

# unit 1

# MY INTERESTS

## Objectives

### Vocabulary

- To name school clubs and after-school activities

### Reading

- To identify important ideas in an online newsletter ('The Grove School News')
- To use reading strategies to comprehend an online newsletter

### Grammar

- To use gerunds to talk about interests

### Content Connection

- Science:** To make inferences about how the brain might affect personal interests

### Culture Connection

- Around the World:** To learn about unusual Olympic Games

### Writing

- To write a short news article about a club, team or group at school
- To use *wh-* questions to organise a news article

### Life Skills

- To learn about the importance of being a team player

### Project

- To make a poster recruiting members for a club, team or group

### Listening and Speaking

- To identify and say the letters and sounds *ce*, *ci* and *cir* individually and as part of words; to play a game

### Think Big

- To develop 21st century skills and 'bigger picture' thinking

## Key Vocabulary

Activities	Clubs/Teams	Expressions	Content Words
act	art club	Have a go at [something].	analyse
blog	athletics team	Count me in!	brain
build robots	basketball team	Don't worry!	competition
do martial arts	drama club	See [someone] for more information.	control (v)
draw	football team	This [something] is for you.	creative
paint	gymnastics club	Welcome back!	instructions
play a musical instrument	karate club		medals
play board games	school newspaper		metres
play sports	school orchestra		Olympic Games
read comics	school play/musical		personality
sing	science club		race course
take photos	tae kwon do club		solve
write articles			sporting events

## Materials

### Pupil's Book, Unit 1

- Main unit, pages 2–13
- Class Audio CD, Tracks 1:04–18

### Activity Book, Unit 1

- Main unit, pages 2–11
- Extra grammar practice, page 98
- Class Audio CD, Tracks 1:06–12

### Assessment

- Unit 1 Practice test
- Unit 1 Unit test
- Unit 1 Oral assessment

### Additional Materials

- Video (eText), Unit 1
- Interactive activities (eText), Unit 1
- Digital activities (MyEnglishLab), Unit 1

## Unit Opener Activities

### Family Connection

Encourage pupils to talk with family members about clubs, groups and teams they belong to now or joined when they were at school. Then have pupils talk about groups they would like to join this year and how they would fit the activities into their schedules. Provide pupils with information about school clubs and groups or tell them where they can find this information at school. Suggest that pupils take notes and prepare weekly schedules of their activities so that they can share their ideas with the class.

### Sign Up! Bulletin Board

Create a bulletin board entitled *Sign Up!* Use card squares or circles with the names of some teams, clubs and groups at your school. Include photographs of groups in action or the handiwork of individuals, such as pupil drawings and photographs for an art club. Encourage pupils to add information about new groups to the bulletin board as they find out about them in Unit 1.



## unit 1 MY INTERESTS

**1:04** Read about these famous people. What were they interested in? Complete the sentences with a word from the box. Then listen and check.

computer    football    mathematics    money    music

- 1 Growing up, actor Antonio Banderas was interested in sports like **?**. He played for his school team. When he was 14, he broke his foot, ending his dreams of a professional sporting career.
- 2 One of the richest people in the world, Carlos Slim was interested in managing his **?** at a young age. He bought shares in his first bank when he was just 12 years old.
- 3 World-famous scientist Albert Einstein was interested in **?** as a boy. He played the violin and the piano.
- 4 Actress Emma Stone always wanted to act. She was also good at using a **?**. When she was 14, she used a PowerPoint presentation to convince her parents to let her begin a career in acting.
- 5 As a young woman, architect and artist Maya Lin loved bird-watching, hiking and studying **?**.

**2** Match the names of the school groups to the pictures. Then listen and check.

basketball team	drama club	school newspaper
school orchestra	science club	tae kwon do club

1 

2 

3 

4 

5 

6 

**3** Read. Look at **2**. Which school group should each pupil join?

- 1 Dan loves jogging and playing sports. He's got a lot of free time.
- 2 Dina loves acting. Someday, she would like to star in a film.
- 3 Milan is good at writing and has got his own blog.
- 4 Paul likes martial arts and is very athletic. He likes playing chess, too.
- 5 Jane is interested in building robots. She's good at Science and Maths.
- 6 Sara likes playing the trumpet. She's good at it, too.

**4** Work with a partner. Ask and answer.

What's Dan interested in doing?

He's interested in jogging and playing sports.

Which school group should he join?

The basketball team!

**THINK BIG** Which activities could you still do when you are an adult? Are adults not similar interests to young people? Why/Why not?

### Warm-Up

- Stick up pictures around the classroom of five or six activities that you think would be of interest to your pupils. Use photographs from magazines showing sports, art, music and entertainment activities. Have pupils look at the photos. Have them write their names on sticky notes. Say: *Place your sticky note under the activity you are most interested in doing.*
- Ask: *Which activity did you choose? Why?*

### Using Page 2

**1** **1:04** Read about these famous people. What were they interested in? Complete the sentences with a word from the box. Then listen and check.

INVOLVE

Explain the lesson objective – pupils will read and talk about what some famous people were interested in when they were young.

- Ask volunteers to read the words in the box aloud. Invite them to mime each word for others to guess.
- Read the directions aloud. Have pupils complete the activity.

MONITOR

Play audio track 1:04 and have pupils check their answers. Use questions to check pupils' comprehension. Ask: *What did Antonio Banderas like to play?* (football) *What did Carlos Slim do when he was twelve?* (He bought shares in a bank.) *What was Albert Einstein interested in?* (music – violin and piano) (Answers: 1 football, 2 money, 3 music, 4 computer, 5 mathematics)

ASSIST

Replay the audio as needed. Use simple language to explain unfamiliar words. Say: *When you buy shares in a company like a bank, you own part of the company. A PowerPoint presentation is shown on a computer. It uses words, pictures and sounds. An architect designs or creates plans for buildings.*



Have pupils locate clues in each sentence to help them find the missing word. Model: *In Item 1, I see the words sports and school team. I know that football is a sport and school team could mean a sports team so I'll try the word football.*

## Using Page 3

2  1:05 Match the names of the school groups to the pictures. Then listen and check.

- Read the directions aloud. Have pupils preview the pictures and the words in the box.
  - Say: *Match each school group to a photo.* Then have pupils complete the activity.
- MONITOR | Play audio track 1:05 and have pupils check their answers. (Answers: 1 drama club, 2 school newspaper, 3 basketball team, 4 science club, 5 tae kwon do club, 6 school orchestra)

ASSIST | Replay the audio as needed. Pause after each item. Have pupils point to the name of the school club that they heard.

- **21<sup>st</sup> Cross-Cultural Skills** Explain that tae kwon do is a martial art from Korea that is popular around the world today. In Korean, *tae* means 'to strike with the foot', *kwon* means 'to strike with the hand' and *do* means 'way'. Ask: *How can you translate tae kwon do in English?* (Possible answer: a way to strike with hand and foot)

3 Read. Look at 2. Which school group should each pupil join?

- Read the directions aloud and complete the first item with the class. Have volunteers read the sentences aloud. Model completing the first item. *I know that Dan likes sports. Let's look for a school group about sports. (basketball team) What number is basketball team? (3)*
- Have pupils complete the rest of the activity independently.

MONITOR | Review the answers with pupils. (Answers: 1 basketball team, 2 drama club, 3 school newspaper, 4 tae kwon do club, 5 science club, 6 school orchestra)

ASSIST | Have pupils locate clues in each description that might help them match the individual to the group. Model: *When I read Item 2, I noted down acting, star and film. These words are about acting and theatre so I think Dina would be interested in the drama club.*

4 Work with a partner. Ask and answer.

- Read the directions aloud. Have two volunteers read the speech bubbles.
- In pairs, have pupils take turns asking and answering similar questions about the pupils in Activity 3, using the speech bubbles as a guide.

MONITOR | As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language.

### THINK BIG 21<sup>st</sup> Critical Thinking

- Ask pupils to call out the different activities from the lesson and write them on the board. Discuss which of the activities you could still do as an adult.
- Have pupils look at Activity 1 and compare each person's interests as a child with his or her current career to see whose interests changed as they grew older. Discuss whether adults have got similar interests to young people and why/why not.
- Assign Activity Book pages 2–3 and direct pupils to digital activities.

### Application and Practice Activity

- Have pupils work together in small groups and imagine that the famous people in Activity 1 are pupils at their school. Have them match each person to a school group in Activity 2 and give reasons for their choices. Model: *I think Carlos Slim should join the school newspaper. He could write great articles about saving and using your money wisely.*

## OBJECTIVES

To read about famous people and their interests

To talk about interests and activities

### Key Vocabulary

**Verbs:** acting, building, jogging, playing, writing

**Nouns:** articles, basketball team, chess, drama club, football, football team, martial arts, mathematics, music, robots, school newspaper, school orchestra, science club, sports, tae kwon do, trumpet

### 21st Century Skills

Cross-Cultural Skills  
Critical Thinking

### Materials

Photographs from magazines of activities

Sticky notes

Audio tracks 1:04–06

Audioscript, page T140

Interactive activities (eText)

Digital activities:  
MyEnglishLab

AB

Pages 2–3

Answers on page T156

Audioscript on page T140

# unit 1

# MY INTERESTS

1:04



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- 5 As a young woman, architect and artist Maya Lin loved bird-watching, hiking and studying **?**.



Match the names of the school groups to the pictures. Then listen and check.

basketball team  
school orchestra

drama club  
science club

school newspaper  
tae kwon do club



3 Read. Look at 2. Which school group should each pupil join?

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- 6 Sara likes playing the trumpet. She's good at it, too.

4 Work with a partner. Ask and answer.



What's Dan interested in doing?

Which school group should he join?

He's interested in jogging and playing sports.

The basketball team!



**THINK BIG**

Which activities could you still do as an adult? Have adults got similar interests to young people? Why/Why not?

5 Listen and read. When are the football team try-outs?

Home School Library Cafeteria Menu For Parents

# The Grove School News

## GET BUSY AFTER SCHOOL!

Welcome back to school! From all the staff here at your school news blog, we hope you're ready for another great year. Have you signed up for an after-school activity yet? If not, don't worry! There's still time. Here are some of the activities you can try:



Tony Underwood scoring the winning goal at last year's county championships

### SPORTS TEAMS

Do you like sports? How about joining the football or athletics team? Both teams have try-outs next Monday and Tuesday at 3:00. Last year, our school football team won the county championships but many of our best players have moved up to secondary school. So now the team needs new players. For more information, contact our sports advisors, Ms Matte or Mr Stergis.



Sam Penny showing his artistic talents

### GOOD AT ART?

This year, your classmates in the school art club plan to paint a mural on the wall by the office. So they need new members to help create it! Are you interested in drawing, painting or taking photographs? This club is for you. The first meeting of the school year is next Wednesday at 3:15 in room 221. Please see Ms Greenway for more information.

### NEW THIS YEAR

There are some new activities you can have a go at. Try the new after-school science club! It has plans to enter the national Junior Robotics competition this year. So if you want to try building a robot, this club is for you. See Mr Larson in room 105 for more details. The club meets every Thursday.

Do you like acting? Are you good at singing? The school play this year is a musical – *The Sound of Music*. Come and try out next Monday or Wednesday afternoon in the school auditorium. Sign-up sheets for auditions are on the wall outside room 125.

For a list of all the after-school activities this year, click [here](#). Or pick up a membership form from the advisor's office – room 103.

### Comments

**dharrison**  
Don't forget the karate club! We need members, too! Anyone interested in joining should contact Mr Silver.

**agrell**  
Robots? Cool! Count me in!

**apritchett**  
Acting in the school play was so much fun last year. And I love singing. I want to try out again!

### READING COMPREHENSION

6 Answer the questions with a partner.

- 1 Which school team won a big competition last year?
- 2 Where can you get more information about the science club?
- 3 When are the auditions for the school play?
- 4 What's the art club planning to do this year?
- 5 Where can you find a complete list of all the after-school activities?

**THINK BIG** Which activities in the article interest you? Why? Are you interested in doing any of your school's activities or joining any clubs? Why/Why not?

## Warm-Up

- Write these school groups on the board: *football team, art club, science club, school play, karate club*. Ask each pupil to write his or her favourite group on an index card.
- Ask: *Which school group do you think is the most popular?* Have pupils write down their guesses. Then call out each group name and have pupils hold up their cards when their favourite is called. Tally and announce the most popular group. Ask pupils why they think that group is the class favourite.
- Say: *An online newsletter is one way to share information about school groups. An online newsletter is found on a website. It's got news and information.*

## Using Page 4

### 5 1:07 Listen and read. When are the football team try-outs?

INVOLVE

Explain the lesson objective – pupils will listen to and read an online newsletter, answer questions about it and discuss related ideas.

- Have pupils read the title aloud and preview the pictures. Point to and read the headlines aloud. Say: *This newsletter is called The Grove School News. There are different headlines and sections. The first headline tells what the newsletter is mainly about: Get Busy After School! Ask: What do you think you'll find out about in the newsletter?* (activities pupils can do after school)
- Play audio track 1:07 and have pupils listen and read along.
- Allow pupils to preview the headlines and sections before listening. Suggest that they note down important words to help them find the topic of each. Model: *The headline Sports Teams tells me what information will come next. I'll find out about sports. But the headline New This Year isn't as obvious. I have to keep reading to find out what this part is about. As I read, I note down the words science club and robot from the first paragraph. This paragraph is about a science club that makes a robot.*

MONITOR

Use questions to check for understanding. Ask: *What sports teams need new players?* (football and athletics) *Why?* (The best players from last year are now at secondary school.) *What is the art club going to do this year?* (paint a mural) *What will the science club do?* (build a robot) Then ask the rubric question: *When are the football team try-outs?* (The football team try-outs are next Monday and Tuesday at 3:00.)

ASSIST

Replay the audio as needed. Pause after each paragraph and use simple language to explain unfamiliar words and phrases.

- **21<sup>st</sup> Technology Literacy** Explain that readers can leave comments on an online newsletter. Say: *A comment is a brief thought about the content of the newsletter. The verb post means to leave a comment. What are the two parts of every comment? (a name and a comment) What are some reasons people post comments? (to share information, to give their opinions)*
- Draw pupils' attention to the sentence 'Count me in!' in the comment by agrell. Say: Count me in *means 'include me in this activity'*.

CHALLENGE

Have pupils summarise the information given about each school group, using their own words.



Say: *Writing is more interesting when the writer uses different types of sentences.* Have pupils find examples of statements, questions, exclamations and imperatives in the newsletter.

### Using Page 5

#### 6 Answer the questions with a partner.

- Read the directions aloud. Have partners work together to find answers in the newsletter.

MONITOR

Review the answers as a class. (*Answers: 1 The school football team won a big competition last year., 2 You can get more information about the science club in room 105., 3 The auditions for the school play are next Monday or Wednesday., 4 The art club is planning to paint a mural on the wall by the office., 5 You can find the complete list of all after-school activities on the website or in the advisor's office in room 103.*)

ASSIST

Replay the audio as needed. Pause after each section and use simple language to explain unfamiliar words. Suggest that pupils take notes by writing the name of each school group and the most important details about it.

#### THINK BIG 21<sup>st</sup> Communication

- Say: *Trying something new can help you find a new interest. But you can also try something you have done before. People change. Model changing your mind about an interest: I used to stay away from sports. I didn't like running. Then I tried it again. I found out I love it now!*
- Read the directions and questions aloud with pupils.

MONITOR

As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language.

- Assign Activity Book page 4 and direct pupils to digital activities.

### Application and Practice Activity

- Invite pupils to write comments to post on a real or pretend school newsletter. Have each pupil choose a user name and write a brief comment about one of the groups discussed in the newsletter.

### OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To identify main ideas and details

### Key Vocabulary

**Verbs:** acting, building, drawing, painting

**Nouns:** athletics team, football team, robots, school newspaper, school play, science club

### 21st Century Skills

Technology Literacy  
Communication

### Materials

Index cards

Real or mocked-up school newsletter

Audio track 1:07

Digital activities:  
MyEnglishLab



Page 4

Answers on page T156

### Summary

This online newsletter tells readers about activities they can join this year. The football and athletics teams need new players. The art club plans to paint a mural. The science club is planning to enter a competition and there are auditions for the school play. Pupils' comments are included.



Listen and read. When are the football team try-outs?

- Home
- School Library
- Cafeteria Menu
- For Parents

# The Grove School News

**GET BUSY AFTER SCHOOL!**

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SAMPLE UNIT S

**SPORTS TEAMS**

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## Comments

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## READING COMPREHENSION

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- 2 Where can you get more information about the science club?
- 3 When are the auditions for the school play?
- 4 What's the art club planning to do this year?
- 5 Where can you find a complete list of all the after-school activities?

**THINK  
BIG**

Which activities in the article interest you? Why?  
Are you interested in doing any of your school's activities or joining any clubs? Why/Why not?



Listen and read. What's Henry good at? Practise the dialogue with a partner.

**Ms Parks:** Henry, I was wondering. Are you interested in joining a club this year?

**Henry:** I am but I'm not sure which one to join.

**Ms Parks:** How about joining the science club? You're good at building things.

**Henry:** Maybe... When do they meet?

**Ms Parks:** Every Monday after school.

**Henry:** Oh, I can't. I've got guitar lessons on Mondays.

**Ms Parks:** OK. Well, how about joining the art club?

**Henry:** The art club?

**Ms Parks:** Yes. You're so good at drawing. And they meet on Tuesdays.

**Henry:** Tuesdays are fine for me. I think I'll do it.



Practise the dialogue in 7 with a partner.



Listen and match the after-school activities to the timetables. Then say what each pupil is interested in.

acting    playing football    reading comics    writing    busy = ■

1

M	T	W	Th	F
■	■	■	■	■

2

M	T	W	Th	F
■	■	■	■	■

3

M	T	W	Th	F
■	■	■	■	■

4

M	T	W	Th	F
■	■	■	■	■



## Warm-Up

- Write *advice* on the board. Say: *You give advice to let others know what you think they should do. Teachers can give advice to pupils.*
- Write *teacher* and *pupil* on index cards. Give two pupils the cards and invite them to role play a teacher and a pupil talking about school clubs. After hearing one or two sentences, have others guess which pupil is playing the part of the teacher.

## Using Page 6

### 7 Listen and read. What's Henry good at? Practise the dialogue with a partner.

INVOLVE

Explain the lesson objective – pupils will read, listen to and practise a dialogue. Pupils will also listen to conversations about interests.

- Tell pupils they will listen to a teacher named Ms Parks talking with her pupil, Henry, about what he is good at doing.
- Read the directions aloud. Play audio track 1:09 and have pupils listen to and read the dialogue.

MONITOR

Ask questions to check for understanding. Say: *Why does Ms Parks think Henry might be interested in the science club?* (He's good at building things.) *Why can't Henry join the science club?* (He's got guitar lessons on Mondays.) *What else is Henry good at?* (He's good at drawing.)



Have pupils make a chart of the five school days. Tell them to fill in details from the conversation about each day. Ask: *When does the science club meet?* (Mondays) *What does Henry do on Mondays?* (guitar lessons) *When does the art club meet?* (Tuesdays)

### 8 Practise the dialogue in 7 with a partner.

- Read the directions aloud. Invite pairs to read the dialogue aloud, swap parts and repeat.

MONITOR

As pupils work, listen for proper pronunciation and appropriate intonation.

ASSIST

As you notice errors, say words or sentences correctly and have pupils repeat after you.

### 9 Listen and match the after-school activities to the timetables. Then say what each pupil is interested in.

- Read the directions aloud. Play audio track 1:10 and have pupils complete the activity.

MONITOR

Check to make sure that pupils have matched correctly by inviting volunteers to say what each pupil is interested in. (Answers: 1 c, playing football, 2 a, acting, 3 b, writing, 4 d, reading comics)

- **21<sup>st</sup> Cross-Cultural Skills** Explain that manga comics come from Japan. Tell pupils that *manga* in Japanese means both 'comics' and 'cartooning'. Ask: *Have you ever seen manga comics? How are they different from other comics?*
- Assign Activity Book page 5 and direct pupils to digital activities.

## Application and Practice Activity

- Have pupils role play dialogues between a teacher like Ms Parks and a pupil from Activity 9. Tell the teacher to talk about what the pupil is good at and to suggest a school group. Invite volunteers to share their dialogues.

## OBJECTIVES

To talk about interests

To use unit language in context

To use correct stress, pronunciation and intonation

## Key Vocabulary

**Adverb expressions:** every [Monday], on [Mondays]

**Nouns:** art club, comics, football, guitar lessons, manga club, school newspaper, school orchestra, school play, science club

**Verbs:** acting, building, drawing, joining, playing, reading, writing

## 21st Century Skills

Communication

Cross-Cultural Skills

## Materials

Index cards

Crayons or marker pens

Audio tracks 1:09–10

Audioscript, page T140

Digital activities:  
MyEnglishLab

AB

Page 5

Answers on page T156

## TEACHING TIP

### 21<sup>st</sup> Communication

Tell pupils that answering questions is an important part of communication. Explain that if you do not know an answer, you should say, 'I don't know' or 'maybe'. Model: *Someone tells me I might be interested in writing for the school newspaper. I'm not sure. I should say 'maybe' or 'I'll think about it'.*

## OBJECTIVES

To use gerunds to make suggestions and talk about activities

### Key Vocabulary

**Nouns:** basketball team, drama club, English club, football, hiking, musical, school newspaper, school orchestra, violin

**Verbs:** acting, joining, learning, playing, singing, trying out, writing

### Materials

Index cards  
Interactive activity / Game (eText)  
Digital activities:  
MyEnglishLab

AB

Pages 6–7

Answers on page T156

## TEACHING TIP

### Phrasal Verbs

Remind pupils that some verbs are used along with other words. Write *try out* on the board. Say: 'Try out' means 'to try to do or accomplish something'. Then write the gerund on the board: *trying out*.

## Warm-Up

- Create word jumbles for gerunds pupils will use in the lesson: *acting, trying out, joining, learning, playing, singing* and *writing*. Write one letter of each word on an index card, shuffle the cards for each word and clip them together.
- Give pairs or groups of pupils a set of cards. Challenge pupils to see which team can arrange its cards to spell the word first. Then have the teams exchange jumbles. After pupils have completed several jumbles, ask: *What pattern did you notice in the words?* (They all end in *-ing*.)

## Using Page 7

### 10 Use the words to help you make questions.

INVOLVE

Explain the lesson objective – pupils will use gerunds to make suggestions about activities. Say: *A gerund is a verb form. A gerund ends in -ing. Gerunds name actions.* Ask pupils to say the gerund of these verbs: *join (joining), play (playing), try (trying), act (acting), write (writing)* and *learn (learning)*.

- Have volunteers read the sentences in the grammar boxes aloud. Ask: *What words are used to make a suggestion? (How about?)* Have pupils identify the gerund in each sentence.
- Read the directions aloud and have pupils complete the activity.

MONITOR

Review the answers as a class. (Answers: 1 *How about trying out for the football team?*, 2 *How about joining the school newspaper?*, 3 *How about trying out for the school musical?*, 4 *How about joining the English club?* 5 *How about trying out for the school orchestra?*, 6 *How about joining the hiking club?*)

### 11 Complete the sentences with the correct form of the verb in brackets.

- Read the directions aloud and complete Item 1 as a class.
- Write this rule for forming gerunds on the board: *gerund = verb + -ing*. Have pupils form gerunds for the verbs in brackets. Point out that when a verb ends in silent *e*, you drop the *e* before adding *-ing*.
- Have pupils complete the activity independently or in pairs.

MONITOR

Review the answers. (Answers: 1 *singing*, 2 *learning*, 3 *playing*, 4 *playing*, 5 *walking*, 6 *writing*)

### 12 Match the questions and answers in 10 and 11. Practise the dialogues with a partner. Then take turns asking and answering the questions again with your own answers.

Read the directions aloud. Do item 1 as a class. Ask: *What is the suggestion in Number 1? (How about trying out for the football team?) Which answer is about football? (4 Why not? I like playing football a lot.)*

MONITOR

Check to make sure that pupils match the questions and answers correctly. (Answers: 1 *How about trying out for the football team? Why not? I like playing football a lot.*, 2 *How about joining the school newspaper? I don't think so. I'm not interested in writing articles.*, 3 *How about trying out for the school musical? No, thanks. I'm not very good at singing.*, 4 *How about joining the English club? Sounds great. I'm really interested in learning more English.*, 5 *How about trying out for the school orchestra? Good idea. I love playing the violin.*, 6 *How about joining the hiking club? Oh, no! I don't enjoy walking at all.*) Then have partners ask each other the questions from Activity 11 but provide their own answers.

- Assign Activity Book pages 6–7 and direct pupils to digital activities.

## Application and Practice Activity

- Invite pupils to brainstorm a list of school clubs and activities. Then have them write questions (with suggestions) and answers about them. Pupils can role play their dialogues in pairs.
- Have pupils play Unit 1, Game 1 on the eText.

How about **joining** the drama club?

No, thanks. I'm not good at **acting**.

How about **trying out** for the basketball team?

OK. I **love playing** basketball.

**Tip:** Use the gerund form of the verb (verb + ing) after *How about*, *love*, *like*, *enjoy*, *be interested in* and *be good at*.

**10** Use the words to help you make questions.

- 1 football team/try out
- 2 school newspaper/join
- 3 school musical/try out
- 4 English club/join
- 5 school orchestra/try out
- 6 hiking club/join



**11** Complete the sentences with the correct form of the verb in brackets.

- 1 No, thanks. I'm not very good at **?**. (sing)
- 2 Sounds great. I'm really interested in **?** more English. (learn)
- 3 Good idea. I love **?** the violin. (play)
- 4 Why not? I like **?** football a lot. (play)
- 5 Oh, no! I don't enjoy **?** at all. (walk)
- 6 I don't think so. I'm not interested in **?** articles. (write)

**12** Match the questions and answers in 10 and 11. Practise the dialogues with a partner. Then take turns asking and answering the questions again with your own answers.



How about trying out for the football team?

I don't think so. I'm...



1:13

13

Listen and read. Which side of your brain might be stronger if you're good at remembering people's names?

CONTENT WORDS

analyse brain control creative instructions personality solve

# Left Brained or Right Brained?

Left-brained people are good at analysing details. They enjoy doing things like solving Maths problems and playing chess.

Right-brained people are creative. They're good at things like painting, playing music and acting. Some people are left brained *and* right brained!



Did you know that what you're good at doing might have something to do with your brain? The brain's got two sides: the left brain and the right brain. Some scientists believe that each side of the brain controls different parts of our personality and that each person has got one side that's stronger. That stronger side may help determine, in some ways, what we like to do, what we're good at and what we're interested in.



## Which side of your brain is stronger?

Take this short quiz. Choose (A) or (B) to answer each question.

- 1 Do you prefer going to (A) Maths lessons or (B) Art lessons?
- 2 Do you like (A) planning everything or (B) not planning at all?
- 3 Do you like (A) a lot of instructions or (B) not many instructions?
- 4 Do you remember things more easily (A) with words or (B) with pictures?
- 5 When you meet people, do you remember (A) their name or (B) their face?
- 6 When you read a story, do you look for (A) details or (B) the big picture?

How did you score? If you have more As, the left side of your brain may be stronger. If you have more Bs, the right side is probably stronger. Now think about the kinds of activities you like to do. Do they match your brain type?

14

Read 13 again and say **left brained** or **right brained**.

- 1 He's really good at drawing.
- 2 She likes following detailed instructions.
- 3 I write something down to remember it.

THINK  
BIG

Which activities do you think are better for a left-brained person?  
Which activities are better for a right-brained person?

## Warm-Up

- Write the word *brain* on the board. Ask: *What does your brain do?* Write the pupils' answers on the board. (Possible answers: *thinks, remembers, controls the body*)

## Using Page 8

- 13  Listen and read. Which side of your brain might be stronger if you are good at remembering people's names?

**INVOLVE** Explain the lesson objective – pupils will read about the left and right sides of the brain and take a quiz to find out which side of their brain is stronger.

- Preview the article by having pupils read the Content Words aloud. Ask volunteers to share meanings of these words.
- Play audio track 1:13 and have pupils listen and read along.

**MONITOR** Pause after each section and ask questions to check for understanding. Have volunteers answer the questions and point out where in the text they found the answer. Ask: *What are left-brained people like?* (They're good at analysing details.) *What are right-brained people like?* (They're creative.) Then ask the rubric question: *Which side of your brain might be stronger if you are good at remembering people's names?* (The left side of your brain might be stronger if you are good at remembering people's names.)

- Next, play the part of the audio that includes the quiz. Have pupils listen and read along.
- Pause after each item and explain any unfamiliar words. Say: *If you prefer something, you like doing it more than something else.*
- Have pupils complete the quiz independently.

**ASSIST** Replay the audio as necessary. Have pupils point to each Content Word in the text and use context clues to determine its meaning. Model for pupils how to use context clues to understand the meaning of new words.

- After pupils complete the quiz, say: *Count the number of As and the number of Bs in your answers.*
- Play the last part of the audio. It explains how to interpret the quiz results.

- 14 Read 13 again and say *left brained* or *right brained*.

- Have pupils read the text in Activity 13 silently again. Then complete Item 1 as a class. Have pupils complete the activity individually.

**MONITOR** Check answers as a class. (Answers: 1 right brained, 2 left brained, 3 left brained)

## THINK BIG 21<sup>st</sup> Critical Thinking

- Read the directions and questions aloud. Have pupils discuss with their partners.

**MONITOR** As pupils discuss the questions, listen for proper pronunciation, appropriate intonation and correct use of language.

**ASSIST** Suggest a list of activities for pupils to categorise as left-brained or right-brained: building a robot, drawing, painting, playing the piano, playing video games, singing, solving crossword puzzles.

- Assign Activity Book page 8 and direct pupils to digital activities.

## Application and Practice Activity

- Ask: *Do you think there are more left-brained or right-brained pupils in our class?* Have pupils write down their predictions. Then have each pupil write *left* or *right* on an index card. Collect the cards and create a tally sheet to record the results. Compare the results with pupils' predictions.

## OBJECTIVES

To read about the left and right sides of the brain

To take and interpret the results of a quiz

## Content Words

analyse, brain, control, creative, instructions, personality, solve

## 21st Century Skills

Critical Thinking

## Materials

Index cards

Audio track 1:13

Interactive activity (eText)

Digital activities: MyEnglishLab

**AB**

Page 8

Answers on page T156

## TEACHING TIP

### Cognates

Remind pupils to look and listen for cognates. Explain that these words can help them work out the meaning of similar words in English. (English/Spanish cognates: *personality/personalidad, determine/determinar, analysing/analizando, details/detalles, creative/creativo, instructions/instrucciones*) Point out that *-ing* in English is equivalent to *-ndo* in Spanish (*planning/planeando*).

## OBJECTIVES

To read about the history of the Olympic Games

To learn about some Olympic games that are no longer played

## Content Words

competitions, medals, metres, Olympic Games, race course, sporting events

## 21st Century Skills

Media Literacy

## Materials

Sheets of paper

Timer

Audio track 1:14

Video (eText)

Digital activities:  
MyEnglishLab

AB

Page 9

Answers on page T156

## TEACHING TIP

### Syllables

Help pupils divide long words into syllables. Point out that each syllable in a word has one vowel sound. Remind pupils that the letter *y* sometimes stands for a vowel sound. Write *Olympics* on the board. Ask a volunteer to underline the three vowel letters (*o*, *y*, *i*) and then say the three-syllable word slowly. Remind pupils that some vowel sounds are spelled with more than one letter. Write *competition* on the board and have another volunteer underline the letters that stand for the vowel sounds (*o*, *e*, *i*, *io*). Then say the word.

## Warm-Up

- Help pupils plan a classroom Olympics with sports that are safe to play indoors, such as slow-motion tag. Encourage pupils to develop their own game ideas and game rules.

CHALLENGE

Have pupils play a word game as part of their Olympics. Each player writes the alphabet on a sheet of paper. When a timer begins, players try to name one gerund that begins with each letter of the alphabet. When time is up, players score one point for each correct word.

## Using Page 9

### 15 Listen and read. In what year was **skijoring** an Olympic sport?

INVOLVE

Explain the lesson objective – pupils will read about Olympic Games history, including sports that are no longer part of the Olympics.

- Play audio track 1:14 and have pupils listen and read. Write these vocabulary items on the board: *competition*, *medals*, *metres*, *Olympic Games*, *race course*, *sporting events*. Have pupils listen for and locate these words.

MONITOR

Pause after each section and have pupils summarise it.

- Ask: *What is **skijoring**?* (a sport in which a horse pulls a person on skis) *What are the goals of **ballooning**?* (to go far and high) *What were the rules of Olympic **tug-of-war**?* (Eight players were on each side tugging a rope. The first team to pull the other team 2 metres won.) Then ask the rubric question: *In what year was **skijoring** an Olympic Sport?* (1928)

ASSIST

Replay the audio as necessary.

CHALLENGE

Have pupils write a sentence using each vocabulary item. Then ask them to read their sentences aloud, leaving out each vocabulary item for others to guess.



Have a volunteer mime one of the Olympic sporting events on the page. Then have pupils read the description of the sporting event aloud. Ask the volunteer to role play each sentence.

### 16 Read 15 again and match.

- Explain that pupils have to match a sport from the text to a description.
- Have pupils read their answers aloud.

MONITOR

As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language. Check answers as a class. (*Answers: 1 c, 2 b, 3 a*)

CHALLENGE

Have pupils make questions using *how fast*, *how strong*, *how far* and *how high* in relevance to the text.

- Assign Activity Book page 9 and direct pupils to digital activities.

## Application and Practice Activity

- **21<sup>st</sup> Media Literacy** Tell pupils they will role play being sports reporters for a TV or radio programme about one of the Olympic sporting events described in the article. Encourage pupils to use new vocabulary items in their reports.
- Allow pupils time to create and practise their reports and then present them to the class.
- Have pupils view the Unit 1 video segment. Use the Video Guide.

1:14

15

Listen and read. In what year was skjoring an Olympic sport?

## Sports for All Times

One of the world's most popular sporting events, the Olympics, is older than you might think. It started almost 3,000 years ago, around 776 BC.

Some of the early Olympic events are the same ones we see today. But other Olympic events were just too strange or not popular enough to stay. Take a look at these.



### Skjoring

The name *skjoring* means 'ski-driving' in Norwegian. In this sport, a horse pulls a person on skis over a race course covered in snow! This strange sport from Norway was part of the Olympics only once, in 1928.

### Hot Air Ballooning

During the Paris Olympics of 1900, hot air ballooning was introduced to the Olympic Games. Players competed to see how far and high they could go. French competitors won every time!



### Tug-of-War

Did you know that in 1900, 1904, 1908, 1912 and 1920, tug-of-war was a regular Olympic event? The Olympic tug-of-war competition had eight players at each end of a long rope. The team that pulled the other team 2 metres won the event. In the five years of this Olympic game, Great Britain won the most tug-of-war medals.

16

Read 15 again and match.

- 1 hot air ballooning
- 2 tug-of-war
- 3 skjoring

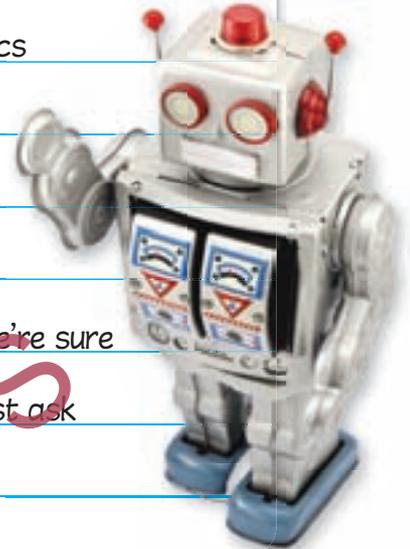
- a how fast
- b how strong
- c how far and how high



17 Read the article. Then study the questions and answers below.

## The Grove School News

Our school science club went to the national Junior Robotics Competition last month. The competition took place at the Science Museum in London. The science club won fifth place. We're very proud of our science club! All of the students in it are good at designing and building robots. We're sure they'll be happy to show you the award-winning robots. Just ask any member of the science club.



When?	What happened?
1 Who?	school science club
2 What?	national Junior Robotics Competition
3 Where?	Science Museum, London
4 When?	last month
5 What happened?	they won fifth place

18 Prepare a news article about a club, team or group at your school. Copy the chart above into your notebook and answer the questions to help you gather information.

19 Display your articles on a school noticeboard or use them to put together a school newspaper of your own.

**THINK  
BIG**

Apart from a school newspaper, what else could you write articles for?

## Warm-Up

- Give pupils school or local newspapers. Have each pupil choose one headline and draw a simple sketch that conveys the meaning of the headline visually. Then have pupils cut out the headline.
- Display pupil sketches on the board and place the headlines in an envelope. Invite pupils to take turns taking a headline from the envelope and trying to match it to the correct sketch.

## Using Page 10

**INVOLVE** Explain the lesson objective – pupils will read a news article and answer basic questions about it. They will then write their own news article about a school group.

- Write these words on the board: *Who? What? Where? When? and What happened?* Remind pupils that they can answer these five *wh-* questions to summarise a news article.

### 17 Read the article. Then study the questions and answers below.

- Read the directions aloud. Then have volunteers read the article aloud. Point out the sample answers to the questions.

**CHALLENGE** Have pairs of pupils use the answers to the questions to write their own version of the news article.

### 18 Prepare a news article about a club, team or group at your school. Copy the chart above into your notebook and answer the questions to help you gather information.

- Read the directions aloud. Tell pupils they can prepare an article about a real or imaginary school activity.
- Have pupils copy the chart in their notebooks and answer the prewriting questions independently. Then allow pupils time to write their news articles.

**MONITOR** Check to make sure that pupils have answered all five questions before they begin writing.

### 19 Display your articles on a school noticeboard or use them to put together a school newspaper of your own.

- Read the directions aloud.
- Allow pupils time to read one another's writing. Encourage them to find answers to the five *wh-* questions in each article.

**MONITOR** Have pupils read their articles aloud. Listen for proper pronunciation, appropriate intonation and correct use of language.

## THINK BIG

- Ask pupils what they read to get information about the news, film or music stars and sports personalities. Then ask which source of information they would like to write for and what they would like to write about.
- Assign Activity Book page 10 and direct pupils to digital activities.

## Application and Practice Activity

- Invite pupils to answer the five *wh-* questions about the articles they illustrated the headlines for in the Warm-Up activity.

## OBJECTIVES

To use *wh-* questions to organise and write an article about a school group

## 21st Century Skills

Media Literacy

## Materials

School or local newspapers  
Paper and scissors  
Envelope  
Digital activities:  
MyEnglishLab

**AB**

Page 10

Answers on page T156

## TEACHING TIP

**21<sup>st</sup>** Media Literacy

Point out that newspaper articles are often organised in sections such as news, arts, sports, money and so on. Encourage pupils to display their articles in labelled 'sections' posted around the class or in their class newspaper.

## OBJECTIVES

To learn about the importance of being a team player

To make a poster to find new group members

## 21st Century Skills

Collaboration

## Materials

Plastic building bricks

Art supplies

Digital activities:  
MyEnglishLab

## TEACHING TIP

### Idioms

Explain the phrase *hogging the ball*. Say: *When one player keeps a ball and doesn't share it with others, we say the player is 'hogging the ball'.*

## Warm-Up

- **21<sup>st</sup> Collaboration** Use plastic building bricks to create a simple structure. Don't show it to your pupils. Divide the class into teams and give each team enough plastic building bricks to replicate the structure. Invite a pupil from each team to come and study the structure for a minute at a time. Suggest that the pupil draw a sketch of the structure or take notes about it to help him or her remember what it looks like. Then have pupils return to their teams and tell their teammates how to build a structure that matches yours. The team that matches the structure most closely wins the challenge.
- After pupils finish the task, ask: *How did teamwork help you?*

## Using Page 11

- **20** Which person in each picture is not being a team player? How can that person become a team player? Discuss with a partner.

**INVOLVE** Explain the lesson objective – pupils will share ideas about being a team player. Then they will create posters to find new members for a school team or a group.

- Read the directions aloud. Say: *The people on a team need to work together. A team player helps the team reach its goals.*
- Have partners work together to talk about the pictures. Suggest that they begin by saying what is happening in each picture. Then have them talk about the person in each who is not a team player.

**MONITOR** Make sure that pupils correctly identify the three pupils who are not being team players. (Possible answers: 1 The boy with the ball isn't being a team player. He needs to pass the ball., 2 The girl on the right isn't being a team player. She needs to sing more quietly., 3 The boy on the right isn't being a team player. He needs to stop using his mobile phone.)

**ASSIST** Provide pupils with vocabulary to discuss actions that do and do not help a team: *being selfish, showing off, not paying attention; sharing, working together, paying attention.*

- **21** Are you a team player? Discuss with a partner. When do you need to work in a team? Give three examples.

- Read the directions aloud. Have pupils work in pairs to talk about working in teams.

**ASSIST** Have pupils look at the picture frames in Activity 21 to help them think of times at which they work in a team.

- **22** Make a poster to find new members for a club, team or group at your school.

- **21<sup>st</sup> Collaboration** Read the directions aloud. Have pupils work in pairs or in small groups to complete the poster. Say: *One way to work on a team project is to give each person a different job. You might have one team member work on creating artwork, another on writing and another on deciding how to put everything together on the poster.*

## Application and Practice Activity

- Have pupils display their posters in the classroom. Allow pupils to view the posters and then stand in front of the poster that they think is the best. Ask: *Which poster got the most people interested? What makes that poster so effective?*

- 20 Which person in each picture is not being a team player? How can that person become a team player? Discuss with a partner.

1



2



3



He needs to pass the ball!

I agree.



- 21 Are you a team player? Discuss with a partner. When do you need to work in a team? Give three examples.

## PROJECT

- 22 Make a poster to find new members for a club, team or group at your school.



# Listening and Speaking



Listen, read and repeat.

- 1 c-e ce      2 c-i ci      3 c-ir cir



Listen and blend the sounds.

- |   |            |        |   |             |        |
|---|------------|--------|---|-------------|--------|
| 1 | c-e-ll     | cell   | 2 | c-i-t-y     | city   |
| 3 | c-ir-c-u-s | circus | 4 | c-i-n-e-m-a | cinema |
| 5 | c-e-n-tre  | centre | 6 | c-ir-c-le   | circle |



Listen and chant.

Have fun in the city!  
Go to the cinema.  
Have fun in the city!  
Go to the centre.



Work with a partner. Read the directions, listen to the model and play.

- Partner A numbers the School Club or Group Cards from 1-6 in any order in their notebook. Partner B numbers the Interest Cards from 1-6 in any order.
- Partner A makes a suggestion and Partner B answers, using an Interest Card with the same number.
- If Partner B's interests don't match Partner A's suggestion, Partner A offers another suggestion. Partners cross out each card in their notebook as it is used.

## School Club or Group Cards



## Interest Cards



## Warm-Up

- On the board, write the sounds *ce*, *ci* and *cir*. Have pupils say words they know that contain these sounds. Write the words under each sound.

**CHALLENGE** | Have pupils make sentences using the words on the board.

## Using Page 12

### 23 1:15 Listen, read and repeat.

**INVOLVE** | Explain the lesson objective - pupils will identify the letters and distinguish between the sounds *ce*, *ci* and *cr* individually and as part of words. Then they will work with a partner and talk about different activities.

- Read the directions aloud. Play audio track 1:15 and have pupils listen and point to each sound as it is said. Have pupils repeat.

**MONITOR** | As pupils repeat, check they are pointing to the correct sound and listen for correct pronunciation.

### 24 1:16 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:16 and have pupils listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.

**MONITOR** | As pupils repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

**ASSIST** | Replay the audio as needed.

### 25 1:17 Listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books.
- Play audio track 1:17 and have pupils listen. Replay several times and encourage them to join in.

**MONITOR** | As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and correct use of language.

### 26 1:18 Work with a partner. Read the directions, listen to the model and play.

- Have volunteers read the directions aloud. Play audio track 1:18 and have pupils listen to the model. Then have them play the game in pairs.

**MONITOR** | Listen to pupils' questions and answers and make sure they are using the target vocabulary and grammar correctly.

**ASSIST** | Pupils might prefer to copy the cards onto coloured index cards and shuffle them to complete the activity. Remind pupils to keep the Club/Group Cards separate from the Interest Cards.

- Assign Activity Book page 42 and direct pupils to digital activities.

## Application and Practice Activity

- **21<sup>st</sup> Social Skills** Say: *You don't always have to take someone's suggestion but you should always be polite in your response.* Demonstrate impolite and polite responses to the questions in Activity 24. Model: Q: *How about joining the karate club?* A: *No way! I hate karate. (not polite)/I don't think so. I don't really like martial arts. (polite)* Then have pupils share similar examples with the class and ask them to say whether the answer is polite or not polite.

## OBJECTIVES

To identify and say the letters and sounds *ce*, *ci* and *cir* individually and as part of words

To make suggestions

To talk about interests

## 21st Century Skills

Social Skills

## Materials

Coloured index cards

Audio tracks 1:15–18

Digital activities:  
MyEnglishLab

## TEACHING TIP

### Helping the Environment

Say: *School clubs can affect the world outside school, too. What type of club might you start or join to help the planet? What would pupils in your club do?*

## OUTCOMES

Pupils can make suggestions.

Pupils can talk about their interests.

## Materials

Schedule showing when school clubs and groups meet

Game (eText)

Digital activities:  
MyEnglishLab

AB

Page 11

Answers on page T156

## Warm-Up

- Divide the class into teams. Have a pupil choose a vocabulary word or phrase learnt in this unit and share it with the group. Then have another pupil start a sentence for the word or phrase. Each following player adds one more word to the sentence until it is complete. Encourage teams to write down their finished sentences and share them with the class.

## Using Page 13

### 27 Match the activities to the correct groups.

INVOLVE

Explain the lesson objective – pupils will review the vocabulary and grammar they learnt in Unit 1.

- Read the directions aloud. Point out that some groups do more than one activity. Complete the first item as a class. Ask: *Which two activities might members of the school newspaper do?* (writing articles, taking photos) Have pupils complete the rest of the activity independently.

MONITOR

Review the answers by naming a group and asking pupils which activities they matched to it. (Answers: 1 b, f, 2 d, 3 g, 4 c, e, 5 a)

CHALLENGE

Ask pupils to brainstorm other activities that each group might do (for example: school newspaper – editing, writing headlines; school orchestra – practising; tae kwon do club – practising kicks; art club – sculpting; science club – doing experiments)

### 28 Complete the dialogue with words from the box. Use the correct verb form.

- Read the directions aloud. Read Item 1 aloud and model the response: *No, but I'm thinking of signing up for one.*

MONITOR

Invite volunteers to take turns reading the dialogue aloud. Have classmates check to see if the volunteers have completed the dialogue correctly. (Answers: 1 signing up, 2 doing, 3 trying out, 4 playing, 5 writing, 6 joining)

ASSIST

Write this rule for forming gerunds on the board: *gerund = verb + -ing*. Suggest that pupils begin by changing each word in the box into a gerund. Remind them to drop the *e* at the end of the word *write* before adding *-ing*.

Have pupils form a gerund for each possible answer and test the choices in the blanks that they are not sure about. Model: *For the first sentence, I'll try using the word doing: No, but I'm thinking about doing for one. This doesn't make sense. So I'll try another verb. Have pupils repeat until they find the correct verb. (signing up)*

## I Can

- Have pupils read the *I Can* bullets carefully and copy the skills they feel they can do into their notebooks.
- Assign Activity Book page 11 and direct pupils to digital activities.

## Application and Practice Activity

- Provide pupils with a list of clubs or school groups and the days and times they meet. Have pupils form small groups and work together to arrange their schedules so that each pupil can join a club or group to fit his or her interests. Model: *Is there something else you are interested in doing? Can you change your schedule so that you can join that club? You're also good at drawing – how about joining the art club?*
- Have pupils play Unit 1, Game 2 on the eText.

27 Match the activities to the correct groups.

- |                    |                                |
|--------------------|--------------------------------|
| 1 school newspaper | a building robots              |
| 2 school orchestra | b writing articles             |
| 3 tae kwon do club | c drawing                      |
| 4 art club         | d playing a musical instrument |
| 5 science club     | e painting                     |
|                    | f taking photos                |
|                    | g doing martial arts           |

28 Complete the dialogue with words from the box. Use the correct verb form.

do join play sign up try out write

- John:** What do you do after school? Are you in any school clubs this year?
- Sally:** No, but I'm thinking about <sup>1</sup>? for one.
- John:** Well, how about the gymnastics club? You're interested in <sup>2</sup>? gymnastics, aren't you?
- Sally:** That's true but I haven't got time for that club. They practise five days a week.
- John:** How about <sup>3</sup>? for the basketball team?
- Sally:** I'm not really interested in <sup>4</sup>? sports right now.
- John:** Really? Well, do you like <sup>5</sup>?
- Sally:** Yes, I do.
- John:** Then how about <sup>6</sup>? the school news bloggers? They always need people. And blogging doesn't take up that much time!
- Sally:** Hmm... good idea. I might just do that.



### I Can

- make suggestions.
- talk about my interests.

# unit 3

# HELPING OTHERS

## Objectives

### Vocabulary

- To talk about helping others
- To talk about possibilities for fundraising activities

### Reading

- To identify important ideas in a school blog ('Fundraising Time!')
- To use reading strategies to comprehend and appreciate a selection

### Grammar

- To use *could* to express possibility or make suggestions
- To use *be going to* to talk about events in the future

### Content Connection

- **Art:** To learn how good design can make adverts more effective

### Culture Connection

- **Around the World:** To read about how pupils around the world have helped others

### Writing

- To write a letter suggesting a community service programme

### Life Skills

- To learn about the importance of helping others

### Project

- To create a fundraising plan to raise money for a charity

### Listening and Speaking

- To identify and say the letters and sounds *lk* and *mb* individually and as part of words; to read a blog and comment on it

### Think Big

- To develop 21st century skills and 'bigger picture' thinking

## Key Vocabulary

Fundraising	Advertising	Expressions	Content Words
art fair	blog	How's the ... going?	advert
artwork	design poster	It's about to get better	animal shelter
cake sale	make a video	Oh, I see	benefit (v)
choir	post a video/article on the school website	So so	charity groups
have a dance	write an article	Sounds like a good idea	design
perform		We could	donate
raise money		Well	
sell tickets		We'll get	
		You know	
			effective
			font
			homeless
			images
			layout
			tutoring

## Materials

### Pupil's Book, Unit 3

- Main unit, pages 26–37
- Checkpoint Units 1–3, pages 38–41
- Cutouts for Checkpoint, Activity Book, page 121
- Class Audio CD, Tracks 1:34–47

### Activity Book, Unit 3

- Main unit, pages 22–31
- Checkpoint Units 1–3, pages 32–33
- Extra grammar practice, page 100
- Class Audio CD, Tracks 1:36–41

### Assessment

- Unit 3 Practice test
- Unit 3 Unit test
- Unit 3 Oral assessment
- Review test Units 1–3

### Additional Materials

- Video (eText), Unit 3
- Interactive activities (eText), Unit 3
- Digital Activities (MyEnglishLab), Unit 3

## Unit Opener Activities

### Family Connection

Have pupils tell their families that they are learning about helping others through planning and carrying out fundraising activities. Emphasise that participation in fundraising activities does not have to be financial – pupils learn that contributing time and ideas are important parts of a successful campaign. Suggest that pupils talk with family members about fundraising activities they have participated in and rank them on a scale of one to five stars, with five stars being the most successful. Pupils can share ideas from five-star fundraising activities with the class or on the bulletin board display.

### Help Is on the Way! Bulletin Board

Create a bulletin board entitled *Help Is on the Way!* Include examples of effective charities and the programmes and services they offer. You can include brochures from local, national and international organisations, as well as printouts from websites. Use labels to identify each group and describe how it helps others. Allow pupils to add examples of other helpful groups and individuals to the display as they explore the unit.

## Checkpoint Activities | Units 1–3

### Pupil Book, pages 38–41, AB121

Guide pupils in discussions (spontaneous class, group or pair) that enable them to put the vocabulary and structure they have learnt into practice. Encourage pupils to assess themselves on how well they remember the material. As they do, pay attention to their performance and target areas that need more practice before moving on to the next part of the lesson.

### Activity Book, pages 32–33

**THINK BIG** Songs are a key feature in the Units 1–3 Checkpoint. Pupils use critical thinking to choose a song for a famous person or cartoon character. First, pupils use background knowledge to identify and categorise information. Then, they use synthesis skills to write about the characteristics and interests of the person or cartoon character. Finally, pupils share their song and who it's for in groups or pairs.

unit 3

# HELPING OTHERS



1 Read about how children are helping others. Answer the questions with a partner. Then listen and check.

**1 Cupcakes for Cancer** Thirteen-year-old Blakely Colvin had a friend with leukemia, a kind of cancer. Blakely wanted to help her ill friend. What could she do? She decided to sell cupcakes after school. She sold her cupcakes for 50p each and, with the help of friends, they raised £1,800 in six weeks.

On average, how many cupcakes did Blakely and her friends bake every day?

**2 Creative Children for Charity** Chirag Vedullapalli wanted to do something to help others. He always loved to paint and draw. When he was nine years old, he decided he could sell his artwork and donate the money to a local children's hospital in Seattle, Washington, a big city on the west coast of the USA. Chirag's friends loved the idea, too. Chirag and ten of his friends each created one piece of art. They sold them for £10 each.

How much money did Chirag and his friends raise for the children's hospital?

**3 Biking for America** When Joseph Machado was 13 years old, he decided he could help children who are less fortunate and could do what he likes best, too – bike riding. He created Biking for America. Joseph rode his bike from California to Washington, DC, raising money along the way. Joseph rode his bike 120 kilometres a day for 39 days.

In total, how many kilometres did Joseph ride?



2 Read. Use the words from the boxes to complete the sentences. Then listen and check.

A The school choir is entering a big singing competition. The choir wants to buy new outfits for it. They need to raise money to buy them. Listen to their ideas:

art fair    cake sale    concert

Fundraising

- |  |   |   |
|--|---|---|
| 1 We could have a/an ? We could sell biscuits, pies and cakes. | 2 We could have a/an ? Local artists could exhibit and sell their work. | 3 We could have a/an ? We could perform songs and dances with a specific theme. |
|--|---|---|

B The choir has ideas for how to advertise their fundraising activities. Listen.

article    posters    video

Advertising

- |   |  |   |
|---|--|---|
| 1 We're going to design colourful ? and hang them up around school. | 2 I'm going to write a/an ? about our activities for the school newspaper. | 3 I'm going to make a/an ? of the choir performing and post it on the school website. |
|---|--|---|



3 Work with a partner. Ask and answer.



What could they do to raise money?

They could bake cakes and sell them.



What are they going to do to tell people about it?

They're going to make posters and hang them up around school!

THINK BIG

What else could they do to raise money? How else could they advertise their fundraising activities?

## Warm-Up

- Say: A compound word is made up of two words that are combined to form a new word. You can combine fund and raise to form the word fundraise. Fund means 'money' and raise means 'collect'. So to fundraise means 'to collect money'.
- Have pupils brainstorm other compound words and create matching puzzles by writing separate words on index cards. Then have pupils combine index cards for four or five words and try to combine them to make compound words.



Provide pupils with compound words to use: *artwork, cupcake, newspaper, something, website.*

## Using Page 26

1 1:34 Read about how children are helping others. Answer the questions with a partner. Then listen and check.

INVOLVE

Explain the lesson objective – pupils will read and talk about ways to help others and contribute to their school organisations by raising money.

- Read the directions aloud. Ask volunteers to read the heading for each item aloud and predict what the paragraph will be about.
- Have pupils read the items independently and work with a partner to answer the questions.

MONITOR

Play audio track 1:34. Have pupils listen to check their answers. (Answers: 1 On average, they baked 120 cupcakes every day., 2 They raised £110., 3 He rode 4,680 kilometres.)

ASSIST

Replay the audio as needed. Use simple language and the photos on the page to explain unfamiliar words. To talk about Item 2, say: Donate means 'to give something for free'. Create means 'to make'. To talk about Item 3, say: Fortunate means 'lucky' so kids who are less fortunate means 'kids who face problems'.



Remind pupils to keep reading when they come to a word they don't understand. They will often find clues to its meaning as they continue reading. Model: *I'm reading Item 1 and I get to the word leukemia. I don't know what it means so I get stuck. But then I keep reading and learn that leukemia is 'a type of cancer'.*

## Using Page 27

2  1:35 Read. Use the words from the boxes to complete the sentences. Then listen and check.

- Read the directions aloud. Have pupils preview the words in the boxes and the pictures. Say: *A choir is a group that sings. These pictures show three ways to raise money for a school choir. They also show three ways to advertise or tell people about their fundraising events.*
- Play audio track 1:35 and have pupils complete the activity independently in their notebooks.

MONITOR

Ask volunteers to read their completed sentences aloud. Have pupils listen to check their work. (Answers: A 1 cake sale, 2 art fair, 3 concert, B 1 posters, 2 article, 3 video)

ASSIST

Replay the audio as needed. Pause after each item. Have pupils use their own words to say the main idea of each sentence.

CHALLENGE

Ask: *Why do you see 'a/an' before these blanks?* (The missing word might begin with a vowel sound. If it does, *an* is necessary. If it begins with a consonant sound, *a* is necessary.)

3 Work with a partner. Ask and answer.

- Read the directions aloud. Say: *You and a partner will talk about these fundraising activities. You'll also talk about how pupils will tell others about the activities.* Have pupils practise similar conversations in pairs.

MONITOR

Remind pupils to use the completed charts in Activity 2 as they talk about the pictures. As they work, listen to make sure that pupils use the word *could* to talk about possibilities.

### THINK BIG Critical Thinking

- Ask pupils the questions and write their answers on the board. Encourage them to express themselves as best they can.
- Assign Activity Book pages 22–23 and direct pupils to digital activities.

### Application and Practice Activity

- Place pupils in small groups. Using the notes on the board from the Think Big activity, have the small groups make a presentation on how they would raise money for their preferred charity/foundation.

## OBJECTIVES

To talk about helping others and fundraising activities

### Key Vocabulary

**Nouns:** art fair, artwork, article, cake sale, concert, dance (n), choir, money, outfit, poster, theme, video, website

**Verbs:** advertise, design, exhibit, have, make, perform, post, raise, sell, write

### Materials

Index cards

Audio tracks 1:34–35

Audioscript, page T143

Interactive activities (eText)

Digital activities:  
MyEnglishLab

AB

Pages 22–23

Answers on page T157

Audioscript on pages T143–144

## TEACHING TIP

### Parts of Speech

Remind pupils that changing a word's ending often changes its part of speech. Write these sentences on the board: *We fundraise for our school. We'll hold a fundraiser. We'll have a fundraising sale. We're fundraising for our school.* Discuss how a form of *fundraise* is used in each sentence (verb, noun, adjective, verb).

# HELPING OTHERS



Read about how children are helping others. Answer the questions with a partner. Then listen and check.

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**Fundraising**

1 We could have a/an **?**.  
We could sell biscuits,  
pies and cakes.

2 We could have a/an **?**.  
Local artists could  
exhibit and sell  
their work.

3 We could have a/an **?**.  
We could perform  
songs and dances with  
a specific theme.

B The choir has ideas for how to advertise their fundraising activities. Listen.

article    posters    video

**Advertising**

1 We're going to design  
colourful **?** and hang  
them up around school.



2 I'm going to write a/an **?**  
about our activities for  
the school newspaper.



3 I'm going to make a/an **?**  
of the choir performing  
and post it on the school  
website.



3 Work with a partner. Ask and answer.



What could they do  
to raise money?

What are they going to do  
to tell people about it?

They could bake  
cakes and sell them.

They're going to make  
posters and hang them  
up around school.



**THINK  
BIG**

What else could they do to raise money?  
How else could they advertise their fundraising activities?

Reading | School blog

4 Listen and read. What did wburrington suggest?

www.dentonschool.org

### Denton School Blog

On Wednesday 15<sup>th</sup> April at 1:37 p.m., Mr Thompson wrote...

## FUNDRAISING TIME!

The Sports Department is asking pupils in years 7–10 to help out with this year's fundraising activities. We're going to use the money to help pay for new equipment, refreshments after matches and trips to matches at other schools.

If you've got any ideas for fundraising activities, please post them in the comments section below.

**COMMENTS**

**cromano said**  
We could sell chocolate bars. Who doesn't like chocolate? 😊

**rmenally said**  
I like chocolate! Let's have a cake sale. We could sell chocolate cake, brownies and chocolate chip cookies. I'm getting hungry!

**wburrington said**  
We could have a dance. My brother's class did that at his secondary school and they made a lot of money.

**jharmon said**  
Yes, we could make something, like T-shirts with the name of our school on them. And then we could sell them on the school website.

**iscott said**  
I've got a good idea! Why don't we have a 5 km fun run around the town? It could end on our school sports field and we could charge an entry fee and sell our school T-shirts, too.

**tjansson said**  
At my junior school, we had a basketball shoot-out to raise money. Children had to pay to shoot ten balls and the person with the best score in each class got a prize. It was such fun!

Login to add your comment below.

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On Monday 20<sup>th</sup> April at 9:02 a.m., Mr Thompson wrote...

## FUNDRAISING UPDATE

Thanks for all the great ideas! The sports teachers and I discussed all the ideas you gave us and a few other ones. Here's the fundraising plan that we came up with for this year:

- Year 7: You're going to sell chocolate bars. We're going to order them from Charlie's Chocolates. They cost 50p each. Mr Campbell, the basketball teacher, is going to give you more information on Thursday.
- Year 8: You're going to sell water bottles with our school name and logo on them. The bottles cost £2.50 each. Miss Carpenter, the tennis teacher, is going to tell you more about it tomorrow after lunch.
- Year 9: You're going to have a dance and sell tickets to it. It's going to be in the school hall on Saturday night, 8<sup>th</sup> May. Ms Richards and Mr Benson, the football coaches, are going to meet you in the cafeteria next Tuesday before lunch to talk more about it.
- Year 10: You're going to have a cake sale. Mrs Fenton, the school nurse, is going to meet you this Friday in the Year 10 common room, to give you more information.

We're all looking forward to this year's fundraising events. We know they're going to be a big success!

**READING COMPREHENSION**

5 Answer the questions with a partner.

- 1 What fundraising ideas did pupils post?
- 2 What is each year going to do to raise money?

6 Find words in 4 with these meanings.

- 1 collecting money for a specific reason
- 2 items you need for a specific activity
- 3 drinks and snacks

**THINK BIG** Which fundraising idea do you think is the best? Why? Write a comment with your own ideas for a fundraising activity.

### Warm-Up

- Create a word cluster around the word *blog*. Invite pupils to suggest words that describe what a blog is and what type of information can be found on one. Say: *A blog is a site on the internet. The word blog is short for weblog. The internet is sometimes called 'the web'; log can mean 'record of events'.* Point out that the word *blog* is short, friendly and funny and that the writing on many blogs is friendly and informal. Blogs usually include many abbreviations, contractions and exclamation points.

### Using Page 28

#### 4 1:38 Listen and read. What did wburrington suggest?

INVOLVE

Explain the lesson objective – pupils will read and talk about a school blog that describes a fundraising plan.

- Have pupils read the title aloud and preview the pictures. Say: *A blog often has more than one author. For example, one person writes a blog article, called an entry. Readers then leave their ideas or comments. This school blog has two entries and four comments.* Have pupils use layout and design clues to identify the entries and the comments.
- Preview the names in the story. Point out that each comment has a name, which is an abbreviation. Say: *Each name includes the first letter of the pupil's first name and the pupil's whole last name.* Have pupils follow this rule and say what their abbreviated name would be.
- Play audio track 1:38 and have pupils listen and read along.

MONITOR

Ask questions to check for understanding: *What is the school going to use the money for?* (sports – to buy new equipment, pay for refreshments after games and take trips to games at other schools) *What did jharmon suggest?* (selling something with the school name and logo on it). Then ask the rubric question: *What did wburrington suggest?* (wburrington suggested they could have a dance.)

ASSIST

Replay the audio as needed. Pause after each paragraph and use simple language to explain unfamiliar words and phrases. Say: *Refreshments are foods and drinks. Discussed means 'talked about'. A hall is a place where many people get together to watch something or to talk.*

## Using Page 29

### 5 Answer the questions with a partner.

- Read the directions aloud. Have pupils work in pairs to find answers in the school blog.

MONITOR

Review the answers as a class. (Answers: 1 The ideas the pupils posted are: sell chocolate bars, have a cake sale, have a dance, make something, have a 5 km fun run, have a basketball shoot-out., 2 Year 7 is going to sell chocolate bars, Year 8 is going to sell water bottles, Year 9 is going to have a dance and Year 10 is going to have a cake sale.)

ASSIST

Replay the audio as needed, review and correct any errors in understanding. Suggest that pupils note down the prices of the different items.

### 6 Find words in 4 with these meanings.

- Read directions aloud. Complete Item 1 as a class. Place pupils in pairs and have them complete the activity.

MONITOR

Review the answers as a class. (Answers: 1 fundraising, 2 equipment, 3 refreshments)

CHALLENGE

Have pupils make sentences with the answers.

### THINK BIG 21<sup>st</sup> Communication

- Read each question aloud and write pupils' answers on the board. Place pupils in pairs and have them write their answers in their notebooks. Ask pupils to read their comments to the class.
- Assign Activity Book page 24 and direct pupils to digital activities.

### Application and Practice Activity

- Have pupils vote to choose the top two or three fundraising ideas from the comments. Then have them say how they would carry out each of the fundraising ideas.

CHALLENGE

Challenge pupils to work together to combine two or more suggestions into one fundraising activity. For example, if one pupil suggests selling T-shirts and another suggests creating a school mascot, they might combine the two suggestions into one activity – selling T-shirts that show the school's mascot on them.

## OBJECTIVES

To read, talk and answer questions about a school blog that describes a fundraising plan

To read unit language in context

To read for understanding and enjoyment

## Key Vocabulary

**Nouns:** cake sale, blog, chocolate bars, comments, dance (n), entry, something, tickets, water bottles, website

**Verbs:** have, make, sell

**Adjectives:** fundraising

## 21st Century Skills

Communication

## Materials

Audio track 1:38

Digital activities:  
MyEnglishLab

AB

Page 24

Answers on page T157

## Summary

Mr Thompson creates a blog post asking for fundraising suggestions. Pupils post their ideas for ways to raise money. Mr Thompson uses those ideas to develop a fundraising plan.

## TEACHING TIP

### 21<sup>st</sup> Health Literacy

Have pupils think about how healthy each fundraising suggestion is. Ask: *Do you think it is important for the Athletics Department fundraiser to sell healthy items? Why or why not?*



Listen and read. What did wburrington suggest?



## Denton School Blog

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***lscott said***

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***tjameson said***

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### READING COMPREHENSION

5 Answer the questions with a partner.

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6 Find words in 4 with these meanings.

- 1 collecting money for a specific reason
- 2 items you need for a specific activity
- 3 drinks and snacks



Which fundraising idea do you think is the best? Why?  
Write a comment with your own idea for a fundraising activity.



Listen and read. What are the raffle winners going to get?

**Vicky:** Let's talk about how we're going to raise money for our class trip. Any ideas?

**Tanya:** I've got an idea. We could all make something to sell.

**Vicky:** Like what?

**Tanya:** Well, we all like art. I like painting, you're good at sculpture and Susie likes taking photos...

**Caroline:** So we could have an art exhibition here at the school.

**Tanya:** Yes!

**Vicky:** Wait a minute. Are people really going to buy our things? I'm not so sure.

**Caroline:** Well, we could sell tickets to the exhibition. You know, raffle tickets.

**Vicky:** Oh, I see. We sell raffle tickets and we pick the winners at the exhibition. The winners take home the art!

**Tanya:** That sounds like a good idea! Let's tell the class.



Practise the dialogue in 7 with a partner.



Listen and answer the questions.



1 What could she do?



2 What are they going to do?



3 What's he going to do?



4 What could she do?

## Warm-Up

- Say: A raffle is a lottery with a prize or prizes. Have the class design a raffle. First, pupils work together to choose the prize(s). Then they decide on a fair way to select the winner(s). For example: Each pupil might write his or her name on a slip of paper. Place the slips in a bowl or small box, mix them up and draw a name for each prize.
- Raffle off a small prize using the method that the class describes. Discuss how to keep a raffle fair for all who enter it.

## Using Page 30

### 7 1:39 Listen and read. What are the raffle winners going to get?

**INVOLVE** | Explain the lesson objective – pupils will read, listen and practise a dialogue. Pupils will also listen to conversations about fundraising ideas.

- Read the directions and dialogue names aloud. Play audio track 1:39 and have pupils listen to and read the dialogue.

**MONITOR** | Ask questions to check for understanding: *Why does the class need money? (for a class trip) What does Tanya think they should sell? (art) What is Vicky not sure about? (She is not sure people are going to buy their art.) What does Caroline suggest? (She suggests they sell raffle tickets at the art exhibition.)* Then ask the rubric question: *What are the raffle winners going to get? (They are going to get the art.)*

**ASSIST** | Replay the audio as necessary. Use simple language to explain unfamiliar words. Say: *Sculpture is making art that is three-dimensional. A painting or drawing is flat or two-dimensional. A sculpture is three-dimensional. A pot, a statue and a box are examples of sculptures.*



Ask: *What is the difference between selling tickets to an art exhibition and selling raffle tickets at an art exhibition? (Selling tickets to an art exhibition allows people to enter the fair to see the paintings, sculptures or photographs. Selling raffle tickets at an art exhibition gives people a chance to win a prize.)*

### 8 Practise the dialogue in 7 with a partner.

- Read the directions aloud. Invite teams of three pupils to read the dialogue aloud.

**MONITOR** | As pupils work, listen for proper pronunciation and appropriate intonation.

### 9 1:40 Listen and answer the questions.

- Read the directions aloud. Have pupils describe what they see in each frame.
- Play audio track 1:40. Have pupils write the answers in their notebooks and share their answers with a partner.

**MONITOR** | Review the answers as a class. (*Possible answers: 1 She could help bake biscuits., 2 They're going to hold up signs by the street., 3 He's going to show her how to post a video on the school website., 4 She could help them put up posters around the school.*)

- Assign Activity Book page 25 and direct pupils to digital activities.

## Application and Practice Activity

- Have partners make up an interview with one of the pupils shown in Activity 9. One pupil takes the role of the pupil and the other the role of the interviewer. Model: *What are you doing? I'm making biscuits. What are you going to do with them? I'm going to sell them at a cake sale. How are people going to find out about the sale? Our teacher is going to make an announcement in class.*
- Invite volunteers to perform their interviews for the class.

## OBJECTIVES

To talk about fundraising activities

To use unit language in context

To use correct stress, pronunciation and intonation

## Key Vocabulary

**Nouns:** art exhibition, car wash, class trip, pictures, posters, raffle sculpture, tickets, school play, things, winners

**Verbs:** bake, have, help, hold up, like, make, paint, pick, put up, sell, show, take, tell, upload

## 21st Century Skills

Social Skills

## Materials

Slips of paper

Small prize, such as a pencil or a sticker (optional)

Bowl or small box

Audio tracks 1:39–40

Audioscript, page T144

Digital activities:  
MyEnglishLab

**AB**

Page 25

Answers on page T157

## TEACHING TIP

**21<sup>st</sup> Social Skills**

Say: *When you disagree with someone, sometimes the word no can sound harsh. Have pupils review the dialogue in Activity 7 and find what Vicky says when she disagrees with Tanya and Caroline. ('Wait a minute. Are people really going to buy our things? I'm not so sure.') Discuss why Vicky's statement is not likely to hurt Caroline's and Tanya's feelings.*

## OBJECTIVES

To use *could* to express possibility and make suggestions

To use *be going to* to talk about future events

## Key Vocabulary

**Nouns:** money, people

**Verbs:** bake, do, have, help, make, raise, sell, tell, write

## 21st Century Skills

Communication

## Materials

Pieces of plain paper

Coloured marker pens

Index cards

Envelopes

Interactive activity / Game (eText)

Digital activities:  
MyEnglishLab

AB

Pages 26–27

Answers on page T157

## Warm-Up

- Write these sentences on the board: *We could make a poster. We're going to make a poster.* Ask: *What's the difference between these sentences?* (The first sentence offers a suggestion. It might happen. The second sentence tells what is going to happen. The speaker is sure it will happen.)
- Bring three pupils to the front of the class. Put a piece of paper on the board with a smiley face or other simple image on it. Hand out a different coloured marker pen to each pupil. Prompt the pupils to make sentences with their colours: *You could colour it orange., You could colour it green.,* etc. Take a marker pen from one of the pupils. Say to the class: *I'm going to colour it blue.* Then colour the face in blue. Repeat the activity with four other pupils and a new image on the board.

## Using Page 31

- 10 Complete the questions. Use *how could* or *what could* plus one of the words or phrases from the box.

**INVOLVE** Explain the lesson objective – pupils will use *could* to express possibilities and make suggestions. They will also use *be going to* to talk about future events.

- Have volunteers read the sentences in the first grammar box aloud. Say: *It could rain tonight.* Ask: *Is this a possibility or a suggestion?* (possibility) Say: *If you're hot, you could open the window.* Ask: *Is this a possibility or a suggestion?* (suggestion) Continue with other examples, as needed.

- Say: *Could is a modal verb. It is always used with another verb.* Have pupils name the other verbs in the sample sentences. (*raise, charge, have, charge*)

- Read the directions aloud and complete the first item as a class. Then have pupils complete the activity independently in their notebooks.

**MONITOR** Review the answers as a class. (*Answers: 1 How could, tell people, 2 How could, help people, 3 What could, do to help, 4 How could, raise money, 5 What could, make*)

**ASSIST** Point out that the verb *could* does not change for different subjects. The form stays the same for all of these subjects: *I, you, he/she/it, we, they.*

- **21<sup>st</sup> Communication** Remind pupils that there is usually more than one way to say something. Model different ways to make the same suggestion: *We could make posters. Let's make posters. How about making posters? What if we make posters?*

- 11 Complete the sentences with the correct form of *be + going to*.

- Have volunteers read the sentences in the second grammar box aloud.
- Say: *Be going to is used with another verb.* Have pupils identify the other verbs in the sample sentences. (*have, tell, make*)
- Read the directions aloud and complete the first item as a class. Then have pupils complete the activity independently in their notebooks.

**MONITOR** Invite volunteers to read their sentences aloud. Have pupils check one another's sentences for correct use of grammar and vocabulary. (*Answers: 1 is going to, 2 Are (you) going to, 3 are (you) going to, 4 am going to*)

- Assign Activity Book pages 26–27 and direct pupils to digital activities.

## Application and Practice Activity

- Have pupils create sentence puzzles. First, ask each pupil to write a sentence using *could* or *be going to*. Then have pupils write each word of their sentence on a separate index card, shuffle the cards and place them in an envelope. Invite pupils to exchange envelopes and try to organise each other's words into a sentence.
- Have pupils play Unit 3, Game 1 on the eText.

How **could** we raise money for our club?

We **could** have a car wash.

How much **could** they charge to wash one car?

They **could** charge £10 for a small car. For a bigger car, they **could** charge £15.

**Tip:** Use *could* to express possibility or make suggestions.



10

Complete the questions. Use **how could** or **what could** plus one of the words or phrases from the box.

do to help    help people    make    raise money    tell people

- 1 **A:** ? we ? about the drama club?  
**B:** We could make posters.
- 2 **A:** ? they ? in their community?  
**B:** They could clean up the town park.
- 3 **A:** ? she ? us at the cake sale?  
**B:** She could put the icing on the cupcakes.
- 4 **A:** ? they ? for new equipment?  
**B:** They could have an art fair and sell their art work.
- 5 **A:** ? I ? for the art fair?  
**B:** You could make a collage.

**Are you going to have** a concert?

Yes, we **are**.

How **are you going to tell** people about it?

We're **going to make** posters.

**Tip:** Use *is/am/are going to* to talk about events in the future.

11

Complete the sentences with the correct form of **be + going to**.

**Lisa:** Our football team <sup>1</sup>? have a cake sale next week.

**Paul:** Really? <sup>2</sup>? you ? bake something?

**Lisa:** Uh... no. I'm not into baking.

**Paul:** So what <sup>3</sup>? you ? do to help?

**Lisa:** I <sup>4</sup>? write an article for the school website.



Listen and read. What makes a poster more attention grabbing?

**CONTENT WORDS**

advertisement    design    effective  
font    images    layout

# Creating an Effective Poster or Advert

What makes a poster or advertisement effective? A good poster or advert is one that gets your attention. It helps you focus on the important information.

To learn how to create an effective advert or poster, start by comparing the two posters on the right. Which one is more effective and why? Consider the following:

- font (the style of letters);
- font size (how big or small the letters are);
- font colour (colour of the letters);
- amount of text (too much text? not enough text? just right?);
- images (use of pictures); and
- layout (how the information is organised).

As you can see, the words are important but the design makes a big difference, too! The poster on the bottom has got less text but it includes colourful pictures. This makes the poster more attention grabbing.

Remember, only using big letters, a lot of colours and pictures aren't the only things you need to make a good poster. You have to have a good layout or design, as well. If your poster is too busy, your message might get lost!

**13** Read 12 again and match.

- |   |   |
|---|---|
| <p>1 images</p> <p>2 font</p> <p>3 layout</p> <p>4 font colour</p> <p>5 font size</p> | <p>a how big or small the letters are</p> <p>b colour of the letters</p> <p>c the style of letters</p> <p>d use of pictures</p> <p>e how the information is organised</p> |
|---|---|

**CAKE SALE**

**Come to the gym today between 12–2 p.m. The school karate club is selling cupcakes to raise money for a field trip.**

**Enjoy a delicious cupcake for only 50p and support your school karate club!**

**CAKE SALE**

**Help the karate club raise money for a field trip. Enjoy a delicious cupcake today for only 50p!**

**Time: 12:00–2:00 p.m.**

**Place: School gym**



## Warm-Up

- Have pupils look through newspapers or magazines to find adverts. Ask each pupil to choose one and hang it in the classroom. Have pupils take a poll. Find out if the class thinks there is one advert that is stronger than the others.

## Using Page 32

### 12 Listen and read. What makes a poster more attention grabbing?

**INVOLVE** | Explain the lesson objective – pupils will read and talk about effective design.

- Preview the article by having pupils read the Content Words aloud. Ask pupils to share their understanding of these words by using them in sentences.
- Play audio track 1:42 and have pupils listen and read along.

**MONITOR**

Ask questions to check for understanding: *What does a good poster do?* (It gets people's attention.) *What is another word for layout?* (design) *What can happen if a poster uses too many big letters, colours or pictures?* (It can be busy or confusing.) Then ask the rubric question: *What makes a poster more attention grabbing?* (The design makes a poster more attention grabbing.)

**ASSIST**

Replay the audio as necessary. Have pupils locate each Content Word in the text and use context clues to work out its meaning. Help pupils modify any unclear, incomplete or incorrect meanings.



Show pupils models of adverts that are not effective because they use too many visuals or are too busy. Have pupils describe what they see and explain why the advert is not effective.

- **21<sup>st</sup> Media Literacy** Explain that using too many fonts is a common design mistake. Say: *It's usually more effective to use only one or two fonts in a poster. There are two types of fonts: display and text. A display font is used in a headline or title. It might be complicated or elaborate and is meant to get attention. A text font is used for explanatory material and is smaller and less eye catching. Choose a text font when you have to give a lot of information.* Have pupils look through examples of display and text fonts in a word processing programme.

### 13 Read 12 again and match.

- Read directions aloud. Allow pupils time to read the text again. Complete Item 1 as a class and then have pupils complete the activity independently.

**MONITOR** | Review answers as a class. (Answers: 1 d, 2 c, 3 e, 4 b, 5 a)

**CHALLENGE** | Have pupils make sentences using the vocabulary items from this activity.

- Assign Activity Book page 28 and direct pupils to digital activities.

## Application and Practice Activity

- Invite pupils to review the adverts they looked at during Warm-Up and repeat the class poll. Discuss how reading the article changed pupils' opinions about what makes an advertisement effective.

**CHALLENGE**

Discuss which advert is the least effective and why. In small groups, challenge pupils to redesign it to make it more effective. Have small groups share their new adverts with the class. Repeat the class poll again and discuss why the winning advert is the most effective.

## OBJECTIVES

To read and talk about effective poster design

To compare and contrast two posters

## Content Words

advert, design, effective, font, images, layout

## 21st Century Skills

Media Literacy

## Materials

Newspapers and magazines

Audio track 1:42

Interactive activity (eText)

Digital activities: MyEnglishLab



Page 28

Answers on page T157

## OBJECTIVES

To read and talk about pupils who raise money for charities

### Content Words

animal shelter, benefit (v), charity groups, donate, homeless, tutoring

### 21st Century Skills

Critical Thinking

### Materials

Grid paper  
Audio track 1:43  
Video (eText)  
Digital activities:

AB

Page 29

Answers on page T157

## Warm-Up

- Have pupils create *Word Search Puzzles* (see *Game Bank*, page T139, for details) to preview the vocabulary items. Model creating a simple word search puzzle on the board. Point out that words can be hidden horizontally, vertically or diagonally. Then have pupils create letter grids that include these words: *shelter, charity, donate, homeless, tutoring*. Finally, invite pupils to exchange puzzles and find the hidden words.

## Using Page 33

### 14 Listen and read. What does Libby Mulligan do for charity?

INVOLVE

Explain the lesson objective – pupils will read and talk about pupils around the world who raise money to help others.

- Ask pupils to preview the article by describing what they see in each of the three photographs.
- Play audio track 1:43 and have pupils listen and read along. Encourage them to listen for and locate the new vocabulary items in the article.

MONITOR

Pause after each section and have pupils summarise what they read. Ask questions to check for comprehension: *What is a charity group?* (a group of people who help animals or other people in need) *How does Charles Lyon help others with art?* (He sells artwork on a website. He gives the money he earns to a group that helps stray cats and dogs.) *In what two ways do Tandi Jacobs and Stefan Burg help others?* (They use the money they earn from tutoring to buy things for homeless kids.) Then ask the rubric question: *What does Libby Mulligan do for charity?* (She plays her guitar and sings at parties and weddings for money.)

ASSIST

Replay the audio as necessary. Answer any questions about vocabulary or grammar structures. Say: *A pop star is a 'popular singer'.* A stray animal is an *'animal without a home'.* Homeless means *'not to have a home to live in'.*

### 15 Copy and complete.

- Read the directions aloud. Complete Item 1 as a class.
- Have pupils complete the activity independently in their notebooks.

MONITOR

Review answers as a class. (Answers: 1 Libby Mulligan, cancer, 2 draws and sells pictures, local animal shelter, 3 Stefan Burg, tutoring services, homeless)

## Critical Thinking

Read the questions aloud and write the pupils' answers on the board. Encourage pupils to express themselves as best they can.

ASSIST

- Tell pupils to look back at other lessons in the unit for assistance.
- Assign Activity Book page 29 and direct pupils to digital activities.

## Application and Practice Activity

- Have pupils write five questions they would like to ask one of the pupils profiled in the article. Remind pupils they can begin questions with *who, what, why, when, where* or *how*.

CHALLENGE

Have pupils exchange questions and write answers that they think the pupils from the article might give. Then allow pupils to share their answers by role playing the interviews for the class.

- Have pupils view the Unit 3 video segment. Use the Video Guide.

1:43  
14

Listen and read. What does Libby Mulligan do for charity?



## → Doing What You Can

Many young people around the world raise money for charity groups. Charity groups help people (or animals!) in need. Read about what these young people are doing.

### A Song From the Heart

Dublin, Ireland

Libby Mulligan loves to play the guitar and sing – and people love to listen to her. When she was 12 years old, she decided that she could play her guitar and sing at parties and weddings for money. No, Libby isn't a pop star yet. But she earns enough money to donate to a children's cancer charity in her community.



### ← Art for Animals

Paris, France

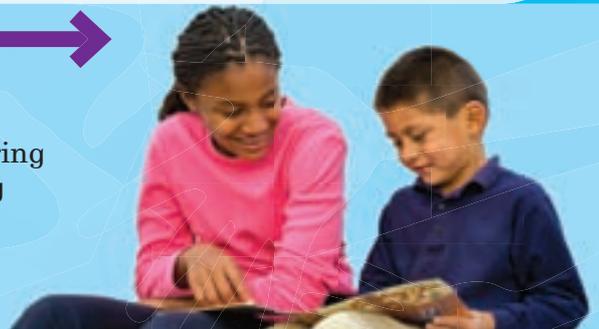
Charles Lyon is a young artist who sells his art online to raise money for animal rescue. It all started when Charles wrote a letter to a local animal shelter asking what he could do to help stray cats and dogs in his neighbourhood. Then he came up with his website idea. Charles draws and sells pictures of animals on it. So far, he has sold more than 200 illustrations. He donates the money to local animal shelters and organisations that help find stray animals a new home.



### The Best Lessons

Cape Town, South Africa

Tandi Jacobs and Stefan Burg wanted to help homeless children in their city. They decided to raise money by offering tutoring services. They used the money they earned to buy blankets, food and other supplies. More than 1,000 others have joined them, benefiting homeless children in other places around the country.



15 Copy and complete.

- 1 ? plays the guitar and sings for a children's ? charity.
- 2 Charles Lyon ? of animals and then donates the money to a ?.
- 3 Tandi Jacobs and ? offer ? to raise money for ? children.

**THINK  
BIG**

What international charity groups do you know about?  
What kind of problem do you think you could help with? How?

16 Read Michael's letter to his head teacher.

date →

19 March 2014

greeting →

Dear Mrs Miller,

State the idea.

My idea for a school-wide community service programme is to clean up Jackson Road Park. No one uses this wonderful park any more because it's so dirty.

State how to carry out the idea.

We could ask each pupil to bring one large rubbish bag and fill it up with litter. Then we could put more litter bins around the park. We could also put up signs asking people not to drop litter.

Explain why the idea is important.

This is important because children need safe, clean places to play.

My friends are going to write to you, too.

We all hope that you will give this idea careful consideration.



closing →

Yours sincerely,

Michael Dobson

Year 7

17 What kind of school-wide community service programmes could you suggest to your head teacher? Discuss with a partner.



We could visit elderly people in a care home.

And we could visit ill children in a hospital.



18 Choose one of your ideas and write a letter to your head teacher. Describe your idea and explain why it's important.

## Warm-Up

- Display a map of your community. Say: *Our school is part of our community. What other places do you know in our community? What problems does our community face?* Write pupils' ideas on the board.
- Write *Community Service Programme* on the board. Say: *A programme is a plan to make something better. A service is an action. So what is a community service programme? (a plan to make something in an area better by taking action)*

## Using Page 34

### 16 Read Michael's letter to his head teacher.

**INVOLVE** | Explain the lesson objective – pupils will learn how to write a formal letter.

- Ask: *What are some reasons you might write a letter?* (Possible answers: to share information with family, to entertain friends, to persuade readers to take action)
- Read the directions aloud. Then have volunteers read parts of the letter and the labels aloud.

**MONITOR**

Ask questions to check for comprehension: *What information do you find in the greeting?* (the word *Dear* and the name of the person the letter is written to) *What is the first thing Michael does in the body of his letter?* (He states his idea: to clean Jackson Road Park.) *What other information does Michael include?* (He explains how to carry out the idea and why it is important.) *What information is in the closing?* (the word *Sincerely*, Michael's name and his grade)

**ASSIST**

Have pupils read Michael's letter aloud but leave off the last three or four sentences. Ask: *Why doesn't Michael stop his letter here?* (He has not given enough information to support his idea so his letter is not persuasive.)

**CHALLENGE**

Have pupils create an outline that Michael might have used to write his letter. Remind pupils that an outline includes the main ideas but does not include details or full sentences.

### 17 What kind of school-wide community service programmes could you suggest to your head teacher? Discuss with a partner.

- Read the directions aloud. Have volunteers read the speech bubbles aloud.
- Have pupils work in small groups to discuss the problems that need to be solved in your community and suggest service programmes that could solve those problems.

**MONITOR**

As pupils brainstorm, listen for proper pronunciation and appropriate intonation and correct use of language.

### 18 Choose one of your ideas and write a letter to your head teacher. Describe your idea and explain why it's important.

- Read the directions aloud. Remind pupils that their letter will include the same parts that Michael's letter has got. Have pupils collect ideas in a three-columned prewriting chart labeled *My Idea*; *How to Do It*; and *Why It's Important*.

**MONITOR**

Invite pupils to read their letters aloud. Check to make sure that the letters are complete and that they use an appropriate, formal tone.

- Assign Activity Book page 30 and direct pupils to digital activities.

## Application and Practice Activity

- Have pupils vote on the community service programmes suggested in their letters to see which ones the class thinks are most promising. Discuss how each of the top programmes might be improved or how ideas from more than one pupil might be combined to create an even stronger proposal.

## OBJECTIVES

To write a formal letter

## 21st Century Skills

Leadership

## Materials

Map of your community

Digital activities:  
MyEnglishLab

**AB**

Page 30

Answers on page T158

## TEACHING TIP

**21<sup>st</sup>** Leadership

Encourage pupils to take the next step and send their letters to the head teacher, the Parents and Teachers organisation or a local newspaper. Remind them that they should be willing to take charge of the community service programme they propose. Say: *If your programme becomes a reality, you'll need to set aside time for it. An important part of being a good leader is choosing projects that you can complete in the time you've got.*

## OBJECTIVES

To learn about the importance of helping others

To create a fundraising plan, including an effective advert

## 21st Century Skills

Critical Thinking  
Technology Literacy

## Materials

Newspapers and magazines

Art supplies

Digital activities:  
MyEnglishLab

## TEACHING TIP

### 21<sup>st</sup> Technology Literacy

If possible, allow pupils to use page layout or graphics software to design their posters. Say: *One advantage of making a poster with computer software is that you can print out many copies. It is also easy to change your design so that it's more effective.*

## Warm-Up

- Say: *A logo is a symbol or other small design that stands for a company or group.* Have pupils look through magazines and newspapers to find examples of business logos. Have each pupil choose one logo and give a classmate instructions on how to draw the logo only by describing and not showing it. After pupils complete the drawing, they can compare the original logo with their drawings and name the similarities and differences.

## Using Page 35

### 19 Look at the names of the international charity groups. Match the name of the charity group to the description of the group.

**INVOLVE** Explain the lesson objective – pupils will consider ways that different charities help others. Then they will create a fundraising plan for an event and an effective advertisement.

- Read the rubric aloud. Say: *An international charity is a charity that does work all around the world.*

- Have pupils read the names of the international charities and say what they think these groups do. Then have volunteers read the charity descriptions aloud. Invite pupils to complete the matching activity independently.

**MONITOR** Review the answers as a class. (*Answers: 1 b, 2 c, 3 a, 4 d*) Ask pupils to identify clues that helped them find the answer.

**ASSIST** Use simple language to explain unfamiliar words. Say: *Conservation means 'protection'. A conservation group works to keep something safe.*

- Explain that b includes both an English name (Doctors Without Borders) and a French name (Médecins Sans Frontières). This group was started by a small number of French doctors in 1971. They believed that all people have got the right to medical care. Today, the group includes more than 26,000 doctors.

### 20 Work in a small group. How could you raise money for a charity group? Write a fundraising plan. Then create an advert.

- Read the directions aloud. Say: *Your fundraising plan should set a goal, name an activity and describe how the activity will be done.* Have pupils work in pairs or in small groups. Suggest that they review 'Creating an Effective Poster or Advert' on page 32 before they create their adverts. Have pupils mount their fundraising plans and adverts on posters to display around the room.

## THINKING BIG 21<sup>st</sup> Critical Thinking

- Read the directions and questions aloud. Say: *There are many ways to help an organisation. For example, you don't have to be a doctor to help Doctors Without Borders. You might have a fundraising drive to collect money for the group. You could also create a website or write an article to tell people about how this charity helps people.*

- Have pupils complete the activity in pairs.

**MONITOR** Check to make sure that pupils are using appropriate language as they talk about charities and helping others.

## Application and Practice Activity

- Have pupils walk around the classroom and view each other's fundraising plans and advertisements. Stick a piece of paper divided into two columns next to each poster. Have pupils write one comment that praises each poster and one comment that offers a suggestion to make the activity or advert more effective.

19 Look at the names of the international charity groups. Match the name of the charity group to the description of the group.

a

UNICEF

b

Médecins Sans Frontières  
(Doctors Without Borders)

c

Room to Read®

d

WWF

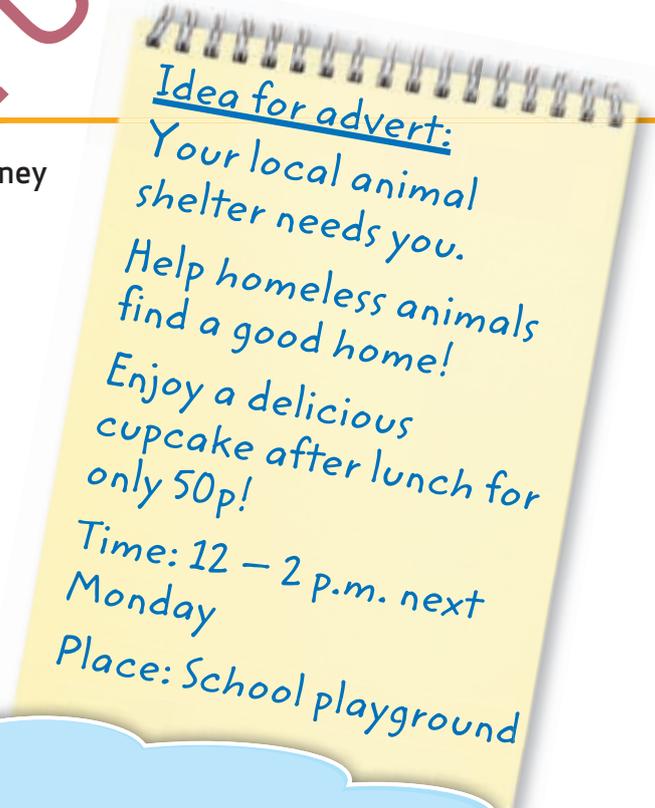
- 1 This international group sends doctors and nurses to help people in almost 70 countries around the world.
- 2 This organisation builds libraries and gives books to children in many different countries across Asia and Africa.
- 3 This group, part of the United Nations, works for the rights of children, including their rights to education, food, clean water and medical care.
- 4 This conservation group works to protect the future of nature and animals. It's got more than five million supporters around the world.

PROJECT

20 Work in a small group. How could you raise money for a charity group? Write a fundraising plan. Then create an advert.

**Fundraising Plan**

Goal: Raise £100 for animal shelter  
 Activity: School cake sale  
 What: Biscuits and cupcakes  
 Where: School playground  
 When: Next Monday lunchtime  
 How: Create an advert



**THINK BIG** Which of the charities in 19 is the most interesting to you? Why? How could you help one of these groups?

# Listening and Speaking



Listen, read and repeat.

1 l-k lk      2 m-b mb



Listen and blend the sounds.

1	w-a-lk	walk	2	c-o-mb	comb
3	l-a-mb	lamb	4	t-a-lk	talk
5	c-l-i-mb	climb	6	ch-a-lk	chalk



Listen and chant.

A lamb can walk  
But a lamb can't talk.  
A lamb is the colour of white chalk!



Read the blog and comments. Follow the instructions. Discuss your choices with a partner. What else could you do?

www.dentonschool.org

## HELP BEAUTIFY OUR SCHOOL!

The art club needs your help! We're going to make our school beautiful this month. We've got to be resourceful and use what we've got on hand, such as basic art supplies. We haven't got money to spend. Look at these ideas people have suggested and choose the best ones. Remember, if it costs money, we probably can't do it.

**Comments**

- We could make a mural and hang it outside the office.
- We could replace the old office door.
- We could paint the old office door.
- We could organise the noticeboard and make it look more attractive.
- We could put some green plants in the hall.
- We could plant some flowers in front of the school.

## Warm-Up

- On the board, write the sounds *lk* and *mb*. Have pupils say words they know that contain these sounds. Write the words under each sound.

**CHALLENGE** | Have pupils make sentences using the words on the board.

## Using Page 36

### 21 1:44 Listen, read and repeat.

**INVOLVE**

Explain the lesson objective - pupils will identify the letters and distinguish between the sounds *lk* and *mb* individually and as part of words. Then they will discuss fundraising activities with a partner.

- Read the directions aloud. Play audio track 1:44 and have pupils listen and point to each sound as it is said. Have pupils repeat.

**MONITOR**

As pupils repeat, check they are pointing to the correct sound and listen for correct pronunciation.

### 22 1:45 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:45 and have pupils listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.

**MONITOR**

As pupils repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

### 23 1:46 Listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books.
- Play audio track 1:46 and have pupils listen. Replay several times and encourage them to join in.

**MONITOR**

As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and correct use of language.

### 24 Read the blog and comments. Follow the instructions. Discuss your choices with a partner. What else could you do?

- Read the directions aloud. Invite volunteers to read the blog post aloud. Say: *You'll look for ideas that you think are strong. You should look for ideas that won't cost any money.*
- Have pupils work with a partner to choose the best ideas. Encourage pupils to choose at least three ideas.

**MONITOR**

Have pupils explain their choices by saying what they are going to do. Model: *We're going to make a mural and hang it by the office.* Make sure pupils give answers to the question *What else could you do?* Check to see that pupils use the target vocabulary and grammar correctly. Be sure they explain why their activities will not cost any money.

**ASSIST**

Point out that some ideas would be more expensive than others. Say: *It might not cost anything to paint the old office door. There may be some leftover paint we could use. Painting the door will definitely cost less than buying a new door.*

## Application and Practice Activity

- **21<sup>st</sup> Environmental Literacy** Have each pupil suggest three or four activities that their school could do to celebrate Earth Day. Then have pupils get into small groups and, using the guidelines from Activity 24, choose one Earth Day activity to present to the class. Then have the class vote on which celebration idea they like the best.

## OBJECTIVES

To identify and say the letters and sounds *lk* and *mb* individually and as part of words

To talk about helping others and fundraising activities

## 21st Century Skills

Environmental Literacy

## Materials

Audio tracks 1:44–46

Digital activities:  
MyEnglishLab

## TEACHING TIP

### 21<sup>st</sup> Environmental Literacy

Say: *Since 1970, Earth Day has included events and activities to make people aware of and appreciate Earth's natural environment. Now, Earth Day is celebrated on 22nd April in more than 175 countries. Some communities extend the holiday to celebrate Earth Week.*

## OUTCOMES

Pupils can talk about fundraising activities.

Pupils can talk about possibilities.

Pupils can talk about what someone is going to do.

## 21st Century Skills

Creativity  
Communication

## Materials

Local street map  
String  
Game (eText)  
Digital activities:  
MyEnglishLab

AB

Page 31

Answers on page T158

## TEACHING TIP

### 21<sup>st</sup> Communication

Remind pupils that they will share opinions to complete Activity 25. Say: *Your opinion will be more interesting and persuasive if you say why you believe it's true. Model: If I just say 'I think the first idea is best' and stop there, you don't know very much about my opinion. It's better if I say 'I think the first idea is the best because everyone loves cake sales and they're always popular at our school'.*

## Warm-Up

- Write *could* and *going to* on the board. Have pupils write sentences using these words. Say: *You might write about what we could do to raise money for our class or what we're going to do with the money.* Then have pupils read their sentences aloud but leave out *could* or *going to* and have classmates guess which words complete the sentences.

CHALLENGE

Ask: *What clue tells you whether each sentence uses could or going to?*

(Sentences with *going to* have got a form of *be* before the blank: *am, is, are.*

Sentences with *could* have got a noun or pronoun before the blank.)

## Using Page 37

### 25 Read and complete.

INVOLVE

Explain the lesson objective – pupils will review the vocabulary and grammar they learnt in Unit 3.

- Read the directions aloud. Have pupils complete the items independently in their notebooks.

MONITOR

Review the answers. Ask pupils to read aloud their suggestions, opinions and descriptions of future events. Check to see that pupils use the target vocabulary and grammar correctly.

ASSIST

Emphasise that all three sentences in Item 1 can begin the same way: *'We could ...'* All three sentences in Item 3 can begin *'We're going to ...'*

### 26 Read the poster. Then add what you could do to support the Walkathon.

- Read the directions and the text on the poster aloud. Say: *A walkathon is a fundraising activity. People give walkers a set amount of money for every mile or kilometre they walk. For example, I might agree to give a walker £1 for every kilometre in a 5K walkathon. I will give £5 in all.*
- Have pupils copy the chart in their notebooks and complete the activity independently.

MONITOR

Check the answers by having pupils read their ideas aloud. Check to make sure that pupils use the target vocabulary and grammar correctly.

Have pupils estimate how long it would take them to complete the walkathon. Encourage them to explain how they arrived at their estimate.

## I Can

- Have pupils read the *I Can* bullets carefully and copy the skills they feel they can do into their notebooks.
- Assign Activity Book page 31 and direct pupils to digital activities.

## Application and Practice Activity

- **21<sup>st</sup> Creativity** Have pupils use a local street map to plan a walkathon route that covers the desired distance. Encourage pupils to find a route that covers a loop so that walkers will begin and end at the same spot. Suggest that they find possible routes by referring to the map key and using a string to measure the total walkathon distance.
- Have pupils play Unit 3, Game 2 on the eText.

## 25 Read and complete.

- 1 Your school band wants to raise money to buy some new drums.  
What could you do? Write three ideas.

We could...

- 2 Which idea is the best one? Why?

I think...

- 3 Write three ways to tell people about your fundraising event.  
Use complete sentences.

We're going to...



## 26 Read the poster. Then add what you could do to support the Walkathon.

## SUPPORT OUR WALKATHON!

Walk from 1 to 10 km.  
Or you could sponsor one of us.

Support Families in Need.  
Every step counts!



### Sponsors

- |                   |  |
|-------------------|--|
| 1 Mrs Madison     | <u>I'm going to give £2 for every kilometre my friend walks.</u> |
| 2 Jessie Kincaide | <u>I'm going to walk 5 kilometres in the Walkathon.</u>          |
| 3 your name       | what you're going to do  |

### I Can

- talk about helping others and about fundraising activities.
- talk about possibilities.
- say what I'm going to do.

## How Well Do I Know It? Can I Use It?

1 Think about it. Read and draw. Practise.



I know this.

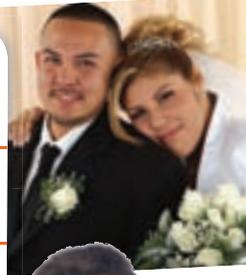


I need more practice.



I don't know this.

<b>Activities:</b> basketball team, drama club, school orchestra...	PAGES 3			
<b>Life events:</b> was born, got married, graduated...	15			
<b>Fundraising activities:</b> have a cake sale, sell tickets, have an art fair...	27			
<b>Advertising:</b> make a poster, write an article, make a video...	27			
<u>How about joining</u> the school news bloggers? I'm <u>interested in</u> <b>writing</b> articles. She's <u>good at</u> <b>acting</b> .	6-7			
My family moved <b>when I was five</b> . He graduated <b>six years ago</b> .	18-19			
How <b>could</b> we raise money for our school outing? We <b>could</b> have a cake sale.	30-31			
What <b>are</b> you <b>going to do</b> for the cake sale? I'm <b>going to bake</b> some biscuits.	30-31			



## Warm-Up

- Have pupils play *Spell-Off* to review vocabulary from Units 1–3. Players take turns choosing a vocabulary item from these units and spelling it, pausing after each letter. The first classmate to guess the word gets a point. The pupil with the most points at the end is the winner.

## Using Page 38

### 1 Think about it. Read and draw. Practise.

INVOLVE

Explain the lesson objective – pupils will say how well they can use what they learnt in Units 1–3.

- Read the directions aloud. Have pupils point to the face icons at the top of the page as you read the descriptions aloud. Then have pupils repeat after you, using intonation and facial expressions to mime the meanings.
- Have pupils use a coloured pencil or marker pen to complete the checklist. They will choose a different colour when they review this list at the end of the Checkpoint.

MONITOR

Follow the suggestions below to review the key language in the unit. Check to see how well pupils are able to use the language. Remind pupils that they will be asked to assess their own abilities. You may wish to review all the language in the checklist first and then have pupils complete the checklist or have pupils mark the checklist as each language point is reviewed.

ASSIST

Encourage pupils to turn to the page references in the checklist when they need additional support or to refresh their memories.

#### Activities (page 3)

Invite pupils to mime participating in a school activity, such as a club or group. Have classmates guess the name of the club or group being mimed.

#### Life events (page 15)

Have pupils create a timeline for a fictional character. Encourage them to create a believable family member, such as an uncle or a grandmother. Ask: *What life events will we include in the timeline?*

#### Fundraising activities (page 27)

Ask: *How can we raise money for our school library? What are some ways we can meet our goal?* Write a list of the pupils' suggestions on the board.

#### Advertising (page 27)

Have pupils choose one of the fundraising activities named above. Point out that you will use different types of advertising to tell people about the event. Ask: *What are some ways we could tell people about our event?*

#### How about joining/interested in writing/good at acting (pages 6–7)

Have pupils write these phrases on index cards: *how about, interested in, good at*. Then have partners choose two cards and write an exchange. Model: *I'm good at acting. Then how about joining the drama club?*

#### When I was five/six years ago (pages 18–19)

Invite pupils to share family photos. Pupils can bring in actual photos or describe photos they remember seeing in albums or digital collections. Encourage pupils to use verbs in the past tense to describe what happened in each photo and say when it happened.

#### How could we/We could (pages 30–31)

Have pupils name a group or cause in your area that needs help. Have pupils use *could* to make suggestions about how they could help.

#### What are you going to do/I'm going to (pages 30–31)

Continue the discussion by having pupils say what they are going to do to help this group or cause.

## OBJECTIVES

To self-assess comfort with target skills and key language for Units 1–3

## 21st Century Skills

Self-Direction

## Materials

Index cards

Family photos

Coloured pencils or marker pens

For more information about using Checkpoints, see page x.

## TEACHING TIP

### 21<sup>st</sup> Self-Direction

Remind pupils that there are no right or wrong answers on the checklist. Emphasise the fact that they should choose the face that shows how they feel about each skill. Say: *This page will help us find out what you know well and what you should continue to study.*

## OBJECTIVES

- To complete a dialogue
- To ask and answer questions about activities
- To make suggestions

## 21st Century Skills

Media Literacy

## Materials

- Audio track 1:47
- Audioscript, page T144
- Phones or video cameras

## Warm-Up

- Have pupils play *Pass the Verb* to review tenses. Have pupils sit in a circle. One pupil says a verb. The next pupil gives another form of the verb. If the pupil provides an incorrect verb form or cannot think of another form, he or she leaves the circle. The last pupil in the circle is the winner. Model: *act, acts, acting, acted; be, is, are, was, were, am.*
- You may wish to have pupils include verbs that will be used in the following activity: *be, have, retire, want, write, read, take, put.*

## Using Page 39

### 2 1:47 Get ready.

- INVOLVE** | Explain the lesson objective – pupils will put together what they learnt in Units 1–3. First, they will practise by completing a dialogue.
- Part A:** Read the directions aloud. Say: *In a dialogue, two or more people talk. People often share information in a dialogue.*
  - Complete the first item as a class. Ask: *Is Sandra talking about the present or the past? How do you know?* (She is talking about the past; she uses the word *when.*) *What forms of be complete this sentence (was, were) Why can't we use was in the second blank?* (Because the verb *were* matches the plural subject *we.*)
  - Have pupils complete the dialogue independently in their notebooks. Remind them that reading aloud as they work can help them find the correct verb forms.

**MONITOR** | Play audio track 1:47 twice. First, have pupils focus on listening comprehension. Then have them check to see if they wrote the correct verb forms. (Answers: 1 was, 2 were, 3 had, 4 was, 5 is going to retire, 6 wants, 7 write, 8 putting, 9 reading, 10 writing, 11 writing, 12 take, 13 put, 14 write)

**ASSIST** | Suggest that they locate clue words that help them decide which verb form to choose. For example, they can locate *could* and *should*, which are followed by the unchanged infinitive verb form. Ask: *Where does the dialogue change from talking about the past to talking about the present and the future?* (The first three lines are about the past; the rest is about the present and the future.)

**CHALLENGE** | Have pupils extend the dialogue by discussing two more ways the class might celebrate Mr Finnegan's retirement.



Play the dialogue on audio track 1:47 once for pupils before they complete the activity.

- Part B:** Read the directions aloud and ask pupils to practise the dialogue in pairs. Encourage pupils to change roles to review and use all of the key language.

**MONITOR** | Listen for correct pronunciation, intonation and use of language.

- 21<sup>st</sup> Media Literacy** Allow pupils to record their dialogues using phones or video cameras. Remind them to speak clearly and then review their recordings to monitor their own language production.
- Part C:** Read the directions aloud. Have pupil ask and answer questions in pairs about what the class could do for Mr Finnegan.

**MONITOR** | Have pupils share their responses with the class. Discuss whether the book of poems or the poster was more popular in your class. Listen for correct grammar and vocabulary.

## TEACHING TIP

### Sentence Fragments

Remind pupils that a complete sentence has got a subject and a verb. Say: *When we talk, we don't always use complete sentences. A fragment is a sentence that isn't complete.* Have pupils find three fragments in the dialogue (Yes. Any ideas? Good idea!) Discuss how these fragments make the dialogue sound more natural.

## I Can Do It!



Get ready.

- A** Complete the dialogue with the correct form of the verbs. Then listen and check.



**Mrs Rogers:** Everyone, I have news. Do you remember Mr Finnegan?

**Sandra:** Yes. He <sup>1</sup>? (be) our music teacher when we <sup>2</sup>? (be) in primary school.

**Jack:** Yes, I <sup>3</sup>? (have) my first violin lesson with him when I <sup>4</sup>? (be) six.

**Mrs Rogers:** Well, Mr Finnegan <sup>5</sup>? (retire) at the end of this school year. The head teacher <sup>6</sup>? (want) us to think of something we can do for him. Any ideas?

**Will:** I have one. Everyone could <sup>7</sup>? (write) a poem about Mr Finnegan. How about <sup>8</sup>? (put) them all together in a book?

**Sandra:** I don't know. I like <sup>9</sup>? (read) poems but I'm not good at <sup>10</sup>? (write) them.

**Jack:** I like <sup>11</sup>? (write) poems. But I have another idea. I think we should <sup>12</sup>? (take) a lot of photos around the school and we should <sup>13</sup>? (put) them on a big poster.

**Will:** Good idea! We could <sup>14</sup>? (write) funny notes next to the photos. Mr Finnegan would like that!

**B** Practise the dialogue in **A** with a partner.

**C** Ask and answer the questions with a partner.

- 1 What could the pupils write poems about?
- 2 What could the pupils take photos of?
- 3 Which idea do you think is better - the book of poems or the poster?

1

2

3

4

5

6

7

8

9

3 Get set.



**STEP 1** Cut out the cards on page 121 of your Activity Book.



**STEP 2** Divide the cards into two sets: A cards in one set and B cards in another. Now you're ready to **Go!**

4 Go!

A Look at the pictures. Make a dialogue for each picture using the A and B cards.



B Practise the two dialogues with a partner.

C Now make up your own dialogue. Choose one of these situations. Role play your dialogue in front of another pair.

### Situation 1:

Pupil A	Pupil B
You're new at this school and you want to join a club.	You and your brother play sports. You're in several clubs at school, too. Give your new friend advice.

### Situation 2:

Pupil A	Pupil B
You're moving to another town soon. You're upset about moving.	You moved to this town when you were little. You remember how you felt when you moved. Give your friend advice.

## Warm-Up

- Have pupils preview the dialogue cards on Activity Book page 121. Say: *You'll use these cards to create two dialogues. One dialogue is between Amanda and Kerry. The other dialogue is between Jacob and Thomas.* Have pupils read the cards aloud and ask questions about any unfamiliar vocabulary.

## Using Page 40

### 3 Get set.

INVOLVE

Explain the lesson objective – pupils will organise two dialogues. Then they will choose a situation and role play a dialogue of their own.

### 4 Go!

- **Part A:** Read the directions and steps aloud. Say: *Look at the pictures and make a dialogue that matches each one.*
- Have pupils complete the activity independently and then work with a partner to check their dialogues.

MONITOR

Have pupils practise with a partner and check that they have formed two logical dialogues. (*Possible Dialogue 1: Amanda and Kerry – A: Guess what, Amanda. I'm moving. B: You are? But you just moved here two years ago! Why are you moving? A: My dad's got a new job in London. B: Oh, I see. London, hmm. That's a big city. A: I know. We lived there when I was five. B: Did you? Wow. Your family moves a lot. A: Yes, we do. I know ... how about having a party before I move? B: That sounds like fun. We could invite some of our friends. Possible Dialogue 2: Jacob and Thomas – A: Hi, Jacob. Are you free this Saturday? B: No, I'm not. My Uncle Steven is getting married this weekend. We're going to drive there on Saturday morning. A: Oh, yes? Where does your uncle live? B: He lives about four hours away from here by car. I hate sitting in the car that long. A: Me, too. Oh, I could lend you my mini DVD player. B: Really? That'd be great! I could watch a few films.*)



Provide pupils with the first two lines of each dialogue to help them start the activity. Remind pupils that reading the dialogue lines aloud can help them find the correct order.

- **Part B:** Read the directions aloud and have pupils practise the dialogues. Encourage them to switch roles and repeat.
- **Part C:** Read the directions aloud and invite pupils to create their own dialogues. Remind pupils that each pair should choose one situation and each pupil should choose one role.
- **21<sup>st</sup> Collaboration** Remind pupils that sharing ideas from all members creates a better dialogue. Suggest that partners take turns thinking of lines of dialogue. They might write down their scenes, passing a sheet of paper back and forth to make sure that they are taking turns evenly. Suggest that pupils try writing the lines for one role but then role play the other role when they perform their dialogue for another pair.

MONITOR

Have pupils share their new dialogues with the class. Check for correct grammar, vocabulary and use of language.

ASSIST

Provide pupils with sample language to begin their dialogues. Model:  
A: *Which club should I join?* B: *You're good at drawing. How about joining the art club?* A: *But I like playing football, too.* B: *Oh, you should try out for the football team.*

## OBJECTIVES

To ask and answer questions about work and daily activities

To role play interviews with workers

## 21st Century Skills

Collaboration

## Materials

Cutouts on Activity Book page 121

Paper

## TEACHING TIP

### Pupil Grouping

You may wish to have teams of four pupils work together to complete the two dialogues in Part A. Each pupil will take one role: Amanda, Kerry, Jacob or Thomas. Pupils can spread out the cutouts and arrange them as they find the correct dialogue order.

## OBJECTIVES

To write a journal entry

To reassess comfort with target skills and key language for Units 1–3

## 21st Century Skills

Self-Direction

## Materials

Coloured pencils or marker pens

Game (eText)

Digital activities:  
MyEnglishLab

AB

Pages 32–33

Answers on page T158

## TEACHING TIP

### Using Checkpoint Evaluations

Pupil evaluations of the Checkpoint (*very easy/easy/hard/very hard, fun/OK/not fun*) can give you insight into pupils' reactions to classroom activities. Review their answers to help you engage and motivate them as they continue to review Units 1–3 and move on to the next units. Consider whether pupils require additional assistance, deeper challenges or more inspiring activities.

## Warm-Up

- Have pupils play *Telephone* to prepare for the journal activity. Have pupils sit in a circle. Whisper a question into one pupil's ear. Use the questions from Activity 5 or others of your choice. Have pupils whisper the answer into the ear of the classmate to his or her right. Pupils then pass the sentence around the circle by whispering it once without repeating.
- When the sentence comes back to the original pupil, compare the original and final sentences. Talk about how the sentence changed.
- Repeat the activity. Point out that longer sentences are likely to change more.

## Using Page 41

### 5 Write about yourself in your notebook.

**INVOLVE** Explain the lesson objective – pupils will write about the activities and events in their lives. Then they will look back at Units 1–3 and think about how well they can use what they have learnt.

- Read the directions, questions and journal title aloud.
- Have pupils begin by writing today's date. Then have them write answers to the questions independently. Encourage pupils to write at least one answer to each question.

**MONITOR** Check pupils' writing for correct use of language.

- Invite pupils to read their *All About Me* entries aloud and compare them with their classmates' journals.

### 6 Look at page 38 and your notebook. Draw again.

- **Part A:** Read the directions aloud.

- **21<sup>st</sup> Self-Direction** Have pupils turn to page 38 and think about each of the categories again. Remind pupils to take their time to think about each category carefully. Suggest that they look at the reference pages listed as they review their skills.

- Make sure that pupils use a different coloured marker pen or pencil as they reassess their understanding and use of each checklist item.

- **Part B:** Read the directions and items aloud. Say: *Choose the statement that tells how you feel about Units 1–3.*

### 7 Rate this Checkpoint.

Read the directions aloud. Tell pupils they will choose two stars. Say: *First, you'll say if the Checkpoint was very easy, easy, hard or very hard. Then you'll say if it was fun, OK or not fun.*

- Have pupils complete the rating individually.
- Have pupils play the Checkpoint Game on the eText.
- Assign Activity Book pages 32–33 and direct pupils to digital activities.

5 Write about yourself in your notebook.

- Do you play sports at school or are you a member of a club?
- What kinds of things are you interested in doing in your free time?
- When did you start going to your current school?
- What school are you going to go to after this one?



### How Well Do I Know It Now?

6 Look at page 38 and your notebook. Draw again.

A Use a different colour.

B Read and think.

I can start the next unit.

I can ask my teacher for help and then start the next unit.

I can practise and then start the next unit.

7 Rate this Checkpoint.

 very easy

 easy

 hard

 very hard

 fun

 OK

 not fun

1

2

3

4

5

6

7

8

9

# unit 5

# HOLIDAY TIME

## Objectives

### Vocabulary

- To describe holidays and holiday problems

### Reading

- To identify important ideas in a story ('The Best Weekend Ever')
- To use reading strategies to comprehend and appreciate a story

### Grammar

- To use the past continuous to talk about something that happened at the same time as another past event

### Content Connection

- Maths:** To read descriptions of purchases and calculate total costs

### Culture Connection

- Around the World:** to learn about unusual holiday destinations

### Writing

- To write an informal postcard to a friend

### Life Skills

- To learn about the importance of being safe while on holiday

### Project

- To make a poster with a list of holiday safety tips

### Listening and Speaking

- To identify and say the letters and sounds *cl* and *tw* individually and as part of words; to play a game

### Think Big

- To develop 21st century skills and 'bigger picture' thinking

## Key Vocabulary

Holiday Activities	Holiday-Related Items	Expressions	Content Words	
biking	anorak	best weekend ever	addition	item
camping	campsite	got dozens of	customer	multiplication
hiking	helmet	Oh, no!	destinations	overnight
horse riding	insect repellent	Oh, really?	expedition	realise
kayaking	life jacket	set up the tent	fascinating	total
rafting	map	so much fun	frozen	tour
skiing	sunglasses	tossed up and down	igloo	
swimming	sunscreen			
	tent			
	water bottle			

## Materials

### Pupil's Book, Unit 5

- Main unit, pages 54–65
- Class Audio CD, Tracks 2:15–26

### Activity Book, Unit 5

- Main unit, pages 44–53
- Extra grammar practice, page 102
- Class Audio CD, Tracks 2:18–21

### Assessment

- Unit 5 Practice test
- Unit 5 Unit test
- Unit 5 Oral assessment

### Additional Materials

- Video (eText), Unit 5
- Interactive activities (eText), Unit 5
- Digital activities (MyEnglishLab), Unit 5

## Unit Opener Activities

### Family Connection

Have pupils tell their families that they are learning about holidays. Encourage pupils to interview family members about their favourite holidays. Tell pupils to ask questions about what made the holiday so special: *What did you do and see? Did anything unusual happen? Were there any problems? Where did you stay?* Pupils can keep notes or recordings from each interview to share with the class.

### We Were Here Bulletin Board

Create a bulletin board display entitled *We Were Here*. Place two or three maps on the board. If possible, include one of your region, another of your country and a world map. As pupils complete the unit, they can add notes about places they have visited. Mark each place with a pin and connect it with a string to an index card outside the map that describes something that happened during the holiday. Begin the display by adding notes about a personal or class trip. Model: *We visited the City Farm. It was raining but we had a great time anyway!*



**unit 5 HOLIDAY TIME**

2:15 Read and complete these fun facts about holidays. Use words from the box. Then listen and check.  
 kayak mobile phones mosquitoes sunburnt

**1 Lost and Found**  
 In 2011, more people lost their ? than their sunglasses while they were travelling!

**2 Ouch!**  
 Every year, ? make 700 million people ill!

**3 Cover up!**  
 Be careful! You can get ? on a cloudy day if you don't wear sunscreen!

**4 Why not fly?**  
 In 2010, a British woman took the longest ? trip that anyone has ever taken – more than 3,200 kilometres!

2:18 Match. Then listen and check.

1 insect repellent    2 a helmet    3 a warm jacket  
 4 an anorak    5 a life jacket    6 water bottle  
 7 a map    8 sunscreen    9 sunglasses

a  b  c   
 d  e  f   
 g  h  i 

3 Look at the words in the word box. Choose three activities you like. Why do you like them?

Activity	Reason

biking  
 camping  
 hiking  
 horse riding  
 kayaking  
 rafting  
 skiing  
 swimming

4 Work with a partner. Ask and answer.  
 What happened when she was hiking?  
 She got thirsty.

**TRAVEL BIG** What are the five most important things you should take with you when hiking?

**Warm-Up**

- Have pupils think of places around the world for imaginary holidays and play *Twenty Questions* (see *Game Bank*, page T139, for details). Classmates can ask *yes/no* questions to try to guess the location. Allow pupils to use a world map or globe to help them think of holiday spots. Model: *I went on a holiday. Where did I go? Was it warm? Did I go swimming? Was it in our country? Was it very far away?*

**Using Page 54**

1 (2:15) Read and complete these fun facts about holidays. Use words from the box. Then listen and check.

**INVOLVE** Explain the lesson objective – pupils will read and talk about holidays, including holiday items and activities.

- Read the directions aloud. Ask volunteers to read the words in the box aloud. Read the headings aloud and ask pupils to predict what each fact will be about.
- Have pupils read the items and complete the activity independently.

**MONITOR** Play audio track 2:15. Have pupils listen to check their answers. (*Answers: 1 mobile phones, 2 mosquitoes, 3 sunburnt, 4 kayak*)

**ASSIST** Replay the audio as needed. Use simple language and the photos on the page to explain unfamiliar words. To talk about Item 4, say: *A kayak is a small boat for one person.*



Have pupils match the pictures to the words in the box. Ask: *Which word doesn't have a picture? (mosquitoes)*

- **21<sup>st</sup> Problem Solving** Ask: *What can people do to keep from losing their mobile phones when they travel?* (Possible answers: Keep them in the same place all the time. Wear them on cords. Always check for the phone whenever you leave for a new location. Ask a friend to remind you to check for your mobile phone.)

## Using Page 55

### 2 Match. Then listen and check.

- Read the directions aloud. Have pupils preview the list of words and the pictures. Encourage pupils to describe what the weather is like in each picture, using words like *cold*, *sunny*, *warm* and *windy*.
- Have pupils complete the activity independently. Play audio track 2:16 and have pupils check their work.

**MONITOR** | Review the answers as a class. (Answers: 1 h, 2 a, 3 e, 4 f, 5 b, 6 i, 7 d, 8 c, 9 g)

### 3 Look at the words in the word box. Choose three activities you like. Why do you like them?

- Read the words in the box aloud. Ask: *Look at Activity 2. Two of the words in the box are pictured there clearly and three of the words are suggested. What are they?* (Biking and rafting are pictured clearly. Camping, hiking and skiing are suggested.)
- Read the directions and column headings aloud. Say: *An activity is something you do. A reason is an explanation.* Ask pupils to write in their notebooks three activities they like and give reasons why they like them.

**MONITOR** | Have pupils read their responses aloud. Listen for correct pronunciation, intonation and use of language.

### 4 Work with a partner. Ask and answer.

- Read the directions aloud. Ask volunteers to read the speech bubbles aloud. Ask: *What was she doing?* (hiking) *What happened?* (She got thirsty.)
- In pairs, have pupils take turns asking and answering similar questions about what can happen while doing the activities that they listed in the word box for Activity 3.

**MONITOR** | As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language.

### **THINK BIG 2<sup>nd</sup>** Critical Thinking

- Say: *I'm going hiking on Saturday and I'm taking a map with me. Why?* (In case I get lost.) Then ask the question and write pupils' answers on the board. Encourage pupils to explain why they have chosen these items.

**ASSIST** | Help pupils express themselves by writing words on the board and any new vocabulary they could use.

**CHALLENGE** | Have pupils write a few sentences about the items they have chosen to take with them.

- Assign Activity Book pages 44–45 and direct pupils to digital activities.

## Application and Practice Activity

- Have pupils write one holiday activity and one problem that can happen during the activity on an index card. Tell pupils that they should use one of the activities shown or listed on the page.
- In small groups, have pupils mime the activity and the problem. Have the group members guess the activity and the problem and offer a solution to the problem. Continue until each pupil has had a turn to mime an activity and problem.

## OBJECTIVES

To talk about holidays

### Key Vocabulary

**Nouns:** anorak, biking, camping, helmet, hiking, horse riding, insect repellent, kayaking, life jacket, map, mosquitoes, rafting, skiing, sunburnt, swimming, water bottle

**Verbs:** bike, hike, sail, ski, walk, wear

### 21st Century Skills

Problem Solving  
Critical Thinking

### Materials

Index cards  
World map or globe  
Audio tracks 2:15–16  
Audioscript, page T146  
Interactive activities (eText)  
Digital activities:  
MyEnglishLab



Pages 44–45  
Answers on page T159



Read and complete these fun facts about holidays. Use words from the box. Then listen and check.

kayak mobile phones mosquitoes sunburnt

### 1 Lost and Found

In 2011, more people lost their than their sunglasses while they were travelling!

### 2 Ouch!

Every year, make 700 million people ill!

### 3 Cover up!

Be careful! You can get on a cloudy day if you don't wear sunscreen!

### 4 Why not fly?

In 2010, a British woman took the longest trip that anyone has ever taken – more than 3,200 kilometres!



2

Match. Then listen and check.

1 insect repellent

4 an anorak

7 a map

2 a helmet

5 a life jacket

8 sunscreen

3 a warm jacket

6 water bottle

9 sunglasses



3

Look at the words in the word box. Choose three activities you like. Why do you like them?

Activity	Reason

biking  
camping  
hiking  
horse riding  
kayaking  
rafting  
skiing  
swimming

4

Work with a partner.  
Ask and answer.

What happened when she was hiking?

She got thirsty.

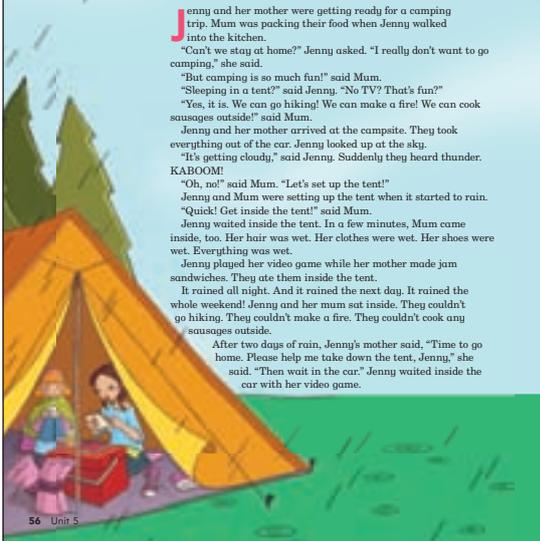
**THINK  
BIG**

What are the five most important things you should take with you when hiking?

5 2:17 Listen and read. Why did Jenny enjoy the weekend?

# The BEST WEEKEND EVER

by Alison Green



Jenny and her mother were getting ready for a camping trip. Mum was packing their food when Jenny walked into the kitchen.

"Can't we stay at home?" Jenny asked. "I really don't want to go camping," she said.

"But camping is so much fun!" said Mum.

"Sleeping in a tent?" said Jenny. "No TV? That's fun?"

"Yes, it is. We can go hiking! We can make a fire! We can cook sausages outside!" said Mum.

Jenny and her mother arrived at the campsite. They took everything out of the car. Jenny looked up at the sky.

"It's getting cloudy," said Jenny. Suddenly they heard thunder. KABOOM!

"Oh, no!" said Mum. "Let's set up the tent!"

Jenny and Mum were setting up the tent when it started to rain.

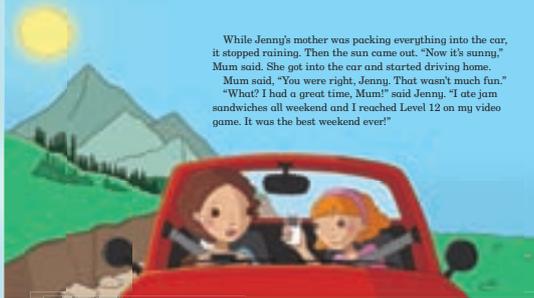
"Quick! Get inside the tent!" said Mum.

Jenny waited inside the tent. In a few minutes, Mum came inside, too. Her hair was wet. Her clothes were wet. Her shoes were wet. Everything was wet.

Jenny played her video game while her mother made jam sandwiches. They ate them inside the tent.

It rained all night. And it rained the next day. It rained the whole weekend! Jenny and her mum sat inside. They couldn't go hiking. They couldn't make a fire. They couldn't cook any sausages outside.

After two days of rain, Jenny's mother said, "Time to go home. Please help me take down the tent, Jenny," she said. "Then wait in the car." Jenny waited inside the car with her video game.



While Jenny's mother was packing everything into the car, it stopped raining. Then the sun came out. "Now it's sunny," Mum said. She got into the car and started driving home.

Mum said, "You were right, Jenny. That wasn't much fun."

"What? I had a great time, Mum!" said Jenny. "I ate jam sandwiches all weekend and I reached Level 12 on my video game. It was the best weekend ever!"

## READING COMPREHENSION

- 6 Choose the correct answers.
- When Jenny was looking at the sky, what did she hear?
    - She heard thunder.
    - She heard rain.
  - Why didn't Jenny and her mum go hiking?
    - Because it rained all weekend.
    - Because Jenny was playing her video game.
  - What did Jenny and her mum eat?
    - They ate sausages.
    - They ate jam sandwiches.
  - What was Jenny doing while her mum was packing the car to go home?
    - She was making a fire.
    - She was waiting in the car.
  - When did it stop raining?
    - While Jenny's mum was packing everything into the car.
    - While they were driving home.
  - What did Jenny think about the camping trip?
    - She hated it.
    - She loved it.

**THINK BIG** Do you think Jenny would like to go camping again? Why/Why not? Do you like camping? Why/Why not?

## Warm-Up

- Create a Venn diagram on the board by drawing two overlapping ovals with these labels: *Inside*, *Outside*. Ask: *What activities do you do inside? What activities do you do outside? What activities do you do both inside and outside?* Point to the region where the two ovals overlap and say: *We can write those activities in this part of the diagram.* Invite pupils to write activities in the diagram.



Provide pupils with activities to classify in the diagram: *cycling, eating, exercising, hiking, reading, running, sleeping, swimming, talking, watching TV.*

## Using Page 56

5 2:17 Listen and read. Why did Jenny enjoy the weekend?

INVOLVE

Explain the lesson objective – pupils will read about a holiday story, answer questions about it and discuss related ideas.

- Have pupils read the title aloud and preview the pictures. Tell pupils the story is about a holiday that Jenny and her mother take. Ask: *What do you think will happen to Jenny and her mum on this holiday?*
- Play audio track 2:17 as pupils listen and read along.

MONITOR

Use questions to check for understanding. Ask: *How does Jenny feel at the beginning of the trip?* (She doesn't want to go. Camping doesn't sound like fun to her.) *What happens when they get to the campsite?* (They set up the tent. It starts to rain.) *When does it stop raining?* (When they are packing to leave.) Then ask the rubric question: *Why did Jenny enjoy the weekend?* (Jenny enjoyed the weekend because she ate jam sandwiches and reached Level 12 on her video game.)

ASSIST

Replay the audio as needed. Pause after each paragraph and use simple language and gestures to explain unfamiliar words and phrases.

## Using Page 57

### 6 Choose the correct answers.

- Read the directions aloud. Have pupils complete the activity independently.

**MONITOR** | Review the answers as a class. (Answers: 1 a, 2 a, 3 b, 4 b, 5 a, 6 b)

**ASSIST**

Replay the audio as needed and review any errors in understanding. Suggest that pupils note down key words in each question and then locate words in the story that help them answer the question.



Write some true and false statements about the story on the board. Have pairs of pupils write their own statements. Have them say whether each statement is true or false. Model: *It was raining while Jenny and her mum were driving to the campsite.* (false) *Mum got wet in the rain.* (true) *Jenny and her mum stayed inside the tent all weekend.* (true) *Jenny likes to hike and cook food outside.* (false)

### THINK BIG 21<sup>st</sup> Critical Thinking

- Explain that the reader can learn about characters from what they say and do. Say: *When you make inferences, you use clues to understand details that aren't stated directly. Jenny doesn't say if she likes jam sandwiches but you can make an inference based on facts in the story.* Ask: *Does Jenny like jam sandwiches? How do you know?* (Yes. She is happy to eat them all weekend.)
- Ask: *Do you think it's a good idea to bring a video game on a camping trip? Why or why not?* (Answers will vary. Some pupils will agree with Jenny that a video game can help when the trip gets boring. Others might suggest that it is better to leave video games at home so that they don't get broken or lost and so that people pay attention to the trip.) Then ask the rubric questions.

**MONITOR**

As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language.

- Assign Activity Book page 46 and direct pupils to digital activities.

### Application and Practice Activity

- Invite pupils to tell their own stories about 'The Best Weekend Ever'. Encourage them to answer the questions *Who? What? When? Where?* and *Why?* when they tell their stories. Pupils can talk about real or imaginary weekends.

## OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

## Key Vocabulary

**Nouns:** camping trip, rain, tent, thunder, weekend

**Verbs:** cook, drive, eat, hike, make, pack, play, reach, set up, take down, wait

**Adjectives:** best, wet

**Adverbs:** inside, outside

## 21st Century Skills

Critical Thinking

## Materials

Audio track 2:17

Digital activities:  
MyEnglishLab



Page 46

Answers on page T159

## Summary

Jenny and her mother go camping but Jenny thinks camping is no fun. It rains the whole weekend and they have to stay in their tent. On the way home, Mum says Jenny was right: it wasn't fun. But Jenny had a great time. She played her video game and ate jam sandwiches all weekend.

## TEACHING TIP

### Tips for Answering Comprehension Questions

Share these tips with pupils: *Read every answer before you make your choice. If you aren't sure, look for clue words in the answer choices and the story. Place a star next to questions you aren't sure about. You can go back and check them when you have finished the other questions.*



2:17 Listen and read. Why did Jenny enjoy the weekend?

# The BEST WEEKEND EVER

by Alison Green

Jenny and her mother were getting ready for a camping trip. Mum was packing their food when Jenny walked into the kitchen.

“Can’t we stay at home?” Jenny asked. “I really don’t want to go camping,” she said.

“But camping is so much fun!” said Mum.

“Sleeping in a tent?” said Jenny. “No TV? That’s fun?”

“Yes, it is. We can go hiking! We can make a fire! We can cook sausages outside!” said Mum.

Jenny and her mother arrived at the campsite. They took everything out of the car. Jenny looked up at the sky.

“It’s getting cloudy,” said Jenny. Suddenly they heard thunder. KABOOM!

“Oh, no!” said Mum. “Let’s set up the tent!”

Jenny and Mum were setting up the tent when it started to rain.

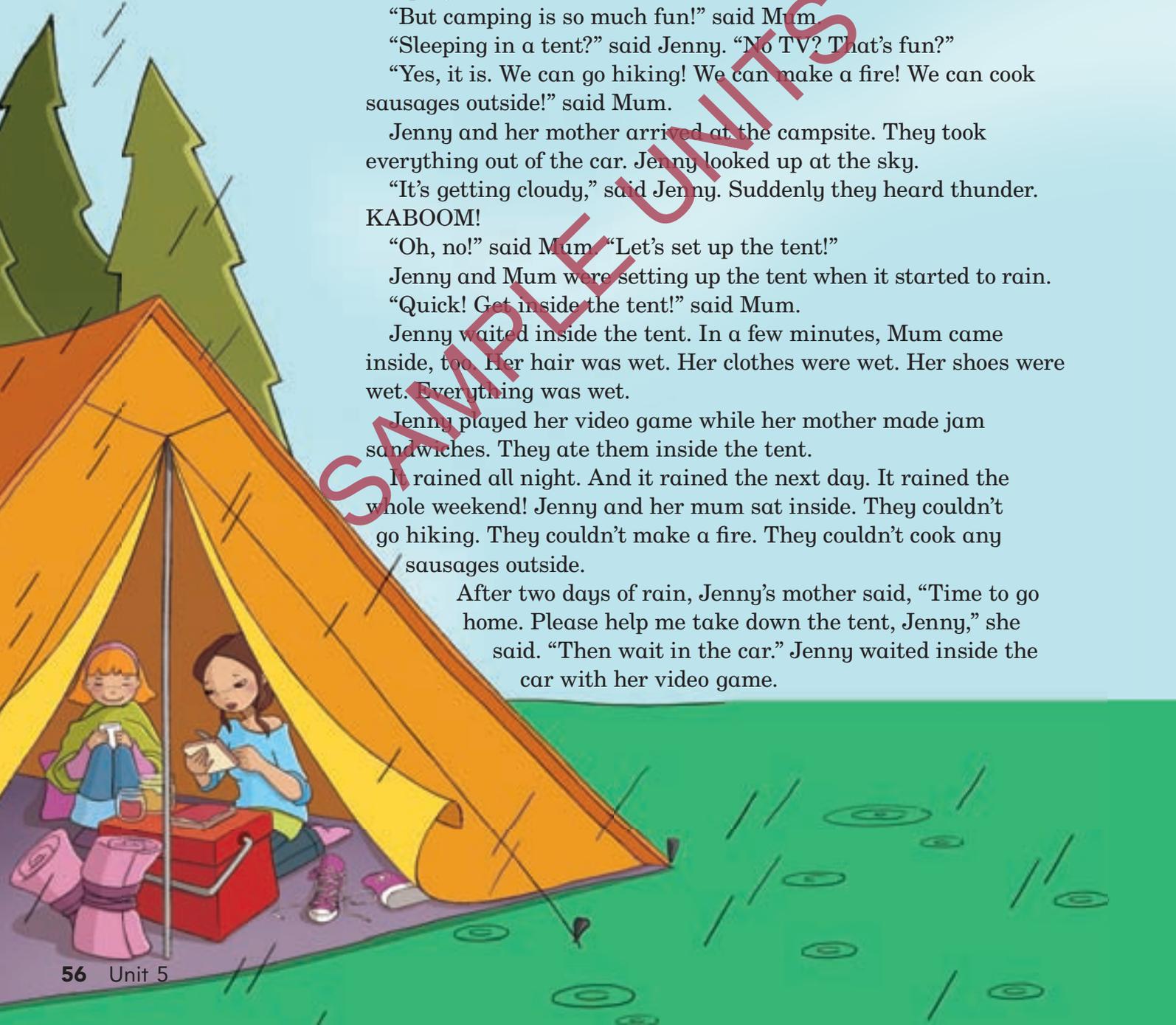
“Quick! Get inside the tent!” said Mum.

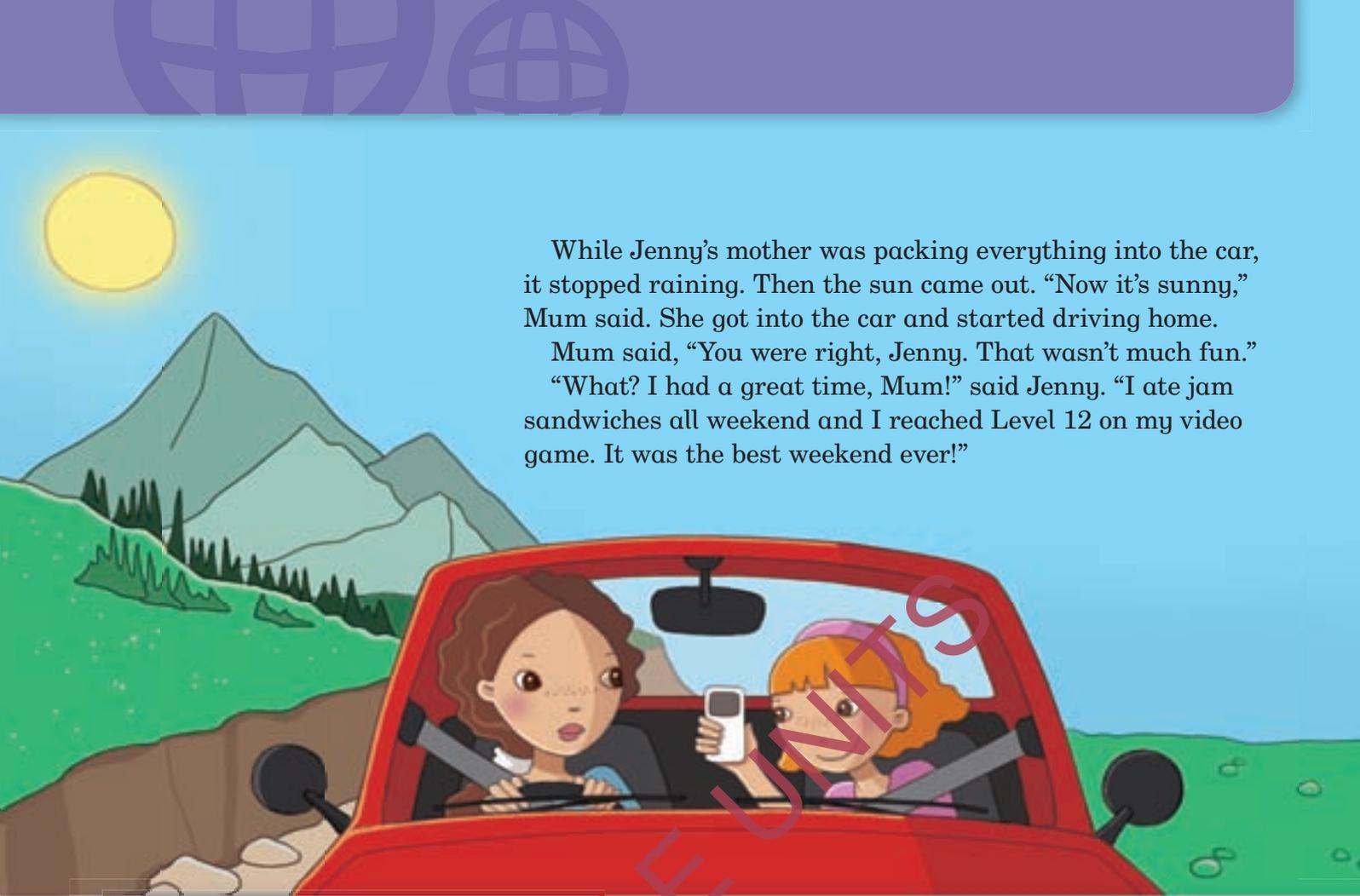
Jenny waited inside the tent. In a few minutes, Mum came inside, too. Her hair was wet. Her clothes were wet. Her shoes were wet. Everything was wet.

Jenny played her video game while her mother made jam sandwiches. They ate them inside the tent.

It rained all night. And it rained the next day. It rained the whole weekend! Jenny and her mum sat inside. They couldn’t go hiking. They couldn’t make a fire. They couldn’t cook any sausages outside.

After two days of rain, Jenny’s mother said, “Time to go home. Please help me take down the tent, Jenny,” she said. “Then wait in the car.” Jenny waited inside the car with her video game.





While Jenny's mother was packing everything into the car, it stopped raining. Then the sun came out. "Now it's sunny," Mum said. She got into the car and started driving home.

Mum said, "You were right, Jenny. That wasn't much fun." "What? I had a great time, Mum!" said Jenny. "I ate jam sandwiches all weekend and I reached Level 12 on my video game. It was the best weekend ever!"

## READING COMPREHENSION

- 6 Choose the correct answers.
- When Jenny was looking at the sky, what did she hear?
    - She heard thunder.
    - She heard rain.
  - What did Jenny and her mum eat?
    - They ate sausages.
    - They ate jam sandwiches.
  - When did it stop raining?
    - While Jenny's mum was packing everything into the car.
    - While they were driving home.
  - Why didn't Jenny and her mum go hiking?
    - Because it rained all weekend.
    - Because Jenny was playing her video game.
  - What was Jenny doing while her mum was packing the car to go home?
    - She was making a fire.
    - She was waiting in the car.
  - What did Jenny think about the camping trip?
    - She hated it.
    - She loved it.



Do you think Jenny would like to go camping again? Why/Why not?  
Do you like camping? Why/Why not?

2:19



Listen and read. Why was this Daniel's best holiday ever?

**Louise:** Hi, Uncle Daniel. It's Louise. How was your holiday?

**Daniel:** Hi, Louise. It was great. It was the best holiday ever!

**Louise:** Oh, really? What did you do?

**Daniel:** Well, the first day, I went to the beach. While I was lying on the sand, I fell asleep and woke up with terrible sunburn.

**Louise:** Oh, no. Really?

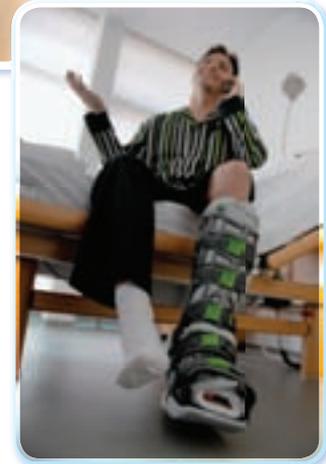
**Daniel:** Yes, so the next day I went hiking in the forest. While I was hiking, I got dozens of mosquito bites.

**Louise:** Oh, no!

**Daniel:** Yes. And so the next day I went horse riding. While I was riding, the horse got scared and jumped. I fell off the horse and broke my leg.

**Louise:** Oh, that's awful! But Uncle Daniel, I'm confused. So why was this the best holiday ever?

**Daniel:** The doctor says I need to stay at home for a week. I can finally rest and relax!



8

Practise the dialogue in 7 with a partner.

2:20



What happened on Gina's holiday? Listen and match. Then complete the sentences. Use the correct form of the verb.

eat   read   shop   try to sleep

1 She ? when it happened.

2 She ? when it happened.

3 She ? when it happened.

4 She ? when it happened.



## Warm-Up

- Write *best* and *worst* on the board. Ask: *What was your best holiday? What was your worst holiday?*
- Write *terrible* on the board. Ask: *What terrible things can happen on a holiday?*



Describe holidays and have pupils classify them as *good*, *best*, *terrible* or *worst*. Models: A) *We went to the beach. It rained all week.* B) *We went to the mountains. I found a gold coin!* C) *We went camping. The wind blew our fire. Our tent burnt down!*

## Using Page 58

### 7 Listen and read. Why was this Daniel's best holiday ever?

INVOLVE

Explain the lesson objective – pupils will read, listen to and practise a dialogue. Pupils will also listen to a description of someone's terrible holiday.

- Read the directions aloud. Play audio track 2:19 and have pupils listen to and read the dialogue.

MONITOR

Use questions to check for understanding. Ask: *What happened while Daniel was lying on the sand?* (He fell asleep and got terrible sunburn.) *What happened when he went hiking the next day?* (He got a lot of mosquito bites.) *What happened when he went horse riding?* (He fell and broke his leg.) Then ask the rubric question: *Why was this Daniel's best holiday ever?* (Because he needs to stay at home for a week and can finally rest and relax.)

### 8 Practise the dialogue in 7 with a partner.

- Read the directions aloud. Invite pairs to read the dialogue aloud, swap parts and repeat.

MONITOR

As pupils work, listen for proper pronunciation and appropriate intonation.

ASSIST

As you notice errors, say words or sentences correctly and have pupils repeat after you.

### 9 What happened on Gina's holiday? Listen and match. Then complete the sentences. Use the correct form of the verb.

- Have pupils describe each frame. Read the directions aloud.
- Play audio track 2:20. Have pupils listen, locate the correct verb and match the sentences. Then ask them to complete the sentences.

MONITOR

Review the answers as a class. (Answers: 1 c, was reading, 2 d, was shopping, 3 b, was eating, 4 a, trying to sleep)

ASSIST

Replay the audio as needed. Pause after each item and use simple language to explain unfamiliar words. Say: *A cruise is a holiday on a boat. The floor on a boat is called the deck. Sightseeing means 'looking at new things on a trip'.*

- Have pupils use simple language to summarise events. Model: *Gina had a bad trip. She went on a boat. She was reading. A wave hit the ship. It moved up and down. Gina felt sick.*
- Assign Activity Book page 47 and direct pupils to digital activities.

## Application and Practice Activity

- Have partners create dialogues between Gina from Activity 9 and a friend. Say: *The friend will ask about Gina's holiday. Gina will say what she was doing and what happened.*
- Combine pairs and have them perform their dialogues for each other. Then have a few volunteers perform their dialogues in front of the class.

## OBJECTIVES

To talk about holidays and holiday problems

To use unit language in context

To use correct stress, pronunciation and intonation

## Key Vocabulary

**Nouns:** baby, cruise ship, holiday, insect, mosquito bites, sightseeing, sunburn, wallet, waves

**Verbs:** break, cry, eat, fall, hike, read, relax, rest, shop, sleep, try

**Adjectives:** best

## 21st Century Skills

Problem Solving

## Materials

Audio tracks 2:19–20  
Audioscript, page T146

Digital activities:  
MyEnglishLab

AB

Page 47

Answers on page T159

## TEACHING TIP

### 21<sup>st</sup> Problem Solving

Say: *Some problems can be stopped before they happen. Have pupils review Uncle Daniel's holiday problems. Ask: Which of these problems can be stopped or prevented?* (Answers will vary. For example: Uncle Daniel can use insect repellent. Then mosquitoes aren't going to bite him.)

## OBJECTIVES

To use past continuous verbs in questions and answers

### Key Vocabulary

**Verbs:** check into, cycle, hike, lose, ride, shop, ski, start, wait

### 21st Century Skills

Communication

### Materials

Index cards  
Interactive activity /  
Game (eText)  
Digital activities:  
MyEnglishLab



Pages 48–49

Answers on page T159

## TEACHING TIP

### 21<sup>st</sup> Communication

Say: *In answer to the question 'Was she wearing a life jacket when she went swimming?' I can say 'No' or 'No, she wasn't'. The second answer is friendlier. It also emphasises the fact that she wasn't wearing a life jacket. Have pupils practise both the short and long versions of the answers in Activity 11.*

## Warm-Up

- Have pupils play *Matching Statues* to review present continuous verbs. Invite four volunteers to the front of the class. Have one volunteer stand on the opposite side of a board or other divider so the other volunteers can't see him or her. Tell the hidden pupil (in a whisper) to stand on one leg and say: *I'm standing on one leg*. The remaining volunteers must match the pose. If one of the volunteers makes a mistake, he or she must sit down. The first person to do the action correctly takes the role of the hidden pupil. Continue the activity with other volunteers, as time allows.

## Using Page 59

### 10 Complete the sentences with the correct form of the verb in brackets.

- INVOLVE** Explain the lesson objective – pupils will use verbs to talk about what was going on when something else happened.
- Have volunteers read the questions and answers in the first grammar box aloud. Ask: *What -ing verbs do you see in these sentences?* (doing, riding, hiking) *What words tell you that they're talking about something that happened at the same time as another action?* (when, while)
  - Read the directions aloud and complete the first item as a class. Then have pupils complete the activity in their notebooks.
- MONITOR** Review the answers as a class. (Answers: 1 was hiking, 2 started, 3 were waiting, 4 lost, 5 was skiing, 6 was skateboarding, 7 were wearing, 8 burnt)
- ASSIST** Remind pupils that *was* matches the subjects *I/he/she/it* and *were* matches the subjects *you/we/they*.
- Review adding *-ing* to verbs that end in *e*. Say: *First, drop the e. Then add -ing.* Write the following verbs on the board: *bike, hike, move, ride, smile*. Have pupils write them in their *-ing* form in their notebooks (*biking, hiking, moving, riding, smiling*).

### 11 Make questions.

- Have volunteers read the questions and answers in the second grammar box aloud.
  - Read the directions aloud and complete the first item as a class. Then have pupils complete the activity in their notebooks.
- MONITOR** Review the answers as a class. (Answers: 1 Was Tim hiking when his sunglasses broke?, 2 Were Billy and Lisa biking when they suddenly heard thunder?, 3 Was Dan shopping when he lost his mobile phone?, 4 Were you horse riding when you got stung by the bee?, 5 Were his parents checking into the hotel when the lights went out?, 6 Was Sarah camping when she broke her arm?)
- ASSIST** Have pupils provide answers to the questions in Activity 11 based on prompts. Model: *Was Tim hiking when his sunglasses broke?* (Yes, he was./No, he wasn't.)
- Assign Activity Book pages 48–49 and direct pupils to digital activities.

## Application and Practice Activity

- Have pupils work in pairs. Have one pupil write a verb ending in *-ing* on an index card. Have the other pupil write a problem on another index card. Then have the pair write a sentence combining *when* or *while*, the verb and the problem. Provide this model: *If I wrote sleeping and my partner wrote got stung by a bee, the sentence would be: While I was sleeping, I got stung by a bee.*
- Pupils may refer to the grammar boxes in the lesson as they work.
- Have pupils play Unit 5, Game 1 on the eText.

What **was** he **doing** when he got hurt?

He **was riding** a horse when he got hurt.

What happened while they **were hiking**?

They got lost while they **were hiking**.

**10** Complete the sentences with the correct form of the verb in brackets.

- 1 Samuel ? when he got thirsty. (hike)
- 2 They were kayaking when it ? to thunder. (start)
- 3 They ? for the bus when it started to rain. (wait)
- 4 I ? my bracelet while I was swimming. (lose)
- 5 Alicia broke her leg while she ? . (ski)
- 6 He ? when he fell in the road. (skateboard)
- 7 We ? life jackets when we fell in the sea. (wear)
- 8 Jeremy ? the sausages while he was cooking dinner. (burn)



**Was** he **riding his bike** when it started to rain?

Yes, he **was**./No, he **wasn't**.

**Were** you **swimming** when you got sunburnt?

Yes, I **was**./No, I **wasn't**.

**11** Make questions.

- 1 (when/Tim/Was/hiking) ? his sunglasses broke?
- 2 (Billy and Lisa/biking/Were/when) ? they suddenly heard thunder?
- 3 (shopping/Dan/when/Was) ? he lost his mobile phone?
- 4 (when/you/Were/horse riding) ? you got stung by the bee?
- 5 (Were/the hotel/his parents/when/checking into) ? the lights went out?
- 6 (Sarah/camping/when/Was) ? she broke her arm?



Listen and read. What happened to the backpack?

**CONTENT WORDS**

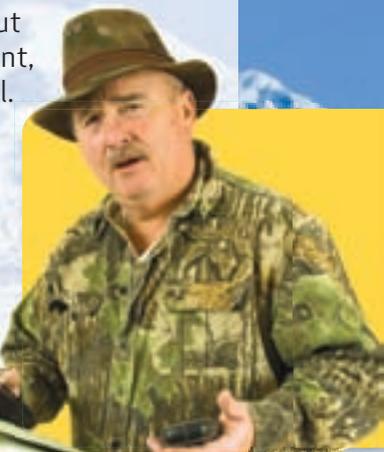
addition    customer    item    multiplication    realise    total

You work in a shop at Greenfell Mountain National Park and sell these items:

<b>sunscreen</b> £6.99	<b>disposable camera</b> £9.99	<b>crisps</b> £1.09
<b>insect repellent</b> £5.49	<b>map of the park</b> £2.50	<b>apple</b> 75p
<b>sunglasses</b> £12.99	<b>bottle of water</b> £1.25	<b>postcards</b> 90p

Use addition and multiplication to find the totals for these customers and write them in your notebook:

- 1 “Hello. This is my first time hiking and I need some suggestions for what to get. Oh, never mind. I see you’ve put up a list of suggestions. Perfect! Let’s see... insect repellent, sunscreen, two bottles of water and a map. I think that’s all. I needn’t buy anything else. Wait. I’ll have an apple and a bag of crisps, too. How much is it?”
- 2 “Hi. I’m so glad this shop is here. While we were driving here, I realised I didn’t have any insect repellent. Can I get three bottles of that, please? Oh, and I forgot to bring a snack for my Year 5 pupils. So I need 15 apples. How much is that?”
- 3 “Oh, hi. Listen. Guess what happened to me? I was out hiking this morning when I saw this beautiful flower. I tried to take a picture of it. But while I was opening my backpack, I heard an animal sound and dropped it. My backpack fell down the side of the mountain! Grrr! One disposable camera, please. I’m going to try again. Oh, and I need to buy a bottle of water and a pair of sunglasses, too. Everything was in that bag! So, how much is it altogether?”



**13** Read 12 again and say **true** or **false**.

- 1 Customers can get advice about what they need.
- 2 The teacher needs a bottle of insect repellent for each child in his class.
- 3 The woman dropped her backpack when she heard a noise.

**THINK BIG**

Who spent the most money?  
Who spent the least money?  
What would you buy at the national park with £25?  
Why?

## Warm-Up

- Have pupils create addition and multiplication puzzles to help them practise language used to describe maths problems. Tell pupils to write addition and multiplication sentences, using one-, two- and three-digit numbers. Model:  $24 + 4.59 = 28.59$ ;  $1.29 \times 8 = 10.32$ . Then have pupils rewrite each sentence, replacing operations and equal signs with open boxes. Model:  $24 \square 4.59 \square 28.59$ ;  $1.29 \square 8 \square 10.32$ . Then have pupils exchange puzzles and say the missing symbols aloud to their partner.

## Using Page 60

### 12 Listen and read. What happened to the backpack?

INVOLVE

Explain the lesson objective – pupils will read about purchases and calculate totals.

- Preview the article by having pupils read the Content Words aloud. Ask pupils to share meanings of these words.
- Play audio track 2:22 and have pupils listen and read along.

MONITOR

Pause after each section and ask questions to check for understanding. Have volunteers answer the questions and point out where in the text they found the answer. Ask: *What information do you see in the chart?* (prices of things sold at a park shop) *How many things does the first customer buy?* (seven) *What did the customer in Item 2 realise?* (He forgot to bring insect repellent or a snack.) Then ask the rubric question: *What happened to the backpack?* (The backpack fell down the side of the mountain.)

- Have pupils calculate totals after listening to all of the customers' descriptions. Encourage pupils to show their work. Model: *To find the total for the first customer, I write down the price of one insect repellent: £5.49. Then I multiply to find the cost of two bottles of water:  $2 \times £1.25 = £2.50$ .* Continue describing the rest of the problem, making sure pupils understand and can use maths words, such as *total*, *add*, *times*, *equals*, etc. (Answers: 1 £19.32, 2 £27.72, 3 £24.23, £12.33)

ASSIST

Replay the audio as necessary. Help pupils modify any unclear, incomplete or incorrect meanings.

### 13 Read 12 again and say true or false.

- Read the directions aloud. Have pupils read the text silently and decide whether the statements are true or false.

MONITOR

Check answers as a class. (Answers: 1 true, 2 false, 3 true)

### THINK BIG 21<sup>st</sup> Critical Thinking

- Read the questions aloud. Have pupils discuss with their partners.

MONITOR

Review the answers as a class. (Answers: 1 the second customer; the first customer, 2 Answers will vary) Have pupils review one another's lists to confirm that they don't go beyond the £25 limit.

- Assign Activity Book page 50 and direct pupils to digital activities.

## Application and Practice Activity

- In pairs, pupils choose one of the hikers from Activity 12 and change the monologue into a dialogue. The shop assistant should interact with the shopper as he or she speaks. Remind pupils that the hikers/shoppers should sound anxious.

CHALLENGE

Encourage pairs to provide different contexts for their problems, such as losing a pair of sunglasses instead of a camera.

- Invite volunteers to share their dialogues in front of the class. Have the class choose its favourite performance.

## OBJECTIVES

To read about prices and purchases

To calculate totals

To read and understand a maths text

## Content Words

addition, customer, item, multiplication, realise, total

## 21st Century Skills

Technology Literacy  
Critical Thinking

## Materials

Calculators  
Audio track 2:22  
Interactive activity (eText)  
Digital activities: MyEnglishLab

AB

Page 50

Answers on page T159

## TEACHING TIP

### 21<sup>st</sup> Technology Literacy

Allow pupils to use calculators if available. Review the use of the Memory button to store subtotals. Say: *You can add or multiply two numbers and store the answer in the calculator's memory.* Invite pupils to describe the series of buttons they press to solve each item.

## OBJECTIVES

To read and talk about unusual places to go on holiday

To connect a text to personal experiences

## Content Words

expedition, fascinating, frozen, igloo, overnight, tour

## Materials

World map  
Phones or video cameras (optional)  
Audio track 2:23  
Video (eText)  
Digital activities:  
MyEnglishLab



Page 51

Answers on page T159

## Warm-Up

- Ask pupils to describe their perfect holiday spot. Ask: *Would you rather go to the beach or the mountains? Would you prefer hot or cold weather? Would you prefer to have a lot of people there or only a few?*
- After all pupils have contributed, ask: *Which ideas for holidays do most of us share? Which ideas were strange or unusual? Why do you think so?*

## Using Page 61

### 14 2:23 Listen and read. Where can you stay in an igloo?

**INVOLVE** Explain the lesson objective – pupils will read and talk about unusual holiday spots.

- Ask pupils to preview the article by describing what they see in each photograph.
- Play audio track 2:23 and have pupils listen and read. Write these vocabulary items on the board: *expedition, frozen, igloo, overnight, tour, fascinating*. Have pupils listen for and locate these words.

**MONITOR** Pause after each section and have pupils explain why each destination is unusual. Use questions to check comprehension. Ask: *What does the unusual museum in Boston show? (bad art) Why is Greenland an unusual holiday spot? (It is extremely cold.) What types of plants will you see at Alnwick Garden? (dangerous plants) Why is Maho Beach unusual? (It is near the airport. Planes fly very close overhead.)* Then ask the rubric question: *Where can you stay in an igloo? (You can stay in an igloo in Ilulissat, Greenland.)*

**ASSIST** Replay the audio as necessary.

**CHALLENGE** Have pupils write sentences that use one or more of the vocabulary items. Then ask them to read their sentences aloud, leaving out each vocabulary item for others to guess.

- Have pupils use a world map or internet resources to locate the places described in the article.

### 15 Read 14 again and answer the questions.

- Read the directions and questions aloud. Have pupils work in pairs to ask and answer questions.

**MONITOR** Check answers as a class. (*Answers: 1 You can see more than 600 pieces of the world's worst art at The Museum of Bad Art., 2 The Alnwick Garden is also known as the Poison Garden because the plants are dangerous., 3 You can get very close to a plane on the beach in St Maarten.*)

- Assign Activity Book page 51 and direct pupils to digital activities.

## Application and Practice Activity

- Have pupils role play a visit to one of the places described. One pupil can be a tour guide showing at least three different things on a tour of a specific destination. Others can react to what they see there. Pupils may wish to create dialogues to share with the class. If possible, record the dialogues using phones or video cameras.
- Have pupils view the Unit 5 video segment. Use the Video Guide.

2:23

14

Listen and read. Where can you stay in an igloo?

# UNIQUE Holiday Destinations

Every year, millions of people around the world go on holiday. Some visit their families who live far away. Some visit national parks and others just lie on the beach. Would you like to try something different for your next holiday? Here are a few suggestions.

Try looking at some bad art! The Museum of Bad Art, near Boston, Massachusetts, USA, has got more than 600 pieces of the world's worst art. But is the art really that bad?

Put on your warm coat (a *very* warm coat) and head over to Ilulissat, Greenland. From there you can go on an expedition into frozen lands where Arctic foxes, polar bears and other amazing animals live. When else will you have the chance to stay overnight in an igloo?

The Alnwick Garden in Northumberland, UK, has got beautiful flowers and plants but remember, it's known as the Poison Garden for a good reason! Pay close attention to the signs that say, "Do not touch the plants. Do not even smell them!" But don't be afraid. Tours of the garden will tell you everything you need to know about these dangerous but fascinating plants.

The airport on St Maarten, an island in the Caribbean, is close to the beach. Too close! Every year, thousands of people stand on the beach and wait for planes. The planes fly right over their heads. It's the closest that you and a plane will ever get unless you're on one!



The Museum of Bad Art



Igloo Village



The Alnwick Garden

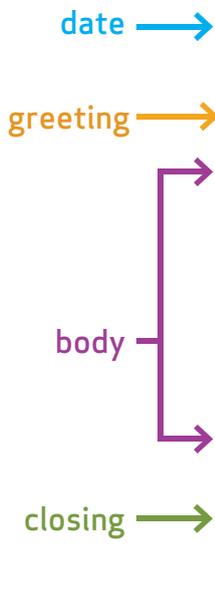


Maho Beach

15 Read 14 again and answer the questions.

- 1 How many pieces of the world's worst art can you see at The Museum of Bad Art?
- 2 Why is the Alnwick Garden also known as the Poison Garden?
- 3 Where can you get very close to a plane?

16 Read Helen's postcard.



22 February

Dear Heather,

I'm having a great time with my family here at Playa del Carmen! The food at our hotel is great. There are many fun things to do on the beach. But yesterday I got sunburnt while I was playing on the beach. I wasn't wearing enough sunscreen! ☹️ See you soon!

Your friend,  
Helen



Heather Dickinson  
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West Hampstead  
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UNITED KINGDOM

17 Read the Writing Steps and write a postcard to a friend about your holiday.

## Writing Steps

- 1 Think of a holiday place.
- 2 Write a date and greeting.
- 3 Write about where you are.
- 4 Write about why you like it or don't like it.
- 5 Write about a problem on your holiday.
- 6 Write a final sentence.
- 7 Write a closing and sign the postcard.
- 8 Write an address.

**THINK BIG** Why do you think people write postcards when they're on holiday? Do you?

## Warm-Up

- Display five to ten postcards and allow pupils to view them. Then have partners choose a postcard (in secret) and invent a dialogue that takes place in the location shown. Allow pupils to share their dialogues with the class and challenge classmates to guess which postcard shows the location where the dialogue takes place.

## Using Page 62

### 16 Read Helen's postcard.

INVOLVE

Explain the lesson objective – pupils will read a postcard and answer basic questions about it. Then they will write a postcard to a friend.

- Ask: *Have you ever received a postcard? Where was it from? Who was it from?* Accept all logical answers.
- Read the directions aloud. Then have volunteers read the postcard text and labels aloud.

MONITOR

Use questions to check comprehension. Ask: *What information do you find in the greeting?* (the word *Dear* and the name of the person the postcard is written to) *Where was Helen when she wrote the postcard?* (Playa del Carmen) *What problem did Helen have on her holiday?* (She got sunburnt because she wasn't wearing enough sunscreen.)

ASSIST

Have pupils read Helen's postcard aloud and pay attention to the language she uses. Say: *Helen's writing to a friend so she can use a friendly tone and informal language. She uses a frowning-face icon. That wouldn't look right if she were writing a formal letter to someone she doesn't know.*

- **21<sup>st</sup> ICT Literacy** Ask: *Why do you think people send postcards when they could also send email while they travel?* (Answers will vary. Many people like to give and receive physical souvenirs from other places.)

CHALLENGE

Have pupils draw pictures that show the scene that Helen's postcard might show on the other side. Allow pupils to use internet resources to search for details about Playa del Carmen in Mexico.

### 17 Read the Writing Steps and write a postcard to a friend about your holiday.

- Read the directions and writing steps aloud. Suggest that pupils write notes for each of the eight writing steps.
- Have pupils use postcards or travel brochures to think of holiday places. Emphasise that pupils can write postcards about real or imaginary holidays. Have pupils work independently to complete the activity.

MONITOR

Check to make sure that pupils have written notes for all eight writing steps before they draft their postcards. After they are done, invite volunteers to read their postcards aloud. Check to see that postcards are complete and use an appropriate, friendly tone. Correct any errors in use of language.

ASSIST

Provide pupils with a list of holiday places and problems that they might write about in their postcards.

### THINK BIG

- Read the questions aloud and encourage pupils to express themselves as best they can. Extend the discussion by asking pupils if they have ever sent a postcard and if so, from where.
- Assign Activity Book page 52 and direct pupils to digital activities.

## Application and Practice Activity

- Have pupils arrange a display that organises their postcards by location. Encourage pupils to ask and answer questions to help them place each postcard on a world or regional map.

## OBJECTIVES

To write an informal postcard to a friend

## 21st Century Skills

ICT Literacy

## Materials

Postcards  
Travel brochures  
Index cards  
World or regional map  
Digital activities:  
MyEnglishLab

AB

Page 52

Answers on page T159

## TEACHING TIP

### Intonation

Have pupils compare and contrast the tone of the formal letters they wrote in Unit 3 (see page 34) with their postcards. Point out that reading aloud is a good way to hear the tone or feeling of writing. The letter in Unit 3 has a formal tone; a postcard to a friend has an informal, relaxed tone.

## OBJECTIVES

To learn about the importance of being safe on holiday

To make a poster that lists holiday safety tips

## 21st Century Skills

Environmental Literacy

## Materials

Art supplies

Digital activities:  
MyEnglishLab

## Warm-Up

- Have pupils play a *Memory Game* (see *Game Bank*, page T139, for details) to review holiday places and vocabulary. Pupils begin a sentence by saying a place they will go to and something to bring. Then the next pupil adds to the list with something else to bring. The round ends when a player can't remember the entire list. Model: *I'll go to the beach and bring my sunglasses. I'll go to the beach and bring my sunglasses and sunscreen. I'll go to the beach and bring my sunglasses, sunscreen and a book.*

## Using Page 63

- 18** Work in pairs and discuss. Where do you like to go on holiday? Copy the chart into your notebook and list the kinds of places. Then take turns writing safety tips.

**INVOLVE** Explain the lesson objective – pupils will discuss tips for being safe on holidays to different types of places. Then they will create a poster that shares tips for one type of holiday.

- Read the page title, directions and chart labels aloud with pupils.
- Ask pupils to tell you different holiday places they'd like to visit. Write them on the board. In addition to the beach and the mountains, pupils might discuss these places: *lakes, forests, cities, train trips, bicycle trips, boat trips*. Point out that some safety tips may apply to more than one type of place. Model: *It's a good idea to wear sunscreen when you go to the beach. But you might need to follow the same tip if you're visiting a sunny city or going hiking in the mountains.*
- Then have pupils work in pairs to discuss safety tips for four different holiday places.

**MONITOR** Check to make sure that pupils identify four specific holiday places and complete their chart by providing two safety tips for each place.

- 19** Work with another pair. In your group, make a poster about one of your holiday places. Include your safety tips. Add pictures. Share your poster with the class.

- Read the directions and sample poster aloud. Ask: *How does this poster give information?* (Six tips are given in a numbered list.) *How do the pictures help the poster?* (They make the poster more attractive, they grab interest, they emphasise some of the tips.)
- Have pupils work in pairs or in small groups to make their poster.

**MONITOR** Check to see that pupils are using target language correctly as they prepare their posters.

**CHALLENGE** Challenge the groups to make up a story about what happened on an imaginary holiday when the travellers didn't follow your safety tips. Tell pupils to take notes about the events in their stories. Invite one volunteer from each group to share the story with the class.

## Application and Practice Activity

- Display all of the posters around the classroom. As a class, compare and contrast the safety tips. Identify tips that apply to more than one type of holiday.
- Using the posters as a guide, create a list of general travel tips with the class. Make a new poster entitled *Travel Tips* and post it in the classroom. You may wish to type the list and distribute it before a school holiday.

## TEACHING TIP

### 21<sup>st</sup> Environmental Literacy

Say: *Protecting the environment is an important part of many holidays, too. If you're hiking, don't throw things on the ground. It can damage the environment.* Encourage pupils to think of ways to protect the environments they visit.

18 Work in pairs and discuss. Where do you like to go on holiday? Copy the chart into your notebook and list the kinds of places. Then take turns writing safety tips.

Holiday Place	Pupil 1 Tip	Pupil 2 Tip
The beach	Don't swim straight after eating.	
The mountains		

PROJECT

19 Work with another pair. In your group, make a poster about one of your holiday places. Include your safety tips. Add pictures. Share your poster with the class.

**SAFETY TIPS**  
for the Amusement Park

- 1 Always wear sunscreen.
- 2 Take along a water bottle. Drink water often.
- 3 Know how to contact your parents.
- 4 Decide on a time and place to meet.
- 5 Hold onto your camera and other important items.
- 6 Don't talk to strangers.

# Listening and Speaking



Listen, read and repeat.

1 c-l cl      2 t-w tw



Listen and blend the sounds.

1	cl-ow-n	clown	2	tw-i-n	twin
3	tw-i-s-t	twist	4	cl-o-ck	clock
5	tw-e-l-ve	twelve	6	cl-a-p	clap



Listen and chant.

It's twelve o'clock. Time to twist.  
It's twelve o'clock. Time to clap.  
Twist, twist, twist! Clap, clap, clap!



Play the **Crazy Holiday Game**! First, choose a word or phrase in each numbered row. Then copy the dialogue and complete it with your choices. Take turns practising the dialogue with different partners.

1	far away	clean	romantic	dirty
2	skiing	drawing	cycling	bird-watching
3	best	worst	most boring	most exciting
4	delicious	old	expensive	spicy
5	Antarctica	the Himalayas	Easter Island	the Sahara Desert
6	get hot	rain	snow	get windy

**Ted:** I just got back from holiday.  
**Joanna:** Really? How was it?  
**Ted:** It was the <sup>3</sup>? holiday ever.  
**Joanna:** Wow. Where did you go?  
**Ted:** I went to <sup>5</sup>?  
**Joanna:** That sounds great.  
**Ted:** Yes. The food was <sup>4</sup>? and the hotel was <sup>1</sup>?  
**Joanna:** Wow. That sounds really nice.  
**Ted:** Uh-huh. But I had some problems, too. While I was <sup>2</sup>?, it started to <sup>6</sup>?  
**Joanna:** Oh, no! That's terrible.  
**Ted:** Yes, but it turned out OK. I'm happy to be home now.  
**Joanna:** Great. I can't wait to see your holiday photos!



## Warm-Up

- Have pupils play *Word Clues* to review key vocabulary. Give pupils index cards and invite them to create game cards by writing one key word or phrase on each card. Remind them to select vocabulary learnt in this unit. Players take turns looking at a word and giving one-word clues to their partners. Clues shouldn't use the secret word. Model: *My word is insect repellent. My clues are: keep away, mosquitoes, spray.*

## Using Page 64

### 20 Listen, read and repeat.

INVOLVE

Explain the lesson objective - pupils will identify the letters and distinguish between the sounds *cl* and *tw* individually and as part of words. Then they will review talking about holiday problems and describing things that happened while they were doing something else. They will also play a game.

- Read the directions aloud. Play audio track 2:24 and have pupils listen and point to each sound as it is said. Have pupils repeat.

MONITOR

As pupils repeat, check they are pointing to the correct sound and listen for correct pronunciation.

### 21 Listen and blend the sounds.

- Read the directions aloud. Play audio track 2:25 and have pupils listen and point to each item as it is sounded out and blended on the audio.

MONITOR

As pupils repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

ASSIST

Replay the audio as needed.

### 22 Listen and chant.

- Read the directions aloud. Read the chant while pupils follow in their books.
- Play audio track 2:26 and have pupils listen. Replay several times and encourage them to join in.

MONITOR

As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and correct use of language.

### 23 Play the *Crazy Holiday Game!* First, choose a word or phrase in each numbered row. Then copy the dialogue and complete it with your choices. Take turns practising the dialogue with different partners.

- Read the directions aloud. Point to the ten numbered rows and tell pupils that they will choose one word in each row. Have pupils make their choices and then complete the dialogue independently. Say: *You'll use the word in Row 3 twice in the dialogue.*
- Then have partners practise reading their dialogues aloud.

MONITOR

Listen for proper pronunciation and appropriate intonation. Have pupils switch partners so they can try several different versions of the dialogue.

ASSIST

Use simple language to explain unfamiliar words. Say: *Serious can mean 'not funny'. Romantic can mean 'dreamy' or 'exciting and beautiful'.*

CHALLENGE

Encourage pupils to extend their dialogues by describing other problems that happened on their holidays. Say: *These holidays are crazy so your problems can be crazy, too.* Model: *While I was sleeping, a bear bit me. Then when I was running away from the bear, I fell down. The bear tripped on my foot and broke its leg!*

## Application and Practice Activity

- Have pupils create cartoon strips to show the most interesting or unusual scenes from their crazy holidays. Encourage pupils to add characters and speech bubbles explaining what people said during the most exciting or unhappy events.

## OBJECTIVES

To identify and say the letters and sounds *cl* and *tw* individually and as part of words

To talk about holiday problems

To talk about what happened while they were doing something else

## Materials

Index cards

Art supplies

Audio tracks 2:24–26

Digital activities:  
MyEnglishLab

## TEACHING TIP

### Creative Writing

Pupils can create their own fill-in-the-blank holiday stories for others to complete by following the model in this activity. They can begin by writing a simple story. Then they choose four or five words to replace with blanks and list four possible words to complete each blank. Invite pupils to share their games and the resulting mixed-up stories with the class.

## OUTCOMES

Pupils can talk about holiday problems.

Pupils can talk about what happened while they were doing something else.

## 21st Century Skills

Social Skills

### Materials

Game (eText)

Digital activities:  
MyEnglishLab

AB

Page 53

Answers on page T159

## TEACHING TIP

### 21<sup>st</sup> Social Skills

Say: *It's important to try not to let problems ruin your holiday. You'll be more fun to travel with if you keep a positive attitude.*

Model: *While I was at the beach, I got sunburnt. But I still had a great time. I used sunscreen for the rest of the holiday and was careful to stay in the shade. We all had fun anyway.*

## Warm-Up

- Invite pupils in a competition to make up wild stories about things that happened to them on holiday. Have pupils use this frame: *While I was ..., I ...*. Model: A: *While I was taking a picture of the Empire State Building, all the lights in the city went out.* B: *I can beat that. While I was swimming, a seagull came and landed on my head.* Have pupils vote to decide who invented the most interesting or unusual story.

## Using Page 65

- 24 **Copy and complete the chart. Some words can be used more than once.**

**INVOLVE** | Explain the lesson objective – pupils will review the vocabulary and grammar they learnt in Unit 5.

- Read the directions and words in the box aloud. Have pupils copy the chart in their notebooks and complete the items independently.

**MONITOR** | Have pupils read the words they included in each column aloud. Say: *Not everyone will have the same answers. For example, some of us might take a water bottle with us when we go kayaking but some might not. (Possible answers: kayaking: a helmet, an anorak, a life jacket, insect repellent, sunscreen, water bottle; hiking: an anorak, a map, insect repellent, sunscreen, walking shoes, water bottle; biking: a helmet, an anorak, insect repellent, sunscreen, water bottle)*

**ASSIST** | Remind pupils to refer to the unit activities to review vocabulary.

- 25 **Complete the email.**

- Read the directions and email aloud.
- Have pupils complete the activity independently. Remind them they can use each word only once.

**MONITOR** | Review the answers as a class. (Answers: 1 swimming, 2 sunburnt, 3 hiking, 4 mosquito bites)

**ASSIST** | Remind pupils to read the entire email before they begin to write their answers. Model: *At first, I thought that I'd write 'hiking' in the first blank. It makes sense there. But then I realised that I needed to use 'hiking' in the third blank so I'll write 'swimming' in the first blank. That makes sense, too.*

- 26 **Match the questions and answers.**

- Read the directions aloud. Invite pupils to read the questions and answers aloud.
- Have pupils complete the activity independently.

**MONITOR** | Check answers by having a pupil read one of the questions aloud and then ask for the correct answer. (Answers: 1 b, 2 d, 3 c, 4 a)

**CHALLENGE** | Ask pupils to think of different answers for the questions. Model: *What were you doing when it started to rain? I was swimming in the lake.*

## I Can

- Have pupils read the *I Can* bullets carefully and copy the skills they feel they can do into their notebooks.
- Assign Activity Book page 53 and direct pupils to digital activities.

## Application and Practice Activity

- Have pupils choose their favourite wild story from the Warm-Up competition. Ask pupils to change the story's ending and make it positive.
- Have pupils play Unit 5, Game 2 on the eText.

24 Copy and complete the chart. Some words can be used more than once.

a helmet      an anorak      a life jacket      a map  
a water bottle      insect repellent      sunscreen      walking shoes

What should you take along when you go...

kayaking?	hiking?	biking?

25 Complete the email.

hiking      mosquito bites      sunburnt      swimming

Hi, Grandma!

We're all having a great time at the beach. Except for Dad. He isn't having a great time. While he was <sup>1</sup>? yesterday, he got <sup>2</sup>?. He forgot his sunscreen! And Mum isn't having a great time either. While she was <sup>3</sup>? in the woods, she got a lot of <sup>4</sup>?. She forgot her insect repellent. But now we're in the hotel. We're going to order pizza! See you soon.

Love,  
Paul

26 Match the questions and answers.

- |  |                              |
|--|------------------------------|
| 1 What were you doing when it started to rain?                     | a No, she didn't.            |
| 2 Were you wearing sunscreen when the sun came out?                | b I was hiking in the woods. |
| 3 What happened while Ed was riding the horse?                     | c He fell off!               |
| 4 Did Sandra have insect repellent on when the mosquitoes bit her? | d Yes, we were.              |

### I Can

- talk about holiday problems.
- talk about what was going on when something happened.