

It's an emergency!

Lesson 1

Reading

Pupil's Book pages 8–9

1 It's an emergency!

Lesson 1 Reading

1 What do you know about power cuts? Discuss.

- 1 What happens during a power cut?
- 2 Who can call for help?
- 3 Have you ever been in a power cut? How did you feel?

2 Look at the text. Where is it from? How do you know?

a in a book b on a website c in a newspaper

3 Read and check. Find these features on page 9. Be a star!

a the headline b a quote
c the subheading d a caption

4 Look at the vocabulary panel. Find the words in the text. Use the context to work out what they mean.

accident ambulance cooker electricity
embarrassed heating hit million
power rehearse (rehearsing)

Unit 1 Read a newspaper article
WB page 8

THE DAY THE LIGHTS WENT OUT
POWER CUT HITS MILLIONS. NO LIGHT. NO HEAT. NO TRAINS
By Tony De Marchi

New York City in darkness

A POWER CUT HIT NEW YORK STATE YESTERDAY. Millions of people – from New York to Canada – had no light, no heating and no food. Thirty million people had no electricity for 13 hours.

The power cut hit at 7 pm while pupils at Thomas Jefferson School were rehearsing for a school concert. 'I was singing when suddenly all the lights went out,' said 11-year-old Loretta Green.

Across New York City, people were making dinner. 'I was cooking soup when the power went off,' said Martha Miller, in Manhattan. 'It was dark everywhere. There was no electricity at all. My cooker is electric, so it stopped working – we had to eat biscuits for dinner! And it was really cold because there was no heating.'

12-year-old Natasha Spendak was travelling home. 'My train was leaving the station when the lights went out,' she said. 'The train went dark, a woman screamed, and then it stopped – in the dark! It was really scary.'

Ambulances and hospitals were busy through the night. 'The traffic lights stopped working so there were some bad traffic accidents,' said James Fenner of the New York Ambulance Service. 'There were a lot of problems at home and in the streets. Some people broke an arm or a leg.'

‘The train went dark, a woman screamed ...’

There was no moon last night, so travelling by car was very difficult. 'It was really dark in Times Square,' said Mario Bolatelli, a police officer. 'A lot of people left their cars in the street and walked home.'

At New York Zoo, an elephant escaped. 'The lights went out while we were feeding the animals,' said Marini Sherlock of the zoo. 'Someone forgot to close the gate, so the elephant escaped and walked down the road to the supermarket. It's OK now though, and is safely back in the zoo.'

Why was there a power cut across a large part of North America? The answer is – a squirrel. 'We're very embarrassed,' said John Matlock of New York Power. 'A squirrel jumped on the power lines and they stopped working. It was an accident. We're very sorry.'

Unit 1 Reading skill: Identify features of a newspaper article
WB page 8

Learning objectives: Read a newspaper article; Reading skill: identify features of a newspaper article

Vocabulary: accident, ambulance, cooker, electricity, embarrassed, heating, hit, million, power, rehearse (rehearsing)

Resources: **(PK)** - Unit 1, Lesson 1, Vocabulary tool; **(TRC)** - Vocabulary 1 worksheet; **(PRC)** - Review audio track 1.2

Materials: Class Audio CD1

Warm-up: 1, 2, 3 unscramble!

- Play *1, 2, 3, unscramble!* (see Games Bank, pages 14–17) with these sentences from the Welcome unit: *My favourite subject is science. Football is the most exciting sport. I go skateboarding in my free time. There are four people in my family.*

1 What do you know about power cuts? Discuss.

- Write *Power cuts* on the board. Say *Power makes machines work. A power cut is when the power stops.*
- Tell the children to look at the questions in Activity 1. Ask volunteers to read them out. Have the children raise their hands to answer. Ask for class agreement to encourage class participation, e.g. *Do you agree with ...? What do you think? Hands up if you agree.*

Teaching star!

Prediction skills

- Tell children that they can often predict what they are going to read about by looking at the photos or illustrations in a text.
- For Activity 2: Refer the children to the images on Pupil's Book pages 8–9. Ask *What country does the map show? (the USA) Do you know which area is in red? (New York State) Which city do the photos show? (New York) How is the second photo different to the first? (There are no lights) What do you think the text is about?*

2 Look at the text. Where is it from? How do you know?

- The children look at the text. Ask *Why is the text in columns? (because it is from a magazine or newspaper) Is there a heading? (yes) Who wrote the text? (Tony De Marchi) How does the photo relate to the text? (it illustrates the heading)* Elicit answers.
- Children say where they think the text is from and why.

Answer: c

3 1.2 Read and check. Find these features on page 9. Be a star!

- Read the features out and explain the words if necessary. Say *A headline is the main title. A subheading is a smaller title. A quote is what somebody said. A caption describes a photo.*
- The children read the article and find the newspaper features. Tell them to underline them in the text.
- The children report back to the class.
- Play the audio if the children need additional support.

Answers: a THE DAY THE LIGHTS WENT OUT
b POWER CUT HITS MILLIONS, NO LIGHT, NO HEAT, NO TRAINS c 'The train went dark, a woman screamed ...' d New York City in darkness

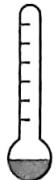
4 Look at the vocabulary panel. Find the words in the text. Use the context to work out what they mean.

Note: the vocabulary in the panel is not for pre-teaching. The aim is to encourage the children to approach unknown words and understand their meaning from the context or by using a dictionary.

- Children scan the text to find the words in the vocabulary panel.
- Ask children to look at the words before and after the words in bold to help them work out their meaning from the context.
- Have the children explain the meaning of the words in bold.
- Ask them to check their answers in the dictionary on page 134 of the Pupil's Book.
- Read out definitions from the dictionary in the following order: *power, ambulance, embarrassed, cooker, million, heating, accident, electricity, hit, rehearsing*. The class call out the words. Check and correct pronunciation as necessary.

Cooler: Quick memory game

- Play *Quick memory game* (see Games Bank, pages 14–17) with the words from the vocabulary panel.
- Alternatively, write the words on the board. Divide the class into two teams and call out a definition for each word. A volunteer from each group takes turns to come to the board and wipe out the corresponding word. If it is the correct word, the team gets a point.
- The team with the most points wins the game.



Workbook page 8

1 It's an emergency!

Lesson 1 Vocabulary

1 Read and match the words to the correct definition.

- Another word for electricity.
- A large machine that you use to cook food.
- To practise something before you perform it in front of people.
- The word for 1,000,000 – one thousand times one thousand.
- A form of transport that takes people to hospital.
- You use this to make a building warm.
- A source of energy that we use for lights and many machines.
- Something **bad** that happens that often hurts you.
- To happen, or affect people, with force.
- Feeling uncomfortable and a little stupid.

a ambulance
b million
c hit
d accident
e power
f rehearse
g embarrassed
h cooker
i heating
j electricity

2 Complete the dialogue with the words from Activity 1.

A: Hi, Zoe. Why didn't you call me last night?
B: I'm sorry, there was no **electricity** and all the lights went out.
A: Oh, no – you had a **hit** cut? Where were you when it **happened**?
B: I was at school. I'm going to play in a concert on Saturday so I had to **rehearse**.
A: How did you get home?
B: I had to walk. It was scary in the dark. And I saw an **accident** – a car crashed into a building.
A: Was it serious?
B: No, no one was badly hurt. But on **the way** took the driver to hospital.
A: Did you get home OK?
B: Yes, but it was really cold. There was no **heat**. And we couldn't make any dinner – the **cooker** stopped working, too.
A: Poor you! What time did the electricity come back on?
B: This morning! A man from the electricity company was on TV. He was really **embarrassed** about the power cut. More than a **million** people had no lights or power all night.



Unit 1

1 Read and match the words to the correct definition.

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

2 Complete the dialogue with the words from Activity 1.

Answers: 1 electricity 2 power 3 hit
4 rehearse 5 accident 6 ambulance
7 heating 8 cooker 9 embarrassed
10 million

Lesson 2 Reading comprehension

1 Read the article on page 9 again. Answer the questions.

- Where were the power cuts?
- How many times did it rain last night?
- What did a woman witness on the road?
- Why were there some traffic stops?
- Why did people leave their cars in Times Square?
- Why were there no power cuts?

2 Who do you think said these things? Match the quote to a person. (Be a star!)

- A squirrel caused the power cut.
- A lot of people had to leave their homes.
- He escaped through an open window.
- You could see lightning in Times Square.
- My cooker and heating stopped working.

3 Discuss. Which situation (a or b) is more dangerous? Why?

- The traffic lights stopped working.
- The elephant escaped from the zoo.

Learning to learn

Understand nouns and verbs

Some words can be both a noun and a verb. These words make a noun, place or thing and also describe an action.

Read and write N (Noun) or V (Verb)

1. I heard a scream. N	Don't scream! _____
2. You'll break your arm. V	It was a bad break. _____
3. Stop the train! V	Let's get off at the next stop. _____

Some verbs change to form nouns. You need to learn these.

4. The cooker isn't working. V	We couldn't cook dinner. N
5. We couldn't heat soup without electricity. V	The heating isn't working. N

10 1. Reading skill: understand facts and details. Learning to learn: understand nouns and verbs. WB page 5

Learning objectives: Reading skill: understand facts and details; Learning to learn: understand nouns and verbs

Resources: (PK) - Unit 1, Lesson 2

Materials: Class Audio CD1

Warm-up: Word completion

- Write the vocabulary from Lesson 1 on the board with the vowels missing.
- Give the children a minute to work in pairs and write down the words in their notebooks.
- Have volunteers come to the board and complete the words.

_cc_d_nt, _mb_l_nc_, c_k_r,
 _l_ctr_c_ty, _mb_rr_ss_d, h_t_ng,
 h_t, m_ll_n, p_w_r, r_h_rs_
 (accident, ambulance, cooker, electricity,
 embarrassed, heating, hit, million, power,
 rehearse)

1 Read the article on page 9 again. Answer the questions.

- The children read the questions. Clarify meaning.
- Have the children read the text on page 9 again and find the answers to the questions. Tell them that they do not have to understand every word of the text to answer the questions.

- The children check their answers in pairs.
- Check answers as a class.

Answers: 1 New York State 2 13 hours

3 Because it suddenly went dark. 4 Because the traffic lights stopped working. 5 Because it was very dark. 6 Because a squirrel jumped on the power lines.

2 Who do you think said these things? Match the quote to a person.

Be a star!

- The children scan the article and think about who said the quotes. Give them a minute to do this and to match the quotes to the names.
- Ask the children for answers and to say in which paragraphs they found the information they needed.

Answers: 1 d 2 c 3 a 4 e 5 b

3 Discuss. Which situation (a or b) is more dangerous? Why?

- Allow the children time to read the questions and think about their own answers. They can note down ideas in their notebooks.
- Ask the children for feedback. Do they have the same ideas?

Learning to learn

Understand nouns and verbs

- Read out the information in the Learning to learn box and check understanding.

Read and write N (Noun) or V (Verb).

- Elicit the meaning of *scream*. Read out the first sentence in the Learning to learn box (*I heard a scream*). Ask children to underline the verb (*heard*). Ask *What tense is the verb? (simple past)* *Can verbs be in different tenses? (yes)* *Can nouns be in different tenses? (no)* *Can we change the word 'scream' for another noun? (e.g. noise, bell) (yes)*.
- Read out the second sentence (*Don't scream!*). Ask *Is 'scream' a verb or a noun in this sentence? (a verb)* *How do you know? (because it could be replaced with another verb and it has the word 'Don't' before it)*
- Go through 2 and 3 in the same way.
- Refer the children to 4 and 5 and read out the information (*Some verbs change to form nouns. You need to learn these.*).
- Children identify whether the word in each sentence is a noun or a verb.
- Check answers with the class.

Answers: 1 N, V 2 V, N 3 V, N 4 N, V 5 V, N

Teaching star!

Extension

- You can extend activities if you need time-filers.
- Keep fast finishers usefully occupied by giving them an extra activity to do. Make sure the activity is engaging and that they are able to do it by themselves. By doing this, you are encouraging them to become autonomous learners.
- Tell the children to find forms of the words *light*, *work* and *escape* in the article and say if they are nouns or verbs (lights = noun, working = verb, escaped = verb). Then have the children write sentences with these words as nouns and as verbs.

Suggested answers:

The lights went out. Candles light the room. My phone doesn't work. I have a lot of work. The monkey escaped. There was an escape from the zoo.



Cooler: Word association

- Call out these words from the lesson: *power*, *squirrel*, *zoo*, *accident*, *break*, *train*, *cooker*, *dinner*, *heating*, *scream*. The children write down the first word that they think of after hearing each word.
- They can then compare their answers in pairs or as a class to see if they thought of the same words.

Workbook page 9

Lesson 2 Reading comprehension

1 Read the newspaper article on Pupil's Book pages 8–9. Then tick (✓) the correct ending, a or b.

1 Martha had biscuits for dinner because ... a she didn't like soup. b her cooker wasn't working. c a woman stopped the train. d the train had no lights and couldn't move.

2 Natasha was scared because ... a a woman stopped the train. b the train had no lights and couldn't move. c there were lots of car accidents. d the ambulances couldn't help people. e it was looking for food. f someone left the gate open. g an animal broke the power lines. h New York Power cut the power lines.

3 Doctors worked very hard because ... a she didn't like soup. b her cooker wasn't working. c a woman stopped the train. d the train had no lights and couldn't move. e there were lots of car accidents. f the ambulances couldn't help people. g it was looking for food. h someone left the gate open. i an animal broke the power lines. j New York Power cut the power lines.

4 The elephant escaped because ... a worried about an animal. b cold and hungry. c very busy. d scared. e embarrassed.

5 The power cut happened because ... a worried about an animal. b cold and hungry. c very busy. d scared. e embarrassed.

2 How did they feel during the power cut? Match.

1 Martha	a worried about an animal
2 Natasha	b cold and hungry
3 John	c very busy
4 James	d scared
5 Mimi	e embarrassed

Learning to learn

3 Tick (✓) the words that have the same verb and noun form.

1 escape	<input checked="" type="checkbox"/>	3 answer	<input type="checkbox"/>	5 notice	<input type="checkbox"/>	7 drink	<input checked="" type="checkbox"/>	9 sing	<input type="checkbox"/>
2 rehearse	<input type="checkbox"/>	4 feed	<input type="checkbox"/>	6 colour	<input type="checkbox"/>	8 half	<input checked="" type="checkbox"/>	10 break	<input type="checkbox"/>

4 Write the correct noun for the words that are different in Activity 3.

1 rehearsal 2 _____ 3 _____ 4 _____

5 Choose two noun / verb pairs from Activity 3. Write a sentence with each word.

1 _____
2 _____

Unit 1 9

1 Read the newspaper article on Pupil's Book pages 8–9. Then tick (✓) the correct ending, a or b.

Answers: 1 b 2 b 3 a 4 b 5 a

2 How did they feel during the power cut? Match.

Answers: 1 b 2 d 3 e 4 c 5 a

3 Tick (✓) the words that have the same verb and noun form.

Answers: ✓ by: 1, 3, 5, 6, 7, 10

4 Write the correct noun for the words that are different in Activity 3.

Answers: 1 rehearsal 2 food 3 heating
4 song / singer

5 Choose two noun / verb pairs from Activity 3. Write a sentence with each word.

Answers: Children's own answers.

Lesson 3 Grammar

1 Look and read

Graphic Grammar

Past continuous + past simple

He was reading a book when it started raining.

He read a book when it started raining.

2 Circle the correct words.

I did **were** doing my homework last night when I **lost** / **was** losing all my work. I **went** / **was** going to power cut. My brother **watched** / **was** watching TV when all the lights **went** / **were** going out. My dad **made** / **was** making dinner when the electricity **went** / **was** going off. My mum **had** / **was** having a shower when the water **went** / **was** going cold. It wasn't a good evening!

3 There was a power cut at eight o'clock last night. Match and say what you were doing. (Be a star!)

1 rehearse / to a concert
2 make / cake
3 wash / hair
4 travel home / by train
5 sit / in the living room

a stop / in a tunnel
b heating / go off
c lights / go out
d cooker / go off
e water / go cold

I was rehearsing for a concert when the lights went out.

Unit 1 Talk about interrupted past actions with when
WB page 10

Learning objectives: Talk about interrupted past actions with when

Grammar: Past continuous with past simple

Resources: (PK) - Unit 1, Lesson 3, Graphic Grammar video; (TRC) - Grammar 1 worksheet; (PPK) - Grammar 1 activity; (PRC) - Review Graphic Grammar video

Warm-up: True or false?

- Play *True or false?* (see Games Bank, pages 14–17) with sentences about yourself for yesterday. (*Yesterday I had chicken for dinner. Yesterday I visited my brother.*)
- Ask some volunteers to say sentences about yesterday. Have the class vote on whether the sentences are true or false.



1 Look and read.

- Refer the children to the pictures in Activity 1 and ask *Where is the man? What is he doing? What animal is behind him? What did the elephant do?*
- Read out the two sentences in the *Graphic Grammar* box and have the children repeat them.
- Ask *What is the difference between the two sentences? (the first one is affirmative and the second one is negative) What is the past of the verb 'to be'? (was, were)*
- Refer children to the blue and red boxes in the sentences and ask for the tense of each verb.

- Ask *How do we form the past continuous? (past of 'to be' + -ing form of the verb)*
- Read the sentences again and ask *What happened first? (He started feeding the elephant) Which action interrupted this? (the elephant escaped) Which word do we use before the past simple? (when)*
- Explain that we use the past continuous with the past simple when a longer action in the past is interrupted by a shorter action. Draw a timeline on the board:
He was feeding the elephant

it escaped

- Tell the children to look at page 9 and to find sentences in paragraphs 2, 3 and 4 with this grammar structure. (*I was singing when suddenly all the lights went out. I was cooking soup when the power went off. My train was leaving the station when the lights went out.*)
- Have the children look back at the reading texts on pages 8–9 and find examples of sentences which use the same structure. Have them raise their hands when they find one and share it with the class.

- If using the video, read out the sentences in the *Graphic Grammar* box in the Pupil's Book. Tell them to watch the video and think about the difference between the two sentences (the first one is affirmative and the second one is negative). Ask *What is the past of the verb 'to be'? (was, were)*.
- Play the video and continue as above, starting with the fourth point.
- Play the video again and have the children repeat the sentences.

Teaching star!

Personalisation

- Adapt an activity to the children's own experience so they can use the language in relation to themselves. The language then becomes more meaningful and real, rather than just a lesson.
- Have the children think of their own sentence with the past continuous, *when* and the past simple. They do this individually and write the sentence in their notebooks. Then they read it to a friend.
- Have some volunteers read out their sentence to the class.

2 Circle the correct words.

- The children read the paragraph and circle the correct words. Elicit that we use the past continuous for the longer action and the past simple for the action that interrupts it. The past simple comes after *when*.

- Have the children do the activity individually. Then have volunteers read out a sentence each.

Answers: 1 was doing 2 lost 3 was watching
4 went 5 was making 6 went 7 was having
8 went

3 There was a power cut at eight o'clock last night. Match and say what you were doing. Be a star!

- Refer the children to the example and have a volunteer read out the sentence in the speech bubble.
- Have the children work in pairs. They take it in turns to match and say what they were doing.
- Have some volunteers tell the class their sentences.

Workbook page 10

Lesson 3 Grammar

1 Underline the verbs. Tick (✓) if the verb form is correct and cross (✗) if it isn't.

- I was sitting in my classroom when the electricity was going off X
- My class was going a test when it happened
- I was working on the computer when I was losing my work.
- We did our English project when Paul shouted 'Help!'
- Our teacher went to the library when the lights were coming back on.
- We had lunch when there was another power cut.

2 Complete the text with the correct form of the verbs.

Lost night there was a problem at the zoo. The new zookeeper ¹ was feeding (feed) the tiger when it escaped. He wasn't watching when the tiger ² ran (run) away. Some tourists ³ were walking (walk) in the park when they heard a strange noise. They ⁴ were buying (buy) ice cream when they saw the tiger. They were phoning the emergency services when a police car ⁵ arrived (arrive). The tiger ⁶ was sleeping (sleep) under a tree when the police finally caught it. It is now safely back in the zoo.



3 What happened after school? Write sentences with when.

- go home / see an accident
I was going home when I saw an accident
- phone police / ambulance arrive
I was phoning the police when an / the ambulance arrived
- open door / lights come back on
I was opening the door when the lights came back on
- watch TV / power go off again
I was watching TV when the power went off again
- wash the dishes / water go cold
I was washing the dishes when the water went cold

10 Unit 1 Go to Grammar reference page 118

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 118 while completing these Workbook activities.

Answers: 1 c, I was rehearsing for a concert when the lights went out. 2 d, I was making a cake when the cooker went off. 3 e, I was washing my hair when the water went cold. 4 a, I was travelling home by train when it stopped in a tunnel. 5 b, I was sitting in the living room when the heating went off.

Cooler: Sentence finishing

- Have the children finish sentences that you start, e.g. *I was watching TV when ... He was walking home when ...*
- Have volunteers suggest the start of a sentence and the other children finish it.



1 Underline the verbs. Tick (✓) if the verb form is correct and cross (✗) if it isn't.

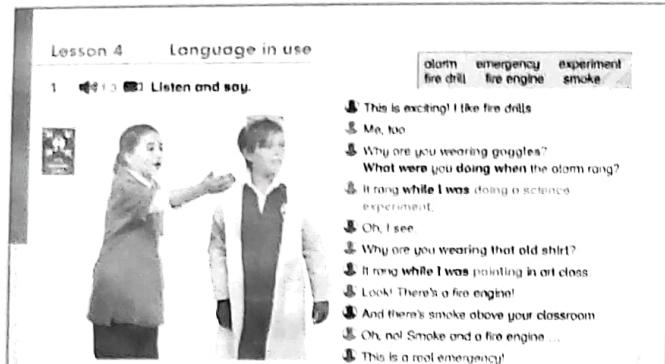
Answers: 1 ✓ X 2 ✓ ✓ 3 ✓ X 4 X ✓
5 ✓ X 6 X ✓

2 Complete the text with the correct form of the verbs.

Answers: 1 was feeding 2 ran 3 were walking 4 were buying 5 arrived 6 was sleeping

3 What happened after school? Write sentences with when.

Answers: 1 I was going home when I saw an accident. 2 I was phoning the police when an / the ambulance arrived. 3 I was opening the door when the lights came back on. 4 I was watching TV when the power went off again. 5 I was washing the dishes when the water went cold.



Lesson 4 Language in use

1 Listen and say.

alarm emergency experiment
fire drill fire engine smoke

This is exciting! I like fire drills.
Me, too.
Why are you wearing goggles?
What were you doing when the alarm rang?
It rang while I was doing a science experiment.
Oh, I see.
Why are you wearing that old shirt?
It rang while I was painting in art class.
Look! There's a fire engine!
And there's smoke above your classroom.
Oh, no! Smoke and a fire engine...
This is a real emergency!

2 Complete the text with when or while.

There was a real emergency at school today! The fire alarm rang while I was doing a science experiment. Joe was painting when he heard it. Mr Carter took all our names when we were standing outside. Suddenly, some students ran out of the building. They were rehearsing for a concert while the alarm rang and they didn't hear it! A boy fell over while he was running out of the building, but he wasn't hurt. Then a fire engine arrived. Three firefighters ran inside while we were waiting in the playground. And then we saw the smoke!

3 Match the actions and the activities. Then make a new dialogue. **Be a star!**

wear a tracksuit carry a guitar carry a bucket wear headphones hold a knife and fork
have a music lesson do gymnastics have lunch clean the kitchen listen to music

Why are you wearing a tracksuit? What were you doing when the alarm rang?
It rang while I was doing gymnastics.

12 Unit 1 Ask and answer questions about interrupted past activities
WB page 11

Learning objectives: Ask and answer questions about interrupted past activities

Grammar: Interrupted past question form; past simple + while + past continuous; past continuous + when + past simple

Vocabulary: alarm, emergency, experiment, fire drill, fire engine, smoke

Resources: **PK** - Unit 1, Lesson 4, Language in use video; **TRC** - Grammar 2 worksheet; **PPK** - Grammar 2 activity; **PRC** - Review audio track 1.3 and Language in use video

Materials: Class Audio CD1

Warm-up: What were you doing?

- Write on the board: *Yesterday at 8 pm.* Mime what you were doing at that time (e.g. brushing your teeth, having a shower, sleeping, playing video games, eating dinner).
- The children guess what you were doing (*Were you eating dinner?*, etc). Once they have guessed say *Yes, I was sleeping / having a shower / playing video games, etc.*
- Have some volunteers come to the front and mime what they were doing yesterday at 8 pm. The rest of the class guesses.

Vocabulary

- Read out an example sentence for each word (see Pupil's Book, page 134). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 134.
- Then use the dictionary to give definitions in the following order to elicit the words: *emergency, experiment, smoke, fire drill, alarm, fire engine.*

1 Listen and say.

- Refer the children to the picture and ask *Who can you see? (Alice and Kit) What are they doing? (locking at something) What are they wearing? (uniform, goggles, white coat) Do they look happy / sad / worried? (worried) What do you think happened?*
- Tell the children to listen out for the lessons Alice and Kit were in when they heard the alarm. Play the audio, then ask the children for their answers (art and science).
- Play the audio again. Pause after each line and have the children listen and repeat. Ask *Which word do we use before the past simple? (when) Which word do we use before the past continuous? (while)*
- Divide the class into two, and have the children act out the dialogue with each half taking one role. They then change roles.
- Have the children read the dialogue in pairs.

- If using the video, play it and then ask *Where were the children? What were they doing? Do they like fire drills? Why was Alice wearing an old shirt? What was the emergency? How did they notice?* Elicit answers from the children.
- Play the video one more time and continue as above, starting with the third point. Encourage children to imitate the intonation and body language as closely as possible.

2 Complete the text with when or while.

- Refer the children to the *Look!* box and check understanding.
- The children read the text and complete it with *when* or *while*. Elicit that the past simple comes after *when* and the past continuous after *while*.
- Have volunteers read out a sentence each.

Answers: 1 while 2 when 3 while 4 when
5 while 6 while

3 Match the actions and the activities. Then make a new dialogue. **Be a star!**

- Point to the purple and green squares. Elicit that purple is for actions and green for activities.

- Children find and identify the actions and activities in the dialogue in Activity 1.
- Check understanding and explain any new words.
- Have two volunteers read out the example dialogue.
- Have the children draw lines to match the actions to the activities.
- Elicit some possibilities from the whole class and make new dialogues with their suggestions. Model the dialogues with volunteers.
- Divide the class into pairs. Have them make a new dialogue similar to the examples done with the whole class.
- Invite volunteers to perform their new dialogue for the class in their pairs.

Pairwork

- When setting up pairwork activities, demonstrate the activity with a more confident child so everyone knows what they're doing.
- Then ask a pair of volunteers to do the activity together before dividing the class into pairs.

Cooler: Answer my questions

- Ask the children questions about interrupted past activities: *What were you doing when I walked into the classroom? What were you wearing when you went out yesterday? What was your friend doing when you texted him / her?*



Workbook page 11

Lesson 4 Language in use

1 Match to make sentences.

1 There was a fire and while we ...
 2 We were singing ...
 3 We were walking outside when we ...
 4 I saw smoke outside ...
 5 I was measuring liquids when ...
 6 The fire engine arrived while ...

a realised it was an emergency.
 b the fire started.
 c we were waiting in the playground.
 d were rehearsing for a concert.
 e while I was doing a science experiment.
 f when we heard the alarm.

2 Complete the sentences with the correct form of the verbs.

1 I was doing (do) gymnastics when the emergency happened (happen).
 2 The alarm rang (ring) while my friend listened (listen) to music.
 3 We heard (hear) a fire engine while we were (be) in the sports centre.
 4 We were (not wear) coats when we were (go) outside.
 5 The fire fighters arrived (arrive) while we were (be) in the car park.
 6 They brought (bring) the last person out of the building while we were (watch) it.

3 Complete the questions. Then write answers for you.

1 What were you doing (you / do) when the fire alarm rang (ring)?
 2 What was (your friends / play) when you arrived (arrive) at the park?
 3 What music was (you / listen) to when your mum came (come) home?
 4 What was (your friend / do) when you phoned (phone)?
 5 What was (you / write) when the computer stopped (stop) working?

Do to Grammar reference page 118 Unit 1 **11**

Grammar reference:

Remind the children that they can refer to the *Grammar reference* on page 118 while completing these activities.

1 Match to make sentences.

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

2 Complete the sentences with the correct form of the verbs.

Answers: 1 was doing / happened 2 rang / was listening 3 heard / were leaving 4 weren't wearing / went 5 arrived / were waiting 6 brought / were watching

3 Complete the questions. Then write answers for you.

Answers: 1 were you doing / rang 2 were your friends playing / arrived 3 were you listening / came 4 was your friend doing / phoned 5 were you writing / stopped Children's own answers.

Grammar reference (page 118)

1 Complete the sentences with the correct form of the verbs.

Answers: 1 ran 2 escaped 3 was feeding 4 was leaving 5 saw 6 was eating

2 Read and write when or while.

Answers: 1 when 2 while 3 when 4 when 5 while 6 when

Lesson 5 Listening

Pupil's Book page 13

Lesson 5 Listening

1  Look at the pictures. Where are they? Match the places to the pictures.


1 
2 
3

 Listen and check your answers. 

 Listen again. Answer the questions for each dialogue.

1. What's the problem? 2. Do they need help?

4  Answer the questions. Then listen again and check.

1. a. How many fire engines are there?
b. Why aren't there any school dinners today?
c. How do you think the firefighter feels now? Why?
2. a. What can the astronaut see?
b. Why does she need a torch?
c. How do you think she feels now? Why?
3. a. Where are they going?
b. How many people are on the boat?
c. How do you think the captain feels now? Why?
5  Discuss the questions.

1. What other types of emergencies can you think of?
2. Have you ever been in an emergency? What happened?



Unit 1 Understand context from audio clues
WB: pages 12-13

13

Answers: 1 b 2 c 3 a

2 1.4 Listen and check your answers.

Be a star!

- Play the audio. Children listen and check their answers to Activity 1. Ask *What can you hear that helps tell you where the people are? (fire alarm, astronaut's radio, the sea)*

Audioscript

A: Hello, hello! This is fire officer Hunt from Unit 22. Can you hear me?

B: Yes, I can. Go ahead, please.

A: We're at Green Street School ...

B: Sorry, I didn't hear that. Where are you?

A: Green Street School. There was a fire in the school kitchen.

B: Do you need more fire engines?

A: No, we don't. The fire is out now. I repeat, the fire is out.

B: I understand. Do you need any more help?

A: No, we don't. Everyone is safe. The children were all waiting outside when we arrived.

B: OK. Are there any other problems?

A: Well, the kitchen is a mess. There won't be any school dinners today ...

2. **Helen:** OK, I'm outside the spaceship now.

Ground control (GC): What can you see?

Helen: I can see the moon and the stars – there are so many stars! It's beautiful.

(GC): Is your helmet working?

Helen: Yes, it is. I found a problem with it while I was getting ready to leave the spaceship, but it's OK now.

(GC): Good. Can you look at the spaceship door? It isn't working properly.

Helen: OK, I can see the door ... one minute ... OK, I'm here. It's very dark.

(GC): But you've got a torch.

Helen: Yes, I've got a torch. Oh ... oh! Oh dear, I've got a problem.

(GC): You've got a problem? What is it?

Helen: The torch. It's floating away ... Maybe I can catch it ... No! It's gone! What do I do now?

3. **Captain:** Mayday, Mayday, Mayday. This is the captain of the Green Dolphin. Over.

Coastguard: I hear you, Green Dolphin. What's the problem? Over.

Captain: We were sailing to Octopus Island when a fire started in the engine. There's smoke coming out of it. Over.

Coastguard: Can you make it to the island? Over.

Captain: No, we can't. The boat is starting to sink. Everyone is getting into the lifeboat. They're all wearing life jackets. Over.

Learning objectives: Understand context from audio clues

Vocabulary: lifeboat, life jacket, rescue boat

Resources: **(PK)** - Unit 1, Lesson 5; **(PRC)** - Review audio track 1.4

Materials: Class Audio CD1

Warm-up: What's the word?

- Play *What's the word?* (see Games Bank, pages 14–17) with vocabulary from Lessons 1 and 4.

Vocabulary

- Refer the children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 134). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 134

1 Look at the pictures. Where are they? Match the places to the pictures.

- Have the children look at the pictures. Ask *Where are they? Do they look happy / calm / worried? What are their jobs? Elicit firefighter, astronaut and captain.*
- The children match the pictures to the places.

Coastguard: Where are you? What is your position? Over.

Captain: We're one kilometre north of Octopus Island. Over.

Coastguard: How many people are there? Over.

Captain: There are four children and one adult. Over.

Coastguard: OK, I will radio the rescue boat now. It should be there in ten minutes! Over.

Captain: Thank you! Out.

3 1.4 Listen again. Answer the questions for each dialogue.

- Play the audio again. The children answer the questions in their notebooks.

Answers: Situation 1: 1 There was a fire in the school kitchen. 2 No. The fire is out.

Situation 2: 1 The astronaut's torch is floating away and it's dark. 2 Yes. She needs advice.

Situation 3: 1 The boat's engine is on fire. 2 Yes. They need the rescue boat to rescue them.

4 1.4 Answer the questions. Then listen again and check.

- Children write answers to the questions.
- Play the audio for children to check their answers.

Answers: 1 **a** One **b** Because the kitchen is a mess. **c** Children's own answers. 2 **a** The moon and stars. **b** Because it's very dark. **c** Children's own answers. 3 **a** To Octopus Island. **b** Five (four children and one adult). **c** Children's own answers.

5 Discuss the questions.

- Have the children read and discuss the questions in pairs. Conduct class feedback.

Values

- Refer the children to the Values box. Elicit answers from the children and write them on the board.

Cooler: Choose a job

- Call out *firefighter, astronaut, captain*. The class vote on which is the most popular job.



Workbook pages 12–13

Lesson 5 Exam practice

1  Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.



Example	emergency	fire engine	electricity	smoke	safe
ambulance	alarm	fire drill	accident	rescue	

On Saturday night there was an emergency at the city zoo. A fire started in the zoo's café. A neighbour phoned the fire brigade at 12 o'clock when the fire rang.

After ten minutes a fire engine arrived. The animals were making strange noises when the firefighters went into the zoo. It was very dark because there wasn't any electricity. The firefighters were carrying torches.

They tried to stop the fire and the thick black smoke. They took water from the small lake in front of the café. Suddenly an elephant appeared. It started to take water from the lake with its trunk and helped the firefighters. Doug Miller, a firefighter, said, 'It was amazing. The elephant started to help us while we were working. It's a hero!'

At 12.30, Fire Officer Mackenzie reported, 'The fire is out now. The kitchen is a mess, but all the animals are safe. And we had a little help from an animal friend!'

Now choose the best name for the story:

An accident at the zoo
Animal to the rescue
Fire in the city

Lesson 6 Working with words

1 Complete the table.

adjectives	used for ...	examples
words ending in -ed	people and how they	surprised
words ending in -ing	things that cause the	frightening

2 Complete the text using the correct form of the adjective.

http://www.myblog.com

I was on a boat trip when suddenly the engine stopped. I was surprised (surprise) but everything seemed to be OK. We were out at sea and it was dark (dark). But after a few minutes I felt a bit worried (worry) that there was a problem. Suddenly, someone screamed. It was frightened (frighten). The children in the boat were worried (worry) and started to cry. Then the captain said, 'Get into the lifeboat, please.' His face was red and he looked very embarrassed (embarrass). The rescue boat arrived and after 20 minutes we were back on land!

Unit 1

13

1  Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example.

- This activity helps children prepare for Part 3 of the Reading and Writing paper in the Cambridge English: Flyers test.

Answers: 1 alarm 2 fire engine 3 electricity 4 smoke 5 safe **Name:** Animal to the rescue

Learning objectives: Write a newspaper article from notes; Write direct speech; Working with words: adjectives ending with *-ing* or *-ed*

Resources: **PK** - Unit 1, Lesson 6; **TRC** - Working with words worksheet; **PPK** - Working with words activity for Unit 1

1 Look at the text on page 9 again. Find paragraph 4 and answer the questions.

- Tell the children to look back at the article.
- They complete the activity individually and then compare answers with a partner.

Answers: 1 'My train was leaving the station when the lights went out. The train went dark, a woman screamed and then it stopped – in the dark! It was really scary.' 2 The text is in speech marks.

3 a, b, d

2 A reporter interviewed Mark Kapinski about the power cut. Find the answers in the reporter's notes below.

- Have volunteers read out the questions and the notes.
- Have the children match the questions and notes.
- Check answers as a class. Elicit what information goes in each paragraph of the article.

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

3 Work in pairs. Write a newspaper article about the interview. Remember to ...

- Ask *What makes a good headline?* (short, catchy and gives an idea of what the text is about)
- Read out the model text and elicit which part of the article it is from (the introduction). Elicit ideas on how to complete it.
- Have the children work in pairs. They complete the introduction in their notebooks, then they write the main body and conclusion.
- If children need more support, build up the text together as a class.

- Elicit what information should be included in the main body. Children refer to the notes in Activity 2 and provide example sentences. Write them on the board to build up the paragraph.

- Follow the same procedure with the conclusion. Children copy the article into their notebooks.
- Elicit from the class the best headline.

Suggested answer: A starry power cut

A power cut hit New York last night. Mark Kapinski, from Brooklyn, New York, was walking home from football practice when all the lights went out.

'It went completely dark, I couldn't see or hear anything,' said Mark. 'I sat down on a bench to look at the stars. I wasn't frightened at all, I was really excited. It was a beautiful night and there were lots of stars in the sky.'

Police officers and firefighters worked through the night to solve the problem. Police officer Kate Bennett said, 'The power cut lasted four hours, but luckily there were no accidents.'

Working with words

Adjectives ending with *-ing* or *-ed*

- Read out the examples and explain that the *-ing* word refers to the thing that causes the feeling and the *-ed* word refers to the person and how they feel.

Underline the correct word

- Ask *Why is 'surprised' the correct answer?* (it refers to the person and how they feel)
- The children complete the activity individually.
- Check answers as a class.

Answers: 1 surprised 2 exciting
3 worried 4 terrifying 5 frightened
6 embarrassed

Now choose the best name for the story.
An accident at the sea
Arrived to the rescue
I was in the city

Lesson 6 Working with words

1 Complete the table

adjectives	used for	examples
words ending in -ed	people and how they feel	surprised, excited, worried, frightened, surprised, excited, worried, frightened, embarrassing
words ending in -ing	things that cause the feeling	surprising, exciting, frightening, terrifying, frightening, surprising

2 Complete the text using the correct form of the adjective.

Test on a boat trip when suddenly the engine stopped. We were in the middle of the ocean but everything seemed to be OK. We were out at sea and it was a bit dark. But after a few minutes I heard a noise. It was still a bit dark but there were some people. Something was wrong. I was scared. The children in the boat were ... (surprised). And then I heard a noise. Then the captain said, 'Get into the lifeboat, please.' He knew we had to and he looked very ... (frightening). The rescue boat arrived and after 20 minutes we were back on land.

1 Complete the table.

Answers: Words ending in **-ed**: used for people and how they feel; examples: surprised, frightened. Words ending in **-ing**: used for things that cause the feeling; examples: frightening, surprising

2 Complete the text using the correct form of the adjective.

Answers: 1 surprised 2 exciting 3 worried 4 terrifying 5 frightened 6 embarrassed

Lesson 6 Writing

Prepare to write

1 Look at the pictures. Number them in order to tell the story. Write I (introduction), M (main body) or C (conclusion).

2 Which part of a newspaper article about the story are these sentences from? Write I (introduction), M (main body) or C (conclusion).

1 The weather changed suddenly when they were sailing towards an island.	I
2 A family is safe after a sailing accident yesterday.	M
3 Suddenly the boat hit a large rock and started to sink.	M
4 An emergency helicopter rescued them from the sea.	M
5 They were lucky as the accident happened near the island. said the helicopter pilot.	M
6 Jack Robinson and his parents were on a boat trip when an accident happened.	M

3 Complete with the sentences in Activity 2. Add one more sentence to each section.

Introduction: What? Where? What were they doing?

Main body: What happened? How did they feel?

Conclusion: How did it end? What did people say?

Prepare to write

1 Look at the pictures. Number them in order to tell the story

- If done in class, elicit what children can see in each picture.
- Children work in pairs to decide what order the pictures go in to tell a story.

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

2 Which part of a newspaper article about the story are these sentences from? Write **I** (introduction), **M** (main body) or **C** (conclusion).

- Elicit what information you might find in each part of a newspaper article.
- Children work in pairs to complete the task.

Answers: 1 M 2 I 3 M 4 C 5 C 6 I

3 Complete with the sentences in Activity 2. Add one more sentence to each section.

- The children choose sentences from Activity 2 to answer the questions and add one more sentence to each section.

Answers: Children's own answers.

Ready to write

4 Write a newspaper article about the sea rescue. Remember to include a headline.

New York Metro

5 Read and check what you wrote in Activity 4.

Are you ready?

Is the structure correct (headline, introduction, main body and conclusion)?
 Is the information clear?
 Did I include direct speech?
 Is the punctuation correct?
 Did I use past tense verb correctly?

6 Rewrite the newspaper article in your notebook. Use the points in Activity 5 to improve your work.

Ready to write

4 Write a newspaper article about the sea rescue. Remember to include a headline.

- Children use the plan in Activity 3 to write their article. Then they think of a headline.

5 Read and check what you wrote in Activity 4.

- The children check their work against the checklist and make a note of any necessary changes.

6 Rewrite the newspaper article in your notebook. Use the points in Activity 5 to improve your work.

- The children write a final version in their notebook.

Lesson 7 Speaking

1 Look at the pictures. What's happening? Who are the people?

2 Match the sentences to the pictures. Then listen and check.

3 Listen again. Match the sentences in Activity 2 to the ways of speaking.

4 Practise saying the sentences in Activity 2 with a partner. Think about how you feel and speak.

5 Listen to the reporter's questions. Choose the best answer. Number in order.

6 Work in groups to act out the emergency. Use the pictures and quotes to help you. Remember to show how you feel.

Captain: There's smoke coming from the boat. Please send a rescue boat.

Teacher: I can get life jackets for the children.

16 Unit 1 Express feelings when speaking
WS page 16

Learning objectives: Express feelings when speaking

Vocabulary: explain, whisper

Resources: **PK** - Unit 1, Lesson 7; **TRC** - Vocabulary 2 worksheet; **PPK** - Vocabulary activity **PRC** - Review audio tracks 1.5-1.6

Materials: Class Audio CD1

Warm-up: -ed or -ing

- Write *frighten* on the board. Say these sentences and have the class finish them with *frightened* or *frightening*: *The fire was very ..., I felt very ..., The lion was ..., The accident was ...*



Vocabulary

- Refer children to the vocabulary panel at the top of the page.
- Read out an example sentence for each word (see Pupil's Book, page 134). Elicit a definition for the words.
- The children check the definitions in the dictionary on page 134.

1 Look at the pictures. What's happening? Who are the people?

- Refer the children to the pictures. Ask *Who are the people? (a captain, a teacher and some children)* *Where are they? (in a boat)* *What is the problem? (the engine is on fire)*

2 1.5 Match the sentences to the pictures. Then listen and check.

- Have volunteers read out each sentence. Clarify meaning if necessary.
- Ask the children to match the sentence to the pictures and to give reasons for their answers.
- Play the audio and have the children check their answers.

Answers: 3 'I'm frightened. Our boat is sinking.'
4 'Look! It's the rescue boat!' 1 'There's smoke coming from the engine.' 2 'Everyone get into the lifeboat, please!'

3 1.5 Listen again. Match the sentences in Activity 2 to the ways of speaking.

- Ask the children if they think they read out the sentences in Activity 2 in the correct way. Elicit the difference between *shout* and *scream*. Say '*Scream* is to make a loud, high noise because you are *frightened* or hurt. *Shout* is to say something loudly.' Elicit the difference between *shout* and *whisper*.
- Play the audio again and have the children match the sentences while they listen.

Answers: a 2 b 3 c 4 d 1

4 Practise saying the sentences in Activity 2 with a partner. Think about how you feel and speak.

- Ask the children how the speaker of each sentence in Activity 2 feels. *Is he / she angry / happy / worried / scared?* Elicit answers from the children.
- Have the children work in pairs and take it in turns to read out a sentence in the correct way.

Teaching star!

Group work

- Do fun group activities whenever possible as a 'time out' activity. The children will relax and then be able to concentrate better for the rest of the lesson.
- Divide the class into four groups. Assign a sentence from Activity 2 to each group. Have each group stand up and act out their sentence with as much feeling as possible. Overacting is acceptable!

5   Listen to the reporter's questions. Choose the best answer. Number in order.

- Give the children a minute to read the answers.
- Play the audio. Pause after each question and have the children choose the correct answer and write the number in the box.
- Check answers as a class. Have volunteers say the answers with the right feeling and intonation.

Audioscript

Well, what a day! A fire started in the engine of the Green Dolphin while it was sailing to Octopus Island. Luckily, a rescue boat arrived and brought everyone safely back home. I'm here with the children who escaped from the Green Dolphin.

Tell me, how did you feel at first?

Were you worried when you saw the smoke?

How did you feel when you saw the rescue boat?

How do you feel now?

Answers: 1 I was terrified. 2 Yes, I was really worried. 3 I was surprised and excited. 4 I'm a bit cold and tired.

Workbook page 16

Lesson 7 Functional language

1 Complete the sentences.

explained	whispered	shouted
screamed	said	asked

1 'I'm a bit cold and tired,' she said.
 2 'Are you wearing your life jacket?' the teacher asked.
 3 'Aaagh!' he screamed when he saw the shark.
 4 He explained that a rescue helicopter was coming to save them.
 5 'Help!' they shouted when they saw the helicopter.
 6 She couldn't speak so she whispered her name quietly.

Check-up challenge

1 Complete the puzzle.

Across

- A small boat for emergencies.
- You see this when there is a fire.
- To talk very, very quickly.
- Feeling really scared.
- Televisions **need** this to work.

Down

- You hear this in a fire drill.
- This takes people to hospital.
- You can do this in a science lesson.

16 Unit 1

6  Work in groups to act out the emergency. Use the pictures and quotes to help you. Remember to show how you feel. **Be a star!** 

- Divide the class into groups of four or five. Have the children choose a role each (the children, their teacher and the captain).
- Read out the sentences in Activity 2 and have the children repeat them in the right tone.
- Have two volunteers read out the words of the captain and the teacher.
- Have the groups work together and act out the emergency. Monitor and help.
- Invite some children to come to the front and act out their emergency.
- Congratulate the children for their effort.

Cooler: Mime game

- Call out words from the lesson and have the children mime them without making a noise: *scared, worried, scream, frightened, cold, tired, excited, surprised, terrified*.



1 Complete the sentences.

Answers: 1 said 2 asked 3 screamed
 4 explained 5 shouted 6 whispered

1 **Read the task. What are the three parts of the problem?**

You are the director of a rescue team. It's four o'clock in the morning. Last night Mike Dobbs was climbing Misty Mountain when he fell and broke his leg. He needs help from a doctor immediately. Then you need to get him back to base camp as quickly as possible.

2 **Look at the picture. What problems do you think there will be if you go to Misty Mountain ...**

a) on foot? b) by ambulance? c) by motorbike? d) by helicopter?

3 **Listen and check your ideas. Take notes about the rescue plans.**

Positive	Negative
1 climbing team can walk all the way	
2 ambulance	
3 motorbike	
4 helicopter	

4 **What is the best way to rescue Mike Dobbs? Work in groups to discuss and solve the problem. You can use two forms of transport! Be a star!**

(I think we should send ... first because ...)

Unit 1 Apply thinking skills: analyse a problem and reach a decision WB. pages 16-17 17

Learning objectives: Apply thinking skills: analyse a problem and reach a decision

Resources: (PK) - Unit 1, Lesson 8; (PRC) - Review audio track 1.7; (TRC) - (TG) - Unit test

Materials: Class Audio CD1

Warm-up: Call out for help

- Elicit how we ask for help in an emergency (*Mayday, SOS and Help!*). Have volunteers make up an emergency and call out for help using an expression (e.g. *The boat is sinking! Mayday!*).

1 Read the task. What are the three parts of the problem?

- Give the children time to read the task and discuss in pairs what the three parts of the problem are.
- Elicit answers and check that children understand their role as director of the rescue team.

Answer: He has broken his leg, needs immediate medical treatment, then needs to be taken back to base camp.

2 **Look at the picture. What problems do you think there will be if you go to Misty Mountain ...**

- Refer children to the picture. Ask *What can you see? Does it look easy to travel there? (no) What*

problems can you see? (it's a long way to the mountain, roads are not good, there's a tree trunk blocking the motorbike path, no people) Where do you think Mike Dobbs is?

- Have the children look at the four small pictures. Check they understand that these pictures correspond to the icons on the map.
- Elicit answers and reasons.

3 **1.7 Listen and check your ideas. Take notes about the rescue plans.**

- Play the audio. Tell the children to listen and check their ideas from Activity 2.
- Refer the children to the Positive and Negative columns. Say *What is the advantage of the climbing team? (They can walk all the way.) What is the disadvantage? (It will take three hours to get there.)*
- Play the audio again. The children listen for the advantages and disadvantages and make notes.
- Ask volunteers to read out their notes.

Audioscript

1 *The climbing team can walk all the way to Misty Mountain. But it will take three hours to get there, so we won't arrive until seven o'clock.*

2 *We can send an ambulance. It will arrive very quickly, but it can't cross the river so the doctor won't be able to get to Mr Dobbs.*

3 *We can send a motorbike. It can follow the path and then cross the river at the bridge. But it's very difficult to get up the mountain because there is a tree across the path.*

4 *We can send a helicopter. It will get to the mountain in ten minutes, but it can't land on the mountain in the dark. The sun doesn't come up until eight o'clock in the morning.*

Answers: 1 climbing team can walk all the way / takes three hours 2 ambulance will arrive very quickly / can't cross the river 3 motorbike can follow the path and cross the bridge / there's a tree across the path 4 helicopter will get there in ten minutes / can't land on the mountain in the dark

4 **What is the best way to rescue Mike Dobbs? Work in groups to discuss and solve the problem. You can use two forms of transport! Be a star!**

- Ask *What word do we use for suggestions / to give a reason? and elicit should / because.*
- Divide the class into groups of four. Remind children that they can use two forms of transport to rescue Mike Dobbs. The children discuss the problem and try to find a solution. Encourage the children to use *should* and *because*.
- Ask the groups for feedback.

Answers: The climbing team go to Misty Mountain first because they can arrive at 7 o'clock and give Mike Dobbs medical help. At 8 o'clock the sun comes up. The helicopter can get there in ten minutes and take Mike Dobbs back to base camp.



Cooler: How many words?

- Play *How many words?* (see Games Bank, pages 14–17) with sentences from the newspaper article on page 9, e.g. *Thirty million people had no electricity for 13 hours. My train was leaving the station when the lights went out.*

Workbook pages 16–17

Lesson 7 Functional language

1 Complete the sentences.

explained whispered shouted
screamed said asked

- I'm a bit cold and tired; she said.
- Are you wearing your life jacket? the teacher asked.
- 'Aaagh!' he screamed when he saw the shark.
- He shouted that a rescue helicopter was coming to save them.
- 'Help!' they cried when they saw the helicopter.
- She couldn't speak so she whispered her name quietly.

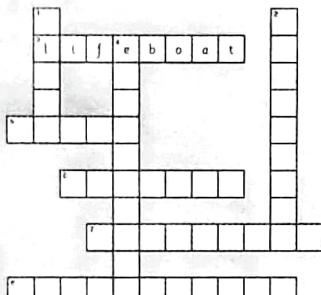


Check-up challenge

1 Complete the puzzle.

Across

- A small boat for emergencies.
- You see this when there is a fire.
- To talk very, very quietly.
- Feeling really scared.
- Televisions need this to work.



16

Unit 1

17

2 Complete with the correct tense of the verbs.

I saw a bad traffic accident yesterday while I was going (go) to school.
I walked (walk) along the High Street when I heard (hear) a loud noise.
Then someone said, 'That car crashed into a bus while it was turning (turn) the corner.'
It was a real emergency. People were getting (get) off the bus quickly when a fire engine arrived (arrive). The firefighters stopped the fire in a few minutes and everyone was safe.
An ambulance had come (come) while they were fighting (fight) the fire. It took two people to hospital. A reporter came to write about it. 'What had you been doing (do) when the accident happened?' she asked me. 'I was going to cross the road,' I answered.

3 What a terrible day! Write sentences with *when* or *while*.

1 I had an English lesson // fire alarm / ring

I was having an English lesson when the fire alarm rang.

2 electricity / go off // I / work / in / library

I / make dinner // fire / start

4 I fell over // I / play / outside

my mum / broke / leg // she / go / downstairs



• What I can do!

1 Put a tick (✓) or a cross (✗).

understand facts in a newspaper article use adjectives with -ing and -ed
talk about interrupted past activities write a newspaper article from notes
talk about emergency situations identify and express feelings

2 My unit progress

1 My favourite activity: _____

2 Something I did well: _____

3 Something I could improve: _____

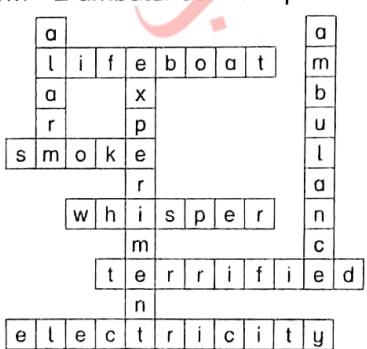
Check-up challenge

1 Complete the puzzle.

Answers: ACROSS: 3 lifeboat 5 smoke

6 whisper 7 terrified 8 electricity;

DOWN: 1 alarm 2 ambulance 4 experiment



2 Complete with the correct tense of the verbs.

Answers: 1 was going 2 was walking
3 heard 4 was turning 5 were getting
6 arrived 7 came 8 were fighting 9 were you
doing 10 was waiting

3 What a terrible day! Write sentences with *when* or *while*.

Answers: 1 I was having an English lesson when the fire alarm rang. 2 The electricity went off while I was working in the library. 3 I was making dinner when a fire started. 4 I fell over while I was playing outside. 5 My mum broke her leg while she was going downstairs.

Learning objectives: Read a traditional story;
Develop reading fluency

Grammar: Present simple and present continuous

Resources: **PK** - Unit 1, Reading time 1; **TRC** -
Animated flashcards; **PRC** - Review audio track 1.8

Materials: Class Audio CD1

Warm-up: Tense review

- Dictate the following sentences: *I was brushing my teeth when the phone rang. We were watching TV when the cat came in. They were playing soccer when it started to rain.*
- Then write the sentences on the board and have the children exchange their dictations and check them.

1  1.8 Read the story on pages 18–20. Who are the main characters? What does the title *The trick* mean?

Pre-reading

- Refer the children to the pictures on pages 18–20. Ask which country they think the story takes place in and why.
- The children work in pairs and write a list of what they can see in the pictures on pages 18–20. Conduct class feedback. Who has the longest list?

- Go through each picture with the children. Elicit ideas about what happens in the story. Ask *How many characters are there? Who are they? Where are they? What are they doing?* etc.

While reading

- Explain to the children that there may be some words they do not understand in the text, but that shouldn't stop them because they are reading for enjoyment.
- The children read the first part of the story on page 18 individually. Then ask simple questions to check understanding, e.g. *Who are the main characters? (Musa, Hakan and Pinar) How do they know each other? (Musa and Hakan live next door to each other. Pinar is Hakan's wife.) What is the problem with Hakan's horse? (He isn't strong and healthy anymore.) Do you think Hakan is a good friend? Why? / Why not?*
- Follow the same procedure for pages 19–20.
- Ask *What does the title 'The trick' mean?* Elicit that a trick is when you make someone believe something that is not true.
- Play the audio if the children need additional support.

Post-reading

- Ask *Do you like the story? Why? / Why not?*
- Have children work in small groups to discuss which character they liked most in the story.
- Ask for feedback, then have a class vote on the children's favourite character.

Teaching star!

Imagine

- To encourage expression of thoughts and feelings (intrapersonal intelligence), have the children reflect on the characters in the story.
- Ask *How similar or different are you from the characters in the story? Which character is the most like you? Why?*
- The children write the answers to the questions in their notebook.

Cooler: What are they saying?

- Refer the children to the picture of Musa and Hakan on page 19. In pairs, the children imagine the two characters each have a speech bubble. Ask *What do you think they are saying?*
- Have the children write a short conversation between the two men. Have volunteers come to the front and act out the conversation.

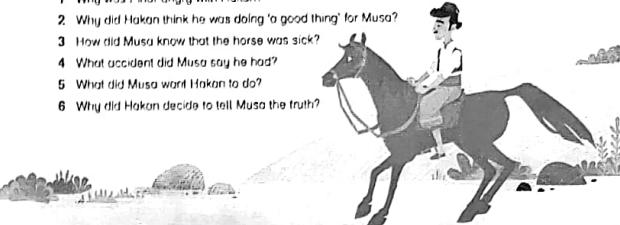
Reading time 1: Activities

Pupil's Book page 21

Reading time 1 Activities

1 **Read the story on pages 18–20 again. Answer the questions.**

- Why was Pinar angry with Hakan?
- Why did Hakan think he was doing 'a good thing' for Musa?
- How did Musa know that the horse was sick?
- What accident did Musa say he had?
- What did Musa want Hakan to do?
- Why did Hakan decide to tell Musa the truth?



2 **Tick (✓) the main themes in the story.**

- You should be kind to friends or you will lose them.
- Never forgive someone who hurts you.
- It's important to be honest.
- You should be kind to animals.
- Sometimes a bad experience can show you that you're wrong.
- It's important to say sorry when you hurt a friend.

3 **Discuss the questions. Give reasons for your answers.**

- What two tricks happen in the story?
- Do you think both tricks were wrong?
- What did you think of Hakan at the beginning of the story? And at the end? Did your opinion of him change?
- Did your opinion of Musa change during the story?
- Who do you think was a better friend – Hakan or Musa?

4 **Imagine that Musa really broke his leg and Hakan didn't tell him the truth. How would the ending be different? Discuss.**

5 **Watch the video to see a different ending to the story. Is it similar to your ideas in Activity 4? Which ending do you prefer? Why?**

Reading time 1: Give a personal response to a text 21

Learning objectives: Give a personal response to a text

Resources: PK - Unit 1, Reading time 1: Activities, Reading time 1 video; TRC - Animated flashcards, Video activity worksheet; PRC - Review Reading time 1 video

Warm-up: A different title

- Divide the class into small groups and have the children think of a new title for the story. Tell them that it has to be short, catchy and related to the story.
- Have a volunteer from each group say the new title and write it on the board.
- As a class, decide which is the best new title for the story.

1 Read the story on pages 18–20 again. Answer the questions.

- Ask children what they remember about the story. Ask *Who are the main characters? Where are they? What does Hakan want to do?*
- Have some volunteers read out the six questions in Activity 1.
- The children read the story again quickly and answer the questions. They then check their answers in pairs.
- Check answers as a class.

Answers: 1 He wanted to sell his friend a sick horse. 2 Musa needed a horse but he didn't have enough money to buy a good horse. Hakan would give him a good price. 3 He overheard Hakan and Pinar talking. 4 He had broken his leg. 5 He wanted Hakan to take him to hospital on Atik. 6 Hakan knew the horse wasn't strong enough to take Musa to hospital.

2 Tick (✓) the main themes in the story.

- Elicit the main themes in the story. Write the children's ideas on the board.
- Have the children read the six sentences and tick the themes in the story.
- Ask the children to underline the clues in the story that helped them decide.
- Ask *Which sentences aren't main themes in the story? (2 and 4)* Elicit why by asking *Does Musa forgive Hakan? (yes) Is someone unkind to the horse? (no)*

Answers: ✓ by: 1, 3, 5, 6

3 Discuss the questions. Give reasons for your answers.

- Tell children that these questions ask for their opinion about the story, so there are no right or wrong answers.
- Read out the first question. Elicit answers.
- Have the children discuss questions 2–5 in pairs.
- Compare answers as a class.

4 Imagine that Musa really broke his leg and Hakan didn't tell him the truth. How would the ending be different? Discuss.

- Say *Musa has really broken his leg and Hakan has to take him to hospital. What is the problem? (Hakan only has a sick horse, which Musa thinks is strong and healthy.)* Elicit ideas.
- Children work in small groups to discuss their ideas about how the story ending would be different.
- While they do this, circulate, monitor and help.
- Conduct feedback with the class and decide who has the best idea.

5 Watch the video to see a different ending to the story. Is it similar to your ideas in Activity 4? Which ending do you prefer? Why?

Before the video

- Tell children that they are going to watch a video showing a different ending to the story (see *Videoscript* on page pages 40–41).
- Divide the class into small groups and have each group choose one character from the story. Children write down the main characteristics of the character they chose.
- Then they read them aloud to the class. The class guesses which character they chose.

During the video

- Play the video and have the children write two things that are different from the story ending in the *Pupil's Book*.
- Ask *Why do you think Hakan was embarrassed to tell Musa the truth? What happened to the horse? Does the farmer appear in the Pupil's Book? Why was Musa angry with Hakan?*
- Elicit answers from the children. Pause the video if necessary.

After the video

- Ask children if they were surprised by the ending in the video. Ask which ending they prefer and why.
- Ask follow up questions: *Do you think the farmer was a good person? Why? / Why not? Do you think Hakan deserved to be left alone? Why? Do you think he can change? How can people show kindness?*
- Elicit answers from the children.

Videoscript

Musa was happy. Hakan was going to sell him his horse, Atik, the strongest and fastest horse in the village.

But while Musa was preparing dinner that evening, he fell over and broke his leg.

Hakan heard his cries and ran to help him.

'You need to go to hospital immediately,' said Hakan.

'The nearest hospital is 30 kilometres away,' said Musa. 'But how lucky we are to have Atik to take us there!'

Hakan didn't know what to do. He was too embarrassed to tell Musa the truth.

'30 kilometres isn't far,' he thought. 'I'm sure Atik will be fine.'

He brought the horse to Musa's house and helped his friend onto the cart.

Then they set off across the countryside to the hospital. At first Atik ran quickly.

'It will be OK,' thought Hakan. 'We will soon arrive at the hospital.'

But soon the horse started to slow down. It got slower and slower until it finally stopped and lay down on the ground.

'Oh, no!' cried Hakan. 'What am I going to do now?'

At that moment, a farmer appeared and rode towards them.

'What's happened?' asked the farmer.

'My horse is sick,' explained Hakan, 'And my friend has got a broken leg. We need to get to the hospital.'

Musa heard Hakan and realised what had happened.

'I thought you were my friend,' he shouted. 'But you have tricked me and lied to me. I never want to see you or speak to you again!'

'You are not a kind man!' said the farmer.

'I will take your friend to the hospital. And I will give your horse food and water, and take it to my farm to get well.'

So Hakan was left alone in the middle of the countryside with no friends and no horse.

He didn't know how he was going to get home, but he had a lot of time to think about how to be a kinder person in future.

Extension

- You can extend an activity as a time filler and for extra practice.
- Have the children work in pairs to create a new character for the story. Tell them to give the character a name.
- Ask the children for feedback. They explain the role of their new character in the story and why they created this character.



Cooler: What happens to Hakan?

- Have children imagine what happens to Hakan at the end of the video. Ask questions to help, e.g. *Does he get home? If yes, how? Does someone come to rescue him? If no, what does he do? Does he stay in the countryside? etc.*
- Children draw a scene to show what they think happens to Hakan in the end.
- Invite volunteers to explain their scene to the class. Find out if anyone had the same idea.