locate each Content Word in the text and use context clues to determine its meaning.

- **21st Media Literacy** Encourage pupils to find out more information about computer designer Mark Rolston. Say: *There's also an actor named Mark Rolston. How can you use the internet to find out more information about the computer designer? How can you be sure you find information about the right Mark Rolston?* (Sample answers: Enter his name and the word 'computer' in a search engine./Read sites carefully to make sure you aren't reading about the actor.)

- 12** Read 11 again and say *true, false or doesn't say*.

- Read the directions aloud and have pupils work in pairs to find the answers.

MONITOR

Review answers as a class. (Answers: 1 true, 2 doesn't say, 3 false)

- Assign Activity Book page 50 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils draw cartoons that show people using one of the scientific advances described in the article. Post cartoons and ask the class to describe the scientific advance.
- Have pupils view the Unit 5 video segment. Use the Video Guide.

OBJECTIVES

To read and talk about scientific advances that seem like super powers

To read and understand a science text

Content Words

adhesive, computer designer, digital, electrodes, gecko, technology, tweet

21st Century Skills

Technology Literacy
Media Literacy

Materials

Phones or video cameras

Audio track 2:21

Video (eText)

Interactive activity (eText)

Digital activities:
MyEnglishLab

AB

Page 50

Answers on page T155

TEACHING TIP

Intonation

Reading aloud can help pupils practise intonation. After pupils have listened to audio track 2:21, encourage them to take turns reading the article aloud in small groups. Model different intonation for the questions and answers. If possible, allow pupils to record their readings and compare their recordings with the audio.

OBJECTIVES

To read and talk about superheroes from different cultures

To connect a text to personal experiences

Content Words

android, armour, bolt of lightning, meteorite, reflexes

21st Century Skills

Media Literacy

Critical Thinking

Materials

Index cards

World map or globe

Phones or video cameras (optional)

Audio track 2:23

Digital activities:
MyEnglishLab

AB

Page 51

Answers on page T155

TEACHING TIP


Recognising Sentence Fragments

Point out that the phrases in the bulleted lists of powers on these cards aren't complete sentences. Ask pupils to turn each fragment into a sentence by adding a subject. Model: *Cat Girl Nuku Nuku is a highly advanced android. Meteorix has got superhuman strength.*

Warm-Up

- Ask: *Who in our class has got the super power of mind reading?* Have pupils play a mind-reading game to find out. Write these vocabulary items on the board: *android, armour, bolt of lightning, meteorite, reflexes*. Have pupils create vocabulary cards for the words and take turns choosing and thinking about one card. Partners try to guess which card their partner picked. Find out which pupil(s) got the most correct guesses out of five or ten attempts.

Using Page 61

- 13  2:23 Listen and read. Which hero comes from a country that is an island?

INVOLVE

Explain the lesson objective – pupils will read and talk about superheroes from different cultures.

- Ask pupils to preview the article by looking at the 'cards' and describing each superhero. Then encourage them to identify similarities and differences. Encourage pupils to listen for and note down the vocabulary items they used for the Warm-Up activity.
- Play audio track 2:23 and have pupils listen and read along. Pause after each superhero 'card' and have pupils explain the superhero's abilities.

MONITOR

Ask questions to check comprehension: *What does Cat Girl Nuku Nuku do when she isn't fighting crime?* (She's a pupil.) *What happens when Meteorix swallows a meteorite?* (His body is covered with blue armour.) *How can Bantul move things?* (He can move things by blowing air from his mouth.) *Which hero comes from a country that's an island?* (Cat Girl Nuku Nuku comes from an island.)

ASSIST

Replay the audio as needed. Answer any questions about vocabulary or grammar structures. Say: *An android is a robot that looks like a human. Reflexes are reactions. Armour is a hard covering that keeps someone safe from harm. A meteorite is a rock from outer space.*

- Have pupils use a world map or globe to locate the places described in the article: India, Japan, Mexico.

CHALLENGE

Encourage pupils to provide definitions for the vocabulary items. Ask: *What clues did you use to help you determine the meanings?* Remind pupils to consult a dictionary if they're not sure about specific word meanings.

- 21st **Media Literacy** Point out that most superheroes have got a 'superhero name' and an 'everyday name'. Ask: *Why do superheroes need to have two names?* (Sample answer: They need to hide their powers so that they fit in with others. They need a special name for when they transform into a hero.)

- 14 Read 13 again. Which hero or heroes...

- Read directions aloud and have pupils complete the activity independently.

MONITOR

Check answers as a class. (Answers: 1 Bantul the Great, Cat Girl Nuku Nuku, Meteorix, 2 Cat Girl Nuku Nuku, 3 Meteorix, 4 Bantul the Great)

THINK BIG 21st Critical Thinking

MONITOR

- Read the directions and questions aloud. Have pupils work in pairs to ask and answer the questions.

Listen for proper pronunciation, appropriate intonation and correct use of language as pupils discuss the superheroes and their abilities.

- Assign Activity Book page 51 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils role play a scene with one of the superheroes described from the article. Suggest that they show how the superhero changes from an everyday person into a superhero and then uses his or her powers to help someone. If possible, record scenes using phones or video cameras.

2:23

13

Listen and read. Which hero comes from a country that is an island?

SUPERHEROES FROM DIFFERENT CULTURES

Superheroes come with all kinds of talents and abilities. And they come from all over the world. Take a look at some of them!

Superhero name:
Bantul the Great

Everyday name:
Bantul

Everyday occupation:
Various odd jobs

Country of origin: India

Powers:

- is extraordinarily strong
- can move big things by blowing air from his mouth
- has got hair so tough that each strand is like a thorn



Superhero name:

Cat Girl Nuku Nuku

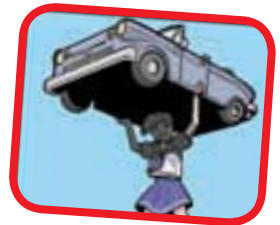
Everyday name: Atsuko
'Nuku Nuku' Natsume

Everyday occupation:
Pupil

Country of origin: Japan

Powers:

- is a highly advanced android
- has got the reflexes and senses of a cat
- has got superhuman strength



Superhero name:

Meteorix

Everyday name:
Aldo

Everyday occupation:
Pupil

Country of origin: Mexico

Powers:

- has got superhuman strength
- can throw bolts of blue lightning
- can cover himself with blue armour by swallowing a meteorite



14

Read 13 again. Which hero or heroes...

- 1 can move very heavy things?
- 2 is like a cat?
- 3 can eat hard stone from outer space?
- 4 has got thick, strong hair?

**THINK
BIG**

Do you know any other superheroes? What are some of their powers and special skills?

Why do you think people like to read stories about superheroes?

Writing | Character traits

- 15** Create and describe a superhero character of your own. Use the questions to help you. Take notes and discuss with a partner.

- What are your character's superhero and everyday names?
- What is his or her everyday occupation?
- What is his or her country of origin?
- In what time period does your character live?
- What does he or she look like?
- Has he or she got a family? If so, describe each member.
- What are your character's super powers?
- What is your character's mission?



- 16** Use your answers in **15** to copy and make a card about your character in your notebook. Draw a picture.

Superhero name: ?

Everyday name: ?

Everyday occupation: ?

Country of origin: ?

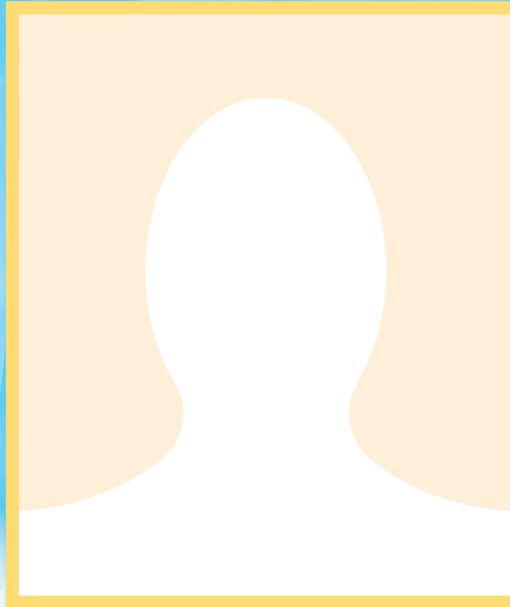
Time period: ?

Description: ?

Family: ?

Super powers: ?

Mission: ?



- 17** Swap and talk about your superhero cards. Which ones do you like best?

Warm-Up

- Have pupils play *Twenty Questions* (see *Game Bank*, page T137, for details) to guess superheroes. Pupils take turns pretending to be a superhero and classmates ask *yes/no* questions to try to guess the superhero. Model sample questions: *Can you fly? Are you very strong? Do you wear a cape?*

Using Page 62

- 15** Create and describe a superhero character of your own. Use the questions to help you. Take notes and discuss with a partner.

INVOLVE

Explain the lesson objective – pupils will create and then write about superheroes.

- Read the directions and questions aloud. Then have pupils work in pairs, taking turns asking and answering questions. Tell pupils to take notes.

MONITOR

Have volunteers share their answers.

ASSIST

Provide new vocabulary as needed. Use simple language and gestures to define unfamiliar terms in the questions. Say: *An occupation is a job. A country of origin is the country where someone was born. A mission is a calling, something that a person feels he or she must do.* To help pupils come up with super powers, remind them about the amazing things that animals can do and people can't (page 60). Suggest that they create superheroes with abilities animals have got.

- 16** Use your answers in 15 to copy and make a card about your character in your notebook. Draw a picture.

- Read the directions aloud. Have pupils use the superhero cards on page 61 as models. Then have them work independently to complete their cards.

MONITOR

Check that pupils have completed each item on their card.

ASSIST

Provide pupils with vocabulary as needed to describe their characters.



Have pupils create cards for existing superheroes. Provide them with comic books or other source materials for information.

- 17** Swap and talk about your superhero cards. Which ones do you like best?

- Read the directions aloud. Have pupils work in small groups to swap and talk about cards.

MONITOR

Gently correct any errors in use of language as pupils discuss their cards.

- Assign Activity Book page 52 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils create superhero challenges. Two pupils describe their superheroes. Another two pupils describe a situation, such as putting out a forest fire, stopping corruption, etc. One or more pupils act as judge to decide which superhero would be best suited for the situation. Model a situation and the best choice: *Imagine there was a giant storm and trees were falling everywhere. If Tim's and Martina's superheroes were there, which one would be the most helpful? If Martina's superhero were there, he could run like lightning from tree to tree. He could make sure each tree fell safely.*

OBJECTIVES

To create and then write about a superhero

To write about character traits

21st Century Skills

Environmental Awareness

Materials

Comic books or other source materials about superheroes

Digital activities:
MyEnglishLab

AB

Page 52

Answers on page T155

TEACHING TIP

21st Environmental Awareness

Encourage pupils to think of ways superheroes could help improve the environment.

Say: *Make a list of problems that a superhero might help with, such as pollution, endangered animals or lack of water.* Have pupils choose abilities for the superheroes that will help them solve one of these environmental problems.

OBJECTIVES

To learn about the importance of taking positive steps for the future

To create a page for a class book of positive actions for the future

21st Century Skills

Global Awareness
Critical Thinking

Materials

Magazines
Art supplies
Digital activities:
MyEnglishLab

TEACHING TIP

21st Global Awareness

Say: *Positive steps for the future can help the entire planet. But you can't be everywhere at once. Write the slogan 'Think globally, act locally' on the board and ask pupils to explain what it means. (Sample answer: We need to think about the future of the entire planet but the best way to make changes for the future is to take smaller steps where we live.)*

Warm-Up

- Write the word *Problems* on the board. Help pupils create a word web to list problems on our Earth today that people can do something about, such as pollution, not enough fuel, too many trees being cut down, etc., and things people can do to help. Encourage pupils in small groups to discuss the webs, talking about both the problems and the solutions.

Using Page 63

- 18** In real life, no one has super powers. But there have been some super achievements. Discuss them with a partner and decide which three are the greatest.

INVOLVE Explain the lesson objective – pupils will talk about taking positive steps for the future of our world. Then they'll create a page for a class book with their best ideas for positive steps.

- Read the directions aloud. Have pupils discuss in pairs the list and decide which three are the greatest.

MONITOR Check that pairs identify three achievements. Then poll the class to see which ones the class thinks are the greatest.

ASSIST Provide pupils with definitions as needed. Say: *To prevent means to stop.* Encourage pupils to give reasons for their choices. Model: *I think that Number 47 is one of the greatest achievements. We use water every day to stay clean, to cook and to drink. I can't imagine life without clean water at home and at school.*

- 19** Make a list of three positive steps you could take to help with the future of our world. Discuss them with a partner and choose the best one.

- Read the directions aloud. Have pupils work independently to write three positive steps. Then have pupils decide in pairs which of their steps is best.

MONITOR Check that pupils use *if* clauses correctly to talk about what they would do.

ASSIST Provide pupils with examples of positive steps they might take. Model: *If I could do three things to help improve the world, I'd help protect animals that are in danger, I'd plant trees to help make the air cleaner and I'd work to make computers cheaper so everyone in the world could share ideas.*

THINK BIG 21st Critical Thinking

- Read the questions aloud and encourage pupils to express themselves as best they can. Write their answers on the board. Then place pupils in small groups to discuss the questions and write their answers in their notebooks.

MONITOR Check for proper use of grammar and vocabulary.

- 20** Create a page for a class book about positive steps for the future. Share your page with the class.

- Read the directions and steps aloud.
- Have pupils complete their pages independently. Then have pupils collaborate and review one another's work before deciding on the best way to organise their class book and a title for it.

MONITOR Check that pupils' pages describe a positive step for the future clearly. Invite pupils to share and talk about their pages.

ASSIST Encourage pupils to use pictures from magazines and newspapers to illustrate their page. Help them use the target language correctly.

Application and Practice Activity

- Have pupils collect their pages and create a class book. Encourage them to choose an appropriate title and cover illustration. Make the book available to other classes or share it with parents during school conferences.

- 18** In real life, no one has super powers. But there have been some super achievements. Discuss them with a partner and decide which three are the greatest.

We have...

- | | |
|--|-----------------------------------|
| 1 visited the moon. | 2 invented alphabets and writing. |
| 3 invented hot-air balloons and aeroplanes. | 4 mapped the stars. |
| 5 found ways to prevent and cure many diseases. | 6 learnt how to use electricity. |
| 7 created systems that bring clean water into homes. | 8 invented the internet. |

- 19** Make a list of three positive steps you could take to help with the future of our world. Discuss them with a partner and choose the best one.

If I could do three things to help improve the world, I would... ?

THINK BIG

Why is it important to think about the future of the world now? What can you do to help people start thinking about our world's future?

If I could do one thing, I'd help clean up our oceans and seas!

PROJECT

- 20** Create a page for a class book about positive steps for the future. Share your page with the class.

- 1 Create a page for your best positive step for the future from **19**.
- 2 Draw pictures or use pictures from magazines to illustrate it.
- 3 Show your page and talk about why the step is important.



Listening and Speaking

2:24



Listen, read and repeat.

- 1 walked **ed** 2 cleaned **ed** 3 painted **ed**

2:25



Listen and blend the sounds.

- | | | | |
|--------------|---------|--------------|---------|
| 1 w-a-tch-ed | watched | 2 cl-i-mb-ed | climbed |
| 3 w-a-n-t-ed | wanted | 4 l-oo-k-ed | looked |
| 5 c-a-ll-ed | called | 6 e-n-d-ed | ended |

2:26



Listen and chant.

We walked in the jungle
And we climbed trees
Which ended in the sky!
We looked at birds
And we wanted to fly!



24

Conduct an interview.

act in a film with any actor	become invisible
have any kind of pet	live anywhere
move things with your mind	sing with any musician or band
travel anywhere in the world	

- 1 Choose a classmate to interview.
- 2 Ask him/her questions using the ideas in the box. Note down their answers.



If you could travel anywhere in the world, where would you go?

If he could travel anywhere in the world, he'd go to Argentina to see the penguins.

I'd go to Argentina. I'd love to see the penguins!



Warm-Up

- Create a three-column chart to brainstorm topics. Label the columns: *Bands or Musicians*, *Pets*, *Actors*. Have pupils take turns adding words or names to the chart. Provide pupils with words as needed. Challenge the class to list at least ten items in each column. Tell pupils they'll use the chart to help them with a later activity (Activity 24).

Using Page 64

21 2:24 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify the letters and distinguish between the sounds /t/, /d/ and /id/ individually and as part of words. Then they'll review talking about what they'd do in different unreal situations.

- Read the directions aloud. Play audio track 2:24 and have pupils listen and point to each sound as it's said. Have pupils repeat.

MONITOR

As pupils repeat, check they're pointing to the correct sound and listen for correct pronunciation.

22 2:25 Listen and blend the sounds.

- Read the directions aloud. Play audio track 2:25 and have pupils listen and point to each item as it's sounded out and blended on the audio.

MONITOR

As pupils repeat, check they're pointing to the correct word and listen for correct pronunciation and appropriate intonation.

- Replay the audio as needed.

23 2:26 Listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books.
- Play audio track 2:26 and have pupils listen. Replay several times and encourage them to join in.

MONITOR

As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and correct use of language.

24 Conduct an interview.

- Read the directions and steps aloud. Have two volunteers read the speech bubbles aloud. Read the phrases in the box aloud.
- Have pupils interview their partners.

MONITOR

Check that pupils know how to form each question properly before interviewing classmates. Encourage pupils to use complete sentences as they ask and answer questions.

ASSIST

Provide pupils with vocabulary as needed. Make sure pupils understand each situation they're asked about.

- Provide a world map or globe to help pupils complete two of the sentences about travel and places to live.

CHALLENGE

Encourage pupils to add one more situation to the first column of the chart. Model: *If I could be in two places at once ... ; If I could run at lightning speed ... ; If I could meet any character from a film ...*

Application and Practice Activity

- **21st Media Literacy** Draw a quick sketch of a person thinking. Use a cloud-shaped speech bubble. Say: *In comics, a speech bubble in the shape of a cloud or thought bubble, shows what a character is thinking.* Have pupils draw cartoons with a character and a thought bubble. Model: *If Paul could have any job, he'd be a famous basketball player.* A cartoon would show Paul and a thought bubble with an illustration of a famous basketball player. Invite pupils to share their cartoons with the class and then display them in the classroom.

OBJECTIVES

To identify and say the letters and sounds /t/, /d/ and /id/ individually and as part of words

To talk about what they would do in different situations

To talk about unreal situations

21st Century Skills

Media Literacy

Materials

World map or globe

Audio tracks 2:24–26

Digital activities:
MyEnglishLab

TEACHING TIP

Commonly Confused Words

Remind pupils that many words are easy to confuse because they're very similar, such as *could* and *would*. Encourage pupils to keep lists of words that are easily confused. For each word, pupils can write a definition and sample sentence. Ask pupils to share any strategies they use to help them distinguish between these words.

OUTCOMES

Pupils can talk about what they would do in different situations.

Pupils can talk about unreal situations.

21st Century Skills

Self-Direction

Materials

Game (eText)

Digital activities:
MyEnglishLab

AB

Page 53

Answers on page T155

TEACHING TIP

Ending a Unit

Have pupils help out by taking down the bulletin-board display to prepare for the next unit. As pupils do this, encourage them to share what they have learnt by using or creating each one. Allow pupils to take home and share with their families what they made for the displays.

Warm-Up

- Have pupils create word puzzles by writing sentences, leaving blanks for unit vocabulary words. Challenge classmates to guess the words that belong in the blanks. Model: *If I could ... people's minds, I would always know what my mum is really ...*

Using Page 65

- 25** Complete the sentences with the correct phrases from the box.

INVOLVE Explain the lesson objective – pupils will review the vocabulary and grammar they have learnt in Unit 5.

- Read the directions and words or phrases in the box aloud. Have pupils complete the activity independently.

MONITOR Review the answers as a class. (Answers: 1 read my mind, 2 be invisible, 3 had superhuman strength, 4 travel through time, 5 run at lightning speed, 6 fly)

- 26** Complete the sentences using the words or phrases in brackets and your own information.

- Read the directions aloud. Complete the first item as a class.
- Have pupils complete the activity independently in their notebooks.

MONITOR Check answers as a class. (Sample answers: 1 If I could fly, I'd visit my relatives in Singapore., 2 If I could become invisible, I'd watch what happens in the head teacher's office., 3 If I could have superhuman strength, I would carry my friends all the way to school on my back., 4 If I could run at lightning speed, I would run a marathon – and win!, 5 If I could travel through time, I'd visit my own future., 6 If I could read people's minds, I would pass my exams., 7 If I could be a scientist, I'd create a time machine, 8 If I could be older, I would stay out late., 9 If I could meet someone from the past, I'd like to meet Tesla., 10 If I could be a famous person for a day, I'd give interviews and be on TV.)

ASSIST Provide the first part of each sentence. Model: *If I could become invisible, I would ...*



Provide pupils with choices to complete each sentence. Model: *If you could have superhuman strength, would you carry people, lift buildings or move cars?*

I Can

- 21st Self-Direction** This section asks pupils to assess their own learning and think about their progress. Explain that pupils should read the *I Can* bullets carefully and copy the skills they feel they can do into their notebooks.
- Assign Activity Book page 53 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils work in small groups and list superhuman powers from the unit. Then have them use the powers to complete the sentence frame: *If I could ..., I'd ...*. Have pupils write the frames again but, this time, just list the second part of the sentence. Tell groups to swap with another group, which then fills in the first part of the sentence. Have the two groups compare what they wrote. Are the super powers they listed the same?
- Have pupils play Unit 5, Game 2 on the eText.

25 Complete the sentences with the correct phrases from the box.

be invisible
read my mind

fly
run at lightning speed

have superhuman strength
travel through time

- 1 If you could **?**, you'd know what I'm thinking right now.
- 2 I wish I could **?** right now. I don't want anyone to see me.
- 3 In the film, the hero **?** so he lifted the car off the railway track.
- 4 In the story, the character could go back to the past. He could **?**.
- 5 He's a gold medallist in athletics. He can practically **?**!
- 6 If we could **?**, we wouldn't need to spend money on plane tickets!

26 Complete the sentences using the words or phrases in brackets and your own information.

1 (fly)

If I **?**, I **?**.

2 (read people's minds)

If I **?**, I **?**.

3 (become invisible)

If I **?**, I **?**.

4 (be a scientist)

If I **?**, I **?**.

5 (have superhuman strength)

If I **?**, I **?**.

6 (be older)

If I **?**, I **?**.

7 (run at lightning speed)

If I **?**, I **?**.

8 (meet someone from the past)

If I **?**, I **?**.

9 (travel to the future)

If I **?**, I **?**.

10 (be a famous person for a day)

If I **?**, I **?**.

I Can

- talk about what I would do in different situations.

- answer questions about unreal situations.

unit 6

THE COOLEST SCHOOL SUBJECTS

Objectives

Vocabulary

- To talk about school subjects and what we learn

Reading

- To identify important ideas in literature ('The Judgment of Paris')
- To use reading strategies to comprehend and appreciate a selection

Grammar

- To compare amounts with *more ... than/fewer ... than/less ... than*
- To compare amounts with *the most / the fewest / the least*

Content Connection

- Science:** To learn about the slowest animal and the largest meat-eating plant

Culture Connection

- Around the World:** To read about the legacies of ancient civilisations

Writing

- To write a play based on a story

Life Skills

- To learn about the importance of appreciating school

Project

- To make a book of ancient Greek names that are used today

Listening and Speaking

- To identify and say the letters and sounds *er* and *est* individually and as part of words; to compare things

Think Big

- To develop 21st century skills and 'bigger picture' thinking

Key Vocabulary

School Subjects	Things We Learn about in School	Expressions	Content Words
Art	artists	a promise is a promise	algae
English	athletics	as it turned out	carnivore
Literature	democracy	Let me see.	cultivation
Maths	grammar	Seriously?	digest
Music	legends	sounds familiar	equivalent
P.E.	mammals	sounds like fun	herbal
Science (Biology)	murals	Speaking of...	remedy
Social Science		study group	herbivore
			influence
	myths		inspiration
	plants		legacy
	playwrights		nectar
	prime		nutrients
	numbers		protein
	vocabulary		revolution
			sloth
			terraced
			farming

Materials

Pupil's Book, Unit 6

- ☐ Main unit, pages 66–77
- ☐ Checkpoint Units 4–6, pages 78–81
- ☐ Cutouts for Checkpoint, Activity Book, page 123
- ☐ Class Audio CD, Tracks 2:27–42

Activity Book, Unit 6

- ☐ Main unit, pages 54–63
- ☐ Checkpoint Units 4–6, pages 64–65
- ☐ Extra grammar practice, page 103
- ☐ Class Audio CD, Tracks 2:30–38

Assessment

- ☐ Unit 6 Practice test
- ☐ Unit 6 Unit test
- ☐ Unit 6 Oral assessment
- ☐ Review test Units 4–6

Additional Materials

- ☐ Video (eText), Unit 6
- ☐ Interactive activities (eText), Unit 6
- ☐ Digital activities (MyEnglishLab), Unit 6

Unit Opener Activities

Family Connection

Have pupils tell their families that they're learning about *the coolest* school subjects. Tell them to share superlatives from the unit like *coolest, biggest, earliest, smallest, slowest* and *strangest*. Encourage pupils and their families to find superlatives in newspapers, films and websites. Tell pupils to interview family members to find out what school subjects they think are the coolest and then to share them with the class.

Superlative Subjects Bulletin Board

Create a bulletin-board display titled *Superlative Subjects*. Attach seven paper rectangles in different colours and label them: *Art, English, Literature, Maths, P.E., Science, Social Science*. Throughout the unit, invite pupils to add specific topics to each subject category, including both the topic and a superlative. Model: *Art – The oldest paintings are in caves. Maths – The biggest number is infinity*. Pupils can add pictures or hand-drawn cartoons to illustrate sentences.

Checkpoint Activities | Units 4–6

Pupil's Book, pages 78–81, AB123

Guide pupils in discussions (spontaneous class, group or pair) that enable them to put the vocabulary and structures they've learnt into practice. Encourage pupils to assess themselves on how well they've learnt the material. As they do, pay attention to their performance and target areas that need more practice before moving on to the next part of the lesson.

Activity Book, pages 64–65

THINK BIG Songs are a key feature in the Units 4–6 Checkpoint. First pupils use background knowledge and creativity to identify and categorise information. They then use synthesis skills to discover and write about the characteristics and interests of a superhero. After analysing the information, pupils compose a song about their chosen superhero, using supplied sentences in combination with their own ideas. Finally, pupils can collaborate and share their work in groups or pairs.

unit 6 THE COOLEST SCHOOL SUBJECTS

3 Listen. A group of pupils is putting on a game show. Copy the chart and complete it as you listen.

artist	democracy	mammal	meat-eating plant
Olympic Games	playwright	prime numbers	speakers of English

1 Read. Match what you learn to the school subject where you learn it. Listen to check.

Things we learn about	School subject
1 Shakespeare	a Maths
2 democracy	b PE
3 sloths and pitcher plants	c English
4 sports and athletics	d Literature
5 vocabulary and grammar	e Science: Biology
6 prime numbers	f Social Science
7 murals	g Art

2 Look at the list. Find the school subjects you have and add two more. Then discuss the questions with a partner.

- Which of these subjects is your favourite? Why?
- Name some things you learn about in this subject.
- Which subject is the most difficult for you? Why?

Maths	PE
English	Science
Social Science	Art
Literature	?

	What each question is about	School subject
1	the earliest ?	?
2	the greatest ?	?
3	the earliest form of ?	?
4	the ten smallest ?	?
5	the slowest ?	?
6	the biggest ?	?
7	the most ?	?
8	Mexico's greatest mural ?	?

4 Have your own game show! Work in small groups. Follow the steps.

- Choose your roles: Assign a game show host and contestants.
- The host should use his/her notes from the chart above to ask the contestants questions.
- See who gets the most correct answers.
- Having fun? Take turns being the host. Use other information from your own lessons to ask more questions.

This is a Social Science question. Ready? Where were the earliest Olympic Games held?

They were held in Greece!

THINK BIG Which three school subjects do you think are the most important? Why?

Warm-Up

- Have pupils play *Twenty Questions* (see *Game Bank*, page T137) to begin using superlative adjectives about school subjects. Write these adjectives on the board: *coolest, hardest, most interesting, best, worst*. One pupil thinks of a school subject that can be described using one of these adjectives. Classmates then take turns asking *yes/no* questions in order to guess the secret subject. Model: *Is it your hardest subject?* (no) *Is it your best subject?* (yes) *Is it music?* (yes)

Using Page 66

- 1 2:27 Read. Match what you learn to the school subject where you learn it. Listen to check.

INVOLVE Explain the lesson objective – pupils will read and talk about what they learn in different school subjects. Point to the column labelled ‘Things we learn about.’ Say: *You may not know all of the topics but you can guess.*

- Have pupils read the headings of the two columns aloud. Then have volunteers read the items in each column aloud. Ask pupils to complete the activity independently.
- Read the directions aloud. Play audio track 2:27 and have pupils listen and check their answers.

MONITOR Check answers as a class. (Answers: 1 d, 2 f, 3 e, 4 b, 5 c, 6 a, 7 g)

ASSIST Replay the audio as needed. Use simple language and the images on the page to explain unfamiliar words.



Say P.E. stands for *Physical Education*. Some schools also call this subject gym.

- 21st Global Awareness** Ask: *How did Social Science get its name?* (Sample answer: Social Science includes the study of social relationships and society. It includes topics about how and why people come together and includes subjects like history, government, economics, geography and anthropology.) Explain that the word *social* comes from the Latin word that means ‘living with others’.

- 2 Look at the list. Find the school subjects you have and add two more. Then discuss the questions with a partner.

- Read the directions, questions and subjects aloud. Have pupils complete the first part of the activity independently before they discuss the questions with a partner.

MONITOR Be sure pupils check school subjects that they're currently taking. Check their pronunciation, intonation and use of language as they answer the questions and name what they learn about.

ASSIST Provide pupils with vocabulary as needed. You may wish to include a list of topics for pupils to use if they're having trouble naming what they learn. (Sample topics: Maths – fractions, percentages; English – verbs, nouns; Social Science – kings, explorers; Literature – short stories, plays; P.E. – basketball, football; Science – Earth, animals; Art – painting, sculpting)

Using Page 67

- 3  Listen. A group of pupils is putting on a game show. Copy the chart and complete it as you listen.

- Read the directions aloud. Read the phrases in the box aloud. Play audio track 2:28 and have pupils listen and complete the activity independently in their notebooks.

MONITOR Check answers as a class. (Answers: 1 Olympic Games, Social Science, 2 playwright, Literature, 3 democracy, Social Science, 4 prime numbers, Maths, 5 mammal, Biology, 6 meat-eating plant, Biology, 7 speakers of English, Social Science, 8 artist, Art)

ASSIST Point out that the school subjects needed to complete the second column of the chart are listed in Activities 1 and 2.

- 4 Have your own game show! Work in small groups. Follow the steps.

- Read the directions and steps aloud. Say: *The host runs the game show. The contestants are the players.* Have two volunteers read the speech bubbles aloud. Then have pupils perform their game show in groups.

MONITOR Listen for proper pronunciation, appropriate intonation and correct use of language.

ASSIST To be sure all pupils participate, have game show hosts ask specific players questions.

THINK BIG 21st Communication

- Read directions aloud and have pupils discuss in pairs.

CHALLENGE Have pupils tell the class their partner's preferences.

- Assign Activity Book pages 54–55 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils write additional questions that can be used in the class game show. Encourage them to include questions that relate to the seven school subjects named on page 66.
- Allow pupils to create recordings or videos of their game shows. Encourage pupils to use sound effects, music, set design and costumes to create the feeling of a game show.

OBJECTIVES

To talk about and describe school subjects

Key Vocabulary

Nouns: Art, artist, athletics, democracy, English, grammar, Literature, mammal, Maths, murals, P.E., plants, playwright, prime numbers, Science (Biology), Social Science, sports, vocabulary

21st Century Skills

Global Awareness
Communication

Materials

Audio tracks 2:27–28

Audioscript, pages T144–145

Phones or video cameras (optional)

Interactive activities (eText)

Digital activities:
MyEnglishLab

AB

Pages 54–55

Answers on page T155

TEACHING TIP

Unit Topics

Tell pupils they'll learn more about some of the topics introduced in this lesson, like sloths and pitcher plants, later in this unit. For a preview, refer pupils to the article on page 72.

unit 6

THE COOLEST SCHOOL SUBJECTS

2:27

1

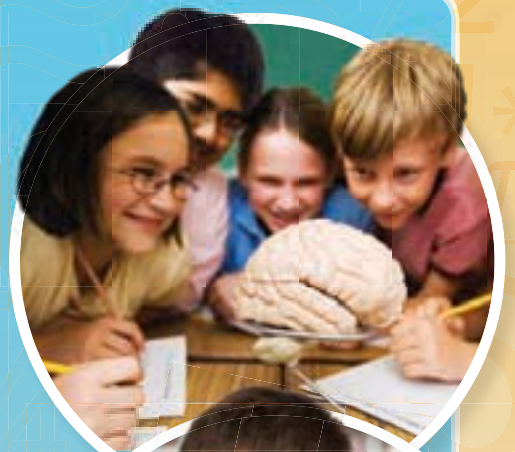
Read. Match what you learn to the school subject where you learn it. Listen to check.

Things we learn about

- 1 Shakespeare
- 2 democracy
- 3 sloths and pitcher plants
- 4 sports and athletics
- 5 vocabulary and grammar
- 6 prime numbers
- 7 murals

School subject

- a Maths
- b P.E.
- c English
- d Literature
- e Science: Biology
- f Social Science
- g Art



2

Look at the list. Find the school subjects you have and add two more. Then discuss the questions with a partner.

- Which of these subjects is your favourite? Why?
- Name some things you learn about in this subject.
- Which subject is the most difficult for you? Why?

Maths

P.E.

English

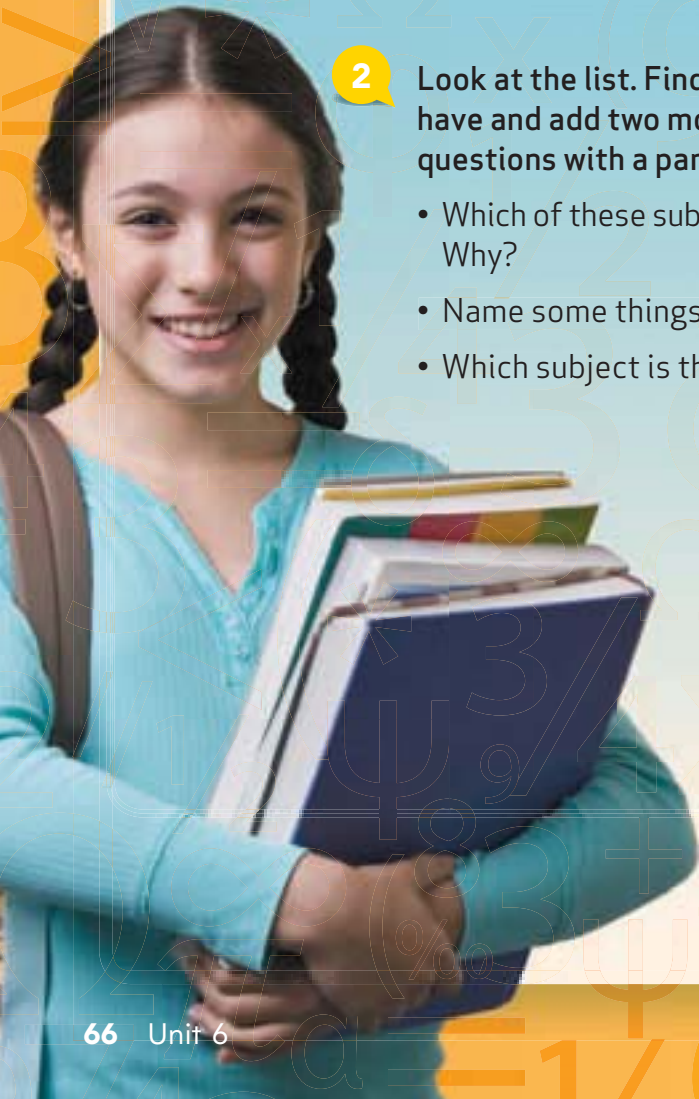
Science

Social Science

Art

Literature

?



2:28

3

Listen. A group of pupils is putting on a game show. Copy the chart and complete it as you listen.

artist
Olympic Games

democracy
playwright

mammal
prime numbers

meat-eating plant
speakers of English



	What each question is about	School subject
1	the earliest ?	?
2	the greatest ?	?
3	the earliest form of ?	?
4	the ten smallest ?	?
5	the slowest ?	?
6	the biggest ?	?
7	the most ?	?
8	Mexico's greatest mural ?	?

4

Have your own game show! Work in small groups. Follow the steps.

- 1 Choose your roles: Assign a game show host and contestants.
- 2 The host should use his/her notes from the chart above to ask the contestants questions.
- 3 See who gets the most correct answers.
- 4 Having fun? Take turns being the host. Use other information from your own lessons to ask more questions.



This is a Social Science question.
Ready? Where were the earliest
Olympic Games held?

They were held
in Greece!



**THINK
BIG**

Which three school subjects do you think are the most important? Why?

2:29

5 Listen and read. What decision did Paris have to make?

The Judgment of Paris

A GREEK MYTH

retold by Sam Riley

Once upon a time, the Greek goddesses Hera, Aphrodite and Athena were arguing about who among the three of them was the fairest – or the most beautiful – goddess on Mount Olympus. They needed some help so they chose Paris, the youngest son of King Priam of Troy, to be the judge. Of course, it wasn't a very objective process. All three goddesses offered Paris the best gift they could offer in order to make Paris decide in their favour. Athena, the Greek goddess of wisdom and knowledge, offered Paris wisdom; Hera, the wife of Zeus, offered him power. But in Paris's mind, Aphrodite, the goddess of love and beauty, gave the best offer of all: she would give Paris the most beautiful woman in the world. So Paris made his decision: The fairest goddess on Mount Olympus was Aphrodite. He gave her a golden apple which had this inscription: 'To the fairest'.

But Aphrodite didn't tell Paris that there was a problem with her offer. As it turned out, the most beautiful woman in the world wasn't free. Helen, Queen of Sparta, was the most beautiful woman in the world at the time and King Menelaus was her husband. But a promise is a promise. Besides, Aphrodite was the goddess of love; with her power, she could make anyone fall in love.

So Aphrodite sent Paris to Sparta, where King Menelaus and Queen Helen welcomed him. Aphrodite kept her promise. She made Helen fall in love with Paris and the two ran away to Troy, where Paris lived. King Menelaus was, of course, furious. He asked all the best Greek warriors to help him get Helen back. In response, more than a thousand Greek ships and a hundred thousand Greek soldiers set sail for Troy. And that was how the Trojan War began.

READING COMPREHENSION

6 What did the goddesses offer to Paris to make him judge in their favour?

- 1 Athena ?
- 2 Hera ?
- 3 Aphrodite ?

7 Answer the questions.

- 1 Whose offer did Paris accept?
- 2 What was the problem with Aphrodite's offer?
- 3 How did Aphrodite keep her promise to Paris?
- 4 How did the Trojan war begin?

THINK BIG

If you were Paris, would you agree to be the judge of this contest? Why/Why not? Whose gift would you accept? Why? What does Paris' choice show about him as a person?

68 Unit 6

Unit 6 69

Warm-Up

- Say: A judgment is a decision. Have the class practise making judgments by holding a *Cutest Contest*. Give each pupil or team a magazine and challenge them to find the cutest picture. Say: *Your picture might show a person, a baby, an animal or any other cute image*. If pupils are using the internet, allow them to print out cute photos to share with the class. Then have pupils describe and display their cute pictures and have the class vote to find the winner. Say: *In our class's judgment, this is the cutest photo!*

Using Page 68

5

2:29 Listen and read. What decision did Paris have to make?

INVOLVE

Explain the lesson objective – pupils will read, talk and answer questions about the retelling of a Greek myth. Say: *A myth is a traditional story. Myths are often about heroes, gods or supernatural beings. Many myths tell how something began.*

- Have a volunteer read the title aloud. Encourage pupils to predict what the myth will be about. Tell them to use the title and the illustration to help them.
- Read the directions aloud. Play audio track 2:29 and have pupils listen and read along.

MONITOR

Ask the rubric question, *What decision did Paris have to make?* (He had to decide who was the fairest and most beautiful amongst Hera, Aphrodite and Athena.) Then ask questions to check for understanding. Ask: *Why were Hera, Aphrodite and Athena arguing?* (They were arguing about who was the fairest or most beautiful.) *What did Paris decide? Why?* (He decided that Aphrodite was the fairest because she promised him the most beautiful woman in the world.) *Who was the most beautiful woman in the world?* (Helen, the Queen of Sparta) *What war began because of Paris's judgment? Why?* (The Trojan War began. Helen was already married to King Menelaus of Greece. Aphrodite made Helen fall in love with Paris and he took her away to Troy. The Greeks fought to get her back, beginning the Trojan War.)

ASSIST

Replay the audio as needed. Pause after each paragraph and use simple language to explain unfamiliar words and phrases. Say: *In Greek mythology, the gods lived on Mount Olympus. Zeus was the king of the gods. When you offer something, you present it to be accepted or not. Wisdom is intelligence and understanding.*

- **21st Critical Thinking** Point out that the writer says that the process of deciding who was the fairest wasn't very objective. Say: *An objective decision is one that is not influenced by emotions or bias.* Ask: *Why wasn't the process objective?* (Paris didn't decide who was the fairest based on their beauty but rather based on what he could get from them.) The writer also says that Helen 'wasn't free'. Say: *This is an example of an understatement. In an understatement, someone gives a fact but not its full importance. Why is this an example of understatement?* (Helen wasn't 'free' because she was already married. In fact, Helen was not available at all.)

Using Page 69

6 What did these goddesses offer to Paris to make him judge in their favour?

- Read the directions aloud. Have pupils work independently to complete the activity in their notebooks.

MONITOR | Review answers with the class. (Answers: 1 Athena offered wisdom., 2 Hera offered power., 3 Aphrodite promised the most beautiful woman in the world.)

ASSIST | Replay the audio as needed. Suggest that pupils copy into their notebooks the name of each goddess and the gift she offers.



Ask: *How is each goddess's gift related to her role as a goddess?* (Athena was the goddess of wisdom and knowledge so she offered wisdom. Hera was the wife of the king so she had a lot of power. That is what she offered to Paris. Aphrodite was the goddess of love and beauty so she promised Paris someone beautiful to love.)

7 Answer the questions.

- Read the directions and questions aloud. Have pupils work independently to write their answers in their notebooks.

MONITOR | Invite volunteers to read and compare their answers. (Answer: 1 He accepted Aphrodite's offer., 2 The most beautiful woman in the world wasn't free as she was married to another man., 3 She made Helen fall in love with Paris., 4 King Menelaus asked all the best Greek warriors to help him get Helen back from Paris and more than a thousand Greek ships set sail for Troy.)

ASSIST | Replay the audio as needed.

THINK BIG 21st Critical Thinking

- Read the directions aloud. Have pupils discuss their ideas with a partner.
- As pupils share ideas, check for problems with comprehension and accurate use of vocabulary, syntax and grammar.
- Assign Activity Book page 56 and direct pupils to digital activities.

MONITOR

Application and Practice Activity

- Have pupils decide what actors they would cast in a film version of the myth. Ask: *What actor would be the best choice for each character? Why?* Have pupils share their ideas with the class.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Nouns: [in their] favour, gift, goddess, myth, problem

Verbs: judge, offer

21st Century Skills

Cross-Cultural Skills
Critical Thinking

Materials

Audio track 2:29

Digital activities:
MyEnglishLab



Page 56

Answers on page T155

Summary

Hera, Aphrodite and Athena ask Paris to decide which of them is the fairest. Each offers him a gift to decide in her favour: Athena offers wisdom, Hera offers power and Aphrodite promises the most beautiful woman in the world. Paris chooses Aphrodite and then finds out that the most beautiful woman, Helen, is already married to King Menelaus. True to her word, Aphrodite makes Helen fall in love with Paris and he brings her back to Troy. Menelaus and his Greek warriors try to get her back and the Trojan War begins.

TEACHING TIP

21st Cross-Cultural Skills

Explain that the city Paris wasn't named for the Paris of Greek mythology. The name of the French city came from the Celtic Gaelic name of some of the earliest people to live there, the Parisii tribe. Ask: *How did other cities get their names?*

2:29

5

Listen and read. What decision did Paris have to make?

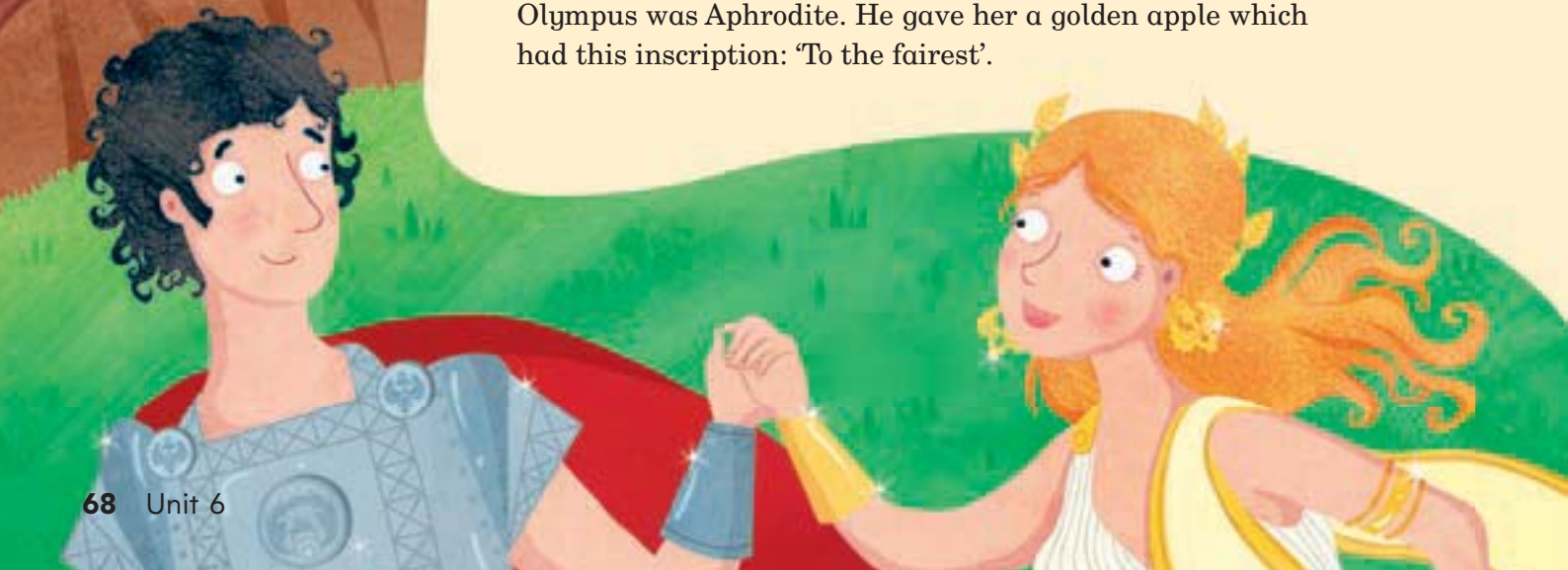


The Judgment of Paris

A GREEK MYTH

retold by *Sam Riley*

Once upon a time, the Greek goddesses Hera, Aphrodite and Athena were arguing about who among the three of them was the fairest – or the most beautiful – goddess on Mount Olympus. They needed some help so they chose Paris, the youngest son of King Priam of Troy, to be the judge. Of course, it wasn't a very objective process. All three goddesses offered Paris the best gift they could offer in order to make Paris decide in their favour. Athena, the Greek goddess of wisdom and knowledge, offered Paris wisdom; Hera, the wife of Zeus, offered him power. But in Paris's mind, Aphrodite, the goddess of love and beauty, gave the best offer of all: she would give Paris the most beautiful woman in the world. So Paris made his decision: The fairest goddess on Mount Olympus was Aphrodite. He gave her a golden apple which had this inscription: 'To the fairest'.



But Aphrodite didn't tell Paris that there was a problem with her offer. As it turned out, the most beautiful woman in the world wasn't free. Helen, Queen of Sparta, was the most beautiful woman in the world at the time and King Menelaus was her husband. But a promise is a promise. Besides, Aphrodite was the goddess of love; with her power, she could make anyone fall in love.

So Aphrodite sent Paris to Sparta, where King Menelaus and Queen Helen welcomed him. Aphrodite kept her promise. She made Helen fall in love with Paris and the two ran away to Troy, where Paris lived. King Menelaus was, of course, furious. He asked all the best Greek warriors to help him get Helen back. In response, more than a thousand Greek ships and a hundred thousand Greek soldiers set sail for Troy. And that was how the Trojan War began.

READING COMPREHENSION

6 What did the goddesses offer to Paris to make him judge in their favour?

- 1 Athena ?
- 2 Hera ?
- 3 Aphrodite ?

7 Answer the questions.

- 1 Whose offer did Paris accept?
- 2 What was the problem with Aphrodite's offer?
- 3 How did Aphrodite keep her promise to Paris?
- 4 How did the Trojan war begin?

**THINK
BIG**

If you were Paris, would you agree to be the judge of this contest? Why/Why not? Whose gift would you accept? Why? What does Paris' choice show about him as a person?

Language in Action



Listen and read. What is Angela going to do for her Literature assignment?

Dad: Hi, Angela. You look happy. It seems like you've been enjoying school these days.

Angela: I have been. We've been reading a lot of Greek myths and legends in my Literature class. They're really great.

Dad: This may surprise you but I love myths and legends, too.

Angela: Do you? Well, maybe you can give me some advice. Our teacher wants us to write a play based on a myth.

Dad: That sounds like fun. How about 'Pandora's Box'?

Angela: I know that one. Pandora opens a beautiful clay box that she wasn't supposed to open and evil escapes into the world. That one's a little depressing.

Dad: Good point. Maybe you could do 'The Judgment of Paris'.

Angela: Hmm... that sounds familiar. What's it about?

Dad: I'll tell you the story...



Practise the dialogue in 8 with a partner.



Listen and match. Then complete the sentences. Include **most or **least** and an adjective from the box.**

amazing difficult
endangered favourite

1 He's looking for the ? of the play.

2 You can do the ? with these!

3 This is one of the ? in the world.

4 This is her ? in the school year.

a



b



c



d



Warm-Up

- **21st Cross-Cultural Awareness** Invite pupils to brainstorm characters from myths. Write the list on the board. Pupils can begin by naming characters from 'The Judgment of Paris' on pages 68–69 (Paris, Athena, Hera, Aphrodite, Helen) and add other characters they know. Then have pupils use the list as topics for playing *Charades*.
- Provide pupils with other familiar names from world mythology to use, such as Anansi the Spider (Africa), Thor (Norse) and Pegasus (Greece).

Using Page 70

- 8**  **2:31 Listen and read. What is Angela going to do for her Literature assignment?**

INVOLVE

Explain the lesson objective – pupils will make comparisons as they listen and talk about what some pupils are doing in their school subjects.

- Tell pupils they'll listen to Angela and her dad talking about her literature assignment.
- Read the directions aloud. Then play audio track 2:31 and have pupils listen and read along.

MONITOR

Ask questions to check for understanding. Encourage pupils to answer in complete sentences where appropriate. Ask: *What's Angela's assignment?* (She's got to write a play based on a myth.) *What myths does Angela's father suggest?* (He suggests 'Pandora's Box' and 'The Judgment of Paris'.)



Invite pupils to share the story of 'Pandora's Box'. Model: *There's nothing bad in the world. Zeus gives Pandora a box and tells her never to look inside. Her curiosity is too great and she opens the box. All the bad things fly out, such as sadness, greed, old age, death, hatred and violence. Pandora shuts the box but these terrible things are now in the world. The only good thing that remains in the box is hope. Explain that sometimes when something bad happens we say Pandora's box is open.*

- 9** **Practise the dialogue in 8 with a partner.**

- Read the directions. Invite pairs to read the dialogue aloud and repeat.

MONITOR

As pupils practise, listen for correct pronunciation and correct use of language.

ASSIST

As you notice errors, say words correctly and have pupils repeat.

- 10**  **2:32 Listen and match. Then complete the sentences. Include *most* or *least* and an adjective from the box.**

- Read the directions aloud. Have volunteers read the words in the box aloud. Have pupils look at each picture and describe it.
- Play audio track 2:32. Complete the first item as a class and then have pupils complete the sentences, using *most* or *least* and adjectives from the box.

MONITOR

Review answers as a class. (Answers: 1 d, least difficult version, 2 a, most amazing thing, 3 b, most endangered animals, 4 c, least favourite month)

ASSIST

Use simple language to explain unfamiliar vocabulary. Say: *A version is a form of something. A version of Shakespeare isn't exactly the way he wrote the play.*

- Assign Activity Book page 57 and direct pupils to digital activities.

Application and Practice Activity

- Ask pupils to tell you more adjectives they know that they can use to describe a myth, animal, person and story (*boring, dangerous, intelligent, exciting*, etc). Write their answers on the board. Have pupils make their own sentences with the adjectives from Activity 10.

OBJECTIVES

To talk about school subjects

To use superlative adjectives

To use unit language in context

To use correct pronunciation and appropriate stress and intonation

Key Vocabulary

Nouns: legend, myth, play

Verbs: base on, escape, open

Adjectives: amazing, depressing, difficult, endangered, familiar, favourite

21st Century Skills

Cross-Cultural Awareness

Materials

Audio tracks 2:31–32

Audioscript, page T145

Digital activities:

MyEnglishLab

AB

Page 57

Audioscript on page T145

Answers on page T155

TEACHING TIP

Script Format

Use the dialogue in Activity 8 to model one way that a play is different from a myth or legend. Say: *In addition to dialogue, a play includes stage directions in brackets that set the scene or tell actors how to act. A play is meant to be performed for an audience.*

OBJECTIVES

To compare amounts with *more/most*, *fewer/fewest*, *less/least*

Key Vocabulary

Nouns: activity, atmosphere, bamboo, carbon dioxide, continent, homework, pet, plant, rainfall, region, sloth, speakers, subject, teacher, tree,

Verbs: eat, hang out, sleep

Adjectives: flowering, populated, remote

21st Century Skills

ICT Literacy

Environmental Literacy

Global Awareness

Materials

World map or globe

Interactive activity / Game (eText)

Digital activities: MyEnglishLab

AB

Pages 58–59

Answers on page T155

TEACHING TIP

21st ICT Literacy

Ask pupils to discuss how the grammar boxes help them preview what they'll learn about. Elicit responses like: *the target grammar points are highlighted in bold; the tips are easy to spot in the white boxes*. Then ask how the pictures in these grammar lessons help them. Elicit responses that the pictures often help them complete items on the page, such as this one that shows what pandas spend most of their time doing – eating!

Warm-Up

- Have pupils play *Twenty Questions* (see *Game Bank*, page T137, for details) to use superlative adjectives to talk about what they've learnt in different school subjects. Write these phrases on the board: *biggest animal*, *strangest plant*, *greatest mural*, *longest piece of music*, *hardest language (to learn)*, etc. One pupil thinks of a school topic that can be described using one of these phrases. Classmates then take turns asking *yes/no* questions in order to guess the secret topic. Model: *Is it English?* (no) *Is it a Chinese language?* (yes) *Is it Mandarin?* (yes)

Using Page 71

11 Complete these facts about plants and animals. Use *more*, *fewer* and *less*.

INVOLVE Explain the lesson objective – pupils will compare amounts using *more/most*, *fewer/fewest* and *less/least*.

- Have volunteers read the sentences and tip in the first grammar box aloud. Say: *We use more, fewer and less plus a noun and often than to compare two amounts*. Ask: *What two things are compared in each sentence?* (The number of English speakers in China and the USA. The number of school subjects my brother and I have got. The amount of homework given in Finland and the USA.)

- Read the directions aloud and complete the first item as a class. Then have pupils complete the activity independently.

MONITOR Review the answers as a class. (Answers: 1 less, 2 more, 3 less, 4 more, less)

ASSIST Use simple language to explain unfamiliar vocabulary. Say: *Hanging out is spending time without doing anything*. Approximately means 'about'. Carbon dioxide is a gas. The atmosphere is the air around Earth.

CHALLENGE Have pupils make their own sentences with *more*, *fewer* and *less* to present to the class

- 21st Environmental Literacy** Ask: *Why is it a problem if there's more carbon dioxide in the atmosphere?* (Sample answer: If there's more carbon dioxide in the atmosphere, Earth might get hotter, which can cause glaciers to melt and health problems for people and animals.)

12 Complete the text with *the fewest*, *the least* or *the most*.

- Read the directions aloud. Complete the first item as a class. Then have pupils complete the activity independently.

MONITOR Review the answers as a class. (Answers: 1 the most, 2 the least, 3 the least, 4 the fewest, 5 the most)

CHALLENGE Have pupils make their own sentences with *the fewest*, *the least* and *the most*.

- 21st Global Awareness** Have pupils find Antarctica on a world map or globe and share what they know about this continent. Ask: *Why is Antarctica important even though very few people live there?* (Sample answers: The continent contains freshwater glaciers./Much of Earth's ice is found here.)
- Assign Activity Book pages 58–59 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils write questions and answers based on the facts in the lesson. Model: *Does a panda spend more time sleeping or eating?* (eating)
- Have pupils play Unit 6, Game 1 on the eText.

China's got **more** speakers of English **than** the USA.

I've got **fewer** school subjects **than** my brother.

Teachers in Finland give **less** homework **than** teachers in the UK.

Tip: Use *fewer* with countable things. Use *less* with amounts that aren't countable.



11

Complete these facts about plants and animals. Use **more**, **fewer** and **less**.

- 1 Sloths spend ? time doing any form of activity than most animals. Most of their time is spent sleeping or just hanging out – upside down!
- 2 There are ? fish than dogs and cats as pets in the UK. There are approximately 40 million fish in tanks and ponds and 17 million pet dogs and cats in the UK.
- 3 The panda spends ? time sleeping than eating. Pandas eat bamboo for 14 to 16 hours a day!
- 4 Trees use carbon dioxide to make food. The ? trees there are, the ? carbon dioxide in the atmosphere.

The Amazon rainforest has got **the most** species of plants and animals on Earth.

Germany and Switzerland have got **the fewest** pet dogs per capita.

Which country has got **the least** amount of air pollution?

12

Complete the text with **the fewest**, **the least** or **the most**.

Antarctica is full of extremes. It is ¹? remote region on Earth. There are no permanent residents. This makes Antarctica ²? populated continent on the planet. In spite of the snowy conditions, Antarctica is actually considered a desert. It's got ³? amount of rainfall of any place in the world. Not surprisingly, Antarctica has got ⁴? flowering plants of any other continent. The McMurdo Dry Valleys, one of ⁵? extreme desert regions in the world, is the largest ice-free region in Antarctica.

2:35

13

Listen and read. What do you think is the strangest thing about sloths?

CONTENT WORDS

algae	carnivore	digest	herbivore
nectar	nutrients	protein	sloth

Biology: The Weirdest Living Things

The Slowest Animal in the World

Sloths are the slowest animals on Earth. It takes them a month to move one kilometre! Sloths are also one of the sleepiest animals alive. They sleep up to twenty hours a day! They barely move at all, even when they're awake. They are so slow moving that algae grow on their fur! Everything they do is slow: they eat slowly, blink slowly and move slowly.

Sloths live in trees and eat only leaves and fruit. They eat, sleep and give birth upside down in trees.



The Largest Meat-Eating Plant

The pitcher plant is the largest meat-eating plant in the world. It's so big that it can even digest rats.

How do pitcher plants get and digest food? The plant's sweet-smelling sticky nectar attracts insects and small animals such as rodents. The cup-shaped plant has got slippery sides with small ridges that point downward towards the base, making it an excellent trap for the insects and other animals it eats.

However, the pitcher plant doesn't actually 'eat' food the way animals do. The plant's nectar contains chemicals similar to those found in our stomachs. These chemicals break down the protein and other nutrients in the meat until they can be absorbed by the plant.

TIP

Knowing the meaning of parts of words can help you work out the meaning of a word.

carni = flesh

herbi = herb or grass

vore = swallow



14


Read 13 again and answer the questions.

- 1 Are sloths herbivores or carnivores?
- 2 Why can't insects that get into a pitcher plant climb out?
- 3 Are pitcher plants herbivores or carnivores?

Warm-Up

- Have pupils play *Twenty Questions* (see *Game Bank*, page T137, for details), using living things as secret topics. Say: *Plants and animals are both alive*. Model asking *yes/no* questions about a secret living thing. Ask: *Is it an animal?* (no) *Is it a plant?* (yes) *Is it large?* (sometimes) *Does it grow in a rainforest?* (no) *Does it grow in a desert?* (yes) *Is it a cactus?* (yes)

Using Page 72

- 13**  **2:35** Listen and read. What do you think is the strangest thing about sloths?

INVOLVE

Explain the lesson objective – pupils will read and talk about a very unusual animal and a very unusual plant.

- Preview the article by having volunteers read the Content Words aloud. Ask pupils to share their understanding of these words. Have pupils describe what they see in each of the photographs. Then preview the title of the article. Ask: *What does weird mean?* (unusual, strange)
- Play audio track 2:35 and have pupils listen and read along.

MONITOR

Use questions to check for understanding. Ask: *How much do sloths sleep?* (up to twenty hours a day) *Where do they live?* (in trees) *What do you think is the strangest thing about sloths?* (They are the slowest creatures on Earth, they give birth upside down, they barely move at all etc) *Why is the pitcher plant weird?* (It is a meat-eating plant.) *How does the pitcher plant get food?* (Insects and small animals are attracted to it because it smells good. Then they fall into the trap and cannot get out.) *How does a pitcher plant digest food?* (Chemicals break down the nutrients in meat so that the plants can absorb it.)

ASSIST

Replay the audio as necessary. Have pupils locate each Content Word in the text and use context clues to determine its meaning. Say: *The name pitcher plant describes the shape of the plant, which looks like a pitcher that holds liquids.*

- Have a volunteer read the tip on the page aloud. Ask: *What words on the page will the word parts help you work out the meaning of ... ?* (carnivores, herbivores)



Have pupils create a two-column chart. Label the columns: *Animal Facts* and *Plant Facts*. Pupils can take notes about the sloth in the first column and the pitcher plant in the second column.



Have pupils compare how pitcher plants and animals digest food. Encourage pupils to explain the role of the stomach and acids in animal digestion.

- 14** Read 13 again and answer the questions.

- Read directions and questions aloud. Have pupils complete the activity independently in their notebooks.

MONITOR

Review answers as a class. (Answers: 1 herbivores 2 Because the pitcher plants have got slippery sides with small ridges that point downward towards the base., 3 carnivores)

- Assign Activity Book page 60 and direct pupils to digital activities.

Application and Practice Activity

- 21st** **Media Literacy** Invite pupils to use the internet or library resources to find out more information about sloths, pitcher plants or other unusual living things. Encourage pupils to take notes as they research.

OBJECTIVES

To read and talk about unusual living things

To read and understand a science text

Content Words

algae, carnivore, digest, herbivore, nectar, nutrients, protein, sloth

21st Century Skills

Communication
Media Literacy

Materials

Audio track 2:35
Interactive activity (eText)
Digital activities: MyEnglishLab



Page 60
Answers on page T155

TEACHING TIP

21st Communication

Say: We use superlatives to give exact factual information. But we can also use them to exaggerate. Explain that the superlative facts in this article are true but the title might be considered an exaggeration. Ask: *What are some other plants and animals that might be called 'the weirdest living things'?*

OBJECTIVES

To read and talk about the legacies of ancient civilisations

To connect a text to personal experiences

Content Words

cultivation, equivalent, herbal remedy, influence, inspiration, legacy, revolution, terraced farming

21st Century Skills

Global Awareness

Materials

World map or globe

Index cards

Audio track 2:37

Video (eText)

Digital activities:
MyEnglishLab

AB

Page 61

Audioscript on page
T146

Answers on pages
T155–156

TEACHING TIP


Additional Information about Legacies

Point out that our word *theatre* comes from the Greek word *theatron* and we can thank the Aztec for the word *tomato*. Maya legacies include chewing gum and complementary agriculture, in which beans and corn are grown together. Point out that similar growing strategies are used on many farms today. We can thank the Inca for stone-building techniques and road systems.

Warm-Up

- Write *ancient* on the board. Say: *Ancient history refers to events that happened a long, long time ago*. Challenge pupils to name events from ancient times. Write the following list on the board in scrambled order: *The Great Pyramid in Egypt was finished. The Trojan War began. The Trojan War ended. The Great Wall of China was begun*. Encourage groups of pupils to try to arrange this list from the earliest to the most recent.

Using Page 73

- 15  2:37 Listen and read. Which ancient civilisation influenced our modern culture the most?

INVOLVE

Explain the lesson objective – pupils will read about the legacies of ancient civilisations. Say: *A legacy is a gift from the past that is passed from one generation to the next*.

- Ask pupils to preview the article by describing what they see in the photographs.
- Write these vocabulary items on the board: *cultivation, equivalent, herbal remedy, influence, inspiration, legacy, revolution, terraced farming*. Have pupils listen for and note down these words in the article.
- Play audio track 2:37 and have pupils listen and read along. Pause after each section and have pupils summarise what they read.

MONITOR

Ask questions to check comprehension: *How have Greek myths and legends been used?* (They've inspired many movies and plays.) *When and where did the first Olympic Games take place?* (in the Greek city of Olympia in 776 BC.) *What food did the Aztec help advance?* (chocolate) *What did the Maya develop by observing Earth's revolution around the sun?* (a 365-day calendar) *Which ancient civilisation influenced our modern culture the most?* (The Ancient Greek civilisation influenced our modern culture the most.)

ASSIST

Replay the audio as needed. Answer any questions about vocabulary or grammar structures. Say: *Terraced farming is used on hills. The hill is cut into a series of steps. It's easier to water and care for crops on these flat areas*.

- Ask pupils to use context clues to provide definitions for the vocabulary items. Then have them use a dictionary to check their definitions.
- Have pupils use a world map or globe to locate the areas where ancient Greeks, Aztecs, Maya and Inca lived.

- 16 Read 15 again and say *Greeks, Aztecs, Maya or Inca*.

- Read the directions aloud and have pupils complete the activity in pairs.

MONITOR

Check answers as a class. (Answers: 1 Maya 2 Greeks 3 Aztec 4 Inca)

CHALLENGE

Have pupils make three questions about the text to ask their partners.

THINK
BIG

21st Global Awareness

MONITOR

- Read the directions aloud. Have pupils work in pairs to ask and answer the questions.

Listen for proper pronunciation, appropriate intonation and correct use of language.

ASSIST

Share information about additional Greek, Mayan, Incan and Aztec legacies from the Teaching Tip for this lesson. Have a class discussion about Greek myths and legends pupils know.

- Assign Activity Book page 61 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to create Ancient Legacy cards on index cards. Each card should have an illustration on one side and description of the legacy on the back. Pupils can use the cards to ask and answer questions.
- Have pupils view the Unit 6 video segment. Use the Video Guide.

2:37

15

Listen and read. Which ancient civilisation influenced our modern culture the most?

History: Legacies of Ancient Civilisations

Ancient Greek Civilisation

Of all the ancient civilisations, the ancient Greeks have had the most influence on modern culture – in the arts, in politics and government, in sports and in almost every aspect of our life and culture. Here are some examples:

- Ancient Greece gave the world its fascinating myths and legends, which have been rich sources of inspiration for films and plays.
- Athletes and sports fans can thank the Greeks for the first Olympic Games, which took place in the Greek city of Olympia in 776 BC.
- Perhaps the Greeks' biggest contribution to modern culture was the concept of democracy. The word *democracy* comes from the Greek word *demokratia* – *demos* meaning 'people' and *kratos* meaning 'rule'.

Ancient Aztec, Mayan and Incan Civilisations

Like the ancient Greeks, the ancient American peoples also left us legacies, or gifts. The Aztecs developed a number system based on 20. They are also known for advancing the cultivation of cacao, a key ingredient in chocolate.

The Maya developed a 365-day calendar system by observing Earth's revolution around the sun. They also introduced the equivalent of the Arabic zero (0).

Finally, the Inca introduced terraced farming, which is still practised today. The medical field also has the Inca to thank for the use of herbal remedies to treat illnesses.

16 Read 15 again and say **Greeks, Aztecs, Maya or Inca**.

- 1 They developed a system for calculating time.
- 2 They developed an advanced political system.
- 3 They knew how to cultivate cocoa.
- 4 They developed a way of farming that is still used today.

**THINK
BIG**

What other legacies from these or other ancient civilisations do you know about? Research and share with a partner.

- 17 Read the fairy tale. Note down anything a character thinks, wonders, wishes or says.

The Ugly Duckling

A mother duck sat on her nest. One of her eggs was much larger than the others. She wondered why the egg was so big. Soon the egg hatched. Out came a very big and odd-looking duckling.

"PEEP!" said the big duckling and blinked.

"Go away!" the duckling's brother snapped. He told the duckling that he was the ugliest duckling he'd ever seen.

The poor duckling didn't know what to do so he ran away. Autumn came and went and soon winter chilled the air. The duckling shivered, cold and alone.

Finally, spring came and the duckling stretched his neck down to the water to drink. He saw a beautiful bird reflected in the water. He wished he could look like the bird in the reflection. "Then people wouldn't call me an ugly duckling," he said.

A little girl throwing bread to him heard what the duckling said. "But that is you!" she cried. "You're not an ugly duckling – you're a swan!"



- 18 Rewrite the story as a play. Complete it in your notebooks. Then read it aloud to a partner.

Narrator: Mother Duck looks at her eggs.

Mother Duck: *[to herself]* ?

Narrator: The egg hatches. Out comes the Ugly Duckling.

Ugly Duckling: ?

Ugly Duckling's brother: ?

Narrator: The Ugly Duckling runs away. Autumn and winter come and go. Spring arrives. The Ugly Duckling looks down at the water and sees something.

Ugly Duckling: *[to himself]* ?

Little Girl: ?

- 19 Work with a partner. Find a fairy tale. In your notebook, rewrite it as a play. Read your play aloud to the class.

Warm-Up

- Say: A fairy tale is a story for young people. Many fairy tales have got characters that are magical or have got unreal powers, such as talking animals. Have pupils brainstorm a list of fairy tales and characters.
- Pupils can play *Picture Charades*, using characters and tales from their list as topics. Players take turns choosing a tale or character and drawing a picture until classmates guess the topic.

Using Page 74

17 Read the fairy tale. Note down anything a character thinks, wonders, wishes or says.

INVOLVE

Explain the lesson objective – pupils will read a fairy tale with the class and rewrite it as a play. Partners will then choose a different fairy tale and rewrite it as a play.

- Read the directions aloud. Then have volunteers read the fairy tale aloud. Encourage them to use appropriate emotion and intonation as they read. Then have pupils complete the activity independently in their notebooks.

MONITOR

Have pupils read the sentences they noted down aloud. (*Sample answers: She wondered why the egg was so big./‘PEEP!’/‘Go away!’/He told the duckling that he was the ugliest duckling he’d ever seen./He wished he could look like the bird in the reflection./‘Then people wouldn’t call me an ugly duckling’./‘But that is you!’/‘You’re not an ugly duckling—you’re a swan!’*)

ASSIST

Remind pupils that a character’s exact words are written inside quotation marks.

18 Rewrite the story as a play. Complete it in your notebooks. Then read it aloud to a partner.

- Read the directions aloud. Have pupils work independently to complete the activity and then read their play to a partner.

MONITOR

Check answers by inviting volunteers to read their play aloud. (*Sample answers:*

Mother Duck [to herself]: That’s strange. Why is this egg so big?

Ugly Duckling: PEEP!

Ugly Duckling’s brother: Go away! You’re the ugliest duckling I’ve ever seen!

Ugly Duckling [to himself]: I wish I could look like the bird in the reflection.

Little Girl: But that is you!)

ASSIST

Help pupils compare the model sentences with the original ones in the tale. Help pupils rewrite what the duckling’s brother did. (*He told the duckling that he was the ugliest duckling he’d ever seen changes to You’re the ugliest duckling I’ve ever seen!*)

19 Work with a partner. Find a fairy tale. In your notebook, rewrite it as a play. Read your play aloud to the class.

- Read the directions aloud. Remind pupils that a play includes character names, what they say and what they do (stage directions). Have pupils complete the activity in pairs in their notebooks.

MONITOR

As pupils share their plays with the class, check that they’ve written dialogue that shows what the characters say or think.

ASSIST

Provide pupils with fairy tales they can consider adapting, such as ‘Snow White’, ‘Little Red Riding Hood’, ‘Rapunzel’, ‘The Three Little Pigs’ or ‘Hansel and Gretel’.

- Assign Activity Book page 62 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils perform their plays for the class, using simple costumes, props and settings. Pupils might prefer to perform the plays using finger, hand, paper or shadow puppets. If possible, allow pupils to record their plays.

OBJECTIVES

To read a fairy tale and rewrite it as a play

21st Century Skills

Collaboration

Materials

Simple costumes, props and settings (optional)

Finger, hand, paper or shadow puppets (optional)

Phones or video cameras (optional)

Digital activities: MyEnglishLab

AB

Page 62

Answers on page T156

TEACHING TIP

21st Collaboration

Point out that pupils can improvise as they perform their plays. Suggest that they begin by deciding on a tone, such as serious or funny. If possible, record improvisations and then have pupils choose the best lines for their written versions.

OBJECTIVES

To learn about the importance of appreciating school

To create a book of names we use today that come from ancient Greece

21st Century Skills

Critical Thinking

Materials

Art supplies

Digital activities:
MyEnglishLab

TEACHING TIP

Class Album

Suggest that pupils arrange pages in the class album alphabetically by the Greek names. Encourage the class to choose an appropriate title and cover illustration for the album. Place the finished book in the classroom or school library so it can be shared with other pupils or classroom visitors.

Warm-Up

- Write this word jumble on the board: A A C E E I P P R T. Challenge pupils to rearrange the letters to find the word (*APPRECIATE*) and define it. (*Sample definition: to care about something or value something highly*) Then have pupils complete this sentence: *I really appreciate ...*. Invite pupils to read and compare their sentences.

Using Page 75

- 20** The subjects you learn at school have practical and important uses in everyday life. Can you think of a practical use for each of your subjects? Copy and complete the chart.

INVOLVE

Explain the lesson objective – pupils will think about why it's important to appreciate school and write about how they can use what they learn there every day. Then they'll create books to show how words from Ancient Greece are used today.

- Read the page title and directions aloud.
- Have pupils look at the chart and complete the first item as a class. Model: *Why is Literature useful in everyday life? Well, we read myths and legends. Even though we aren't heroes, these stories help us recognise our faults. They teach us valuable lessons about life and people.* Then have pupils work independently or in pairs to complete the chart.

MONITOR | Check that pupils list everyday uses for school subjects and topics.

ASSIST

Remind pupils that Maths includes algebra and geometry; Social Science includes history and geography; Science includes biology, technology and astronomy; and English includes vocabulary and grammar. Pupils can refer to the unit activities to list topics. Provide pupils with vocabulary to describe everyday uses for school subjects.

- 21** Work with a group. Make a book of names from ancient Greece that we use today.

- Read the directions and steps aloud. Have volunteers read the model book page aloud. Ask: *What name from ancient Greece does this page explain? (Amazon)* Have groups work together to choose an ancient Greek name. Guide pupils to use library or internet resources to research the names. Encourage pupils to create two illustrations for each book page: one that shows what the Greek name stood for in ancient times and another that shows how it's used today.

MONITOR | Check that pupils use complete sentences in their books.

ASSIST

Provide these additional Greek names for pupils to choose from: *Aetna, Ambrosia, Ares, Atlas, Aurora, Calypso, Chimera, Delphi, Elysium, Eos, Helios, Hyperion, Medusa, Midas, Odyssey, Olympus, Orion, Poseidon, Spartan.*

THINK BIG 21st Critical Thinking

- Read the first questions aloud and write pupils' responses on the board. Then ask pupils to answer the questions in their notebooks. Have pupils read their answers to the class.

MONITOR

Check for proper pronunciation, appropriate intonation and correct use of language.


ASSIST

Encourage pupils to use the ideas from the board.

Application and Practice Activity

- Have pupils read a page from the book aloud but leave out the Greek name. Encourage classmates to guess it.

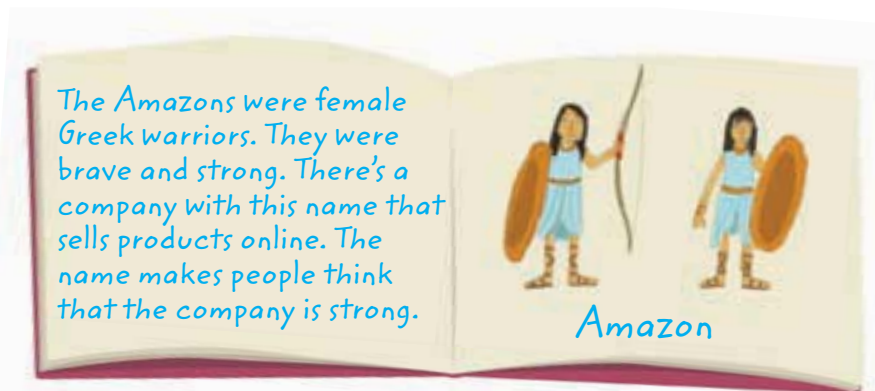
- 20** The subjects you learn at school have practical and important uses in everyday life. Can you think of a practical use for each of your subjects? Copy and complete the chart.

School subject	Topic learnt	Everyday use
Literature	Myths and legends 	help us recognise our faults; teach us valuable lessons about life and people
Maths		
Social Science		
Science		
Art and Music		
Health and P.E.		
English		

PROJECT

- 21** Work with a group. Make a book of names from ancient Greece that we use today.

- Write the Greek name and say what it stood for.
- Draw a picture.
- Share your page. Explain why it's a good name to use today.



THINK BIG

Which is your least favourite school subject? Why? What can you do to learn to appreciate the knowledge it offers you?

Listening and Speaking

2:39



Listen, read and repeat.

1 er 2 est

2:40



Listen and blend the sounds.

1 f-a-s-t-er faster

2 ea-s-i-er easier

3 b-e-s-t best

4 ch-ea-p-er cheaper

5 h-a-p-p-i-er happier

6 l-o-n-g-e-s-t longest

2:41



Listen and chant.

Running is faster than walking,
Walking is cheaper than driving,
Driving is easier than flying,
Flying is harder than cycling,
Cycling is the best!



-8.3 mm

25

Make a sentence using the words in each row of the chart.

Pupil	Adjective	Activity
1 Hannah	most	has got books in her backpack
2 Robert	fewest	has got coins in his pockets
3 Cheryl	most	has got songs on her mp3 player
4 Dan	most	has got after-school activities every week
5 Paula	fewest	plays video games every day
6 Mark	least amount of	watches TV every day
7 Francis	most	watches films every month
8 Laura	least amount of	has got free time every week

26

Work with a partner. Ask and answer questions about the sentences you made in 25.



Who's got the most books in her backpack?

Hannah has.



Warm-Up

- Have pupils play a dice game to review *most*, *fewest* and *least*. Players roll two dice and write down the number. Then they start a timer and keep rolling until they roll the same number. They write down the number of rolls and the amount of time it took and then talk with the group to compare results. Model: *Jan took the most number of rolls to match her number. Ian took the fewest number of rolls. Lexy took the most time. Alana took the least time.*

Using Page 76

22 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify the letters and distinguish between the sounds *-er* and *-est* individually and as part of words. Then they will review school subjects and legacies of ancient civilisations. They'll also use *most*, *fewest* and *least* to ask and answer questions.

- Read the directions aloud. Play audio track 2:39 and have pupils listen and point to each sound as it is said. Have pupils repeat.

MONITOR

As pupils repeat, check they're pointing to the correct sound and listen for correct pronunciation.

23 Listen and blend the sounds.

- Read the directions aloud. Play audio track 2:40 and have pupils listen and point to each item as it is sounded out and blended on the audio.

MONITOR

As pupils repeat, check they're pointing to the correct word and listen for correct pronunciation and appropriate intonation.

- Replay the audio as needed.

24 Listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books.
- Play audio track 2:41 and have pupils listen. Replay several times and encourage them to join in.

MONITOR

As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and correct use of language.

25 Make a sentence using the words in each row of the chart.

- Read the directions aloud. Complete the first item as a class. Then have pupils complete the activity independently.

MONITOR

Have partners take turns comparing amounts. (*Answers: 1 Hannah has got the most books in her backpack., 2 Robert has got the fewest coins in his pockets., 3 Cheryl has got the most songs on her mp3 player., 4 Dan has got the most after-school activities every week., 5 Paula plays the fewest video games every day., 6 Mark watches the least amount of TV every day., 7 Francis watches the most films every month., 8 Laura has got the least amount of free time every week.*)

ASSIST

Remind pupils that these superlatives are adjectives and that they come before a noun.

26 Work with a partner. Ask and answer questions about the sentences you made in 25.

- Read the directions aloud. Have volunteers read the speech bubbles aloud. Have pupils ask and answer questions about their sentences in pairs.

MONITOR

Listen for proper pronunciation, appropriate intonation and correct use of language.

Application and Practice Activity

- Invite pupils to read their sentences from Activity 25 aloud, leaving out the superlatives. Have classmates guess which superlative was used to complete the sentence.

OBJECTIVES

To identify and say the letters and sounds *er* and *est* individually and as part of words

To compare things

21st Century Skills

Leadership

Materials

Dice

Timer

Audio tracks 2:39–41

Digital activities:
MyEnglishLab

TEACHING TIP

21st Leadership

Ask: *How would you help a pupil who's just beginning to study Unit 6?* Encourage pupils to give specific advice about studying comparative and superlative adjectives or talking about school subjects. Have pupils write down their advice so it can be shared with pupils in future classes.

OUTCOMES

Pupils can talk about what they learn in school subjects.

Pupils can compare things.

21st Century Skills

Media Literacy
Technology Literacy
Self-Direction

Materials

Index cards
Game (eText)
Digital activities:
MyEnglishLab



Page 63

Answers on page T156

TEACHING TIP

21st Media Literacy

Remind pupils to be careful when finding answers on the internet. Say: *Not all information on the internet is true. Check that a website is reliable before you accept an answer.* Tell pupils that sites that have got URLs that end in .gov (government) or .org (organisations) are usually reliable. Point out that .edu (education) sites are often reliable but may include pages posted by pupils, which may not have been carefully checked.

Warm-Up

- Have pupils create jumbled sentences to review unit vocabulary. Pupils first write a sentence that uses a unit vocabulary word. Then they write the sentence again on index cards, writing one word on each card. They mix up the cards, clip them together and challenge a classmate to arrange the cards to make a sentence that makes sense.

Using Page 77

- 27** Choose the correct form of the words in brackets. With a partner, research the answer to each question.

INVOLVE Explain the lesson objective – pupils will review the vocabulary and grammar they've learnt in Unit 6.

- Read the directions aloud. Have pupils complete the activity in pairs. Allow pupils to use library or internet resources to answer the questions.

MONITOR Ask pupils to say what sources they used to find each answer. Review answers as a class. (*Sample answers: 1 the most, UK, 2 less, cat, 3 the largest, the blue whale, 4 least, Finland, 5 slowest, sloth, 6 least, Antarctica, 7 bigger, Jupiter, 8 fewest, Earth*)

ASSIST Remind pupils to use *more*, *fewer* or *less* when comparing two things and *most*, *fewest* or *least* when comparing three or more things.

- 21st Technology Literacy** Share internet search strategies with pupils. Say: *You can use quotation marks to search for an exact phrase. In some search engines, you can simply type in your question to find a source with the answer.*

- 28** Complete the sentences with a word or phrase from the box.

- Read the directions aloud. Have pupils complete the activity independently.

MONITOR Review answers as a class. (*Answers: 1 meat-eating, 2 playwright, 3 ancient, 4 sloth, 5 herbivore, 6 prime number, 7 digest, 8 democracy*)

MONITOR Ask pupils to name clues from each sentence that helped them complete it. Model: *I remember that the root carni- means 'meat'. So when I read Sentence 1, which begins with the word carnivores, I think the best word to complete it is 'meat-eating'.*

I Can

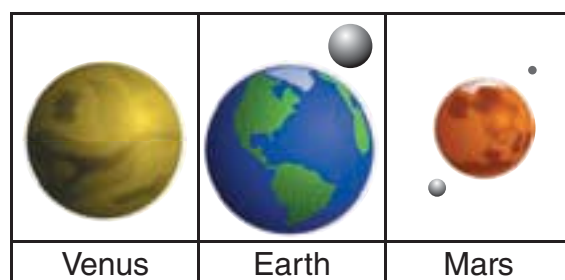
- 21st Self-Direction** This section asks pupils to assess their own learning and think about their progress. Explain that pupils should read the *I Can* bullets carefully and copy the skills they feel they can do into their notebooks.
- Assign Activity Book page 63 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils write true/false statements based on the facts in the lesson and then challenge classmates to identify them as true or false.
- Have pupils play Unit 6, Game 2 on the eText.

27 Choose the correct form of the words in brackets. With a partner, research the answer to each question.

- Which country has got (the most / more) pet dogs: Germany or the UK?
- Which animal spends (the least / less) time eating: a cat or a panda?
- What is (larger / the largest) mammal on the planet: the elephant or the blue whale?
- Which country gives the (least / fewest) homework: China, the UK or Finland?
- Which animal is (slower / the slowest): a snail, a sloth or a turtle?
- Which place is the (fewest / least) populated place on Earth: the Galapagos Islands, Easter Islands or Antarctica?
- Which is (the biggest / bigger) planet in the solar system: Mars or Jupiter?
- Which planet has got the (fewest / least) moons: Venus, Earth or Mars?



28 Complete the sentences with a word or phrase from the box.

ancient democracy digest herbivore
meat-eating playwright prime number sloth

- Carnivores are ? plants or animals.
- Shakespeare was a famous English ?.
- The Aztec and the Maya were ? civilisations.
- A ? is a slow animal that sleeps upside down.
- A ? eats only plants and parts of plants.
- A ? can be divided only by 1 and itself.
- When you ? food, your body breaks it down.
- A political system where the government is elected by the people is called a ?.



I Can

- talk about school subjects and what I learn.
- identify some legacies of ancient civilisations.
- compare things using *more/most, fewer/fewest, less/least*.

Checkpoint Units 4-6

How Well Do I Know It? Can I Use It?

1 Think about it. Read and draw. Practise.



I know this.



I need more practice.



I don't know this.

Dreams: bring up a family, go on adventurous holidays, live in another country...	PAGES 43			
Super powers: read people's minds, become invisible...	55			
School subjects: Music, English, Social Science...	66-67			
Things we learn about: democracy, prime numbers...	66-67			
What will you be doing ten years from now? I'll definitely be studying at a big university in the city. I probably won't be living in Europe. Will you be running a business? Yes, I will . / No, I won't .	46-47			
If she could have one super power, she'd fly . If I didn't have to go to school, I'd stay at home all day. If you could go anywhere, where would you go ? I'd go to Italy.	58-59			
China's got more speakers of English than the USA. I've got fewer school subjects than my brother. Some teachers give less homework than others.	70-71			
The Amazon rainforest has got the most species of plants and animals on Earth. Cheltenham is one of the least populated cities in the UK. Antarctica's got the fewest flowering plants of any continent.	70-71			



Warm-Up

- Have pupils work on two teams and play *Word Toss* to review vocabulary from Units 4–6. Each pupil writes three words or phrases from these units on separate index cards. Scatter all cards on the floor. Pupils take turns tossing markers or coins at the cards. If the marker lands on a card and the player can use the word in a sentence, the player takes the card from the floor and scores one point. Members of the opposite team decide if each sentence is correct. Play until all cards have been taken and then compare scores.

Using Page 78

1 Think about it. Read and draw. Practise.

INVOLVE

Explain the lesson objective – pupils will say how well they can use what they've learnt in Units 4–6.

- Read the directions aloud. Ask pupils to say what each face means, using their own words. (*Sample answers: I can do this. I can sort of do this. I can't do this.*)
- Have pupils use a marker pen or coloured pencil to complete the checklist. They will choose a different colour when they review this list at the end of the Checkpoint.

MONITOR

Follow the suggestions below to review the key language in these units. Listen for correct use of target vocabulary and grammar. Remind pupils that they will be asked to assess their own abilities. You may wish to review all the language in the checklist first and then have pupils complete the checklist or have pupils complete the checklist as each language point is reviewed.

ASSIST

Encourage pupils to turn to the page references when they need additional support or to refresh their memories.

Dreams (page 43)

Have pupils write predictions on slips of paper and place them in an envelope. Model: *You'll be bringing up a family. You'll be living in Madrid.* Pupils take turns naming a time in the future and then choosing a prediction to complete the sentence. Model: *In eight years, I'll be...*

Super powers (page 55)

Have pupils use sticky notes to label the super powers of people shown in magazine photos. Model: *He can read minds.*

School subjects (pages 66–67)

Ask pupils to rank areas of study from their favourite to their least favourite. Invite pupils to compare their lists and rankings.

Things we learn about (pages 66–67)

Ask pupils to write definitions for things we learn about and share them with classmates, who try to guess the school subject where it's learnt.

will be doing/I'll be studying/won't be living (pages 46–47)

Have pupils roll two dice and use the number rolled to ask a partner a question about the future. Model: *What will you be doing in eight years?*

If she could have ... , she would ... (pages 58–59)

Invite partners to write new labels for people in photographs in Unit 5, about their wishes. Model: *If she could go anywhere, she would go to India.*

more than/fewer than/less than (pages 70–71)

Ask pupils to compare the numbers and amounts of things in the classroom. Model: *Sam's got more markers than Edith. Edith has got less homework than Sam.*

the most/the fewest/the least (pages 70–71)

Have pupils ask and answer questions that include *the most* or *the least*. Model: *What continent has got the most glaciers?* (Antarctica)

OBJECTIVES

To self-assess comfort with target skills and key language for Units 4–6

21st Century Skills

Self-Direction

Materials

Marker pens or coins
Index cards
Coloured pencils or marker pens
Slips of paper
Envelopes
Sticky notes
Dice
Magazines

For more information about using Checkpoints, see page x.

TEACHING TIP

21st Self-Direction

Remind pupils that the goal of this Checkpoint is to think about how well they know the information from three units. Make sure that pupils are comfortable drawing icons to show that they need more help in order to understand specific skills and vocabulary. Say: *There are no right or wrong answers on the checklist. Draw the faces that show how you feel about your progress with this skill. This page will help us find out what you know well and what you should continue to study.*

OBJECTIVES

To organise a dialogue

To ask and answer questions about future possibilities

21st Century Skills

Critical Thinking

Cross-Cultural

Awareness

Materials

Sticky notes

Phones or video cameras (optional)

Audio track 2:42

Audioscript on page T146

TEACHING TIP

Punctuation and Intonation

Remind pupils that punctuation can help them decide how to say a line of dialogue. Have pupils circle the end punctuation in the dialogue. Point out that a sentence that ends with a question mark often ends with rising intonation. A sentence that ends with an exclamation point should be spoken in an excited and energetic way.

Warm-Up

- Ask each pupil to write down three favourite foods. Ask: *Would you like to eat your favourite food every day? Why or why not?* (Sample answers: I'd love to have noodles every day./If I could, I'd have a different sauce every time./No, I'd get bored if I ate mangoes every day.)
- Then have pupils compare their responses to identify the foods mentioned most frequently and take a class poll to determine which food is most popular.

Using Page 79

2 2:42 Get ready.

INVOLVE

Explain the lesson objective – pupils will put together what they've learnt in Units 4–6. They'll order and practise a dialogue. Then they'll share ideas with a partner.

- **Part A:** Read the directions and dialogue names aloud.
- **21st Critical Thinking** Ask: *How can you tell that Calvin's first line doesn't begin the dialogue?* (The first line starts with the answer to a question: 'Yeah, maybe'. The dialogue must be out of order because a question must come before this line.)
- Have volunteers read the dialogue sentences aloud. Then have pupils suggest which sentence begins the dialogue. (*Calvin: What's for lunch tomorrow?*) Ask pupils to continue ordering the dialogue independently in their notebooks.
- Play audio track 2:42 and have pupils check that they numbered the lines correctly.

MONITOR

Use questions to check comprehension. Ask: *What is for lunch tomorrow?* (pizza) *Which pupil likes pizza the most?* (Calvin) *What food does Hannah like more than pizza?* (salad) *How does Calvin feel about salad?* (He thinks it's boring.) (Answers: 3, 7, 2, 6, 1, 8, 4, 9, 5)

ASSIST

Suggest that pupils copy the eight lines of dialogue onto separate sticky notes. Have them use different colours for Calvin and Hannah. Then have them put the notes in order so the dialogue makes sense.



Play audio track 2:42 for pupils before they number the sentences.

MONITOR

- **Part B:** Read the directions aloud and invite pupils to practise the dialogue. Encourage pupils to switch roles.

Listen for correct pronunciation, intonation and use of language as pupils practise.

- Allow pupils to record their dialogues. Encourage them to review their lines to check their own language production.
- **Part C:** Read the directions aloud. Have pupils ask and answer questions about the dialogue in pairs.

MONITOR

Have pupils share their responses with the class. Listen for correct use of language.

ASSIST

Provide pupils with sentence frames they can complete to answer items: *If I could choose one food to eat every day, I'd choose ...* . *If I ate this food every day, I think I'd ...* .

- **21st Cross-Cultural Awareness** Ask: *If you could eat only food from one country every day, which one would it be? Why?* Have pupils share their answers with the class and describe the different kinds of food they would eat. You may wish to suggest countries, such as China, France, Japan, Mexico and Thailand.

I Can Do It!



Get ready.

- A** Number the lines of the dialogue in the correct order.
Then listen and check.

- Calvin:** Yeah, maybe. But I'd like to try it and see. How about you? If you could have just one kind of food every day, what would it be?
- Calvin:** Great! I love pizza! I wish I could eat pizza every day.
- Calvin:** What's for lunch tomorrow?
- Calvin:** Yuck. If I only ate salad, I'd feel hungry all the time. It's too boring.
- Calvin:** But I eat vegetables all the time... on pizza!
- Hannah:** No, you don't. If you ate pizza every day, you'd get sick of it.
- Hannah:** Let's see... Tomorrow's Friday. It looks like we'll be having pizza again.
- Hannah:** Well, it *wouldn't* be pizza. I think I'd have a salad every day.
- Hannah:** Salad isn't boring. You know, if I were you, I would try to eat more vegetables.

- B** Practise the dialogue in **A** with a partner.

- C** Ask and answer the questions with a partner.

- 1 How does Calvin feel about tomorrow's lunch? How about Hannah?
- 2 Does Calvin like vegetables? Explain.
- 3 If you could choose one food to eat every day, what would it be? Why?
- 4 What do you think would happen if you ate that food every day?

1

2

3

4

5

6

7

8

9

3 Get set.



STEP 1 Cut out the Mystery Classmate card on page 123 of your Activity Book.



STEP 2 Ask one classmate questions about him/her to fill in the card. Be sure to write neatly.



STEP 3 Mix up all the cards in a bag. Then each pupil takes one of the cards from the bag. Make sure it's not your own card. Now you're ready to **Go!**

4 Go!

A Work in a group. Take turns reading the information (except for the name) on your card aloud. Each group member copies the chart into a notebook and completes it by writing who he or she thinks the other group members are reading about.

Card number	Who read it?	Who do you think it's about?
Example	Andy	Anna
1	?	?
2	?	?
3	?	?
4	?	?

B Talk about your guesses. Give reasons for your choices.

I think Andy's card is about Anna. She loves playing football and she'll be working in a hospital someday.

I'm not sure. I don't think Anna likes chocolate.



C Each pupil says whose card he/she read in Step A. Check your guesses. Which person in your group solved the most mysteries?

Warm-Up

- Have pupils preview the Activity Card on Activity Book page 123. Say: *You'll use this card to interview a classmate.* Have pupils read the card aloud and ask questions about any unfamiliar vocabulary.

Using Page 80

3 Get set.

- INVOLVE** Explain the lesson objective – pupils will interview classmates and then try to guess classmates' identities based on clues from the Mystery Classmate cards.
- Read the directions and steps aloud. Then have partners complete the steps. Model reading aloud *he/she* as 'he or she' and *he/she'll* as 'he'll or she'll'.
- MONITOR** Check that pupils complete the cards with logical answers.
- ASSIST** Provide pupils with possible choices to complete sentences: *He/She plays ... more than ...* : football, basketball, tennis, video games, board games, piano; *He/She reads fewer... than...* : newspapers, magazines, books, comic books, short stories, biographies, novels, mysteries.
- CHALLENGE** Have pupils write additional clues, using language structures from Units 4–6. Model: *If he/she could be a superhero, he/she would be Next year, he/she'll definitely be In thirty years, he/she'll probably*



Have pupils cross out a pronoun in each sentence (so that the pronoun left is correct). This will make the mystery classmate easier to guess because listeners will know if the pupil is a boy or a girl.

4 Go!

- Part A:** Read the directions aloud. Model choosing one card and reading the clues aloud without revealing the name of the pupil. Then have groups work together to read the information on their cards aloud. Have individual pupils write their guesses on their charts. Remind them to write down the name of the person who read each card.
- Part B:** Read the directions aloud. Have pupils discuss their guesses within their groups. Encourage them to give reasons for their choices.
- Part C:** Read the directions. Have each pupil in a group stand and announce whose card he or she read. Then have pupils tally their correct responses. Announce which pupil (or pupils) guessed the most mystery classmates correctly. Ask these pupils to talk about why they were so successful at guessing the identities of their classmates.
- 21st Social Skills** Point out that appreciating other people and remembering their interests are important social skills. Tell pupils who guessed many names correctly that they did a good job with these social skills. Encourage them to share tips with others to explain how they did so well.

OBJECTIVES

To interview classmates about current activities and future possibilities

To guess classmates' identities based on clues

21st Century Skills

Social Skills

Materials

Cutouts on Activity Book page 123

Sticky notes

TEACHING TIP

Activity Management

Suggest that pupils use sticky notes to cover up the names of the pupils at the top of each card. This will help prevent pupils from accidentally reading the names aloud and will also allow pupils to guess the mystery classmate's identity.

OBJECTIVES

To write a journal entry

To reassess comfort with target skills and key language for Units 4–6

21st Century Skills

Technology Literacy
Self-Direction

Materials

Phones or video cameras

Box or bag

Coloured pencils or marker pens

Game (eText)

Digital activities:
MyEnglishLab



Pages 64–65

Answers on page T156

TEACHING TIP

21st Technology Literacy

Have pupils use phones or video cameras to create multimedia journals based on their *All About Me* entries. Pupils can read their journals aloud, show pictures, play music and use other techniques to make their journal recordings more interesting. Encourage pupils to rehearse before they record. Have them share finished recordings with classmates and, if possible, with parents.

Warm-Up

- Show pupils a box or bag or draw one on the board. Ask: *This is a present for a 12-year-old boy/girl. What present could be in this box?* Have pupils brainstorm ideas and then write their suggestions on the board. Point out that they might decide to use some of these ideas when they write their *All About Me* journals.

Using Page 81

5 Write about yourself in your notebook.

INVOLVE

Explain the lesson objective – pupils will write a journal entry about presents they'd like to give and about what they'll be doing in twenty years. Then they'll look back at Units 4–6 and think about how well they can use what they've learnt.

- Read the directions, questions and journal title aloud.
- Have pupils begin by writing today's date. Then have them write answers to the questions.

MONITOR

Check pupil's writing for correct use of language.

CHALLENGE

Invite pupils to read aloud their *All About Me* journal entries and compare them with their classmates answers.

- Explain that pupils can calculate how old they'll be in twenty years to help them think about what they might be doing at that time.

6 Look at page 78 and your notebook. Draw again.

- **Part A:** Read the directions aloud.

- **21st Self-Direction** Have pupils turn back to page 78 and think about each of the categories again. Remind them to take their time to think about each category carefully. Suggest that they look back to the pages listed as they review their skills.

MONITOR

Remind pupils to use a different coloured pencil or marker pen when they reassess their understanding and use of each category.

- **Part B:** Read the directions and items aloud. Say: *Choose the statement that tells how you feel about Units 4–6.*

7 Rate this Checkpoint.

- Read the directions aloud. Point out that they'll choose two stars. Say: *First, you'll say if the Checkpoint was very easy, easy, hard or very hard. Then you'll say if it was fun, OK or not fun.*
- Have pupils complete the rating individually.
- Have pupils play the Checkpoint Game on the eText.
- Assign Activity Book pages 64–65 and direct pupils to digital activities.

5 Write about yourself in your notebook.

- If you could give any present to your best friend, what would it be? Why?
- What will you probably be doing twenty years from now?

All About Me Date: _____

How Well Do I Know It Now?

6 Look at page 78 and your notebook. Draw again.

A Use a different colour.

B Read and think.

I can start the next unit.

I can ask my teacher for help and then start the next unit.

I can practise and then start the next unit.

7 Rate this Checkpoint.

☆
very easy

☆
easy

☆
hard

☆
very hard

☆
fun

☆
OK

☆
not fun

unit 7

MYSTERIES!

Objectives

Vocabulary

- To describe mysteries

Reading

- To identify important ideas in an internet article ('A Mystery? Not Anymore!')
- To use reading strategies to comprehend and appreciate a selection

Grammar

- To confirm information, using question tags
- To use positive and negative question tags (*do they?/don't they?*)

Content Connection

- Science, Art, Music:** To read and talk about the aurora borealis

Culture Connection

- Around the World:** To read and talk about mysterious findings in Costa Rica and Tibet

Writing

- To write a cause-and-effect paragraph

Life Skills

- To learn about the importance of being curious

Project

- To create a booklet describing four mysterious phenomena

Listening and Speaking

- To identify and say the letters and sounds *un*, *inter*, *re*, *pre* and *super* individually and as part of words; to do a survey

Think Big

- To develop 21st century skills and 'bigger picture' thinking

Key Vocabulary

Mysteries	Mystery-related words	Expressions		Content Words	
Atlantis	explanation	buy this whole story	no sign of it	altitude	footprint
aurora borealis (northern lights)	phenomenon	Come on.	That's ridiculous.	atmosphere	interaction
Bermuda Triangle	proof	cool stuff	to everyone's surprise	atoms	nitrogen
crop circles	scientific theory	hang on a minute	told you	diameter	oxygen
Great Pyramids	unsolved	hooked on	totally	estimate	solar winds
Kryptos		make you wonder	work out	evidence	state
Nazca Lines				expedition	ton
Sailing Stones					

Materials

Pupil's Book, Unit 7

- ☐ Main unit, pages 82–93
- ☐ Class Audio CD, Tracks 3:01–15

Activity Book, Unit 7

- ☐ Main unit, pages 66–75
- ☐ Extra grammar practice, page 104
- ☐ Class Audio CD, Tracks 3:03–11

Assessment

- ☐ Unit 7 Practice test
- ☐ Unit 7 Unit test
- ☐ Unit 7 Oral assessment

Additional Materials

- ☐ Video (eText), Unit 7
- ☐ Interactive activities (eText), Unit 7
- ☐ Digital activities (MyEnglishLab), Unit 7

Unit Opener Activities

Family Connection

Have pupils tell their families that they're learning about mysterious phenomena. Encourage pupils and their families to look for news articles and watch television programmes about mysterious or unexplained events. Suggest that families keep a Mystery Diary in which they take notes about the mysteries that make them most curious. Allow pupils to share notes and ideas from their Mystery Diaries with the class.

What's the Big Mystery? Bulletin Board

Create a *What's the Big Mystery?* bulletin-board display to share photographs, drawings or descriptions of mysterious phenomena. Cut out a large paper question mark as the focal point for the display. Then surround the question mark with index cards about or illustrations of the mysteries. Pupils can begin with the ones on the Unit Opener. Then encourage them to add new mysteries or new information about the ones already included.



unit 7 MYSTERIES!

1 Can you identify these unsolved mysteries? Choose the name of the mystery from the box. Then listen carefully to check.

Atlantis Bermuda Triangle crop circles Kryptos Nazca Lines

1 A prosperous city can't just disappear, can it? Plato, the Greek philosopher, wrote a detailed description of this island paradise. Today, there's no sign of it. Some say it was swallowed up by the sea – the result of an earthquake or a flood. What do you think? Did the island city Plato wrote about ever exist?

Mystery: ?


2 Most drawings don't have to be looked at from 305 metres above. But that's the only way you can see these 1,000-year old geoglyphs in Peru. Scientists don't know who made these enormous drawings of animals, plants and humans or why: it makes you wonder, doesn't it?

Mystery: ?


3 Here in this region of the Atlantic Ocean, compasses won't help you with directions. Ships and planes simply disappear here. What's causing this to happen? Is it pirates, methane gas in the water, human error or something else? No one knows. It's puzzling... and a little scary.

Mystery: ?


2 Look at the photos. What's the mystery all about? Read and match the mysteries to the descriptions. Then listen to check.




1 Crop circles



2 The Bermuda Triangle



3 The Great Pyramids



4 Northern lights


a How were these constructed in ancient times without the benefit of modern tools? It doesn't seem possible.

b Modern scientists have come up with a solid theory to explain these brilliant colours and have got proof to support their theory.


c These perfect geometrical patterns seem to appear overnight. There's no scientific explanation for this phenomenon.

d No one can explain why things disappear in this area. It's an unsolved mystery.

3 Work with a partner. Talk about the mysteries.



They don't know the answer to the crop circles mystery, do they?



No, they don't. There's no scientific explanation.

THINK BIG Choose one of the mysteries in 2, do some research to find out more about it and come up with your own explanation.

82 Unit 7
Unit 7 83

Warm-Up

- Have pupils create mystery puzzles using magazine photos, card and a hole punch. First, pupils choose a photo. Then they use a hole punch to make one or more holes in a piece of card and tape it over the photo so that only a small part of it is visible. Display the mysterious photos and have classmates guess what they are. After classmates guess, take off the paper shields to reveal the photos. Congratulate the pupil who solves the most mysteries correctly.

Using Page 82

- 1** **3:01** Can you identify these unsolved mysteries? Choose the name of the mystery from the box. Then listen carefully to check.

INVOLVE | Explain the lesson objective – pupils will read and talk about unsolved mysteries.

- Read the directions and words in the box aloud. Ask volunteers to share their understanding of the words. Then have pupils read and answer independently. Play audio track 3:01 and have pupils listen and check their answers.

MONITOR | Check answers as a class. (Answers: 1 Atlantis, 2 Nazca Lines, 3 Bermuda Triangle)

Replay the audio as needed. Use simple language and gestures to explain unfamiliar words.

ASSIST | Say: Prosperous means rich or successful. A paradise is a perfect place. A geoglyph is a large design or pattern in the ground. A compass shows direction – north, south, east or west. Pirates are robbers at sea. Methane gas is a natural gas in Earth's atmosphere. Most methane is created by tiny living things. The gas can have dangerous effects, like carbon dioxide.



Tell pupils that they won't use two of the choices: Kryptos and crop circles. If pupils need more guidance, provide them with the answers and pause the audio when the answer is given. Help them listen for the word 'called' and tell them the answer follows it.

- **21st Critical Thinking** Ask: *An entire island, like Atlantis, couldn't be swallowed by the sea, could it? What do you think?* (Sample answers: Yes, it could. Earthquakes are very powerful and can do a lot of damage very quickly./No, it couldn't. Even if an earthquake caused the island to sink, there would still be some sign of it today.)

Using Page 83

- 2 **3:02** Look at the photos. What's the mystery all about? Read and match the mysteries to the descriptions. Then listen to check.

- Read the directions aloud. Invite volunteers to read the descriptions of the mysteries aloud. Provide help with unfamiliar vocabulary and then have pupils complete the activity independently.
- Play audio track 3:02 and have pupils listen and check their answers.

MONITOR | Check answers as a class. (Answers: 1 c, 2 d, 3 a, 4 b)

ASSIST | Replay the audio as needed. Pause after each mystery is discussed. Use simple language, gestures and the illustrations to explain unfamiliar vocabulary.

- 3 **Work with a partner. Talk about the mysteries.**

- Read the directions aloud. Then have volunteers read the speech bubbles aloud. Draw pupils' attention to the question tag with *do they* at the end. Explain that people use question tags when they want someone to agree with them.
- Have pupils work in pairs asking and answering questions about unsolved mysteries. Encourage pupils to use question tags.

MONITOR | Listen for proper pronunciation, appropriate intonation and correct use of language.

ASSIST | Say: *A question tag turns a sentence into a question. Questions that end with tags don't begin with question words, such as who, what, where, when, why. Model forming a question tag from a statement. Say: I can use the statement: No one can prove why things disappear in the Bermuda Triangle. Then make a question tag by adding can they at the end: No one can prove why things disappear in the Bermuda Triangle, can they?*

THINK BIG 21st Information Literacy

- Read the questions aloud. Have pupils complete the activity in groups or in pairs. Encourage pupils to use the internet or resource books for their research. Have pupils present their findings to the class.
- Assign Activity Book pages 66–67 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to use the mystery puzzles they created from the Warm-Up activity to ask and answer question tags. Model: *This is someone's nose, isn't it? This isn't a picture of a dog, is it?*

MONITOR | Listen for proper pronunciation, appropriate intonation and correct use of language.

OBJECTIVES

To talk about mysteries

Key Vocabulary

Nouns: Atlantis, aurora borealis (northern lights), Bermuda Triangle, crop circles, explanation, Kryptos, Nazca Lines, phenomenon, proof, scientific, theory

Verbs: wonder

Adjectives: unsolved

21st Century Skills

Critical Thinking
Information Literacy

Materials

Magazines
Card
Tape
Hole punch
Audio tracks 3:01–02
Audioscript, pages T146–147
Interactive activities (eText)
Digital activities: MyEnglishLab

AB

Pages 66–67
Audioscript on page T147
Answers on page T156

TEACHING TIP

Irregular Plurals

Remind pupils that most English plurals add -s or -es to a singular noun, but some irregular plurals don't follow that rule. Say: *Some words from Greek have got irregular plurals. A phenomenon is a fact or event. The plural of this word is phenomena.*

unit 7

MYSTERIES!

3:07

1

Can you identify these unsolved mysteries? Choose the name of the mystery from the box. Then listen carefully to check.

Atlantis

Bermuda Triangle

crop circles

Kryptos

Nazca Lines

- 1 A prosperous city can't just disappear, can it? Plato, the Greek philosopher, wrote a detailed description of this island paradise. Today, there's no sign of it. Some say it was swallowed up by the sea – the result of an earthquake or a flood. What do you think? Did the island city Plato wrote about ever exist?

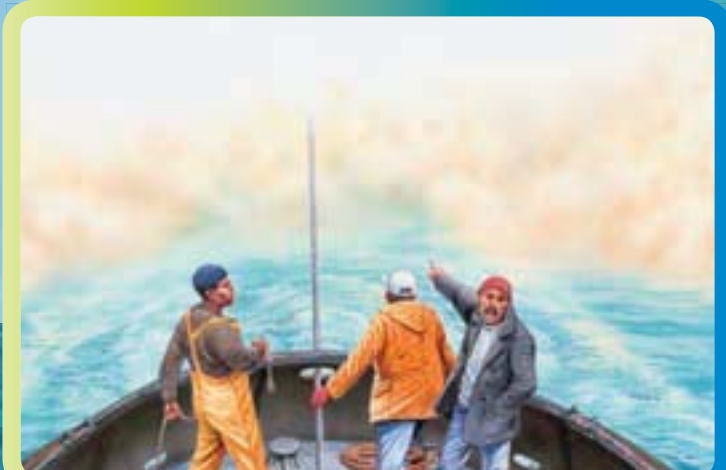
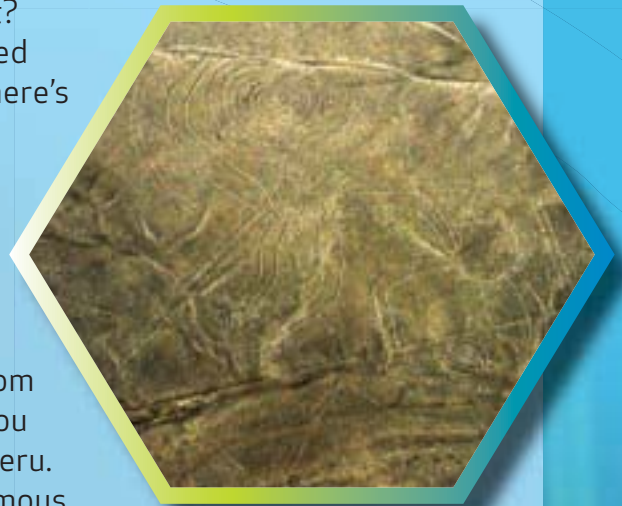
Mystery: ?

- 2 Most drawings don't have to be looked at from 305 metres above. But that's the only way you can see these 1,000-year old geoglyphs in Peru. Scientists don't know who made these enormous drawings of animals, plants and humans or why. It makes you wonder, doesn't it?

Mystery: ?

- 3 Here in this region of the Atlantic Ocean, compasses won't help you with directions. Ships and planes simply disappear here. What's causing this to happen? Is it pirates, methane gas in the water, human error or something else? No one knows. It's puzzling... and a little scary.

Mystery: ?



3:02

2

Look at the photos. What's the mystery all about? Read and match the mysteries to the descriptions. Then listen to check.

1



Crop circles

2



The Bermuda Triangle

3



The Great Pyramids

4



Northern lights

- a How were these constructed in ancient times without the benefit of modern tools? It doesn't seem possible.
- b Modern scientists have come up with a solid theory to explain these brilliant colours and have got proof to support their theory.
- c These perfect geometrical patterns seem to appear overnight. There's no scientific explanation for this phenomenon.
- d No one can explain why things disappear in this area. It's an unsolved mystery.

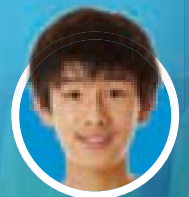
3

Work with a partner. Talk about the mysteries.



They don't know the answer to the crop circles mystery, do they?

No, they don't. There's no scientific explanation.


**THINK
BIG**

Choose one of the mysteries in 2, do some research to find out more about it and come up with your own explanation.

Reading | Internet article

4 Listen and read. Where did the dry lake bed get its name from?

A MYSTERY? NOT ANY MORE!

The Sailing Stones (Death Valley, California)

Imagine this: Rocks of different sizes, some weighing more than 300 kilos, sit on a dried-up flat lake bed that goes on for kilometres and kilometres. You would think that these rocks, especially the heaviest and biggest ones, would just sit in one spot forever, wouldn't you? Not the ones in Death Valley, California, in the USA! You can see them on the enormous expanse of dry lake bed called Racetrack Playa, which is named after these 'racing' stones. Much to everyone's surprise, many of them, including the really big and heavy ones, have actually moved hundreds of metres from their original locations – but, of course, this happened when no one was looking.

Not only did the rocks and stones move far, some seemed to have stopped and changed direction! A few even turned around and moved back to their original locations! Rocks moving on their own isn't possible, is it? As you read this, you're probably thinking of all kinds of weird explanations. Before blaming this on extraterrestrial beings, read on.

In the 1970s, some long-term studies of the phenomenon were carried out. Scientists now believe this: every year, the dry lake bed gets flooded with melted snow from the surrounding mountains. The water softens the soil in the old lake bed, turning it into slippery mud. Although no one has actually seen the rocks move, the best guess is that wind then moves the rocks across the slippery surface of the lake bed. Sounds like a logical explanation, doesn't it? Indeed it is, but without anyone actually witnessing the phenomenon, doubters remain.

Comments:

- Sebastian, Spain**
Rocks that move? Pretty cool!
- Emily, Australia**
You don't really buy this whole story about stones moving, do you? Don't believe everything you read on the internet!
- Liam, U.S.A.**
Well, this story just happens to be true. I'm from California and the sailing stones have been studied since the 1940s. Even physicists have offered various theories. It's certainly not a hoax.
- Georgina, UK**
Wow, you're actually serious about these stones, aren't you? Do you guys believe that wind can actually make rocks move? Come on!
- Detlef, Germany**
I'm not totally convinced. There's got to be another explanation. Like pranksters, maybe?
- Hiroto, Japan**
I'm a geologist and rocks are my life. Believe me, Emily, these rocks really move! When the water level in the playa rises, the soil turns to mud and becomes slippery and strong winds cause the rocks to slide. Moderate winds can keep the rocks moving.
- Liam, USA**
Told you it's not a hoax. You're convinced now, aren't you?

READING COMPREHENSION

5 Read and say **true** or **false**.

- 1 People have seen the rocks move 100 metres.
- 2 No one doubts the explanation given by scientists.
- 3 Their theory involves wind and water.
- 4 The rocks don't all move in the same direction.
- 5 The heaviest rocks don't move at all.

THINK BIG Using objects or drawings, demonstrate and describe the various movements of the rocks in Racetrack Playa. Do you think pranksters are responsible for moving the rocks? Do you agree with scientists' explanation for the rocks moving? Why/Why not?

Warm-Up

- **21st Media Literacy** Point out that many internet sites allow readers to post comments. Ask: *Why do you think people like to post comments?* (Sample answers: They may have strong reactions to an article and want to share them./They might strongly agree or disagree with the writer or with others' comments./They might have questions./They might know more information about the topic and want to share it.) *Have you ever posted a comment on an internet site? If so, what made you want to share your ideas?*

Using Page 84

- 4** **3:04** Listen and read. Where did the dry lake bed get its name from?

INVOLVE

Explain the lesson objective – pupils will read and talk about an internet article and comments about it.

- Have pupils read the title aloud and preview the pictures. Say: *Sailing is usually used to describe boats. A sailing boat moves with wind and a large piece of cloth, called a sail. Why is the phrase 'Sailing Stones' a little mysterious?* (Sample answer: Stones are heavy and don't usually move easily./The image of a stone sailing is strange.)
- Read the directions aloud. Play audio track 3:04 and have pupils listen and read along.

MONITOR

Use questions to check for understanding. Ask: *Where are the sailing stones found?* (in Death Valley, California) *What's mysterious about these giant stones?* (They move hundreds of metres on flat land.) *What explanation do some scientists give?* (They say the rocks move because of water and wind. Water from the surrounding mountains turns the area into slippery mud. Then strong wind moves the rocks.) *Does everyone agree with this theory?* (No. Some people doubt it.) *Where did the dry lake bed get its name from?* (It was named after the 'racing' stones.)

ASSIST

Replay the audio as needed. For the comments, pause after each one and use simple language to explain unfamiliar words and phrases. Say: *A hoax is a trick that someone plays. A trick can also be called a prank. A prankster is someone who plays a trick on people.*

- **21st Communication** Say: *Sometimes we can understand facts and ideas by making comparisons. Do you know how big a 300 kilo rock is? What object can you compare that size to?* (Sample answers: a heavy bathtub/a motorcycle) Write a sentence that compares the Sailing Stones to the object. (Sample answer: The Sailing Stones can weigh more than a motorcycle!)

CHALLENGE

Ask: *Why do you think the winds are strong at Racetrack Playa in Death Valley?* (Sample answer: The area is flat and open with few things, such as trees, buildings or mountains, to block or slow down the wind.)

Using Page 85

5 Read and say true or false.

- Read the directions aloud. Have pupils complete the activity independently.

MONITOR

Review answers with the class. (Answers: 1 false, 2 false, 3 true, 4 true, 5 false)

ASSIST

Replay the audio as needed and review any problems with understanding. Say: *A theory is an idea about why something happens.*

CHALLENGE

Invite pupils to change one or more words in each false statement to make it true. (Sample answers: 1 No one has seen the rocks move., 2 Some doubt the explanation given by scientists., 5 Even the heaviest rocks move.)

THINK BIG 21st Critical Thinking

- Read the directions and questions aloud. Provide pupils with classroom objects to use in modeling the movements of the sailing stones. For example, pupils might use books, rubbers or paperweights to represent the stones. They can use crumpled paper to represent desert sand when it is dry and flat plastic, such as a plastic file folder, to represent the land when it is slippery. Model how much more easily objects move on the slippery surface. Say: *When something is slippery, there is less friction. Friction is rubbing of one thing against another. When there is a lot of friction, objects don't move easily.*

MONITOR

Check for problems with comprehension and errors in vocabulary, syntax and grammar as pupils discuss the theories.

- Assign Activity Book page 68 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to write their own comments about the article. Remind pupils to follow the format used in the postings to the internet article for their own comments. Say: *Begin by writing your first name and where you live. Then write your comment. You can say what you think about the article or about any of the comments.*

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Nouns: explanation, phenomenon, rocks, theory, wind

Verbs: doubt, move

Adjectives: heavy

21st Century Skills

Media Literacy

Communication

Critical Thinking

Materials

Various classroom objects

Audiotrack 3:04

Digital activities:
MyEnglishLab

AB

Page 68

Answers on page T156

Summary

No one could explain giant rocks moving in Death Valley, California until scientists came up with a theory. Water from melting snow from the surrounding mountains floods the area and then strong winds push the rocks along the slippery mud. Some people accept this explanation but others still don't believe it.

TEACHING TIP

Target Language in Context

Remind pupils about question tags (see page T83). Then have pupils note down tags at the end of questions in the article (*wouldn't you, doesn't it, is it*). Encourage pupils to keep a list of question tags that they read or hear in a notebook.

3:04



Listen and read. Where did the dry lake bed get its name from?

A MYSTERY? NOT ANY MORE!

The Sailing Stones (Death Valley, California)

Imagine this: Rocks of different sizes, some weighing more than 300 kilos, sit on a dried-up flat lake bed that goes on for kilometres and kilometres. You would think that these rocks, especially the heaviest and biggest ones, would just sit in one spot forever, wouldn't you? Not the ones in Death Valley, California, in the USA! You can see them on the enormous expanse of dry lake bed called Racetrack Playa, which is named after these 'racing' stones. Much to everyone's surprise, many of them, including the really big and heavy ones, have actually moved hundreds of metres from their original locations – but, of course, this happened when no one was looking.

Not only did the rocks and stones move far, some seemed to have stopped and changed direction! A few even turned around and moved back to their original locations! Rocks moving on their own isn't possible, is it? As you read this, you're probably thinking of all kinds of weird explanations. Before blaming this on extraterrestrial beings, read on.

In the 1970s, some long-term studies of the phenomenon were carried out. Scientists now believe this: every year, the dry lake bed gets flooded with melted snow from the surrounding mountains. The water softens the soil in the old lake bed, turning it into slippery mud. Although no one has actually seen the rocks move, the best guess is that wind then moves the rocks across the slippery surface of the lake bed. Sounds like a logical explanation, doesn't it? Indeed it is, but without anyone actually witnessing the phenomenon, doubters remain.



Sebastian, Spain

Rocks that move? Pretty cool!

Emily, Australia

You don't really buy this whole story about stones moving, do you? Don't believe everything you read on the internet!

Liam, U.S.A.

Well, this story just happens to be true. I'm from California and the sailing stones have been studied since the 1940s. Even physicists have offered various theories. It's certainly not a hoax.



www.mysteryfans.com

Georgina, UK
Wow, you're actually serious about these stones, aren't you? Do you guys believe that wind can actually make rocks move? Come on!

Detlef, Germany
I'm not totally convinced. There's got to be another explanation. Like pranksters, maybe?

Hiroto, Japan
I'm a geologist and rocks are my life. Believe me, Emily, these rocks really move! When the water level in the playa rises, the soil turns to mud and becomes slippery and strong winds cause the rocks to slide. Moderate winds can keep the rocks moving.

Liam, USA
Told you it's not a hoax. You're convinced now, aren't you?

READING COMPREHENSION

5 Read and say **true** or **false**.

- 1 People have seen the rocks move 100 metres.
- 2 No one doubts the explanation given by scientists.
- 3 Their theory involves wind and water.
- 4 The rocks don't all move in the same direction.
- 5 The heaviest rocks don't move at all.

**THINK
BIG**

Using objects or drawings, demonstrate and describe the various movements of the rocks in Racetrack Playa. Do you think pranksters are responsible for moving the rocks? Do you agree with scientists' explanation for the rocks moving? Why/Why not?

Language in Action



Listen and read. What's the big mystery?

James: Hey, Kyle. Have you heard about Kryptos?

Kyle: Ummm. I think so.

James: You haven't got a clue, have you?

Kyle: Yeah, I have. It's a video game, isn't it?

James: Nope – not even close. It's a sculpture.

Kyle: A sculpture of what?

James: Let me see if I can find a picture... Yep, here's one.

Kyle: Hmm, it's just letters of the alphabet. So why would anyone have a sculpture like that?

James: The letters are really four encrypted messages. You need to work out the code to read the secret messages.

Kyle: But nobody can read the messages, can they?

James: Of course not! I think the idea is to challenge code breakers.

Kyle: You're probably right. Has anyone decoded them yet?

James: Yes, three have been decoded. But the fourth one is still a mystery.



Practise the dialogue in 6 with a partner.



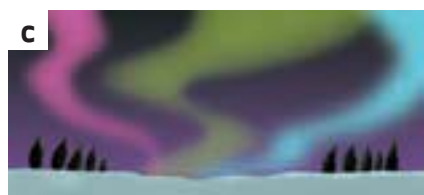
Listen and match. Then choose the correct ending to the question.

1 Ancient people made these,
(did they / didn't they)?

2 These are very beautiful,
(are they / aren't they)?

3 People can't break the code,
(can they / can't they)?

4 This place hasn't been found,
(has it / hasn't it)?



Warm-Up

- Have pupils create a simple cryptogram code by assigning each letter of the alphabet with a number from 1 to 26 (not in order.) Then have pupils write their first and last names using the code. Post the names and invite classmates to guess each coded name. To make the puzzles harder, tell pupils to leave out the space between their first and last names.
- Say: *This simple code is a substitution code in which each letter is replaced with a number. Many codes are much more complicated – and harder to solve.*

Using Page 86

6 Listen and read. What's the big mystery?

INVOLVE

Explain the lesson objective – pupils will read, listen to and practise a dialogue. Pupils will also listen to conversations about unsolved mysteries and use question tags.

- Tell pupils they'll listen to James and Kyle and find out what the big mystery is.
- Read the directions aloud. Then play audio track 3:06 and have pupils listen and read along.

MONITOR

Ask questions to check for understanding. Encourage pupils to answer in complete sentences, where appropriate. Ask: *What's Kryptos?* (a sculpture) *Why is Kryptos a mystery?* (The sculpture is four encrypted or coded messages. Three of the messages have been decoded but one is still a mystery.)

- **21st Global Awareness** Say: *Kryptos is a sculpture at the CIA headquarters in Virginia in the United States. The CIA is the Central Intelligence Agency. The main goal of the CIA is to collect and evaluate information about other countries. Some of the information it finds might be encoded. Agents need to solve or break these codes. Ask: Why do you think governments might use codes?* (Sample answer: They want to keep certain information secret.)

7 Practise the dialogue in 6 with a partner.

- Read the directions. Invite pairs to read the dialogue aloud, swap parts and repeat.

MONITOR

As pupils practise, listen for correct pronunciation and correct use of language.

ASSIST

Model intonation for the question tags in the dialogue. Demonstrate using a falling intonation for a question tag when you expect someone to agree with your answer and a rising intonation when you aren't sure.

8 Listen and match. Then choose the correct ending to the question.

- Read the directions aloud. Have pupils look at the pictures and describe what they see. Then have volunteers read the statements aloud.
- Play audio track 3:07. Have pupils complete the activity independently.

MONITOR

Review the answers as a class. (Answers: 1 d, didn't they, 2 c, aren't they, 3 b, can they, 4 a, has it)

- Assign Activity Book page 69 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils choose a mystery discussed so far in the unit and create a poster to advertise it. Encourage pupils to include a drawing suggestive of the mystery and persuasive language about why people should want to find out more about it. Suggest they include a question tag, too. Model: *You'll be amazed when you see the Sailing Stones. You'll find yourself wondering how these giant rocks can actually move. It makes you want to come to Death Valley, California to see them, doesn't it?*

OBJECTIVES

To talk about mysterious events

To use unit language in context

To use correct stress, pronunciation and intonation

Key Vocabulary

Nouns: Atlantis, aurora borealis (northern lights), clue, code breaker, Kryptos, machine, message, mystery

Verbs: break, crack [the code], decode, find, give away, have, work out

Adjectives: beautiful, encrypted, secret

21st Century Skills

Global Awareness

Materials

Audio tracks 3:06–07

Audioscript, pages T147–148

Digital activities: MyEnglishLab

AB

Page 69

Audioscript on page T148

Answers on page T156

TEACHING TIP

Listening Strategies

Remind pupils to listen for the main idea when they match the pictures in Activity 8. Say: *You may hear some words you don't know. Don't get nervous. Keep listening. You don't need to understand every word to understand the main idea. The first time you listen, try to find the right picture. You'll have a chance to listen again for details.*

OBJECTIVES

To use question tags to confirm information

To use positive and negative question tags

Key Vocabulary

Nouns: article, artefact, Atlantis, aurora borealis (northern lights), comet, geoglyphs, location, phenomenon, research

Verbs: be, claim, disagree, exist, explain, find, make [sense]

Adjectives: exact, visible

21st Century Skills

Communication

Materials

Magazines and newspapers

Interactive activity / Game (eText)

Digital activities: MyEnglishLab

AB

Pages 70–71

Answers on page T156

TEACHING TIP

21st Communication

Say: You can use question tags to confirm or check information. In an interview, question tags help you make sure information is correct. These questions are sometimes considered leading questions because you lead someone to give the answer or the information you want. Have pupils give examples of situations in which they might use question tags at school, at home or with friends.

Warm-Up

- Have pupils create three-column charts with these headings: *Mystery, What I Learnt, Question Tag About It*. Then have pupils choose mysteries from the unit to complete their charts. Model one row: *Bermuda Triangle/ Things disappear there all the time./ Things disappear there all the time, don't they?* Then have pupils work in pairs stating their mystery and then asking and answering their questions about it.

Using Page 87

9 Choose the correct question tags in brackets.

INVOLVE

Explain the lesson objective – pupils will learn how to use question tags to confirm information. Say: *Sometimes when you're talking, you believe someone will agree with you. You can ask a question tag to find out if you're right.*

- Have volunteers read the grammar chart labels and question tags aloud. Ask: *What kind of question tag do you use after an affirmative statement? (a negative tag) What kind of question tag do you use after a negative statement? (a positive tag)*
- Read the directions aloud and complete Item 1 as a class. Then have pupils complete the activity independently.

MONITOR

Review the answers as a class. (Answers: 1 *aren't they*, 2 *aren't they*, 3 *is it*, 4 *didn't they*, 5 *are they*, 6 *have they*)

ASSIST

Check that pupils are using negative and positive tags correctly.

10 Prepare to interview an archaeologist about Atlantis. Make questions tags.

- Read the directions aloud. Complete Item 1 as a class. Then have pupils complete the activity independently in their notebooks.

MONITOR

Review the answers as a class. (Answers: 1 *didn't you?*, 2 *do you?*, 3 *doesn't it?*, 4 *don't they?*)

- As pupils read the answers aloud, have them use falling intonation. Say: *This interviewer seems to believe he or she already knows the answers, and just wants confirmation. So we should use falling intonation.*

ASSIST

Help pupils recognise the affirmative and negative statements so they'll know which tags to use.



Provide the answers as choices for pupils to decide on.

11 Write responses for the archaeologist in the interview in 10. Then role play the interview with a partner.

- Read the directions aloud. Say: *You can make up information for the archaeologist, based on the activity and what you know.* Complete the archaeologist's first response as a class. Then have pupils complete the activity independently in their notebooks.

MONITOR

Invite volunteers to share their sentences. (Sample answers: 1 *Yes, I did claim that Atlantis was a real place.*, 2 *No, I don't know exactly where it was located.*, 3 *Yes, it does claim that.*, 4 *Yes, they do but they haven't seen the proof yet.*)

- Assign Activity Book pages 70–71 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to add question tags to news highlights from magazines and newspapers. Model: *The mayor won the election by a huge number of votes, didn't she?* Then have pairs use their question to discuss their news.
- Have pupils play Unit 7, Game 1 on the eText.

AFFIRMATIVE STATEMENTS	NEGATIVE TAGS	NEGATIVE STATEMENTS	POSITIVE TAGS
The geoglyphs are in Peru, Experts have explained them, We solved the mystery,	aren't they? haven't they? didn't we?	Atlantis isn't real, Scientists haven't found it, It didn't make sense,	is it? have they? did it?

Tip: Use question tags with falling intonation when you expect someone to agree with you.

9 Choose the correct question tags in brackets.

- The northern lights are a natural phenomenon, (are they / aren't they)?
- They are also called the aurora borealis, (are they / aren't they)?
- The aurora borealis isn't a comet, (is it / isn't it)?
- People in ancient times knew about the northern lights, (did they / didn't they)?
- They're not visible in Asia, (are they / aren't they)?
- Scientists haven't explained the aurora borealis yet, (have they / haven't they)?

10 Prepare to interview an archaeologist about Atlantis. Make question tags.

- A: In your article, you claimed that Atlantis existed, ?
B: Yes, I did...
- A: You don't know the exact location of the city, ?
B: No, I don't...
- A: Your article claims that you have found artefacts, ?
B: Yes, it does...
- A: Most scientists disagree with your research, ?
B: Yes, they do, but...



11 Write responses for the archaeologist in the interview in 10. Then role play the interview with a partner.



Listen and read. What is the aurora borealis?

CONTENT WORDS

altitude atmosphere atoms interaction nitrogen oxygen solar winds state

AURORA BOREALIS (THE NORTHERN LIGHTS)

Albert Einstein, whose work we still study today, once said this about nature: "What I see in nature is a magnificent structure that we can comprehend only very imperfectly and that must fill a thinking person with a feeling of humility." One could surely say this while looking at the aurora borealis!

For a long time, the aurora borealis was a mysterious natural phenomenon – no one clearly understood what caused it. Recently, science provided this explanation: the aurora borealis is caused by the interaction of solar winds with oxygen and nitrogen in the upper part of the atmosphere. These interactions excite the oxygen and nitrogen atoms, which changes their character. As the atoms return to their normal state, they give off colours. The different colours of an aurora mean that solar winds are interacting with different gases at different altitudes.

Such magical and mysterious beauty has inspired painters, poets and songwriters. But can art truly show the magnificence of this natural phenomenon? Look at these two pictures. Which one is a photo of a real aurora? Which one is a painting?



13

Read 12 again and say **true** or **false**.

- 1 The northern lights are the result of different elements interacting in Earth's atmosphere.
- 2 There is no explanation for the changing colours.
- 3 Albert Einstein explained what the aurora borealis was.

**THINK
BIG**

Do you agree with Einstein that the beauty of nature should make a person feel humble? Why/Why not?

Warm-Up

- Tell pupil partners to take turns asking and answering question tags about a mystery from the unit. Model: *It's a little scary, isn't it?* (Yes, it is.) *Ships disappear here, don't they?* (Yes, they do.) *It's the Bermuda Triangle, isn't it?* (Yes it is.)

Using Page 88

12 Listen and read. What is the aurora borealis?

INVOLVE

Explain the lesson objective – pupils will read and talk about the aurora borealis and then answer questions about the text.

- Preview the article by having volunteers read the Content Words aloud. Ask pupils to share their understanding of these words. Then have pupils describe the pictures.
- Play audio track 3:10 and have pupils listen and read along.

MONITOR

Pause after each paragraph and ask questions to check for understanding. Ask: *How did Einstein feel about nature?* (He saw 'magnificent structure' in nature that made him feel humble.) *What has its beauty inspired?* (Painters, poets and songwriters.) Then ask the rubric question, *What's the aurora borealis?* (It's oxygen and nitrogen atoms which interact with solar winds and that changes their character. As they return to their normal state, they give off colours.)

ASSIST

Replay the audio as necessary. Have pupils note down each Content Word in the text and use context clues to determine its meaning. Help pupils modify any unclear, incomplete or incorrect definitions. Say: *An atom is the smallest part of an element. To interact means to act on one another or be in close relationship with one another. Nitrogen and oxygen are gases found in the atmosphere. Solar winds are particles that flow at high speeds away from the sun into space. Some of these particles reach Earth, where they're affected by the planet's magnetic field. As a result, solar winds are greater at the northern and southern poles.*



Ask: *Why is the aurora borealis also called The northern lights?* (They occur in the northern hemisphere.) *Do you think that light displays occur in the southern hemisphere, too? Where?* (Yes; light displays called *aurora australis* occur in Antarctic areas.)

13 Read 12 again and say true or false.

- Read the directions and questions aloud. Have pupils complete the activity in pairs.

MONITOR

Check answers as a class. (Answers: 1 true, 2 false 3 false)

CHALLENGE

Have pupils make three questions about the text to ask their partners.

THINK BIG 21st Critical Thinking

- Read the questions aloud. Have pupils discuss the questions in pairs. Encourage them to express themselves as best they can. Write their answers on the board.
- Assign Activity Book page 72 and direct pupils to digital activities.

Application and Practice Activity

- Ask: *What did you learn about how music affects your creativity? When might you apply this lesson at home or at school?*

OBJECTIVES

To read and talk about the aurora borealis

To read and understand a Science, Art and Music text

Content Words

altitude, atmosphere, atoms, interaction, nitrogen, oxygen, solar winds, state

21st Century Skills

Cross-Cultural Awareness
Critical Thinking

Materials

Audio track 3:10
Interactive activity (eText)
Digital activities: MyEnglishLab



Page 72

Answers on page T156

TEACHING TIP

21st Cross-Cultural Awareness

Share information about cultural and historical interpretations of the lights. Say: *In Roman mythology, Aurora was a goddess who brought the dawn each day. In Inuit (Alaska) myths, these lights represent the spirits of the hunted animals. The Menominee Indians (Wisconsin) believe the lights are the spirits of great hunters and fishers. In the Middle Ages, many people believed that they were signs of war or famine. The Maori (New Zealand) say they're reflections of campfires and torches.*

OBJECTIVES

To read and talk about mysterious findings

To connect a text to personal experiences

Content Words

diameter, estimate, evidence, expedition, footprint, proof, ton

21st Century Skills

Collaboration

Materials

World map or globe

Index cards

Slips of paper

Audio track 3:12

Video (eText)

Digital activities:
MyEnglishLab



Page 73

Answers on page T156

TEACHING TIP

Connotations

Remind pupils that some words and names are similar but have got different connotations. Say: Connotations are often positive or negative impressions connected with a word. Write *yeti* and *abominable snowman* on the board. Have pupils discuss the connotations of each. Ask: Which would you rather see, a *yeti* or an *abominable snowman*? Why?

Warm-Up

- Write these places from around the world (locations of unit mysteries) on slips of paper: Peru; region of the Atlantic Ocean; England; Egypt; northern hemisphere; Death Valley, California; Virginia; Costa Rica. Have pupils work in small groups and take turns drawing a slip and using a question tag to guess the mystery there. Model: *Egypt. The mystery is about the Great Pyramids, isn't it?* You might also provide a world map or globe and have volunteers point to the places.

Using Page 89

14 3:12 Listen and read. What is the yeti also known as?

INVOLVE

Explain the lesson objective – pupils will read about unsolved mysteries in Costa Rica and Tibet.

- Have pupils locate these countries on a world map or globe. Then ask them to preview the article by describing the photos.
- Write these vocabulary items on the board: *diameter, estimate, evidence, expedition, footprint, proof, ton*. Say: *We'll read about two unsolved mysteries: stone spheres and a legendary creature called the yeti or abominable snowman.* Have pupils listen for and locate these words in the article.
- Play audio track 3:12 and have pupils listen and read along. Pause after each section and have pupils summarise it.

MONITOR

Use questions to check comprehension. Ask: *How big are the stone spheres of Costa Rica?* (They're different sizes, from about the size of a tennis ball to balls eight feet in diameter.) *Why are they mysterious?* (No one knows who made them, why they made them, or how they were so perfectly made.) *What's a yeti thought to be?* (an animal that looks somewhat like a gorilla and lives in Tibet and Nepal) *What proof of the yeti has been found?* (none except footprints with no proof of what made them) *What's the yeti also known as?* (The yeti's also known as the abominable snowman.)

ASSIST

Replay the audio as needed. Answer any questions about vocabulary or grammar structures. Say: *Abominable means 'terrible' or 'monstrous'.*

- Have pupils create flashcards for each vocabulary item. Have them write the word on one side and its definition on the other. Then have partners use the cards to quiz each other.

15 Read 14 again and say *stone spheres* or *yeti*.

- Read directions aloud and have pupils complete the activity in pairs.

MONITOR

Check answers as a class. (Answers: 1 *stone spheres*, 2 *yeti*, 3 *stone spheres*, 4 *yeti*, 5 *stone spheres*)

ASSIST

Have pupils make sentences with the phrases from the activity.

- Assign Activity Book page 73 and direct pupils to digital activities.

Application and Practice Activity

- 21st Collaboration** Have pupils create crossword or word-search puzzles, using the vocabulary items. Then have partners exchange puzzles and try to solve them.
- Have pupils view the Unit 7 video segment. Use the Video Guide.

3:12

14

Listen and read. What is the yeti also known as?

Mysterious Findings

Stone Spheres (Costa Rica)

Take a look at the photograph. These perfectly round stone balls are no ordinary stones, are they? Obviously smoothed and shaped by someone or something, they vary in size, from the size of tennis balls to spheres that are eight feet in diameter and weigh 16 tons. In 1930, while clearing an area of the Costa Rican jungle, workers came upon a number of these balls, which are estimated to date back to 600 BC. Since then, several hundred have been discovered and they are all perfectly constructed! The mystery lies in working out who or what made them, what they were for and how they were made so perfectly.



The Abominable Snowman: The Yeti (Tibet)

You may have heard of the abominable snowman but like most people, you probably wonder if it's real or just a legend. The abominable snowman, also known as the *yeti*, is thought to be a creature resembling a gorilla. Many believe that the yeti lives in the Himalayan regions of Tibet and Nepal. Through the years, numerous expeditions have been organised to try to find evidence of the creature. So far, only footprints have been found with no proof that a yeti or any other creature made them. So why do people continue to believe the yeti exists? Because there's no proof that it doesn't.

15

Read 14 again and say **stone spheres** or **yeti**.

- 1 proof of existence
- 2 might be just a legend
- 3 discovered by accident
- 4 only footprints found
- 5 different sizes

- 16 Read this explanation for why the Sailing Stones move.

What Causes the Sailing Stones to Move

The Racetrack Playa in Death Valley gets seven to ten centimetres of rain a year but the rainfall comes in bursts. During the storms, the ground floods and the fine soil turns into mud and becomes very slippery. The winds, which can reach 145 kilometres per hour, can actually overcome the force of friction and cause the stones to move. Once the stones are already moving, much less powerful winds can keep them in motion.

- 17 Now copy and complete the missing words in the chart.

Cause:

? comes in bursts.



Effect:

The ground ? and the fine ? turns into mud and becomes slippery.

Cause:

Powerful ? blow.



Effect:

The wind pushes on the ? and they slide in the slippery mud.

- 18 In your notebook, write your own cause-and-effect paragraph. Choose a topic from your personal experience or from your Science or Social Science class. Before you write, make a chart like the one in 17. Use your chart to write the paragraph. Share your paragraph with the class.

**THINK
BIG**

What do you think are the advantages of being curious and asking lots of questions? Are there any disadvantages?

Warm-Up

- **21st Self-Directed Learning** Give pupils marbles and paper of various textures, including sandpaper. Have them design experiments to show how the texture of the paper affects the movement of the marbles. (Pupils should conclude that marbles move the fastest and most easily on smooth surfaces like plastic or very smooth paper; they move less easily and may stop moving on rough surfaces, such as sandpaper.)

Using Page 90

16 Read this explanation for why the Sailing Stones move.

INVOLVE

Explain the lesson objective – pupils will read and write cause-and-effect paragraphs.

- Have pupils review the article about Sailing Stones on pages 84–85. Encourage them to connect their experiment with the marbles with the phenomenon of the Sailing Stones. (The stones move more easily when the land is wet and there's less friction.)
- Read the directions aloud. Then have volunteers read the paragraph aloud.

MONITOR

Use questions to check comprehension. Ask: *What happens when it rains at Racetrack Playa?* (The ground floods and the dirt turns into slippery mud.)

ASSIST

Suggest that pupils use *C* for each cause and *E* for each effect. Model: *I'll use C next to 'rain' because it causes a change in the ground. I'll use E next to 'the fine dirt turns into mud' because that's an effect.*



Say: *The cause is the reason something happens. The effect is what happens as a result. To find a cause, ask 'why?' To find an effect, ask 'what happens as a result?'*

17 Now copy and complete the missing words in the chart.

- Read the directions aloud. Say: *A cause-and-effect diagram can help you understand what happens and why. You can use it to write a cause-and-effect paragraph.* Have pupils complete the activity in their notebooks.

MONITOR

Review answers as a class. (Answers: Cause: **Rain** comes in bursts., Effect: The ground **floods** and the fine **soil** turns into mud and becomes slippery., Cause: Powerful **winds** blow., Effect: The wind pushes on the **rocks** and they slide in the slippery mud.)

18 In your notebook, write your own cause-and-effect paragraph. Choose a topic from your personal experience or from your Science or Social Science class. Before you write, make a chart like the one in 17. Use your chart to write the paragraph. Share your paragraph with the class.

- Read the directions aloud. Have pupils work in small groups to discuss possible topics. Allow pupils time to research and plan. Suggest that they use science books or other resources.

MONITOR

Check that pupils complete their cause-and-effect charts before writing their paragraphs and then use the information in their paragraphs.

THINK BIG 21st Critical Thinking

- Read the questions aloud and encourage pupils to express themselves as best they can.
- Assign Activity Book page 74 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to draw illustrations to accompany their cause-and-effect paragraphs. Have pupils show the illustrations before sharing their writing and have classmates guess their topic.

OBJECTIVES

To write a cause-and-effect paragraph

21st Century Skills

Self-Directed Learning
Critical Thinking

Materials

Marbles
Sandpaper and other paper of various textures
Digital activities: MyEnglishLab

AB

Page 74
Answers on page T156

TEACHING TIP

Commonly Confused Words

Write *effect* and *affect* on the board. Say: *Effect is a noun. It's a result. Affect is a verb. It means 'to influence'.* Point out that writing mnemonic sentences can help you remember words that are easy to confuse. Choosing words with similar sounds (alliteration) can make these mnemonic sentences easy to remember. Model: *Our effort had a big effect: We moved the elephant. What happens in Africa affects all of the world.*

OBJECTIVES

To learn about the importance of being curious

To make a booklet that describes mysterious phenomena

21st Century Skills

Leadership
Cross-Cultural Skills
Collaboration

Materials

Art supplies
Digital activities:
MyEnglishLab

TEACHING TIP

21st Leadership

Have pupils take turns being the leader during pair activities. Switching the leadership role can help prevent one pupil from dominating. Suggest that leaders set specific goals for each meeting and end each session by discussing whether or not those goals were met.

Warm-Up

- **21st Cross-Cultural Skills** Share this saying with pupils: 'Curiosity killed the cat, but satisfaction brought him back'. Ask: *What does the first part of this saying mean?* (Sample answer: Being curious can get you in trouble.) *What does the second part mean?* (Being curious can also be rewarding.) Point out that in many cultures, cats are said to have more than one life because they get out of life-threatening situations. The number of lives varies. (Some say that in English culture, cats have got nine lives; and that in Spanish culture, they have got seven.)

Using Page 91

- 19 **Is curiosity important? Say which statements you agree with. Then discuss your opinions with a partner.**

INVOLVE | Explain the lesson objective – pupils will discuss being curious and then make a booklet about mysterious phenomena.

- Read the directions aloud. Have pupils complete the activity independently and then compare their answers with a partner.

MONITOR | Make sure that pupils choose at least three statements. Be sure that pupils discuss each statement and discuss why they don't agree with any.

ASSIST | Encourage pupils to use question tags in their discussions. Model: *Curiosity makes us ask questions, doesn't it? Curiosity doesn't make us unhappy, does it?*

- 20 **Curious minds solve mysteries. How curious are you? Keep a curiosity diary for a week.**

- Read the directions aloud.
- Have pupils complete their diaries independently. Then have them work in pairs to compare their experiences. Model: *I decided to learn about one new thing. I saw an article about Zimbabwe. I didn't know very much about that country so I spent half an hour reading about it on the internet.*

MONITOR | Listen for proper pronunciation, appropriate intonation and correct use of language.

ASSIST | Say: *Try to write in your curiosity diary every day. You don't have to write complete sentences. Note down topics that you'd like to know more about.*

- 21 **Did the things you read in this unit make you curious? Learn more about mysterious earth or science phenomena.**

- **21st Collaboration** Read the directions aloud. Tell pupils that collaborating can help them test their ideas to make sure they're logical and clear. Have pupils create booklets. Suggest that pupils work in pairs to describe and illustrate two mysteries. Then have pupils share their booklets with another pair.

MONITOR | Check that partners complete each category for two mysterious phenomena. Be sure that they find general information for each topic, list research done and theories found and write a conclusion.

ASSIST | If needed, help pupils find resources for each topic.

Application and Practice Activity

- Make a World Map of Mysterious Phenomena, using pins to mark the locations of the ones that pupils described in their booklets.

19 Is curiosity important? Say which statements you agree with. Then discuss your opinions with a partner.

- 1 Curiosity makes us ask questions and questions help us learn.
- 2 Curiosity makes us unhappy and dissatisfied.
- 3 Curiosity leads to answers or solutions.
- 4 Curiosity encourages us to be creative.
- 5 Curiosity leads to inventions and discoveries.
- 6 Curiosity makes us look indecisive, like we don't know something.



20 Curious minds solve mysteries. How curious are you? Keep a curiosity diary for a week.

- 1 Copy these suggestions into your notebook:
Ask questions. / Be observant. / Find answers. / Study one new topic every day. / Try something new. / Read a lot!
- 2 Write in your diary every day. Give details that show your curiosity.
- 3 When your diary is complete, discuss it with a partner.

Monday, 17th March

I was observant. I looked at a frog under a magnifying glass.

PROJECT

At Ringing Rocks Park in Pennsylvania, USA, when you hit the rocks with a hammer, they sound like bells. That's unusual, isn't it? But it's true. And no one knows why it happens.

21 Did the things you read in this unit make you curious? Learn more about mysterious earth or science phenomena.

- A** Make a booklet with a partner. Research information about two mysteries. Use these headers for each topic:
 - General Information
 - Research Done
 - Theories Found
 - My Conclusion
- B** When you have finished, share your booklet with another pair.

Mystery #1:
Ringing Rocks Park,
Pennsylvania, USA

General Information

The rocks sound like bells when you hit them.

Research Done

<http://www.travelandleisure.com/travel-guide/bucks-county/activities/ringing-rocks-park>

Theories Found

There are no explanations for this phenomenon.

My Conclusion

I think they must be made of something unusual.



Listening and Speaking

3:13



Listen, read and repeat.

1 un 2 inter 3 re 4 pre 5 super

3:14



Listen and blend the sounds.

1 un-h-a-pp-y	unhappy	2 inter-n-a-t-io-n-a-l	international
3 re-c-y-c-le	recycle	4 pre-u-s-ed	preused
5 Super-m-a-n	Superman	6 re-d-u-ce	reduce

3:15



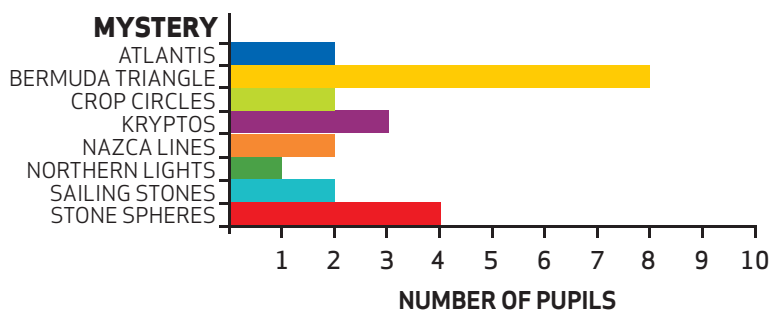
Listen and chant.

*Celebrate International Earth Day!
Recycle your Superman T-shirt
And your pre-washed bottles.
Reduce unhealthy food,
Try healthy food! It's good!*



25

Work in a small group. Do a survey. Which mystery is your favourite? Make a graph to show what your classmates' favourite mystery is.



26

Ask and answer questions about the results. Use question tags when you can.



The Bermuda Triangle is our favourite mystery, isn't it?

I think it's because it's still unsolved.

Yeah. I wonder why.

Maybe but I think it's because it's creepy.



Warm-Up

- Have partners take turns thinking of one of the mysteries from this unit, giving its first letter and challenging others to guess the mystery. Model: A: *I'm thinking of a mystery that begins with y.* B: *It's the yeti, isn't it?* A: *You guessed it!*

Using Page 92

22 3:13 Listen, read and repeat.

INVOLVE

Explain the lesson objective - pupils will identify the letters and distinguish between the sounds *un*, *inter*, *re*, *pre* and *super* individually and as part of words. Then they'll review the unit by talking about mysterious phenomena and using question tags.

- Read the directions aloud. Play audio track 3:13 and have pupils listen and point to each sound as it is said. Have pupils repeat.

MONITOR

As pupils repeat, check they're pointing to the correct sound and listen for correct pronunciation.

23 3:14 Listen and blend the sounds.

- Read the directions aloud. Play audio track 3:14 and have pupils listen and point to each item as it's sounded out and blended on the audio.

MONITOR

As pupils repeat, check they're pointing to the correct word and listen for correct pronunciation and appropriate intonation.

- Replay the audio as needed.

24 3:15 Listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books.
- Play audio track 3:15 and have pupils listen. Replay several times and encourage them to join in.

MONITOR

As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and correct use of language.

25 Work in a small group. Do a survey. Which mystery is your favourite? Make a graph to show what your classmates' favourite mystery is.

- Read the directions aloud. On the board write the mysteries presented in the chart and have pupils copy them in their notebooks. Have pupils work in groups to complete the survey, using the mysteries from the board.

MONITOR

Check that each pupil writes his or her name by one topic on the chart.

- Have pupils work in pairs to create bar graphs with the class results. You may wish to assign pupils different roles: One can collect data from each group, another can write the chart labels, a third can draw the bars and a fourth can check that the graph is correct.

26 Ask and answer questions about the results. Use question tags when you can.

- Read the directions aloud. Have volunteers read the speech bubbles aloud. Model other question tags that can be used to talk about the data: *The Sailing Stones aren't very popular with our class, are they?* *Atlantis is popular, isn't it?* *None of us chose Kryptos as our favourite mystery, did we?*

ASSIST

Provide pupils with statements about their graphs that can be turned into question tags. Model: *We think that the northern lights are the best mystery.* (don't we?) *Six of us voted for the Bermuda Triangle.* (didn't we?) *We don't need to include a bar for crop circles.* (do we?)

Application and Practice Activity

- **21st Technology Literacy** Have pupils use computer software to create their graphs. Pupils may also wish to create a bar graph for a different question, such as: *Which mystery do you think would make the best subject for a film?*

OBJECTIVE

To identify and say the letters and sounds *un*, *inter*, *re*, *pre* and *super* individually and as part of words

To discuss mysterious phenomena

To confirm information, using question tags

21st Century Skills

Information Literacy

Technology Literacy

Materials

Audio tracks 3:13–15

Digital activities:
MyEnglishLab

TEACHING TIP

21st Information Literacy

Ask: *How does a bar graph show information?* (Each bar represents an amount.) *How do the labels help you interpret the graph?* (The labels name each mystery and show the number of pupils that voted for it.) *Could you make this horizontal bar graph into a vertical bar graph that shows the same data?* (Yes. You could change the orientation with the names and numbers switched.)

OUTCOMES

Pupils can discuss mysterious phenomena.

Pupils can confirm information using question tags.

21st Century Skills

Self-Direction

Materials

Index cards

Game (eText)

Digital activities:
MyEnglishLab

AB

Page 75

Answers on page T156

TEACHING TIP

Synonyms and Speech Variety

Point out that learning more than one way to say something can help pupils add variety to what they say. For example, rather than answering yes to several question tags in a row, they might use some of these synonyms or words or expressions with similar meanings: *certainly, absolutely, you bet, yeah, right, OK.*

Warm-Up

- Have pupils play *Word Clues* (see *Game Bank*, page T137, for details) to review key vocabulary from Unit 7. Give pupils index cards and invite them to create game cards by writing one unit word or phrase on each card. Players take turns looking at a word and giving one-word clues for partners. Clues should not use the unit vocabulary word. Model: *My word is Kryptos. My clues for it are sculpture, code, unsolved and letters.*
- Teams may wish to play *Word Clues* as a competition.

Using Page 93

27 Complete the sentences using question tags. Then give answers to show you agree or disagree.

INVOLVE Explain the lesson objective – pupils will review the vocabulary and grammar they have learnt in Unit 7.

- Read the directions aloud. Do the first item as a class and then have pupils complete the activity independently.

MONITOR

Review answers as a class. (*Sample answers: 1 aren't they; I think so. We can't solve them unless we investigate them., 2 aren't they; I don't think so. Just because we don't understand something doesn't mean it's a hoax., 3 can they; That's probably true. But scientists are discovering answers to new mysteries all the time., 4 isn't it; Yes. We would never make great discoveries without curiosity., 5 doesn't it; Absolutely. It's what makes scientists and explorers keep discovering new things., 6 didn't he; He really did. If he wasn't curious, we wouldn't be reading about his work today., 7 has it; Yes. No one can explain why things disappear in this area. It's an unsolved mystery., 8 have you; Yes, I have. When you hit the rocks with a hammer at Ringing Rocks Park in Pennsylvania, U.S.A., they sound like bells., 9 don't they; I don't think so. There is no scientific explanation for this phenomenon., 10 don't you; Certainly. It's thought to be a creature that looks like a gorilla. Many believe that the yeti lives in the Himalayan regions of Tibet and Nepal. But still there's no proof that it exists.*)

ASSIST

Remind pupils to check to see if each statement is affirmative or negative before they determine which kind of tag to use. Then provide pupils with some different ways to show their agreement or disagreement with question tags: *yes/no, I think so/I don't think so; that's right/that's not right; absolutely/absolutely not.*

28 Complete the sentences with words from the box.

- Read the directions aloud. Have volunteers read the words in the box aloud. Have pupils to complete the activity independently.

MONITOR

Check answers as a class. (*1 scientific, 2 theory, 3 proof, 4 phenomenon, 5 unsolved*)

I Can

- 21st Self-Direction** This section asks pupils to assess their own learning and think about their progress. Explain that pupils should read the *I Can* bullets carefully and copy the skills they feel they can do into their notebooks.
- Assign Activity Book page 75 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to role play a skit in which they interview someone who's investigating an unsolved mystery. Encourage pupils to use question tags and vocabulary words in the skit. When pupils share their skit with the class, have classmates raise their hands when they hear a question tag.
- Have pupils play Unit 7, Game 2 on the eText.

- 27 Complete the sentences using question tags. Then give answers to show you agree or disagree.

I think so. We can't solve them unless we investigate them.



- 1 All unsolved mysteries are worth investigating, ?
- 2 Most unsolved mysteries are hoaxes, ?
- 3 Some mysteries can't be solved even with scientific research, ?
- 4 Having a curious mind is important, ?
- 5 Curiosity makes new discoveries and inventions possible, ?
- 6 Einstein had a curious mind, ?
- 7 The Bermuda Triangle mystery hasn't been explained, ?
- 8 You haven't heard of the Ringing Rocks, ?
- 9 Scientists know what causes the northern lights phenomenon, ?
- 10 You know about the yeti, ?

- 28 Complete the sentences with words from the box.

phenomenon proof scientific theory unsolved

- 1 So far, there is no ? explanation for how the stones became so perfectly round.
- 2 One ? that explains the mystery of Atlantis is that it disappeared during a large earthquake.
- 3 Actually, there's no reliable ? that the city of Atlantis ever existed.
- 4 The aurora borealis is a natural ? that has been explained.
- 5 The mystery of the stone spheres is still ?.

I Can

● discuss mysterious phenomena.

● confirm information using question tags.

unit 8

WHY IS IT FAMOUS?

Objectives

Vocabulary

- To describe famous places and monuments around the world

Reading

- To identify the main ideas in an article ('The Mysteries of Easter Island')
- To use reading strategies to comprehend and appreciate a text

Grammar

- To use the passive voice
- To use relative clauses

Content Connection

- History:** To read about accidental discoveries

Culture Connection

- Around the World:** To read about the seven wonders of the world

Writing

- To write a report about a country

Life Skills

- To learn about the importance of taking pride in your town or city

Project

- To plan a bicycle trip to six famous or interesting local places

Listening and Speaking

- To identify and say the letters and sounds *able*, *ful* and *ly* individually and as part of words; to play a game

Think Big

- To develop 21st century skills and 'bigger picture' thinking

Key Vocabulary

Famous Places		Structures	Expressions	Content Words
Big Ben	St Basil's Cathedral	cathedral	be held	archaeologist
City of Petra	Statue of Liberty	mausoleum	be known for	artefact
Christ the Redeemer Statue	Stonehenge	monument	bucket list	carved
Easter Island	Sydney Opera House	palace	DNA testing	empire
Forbidden City	Taj Mahal	pyramid	prepare a presentation	gladiators
Great Wall of China	Temple of Borobudur	statue	reclaim the land	landmark
Machu Picchu		temple	thanks to [someone]	pharaoh
Pyramid of Kukulcán		tower	That makes sense.	route
			tourist attractions	sea level
			tribute	site
			work of art	tomb

Materials

Pupil's Book, Unit 8

- ☐ Main unit, pages 94–105
- ☐ Class Audio CD, Tracks 3:16–31

Activity Book, Unit 8

- ☐ Main unit, pages 76–85
- ☐ Extra grammar practice, page 105
- ☐ Class Audio CD, Tracks 3:19–27

Assessment

- ☐ Unit 8 Practice test
- ☐ Unit 8 Unit test
- ☐ Unit 8 Oral assessment

Additional Materials

- ☐ Video (eText), Unit 8
- ☐ Interactive activities (eText), Unit 8
- ☐ Digital activities (MyEnglishLab), Unit 8

Unit Opener Activities

Family Connection

Have pupils tell their families that they're learning about famous places and monuments around the world. Encourage pupils to interview family members about the most interesting places they've already visited and the places they would still most like to see. Encourage pupils to keep a list at home of places they read about or see in films or on television. Allow pupils to share the lists they made at home with their classmates.

A World of Wonders Bulletin Board

Create a bulletin-board display titled *A World of Wonders*. Place a small world map at the centre of the display. Place pictures and illustrations of famous places and monuments around the map. As pupils learn about them, help the class add captions with the passive voice and relative clauses to give details about each. Connect each place to its location on the map with string and a tack. Begin by displaying pictures of places from the Unit Opener. Encourage pupils to add more famous places as they explore Unit 8.



unit 8 WHY IS IT FAMOUS?

1 Work with a partner. Look at the map and the pictures of the places. Match the places to the names in the box. Then listen to check.

1 

2 

3 

4 

5 

6 



City of Petra
Forbidden City
Machu Picchu
St Basil's Cathedral
Stonehenge
Sydney Opera House

2 Share your results with the class. Who identified the most places correctly?

3 Discuss in small groups.

- Have you ever heard about any of these places? Which ones?
- Why are they famous?

4 Look at the photos and read the information about each. Then listen and complete.

1 Big Ben (the Elizabeth Tower)
Location: London, UK
When it was completed: ?

2 Taj Mahal
Location: Agra, ?
When it was built: between 1632-1654

3 Temple of Borobudur
Location: Central Java, Indonesia
When it was built: in the ? and ? centuries

4 Great Sphinx of Giza
Location: Giza, ?
When it was built: probably between 2558-2532 ec

5 Statue of Liberty
Location: New York City Harbour, USA
When it was dedicated: ?

6 Pyramid of Kukulcán (El Castillo) at Chichén Itzá
Location: Yucatan Peninsula, Mexico
When it was built: around ? AD

5 Look at 4. Listen and match the descriptions to the places. Note down any new information you learn.

6 Work with a partner. Talk about the famous places and things. Give as much information as you can.

Is Big Ben a clock, a tower or a bell?

It's a bell. It hangs inside the Elizabeth Tower in London.

THINK BIG Choose a famous landmark in your country, research the facts you don't know about it and present it to the class.

Warm-Up

- Ask: *What's the most famous place in the world?* Ask pupils to write down the name of a place they think almost everyone in the world has heard of. Then have pupils read their answers aloud and say why they think the place they named is so famous. Invite pupils to take a class poll to identify the top five or six answers. Help pupils create a circle graph showing the poll results.

Using Page 94

- 1**  **3:16** Work with a partner. Look at the map and the pictures of the places. Match the places to the names in the box. Then listen to check.

INVOLVE Explain the lesson objective – pupils will read and talk about famous places and learn why they're well known.

- Read the directions aloud. Do the first item as a class and then have pupils complete the activity independently in their notebooks. Play audio track 3:16 and have pupils listen and check their answers.

MONITOR Check answers as a class. (Answers: 1 St Basil's Cathedral in Russia, 2 The City of Petra in Jordan, 3 The Forbidden City in Beijing, China, 4 Machu Picchu in Peru, 5 The Sydney Opera House in Australia, 6 Stonehenge in the United Kingdom)

ASSIST Replay the audio as needed. Pause the audio for pupils to identify each place and the country where it is located.

- 2** Share your results with the class. Who identified the most places correctly?

- Read the directions aloud. Say: *To identify means* to name. Have each pupil report how many of the places they identified correctly and name which places they didn't.

MONITOR Listen for proper pronunciation, appropriate intonation and correct use of language.

ASSIST Model: *I got ... right. I couldn't identify ...*

- 21st Global Awareness** Have pupils use a world map or globe to identify the places that are closest and farthest from where they live. Ask: *Do people usually know more about places that are close to where they live?* (Answers will vary. Pupils should draw conclusions from the class results.)

3 Discuss in small groups.

- Read the directions and questions aloud. Have pupils complete the activity in small groups.

MONITOR

Listen for proper pronunciation, intonation and use of language as pupils discuss the places they've heard about before.

ASSIST

Provide pupils with vocabulary as needed.

Using Page 95

4  3:17 Look at the photos and read the information about each. Then listen and complete.

- Read the directions aloud. Ask volunteers to describe the photos. Then play audio track 3:17 and have pupils listen.

MONITOR

Say the names of the structures in random order and have pupils point to them. Check that pupils are identifying the structures correctly.

ASSIST

Use simple language and gestures to explain unfamiliar words. Say: *A temple is a place of worship.*

5  3:18 Look at 4. Listen and match the descriptions to the places. Note down any new information you learn.

- Read the directions aloud. Play audio track 3:18. Pause after the first one and check that pupils have noted down the letter *b* for the image of Big Ben.
- Have pupils listen to the rest of the descriptions, writing the letters in their notebooks and taking notes.

MONITOR

Have pupils pairs check each other's answers. (*Answers: a 4, b 1, c 3, d 5, e 6, f 2*)

ASSIST

Check that pupils take notes about the correct structure by spot-checking their notes for the first item Big Ben. Write sample notes for it on the board: *used to talk about the Great Clock, bell, tower; really the name of the bell; called Elizabeth Tower today.*

6 Work with a partner. Talk about the famous places and things. Give as much information as you can.

- Read the directions aloud. Then have volunteers read the speech bubbles aloud. Have pupils work in pairs to discuss the other famous places and things.

MONITOR

Listen for proper pronunciation, appropriate intonation and correct use of language.



Have pupils complete these sentence frames: *Where is ... located?*
It's located in ...

THINK BIG 21st Information Literacy

- Read the questions aloud and explain to pupils they can use the internet and resource books for research. Tell pupils that they can also use pictures or drawings to show their preferred landmark. Have pupils present their work to the class.
- Assign Activity Book pages 76–77 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils play *Picture Charades*, using the places and monuments from the lesson as topics. Pupils take turns choosing one of the places and drawing it for their partner or team. Challenge pupils to identify as many places as they can within a time limit of three or five minutes.

OBJECTIVES

To talk about famous places

Key Vocabulary

Nouns: Big Ben, City of Petra, Forbidden City, Great Sphinx of Giza, Machu Picchu, Pyramid of Kukulcán, St Basil's Cathedral, Statue of Liberty, Stonehenge, Sydney Opera House, Taj Mahal, Temple of Borobudur

Verbs: built, completed, considered, constructed, dedicated, designed, located, renamed

21st Century Skills

Global Awareness
Information Literacy

Materials

World map or globe
Audio tracks 3:17–19
Audioscript, page T148
Interactive activities (eText)
Digital activities: MyEnglishLab



Pages 76–77
Audioscript on pages T148–149
Answers on page T157

TEACHING TIP

Visual Learners

Ask pupils to do research to find out which is the tallest structure. Ask: *Which do you think is tallest, St Basil's Cathedral, the Taj Mahal or the Pyramid of Kukulcán?* (Taj Mahal: 171 metres; St Basil's Cathedral: 81 metres; Pyramid of Kukulcán: 24 metres)

unit 8

WHY IS IT FAMOUS?

3:16

1

Work with a partner. Look at the map and the pictures of the places. Match the places to the names in the box. Then listen to check.

1



?

2

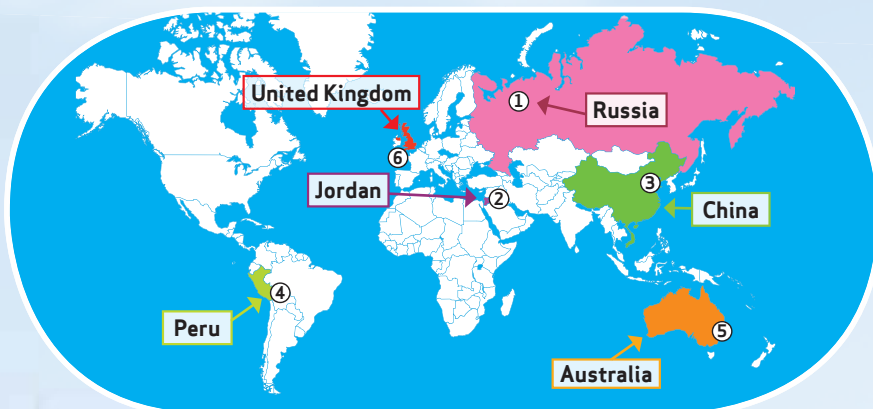


?

3



?



City of Petra
Forbidden City
Machu Picchu
St Basil's Cathedral
Stonehenge
Sydney Opera House

4



?

5



?

6



?

2

Share your results with the class.
Who identified the most places
correctly?

3

Discuss in small groups.

- Have you ever heard about any of these places? Which ones?
- Why are they famous?

3:17

4

Look at the photos and read the information about each. Then listen and complete.



**1 Big Ben
(the Elizabeth Tower)**

Location:

London, UK

When it was completed: ?



2 Taj Mahal

Location:

Agra, ?

When it was built:

between 1632-1654



3 Temple of Borobudur

Location:

Central Java, Indonesia

When it was built:

in the ? and ? centuries



4 Great Sphinx of Giza

Location:

Giza, ?

When it was built:

probably between

2558-2532 BC



5 Statue of Liberty

Location:

New York City Harbour, USA

When it was dedicated: ?



**6 Pyramid of Kukulcán
(El Castillo) at
Chichén Itzá**

Location:

Yucatan Peninsula, Mexico

When it was built:

around ? AD

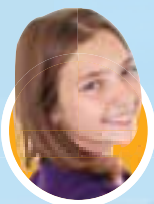
3:18

5

Look at 4. Listen and match the descriptions to the places. Note down any new information you learn.

6

Work with a partner. Talk about the famous places and things. Give as much information as you can.



Is Big Ben a clock, a tower or a bell?

It's a bell. It hangs inside the Elizabeth Tower in London.



**THINK
BIG**

Choose a famous landmark in your country, research the facts you don't know about it and present it to the class.



Listen and read. What is another name for Easter Island?

The Mysteries of Easter Island

For hundreds of years, Easter Island has been a place shrouded in mystery. Have the mysteries of this faraway island finally been solved?

Full of mysteries, Easter Island is a small island that sits in the Pacific Ocean, about 3,500 kilometres to the west of Chile, South America. It is a volcanic island that may once have had a population of 7,000–17,000 people. Today, there are only 4,000 people who live on the island.

Easter Island, known as Rapa Nui to the original settlers, was discovered by Dutch explorers on Easter Day in 1722. Most people know Easter Island today because of the giant statues there, called *moai*.

For a long time, no one was sure about where the people of Rapa Nui were from. Thanks to DNA testing of old bones, we now know that the original people of Rapa Nui were from Polynesia.

For many years, the statues were also the subject of mystery. The faces of the statues looked expressionless. Many scientists thought the statues represented dead ancestors. In 1979, scientist Sergio Rapa Hao discovered that long ago the statues had eyes that were made of coral. Since his discovery, many of the eyes of the moai have been restored. With eyes, the statues' faces look very different. They look like proud, strong leaders who watch over Rapa Nui.

Probably the biggest mystery about the statues today is still

For many years, the statues were also the subject of mystery.

this: how were these statues – most of which are over 4 metres tall and weigh more than 12 tons – moved from the quarry where they were carved out of volcanic rock to various locations around the island?

Some scientists believe the Rapa Nui people used trees to move the statues. They think the tree trunks were used as rollers, or sleds, to pull the statues across the island. Other scientists, however, believe the statues were 'walked' across the island. They think ropes were used to rock the statues from side to side, moving them forward a little each time they were rocked. And some people even believe that the statues were moved by aliens with sophisticated technology who helped the Rapa Nui people put the statues in new locations.

Scientists have discovered a lot about this ancient culture over just the last fifty years. Maybe someday they will solve all of its mysteries.



Moai with eyes restored



Moai on Easter Island

96 Unit 8

READING COMPREHENSION

8 Read and say **true** or **false**. Compare your answers with a partner.

- 1 The population of Easter Island today is about 7,000.
- 2 Easter Island is famous because it was discovered on Easter Day.
- 3 DNA of old bones was used to find out where the people of Rapa Nui were from.
- 4 In 1979, a scientist discovered that the moai once had eyes that were made of coral.
- 5 One unsolved mystery is how the statues were moved to different locations on the island.

THINK BIG

How do you think the moai were moved to their locations around the island? Explain. What other places do you know of that hold mysteries like this?

Unit 8 97

Warm-Up

- Provide pupils with a large world map or globe. Then have them use pins or coloured tape to locate the famous structures they've read about so far in the unit. Help them find the area of the Pacific Ocean where Easter Island is located and identify it. Tell pupils they will find out what makes Easter Island famous. Have pupils take turns pointing to a place they have identified on the map or globe and asking what famous structure can be found there.

Using Page 96



3:20 Listen and read. What is another name for Easter Island?

INVOLVE

Explain the lesson objective – pupils will read and discuss a non-fiction article about Easter Island. Have a volunteer show the location of Easter Island on a world map or globe.

- Have pupils read the title aloud and preview the pictures. Then have them describe the photographs.
- Read the directions aloud. Play audio track 3:20 and have pupils listen and read along.

MONITOR

Use questions to check for understanding. Ask: *Where is Easter Island located?* (in the Pacific Ocean, west of Chile) *How many people live there today?* (about 4,000) *Where did the original settlers of the island come from?* (Polynesia) *How do we know?* (Old bones show the origin of the first settlers.) *What are moai?* (giant stone statues on Easter Island) *What are some theories about how the Rapa Nui people moved the statues?* (They used trees to roll or pull the statues; they used ropes to rock and move them; they were helped by aliens.) *What is another name for Easter Island?* (Its other name is Rapa Nui.)

- Ask pupils to compare the eyes in the two moai photos. Discuss how the restored eyes change the appearance of the statues.

ASSIST

Replay the audio as needed. Pause after each paragraph and use simple language to explain unfamiliar words, including *shrouded*, *volcanic*, *settlers*, *Polynesia*, *represented*, *ancestors*, *coral*, *carved*, *sophisticated*, *quarry* and *ancient*.

- **21st Technology Literacy** Provide this explanation of DNA testing: *DNA is found in every living thing. DNA remains in cells even after a living thing dies. DNA contains information that can be passed from parents to children. Scientists can use DNA testing to find out about parents, and also about ancestors, or relatives from long ago. The bones found on Easter Island had DNA that must have come from people in Polynesia.*



Ask: *Why do you think the people of Rapa Nui created the moai?*
(Sample answers: The statues probably had religious or cultural importance./They might have been created as guardians to protect the island./They might have been created to reflect the culture's values./They might have been memorials to important ancestors or leaders.)

Using Page 97

- 8 **Read and say true or false. Compare your answers with a partner.**

- Read the directions aloud. Have pupils work independently to complete the activity before comparing and discussing their answers.

MONITOR | Review answers as a class. (Answers: 1 false, 2 false, 3 true, 4 true, 5 true)

ASSIST

- Replay the audio as needed. Suggest that pupils note down key words in each statement and then find matching words in the article.



Invite pupils to rewrite the false statements (Items 1 and 2) to make them true by replacing one or more details in each sentence. Have pupils read their revised sentences to the class to check. (Models: 1 *The population of Easter Island today is about 4,000.*, 2 *Easter Island is famous because of giant statues found there.*)

CHALLENGE

Ask: *What have Easter Island and Christmas Island got in common?* (Both were named for the holiday on which they were discovered. Christmas Island was discovered by a British East India Company ship on Christmas Day in 1643.)

THINK BIG 21st Global Awareness

- Read the questions aloud. Have pupils discuss their ideas with a partner.
- As pupils talk, check for problems with comprehension and errors with vocabulary, syntax and use of language. Take a class poll to determine which theory about the moai is most popular among classmates.
- Assign Activity Book page 78 and direct pupils to digital activities.

MONITOR

Application and Practice Activity

- Have pupils create word puzzles by writing sentences about Easter Island and then rewriting them on index cards, leaving out a word. Have pupils exchange puzzles and guess the missing words. Model: *The eyes of the moai were originally coloured with... (coral) Some people think that ... from outer space helped to move statues on Easter Island. (aliens)*

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Nouns: bone, Easter Island, location, mystery, population, statue

Verbs: discover, restore

Adjectives: expressionless, faraway, original, volcanic

21st Century Skills

Technology Literacy

Global Awareness

Materials

World map or globe

Pins or coloured tape

Index cards

Audio track 3:20

Digital activities:
MyEnglishLab



Page 78

Answers on page T157

Summary

Originally named Rapa Nui, Easter Island is a small volcanic island in the Pacific Ocean that was discovered by Dutch explorers on Easter Day in 1722. The original settlers from Polynesia created the giant stone statues that still stand there today. No one knows for sure how the statues were made or moved to their current locations.

TEACHING TIP

Quotation Marks

Quotation marks can indicate that a word isn't being used for its literal meaning. Have pupils find an example in the article and explain. ('walked'; The statues didn't actually walk. The movement described is similar to walking.)



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Easter Island, known as Rapa Nui to the original settlers, was discovered by Dutch explorers on Easter Day in 1722. Most people know Easter Island today because of the giant statues there, called *moai*.

For a long time, no one was sure about where the people of Rapa Nui were from. Thanks to DNA testing of old bones, we now know that the original people of Rapa Nui were from Polynesia.

For many years, the statues were also the subject of mystery. The faces of the statues looked expressionless. Many scientists thought the statues represented dead ancestors. In 1979, scientist Sergio Rapu Haoa discovered that long ago the statues had eyes that were made of coral. Since his discovery, many of the eyes of the moai have been restored. With eyes, the statues' faces look very different. They look like proud, strong leaders who watch over Rapa Nui.

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For many years, the statues were also the subject of mystery.

Moai on Easter Island

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Scientists have discovered a lot about this ancient culture over just the last fifty years. Maybe someday they will solve all of its mysteries.



Moai with eyes restored

READING COMPREHENSION

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- 4 In 1979, a scientist discovered that the moai once had eyes that were made of coral.
- 5 One unsolved mystery is how the statues were moved to different locations on the island.

**THINK
BIG**

How do you think the moai were moved to their locations around the island? Explain.

What other places do you know of that hold mysteries like this?

Language in Action



Listen and read. What places can Juan and his family visit without going very far?

Juan: Do you know what Mum told me? We don't appreciate things that are close to us – right here in Taos.

Dad: She's right. This town's got a lot of history.

Juan: Remember the family who was visiting from London last summer?

Dad: I do. They were really excited about seeing the old churches here.

Juan: Yeah, and we had never been to *any* that were on their list! They were really surprised, weren't they?

Dad: Yeah. But thanks to that family, we finally got to see the inside of the Church of San Francisco de Asís.

Juan: The one that was rebuilt? That was cool. You know, Dad, maybe we should visit more of the famous places that are around us. How about the Taos Ski Valley? It's known all over the world!

Dad: I *knew* you had a reason for bringing this up. You want to go on a ski trip!



10

Practise the dialogue in 9 with a partner.



Listen and match. Then complete the sentences with the correct form of a verb from the box.

build bury
design take

a



b



c



d




- 1 It ? on an island.
- 2 The photographs ? in Mexico.
- 3 The emperor's wife ? in this place.
- 4 It ? by an architect from Denmark.

Warm-Up

- Play *Hangman* with the class, using one or more of these places as the secret phrase: *Taos, New Mexico; Sydney Opera House; Taj Mahal; Pyramid*. Write a line for each letter, leaving a space between words. Have pupils guess the letters. Reveal the letters when pupils guess correctly.

Using Page 98

- 9  **3:22** Listen and read. What places can Juan and his family visit without going very far?

INVOLVE

Explain the lesson objective – pupils will read, listen to and practise a dialogue. Pupils will also listen to conversations about famous places.

- Tell pupils they will listen to Juan and his dad talking about famous places to visit.
- Read the directions aloud. Then play audio track 3:22 and have pupils listen and read along.

MONITOR

Ask questions to check for understanding. Encourage pupils to answer with complete sentences where appropriate. Ask: *Does Juan's mum think Taos has got interesting things to see?* (Yes; she told Juan that they don't appreciate things that are close to them.) *What did Juan and his family do because of the family from London?* (They visited a famous church.) *What places can Juan and his family visit without going very far?* (old churches, Taos Ski Valley)

CHALLENGE

Invite pupils to use library or internet resources to find out more about Taos and share their findings with the class.

- 10 Practise the dialogue in 9 with a partner.

- Read the directions. Invite pairs to read the dialogue aloud, swap parts and repeat.

MONITOR

As pupils practise, listen for correct pronunciation and correct use of language.

ASSIST

As you notice errors, say words or sentences correctly and have pupils repeat after you.

- 11  **3:23** Listen and match. Then complete the sentences with the correct form of a verb from the box.

- Read the directions aloud. Have volunteers read the words in the box aloud. Have pupils look at each picture and describe it.
- Play audio track 3:23. Complete the first item as a class and then have pupils complete the sentences using a form of a verb from the box.

MONITOR

Review the answers as a class. (Answers: 1 *b*, *is built*, 2 *a*, *were taken*, 3 *c*, *was buried*, 4 *d*, *was designed*)

ASSIST

Use simple language to explain unfamiliar words. For example, say: *To construct means to build. Marble is a hard stone that can be polished.*

- Assign Activity Book page 79 and direct pupils to digital activities.

Application and Practice Activity

- Explain that the phrase 'bucket list' comes from the saying to *kick the bucket*, which means 'to die'. Have pupils write a bucket list that includes at least five items, two of which are places they would like to visit. Have them explain why they would like to go to each.

OBJECTIVES

To talk about famous places and what they're known for

To use unit language in context

To use correct stress, pronunciation and intonation

Key Vocabulary

Nouns: bucket list, honour, island, pyramids, [trading] ship

Verbs: appreciate, build, construct, design, take [photographs]

21st Century Skills

Environmental Literacy

Materials

Audio tracks 3:22–23

Audioscript, pages T149–150

Digital activities: MyEnglishLab

AB

Page 79

Audioscript on page T150

Answers on page T157

TEACHING TIP

21st Environmental Literacy

Have pupils discuss both positive and negative effects of tourist attractions like those discussed. (Positive effects include increased jobs and money in an area; negative effects include congestion and pollution.) Have pupils discuss strategies for limiting the negative effects of tourism. (Solutions include limiting the number of visitors allowed at certain times and passing strict laws about pollution.)

OBJECTIVES

To use the passive voice

To use relative clauses

Key Vocabulary

Nouns: artist, landmark, million, public, Statue of Liberty, symbol, Taj Mahal, workers

Verbs: construct, design, make, open, paint, visit

21st Century Skills

Self-Directed Learning
Creativity

Materials

Phones or video cameras

Interactive activity /
Game (eText)

Digital activities:
MyEnglishLab



Pages 80–81

Answers on page T157

TEACHING TIP

21st Self-Directed Learning

Encourage pupils to use their individual learning styles to help them recognise the difference between sentences in the active or passive voice. Auditory learners might make recordings of themselves reading sentences, emphasising active or passive verbs. Visual learners can annotate active-voice and passive-voice sentences using arrows (from subject to verb in active-voice sentences, from verb to subject in passive-voice sentences.) Kinaesthetic learners can mime active- and passive-voice sentences. Interpersonal learners can explain the difference between active- and passive-voice sentences to a partner.

Warm-Up

- Have pupil pairs review past participles. Pupils take turns naming a verb in the present; partners name the past participle. Write these words on the board and encourage pupils to include them in their review: *construct, design, discover, make, open, paint, see, visit*. (*constructed, designed, discovered, made, opened, painted, seen, visited*)

Using Page 99

12 Say whether each sentence is active or passive.

INVOLVE

Explain the lesson objective – pupils will use the passive voice and relative clauses in sentences.

- Have volunteers read the sentences in the first grammar box aloud. Say: *In the active voice, the subject of a sentence performs the action. In the passive voice, the subject of the sentence receives the action.* Draw pupils' attention to the sample active-voice sentence. Ask: *What's the subject?* (Archaeologists) *What did they do?* (discovered Machu Picchu) *What's the subject of the passive-voice sentence?* (Machu Picchu) *Did Machu Picchu do anything?* (No; it was discovered.)
- Read the directions aloud and complete the first item as a class. Then have pupils complete the activity independently.

MONITOR

Review the answers as a class. (Answers: 1 passive, 2 active, 3 active, 4 passive, 5 passive)

ASSIST

Have pupils underline the subject and circle the verb in each sentence. Say: *The passive voice uses a form of be and a participle.*

CHALLENGE

Have pupils rewrite each sentence, changing active-voice sentences to passive and passive-voice sentences to active. (Sample answers: 1 Millions of tourists visit the Taj Mahal each year., 2 Paris's Eiffel Tower was designed by Alexandre Gustave Eiffel., 3 The Forbidden City was constructed by 200,000 workers., 4 Millions of voters made Petra, Jordan, a new wonder of the world., 5 In 1973, they opened the Sydney Opera House to the public.)

13 Rewrite the two sentences as one sentence in your notebook.

- Have volunteers read the sentences and tip in the second grammar box aloud. Say: *A relative clause isn't a complete sentence.* Have pupils read the relative clauses in the examples aloud. (*who painted the Mona Lisa; that has become the symbol of Paris, France*) Read the directions aloud and complete the first item as a class. Then have pupils complete the activity independently.

MONITOR

Review the answers as a class. (Answers: 1. The Statue of Liberty is a landmark that has become a symbol of welcome., 2 Van Gogh was a famous Dutch painter who painted Starry Night., 3 The Leaning Tower of Pisa is a famous landmark that leans to one side., 4 The Taj Mahal is a beautiful mausoleum that was built in memory of Mumtaz Mahal., 5 Michelangelo was a famous artist who painted the ceiling of the Sistine Chapel., 6 King Tutankhamen was a young king who ruled Egypt during the 18th dynasty., 7 The Burj Al Arab is a luxurious hotel that is located in Dubai., 8 Santiago Calatrava is a Spanish architect who designed the Turning Torso, the tallest building in Sweden., 9 The Alhambra is a palace in Andalusia, Spain, that was originally constructed as a fortress., 10 The Great Wall of China is a type of fortification that is 21,196 kilometres long.)

- Assign Activity Book pages 80–81 and direct pupils to digital activities.

Application and Practice Activity

- 21st Creativity** Place pupils in small groups and have them make a grammar poster for the passive voice and relative clauses. Encourage them to make sentences that can be used as examples and to use different colours to show verb tense changes and pronouns.
- Have pupils play Unit 8, Game 1 on the eText.

Active	Passive
Archaeologists discovered Machu Picchu in 1911.	Machu Picchu was discovered in 1911 (by archaeologists).

12 Say whether each sentence is **active** or **passive**.

- 1 The Taj Mahal is visited by millions of tourists each year.
- 2 Alexandre Gustave Eiffel designed Paris's Eiffel Tower.
- 3 Two hundred thousand workers constructed the Forbidden City.
- 4 Petra, Jordan, was made a new wonder of the world by millions of voters.
- 5 The Sydney Opera House was opened to the public in 1973.

Leonardo da Vinci is the famous artist and inventor **who painted** the Mona Lisa. The Eiffel Tower is a landmark **that has become** the symbol of Paris, France.

Tip: A relative clause describes a noun. The relative pronouns *who* and *that* are used to describe people; *that* is used to describe things.



13 Rewrite the two sentences as one sentence in your notebook.

- 1 The Statue of Liberty is a landmark. It has become a symbol of welcome.
- 2 Van Gogh was a famous Dutch painter. He painted *Starry Night*.
- 3 The Leaning Tower of Pisa is a famous landmark. It leans to one side.
- 4 The Taj Mahal is a beautiful mausoleum. It was built in memory of Mumtaz Mahal.
- 5 Michelangelo was a famous artist. He painted the ceiling of the Sistine Chapel.
- 6 King Tutankhamen was a young king. He ruled Egypt during the 18th dynasty.
- 7 The Burj Al Arab is a luxurious hotel. It's located in Dubai.
- 8 Santiago Calatrava is a Spanish architect. He designed the Turning Torso, the tallest building in Sweden.
- 9 The Alhambra is a palace in Andalusia, Spain. It was originally constructed as a fortress.
- 10 The Great Wall of China is a type of fortification. It is 21,196 kilometres long.



Listen and read. Who discovered the ancient pyramids in Mexico City?

CONTENT WORDS

archaeologist artefact carved pharaoh site tomb

ACCIDENTAL DISCOVERIES

Accidental discoveries, like the ones described on this page, are sometimes the most important discoveries ever made!

Ancient Pyramids in Mexico City

In 1978, a new subway system for Mexico City was being constructed. As the workers were digging, they discovered a huge carved stone! The stone was over three metres around and about 30 centimetres thick. It weighed a little over 8.5 tons. Archaeologists were brought in. In addition to the carved stone, they discovered a pyramid! Soon scientists found six other pyramids that had been added to or built on top of the original one. Scientists dated the original pyramid to the year 1325 AD. Over 7,000 different artefacts were found at the site. If you visit the Zócalo, which is the main plaza in the heart of the city, you can see the artefacts in a museum.

King Tutankhamen's Tomb

The discovery of King Tutankhamen's tomb in the Valley of the Kings in Egypt might be the most famous accidental discovery of its kind. The Valley is home to more than 60 tombs in which ancient pharaohs and kings are buried. King Tutankhamen's tomb is the most well-preserved ancient tomb that has ever been found. The tomb survived 3,000 years, even though robbers and floods destroyed many of the other tombs from that region. The artefacts from the tomb that once belonged to King Tutankhamen can now be seen in the Cairo Museum in Egypt.



15

Read 14 again and say **Mexico City** or **Egypt**.

- 1 3,000 years old
- 2 almost 700 years old
- 3 not in a city plaza
- 4 six other similar constructions in the area

Warm-Up

- **21st Information Literacy** Ask: *How do we learn about life in ancient times?* (Sample answers: We study artefacts, things that were made during those times but remain today./We read works written by historians and archaeologists who study ancient civilisations.) *Why are we always making new discoveries about ancient places?* (We find new artefacts./New technology helps us draw conclusions about artefacts found in the past.)

Using Page 100

- 14  **Listen and read. Who discovered the ancient pyramids in Mexico City?**

INVOLVE

Explain the lesson objective – pupils will read about two accidental discoveries that uncovered important ancient artefacts.

- Preview the article by having volunteers read the Content Words aloud. Ask pupils to share their understanding of these words.
- Play audio track 3:26 and have pupils listen and read along.

MONITOR

Use questions to check for understanding. Ask: *What else was found in the area?* (six other pyramids and over 7,000 artefacts) *Why was the discovery of King Tutankhamen's tomb unusual?* (Most tombs in the area had been destroyed by robbers and floods. King Tutankhamen's tomb was well preserved.) *Who discovered the ancient pyramids in Mexico City?* (Workers digging.)

ASSIST

Replay the audio as necessary. Have pupils locate each Content Word in the text and use context clues to determine its meaning.

- **21st Critical Thinking** Ask: *How did objects as large as pyramids become lost?* (Sample answers: They were buried over time./Writing about locations did not survive./Historians knew about the ancient structures but most assumed they were lost forever.)

- 15 **Read 14 again and say Mexico City or Egypt.**

- Read directions aloud. Have pupils complete the activity in pairs, in their notebooks.

MONITOR

Check answers as a class. (Answers: 1 Egypt, 2 Mexico City 3 Egypt 4 Mexico City)

CHALLENGE

Have pupils make four incorrect statements about the text to ask their partners.

- Assign Activity Book page 82 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to create word search puzzles for classmates to find Content Words or other key vocabulary from the article. Model a word search on a grid in which words are hidden horizontally, vertically or diagonally.

OBJECTIVES

To read about the accidental discoveries of ancient pyramids in Mexico and of King Tutankhamen's tomb

To read and understand a History text

Content Words

archaeologist, artefact, carved, pharaoh, site, tomb

21st Century Skills

Information Literacy
Critical Thinking

Materials

Art supplies
Audio track 3:26
Interactive activity (eText)
Digital activities: MyEnglishLab

AB

Page 82

Answers on page T157

TEACHING TIP

Cognates

Remind pupils to look and listen for cognates. Explain that these words can help them understand English because cognates sound and look like words from their home language.

OBJECTIVES

To read and talk about the current seven wonders of the world

To connect a text to personal experiences

Content Words

empire, gladiators, landmark, route, sea level

21st Century Skills

Information Literacy
Creative Thinking

Materials

Poster boards
World map or globe
Art supplies
Audio track 3:28
Video (eText)
Digital activities:
MyEnglishLab

AB

Page 83

Answers on page T157

TEACHING TIP

21st Information Literacy

Ask: *How could you find out what sites are included on the list of the Seven Wonders of the Ancient World?* (Pupils should describe research plans, including consulting library or internet resources.) Allow pupils to conduct research and share their findings with the class.

Warm-Up

- Ask: *How could you cycle around the world?* (Sample answer: You could cycle across continents that haven't got a large body of water between them, such as Europe and Asia. You would need to put your bicycle on a boat to travel across oceans.) *What places would you visit if you took a trip around the world?* (Answers will vary.) Invite each pupil to write one place on the board before reading the article.

Using Page 101

16 3:28 Listen and read. Which is the oldest of the seven new world wonders?

INVOLVE

Explain the lesson objective – pupils will read and talk about a bike trip to visit the New Seven Wonders of the World. Say: *Of the Seven Wonders of the Ancient World, only one, the Great Pyramid of Giza, still exists today. Beginning in 2001, people around the world voted to decide the New Seven Wonders of the World. More than 100 million telephone and internet votes were cast in the largest poll ever.* (You may wish to point out that people were allowed to vote more than once, so the poll isn't considered scientific.)

- Write these vocabulary items on the board: *empire, gladiators, landmark, route, sea level.*
- Play audio track 3:28 and have pupils listen and read along.

17 Which of the new seven world wonders was built:

- to show great love? • for religious reasons?
- for protection from enemies? • for competition and entertainment?
- Read directions and questions aloud. Write pupils' answers on the board. Then have pupils answer the questions in full sentences in their notebooks.

MONITOR

Check for any problems with comprehension, vocabulary, syntax and grammar as pupils discuss the famous sites. Check answers as a class. (Answers: *great love: Taj Mahal, religious reasons: Christ the Redeemer Statue, protection of enemies: Great Wall of China, competition and entertainment: Roman Colosseum*)

Creative Thinking

- Read the directions and questions aloud. Have pupils work in pairs to design structures. Encourage them to draw pictures and write descriptions. Pupils may wish to use plasticine, cardboard or other materials to create three dimensional models.
- Then have partners share their designs by showing their creations. Encourage classmates to play the role of archaeologists and present conclusions they might draw if they discovered each structure. Invite partners to explain what they intended their structures to represent. Finally, have pupils vote to decide which structure the class thinks is best.

MONITOR

Check that partners collaborate to create their designs. Listen for correct pronunciation, intonation and use of language as pupils present their designs.

ASSIST

Provide pupils with vocabulary as needed to describe their structures thinks is best.

- Assign Activity Book page 83 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to research the other thirteen finalists in the new seven wonders poll or ask them to list their own. Then have the class list all of the wonders and vote on their top seven. Next, have them work in small groups to make a poster of each. Finally, have them display their posters with a banner that reads 'Our Seven World Wonders'.
- Have pupils view the Unit 8 video segment. Use the Video Guide.

3:28

16

Listen and read. Which is the oldest of the seven new world wonders?

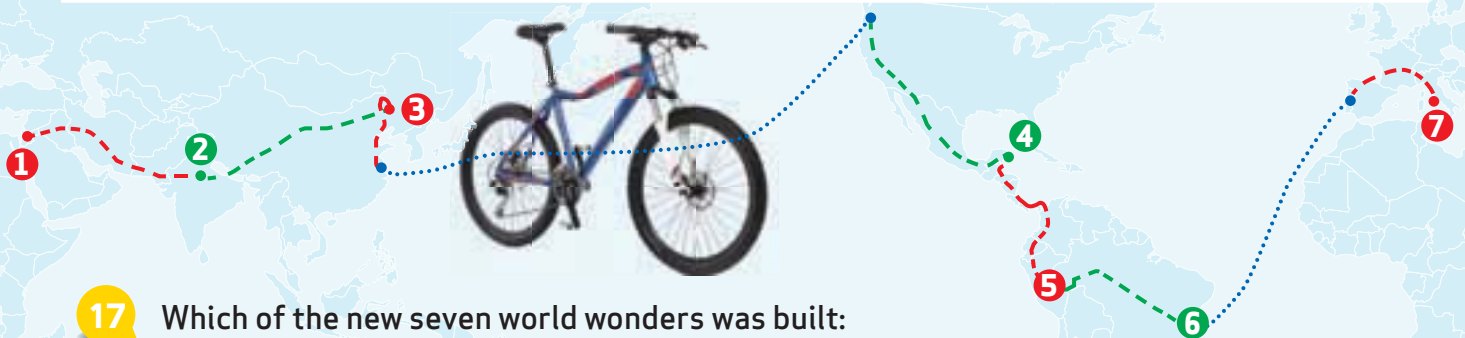
THE NEW 7 WORLD WONDERS

How about a bicycle trip to the New Seven Wonders of the World?

Your route is already mapped out. So grab your bike and get ready to ride!



- | | | |
|----------|--|---|
| 1 | PETRA: Possibly built as early as the 6 th century BC | The capital of an ancient empire, this city's structures were carved into rock and sandstone. |
| 2 | TAJ MAHAL: Built between 1632–1654 | When Mumtaz Mahal, the wife of Emperor Shah Jahan, died in childbirth, the grieving emperor built the mausoleum in her memory. |
| 3 | GREAT WALL OF CHINA: Built from the 5 th century BC to the 16 th century AD | This wall was built more than 2,000 years ago to keep enemies out. |
| 4 | KUKULCÁN PYRAMID AT CHICHÉN ITZÁ: Built sometime between the 11 th and the 13 th centuries AD | Chichén Itzá is an archaeological site on the Yucatan Peninsula. Kukulcán, a 30-metre-high pyramid and temple, is its most famous landmark. |
| 5 | MACHU PICCHU: Built in the early 15 th century AD | This ancient Incan city is located 2,430 metres above sea level and consists of 150 buildings. Its most famous structure, the Temple of the Sun, is made of solid rock. |
| 6 | CHRIST THE REDEEMER STATUE: Built between 1922–1931 | Standing 38 metres tall at the top of a mountain is a statue of Christ with his arms outstretched. The statue looks out over the city of Rio de Janeiro, Brazil. |
| 7 | ROMAN COLOSSEUM: Built between 72–80 AD | During the Roman Empire, the Colosseum was used for battles between gladiators and for other forms of entertainment. |



17

Which of the new seven world wonders was built:

- | | |
|--------------------------------|--------------------------------------|
| a to show great love? | b for religious reasons? |
| c for protection from enemies? | d for competition and entertainment? |

THINK BIG

Work with a partner. Design a structure that you would want people to discover in the future. Discuss these questions as you work on your concept.

- Where will you build your structure? What materials will you use?
- What will be its unique features that might make it famous someday?

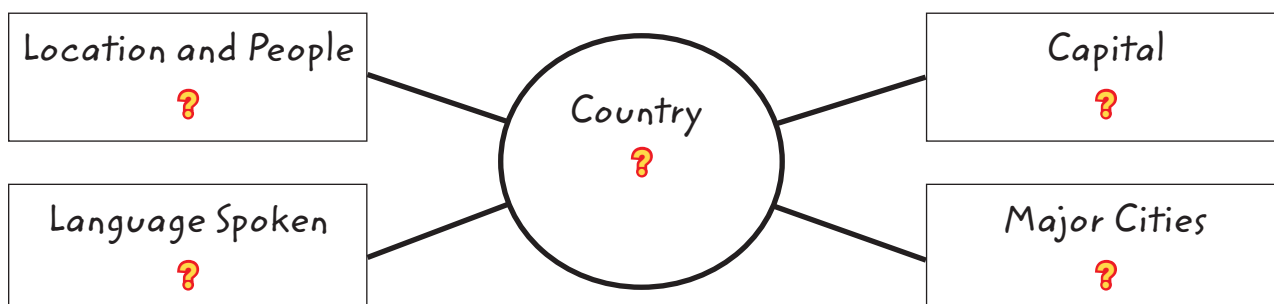
Present your design to the class. Vote on the best one.

- 18 Read the report. Then copy the idea web and use the information to complete it.

Australia is one of the seven continents but it's also a country. It's known as the smallest continent in the world. Do you know why it's called 'the land down under'? It's because Australia is located below the equator.

More than 22 million people live in Australia. Aborigines are the original inhabitants of Australia but people from many different countries have come to Australia to live. Today, most people in Australia speak English.

The capital of Australia is Canberra. Other big and important cities in Australia are Sydney, Melbourne, Brisbane and Perth.



- 19 Choose a country to write a report about. Do research to find out facts about the country. Write them in an idea web.

- 20 Use your idea web to write your report. Share it with the class.

**THINK
BIG**

What makes you feel 'connected' to your home town/city?

Think in terms of:

- places you like
- memories
- people

Warm-Up

- Do this activity to help pupils generate ideas for countries they'd like to use for their reports. Have pupils work in small groups and look back over the unit and choose a famous place they'd most like to see or visit. Have them locate the place on a world map or globe. Then have them choose a country near it or the one where it's located. Have them use what they know about the country and do a little research about it. Then have groups come together and take turns providing clues for other groups to guess the country. Tell them to use more general clues at first and then more specific ones to make the activity more challenging.

Using Page 102

- 18 Read the report. Then copy the idea web and use the information to complete it.**

INVOLVE | Explain the lesson objective – pupils will read and write a report about a country.

- Read the directions aloud. Then have volunteers read the report aloud. Remind pupils that a paragraph is a group of sentences about one idea. Ask: *What's the topic of each paragraph in this report?* (First paragraph: Introduction to Australia; Second paragraph: The people of Australia; Third paragraph: Cities in Australia)

- Have pupils complete the activity independently in their notebooks.

MONITOR | Invite volunteers to provide details to include in each part of the idea web. (Answers: *Location and People*—below the equator, 22 million people, aborigines and people from many different countries; *Language Spoken*—English; *Capital*—Canberra; *Major Cities*—Sydney, Melbourne, Brisbane, Perth)

- 19 Choose a country to write a report about. Do research to find out facts about the country. Write them in an idea web.**

- Read the directions aloud. Review research strategies with pupils. Say: *Look for information about the country in an encyclopedia or on the internet.*
- Have pupils work independently to complete the activity. Allow them to use classroom or internet resources to find information and complete idea webs.

MONITOR | Check that pupils consult reliable sources and complete each part of their idea webs.

ASSIST | Suggest that pupils write about countries mentioned in this unit, such as Chile, China, Egypt, India, Jordan, Peru or Russia.

- 20 Use your idea web to write your report. Share it with the class.**

- Read the directions aloud. Remind pupils that each paragraph in their reports should have a main idea. Tell pupils to read their reports, leaving out the country name so others can guess it.

MONITOR | Check to make sure that pupils complete their idea webs before writing their reports.

ASSIST | Encourage pupils to use the sample idea web and report to help them organise their reports.

- Assign Activity Book page 84 and direct pupils to digital activities.

THINK BIG 21st Critical Thinking

- Read questions aloud and have pupils work in pairs to write their answers. Have pupils present their work to the class.

MONITOR | Check for proper use of language, grammar and vocabulary.

Application and Practice Activity

- Post pupils' reports on a bulletin board. Have the class use the reports to vote on the countries they would most like to visit.

OBJECTIVES

To write a report about a country

21st Century Skills

Critical Thinking

Materials

World map or globe

Digital activities:
MyEnglishLab



Page 84

Answers on page T157

OBJECTIVES

To learn about the importance of taking pride in pupils' own town or city

To make a map for a bicycle trip to six interesting places in pupils' own community

21st Century Skills

Collaboration
Health Literacy

Materials

Local maps
Poster board (for maps)
Digital activities:
MyEnglishLab

TEACHING TIP

21st Collaboration

Encourage all group members to participate when sharing group work with the class. For this project, suggest that one pupil shows the map and then others take turns describing the local attractions on it.

Warm-Up

- Have pupils play *What Am I?* Players take turns thinking of a specific place, such as a building, statue or other local attraction. Say: *Try to choose a place near here.* Encourage pupils to use previous unit pages to think of places. Classmates then ask *yes/no* questions to find out what famous place the player 'is'. Have pupils keep track of how many questions they answer before classmates guess the place. Model questions pupils can ask: *Are you found in our community? Do most people speak Spanish where you are? Are you made of stone? Were you built more than 100 years ago? Were you built to honour someone?*

Using Page 103

- 21** Look at this list of features. Has your town or city (or a nearby town or city) got any of these? Copy the list and write the names and locations. Add any additional attractions to your list.

INVOLVE Explain the lesson objective – pupils will think about interesting attractions near where they live. Then they will create a map for a bicycle trip to six of those places.

- Read the page title and directions aloud. Invite volunteers to read the list of features aloud.
- Have pupils name examples of each feature or local attraction. Then have them work in pairs to think of additional attractions.
- Have pupils work independently to complete their lists. Encourage them to include their favourite local places.

MONITOR Check that pupils name specific local attractions. Provide vocabulary and spelling tips as needed.

ASSIST Provide pupils with ideas for additional attractions, such as amusement parks, new buildings or unusual geographic features.

- 22** Work in a small group. Prepare a map for a bicycle trip to six famous or interesting places in your town/city, county or country.

- Read the directions, steps and speech bubble aloud. Have pupils use a local map to plan their bicycle trip.
- Have groups work together to plan and describe their bicycle trips. Make sure each pupil in a group has got a role.
- Invite groups to share their maps with the class.

MONITOR As pupils share their routes, listen for correct vocabulary, syntax and use of target language.

- 21st Health Literacy** Discuss the advantages of using bicycles to explore local attractions. Help pupils recognise that bicycles offer healthy physical activity and don't create air pollution like cars and buses can. Then discuss with them tips for safe bicycle trips. (Tips include wearing helmets, taking along water bottles and building up strength and stamina by cycling regularly.)

Application and Practice Activity

- Have pupils use a local map and scale to find out the distance and time needed for their planned bicycle trip. Then have groups compare their results to find out who planned the shortest and longest trips.

21 Look at this list of features. Has your town or city (or a nearby town or city) got any of these? Copy the list and write the names and locations. Add any additional attractions to your list.

- a statue of a famous person or historical event
- an art museum
- a history, anthropological or science museum
- a concert hall or event centre
- a stadium or athletic field
- old houses or other historical structures
- religious places that are historically or culturally important
- a beautiful park or garden
- a famous restaurant
- a college or university



PROJECT

The Clock Tower in Chetbury was built in 1870. It used to be a village hall and a fire station. Today, it's a historic building with shops in it.

22 Work in a small group. Prepare a map for a bicycle trip to six famous or interesting places in your town/city, county or country.

- 1 See page 101 for ideas.
- 2 Make a map.
- 3 Prepare a brief oral presentation of your map. Make notes on index cards. List information like this about each place:
 - the location
 - a short description of the place
 - when the place was built
 - why it was built
- 4 Tell your classmates about each place as you share your map with them.



Listening and Speaking

3:29



Listen, read and repeat.

1 able 2 ful 3 ly

3:30



Listen and blend the sounds.

1 c-o-m-f-or-t-able comfortable

3 d-ee-p-ly deeply

5 b-eau-t-i-ful beautiful

2 p-ea-ce-ful peaceful

4 w-a-sh-able washable

6 s-l-ow-ly slowly

3:31



Listen and chant.

*I feel so comfortable
On my soft pillow.
I breathe deeply.
I breathe slowly
And I have a peaceful sleep.*



26

Work in a small group. Play a guessing game.

A Use the words and phrases from the boxes to create a list of clues for a guessing game.

cathedral city island mausoleum monument place statue temple tower

is a/an

is famous for / located in

B Take turns giving clues to your group. Keep giving information until someone in your group guesses correctly.



This is an island that's famous for giant rocks.

No, not Stonehenge. Stonehenge isn't an island. The giant rocks are statues.

Correct!

I'm not sure. Stonehenge?

I know! It's Easter Island.



Warm-Up

- Write the alphabet on the board and challenge pupils to think of the name of a place or structure that begins with each letter. Encourage pupils to name places they've learnt about in this unit, such as those shown on the classroom bulletin-board displays. You may wish to suggest the following places for uncommon letters: Vancouver (Canada), Xi'an (China), Zanzibar (Tanzania).

Using Page 104

23 3:29 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify the letters and distinguish between the sounds *-able*, *-ful* and *-ly* individually and as part of words. Then they'll review the unit by talking about famous places and structures and using the passive voice and relative clauses.

- Read the directions aloud. Play audio track 3:29 and have pupils listen and point to each sound as it's said. Have pupils repeat.

MONITOR

As pupils repeat, check they're pointing to the correct sound and listen for correct pronunciation.

24 3:30 Listen and blend the sounds.

- Read the directions aloud. Play audio track 3:30 and have pupils listen and point to each item as it's sounded out and blended on the audio.

MONITOR

As pupils repeat, check they're pointing to the correct word and listen for correct pronunciation and appropriate intonation.

- Replay the audio as needed.

25 3:31 Listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books.
- Play audio track 3:31 and have pupils listen. Replay several times and encourage them to join in.

MONITOR

As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and correct use of language.

26 Work in a small group. Play a guessing game.

- Read the directions aloud. Have volunteers read the words in the box aloud. Have pupils create lists in their notebooks of famous places or structures and where they're located.
- Have volunteers read the speech bubbles aloud. Have pupils play the guessing game in groups.

MONITOR

Check that pupils have made lists, using accurate information and correct language.

ASSIST

Model giving clues: *I wrote down 'St Basil's Cathedral is a cathedral that's famous for its colourful domes.' To give a clue, I'll say: 'This is famous for its colourful domes.'*

Application and Practice Activity

- As pupils play the game in groups or as a class, encourage them to listen for examples of passive voice or relative clauses. Ask pupils to share examples they heard. Model: *This structure was designed by a Dutch architect.* (passive voice) *This is a statue that was built in the 20th century.* (relative clause)

OBJECTIVES

To identify and say the letters and sounds *-able*, *-ful* and *ly* individually and as part of words

To talk about famous places and structures around the world

To describe places and structures, using the passive voice and relative clauses

21st Century Skills

Social Skills

Materials

Audio tracks 3:29–31

Digital activities:
MyEnglishLab

TEACHING TIP

21st Social Skills

Remind pupils to speak clearly when giving clues and guessing. Point out that playing the guessing game will be more enjoyable when clues are challenging but not impossible. If places or things are too difficult to guess, encourage pupils to give additional clues.

OUTCOMES

Pupils can talk about famous places and structures around the world.

Pupils can describe places and structures, using the passive voice and relative clauses.

21st Century Skills

Cross-Cultural Skills
Self-Direction

Materials

Index cards
Game (eText)
Digital activities:
MyEnglishLab

AB

Page 85

Answers on page T157

TEACHING TIP

21st Cross-Cultural Skills

Point out that statues can tell us a great deal about a culture. Have pupils research famous statues, including the Lions of Delos in Greece, the statue of Nelson Mandela in London or Mount Nemrut in Turkey. Encourage pupils to describe the statue(s) they chose to the class and say what they show or represent about the culture.

Warm-Up

- Have pupils create flashcards to review key unit vocabulary and Content Words. Pupils can write words on one side of an index card and definitions on the other and take turns reading either the word or the definition to a partner, challenging the partner to provide the information on the other side of the card.

Using Page 105

27 Complete each sentence with a word from the box.

INVOLVE

Explain the lesson objective – pupils will review the vocabulary and grammar they've learnt in Unit 8.

- Read the directions and words in the box aloud. Then have pupils complete the items independently.

MONITOR

Review the answers as a class. (Answers: 1 pyramids, 2 temple, 3 Statue, 4 mausoleum, 5 tower, 6 monument)

ASSIST

Remind pupils to read all sentences before they begin the activity and then complete the items they're sure about first. Pupils can also refer to unit activities as needed.

28 Combine the pairs of sentences into one. Use *who* or *that*.

- Read the directions aloud. Remind pupils that they can sometimes combine sentences using relative clauses. Say: *When two sentences have got the same subject, you can use a relative clause instead of repeating the subject or using a pronoun for it.* Complete the first item as a class and then have pupils complete the activity independently.

MONITOR

Review answers as a class. (Answers: 1 Machu Picchu is an ancient city that is 2,430 metres above sea level in the Andes Mountains., 2 The moai are giant rock statues that are found on Easter Island., 3 Christ the Redeemer is a famous statue that stands over the city of Rio de Janeiro., 4 Michelangelo was an Italian Renaissance artist who created the statue known as David., 5 The Great Sphinx is a monument that has remained a mystery to this day., 6 Johan Vermeer was a Dutch painter who painted the Girl with a Pearl Earring in 1665., 7 The Parthenon is a beautiful temple that is located on the Acropolis in Athens., 8 Marie Curie was a Polish chemist who was famous for her research in radioactivity.)

ASSIST

Have pupils note down the subject in each sentence and then cross out subjects they won't use when they combine the sentence pairs. (Answers listed show the subject to be noted down first and the subject to be crossed out next: 1 Machu Picchu, It, 2 The moai, They, 3 Christ the Redeemer, It, 4 Michelangelo, He, 5 The Great Sphinx, It, 6 Johan Vermeer, He, 7 The Parthenon, It, 8 Marie Curie, She)

I Can

- 21st Self-Direction** This section asks pupils to assess their own learning and think about their progress. Explain that pupils should read the *I Can* bullets carefully and copy the skills they feel they can do into their notebooks.
- Assign Activity Book page 85 and direct pupils to digital activities.

Application and Practice Activity

- Have pupil pairs role play being tour guides and visitors to any of the unit's famous places or structures. Before they do, have partners list details about each place or structure, using the passive voice and relative clauses. Have partners practise their parts. Then have partners take turns presenting to the class.
- Have pupils play Unit 8, Game 2 on the eText.

27 Complete each sentence with a word from the box.

mausoleum monument pyramids Statue temple tower

- 1 The ? are burial places for ancient Egyptian pharaohs.
- 2 Borobudur in Indonesia is a famous Buddhist ? dedicated to Buddha.
- 3 The ? of Liberty was given to the United States by the people of France.
- 4 The Taj Mahal is actually a ? where Mumtaz Mahal is buried.
- 5 Big Ben is a bell that's located in London's most famous clock ?.
- 6 Stonehenge is a famous ? whose original purpose remains a mystery.



28 Combine the pairs of sentences into one. Use **who** or **that**.

- 1 Machu Picchu is an ancient city. It is 2,430 metres above sea level in the Andes Mountains. ?
- 2 The *moai* are giant rock statues. They were found on Easter Island. ?
- 3 Christ the Redeemer is a famous statue. It stands over the city of Rio de Janeiro. ?
- 4 Michelangelo was an Italian Renaissance artist. He created the statue known as *David*. ?
- 5 The Great Sphinx is a monument. It has remained a mystery to this day. ?
- 6 Johan Vermeer was a Dutch painter. He painted *Girl with a Pearl Earring* in 1665. ?
- 7 The Parthenon is a beautiful temple. It's located on the Acropolis in Athens. ?
- 8 Marie Curie was a Polish chemist. She's famous for her research in radioactivity. ?

I Can

- talk about famous places and structures around the world.
- describe places and structures using the passive voice and relative clauses.

unit 9

THAT'S ENTERTAINMENT!

Objectives

Vocabulary

- To talk about entertainment

Reading

- To interpret online reviews ('Stanley Scott: *You Know It!*')
 - To use reading strategies to comprehend and appreciate a selection

Grammar

- To use reported speech

Content Connection

- **Social Science:** To read and talk about the history of video games

Culture Connection

- **Around the World:** To read and talk about unique musical instruments from around the world

Writing

- To write a film review

Life Skills

- To learn about the importance of appreciating different opinions

Project

- To create an opinion map

Listening and Speaking

- To identify and say the letters and sounds *sion*, *tion* and *ation* individually and as part of words; to talk about entertainment

Think Big

- To develop 21st century skills and 'bigger picture' thinking

Key Vocabulary

Entertainment	Expressions		Content Words	
book signing	Deal!	saved up	arcade	mellow
comic book exhibition	He was so right.	set records	bagpipes	national
concert	I didn't know what to expect.	special effects	coins	notes
festival	in advance	the world of entertainment	compete	scores
film premiere	[new book] is out	What for?	graphics	shortage
			herdsmen	sitar
			horn	steel drums

Materials

Pupil's Book, Unit 9

- ☐ Main unit, pages 106–117
- ☐ Checkpoint Units 7–9, pages 118–121
- ☐ Cutouts for Checkpoint, Activity Book, page 125
- ☐ Class Audio CD, Tracks 4:01–4:15

Activity Book, Unit 9

- ☐ Main unit, pages 86–95
- ☐ Checkpoint Units 7–9, pages 96–97
- ☐ Extra grammar practice, page 106
- ☐ YLE Tests Practice Material, pages 107–119
- ☐ Class Audio CD, Tracks 4:04–10

Assessment

- ☐ Unit 9 Practice test
- ☐ Unit 9 Unit test
- ☐ Unit 9 Oral assessment

Additional Materials

- ☐ Video (eText), Unit 9
- ☐ Interactive activities (eText), Unit 9
- ☐ Digital activities (MyEnglishLab), Unit 9

Unit Opener Activities

Family Connection

Have pupils tell their families that they're learning how to talk about the world of entertainment and people's opinions about it. Have families keep an entertainment journal of the different types of entertainment they enjoy together, including films, television programmes, music and video games. Have family members provide ratings and reviews. Pupils can then use reported speech to share their family members' opinions of each with the class.

What's the Buzz? Bulletin Board

Create a bulletin-board display titled *What's the Buzz?* Cut out pictures related to the world of entertainment, such as film posters, CD or video-game covers and celebrities. For each picture, have pupils add one or two opinions from reviews or other sources, using reported speech. Model: *The critic for Time magazine said that this was the best movie of the year. But some online reviewers said that it was a big disappointment.* Tell pupils that 'the buzz' is used to describe current opinions or gossip about a topic from the world of entertainment.

Checkpoint Activities | Units 7–9

Pupil's Book, pages 118–121 AB125

Guide pupils in discussions (spontaneous class, group or pair) that enable them to apply the vocabulary and structures they've learnt into practice. Encourage pupils to assess themselves on how well they've learnt the material. As they do, pay attention to their performance and areas that need more practice before moving on to the next part of the lesson.

Activity Book, pages 96–97

THINK BIG Songs are a key feature in the Units 7–9 Checkpoint. First pupils use background knowledge and creativity to identify and categorise information. Pupils then use critical thinking to select a song about a famous person or event. Then they complete a chart to synthesise information about the song. Last, pupils do further research about their topic and present it to the class.

If desired, use the YLE (Young Learners English) Flyers Tests Practice Materials at the end of the Pupil's Book to familiarise pupils with the activity types used in the YLE Tests.

unit 9 THAT'S ENTERTAINMENT!

1 Read about some performers, films and books from the world of entertainment. Guess the name of each one. Then listen carefully to check.

- The first three films in this series made almost 1.5 billion euros at the box office and more than 330 million euros in DVD sales. The fourth film in this series was sold out in cinemas before it was even released.
- This young singer-songwriter has won many awards, including Artist of the Year and Best New Artist. This musician has got more than 25 million followers on Twitter and has sold more than 15 million albums.
- This book series has sold 450 million copies, making it the best-selling book series in history. It has now been translated into sixty-seven languages. The last four books in this series have set records as the fastest-selling books ever.
- This singer's second album alone has earned her seven Grammy Awards, two Brit Awards, three American Music Awards and at least fourteen other awards. This person has sold more than 26 million albums and has written and sung an original song for *Skyfall*, the twenty-third James Bond film.
- This actor was recently named the highest-paid teenage actor in Hollywood. He has appeared in many TV shows and films but is best known for his role as Jacob Black.

2 Listen. Copy the diary into your notebook and complete it with the things that Becky has planned to do. Use names of events from the box. Then match the events to the pictures below.

book signing
comic book exhibition
concert
festival
film premiere

January ?	March ?
February ?	April ?
	May ?

1

2

3

4

5

3 Work with a partner. Talk about Becky's activities for next year and what she said she was going to do each month.

What did Becky say she was doing in January?

She said she was going to an Adele concert.

THINK BIG What do you consider good entertainment. Why?

Warm-Up

- On the board, create a word web with *artist* in the centre circle. Say: *The word artist can mean someone who creates art, like a painter or sculptor. These people make visual art – which is art you can see. But an artist can also mean anyone in the performing arts, which include singing, playing music and acting. Add ovals labelled actors, singers and musicians and visual artists. Have pupils brainstorm names of artists to complete the word web.*

Using Page 106

- 1** **4:01** Read about some performers, films and books from the world of entertainment. Guess the name of each one. Then listen carefully to check. (The answer is included in the recording.)

INVOLVE Explain the lesson objective – pupils will read and talk about the world of entertainment and report about events and activities that one young person said she was going to attend or do.

- Read the directions aloud. Model Item 1: *The description says 'the first three films in this series.' That means I need to guess and name a film series. I'll need to think of a group of films that have got the same characters.*
- Play audio track 4:01. Have pupils listen to check their answers.


MONITOR Check answers as a class. (Answers: 1 the *Twilight* film series, 2 Justin Bieber, 3 the *Harry Potter* series, 4 Adele, 5 Taylor Lautner)

ASSIST Replay the audio as needed. Use simple language and the pictures to explain unfamiliar words. Say: *To release a film means to begin showing it to audiences. A record is a best accomplishment. If someone sets records, he or she does something better than it has been done before.* Remind pupils that 'this' signals what category they will be guessing about. Have pupils note down *this* and the word or words that follow it. (*this series, This Canadian singer-songwriter, This book series, This singer, This actor*)



Before they begin the activity, provide pupils with the answers by writing them in alphabetical order on the board.

Using Page 107

2  **4:02** Listen. Copy the diary into your notebook and complete it with the things that Becky has planned to do. Use names of events from the box. Then match the events to the pictures below.

- Read the directions aloud. Have pupils preview the words in the box, the calendar and the photos. Encourage pupils to guess the activities shown in the photos.

- Play audio track 4:02. Have pupils complete the activity independently.

MONITOR

Check answers as a class. (Answers in Becky's planner: January—Adele concert, 4, February—Noah Carter book signing, 1, March—comic book exhibition, 2, April—premiere of the next James Bond film, 5, May—The Grass in the park festival, 3; Labels for pictures: book signing, comic book exhibition, festival, concert, film premiere)

ASSIST

Replay the audio as needed. Pause after Becky describes her plans for each month. Remind pupils that they don't have to write complete sentences.

3 Work with a partner. Talk about Becky's activities for next year and what she said she was going to do each month.

- Read the directions aloud. Then have volunteers read the speech bubbles aloud.
- Have pupils talk about Becky's activities in pairs. Remind pupils to talk about each of the five months described in Activity 2.

MONITOR

Listen for proper pronunciation, appropriate intonation and correct use of language.

ASSIST

Have pupils complete these sentence frames: *What did Becky say she was doing in ... ? She said she was going to ...*

CHALLENGE

21st **Media Literacy** Have pupils use online or print resources to find out about upcoming events in their area. Suggest that they consult 'What To Do' lists in magazines, newspapers and internet sites. Encourage pupils to select two or three events they plan to go to and share them with the class. Then have others report on classmates' plans.

THINK BIG 21st Critical Thinking

- Read the questions aloud and write pupils' responses on the board. Then place pupils in pairs and have them write a few sentences on what makes good entertainment to present to the class.

MONITOR

Check for proper use of grammar and vocabulary.

- Assign Activity Book pages 86–87 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils create a real or fictional plan for the next five months, modelled on Becky's planner in Activity 2. Tell pupils to choose one event per month. Say: *You can make up events or write down events that you really plan to do.*
- Have pupils read their schedules aloud to a partner. Then invite volunteers to report as much as they can remember about what their partners said.
- Have pupils complete and use this sentence frame to report their classmates' plans: *... said he/she was going to ... in January.*



Suggest that pupils use the five events from Activity 2 to help them make plans for the next five months. Model: *Instead of going to an Adele concert, I'm going to a Justin Timberlake concert. Instead of going to the premiere of the new James Bond film, I'm going to the premiere of Zac Efron's new film.*

OBJECTIVES

To talk about the world of entertainment

To report what other people say

Key Vocabulary

Nouns: book signing, comic book exhibition, concert, festival, new release, premiere

Adjectives: favourite, cool

21st Century Skills

Media Literacy

Critical Thinking

Materials

Audio tracks 4:01–02

Audioscript, page T150

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Pages 86–87

Answers on page T157

TEACHING TIP

Informal Speech

Explain that *celebs* is a shortened form of the word *celebrities*, which means 'famous people'. Say: *Shortened forms of words are sometimes used in informal speech. You might use these shortened words when you talk with friends.* Discuss other examples of informal abbreviations, such as *apps/applications*, *info/information*, *Net/internet*, *photos/photographs*.

unit 9

THAT'S ENTERTAINMENT!



Read about some performers, films and books from the world of entertainment. Guess the name of each one. Then listen carefully to check.

- 1 The first three films in this series made almost 1.5 billion euros at the box office and more than 330 million euros in DVD sales. The fourth film in this series was sold out in cinemas before it was even released.
?
- 2 This young singer-songwriter has won many awards, including Artist of the Year and Best New Artist. This musician has got more than 25 million followers on Twitter and has sold more than 15 million albums.
?
- 3 This book series has sold 450 million copies, making it the best-selling book series in history. It has now been translated into sixty-seven languages. The last four books in this series have set records as the fastest-selling books ever.
?
- 4 This singer's second album alone has earned her seven Grammy Awards, two Brit Awards, three American Music Awards and at least fourteen other awards. This person has sold more than 26 million albums and has written and sung an original song for *Skyfall*, the twenty-third James Bond film.
?
- 5 This actor was recently named the highest-paid teenage actor in Hollywood. He has appeared in many TV shows and films but is best known for his role as Jacob Black.
?



4:02

2

Listen. Copy the diary into your notebook and complete it with the things that Becky has planned to do. Use names of events from the box. Then match the events to the pictures below.

book signing comic book exhibition concert festival film premiere

January ?



March ?

February ?

April ?

May ?

1



?

2



?

3



?

4



?

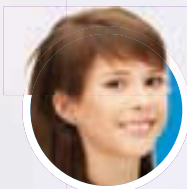
5



?

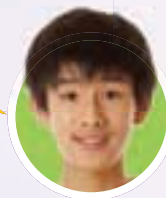
3

Work with a partner. Talk about Becky's activities for next year and what she said she was going to do each month.



What did Becky say she was doing in January?

She said she was going to an Adele concert.



THINK BIG

What do you consider good entertainment. Why?

Reading | Reviews

4 Listen and read. Which reviewer hopes Stanley's third album will be better than his second?

CUSTOMER REVIEWS
You Know It!

5 stars: ★★★★★ 139 reviews
4 stars: ★★★★☆ 82 reviews
3 stars: ★★★☆☆ 17 reviews
2 stars: ★★☆☆☆ 2 reviews
1 star: ★☆☆☆☆ 7 reviews

Display reviews by most helpful:

★★★★★ **Love it! Love it! Love it!**
by Little_Kitty
I really liked Stanley's first album but I didn't know what to expect with the second one. My best friend said this album was even better than the first one and he was so right! There's a rumour that it's going to be nominated for the Best Album Award. How cool is that!

★★★★★ **This was so worth the wait!**
by music_lover_2003
I am a huge Stanley fan. I have been waiting for this album for SO LONG and it's finally HERE! My friends and I bought it as soon as it came out. I'm going to a concert of his next week. I can't wait!

★★★★★ **Not as good as the first one but still really good.**
by JJ_keyboards
Scott's first album was pretty good. Everybody could see that this guy had a lot of talent but then the recording companies started to control Scott and his music. The sound in the new album isn't as good as it was in the first. I still like Scott's music a lot so I bought the new album. But I'm hoping that he'll go back to his old sound when he makes his third album!

★★★★★ **Not bad but a little disappointing.**
by star_fan
I bought Stanley Scott's first album and I really liked it. My friend told me that Stanley had been working with my favourite singer, Sasha Littleton, so I thought maybe the music in this album would be different from the first one. Well, it's OK but I was a little disappointed. I'm still going to see him at Fairlop festival next month and hope he'll play most of his old songs.

★☆☆☆☆ **AWFUL!**
by music_for_life
I think this kid has got some talent but this is NOT music! It's the product of a big recording company. It's their sound, not Stanley Scott's. The lyrics, the music, everything is so boring. I'm not going to buy his next one if it's like this. There's no creativity in this album at all! Even kids like me know the difference between real music and stuff like this.

READING COMPREHENSION

5 Match the two parts to create a summary of each of the five reviews.

1 Little_Kitty said...	a there was no creativity in Stanley's second album.
2 Music_lover_2003 said...	b Stanley's album was going to be nominated for an award.
3 JJ_keyboards said that...	c Stanley's second album wasn't as good as his first.
4 Star_fan said...	d he was going to see Stanley at a festival next month.
5 Music_for_life said that...	e she was going to see Stanley perform next week.

THINK BIG What did most people who reviewed Stanley's second album think of it? Where do you usually see music and film reviews? Why do people write reviews? Why do you think people read them?

Warm-Up

- Pose this brain teaser: A new film got six reviews online. The average for all six reviews was 3 out of 5 stars. What might the ratings for each of the six reviews be? (Sample answers: six 3-star reviews/three 4-star reviews and three 2-star reviews/three 5-star reviews and three 1-star reviews)
- 21st Critical Thinking** Point out that looking at review averages does not always reflect the individual opinions well. Say: *Two films got an average score of 3 stars. One film got twenty 3-star reviews. Another film got ten 5-star reviews and ten 1-star reviews. Which one would you rather see? Why?* (Sample answers: I'd rather see the film that got all 3-star reviews. Most people think the film is at least OK./I'd rather see the film that got good and bad reviews. It's probably more interesting, even if I might hate it.)

Using Page 108

- 4 **4:03** Listen and read. Which reviewer hopes Stanley's third album will be better than his second?

INVOLVE | Explain the lesson objective – pupils will read, talk about online reviews of a new album.

- Say: *These reviews give opinions about Stanley Scott's second album. It's called You Know It! Each review's got a title, a rating, the reviewer's name and an opinion.* Have volunteers preview the article by reading the title, the titles of the individual reviews and the reviewers' names aloud.
- Read the directions aloud. Play audio track 4:03 and have pupils listen and read along.

MONITOR

Use questions to check for understanding. Ask: *Who said that this album was even better than Stanley's first album?* (Little_Kitty's best friend) *What did star_fan's friend say?* (The friend said that Stanley had been working with star_fan's favourite singer, Sasha Littleton.) *Why didn't music_for_life like the album?* (The reviewer thinks the music and lyrics are boring and not creative. The album sounds like the product of a big recording company.) *Which reviewer hopes Stanley's third album will be better than his second?* (JJ_keyboards)

ASSIST

Replay the audio as needed. Pause after each review and use simple language to explain unfamiliar words and phrases. Say: *An album is a collection of songs. To nominate means to propose someone or something for an honour or award.*

CHALLENGE

Point out that these reviews use a rating scale from 1 to 5 stars. Challenge pupils to think of words that describe each of the five possible ratings. (Sample answers: *Poor, Fair, Good, Very Good, Excellent*)



Ask pupils to describe Stanley Scott's music based on the reviews. Encourage them to name musicians whose music is similar.

Using Page 109

5 Match the two parts to create a summary of each of the five reviews.

- Read the directions aloud. Model the first item: *I want to match Little_Kitty to an item. First, I'll go back and read the review again. Then I'll read the choices to see which one matches what Little_Kitty said. Choice 'a' isn't right because Little_Kitty loved the album. Choice 'b' says 'Stanley's album was nominated for an award'. That's the right match! Little_Kitty mentions this in her review.*
- Have pupils work independently to complete the activity.

MONITOR

Check answers as a class. (Answers: 1 b, 2 e, 3 c, 4 d, 5 a)

ASSIST

Replay the audio as needed and review any problems with understanding. Suggest that pupils read the choices first and then note down clues that help them answer each item.

- Encourage pupils to read the completed summaries aloud to practise using reported speech.



Suggest that pupils write the first part of each sentence on sticky notes and the choices to complete each on index cards. Have them place the sticky notes on the index cards and then skim a review to see if it's a match. If it isn't, they can try another sticky note and continue until they find a match.



Media Literacy

- Have pupils work in pairs to talk about the reviews.
- Encourage pupils to use their own experiences for additional support as they share ideas about analysing media reviews.

MONITOR

As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language.

CHALLENGE

Say: *You can get an overall idea of something by reading reviews but you need to read critically.* Explain that some online reviews are written by friends of the artist or someone involved with the entertainment product being reviewed. Ask: *How can you tell whether or not a review is legitimate?* (Sample answers: Fake reviews are overly positive. They don't seem believable.)

- Assign Activity Book page 88 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils use print or digital resources to find reviews of recent music, films or television programmes. Encourage them to take notes about each review and share details with the class.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

Key Vocabulary

Nouns: album, award, concert, festival, month, week

Verbs: nominate, perform

Adjectives: creative, next

21st Century Skills

Critical Thinking

Media Literacy

Materials

Sticky notes

Index cards

Audio track 4:03

Digital activities:
MyEnglishLab

AB

Page 88

Answers on page T157

Summary

Five reviewers share their opinions about Stanley Scott's latest album, *You Know It!* Two reviewers give the album five stars, saying it's his best album to date. Another reviewer awards four stars, saying it's good but not his best. Two reviewers are disappointed, giving it only one or two stars.

TEACHING TIP

Analysing Tone

Say: *Most people who post reviews online aren't professional reviewers. They aren't paid for their reviews. Online reviews often use informal language.* Encourage pupils to find a professional review and compare the style and tone of the review with these customer reviews. Remind pupils that reading aloud can help them identify the tone of the writing.

4:03

4

Listen and read. Which reviewer hopes Stanley's third album will be better than his second?

www.reviewsbykids.com

TV Shows

Films

Books

Clothes

Music

- mp3
- Best Sellers
- Today's Deals
- CDs

CUSTOMER REVIEWS

You Know It!

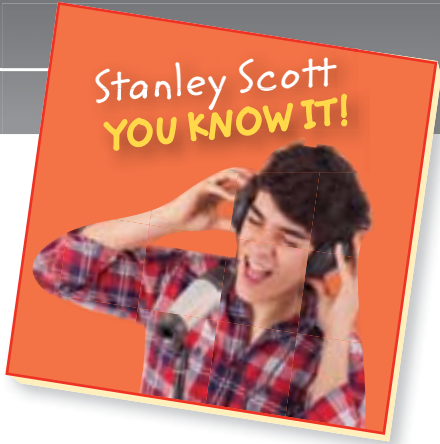
5 stars: ★★★★★ 139 reviews

4 stars: ★★★★☆ 82 reviews

3 stars: ★★★☆☆ 17 reviews

2 stars: ★★☆☆☆ 2 reviews

1 star: ★☆☆☆☆ 7 reviews

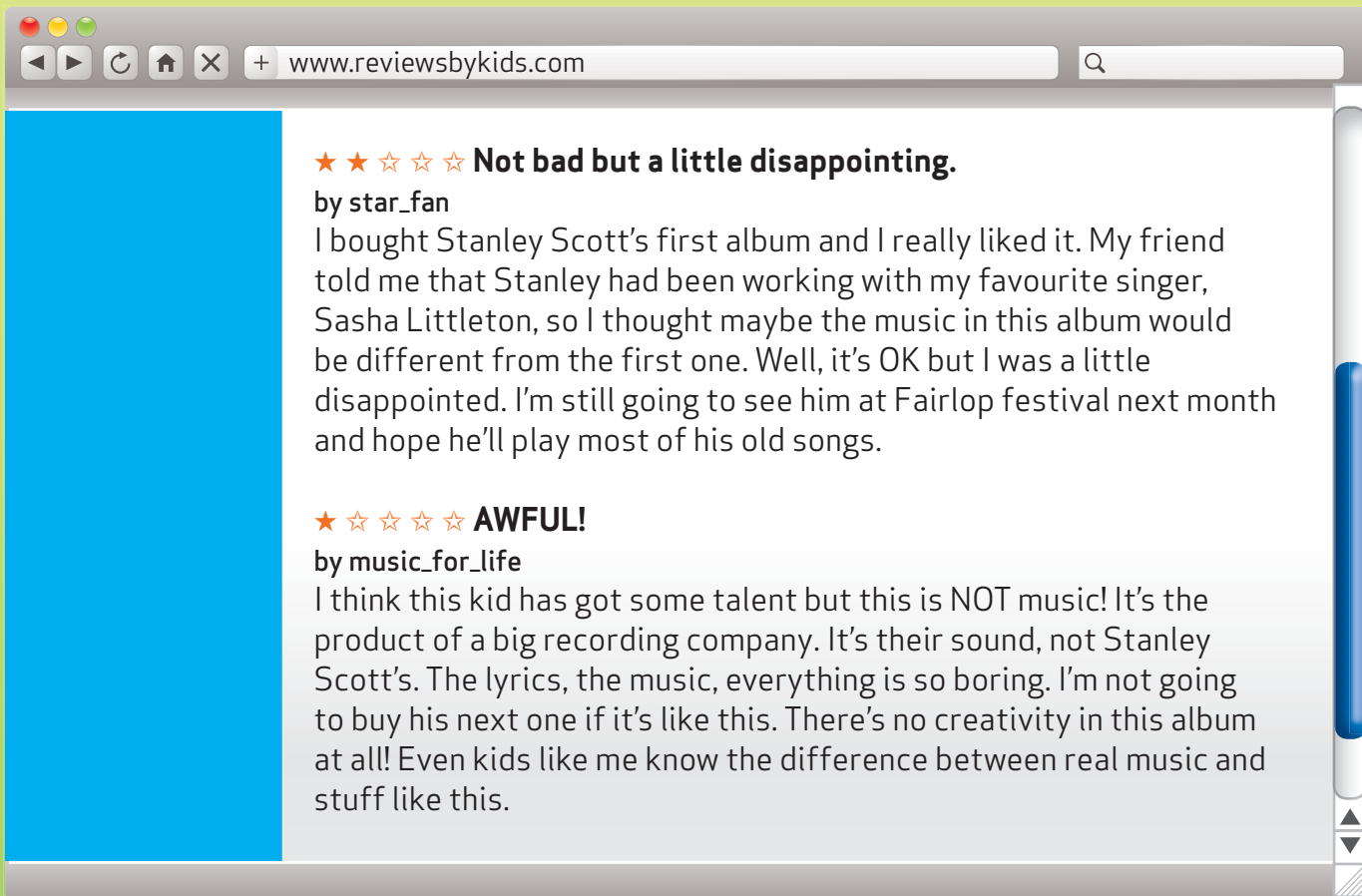


Display reviews by most helpful:

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by Little_Kitty
I really liked Stanley's first album but I didn't know what to expect with the second one. My best friend said this album was even better than the first one and he was so right! There's a rumour that it's going to be nominated for the Best Album Award. How cool is that!

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I am a huge Stanley fan. I have been waiting for this album for SO LONG and it's finally HERE! My friends and I bought it as soon as it came out. I'm going to a concert of his next week. I can't wait!

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by JJ_keyboards
Scott's first album was pretty good. Everybody could see that this guy had a lot of talent but then the recording companies started to control Scott and his music. The sound in the new album isn't as good as it was in the first. I still like Scott's music a lot so I bought the new album. But I'm hoping that he'll go back to his old sound when he makes his third album!



READING COMPREHENSION

5

Match the two parts to create a summary of each of the five reviews.

- | | |
|-------------------------------|---|
| 1 Little_Kitty said... | a there was no creativity in Stanley's second album. |
| 2 Music_lover_2003 said... | b Stanley's album was going to be nominated for an award. |
| 3 JJ_keyboards said that... | c Stanley's second album wasn't as good as his first. |
| 4 Star_fan said... | d he was going to see Stanley at a festival next month. |
| 5 Music_for_life said that... | e she was going to see Stanley perform next week. |

**THINK
BIG**

What did most people who reviewed Stanley's second album think of it? Where do you usually see music and film reviews? Why do people write reviews? Why do you think people read them?

Language in Action



Listen and read. What did Darren's mum say?

Carol: What are you doing?

Darren: I'm counting the money that I've saved up from my pocket money.

Carol: Here, let me help. So what are you going to spend this on?

Darren: I want to go to the comic book exhibition. Hannah's dad is taking her and Mum said that I could go with them. But I've got to buy the ticket myself.

Carol: Why do you want to spend all your money on that?

Darren: Because I love comic books! And I've never been to a comic book exhibition before.

Carol: Laura said she was going, too, so there will be three of you there.

Darren: Great! It's going to be brilliant. There's an art competition and I'm entering my comic book.

Carol: Good idea. You're great at drawing.



Practise the dialogue in 6 with a partner.



Listen and match. Then complete the sentences using the correct words from the box.

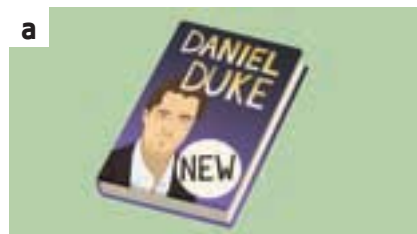
fantastic good
impressive stunning

1 A reviewer said the animation was ?.

2 Luke said it was really ?.

3 A boy said it was ?.

4 Her friend said it was ?.



Warm-Up

- Write *comic book exhibition* on the board. Say: Exhibit means 'to show'. Ask: *What do you think happens at a comic book exhibition?* (Sample answers: People who make comic books show new and old comics./People come to buy comic books./People dress up as their favourite comic-book characters./Workshops teach drawing or writing comics./Films based on comic books are shown.)

Using Page 110

6 4:05 Listen and read. What did Darren's mum say?

INVOLVE Explain the lesson objective – pupils will read, listen to and practise a dialogue. They'll also listen to conversations about forms of entertainment.

- Tell pupils they'll listen to Darren and Carol talking about a comic book exhibition.
- Read the directions aloud. Then play audio track 4:05 and have pupils listen and read along.

MONITOR Ask questions to check for understanding. Encourage pupils to answer in complete sentences where appropriate. Ask: *What does Darren want to do?* (He wants to go to the comic book exhibition.) *What did his mum say?* (She said he could go but he had to buy the ticket himself.) *What's one thing Darren wants to do at the comic book exhibition?* (He wants to enter his comic book in an art competition.) *What does Carol say about his idea?* (She says it's a good one and that he's great at drawing.)

ASSIST Model using context clues: *At first, I didn't remember what a competition was, so I kept listening. Darren says he's entering his comic strip. I associate entering something with a contest. So I checked in a dictionary and I was right. A competition is a contest.*

7 Practise the dialogue in 6 with a partner.

- Read the directions aloud. Invite pairs to read the dialogue aloud, switch roles and repeat.

MONITOR As pupils practise the dialogue aloud, listen for correct pronunciation and appropriate intonation.

ASSIST As you notice errors, say words or sentences correctly and have pupils repeat after you.

8 4:06 Listen and match. Then complete the sentences using the correct words from the box.

- Read the directions aloud. Have volunteers read the words in the box aloud. Have pupils look at each picture and describe it.
- Play audio track 4:06. Complete the first item as a class and then have pupils complete each sentence with a word or phrase from the box.

MONITOR Review answers as a class. (Answers: 1 *stunning*, d, 2 *good*, c, 3 *impressive*, b, 4 *fantastic*, a)

ASSIST Replay the audio and have pupils raise their hands when they hear the people mention what someone else said. Pause the audio and help pupils identify: *this reviewer said*, *Luke said*, *a boy said*, *her friend said*. Then continue to play the audio and help pupils with the reported speech.

- Assign Activity Book page 89 and direct pupils to digital activities.

Application and Practice Activity

- Provide pupils with magazines or help them find and print online pictures of a favourite actor, film, video game, etc. Then have partners ask each other questions about their pictures. Tell them to take notes about what their partner said. Then have partners use reported speech to relate what they learnt, such as: *Rosa said that her favourite band is the local band The Five Cupcakes. She said the band is the best rock band ever.*

OBJECTIVES

To talk about entertainment

To use unit language in context

To use correct stress, pronunciation and intonation

Key Vocabulary

Nouns: album, book signing, comic book exhibition, new release, premiere, reviewer, video game

Adjectives: challenging, exciting, fantastic, good, impressive, stunning

Materials

Magazines

Audio tracks 4:05–06

Audioscript, pages T150–151

Digital activities: MyEnglishLab

AB

Page 89

Audioscript on page T151

Answers on page T158

TEACHING TIP

Substitution

Using sentence frames is helpful to pupils as they learn new language structures. Help pupils make sentence frames out of sentences from Activity 6 and then substitute their own ideas. For example: *I want to go to the ... / Because I love ... / And I've never been to a ... before.* Have pupils write new dialogues for Activity 6 and present them to the class. Tell them to use their sentence frames. Substituting in this way with familiar dialogue can put pupils at ease.

OBJECTIVES

To use reported speech

Key Vocabulary

Nouns: album, competition, concert, film, opera, parents, premiere, review, singer, ticket

Verbs: be, go, say, win

Adjectives: expensive, favourite

21st Century Skills

Social Skills

Materials

Coins
Interactive activity /
Game (eText)
Digital activities:
MyEnglishLab

AB

Pages 90–91

Answers on page T158

TEACHING TIP

21st Social Skills

Remind pupils to be careful when using reported speech in certain situations. Say: Sometimes, you should only report what someone said if you're sure you remember every detail. If you forget part of what the person said, make sure you say that. Have pupils discuss situations in which reporting what someone said inaccurately can start conflicts or disagreements.

Warm-Up

- Have partners play a game to review present simple and past simple verbs. Give each pair some coins. Write *Heads = present simple* and *Tails = past simple* on the board. Players take turns tossing coins and writing verbs (for example, two past verbs for two 'tails' and three present verbs for three 'heads'). Partners try to complete their list within a time limit (30 seconds or 1 minute). Partners score one point for each correct verb. Then add another coin on the following round.

Using Page 111

- 9 Read what each person is saying. Rewrite their words in your notebook as reported speech.

INVOLVE Explain the lesson objective – pupils will use reported speech to talk about what other people say.

- Have volunteers read the examples in the grammar box aloud. Ask: *What's direct speech?* (Direct speech gives a person's exact words.) *What punctuation is used in direct speech?* (Quotation marks are placed around the speaker's exact words.) *What's reported speech?* (You report what someone says but you don't use the person's exact words. You change the verb.) *Do you use quotation marks in reported speech?* (no)
- Write these changes on the board: *I → he/she; me → him/her, my → his/her*. Model: *Lisa said, 'My sister is going to give me back the book'. Lisa said that her sister was going to give her back the book.*
- Read the directions aloud and complete the first item as a class. Then have pupils complete the activity independently.

MONITOR Review the answers as a class. (Answers: 1 *Alana said Adele was her favourite singer.*, 2 *Michael said (that) he liked One Direction better than Adele.*, 3 *Shari said (that) her parents were going to the opera.*

ASSIST Provide pupils with the first part of the reported-speech sentences: *Alana said that, Michael said that, Shari said that*. Explain that the word 'that' is optional in reported speech. Have pupils read the examples aloud, with and without 'that'. Say: *Both versions are correct. When you speak, using 'that' will give you a little more time to think of what to say next.*

- Point out that pronouns often change in reported speech. Draw pupils' attention to the second sentence in the grammar box. Ask: *What did Josh say?* (I'm going to the premiere.) *What pronoun changes when you report what he said?* (I changes to he.)

- 10 Change the direct speech to reported speech.

- Read the directions aloud and complete the first item with the class. Then have pupils complete the activity independently.

MONITOR Review the answers as a class. (Answers: 1 *My mum said his concerts were expensive.*, 2 *Julia said (that) the new vampire film was getting bad reviews.*, 3 *Rosie said (that) she was going to win the competition.*, 4 *Alex said (that) there were only a few tickets left.*, 5 *James said (that) he was reading a great book at that moment.*, 6 *Harry said (that) the concert started at 8.*, 7 *Emma said that Dad was coming to pick her up after the festival.*, 8 *George said that her new album was much better than her last one.*)

ASSIST Have pupils note down the verbs that need to change from present to past in reported speech. (*1 are, 2 is, 3 'm, 4 are*)

- Assign Activity Book pages 90–91 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils find dialogue from books and stories and rewrite it as reported speech.
- Have pupils play Unit 9, Game 1 on the eText.

Direct speech	Reported speech
Claire said, "The album isn't as good as the last one."	Claire said (that) the album wasn't as good as the last one.
Josh said, "I'm going to the premiere."	Josh said (that) he was going to the premiere.
Tip: Change the verb in the reported statement from the present simple to the past simple or from the present continuous to the past continuous.	

9 Read what each person is saying. Rewrite their words in your notebook as reported speech.

1



Alana

Adele is my favourite singer.

2



Mike

I like One Direction better than Adele.

3



Shari

My parents are going to the opera.

10 Change the direct speech to reported speech.

- 1 My mum said, "His concerts are expensive."
- 2 Julia said, "The new vampire film is getting bad reviews."
- 3 Rosie said, "I'm going to win the competition."
- 4 Alex said, "There are only a few tickets left."
- 5 James said, "I'm reading a great book at the moment."
- 6 Harry said, "The concert starts at 8."
- 7 Emma said, "Dad's coming to pick me up after the festival."
- 8 George said, "Her new album is much better than her last one."



Listen and read. When did Tetris become popular?

CONTENT WORDS

arcade coins compete graphics national scores shortage

THE HISTORY OF VIDEO GAMES

Video games are so popular – they're even used in classrooms. Let's take a look at how it all started...

1952-1972

There were a number of different games created in the United States during this period, including *Tennis for Two*, *Spacewar!* and *Chase*.

1972



Invented in the United States, *Pong*® was too big and expensive for people's homes at first. Many people wanted to play *Pong* in their living rooms. Three years later, they got their wish!

1980

- Used by the government for training purposes, the first-ever 3-D video game, called *Battlezone*, was created in the United States.

1978

Space Invaders® was the first-ever arcade game to track and display high scores. Its popularity in Japan caused a national shortage of coins! Later, game developers created multiplayer games, which enabled people to compete at home.

1989



- That year, *Game Boy*® arrived in shops. This
- black-and-white
- Japanese video game player
- became popular with the
- puzzle game *Tetris*.

2004

Wii™ was invented. It was a big hit because people could play a video game with their whole body, not just with their fingers.

Future

With so much change over the last fifty years, what's next?

12

Read 11 again and say the year.

- 1 People could play *Pong*® in their living rooms.
- 2 People could buy *Game Boy*® in shops.
- 3 A group of people could play a game together and compete.

Warm-Up

- **21st Media Literacy** Have pupils play *Charades*, using video game titles and characters as topics to mime. Players take turns thinking of a video game topic and miming it without using any words while classmates try to guess. You may wish to begin by having pupils brainstorm a list of favourite or memorable video games and characters. You can also have pupils use film titles or dramatic scenes from films.

Using Page 112

4:09 Listen and read. When did Tetris become popular?

INVOLVE

Explain the lesson objective – pupils will read and talk about the history of video games.

- Preview the article by having volunteers read the Content Words aloud. Ask pupils to share their understanding of these words. Then have pupils describe what they see in the photographs. Point out the title and the dates and explain that pupils will hear about the history of video games.
- Play audio track 4:09 and have pupils listen and read along.

MONITOR

Use questions to check for understanding. Ask: *When were the first video games developed in the United States?* (between 1952 and 1972) *How did Pong change between 1972 and 1975?* (At first, the game was too big and expensive for people to have at home. In 1975, a home version was released.) *What was new about the Space Invaders?* (It kept track of players' high scores.) *When did Tetris become popular?* (in 1989)

ASSIST

Replay the audio as necessary. Have pupils note down each Content Word in the text and use context clues to determine its meaning.



Have pupils write the names of the video games and game systems mentioned in the article on separate note cards: *Tennis for Two*, *Spacewar!*, *Chase*, *Pong*, *Space Invaders*, *Battlezone*, *Game Boy*, *Tetris*, *Wii*. Encourage pupils to shuffle the cards and then place them in order from the earliest to the most recent. Pupils can also describe how each game was important in the history of video games.

- **21st Critical Thinking** Ask: *How did the invention of multiplayer games change video games? Do you think that video games are sports?* (Answers will vary.) Encourage pupils to support their answers.

Read 11 again and say the year.

- Read directions aloud and have pupils complete the activity in pairs.

MONITOR

Check answers as a class. (Answers: 1 1975, 2 1989, 3 1978)

ASSIST

- Have pupils make three questions about the text to ask their partners.
- Assign Activity Book page 92 and direct pupils to digital activities.

Application and Practice Activity

- Invite pupils to share their classmates' ideas about video games. Remind them to use reported speech. Model: *Chris said that Pong sounded like the most interesting early video game. She also said that she was going to try to find a modern version of the game.*

OBJECTIVES

To read and talk about the history of video games

To read and understand a social science text

Content Words

arcade, coins, compete, graphics, national, scores, shortage

21st Century Skills

Media Literacy
Critical Thinking

Materials

Index cards
Audio track 4:09
Interactive activity (eText)
Digital activities:
MyEnglishLab

AB

Page 92

Answers on page T158

TEACHING TIP

Word Origins

Say: *The word video was first used in 1935. It was created as a partner to the word audio, which was first used in 1919. Audio means 'I hear' in Latin; video means 'I see' in Latin. Ask: Why do you think the word audio was used before the word video? (It was needed to describe new technology. We could record and broadcast audio before video.)*

OBJECTIVES

To read and talk about unique musical instruments

To connect a text to personal experiences

Content Words

bagpipes, herdsmen, horn, mellow, notes, sitar, steel drums

21st Century Skills

Cross-Cultural Skills

Materials

Musical recordings
World map or globe
Audio track 4:11
Video (eText)
Digital activities:
MyEnglishLab



Page 93

Answers on page T158

TEACHING TIP

Auditory and Kinaesthetic Learners

Auditory and kinaesthetic learners will benefit by creating their own musical instruments. Point out that percussion instruments can be created by using glasses filled with water or empty containers, such as plastic tubs or metal cans. Have pupils give their instruments names and share them with the class.

Warm-Up

- Play recordings of a variety of types of music (classical, popular, folk) and have pupils name instruments they recognise or know as they hear each one.

Using Page 113

13 4:11 Listen and read. Which instrument was played by one of the Beatles?

INVOLVE

Explain the lesson objective – pupils will read and talk about unusual musical instruments.

- Ask pupils to describe the photographs. What do they think each musical instrument sounds like?
- Write these vocabulary items on the board: bagpipes, herdsmen, horn, mellow, notes, sitar, steel drums. Have pupils listen for and locate these words in the article.
- Play audio track 4:11 and have pupils listen and read along. Pause after each section and have pupils summarise the information.

MONITOR

Ask questions to check comprehension: *What does a bagpipe consist of?* (a bag, pipes, drones, chanter) *What instrument does a sitar look like?* (a guitar) *Why were steel drums created?* (to celebrate Carnival in Trinidad and Tobago.) *Who used alpine horns?* (mountain herdsmen) *Which instrument was played by one of the Beatles?* (George Harrison of the Beatles played the sitar.)

ASSIST

Replay the audio as needed. Provide help with vocabulary or grammar structures.

- Have pupils locate Scotland, India, Trinidad and Tobago and the Alps on a world map or globe.

14 Read 13 again and say the instrument.

- Read the directions aloud and have pupils work in pairs to find the answers.

MONITOR

Check answers as a class. (*Answers: 1 steel drums, 2 alpine horn, 3 bagpipes*)

CHALLENGE

Have pupils make three false statements about the text for their partners to correct.



Cross-Cultural Skills

- Read the questions aloud. Have pupils work in pairs to ask and answer the questions.

MONITOR

As pupils discuss musical instruments, listen for correct pronunciation and use of language and appropriate intonation.

- Assign Activity Book page 93 and direct pupils to digital activities.

Application and Practice Activity

- Encourage pupils to use library or internet sources to find recordings of the instruments described in the article and share them with the class. Pupils can also interview music teachers or family members about unique musical instruments and use reported speech to share what they learnt with the class.
- Have pupils view the Unit 9 video segment. Use the Video Guide.

4:17

13

Listen and read. Which instrument was played by one of the Beatles?

Unique Musical Instruments

Around the world, there are many instruments that are unique to a specific culture or area. This article takes a look at just a few.

BAGPIPES

A bagpipe consists of a bag, pipes, drones and a chanter (keyboard). This instrument is particularly popular on Burns Night, 25th January, when Scottish people celebrate the birthday of the Scottish poet, Robert Burns.

SITAR

The sitar is a stringed instrument used in classical Indian music. It's common in India, Pakistan and Bangladesh. It's not a guitar but looks similar. George Harrison played one and some of the Beatles' songs featured this instrument.

STEEL DRUMS

In the 1700s, these drums were created out of oil drums to celebrate Carnival in Trinidad and Tobago. This instrument contains a number of different notes as the steel has been bent to create these sounds. Many musicians play six to eight drums at a time.

ALPINE HORN

This pastoral instrument is associated with herdsman, especially those in mountainous regions. Historians believe it was used as many as 2,000 years ago by Celtic tribes. Most alpine horns (or alphorns) are carved out of spruce wood and they've got a mellow, echoey sound.

14

Read 13 again and say the instrument.

- 1 You can play six of them at the same time.
- 2 It's an ancient instrument that was used by the Celts.
- 3 It's very popular in Scotland.

THINK BIG

What unique instruments are used in your country? What's special about the instruments?

- 15** Read the film review. What does the reviewer say about the story, the acting and the special effects? Discuss with a partner.



FILM REVIEW

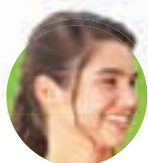
Don't Miss *Solar Scare!* 🍿👍

by Ron Whitmore

Solar Scare is a sci-fi thriller. The story is based on the idea that the sun has got the ability to think and feel. The sun has become angry with Earth because people are planning to build colonies in space. The sun shoots out huge flares of fire that get bigger each day. Scientists are afraid that soon the deadly flares will reach Earth.

John Medias plays the hero of the story. His character is determined to find a way to build a bubble around Earth to protect it from the sun. At first he thinks he can't do it but then he meets a scientist, played by Martina DeNovo. She has been working on a secret plan to build a bubble herself but spies from another country have been trying to steal her plans.

Both actors play their roles convincingly. Their acting is quite good and the story grabs the audience from the beginning. But the best thing about *Solar Scare* is the special effects. They're stunning! Go and see the film just for the special effects. They're worth the price of the ticket.



He said that the best thing was the special effects!

Cool! I'll check it out this weekend.



- 16** Follow these steps to write your own film review. It can be positive or negative.

- 1 Choose a film you have seen recently. Describe what type of film it is.
- 2 Briefly describe the story.
- 3 What did you think about the story, the acting and other features?
- 4 Write notes.
- 5 Use your notes to write your review.

TIP

Try to use vivid adjectives as you write, for example: *stunning, captivating, tense, gripping*, etc.

- 17** Read a classmate's review. Report back to the class to share what your classmate said about the film.

Warm-Up

- Help pupils find brief film reviews – from magazines or newspapers. Then have them take turns reading the reviews aloud for the class – leaving out the title of the film. Challenge classmates to guess the names of the films.

Using Page 114

- 15** Read the film review. What does the reviewer say about the story, the acting and the special effects? Discuss with a partner.

INVOLVE Explain the lesson objective – pupils will read and write film reviews. Say: *A good film review lets readers know what the film is about but doesn't give anything key away. The review incorporates the reviewer's opinions and helps readers decide if they should see the film.*

- Read the directions aloud. Then have volunteers read the review and the speech bubbles aloud. Invite partners to talk about the review.

MONITOR Use questions to check comprehension. Ask: *What is Solar Scare about?* (the sun getting angry with Earth and shooting flares at it) *What actors does the review mention?* (John Medias and Martina DeNovo) *What have their characters got in common?* (They're trying to find a way to protect Earth from the sun.) Be sure partners can answer: *What has the reviewer got to say about the acting?* (quite good)/*the story?* (It grabs the audience from the beginning.)/*the special effects?* (the best thing about the film/stunning)

ASSIST Say: *Special effects are visual effects, or images, created with technology. Special effects might be created with computers, make-up, models or camera tricks.* Have pupils note down words that describe the acting, locate words that describe the story and find words that describe the special effects.

- **21st Self-Directed Learning** Have pupils list their five favourite films. Ask: *How many of your favourite films used special effects? How can you use this information to help you choose films to see?* (Answers will vary.) Encourage partners to discuss and share their ideas with the class.

- 16** Follow these steps to write your own film review. It can be positive or negative.

- Read the directions aloud. Have a volunteer read the steps and tip aloud. Then have pupils work independently to complete the activity.

MONITOR Check that pupils complete the first four steps before writing their reviews. As they write, check that they're using target language correctly.

ASSIST Have pupils use the model review to help them. Provide sentence frames from it for pupils to complete about their film, such as: *... is a ... / The story is based on ... plays the ...*

- 17** Read a classmate's review. Report back to the class to share what your classmate said about the film.

- Read the directions aloud. Invite volunteers to read partners' reviews and then report to the class. Model: *Nandi said that the film was terrible. She said the acting wasn't believable, the story was dull and the special effects were sloppy.*

MONITOR Listen for proper pronunciation, appropriate intonation and correct use of language.

- Assign Activity Book page 94 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils use reported speech to share highlights of film reviews from newspapers and magazines.

OBJECTIVES

To write a film review

21st Century Skills

Communication

Self-Directed Learning

Materials

Magazines and newspapers

Digital activities:
MyEnglishLab

AB

Page 94

Answers on page T158

TEACHING TIP

21st Communication

Remind pupils that when they write, the language they use should be appropriate for their audience. Say: *You might use informal words if you're reviewing a film for friends. If you're posting a review on a website or publishing it in a school paper, your language should be more formal.* Model: *An informal review might say 'You've got to see this film. It's crazy!' A formal review might say 'Anyone who loves science fiction will enjoy this film'.*

OBJECTIVES

To learn about the importance of appreciating different opinions

To make an opinion map

21st Century Skills

Critical Thinking
Social Skills

Materials

Magazines and newspapers

Digital activities:
MyEnglishLab

TEACHING TIP

Variety

Point out that pupils can use words other than say to talk about what someone says about a topic. Model: Monica said that the film was wonderful. Alex thought it was pretty good until the end. Naomi commented that the settings were beautiful. Mike insisted that it was better than the director's last film. Viv agreed but added that it was still a terrible film.

Warm-Up

- Have pupils scan magazines and newspapers for film, music or other entertainment reviews that include strong opinions. Suggest that they look for reviews that give very high or very low ratings. Then have pupils read a review aloud slowly. Have classmates try to say whether the review is negative or positive after hearing as few words as possible.

Using Page 115

- 18** Read the four different opinions. Match each opinion to an item in the box.

INVOLVE

Explain the lesson objective – pupils will read and appreciate different opinions. They'll create an Opinion Map to show their group members' opinions about a work.

- Read the directions aloud. Invite volunteers to say what they know about the words in the box. (Sample answers: a An exhibition has got tables and booths where people show things, like art or comics. They might also sell them., b A concert is music played by live musicians., c A video game is a game you play on a computer, your TV or other electronic device.)
- Have pupils work independently to complete the activity.

MONITOR

Check answers as a class. (Answers: 1 b, 2 a, 3 c, 4 b)

ASSIST

Tell pupils to use clues from the comments to eliminate choices. Model: I know a video game isn't a live performance. An exhibition isn't a musical performance. So the first comment must be about a concert.

- 19** Make an Opinion Map. Work in a small group.

- Read the directions and steps aloud. Have volunteers read the speech bubbles aloud. Then have pupils work in groups to find an entertainment topic that everyone in the group knows about. Provide suggestions, if needed. Then have pupils cut out speech bubbles and write each person's opinion to create their Opinion Map. Finally, have volunteers use reported speech to share their group members' opinions with the class.

THINK BIG 21st

Critical Thinking

- Read the questions aloud and write pupils' responses on the board. Then ask pupils to answer the questions in their notebooks. Have pupils read their answers to the class.

MONITOR

Check for proper pronunciation, appropriate intonation and correct use of language.

ASSIST

Encourage pupils to use the ideas from the board.

- 21st Social Skills** Say: Hearing other people's opinions can help you understand their point of view. It might even change your mind about one of your own opinions. Remind pupils to use phrases from the Tip box as they share their opinions.

Application and Practice Activity

- Have pupils create Opinion Maps that show critics' responses to a new film, book, music or other entertainment topic. Encourage pupils to use reported speech to summarise each reviewer's opinion.

- 18** Read the four different opinions. Match each opinion to an item in the box.

a an exhibition
b a concert (2x)
c a video game

1 It was the best live musical performance I've ever seen. ?

2 The event, which was held in a dark hall, was badly organised and too busy for me! ?

3 It was the most exciting game I've ever played. I can't wait until they launch the sequel. ?

4 The music was much too loud. I won't be going to one again anytime soon. ?

PROJECT

- 19** Make an **Opinion Map**. Work in a small group.

- 1 Choose a film, book, comic book or album that everyone in your group knows.
- 2 Share your opinions about it.
- 3 Record what each person thinks about it on an Opinion Map.
- 4 Present your Opinion Map to the class:

We reviewed Lady Gaga's new album. Ali said it wasn't as good as her last one, etc.

TIP

Show interest when people share their opinions. Here are some expressions:
I think so, too. Why do you say that?
That's interesting. Really? I don't agree.

Ali: It's not as good as her last one.

Kyle: It's great to listen to while I'm doing my homework!

Lady Gaga's New Album

Lisa: The music is too loud! It drowns out her voice.

Sam: The best! It's better than any of her other albums.

THINK BIG

Why is it important to listen to different opinions? Think in terms of:

- respect
- having an open mind
- learning something new

Listening and Speaking

4:12



Listen, read and repeat.

1 sion 2 tion 3 ation

4:13



Listen and blend the sounds.

1 t-e-l-e-v-i-sion television

2 f-i-c-tion fiction

3 c-e-l-e-b-r-ation celebration

4 d-e-c-i-sion decision

5 o-p-tion option

6 i-n-v-i-t-ation invitation

4:14



Listen and chant.

I've got an invitation
To a birthday celebration.
We'll watch science fiction
Films on television.
Now that's a good decision!



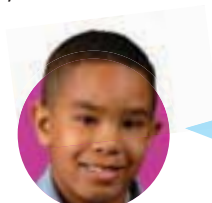
23

Work with a partner. Copy and complete this chart for yourself. Then write your partner's answers.

What's your favourite... ?	Me	My partner
animated film		
action film		
comedy film		
comic book		
video game		
actor		
singer		
song		
album		

24

With your partner, talk about three of the items on the list. Why are those your favourites?



Krypton Kid is my favourite animated film. The animation is brilliant. The ending is amazing!

Warm-Up

- Have pupils play *Telephone* (see *Game Bank*, page T137, for details). Have them sit in a circle. Say the name of a popular film. Ask pupils to give you some comments about it. Write them on board. Then have Pupil 1 choose one or two comments and whisper them to the pupil on the right. The last person says the statement aloud. The original speaker reads his/her comment aloud. Ask pupils to tell you how they are different.

Using Page 116

20 4:12 Listen, read and repeat.

INVOLVE

Explain the lesson objective – pupils will identify the letters and distinguish between the sounds *sion*, *tion* and *ation* individually and as part of words. Then they'll review the unit by talking about entertainment topics and opinions about them and by using reported speech.

- Read the directions aloud. Play audio track 4:12 and have pupils listen and point to each sound as it's said. Have pupils repeat.

MONITOR

As pupils repeat, check they're pointing to the correct sound and listen for correct pronunciation.

21 4:13 Listen and blend the sounds.

- Read the directions aloud. Play audio track 4:13 and have pupils listen and point to each item as it is sounded out and blended on the audio.

MONITOR

As pupils repeat, check they're pointing to the correct word and listen for correct pronunciation and appropriate intonation.

- Replay the audio as needed.

22 4:14 Listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books.
- Play audio track 4:14 and have pupils listen. Replay several times and encourage them to join in.

MONITOR

As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and correct use of language.

23 Work with a partner. Copy and complete this chart for yourself. Then write your partner's answers.

- Read the directions aloud. Call attention to the chart. Explain any unfamiliar entertainment venues from the first column. Say: *An animated film's got cartoon characters. An action film has got a lot of action, such as adventures or car chases.* Have pupils complete the second column with their choices and the third column with their partner's.

ASSIST | Model asking questions: *What's your favourite animated film?*

24 With your partner, talk about three of the items on the list. Why are those your favourites?

- Read the directions aloud. Say: *Now you'll find out more about your partner's opinions.* Remind pupils to support their opinions with details. Tell pupils to use the comments about Krypton Kid as a model. Ask: *What two details did he use?* (the animation and the ending)

MONITOR

Listen for correct pronunciation, intonation and use of target language as pupils talk about their favourites.

ASSIST | Model questions that pupils can ask their partners: *What does your favourite singer's music sound like? How many times have you seen your favourite film? Is it just as interesting the second time?*

Application and Practice Activity

- Have pupils create a Hall of Fame for the venues and people that are most popular among classmates.

OBJECTIVES

To identify and say the letters and sounds *sion*, *tion* and *ation* individually and as part of words

To talk about entertainment

To talk about people's opinions

To report what people say

21st Century Skills

Social Skills

Materials

Index cards

Audio tracks 4:12–14

Digital activities:
MyEnglishLab

TEACHING TIP

21st Social Skills

After playing *Telephone*, have pupils write down examples of comments that changed the most. Point out that this game shows how what we actually say can be changed when others repeat it. Ask pupils to draw conclusions about gossip. (Sample responses: You need to think carefully before you believe what you hear about what someone else said./There's always a chance that the person reporting has made a mistake./It's always best to confirm what you heard about something someone else said before you assume it's true.)

OUTCOMES

Pupils can talk about entertainment.

Pupils can talk about people's opinions.

Pupils can report what people say.

21st Century Skills

Self-Direction

Materials

Index cards

Game (eText)

Digital activities:
MyEnglishLab

AB

Page 95

Answers on page T158

TEACHING TIP

Level Review

As pupils complete Level 6, encourage them to review their progress by looking over their responses in the Checkpoint reviews. Ask pupils to make a list of advice to give pupils who will begin Level 6 next year. Encourage pupils to make posters to share their advice. Reserve the posters for future use.

Warm-Up

- Have pupils write unit vocabulary and Content Words on index cards. Then have pupils take turns taking one card and making up a sentence about the word without actually using it. Model: *This is a place you go to when you want to play video games.* (arcade) Ask classmates to guess the unit word or phrase.

Using Page 117

25 Complete each sentence with a word from the box.

INVOLVE

Explain the lesson objective – pupils will review the vocabulary and grammar they've learnt in Unit 9.

- Read the directions aloud. Invite volunteers to provide definitions for each of the words or phrases in the box and then have pupils complete the activity independently.

MONITOR

Review the answers as a class. (Answers: 1 concert, review, 2 festival, 3 comic book exhibition, 4 premiere, book signing)

ASSIST

Remind pupils that each word or phrase from the box will be used only once. Encourage them to read completed sentences aloud to check that they make sense.

CHALLENGE

Invite pupils to write other sentence frames that could be completed using the words or phrases from the box. Encourage them to write their sentences neatly, leaving blanks for the words or phrases. Challenge classmates to complete the sentences correctly.

26 Read the dialogue. Then answer the questions using reported speech.

- Read the directions aloud. First have pupils read the dialogue independently. Then assign the parts of Brian and Carol to two volunteers. Have them read their parts aloud, using appropriate gestures and intonation.
- Do the first item as a class. Then have pupils complete the activity independently.

MONITOR

Check answers by having pupils read their answers aloud. (Answers: 1 Carol said she was going to a hip-hop festival., 2 Carol said she was going to be in a competition the following week., 3 Brian said that it sounded amazing., 4 Brian said he was babysitting all day the following day.)

I Can

- 21st Self-Direction** This section asks pupils to assess their own learning and think about their progress. Explain that pupils should read the *I Can* bullets carefully and copy the skills they feel they can do into their notebooks.
- Assign Activity Book page 95 and direct pupils to digital activities.

Application and Practice Activity

- Have pupils copy the dialogue in Activity 26, replacing the entertainment-related details like 'hip-hop festival' with a blank like this: *I'm going to a ... It starts tomorrow.* Then have them complete the sentences with their own ideas. When they're finished, have pupils exchange their dialogues with a partner and have partners use the sentences to ask the class questions. Model: *What did (Maria) say she was doing tomorrow?* Have the class take turns using reported speech to answer the questions.
- Have pupils play the Unit 9, Game 2 on eText.

25 Complete each sentence with a word from the box.

book signing comic book exhibition concert festival premiere review

- 1 I wanted to go to the Ne-Yo ? last night but it was sold out. I read Gayle Smart's ? of it and she said it was amazing.
- 2 Did you hear? The Stamford Summer Brit-pop Music ? has been announced for June next year. I can't wait!
- 3 Do you like comic books? Have you ever been to a ?? If you enjoy reading comic books, this event will blow your mind.
- 4 Did you hear? *Flipped* is now a film! The ? is next week. And the author will be at a ? event at Bookspace on the same day.

26 Read the dialogue. Then answer the questions using reported speech.

- Brian:** What are you doing this weekend?
Carol: I'm going to a hip-hop festival. It starts tomorrow.
Brian: Cool. You're pretty good at dancing, aren't you?
Carol: I love dancing! I'm going to be in a competition next week.
Brian: Wow! So, who's going to be at the festival?
Carol: Jessie J, Kelly Rowland, Diddy and plenty more.
Brian: It sounds amazing!
Carol: Yeah. Want to come?
Brian: Sorry, I can't. I'm babysitting all day tomorrow.



- 1 What did Carol say she was doing this weekend?
- 2 What did Carol say she was going to do next week?
- 3 What did Brian say about the festival when he heard who was going to be there?
- 4 What did Brian say he was doing instead of going to the festival?

I Can

● talk about entertainment.

● talk about people's opinions.

● report what people say.

How Well Do I Know It? Can I Use It?

1 Think about it. Read and draw. Practise.



I know this.

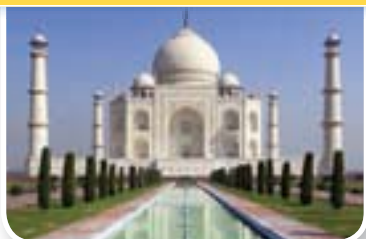


I need more practice.



I don't know this.

Mysteries: Atlantis, Bermuda Triangle, crop circles...	PAGES 82-83			
Mystery-related words: phenomenon, unsolved, proof...	82-83			
Structures: palace, statue, tower...	94-95			
Famous places: Statue of Liberty, Taj Mahal...	94-95			
Entertainment: concert, film premiere, book signing...	107			
The Sailing Stones are in California, aren't they? The agent can break this code, can't he? She's got a curious mind, hasn't she? The aurora borealis isn't a real mystery, is it? We can't see crop circles from the ground, can we? They haven't got all the answers, have they?	86-87			
The Taj Mahal is visited by millions of tourists each year. Machu Picchu was discovered in 1911 (by archaeologists).	98-99			
Leonardo da Vinci was the famous artist and inventor who painted the <i>Mona Lisa</i> . The Eiffel Tower is a landmark that has become the symbol of Paris, France.	98-99			
Claire said, "The album isn't as good as the last one." She said the album wasn't as good as the last one. Dana said, "Paul's going to a concert." She said that Paul was going to a concert.	110-111			



Warm-Up

- Have pupils play *Spell Off* (see *Game Bank*, page T136, for details) to review vocabulary from Units 7–9. Players take turns choosing a vocabulary word or phrase from these units and spelling it, pausing after each letter. The first classmate to guess the word or phrase gets a point. The pupil with the most points at the end is the winner.

Using Page 118

1 Think about it. Read and draw. Practise.

INVOLVE

Explain the lesson objective – pupils will say how well they can use what they’ve learnt in Units 7–9.

- Read the directions aloud. Ask pupils to say what each face means, using their own words. (*Sample answers: I can do this. I can sort of do this. I can’t do this.*)
- Have pupils use a marker pen or coloured pencil to complete the checklist. They’ll choose a different colour when they review this list at the end of the Checkpoint.

MONITOR

Follow the suggestions below to review the key language in these units. Listen for correct use of vocabulary and grammar. Remind pupils that they’ll be asked to assess their own abilities. You may wish to review all the language in the checklist first and then have pupils complete the checklist or have pupils complete the checklist as each language point is reviewed.

ASSIST

Encourage pupils to turn to the page references when they need additional support or to refresh their memories.

Mysteries (pages 82–83)

Have pupils complete a word web for *mysteries* that are still mysterious, such as the Bermuda Triangle, crop circles and Nazca Lines.

Mystery-related words (pages 82–83)

Have pupils take turns beginning to spell mystery-related words from Unit 7. The pupil who guesses a word first scores a point.

Structures (pages 94–95)

Have pupils use plastic building blocks or clay to make one-minute replicas of structures and challenge classmates to guess each structure.

Famous Places (pages 94–95)

One pupil chooses a famous place and keeps it secret. Another pupil puts a pointer on a world map. The first pupil says if the second pupil is getting ‘colder’ or ‘warmer’ as the pointer gets further from or closer to the place. Pupils try to guess the famous place before the location is revealed.

Entertainment (page 107)

Have pupils create calendars with five entertainment events they’d like to attend. Invite partners to share information about their events.

aren’t they?/did they?/question tags (pages 86–87)

Have pupils find statements in books and magazines and form question tags about them. Model: *Bern is the capital of Switzerland, isn’t it?*

Passive voice (pages 98–99)

Ask pupils to complete these sentence frames: ... *was built in* ... *is located in* ... Pupils then write additional examples of the passive voice.

who/that (pages 98–99)

Invite pupils to scan books and magazines for sentences with *who* or *that*. Have pupils share and name the noun *who* or *that* refers to in the clause.

said ... /reported speech (pages 110–111)

Have partners interview each other about forms of entertainment and report back to the class. Model: *Pam said that the show was exciting.*

OBJECTIVE

To self-assess comfort with target skills and key language for Units 7–9

21st Century Skills

Self-Direction

Materials

Coloured pencils or marker pens

Plastic building blocks, clay

World map or globe

Pointer

Books and magazines

For more information about using Checkpoints, see page x.

TEACHING TIP

21st Self-Direction

Remind pupils that they completed Checkpoints to review the skills they learnt in Units 1–3 and Units 4–6. Have pupils review those Checkpoints to recall how they used a checklist to monitor their own progress. As pupils complete the checklist for Units 7–9, emphasise that there are no right or wrong answers. Pupils should draw face icons that show how they feel about their progress with each skill.

OBJECTIVES

To complete a dialogue

To ask and answer questions about a TV show

21st Century Skills

Media Awareness

Materials

TV programme

Audio track 4:15

Audioscript, page T151

TEACHING TIP

Contractions

Remind pupils that contractions are very common in informal speech. Say: *When you talk with friends, using contractions makes your language sound friendly and conversational.* Have pupils practise the dialogue with and without contractions to recognise the difference in tone. Remind pupils that contractions aren't usually used in formal writing.

Warm-Up

- Have pupils list names of new television programmes. Ask: *How do you find out about new TV shows?* (Sample answers: I hear about them from friends./I see ads on TV, in magazines, online and in public places./I read reviews in magazines and newspapers./I find them while changing channels.) *If you could choose new TV shows, what kinds would you choose?* (Answers will vary.)

Using Page 119

2 4:15 Get ready.

INVOLVE

Explain the lesson objective – pupils will put together what they've learnt in Units 7–9. First, they'll complete and practise a dialogue. Then they'll talk about a TV show and share their opinions about it.

- Part A:** Read the directions and dialogue names aloud.
- Have pupils complete the dialogue independently.
- Play audio track 4:15 twice. First, have pupils focus on listening comprehension. Then have them check to see if they chose the correct words.

MONITOR

Check answers as a class. (*Answers: who, was, didn't, made, who, aren't, was dropped*)



Play audio track 4:15 once for pupils before they begin the activity.

- Part B:** Read the directions aloud and invite pupils to practise the dialogue. Encourage pupils to switch roles.

MONITOR

Listen for correct pronunciation, intonation and use of language.

- 21st Media Awareness** Invite pupils to use television programme guides or classroom, library or internet resources to find out about television programmes that are like *Mystery Tour*. Encourage pupils to find out about each show's format and host and episodes already aired. If possible, have pupils find and share summaries of the episodes with the class.

CHALLENGE

Invite pupils to create another dialogue between Kevin and Tina after they watch *Mystery Tour* together. Allow partners to share their new dialogues with the class.

- Part C:** Read the directions aloud. Have pairs ask and answer questions about the TV show.

MONITOR

Have pupils share their responses with the class. (*Answers: 1 Mystery Tour is a show about scientists who travel the world and study mysterious places., 2 A friend of Kevin's said the show was really good., 3 Kevin will be able to watch the show with Tina because he's allowed to stay up later on Saturdays., 4 Answers will vary.*) Take a class poll to find out how many pupils would like to watch *Mystery Tour*. Listen for correct use of language as pupils compare ideas.

ASSIST

Provide models to help pupils answer questions. Model: *I think Mystery Tour sounds interesting because I like shows that are set all around the world.* or *I don't think the show sounds interesting because I already know a lot about mysteries.*

I Can Do It!



Get ready.

- A** Choose the correct word or phrase to complete the dialogue. Then listen and check.



- Tina:** Hey, do you want to watch *Mystery Tour*?
- Kevin:** I don't know. What's it about?
- Tina:** It's a new show about scientists (who / who's) travel around the world and study mysterious places, like the Bermuda Triangle.
- Kevin:** Oh, I've heard about that show! My friend at school said it (was / were) really good.
- Tina:** Oops, wait a minute, Kevin. It's not on until 9:00. Your mum said your bedtime was at 8:30, (did / didn't) she?
- Kevin:** That's during the week. On Saturdays I'm allowed to stay up until 9:30.
- Tina:** Oh, lucky you. You can watch it, then.
- Kevin:** So *Mystery Tour* is scary, right?
- Tina:** Umm, not really. I think it's (make / made) for people (who's / that) like science. You're good at science, (are / aren't) you?
- Kevin:** Yes, I am. But actually I like scary shows better, like *Dark Corners*.
- Tina:** *Dark Corners*! That's a spooky show!
- Kevin:** What's wrong with spooky? Anyway, it's not on any more. It (is dropped / was dropped) last month.
- Tina:** Probably because it was too spooky.

- B** Practise the dialogue in **A** with a partner.

- C** Ask and answer the questions with a partner.

- 1 What is the TV show *Mystery Tour* about?
- 2 What has Kevin heard about the show?
- 3 Will Kevin be able to watch the show with Tina? Why/Why not?
- 4 Does the show sound interesting to you? Why/Why not?

1

2

3

4

5

6

7

8

9

3 Get set.



STEP 1 Cut out the cards on page 125 of your Activity Book.



STEP 2 Assign a group leader. The group leader gets a set of yellow cards, the group gets a set of green cards and each group member gets a set of orange cards. Now you're ready to **Go!**

4 Go!

A Work in a group of five.

- The group leader takes the yellow card. Each other member takes one of the green cards. As the leader reads each yellow card, the pupil with the green card that correctly completes the description reads it.
- For each title, group members turn over orange cards and describe what 'your best friend' says about the title.



B Count the positive and negative reviews for each title and decide which ones your group is going to check out. Report to the class.

International Mystery Solvers got three positive reviews in our group. Let's check it out!



Warm-Up

- Have pupils preview the description cards on Activity Book page 125. Have pupils read the cards aloud and restate them in their own words. Use simple language, gestures or illustrations to define unfamiliar terms, such as *explorers*, *civilisation*, *danger zone*, *creature*, *sci-fi* and *hard-to-solve mysteries*.

Using Page 120

3 Get set.

INVOLVE Explain the lesson objective – pupils will ask and answer questions about forms of entertainment.

- Read the directions and steps aloud. Have pupils cut out and prepare the cards. Have pupils read Step 2 carefully so they know how many cards are needed for their group (one set of yellow cards for the group leader, one set of green cards for the group to share and one set of orange cards for each pupil in the group).

CHALLENGE Invite pupils to create additional review cards. Point out that each card should begin with what ‘Your best friend says’ and have a strong negative or positive opinion. Model: *Your best friend says, ‘It’s the best one ever!’ Your best friend says, ‘It’s beyond terrible!’*

4 Go!

- Part A:** Read the directions aloud. Say: *First, you’ll match descriptions of a game, a comic book, a film and a book. Then you’ll take a card to find what your best friend said about it.* Invite volunteers to read the conversation in the speech bubbles aloud. Then have pupils complete the activity with their group.

MONITOR Check that pupils match cards correctly. (Answers:

International Mystery Solvers – *It’s a new video game about explorers who go from country to country searching for answers to the world’s most hard-to-solve mysteries.*

Chasing Bigfoot – *It’s a new comic book about a team of explorers who are looking for a giant, mysterious creature that lives in the forests of North America.*

Return to Atlantis – *It’s a new film about a group of scientists who are trying to solve the mystery of a lost island civilisation.*

Inside the Bermuda Triangle – *It’s a new sci-fi book about some scientists who travel by boat and plane into a danger zone in search of answers.)*

ASSIST Help pupils classify each opinion card as positive or negative. Say: *A positive review says it’s good; a negative review says it’s bad.* (positive adjectives: *amazing, interesting*; negative adjectives: *boring, awful*)

- Part B:** Read the directions aloud. Say: *When you ‘check something out,’ you find out more about it. If you check out a film, you watch it. If you check out a game, you play it.* Have a volunteer read the speech bubble aloud. Have pupils continue to work together to discuss the results and decide which titles they want to check out.

MONITOR Listen for correct grammar, vocabulary and use of language as pupils discuss the results for each title.

OBJECTIVES

To describe forms of entertainment

To report other people’s opinions

21st Century Skills

Leadership

Materials

Cutouts on Activity Book page 125

TEACHING TIP

21st Leadership

Remind pupils that a strong group leader helps focus on an activity so that group members can get it done. Point out that a good leader makes sure that every team member contributes. Allow pupils to take turns being group leaders in order to develop everyone’s leadership skills.

OBJECTIVES

To write a journal entry

To reassess comfort with target skills and key language for Units 7–9

21st Century Skills

Self-Direction

Materials

World map or globe

Coloured pencils or marker pens

Game (eText)

Digital activities:
MyEnglishLab

AB

Pages 96–97

Answers on page T158

TEACHING TIP

Using Checkpoint Evaluations

Pupil evaluations of the Checkpoint (very easy/easy/hard/very hard, fun/OK/not fun) can give you insight into their reactions to classroom activities. Review their answers to help you engage and motivate pupils as they review Units 7–9. Consider whether pupils require additional assistance or more challenges.

Warm-Up

- Invite each pupil to make a recommendation from the world of entertainment. Ask: *What film, show, album or game would you like to recommend to the class? Why?* Invite pupils to come to the board and write the name of the title they recommend and say why they think that others will enjoy it. Remind pupils to include their names so that classmates can remember who made each recommendation.

Using Page 121

5 Write about yourself in your notebook.

INVOLVE

Explain the lesson objective – pupils will write about famous places and the world of entertainment. Then they'll look back at Units 7–9 and think about how well they can use what they've learnt.

- Read the directions, questions and journal title aloud.
- Have pupils begin by writing today's date. Then have them write answers to the questions.

MONITOR

Check pupil's writing for correct use of language.

ASSIST

Have pupils use a world map or globe, Unit 8 or the internet to help them think of famous places they'd like to visit. If they wish, pupils can write about their classmates' recommendations from the Warm-Up activity to answer the second question.

CHALLENGE

Invite pupils to read their *All About Me* entries aloud and compare them with their classmates' answers.

6 Look at page 118 and your notebook. Draw again.

- **Part A:** Read the directions aloud.
- **21st Self-Direction** Have pupils turn to page 118 and think about each of the categories again. Remind them to take their time to think about each category carefully. Suggest that they look back to the pages listed as they review their skills.

MONITOR

Remind pupils to use a different coloured pencil or marker pen when they reassess their understanding and use of each category.

- **Part B:** Read the directions and items aloud. Say: *Choose the statement that tells how you feel about Units 7–9.*

7 Rate this Checkpoint.

- Read the directions aloud. Say: *First, you'll say if the Checkpoint was very easy, easy, hard or very hard. Then you'll say if it was fun, OK or not fun.*
- Have pupils complete the rating individually.
- Have pupils play the Checkpoint Game on the eText.
- Assign Activity Book pages 96–97 and direct pupils to digital activities.

5

Write about yourself in your notebook.

- What famous place would you like to visit? Why?
- Talk about a film/show/album/game that a friend has recommended to you. What did he/she say about it?

1

2

3

4

5

6

7

8

9



All About Me Date: _____

How Well Do I Know It Now?

6

Look at page 118 and your notebook. Draw again.

A Use a different colour.

B Read and think.

I can ask my teacher for help.

I can practise.

7

Rate this Checkpoint.


very easy


easy


hard


very hard



fun

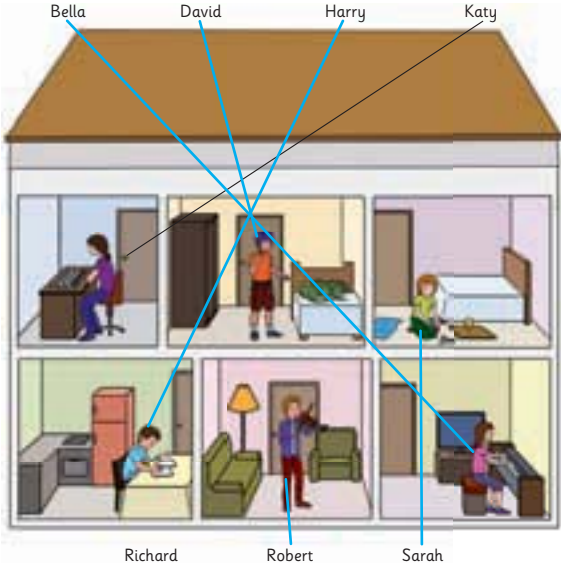

OK


not fun

Young Learner's English Practice Flyers: Listening A

– 5 questions –

 Listen and draw lines. There is one example.



Bella David Harry Katy

Richard Robert Sarah

108 Listening A

LISTENING A

In this part, pupils listen and draw lines to match names to children in a picture.

Do the test

1. Ask pupils to turn to Activity Book page 108. Read the children's names above and below the picture, indicating to pupils that they repeat after you.
2. Tell pupils that the picture shows six children doing different activities at home. Explain that the six children are all brothers and sisters.
3. To warm up, ask pupils what kinds of things they like doing at home.
4. Play the first part of the recording. Go through the example.
5. Play the rest of the recording while pupils match the names to the children shown in the picture.
6. Let pupils listen to the recording again. Check the answers. (Answers: Bella – playing the piano; Robert – playing the violin; Harry – writing; Sarah – working on a science project; David – getting ready for mountain climbing)

Audioscript



Narrator: Listen and draw lines. There is one example.

Woman 1: Hello, Emma. Gosh, I haven't seen you for such a long time!

Woman 2: I know, Vicky. I can't believe it's been twenty years since we were at school. It's so wonderful to see you.

Woman 1: You, too! One of our classmates told me you've got a lot of children now.

Woman 2: Yes, I've got six! Can you believe it?

Woman 1: What are they like?

Woman 2: Well, my eldest daughter, Katy, plays chess a lot. She's been playing it since she was little. She's really very good at it.

Narrator: Can you see the line? This is an example. Now you listen and draw lines.

Woman 2: My daughter Bella is into music. She's been playing the piano since she was three years old.

Woman 1: Oh really?

Woman 2: Yes, and my son Robert likes music a lot, too. He's been playing the violin for five years now.

Woman 1: That's wonderful. Do any of your other children like the arts?

Woman 2: Well, my son Harry wants to be a writer when he grows up. He loves writing stories. But sometimes he spends too much time writing and not enough time doing his homework!

Woman 1: Ah, some kids are like that.

Woman 2: Yes. My youngest daughter Sarah loves science. She's been working on a new science project for the last week or so.

Woman 1: Wonderful. So that's Katy, Bella, Robert...

Woman 2: and Harry and Sarah.

Woman 1: Have you got any other children?

Woman 2: Yes – one more. My son David. He's the active one of the group.

Woman 1: What does he like doing?

Woman 2: He likes mountain climbing. He goes all the time with my husband. In fact, he's getting ready to go mountain climbing today.

Woman 1: That sounds like fun. And good exercise, too! It sounds like all your children are very talented. That's really wonderful, Emma.

Woman 2: Thanks, Vicky. I'm proud of them.

Narrator: Now listen again.

Young Learner's English Practice Flyers: Listening B

– 5 questions –



Listen and write. There is one example.

Interview with a Star



Career: football player

1 How many years: 12 years

2 When playing in Olympics: in 6 months

3 Olympic goal: gold medal

4 Plans in ten years: playing soccer

5 Message for young people: Never give up

Listening B 109

LISTENING B

In this part, pupils listen to a dialogue and take notes.

Do the test

- Ask pupils to turn to Activity Book page 109. Explain that they will hear an interview between a talk show host and a famous football player. The talk show host will ask the football player questions about his career and future plans.
- To warm up, invite pupils to practise turning each of the prompts into a question (*For how many years have you been a football player? When did you start playing? What's your goal for the Olympics? etc.*)
- Play the first part of the recording. Go through the example.
- Play the rest of the recording. Have pupils take notes, writing information on each line of the notepad while they listen.
- Let pupils listen to the recording again. Help them check their answers. (*Answers: 1 for twelve, 2 six, 3 the gold, 4 will still be playing football, 5 Never give up*)

Audioscript



Narrator: Listen and write. There is one example.

Woman: Hello and welcome to our show.

Man: It's great to be here.

Woman: I'd like to ask you a few questions about your career as a football player.

Man: My career as a football player. Certainly.

Woman: OK. Let's get started.

Narrator: Can you see the answer? Now you listen and write.

Woman: My first question is about your early days. How long have you been playing football?

Man: I started playing when I was twelve.

Woman: And you're twenty-four now. So you've been playing football for... twelve years?

Man: That's right.

Woman: And I hear that your team has got some exciting news about the Olympics.

Man: Yes, it's true. We're going to take part in the next Olympics, which is six months from now.

Woman: In six months. That's not long! How do you feel?

Man: Excited. Proud. Scared.

Woman: What a mix of feelings. What's your goal for the Olympics?

Man: We're going for the gold!

Woman: The gold medal?

Man: That's right. If we practise really hard, we'll win it. I'm sure of it.

Woman: What about the future? Where do you see yourself ten years from now?

Man: Ten years? Well, I hope I'll be still playing football.

Woman: You don't think you'll want to retire before then?

Man: Retire? I don't think so. I love this sport. I'll definitely still be playing.

Woman: Finally, what message have you got for young people today?

Man: Hm... Never give up.

Woman: That's a great message, to never give up. I think I need to hear that, too! Thank you for coming today.

Man: Thank you for having me. I enjoyed talking to you.

Narrator: Now listen again.

Young Learner's English Practice Flyers: Listening C

– 5 questions –



Listen and tick (✓) the box. There is one example.

What time does the concert start?



A ☐



B ☒



C ☐

1 What subject did Mary choose for her History project?



A ☒



B ☐



C ☐

2 What did Tom buy?



A ☐



B ☐



C ☒

110 Listening C

3 Which country would Bill like to visit?



A ☐



B ☒



C ☐

4 What homework is Katy going to do tonight?

$a + b = c$

$a - b = d$

A ☒



B ☐



C ☐

5 Which structure is Emma learning about?



A ☐



B ☒



C ☐

Listening C 111

LISTENING C

In this part, pupils listen to questions and tick the correct pictures.

Do the test

- Ask pupils to turn to Activity Book pages 110 and 111. Look at the five questions together and prompt pupils to name the different objects, activities and places shown.
- Play the recording and pause it after the example. Go through the example with the class, making sure they understand what they need to do.
- Play the rest of the recording. As the pupils listen to the questions, they look at each set of pictures and tick the correct box, A, B or C.
- Let pupils listen to the recording again. Check the answers. (Answers: 1 A, 2 C, 3 B, 4 A, 5 B)

Audioscript



Narrator: Listen and look. There is one example.

Boy: Hi, Mary.

Girl: Hi, Tom. I'm excited about the concert tonight.

Boy: So am I. We'd better go now. What time does it start?

Girl: Um... it starts at 7:45, doesn't it?

Boy: I don't think so. I think it starts at seven thirty.

Girl: Oh, you're right. Seven thirty. And it's seven now. We have to hurry or we'll be late.

Narrator: Can you see the tick? Now you listen and tick the box.

Narrator: One. What subject did Mary choose for her History project?

Boy: What's your history project about, Mary? Did you choose anything from Europe?

Girl: No, I didn't. I thought about choosing the Great Sphinx but decided not to.

Boy: I think the Egyptians were amazing.

Girl: You're right, they were. But I recently watched a programme about the Statue of Liberty and thought, wow! Did you know the Statue of Liberty was designed by the same man that designed the Eiffel Tower?

Boy: Yes. It was a gift from France to the United States, wasn't it?

Girl: Exactly. It's got such an interesting history so that's why I chose it.

Narrator: Two. What did Tom buy?

Boy 1: Hi, Tom. What's that?

Boy 2: It's a new CD. I just bought it for my collection.

Boy 1: Oh really?

Boy 2: Yeah. It's the soundtrack to that film called 'Good-bye Forever'.

Boy 1: Oh, I saw that film and read the book. They were both great.

Narrator: Three. Which country would Bill like to visit?

Boy 1: Are you ready to start our homework?

Girl 2: Yes. So, the first question is, would you like to visit Mexico, Brazil or Peru?

Boy 1: I want to visit all of them. I've got family in Mexico so maybe I would start there first.

Girl 2: Wait. That's not the question. Which country would you like to visit?

Boy 1: Do you mean I have to choose one?

Girl 2: Yes, you do.

Boy 1: Oh. Well, in that case, I think I'd have to choose Peru because I've always wanted to see Machu Picchu.

Narrator: Four. What homework is Katy going to do tonight?

Boy: How's your art assignment going, Katy?

Girl: I've finished. I painted a view of London. Have you started your research for the science project yet?

Boy: No, I haven't.

Girl: I haven't started mine either. I'm going to revise for my Maths test tonight. Then tomorrow, I'll work on the Science project.

Narrator: Five. Which structure is Emma learning about?

Girl: I'm studying History at the moment. Have you ever heard of the temple of Kukulcán?

Boy: No, I haven't.

Girl: It's a famous pyramid in Mexico. It's also known as El Castillo.

Boy: What does 'El Castillo' mean? Does it mean palace?

Girl: 'El Castillo' is Spanish. It means 'castle'.

Boy: If it's a pyramid, why is it called 'El Castillo'?

Girl: Because El Castillo is large and important, like a castle.

Narrator: Now listen again.

Young Learner's English Practice Flyers: Reading & Writing A

– 8 questions –

Read the text. Choose the correct words and write them on the lines.

The Taj Mahal – My Dream Trip!



Example

- If I could visit anywhere in the world, I would love to visit the Taj Mahal in India. The Taj Mahal is a gigantic mausoleum that was built by the emperor Shah Jahan in memory of his wife. It is located near the city of Agra. I think it's got to be the most stunning monument that can be found in India.
- There are more than two million people who visit the Taj Mahal every year. It gets more visitors than Buckingham Palace in London.
- My uncle visited the Taj Mahal last year and he said the weather was amazing and it was really beautiful. I haven't saved enough money for my trip yet but I can't wait to go someday. If I could, I would go tomorrow!

112 Reading & Writing A

Example

- | | can | will | could |
|---|---------|-------------|-------------|
| 1 | build | is building | was built |
| 2 | located | is located | was located |
| 3 | that | who | when |
| 4 | of | to | than |
| 5 | more | most | the most |
| 6 | said | tell | say |
| 7 | now | already | yet |
| 8 | do | would | will |

Reading & Writing A 113

READING & WRITING A

In this part, pupils complete a text by selecting and copying the correct words.

Do the test

- Ask pupils to turn to Activity Book pages 112 and 113. Look at the picture and prompt pupils to think about the topic of the text.
- Go through the example.
- Ask pupils to read the text on page 112 and then read the answer choices on page 113.
- Ask pupils to complete the sentences by filling in the blanks with the correct word.
- Check the answers. (Answers: 1 was built, 2 is located, 3 that, 4 than, 5 more, 6 said, 7 yet, 8 would)

Young Learner's English Practice Flyers: Reading & Writing B



– 5 questions –

Richard is talking to his friend, Harry. What does Harry say?

Read the conversation and choose the best answer. Write a letter (A–H) for each answer.

You do not need to use all the letters.

Example

	Richard: What are you doing this weekend?
	Harry: <u> B </u>

Questions

- Richard:** What's your report about?

Harry: E
- Richard:** That's hard to write about, isn't it?

Harry: C
- Richard:** I haven't got any homework. I'm going to a football match on Sunday afternoon.

Harry: H
- Richard:** Maybe you can. Have you started your report yet?

Harry: F
- Richard:** Well, get busy. If you finish the report early, you can come with us.

Harry: A

114 Reading & Writing B



- A Good idea. I'll get started now.
- B I have to finish a report by Monday. **(Example)**
- C I don't think it's hard. It's interesting.
- D I don't, do you?
- E It's about life in the future.
- F No, I haven't.
- G If I were you, I'd get started straight away.
- H I wish I could go with you.

Reading & Writing B 115

READING & WRITING B

In this part, pupils read a dialogue with missing text and choose from a list of sentences to fill in the blanks.

Do the test

- Ask pupils to turn to Activity Book pages 114 and 115. Look at the dialogue together and point out that it only shows Richard's part of the conversation. Prompt pupils to think about things Harry might say in response to each of Richard's lines.
- Ask pupils to read the lines on page 114.
- Ask pupils to choose the appropriate line of dialogue from the list on page 115 and to write the correct letter in the space provided. Remind pupils that there are two extra lines of dialogue that are not needed. Encourage them to read through the dialogue, quietly to themselves, to check that it makes sense.
- Check answers. (Answers: 1 E, 2 C, 3 H, 4 F, 5 A)

Young Learner's English Practice Flyers: Reading & Writing C

– 7 questions –

Look at the picture and read the story. Write some words to complete the sentences about the story. You can use 1, 2, 3 or 4 words.

A Discovery in the Back Garden



My name's Robert and I've got an amazing story to tell. Most people don't believe me when I tell them about it but it's completely true.

One day, my friend Sarah brought a small potted tree to my house. My mum said it was OK for us to plant the tree in the back garden. While I was digging, I found something hard and round.

"What is it?" Sarah asked.

"I'm not sure," I said, "but I think it's a coin."

We brushed it off and looked at it more closely. It wasn't perfectly round and it wasn't very shiny but it was definitely a coin or a token of some kind. On one side was a picture of a man's face. He had a big nose and looked very serious. The word 'Roma' was printed on the other side.

Sarah thought it might be a bus token from Italy. We decided to take it to the museum. An expert looked at the coin. She said it was from ancient Rome. "You've discovered an important piece of history," she said.

"This is very mysterious," I said. "I wonder how it got into my back garden?"

Like I said, most people don't believe me when I tell this story. If you don't believe me, you can go to the museum and see the coin for yourself.

116 Reading & Writing C

Examples

The person telling this story is called Robert.

Most people don't believe him when he tells this story.

Questions

- One day, Sarah brought a small potted tree to Robert's house.
- Robert's mum said it was OK to plant the tree in the back garden.
- Robert found something that was hard and round while he was digging.
- On one side of the coin, there was a picture of a man's face.
- On the other side of the coin, the word 'Roma' was printed.
- Robert went to the museum and spoke to an expert.
- The expert said the discovery was an important piece of history.

Reading & Writing C 117

READING & WRITING C

In this part, pupils complete sentences about a story using one, two or three words.

Do the test

- Ask pupils to turn to Activity Book pages 116 and 117. Look at the picture together and prompt pupils to think about the topic of the story.
- Ask pupils to read the story on page 116 and then read the sentences on page 117. Then ask pupils to underline the parts of the story that give them the information they need to complete the sentences.
- Look at the example with the class and make sure they understand that they need to fill in the blanks using one, two or three words. Tell pupils that the words they will need to use are in the story.
- Ask pupils to fill in each gap with the correct word.
- Help pupils check their answers. (Answers: 1 potted tree, 2 plant the tree, 3 hard, 4 a man's face, 5 was printed, 6 a museum, 7 piece of history)

Young Learner's English Practice Flyers: Speaking A



118 Speaking A

SPEAKING A

In this part, pupils identify and describe differences between two pictures.

Do the test


1. Ask the pupils some warm-up questions, such as *What's your name? How old are you?*
2. Ask the pupils to turn to Activity Book page 118. Give them time to look at the picture.
3. Turn to the Examiner's copy (see page T133). Allow pupils to look at it briefly.
4. Make statements about your copy of the picture. Encourage pupils to say how their picture is different. For example, *In my picture, a boy is painting a monument. (In my picture, a boy is making a sculpture of a monument.)*

Answer key

1. boy painting a picture of a monument / boy making a sculpture of a monument
2. boy and girl talking about a Maths project / boy and girl talking about a Science project
3. a blue backpack on the floor / a red backpack on the floor
4. boy and girl talking about a Social Science project / boy and girl performing a play
5. girl playing a violin / girl playing a guitar
6. two women watching the performance / man and woman watching the performance

Young Learner's English Practice Flyers: Speaking B


Information exchange



The Sunset Cinema

Manager's name	Mr Brown
How many / employees	5
What / food	ice cream and sweets
Busy / not busy	busy
What time / film starts	5:15

Candidate's copy



The Vine Cinema

Manager's name	?
How many / employees	?
What / food	?
Busy / not busy	?
What time / film starts	?

Speaking B 119

SPEAKING B

In this part, pupils ask and answer questions using cues.

Do the test

- Ask pupils to turn to Activity Book page 119. Give them time to look at the pictures and the tables.
- Look at the Examiner's copy (see page T134). Ask the pupil questions about the information they have; e.g., *I don't know anything about The Sunset Cinema. What's the manager's name? (Mr Brown)*
- Now encourage the pupil to ask you similar questions; e.g., *How many employees are at the Vine Cinema?*

What to say (Examiner)

Who is the manager at the Sunset Cinema?
(*The manager's name is Mr Brown.*)

How many employees are there at this cinema?
(*There are five employees.*)

What kind of food do they sell?
(*They sell ice cream and sweets.*)

Is it a busy cinema?
(*Yes, it is. It's busy.*)

What time does the first film start?
(*The first film starts at 5:15.*)

What to say (Candidate)

Who is the manager at the Vine Cinema?
(*The manager's name is Mrs Smith.*)

How many employees are there at this cinema?
(*There are three employees.*)

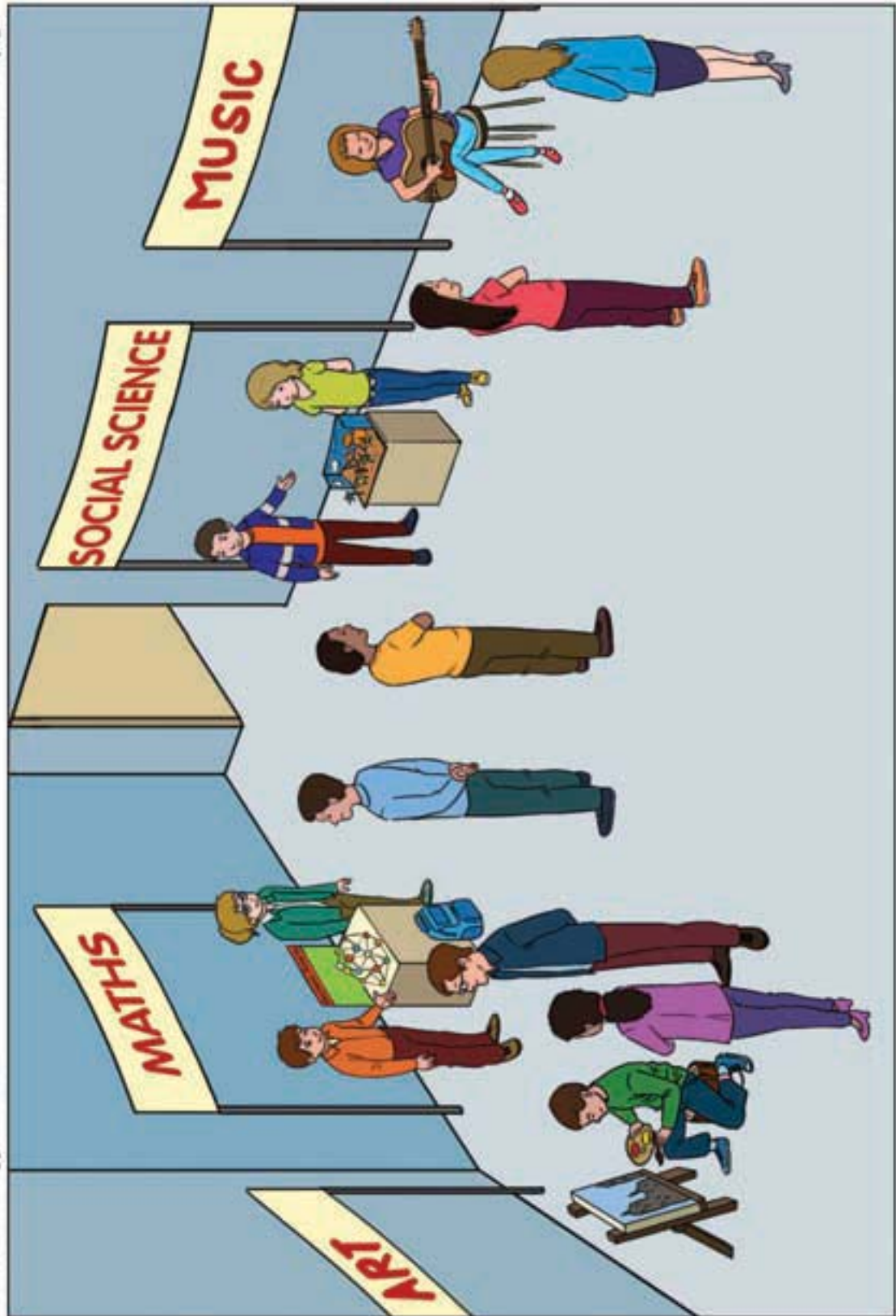
What kind of food do they sell?
(*They sell pizza.*)

Is it a busy cinema?
(*No, it isn't. It's not busy.*)

What time does the first film start?
(*The first film starts at 3:30.*)

Find the difference

Examiner's copy



Speaking A

Information exchange



The Sunset Cinema

Manager's name	?
How many / employees	?
What / food	?
Busy / not busy	?
What time / film starts	?

Examiner's copy



The Vine Cinema

Manager's name	Mrs Smith
How many / employees	3
What / food	pizza
Busy / not busy	not busy
What time / film starts	3:30

Cutouts for Checkpoints

Cutouts for Pupils' Book Page 40, Checkpoint Units 1–3

Pupil B

I need to buy some glue so I can finish my model.
 I've been learning about the solar system in school and I like it.
 Yes, I want to do a project about Pablo Picasso.
 I need to write a report about him and make a big poster to show some of his works of art.
 Yes, I want to do a project about the solar system.
 Yes, I've written my report but I haven't built the model yet.
 No, I haven't. I'm going to start looking at some websites about him on the internet.
 I need to build a model of the solar system and write a report about it.
 Yes, I need to buy some ink for our printer. I need to print out some of his paintings.
 I've been learning about him in Art and I like his paintings.

Checkpoint Cutouts Units 1–3 121

Cutouts for Pupils' Book Page 80, Checkpoint Units 4–6

Mystery Classmate: _____
 (Remember: Don't read the name aloud!)

???

If this person could eat any food every day, it would be _____.

He/She plays more _____ than _____.

He/She reads fewer _____ than _____.

He/She definitely spends _____ time in front of the computer than some people I know.

If he/she didn't have to go to school every day, he/she would _____ and _____ from morning till night.

My classmate thinks he/she will probably be living in _____ in twenty years. And he'll/she'll probably be working as a(n) _____.

Who is he/she?

Checkpoint Cutouts Units 4–6 123

Cutouts for Pupils' Book Page 120, Checkpoint Units 7–9

Description cards

One set for the group leader

One set for each group

International Mystery Solvers

It's a new video game about explorers...

...who are trying to solve the mystery of a lost island civilisation.

Chasing Bigfoot

It's a new comic book about a team of explorers...

...who travel by boat and plane into a danger zone in search of answers.

Return to Atlantis

It's a new film about a group of scientists...

...who are looking for a giant, mysterious creature that lives in the forests of North America.

Inside the Bermuda Triangle

It's a new sci-fi book about some scientists...

...who go from country to country searching for answers to the world's most hard-to-solve mysteries.

Review cards

One set for each group member

Your best friend says,
"It's amazing!"

Your best friend says,
"It's interesting."

Your best friend says,
"It's quite boring."

Your best friend says,
"It's awful."

Checkpoint Cutouts Units 7–9 125

Games are a great way for children to practise, correct, confirm and reinforce their vocabulary, usage and numerical skills. Help everyone in class enjoy game time by creating an environment where the competitive aspect is challenging and motivating while remaining stress-free. Model supportive, friendly reactions when children make mistakes or don't know certain vocabulary words or just need more time than others to express the answer, such as *Nice try!* and *You're getting much quicker!*

Writing and Spelling Games

Inspirations!

On index cards, stick photos or illustrations from magazines or write words or phrases you want the class to review or practise using. Each set of cards may have something in common, such as a general subject or a progression of events through time. Divide the class into small groups and give each group a set of cards. Pupils then write a story choosing one card for every sentence they write, using the pictures as inspiration for their stories.

Memory Game

Use this game to review verb tenses or vocabulary sets. You can easily vary the format of this game to review verb tenses or any vocabulary set. Sit with the whole class in a circle. You start by saying a sentence like *I went to Mars and I took my camera*. The pupil on your right repeats your information and adds his/her own: *She went to Mars and she took her camera. I took my backpack*. Continue with the next pupil, in order, until a pupil can't remember the whole list. Start the game again with the next pupil.

Word Search Puzzles

Have pupils create word search puzzles to preview or review vocabulary or to practise spelling. Model creating a simple word search puzzle on the board using some simple words (or use one that has already been created). Point out that words can be hidden horizontally, vertically or diagonally. Have pupils work in pairs or groups to create their own word search puzzles using a specific list of vocabulary terms. After they create the grid of 'hidden' words, have pupils fill in the other spaces in their grid with random letters. Finally, invite pupils to exchange puzzles and find the hidden words.

Vocabulary and Word Games

Rhyme Time

Use this game to review key vocabulary. Pupils take turns choosing a secret vocabulary word and then naming a word that rhymes with it. Classmates try to guess the vocabulary word. Have pupils use a reading passage such as one of the Connections pages to look for words to practise. Tell them that they should look for a word in the passage and think of a word they know that rhymes with this word. Model an example by saying: *My clue is seat. The secret word is cheat*. You may wish to divide the class into teams and have them compete by presenting their words to other teams to guess.

Spell Off

Bring three pupils to the front of the classroom. One pupil chooses a secret word and spells it aloud, pausing after each letter. (Before starting, you may want to have the pupil write the word and show it to you in secret so you can monitor the spelling.) As the first pupil spells, the other two pupils compete to guess the word. If a pupil guesses the wrong word, he or she must sit down. Another pupil comes to the front and the spelling continues. If a pupil guesses the word correctly before the first pupil has finished spelling it, the pupil guessing must spell the word aloud. If correct, that pupil can choose the next secret word.

Word Builder

Use this game to practise combinations of words such as contractions. Have pupils write these words on index cards: *I, you, he, she, it, we, they, are, will, can, do, have*. Shuffle the cards and place them in one stack. Then write these words on card: *not, have, will*. Use a second colour card if available. Players take turns drawing one card from each deck. If they can make a contraction, they say the word and score one point. Return used cards to the decks. Models: *are + not = aren't; I + will = I'll; you + not = no contraction*. You may wish to use a similar technique to help pupils build phrases (Phrase Builder). For example, write words that form parts of key collocations on cards, with one word on each card (*eat + breakfast, do + homework*, etc.). Have pupils match the collocations.

Mad Lib

Ask pupils to name some comparative adjectives and write them on the board. Then write this sentence on the board: *A mouse is ... than an elephant.* Have volunteers read the sentence substituting each comparative adjective in the blank. You may also want to use this technique to review other types of adjectives, verb forms and so on. The idea is to get lists of words that, when inserted into the sentence, make some silly combinations.

Odd One Out

Working in pairs or small groups, pupils create groups of four words: three words are related thematically (you may want to set the categories, such as *hobbies* or *parts of the body*) and a fourth word is not. Model some examples of these types of groups on the board if needed. Other pairs or teams compete to be first to find the word that doesn't belong.

Question Chain

Divide pupils into groups. Have each group sit in a circle. Select one of the groups to model the game. Start the game by asking the first pupil a question that reviews a particular group of vocabulary words—for example, *What's your favourite [school subject]?* The first pupil answers: *I like [Science].* The first pupil then turns and asks the question to the next pupil. Continue around the group until all pupils have answered the question. You may want to write a list of questions on the board so that pupils can continue rounds of questions without interrupting the game.

Telephone

Use this game to practise fluency of functional language, key vocabulary or grammar structures. Have pupils sit in a circle or in a long, straight line. Whisper a sentence into the ear of Pupil 1. Pupil 1 then whispers it to Pupil 2 and so on down the line. At the end of the line, have the last pupil say the sentence. Is it the same as the original sentence? If not, try to find out how and where it changed along the way. This game is best played with fairly long, complex sentences or with a lot of players, as the sentences tend to end up more easily confused as they are passed down the line.

Twenty Questions

Have pupils play *Twenty Questions* to preview the vocabulary items from one unit. Have one pupil secretly choose one person or thing from the unit. Other pupils can ask yes/no questions until they guess the secret object. Model: *Is it red? Is it a person? Is the person talking?* The game can be played with other 'secret' objects.

Word Clues

Use this game to review key vocabulary. Give pupils index cards and invite them to create game cards by writing one key word or phrase from a particular unit of the Pupil's Book on each card. Players take turns looking at a word and giving one-word clues to their partners. Clues should not use any of the words in the key word or phrase. Model: *My word is [mystery]. My clues are: [code, CIA, sculpture].* Have pupils play in pairs or in teams against one another. You may want to set a time limit of 60 seconds for a list of 4–5 items and award a point to each individual or team for each item guessed correctly within the time limit.

Spot the Difference

Have pupils play this game in pairs. One player strikes a pose and the partner observes. The observer then closes his/her eyes or turns around; the poser changes one part of the pose. Model possible changes, such as moving a hand to a different position, turning up a shirt collar or lifting one foot off the ground. The observer then looks and guesses what is different. Players then switch roles. Another variation is to have pupils take turns drawing pictures and when the partner is looking away add one item to the picture and have the partner guess what has changed.

Unit 1, ALL ABOUT SCHOOL

Pupil's Book page 3. Activity 2.

Read and listen to these bad excuses. Say what each person should have done. Use the phrases in the box.

1. A: Have you done your homework yet?
B: No, I haven't. I was doing it on the way to school on the bus. The window was open and the wind blew my homework out of the window!
2. A: Have you studied for the test yet?
B: No, I haven't. I tried to study last night but I was having so much fun playing with my baby sister I forgot the time!
3. A: Have you finished your project yet?
B: Yes, I have but there's a problem. I finished it a week ago but I left it in my dad's car. And yesterday, he parked in a 'no parking' space and his car was towed away!
4. A: Have you handed in your essay yet?
B: No, I haven't. I left it on the kitchen table and my brother made a paper aeroplane out of it. Now it's on the roof and I can't reach it!
5. A: Have you done your Maths homework yet?
B: No, I haven't. My cousin Lily came to visit me the other day and drew pictures in my Maths book and now I can't read the exercises!

Activity Book page 3. Activity 3.

Tick the verbs you use with each phrase. Then listen and check your answers.

1. study for a test
hand in a test
finish a test
take a test
2. do an essay
hand in an essay
finish an essay
3. do a book review
hand in a book review
finish a book review
4. do homework
hand in homework
finish homework
5. do a project
hand in a project
finish a project

Pupil's Book page 6. Activity 8.

Listen and match. Then complete the sentences. Use the correct form of the verb.

1. A: Oh, no!
B: What's wrong, Mark?
A: I need a lift back to school. I left the research for my essay in my desk.
B: Can't Mum take you?
A: She's not feeling well so she's having a lie-down. I don't want to bother her.
B: I can take you.
A: What? No, you can't. You haven't got your licence yet.
B: What are you talking about? I got it yesterday.
A: Huh? Nobody told me that.
B: Wake up, mate. That's the big news around here.
2. A: Stacey, I thought you had a book review to do. Why are you watching TV?
B: I'm just having a rest, Dad.
A: Having a rest? You haven't done anything yet today!
B: That's not true. I had breakfast.
A: I'll bet you haven't taken Jack for his walk yet, either.
B: No, I haven't. How'd you know?
A: Just look at him, poor boy. And I'll bet you haven't started reading your book yet, right?
B: Umm... no, I haven't.
A: Stacey...? TV off.
B: OK, Dad. I'll go and take the dog for a walk.
3. A: Hi, Roberto. What's up?
B: I've just met the new exchange student.
A: Really? I haven't seen him yet. Where's he from?
B: It's not a he, it's a she. She's from Finland. She's really pretty!
A: Pretty, huh? Is she clever, too?
B: Really clever. I've talked to her.
A: In English?
B: Of course, in English. I haven't thought about learning Finnish yet. Maybe I will.
A: You're crazy. You haven't even learnt English yet.
B: Because I haven't found my motivation to master English. Finnish is different. I'm sure I'll learn it fast.
A: Yeah, yeah, yeah.
4. B: Hey, Dawn. Have you seen that farm boy's music video on YouTube yet?
A: No, I haven't. What are you talking about?

- B:** This nine-year-old farm boy sings 'Call me maybe' but he's changed the words.
- A:** Oh, there have been so many versions of that song! I'm getting bored of it.
- B:** This one's really sweet! It's all about his life on the farm. You've got to watch it!
- A:** OK, I'll have a look.
- B:** I've learnt a few farm words from that song, like 'a heifer has no babies'. And now I know what a silo is!
- A:** Nice way to learn new words.
- B:** I know!

 **Pupil's Book page 13. Activity 25.**

Listen to Lucas and Nina talking about their school. What have they already done? What haven't they done yet? Copy the chart and put a tick or a cross next to the activities.

- A:** Hey, Nina. Have you taken the test yet?
- B:** Yeah, I took it on Tuesday. And you?
- A:** Nope. I haven't even revised for it yet. I'm ready to hand in my research, though. I'll hand it in tomorrow.
- B:** Ugh. I hate research. But I did it and handed it in yesterday. By the way, have you been to any of the art club meetings yet? I've been too busy to go.
- A:** Yeah, I went to one two weeks ago. It was fun.
- B:** Cool. Anyway, ... I've got to go now. I haven't started the essay yet. Have you?
- A:** Yeah, I started it last night. But it still needs work. Which topic did you choose?
- B:** A typical school day in another country. Have you ever written about that topic before? I need some ideas.
- A:** Sorry, no. Why don't you ask Simone? I think she chose that topic and she's already finished hers.
- B:** Good idea. See you at the next art club meeting?
- A:** Yeah, maybe.

Unit 2, AMAZING YOUNG PEOPLE

 **Pupil's Book page 15. Activity 3.**

Listen. You will hear about some amazing young people and what they've achieved. As you listen, find answers to the questions.

1. Hou Yifan was born in Xinghua, Jiangsu, China in 1994. Yifan has been playing chess since she

was three years old. When she was 10 years old, she won first place at the World Youth Championship. Since then, she has won several major international chess tournaments including the 2010 World Chess tournament. Yifan, who has been called a chess genius, believes in having goals. She once said, "I believe you should have goals and reach them step by step."

2. William Kamkwamba was born in Malawi in 1987. He's lived in Malawi since he was born. When he was a young boy, his village had no electricity. When he was about 14 years old, William built a windmill using materials from a junkyard. The windmill provided electricity, allowing William's family to irrigate their farm. Since then, he has built other things, like a solar-powered water pump that supplied the first drinking water in his village. William believes his life proves something: "With hard work, anything in life is possible."
3. Johnny Strange was born in 1991 and is from Malibu, California. He has been mountain climbing with his father since the age of 12. Johnny's goal was to climb one summit per continent. By June of 2009, Johnny, at age 17, achieved his goal. The youngest ever to have done this, he tells other teens, "Pursue your dreams. Even if you don't succeed, if you try your hardest, the experience will help you."

 **Pupil's Book page 18. Activity 9.**

Listen and complete the sentences. Use the correct form of the verb.

1. **A:** I'm so glad your family invited me to this!
B: I'm glad you came. So you said you've never been to the ballet before, right?
A: Never. This is my first time. I can't believe your sister is going to be on that stage.
B: Amazing, isn't it? She's amazing.
A: How long has she been a dancer?
B: Well, she's been dancing since she was about 5 years old. But she's been dancing professionally since she was 15.
A: 15? That's young.
B: I know. Oh, look! It's about to start!
2. **A:** Who's in this picture?
B: Which one?
A: The one on your dressing table. The man getting an award.
B: Oh, that's my favourite uncle, Uncle Buddy.
A: Buddy?
B: His real name is Charles. He's pretty famous, actually.

- A: What does he do?
 B: Medical research. A lot of his research has been published in medical journals.
 A: And he's famous for the research?
 B: Yes, but he's also famous for how young he was when he started. He's been doing medical research for ten years and he's only 25.
 A: He was only 15 when he started? Wow. Clever man!
3. A: George, what's your brother doing on his computer? I can see he's really getting into it.
 B: He's probably working on one of his computer programs.
 A: He designs computer programs? But he's only 12!
 B: I know. He started designing programs when he was about 9 so for the past 3 years.
 A: 9? That's incredible.
 B: He's in trouble with my parents, though. He wants to drop out of school and work on his programs all day.
 A: You're joking!
 B: Yeah, I am. He's a good kid, really.
4. A: I can hear music coming from your garage. Is your dad in there working?
 B: That's not the radio. That's my brother's band.
 A: What? They sound professional!
 B: Well, that's nice of you. He and his girlfriend have been playing in rock bands together for a long time. Since they were thirteen. The rest of the band members are new.
 A: They're in the sixth form now, right?
 B: Yeah. They're going to university next year.
 A: University! They should go on tour!
 B: I'm sure they'll keep playing while they're at university.

1:26 **Activity Book page 15. Activity 7.**

Listen. Circle T for true or F for false.

- A: Phil, what's your brother doing on his computer? I can see he's really getting into it.
 B: He's probably working on one of his computer programs.
 A: He writes computer programs? But he's only 12!
 B: I know. He started writing programs when he was about 9.
 A: 9? That's incredible.
 B: He's in trouble with my parents, though. He wants to drop out of school and work on his programs all day.

- A: You're joking, aren't you?
 B: Yeah, I'm just kidding.

Unit 3, DILEMMAS

1:33 **Pupil's Book page 27. Activity 2.**

You'll hear three people talking about dilemmas or difficult situations they've experienced. Listen. Then read about their concerns

1. This afternoon, I was at the supermarket with my parents. I saw a man drop his wallet while he was shopping. He didn't know he'd dropped it. I picked up the wallet and guess what? It was full of money.
2. My best friend lent me her favourite necklace. I wore it to a party last night. But when I got home, it wasn't on my neck. I've lost it! I'm so upset!
3. Today, I was running to grab my mobile phone when I bumped into a lamp. It fell over and broke. My dad came in and said, "Who did this?" I didn't know what to do!

1:34 **Pupil's Book page 27. Activity 3.**

What's the right thing to do? Think of advice to give to Emily, Angela and Al. Then listen and compare your answers.

1. A: If I keep the wallet, I'll feel guilty. What should I do?
 B: You should return the wallet and everything in it to the man.
2. A: If I tell my friend I lost her necklace, she'll be upset with me.
 B: You should tell your friend the truth and offer to buy her a new necklace.
3. A: If I confess that it was me who broke the lamp, I'll get into trouble.
 B: You should tell your dad it was you.

1:36 **Activity Book page 28. Activity 15.**

Listen and read. What does 'character' mean?

1. Ethics is knowing what good and bad behaviour is.
2. Your character is all of your traits and qualities taken together, such as being friendly, honest and hard-working.
3. Treat means how you act toward others. Do you treat people nicely or are you mean?
4. Ethical behaviour is when you do the right thing and treat someone fairly and respectfully.



Pupil's Book page 30. Activity 9.

Listen and complete the sentences.

1. A: Oh no, Darren. Look! I think I broke this antique doll!
B: Whoops! What happened?
A: I don't know. All I did was pick it up and the arm came off.
B: You should tell the shop owner.
A: But he'll want me to pay for it. And it's really expensive. You know, I could just put it back and pretend it was like that already.
B: If you want to do the right thing, you should tell the owner what happened.
A: But I haven't got enough money to pay for it.
B: How do you know he'll make you pay for it? Maybe the arm was already broken. If you tell him the truth, you'll feel better. Trust me.
A: OK. I'll go and tell him now.
2. A: Well, are you ready to go?
B: Yeah, I think it's time. It looks like the fair's closing. Hey. What's that next to your foot?
A: I don't know. Hmm... it looks like... Wow! It's a gold necklace! It's beautiful.
B: Someone must have lost it.
A: Too bad. Well, finders, keepers. I found it so I keep it!
B: You must be joking! If you keep it, you'll feel guilty every time you wear it, believe me.
A: Yeah, you're probably right.
B: The owner will probably go to the Lost and Found. We should take it there. If the owner comes to claim it, they'll give it back to her.
A: But what if no one comes to claim it?
B: Well, we can read their rules and see. Come on, let's go.
3. A: I don't think I can go to the concert with you, Emma.
B: Why not, Ed? You've finally saved up enough money for the ticket. What a disappointment!
A: I know. I was really looking forward to it.
B: So what's the problem?
A: My older brother needs money. I overheard him talking to my mum. It's something important.
B: But it's your money! And he's not asking you for it.
A: I know but...
B: So what are you going to do? Oh, no! If we don't go this time, we'll miss out. Who knows when they'll be on tour again.

A: I'm really sorry about this, Emma. But I think my brother really needs it. If I go to the concert, I'll worry about my brother.

B: Yeah, I understand. You should help him. I'm sure he'd do the same for you.

4. A: What's the matter, Chris?
B: Nothing, Mum.
A: Did something happen at school today?
B: Well... yeah, but it's not important.
A: Look. If you don't tell me what's wrong, I can't help you. Please tell me what's going on.
B: Well, a couple of boys at school are being mean to me.
A: Are they? Did they hurt you?
B: No, it's nothing like that. They just call me names sometimes.
A: I'm glad you told me, Chris. Now, let's think how we can solve your problem...

Checkpoint, Units 1 to 3



Pupil's Book page 39. Activity 2.

Get ready. A. Choose the correct word or phrase to complete the dialogue. Then listen and check.

- A: The school play is tomorrow night. Have you learnt your lines yet?
B: I've learnt most of them already. We've been practising for two weeks.
A: Really? I didn't know that. Where have you been practising?
B: We've been practising every day at school, after lunch.
A: And have you studied for your Maths test tomorrow?
B: Yeah, I've studied a bit.
A: You should study again after dinner tonight.
B: But Mum, I need to practise my lines for the play! If I forget my lines on stage, I'll feel awful.
A: I know, Danny, but if you don't pass your Maths test, you'll feel even more awful and then you won't enjoy your play! Listen – study Maths for an hour, then you can practise your lines again for an hour. You should try to get a good night's sleep, too.
B: OK, Mum. Thanks.

Unit 4, DREAMS FOR THE FUTURE

Pupil's Book page 42. Activity 1.

Read the predictions made by John E. Watkins in the year 1900. Say which predictions you think came true. Then listen to check.

- A: I, John E. Watkins, an American civil engineer, predict that in one hundred years from now...
- A: Trains will travel at speeds of up to 240 kilometres per hour.

B: This is true. Exactly 100 years after Watkins predicted this, the first express train, the Acela, travelled from Boston to Washington, DC at a speed of 240 kilometres per hour.
 - A: A man in the middle of the Atlantic Ocean will be talking to his family in Chicago. It'll be like his family is sitting next to him!

B: This is true, thanks to mobile phones.
 - A: People will be buying ready-cooked meals.

B: This is true. Ready-cooked meals are commonly found in supermarkets and corner shops.
 - A: People will be sending photographs from anywhere in the world. Photographs of major events from another continent will be in newspapers in an hour and they'll have the colours of nature.

B: This is true. Thanks to mobile phones, email and social media like Facebook, colour photos can be instantly transmitted from anywhere in the world.
 - A: People will be eating strawberries as big as apples! Raspberries and blackberries will also be big.

B: This is *not* true. While some fruits have got larger, we don't grow strawberries as big as apples yet.
 - A: Americans will be taller by three to five centimetres.

B: This is true. The average American is now 4.4 centimetres taller than 100 years ago. This is almost *exactly* what he predicted!

Pupil's Book page 43. Activity 2.

Look at the list as you listen to two boys discussing their dreams for the future. Which topics do you hear them talking about?

Dreams for the Future

- A: Hey, Jake. I hear your sister's going off to university soon.

- B: Yeah, she's planning to go to university in Toronto.
- A: It's hard to imagine being in university. Life after university sounds really far away.
- B: I know. What do you think you'll be doing 20 years from now?
- A: Me? I hope I'll be living overseas, in another country. By then I'll be able to speak several languages.
- A: Which ones?
- B: Um... English, Spanish and Arabic.
- A: Do you think you'll be living in Europe or Asia?
- B: Both. I think I'll probably live in one for a while, then the other. And you? What will you be doing twenty years from now?
- A: I'll definitely be working in my dream job.
- B: Which is... ?
- B: The music industry!
- B: Cool...
- A: So I'll be travelling a lot.
- B: Oh! So you can meet me overseas! We'll go on adventurous holidays, like hiking in the Himalayas and skydiving in England.
- A: That sounds amazing. But it seems like a hundred years from now.

Pupil's Book page 46. Activity 9.

Listen and match. Then complete the sentences. Use the correct form of the verb.

- A: Dad, what do you think the world will be like in a hundred years?

B: I don't really know, James. But I'm sure it'll be very different from our world now.

A: Do you think people will be travelling to other planets by then?

B: Yeah, probably. Things change so quickly now.

A: What do you think life on another planet will be like?

B: I don't know. But I don't think I want to go there. I like life here.

A: Me, too. But it might be fun to visit another planet. Maybe there are aliens and cool stuff like that.

B: You can go first and tell me what it's like!
- A: What are you doing?

B: I'm writing in my diary.

- A: What are you writing about?
 B: The future.
 A: You mean about spaceships and things like that?
 B: No. I'm writing about my future – where I think I'll be in twenty years. What I'll be doing. Things like that.
 A: Twenty years from now? So, where do you think you'll be?
 B: Promise you won't laugh.
 A: Promise.
 B: Well, for a start, I'll be living in Paris in a house with three dogs – all poodles! I'll be talking to my dogs in French.
 A: Do you think your dogs will understand French?
 B: Of course they will! They're French dogs!
 A: You know, I've always wondered about that. Do you think dogs can learn different languages?
 B: Hmm, I wonder.
3. A: What do you think you'll be doing after you leave school, Serena?
 B: University, I'm sure. How about you? What will you be doing in, say, fifteen years?
 A: I'll be working on a big film!
 B: A film? Are you planning to become a film star?
 A: No, not a film star. A film director. I'll be working with all the big Hollywood stars.
 B: Really? And how will you do that?
 A: Well, I'm getting quite good at making short films on my computer right now. I just need one big break and... ta-da! Meet the next Spielberg!
 B: Fantastic. I just hope you won't forget us once you're rich and famous.
 A: Of course, not! You and Mum will be walking on the red carpet with me!
 B: Oh, I like that idea!
4. A: Hey, let's write to our future selves!
 B: What are you talking about?
 A: We should write something to ourselves in the future!
 B: And how do we do that?
 A: Through the website, FutureMe. Haven't you heard of it? You send an email to yourself and write about your future dreams and wishes. FutureMe will send this e-mail to you at a specific date, say 40 years from today.
 B: So, exactly forty years from now, we'll be reading our own emails that we wrote to

ourselves, right? That's a bit creepy.

A: I think it's brilliant. We'll be able to see if any of our hopes and dreams came true.

B: Hmm. Let's look at the website together.

Unit 5, IF I COULD FLY...



Pupil's Book page 55. Activity 2.

Some pupils are talking about things they could do if they had one of the super powers in the box. Listen and match.

- A: If you could have one super power, what would it be?
- If I had this super power, I could travel anywhere I wanted in the world without having to get on a plane.
 - I know what super power I'd want! I'm in my school's athletics team. If I had this super power, I'd easily win all of my races. Not only that, I could enter marathons around the world and win all of them, too!
 - There are so many things I could do with this super power. I could watch the Egyptians build the pyramids, I could meet Shakespeare and I could watch Neil Armstrong take the first step on the moon. This would be the best super power ever!
 - I think I'd choose to be able to lift anything, no matter how heavy – a car, a bus, maybe even a building!
 - I'd want to have this power because then I could do anything I wanted without anyone seeing me, ever! How amazing is that?



Pupil's Book page 58. Activity 8.

Listen and match. What would each person do? Make complete sentences.

- A: Dad, do you think we'll ever be able to travel through time?

B: Wow, that's a hard one, Maya. A lot is possible but I really don't see how we'd manage time travel. Do you?

A: I'm not sure but it would be fun if we could! If you could go back in time, where would you go?

B: Hmm. Let me think... Maybe I'd go back to see my great-grandparents who lived in London. My great-grandfather was a shoemaker there – did I ever tell you that? I'd love to talk with him. I've heard he was a real character. What would you do?

- A: Me? Oh, I already know – that's easy. If I could travel through time, I'd go back to last weekend and spend more time studying for that Maths test.
2. A: You know what question I hate, Kelly?
B: What?
A: "What do you want to be when you grow up?" I've got no idea.
B: Really? I know exactly what I want to be.
A: Do you?
B: Yeah. If I could have any job, I'd definitely be a doctor.
A: That's a really hard job.
B: I know. But I'd like to help people who are ill get better.
A: True. Go for it. I still don't know what I'd be.
3. A: Guess what I'm thinking right now, Luke.
B: Umm ... you're thinking that if you were quieter, I could get my homework done.
A: Wrong. Try again. I'm thinking about food.
B: Oh, don't talk about food. I'm so hungry right now.
A: So, if you could have anything to eat, what would you have?
B: I'd have ice cream.
A: I knew it! Look what Mum got us at the supermarket.
B: Brilliant! We've got the best mum in the world!
4. A: Daniel, come and see this!
B: What are you watching?
A: A TV programme about a woman who says she can talk to animals.
B: Talk to animals? That's impossible.
A: I don't know. It looks like she really knows what they're thinking!
B: Hm. Actually, that'd be a nice talent to have. I know what I'd do if I had that talent.
A: What?
B: I'd ask Kiku if she likes living with us!

Unit 6, THE COOLEST SCHOOL SUBJECTS

Pupil's Book page 66. Activity 1.

Read. Match what you learn to the school subject where you learn it. Listen to check.

- We learn about Shakespeare in our Literature class.
- We study democracy in Social Science.
- We study animals and plants like the sloth and the pitcher plant in our Science lessons.

- We do sports and athletics in P.E.
- We learn English vocabulary and grammar in our English lessons.
- We learn about prime numbers in Maths.
- We make murals in our Art class.

Pupil's Book page 67. Activity 3.

Listen. A group of pupils is putting on a game show. Copy the chart and complete it as you listen.

- A: This is a Social Science question. Ready? When and where were the earliest Olympic Games held?
B: Greece?
A: Yep. In a Greek village called Olympia in 776 BC.
- A: OK, this is a Literature question. Here we go: Who is considered the greatest playwright of all time?
B: That's easy. Shakespeare!
A: Right.
- A: This is another Social Science question. Are you ready? Who were the first people to develop the earliest form of democracy?
B: I have no idea. Who?
A: The people of ancient Athens.
- A: OK. Ready for a Maths question? What are the ten smallest prime numbers?
B: That's a difficult one! Uh, 2, 3, 5, 7, 11, 13 ... That's all I know. What are the others?
A: 17, 19, 23 and 29.
- A: Here's your first Biology question. What's the slowest mammal in the world?
B: I don't know.
A: It's the sloth!
- A: And here's another Biology question. What's the biggest meat-eating plant in the world?
B: That's a trick question. Plants don't eat meat!
A: The pitcher plant does. It digests insects and can even digest rats!
- A: Here's a third Social Science question. Which country has got the most speakers of English, the USA or China?
B: Not sure. I'd just be guessing. Is it the USA?
A: It's China. China has got the largest population in the world and the highest number of people who can speak English.
- A: And here's an Art question for you! Who is Mexico's greatest mural artist?

B: I haven't got a clue!

A: Diego Rivera!



Pupil's Book page 70. Activity 10.

Listen and match. Then complete the sentences. Include most or least and an adjective from the box.

1. A: Mum, can you help me with my homework?
B: Sure, Alex. What school subject is it this time?
A: Literature. It's about Shakespeare. First, I've got to choose one of his plays and I can't decide which one to choose.
B: Well, if I were you, I'd choose Julius Caesar. To me, it's his finest work and it's very powerful.
A: Cool, we've been studying Julius Caesar in History. Wasn't he a general in ancient Rome?
B: That's right. So what's the assignment about?
A: I've got to adapt the play into a modern one.
B: That sounds like fun. First you need to read it, right?
A: Right. I need the least difficult version, though.
B: I think I've got a simple version of the play on my tablet already. Yes, here it is.
A: That's the least difficult version? It's so long!
B: I said the least difficult – not the shortest!
2. A: Have you studied for the Maths test yet?
B: Not yet. Hey, if all of us have to study for it, let's do it together. A study group!
A: Good idea. So where are we going to hold it?
C: Well, Leo's is the closest house to school. Leo, do you think your parents will let us study at your house?
B: Yes, I'm sure they will. My mum's good at Maths so she can help us.
C: Great. The only thing I remember about prime numbers is that they're larger than 1.
A: Speaking of prime numbers, did you know you can do the most amazing thing with the numbers 379009? Type them on your calculator and read them upside down.
B: Seriously? Let me see . . . Whoa! It spells Google!
3. A: So what are we going to do for Science Week?
B: I like Jasmine's idea.
C: Which one?
B: The one about endangered animals.
C: Oh, right. We could choose one of the most endangered animals on earth. If we do a

public exhibition, we'll also be encouraging people in our community to help protect them.

- A: Wow, Jasmine. It sounds like you've really been thinking about this.
- C: I have. I've already done a bit of research, actually. Here's one I think we could use: The kakapo from New Zealand. It's the rarest, the strangest and the heaviest parrot in the world. And it's definitely one of the most endangered animals in the world. There are only about 100 of them left. Here's a picture.
- A: I like this. Could you make some 3-D visuals on the computer, John?
- B: Yes, I think so. And I'll add some sound effects, too. Especially for that parrot!
4. A: Hey, look at this. It's a list of origins for the names of the months. Do you know any of these?
B: Can't say that I do.
A: This one's interesting. July is named in honour of Julius Caesar. It's the month he was born.
B: It must be nice to have a month named after you.
A: I know. A lot of the months were named after Roman gods. Like March comes from 'Mars', the god of war.
B: March. My least favourite month in the school year.
A: What do you mean? March is great. It's the beginning of spring.
B: Yeah, but there are no school holidays in the spring.
A: That's not true. We do get holidays.
B: Yes, but not till April. We should have a school holiday in March, too but we don't so March is my least favourite month. I like it when we get lots of days off school!



Activity Book page 57. Activity 8.

Complete the dialogues with the expressions in 7. Then listen and check your answers.

- A: I was just chosen to be on a TV quiz programme.
B: Seriously? Congratulations!
A: Yeah, they asked me what happens when you turn 01134 upside down. I said it spells 'hello'.
B: Let me see. Wow! You're right!
A: Speaking of numbers, let's make a study group for the Maths test tomorrow.
B: Good idea!

Activity Book page 61. Activity 16.

Read the words in the box and look at the chart. Then listen and write the words in the correct place.

Ancient Greece gave the world its fascinating myths and legends. Athletes and sports fans can thank the Greeks, too. The first Olympic Games took place in the Greek city of Olympia in 776 BC. Perhaps the Greeks' biggest contribution to modern culture was democracy. The word democracy comes from two Greek words which mean 'people' and 'rule'.

We can thank the Aztecs for leaving the legacy of a number system based on 20. They're also known for advancing the cultivation of cacao, a key ingredient in chocolate.

The Maya observed the Earth's revolution around the sun and from these early studies of astronomy they created a 365-day calendar system. In Maths, they also introduced the equivalent of the Arabic zero.

Finally, the Inca introduced terraced farming, which is still practised today. And the medical field has the Inca to thank for the use of herbal remedies in the treatment of illnesses.

Checkpoint, Units 4 to 6

Pupil's Book page 79. Activity 2.

Get ready. A. Number the lines of the dialogue in the correct order. Then listen and check.

- A: What's for lunch tomorrow?
- B: Let's see... Tomorrow's Friday. It looks like we'll be having pizza again.
- A: Great! I love pizza! I wish I could eat pizza every day.
- B: No, you don't. If you ate pizza every day, you'd get sick of it.
- A: Yeah, maybe. But I'd like to try it and see. How about you? If you could have just one kind of food every day, what would it be?
- B: Well, it wouldn't be pizza. I think I'd have a salad every day.
- A: Yuck. If I only ate salad, I'd feel hungry all the time. It's too boring.
- B: Salad isn't boring. You know, if I were you, I would try to eat more vegetables.
- A: But I eat vegetables all the time... on pizza!

Unit 7, MYSTERIES!

Pupil's Book page 83. Activity 2.

Look at the photos. What's the mystery all about? Read and match the mysteries to the descriptions. Then listen to check.

1. A: Good evening and welcome to Unsolved Mysteries Hour. This is Stan the Mystery Man coming to you live from Birmingham. Let's take our first caller, Harry. Harry from Leeds – you're on the air. What's your question?
B: Yeah, hi Stan. My name's Harry. I've got a couple of questions about the crop circles in southern England. What are they? And does anyone know how they were made and who made them?
A: Crop circles are perfect geometrical patterns that appear in crops of corn and other grain fields. They're best seen from high up – like from a plane. No one understands this phenomenon. There are some theories but there are no scientific explanations. Maybe they're made by a cosmic force or by the wind. Or maybe crop circles are a hoax and some very clever people are trying to trick us! There are no real answers yet. Good questions, Harry.
2. A: Now, Chris from Southampton. You're on the air. What's your question?
B: Thanks for taking my call, Stan. I've got two questions. I was just wondering about the Bermuda Triangle. It's still an unsolved mystery, isn't it? And why don't ships and planes just stay away from the area?
A: You're right, this is still an unsolved mystery. No one can explain why ships and planes sometimes disappear there. The thing is, no one knows when or if a disappearance will occur so that's why ships and planes still travel there.
3. A: Now for our next caller. Ellie from Bristol, you're on the air.
B: Hi Stan. No one has discovered who built the Great Pyramids and why they were built, have they? It's amazing how well constructed they are.
A: That's very true, Ellie. Scientists, like archaeologists and geologists, have got ideas about how they were built but they're not really sure. To them, it seems almost impossible that the ancient Egyptians could

have constructed these pyramids without modern tools. It's a real mystery.

4. A: Now, for a caller from Norwich. Go ahead with your question, caller.
- B: Hi there. I'm Abby and I'm a first year student here at the University of East Anglia. I agree with you about the Great Pyramids, by the way. We've been studying them in my Ancient Civilisations class. My question is about the northern lights. Are scientists confident they've now got a good explanation for this phenomenon?
- A: Very good question, Abby. The northern lights have been observed since ancient times. The scientists of long ago weren't sure what caused the brilliant colours but the scientists of today have now got a pretty clear idea and they've been able to gather proof to support their theory. You should listen to this programme next Wednesday night because we'll be talking all about the northern lights. That's all for tonight!



Activity Book page 67. Activity 2.

Complete the dialogues. Then listen and check your answers.

- A: Have you ever heard of the northern lights?
- B: Yes, I think so. They're those bright colourful lights in the night sky. They're caused by light reflecting off the ice caps in the Arctic.
- A: No. That was just a theory. Now there's scientific proof. Gases in the air cause these nighttime fireworks.
- C: The Great Pyramids in Egypt are incredible, aren't they?
- D: They certainly are. Has anyone got an explanation of how they were built?
- C: Well, some scientists have got theories about it but the mystery is still unsolved.



Pupil's Book page 86. Activity 8.

Listen and match. Then choose the correct ending to the question.

1. A: Mum, do you believe aliens exist?
B: I've got no idea, Theo.
A: Me neither. There are a lot of mysterious phenomena in the world but usually there are scientific explanations for them, aren't there?
B: I completely agree with you. But you know, I saw something just the other day – a mystery about some ancient rocks.
- A: Oh, you mean the one about the stone spheres in Costa Rica?
B: Yes... that's the one, Theo. But I can't remember... now where did I see that?
A: You probably saw it in my textbook! We're reading about them in our Social Science this week. The mystery is that no one knows how they got to be so perfectly round. They are HUGE! Only a machine could do that! They say that ancient people made them but ancient people didn't have machines back then, did they?
B: No, that's true – they didn't. I'm just looking them up now. No one knows how those stones got so round. Wow – have a look. They're really interesting, aren't they?
2. A: Oh wow! These are so amazing!
B: What are you watching?
A: Some videos on YouTube! Come and see.
B: Oh yeah. I've seen those. They're called the northern lights, aren't they?
A: Yep. Their other name is aurora borealis. We're studying them in Science and English this week.
B: You know what's also cool?
A: What?
B: Hang on a minute while I find it on my phone. Here, listen. It's music inspired by the northern lights. Listen to it while you're looking at those pictures.
A: Wow. You're right. This is really cool.
B: The lights seem more beautiful when you look at them while listening to music, don't they?
A: They really do!
3. A: I got you hooked on Kryptos, didn't I?
B: You definitely did. I found lots of cool stuff about Kryptos. Did you know the creator of the codes has released more clues recently?
A: Really? What are the new clues?
B: He released six letters out of the 97 in that last phrase.
A: I bet the decoders got very excited, didn't they?
B: They did, yes. On the sculpture, the letters are NYPVTT. When decoded, the letters read BERLIN.
A: I can't imagine being a code breaker. I wouldn't be able to sleep because I'd be thinking about it all the time.
B: That's exactly what's happening. Many people are obsessed with cracking the code and that's all they think of and do every day.

- A: That's insane.
4. A: What's that?
B: It's a comic book.
A: I know it's a comic book. Duh. I mean, that picture. It looks like a city but it's under the sea, isn't it?
B: Yeah. Well, they say it used to be a city. Don't you know the story of Atlantis?
A: I don't think so. If it used to be a city, why would it be under the sea?
B: Well, if it ever existed, according to this story, an earthquake destroyed it.
A: No way! An earthquake can't bury a whole city under the sea.
B: Well, maybe there was also a tsunami.
A: An earthquake and a tsunami – like in Japan.
B: Exactly.
A: Scary.
B: I know.

3:09 **Activity Book page 69. Activity 7.**

Complete the dialogues with the expressions in 6. Then listen and check.

1. A: Jennifer's always reading.
B: I know. She's hooked on historical mysteries. She reads all day, every day!
A: Really? That's ridiculous.
2. A: There's a craft fair on Saturday. Let's go. They've always got such cool stuff, haven't they?
B: Absolutely. I could buy everything! Brilliant idea!

Unit 8, WHY IS IT FAMOUS?

3:17 **Pupil's Book page 95. Activity 4.**

Look at the photos and read the information about each. Then listen and complete.

- Big Ben (the Elizabeth Tower)**
Big Ben (or the Elizabeth Tower) is located in London, UK. It was completed in 1859.
- Taj Mahal**
The Taj Mahal is located in Agra, India. It was built between the years 1632 and 1654.
- Temple of Borobudur**
The Temple of Borobudur is located in Central Java, in Indonesia. It was built in the 8th and 9th centuries.

- Great Sphinx of Giza**
The Great Sphinx of Giza is located in Giza, Egypt. It was probably built between 2558 and 2532 BC.
- Statue of Liberty**
The Statue of Liberty is located in New York City Harbour, in the United States. It was dedicated in 1886.
- Pyramid of Kukulcán (El Castillo) at Chichén Itzá**
The Pyramid of Kukulcán (or El Castillo) at Chichén Itzá is located on the Yucatan Peninsula, in Mexico. It was built around 900 AD.

3:19 **Activity Book page 77. Activity 3.**

Listen and label the pictures with the words from the box.

- This ancient pyramid was built by the Maya to honour their snake god, Kukulcán. The Pyramid of Kukulcán has got 365 steps – one step for each day in the Mayan calendar.
- This famous Buddhist temple is one of the largest Buddhist temples in the world. The Temple of Borobudur is sometimes listed as one of the Seven Wonders of the World.
- This statue is known throughout the world as a symbol of hope and new beginnings. The Statue of Liberty was a gift from the French to the USA. This famous statue stands on Liberty Island in the harbour of New York. But did you know that there are two other Statues of Liberty? An exact copy of the statue was offered by Americans living in Paris to the French in 1889. It's on the Allee des Cygnes in Paris. The third and original model of the Statue of Liberty, is in the Luxembourg Gardens in Paris.
- A mausoleum is a building that holds the tombs of several people who have died. It's their burial place and a place to honour the dead. Probably the most famous and beautiful mausoleum in the world is the Taj Mahal.
- The clock tower of the Palace of Westminster in London is often called Big Ben. The tower was built between 1843 and 1858 to hold the world's largest clock at that time. In 2012, the tower was officially renamed the Elizabeth Tower in honour of Queen Elizabeth the Second.
- All countries have got monuments to honour important events and the people who took part in those events. In downtown Mexico City, a famous monument has got a golden angel on the very top

representing victory, triumph and freedom. This monument to independence is called 'El Angel de la Independencia'.



Pupil's Book page 98. Activity 11.

Listen and match. Then complete the sentences with the correct form of a verb from the box.

1. A: Cool magazine!
 B: It's my mum's travel magazine. This issue is about famous tourist attractions. Look: here's one of the most photographed structures in the world.
 A: What is it? It looks like a huge sail that's just sitting on the water, doesn't it?
 B: Yeah, but it's not a sail – It's a hotel in Dubai – The Burj Al Arab Hotel. And you're right. It says here that the design was inspired by the sails of an Arabian trading ship.
 A: Nice! Was it built on an island?
 B: Yep. An island was created just for the hotel!
 A: Wow! I bet it took longer to construct the island than the hotel, don't you?
 B: Yeah, it says that it took three years to reclaim the land from the sea to make the island. And it took less time than that to actually build the hotel.
 A: See, I was right, wasn't I?
 B: Yep. And the hotel itself cost something like four hundred and seventy-five million euros to build.
 A: Wow! I'd love to go there.
2. A: Have you heard of something called a bucket list?
 B: It's a wish list of things that people want to do before they die, isn't it?
 A: I think so. I heard my mum and her friend – the one who was just here – talking about it.
 B: Really? She did look quite old, I suppose. Old people like to talk about that kind of thing.
 A: Hey! My mum isn't old!!!
 B: Um . . . I've got an idea. Let's make our own bucket lists!
 A: But... we're only twelve!
 B: I know. But it'll be fun. Number 1 on my list would be to see the pyramids in Mexico.
 A: The pyramids are in Egypt!
 B: There are pyramids in Egypt but the ones I want to see were built in Mexico.
 A: There are pyramids in Mexico? Where in Mexico?
- B: Let me get my History book. Here are some pictures. See, it says that these photographs of the pyramids were taken at Chichén Itzá and some other sites in Mexico. So what's on your bucket list?
 A: Hmm... let me think...
3. A: What do you think is the most generous thing a man can do for the woman that he loves?
 B: I don't know. Buy her a diamond ring? A big house? I give up. What?
 A: In Social Science today, we learnt that the Taj Mahal in India was built by a king in honour of his wife who died in childbirth. She was buried there.
 B: Really? I didn't know that. I've seen pictures of it. It's so beautiful! I think it's made of marble, isn't it?
 A: Yes. And the marble is decorated with flowers and beautiful jewels. Inside is the tomb where the king's wife was buried.
 B: Wow!
 A: It took more than 22,000 people more than 20 years to build. And now it's one of the most famous places in the world. To me, it's the best and most lasting tribute a man could give to the woman that he loved.
 B: That's a great love story! I don't know anyone who could top that!
4. A: Hey, Eric. You're from Australia, right?
 B: Yeah. I was born in Sydney, Tania. Why?
 A: That's perfect! What do you know about the Sydney Opera House? I've got to prepare a presentation about it for my Art project.
 B: Oh yeah, I had to do one, too. If it's for your Art project, it'd be interesting to talk about its design. Did you know that the Opera House is known around the world for its design?
 A: Oh yeah? That makes sense. I've seen some pictures of it. It's stunning, isn't it? Do you know who designed it?
 B: Yeah, it's a work of art! Actually, I don't know who designed it but I do know where the person was from. A design contest was held sometime in the 1950s and the person who won was from Denmark.
 A: Wow. The Sydney Opera House was designed by someone from Denmark? Now, that is interesting!
 B: Yep.
 A: You know, it looks like a big boat, doesn't it?
 B: Yeah, I've heard other people say the same thing. It's brilliant!

A: Thanks! I think you've just done my homework for me.

3:25 Activity Book page 79. Activity 8.

Complete the dialogues with the expressions in 7. Then listen and check.

- A: My family is going to the city of Cambridge this weekend.
B: Really? I've heard of it but I don't know much about it.
A: It's known for its architecture and its university, of course. You should go!
- A: How was your holiday in Paris?
B: Great! We saw the Eiffel Tower. It's a phenomenal work of art!
- A: I'm doing research on Machu Picchu since we're going there on our next holiday.
B: That makes sense.

Unit 9, THAT'S ENTERTAINMENT!

4:01 Pupil's Book page 107. Activity 1.

Read about some performers, films and books from the world of entertainment. Guess the name of each one. Then listen carefully to check.

- The first three films in this film series, *Twilight*, made almost 1.5 billion euros at the box office and more than 330 million euros in DVD sales. The fourth film in this series was sold out in cinemas before it was even released.
- Justin Bieber, a young singer-songwriter has won many awards, including Artist of the Year and Best New Artist. He's got more than 25 million followers on Twitter and has sold more than 15 million albums.
- The *Harry Potter* series has sold 450 million copies, making it the best-selling book series in history. It has now been translated into sixty-seven languages. The last four books in this series have set records as the fastest-selling books ever.
- Adele's second album alone has earned her seven Grammy awards, two Brit Awards, three American Music Awards and at least fourteen other awards. She has sold more than 26 million albums and has written and sung an original song for *Skyfall*, the twenty-third James Bond film.
- Taylor Lautner was recently named the highest-paid teenage actor in Hollywood. He has appeared in many TV shows and films but is best known for his role as Jacob Black.

4:02 Pupil's Book page 107. Activity 2.

Listen. Copy the diary into your notebook and complete it with the things that Becky has planned to do. Use names of events from the box. Then match the events to the pictures below.

- A: Next year is going to be so cool. I can't wait.
B: You've already planned next year? What are you going to do?
A: Well, there's something for every month. January the fourth's my birthday so I'm going to an Adele concert.
B: Cool. I love Adele. '21' is my favourite album.
A: Mine, too. Then in February, my favourite author is having a book signing.
B: Who? Noah Carter?
A: Of course.
B: Can I come, too?
A: Of course. Let's try to get some photos, too.
B: What about March?
A: In March there's the comic book exhibition which I'm definitely going to. Do you want to come?
B: Yeah, absolutely. I want to go to the Marvel Comics table and see what's new.
A: April is my official star-gazing month.
B: Star gazing?
A: Yes. I'm going to see how many celebs I can spot. To get started, I'm going to the premiere of the next James Bond film in Leicester Square.
B: That's going to be crazy. You'll have to get there early to get a good seat.
A: I know. Then last of all, May is the month of music festivals. There's the Britpop music one, The Grass, in the park. I'm definitely going to that. I won free tickets with VIP passes to go backstage.
B: Tickets? You don't mean more than one of them, do you?
A: Yeah, two tickets – they just came today. Do you want to go with me?
B: Are you joking? I'd love to!

4:06 Pupil's Book page 110. Activity 8.

Listen and match. Then complete the sentences using the correct words from the box.

- A: Have you seen this?
B: What is it?
A: It's a review of the new bmx racing video game – Time to Fly.

- B: What does it say?
- A: Well, this reviewer said the animation was stunning and... it feels just like the real world... like you're riding a bmx.
- B: Yeah, well I read a review of this old one. That one said that it was exciting and challenging and guess what? It wasn't. It was really boring and too easy to work out. Not challenging at all!
- A: Well, this reviewer said the same thing about the old one. So I think we can trust what he says.
2. A: Mum? Um, could I possibly borrow ten pounds?
- B: What for?
- A: I want to go and see all the celebrities at the film premiere with my friends. But I haven't got enough money for the train.
- B: What happened to your pocket money?
- A: I spent it to go to that concert last week. It was more expensive than I thought.
- B: Well, I suppose I could give you next week's pocket money in advance but that means you won't get anything next week.
- A: OK. Deal.
- B: What film is it?
- A: It's the new Spiderman film.
- B: Oh, I've heard it's great.
- A: Yeah. Luke said it was really good.
- B: Well, have fun.
- A: Thanks, Mum!
3. A: I'm thinking about getting the new Stanley Scott CD. Have you heard anything about it?
- B: Yes. I went online and read some of the reviews.
- A: What did people say about it?
- B: Well, one girl said that the new release was his best album yet. A boy said that it wasn't as good as his last album but still impressive.
- A: Great, thanks. I'm definitely going to get it then.
4. A: What kind of films do you like?
- B: Oh, I like all kinds of films. But I think my favourite ones are action films.
- A: Really? Like what?
- B: Well, I love all the Daniel Duke films. They're great. Did you know Daniel Duke's biography is out?
- A: His biography? I didn't know there was one. Have you read it yet?
- B: No, not yet. But one of my friends has read it already and she said it was fantastic!

- A: I'd like to get it.
- B: I'm going to his book signing next week. You should come with me and get a copy of it.
- A: Will Daniel Duke be there or the author?
- B: Oh, I guess just the author. But still. He knows Daniel Duke so he's got to be cool!



Activity Book page 89. Activity 8.

Complete the dialogue with the underlined expressions in 6. Listen and check your answers.

- A: Do you want to stop at the shopping centre on the way home?
- B: What for?
- A: I need some things for my science project.
- B: OK. But only if we go to the pizza place in there first. I'm so hungry!
- A: OK. Deal!

Checkpoint, Units 7 to 9



Pupil's Book page 119. Activity 2.

Get ready. A. Circle the correct word or Get ready. A. Choose the correct word or phrase to complete the dialogue. Then listen and check.

- A: Hey, do you want to watch Mystery Tour?
- B: I don't know. What's it about?
- A: It's a new show about scientists who travel around the world and study mysterious places like the Bermuda Triangle.
- B: Oh, I've heard about that show! My friend at school said it was really good.
- A: Oops, wait a minute, Kevin. It's not on until 9:00. Your mum said your bedtime was at 8:30, didn't she?
- B: That's during the week. On Saturdays I'm allowed to stay up until 9:30.
- A: Oh, lucky you. You can watch it, then.
- B: So Mystery Tour is scary, right?
- A: Umm, not really. I think it's made for people who like science. You're good at science, aren't you?
- B: Yes, I am. But actually I like scary shows better, like Dark Corners.
- A: Dark Corners! That's a spooky show!
- B: What's wrong with spooky? Anyway, it's not on any more. It was dropped last month.
- A: Probably because it was too spooky.

Activity Book Answer Key

Unit 1, ALL ABOUT SCHOOL

1. 1. doing a project 4. taking a test
2. going on a field trip 5. giving a presentation
3. working on computers 6. practising yoga

2. Answers will vary.

3. 1. study for, hand in, finish, take
2. do, hand in, finish
3. do, hand in, finish
4. do, hand in, finish
5. do, hand in, finish

4. 1. b 2. d 3. c 4. a

THINK BIG Answers will vary.

5. 1. True 2. True 3. False 4. True

6. Answers will vary.

7. 1. hasn't seen 3. speaks
2. has already talked 4. wants

8. 1. b 2. a 3. b

9. 1. You're crazy! 3. Yeah, yeah, yeah.
2. huh?

10. 1. Yes, they have. They've already got supplies for their project.
2. No, he hasn't. He's been playing video games.
3. Yes, he has.
4. No, they haven't. Tom hasn't finished his research yet.
5. Have Mike and Tom arrived in the class yet?
6. Have Mike and Tom handed in their project yet?

11. 1. made 4. has / started
2. has / made 5. hasn't finished
3. started 6. didn't finish

12. 1. gone / went 3. handed in / didn't hand in
2. met / hasn't met 4. eaten / ate

13. 1. finished / haven't handed
2. took / didn't study
3. haven't started / didn't have

14. Pupils start taking tests at the end of Year 6.

15. 1. free time 3. typical
2. daily 4. timetable

16. Answers will vary.

17. In an average Finnish class, there are 18 pupils.

18. 1. True 2. False 3. False 4. False

THINK BIG Answers will vary.

19. Answers will vary.

20. Answers will vary.

21. Answers will vary.

22. 1. Has Anna done her Social Science homework yet? / Yes, she has already done her Social Science homework.
2. Has she studied for her Maths test yet? / No, she hasn't studied for her Maths test yet.
3. Has she finished her Science project yet? / Yes, she has already finished her Science project.

23. 1. studied 3. hasn't handed in
2. finished 4. has / done

24. He should have done it earlier. / Answers will vary.

Unit 2, AMAZING YOUNG PEOPLE

1. 1. do voluntary work in Africa
2. be a professional football player
3. start my own band
4. find a cure for diseases
5. climb a mountain
6. create a photography blog

2. Answers will vary.

3. Answers will vary.

4. 1. False 2. True 3. True 4. False 5. True 6. False

5. 1. was a contestant
2. invented something
3. speak 23 languages
4. published a book

THINK BIG Answers will vary.

6. 1. She published a book of poetry that she co-wrote with her sister.
2. To win a Nobel Prize.
3. To trust kids and expect that they will do great things at a young age.
4. Answers will vary.

7. 1. True 2. False 3. True 4. False

8. 1. d 2. c 3. b 4. a

9. Answers will vary.

10. **since:** I was born / he was little / he started reading about it / she started Year 7; **for:** three days / seven years / two months

11. 1. has swam / since 3. has studied / for
2. has become / since 4. has volunteered / for

12. 1. They have been working since they were nine.
2. Jenny has been babysitting for six months.
3. Bobby has been volunteering for the animal shelter for two years.
4. Jenny has been collecting food for the homeless since she was 11.
5. They have been blogging since they started Year 7.

13. Answers will vary.

14 1. d 2. c 3. b 4. a

15 accomplishment / ages / opera / symphony / Braille / be amazing yourself

16 Answers will vary.

18 Answers will vary.

THINK BIG People take sides because they believe that one person, group or opinion is completely right and the others are completely wrong. When people take sides, they often do not listen to or hear the other side's concerns or opinions.

- 19
1. Where were you born?
 2. What did you study at university?
 3. What are some of your important memories?
 4. What kind of jobs have you had?
 5. What are some of your accomplishments?

20 Answers will vary.

- 21
- | | |
|---------------|----------------|
| 1. have known | 8. haven't had |
| 2. since | 9. have been |
| 3. has played | 10. for |
| 4. for | 11. has played |
| 5. has won | 12. since |
| 6. have tried | 13. has been |
| 7. for | 14. for |

- 22
1. Anthony has won a tournament.
 2. Stella plays an instrument.
 3. Anthony speaks another language.
 4. Stella wants to invent something.
 5. Anthony wants to write a book.

- 23
1. SpongeBob SquarePants has been playing on TV since 1999.
 2. Seeds of Peace has been offering its training to teenagers since 1993.

Unit 3, DILEMMAS

- 1 **Top row left to right:** 2 or 3; 1 or 6; 5 or 7
Bottom row left to right: 5 or 7; 4 or 6; 2 or 3

2 Answers will vary.

- 3
1. be upset / tell the truth / return
 2. get into trouble / feel good

4 Answers will vary.

THINK BIG Answers will vary.

- 5
- | | |
|-----------|------------|
| 1. aren't | 3. aren't |
| 2. is | 4. have to |

6 Answers will vary.

- 7
1. If he should tell his problem to his mum.
 2. She wants him to tell her what's wrong.
 3. He doesn't want her to know what's wrong.

8 1. d 2. c 3. a 4. e 5. b

9 Answers will vary.

- 10
1. If I'm late for school
 2. I will see my friend Jimmy
 3. If I see my friend Jimmy
 4. we will forget about going back to our classroom
 5. The head teacher will shout at us
 6. If he is in a bad mood

11 1. b 2. e 3. c 4. a 5. d

12 Answers will vary.

13 calls / should tell / says / should find / starts / should tell / stops / should give

14 Answers will vary.

15 'Character' is a person's traits and qualities taken together.

16 1. a 2. a 3. b 4. b

THINK BIG Answers will vary.

17 1. c 2. a 3. b

18 Calvin tells Doug that he should talk to his parents.

19 2 / 3 / 1

20 Answers will vary.

21 Answers will vary.

22 Answers will vary.

23 Answers will vary.

24 Answers will vary.

THINK BIG Answers will vary.

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

- 26
1. If Maya tells her parents, her brother will be angry.
 2. If Janet apologises to her mum, her mum will say she's disappointed.
 3. If Ivy apologises, the boy will say it's OK.

Checkpoint, Units 1 to 3

1 School Activities

- | | |
|-------------|--------------|
| 1. essay | 4. attention |
| 2. homework | 5. careful |
| 3. test | |

Reaching Goals

- | | |
|------------|----------|
| 1. publish | 4. meet |
| 2. become | 5. climb |

Making Choices

- | | |
|----------|------------|
| 1. cheat | 4. tell |
| 2. feel | 5. trouble |
| 3. upset | |

2 Answers will vary.

3 Answers will vary.

Activity Book Answer Key (continued)

Unit 4, DREAMS FOR THE FUTURE

- 1 3, 2, 5, 4, 1; Answers will vary.
- 2 Answers will vary.
- 3 wallet photo - earning a good salary, man on the beach photo - working in my dream job, flower shop assistant - running my own business, family photo - bringing up a family, monuments photo - living in another country
- 4
- bringing up a family
 - working in my dream job
 - earning a good salary
 - running my own business
 - living in another country
- 5
- I won't be running my own business; Answers will vary.
 - I won't be bringing up a family; Answers will vary.

THINK BIG Answers will vary.

- 6 1, 3, 8
- 7 Answers will vary.
- 8 1. b 2. b 3. a
- 9 Possible answer: Yes, Jack thinks he'll be successful because he's pretty good at making short films on his computer.
- 10
- I'll probably be living in Germany.
 - I'll definitely be driving a flying car.
 - I'll probably be going on holidays in the Caribbean.
 - I'll definitely be living in a big city.
 - I'll probably be working in my dream job.
 - I'll definitely be bringing up a family and speaking several foreign languages.
- 11
- Yes, probably. She probably will be working in her dream job in 20 years.
 - Yes, probably. He probably will be living in Germany in 20 years.
 - No, definitely not. She definitely won't be living in a small city in 20 years.
 - No, probably not. He probably won't be going on holidays in Asia in 20 years.
 - Yes, definitely. She definitely will be bringing up a family in 20 years.
 - Yes, definitely. He definitely will be driving a flying car in 20 years.

12 Answers will vary.

13 Answers will vary.

14 Nanobots will be used to find the cause of illnesses and give the correct medicine.

15 1. c 2. a 3. c

16 Children wanted computers to look and act human.

17 Answers will vary.

THINK BIG Answers will vary.

- 18
- informal
 - formal
 - informal
 - formal
 - formal

19 Answers will vary.

THINK BIG Answers will vary.

- 20
- will (probably) be going
 - will be working
 - won't/will not be living
 - will (probably) be studying
 - will (definitely) be earning
 - won't/will not (probably) be living
 - will be bringing up

21 Answers will vary.

22 Answers will vary.

Unit 5, IF I COULD FLY...

- 1
- has got superhuman strength
 - runs faster than the wind
 - able to climb tall buildings
 - saves the world from 'bad guys'
 - disappears with the snap of a finger
 - travels through time and space
- 2 Answers will vary.
- 3 1. c / C 2. d / D 3. b / A 4. a / B
- 4
- travel through time
 - become invisible
 - run at lightning speed
 - have superhuman strength
- 5 Answers will vary.
- THINK BIG** Answers will vary.
- 6 1. True 2. False 3. False 4. True 5. True
- 7
- Bulldog is making Duck give him money.
 - Because Bulldog is picking on someone smaller than him.
 - No, I don't think Duck will take good care of Bulldog.
- 8 1. b 2. a 3. b 4. b
- 9 1. d 2. a 3. b 4. c
- 10 That's a hard one. Let me think.
- 11
- were / would study
 - could fly / would visit
 - could run / would win
 - did / would be
 - could read / would know
- 12 could sing / would join / could travel / would meet / could drive / would take / could be / would be
- 13 Answers will vary.

- 14 1. where would you go
2. which language would you learn
3. which animal would you be
4. who would you be
5. which instrument would you play
- 15 1. 3 / Answers will vary.
2. 1 / Answers will vary.
3. 2 / Answers will vary.
4. 4 / Answers will vary.
5. 5 / Answers will vary.
- 16 Answers will vary.
- 17 No, they haven't.
- 18 1. The idea of sticky adhesive came from studying geckos and their sticky feet.
2. Answers will vary.
3. Answers will vary.

THINK BIG Answers will vary.

- 19 Darna is from the Philippines.
- 20 1. Darna 3. Cat Girl Nuku Nuku
2. Meteroix
- 21 1. Darna can help because she's got superhuman strength, speed and can't be destroyed by weapons that humans make.
2. Cat Girl Nuku Nuku can help because she can smell, see and hear very well.
3. Meteroix can help because he has superhuman strength and can throw bolts of lightning.
- 22 1, 4, 5, 6; **Missing information:** 3, 7, 2, 8
- 23 7 - lived in the past and lives in the present, too
8 - make bad guys honest
3 - in many stories she's an officer in the army
2 - is tall / has got long dark hair
- 24 Answers will vary.
- 25 1. b 2. a 3. c 4. d
- 26 Answers will vary.
- 27 1. b 2. a 3. a 4. b
- 28 Answers will vary.

Unit 6, THE COOLEST SCHOOL SUBJECTS

- 1 1. World History 4. Art History
2. P.E. 5. Geography
3. Music 6. Science
- 2 Answers will vary.
- 3 1. democracy 4. playwrights
2. mammal 5. prime number
3. plant
- 4 1. c 2. e 3. b 4. f 5. d 6. a

THINK BIG Answers will vary.

- 5 1. Because King Minos didn't want Daedalus or Icarus to share the secrets of The Labyrinth with anyone.
2. Because he wanted to be free.
3. Because he loved the feeling of freedom and flying.
4. Answers will vary.
5. Answers will vary. Possible answer: Aegean Sea-Aegeus
- 6 1. b 2. b 3. a
- 7 1. c 2. a 3. d 4. b
- 8 1. Seriously 3. Speaking of
2. Let me see 4. let's make a study group
- 9 1. more 4. more
2. more 5. less
3. fewer 6. fewer
- 10 Answers will vary.
- 11 1. It's the oldest tree alive.
2. It has the most tourists of any city in Europe.
3. It's the heaviest parrot in the world.
4. It's got the least amount of rain a year of all deserts.
5. It's got the longest railway in the world.
6. It's the lightest mammal in the world.
- 12 1. Which species is one of the most endangered species in the Americas?
2. Which species has got the sharpest teeth of all fish?
3. Which species has got the most legs of any animal?
4. Which is the land mammal with the fewest teeth?
- 13 **Words that describe animals:** carnivore, herbivore
Words that describe plants: algae, nectar
Words that describe food: nutrient, protein
- 14 Pitcher plants can grow up to one metre tall.
- 15 1. The pitcher plant is the largest meat-eating plant in the world.
2. You can make a pitcher plant a healthy plant by making sure that your plant gets lots of sunlight and water.

THINK BIG Answers will vary.

- 16 **The Greeks:** Literature: myths; Sports: Olympic Games; Politics: democracy
The Aztecs: Maths: number system; Food: chocolate
The Maya: Astronomy: calendar; Maths: Arabic zero (0)
The Inca: Social Studies: terraced farming; Medicine: herbal remedies
- 17 1. The Greeks 4. The Incas
2. The Incas 5. The Greeks
3. The Aztecs
- 18 Answers will vary.
- 19 1. There are 3 characters in the story.
2. Their names are Daedalaus, Icarus and King Minos.

Activity Book Answer Key (continued)

- Daedalus is one of the greatest inventors and architects of that time, Icarus is his young son and King Minos is the King of Crete.
- Daedalus and Icarus were put in prison so they wouldn't share the secrets of The Labyrinth; Daedalus created wings so they could fly away and be free; Icarus flew too close to the sun and fell into the sea.
- King Minos thinks that Daedalus and Icarus will share the secrets of The Labyrinth; Daedalus wishes he was free; Icarus says that he will obey his father.

20 Answers will vary.

21 Answers will vary.

- 22
- | | |
|---------------|------------------|
| 1. more legs | 3. more people |
| 2. fewer pets | 4. fewer insects |

- 23
- have got the least homework.
 - has got the most pet owners
 - has got the fewest mammals
 - has got the most dogs
 - has got the fewest people

Checkpoint, Units 4 to 6

- 1 **Dreams for the Future:** live in another country, earn a good salary, work in my dream job, run my own business, bring up a family; **Superpowers:** travel through time, climb tall buildings, run faster than the wind, save the world from bad guys, super strong, be invisible; **School Interests:** prime numbers, democracy, mammal, plant, playwrights, artist

2 Answers will vary.

3 Answers will vary.

4 Answers will vary.

Unit 7, MYSTERIES!

- 1
- Aliens from outer space created perfectly round sculptures in Costa Rica. - Answers will vary.
 - Giant pre-historic ape-like men still live in the Himalayas of Asia. - Answers will vary.
 - Large, heavy rocks up to 300 kilos move from place to place by themselves. - Answers will vary.
 - Overnight, the wind creates unusual circles in farmer's fields. - Answers will vary.
 - The 246-page, 15th-century book of drawings and strange letters was written as a hoax to fool people and it doesn't really mean anything. - Answers will vary.

- 2
- | | |
|--------------------|----------------|
| 1. northern lights | 5. explanation |
| 2. scientific | 6. theories |
| 3. proof | 7. unsolved |
| 4. Great Pyramids | |

- 3
- True
 - False / There is no scientific proof about how the Great Pyramids were built.
 - False / The northern lights appear in the night sky over the Arctic and Antarctica.

THINK BIG Answers will vary.

- 4
- The Voynich manuscript is 600 years old.
 - What's strange about the Voynich manuscript is that scientists can't work out the language or the plants in the manuscript.

- 5 1. True 2. False 3. False 4. True

- 6 1. c 2. d 3. a 4. b

- 7
- | | |
|----------------------|---------------|
| 1. hooked on | 3. cool stuff |
| 2. That's ridiculous | 4. Absolutely |

- 8
- | | |
|-------------|----------------|
| 1. isn't it | 4. aren't they |
| 2. are they | 5. is it |
| 3. can they | 6. can't they |

- 9
- | | |
|-----------------|---------------|
| 1. have they | 3. doesn't it |
| 2. haven't they | 4. does it |

- 10
- Some people don't believe in the Bermuda Triangle, do they?
 - People love a mysterious phenomenon, don't they?
 - My classmates and I learnt a lot about the Nazca Lines, didn't we?
 - For a long time, scientists didn't have a theory for the Sailing Stones, did they?
 - The city of Atlantis doesn't seem real, does it?

- 11
- | | |
|--------------|----------------|
| 1. isn't it? | 4. were they? |
| 2. don't we? | 5. didn't they |
| 3. do they? | 6. wasn't he? |

- 12 The Algonquin tribe in Canada thought that the lights came from the god that created them

- 13
- | | |
|----------------|------------------|
| 1. solar winds | 3. nitrogen atom |
| 2. oxygen atom | 4. nitrogen atom |

- 14 The yeti has usually got white fur.

- 15
- They think they look different in different regions of the earth because of the colour of the fur.
 - Answers will vary.

THINK BIG Answers will vary.

- 16 **Underline:** solar winds interact with the upper part of the atmosphere / As the atoms return to their normal state. **Circle:** atoms of oxygen and nitrogen to become charged / they give off colours.

- 17 Answers will vary.

THINK BIG Answers will vary.

- 18 1. a 2. a 3. b 4. b

- 19
- The aurora borealis is a phenomenon in the northern hemisphere, isn't it?
 - The yeti lives in the Himalayas in Asia, doesn't it?
 - There's proof that the Sailing Stones are real, isn't there?
 - The man who designed Kryptos wanted to challenge code breakers, didn't he?
 - Kryptos isn't a video game, is it?

- 20 Answers will vary.

Unit 8, WHY IS IT FAMOUS?

1. Machu Picchu is a city high up in the Andes Mountains. / Answers will vary.
 2. Nobody is sure why Stonehenge was built the way it was. / Answers will vary.
 3. St Basil's Cathedral is colourful on the inside and the outside. / Answers will vary.
 4. The Sydney Opera House was designed for all types of performances. / Answers will vary.
 5. The City of Petra stored water for use during droughts. / Answers will vary.
 6. The Forbidden City was built centuries ago. / Answers will vary.
2. Answers will vary.
3. 1. pyramid 4. mausoleum
2. temple 5. tower
3. statue 6. monument
4. Answers will vary.
- THINK BIG** Answers will vary.
5. 1. The Forbidden City was built in the early 1400s by Emperor Yongle as his imperial home.
2. It was called the Forbidden City because only the emperor's family was allowed there.
3. Answers will vary.
4. Answers will vary.
6. Yes, they do because they both say it's amazing.
7. 1. c 2. d 3. b 4. a
8. 1. known for 3. That makes sense
2. work of art
9. 1. are known 4. are decorated
2. is filled 5. are painted
3. is made 6. is located
10. 1. P 2. P 3. P 4. A 5. P 6. A
11. 1. El Castillo was called the Pyramid at Kukulcán.
2. Some of the stones of Stonehenge were rebuilt in the early 20th century.
3. The Statue of Liberty was given to the United States as a gift.
12. 1. that 4. who
2. that 5. that
3. who
13. 1. b 2. d 3. c 4. a
14. 1. Machu Picchu is an ancient city that was built high in the Andes Mountains.
2. Many tourists get to Machu Picchu by walking on paths that lead to the ancient city.
3. Scientists don't know much about the Incans who lived long ago in Machu Picchu.
4. Scientists know about the Spanish conquerors who invaded the city in the 1500s.

15. The farmer was in the fields working when he lost his hammer.
16. 1. The farmer found a large box with 14,000 Roman gold and silver coins.
2. The archeologists believed that the treasure came from the 4th and 5th centuries BC.
3. Artefacts from an ancient village that had existed as long ago as the 1st century AD was discovered in Wyoming.
- THINK BIG** Answers will vary.
17. Five criteria were used to choose the new seven wonders.
18. 1. Bernard Weber began the New 7 Wonders Foundation.
2. People from all around the world voted for the new seven wonders.
3. Weber says enthusiasm and love create a feeling of hope for the future.
19. Answers will vary.
20. **General Facts and Location:** 1, 3, 8; **Population, People and Languages:** 4, 5, 7; **Major Cities:** 2, 6
21. It's the the seventh largest country in the world. / English is an important language, too.
22. Answers will vary.
- THINK BIG** Answers will vary.
23. 1. b 2. a 3. b 4. b
24. 1. was built 4. was discovered
2. is located 5. were used
3. is made
25. 1. In Agra, India, there were more than 22,000 people who constructed the Taj Mahal.
2. The Rapu Nui are Polynesian people who lived on Easter Island.
3. In the Cairo Museum in Egypt are artefacts that belonged to King Tutankhamen.

Unit 9, THAT'S ENTERTAINMENT!

1. Answers will vary.
2. Answers will vary.
3. 1. comic book exhibition 4. film premiere
2. video game launch 5. book signing
3. concert 6. festival
- THINK BIG** Answers will vary.
4. 1. Jennifer 3. Tim
2. Nicky
5. 1. Jennifer liked the adventures because they were like a puzzle – fun to work out.
2. Answers will vary.

Activity Book Answer Key (continued)

6. 1. Ann wants to borrow ten pounds from her mum.
2. Ann won't get any pocket money next week because her mum is giving it to her in advance.
7. 1. a 2. b 3. a
8. 1. What for?
2. Deal!
9. 1. He said he was going to a live concert at Dragon's Den to see One Direction.
2. She said she wasn't doing anything.
3. He said the new *Play to Win 2* video game was really challenging.
4. She said it was much better than *Play to Win 1*.
5. She said she wanted to go to the comic book exhibition.
6. He said he was going to dress up as Mario.
10. 1. said / didn't want
2. said / was taking
3. said / was very
4. said / was going with her friend
11. 1. He said he was going to the cinema with a friend.
2. She said that her friend didn't want to go with her.
3. She said she didn't want to go by herself.
4. She said she really wanted to see the new *Bubble Sky* film.
12. MMOs have been popular since 2000.
13. 1. New technology has changed how, where and what people play, as well as who they play with.
2. People like MMO games because they like to compete against each other for higher scores.
3. Answers will vary.
- THINK BIG** Answers will vary.
14. There are eleven musicians in the Vienna Vegetable Orchestra.
15. Answers will vary.
16. 3, 1, 2
17. **The story:** A young girl discovers that her school is taken over by aliens. She works out that a particular herb might destroy them. She needs to find the herb and then get the aliens to eat it. **The hero and characters:** Seraphim Bubble is the hero, PunBun, Tran, Gayle, Ms Doze. **The opinion (what you liked and didn't like):** Some of the acting is fabulous. Melinda Mendez is very good as Seraphim Bubble. Brad Davis is hilarious as Tran. The evil Ms Doze, played by Vivian Bell, is captivating but Sandy Dennis as the teacher is dull. The special effects are stunning! All in all, this was a very cool film!
18. Answers will vary.
19. 1. book signing 4. film premiere
2. comic book exhibition 5. concert
3. festival

20. 1. She said she was tired.
2. He said he was going to be at the launch tomorrow.
3. She said she wanted to meet the author of the book.
4. He said he didn't like sci-fi films.
21. 1. She said she was quite a good singer.
2. He said he didn't want to go to the festival today.

Checkpoint, Units 7 to 9

1. **Mysterious Events**
1. lights 3. triangle
2. crop 4. Answers will vary.
- Famous Places**
1. Temple 3. Pyramid
2. Statue 4. Answers will vary.
- Special Events**
1. book 3. premiere
2. concert 4. Answers will vary.
2. Answers will vary.
3. Answers will vary.

Unit 1, Extra Grammar Practice

1. 1. Has Julia gone to the museum yet? / Yes, she has. She has already gone to the museum.
2. Has Julia written her report yet? / No, she hasn't. She hasn't written her report yet.
3. Has Julia done her research yet? / Yes, she has. She has already done her research.
4. Has Julia created her presentation yet? / Yes, she has. She has already created her presentation.
5. Has Julia given her presentation yet? / No, she hasn't. She hasn't given her presentation yet.

Unit 2, Extra Grammar Practice

1. 1. has been taking / since
2. has been playing / since
3. has been studying / for
4. have been collecting / for
2. 1. How long has Rob collected coins? / He's collected coins for four years.
2. How long has Cynthia made jewellery? / She's made jewellery since she was nine.
3. How long has David drawn cartoon characters? / He's drawn cartoon characters for three years.
4. How long has Iris taken dance lessons? / She's taken dance lessons for six months.

Unit 3, Extra Grammar Practice

1. 1. finish 4. asks / will do
2. will help 5. will tell / break
3. will call
2. Answers will vary.

3 1. c 2. d 3. b 4. a

- 4
1. If you are new, you should join clubs so that you meet people.
 2. If some people are mean to you, you should stay away from those people.
 3. If you don't speak the language well, you shouldn't worry about your mistakes. You should speak anyway.
 4. If you are always late for lessons, get organised so that you get to lessons on time.

5 Answers will vary.

Unit 4, Extra Grammar Practice

- 1
- | | |
|----------|----------|
| 1. Emily | 4. Al |
| 2. Al | 5. Emily |
| 3. Al | |

- 2
1. a I'll be working as a vet.
b I'll be living in the country.
c I won't be going on holiday to the same place every year.
 2. a I'll be finishing medical school.
b I won't be working as a chef.
c I'll be sailing my boat.

3 Answers will vary.

Unit 5, Extra Grammar Practice

- 1
1. I'd have lots of singing lessons.
 2. I'd start reading fun things like manga comics.
 3. I'd join some clubs.
 4. I'd start a blog.

- 2
1. got / wouldn't be
 2. could have / would be
 3. practised / would play
 4. won / would compete

- 3
1. If you could live anywhere / Answers will vary.
 2. which would you choose / Answers will vary.
 3. If we didn't have computers / Answers will vary.

Unit 6, Extra Grammar Practice

- 1
- | | |
|----------|----------|
| 1. fewer | 3. fewer |
| 2. less | 4. less |

- 2
1. most people
 2. most languages
 3. the fewest species of mammals
 4. the most meat-eating plants
 5. fewest words
 6. the least crime

- 3
- | | |
|----------------------|-------------------------|
| 1. the smallest bear | 3. the largest creature |
| 2. the tallest bird | 4. the loudest animal |

Unit 7, Extra Grammar Practice

- 1
- | | |
|-----------|----------|
| 1. isn't | 4. can |
| 2. is | 5. can't |
| 3. aren't | |

- 2
- | | |
|----------------|--------------|
| 1. aren't they | 3. isn't it |
| 2. are they | 4. can't you |

- 3
1. Scientists found out about the Nazca Lines in the early 20th century, didn't they?
 2. Scientists don't know why the Nazcans created the lines, do they?
 3. The Nazcans drew animals and plant figures, didn't they?
 4. You need to see the lines from a plane, don't you?
 5. You didn't know about the Nazca Lines, did you?

Unit 8, Extra Grammar Practice

- 1
- | | |
|----------------|------------------|
| 1. was painted | 3. was damaged |
| 2. was built | 4. were designed |

- 2
1. The Great Pyramids of Egypt were built by the people of Egypt.
 2. The Moai statues of Easter Island were moved by someone.

- 3
1. The city of Petra, Jordan, was named one of the seven wonders of the world in 2007.
 2. The city of Petra was carved out of the sandstone mountains in the Jordan desert.
 3. Spices, perfumes and other things were traded in Petra.
 4. The city of Petra was destroyed by an earthquake in 363 AD.

4 Answers will vary.

Unit 9, Extra Grammar Practice

- 1
1. said the acting was incredible.
 2. said the music was really cool.
 3. said it wasn't the director's best film.
 4. said it was definitely going to win an Oscar.
 5. said it wasn't that entertaining.

- 2
1. said (that) she was going to a Justin Bieber concert for her birthday.
 2. said (that) he was going to a film premiere to see Jennifer Lawrence.
 3. said (that) he wanted to buy the new *Cats* video game.
 4. said (that) she didn't like playing video games.
 5. said (that) she wasn't going to the book signing.
 6. said (that) he always went to book signings.

Scope and Sequence

Unit	Vocabulary	Structures	CLIL
1 ALL ABOUT SCHOOL pp. 2–13	School Activities: do homework, finish a project, hand in an essay, study for a test Advice: be more careful, do it earlier, do it again, pay attention to the time, take it away from	Present perfect with yet and already Has she done her homework yet ? Yes, she's already done it. No, she hasn't done it yet . Present perfect with ever Have you ever hosted an exchange student? Yes, I have . No, I haven't .	Social Science: School schedules in China daily, free time, period, study period, timetable, typical Additional language: <i>must</i> for obligation, <i>shall</i> for suggestions A Day at a School in Finland: An alternative school in Finland break, curriculum, objective, pace, task, workshop
2 AMAZING YOUNG PEOPLE pp. 14–25	Achievements: become a doctor, climb a mountain, invent something, meet a world leader, play an instrument, speak another language, start a company, win a tournament, write and publish a book	Present perfect with for and since How long have you lived here? I've lived here for five years/ since I was six). Present perfect continuous How long has she been teaching ? She's been teaching since she graduated from university.	Social Science: Amazing accomplishments by young people through the ages accomplishment, ages, Braille, opera, personal computing, symphony Additional language: reflexive pronouns <i>whom</i> Seeds of Peace: The organisation for teens, <i>Seeds of Peace</i> conflict resolution, critical thinking, journalist, leader, peace
3 DILEMMAS pp. 26–37	Dilemmas: (tell/don't tell) the truth, (return/don't return) a wallet, (cheat/don't cheat) in a test Results and Consequences: be upset with, feel good, feel guilty, get into trouble	Conditional sentences If you tell your parents you forgot, they'll be upset. They'll tell the truth if the teacher asks them. Should for advice You should tell your parents if you've got a problem.	Social Science: Ethics character, ethical behaviour, ethics, qualities, traits, treat Proverbs from Around the World: Proverbs in other cultures blame, deceive, pass on, proverb, regret, sayings
Checkpoint Units 1–3 pp. 38–41			
Revision: Units 1–3			
4 DREAMS FOR THE FUTURE pp. 42–53	Dreams: be famous, earn a good salary, go on adventurous holidays, live in another country, bring up a family, run a business, work in my dream job, work in the music industry	Future continuous with will Where will you be living fifty years from now? In fifty years, I'll probably be living in France. I definitely won't be living with my parents. Will you be bringing up a family? Yes, I will . / No, I won't .	Science and Technology: Futurists' predictions in the areas of science and technology 3-D image, download, futurist, nano, upload, virtual, wireless technology Kids' Predictions for the Future: Predictions young people have made about the future environment, harmoniously, shelter, time machine, turn out
5 IF I COULD FLY... pp. 54–65	Super Powers: become invisible, fly, have superhuman strength, read people's minds, run at lightning speed, travel through time	Speculative clauses with if If you could fly , where would you go ? If I could fly , I'd go to the moon.	Science: Scientific inventions that could allow humans to have super powers adhesive, computer designer, digital, electrodes, gecko, technology, tweet Superheroes from Different Cultures: Superheroes in different parts of the world android, armour, bolt of lightning, meteorite, reflexes, superhuman
6 THE COOLEST SCHOOL SUBJECTS pp. 66–77	Areas of Study: Art, English, Literature, Maths, Music, P.E., Science (Biology), Social Science Things We Learn About in School: artists, athletics, democracy, grammar, legends, mammals, murals, myths, plants, playwrights, prime numbers, vocabulary	Comparing amounts with more ... than / fewer ... than / less ... than My teacher gives more homework than your teacher. There are fewer playwrights in the USA than the UK. Comparing amounts with the most / the fewest / the least My brother's got the most homework of anyone I know.	Science: Strange things found in nature algae, carnivore, digest, herbivore, nectar, nutrients, protein, sloth Additional language: complex noun phrases Ancient Civilisations' Legacies: The contributions of ancient civilisations cultivation, equivalent, herbal remedy, influence, inspiration, legacy, revolution, terraced farming
Checkpoint Units 4–6 pp. 78–81			
Revision: Units 4–6			
7 MYSTERIES! pp. 82–93	Mysteries: Atlantis, aurora borealis (Northern Lights), Bermuda Triangle, crop circles, Great Pyramids, Kryptos, Nazca Lines, Sailing Stones Mystery-related Words: explanation, phenomenon, proof, scientific, theory, unsolved	Question tags with be, can and do: The geoglyphs are in Peru, aren't they? Astronauts aren't going to Pluto, are they? Experts can explain aurora borealis, can't they? We love mysteries, don't we? Scientists can't explain crop circles, can they? It doesn't make sense, does it?	Science, Art, Music: The phenomenon of aurora borealis altitude, atmosphere, atoms, interaction, nitrogen, oxygen, solar winds, state Additional language: <i>whose</i> Mysterious Findings: Mysterious events in different parts of the world diameter, estimate, evidence, expedition, footprint, ton
8 WHY IS IT FAMOUS? pp. 94–105	Famous Places: Big Ben, City of Petra, Christ the Redeemer Statue, Easter Island, Forbidden City, Great Sphinx of Giza, Great Wall of China, Machu Picchu, Pyramid of Kukulcán, St Basil's Cathedral, Statue of Liberty, Stonehenge, Sydney Opera House, Taj Majal, Temple of Borobudur Structures: cathedral, mausoleum, monument, palace, pyramid, statue, temple, tower	Passive voice Stonehenge was constructed more than 4,000 years ago. Relative clauses Louis XIV was a French king who ruled for 72 years. The Statue of Liberty is a landmark that has become a symbol of welcome.	History: Famous landmarks around the world that were discovered by accident archaeologist, artefact, carved, pharaoh, site, tomb Additional language: complex noun phrases The New 7 World Wonders: A bicycle trip to the new seven wonders of the world empire, gladiators, landmark, route, sea level
9 THAT'S ENTERTAINMENT! pp. 106–117	Entertainment: book signing, comic book exhibition, concert, festival, film premiere	Reported speech She said (that) the sequel wasn't as good as the first film. He said (that) he was going to the concert.	Social Science: The history of video games arcade, coins, compete, graphics, national, scores, shortage Unique Musical Instruments: Different musical instruments from around the world bagpipes, herdsman, horn, mellow, notes, sitar, steel drums
Checkpoint Units 7–9 pp. 118–121			
Revision: Units 7–9			
Wordlist p. 122–125			

Video	Writing	Life Skills/Project	Phonics	I can...
A day in the life of a pupil in Ireland Complex noun phrase: <i>long hair; a good night's sleep</i> Verbs + preposition: <i>They start ... with a song.</i> Must for obligation: <i>All pupils in Ireland must learn English and Irish.</i>	Opinion paragraph	Manage your time wisely. Talk about how you spend your time and how you manage it. Create a graph to see how pupils spend their time.	spr, str, scr spring, sprint street, strong screen, screw	...talk about school activities and homework. ...say what I have and haven't done.
Young painter Modal need/needn't: <i>You might not need to wait very long.</i>	Biography	Appreciate yourself. Talk about your amazing qualities and talents. Make an 'Amazing Me' collage and interview classmates about their amazing qualities and talents.	spl, squ, thr splash, split squash, squid three, throat	...talk about past experiences. ...talk about amazing people's accomplishments (including my own).
Who's telling the truth? Conjunctions <i>but, so</i> : <i>He says no, but you don't believe him.</i> Zero conditional: <i>When people tell lies, these are some of the things ...</i> First conditional: <i>If you're ever curious..., you won't need to ...</i>	Story ending	Do the right thing. Discuss the right choice to make when faced with a dilemma. Make a class handbook about doing the right thing.	nch, nth, mpt crunch, lunch month, tenth prompt, tempt	...talk about consequences. ...talk about doing the right thing.
Ellen Ochoa Compound nouns: <i>rocket ship, space shuttle, role model</i> Relative clause: <i>...who was thinking these very same things.</i>	Formal and informal emails	Make good decisions. Talk about how the decisions you make now affect the future. Pupils write letters to themselves in the future and share them with the class.	/s/, /z/, /iz/ cooks, eats, sleeps runs, sings, swims dances, washes, watches	...talk about and make predictions about the future. ...talk about levels of certainty.
Plant cloning Complex noun phrase: <i>... some of the earliest cloned plants</i> First conditional: <i>If a farmer's crops get diseased and die, they won't grow any food.</i> Conjunction <i>although</i> : <i>Although humans have been cloning plants for 5,000 years, we've only recently perfected the process.</i>	Character traits	Take positive steps for the future. Discuss amazing achievements and things we can do to help the future of the world. Make a class book about positive steps for the future.	/t/, /d/, /id/ looked, walked, watched called, cleaned, climbed ended, painted, wanted	...talk about what I would do in different situations. ...answer questions about unreal situations.
Legacies of ancient Egypt Superlatives: <i>Some of the Egyptian pyramids are the biggest structures ever built by humans. ... one of the earliest kinds of paper.</i>	From story to play	Appreciate school. Complete a chart and discuss practical uses for the topics learnt at school. Create an album of words/names from ancient Greece that are used today.	er, est cheaper, easier, faster, happier best, longest	...talk about school subjects and what I learn. ...identify some legacies of ancient civilisations. ...compare things using <i>more/ most, fewer/fewest, less/ least</i> .
The Loch Ness Monster Adjective + preposition: <i>Scotland is famous for its many lakes.</i> Infinitive of purpose: <i>... ships use sonar to locate submarines.</i> Complex noun phrase: <i>The Vikings saw what they called a large water horse.</i>	Cause and effect	Be curious. Learn the importance of fostering one's own curiosity. Create a booklet about two mysteries.	un, inter, re, pre, super unhappy international recycle, reduce preused Superman	...discuss mysterious phenomena. ...confirm information using question tags.
Machu Picchu Prepositions <i>during</i> : <i>... during the last few centuries ...</i>	Report	Take pride in your town or city. Describe special places, monuments or other attractions of one's own town/city or a nearby city. Create a map for a bicycle trip to famous or interesting places in one's town/city.	able, ful, ly comfortable, washable beautiful, peaceful deeply, slowly	...talk about famous places and structures around the world. ...describe places and structures using the passive voice and relative clauses.
Folk Music Complex noun phrase: <i>Two of the musical instruments used to play this type of folk music are ...</i> Past passive: <i>Slaves were sold to plantation owners ...</i>	Film review	Appreciate different opinions. Read and discuss the opinions of several young people. Make an opinion map to compare, discuss and record classmates' opinions about a topic.	sion, tion, ation decision, television fiction, option celebration, invitation	...talk about entertainment. ...talk about people's opinions. ...report what people say.

Competencies

Learning a language can help pupils become successful in their academic, social and civic lives. To this end, *Big English* promotes the development of the following core competencies: Lifelong Learning, Information Management, Handling Situations, Coexistence and Life in Society. The study of English is important for developing the skills, attitudes and behaviours that encompass the competencies. In turn, the competencies provide a foundation for success within and outside the

classroom and directly contribute to learners' success as members of society. In the *Big English* course, the competencies are cultivated in both the communicative and cognitive arenas. Features of the *Big English* course lend themselves naturally to the teaching and learning of the core competencies. Below is a list of the features found in *Big English* where the competency is highlighted, as well as illustrative examples.

Information Management

Skills	Big English Features	Example
Sequence Information	Reading; Language in Action; Connections; Review	Language in Action, U1, pp. 6–7 – Pupils use the appropriate verb forms to show proper sequence of events.
Categorise Information	Life Skills; Connections; Checkpoint; Project	Life Skills, U1, p. 11 – Pupils categorise information in a chart, showing the amounts of time they spend doing different activities each week.
Ask questions	Reading Comprehension; Language in Action; Connections; Life Skills; Think Big; Listening and Speaking; Checkpoint	Language in Action activities, U4, p. 47 – Pupils write questions about the future and then exchange questions with partner, practising both forming questions and using future continuous (grammar target).
Use graphic organisers	Writing; Connections; Listening and Speaking; Project; Graphic organisers*	Review, U4, p. 52 – Pupils fill in a chart with predictions.
Build digital skills	MyEnglishLab	A digital component tightly linked to the Pupil's Book, used for further practice, helps pupils improve digital skills and master content.
Develop study skills	Checkpoint; Listening and Speaking; Study Skills Handbook*	Checkpoint U7–9, pp. 118–121 – Pupils self-assess where they are in relation to goals they have set; review target material; use target material in new contexts.
Develop organisational skills	Connections; Writing; Project; Graphic organisers*	Writing, U8, p. 102, Activities 18, 19, 20 – Pupils use a graphic organiser to prepare to write social studies report.
Analyse information	Reading; Think Big	Reading, U9, p. 108–109 – Pupils read a series of customer reviews of a music album and analyse the opinions.
Self-assess	Checkpoint; 'I Can' checklist	Checkpoint U1–3, pp. 38–41 – Pupils self-assess their level of understanding of presented material to determine if remediation is needed.

Handling Situations

Skills	Big English Features	Example
Discuss differences of opinion	Life Skills; Connections; Think Big; Checkpoint	Life Skills, U3, p. 35 – Pupils share opinions about the right thing to do in different situations.
Use learning strategies	Checkpoint; Project; Reading Comprehension; Reviews; Study Skills Handbook*	Checkpoint U4–6, pp. 78, 81, 'How Well Do I Know It Now?' – Pupils progress through the Checkpoint review activities and then go back to a previous activity to assess their level of mastery and determine the best method for remediation if necessary.
Use problem-solving strategies	Language in Action; Connections; Think Big; Project; Checkpoint	Language in Action, U5, p. 59 – Pupils consider cause and effect in order to structure problem-solving.
Use oral skills	Language in Action; Checkpoint; Think Big; Listening and Speaking; Life Skills	Checkpoint U1–3, p. 40 – Pupils work in pairs to create dialogues based on specific situations.
Innovate	Project	Project, U5, p. 63 – Individual pupils each create a page for a class book to show positive steps for the future.

* indicates resource found in the Teacher's Resource Files on the eText

Lifelong Learning

Skills	Big English Features	Example
Develop and hone reading skills	Fun facts unit opener; Reading; Language in Action; Connections	Reading, U1, pp. 4–5 – Pupils read several entries of a web form, which incorporate unit key vocabulary and language structure and complete reading comprehension and critical thinking activities.
Develop and hone writing skills	Language in Action; Writing; Review; Project	Writing, U1, p. 10 – Pupils learn how to write an opinion paragraph by analysing a model, outlining their own content and then drafting their paragraph.
Use English to interact	Language in Action; Think Big; Listening and Speaking; Life Skills	Language in Action, U2, p. 18 – Pupils listen to and read a conversation containing key language and practise the conversation.
Self-assess	Checkpoint; 'I Can' checklist	Checkpoint U4–6, pp. 38–41 – In this four-page series of activities, pupils assess their progress in the previous three units by rating what they have learnt, completing a set of activities using the language and then rerating to again assess their progress.
Think critically and creatively	Think Big; Project	Think Big, U4, p. 48 – Pupils use critical thinking to analyse advantages and disadvantages of experts' predictions for the future.
Deal with performance anxiety Build self-esteem	Listening and Speaking; Checkpoint; Think Big	Checkpoint U1–3, pp. 40–41 – Pupils use key vocabulary and grammar from the unit to interact with classmates and to build their confidence in the language.
Set goals	Checkpoint; 'I Can' checklist	Checkpoint U4–6, pp. 78–81 – Pupils monitor and assess their progress in the previous three units. Based on this, they are able to assess their progress toward achieving their goals.
Develop digital skills	MyEnglishLab	A digital component tightly linked to the Activity Book, used for further practice, helps pupils improve digital skills and master content.
Take leadership roles	Pair and group activities	Project, U6, p. 75 – In a group activity, group members take turns in leadership role in creating a project (here, create an album).
Transfer skills	Writing; Life Skills/Project; Reviews	Listening and Speaking, U7, p. 92 – In a group, pupils talk about which of several mysteries is their favourite; then, they transfer the information onto a graphic organiser showing the number of pupils who have the same favourites.

Coexistence

Skills	Big English Features	Example
Communicate	Reading Comprehension; Language in Action; Life Skills; Listening and Speaking; Review; Think Big; Project; Checkpoint	Reading Comprehension and Think Big, U1, p. 5 – Pupils work in pairs to answer reading comprehension questions and to share opinions.
Use teamwork	Life Skills; Project; Think Big	Project, U6, p. 75, Activity 21 – Pupils work in groups to create an album of names from Ancient Greece that we use today.
Learn about other cultures	Around the World Connections	Around the World Connections, U7, p. 89 – Pupils listen to and read about mysterious phenomena from different cultures.
Use listening skills	Reading; Connections; Language in Action; Listening and Speaking	Listening and Speaking, U7, p. 92 – In small groups, pupils ask and answer questions to complete a chart and to make a graph.
Use communication skills	Reading; Language in Action; Think Big; Listening and Speaking; Project; Checkpoint	Checkpoint U7–9, p. 120, Activity 4 – In small groups, pupils play a card game in which they have to complete a description.

Life in Society

Skills	Big English Features	Example
Appreciate similarities and differences	Life Skills; Around the World Connections	Around the World Culture Connections, U3, p. 33 – Pupils read an informational text that focuses on different proverbs from around the world, discuss what they mean and name any proverbs from their culture that are similar.
Incorporate life skills	Life Skills	Life Skills, U7, p. 91 – This Life Skills lesson focuses on the importance of being curious.
Cooperate and collaborate with others	Listening and Speaking; Think Big; Life Skills; Writing; Project	Writing activity, U6, p. 74 – Pupils work in pairs to find a story, then rewrite the story as a play, which they then read to the class.

Time Guidelines

	2 sessions per week (50–60 minutes)	3 sessions per week (40–60 minutes)
Week 1	Pupil's Book <ul style="list-style-type: none"> • Fun Facts and Vocabulary (2 pp.) • Reading (2 pp.) Ancillaries <ul style="list-style-type: none"> • Corresponding Activity Book pages • Corresponding Digital activities • eText interactive activities 	Pupil's Book <ul style="list-style-type: none"> • Fun Facts and Vocabulary (2 pp.) • Reading (2 pp.) Ancillaries <ul style="list-style-type: none"> • Corresponding Activity Book pages • Corresponding Digital activities • eText interactive activities
Week 2	Pupil's Book <ul style="list-style-type: none"> • Language in Action (1 p.) • Language in Action (1 p.) • Content Connection (1 p.) Ancillaries <ul style="list-style-type: none"> • Corresponding Activity Book pages • Corresponding Digital activities • eText interactive activities and Game 1 • Video (documentary)* • Extra Grammar Practice in Activity Book 	Pupil's Book <ul style="list-style-type: none"> • Language in Action (1 p.) • Language in Action (1 p.) • Content Connection (1 p.) Ancillaries <ul style="list-style-type: none"> • Corresponding Activity Book pages • Corresponding Digital activities • eText interactive activities and Game 1 • Video (documentary)* • Extra Grammar Practice in Activity Book • Grammar Handbook (eText)
Week 3	Pupil's Book <ul style="list-style-type: none"> • Culture Connection (1 p.) • Writing (1 p.) • Projects/Life Skills (1 p.) Ancillaries <ul style="list-style-type: none"> • Corresponding Activity Book pages • Corresponding Digital activities • Video (documentary)* 	Pupil's Book <ul style="list-style-type: none"> • Culture Connection (1 p.) • Writing (1 p.) • Projects/Life Skills (1 p.) Ancillaries <ul style="list-style-type: none"> • Corresponding Activity Book pages • Corresponding Digital activities • Video (documentary)*
Week 4	Pupil's Book <ul style="list-style-type: none"> • Listening and Speaking (2pp.) • Checkpoints (4 pp.; every 3 units) Ancillaries <ul style="list-style-type: none"> • Corresponding Activity Book pages (including Checkpoint every 3 units) • Corresponding Digital activities • eText Game 2 and Checkpoint game • Assessment (eText): practice test; unit test; review test (every 3 units) 	Pupil's Book <ul style="list-style-type: none"> • Listening and Speaking (2pp.) • Checkpoints (4 pp.; every 3 units) Ancillaries <ul style="list-style-type: none"> • Corresponding Activity Book pages (including Checkpoint every 3 units) • Corresponding Digital activities • eText Game 2 and Checkpoint game • Assessment (eText): practice test; unit test; review test (every 3 units)

* The documentary segment for each unit will correspond to either the Content or the Culture Connection lesson.

	4 sessions per week (40–50 minutes)	5 sessions per week (40–60 minutes)
Week 1	Pupil's Book <ul style="list-style-type: none"> • Fun Facts and Vocabulary (2 pp.) • Reading (2 pp.) Ancillaries <ul style="list-style-type: none"> • Corresponding Activity Book pages • Corresponding Digital activities • eText interactive activities 	Pupil's Book <ul style="list-style-type: none"> • Fun Facts and Vocabulary (2 pp.) • Reading (2 pp.) Ancillaries <ul style="list-style-type: none"> • Corresponding Activity Book pages • Corresponding Digital activities • eText interactive activities • Teacher's Resource Files (eText): vocabulary playing cards, word part worksheets
Week 2	Pupil's Book <ul style="list-style-type: none"> • Language in Action (1 p.) • Language in Action (1 p.) • Content Connection (1 p.) Ancillaries <ul style="list-style-type: none"> • Corresponding Activity Book pages • Corresponding Digital activities • eText interactive activities and Game 1 • Video (documentary)* • Extra Grammar Practice in Activity Book • Teacher's Resource Files (eText): grammar worksheets 	Pupil's Book <ul style="list-style-type: none"> • Language in Action (1 p.) • Language in Action (1 p.) • Content Connection (1 p.) Ancillaries <ul style="list-style-type: none"> • Corresponding Activity Book pages • Corresponding Digital activities • eText interactive activities and Game 1 • Video (documentary)* • Extra Grammar Practice in Activity Book • Teacher's Resource Files (eText): grammar worksheets, vocabulary organisers
Week 3	Pupil's Book <ul style="list-style-type: none"> • Culture Connection (1 p.) • Writing (1 p.) • Projects/Life Skills (1 p.) Ancillaries <ul style="list-style-type: none"> • Corresponding Activity Book pages • Corresponding Digital activities • Video (documentary)* 	Pupil's Book <ul style="list-style-type: none"> • Culture Connection (1 p.) • Writing (1 p.) • Projects/Life Skills (1 p.) Ancillaries <ul style="list-style-type: none"> • Corresponding Activity Book pages • Corresponding Digital activities • Video (documentary)* • Teacher's Resource Files (eText): games
Week 4	Pupil's Book <ul style="list-style-type: none"> • Listening and Speaking (1 p.) • Review (1 p.) • Checkpoints (4 pp.; every 3 units) Ancillaries <ul style="list-style-type: none"> • Corresponding Activity pages (including Checkpoint every 3 units) • Corresponding Digital activities • eText Game 2 and Checkpoint game • Assessment (eText): practice test; unit test; review test (every 3 units) 	Pupil's Book <ul style="list-style-type: none"> • Listening and Speaking (1 p.) • Review (1 p.) • Checkpoints (4 pp.; every 3 units) Ancillaries <ul style="list-style-type: none"> • Corresponding Activity Book pages (including Checkpoint every 3 units) • Corresponding Digital activities • eText Game 2 and Checkpoint game • Assessment (eText): practice test; unit test; review test (every 3 units)

Wordlist

Numbers indicate pages in the Pupil's Book where an item is first presented.

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International Phonetic Alphabet

IPA Symbols

Consonants

/b/	b aby, club
/d/	d own, to d ay, sa d
/f/	f un, p refer, lau gh
/g/	g ood, b egin, do g
/h/	h ome, b ehind
/k/	k ey, cho co late, bla ck
/l/	l ate, po li ce, mai l
/m/	m ay, wo m an, swi m
/n/	n o, op i nion
/ŋ/	a ngry, lo ng
/p/	p aper, ma p
/r/	r ain, pa r ent, doo r
/s/	s alt, me d icine, bu s
/ʃ/	s ugar, spe ci al, fi sh
/t/	t ea, ma te rial, da t e
/θ/	th ing, hea lth y, ba th
/ð/	this , mo th er, ba th e
/v/	v ery, tra v el, o f
/w/	w ay, a n yone
/y/	y es, o n ion
/z/	z oo, cou s in, al wa ys
/ʒ/	m ea su re, ga r age
/tʃ/	ch eck, pi ct ure, wa tch
/j/	j ob, re f rigerator, o r ange

Vowels

/ɑ/	o n, ho t , fa th er
/æ/	a nd, ca sh
/ɛ/	e gg, sa y s, lea th er
/ɪ/	i n, b ig
/ɔ/	o ff, da u ghter, dra w
/e/	A pril, tra i n, sa y
/i/	e ven, spea k , tre e
/o/	o pen, clo s e, sho w
/u/	bo ot, d o , thro u gh
/ʌ/	o f, yo u ng, su n
/ʊ/	pu t, co ok, wo u ld
/ə/	a bout, pen c il, le m on
/ɝ/	m o th er, Sa tu rd ay , do ct or
/ɜ/	e arth, bu r n, he r

Diphthongs

/aɪ/	i ce, st y le, li e
/aʊ/	ou t, do wn , ho w
/ɔɪ/	oi l, no i se, bo y

The English Alphabet

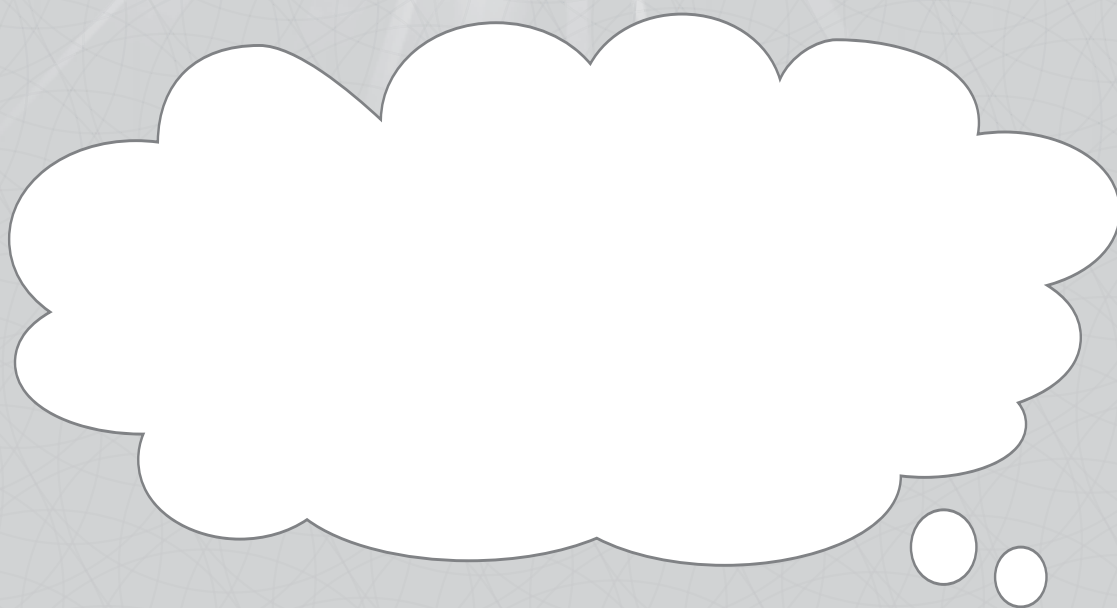
Here is the pronunciation of the letters of the English alphabet, written in International Phonetic Alphabet Symbols.

a	/e/
b	/bi/
c	/si/
d	/di/
e	/i/
f	/ɛf/
g	/ʒi/
h	/eč/
i	/aɪ/
j	/ʒe/
k	/ke/
l	/ɛl/
m	/ɛm/
n	/ɛn/
o	/o/
p	/pi/
q	/kyu/
r	/ar/
s	/ɛs/
t	/ti/
u	/yu/
v	/vi/
w	/dʌbəlju/
x	/ɛks/
y	/waɪ/
z	/zɛd/

BIG

ENGLISH

CERTIFICATE



Well Done!

Pupil's Name

Teacher's Signature and Date

Notes

Notes

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