

CAMBRIDGE

Global English

Teacher's Resource



Jane Boylan

 CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

© Cambridge University Press 2014

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2014

Printed in India by Replika Press Pvt. Ltd

A catalogue record for this publication is available from the British Library

ISBN XXXXXXXXXXXX Teacher's Resource

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

NOTICE TO TEACHERS

The photocopy masters in this publication may be photocopied or distributed [electronically] free of charge for classroom use within the school or institution that purchased the publication. Worksheets and copies of them remain in the copyright of Cambridge University Press, and such copies may not be distributed or used in any way outside the purchasing institution.

This is a pilot edition using source material from *Global English*, published by Cambridge University Press © 2014. It is made available for the purposes of the pilot in designated schools only. No other use is permitted.

Contents

Map of the Learner's Book	4
Introduction	6
How to use <i>Cambridge Global English</i>	7
Unit 10 Jobs and work	177
Unit 11 Communication	198
Unit 12 Travellers' tales	220
Photocopiable activities	242
Photocopiable word lists	255

Map of the Learner's Book

page	Unit	Words and expressions	Use of English	Reading/Writing
142–155	10 Jobs and work	Compound nouns Media jobs Personal qualities Clothes and uniform Suffixes	Adjectives + prepositions + noun Present continuous <i>Could</i> + be	Skim a text A TV presenter's job Job adverts Literature: <i>You can be anything</i> Shortened sentences Someone's job; a job advertisement
156–169	11 Communication	Ways of communicating Gestures Negotiating	Present continuous for future arrangements Polite requests	Gestures around the world A class forum Literature: <i>Thank you Letter</i> Online communication Online politeness An online forum Write a verse A poster about communication A discussion forum
170–171	Review 6			
172–185	12 Travellers' tales	Holiday activities Descriptive adjectives Nouns with <i>-ing</i> Expressions with take	2nd conditional Prepositional verbs Adjectives and prepositions	Use prediction to understand a text An online review page A poem: <i>My dream holiday</i> Literature: <i>The Light Beam That Got Away by</i> Plan your writing Post a comment/review Write a poem: <i>My dream holiday</i>
186–187	Review 7			

Listening/Speaking	School subjects	Pronunciation / Word study	Critical thinking / Values
Describe job qualities Pictures Jobs that family/friends do; work uniforms Give presentations: Present a design; a job you'd like	Science: Thomas Edison	Rhyming vowels	Working hard and setting goals Express opinions about different jobs Creating a uniform Creating an advertisement
Key words for remembering whole sentences Phone messages A conversation with a teacher Make notes before you speak Role play: A difficult situation	Maths: How much to spend	Matching sounds	Saying thank you Communication in different countries Communicating in a difficult situation Problem solving Communicating appropriately online Giving opinions
Holiday activities Description of a special place: Pompeii Interesting or surprising information Activities you'd like to try Give presentations: Describe a place	Science: The speed of light Maths: Survey and report	the <i>o</i> sound	Learning from family members Discussing positive and negative sides Describing feelings about a special place Imagining a dream holiday

Welcome to Cambridge Global English Stage 6

Cambridge Global English is an eight-level English course for young learners from the beginning of primary school to the end of junior secondary (roughly ages 6–13).

The course has been designed to fulfil the requirements of *Cambridge Primary English as a Second Language Curriculum Framework*. These internationally recognised standards provide a sequential framework for thorough coverage of basic English concepts and skills.

The materials reflect the following principles:

- **An international focus.** Specifically developed for young learners throughout the world, the themes, situations, and literature covered by *Cambridge Global English* strive to reflect this diversity and help learners learn about each other's lives through the medium of English. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- **An enquiry-based language-rich approach to learning.** *Cambridge Global English* engages children as active, creative thinkers. As learners participate in a wide 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. The materials incorporate a 'learn to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence and success.
- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and more formal English. From the earliest level, *Cambridge Global English* addresses both these competencies. *Cambridge Global English* presents authentic listening and reading texts, writing tasks, and culminating unit projects similar to those students might encounter in a first language school situation. Emphasis is placed on developing the listening, speaking, reading, and writing skills students will need to be successful in using authentic English-language classroom materials. At Stage 6, basic learning strategies and tips for study skills are practised. This continues to lay the foundations for developing effective study skills for future use.
- **Rich vocabulary development.** Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Cambridge Global English* exposes learners to a wide range of vocabulary through the text types and activities present in the materials. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.

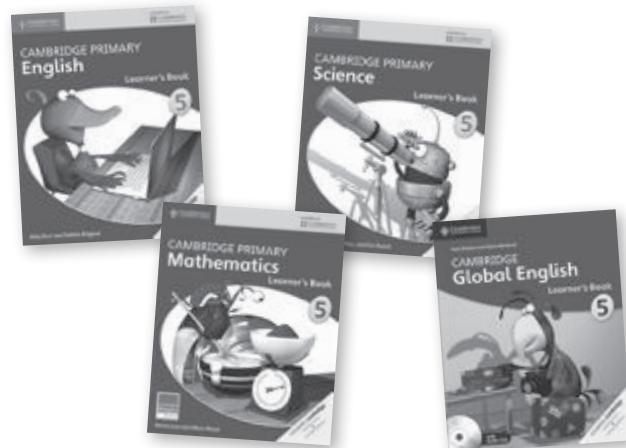
• **Individualised learning.** We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each child and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and extra challenges. Unit by unit support for this is provided in the unit notes in this book.

• **Integrated assessment.** Throughout the course, teachers informally assess their students' understanding of language and concepts. The Teacher's Resource provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. 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 of their choice. This provides teachers with an excellent performance assessment opportunity. An end-of-unit quiz in the Activity Book provides another evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills.

Cambridge Global English can be used as a stand-alone ESL curriculum or it can be used as part of an innovative suite of materials created by Cambridge University Press for young learners at international primary schools:

- *Cambridge Primary Science*
- *Cambridge Primary Mathematics*
- *Cambridge Primary English (L1)*
- *Cambridge Global English*.

We encourage you to learn more about these complementary courses through the Cambridge University Press website: education.cambridge.org



We very much hope that you and your students will enjoy using these materials as much as we enjoyed developing them for you.

The *Cambridge Global English* team

How to use Cambridge Global English

A Components

Cambridge Global English offers the following components:

- The **Learner's Book** provides the core input of the course. It consists of nine thematic units of study. Each unit contains six lessons developed around a unifying theme that is also linked to a main question at the beginning of the *Reflect on your learning* section of the main units. The materials feature skills-building tasks, including listening, reading, writing, speaking, as well as language focus, catering for the needs of learners studying in a primary context. In addition, we have included a strong vocabulary building element. We also specifically explore ways of introducing basic learning skills and strategies, so that the children become aware of the act of learning and how it works through such features as:
 - Overt objectives at the beginning of each unit
 - Language and Writing tips
 - Listening and Reading strategies
 - *Use of English*
 - *Reflect on your learning*
 - *Look what I can do!*

We try to aim our materials at the whole child with all the experiences that they bring to the classroom. We encourage the learners to see the moral and social values that exist in many of our texts and find opportunities for reflecting on these. We feel that the learner needs to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately. This means that the learners will see factual texts, imaginary text, dialogues, poetry, etc. on a range of different topics at the appropriate level.

- **The Audio CDs** include all the listening material needed for the Learner's Book and Activity Book. The listening material supports the Learner's Book with listening and pronunciation activities, as well as read-along stories. We recommend that learners use the Audio CDs at home to practise the stories and to show their parents what they know.
- **The Activity Book** provides additional practice activities, deepening learners' understanding of the language skills and content material introduced in the Learner's Book.

- The **Teacher's Resource** provides valuable guidance and support for using *Cambridge Global English* in your classroom. We understand that within each class there are children of different ability, particularly when children come from different pre-primary backgrounds. We think it is very important to support differentiated work in the classroom and we aim to do this through suggestions in the unit notes, with additional differentiation 'challenge' activities in the Activity Book. In addition, the production required in the project work can be graded in terms of ability.

At the end of this book, we provide photocopiable activities for additional work. These are referred to in the unit notes. We also provide a selection of lesson-by-lesson spelling words which you can photocopy, cut out and give to the children to learn.

B Learner's Book structure

Cambridge Global English consists of nine thematic units of study roughly set out to cover three units per term in most systems. The Stage 6 Learner's Book is organised as follows:

- **Main units:** Nine thematic units provide a year's curriculum.
- **Review pages:** Every two units we provide two review pages to revise and consolidate learning.

C Unit structure

Each unit is divided up into six lessons. The length of lessons will vary from school to school, so we have not prescribed a strict time limit for each lesson. The lessons are organised as follows:

- **Lesson 1 Opening:** This lesson introduces the main topic, and prepares for the Big question which you will find at the beginning of the *Reflect on your learning* section. We also set out the unit objectives for the teacher to share with the learners. This overt teaching of objectives is part of the learning to learn strategy. The main lesson begins with a 'Talk about it' activity in which the children are expected to react to information, ideas or visuals. There is a contextualised listening or speaking text which leads to exploitation of vocabulary and grammar. A free speaking activity usually ends the lesson.

- **Lessons 2–4 Skills:** In these lessons we explore the topic in various ways using a variety of short listening and reading texts which do include cross-curricular topics. The lessons focus on the mechanics of reading, including spelling or pronunciation and use of English and integrate the four skills. Guided writing activities are included in these lessons.
- **Lesson 5 Literacy:** This literacy lesson involves reading authentic extracts, stories, poems, and factual texts of longer length. It allows the learner to explore a variety of text types with the class and develop comprehension and writing skills through related activities. The literacy lessons can include some word focus and strategies for approaching new text types and usually include value-related activities.
- **Lesson 6 Choose a project:** This is the consolidation and production section of the unit in which the learners produce language related to some element in the unit. This lesson begins with the learners taking an active role in choosing a project, carrying it out and presenting it to the class. Then they reflect on their learning and do a short self-assessment activity: *Look what I can do!*

D Activity Book

Each lesson in the Learner's Book is supported by two Activity Book pages which reinforce and extend the material introduced in the Learner's Book. It also provides opportunities for personalisation and creative work, as well as challenge activities to support differentiated classroom situations. In these activities, more confident learners can do additional work at a higher level. The last lesson of each unit offers additional assessment/self-assessment opportunities.

E Customising your lessons

We provide support for planning each lesson in the unit pages of this book. We also clearly set out the teaching objectives. Please bear in mind the following:

- These are ideas and guidelines only and you should adapt them to your situation and the needs of your learner. Do not be afraid to change things and bring in additional elements.
- Monitor your learners. If they need additional support for some elements, tailor the material to their needs.
- Bring as much 'real' material into the classroom as possible in order to create more interest for the lessons.
- Be creative in developing extension activities and role plays. We offer some suggestions, however there is much more that can be done.
- Encourage learning/teaching/showing between classes, even of different age groups.

- Don't forget to draw on parent support where possible.

When using the book, the following guidelines might be useful:

Before using the Learner's Book

- Warm up activities (songs, TPR, vocabulary games, alphabet chant, etc.).
- Pre-teach and practise key language that learners will encounter in the Learner's Book and Audio CDs. (Try to make learning experiences concrete, interactive, motivating.)

While using the Learner's Book

- Keep learners engaged in an active way.
- Use the illustrations as a conversation starter – ask learners to name everything they see; play *I Spy*, etc.
- Vary the group dynamics in the lesson: move from whole group response to individual response to pairwork, etc.
- Provide opportunities for learners to ask questions, as well as to answer them.
- Encourage learners to act out the language in the lessons.
- Encourage learners to use language structures and vocabulary to talk about their own ideas, opinions and experiences.
- In class discussions, write the learners' ideas on class charts. You can refer back to these charts in later lessons.
- Adjust your reading and writing expectations and instructions to suit the literacy level of your learners.

Using the Activity Book and further suggestions

- Use the Activity Book pages related to the Learner's Book pages.
- Depending on the ability of the learners, use the 'Additional support and practice' activities and/or 'Extend and challenge' activities suggested in the Teacher's Resource at the end of every lesson.
- Do a Wrap up activity or game at the end of every lesson.

We would strongly recommend that you supplement this core material with the following:

- An extended reading programme to provide the children with lots of practice of different types of books leading to reading independence. It is recommended that you regularly set aside time for the children to read books of their choice in class and that they are encouraged to read at home.

- Exposure to additional audiovisual material, such as television programmes, songs, film excerpts, so that the learners begin to feel confident in their ability to decode and understand a range of resources.
- Supplementary handwriting and phonics material to really help build on those skills at this crucial time.

F Setting up the primary classroom

We know that there is not always a lot of flexibility in this, but, if possible, it would be useful to set up the classroom in this way:

- Have some open space where learners can do role plays, etc.
- Have a flexible seating arrangement, so that you can mix up the groups and pairs, and the learners become flexible about working in different ways.
- Make sure that you have display areas where you and the learners can bring in pictures and items linked to the themes you're working on. Also display examples of good work and creative work. Make small cards and display important words for the learners to remember.
- Change displays regularly to keep the learners interested and engaged.

G Assessment

We recommend that you take the time and opportunity to observe and monitor the progress and development of your learners. We provide many opportunities for informal assessment through the projects, as well as self-assessment (*Look what I can do!*) in the main units of the Learner's Book. The Activity Book contains revision material at the end of each unit.

At the beginning of the year, create individual portfolio folders to keep work that shows how the children have been meeting the curriculum objectives. Use the portfolio to look over with the learners and create a feeling of progress and pride in what they have achieved. Keep this portfolio for parent-teacher meetings and send it home to show the parents/carers either at the end of each term or the end of the year. You might want to include a letter to parents/carers outlining what they have achieved.

If you would like further learner assessment opportunities, a table of how the Cambridge English Language Assessment exams for primary stages fits in with the *Cambridge Global English* levels is set out below.

Cambridge English Language Assessment exam for primary stages

Stage	Assessment	CEFR level
6		
5	Cambridge English: Key (KET) for Schools	A2
4	Cambridge English: Flyers (YLE Flyers)	
3	Cambridge English: Movers (YLE movers)	A1
2	Cambridge English: Starters (YLE starters)	
1		

H Home-school relationship

Support and encouragement at home is extremely important at this age. Encourage parents to become as involved as possible in their child's learning process by asking them what they have learned after every lesson, allowing children to 'teach' them what they have learned, taking an interest in what they bring home or want to perform for them and supporting any work the learners might try to do at home.

I Icons

The following icons have been used to clearly signpost areas of special interest or as shorthand for specific instructions:

- Audio and track number reference. These appear in the Learner's Book, the Activity Book and the Teacher's Resource.
- Speaking opportunity / activity recommended for pairwork. These appear in the Learner's Book, the Activity Book and Teacher's Resource.
- Cross-curricular maths and science topics. These appear in the Learner's Book, the Activity Book and the Teacher's Resource.
- Links directly to Activity Book activity and references it. These appear in the Learner's Book and the Teacher's Resource.
- Activity to be written in the learner's notebook. These appear in the Learner's Book and the Activity Book.
- Activity to be done out of the book, in a more active classroom setting. These appear in the Teacher's Resource.

Common European Framework of Reference (CEFR) guidelines

The Cambridge Primary English as a Second Language Curriculum Framework is mapped to the Council of Europe's Common European Framework of Reference for Languages (CEFR). For more information about the CEFR framework, please visit its website. The framework correlation to the *Cambridge Global English* stages (or levels) is set out in the table below. However, since the course material has been written for an ESL context (which has less rigid conceptions about language level) it can move more fluidly between CEFR levels.

Comparative CEFR levels for CGE stages

Cambridge Global English stage						
	1	2	3	4	5	6
Reading CEFR level	Working towards A1	Low A1	High A1	Low A2	Mid A2	High A2
Writing CEFR level	Working towards A1	Low A1	High A1	Low A2	Mid A2	High A2
Use of English CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1
Listening CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1
Speaking CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1

10

Jobs and work

Big question How do people get to do the jobs they do? Why do they do their jobs?

Unit overview

In this unit learners will:

- talk about why people do the jobs they do
- read about people who love their jobs
- present ideas for designing a work uniform
- write a job advertisement
- read and talk about a poem about jobs.

In **UNIT 10**, learners will explore the notion of jobs and work: how people choose the work they do, qualities and skills needed to do certain jobs, and positive attitudes to work. Learners are presented with the Big question in **Lesson 1** and will understand that tasks and projects in the unit will contribute to answering this question. The unit begins by focusing on how people get to do the jobs they do, giving learners the opportunity to draw on their own knowledge of the work of their family members and to consider how they might choose a profession in the future. Here they practise language describing skills and interests through a listening text and communicative tasks that encourage discussion and comparison. They will then read about work in a specific area (the media) and look at personal qualities needed to do this type of work, as well as carry out an interview about a job, using the reading text as a model. In **Lesson 3**, they are given a design task which will exercise skills in problem solving as well as creativity, leading to an oral presentation about a work uniform. In **Lesson 4**, they will write a short humorous job advertisement and also gain an introduction to the idea of how people find a job. Finally, they will read a poem about different kinds of jobs and examine the message within regarding positive attitudes towards the notion of work.

The **Photocopiable activities** provide practice in speaking and writing through a task which requires learners to work together to create their own business (13) and reviewing job-related vocabulary (14).

Language focus

Prepositions after adjectives; present continuous forms (actions happening now); *could* (expressing possibility)

Vocabulary topics: Compound nouns; adjectives describing personal qualities; features on clothing; suffixes.

Self-assessment

- I can talk about why people do the jobs they have.
- I can read and discuss information about someone who loves her job.
- I can present ideas for designing a work uniform.
- I can understand and discuss my classmates' presentations.
- I can write an advertisement for a job.
- I can read and talk about a poem about jobs.

Teaching tips

Error correction: Decide before an activity or task if you want the focus to be *accuracy* or *fluency* and make this clear to learners too. Fluency activities that require learners to speak for longer turns (e.g. presentations, short discussions) may be restricted if you focus too much on grammatical accuracy and try to correct learners while they are speaking. Encourage learners to develop their fluency and personal confidence by allowing them to speak without interruption and then conducting an anonymous error correction focus at the end of the activity, highlighting major or repeated errors. Suggestions are made on how to conduct this in **Unit 4, Lesson 3 (Extend and challenge)** and repeated throughout for all units, with particular reference to **Lesson 3** speaking activities.

Errors that arise in question and answer exchanges with the teacher can often be managed well by using *reformulation*, i.e. you (the teacher) repeat back a corrected version of something a learner has said, without explicitly referring to the error. This technique mimics the way children learn their first language when communicating with adults around them.

Lesson 1: Jobs and work

Lesson objectives

Listening: Listen to four people's accounts of how they came to do the jobs they do; match to a picture by listening for key words.

Speaking: Talk about which job sounds the most interesting; discuss skills and interests that you have which might lead to a job in the future.

Critical thinking: Express opinions about different jobs; make assumptions about future jobs based on own skills and interests.

Language focus: Prepositions after adjectives (expressing skills, capabilities and interests); *crazy about, (work) hard at, good with, interested in, fascinated by*.

Vocabulary: Compound nouns; *car mechanic, marine biologist, science teacher, police officer, conservation group, TV documentary, work experience, voluntary work, university degree*

Materials: poster paper or IWB slides; images representing different jobs.

Learner's Book

Warm up

- To introduce the Big question, start by telling the class that this unit is going to be about jobs and work. Explain that we are going to talk about how people get their jobs and qualities and skills needed, as well as different kinds of job and what they involve. So the Big question is ... *How do people get to do the jobs they do? Why do they do their jobs?*
- Write the question on the board (for an electronic presentation, create a slide with interesting graphics). Tell learners that you are all going to do tasks and projects in the unit that will answer this question.
- Introduce the unit objectives to show learners what tasks are coming up. Present the objectives on a slide or large piece of poster paper to attach to the board.
- Tell learners that you will answer the Big question and look again at the objectives at the end of the unit. Keep the objectives slide / poster to revisit at the end of the unit.
- Tell learners that you are going to start by looking at how different people got their jobs. Introduce the topic by showing learners a selection of images that represent well-known jobs or ones specific to the country / culture in which you work, e.g. a keypad for a PC, a car mechanic's tool, a doctor's stethoscope, a nurse's thermometer, a police officer's hat, etc. Ask learners to look at the image and guess the job. Vary the images according to your learners' level of vocabulary, i.e. have a selection of obvious and more obscure images to meet all levels of ability in the class. Try to make one image relevant to a job with which you have a personal connection (e.g. a

family member's job), to make a link with discussion questions in **Activity 1**.

- Learners could then do the same activity in pairs, drawing an image from a job for their partner to guess. Then focus them on the first page of the unit and ask if they can see any of the jobs they talked about in the pictures.

1 Talk about it

- Read the questions in **Activity 1** together first. Then put learners in pairs and ask them to talk about the questions.
- Afterwards, conduct a short feedback so learners can share their ideas as a whole class. Pick up especially on any similar ideas expressed to those in the listening text. Elicit any unusual jobs that learners have talked about as this is an area which may particularly captivate learners' interest.
- Critical thinking:** Learners relate the topic to their own experience (providing a familiar point of reference at this stage) and express opinions about jobs that are familiar to them through the experience of family members.

Answers

Learners' own answers.

2 Vocabulary

- Focus attention on the words in the box. Read through them together and ask learners to match them to the pictures.
- When learners have correctly matched, do some pronunciation work on difficult sounds, word stress and connected speech to prepare learners for the listening task.
- Critical thinking:** Talk about each job: prepare learners for the listening task content by eliciting their ideas about what each job involves and skills and interests needed to do the jobs well.

Answers

- a car mechanic (O ooo)
- b marine biologist (Oo oOoo)
- c vet
- d science teacher (Oo oo)
- e police officer (Oo ooo)

3 Listen

- Tell the class that they are going to listen to four people describing how they got their jobs. Ask them to listen and write down the job described. Pause the audio after each speaker to allow them time to write the word. Then ask them to check their answers as a partner, before going through the answers as a class.
- Extend and challenge:** To elicit more details about the information in the listening texts, ask learners these questions (either orally, after each extract, or write on the board / put on a slide):

- 1 Which job needed good grades in maths and science?
(Vet) What subjects did Speaker 1 need to be good at?
(maths and science)
- 2 What subject did Speaker 2 like a lot at school?
(science)
- 3 Why does Speaker 2 say that 'teaching runs in my family'? (because two of his family members have been / are teachers too)
- 4 What was Speaker 3 interested in when he was a young boy? (cars and motorbikes) What did he do when he was fourteen years old? (started to help his dad with his car)
- 5 What did Speaker 4 see at school when he was fourteen? (a TV documentary about pollution in the sea) How did this help him to choose his job later on? (he wanted to do something to help improve the situation)

Audioscript: LB Track 56

- 1: I've been crazy about animals ever since I was a little girl. When I was about twelve, I met a friend of my parents, who worked with animals. She said that it wasn't enough just to love animals, I had to work really hard at maths and science at school and then go to university and study for a long time. So that's what I did! It helped that I was good at maths and science anyway. So, it's no surprise to anyone that I'm a vet!
- 2: How did I get to do my job? Well, I was always really keen on science at school and I wanted to help kids understand science and enjoy it like I did. I think I'm quite good with kids in general, I understand the way they think and learn, so teaching is a perfect job for me. Oh, and my uncle was a maths teacher and one of my cousins is an English teacher, so teaching runs in our family. Oh, what do I do? I'm a science teacher in a city high school.
- 3: I've always loved cars and motorbikes. When I was little, I used to watch my dad working on his car. I became really interested in engines and I started to help my dad with his car when I was about fourteen. A friend of my dad's owned a garage and when I left school, I did work experience at his garage and I learnt how to be a car mechanic. Now I have my own garage, and my two nephews work for me.
- 4: I was always fascinated by the ocean because we live by the sea. Then something happened when I was about fourteen, which kind of changed my life. We watched a TV documentary at school about how bad the pollution in the sea was and it got me thinking ... what can I do to help? So, when I was sixteen, I did some voluntary work for a conservation group with one of my friends, then later I did a university degree in marine biology – studying wildlife and plants that live in the sea. Now I work for an organisation that finds out how our oceans are changing and what we can do to protect marine wildlife.

Answers

Speaker 1 vet
2 science teacher
3 car mechanic
4 marine biologist

4 Talk

- **Critical thinking:** When learners have finished listening, elicit again the jobs that were described and ask them to talk in pairs about which one they think sounds the most interesting and why. Then ask learners to share their thoughts with the whole class.

Alternatively, you could just ask this question to the whole class, then ask each learner to choose a job from the four described and do a class vote on the most interesting.

Answers

Learners' own answers.

5 Word study

- To introduce the concept of compound nouns, put a selection of nouns on the board and ask learners first of all to tell you what kind of words they are (nouns): e.g. *tree / science teacher / job / motorbike / palm tree / marine wildlife*
- Ask learners which nouns have just one part and which have two parts (one part = *tree / job*; two parts = *science teacher, motorbike, palm tree, marine wildlife*). Explain that nouns with two parts like these are called *compound nouns*. Circle the examples on the board; then focus attention on the **Use of English** box and go through the explanation.
- Focus learners on **Activity 5**. Point out that these words all make up compound nouns from the listening text and ask them to match the different parts. When they have matched, they should check with their partner.
- Alternatively, you could ask learners to match the parts in a more active mingling activity. Make two or three sets (depending on class number, e.g. three sets for a class of 30) of the compound noun parts on pieces of card or paper (one word per piece). Give each learner one piece of paper / card and tell them to walk around and find the person with a word which forms a compound noun from the listening task.

Answers

1 d 2 a 3 e 4 b 5 c



For further practice, see **Activity 5** in the **Activity Book**.

6 Word study

- Focus learners on the compound nouns in **Activity 6** and read out the words. Ask the class if anyone knows what these words mean. Give learners a chance to activate their own knowledge first (some might have siblings or family members studying for university degrees, for example) and then, if necessary, explain what the words mean, drawing on real life examples and the examples given in the listening extracts (e.g. Speakers 3 and 4).
- **Critical thinking:** Next ask learners to discuss briefly in pairs how these things might help someone get a job. Then invite learners to share their thoughts as a class. At this stage, support their understanding by giving them authentic examples from your own experience or that of people you know.

Answers

Suggested explanations for learners:

Work experience – when you work for a company or organisation for a short time while you are still at school or university. This can give you good experience of a job before you actually do it for real, so that you know what to expect and can be better prepared and trained. People usually do work experience without getting paid.

Voluntary work – when you work free of charge (or a very small payment) for a charity or an organisation that supports a good cause / does good work. Doing this can give you good work experience and knowledge of the type of work. It also shows that you are very interested and enthusiastic because you are prepared to work free of charge.

A university degree – a qualification that you get after several years of study at a university and passing exams and other assessments. A degree gives a lot of knowledge of a subject that is important to lots of jobs. Sometimes university degrees give students opportunities for work experience too.

7 Listen 56

- Before listening again, ask learners what they can remember about what the four speakers in **Activity 3** talked about, asking in particular about what interests and skills the speakers had that led to their choices of job.
- Focus learners on the sentences in **Activity 7**. Tell them that you are going to play the extracts again and stop after each one; they have to listen for the sentence and complete the gaps.
- Additional support and practice:** Instead of pausing after each speaker, you could pause immediately after the focus sentence has been read, ask learners to repeat the line and then complete the gaps. For extra challenge, ask learners to shout, *Stop!* after they hear the target sentence, then pause the audio.
- When you go through the answers, give learners an extra challenge by reading some sentences correctly and some incorrectly; they have to listen carefully in order to decide if the sentence is correct or not and correct any incorrect sentences, e.g.

Teacher: *I've been interested about animals since I was a little girl.*

Learners: No! *I've been crazy about animals since ...*

- Ask learners to tell you again which person said each sentence.
- Now focus learners on the structure of the target phrases in the sentences. Ask them to find the *adjectives* in each sentence (crazy / hard / good / interested / fascinated) and then tell you what kind of words follow (prepositions and nouns: about animals / at maths / with kids / in engines / by the ocean).

Then focus their attention on the **Use of English** box in the Learner's Book and read the explanation and two example sentences.

Answers

- 1 I've been crazy about animals since I was a little girl. (Vet)
- 2 I had to work really hard at maths and science (Vet)
- 3 I think I'm quite good with kids in general. (Science teacher)
- 4 I became really interested in engines. (Car mechanic)
- 5 I was always fascinated by the ocean. (Marine biologist)



For further practice, see **Activity 3** in the **Activity Book**.

8 Talk

- First ask learners to write answers in their notebooks to the following questions to get them accustomed to using the phrases in **Activity 7** and applying them to their own experience:
 - 1 Write three things that you are *good at* (e.g. school subjects, hobbies, personal qualities).
 - 2 Now write three things that you are *interested in*.
 - 3 Now write something that you are really *fascinated by* (e.g. a place, topic, person, gadget).
 - 4 Now write something that you have to work *hard at* to get a good result.
- Critical thinking:** Tell learners to compare their responses to their partners. Then ask them to discuss with their partner how the interest and talents that they've noted down might lead to a job in the future.
- Demonstrate the task with the whole class first. Ask a confident learner to tell you about a job he/she is interested in and why; then either write the learner's response on the board as an example, or elicit a sentence as follows:
I'd like to be a pilot because I'm very interested in planes. I'm also good at science and I know a lot about ...
- Ask learners to practise making similar statements in pairs. Monitor and circulate, helping out with vocabulary and encouraging the use of the target phrases.
- Conduct feedback by asking volunteers or nominating learners to share their thoughts and ideas with the class.

Answers

Learners' own answers.



For further practice, see **Activity 6** in the **Activity Book**.

Wrap up

- To finish off, nominate learners to tell the class about ideas (about jobs) that they had in common with their partner and ones that were very different.

Activity Book

1 Read

- Learners read a text about unusual jobs and complete statements about the information in the texts by choosing the correct answers.

Answers

1 b 2 a 3 b 4 a 5 b

2 Use of English

- Learners underline four examples of *adjectives + prepositions + nouns* in the text in **Activity 1**.

Answers

Text about Lisa

fascinated by chocolate
knowledgeable about food
good with people

Text about Tom

good at Maths

3 Use of English

- Learners choose the correct preposition to complete phrases using the target language; then complete the phrases to make true sentences about themselves.

Answers

1 on 2 by 3 at 4 about 5 in 6 about 7 at 8 with
Learners' own answers.

4 Word study

- Learners look at highlighted noun phrases in the text and decide which two are compound nouns.

Answers

water slides / theme parks

5 Word study

- Learners make five compound nouns from jumbled words in a word cloud; then identify the odd-one-out.

Answers

car mechanic marine biologist police officer science teacher TV
documentary

Odd-one-out: TV documentary (the other compound nouns
describe jobs)

6 Challenge

- Learners write a paragraph about a type of job that interests them, including the skills they think they need to do the job well.

Answers

Learners' own answers.

Lesson 2: The joy is in the job

Lesson objectives

Reading: Read about someone who loves her job; practise skimming techniques to understand the sense and main points of the text.

Speaking: Talk about personal qualities that are important to certain jobs; interview someone you know about their job.

Writing: Write about the job of someone you know using their answers from the interview.

Critical thinking: Speculate what personal qualities are needed for different types of job.

Vocabulary: Media jobs: *camera operator, reporter, director, presenter, weather forecaster*; Personal qualities: *fascinating, enthusiastic, confident, friendly, calm, knowledgeable*

Materials: video clip of a relevant children's TV programme (optional for **Warm up**); a ball (suitable for classroom use) (optional).

Learner's Book

Warm up

- You could introduce the topic by playing *20 questions* (for instructions, see **Unit 4, Lesson 4, Warm up**), choosing a media job that your learners will probably know already (to make a link with discussion questions in **Activity 1**).
- Learners could then do the same activity in pairs. Then focus them on the first page of the unit and ask if they can see any of the jobs they talked about in the pictures.
- Alternatively, you could show learners a clip from one of their favourite TV programmes and elicit what sort of jobs people do in front of the camera and behind the scenes, to make this TV programme. Use this activity to introduce and build on vocabulary that appears in **Activity 2**.

1 Talk about it

- Focus attention on the first two questions. If you haven't already done the video clip activity suggested in the warm-up stage, you could do it now as a lead-in to learners discussing the questions in pairs. Alternatively, ask learners to suggest popular TV programmes and talk together about the sort of jobs people do to create them (e.g. actors, writers, TV presenters, camera operators, make-up artist). Again this activity could be used to introduce and build on vocabulary that appears in **Activity 2**.
- Additional support and practice:** If you think learners might struggle to think of relevant words themselves, you could give them a list of TV jobs and ask them to compare against a favourite TV programme/s, identifying ones that might apply. Either write the jobs on the board or, for an extra challenge (and to focus attention at the beginning of the class), dictate the words and ask learners to copy down; then work in pairs to decide if they are relevant to the programme / s in question.
- Critical thinking:** making deductions and assumptions about TV jobs.

Answers

Learners' own answers.

2 Word study

- Focus learners on the media jobs listed in the box and read each one together. Ask them what the jobs have in common (all connected with TV) and elicit or tell them that they are *media* jobs – types of jobs that communicate information to the public (i.e. you and me).
- Some of these jobs may have been mentioned in **Activity 1**. Ask learners to look up any unknown words in their dictionaries, or read out definitions and ask learners to match to a word. You could put learners in teams and make this into a competition, adding a few more words and definitions to stretch learners further.

Answers

camera operator: someone who controls the camera that films people and scenes for TV.
reporter: someone who researches important news for TV programmes and presents it to camera.
presenter: someone who introduces a TV programme and guides the viewers through the contents of the programme.
director: someone who tells the actors and TV presenters what to do and how to deliver their lines during the filming of a programme.
weather forecaster: someone who presents information about the weather to TV audiences.



For further practice, see **Activity 2** in the **Activity Book**.

3 Read

- Focus attention on the texts. Tell learners that they are going to read about someone who loves her job. Ask them to look at the picture and predict what kind of job the woman does from the ones mentioned in **Activity 2**. Learners could be stretched by asking them *why* they think she does a particular job. Let learners speculate – don't give them the answer yet.
- Now ask them to read the text quickly and identify the job that the woman is talking about. Give them a time limit of about two minutes to emphasise that they only have to read to gain a general sense of the text and that they are not reading for details. This is in preparation for the focus on skimming techniques in the next stage.
- Ask them to check their answer with each other after reading, before establishing the answer with the class.
- At this stage, check learners are clear about vocabulary items, *chat show*, *off air* and *on camera*. Ask them to find the items in the text by asking questions, e.g. *What kind of TV programme does the presenter present?* (a chat show); *find an expression which means when the programme isn't on TV and we can't see it* (off air), and *when the TV presenter is talking to the camera* (on camera).

Answers

She is a (TV) presenter.

Reading strategy

- Skimming:** Draw learners' attention to the idea of approaching a text in two stages: the first time reading a text quickly, to understand the general meaning and not worrying if they don't understand every word or phrase; the second time, reading more slowly, noticing key words to understand the main topic of each paragraph.
- At this point you could reiterate points similar to those made in **Unit 4** (as this strategy links in with the **Unit 4 Teaching tip**). Ask learners which approach they think makes more sense: read slowly, *trying to understand every word and every part of a text the first time you read it* OR *read the text quickly first to get the general sense and then more slowly to understand the main topics*. Encourage learners to see that the second approach will support them better in managing this lesson's reading task.

4 Read

- Focus learners on **Activity 4** and ask them to read the text again to match the questions to paragraphs 1–3. Read each question together first, then draw learners' attention to the numbered paragraphs in the text. Give them a time limit of about four minutes to read the text again and match. Ask them to work individually then compare their answers with their partner.
- Check answers and ask learners which words in the text helped them match to the questions (e.g. Paragraph 1: *introduce the show ... interview children*; Paragraph 2: *love my job because ...*; Paragraph 3: *enthusiastic ... confident*)
- Next take learners through the reading strategy outlined above. First ask them why they think you gave them a strict time limit in which to do the tasks in **Activity 3** and **4**. Elicit or point out that this was to ensure that they just focused on the main points and didn't have time to worry about unknown phrases and words. This means that they will be able to read more quickly and understand more than they realise, if they are not continually focusing on unknown words. Point out that it is still possible to understand the sense of the text, even if they can't understand every word. If they have done **Activity 3** and **4** successfully, they should begin to see how the strategy works.
- Explain to learners that this technique is called *skimming*.

Answers

a 2 b 3 c 1

5 Word study

- Draw learners' attention back to the TV presenter in the picture. Ask if they can remember some of the qualities she mentioned in the text. Elicit ideas, then focus learners on the adjectives in blue in the text and ask how many they can see (6 adjectives).
- Read the words together and ask learners to repeat the adjectives after you, focusing on pronunciation and syllable stress (in preparation for the feedback stage and speaking task later).
- Next focus their attention on **Activity 5**. Ask: *Do these adjectives mean the same as the ones in blue?* Elicit: *No, they are antonyms or opposites.* Now tell learners to match the adjectives in blue with their opposite in **Activity 5**.
- Allow learners to do this activity in pairs so they can share their knowledge of the adjectives both in the text and **Activity 5**. Tell them to do the ones that they know first, then focus on the others (rather than doing the activity in the order, 1–6). Discourage the use of dictionaries, instead monitor and circulate, helping with vocabulary as needed. Give examples and definitions, so learners gain extra language practise in listening and speaking through their interaction with you during this task. Encourage learners to deduce meanings from the context in the text.
- Go through the answers as a class, focusing again on pronunciation.
- **Extend and challenge:** Having established the answers, you could do a quick active consolidation game, especially if learners need an energy lift.
 - Ask the class to stand up and choose a confident learner to start. Throw a ball and say an adjective from **Activity 5** (e.g. *shy*) – the learner has to catch the ball and say the opposite adjective (*confident*). He / she then throws the ball to another learner, saying another adjective from **Activity 5**. The learner catches it and says the opposite.
 - Play the game around the class. If learners have received the ball and can't say the opposite adjective, they have to sit down. If they say it correctly, they keep standing.
 - You can carry on the game by repeating the same pattern or extend by having learners say one of the adjectives in blue and the recipient has to say the opposite adjective from **Activity 5** (e.g. *enthusiastic* → *uninterested*). The winner is the last learner standing.

Answers

- 1 unfriendly (Ooo) – friendly (Oo)
- 2 uninterested (Oooo) – enthusiastic (ooooOo)
- 3 nervous (Oo) – calm
- 4 shy – confident (Ooo)
- 5 ignorant (Ooo) – knowledgeable (Oooo)
- 6 boring (Oo) – fascinating (Oooo)

6 Word study

- Focus learners on **Activity 6** and ask them to find other words in the text that describe personal qualities. Tell them to work individually first, then compare with their partner.
- **Critical thinking:** Then ask learners to work together to think of other words and phrases to describe personal qualities that they think might be relevant for this job or other similar jobs in the media. (There is an opportunity to extend into other job categories in the next activity). Conduct a class feedback, recording good suggestions on the board. Then ask learners to record all words and phrases in their vocabulary notebooks to build a word bank under the title: *Personal qualities*.

Answers

Other words in the text to describe personal qualities:
talented fun interesting have lots of energy be good with children
+ Learners' own answers.

 For further practice, see **Activity 1** in the **Activity Book**.

7 Talk

- Focus attention on the pictures and ask learners to work in pairs. Tell them to choose two pictures that interest them and give them a minute or two to think of personal qualities that might be needed for those jobs. Then put them in pairs and ask them to tell their partner about the qualities they need to do those jobs. Do an example together first as a class, eliciting key words and phrases by gapping an example sentence as follows:
To be a doctor, I think you need to be _____ (good at science) and _____ (knowledgeable about) ...
- Allow early finishers to choose other jobs to talk about, or extend the activity so all learners choose another job and discuss it in the same way. You could put learners into groups and give each a different type of job or a category (e.g. *jobs caring for people; working with animals; working with children*, etc.) ask them to brainstorm job titles and qualities needed.
- For feedback: you could ask learners to read out a sentence about a job and have other learners guess what it is, e.g. *For this job you need to be good at art and knowledgeable about flowers and plants* (a florist).

Answers

Example answers:

Florist – *interested in flowers; friendly & good with people (for selling).*
Actor – *confident; interested in people; have lots of energy; talented; enthusiastic.*
Doctor – *good at science; knowledgeable about parts of the body and medicines; good with people; confident, friendly, calm.*
Architect – *good at drawing, maths and science; knowledgeable about buildings and how they are used.*

8 Write

- Explain to learners that they are now going to do their own interview using the questions in **Activity 4**. This activity can be given for homework, with learners interviewing a family member or friend. Alternatively, you could arrange for a colleague from your school (or outside, if this is possible) to come into the class and be interviewed by the learners (e.g. the head teacher, another teacher who teaches a popular subject).
- Learners should ask the questions and write notes about the responses in their notebooks.
- Learners then write up their notes in the form of a description of the person's job, what they do and the qualities they need to do their job. Focus them on the text in **Activity 3** as a model but point out that the pronoun will change from 'I' to 'he' or 'she', e.g.
*My aunt is a dentist. She looks at people's teeth and finds out if they are healthy or not ...
To do her job, she needs to be knowledgeable about ... and good with ...*
- Point out that they can use the correct order of the questions as a structure for their description, e.g.
What the person does in their job / Why they like it (or not!) / What qualities are needed.

Answers

Learners' own answers – Portfolio opportunity.



For further practice, see Activities 3, 4 and 5 in the Activity Book.



Wrap up

- When learners have written the descriptions, ask them to read each other's and note down the qualities mentioned. Then find out as a class which qualities were mentioned most often. This information could be used as a useful 'life lesson' – general qualities that are needed to do jobs well (regardless of the actual job).

Activity Book

1 Vocabulary

- Learners complete gapped sentences with the correct adjective.

Answers

- knowledgeable
- fascinating
- confident
- enthusiastic
- friendly
- calm

2 Vocabulary

- Learners read a definition and write the corresponding word, focusing on spelling.

Answers

- presenter
- director
- camera operator
- presenter
- weather forecaster

3 Read and Strategy check

- Learners do a multiple-choice exercise to support their understanding of the reading strategy (skimming). Then they read a text (a dialogue) about a news reporter (with missing sentences) and put four sentences in the correct place within the text.

Answers

Read quickly first to get the general sense of the whole text. ✓
Then read the text more slowly to understand the main topic of each paragraph. ✓

- b
- d
- c
- a

4 Challenge

- Learners read the text again and write a short description of the job using headings.

Answers

Job title: news reporter for a local TV channel.

What he does: he goes to the news scene, finds out what's happening and writes a short report. Then he stands in front of a film camera and tells the report to TV viewers at home.

Why he likes it: news stories are always changing and often there is happy news to report. He enjoys telling viewers about the good things people do in their communities.

What qualities are needed to do the job. Why? He needs to be knowledgeable about what's happening in his local area, so that he can choose the most interesting and important stories to report. He also needs to be confident in front of the camera and behind it too because he has to interview lots of different people to find out information. He needs to stay calm in case there are any problems.

Lesson 3: Designing a uniform

Lesson objectives

Speaking: Prepare and deliver a presentation about an idea for a uniform design for work or school.

Listening: Listen to a presentation about an idea for a work uniform design and notice features of content.

Critical thinking: Create and describe an idea for a uniform design. Describe how the design addresses practical issues.

Vocabulary focus: Features on clothing; *stripe, inside pocket, sleeve, logo, waterproof material, zip, zipped pocket, light, belt with pockets, alarm*

Materials: pictures of work uniforms for different types of job + one picture of a non-uniform job (for **Warm up**); poster or A3 paper, coloured pens.

Learner's Book

1 Warm up

- Put pictures on the board of several uniformed jobs (e.g. ones listed in **Activity 1** and/or ones that are specific to the country or culture in which you work). Include a picture of a non-uniformed job (e.g. an office worker, teacher, florist, etc.).
- Elicit the names of the jobs from learners and then ask which one is the odd-one-out and why. Elicit that the non-uniformed job is different because the other jobs all have *uniforms*.

1 Talk about it

- Ask learners as a class if anyone they know wears a uniform to work. Talk generally about different uniforms and input / highlight vocabulary that will be useful for later stages. Talk about the kind of clothes people wear to work that are not part of a uniform.
- Next put learners in small groups and ask them to talk about what people wear for the jobs listed in **Activity 1**. You could focus the task more by asking them to pick three specific ones to talk about or allocate specific jobs to each group.
- Conduct a quick feedback, asking learners to share some initial ideas at this stage. Again, input / highlight vocabulary that will be useful for later stages.

Answers

Learners' own answers.

2 Talk

- Ask learners first if they know of any other jobs (not mentioned in **Activity 1**) in their country which have a uniform. Then focus on one job in particular (e.g. a firefighter) and put a representative image on the board. Elicit a key duty in that job and ask learners how the uniform helps the person do that aspect of the job.
- Critical thinking:** Ask learners to talk in pairs about other aspects of the uniform in question that help the person do the job. Then ask them if they can think of any other things that designers have to think about when they design any work uniform. Stimulate learners' thought processes by giving prompts to answer this question, e.g.
Would a postwoman wear shoes with a heel? (No!) Why not? (Because she has to walk a lot.) Would a firefighter wear a t-shirt? (No! Because he has to protect his arms.)

- Elicit learners' ideas and build up a list on the board. This will assist learners in **Activity 3** and the problem solving exercise later in the lesson (when they design a work uniform).

Answers

Designing a work uniform: considerations (example answers)

The climate and weather in the country where they work ...
What the person has to do in their job, e.g. do they have to move a lot or move quickly? Will they have to do lots of walking, running, climbing, carrying, lifting, cleaning? Are there any safety or security issues with the job?

People's different shapes, sizes and ages.

Whether men or women or both will wear the uniform.

If the uniform needs to have distinctive colours or logos so it will be easily recognised by people in a shop, street, from a distance, at night time, etc.

The times that the person will be working, e.g. when it is dark.

The cost of the uniform.

+ Learners' own answers.

3 Listen 57

- Critical thinking:** Tell learners that they are now going to listen to someone (Lucia) presenting her idea for a work uniform. Before they listen, draw their attention to the illustration and ask which job they think the design is for. Encourage them to use modals of probability in their answers and to give reasons, e.g.
It could / might be a uniform for a ... because ...
It can't be ... because ...
- Ask learners to describe the illustration. If they mention words that will later come up in the listening task, write them on the board, to help learners with the listening task and **Activity 4 (Word study)**.
- Now tell learners that they are going to listen to the whole presentation. They need to listen to find out which job the uniform design is for. Draw their attention to points made in **Activity 2** (regarding what designers think about when they are designing uniforms) and tell them that Lucia will mention some similar points. They need to listen and identify which similar points Lucia makes.

Note: Stress to learners that they are only listening for the information outlined above and not to worry about words or parts of the presentation that they don't understand.

- When you conduct feedback, establish which job Lucia's design is for and ask learners to identify other ideas mentioned from the list on the board from **Activity 2**. Tick them clearly so learners can reference them easily in the next two activities.

Audioscript: LB Track 57

Part 1

Good morning everyone, I'd like to present to you my idea for a new design for a postman or post woman's uniform. I noticed that the postmen in my neighbourhood need a new uniform because the clothes they wear now look uncomfortable and a bit boring.

If you look at the picture here, my new uniform is like a tracksuit, dark blue with a green and white stripe across here and down the sleeves. The top is a jacket with a zip and inside pockets, to keep money and other small things. The post office logo is on the right at the top and underneath is a blue t-shirt. As you can see, the trousers are quite wide. They are made of waterproof material from the ankle to the knee, so, if it rains a lot, the bottom of the trousers don't get wet. There are zips at the bottom and zipped pockets on the side. The postmen or women will wear trainers because they have to walk a lot and trainers are comfortable. This uniform is practical because it makes it easy for them to do their job.

Part 2

There is a special cap and if you look closely, you can see a light at the front. The postman or woman can switch this on if they are delivering letters very early in the morning when it is still dark. And here you can see a special belt, which has pockets to carry a mobile phone, keys and an alarm – in case the postman gets attacked by a dog – the alarm scares the dog away! The postman needs pockets and the belt to carry things, so that his hands are free to deliver the letters. He also has a pocket on the belt to carry an i-pod – so he can listen to music while he works.

As you can see, my uniform design will suit people who are all shapes and sizes – big or slim, tall or small – because the clothes are loose-fitting and stretchy. I hope all postmen and women will feel comfortable and smart in my design!

Answers

Lucia is presenting an idea for a postman/woman's uniform. Possible ideas from Activity 2 that are mentioned are:

Climate and weather.

What the person has to do in their job – in this case, lots of walking, carrying things.

Working hours – especially when there is little or no natural daylight.

People of all shapes and sizes will wear the uniform.

Safety and security issues (e.g. the need for an alarm and a head light)

Speaking tip

Point out to learners the importance of pictures and diagrams in presentations. These devices help the audience to follow the presentation and provide a focus for their attention, which can help learners feel less self-conscious as they get used to the task of speaking in front of a group. Visual images provide a framework on which to 'hook' the presentation, as the presenter can organise the presentation around the pictures and diagrams.

4 Word study

- Focus learners again on the illustration and ask them to work in pairs to identify the different features on the clothing.

- Go through the answers as a class, then ask learners to find as many of these features as they can on their own clothes and on any clothing that might be nearby (e.g. jackets or PE kit).

- Focus learners on the **Speaking tip**, and explain the points outlined above. Tell them to look at Lucia's illustration when they listen to her presentation again in the next two activities and notice how she refers to her picture in her presentation.

Answers

- a stripe
- b inside pocket
- c sleeve
- d logo
- e waterproof material
- f zip
- g zipped pocket
- h light
- i belt with pockets
- j alarm

 For further practice, see Activities 1, 2 and 3 in the Activity Book.

5 Listen 57

- Now focus learners' attention on **Activity 5**. Read through the questions and ask learners to listen for the answers. Tell them that they are only going to listen to the first part of the presentation and they need only listen for the answers to the questions (i.e. they don't have to understand the entire text).
- Play the extract.
- Additional support and practice:** If learners need extra support in identifying the answers to the questions, pause the audio directly after the relevant bits and elicit the answers straight away (rather than play the entire extract all the way through).
- After listening, give learners a minute or so to discuss the answers with their partner. Then conduct feedback.

Audioscript: LB Track 57

(see Activity 3)

Answers

- 1 He thinks that the clothes they wear now look uncomfortable and a bit boring.
- 2 Inside pockets are useful to keep money and other small things. Waterproof material protects the bottom of the trousers from getting wet, if it rains a lot. Training shoes: postmen/women have to walk a lot and trainers are comfortable

6 Listen 57

- Tell learners they are now going to listen to just Part 2. Follow the same procedure as outlined in **Activity 5**. Make sure learners understand the meaning of *tracksuit* (show them an example, e.g. PE kit or the illustration in **Activity 3**) and *style* (a design that looks similar).

- If necessary play the audio for Parts 1 and 2 again, stopping after each part that answers the questions in **Activities 5 and 6**.

Audioscript: LB Track 57

(see Activity 3)

Answers

- a A cap with a light: this will help the postman / woman to see if they are delivering post when it is dark.
- A belt with pockets: to carry a mobile phone, keys, an alarm and an i-pod
- An alarm: this will protect against attacks by dogs.
- b Lucia thinks that a tracksuit style uniform will suit all people and be comfortable to wear, whatever their shape or size.

7 Listen 57

- Focus learners on **Activity 7** and ask them how many phrases they can see (5). Tell them to read the rubric and tell you why Lucia used these phrases in her presentation (to draw her classmates' attention to her picture).
- To elicit the words to complete the phrases, play the whole presentation again and ask learners to either call out, *Stop!* or put their hands up when they hear a target phrase. Then stop the audio to allow them time to write the phrase in their notebooks. (To save time, you could ask them to copy the sentence parts in their notebooks before listening, leaving a gap to complete the rest when they listen).
- **Additional support and practice:** Instead of listening for and copying the sentences directly from the audio, write the missing sentence parts on the board and ask learners to match and complete the parts in 1–5 first. Then they listen to check, calling out, *Stop!* or putting their hand up when they hear a target sentence.
- Point out to learners how these phrases link with the **Speaking tip** (outlined in **Activity 4**).

Audioscript: LB Track 57

(see Activity 3)

Answers

- 1 If you look at the picture here, my new uniform is like a tracksuit,
- 2 This is the post office logo
- 3 As you can see, the trousers are quite wide.
- 4 If you look closely, you can see a light at the front.
- 5 And here you can see a special belt, which has pockets to carry a mobile phone.



For further practice, see **Activities 4, 5 and 6** in the **Activity Book**.

8 Talk

- **Critical thinking:** Ask learners to discuss the three questions in pairs. Did they like Lucia's idea? Why? Why not? How similar or different is it to the uniform postmen/women wear in their country? Which of Lucia's ideas would they change to better suit their country?

- Make time for a class feedback to share ideas as this will help stimulate ideas for learners' own presentations in the next stage.

Answers

Learners' own answers.

Present it!

- **Critical thinking:** Tell learners that they are now going to prepare their own presentations about their own ideas for work uniforms. Take them through the step-by-step instructions outlined in the Learner's Book. Learners could also design sports strips or alternative school uniforms, if you feel it would be more suitable for your class. Designs can also be humorous or fantastical, if preferred (but learners need to be able to explain their design decisions, however outlandish).
- Go through key points from Lucia's presentation that they can draw on: 1) her illustration of her design idea; 2) her use of vocabulary to describe special clothing features, labelled on her picture; 3) her use of specific phrases to direct her audience's attention to the illustration as she speaks; 4) the way her design reflects solutions to problems she sees with the current postmen's / women's uniform.
- Put learners into pairs or groups of three to prepare and deliver their presentations. Ask them to discuss work uniforms (or school uniforms or sports strips) that are worn in their country and decide which ones they would like to change. Make sure they are clear about the reasons *why* they would like to make changes and that their new design should reflect solutions to problems they see in the original designs.
- Ask them to draw a large, clear picture to illustrate their idea on poster paper (stress that it doesn't have to be a perfect picture).
- Ask learners to make a first draft of their presentation, using Lucia's as a model as follows:
 - 1 Purpose of presentation: what the new design is for and why the current design needs changing.
 - 2 Explanation of each new feature and the reason why it has been included (using the illustration to guide the explanation).
 - 3 An overall comment about the design as a whole.
- Tell them to think about who their audience is going to be, to make the purpose of the presentation clear at the beginning, and to add sequencing phrases (all points from previous presentation tasks). E.g.
Today we're going to present to you our idea for ...
- They should produce one text per group, either in class time or at home. Check the scripts for grammar, vocabulary and organisation; however, the emphasis is on organisation and quality of ideas rather than perfectly accurate scripts.

- Give learners the opportunity to practise their presentations together. Each member of the group should deliver a part of the presentation. Monitor the groups, making sure you spend some time with each, helping with any pronunciation difficulties. Check that everyone has a part to present and that someone is responsible for displaying the illustration of the idea.
- Ask learners to deliver their presentations in pairs or groups of three in front of the class. Introduce each group first and generate a supportive atmosphere by having learners applaud each group before and after each presentation. When each group finishes, make a positive comment about their presentation; invite questions from the audience if there is time.
- Additional support and practice:** Use of notes in delivery: stronger learners may be able to deliver without looking too closely at their notes; others may need to read from their notes at this stage. Use your discretion with regard to how much you allow this, taking into account ability and confidence levels in your class. Ultimately in later years, learners need to be able to deliver oral presentations without reading word for word from notes. Ideally, we should encourage them to get into this habit as soon as possible but learners will probably need the support of reading from their notes in these early stages.
- Extend and challenge:** As learners are delivering their presentations, note down main errors; either give to each group a note of the errors to correct themselves, or write up on the board at the end for a class error correction session (without stating which group or individual made the errors).
- Note:** This would come after plenty of positive feedback regarding the presentations. Positive feedback must always come first and be emphasised.

Answers

Learners' own answers.

 For further practice, see Activity 7 in the Activity Book.

Wrap up

- Critical thinking:** At the end, have a vote on the best design idea. Alternatively, you could have several categories – most realistic idea / craziest idea / best art work, etc.

Activity Book

1 Vocabulary

- Learners label the illustration from the Learner's Book with target vocabulary describing clothing features.

Answers

1 stripe 2 sleeve 3 logo 4 zip 5 pocket 6 belt

2 Vocabulary

- Learners match sentence halves (a – e) describing features on the illustration with the picture (labelled 7–11).

Answers

7 a 8 e 9 d 10 c 11 b

3 Vocabulary

- Learners match sentence halves (1–5) to sentence halves (a–e) in **Activity 2**, to make complete sentences describing the clothing features and the reason for their inclusion in the design.

Answers

1 c 2 a 3 e 4 b 5 d

4 Listen 18 AB Track 18

- Learners listen to Part 1 of a two-part text of a girl talking about her school sports kit and match the description with a picture.

Audioscript: AB Track 18

Part 1

If you look at this picture here, you can see the sports kit that we wear at school for cross-country runs. As you can see, it has dark blue tracksuit trousers with a white stripe down the side and a dark blue t-shirt with short sleeves. The t-shirt has the school logo here on the top right hand side. We also carry a small backpack to carry water and some snacks to eat, when we run long distances. When the weather is colder, we wear a dark blue tracksuit top with a zip at the front. The logo is in the same place as the t-shirt and it has a white stripe down each sleeve, to match the tracksuit trousers.

Answers

Picture c

5 Listen 18 AB Track 18

- Learners listen to Part 1 again and correct the underlined word in a list of statements about the description in **Activity 4**.

Answers

1 running 2 dark blue 3 stripe 4 right 5 backpack 6 zip

6 Listen 19 AB Track 19

- Learners listen to Part 2 and cross out the incorrect word in a list of statements about the listening text.

Audioscript: AB Track 19

Part 2

There are some things I'd like to change about this sports kit. Firstly, the colour is very dark and I think we need a brighter stripe on the t-shirt and top – maybe a high visibility stripe. Then people in cars could see us more clearly when we are running near roads or when there isn't much sunlight. Secondly, the school logo is quite small and you can't see it very clearly. It would be better if it was at the top of the sleeve, near the shoulder. Thirdly, the backpack needs a side pocket for the water bottle. At the moment, the bottle has to go inside the backpack and you can feel it moving around when you are running.

Answers

- 1 the whole sports kit / some things only
- 2 bigger / brighter
- 3 near / on
- 4 shoulder / sleeve
- 5 at the side / inside
- 6 backpack / water bottle

Answers

Suggestions:

Job advertisements – in newspapers, on websites, on TV, on notice boards in public places (shops, offices etc.)
Through a recruitment agency (people who are paid to find jobs for other people)
Through word-of-mouth (when someone tells you that a job is available)

7 Challenge

- Learners design a sports kit for their favourite sport. They have to draw their design, then write a description about the different features. Alternatively, they can change the design of a sports kit they currently use. Prompts are given to help structure the description.

Answers

Learners' own answers.

Lesson 4: Looking for a job

Lesson objectives

Reading: Read three unusual job advertisements and notice features of content, style and use of language.

Writing: Write an advertisement for an unusual job.

Critical thinking: Using own knowledge to think of ways people can get a job; matching abilities and interests to suitable jobs; create an advertisement for an unusual job.

Language focus: Present continuous tense to describe actions happening now.

Materials: job advertisements from magazines, newspapers, the Internet (authentic or invented) (for **Warm up**). Copies of **Photocopiable activity 20**.

Learner's Book

Warm up

- Put learners in small groups and distribute some simple job advertisements (e.g. classifieds) from newspapers, magazines, online, etc. (authentic or invented). Elicit the text type (job advertisements) and the type of jobs they are advertising. Elicit more details as appropriate, depending on time available and learner ability.
- Alternatively, you could project the advertisements and ask learners to answer the same questions by looking at the images on the screen.
- Explain to learners that you are all going to look at more job advertisements in the lesson today.

1 Talk about it

- **Critical thinking:** Focus learners on the questions in **Activity 1** and ask them if they know any more ways people can get a job besides through an advertisement. They can answer this question in pairs, or as a class.

2 Read

- Focus learners on the advertisements in **Activity 2**. Read the job titles in the box together. Then give learners a time limit of about two minutes to read the advertisements and match to a job title.
- When they've finished, ask them to compare their answers with their partner before going through the answers as a class.
- **Extend and challenge:** Ask these questions to ask learners to analyse the texts further and extract more information. You could conduct the activity as a reading race, putting learners in teams to find the answers and win points, or put the questions on a slide and ask them to write the answers.
 - 1 *What do you have to be knowledgeable about to get the astronaut job? (planets)*
 - 2 *For which job do you have to be really interested in science? (the inventor)*
 - 3 *Where will the interviews be for the astronaut job? (in the satellite station)*
 - 4 *What qualities do you need for the zookeeper job? (be interested in all animals, be brave)*
 - 5 *Which type of transport should you be able to fly for the astronaut's job? (a rocket)*
 - 6 *Which job is looking for someone to be the boss of a team? (zookeeper – 'lead the team')*
 - 7 *Where can you find more information about the inventor job? (on the website)*
 - 8 *Where will the interview be for the inventor job? (in the time machine)*
- Focus learners on the information contained in the advertisements – what kind of person the interviewers want to apply for the job (e.g. *an enthusiastic astronaut ... genius-level inventor ... friendly zookeeper ...*); qualities and abilities needed (e.g. *Must know a lot about planets; must be fascinated by science ...*); where to get more information (e.g. *please visit our website...*); where interviews take place (e.g. *interviews will be held in the lion enclosure*).

Answers

- 1 an astronaut
- 2 an inventor
- 3 a zookeeper

3 Read

- **Critical thinking:** Focus learners on the statements (1–4) in **Activity 3**. Read them together and then ask learners to read the text again and decide which of the candidates are suitable for any of the jobs. Check learners understand *candidates* (someone who applies for a job), *biology* (study of living things), *natural*

science (study of nature), *astronomy* (study of planets and stars in space).

- Ask learners to do the task individually, then check answers with their partner. Then go through the answers as a class.
- Extend and challenge:** Ask learners which job they would like to apply for and why. Ask them how their chosen job links in with skills and interests they already have.

Answers

- Priya inventor
- Finn zookeeper
- Zainab astronaut

 For further practice, see Activities 1 and 2 in the Activity Book.

4 Use of English

- Focus learners on the target language by writing the following sentences on the board (or slide) and ask learners to read the text to find the missing words:
We _____ for enthusiastic and dedicated astronauts ... (are looking)
We _____ genius-level inventors ... (are recruiting)
- Ask learners to identify the action in the sentence (are looking / are recruiting). Ask them if it is a regular action or something happening at the moment (at the moment). Ask them if the interviewers have found the people for the job and establish that no, they are still looking – so the action is ongoing / continuous.
- Focus learners on the form and ask how we make the sentence (with *be* + verb + *-ing*).
- Focus learners on the question in **Activity 4** and ask them to complete it in pairs.

Answers

The form of the verb, *to be*, changes according to the pronoun.
I am looking ... *He/she is* looking ...

 For further practice, see Activities 3 and 4 in the Activity Book.

5 Use of English

- First, draw learners' attention to the **Writing tip** by writing some full versions of sentences from the advertisements on the board, e.g.
You must know a lot about planets.
Experience is needed ...
You must be fascinated by science.
- Ask them if these sentences are the same as those that appear in the advertisements. If they don't notice immediately, ask them to find the sentences in the text and tell you how they are different.
- Ask learners why they think shortened sentences are used in advertisements. Elicit or explain that advertisements need to communicate a lot of information in as few words as possible. Advertisers usually have to pay for every word they use and this means they have to miss out some words.

- Mention to learners now that they are going to write their own advertisement and they will need to use shortened sentences to make it look like a real one. First, focus them on the advertisement text in **Activity 5** and explain that the text has two problems: 1) some of the sentences are too long and 2) there are mistakes in the grammar in some of the sentences. Ask them to correct the text and then check with their partner.
- To go through the answers, read the text aloud with errors and ask learners to either call out, *Stop!* and then tell you the correction, or put their hands up when they hear an error.

Answers

Are you good with a spade? We are looking for a talented gardener.

- You Must be crazy about flowers and plants.
- You Must be calm and not afraid of bugs and insects.
- Experience is needed.
- We are interviewing now. Call us on 6978 5454

 For further practice, see Activities 3 and 4 in the Activity Book.

Write

- Critical thinking:** To help learners generate ideas for writing their own job advertisements, put them into small groups and ask them to brainstorm ideas using the following categories:
Unusual jobs
A job you would like to do
A job you would like someone to do for you
A job you would like someone to do in your school
- Learners need to think of two ideas to form into job advertisements, using the examples in **Activity 2** as models. Depending on their level, your learners can either create the advertisements individually (and then have a partner proofread it), or create the advertisements together in pairs, (and hand to another pair to proofread).
- Draw their attention to the order of the advertisement text, as explained in **Activity 2**: *kind of person / qualities and abilities needed / where to get more information / where interviews take place*.
- Circulate and monitor, helping especially with vocabulary (as this will be very specific according to learners' individual ideas).
- When learners have completed a first draft, ask them to swap with a partner (or another pair, if learners are collaborating on this task) and proofread each other's work, checking grammar (use of present continuous), spelling and use of shortened sentences where possible.
- When learners are ready to draft their final versions, ask them to draw a picture or decorate their texts.
- When final drafts are completed, ask learners to display them on the classroom wall. Ask

learners to walk around and read each other's job advertisements, then choose one job that they would like to do.

Answers

Learners' own answers.



For further practice, see Activity 5 in the Activity Book.



Wrap up

- **Critical thinking:** When learners have read each other's advertisements, ask them to share with the class which job they would like to do and why.

Activity Book

1 Read

- Learners read the first lines of three advertisements and match to a picture.

Answers

1 c 2 a 3 b

2 Read

- Learners match lines from the rest of the advertisements to the correct jobs in **Activity 1** and write the correct sentence numbers.

Answers

1 2, 6, 10, 4
2 1, 5, 11, 8
3 3, 9, 12, 7

3 Use of English

- Learners complete sentences using the correct form of the present continuous with verbs in the box.

Answers

1 is studying
2 am sending
3 are selling
4 are not sitting / aren't sitting
5 are / speaking
6 not watching

4 Use of English

- Learners complete sentences about themselves using the present continuous.

Answers

Learners' own answers.

5 Challenge

- Learners complete a job advertisement with their own ideas.

Answers

Learners' own answers.

For a collaborative activity related to creating a business (practising adjective + preposition structures), see **Photocopiable activity 20**.

Lesson 5: Achieving a goal

Lesson objectives

Listening and reading: Listen to and read a poem about jobs and work. Answer questions about poem content and themes.

Speaking: Discuss poem themes about job types and attitudes to work.

Writing: Write some rhyming lines using the poem as a model.

Critical thinking: Discuss the kind of job you'd like to have and why; discuss attitudes towards work and jobs; consider the steps needed to achieve a goal.

Language focus: *Could* for possibility.

Vocabulary: Suffixes: jobs with *-er*, *-or*, *-ist* endings

Values: Working hard and setting goals.

Materials: vocabulary cards; pictures of jobs (optional), poster paper and pens (optional). Copies of **Photocopiable activity 21**.

Learner's Book

Warm up

- Make sets of vocabulary cards (see **Unit 9** overview, **Teaching tip**), one for each small group of learners, with the following words:
*a doctor a nurse a builder a dentist a singer
an actor an artist a hairdresser a plasterer a fire
fighter a police officer a teacher a car mechanic*
- Put learners into small groups and give each a set of cards. Ask them to turn over the cards so they can't see the words. Then ask one learner in each group to pick up a card, read it, but not show it to the other team mates.
- Ask the learners with the cards to act or mime the job on the card. Do a demonstration with the class beforehand if necessary. The other learners in the group have to guess the job. If they guess correctly, they keep the card. The winner in each group is the learner who has collected the most cards by guessing correctly.
- At the end of the miming activity, ask learners to put all the cards together on their tables, face up so

they can see the names of the jobs. Now ask them to categorise the jobs as follows:

Artistic jobs (e.g. creative, entertainment) / practical jobs (e.g. manual jobs) / jobs helping other people (e.g. caring professions, public service, or medical).

Answers

Artistic: a singer, an actor, an artist, a hairdresser.

Practical: a builder, a plasterer, a car mechanic.

Helping people: a doctor, a nurse, a dentist, a fire fighter, a police officer, a teacher.

1 Talk about it

- Focus learners on the questions in **Activity 1**. Ask them to discuss these in pairs or small groups with reference to the jobs on cards in front of them. Then share as a class.
- Ask learners to think of more jobs to add to the categories.

Answers

Learners' own answers.

2 Read

- Tell learners that they are now going to read and listen to a poem about jobs called *You can be anything* by Teri Hopkins. Ask them to describe the illustrations, then read the question in **Activity 2**. Then tell the class to listen, looking for answers to the question. Stress that, at this point, they only need look for this information and not to worry about words they do not understand.
- Start the audio and tell learners to read the poem while listening.
- After reading / listening, go through the answers with the class and ask them to match the jobs in the poem to the illustrations.

Audioscript: LB Track 58

See Learner's Book

Answers

Poem mentions *doctor, builder, dentist, singer, actor, hairdresser, plasterer, fire fighter, police officer, scientist* by title. It also mentions *blacksmith* by description (verse 1, line 6).

3 Talk

- Critical thinking:** Put learners in small groups and ask them to focus on the last illustration of the boy and the girl (considering different jobs and 'dreaming'). Ask them what jobs the children are dreaming about. Then ask them what they think the children could do to help them get the jobs they want when they are older.
- Tell learners that they are going to read and listen to the poem again. Afterwards, focus them on the questions in **Activity 3**. Read through the questions together and then ask them to discuss in their groups. Point out that they should be prepared to share their thoughts with the class afterwards.

- Additional support and practice:** You could divide the questions up, giving some groups questions 1 and 2 and others, 3 and 4 (so learners don't have to answer all but benefit from hearing feedback on all answers later on). Questions 1 and 2 are arguably a little more straightforward than 3 and 4, so you could divide the questions up according to learners' abilities and levels of language.

Answers

1 The poem mentions ten jobs by title (*doctor, builder, dentist, singer, actor, hairdresser, plasterer, fire fighter, police officer, scientist* by title). It also mentions *blacksmith* by description (verse 1, line 6). Total: 11 jobs.

There are some similarities in terms of loose categories such as artistic, manual and helping people (see warm-up stage and Activity 1). However, most jobs are quite diverse in nature.

2 The writer might be making the point that potentially there are many different jobs open to us all and that the possibilities are endless.

3 The writer advises that your job should make you feel happy and if you feel happy in your work you will always be successful; that you should make an effort and have ambitious goals.

4 Learners' own answers.

 For further practice, see **Activity 1** in the Activity Book.

4 Word study

- Ask learners to copy the table in **Activity 4** in their notebooks. Then focus them on the endings, *-er, -or, -ist*, and explain that these endings (*suffixes*) are very common in words that describe the person doing a job.
- Now ask learners to look for ten words for jobs in the poem, look at the word endings and write them in the correct column in their notebooks. When they've finished, they should try and add five more jobs to the list, using the other **UNIT 10** lessons to help them, if necessary.
- Extend and challenge:** You could do a quick 'job quiz' to practise listening skills and test learners' understanding of definitions. Give then definitions of the jobs in **Activity 4** and ask them to respond with the job title, e.g.

Who does experiments to find out about important things? (a scientist)

Who performs on a stage or in a film? (an actor)

Then ask learners if they know anyone who does any of the jobs in the poem.

Answers

-er	-or	-ist
builder	doctor	dentist
singer	actor	scientist

hairdresser

plasterer

fire fighter

police officer

Learners' own answers, e.g. florist, news reporter, weather forecaster, TV presenter, director, camera operator,

 For further practice, see **Activities 2 and 3** in the Activity Book.

5 Pronunciation 59

- Focus learners on **Activity 5**. Ask them to listen to the second verse of the poem again. What rhyming sounds can they hear at the end of each line?

Answers

- try / sky
- day / may
- hair / dare
- balls / halls

6 Pronunciation 60

- Ask learners to repeat the rhyming words and sounds in **Activity 5**. Then put them in pairs and ask them to match the words and sounds to the words in **Activity 6**.

Audioscript and answers

my (try / sky)
way (day / may)
share (hair / dare)
falls (balls / halls)

 For further practice, see Activities 4, 5 and 6 in the Activity Book.

7 Use of English

- Read the two lines of the poem from the **Use of English** box. Ask learners to find other lines with *could* in the poem and elicit six or seven examples around the class. This will stress how frequently the structure appears in the poem, (emphasising the poem theme of possibility).
- Focus learners on the three definitions for *could* in **Activity 7**. Ask learners which one they think is the correct definition for the use of *could* in the poem. If learners have any problems with choosing the correct definition, remind them of the points mentioned in **Activity 3**, question 2, about the poem's message: many types of job exist in the world and there are many *possibilities*.

Answers

- It is possible that you will be a doctor or a dentist.

 For further practice, see Activities 7 and 8 in the Activity Book.

8 Write

- Focus learners on the pictures and elicit the jobs in the illustrations (Picture 1: artist; 2: footballer).
- Ask them to try and complete the sentences under the pictures using the structure in the poem. First brainstorm words to describe what an artist does (e.g. *looks at things, draws, paints, etc.*) and what a footballer does (e.g. *kicks the ball, scores goals, tackles, dribbles the ball, etc.*). Then ask learners to work in pairs to make two rhyming sentences, using any of the words on the board.
- Next, ask learners to use their own ideas and vocabulary to make two more sentences. Distribute some photos of different jobs to give them ideas. Tell

them to try and make the sentences rhyme if possible but allow non-rhyming sentences if you think this would be more manageable for them.

- Additional support and practice:** As an alternative to having learners construct their own rhyming sentences, put the following sentences on the board in a mixed up arrangement and ask learners to match rhyming pairs.

You could be a florist who sells beautiful flowers. / You could be an architect who designs buildings and towers. You could be a police officer who protects the law. / You could be a dentist caring for teeth that are sore.

You could be a reporter who tells us the news. / You could be anything you like but you must choose!

- During feedback, ask learners to read out sentences they have invented for the class.

Answers

You could be an artist who paints / looks and draws
You could be a footballer who kicks and scores
Learners' own answers.

9 Values

- Focus learners on the **Values** heading and read through the first question together. If possible, give learners an example of something you (the teacher) have worked hard to achieve and how you felt afterwards
- Then put learners into pairs to discuss the questions. They need to talk about the questions, drawing on their personal experiences.
- Conduct a short feedback; ask learners to volunteer answers.
- Focus learners on Liam's notes in question 2 and ask the class what they think Liam wants to achieve. Give them a short time to read and take in the text.
- Ask the class question 3 and elicit what actions Liam is going to take to achieve his goal. If they are slow to respond, ask the following questions to focus them on the target points:

How often is Liam going to practise? When? How long?
(everyday, half an hour after school and Saturday mornings)

Who is he going to tell about his goals? (Dad and Jake)

When is the United match? (28th Aug) *Who's he going to watch?* (the strikers)

When are the trials for the under-12s school team?
(10th and 11th September)

- Now ask learners to write down a goal that they want to achieve. Give them a short time to think about it. If they are stuck for ideas, focus them on the topic areas in question 1.
- Then ask them to work in pairs again, tell each other their goals and help each other to write a list of actions that will help them achieve their goal (using Liam's notes as a model).
- At the end, ask confident learners to share their ideas with the class.
- Alternatively choose a 'class goal'. This could be something that you (the teacher) would like your class to aim for. Ask learners to work in small groups

and write down action points on poster paper for achieving the class goal. Then put on the wall and vote on the best plan. Make a class commitment to follow that plan.

Answers

- 1 Learners' own answers.
- 2 Liam wants to be a striker in the school football team.
- 3 Liam is going to: practise every day, half an hour after school and Saturday mornings (he says *when* he is going to practice and for *how long*); let people close to him know what he wants to achieve so that they are better able to help him; watch a football match on a specified date with the particular aim of watching how the strikers play (to pick up tips); put his name down for the trials for the new school team; attend the trials on the 10th and 11th September.
- 4 Learners' own answers.

Wrap up

- If learners discuss individual plans and goals in **Activity 9**, ask confident learners to share their ideas with the class.

Activity Book

1 Read

- Learners read the poem, *You can be anything* by Teri Hopkins again, and tick the sentences that express the advice in the poem.

Answers

1 3 4 5 6 8

2 Word study

- Learners complete the words for jobs with the correct suffix. Then they identify the jobs that appear in the poem.

Answers

scientist florist fire fighter
teacher police officer dentist
builder hairdresser artist doctor
singer actor plasterer
Jobs in poem: scientist, fire fighter, police officer, dentist, builder, hairdresser, doctor, singer, actor, plasterer

3 Word study

- Learners match a word in **Activity 2** to a picture.

Answers

a doctor b a builder c a dentist d scientist

4 Pronunciation 20 AB Track 20

- Learners listen and repeat rhyming sounds from the poem and identify the rhyming sound.

Answers

1 try / sky	2 day / may
3 hair / dare	4 balls / halls

5 Pronunciation 20 AB Track 20

- Learners match sounds in other words to the rhyming sounds in **Activity 4**.

Answers

a calls (4 balls / halls)
b lie (1 try / sky)
c pay (2 day / may)
d care (3 hair / dare)

6 Pronunciation

- Learners write a word that rhymes with each word pair in **Activity 4**.

Answers

Learners' own answers.

7 Use of English

- Learners complete gapped sentences with *could* or *couldn't* and a verb from the box.

Answers

1 could work
2 could learn
3 could watch
4 could finish
5 could be
6 couldn't travel

8 Use of English

- Learners complete sentences with *could* or *couldn't* to make them true for them.

Answers

Learners' own answers.

 To review job-related vocabulary, see **Photocopiable activity 21**.

Lesson 6: Choose a project

Lesson objectives

Speaking: Deliver a presentation about a job you would like to have; revise unit themes; discuss **UNIT 10** Big question.

Writing: Organise and prepare notes for a presentation; prepare and write a quiz about different jobs; revise unit themes.

Critical thinking: Select information to include in the presentation or quiz; consider a job you would like to have and the reasons why; make assumptions about qualities needed to do certain jobs; apply new skills and language acquired in **UNIT 10** to project work and revision activities.

Language focus: Recycling language points from **Unit 10:** prepositions after adjectives; present continuous forms (actions happening now); *could* (expressing possibility).

Vocabulary: Compound nouns; adjectives describing personal qualities; features on clothing; suffixes

Materials: electronic slides (if available).

Learner's Book

Warm up

- Put learners in small teams and play the *Name 3* game to revise some language and themes from **UNIT 10** and encourage learners to use 'chunks' of language. This game will also help generate ideas for both projects.
- Tell learners that you have a list of three items in front of you that they have to guess to win points for their team. Focus them on items or language you wish to review or focus on, e.g.
 - Three things a TV presenter does: *speaks in front of a camera / interviews people / finds out information*: (note focus on 'chunks' of language – verb/noun phrases, as well as revision of unit themes)
 - Three qualities a doctor needs: *knowledgeable about medicine / kind / good at science*: (note focus on adjective + preposition phrases).
- For a variation on this game to challenge higher levels, see **Extend and challenge**. For a simpler version of the game, see **Additional support and practice**.
- Read out the question. Learners need to brainstorm words and phrase and when they have three, raise their hand. Three answers that correspond with teacher's own answers gets the team three points; if the team gives less than three answers, then the other teams have a chance to win the points.

Note: Only allow learners to win the points if they give three identical or similar answers to the teacher's – this makes them think more carefully about *all* their answers and ensures they generate more language.

- Do a practice round first to make sure learners are clear about the rules of the game.
- After each round, record points on the board and declare an overall winner at the end. Remember to congratulate *all* teams on their efforts too.

Differentiated instruction

Additional support and practice

- You could allow learners to write any three items to answer the question, i.e. their answers don't have to match the teacher's – they can gain points for just three good answers.

Extend and challenge

- Three items can be extended to five or more for some or all the questions.
- Tell learners they are now going to choose from the two projects and follow the instructions below for the one they have decided on.

1 A quiz about different jobs

- Learners can do this project in pairs or small groups. Take them through the step-by-step instructions presented in the Learner's Book. See also the **Teaching tip** in the **Unit 5** overview for advice on managing the research stage.
- Additional support and practice:** You could vary the number of questions learners write for the quiz according to ability, and also restrict themes (e.g. *building* and *medicine* only); e.g. stronger learners could write two or three questions for each category; other learners – one question for each category or five each for *building* and *medicine* topics (total: 10 questions).
- Ask learners to write a rough draft first and check it for grammar, vocabulary and spelling. Then ask them to write the quiz in a presentable form and decorate with pictures.
- Finally, they hand their quiz to another group to complete.

Answers

Learners' own answers.

Wrap up

- When learners have finished doing each other's quizzes, hand them back to the original groups for marking. Finally, compare scores across the class.

2 Do a presentation about a job you would like to have

- Depending on the language and confidence levels of your learners (and class time available) they could do this task either individually or in pairs or small groups. Although the presentation theme is a personal one, learners could still work together and choose a job that interests both or all of them.
- Take them through the step-by-step instructions presented in the Learner's Book.
- Critical thinking:** Spend time talking to them about the type of job they wish to focus on. Draw their attention to the content areas outlined in stage 2 to help focus their research and organise their notes. Also refer them to the text in **Lesson 2**, for useful background in describing a job.

Note: The choice of job could be quite serious or humorous or outlandish, depending on the personalities of your learners. Allow them to interpret the theme in any way that engages them or feels comfortable.

- With regard to researching the job in question, refer to the **Teaching tip** in **Unit 5** overview for more advice on how to manage the research of any project theme. Learners could also interview someone who actually does the job that interests them, if this could be arranged (using the questions in **Lesson 2**). If learners make a choice of job that is difficult to research, they could imagine and invent answers for the different sections outlined in stage 2.

- When learners are drafting the presentation, monitor and make sure they are using sequencing phrases to guide the audience through the presentation.
- Allow time for preparing visuals for the presentation, e.g. slides and pictures relevant to the job in question.
- Give learners time to practise their presentation, ensure that each member has a part to say and that someone is responsible for organising the props (slides, pictures, etc.). If learners are delivering a presentation on their own, team them up in pairs, so they can practise and listen to each other's.
- Critical thinking:** While learners deliver their presentations, ask the audience to make a note of the job described with a view to voting on the most interesting or most unusual one at the end.

Answers

Learners' own answers.

Wrap up

- Ask learners to categorise the jobs they heard about first (e.g. jobs with animals / jobs with food / jobs with technology / jobs on TV, etc.). Then hear their views on which jobs they found the most interesting. Finally have a class vote on the most interesting or the most unusual jobs (or any other categories you feel are appropriate).

Reflect on your learning

- These revision activities can be approached in different ways, according to the level and character of your class.
 - Questions 1–6 could be used as a class quiz, with learners in teams and a time limit given to write answers to each question.
 - Alternatively, you could conduct a revision session. Ask learners to work in pairs and take longer to think about and write down their answers. When pairs have finished the questions, they swap with another pair and correct each other's work, with you monitoring and giving help and advice when needed.
 - You could set this task for homework / self-study.

Answers

- a vet, a science teacher, a car mechanic and a marine biologist. Compound nouns: science teacher, car mechanic, marine biologist
- A presenter. Personal qualities needed: (five from) to be enthusiastic (about people and their lives); have lots of energy; to be confident; to be good with children especially; to be friendly and calm; to be knowledgeable (so that you can interview people well).
- The uniform is designed for a postman/woman. Features: (three from) it is like a tracksuit, dark blue with a green and white stripe. The top is a jacket with a zip and inside pockets and the post office logo; underneath is a blue t-shirt. The trousers are quite wide and made of waterproof material from the ankle to the knee. There are zips at the bottom and zipped pockets on the side. On their feet, the postmen or women wear trainers. They also wear a cap with a light at the front; a belt, pockets to carry things, including an alarm. The uniform design will suit people who are all shapes and sizes because the clothes are loose-fitting and stretchy.

4 Learners' own answers.

5 Example answers: (two sentences for each job from)

Job 1: He/she is really good at science / astronomy / fascinated by / knowledgeable about space and planets/ crazy about flying / interested in rockets, etc.

Job 2: He/she is really good at design and technology / interested in / knowledgeable about science / fascinated by gadgets, etc.

Job 3: He/she is really good at science / biology / natural science / fascinated by / knowledgeable about good with all kinds of animals, etc.

6 The piece of advice that is repeated is: *You can be anything but you must try, so never give up and reach for the sky.*

Look what I can do!

Aim: To check learners have fulfilled the objectives for **UNIT 10** (and to what degree).

- Present the objectives slide or poster from the introduction to **UNIT 10** (in **Lesson 1**) and remind learners of the objectives from the start of the unit.
- Focus their attention on the '*I can ...*' statements and read through together. You could put these on a slide or write on the board. Ask learners if they feel they can now do these tasks after completing **UNIT 10**. By this point, you should have a clear idea yourself of how well your learners have completed the tasks. However, ask them now to do an initial self-assessment.
- Put learners in pairs and ask them to look through their notebooks and portfolios to find evidence of their work for each of the statements. Then they give themselves a rating as follows:
 - ✓ Yes, I can – no problem!
 - ? A little – I need more practice.
 - ⊗ No – I need a lot more practice.
- Circulate and chat to learners about their self-assessment (some might be overly modest and you can point out that their rating could be higher). If you haven't already done so, make notes about areas that learners are not confident about for future reference (see **Teaching tip**).
- Conduct a general feedback at the end and find out which tasks learners found the most interesting / useful / challenging, etc.
- Extend and challenge:** A mini-awards system: Customise the idea presented in **Unit 4** for **UNIT 10** (see **Unit 4**).

Answers

Learners' own answers.

Wrap up

- As a class, look at the Big question again on a slide or written on the board: *How do people get to do the jobs they do? Why do they do their jobs?*
- Focus learners on the first question, *How do people get to do the jobs they do?* Then ask them to look at the following statements on the board or on a slide. Read through the statements and ask learners what

they think they are about; elicit or explain that they are things you have to do to get and keep a job.

- 1 *Answer a job advertisement.*
- 2 *Use your skills and personality to do the job well.*
- 3 *Get the job!*
- 4 *Work hard at school.*
- 5 *Go for an interview.*

- Ask learners to work in pairs and put the statements in the order that they think they happen.
- If you want to make this task more active, use the statements to do a running dictation (for instructions, see **Unit 5, Lesson 2**), placing them around the classroom in the above order and ask learners to dictate and copy them in that order. Once they have dictated and copied the five statements, they sit down together and decide on the best order.
- Now focus learners on the second question, *Why do they do their jobs?* Take them through examples in **Lessons 1 and 2 in UNIT 10** of people talking about why they like their jobs and why they do them in terms of skills and interests. Point to relevant pictures (eg the TV presenter in **Lesson 3**) and ask learners what they remember about why the person does the job they do (focusing on personal qualities, skills and interests given in the texts and listening extracts).
- If you want to add an extra challenge, ask learners to close their books, put them in small groups, ask a question (e.g. *Why does the TV presenter in Lesson 2 like her job? Why did the woman in Lesson 1 become a vet?*, etc), ask them to discuss and then award points for every piece of information they remember from the text. This activity would exercise memory and generate a lot of language as learners try to remember as many details as possible.
- Now ask learners to talk about personal examples of why people do their jobs, drawing on the interviews they did in **Activity 8** and possibly in Project 2 (if they interviewed someone as part of their research for the presentation).

Answers

4 / 1 / 5 / 3 / 2

Learners' own answers.

Activity Book

Revision

1 Multiple-choice quiz

- Learners complete sentences 1–12 by choosing the correct answer, a–c. Sentences cover key grammar and vocabulary from **Lessons 1–6 in UNIT 10**.

Answers

1 b	2 c	3 b	4 a	5 c	6 b
7 c	8 b	9 a	10 b	11 a	12 b

My global progress

- Learners think about their own responses to topics and activities in the **UNIT 10** lessons and answer the questions.

Answers

Learners' own answers.

Teaching tip

Review the learners' work and their own assessment of their progress, noting areas where learners demonstrate strength and confidence and areas where they need additional instruction and practice. Use this information to select areas for review and specific focus, as you continue to **Unit 11**.

11

Communication

Big question **How do we communicate effectively with each other?**

Unit overview

In this unit learners will:

- talk and read about ways of communicating in different places
- listen to different types of messages
- learn how to get your points across
- write a post for an online forum
- read a poem about a thank-you letter.

In **UNIT 11**, learners will look at ways of communicating, focusing on different kinds of communication styles and methods rather than communication gadgets. They will explore how to get a message across effectively, either verbally or in writing, as well as the different ways in which methods of communication are used. Learners are presented with the Big question in **Lesson 1** and will understand that tasks and projects in the unit will contribute to answering the question.

The unit begins by focusing on different ways of communicating that are popular and commonly used, giving learners an accessible and familiar topic with which to start the unit. The main reading and speaking tasks give learners the opportunity to learn about and discuss culturally specific ways of communicating, offering an opportunity for personalisation and cross-cultural comparison. Learners then listen to a varied selection of messages and report the information contained in them, practising useful language for making arrangements. **Lesson 3** gives speaking practice in how we can effectively get our message across in a challenging situation and ease the problem through skilful communication, using appropriate language and techniques. Learners then look at appropriate online communication and how to contribute effectively to an online forum in terms of language and appropriate behaviour. Finally they read a thank you letter in the form of a poem, and practise using descriptive language and alliteration to create a short poem about something meaningful to them.

The **Photocopiable activities** provide practice in translating and using text message abbreviations in English (15) and discussing appropriate online behaviour (16).

Language focus

Present continuous forms (for arrangements); polite requests: *could, would you mind ...*

Vocabulary topics: Ways of communicating (verb-noun collocations); gestures for communication; functional language for discussion; words about the sun.

Self-assessment

- I can talk about different ways to communicate.
- I can read and understand information about what gestures mean in different countries.
- I can listen to and understand different kinds of messages.
- I can use different phrases to explain something that has happened.
- I can write a post for an online discussion forum.
- I can read and talk about a thank you letter poem.

Teaching tip

Help learners to adopt efficient reading habits before moving to secondary level by reiterating techniques such as skimming (for general sense and main points) and scanning (for details) and making sure they understand the difference. Adjust the techniques according to the task and the number of times they have read the text in question. Give time limits to control the way they manage the text using the techniques mentioned, i.e. they are more likely to skim a text, rather than hesitate over every word, if they have to read it quickly in a time limit. These techniques are integrated into an activity in **UNIT 11, Lesson 4**.

Lesson 1: Communication

Lesson objectives

Reading: Read about the meaning of physical gestures and body language in different countries and compare with your own country / culture.

Speaking: Talk about different ways of communicating; discuss gestures used in own country to communicate different messages.

Critical thinking: Compare gestures used in different countries to communicate common messages with own country / culture.

Vocabulary: Ways of communicating: *raise your hand, send an email / a text, write an email / text / note / blog, make a call, reply to an email / text*; physical gestures: *a handshake, make eye contact, shake the head, greet, press palms together, a nod, a bow, wave your hand*

Materials: poster paper or IWB slides; realia representing different ways of communicating (see **Warm up**)

Learner's Book

Warm up

- To introduce the Big question, start by telling the class that this unit is going to be about communication. Explain that you are going to look at ways of communicating in what we say and how we say or write it, how to communicate effectively and get our message across. So the Big question is ... *How do we communicate effectively with each other?*
- Write the question on the board (for an electronic presentation, create a slide with interesting graphics). Tell learners that you are all going to do tasks and projects in the unit that will answer this question.
- Introduce the unit objectives to show learners what tasks are coming up. Present the objectives on a slide or large piece of poster paper to attach to the board.
- Tell learners that you will answer the Big question and look again at the objectives at the end of the unit. Keep the objectives slide / poster to revisit at the end of the unit.
- Tell learners that you are going to start by looking at ways of communicating. Introduce the topic with a bag of realia representing different ways of communicating and ask learners to guess what is in the bag. Your bag could include a mobile phone, a pen, some Post-its, a notebook, a newspaper or magazine, a letter (e.g. a utility bill), a postcard, a phone card, etc. Depending on resources available and practicalities, you could also include items such as a laptop, a tablet, a cordless microphone, i-pod – any gadget that allows communication.
- See how many of the items learners can guess and take them out as they guess them. If your bag contains small items, you could allow learners to feel the bag and guess what's inside.

- Ask learners to look in their school bags and see what items are inside that allow them to communicate some kind of message (e.g. note from a parent to teacher or vice versa, as well as pens and notebooks).

1 Talk about it

- Focus learners on the first question, *How many ways do we communicate with each other?* Elicit a couple of examples from the class, then put learners in pairs and ask them to write down as many ways as they can think of in a time limit (e.g. 30 seconds / one minute).
- When time is up, have the pair with the longest list read it out to the class. The others have to listen and tick any ideas that are the same on their own list. After, they can add any ideas that weren't mentioned by the first pair.
- Next focus learners on the second question, *How do you like to communicate with people? Why?* ask them to discuss in pairs.
- Conduct a short feedback, asking learners to share their favourite ways of communicating. *Do you prefer texting to making phone calls? Do you like instant messaging?* Stretch learners by asking them *why* they like particular methods of communicating.
- **Critical thinking:** Learners identify their own preferences. They can be challenged by being asked to give reasons too.

Answers

Learners' own answers +
Suggestions:

We communicate with people through speaking, writing and body language. There are many different ways within each method, e.g. speaking: chatting, shouting, whispering, laughing, crying etc; writing: emailing, texting, writing letters, writing notes, advertising, news reports etc; body language: eye contact, gestures, ways of sitting, standing, etc.

2 Talk

- Focus learners on the pictures in the Learner's Book and ask them what ways of communicating they can see. Elicit a noun or verb-noun phrase for each one.
- Then ask them to work in pairs and talk about when people use these communication methods and why you might choose one above the other. Encourage learners to use their own experience and preferences as examples or give your own examples, e.g. when you might send a text instead of an email and vice versa.

Answers

- a sending a text – to send someone who is not nearby a short message (a reminder, invitation, ask a question, etc.)
- b sending an email – to send someone a short or long message who is not nearby (send information, invitations, etc.)
- c a note – to leave a message for someone nearby or to remind yourself to do something (at home, school, work).
- d raising hands – when you want to answer a question or ask the teacher something in class.
- e chatting / talking – when we want to tell someone something directly or face to face.

3 Word study

- Focus attention on the verbs and nouns in the box. Ask learners to match them, giving a time limit (e.g. one minute) to see how many correct combinations they can make. Ask them to do the task individually, then compare with their partner when the time is up. At this stage they can add any combinations they missed, to build up a complete list of combinations (16 in total).
- Extend and challenge:** Having established the answers, you could play the ball game described in **Unit 10**, (see **Unit 10, Lesson 2** for instructions). Write the verbs on the board (not the nouns) and say one when you throw the ball to the first learner. He / she adds a noun and throws the ball to another learner, saying a new verb ... that learner adds a noun and so on. If someone gives a wrong combination, or repeats a verb phrase that has already been said, they have to sit down.
- There are 16 possible combinations for the verbs and nouns in **Activity 3**. When learners have exhausted the list in **Activity 3**, ask them to think of new combinations from their own knowledge, using different verbs and nouns or adding new nouns to the existing verbs.

Answers

raise your hand
send an email / a text / a note
write an email / a text / a note / a blog
make a call / a note
reply to an email / a text / a note / a blog / a note / a call

4 Talk

- Focus learners on **Activity 4** and read the situations together. Ask them to talk with their partner about how they communicate in these situations, using the verb-noun phrases in **Activity 3**.

Answers

Suggested answers:

- raise your hand
- send an email / a text; make a call
- make a call
- reply to an email / a text / a call
- write / make a note



For further practice, see Activities 1 and 2 in the Activity Book.

5 Talk

- Introduce the word, *gestures* in **Activity 5** by asking learners if they can put all the ways of communicating discussed so far into three groups. If necessary, mime actions to elicit *speaking* (indicate your mouth), *writing* (make an action as if writing with a pen) and *gestures* (wave or make a gesture that learners are familiar with). Tell learners that you are now going to talk about ways of communicating by *gestures*.
- Put learners in pairs and focus them on the messages in **Activity 5**. Ask them to act them out (by doing the gesture that they associated with the messages).

Answers

Learners' own answers.

6 Read

- Focus learners on the text and the picture. Ask them to guess which country the people are from (Thailand) and what message they are communicating to each other (saying hello / greeting formally). Elicit the equivalent gesture in learners' own country.
- Then ask them to read the text and find examples of the gestures they talked about in **Activity 5**. When they have finished reading, they should compare answers with a partner.
- When learners have finished reading, ask them which information from the text they already knew and which surprised them.

Answers

Examples:

Hello – a handshake (more formal), a hug (very informal), pressing palms together (formal or semi-formal), a nod and a bow.

Please to meet you – a handshake, pressing palms together, a nod and a bow.

I don't understand – waving your hand

Yes – shaking the head from side to side.

7 Word study

- Now ask learners to read the text again and act out the words in blue with their partner. If they don't know what the word means, they should check with their partner or look in a dictionary.
- Circulate and monitor, helping learners with any unknown words (most of the words in blue can be demonstrated, rather than give definitions).

Answers

Definitions:

A handshake – taking someone's hand and moving it up and down once or twice when you meet them.

A hug (very informal) – to put your arms around someone in a gesture of affection when you meet.

Make eye contact – to look someone directly in the eye when you are talking.

Shaking the head – moving the head from side to side, either in agreement or disagreement (depending on culture).

Greet – to say hello to someone or a group of people.

Pressing palms together – putting the inside of your hands together with fingers pointing up (as if saying a prayer).

A nod – to move your head up and down once while looking down or looking at someone, as a way of greeting them.

A bow – to move the upper part of your body down and then up, whilst looking down, as a way of greeting someone.

Waving your hand – moving your hand side to side with the palm facing outwards.

For further practice, see Activities 3 and 4 in the Activity Book.

8 Talk

- Ask learners to discuss in pairs which of the gestures described in the **Activity 6** text are true for their

country. For gestures that are not used, ask learners to identify which ones are used instead.

Answers

Learners' own answers.

Wrap up

- To finish off, ask learners if they know of any other gestures for communication used in other countries or cultures. Ask them if they have ever visited any places where people communicated in a different way. Share your own experiences with the class too.

Activity Book

1 Vocabulary

- Learners read short texts giving comments about ways of communicating. They underline six verb-noun phrases to describe ways of communicating.

Answers

- 1 raise our hands
- 2 writes notes
- 3 wrote a blog
- 4 sending texts / make a call / have a chat
- 5 replying to emails

2 Over to you

- Learners use the target verb-noun phrases to write sentences about how they like to communicate.

Answers

Learners' own answers.

3 Vocabulary

- Learners match words and phrases describing gestures with pictures.

Answers

- a a handshake
- b a bow
- c a hug
- d shake your head
- e wave your hand
- f make eye contact
- g a nod

4 Read

- Learners complete a multiple-choice set of questions about gestures used in their own country.

Answers

Learners' own answers.

Lesson 2: Getting the message

Lesson objectives

Listening: Identify the main points and purpose of a series of messages; identify functional language.

Speaking: Talk about ways of sending messages; report a message; leave a message (with a purpose) for a friend.

Language focus: Present continuous forms (for making arrangements in the near future); functional phrases to introduce a message: *Please could you ...? Just to remind you that ...; Just wanted to invite you to ...; This is to let you know that ...*

Materials: Post-it notes or pieces of note paper (optional). Copies of **Photocopiable activity 22**.

Learner's Book

Warm up

- Start by playing the *Name 5* game to recycle and review vocabulary and themes from the previous lesson (for instructions, see extension to the *Name 3* game described in **Unit 10, Lesson 6**). Ask learners to brainstorm five ways of communicating in the categories of speaking, writing and gestures.

Talk about it

- Focus attention on the first three questions and ask learners to tell their partner about the last time they sent a message, the reason and how they sent it.
- Conduct a quick class feedback, to ascertain the most common ways of sending a message and variety of reasons.
- Ask learners the final question: *What ways are there of sending messages to people?* Ask them to write down, in pairs, as many ways as they can think of in 30 seconds.
- Stop learners after 30 seconds and ask the pair with the most answers to read out their list. Other learners listen and tick the same answers on their own lists and make further suggestions, if applicable.
- **Extend and challenge:** Extend the topic or give an alternative talking point by asking learners to tell each other about a funny message they received recently or at some point in the past. Give them an example from your own experience, if possible.
- **Critical thinking:** Learners activate their own knowledge and experience of the lesson topic.

Answers

Learners' own answers +

Suggestions:

send texts / emails; leave a message (on voicemail)
send a note / letter; ask someone else to deliver a message for you (verbally)
use instant messaging

2 Listen 61

- Tell learners that they are now going to listen to some interesting messages. Ask them to look at the pictures in the Learner's Book and tell you if they think the messages will be about good or bad news.
- Use the pictures to pre-teach *tarantula*, *rock-climbing* and *appointment* from the audioscript, if necessary.
- Then ask them to listen and match a message with a picture.
- After listening, ask them to compare their answers with their partner before checking as a class.
- Extend and challenge:** After listening and matching messages to pictures, ask learners to look at each picture in pairs and talk about how much they understood about the content of each message after the first listening.

Answers

All the messages are bad news!

Picture a – Message 4

Picture b – Message 1

Picture c – Message 2

Picture d – Message 3

Message 2: Hello, this is a message for Mrs Smith at 11 New Road from Bob Bailey at Castro Constructions. Just to remind you that we're taking off your front door at 2 o'clock this afternoon. If you're not in, don't worry, we'll just carry on until you get home! Thank you, Mrs Smith! Bye now.

Message 3: Hi Mila, this is Mandy. Just wanted to invite you to my birthday on Sunday. We're going rock-climbing and we're meeting at the cafe next to the cliff at 10 o'clock. Really hope you can make it. Don't tell me you're scared of heights too. Three people have already dropped out – I don't know what everyone's scared of! Hope to see you there! Bye!

Message 4: Good morning, this is a message for Tom Nash.

This is to let you know that we have changed your dental appointment. Dr Singh isn't seeing you on Friday. He's seeing you today at 4 o'clock. You are having two teeth taken out and a filling! It will probably take about a couple of hours. We look forward to seeing you later, Tom. Goodbye

3 Listen 61

- Focus learners on **Activity 3** and read through the partial sentences. Tell them that they need to complete these sentences to get the main points of each message. Ask them to listen for these sentences within the messages and copy down to complete the message.
- Stop the audio after each message to give learners time to write. If necessary, elicit the sentence first, then ask learners to copy it down.
- Additional support and practice:** If necessary, stop the audio after each target sentence (instead of waiting until the end of the message), elicit and then give learners time to write it down. Then play the message to the end.
- To make the activity more interactive, you could ask learners to shout out *Stop!* (or raise their hands) when they hear the target sentence.
- Ask learners to check their answers in pairs before going through the complete sentences as a class.
- Now read the message purposes (a – d) together and ask learners to work in pairs to match them to the main message points (1 – 4) they have just noted down.

Audioscript: LB Track 61

Message 1: Hi Bruno, Billy here. I think I've left my pet tarantula at your house. He was in my backpack and I think he escaped while we were watching TV. If you find him, please could you catch him for me? Don't worry, he's very friendly and won't bite ... unless he's hungry ... I'm playing football after school tomorrow so I'll collect him on my way home. Thanks! Bye!

Answers

1 Please could you catch him for me? c

2 Just to remind you that we're taking off your front door at 2 o'clock this afternoon. a

3 Just wanted to invite you to my birthday on Sunday. We're going rock-climbing ... d

4 This is to let you know that we have changed your dental appointment. b

 For further practice, see Activities 1 and 2 in the Activity Book.

4 Talk

- Ask learners to discuss in pairs, which message they think is the worst one to receive and why.
- After chatting, encourage learners to share their thoughts with the class. You could take a vote on the worst message to receive.

Answers

Learners' own answers.

5 Listen 61

- Focus learners on the key words listed from message 1. Tell them that they are going to listen to the first message again and put these words in the order that they hear them. Also explain that afterwards, they will listen again and write down more key words so that they can remember and report the message in the next task (so learners know what they are aiming for at the beginning of the task).
- Ask learners to copy the words first into their notebooks or ask them to close their books and dictate the words. When they listen, ask them to number the words as they hear them.
- Listen to message 1 again, then ask them to check their order in pairs before going through the order as a class.
- Now tell learners to listen again and this time, note down more useful words as they listen. Remind them again that they will use these words to report the message in the next task (**Activity 6**).

- When they have listened and noted key words, ask them to compare with their partner and note down any other words from each other's notes that they missed.
- Conduct feedback around the class, asking learners to share their words and making a note on the board, so all learners have a comprehensive record of useful words for the next activity.

Note: This activity type is commonly known as a *dictogloss*.

Answers

Order: 1 tarantula 2 house 3 backpack 4 escaped
5 catch 6 football 7 collect

More useful words (suggestions): If you find him ... / friendly / won't bite / hungry / tomorrow
+ learners' own answers.

 For further practice, see Activities 3 and 4 in the Activity Book.

6 Talk

- Now ask learners to work in pairs to report as much of the message as they can by using the key words as prompts. Tell them that they don't have to reproduce the message exactly but their reported message should contain all the most important information from the original.
- After learners have finished, draw their attention to the listening strategy; tell them that key words can be used to help you remember whole chunks of information when you listen.

Answers

Sample answer:

Billy says that he thinks he's left his pet tarantula at Bruno's house. He thinks he escaped from his backpack while they were watching TV. He says that if Bruno finds him, please could he catch him? The tarantula is very friendly and won't bite unless he's hungry. Billy says that he is playing football after school tomorrow so he'll collect him on his way home.

7 Use of English

- Ask learners to close their books now and look at the board. Ask them to tell you an arrangement that Billy (the sender of message 1) had for after school tomorrow. Elicit the following sentence, leaving gaps as indicated.
I _____ football after school tomorrow.
- Now elicit the missing words and highlight in a different colour as per the **Use of English** example: *I'm playing football after school tomorrow.*
- Ask learners if they can remember one other arrangement from the messages and write another example on the board. Then elicit the following sentence (if it hasn't already been suggested), so learners have an example of the negative form. Leave gaps as indicated:
Dr Singh _____ isn't seeing you on Friday ...
- Now elicit the missing words and highlight in a different colour:
Dr Singh isn't seeing you on Friday ...

- Ask learners to tell you again what the sentences express (future arrangements). Ask them if they think the future plan is fixed or not (it's fixed).

Now focus them on the form. Ask which tense we use here if your learners are familiar with grammar terms for tenses. In any case, ask them how we make sentences like this and indicate the form of the verb, *be* and the verb + *-ing*.

- Ask learners to talk in pairs and try to remember two more arrangements from the messages.
- If necessary, play the messages again and ask learners to shout *Stop!* or raise their hands when they hear an arrangement expressed in the present continuous.

Answers

Example answers (two from ...):

... we're taking off your front door at 2 o'clock this afternoon. We're going rock-climbing and we're meeting at the cafe next to the cliff at 10 o'clock.
He's seeing you today at 4 o'clock. You are having two teeth taken out and a filling!

 For further practice, see Activities 5 and 6 in the Activity Book.

8 Listen

- Now tell learners that they are going to listen to two message replies. They need to listen and match a reply to a message in **Activity 2** and identify the main point of each message.
- Ask learners to listen, then discuss in pairs which message the replies are for and what the main point was. Stress that they need only understand the basic message, not details.

Audioscript: LB Track 62

1 Hello. This is a message for Bill Bailey from Mrs Brown at 11 New Road. I've just received your message and there has been a mistake! I haven't asked anyone to take off my front door at 2 o'clock today! You have mixed up my address and phone number with someone else! If I get home and my front door is gone, I will call the police! Goodbye!

2 Billy! This is Bruno. We've found your tarantula! It was in a saucepan in the kitchen. My mum nearly poured pasta sauce on it. Then she saw it, screamed and dropped the saucepan on her toe. My dad chased the spider and trapped it under a bowl. My parents are going crazy! They've called the fire service, the police and the local zookeeper. If you want your spider back, come and get it now before it gets arrested! Bye!

Answers

Reply 1 – Message 2. Main point: The builder has got the wrong address and phone number!

Reply 2 – Message 1. Main point: Bruno has found Billy's tarantula (spider) and he wants him to collect it now!

9 Listen and write

- Tell learners that they are going to listen to the second reply again; explain that you will ask them to note down key words and then *write* the reply this time (instead of speaking).

- Take them through the step-by-step instructions outlined in the Learner's Book. The process is a *dictogloss* activity, similar to **Activity 5**.
- Ask them to listen and, after noting down key words, work with a partner to construct the message in writing. Remind them that the message needs to be reported in the third person, e.g. *Bruno says that he has found Billy's tarantula. His mum ...*
- Tell them that the message doesn't have to be exactly the same as the original, but must contain as much of the original information as possible.
- Once learners have finished their drafts, play the message again for them to check.

Audioscript: LB Track 63

2 Billy! This is Bruno. We've found your tarantula! It was in a saucepan in the kitchen. My mum nearly poured pasta sauce on it. Then she saw it, screamed and dropped the saucepan on her toe. My dad chased the spider and trapped it under a bowl. My parents are going crazy! They've called the fire service, the police and the local zoo keeper. If you want your spider back, come and get it now before it gets arrested! Bye!

Answers

Suggested main words:

Billy / Bruno / found / tarantula / saucepan / kitchen / mum / pasta sauce / saw / screamed / dropped / saucepan / toe / dad / chased / spider / trapped / bowl / parents / crazy / fire service / police / zookeeper / spider / get / now / arrested

10 Talk

- Ask learners to think of a message to send to a friend in the class in English. Point out that the message must have a purpose (refer them to **Activity 3**) and can be funny or serious.
- Tell them to leave their messages on a phone, as either a voicemail or text message or write them on Post-it notes or note paper and give them directly to the recipient.
- If you choose the phone option, you could set the task for homework, asking them to report their friend's replies in the warm-up stage of the next lesson. However, if you prefer, you could ask them to write messages in the class on Post-it notes, and then the recipient sends back a reply in the same way.

Answers

Learners' own answers.

Wrap up

- If you choose the paper note option in **Activity 10**, finish the class by finding out who sent what type of message (e.g. a reminder, an invitation, etc.). You could also share messages and vote on the funniest.

Activity Book

1 Read and Strategy check

- Learners complete a multiple-choice activity to check they have understood the reading strategy (using key

words). They then read a series of written messages and match to a message type.

Answers

Understand the main topic of the text by looking at pictures, headings, etc; then look for words that link to the topic. ✓ Look for the words that express the most important information in the text. ✓

1 a text message 2 an email 3 a shopping list 4 a note

2 Read

- Learners read the messages in **Activity 1** again and match to a purpose.

Answers

1 c 2 d 3 a 4 b

3 Read

- Learners look at underlined key words in the texts and underline two more key words in each message.

Answers

1 Sat / 2pm
2 can't / birthday
3 chicken / beans
4 dish / oven

4 Write

- Learners make messages from key words given as prompts.

Answers

Learners' own answers.
Suggestions for answers:

- 1 Please remember to finish your art projects by next Friday.
- 2 We're playing football at Mo's house at 5pm on Tuesday. Do you want to join us?
- 3 I can't go to the cinema on Saturday – would you like to go next week instead?
- 4 Please do Activities 2 and 3 for English homework for Monday.

5 Use of English

- Learners complete a text (an email message) using the correct form of the verbs in the box.

Answers

1 are meeting
2 are going
3 are having
4 Are / bringing
5 isn't coming

6 Use of English

- Learners write sentences about themselves using the present continuous.

Answers

Learners' own answers.

To practise translating and using text message abbreviations, see **Photocopiable activity 22**.

Lesson 3: Explaining something difficult

Lesson objectives

Speaking: Talk about the best way to communicate in a difficult situation; prepare and perform a role play about a difficult situation.

Listening: Listen to two dialogues, identify specific information and features of language.

Critical thinking: Thinking of and analysing the best way to communicate in a difficult situation; problem solving.

Language focus: Polite requests: *Could I ...? Would you mind if ...?*

Materials: Learner's Book, Activity Book.

Learner's Book

→ Warm up

- If you chose the phone option in **Activity 10** in **Lesson 2**, and learners did the task for homework, you could set the task for homework, ask them to report their friend's replies in the warm-up stage of this lesson. Then move on to the following activity suggestion.
- You could introduce the topic of this lesson by telling a short anecdote about a time you got into trouble as a child and how you tried to explain the situation. Then learners could talk in pairs about the last time they got into trouble about something: what happened? Who were they in trouble with? How did they explain what they'd done? Did it make the situation any better?

1 Talk about it

- Ask learners as a class the questions in **Activity 1** and elicit responses around the room. If learners use the Internet for some parts of their homework, ask them if they ever have problems (e.g. with connectivity, availability, finding the right information, etc.).

Answers

Learners' own answers.

 For further practice, see **Activity 1** in the **Activity Book**.

2 Listen 64

- Tell learners that they are going to listen to a conversation about a problem with homework. Ask them to look at the picture and predict what the problem is (either as a class or in pairs). When learners have offered some predictions, read the gist questions in **Activity 2** together and tell learners to focus on these questions when they listen to the conversation between Carl and his teacher.

- After listening to the audio once, ask learners to discuss the answers to the questions in pairs. Then conduct a class feedback.

Answers

Carl hasn't done his homework / handed in his science project and the teacher is annoyed.

He couldn't finish the project because he had no internet connection at home at the weekend.

3 Listen 64

- Ask learners to read the sentences 1–5 before listening again and speculate in pairs if they are true or false.
- Then ask learners to listen again to ascertain whether the statements are true or false.
- When they have listened for a second time, ask them to discuss the statements in pairs, correcting the ones that are false. Then conduct a class feedback.

Audioscript: LB Track 64

Mr Simms: Er, Carl, wait! Did you give me your Science project?

Carl: Er, no Sir.

Mr S: I didn't think so. Where is it?

C: Er, I haven't got it, Sir. Can I give it to you tomorrow?

Mr S: Why haven't you got it today?

C: Well, we had no Internet at home on Sunday so I couldn't finish it. I had to look on that website you told us about to finish the questions for the project. We have lots of problems with our Internet in my house ... my mum keeps phoning but ...

Mr S: Carl, I'm not interested in your Internet problems at home. I want to know why you didn't tell me sooner. You knew that you couldn't finish the project in time for the deadline. Why didn't you tell me before?

C: Don't know Sir ...

Mr S: That's why I'm angry, Carl. I'm angry because you didn't tell me about the problem sooner. I know there are problems with the Internet sometimes but ...

Answers

- 1 true
- 2 false. He tells the teacher on the day of the deadline that the homework will be late.
- 3 false. He doesn't tell the teacher when he'll hand his homework in.
- 4 false. The teacher is angry because Carl didn't tell him sooner that he couldn't hand in his homework on time.
- 5 false. Carl doesn't say sorry (or make any attempt to make the situation better).

4 Talk

- Critical thinking:** Elicit from learners again Carl's problem and why the teacher was angry. Then ask them to discuss in pairs the two questions in **Activity 4**.
- After discussing, ask learners to share their answers with the class. For the second question, write good suggestions on the board for reference in the next listening activity.

Answers

Learners' own answers +

Suggestions for making things better:

Carl could have apologised for handing in the homework late. He could have told the teacher about the problem before the teacher had to call him back (instead he tried to leave the classroom without saying anything). He could have offered a solution to the problem, i.e. given the teacher an alternative date when he knew he would be able to hand the homework in.

5 Talk

- **Critical thinking:** Tell learners that soon they are going to listen to another child with the same problem having a conversation with the same teacher. However, this child handles things differently. Ask them to look at Ben's notes in **Activity 5** and discuss with their partner how they think Ben's explanation will be different from Carl's. Ask them to predict what the teacher will say in this case.
- Ask learners to share their thoughts as a class and note down good suggestions for reference in the next activity.
- When learners have finished discussing the notes and you have conducted feedback, ask them why they think Ben wrote notes before he spoke to the teacher. Then draw their attention to the **Speaking tip**.

Answers

Learners' own answers +

Ben's notes indicate that he is going to suggest an alternative date (Friday) to hand the homework in to the teacher (and that he has taken the time to think of a solution to the problem).

6 Listen 65

- Now ask learners to listen to Ben's conversation with the teacher. Tell them to answer the question and check the predictions they made in **Activity 5**. Draw their attention to suggestions outlined on the board, especially to help learners who may have struggled to make their own predictions in the last activity.
- Listen and then ask learners to talk in pairs about the answer to the question and whether their predictions were mentioned in the conversation.

Answers

Ben explained that he couldn't finish the homework on Sunday (when he had planned to finish it) because there was no internet connection at home. He offered to hand the homework in on Friday instead, because he knew that he could get it finished by then.

7 Listen 65

- Before listening again, ask learners in pairs to look at the phrases (a–f) in **Activity 7** and put them in the order that they appeared in the conversation.
- Now ask them to listen and check their order. When they listen, ask them to raise their hands when they hear a target phrase.

Audioscript: LB Track 65

Ben: Excuse me, Mr Simms. Could I talk to you about something?

Mr Simms: Yes, of course, Ben. What is it?

B: I need to ask for more time to do the Science Project. I'm sorry but I won't be able to give it to you in time for Tuesday.

Mr S: Oh ... Why's that?

B: The reason is because we had a problem with the internet at home this weekend. I tried to finish the project on Sunday, but where I live there was no Internet connection for most of the day. It's okay now but I haven't had time to finish the project. Would you mind if I handed it in on Friday instead? I know I can finish it by then.

Mr S: OK, yes, in this case that's fine, Ben. Thanks for letting me know.

B: Thanks very much, Mr Simms.

Answers

1 / b Could I talk to you about something?

2 / d I need to ask for ...

3 / f I'm sorry but ...

4 / a The reason is because ...

5 / e Would you mind if I ...

6 / c Thanks very much



For further practice, see **Activity 1** in the **Activity Book**.

8 Talk

- **Critical thinking:** Read the questions in **Activity 8** as a class then ask learners to discuss in pairs.

Additional support and practice: If you think learners might struggle to explain the things Ben did differently to Carl, write the following sentences on the board (or slide) and ask learners to fill in the gaps.
Ben told Mr Simms _____ that he hadn't done the homework, (without Mr Simms having to 'chase' him).
(first)

Ben told Mr Simms about the problem _____ the homework deadline that he wouldn't be able to hand it in on time. (before)

He said _____ for handing in the homework in late. (sorry)

He gave Mr Simms a simple _____ about what the problem was. (explanation).

He told Mr Simms _____ he could hand in the homework (when).

He _____ Mr Simms for agreeing to the new deadline. (thanked)

Answers

Mr Simms isn't angry with Ben because: (three from ...)
Ben approached him first to tell him that he hadn't done the homework, without Mr Simms having to 'chase' him.
Ben told Mr Simms *before* the homework deadline that he wouldn't be able to hand it in on time.
He said sorry for having to hand the homework in late.
He gave Mr Simms a simple direct explanation about what the problem was and how it related to the homework (without going into unnecessary details).
He told Mr Simms when he could hand in the homework (i.e. he offered a solution to the problem).
He thanked Mr Simms for agreeing to the alternative plan.

9 Use of English

- Write the following sentence parts on the board and ask learners if they can remember the questions from the conversation.
Could I talk _____?
Would you mind if _____?
- Elicit or tell learners the remainder of the questions, then underline or highlight the verbs as indicated below.
Could I talk to you about something?
Would you mind if I handed it in on Friday instead?
- Focus learners on the questions in **Activity 9** and ask them to look at the examples on the board to help them answer.

Answers

We use the base infinitive (infinitive without 'to') after *could*.
We use the past simple form after the phrase, *Would you mind if ...?* (It's a (2nd) conditional clause)



For further practice, see Activities 3 and 4 in the Activity Book.

Present it!

- Critical thinking:** Put learners into pairs and explain that they are going to write a dialogue together. Learner A explains what the problem is; Learner B listens and decides whether or not to accept Learner A's explanation.).
- Remind them of the functional language for navigating the conversation and making polite requests (see **Activity 7** and **9**). Elicit the phrases again on the board.
- Additional support and practice:** To give learners extra support in writing the role play, write part of one together as a class. Choose a problem to discuss and elicit a simple dialogue line by line. Leave the dialogue on the board to give learners a structure. Or you could erase certain words, or just leave prompts, so they have to work a little harder to remember).
- Learners write their role play in pairs in their notebooks. Monitor the pairs, helping with language and vocabulary. Check the dialogues for grammar, vocabulary and organisation; however, the emphasis is on organisation and quality of ideas rather than perfectly accurate scripts.

Now ask learners to choose a 'role': Learner A has to explain a problem to Learner B, who listens and decides whether or not to accept Learner A's explanation, depending on how well it is communicated. Ask learners to practise their role plays in pairs. Again, monitor the pairs, helping with pronunciation and sentence stress.

- Delivery:** When learners have finished practising, you could either ask a few confident pairs to deliver their role plays, in front of the class, or move all learners into groups of six and have three pairs perform for each other. While pairs are performing their role plays, ask listeners to note down the explanation for each problem.
- If pairs are performing their dialogues in front of the class, generate a supportive atmosphere by having learners applaud each pair before and after each role play. When each pair finishes, make a positive comment about their dialogue before welcoming the next pair.
- Extend and challenge:** As learners are delivering their role plays, note down main errors; either give to each pair a note of the errors to correct themselves, or write up on the board at the end for a class error correction session (without stating which learners made the errors).

Note: This would come after plenty of positive feedback regarding the role plays. Positive feedback must always come first and be emphasised.

Answers

Learners' own answers.



For further practice, see Activity 5 in the Activity Book.



Wrap up

- Critical thinking:** Ask learners to vote on the best explanation they heard.

Answers

Learners' own answers.

Activity Book

1 Read

- Learners read a gapped conversation between a student and a teacher and put target phrases in the correct place.

Answers

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

2 Read

- Learners answer a multiple-choice question about the dialogue in **Activity 1**.

Answer

b

3 Use of English

- Learners choose the correct form of the word to complete sentences.

Answers

1 borrow 2 gave 3 didn't 4 join

4 Use of English

- Learners rewrite a series of requests to make them sound more polite.

Answers

- 1 Could I ask you a big favour? Would you mind if I borrowed your smart phone?
- 2 Mr Diaz, would you mind if I had a week longer to finish my project?
- 3 Dad, could I ask you something? Could I do my homework on your laptop?
- 4 Would you mind if I didn't come to football practice tonight?
- 5 Could you lend me your textbook?

5 Challenge

- Learners write a dialogue from given information, making the explanation and request contained within the dialogue more polite.

Answers

Suggested answer:

Leah: Hi Kate – could I talk to you about something?

Kate: Yes, sure, what is it?

Leah: I'm really sorry but I can't give you back your swimming goggles today ...

Kate: Oh ... Why's that?

Leah: The reason is because my little brother has broken them. I'm sorry but it was my fault – I let him play with them. But don't worry – my mum is going to buy you a new pair. Would you mind if I gave you the new ones at the weekend?

Kate: Yes, that's fine, no problem.

Leah: OK, thanks very much ...

Lesson 4: Getting your point across

Lesson objectives

Reading: Read an online forum for a group of students discussing a class issue; notice features of content, style and use of language.

Writing: Write a list of advice and tips about communicating appropriately online; write a forum post about a class or school topic or issue.

Speaking: Discuss the ideas in the forum and the supporting reasons.

Critical thinking: Discuss appropriate ways of communicating online; write an opinion in the form of an online post about a class or school topic or issue.

Vocabulary: Functional language for discussions: introducing a point; agreeing; partly agreeing; encouraging other people to respond; making a suggestion

Materials: Learner's Book, Activity Book. Copies of Photocopiable activity 23.

Learner's Book

1 Warm up

- Brainstorm ways of communicating online (e.g. email, forums, social networks, instant messaging, etc). Ask learners which they use and which are their favourite ways.
- When you have established the most popular methods in the class, brainstorm advantages and disadvantages of each one. Put ideas on the board for reference later.

2 Talk about it

- Focus learners on the three questions in **Activity 1** and read through them together. Elicit from learners what an online forum is. If possible, show them an example. If your school runs any kind of forum for students, look at the example here. Ask around the class if anyone has ever taken part in an online forum. What was the topic?

Answers

A forum is an organised space where people can discuss their views. Forums can be online or face-to-face situations.
Learners' own answers.

3 Read

- Focus learners on the forum-style text in the Learner's Book and tell them they are going to read an online class forum. Read through the two questions together and tell learners to look for the answers in the text. Point out that this is the only information they need to look for at the moment – the topic of the discussion and what the teacher does. They should *scan* the text to find out the topic and *skim* to deduce the role of the teacher (see **Teaching tip, UNIT 11** overview).
- Give learners a time limit to encourage them to read in an efficient way (e.g. two to three minutes). They will have a chance to read the text in more detail later.

Answers

The class are discussing how to spend the money they raised through their class activities at the school fair.
The role of the teacher is to moderate/manage the forum. He/she sets the forum up, introduces the topic and then mediates between the students, encouraging them to express their views. The teacher makes some comments and guides the discussion but doesn't dominate.

4 Talk

- Now ask learners to read the forum text again, this time more slowly because they are looking for details. Read the questions and put learners into small groups (e.g. 3) to find the answers.
- Each group needs to be prepared to explain one idea and reason to the class during feedback at the end of the task.
- Additional support and practice:** Instead of having all learners in the group identify all the ideas and reasons offered by the children, ask them to each focus on just one or two responses. There are five children taking part in the forum – learners could look closely at one

or two each (e.g. Nacho, Pablo / Mari, Daniel / Luisa) then share the information in their groups. However, they all need to read the whole text to understand how the responses link together (but can closely look at just one or two to give answers).

- Conduct feedback, asking each group to explain one idea and reason.
- **Extend and challenge:** Ask learners to discuss which idea they think is the best one and why and, if their class had this amount of money, what they would spend it on.

Answers

Ideas and reasons:

Buy some new laptops for the computer room because, at the moment, students sometimes have to share computers.

Buy new equipment for the after-school table tennis club because one of the tables has broken recently.

An end-of-term celebration because everyone in the class would enjoy it.

A school trip that would help with the history project next term.

4 Word study

- Focus learners on the phrases in blue in the text. Read the phrases together and ask them to work in the same small groups (as for **Activity 3**) to match them to a function (1–5). Do an example together as a class, by asking learners to look at the first phrase in blue in the text (*I think we should ...*) and match it to a function (1–5).
- Ask learners to record the phrases in their notebooks under the headings of the functions.

Answers

- 1 introducing your point *I think we should ...*
- 2 agreeing *I agree*
- 3 partly agreeing *I think it's a good idea to ... , but not ...*
- 4 encouraging other people to respond *What does everyone else think?*
- 5 making a suggestion *Maybe we could ...*

 For further practice, see Activities 1, 2 and 3 in the Activity Book.

5 Talk

- First, ask learners to find more phrases in the text to match to the functions in **Activity 4**.
- Then draw their attention to the next part of the rubric and ask them to decide which of the adjectives best describes the way the teacher and students communicate with each other. Read the adjectives out and ask learners to say *yes* or *no* after each one, according to whether they think it describes the communication, e.g.

(T): *Is it formal?* (Ls): *No!*

Note: If learners are unsure about the difference between *formal* and *informal*, use examples to demonstrate. Ask them to compare writing an email to the head teacher to writing one to their best friend. How are the styles different? Then establish that the head teacher's email would be *formal* and the friend's would be *informal*.

- Ask learners to work in pairs or small groups to find examples of phrases that match the adjectives.
- Alternatively, you could quicken the pace by conducting this task as a reading race, awarding points to different groups who give correct answers to questions such as:

Find me an informal or friendly phrase that the teacher says at the beginning! (Hello everyone / a huge thanks / Now the big question is / Over to you ...!)

Answers

Adjectives to describe the forum communication: Informal / polite / friendly

Examples:

Informal / friendly: Hello everyone / a huge thanks / Now the big question is / Over to you ...! / Hi everyone / Hi Nacho (addressing directly by name) / Good points

Polite: Thanks for your idea, Daniel .. / I can see your point but ... / Thanks for your comments / What does everyone else think? / We could go ...

 For further practice, see Activity 4 in the Activity Book.

6 Write

- **Critical thinking:** Use the task in **Activity 5** to lead into the focus on appropriate online communication in **Activity 6**. Put learners into small groups and ask them to think of things you should and shouldn't do when communicating in an online forum. Elicit a couple of examples first from the class and then ask them to brainstorm in their groups and write down at least four points for each category. Give them a time limit.

Note: This topic is extended and covered in more detail in the **UNIT 11 Photocopiable activities**. Here it can be covered quite briefly or extended using the photocopiable worksheet.

- During feedback, ask the first group to read out their list; other groups listen and tick any similar points. Then move around the class and ask learners to share any different points from their lists.

Answers

Learners' own answers.

Suggestions:

Good: Be polite and friendly.

Acknowledge other points of view.

Invite others to respond and share discussion.

Make posts short and to the point.

Not good: Don't write rude or aggressive posts even if you disagree with someone else's opinion.

Don't write in capital letters – it will be interpreted by others as shouting.

Try not to write anything that is not relevant to the topic.

Don't dominate the discussion – let other people have space to respond.

7 Calculate

- Draw learners' attention back to the forum text and elicit again the topic and how much money the class has to spend. Talk through questions 1–3 together.
- Ask learners to write down the amount and then answer the questions in pairs.

- For question 3, find out the most-up-to date currency rate for your country against the US dollar and write the rate against 1 USD, to help learners with the calculations needed for question 3.

Answers

The class has \$825 to spend.

1 \$275 2 \$206.25 3 Learners' own answers.

 For further practice, see Activity 5 in the Activity Book.

Writing tip

Draw learners' attention to the **Writing tip** and emphasise to learners that writing online is the same as other forms of writing. They should be polite and remember that lots of people might read what they say. You should also remind them that what they write online can't easily be removed.

Write

- Put learners in groups of four and tell them that they are now going to practice writing in a forum type discussion. Read the two suggested topics together (*Is it better to have longer school days and longer holidays? Or A good school trip*) and ask each group to decide which one to discuss. Alternatively, you may want to give them the option of choosing their own discussion question or suggest ones yourself that are more relevant to your class and school.
- Give each learner some paper and ask them to write the forum topic at the top. Tell them that they are going to write a comment about the topic on their paper, then pass it to the classmate on their left. The classmate on their right will in turn hand their paper to them. They must read the comment already on the paper and write a response.
- Elicit a phrase from **Activity 4** or **5** for *introducing your topic*, and tell all learners to start their writing task with this phrase. Elicit other phrases for the other functions in **Activity 4** and **5** and tell learners that they should try and use these phrases when they respond.
- Tell learners that they should also give *reasons* for their ideas or suggestions (ref. **Activity 3**).
- Remind them to communicate appropriately, keeping in mind the points made in **Activity 6**. Draw their attention to the points in the **Writing tip** as this applies to this writing task (because it is a simulation of an online form discussion).
- Learners will stop writing when they receive the paper with their original comment on the top. They should now read the responses.
- Extend and challenge:** If it is possible to set up this activity as an actual forum online, then learners might benefit from the authentic experience.

Answers

Learners' own answers.

 For further practice, see Activity 6 in the Activity Book.

Wrap up

- Critical thinking:** Ask learners to share good points made about their chosen forum topic during the writing activity.

Activity Book

1 Read

- Learners read an online forum text (with gaps for missing phrases) and match to a topic (the text is a continuation of the text that appears in the Learner's Book).

Answers

The topic is c.

2 Read

- Learners read the forum again and put phrases, (a–e), in the correct place in the text.

Answers

1 b 2 a 3 d 4 e 5 c

3 Vocabulary

- Learners match phrases in **Activity 2** (a – e) with functions (1 – 5).

Answers

1 b 2 c 3 d 4 a 5 e

4 Read

- Learners write down four different types of school trip mentioned in the forum text and the reasons for each suggestion.

Answers

- A history trip: to help with the history project next term.
- A science trip: because a lot of kids in the class find science difficult and need more help with it.
- A trip to a theme park: to help the children relax.
- A sporty trip: because it would be good Activity and a new experience for everyone.

5 Calculate

- Learners read sentences containing information about numbers of students (referring to the fictitious class featured in the forum text) represented in the form of fractions. They calculate the number of learners represented by the fractions.

Answers

- 15 students.
- 10 students.
- 5 students.
- 20 students.

6 Challenge

- Learners write a post for an online class forum for two topics from a given list, making a suggestion and giving the reason why.

Answers

Learners' own answers

AB

For further practice, in discussing appropriate online behaviour, see Photocopiable activity 23.

Lesson 5: A thank you letter

Lesson objectives

Listening and reading: Listen to and read a 'thank you letter' to the sun, in the form of a poem. Answer questions about poem content and themes; look at features of language within the poem.

Speaking: Discuss poem themes and inferences; compare writer's stance with own feelings about the sun.

Writing: Write a 'thank you' verse about something that makes you feel happy.

Critical thinking: Discuss own feelings about the sun and compare to sentiments expressed in the poem; discuss ways to say 'thank you' to someone who does something kind for you.

Vocabulary: Words to describe the sun: *blazing, dawn, glow, sunset, ripening*

Values: Saying thank you.

Materials: dramatic images depicting the sun (optional for Warm up).

Learner's Book



Warm up

- Ask learners to look at the illustrations in the book or show them some separate pictures and images of the sun (if you do this, try to show contrasts, e.g. beautiful sunset / parched cracked earth) and elicit the theme of the lesson (the sun). Tell them that before you start the lesson, you are going to play a quick dictation game.
- Put learners in small teams and set up the letter dictation activity. Tell them that you are going to dictate some words letter by letter without pausing. They should listen and copy the letters down in a long line.
- Dictate the following, letter by letter, so learners finish with a long continuous line of letters as below:
b-o-i-l-i-n-g-w-e-t-g-l-o-o-m-y-d-r-y-b-r-i-g-h-t-l-i-g-h-t-f-r-e-e-z-i-n-g-d-a-r-k
- Dictate two or three times if necessary. **Note:** These words can be changed, increased or reduced according to the ability of your class (but they should include words relating to the sun and an equal number of unrelated words, so learners have to think about the contrast).
- Then ask learners to find eight words in the line. When they have found all the words they must match them into opposites. Make this into a competition if

you wish, with a time limit, giving points to the first group who manages to complete the task.

- When groups have finished, elicit which words can be used to describe the sun (or effects of the sun).

Answers

boiling / freezing wet / dry gloomy / bright light / dark

Words to describe the sun: boiling, dry, bright, light

1 Talk about it

- Ask learners what kind of text they can see. Elicit that it is a poem but it is also a thank you letter. Focus learners on the questions in **Activity 1**. Have them discuss these in pairs or the same small groups from the warm-up stage. Then share responses as a class.

Note: If the country or culture you work in has different customs for saying 'thank you', adapt this activity accordingly. If learners are not familiar with the custom of sending thank you letters and notes, explain that, in some countries, this is a way to say thank you for kindnesses and gifts received, especially from a group of people (e.g. children attending a party) or relatives and friends who live some distance away.

Answers

Learners' own answers

2 Talk

- Tell learners that they are going to read and listen to a poem called *Thank You Letter* by Eric Finney, expressing thank you to the sun. Beforehand, they are going to write down as many words and phrases about the sun as they can think of, adding to the words in the warm-up stage.
- Critical thinking:** Have learners do this activity in pairs or small groups. Encourage them to generate words by making Mind Maps, as this will encourage them to think laterally and so produce words and phrases by association (rather than in a linear list, which might inhibit that process).
- Conduct a quick class feedback, asking groups to share some of the lexis they have produced. Focus in particular on interesting, descriptive words and phrases and ask challenge learners by asking them to explain any unusual associations.
- Now ask learners to look at their lists and underline positive things that the writer might thank the sun for.

3 Read

- Now focus learners on the poem and ask them to read and listen to the audio. Their first task is to notice which of their ideas from **Activity 2** are mentioned in the poem (e.g. if they thought of and underlined the word, *sunset*, in their mind map in **Activity 2**, they should listen to see if this is something the writer thanks the sun for in his letter).
- Start the audio and tell learners to read the poem while listening.

- After reading / listening, ask learners to confer in their pairs or groups which of their ideas were mentioned. Then conduct a class feedback, writing ideas that were mentioned on the board, to help with comprehension (especially in the next activity). Encourage learners to tell you which lines corresponded with their ideas.

Audioscript: LB Track 66

See Learner's Book

Answers

Learners' own answers.

4  **Talk 66**

- Before listening and reading again, focus learners on questions 1–3 in **Activity 4** and read through together. Ask learners to pay special attention to these points when they listen and read a second time.
- Afterwards, ask them to discuss the questions in their groups. At this point, just ask them to focus on questions 1–3. Point out that they should be prepared to share their thoughts on all questions with the class afterwards.
- Additional support and practice:** You could divide the questions up, giving some groups questions 1 and others, question 2. All learners should do questions 3 and 4.
- When you go through the answers as a class, keep drawing learners back to the poem by closely referring to the language, especially for answers to questions 1 and 2. For question 3, ask learners to tell you specifically which language led them to make their deductions about the kind of country the writer lives in.
- Critical thinking:** Now draw learners' attention to question 4 and read through it together. Ask them first to write down adjectives that they personally associate with the sun and that describe their feelings about the sun. Do they have a positive or a negative feeling? Do they associate the sun with fun, holidays, being outside and suntans? Or do they associate it with having to stay inside because it is too hot? Too humid? Do they crave air-conditioning during hot weather? Then they should look at the things the writer *thanks* the sun for and ask themselves if they agree with his viewpoint, or do they have a different attitude towards the sun?

Finally they should consider if there are any other aspects of the sun that they would include in a poem like this one, which offers a positive perspective (e.g. hot weather often means long school holidays, long evenings, etc.).

Note: Attitudes to the sun tend to depend on the type of climate people have to endure on a constant basis; people in hot, humid or intensely hot and dry climates often don't have the same attitude to the sun as people who live in temperate climates.

- When you conduct class feedback for question 4, highlight similarities and differences in opinions.

This could be between learners, between you and the learners (especially if you are from another culture) or through an explanation about how people's attitude to the sun depends on the climate they live in (giving one or two examples). Use this opportunity to emphasise that it is possible to have very different viewpoints on the same topic, depending on your own experience, and this can be applied to other subjects and topics too.

Answers

1 The writer thanks the sun for: (Three from ...)

Every day that it shines (*Thanks for this / And every day.*)
Dawns and sunsets that always arrive at the same time (*Your dawns and sunsets / Are just great – / Bang on time, / Never late. / For sunsets – the / Loveliest things I know.*)

Brightening grey, cold days (*On dismal days, / As grey as slate, / Behind a cloud / You calmly wait, / Till out you sail ...*)

Bright, hot days on beaches (*Thanks for those / Blazing days on beaches,*)

Ripening fruit and making it ready to eat (*For ripening apples, / Pears and peaches*)

The beauty of sunlight (*For sharing out / Your noble glow;*)

2 Words and phrases to describe:

How the sun looks – *Your noble glow; / For sunsets – the / Loveliest things I know.*

What it does – *Your dawns and sunsets / Are just great – / Bang on time, / Never late. / To put a smile / On the whole world's face / Blazing days on beaches, / For ripening apples, / Pears and peaches; / For sharing out / Your noble glow;*

How it moves – *Till out you sail / With cheerful grace*

3 The poem indicates that the writer lives in a country with a temperate climate, which has cold, dull weather, as well as hot (*On dismal days, / As grey as slate.*). It is a country that grows apples, pears and peaches, (*For ripening apples, / Pears and peaches*), so could be a European country.

4 Learners' own answers.

 For further practice, see **Activity 1** in the Activity Book.

5 Word study

- Focus learners on the poem again and draw their attention to the words highlighted in blue. Then read through the definitions, 1–5 and ask learners to match to the words in blue. Do the first one as an example if necessary.
- Tell learners to add the words in **Activity 5** to their Mind maps or vocabulary lists under the theme of *the sun*.

Answers

1 blazing

2 dawn

3 glow

4 sunset

5 ripening (verb – to ripen)

 For further practice, see **Activities 2 and 3** in the Activity Book.

6 Pronunciation 67

- Focus learners on **Activity 6**. Ask them to listen to and repeat the lines from the poem again. Which sounds are the same? Which sounds are similar?
Note: At this point the focus of the lesson moves from words and meanings to *sounds*. Similar and matching sounds in a poem are used to make it engaging and memorable to read and listen to, as well as to enhance a mood or stress a theme. Learners will combine words and sounds in the following activities to create their own poems.

Audioscript: LB Track 67

Thanks for those
Blazing days on beaches,

Answers

Sounds

Thanks for those

Blazing days on beaches

Same sounds: 'b', 'a' sound.

Similar: 'th' - soft (thanks) and hard 'th' sound (those).

and other ones learners suggest (especially ones that describe sunlight and colour, as depicted in the illustration).

- Now draw their attention to the verse and point out the gaps. Tell them that they are going to fill the gaps with words from **Activity 8**. They need to choose words with the same matching sound to complete each line. Do the first one as an example, eliciting which word has the same sound as bright (shining). Then read the completed line together:

Thanks for

Your bright shining light.

- Now ask them to complete the other lines in the same way, working collaboratively in pairs.
- During feedback, read out the completed verse, emphasising the matching sounds.

Answers

Thanks for

Your bright shining light,

In the morning

Your warm wonderful glow

In the evening

That makes colours magical.

7 Pronunciation 67

- Ask learners to look for through the poem again and find other examples of similar and matching sounds in the poem. You could ask learners to do this in small groups and make it into a reading race, awarding points when learners find matching sounds or read the poem and ask learners to shout *Stop!* (or raise hands) when they hear a matching sound. However, ask learners to read aloud or listen to the lines afterwards to appreciate the way they sound and how this enhances the descriptive quality of the poem.

Answers

Other lines with similar and matching sounds:

On dismal days,
As grey as slate,

For ripening apples,
Pears and peaches;

Your noble glow;

 For further practice, see **Activity 6** in the **Activity Book**.

10 Write

- Now tell learners that they are going to write their own poem about something or someone that makes them feel happy. **Note:** Some of the topics suggested lend themselves better to learners working individually because they are personal, others (e.g. an activity or type of weather) could be done collaboratively. Decide if your learners would benefit more from working individually, so they can express their own ideas, or from the support of pair or group work.
- Give learners time to choose a topic and help them by eliciting and inputting ideas and suggestions for each one.
- When learners have thought of a topic ask them to brainstorm words associated with the topic to make descriptive phrases. Ask them to record these on a mind map. Monitor and circulate, helping with vocabulary and helping learners to make connections between words with the same or similar sounds.
- Ask learners to make phrases to describe their chosen topic and put them in a verse, using the same model and structure as the example in **Activity 9**. Tell them to start the verse as in the example (in **Activity 10**) and that it does not need to rhyme.
- When they have prepared a satisfactory first draft, ask them to write the verse on clean paper. Have them mount this on coloured paper and decorate with pictures to display on the classroom walls.
- Finally, ask learners to walk around the classroom and read each other's poems. They should note down two new and / or interesting words or phrases from each one (or ask them to note down, say, ten new words from their reading of all the poems, if there are a lot of texts).

8 Pronunciation 68

- Now ask them to look at the words in **Activity 8** and practise saying them. They then need to match the words that have the same sound, then listen to the audio and check.

Answers

warm wonderful / magical makes / bright shining

 For further practice, see **Activities 4 and 5** in the **Activity Book**.

9 Write

- Now focus learners on the picture next to **Activity 9** and ask them what words come to mind when they see this picture, eliciting some words from **Activity 8**

Answers

Learners' own answers.



For further practice, see Activity 7 in the Activity Book.

11 Values

- Focus learners on the **Values** heading and read through the questions together. Then ask them in pairs to discuss the bullet pointed list of ways to say thank you. Which do they think is the best way of saying thank you? Can they think of any other ways to say thank you?

Answers

Depending on your culture and / or the conventions of the country you live in, ways to say thank you include: sending a thank-you card, saying thank you by text and email; making a phone call to say thanks; buying someone some flowers; giving chocolates; buying a small gift to show appreciation for something; doing something for someone in return; simply saying 'thank you' face to face.

Wrap up

- Have learners record the words or phrases they noted down in the last stage of **Activity 11**. They can record in vocabulary notebooks and / or on vocabulary cards for recycling and review activities.

Activity Book

1 Read

- Learners read the poem, *Thank you letter* by Eric Finney again, and choose the correct answer to complete sentences about the content of the poem.

Answers

- rises and goes down
- always on time
- makes grey days brighter
- making the whole world feel happy
- making beaches hot and bright
- making fruit ready to eat
- light
- valuable you are

2 Vocabulary

- Learners read a set of sentences about the sun and replace underlined words with more descriptive words from the box.

Answers

- blazing
- at dawn
- glow
- sunset
- ripening

3 Pronunciation 21 AB Track 21

- Learners listen to sets of words from the poem and identify which sound is the same or similar in each group.

Audioscript: AB Track 21

- dismal
- days
- days
- grey
- late
- slate
- wait
- late
- slate
- wait

Answers

- 'd' sound
- the vowel sound /eɪ/
- 't' sound

4 Pronunciation 22 AB Track 22

- Learners listen to the sets of words and identify the same or similar sounds in each group.

Audioscript: AB Track 22

- funny
- face
- play
- day
- awake
- cry
- night
- beautiful
- baby
- brother

Answers

- funny / face 'f' sound
- the vowel sound ('a') /eɪ/
- the vowel sound ('i') /æ/
- 'b' sound

5 Write

- Learners use the matching words in **Activity 5** to complete the verse about a baby brother.

Answers

Dear baby brother,
Just a line to say,
Thanks for your big smile
And funny face.
You play all day,
And cry at night,
You keep me awake,
But I love you anyway,
My beautiful baby brother ...

6 Challenge

- Learners write their own short poem about one of three given topics, using a given structure and word prompts as a guide and words with similar or matching sounds.

Answers

Learners' own answers.

Choose a project

Lesson objectives

Speaking: Participate in a discussion forum (depends on how Project 2 is set up) about an issue connected to your school, town / city or age group; revise unit themes; discuss **UNIT 11** Big question.

Writing: Organise and prepare notes for a poster outlining points about communicating effectively in your country; add comments to a discussion forum (depends on how Project 2 is set up); revise unit themes.

Critical thinking: Select points about communicating effectively on your country; give opinions on a topic related to personal experience; apply new skills and language acquired in **UNIT 11** to project work and revision activities.

Language focus: Recycling language points from **Unit 11**, i.e. present continuous forms (for arrangements); polite requests (*could*; *would you mind ...?*).

Vocabulary: Ways of communicating (verb-noun collocations); gestures for communication; functional language for discussions; words about the sun

Materials: paper; poster paper or IWB slides

Learner's Book

→ Warm up

- Play *Bingo* to revise key vocabulary from **UNIT 11**, but ask learners to call out the words, rather than the teacher. Focus the game on a specific vocabulary area that you wish to revise from **UNIT 11**, or play several rounds and cover a different topic in each one.

- Give each learner a handout with a bingo grid with nine squares (3 X 3). Choose a topic from **UNIT 11** and do a quick brainstorm of key words / phrases around the class, e.g.

Ways of communicating: send a text / raise your hand / write a blog, etc.

- Now ask learners to fill in the grid on their handout with a relevant word / phrase from the focus topic. They must write one word / phrase in each box.
- Explain that you are now going to move around the class and ask learners randomly to call out a word from their grid. Other learners must listen and cross out the word if it also appears on their grid. When they have three crosses in a row – either horizontally, vertically or diagonally – they shout *Bingo!* and win the round. Ask the winner to read out his or her winning line of three words.
- You can continue playing until you have a second and third learner who gains 'three in a row'. Alternatively, you could stop this round and have another round with a different topic and a new grid.
- Do a practice turn first to make sure learners are clear about the rules of the game. Ask one or two learners to call out a word and demonstrate with your own grid or a copy on the board how you would cross those words out if they appeared on your grid.
- Tell learners they are now going to choose from the two projects and follow the instructions below for the one they have decided on.

1 → A communication poster

- Put learners in small groups and take them through the step-by-step instructions presented in the Learner's Book. Spend time helping them to generate ideas for the three categories listed in stage 1.
- When they are at the stage of choosing the ten most important points, give them assistance on how to select and prioritise. If they have made decisions, you could stretch some learners by asking them to explain why they have chosen some points above others.
- Circulate and give assistance with language expression and vocabulary.
- When learners have drafted ten points, ask them to check their work for grammar vocabulary and spelling, then ask them to copy the points onto a large piece of paper to make a poster. Allow them to decorate with pictures and different colours.
- When they have finished, ask learners to display their posters on the wall. Allow them to walk around and read other groups' posters. While they are reading, they should make a note of any points that are different to theirs.

Answers

Learners' own answers.

→ Wrap up

- At the end, decide as a class on the ten most important pieces of advice about communication in their country.

2 Create a discussion forum

- **Critical thinking:** Focus learners' attention on the topic areas and brainstorm ideas for each one. The aim here is that learners choose a discussion area that is topical, relevant and personal to them and their realm of immediate experience.
- Now establish the discussion forum. This can be online, if you have the facilities, or a class speaking activity (the same codes of interaction apply to both).
- Before they begin the discussion, ask them to write down some notes about the topic and their own thoughts and opinions. While they are doing this, monitor and circulate, helping with any questions about vocabulary and how to express certain points.
- When the forum is set up, tell learners that each person must make at least one comment. Remind them of appropriate ways of communicating and functional phrases to use (see **Lesson 4**).
- If you choose to conduct the discussion forum as a speaking activity, you could set it up either as a whole class debate, or ask learners to work in groups of about five or six (this way, learners may get more speaking practice).
- **Additional support and practice:** If the forum is conducted as a speaking activity, you could structure the use of functional language for interacting appropriately as follows: learners have a list of the target phrases in front of them (either in their notebooks or on a handout); as they use them in the discussion, they tick them off. Having to physically tick off ones they use will raise their awareness of their function and motivate them to actually incorporate the phrases. They obviously don't have to use all the phrases.

Answers

Learners' own answers.

Wrap up

- At the end of the forum, ask learners to suggest which ideas they thought were the strongest and most interesting points. This can be done whether the forum is conducted online or as a speaking activity.

Reflect on your learning

- These revision activities can be approached in different ways, according to the level and character of your class.
 - Questions 1–8 could be used as a class quiz, with learners in teams and a time limit given to write answers to each question.
 - Alternatively, you could conduct a revision session. Ask learners to work in pairs and take longer to think about and write down their answers. When pairs have finished the questions, they swap with another pair and correct each other's work, with you monitoring and giving help and advice when needed.
 - You could set this task for homework / self-study.

Answers

1 (Five from ...)
raise your hand
send an email / a text / a note
write an email / a text / a note / a blog
make a call / a note
reply to an email / a text / a note / a blog / a note / a call
Learners own answers.

2 (Three from ...)
Adults saying hello to each other with a handshake; good friends greeting each other with a hug; making eye contact when you are talking to someone.
(Saudi Arabia), shaking the head from side to side means 'yes'.
(Thailand), people greeting each other by pressing their palms together and bowing their heads.
(China), people saying hello with a small nod and a bow.
(Japan), waving your hand with the palm outwards, meaning 'I don't understand'.
Learners' own answers.

3 Main point of each message / purpose:
Message 1 – Billy tells Bruno that he's left his pet tarantula (spider) at his house. He asks him to catch it for him.
(Purpose: asking someone to do something)
Message 2 – Bob Bailey (a builder) reminds Mrs Smith that he is going to take her front door off this afternoon (Purpose: a reminder)
Message 3 – Mandy invites Mila to go rock climbing for her birthday celebration on Sunday (Purpose: an invitation).
Message 4 – The receptionist calls Tom to tell him that his dental appointment has been changed. (Purpose: giving information)

4 Ben and Carl handed their homework in late because they lost the internet connection in their homes (and so couldn't access a website they needed to finish the homework).
Differences between their explanations: (three from ...)
Ben tells the teacher first that he hasn't done the homework before the teacher has to 'chase' him/Carl tries to leave the classroom without mentioning it.

Ben told Mr Simms *before* the homework deadline that his homework would be late/Carl told him on the day of the deadline.

Ben said sorry for the late homework/Carl didn't. He apologised for having to hand the homework in late.
Ben gave the teacher a simple direct explanation about the problem/Carl started rambling and going into unnecessary details.
Ben told Mr Simms when he could hand in the homework (i.e. he offered a solution to the problem)/Carl didn't mention this or offer any alternatives.

5 The classmates discussed how to spend the money they raised through their class activities at the school fair.

Phrases:
introducing your point: I think we should ... I think it is (better to) ...
partly agreeing: I think it's a good idea to ... , but not ... I can see your point but ...
encouraging other people to respond: What does everyone else think? What do other people think? What do you all think?

6 A thank you letter.
7 What the writer liked about the sun: (four from ...)
Dawns and sunsets.
The way it brightens grey, cold days.
The way it moves out from behind a cloud.
Bright, hot days on beaches.
The way it ripens fruit and makes it ready to eat.
The beauty of sunlight.

8 Words or phrases to describe the sun and what it does: (five from ...).

blazing
glow
sunset
dawn
ripening fruit
cheerful grace

Look what I can do!

Aim: To check learners have fulfilled the objectives for **UNIT 11** (and to what degree).

- Present the objectives slide or poster from the introduction to **UNIT 11** (in **Lesson 1**) and remind learners of the objectives from the start of the unit.
- Focus their attention on the 'I can ...' statements and read through together. You could put these on a slide or write on the board. Ask learners if they feel they can now do these tasks after completing **UNIT 11**. By this point, you should have a clear idea yourself of how well your learners have completed the tasks. However, ask them to now do an initial self-assessment.
- Put learners in pairs and ask them to look through their notebooks and portfolios to find evidence of their work for each of the statements. Then they give themselves a rating as follows:
 - ✓ Yes, I can – no problem!
 - ? A little – I need more practice.
 - ⊗ No – I need a lot more practice.
- Circulate and chat to learners about their self-assessment (some might be overly modest and you can point out that their rating could be higher). Make notes about areas that learners are not confident about (if you haven't already done so) for future reference (see **Teaching tip**).
- Conduct a general feedback at the end and find out which tasks learners found the most interesting / useful / challenging, etc.

Answers

Learners' own answers.

Wrap up

- As a class, look at the Big question again on a slide or written on the board: *How do we communicate effectively with each other?*
- Ask learners: *What are good ways to communicate with each other? How can we get our message across?* Elicit a couple of responses before asking learners to work in small groups, look through **UNIT 11** and write down three ways that we can communicate effectively with each other. Point out to them that this is not about methods of communication such as speaking or texting, it is about *how* you communicate – the words you choose, your manner, etc.
- **Additional support and practice:** Instead of having learners come up with their own answers to the Big question, you could guide them by giving them the following sentences and ask them to sort into two

categories: *good / effective* and *bad / ineffective* ways of communicating. These sentences all correspond to themes and topics from the lessons in **UNIT 11**; all good sentences are ticked (✓) below:

Think about the words to use. ✓

Be polite and respect other people. ✓

Think that your opinion is the most important – other opinions don't matter.

Remember that people often communicate in different ways in different parts of the world. ✓

Use different ways to communicate according to the situation. ✓

Always use the same method of communication.

If there's a problem, say nothing – don't try to explain.

Think about what you say before saying it. ✓

Respect other points of view; try to see both sides. ✓

Say or write whatever you like even if it is rude or might hurt someone.

Say what you think without thinking first.

Listen to other people's opinions. ✓

- These sentences can be written on the board or put on a slide for learners to categorise. Alternatively, you could ask them to write on strips of paper for learners to categorise in small groups at their tables/desks. You could also use them as a listening activity: read them out and ask learners to respond to each one by raising their hands (for good) or keeping hands down (for bad). They could also respond with signs, e.g. a green sign and smiley face for good, a red one for bad.

Activity Book

Revision

1 Vocabulary

- Learners read definitions and complete words drawn from **Lessons 1–6** in **UNIT 11**.

Answers

1 blog

2 reply

3 raise

4 greet

5 shake

6 sunset

2 Use of English

- Learners complete a gapped email text with the correct form of the verbs in the box, focusing on language points from **Lessons 1–6**.

Answers

- 1 borrowed
- 2 am going
- 3 is choosing
- 4 are playing
- 5 is going
- 6 come

3 Over to you

- Learners write their own responses in the form of sentences and questions to given situations. This task utilises functional language covered in **Lessons 1–6**.

Answers

Learners' own answers.

My global progress

- Learners think about their own responses to topics and activities in the units and answer the questions.

Answers

Learners' own answers.

Teaching tip

Review the learners' work and their own assessment of their progress, noting areas where learners demonstrate strength and confidence and areas where they need additional instruction and practice. Use this information to select areas for review and specific focus, as you continue to **Unit 12**.

Review 6

- Review 6 offers learners the opportunity to review and recycle key language and vocabulary items from **Units 10** and **11**, presented in similar contexts to themes that appeared in these units. All items are briefly covered in activities that are similar in type to those in the Activity Book. There is a range of activity types that cover all skills areas.
- Learners can do Review 6 activities either in class or for homework. However, there is a short speaking activity, which will need to be covered in class (see below for suggestion). The Review pages can also be used to occupy early finishers, provided learners have already covered the relevant language points in class.
- **Speaking activities:** If learners have done the Review 6 activities at home, the speaking activity could be carried out during a Review 6 feedback session, either at the beginning or end of the class.
- **Feedback:** Answers to the activities can be elicited from learners or displayed on the board or on a slide for learners to use to correct their work. To make the correction stage more interactive, ask learners to swap notebooks and correct each other's work.

1 Listen 69

- Learners listen to four messages and match to a picture.

Audioscript: LB Track 69

Message 1: Hi Danny. This is Marcus. I've got a big favour to ask! I'm going cycling with my cousin on Saturday. Would you mind if I borrowed your helmet? The strap's broken on mine. I'll bring it back on Sunday morning. Could you let me know if that's OK? Thanks! Bye!

Message 2: Hi Freya, this is Eva. This is just to let you know that Ana and I are coming to your birthday lunch on Sunday at the pizza restaurant. Would you mind if we left the restaurant at 2.30 pm? It's a bit early, I know. Our aunt and uncle are arriving from Australia and we are going to the airport to meet them. Hope that's OK, see you on Sunday!

Message 3: Hi Mum, this is Yasmin. This is just to let you know that I'm playing basketball today after school. I thought it was tomorrow but it's today! Could you pick me up at 6.30? Thanks, Mum, bye!

Message 4: Hello, this is a message for Jamie from Mr Phillips. Just to let you know that we are not having football practice on Thursday morning this week – we're having it on Friday morning instead. And could you bring the money for the school trip in two weeks' time? Thanks, Jamie. Bye!

Answers

- Message 1 – Picture 3
- Message 2 – Pictures 1 and 5
- Message 3 – Picture 4
- Message 4 – Picture 2

2 Listen 69

- Learners listen to the messages again and identify the arrangements that each person has.

Answers

- 1 (Example) Marcus is going cycling with his cousin on Saturday.
- 2 Eva and Ana are coming/going to Freya's birthday lunch on Sunday (at the pizza restaurant).
- 3 ... and also going to meet their aunt and uncle at the airport.
- 4 Yasmin is playing basketball today after school.
- 5 Jamie is having football practice on Friday morning instead of Thursday morning.

3 Vocabulary

- Learners read descriptions and guess the words.

Answers

- 1 knowledgeable
- 2 An architect
- 3 Voluntary work
- 4 A car mechanic
- 5 A reporter
- 6 confident
- 7 sleeve
- 8 A zip

4 Talk

- Learners tell a partner about personal arrangements they have for next week.

Answers

Learners' own answers.

5 Use of English

Learners choose the correct form of the verb or correct preposition to complete the job advertisement text.

Answers

- 1 looking
- 2 about
- 3 with
- 4 is
- 5 in
- 6 on
- 7 will
- 8 could

6 Write

- Learners write an email to a friend inviting them to meet up at the weekend. Prompts are given to support the writing task.

Answers

Learners' own answers.

7 Talk

- Learners compare the poems in **Units 10 and 11**, saying which one they liked best and why.

Answers

Learners' own answers.

12

Travellers' tales

Big question **What can we learn from travelling and holidays?**

Unit overview

In this unit learners will:

- talk about holiday activities
- read about a place to visit
- describe a special place
- write a poem about a dream holiday
- read and talk about a special journey.

In **Unit 12**, learners will explore the topic of travel and holidays, looking at how these activities and experiences make us feel and what we can learn from them. This is reflected in the Big question, which is presented in **Lesson 1**. As with all other units, learners will understand that themes, tasks and projects in the unit will contribute to answering this question at the end.

The unit begins by looking at interesting and unusual holiday activities, giving learners opportunities to talk about the type of activities that are popular in their own countries, but also consider new and unusual ones and whether they would like to experience them. From holiday activities, learners move on to holiday places, evaluating advantages and disadvantages and looking at how these are reflected in comments on an online forum. In **Lesson 3**, learners listen to a description of a special place, then use this as a model for their own account of a place which has special significance for them. In **Lesson 4**, they consider where they would go for a dream holiday and use their thoughts and feelings to write a simple poem. Finally, they explore the notion of other kinds of journeys by looking at a piece of literature which examines the journey made by light. There is an opportunity here to combine aspects of science with literature.

The **Photocopiable activities** provide a cross curricular focus in the form of a holiday-themed worksheet, practising calculations using dates (17), as well as conversation practice about holiday experiences, using a variety of structures (18).

Language focus

Second conditional forms (review); *adjectives + prepositions*.

Vocabulary topics: Holiday activities (nouns with *-ing*); expressing preferences in imaginary situations; verbs describing senses (review); descriptive adjectives; expressions with *take*.

Self-assessment

- I can talk about trying new holiday activities.
- I can read and discuss information about a place to visit.
- I can describe a place that is special to me.
- I can listen and understand other descriptions.
- I can write a poem about a dream holiday.
- I can read and talk about a story about a special journey.

Teaching tip

Revision tips: At this stage in the course, you might be considering revision of key themes examined in the Stage 6 course and language and vocabulary items that have arisen. When organising revision activities, keep in mind different learning styles. For example, visual learners will respond to materials with colour and pictures: ask them to write important points on Post-its and stick around the classroom as constant reminders; revise points from coloured flashcards which can be turned over to test memory; or make mind-maps with colour and simple diagrams. Auditory learners will respond well to verbalising their revision, i.e. talking through revision points with each other and the teacher. Kinaesthetic learners will respond well to a hands-on approach, e.g. activities which involve physically matching and categorising different items on pieces of card; or doing standard textbook revision activities on separate cards chosen from a pile in the middle of the table or on the teacher's desk (as opposed to working through in a linear fashion from a textbook).

Lesson 1: Travellers' tales

Lesson objectives

Listening: Listen to children talking about holiday activities they would and wouldn't like to try and understand the reasons why; identify functional language expressing imaginary situations.

Speaking: Talk about holiday activities; talk about which activities you would and wouldn't like to try; play a guessing game about holiday activities with a partner.

Critical thinking: Express opinions and indicate preferences for holiday activities.

Language focus: 2nd conditional (review).

Vocabulary: Holiday activities (nouns with *-ing*): *rock-climbing, skiing, snorkelling, bungee-jumping, snowboarding, surfing*

Materials: poster paper or electronic slides, coloured pens; video clips of adventurous holiday activities (optional for **Warm up**).

Learner's Book

Warm up

- To introduce the Big question, start by telling the class that this unit is going to be about travel and holiday activities, and that these activities give us interesting and sometimes powerful experiences that we can learn from. So the Big question is ... *What can we learn from travelling & holidays?*
- Write the question on the board (for an electronic presentation, create a slide with interesting graphics). Tell learners that you are all going to do tasks and projects in the unit that will answer this question.
- Introduce the unit objectives to show learners what tasks are coming up. Present the objectives on a slide or large piece of poster paper to attach to the board.
- Tell learners that you will answer the Big question and look again at the objectives at the end of the unit. Keep the objectives slide / poster to revisit at the end of the unit.
- Tell learners that you are going to start by looking at exciting and unusual holiday activities. If you have the facilities, show the class some video clips of some of the more dramatic activities featured in the Learner's Book such as bungee-jumping, surfing and snowboarding and elicit their reactions.
- Now focus learners on the pictures in the first page of the unit and ask if they can see any of the activities mentioned during the warm-up.

Note: If you haven't shown learners video clips, simply move on to **Activity 1** in the Learner's Book and use the pictures in the book to engage them with the topic.

1 Talk about it

- Focus learners on the questions in **Activity 1** and look at the first one together, eliciting which holiday activities are popular in their country. Then look at the pictures and, if you think it is possible that they have tried any of the activities, elicit which ones and encourage learners to talk a little about the experience (*Where? When? Was it fun? How did you feel? Was it scary? Would you do it again?*).
- Now ask learners to discuss the last question: *Which activities would you like to try?* in pairs. At this point, don't worry if they make errors with the 2nd conditional structure, as long as they understand the sense of the question.
- Conduct a quick feedback to get a general idea of which activities appeal the most to learners.
- Critical thinking:** Learners relate the topic to their own realm of experience and identify their own preferences from a choice of activities.

Answers

Learners' own answers.

2 Word study

- Focus attention on the words in the box and ask learners to match them to the pictures.
- As a class talk about which activities, if any can be done in your country and where.
- Do a quick focus on pronunciation and word stress. If necessary, tap or clap the stress pattern at the same time as saying the words. Have the class repeat and clap after you. If learners need further practice, ask them to do the same activity again in pairs. You could extend the activity (and help learners assimilate the words) by clapping out stress patterns and ask learners to guess the word (or words – if more than one word follows the same stress patterns). Ask them to turn over their books so they can't see the words for an extra challenge.

Answers

- a rock-climbing (Stress pattern: Ooo)
- b skiing (Oo)
- c snorkelling (Ooo)
- d bungee-jumping (Oooo)
- e snowboarding (Ooo)
- f surfing (Oo)

 For further practice, see **Activity 1** in the **Activity Book**.

3 Listen

- Tell the class that they are going to listen to four children talking about the activities in the pictures. They need to listen and identify which activities the children are talking about. Ask them to listen and find out too if the children have already done the activities or not.

- Play the listening text, pausing after each dialogue; learners listen for and write the activities mentioned from **Activity 2**.
- After listening to all four speakers once, check answers with the class. Establish that none of the children have done any of the activities before. If learners have understood this, challenge them by asking them *how* they know and eliciting that the speakers used the word, *would*, because they were *imagining* the situations.

Audioscript: LB Track 70

Conversation 1

Boy 1: ... Are you serious? I think you're crazy! You couldn't do it anyway, you're too young ... they wouldn't let you ... !

Boy 2: Yes, I know I'm too young now ... but I'd really like to try it when I'm older. It would be fantastic – like flying through the air!

Boy 1: No way! It's dangerous! You could break your leg! They tie the elastic cord around your ankles, then push you off a bridge ... There is no way I'd do it!

Boy 2: OK, you have an elastic cord around your ankles but you also have a harness around the top part of your body. And the feeling you get is really fantastic ... it's really exciting and thrilling ... that's what I've heard anyway ...

Boy 1: Who told you that?

Boy 2: My aunt and uncle did it last year on holiday in New Zealand. They said it was the best thing ever and that everyone should do it once in their life time!

Conversation 2

Girl 1: I don't know ... I don't think I'd try it ... I'd be really scared ... I'd keep thinking I was going to fall off.

Girl 2: Yeah, you'd probably fall off a lot while you were learning ... It's all about balance I think – you'd need to have strong legs too. I'd love to have a go though ...

Girl 1: Yeah, maybe ... I suppose you could start by just lying on the board and getting used to moving on top of the waves. Then when you're ready you could try standing up ...

Girl 2: You'd have to be a good swimmer I think and not be scared of big waves.

Girl 1: Hmm, maybe I would have a go, if I had the chance. You have to try new things, don't you? Or you never find out what you can do!

Answers

The children are talking about:

Part 1: bungee-jumping

Part 2: snorkelling

None of the children have tried the activities (hence use of 2nd conditional).

4 Listen 70

- Focus learners on the questions in **Activity 4** and read through together. Learners may know some of the answers already; if they do, allow them to speculate, then ask them to listen and check.

- Ask all learners to listen again for the answers to questions 1 and 2. After listening, ask them to compare answers in pairs, then go through the answers as a class.
- When you conduct feedback, play the audio again if necessary, stopping after each comment and highlighting the parts of each comment needed for the answers.

Answers

1 The first boy thinks that the activity is dangerous and a crazy thing to do. The second boy thinks the activity would be 'fantastic' – exciting and thrilling, 'like flying through the air'.

2 The first girl is not sure at first if she would like to try the activity. She thinks she would be really scared. But by the end of the conversation she decides that she would probably try it after all, if she had the opportunity.

5 Listen 70

- Tell learners that they are now going to listen for a third time, this time to focus specifically on the words and phrases the children use to give their opinions about the activities.
- Read through the phrases 1–6 first, highlighting the gaps. Ask learners to read again in pairs and discuss which words might be missing. Ask them to write the phrases in their notebooks with gaps in preparation for listening and completing.
- Now ask them to listen again, pausing after each target phrase, to either check their ideas or complete the missing words in their notebooks.
- Additional support and practice:** This activity could obviously be simplified by stopping after each phrase rather than waiting to the end of each dialogue. If you do this, make the activity a little more challenging by having learners either call out *Stop!* or raise their hands when they hear a target phrase. Then pause the audio and allow them to complete the phrase.
- Go through the missing words as a class.

Answers

1 I'd really like to try it. It would be fantastic.

2 There is no way I'd do it!

3 It's really exciting and thrilling.

4 I don't think I would try it ... I'd be really scared.

5 I'd love to have a go.

6 Maybe I would have a go, if I had the chance.

6 Use of English

- Ask learners if the phrases in **Activity 5** express real or imaginary situations. *Have the children already done the activities?* (No, then the phrases are expressing *imaginary* situations). Ask if they know (or can remember) the name of the kind of structure that is used in these sentences, and elicit or tell them that it is the 2nd conditional.

Answers

The phrases are 2nd conditional sentences. They express imaginary situations.

 For further practice, see Activity 4 in the Activity Book.

7 Talk

- At this point, elicit again the words to describe the activities in the pictures. As you go through them, make sure learners are clear about pronunciation and word stress, before they use the words in the speaking activity.
- Ask what they notice about the ending of all the words and elicit that they are all nouns ending in *-ing*. Next, draw their attention to the **Word study** box and explain that nouns ending in *-ing* often describe actions. Look at the example sentences showing the use of more nouns ending in *-ing*.
- Critical thinking:** Now ask learners to work in pairs and talk about the activities in the pictures. Encourage them to give their personal opinions about the activities, using the phrases in **Activity 5**, taken from the listening.
- First, go through the phrases, having learners repeat after you, paying attention to intonation (e.g. *There's no WAY I'd do it!*).
- Additional support and practice:** Write the target phrases on the board or on a slide and use the *backchaining* method to drill the sentences (for instructions, see **Unit 4 Lesson 1 Additional support and practice**). Once learners are confidently pronouncing the phrases, help them to remember by doing a *disappearing drill* on the sentences until they can remember them by heart (for instructions, see **Unit 4, Lesson 1**, as above).
- For feedback, say an activity and elicit individual responses around the class, using the target phrases. E.g. Snowboarding : *I'd like to have a go! / Maybe I'd have a go if I had the chance ... / There's no way I'd do it!*
- Extend and challenge:** When learners are using the target phrases in **Activity 5** in their pair work conversations, monitor and circulate, encouraging stronger learners to combine and vary the target phrases as follows:
There's no way I'd do it – I'd be really scared!
I'd like to have a go, if I had the chance ...
I think it would be really exciting but quite scary ..., etc

Answers

Learners' own answers.

 For further practice, see Activity 5 in the Activity Book.

8 Talk

- As a final consolidation activity, ask learners to work with a different partner and carry out a similar activity to the *20 questions* game (see **Unit 4, Lesson 4**). They should think of an activity and their partner has to guess what it is, asking yes / no questions.
- Tell them that their partner must ask at least three questions before asking a question naming an actual sport (e.g. *Is it snorkelling?*).
- Allow learners to think of any sport or activity to widen the scope and encourage more question practice. Stipulate, however, that learners need to choose an *-ing* activity, to focus them on this language point.

Answers

Learners' own answers.

Wrap up

- To finish off, you could show more video clips and/ or ask learners to share experiences of more general holiday activities (e.g. cycling, horse-riding, etc.) not mentioned in this lesson.

Activity Book

1 Vocabulary

- Learners complete words describing holiday activities and match to a picture.

Answers

- surfing f
- rock-climbing a
- snorkelling c
- bungee-jumping d
- snowboarding e
- skiing b

2 Read

- Learners read a dialogue about holiday activities and identify which activities the children are talking about.

Answers

snorkelling, bungee-jumping, skiing

3 Read

- Learners read the dialogue again and answer comprehension questions.

Answers

- 1 no
- 2 snorkelling and skiing
- 3 snorkelling
- 4 bungee-jumping and skiing

4 Use of English

- Learners make sentences from given prompts using the 2nd conditional.

Answers

- 1 Ollie would like to try/go snorkelling if he had the chance.
- 2 Tara's family would like to visit the Taj Mahal if they went to India.
- 3 If Luis had a choice, he would go to Disneyland.
- 4 My uncle would cycle around Europe if he had more time.
- 5 If Aisha went on holiday, she would go bungee-jumping.

5 Word study

- Learners finish sentences with personal responses, using target 2nd conditional phrases and words from **Activity 1**, and other vocabulary about holiday activities.

Answers

Learners' own answers.

Lesson 2: Where shall we go?

Lesson objectives

Reading: Read opinions on a forum about a day out at a marine wildlife park; practise techniques to predict content and text type.

Speaking: Talk about places you like to visit on a day out; discuss positive and negative points about the marine park in the text, drawing conclusions about whether you'd like to visit.

Writing: Write a post for an online forum about a place that you have visited; compare comments with classmates who have visited the same place.

Critical thinking: Discuss positive and negative points and come to a conclusion.

Vocabulary: Places to visit: *an adventure playground, a wildlife park, a zoo, a museum, a theme park*

Materials: Learner's Book, Activity Book. Copies of Photocopiable activity 24.

Learner's Book

Warm up

- Ask learners to think about the last day trip they went on, either with family, friends or on a school trip. Elicit the places and write on the board. Then ask learners to comment on the places: Who has been there? When? What did they like about it? Were there any bad points? Would they recommend it to someone else?

- Focus in particular on good and bad points about each place, to prepare learners for the tasks later in the lesson.

1 Talk about it

- Focus attention on the four questions and read through together. Read out the places in the box and ask learners to draw any comparisons with places mentioned in the warm-up stage. Then ask them to discuss the questions in pairs.
- When you conduct feedback, focus in particular on the last question. Elicit from learners what factors make them and their families decide where to go on a day trip (e.g. variety of things to do, cost, distance from home, facilities available, etc.). Write their suggestions on the board to refer to later in the lesson.
- **Critical thinking:** Giving an opinion and making deductions.

Answers

Learners' own answers.

2 Read

- Focus learners on the text and ask them what type of text they think it is. Where *would they see it?* (online) *What kind of website would it appear on?* (a travel / country or city guide / holidays website) *What type of text is it?* (an Internet forum).
- Ask them what they think they will find out from the forum. Highlight such features as the stars and the highlighted quotes as headings.
- When learners have offered some suggestions as to what they might find out from the text, point out to them that they have already deduced quite a lot about the content of the text simply by looking at what type of text it is and making predictions. Draw their attention to the **Reading strategy** in the Learner's Book. Make learners aware that they can often guess the content of a reading text by looking at what *type* of text it is, as well as other more obvious clues such as pictures and headings.

Answers

The text is an online forum. You read it to find out people's opinions about a place and if they recommend it as a place to visit.

3 Read

- Now ask learners to read the text and match it to a place in the box in **Activity 1**. Remind them that they just need to scan the text at this point to find out that information and not worry about other details and words they don't know. Give them a time limit to encourage them to be focused.

Answers

The forum is about a (marine) wildlife park.

4 Read

- Ask learners now to draw a table in their notebooks, to note down good and bad points about the marine wildlife park, as follows:

Place	Good points	Bad points
<i>Sol Marine Park</i>		

- Before they read, pre-teach the words, *disappointed*, *feeding time*, *downside*, *queue*. You could read out the following definitions (in the order below – the order the words appear in the text) and ask them to find the words in the text; or for more support, write the words on the board, read the definitions and ask learners to identify the words:

When something isn't as good as you thought it would be, or doesn't happen in the way you expected (disappointed).

The time when animals get their food (feeding time).

A bad point about something, a disadvantage (downside).

When you stand in a line to wait for something, e.g. to get into the cinema (a queue).

- Now tell them to read the forum text again, more slowly, looking specifically for good and bad points about the Marine Park. They should read and then discuss with a partner, before writing notes in the table.
- Conduct feedback, highlighting good and bad points on the board.

Answers

Good points	Bad points
Feeding time at the dolphin arena.	Crowds of people.
'Fascinating facts' at marine life exhibition.	Queues to get into attractions.
Interesting film about endangered marine species.	Very expensive to get in.
Underground aquarium – 'awesome'.	Have to pay extra for some attractions.
	Small choice of expensive takeaway food to eat inside.



For further practice, see Activities 1, 2 and 3 in the Activity Book.

5 Talk

- Critical thinking:** Ask learners to work in pairs and imagine that they live quite near to Sol Marine Park and their family is thinking of having a day out there. They should look at the good and bad points on their table and use the points to decide if they would like to go there or not.
- To help them decide, ask them to think about which points are the most important to them, e.g. would they like to see the underground aquarium even if there were a lot of crowds, or would that spoil the experience too much?

- Extend and challenge:** If your learners are confident speakers, or if you want to stretch them further, use this opportunity to input natural, conversational phrases such as:

I'd like to see the underground aquarium, even if there were a lot of crowds. (even is used here to emphasise the point that follows).

I think the Marine Park is too expensive. I would rather go somewhere quieter and cheaper. (rather here means prefer to).

I don't mind if a place is crowded (it isn't important to me).

- Ask learners to discuss in pairs; then do a quick feedback, eliciting different points of view from around the class.

Answers

Learners' own answers.

6 Write

- Focus learners on **Activity 6** and ask them to look at the sentences in blue in the forum text. Ask them what they notice about the sentences. *Are they the same as other sentences? How are they different? Are they 'complete' sentences?* Elicit that the sentences have some words missing – they are *shortened* sentences.
- Put the shortened sentences on the board and ask for volunteers to come up and change them to make them into full sentences. Remind them to change the punctuation too, (i.e. a word that started the sentence in the text becomes lower case in the full sentences, with other words preceding it – see Answers). If you have a team point system, award team points for volunteers who make correct changes to the sentences.

Answers

There wasn't not enough time to ...

It was an incredible experience

We will definitely come again though ...

It was very expensive to get in;

There were also long tiring queues to get into most attractions

7 Use of English

- Ask learners why they think shortened sentences are used in the forum. Also ask them if they can think of other types of writing where shortened sentences can be used. If they are slow to respond, give them some extreme examples so they begin to understand the difference in style between sentences written in this way and other sentences, e.g. *Would you use shortened sentences in a school essay?* (No, not appropriate – you have to write in full sentences). *How about in an email to the head teacher?* (No, not appropriate – you need to write in a more formal, 'polite' way) *What about in a text message?* (Yes, that's OK because it's usually to a family member or friend, so it's informal).

Note: Activities 6 and 7 are intended to raise learners' awareness of different writing styles and register.

Answers

Shortened sentences are used in a forum because the writers are writing quickly and spontaneously, in an informal, conversational style. Emails, text messages and notes are often written in the same way. Remind learners about the job advertisements in Unit 10, which also contained shortened sentences.

 For further practice, see Activity 4 in the Activity Book.

8 Write

- This activity aims to replicate an online forum discussing a place that is familiar to learners. Put learners into groups of about five or six and ask them to brainstorm places that they have all visited at some point in their lives, and that everyone has an opinion about. A place similar to the example is ideal but, if this isn't possible, a local swimming pool, a park or a local shopping centre is OK. Each group should try to think of a different place.
- Critical thinking:** Ask learners to think individually about the positive and negative points about the place and give it a star rating (as in the example). Then ask them to imagine they are posting a comment about the place on a website that will be read by visitors from other cities and countries. What information would they want to know?
- Ask learners to write their thoughts down in their notebooks. Their first comment could reflect their strongest view on the place (e.g. *Great day out!*) or how they came to hear about it (*My best friend recommended the Plaza because ...*). They can use shortened sentences if they wish.
- When each group has written comments about their chosen place and rated it, ask them to copy their comments clearly onto strips of paper. Either arrange the comments, grouped according to place, to make a display on the wall, or hand them around to other groups to read. Keep all comments about one place together, so learners can read and compare the points of view.
- Extend and challenge:** If your learners choose a well-known place to comment on, you could show them comments about the place on a real online forum on an English language website (e.g. Tripadvisor), if this is possible in your classroom. Let them read the comments and compare to their own. Even if they find the language on the forum challenging, they may be able to understand the general sense. **Note:** If you are going to show learners comments on a particular site, obviously check before the lesson that comments are appropriate in tone and content.

Answers

Learners' own answers – Portfolio opportunity.

Wrap up

- After learners have read all the comments on several different places, vote as a class on the most and least attractive place to visit.

Activity Book

1 Read and Strategy check

- Learners do a multiple-choice activity to support their understanding of the reading strategy (prediction). Then they read a text (a magazine review) comparing swimming pools in a city and identify the text type and the subject of the reviews.

Answers

Look at what type of text it is by noticing the design and layout. ✓

Think about the kind of information you can find in specific types of text. ✓

Reviews in a magazine about swimming pools.

2 Read

- Learners read comments about what facilities and features people look for if they are going to visit a swimming pool. They decide which pool described in the reviews would suit which person and match a pool to a comment.

Answers

- 1 Hampton Baths
- 2 Wells Lido
- 3 Nova Swimming Park
- 4 Water Wonder
- 5 Water Wonder
- 6 Nova Swimming Park

3 Read

- Learners write down one negative point about the swimming pools mentioned in the reviews.

Answers

Water Wonder is expensive;
Nova Swimming Park is 'not cheap' and often very crowded.
Hampton Baths is small, basic, no separate pool for young kids.
Wells Lido is only open May to September; children under 7 are not allowed in the main pool.

4 Write

- Learners look at the shortened sentences from the text and make them into full sentences by choosing a phrase from the box.

Answers

- 1 There isn't a No separate pool
- 2 There is
- 3 There are
- 4 It is
- 5 It isn't not cheap

5 Over to you

- Learners write about which swimming pool in the reviews they would like to go to and why.

Answers

Learners' own answers.

For a cross-curricular task relating to holiday activities, see **Photocopiable activity 24**.

Lesson 3: Describing a special place

Lesson objectives

Speaking: Prepare and deliver a presentation describing a special place.

Listening: Listen to a presentation describing a special place; identify the order of information in the presentation, specific facts and phrases to describe feelings about the place.

Critical thinking: Identify interesting facts and describe feelings about a special place.

Language focus: Adjectives + prepositions: *surprised by; interested in; fascinated by; amazed by; sad about*.

Materials: images representing a special place (optional for **Warm up**). Copies of **Photocopiable activity 25**.

Learner's Book

1 Warm up

- Introduce the lesson by showing learners a special place you've been to. Show them some images (photos or videos, if available) and ask them to guess the country and place (if it is well-known, e.g. the Taj Mahal), when you went and who with. Finally ask them if they can guess why the place is special for you.
- Tell them that they are now going to think of a place that is special to them.

1 Talk about it

- Critical thinking:** First, ask learners to close their eyes and think of a special place that they have been to and what it means to them. Give them some guiding questions and prompts, e.g. *Have you ever been to a place that was really special? Where was it? When did you go? How often have you been? Who did you go with? What things did you see? What things did you do? How did you feel when you were there? What made it so interesting / so much fun / so beautiful?*
- Tell them that they don't have to write anything just yet, just sit and think.

- Now ask them to open their eyes and tell them that they have one minute to write down as many adjectives as they can think of, to describe the place.
- When time is up, ask them to compare their adjectives with their partner, then tell their partner which place they thought of and why they chose the adjectives to describe it. Show them the example in the book, or demonstrate using your own example from the warm-up stage, e.g. *amazing – the mountains were amazing because they were so huge*.
- Conduct a quick feedback, asking learners to share some initial ideas at this stage.

Answers

Learners' own answers.

2 Talk

- Focus learners on the Learner's Book and the pictures of Pompeii in southern Italy. Tell them the name of the place (or elicit, if you think your learners might have heard of Pompeii) and ask them what they think happened there by looking at the pictures.
- Elicit learners' ideas and write on the board, for reference in the next activity.
- Use this stage to pre-teach or elicit words that will appear in the listening text: *volcano, erupt, ash cloud, poisonous*. Also ask learners when they think this event took place (in Roman times, nearly 2000 years ago). If learners have studied the ancient Romans in another subject, use this opportunity to link with other elements of the curriculum.

Answers

Facts about Pompeii for reference:

In CE79, Mount Vesuvius, a huge volcano, erupted over the city of Pompeii and other towns and settlements in the south of Italy. It sent an infernal, poisonous ash cloud over Pompeii and the surrounding area. In 24 hours it covered the city, destroying buildings and killing thousands of people almost immediately. The ash cloud encased people and objects and turned to stone, thus preserving whole bodies and the objects around them. The submerged city was first discovered at the end of the 16th century; excavations have revealed valuable information about all aspects of Roman life.

Today you can visit the site and gain a dramatic insight into the tragedy of Pompeii by observing the stone figures of the people, who remain where they fell on the day of the eruption. The site also provides an insight into everyday Roman life through excavated buildings, frescoes and everyday objects.

3 Listen 71

- Tell learners that they are now going to listen to someone (Hannah) describing her visit to Pompeii. Tell them that Pompeii was a very special place for Hannah and her visit made a big impression on her. Ask them to listen to find out what happened in Pompeii and if their predictions (from **Activity 2**) were correct. Read through the points made in the previous stage, listed on the board, before you listen to the description.

- Listen to the description; then ask learners to discuss the answers in pairs before conducting general class feedback. Refer to the pictures in the Learner's Book when conducting feedback and the points made on the board, so learners can see how many of their initial predictions appeared in the listening text.

Note: In this initial first listening, learners are not expected to understand all the points listed below, just gain a general sense of what happened in Pompeii. They may just pick up some of the points listed.

Audioscript: LB Track 71

Part 1

I'm going to tell you about a place that is special to me ...

In CE 79, nearly 2000 years ago, a huge volcano erupted in the south of Italy. The ash cloud that came from out of it was over 20 kilometres high. It was a poisonous mixture of ash and gas. In 24 hours it covered the city of Pompeii. The temperature of the ash cloud was 300°C. It destroyed houses and killed thousands of people almost immediately.

Part 2

Last summer, my dad and I visited Pompeii on our holiday in Italy. Dad took me there because he said it would be good research for my history project about the ancient Romans. I thought it would be a bit boring! But when we got there I was really amazed by what I saw ...

Part 3

Parts of the city are exactly as they were in the times of the ancient Romans. You can see rows of houses and shops. The ash covered people and objects and turned them to stone. People, animals and objects look exactly the same as when the ash hit them. So you can see whole families trying look after each other. You can also see normal objects that they used every day, like bread, bottles and cooking utensils. These things give us an idea of what life was like in those times.

Part 4

My visit to Pompeii made me feel so many different emotions. I was really interested in the history and information about how the people lived so long ago. I was fascinated by the stone figures of the people but I felt very sad about what I saw at the same time. Those people must have been so terrified. I felt sad about normal people like you and me doing normal everyday things ...

Answers

Hannah's description of what happened in Pompeii.

In CE 79, (nearly 2000 years ago), a huge volcano erupted in the south of Italy. The ash cloud from the volcano was over 20 kilometres high. It was a poisonous mixture of ash and gas, with a temperature of 300°C. In 24 hours it covered the city. It destroyed houses and killed thousands of people almost immediately. The ash covered people and objects and turned them to stone.

4 Listen 71

- Now focus learners' attention on the headings in **Activity 4** and read through together. Tell them that you are going to play the description again, stopping after each section; they must write down the letter of the heading they think the section corresponds to.
- After listening, ask learners to compare answers, then conduct class feedback.

Answers

Part 1 c (Interesting and surprising facts about Pompeii)
Part 2 a (When Hannah visited Pompeii and who with)
Part 3 d (What she saw there)
Part 4 b (Her feelings about Pompeii)

5 Listen 71

- Now ask learners if they can remember three surprising facts from the first part of Hannah's description. Write the following prompts on the board to help them and ask them to work in pairs to make three sentences:

Nearly 2000 years ago ... over 20 kilometres high ... ash and gas ...

24 hours ... 300°C

Note: Stronger learners can be challenged to produce sentences using all the prompts.

- Elicit sentences from the prompts and ask learners why they think Hannah mentioned this information at the beginning of her description. Elicit or tell them that putting interesting or surprising information at the beginning of a description is a good technique to get the attention of the listener (or reader), and will make them want to hear more (reference **Speaking tip** in Learner's Book).
- Now ask them to listen to the first part again to hear the strategy in context and to check their sentences.

Answers

Surprising facts: (three from ...)
 In CE79, nearly 2000 years ago, a huge volcano erupted in the south of Italy.
 The ash cloud was over 20 kilometres high.
 It was a poisonous mixture of ash and gas.
 In 24 hours it covered the city of Pompeii.
 The temperature of the ash cloud was 300°C.
 It destroyed houses and killed thousands of people almost immediately.

6 Use of English

- Write the following sentences on the board and elicit from learners the missing words.
*Hannah was very interested ____ Pompeii. (in)
 She felt sad about ____ the terrible things that happened. (about)*
- Write in the missing words in a different colour (or underline) and ask learners what kind of words they are (prepositions). Then ask them what kind of words come before the prepositions (adjectives). Circle or highlight the preceding adjectives, so the structure is clear.
- Elicit from learners what the sentences describe (Hannah's *feelings* about Pompeii); then draw their attention to the **Use of English** box in the Learner's Book, explaining that we often use phrases with an adjective and a preposition to talk about how we feel about something.
- Now ask learners to complete **Activity 6**. They need to match a preposition to an adjective, then complete sentences, 1–4 from the listening text. Allow them to work in pairs.

Note: Most of these phrases have appeared before in the Stage 6 course and the *adjectives + preposition* language point also appeared in **Unit 10**, so learners should already be quite familiar with this language.

- To check sentences 1–4, you could play the relevant parts of the listening text again, stop the audio when a target phrase is heard and elicit the phrase again. (Sentence 1 appears at the end of the second part of the listening and sentences 2–4 are all in the last part).
- **Extend and challenge:** Review some of the extraordinary elements of Pompeii described by Hannah and then ask learners to give personal reactions to the description, using the target phrases. Start by asking questions like:

What can you see at Pompeii even now? (rows of shops and houses) *Are they the same or different to how they were nearly 200 years ago?* (the same) *Why did the people 'turn to stone'?* (because the ash from the volcano covered them). *Do you see just one or two people?* (No, lots of people, for example, whole families).

Now ask learners to work in pairs and talk about how the description made them feel.

Note: Depending on their language level, encourage them to follow the phrases with a noun (in italics below), to make the phrases easier to build.

I was interested in the information about the buildings in Pompeii.

I felt sad about the story of how the people died ...

I was amazed by the power of the volcano ...

If your learners need more support, you could elicit the most memorable parts of the description and formulate into noun phrases (e.g. *the heat of the volcano; the story of how people died*, etc.); then ask learners to match them to the *adjective + preposition* phrases, to express their reactions to the description.

Answers

I was fascinated by

I was really interested in

I was really amazed by

I felt very sad about

1 When we got there *I was amazed by* what I saw.

2 *I was fascinated by* the stone figures.

3 *I was really interested in* the history and information

4 *I felt very sad about* what I saw at the same time.



For further practice, see Activities 4 and 5 in the Activity Book.

Present it!

- Tell learners that they are now going to prepare their own descriptions about a special place and go through the step-by-step instructions outlined in the Learner's Book. If some learners want to talk about the same place, this task could be done in small groups (in the same way as most of the other presentations in Stage 6). However, if you would like each learner to prepare their own description,

you could organise it so that learners present to small groups in the final stage, rather than the whole class, as this would be more time-efficient.

- First give learners time to prepare notes about a place that is special to them. Ask them to look again at the adjectives they wrote at the beginning of the class (**Activity 1, Talk about it**) to help them generate initial ideas.
- Ask learners to organise their description using the same headings as those in **Activity 4**, adapted for themselves and the place they want to describe. If necessary, give them time to research a little for 'interesting and surprising facts' (Part 1 / heading c) about their place.
- Ask them to find clear, enlarged (if possible) visual images to accompany their description.
- Ask learners to write out their presentation from their notes, either in class time or at home. Make sure they include some sentences that talk directly to the audience and show them the examples in the audioscript, e.g. *I'm going to tell you about a place ... You can see ...*, etc.
- Tell them to include some sentences using some of the *adjective + preposition* phrases in **Activity 6** to describe their feelings about the place.
- Check the scripts for grammar, vocabulary and organisation; however, the emphasis is on organisation and quality of ideas, rather than perfectly accurate scripts.
- Give learners the opportunity to practise their presentations together, whether they are presenting the descriptions individually or in groups. If they are presenting as a group, each member should deliver a part of the presentation.
- As learners practise, monitor the groups, making sure you spend some time with each, helping with any pronunciation difficulties.
- **Critical thinking:** Before learners either present to their group or to the class, give listeners a task by asking them to note down two interesting or surprising facts about each place.
- Ask learners to present their descriptions individually to a group of about 3 or 4, or in small groups in front of the class.
- **Additional support and practice:** Use of notes in delivery: stronger learners may be able to deliver without looking too closely at their notes; others may need to read from their notes at this stage. Use your discretion with regard to how much you allow this, taking into account ability and confidence levels in your class. Ultimately in later years, learners need to be able to deliver oral presentations without reading word for word from notes. Ideally, we should encourage them to get into this habit as soon as possible but learners will probably need the support of reading from their notes in these early stages.
- **Extend and challenge:** As learners are delivering their presentations, note down main errors; either give to each group a note of the errors to correct

themselves, or write up on the board at the end for a class error correction session (without stating which group or individual made the errors). **Note:** This would come after plenty of positive feedback regarding the presentations. Positive feedback must always come first and be emphasised.

Answers

Learners' own answers.

 For further practice, see Activity 6 in the Activity Book.

Wrap up

- Critical thinking:** After listening to all the presentations, ask learners to share interesting and surprising facts that they noted about the descriptions they listened to.

Activity Book

1 Listen 23 AB Track 23

- Learners listen to a boy describing his visit to a special place and put headings in the order of his description.

Audioscript: AB Track 23

Part 1

I'm going to tell you about Jamaa El-Fna Square in Marrakesh, Morocco. This is a special place for the people of Marrakesh and for me too. It is famous all over the world. The square has been in movies, on TV programmes and in novels. Rock stars have recorded songs there too.

Part 2

I live quite a long way from Marrakesh, in a city called Safi and I went to Jamaa El-Fna Square last year with my family. It was an awesome experience and we had a lot of fun.

During the day you can go shopping in the huge market. It is very colourful – full of traditional Moroccan crafts and bags full of spices that smell delicious. In the square, you can watch snake-charmers. They play tunes on musical instruments and large snakes dance in front of them! But later on the square really comes alive. You can watch acrobats and dancers. You can listen to musicians and storytellers and buy delicious dishes and snacks from lots of food stalls.

Part 3

I was fascinated by the square because there were so many exciting things to see, hear, smell and taste! I was really interested in all the food from different parts of my country. I was amazed by the acrobats and musicians. I was surprised by how fast the time went. And I felt sad about the fact that our trip was so short.

Answers

a 2 b 4 c 1 d 3

Order: c / a / d / b

2 Listen 23 AB Track 23

- Learners read four statements about the listening text. Then they listen to Part 1 again to find out whether the statements are true or false. They correct the false sentences.

Answers

- 1 false. Jamaa El Fna Square is famous all over the world.
- 2 false. It has been in movies and on TV programmes.
- 3 true
- 4 true

3 Listen 23 AB Track 23

- Learners listen to Parts 2 and 3 again. They look at pictures and put them in the order that they hear them mentioned in the listening text.

Answers

Order: b / a / d / c

4 Use of English 24 AB Track 24

- Learners circle the correct preposition (from a choice of two) in four sentences from the listening text.

Answers

1 by 2 in 3 by 4 about

5 Use of English

- Learners make sentences using adjectives and prepositions about given topics, choosing adjectives from the box.

Answers

Learners' own answers.

6 Challenge

- Learners answer questions about a special place for them. They then write a presentation, using their notes.

Answers

Learners' own answers.

For further practice, in talking about holiday activities and experiences, see Photocopiable activity 25.

Lesson 4: My dream holiday

Lesson objectives

Reading: Read two short poems about dream holidays; notice features of content, style and use of descriptive language.

Writing: Write a short poem about a dream holiday using a given structure.

Critical thinking: Think of your own dream holiday; talk about which poem you like best and why; create a poem about a dream holiday.

Vocabulary: Verbs describing senses (review); *see, hear, touch, taste, smell*; descriptive adjectives; *shimmering, sapphire, salty, ancient, worn*

Materials: Learner's Book, Activity Book; images of teacher's choice of a dream holiday destination (for **Warm up**); various pictures of dream holiday destinations (4 or 5 per small group).

Learner's Book

1 Warm up

- Introduce the theme of the lesson by showing learners some images of a place you would like to go on a dream holiday. Choose a place that is far removed from your current environment to emphasise the 'dream' aspect, e.g. on the other side of the world, in a completely different climate, reflecting a completely different lifestyle, etc. It could even be the moon or a space journey.
- Ask learners to guess the place and talk to them a little bit about why it represents your dream holiday.

1 Talk about it

- Put learners in small groups and distribute some more pictures of dream destinations that you think would appeal to them. Make them varied to engage all learners, e.g. a picture of the New York skyline or Sydney harbour, Mount Everest, the surface of the moon, the Egyptian pyramids, Disneyland, a tropical island, etc.

Note: You will need quite a large number of pictures, or copies, so each group has plenty to look at. You could ask learners beforehand to find dream holiday images at home and bring them to the lesson; then put the pictures together and distribute so each group has five or six pictures to look at. If each group has different pictures, ask them to pass them round.

- **Critical thinking:** Ask them to talk about where they would like to go on a dream holiday, using the pictures for inspiration. They also need to think of two reasons why they would choose that place.
- Conduct a class feedback, asking learners to share their thoughts on dream holiday destinations and the reasons why.
- Explain to learners that they are all going to write about their dream holiday in the lesson today.

Answers

Learners' own answers.

2 Read

- Focus learners on the pictures in the Learner's Book and ask them to describe the places. Do they know where these places are? What do they know about them? Would they like to go there?

- Tell learners that you (the teacher) are going to read the two poems aloud. They must listen and read too, then match the pictures with the poems.
- When you have finished reading, ask them to compare their answers in pairs, then do a quick class feedback. Ask learners which words in the poems helped them to match to the pictures and write these on the board. If your learners are familiar with Macchu Picchu, ask them what other words, besides the place name, helped them to match with picture d.
- Ask learners to look at the sentences used in the poems and read a couple of examples, emphasising the use of the second conditional, e.g.

*If I could go anywhere in the whole wide world,
I would travel to a tropical island by private plane ...
I'd see shimmering white sand and giant flowers,
And I'd hear toucans and humming birds.*

Ask them what kind of sentence / structure is used (2nd conditional) and why (because the poems are talking about *dreams* – imaginary situations).

Answers

Poem 1 / pictures b and c

Poem 2 / picture d

Note: Machu Picchu is a 15th century Inca site located nearly 2500 metres above sea level in the Cusco region of Peru in South America. It is in the middle of a tropical mountain setting.

 For further practice, see **Activity 2** in the Activity Book.

3 Talk

- Ask learners to read the words on the board from **Activity 2**. Then either partially erase or erase completely and ask them work in pairs to remember as many details as they can about each poem.
- **Critical thinking:** Now ask learners to discuss which poem they like best and why. Give them an example yourself first, e.g.
I like the first poem best because I love quiet natural places where there are few people.
I like the second poem best because I love ancient ruins and history.
- **Feedback:** Elicit from the class which poem different learners like best and why.

Answers

Learners' own answers.

4 Word study

- Focus learners on the adjectives in the poems and read through them together. Then ask them to work in pairs to match them to the descriptions in **Activity 4**. If learners are unsure about the meanings, encourage them to look at the context and the meanings of the other words around the adjectives to help them understand.
- When you go through the answers as a class, use the pictures where possible to help learners understand

the meanings; also give them other examples of things that can be described by these adjectives, preferable things that are familiar (e.g. the grass at the side of the playground is **worn** because lots of students have been running on it).

Answers

- 1 ancient
- 2 salty
- 3 worn
- 4 sapphire
- 5 shimmering

 For further practice, see Activity 3 in the Activity Book.

5 Word study

- Now focus learners on the verbs in blue in the poems and read them together. Ask learners to think about the meanings of the verbs and then elicit what they all have in common. If learners are slow to respond, give them clues by indicating the senses they apply to (e.g. point to your eyes, ears, etc.).

Answers

All the verbs in blue describe the *five senses*.

 For further practice, see Activity 1 in the Activity Book.

6 Listen and write

- Tell learners that they are now going to write some notes that they will use to write their own poems. Explain that you are going to ask them some questions and that they should listen and write their thoughts in their notebooks. Show them the example responses (about Japan) in the Learner's Book.
- Tell learners that they can write just one or two responses to the questions, then there will be more time to add to their answers later.
- Read out the first question: *If you could go on holiday anywhere, where would you go?* and make sure that everyone writes an answer. Where possible, give learners a picture (from **Activity 1**) to match their dream place.
- Critical thinking:** Read out the following questions, 2–7. Give learners time to write at least one or two responses after each one.
- When you have finished asking the questions, give learners a few minutes more to add to their notes. Circulate and monitor, helping with vocabulary.
- Additional support and practice:** **Activity 4** in the Activity Book, **Lesson 4** provides a gap-fill exercise which could act as a bridging activity between learners reading the model poems and writing notes for their own poems. The content of this example poem may be more accessible and provide a more relatable model for some learners.

Answers

Learners' own answers.

 For further practice, see Activity 4 in the Activity Book.

Write

- Critical thinking:** Explain to learners that they are now going to use their notes to write their own poems about a dream holiday and that they are going to write their poems using the same structure as in the model poems.
- To start them off, elicit from learners the first line of the poems and then add two or three further lines using your own ideas (or the example in the Learner's Book):
*If I could go anywhere in the whole wide world,
I'd travel to (PLACE) Japan by (TRANSPORT)
supersonic jet plane ...
I'd see ...*
- Point out to learners (by using the model on the board) that they need to use the same structure as the model poems – sentences in the 2nd conditional and the verbs describing the five senses.
- Now ask them to write first drafts of their poems. Circulate and monitor, helping with vocabulary and structure.
- When learners are ready, ask them to write final versions of their poems for display on the classroom wall. Let them decorate with pictures and photos.
- Display the poems and ask learners to walk around and read each other's. Ask them to write down three more places that they would like to visit after reading their classmate's poems.

Answers

Learners' own answers – Portfolio opportunity.

 For further practice, see Activity 5 in the Activity Book.

Wrap up

- Critical thinking:** Ask learners to share their thoughts about which places they would like to visit after reading each other's poems. If you have a team points or class reward system, you could give learners credits for 'most descriptive line', 'most unusual place', etc.

Activity Book

1 Vocabulary

- Learners label a diagram with verbs describing senses from the box.

Answers

a see b smell c taste d hear e touch

2 Read

- Learners complete a gapped poem with given sentences, matching verbs describing senses with the relevant words in the sentences.

Answers

1 d 2 b 3 e 4 c 5 a

3 Vocabulary

- Learners complete sentences with an adjective from the box.

Answers

1 ancient 2 shimmering 3 Salty 4 worn 5 sapphire

4 Read

- Learners complete a poem with words from the box.

Answers

1 theme park
2 rollercoasters
3 laughing
4 slides
5 pizzas
6 milkshakes
7 burgers
8 friends

5 Challenge

- Learners write a poem about a place or country that they would like to visit, using the models in **Activity 2** and **4**.

Answers

Learners' own answers.

Lesson 5: Other kinds of journeys

Lesson objectives

Listening and reading: Listen to and read an extract (from a novel) about the journey of light to Earth.

Speaking: Talk about stars and the night sky; talk about story themes and inferences; answer questions using phrases with the verb, *take*; discuss advice given by family members.

Critical thinking: Discuss what you have learned from family members.

Vocabulary: Expressions with *take*: *how long / how many years / how much time does it take ...? take something in, take ages ...*

Values: Learning from family members.

Materials: Learner's Book, Activity Book.

Learner's Book

Warm up

- As a tentative link to the theme of space in the literature extract, you could start the lesson by showing learners a picture or a video clip of a rocket launching into space. Elicit from learners what kind of transport they can see in the picture or video clip and ask them what they think is the purpose of space journeys like this one (this also acts as a review of the space exploration theme touched on in **Unit 9**).

1 Talk about it

- Now ask learners to brainstorm what they can see when they look at the sky at night. Write their ideas on the board and add a few of your own if necessary (see **Answers** box for ideas).
- Critical thinking:** Choose one or two examples from learners' ideas and ask them to have a guess at how far some of the things are from Earth. Allow learners to wildly speculate here, so that they get a sense of the vastness of space (in preparation for some of the themes in the literature extract).

Answers

Possible answers for what is visible in the night sky (depending on which part of the world you live in and weather conditions): the moon, stars, constellations (e.g. the Milky Way), planets, meteors, comets, eclipses, satellites, planes.

2 Read

- Tell learners that they are now going to listen to and read a story that has a space theme, from a novel called *The Time and Space of Uncle Albert* by Russell Stannard. The story is from a chapter called *The Light Beam that Got Away*, and revolves around a conversation between a girl called Gedanken and her Uncle Albert. Introduce the characters by drawing learners' attention to the illustrations in the Learner's Book.
- Now focus learners on the question in **Activity 2** and read it together. Tell the class to listen and read the whole text, looking for the answer to this question. Stress that, at this point, they only need look for this information and not to worry about words they do not understand.
- Start the audio and tell learners to read the text while listening.

Audioscript: LB Track 72

See Learner's Book

Answers

They are talking about the night sky because they are interested in how fast light travels from the stars to the Earth.

3 Read

- In preparation for learners reading the text again (to answer the comprehension questions), pre-teach the following words, paragraph by paragraph: *burst out*

laughing / very fond (Part 1); *a bench / starlit / ladder* (Part 2); *get here / given out / Not quite / lamp bulb* (Part 3)

- Read out the word definitions and ask learners to find the corresponding word in the text (make sure they only focus on the part where the word appears). Conduct the activity as a reading race to stretch learners and keep them engaged.
Part 1: *burst out laughing* – when you suddenly start laughing (this could be mimed)
very fond – when you like someone or something very much
Part 2: *a bench* – something you sit on outside, e.g. in a park
starlit – an adjective that means the light from stars in the sky
ladder – (show learners the ladder in the illustration in the Learner's Book)
Part 3: *get here* – to arrive
given out – produced
not quite – this is a nice way of saying, 'No, that isn't right'.
lamp bulb – the object inside a lamp that gives light (show learners an example or draw a lamp bulb).
- Tell learners that they are going to read the story again, part by part to answer the questions after each part. They should read and then answer the questions in their notebooks.
- **Additional support and practice:** Learners could work in pairs to do the comprehension questions 1–10. Alternatively you could divide the questions up, so learners don't have to answer all of them but benefit from learning all answers in feedback later on. Put learners in A/B pairs: A answers the odd numbered questions, B, the even numbered ones, then ask them to share the answers at the end.
- After learners have written the answers for questions 1–10, put them in groups of four to check their answers together.
- Allow time for this before giving feedback on the answers. Where possible, use the pictures in the book to illustrate the answers.

Answers

- 1 true
- 2 false. Her teacher's name is Mr Turner.
- 3 false. Uncle Albert is a scientist.
- 4 true
- 5 false. Gedanken hasn't decided on the topic of her science project.
- 6 true
- 7 false. When he was a boy, Uncle Albert climbed a ladder and tried to touch the stars.
- 8 true
- 9 false. It still takes a tiny amount of time for light to travel from the lamp bulb to the walls of a room.
- 10 false. Uncle Albert knows exactly how long it takes for light to travel from space to Earth ('Three hundred thousand kilometres a second.' Or 'A hundred and eighty-six thousand miles a second.')



For further practice, see Activities 1 and 2 in the Activity Book.

4 Talk

- **Critical thinking:** Ask learners to work in pairs to answer the questions in **Activity 4**. They should discuss the questions and be prepared to give feedback to the class at the end.
- **Additional support and practice:** The questions in this speaking activity could be divided up, rather than have all learners answer all questions; e.g. put learners into groups of three and give each learner a question to think about and then share with the group. Or give small groups of learners just one question to discuss. At the end of this stage, each group would give feedback on a different question and others could listen and see if they agree or not with the answer given. Early finishers could then be given another question to discuss while others finish.
- Do a class feedback, asking volunteers or nominating learners to share their answers with the class. Help learners with the language they need to express their thoughts (especially for question 2) by reformulating sentences where appropriate and highlighting useful phrases on the board.

Answers

- 1 Uncle Albert believed that stars were little lights stuck on to the inside of a big round roof. He thought he could touch the stars in the sky if he stood on the roof of his house and reached up.
- 2 Learners' own answers.
- 3 Project that Gedanken is most likely to choose (because of her conversation with her uncle):
The journey of light from space to Earth

5 Write

- Focus learners on the written numbers in **Activity 5** and read them together. Put them in pairs and ask them to write the words as numbers. This could be done as a competition, with a time limit. When learners think they have the correct answers, ask them to come up and write the numbers on the board. Alternatively, you (the teacher) could write the numbers on the board, with an error, then ask learners to come up and correct them.
- Now ask learners to look back through the story and discuss, in pairs, why the numbers are important in the story.
- When you conduct feedback, establish the answer given in the Answers box and draw comparisons with other sections of your curriculum where learners might have studied similar points (e.g. Science; Physics; Maths).

Answers

These numbers show the speed that light travels from space to earth in kilometres and miles.
300 000 (kilometres a second)
180 000 (miles a second)



For further practice, see **Activity 3** in the Activity Book.

6 Word study

- Focus learners' attention on the verb phrases, with *take*, highlighted in blue in the story. Ask learners to read the expressions out to you and list them on the board (or have them prepared on a slide). List the expressions as fully as possible, so the context is clear, e.g.

It's taken that long to get here.

The time it takes for ...

Their light takes ages to make the journey ...

She still didn't seem to take it in ...

It still takes years to get here ...

- Ask learners to think about the meaning of the expressions, then to discuss in pairs which one is the odd-one-out (in terms of meaning). To quicken pace and keep learners engaged, give them a time limit and make it into a competition, awarding points for the correct answer, if you have a reward system in place in your classroom.
- When learners record these phrases in their vocabulary records, take this opportunity to reinforce the idea of recording vocabulary in 'chunks' like this, and that it is usually as easy to remember a short phrase as it is to remember one word (and much more useful).

Answers

Odd-one-out: *to take (something) in.* This phrase means to understand (and absorb) something; the other phrases with *take* are all about *length of time*.

7 Talk

- Focus learners on the questions in **Activity 7**, designed to give authentic practice using the target phrases derived from the text. Read through the questions together, then ask learners to answer them in pairs and to be prepared to share their answers with the class at the end.
- When you conduct feedback, nominate or ask for volunteers to give their answers to each of the questions. You could add an extra challenge by asking stronger learners to give feedback on their partner's answers instead of their own.

Answers

Learners' own answers.



For further practice, see **Activity 4** in the Activity Book.

8 Pronunciation 73

- Focus learners on **Activity 8**. Ask them to listen to and repeat the words from the story, focusing on the pronunciation of the 'o' sound in each one.

- After listening, ask learners to tell you the difference between the pronunciation of the 'o' sound in the words.

Audioscript: LB Track 73

topic
going
fond
so
hoped
sorry
volcanoes

Answers

some are a long 'o' sound /[phon]/ some are a short 'o' sound /[phon]/

- Ask learners to write the words in two columns in their notebooks, according to the different 'o' sound. If your learners are familiar with the phonemic chart, you could use these symbols to differentiate the sounds. Encourage them to say the words before writing them down.
- Now ask them to listen again to check. Ask them also to identify the word which contains both 'o' sounds.

Answers

[phon] [phon]
topic going
fond so
sorry hoped
Both sounds: volcanoes



For further practice, see **Activities 5 and 6** in the Activity Book.

9 Values

- Critical thinking:** Focus learners on the three questions and put them into small groups to discuss the answers. Tell them to be prepared to share their answers with the rest of the class at the end of the activity.
- During feedback, if you feel learners might struggle to express the answer to the first question, give them a false answer and ask them to correct it, e.g., *Uncle Albert told Gedanken that the light we see in space is instant / has taken a short time to travel to Earth.* *The light we see at home, when we turn on a light, is instant.* *Light doesn't 'travel' – it's instant!*
- For the last question, you could create a list of 'good advice' on the board and discuss different situations that the various pieces of advice can be applied to.

Answers

1 From Uncle Albert, Gedanken learned that light always has to 'travel' – it doesn't appear instantly, even when we switch on a lamp bulb in a small room. The light that we see in space (e.g. from stars) has taken a long time to travel to Earth. Gedanken also learned the exact speed that light travels from space (in kilometres and miles). This information will help her with Science, in particular, Physics (and also Maths).

2 Learners' own answers.

3 Learners' own answers.



For further practice, see Activity 7 in the Activity Book.



Wrap up

- Put learners into small teams. Find out some 'amazing facts' about how far different planets and stars are from Earth. Dictate the figures to learners and ask them to write down the numbers on A4 paper and hold it up when they think they have written it correctly. Give team points to the first teams with the correctly written numbers.

Activity Book

1 Read

- Learners put sentences about the story in the correct order.

Answers

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

2 Read

- Learners choose the correct answer (from a choice of two) in sentences that describe some events in the story.

Answers

1 find information
2 is annoyed
3 uncle
4 didn't know
5 at his home
6 travel
7 hard

3 Read

- Learners complete a gapped explanation about how light travels, using words in the box.

Answers

1 night
2 years
3 far
4 Earth
5 fast
6 kilometres
7 five
8 home
9 room

4 Word study

- Learners complete sentences, using expressions with *take*, and make them true for them.

Answers

Learners' own answers.

5 Pronunciation AB Track 25

- Learners listen and repeat two groups of words from the story and identify which sound for the letter 'o' they hear in each group.

Audioscript: AB Track 25

1
topic
long
lost
on

2
so
home
know
ago

Answers

1 topic long lost on /ɒ/
2 so home know ago /əʊ/

6 Pronunciation AB Track 26

- Learners listen and repeat more words from the story (featuring the letter, 'o'). They identify which 'o' sound, from groups 1 and 2 in **Activity 5**, they hear in each word.

Audioscript: AB Track 26

off
only
dome
folder
project
notice

Answers

off 1 only 2 dome 2 folder 1 project 1 notice 2

7 Values

- Learners write some useful information or advice they received from one of their family members.

Answers

Learners' own answers.

Lesson 6: Choose a project

Lesson objectives

Speaking: Conduct a survey about holiday activities and present findings to the class; revise unit themes; discuss **Unit 12** Big question.

Writing: Write a mini-report about the results of the survey; organise and prepare notes for a poster about a place you would like to visit; revise unit themes.

Critical thinking: Compare survey results with other groups; select a place you would like to visit and imagine aspects of the visit; apply new skills and language acquired in **Unit 12** to project work and revision activities.

Language focus: Recycling language points from **Unit 12**, i.e. 2nd conditional forms (review); adjective + preposition structure.

Vocabulary: Holiday activities (nouns with *-ing*); expressing preferences in imaginary situations; verbs describing senses (review); descriptive adjectives; expressions with *take*

Materials: paper; poster paper; electronic slides (optional).

Learner's Book

Warm up

- Play *Noughts and Crosses* (also known as *Three in a Row* or *Tic Tac Toe*) to revise key vocabulary and themes from **Unit 12**.
- Draw a 3X3 grid on the board and number each box 1–9, as follows:

1	2	3
4	5	6
7	8	9

- Put learners in two teams (*Noughts and Crosses*). Tell them that you have nine questions about **Unit 12** – one for each square on the grid; they have to choose a square and answer the question corresponding to that square. If they give a correct answer, they 'win' the square. The objective of the game is to win three squares in a row (horizontally, vertically or diagonally).
- Roll a dice or flip a coin to decide which team starts the game. If *Noughts* win a square, place a '0' in the square, if *Crosses* win, place a 'X'. Teams should soon realise that their choice of square may depend on how many the other team have 'won' and they must try to stop them winning three in a row.
- Ask questions that revise key vocabulary, language points and themes in **Unit 12**: you could focus on just one area (e.g. nine questions about vocabulary) or provide a mixture of questions covering all areas.

Your questions could ask learners to give vocabulary lists; answer a definition; complete a short gapped sentence; answer a comprehension question about a text, etc. e.g.:

- 1 *Name three holiday activities from Lesson 1.* (Three activities from the six featured in **Lesson 1**)
- 2 *Name two activities you can do in the snow.* (Skiing and snowboarding)
- 3 *What is the name of the sport where you jump off a high place tied to an elastic rope?* (Bungee-jumping)
- 4 *Complete this phrase: There is _____ I would try snowboarding!* (... no way ...)
- 5 *Complete this phrase: I _____ to try snorkelling – it would be fun!* (... would like ...)
- 6 *What did Gedanken learn from her uncle in the story?* (About the speed of light)
- 7 *What were the reviews about in Lesson 2?* (A marine wildlife park)
- 8 *Give me an adjective which means very very old.* (ancient)
- 9 *What were the poems about in Lesson 4?* (A tropical island and Machu Picchu)

Note: Be aware that some questions might replicate questions that appear in the **Reflect on your learning** section later (although this could be used to provide added support for some learners).

Note: Sometimes this game gets to a point where it is impossible to win three in a row. In this case, have a tenth question ready as a 'tie-breaker'.

- Do a practice turn first to make sure learners are clear about the rules of the game.
- Tell learners they are now going to choose from the two projects and follow the instructions below for the one they have decided on.

1 A survey and mini-report

- Focus learners' attention on the pie chart and elicit the topic (holiday activities). Then focus their attention on the figures and percentages and ask how many students took part in the survey that resulted in the pie chart (10). Tell them that they are now going to carry out a similar survey, interviewing ten classmates.
- Put learners in pairs and take them through the step-by-step instructions. Ask them to write down the six holiday activities from **Lesson 1**, then work together to construct two questions to find out the bullet-pointed information. E.g. *Which activity would you like to try (that you haven't tried before)? Why would you like to try it?*
- Then do an example of the mini-interview on the board, focusing on the use of the 2nd conditional in the answer:
Q: *Which activity would you like to try?* → A: *(I'd like to try) rock-climbing.*

Q: *Why would you like to try it? / Why is that? →*

A: *Because I think it would be exciting and scary at the same time ...*

If necessary, drill the questions and possible answers to build learner confidence for the survey stage.

Also point out to them that their answers should sound natural and that it is often not necessary to repeat part of the question. (With this in mind, *Why is that?* might also be a more natural follow up question than *Why would you like to try it?*).

- Give learners a few minutes to think about their answers to the questions (as they will be answering questions as well as asking). Circulate and help with vocabulary if necessary.
- Now ask them to carry out the survey. Learners can do this all in pairs (as suggested) or all individually according to their ability. However, if learners conduct the mini-interviews in pairs, they can work together to construct the piecharts and write the mini-reports together too.
- When they have completed the surveys, looked at the results and created a piechart, draw their attention to the percentages and ask them to write a mini-report explaining the survey and results, e.g.
Two classmates would like to try rock climbing because it would be exciting and scary at the same time.
Encourage them to vary the language used to express numbers, e.g. *five students ... → half of the students would like to try ...*
- When learners are ready, ask them to make a poster showing their piechart and mini-report.
- At the end of the activity, choose some learners (or ask for volunteers) to present their findings to the class. When presenting, encourage learners to use some of the techniques and phrases from the presentation activities in other units, e.g. *As you can see ... This piechart shows ...*
- When the class has listened to a few presentations, ask them what similarities and differences they noticed about the results.
- **Extend and challenge:** Ask learners to give a personal reaction to the results of their survey. Which results did they predict? Which surprised them?

Answers

Learners' own answers.

Wrap up

- Find out the activities that learners in your class would most like to try.

Answers

Learners' own answers.

2 Make a poster about a place you would

like to visit

- Put learners in pairs or groups of threes and ask them to think of a place that everyone in the pair / group would like to visit (they could prepare this beforehand). Take them through the step-by-step instructions presented in the Learner's Book. Follow the necessary steps to ask them to research the place first (see **Teaching tip, Unit 5** overview).
- The note-making stage (see Project 2, stage 2) could be divided up between the pair or group of three, i.e. one learner could write the description, another could describe how to get there and where to stay, another could describe what they would do when they were there.
- When learners are writing up their notes into a first draft, circulate and give assistance with language expression and vocabulary.
- When drafts have been checked (by teacher and learners) ask them to copy the parts of the description onto a large piece of paper to make a poster. Allow them to decorate with pictures and different colours.
- When they have finished, ask learners to display their posters on the wall. Allow them to walk around and read other groups' posters. While they are reading, they should make a note of at least one interesting or surprising point from each poster.

Answers

Learners' own answers.

Wrap up

- At the end, compare the places described by different pairs / groups in the class and have a 'superlatives' vote: which is the most unusual place, the most fun place, the most beautiful place, the most historical place?, etc.

Answers

Learners' own answers.

Reflect on your learning

- These revision activities can be approached in different ways, according to the level and character of your class.
 - Questions 1–7 could be used as a class quiz, with learners in teams and a time limit given to write answers to each question.
 - Alternatively, you could conduct a revision session – ask learners to work in pairs and take longer to think about and write down their answers. When pairs have finished the questions, they swap with another pair and correct each other's work, with you monitoring and giving help and advice when needed.
 - You could set this task for homework / self-study.

Answers

- 1 rock-climbing; skiing; snorkelling; bungee-jumping; snowboarding; surfing
The children talked about bungee-jumping and snorkelling.
- 2 Learners' own answers.
- 3 Learners' own answers.
- 4 A tropical island and Machu Picchu (in Peru, South America).
- 5 Learners' own answers.
- 6 A science project.
- 7 They talk about the stars in the night sky and how fast it takes for light to travel, both in a room in a house and from space to Earth.

Look what I can do!

Aim: To check learners have fulfilled the objectives for **Unit 12** (and to what degree).

- Present the objectives slide or poster from the introduction to **Unit 12** in **Lesson 1** and remind learners of the objectives from the start of the unit.
- Focus their attention on the 'I can ...' statements and read through together. You could put these on a slide or write on the board. Ask learners if they feel they can now do these tasks after completing **Unit 12**. By this point, you should have a clear idea yourself of how well your learners have completed the tasks. However, ask them now to do an initial self-assessment.
- Put learners in pairs and ask them to look through their notebooks and portfolios to find evidence of their work for each of the statements. Then they give themselves a rating as follows:
 - ✓ Yes, I can – no problem!
 - ? A little – I need more practice.
 - ⊗ No – I need a lot more practice.
- Circulate and chat to learners about their self-assessment (some might be overly modest and you can point out that their rating could be higher).
- Conduct a general feedback at the end and find out which tasks learners found the most interesting / useful / challenging, etc.
- **Extend and challenge:** At the end of the unit, you could give 'mini-awards' or 'unit awards' to individual learners, pairs or groups who have worked well in specific areas. These could be a mixture of serious and informal / humorous and could cover skills other than language to include learners of all levels and aptitudes.
Good conversationalists!
Good writers
Best description
Most improved pronunciation
Best art work /graphics
Good presentation skills
Most interesting presentation

Answers

Learners' own answers.

Wrap up

• As a class, look at the Big question again on a slide or written on the board: *What can we learn from travelling & holidays?*

• Learners may need guiding to help them make the connection between the question and the unit themes and tasks. Write these prompts on the board (or put on a slide).

Prompts:

- 1 *How to use our imaginations and describe a place in an interesting way.*
- 2 *How places make us feel because of different things that we see and find out.*
- 3 *Sometimes we can learn about history and how people lived many years ago.*
- 4 *How to consider good and bad points about a place and make up our own minds.*
- 5 *Important facts that can help us with our school work.*
- 6 *How it would feel to try something new or different.*
- Ask learners: *What can we learn from looking at different kinds of holiday sports activities?* (Answer: 6)
What can we learn from reading or listening to other people's opinions about places to visit? (4)
What can we learn from visiting interesting and beautiful places? (2 and 3)
What can we learn from thinking about our dream holiday? (1)
What can we learn from different kinds of journeys, like the one described in Lesson 5? (5)
(Note: Other answers might also possible for some of questions, depending on view point.)
- Alternatively, put learners in groups, print the prompts on different colour paper and give a set to each group; then call out the questions and ask them to hold up the answers.

Activity Book

Revision

1 Vocabulary

- Learners complete a crossword covering key grammar and vocabulary from **Lessons 1–6** in **Unit 12**.

Answers

Across

1 surfing 4 smell 6 theme 7 would 8 touch 9 by 10 in

Down

1 snorkelling 2 fascinated 3 take 5 about 7 way

My global progress

- Learners think about their own responses to topics and activities in the unit and answer the questions.

Answers

Learners' own answers.

Review 7

Photocopiable activity 26

- Review 7 offers learners the opportunity to review and recycle vocabulary items from **Units 4–12**. The short tasks are designed to be carried out as a quiz or as questions on a board game, which learners work through in pairs and earn points.
- Review 7 activities are intended to be done in class (as a pair work activity), and have been designed with end-of-term revision sessions in mind.
- Whether learners work through Review 12 tasks as a quiz or board game, circulate and monitor the activity to check responses and ensure that they stay on task. They can earn points for each task and learners will need to administer this themselves if the tasks are done in pairs, with one learner deciding if the other has successfully earned the points after completing the tasks. In this case, check that points are being awarded fairly.
- Feedback:** Where vocabulary lists are required as answers, these can be elicited from learners or displayed on the board or on a slide. To make the correction stage more active, ask learners to come up to the board and write the word lists.

1 Vocabulary and speaking

- Learners act out four free-time activities and ask their partner to guess what they are. They then tell each other what they like / don't like doing in their free time.

Answers

Four from: play video games, painting, play football, take photos, meet up with my friends, play piano (other answers also possible).

+ Learners' own answers.

2 Vocabulary

- Learners change adjectives into nouns, paying attention to form and spelling.

Answers

amazement bravery beauty fear pride excitement

3 Vocabulary and speaking

- Learners name as many school subjects as they can in one minute; then tell their partner which ones they are good at / like / don't like.

Answers

School subjects: National history, Arabic, Science, Art and Design, French, Islamic education, Social Studies, Spanish, Physical education (other answers also possible).

+ Learners' own answers.

4 Vocabulary and speaking

- Learners talk about which extra-curricular activities are available at their school, which ones they do and which they would like to do.

Answers

Learners' own answers.

5 Vocabulary and speaking

- Learners act out four sports that they have done or played in the last two years and say which ones they like best and why. Then they tell their partner what equipment they need to do these sports.

Answers

Learners' own answers.

6 Vocabulary, speaking and writing

- Learners write down six types of film, paying attention to spelling. Then they tell their partner about the last film they saw and if they would recommend the film or not.

Answers

Six from: animation, comedy, horror, science-fiction, adventure, drama, action, historical.

+ Learners' own answers.

7 Vocabulary and speaking

Learners name four gadgets or pieces of equipment that they use a lot and tell their partner which is their favourite and why.

Answers

Learners' own answers.

8 Vocabulary and speaking

Learners talk about where they would go if they could go on an exciting expedition, and why, and talk about what equipment they would need.

Answers

Learners' own answers.

9 Vocabulary, writing and speaking

- Learners write down six verb/noun phrases to describe ways of communicating and say which they have used in the last two days. They talk about their favourite way of communicating and the reason why.

Answers

Six from: *raise your hand, send an email / a text, write an email / text / note / blog, make a call, reply to an email / text* (other answers possible).

+ Learners' own answers.

10 Vocabulary and writing

Learners write down as many holiday activities as they can, (ending in *-ing*) in a one-minute time limit, paying attention to spelling.

Answers

rock-climbing, skiing, snorkelling, bungee-jumping, snowboarding, surfing (other answers possible).

- Make up a certificate for each learner using **Photocopiable activity 26**. Don't forget to celebrate their achievements!

Photocopiable activities

Unit 10

Photocopiable activity 20

Creating a business idea: *Be your own boss*

Aim: Learners write down things they are good at and interested in and compare with a partner, noting similarities. They then use the skills and interests they have in common to create an idea for a business which they will run together.

Preparation time: 5 minutes

Completion time: 1 hour

Language focus: Adjective + preposition (+ noun): *good at, interested in, crazy about, knowledgeable about*.

Materials: One **Create a business idea** handout for each learner; poster paper and pens.

Procedure

- Distribute one copy of the handout to each learner.
- Focus learners on Activity A and ask them to think about all the things they are good at and interested in. Point out that this includes things at school and outside of school too – so they should think about things they are good at at home, e.g. being tidy, looking after their younger brother; and things they are good at in their relationships with other people, e.g. being kind, making people laugh, etc. Give them some examples using yourself as a model.
- Note:** Point out to learners that, as well as the *adjective+ preposition + noun* model (outlined in the Learner's Book), they can also use the *adjective + preposition + verb +ing* structure to express their ideas, e.g. I am good at *playing* football, I am good at *tidying* my bedroom.
- Ask learners to complete section A. Monitor and circulate, helping with vocabulary and language structures. Tell learners to answer the questions completely and not be overly modest about their skills and knowledge (i.e. everyone is good at more than one or two things!).
- When they have completed section A, put them into pairs or groups of three and ask them to compare their answers. Tell them to circle all the answers that are the same or similar.

- Now tell them that they are going to get together and create a business that will incorporate one or more of the skills and / or interests that they have in common.
- Elicit from learners what a *business* is. Elicit or tell them that sometimes people think of an idea for something that they know other people will like and want to buy; so they create a business to sell it to them. This means that they don't work for a boss: they work for themselves and 'are their own bosses'.
- Explain that in order to start their business they will need to borrow some money. Ask learners who they think will lend them the money (the bank). Then tell them that they are now going to write down their business ideas and think of ways to convince the bank to lend them lots of money to start their business.
- Now give learners time to think of a business idea and record it in the table (section C) on the handout. Each person in the pair or group must fill in each section. (Groups of threes could take responsibility for a section each, if allocating duties works better with your learners).
- Monitor and circulate, helping with vocabulary and language to express ideas. You may need to talk some groups through section 3 on the table, and input some ideas, depending on their business idea.
- When learners have input their ideas on the table, ask them to make a poster to explain their business idea. The poster will incorporate the ideas on the handout and pictures to illustrate their idea.
- When posters are ready, ask learners to display them around the classroom so they can walk around and look at each other's ideas. One learner will stay by the poster and talk about the idea, while the others walk around and look at the other posters, noting down which idea they liked best.

Wrap up

- Vote as a class on the best business idea.

Answers

Learners' own answers.

Unit 10

Photocopiable activity 20

Creating a business idea: *Be your own boss*

A All about you

1 Write six things you are good at.

2 Write five things you are interested in or crazy about.

3 Write down something that you are very knowledgeable about.

B Compare with your partner

Compare your lists above with your partner and circle the things you have in common.

C Be your own bosses

Now think of an idea for a business that you can create together. Describe your idea in the table.

1 Our business idea

Are you selling a product or a service? What kind of product or service? Why do you think people will like it?

2 Reasons for our idea

Why do you think you will be good at this business? What skills and interests do you have?

3 How we will start our business

What are the first four things you need to do to start your business?

Photocopiable activity 21

Revision crossword: *Name that job!*

Aim: Learners complete the crossword and definitions with words to describe jobs.

Preparation time: 5 minutes

Completion time: 15 minutes.

Vocabulary: words to describe jobs: *mechanic, architect, artist, dentist, vet, biologist, plasterer, builder, teacher, pilot*

Materials: One **Revision crossword** handout for each learner; notebooks for vocabulary extension activity (optional).

Answers

Down

1 vet
2 biologist
4 plasterer
5 builder
6 teacher
8 pilot

Across

3 mechanic
7 artist
9 architect
10 dentist

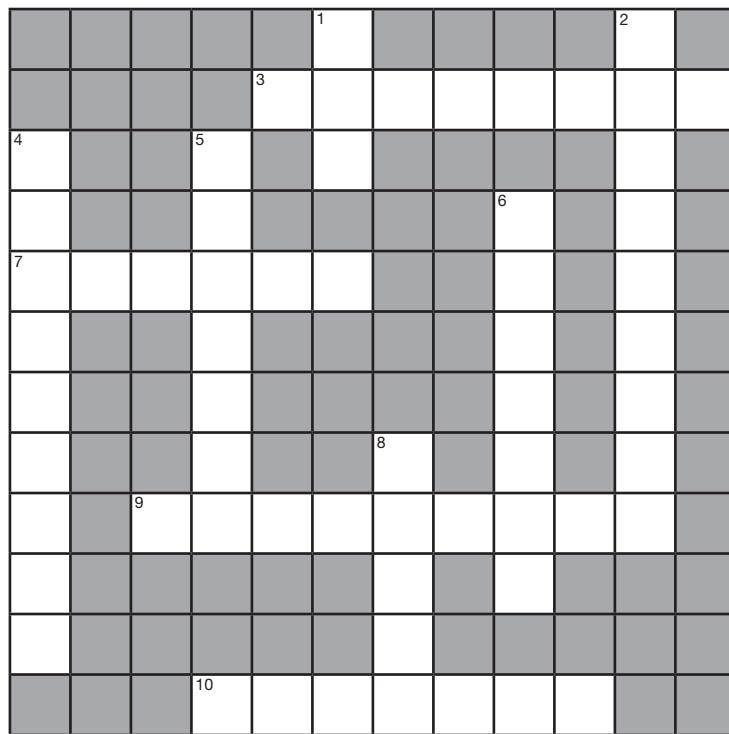
Procedure

- Distribute one copy of the handout to each learner.
- Ask learners to read the clues, think of the missing word and complete the crossword. If you feel your learners need more support, you could get them to do the crossword in pairs. Ask learners to complete the gaps in the clues with the target words too.
- This activity could be done as a competition with a time limit and points awarded to the first learner or pair who correctly complete the crossword.
- **Extension:** When learners have completed the crossword, you could extend the activity by asking learners to categorise the target words according to suffix or job type and add more words to the category. Learners could also create their own crossword or word search with other jobs or job-related vocabulary from **Unit 10**.

Unit 10

Photocopiable activity 21

Revision crossword: *Name that job!*



1 Complete the crossword and write the missing words in the spaces.

Down ↓

- 1 A _____ knows how to look after sick animals.
- 2 A marine _____ is fascinated by the wildlife in the sea.
- 4 A _____ knows how to make the walls in your house look smooth.
- 5 A _____ uses bricks and cement to make places to live.
- 6 A _____ is good with children and knowledgeable about lots of school subjects.
- 8 A _____ controls planes and takes passengers all over the world.

Across →

- 3 A _____ is knowledgeable about different types of engines.
- 7 An _____ is very talented at painting and drawing.
- 9 An _____ is very interested in how people live and work in buildings.
- 10 A _____ is knowledgeable about healthy gums and teeth.

Photocopiable activity 22

Worksheet: Text message abbreviations

Aim: Learners practise using texting abbreviations by first matching common abbreviations to full words and phrases, then decoding a text message exchange and finally sending a message using the abbreviations to another classmate.

Preparation time: 5 minutes

Completion time: 20 minutes

Vocabulary: Text message abbreviations (see handout)

Materials: One **Text message abbreviations** handout for each learner; slips of paper (optional)

Procedure

- Distribute one copy of the handout to each learner.
- This activity could be introduced by asking learners if and when they send texts, who to and what kind of messages they usually send (e.g. making arrangements, asking someone to do something, just chatting, etc).
- First ask learners if they already know any texting abbreviations in English. Brainstorm the ones they already know and write on the board; then have them do the matching task in **Activity 1**.
- When they have matched all the abbreviations, go through the answers. Then ask them to decode the text message exchange in **Activity 2** and write the messages in full words and sentences in the space provided.

- Finally, have them write a message, using texting abbreviations, to another classmate. Ask them to write the message first in the box provided in **Activity 3**, so you can check the messages. Then have them either send the message by text (if this is an option) or by writing it on a Post-it or piece of paper and give it to the classmate. Ask learners to reply to the messages they receive using the texting abbreviations where appropriate.

Note: If you would like learners to send ‘real’ text messages and have a no-phones policy in school, ask them to send the message from home as a homework task. Tell them to show you the message they are going to send as written in the box in **Activity 3**.

Answers

1

a 3 **b** 5 **c** 4 **d** 8 **e** 1 **f** 12 **g** 13
h 2 **i** 11 **j** 15 **k** 7 **l** 14 **m** 6 **n** 10 **o** 9

2

A: Do you want to go to the cinema later?

B: I can't go today – (I've got) too much to do!

A: No problem. Do you want to go tomorrow? (Do you want to go to the) film at 12.30?

B: Great! Do you want to meet before for chocolate at Dino's at 11 (o'clock)?

A: Great! See you tomorrow. Don't be late. (I've) got to go, bye!

3 Learners' own answers.

Unit 11

Photocopiable activity 22

Worksheet: Text message abbreviations

1 Match the texting abbreviations to the full words and phrases.

a thks / thx	1 before
b 2moro	2 no problem
c 2nite	3 thanks
d gr8	4 tonight
e b4	5 tomorrow
f gnite	6 See you later
g idk	7 want to
h no prob	8 great
i pls	9 at
j w/ w/o	10 Don't be late
k wanna	11 please
l gtgb	12 goodnight
m c u l8r	13 I don't know
n dnb18	14 I've got to go, bye
o @	15 with / without

2 Write these text messages between two friends in full sentences.

A: Wanna go 2 the cinema l8r?

B: I can't go 2day – 2 much 2 do!

A: No prob. Wanna go 2moro? Film at 12.30?

B: Gr8! Wanna meet b4 4 chocolate @ Dino's @ 11?

A: Gr8! C u tmoro. Dnbl8. Gtgb!

3 Use the texting abbreviations to write a message to another classmate. First, write your message in the box; then send a real text message or write a message on a piece of paper and give it to your classmate.

My message to

Photocopiable activity 23

Worksheet: Communication via the Internet

Aim: Learners consider safe and appropriate ways to communicate online and use the Internet; they look at appropriate vocabulary to describe online usage and complete a text with modal verbs, giving advice about safe and appropriate online behaviour.

Preparation time: 5 minutes

Completion time: 1 hour

Language focus: Modal verbs; *should*; *shouldn't*; *mustn't* (Review from **Unit 6**).

Vocabulary: Things we do online: *post a comment*; *upload photos*; *download apps*; *message a friend*; *click on a link*

Materials: One handout for each learner; poster paper and coloured pens.

Procedure

- Introduce the activity by asking learners how they use the Internet; use this stage to introduce some of the phrases in **Activity 1** on the handout in natural conversation, e.g. *Has anyone ever posted a comment?* *Do you message your friends online?* *Has anyone ever uploaded any photos?*
- Note:** This stage is also important in finding out exactly how and to what extent your learners are communicating online at the moment, then the materials on the handout can be tailored accordingly. You may feel that certain points warrant extra emphasis and need to be added to; or that some points can be touched on rather than dealt with in detail at this stage.
- Distribute one copy of the handout to each learner.
- Ask learners to do **Activity 1** in pairs. Tell them that they can use the words in the box more than once in some cases. Monitor and circulate, giving examples if learners are unsure about the meaning of some of the phrases.
- Then focus them on the title of the text in **Activity 2** and ask them to predict the points that might be mentioned; then ask them to read it quickly and highlight any phrases from **Activity 1**.
- Now focus them on the gaps showing the missing words. Tell them to read the article again and complete the points using the modal verbs in the box. Have them complete the gaps first and check with their partner.

- When you go through the answers, use this opportunity to talk about some of the points raised in the article, and relate the points to learners' personal experience of online usage, as appropriate. E.g. *What apps have members of the class downloaded?* *Who did they ask first?* *What can happen if you download apps without asking?* Use your discretion about how far to take the discussion, e.g. it might not be appropriate to ask if anyone has ever received an unkind online message, or it might be a good opportunity to have an open discussion, depending on the character of your class.
- Finally, ask learners to make posters describing good and bad online behaviour. This gives them the opportunity to tailor the information to make it most directly relevant to them and their current experience of communicating online and using the Internet. You could ask them to organise the posters in a *Dos and Don'ts* format (see example on handout) or to give further practice in modals (*You should* / *mustn't*, etc.) or the use of the zero or 1st conditional (*If you post a message, make sure ...*), etc.

Answers

1

1 *click on a link / a comment / photos*

2 *download photos / apps*

3 *upload photos / a comment*

4 *message a friend*

5 *post a comment / photos*

It can be a lot of fun to use the Internet and communicate online. But there are some important things that you should remember so you can communicate safely and happily.

1 You should remember that lots of people might read what you say online. You mustn't post messages that are rude or say things that might hurt someone.

2 Before you post a message, imagine that a member of your family or your teacher can read the message. If that makes you feel uncomfortable, then you shouldn't send it.

3 When we upload photos online, we should remember that lots of other people might see them, including people we don't know.

4 Before you download apps, you should ask your parents (or someone in charge) if this is okay.

5 When you are online, you mustn't click on any links or pop-ups, if you don't already know what they are.

6 If you see anything online or receive any messages that make you feel uncomfortable, you should tell your parents (or someone in charge) immediately.

Unit 11

Photocopiable activity 23

Worksheet: Communication via the Internet

1 Things we do online

Use the verbs and the words in the box to make verb phrases to describe things we do online. You can use the words more than once.

a comment a link photos apps a friend

- 1 click on ...
- 2 download ...
- 3 upload ...
- 4 message ...
- 5 post ...

2 Communicating online

Read the article. How many phrases from **Activity 1** can you find in the text?

It can be a lot of fun to use the Internet and communicate online. But there are some important things that you _____ remember so you can communicate safely and happily.

1

You _____ remember that lots of people might read what you say online.
You _____ post messages that are rude or say things that might hurt someone.

2

Before you post a message, imagine that a member of your family or your teacher can read the message. If that makes you feel uncomfortable, then you _____ send it.

3

When we upload photos online, we _____ remember that lots of other people might see them, including people we don't know.

4

Before you download apps, you _____ ask your parents (or someone in charge) if this is OK.

5

When you are online, you _____ click on any links or pop-ups, if you don't already know what they are.

6

If you see anything online or receive any messages that make you feel uncomfortable, you _____ tell your parents (or someone in charge) immediately.

3 Communicating online

Complete the article with the verbs in the box.

mustn't should shouldn't

4 Make a poster to give advice to other children about good ways to use the Internet and communicate online.

Do be polite and friendly

Don't write anything that is rude or aggressive

Unit 12

Photocopiable activity 24

Holiday dates worksheet: *Time to have fun!*

Aim: Learners make calculations with dates within the context of holiday activities (in the form of advertisements and descriptions of different holiday scenarios).

Preparation time: 5 minutes + time to calculate answers to handout tasks

Completion time: 20 minutes

Vocabulary: Holiday activities and places: *rock-climbing, snorkelling, bungee-jumping, surfing, skiing, camping, a theme park, a wildlife park*

Materials: One **Holiday dates** handout for each learner; one small calendar for each learner, showing current and following years (see small types that are available for children's calendar-making activities).

Note: Teachers will need to calculate answers to handout tasks 1–8 before the lesson, as answers are specific to the year in which the tasks are carried out.

Procedure

- Distribute one copy of the handout and a calendar to each learner.
- Focus learners on the advertisements on the handout and elicit the text type. Look at question 1 together and do the task as a class. Ask learners to calculate the answer using their calendars. Explain that all the questions on the handout are about holiday activities and they will need to use their calendars in the same way for all the tasks.
- Ask learners to work through all the tasks in the same way. Monitor and circulate, giving support as appropriate. This activity could be presented as a competition, with a time limit) with learners working in pairs to calculate the answers.

Wrap up

- Ask learners about their plans for different holiday activities and the dates that they will take place; or talk about the days for different school events that are coming up.

Answers

Answers will depend on the year in which these activities are carried out.

Unit 12

Photocopiable activity 24

Holiday dates worksheet: *Time to have fun!*

Read the advertisements and write the dates or days for the activities.

Rock climbing club.

We meet on the fourth Saturday every month, February–November.
Come and join us! Visit our website for more information.

1 When is the next meeting? _____

Snorkelling trips

Snorkelling boat trips are available on Monday, Wednesday and Fridays for the next three months. Book early! Limited places available.

2 Next month is the first month for the trips. Starting next month, how many boat trips will take place all together? _____

Surfing for beginners.

Two-day surfing courses for beginners on Thursdays and Fridays, starting in July. Book your place now! Visit our website for more information.

3 When is the next available date for a bungee-jump? _____

Try bungee jumping!

Bungee-jumping across the Delphia Falls starts next month! Don't miss your chance! Weekend jumps have already sold out! Places available Mon–Fri.

4 What are the dates for the next surfing course? _____

5 Tom's school organises a skiing trip for Year 6 students in the second week of February every year. They go on a Monday and come back on a Saturday. What are the dates of the next trip? _____

6 Fatima's class are going on a school trip to a wildlife park on the second Friday of next month. What date is the trip? _____

7 At the wildlife park, you can usually watch a dolphin show every day. But last month it was cancelled for the last two days of the month. What day did it start again? _____

8 Every year, Talia's family go camping in the third week of August, from Monday to Sunday. What are the dates of their next holiday? _____

Unit 12

Photocopiable activity 25

Conversation cards: Talking about holidays

Aim: Learners use the prompt cards to ask and answer a range of questions about holiday experiences, using a range of tenses and structures.

Preparation time: 5 minutes

Completion time: 20–25 minutes.

Language focus: Question forms: past simple; present perfect simple; going to for future plans; 2nd conditional (review); adjectives + prepositions; *interested in*.

Vocabulary: Holiday activities and places: *rock-climbing, snorkelling, bungee-jumping, surfing, skiing, camping; a theme park, a wildlife park, a museum, an adventure playground*

Materials: One Conversation card for each learner; notebooks.

Procedure

- Distribute one of the four prompt cards to each learner.
- Focus learners on the task and tell them that they have to form questions to find out the information on the card, then ask their classmates until they find someone who answers *yes* to the question. Then they write the classmate's name next to the question.
- Encourage stronger learners to elaborate on their answers or to continue the conversation with a second question: e.g.,
A: *Have you ever been skiing?*
B: *Yes, I have. I went to ... last year ...*
A: *Did you enjoy it?*
B: *Yes, it was great!*
- Before interviewing their classmates, ask learners to form the questions either orally or by writing it down on the prompt card or in a notebook. Monitor and circulate, checking that questions are structured correctly and that tenses are accurate.
- When learners are ready with their questions have them mingle and ask and answer questions. If a mingling activity is impractical in your classroom, you could ask learners to asking and answering questions in groups of four at their tables, with each learner using a different prompt card.

Wrap up

- Ask learners to give feedback on the answers they received. Pick questions at random and elicit the answers learners found out, e.g. *Who would like to try bungee-jumping? Who visited somewhere interesting on holiday last year?* Ask learners which information they thought was the most interesting, surprising, etc.

Answers

Card 1

Would you like to try bungee-jumping?
Have you ever been skiing?
Did you go somewhere interesting on holiday last year?
Have you ever visited a historical place on holiday?
Would like to visit a city in another country?

Card 2

Have you ever been snorkelling?
Would you like to try snowboarding?
Did you go to a theme park last year?
Have you got a favourite museum?
Have you tried one of the activities in Lesson 1?

Card 3

Can you tell me about a special place you've visited?
Have you ever been to a wildlife park?
Would you like to try rock-climbing?
Are you going somewhere interesting on holiday this year?
Have you ever been on a camping holiday?

Card 4

Have you ever been on holiday without your parents?
Have you ever been to an adventure playground?
Which do you prefer - outdoor or indoor places?
Would you like to try surfing?
Which do you prefer - water sports or other sports?

Unit 12

Photocopiable activity 25

Conversation cards: Talking about holidays

Card 1

Find someone who ...

- ... would like to try bungee-jumping.
- Would you like to try bungee-jumping?
- ... has been skiing.
- ... went somewhere interesting on holiday last year.
- ... has visited a historical place on holiday.
- ... would like to visit a city in another country.

Card 2

Find someone who ...

- ... has been snorkelling.
- Have you ever been snorkelling?
- ... would like to try snowboarding.
- ... went to a theme park last year.
- ... has a favourite museum.
- ... has tried one of the activities in Lesson 1.

Card 3

Find someone who ...

- ... can tell you about a special place they've visited.
- Can you tell me about a special place you've visited?
- ... has been to a wildlife park.
- ... would like to try rock-climbing.
- ... is going somewhere interesting on holiday this year.
- ... has been on a camping holiday.

Card 4

Find someone who ...

- ... has been on holiday without their parents.
- Have you ever been on holiday without your parents?
- ... has been to an adventure playground.
- ... prefers outdoor places to indoor places.
- ... would like to try surfing.
- ... prefers water sports to other sports.

**Photocopiable activity 26: Congratulations certificate for completing
Stage 6 of Cambridge Global English**

Congratulations!

You have completed Stage 6 of *Cambridge Global English*.

Name: _____

Class: _____

Teacher: _____



Word lists

Unit 10

a florist	a builder	a dentist
a fire fighter	a hairdresser	a logo
a presenter	alarm	an actor
an architect	an artist	belt
calm	car mechanic	confident
conservation group	crazy about	enthusiastic
fascinated by	fascinating	friendly
interested in	knowledgeable	pocket
police officer	reporter	sleeve
stripe	voluntary work	work experience

Unit 11

a blog	a bow	a handshake
a hug	a nod	a note
a text	aggressive	appointment
arrangement	cheerful	click on a link
dawn	download apps	escape
formal	gesture	greet
informal	make eye contact	message a friend
polite	post a comment	raise your hand
reply to	rude	send an email
sunset	upload photos	wave your hand

Unit 12

a theme park	a wildlife park	amazed by
an adventure playground	ancient	annoying
bungee-jumping	childhood	disappointment
fascinated by	fond of	interested in
marine	mixture	poisonous
rock-climbing	sad about	salty
skiing	smell	snorkelling
snowboarding	species	stone
surfing	surprised by	taste
touch	volcano	worn

