

CAMBRIDGE Global English

for Cambridge Secondary 1
English as a Second Language

Teacher's Resource

9

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Map of the Coursebook

Contents

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 6 People and their jobs	Jobs and places of work Talking about jobs A day in the life of a firefighter What you'll be doing in ten years' time	Listening Identify jobs from what people say about their work Speaking Talk about the people you know and the jobs they do Talk about the jobs you would like to do Talk about what you'll be doing in ten years' time and make suggestions for career choices	Suffixes for job titles (<i>dentist, receptionist, manager, plumber</i>) Verbs and prepositions followed by verb + -ing (<i>avoid doing, by checking</i>) <i>will</i> future and future continuous	Jobs (<i>optician, doctor</i>) The world of work (<i>duties, shift</i>)	A paragraph about the job you'd like to do
Project Review	A day in the life of someone doing a particular job Review of Units 5–6				
Unit 7 Shops and services	Supermarkets An article about the psychology of shopping in a supermarket Choosing a present and organising a celebration	Listening Supermarket announcements Plans for a celebration Speaking Describe a supermarket, what it has on offer and the layout Describe objects without saying their names	Prepositions followed by nouns (<i>on offer, at half price</i>) Reflexive pronouns (<i>help yourself, you can weigh them yourself</i>) Prepositions after adjectives and verbs (<i>afraid of, agree with</i>)	Supermarket (<i>trolley, checkout, bakery</i>)	Write a paragraph about the advantages and
Project	Plan a celebration				
Unit 8 Possessions and personal space	A web forum about treasured possessions My room Adverts for buying and selling things	Listening An interview with a teenager about his room Speaking Use what people say about their treasured possessions to talk about personalities Talk about your own most treasured possessions Describe an object without giving its name Give your opinion about a room	<i>to have something done</i> Past perfect in reported speech Compound adjectives (<i>well-known</i>)	Personal possessions (<i>sports trophies, friendship bracelet</i>) Bedroom contents	A post for a web forum about treasured possessions A 'for sale' advert
Project Autobiography Review	Organise a charity sale <i>Coming to England</i> by Floella Benjamin Review Units 7–8				
Unit 9 Natural disasters	Natural disasters A report of a drought in East Africa Raising money for charity	Listening A news report about a natural disaster A conversation at a charity event Speaking Discuss the problems that are caused by drought	Present perfect active and passive <i>despite, in spite of</i> Modals: <i>can / can't, must / mustn't, have to / don't have to</i>	Natural disasters (<i>floods, hurricanes</i>) Games at a charity fête	Write an information leaflet for a charity
Project	Organise a school fête for charity				

Introduction

Welcome to Cambridge Global English for Cambridge Secondary 1 English as a Second Language Stage 9

Cambridge Global English for Cambridge Secondary 1 English as a Second Language is an eight-level English course for learners, starting in primary school and going through to the end of junior secondary school (roughly ages 6 to 13). *Cambridge Global English Stage 8* and *Stage 9* have been designed to fulfil the requirements of *Cambridge Secondary 1: English as a Second Language Curriculum Framework*. The *Framework* provides a thorough coverage of language and skills in English for this level.

The materials reflect the following principles:

- **An international focus.** The course has been developed for learners all over the world. The themes, situations and literature covered by *Cambridge Global English* reflect the learners' cultural diversity and help them to learn about each other's lives through the medium of English.
- **A language-rich, enquiry-based approach to learning.** *Cambridge Global English* engages learners as active, creative thinkers. As they participate in a variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills through tasks that encourage a personal response, and practise English language and literacy.
- **English for educational success.** To meet the challenges of the future, students need to develop facility in both conversational and more formal English. From the earliest level, *Cambridge Global English* addresses both these competences. It presents listening and reading texts, speaking and writing tasks and end-of-unit projects similar to those students might encounter in a first-language school situation, but with strong language support.
- **Rich vocabulary development.** Developing vocabulary is key to success in both conversational and academic English. *Cambridge Global English* exposes learners to a range of vocabulary through a variety of text types. Opportunities for consolidating new vocabulary and using it in personalised, meaningful ways are an important feature of the course.
- **Integrated assessment.** At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project. This provides teachers with an excellent performance assessment opportunity. In addition, a review section after every two units tests students' vocabulary, use of English and the knowledge they have acquired.

Cambridge Global English can be used as a stand-alone ESL course, or as part of the *Checkpoint* series created by Cambridge University Press for learners at international and bilingual schools.



Cambridge Global English for Cambridge Secondary 1 English as a Second Language: Components

The **Coursebook** consists of eighteen thematic units, fulfilling the requirements of the Cambridge International Examinations Curriculum Framework and in line with the Cambridge English Scheme of Work. Each unit contains three double-page lesson spreads culminating in a project. At the end of every two units, there is a double-page literature spread which presents authentic literary extracts – stories and poems – from all over the world. This is followed by a double-page review which gives the students and the teacher an opportunity to assess progress.

The skills-building tasks in the Coursebook include listening, reading, writing and speaking activities, as well as opportunities for critical thinking. There is a strong 'Use of English' focus on grammar. Other features include:

- clearly stated objectives at the beginning of each unit
- panels of factual and cultural information (*Did you know?*)
- language tips
- general knowledge quizzes based on what the students have learned in the units.

Unit overview

In this unit, students will:

- listen to people speaking about their jobs
- speak about jobs they would like to do
- discuss what being a firefighter involves
- talk about a day in the life of a firefighter
- discuss the jobs they would like to do
- discuss what these jobs would require from them.

Students will build communication and literacy skills as they read and learn about different jobs. To do this, they will listen to people speaking about different jobs and what these jobs require. They will read about a firefighter's typical day and discuss if they would like to do such a job. They will discuss what job they would like to do in the future. They will discuss future plans and ambitions. At the end of the unit, students will apply and personalise what they have learned by writing about the job they would like to do and what a typical day in their lives would be.

Language focus

Suffixes for job titles

Verbs and prepositions followed by verb + *-ing*

will future and future continuous

Vocabulary topics: jobs and places of work, talking about jobs, future predictions

Self-assessment

I can listen to people speaking about their jobs.
I can speak about jobs I would like to do.
I can discuss what being a firefighter involves.
I can talk about a day in the life of a firefighter.
I can discuss the job I would like to do.
I can discuss what this job would require from me.

Teaching tips

Take advantage of the topic of this unit to discuss equality between men and women. Encourage students to discuss if there are jobs for men and jobs for women. Are there any jobs boys/girls are not supposed to do? Invite them to share their ideas on gender roles.

Review students' performance in the **Writing** and **Speaking** exercises and the **Project** to see how well they are remembering the information presented in the **Coursebook**. Encourage them to review their notes before going on to **Unit 7**.

Lesson 1: The world of work

LESSON OBJECTIVES

Speaking: Speaking about people's jobs

Listening: Listening to people talking about their work

Language focus: Suffixes for job titles

Vocabulary: dentist, receptionist, physiotherapist, pharmacist, doctor, driving instructor, cleaner, firefighter, taxi driver, carpenter, plumber, police officer, manager, waiter/waitress, paramedic, car mechanic, shop assistant, optician, electrician, chef, engineer

Materials: Coursebook, Workbook, audio device

Starter

- Brainstorm words for jobs with the class.
- Ask students what their ideal job would be. Encourage them to justify their choices.

Vocabulary

1 Match the jobs to the people in the picture.

- Ask the class to look at the picture along the base of the pages and read the lists of jobs.
- Tell them to match the people in the picture to a job.
- Check as a class.

Answers

1 dentist 2 doctor 3 nurse 4 paramedic 5 cleaner
 6 receptionist 7 optician 8 physiotherapist
 9 pharmacist 10 chef 11 waiter 12 waitress
 13 car mechanic 14 manager 15 shop assistant
 16 electrician 17 carpenter 18 plumber 19 engineer
 20 driving instructor 21 traffic warden 22 firefighter
 23 police officer 24 taxi driver

Listening 11

2 Listen to people talking about their work. What jobs do you think they do?

- Ask the class to listen to people talking about their work.
- What jobs do you think they do? Play the audio recording at least twice.
- Check the answers as a class. What helped them find out?

Answers

1 taxi driver 2 paramedic 3 engineer 4 waitress
 5 car mechanic 6 physiotherapist

Audioscript Track 11

Narrator: 1

Taxi driver: You have to like people doing the job I do.

And you have to be very patient because sometimes the traffic's quite heavy and it takes a long time to get from A to B, but you do meet some interesting people. In fact, you'll never guess who I had in the back of my cab the other day. (fades)

Narrator: 2

Paramedic: In my job, one of the most important things is to stay calm because sometimes it's a matter of life and death. We give emergency first aid and, if necessary, we have to get people to hospital as quickly as possible. It's important to be decisive, to be able to make the right decision at the right time. (fades)

Narrator: 3

Engineer: My job is both an indoor and an outdoor job. I spend quite a lot of time in the office working on plans for buildings and bridges, and so on, but I also spend a lot of time on site, working with architects and builders. My job really suits me because it's about practical things, but you need technical skills. (fades)

Narrator: 4

Waitress: My job's quite tiring, I'm on my feet all day. You have to be patient too. Most customers are really nice, but there are one or two who are just so difficult to please. They say, 'This isn't what I ordered' when you know it was what they ordered, or 'This is too salty', or 'This is too spicy'. But you have to remember, the customer is always right. (fades)

Narrator: 5

Mechanic: I was always interested in more practical things at school, but I didn't want to go to university, so I got a job as a trainee in a garage. And now I've got my own business and I've got quite a lot of regular customers whose cars I look after. I've always liked cars and I've got quite a nice car of my own. (fades)

Narrator: 6

Physiotherapist: I work at the health centre, but I also do some work at the local football club because I specialised in sports injuries when I did my training. It's important to get people moving again after an injury or an operation. But you have to do it very slowly. You start with moving the arm or the leg very gently to begin with and you give people exercises that they can do at home which is all part of the process of healing and getting better. (fades)

3 Listen again. Who talks about the following?

- Tell the class to look at the list and decide who talks about what.
- Play the audio again at least twice.
- Check as a class.

Answers

1 physiotherapist 2 taxi driver 3 paramedic 4 engineer
 5 waitress 6 car mechanic



Use of English: Suffixes for job titles

4 Add the correct suffixes to the words to make job titles.

- Tell the class to read the **Use of English** box. Supply some more examples.
- Then ask students to add the correct suffixes to the words to make job titles.
- Check as a class.

Answers

1 writer 2 farm worker 3 actor 4 journalist
5 builder 6 director 7 gardener 8 designer
9 flight attendant

Speaking

5 Work in groups. Talk about the people you know and the jobs they do.

- Tell the class to work in groups. They talk about the people they know and the jobs they do.

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

Workbook

1 What are the jobs?

- Students decide what jobs are related to the illustrations.
- Check as a class.

Answers

1 carpenter 2 optician 3 chef 4 firefighter 5 actor

2 Complete the sentences.

- Students read the sentences and complete them.
- Check as a class.

Answers

1 dentist 2 doctor 3 driving instructor 4 cleaner
5 plumber 6 mechanic 7 electrician 8 engineer

3 In your notebook, describe the jobs these people do. If you can, say where they work.

- Students describe the jobs the people do.
- Then they say where they work. Supply additional vocabulary, if necessary.
- Check as a class.

Answers

(Example answers)

- 1 A physiotherapist uses special exercises, heat or massage to help people recover from an injury. A physiotherapist works in a hospital.
- 2 A receptionist answers the phone and welcomes visitors. A receptionist works in an office or a hotel.
- 3 A taxi driver takes passengers in his/her car. The passengers pay for the journey.
- 4 A waiter/waitress takes orders for food and serves food in a restaurant.
- 5 A shop assistant helps people in a shop.
- 6 A paramedic helps people who have had an accident or are ill, before they go to hospital.
- 7 A farm worker helps a farmer with animals and crops on a farm.
- 8 A journalist writes news stories for a newspaper or magazine.
- 9 A hairdresser cuts people's hair. A hairdresser usually works in a salon.
- 10 A flight attendant helps passengers and serves food and drink on a plane.

4 Complete the text with appropriate words.

- Students read the situations and complete the sentences.
- Check as a class.

Answers

(Example answers)

The taxi driver: 1 the 2 to 3 traffic 4 a 5 to 6 interesting

The paramedic: 1 most 2 because 3 and 4 and 5 people 6 it 7 be 8 at

The engineer: 1 and 2 a 3 working 4 and 5 a 6 with 7 suits

The waiter: 1 my 2 be 3 nice 4 who 5 They 6 when 7 ordered 8 This 9 to

The physiotherapist: 1 but 2 the 3 in 4 training 5 again 6 but 7 slowly

Differentiated instruction

Additional support and practice

- Tell the class to write some sentences about the people they talked about in Exercise 5, using suffixes correctly.

Extend and challenge

- Ask students to write a paragraph about the job they would like to do in the future, giving reasons for their opinions.

Lesson 3: A day in the life

LESSON OBJECTIVES

Reading: Reading about a firefighter

Speaking: Discussing a firefighter's job

Critical thinking: Analysing; drawing conclusions

Language focus: Verbs and prepositions followed by verb + *-ing*

Vocabulary: *strength, fitness, hydrant, inspection, duty, challenge*

Materials: Coursebook, Workbook

Starter

- Remind the class of the jobs they said they would like to do in the future.
- Ask them what kind of person they need to be.
- Focus on the photograph. Ask them what kind of person they would need to be to be a firefighter.
- Elicit ideas from the class.

Reading

1 Read this description of a typical day in the life of a firefighter. Is there anything that surprises you?

- Tell the class to read the description of a typical day in the life of a firefighter. Is there anything that surprises them? Why?
- Check as a class.

Vocabulary

2 Find a word in the text for the following ...

- Tell students to re-read the text and find a word for each definition.
- Check as a class. What helped them decide?

Answers

1 volunteers 2 duties 3 emergencies 4 the community
5 hydrants 6 inspection 7 shift 8 to take over

3 Read the text again. What does the firefighter feel about the different aspects of her job? What does she enjoy? What isn't she so keen on?

- Ask students to read the text again and answer the questions.
- Check the answers as a class.

Use of English: Verbs and prepositions followed by verb + *-ing*

4 How many examples of verbs and prepositions followed by the *-ing* form can you find in the text?

- Ask the class to read the Use of English box. Supply some more examples.
- Tell the class to find examples of verbs and prepositions followed by verb + *-ing* in the text.
- Check as a class.

Speaking

5 Complete these questions. Then ask and answer them with a partner. Give reasons for your answers.

- Tell students to complete the questions.
- Then tell them to ask and answer them with a partner, giving reasons for their answers.

Answers

1 working 2 doing 3 working 4 giving up 5 travelling
6 studying

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

Workbook

1 Read what people say about their jobs and complete the words.

- Students read the texts and complete them.
- Check as a class.

Answers

1 volunteers 2 duties 3 emergencies 4 equipment
5 machines/machinery 6 inspections 7 technology
8 shift

2 Which of the jobs in Exercise 1 would you do? Which wouldn't you do?

- Students write their opinions about the jobs.
- Check as a class.

Answers

Students' own answers.

3 Complete the text with the correct *-ing* forms of the verbs in the box.

- Students complete the text.
- They re-read the **Use of English** box in the Coursebook, if necessary.
- Check as a class.

Answers

1 giving up 2 watching 3 working 4 being 5 checking
6 giving 7 calling 8 getting up 9 doing

4 Rewrite these sentences.

- Students rewrite the sentences using *-ing* forms.
- Check as a class.

Answers

1 A good chef practises making a new dish before serving it to customers.
2 If you're a firefighter, you can't avoid taking risks.
3 My great-grandfather is 92 and he has only just given up driving.
4 Being a good doctor involves listening to people.
5 You can't be a good department store manager without enjoying team work.
6 If you want to work in marketing, you should think about doing a business course.

Differentiated instruction

Additional support and practice

- Students interview a parent, a family friend or a teacher and ask them questions about a typical day at work.

Extend and challenge

- Brainstorm with students other dangerous jobs. Ask them to choose one and write a short description of a typical day of a person who has this job.

Lesson 5: What about becoming a ...?

LESSON OBJECTIVES

Reading: Reading questions; reading and answering

Speaking: Discussing a job students would like to do

Writing: Writing a paragraph about a job students would like to do

Critical thinking: Analysing; making judgements

Project: A day in the life

Language focus: *Will* future and future continuous

Materials: Coursebook, Workbook, one copy of **Photocopiable activity 1** and one copy of **Photocopiable activity 9** for each student, Internet access or other information on careers

Starter

- Ask students about people they admire. What do they do?
- Ask them to imagine what a typical day would be for these people.
- Would they like to do the same? Elicit ideas.

Reading

1 Read and complete the questions in the questionnaire.

- Tell the class to read the questionnaire and complete the questions.
- Check as a class.

Answers

1 What, Which 2 What 3 Are 4 How 5 Do 6 Are
7 How 8 Would 9 Would 10 What

Speaking

2 Work with a partner. Ask and answer the questions in Exercise 1.

- Tell the class to work in pairs. They take turns to ask and answer the questions in Exercise 1.

Informal assessment opportunity: Circulate, listening to students' work and ask questions about it. Make notes of recurrent mistakes for remedial work.

3 Take turns to suggest a job for your partner based on his/her answers.

- Tell students to work in pairs. They take turns to suggest a job for their partner based on his/her answers.

Informal assessment opportunity: Circulate, listening to students' work and ask questions about it. Take notes of recurrent mistakes for remedial work.

Writing

4 Write a paragraph about the job you'd like to do.

- Tell students to write a paragraph about the job they would like to do.
- Tell them to follow the plan provided.
- Allow plenty of time for them to write a first draft. Allow them to check their work using the checklist on Photocopiable activity 1.

Use of English: *will* future and future continuous

5 Use the prompts to write five sentences that are true for you.

- Ask the class to read the **Use of English** box. Supply more examples and write them on the board.
- Encourage students to give some examples of their own. They write them in their notebooks.
- Focus on the exercise. Tell students to use the prompts to write five sentences that are true for them.
- When they have finished, ask them to share the sentences with the class.

Project: A day in the life

6 Find out about a job that you'd like to do. Find out the answers to these questions. Use the Internet or other sources for your research.

- Tell students to find out about a job that they would like to do.
- They find out the answers to the questions using the Internet or other sources.
- Allow plenty of time for students to prepare their project.

7 Give a presentation about the job to the class. The class can ask questions.

- When they have finished, students give a presentation about the job to the class.
- The class can ask questions.

Home-school opportunity: Students tell their family about the job they would like to do.

Workbook

1 Read the survey information about jobs. Which jobs do you associate with these places? (There may be more than one job for some of the places.)

- Students read and decide.
- Check as a class.

Answers

a vet b actor/actress c firefighter d doctor
e lawyer f manager g chef h hairdresser, beauty therapist i teacher/lecturer j sportsman/-woman

2 Which jobs from the survey are these people talking about? Complete what they're saying with the correct word.

- Students read the texts and choose.
- Then they complete the texts.
- Check as a class.

Answers

1 lawyer 2 actor 3 fashion designer

3 In your notebook, write a paragraph, similar to the ones in Exercise 2, about your ambitions. Include some or all of the following phrases:

- Students use the texts in Exercise 2 as models for their writing.
- Ask them to share their writing with the class.

Answers

Students' own answers.

4 Read the information in the leaflet about becoming a vet. Then answer the questions.

- Students read about becoming a vet.
- They answer the questions.
- Check as a class.

Answers

- 1 You need to be strong and decisive.
- 2 You need to be good at solving problems and you need to have good communication skills. You need to be able to write good letters and emails.
- 3 Yes, you do.
- 4 You need to have qualifications in Biology, Chemistry and another subject, such as Maths.
- 5 Work experience on farms, in veterinary clinics, at riding stables, or in animal homes.
- 6 Five years.
- 7 It's quite well paid.
- 8 You're helping to improve the health and happiness of animals.
- 9 You work long hours. There's a lot of office work and you're on call at night for emergencies.

Differentiated instruction**Additional support and practice**

- Complete Photocopiable activity 9.
- Tell the class to interview a family members, or adult family friends. They ask them if the job they do is the one they wanted to do when they were young. They ask some questions about the job the adults wanted to do in their youth and write a short paragraph.

Extend and challenge

- Ask students to pretend they are journalists. They choose an older student and ask them the questions in Exercise 1. Then they write a short paragraph about this person.

Review of Units 5–6

Vocabulary

Personality adjectives

1 Read the descriptions and complete the adjectives.

- Students read the descriptions. Then they write the adjectives.
- Check as a class.

Answers

1 adventurous 2 cautious 3 decisive 4 sociable
 5 generous 6 honest 7 independent 8 modest
 9 pessimistic 10 quick-tempered

Jobs

2 Read the descriptions and write the job titles.

- Students read the descriptions and write the correct job title for each.
- Check as a class.

Answers

1 dentist 2 optician 3 doctor 4 waiter/waitress
 5 car mechanic 6 carpenter 7 plumber 8 receptionist
 9 firefighter 10 driving instructor

Use of English

3 Complete the text using words from the two boxes.

- Tell students to complete the text using an adjective and a preposition to accompany it.
- You may consider telling them to re-read the **Use of English** section in Unit 5 before doing the exercise.
- Check as a class.

Answers

1 interested in 2 good at 3 aware of 4 difficult for
 5 important to 6 annoyed with

4 Look at the adjectives and write the corresponding nouns.

- Tell the class to write the abstract noun for each adjective.
- You may consider telling them to re-read the **Use of English** section in Unit 5 before doing the exercise.
- Check as a class.

Answers

1 generosity 2 modesty 3 patience 4 arrogance
 5 independence 6 kindness 7 shyness 8 optimism
 9 enthusiasm

5 Complete the sentences using the nouns suggested by the adjectives in brackets.

- Tell students to read the sentences and complete them using the nouns suggested by the adjectives in brackets.
- You may consider telling them to re-read the **Use of English** section in Unit 5 before doing the exercise.
- Check as a class.

Answers

1 jealousy 2 loyalty 3 fear 4 ambition 5 bravery
 6 greed

6 Complete the job titles with the correct suffixes.

- Tell students to add suffixes to complete the job titles.
- You may consider telling them to re-read the **Use of English** section in Unit 12 before doing the exercise.
- Check as a class.

Answers

1 journalist 2 manager 3 pharmacist 4 electrician
 5 designer 6 physiotherapist 7 taxi driver
 8 shop assistant 9 swimming instructor
 10 paramedic 11 director 12 mechanic 13 police officer 14 flight attendant 15 actor

7 Complete the sentences with a suitable verb in the *-ing* form.

- Students complete the sentences with verbs in the *-ing* form.
- You may consider telling them to re-read the **Use of English** section in Unit 6 before doing the exercise.
- Check as a class.

Answers

(Example answers)

1 going 2 standing 3 eating 4 crossing 5 spending
 6 practising 7 reading 8 saying 9 leaving

8 Complete the conversation about a holiday.

Use the future continuous (*will + be + present participle*, e.g. *we'll be flying*).

- Tell students to complete the conversation using the future continuous.
- You may consider telling them to re-read the **Use of English** section in Unit 6 before doing the exercise.
- Check as a class.

Answers

(Both *will* and the short form *'ll* are correct in this exercise.)
 1 we'll be flying 2 will be staying 3 we'll be going on
 4 will you be doing 5 will be visiting 6 will be going
 7 won't 8 will be going 9 will be taking
 10 will be having 11 will be shopping

Unit overview

In this unit, students will:

- speak about supermarkets and things they can buy there
- discuss the advantages and disadvantages of supermarkets
- listen to announcements
- learn about the psychology of shopping
- read about selling strategies
- organise a celebration
- discuss how they choose presents.

Students will build communication and literacy skills as they speak about shopping, selling strategies and buying presents. To do this, they will speak about supermarkets, what they can buy there and the sections supermarkets are divided into. They will listen to announcements and identify which section they refer to. They will read about selling strategies and how they affect buyers. They will discuss how they buy presents for friends, describe objects and develop skills for making themselves understood. At the end of the unit, students will apply and personalise what they have learned by organising a celebration and preparing an action plan.

Language focus

Prepositions followed by nouns

Reflexive pronouns

Prepositions after adjectives and verbs

Vocabulary topics: supermarkets, the psychology of shopping, choosing a present and organising a celebration

Self-assessment

I can speak about supermarkets and things I can buy there.

I can discuss the advantages and disadvantages of supermarkets.

I can listen to and understand announcements.

I can read about the psychology of shopping.

I can discuss how I choose presents.

I can organise a celebration.

Teaching tips

Students tend to always work with the same partners.

When setting up group or pair work, encourage students to change groups or partners. This will foster socialisation and integration in the class.

Review students' performance in the **Writing** and **Speaking** exercises and the **Project** to see how well they are remembering the information presented in the **Coursebook**. Encourage them to review their notes before going on to **Unit 8**.

Lesson 1: In the aisles

LESSON OBJECTIVES

- Speaking:** Discussing advantages and disadvantages
- Listening:** Listening to announcements
- Writing:** Completing sentences; writing a paragraph
- Language focus:** Prepositions followed by nouns
- Vocabulary:** *stationery, dairy products, bakery, household and cleaning, frozen foods, chilled foods, health and beauty, home baking, tinned foods*
- Materials:** Coursebook, Workbook, audio device

Starter

- Brainstorm words students know for different types of things they can buy in shops.
- Ask them where they can buy the products. Elicit words for shops.
- Ask students to name a place where they can find almost all the things they have mentioned, i.e. a supermarket.
- Ask them if they like going to supermarkets. What are the advantages and disadvantages of supermarkets? Encourage them to justify their opinions.

Vocabulary

- Work with a partner. Identify the items in the photos.**
 - Focus on the pictures. Tell students to work with a partner. They identify the items in the photos.
 - Then check as a class.
- In which section of a supermarket would you find each item in Exercise 1?**
 - Tell students to read the names for supermarket sections.
 - Check that they understand the meaning.
 - Ask them in which section of a supermarket they would find each item in Exercise 1.
 - Check as a class.

Answers

a dairy products b health and beauty c bakery
d household and cleaning e home baking
f tinned foods g frozen foods h stationery

- Which other sections do you see in a supermarket?**

- Elicit from the class other sections they see in a supermarket.

- Write the words on the board and ask students to copy them into their notebooks.

- Write a list of two things you would find in each of the sections in Exercise 2.**

- Ask students to write a list of two things they would find in each of the sections in Exercise 2.

- Compare your lists. Did you all write down the same items?**

- Ask students to work in small groups or pairs and compare their lists. Did they all write down the same items?
- Tell them to discuss the lists using the question in the speech bubble as a model.

Informal assessment opportunity: Circulate, listening to the students' interactions. Make notes of recurrent mistakes for remedial work.

Listening 12

- Listen to these announcements. Which is the odd one out? Why?**

- Tell students that they are going to listen to some announcements.
- They listen and find the odd one out.
- Play the audio at least twice. Elicit the answer.
- Encourage students to justify their choice.

Answers

Ice cubes are the odd one out because they're on sale, but not at a discounted price.

Audioscript Track 12

Narrator: 1

Person 1: Today we have a special offer of three loaves of bread for the price of two. This is a limited offer, so make sure you get yours now. Remember, when it's gone, it's gone. That's three loaves for the price of two.

Narrator: 2

Person 2: This week there's 20% off all dental products. Toothpaste, toothbrushes, mouthwash, they're all at 20% off.

Narrator: 3

Person 3: Did you know that this week you can get up to 20% off all your household and cleaning items if you have a store card? And if you haven't already got a store card, it's time to get one.

Narrator: 4

Person 4: Don't forget that ice cubes are now on sale. So for those summer afternoons in the garden, make sure you've got plenty of ice cubes to keep you cool.

Narrator: 5

Person 5: We have delicious frozen desserts on offer this week, at half price. Strawberry pavlova, apple strudel, lemon tart, mmm, all on offer at half price. Don't miss them. We have ten different varieties on display.

7 Listen again. Which section of the supermarket does each announcement refer to?

- Tell the class to listen again. Which section of the supermarket does each announcement refer to?
- Play the audio again at least twice. Elicit the answers.
- Encourage students to explain what helped them decide.

Answers

1 bakery 2 health and beauty 3 household and cleaning 4 frozen foods 5 frozen foods

Use of English: Prepositions followed by nouns

8 Complete the details of the offers with the correct prepositions. Then listen and check.

- Tell students to read the Use of English box. Provide some more examples.
- Write them on the board and ask students to copy them in their notebooks.
- Focus on the sentences. Students complete the details of the offers with the correct prepositions.
- Then they listen and check. Play the audio twice again.

Answers

1 off 2 up to, off 3 on, at 4 on 5 on

Home-school opportunity: Students go to the supermarket with their parents and teach them the names of the sections and products in English.

9 Write a paragraph about the advantages and disadvantages of supermarkets.

- Ask students to think about the advantages and disadvantages of supermarkets.
- Discuss as a class.
- Ask students to write a paragraph about their opinions.
- Students can check each other's work.

Answers

Students' own answers.

Workbook

1 Write the names of the supermarket sections on the signs.

- Students look at the pictures and write the correct section.
- Check as a class.

Answers

1 dairy products 2 stationery 3 home baking
4 frozen foods 5 household and cleaning 6 bakery
7 tinned foods 8 health and beauty

2 In which section of the supermarket would you find the following? Write the number of the section from Exercise 1 beside each item.

- Students read the shopping list and write the corresponding section.
- Check as a class.

Answers

a bag of sugar 3 a bar of soap 8 a bottle of shampoo 8
a bottle of washing-up liquid 5 six bread rolls 6
a carton of ice cream 4 a carton of milk 1 four tins of tomatoes 7 250g of butter 1 notebook 2

3 Complete the supermarket announcements with the correct prepositions.

- Students read the announcements and complete them.
- Check as a class.

Answers

1 for, of 2 off 3 on 4 on 5 by 6 on

4 Which offers in Exercise 3 do these signs refer to?

- Students look at the signs and answer.
- Check as a class.

Answers

A 3 B 1 C 5 D 6

Differentiated instruction

Additional support and practice

- Ask the class to read the Study skills box in the Workbook. Tell them to make the word webs and complete them.
- Then they can add more sections and words to each web.
- In groups, they can make a poster. They choose a section and draw the items they can buy in each.

Extend and challenge

- Students can extend their knowledge by adding more words to the webs, e.g. people who work in a supermarket, other sections of a supermarket.
- They write a description of a local supermarket.

Lesson 3: The psychology of shopping

LESSON OBJECTIVES

Reading: Reading and identifying; reading and answering

Speaking: Speaking about supermarkets

Writing: Completing sentences

Critical thinking: Analysing; judging; drawing conclusions

Language focus: Reflexive pronouns

Vocabulary: *checkout, squashed, trolley, essentials, tempting, resist, aisles, deserve*

Materials: Coursebook, Workbook, dictionaries, one copy of **Photocopiable activity 1** for each student

Starter

- Remind the class of the sections of a supermarket. Do all supermarkets have the same sections?
- Encourage them to think of supermarkets they have been to. What are they like?
- What do supermarkets have in common? Elicit ideas.

Reading

1 Read the text and look at the diagram. Which sections on the diagram does the article mention?

- Tell the class to read the text, 'We have ways of making you buy', and look at the diagram. Which sections on the diagram does the article mention?
- Ask students how difficult they have found the text. Discuss the new vocabulary.
- Encourage them to guess the meaning of new words from the context and use a dictionary for more difficult ones.
- Check as a class.

Answers

flowers, newspapers and sandwiches
fruit and vegetables
rice & noodles
bakery
ready meals
checkout

Vocabulary

2 Match the words to the definitions.

- Tell students to read the words and match them to the definitions.
- Remind them to re-read the text and find the words. This will help them contextualise the words and find the correct definition.
- Check as a class.

Answers

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

3 Read the text again and answer the questions.

- Ask students to read the text again and answer the questions.
- When they have finished, they may compare their answers with a partner.
- Check as a class.

Answers

(Example answers)

1 Because the article shows how the layout of the supermarket tempts you to buy things.
2 It's easy to find what you need in the entrance area. You can select your own fruit and vegetables. You can smell freshly-baked bread. The most tempting ready meals are at eye level. There are little bars of chocolate near the checkout.

3 c

Use of English: Reflexive pronouns

4 Complete the sentences with the correct reflexive pronouns.

- Focus on the **Use of English** box. Read the notes and give more examples.
- Then ask students to complete the sentences with the correct reflexive pronouns.
- Check as a class.

Answers

1 yourself 2 myself 3 yourself/yourselves
4 yourself/yourselves 5 ourselves 6 themselves

Speaking

5 Work in groups. Talk about your local supermarket.

- Ask students to work in groups. Tell them to talk about their local supermarket using the questions as a guide.
- Tell them to make some notes of their answers.

Informal assessment opportunity: Circulate, giving help, if necessary. Ask questions about the students' work. Make notes of recurrent mistakes for remedial work.

Workbook

1 Complete the words. (They're all connected with shopping.)

- Students read the sentences and complete the words.
- Check as a class.

Answers

1 shopping list 2 trolley 3 basket 4 aisles 5 sandwich
6 entrance 7 checkout

2 Match the two halves of each sentence.

- Students read the sentence halves and match them.
- Check as a class.

Answers

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

3 Which four sentences in Exercise 2 describe the definite advantages of shopping at a supermarket?

- Students re-read the sentences in Exercise 2 and choose the four sentences that describe the definite advantages of shopping at a supermarket.
- Check as a class.

Answers

2 4 6 8

4 Complete the table by writing in the reflexive pronouns.

- Students complete the table.
- Check as a class.

Answers

myself yourself himself herself itself ourselves
yourselves themselves

5 Complete the sentences with the correct reflexive pronouns.

- Students use the table from Exercise 4 to complete the sentences.
- Check as a class.

Answers

1 myself 2 yourselves 3 ourselves 4 yourself 5 itself
6 themselves 7 herself

6 Answer these questions about a recent shopping trip to a supermarket.

- Tell students to answer the questions.
- Ask some students to share their answers with the class.

Answers

Students' own answers.

7 In your notebook, write a paragraph about a recent trip to a supermarket. Use your answers to Exercise 6 to help you. Try to add an amusing detail if you can.

- Students use the answers to Exercise 6 to write a paragraph about a recent trip to a supermarket.
- Tell them to add an amusing detail if possible. Remind them to use the checklist on Photocopiable activity 1.
- Invite them to share their writing with the class.

Answers

Students' own answers.

Differentiated instruction

Additional support and practice

- In pairs, students write three sentences with reflexive pronouns. Tell them to make some deliberate mistakes and exchange the exercise with another pair. They find the mistakes and correct the sentences.

Extend and challenge

- Ask students to use the notes they made in Exercise 5 and write a paragraph about a supermarket they usually go to.
- Remind them to use the checklist on Photocopiable activity 1.

Lesson 5: The best present

LESSON OBJECTIVES

Speaking: Speaking about celebrations; describing objects

Listening: Listening to a conversation

Project: Planning a celebration

Language focus: Prepositions after adjectives and verbs

Vocabulary: collection, keen on, sun visor, coat hanger

Materials: Coursebook, Workbook, audio device, dictionaries, one copy of

Photocopiable activity 10 for each student

Starter

- Ask the class if they like to receive presents. Encourage them to speak about presents they liked a lot and presents they didn't like.
- Ask them to discuss what they need to think about when they are choosing a present for a friend. Encourage them to explain their answers.

Listening 13

1 Listen to Lara and Julia. What are they planning?

- Tell the class that they are going to listen to two girls, Lara and Julia, talking.
- They listen and decide what they are planning.
- Play the audio at least twice.
- Check as a class. What helped them decide?

Answers

They're planning a party for a girl called Emiko.

Audioscript Track 13

Lara: What do we need to get?

Julia: Let's get a cake and some drinks. We'll need paper plates and plastic cups too.

Lara: We can get those from the supermarket.

Julia: What about music?

Lara: We'll ask Mrs Da Silva if that's OK. We've got the room from 4 till 6.30.

We'll need to get a present as well.

Julia: How are we going to pay for it all?

Lara: Well, we can have a collection.

Julia: Good idea. We can ask everyone to give some money.

Lara: What shall we get her?

Julia: Emiko is really keen on tennis. She belongs to a tennis club. So I was thinking of something to do with tennis.

Lara: What about one of those things, you know, you wear it on your head?

Julia: You mean a baseball cap?

Lara: No, it hasn't got a top, but it protects your eyes from the sun. You know what I mean.

Julia: A sun visor?

Lara: Yes, that's it.

Julia: That's a really good idea. She'll be really pleased with that.

Lara: And some tennis balls too?

Julia: OK, where are we going to get them from?

Lara: From the sports shop because they won't have them at the supermarket.

Julia: OK, great. Well, shall we start by asking everyone to give some money. (fades)

2 Listen again and answer the questions.

- Tell students to listen again and find the answers to the questions.
- Play the audio a few times and allow time for students to make notes.
- Check as a class.

Answers

- They're going to get a cake, some drinks, paper plates and plastic cups.
- They're going to ask her if they can have music.
- 'Having a collection' means asking people to give money. They're going to ask people to give money to pay for the party and for the present.
- They're going to buy her a sun visor and some tennis balls because she likes tennis and she belongs to a tennis club.
- They're going to buy them from a sports shop.

Use of English: Prepositions after adjectives and verbs

3 Complete the sentences with the correct prepositions: *as, for, from, on, to, with*. Then listen again to check.

- Read the **Use of English** box with the class. Supply some examples.
- Focus on the sentences. Ask students to complete them with the correct prepositions: *as, for, from, on, to, with*.
- Then they listen again to check.

Answers

1 from 2 for 3 on 4 to 5 of 6 with

4 Which of these does Lara do to explain the word *sun visor*?

- Tell the class to listen again and focus on what Lara does to explain the word *sun visor*.
- Read the list of strategies and tell students to decide.
- Play the audio once and elicit the answer from the class.
- Read the **Language tip** box with the class.

Answers

She describes where you wear it, what it looks like and what it's used for.

Speaking

5 Work with a partner. Take turns to describe the things in the pictures without saying their names. Use *you know* and *you know what I mean*.

- Students work with a partner. They take turns to describe the things in the pictures without saying their names.
- Tell them to use *you know* and *you know what I mean*.

6  **Think of three more objects. Describe them to your partner without saying their names. Your partner has to guess what you're talking about.**

- Still working in pairs, students take turns to think of three more objects.
- They describe them to their partner without saying their names.
- The partner has to guess what they are talking about.

Informal assessment opportunity: Circulate, listening to the students' interactions. Make notes of recurrent mistakes for remedial work.

Project: Plan a celebration

7  **Work in groups. One of your friends is leaving the school. You're going to have a surprise celebration and buy a present for him/her.**

- Tell the class to work in groups. They are going to have a surprise celebration for one of their friends who is leaving the school. They are also going to buy a present for him/her.
- Tell groups to follow the steps to organise their work and prepare the action plan.
- Allow plenty of time for the groups to prepare the project.

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

Home-school opportunity: Students take turns to take the action plan home and explain to their family what they have done.

Workbook

1 Complete the sentences in column A with the words and phrases in columns B and C.

- Students read the words and phrases and complete the sentences.
- Check as a class.

Answers

- 1 How much did you pay for that jacket? It's really nice.
- 2 She's really kind. She always thinks of other people before herself.
- 3 This necklace belonged to my great-grandmother.
- 4 I like him, but I don't agree with everything he says.
- 5 It would be nice to go for a picnic, but it depends on the weather.
- 6 When he was young he dreamed of being a racing driver.
- 7 Sorry, I can't wait for you any longer.
- 8 He spent ten minutes looking for his sunglasses, but they were on his head.

2 Complete the sentences with the correct prepositions.

- Students read the sentences and complete them with the correct preposition.
- Check as a class.

Answers

1 to 2 for 3 in 4 at 5 to 6 about 7 at 8 after

3 Write a suitable caption for each picture using an adjective followed by a preposition.

- Students look at the cartoons and write the captions.
- Check as a class.

Answers

(Example answers)

- 1 He was very good at long jump.
- 2 She's always been afraid of spiders.
- 3 She's always been interested in Biology.
- 4 He's always been keen on cars.
- 5 He was very disappointed with/by the results.
- 6 She was really pleased with the bracelet.

4 Think of an everyday object. In your notebook, write clues to describe it without naming it. In the next lesson, show the clues to your classmate to see if he or she can guess what the object is.

- Students think of an everyday object and write clues to describe it without naming it.
- Then they show the clues to a classmate to see if they can guess what the object is.
- Check as a class.

Answers

Students' own answers.

Differentiated instruction

Additional support and practice

- Students complete Photocopiable activity 10.

Extend and challenge

- Ask students to organise a real celebration in the class. You may decide to celebrate all the birthdays of the month/term.
- As a class, students organise the action plan and everyone carries out the tasks assigned to them.
- You may also need a team to make the decorations.

Unit overview

In this unit, students will:

- speak about supermarkets and things they can buy there
- discuss the advantages and disadvantages of supermarkets
- listen to announcements
- learn about the psychology of shopping
- read about selling strategies
- organise a celebration
- discuss how they choose presents.

Students will build communication and literacy skills as they speak about shopping, selling strategies and buying presents. To do this, they will speak about supermarkets, what they can buy there and the sections supermarkets are divided into. They will listen to announcements and identify which section they refer to. They will read about selling strategies and how they affect buyers. They will discuss how they buy presents for friends, describe objects and develop skills for making themselves understood. At the end of the unit, students will apply and personalise what they have learned by organising a celebration and preparing an action plan.

Language focus

To have something done

Past perfect in reported speech

Compound adjectives

Vocabulary topics: possessions, my room, buying and selling

Self-assessment

I can read what people say about their treasured possessions.

I can speak about my treasured possessions.

I can listen to people speaking about their personal space.

I can speak about somebody's personality.

I can describe personal objects.

I can read and write adverts.

Teaching tips

Take advantage of the topic of this unit to discuss personal space and how important privacy is to the students. Discussing topics that are relevant to their personal experience through English will increase their awareness of how much progress they have made over time.

Review students' performance in the **Writing** and **Speaking** exercises and the **Project** to see how well they are remembering the information presented in the **Coursebook**. Encourage them to review their notes before going on to **Unit 9**.

Lesson 1: Treasured possessions

LESSON OBJECTIVES

Reading: Reading posts on a web forum; reading and answering

Speaking: Speaking about treasured possessions; giving advice

Language focus: *To have something done*

Vocabulary: treasured possession, frame (vb.), glass cabinet, bridesmaid, tiara, bouquet, determined, easy-going, independent, kind, loyal, organised, sociable, competitive, enthusiastic

Materials: Coursebook, Workbook, photographs of possessions or the actual object (if suitable), one copy of **Photocopiable activity 11** for each student

Starter

- Ask the class what things they have in their rooms apart from furniture, special decorations, pictures, objects, etc.
- Ask students what their most treasured possessions are. Encourage them to explain why they treasure them.

Reading

1 Read the posts on the web forum. What are the items pictured here?

- Ask the class to look at the pictures and read the posts on the web forum.
- What are the pictures and who do they belong to?
- Discuss as a class.

Answers

friendship bracelet, tiara, Olympics tickets (framed), Real Madrid football shirt

2 Answer the questions.

- Ask the class to look at the **Language tip** box. Discuss the meaning of the phrasal verbs and ask students to write the phrasal verbs and some examples in their notebooks.
- Ask students to read the questions and the web posts and find the answers.
- You may consider asking students to discuss the questions in pairs.
- Check the answers as a class. What helped them find out?

Answers

1 She loves her teddy bear a lot. 2 Jodie 3 Eric
4 Natasha, Lee

Speaking

3  **Work in groups.** Read the posts on the web forum again. Which of the posts give you an idea of what the person is like? You can use the adjectives in the box.

- Tell the class to work in groups. Students read the posts on the web forum again and decide which of the posts give them an idea of what the person is like.
- Tell groups that they can use the adjectives in the box.

Answers

(Example answers)

Emma: kind, Jodie: competitive, Marta: organised, Eric: loyal, Lee: sociable

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

Use of English: *to have something done*

4 Give advice using the verbs in the box.

- Tell the class to read the **Use of English** box. Supply some more examples.
- Then ask students to give examples of their own. They write them in their notebooks.
- Focus on the exercise. Ask students to give advice using the verbs in the box.
- Check as a class.

Answers

1 have them framed 2 have it repaired 3 have it cleaned 4 have them delivered

Speaking and writing

5 **Work with a partner.** Talk about your most treasured possessions. Then write your own post for the web forum.

- Tell the class to work with a partner. Tell them to talk about their most treasured possessions.
- Then they write their own post for the web forum.

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

Home-school opportunity: Students ask parents about their treasured possessions and why they are treasured.

Workbook

1 Read what the people in column A say. What did they go on to say? Find the answers in column B.

- Students read and match the sentences.
- Check as a class.

Answers

1 i 2 e 3 d 4 h 5 j 6 g 7 b 8 a 9 c 10 f

2 Read about these treasured possessions. Why do you think each person chose that particular thing? Imagine you are that person and give your reason for choosing it.

- Students read and decide. Then they write the reasons.
- Check as a class.

Answers

Students' own answers.

3 Look at the signs. What can you have done at these places?

- Students look at the signs and write the sentences using *have something done*.
- Check as a class.

Answers

- 1 You can have your hair cut.
- 2 You can have your eyes tested.
- 3 You can have a book signed.
- 4 You can have a photo or a picture framed.
- 5 You can have a pizza delivered.
- 6 You can have your old toys repaired.

Differentiated instruction

Additional support and practice

- Tell the class to write some sentences about their family's treasured possessions.
- Complete Photocopiable activity 19.

Extend and challenge

- Ask students to write a paragraph about one treasured possession. Encourage them to describe it in detail and explain why this is a treasured possession, i.e. the circumstances that turned this object into a treasured possession.

Lesson 3: My space

LESSON OBJECTIVES

Speaking: Speaking about things in a room and personal space

Listening: Listening to an interview

Critical thinking: Comparing; describing

Language focus: Past perfect in reported speech

Vocabulary: *drawers, bunk beds, reading lamp, cushion, hook, snowboard, storage basket, trunk, baseball cap, goggles, noticeboard, ladder, stool*

Materials: Coursebook, Workbook, audio device

Starter

- Remind the class of their treasured possessions. Ask them what other things they have in their rooms.
- Introduce the concept of 'personal space'.
- Focus on the picture. Ask them if it shows a boy's room or a girl's room. Encourage them to justify their answers.
- How many of the things in the picture can they name?

Vocabulary

1 Look at the list. Which of the things can you see in the picture?

- Tell the class to look at the list. Which of the things can they see in the picture?
- Check as a class.

Answers

drawers, bunk beds, cupboard, reading lamp, cushion, hook, chair, snowboard, trunk, goggles, book, noticeboard, ladder, stool

Listening 14

2 Look at the picture of Yann's room. Listen and point to the things as they are mentioned.

- Tell students that they are going to listen to an interview. They look at the picture of Yann's room.
- They listen and point to the things as they are mentioned.
- Check as a class.

Answers

Bunk beds, ladder, snowboard, animal's head, snowgoggles, reading lights, book, trunk, stool

Audioscript Track 14

Interviewer: Yann, you've got a great room here. Give us a guided tour.

Yann: Well, where shall I start? I've got bunk beds because I share my room with my brother.

Interviewer: Oh, yes. And there's a ladder to get to the top bed.

Yann: Yes, mine's the bottom bed.

Interviewer: Is that your snowboard? It looks new. How long have you had it?

Yann: Yes, it is. I've only had it for a few months. I saved up for it for quite a long time.

Interviewer: What about the animal's head?

Yann: It's not real. I made it for my art project at school.

Interviewer: Wow! It's really good. And are those your snowgoggles that it's wearing?

Yann: Yes, that's right.

Interviewer: Now, both you and your brother have got reading lights. What are you reading at the moment?

Yann: I've just finished reading a really good book about Arctic explorers. It's the big one on the trunk just down there at the end of the bed.

Interviewer: And there's a stool just near the window.

Yann: Yes, I don't sit on it. I use it like a bedside table. I put my watch and mobile phone on it at night.

Interviewer: Is your room always this tidy?

Yann: Well, I tidied it before you arrived.

Interviewer: What do you like most about your room?

Yann: Well, I don't know really. Umm, I like being in my room. It's my own space. Well, and my brother's.

3 Listen to the interview again. From what he says, what do we learn about Yann, his interests and his personality?

- Ask students to listen to the interview again. From what he says, what do they learn about Yann, his interests and his personality?
- Discuss the answers as a class. What helped them decide?

Answers

Yann's got a brother. Yann likes snowboarding and reading. He's organised and he's creative.

Use of English: Past perfect in reported speech**4 Report the answers to the interviewer's questions.**

- Ask the class to read the **Use of English** box. Revise reported statements in other tenses, e.g. present, present perfect, past simple, etc.
- Supply more examples of past perfect in reported speech. Display on the board and ask the class to copy them into their notebooks.
- Focus on the exercise and ask students to report the answers to the interviewer's questions.
- Check as a class.

Answers

(Example answers)

- Yann said he had only had it for a few months.
- He said it wasn't real. He'd made it for his art project at school.
- He said he'd just finished reading a really good book about Arctic explorers.
- He said he'd tidied his room before the interviewer arrived.

Speaking**5  Work with a partner. Take turns to describe something in the picture without giving its name. Your partner has to guess what it is.**

- Tell students to work with a partner. They take turns to describe something in the picture of Yann's room without giving its name. Their partner has to guess what it is.

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

6  Work in groups. Talk about Yann's room. What do you like about it? What don't you like about it?

- Tell students to work in groups. They talk about Yann's room. What do they like about it? What don't they like about it?

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

Workbook

1 Complete the conversation with suitable words.

- Students read the conversation and complete it.
- Check as a class.

Answers

1 Give 2 shall/do/should 3 because 4 brother 5 to 6 bed/bunk 7 new 8 I 9 few 10 for

2 Report the underlined sentences using the past perfect and making any other necessary changes.

- Students report the sentences. Remind them to look at the **Use of English** notes in the Coursebook for help.
- Check as a class.

Answers

- 1 She said her mum had just had the bedrooms repainted.
- 2 She said that she had chosen the colours herself.
- 3 She said she'd just put everything away in the cupboard.
- 4 She said she'd had the jewellery box for ages. It had belonged to her grandmother.
- 5 She said her uncle and aunt had just gone to live in Sweden.
- 6 She said she'd just finished reading *The Village by the Sea*.

3 Look at the pictures and spot eight differences.

Write them in your notebook.

- Students compare the pictures and spot the differences.
- Then they compare their results with a partner.
- Check as a class.

Answers

The eight differences are:

- 1 In the first picture, the cupboard is open. In the second picture it is closed.
- 2 In the first picture, there are two drawers under the bottom bed. In the second picture, there are no drawers under the bed.
- 3 In the first picture, there are reading lights on both beds. In the second picture, there's only a reading light for the top bed.
- 4 In the first picture, there are three cushions on the bottom bed and two on the top bed. In the second picture, there are three cushions on each bed.
- 5 In the first picture, there's a hook on the wall. In the second picture, there aren't any hooks on the wall.
- 6 In the first picture, the teddy bear has got two eyes. In the second picture, it's only got one eye.
- 7 In the first picture, there are some swimming goggles on the stool. In the second picture, there are sunglasses on the stool not goggles.
- 8 In the first picture, there is a ladder to the top bed. In the second picture, there's no ladder.

Differentiated instruction

Additional support and practice

- Students work in pairs. They write an imaginary dialogue between themselves and a favourite famous person.

- Then they report it as if it were a magazine article.

Extend and challenge

- They use the ideas in Exercise 6 and write a paragraph about the room, saying what they like and don't like about it. How would they change it?

Lesson 5: For sale

LESSON OBJECTIVES

Reading: Reading adverts

Speaking: Giving reasons; giving definitions

Writing: Writing an advert

Project: Organising a charity sale

Language focus: Compound adjectives

Materials: Coursebook, Workbook, samples of classified ads, one copy of Photocopiable activity 1 for each student

Starter

- Show some classified ads. Ask students to read them and say what they advertise. Are they for buying or selling?

Reading

1 Read the adverts on the school noticeboard. Which is the odd one out? Why?

- Tell the class to read the adverts on the school noticeboard. Which is the odd one out? Why?
- Check as a class.

Answers

(Example answer)

The cat advert is the odd one out because the other adverts are for things that are for sale or to give away.

2 Which extra piece of information goes with each advert?

- Tell the class to read the sentences and decide which extra piece of information goes with each advert.
- Check as a class.

Answers

helmet: kneepads, wrist guards and elbow pads also available
 tennis racket: would suit young player
 baseball boots: size 35; white laces
 book: beautiful pictures and in very good condition
 cat: food and own bed provided

Use of English: Compound adjectives

3 Look at these compound adjectives from the adverts. What do they mean?

- Ask the class to read the **Use of English** box. Supply more examples and write them on the board.
- Encourage students to give some examples of their own. They write them in their notebooks.
- Tell them to look at the compound adjectives from the adverts and decide what they mean.
- Check as a class.

Answers

(Example answers)

- 1 It has hardly ever been used. / It has almost never been used.
- 2 Famous.
- 3 You can use it for lots of different sports.
- 4 Friendly and not difficult to look after.
- 5 Of many colours.

Writing

4 Write out each advertisement in Exercise 1 using full sentences.

- Tell students to write out each advertisement in Exercise 1 using full sentences.
- Allow plenty of time for them to write.
- Check as a class.

Answers

(Example answers)

- 1 (See example in Coursebook)
- 2 This multi-sport helmet is in good condition. It is suitable for skateboarding, cycling and roller skating. It is pink. The owner is selling it because he/she has outgrown it. Kneepads, wrist guards and elbow pads are also available.
- 3 This book of bedtime stories contains classic stories from all over the world. It would suit a younger brother or sister. It has beautiful pictures and it is in very good condition.
- 4 A kind, patient animal lover is wanted to look after my well-behaved cat for two weeks while I'm on holiday. Its food and bed will be provided.
- 5 These multi-coloured baseball boots, which have never been worn, are in their original box. I'm selling them because they are too small. They are size 35 and have white laces.

Project: Organise a charity sale

5 Work in two big groups, A and B. Each group should do the following ...

- Tell students to work in two big groups, A and B.
- Each group should do the tasks listed.
- Allow plenty of time for students to prepare their project. Remind them to use the checklist on Photocopiable activity 1.

Workbook

1 Complete the sentences with compound adjectives.

- Students read and complete the sentences.
- Check as a class.

Answers

1 farm-fresh 2 home-made 3 four-storey 4 long-distance 5 sun-dried 6 ice-cold 7 world-famous 8 early-morning

2 What do the compound adjectives on these labels mean? Complete the explanations.

- Students read the labels and complete the explanations.
- Check as a class.

Answers

1 This drink has no sugar in it.
2 This energy bar doesn't have many calories in it.
3 There is no fat in this yogurt.
4 This chicken has been fed on corn.
5 These crisps haven't got much salt in them.

3 Make compound adjectives by taking one word from each column. Then think of a noun that each one could describe and use it in a sentence.

- Students make compound adjectives.
- Then they write a noun to go with each.
- Check as a class.

Answers

(Example answers)

1 Canada is an English-speaking country.
2 Adverts usually show good-looking people.
3 Pale blue is the colour of the sky on a sunny day.
4 The film had a high-speed car chase in it.
5 JK Rowling is a best-selling writer.
6 My grandmother is very optimistic and fun-loving.

4 Complete the restaurant review with the compound adjectives in the box.

- Students read the restaurant review and complete it with the compound adjectives.
- Check as a class.

Answers

1 recently-restored 2 brightly-lit 3 freshly-baked 4 honey-coloured 5 snow-white 6 carefully-planned 7 world-famous

Differentiated instruction

Additional support and practice

- Tell groups to present their plans for a charity sale to another class.
- The guest class votes for the best organised, most interesting, etc.

Extend and challenge

- Ask students to organise a SELL/BUY noticeboard for the class. Every week they offer to buy or sell (imaginary) items and write the corresponding ads.



Autobiography

LESSON OBJECTIVES

Reading: Reading extracts from an autobiography; understanding vocabulary

Speaking: Describing places; speaking about impressions

Writing: Answering questions

Critical thinking: Making inferences; drawing conclusions

Materials: Coursebook, map of the world, dictionaries

Starter

- Ask the class what a biography is. And an autobiography? Have they ever read one?
- Discuss as a class.

1 What do you know about Trinidad?

- Ask students to look at a map of the world and find Trinidad. What do they know about Trinidad?
- Elicit answers.
- If students are in Trinidad, ask them if they have heard of Floella Benjamin. What do they know about her?

2 Read this extract from Chapter 1 of Floella Benjamin's autobiography *Coming to England*. She is describing the family home in Trinidad, in the Caribbean. Do you think she enjoyed living there?

- Ask the class to read the extract from Chapter 1 of Floella Benjamin's autobiography. She is describing her family home in Trinidad, in the Caribbean.
- Ask students if they think she enjoyed living there.
- Allow enough time for the class to read. Tell them to look at the vocabulary listing for extra help.
- Elicit answers from the class. Ask the class to justify their answers.

Reading tip: Ask students about their experience of reading the text. Was it difficult to understand? Did they find many new words? What did they do to understand the meaning?

3 The author uses the following 'strong' adjectives. Match them with their meanings.

- Focus on the **Language tip** box and read about 'strong' adjectives.
- Tell the class to look at the 'strong' adjectives the author uses. Ask students to find them in the extract.
- Then they match them with their meanings.
- Check as a class.

Answers

1 b 2 b 3 c 4 d 5 a

4 The author uses compound adjectives and two or more adjectives together to intensify the descriptions. Look at the examples and find five more in the text.

- Point out to the class that the author uses compound adjectives and two or more adjectives together to intensify the descriptions.
- Tell them to look at the examples and then find five more in the text.
- Check as a class.

Answers

(Example answers, others are possible)
dazzling whitewashed walls
glorious fresh flowers
exotic, sweet-smelling flowers
beautiful flame-red hibiscus
vile-tasting liquid

5  **Read the extract again. Then answer the questions.**

- Tell students to re-read the extract and answer the questions.
- Ask them to discuss the questions with a partner.
- Tell them to make some notes of their conclusions.
- When they have finished, you may consider having an open-class discussion.

6  **Work in groups. You're going to imagine and then describe a house.**

- Tell students to work in groups. They are going to imagine and then take turns to describe a house to the group, using words and phrases from the extract whenever possible.
- The other members of the group either draw the house or write notes about it. They can also ask questions.
- When they have finished, they check to see if the other students understood their description.

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

Differentiated instruction

Additional support and practice

- Search the Internet for information about Floella Benjamin, her life and works. Ask students to work in pairs or small groups and prepare a small dossier. They may visit <http://www.floellabenjamin.com/>

Extend and challenge

- Floella Benjamin also writes poetry. You may consider giving students a poem to read and discuss.
- Students may prepare a dossier about Trinidad. They may also look for information about other writers and poets from Trinidad.

Review of Units 7–8

Vocabulary

Supermarkets and shopping

1 Match the words in the two columns to describe six sections of a supermarket.

- Students match the words and make sections of a supermarket.
- Check as a class.

Answers

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

2 Answer the questions using the words from the box.

- Students read the questions and answer them using the words provided.
- Check as a class.

Answers

1 stationery 2 bakery 3 dairy products 4 tinned foods
5 frozen foods 6 checkout

Use of English

3 Choose the correct word.

- Tell students to choose correct prepositions to complete the sentences.
- You may consider telling them to re-read the **Use of English** section in Unit 7 before doing the exercise.
- Check as a class.

Answers

1 for 2 off 3 on 4 at 5 on 6 up to

4 Complete the sentences with the correct reflexive pronouns, e.g. *myself, yourself, etc.*

- Tell the class to read the sentences and complete them with reflexive pronouns.
- You may consider telling them to re-read the **Use of English** section in Unit 7 before doing the exercise.
- Check as a class.

Answers

1 himself 2 myself 3 yourself/yourselves 4 herself
5 yourselves 6 themselves 7 ourselves 8 itself

5 Rewrite the questions and sentences to give the same meaning, using the adjectives in brackets.

- Tell students to read the sentences and rewrite them using the adjectives in brackets.

- You may consider telling them to re-read the **Use of English** section in Unit 7 before doing the exercise.
- Check as a class.

Answers

- 1 Are you pleased with your new ski boots?
- 2 Be nice to your little brother.
- 3 My friend is afraid of spiders.
- 4 I'm keen on photography.
- 5 You're good at Maths.

6 Complete the sentences with the correct prepositions.

- Tell students to complete the sentences with the correct prepositions.
- You may consider telling them to re-read the **Use of English** section in Unit 7 before doing the exercise.
- Check as a class

Answers

1 for 2 with 3 from 4 for 5 to 6 of

7 Read the signs and write what you can have done at each place.

- Students write sentences with *have something done*.
- You may consider telling them to re-read the **Use of English** section in Unit 8 before doing the exercise.
- Check as a class.

Answers

- 1 You can have your clothes cleaned here.
- 2 You can have your shoes repaired here.
- 3 You can have your car washed here.
- 4 You can have your hair cut here.
- 5 You can have your photo taken here.

8 Report these statements. Remember to use the past perfect.

- Tell students to report the sentences using the past perfect.
- You may consider telling them to re-read the **Use of English** section in Unit 8 before doing the exercise.
- Check as a class.

Answers

- 1 He said he had found some family photos at the bottom of the drawer.
- 2 She said she'd bought a flute with her pocket money.
- 3 He said he'd made a cake at the weekend.
- 4 She said she'd seen a really good film on TV.
- 5 He said he hadn't had time to practise the guitar.
- 6 She said she hadn't done very well in the exam.

Unit overview

In this unit, students will:

- read about natural disasters
- listen to a news report and identify the accent of speakers
- speak about natural disasters
- discuss the importance of water in the world
- read about droughts in Africa and the work of a charity
- write a leaflet about droughts in Africa
- read about popular games
- organise a charity fête.

Students will build communication and literacy skills as they speak about natural disasters and how they affect people. To do this, they will read and listen to a report about natural disasters. They will read about droughts and the importance of water for people. They will read about the work a charity does in Africa. They will write a leaflet for ActionAid. They will read about popular games played at charity fêtes in Britain. At the end of the unit, students will apply and personalise what they have learned by organising a charity fête.

Language focus

Present perfect active and passive
despite, in spite of

Modals

Vocabulary topics: natural disasters, raising money for charity

Self-assessment

I can read about natural disasters.

I can listen to a news report and identify the accent of speakers.

I can speak about natural disasters.

I can discuss the importance of water in the world.

I can write a leaflet about droughts in Africa.

I can organise a charity fête.

Teaching tips

Take advantage of the topic of this unit to raise students' awareness of cultural differences (games played in Britain), the work charity organisations do and the hardships that people in many areas of the world suffer due to natural disasters.

Review students' performance in the **Writing** and **Speaking** exercises and the **Project** to see how well they are remembering the information presented in the **Coursebook**. Encourage them to review their notes before going on to **Unit 10**.

Lesson 1: Dangerous nature

LESSON OBJECTIVES

Reading: Reading about natural disasters

Speaking: Discussing natural disasters

Listening: Listening to a news report

Writing: Completing sentences

Language focus: Present perfect active and passive

Vocabulary: *pressure, release, surface, fuel, source, overflow, melt, burst, break, epicentre, cool (vb.), moist, crust, burst*

Materials: Coursebook, Workbook, audio device, dictionaries

Starter

- Brainstorm words students know for different types of extreme weather conditions, e.g. *hurricane, snowstorm*, and natural disasters.
- Ask the class which natural disasters have been in the news recently. You may consider showing examples of news reports of natural disasters on the Internet.

Reading

1 Read these definitions. They will help you understand the text in Exercise 2.

- Focus on the words and the definitions. Tell the class they are related to the topic of natural disasters and will help them understand the text in Exercise 2.
- Read them carefully.

2 Read the text. Choose a title for each paragraph.

- Tell students to read the text and choose a title for each paragraph.
- Encourage them to guess the meaning of any unfamiliar words from the context. They can also use their dictionaries.
- Check as a class.

Answers

1 Hurricanes 2 Earthquakes 3 Wildfires 4 Floods

3 Choose an illustration for each paragraph of the text.

- Focus on the pictures and ask the class to choose an illustration for each paragraph of the text.
- Ask them to justify their choice.
- Check as a class.

Answers

Paragraph 1 d Paragraph 2 a Paragraph 3 c

Paragraph 4 b

4 Find the final sentence for each paragraph in Exercise 2.

- Ask students to find the final sentence for each paragraph in Exercise 2.
- They re-read the article and add the sentences.
- Check as a class. Ask students to explain what helped them decide.

Answers

Paragraph 1 c Paragraph 2 b Paragraph 3 a

Paragraph 4 d

Listening 15

5 Listen to the news report. What kind of natural disaster does it describe? Can you tell from the rescue workers' accent where the disaster has happened?

- Tell students that they are going to listen to a news report. They listen and find out what kind of natural disaster it describes.
- Play the audio at least twice. Elicit the answer. Encourage students to explain what helped them decide.
- Tell the class to listen again and focus on the rescue workers' accent. Can they tell where the disaster has happened?
- Play the audio again at least twice. Elicit ideas from the class. What helped them decide?

Answers

It describes a wildfire. The accent tells you it's in Australia.

Audioscript Track 15

News reporter: I'm here in one of the support centres where people continue to arrive. They've lost their homes, their cars and all their personal possessions. They've come here for food, water and, if they're lucky, some clean clothes. Thousands of homes have been destroyed and almost 200 people have been killed. Remote villages in the outback have been hit the worst.

(pause)

I've just spoken to two volunteer firefighters and here's what they told me.

Firefighter 1: We've worked flat out for three days now, trying to stop the blaze from spreading. But the wind has been so strong that it's spreading really quickly and it's very difficult to control it.

Firefighter 2: I've never seen anything like this in my life. It's got to be the worst ever.

News reporter: It all started on Friday when the temperature was well above 40 degrees. (fades)

Use of English: Present perfect, active and passive

6 Complete the sentences with the correct present perfect form of the verbs in brackets.

- Focus on the **Use of English** box. Revise other passive forms, e.g. present, past.
- Elicit examples from the class and encourage them to work out how to change sentences from active to passive in the present perfect.
- Focus on the sentences and ask students to complete them with the correct present perfect form of the verbs in brackets.

Answers

1 have come 2 have spoken 3 have never seen
4 have been killed 5 have been hit

Discussion

7 Work in groups. Which of the natural disasters on these pages do you think is the most frightening and why?

- Students work in groups and discuss which of the natural disasters in the lesson they think is the most frightening and why.
- Ask them to make notes of their ideas.
- You may consider having an open-class discussion afterwards.
- You may ask them to use their ideas and write a paragraph.

Home-school opportunity: Students tell their parents about natural disasters.

Workbook

1 Read the clues and write the words in the grid to reveal the mystery word.

- Students look at the clues and do the crossword puzzle.
- Check as a class.

Answers

1 pressure 2 dam 3 source 4 plates 5 hurricane
6 equator 7 crust 8 vibrations 9 banks 10 oxygen
Mystery word: earthquake

2 Complete the text with the prepositions from the box.

- Students read the text about wildfires and complete it with the prepositions.
- Check as a class.

Answers

1 at 2 in 3 against 4 up 5 in 6 at 7 over 8 near

3 Read the news website report. Complete it using the present perfect passive of the verbs given in brackets.

- Students read the report and complete it.
- Check as a class.

Answers

1 have been cut off 2 has been caused 3 has been turned into 4 have been trapped 5 has been cut off 6 has been brought 7 has also been used 8 have been moved 9 Has your school been closed? 10 have been cut off 11 have been taken 12 hasn't been flooded

Differentiated instruction

Additional support and practice

- Ask the class to make a word web for NATURAL DISASTERS.
- They add sections and related words to the web, e.g. *earthquake, hurricane, tsunami, volcanic eruption, forest fires*.

Extend and challenge

- Students can extend their knowledge by searching the Internet and making a dossier of a natural disaster of their choice. They can add photos and make a poster.
- They may visit:
<http://environment.nationalgeographic.com/environment/natural-disasters/>

Lesson 3: Drought in East Africa

LESSON OBJECTIVES

Speaking: Speaking about the problems caused by droughts

Reading: Reading about a charity's work; reading about droughts

Writing: Rewriting sentences; writing a leaflet

Critical thinking: Speculating; drawing conclusions

Language focus: *despite, in spite of*

Vocabulary: *drought, afford, crops, malnourished, maize, beans, porridge, hopeful*

Materials: Coursebook, Workbook, dictionaries, map of the world, one copy of **Photocopiable activity 1** for each student

Reading

1  **Read this report by ActionAid. Why do you think it was written?**

- Tell the class to look at the picture and predict what the text is going to be about. Elicit a few ideas.
- Tell students to read the report by ActionAid. Why do they think it was written? Encourage them to explain their answers.
- Ask students how difficult they have found the text. Discuss the new vocabulary.
- Encourage them to guess the meaning of new words from the context and use a dictionary for more difficult ones.
- Check as a class.

Vocabulary

2  **Work with a partner. Find these words in the report and work out their meaning from the context. If you're unsure, use a dictionary.**

- Tell students to read the words and work with a partner.
- They find these words in the report and work out their meaning from the context. If they are not sure, they can use a dictionary.
- Check as a class.

Answers

1 severe	extremely bad
2 drought	a long period when there is no rain and people do not have enough water
3 urgent	very important and needing immediate action
4 malnourished	not having enough food to eat to be healthy
5 circumstances	facts or events that make a situation the way it is

Starter

- Remind the class of the natural disasters they spoke about in Lesson 1.
- Write DROUGHT on the board and ask them what kind of natural disaster it is.
- Discuss with the class why water is important for life.

Reading

3 **Read the report again and answer the questions.**

- Ask students to read the text again and answer the questions.
- When they have finished, they may compare their answers with a partner.
- Check as a class.
- You may consider discussing the answers as a class.

Answers

(Example answers)

- 1 It's a severe drought which has affected at least 10 million people in East Africa.
- 2 Her mother's animals have all died. They are living on food given to them by the charity, ActionAid. They don't have enough water.
- 3 They're getting emergency help from a charity.
- 4 No, the situation is likely to get worse.
- 5 It ends in an optimistic way because the charity wants people to think that it is possible to help to improve the lives of those affected by the drought.

4 Rewrite the sentences using the structures in brackets.

- Focus on the **Use of English** box. Read the notes and give more examples.
- Ask the class to give some examples of their own. They write them in their notebooks.
- Then ask students to rewrite the sentences using the structures in brackets.
- Check as a class.

Answers

- 1 Despite being hungry, the children managed to sleep.
- 2 In spite of a severe drought, Sabria and her family have some water to drink.
- 3 Despite not going to school at the moment, Sabria hopes to return in the future.
- 4 In spite of them/this, they remain positive.
- 5 Despite working hard to look after their animals, there is nothing people can do when there's no rain.

Speaking**5**  **Work in groups. Discuss the problems that are caused by drought. Look back at the ActionAid report to help you. You may also include these ideas ...**

- Ask students to work in groups. Tell them to discuss the problems that are caused by drought.
- They can look back at the ActionAid report for help and they can also include the ideas listed in the exercise.
- Tell them to make some notes of their opinions.

Informal assessment opportunity: Circulate, giving help, if necessary. Ask questions about the students' work. Make notes of recurrent mistakes for remedial work.

Writing

6 Write a short information leaflet for ActionAid, telling people about the drought in East Africa or about another serious situation. You don't need to use full sentences – you can use note form. Use no more than 50 words.

- Tell students to write a short information leaflet for ActionAid, telling people about the drought in East Africa or about another serious situation.
- They can use note form. Tell them to use no more than 50 words.
- Remind them to use the checklist on Photocopiable activity 1.
- Invite them to share their writing with the class.

Workbook**1 Find the words and phrases on the posters for the following ...**

- Students read the sentences and find the words.
- Check as a class.

Answers

- 1 mission
- 2 overcome
- 3 sanitation
- 4 hygiene
- 5 donation
- 6 shelter
- 7 sponsor
- 8 fraction

2 Read the comments and choose those which you think best describe each poster/leaflet.

- Students read the comments and match them to the posters.
- Check as a class.

Answers

Students' own answers.

3 Rewrite the sentences using the structures in brackets. Complete them in an appropriate way.

- Students rewrite the sentences using the structures in brackets.
- Check as a class.

Answers

(Example answers)

- 1 Despite having very little money, she always gave donations to charity.
- 2 In spite of serious floods, the rescue services managed to get everyone to safety.
- 3 Despite collecting a lot of money for famine relief, we still need more donations.
- 4 In spite of it not being a drought area, a lot of people don't have clean water to drink.

Differentiated instruction**Additional support and practice**

- In pairs, students write a paragraph about another charity of their choice using *despite, in spite of*.

Extend and challenge

- Ask students to use the notes they made in Exercise 5 and write a paragraph about the consequences of droughts.
- Remind them to use the checklist on Photocopiable activity 1.

Lesson 5: Raising money for charity

LESSON OBJECTIVES

Speaking: Speaking about a charity fête; speaking about games played at a charity fête

Listening: Listening to a conversation

Project: Planning a charity fête

Language focus: Modals to express possibility, ability and permission: *can, must, have to, don't have to, mustn't*

Materials: Coursebook, Workbook, audio device, dictionaries, copies of **Photocopiable activities 12 and 13** for each student

Starter

- Ask the class if they know about any local charities. Do they organise any special events? What for?
- Ask students when and why people raise money for charity. Encourage them to explain their answers.

Reading

1 Charity fêtes are often held in villages in Britain during the summer. Read about games to play at a charity fête. Choose one of them and draw a picture to illustrate it.

- Tell the class to look at the picture. Have they ever played that game? What do they call it in their language? Ask them if they know the name in English.
- Ask students to look at the text quickly and find the name of the game.

- Then ask them to read carefully about games to play at a charity fête. Have they ever played any of those games?
- They choose one of them and draw a picture to illustrate it.
- Ask them to show the picture to the class.

Use of English: Modals

2  **Work with a partner.** Take turns to explain the games to your partner without looking at the text. Remember to use the correct modal verbs (look at the Use of English box). Your partner can correct you and ask questions about any details that you forget.

- Tell the class to look at the Use of English box. Ask the class to give more examples.
- Tell students to work with a partner. They take turns to explain the games to their partner without looking at the text. Tell them to use the correct modal verbs.
- Their partner can correct them and ask questions about any details that they forget.

Informal assessment opportunity: Circulate, listening to the students' interactions. Make notes of recurrent mistakes for remedial work.

Listening 16

3 Listen to a conversation. What event is about to take place?

- Tell students to listen to a conversation. They listen and decide what event is about to take place.
- Play the audio at least twice and elicit the answer.
- Ask students what helped them decide.

Answers

A fête is about to take place.

Audioscript Track 16

Steve: Mrs Oakman?

Mrs O: Yes, Steve, what is it now?

Steve: Where would you like this table?

Mrs O: Oh, put it over there. It doesn't really matter. This fête is going to be a disaster anyway.

Steve: Oh? Why?

Mrs O: Why? Well, look at those black clouds.

Steve: Well, I'll put the table down here then.

Mrs O: Nobody will come when they see the weather.

We'll never make any money on a day like this. Ah, Major Fortescue. How nice to see you!

Major F: Good afternoon, Linda. I say, it's looking marvellous. I think this is going to be a great success. You've got all the stalls set out beautifully.

Mrs O: Oh, thank you, Major. How kind!

Major F: Now they say it's going to rain, but that can be an advantage.

Mrs O: How true!

Major F: A couple of years ago, we did very well indeed, in spite of the terrible weather.

Mrs O: Yes, yes, I remember.

Major F: People like a nice hot cup of tea and piece of cake on a day like today. And that raises a lot of money.

Mrs O: How right you are. That's right. On a hot day they just drink water which they bring themselves!

4 Listen again and answer the questions.

- Tell the class that you are going to play the audio again. They listen and find the answers to the questions.
- Play the audio a few times and allow time for students to make notes.
- Check as a class.

Answers

- 1 He asks her where to put the table.
- 2 She's quite bossy and impatient.
- 3 Because she sees black clouds, so it looks as if it's going to rain.
- 4 Two years ago, the weather was terrible, but the fête was a success.
- 5 Because people spend money on a hot cup of tea and a piece of cake.
- 6 She's very polite and friendly to Major Fortescue.
- 7 At the end of the conversation she is happy about the fête.

Project: A charity fête

5 Work in groups. Organise a school fête for charity.

- Tell the class to work in groups. They are going to organise a charity fête.
- They plan the event following the steps indicated.
- Then they draft a letter to parents explaining what they are doing and why. Tell the class to use Photocopiable activity 12 to check their work.
- Then they give you the letter for a final check and write the final version.
- They make a poster to advertise the fête.
- Allow plenty of time for the groups to prepare the project.

Informal assessment opportunity: Circulate, listening to students' interactions. Make notes of recurrent mistakes for remedial work.

Home-school opportunity: Students take turns to take the project home and explain to their family what they have done.

Workbook

1 Solve the crossword.

- Students read the clues and solve the puzzle.
- Check as a class.

Answers

Across 3 donkey 6 jar 8 competitor 9 prize 11 float
12 knock 13 teeth
Down 1 village 2 coconut 4 charity 5 bucket
7 blindfolded 9 pin 10 sack

2 Complete the rules for the games. Use the following phrases ...

- Tell students to read the rules of the games and complete them with the correct modals.
- Check as a class.

Answers

(Example answers)

1 Obstacle course You pay £1 to do the obstacle course. You have to get round without touching the ground.
2 Beat the goalie You must stand on or behind the line. You can have three kicks. You get a prize for each goal you score.
3 Egg and spoon race You must run with one hand behind your back. You mustn't hold the egg. You can't pick the egg up with your hand if you drop it. You win a prize for first place.
4 Hoopla Each contestant has three hoops. You have to throw the hoops over the prizes. You only win a prize if the hoop goes completely over it.

Differentiated instruction

Additional support and practice

- Students complete Photocopiable activity 13.

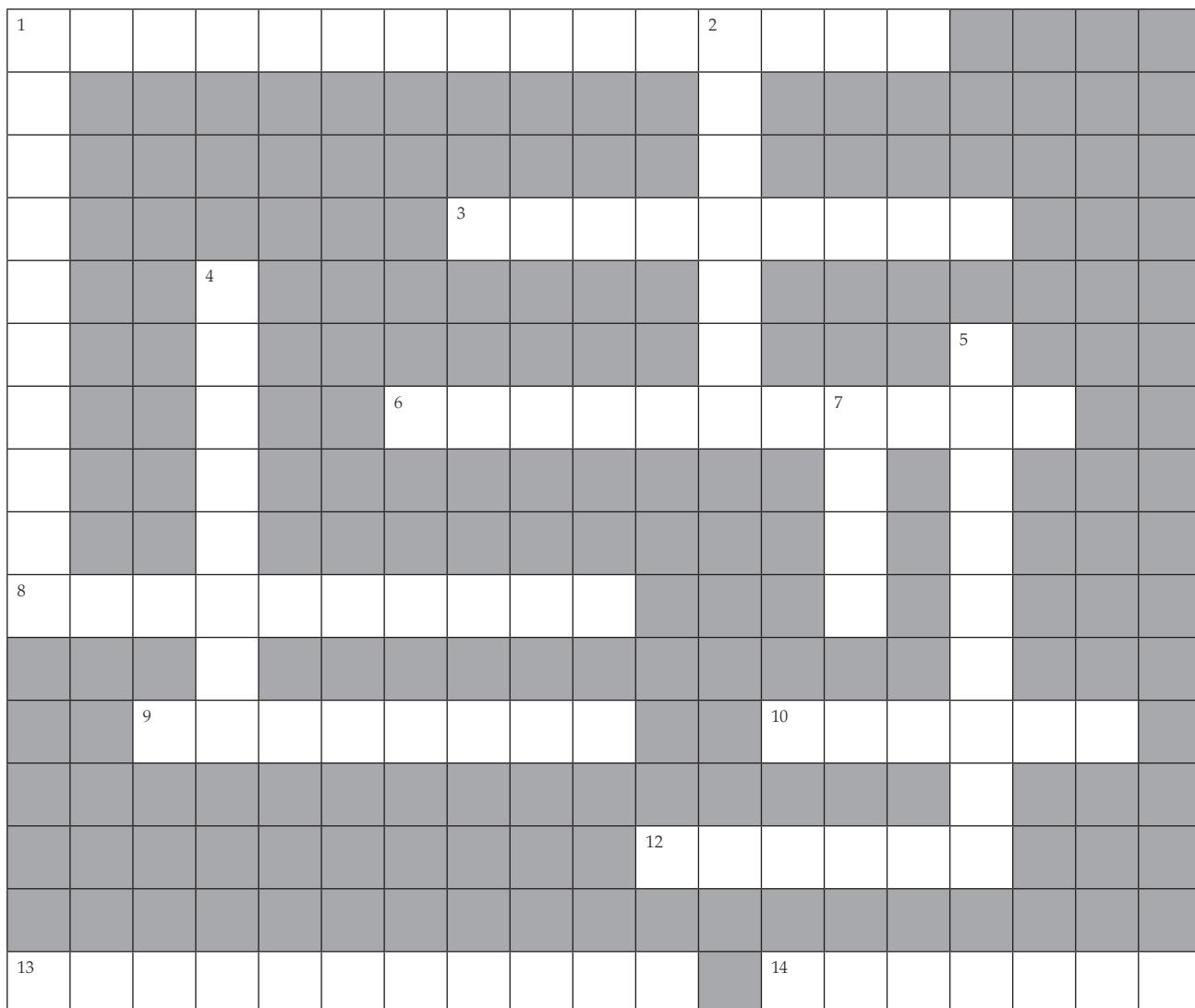
Extend and challenge

- Ask students to read the game rules of the Coursebook. They get together in groups and play each of the games.

Photocopiable activities

Unit 6

Photocopiable activity 9: Jobs crossword



ACROSS

- 1 treats injuries using special physical exercises
- 3 gives medical assistance to people in the place where an accident happened
- 6 works with electricity
- 8 drives a car
- 9 designs or builds roads, railways, bridges, or machines
- 10 treats patients
- 12 writes novels, stories or poems
- 13 puts out fires in buildings and forests
- 14 cleans houses and offices or other buildings

DOWN

- 1 sells medicines
- 2 repairs taps at home
- 4 checks your eyes
- 5 makes furniture
- 7 cooks in a restaurant

Unit 7

Photocopiable activity 10: Shopping questionnaire

How much do you know about shopping? Read and answer these questions. Then ask a partner and compare your answers.

1 Do you read the labels on products? Why?

2 What information can you find in labels?

3 Do you like window shopping? Why?

4 What's your favourite department?

5 Is it difficult for you to choose what to buy? Why?

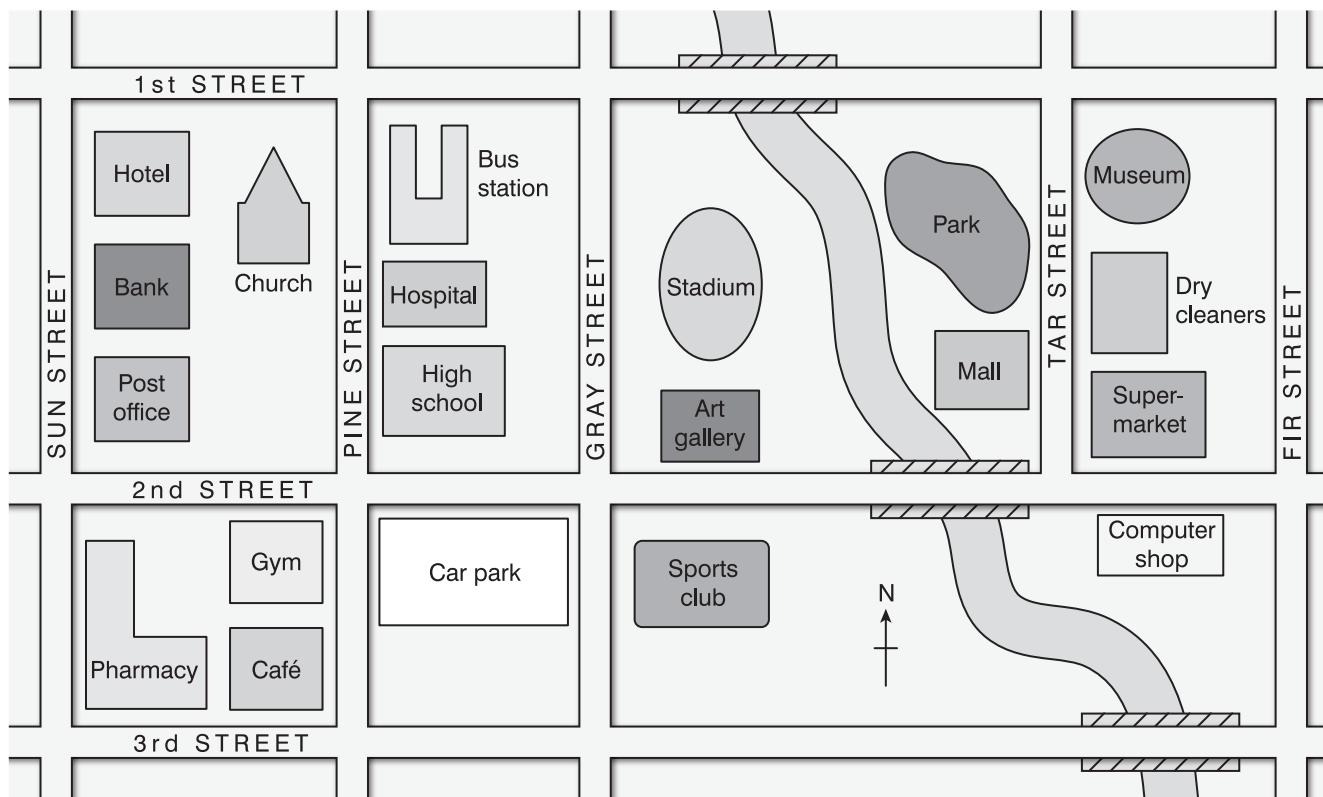
6 Why do you try on the things you buy?

7 Are you good at buying presents? What do you do?

Unit 8

Photocopiable activity 11: A busy day

Look at this map of your town. You have to do a number of things today. Make list of the places you have to go to and the things you need to have done. Then write a note to your friend telling him/her about it.



Unit 9

Photocopiable activity 12: Charity fête games

Read the rules for the games. Then write a note to a friend explaining the games. Remember to use the correct modal verbs.

Ping Pong Prize

Collect at least ten cardboard tubes or empty flower pots. Paint them in different bright colours. Attach the tubes or the flower pots to a large sheet of hardboard. Place them at the same distance from each other. Weight them with a bit of sand in the bottom of each.

Participants throw a ping pong ball into a tube or flower pot to win a prize.

Ring toss

Paint eleven plastic bottles in bright colours. Put the bottles inside a crate and place the crate on a table or stand. Give each player three plastic rings. Players stand at a certain distance from the table. They throw the rings and encircle the bottles with them.

Unit 9

Photocopiable activity 13: Checklist for writing an informal letter

It begins with

Dear ... or Hi, Hello

You give a reason for writing. You start saying ...

Thanks for your letter.

It was great to get your letter.

I'm writing to ask you a favour.

Sorry for not writing for so long.

You can use contractions like *don't, can't, didn't*.

Sentences are simple and short.

You use simple linkers, e.g. *then, later, but, and, so*.

You may divide it into paragraphs.

You can use exclamation marks (!).

You will signal the end of the letter saying ...

I must go now.

Looking forward to hearing from you.

I'll finish now, as I'm running out of space.

Bye for now.

I'd better get going.

And you will finish saying ...

Best wishes / Write soon

Love / Hope to hear from you soon.

Best wishes

Love you, Mum and Dad

Write a letter to your parents, telling them about the charity fête you went to during your holiday in England. Write some notes about the activities and what you did in the charity fête. Then write the letter.

Word lists

Unit 6

receptionist	physiotherapist	pharmacist	driving instructor
cleaner	firefighter	taxi driver	carpenter
plumber	police officer	manager	waiter/waitress
paramedic	car mechanic	shop assistant	optician
electrician	chef	engineer	strength
fitness	hydrant	inspection	challenge

Unit 7

stationery	dairy products	bakery	household and cleaning
frozen foods	chilled foods	health	beauty
home baking	tinned foods	checkout	squashed
trolley	essentials	tempting	resist
aisles	deserve	collection	sun visor
coat hanger			

Unit 8

treasured	possession	glass cabinet	bridesmaid
tiara	bouquet	ladder	stool
competitive	enthusiastic	drawers	bunk beds
cushion	hook	snowboard	storage basket
trunk	baseball cap	goggles	noticeboard

Unit 9

pressure	sack	surface	fuel
source	overflow (vb.)	melt	burst (vb.)
break (vb.)	epicentre	cool (vb.)	moist
crust	burst	drought	afford
crops	malnourished	maize	beans
porridge	hopeful	fête	coconut
post	bobbing	float (vb.)	blindfolded

