# 1 Use your imagination

| Lesson objectives |
|---|
| To read and understand a text about sculptors |
| To read and understand written instructions |
| To use sequencing words (*First…*, *Next…*, etc) |
| To use imperatives |
| To write simple instructions for making something |

| Language |
|---|
| *First, fill the frame with sand.* |
| *Use water to wet the sand.* |
| *Finally, paint your mask.* |
| Key vocabulary: *sculptor, carves, imagination, block, occasions, companies, melt, full-time, frame, press* |
| More words: *brush, cardboard, decorate, glue, scissors, sticky tape* |

## Reading (page 4)

### Before reading

**1 Look at the photos and discuss these questions.**

- Ask the children to open their books at pages 4 and 5. Draw their attention to the unit title and explain the meaning of *imagination* if necessary. Read and discuss the questions with the class. Encourage them to use as much English as possible, but let them use L1 where necessary.
- Ask the children to look at the reading text, and point out the title *Amazing sculptures*.

**2 Read and listen.** 01

- First read the words in red and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation.
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, e.g. *What are Ian's sculptures made of? How does he start each sculpture? When do they start to melt? What are Mike's sculptures made of? When did he start making sand sculptures? Does he work on his own?*

## Vocabulary (page 5)

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

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

KEY

1 imagination 2 sculptor 3 carves 4 block 5 frame 6 press 7 melt 8 companies 9 occasions 10 full-time

## Reading comprehension (page 6)

**4 Write *True* or *False*.**

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

KEY

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

**5 Circle the correct words to make true sentences.**

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

KEY

1 ice 2 drawings 3 cold 4 companies 5 sculptures 6 24 7 lots of times 8 gardening tools

**6 Write short answers.**

- Read the example with the children. Remind them if necessary how to form a short answer (they should look for the appropriate auxiliary verb in the question).
- Let the children ask and answer in pairs, taking turns to ask the questions. They should use the text to help them, and make sure they give the correct short answer.
- The children then work individually to write their answers.
- Check their answers as a class by asking individuals to ask and answer the questions.

KEY

1 Yes, he does. 2 Yes, he has. 3 No, they don't. 4 No, it isn't. 5 Yes, he does. 6 No, we don't. 7 Yes, you can. 8 Yes, you do.

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

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

## More words (page 52)

**Check the words in your dictionary. Then choose the correct words.**

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 52, section 1 (*Giving instructions*). Read the words in the box, and give the children some time to look up any words they are not familiar with in dictionaries. Model and drill pronunciation.

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- Tell the children that the sentences explain how to make a simple frame for a photo. Read the example with them. Then let them work individually to read the sentences and circle the correct options.
- Check the answers as a class by asking volunteers to read out the sentences.

KEY

1 cardboard 2 sticky tape 3 brush; glue 4 scissors
5 Decorate

## Writing (page 7)

- Read the title of the text and make sure the children understand the meaning of *mask* (if not, let them look at the pictures and guess the meaning). Read the words in the box, and explain if necessary that *paste* is a kind of thin glue.
- Ask the children to look at the pictures, and ask *Have you ever made a mask like this?*
- Read the text while the children follow it in their books. If you like, you could ask the children to mime the stages of making a mask as you read.

### 8 Complete the sentences. Use *to* or *with*.

- Read the text in the blue box. Ask the children to find examples of each kind of language in the model text above (i.e. a list of what you need, imperatives, sequencing words, *to* and *with*). (Make sure the children realize that not all the verbs are imperatives.)
- Look at Exercise 8 and read the example. Let the children work individually, then check their answers in pairs. Then check the answers as a class.

KEY

1 to 2 with 3 to 4 to 5 with

### 9 Write instructions for making something, for example, a picture frame, a hat or a fan, or write about something you have made in the past.

- Ask the children to think of something that they know how to make (e.g. a picture frame, a paper hat, a fan, etc) and to tell you their ideas. Choose one of the ideas, and work orally with the class to structure some instructions, in preparation for the writing task.
- Look at each point in the blue box in turn. First, ask *What do you need?* and let the children list the items. Then elicit the stages of the instructions, encouraging the children to use imperatives and sequencing words. Help them with any vocabulary as necessary. Note that they will probably find the structure *use… to…* particularly useful (e.g. *use cardboard to make a nose*).
- When you think the children are ready, ask them to write the instructions for their chosen idea (or they might prefer to use the idea that you have talked about as a class).
- Alternatively, you might want to ask the children to write about something they have made in the past, using the past tense. They should also use sequencing words, and the words *to* and *with*.
- Fast finishers can draw pictures to go with their instructions.

## Writing (optional extension activity)

- Ask the children to look again at the second part of the reading text, on page 5. Read the main paragraphs again (from *Melting ice is not a problem for Mike Evans* to *They also teach people how to make sand sculptures*).
- Say *Mike Evans is a sculptor. He makes sculptures.* Ask the children if they can think of other jobs that involve making things (e.g. *a baker makes cakes, a builder makes buildings, a tailor makes clothes*).
- Choose one of these ideas, and working orally with the children, change the text on page 5 to make a new text about your chosen job (see below). Write any new vocabulary on the board.
- If you like, repeat with a different job.
- When you think the children are ready, ask them to write about one of the jobs you have talked about, using the text on page 5 as a model and changing words as appropriate.

KEY

Example texts:

1 Making cakes is not a problem for Sam Wilson. She is a baker. Sam started making cakes 50 years ago, and for the last 25 years baking has been her full-time job. She works with a team of bakers. They travel all over England to make cakes for weddings and parties.
The team has made thousands of cakes, from small cupcakes to a huge wedding cake for 200 people. They never make the same cake twice. The team has won lots of prizes for their baking. They also teach people how to make cakes.
2 Building houses is not a problem for James Smith. He is a builder.
James started building houses 22 years ago, and for the last 21 years building has been his full-time job. He works with a team of builders. They travel all over Europe to build houses, castles and palaces.
The team has made hundreds of houses, from small cottages to a huge palace for the queen. They never build the same house twice. The team has won lots of prizes for their building. They also teach people how to build houses.

NOTE If you have access to computers for this lesson, you could provide the original text in a word processing document, and let the children overtype words that they want to change. Alternatively, you could do this as a purely oral activity, letting the children prepare their texts in pairs then 'read' them to the class.


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# 2 Working with animals

| Lesson objectives |
| --- |
| To understand texts describing jobs |
| To understand and use the modals *need to*, *mustn't* and *have to* |
| To write about a job they would like to have |

| Language |
| --- |
| *You need to be calm and patient.* |
| *You mustn't be afraid of dogs.* |
| Key vocabulary: *train* (verb), *tank, habitat, species, pattern, recognize, understand, remember, routines, hope* |
| More words: *calm, energetic, friendly, honest, organized, patient* |

## Reading (page 8)

### Before reading

**1 Discuss these questions.**

- Ask the children to open their books at pages 8 and 9, and draw their attention to the unit title. Read and discuss the questions with the class. Encourage them to use as much English as possible, but let them use L1 where necessary.
- Ask the children to look at the reading text. Point out the title *Sarah Turner, shark trainer*. Say *We are going to find out what a shark trainer does.*

**2 Read and listen.** 02

- First read the words in red and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation.
- Now say each of the red words in turn and ask the children to tell you whether it is a noun or a verb.
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, e.g. *Is Sarah scared of sharks? Does she always work in the Sea Life Centre? How do the sharks get food at the Sea Life Centre? When do sharks get scared? What does one of the young sharks like doing?*

## Vocabulary (page 9)

**3 Match the words from the text to the definitions.**

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

KEY

1 recognize 2 remember 3 understand 4 hope 5 train 6 species 7 habitat 8 tank 9 patterns 10 routines

## Reading comprehension (page 10)

**4 Write *True* or *False*.**

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

KEY

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

**5 Match the two parts of the sentences.**

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

KEY

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

**6 Complete the facts. Write one word in each gap.**

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

KEY

1 works 2 sharks 3 films 4 buttons 5 food 6 health 7 don't 8 young

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

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

## More words (page 52)

**Check the green words in your dictionary. Then match the two sentences.**

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 52, section 2 (*Personalities*). Read the words in the box, and give the children some time to look up any words they are not familiar with in dictionaries. Model and drill pronunciation.
- Read the example with them. Point out that the sentence on the right explains the meaning of the word *friendly*.

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- The children work individually or in pairs. Tell them to read all the sentences before they do the matching.
- Check the answers as a class by asking volunteers to read out the pairs of sentences. Pay attention to the children's pronunciation of the adjectives in green.

KEY

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

## Writing (page 11)

- Ask the children to look at the photo next to the text. Ask *What is her job?*
- Read the text while the children follow it in their books. Then ask some questions to check understanding, e.g. *Why isn't the job boring? What does a vet need to know about? What must a vet's personality be like?*
- Read the second paragraph again, drawing the children's attention to the phrases *You have to…*, *You need to…* and *You mustn't*. Explain that the meaning of *need to* and *have to* are very similar (in this situation they are interchangeable).

### 8 Match and make sentences.

- Read the text in the blue box, relating each point back to the model text above.
- Look at Exercise 8 and read the example. Explain that the sentence halves (when correctly matched) describe the requirements of the job of zoo keeper.
- Let the children work individually, then check their answers in pairs. Then check the answers as a class.
- Read the beginning part of each sentence again. Point out that these are useful phrases for describing the requirements of a job. Ask the children to help you to complete these sentences for a different job, e.g. a teacher. This will help to prepare the children for the writing task below.

KEY

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

### 9 Write about the job you would like to have. Why would you like this job? Use these words and phrases.

- Ask individual children *What job would you like to have?* The children answer *I would like to be a…*
- When you think the children are ready, ask them to write a short paragraph about their ideal job. Encourage them to use the text at the top of the page as a model. The blue box and their answers to Exercise 8 may also be useful.

## Writing (optional extension activity)

- Ask the children to think of a job that they think they would enjoy doing, and to imagine the things they would have to do in a typical day. Ask them to write about their day, using the present simple.

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# 3 Extreme weather

| Lesson objectives |
| --- |
| To understand texts about places with extreme weather conditions |
| To recognize and use comparative and superlative adjectives |
| To order adjectives correctly |
| To write a description of a place |

| Language |
| --- |
| *This is the hottest temperature ever recorded.* |
| *You can walk in the lovely, green forests.* |
| Key vocabulary: *recorded, couple, hardly, border, temperature, thermometer, degrees, Celsius, zero, sunburn* |
| More words: *avalanche, cliff, glacier, peak, pothole, waterfall* |

## Reading (page 12)

### Before reading

**1 Look at the photos. Discuss these questions.**

- With books closed, ask *What is the hottest/coldest place on Earth?* Let the children tell you what they know, or let them guess the answers.
- Ask the children to open their books at pages 12 and 13. Draw their attention to the unit title and explain the meaning of *extreme* if necessary. Read and discuss the questions with the class. Encourage them to use as much English as possible, but let them use L1 where necessary.
- Ask the children to look at the reading text, and read the titles of the three sections. Ask the children to identify the two superlative adjectives (*hottest* and *coldest*).

**2 Read and listen.** 03

- First read the highlighted (white or red) words in the text and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation. Explain that *hardly* is often used with *ever* (*hardly ever = almost never*).
- Write some temperatures on the board (e.g. 10°C, -25°C, etc) and practise reading them correctly (i.e. *ten degrees Celsius, minus twenty-five degrees Celsius,* etc).
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, e.g. *What is the hottest temperature ever recorded? Do scientists think El Azizia is the hottest place in the world? (No, they think the Sahara desert is the hottest place.) Does it often rain in Libya? What do we use to measure temperature? What is the coldest temperature ever recorded? Why is the Antarctic colder than the Arctic?* (See if the children can find three reasons.)

## Vocabulary (page 13)

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

- Look at the example together. Then tell the children to write one of the highlighted words in each gap, to make the sentences true.
- Check the answers as a class.

KEY

1 border 2 hardly 3 zero 4 Celsius 5 temperature 6 degrees 7 recorded 8 couple 9 thermometer 10 sunburn

## Reading comprehension (page 14)

**4 Write *Libya* or *Antarctica*.**

- The children work individually to read each sentence and write *Libya* or *Antarctica* as appropriate. Encourage them to use the reading text to help them.
- Let them check their answers in pairs, then check them as a class by asking individuals to read out the sentences.

KEY

1 Antarctica 2 Antarctica 3 Libya 4 Libya 5 Antarctica 6 Libya 7 Antarctica 8 Libya

**5 Circle the correct words to make true sentences.**

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

KEY

1 thermometers 2 40°C 3 zero 4 Libya 5 believe 6 hot 7 Antarctica 8 isn't much

**6 Answer the questions.**

- Read the example with the children. Explain that they should answer each question with a single word or phrase, using the text to help them.
- Check their answers as a class by asking individuals to read the sentences.

KEY

1 Celsius 2 very cold temperatures 3 no 4 1998 5 -89°C 6 the North Pole 7 land 8 less than 25.4 cm every year

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

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

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## More words (page 52)

### Check the words in your dictionary. Then complete the sentences.

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 52, section 3 (*Describing places*). Read the words in the box, and give the children some time to look up the words in dictionaries. Model and drill pronunciation.
- Read the example. Then let the children work individually or in pairs to complete the sentences.
- Check the answers as a class by asking volunteers to read out the sentences. Pay attention to the children's pronunciation of the target vocabulary.

KEY

1 peak 2 waterfall 3 pothole 4 glacier 5 avalanche 6 cliff

## Writing (page 15)

- Ask the children to look at the photo next to the text. Ask *What can you see?*
- Read the text while the children follow it in their books. Then ask some questions to check understanding, e.g. *Where is Cherrapunji? What is the highest rainfall ever recorded? What can tourists do in Cherrapunji? When does it usually rain in Cherrapunji?*

### 8 Put the adjectives in the correct order.

- Read the text in the blue box. Explain to the children that their English will sound more natural if they order adjectives correctly. They should try to pay attention to this in their written work.
- Point out that we usually put a comma after every adjective in a list apart from the last one.
- Say more example sentences and ask the children to point to the appropriate category words in the blue box, e.g. *Look at the beautiful, old chair* (opinion, age); *I've got a small, red, plastic dinosaur* (size, colour, material).
- Look at Exercise 8 and read the example. Let the children work individually, using the categories in the blue box to help them, then check their answers in pairs.
- Check the answers as a class.

KEY

1 interesting, old 2 small, wooden 3 deep, white 4 big, blue, wooden 5 amazing, new, green

### 9 Write about Valdez. Use the notes below. Write the adjectives in the correct order.

- Say *Valdez is a place in the USA*. Ask the children to write a short paragraph about Valdez, using the notes in the green box to help them. Explain that they can look for sentences in the text at the top of the page to use as a model, changing some words as appropriate. With a weaker class, you might prefer to do the exercise orally before they start writing.

KEY

Example text:
Valdez is one of the snowiest cities in the world. Valdez is in Alaska, in the USA. On January 16th, 1990, there were 116 centimetres of snow. This was the highest daily snowfall ever recorded.
Valdez is a wonderful place to visit. There are lots of high, rocky mountains, so it is a great place to climb. You can go skiing and snowboarding too.
The temperature in Valdez is usually very cold, so remember to pack thick, woolly clothes.

## Writing (optional extension activity)

- Ask the children to write a similar text about a place of their choice. They might need to do some research about the place before they start. You might want to let them work in pairs.

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# 4 Unusual houses

| Lesson objectives |
|---|
| To understand texts describing unusual buildings |
| To understand and use the adverbs *extremely, very, quite* and *not very* |
| To write a description of an unusual building |

| Language |
|---|
| *It's quite big and very pretty.* |
| *It is extremely good for the environment.* |
| *It's got grass on the roof.* |
| Key vocabulary: *normal, unusual, upside down, attic, ceiling, the right way up, tourist attraction, impossible, unlike, crystal* |
| More words: *balcony, basement, garage, gate, roof, storey* |

## Reading (page 16)

### Before reading

**1 Discuss these questions.**

- Ask the children to open their books at pages 16 and 17. Draw their attention to the unit title and the photos. Say *Here are three unusual houses. We're going to find out why they are unusual.*
- Read and discuss the questions with the class. Encourage them to use as much English as possible, but let them use L1 where necessary.

**2 Read and listen.** 04

- First read the red words in the text and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation.
- Now say each of the red words in turn and ask the children to tell you whether it is a noun or an adjective.
- Play the recording while the children follow the text in their books. Then ask the children to tell you in English why each house is unusual (they could do this in pairs before feeding back to you).

## Vocabulary (page 17)

**3 Match the words from the text to the definitions.**

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

KEY

1 tourist attraction 2 upside down 3 the right way up
4 normal 5 unusual 6 ceiling 7 attic 8 crystal
9 unlike 10 impossible

## Reading comprehension (page 18)

**4 Match the sentences with the correct pictures.**

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

KEY

1 c 2 a 3 c 4 b 5 a 6 b 7 a 8 c

**5 Circle the correct words to make true sentences.**

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

KEY

1 Germany 2 top 3 floor 4 plastic bottles
5 one room 6 Zhang Lianzhi 7 sculptures 8 twenty

**6 Match the two parts of the sentence.**

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

KEY

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

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

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

## More words (page 53)

**Check the words in your dictionary. Then choose the correct words.**

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 53, section 4 (*Buildings*). Read the words in the box, and give the children some time to look up any words they are not familiar with in dictionaries. Model and drill pronunciation.
- Read the example. Then let the children work individually to read the sentences and circle the correct options.
- Check the answers as a class by asking volunteers to read out the sentences.

KEY

1 basement 2 storey 3 roof 4 balcony 5 garage
6 gate

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## Writing (page 19)

- Ask the children to look at the photo next to the text, and read the title *An interesting house*. Ask *Why is this house interesting?*
- Read the text while the children follow it in their books. Then ask some questions to check understanding, e.g. *What does the roof look like? Why is it a good idea to put soil and grass on the roof? Is it hot inside the house in summer?*

### 8 Complete the sentences using *extremely*, *very*, *quite* and *not very*.

- Read the text in the blue box.
- Write these phrases on the board: *quite funny, extremely funny, not very funny, very funny*. Ask the children to put them in order from the most funny to the least funny.
- Look at Exercise 8. Let the children work in pairs to choose an appropriate adverb for each gap. (Note that there may be more than one correct answer.)
- Check the answers as a class.

KEY

1 extremely/very 2 very/quite 3 not very
4 extremely/very 5 quite 6 not very

### 9 Write about an unusual house or building that you have seen.

- Ask individual children to tell you about an unusual building they have seen, using *It's got*…, or by describing it with the adverbs *extremely*, *very*, *quite* and *not very* and appropriate adjectives.
- The children write about their chosen unusual building, using the prompts in the green box and the model text above to help them.

## Vocabulary (optional extension activity)

- Ask the children to think of as many words as possible for rooms and parts of a house (*kitchen, bedroom, roof, floor, ceiling, window, windowsill*). Ask them to make a list, using dictionaries to extend their vocabulary. Alternatively, instead of making a list, they could draw a simple picture of a house and label it.

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# 5 Life in the future

| Lesson objectives |
| --- |
| To understand texts that contain predictions about the future |
| To make predictions using *will, won't, think, imagine* and *perhaps* |
| To write about everyday life in the future |

| Language |
| --- |
| *I won't have an alarm clock.* |
| *I think I'll have my lessons at home on my computer.* |
| *Perhaps I'll go to a 3D cinema after lessons.* |
| Key vocabulary: *decade, predictions, virtual, image, network, brain, wire, nanobots, channel, menu* |
| More words: *holograms, remote control, solar energy, virtual reality, network, screen* |

## Reading (page 20)

### Before reading

**1 Discuss these questions.**

- Ask the children to open their books at pages 20 and 21. Draw their attention to the unit title and say *We are going to read about the future.*
- Read and discuss the questions with the class. Encourage them to use as much English as possible, but let them use L1 where necessary.

**2 Read and listen.** 05

- First read the green words in the text and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation.
- Play the recording while the children follow the text in their books. Then ask them to close their books, and tell you what they remember about the text (using as much English as possible).

## Vocabulary (page 21)

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

- Look at the example together. Then tell the children to read the rest of the sentences and find words in green in the text to complete them. (Point out that in some of the words, only the singular form is highlighted, so they should use that form in their answer, rather than the plural form.)
- You might want to let the children do the exercise in pairs, as the language is quite challenging. Then check the answers as a class.

KEY

1 predictions 2 nanobot 3 network 4 menu 5 brain
6 decade 7 virtual 8 wire 9 image 10 channel

## Reading comprehension (page 22)

**4 Write *True* or *False*.**

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

KEY

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

**5 Complete the predictions. Write one word in each gap.**

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

KEY

1 classroom 2 understand 3 computers 4 brains
5 jackets 6 robots/nanobots 7 channels 8 choose

**6 Write short answers.**

- Read the example with the children.
- Let the children ask and answer in pairs, taking turns to ask the questions. They should use the text to help them, and make sure they give the correct short answer.
- The children then work individually to write their answers.
- Check their answers as a class by asking individuals to ask and answer the questions.

KEY

1 Yes, there will. 2 Yes, they will. 3 No, there won't.
4 Yes, they will. 5 No, they won't. 6 Yes, there will.
7 Yes, it will. 8 No, there won't.

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

- Ask the children to read and discuss the questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class. (Tell them to answer question 1 about each of the predictions in turn.)
- If the children have discussed the questions in pairs, finish by reading each of the questions in turn and asking the children to answer/comment.

## More words (page 53)

**Check the words in your dictionary. Then complete the predictions.**

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

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- Ask the children to turn to page 53, section 5 (*Inventions and technology*). Read the words in the box, and give the children some time to look up any words they are not familiar with in dictionaries. Model and drill pronunciation.
- Read the example. Then let the children work individually to write the correct word or phrase in each gap.
- Check the answers as a class by asking volunteers to read out the sentences.

KEY

1 remote control 2 screen 3 holograms 4 network
5 solar energy 6 virtual reality

## Writing (page 23)

- Ask the children to look at the picture next to the text, and ask *What can you see?*
- Read the text while the children follow it in their books. Then ask some questions to check understanding, e.g. *How will she wake up? How will she cook her breakfast? Will she go to school? How would she like to travel to the 3D cinema?*

### 8 Write predictions.

- Read the text in the blue box. Ask the children to find examples in the model text of tentative predictions with *think, imagine, perhaps, probably* and *hope*. Write these words on the board.
- Point out that the word order with *probably* is different with affirmative and negative sentences. Write these sentences on the board:
  *I probably won't go to school.*
  *I will probably have a virtual classroom.*
- Look at Exercise 8. Explain that the word *will* needs to be added to each sentence in order to make it into a prediction. They should write out the sentence, adding *will* in the correct position, using the model text to help them if necessary.
- Check the answers as a class.

KEY

1 We will probably have tiny computers.
2 I think people will go on holiday in space.
3 I imagine scientists will invent lots of new things.
4 Perhaps students will have lessons on the Internet.
5 I hope we will use alternative energy.
6 People will probably travel by spaceship.

### 9 Write about a day in your life in 2050. Answer these questions.

- Ask the class *How old will you be in 2050?* (say *twenty fifty*). Ask them to imagine what their life will be like. Ask each question in turn from the green box, and let individual children give you their ideas. Encourage them to make tentative predictions, using the words on the board. Help them with any vocabulary as necessary.
- When you think the children are ready, ask them to write a short paragraph making predictions about life in the future. Encourage them to be imaginative!

## Writing (optional extension activity)

- Ask the children to imagine that they live in the future. Tell them to write a simple short story about a day in their life, using the past tense. Encourage them to be imaginative! (Let this be a creative writing exercise; don't worry too much about grammatical correctness.)


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# 6 Clever creatures

| Lesson objectives |
| --- |
| To understand texts about clever animals |
| To understand and use the infinitive of purpose |
| To recognize and use 'topic sentences' |
| To write a short text about blue whales |

| Language |
| --- |
| *She can use sign language to talk to people.* |
| *They can open jars and bottles to get food.* |
| Key vocabulary: *nest, web, creature, sign language, duck, crow, twig, bend, hook, by accident* |
| More words: *backbone, breathe, fin, krill, tentacles, whale* |

## Reading (page 24)

### Before reading

**1 Discuss these questions.**

- Ask the children to open their books at pages 24 and 25. Draw their attention to the unit title and say *We are going to read about some clever animals.*
- Read and discuss the questions with the class. Encourage them to use as much English as possible, but let them use L1 where necessary. Ask them to justify their opinions.

**2 Read and listen.** 06

- First read the green words in the text and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation.
- Play the recording while the children follow the text in their books. Then ask them to explain (using as much English as possible) why each animal is clever.
- Read this sentence from the text about Koko again: *She lives in California in the USA and she can use sign language to talk to people.* Point out and explain the infinitive of purpose (i.e. the use of *to* + infinitive to explain the purpose of an action).
- Ask the children to find further examples of the infinitive of purpose in the texts (*…she makes tools to get her food; She can pick up a piece of wire and bend it to make a hook; …Betty can use it to get her food more easily.*) Be careful – not all the infinitives are infinitives of purpose.

## Vocabulary (page 25)

**3 Match the words from the text to the definitions.**

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

KEY

**1** by accident **2** bend **3** hook **4** crow **5** duck **6** nest **7** web **8** sign language **9** twig **10** creature

## Reading comprehension (page 26)

**4 Write *Koko*, *Betty* or *Sao*.**

- The children work individually to read each sentence and write *Koko*, *Betty* or *Sao* as appropriate. Encourage them to look back at the text to help them.
- Let them check their answers in pairs, then check them as a class.

KEY

**1** Koko **2** Sao **3** Koko **4** Betty **5** Sao **6** Betty **7** Sao **8** Betty

**5 Circle the correct words to make true sentences.**

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

KEY

**1** 'duck' **2** teacher **3** intelligent **4** the UK **5** scientists **6** twigs **7** trunk **8** is not

**6 Answer the questions.**

- Read the example with the children. Explain that they should answer each question with a single word or phrase, using the text to help them.
- Check their answers as a class by asking individuals to read the sentences. (Note that the wording of the children's answers may vary, and don't insist on grammatical correctness in the answers.)

KEY

**1** make a web **2** Koko (the gorilla) **3** wire **4** to get food **5** in Thailand **6** pulling up trees **7** because companies stopped selling wood **8** to make money to protect elephants

**7 Discuss these questions with a partner or with the class.**

- Ask the children to read and discuss the first two questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class. Ask them to justify their answers.
- If the children have discussed the questions in pairs, finish by reading each of the questions in turn and asking the children to answer/comment.
- Now look at question 3 with the class. Start by describing an animal yourself for the class to guess. Then let volunteers describe an animal to the class.

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## More words (page 54)

### Check the words in your dictionary. Then complete the sentences.

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 54, section 6 (*Sea life*). Read the words in the box, and give the children some time to look up any words they are not familiar with in dictionaries. Model and drill pronunciation.
- Read the example. Then let the children work individually to write the correct word or phrase in each gap.
- Check the answers as a class by asking volunteers to read out the sentences.

KEY

1 krill 2 breathe 3 fin 4 tentacles 5 Whale
6 backbone

## Writing (page 27)

- Ask the children to look at the picture next to the text, and ask *What's this?*
- Read the text while the children follow it in their books. Then ask some questions to check understanding, e.g. *Do octopuses have backbones? Can they open bottles? Why do they do that? How do we know that octopuses can remember things?*
- Ask the children if they can find an example of the infinitive of purpose in the text *(They can open jars and bottles to get food*).

### 8 Match the topic sentences to the paragraphs.

- Read the text in the blue box. Ask the children to identify the topic sentences in the model text, and show how each one introduces the topic of the paragraph.
- Look at Exercise 8. Explain that this is another text about octopuses, but this time the topic sentences have been removed (they are numbered 1–3). The remainder of each paragraph is numbered a, b or c.
- Give the children a few minutes to read the text and decide which paragraph goes with each topic sentence. Then ask them to check their answers in pairs, making sure they agree.
- Check the answers as a class.

KEY

1 b 2 a 3 c

### 9 Write about blue whales. Use the topic sentences (a to c) and the notes.

- Ask the children to write a paragraph about blue whales, using the topic sentences and notes in the green box. They should use the topic sentences in the order given in the box, and use the appropriate notes to complete each paragraph, turning the notes into complete sentences.

KEY

Example text:
Blue whales are the biggest animals in the world. They are more than 30 metres long. They are bigger than dinosaurs.
They live in small groups. There are usually two or three whales in a group. They use sounds to talk.
They are not dangerous to humans. They only eat small sea creatures. Blue whales are intelligent and gentle.

## Writing (optional extension activity)

- Choose a different animal and ask the children to find out what they can about it. They could do this for homework.
- Make notes on the board. With the class, write suitable topic sentences for three or four paragraphs. Ask the class to help you decide which notes are relevant to each topic sentence.
- Ask the children to write about your chosen animal, using the topic sentences and notes.

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# 7 A helping hand

| Lesson objectives |
|---|
| To understand texts about charities and raising money |
| To be aware of some language features of news reports |
| To write a simple news report |

| Language |
|---|
| *GIRLS RAISE MONEY FOR HOSPITAL* |
| *Kent schoolgirls Lily and Poppy Brook…* |
| Key vocabulary: *charity, victims, famine, solutions, poverty, shelter, disasters, flood, hurricane, raise (money)* |
| More words: *help victims, provide food, donate money, support a charity, raise money, organize a concert* |

## Reading (page 28)

### Before reading

**1 Discuss these questions.**

- Ask the children to open their books at pages 28 and 29. Draw their attention to the unit title and explain the meaning of the expression (*to give someone a helping hand = to help someone*).
- Read and discuss the questions with the class. Encourage them to use as much English as possible, but let them use L1 where necessary. Ask them to justify their opinions.

**2 Read and listen.** 07

- First read the white words in the text and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation.
- Play the recording while the children follow the text in their books. Then ask them to close their books, and read out the question headings. Let the children tell you what they can remember about each section of the text. Finally, ask them to open their books and tell you what they missed.

## Vocabulary (page 29)

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

- Look at the example together. Then tell the children to read the rest of the sentences and find words in white in the text to complete them.
- Check the answers as a class.

KEY

1 victims 2 flood 3 solutions 4 hurricane 5 disasters 6 famine 7 charity 8 shelter 9 poverty 10 raise

## Reading comprehension (page 30)

**4 Write *True* or *False*.**

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

KEY

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

**5 Circle the correct words to make true sentences.**

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

KEY

1 lives 2 famine 3 health workers 4 schools 5 water 6 football matches 7 newspapers 8 Oxfam

**6 Match the two parts of the sentences.**

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

KEY

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

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

- Ask the children to read and discuss the questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class. Ask them to justify their answers.
- If the children have discussed the questions in pairs, finish by reading each of the questions in turn and asking the children to answer/comment.

## More words (page 54)

**Some words are often used together in collocations. Check the green collocations in your dictionary.**

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 54, section 7 (*Charity work*). Read the words in green, and give the children some time to look up any words they are not familiar with in dictionaries. Model and drill pronunciation.

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- Now match the words to make collocations.
- The children use the sentences to help them to match the words to make collocations.

KEY

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

## Writing (page 31)

- Talk about different ways of raising money for good causes. Children can look back at the ideas on page 29, and suggest further ideas of their own. Ask them if they have ever raised any money for charity themselves.
- Read the text while the children follow it in their books. Then ask some questions to check understanding, e.g. *Why did Lily and Poppy want to raise money for the hospital? How did they get people's attention? How long did it take them to collect £80?*

### 8 Change these sentences into news report sentences. Put information before peoples' names.

- Read the text in the blue box. Ask the children to point to each of the examples in the model text above. Point out that the headline is written in the present tense, even though the report below it is written in the past tense.
- Write this sentence on the board: *Kent schoolgirls Lily and Poppy Brook have collected £80 for their local hospital.* Make sure the children understand that this is news report language – we don't usually talk like this. Turn it into normal English by crossing out the first two words and adding a clause: *Lily and Poppy Brook, who are schoolgirls from Kent, have collected £80 for their local hospital.* Draw the children's attention to the commas, and point out that there aren't any commas in the news report sentence. Explain that newspapers often use place names as adjectives.
- Look at Exercise 8. Working orally with pencils down, ask the children to change each sentence into news report language.
- Finally, ask the children to rewrite the sentences as news report sentences, using the place names as adjectives. (Note that the place name in sentence 4 needs to be changed to make it into an adjective.)
- Check the answers as a class.

KEY

1 London teenager Sita Patel raised £250.
2 Manchester Hospital doctor Ivan Zukov saved her life.
3 Belfast ambulance driver Mary Connolly was first to arrive.
4 Canadian tourists Mr and Mrs Parsons saw the accident.

### 9 Write a news report. Use the information below.

- Explain that the children are going to write a short news report, using the information in the box.
- Read the information in the box. Then ask the children to help you embellish the story by adding more information. Encourage them to be imaginative! You might like to ask a confident volunteer to come to the front of the class and pretend to be Jack. The rest of the class asks 'Jack' questions, e.g. *Why did you decide to sell the paintings? How did you sell them? Who bought them?*
- Explain that in a news report, the first one or two sentences always gives us the most important information, then the rest of the report gives the details.
- Help the children to write the first paragraph of the report on the board. Decide where Jack is from, and start the report with a sentence like the ones in Exercise 8.
- When you think the children are ready, ask them to write their reports.

KEY

Example text:
Oxford teenager Jack Walters has raised over £400 to help flood victims in Thailand. He did this by selling his paintings.
Jack loves painting, and he has painted lots of pictures. One day a teacher saw his paintings and said, "Jack, you're an artist. These paintings are excellent. You should sell them!"
Jack wanted to help flood victims in Thailand. His teacher helped him to sell the paintings. He displayed them at the school and other children's parents bought them.
Jack said, "I was going to sell my paintings for £1 each, but people wanted to pay more. One man paid £100 for a painting."

## Writing (optional extension activity)

- Ask the children to choose a charity that interests them and find out about it. They then write a short text about the charity using the headings from the reading text:
  *What is* (name of charity)*?*
  *What does* (name of charity) *do?*
  *What can you do?*


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# 8 Sweet and tasty

| Lesson objectives |
| --- |
| To read and understand a factual text about chocolate |
| To read and understand a recipe |
| To use imperatives and abbreviations |
| To write a recipe |

| Language |
| --- |
| *Mix the butter and sugar in a large bowl.* |
| *Use the icing and sweets to decorate your cakes.* |
| Key vocabulary: *cacao, bitter, treat, vanilla, tasty, melt, dip, heart, blood* |
| More words: *bake, cool, ingredient, mixture, oven, stir* |

## Reading (page 32)

### Before reading

**1 Discuss these questions.**

- Ask the children to open their books at pages 32 and 33. Ask *Do you like chocolate?* Draw their attention to the unit title and ask if they can think of any other adjectives to describe chocolate (e.g. *delicious, unhealthy*).
- Read and discuss the questions with the class. Encourage them to use as much English as possible, but let them use L1 where necessary. Ask them to justify their opinions.

**2 Read and listen.** 08

- First read the white words in the text and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Write the words *cacao* and *cocoa* on the board. Explain if necessary that *cacao* is the name of the tree, and that the beans from the tree are used to make *cocoa*, which is used to make chocolate.
- Model and drill pronunciation of all the words in white.
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, e.g. *When and where did people first make chocolate? Is cocoa bitter or sweet? When did people in Europe start to use chocolate? What did Hans Sloane do? What is in the photo on page 33? Which type of chocolate is the healthiest?*

## Vocabulary (page 33)

**3 Match the words from the text to the definitions.**

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

KEY

1 blood 2 heart 3 treat 4 sweet 5 bitter 6 tasty
7 cacao 8 dip 9 vanilla 10 melt

## Reading comprehension (page 34)

**4 Write *True* or *False*.**

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

KEY

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

**5 Answer the questions.**

- Read the example with the children. Explain that they don't need to answer with full sentences. You might want to let them do this activity in pairs.
- Check their answers as a class by asking individuals to read the sentences.

KEY

1 In Central America and Mexico.
2 Because there were no coins or banknotes then.
3 During the 16th century.
4 In special chocolate shops.
5 To make it taste nicer.
6 A new drink with chocolate and milk.
7 Milk, white and dark.
8 Because milk chocolate has a lot of milk and sugar in it.

**6 Complete the facts. Write one word in each gap.**

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

KEY

1 bitter 2 beans 3 turkey 4 Spanish 5 sweet; tasty
6 fondue 7 heart 8 energy

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

- Ask the children to read and discuss the questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class. Ask them to justify their answers to question 1.
- If the children have discussed the questions in pairs, finish by reading each of the questions in turn and asking the children to answer/comment.

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## More words (page 55)

### Check the words in your dictionary. Then complete the sentences.

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 55, section 8 (*Recipes and cooking*). Read the words in the box, and give the children some time to look up the words in dictionaries. Model and drill pronunciation.
- Read the example. Then let the children work individually or in pairs to complete the sentences.
- Check the answers as a class by asking volunteers to read out the sentences. Pay attention to the children's pronunciation of the target vocabulary.

KEY

**1** mixture **2** ingredient **3** stir **4** bake **5** oven **6** cool

## Writing (page 35)

- Ask *Do you enjoy cooking? What do you make? Do you use recipes?*
- Ask the children to look at the list of ingredients in the recipe and identify any abbreviations that have been used (*g, tsp, ml*). Write the words *grams, teaspoons* and *millilitres* on the board, and model and drill pronunciation.
- Read the recipe while the children follow it in their books. Then ask some questions to check understanding, e.g. *How much sugar do you need? What temperature should the oven be? How long do you need to bake the cakes for? What do you use to decorate the cakes?*
- Point out the use of *the* in the text. (We use the definite article because the ingredients have already been mentioned in the list of ingredients.) Point out that we don't need to repeat *the* in a list, e.g. *Mix the butter and sugar in a large bowl* NOT *Mix the butter and the sugar in a large bowl.* Ask the children to find more examples of sentences where *the* is used only once with a list (i.e. *Add the eggs, flour and vanilla. Mix the icing sugar and water in a large bowl to make icing. Use the icing and sweets to decorate your cakes.*

### 8 Match the abbreviations to the words.

- Read the text in the blue box. Point out that when you are reading out phrases with abbreviations for quantities, you add *of* (e.g. *1 tsp vanilla = 1 teaspoon of vanilla*).
- Ask the children to identify all the imperative verb forms in the recipe (*heat, put, mix, add, stir, divide, bake, take, leave, use*). Note that the verbs *make* and *decorate* are not imperatives here.
- Look at Exercise 8. Ask the children to work individually to match the abbreviations to the words.
- Check the answers as a class. Point out if necessary that we don't add an *s* to the abbreviations to make them plural, i.e. *g* can mean *gram* or *grams*.

KEY

**1** e **2** d **3** b **4** a **5** c

### 9 Write a recipe. Use the notes below.

- Explain that the children are going to write a recipe, using the notes in the box. With a weaker class, do this orally as a class before the children write anything. Help them to use the notes to construct sentences. Encourage them to look back at the model text at the top of the page to help them do this.
- Note that the children are likely to need particular help with sentence 5: *Drop spoons of the mixture onto a baking tray*.

KEY

Example recipe:

Chocolate cookies

**Ingredients**

150g flour
100g butter
125g sugar
1 egg
25g milk chocolate
1 tsp vanilla

**Instructions**

1 Heat the oven to 180°C.
2 Mix the butter, sugar and vanilla in a bowl.
3 Cut the chocolate into small pieces.
4 Add the chocolate and flour and stir the mixture carefully.
5 Drop spoons of the mixture onto a baking tray.
6 Then bake the cookies in the oven for 20 minutes.

## Writing (optional extension activity)

- Ask the children to write a recipe for something that they know how to cook. Tell them to choose something that isn't too complicated! Help them with any vocabulary they need, encouraging them to use dictionaries where possible. Remind them to use imperatives and appropriate abbreviations.

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# 9 Journeys into space

| Lesson objectives |
| --- |
| To read and understand a text about space exploration |
| To read and understand a quiz about space |
| To understand and use *Wh*- questions |
| To write questions for a quiz |

| Language |
| --- |
| *Which is the smallest planet in our solar system?* |
| *Who was the first man on the moon?* |
| Key vocabulary: *explore, fireworks, gunpowder, satellite, successful, spacecraft, cosmonaut, surface, development, land* (verb) |
| More words: *atmosphere, comet, galaxy, gravity, orbit, space shuttle* |

## Reading (page 36)

### Before reading

**1 Discuss these questions.**

- With books closed, ask the children what they know about space exploration. Do they know about any important names or dates?
- Ask the children to open their books at pages 36 and 37. Ask them to tell you what they can see in the photos.
- Read and discuss the questions with the class. Encourage them to use as much English as possible, but let them use L1 where necessary. For question 1, ask them why they would or wouldn't like to be an astronaut.

**2 Read and listen.** 09

- First read the white words in the text and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Make sure the children realize that *cosmonaut* is simply the Russian word for *astronaut*. Model and drill pronunciation of all the words in white.
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, e.g. *Who was the first person to look at the moon and stars through a telescope? What Chinese invention was very important for space exploration? When did the first satellite go into space? What happened to the first dog in space? Who was the first human to go into space? Which country was the first to land on another planet? Which planet was it?*
- Read this sentence again: *In 1609, the Italian scientist Galileo was the first person to study the moon and stars through a telescope.* Point out the structure … *the first… to…* Ask the children to find more examples of this structure in the text (there are several).

## Vocabulary (page 37)

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

- Look at the example together. Then tell the children to read the rest of the sentences and find words in white in the text to complete them.
- Check the answers as a class.

KEY

1 fireworks 2 development 3 cosmonaut 4 Gunpowder 5 successful 6 spacecraft 7 land 8 surface 9 Satellite 10 explore

## Reading comprehension (page 38)

**4 Number the events in the correct order.**

- The children work individually to order the events chronologically, using the text to help them. They may find it helpful to write the appropriate year next to each sentence, then use these to do the ordering. (The text gives years for all the events mentioned, apart from the invention of fireworks. Note that two of the events took place in 1957 so the children will have to note the months as well as the years.)
- Let them check their answers in pairs, then check them as a class by asking the children to read out the events in order. Ask them to say the year for each event, making sure they read the years correctly (e.g. *nineteen seventy*).

KEY

1 The Chinese invented fireworks.
2 The Russians sent the first satellite into space. (October 1957)
3 The first dog travelled into space. (November 1957)
4 Sputnik 5 was sent into space. (1960)
5 The first human travelled into space. (1961)
6 Neil Armstrong walked on the moon. (1969)
7 A spacecraft landed on Venus. (1970)
8 A spacecraft landed on Mars. (1997)

**5 Correct the information in bold.**

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

KEY

1 a telescope 2 Chinese 3 Russians 4 living creature 5 in space 6 Venus/a planet 7 millions 8 other planets

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### 6 Complete the facts. Write one word in each gap.

- Explain to the children that they should write one word in each gap, so that the sentence matches the information given in the text. Complete the first sentence with them, as an example (*scientist*).
- Check their answers as a class by asking individuals to read the sentences.

KEY

1 scientist 2 Chinese 3 dog 4 first 5 moon
6 Venus 7 robot 8 flight

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

- Ask the children to read and discuss the questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class. Ask them to justify their answers to question 1.
- If the children have discussed the questions in pairs, finish by reading each of the questions in turn and asking the children to answer/comment.

## More words (page 55)

### Check the words in your dictionary. Then complete the questions and answers in the Space Quiz.

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 55, section 9 (*Space exploration*). Read the words in the box, and give the children some time to look up the words in dictionaries. Model and drill pronunciation.
- Read the example. Then let the children work individually or in pairs to complete the questions/answers.
- Check the answers as a class by asking volunteers to read out the questions and answers. Pay attention to the children's pronunciation of the target vocabulary.

KEY

1 orbit 2 space shuttle 3 atmosphere 4 comet
5 galaxy 6 gravity

## Writing (page 39)

- Ask the children to read the quiz in pairs and try to answer the questions. When they have answered all of the questions, tell them to look at the upside-down answer key at the bottom of the quiz and find out the answers that they didn't know.
- Then read the questions to the class (or ask volunteers to read them), and elicit the answers.

### 8 Match the clues and the answers.

- Read the text in the blue box. Ask the children to find a question beginning with each question word in the quiz.
- Look at Exercise 8. Ask the children to work individually to match the clues to the answers.
- Check the answers as a class.

KEY

1 c 2 a 3 e 4 d 5 b

### 9 Write questions for a quiz about space or a different subject you know a lot about.

- The children write a given number of quiz questions about space or a subject of their choice. Explain that they shouldn't make the questions too obscure or difficult. You might want to let them work in pairs.
- When they have finished writing, ask them to write the answers to the questions on a separate sheet of paper.

## Reading (optional extension activity)

- Collect the children's quiz questions. Write a different number on each sheet of questions, and display the sheets around the class.
- Let the children go around the class, writing the answers to each quiz on a piece of paper. They should make sure they write the number of each quiz as well. When they have finished (or when a time limit is up) ask them to return to their seats.
- The writers of each quiz then call out the correct answers, and the rest of the class mark their answers and award themselves a point for each correct answer.


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# 10 It's time for a story

| Lesson objectives |
|---|
| To read and understand two short stories |
| To understand and use the past simple in stories |
| To be aware of the use of adjectives and expressions to show feelings in stories |
| To write a simple short story |

| Language |
|---|
| *They weren't happy.* |
| *There were tears in her eyes.* |
| *He couldn't believe his eyes.* |
| Key vocabulary: *hut, market, spade, pot, pile, greet, slip, copy* (noun), *couple, bury, greedy* |
| More words: *happy, glad, sad, pleased, pretty, ugly, beautiful, lovely, big, huge, tiny, large, nervous, calm, frightened, scared, horrible, wonderful, brilliant, great, hot, warm, freezing, boiling* |

## Reading (page 40)

### Before reading

**1 Discuss these questions.**

- Ask the children to open their books at pages 40 and 41. Read the unit title, and explain that you are going to read a story.
- Read and discuss the questions with the class. Encourage them to use as much English as possible, but let them use L1 where necessary.
- Ask the children to look at the pictures and ask them to tell you (in L1) what they think might happen in the story.

**2 Read and listen.** 10

- First read the green words in the text and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation.
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, e.g. *Why did Kallu sell Zahra's necklace? What did he buy? What happened when a coin fell into the pot? What happened when Zahra and Kallu fell into the pot? What did they decide to do? Where did they put the pot?*

## Vocabulary (page 41)

**3 Match the words from the text to the definitions.**

- Look at the example together. Then tell the children to match the rest of the green words to their definitions, reading each definition carefully and looking up words in dictionaries if necessary. Encourage them to use the labels *adjective*, *noun* and *verb* to help them. You might like to let them do this activity in pairs.

KEY

**1** greedy **2** spade **3** bury **4** pot **5** pile **6** greet
**7** slip **8** hut **9** copy **10** couple

## Reading comprehension (page 42)

**4 Write *Kallu* or *Zahra*.**

- The children work individually to read each sentence and write *Kallu* or *Zahra* as appropriate. Encourage them to use the reading text to help them.
- Let them check their answers in pairs, then check them as a class by asking individuals to read out the sentences.

KEY

**1** Zahra **2** Zahra **3** Kallu **4** Kallu **5** Zahra **6** Zahra
**7** Zahra **8** Kallu

**5 Circle the correct words to make true sentences.**

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

KEY

**1** hut **2** spade **3** gold **4** coin **5** potato
**6** pull Zahra out **7** couples **8** happy

**6 Write short answers.**

- Read the example with the children.
- Let the children ask and answer in pairs, taking turns to ask the questions. They should use the text to help them, and make sure they give the correct short answer.
- The children then work individually to write their answers.
- Check their answers as a class by asking individuals to ask and answer the questions.

KEY

**1** No, they weren't. **2** No, they didn't. **3** Yes, it was.
**4** Yes, they did. **5** No, she didn't. **6** Yes, they were.

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

- Ask the children to read and discuss the questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class. Ask them to justify their answers to question 1.
- If the children have discussed the questions in pairs, finish by reading each of the questions in turn and asking the children to answer/comment.

## More words (page 56)

**Read the groups of adjectives. Find the odd-one-out.**

- Use this activity to extend or consolidate the children's knowledge of commonly used adjectives.
- Ask the children to turn to page 56, section 10 (*Adjectives*). Read the example and ask a volunteer to explain why *sad* is the odd-one-out.

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- Then let the children work individually or in pairs to circle the odd-one-out in each group of words, looking up words in dictionaries where necessary.
- Check the answers as a class.

KEY

1 sad 2 ugly 3 tiny 4 calm 5 horrible 6 freezing

## Writing (page 43)

- Ask the children to look at the text and ask *What kind of text is this?* Read the story while the children follow it in their books. Then ask the children to retell the story in L1. Ask them how the two children felt at each stage of the story.

### 8 Match the pairs of sentences to make parts of a story.

- Read the text in the blue box. Ask the children which of the four expressions are used in the story above.
- Look at Exercise 8. Ask the children to work individually to match the pairs of sentences.
- Let them check their answers in pairs, then check the answers as a class.

KEY

1 b 2 d 3 a 4 c

### 9 Write a story about someone who finds something. Use adjectives or actions to express people's feelings, and use these questions to help you.

- Tell the children that they are going to write their own short story. Give them a few minutes to read the questions in the green box and to think of some ideas. Let them do this in pairs.
- Then ask the class the questions, and let the pairs tell you their ideas. This will help any children who are struggling to think of ideas. Focus particularly on how the main character feels, and ask the children how they can show these feelings in their stories.
- When you think the children are ready, ask them to write their stories.
- When they have finished, let volunteers read their stories to the class. Alternatively, divide the class into small groups and let the children read their stories to the group.

## Reading (optional extension activity)

- Find some stories in a book or on the Internet. Choose stories that are simple and very short; traditional stories may work well. Copy the stories for the children and read them as a class.
- Put the children into small groups and ask each group to choose one of the stories and act it out for the class.

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# 11 Winners

| Lesson objectives |
|---|
| To read and understand a text about the Oscars |
| To read and understand a short rhyming poem |
| To understand sentences written in the passive |
| To complete a poem by identifying words that rhyme |

| Language |
|---|
| *In 1953 the awards were shown on TV for the first time.* *The audience is made up of hundreds of glamorous actors.* |
| Key vocabulary: *awards, ceremony, movie stars, glamorous, knight, joke, adults, half, compete, look forward to* |
| More words: *certificate, competition, loser, medal, race, trophy* |

## Reading (page 44)

### Before reading

**1 Discuss these questions.**

- Ask the children to open their books at pages 44 and 45. Ask the children to look at the photos and tell you what they think the text is about. (The first photo shows Norma Shearer receiving an Oscar for Best Actress from actor Conrad Nagel in 1930. The second photo is an Oscar. The third photo is 11-year-old Anna Paquin who won an Oscar in 1993 for her role in *The Piano*.)
- Read and discuss the questions with the class.

**2 Read and listen.** 11

- First read the red words in the text and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation. Ask the children to look up the phrase *look forward* as well as the word *forward*.
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, e.g. *What is the real name of the Oscars? How many people watched the first Oscars ceremony? When were the Oscars first shown on TV? How old was Anna Paquin when she won her Oscar? How many Oscars did 'Titanic' win?*
- Read this sentence again: *The awards are given every year at a special ceremony in Hollywood.* Point out the use of the passive, and talk about why it is used (because the awards are the important thing; we don't need to know who gives them).
- Ask the children to identify other passive constructions in the text (*In 1953 the awards were shown on TV for the first time; The audience is made up of hundreds of glamorous actors…; The statues are called Oscars; They are made of metal…; Fifty new Oscar statues are made every year*).

## Vocabulary (page 45)

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

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

KEY

1 ceremony 2 adults 3 movie stars 4 compete 5 knight 6 forward 7 half 8 joke 9 glamorous 10 awards

## Reading comprehension (page 46)

**4 Circle the correct words to make true sentences.**

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

KEY

1 prizes 2 Hollywood 3 fifteen 4 millions of 5 statue 6 1939 7 baby 8 eleven

**5 Number the sentences in the correct order.**

- The children work individually to order the sentences chronologically, using the text to help them. They may find it helpful to write the appropriate year next to each sentence, then use these to do the ordering. (The text gives dates for all the events mentioned, apart from the first one, which is the example.)
- Let them check their answers in pairs, then check them as a class by asking the children to read out the events in order. Ask them to say the year for each event, making sure they read the years correctly (e.g. *nineteen twenty-nine*).

KEY

1 The first films were produced.
2 The first Academy Awards ceremony took place. (1929)
3 The Academy director said the statues looked like her cousin. (1931)
4 The Academy named the awards 'Oscars'. (1939)
5 The Oscars ceremony was on TV for the first time. (1953)
6 Anna Paquin, aged 11, won an Oscar. (1993)
7 *Titanic* won 11 Oscars. (1997)

**6 Match the two parts of the sentences.**

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

KEY

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

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

- Ask the children to read and discuss the questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class. Ask them to justify their answers to questions 1 and 3.
- If the children have discussed the questions in pairs, finish by reading each of the questions in turn and asking the children to answer/comment.

## More words (page 56)

**Check the words in your dictionary. Then complete the sentences.**

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 56, section 11 (*Competitions*). Read the words in the box, and give the children some time to look up any words they are not familiar with in dictionaries. Model and drill pronunciation.
- Read the example. Then let the children work individually or in pairs to complete the sentences.
- Check the answers as a class by asking volunteers to read out the sentences. Pay attention to the children's pronunciation of the target vocabulary.

KEY

**1** medals **2** trophy **3** race **4** competition **5** certificate **6** loser

## Writing (page 47)

- Ask the children to look at the text and ask *What kind of text is this?* Read the poem while the children follow it in their books. Try to read it rhythmically, stressing the appropriate syllables.
- Ask some questions to check understanding, e.g. *What kind of competition did the girl win? What did she paint? Where was the ceremony? How did she feel?*

**8 Complete the poem. Find and write the lines with rhyming words. Then think of a title for the poem.**

- Read the text in the blue box, and let the children answer the questions.
- Look at Exercise 8. Explain that this is another rhyming poem, but that this time the rhyme scheme is different: the first and second lines rhyme, and the third and fourth, etc. Ask the children to work in pairs to find the appropriate line for each gap, making sure each line ends with a word that rhymes with the preceding line. Encourage them to read the poem and the words aloud, as this will help them to identify the words that rhyme. (In a weaker class, you may prefer to do the activity orally as a class before the children write anything.)
- Check the answers as a class by asking individual children to read out pairs of lines.
- Finally, ask the children to think of a title for the poem.

KEY

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

## Vocabulary (optional extension activity)

- Write some one-syllable words on the board, e.g. *fun, cat, bird, big*. Give the children a time limit and see how many rhyming words they can think of. Let them work in pairs for this activity. (They may find it helpful to look at the alphabet as they do this.)
- When the time limit is up, compile lists of rhyming words on the board, e.g.

  *fun, bun, sun, run, son*
  *cat, hat, sat, mat, fat, flat, rat, bat*
  *bird, word*
  *big, pig, twig, fig*
  *pen, hen*
  *wet, pet*
  *cap, map, tap*
  *sock, clock, rock*
  *ham, jam, lamb*
  *box, fox, socks, clocks, rocks*
  *fog, frog, dog*
  *spoon, June, moon, balloon*
- Ask the children to look up any unfamiliar words in the dictionary. They will probably be pleasantly surprised to discover how many of the words they already know.
- In a stronger class, let the children have fun trying to write sentences that contain several rhyming words, e.g.

  *The fat cat sat on the mat.*
  *The big pig sat on a twig.*
  *The hen's got a pen.*
  *The moon is a balloon.*
  *There are socks and rocks and clocks in the box.*

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# 12 Remarkable women

| Lesson objectives |
| --- |
| To read and understand simple biographical texts |
| To understand and use 'time linkers' (*When…, By the time…, Later,…, Soon,…, Finally,…*) |
| To write a brief biography of Florence Nightingale |

| Language |
| --- |
| *When she was a baby, Helen was very ill.* |
| *By the time she was seven, Helen could use more than sixty signs to talk to her family.* |
| *Soon she was able to go to school.* |
| Key vocabulary: *fact, fiction, remarkable, chief, tribes, nickname, playful, enemy, fort, peace* |
| More words: *adult, childhood, education, get married, grow up, train* (verb) |

## Reading (page 48)

### Before reading

**1 Discuss these questions.**

- Ask the children to open their books at pages 48 and 49.
- Read and discuss the questions with the class.

**2 Read and listen.** 12

- First read the green words in the text and explain their meanings where necessary (or you could give the children a few minutes to look up the words in dictionaries). Model and drill pronunciation.
- Play the recording while the children follow the text in their books. Then ask some questions to check understanding, e.g. *Is the cartoon film a true story? When was Pocahontas born? Why was she given the nickname 'Pocahontas'? How did she rescue John Smith? How did she help the English people in the fort? What happened in 1613? How old was Pocahontas when she died?*

## Vocabulary (page 49)

**3 Match the words from the text to the definitions.**

- Look at the example together. Then tell the children to match the rest of the green words to their definitions, reading each definition carefully and looking up words in dictionaries if necessary. Encourage them to use the labels *adjective* and *noun* to help them. You might like to let them do this activity in pairs.

KEY

1 fort 2 enemy 3 fact 4 fiction 5 remarkable
6 playful 7 nickname 8 tribes 9 chief 10 peace

## Reading comprehension (page 50)

**4 Number the events in the correct order.**

- The children work individually to order the events chronologically, using the text to help them. They may find it helpful to write the appropriate year next to each sentence (where a date isn't given), then use these to help them do the ordering. (The text gives years for most of the events mentioned.)
- Let them check their answers in pairs, then check them as a class by asking the children to read out the events in order. Ask them to say the year for each event where appropriate, making sure they read the years correctly (e.g. *fifteen ninety-five*).

KEY

1 Pocahontas was born in about 1595.
2 Pocahontas was given the nickname *Pocahontas*. (1595–1607)
3 Chief Powhatan's men met John Smith. (1607)
4 Pocahontas saved John Smith's life. (1607)
5 Pocahontas married the Englishman John Rolfe. (1613)
6 Pocahontas went to England. (1616)
7 Pocahontas met the King of England. (1616)
8 Pocahontas died in England in 1617.

**5 Write *True* or *False*.**

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

KEY

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

**6 Answer the questions.**

- Read the example with the children. Explain that they should answer each question with a single word or phrase, using the text to help them.
- Check their answers as a class by asking individuals to read the sentences.

KEY

1 In 1995 2 Matoaka 3 'playful little girl'
4 because Pocahontas had saved John Smith's life 5 no
6 John Rolfe 7 Rebecca 8 twenty-two

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

- Ask the children to read and discuss the questions in pairs, using as much English as possible. In a weaker class, you may prefer to discuss them as a class.
- If the children have discussed the questions in pairs, finish by reading each of the questions in turn and asking the children to answer/comment.

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## More words (page 56)

**Check the words in your dictionary. Then complete the sentences.**

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the children to turn to page 56, section 12 (*Life stories*). Read the words in the box, and give the children some time to look up any words they are not familiar with in dictionaries. Model and drill pronunciation.
- Read the example. Then let the children work individually or in pairs to match the sentence halves.
- Check the answers as a class by asking volunteers to read out the complete sentences. Pay attention to the children's pronunciation of the target vocabulary.

KEY

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

## Writing (page 51)

- Ask the children to look at the text and read the title. Ask them if they have ever heard of Helen Keller and if so, what they know about her.
- Read the text while the children follow it in their books. Then ask some questions to check understanding, e.g. *When was Helen Keller born? How did she talk to her family when she was little? How did Anne Sullivan teach Helen the word for 'water'?*

**8 Read and circle the best time linkers.**

- Read the text in the blue box, and ask the children to find examples of 'time linkers' in the model text above. Explain if necessary that *by the time* is always followed by subject + verb (e.g. *By the time she was seven…; By the time he started school…*) and that it is used to refer to things that happened before the event in question.
- Look at Exercise 8. Ask the children to choose and circle the most appropriate option each time.
- Check the answers as a class by asking individual children to read out sentences.

KEY

**1** When **2** By the time **3** Soon **4** Finally

**9 Write the life story of Florence Nightingale. Use these notes. Remember to use time linkers.**

- Ask the children if they have ever heard of Florence Nightingale and if so, what they know about her.
- Ask the children to read the notes in the boxes in Exercise 9. Then work orally as a class to tell Florence Nightingale's life story. Encourage the children to use time linkers instead of some of the dates.
- When you think the children are ready, ask them to write the life story in their notebooks.

KEY

Example text:
Florence Nightingale was born in Florence, Italy on 12th May 1820. She was taught by her father. She liked helping and caring for sick people.
In 1849, when she was 29, she travelled to Europe to study European hospitals. Then she travelled to Egypt to study nursing. Soon she was in charge of a women's hospital in London. Later she went to Turkey and improved conditions in hospitals.
Florence Nightingale was given the nickname 'The Lady of the Lamp', because she worked all day and all night.

## Writing (optional extension activity)

- Ask the children to write some questions that they can use to interview an adult about his/her childhood, e.g.
  *When and where were you born?*
  *Where did you go to school?*
  *What did you like doing?*
  *What were you good at?*
- The children interview an adult (e.g. a parent, grandparent or neighbour) for homework. If the adult speaks English, they can ask the questions in English. Otherwise they will of course have to translate the questions into L1!
- The children write a paragraph about the adult they interview, using the third person.

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