

6 Nature

Opener (SB pages 100-101)

- Ask students to read the title of the unit and say how it relates to the pictures. They may use L1. (*The title is 'Nature' and the pictures show different animals and various natural settings.*)
- Ask students to look at the main picture on page 100 and tell you if they have ever seen an animal like this (chameleon) before. Then ask them to look at the three pictures on page 101 and tell you where they think the places are (*Suggested answers: picture 2 is in Africa; picture 3 could be in Europe; Canada, etc; picture 4 could be in Fiji, the Bahamas, etc.*).

Top Tip

Take the opportunity to revise grammar and vocabulary that has previously been taught. For example, in this Opener, students can use prepositions of place to say where the animals are in relation to each other; comparative and superlative forms to talk about the size of the animals; the present continuous to say what the animals are doing; phrases to talk about quantities in relation to the number of animals they see, etc.

- A**
- Ask students to read the instructions and check that they understand what they have to do.
 - Ask students to read the words in the boxes and explain anything they don't understand. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
 - Students discuss in pairs before discussing as a class.

Answers

Students' own answers
Suggested answers
Main picture: I can see a blue lizard/chameleon.
Picture 2: I can see animals like an elephant, a giraffe and some zebras.
Picture 3: I can see cows and a horse.
Picture 4: I can see a beach. I can see the sun, the sea, sand, water and trees.

- B**
- Ask students to read the instructions and check that they understand what they have to do. Tell them to use *because* and some of the adjectives they have learnt to explain why they like the animals that they do.
 - Students discuss in pairs before discussing as a class. Monitor and help with vocabulary and grammar if necessary. When students are ready, ask individual students to tell the class about the animals they like. Make a note of any mistakes to go over with the class afterwards. Continue until every student has had a turn.

Answers

Students' own answers

- Read out the unit summary and explain any unknown vocabulary. Ask students what they are looking forward to doing in this unit.

Lesson 1 (SB pages 102-103)

- Reading:** newspaper article, completing sentences with words from the newspaper article
- Vocabulary:** phrasal verbs: *get up, look after, pick up, put out, wake up*; nouns: *cage, fire, fire fighter, hero, noise, smell*
- Grammar:** past simple affirmative: irregular verbs
- Listening:** matching speakers to animals
- Speaking:** talking about the stories in Listening

READING

- A**
- Ask students to look at the main picture and describe the animal that they see.
 - Ask students to read the instructions and check that they understand what they have to do. Elicit that the words they need to find are in the newspaper article. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
 - Ask students to skim the newspaper article and look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later.
 - Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

again and again: many times
call the fire brigade: telephone the organisation that puts out fires
save: rescue from danger
smoke: a grey, black, or white cloud produced by something that is burning
terrible: horrible

- B**
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the newspaper article, in detail this time, and complete the sentences with words from the newspaper article.
 - Ask students to read the sentences and explain anything they don't understand.
 - Tell students to underline the parts of the newspaper article that have the answers. Students work individually to complete the task. They then check their answers in pairs before checking as a class.
 - Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

- 1 pet (A pet rabbit called Cupcake ...)
- 2 vegetables ('When Cupcake lived in the garden, he ate Dad's vegetables, ...')
- 3 cage ('We brought his cage into my bedroom ...')
- 4 kicked ('He looked frightened too. He kicked the cage with his feet again and again ...')
- 5 fire ('When I went into the kitchen, I saw the fire!')
- 6 fire brigade (Jane's parents called the fire brigade ...)

Amazing fact!

Read out the information. Explain it in L1 if necessary. Ask students what other animals are popular as pets (cats, birds, hamsters, fish, etc) in their country.

VOCABULARY

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the box and explain anything they don't understand. Check pronunciation by saying each of the words in the box to the students and asking them to repeat after you. Correct where necessary.
- Elicit that the words are phrasal verbs. Remind students that they learnt some other phrasal verbs in Unit 4. Remind them also that a phrasal verb is a combination of a verb and a smaller word like a preposition that have a particular meaning when they are used together. Time permitting, you may wish to revise those phrasal verbs (*find out, hand in, look up, pick up, write down*).
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------------|-----------|
| 1 put out | 4 get up |
| 2 look after | 5 Pick up |
| 3 wake up | |

B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the box and explain anything they don't understand. Elicit that the words are nouns. Check pronunciation by saying each of the words in the box to the students and asking them to repeat after you. Correct where necessary.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- | | |
|---------|----------------|
| 1 noise | 4 hero |
| 2 smell | 5 fire fighter |
| 3 cage | 6 fire |

Extra Task (for early finishers)

See photocopiable material on page 133.

GRAMMAR

See Unit 6 Lesson 1 in the Grammar Book for further explanation, example sentences and tasks.

Past simple affirmative: irregular verbs

- Read through the grammar theory with the class.
- Refer students to page 120 of their Student's Book and point out some common irregular verbs (*eg come-came, get-got, go-went, have-had, know-knew, make-made, see-saw, etc*). Tell students that these verbs are irregular and do not follow a pattern, so they need to be learnt individually. Stress the importance of practising irregular verbs and tell them that by using them as often as they can, they will soon learn their past simple forms.
- Ask students to look back at the newspaper article in Reading and to find and underline irregular verbs in the past simple. Then ask them to write down the bare infinitive of each verb (*Paragraph 2: ate-eat, said-say, brought-bring, made-make, woke up-woke up; Paragraph 3: thought-think, got up-get up, saw-see, understood-understand; Paragraph 4: took-take, went-go, ran-run, came-come, put out-put out*).
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Refer them to the grammar theory and the list of irregular verbs on page 120 to help them if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- | | |
|-----------|------------------|
| 1 ate | 5 got up, went |
| 2 said | 6 came, rode |
| 3 brought | 7 saw |
| 4 woke | 8 made sure, had |

Extension activity

Ask students to choose four irregular verbs they know from the list on page 120 and write their own sentences using the verbs in the past simple. Tell them not to choose any of the verbs that are in the grammar exercise they just did. Monitor and help with vocabulary and grammar. Make a note of any mistakes to go over with the class afterwards. Ask individual students to read out their sentences. Deal with any language mistakes and pronunciation problems that come up.

Extra Task (for early finishers)

See photocopiable material on page 134.

LISTENING

- Ask students to read the instructions and check that they understand what they have to do. Explain to them that they will hear four children talking about different animals, and that they must match each speaker to the correct animal. Explain that the two extra animals are there to trick them, so they must listen carefully for the correct answers.
- Ask students to name the different animals (*sheep, rabbit, goat, chimp, mouse, cat*).

- Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students check their answers in pairs before checking as a class.

Answers
1d 2f 3a 4b

See the recording script with justification underlined on page 159.

SPEAKING

- Ask students to read the instructions and check that they understand what they have to do.
- Read the speech bubble out as an example, or ask a student to do so. Point out the use of the past simple (*liked*) and *because* to explain a reason.
- Students work in pairs to talk about the stories in Listening and discuss which is their favourite and why. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to tell the class which story is their favourite and why. Deal with any language mistakes and pronunciation problems that come up.

Answers
Students' own answers

Extension activity

Ask students if they know any other animal stories and to tell their partner about them.

Lesson 2 (SB pages 104-105)

- Reading:** webpage, answering questions with *yes* or *no*
- Vocabulary:** verbs: *arrive, hear, hurry, move, shine, visit*; nature-related words: *forest, island, lake, path, waterfall*
- Grammar:** past simple (negative and question)
- Pronunciation:** silent letters
- Speaking:** identifying the odd one out (pictures) and giving reasons
- Writing:** writing sentences about the pictures in Speaking

READING

Background information

Arashiyama is famous for its bamboo forest, which is one of the most beautiful in the world. Bamboo features in many Japanese myths and legends, and many festivals also include the use of bamboo objects. Visitors to the forest can enjoy the sunlight shining through the bamboo plants, and when the wind blows through the leaves, it makes a sound that is very relaxing.

Japan's Ministry of the Environment included the bamboo forest on its list of *100 Soundscapes of Japan*, which is a compilation of music that nature makes.

A

- Ask students to look at the picture and tell you what they see (*a path going through a bamboo forest*). Tell students they may use L1.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that the words they need to find are in the webpage. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Ask students to skim the webpage to look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

along: moving from one end to (or towards) the other end of something
early: near the beginning of a period of time, or before the usual or expected time
panda: a black and white animal like a bear, that lives in China and is very rare
sound: something that you can hear
through: across an area or space, or from one end or side of something to the other
wind: a natural current of air that moves fast enough for you to feel it

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the webpage, in detail this time, and write 'yes' if the statement is true or 'no' if the statement is false, according to the information in the webpage.
- Ask students to read the sentences and explain anything they don't understand.
- Tell students to underline the parts of the webpage that have the answers. Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

- 1 yes (*Did you know that bamboo plants grow very quickly? In one month they can grow 20 metres!*)
- 2 no (*... in China, pandas eat a lot of bamboo plants ...*)
- 3 yes (*But I didn't only want to see the forest, I wanted to hear it too ...*)
- 4 no (*... it's famous for its 'music'!*)
- 5 no (*This sound is one of a hundred famous sounds in Japan.*)

Amazing fact!

Read out the information. Explain it in L1 if necessary. If possible, before the lesson, download a picture of the tree from the Internet, and pass it around the classroom. It is known as the Sunland Baobab and it is a tourist attraction. The tree has been carbon-dated. One test found it to be approximately 1,000 years old, while others suggest it is much older.

VOCABULARY

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the verbs in the task and explain anything they don't understand. Check pronunciation by saying each of the verbs in the task to the students and asking them to repeat after you. Correct where necessary.
- Ask students to read the meanings and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

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

B

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words and explain anything they don't understand. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

1b 2d 3c 4e 5a

Extension activity

Ask students to tell their partner about a forest, an island, a lake or a waterfall they have visited. Tell them to say where it is, when they went there and what else they saw there.

Extra Task (for early finishers)

See photocopiable material on page 134.

GRAMMAR

See Unit 6 Lesson 2 in the Grammar Book for further explanation, example sentences and tasks.

Past simple (negative and question)

- Read through the grammar theory with the class and refer students to the table on page 119 of their Student's Book.
- Point out the *Be careful!* note. Make sure students understand that when we make the negative form of the past simple, the bare infinitive is the only form of the verb we use, that is, we do not add *-ed* or irregular forms.
- Ask students to look back at the webpage in Reading and to find and underline examples of past simple verbs that use the negative and question forms (*Did you know ...? I didn't hurry, ... I didn't see the top ... I didn't only want to see the forest ...*).
- Ask individual students the following questions and tell them to reply using short answers.
Did you go to school on Saturday? (Yes, I did. / No, I didn't.)

Did your best friend call you last night? (Yes, he/she did. / No, he/she didn't.)

Did the sun shine yesterday? (Yes, it did. / No, it didn't.)

Did we have English lessons in March? (Yes, you did. / No, you didn't.)

Did you and your family go to an island in the summer? (Yes, we did. / No, we didn't.)

Did your friends go to the lake at the weekend? (Yes, they did. / No, they didn't.)

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the box and the sentences, and explain anything they don't understand. Tell them to use the bare infinitive form of the verb for negatives and questions. Refer them to the grammar theory and the table on page 119 to help them if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 didn't see, didn't walk
- 2 Did they listen, did
- 3 didn't arrive
- 4 Did you walk, didn't
- 5 Did he visit, did

Extension activity

Ask students to work with a partner. They must ask each other questions about what they did last summer. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask different pairs to ask and answer questions about what they did last summer and continue around the class until each pair has had a turn. Deal with any language mistakes and pronunciation problems that come up.

Extra Task (for early finishers)

See photocopiable material on page 135.

JUST SAY IT!

A

- Ask students to read the instructions and check that they understand what they have to do.
- Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students discuss their answers in pairs before checking as a class. Once the answer has been checked, play the recording again and have students listen and repeat.

Answers

They are silent.

B

- Ask students to read the instructions and check that they understand what they have to do. Explain that in each of the words there is a silent letter.

- Ask students to say the words out loud to a partner and then circle the silent letters.
- Play the recording for students. Students listen to check their answers. Once students have listened and checked, play the recording again and have students listen and repeat.

Answers

Students should circle: l in walk, a in beautiful, u in favourite

SPEAKING

- Ask students to read the instructions and check that they understand what they have to do. Explain that they have to look at each set of pictures and say which one is different and why.
- Read the speech bubble out as an example, or ask a student to do so. Point out *have* and *has* in the present simple. Tell students they can use a range of grammar to talk about the pictures, for example, *can* or the present continuous.
- Students work in pairs to complete the task. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to tell the class about one of the picture sets. Deal with any language mistakes and pronunciation problems that come up.

Answers

Accept any logical answers.

Suggested answers

- 1b A tiger and an elephant can't fly, but a bird can (fly).
 2c A hill and a field are in the countryside. The buildings are in a city.
 3a In b and c, the panda is doing something (walking and climbing). In a it is sleeping.

WRITING

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write sentences about the pictures in Speaking.
- Assign as homework or, if time permits, ask students to write their sentences in class and check them before the end of the lesson. Deal with any mistakes that come up.

Answers

Students' own answers. Students can write the answers to the Speaking task, or write other sentences about the pictures. For example, *There isn't any water in the forest. Tigers and elephants live in the forest. The panda is walking on a path.*

Lesson 3 (SB pages 106-107)

- Reading:** fact sheet, ticking the correct information to complete a table
Values: looking after our world
Vocabulary: verbs: *die, hide, melt, rest, weigh*; animals: *dolphin, polar bear, seal, shark, turtle, whale*
Grammar: future simple
Listening: writing words and numbers in gaps
Speaking: talking about your favourite sea animal

READING

Background information

According to the World Wildlife Fund (WWF), temperatures in the Arctic are rising at twice the rate of the rest of the world. This increase in temperature is linked to lots of changes in the Arctic, including reduced sea ice, melting permafrost and rising sea levels. The reduced sea ice has serious implications for the sea animals that depend on the ice for their survival.

A

- Ask students to look at the pictures and ask them if they know which animals they are and where they live. They may use L1.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that the words they need to find are in the fact sheet. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Ask students to skim the fact sheet and look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later. Explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

ice: water that has frozen and become solid
 ocean: one of the large areas of salt water that cover most of the Earth (the Antarctic, Arctic, Atlantic, Indian and Pacific Oceans)
 rare: not often seen or found
 snow: small soft white pieces of ice (flakes) that fall from the sky when it is very cold
 tiny: very small
 up to: no more than; as much/long/far as

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the fact sheet, in detail this time, and answer each question by ticking the correct animal.
- Ask students to read the questions and explain anything they don't understand.
- Tell students to underline the parts of the fact sheet that have the answers. Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

- 1 Polar bear (... *their favourite food: seals.*)
- 2 North Atlantic right whale (*Some animals are already very rare. For example, ... North Atlantic right whales.*)
- 3 North Atlantic right whale (*They are about 15 metres long, ...; Whales are the biggest animals in the world.*)
- 4 Polar bear (*Polar bears need the ice to catch their favourite food ...*)
- 5 North Atlantic right whale (*The ocean is their home.*)
- 6 Seal (... *hide in the snow. They also make homes for their babies there.*)

UNIT 6 107

Extension activity

Ask students what they think the world would be like without polar bears, seals, whales and other endangered animals such as tigers, pandas and gorillas.

VALUES

- Read out the text in the box and explain anything students don't understand.
- Ask students to discuss the question in pairs. They may use L1. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask individual students to tell the class why they think it's important to look after our world.

Amazing fact!

Read out the information. Explain it in L1 if necessary. Ask students if they are surprised by the fact. Ask students if they know of other animals that can smell, see or hear very well (*smell: bears, sharks, dogs, especially bloodhounds; see: birds of prey, ie eagles, owls - night vision, sharks - underwater vision; hear: owls, bats, dolphins*).

VOCABULARY

- A**
- Ask students to read the instructions and check that they understand what they have to do. Explain that the words that they need to complete the sentences are in the fact sheet in Reading.
 - Ask students to read the sentences and explain anything they don't understand. Elicit that the words they need are verbs.
 - Students work individually to complete the task. They then check their answers in pairs before checking as a class.
 - Once answers have been checked, check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|--------|---------|
| 1 melt | 4 rest |
| 2 hide | 5 weigh |
| 3 die | |

- B**
- Ask students to read the instructions and check that they understand what they have to do. Remind students that there are stickers in their book that they will use to complete the task.
 - Ask students to read the words in the task and explain anything they don't understand. Elicit that the words are the names of animals. Ask students what the animals have in common (*they all live in or need the sea/oceans to survive*).
 - Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
 - Refer students to the back of their Student's Book, where they will find the stickers.
 - Students work individually to complete the task. They then check their answers in pairs before checking as a class.

108

Answers



Extra Task (for early finishers)

See photocopiable material on page 135.

GRAMMAR

See Unit 6 Lesson 3 in the Grammar Book for further explanation, example sentences and tasks.

Future simple

- Read through the grammar theory with the class, but stop before the section on time expressions. Explain in L1 if necessary.
- Refer students to the table on page 119 of their Student's Book and make sure they understand that when we use the future simple, we use *will* or *won't* with the bare infinitive of the verb, that is, we don't change the form of the verb.
- Go over the time expressions and explain the meaning of *tomorrow* and *tonight*, as well as *this*, *next*, *in*, and *soon* when used to talk about the future.
- Ask students to look back at the fact sheet in Reading and to find and underline the examples of the future simple (... *polar bears **won't have** enough food and they **'ll be** hungry; Some of them **won't be** healthy and others **will even die**; Mother polar bears **won't have** many babies; seals **will start** to die.*).
- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand. Remind them to use the bare infinitive form of the verbs with *will* or *won't*. Refer them to the grammar theory and the table on page 119 to help them if necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 Will Anna give, won't
- 2 won't rest, will play
- 3 Will the seals make, will
- 4 won't find
- 5 will work
- 6 Will our world get, will
- 7 will see
- 8 won't be

Extra Task (for early finishers)

See photocopiable material on page 135.

LISTENING

- Ask students to read the instructions and check that they understand what they have to do. Explain/Elicit that they will hear a programme about sharks and that they need to complete the sheet with information about sharks.
- Ask students to read the information sheet and explain anything they don't understand.
- Tell them to look at the words in blue again and to think about the kind of information they will need. Elicit that they will need to listen for places, animals, colours and numbers.
- Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students check their answers in pairs before checking as a class.

Answers

- 1 sea
- 2 great
- 3 grey
- 4 4/four
- 5 seals
- 6 whale

See the recording script with justification underlined on page 159.

SPEAKING

- Ask students to read the instructions and check that they understand what they have to do. Tell them to look through their Student's Book for ideas on sea animals.
- Read the speech bubble out as an example, or ask a student to do so. Point out the use of *because* to explain a reason.
- Students work in pairs to talk about their favourite sea animal. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to tell the class about their favourite sea animal. Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

Lesson 4 (SB pages 108-109)

Reading: webpage, completing a text with the correct missing questions

Vocabulary: weather-related words: *cloudy, icy, rainy, snowy, sunny, windy*; nature- & weather-related words: *desert, Earth, rainbow, temperature, umbrella*

Grammar: *be going to*
Speaking: asking and answering questions about the weather

Writing: writing sentences about the weather in Speaking

READING

Background information

Knups are made from banana leaves tied to a bamboo frame. They are worn rather than carried, which allows you to use your hands. And if you lean into the wind, they won't blow inside out, as umbrellas do. Local people judge the April-to-October rainy season on the basis of how many knups they wear out: a normal year is a three- or four-knup year, so a two-knup year is practically a drought, and if you wear out six knups, it's a very bad year!

A

- Ask students to look at the pictures and ask them these questions: *In which picture is it raining? (the picture on the left); In which picture is it cold? (the middle picture and the picture on the right).*
- Ask students to read the instructions and check that they understand what they have to do. Explain that the words they need to find are in the webpage. Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Ask students to skim the webpage to look for the words. Explain to them that they do not need to read in detail at this stage as they will have the opportunity to do so later. Explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

keep dry: not get wet
 lowest: smallest in amount or level
 per cent: one part of 100, often shown using the symbol %
 surprising: unusual or unexpected
 weather: the conditions outside to do with temperature, rain, snow, etc

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the webpage, in detail this time, and decide which question goes into each gap.
- Ask students to read the questions and explain anything they don't understand.
- Tell students to read the paragraph after each gap carefully as they will find the clues they need there.
- Tell students to underline the parts of the webpage that have the answers. Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

- 1e (The most rain in one year (25.4 metres) fell in Cherrapunji.)
- 2d (Antarctica holds the record for the lowest temperature, -89.2°C ...)
- 3c (Only about 15cm of rain falls each year.)
- 4a (The USA ... It holds the record for the most snow in one year.)
- 5b (... snow fell on the red sand of the Sahara Desert!)

UNIT 6 109

Amazing fact!

Read out the information. Explain it in L1 if necessary. Ask them if they have ever seen snow. Ask them what they did in the snow and if they built a snowman or snowwoman.

VOCABULARY

A

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the pictures of the weather conditions with the weather forecasts.
- Ask students to read the sentences and explain anything they don't understand. Explain that the words in bold are adjectives that we use to describe the weather. Check pronunciation by saying each of the words in bold to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

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

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must look in the webpage to find the words for the descriptions and then complete the letters in the words.
- Ask students to read the descriptions and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.
- Once answers have been checked, check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers

1 desert 4 rainbow
2 temperature 5 Earth
3 umbrella

Extension activity

Ask students to write a few of their own descriptions of nouns they have learnt in previous lessons in this unit (for example, from Vocabulary B in Lessons 2 and 3) and to write the first letter of each word and the correct number of gaps after the letter. Students then give their descriptions to their partner, who tries to find the words.

Extra Task (for early finishers)

See photocopiable material on page 136.

GRAMMAR

See Unit 6 Lesson 4 in the Grammar Book for further explanation, example sentences and tasks.

Be going to

- Read through the grammar theory with the class.

- Refer students to the table on page 119 of their Student's Book and make sure they understand that when we use *be going to*, the only part of the tense that changes is the verb *to be*. Tell them they must remember to use the correct form *am, is* or *are*.
- Refer students back to the time expressions for the future simple on page 107. Tell them they can use all of them with *be going to*. Remind them that we use the future simple to say what we believe will happen in the future, but that we use *be going to* to talk about future plans and things we want to do in the future, and also to predict that something will happen when we have some proof or information.
- Ask students to look back at the webpage in Reading and to find and underline the examples of *be going to* (... **It's going to rain** tomorrow and **you're going to need an umbrella**; ... **it isn't going to rain** all day; ... **it's going to be sunny** ... **you're going to see a beautiful rainbow!**).
- Ask individual students the following questions and tell them to reply using short answers.
Are you going to take an umbrella to school tomorrow? (Yes, I am. / No, I'm not.)
Is your friend going to go to an island in the summer? (Yes, he/she is. / No, he/she isn't.)
Is it going to rain soon? (Yes, it is. / No, it isn't.)
Are we going to build a snowman tomorrow? (Yes, you are. / No, you aren't.)
Are you and your friends going to go to a forest next weekend? (Yes, we are. / No, we aren't.)
Are your friends going to help the polar bears in the future? (Yes, they are. / No, they aren't.)

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand. Remind them to use the correct form of *to be* (*am, is, are*) depending on the subject of the sentence, and the bare infinitive. Refer them to the grammar theory and the table on page 119 if they need help.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

1 Are the children going to take, are
2 isn't going to be
3 am going to look
4 is going to be, are going to see
5 Is the rain going to stop, is
6 aren't going to keep
7 Is Nia going to make, isn't
8 aren't going to like

Extra Task (for early finishers)

See photocopiable material on page 136.

SPEAKING

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the weather forecast and to tell you what the symbols mean (*in order: rainy, windy, sunny, hot, cloudy, cold, snowy/icy*). Then read the speech bubbles out as an example, or ask two students to do so. Explain anything they don't understand.

- Students work in pairs to ask and answer about the weather. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask pairs of students to ask and answer about a day of the week and go around the class until every student has had a turn. Deal with any language mistakes and pronunciation problems that come up.

Answers

What's the weather going to be like on Tuesday?
It's going to be windy.
What's the weather going to be like on Wednesday?
It's going to be sunny.
What's the weather going to be like on Thursday?
It's going to be hot.
What's the weather going to be like on Friday?
It's going to be cloudy.
What's the weather going to be like on Saturday?
It's going to be cold.
What's the weather going to be like on Sunday?
It's going to be snowy/icy.

WRITING

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to write about the weather in Speaking.
- Assign as homework or, if time permits, ask students to write their sentences in class and check them before the end of the lesson. Deal with any mistakes that come up.

Answers

Students' own answers. Students can write the answers to the Speaking task, or write other sentences about the pictures. For example, *It's going to rain on Monday. I like the weather on Wednesday because it's going to be a sunny day.*

Skills Building (SB pages 110-111)

- Listening:** thinking about words you might hear before listening to choose the correct pictures
- Grammar:** revision of tenses
- Speaking:** using correct tenses when answering questions
- Writing:** using the correct tenses; writing a paragraph about a picture

LISTENING

DO IT RIGHT! ✓

- Ask students to read the information in *Do it right!* and explain anything they don't understand.
- Choose a student to explain the tip in his/her own words, in L1 if necessary.
- Stress the importance of using the time they have before listening to look carefully at the pictures and think about the words they might hear. Explain that by predicting the words they might hear, it will be easier for them to choose the right pictures when they are listening.

A

- Ask students to read the instructions and check that they understand what they have to do.

- Ask students to look at the words and explain anything they don't understand. Tell them to look at picture A only for the time being.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

Students should tick: cold, icy, snowy, winter

B

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will write down words that go with pictures B and C in task A.
- Students work in pairs to complete the task before checking answers as a class.

Answers

Students' own answers
Suggested answers
B: windy, rainy, cloudy, cold, etc
C: sunny, hot, summer, dry, shine, etc

C

- Ask students to read the instructions and check that they understand what they have to do. Explain that they will listen to a short dialogue about the weather and then answer the question by ticking the correct box under the pictures in A.
- Tell them to listen carefully as they will hear most of the words from A, but only some of the words will be about tomorrow's weather.
- Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students check their answers in pairs before checking as a class.

Answers

Students should tick: B

See the recording script with justification underlined on page 159.

D

- Ask students to read the instructions and check that they understand what they have to do. Explain that the question is about the words in exercise B, not picture B.
- Play the recording again if students need help remembering the words they heard. Students check their answers in pairs before checking as a class.

Answers

Students' own answers, but the following words are in the recording: *icy, snowy, hot, sunny, windy, cold, cloudy, rain.*

E

- Ask students to read the instructions and check that they understand what they have to do. Remind them that they will hear about all the pictures, but only one is correct.
- Ask students to read the questions and to look at the pictures, and explain anything they don't understand. Tell them to look at the pictures and to think about the words they might hear.

- Play the recording for students. Students work individually to complete the task. Play the recording again if necessary. Students check their answers in pairs before checking as a class.

Answers

1A 2B 3C 4C 5B

See the recording script with justification underlined on page 159.

GRAMMAR

See Unit 6 Lesson 5 in the Grammar Book for further explanation, example sentences and tasks.

Revision of Tenses

- Write the sentences on the board and underline the verbs. Ask students which tense is used in each one. Then ask them which time expressions are used and circle them. Remind them that the present continuous can also be used to talk about the future.
They're going to swim in the lake this afternoon. (be going to; this afternoon)
I went to the beach last week. (past simple; last week)
We're having an English lesson now. (present continuous; now)
It will be sunny tomorrow. (future simple; tomorrow)
She walks through the forest every day. (present simple; every day)
Ben is going to the farm at three o'clock. (present continuous; at three o'clock)

A

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

Students should:

	underline	circle
a	is meeting	at two o'clock
b	arrived	last night
c	will be	soon
d	make	in the winter
e	'm going to get up	in the morning
f	is talking	now

B

- Ask students to read the instructions and check that they understand what they have to do. Explain that they have to match a tense to each sentence in A.
- Ask students to read the tenses and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

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

C

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the words in bold are time expressions and that they will help them to choose the correct tense for each verb.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 is cleaning
- 2 visited
- 3 will die
- 4 are
- 5 are going
- 6 is going to snow

Extra Task (for early finishers)

See photocopiable material on page 136.

SPEAKING

DO IT RIGHT! ✓

- Ask students to read the information in *Do it right!* and explain anything they don't understand.
- Choose a student to explain the tip in his/her own words, in L1 if necessary.
- Stress the importance of listening carefully and using the same tense in their answer as in the question they have been asked. Point this out in the examples. Remind students that when they reply with a short answer, they should only use the auxiliary verb *be* or *do* in the correct form, and not the main verb, eg *Do you like animals?* Yes, I *do*, not Yes, I *like*.

- Ask students to read the instructions and check that they understand what they have to do. Tell students to start with the question *Do you have a pet?* before asking and answering the relevant questions for those students with pets and those without.
- Ask students to read the questions and explain anything they don't understand. Then read the speech bubbles out as an example, or ask two students to do so.
- Students work in pairs to ask and answer about pets. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask each pair to ask and answer one question about pets. Go around the class until every pair has had a turn. Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

Extension activity

Ask the students who have pets to talk about them to the rest of the class. Encourage them to tell the class different things about their pets, not the information they have already given (for example, what it looks like, where it lives/sleeps, what it eats, etc).

WRITING

DO IT RIGHT! ✓

- Ask students to read the information in *Do it right!* and explain anything they don't understand.
- Choose a student to explain the tip in his/her own words, in L1 if necessary.
- Stress the importance of using the correct tenses and checking them to make sure they have written them correctly. Draw their attention to the examples. Elicit that in the first example, the present simple has been used incorrectly because when we describe a picture, we need to use the present continuous. Elicit that in the second example, the present continuous has been written incorrectly because the writer hasn't used the verb *to be*.

A

- Ask students to read the instructions and check that they understand what they have to do. Explain that a barn is a large farm building where farmers keep animals and their animals' food.
- Ask students to read the paragraph and explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- | | |
|-------------|-------------------------------|
| 1 is | 4 is going to wash/is washing |
| 2 is eating | |
| 3 is | |

B

- Ask students to read the instructions and check that they understand what they have to do. Ask them to look at the picture and tell you what animals are outside the barn (*two cats, a goat, a sheep, a mouse, two ducks*). Tell them to write where the animals are and/or what they are doing. Remind them to use *There is/are, be*, and the present continuous. Ask them what else they can write about in the picture (*the sun, the grass, a path, some flowers*).
- Remind students to check their spelling and punctuation when they finish.
- Assign the task for homework.

Answers

Students' own answers

Model answer

The sun is shining. There is a brown goat and a white sheep. They are standing on the grass. A grey mouse is on a path. Two white ducks are behind some flowers. Two cats are playing with a ball. One cat is grey and one cat is orange.

Review 6 (SB pages 112-113)

- Remind students that there is a review at the end of each unit. Tell them that Review 6 revises the material they saw in Unit 6.
- Remind students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Review section is not a test.

Vocabulary Revision

Lesson 1: phrasal verbs

- Revise the phrasal verbs (*get up, look after, pick up, put out, wake up*). Write them on the board and then read out the following sentences. Ask students to tell you what the phrasal verbs mean when used in context.
Pick up the cat and take her outside. (lift from the floor)
Who will look after our pets when we are on holiday? (take care of)
I woke up when I heard a loud noise. (stopped sleeping)
How did you put out the fire? (make something stop burning, usually with water)
What time do you get up every morning? (get out of bed after sleeping)

Lesson 1: nouns

- Revise the nouns (*cage, fire, fire fighter, hero, noise, smell*). Write them on the board. Ask individual students to choose a word, explain what it means, in L1 if necessary, and then give you a sentence with that word.

Lessons 2 & 3: verbs

- Revise the verbs (*arrive, die, hear, hide, hurry, melt, move, rest, shine, visit, weigh*). Write them on the board one by one and ask individual students to tell you what they mean, in L1 if necessary.

Lessons 2 & 4: nature- & weather-related words

- Revise the nature- and weather-related words (*desert, Earth, forest, island, lake, path, rainbow, temperature, umbrella, waterfall*). Write them on the board and ask students which words match the following descriptions.
You need this when it rains. (umbrella)
There are lots of trees there. (forest)
You walk along this. (path)
This has water all around it. (island)
This place is hot and there isn't much water there. (desert)
This place sometimes has fish in it. (lake)
You sometimes see this after it rains. (rainbow)
We all live here. (Earth)
This is water that falls from a mountain into a river, lake or the sea. (waterfall)
This is a number and it tells us how hot or cold a place is. (temperature)

Lesson 3: animals

- Revise the names of the animals (*dolphin, polar bear, seal, shark, turtle, whale*) by writing them on the board and then reading out the following descriptions. Ask students to tell you which animal you are describing.
It's the biggest animal on Earth. (whale)
It swims a lot and it rests on the ice. (seal)
It lives in the sea and the ocean, and it's very friendly. (dolphin)
It walks very slowly. (turtle)
It's white and very big. (polar bear)
It lives in the water, it has lots of teeth and it's very dangerous. (shark)

Lesson 4: weather-related words

- Revise the adjectives (*cloudy, icy, rainy, snowy, sunny, windy*). Write them on the board and ask students to tell you what they mean, in L1 if necessary. Then ask them about the weather today and yesterday.

Grammar Revision

Lesson 1: past simple affirmative: irregular verbs

- Revise the past simple affirmative (irregular verbs). Draw two columns on the board and label them *bare infinitive* and *past simple*. Write the verbs in the column for the bare infinitive and ask individual students to write the past simple form on the board. (*bring-brought, come-came, do-did, eat-ate, fall-fell, go-went, have-had, make-made, read-read, ride-rode, run-ran, say-said, see-saw, shine-shone, take-took, tell-told, think-thought, understand-understood, wake-woke*)

Lesson 2: past simple (negative and question)

- Revise the forms of the tense. Write the following prompts on the board and ask students to write the affirmative, negative, question forms and short answers using the past simple, in their notebooks. When they are ready, ask individual students to read out their sentences.
I / see / a dolphin / last week (I saw a dolphin last week. / I didn't see a dolphin last week. / Did I see a dolphin last week? Yes, you did. / No, you didn't.)
Max / wake up / two hours ago (Max woke up two hours ago. / Max didn't wake up two hours ago. / Did Max wake up two hours ago? Yes, he did. / No, he didn't.)
They / walk / to school / today (They walked to school today. / They didn't walk to school today. / Did they walk to school today? Yes, they did. / No, they didn't.)

Lessons 3 & 4: future simple and *be going to*

- Revise the forms of the tenses. Tell students that we use the future simple and *be going to* to talk about the future, but that we use them differently. Remind students that we use the future simple to make predictions about the future, but that we use *be going to* to talk about our future plans and what we want to do in the future, or to predict that something will happen when we have some proof or information.
- Write these gapped sentences on the board and ask students whether they are predictions or plans for the future. If they are predictions, ask if there is proof, or if it is just what someone thinks. Then ask them to complete the sentences.
I think all the tigers ____ (die). (a prediction, no proof, will die)
They ____ (visit) Japan next year. (plan for the future, are going to visit)
It's very cloudy. I think it ____ (rain). (a prediction, the clouds are proof of rain coming, is going to rain)
____ the polar bears ____ (have) any food? (a prediction, no proof, Will ... have)
Fred ____ (not get) a horse for his birthday. (plan for the future, isn't going to get)

Skills Building: revision of tenses

- Ask students to match the sentence halves. Tell them to pay attention to the tenses and the time expressions.
He usually _____ have any food soon.
Look at Betty. She's _____ are going to the beach tomorrow.
My friend and I _____ riding a horse at the moment.
We didn't _____ goes to the mountains in the winter.
The animals won't _____ be sunny at the weekend.
It's going to _____ visit the farm yesterday.

(He usually goes to the mountains in the winter.
Look at Betty. She's riding a horse at the moment.
My friend and I are going to the beach tomorrow.
We didn't visit the farm yesterday.
The animals won't have any food soon.
It's going to be sunny at the weekend.)

- Students are now ready to do Review 6.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Answers Vocabulary

A	1a	2b	3b	4a	5b	6a	7a	8b
B	1	fire	6	hurry				
	2	fire fighter	7	hear				
	3	cloudy	8	bears				
	4	Whales	9	Earth				
	5	weigh	10	umbrella				
C	1	Sharks	5	lake				
	2	smell	6	islands				
	3	noise	7	path				
	4	forest	8	hero				

Grammar

A	1	Did they go, didn't
	2	didn't shine
	3	came, made
	4	didn't clean
	5	Did John look after, did
	6	Did you wake up, did
B	1	won't
	2	will love
	3	will
	4	won't find
	5	Will the seal eat
C	1	to
	2	is
	3	going
	4	are
	5	are

D	1b	2a	3a	4a	5a	6b
---	----	----	----	----	----	----

NOW WATCH THIS!

- Ask students to read the questions and explain anything they don't understand.
- Play the video. Students work individually to complete the task. Play the video again if necessary. Students check their answers in pairs before checking as a class.

Answers

The animal friends in the video are elephants, monkeys, chimps, wild horses, dolphins and penguins. There is also a kitten with a duck. The monkeys play together; chimps look after each other; wild horses run together and rest together; dolphins stay together for many years.

- Once the answers have been checked, ask students the following questions:
How do you feel when you see animal friends together?
Do you think animals feel things like we do?
Why is it important for animals to make friends? How does it help them?

Answers

Students' own answers

Song (SB page 113)

- Tell students that the song in this unit is about an amazing place (the Earth). Please follow the procedure outlined in the Welcome unit on page 26 of this teacher's book.

Answers

- A**
- | | |
|----------|---------|
| 1 place | 4 lakes |
| 2 face | 5 Earth |
| 3 plants | |

B Students should cross out these words:

- | | |
|--------|--------|
| 1 will | 4 to |
| 2 the | 5 they |
| 3 be | |

C

- 3
2
1
5
4

Students are now ready to do Quiz 6, Progress Test 3 and End-of-Year Test in the Test Book.

CLIL (SB page 114)

Geography

- Draw students' attention to the topic of the CLIL lesson. Ask them what they learn in this lesson at school.

A

- Ask students to read the instructions and check that they understand what they have to do. Elicit that first they must label the map and then listen to check their answers.
- Check pronunciation by saying each of the continents to the students and asking them to repeat after you. Correct where necessary. Explain anything they don't understand. Ask students which continent(s) they would like to visit.
- Students work individually to complete the task. Students check their answers in pairs before listening to the recording and checking their answers as a class.

Answers

- 1 North America
- 2 Europe
- 3 Asia
- 4 South America
- 5 Africa
- 6 Australia
- 7 Antarctica

B

- Ask students to read the instructions and check that they understand what they have to do. Explain that they must read descriptions 1-7 of the animals and look at the photos labelled a-g, then write the correct letters in the boxes.
- Ask students to read the descriptions and explain anything they don't understand.
- Students work individually to complete the task and then check their answers in pairs before checking as a class.

Answers

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

C

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write the names of the animals from B under the correct continents on the map in A.
- Students work individually to complete the task and then check their answers in pairs before checking as a class.

Answers

- | | |
|----------------------|------------|
| 1 black bear | 5 zebras |
| 2 wood mouse | 6 kangaroo |
| 3 tiger | 7 penguins |
| 4 red-eyed tree frog | |

PROJECT

- Ask students to read the instructions and check that they understand what they have to do. Explain that they have to copy the continent map in A onto a piece of card and label it with the continents. Tell them that they need to draw or find photos of animals from each continent, label the animals and write one sentence about each of them. Tell students the animals should be different to those in B and that they can get information at a library or online.
- Assign the task for homework.

Culture (SB page 115)

Holidays around the world

- Draw students' attention to the topic of the Culture lesson. Ask them where in the world they would like to go on holiday and why.

A

- Ask students to read the instructions and check that they understand what they have to do. Tell them they may use the following structures.
I think photo (a-e) is in ... because ... there is/are ...
I think it's in ... because I can see ...
- Students work in pairs to discuss the photos and then compare their answers as a class.

Answers

Students' own answers

B

- Ask students to read the instructions and check that they understand what they have to do. Explain that they need to read the paragraphs and look at the five photos labelled a-e, then write the correct letters in the boxes.
- Tell students not to worry about new words at this stage as they will still be able to find the answers.
- Students work individually to complete the task. Tell them to underline the parts of the paragraphs that have the answers. They then check their answers in pairs before checking as a class.
- Once the answers have been checked, you may play the Class audio or use the IWB content, and ask students to follow the text in their books as they listen.

Answers

- 1c (... good shoes ..., ... lots of good places for walking in Scotland, ... walk on long paths ...)
2a (... lots of beaches ..., You can sunbathe and swim. Children can play in the sand.)
3d (The waves are big..., There are surfing schools ...)
4b (This is cheaper than a holiday in a hotel ... you can stay on a farm ..., ... cook on a fire outside.)
5e (... there is usually lots of snow, It's cold, but sunny.)

C

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write the correct kinds of holiday in the gaps in B.
- Check pronunciation by saying each of the kinds of holidays to the students and asking them to repeat after you. Correct where necessary. Explain anything they don't understand.
- Students work individually to complete the task. They then check their answers in pairs before checking as a class.

Answers

- 1 A walking holiday
2 A beach holiday
3 A surfing holiday
4 A camping holiday
5 A skiing holiday

D

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions. Monitor and help with vocabulary and grammar, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask individual students to answer the questions. Go around the class until every student has had a turn. Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

NOW

TAKE IT HOME! 🏠

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to tell their family about the different holidays people can go on around the world.

The Amazing Kids (SB pages 116-117)

Episode 6: The zoo

- Regardless of whether you are using the IWB or the Class Audio, follow these instructions.

- Ask students to look at pages 116 and 117 of their Student's Book and to work in pairs. Tell them this is the last episode of the story. Ask them how they think the story will end.
- Ask them to look at the pictures only and tell you what animals they can see (*chimps*).
- Ask students to suggest what might be happening.
- Make sure each student has a photocopy of *The Amazing Kids Episode 6 Worksheet* that can be found on page 153.

What do you remember?

- Ask students to work in pairs to do the task to encourage discussion. Tell them the questions are about Episode 5 in Unit 5. Explain anything they don't understand. Check answers as a class.

Answers

- 1 They ate a pizza.
2 They found Dr Dark's bag.
3 Their friends' superpowers were in the bag.
4 Feather fell.

Before the episode

- Ask students to read the instructions and check that they understand what they have to do. Ask students to read the sentences and explain anything they don't understand.
- Ask students to work in pairs to do the task to encourage discussion. Tell them to look very carefully at the pictures in their books to find the answers. Students then check their answers in pairs before checking as a class.

Answers

1b 2a 3b 4b 5a

- Play the whole episode without interruption before students do any more tasks on the worksheet. Ask students to watch or listen to the episode carefully.

During the episode

- Ask students to look at the task so they can work out what information they need to find when they watch or listen to the episode for the second time.
- Play the whole episode without interruption again and ask students to watch it or follow it in their books.
- Give students a few minutes to complete the task and ask them to check their answers with a partner. If necessary, play the episode again and ask students to complete any unanswered items, before checking answers as a class.

Answers

- 1 has
- 2 saves
- 3 doesn't see
- 4 drinks
- 5 doesn't have

After the episode

- Assign the roles of Rocky, Dash, Feather, Cat and Dr Dark to different students and ask them to read the story out loud. Time permitting, repeat until all students have had a turn.
- Explain any vocabulary students don't know and correct their pronunciation where necessary.
- Ask students to discuss the questions in pairs, before discussing as a class. Students may use L1.

Answers

Students' own answers

Top Tip

Take the opportunity to ask students to think about what they have learnt this year. Ask them to look through their Student's Book and tell you which of the lessons were their favourites, what they found most interesting, fun, etc. If students have kept a vocabulary notebook, ask them to look through it to see how much new language they have learnt.

HAMILTON HOUSE

نم تحميل هذا الملف من موقع ومننديات صقر الجنوب التعليمية

للمزيد من المواضيع التعليمية

الشاملة لجميع المناهج في الوطن العربي



هذا العمل منقول :. جميع وتنسيق مننديات صقر الجنوب التعليمية